

CLOSING PLENARY

>>DR. DAGGETT: Welcome, everyone. We may have just a few not in the room yet, but you are on time, so I get to start on time. All in favor say "Aye."

I'm going to turn the program over here to your four reporters. Let me give you the agenda from now until 6:30 this evening.

(LAUGHTER)

At 6:30, it will be very quiet. Any of you sitting here will be here alone in reflective thought.

(LAUGHTER)

We will be done before 4:00. I promise you that. We will ask the reporters to take a few minutes and to report out on the groups' findings. We will then open the floor, taking your observations, comments, and discussions, a burning statement, whatever. I will then go back and summarize what these four report out -- and our fourth reporter is not here yet, but she will be.

I'm going to make some suggestions for our next steps. Before they report out, before you have your discussions, let me tell you the framework of the next steps, because it may have some impact on what you suggest to the group.

Number one, as you know, in each of the sessions there were court reporters. They have taken copious notes. Simon is going to be writing a white paper in the next couple weeks, and that will summarize the key points. That will be a working paper, and that will be sent out to you. We encourage you to share it with audiences wider than this audience as well and to get comments back to our sponsor.

In the summer, there will be then a more formal final paper written on the results of what happened here today. The third major initiative after the white paper is our sponsor, or maybe one of the funders, or maybe an education institution that isn't here, maybe a hospital,

one or more people may say that “I heard something, and I mean to take action.” I want to somehow work with schools or people in the health services to create a health services program in our school.

And, in the process, we will ask you to take what you learned here today. We will ask you to think back to your list of participants because you might -- if you decide to do that -- might want to contact some people and say, “Hey, I remember you saying something” or getting other ideas.

I will tell you that on that one, if my office can help you, let us know we have worked with a wide variety of settings to help schools.

And the final one is more of an individual one if you want to explore. The last weekend of June in Disney World in Orlando, Florida, we are using support from the Bill and Melinda Gates Foundation. We are going to bring the nation’s 25 highest performing high schools and the nation’s 25 most rapidly improving high schools together for four days, and all they are going to do for four days is to tell their story.

They are like DeBakey, because they have a very rich experience going on in their schools. If you have an interest in trying to make the concepts that we talked about work today, I encourage you to bring a small team to that model school concept. What you will see are people who have not talked about it, but people who have done it.

In your packet, there’s an announcement about it. You can look at it, learn more about it. If anybody would like a copy of my Powerpoint from this morning, in your packet, there's a yellow sheet, if you would complete it and give me your email. All I need is your email. I don't need anything more. My staff will take it and e-mail you my Powerpoint presentation. We do that so you simply can share the information. If you get my Powerpoint, it will direct you to a secure Web site. You will get something on the background. We share that because we think the most difficult part is creating the culture to support change.

The other thing my staff does is to update that in the briefing memo to anybody who

wants it as well. If you ask for the Powerpoint, they'll send it to you every month, so long as the previous use month you say you want next month. It doesn't cost anything.

I have one or two things I've also left up on the table; information for you to connect up to the model schools and the people in the model schools.

One announcement they asked me to make: If you are going on a bus to the airport, you have to make sure your luggage has an orange tag on it.

Gregg, we'll start with you and we'll go right down the panel. I'm going to go out in back to listen to your reports, and I may have some questions for you. I'm sure that this audience might have one or two.

>>GREGG BEHR: Our focus was on Building Blocks. Originally, it was called The Family, but we changed it to The Community, because we thought it was important for the community be an aspect of a young person's life, and we wanted to make sure we incorporated what is the whole thing, not just that nuclear family.

We wanted to take a look at career education systems. So, part of what we discussed is what are some of the new things that we wanted to do. We had a heated debate. The superdelegates then cast their votes and made a commitment. And I want to thank those superdelegates, and Greg is one of them, for making that happen.

We talked about providing funding for each school to hire a Community Partnership Coordinator, who will facilitate relationships among school staff members and the community. We also talked about the need to have parental workshops and parental support.

We also said we wanted to create an individual action plan for each student in the eighth grade, and I think that was very critical. In some of my comments, if we wait until the eleventh grade, it will be too late. In D.C., we lose 67 percent of our dropouts between eighth and ninth grade, so I thought that was a very important element.

