John Read (00:00:00-00:02:52): I have been asked to assist the district in conducting these listening sessions and for the superintendent and me, this is not our first rodeo. We had the privilege of listening to teachers and principals in sessions much like this and I know the superintendent was anxious to hear from the voices of the business community to get a perspective brought from your lens on the strategic work that is under way. So we are going to change it up a little bit in two respects, 1st: I am going to ask each of you to take a minute and introduce yourselves, say who you're with and what your position is. And for those of you who are of a certain age, like myself, who don't have a position in business, which you're not allowed to talk about in this at all actually, you're really just talking about how you play golf, but I would like you to express in a few words what your business experience is so that the group can have the benefit of what that experience is as we proceed. So we will do that. I will then set the table a bit on the basis of my current work and past experience. Then the superintendent will open the discussion and introduce the topics that are before us for your consideration. I want to stress that this is a listening session that is more than just a superintendent sitting in the middle of a table listening to one after another speak. My work here is going to be as much to engage you with each other, to build an expand on a point that's been made to counter it with an alternative perspective, but to engage in a discussion about what the school district can be in its strategic planning so that what emerges from the discussion is a rich and fertile base to draw from as the strategy is put to bed. The 2nd is, unlike other sessions, I want to invite the superintendent to engage with you to ask clarifying questions of you to draw you out further in a point that you are making. This is not a sales pitch from the district to you this is an engagement. But I'm quite confident that there will be topics that need to be illuminated further and I want her to feel comfortable to do that. Not like I give her any permission to do anything actually, it's her building! So let's begin with Jessica Jackson and let's go this way.

Jessica Jackson (00:02:53-00:03:23): Hi, I'm Jessica Jackson with the Boeing Company. My official role there is community engagement so I've been with Boeing, not quite 5 years, in this capacity of our charitable grant making and investments in the community, our employee volunteerism and overall brand awareness and being part of the community here across SC but especially in the tri-county region.

Larry Laughtenslchlager (00:03:25-00:04:00): Larry **Laughtenslchlager**, I'm representing myself, but up until 6 months ago I worked for Bosch. I started actually in Charleston, SC for the German company, I had different roles and positions and so on. I worked in actually Charleston, Germany, Charleston, Germany, Charleston, China in 1996, Charleston, Mexico, and then back here. So I have been a lot of places and have intercultural experience that comes with it. My role here as it was in Mexico, as it was in China, was I was plant manager.

Paul Kohlheim (00:04:01-00:04:37): My name is Paul Kohlheim, my background is in management consulting. I was both president of a public national consulting firm, I was president of a privately held national consulting firm, and was also a partner with what is now Excenture. So I work both domestically and internationally working with both strategy and a lot

of performance improvement turn around kinds of operations with large scale organizations from turn around to high performing organizations that wanted to stay ahead of the market. So that's my background.

Yorick Beun (00:04:39-00:05:16): Good evening. My name is Yorick. As you can here I am not a U.S. citizen. I work for Volvo already now 23 years in the company. Currently I am the senior director of manufacturing here in Charleston. I work within the team to make sure we are preparing everything that is needed to secure a fluent start up within the manufacturing environment. I've been working both in Belgium, also 4 years in China where we did a similar start up, also Greenfield, then moved from China immediately over to Charleston.

Brad Davis (00:05:18-00:05:35): Hello, I am Brad Davis, I am with Hendrick Automotive Group, and I am an over-promoted automobile mechanic. That's how I got into the car business and spent 22 years as the managing partner at the BMW/Volvo mini store on Savannah Highway. I am now in a partial retirement job, but I am the community relations specialist for all the Hendrick's stores in the Charleston area.

Shar Dishusardick (00:05:40-00:06:05): Good evening everyone, I am Shar Dishusardick, and I'm from Cummins Turbo Technology in South Carolina. I lead manufacturing and maintenance for the plant. I also support that community involvement team at Cummins, by leading one of the key teams that we have focusing on technical education, financial stability, and also social justice. Thank you.

Chris Dushane (00:06:08-00:06:27): Hi my name is Chris Dushane, I work for TriMech Corporation. Basically we are a provider for all the different manufacturing/engineering companies here in the Lowcountry area for engineering design software such as Solid Works 3D Printing and 3D Scanners. We provide that equipment as well as consulting services regarding that. And I also work with the Navy yards as well.

Rich Gordon (00:06:32-00:06:59): Good evening, my name is Rich Gordon and I am the executive director of career and technology education with Charleston County School District. Previously I was a CTE teacher, in mathematics and computer science, an assistant principal, and a principal of a high school in Charleston county. Bottom line upfront, my job is to create and sustain high quality CTE programs in CCSD to prepare our kids for those 21st century- for those skills and knowledge and abilities for college and career readiness and that's what we intend to do.

Kim Wilson (00:07:01-00:07:22): Good evening, my name is Kim Wilson and I'm the executive director for secondary learning. Previously I have been a teacher, coach, a director of guidance, an associate principal, and a principal, and my responsibility is to work with all the high schools in Charleston county.

Gerrita Postlewait (00:07:24-00:07:28): Hi, I'm Gerrita Postlewait and I'm superintendent of Charleston county schools.

Joe Wilson (00:07:30-00:07:42:): Great say to you all, I am Joe Williams I am the executive director of middle schools and I'm over all the middle schools in Charleston county, and I have a wealth of experience as well, but I'm not going to go into all that. [laughter]

Robin Willis (00:07:45-00:07:53): Hi my name is Robin Willis, and I am the associate VP of talent with the Charleston Metro Chamber of Commerce. I work with career academies, scholarships, and youth apprenticeships within the region.

David Canamere (00:07:56-00:08:01): David Canamere. 20 years in IT and currently the last 6 years with Boeing.

Mark Lester (00:08:05-00:08:13): Mark Lester with State Ports Authority. Cyber security for that and been doing data integration and cyber security mostly for the last 20 years or so.

Jennifer Albert (00:08:16-00:08:18): Jennifer Albert, I am the director of the STEM center at the Citadel.

Mitchell Hannents (00:08:20-00:08:26): I'm Mitchell Hannents, I am the coordinator for student communications with the office of student programs and student diversity at MUSC.

Al Hitchcock (00:08:30-00:08:41): Good afternoon, CR Hip Construction. I'm Al Hitchcock, former owner of CR Hip Construction. Been there 37 years, 55-year-old corporation right here in N. Charleston. We've done a lot of work with the school district over the years. Delighted to be here.

Kyle Murrell (00:08:45-00:08:57): Kyle Murrell, I am a registered professional engineer. I work for SME Consulting firm here in Charleston for 12 years and am on the Wando advisory board.

Radia Hayward (00:09:00-00:09:05): Good afternoon, I'm Radia Hayward, I'm with Charleston Promise Neighborhood. I am the community engagement program director.

