

PATHWAYS

>>MS. ENDEL: I would like to introduce some very key people in the room. You are all very key, but there are some roles that you need to know. Also, this is Janeen Foley. Janeen is a court reporter, if you will. She is going to be recording our session. So it's -- so remember, she's going to be recording our session.

(LAUGHTER)

And she now has this in there. Intonation is everything, my friend! And also, Diasmer Bloe, who is from the Jewish Healthcare Foundation, and she and I are going to be partnering on facilitating your session. She is just a really terrific resource that I just think I'm so happy to have you as my partner today.

And then there is also, I would like to introduce somebody very special, and they will introduce themselves a little bit later, but we have a student today, Erica Martinez. And she will be, if you will, providing, I think, some valuable perspectives. And I told her, at any time, if there is anything that we say that's completely contradictory to a student perspective, she will raise her hand and say, "Let's talk about that!" So I put her right in the middle, in the power seat, because she is really the one that we are all here for, is to make sure that she and students across the country have access to programs, and that will allow them to reach their full potential and benefit the economy. So it seems fair that she should be in the power seat, don't you think?

I think we should start with introductions, and then I'm going to talk about the meeting guidelines and kind of the ground rules for today, and then we are going to go ahead and get launched into the session.

So why don't we go ahead and start with Kathleen.

>>PARTICIPANT: I'm Kathleen McKenzie. I'm the Deputy County Manager for Allegheny County. I'm here on behalf of Dan Onorato, our County Executive.

>>MS. ENDEL: I forgot to do one thing. After you give your name and title, if you could answer a kind of fun question: Who or what influenced your career choice? It'd be interesting to hear that. So could you comment on that?

>>PARTICIPANT: I'm a lawyer. My parents were public school teachers, so I would say my parents.

>>MS. ENDEL: Okay. Great.

>>PARTICIPANT: I'm Loren Roth and I'm the Associate Vice Chancellor for Health Sciences at University of Pittsburgh and UPMC, and I was the Chief Medical Officer for some years, but now I'm the assistant to the President, Jeff Romoff.

My career choice -- I'm a physician, my father was a physician, my son is a physician, and I was a philosophy major in college, but came back to it.

>>MS. ENDEL: Excellent.

>>PARTICIPANT: I'm Gerry Longo, retired Superintendent for the Quaker Valley School District and currently in the School of Education at the University of Pittsburgh. My career choice was influenced by my father, who was the most powerful force in my life.

>>PARTICIPANT: My name is Pancho Chang. I ran a small family foundation in Menlo Park, California, into the ground. And my career choice was influenced by Lyndon Johnson, who had the draft going while I was --

(LAUGHTER)

>>PARTICIPANT: -- in school. It's the truth.

>>PARTICIPANT: I'm Bob Lerman. I'm with the Urban Institute and American University, and I view myself as an economist interested in social policies. I guess, just my experiences at college, I found that I was good at economics and that and high school debate. I was very interested in public issues. It was the only class that didn't bore me out of my mind in high school. So those are the things that influenced me.

>>MS. ENDEL: And before we get to our next participant, I want to acknowledge also, Bob is going to also play a role in today. He will be synthesizing and analyzing the discussions, and when we get to the part at the end of the session where we are going to be reporting out, Bob is our designated reportee. So if you want to influence his choice on things at the break, he is the man.

>>PARTICIPANT: I take bribes.

>>MS. ENDEL: All right!

>>PARTICIPANT: I'm Jorge Klor de Alva. I've been working with John Sperling, the founder of the University of Phoenix, since long before it existed. We used to be professors together at San Francisco State University. We started putting the University of Phoenix together. I've had any numbers of positions there, from President of the University to what have you.

Today, I'm focused on what would be the education side of the operation rather than all the others and, very particularly, the development of our whole research component.

And what led me to where I am -- let's see -- I guess the first place to start, I was born and raised in Mexico. And I came here, I worked in agriculture,

then worked as a boiler maker -- that may be familiar to some of the folks in the Pittsburgh area -- and I decided that working with my mind was a lot easier than carrying heavy things around. And so I stuck with education and ultimately went through it and have spent all my life in it.

>>PARTICIPANT: And I'm Candace Burns, Director of Workforce Development for Dana Farber, and I was on the panel this morning.

The greatest, I think, influence I would say would be my parents; my mom, who was an LPN and later became an educational administrator, and my dad, who has his high school diploma and worked hard to get the four women in his life -- wife and three daughters -- through college and higher education.

>>PARTICIPANT: Dick Hinckley. I'm president of CORD, the Center For Occupational Research and Development, in Texas.

Came to there by way of my Department of Corrections and a community college and other work, and it really was all happenstance that got me there. CORD is the organization behind the National Career Pathways Network.

>>PARTICIPANT: Hi, my name is Cate Reed. I work for the Pittsburgh Public Schools. I'm working on rollout of our new high schools that will be opening this fall.

I would say it was probably a combination of my parents who are actually both attorneys here in the city and told me not to become an attorney.

(LAUGHTER)

And so I listened. And combination of that and probably my physics teacher at Schenley High School, who was the first teacher I had ever had that actually -- it was very clear -- expected the exact same thing from every kid in the

room and myself, and I had spent a lot of my life having people have higher expectations for my performance. And it was a real eye opener to the power of a person that held those sort of expectations for every kid and kind of a wakeup call for me, that the world was a competitive place. And so she got me into education.

>>PARTICIPANT: I'm Tim Aldinger with Three Rivers Workforce Investment Board, right here in Pittsburgh. I'm the staff person for our Youth Policy Council here and also the manager of an initiative we have called Educators and Employers Engaged for Excellence, which is very key to this work. And I'm very interested in this discussion.

I think I was most influenced in my life, as others have said, by my family. My mother actually was a founder of a private school, and both my parents were very dedicated to the ideal of service and public service, so that's how I have got where I'm at.

>>PARTICIPANT: Hi. My name is Jane Dollhopf, and I'm the Coordinator of High School Programming in Butler County Community College in Pennsylvania.

My background is in English, and I think what influenced me the most was one summer during college, I was working as a playground supervisor and realized that I did enjoy working with kids, so that was the difference.

>>PARTICIPANT: Hello. I'm Peggy Williams-Betlyn, and I'm with the Community College of Allegheny County. I am the Vice President of Workforce Development.

My parents had a great influence on my life, and I like school, was always playing school from when I was little. So I went into teaching, so I fell in love with that very, very young.

>>PARTICIPANT: I'm Debra Caplan. I'm a Senior Vice President at Allegheny General Hospital. And I think I'm like many of you, which is my influence really came from my entire family, who were either healthcare administrators or physicians.

>>PARTICIPANT: Hi. I'm Erica Martinez. I'm a senior in high school and I also intern at Youth Works. And after high school, I'm going to school to be a pediatric nurse. And I'd say the person that influenced me was the woman I babysit for.

>>PARTICIPANT: I'm Billy Bevill. I'm currently the interim Executive Director for North Carolina Center for Nursing, and I am a registered nurse by trade, pediatric by trade.

I became a nurse as a joke, on a dare in 1973. There was only six male nurses in the state of North Carolina, so I had no role models. So I learned really quickly, as a Caucasian male, what it meant to be a minority. So I led a very interesting life in my professional life as a minority.

So I had been an educator, I directed a nursing program. I currently do research for the Nursing Workforce for the state of North Carolina. I'm also enrolled in a dual master's for Divinity and Community Counseling, so.

>>MS. ENDEL: You're not -- you don't have a diverse career interest at all, do you? You're way too focused on one thing!

(LAUGHTER)

Go ahead.

>>PARTICIPANT: Hi. My name is Silvio Baretta. I'm Senior Partner with a consulting company, World Class Investing Networks. We do a lot of the

workforce and consulting for nonprofits in the state of Pennsylvania.

And I am glad that there is finally somebody I can connect with, because if somebody asked me what was my greatest interest in my current career, I would have to say chance and the market.

I came to this country as a graduate student, I got a Ph.D., my degree is in sociology, but my work was really in history. I don't have to tell you that I couldn't get a job.

(LAUGHTER)

If you want a research job, it's very competitive, as you probably know. In any case, I had to find something to do. So, literally, I have a partner who arrived as a welder. The most brilliant man I know. He started this company about 13 years ago, and it was fortunate, it seems to be working.

>>MS. ENDEL: Thank you.

>>PARTICIPANT: Good morning. My name is Ash Vasudeva. I'm from University School of Redesign. And since 2000, we have been working with districts to help transform high schools around the new 3-R's: Rigor, relevance, and relationships.

I have a long passion for education. My parents were teachers. Their parents were teachers. So although I wasn't formally trained as a teacher at Carnegie Mellon here, I entered Teach For America and never looked back and am very happy with that career choice.

>>PARTICIPANT: Good morning. My name is Joe Herbert. I'm with the -- currently, with Westmoreland/Fayette Workforce Investment Board, which is one county over from Allegheny. However, I have about 35 years-plus in healthcare and human resources administration.

I could relate to a lot of things this morning because I also have five children who have passed through various systems. They are all out in various stages of being independent, as Will mentioned this morning.

Motivation for my job, my first job when I got out of the marines was really economic necessity. I got out in the late '60s and wanted to stay generally in Pennsylvania, and an opportunity at Penn State University came up and, through a kind of circuitous route, I ended up in the medical center and worked in healthcare administration, mainly in community hospitals, until about three years ago when I retired, and now do some work with Workforce Investment Board.

I'm very happy that I'm not facing any of the career decisions that the students that we are going to talk about today are facing. I'm glad that's all behind me, and I'm glad it's behind me for my kids, too, although they are consistently reinventing what they think they want to do, so it never really ends.

So I was very impressed this morning with the first session, and I'm pretty excited about being here today.

>>PARTICIPANT: I'm Jane Downing from the Pittsburgh Foundation. I've had two careers: first, in urban planning, and now at the Foundation. I'm in the Workforce Development at the Foundation just by happenstance, but the influences were my parents, who are educators.

My public service career was because of my dad because he worked for the state of Maine, and then my community development was being in the Peace Corps and thinking it was a better way to do it than what we were trained to do.

>>PARTICIPANT: I'm Steve Mitchell. My job careers keep on

changing. I am no longer with the Center for Government Research. Starting Monday, I'm the Dean of Workforce Development at Workforce, Sullivan, New York. So when I go back, I get to start a new sort of pathway.

I graduated from an Ivy League school and continued at a janitorial association as a building technician. And the HR woman decided she didn't want to have an Ivy League graduate be a janitor, so she wanted me to become a loan officer, and that didn't sound like fun. But her husband was an executive recruiter and encouraged me to go to Cornell School of Industrial Labor Relations, and moved on from there.

>>PARTICIPANT: My name is Bob Chicano, and I'm Coordinator of Van Nuys Medical Careers magnet and the Performing Arts magnet -- if that isn't a strange combination. But it works out pretty well. It's a very successful program.

I guess I was a biology and physiology teacher longer than anything else, and I think it was just my teachers in general that influenced me to go into that field. And what's made biology and physiology most relevant to me is in coaching athletes. And so I've been on 17 international teams to weight lifting competition for the United States.

So that's -- I use that as -- to get the kids interested. So physiology classes turns into sports physiology class. So.

>>PARTICIPANT: I'm Jo Winger De Rondon, and I'm from CAEL, the Council For Adult and Experiential Learning. I am really appreciative of the question that you're asking.

I grew up on a farm. My father was probably the greatest influence in my career choices. My father isn't really an entrepreneur, but he plays that out

through farming and many other initiatives. But I think his real passion in life was his community service. That, and growing up or going to college during the Vietnam era really made a very powerful influence on my life, which has been spent in either community college education or, now, with the nonprofit organizations.

>>PARTICIPANT: Hi. I'm Dave Fretwell, and I'm the current President of the International Vocational Education and Training Association. In fact, Richard over there at CORD handles our Web site, which is an international network, with presidents in Saudi Arabia for the Middle East and different parts of the world. So that's my --

And my other hat is I'm CEO of a consulting firm for international development, workforce development. Having retired from the World Bank about two years ago, where I was involved in all the work and the transition economies, including privatization, state enterprises, and a lot of work on secondary education reform, which is the driving issue for middle income countries now, and they are at a tipping point on many of these, of which way do you go on secondary education. So I've done a lot of work in that.

Who influenced my career choice? I am a little bit like some people back there, totally by accident. We had the O-Levels in Canada when I went to school, and I got 59.4 on my average. So I couldn't go to university. So I was registered to go and take agricultural mechanics at the local technical institute in Calgary. But I took some supplemental exams, math and a couple of other things and, you know, I went down, talked to my mother, got the results back in August, and I said, "Mom, I still only got 59.496, so I can't go to university!"

But, you know, two nights later, I woke up in the middle of the night and redid the math in my head. You know, I had 59.6! So off I went to university, and that was it! It's crazy, that that was my life decision, lying in bed that morning!

My connection with the health field, I have a wife who is a nurse and I have a daughter who worked for Youth Right Now in the healthcare field internationally, so I get a lot of informal information on health. And it's a pleasure to be here.

>>PARTICIPANT: I'm Pat Donohue. I'm the President of Mercer County Community College in Trenton, New Jersey.

Some years back I was President of the National Council for Workforce Education, the community college organization that focused on this. For those of you who remember my first stint in Pennsylvania, I was the engineering dean at HACC, who did -- before we called it 'tech prep' or 'school-to-work' or any of those things, the original two-plus-two agreements at Lebanon, Lancaster, and other county vo./tech.

So I've been in this a long time. Went to St. Louis, started school-to-work while I was there. And I would say, like most women in math, my father was the biggest influence. Initially, and after that, there was a very strong women's leadership program for community college women, and I was exposed to lots of great leaders who helped me find my way to this job!

>>MS. ENDEL: Thank you.

>>PARTICIPANT: I'm Todd Flaherty, and I do work in the Deputy-In-Residence for the Chief State School Officers. So, obviously, I'm focused on working with states, state boards, state chiefs, National Governor

Association, National Council of State Legislatures, and state school boards on trying to focus on coherent educational policy at the state level in terms of, A, interfacing with federal -- the federal presence in education, which is more than it has been traditionally in this country, as you know, and then what makes sense contextually for each state.

So some statements have longstanding histories of being very regulatory and having a high presence at the state level, and some have local control as their culture. But the whole challenge now to all those national policymaking organizations -- I have the new NGA 28-page platform that they are about to launch this year, trying to do edits and feedback. Trying to figure out what good, aligned, cohesive state-level policy it looks like in terms of what makes sense for schools and, more importantly, School Districts.

And I guess the backdrop to that is, every state has figured out there are many good high schools. I think Bill did a great job this morning, but the two big problems are, the world is changing fast and high schools are slow to change, as we all know.

And secondly, not every kid has had access to those changing programs. And states have pretty much looked the other way. The United States Constitution has not one word in it about free and appropriate education. That is assigned to each -- every individual state. Some states have walked away from their responsibility in ensuring that access and that opportunity, and left it to locals.

And that simply can't happen anymore, because we know that, by longstanding practice, there are places that are hemorrhaging kids out of their

districts. They are losing kids, they are dropping out, dropping away, disengaging. And that's simply that the policy levers have to end.

