

**MILESTONES**

1 >>MS. HELLERMAN: I'm just  
2 going to start and introduce myself. My name  
3 is Molly Hellerman. I work for SportsChallenge  
4 Alliance. It's a small grassroots organization  
5 right now. We're working to build it, and what  
6 we do is we use sport as a tool to develop and  
7 empower youth leaders.

8 We work specifically with high school and college athletes. The  
9 whole goal is this concept that we need leaders  
10 in our world. How are we going to connect with  
11 youth, besides saying, "Here's an article," or,  
12 "Let's have a discussion about what leadership  
13 means." What it really takes is some kind of  
14 hook. So we use sport as our hook.

15 We run a summer academy, and then we do workshops around  
16 the country. That is my current background.

17 The reason I think Holly invited me to be here  
18 aside from meeting all of you guys, is I have  
19 worked and continue to work for Junior  
20 Achievement. A lot of their programs  
21 specifically relate to workforce readiness. I  
22 wrote their company program, their flagship  
23 program, having to do with entrepreneurship. I  
24 have a business background. I have never been  
25 a teacher, besides running a nonprofit  
1 organization.

2 My job, as I see it, is to facilitate the discussion. I know I wrote the  
3 exact words that we heard in the other room.  
4 It's something about us not being students, but  
5 active participants, is what's happening.  
6 Active learners. I know there is a lot of  
7 knowledge in the room.

8 I've had the opportunity to shake most of your hands. What  
9 I would like to do is go around very quickly,  
10 and ask you to say your name, where you're  
11 from, and if you have any expectations for this  
12 session right now. Patty, would you mind us  
13 starting with you?

14 >>>>PARTICIPANT: My name is Patty  
15 O'Rourke. I'm the Director of Career Services  
16 at the Western School of Health & Business  
17 Careers here in Pittsburgh.

18 I guess my primary expectation is to walk away with, and maybe add  
19 to, the importance of health careers,  
20 especially here in Pittsburgh.

21 If you want -- I guess there is no such thing as job security --  
22 if you want to have a job, health careers are  
23 the way to go. And to walk away with some type  
24 of partnership with the community, and  
25 hopefully in some way we can partner with the  
1 community as well at Western School.

2 >>>>PARTICIPANT: My name is Andrea

3 Meade. I am the Policy Director at the  
4 Pennsylvania Department of Labor and Industry.  
5 Specific expectations are just to generally  
6 hear everyone's thoughts. I'm interested in  
7 mostly career pathways, and just to try and  
8 identify those milestones for students that are  
9 in school.

10 >>>>PARTICIPANT: I'm Joe Dominic  
11 with the Heinz Endowments here in Pittsburgh.  
12 My interest is how we're going to fix the  
13 absolutely broken system of helping young  
14 people discover themselves, and through career  
15 orientation and exposure to work.

16 >>>>PARTICIPANT: I'm Curtiss  
17 Porter. I am the chancellor of Penn State  
18 Greater Allegheny. The campus is about 15  
19 miles south of Pittsburgh. We have 850  
20 students. We offer four-year programs, and two  
21 years of Penn State's 160 degrees.

22 I'm here -- you said the magic words -- you mentioned  
23 leadership. I certainly want to hear more  
24 about that in terms of the whole idea of career  
25 development and the development of youth. I'm  
1 precisely interested in how universities, such  
2 as our own, can reach back into the system that  
3 you've designed in our handout and be  
4 institutionally, systemically, a part of the

5 development of youth toward careers, toward  
6 leadership and, for certainly, academic  
7 careers. More broadly, being prepared for the  
8 future of our society as to reach back into the  
9 otherwise public school system.

10 >>>>PARTICIPANT: I'm Lynn Malarz.

11 I'm from the National Education Association.

12 I'm a Senior Policy Analyst there. I work on  
13 teacher quality issues, administrative quality  
14 issues, and educational support quality issues.

15 Though, we do have a person who works on high  
16 school issues, but I don't think she was in  
17 that day that the call came in, so I think it  
18 got routed to me.

19 It actually is a match, because sitting reading the booklet and siTting  
20 through this, I think one of the key pieces  
21 that we do need to focus on will be the teacher  
22 issue in all of this. Because you can focus on  
23 -- you've got the students, but if you don't  
24 change some of the parts in the middle of the  
25 input and the output, you're not going to get a  
1 lot of differences.

2 >>>>PARTICIPANT: My name is Linda

3 Croushore. I'm the Director for Consortium for  
4 Public Education. We work in Southwestern  
5 Pennsylvania in schools and communities.

6 I think this particular setting, and the folks  
7 who have been invited here today, sets a tone  
8 that we don't often achieve as we talk about  
9 these issues. You rather talk to people who do  
10 the same thing we do, and end up looking for  
11 someone to blame.

12 I think the opportunity of this meeting today is to really begin to  
13 examine that if our sights are really set on an  
14 improved economy and kids achieving their  
15 dreams to be our next leaders, it takes this  
16 kind of mix in the room.

17 I worry about the authenticity of the forums kids are truly asked  
18 to be a part of. I also think that, for so many  
19 years, we have promised better textbooks will  
20 make better test scores, and I think we are  
21 absolutely to the point we know that is  
22 ridiculous. We have to think about new ways to  
23 do the work, and it's great to be here and meet  
24 all of you.

25 >>>>PARTICIPANT: My name is Mark

1 Wescott. I am Director for Education Services  
2 for the Pennsylvania State Education  
3 Association. A lot of ways I am a counterpart,  
4 but at the State level. My expectation is to  
5 be able to bring the perspective of teachers  
6 into this process.

7 >>>>PARTICIPANT: I'm Linda Novak.

8 I'm the Director of Human Resources Development  
9 with the West Penn Allegheny Health System. We  
10 have six hospitals and primary care networks.  
11 We employ about 13,000 people here in Western  
12 Pennsylvania.

13 Part of what I do is work with agencies and community groups to try and create  
14 those experiences and learning opportunities to  
15 expose people to health careers. So I am here  
16 to gain a better understanding of what some of  
17 the opportunities are, and where the  
18 partnerships are possible with our organization  
19 and with others.

20 >>>>PARTICIPANT: I'm Carol  
21 Wooten. I'm the Superintendent of Propel  
22 Schools. We have four K-8 schools right now,  
23 and we're opening a high school in the fall, so  
24 that's the main reason I'm here.

25 Most of my experience has been in the high school. I  
1 taught biology and chemistry for 20 years.  
2 Where I am a Superintendent, we have very  
3 strong workforce development programs. We  
4 began a tech-prep program, which I had learned  
5 about more when I was in Virginia. It was kind  
6 of unheard of at that time in Pennsylvania.

7 But the high school we're opening will have  
8 each student writing an individualized plan in

9 the ninth grade, and it must include something  
10 post-secondary. Certainly not a four-year  
11 college program, but they must begin that plan,  
12 and everything will be project-based learning.

13 We certainly hope we'll choose the right  
14 projects and have the right career pathways  
15 for the students so that we can see they all  
16 graduate and find some gainful employment or  
17 post-secondary success.

18 >>>>PARTICIPANT: I'm Steve  
19 MacIssac. I'm with Wireless Neighborhoods. We  
20 work with a network of after-school community  
21 based programs throughout the city, quality  
22 education academic improvement after-school  
23 programs, principally with lower-income African  
24 Americans. So I come in with several biases.

25 I'm really concerned about the entire world,  
1 but I'm concerned about Pittsburgh Public  
2 Schools. I think they are doing some exciting  
3 things, and I want to be a good partner to them  
4 as we make these transitions.

5 I also come in with a real concern about how lower-income and  
6 African American children are made part of this  
7 because there are so many kids in the system  
8 right now who are so far behind academically.

9 How do we change that so when they get to these  
10 places? Most of the time, when we talk about

11 high school, I fear that so many of the kids  
12 coming over to high school -- I don't know how  
13 we change that environment. So I come with  
14 those two biases for sure.

15 >>>>PARTICIPANT: Hi, I'm Phil  
16 Parr. I'm a School Developer for Imagine  
17 Schools, which is a national charter school  
18 operating company. I work in New York City,  
19 New Jersey, and Pennsylvania.

20 Currently, I'm facing the challenge of getting two charter  
21 schools up and running, both K-8. One has a  
22 career education theme, and it's in the South  
23 Bronx. The other has an environmental  
24 education theme. That's here in Pittsburgh.

25 Both of those schools -- in the design of both  
1 of these schools -- a real focus on helping  
2 students make meaning out of what they're  
3 learning through real world applications.

4 And there is a design to change what happens  
5 between teachers and students, and what happens  
6 between the schools and community  
7 organizations, and parents and family culture,  
8 to make that all happen.