John Read (00:09:08-00:14:28): Well thank you all for those introductions. There clearly is a rich and valid background around the table. My role here in Charleston is as the CEO of he TCCC Collaborative. But I came to the non-profit world and have spent the last 15 years in it after a career of some 20 years in manufacturing running four large manufacturing plants, one of which was a Turbo Charger Plant. Eventually a company of my own of some size which is now public, also a manufacturing company. So, I bring to this work in respect to education and strategic planning, a set of experience that I hope you will allow me to use to set the table as you engage the topic yourself. First, I'd like you to suspend your beliefs that may flow from your experience in raising and educating your children. An experience no doubt relatively rich with social capital and opportunity and think beyond and more broadly than that. Because to think of only that experience, and through that lens, is to narrow your ability to contribute to what's before you now. Second, from the vantage point of business, I'd like you to consider public

education and this district as a supply chain. I want you to think about it as as series of process that are connected, that produces something desperately needed by the business community, and that is human capital. And the metaphor breaks down a little bit when you consider that we're talking about children here. I do want to make the point, that unlike the processes of this kind and your business experience, there's no selecting which raw material you choose to acquire if you are managing this process. You are open to all and you do get as a result a very wide range of experience and developments coming in one end of the process. What is before you is a process that if I were to put it into manufacturing points is one that is no doubt in part because of the nature of the requirement to serve all children, a process that is throwing off data points that are well outside control limits. Data that suggests that the process of educating our children perhaps because it is still an agrarian based process. Perhaps because it is batching inventory and kids through itself as opposed to what you now do in your businesses, which is to reduce to, one at a time, no waste on the floor, just in time kind of processes. The process that we have, is the process I just described to you. And if a system under stress as this one is, is going to be improved, it's going to come from leadership and going to come from strategy. And the openness with which this process is being undertaken is a critical piece of that, but it's no less critical for you to take away the "if onlys", if only those parents would or if only those teachers would or if those principals would, set those all aside and treat this as a supply chain that is essential to your needs because you cannot import enough here at a reasonable enough expense to make it viable for business to succeed here. So it's everybody's interest and much like systems that are not performing well and are under stress, it is nobody's fault and everybody's responsibility to do something about it, thus this evening. So apologies with a little bit of preachy-ness with all that, but with a welcoming to our superintendent who's going to kick this off, I'm looking forward to the next hour and 15 minutes. And there will be a point in time when if you come at to issues with the business vantage point, we would like to hear from you. And we would like your questions to be addressed as much to those who are sitting around the table here as to the superintendent.

Gerrita Postlewait (00:14:09-00:19:50): So thank you for joining us. We are in the midst of a strategic planning process and we have displayed for you some of the categories in which the key strategies seem to fall. But it seems appropriate this evening to start the discussion before that. Who are we what is our purpose? So as a public system in America, we see our role as continuing to educate the children who are in America so that our country's values can be protected and defended and molded in matured as the nation moves forward. We want the children who come through our system to know what courage is we want them to know what is noble, what is base. We want them to know they deserve to be love and deserve to be defended. We want them to know the difference between ambition and greed, loyalty and servitude, liberty and license. We want them to know that freedom means the freedom to do right not the freedom to do what you want. We want children to leave our schools and be able to participate in American society for international and global society in ways that are productive and contribute good. At the end of the day, we one our public schools to be about equity and justice and human dignity. In modern America, in a global society that can't happen unless we think very carefully about what it means to be ready to step out of a public school system in into society. How do we prepare children to break cycles of poverty by accessing

living wage jobs? And being prepared to learn on those jobs, and take advantage of career opportunities. That doesn't mean everyone has to have a four-year college degree. That definition of success and preparedness needs to change drastically in today's world, and yet we've inherited a system that's pretty much focused on making sure children to get 24 discrete Carnegie units. So we have a disconnect between form and function. We've inherited this system that is designed for a different time. So we have two challenges before us. We have to make this system that we have, that we're working in right now, work as effectively as possible while we design and create a new system. That is not unlike the challenges that you have face in your businesses as well. As you give us feedback tonight, know that one of the most difficult challenges for us is to understand what it means to be ready to walk into your workplace. Know it doesn't mean completing the requirements for a high school diploma. That is a woefully in adequate measure of readiness. So our biggest Challenge as we start this process of the truly thinking of the strategies that will leverage the kind of change call my That will ensure more children exit our system ready to participate productively in our community. It is to be with crystal clarity to know what it takes to walk into your workplace and get an interview to be considered seriously to work there. Any kind of position. But to be considered seriously for employment in ways that allow for further and future growth. As we understand that then to backward map in our system, what that readiness looks like at various developmental levels and then to begin to change our system from this assembly line sort of Mammoth that we have inherited to a much more personalized delivery system which today's technologies are beginning to make absolutely possible for us. So that we come to you with a lot of humility and are hopefully articulating the need to understand what it really means and to gather from your ideas about how we might work more collaboratively within our communities to embrace and nurture the youth. That's the invitation and the floor is open.

John Read (00:19:51-00:20:30): And let me just say that, I think that if you take the invitation to be "what does ready mean" and this holistic sense that the superintendent described it, and you can begin to dial it into what are the 5 topic headings up there that may end up to be 7 or may end up be 4, that risk resiloing this issue down into tubes, when in fact systems change is about the integrated-ness. But take the superintendent's question about ready and dial it into some of those topics headings from your experience. The floor is open and I have a good 60 seconds of silence that I am prepared to wait through before somebody speaks

Mark Lester (00:20:39-00:21:53): Well for for me, someone who is ready to come into the workplace is someone who is aware and self-aware that everything they learn in high school is not enough and then there are things that they do not know but have the ability to acquire the knowledge they need to be successful. Every day and in some cases every minute something is new and you got to learn new stuff everyday. You cannot rely on what you learned last year or last decade it's new stuff every day and you have got to be able to acquire that, use that confidently without being told what it is, but to have that drive internally to acquire that. [john Read: And where does the learning how to learn happen in public education as you know it?] I would imagine it is primarily from role models and teachers and how they guide you through the education required in class and the ability to ask the question and be prepared to wait 60 seconds for the answer

[John Read: Comments on that?]

Larry Laughtenslchlager (00:21:53-00:23:23): I'd like to piggyback on that, and I have a lot to say about this topic, but I think this self-improvement topic you talked about train all employees to analyze and use data to improve student achievement, but it's also train the students to constantly be analyzing where they are and how they're doing. One of the differences, and I've worked all around the world, is there are other systems that deliver people that check the work before giving it to the boss instead of waiting for the boss to tell them what is not okay about it. And if the boss has to tell them what is not okay about it, then that is a lose-lose meeting already that is a lose-lose communication exchange. It's really frustrating when somebody gives you things that are supposed to add up to 100 but add up to 109. So they based all their assumptions on something that wasn't right to begin with and that is a real world example of people also with college degrees that something about our system is not getting everyone to check their work before they turn it in. They just turn it in and they wait to get feedback. And for me there has to be this self improvement popping in every student that needs to say I need to check my work that I'm doing because I need to understand it and I need to see what I can do better next time. Otherwise the the interchange is almost like parent child, boss and subordinate, and it comes out like that boss and subordinates instead of let's work this out.

