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U.S. DEPARTMENT OF EDUCATION

WIA Community Conversation

Thursday, November 19, 2009

3:15 p.m.

Gaylord Opryland Resort & Convention Center

2800 Opryland Drive

Ryman Ballroom B

Nashville, Tennessee 37214

1 P R O C E E D I N G S

2 DR. DANN-MESSIER: We had a session this
3 morning that was truly incredible, and the feedback and
4 the discussion was very rich.

5 Because as you know, my name is Brenda Dann-
6 Messier, and I'm the Assistant Secretary for the Office
7 of Vocational and Adult Education at the United States
8 Department of Education. And I'm joined by my
9 colleague, Sharon Miller, who is the Director of the
10 Division of Vocational and Career and Technical
11 Education.

12 And we're hoping that WIA will be
13 reauthorized, the process will start next January. And
14 so, I've been at the job for 5 weeks, but it's very
15 important, since we really think it will be on a fast
16 track, for me to get out and to talk to folks in the
17 community how WIA works. Is it working? Where is it
18 not working? What are the challenges? So that we can
19 really hear from you as we begin to prepare.

20 We are talking about it internally as well,
21 but you know come the first of the year, once
22 healthcare passes, if it does pass, that WIA will be on
23 the fast track. So thank you very, very much for
24 coming and for sharing with us your insights today.

25 Just to give you a little bit of background,

1 I was -- for a long time worked at the Community
2 College of Rhode Island directing two TRIO programs,
3 which are educational opportunity programs for youth
4 and adults, that help low-income students go on to
5 postsecondary education.

6 From there, I went to work for the Clinton
7 administration. I was Secretary Richard Riley's
8 regional representative for Region I. Then I went to
9 Brown University and worked at an educational research
10 laboratory.

11 And for the last 10 years, I've been
12 president of Dorcas Place, which is an adult and family
13 learning center in Providence, Rhode Island, and who we
14 established career academies for our folks so they
15 could transition to work, establish career pathways,
16 sector-based training programs, and college preparatory
17 programs to really assist what many would have called
18 the hardest to serve to succeed.

19 And I find myself here at the United States
20 Department of Education, and because I'm a community
21 person, I understand that you really have most of the
22 information that really is very helpful to us. You are
23 on the ground. You're close to the participants. You
24 know, you see the obstacles. You see the barriers. So
25 I really can't thank you enough for taking time this

1 afternoon and sharing your insights with us.

2 In 1998, that was the last time that WIA was
3 reauthorized. And when WIA was reauthorized, the
4 unemployment rate was 4.5 percent. Our Federal budget
5 had a surplus, and the economy was [inaudible]. Well,
6 anyhow, things are dramatically different today. I
7 don't have to tell you.

8 In Nashville, the unemployment rate is 8.3
9 percent. In my home State of Rhode Island, it's 13.2
10 percent, and nationally, it's close to 10 percent. So
11 the act doesn't reflect our current financial crisis or
12 recession that we're in.

13 And so, this is an unprecedented opportunity.

14 I think an opportunity for us, a once-in-a-lifetime
15 opportunity to really rethink how we can best serve the
16 participant and the students who need to avail
17 themselves of a workforce system.

18 And so, I'm just going to tell you a few
19 ground rules, and then you won't hear too much from me,
20 other than I'm going to ask probing questions and maybe
21 ask some follow-up questions. But all I ask is that
22 you really be candid with us.

23 And this gentleman is our scribe, and the way
24 he does it is through a video. You will not be on
25 YouTube. Nobody will ever see this video.

1 [Laughter.]

2 DR. DANN-MESSIER: Nobody will see this video
3 -- unless you want to be. Nobody will see this video.

4 He does -- that's how they transcribe it for us.

5 And what we're going to do is we have an
6 email address wiaconversations@ed.gov. I'll give it to
7 you at the end also. And everybody and anybody can
8 comment on WIA, and your comments are going on this
9 email address. And at some point, we're going to hook
10 it up to our Web site. We haven't quite figured that
11 piece out yet. And you'll be able to see all the
12 comments that come in.

13 So this is really to share with the public,
14 whoever, the broader public, people who are interested
15 in our conversations. And we're not going to do any
16 kind of synthesis or analysis. Whatever is said is
17 said.

18 You do not have to identify yourself. Just
19 say what State you're from so that we can understand if
20 there are any geographic differences of opinion with
21 folks in the room here today.

22 But I just ask you to be candid, ask you to
23 really share with us what's working, what's not. And
24 when you talk about the challenges, if you have a
25 solution, we'd like to hear that as well because we

1 don't really want it to turn into a gripe session but
2 really want to think broadly about how we can improve
3 the system.

4 And then in the last half hour, I'm going to
5 ask you to dream and think boldly, how we could really
6 design a system that will really work for our students
7 and our placements. And so, again, I thank you for
8 your willingness to be able to share your thoughts.

9 One of the real joys that I had when I came
10 to the -- there are plenty of chairs over here. I
11 would have locked the door there because people may not
12 -- Sure, there are a couple of chairs right here, a
13 whole bunch.

14 One of, really, the pleasures I had when I
15 came to the department was that we have an outstanding
16 professional and dedicated staff, and really, it was a
17 joy for me to find these wonderful colleagues. And one
18 of them is Sharon Miller, and she is going to read to
19 you the general questions that we would like you to
20 respond to, but we're not restricting you to that. The
21 discussion can go wherever it needs to go for the
22 period of time that we're together.

23 So thank you very much. I know there are
24 lots of sessions you could have chosen to go, and the
25 fact that you would share with us your insights, your

1 experiences are wonderful.

2 And my friend in the back is saying, he's
3 lifting up his cell phone to say please turn them off.

4 Not even just -- last session, we said you could keep
5 them on vibrate, but it interferes, and we kept hearing
6 this weird noise as if aliens were listening, and we
7 weren't sure whether other bureaucracies were listening
8 into the discussion.

9 [Laughter.]

10 DR. DANN-MESSIER: But seriously, seriously,
11 thank you again. And I'll turn it over to Sharon to
12 read the questions and to remind you if you had not
13 seen the questions that we would like you to respond
14 to.

15 MS. MILLER: Thank you, Brenda.

16 And one other thing, we just want to make
17 sure that folks sign in. I see that two pages that are
18 started, but I know we need and --

19 Thank you very much.

20 So, again, Brenda said you do not need to
21 respond to these questions, but these are the general
22 types of questions that staff is looking for feedback
23 on.

24 What are the essential ingredients needed to
25 prepare young people under the age of 21 for success in

1 postsecondary education and training? What are the
2 challenges, and what are some of the innovative
3 solutions to these challenges?

4 What components of the Workforce Investment
5 Act legislation enable you to provide job opportunities
6 for young people? How can a reauthorized WIA promote
7 better alignment between education and the youth job
8 training system? What types of innovative approaches
9 might work?

10 DR. DANN-MESSIER: Good. Let's begin. The
11 system is working for you, for your students? Yes?
12 And just say where you're from, what State.

13 CO: Colorado.

14 DR. DANN-MESSIER: Okay. Thank you.

15 CO: Right outside of Denver.

16 I think the essential ingredients are
17 educators that want to be with the students that they
18 are teaching. Our district is going through monumental
19 changes right now, and we just went through -- we're
20 combining two, three [inaudible] high schools into one
21 high school, building a new building, and going
22 straight standards based, and we basically just won't
23 have a district.

24 Part of that process was to completely re-
25 face our administration last year, administrative team,

1 and rehire educators into the district. And it was a
2 very, very painful process, and we're still kind of
3 dealing with the PTSD of that process.

4 But one of the things that many of the
5 teachers didn't get was when we asked why do you want
6 to teach high schoolers or want to teach high school
7 was because we're doing some interesting things.
8 Demographics of our district has changed dramatically
9 over the last 10 to 15 years. And if the answer was
10 "I've been teaching here for 25 years, and that's why I
11 deserve this job," that was not the right answer.

12 Because the difference in student from 10
13 years ago, 25 years ago, to today is completely
14 different. And so, truly, educators that want to be
15 with the very emotional, messy kids that we have at
16 least in our school today I think is a key ingredient.

17 DR. DANN-MESSIER: Thank you.

18 AZ: I think one of the things --

19 DR. DANN-MESSIER: You're from Arizona?

20 AZ: Arizona. One of the things that we're
21 doing is -- I'm talking about postsecondary, okay? Is
22 we're integrating -- we have programs, and we have
23 general education programs. What we're doing is we're
24 integrating all the general education classes for
25 relevance. Every spring, we're going to take English.

1 They're not taking an English class, per se, as they
2 are designing it with the program they're in.

3 So if you're criminal justice, if they are
4 drafting, if they're graphic design, medical assistant,
5 everything in that English class is centered on their
6 program. If they write essays, they do activities,
7 they do assignments. We are not taking them away from
8 their program.

9 Speech class, even the algebra, we somehow
10 make work, psychology. Every single activity they do
11 all the way through all the general education classes
12 goes back to their basic program so they never leave
13 their program.

14 Their program managers give us assignments,
15 and they say, "Okay, we have a speech. What can you
16 give a speech on?" He gives a list of subjects. The
17 student has to choose some of those subjects. So our
18 students, the relevance is there. The rigor is there,
19 the relationship. They're excited.

20 DR. DANN-MESSIER: How did you prepare the
21 faculty for the shift?

22 AZ: Just strong-armed control.

23 [Laughter.]

24 AZ: "You're going to do it this way."

25 Well, we actually got a break because we got

1 a new accrediting body that said we have freedom. And
2 basically, we're defining it from scratch. "This is
3 the syllabus. These are your competencies." And I
4 have a fantastic staff at our student center, and we're
5 developing it from scratch. And it's taken time and
6 over the -- you know, we test it out and make sure it
7 works, but it's fantastic.

8 The 3 months we've been tracking them, and
9 our students that have taken our courses, our student
10 success class, which prepares them for college in note-
11 taking, essay writing, the whole thing, they have no
12 trouble in class. They're on time, and they're focused
13 on their programs.