9 So my expectation today is that I hope I and others here will be  
10 able to think outside the box about those  
11 relationships. We need to kind of shed

12 ourselves of the political encumbrances that  
13 make all of this difficult to happen, and try  
14 to imagine how we might be able to move forward  
15 differently to truly make the kind of vision  
16 we've been talking about today happen for the  
17 kids.

18 >>>>PARTICIPANT: Hi, my name is  
19 Tequalia Coleman. I'm a Senior at Carrick High  
20 School. There are a lot of issues addressed  
21 pertaining to Pittsburgh Public Schools that I  
22 was unaware of. My goal for today is not only  
23 to contribute to the ideas of bettering our  
24 schools, but also to learn.

25 >>>>PARTICIPANT: Hi, my name is  
1 Andrew Heckman, and I'm also from Carrick High  
2 School. I'm a Junior. My goal today is to  
3 pretty much gather information and take it back  
4 to my Health Technology class and share it with  
5 them.

6 >>MS. HELLERMAN: What I  
7 picked up from the various things we had -- I'm  
8 not going to capture your words as well -- but  
9 pulling it altogether, we're looking at how we  
10 can enhance leadership, and how we can enhance  
11 partnerships. Whether it's in a community,  
12 whether it's among schools, whether it's  
13 organization to organization, how we can

14 create a preparation process, and how we can  
15 help kids apply that and help people apply that  
16 to the real world, whether it's in health care  
17 or not.

18 That's a pretty big task for a two-hour period. I think critical to this is  
19 going to be our ability to share with each  
20 other, to be able to have a fruitful  
21 conversation, to throw our ideas out there, and  
22 not be scared that someone is going rip us  
23 apart.

24 I have some of these expectations the Healthcare Foundation gave me, but I wanted to  
25 share these with you. For us, first, we sort  
1 of have a rigorous, vibrant conversation. And  
2 second, this is the thing that is deliverable,  
3 we have to create a Powerpoint at the end of  
4 the day that talks about which milestones we  
5 want to emphasize and which ones we don't want  
6 to emphasize.

7 Also, what actions we're going to take or what actions we can take to make  
8 sure that happens. Keep this in the back of  
9 your minds. Lynn is going be our reporter out.  
10 Josh, in the back, is going to be helping us  
11 put together the slide. These are our  
12 deliverables. These are our various goals. I  
13 think part of that is we should know each other  
14 a little bit, and you did a great job at

15 introducing yourselves.

16 I'm not one to sit for 2 1/2 hours. That's a long time to sit. I'm

17 going to ask you to stand up and just humor me

18 and come into the center and form two circles;

19 one on the outside and one on the inside.

20 We're looking at a partner. There are even

21 numbers. This is what you're going to do. With

22 your partner, introduce yourself and tell them

23 again where you're from. And then this is the

24 question that you're going to talk about, and

25 it's up on the wall.

1 Round one: An experience which influenced your career decision. And I

2 know many people have had different careers, so

3 choose where you're at now or where you think

4 you want to go if you don't have a career yet.

5 (Talking with partners.)

6 >>MS. HELLERMAN: If you're on

7 the inside circle, so people that are facing

8 outward, rotate one person to your right.

9 Introduce yourself. Just introduce yourself.

10 That is all you get to do with this person.

11 Next, rotate two people to your right. We're

12 going focus on that second question. The

13 second question is: An individual who had a

14 significant impact on your career path.

15 (Talking with partners.)

16 >>MS. HELLERMAN: I'm going

17 to ask you to say goodbye to your partners.  
18 Hopefully you got an opportunity to meet three  
19 people. You will have an opportunity to work  
20 throughout the rest of the day.

21 We talked about group expectations. These are our  
22 discussion goals, and this is how our day is  
23 going to be split up. We're going to talk  
24 about what milestones are and try and create  
25 some milestones. Are there ones that are more  
1 valuable than others? Are there ones that are  
2 toll gates -- that is what I'm calling them -- are  
3 there ones that every student has to go through  
4 regardless of what path their on?

5 Afterwards, we're going to talk about some ways we can  
6 potentially measure that. Look at a big  
7 picture, what are going to be some barriers to  
8 us to actually implementing these milestones?

9 And probably the most important part is, how  
10 does this relate to our daily work? How are we  
11 going to form those partnerships that you guys  
12 talked about and to move this forward?

13 This is the rough timeline. Clearly, I'm a little bit  
14 off already. These are the guidelines. Again,  
15 the Foundation had a list, and I kind of pared  
16 it down to this. I think it comes down to  
17 being respectful. We're a small group and

18 have a lot to accomplish. I just ask that  
19 everyone be an active and open listener. We  
20 have a lot to say and a lot of opinions, but  
21 to listen actively and openly. To be an  
22 engaged participant and, again, to look at how  
23 people are talking about things and how it  
24 relates and how we can contribute to it.

25 Also, to be present. With that, I mean, obviously, you  
1 have things going on. However, I will give you  
2 a little bit more time at lunch to go and do  
3 that. It's hard when you go out and come back  
4 in to know whether your comments are even said.  
5 I want to make sure everyone's comments are  
6 heard and said.

7 And the final one is to have fun. So is there anything else that I have  
8 missed, aside from the general things that you  
9 guys have found really productive in these  
10 types of sessions? Is anyone familiar with  
11 this?

12 (Showing a game.)

13 >>>>PARTICIPANT: Yes.

14 >>MS. HELLERMAN: What is  
15 this?

16 >>>>PARTICIPANT: The Game of  
17 Life.

18 >>MS. HELLERMAN: Can you tell  
19 people who haven't played it what this game is

20 all about?

21 >>>>PARTICIPANT: Strong and  
22 steady usually makes it with occasional luck.

23 >>MS. HELLERMAN: You spin  
24 this wheel, and you have the option to either  
25 start a career or start college. Those are the  
1 two options in the Game of Life. And you're  
2 given a little car as you go around.

3 You can also add family members. Depending on what  
4 career choice you make, you can earn money.  
5 There are different things along here that say:  
6 Inheritance, collect two thousand dollars or  
7 elope, and move to get married.

8 Those are really milestones. Those are pieces along the  
9 way as we go through life. However, what I  
10 would argue is that this is somewhat  
11 one-dimensional if we take out the mountains  
12 and houses. Life is much more  
13 three-dimensional. There are probably a lot of  
14 paths that go below this, and around this, and  
15 under this, and over this.

16 That's why I think we have the most exciting discussion group,  
17 because we have to look at what are those  
18 milestones? What are the important things that  
19 are happening for our kids?

20 When I spoke with Holly about doing this, I said, "Holly, what kid

21 are we talking about? There are a lot of  
22 different types of kids."

23 My last job for the last three years was working in inner-city  
24 Chicago on the Southwest Side, which is very  
25 different than -- I just led a workshop for  
1 kids at St. Andrews prep school in Delaware.

2 It's just a different demographic.

3 So the first question I have for our group is, what  
4 kid are we talking about? It was brought up in  
5 the other room, so what kid do we want to  
6 create these pathways for?

7 >>>>PARTICIPANT: Every kid.

8 >>MS. HELLERMAN: So is  
9 everyone in agreement with that?

10 >>PARTICIPANTS: Yes.

11 >>MS. HELLERMAN: Every kid.

12 That is the cap we're putting on. What we want  
13 to do is we want to think about milestones.  
14 What kind of milestones do they have to go  
15 through on their path? Am I being clear about  
16 what we're talking about in respect to  
17 milestones? Can someone give me an example  
18 about what might be a milestone for a student?

19 >>>>PARTICIPANT: Proficient in  
20 first grade.

21 >>MS. HELLERMAN: What I'm  
22 going to do is give you about three minutes to

23 brainstorm on your own some different  
24 milestones that might exist. You can think  
25 about it as your sheet in front of you has it,  
1 in these different buckets of after-school,  
2 high school, parent/family, career, other.  
3 And/or you can think of it in the context of  
4 intellectual goals. What type of social, what  
5 type of emotional milestones happen? There are  
6 no right answers, because what we're going to do  
7 is put our brains together in the end.

8 Milestones that you think every kid should go  
9 through as they progress through their academic  
10 career, and perhaps into their first career.

11 Next, what I'm going to ask you to do is get  
12 into groups of four or five. As a group, I'm  
13 going to hand you out some sheets of paper that  
14 are different colored. Hopefully, it will  
15 allow you to start to categorize the  
16 brainstorming that you did. Each color has a  
17 different thing on top such as, career  
18 experiences. Try and bucket the different  
19 things that you have into those pages. Again,  
20 I'm going to give you about seven to ten  
21 minutes to try and synthesize your answers.

