

A LEADERSHIP CONVERSATION: AN URGENT APPEAL TO ENGAGE A GENERATION AT RISK

HELPING EVERYONE REACH THEIR HIGHEST POTENTIAL

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APPENDICES *

*The following appendices can be downloaded at www.NYCLEADERSHIP.com.

Appendix 1: About The New York City Leadership Center

Appendix 2: About 20/20 Vision for Schools

Appendix 3: Presenter Bios

Appendix 4: National Demographics PowerPoint by the Hon. Dr. W. Wilson Goode
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Appendix 5: Overview of Panel Interviews

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ABOUT THIS DOCUMENT

This document details the working sessions and exchanges that occurred during the events of September 18th.

This report was:

- ♦written by Jeremy Del Rio, Esq. and Beverly Cook
- ♦edited by Peggy Chen, Sharon Cushing, Gary Frost,
Lauren Moy, Edwin Pacheco and Mac Pier
- ♦designed by Peggy Chen

To obtain additional copies of this condensed report or the full report, please contact Peggy Chen at 718-593-8626, x216 or send an email to pchen@NYCLEadership.com .



Hon. Cory Booker, mayor of Newark, NJ

ABOUT A LEADERSHIP CONVERSATION

Purpose & Participants:

Our objective for the day was to initiate an actionable plan and model to help New York City school-aged youth reach their highest potential. This conversation engaged 120 executives from the business, government, religious and social sectors in considering opportunities for collaboration and cooperation. Organizations represented included the United Federation of Teachers, Teach For America, Big Brothers/Big Sisters, Cornell University, New York University, Deutsche Bank, M&T Bank, WMCA Radio/Salem Communications, Dow Corning Corp., Princeton Theological Seminary, the Bill & Melinda Gates Foundation, American Express Business Travel, The West Paces Hotel Group, World Vision, Latino Pastoral Action Center, Pomeroy Capital Hedge Fund, and others.

Event Format:

In keeping with our theme - "An Urgent Appeal to Engage a Generation At-Risk" - we structured the program into four parts. In the opening session, which laid the framework for the rest of the afternoon, the Hon. Dr. W. Wilson Goode and Jeremy Del Rio, Esq. made the case for the urgency of the appeal by outlining the risk factors confronting young people. Goode focused on the national crisis and Del Rio emphasized the dynamics in New York City.

Next, a panel of five executives facilitated by C. William Pollard articulated how the panelists are empowering young people to overcome the various risk factors in their unique contexts and offered recommendations for how they, and the other guests, can collaborate for scalable impact.

The heart of the gathering involved table discussions facilitated by Frances Hesselbein. The participants consisted of leaders in their respective fields, including business executives, youth specialists, educators, and foundation officers. They shared their collective wisdom to find a common cause for future collaborations in New York City and beyond.

Hosted by

- ♦Hon. Dr. W. Wilson Goode, Sr.
- ♦C. William Pollard
- ♦Frances Hesselbein

Convened by

- ♦The New York City Leadership Center

Presenters

- ♦Dr. Mac Pier, president of The New York City Leadership Center
- ♦Hon. Cory Booker, mayor of Newark, NJ
- ♦Rev. Gary Frost, director of Emerging Leadership of The New York City Leadership Center
- ♦Rev. Dr. Floyd Flake, senior pastor of Greater Allen AME Cathedral and former U.S. Congressman
- ♦Hon. Dr. W. Wilson Goode, Sr., executive director of Amachi Training Institute and former Mayor of Philadelphia
- ♦Jeremy Del Rio, Esq., co-founder of 20/20 Vision for Schools and president of Community Solutions, Inc.

Presenters

- ♦C. William Pollard, chairman emeritus of The ServiceMaster Company
- ♦Frances Hesselbein, chairman and founding president of the Leader to Leader Institute
- ♦Edward Tom, founder and principal of Bronx Center for Science and Mathematics
- ♦Peter Vanacore, executive director of the Christian Association of Youth Mentoring
- ♦William Collins, executive director of the National Church Adopt-a-School Initiative
- ♦Mark Goldsmith, founder of Getting Out and Staying Out
- ♦Dr. Larry Acosta, founder and president of Urban Youth Workers Institute



Hon. Dr. W. Wilson Goode, Sr., executive director of Amachi Training Institute and former Mayor of Philadelphia

A (GE)N(ER)ATION AT-RISK -- THE URGENCY OF THE APPEAL

If the moral test of a society is how it treats its children, America has failed the same test year after year after year for decades, specifically its failure to educate the urban poor despite promising equal access to quality education for all.