14 Where we have others that came in right into
15 their program without taking our student success, we
16 know the trouble kids right away. I said, "They didn't
17 take our class." And they didn't.

18 DR. DANN-MESSIER: Thank you.

19 AZ2: I believe one of your questions you
20 said was essential ingredients to prepare students for
21 postsecondary? Does that capture that?

22 I think that one of the ingredients, it's not
23 the only ingredient, is that we have to have students
24 that are excited to learn. And they need to be there
25 because they know the relevancy. And I'm talking from

1 the secondary level, not the postsecondary level.

2 Students need to be there.

3 We know attendance rates. We don't want
4 dropout. We want good graduation rates. We would like
5 students to be excited to learn, and I think one of our
6 challenges is the fact that many of the States, and
7 especially in Arizona, and we increased the graduation
8 requirements of the core areas, increased in our
9 specific case, more science and 4 years of mathematics
10 and -- to graduate from high school.

11 With this increase of graduation
12 requirements, it's caused some additional challenges.
13 Of course, that limits the opportunities for students.

14 It also does not give students an opportunity to get
15 excited. So I mean, I'll give the cliché. Many
16 students come to CTE because that's what they want to
17 do. Some students that are at risk -- I'll just say
18 some -- will only go to their CTE class, and they may
19 not go to their core classes.

20 So we're limiting the opportunities for those
21 students to get excited to stay in school -- the reason
22 why they want to go to school, the reason why they want
23 to do something after, do some postsecondary education.

24 I think it's important that all of them realize that
25 there is postsecondary education in any career option

1 that they have.

2 But I think some of the solutions is that if
3 we can suggest that we have relevant core classes, the
4 speaker said it best in saying that in order to have
5 the academic or core, you need to be able to teach it
6 with relevance. And so, as to feed off of Carol's
7 example, if they're interested in engineering, it
8 should be engineering English, math, science, social
9 studies, or business, or whatever of the 16 national
10 career clusters. It should be applied within their
11 context so that they see the relevance in learning.

12 It should be a symbiotic relationship between
13 them, and that they shouldn't be saying, "Well, why am
14 I learning math in CTE?" Or, "Why am I learning this
15 in English?" Because there should be that reason of
16 "why am I learning this" should be very evident.

17 DR. DANN-MESSIER: And so, how are you
18 dealing with this increased graduation requirements?
19 So what's the impact on CTE?

20 AZ2: Well, quite frankly, at the same time
21 that they've increased in Arizona -- I don't know about
22 other States. I know I've heard of other States
23 increasing their graduation requirements. But there is
24 also a group of math teachers that got together and
25 increased the math standards. So a blatant example is

1 what we were teaching in algebra I in high school is
2 now being taught in 7th and 8th grade as pre-algebra.
3 And so, they've kicked up the math requirement.

4 So we're teaching at a higher level of math
5 within the State standards versus where they need it
6 for their career opportunity is not that high. How
7 it's impacting us is we're seeing that there is a high
8 failure rate. So it's limiting their options. So
9 they're going to have to retake algebra and geometry,
10 algebra II, in order for them to pass or to graduate.
11 So then that eliminates their elective opportunities.

12 Unfortunately, many CTE programs fall into
13 that elective area, and it's not a requirement for
14 graduation. And so, if they want to graduate from high
15 school, we're pulling their relevance out and we're
16 sticking in more of the same in there.

17 How we're handling it is not very graceful,
18 that we're seeing a train wreck coming in 4 years,
19 especially with this freshman class that has this
20 increased requirement. Our enrollments will probably
21 significantly decrease.

22 And also to add insult to injury is part of
23 this legislation, if you will, by the State board. It
24 said that CTE could count, but then we have a challenge
25 that our teachers are not considered highly qualified

1 teachers in math or science, so according to No Child
2 Left Behind or whatever the new title is going to be.

3 So now it's specifically math or science
4 teachers that can offer this, not engineering teachers
5 offering them the math they need or financial
6 education. Yes, I'm sorry?

7 WY: I'm from Wyoming, and one of the ways
8 that we're trying to begin to work on this problem --
9 we have absolutely the same problems, absolutely. But
10 career academies are sort of -- I know they're not new,
11 but they're new to Wyoming. And so, we're really
12 trying to get our core teachers to be interested in
13 joining with us in, say, we've got an energy academy.
14 We're starting a hospitality and tourism academy.
15 We're going to have an automotive technology academy
16 and that sort of thing.

17 And each of those will have four core
18 teachers, and those four core teachers then will focus
19 on whatever the career is. And they will -- they have
20 to follow the standards. I mean, they are going to
21 have to reach the State standards. They're going to
22 have to take the Wyoming standards into consideration
23 and also our district standards.

24 And I have to tell you that that is the
25 career tech teachers are so very open to career

1 academies. They love the whole idea about it. But to
2 convince core teachers that they need to do something
3 that they're not really comfortable doing, you know?
4 And it's not their fault because they were not taught
5 that way. They were taught to go into a classroom,
6 close the door, and teach a subject. They were not
7 taught to teach students.

8 And so, what we're doing to try to combat
9 that a little bit is to take core teachers with us to
10 visit successful career academies all over the place.
11 So we're taking them to Florida. We're taking them to
12 California. You know, we just got back from New York.

13 But you have to let these people see that
14 they can teach in another way. It's not the "what."
15 You still have to teach the "what." You just teach it
16 a different way. It's the "how" that you have to
17 change.

18 DR. DANN-MESSIER: Next one. Go ahead, sir.

19 VA: I think, too, with respect to as an
20 ingredient, all of our teachers are very -- they're
21 very much into their content. They chose the content
22 that they're in because of the fact that they enjoy it
23 and because of the fact that they gain something from
24 it. And 9 chances out of 10, while they were a student
25 in high school made the decision, "Oh, I'm going to go

1 to college because I love this stuff."

2 But I'm on a committee in my district. I'm
3 in Virginia, by the way. And my principal asked me to
4 be on a committee in our district to look at our
5 teacher assessment tool. It's been 20 years that
6 they've been using the same evaluation form for
7 teachers. It was created and adopted in '88. They
8 looked at it in '91, and that was about it. So we're
9 looking at it, and what surprised me was that there was
10 all this material on the instructional presentation,
11 but only this much on classroom management.

12 I think we need to have a stronger emphasis
13 not on teaching the material. Because you get teachers
14 who know the content and they know what it is they're
15 supposed to teach. But conducting themselves in a
16 classroom with 20 kids, "What do I do when and if these
17 5 kids are done, and I've got 15 left?" Handling that
18 and managing that is a huge piece that we are and have
19 been missing, I think, across the board CTE -- correct
20 me if I'm wrong.

21 But I think it's something we really need to
22 address, teaching teachers how to be teachers because
23 student teaching methods is not enough. Student
24 teaching as a practice, getting up in front of a
25 classroom of kids is not true classroom management. It

1 is an admittedly a rehearsed thing.

2 I can get up in front of people and speak and
3 I could give information, but can I manage a classroom
4 of students with the different learning ability levels,
5 different talents, different abilities of achievement?

6 So I think we need to address that piece.

7 FEMALE SPEAKER: Another thing --

8 DR. DANN-MESSIER: Can I ask people who
9 haven't spoken yet to have a chance to go around, and
10 then we can get people a second and third time, if
11 that's okay? Thank you.

12 SD: I just want -- from South Dakota. I
13 just wanted to piggyback on the fact -- and maybe it's
14 just us, we're slower. But we have people in our
15 colleges and universities teaching the methods classes
16 who haven't been in the classroom forever. And so, no,
17 they don't know how to handle these kids.

18 VA: They're going to have to teach what they
19 haven't done.

20 SD: Exactly. I mean, they have not a clue.
21 But as I said, maybe it's just our State.

22 FEMALE SPEAKER: No.

23 [Laughter.]

24 VA2: Well, and at least you have teachers
25 that are going through teacher preparation programs.

1 In Virginia, in the county that I am in, of
2 the 50 teachers that I've hired in business ed over the
3 last 5 years, I probably have had 3 that were not
4 provisional teachers and come to it in a different --
5 we don't have teacher prep programs. My people are
6 coming from industry, and they love their subject
7 matter, and they are so content-knowledge. But you put
8 them in a classroom with 30 kids, and they have no idea
9 what to do.

10 And one of the ways that our county has
11 addressed that is they've started what we call a Great
12 Beginnings program at new teacher institute, and they
13 bring the teachers in across the board a week before,
14 and they go through a boot camp, basically. And they
15 talk about classroom management, using Rick Smith, and
16 they talk about everything that you need to know.

17 They go into a classroom. They set up a
18 lesson for the first day, and then they meet once a
19 month through the year. And that has helped some, but
20 they still have that, I think, is a huge problem that
21 they do not have that preparation. And they flounder,
22 and they just flounder until it clicks about 3 to 5
23 years down the road. So it's a huge problem with
24 teacher prep.

25 FL: I wanted to speak to some things that

1 have been said here so eloquently. I'm from Florida,
2 and we have many of the same challenges. We raised our
3 graduation standards, and so fewer students had room in
4 their schedules for CTE classes, and we lost a lot of
5 CTE teachers. At the same time, they mandated career
6 academies. So we sort of had a catch-22.

7 But one of the nice things that we have found
8 and we didn't go into it with this in mind, but one of
9 the nice things that we found that has resulted from
10 this is that over 80 percent of the students in our AP
11 classes, our advanced placement classes, are CTE
12 students over the counties. And I think that that has
13 happened because one of the approaches that we've taken
14 is much like what you were talking about in that we've
15 formed professional learning communities between those
16 AP academic teachers and CTE teachers so that the AP
17 classes are relevant as well as having high academic
18 standards.

19 DR. DANN-MESSIER: That's great. Yes,
20 please?

21 FEMALE SPEAKER: I'm [inaudible] so I'm not
22 from a State. But one of the things that I've seen
23 when we're talking about the implementation of WIA
24 youth programs is just a couple of things to think
25 about and in the legislation is this siloing of

1 education and job training as though they were two
2 different systems.