22 (SMALL GROUP)

23 >>PARTICIPANT: Without that milestone being reached,

24 I don't think anything else is possible. Some people reach their  
25 milestone later on in life, and that is just as  
1 good. Some people don't reach it until they  
2 are in their career.

3 >>PARTICIPANT: Is it knowing  
4 that you can and the confidence to do it, or is  
5 it knowing that is the confidence?

6 >>PARTICIPANT: Anything. But I  
7 think that knowing you can learn is kind of  
8 important to confidence.

9 >>PARTICIPANT: That confidence  
10 is going to continue to grow, but I think --

11 >>PARTICIPANT: I think you  
12 reach roadblocks.

13 >>PARTICIPANT: Experience in  
14 life is both good and bad. You said roadblocks  
15 can stop you, but having a bad experience is  
16 what happens as you grow.

17 >>PARTICIPANT: A milestone is  
18 about having a life experience. Good or bad.

19 >>PARTICIPANT: When you have  
20 life experience, a lot of times people look at  
21 their life experience in a different way. Bad  
22 experience, I look at a bad experience in a  
23 good way. I can learn from it and grow.

24 >>PARTICIPANT: So, to me, the  
25 milestone is learning from those experiences,

1 good and bad.

2 >>PARTICIPANT: I think it's

3 usually the more confidence, but it's usually

4 if the person believes in themselves, and

5 they're able to do it. I think a bad

6 experience enables that. There are roadblocks

7 academically. Math and science.

8 >>PARTICIPANT: Basic skills of

9 reading, writing, and math are absolutely

10 critical.

11 >>PARTICIPANT: Even further

12 than that, I think it goes back to family

13 support. Having a strong foundation. It

14 doesn't start at school, it starts at home. If

15 you have a strong foundation and motivated to

16 want to go to school. That is where I started.

17 >>PARTICIPANT: What about

18 assessments that you get from school? Those

19 tests, whether it's the PSSA's or the SAT's,

20 whatever the state requirements, those maybe

21 are milestones that are good and bad.

22 >>PARTICIPANT: They are

23 milestones. So, you're right, for someone that

24 is looking -- students may make a decision that

25 they can't do something based on those scores.

1 And that is why you go back to confidence.

2 >>PARTICIPANT: And so much  
3 pressure.

4 >>PARTICIPANT: I think there is  
5 such a stigma put on skills. Because it was  
6 used when I was growing up, and it's coming  
7 back. We've gone through full circle, and until  
8 that stigma is removed that you would have to  
9 go to a four-year college, there are people --  
10 they go to a four-year college, and after so  
11 many terms, they have failed out or they  
12 graduate and they work at Bravo after finishing  
13 law school. They end up going back to school  
14 for something else.

15 >>PARTICIPANT: And determining  
16 what the next step is in that child's career  
17 path, for example, maybe a four-year track is  
18 not for that student.

19 >>PARTICIPANT: There are  
20 pathways that can get you to where you want to  
21 go maybe more effectively than going to a  
22 four-year school.

23 >>MS. HELLERMAN: Are there  
24 any specific sort of broad changes in either  
25 this model that we have up here, or in our  
1 conversation about milestones that we should  
2 bring to the group to help us refocus our  
3 conversation from before?

4 >>PARTICIPANT: I said that,  
5 early on, we have, "Start school,  
6 postsecondary." I would put a line between -- just  
7 before "start school" and "high school." Right  
8 around fifth grade, and what would otherwise be  
9 fifteenth grade, which is a very crucial time  
10 to emphasize in lots of ways.

11 Again, what we are experiencing in the public school system,  
12 we have a great deal of dropouts, a great deal  
13 of low performances. So those are the times,  
14 for example, in fifth grade where achievement  
15 starts to fall off.

16 >>MS. HELLERMAN: So it's not  
17 high school, it's this pre high school part  
18 that we need to extend this bar?

19 >>PARTICIPANT: A system of  
20 creating higher into the lower. Creating a  
21 pipeline.

22 >>MS. HELLERMAN: So something  
23 that is connecting all of this across?

24 >>PARTICIPANT: I would say it's  
25 creating a pipeline for success at each level.

1 I would put a line before high school and at  
2 the early part of university, which would be  
3 post-secondary. So I would go from fifth grade  
4 to what would be fifteenth grade, and indicate

5 that as a critical period.

6 >>MS. HELLERMAN: So what  
7 else? So what Curtiss is saying is there is  
8 probably another key marker point here and  
9 another one in here to make sure that we're  
10 mentioning.

11 >>PARTICIPANT: For example, at  
12 university level, 50 percent of the students who  
13 started as freshmen have dropped out by the  
14 time they are sophomores. In fifth grade --  
15 between third grade and fifth grade, boys in  
16 particularly, their performance dropped  
17 significantly. In third grade, they're doing  
18 great. In fifth grade, they're starting to  
19 drop down to non-performing grades.

20 >>MS. HELLERMAN: I'm going to  
21 add these two. Particularly, when we talk  
22 about measuring and we talk about barriers that  
23 happen, to keep these two points in mind. For  
24 Curtiss, it's fifth grade.

25 >>PARTICIPANT: Is our goal to  
1 try and understand the elements of behavior  
2 that should be a part of reaching these  
3 milestones, or accompanying these milestones?

4 >>MS. HELLERMAN: When we  
5 think about milestones, milestones is you're on  
6 a journey, in the oldest sense, the Roman

7 milestones. It's marking a path. I think  
8 right now all we see is this four-lane highway.

9 Tequalia was talking about when she was growing  
10 up that it was the four-year university, and  
11 that's what you needed to do. That is the only  
12 path we see, is this paved four-lane highway,  
13 yet we know there are a lot of other roads.

14 To your question, one, it's a recognition that  
15 there are other roads. It marks how far you've  
16 come, and how much time until the next one. It  
17 could be behavior. We talked about emotional.

18 Have you graduated from eighth grade? Are you  
19 proficient at reading? Do you own a library  
20 card? It could be very specific points.

21 >>PARTICIPANT: Our whole  
22 discussion was about attitudes and behaviors  
23 like that.

24 >>PARTICIPANT: Also, at the  
25 fifth grade point, that is also when the girls  
1 begin to lose interest in science and math.

2 >>MS. HELLERMAN: Any other  
3 changes that we want to make? I'm putting up  
4 fifth grade here as a key number.

5 We're actually going to take these sheets of paper,  
6 and what I'm going to ask you to do is --  
7 first, let me say, did any of these overlap?

8 Were there two that you thought overlapped  
9 significantly?

10 >>PARTICIPANT: Two.

11 >>PARTICIPANT: Three.

12 >>MS. HELLERMAN: I'm going to  
13 set these out in different parts of the room.

14 You can chose. I'm not going to assign which  
15 area you have to go to. We'll put "other" and  
16 "family" here. We'll put "after-school" and "high  
17 school" here. "Career experiences" back here.

18 Whichever group you feel like you've got a lot  
19 to add, you have more to say, you like that  
20 group, go and sit by that area. Your job is to  
21 synthesize these findings and to create a  
22 milestone. So on the top of it we would put  
23 "after school," and these are our milestones.

24 >>PARTICIPANT: Milestones are  
25 not pass or fail. Milestones are where you are  
1 on the journey. Because so often we see  
2 milestones as pass or fail. Whether it's a SAT  
3 or something else. There is nothing more  
4 debilitating or destroying to pass or fail.

5 >>PARTICIPANT: One of the  
6 things we pointed out, that milestones are  
7 determined and evaluated by someone or  
8 something else. And that is where our  
9 discussion was going. And oftentimes the

10 reason that young ladies do lose interest in  
11 math and science in fifth grade is, the little  
12 boy next to them may not think they are as  
13 attractive. Sometimes young ladies are  
14 intimidated by their own intelligence. I know  
15 lots of groups have been working hard to remove  
16 that stigma.

17 >>MS. HELLERMAN: What I'm  
18 going to ask is that you look at these in  
19 Peter's light of milestones as not pass or fail.  
20 The discussion through lunch that I  
21 would like to have is toll gates. To me, those  
22 are the pass or fails. If students cannot read  
23 at a third grade level, can they make it to the  
24 next milestone? Are there things that you have  
25 identified as milestones that are essentially toll gates?

1 In this context, let's look at it  
2 from the broad perspective. What are those  
3 posts that we would ideally like to have them  
4 hitting along this different spectra? And then  
5 we'll come back and talk about any toll gates  
6 that exist.