In his greetings to Forum participants, Newark Mayor Cory Booker described this shortcoming as, *"the only poverty in this world that challenges us."* That poverty, he said, is *"not material poverty, but a poverty of faith, a poverty of imagination, a poverty of love and compassion, a poverty of action."* **Excerpts of Booker's remarks are included in Appendix 7.**

In return for decades of unfulfilled promises, we have reaped generations of unfulfilled promise. Despite spending more money per capita for education than any other country in the industrialized world, the United States ranks eighteenth in the world in graduation rates, and first in incarceration. U.S. policymakers prepare for the worst by allocating prison construction budgets based on fourth grade reading scores.

When the average high school graduate from a low-income urban community reads at an eighth grade level; when fewer than 30% of urban high school students actually graduate in some American cities; when New York City, the nation's model urban school district, graduated only 44% of eligible students on-time in 2008, the same year that it received the country's highest prize for education reform; it feels a little too late to exclaim, "It's time for change!"

In the opening session, Hon. Dr. Wilson Goode and Jeremy Del Rio, Esq. challenged executives at the Forum to engage comprehensive education reform in an intentional, collaborative way. Goode presented the statistical consequences of risk factors confronting urban young people nationwide, while Del Rio focused the conversation on New York City and reminded the participants of the lives behind the numbers. **Copies of their PowerPoint slides are included in Appendix 4.**

Together, they concluded that America's schools' crisis is first and foremost a crisis of leadership. A systematic refusal to accept accountability for chronic underperformance has permitted decades of institutional failure, which has placed current and future generations at risk of social unrest and decay. Comprehensive reform requires multi-sector, collaborative strategies led by men and women willing to commit, as Geoffrey Canada of Harlem Children's Zone says, *"to fix this problem ... to put politics aside and do what's right for America's children."*

TABLE DISCUSSIONS

The heart of the Forum consisted of thirteen table discussions designed to surface collaborative strategies for education transformation. Facilitated by Frances Hesselbein, chairman and founding president of the Leader-to-Leader Institute (formerly the Peter Drucker Foundation), the discussions focused on four key issues: collaboration, transcendent strategies, leadership and synergies. Table moderators helped each group arrive at three findings and three recommendations for each issue.

The New York City Leadership Center then sifted through the written notes of all thirteen tables, with the similar goal of synthesizing common themes into findings and recommendations. The consensus that emerged is reported in this section, and provides the basis for the next section's proposed actionable plan.

A complete transcription of the notes obtained from each of the 13 tables can be found in Appendix 6.



Frances Hesselbein, chairman and founding president of Leader to Leader Institute

TABLE FINDINGS & RECOMMENDATIONS

Issue I: Collaboration

Is collaboration across sectors (business, education, non-profit, government, religious, students, and families) for comprehensive education reform even possible? If so, how so? What challenges inhibit collaboration and how can they be overcome?

A. Findings

1. Collaboration is possible if cross-sector stakeholders commit to intentional communication, trust building, resource sharing, and coordination of efforts, facilitated by catalytic and creative leaders who have mutually agreed and are empowered by the stakeholders to shepherd the process on their collective behalf.
2. Challenges include: defining the issues or mission too narrowly; using exclusive language that fractures communities; either/or engagement paradigms that perpetuate mistrust; and traditional "every organization and agenda for itself" approaches.
3. Collaboration begins as each stakeholder raises awareness of the crisis within their respective spheres of influence and urges win-win approaches where each sector, and stakeholder, invests from its strengths to aid the others' weaknesses.

