

BUILDING BLOCKS

>>SHAUNA SPENCER: Good morning. Welcome to Building Blocks. This has been a great morning so far. We are going to do some work. Thank you for all being here.

My name is Shauna Spencer. I work for the Jewish Healthcare Foundation. I come in here to Pittsburgh -- it's my eleventh week -- I come to Pittsburgh from Washington, D.C., where I was the Director Of Children's Mental Health Services for the Department Of Mental Health. So children's health and well-being is near and dear to my heart. This session is one that I personally choose because I care so much about it.

Let's just do some introductions and then we'll get started on our agenda. This is Elizabeth Steiner, who is working with me as my host facilitator. Elizabeth is also with the Jewish Healthcare Foundation. In the back, we have our court reporter. She is going to be transcribing everything we are doing here this morning.

There are a number of ways that we are picking up everything that you are doing. I am miked so that everything that I say is going in there and will be transcribed. Will everyone please reach into their folder, and when we talk we can all call each other by names. That would be great.

We have two high school students who are with us today if they can be so kind as to please stand and introduce themselves to us. Tell us a little about yourself.

>>PARTICIPANT: I'm Joshua Butler, and I attend Peabody High School. I'm a freshman.

>>PARTICIPANT: Hi. I'm Deziree Holyfield. I'm also a student at Peabody High School. I'm in the tenth grade.

>>SHAUNA SPENCER: Nice to meet you, Joshua and Deziree. Okay. Let's meet everyone else. What I would like you to do is turn to the person next to you, beginning right here with Jeff. I would like you to turn to the person here on your right

and I would like you to introduce yourselves to each other. Your name, your role, the organization you are with, and what out-of-school experience contributed most to the career you have chosen and why. And then I'd like you to introduce each other. Okay? So, Jeff, you are going to be introducing Ann. And, Ann, you are going to be introducing Jeff. Okay?

(INAUDIBLE INTRODUCTIONS AMONG THE GROUP)

>>SHAUNA SPENCER: We are going to start with introductions and, Anthony, I'd like you to start.

>>PARTICIPANT: Ladies and gentlemen, I'd like to introduce Linda Hippert. She is the Superintendent of the South Fayette School District. She was a cheerleader in her young life. Out of that grew organizational skills and leadership skills. She is very optimistic and believes in the future. She has had lots of leadership opportunities in her career; both in school and out of school, and it has contributed to who she is today.

>>PARTICIPANT: This is Tony Skender, Superintendent of Chartiers Valley School District. In talking with Tony, his experiences and his leadership position came from opportunities and from having role models, people who he aspired to be like. He saw changes or things in the community where he grew up, and he wanted to make a positive difference, and he does that at his school and continues to do that.

>>PARTICIPANT: Joshua gave you the short version, so I'm going to give you the long version. Joshua plays three sports in a year while going to school, but he does it very well. He wants to be a dentist, and he is very focused on the career aspect of undergrad and dental school. He is in a small high school. I asked him specifically about the other African American boys, and he talked about that he is friends with a few and others who do not do what is right, and he tries to stay away from that. He tries to maintain his identity, and I think Joshua wants to get that strategy down. And I think Joshua will do some great things, and you will be reading about him soon.

>>PARTICIPANT: I want to introduce Greg Roberts. He went to college off a full scholarship for basketball. He runs a program in D.C. funding youth -- funding after-school programs, and his interest came from a summer job.

>>PARTICIPANT: Okay. This is Brazellia Baker. She is at the National Headquarters of the Boys and Girls Clubs of America in Atlanta, working with the youth and teen programs for children 13 to 18, specifically in career prep activities. And the thing that brought her to this or the thing was she has had multiple career changes in her lifetime, but her real interest is working with people and skills and the ability to interact with people.

>>PARTICIPANT: Thanks. I had the opportunity to meet Judy Hallinen. Judy is at Carnegie Melon University, and she works specifically with a broad range of community programs for K-12, as well as adults. And the inspiration that has gotten her in this area was a relative, a mentor, her aunt, that shared time with her and talked to her. And it's through mentoring that she started her career.

>>PARTICIPANT: Good morning. You may say that I do not need to introduce this lady because she already introduced herself. You would be wrong. Desiree Holyfield is a sophomore at Peabody High School, and she wanted to be a lawyer in the fifth grade. Now, she is depending on her teachers to guide her in the right career field. She starts school at 7:27 in the morning and finishes at 2:26 in the afternoon, and she then goes and helps young people until 7 o'clock at night in the Community Center. And she does her homework there and does activities with young people.

And if that's not enough, on Saturday morning she goes on and tutors young people. She is a good inspiration of what our young people can do and what they are willing to do. Deziree Holyfield is a lady that needed an additional introduction.

>>PARTICIPANT: This is Linda Shirley, and she is from South Carolina and she works at a National Dropout Prevention Center. She tries to figure out why young people

drop out of school.

>>PARTICIPANT: This is J. P. Prager, and he has a dual expertise. He is a high school math teacher, and he has also developed a number of programs at Pine Richland. The most recent is both an externship/internship program for the middle school and high school, and is bringing organizations from as far away as New York to come in, and two students are going to New York for summer internships.

>>PARTICIPANT: This is Kimberly Boyd. She is from Point of Light and Hands-On Network. She is the Senior Director Of The School Age Revitalization Program. She is working with the youth as what school should be looking like. She looks and works with the student leaders about making a difference not only in their school, but also in the community. She grew up volunteering with her family through high school and college, and has made a career of being a professional volunteer.

>>PARTICIPANT: I would like to introduce Wayne Brock, who is Chief Operating Officer of the Boy Scouts of America in Dallas, Texas. He started his career as a high school band director, but he had been in the Boy Scouts growing up and his interest as a band director was in conducting the group, making sure things stayed organized, and he kept things together and moving forward. So those skills translated into an organization as he holds everything together there.

>>PARTICIPANT: This is Carol Walton, and she is a 20-year board member of the Mount Lebanon School District. She got interested in public service and has made a career in public service.

>>PARTICIPANT: He was elected legislature about 24 years. It takes a lot for someone to get involved in education.

>>PARTICIPANT: Ted Gershon is with the New York City Department of Education, and his regular job is to be responsible for Workforce Development at Clove University. We started to meet a little bit. He has a long, extensive, and broad career in

education, but he's probably our Workforce Development expert in the room today.

>>PARTICIPANT: I have the honor of introducing David Mosey . He is the Director of Smart Futures, and he knew that we all needed a smart future, and he took his first job at selling text books. And he wants to -- he is the Executive Director of Smart Futures with the ability in particularly in the e-mentoring program, trying to look at how we can match a professional focus on your children in email and kids because of the timing or doing the skills-to-work practice, which is a good practice to expose our children to the things that they needed and to expose children to two new varieties in our careers.