3 And although most people think about -- okay,
4 what I've heard all of you talk about is what's
5 happening in the education system and in your
6 classrooms, and those are really important things
7 because, many times, these young people are getting
8 their job training through the career tech ed system.
9 But the current technical education system isn't
10 necessarily recognized as the job training provider.
11 There are a lot of community-based organizations that
12 are doing that kind of work, and there is not
13 necessarily a really good connection between the two
14 systems.

15 The other thing I'm hearing, too, is this
16 whole issue around professional development, and I have
17 to go back and read WIA, but I doubt those words show
18 up very often in that legislation anywhere. And that
19 comes -- I mean, even from the point where you've got
20 people in One-Stops who might be working with out-of-
21 school youth, who have even less knowledge about how to
22 deal with students with really high-risk problems.

23 So I think there are common things that are
24 coming through this that to me are very education
25 driven but don't necessarily show up in the Workforce

1 Investment Act currently. And those may be areas in
2 which some emphasis really needs to happen. Yes, and
3 so that was just something I was picking up on and
4 wanted to --

5 DR. DANN-MESSIER: Thank you.

6 OK: Coming in a little late, I don't want to
7 repeat.

8 DR. DANN-MESSIER: You're fine.

9 OK: One of the things when we implemented
10 WIA --

11 DR. DANN-MESSIER: Where are you from?

12 OK: Oklahoma.

13 DR. DANN-MESSIER: Okay. Thank you.

14 OK: And the Department of Human Services was
15 not considered a core partner. So they wanted to be a
16 part of the One-Stops, and so they provided some funds
17 to the workforce -- I'm sorry.

18 MALE SPEAKER: We're still having phone
19 problems. I think maybe some of the people that came
20 in late may not have their phones turned off.

21 OK: I'm sorry.

22 DR. DANN-MESSIER: That's okay.

23 OK: Anyway, the WIA folks and the Department
24 of Human Services -- and I was on the panel. I
25 represented the department for tech ed. We went around

1 the States, and we were asking the question what works
2 and what doesn't work? And in pockets of the State, it
3 worked really well. They had a strong partnership. In
4 other pockets of the State, it did not work very well.

5 They might say in the room things were going
6 great, but we had them fill out an information sheet.
7 And in the information sheet, they would articulate
8 problems. Then when we go away from the big room and
9 in the hallway, we would be approached and they would
10 tell us detailed problems.

11 So there seems to be in that law a lot of, in
12 general, you go do this without specific how to do it,
13 and you're saying locals have control. But there is
14 minimal guidance on what and how to do that. And so,
15 they were spending so much time on organization. And
16 they invited business partners in, and the business
17 partners were frustrated because they didn't have
18 enough time to spend with those boards. So everybody
19 was leaving, going this is just too terribly hard.

20 And so, if I'm a company person, I'm going to
21 go back to my company and focus on my bottom line when
22 the whole thought process behind WIA was how to include
23 them. So as you think about legislation in the future,
24 it needs to be more defined what is expected of our
25 partnership and not so much left to interpretation

1 because some were able to take that interpretation
2 broadly, do a lot of great things. But others were
3 very restrictive, and they used the law in a narrow
4 fashion and they were less likely to form partnerships.

5 So there are just a lot of questions with the
6 way that was originally put out there and caused some
7 confusion, and some of the parts of the WIA areas in
8 Oklahoma still do not operate to the maximum that they
9 could have operated.

10 DR. DANN-MESSIER: Thank you.

11 AZ2: I would like to piggyback a little bit
12 off of what you were saying, and then someone had
13 mentioned the siloing. I think some of these common
14 that we're seeing is because of the siloing within
15 education. And CTE, I know that within our district in
16 Arizona, we have a whole CTE program model -- rigorous
17 classroom instruction, relevant laboratory and hands-on
18 instruction, work-based learning, leadership through
19 CTSOs with our partnerships, and academic integration.

20 And so, those are the six main elements
21 within the total CTE program. Work-based learning is a
22 capstone with all of our CTE programs, and there are
23 various forms of work-based learning -- internships,
24 cooperative learning, clinicals. We can't do it
25 without our partnerships, but we're not able to get our

1 students to that capstone experience if they haven't
2 gone through some of the prerequisites.

3 I love the academy idea. We're starting
4 within our district. We have some academies with the
5 names, but they're not actual partnerships with
6 English, math, science, and social studies. It might
7 just be like English and business, math and information
8 technology. But we want true academies.

9 So I see the work-based learning of what
10 you're saying for this, but we need to be able to get
11 our kids there. Your professional learning communities
12 and teacher training, the instrument you had mentioned,
13 we see that as well, that many of the teacher
14 instruments are based on Madeline Hunter's
15 interpretation of instruction. And what we're not
16 measuring is student learning.

17 And we're using a tool within CTE, and it's
18 not a punishment tool, I guess you could say. It's not
19 an evaluation instrument. It's part of our data to
20 show where we are on Marzano's progression of thought.

21 In other words, where students are. What are students
22 doing when we walk into the classrooms?

23 And that's been the biggest change in the
24 last 2 years when administrators have gone through
25 training -- not to be using Madeline Hunter's. When

1 you pop in, what are the students doing? What are you
2 engaged in? What's the purpose or objective of this
3 lesson? And you'll find out if it's knowledge
4 retrieval, comprehension, analysis, or knowledge
5 utilization.

6 But that is a very big challenge because
7 that's part of the traditional and siloing. And I
8 think silo is a wonderful word because I'm seeing that
9 throughout all these issues that we're seeing.

10 DR. DANN-MESSIER: The one -- yes? Go ahead.

11 MN: I come from Minnesota, but I spent the
12 longest years of my life in California from 1997 until
13 1999.

14 But in Minnesota, we have about 850,000
15 students in our public schools. That number has been
16 very stable over the last 15 years. What has changed
17 is the demographic of who is in our public schools. We
18 now have a huge speakers of other languages population.

19 So we're serving a very different population. And our
20 demographics have changed such that we're starting to
21 look a lot more like the rest of the country, and we
22 started to track enrollment in alternative education in
23 the 1980s with a few hundred students.

24 Minnesota is approaching 220,000 students in
25 alternative education. So what I think I'm saying is

1 that -- what I know I'm saying is that school the way
2 we did it isn't working for a lot of kids. And I think
3 today's student is going to be much less patient about
4 going through a system that doesn't work for them than
5 students in previous times.

6 And if you mix the language and poverty
7 statistics in, there are some real connecting points
8 with CTE for student engagement, and to hit the
9 language issue head on as a family structure and teach
10 everybody the language so that as you move ahead, the
11 schools are able to communicate with the families.
12 Because if a student is learning English, the family
13 isn't, you're really not going to have connection with
14 the school. So that's what I wanted to say.

15 DR. DANN-MESSIER: Thank you. Yes?

16 CO: There are a couple of things. The non-
17 native speakers, that's a huge issue for us as well.
18 What we're finding is that when students come into the
19 United States on their father's visa, and particularly
20 the father's visa, and they've lived in our school
21 district from the time -- and they've been educated
22 completely, kindergarten through graduation. And they
23 have no postsecondary options because they don't have
24 their own visa.

25 It absolutely breeds discontent and sadness,

1 and, "Why am I going to do this because I have nowhere
2 to go? I can't go back to my home country. I have
3 nowhere in my home country to go to."

4 One of the things that we started to talk
5 about is figuring out a way in Colorado to do some
6 legislation where a student that is on a career path
7 that has been in the United States, and they graduate
8 and they can show that they're going to do some
9 postsecondary something, very similar to maybe joining
10 the military, they could fast track on their own visa
11 and residency so that they don't have to apply for
12 themselves.

13 I think that's one of the biggest disconnects
14 that we have with kids --

15 DR. DANN-MESSIER: That's passed already, or
16 you're hoping to pass the bill?

17 CO: No. It's one of the conversations we're
18 starting, and it's like an "a-ha." You know, they have
19 to show that they're going to be productive members of
20 our society, that they want to live in our country.
21 They've been raised in our country. They have nothing
22 else to go back to. So there is that give and take.

23 The other thing that I think is a legislative
24 lesson -- at the legislative level when we're looking
25 at the standards in CTE classes, right now, we're going

1 in our district 100 percent proficiency. We've been
2 working with [inaudible] for the last 2 years where
3 students -- we don't have ready levels and we're
4 instituting that.

5 It's 10 levels starting from kindergarten all
6 the way through. And so, those academic standards and
7 those benchmarks, I think, will help our CTE classes
8 because we can show that when we're teaching math in a
9 horticulture class, oh, it's not, oh, just those dumb
10 kids are learning math. We can say we are meeting the
11 same algebra standards.

12 And so, where the students are proving their
13 proficiency, whether it be in an entrepreneurship class
14 and they're getting their economics graduation
15 standards in economics, as long as we have the same
16 assessments. And we're in the process of doing that
17 cross-walking, where they show a proficiency, if it's
18 on the same assessments, they get that graduation
19 credit.

20 But for colleges, when you see business math,
21 they think it's dumbed down. And so, somehow we have
22 to have the colleges and postsecondaries say, okay,
23 let's look at how we name classes. Let's look at how
24 we look at these proficiencies, and so the kids get
25 absolute credit for that.

1 And tying back to the academy, we're looking
2 at academies. We had this conversation this morning.
3 How are we going to teach calculus on our business
4 academy? We shouldn't be teaching calculus on our
5 business academy. If a child in a business academy
6 wants to take calculus, they can go to the STEM
7 academy.

8 We should be teaching statistics and
9 accounting and higher-level math that is more relevant
10 to that line of work versus expecting them to be
11 teaching that. So those are just some ideas that we're
12 trying to implement in our school district. But the
13 integration of this is one of those things.

14 MALE SPEAKER: I have two things. One of the
15 problems is the high State testing. When you have
16 students that having a hard time with the testing, they
17 can't see the relevance in it. They'll pull them out
18 of our classes and give them two math classes.