7 >>PARTICIPANT: Individual  
8 awareness in the importance of milestones. If,  
9 for example, discovering that you can overcome  
10 when you think you can't. That, in some ways,

11 is a lot more important than, "I've hit the  
12 milestone." I think we are going to have to get  
13 really clear about what are the behaviors that  
14 we're thinking that we really have to pay  
15 attention to.

16 >>MS. HELLERMAN: That's  
17 great. So if you can make sure that someone in  
18 your group is in every one of the three groups,  
19 so they can push forward that behavior  
20 conversation.

21 >>PARTICIPANT: We will push  
22 forward.

23 >>MS. HELLERMAN: So I'm going  
24 to ask you to split. If you're interested in  
25 talking about career experiences and the  
1 milestones that are associated with that, come  
2 to this area. If you're interested in talking  
3 about high school course work and after school  
4 programs, come over here. If you're interested  
5 in parent/family/other, it's over in this area.

6 So your goal at the end of this is, you're going  
7 to introduce what you've found to the rest of  
8 the group.

9 (SMALL GROUPS)

10 >>PARTICIPANT: It's not  
11 necessarily a specific place where you have to  
12 hit a milestone. They can be --

13 >>PARTICIPANT: I don't know  
14 whether that is part of the problem, that we  
15 don't do a good enough job of helping young  
16 people understand milestones. Some are pretty  
17 absolute. Even in the early grades, I don't  
18 think we help kids understand that they have to  
19 work harder to hit a milestone because of the  
20 way we structure things.

21 >>PARTICIPANT: If I have a  
22 sense that I'm failing in school early on --  
23 not everyone learns to read the same way. As  
24 you well know, schools are set up that it's not  
25 okay to slow down. It's not okay to need an  
1 extra 40 hours. Culturally, we just don't send  
2 the signal. That's the real challenge here.

3 >>PARTICIPANT: In agreement  
4 with that, the milestones that we set up are  
5 all age-related. The child is six years old,  
6 seven years old, eight years old, those are all  
7 milestones for that child. We make every child  
8 conform to a particular portion of school when  
9 they are in that milestone, whether they are  
10 academically ready or not.

11 >>PARTICIPANT: So when you're  
12 six, you need to --

13 >>PARTICIPANT: You're in first

14 grade. You're doing what first graders do.

15 When you're seven, you're going to be in second  
16 grade, doing what all second graders do.

17 >>PARTICIPANT: That is one of  
18 the problems with schooling. We're so over-  
19 structured so we can manage movement.

20 >>PARTICIPANT: Joe, I agree  
21 with you 100 percent.

22 >>PARTICIPANT: We get to dream  
23 a little bit because how do we change what  
24 happens in those toll gates? That is my great  
25 fear for all of the young people we deal with  
1 that have been passed though those toll gates,  
2 and nobody noticed they couldn't read.

3 >>PARTICIPANT: I'm not sure  
4 people didn't notice. I think it's more --  
5 kids are moving. They're on a conveyer belt.

6 >>PARTICIPANT: The system, in  
7 some cases, didn't react.

8 >>PARTICIPANT: Let's not  
9 condemn, because you wind up condemning the  
10 people in the system, and that's not  
11 necessarily fair either. The system, in some  
12 cases, didn't react. In some cases, they tried  
13 to, while they are still moving the conveyor  
14 belt, fix the defects.

15 I'm not demeaning kids in any way, but you have to fix the defects

16 while at the same time adding new bells and  
17 whistles to it. While they're in third grade,  
18 they didn't master second grade reading -- this  
19 is what most school districts will tell you --  
20 mom and dad won't let us hold them back.

21 >>PARTICIPANT: It's very linear  
22 at this point. It's a punishment to be held  
23 back.

24 >>PARTICIPANT: That is my  
25 point.

1 >>PARTICIPANT: Right now, the  
2 system isn't set up like that. The system is  
3 set up to go forward. If you're held, then it's  
4 a bad thing. And boy, God forbid if we don't  
5 succeed in that second year where the  
6 intervention isn't going to be any different.

7 The expectation is you're going to move forward  
8 and make that jump to that system that is going  
9 to be the same.

10 >>PARTICIPANT: It's not "we have  
11 to get clear about what the milestones are";  
12 it's "how do we adapt our practice and our  
13 behavior so most kids can hit those milestones?"

14 >>PARTICIPANT: Or if they don't  
15 hit those milestones, resources can be brought  
16 in to help them reach those milestones.

17 >>PARTICIPANT: On their  
18 timeframe or their pace. In other words,  
19 everything that we're looking at visually here  
20 says, "All children learn at the same rate of  
21 time." And that is totally not true.

22 >>PARTICIPANT: For sure.

23 >>PARTICIPANT: The system  
24 doesn't give them an opportunity to do anything  
25 but trying to keep pace time wise, and when we  
1 can't, we don't have a good way of dealing with  
2 that.

3 >>PARTICIPANT: We have to be a  
4 linear system.

5 >>PARTICIPANT: It has to be  
6 linear. We built the systems in such a way  
7 that they match the goals that we had a long  
8 time ago. It was a lot easier a long time ago.  
9 Except the 40 percent failure in the school systems  
10 because we let them go to work.

11 >>PARTICIPANT: We haven't  
12 caught up. The culture and class systems that  
13 we have now embedded in our families --

14 >>PARTICIPANT: Basically, the  
15 school system is a failure unless X percent of the  
16 kids get through the system.

17 I'll say it's 13 years, you have kindergarten. In high school,  
18 it's very explicit, it has got to be four

19 years. The laws basically say now, "It's got  
20 to be four years."

21 And we, in the system, believe or feel like we're in this box. We  
22 can't even think outside the box.

23 >>PARTICIPANT: You're trapped.

24 >>PARTICIPANT: It perpetuates  
25 the system that was designed 100 or more years  
1 ago that we're trying to break out of.

2 MOLLY HERLLERMAN: I'm going  
3 to interrupt you for a minute. I just wanted  
4 to let you all know that lunch is available  
5 outside. What I would ask that you do when you  
6 come back is, take this conversation that  
7 you've had in your small groups and put them  
8 down on the page. Identify them as, "These are  
9 the milestones we've identified for our  
10 category." Then pick someone who is going to  
11 share that with the group, please.

12 >>PARTICIPANT: Well, we have  
13 five key milestones under career experience.  
14 The first milestone is under elementary age,  
15 exposure to a number of points on a continuum.

16 What we mean there is, we believe that  
17 elementary age children should be through their  
18 course work as they go through the different  
19 content areas. Like, see connections between

20 what they're learning in school, and what it  
21 means to what people can do out in the world and real life.

22 And we see that having sort of  
23 a different iteration of K-3 and 4 and 5, that  
24 would be done in developmentally appropriate  
25 ages in connections between school and the  
1 world of work in the community.

2 At the middle school, that's basically career exposure. At  
3 the middle school level, we see career  
4 exploration, and there would be a number of  
5 points on a continuum, and students would be  
6 able to explore careers further.

7 And then at the high school level, we see realistic  
8 exploration and exposure. And experience in  
9 specific interest areas based on aptitudes with  
10 related remediation, if that is necessary for the students.

11 We also see a definition of the  
12 pathways taken to achieve the career goals.  
13 And there, we underscored the notion that  
14 everyone does not have to go to a college or  
15 university. It could be high school to the  
16 world of work. It could be through additional  
17 technical education and training.

18 We assume that no matter what pathway the student takes  
19 to realize career goals after high school, that  
20 the teaching and learning throughout the K-12  
21 continuum would have rigor and relevance.

22 Mostly to the point that if a student wanted to  
23 move to additional technical education, a  
24 student going right from high school to the  
25 world of work, they could do that. Or from  
1 additional technical education through to a  
2 college or university. They could do that  
3 because they could learn the kind of rigor that  
4 would enable them to make those course  
5 corrections as they moved through their early  
6 adulthood life and different career choices.

7 At all levels, we see curriculum development  
8 and teacher training, and the development of  
9 appropriate partnerships with community  
10 organizations and employers. Without that  
11 happening, we realize that the changes needed  
12 in the classroom between teachers and kids, and  
13 the changes needed between schools and partners  
14 with community organizations and employers, would not occur.

15 And then finally, we see culture in  
16 the school and community to support  
17 these benchmarks.

18 Any other additional points that my team would like to make?

19 >>MS. HELLERMAN: Can I ask a  
20 clarifying point? On the red page, you talk  
21 about all levels. Are these things that you  
22 saw as ways that are going to help us measure

23 this, things that are going to support this? Or  
24 are there ways to translate these into actual  
25 milestones?

1 >>PARTICIPANT: It's not easy to  
2 put that on milestones on a continuum that  
3 starts K-15. It's easier to put them on a time  
4 continuum versus milestones. We think that in  
5 order for any of these to be successful, a  
6 curriculum piece needs to be in place a certain  
7 period of time before that. So the teachers  
8 can drive that bus.