We talked about this archaic 180-day school calendar. How integrated learning should happen beyond a traditional school day, but would happen in the context of the whole

day. And we know some young people don't function early in the morning, but all go late in the afternoon. So we can incorporate learning and career development.

We also talked about rewriting the state and academic standards, and this was sort of focused in on what real world experiences and the young people in their communities. We also wanted to make sure we engage higher education and curricular development. We wanted to make sure that all of us are on the same page and we don't leave out anyone, especially our teachers. And we needed to be connected to them as we move forward.

>>DR. DAGGETT: Looking at what he just wrote, and you take full credit for this -- no one else was in the room -- any questions to Gregg's group or anything you feel was right on the money?

These Powerpoints are going to be the framework of the paper to this group.
Anyone from Gregg's group?

>>PARTICIPANT: I have a question. If the school day is extended until later on in the day, when will that leave time for at home studies and homework?

>>GREGG BEHR: Great. Yes. What we incorporate, a lot of these activities will be done within the context of a paid apprenticeship, opportunities to study. This is an element, like a one-stop-shop environment, where you go to the school to have opportunities to learn. It's a learning environment, which you are a lifelong learner within the environment. Don't think of it as a teacher in front of you 12 hours a day. I'm with you. That would not work. This is something that engages you as a learner, and you would be part of what shapes that day. So they don't think of June as "I'm out of here."

>>DR. DAGGETT: Yes, sir? Back here.

>>PARTICIPANT: I very much like the idea of a Community Partnership Coordinator, and schools have not additionally done this besides the football games. The schools need to get this. This is for students to get involved in a variety of ways, and so the students can also develop relationships with people, and those presentations can, in turn, write

state mandates or give them tips. And I think schools need to think much more strongly.

>>PARTICIPANT: I just want to make an example that high school students enrolled in an apprenticeship do better.

>>PARTICIPANT: My experience, having watched the high performing schools, I think you do need to pin the rose on somebody in your organization, and that Coordinator position becomes more important. To anybody who's a senior school administrator in the audience needs to report to the Superintendent or the Deputy Administrator.

>>PARTICIPANT: I was just going to address what struck you, that you were talking about a comment from an employer's perspective in the daytime coordinates together to the procedures. Then you don't have all of these individual coordinators, and we can join together in each hospital or each employer that you are working with to coordinate this.

>>DR. DAGGETT: One final comment and then we will move on.

>>PARTICIPANT: Just a clarification. Are you talking about the apprenticeship or are you talking about on the job training? Because it could happen in the community for young people who want to be entrepreneurs. And in the communities of color, when young people are successful, they leave; they don't come back.

>>DR. DAGGETT: Pathways?

>>ROBERT LERMAN: Before I begin, I want to say two things. I disagree with the last comment about how it fails. In Germany, it's so strong that a lot of counselors, like advisors, land and expanded dramatically.

The second point is all the things that I am going to talk about. We don't dream to the full consensus about things. Some have more consensus than others have. What we talked about was the importance of having full funds for the pre-K through the first two years of training after high school. There was a general notion that we have high expectations. Wait -- this isn't ours, I don't think.

>>PARTICIPANT: This is not the updated version?

>>ROBERT LERMAN: Well, maybe I'll ad-lib. Who is in the room that put these on? I'm sure one of the issues that we discussed was strengthening the state policy apparatus, and the state level is not as strong as it could be. But the reaction had to go from "how do we know what are the sound policies."

So another approach that was in ours was to treat -- with the state policies -- was the development of urban experimental evidence or non-experimental evidence about how particular school innovations could work effectively.

>>DR. DAGGETT: Time out for a moment. Let's go to Lynn's group so we can get a chance to get the updated slide for Robert.

>>LYNN MALARZ: Lynn Malarz, Milestones. First, I want to challenge the group. I was in a group where I think we came to a little bit of consensus. I think we are in quite a base of agreement. At first, what we did not like was the little chart that we were required to put our little things in. We had a much more elaborate way of looking at life than these little charts.

One of the milestones we decided -- if you look at the top -- what should be student or notes that provided the student with the confidence to try and then fail, feel safe, et cetera. One of the things we really worked on was to limit ourselves with saying "family," but rather say a "support network." So we included all students, because not all students have a traditional family for a support network.