>>PARTICIPANT: I am honored to sit next to Mary Esther Van Shura, who worked with Chief Dan Onoroto as well as new Americans or immigrants. She has lots of development experience, and was involved in the Clinton campaign. She is a teacher at the University of Pittsburgh as well. The experience that was life-changing for her was to watch the Democratic National Convention with her father when President Kennedy was in it.

>>PARTICIPANT: I have the honor of introducing to you Alan Lesgold, who is the Dean of Education at the University of Pittsburgh. He started his career in computer science, and it was a better career than dish washing, what he was doing at that time. He studied artificial intelligence and he's used those skills to continue in education. He has taught workers' training, he has taught teachers' training, and has served as a Dean. And he is recently the Dean of Education. He has two sons and one is a nurse.

>>PARTICIPANT: Ruthie King embodies one of the things that we need: To have a passion for young people. It took her from an earlier career to her current work at UPMC. She discovered that one of the problems was that there wasn't enough candidates, and that she needed a stronger foundation, and that led to her current job as the Director of Partnerships, where she works with the K through 12 students and tries to

mentor them. She is a mother of two and is much younger than I.

>>PARTICIPANT: I am happy to introduce John Lasky. I just met him 20 minutes ago, and he has gotten two hugs from other participants. And the day is young. I said, "I am not hugging you," and he said, "The day is still young!"

He is the Vice President of Human Resources, and in his prior life he was an attorney. And the out-of-school experience that he had -- a couple of things that are related. Is his sense that issues can be nipped in the bud before it becomes much harder, and much less painful and more engaging, employees will be very, very productive.

>>PARTICIPANT: And to my right is Dan Groves from Weirton, West Virginia, and now living in Bethel Park. He swears that his degree is valid and intact.

(LAUGHTER)

It's nothing new how things work out, and I never met Dan before, and we have a bunch of things in common. We are both different people and career changers, and I was a lawyer, and I still am a lawyer by trade. The out-of-school experience he says that he has the continual knowledge of leadership and that melts into effective leadership.

>>PARTICIPANT: I would like to present to you Saskia Levy. And what is the most significant out-of-school experience was she grew up in a very diverse community and was able to see that folks were on the same sleeve in elementary school and middle school, and some were where they were then and she has been able to project.

She started out as a teacher and went on to address the theme-based high school. And it is very interesting how they can do that from compared to what we can do, and now she looks at issues that relate to poverty.

>>PARTICIPANT: It is my pleasure to introduce Wendy Smith, Director of Community Initiatives And Partnerships and motivates teens and youth in a variety of ways in after-school programs. Since we were talking so much, we got into Wendy's

program that she got into in her junior year and senior year of college.

>>PARTICIPANT: It gives me much pleasure to introduce Ivan Charner. He works for the Academy of Educational Development in Washington, D.C., part of the National Institute Of Work And Learning. And he was very involved in the past in the school-to-work program, for most of us that are in the work program. And right now this organization does research for education.

And we do have a lot in common. He became interested in the anti-work involvement in college and he then realized how good organization and systems were to change.

>>PARTICIPANT: It gives me great pleasure to introduce Julia Stewart. Julia works at Pittsburgh Public Schools and was brought in to redesign the school systems. You are going to take up how we are learning to implement it. She has been involved in career – school-to-work career. I see people shaking their heads like a pendulum the whole time. Her right pace is education for work, and her experience in teaching and learning and personally in experimental education.

>>PARTICIPANT: Good morning. I want to introduce Greg Behr. And because I spent most of the time talking about me, he didn't get to talk a lot, but he did tell me that he works for The Grable Foundation, and what the Foundation focuses on is change.

He came to this specifically because an awful lot of his time in high school was spent on sports and student government, and he looks for things that engage kids outside the classroom.

>>PARTICIPANT: It is my honor to introduce to you all Jim Stone. He comes to you from Louisville, Kentucky, most recently residing in the Twin City for 22 years. And he brought with him the best of Louisville. As he talked about his experiences, it was not all the out-of-school experiences that influenced him. He was an intern for biochemistry, and we are a benefit of his experience already. He is not going to be at the Kentucky

Derby.

>>PARTICIPANT: Hi. I'd like to introduce Jen Reinhart. She is from D.C. She drove in one day. She is from the Afterschool Alliance. This is the organization that sees if all kids have after-school programs. I said, "How can I line up for the money?" She said, "There is no money." I said, "What does your organization do?" "They make people aware of an after-school program, and they get money from donations." She didn't have a clue that careers like hers exist and she fell into it.

>>PARTICIPANT: I would like to introduce Ann Chester. She is from West Virginia University, but her own degree is not from there. She is able to vouch for the medical degrees that are coming out. Ann runs an after-school program at WCU, and we hit it off right away. She helps the high school kids get experience for the medical careers, and her experience is based on remedial classes in seventh grade after being a very successful student.

>>SHAUNA SPENCER: Thank you, all of you. And to all of you, welcome. I think as we heard that after-school programs do matter, we saw a gamut from, first, dish-washing to biochemistry. It's interesting how different that people can be, and what we are capable of at a very, very early age. And holding deep within us and taking with us over the course of the years and finding our place, finding our niche.

This is our fit, so we are going to take that now and we are going to build a rich repertoire, what we call Building Blocks. Before we get to that, first up, you have to understand we are on such a tight schedule. The second is people are going to come in an out of this room. One of the people coming in an out are the film crew, and you have to understand that that happens all the time. We have a really tight schedule, and I'm going to push at the edges, but we have to deliver, this afternoon, very important points at the end of this success. There's a whole series of projects that this success has to deliver.

I'll come back to that and explain it, but this summary slide is what this is all about, but I'm going to hold to this slide. We will not have scheduled breaks. Get up if you need to, but come right back. Please try to stay with us. We are going to have a working lunch around 12 o'clock. That's about the time that we'll do our single group work.

We are reporting out to this whole session, so he's got to report out to that group. With that said, the other reason that we are really hastening you to the task of producing is there is going to be a major paper that comes out about this conference. There is a summary paper that comes out in two weeks, and then there will be a very comprehensive report.

Building Blocks is the whole key to children's careers. So we need to engage. We need your enthusiasm. As a part of that, my role is to move you through the task. Your role is to stay enthused. So I want to take just a minute and have us state some good rules that everybody can agree to. These are really those things that if people don't do it will drive you nuts.

1. Turn your cell phones off.
2. I'm going to ask that people turn their mobile phones off, Blackberries, and other devices.

Any other ground rules?

>>PARTICIPANT: That no idea is a bad idea.

>>SHAUNA SPENCER: 3. No idea is a bad one.

Okay. I think that's so important to us as we go along and we focus on Building Blocks. And we are trying to think outside the Building Block.

>>PARTICIPANT: Be brief in your comments.