19 It's not that they need more. What they need
20 is better, but they don't see that. So they're not
21 going to pass the testing and increase the dropout
22 rate.

23 The other thing is, and I've been hearing it
24 a little bit, we need to look at why are we educating
25 students in the first place? We have to rethink

1 education. And the bottom line is we're training them
2 to go get a job from day one. And when you talk about
3 the academies, it's so they can go into a career. Why
4 do they go to college? It's so they can learn a
5 specific field to go out into.

6 So, basically, all education is training for
7 a job, and they need to look at that. When they're in
8 an academy and the English that we're doing relates to
9 history that they're learning, and they're applying
10 that into an economics class. So they're learning how
11 to write reports that if they go into those fields,
12 they'll know how to do it, you know, if they're going
13 into nursing.

14 So I think what we do a lot of times is we're
15 putting band-aids on different things, where really we
16 have to look at education as a whole from kindergarten
17 all the way up to postsecondary. And why are we
18 teaching is for them to get a job. So they can be a
19 productive person in society. So they can contribute
20 by paying taxes. But that's the bottom line is go get
21 a job.

22 OK: I was just going to add about the fact
23 that DHS or Health and Human Services was not a core
24 partner. They need to be. By the way, Temporary
25 Assistance for Needy Families, they have such strict

1 work activity requirements that it's almost prohibitive
2 to go through vocational training, and that's the term
3 they use in their law.

4 So we need to work on that particular law to
5 get rid of those restrictive work activities so that
6 when we can unite with WIA and other -- and the Carl
7 Perkins that we can do so by the plan which is best for
8 the student, not some judgmental bureaucrat 20 hours of
9 this and 10 hours of that.

10 And that is an actual block to the people of
11 most need, and these are the people that could apply
12 for a Pell, but they can't go to college or to a
13 technology center based on the fact that the structure
14 of the tech center might be a half day. And that's not
15 going to be a complete 20 hours. It's only 15. And
16 you could just absolutely cause chaos in the States
17 with that particular law.

18 CO: Yes, we have -- well, that's because our
19 classes are 15 hours a week. And we are talking about
20 that, too, with a lot of things we're doing. But for
21 instance, we'll bring in 50 to 60 new students every
22 month into our program. Ten of those will be in the
23 diploma because they don't have their GED.

24 So now we have started a GED program to help
25 all of them get their GEDs so they get their

1 associate's degree. And we give them the TABE test and
2 come to find out maybe they're a little low in math,
3 but they're really not that bad. And basically, "Why
4 didn't you stay?" And all these guys are saying the
5 same thing. "I've had enough of the math. I've had
6 enough of irrelevancy. I've had enough of everything."

7 And so, they're just dropping out, but they
8 have to do a career. So there you go.

9 FL: I just want to emphasize a point that
10 you made about the work activities and those kinds of
11 things. I supervise four totally adult technical
12 centers in Tampa, and we have probably an enrollment of
13 about 6,000 among the four centers. And they are full
14 time. Many of our students are sponsored through the
15 Workforce Investment Act as far as paying their tuition
16 and so forth is concerned.

17 But because of some of those requirements,
18 there are many days when those students cannot come to
19 school because they're required to attend a workshop or
20 a meeting at the One-Stop.

21 DR. DANN-MESSIER: To complete their work
22 activity?

23 FL: Yes. Yes. And so, they are missing out
24 on class activities during those days because we can't
25 stop school, you know, for a few students out of class.

1 DR. DANN-MESSIER: And have you talked to the
2 folks from DHS about that?

3 FL: So we've talked to our local workforce
4 board about that, and they've cut it down to a minimum.
5 But they still feel that they have to meet the letter
6 of the law, and so it's not cut out completely. So
7 that's still an issue.

8 OK: Because the department -- their Federal
9 law triggers money to States based on the work
10 activity. So if they don't meet the work activities,
11 then they don't get the funds flowing to the States.
12 So it's a money issue for them. It's nothing to do
13 with the fact that those people would let me get rid of
14 the work activities, too. But they are trying to meet
15 the letter of the law, and it's causing problems.

16 What happened earlier was they coded a lot of
17 things that should have been coded vocational, job
18 readiness. And so, when their reports came in and they
19 were looking at their reauthorization, they said, "Oh,
20 there's too much going on. They're not getting quality
21 work activity." So they restricted it, and they did it
22 by number of hours per week.

23 But it wasn't a reasonable way of doing it
24 for students with a plan of study. And so, that's the
25 problem is that they didn't really -- we had to do some

1 really fancy maneuvering so that we could provide the
2 work activities and get the students eligible for Pell
3 so that they could go to school. And it's just -- it's
4 a barrier.

5 WY2: I'm from Wyoming, and I did a training
6 with one of our companies. They had nine people that
7 passed the drug test, and so I trained them how to
8 weld.

9 And they set it up as they paid them to come
10 to class, and we treated it just like a job. They
11 showed up at 5:30 every morning, and we went until 4
12 o'clock. And we had 3 weeks in the classroom, and then
13 I went with them to the shop for 3 weeks.

14 And out of those nine, I think four are still
15 welding in the shop. But the others went on to doing
16 other things for the company as far as delivering
17 parts, taking care of that end. They understand how --
18 the flow of that.

19 But that's how this company, in our State, I
20 mean, it worked out great. We have all these people
21 employed and all trained, and I mean, we didn't step on
22 anybody's toes. They're paying taxes. I mean, the
23 money that was spent on them to go to school is back in
24 the economy.

25 DR. DANN-MESSIER: That's a good model.

1 WY2: And that was one way we got around it
2 because it's hard to have people, and I've done this
3 for other companies, where they work all day and then
4 go to classes. So they're really resentful because
5 they don't -- they work all day. And we treated it as
6 a job, and they were showing up. And I mean, I kept
7 their timecards and everything, and they enjoyed being
8 there. And very seldom did anybody miss, and we had a
9 wide variety.

10 I had one person that had been in prison for
11 15 years. Another person was a chef. Four students
12 were home schooled, never had a vocational class. I
13 had one female. I mean, it was a wide assortment, and
14 it all worked out.

15 DR. DANN-MESSIER: The gentleman --

16 VA: I just wanted to see what people here
17 were secondary and which ones were postsecondary
18 because --

19 [Show of hands.]

20 VA: Okay, and the rest are post? Pretty
21 even split.

22 DR. DANN-MESSIER: We haven't heard from some
23 folks. Do you want to close? You haven't said
24 anything. Would you like to say something about what's
25 working, what's not? What are the challenges facing

1 your students?

2 CA: Well, I live in northern California.
3 It's very rural, and so WIA, it comes from a region,
4 okay? And it is too far for any of our students to
5 participate in any work or activities.

6 Transportation is a big issue. Even to get
7 our students to go into, say, to the major city in our
8 county is a 45-minute trip. And so --

9 DR. DANN-MESSIER: So how do folks get
10 served?

11 CA: They don't.

12 OK2. I'm from Oklahoma, and I'll second
13 [inaudible].

14 DR. DANN-MESSIER: Thank you.

15 MI: I'm from Michigan, and we face the same
16 challenges with an increase in graduation standards.

17 And a lot of that -- a lot of our challenges
18 as well is getting CTE teachers certified. We have in
19 agriculture in particular, there is only one university
20 that you can attend to get certification. And so,
21 we're facing challenges even of a shortage of teachers
22 and qualified teachers to fill programs because there
23 is not -- there is only one spot for them to go. And
24 quite frankly, with the budget crisis, that's shrinking
25 as well.

1 And so, we don't know where the future of
2 that program is going to be. And so, we're facing a
3 whole new set of challenges. But with the increase in
4 graduation standards, a lot of what you have said, I
5 mean, that's right there in our State as well.

6 GA: Well, I'm from Georgia.

7 DR. DANN-MESSIER: Georgia, okay.

8 GA: What he was saying of every time there's
9 a remediation. There is additional help. Maybe they
10 need more math, they pull them out of their elective,
11 their CTAE classes like they're not important. They
12 say, "Well, they can make that up," or, "You can just
13 give them a grade and go on." They don't see the
14 importance of CTAE, how it does affect graduation rate,
15 how the relevance is there that is helping the academic
16 side.

17 So it's just an uphill battle all the time to
18 monitor programs and to promote the kids, get them into
19 good programs, and get them out in the community
20 working.

21 VA: I know one of the things we're working
22 on in Virginia is to gather some data about the
23 economic contribution of our CTE students from the
24 secondary level as well as postsecondary. We're
25 looking at gathering that data to see, you know, the

1 graduating class, for instance, of say 2003. Of those
2 completers, what economic position do they have right
3 now? What jobs are they enrolled in? How are they
4 contributing back to the State of Virginia economically
5 in their line of work, whether or not they're self-
6 employed in the same line of work that they took as a
7 student?

8 So we're looking at gathering that data to be
9 able to share that, you know, all the way down to the
10 district level, we hope, with respect to being able to
11 share that with our stakeholders. So they can actually
12 see numbers of just what it means and the amount of
13 influence that all of CTE across the board, high school
14 and/or secondary, the effect it has upon local
15 communities.

16 DR. DANN-MESSIER: Talk to me a little bit
17 about the summer work program for youth in your
18 communities. Do you tie it to your educational
19 programs? Do you have a partnership? Are those
20 experiences relevant?

21 FEMALE SPEAKER: This is not very profound,
22 but it's just one of the things that we have found with
23 both the summer youth program and the youth program in
24 general, and that is that it seems to be very difficult
25 to identify the students. You know, in high school --

1 DR. DANN-MESSIER: What do you mean?

2 FEMALE SPEAKER: The students don't like to -
3 - well, there is a lot of criteria that the students
4 have to meet in order for them to --

5 DR. DANN-MESSIER: Oh, to get --

6 FEMALE SPEAKER: Right. And so, in high
7 school, they don't sign up for free and reduced lunch
8 because that's a social stigma.