The biggest influence in my life were my parents told me never take a job that I hated, never stay in a job that I didn't like. So I've done that. And, basically, I guess I would say my -- I was a pain in the ass in high school and middle school, but my teachers and particularly coaches gave me a ball with two points on it, and it changed my life. And I went to college on a football scholarship, and that's the rest of the story. That's who I am.

>>MS. ENDEL: Thank you.

>>PARTICIPANT: My name is Will Bernstein. I'm with the Allegheny Conference on Community Development. I direct Regional Pittsburgh Compact, which is the Conference initiative to connect schools and employers to build career education partnerships.

I guess my biggest career influence was probably my mother who, when employers were not knocking down my door to offer me a job for my history and philosophy training, said, "Maybe you should go to graduate school and study public policy." I came here to go to Carnegie Mellon, and that's how I ended up doing what I'm doing.

>>PARTICIPANT: Good morning. I'm Kathy Hughes. I'm an educational researcher at the Institute on Education and the Economy and also the Community College Research Center at Teacher's College, Columbia University.

I don't know about a specific influence, but in terms of my career path, it sounds like it's unlike most of students -- the students now. I really liked school, and so I kept going to school --

(LAUGHTER)

-- till I ended up with a doctorate in sociology, and then I had to figure out what to do with that. And I decided what kind of job I could get, and I wasn't really sure I wanted to be a pure academic, and very happy I ended up in my current job over ten years ago, really doing more applied research on how we can best prepare young people for college and for careers.

>>MS. ENDEL: Well, it's a really, really impressive group, and I want to acknowledge again to Diasmer and the rest of the staff like the Jewish Healthcare Foundation and the other foundations to bring this important group together.

And it's a really historic moment, to a certain extent, and I want to acknowledge that. It shouldn't escape our attention. It's very rare that you get a group of people -- and I know we are behind schedule as we speak -- but it's rare to get a group of people that represent so many diverse vantage points. It's a little bit like a billiard game, so I really want us to encourage us to think in different ways and to challenge each other out today.

And because you represent very diverse organizations and perspectives, I want to encourage that. Because it's rare in a room where you get secondary educators talking to post-secondary educators and talking to the economic development specialists and the whole range of other points of view that we have. So I think it's very historic.

The other thing is, the amount of resources that have been put into this conference, the capturing of the information with the videoing, with the panelists that are representing many different places all over the country, there

will be some reports and research issues that, you never know how that leads to bigger and better things and things along the way.

So I really don't want to diminish that. This conversation can spark something and be a catalyst for explaining many different ways, and you never know how that will play out. It's policy, it's program, it may take a life of its own. So I really want you to feel like there is some ownership in the outputs and work product that we are going to put out today.

So I want to talk about the -- just the meeting guidelines and how the day is going to be structured, because we only have three hours, and there is a lot to do and we are already 20 minutes into it.

So I'm going to be your facilitator. At times, I hope you'll permit me to take my prerogative, and if you are delving into too much detail, I will say, "Let's put that on the sideline."

Diasmer is also taking notes as well. That's something we can ask the Jewish Healthcare Foundation, to take up with the followup Summit.

So, meeting guidelines: Number one, first and foremost, there are a lot of strong identities representing terrific organizations, so I invite everyone's participation, and I want you to be cognizant of the amounts of comments you are also making. So we know and want everybody to be heard. So that's first and foremost.

And then, secondly, the Foundation really wanted me to emphasize as your facilitator to think creatively. We know -- we all know we have been in conferences like this where we sort of hear the same reoccurring themes. We all care about the outcomes, but it's very difficult to get to the next level of thinking.

So to get to the next level of thinking, it really needs loose thinking,

where you think about -- and I know you've done this, because I've done this too -- you have all been in professional meetings where you might have heard the sort of situation, "If I was king or queen of the world, here is what I would do."

But you're still sitting in the back there formulating and processing. This is the forum to bring out those ideas, whether it's policy or program related. It's very important. So what if it doesn't make sense right now or doesn't fit a model or fit a framework. Let's make sure that that gets aired, and that airtime will hopefully play out in more innovation. Again, because we are trying to take this to the next level.

And then one of the most important things -- you can probably detect already, I have a sense of humor -- I want you to enjoy our time together. It's not like somebody has breast cancer. It's like, this is like our time together. I want you to enjoy it, to have fun with it. I want to have fun with you. So if there is a story or other things that will help illustrate your point, I think that would be great.

Okay. The other thing is turn, like, cell phones and Blackberries -- does everybody kind of have those off? There will be time at lunch if you want to check them, knowing that you're representing different things. So if those aren't off, that would be really great.

And then the other thing is, I want to sometimes make sure that you're having adequate time to process some of the things that are brought up today. So in that regard, I really want everybody to kind of listen to what everybody is saying and to process that point of view, even if it seems extraordinarily divergent or divergent thinking. So that's really important.

And then also to stay focused. I will try to do that as your facilitator.

Diasmer is going to help me do that. There will be some distractions. As you have noticed, there will be videographers in and out of the meetings.

Dr. Daggett may be coming in and out of the meetings, so we are going to let them chime in if they can or want to. But, basically, this is about us and our time together to craft some innovative understanding leading to the future.

Does anybody have any question about kind of the meeting guidelines and kind of our rules for today? Okay. All right.

I would like to talk about the agenda, and I know that it's -- I sort of started out big and then got small because there is a lot we are going to do. So in the back, this is just up here for our reference point. But, basically, here in just a few minutes, we are going to talk about the career pathways. There is a model, there is a framework. It's something that the Foundation wanted us to start as a jumping-off point.

I mean, there are people here half done with career pathways that have understood the paradigm. So we're going to talk about that as a large group. We are going to vet out the characteristics, systems, policies around the pathway model.

After we do that, we are going to go to 11:45, what I call our small group brain work. That is the place where I want you to peel off a piece of blank paper. I'll give you some pens. You can put the paper up. We are going to divide into five different small groups.

This is the part of the story if you -- again, when you are processing information, when you are looking at what this can do, designing those pieces or those parts of a system that would enable more students to transition into and

through sectors of importance. And so that's really what I consider what you know of the most important aspects of the day, where you kind of get that blank slate to say, "How can we fill in this sort of system, this program work around pathways in a much better, different way than maybe it's even being presented to us?" And you'll all do that in your group, and we'll kind of come back to thinking about how that is working out.

Then, lunch. The Foundation is very task-oriented, so this will be a working lunch. At about 15 after 12, we will go get our lunch, bring it back in, and you will still stay in your small groups. Because, at that point, again, I want you to think about what is possible, what is the blue sky, what can we do, what should we be doing.

And then after -- during our lunch, we are going to talk about, then, okay, what would get in the way of us being able to do that? What are the barriers, what are the opportunities? But I don't want to focus on what we can't do when we first get started, but rather what is possible, what's the ideal future, what can be. I think that's very, very important.

Then, at 1:00, basically, we'll kind of finish up lunch, that sort of thing. We are going to reconvene to discuss the barriers and opportunities. At that point, I want to put your work up to see what elements that would be illustrative to the group, and if you will debate and challenge and look at those sorts of things. That's really important.

Then from 1:15 to 1:45, we are going to transition. Let's synthesize the work, evaluate as we go along. At the end of the day, this is the end product we need to go along with. Diasmer will be typing it in. We need to have six to

eight bullet points -- so will the other working groups -- around what to do new, what to do differently, or what not to do.

But if there are some elements that defy these sorts of things that we -- it becomes apparent to us throughout the day, in terms of our level of sophistication, creativity, we don't have to follow this example, but it's a framework. Diasmer, is that correct?

>>DIASMER: That's correct.

>>MS. ENDEL: So that's where we're going to be heading. At the end, from 1:45 to 2, it's what I call a plus delta. I want to get your feedback around what insights that you took away from today. You'll actually be writing those on a piece of paper. There is notepad. And Diasmer actually asked if we could collect those because those are the sorts of things, the intellectual artifacts that sort of help to illuminate the focus topic today. We'll talk about what are the takeaways, and we will talk about what you liked or didn't with the details.

Does it sound like a fantastic day or what? You get to be among this very diverse group with people you probably see sometimes and other people you never see because they are in different circles. And I think it will be a very rich conversation. So, again, I really encourage you to have that blue sky sort of thinking.

So we have talked about the agenda. And then I've got some questions to get us going when we do get to that part of the story where we are doing some brain work around it. But when we get to that point, we are going to go ahead and do that.

So as your facilitator, again, I get to do a few things. I get to cut you off if you're going on too long, I get to ask you some questions if you have been

very, very quiet, so you will allow me to draw out what I think is some really great thoughts that will emerge from today.

Any questions so far?

What we are going to do is we are going to go until 11:45, have a model discussion around pathways. And one of the things I would like to also emphasize -- this is sort of the state we are in with education -- is there are many, many different things we could do, and there are many things that are being done and other topics that are being tackled at this conference, at the Summit. But what we are being asked to focus on are career pathways, and there are some distinct characteristics to them, and this is the model that you are going to be handed out.

That doesn't mean to say that some of the ideas that you might have or the challenges that you have, the debates that you have, won't have other sorts of elements to it, but there is a little bit of a focus on this topic. So, again, I'm going to try to keep us focused, if you will, on this model.

And I will wait until we get people there with the model. And who was here from The National Network of Separate Partnerships, was that Bob? Right? You were kind of behind the work on NNSP? Maybe? I don't know. Okay, I think it was down at that end, I believe. He might have gone to check out.

Okay. Does everybody have the model?

>>PARTICIPANT: Uh-huh.

>>MS. ENDEL: Okay. So, just to sort of get you thinking, let's talk about this. We are -- let's talk about the students that we are talking about first and foremost, because I think that's important, and that's something the

Foundation wanted me to emphasize as a facilitator.

We are talking about students that are in high school and have a need to transition to either college or the workplace. And we are talking about those students that -- what I would consider -- perhaps maybe the middle 80 percent.

I was talking with Diasmer earlier. There are always going to be students that -- I hope we know them. They come from incredible circumstances, they tend to be amazing and very well accomplished, and we sometimes hold them up as an example of 'this is what you can do even if you are under amazingly under-served conditions.' So at a certain extent, those are the kinds of students that -- in under-served populations -- there are success stories, and we know that there is very real challenges with students in -- that are under-served.

And then there are also those students and the other 20 percent, if you will. We know they are going to go to college or have some sort of post-secondary experience or do something with their lives, because they have got the resources, maybe had the role models, the mentors, those sorts of things.

We are really talking about that middle 80 percent because, again, in a time where we have got scarce resources, that's the population the Foundation wants us to sort of look at. If you will, that middle 80 percent of students.

That is not to say that we can't have a discussion around what are we going to do about dropout recovery, what are we going to do about those 20 percent as its relates to the larger paradigm, but rather kind of focus on that in terms of that definition.

Does that make sense to everybody?

>>PARTICIPANT: That's still a very broad group, and I think there is going to be a need at some point to segment further. And a lot of discussion on the panel this morning was about individualization of learning. So if you are going to go after this 80 percent, you still have to come up with a system that supports individual approaches and support, and you may need to segment it more.

Thinking about having spent some time in Pittsburgh, there are some students that will have access to community based groups and others that wouldn't. So I think you have to start -- you may have to segment further than that, look at the appropriate supports and resources that are available.

>>MS. ENDEL: Sure, absolutely.

>>PARTICIPANT: Well, also, for some of us in here, we have to back up and frame it with -- when -- by pathway, what is meant by pathway? That is because, again, for some of us in here who know of the State's Career Clusters Initiative that identifies 16 Pathways and 81 -- or 16 Clusters and 81 Pathways. That's a classical kind of -- are we looking at pathways as a small 'p'? Talking about it in our own terms? Or is -- is there some assumption that the career pathway follows this, what's been identified by OVAE and States Clusters Initiative?

>>MS. ENDEL: And this is something where I'm validating with the groups, with the experts in the room. Here is my approach to it to try to get the group going. But we can change that because we can do it.

I think that we can talk about pathways, but I think we are looking at pathways with a small 'p'. Because there are some definitions around pathways

and there are, if you will, are some competing definitions out there nationally.

We know that the League for Innovations, College and Career Transition Initiative that has proposed the 16 Clusters and the 81 Pathways, and there are some certain elements to that that are very important that may drive some of our thinking, like the common course, it's data driven, it's integration of resources, there are clear lines of sites for students, there is cost-effective job and category, there are wages, connections to employers.

Those are the sorts of things we need to keep in mind, too. We were talking about that with the model you have in front of you.

And then also, there is an adult component to pathways. Workforce Strategy Centers basically also developed a paradigm and model around how do you then get -- what are you going to do with the students? For example, I know in Ohio there are 1.2 million working poor. They have less than a high school degree or GED. How are you going to actually deal with them and try to, if you will, encourage more education and training?

And so in terms of then an adult learner, there is a set of pathways and a concept around that, too, that I think can inform our thinking to a certain degree.

But in terms of trying to get this conversation to another level and the kind of innovation that I think we can get to, I want to view pathways with a small 'p' because there could be ways you are influencing these pretty concrete models that may be better and inform those models to also, if you will, be dynamic.

So, does that make sense? And can we approach it that way? And if it seems as though it's too broad, we can focus back down. But let's talk about

this as a framework to begin with, and if it seems to be too broad or too specific, we can get to that.

So, yes?

>>PARTICIPANT: I would like to ask for clarification. When you reference the 80 percent, I'm not sure if I completely understood when you talked about the other 20. I heard you say 'dropout.' I guess part of -- were you including the dropout pathway, if you will, in with that 20 percent?

>>MS. ENDEL: Well, I think what I wanted -- the major point, if you will -- and again, there is always a risk in trying to segment a population of students, because we know many students have different things that happened to them along the way -- but what I think is important to remember is that we know that there are -- that there are students that we know are going to go to college. Right?

And then we also know there are students that are historically very Under-served and populations in the country that are more prevalent than others in the same school systems. And there are certain interventions in programming that we all know that gets involved with students, but we are trying to talk about, then, the average student.

What can we do in terms of innovation so that this model can fit a large number of students? Because, you know, I'm sorry, with the best pathway in the world, if you're still only getting 80 students through, is it likely to have the impacts that we are trying to make here? Probably not. So I think that's where the perspective is coming from.

>>PARTICIPANT: I guess I was just trying to understand, because I

guess I don't -- working in an urban district where I have subgroups where 50 to 65 percent are dropouts, it's not 10. So I always draw myself to the middle and think about 'how do I pull the middle to the right or the left.' So, just something to think about as we go.

>>PARTICIPANT: Well, I want to build from that. When you say 80 percent, I went to the -- I wrote, 'subgroups, question mark.' And then, again, on the career pathways piece, I wrote, 'the economic and contextual realities.' And contextual realities are if you're sitting here and your frame of reference is an urban state, or districts that are very heavily urban, it's a -- you're already in a different mindset than somebody sitting next to you who is maybe not. That's all.

>>MS. ENDEL: Right.

>>PARTICIPANT: Kind of like, got to figure out how to get the baseline when we talk about the 80 percent.