>>SHAUNA SPENCER: Good, good. Other ground rules?

>>PARTICIPANT: Everyone participates. We have a very wide background.

>>SHAUNA SPENCER: That's great. So what I need is for you folks to follow the rules, and you have to make sure you bring everybody in.

>>PARTICIPANT: Keep an open mind.

>>PARTICIPANT: Listen for what is new.

>>SHAUNA SPENCER: Okay? Okay. I think we've got it. That's our commitment to each other, that we are going to do that. If you have to take a call or make a call, step outside. I think that's all the rules.

The first thing you are going to do is all get clear on the definition of Building Blocks. This is what we need to understand about -- can you read this?

Building Blocks are expressions and relations and instructors that provide interest in the skills and about the need to build a career identity, and by the twelfth grade.

That's very powerful. Can we agree to that, as a group?

>>PARTICIPANT: For me, it goes beyond ability. There are some people that do not have the belief that they can succeed -- so something about dispositions.

>>PARTICIPANT: I want the word "passion" to come up. You need to feel strongly.

>>PARTICIPANT: Or "inspiration."

>>SHAUNA SPENCER: Come back. I was wondering if you were bringing a second amendment -- maybe confidence is enough?

>>PARTICIPANT: It's really about attitude.

>>SHAUNA SPENCER: Is attitude what you were saying at first?

>>PARTICIPANT: I was wondering about having career ambitions in the twelfth grade. If a career may be more broad and students were told what they need to do and there's a sense that there's a career that is right for each person.

>>SHAUNA SPENCER: We are going to define that in just a second. Tell me the word that you want to use besides confidence.

>>PARTICIPANT: The word "passion," "desire."

>>SHAUNA SPENCER: "Passion." That's a good word. I think we all know what passion means: To provide youth with skills and confidence and passion. Okay.

Let's look at our definitions of career identity. How a student understands how their academic skills and interests play a role in the various industry sectors and potential careers. This is what career identity is. Students have a clear goal and understand the pathway to achieve it.

>>PARTICIPANT: I just want to go back to career identity for a moment. I'm not sure that students are able to identify necessarily all the skills they need for certain career paths, and that they are aware of them. I do believe we try to focus on what their strengths are versus what they may define as their weaknesses.

>>SHAUNA SPENCER: So how might we adapt that sentence?

>>PARTICIPANT: It just seems limited to me. It's more than something tangible.

>>SHAUNA SPENCER: You used the word "strengths." Skill set into strengths?

>>PARTICIPANT: I personally like the word "strength."

>>SHAUNA SPENCER: Does that work? How does that work for career identity?

>>PARTICIPANT: Back in the '70s and '80s, we had a career development model, and this sort of seems to miss that many young people are sloughing off potential futures by the time they get into high school. And kids come into our doors before high school without being exposed to them.

>>PARTICIPANT: This notion of their own sense of strengths back in the career education system, some of you may remember that this involves the whole nation. The

kids -- there is an awful lot about ourselves that we don't know about. By this age, they -- most don't know themselves. They don't have a clue as to what they will be good at as an adult or a teenager.

How we capture that, I don't know, but it is something that I am very concerned about. By the time kids get there, they've already sloughed off things that they can be good at and dismissed them. Part of them is, we are looking at Blocks; someone else is looking at the Dream School. This has to be something where the Blocks fit and the design fits.

>>SHAUNA SPENCER: And this is the pieces session. This is the Building Blocks. That's kind of my opinion, in that sense there's a Pathways section too. Okay. Identify, does it work when we put systems in?

>>PARTICIPANT: Typically in Pennsylvania, we use the word "clusters" for the bigger picture. So if this goes on to the other schools in the nation, they are used to that word.

>>PARTICIPANT: I'm hearing a lot of talk about students that have career paths chosen, but what about the students that don't know their career path, but have their strengths?

>>SHAUNA SPENCER: Whether or not that answers this question about career identity, how it would apply to industry clusters?

>>PARTICIPANT: I don't know. I don't really understand. I know the students that know their strengths, but they don't know what they want to do.

>>PARTICIPANT: We need to acknowledge skills and abilities and attitudes, but I think what Josh is talking about is that, all too often, students know what careers that are available to them, and if you do not have a student that knows it, then how are you going to know it?

>>PARTICIPANT: Here we are, talking about the health field and health

careers. If we look back fifteen years ago, those jobs didn't exist five, ten ago. That's one of the things that we did express fifteen years ago.

>>PARTICIPANT: So it's whether or not -- actually not finding -- or whether or not we put other words in there, because they may not know what their strengths are yet.

>>PARTICIPANT: I always have a problem with the definition because, in the court, we have to do this, and I recommend it. David, he talked about a Hip Hop high school. He started a high school that looked at the different side of Hip Hop. They wanted to be performers and, instead, they got into the business part of it, and 90 percent went to high school.

For me, it has to be about where people come from and we have these cookie cutter definitions. There are some real race, class, and gender issues with careers.

>>SHAUNA SPENCER: Any suggestions we need to generate? We need to do something with that and we have to demonstrate that in ten minutes. But before we get to that, this group, we have to feel like we are all brain-storming and what makes sense. Do we toss out words? You are going to come all ready and be creative and engaged. Is there something that we need the toss out? What makes this real?

>>PARTICIPANT: Maybe take out "career identity" and just say, at the top, "a career ambition in the twelfth grade," other than just going to college or just going to post-secondary education.

A) I do agree with that, because career identity means focusing on something specific. There are things that teens are hardwired or do. "I like working with people." Or, "Do I like working with medicine?" But a career identity by the twelfth grade, we should be trying to support them. Be the secure box. But certainly having an ambition and then helping them to explore a variety of different things.

>>SHAUNA SPENCER: Okay?

>>PARTICIPANT: I think really that's it approach identity. I think that 90 percent of us started in one job and ended up in something unrelated. I think we need to talk to them about where we wanted to start and how to focus, and it needs to be introduced very early on.

How do you want to begin, and how will those skills transfer into something else? If you are a doctor -- and how do we introduce the notion? And that is more comfortable, that you don't have to make one decision and stick with that your entire life.

>>SHAUNA SPENCER: What does everybody think about using the term "profession" instead of "career"?

>>PARTICIPANT: I think we can be doing this all day long.

>>SHAUNA SPENCER: Did you have something?

>>PARTICIPANT: For me, you need to get rid of "development and career planning." It needs to be "development and career planning."

>>SHAUNA SPENCER: Instead of "career ambition"?

>>PARTICIPANT: Yes, "instead of career ambition."

>>PARTICIPANT: "Education and a career plan."

>>PARTICIPANT: I think education is means to a career and that's what we want to educate children.