Shar Dishusardick (00:23:25-00:24:57): A couple of things, when I take the work readiness, the way that I've looked at it into different categories the one probably comes from the technical education and the other one we looked at his from the support environment. That can be family support, associate support, financial stability, because that plays a major role and I want to get a quick example from Cummins perspective of our youth apprentice program where we provide opportunity to work to learn to understand some of the sort of specific skills needed in our company while at the same time we do realize that it's not just the technical education that is going to give us the required workforce. It's the family background, the support, the social environment, just for travel perspectives from the- for the youth apprentice I'm talking about the youth apprentice coming from school directly into the job, being independent, and what's the support that they have to be independent. So we looked at it in both categories, and that's what our community involvement is broken into two, one focused on technical education and and the other one is focused on what are the things we can do to where we can provide those opportunities on the financial stability and social justice standpoint. So that to me, both of them goes toward the work readiness standpoint.
[John Read: So far you've described capabilities that are not normally thought of between a teacher and a student in a classroom- Learning how to learn, checking your work]

Yorick Beun (00:25:14-00:27:31): I would just reflect a little bit on on what's going on now in Volvo. We need to recruit a lot of people and when we look at it okay what do we expect from people who come from school? There are two basic requirements, first of all students should have some basic skills, things where we say okay this is a minimum requirement to be able to step into a certain job but of course all the specific knowledge that you need to execute that job, that we can handle, we can get extra education to specialize. Secondly, we also look very

much to what we call it behaviors. I prefer, we prefer, selecting individuals who perhaps have a little bit less experience but really have the right mindset. People who can communicate where you feel they're able to work in a team. They know how to interact with students so to reflect this back toward the education of our youngsters I would say. In the classroom I think it's important that we focus on also on how do students/children interact? Can we set up say teamwork where they work together where they learn how to work together. I'm even more afraid for the future where the whole evolution of social media, children reflect upon that, but in a lot of cases hopefully not the reality. And they sometimes, they sit perhaps 3 hours 4 hours every evening on the phone on social media, instead of going outside and interacting with others and these are skills that are really for us, very important. How do they interact. And I'm sure we can do more in our education program to stimulate and teach them how to do that. Be open/listen/share ideas.

Larry Laughtenslchlager (00:27:32-00:31:37): Maybe one comment. I'm not sure it's clear, the system that we have set up was set up for a pretty static work environment, you went to work somewhere you stayed with that company for 30 years you retired you got a watch, whatever. The rate of improvement that is required in today's world governs a more dynamic work environment instead of a more static work environment. People would work on a project and be like okay we're done, we can rest now. You can't rest anymore. As soon as make an improvement, and we're talking about based on the manufacturing side here, there are thousands of headcounts represented here, that all of them have to have the behavior to better understand that what we did today was great, and tomorrow we need to be even better. How we do that, the small ideas, the big ideas, the whatever- people have to understand that it goes back to the behaviors. How do they work in a team? Or individually? To have ideas number 1 and number 2 find a way to get them implemented in whatever system they're working in.

[John Read: So how would those of you who-]

But that's not a simple thing that I'm talking about.

[John Read: I don't want you to stop, I want you to take it further to say, in fact all 3 of you- you're talking about a system that we have, a static system and agrarian based bath oriented system that is what it is. How would you advise the superintendent to go into a systems change mode that produces team working, problem solving, computational skills in the way that teaching and learning take place? I mean how would you do that, how do you in the workplace do that when you find it to be not present in an employee that you've hired.]

It's tough I mean one thing that worked for us was constant internal benchmarking. I'm currently involved with consulting for a company in Europe and they wouldn't help themselves. That means somewhere in their company they have pockets of expertise and skill sets, but they weren't in that particular location in Hungary. And they kept saying "we know all this stuff" I told them as a good consultant "this would work" "If you will do this, or do these things, you will get these results" and they said we know all that. Asks the question, "okay why aren't you doing that?" But the one thing is, is that I tried to find a way to take their best resources and bring them to bear, and this week I finally got some key guys from that location in Hungary to go to Mexico to see al the great stuff. So I think you create this learning environment by having benchmarking internally. And your school system is big enough to take the best of the best, and

bring other people to it. However, lots of people say okay we have to go see that so they can tell us what we're doing wrong. There's a lot of that mindset behind it, and you have to find a way to get that into no, we just want to see, this is what's working well, maybe other people can use it, maybe it fits for them, maybe it doesn't. But if you constantly have this benchmarking going on, you're constantly looking for the best of the best, and finding a way to get the people in the worst of the worst situation for no fault of their own, come and see that, and have them say wow there is another way, I might be able to do this. If you give them support for striving toward the best of the best, then you can also work on what are the pockets of inefficiencies that let's say, the disparities that you have in your system. So if people become aware that you don't allow negative disparities in your system you constantly want everyone to be up to the same level, they can go see it, examples, people don't believe what they don't see which is understandable. Then you can have a system that shows that your employees of your system can do this, so why wouldn't the students do the same.

Chris Dushane (00:31:38-00:34:10): I have a question. This is just my experience working with- I've been part of the program I'm not an executive or something like that. I'm just a guy who likes to help out and volunteer, and I'm involved with software and technology. What I've discovered is, when you get students involved with teachers that are engaged, the key here is that are engaged working on a program like first competition, VEX robotics, it's a competition where students will get out of their comfort zone to something they're interested in. It's a goal, the team structure is already created for you, you don't have to build it from scratch. And your kind of build that into the program partially, and there are dozens and dozens of programs that are out there, and VEX is one example, but there are many many many others. I've seen this at schools where you have good teachers that are engaged and want to learn. I know at one school, two of the people who run the program aren't' even technical. The technical people left, they didn't want to be engaged. They did their requirements and left. So it's not just students, ya know these programs are good because they use teamwork and you have people do other roles and stuff, and they step up, and you have the strong ones with the weak ones. And sometimes the weak ones learn stuff from the strong ones. And that's what really builds that teamwork that you're talking about in a business. Let's challenge a group, let's get this done, here's the goal, go! And even if you fail, you explain how you failed and resolved, and that's the excitement. But build this exterior stuff more into the curriculum, not where people have to stay after school after working all day for these tests, and the people that should be there are leaving because they did their requirements. Encourage the people that want to engage twice as much. Like I said, I know two teachers, one was in English, one was somebody else, I'm not going to use names, they were engaged, and I couldn't get any help from the technical people to use their computers with design because they were satisfied. So I'm just saying, this engagement is a whole thing, not just businesses and interests, but also the teaches involvement. If they're interested, let them go, let them go crazy, throw them up against the wall and see if it sticks. Trying different things. So that's just my experience and I-
[John Read: First that is a great program, but are you saying that these skills we're talking about so far are best left to band, football, soccer, first, and the activities that are after school-]
Not football, not just soccer, add the technical to it as well. Remember it's not just exercise in sports, but it's also an exercise in the application to work with people on a project. Let's get the

strongest people on the football team, they'll lead, but they're the strongest. You have that problem solving where people that aren't strong with their muscles, may not be the strongest person let's say programming, but they're good at organizing and that's what that brings out. [John Read: That's very clear thank you.]

Brad Davis (00:34:12-00:35:10): John, and there's plenty of problem based work going on. I attended a seminar with Ford foundation that was just incredible on the way they have approaches to do the education that way. The problem is it doesn't fit the book, and it's not teaching to the test, and that's really the big problem. We need the leniency to be able to step outside the box and try things because we've got to develop work ethic. The kids have got to see what's it's all about on tackling a project and going after it, not just checking off the numbers and getting the test right. There's no test in business, it's test every day and changes every day, and that work ethic is what's missing. You get people who don't have the drive, they don't understand, they come in and want to punch the clock and get bored and tired and hop from job to job to job. And that doesn't help anybody.
[John Read: So project based learning in schools, as a way to teach is in your experience more promising for the development of these other skills.]
Absolutely.
[JR: How about others of you, how do you see it?]