>>MS. ENDEL: Right. And, again, you know, there is always a risk in saying, okay, it's 80 percent. It is not going to be 80 percent because we know there is a very diverse group of students. But I guess I'm trying to get us to what is going to be the middle point, if you will. And that is also assuming that with the resources or with the thinking or with programming or policy, you can build from there. And that I think is very, very important. So.

>>PARTICIPANT: I think it sounds like the point you're making is that you have an either side; groups that have specific programs or structures around them that lead them -- that help them transition to school, to career, or post-secondary education.

In the case of that top 20 percent, it's family structures, other things. But also you have from learning disabled students who have Individual

Educational Programming, you have resources dedicated to them. But I think we should make sure that it's not just that we are only talking about the 80 percent and whatever the middle is.

But what it is are the things that are being done for those students on the outside that we can all start to apply to everyone else who is not getting the kind of attention to how to transition from school to work or education.

>>MS. ENDEL: Yep. Very well -- good point. One more point on this issue, and then we'll move forward, because I think you all know what we are trying to get at, basically, underneath it all.

>>PARTICIPANT: I think I was actually trying to segue to moving forward. The dropout path, that first other block that's sort of, for many of us, is the ABE/GED track, it's the open the door again for the students who didn't end up on the right or the left. And for us, that's students in our schools or immigrants or people who need ESL to get started. And then you can start their pathway again of an option of a technical school or a community college.

>>MS. ENDEL: Right. Absolutely. Okay. So let's look at the model and, again, I invite everybody to kind of think about this. And the other thing that the Foundation wanted me to look at, and that is, we are taking a vantage point from a student perspective, and that's a much different vantage point than as if you are looking at it if you are an employer interested in hiring or obtaining students that come into these programs, or the system itself.

So we are thinking about from a student perspective, initially. That doesn't mean to say there aren't other systems we want to talk about. We should and we will.

But let's talk about, so the student starts here, and then what are some of the things that you're seeing in the model that you think make sense or relate to sort of the pathway, Bob?

>>PARTICIPANT: I was going to say what didn't make sense!

>>MS. ENDEL: Okay. We are talking about things that are -- I mean --

>>PARTICIPANT: Is that -- can I jump into that, or?

>>MS. ENDEL: Yes, go ahead.

>>PARTICIPANT: All right. Well, the first thing that was something also reflected this morning, students do work. And this idea that, you know, there is this total sequential activity of, you know, only school and then only work is incorrect.

>>MS. ENDEL: Uh-huh.

>>PARTICIPANT: I mean, empirically.

>>MS. ENDEL: Sure.

>>PARTICIPANT: I mean, we know a vast share of students work, number one. Number two, based on not only what Bill said today, but other things, you might argue that the career courses, if it's true, have reading in content, and it's at a higher level, that that doesn't necessarily shift people away from four-year degrees.

And I would say, to me, the biggest problem that I have seen and heard, including what was said today, is the idea of producing something. I think from the very beginning of kids starting, they like to produce something. Like, they like to show something concrete.

And, you know, writing a paper, you know, that's what I produce, but a lot of people, that's not seen as a sort of directly productive activity. And it

seems to me that this idea that, well, you have this long period before you're going to actually produce, where you have to sort of produce these artificial things, for teachers, even for communities, is starting us off in the wrong direction.

And I think that, as we proceed, we ought to afford people opportunities to have alternative sets of sequencing. We have this notion that the sequencing has to be in one direction. And we have heard, actually, the sequencing often in reality is a lot different from this sort of textbook kind of thing.

So we ought to, it seems to me, think about how to make workplaces where students really are, very often. I mean, they are both students and workers, workplaces into learning environments that interact with more formal mechanisms of education that can be certified as achieving some of these broader skills, skills four and five or D or whatever.

>>MS. ENDEL: Sure.

>>PARTICIPANT: Whatever number you are talking about. And that would open up a lot more possibilities.

>>MS. ENDEL: So, did anyone else see that? Basically, is it in the U.K.? You would have to check, but basically there is, if you're going through, like, a pre-manager training at McDonalds, somebody's offering college credit for that. So those are the sorts of things, that's one example of many things that you could do. Because you're acknowledging an experiential experience, if you will.

Let me see, Kathy and then --

>>PARTICIPANT: Gerry.

>>MS. ENDEL: Gerry.

>>PARTICIPANT: I just see in this a very traditional representation. I mean, this just looks like, you know, the old way of thinking. You're either going to be on the academic track or you're going to be on the career track. I think what we're trying to do is put those two together, aren't we?

>>MS. ENDEL: Uh-huh. Gerry?

>>PARTICIPANT: I wanted to build on both their comments, and that's the absence of experiential learning in this model. And there are lots of examples. Working is one; service learning is another. There is a lot more going on in that side of it than is represented here.

>>MS. ENDEL: Um, who else? Bill?

>>PARTICIPANT: It seems there is a big assumption built in here that this student is coming into this process with information to make a career choice. The research shows that by sixth grade, students decide what they don't want to do, and they will close that door at sixth grade. They may not know what they want to do, but surely know what they are *not* going to do.

And I know for -- in the healthcare careers, if you've read the Sullivan Report that came out of the IOM, especially for students of color, if you don't see me in the workforce, then I'm not choosing that pathway.

And that's why something about going into nursing as a male, if you don't see somebody like you, as a male, to mentor you or whatever, the assumption is, "I'm not welcome in that workforce," so it goes somewhere else.

>>PARTICIPANT: So I think part of what we have to look at is, how do we get the information to the students before they hit these grades so they know how to make that decision? And that's my concern about starting with high

school.

>>MS. ENDEL: Right. Good point.

>>PARTICIPANT: I just wanted to expand on Katherine's comment a little bit. This presumes that teachers are bifurcated. High school course, academic course, you are not teaching together.

>>PARTICIPANT: And look at the Liberal Arts degree path. Does that represent your institution in the 50 percent of the students that are enrolled in baccalaureate programs? When I saw Liberal Arts degree, I thought, "Boy, we have already put some serious presumptions on what this is."

>>MS. ENDEL: Uh-huh.

>>PARTICIPANT: Even starting with the fact that they are all Liberal Arts at four-year schools.

>>MS. ENDEL: Exactly. And then what about University of Phoenix? There is no proprietary schools listed here either, which is also a very, very large element and important segment in the educational system. So that's one. David?

>>PARTICIPANT: I got really serious problems with this! If you look at what's happening internationally, this is in reverse of what's happening internationally.

We heard this morning that high school education is basic education. That's basically right. In order -- you have to have strong academics. This creates a bifurcation.

Look what's happening in Europe, lower and upper secondary. Even in Turkey now, it's totally academic, and careers are only introduced at upper secondary. And when they are introduced, they are general in nature.

In other words, these are coming together and at the end of either one of these tracks. And that just destroys me to look at this kind of an organizational chart.

There is no more tracking. At the end of secondary school, you have two choices. Then you start making your choice. You can go to the labor market if you were in one of the career clusters and got a little bit of basics. You can also go on, if you want, to technical education and university.

Even in Turkey, today, everybody graduating from a secondary technical school has access to college, two-year, and access to university. This just flies in the face of that. This is old-think. It's 25 years out of date.

>>MS. ENDEL: Uh-huh.

>>PARTICIPANT: And it doesn't -- the World Bank just finished a total study of secondary education reports worldwide, and if there is anything that comes out of it, you got to rid of this chart.

>>MS. ENDEL: Well, and so if you haven't noticed already, I mean, that's the point. This was put together to be -- to have an initial framework. But it's very provocative; right? Because there are some pretty fundamental issues with the model to begin with. So that's to stir the conversation. So remember --

(LAUGHTER)

-- the Foundation -- I'm a facilitator; I'm not endorsing! So, I mean that's why it's -- I mean, of course it's not this. Of course it's designed to have you really do some thinking. So I see your blood pressure getting higher and higher. It's okay! So let's talk about that a little bit more.

What else do you see in the model that you think either could or should be or has been said? Again, you know what's wrong with it. But let's look. Are there

any good things that you see in this, at least, initially? Work at it, people!

>>PARTICIPANT: Well, just for what it's worth, the -- I would say right now, the challenge at the policy level -- this is what we have in this country right now. I guess everybody gets that.

I mean, there are some clever thinking places where some, you know, Cutting-edge leadership, Victory Gardens, I guess, the National Association of Secondary School Principals would call them. But this is right now what exists, as offended as we are by it.

And I'm just going to throw out there, let's just keep in mind -- this is just my view of it -- but definitely, this will remain the American high school unless there are some -- unless there is some reason, some accountability, some policies that are put in place to change this, or this will remain for another 25 years.

And, trust me, I was principal of two high schools, taught in two others, urban Boston. Governor James B. Hunt brought me down to his high school to get it organized and rethink it. This is what exists now, pretty much, and this is what will remain, pretty much. Just throwing that out there.

So if the group doesn't want this, we need to get to the "So what should it really look like?"

>>MS. ENDEL: Exactly.

>>PARTICIPANT: But then how do you make that happen? How do you bring about that change?

>>MS. ENDEL: And that's what we want to do in the end, in terms of the synthesis. In terms of the change process, what policy, what programmatic efforts what can we lift up for examples, if we get to "what would it look like."

That's what we are going to do in the work groups in just a few minutes.

>>PARTICIPANT: I want to make two points. You pointed out we are supposed to be thinking about this from the student's perspective, but I don't think we can do it in a vacuum without thinking about it from the teacher's perspective, most of whom think this is the structure and don't have enough experience with the career framework outside the school to be a good source of information.

They don't necessarily know the difference between a nurse practitioner, a nurse, a home health aid, to tell those stories. So someplace in here we do have to keep the teacher in mind.

The other thing that I can't let go unsaid here, having heard Daggett's presentation this morning about reading level is really higher in the career fields, is that as a point of fact, in most of America's high schools and vocational districts, it is not higher.

You still have a vast majority of students who are under-prepared in their academic subjects being sent there, and then teachers trying to figure out how to catch up within the context of the application.

So again, it's not written here, but there are some assumptions of reality out there.

>>MS. ENDEL: So, right. The integration, the thinking of, and that would support Dr. Daggett's point of view, but of the touch-point between student and teacher.

Who had their hand up? I think was it Richard and then Bob.

>>PARTICIPANT: On the side, this chart puts Liberal Arts, post-secondary, and apprenticeship all in the same level.

(LAUGHTER)

The other thing is, frankly, people only see one channel on here. Unfortunately, parents and students don't even see the other options that exist today, which is a problem. So there are some fine points to support this, but --

>>MS. ENDEL: Right. And the point I think you are making, if you end up with a journeyman's card, can you end up with a good living for the rest of your life? Bob?

>>PARTICIPANT: As far as reading and academics go, there is a lot of political pressure to emphasize elementary schools. Politicians look good if they do things for elementary schools and reduce class size and get their picture taken at the elementary school.

And then at the high school, we worry about whether or not kids are graduating, whether or not they go college, whether or not they are prepared for the job force.

And people kind of ignore middle school. And what's happening, I think, is this morning you said that our reading scores are very good in elementary schools. A lot of academic skills are allowed to languish in middle school, so you have kids that are actually de-trained or de-educated. They come into high school and, in high school, have to spend a lot of time doing remedial work. So they are not ready to move ahead at that point.

So a lot of those students, if they figured out what they do want to do, they have to catch up in a lot of their basic academic areas, and they can't move forward if they want to select a career path anyway.

So I think more emphasis needs to be given on the entire program

from K through 12.

>>MS. ENDEL: Right. Okay. Right here, and then Loren.

>>PARTICIPANT: I'd like to say that the K-12 perspective is very important, and I think Bill Daggett mentioned you can't talk about high schools without talking about K-12 systems.

What I would like to do is talk about the previous couple of comments about the reality of this chart in the vast majority of our schools and districts.

It is current in our experience working with schools and districts across the country, this is how the typology of the organization is. But I would like to offer this. If these dots represent numbers of students, then in our urban school systems, that center dot, the dropout, would be much, much larger.

And the challenge for us, in this small group and this larger conference, is to figure out -- and I think Bill put it out there in the morning -- how to take some of the applied knowledge, experience, skills, the engagement that comes in the career side of the work.

Take that, meld it with a richer and deeper, stronger academic stream than what we have now, but to create relevance, attach it to rigor. If you do that, I think we will shrink the dropout dot. And I think we do have examples from the Victory Gardens that have done that.

And the question is, how do we build from those examples and build larger policy supports so it becomes more than the norm, so 25 years from now this does look like an antiquated structure?

>>MS. ENDEL: Right. Dr. Roth?

>>PARTICIPANT: I resonate with the last two or three speakers.

This is like the inevitable bad way of doing it.

It may be the current way -- since I'm not actively involved in education as the rest of you are, although I've had some experience in the schools.

And I say that we ought to at least acknowledge that these students, even in that 80 percent, are quite different. And if you want to simplify it, you can say some are under-prepared and others are prepared. I mean, they are sitting at this juncture, but they have those basic skills, which is going to permit them to go both pathways.

But those students who are under-prepared, when they start high school, are under a tremendous disadvantage, which people have found, you know, more or less very difficult to overcome, except in exceptional cases.

And therefore, they are kind of going to go this way to begin with. And I think all of our colleagues are saying here that it's good that we talk about careers, because maybe if somebody would just lop off the whole right pathway.

But nevertheless, there has to be some richer synthesis of these two points. So this just can't stand as-is, at least if we are going to talk about change or ideal decision points.

>>MS. ENDEL: Okay. And that's a good segue. And I know there are hands up, but it's basically time to do this.

Now that we have acknowledged -- and I think gratefully so -- that this is not the way where we need to be thinking about this paradigm, I want to have you divide into some small groups.

Diasmer and I will be passing out some large papers. And this is the

blue sky time. What would the ideal system like look so that more students could transition into college or the workplace more prepared and able to contribute to the economy and to their way of life?

And so that's what we need you to be focusing on. What would it look like? Okay? That's kind of the charge.

So the best way -- and as you know, this room, it's very conducive to small groups! So it's not very conducive to small groups. I was just trying to, in my head, think about how we would want to do this. But basically --

>>PARTICIPANT: Move some chairs.

>>MS. ENDEL: Yeah. You are going to move chairs on the other side.

And then there is a few more people in this group, and Candace, will you join us?

>>MS. BURNS: Sure.

>>MS. ENDEL: Great. Let's go until Dr. Roth, and then if I can get Kathleen to switch to this side. So, again, I'm going to move this table out of the way in just a moment if you can bring chairs around.

(SMALL GROUP SESSION: Dr. Katherine Hughes; Mr. Todd D. Flaherty; Dr. David Fretwell; Dr. Patricia Donohue; Mr. Will Bernstein; and Ms. Kathleen McKenzie)

>>PARTICIPANT: I guess what I don't see on this, if we are talking about careers, where is the private sector? How do you talk about the hospitals, the industries, that are supposed to be helping with the training? I don't really see the private sector on this chart. Unless they are here in the internship apprenticeship program, is that where they are, traditionally? And this is the traditional approach. Is that where you'd see --

>>PARTICIPANT: But that's after they leave high school. That should be way up at the top.