>>SHAUNA SPENCER: A suggestion that we use "profession" instead of career because of the notion that you can change careers over time. This is word swapping and this will be where? (INDICATING)

>>PARTICIPANT: I think whether or not to use "profession," because I think it can note, and he did note, one study of career with an expression to another.

>>SHAUNA SPENCER: This is a sign of whether we think we are nixing this. We are kind of going here. Josh, does this get us closer?

>>PARTICIPANT: Yes.

>>SHAUNA SPENCER: We are going to do brainstorming, and here's another thing. When thinking about your hopes and your dreams, what experiences and relationships are critical to successful development of career ambition by the twelfth grade?

Okay. I want each of you to think about that. I want you to bring down at least three persons and relationships so we can work this really quickly. Did you read that? Begin, please. Thinking about your hopes and your dreams, what experiences and what relationships are crucial to successful development of career ambition by the twelfth grade?

>>PARTICIPANT: Not to take us off base here, at a very fundamental time we, in public education, run sorting systems. Whoever learns the most and the best in the 180 days, you know who becomes doctors and lawyers and educators. And that sorting system is -- and that won't work in the future. And they created a sorting system.

And my suggestion is, in order for our kids to be using your systems successfully, we need to think differently about public education. Do we exclude people and start to graduate kids with C's or D's?

>>SHAUNA SPENCER: So "experience" or "relationship" in one word. I'm going to come back to you, Linda.

>>PARTICIPANT: Student needs to experience things through service experience, and they need to learn about themselves and learn about their strengths, and then correlate that.

>>SHAUNA SPENCER: A single system or opportunity, how do they do that?

>>PARTICIPANT: I just think there needs to be some enticement with kids getting paid. That's the number one thing, when you survey young people, they talk about money.

>>PARTICIPANT: Volunteering.

>>PARTICIPANT: Interacting with people who have jobs, learning from the people what they do.

>>SHAUNA SPENCER: People with jobs?

>>PARTICIPANT: Self-assessment.

>>SHAUNA SPENCER: Self-assessment.

>>PARTICIPANT: The experience of belonging to the group.

>>SHAUNA SPENCER: Belonging to a group.

>>PARTICIPANT: Career fair.

>>SHAUNA SPENCER: Career fair.

>>PARTICIPANT: A mentor.

>>SHAUNA SPENCER: Mentor.

>>PARTICIPANT: I'd go with the opportunities within the school clubs and organizations. It goes back to the persons volunteering.

>>PARTICIPANT: The exposure to a person they like and respect in a given career field.

>>SHAUNA SPENCER: So exposure to a person they respect in a career.

>>PARTICIPANT: Some type of hands-on experience of working.

>>SHAUNA SPENCER: Personal experience of working.

>>PARTICIPANT: Appropriate expectations and family in school.

>>SHAUNA SPENCER: Experience or opportunity?

>>PARTICIPANT: Experience.

>>SHAUNA SPENCER: So is that an experience, what they are doing?

>>PARTICIPANT: Yes.

>>SHAUNA SPENCER: So they are experiencing expectations?

>>PARTICIPANT: A family that has proposed expectations and a community at school.

- >>SHAUNA SPENCER: One-word debate. Okay.
- >>PARTICIPANT: Exposure to all options.
- >>SHAUNA SPENCER: Okay. Next?
- >>PARTICIPANT: Recognition of achievements; even the smallest achievement.
- >>PARTICIPANT: Be part of a startup business.
- >>PARTICIPANT: Learn self-esteem.
- >>PARTICIPANT: Mastering a productive role that's hard to learn.
- >>PARTICIPANT: One word: "coach," which I think has a different meaning than "mentor."
- >>PARTICIPANT: Real world instruction, what goes on in the schoolroom to what they are doing to us.
- >>PARTICIPANT: I have four. They are all covered already.
- >>PARTICIPANT: I think Linda said something about being part of a group; teamwork. I think a lot of kids think the groups work and don't personally have power over the group.
- >>SHAUNA SPENCER: So, teamwork.
- >>PARTICIPANT: Shadowing.
- >>PARTICIPANT: An opportunity to demonstrate skills and compete and work in a real work setting.
- >>PARTICIPANT: A rolling five-year attention and year-plan that begins in seventh grade.
- >>PARTICIPANT: Conversations with friends, with teachers, with friends, with caregivers.
- >>PARTICIPANT: I wanted to expand on the career fair, activities-based introductions to career fairs.

>>PARTICIPANT: Something about opportunities to fail in a supportive environment. They need to have the opportunity to fail and know that they can move on.

>>PARTICIPANT: Exposure to people that are being magnificent.

>>PARTICIPANT: An independent research project that begins in ninth grade and culminates in twelfth that focuses on a specific career.

>>PARTICIPANT: Apprenticeships being brought into the school environment.

>>PARTICIPANT: Inspiration.

>>PARTICIPANT: Realistic views of what areas are, and that people don't start at the top. I think young people have to understand that they have to work up to the top.

>>PARTICIPANT: Add success to lots of knowledge.

>>PARTICIPANT: Get to change the ideas with their community and make a difference.

>>PARTICIPANT: Work together.

>>SHAUNA SPENCER: How many people have something that is really important?

>>PARTICIPANT: Knowing the training path.

>>PARTICIPANT: Guidance counselor.

>>PARTICIPANT: One for every five hundred.

(LAUGHTER)

>>PARTICIPANT: Positive role models.

>>SHAUNA SPENCER: So we have career counselor.

>>PARTICIPANT: Resume starting in the ninth grade.

>>PARTICIPANT: Popular culture; either watching a conference or watching a play.

>>PARTICIPANT: Global perspectives.

>>SHAUNA SPENCER: Okay. Thank you very much. Your lunch is ready. That

is to encourage you to think very quickly for one minute. We have to agree very quickly on umbrella systems. This is just framing systems from the group to look at these. Framing systems might be in-school things, out-of-school things, out-of-school community-based things, and out-of-school family things.

If someone has another way to call them that, we can call them that. I'm just looking for headers, umbrella systems. I call it "umbrella systems." Does that work? Does that make sense?

We are going to break into groups. We are going to have groups of five and two groups of six people, and when you come back, I'm going to divide you into groups. Your lunch is outside in the hall. Before you leave we are going to count off into groups.

(A BREAK WAS TAKEN)

>>SHAUNA SPENCER: Group 2, you will have the court reporter with you. She's going to transcribe your session. I want three -- at least two of these questions for work groups, and I will make other ones.

The first question is:

1. If you are going to pick building blocks for the brainstorming, remember building blocks are contributed experiences and relationships. We just brainstormed four pages. You can pick any of these building blocks that fit under your our umbrella system. If you missed one and it needed to be there, just put it in. Make sure in your umbrella system you have all the critical building blocks.

