



Summary of Table Responses
Strategic Planning Town Hall Conversation #2
Wednesday, November 4, 2009
University at Buffalo

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Questions for the Small Group Exercise

In their presentations today, Robert Bennett, Joe Scantlebury and Nancy Zimpher described the importance of a seamless and articulated K–20 educational pipeline and the need to create partnerships among educators, businesses, not–for–profits, philanthropies, and government to support it.

With this in mind, please respond to the following questions.

- 1) What would it take to create a systematic “STRIVE”–like model in your region?
- 2) What particular strategies, partnerships, initiatives would work best?
- 3) What are the missing links in building a model in your region?
- 4) What do you need from SUNY to create a strong regional model?

Table #1

Tom Moebus
Karen Pastorello
Steven Havlovic
Gerry Drahos
Julie Gondar

SUNY collective gatherers

- Facilitator and understand what's in it for you
- Community wide assessment, needs and programs, resources available

Steve – SUNY IT

- Advisory committee board
- Not so much P and K–12
- Engage leaders and educators of K–12, interact
- Better working relationship
- Common strategy
- Apply – concept limited number; refugees, pipeline

Karen

- Part of a broader community
- Aware they are for the better

Matthew

- Monitor correctly, start young; change that culture
- Data, support; yielded results, third report card – all three years

Crawl – Kindergarten readiness

Universal Pre-K

- Plan and partner with other organizations in your community
- Head Start conflict, Yes Student Success and HS don't talk

Report Card – New commissioner, reform, Tertiary Education (just to experts) – shared responsibility

Half dozen proposals – high schools/Boundaries – high school – college, college–high school (example)

Build bridge so that those courses taught in high school will count for credit (professor)
Co-teaching

Success by Six

- More adoptive to charter schools
- Non-union regulations look to partner

Enablers and Barriers

- Turf and certification (sandbox, regulatory)
- Supply change – nurturing needs of consumer
- Gap in recognition
- Business prospective, K–12, teachers SUNY
- Role along process, no collaboration

Gerry

- IT; what do you need?
- Tangible, teamwork, customer relationships

Matt

- Urban schools, incentives for the brightest, best teachers
- Develop a program
- City of Buffalo teachers have to live in Buffalo

Partnerships

- Community colleges in area
- Non-profits
- Philosophy–same page

Tier 4's – where are they – labeling need

United Way

Pre-K and kindergarten – Mandated Pre-K

Procure – grant mandate buy public education

Student–Parent relationship

- Discipline mind set
- Problems
Many parents never finished college or high school
Inform, educate, welcome, encourage engagement
- Multi generational–mentoring
- Partner (college mentors)
- Mission, connect non-profit

- Understand education importance

Work Force Development – Schools – Resource Center

- Daughter – ins and outs of system
 - Parents, prenatal benefits
 - How important an education is
 - Don't go to college; scared off
- 1) Mandate Pre-K through public funding
 - 2) Partnership/Collaborative – co-teaching models between PK–12 for joint teaching initiatives
 - 3) Best and Brightest into urban troubled districts to develop new breed of teaching
 - 4) Service learning strengthening so we encourage students to develop innovative programs
 - 5) Start with a statewide assessment of current K–12 pipeline tools and study true performance outcomes and education. Allude to best practices.

Table #2

Question #1

Identify partners, buy-in and connections

Strategies, partnerships, initiatives

- Buy in from all the parties involved
- Local robbery – active barriers to overcome
- Identify partners (United Way, Private Schools) etc.
- Regionally competing for same resources
- Getting visibility to connect partnerships; (get right person from group)
- Someone needs to take leadership role

Question #2

- Evidence based
- Shared culture
- Sharing between and among regions of what works best
- Asking the regional gods to see what companies are looking for employees
- Create renaissance person (not narrowly trained)
- Joe Keegan – advisory board
- Community education advisory board (within campus) – Drive changes in curriculum/internships/educate public
- Family service center – multi service center to connect to community
- Regional learning center – without needing to go to main campus often
- Parenting Education to parents with young children. Increase confidence in subjects like science
- Student volunteers to adopt a family
- Exposing parents to campuses – more welcoming. Increase comfort level; more of a community hub
- Bring young children onto campuses
- Look at outcomes
- KEEP IT SIMPLE