>>PARTICIPANT: Well, I think it's thinking about what is -- what are the choices that the student has to make. And so it would be -- like you said, someone said -- students are working already. I assume that's where it is, one of the choices.

>>PARTICIPANT: But it's not in here, it's not.

>>PARTICIPANT: Do I go to work, do I not go to work?

>>PARTICIPANT: Well, is our task -- we -- don't we need to redraw this?

>>PARTICIPANT: Yeah.

>>PARTICIPANT: I mean, I'm just wondering if the task isn't to -- so I did -- I was building off of what Bill Daggett said this morning; are they students or are they learners? And I think I am always big because I'm the -- I guess having been a principal trying to get change going. I was putting whatever diagram -- put the student in the middle, the learner in the middle.

>>PARTICIPANT: And so, I don't know. This is -- at least they had it at the top of the pyramid, but that isn't really true. The adults -- in the traditional high school, they have the adults at the top of the pyramid. How the schedule runs, how the departmentalization is. So that's what I see.

>>PARTICIPANT: Who is at the top?

>>PARTICIPANT: Adults.

>>PARTICIPANT: Administration?

>>PARTICIPANT: Teachers.

>>PARTICIPANT: People responsible for the budget.

>>PARTICIPANT: I'm just saying within the school.

>>PARTICIPANT: Oh.

>>PARTICIPANT: Within the school, high schools are still pretty much operating for the benefit of adults. It's convenient in the silo content.

>>PARTICIPANT: I wouldn't say administration, because it's, like, by teachers and teachers' unions.

>>PARTICIPANT: Yeah.

>>PARTICIPANT: The administrators would change more rapidly than --

>>PARTICIPANT: Oh sure, administrators come and go. Teachers, the fabric, culture of the school. So, anyway, I'm just wondering if we figure out somehow, we put the students in the center and then figure out what these other components are. Have the exercise be, "What are the components that we really want up there?" Like the private sector. You know, we are building the umbrella.

>>PARTICIPANT: Certainly, the comment I made before about what do teachers know about the workplace, I mean, one of the -- what do you call the tech school worker or any of those things? One of the primary contexts is how do teachers learn more about what their workplace looks like.

>>PARTICIPANT: So getting strategies there. That's why some schools are offering externships to teachers in the summer. Or the good principal will -- high school principal -- will insist there is a career component within the course; biology, for example.

But now there has got to be a career course to force the teacher to be able to talk to their kids, "So what are you taking this course for?" You know?

So that's --

>>PARTICIPANT: But the only trouble is, like, careers are so wide, an English teacher is never going to be able to be give career information out. That's a whole -- and that goes back to your point, if you want to find out about the workforce, you either need to get the children -- the students -- out for exploration or shadowing.

Not try to turn an English teacher into a career information giver, because they are never going to make it. What they are going to do is base it on their own experience.

That's why these career information systems are so endemic in the United States. It takes the teacher out of trying to be the information host to being the facilitator to get people to it. Whether it's an internship, whether it's work shadowing, or whatever it is, including your idea.

>>PARTICIPANT: So many of them --

>>PARTICIPANT: The teacher should not be interpreting the workforce, be the primary person interpreting the workforce. They can't do it.

>>PARTICIPANT: No.

>>PARTICIPANT: But now -- but they are now, and their interpretation most of the time is go to a four-year college like me.

>>PARTICIPANT: And that's scary. Or, "My uncle was a welder and it was a terrible job, and he was a steel worker, so don't think about those careers anymore." It's personal experience. It's not objective.

>>PARTICIPANT: I think that's -- a good question for looking at this diagram is, what it leaves out is the inputs. So here are all the decisions, but

where are the inputs? So is it your parents?

And when, too. It's not all these decisions are made before you get to high school. By the time I got to high school, I wasn't thinking, "Am I going to go on a career path?"

>>PARTICIPANT: Well, because when you're at elementary school or even middle school, you're too young to be allowed to be out in the workforce or even an internship. So that's where I'm saying you bring the private sector into the classroom, work side-by-side with the teacher. Or you get the teacher -- but see, the teachers are workers themselves. They are a union, workforce in Pennsylvania.

So how would the union be able to ensure their professional growth by this private sector partnering with them? But, I mean, if you bring the private sector into the classroom, how do you get younger kids out into the world? They are not -- they are not mature enough. You are responsible, you are in *loco parentis* for these children.

>>PARTICIPANT: Yeah. If they are under 14, 16, you got a real problem. Even the work shadowing.

>>PARTICIPANT: Part of the issue of staying on the 'bring the workforce into the classroom' is, the way that has worked in the vast majority of places is big companies free up fairly high-level managers or executives to go out and talk about careers. So you don't end up with a scope of careers. You don't hear about where the home health aid or the licensed practical nurse is in the series or pathway in healthcare. You don't hear about the construction people and -- there is a whole lot of -- these are all negative areas by omission.

>>PARTICIPANT: Unless you have a good career information

system in the school that has access and people are put through it, these are videoed live, because they are extremely good down the line now.

The other thing is -- I lost the thought. Oh, the Real Game, some of you are familiar with the Real Game? You are? You might want to comment on what it is, because it is part of this process. It takes students through and -- a real game, living life, going out, talking to people about family decisions, buying a car, buying a house, working. They have to do this. I've seen this operate in the U.S.

>>PARTICIPANT: I mean, I think there are a multitude of career exploration tools, even in elementary school. You can have a school store or you can set up a simulated post office or you can -- there are things online, there are videos, there are speakers. I think there are a whole range of ways for students to explore careers at every level.

So I guess I'm trying to get back to, you know, sort of this 'then what?' How can all of these things be organized so that they are not actual tracking devices but choices?

>>PARTICIPANT: One of the things that is starting to be en vogue, and I know it is in Pittsburgh schools, is that you don't pick, I mean, vo./tech. or academic. You pick sort of broad content area. So, "Am I going to go to a school for that's science driven or that is humanities driven?"

>>PARTICIPANT: Yeah.

>>PARTICIPANT: That's back to the old concept.

>>PARTICIPANT: In Florida, you have to have a major.

>>PARTICIPANT: Cluster?

>>PARTICIPANT: You don't do it by cluster. And that's a way that

you can combine the career focus with the academics. So you don't have to make a choice that is going to restrict -- I think that's the real concern, that you don't want a kid that's 14 to have to pick what you're going to be when you grow up.

>>PARTICIPANT: Right.

>>PARTICIPANT: I don't think any of us would have.

>>PARTICIPANT: In the state of Florida, all high school students have to have a major. It's been a law for years.

>>PARTICIPANT: Starting in grade nine, ten, eleven?

>>PARTICIPANT: I think grade nine. They have to, you know, then they have to complete so many courses in that major area. That's similar to having a college major. And I don't personally agree with it, but --

>>PARTICIPANT: That flies in the face of all career development theory known for 40 years!

>>PARTICIPANT: But it's they also give all their schools letter grades too, so. I don't think we want to follow Florida's --

>>PARTICIPANT: Which may or may not agree with that NCLBDE designation, their --

>>PARTICIPANT: But that's what's happening internationally. Like I mentioned, it's no decision through grade eleven, and then it is these broad things. That is happening all throughout Europe and other countries.

>>PARTICIPANT: I don't know. Now, maybe I'm changing what I'm --

>>PARTICIPANT: It's okay.

>>PARTICIPANT: My IQ is a little on the low side, so I have to see -- I have to -- I can't construct -- I mean, we could brainstorm stuff up here. But student in the middle --

>>PARTICIPANT: But then now I'm wondering if there aren't -- because we are really talking about a K-12 system which provides for all kids. I mean, everybody gets it, I think everybody knows that the -- this is what was needed in this country (indicating). This is the emerging economic --

>>PARTICIPANT: Industrial.

>>PARTICIPANT: Manufacturing.

>>MS. ENDEL: I hate to cut the conversation, can you -- let's pick up our lunches and come back in.

>>PARTICIPANT: But they did. No -- this, I mean, right now, just think of the disconnect between all kids college-ready. Just that mantra of the fact that the economy really only needs about 30 to 35 percent of kids before your college --

>>PARTICIPANT: And remember that one of the issues that needs to get brought out today is the policy decision, is what we measure. We still measure college-going rate on four-year colleges and people receiving bachelors degrees even though we have got all kinds of reports to say they need more than high school but not a bachelor's degree, which is the strength of the community college.

>>PARTICIPANT: And we measure that on our big national tests we have.

>>PARTICIPANT: So -- or K-16 or K-14.

>>PARTICIPANT: K-14.

>>PARTICIPANT: But somewhere in here, we'll be -- K-14. But let's just for a sec, so this -- the reason this has been so resistant to change is that this

model served on the economy of this country up till probably the last 20 years. It was sorting kids -- did its job perfectly well -- somewhere again, in the old junior high, now middle schools. It sorted kids out and it sorted them for the economic needs.

I was out in Wyoming this summer and there are places that will not go for the -- what even the Governor and State Legislature for their high school redesign stuff, because an important part of that economy is their mineral mines and so forth. And those kids can leave at 16, 17 years old, and they can make a hundred thousand dollars a year in those mines.

They are looking at all this going, "This is bullshit!" The families, the families are going, "What are you talking about?" So, and you go out into these communities with the new, nifty, secondary school redesign stuff in Wyoming, and then -- I spent three times in January for four-day spans -- dropout prevention, remember, you get down to the Delta Region, there is no opportunity there for kids to do anything but what they are doing now, which is hemorrhage kids out of the system.

But they work in those low jobs in the Delta Region or other stuff. You know? It's so contextual. This has pretty much worked.

So, you know, the supply and demand of that context or region in the Midwest or the South for university. So now I'm thinking that the paradigm change is whether we -- this K, whatever, is that the thing is that there is some foundational -- so I'm changing my graphic now, from a kid in the middle to some set of -- some set of things that go on through the K-12 spectrum. K-16, that give them, at the early grade levels, foundational skills. And remember that if kids were either held or passed through the grade levels and there was no assistance, that

they get those academic skills that's changing. So maybe -- so I'm just rambling.

>>PARTICIPANT: But you --

>>MS. ENDEL: Can we take a lunch break? We can come back and keep working.

>>PARTICIPANT: Junior, middle school, you can't get enough academic skills to function in a modern thing, even in Wyoming, even driving a \$200,000 dollar truck, which is computerized. Or driving a big combine which is worth \$250,000 dollars.

I mean, you can't put people on there with a ninth grade education, because they are reading a GPS when they are driving it.

>>PARTICIPANT: Yeah, the Lexile stuff.

>>PARTICIPANT: So that worked in 1916.

>>PARTICIPANT: That's right. That's right.

>>PARTICIPANT: But it doesn't work anymore.

>>PARTICIPANT: If you are serious about learning, early childhood, pre-K, this should be about leveling the playing field. If you start creating academic expectations at the elementary level, the problem right now with kindergarten teachers is kids are entering with such hugely -- so and there is no -- we are not doing a good job nationally. Some places are, regionally, of leveling the playing field. So the schools can actually become what they need to become.

Which is so -- so pre-K, we are back to pre-K. And then -- so then, I mean, this is where we get to design the thing that we want your kids, your kids, my grandchildren, to have. You don't want this. You don't want this. (Indicating) You want something different with the learner at the top of the pyramid and not at the

center, because that's too confusing. This is like a profession of -- somewhere in here. You know, so one of the factors, like careers.

If sixth grade is where kids start to choose, make decisions about what they want to do or not do and what they are interested in, or before it was kind of, "What did your parents do," so now it's, you know, "Academic skills for everybody, for all kids, and the supports that go with them, that's for everybody." But then there is context. I teach a leadership course this spring. So it depends on how much I have to do that.

>>MS. ENDEL: I know it's a good conversation and you're eating something. If you can still eat and let's work on something. There is, I think there is great conversations, and so I think that, as a facilitator, I think we need to focus the conversation a little bit more directly.

And the question that I would like you to consider is -- you've got paper on the wall, you can take notes -- but I really want each one of the groups to think, if you had a blank slate to get at this issue, to more tightly integrate the systems that help students make a good decision around career, college, et cetera, what would that look like?

And a good example was, we were talking about -- I thought maybe was it over here in this group, that, well, gee, what about the physical plants? There is a real sense around there is physical things, to a certain extent, that's a consideration. But what if the physical plants could be solved in some way?

Again, what would it look like? So I want you to kind of, again, if you need to appoint somebody to write on the wall. So during the maybe next half hour or so, we know there are ways to improve, but what would it look like if you could make it look like something? All right. Thank you.

>>PARTICIPANT: Well, I'm just trying to think about, so, I just have to do this. This might not be the way, but there has been a lot of talk about middle school. What I'm trying to do is draw a pre-K-16, because I can't draw anything without doing pre-K because of my awareness of how different kids are when they come to school and how can their teachers --

So there is sort of a leveling of the playing field pre-K. Then the elementary system, if we think about that as just the academic skills, what it takes to teach a kid to read.

I was in the presence of a Superintendent who was violating all her states' mandates around what has to go on in her school. I won't name the state, but it's in the Southwest, where about 85 to 90 percent of the kids are Hispanic. And the whole thing is devoted to kids, how to read and speak and write English, and they do. And now she is in a fight with the state. But it's okay. Because she -- I mean, it's a good fight.

It's like, we got to figure out, we need to keep -- I'm not against Phys. Ed., but do we need to send the kid to Phys. Ed. when they can't read? So yes, they are fast runners. Now, if the kids can read, that's a different story. So, or if they are doing something academic like the arts, the arts are a good way to deliver.

So you have this elementary system which are the foundation of academic skills. Somewhere research tells us kids are going to decide who they are to themselves, who they are to other kids, who they are in relation to the world. So, you know, I would think there has to be some better systematic way to expose kids through comprehensive school counseling, career exploration, so

forth, to remembering that, often, kids in middle schools, there is nothing like that going on. There is absolutely nothing. Zero.

And then, so that's all I know about. So I'll be quiet.

>>PARTICIPANT: The interesting thing here, if you look at what we're talking about now, but in 1970, Ken Hoyt, the Curve Awareness, Career Specialization whole thing, from 1970. In 1970, there was federal clusters developed. I was working in the state of Oregon. And the question is, why, 35 years later, we are going over the same ground exactly with career clusters, career awareness, career exploration, leaving exploration to post-secondary.

Why did it fail then? It didn't stick. And we still got this model. What's different? I've been asking myself that. I think what's different is the labor market.

>>PARTICIPANT: What we talked about earlier, we have school-to-work, which was then killed as soon as Bush came in. So it just does go around.

>>PARTICIPANT: Let's stay there, because that's exactly a point I wanted to go back to. The thing nobody has mentioned here was Goals 2000 or America 2000 or school-to-work or whatever the current name for the initial one is.

Every time you get to the point in discussing what the local school area -- whether it's one district or a bunch of them, and you start talking about these career areas and we are going to bring people in and let them tell your kids that unions are okay, crafts and construction are okay, you get this values thing thrown up that, "School can't teach my kids values."

>>PARTICIPANT: They are conservative, yeah.

>>PARTICIPANT: So we get the interference of parents that don't want the school conveying those kinds of information, and suddenly everybody runs away again. It has happened in every single initiative in the last 30 years.