9 >>PARTICIPANT: The only thing  
10 that I would add there is not only teacher  
11 training, but administrative training. Because  
12 without the leadership, you're not going to get  
13 very far. It would be any leadership, but I  
14 think you need leadership that is also committed  
15 to what you're doing.

16 >>MS. HELLERMAN: Great.  
17 Thank you. Let this sit in your head for a  
18 little bit, and we're going to come back to it  
19 and talk about how we might measure this as a  
20 group and what barriers we find for these.

21 >>PARTICIPANT: First of all, we  
22 want everyone to think of family as a broad  
23 definition of family. We also want everyone to  
24 realize that everyone doesn't find their family

25 at the same time. So this isn't from birth  
1 until six or anything like that. This is  
2 family in whatever sense your family is at the  
3 time that the milestone is reached, regardless  
4 of when it is reached.

5 What does family provide us with? First of all, confidence.  
6 And without the confidence, the other  
7 milestones may not even be recognized. Without  
8 the confidence, any milestone, you may not even  
9 recognize it. So family provides us with the  
10 confidence to try things with the confidence  
11 to learn, and sit back and say, "Hey, I did  
12 learn that." The feeling of safety is very  
13 important, and that is what a family provides  
14 us somebody with.

15 And that is a milestone, when you realize, "I'm safe. I'm safe to try  
16 new things. I'm safe to look at a certain  
17 situation maybe differently than I would if I  
18 was in an unsafe environment." A functional  
19 family provides us with a system of rules.

20 We leave the family knowing that the next place we  
21 go will require that we keep these rules, and  
22 sometimes people don't learn that in their  
23 family. They have to learn that from a school  
24 official. They have to learn that from their  
25 manager at their first job.

1 But this is a milestone, when you realize that we live in a  
2 society that has rules, and that there are  
3 repercussions if you don't live by those rules.

4 Another milestone is when you recognize that  
5 even if you weren't born in a family that is  
6 going to provide you with all of these things,  
7 there are other recourses. Find a mentor.

8 Find a support system. This is a milestone  
9 when someone realizes that they're not alone.

10 The milestone is when you recognize you didn't  
11 have it, and then you realize you have the  
12 support and you've received it.

13 >>MS. HELLERMAN: Great.

14 Thank you. Again, think about how are we going  
15 to measure these things. What barriers might  
16 exist? So the next one we have is high school.

17 >>PARTICIPANT: One milestone we  
18 identified is a child's identification of their  
19 goals, and sort of forming a plan around that  
20 goal or those goals. And goals, meaning  
21 education and career goals.

22 Another one we said, which was also mentioned over here, was  
23 finding a mentor. Whether they find you or you  
24 find them. A teacher, a counselor, a coach.

25 We also discussed failures, specific failures,  
1 as a milestone. And not only the failure  
2 itself, but the ability to learn from the

3 failing.

4 >>PARTICIPANT: Not only to try,  
5 but fail, and the failure has its benefits.

6 >>PARTICIPANT: On the flip side  
7 of failing is also successes. Some sort of  
8 achievement, passing a test, an award. The  
9 ability to be successful at testing. Test  
10 success. Just the ability to be able to test,  
11 and be successful at testing. But also  
12 standardized tests are another specific  
13 milestone in high school.

14 There are two different milestones around testing. One final  
15 milestone was intervention. Identifying when a  
16 child sort of falls outside of the path that  
17 they're supposed to be on, and designing  
18 specific remediation or whatever it is.

19 >>PARTICIPANT: Kids also have  
20 to be in an environment that has its own sense  
21 of needing to improve, trying to improve, and  
22 has a systematic structure for trying to  
23 improve. Just responding to all of the  
24 problems that you run into in any high school.  
25 If kids aren't in that kind of structure, I'm  
1 not sure they're going to make it.

2 >>MS. HELLERMAN: We have up  
3 on our wall maybe 15 different milestones. Is

4 there anything that you are dying to add to one  
5 of these? That you couldn't sit with that  
6 group, and now upon reflection you think is  
7 really important and we need to add it?  
8 Career, family, and high school are the three  
9 that we chose to focus on.

10 >>PARTICIPANT: I'm not sure if  
11 those were all supposed to be milestones for  
12 the kids versus the school itself, but I think  
13 one of the things that schools do very poorly  
14 is celebrate. I think that there needs to be a  
15 recognition with all of the effort on the part  
16 of staff and students and, hopefully, community  
17 and family, that when good things happen that  
18 we really need to take pause and look at what  
19 we have to celebrate. We need to celebrate how  
20 we got there and why we achieved that success.

21 I just wanted to make sure that's clearly out  
22 there. I see you nodding. I'm sure that  
23 you've experienced that. Do you celebrate  
24 successes a lot?

25 >>PARTICIPANT: It depends on  
1 what we're doing. For some classes, yes. It  
2 really depends on the teacher, and if they  
3 think you really deserve it. Most teachers  
4 really don't care.

5 >>PARTICIPANT: That's one of

6 reasons we put the word "culture" over there.  
7 We felt the school, as a whole system, ought to  
8 tackle some common ground, like celebrate.

9 >>PARTICIPANT: In the group on  
10 family, if I look at that whole long continuum,  
11 one of the things I think about family that is  
12 important is that it's not the same for the  
13 whole life of the student. It changes. That's  
14 a milestone in the life -- I don't know how to  
15 capture that. Things change. There needs to  
16 be, at some point in time, making sure that  
17 system is strong or, as it weakens, there is  
18 adaptation. I don't know how to capture that  
19 concept of changing family dynamics.

20 >>PARTICIPANT: That is one that  
21 goes along with good and bad situations.  
22 Accept the bad situation and see it as good.

23 >>PARTICIPANT: I think a huge  
24 milestone that is going to be important when  
25 the system of schooling, society, when we  
1 recognize that learning is not linear. It  
2 doesn't follow that path. Nothing in life  
3 does. It's messy. Sometimes we have to go  
4 through marriage two or three times before we  
5 learn the lessons to be able to be successful  
6 in them. Life lessons, family lessons. And

7 that, to me, is change -- something makes a  
8 change. If you don't fit that linear mold,  
9 then there is something wrong with you.

10 >>MS. HELLERMAN: I've spent a  
11 lot of time listening to you guys, but also  
12 thinking about what might be an alternative  
13 view of this. Can I just propose my view on  
14 this? In the way I see it, it's kind of a  
15 funnel. You start at the bottom, and this is a  
16 younger kid, and then you have those circles  
17 because learning goes on throughout our life.

18 Each of these circles is a different point in  
19 life. With each of these circles, it's its own  
20 little pie chart, and the percentage that is  
21 family, that is school, that is after school,  
22 that is career, is going change as they move  
23 along. As they get married, get divorced, as  
24 they are heavily involved in school, as they  
25 join Boy Scouts or Girl Scouts.

1 If we realize these percentages are changing, then the amount  
2 of milestones that we have within them are also  
3 going to change, and we can be more specific  
4 about how we do this.

5 >>PARTICIPANT: I see it with  
6 your pie charts, that it's almost overlapping.  
7 I don't see this as discrete things. I don't  
8 see family discrete from career experience

9 discrete from high school. So I have a problem  
10 separating this way. If I start to see  
11 overlaps, then I have a better time with that.

12 >>MS. HELLERMAN: I don't know  
13 if we necessarily need a picture for the rest  
14 of this discussion. I just wanted to help us  
15 think a little more broadly. If we could  
16 include the rest of our conversation about how  
17 do we measure these things and what barriers  
18 exist. The one barrier that we've all  
19 recognized is that it's not linear.

20 >>PARTICIPANT: My first  
21 reaction to your cone was that it was upside  
22 down. What is happening there is we should be  
23 helping the kids focus. Then I realized, no,  
24 it's much better to give them all of the  
25 options in the world. Let's give them the  
1 maximum amount of tools in their tool box, so  
2 when an opportunity comes their way, they can  
3 adapt to unpredictable situations.

4 >>PARTICIPANT: I'm much more  
5 comfortable with that than with the linear.

6 >>MS. HELLERMAN: We need to  
7 look at these and say, "How might we measure  
8 any of these that exist, and what challenges  
9 exist?" We know it's hard to measure whether

10 someone feels safe, but let's talk about how we  
11 might measure it. After that, what barriers  
12 exist to all of this happening.