9 DR. DANN-MESSIER: Well, there's a stigma
10 also with the youth employment program.

11 FEMALE SPEAKER: Right. Right, and so it
12 seems -- you know, we have an advisory committee, and
13 the people from the employment services are part of our
14 advisory committee. And every single time we have a
15 meeting they talk about how wonderful it is that
16 they're having these programs, and they're going to all
17 of our schools and all that kind of stuff.

18 But then we've got four or five students that
19 are working. The rest of them are we don't know where
20 they are. We don't know who they are. So that just
21 seems to be a little -- a bit of an obstacle for us.

22 CO: We have an explorer program or an
23 experience 9-to-5 program that we've developed. We're
24 in the third year of it, where we have a consortium of
25 businesses, the Adams County Education Consortium,

1 where they put together experiential learning
2 opportunities. And for the first year, they worked
3 with only the school principals and the school
4 counselors, the superintendents and the principals and
5 the counselors. And the [inaudible] sat on the council
6 on this.

7 So what we have done this year was we worked
8 with our advisory and ad ed teachers and all of our CTE
9 teachers so that it delved down into the classroom.
10 And so, it wasn't -- we tried to do it through advisory
11 and ad ed because that's part of the curriculum anyway,
12 and the CTE teachers saw that we got that relevancy
13 piece, and we tripled our participation in this
14 program.

15 So I think not to add more to teachers'
16 plates, but this is one place where somehow delving
17 down deeper into the classroom and not leaving it at
18 the school counselor and the school administration
19 level might be a way to get out there. Because that's
20 the same thing with our workforce center. The kids
21 that the CTE teachers and the ad ed teachers that talk
22 to the students about the workforce opportunities in
23 the summertime were involved.

24 If it was up to the counselors, you'd have to
25 see 400, 500 kids on a regular basis, and it was just

1 too much.

2 SD: But it still -- I agree with Lynn. As
3 far as the students, that there are so many steps and
4 so many levels that how do you get these kids who
5 really need it and want to take advantage of it, but
6 can't, you know, because it becomes so stringent. And
7 sometimes you just wonder. I mean, were they up past 2
8 o'clock when they made this bill out that this was --
9 welcome to the real world here, you know? Were you
10 really wanting to help kids? Because you're not.

11 And while I have your attention, I did want
12 to piggyback on her comment as far as the certification
13 of teachers because in our State, we only can -- as far
14 as our CTE, it's [inaudible] and business. Isn't that
15 it?

16 SD2: They determined the required teacher
17 prep.

18 SD: Yes. So many more of our teachers are
19 coming from business and industry, and how do we get
20 them --

21 SD2: As a State, we've moved from a system
22 where pretty much every area required a traditional
23 teacher prep program to we recognized that we had some
24 strong teacher prep programs, but the requirements
25 remained a bit stronger where we have teachers still

1 coming to us from traditional prep programs.

2 But in the areas where there simply were no
3 programs or no teachers or three teachers in those
4 programs, we had to modify requirements and strike some
5 hard balances between enough preparation and enough
6 content knowledge in getting physical people to be
7 employed.

8 DR. DANN-MESSIER: And so, was the quality
9 good?

10 SD2: I think somebody else said that the
11 technical skill. I would agree that in many cases the
12 technical skills are good, but keeping them beyond a
13 couple of years is often very difficult.

14 SD: They struggle with teacher retention.
15 The teacher retention is hard because they struggle so
16 much in the first few years. They're exhausted at the
17 end of it, and then they can make more money doing what
18 they were doing initially. So they go back.

19 AZ: They think that the teaching, that the
20 kids are going to, you know, "Oh, this is the greatest
21 thing since sliced bread."

22 [Laughter.]

23 DR. DANN-MESSIER: "They're not getting what
24 I told them."

25 [Laughter.]

1 AZ: "I don't understand why they don't get
2 it. What's wrong with these kids?" That's the hard
3 part.

4 AZ2: And that's the reason why my position
5 was created.

6 DR. DANN-MESSIER: What is your position?

7 AZ2: I'm actually a CTE instructional
8 specialist. And I came from the classroom after
9 teaching, and personally, my track, I went from
10 business and industry. Second, teaching was after the
11 fact. But I taught for 9 years. I was recognized by
12 this association even for teaching.

13 But then they created CTE instructional
14 specialist, and I work with this year 25 teachers that
15 come from business and industry into education. I
16 teach them the ropes. We have one-on-one meetings. We
17 have the whole week training. Someone said a week
18 training beforehand.

19 Then I meet with them one-on-one. I'm not
20 their evaluator, but I'm there to help them succeed.
21 And I'm their safety net. And so, that is the main
22 thing.

23 And then also within Arizona, our
24 certification, you have to have some industry
25 experience, in addition to the education. So I'm there

1 to give them the education. Hopefully, they have the
2 content, and hopefully, that's a good balance. But
3 we've found that our retention rate for our teachers
4 have increased as a result because I'm there.

5 Now if you don't mind, again, I'm going to
6 tell you what we did and talk about someone had
7 mentioned summer work, and you had asked a question
8 about summer work. My philosophy, and I might be
9 different, but I think all students should have the
10 opportunity for work-based learning. All students
11 should have it.

12 Because as Chuck said, it's all about going
13 into careers, and why shouldn't all students have that
14 opportunity? But a barrier is that maybe on the
15 secondary level, and maybe this isn't at the
16 postsecondary or maybe it's in Arizona only, is that
17 students don't get credit for what they do during the
18 summertime. We can provide that opportunity, but we
19 don't get ADM or average daily membership. So our
20 teachers are providing that service.

21 We have -- it's limited on how we can capture
22 the data, of who's involved in it. We try and do our
23 best with our own. But the summer work has been a
24 challenge because of that, of capturing it.

25 And also to go through that ADM challenge as

1 well is we have in Arizona joint technical education
2 district overlays with our public districts. And there
3 is a push and a shove of, okay, well, the students are
4 in there, someone mentioned this, for 4 hours with our
5 joint technical education district. But now they're
6 not going to get ADM for their public school district.

7 So now there is, okay, well, even though the student
8 has been there for 7 hours, who is going to get the
9 money?

10 And now that's been a whole other issue.

11 "Well, we need to have them in this English, math,
12 science class," or, "You can't have them for the joint
13 technical education district as well." And we should
14 be looking at what's best for the student and going
15 from there.

16 GA: In my classroom, I've placed a lot of
17 kids through the workforce and working with governments
18 and stuff. And yes, I've bent the rules to get past
19 the Government rules. They haven't locked me up.

20 [Laughter.]

21 GA: I mean, it's better to ask forgiveness
22 than permission.

23 [Laughter.]

24 DR. DANN-MESSIER: What did you just say?

25 FEMALE SPEAKER: Did you get the spelling of

1 his name right?

2 [Laughter.]

3 GA: But you know, I look back and I've had
4 students living in my basement that weren't really
5 there at my address, and now they have their own
6 company. And to me, you know, lock me up. But if
7 that's what it takes to help these kids, I'll do it. I
8 mean, yes, they make rules. But why are the rules
9 there, but to break? So I can teach in prison, too.
10 So --

11 [Laughter.]

12 OK: I hear what he's saying, and I love his
13 passion. But coming from a State that has to regulate
14 this stuff, and in fact, I'm one of those folks that's
15 out there, "Did you do your 20 hours?" And it's a fine
16 line. I mean, we need to conform to the laws, but the
17 laws need to be more user-friendly. And that's the
18 bottom line.

19 I don't want to break rules, and I don't to
20 have folks out there breaking rules. I don't want to
21 have anybody jeopardize their jobs, any kind of legal
22 issues. And so, if we could fix this thing so it
23 really works for everybody, and that's tough. I know
24 it is. You've got a variety of users here, but I want
25 that gentleman to be able to help those folks in his

1 school.

2 FEMALE SPEAKER: Well, just on this, just a
3 little bit, I wanted to go back to it is you were
4 talking about summer programs and the youth silo, if
5 you will, out of WIA. Our summer program and our youth
6 programs are really working very well, but we've come
7 across more and more of a challenge recently. And I
8 don't know if there's something that could be
9 introduced in the bill -- I don't know, a tax credit or
10 whatever -- to encourage business and industry folks to
11 work with us.

12 Not that they don't want to and they haven't
13 done it very successfully, but it's just the state of
14 the economy. There have been so many cutbacks.
15 Everybody in the company, let's say, now has to wear 10
16 hats when they used to only be wearing 5. And they
17 just really don't have the time and effort available
18 because they're so swamped in their jobs that they
19 can't dedicate it to taking care of one of our kids
20 that there's on an externship.

21 You know, at first we thought, well, they
22 would die to have these kids because extra help for
23 free, but it's also work. And they don't have the time
24 to dedicate to it. So we're finding --

25 DR. DANN-MESSIER: And you want them to have

1 a good experience.

2 FEMALE SPEAKER: Yes. Exactly. So that's a
3 challenge.

4 VA: One of the things that our State did was
5 adopt in agricultural education -- of course, we had to
6 supervise that experience in our kids. We have to keep
7 records on thing that they do both in and outside the
8 classroom. So Virginia has adopted the ability for
9 local school districts, if they wish to do so, to
10 accept supervised ag experience hours just like
11 cooperative education hours as an additional credit
12 toward graduation if they wish to adopt to do so.

13 We're looking at this in my district right
14 now and developing the proposal to give to our school
15 board that says, hey, our State has adopted this.
16 They're okay with it. We want to be able to hand this
17 to our kids, especially our kids who are on that D
18 plus, C minus level where they're working during the
19 summer and after school in a line of work that they
20 eventually are going to go into after high school.

21 It's almost designed for them because that's
22 what they love. It's what they want to do. They're
23 getting the benefit of keeping records on it. So they
24 learn record keeping and also additional credit toward
25 graduation.

1 On the flip side of that, it requires that
2 teachers be able to have the opportunity to supervise
3 these students during the summer and to go to these job
4 sites and develop those relationships with those local
5 businesses. So this is very much a local -- I mean,
6 for all of us, it's very much a local issue. And you
7 give it a local flavor.