Shar Dishusardick 00:35:15-00:36:55) I want to go back to your question. I'm looking at how can we help the school district- so I'm looking at a pie chart right now, what job what industry, doesn't matter. We obviously know we acquire skill, experience, knowledge, and soft skills. …[inaudible] I need 50-person experience and I'm okay on less soft skills, so that might be different, but if you look at it, most of our hiring managers look at those critical things, skills, experience, knowledge, and does he have the soft skills, can be leadership, can be communication, team work, what are those skills, right. So from school perspective, I think that's the pie we got to take and actions on that right. Thinking about problem solving, I think people already mentioned that it doesn't matter what industry what product, problem solving is a common tool across the board. Anyone can learn, it's the same process…it can be applicable across the board. Advanced Excel, I think that's a fundamental thing that whatever job you go into, that gives you a pretty good skill to start off on the right foot, because most stuff runs on Excel, most companies, so things like that, we need to figure out how that can be integrated into the curriculum rather than as extracurricular activity. So that's where my focus is going to be, how can we take that piece of pie and create actions that can be integrated into the curriculum rather than being an extracurricular activity.
[JR: So bringing some of this project based idea into the way teaching and learning takes place what do y'all think about that? This room as really just kind of coopted the entire discussion.]

Yorick Beun (00:37:11-00:39:20): What I would like to add is first of all I have a huge respect for teachers because I think it's a very challenging job, and it's not easy. I know a lot of teachers, and I know how it is, but I am looking back to a project that we did when I was still working in [inaudible] for Volvo where we also were interacting with schools, where we had similar discussions where what can we as say school do more, educations, what can we do more to

align with what is happening in manufacturing environments. Now we all know, I'm sure everyone around the table knows that our environment changes really fast, if I look back where I started 20 years ago, manufacturing is a total other environment that it is today. And we set up like these meetings with teachers and we share knowledge and presentations, but we came to the conclusion that that's not really what we wanted. We always say that one picture means more than 1000 words. We came up with the idea that a select amount of teachers were going to come over let's say a month/2 months, and be apart of our manufacturing organization, or course they remained teachers, but there was a program that was set up within the school that allowed them to really step into the manufacturing environment and see with their own eyes, experience with their own eyes what it is all about. Because we can talk about manufacturing, but if you have never been working in that environment, it's not so easy to understand what it's all about. And this was really an eye opener, for a lot of the teachers, and it was a lot of knowledge that they can bring back when they were standing in front of classes. So that was successful.
[JR: So an apprenticeship program but for teachers, not just students]

Jennifer Albert 00:39:28-00:42:23): So MIT's media lab has a great shift that kind of shows how education- the need for education. So the need for education was originally set up because children stayed at home and worked on the farm, or worked for the manufacturing company, but they didn't have this set level of knowledge. Well now this set level of knowledge is available on every single phone that every single person in this room, and almost every single person in the world has. So the skills that we're missing now, are kids don't know how to make a paper airplane. I taught kids how to sew today. The grad student helping me had never learned how to sew before. So he learned how to sew along with the 4th and 5th graders. So these tinkering skills, these making skills are the things that we really need to focus on if we're going to be successful. We need those students to be able to take that 3D printer and think of creating that wrench that the space station needs or solving these problems in those ways. Because everything is can be googled essentially now. We really need them to have those problem solving skills, but need them to have those experiences in school solving those problems and doing those things that once upon a time everyone did at home. They'd go home and fix the tractor and work in the fields, they'd go home and do these things. They don't do those things at home anymore. So some of those experiences are going to have to move into schools if we're going to maintain them.
[JR: That suggests a whole different type of professional development for teachers who are themselves captive of their own experience. And more over, captured by the summative test requirements that are imposed by others. So how do you do that, how do you teach teachers that and how do you bring that activity piece to algebra.]
So a lot of our schools are already doing it. A lot of our schools are incorporating those activities. We just need more of them.
[JR: Is it done because a teacher here or there gets creative and thoughtful about how to do that, or is there pattern or an effort to scale and replicate that idea in your experience].
So both, I'm working with a teacher right now in Orange Group Charter where an elementary school teacher is getting moved up to middle school to create almost a makers space in the middle school. So she's being released from all other duties to do STEM and authentic STEM

and problem based STEM. So that school realized that that is important and has put forth that effort to make sure those students get those skills. And the Citadel will be doing that, and Dorchester too in elementary schools.

Radia Hayward (00:42:26-00:43:47): Can I say something? I think a lot of us are seeing the same thing. I think 2 components we haven't thought about is like how you talk about adding the teacher as an apprentice, what about the parents what about the community. I think a lack thereof is working on the whole child, because you can teach during the school day, you can have after school from the community but if you don't work on that parent when that kid gets home, then all of what they have already learned is being reverted because the parent is the first teacher. The parent is what drives it, so I think together work on all facets of a community or of the whole child, ya know bringing the community into- and I'm pretty sure Volvo, Boeing, everybody else does this, but just keep pushing that then I think our students will be ready more so because they have family support/community support, they have school support, they have all support. And then we can see together as a community how we can come in and say okay well this student or this area doesn't have that so how can we help bridge the gap to that. [JR: Well it asks a lot of schools and strategic plan to also be that institution that reaches out into the homes, but I think you're saying that we all have that responsibility. Well there's any # of topics up there, I'd be interested in your perspective as business men and women on the subject of communication. How you get your information about public education here and how you have- how well equipped you may or may not feel to be a participant in this supply chain. Robin your kind of in the middle of this, you're the beneficiary of your members' points of view on one thing or another, and you're the distributer of that information in to and through career academies and others. How's the communication flow look from where you sit?]

Robin Willis (00:45:10-00:47:55): I feel like we do a lot of it, but there's ya know a vast improvement we can make. We communicate regularly with about 150 academy partners that work in high school career academies and Laing middle school as a pilot. So those people get a lot of constant communication, I believe our members get constant communication too, but I won't say that everybody is getting all the information that would be valuable to them about for instance in the construction world, they're telling us day and night that there are life long careers in the construction field that you don't need a 4-year degree for that many parents, many students, many community members, many businesses might not be aware of. So, that's just one example of more career awareness that could be done.
[JR: How would your member construction companies best convey to the district what their needs are and what the skills and knowledge should be that would open that pathway for them.]
One way that happens is through the advisory boards we're on, and we try to communicate back to al 3 counties and district that we work in quite often. But this is certainly a valuable outlet for that. Maybe there could be a few more outlets for getting that information out.
[JR: I know Paul Bowers- is he in the room? I hope not. He writes for the Post and Courier, he is a source of information on what is happening in the school district, but doesn't always have it right. So, if all we know about the challenges from the district come from the media, I think we're less than well informed. Assuming you are, if this is a supply chain, and there were some

weak links there you would know personally and well what the issues are, and how they'd be resolved.]