I want your ideas ranked in order. So put all the building blocks under your umbrella system. So if you were going to draw on a piece of paper with your building blocks, it would look like this. Let's pretend I am out of school, and my building blocks are these charts. I want to know what's number 1, what's number 2, number 3, number 4.

Use consensus. What can you all live with? If two are absolutely important, agree

that they are and just move on. Rank-order your building blocks. Then go back to number 1 building block, and answer these questions:

1. What is the adult role for this building block?
2. How can employers collaborate the education of the human service community to better support this build block?
3. How can our current education systems challenge these building blocks?
4. What are the policy opportunities to support these building blocks in your community?

Those are the questions. Get through 1. Move on to 2. See how far we can go. I'm going to walk around with this and post this with each of your groups. So are we clear on what we need to do? What is your umbrella system?

(SMALL GROUP SESSION: GROUP 2)

>>PARTICIPANT: Home.

>>PARTICIPANT: I signed up to record but we haven't yet signed up to ideas.

We are just trying to define home.

>>PARTICIPANT: I'm thinking it's where we reside because, for some of them, it's the home, and many times their homes are the larger community.

>>PARTICIPANT: Are we comfortable with community? Is it which of those experiences take place in the community? I know mentoring was up there. Mentoring and law school model. Can I write those down? Is everyone comfortable?

>>PARTICIPANT: So are we starting with the family and appropriate expectations.

>>PARTICIPANT: Was that yours, Ted?

>>PARTICIPANT: That seemed appropriate.

>>PARTICIPANT: So establishing appropriate expectations.

>>PARTICIPANT: I think there should be something about what it's going to

take inside the school building and outside. This could be a model for what young people need to know in their community.

For example, I think there should be an apprenticeship, a paid apprenticeship.

>>PARTICIPANT: So, you see that as something that takes place in our community?

>>PARTICIPANT: If an apprenticeship takes place in our community, how does that differ?

>>PARTICIPANT: I think the other issue people don't understand is, people -- this is their community.

>>PARTICIPANT: And one of the points up there was to take intellectual risks in a safe environment.

>>PARTICIPANT: It's when young people do mini projects, so kids are doing a lot of working in parks and on the river, and they are actually working in the river.

>>PARTICIPANT: So nobody said "community service" before.

>>PARTICIPANT: I heard "volunteers" before, but not "community service."

>>PARTICIPANT: Do we want to put that here?

>>PARTICIPANT: Self-esteem can play a critical role.

>>PARTICIPANT: There's another one: "work ethic" was down there as well, and it seems like something that is fostered here.

>>PARTICIPANT: Another aspect of the community is if you want to be an entrepreneur.

>>PARTICIPANT: Exposure to entrepreneur experience.

>>PARTICIPANT: Did we put "risks" down? "Taking risks?"

>>PARTICIPANT: Yes. "Risks" down in a safe environment.

>>PARTICIPANT: "Global perspective" was one.

>>PARTICIPANT: -- the only level, but through the Internet, and the Internet is

there.

>>PARTICIPANT: One thing that we didn't say, and I'm thinking about it, we talked about mentors. I don't know if we talked about elders. I don't think the kids just being mentored, but mentoring others, where kids were mentoring younger kids.

>>PARTICIPANT: There are studies that show the larger the distinction in age and experience --

>>PARTICIPANT: I don't understand what this has to do with home.

>>PARTICIPANT: What do you do on Saturday?

>>PARTICIPANT: Community -- whether or not you account for the things that take place in your house, and whether or not you agree that that's an important piece to put down here about mentoring.

>>PARTICIPANT: It's amazing how many things are up there.

>>PARTICIPANT: But to Deziree's, mind what if we go back to a narrow -- to what happens in the home between parents and their kids?

>>PARTICIPANT: Celebration of successes, which is not always going to happen. In some cases, what we have had to do was create events in the community to supplement.

>>PARTICIPANT: I think there should be some specific parental enrichment.

>>PARTICIPANT: So, training parents. What about getting parents involved in the scholastic lives of their kids?

>>PARTICIPANT: Parental engagement. Latino men feel that if their son got a job at 13, they should drop out of school. So there's the whole part where you need to look at where someone lives.

>>PARTICIPANT: Do we have any more that we need to get in here? I want to put something in here about cultural awareness and understanding diversity.

>>PARTICIPANT: There's a whole literature on the sense as to both gender

and raise gender culture.

>>PARTICIPANT: I wrote "exposure to diverse backgrounds."

>>PARTICIPANT: If a drug dealer has a serious concept about how to sell drugs, and there's a whole lot of consequences for that --

>>PARTICIPANT: If we paid kids to do well -- and the young people I talked to would volunteer.

>>PARTICIPANT: I get paid for my internship.

>>PARTICIPANT: See? They want to get paid, because a lot of young people want to mentor if they get paid.

>>PARTICIPANT: You talked about just getting paid before, but it's bigger than that.

>>PARTICIPANT: That's a level that young people have to do in order to get paid. There's a performance level, but it is very important.

>>PARTICIPANT: I'm going to hold them, and you guys just see if there's any last things you have to address.

>>PARTICIPANT: Is there anything about what we do in the community by what we do in school?

>>PARTICIPANT: I think that that collaboration needs to change policy and, you know, you need to have success.

>>PARTICIPANT: Outcomes in your career.

>>PARTICIPANT: Because the reality is, if you don't graduate from high school, you are handed down a death sentence.

>>PARTICIPANT: Go back to "completion of high school."

>>PARTICIPANT: "Expectation of high school completion."

>>PARTICIPANT: "Establishing appropriate expectations," but there's also something here about "supporting high school completion." We are assuming these

values that we are talking about is going to translate to the homes.

>>PARTICIPANT: I didn't know that about the Hispanic culture. There's never been ability to find out how they get from A to Z.

>>PARTICIPANT: I wonder, how do we get them to be more engaged in the kids' success?

>>PARTICIPANT: How about we start with the ones that we think are most important?

>>PARTICIPANT: 1.) Parental engagement; 2.) Know your population. If you don't know your population, you can't even begin with getting parental engagement.

>>PARTICIPANT: Okay. Let's finish writing which of the different high school completions is not enough. Your parents expect you to be a 3.8.

>>PARTICIPANT: It sounds like the community needs to help the students know where they need to be.

>>PARTICIPANT: She's right. High school success has to be important.

>>PARTICIPANT: So that is the second one.

>>PARTICIPANT: Third, self-esteem.

>>PARTICIPANT: Fourth, apprenticeship or role model, and coach, and mentor. Into all of those, do we want to lump it in?

>>PARTICIPANT: Yes.

>>PARTICIPANT: Work ethic is number six.

>>PARTICIPANT: Number five: coach, role model, mentor.

>>PARTICIPANT: I have a problem with numbering them.

>>PARTICIPANT: We can just do it anyway.