>>PARTICIPANT: Just to flip internationally, in Turkey, we tried to insert career guidance in counseling in schools. The parents were adamantly against it because they thought it was the parents' decision. They didn't want -- now that's taken to the *enth* degree, but that's exactly what happened. They were blocked culturally.

>>PARTICIPANT: Well, I think you raised it earlier, the context in states. Everything is different. I mean, that's why I think that nationally these come and go and get killed. And really, the place to figure things out is state by state, or get states working together in coalitions.

And states are really -- not that I love the majors in the Florida high school, but that's something. And there are lots of different examples. In Missouri now, there has to be a counselor in every high school who is specifically a career counselor.

>>PARTICIPANT: Not just a social counselor?

>>PARTICIPANT: Not just a social counselor. So you can find these people. It is really --

>>PARTICIPANT: So --

>>PARTICIPANT: -- it's a big problem in Europe. You cannot get career guidance counseling very often because it's very much slanted more towards this old model. This is the German model.

>>PARTICIPANT: And for years, our counselors were all trained for

this side. (INDICATING)

>>PARTICIPANT: Uh-huh.

>>PARTICIPANT: That's gone backwards, after NOIC and SOIC, the National Occupational Competency centers were shut down, taken out of the legislation about four years ago. That went down, so counseling has flipped on to the Department of Education. I saw a report on that recently. It's gone back to this, like you said.

>>PARTICIPANT: Maybe that's one thing to put down, is ideal world kind of outcome is the counseling system that's really built around --

>>PARTICIPANT: -- careers right now.

>>PARTICIPANT: Programming.

>>PARTICIPANT: Right now, it's not like they don't want -- they are overwhelmed with discipline issues and scheduling issues and --

>>PARTICIPANT: And getting kids in college.

>>PARTICIPANT: And getting transcripts out to colleges.

>>PARTICIPANT: That's why some -- actually, Rhode Island, the State Board put in the expectation that School Districts have been putting into K-12, the comprehensive counseling, which is social and career. And they have to begin at a very early age with that so that, you know, it's not all reactive.

And then the Individual Learning Plans, which is another policy.

In states like Delaware, Rhode Island, they require the Individual Learning Plan be developed not from a literacy plan, not to read, although some have them, but Individual Learning Plans which tie the family and the school and the career together. And they have to travel with the kid beginning at the middle school level.

>>PARTICIPANT: Wow.

>>PARTICIPANT: And so it's a few things in there. It ties home and school.

>>PARTICIPANT: That's where this Real Game fits right in there is, it's an active thing where --

>>PARTICIPANT: The other thing is, it travels with the kid, you know, that ninth grade transition where so many kids drop out, they don't see the purpose. It's like, "What am I doing here?" But even though it's policy and regulatory, there are some places that do it well. Some School Districts -- like, my mother made us do it so we're just going to get a piece of paper and get --

>>PARTICIPANT: But they don't really --

>>PARTICIPANT: Really poorly.

>>PARTICIPANT: And in most of those schools, you are talking about every counselor is only responsible for 400 kids.

>>PARTICIPANT: That's correct, it's ratio.

>>PARTICIPANT: Remember, if you count how much time in any given term that counselor has with the student --

>>PARTICIPANT: That's why -- that's why -- and the better middle schools, they have advisories. That's the -- small schools doesn't mean -- small schools means that the kids have half an hour, 45 minutes, at least three times a week with their advisor, who is a teacher, using the curriculum that is, in part, career-based with academic goals, and it's the teachers now become the counselors. This is -- that -- that's the old.

>>PARTICIPANT: They monitor the materials. Teachers can't be

guidance counselors that -- they got to have materials.

>>PARTICIPANT: I don't think you teach your guidance -- it's materials.

>>PARTICIPANT: Right. So, but in the model, they do -- that's what they develop. So the counselors are the developers of those units and so forth.

>>PARTICIPANT: Maybe one of the things we want to make sure in our pathway is having that kind of advisory process.

>>PARTICIPANT: Uh-huh.

>>PARTICIPANT: Which is proven successful.

>>PARTICIPANT: So -- integrated -- there is integrated academic and career.

>>PARTICIPANT: That study that I mentioned in the other meeting, 50 countries, what's going on, all -- the U.S. was not in the study. Basically, because it shut down the network, there was no counterpart in the U.S. for this study. We were left out. Department of Education just wasn't interested. It's close to the same thing, okay? They turned it down. You know? Run by the OECD, covered all these issues.

>>PARTICIPANT: Another issue is the administration here has a vocational limit. What we are doing with Pittsburgh Regional Counseling, we are trying to get all these partnerships in schools. It's a lot of -- some districts, they get a system-wide curriculum thing, but other districts may immediately think of it as, "This is vocational," in the sense that we are going to put it in a career and tech center and it's going to be just that segment of the student population.

>>PARTICIPANT: Yeah. In other words, "Career exploration does not apply to people on this side," which is crazy, because these people need

career exploration. (INDICATING)

>>PARTICIPANT: That's right. Everybody is going into some career sometime.

>>PARTICIPANT: That's right.

>>PARTICIPANT: Look at us!

>>PARTICIPANT: So it's careers, some place in our model we have to say career exploration for --

>>PARTICIPANT: -- for every student! Good point.

>>PARTICIPANT: So this is the little graphic. This is all -- this is for all kids. So this is the building block so that all kids --

>>PARTICIPANT: We get a lot of four-year graduates at the community college who take training after a Liberal Arts degree who can't get a job; right?

>>PARTICIPANT: Where does that career exploration begin, at what grade? I mean, in Pennsylvania, career education starts in the third grade.

>>PARTICIPANT: Yeah, that's okay.

>>PARTICIPANT: School-to-work starts in the first grade.

>>PARTICIPANT: That's -- if you look at Ken Hoyt's model, career awareness is elementary and secondary, and career exploration is high school, 30 years ago. Other countries are doing this.

>>PARTICIPANT: So young people make the decision and follow a particular specific career path if they wish?

>>PARTICIPANT: See, I think I want to flip that around. I think that careers are -- in part, in public schools -- are a way to motivate kids the way to have it, you know, be relevant, as in, "This is something I'm interested in." Which

ten years later they might not be. I mean, you know what I mean?

It's okay, the reason kids -- their feet hit the floor and they are interested in an art performance, like urban dance or cultural arts. And then try to figure it out. The whole trick is keeping students engaged in their learning.

One thing about the relevance/career piece is that it is important to hold on to kids in the places that are where kids are just dropping away, dropping out, and it -- so.

And then you look at the projections, that people will not just change jobs several times in their career --

>>PARTICIPANT: They might change careers that much in going forward. So I don't think -- it isn't a matter of, "At what age do we start exposing them to careers?" Because they have to choose something.

It's to make it relevant and maybe help them decide, "I don't want to do that," which is just as good as saying, "I do want to do that."

>>PARTICIPANT: But in the meantime, what else is going on, it creates a reason to learn the stuff that, right now, is so deadly awful boring. I mean, just think about high school! I mean, high school is bizarre. It's the most boring thing, and you get some of these classes, and you --

>>PARTICIPANT: Well, it's -- the students are adults, basically. They are being treated as though they are 11.

>>PARTICIPANT: Yeah, well, not -- well, you know. Yeah, well, there is classrooms where -- there are schools that acknowledge juniors or seniors are adults, they have certain autonomy and so forth. But that doesn't mean when the door closes in XYZ classroom that it's anything but totally disconnected, boring,

and the teacher is up there teaching.

So it does not sound manipulative, but I think part of the career relevance is motivation. Motivation is --

>>PARTICIPANT: Doesn't have to be the selected pathway.

>>PARTICIPANT: Doesn't have to be the selected pathway that students will take.

>>PARTICIPANT: For a second. That's what they are interested in at the moment.

>>PARTICIPANT: I agree with you. That was exactly my point.

>>PARTICIPANT: No, no, no.

>>PARTICIPANT: For example, this morning, that student -- so do you -- there was a national -- that last report from the -- what was it, the National Center, NCEE?

>>PARTICIPANT: National Center on Education.

>>PARTICIPANT: Proposed allowing kids to quit high school at 16 and go ahead into the tech program at 16, and they already know at 16 that they want to go into the auto program at community college.

>>PARTICIPANT: That's actually fine.

>>PARTICIPANT: Or the LPN program.

>>PARTICIPANT: But they can't do well in my auto program if they don't have the right math and science. It's all computers now.

>>PARTICIPANT: That's right. All the automotive --

>>PARTICIPANT: But if they do do it, do we say, "I need to stay here till twelfth grade"?

>>PARTICIPANT: Or go do the GED; right?

>>PARTICIPANT: There is a circle where we have to have GED. There has to be a fall-back place for the students who leave the system for whichever reason.

>>PARTICIPANT: I ran a Job Corps for two years, that's exactly who I got. I got 16-year-olds who dropped out with big trouble. We gave them the skills, but they also got the GED. I mean, they were hard core. It was jail or Job Corps, that was the choice, but they did get the GED. They had to have that.

>>PARTICIPANT: So they had a point to do this.

>>PARTICIPANT: Yeah. They had a job, but they also had a GED by the time they left.

>>PARTICIPANT: Do we know the -- (INAUDIBLE) -- teaching them?

>>PARTICIPANT: Have you seen Gene Bottom's study on Correlation Between Dropouts? Gene Bottom is the head of -- he did the study that the career techs, even though they end up serving the hard-to-serve populations -- demographic -- totally, attendance, graduation, right across the board.

>>PARTICIPANT: That's what Daggett said.

>>PARTICIPANT: Up until recently, when students were doing this, this path wasn't decided because the student said they wanted their career -- 95 percent of the time it was decided because they were performing poorly in reading and math.

>>PARTICIPANT: That's correct. Or they were a discipline problem and they handled better over here than here. (INDICATING)

>>PARTICIPANT: Right. Poor performance, academically, which just reinforced this academic route (INDICATING) is all about going to college, and this

(INDICATING) is for all the failures.

>>PARTICIPANT: And the parents heard that and said, "I don't want my kid over there, I'm going to try to push them over here."

>>PARTICIPANT: But the guidance counselor was, in the high schools that I taught --

>>PARTICIPANT: One of the things we should be discussing is the barriers, not community college or technical programs. And the more I think about it, there is too much of "If you are going to be anything."

This is not a nurse, doctors, the highest -- so how do you address that not everybody is going to be a doctor, but also make kids know that's okay? That they don't have to be --

>>PARTICIPANT: Also, a plumber makes a lot more money than a doctor, without the risk! A good plumber is --

>>PARTICIPANT: Part of career exploration is supposed to be things where kids get to reflect on what they are good at.

>>PARTICIPANT: Yeah, interest assessment.

>>PARTICIPANT: Yeah. I mean, if it's a well-developed program in a school --

>>PARTICIPANT: -- they will get that somewhere along the line.

>>PARTICIPANT: Yeah.

>>PARTICIPANT: But they need it grade twelve or eleven, not at the end of grade twelve.

>>PARTICIPANT: No, no. Along the way, they need it along the way.

>>PARTICIPANT: It can't just be about what they are good at. One of the things the U.S. --

>>PARTICIPANT: Somewhere around late '70s, early '80s, we got so focused on what Johnny *wants* to do, not what Johnny *needs* to do, not what the employers need to hire.

>>PARTICIPANT: Yeah.

>>PARTICIPANT: But what Johnny wants to do. That it isn't just about what they are good at. There has to be some relationship to --

>>PARTICIPANT: -- the labor market.

>>PARTICIPANT: "If you do this, are you going to make a living?" "Is there a job, how good is it, how does it relate to other things?" If we leave that part out --

>>PARTICIPANT: That was the "Work-at-your-own-speed." We had those Individual Learning Packets when I was a teacher in New York State, and they were all the rage. And, of course, we were trying to get kids ready for their Regents. This was the '70s.

So this one -- I remember this one student comes up and I said, "But you haven't done anything." He says, "You said, 'work at my own speed'; that's my speed!"

>>PARTICIPANT: He took you literally!

>>PARTICIPANT: He goes, "And you can't count it against me, this was my speed!" And then I had to ask him, "Do you feel good about yourself? And if you're not feeling good, is there anything I can do?"

>>PARTICIPANT: One thing I think, in the U.S., because I worked so much in other countries the last 20 years, and we'd beat up ourselves awful bad on our education system, but I think too much.

If you look at our -- especially our community college system, that is unequaled almost anywhere in the world in terms of specialized education, second chance education. Most countries don't have that. They have high school or university. The Germans have their apprenticeship system that's got massive problems now. This community college system, it is an unbelievable system that the U.S. has.

>>PARTICIPANT: I think the first two years should be free, you know? As much as K through twelve has been free. The next, you know, every student should see that there is an opportunity to go on and do whatever it might be. You know? The first two years of Liberal Arts or auto program or even go to the noncredit programs.

>>PARTICIPANT: Or the nursing program.

>>PARTICIPANT: Whatever.

>>PARTICIPANT: See, I think we are adequately agreeing. Let's flip over. I mean, it's like you have to have -- what are the barriers? And one of the barriers is that there is a complete disconnect to so many kids who do not get the academic skills. However you want to tackle that, as content or whatever, they don't get the academic skills to do the careers they are about to face, and I'm going to focus right in on technology. Technology is the number one place where schools are completely and willfully falling behind.

>>PARTICIPANT: Partly because instructors --

>>PARTICIPANT: So let's put that up there.

>>PARTICIPANT: And you know what? How do they say, the way to differentiate between somebody over 25 and under 25 is that the under-25's, when they take their cell phone out, they have absolutely no intention of making a

phone call, and the over-25's, they have absolutely -- they will not -- I have a 22- and a 25-year-old -- they don't answer my calls, but they'll text me about six times today. Each.

So there is a -- so that is -- that is an area. But the other part of that is, you know, if this is a barrier's page, that they are not getting the academic skills. All you need to do is go visit the inner city school system, and they don't have probably what we all had growing up. They --

>>PARTICIPANT: But the example of doctors --

>>PARTICIPANT: And there is still screening of up to 70 percent of the jobs for self-sufficiency.

>>PARTICIPANT: There is improvement in that. There are so many national initiatives now to upgrade graduation requirements.

>>MS. ENDEL: Two-minute warning to wrap up the conversation.

Put the best stuff you have on the board, and then we will go through an analysis and see what the ideas and recommendations you have. So wrap things up and please go ahead and --

>>PARTICIPANT: I think we have a pretty good consensus; don't you?

>>PARTICIPANT: But you can't just do academic skills unless it's -- his example this morning -- it's got to be put into relevance. Remember the two pictures he put on there?

>>PARTICIPANT: Relevance makes rigor possible.

>>PARTICIPANT: I agree with that, but the issue is that the vast percentage of kids don't get it. I don't know what the vehicle for delivery is.

>>PARTICIPANT: And that's why the example he had was so good this morning. Make it relevant or they drop out. But I think in the States --

>>PARTICIPANT: Yeah, there is --

>>PARTICIPANT: The standards are higher. I think there is consensus on that. There is not consensus on all -- what we are trying to figure out.