Brad Davis (00:47:33-00:48:38): John, there's a big missing link, and that's the parents. The communication to the parents is just not there. The chamber does a great job communication with the businesses, most of the business are on board, slowly the administrators, the principals the guidance counselors have come on board, as we get more experienced based learning, we have the teachers out in businesses to show them what's available. We're making strides in that the last couple of years, but we're still as business people, not getting to the parents, and the parents are having a big effect on that. They're all thinking "my child has got to go to all 4 years of college" not knowing they can go to 2 years of college and make $80,000 a year as an automobile technician. And so we open the apprentice program, we open 15 slots, we're able to fill 10. Now there are more parents out there that if you said, "your child can go to 2 years no student debt, tools, books, everything covered by the chamber, and be working and making $80,000/year, the parents would've pushed more than 10 kids into it and that's in the tri-county area. So we're having a very tough time getting to parents to change their opinion of what goes on, and making the children part of that supply.

Robin Willis (00:48:39-00:49:58): And I do if I can add, and Brad's done, and other's at this table have done an amazing job of telling that story all the time, I feel like I talk about it way too much. But there's still a huge number of people we can reach, and I know we talk about it a lot. [JR: Is it districts responsibility to get that information to-
I don't know if it's their responsibility, but they certainly have a wonderfully large bull horn and have parents' attention. I don't know if it' their sole responsibility. There's still a lot more communication that can be done.
[JR: But the connection here is that these kinds of programs, these apprenticeship programs. First the variety of other programs that are closely associated with schools, can be the vehicle in developing some of these schools and perhaps what you're saying is that the district should be more proactive in assuring that as you said- the high school students knowing about this opportunity, their parents knowing about the opportunity and then it's for them to decide whether it's-]
I think we're filling about 70% of the youth apprenticeship openings that we had, and they are great positions.

Chris Dushane (00:50:00-00:50:47): And let's be honest, the parents are interested in what the kid's interested in. The kid comes home and says oh I saw an awesome 3D scanner that I can do on measuring layouts of buildings and stuff, and it's done by forensics, I don't have to go to college for it, I just have to get a certification in it. There's a lot of degrees and technical stuff that's out there now that you don't have to have the 4-year degree more certifications up on the technology, and like you said this (hold up iPhone) has got all our technology, well too much information. If the kid's interested, the parent will follow because the kid will drag them. [inaudible] And by the way I mentioned to Laing, and my involvement is they've done great work with trying to embed technology and interest in projects with that. So that's a lot of work I've done with them

Jessica Jackson (00:50:49-00:51:50): John, I'm going to go at this a little backwards, when you bring up communicating, I think of the importance of presentation skills of our students in the classroom, so when we're talking about project based learning, and hands on learning activities, the requirement for students to have to then present that back to their peers, their teachers, and essentially their parents, and whoever might be at home when they get there. That's where we're going to be able to start not only creating that spark of interest, but maintaining it and moving on from it and to your point then Chris, I think the parents will follow. I do think though that we need to be very cognizant of underserved students, and what access do they have to these extra curricular programs and that's why I think the project based learning being in the classroom and in all classrooms is going to be a really important part of the dynamic here. [JR: And an aspect of project based learning is at it's completion, the presentation of your work to your peers, and whoever is the customer of that work, so it's at least my understanding that it does have most of the elements you've been talking about so far.]

David Canamere (00:52:10-00:52:29): I tend to think having some type of senior project that small groups are doing and then perhaps the last quarter just before college or going out for interviews, they should have the last quarter be about presentation, interviewing skills, things like that that they can move forward

John Read (00:53:30-00:54:17): Let's now turn our attention to those students, and there are more than a few of them enough to be concerned with in a strategic plan, who are progressing from- the weakest link in the supply chain that serves you is between the ages of 0-5, what happens in the school district pails in comparison with what doesn't happen for many many children in this region. So just a footnote to this discussion, if I were to encourage my business friends anywhere it'd be to pay attention to that space. The school district is confronted with a number of students who come to kindergarten not prepared socially or emotionally or with early phonics skills and they progress onwards upwards towards high school behind, seriously behind. I don't see how CCSD creates a strategy of the sort that you're describing that doesn't address explicitly the need for these kids to be brought forward as much as they can. So if a child doesn't know fractions, it's going to be very difficult for them to engage in a project that associates with geometry and I'm asking you to think with your colleagues and the superintendent about what a strategy should do to address that important need here.

Larry Laughtenslchlager (00:54:18-00:56:30): Just a knee jerk reaction to that, I think it goes back to the last topic and I'll use the example of myself, I grew up in a pure liberal arts training, my father ran a college for liberal arts and I was supposed to grow up go to a liberal arts college and learn how to think, and somehow I became an engineer. The reason for that is I became exposed to it in high school in shop class. And I'm not saying we need to introduce shop class everywhere, but we have to find a way to find that thing that creates the spark for each of the kids and I know that kids have lots of challenges at home, but they might find a way to overcome those challenges if they find the thing that sparks them now. I don't know how to get them involved in all the things that we talked about and find out which ones spark for each child. But I think that is the children see school as as means to no end, like why do I need to

know geometry I'm never going to use this once I get out of high school, ya know why do I need to know American government if I'm not going to become a politician, all I need to do is vote maximum once a year. That connection between what we're doing today and what you can do with it later in life I think is really important. And that goes back to the topic we said, let's face it only 30% of kids in HS go to college. What are the other 70% going to do? So we have to find a way to make it very appealing for them to do things like make $80,000 a year as an automotive technician or whatever else, but they're not going to be interested if they don't get that spark somehow. SO we have to find a way to expose them to many different facets to what they can do without a 4-year college degree and get them excited about it, and then all these different programs whether it be robotics or whatever, doesn't have to be technical, it can be art, it can be dance, it can be all kinds of things. I think if they get a spark, they have a better chance of overcoming their circumstance.

[JR: So it's the spark, and incidentally the ratio is the other way 70% go to college.]

Then of those some don't finish college, so there's another attrition rate there.

Shar Dishusardick (00:56:40-00:58:05): I think one issue I'm seeing is sometimes we settle down once we see that spark, we don't get that ambition of moving forward, so I don't know if we want 100% of kids to end up in college or what is the success rate, how do we define that we are securing a bright future for our kids. That bright future means we got 70% of kids go to college or- and I think that's a good opportunity because that's what we're doing… to keep that…I'm feeling personally in manufacturing is I had 6 individuals last year, one finally made it so 5 of them dropped out. I'm trying to figure out- that's the challenge, that's the reality, when we throw reality into it, and then figure out what can we do, make sure all 6 of them can go- and I think somebody brought up the cell phone thing, manufacturing is different because not all jobs are less complex or…not going to be pretty. So I don't know how can we bring that up, I'm being broad, I don't know what the solution is, I'm just letting you know, that's the reality.

[JR: If it were that easy, y'all wouldn't be here! [laughter] Superintendent does any of this kind of spark a comment from you? Joe, Rich, Kim?