8 And I think the way to do that is to say,
9 okay, this is the standard we want to meet. We know
10 what we want to do. Let's tailor it to fit our
11 community and our kids and let everybody have an
12 opportunity to take more ownership of it on a local
13 level and tailor it, be able to at least have the
14 flexibility and the freedom to tailor it.

15 DR. DANN-MESSIER: So a coop can do hours
16 during the summer, and they will count it?

17 VA: From July 1 until the end of what I call
18 in my record year, it is May 31st. My kids have 360
19 hours' worth of time to earn for their graduation
20 credit from July 1 their junior/senior year until May
21 31, when I've got to have their record books done and
22 all their hours added up and turned in. And I haven't
23 had anybody not make it yet. So --

24 DR. DANN-MESSIER: Great suggestion.

25 SD: We're trying to get that kind of a model

1 or something similar built into our capstone
2 experiences, whether that's a youth internship or a
3 senior experience or an entrepreneurial experience.
4 Whatever it is, trying to match that. It's been
5 difficult outside of -- I come from -- I'm with the
6 Department of Education now, but I come from an ag ed
7 background --

8 DR. DANN-MESSIER: What State are you in?

9 SD: South Dakota. And getting folks outside
10 of the ag ed world to sort of latch onto the idea that
11 it is going to be more work because it is going to be
12 more work for the teacher. It is going to be more work
13 for the instructor to be more involved. But this is
14 exactly the kinds of engagement that we're looking for,
15 not the kind of thing we should be moving away from in
16 the summer, but the kinds of things we should be doing.

17 VA: And to get that economic benefit, we're
18 hoping to be able to reestablish or regain what were
19 once extended contracts for ag CTE teachers, where you
20 had 220 or 240 days available to do this. And when I
21 added up all of the days, as I'm sure all of us have,
22 of the number of days of things that we need to do, it
23 actually came up to 63 beyond 200.

24 Well, there's only 260 days in a 5-day week
25 and 52 weeks a year. So how do you make that fit? And

1 especially if you're a single-person department, as
2 many of us know, one person in a department doing it
3 themselves, how do they -- what do they pick and
4 choose? And we give them the professional trust to
5 pick and choose those things, and the standard is very
6 high for the instructor as far as what their school
7 districts expect them to do and at the level they wish
8 for them to perform.

9 But I think we need to strike a balance. If
10 we want this level of achievement from the students,
11 then we need to afford our professionals in the field
12 the opportunity and the time and the acknowledgment of
13 the time in whatever form that may be, whether it be
14 through extended contracts or addition hours or
15 whatever you want to call it.

16 The enrollments are increasing. Budgets are
17 decreasing. We're all facing that. But we're also
18 seeing reductions in programs to fit the bigger picture
19 of education.

20 The economic contribution that we are going
21 to make in CTE over the longer term, we submit, is
22 going to -- we're going to need to be there in order
23 for these kids to get through the education and the
24 training to come back to our communities when they are
25 25 and so to be able to make that economic contribution

1 back to us.

2 DR. DANN-MESSIER: Yes, sir. I haven't heard
3 from you.

4 OK3: I've been quiet.

5 DR. DANN-MESSIER: That's okay.

6 OK3: And I do feel, listening to the
7 discussion in the room here -- I'm from Oklahoma, and
8 I've worked at the State agency, at two different tech
9 centers, as well as coming out of the private industry.

10 And I think the group in this room could rewrite the
11 bill and come up with a much better bill than we've
12 ever seen. I think we ought to lock the doors and get
13 some pizza ordered and rewrite the bill.

14 [Laughter.]

15 OK3: I think it's a great idea. But just
16 like politics, all education is local. And to see the
17 different ideas from across the Nation, we've always
18 had what I considered a premier system. I don't know,
19 there may be better out there, and I'm sure there are
20 worse. But we fought these battles over the years
21 many, many times through many administrations. And I
22 know from listening to Arne Duncan speak and other
23 comments made, the gentleman today from Tennessee
24 Department of Ed called it an economic winter, and
25 we're extremely suffering through tough times in

1 education.

2 DR. DANN-MESSIER: So I'm going to follow up
3 on this gentleman's comments. We have a half hour
4 left. I've locked the door. The pizza is over here.
5 And let's design the system that we want for our
6 students. Let's think boldly and broadly, outside of
7 the box. What do you want the system to look like for
8 your students?

9 Do you want to start, ma'am?

10 OK: I just want to say that a lot of times
11 we say that the locals have -- and I agree with you,
12 when you throw out the fact that local has control,
13 don't just throw it out there and leave them hanging.
14 Provide them some models that work because when you
15 throw out and say you all come together and come up
16 with your ideas and put your stuff together, many of
17 them kind of look around the table and go, "Well, what
18 do we do now?" Because they might not have had the
19 training, the experiences with other States.

20 So provide some good models, and there was
21 words over here, saying models here, models there. And
22 I learned one time the hard way that every State is
23 different and every community is different. But there
24 are some similarities that could work. And if there
25 was a clearinghouse so when you draft this and say now

1 these are some things that you can consider, that would
2 be a way so that they're just not thrown out there into
3 the black hole. Am I saying that right? I hear --

4 CO: We think that -- provide some
5 parameters. So these are what the parameters are. So
6 15 to 20 hours or 10 to 20 hours, so that you did know
7 that it's not so squishy at the local level.

8 MALE SPEAKER: I think from the industry
9 side, they can't come to these meetings and education
10 said, well, how should we do this? What should we do
11 to make industry more? They just throw their hands up
12 and say we're going back, and we've got to make money.

13 Well, we're not talking about whether it's a
14 workplace, work readiness certificate or what. We just
15 want people in here that do the job and have the life
16 skills to be constructive, productive members of our
17 company, and they won't wait around. They'll move
18 forward.

19 And it seems like the quandary you have, on
20 one side, we want to have the freedom to innovate for
21 whatever fits your market. I've seen doctors and
22 nurses talk just like you about working with patients.

23 You know, "The heck with the rules. We're here to
24 save a life." And I see the same thing here because we
25 want to be able to have that freedom.

1 But on the other hand, we recognize that you
2 can't just leave the money on a stump, you know, and
3 take what you need situation. So designing those
4 allowances -- that's the tough part -- and then looking
5 at the outcomes. I've looked at outcomes, God knows
6 how many times and how many situations, to see how do
7 you measure success?

8 And we know how difficult it's been to try to
9 discuss what's a qualified, how we qualify a teacher,
10 you know? We don't want to go there.

11 DR. DANN-MESSIER: So do you want to start?
12 How do we measure success?

13 MALE SPEAKER: Well, I think we have to be
14 able to measure it. I can't tell [inaudible] better.
15 But what I would like to see in the system that we
16 measure on an ongoing basis. I mean, there should be a
17 dashboard that says here is how you're doing today,
18 here is how your student is doing next week, for those
19 situations. Because if I have a junior in high school,
20 and he's in a -- or she is in a poorly performing
21 school with a teacher that doesn't care, what do I do
22 to correct that?

23 But on the other hand, if I'm teaching the
24 students in some specialized areas, let's say practical
25 nursing or a rad tech, and that student is going to go

1 out and get a job, I should be able to measure their
2 income. That's obviously bottom line. But not just
3 this year and next year, you have to be able to do that
4 over a long period of time.

5 So how you deal with instant feedback and
6 also the long-term feedback. I don't know.

7 OK: And that, one point on what he is
8 saying. We have these point in times where I'm
9 reporting on a State-wide basis what their initial
10 employment amount is, but in so many, depending on the
11 company, they're going to get benefits. But that's not
12 being reported. In fact, they might lose one or two
13 jobs before they finally stabilize into and it might
14 take 6 months or more for you to really find out
15 whether they have actually made their gains that we
16 want them to have, their outcomes.

17 So we have a real big problem, as you know,
18 with data. And the cooperation between one agency and
19 another because of the privacy laws --

20 DR. DANN-MESSIER: So are you talking about
21 data matching that would be --

22 OK: It would be -- it takes so much time for
23 a local person to do the follow-up, why don't we figure
24 out a way so that we can provide follow-up so that
25 those individuals could be measured to see if we are

1 doing something in at least a year out, 6 months? But
2 we can't ask our locals to follow up because in the
3 program that I work with, when they leave, they don't
4 always want to call you back. They don't always want
5 to report.

6 So when we don't have full information, it
7 looks like they're not successful. Well, they may be
8 very successful, but we just don't have the data. So
9 it looks like we're bad when we really -- after we
10 might find it 3 or 4 months later or a year later, and
11 they're really doing great. So let's link up the data.

12 All agency has it. It can be done in a fashion that
13 saves their privacy, but there needs to be a way to
14 measure that performance that it's not so focused on
15 the front line.

16 MALE SPEAKER: I'd be curious --

17 DR. DANN-MESSIER: Go ahead.

18 MALE SPEAKER: I was going to be curious.
19 How many States are able to link or look at your data
20 and get information from either your State tax
21 commission or your unemployment or your employment
22 commission to look at wages and salaries for these
23 people? The important income is the last 5 years, but
24 we can't do it.

25 FEMALE SPEAKER: We can't even get the

1 secretary --

2 DR. DANN-MESSIER: Go ahead. Do you have a
3 response to that? Then I want to go around.

4 FL: Yes. In Florida, we have FETPIP, and I
5 don't know what the acronym stands for. I'm sure the
6 "F" is for Florida. But it's a State agency that does
7 collect that information.

8 They match our student Social Security
9 numbers over -- 6 months after they graduate and then
10 with for 2 years they track them, and I guess they
11 could go longer, but they only do it for 2 years. But
12 it's just within the State. If they go to work out of
13 State, we don't get any credit for it.

14 But with that, I like what you are saying,
15 and perhaps if there are a number of States that do
16 that, at least those that are doing it now, maybe if
17 that could be put into a national --

18 DR. DANN-MESSIER: We're talking about the
19 data matching. It's a huge issue that we're trying to
20 work on at the Federal level. There are, as somebody
21 mentioned, privacy issues. But as I said to the group
22 this morning, we're pretty smart. Don't you think we
23 can figure that out? So I think we recognize how
24 important that is.