>>PARTICIPANT: What's -- I got to look at the U.S. PISA results, because that's the international test for literacy and mathematics and so on, PISA. A lot of the U.S. states don't do it, but every other country in the world uses it.

>>MS. ENDEL: Okay, everybody, if I can bring us back together, that would be really good. This is a little bit like herding cats. I know you have really good conversations going, if I can get you engaged in the bigger group.

Okay. So, I'm looking back at Diasmer to make eye contact, too, so we have about 45 minutes left for thoughts. And if each of your subgroups can come up with a coherent, educational, seamlessly linked system that's aligned and you're solving the world's problems -- which we may not get to -- and then we will finish up at around 2:00 and do a plus delta sort of thing.

I know what make sense. I know we are down on numbers in the last group, but I think what would make sense is the person who is putting things up, or could there be a spokesperson to take two minutes or less to talk about your key ideas from what your group was talking about. Not a detailed, long conversation, but hit the highlights of what you are talking about.

And I'm going to also rely on Diasmer and Bob to help sort of, if you will, synthesize the key points, and then we can narrow them down from there if we feel that some are a higher priority than others. Does that make sense? So

the last group, Bill?

>>PARTICIPANT: We built up a different model, thinking that the two basic things is people are going to enter high school and exit high school, and the product being a graduate. So a lot of the model that was presented occurs outside of the high school education, so we got rid of that.

Some things that we talked about that have to occur is that in elementary/middle school, some type of integration of career introduction -- and several of our states already require that at sixth grade -- coupled with that some type of experiential learning to go with middle schools, to understand what these careers have to do.

When these guys come into high school, we looked at career courses, but they have to happen in tandem with each other. That, in order for you to have some way to apply your academic course work, there needs to be some type of career technical application of that at the same time, because both of them are leading to graduation, so it's not separate.

For the academic courses, we need a trained faculty to teach these courses, and we sort of the drew these out as another piece that needs to happen. There has to be some type of preparation for teachers to understand how to teach application in addition to content. After that, there has to be application to the workplace for the academic courses to make sense.

Then, under career technical application, is to have career mentors in the health careers who are actually involved in bringing students into experiential learning outside. To have the academic surrounding and to begin to use -- how to use simulation labs along with other entities like community

colleges and hospitals and universities that are using simulation technology in their healthcare programs as well.

And then, at graduation, the three courses people can take is to enter at the entry level healthcare occupations straight out of high school, or to go through a baccalaureate program or two-year, depending on what your other options are, and then yielding into lifelong learning. So that's where we were.

>>MS. ENDEL: I think we can all go home now!

>>PARTICIPANTS: (LAUGHTER)

(APPLAUSE)

>>MS. ENDEL: So we'll definitely kind of capture -- it's so hard to put in bullet points what is a really integrated model. So we'll have to Diasmer figure out some way to do that. Right. Okay.

How about this group over here? Could somebody talk about the points that you all discussed?

>>PARTICIPANT: We lost our scribe. I think she left on purpose.

Okay. Couple points and long conversations. One that we talked about was the need to expand student social networks. Our understanding of the labor market comes from the social capital that we have, and many students just don't have access. To have some network into that.

We need early, formal exposure to career concepts. The whole notion of career literacy and career resiliency. In California, we found out they have a ninth grade class -- we weren't sure whether in Pennsylvania, with new career standards, where those fit in. They are supposed to provide that career awareness piece, and we questioned about how well -- how far along are they in terms of passing.

We thought there had to be an emphasis on fundamental knowledge, on algebra as a gatekeeper course, that you have to get those fundamentals down, and students had to be aware of those early on. So if they understand if you don't have these things, you can't offer opportunities for yourself. So, getting math and writing and reading.

As we talked about different examples, we thought, close to the professional development side, that passionate teachers are a critical part of making this happen and that they were an opportunity to potentially do a workforce analysis of our schools and say, "If we have teachers who aren't so passionate, are they getting ready to retire? Do they have the opportunity to change our recruiting practices so we can identify teachers who are more aligned to the type of system that we are trying to move forward?" And professional development to go with that.

And then the application of technology in the classroom. Are there ways to use technology more effectively so that our students are using it? And can faculty use it as well? The whole notion was trying to create more engaging learning environments for students.

>>MS. ENDEL: Good. Good. Good concepts. Some of those look like I think that they are echoed in other groups, and that's really positive to come to some consensus around some best operating assumptions.

Okay. This group here?

>>PARTICIPANT: Well, we did not think or work linearly at all. Um, we started off just talking about this model and having students be in the center of it, and then looking at, around the students, the various influences on them and

inputs, as well as the different directions that they could be going.

As part of that, we talked about getting the teachers out of the school more so that teachers could be links to the outside world and be having professional development outside of the school. Again, like, what are the inputs and influences to this decision making?

This kind of led us into a big discussion of comprehensive counseling -- not just college counseling -- but the need for career counseling as well. And there are a few states that are strengthening that component.

We touched on this need, which someone just mentioned, about technology; that we really need to have a huge investment in technology in our schools nationwide.

Then we talked about looking at this as pre-K through fourteen, not K through twelve. But that we really need to have free public education past the twelfth grade year so that all students can access that and see that there is a place for them to continue.

Then we talked about barriers a little bit. Certainly, the public view of CTE at the secondary and post-secondary levels, that there is -- we still do see negative perceptions of career education.

And we talked about the national pendulum shifts over the past few years. I've lived through the whole school-to-work movement. It came; it got killed.

So we really think the place to work is at the state level, and we do see a lot of good examples and good models in the states that we can look at and see which ones maybe are having good effects and which ones are not, and take some of the existing examples rather than some big national initiative that's going

to get probably killed by the next president.

And -- what else? Is that what we covered?

>>PARTICIPANT: Values.

>>PARTICIPANT: That's pretty good.

>>PARTICIPANT: Parent values.

>>PARTICIPANT: Oh, parent values. Right. Yeah, again, with this, some negative perception of CTE, and that college -- four-year college for all philosophy.

And I do want to keep distinguishing in all of these conversations that college should mean two- or four-year, just to be clear on that, when we have that.

>>PARTICIPANT: I think there was one key point that career guidance counseling, career decision-making, is for all students. Not just ones in career education, because everybody is going to need a career sooner or later.

>>PARTICIPANT: Right. So we'll put a "for all."

>>MS. ENDEL: All right. You have had good -- thank you -- really good key points. This group?

>>PARTICIPANT: Okay. Well, you know Shakespeare was famous for his line, "First, kill all the lawyers." So our thing was, "First, kill all the high schools!"

(LAUGHTER)

And I credit Jorge with that. He said, "Why do we have these high schools, anyway?" So we propose to actually abolish the high school and --

>>MS. ENDEL: That is good thinking!

>>PARTICIPANT: In Pennsylvania, the Big 33 game -- football game -- is the reason that high schools exist!

>>PARTICIPANT: We'll keep high school football, but you can come to high school if you're on the football team or the basketball team, but --

There was a notion -- I would say one of the key other points that we were talking about, in addition to rigor and relevance, we talked about incentives and the incentives of students to learn. Because one of the things that's left out very often is the motivation of the student, and what the student was getting out of it.

Out of that came the idea that, well, maybe what we want to do is give more of a competency-based approach to be able to allow students not only to pass a test. And we talked about how these state standards involve passing a test, which means you know it at that point of time before you pass the test and maybe a few days later. But using the point that was mentioned this morning about "use it or lose it," that you have to demonstrate some practical skills in applying it, and that would be part of, especially in the health area, where Candace mentioned that one of the things you need to be able to demonstrate is that you have the competence to actually apply this activity.

Another key theme was the issue, again, credited by Candace, that we don't need a one-size-fits-all approach, that there should be a whole range of possibilities, and that if we had a more open setting we could -- this is blue sky, you said.

>>MS. ENDEL: Exactly.

>>PARTICIPANT: With respect to when students could demonstrate these competencies, if they wanted to work a year and then demonstrate them,

that's fine. If they wanted to -- if you could utilize the workplaces in the context of helping them learn those competencies, that's fine. That we ought to have a lot more options for students who want to do those alternative activities -- or, I shouldn't call them alternatives. I should say, among the many options that they should be allowed to do that.

>>MS. ENDEL: Yep.

>>PARTICIPANT: We were almost getting ready to create our broader vision, but we didn't quite -- we got cut off.

One thing, again, Jorge's experience with University of Phoenix, it's clear that a lot of people go out and they earn good livings, and then at some later juncture, they are motivated to complete their college degree, for example.

And University of Phoenix was smart enough to see that opportunity and to seize on it. But the broader educational system -- fortunately, there was some financial incentive for the University of Phoenix -- but the broader educational system is not engaged in that way.

And I would even add, to some extent, not all -- and I know that it's a very diverse community college setting -- there is a very diverse setting with a lot of places doing very great things and a lot of places doing mediocre things.

But the one thing that typically unites them is that they don't really have much of a financial incentive. They get a state budget, for the most part. They have to report some statistics that sometimes have meaning and sometimes don't. So I think taking into account the student incentives and institutional incentives would be very important.

And finally, I would just like to deal with the issue of parental

attitudes about two- and four-year education. I think the issue is not so much whether, you know, they see one area as inferior to another. It's how do you create a really high level in all the areas, or in as many areas as possible, such that you build something that people want to come to?

And I think if you build something of quality in each of these areas, the parental attitudes will take care of themselves.

>>MS. ENDEL: Very good. That was definitely blue sky thinking.

Your group pushed the envelope on that one.

>>PARTICIPANT: Threw in a few of my own!

>>PARTICIPANT: But we agreed.

>>MS. ENDEL: This group over here, could somebody be spokesperson?

>>PARTICIPANT: We can be pretty brief, because I think we echo a lot of what's already been said. You know, as was the discussion at the beginning, we noticed there was a lot said about the chart. And what we have to say is that this is also assuming that the necessary changes in the P through eight would have taken place and been solved. Easy, you guys do that!

(LAUGHTER)

One piece echoes the need for passionate teachers. We think to get young people really interested in careers, you got to have someone that's invested in that and excited about that. It almost -- like we said, this might be independent of the structure. If you don't have that passion and that good point-to-point contact with the teacher and the student, it's not going to happen.

Career guidance has to be infused throughout. Awareness, practical experiences, and contextual teaching. We had a little conversation about an

astronaut who now teaches at Western Washington University and has some really great data from what he has done in teaching teachers to teach science.

The astronaut's name is --

>>PARTICIPANT: George Nelson.

>>PARTICIPANT: So again, that idea of transmitting the passion to the people teaching, and that's on regular test scores and across the board.

We need to have multifaceted approaches, involve all stakeholders. I didn't get the adult ed. and student ed. part, Richard.

>>PARTICIPANT: Sort of a tag-team here. It's the thought that the parents or who is standing in as parents need to be part of the circle. They need to learn what their students are learning, what their kids are learning, how to reinforce it at home, so that the model has to include the home.

>>PARTICIPANT: And then in a little effort to try and put this in a graph, we just flattened it out, basically. And so the student hits this area (INDICATING), and there are multiple pathways, and every pathway that they get to has some mix of academic and technical.

So you're still going to have some that are more academically oriented that will have maybe some more traditional -- and this is where you might say it was traditional career and tech -- but everything is going to have a blend, and there are multiple ways to go through that. And all the programs had career guidance, enhanced teacher prep, contextual learning, and the outcome is young people prepared for multiple post-secondary option.

So sort of flattening that out. So that and, kind of like what you said, that the choice, when you get to coming out of secondary school, is not that

you've already gone through one or the other, but you have multiple ways to go forward.

>>MS. ENDEL: I think I'm impressed, really impressed. Really impressed.

I wanted to just open the floor a little bit. Let's kick around -- there are some things that really kind of bubbled to the top, at least for me. The idea of a P-14, where post-secondary -- at least the first two years -- might be free or paid for in some way.

Kind of the eradication of the high school model, to kind of rethink that whole thing. Now, again, it doesn't matter if it would actually happen, but it's important to consider the model.

And just some of the other really critical assumptions and ways of this integration of career technical, academic, et cetera, along this whole continuum. That the model should include parent in the home, Amen. That takes it to another level.

So let's just go ahead and open the floor, and that way we'll be able to discern some more key points.

>>PARTICIPANT: Just on this model you brought up, New Zealand has done this. Go talk to them. You say, "When do you graduate from high school?" And they say, "You don't, really. It's competency-based all the way up through post-secondary." And you can't get an answer "when" somebody graduates from high school. They don't ask that. You just continue building competencies. This is academic and career are mixed. It's a small country, you know -- not the United States -- but it's been done.

>>PARTICIPANT: They don't have football!

>>PARTICIPANT: There is no eligibility requirement!

>>MS. ENDEL: Diasmer?

>>DIASMER: You said New Zealand? They also have rugby.

>>PARTICIPANT: Just a footnote on that. I will just throw this in and shut up for the rest of the day. There is a very interesting study done by the OECD called Definition of Key Competencies for Living In a Modern Knowledge Economy. The Swiss Government financed that. They brought in people, MIT engineers. It went around the table like this for -- they did it over three years with a very large group of people.

>>PARTICIPANT: It's a lot of lunches!

>>PARTICIPANT: But it was a powerful -- and the essays that came out of that are just incredible, and it's published in a book. I won't do it justice, but they came up with three competencies. The first one is what you would expect: basic education. You know, the three R's, plus languages, plus informatics. Does that sound like what we have been talking about?

The second one was teamwork, working in heterogeneous -- not homogeneous -- groups.

The third one was very interesting. I call it the Google effect. The ability to make autonomous decisions. The problem now is not not enough information -- all of us are buried in information -- but how do you make autonomous decisions when you are faced with this array of information. That's summarizing four years of work in, like, two minutes.

>>PARTICIPANT: Can you say those again?

>>PARTICIPANT: It's called Definition of Key Competencies To Live

In a Modern Knowledge Economy. The four-year study, multi-country.

>>PARTICIPANT: By whom?

>>PARTICIPANT: The Swiss government. It came out of the OECD.

>>PARTICIPANT: But, you know, we have -- we did this in the early 90's with the SCANS Commission, and then we added 21st Century Skills Commission. And so, as far as I can see, most of the education community paid zero attention to it.

>>PARTICIPANT: Yeah, that's right. I was just going to say.

>>PARTICIPANT: And, you know, and there is -- I mean, talk about accountability of the students. I mean, there is no accountability for the system.

>>PARTICIPANT: No, right. I'm sitting here. There are so -- this is a good exercise and -- don't take this the wrong way -- but there are so many rules and forums and meetings like this all around the country, everybody knows something needs to change.

And Bill did as good a job this morning of kind of portraying. But I think people are not recognizing how difficult it is to change public education; specifically, specifically, high schools.

And, I think, you know, we have deep thoughts and big vocabularies and clever ideas. The system is intractable right now. And there is -- look at all the evidence. The system is so resistant to change, no matter what clever things we come up with or ideas for that change. And until that gets grappled with, state by state, because, I mean, the federal intuition into education has proven that they are not the answer.

I mean, you know, you can say in the '60s and Title I and Eisenhower, there are some good things that the fed have done, IDEA and so forth.