Rich Gordon (00:58:20-1:03:25): I seek first, to understand first before trying to be understood. And this is one of the things I try to do and ya know college and career readiness is certainly at the top of our strategic plan and I would propose that it would be. And career and technology education is all about getting these kids ready to take that next step. We know we have a need for the high demand, high skill, high wage jobs and I'm listening and I'm thinking about these conferences and these conversations and all the research about how students who are involved in some of these engaging curriculums, project based learning, it's all in that CTE framework and those clusters and those school of studies. The idea is how do we get more kids involved in that type of coursework because the research does show that students who participate in these types of CTE coursework, they're that much more successful, they graduate at high levels, and no just that they graduate from HS they also attend college at higher levels, and they also persist in college. So it's bleak right now the % of students that actually enroll and then complete whatever their post secondary education is. So that's something that we're trying to stay in tune with. It doesn't start in HS, it doesn't start in middle school. Career awareness and exploration starts in kindergarten through 5th grade in the elementary schools. I'm very

interested in going forward, I have various ideas and initiatives to drive more of that STEM, and more of that project based learning to the younger generation, parents as well. Our guidance counselors meet with our parents once a year and we develop our individual graduation plan, or IGP. That's a conference where the guidance counselor, the parent, and the child, are essentially mapping out their 4-year plan, and that starts in middle school so I think it's also important that we educate our counselors on all of the opportunities available so that-

[JR: Do you know that your strategic plan is going to deliver all that in the next 3 years?]

Well if you think strategically, it's about preparing the kids for- providing them with the knowledge and the skills and the ability to getting them prepared for whatever their post secondary aspirations are. Now some of those strategies, when you look operationally, is let's think about what the KPIs are, let's looks at what does it mean to be successful, we talked about that, does it mean we want to look at a 90% graduation rate or do we want to look at if students are satisfied with their education experience. Maybe we want work keys where they score silver or above because you know Volvo is looking at if they have a 3.44 then they can enter into this entry level position, but if they score a 4 or a 5 then they are ready for that level. We have to start identifying what success looks like-

[JR: In every session, there is a yearning for a metrics strategy, and it's a-]

And work based learning that has to be an integral component for whatever we do in CCSD. It's internships, it's apprenticeships, it's job shadowing, it's career awareness, it's- If I had my way CTE would be- if we sit down with the parents and the students, we would identify the CTE, the career would be the center of our conversation, and the academics and the extracurricular is what we do to support that career because that's essentially what we're looking at if we're producing a product for- I mean we want to transform lives and make a difference, and that's basically what I try to do when I wake up every morning. And the way to do that is to look at what the next steps are for these children. And liberal arts is important, I had a LA education as well. I get that. However, Charleston is a growing community, the workforce is requiring and demanding that we provide students that are educated that have the skills, the soft skills, we mentioned that. We met at the Chamber of Commerce with the HR directors and they talked to us about active listening, showing up to work on time, and being professionally dressed, and the being able to work with that and then be able to train them on the job. And I know that was just 3 minutes, and it sounded like a lot of rambling, but you wrap that all up into action steps ad you set goals, 1 year, 3 years, 5 years, under the umbrella of college and career readiness and ensuring that we have programs that will empower these children for those 21st century skills.

[JR: Sounds like a strategic plan to me]

David (01:03:28-01:04:20): When problem solving, one of the things that we have here, is that we have success stories we know that it's 70%, so what are the skills that that 70% of people have that maybe the other 30% of people don't have, and it's going to most likely be soft skills. It's the self skills, the self motivations, the self responsibility that will push those people to go further. And some ways that you can probably build that into people who don't have it goes with the carrot. They do this so they get something. Maybe in high school if they can have carrots along the way that pushes them in the right directions.

[JR: Sparks and carrots, Superintendent?]

Gerrita Postlewait (01:04:22-01:07:54): Thanks. One of the things I wanted to say is if we think about a learning system and we begin to- one of the challenges is that our system is balkanized and it runs in these silos, it's an old bureaucratic system. But if we think about a learning system, and we go back to this idea of clarity of what success looks like, what evidence do we accept, and then Larry, if we start with your comment about continuous improvement, and the big question that I think this group can help us solve if we were to think about 4 continuing meetings throughout the year and really get clear about the right metrics and analytics around that because we are currently- we've allowed ourselves to be confined by what the federal government tells us. We should accept it as a definition as success, and we needn't be confined that way. So, okay that's the law, but what's the need here, what's the reality? So if we're really going to be an organization that learns and continuously improves, the clarity that you have given tonight on some of the key metrics will be really helpful. And I think those conversations can continue which was beginning to get into a little bit of that and were work keys. But that's the bottom line and then if we can organize ourselves to try to shoot for readiness by about what we currently think of as 8th or 9th grade, by age 14 or 15 on some of those basics, then how do we design those HS years for maturation for exploration for beginning to specialize a bit and how do we build in the intentionality around the transition with support, so it isn't just walking across the stage, getting a HS diploma and we're done. Right? So that's one big emerging idea for me.

[JR: And it sounds like you're proposing a continuing dialogue on those topics.]

I am I'm thinking if we can just reconvene quarterly, set some objectives for ourselves and then sort of say by the end of September we have done this, by January we want to see this, by March we need to see this and by June we expect certain things. If we could get that degree of clarity around our own world and our own opportunities to get out of this global stratosphere and get really specific. My goodness. If you have apprenticeship opportunities and we have 50,000 kids, that is unconscionable. If you're sitting with vacancies, and we're sitting with kids who need opportunities, that's our job to close that gap, so that is a really powerful and mediate action item.

[JR: That sounds like a to-do, and I bet the chamber can help with because a lot of that stuff, the apprenticeship programs the internships are known to you and Trident Tech. There needs to be a vehicle to get that out to folks.

Robin Willis (01:07:57-01:08:17): We and Trident Tech try to communicate a lot and your schools are awesome, they really worked with us but we'd love to have every space filled, because these are opportunities for students that can still go on to 4-year or go right on into working

Radia Hayward (01:08:17-01:09:45): One this also, going back to your question where you talked about the 0-5 and I'm assuming you mean from baby to 5, so I think how one thing you could to as a community is first, teach our parents what to look for as of interest in their children. If you have a 2-year-old who likes to build, how you can motivate that parents to say I see these interests so let me see resources or partnerships that I can involve them in more. But I think if we start at that age, educating parents on just basic things to look for then that can

start that 0-5, and then when we go to elementary school, and middle school then by the time they get to HS, they've had so much resource development, communication skills, all of the pertinent things that they need to be successful, regardless if it's a two-year or whatever, but I think if you start educating the parents on that end, showing them how to do a plan because usually parents are like oh the teacher is calling, must be something bad. But ask them what are their actual hopes and dreams for their children and giving them a way- a how to make a plan, or have a vision for their child.
[JR: Let's turn out this way and see if there is any compelling comments or questions. Lindsey?]

Lindsey (01:09:53-01:12:53): [inaudible]…A couple of things, accountability is a theme that runs through a lot of what everybody said and project based learning has an accountability component…When a system has the potential to- when there's a lot of accountability in that system then that system will naturally then perpetuate a lack of accountability in the system…[inaudible]. And so recently, I tried to map out who – the CCSD…system that works very well for some people. Some of the participants in that system, it works great for. If you were an affluent white person in Mt. P, and your child goes to Mt. Pleasant Academy, Laing, and then an academic magnet, that system probably worked great for you. So reality is that we all have to be honest with John, and I know you've talked a lot with Gerrita about who the system is really working for and who it's not working for because when you have a lot of people it works for, you have to be willing to say there needs to be the high quality for everyone, and I think the business community has to be a leader in that because too often you get a parent in that system who is working for their kid and then it becomes a whole lot less important to figure out the system for the other participants. For us, one of the things we look for, and the drivers for success, a culture of excellence, high accountability, performance based…, grass roots innovation, empowering teens. So to Radia's point, how do you empower parents, how to looks at it from this place of empowerment vs. a place of shame or scorn or if onlys or it's not working for x y and z. For us I know one of the things, and I know it's controversial/people have different opinions, is Meeting Street, has brought a lot of those same components. And when we're looking at how to make the system better, we got to be honest with ourselves about who it's helping and who it's not. And you know recognizing it either becomes all of our responsibility or it becomes no ones.
[JR: The strategy needs to address the success of every child. The point is well made, that there are many children who are not being successful in the system that we offer them and your point about accountability at least suggests to me, that embedded in the strategy must be the means by which accountability is a sign for the success of all children not just the ones who are proving successful.]