13 >>PARTICIPANT: To me, feeling  
14 safe is one of those things that runs through  
15 all of this. Because if someone doesn't feel  
16 safe, you're kind of at the bottom of your  
17 hierarchy. If you don't feel safe, you're not  
18 going to want to do anything. I don't know how  
19 you measure it particularly, because everybody  
20 has a different sense of safety. Just because  
21 we can't put the a number on it to say --  
22 however you're doing your milestones, like, by  
23 grade four you have to feel this safe.

24 For me, some of these are themes that run through it.

25 >>MS. HELLERMAN: Is everyone  
1 in agreement with that?

2 >>PARTICIPANTS: Yes.

3 >>MS. HELLERMAN: Let's look  
4 at these and say, "Which ones are the key  
5 ones? Which one touches every single one of  
6 these?" If I were to make a list, what are the  
7 key milestones?

8 >>PARTICIPANT: Feeling safe.

9 >>MS. HELLERMAN: Lynn  
10 suggested feeling safe as one.

11 >>PARTICIPANT: I don't know if

12 there is any on that list that I would say are  
13 not important.

14 >>PARTICIPANT: Because we said  
15 we were interested in every student, there are  
16 some kids for whom the family will not be in  
17 that core as much as we would like them to be.

18 I think we just have to be really careful  
19 because sometimes we all go to where we are,  
20 and there are lots of kids out there who we're  
21 asking a lot of.

22 >>PARTICIPANT: Maybe what  
23 really ought to be said is, until a child meets  
24 those milestones, through whatever method --  
25 family, community, even if a school has to do  
1 it -- he or she is not going to be successful in  
2 any form of schooling or life, until they -- I  
3 would say that is not a bad start to being the  
4 key milestones that have to be reached.

5 >>PARTICIPANT: To me, those are  
6 still the key milestones for the most part.  
7 Confidence to try, and I would just say and  
8 fail and to feel safe, all of those things.

9 >>PARTICIPANT: I was going to  
10 say, change family to support.

11 >>MS. HELLERMAN: Support  
12 networks?

13 >>PARTICIPANT: I would probably  
14 put support network above family. It gets that  
15 away from people thinking that it is only a  
16 family that could do that.

17 >>MS. HELLERMAN: What could  
18 we say if we were looking for a key milestone?  
19 Would we call it "development of a support  
20 network?" Or would we outline these specific  
21 things?

22 >>PARTICIPANT: Support networks  
23 that provide.

24 >>MS. HELLERMAN: Do they have  
25 to identify that? Do they have to pursue it?  
1 Do they have to been actively engaged in that?  
2 What is the milestone?

3 >>PARTICIPANT: I think the  
4 milestone is the realization. Because if you  
5 don't have that confidence, no one can give it  
6 to you. You now have it, which enables you to  
7 fail and learn. Like we said, you can't  
8 measure safety, but you know when you are in  
9 the presence of a child or an adult or teenager  
10 that feels safe. So I think it's more the  
11 realization of what is provided.

12 >>PARTICIPANT: Or the  
13 achievement of the support networks. In terms  
14 of a milestone, then it would be the

15 achievement of a support network that provides  
16 the confidence to try, safety, a system of  
17 rules, recognizing that power lies within, and  
18 realizing that you have support.

19 >>MS. HELLERMAN: I wrote this  
20 because I saw a lot of heads nodding. Are  
21 there words we want to pull from other things?  
22 I know in career experience we talked about  
23 culture. Is culture here or is that separate?

24 >>PARTICIPANT: I think those  
25 are pretty good. I think support networks can  
1 have different cultures, and still be valuable.

2 >>PARTICIPANT: I think what  
3 you're saying is really important. I think,  
4 historically, we've assumed it should be family,  
5 but if it isn't family, then the school has to  
6 pick it up. If we are a community embracing  
7 the value of everyone in our community, then we  
8 have to look at how to put the opportunity and  
9 responsibility across to the communities, not  
10 just in the school.

11 >>PARTICIPANT: To me, a lot of  
12 times, students or any of us as adults will  
13 find that from our peers. I watch a lot of  
14 Facebook. So I watch on Facebook my kids and  
15 their peers and the groups they form, and what

16 we do together in that space as a community  
17 that doesn't have any hierarchy that is normal  
18 in any sort of way. It's just out there, and  
19 you're pulling your support from where you can  
20 find it. I wouldn't take peers out of this. I  
21 think a support network allows peers to be in  
22 there.

23 >>MS. HELLERMAN: Are we just,  
24 in our brains, saying support network includes  
25 peers? Or do we want to specifically say it  
1 includes peers?

2 >>PARTICIPANT: I think it  
3 includes peers.

4 >>PARTICIPANT: The support  
5 network within your family, within school, you  
6 still may be able to find it somewhere because  
7 it lies within you.

8 >>PARTICIPANT: Recognizing that  
9 the spirit to achieve lies within.

10 >>PARTICIPANT: I like  
11 resilience. Resilience marks the person that  
12 can try and fail and come back.

13 >>PARTICIPANT: Personal  
14 resilience.

15 >>MS. HELLERMAN: So what  
16 would be another milestone? If we are going to  
17 say, "What would be our three key milestones

18 that we want to share with everyone else"

19 What would the other two be?

20 >>PARTICIPANT: Career

21 experience.

22 >>MS. HELLERMAN: What do we

23 want to pull out from there? What I got just

24 from you guys talking were exposure,

25 exploration, and experience.

1 >>PARTICIPANT: How about a

2 system in place? Tools and resources; those

3 are building blocks. Exposure at a certain

4 age. Then you add exploration, then you add

5 experience. Somewhat systematic.

6 >>MS. HELLERMAN: So system of

7 exposure, exploration, and experience?

8 >>PARTICIPANT: It's the system,

9 it's the culture of the school and the

10 community.

11 >>MS. HELLERMAN: It's an

12 identification of a culture, which provides

13 exposure, exploration, and experience.

14 >>PARTICIPANT: Continuum of

15 experience that includes --

16 >>PARTICIPANT: I would rather

17 have a system supported by culture than a

18 culture that develops a system.

19 >>PARTICIPANT: So, stated in  
20 terms of a milestone, is having the right  
21 experiences at the right time that provide  
22 exposure and different things?

23 >>MS. HELLERMAN: So, what do  
24 you guys want?

25 >>PARTICIPANT: Say that again.

1 >>PARTICIPANT: Having the right  
2 experiences at the right time that provides  
3 exposure --

4 >>PARTICIPANT: The milestone is  
5 having, at the right time, the exposure, the  
6 exploration, and the experience. The Three E's,  
7 as we are now calling them.

8 >>PARTICIPANT: How about  
9 successfully engaging a system of exploration,  
10 exposure, and experience?

11 >>PARTICIPANT: To me, it has to  
12 be a daily instruction of teaching and  
13 learning.

14 >>PARTICIPANT: I can go along  
15 with it, but I just know how schools work, and  
16 let me tell you, you can tell them whatever  
17 system you want, but until you start looking at  
18 the culture of the school and start changing  
19 the culture, the system is not going to --

20 >>PARTICIPANT: Schooling of

21 some sort would be the third milestone. You  
22 have a support network. You have to engage in  
23 a career. You have to engage in a system of  
24 exploration and experience. You must have  
25 schooling. Without currently defining what  
1 that schooling would be, you must have  
2 schooling as a milestone. Schools do and must  
3 exist.

4 >>MS. HELLERMAN: So

5 identification of goals and plan?

6 >>PARTICIPANT: What is the

7 milestone? If you don't put schooling as the

8 milestone, then what is the milestone?

9 >>MS. HELLERMAN: Through

10 schooling identification -- so it's through a

11 school or culture?

12 >>PARTICIPANT: Schooling as a

13 culture that identifies goals and plans,

14 identifies mentors, and provides experience

15 with failing and lessons learned, provides test

16 success celebrations.

17 >>MS. HELLERMAN: So what I

18 would suggest for the mentor is that almost

19 goes under here.

20 >>PARTICIPANT: It goes under

21 one and two. I took what you wrote and put it

22 in a diagram, and these really nicely overlap.

23 >>MS. HELLERMAN: Tell me what  
24 you guys like. What do you agree to have, for  
25 Lynn to speak on our behalf?

1 >>PARTICIPANT: Schooling is a  
2 system that provides a system of culture,  
3 identification of goals and plans,  
4 identification of mentors, failing and lessons  
5 learned.

6 >>MS. HELLERMAN: So you want  
7 all of those things? Is there a way to  
8 synthesize those a little bit?

9 >>PARTICIPANT: Forgive me, I'm  
10 not seeing how that's a milestone. I think  
11 it's great, but I see the first one as a  
12 milestone, and the other ones I'm just not  
13 seeing.

14 >>PARTICIPANT: How could people  
15 be successful in our society if they have a  
16 support network, and they don't engage in a  
17 system of career and they don't have schooling?  
18 How would those persons be successful?