25 What I'd like to do, because there's a lot of

1 people that need to speak and wanted to speak, is ask
2 everybody to give me one last final point on the ideal
3 system. Do you want to start?

4 FEMALE SPEAKER: Sure. I think that success
5 lies in the teachers and that whether a work-based
6 program and summer program or curriculum integration,
7 if any of that is going to work, it lies within your
8 teachers. And that teacher preparation and retention,
9 it just lies within your teachers, and great teachers
10 have great students. And so --

11 FEMALE SPEAKER: I live near the Mayo Clinic,
12 and I think we should look at the Mayo model. Mayo
13 always asks, since 1880, when they started, what is
14 best for the patient? We need to ask what is best for
15 the student every time we do anything.

16 MALE SPEAKER: It's hard to top that one.

17 [Laughter.]

18 MALE SPEAKER: That summed it up right there.
19 It's also getting the -- I hate to pass it on to the
20 academic people, but to see the importance of our
21 program, that we're on equal grounds with them. We're
22 not something less than them.

23 DR. DANN-MESSIER: Thank you.

24 GA: The lady there spoke earlier about
25 having 100 percent competency. I mean, I can't do that

1 every day. And I see some of our testing, we have a
2 deal up there we want our kids to achieve 120 percent.

3 I don't know whose math class they were in.

4 [Laughter.]

5 GA: I mean, I'll hire a C student. There is
6 more than just having that competency. There is people
7 skills. There is a whole bunch of other things --

8 MALE SPEAKER: Life skills.

9 GA: -- that I teach my students as being a
10 role model. They want me there at 4:00 in the morning
11 to do make-up, I'm going to be there. And you know, am
12 I 100 percent 4:00 in the morning? Probably not. Give
13 me a couple of cups of coffee and I might make it 80,
14 but otherwise, you know?

15 But I think we put so much pressure on them
16 that, I mean, they're just overwhelmed.

17 DR. DANN-MESSIER: Students and staff or just
18 --

19 GA: Yes. Yes. I mean teachers. We have
20 teachers that are just sweating all this testing
21 because if the kids don't achieve, what's going to
22 happen to us?

23 DR. DANN-MESSIER: That's a great point.

24 Thank you.

25 FEMALE SPEAKER: I think that what is best

1 for the student is success for the student. What I do,
2 I work for a college, but I office in a high school.
3 And so, my assisting the student for transition from
4 high school to college with the workforce is very
5 frustrating because they go to the college and they
6 need instant remediation.

7 I would like to see where the teachers --
8 that's where I have to be cautious because I work for
9 the college. But that the remediation, that it's
10 recognized earlier and that they try and assist them at
11 an earlier level, as opposed to sending them to
12 college, and they're thinking they're going to progress
13 and get their degree in this certain timeframe, but
14 they cannot because they are in the lowest level of
15 math or English to remediate.

16 And so, I have then to boost them because I
17 have already looked at -- I have the pleasure of seeing
18 their grades, can tap into the school district system.

19 Then I push them because they have that desire to be
20 in that world. But they want that degree. They want
21 to own their own business. But this might take them
22 more than 5 years to get that degree.

23 So I share with them that we have this great
24 certificate program. Look at this. Everything that
25 you're going to get in the degree, you can get in the

1 certificate. Let's start you that way. You are going
2 to probably, after we see your ACT, your COMPASS score,
3 going to have to do this, and it's going to take you
4 longer.

5 Let's do this. Let's make you successful,
6 get you into the job force, and then hopefully, you can
7 still continue to return back and work on those
8 remediation classes, which you can do at night, and
9 keep your job. Or we are a 24-hour working community.

10 So it's very frustrating because you can't -- and I do
11 have to be cautious on that. So that's what I'd like
12 to see discussed.

13 DR. DANN-MESSIER: Thank you.

14 FEMALE SPEAKER: Going back to the law, I
15 guess this is probably really naive, but I am thinking
16 that it would really be nice to have a very clear
17 definition of the purpose of the law, you know? If you
18 ask 10 different people what's involved, what are the
19 goals and that sort of thing, you'll get 10 different
20 answers.

21 So I think that it should be framed around
22 something that people can actually get their arms
23 around.

24 DR. DANN-MESSIER: That's great. Thank you.

25 AZ: CTE is not special ed.

1 [Laughter.]

2 AZ: We're not, okay? And that is an
3 attitude. It's hundreds of years, and it's still
4 there. I had one of my faculty the other day mention
5 it, and I just had to move away from him. And I said,
6 "No, we're not." They are students with gifts, and we
7 need to acknowledge that.

8 Every single thing we do in this should be
9 student centered, how we teach them, what they learn,
10 and what their goals are in life. That is everything
11 should be centered around because if we don't center it
12 around that, you just lost. You might as well just
13 pack up and go home.

14 DR. DANN-MESSIER: Thank you.

15 AZ2: Well, if I'm going to create my utopian
16 work-based learning community, I'm going to use the
17 paradigm of the student teaching. We don't want to try
18 on teaching at the very end. We need to try it on as
19 we go. We need to start -- my argument is junior high
20 through high school. We need to be able to have a
21 work-based learning experience for all students. We
22 need to show the different types of work-based learning
23 -- SAE, coop, internships, clinical -- whatever it's
24 at.

25 But those also need to be on equal playing

1 fields because I'm hearing coop needs 15 hours on
2 average per week, 270 hours a semester or 540 hours a
3 year versus an internship is only 100 hours, or a
4 clinical is 60 hours. And we need something that's
5 equitable. But all students should have that
6 opportunity starting at a young age, progressing
7 through high school and culminating in postsecondary.

8 And apprenticeships are absolutely a part of
9 this in postsecondary education. And as a feeder from
10 what Carol said, CTE is allowing all students to find
11 all options in all careers, and it should be based on
12 the student and what they need to do. And they need to
13 know if it's military, community college, trade
14 schools, university, there is something. On-the-job
15 training is also a part of that.

16 So I guess if I'm going to build my utopian
17 society, that's what I would ask.

18 AZ3: I concur with what she is saying. The
19 students need to see why they need to learn, and why
20 they need to learn is so they can get a job. If you go
21 back and look at old books, math books, that the
22 problems that were in them were related to farming,
23 dealing with bushels. The kids could relate to it.
24 Why? Because they were farmers.

25 If you look at a math book now, and it's like

1 what the heck do I need to know that equation? They
2 come into my class, and we plug that equation in, and
3 oh, so we're doing stairs, or we're doing, you know?
4 They need to see --

5 DR. DANN-MESSIER: The relevance.

6 AZ3: -- the relevance of it. And you can do
7 that, and I love that in Tucson, they took math and
8 science teachers, and they took them to Raytheon and
9 they took them to another company. And they wanted to
10 train them so they would show how the math and the
11 science that they're teaching actually is applied to
12 what these companies do. And the teachers were like,
13 "Wow, this is great."

14 We need to show them you're going to get a
15 job some day, and these are what they do. We don't
16 teach them how to think on their own, and I think
17 that's really important, starting at the young age.
18 Why are you willing to do these things?

19 And I think there will be more grasp, and I
20 love what you said with student teaching. I had a
21 friend of mine -- of course, I was going through
22 college. All through college, the guy was unbelievable
23 with the books. When he did student teaching, got
24 blown out of the water, became a bus driver, all right?

25 We need to start, show jobs in the middle

1 school, in the high school, and all the way up. "This
2 is what it takes." "Well, you know what? That's not
3 it." "This is what it takes." "Well, this is what I
4 want." And they find it, and then they can pursue it,
5 get a little taste for it.

6 SD: Well, no, it is so important this work-
7 based experience. It's just as important for them to
8 find out what they don't want to do.

9 DR. DANN-MESSIER: Exactly.

10 SD: As to what they do want to do, you know?
11 I mean, it saves them a whole lot of time, energy, and
12 frustration to find -- and money. Exactly. And so,
13 that was the point. And the other thing, I just wish
14 that we could somehow change this mindset of leaving no
15 child untested. We've just --

16 [Laughter.]

17 SD: It's frustrating for everybody, for
18 everybody that's involved, whether it's the student,
19 the teacher, the administrator, the parent, whomever.
20 But how many times are we testing kids in South Dakota?

21 Now I mean, it's mandated testing. It isn't just a
22 one time or a two time. I mean, oh, dear, it's
23 frustrating.

24 SD2: Well, I like accountability.

25 [Laughter.]

1 SD2: I like data. At the same time, when
2 this law gets rewritten, we need to measure the right
3 things, and we need to measure them in as few ways as
4 possible. We need to get the information as clearly as
5 we can, and that means less indicators, not more. And
6 it means really measuring what we mean to measure.

7 And tracking down that information, yes,
8 there ought to be some flexibility in how we measure
9 those things, but there have to be guidelines on how we
10 measure them, too, because if we're all measuring
11 things differently, that does not work across the
12 States to compare different measures and use the ones -
13 -

14 FEMALE SPEAKER: I think it needs to be
15 simple, to the point, and consistent, keeping what's
16 best for the student in mind and anticipating
17 unintended consequences.

18 DR. DANN-MESSIER: Thank you.

19 VA2: I think for it to be successful with
20 regards to what it is, there has to be a marketing or a
21 branding. You have to market it to the students. You
22 have to market it to the parents. You have to market
23 it to the local school administration. You have to
24 market it to the business community.

25 And I think that means -- and someone said

1 this earlier, it means so many different things to so
2 many different people. There is no consistency. So I
3 think there has to be a very thought out, very concise,
4 very consistent marketing campaign. This is what it
5 is. This is what the result has got to be for it to be
6 successful. Otherwise, people don't know what it's
7 about.