But NCLB, albeit that Kennedy and Bush and so forth sort of circumnavigated a bizarre site, circumnavigating the country selling No Child Left Behind.

First of all, we went to war and the resources didn't come. But, secondly, the operationalization of No Child Left Behind by U.S.D.O.E. has been really not that great. It's pretty much sucked. And so now you're back to who holds the best promise for ensuring that kids get what they need to go out and have productive lives and participate in this economy that's changing so fast. Who? Who -- and that's the question that --

>>PARTICIPANT: The Gates Foundation!

>>PARTICIPANT: You know what? God bless the head of the education part. When he left --

>>PARTICIPANT: Tom Gandolfo.

>>PARTICIPANT: Yeah. He showed up in a public meeting and said, "We spent whatever billions realizing that small schools was not the answer." Because if you're starting a small school, it is the answer. But if you're transforming a 2000-pupil high school in the middle of Chicago or in Texas, do you know what I mean?

So I think -- I guess I just need to be passionate and say, until the policy infrastructure is dropped in each and every state -- which, in some states, is a dirty word, don't forget -- because state education departments have not been stellar, and currently are being starved to death because they can't go get the people they need. They can't go get people to actually have a meeting like this so they can go out and talk credibly and legitimately to the districts. So they lack

capacity.

Until that happens, it's tinkering around the edges and it is Victory Gardens. There is just wonderful schools and leaders in this country, they have wonderful teachers that are doing great things. But, unfortunately, it's not systemic. It's actually the exception, not the rule. And that's, unfortunately, the case.

>>MS. ENDEL: Okay. So let me kind of reframe a little bit of Todd's comments, and then down here. So you're not voicing something we haven't at some point felt. I kind of vacillate all the time between hope and despair.

So what you are talking about is really acknowledging how very, very difficult it is. And so what I thought I heard you say, then, to kind of reframe it, is it's going to take something of the likes of a national movement, like the G.I. Bill, like getting compulsory high school, the War on Poverty. It's going to take something that has magnitude, with a whole coalition to even do it.

>>PARTICIPANT: I think I'm saying something slightly different. Because this business of national standards versus federal standards, I think the answer is not federal standards for across this country. It is national standards, which would be voluntary states coming together.

The issue is that states have not done their due diligence to what's in every single state charter or constitution, which is the responsibility for each and every kid. They have actually abrogated that and then signed it out to local School Districts, some of which have done a pretty good job, and others have done a terrible job, and the state doesn't show up because it's not politically correct. It's not politically correct to show up big time and hold districts accountable, whether it's state accountability or federal.

So, actually, I think I'm saying it's the business of the states to go back and ensure this policy coherence, to under-gird these clever, wonderful ideas.

>>MS. ENDEL: Okay. So --

>>PARTICIPANT: I have to quick -- say one quick thing, and that is that we have had a lot of situations where we have tried to mandate something for everybody without demonstrating that it works for anybody.

>>PARTICIPANT: That's --

>>PARTICIPANT: And it seems to me that if you want to make a change, you have to build two or three metropolitan area programs. I'm talking about -- I mean, every school in the metro -- at least urban programs that do succeed in a dramatic way. And those are the only ways that people are going to try something, because they see by example.

>>PARTICIPANT: Research-based.

>>PARTICIPANT: And that is also -- that is research-based.

>>PARTICIPANT: I think I'm radically agreeing with that, except that, so, all policy and regulation that expects certain things should be loose time. It should allow for local flexibility of implementation, given the realities of the context, whether it be a western state or in the eastern part of the country.

So, yes, good policy. But the problem is, right now, one of the number one issues is coherent policy, and people want to -- tend to oversimplify what it's going to take to fix all this.

And you know how it was referenced, Roy Romer's work, where he's circumnavigating the country. Gates and all these others putting money in. He is

trying to get it to the national -- he is just trying to get the candidates to talk about the stuff that we are talking about today, and they can't because it's a quagmire. It's a quagmire. Because there are no silver bullets. And yet it comes down to good policy.

But the problem with that is that -- and I will just say, good, bad, or ugly -- governors take office, they don't have time to do the research base and wait for the time for the stuff to kick in. So they raise -- they think it's 25 credits in Algebra II; good, that's gone, now move to healthcare. It's ridiculous.

And you have -- this morning, I drew a chart for somebody who was going off to meet with a congressman. There are four different models for appointing or electing chiefs in this country who had the educational enterprise, and some of them are on the clock. So, do you know what I mean? It's a policy that makes sense, state by state, recognizing the facts that we are in a global economy. And, nationally, kids move around, you know, that our clients are going to move all over the state. So there has to be some sort of common set of expectations, albeit that it is state-by-state, and that's what's completely lacking in this country. And we are not getting --

>>MS. ENDEL: There is some consensus among the group, and I will get your comment in just a second. It seems to me that, in terms of, you know, our charge of what to do new, it would be to definitely acknowledge the need for state policy infrastructure and technical assistance to get there. That seems to me like one of the things that is really a clear charge.

>>PARTICIPANT: I mean, that actually just -- you just hit it exactly right. Coherent policies, with the assistance for the places --

>>PARTICIPANT: Not if they are the wrong policies!

>>PARTICIPANT: No!

>>PARTICIPANT: How do we know they are right?

>>MS. ENDEL: Let me --

>>PARTICIPANT: Well, because there are best practices and research that's out there. There is people that actually know how to do this. And yet they don't wind up as part of anybody's policy. They don't wind up.

>>PARTICIPANT: We need to look at the EU here.

>>MS. ENDEL: Sorry, David. If I recognize this comment, I'll come back to you.

>>PARTICIPANT: The conversation has moved into a policy discussion. You ended the point, Robert, with yes, we do need a policy conversation as long as -- and to promote the policy -- if it's the right policy.

I'd like to suggest that our schools, they actually ask, "Is policy coherent in the U.S.?" It's just not the coherence that's helpful to school.

NCLB has created policy coherence around state accountability mandates and standardized testing, and schools have responded in time. They are beating the test drum, beating consistently, constantly, at the expense of any kind of engagement with career, with creating rigorous, relevant environments.

They know what they need to do to be successful, whether you're a teacher, a principal, an area supervisor or a Superintendent. So they are acting coherently, but not in the way that people around this table are hoping that schools will act.

We do know how to do it better and differently. And, in fact, people in this very city -- I'm thinking of Lauren Resnick at the Learning Research and

Development Center in IFL -- they have created and promoted a sophisticated set of assessments that actually attached a thinking curriculum, where kids are doing project-based learning activities, demonstrating their knowledge in applied ways.

Did that policy make its way into Washington and into NCLN? No.

We took a shortcut and said we could standardize testing.

>>PARTICIPANT: We couldn't even get it to Harrisburg.

>>PARTICIPANT: Thank you. From Rhode Island, we are a New Standards state. The legislature grabbed the New Standards Reference Exam, and Lauren Resnick and everybody else that went with it, our commissioner and so forth. But we were the exception. Vermont was the other one.

But that's exactly what I mean. There is good stuff out there that is effective and proven and so forth. But you just said it, it doesn't find its way to Harrisburg.

>>PARTICIPANT: The State Board of Education, when we did the outcome-based stuff, we had Lauren right there. We invented something terrible.

(LAUGHTER)

Right there! That exchange was a good example of, "We know the right stuff to do, I know it, we know it." The feds aren't the answer. I think we have established that, the feds are not the answer, so we need to get over that.

But, that being said, there are, right in the very state that existed, the University of Pittsburgh, that other states documented, they have pretty fair educational systems, whole states. It didn't even take fruition in its own state or, for that matter, in its own city, because I don't believe Pittsburgh stayed with it too terribly long.

>>MS. ENDEL: Okay. Good point. Very good points. Let me see, go

ahead.

>>PARTICIPANT: I have a question to the educators who are participating. If we know what to do when we get to the policy realm, we create a monster. The question is, maybe the solution is not policy. Maybe the solution is understanding what works in terms of having good schools and getting out of the way.

I mean, you know, be it private entrepreneurs, be it local -- I don't know what the formulation is. But let's figure out what it is that makes for a good school, and maybe we what we need is less policy. You know? And just make sure the funding is there to support these various kinds of initiatives.

I don't know. I'm not an educator, but what I am hearing --

>>MS. ENDEL: Patricia, and then I want Erica to weigh in. Two minute warning.

>>PARTICIPANT: I think on this policy issue, I want to go back to something Todd said a long time ago in here. If you look at Goals 2000, America 2000, school-to-work legislation, we continually have this new policy, "We are going to reform education, but we are going to let every district make up their own, and we are going to let every state make up their own." And what foments out of that is a horrible argument about values.

"You think it's good for kids to go to college, but I don't want you telling my kid that." Or, "My kid is going to go to college, and don't tell my kid that being a plumber might be a good thing or being a carpenter."

And so the policy question is a really important one, but we can't always abdicate to throw the policy to another level to figure out and get the

entire world fighting about values instead of making a decision and moving forward.

>>MS. ENDEL: And that's maybe where some technical assistance would come in. Comment here and I want Erica to weigh in. Go ahead.

>>PARTICIPANT: Oh. Correct me if I'm wrong, Tough times, Tough Choices was not one of the recommendations to consider schools being governed by corporations of teachers. That would set the policy and create the way a school works and -- I'm looking at you, from the Center on Education and Economy, but were you guys --

>>PARTICIPANT: I'm a different organization. Similar name.

>>PARTICIPANT: Similar name, but --

>>PARTICIPANT: I don't remember that. I do remember advocating for teachers to be governed by the state as a whole so that districts didn't try to steal teachers from each other or there were pay differentials.

>>PARTICIPANT: Right. I might be mixing up my reports, but what you say may be overarching.

>>MS. ENDEL: But it's a provocative idea nonetheless.

>>PARTICIPANT: Yeah. It's -- in a way, it's very radically local control, but not from policymakers, but from the actual educators.

>>MS. ENDEL: Erica, any thoughts on the discussion?

>>PARTICIPANT: Not really, because I'm kind of confused.

(LAUGHTER)

>>PARTICIPANT: So are we!

>>PARTICIPANT: So are we! Join the club, my friend!

>>MS. ENDEL: Okay.

>>PARTICIPANT: I don't really understand everything.

>>MS. ENDEL: Well, from a student perspective, what kind of choices or options do you think is best for you? Do you feel like the approach that has been used for you is working? Or what would you do if you could make sure more of your friends could transition into the things they would need to, where they have a clear line of sight, they could have a link, a logical sequence? How would that work?

>>PARTICIPANT: Well, my school has internships when you are in the twelfth grade, and you go to school two days a week.

>>PARTICIPANT: Could you start again?

>>PARTICIPANT: My school, when you reach the twelfth grade, you go to an internship, and you get to pick it. Well, some kids do, and I didn't get to pick mine. And I'm interested in nursing, and I'm at Youth Corps and filing and faxing, and that's not what I wanted to do. But I think when you get to twelfth grade and internships, I think you should be allowed to pick it. I think that really helps.

>>PARTICIPANT: Choice.

>>PARTICIPANT: Career choice as well.

>>MS. ENDEL: Very good.

>>MS. BURNS: Do you feel like there was a structure in place that helped you get to that point? If you did have the possibility of picking where to go?

>>PARTICIPANT: No, we didn't have that.

>>MS. BURNS: So it's just part of --

>>PARTICIPANT: Well, you get to pick, but I picked a technical school, but it ended up closing. And in the summer, this was thrown on me last minute and I had to pick last minute. A lot of the kids didn't get to pick.

>>MS. ENDEL: Thank you very much. I'd like to invite, if some of the people who haven't chimed in yet today, anything you would like to say.

Will; right?

>>PARTICIPANT: I think that that is a really important point, which is what do we have to do to give students more choices in doing some of these out-of-school experiences or work-related experiences?

And that's part of what we are doing at the conference, getting more involvement from employers in the educational system, building more of these partnerships. And, also, I think it speaks to other ways to change the direction of the schools other than through policy; that if you get employers working directly with schools to convey, "What are the skills that we need our students to have, what do we expect from students when they come out of school?" And if there is a partnership there, then in some ways you can cut out the policy in the middle and let the direct needs of the workforce dictate what the -- what schools want to do to provide the opportunities for the students.

Now, the hard part of that is to sell that to employers as something beyond just community service. They have to understand that it's in their long-term interest; for us here, as a region, as a regional issue, a regional economic issue. So that presents a challenge.

But if you're going to talk about career pathways, the people who know best what the career pathways are are the people in the careers. And so when you have a nurse or an architect or whatever career you want to pick in the

school, they can tell a student, exactly, "This is how I got to where I am, these are the things I did in school, this is the kind of school I went to." But those partnerships, I think, are really essential to any of this kind of discussion.

>>MS. ENDEL: Candace, what would it take? You kind of do this work. What would it take to have a substantially much larger participation of employers in this as a structure, as a system, to do -- what would it take to have that happen?

>>MS. BURNS: I think it is important that someone is able to build the case of why this work is important, and there are people out there that do it very, very well; that are able to articulate to businesses why we need to be doing this work.

I mean, in Boston, in particular, we are now a majority and minority city. It is -- you know, it is very important, imperative that our workforce reflect that. And if it doesn't, we are going to start losing business. And that's what the -- that's what's being communicated. And that's why each of the medical centers in the Boston area has a Director of Workforce Development now that's looking at these issues and trying to change the current face of the business.

>>PARTICIPANT: We have a program in North Carolina called Futures For Kids. It's an electronic online mentoring program. Middle schoolers and high schoolers come in that take an aptitude test. Then a career choice is matched with aptitude, and there are industries who have signed up to be career coaches. When the kids want to explore a career, they send an e-mail on a discussion board, and we answer questions about what courses to take and what happens in a particular kind of nursing career.

But it's a direct connect using technology to interact with these kids from sixth to twelfth grade, and it doesn't require anybody being on campus. But it does give that individual student somebody who answers their individual request, but it always gets posted on a bulletin board, so if anybody else has that question can see that dialogue as well.

But if we develop those kinds of programs, that you don't have to have everybody come or the students go, that the availability of technology now gives us the opportunity, with Podcasting or with direct eye-to-eye contact, with just Web projection, that we can do those kinds of things to interact without a total disruption of everything.

>>MS. ENDEL: And let me -- and I will get to Bob in just a second -- what you are talking about is an employer mentor. As you mentioned, it's so important to have the people in the field actually doing the work.

But from an employer perspective, it's also very important. Are they -- could they do paid internships? Do they have financial resources around their partnerships? Do they provide clinical space once the students get to that level so they can interact in that regard? So there are other things employers can do that are important.

>>PARTICIPANT: I work at a community college, and our Business and Industry Department was contacted by the county's Manufacturers' Consortium because they are really lacking skilled workers for all the jobs that are out there in their companies.

And what -- to make a long story short -- what we are doing is that we have one high school in the southwest -- southeastern part of Butler County for students that are in manufacturing programs. They are more or less the guinea

pigs for this.

We are taking our manufacturing program technology at the two-year college level and offering two manufacturing courses and a speech class and an economics class; college level courses that will be taught at the high school using course outline, our textbook.