Question #3

Missing Links

- Better roadmap – how to develop a model
- Find passionate people and connect them
- Convener
- Have a person, per region, who has the time to reach out – grant funded and dedicated
- Daycare connected with campuses
- Other options might not be leading to success – babysitters and TV

- SUNY Identification/Branding – campus to campus identity
- Connection on online world to local problems; ongoing over the years
- Connected to community
- Service to community – SUNY requirement to graduate
- Service learning
- Working with children
- What is our real gap? Collect data
- More use of libraries
- Retirement; adult education with credits
- Let community know that SUNY cares about youth from childhood on and what SUNY expects from them

Question #4

Needs

- Data
- Money
- Personal
- Support for regional person – driver
- Identify regions – do we know them already? Have them form organizationally
- Don't just make it within New York
- Online; Increase reach
- SUNY player in government
- SUNY TV network in household

Table #3

Question #2

To create STRIVE – LIKE model:

1) Strategic/Partnerships/Initiatives

- Community organizations with leadership capable of supporting the partnership – financially
- Local school districts are only a start – other institutions of higher education and the private sector have to be brought in – SUNY must lead them
- The diversity of the State makes it difficult to create a unified stance
- Regional groups must decide the issues they want to address and then create working committees
- Community-action partnerships with local and regional governments to find a local and unified voice in region
- Would be helpful to find common themes – one obstacle is that schools are in competition
- Role of teacher programs but also State Ed in creating imaginative and creative curriculums to capture student’s interest
- Businesses need to participate in curriculum design
- It is vital to understand what the various schools are doing so that there can be a unified effort
- Collection of data must be done before a strategy can be formed
- New York State is input-based instead of outcome-based in terms of regulations
- Change to outcome-based is necessary and currently happening in small pockets but needs to be systematic

Question #3

- Demonstration/project of STRIVE model: In Buffalo? In Albany? SUNY campuses are in/near city
- Publication of educational model – what is happening with teachers and students

Question #4

- Need evidence/data
- SUNY needs to be able to influence the curriculum and help build curriculum to influence students
- SUNY could facilitate establishing local partnerships – would have big impact if it came from SUNY

Table #4

(Recorder: Sara Brenner, Presenter: St. Jermaine)

Curtis – Finger Lakes

Michael – Fredonia

Scott – Brockport

Jeffrey – Binghamton

St. Jermaine – Nassau

Beau - Buffalo

BHAG: Moving educational attainment curve 6% increase over x years

Question #1

- COMMUNITY ENGAGEMENT
- Ensuring social mobility

Question #2

- Government, academia, business
- Force joint accountability
- Broaden the view

Question #3

- Heath, DOL, unions

Question #4

- Structure and inspiration where parents are absent (mentorship)
- Research - generate evidence-based
- Increase high school and college teacher collaboration and connectivity. We don't have quality teachers! Fundamental reform in classroom methodology

Need to hear successes of Charter Schools

Community report card on early childhood development; what is reward system?

Adopt a whole-istic view model of WHOLE-ISM back it with policy and resources – coherent understanding of the problem.

Make Pipeline transparent to the students

Exporting the highest quality product - work with employers

We need voices FROM THE MAJORITY; we are an “elitist” minority

Must have DATA “educational passport” Physical and mental health data

30% illiterate

50% poverty (kids)

3rd poorest city in US - same as Albany, Utica, Rochester, Syracuse, Schenectady

Rochester: Need alignment of business, academia, policy/government, non-profit, university presidents – local-well-suited

Role Models for Younger Students:

Must get at evidence-base

Must identify what has been stopping collaboration? What are root causes?

Students: all must be aligned – both public and private

CHANGE THE CULTURE Inspire kids!!! Internet, YouTube, use technology social marketing and culture, non-traditional ways

Pre-K: If so important then we need to fund it! Families are losing money; socioeconomic riddle – generationally compounding

Teachers: “Get the best teachers in the worst schools” – Compensate

Technology Incubator: Start-up companies, Fredonia = structure and facilities, economic stimulation

Organized labor: Key partner

Religions/Faith-Based Organizations: Involve them in education

NUTRITION and HEALTH in schools

Chancellor Emeritus – School Boards need to be decentralized; decisions must be made locally (Bob)