>>PARTICIPANT: How about goal perspective and exposure to diverse backgrounds? If six is community, but--

>>PARTICIPANT: But global perspective should be number one. Since I just

came back from China, we are so screwed if we don't have perspective.

>>PARTICIPANT: I think even that covered -- it's kind of about taking intellectual risks.

>>PARTICIPANT: Number eight: Taking risks in a safe environment.

1. Parental education agreement to educational appropriate expectations
2. Supporting high school completion, or on pathway to post-secondary systems.
3. Self-esteem and completion success for apprenticeships.
4. Financial literacy and startup experiences.
5. Role model, mentor and intergenerational.
6. Work ethic.
7. Global perspective and exposure to diverse backgrounds.
8. Taking intellectual risks.

>>PARTICIPANT: I went to a high school before, and I had problems with some boys who were seniors. They got in trouble. This limited us of their issues -- that kids –
(INAUDIBLE)

-- but the social network as getting a job -- most of us didn't even apply for the jobs that we have. Most of us came out of our network. So teaching young people the power of networking. So how does Myspace and Facebook play in this?

>>PARTICIPANT: That's basically our economy is run on our network.

>>PARTICIPANT: How many do you have in your phone?

>>PARTICIPANT: I have 50-something. I need a new one if my report card is good.

>>PARTICIPANT: What is the adult role for this building block? I'm struck by this more. I think teaching the value of kindness and respect.

>>PARTICIPANT: A lot of times, that had to be modeled by someone in the home.

>>PARTICIPANT: Other roles for the adult when it comes to correct and engagement, knowing what's going on in your child's scholastic life. To understand what they are actually doing.

>>PARTICIPANT: Just being aware of what your child is doing in and out of school.

>>PARTICIPANT: Eliminate bearings to be successful.

>>PARTICIPANT: We talked about what is the lead in the home.

>>PARTICIPANT: There are large sections were occasions is not values. So we need to think about an adult role as being more than a parent, and sometimes the community needs to do it in a kind way when the parent is not.

>>PARTICIPANT: Other things -- we have "social networking," "character," "education," and "provides support resources," like cheerleading. Should we move on to the next question?

>>PARTICIPANT: Give time. Have human resources policies that support people spending time with their families. Maternity leave.

>>PARTICIPANT: And also community service as a part of daily jobs so that they can improve. That's what happens so often is the students don't know what's available in their own community.

>>PARTICIPANT: If kids have an attitude that if they are not getting paid for it, they don't want to do it.

>>PARTICIPANT: And I'm actually talking about the workers that are being paid as a part of their job, so that's the policy.

>>PARTICIPANT: Education system -- how will the education system challenge the building block?

>>PARTICIPANT: What do we want to say about how the education system gets in the way of parental involvement?

>>PARTICIPANT: They do a lot of calling. If you don't come to school, they need to call.

>>PARTICIPANT: More parent-teacher conferences. Face-to-face communication, progress reports.

>>PARTICIPANT: Does that paint a positive challenge?

>>PARTICIPANT: Okay. Are you taking this in the form of a positive challenge or a negative challenge? A) It feels negative to me.

>>PARTICIPANT: We can turn the negative into a positive. Can we say one other thing? Training persons in addition to the kids. Offer education opportunities in the entire community.

>>PARTICIPANT: Some kids ask their parents for help, and they don't know what they are talking about.

>>SHAUNA SPENCER: Good, good, good. We are going to get a couple groups done by 1:30 and then we will do a slide.

I'm walking around the room, and this is exciting. What group is dying to be number one?

GROUP 1:

>>PARTICIPANT: Our number one priority is real world experiences. And what we talked about was the role of an adult to help the students in school, and tell them about the job and what they have to do.

Also, we had a great intergenerational experience. We had students working with someone sort of, like, shadowing. And we also have instructors in the industries; if you have a medical or a nurse or someone in your school teach you about it.

>>SHAUNA SPENCER: And on the second question? How can employers

collaborate?

>>PARTICIPANT: By mentors, they can help you and teach you on the field that you have to help you out. Shadowing, field trips to go to the hospital or dentist office or whatever creates a welcome environment.

To keep the classroom friendly, keep it clean and bright. Volunteering at a doctor's office or doing hands-on experience or when we do field trips or we learn.

>>SHAUNA SPENCER: And number three? How will the current education system change your building block?

>>PARTICIPANT: We took sides about how there's many challenges in school, like sometimes you don't have enough time to cover all the topics in school, and there's so many tests and you don't really have time. And we always have materials. Sometimes the school doesn't supply the teachers with the material to address and advance in your learning.

>>SHAUNA SPENCER: What are the policies, opportunities to support the building blocks in your community? How can the community leaders, like the mayor and people like that, support legal work in your community?

>>PARTICIPANT: They can get you the response, but a lot of the times they pay for the resources and the material at your school. And they supply the resources to help you learn and make school better for you.

GROUP 2

>>PARTICIPANT: So our umbrella system was home and we redefined that. We expanded that as community, recognizing that children live in very different households, and so sometimes the responsibilities falls on the larger community.

As you can see from our disturbing diagram, we had a very hard time ranking the groups. We felt that all of these things needed to work in tandem, and none of these concrete building blocks had a chance of doing it alone.

But the one that we put first was parental engagement. We saw the term of parental engagement, and we recognized that a lot of time this means care and nurturing that is happening with some other adult; maybe not a parent. So the adult role we saw as, first off, establishing the value of social networking and modeling that -- if at all possible.

Character, education, really engendering the values of kindness and respect. We thought it was essential -- and this was a point that Deziree particularly made -- that parents should be aware of what's going on in their children's lives; both their academic lives and their social lives, their online lives.

And, finally, we felt that adults have the opportunity to provide students with the resources, support, cheerleading, whatever they need to accomplish the things that they strive to do.

So, as to what we want employers to do to support this kind of a family dynamic, HR policies that supports parents and kids, and gives them time to be parents. Also, company policies and corporate policies that support community service.

We had a hard time in interpreting what number three meant. So we tried to get it in both ways by coming up with two recommendations. First, there should be more face-to-face communications. Not just mailings or emails or whatever high tech stuff we will have in the next few years, but real human interaction.

And then the schools should not only be seen as a place where kids are educated, but also adults as well as students. The point was made in our group that when students asked the parents for help with homework, parents often can't rise to the challenge. That's going to have to change. So policy opportunities is just something else. Giving school credit or employers offering incentive for community service.

>>PARTICIPANT: Can I explain the social networks? Many lower income young people don't have as many people in their social network, and the least amount of social

networks, the least amount you have to get a job.

Most people in this room didn't even apply for the job they have. They got it through their social network. How do we connect with each other for students? And that's how a job opportunity occurs, is to go through social networks. It's not enough of people they meet; it's the kind of jobs.

>>SHAUNA SPENCER: Thank you, Group Number 2. Number 3?