The instructor is actually the high school instructor who has already been credentialed as a BC-3 faculty member to teach those classes. Between junior and senior year, that student will be able to have the internship at one of the manufacturing companies that are in the consortia. And when they graduate, they have 12 credits if they wish to continue, or they have the option of going right into work force. They will be guaranteed a job interview with one of the companies and, more than likely, they will get the job because at least they have a partial background already. That's a way where manufacturers or employers are already involved.

>>PARTICIPANT: Just continuing on the employer point is that young people need more adults in their lives.

>>MS. ENDEL: Right.

>>PARTICIPANT: In general, parents are working hard, teachers have 35, 40 kids in their class, and what other adults do young people know? So, you know, whether employers are providing pay or career exploration or a combination or whatever, you know, providing a relationship with the young person, I think, you know, is right up there with those other things.

>>PARTICIPANT: There is a lot of sharp people here coming at this issue from different directions, and you are all seeing problems that we have with

this, and you all have good solutions.

Yet, if you were at a meeting with a group of school administrators, they would all be giving reasons why we can't do these things. I really don't think -- being a former schoolteacher should be a qualification for becoming an administrator.

When L.A. Unified started its Police Department, we didn't bring in a schoolteacher to head the Police Department; we brought in a cop. I think a lot of the things should go with other policy implementation. Somebody that has some kind of training in how to manage a large governmental body and just move teachers into it. They don't think outside the box, and the box is too small.

>>PARTICIPANT: Or they move coaches up there. You know what I'm talking about?

>>PARTICIPANT: Can I take us way outside the box for just a second? The Airbus passed Boeing. We need to look at what Europe is doing. I'm not sure I agree with the colleague here on state's rights as much as he is pushing.

You look at Europe, you have a whole group of countries that are very disparate, much further apart than Alaska and Florida. You have a very strong Director of Labor dealing with the Social Charter Movement of labor throughout Europe. You have a Director of Education -- I've worked for them, and that's a lobby group. It's a little bit like our Department of Education.

But if you look at some of the tools they are putting in place to get around this state rights thing, where we are so busy in the United States trying to be independent, fighting with each other, we are losing sight sometimes of what's going on internationally and globally.

Let me give you two tools that the Europeans are pushing internally.

One: A framework for qualifications. So, throughout Europe, they are building a framework for qualifications, and guess what they are doing? They are marketing that same framework all over the world, all around the Middle East, and all over the other parts of Europe.

What are we? We don't even have a national qualifications framework in the United States that sticks together.

Second, they have the Bologna Process, which is -- so, institutions can move around and trade all the two-years and four-years that goes on all over. Guess what they are promoting? That Bologna Process. There is a meeting in two weeks in Egypt -- they have got Egypt hooked into this.

So, meanwhile, we are doing the states' rights thing. It's all voluntary. Watch out for Europe. They are slow, and I'm not promoting the EU totally, but they are doing things that they are going to pass us in ten years. The United States is going to be way behind Europe in some of the workforce. They are developing a workforce and deliberately going about it in a very systematic way, which we are not. And I just lay that only table. Watch out for them.

>>MS. ENDEL: Okay. We've got a couple minutes left for this conversation. I want to do a last call. Pancho?

>>PARTICIPANT: Process observation, to build on Robert's observation, we were challenged earlier by Will to be like our kids. And having learned a great deal today, I wish there were a Wiki to help prolong the life of -- well, first of all, to serve as a place to go and find all these great things, and also to promote -- to prolong the conversation.

>>MS. ENDEL: That's a really important point. Wouldn't it be great if we could come back in two weeks, virtually, all have a Web cam?

>>PARTICIPANT: That's the next step.

>>MS. ENDEL: Diasmer, are you paying attention?

>>DIASMER: I heard that!

>>PARTICIPANT: I just want to talk about money for a second.

>>PARTICIPANT: Oh, no!

>>PARTICIPANT: And on the positive side, when I left Corrections in 1983, we had 10 percent of the African-American males in prison. And we are approaching, as a country now, 10 percent of the population in the prison, believe it or not. It's a growth industry, is it not? In every state.

We spend 20 to 35 thousand dollars a year to keep a young person or inmate in prison. The dollars are there. We find the dollars to put behind failed education, and we can divert some of that. So the money, I want to say, if anybody talks about money, it's there.

>>PARTICIPANT: It's the one place.

>>PARTICIPANT: We spent the money on education, too. I mean, you know, per pupil spending has risen just like this (INDICATING).

>>MS. ENDEL: Okay. I'd like to do a last call, and then I want to make a few suggestions about what to do with the last 15 minutes.

So, does anybody have anything they want to say that they didn't feel like they could say because it wasn't the right time, or maybe somebody else was talking or we weren't right on that topic?

So I want to open it up. Is there anything else you want to say? Any last comments? And it can be anything major or minor.

>>PARTICIPANT: You asked us to think outside the box a little bit.

Is there a role for supporting students and parents who might prefer and choose their education outside the public system? There are success stories out there. Also, and it may be a way of incubating some of them.

>>MS. ENDEL: Home school, for one.

>>PARTICIPANT: Are you talking about vouchers?

>>MS. ENDEL: Or home school.

>>PARTICIPANT: Charters.

>>PARTICIPANT: There are a lot of kids in home school.

>>PARTICIPANT: I'm just asking that question. I haven't heard any comment, and you asked us to think -- everything has been focused on public education. And I'm not suggesting a wide-open system. I don't know what I'm suggesting. I'm just wondering, is there some way to support non-public education for the people that would choose and prefer to take that track?

>>MS. ENDEL: I like that.

>>PARTICIPANT: I just wanted to say one thing, and I understand why it was not talked about because the focus was on K through 12, high schools. But we have not talked at all about adults and adult education. It's a huge number. I mean, even if we came up with a system that worked wonderfully, we know there would be still a sizable number of people who would fall by the wayside in some way or another.

And I think these are important for -- leaving aside the human point of view -- just from the point of view of, I think, of the economy. I think these people are important. They come with motivations which are very different from

the motivations of young students, high school students. They come with different resources and different barriers.

And from a point of view of businesses, they can meet immediate needs of businesses in a way that no student is -- no high school student is going to. There is a much more, quote, unquote, sure bet. Because, again, they are dealing with a very different set of constraints, and you have very capable people there.

And I don't think we have thought at all about how truly -- I mean, I think even to go back to questions of funding, even because funding is all concentrated. I mean, it's much easier to go college in any way, shape, or form than if you happen to be a dropout and you are going back into the -- you want to go back to school and find some way of getting back into the workforce then after learning something, and you are now 28 or 30.

It's a much more difficult task to find the funding. The whole funding structure is not directed toward this kind of group, and it's huge. If we add to this immigrants, you know, which are the single largest growth factor in American population today, we have a huge task of educating people who could be extremely valuable in meeting the workforce challenges we have. I think this is a whole other discussion of relatedness, but it's critical.

>>MS. ENDEL: Right. I think we try to acknowledge that there is an adult component, but it's so hard to get your arms around it.

Let's have one more comment from Bob. I want you to think about the insights that we have and note at least one. And maybe you can put a point on that, on one of the pieces of paper.

>>DIASMER: And I would like the conversation to talk about what I

thought you said were new, different, or not new.

>>MS. ENDEL: Right. So, what I was going to say is, I thought I heard two or three major things, and I guess we need the group to kind of fill in what we think would be the other three or four.

And so let's hear Bob's comment. Maybe we should figure out what to do, and then do the insights. We can end with the insight. So, Bob, go ahead.

>>PARTICIPANT: Yeah. I just want to raise a term that's been mentioned very briefly but needs much more emphasis, and that term is 'apprenticeship.'

I was just at a meeting about two months ago called the Network for Innovative Apprenticeship, and it's expanding dramatically in many countries, including the U.K. Australia has tripled their numbers. A variety of countries, and those countries that have very high numbers, like Switzerland, with about 70 percent; Germany, with about 55 to 60 percent; are maintaining very high levels. Those programs are so much in demand that students who can go to college free first take an apprenticeship.

And I think that we, in this country -- a lot of people don't realize that we, in this country -- have a system where we have -- just in the registered program alone -- we have about close to 500,000 apprentices.

The situation, though, is that it's dramatically under-funded. The entire federal budget for managing this system, including the employees in Washington, is 20 million dollars. That's the entire federal budget, and there is probably one person in each state.

So why do I bring this up? Because I don't think that you can really

have a full feeling about a career until you start really doing it. And I don't think that you can be part of a community of practice and see what that's about without actually producing something in that context.

Moreover, I don't see how we can engage employers on the -- you know, how we can engage them for sort of broad-based things like that. But to actually hire people and train them in serious ways, there has to be something in it. And many of them, in many of these countries, they achieve a return on the investment, even within the three-to-four-year period of time.

So I think that we are missing the boat. And, finally, this relates to your point, they are earning money! The people who are in these programs, both here and abroad, they are earning a salary which has progressive wages over time.

So it seems to me that it's great to reinvent things, but it's also sometimes great to look at what's out there that seems to be effective in a variety of ways, including having -- being part of an adult community, part of the time. And with mentoring, it has a huge number of very positive elements that we have all been talking about, but we kind of avoid it. I don't know, maybe we have this aversion. And I think it can be done, even in the context of a high school setting.

If you look at Wisconsin, they managed to do it very effectively, and we should have tried to do it before, but I can't end my participation without mentioning this point.

>>MS. ENDEL: Okay. That's a great summary. That's really great. Thank you.

>>DIASMER: Would you like me to read out the list that I gathered or --

>>MS. ENDEL: Um, yeah. Let me see what I think I heard, too. There were some -- but again, this is your forum, so if I'm not hitting in terms of priorities we discussed a lot. Let's get to the list in just a second, Diasmer.

What I heard in terms of high impacts, what can we do, we talked about the state policy infrastructure and technical assistance, and I think we ought to mention that. I thought that rose to the top in terms of maybe what to do. Figure that part out.

The demonstration sites in metro areas, because it's like a "policy informs practice; practice informs policy." I think you have to have that, "what not to do." Let's not support the bifurcated model that was originally introduced. That will say a lot about what we are doing in terms of traditional assumptions.

That's where I'm brain dead by this point now! So --

>>PARTICIPANT: That second one, though, demonstration sites, under the policy one, those go in tandem because demonstration sites are always the result of established public and political will at the site.

>>MS. ENDEL: Right.

>>PARTICIPANT: And that is what goes in tandem. What state policy infrastructure? Is that locally? There is enough flexibility in regulation or statute. So that -- but there is an expectation also that public and political will locally is continually being built. So, I mean, that's demonstration sites, yes. Lots of good ideas. How did they get there? Almost every time, there was some will to do it.

>>MS. ENDEL: Right.

>>PARTICIPANT: Either public or political.

>>MS. ENDEL: Okay. Let's have Diasmer go -- okay. Diasmer, can

you read the rest of the list, then?

>>DIASMER: So, what to do new, I got pre-K through 14. Higher expectation for student knowledge, and I'm guessing that person also meant analytical ability.

The focus on modern competencies with incentives. Student choice. I also have student social networks that are professional networks, mentors or whatever. And a mix of career guidance for everybody.

>>MS. ENDEL: Okay. Let me open the floor and, not that you need to advocate for one or the other, but are there comments about what, in your opinion, should perhaps make the "what new to do"? Are we in agreement that these are probably pretty good things to advocate for? Can I assume that, to begin with, for "what to do new"?

So, looking at the list that Diasmer spoke about, let's open the floor. Is there one other point that you think really needs to go up on the board? Will?

>>PARTICIPANT: I say this somewhat selfishly because this is what I do, and it's not entirely new, because there are a lot of partnerships with employers and educators, but I think that there really has to be a comprehensive system for collaboration between the -- between the employer sector and the educator sector.

That, until you have a situation where every business has a relationship with a school and has a relationship with the students in their community, you are never going to get students understanding the career pathways that they have.

>>MS. ENDEL: Okay. Any other --

>>PARTICIPANT: Are you suggesting that it's a tax incentive?

>>PARTICIPANT: I think that's actually one of the ways to do it. As an example, there is legislation currently in the State Legislature to give tax credits to companies that hire high school interns. In this case, I think it's for students who are below a certain percentage of the poverty level, but that is a good example of a way to create those incentives for businesses to start those relationships.

>>MS. ENDEL: Okay. Patricia?

>>PARTICIPANT: We had a lot of talk about focus on student competencies, I may add, for the first time in the D quadrant.

>>PARTICIPANT: Rather than standardized tests.

>>MS. ENDEL: Diasmer, it seems to me like there is, like, "what to do," "what new to do," and "what not to do." I'm not sure that there has been a whole lot of middle ground of "what to do differently." The "what to do new" has an inference about what to do differently.

>>DIASMER: In "what to do differently," I have the teacher knowledge and their passion. The integration of start making a business case for communities. We should include employers and parents. And I have the need for state policy, infrastructure, technical assistance.

>>MS. ENDEL: Okay.

>>PARTICIPANT: I think this is implicit but not explicit, but maybe it needs to be moving away from specialized vocational programs in high school and moving the specialization to the 13th, 14th year. I mean, that's explicit. We are talking about --

>>PARTICIPANT: Not everybody agrees with that.

>>MS. ENDEL: No, not everybody agrees.

>>PARTICIPANT: I know, but I'm saying it's an idea.

>>PARTICIPANT: Okay.

>>MS. ENDEL: What I might suggest because, again, we need to keep ourself on schedule. Bob and Diasmer and I, why don't we try to go ahead and assimilate the list. But because there could be a lot more conversation, and there should be, around what we are sort of picking, but I think people are in pretty good agreement that these are pretty top issues, and we are not going to be able to vocalize everything, but we'll focus on these, if that's okay.

What I'd like to do -- and Pancho, I will get your comment in a second -- if you could then take a moment and write down a key insight. There are pads of paper on your thing, so let's take just a few minutes to do that.

Pancho, your comment or point?

>>PARTICIPANT: Yeah. On a different thing, what I heard earlier but we have not talked at all about are implementing the elements of quality improvement, the plan to check on the processes implicit to that kind of work that are sweeping through healthcare and are talked about but only rumored in education.

>>MS. ENDEL: Right. So if you could please write down a key insight and, Bob and Diasmer, we are going to have to put the points together if we can, so.

Okay. So, with your key insights, how about there is time between now and 2:15, there is a break, and then we'll be going into the closing plenary at 2:15. So, how about when you are exiting the room if you could just put them on the corner? That would be really great. Or Diasmer --

>>DIASMER: Yep.

>>MS. ENDEL: Yeah. Just put them on the corner and we will put our three heads together. And if you will permit us that, we will try to represent the best thinking here and do the best we can. If it's not quite right when we issue sort of the final report, we'll be able to integrate more of these ideas with more clarity.

So I would like to also take this opportunity to say, I think it has been a really rich discussion. I have appreciated everybody's contribution, and I think it was a really great afternoon and a working session.

So, on behalf of Jewish Healthcare Foundation, thank you so much.

Diasmer, comments? Closing comments that you would like to make?

>>DIASMER: Thank you all for your assistance. And we will synthesize this material and send you sort of a summary in about two to three days.

>>MS. ENDEL: Thanks, everybody!