19 They could be entrepreneurs and something really  
20 lucky could happen, but for the broad mass of  
21 us, we're going to have to have a support  
22 network to provide those things. We're going  
23 to have to have a system of careers that does

24 those things that we said, and most of us are  
25 going to go to school and engage in school  
1 culture. Those things are going to inner-lap,  
2 overlap, cross, and cross-section. It's going  
3 to give us what we need to be a successful  
4 person.

5 >>PARTICIPANT: I would just  
6 consider that perhaps this is where we need to  
7 really think about a system and culture that  
8 provides strategic opportunities that are  
9 embedded in the larger community and employer  
10 environment. And that maybe those specifics  
11 come as a sub-milestone as the declaration or  
12 definition of that, but they don't need to  
13 actually be in the milestone. I don't know.

14 I'm concerned that we only have three  
15 milestones, and we never mention employers,  
16 never mention community, we never mention the  
17 connection between the school and the community  
18 in which it lives. We're almost denying  
19 everything that we've said up to now. I am  
20 having a little problem with that.

21 >>PARTICIPANT: I see community  
22 in number one. I see community in number two  
23 in terms of employers, and I would like number  
24 three to stay within the school. I would like it as a milestone.

25 To me, I see a step forward  
1 when schools have, as part of their culture,  
2 the connection to the future and work for  
3 students. And they embed it in the curriculum,  
4 they embed it in what they teach their  
5 teachers, they embed it in the day-to-day life  
6 of a student, connects them to a plan for their  
7 future in career.

8 >>PARTICIPANT: To try and put  
9 on schools, the second one there, you're never  
10 going to build a system where a school -- you  
11 got two problems. One, a school is not going  
12 to provide all of the exposure to all of the  
13 possible careers. And two, if you magnet  
14 schooling -- I'm not criticizing those -- what you  
15 have to build into that is when the child  
16 halfway through that process says, "I don't  
17 like this. I want to try something else." So  
18 the more specific you make it towards a career  
19 or a path, like that within a school, the  
20 harder it is --

21 >>MS. HELLERMAN: Can we say,  
22 "Opportunity to successfully engage?" Then it  
23 takes out whether it happens at school, whether  
24 it happens after school, in your family  
25 environment.

1 >>PARTICIPANT: The milestone is

2 career experience.

3 >>PARTICIPANT: The key to the  
4 child's progression is to get through a system  
5 of schooling and culture that helps them get to  
6 whatever their career goals are. We've got to  
7 be careful about talking about in that process  
8 not leaving the flexibility for change. That  
9 is what I'm reacting to.

10 >>PARTICIPANT: And, Mark, I  
11 think the other thing to add to that, with what  
12 we know and what we heard again this morning,  
13 half of the careers that our kids may end up in  
14 don't exist yet. We have to be careful that  
15 we're not looking backwards. We're looking  
16 forward.

17 >>PARTICIPANT: It does not  
18 mention the schools as such. It says a system  
19 of career and employment. So whatever comes  
20 about, if we are fortunate enough to have as  
21 flexible system as we would like so as to  
22 provide students with exposure, experience, and  
23 exploration of those careers as they evolve.

24 As those careers evolve, that system of career  
25 and employment evolves. It doesn't necessarily  
1 take place only in school. We have schools  
2 suggested as pathways that can be taken, but

3 not necessarily the schools must be taken.

4 >>PARTICIPANT: We have schools,

5 appropriate partnerships of community

6 organizations, employers, and the community

7 culture.

8 >>MS. HELLERMAN: We have

9 talked really high-level. We haven't gotten

10 very specific, and right now I feel that we're

11 all trying to get very specific. So let's try

12 and stay at our high-level.

13 I agree with what you're saying. We mentioned they're some

14 specifics about where these opportunities can

15 take place, but perhaps for this we can just

16 say, "As a milestone, that students have the

17 opportunity to successfully engage in these

18 careers."

19 >>PARTICIPANT: I think it's

20 fine as it is. The one that is bugging me is

21 the bottom one, because at the moment, we

22 haven't got anything.

23 >>MS. HELLERMAN: So is

24 everyone okay with this one as a milestone?

25 >>PARTICIPANTS: Yes.

1 >>MS. HELLERMAN: Then the

2 schooling one, we have this support network.

3 So we have the career environment, and now we

4 have the school environment. What do we want

5 to say is a milestone? Something we want our  
6 students to achieve or to pass by or to know  
7 they are on this path?

8 >>PARTICIPANT: The school  
9 culture provides for every student -- provides  
10 the support and the tools for every student to  
11 identify and develop goals and a plan.

12 >>MS. HELLERMAN: Is this too  
13 much to ask of schools?

14 >>PARTICIPANT: The first and  
15 second are clearly -- the third one is really a  
16 community milestone; not an individual  
17 milestone.

18 >>PARTICIPANT: I would put  
19 under the school part that the environment  
20 specifically includes a part that relates to  
21 teachers and a part that relates to students.

22 >>MS. HELLERMAN: As a  
23 milestone?

24 >>PARTICIPANT: As a milestone.

25 >>PARTICIPANT: Don't forget  
1 leadership, too.

2 >>MS. HELLERMAN: But we only  
3 get three in our world of milestones. So we  
4 like these two, and we're looking for the third  
5 school one. What do we want to write in that

6 Powerpoint? The comment back is that that is  
7 a lot to ask for a school to do. And now we're  
8 asking for other things to happen on top of  
9 that.

10 >>PARTICIPANT: I just think  
11 it's a lot for a school to provide the  
12 environmental tools for every student to be  
13 safe. I don't think schools can do that. I  
14 think schools can identify goals and plans for  
15 students. We can provide ID of mentors and  
16 opportunities. We can celebrate successes.  
17 But to provide the success of every student?  
18 That's a tall order.

19 >>PARTICIPANT: I think we're  
20 trying to put the culture change back in the  
21 school. I would put the culture on the school,  
22 them having curriculum and tools on the school,  
23 but then I wouldn't end it and say, "You must  
24 assure that every kid is successful." I think  
25 all you can ask of the schools is to change  
1 their own behavior and what they demand of  
2 their adults in their building.

3 >>PARTICIPANT: As career  
4 experience, elementary, middle, and high  
5 school, the culture in the school has to  
6 change, but the school can't obtain it unless  
7 the broader culture of the community changes

8 too.

9 >>PARTICIPANT: That was in  
10 number two, we're talking about number three.

11 >>MS. HELLERMAN: Could it be  
12 that students identify school as a milestone?  
13 Students identify school which provides the  
14 tools and environment for them to --

15 >>PARTICIPANT: I don't just  
16 want a commitment from the school. I want to  
17 wake up five years from now, sooner if  
18 possible, and have education/schools be  
19 relevant for the students and for employers.  
20 That is the milestone for me. So how do I get  
21 there? I guess milestones along the way are  
22 that they radically design what goes on in that  
23 building during the day. So they redesign  
24 their curriculum to be relevant, and they're  
25 adding into the scarce time that they have.

1 Kids being guided through identification of  
2 goals and a plan for themselves. Those are  
3 things I want to see happen. Those are  
4 stepping stones along the way.

5 >>PARTICIPANT: You are only  
6 going to get that when you see business,  
7 community, and society at large provide the  
8 support for the school system to do that. And

9 right now, they don't do that. They think they  
10 do, but they don't do that.

11 >>MS. HELLERMAN: If I  
12 provided you with a fourth milestone that  
13 incorporated business and community, would that  
14 help --

15 >>PARTICIPANT: I didn't mean to  
16 cut you off. How about if we restructure it to  
17 say, "Community/culture led by the schools,  
18 that provides the environment and tools for  
19 students to succeed"? So we're saying we need  
20 the whole culture, but we're also acknowledging  
21 that schools are the ones that maybe need to  
22 drive it or be at the center of it.

23 >>PARTICIPANT: Who can change  
24 the curriculum of the school? It's not like  
25 the employers are going to come in tomorrow and  
1 change the math and science curriculum so it's  
2 relevant. Schools are -- how they want to  
3 change curriculum. Everything is incremented.

4 >>PARTICIPANT: There are many,  
5 many failures out there. The culture of  
6 politics, community, we have not had any  
7 conversation around at any level. In other  
8 words, what is not working and what is working  
9 in charter schools. The culture right now  
10 simply says, charter schools -- look at NCLB,

11 one of the restructuring is charterize the  
12 school. So charter school by itself is not the answer.