B. Recommendations

1. Craft a common communications platform that nurtures trust among stakeholders, dispels suspicions, and open sources² education reform by: sharing ideas and access to resources and relationships and coordinating efforts around a shared mission and common objectives.
2. Identify grassroots community institutions and influencers such as faith congregations, businesses, and non-profits to educate, equip and mobilize individuals to act both personally and collectively for education reform; empower their success by supplying research, best practices, training, and scalable initiatives that can be decentralized, owned and implemented at the local level.
3. Inject accountability into reform by emphasizing shared ownership, including responsibility for the problems and opportunities to innovate solutions; protect accountability by rejecting old-style blame shifting and focusing instead on rigorous standards, feedback, and evaluation.

²In the early 1990s, upstart computer programmers discovered that the best way to solve common problems with the then-emerging Internet technology was to collaborate with others who shared an interest, but lacked the necessary time and resources to solve the problems on their own. "Open source" refers to their practice of allowing anyone, including potential competitors, to view and even improve upon source code - the underlying instructions that make computer software work - by making the code publicly available online, and permitting potential users to download the software for free. This radical departure from business-as-usual fueled the development of the World Wide Web, and its innovations empowered the information age in which we now live.

Issue 2: Transcendent Strategies

Do any specific educational issues transcend regional, demographic, and religious differences around which we can mobilize? Which one(s)? How should we mobilize, and to what end(s)?

A. Findings

1. Chronic underperformance metrics nationwide (such as literacy, drop-out rates, college admission and retention, and job readiness), especially in urban and rural communities, suggest widespread institutional and individual failures.
2. Inequitable distribution and management of resources - financial, personnel, and otherwise - have contributed to de facto educational apartheid, where the place of one's home often dictates - unjustly - the quality of education one will receive.
3. A strategy is needed that integrates systemic reform with character education that empowers personal responsibility (of students, teachers, parents, administrators, etc), and supportive services that compensate for gaps in family and social assistance, and pursued in a complementary way.

B. Recommendations

1. Appoint a delegation of stakeholders who would craft a comprehensive mission, vision, values, and agenda for an education reform movement that responds to educational injustices and collaborative opportunities for meaningful change.
2. Overcome resource constraints by developing a web of partner supports that identifies existing (and nurtures new) womb through college interventions and services both regionally and at the grassroots level.
3. Build infrastructure for ongoing networking and coordination of efforts, resources, and communication that leverages technology for exponential reach.

Issue 3: Leadership

What is the role of leadership in addressing the educational crisis? What kind of leadership is required (top-down, bottom-up, indigenous, expert, both/and, other)? How do we discover, develop, and deploy students themselves to provide meaningful leadership in both conceiving and implementing solutions to entrenched problems?

A. Findings

1. Leadership is the linchpin for comprehensive education reform and requires a compelling vision of the future; the courage to pioneer new approaches to both collaboration and education; the determination not to settle for anything short of long-term transformation; the flexibility to adapt to changing circumstances; and a willingness to be accountable for results.
2. Collaborative leadership must be ethnically, economically, gender, and sector diverse, and reflect all of the above leadership styles, without the arrogance that suggests one style, demographic, or sector is inherently more important or valuable than the others in the process.
3. Empowering effective student leadership requires changing our paradigm of students from customer (adults do "for" them by teaching, parenting, etc.) to owner (investing in their own lives, communities, and futures by cultivating their own education); and releasing real authority to students - along with corresponding mentorship and supervision - both to make decisions for themselves and their school and to deal with the consequences thereof, whether good, bad, or messy.

B. Recommendations

1. Define stakeholder roles clearly (while preserving flexibility for adjusting as necessary), even as stakeholders empower a leadership team to coordinate this effort, and align their personal and institutional agendas with that team.
2. Co-create among the diverse groups of leaders by demonstrating a willingness to meet the "other" on their terms, in their space, according to their language and customs. Model student leadership development by retaining the attitude of an ever-learning servant leader.
3. Identify existing and potential student leaders, whether formally through student groups and achievement records, or informally through personal observation and peer or teacher recommendations; nurture student leadership development inside or outside schools through mentoring, leadership clubs, and formal training; and create platforms for them to be heard and to actually lead.

Issue 4: Synergies

What will you bring (individually and organizationally) to an ongoing engagement strategy? How can NYCLC help facilitate your continuing participation both locally and nationally? What other institutions and individuals need to be engaged in this dialogue?