We also said we should have the right career exposures to form a career path. We were saying from K-12 where you have exposure. We are not just saying schools do this. It could be done in the community. This is not just a school career exposure. You have exploration. By the time you get to high school, you are into different experiences. We would look to see a continuum that forms.

And then a deliberate system. Schools, employers, community, et cetera, a full community that includes all -- not just schools -- designed to help every student succeed and

adjust to changing needs. We don't even know what jobs could be here in five years, even in the healthcare sector. If we can't change, you have some things that come in that you have to continually change.

What should not be emphasized is, we do not like the linear model. We do not feel that learning is linear, and it needs to have many paths before we get to where we need to get. Time points, specific age to achieve milestones; so at what time should the milestones be heard?

And a traditional definition of family and support structure. And what actions can we take? Public discourse, involvement, declaration of values, and funded mandates, and stop giving easy outs.

Some of us said that we have many of these types of discussions and we all go away feeling very good, but then what happens after that? How can we actually do something with what we have, and what will the next steps be? And that's why we said we said funded mandates to make us feel safe.

>>DR. DAGGETT: Yes. Any questions, observations?

>>PARTICIPANT: What does "many orders" mean on the linear model?

>>LYNN MALARZ: The line. If you go back on the slide, see the milestones measuring progress for after school programs, high school course work? And we don't see it that linear. There are many overlaps, and there's a lot of linkages and interactions. So -- and how a lot of these -- we even extended the lines. That's what we were talking about, the linear. the model that we didn't like.

>>PARTICIPANT: I just want to point out that, in your chart, you have a contradiction in groups. You had "career exploration experiences at the right time," and then you said, "you should not emphasize time points."

>>LYNN MALARZ: I think what happened, by the time we got to the bottom, we had changed our thinking, and we forgot to change it at the top.

>>DR. DAGGETT: Other questions or comments? I am fearful that a group of very thoughtful people came together, and I read what I hear you saying. I think I hear you saying, "This is what we believe, this is what we believe" statement.

What you ultimately need to do is, if we would have that, how do we translate it into student programming? One of the things we have is -- I'll make an offer -- we have, besides the nation's 25 highest performing high schools and the nation's 25 most improved high schools, and we have done case studies on them. I started to do a spreadsheet as to what schools are doing, what you are talking about today. I think what might be helpful for you is, once you complete this report, somebody at my staff would share with you and hold a spreadsheet for you and say, "Okay, given this, what you believe, here are the schools that do this," and so far DeBakey does everything on the list.

My belief is, you will have to see it to understand what it looks like. I could then send the next steps, and the next step is Orlando. Some of you may want to bring some people to Orlando and then ultimately pick those schools that you believe looked like the schools you believe in and visit them. Go spend a couple days in those schools for a conclusion, and that will take you a step closer to an action plan.

Does that sound like a logical next step? Yes, no, maybe?

>>PARTICIPANT: Yes.

>>ROBERT LERMAN: So I mentioned Number Two, first of all, by the way. "What's new" should be all the way down. One of the points made is, we should have multiple choices in the flat framework. Not where there are hierarchies and academic approach has more prestige.

Second, as I mentioned, the pre-K to 14, I mentioned the issue of the notion to have state policy infrastructure. We also thought it should be guided by metropolitan areas so that state policies are not the wrong policies. So often there is a feeling of a silver bullet, but we argue against that. There was a notion that we should be building modern competencies in the B-range, much more project-based problem-solving with the employers, including parental

partnerships and tangible projects.

A third element is incentives that all the parties, including the students, should have incentives that go in the right direction and not in perverse directions, as in so many cases, as we have today.

There was a question as to “why do we have high schools, anyway.” Maybe we should have a much greater focus on competency-based learning, perhaps with incentives for kids who demonstrate not only the passage of a test, but some actual work products; the application of that knowledge.

There was a feeling that we should have a much expanded student social network; that young people need to interact with constructive adults, whether it be service-based learning or work sites, and that they should know each other or have common interests. Again, emphasis on career counseling.

One of the points of the last phase of this paragraph is “teaching with applications for all.” There was a notion that the academic courses as well as the career-oriented courses should all have some real world applications that should be brought to bear again, or reinforce the fact that you are actually using knowledge. And, for that, you need the knowledgeable teachers who are trained and passionate about the applying of application-based learning.