Audience Member (01:12:54-01:15:26): I just had a comment I guess about the teaching and learning piece, I think that very early on in kindergarten when we talk about these project based learning teams that you tend to see children that young of age who want to be the tallest and the oldest, and it's always they have to be at the top. And early on in business, you're putting your project team to assemble- I personally try to find folks much smarter than myself, the best mathematicians what have you because those are the folks who make the team get better, and kids in kindergarten while they're working on these teams, I think the thing we have

to teach them is to encourage one another, that success early on when we only put signs about 4-year colleges in a school that tells a definition of success, and that doesn't say that an internship in automotive is okay. So when we teach our children, we want them to go to school and we want them to be kind, and early on in kindergarten project teams you're going to see the person who's the best at numbers and maybe they're the best teacher as well, maybe they're the best trainer. I think if we put effort into that teaching and learning piece into those project teams where their strengths are merged while working on the project and we foster those, there's maybe some success there, but we can't have kids entering an elementary school and only see 4-year college. I want my child to know for his friend that it's just as amazing for him to be in automotive as it is to go to a 4-year school or state university. That all starts the 1st day they enter school.

[JR: The skill set to facilitate a project team that brings the natural leader to the back and the other to the front and facilitate success is not necessarily taught in schools of education but it is the skills set you're referring to, and it does start in kindergarten. Professional development is sort of on the table for teachers and principals in this regard and what you're speaking of and cap stoned by citizenships as a key stone to the strategy seems to me anyway the call for a very different kind of professional development for teachers.

Gerrita Postlewait (01:15:28-01:18:38): That's right, we've done a lot of talking about that, and the one piece that we have not yet talked about this evening is a very high level strategy is the leader of the building. We have 80 almost 90 sites, and we have over 3,000 teachers, but we have 80 some site leaders so initially in addition to the teachers, we need to make sure those site leaders understand the difference between where we've placed the target before and where the target it is now. My grandfather used to say, we're painting hard, but we have the ladder leaning against the wrong wall. We're working really hard inside a system that allowed these test scores to become the end rather than understanding being able to perform at certain levels is a means toward a different end. So we designed in large part since the others have been frustrated with the system. So the more they've regulated the system, the more they've battened down, tightened up a system that wasn't working well to begin with. I mean you get this in your own relations. In order to change the system, we've got to have the leaders understand what we're shooting for and that requires a very different development approach to leaders of schools and leaders in the classroom, and a different notion of the teachers' role in the school and the principals' role in the school. This is, it can't be done across 80 some sites, but 2 points that been made earlier, if we could think about how to start powerfully at 3-5 sites, we do have $3.1mil grant to develop project learning in an elementary, middle, and a HS, and the high school that has this work underway is Burke HS, and we're working with the new tech folks in the model that they're really perfected nationwide. I got a bit off topic but-

[JR: No I think not, the system is under stress. System dysfunction is the in the experience of most people who've worked in some kind of a business and it is a natural response to ratchet down and into. You've got a [inaudible] that is out of control, you're going to smother that thing with all kinds of controls that are not necessarily the right things to do. But let me turn to the professional development question and ask you al who have experience in rapidly changing technologies in your businesses, whether you are kind of running an auto shop or building turbo chargers. How do you approach the development of people on the shop floor, first line

supervisors, the middle managers to address entirely new processes that are landed in your facility?]

Brad Davis (01:18:38-01:19:19): You have to get people out of their silos, so your principals need to be at chamber of commerce meetings, they need to be involved and engaged with the business leaders because they can't understand and they stay in their silos. As things change the only thing that shows you that is experience and getting out in the business world, see what's happening, and understanding how important it is to change. Because a lot of educators are very happy in their silo. They were great students, they were great students in HS, they were great students in college, they go back to school and they're back in their environment again, and they're really happy doing what they're doing and trying to replicate themselves with their students. And that's where we kind of get into that rut. So the more we can get the out in the community and get engaged, the better.
[JR: Okay. What else?]

Shar Dishusardick (01:19:23-01:21:35): I had a question on this, at least from common standpoint, it's the same thing, it's one way or shape or form we continuously do it. When it comes to a new technology, there's a lot of program that we currently have in the tri county area that works for us like Trident Technical college we do send our shop flood employees our maintenance technicians to develop those particular skills. They're also the skills that we feel like have should have been taught back in the HS itself. That professional development is something that we are going to continuously see, it's going to continuously creep up as we throw more automation into manufacturing, there's going to be definitely a big skill gap when it comes to those technical skills and ability. I know I'm a bit biased toward manufacturing, but that's what I'm representing right now. But when it comes to automation, I feel that we are struggling right now. So when we say these vacancies/openings we do not have opening on skills that we are able to double up into on the job training. I think we are pretty good at that, we have a good process in place, we are able to develop those skills, but we require people to... skills and experience on those specific point of technology, that's why we struggle. I think that's why we often use other colleges to help us out in ongoing training.
[JR: On the job training is a bit more challenging in this space because it can get lonely to be a teacher in a classroom, and even lonelier if you're a principal, it's like being a plant manager. You get the same corporate structure sitting on top of you like that and you hope it just goes away.

Yorrick Beun (01:21:35-01:23:01): I would like to come back to your question how do you handle rapid change. It all has to do with setting the direction very clear and very simple of what the change. A lot of times we see with higher management, we spend weeks/months discussing certain visions and strategies and finally we make a decision then we will cascade it down and then at the end we will say let's give a 20-minute session to our operators/team members on the line and I'm sure they will understand what you want to do. And this is totally wrong, yeah? You need to make sure, if you want to change a big ship in a certain direction, you have to make sure everybody on that ship knows very clear and very straightforward what is the direction that we will go to. Because sometimes it's frustrating for the individuals who don't

really understand what you expect from them and then getting feedback it's still not what we want. So you have to make it very-
[JR: Fidelity of implementation or the lack of it, is most often found in a failure effectively communicated, what the it is to begin with.]

Nicolas Gourdine (1:23:02-01:24:08): Hi, thank you for this opportunity. My name is Nicolas Gourdine and I started an organization back in 2011 entitled Change for the King, unapologetically it services young black males, and at the time, I was doing research that black males were on the lower end of achievement, and I'm glad to hear us being candid and saying that we need to level the playing field. But my question is, as a new transplant back to Charleston, I attended a conference that's dedicated to unemployment and underemployment and one of the things we had to do was take an assessment, similar to a Meyers-Briggs or a TTI, and it was extremely helpful and it was something that I was already kind of familiar with, but in terms of youth, I recognize that I wasn't familiar with an opportunities or assessments like that that were age appropriate growing up that taught emotional intelligence among other things, so I want to know from a business perspective are there assessments out there that are age appropriate for all youth that may be engaged and start engaging them in certain conversations that will help prepare them towards this pipeline towards college and career?