A. Findings

1. The capacity exists for the 120 participating executives at the Forum to contribute significantly to education reform in New York City and beyond, both individually and on behalf of their organizations. Expanding the circle to include others not already at the table only enhances the capacity for systemic and lasting change.
2. Mobilizing existing networks and spheres of influence (employees, parishioners, friends, etc) requires commitments by each participant to educate themselves on the issues (using resources provided by NYCLC, partners, and other interested parties), pledge personal and/or institutional support, and champion the cause whenever and wherever possible.
3. The technological and media capacity exists to open source³ education reform so that every stakeholder can learn from the others' successes and challenges; innovate and share solutions; and leverage scalable impacts as a result.

B. Recommendations

1. Process the data from the Forum thoroughly and timely; distribute it freely to as wide an audience as possible; and coordinate actionable next steps for existing and future participating stakeholders.
2. Identify from within the current participants the names, contact information, and affiliations of others who need to engage in the conversation; and create onramps for them to catch-up quickly and contribute meaningfully.
3. Invite specific contributions from participating and future stakeholders.

A complete list of the notes obtained from each of the 13 tables can be found in Appendix 6.

CONCLUDING REMARKS

Dr. Larry Acosta, founder and president of Urban Youth Workers Institute in Los Angeles, summarized the enthusiasm, insight and potential impacts of the Forum after facilitating the Table Reports: *"The energy and synergy in this room is powerful! All of us, because of what we've experienced, have the potential to move this thing forward. We'll look back in a decade and see a difference because we came together today."*

Citing *"Cities on the Rebound"* by former Mayor William Hudnut of Indianapolis, Acosta further observed: *"The successful city of the future will be driven by collaborative strategies. We've experienced collaboration at our tables; the collaboration of various levels of leadership and influence, bottom up and top down. It's going to take all of us to implement what we've discussed here today."*

He encouraged everyone to do the following things:

- *think of who needs to be invited to the table at the next event,
- *become a champion and a mouthpiece for change, and
- *plan to serve or provide services to fulfill the needs described today.

Frances Hesselbein then charged Forum participants: *"This is just the beginning. ... We came, almost as strangers. We are leaving, in love, with new commitments in saving a new generation at risk. I have rarely been so inspired by every voice, by every word. ... And even though we are facing this enormous challenge in the darkness of our times - the lowest level of trust, the highest level of cynicism in my whole lifetime - we are undaunted. These are our children."*

A transcription of both Acosta's and Hesselbein's concluding remarks can be found in Appendix 8 and Appendix 9 respectively.

³In the early 1990s, upstart computer programmers discovered that the best way to solve common problems with the then-emerging Internet technology was to collaborate with others who shared an interest, but lacked the necessary time and resources to solve the problems on their own. "Open source" refers to their practice of allowing anyone, including potential competitors, to view and even improve upon source code - the underlying instructions that make computer software work - by making the code publicly available online, and permitting potential users to download the software for free. This radical departure from business-as-usual fueled the development of the World Wide Web, and its innovations empowered the information age in which we now live.



Rev. Gary Frost, director of Emerging Leadership of The New York City Leadership Center

THE PROPOSED ACTION PLAN

During "A Leadership Conversation," The New York City Leadership Center (NYCLC) briefly introduced 20/20 Vision for Schools (20/20) as a vehicle for education reform that NYCLC has embraced as its first citywide service initiative. Investing in future-oriented, emerging leaders ensures leadership for generations to come. Transformational leadership requires engaging critical social issues with meaningful solutions.

Put simply, 20/20's mission is to transform public education within a single generation of students. More specifically, 20/20 will mobilize faith-based organizations, businesses, and community institutions to come alongside public schools for meaningful advocacy and service. Our vision is to see New York City public schools reverse decades of chronic under-performance by graduating students in record numbers, equitably across demographics and neighborhoods, with the skills and character necessary to achieve in life. We will begin with the first graders of September 2008 who will be the graduating high school class of 2020.