There was a strong emphasis and a need to bring employers in, and not just Adopt-a-School, but take a much stronger role, perhaps, to offset the education-only mentality that pertain to school systems and especially the state school standards, testing. Employers know what is going to be needed in the workplace, and we need to engage them in a much stronger way.

“What not to do” would be to use the model that was on the other slide, that first pathway which separated students into career courses and academic courses early on.

Second, that there is no silver bullets. And what not to do is to let excellent research-based practices and best practices -- language is very often the case when states

want to invent their own approaches and ignore what was learned through research and best practice in this country and the best practice internationally.

>>DR. DAGGETT: Any comments or objections? Remember, we are now saying what is on these sheets is what this group believes.

>>PARTICIPANT: Could you please clarify what you said about state policy; how to make it stronger? I just need help understanding what you mean there.

>>ROBERT LERMAN: Todd should make this point, because I am mixed on it.

>>TODD FLAHERTY: I've been a high school principal in North Carolina and also in Rhode Island for ten years, and I was also President of the Rhode Island Superintendent Association, and 12 years as a Deputy State Superintendent in Rhode Island.

So I'm going to give you -- this is more about my belief. Number one is that I don't know that we have any good evidence that, federally, we can mandate a lot of effective change when it comes to secondary schools, career tech high schools, and middle schools. So I think we need to read the tea leaves as what federal policy brings to see the changes that we want to see.

On the other hand, I think we all have lived through this last 20, 25 years as a turning point of a nation at risk. High schools are pretty much intractable institutions. They are pretty much resistant to change. They are fairly good at waiting out incoherent policy and nonexistent policy. We pretty much know that there are high schools that are on the move and changing, but we also know there are many, many more high schools that are not changing and are the same as they were 25 years ago.

Bill mentioned in Orlando they are going to bring together the 25 most improved and the most exemplary are out there. Is this business of "we are going to get there, just leave us alone" -- and there are many schools that you would not want your kids in and you would take your kids out of -- the business of "leaving it alone, we can do it ourselves" is not working for many families and many kids.

Do you leave it to the locals? If the school is working properly. So here are some expectations for all schools, all kids. But the business of leaving the kids to suffering in the district, to their politics, to their bureaucracies, has got to be put to an end. So there's a role here for improved and better coherent state policy and those individuals that do exist there.

>>DR. DAGGETT: Okay. Other questions for Robert's group? Anybody want to address anything?

>>PARTICIPANT: If I may, Dr. Daggett, I'd like to offer an amendment to Simon. You had noted that Simon might work with you and your staff to aid a case study and benchmarking, but I also think it's important to recognize the challenges, and we need to be mindful of local peculiarities.

If we looked at Pittsburgh as a source of information, we would find examples of schools that are, for some reason, they were successful in the mentoring way. And we need to recall times that an outright --

(INAUDIBLE)

-- that might work daily, or the Education Policy Leadership Center or the Superintendents, folks where those local examples, like South Fayette, are exceeding beautifully.

>>DR. DAGGETT: Your comment is a very powerful comment. You will hear ideas. There is no model. The only thing you can get is great observation.

Any other comments?

>>DERRICK LOPEZ: Derrick Lopez, Dream School. Our group worked very well together, particularly around the deliberate nature of what we need to do as far as thinking all the way to the students.

One of the things we tried to do is, if you saw the model, there are a lot of systems that feed into a dream school. We wanted to focus on the student as the individual child, making sure we drill down to there. We have No Child Left Behind, but we lose sight of the fact that we

are not making widgets for developing students and that policy cannot drill down as far as we need to to develop the dream school.

So the first thing we talked about is to establish an approach to development to support a continuous learning process for all staff and stakeholders. Teachers are continuous learners that continually enhance the skills of an individual that are developing a product. If our product is a student, they deserve no less. So that was the first piece, and we felt that the student is the center of this and that is the key.

Second, rethink all aspects of time. This includes the length of time in the school year. We have three months off in the summer because it was built on the harvest time schedule, quite frankly. We need to analyze time differently. We need to develop a school system of time to look at how children truly learn, and what the best use of that time should be.

Third, we definitely need to take the comments of Dr. Daggett earlier to heart. As technology is developing, so are relationships between teachers, parents, and students so that students have different points or people that they contact. We talked about the one-to-one laptop model that's being addressed in some countries as opposed to ours. We need to make sure that there is, in this 21st century, a digital connection that can develop relationships as well as cultivate with students.