8 VA: In my utopia, I'll go back to being a
9 teacher. You give any teacher worth their salt, you
10 give them the time to put into that kid, put into their
11 program, put into what they need to do, those kids are
12 going to be successful. My utopia would have every CTE
13 teacher at the secondary, postsecondary level on a no
14 less than 220-day contract WIA. No less. Give them
15 the time they need to do it, and they'll make it work.

16 CO: I would get back to the comment that I
17 made earlier to make opportunities available to all of
18 the students, and let's look at some pathways for our
19 immigrant population, our very, very low -- our high-
20 poverty population, whether or not they were born here,
21 to know that they have postsecondary opportunities,
22 where that's changing immigration law --

23 OK: Okay, I would like to see where all the
24 Federal laws complemented each other and not fought
25 each other, and I think that the departments need to

1 walk across the District of Columbia and meet with one
2 another and say, hey, that TANF law -- we are hearing
3 life skills are important, but TANF doesn't allow life
4 skills.

5 And have a little meeting with one another
6 and work at it so that all of the customers, the
7 clients, the students, the same person, all those
8 people -- we call them different things -- make sure
9 that that person has an opportunity to get life skills,
10 employment skills, and a job that can sustain their
11 families. And that's what it's all about.

12 And if we continue to have these laws that
13 fight against each other, then the local folks are
14 still going to have all the headaches and are going to
15 have to have them sleep in the basement and do whatever
16 we can to make it work.

17 DR. DANN-MESSIER: Thank you. Sir?

18 MALE SPEAKER: I think I would transfer all
19 those bureaucrats that sit up there going, "Well, it
20 would be nice to do this." Transfer them out of
21 Education to the Department of Transportation or
22 something.

23 [Laughter.]

24 MALE SPEAKER: No, I think I would try to
25 work to design the system so that there is more and

1 more interest points and help convince the parents that
2 little Johnny that's making Bs and Cs in 9th grade may
3 not need a master's degree and don't burn him out
4 trying to push him into that. He's not going to be
5 Michael Jordan either. But let them recognize that he
6 can be just as successful somewhere else, doing
7 whatever makes him happy.

8 I stood on my front lawn a few years ago, the
9 guy that does my lawn is Hispanic, and we talked about
10 a house a few doors down that was for sale. And I live
11 in a pretty nice neighborhood, and he had asked some
12 questions about it. Well, I was thinking he was asking
13 because he wanted to know if he could get the contract
14 and take care of the lawn and the garden. He was going
15 to buy the house, you know? And I was very impressed.

16 So if we could just give them a shot that
17 says there is a chance for opportunity today and
18 tomorrow and the next day. Don't give up and work
19 hard, you can make it. But we've got to have a system
20 from the Federal level that will allow that to happen.

21 OK2: I like the first two comments about the
22 teacher is key, and the man who talked about being a
23 welding instructor. They are key, and they will see
24 these students through. I mean, they'll know the
25 business and industry people. They'll help them find

1 jobs. They'll help them get scholarships to go on to
2 school. It's just endless. And you do this over a
3 long period of time. It's 2 years after they get out
4 of school or 5 years.

5 And I talked to one of my former students the
6 other day, and I said, "What is your first name?" She
7 said, "Hope." I said, "What's your last name?" She
8 was in an agency in the capital city. I said, "You're
9 a former student of mine," and I was trying to get some
10 health insurance bill paid. But I remembered exactly
11 that student, and where I had placed her in a job.

12 So if you have 220 days on a teacher
13 contract, build in flexibility there, where it's not
14 just -- you've got to have other things. Give them the
15 opportunity to work with business and industry.
16 Because I still use those business people that I met as
17 a teacher today in different things. So you've got to
18 have some flexibility. And there is alternative
19 certification laws on the books in different States.
20 So look at that.

21 Mentoring, I don't know that I've heard that
22 mentioned, but I worked with the elementary program in
23 the STEM area. You know, it's going back and expose
24 these students to nontraditional areas for both genders
25 where they can make higher wage, you know? People

1 don't realize that welding can be a high-paying job.

2 FEMALE SPEAKER: It is a high-paying job.

3 OK2: But expand the opportunities for the
4 teachers, and that expands it for the students.

5 DR. DANN-MESSIER: Thank you. Sure, go
6 ahead. Last comment.

7 WY: I taught in Nevada when I first started
8 teaching [inaudible]. But when I went back to Wyoming
9 to get my certificate, I had to take gifted and
10 talented to be certified. And of course, I was a rebel
11 in high school, and I'm still kind of a rebel.

12 FEMALE SPEAKER: You still are.

13 [Laughter.]

14 WY: The lady that was teaching it, you know,
15 she was saying, "Well, I teach gifted and talented
16 students." Of course, I raised my hand, and I said,
17 "So do I." And she says, "No, you're a welding
18 instructor."

19 And I said, "No" -- I said, "Let me ask you
20 this. Can your students defy gravity?" And she looked
21 at me, and she said, "Well, no." I said, "Mine can.
22 And they all will defy gravity when I'm done with them.

23 Because they're welding overhead at 10,000 degrees,
24 and if it drips down on them, they're going to burn.
25 They will defy gravity, and you can put that --"

1 After that, she just -- she and I didn't
2 really get along.

3 [Laughter.]

4 DR. DANN-MESSIER: I have to just thank you
5 for this absolutely rich discussion, and what I really
6 enjoyed about it was how positive it was and how you
7 shared examples with one another about what's working,
8 and "I've tried this." And it really wasn't a lot of
9 negative comments, and it was so student centered.

10 I just want to tell you a little bit about
11 what I heard that I think is really important. Teacher
12 quality, teacher retention, teacher preparation,
13 teacher, teacher, teacher, teacher is at the center of
14 it all. And I know that that's something that we're
15 really grappling with at the department in all of our
16 work. So thank you for reinforcing that message.

17 Student centered, and you said it
18 beautifully. Just that's really what it's about for
19 us. And the fact that you could remember your student
20 and knew where you placed your student, that shows a
21 really caring person and all the extra work that you do
22 for your students, and obviously, the students are at
23 the center of everything. And I think that's what we
24 all want in our teachers are folks who will go the
25 extra mile, the extra half mile, whatever it takes to

1 make sure our students succeed.

2 And educational opportunity is so important
3 for our English language learners, for our low-income
4 students, but really, for all of our students. And CTE
5 is the answer for all of our students. And that's the
6 message that we have to brand and market, that this is
7 not for some students. It's not for special ed
8 students. It's really for all our students, and so
9 thank you for reinforcing that message.

10 That aligning and integrating, making sure
11 that it is contextualized learning is very, very
12 important. The gentleman talked about teacher
13 evaluation and not knowing classroom management was
14 important, and the mentoring programs and the boot
15 camps that some folks were talking about for preparing
16 their students is really important.

17 I think that data and accountability is very
18 important. And if we're going to make our case, we're
19 going to have to have the data, and we're going to have
20 to be accountable. That's just the current climate
21 today. But you're right. We can have less indicators.

22 We can try to make it simple, and that has to be part
23 of our case. Well, we've got to have the data and the
24 silos that this woman talked about. We really operate
25 in silos. And it's not working on behalf of our

1 students. It just really isn't.

2 The guidance even on implementation, and you
3 talked a lot about making sure the law came down to the
4 local level. There is guidance on implementation,
5 working across bureaucracies. You're absolutely right.

6 You should know that Jane Oates is coming here from
7 the Department of Labor and Training, and she and I are
8 convening a Government group on WIA.

9 And I was at the White House the other day
10 talking to folks from the Domestic Policy Council, and
11 they said we want to be part of that group. We're
12 including HHS because we know TANF folks are very
13 important. And so, we are, in fact, walking across the
14 District and making sure that we're working across
15 bureaucracy. It doesn't mean it's going to be easy.
16 It doesn't mean that there won't be bumps even for us
17 at the Federal level.

18 But I'm hoping we can model so that it can be
19 replicated at the local level or that you model it for
20 us and show us ways that we can do it better at the
21 Federal level.

22 We know that pathways to postsecondary
23 education is important. The transition to helping our
24 students transition to postsecondary is very important.

25 It's at the transition points where our students

1 really falter and fall through the cracks. So I think
2 that's really extremely important, and you know, no
3 child left untested, you know, is a great line. It's a
4 great line.

5 And we have to be really careful about that
6 because the teachers are getting really stressed out.
7 You're absolutely right, and they are feeling that
8 they're not doing a good job. And that's not the
9 message I think we want to send to our teachers and our
10 faculty. We want to make sure that they feel
11 successful.

12 The advisories for students are really
13 helpful. I heard that. And I want to make sure I have
14 -- I thought the Mayo Clinic model was also a good way
15 to look at it, and that's also a student-centered
16 model, and I think we have to keep saying that to
17 ourselves.

18 It's just been very rich, and thankfully, we
19 have this gentleman who is taking and is going to give
20 us a lot of very good notes. I have to really thank
21 you for taking the time to share your experiences, to
22 share your models.

23 I've been hearing a lot of good things about
24 Florida, and I think there is a lot to be learned from
25 Florida. But there's a lot to be learned from the

1 local program areas.

2 Data matching is a problem we need to work
3 on. We have a lot of problems to work on, but if we
4 really can all do it together, I think we'll be able to
5 make a difference. And I hope we can craft a bill that
6 serves our students. That's really going to be what
7 we're working on, and that's going to be the basis of
8 our work, and we'll try to do our best.

9 I want to remind you that we have an email,
10 wiaconversations@ed.gov, where you can keep your
11 suggestions coming. If you think, "I wish I had
12 thought about something," you want to add to it, the
13 mentoring piece, we've got it all. We'll post it.
14 Then we'll hopefully put it onto our Web site.

15 But thank you again for really giving us so
16 much of your time, for thinking about utopia. But you
17 don't just think about it. I'm convinced after hearing
18 you today you're really striving very hard to make it
19 happen for your students, and I have to thank you for
20 your dedicated service to your students. It's really
21 impressive, and they're very lucky to have you.

22 Thank you for your time.

23 [Applause.]

24 [Whereupon, at 4:53 p.m., the meeting was
25 concluded.]