New York City Leadership Center & 20/20 Vision for Schools Action Items

Building on the Findings and Recommendations of the Forum Participants, the NYCLC 20/20 staff commit to implement the following action items:

1. Mail this Summary Report to the 120 Forum Participants, for review, comment and commitment. The Summary Report also will be placed online for access by interested stakeholders.
2. Request from each Forum Participant, and any additional potential stakeholders, commitment regarding their involvement in the ongoing reform conversation, knowledge of adoption opportunities and any collaborative strategies that are available.
3. Create a master plan for scalable engagement and measurable results, based upon the findings and recommendations of A Leadership Conversation.
4. Identify existing education reform groups and NYC Department of Education officials with whom to nurture collaborative, trusting relationships and ongoing partnership.
5. Develop funding streams to build the administrative and programmatic infrastructure for 20/20.
6. Recruit, register, and train grassroots partners to begin adopting schools through 20/20. Develop a coherent and decentralized recruitment and training schedule for 2009 that provides reliable onramps for individuals and institutions alike to plug into the movement.
7. Leverage internet technology and media relationships to foster awareness of the issue, collaboration, fund development and social networking amongst stakeholders. (Develop an interactive website; Engage media partners; Produce promotional materials)
8. Develop an Advisory Committee for 20/20 Vision for Schools from among the Forum Participants and qualified nominees. The Advisory Committee shall consist of between twelve and twenty civic, education, business, clergy, community, and student leaders who will speak into the further development and expansion of 20/20.

Forum Participants Action Items

In order for NYCLC & 20/20 to complete the previous action items, we request all Forum Participants to consider which of the following Action Items you can help implement:

1. Identify and enlist existing education reform groups and/or NYC Department of Education officials with whom to nurture collaborative, trusting relationships and ongoing partnerships.
2. Develop funding streams to build the administrative and programmatic infrastructure for 20/20 Vision for Schools and the education reform collaborative of The New York City Leadership Center.
3. Provide contacts and/or expertise to help develop an interactive website to facilitate ongoing communication amongst stakeholders.
4. Provide contacts and/or expertise for the advertising and promotion of the 20/20 Vision for Schools project.
5. Provide contacts and/or expertise for the production of promotional materials for communications purposes.
6. Join the Advisory Committee for 20/20 Vision for Schools.
7. Provide names of candidates to serve as potential Advisory Committee members.
8. Indicate any additional ways you are willing to contribute to the development and expansion of 20/20.

Advisory Committee Members shall agree to the terms as listed here below:

1. Work with NYCLC and 20/20 staff to further refine 20/20's mission, values, vision, and strategy, and establish a comprehensive reform agenda that reflects the Findings and Recommendations of A Leadership Conversation in a process to be determined by the Advisory Committee;
2. Establish rigorous evaluation criteria, impact metrics, and transparency safeguards to insure accountability;
3. Thereafter, meet collectively at least once a year by telephone conference or at a location determined by NYCLC, and provide non-binding guidance (except as otherwise agreed);
4. Be available for individual or group consultations that may be periodically scheduled throughout the year;
5. Contribute annual financial gifts and in-kind contributions, and actively fundraise on behalf of the NYCLC and 20/20, at levels to be determined by the Advisory Committee; and
6. Serve renewable two-year terms.

CONCLUSION

New York City Education Chancellor Joel Klein says public schools are broken in America because somewhere education became less about children and more about adults. We have exchanged the selflessness of investing in students for the students' sake alone for turf wars and power plays, partisanship and self-interest.

At the Forum, Principal Edward Tom of Bronx Center for Science and Mathematics offered an impassioned plea to once again "put children first" in the struggle to overcome entrenched educational injustices.

To that end, the NYCLC and 20/20 urge multi-sector leaders to open source⁴ an effort to transform education in America. If education is first and foremost about children, education reform should not be a proprietary pursuit. Since the problems are too vast for one person, interest group, or community to overcome on its own, open sourcing ideas, best practices, funding solutions, evaluation methodologies, and reform strategies represents the best way to engage the best minds in transforming public education in this country. If it's "about the kids," we need to model how to share.

⁴In the early 1990s, upstart computer programmers discovered that the best way to solve common problems with the then-emerging Internet technology was to collaborate with others who shared an interest, but lacked the necessary time and resources to solve the problems on their own. "Open source" refers to their practice of allowing anyone, including potential competitors, to view and even improve upon source code - the underlying instructions that make computer software work - by making the code publicly available online, and permitting potential users to download the software for free. This radical departure from business-as-usual fueled the development of the World Wide Web, and its innovations empowered the information age in which we now live.

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