That tightly coupled piece for the symptoms itself need to be narrowed to power standards that can support learning. But we always need to recognize that schools are not silos, but state policies we choose to take, those typically need to be tightly coupled around pre K-12 education; that students come to school ready to learn.

"What to do differently." Additional funding has to be owned and deliberate around the region. Deliberate is the key word we need to think about; what we need to do across systems to support the education of children. That is probably the most key point about this planning as a region and planning these dream schools.

Individual wellness plans, but living accounts that could be modifying over time as their needs change. Because there has to be a growing, living document for kids.

I think Dr. Daggett said it best. Most of your student assessments are written, at best, at a very low level for students, and teaching from the test becomes the norm. We need to make sure we are developing accountability systems that are really, really rich for students. And that goes back to fully funding them so we can assess what we know to be a broad range of outcomes; not just a snapshot of a student on a given day at a given time.

“What not to do,” as you can see, the slide is built upon thinking unconventionally, thinking optimistically, and thinking positively.

>>DR. DAGGETT: Questions, comments?

>>PARTICIPANT: We talked about, in the meeting, of having a transparent business plan as to what the school is. We clearly defined objectives and goals that tied in on the overall mission. And everything works from there, and watching it flourish and where there are problems and help it, but just build upon it.

>>DERRICK LOPEZ: We are trying to capture that strong leadership with teaching and learning as a focus, and unearthing, and the teachers' union and what teachers are able to do and not to do, and being very clear that the business community is connected to that in a real, meaningful way.

>>PARTICIPANT: I really appreciate the focus on technology and the emphasis on making sure students are integrating technology in their everyday classroom and outside experience. In the Pathways group, we discussed the need of teachers to also be conversant in knowledge about this technology. They are the ones behind in this area. If we can't find ways to reach the millennium generation, then we are going to have a tough time in school.

The idea of connecting teachers to technology was the next part of the larger development strategy that allows teachers to engage in the kind of learning environment and career experiences that we are hoping to create for kids.

>>DERRICK LOPEZ: That was certainly a part of what we discussed. We talked about how there was a divide and how could policy makers bridge that so the teachers could go out in the community and learn and engage in business, and the business goes into the schools and teaches the students these skills.

>>PARTICIPANT: Robert Willerman said that, from North Carolina, that they have a setup in a variety of fields to build bridges where students can e-mail some people in particular occupations, and they will get an individualized answer and a log to come up to see what questions and answers have come. It's individual-by-individual, and it involves a network of people in particular occupations. So if a student has a question about or "I'm thinking about a certain field" and thinking, "What should I do," there will be an immediate feedback from an adult in that field.

>>PARTICIPANT: I just wanted to comment that all the models that everyone spoke about were meant to be frivolous. I know emphasis in our group, Dream School, everyone rescheduled it and threw it out.

>>DR. DAGGETT: Yes?

>>PARTICIPANT: I want the opportunity to state that, as a member of the Government Administration, that all of our wonderful suggestions are expensive and will cost more money on education. And I wanted to encourage all of us who are citizens of Pennsylvania to pay attention to the budget that the Governor has proposed; in particular, the fact that he proposed a six-year funding formula. Please pay attention to that with context to what we have heard today. Thank you.

>>DERRICK LOPEZ: I think you are exactly right, with respect to one thing. I think we don't allocate the resources to where we want them to be. I think some of the best schools don't have resources. It's about resource allocation. We have a lot of funding; we just don't utilize it in the way that we should with respect to our kids

>>DR. DAGGETT: I will say this, that these higher performing schools per student

are not spending more than the other schools, but they are spending it differently and they are begging for money. More money is important; even more importantly than that is spending the money differently than we are now spending it.

I'm going to wrap up, and I will have you out on time.

>>PARTICIPANT: There are certain things that we might do that separate students from schools, like out-of-school suspension, and that creates a barrier. And the younger kids missing school, the chronic absences that happen. We don't always have a policy for that.

>>GREGG BEHR: Just real quick, I know that in Blair High School in Pasadena, 30 percent of the young people graduated on credit recovery programs experiences out of the school, which they got high school credit for. So the whole issue is, young people who leave the system in record numbers, if we could create career pathways and education, high school credit for apprenticeships, and I think we would capture a lot of young people who are leaving the system. There are a lot of dropouts and students that exit the system.