(GROUP 3)

>>PARTICIPANT: We did out-of-school community based organizations, and what came to the forefront right away was the opportunity to give in- and out-of-the-box experience.

What is it about travel? We came up with exposure, and real, physical exposure. So the other thing that came up was mentoring and, later on, we said, "We don't want to forget about other career education."

And then you can see some of the other things are volunteering, job shadowing. Number one is the opportunities for adults.

>>SHAUNA SPENCER: So what's your top priority building block?

>>PARTICIPANT: Mentoring and career education. And so as far as what adults can do is making yourself available and volunteering or making that a choice to volunteer.

Kind words, positive reinforcement. And in going to the next level, the parents' role. Going to the next level, the employers will give -- they're going to give their employees the freedom to do that, obviously. What they are going to host training, and pay for clearances with appropriate dollars, and take the time to create the activities that are meaningful. But it is a big commitment, and we understand that. Going to the education system, challenging these things. We can coordinate it by a third party group.

The big thing is to not take any time off school. Like, Bring Your Child To Work

Day is a disaster for our Superintendent, so we promised her that we would do it outside of school hours. Summer is a good time to do that.

Then, finally, is to physically pay for mentoring services and giving money to the community. The online clearances of getting some of the clearance isn't instantaneous, some takes a while to get the businesses to engage.

>>SHAUNA SPENCER: All right. Thank you. Number 4?

(GROUP 4)

>>PARTICIPANT: Our area was out-of-school, school related. And we have got a few educators in our group. We started with brain-storming about what would be our building blocks, and we thought there was a number of areas that would fall under that.

Apprenticeship, internship, job shadowing, and working mentoring. That was our number one. And service learning and research projects with students. All of this would take place outside the classroom.

So when we got to the questions about what is the adult role for this, certainly we found to connect young people with real world learning and get them out of the classroom. Being that mentor is at the workplace so adults, again, are a part of the context and the learning.

Instructional as well as experiential. The employer -- we thought we would provide mentors as well as provide input into learning and development. And I have to tell you, there is a little resistance on the part of the curriculum development piece. So I think the position, to make sure it's age appropriate and connected with learning.

I think we can all agree there is some bureaucracy within the education systems. And there might be some need of shift of values and outcomes. I think there is a huge focus on test scores, and I think that is where the priorities are.

The last was employer changes with tax credits and workplace issues and changes. Some of it is insurance, liability, age. Anything else? We had some antics.

>>SHAUNA SPENCER: Group number five.

(GROUP 5)

>>PARTICIPANT: So, we started with a list of possible building blocks that we did before lunch, and we tried to look at some of them that would be out-of-school experiences with family and friends. It's easier to talk about what family does, knowing also that these things could be good or bad. We looked at positive things.

We know, either way, that families can encourage or discourage students. We took our top ten: Exposure to a variety of jobs and experiences; building self-esteem; and mentoring and coaching are the top three that we selected.

The adult role is to provide opportunities and to encourage their children to take advantage of these experiences. To get to know as much as they can about the possibilities of what is available.

So, what employers can do is encourage and educate schools and shadow in the workplace, but giving students as much opportunity to find out about what happens in different career areas is very important.

A lot of discussions about having the opportunity to participate in activities in the workplace. Knowing that, within the school system, there is not a lot of flexibility with the school district, and having to have the necessary attendance requirements, and the idea that a child out of school isn't learning.

But a lot of people think there are a lot of standards and activities that take place in the workplace, and a student who is excited about -- about learning can come back to the school with more excitement about doing that. Our resident teacher feels that this needs to happen in the summer. And we certainly understand all of the restriction of the school. So somehow allowing this to happen in a way that is understood as an educational experience and not just a day off for the students to take advantage of it.

School/business partnerships to allow this to happen in a better way that more

education will focus and stand for that to be on the same page as it goes.

We talked about self-esteem, also, and the adults providing support and positive reinforcement. Financial support for educational and human service organizations to come from businesses to encourage these times of need. In many schools, it's a very positive thing to have family and friends to be involved in our system. So nontraditional community level awards for what young people do in their community. So provide recognition.

>>SHAUNA SPENCER: Leave the practical world and fly up one thousand feet into the policy makers to make these five building blocks real. Think about that for a minute.

What would you do that's new? What would you do differently? And what would you not do?

Those are three questions that we are going to answer. We will take them one at a time and come up with two bullets for each question. Elizabeth is going to make this Powerpoint, and this is how this group is going to represent at this Summit.

We know that the best intentions don't get fulfilled because we don't have the policy to support them. Policy, training, money, policy, training, lots of things. So what will you do? Any ideas?

>>PARTICIPANT: Change the 180-day calendar and integrate career-educational training, and this may mean a 10-month calendar.

>>PARTICIPANT: It's not only the calendar day. There's research that if you start the day at 9 o'clock instead of 7 o'clock, the kids will actually be awake. But sometimes kids can take agreement later, but that's okay.

>>SHAUNA SPENCER: We have to change the 180-day calendar day. That is one bullet.

>>PARTICIPANT: I'll go back to the session. This is important. T lot of this

educational stuff is different by state. Activities make standards. If we could take our standards and change the words so it would be more clear to real world standards and modify the state's academic standards to reflect the real world applications.

>>SHAUNA SPENCER: Rewrite states' academic standards to reflect real world applications.

>>PARTICIPANT: Can we suggest an amendment to that standard? He didn't change the standard.

>>PARTICIPANT: He rewrote them.

>>PARTICIPANT: He translated the language. When you change the language, you can longer access -- you actually have to solve the problem. That's the fundamental change.

>>SHAUNA SPENCER: Do we want to put this on here? Change, measurement, and curriculum, because it emphasizes it.

>>PARTICIPANT: So if we redo the bullets, let's pack them.

>>SHAUNA SPENCER: Changing measurement, assessment, curriculum, and materials.

>>PARTICIPANT: If I can give you a perspective on that, it finds that both of you are right. When you look at the state point of view -- and I ran the state of New York testing -- what differs for everyone is your state standard. You write -- state's stress you write curriculum. That means you have, as the state, what is different is assess -- you can change either standard or assessment; you will end up in the same place. The real job is moving out of the hypothetical and into the real world.

That works for the state education. Do we need something else besides the stuff that drives the education system? Hopefully, you will have the student come out of the system with being academic rigor and relevance to maintain employment and be self-sufficient.

>>SHAUNA SPENCER: Okay. I'm going to take two more comments. We have two more to do, and we have fifteen minutes to do them.

>>PARTICIPANT: I want to talk about that first one again, whenever we decide that whoever learns the most in 180 days we create a remedial job. And I'll suggest with the 180-day notion, we know that effort created a stir. I don't know that, as America, we can afford to use that. I think it's an important policy issue to think about why we run schools for 180 days.