Brad Davis (01:24:10-01:24:40): We've got one, it's called management by strength. It's Meyer's-Briggs but you don't have to be a psychology major to understand it. In fact, when we bring students to tour the dealership, if we have time we actually give students the test, and the company does it for free and we talk about their profiles and it's really funny to walk up with a kid whose got a structure is like mine and go oh you get in trouble for talking out of class a lot. Yes, sir! How'd you know. Well it's because you're direct and whatever you think is coming out of your mouth because you're also an extrovert, so that works really well.

Shar Dishusardick (01:24:45-01:25:11): Another one I want to add, is there is a book called Strength Finder used quite often- we actually use it on our…inaudible…keep focusing on the strength. [JR: For kids though, it'll work for kids?] I don't know but it's something to try [Brad Davis: It's the vocabulary, if they understand words]
[JR: We have a question over here]

Cathy Alvarez (01:25:17-): Thank you. My name is Cathy Alvarez. My family and I are adopting 2 girls from foster care system. Their little book they've given us on what they've gone through is just amazing. It's a very sad indication of how poverty in America shapes so many people's lives. Their mom started being pregnant with them when she was only 15, and only has a 5th grade education. So she is unable to work to support these kids on top of all the other social issues, so I came tonight so I can get an understanding of what it is the new world is going to require so that my family and I can prepare these girls for this new world because they've never even heard of this new world. We want to get them past that poverty and be able to be accomplished in what they do. [JR: So how'd they do?] They're doing pretty good, because there were some things I hadn't thought about and I thank you. But I also want to raise an even more tight issue, as a country, how sincere are we about raising the poverty level. We know

that education means people are well and better off. We have to be sincere about it and willing to think about innovative ways to make that happen. So that the thousands of people and girls and boys that are in the foster care system don't have to be there because their family can take care of them.

[JR: I think that is a great capstone for this work because it is about the opportunities that education affords for every child but particularly those who come from poverty. Are there any compelling last thoughts from the panel for the superintendent before we come back?]

Kyle Murrell (01:27:36-01:29:07): One things that has come up I think in several people's discussion is every child that comes into the school district has a strength and have weaknesses. And whether it's through project based learning or from teachers being able to look out for those strengths and weaknesses is important. It's something every employee, every new employee that we have I'm assessing their strength and weaknesses, I'm going to use those strengths to put them in situations to succeed, and asses what those weaknesses are and challenge them and to bring those weaknesses up. And if we have metrics, the target is going to be different for each child that enters the district, not everyone going before your schools, but if we can start with individualized plans at much younger ages, and asses those strengths a weaknesses and use the strengths, and like I said, every child that comes in, whether they're below the poverty line, or from an affluent family, has strengths and weaknesses. If we can identify what those are, you can use those strengths to bring them along and create that spark.

Audience Member (01:29:10-01:30:19): …[inaudible]…Spanish, French people, I am from other country, my kids not from here, if you want change…I teach Montessori…and then the system…you have people from all over…I learned your language in middle school and high school, and it helped me live better and then…

[JR: So you're saying that this system needs to be opened to all people inclusively. I think that's an excellent point. I think- Thank you for that strategy to be as broad as our community is rich with diversity is an important element.

Mitchell Hannents (01:30:20-01:30:53): I think so just to kind of follow up on ideas that these two ladies spoke about is sometimes, when we're sitting at a table you want a cook-cutter response to fix everything, and we have to recognize the differences between each individual. Such as poverty, backgrounds, and languages, all those barriers to success and actually form and individualize our responses to help those students succeed in life. Because there is not a cook-cutter respond, and we start that by asking who is missing from this table, who needs to be apart of this conversation, because those are the people we need to reach and get them here and be apart of that success.

Audience Member (1:31:03-01:34:15): Everything you said tonight is great. Who is missing from the table? I think the OBGYN is missing from the table. I started writing a book on school to prison pipeline and the thought came to me, what are the OBGYNs telling the pregnant mother and I went to a couple of OBGYNs and they said Mr. Moultrie, we don't have time to talk to them. What John said a few minutes ago about 0-5 is correct. What Radia said is correct. Everything starts from conception. Conception. Not one years old, not 5th grade. The

conception. The early brain of a child is the same as a hard drive on a computer. Anything that child hears in the womb, that child is internalizing. So now you have early brain development, the 30-million-word gap whereas children from working class families hear 30 million fewer words than a professional family. Then you have adverse childhood experiences, where you have children from homes with trauma- so you have these 3 different aspects that are happening to a child from conception to 3 years old, and you're trying to say, how are we going to do this? You can't do this because you have to deal one, with the OBGYN being apart of this conversation, then we have to address the other aspects of what's happening in the home when I share with you before about the conference we had with the aces in Columbia. So you have to have that model of addressing those things there, and working with the other framework our society doesn't leave it possible that you can be successful because you have so many distractions on a principal and a teacher. You have all the football games everything else, even the churches to a degree, because they're not supportive of the school system on what needs to be done. Parenting class, when my last child was born in 1990, I went to parenting class, and I retired from the air force 23 years ago, so I went to parenting class, and I'm from the hood if you want to say the hood, but I moved up to the projects, made a lateral move, so I did that. Then I became a stay at home dad for 3 years when we lived in England, and so she went to British school. The things you're talking about I think you have to incorporate with the things Radia is talking about, John is talking about from that earliest year, what are we talking about from conception, don't worry about the other stuff, not yet, let's deal with that, and get everyone to understand what needs to be addressed, work together, bring the OBGYNs in here, doctors in here all of them working with you and the police dept. Thank you.
[JR: Superintendent?]

Gerrita Postlewait (01:34:18-): I'm assuming you're turning to me for closing remarks. [laughter]. You have given us much to think about and I think that it would do a disservice to the conversation if I were to try to synthesize and summarize it on the spot but here is the invitation. We would love to take the information you've provided to us to think about the implications for our system. To meet with you 1st, 2nd, 3rd, and 4th quarter this year to see if the next time we meet, we might say back to you, this is what we heard is that right? And here are some strategies and tactics that we think are worthy of addressing in year 1. In a good faith effort, to serve in some very authentic way what we are think the tag line of our strategic plan will be-our mission is that Charleston county schools open doors to opportunities. That's what we do. Every child who comes to us, should leave with more life choice than he would have had had he not been with us. So that's the work we need to set about. If we could just thank you with such deep and sincere gratitude for your time tonight, and invite you to come back after we've had a bit of processing time and then if we could set for ourselves a course of quarterly meetings, bringing others to the table so that we are more representative of the diversity in our community. That would be something we would like very much.
[JR: And I would just like to say thank you to you all for your engagement and from a business perspective, I urge you to treat your involvement with the school districts here in the same way that you build airplanes or cars or run a business process. This is not a matter of philanthropy and giving back, this is essential work that is going to either continue the economic growth and viability of this region or it's going to an end. Thank you for coming and we're done.