Derrick, we allow our youngsters to fall into a pattern of excuses. Especially those of low SCS. And one of the things that we don't require is to make the parents bring them to school. I was at a high school where the mother was picking up the student so he could babysit, and I asked the principal what the mom did for a living. The principal said, "She's on assistance." Every semester, the students would bring in a form for me to fill out their Social Security Assistance form, and I said, "I will not sign this form if you don't send your kid to school." We need to make parents own up to their accountability.

>>PARTICIPANT: I don't know which school had the social workers and students and businesses working together, where they have the social workers hooked into the schools, and they know the families -- the school knows the families -- and these social workers will go knock on the doors and see why the students are not in school. It's the community effort, and I think that really does help.

>>PARTICIPANT: I think, as administrators, we have the responsibility of changing

schools so that students have a reason to be there and not just attend, so they are actively engaged which, sometimes the student wants to go home at 11 o'clock because there is no reason to be there.

>>PARTICIPANT: Kids check out before they drop out.

>>PARTICIPANT: I just want to agree. And my teacher would call my house and ask my parents why I am not in school. It takes the staff as well as outside help to make sure we stay in school.

>>PARTICIPANT: I want to reinforce the point about the young man who had something to do that was constructive and two or three years later he would begin to realize that he wanted to start his own business. And I think this problem of one-size-fits-all is one of the problems. It has to be uniform for everyone, where you can't pick up the kind of competency document that you could achieve through workplace experience that would enrich your motivation to learn more.

I think we need to think about it very closely. We need to pay attention, as you mentioned, to what is engaging inside and what is engaging outside, too.

>>DERRICK LOPEZ: Two of the best indicators of success in college is whether they went to school and whether they did their homework. And so, while I agree that there needs to be more engaging experiences, we are also cultivating students for the workplace after college.

>>DR. DAGGETT: Three bites of information -- before I send you out the door -- re-emphasizing what we are going to do. Simon will take the lead to take the statement you made this afternoon in this session as what we believe. We will cross-reference them to show you some of the schools across the country of students that have actually acted on the beliefs you have. Not as a model to follow, but as a place for you to go explore; do what

really, really works. Because, ultimately, you have to prove this to an action plan. If you want my Powerpoint, take the yellow sheets and pass them to the middle.

Two more pieces of information, and then I'll have you out the door. This morning I had one other thing in my Powerpoint that, at the last moment, I decided not to share with you. But since we do have time and I listened to your discussions, I'm going to share it with you but without my Powerpoint. When you get my Powerpoint, there will be a series of slides in there on brain research. I'd like to take you back to what, I believe, in the last six months, has been an extraordinary breakthrough in brain research as it relates to learning. Coming out of nano-technology, there has been this explosion in imaging technology. MRIs, CAT-Scans, tech scans, a whole series of imaging technology.

What they can now tell is, literally, how you are processing information. And no two people process information exactly the same way. We heard of the left brain, right brain dominant people, prefrontal lobe. We've heard all kinds of things, but what happens is we create a pathway for information. Through your thought process, you actually take information and you organize it.

This is what is known as a pathway. The brain has what we call "placidity," which means you can change those pathways from time to time through your thought process. In the first twenty years of life, there is an explosion in the growth of the brain that is unparalleled to the rest of your life.

You grow, literally, billions of neurons in the first twenty years of life and, during that growth period of time, that learning can most easily be accomplished. You can clearly learn more quicker in the first 20, 25 years of life, and then it slows up a little bit until you get into the 50s, 60s, 70s.

And then you begin to go the other way, I hate to tell you. You create a pathway -- our fixation in this country is Quadrant A knowledge that is measurable by a tech, creates a

pathway that does not take you to what is known as the “prefrontal cortex,” which is where you encounter new experiences and learn to use information in new ways. We just stop doing that because we got so much information we got to hold.

What we are doing with young people is creating very deep, very rich pathways in the very small section of the brain. However, what happens in life is the neurons grow – explode in the twenties; they stop, fifties, sixties. They begin to go the other way.

How many in this room have ever experienced this? You go to make a phone call to somebody you called a number of times and, suddenly, you can't recall that number. Do you know what just happened to you? A neuron has blocked your pathway. You can see that on the MRI.