13 So this is part of what I'm trying to  
14 say. The broader thing, what has to happen for  
15 schools to be able to make some change, is for  
16 the larger society, and I'm including  
17 government, the community, the broader system,  
18 businesses from inside the system. What we're  
19 hearing is an awful lot of complaining and  
20 bashing, and not a lot of support to help us do  
21 -- we need the support to figure out how to do  
22 that.

23 >>PARTICIPANT: Can we back it  
24 up and have the milestone be, "Policy change  
25 that supports freedom to redesign curriculum to  
1 meet the needs of community and students"? If  
2 the problems -- if you're saying we're limited  
3 here --

4 >>PARTICIPANT: I'm not pushing  
5 other than the fact that I think it's beyond  
6 policy. There are broader cultural things.  
7 180 days, parents push back against that just  
8 as much as teachers do. They don't want their  
9 summers disrupted. It's not just policy. It's  
10 a broader, cultural societal change that has to  
11 happen for us to be able to redesign the school

12 system.

13 >>MS. HELLERMAN: I'm going to  
14 jump in here because we're quickly running out  
15 of time. I recognize that we have a couple  
16 different layers that we've looked at this  
17 from, from space, to 50,000, to the individual  
18 student. Thus far, we have some ones that are  
19 pretty general with respect to the community.  
20 And then the career/employment. And I think  
21 everyone is in agreement that we want something  
22 about school, something about that environment.  
23 Do you have a proposal for what we should have  
24 here?

25 >>PARTICIPANT: I don't know if  
1 I have all of the words. I'm trying to look at  
2 something like a strategic alliance between  
3 schools and community that authenticate the  
4 curriculum in an emerging career -- something  
5 that tries to respond to everything that is  
6 being said. If you say to the schools, "It's  
7 your job," then the schools also are the  
8 failure. If you say to the community, "It's  
9 your job," the schools are part of the  
10 community. So I thought of strategic alliance.  
11 To make sure the curriculum, as you say it,  
12 needs revamped. Really, what it needs is made  
13 authentic. It needs to be tied to the world.

14 >>PARTICIPANT: I'm trying to  
15 capture that. A responsive system (schools and  
16 employers) that sets and adjusts curriculum  
17 experiences to be relevant.

18 >>MS. HELLERMAN: Responsive  
19 system and partnership?

20 >>PARTICIPANT: Saying that it's  
21 a system, and it's inclusive of schools,  
22 employers, and others. What I heard you saying  
23 is the system should be relevant. It should be  
24 providing the skills and the information and  
25 the basis to be in that top quadrant so  
1 students can succeed.

2 >>PARTICIPANT: Maybe you should  
3 end it with, "Where: All kids have goals and a  
4 mentor" --

5 >>MS. HELLERMAN: I'm going  
6 push us to our next topic. What milestone  
7 should not be here? I think the question we  
8 should answer is, "What don't we want?" I'm  
9 sure this will be a quick one for us, it's not  
10 linear.

11 >>PARTICIPANTS: Yes.

12 >>PARTICIPANT: Age should not  
13 be a milestone.

14 >>PARTICIPANT: And "family" is

15 not a relevant term.

16 >>MS. HELLERMAN: Family is

17 broader than the traditional sense.

18 >>PARTICIPANT: Maybe it's just

19 me, but I have a broader view of high school

20 than just 9-12. Because I think that is where

21 we have a lot of failure, because the minute the

22 kid doesn't get there by 12, what do we do with

23 them? We say goodbye and there they go.

24 I think if we had a broader view in our strategic

25 alliance of what high school could be -- I'm not

1 saying what it is now, but what it could be -- to

2 offer more for students who don't make it in

3 the four years.

4 >>MS. HELLERMAN: It isn't

5 this block. It isn't linear.

6 >>PARTICIPANT: I think what we

7 need is a broader view of what we consider high

8 school, and I think it can really help for

9 students.

10 >>MS. HELLERMAN: Nonlinear

11 but broader view of all of these categories as

12 we look to reconstruct a picture. Is everyone

13 in agreement with that? I didn't want to put

14 words in your mouth, but just from listening.

15 >>PARTICIPANTS: Yes.

16 >>MS. HELLERMAN: The final

17 one is: What actions can we take to promote  
18 desired milestones?

19 >>PARTICIPANT: To me,  
20 curriculum, that is too limited. I think that  
21 comes after a broader -- and we're not sure if it  
22 is community level, state level, both, but  
23 there has to be a conversation about what we  
24 really expect. How are we going to allow  
25 schools to change or be changed to meet the  
1 expectations of today's society, and not the  
2 expectations they were built for? We've got to  
3 have some level where decisions can be made.  
4 So it's a more powerful process.

5 >>PARTICIPANT: I would say  
6 decisions made and barriers taken down that  
7 allow for effective mutual goals between  
8 schools and employers.

9 >>PARTICIPANT: I think public  
10 discourse can inform policy. We rarely have  
11 public discourse.

12 >>PARTICIPANT: I think schools  
13 are left to their own devices --

14 >>PARTICIPANT: The public has  
15 to decide what they value. And as they do  
16 that, they realize that certainly the school  
17 plays a role, but there are roles for other

18 public entities to play, and then you become a  
19 strategic alliance.

20 >>MS. HELLERMAN: Can I say,  
21 “Conversations/discussions where decisions are  
22 made and barriers are taken down, respect to  
23 the future of schools, cross-sector, public  
24 discourse” --

25 >>PARTICIPANT: Can't you write  
1 that it brings together employers?

2 >>MS. HELLERMAN: That's what  
3 I meant by cross-sector. That would be our  
4 number one action.

5 Is there a secondary action?

6 >>PARTICIPANT: What is the goal  
7 of that conversation? The goal of that  
8 conversation is to redesign the curriculum, to  
9 redesign the school's work experience.

10 >>MS. HELLERMAN: A timeline  
11 should be a part of that?

12 >>PARTICIPANT: Absolutely, I  
13 think a timeline should be part of that.

14 >>MS. HELLERMAN: Should we,  
15 then, as a second level, take that top bullet  
16 that you have and make it “the development of  
17 leadership in teachers”?

18 >>PARTICIPANT: I'm going to vote  
19 no, and here's why. That will be another one

20 that gets put on the list, and that is one that  
21 is easiest for the community at large to do.  
22 Everyone recognizes that it needs to be done to  
23 truly change schooling, and nobody really wants  
24 to do it because it's hard.

25 >>PARTICIPANT: It feels very  
1 nonspecific. Unless we put some teeth into it  
2 as to what we want to get out of it or what we  
3 want to happen, it's like we're coming out of  
4 here saying --

5 >>PARTICIPANT: I think that it  
6 may sound like a very large thing, and  
7 sometimes a little vague, but I think it's  
8 leadership. We need to have ways to remind our  
9 representatives at every level, from the  
10 President on down, that they do, in fact,  
11 represent the people. And that the people are  
12 very dissatisfied with the educational  
13 specifics and the outcome that we have, and  
14 that their job is to provide the resources to  
15 make these things better --

16 >>MS. HELLERMAN: Can we say,  
17 "Increase our advocacy levels"?

18 >>PARTICIPANT: Maybe it's  
19 leadership and accountability?

20 >>PARTICIPANT: What actions can

21 we take to promote desired milestones? And for  
22 us to create the environment for those  
23 milestones to be reached, this is what I  
24 believe has to take place first, so I think  
25 that is specific enough.

1 >>MS. HELLERMAN: Do we want  
2 to add one, "Holding leadership accountable"?  
3 "Increasing advocacy"?

4 >>PARTICIPANT: Much of this is  
5 policy. And it's changing policy up at the  
6 top, and funding the change. Schools will  
7 often act with what their policies are given to  
8 them.

9 >>PARTICIPANT: Here's the  
10 problem with that. If we stay and focus only  
11 on policy, the only ones that get involved in  
12 that conversation -- it won't be the students.

13 >>MS. HELLERMAN: I've got to  
14 jump in. Do we want increased advocacy on it  
15 or not?

16 >>PARTICIPANT: I want increased  
17 advocacy for funded changes in policy.

18 >>MS. HELLERMAN: The last  
19 little bit of this session was supposed to be  
20 how you guys can work together, and I know that  
21 is generally the best piece of the whole thing,  
22 but I appreciate the discussion that you had.

23       The passion in which you brought these things  
24       forward. I would just ask that if you saw  
25       people across the room, you met them in the  
1       circle, someone had a great idea that you want  
2       to talk about later, I'm sure that everyone has  
3       their business cards or a piece of paper that  
4       you can write your number on. I ask that you  
5       please do that. Forgive me for not allowing  
6       you the time to do it.

7       Thank you for a wonderful session. I hope that the remainder  
8       of the afternoon goes well. Good luck. Thank  
9       you.

10                (Applause.)

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12  
13  
14