>>SHAUNA SPENCER: This says change the 180-day calendar. Do you agree with that?

>>PARTICIPANT: I agree with that. I like both of those bullets, and I don't know if it is what we wrote around the room. Maybe we can have financing available, and that person can be trying, and wants for everyone to be the traffic cop to help the schools change. So that would be a third and different bullet.

>>SHAUNA SPENCER: Folks, we have a strategy question on the floor.

>>PARTICIPANT: One is fundamental.

>>SHAUNA SPENCER: I don't want to get into funding here.

>>PARTICIPANT: Funding affects both of those two bullets, and the traffic cop for the community.

>>SHAUNA SPENCER: Assume that you are going to make the notion, and you will have the funding.

>>PARTICIPANT: In real public policy, the notion is we want to stay in control of people. We haven't really defined that.

>>PARTICIPANT: Community coordinator.

>>PARTICIPANT: But we have two under "do," and two under "change."

>>SHAUNA SPENCER: Two "do differently," and two "don't." We have five choices here, but some of these may be able to move.

>>PARTICIPANT: I just want to build on what Greg was talking about. We agreed that displacing school and work is essential. I don't know if it can be captured under the same bullet. What needs to happen policy-wise in schools. We always need to talk about tax credits and the role employers play.

>>SHAUNA SMITH: That's "to do." We look at the "do" as something "new" and "what to do differently" as something else.

>>PARTICIPANT: To allow to provide the funds for school to hire an account relationship coordinator to facilitate the relationships between the school and the community partnership.

>>PARTICIPANT: It works with the Boy Scouts. It works with legal.

>>PARTICIPANT: None of that happens unless we change that calendar. If we create an environment where school buildings are open 24 hours a day. If we are under the union structure where the building has to close at 3:30 and close in June -- what I would say to Greg is that young people learn at different levels and in different dosages. We have to be careful about that.

>>PARTICIPANT: So after 3 o'clock, we will let the people have the building, and we can change the lives in these communities all year long. I know it's a policy to make the learning experience a much longer day. If you do a dosage at the high school level, poor kids do well.

>>PARTICIPANT: I will just challenge you, that I don't believe there is policy now in place to extend the policy minimum of 180 days. You can begin any time and extend your year. That's up to the individual school district. It's not policy. It's local.

>>PARTICIPANT: I have a new "do."

>>SHAUNA SPENCER: We have one "do" on the table and one "do differently."

>>PARTICIPANT: My new "do" is, I believe that when we are talking about career facilitating parents as lifelong learners -- so I'm not saying how -- but the policy

would be to make sure the parents understand learning and prior learning.

>>PARTICIPANT: If you think about it as an adult role and have multiple people in the role.

>>SHAUNA SPENCER: Okay. We have a new “do” on the table.

>>PARTICIPANT: Some of the employers have internships, job shadowing, mentoring.

>>PARTICIPANT: I am all for that, but an incentive would heighten the chance of a qualified work program.

>>PARTICIPANT: An incentive is believing the system would work if you gave it some time.

>>PARTICIPANT: A career plan for every student starting in eighth grade. May be a “do differently,” but do it for every student.

>>SHAUNA SPENCER: Okay. We have four “do’s.”

>>PARTICIPANT: Because, right now, it seems to be a wide range of counselors to students. From -- anywhere from 500 students to one counselor. If we are really going to talk about that this is an area or account for what is realistic, I don’t know if that’s policy or the local district or it looks at the state.

>>SHAUNA SPENCER: Are you proposing a new “do”?

>>PARTICIPANT: Just do anything? And are you thinking of a counselor to do that or a different person to do that?

>>PARTICIPANT: We have a person that does that; not the guidance counselor.

>>SHAUNA SPENCER: To track the students in the summer?

>>PARTICIPANT: Yes. She is a Workforce Administrator.

>>SHAUNA SPENCER: We have four “do’s” on the table. I’m going to ask you to vote on them. We are going to vote. Does everyone agree?

>>PARTICIPANT: Can you read them all before we vote?

>>SHAUNA SPENCER: Provide funds for each school; to hire a community coordinator; to facilitate relationships among teachers and students; to make the complimentary facility – meaning, as lifelong learners.

Number 3 is the employer role.

>>PARTICIPANT: Number 4, have an individual career plan that starts in the eighth grade for every student.

>>PARTICIPANT: I think this one and the importance is high in the sky. Some parents are not even able to function. I think it's ridiculous because they just aren't around. So, that to, me is unrealistic for the school.

>>SHAUNA SPENCER: Everyone will vote for their top two, and the two best votes will represent on our slide.

>>PARTICIPANT: Can we consolidate number 1 and 3?

>>SHAUNA SPENCER: Is this the employer?

>>PARTICIPANT: Those are two very different thoughts.

>>PARTICIPANT: If they stand alone, they won't work.

>>SHAUNA SPENCER: We are going to vote.

Number 1: Provide funds for each school to hire a community coordinator to facilitate. Raise your hand.

(COUNTING VOTES)

24.

Number 2: Facilitate parents as lifelong learners.

(COUNTING VOTES)

5.

Number 3: Incentives, the employer role.

(COUNTING VOTES)

6.

Number 4: Provide year-end plans in the eighth grade.

(COUNTING VOTES)

18.

Okay. The top bullet is number 1. Number 2, to create plans and actions with actions or action plans. What will you not do?

>>PARTICIPANT: Stop doing?

>>SHAUNA SPENCER: Yes. I will not do that again.

>>PARTICIPANT: I will not guide kids down one career path. Do not track them.

>>PARTICIPANT: Or this word that was used before, "rigid."

>>SHAUNA SPENCER: Track kids down one path only.

>>PARTICIPANT: I don't want kids to get stuck in the eighth grade with a career they can't stand.

>>PARTICIPANT: We cannot assume that kids will have no options.

>>PARTICIPANT: We cannot assume that a four-year college is the only path to success.

>>PARTICIPANT: Do not limit the implementation to special aid and career technical schools.

>>PARTICIPANT: Do not ignore history.

>>PARTICIPANT: Don't assess competency with Grade Point Average.

>>PARTICIPANT: Do not fail to access higher education in the current colleges.

>>SHAUNA SPENCER: We have seven. Do not assess competency with grade point average.

Do not track kids down one path. Do not assume some kids will necessarily fail or have no options. Do not assume a four-year degree is the only path to success. Do not ignore history. Do not limit the implementation to special aid and career technical schools. Do not fail to access higher education in the current colleges.

We will now vote. Everyone can vote for two.

(COUNTING VOTES)

Our two bullets will be:

Number 1: Do not fail to engage higher education in matters of preparation and curricular development.

Second bullet is: Do not assess competency with Grade Point Average.

Group, well done.

(APPLAUSE)