Now, what happens is, sometimes those neurons are just moving through the pathway. Have you ever had this? It came back later? Because the pathway cleared up. If the pathway doesn't clear up, it's the beginning of dementia. And we know that we can see it on the MRIs.

Have you ever been driving down a road and suddenly there was an accident in front of you? Well, a few weeks ago, I was in the Pittsburgh area. I came out of the airport down 60, and it was blocked off by a big accident. Fortunately, it was just before an exit and everybody in front of me began to exit off that exit. I noticed they all had Pennsylvania license plates. I was in a rental car. I had Mapquest. How many of you has ever used Mapquest? I had only one way to get to where I was going.

I got a question: Should I have followed everyone off the exit?

>>PARTICIPANTS: (LAUGHTER)

>>DR. DAGGETT: I didn't know where I was going. Even though I didn't know where I was going, should I have followed them?

You know what they had? They had multiple pathways and, when one didn't work, they instantly diverted to another pathway.

Why is it that career-based learning enables you not to face what you are fearful of? What I was going to do this morning, which was give you a high school test in the discipline you had once taken and did pretty well, but you couldn't today -- why? Because if you don't use it, your pathway gets closed off. But if you used that -- that math, that science, that language -- right away, when you encountered it on a test or, more importantly, when you encounter it in life, you would have had multiple pathways to figure out how to use that information.

What is career-based learning all about? It's about creating multiple pathways. It's called "thinking," by the way. By the way, you don't have to pass the test. If you don't know the information, there's no way to figure it out. It's memorization. The pathway we are creating is a pathway that doesn't lead to thinking.

Why is this career-based type program so critical? It's not just because it's good for the young kids that's important. It's because it will give them a set of skills that will teach them extraordinarily well in life. We'll show you all kinds of ways to do it.

And I'm going to close with the observation. But before I do, I think we all should join each other and thank the Jewish Health Care Foundation for our sponsorship. Haven't they done a marvelous job? I think you know what needs to be done. I think you got it. I think we can show you schools that have done it. DeBakey is one of many. The good news is we know what you want, and we can show you how to do it.

How many in the room believe for you, personally, it would be in your personal best interest if you lost ten pounds?

>>PARTICIPANTS: (RAISING HANDS)

>>DR. DAGGETT: Okay. For all of you who raised your hands, do you know how you could lose ten pounds? You told me you know what's best for you, and you just told me you know how to do it. My son-in-law is a physician, a number of my best friends are physicians, and you know what they all tell me? They tell me that one of the saddest things

they do as a professional is when they are with someone and they have told them they probably are terminal. They probably aren't going to make it that unbearably. That person says, "What can I do to extend my life?" And they all have to say, "It's too late. If you had asked me that question two years ago, four years ago, we could have not been in the position today."

Are we in the same place in our schools? Didn't you hear mostly common sense today from each other? We know what needs to be done. We got wonderful models that show us how to do it. The question is: Will you have the will?

And when it comes to schools, it's even tougher yet -- because it would help me, personally. But you know who it's about for me. I told you this morning, I have five children and ten grandchildren. Honest to God, every day, I begin the day with a thought before I start the day. I spend a few moments every morning in quiet reflection thinking about the ten grandkids, most of whom are preschoolers, and then I say my job that day is try to go out and convince others to create an education system that will do the best it can to make -- make the ten grandchildren as wise as they can.

I will close with some simple words of life for you. Love the young people in the country, love the kids more than you do your adult friends. Let's focus on the kids' future and not our past. That's all I have. You have a great trip home.

(APPLAUSE)

>>PARTICIPANT: I do want to thank Dr. Daggett for all the help he gave us in putting this together. We have a lot to say.

(APPLAUSE)

A special thank you to Holly, Diasmer, and Elizabeth from our staff. And Nancy and Simon, who tried to use their best advices, and about fifty percent was accepted. I want to thank our facilitators. I understand everybody did an excellent job. Facilitation is under-rated.

I do want to thank everybody; the people who provided the summary comments and our panel. And the one thing, because this was an invitation-only experience and all of you were invited, I guess you could almost say we have a whole conglomerate of panelists. So, thank you all for your participation we've learned a lot. And for those of you who've traveled thank you very much for being here.

>>DR. DAGGETT: If you want more information about the models we talked about, you can get it from the table up here.

(THIS CONCLUDES PROCEEDINGS OF THE SUMMIT)