Table #5

Question #2

Strategies and Partnerships

- Strategies and partnerships will vary between rural and urban communities
- Each region should identify the services in their communities that would serve students and their families
- Colleges should partner with community agencies and provide services to students and their families on the college campuses
- Provide community access to cultural events and activities
- Create an entity similar to an Extension Center that would provide community type services to students and families
- Motivate agencies and service providers to come together to discuss the support services students and families need in order for students to succeed and develop a plan for offering those services (model for success)
- Create collaborations among institutions around teacher education (training tutors should also be included)
- There needs to a mechanism for providing the kind leadership development necessary to move this initiative forward
- Strong partnerships with P-12 (school districts) must be developed and solidified...we must work together to create a synergy
- We need to identify the appropriate individuals on our campuses who will advocate for and support this initiative

Question #3

Missing Links

- Strong partnerships and collaborations do not currently exist with community agencies and in some cases collaborations with school districts are weak and disparate among districts
- We do not have data to inform decisions about resources and services ...particularly since resources and services vary among communities

Question #4

What can SUNY do?

- Institutional Research – provide the colleges with the data needed to inform decisions and support actions
- Provide the campuses with tools for metrics and measures for success
- Advocate for the model across the state

- Seek funding through grant opportunities
- Provide communications tools
- Ensure that colleges that do not have teacher education programs partner with those who do. Teacher Education must be part of the process

Table #6

Question #1

Should be a 64 campus emphasis, example remedial writing program, U.C.C taken into Wallkill High School

Need to involve parents.

Share curriculum remedial writing with local high schools

Who are the interests? Who needs to be at table?

- a) Higher Education private/public
- b) County and local government
- c) School superintendents – BOCES
- d) Social Services

Segment problems into manageable pieces

Career exposure to students

Question #2

- Incentives in participation
- Endorse proven strategies
- Gather and harness data

What is the goal? Who is responsible?

Ongoing support for teachers

Question #3

Same list as first – who has interests? Parents!

Lack of flexibility in structures, vested interests

Teachers and schools stove piped; encouraged and awarded for individual

Question #4

SUNY wide - breaking the barriers – Have SUNY campuses regionally provide leadership role in forming STRIVE-like organizations

Table #7

Question #1

- In Erie County, communities are broken (fractured). Community mentality is geared towards local/surrounding areas.
- Whatever we do needs to focus on the region.
- We need to target accountability and performance
- A model would need to include wrap-around services and community outreach

Question #2

- Charter schools should be considered as a significant strategy in arriving at a “STRIVE”-like model as they have figured out that they cannot achieve their goals alone, and therefore include community based organizations, wrap around services, health care, etc. as part of the school community. SUNY is largest university authorizer in the country with 73 approved and 58 open and operating charter schools that are overwhelmingly high performing.
- Magnet school have had some success.

Question #3

- Need to define what a “region” is as it’s not necessarily the same as a city, specific school district, county, ethnic/cultural area, etc. We would need to look at geography, political/cultural boundaries, etc. to take into consideration unique elements throughout the state.
- Who would be the operating entity in the region? Define the entity through some type of agreement or contract and develop some guiding principles for each region.
- Information, but no need to start from scratch. We could:
 - Pinpoint successful programs within the SUNY system – what are we doing well? What areas are working? Who are the people (family, administration)
 - Look at the “feeder system” or supply chain (K-12) to determine what are students not seeing/getting that results in failure? Data exists but we don’t pay attention.
 - Look at research currently available to assist in identifying what’s working and how well/what’s missing or needed for all students to succeed
 - Especially need data around the STRIVE identified transition points in a child’s/student’s life
- Compelling premise for drawing players to the table
- Determining how to get the conversation started with other players. Could use the leverage of currently existing relationships.

Question #4

- SUNY must take a leadership role in creating the STRIVE-like model, and tap into its academic approach to implementing the model. Meaning that throughout the model development and implementation processes each step or phase is reflected upon and the insights are applied as the overall system moves forward and evolves. This would require the involvement of all elements of the SUNY system from its research centers and four-year colleges to its community colleges, teaching hospitals, etc.
- SUNY campuses could consider adopting a high school as a vehicle to implement the model, i.e. mentor relationship
- SUNY system (the whole enterprise) must focus on community building and communication between and among regions
- SUNY would need to pay attention to data, just as the state/the public now are more aware of school performance through the data provided on school report cards.
- How do we force communities to educate themselves? Perhaps campuses could issue report cards that include data regarding the percent of freshman who succeed each year in relation to each school district represented. A plethora of data currently exists that could be useful, including SUNY publications, statistics and reports.
- Big question of what are we measuring? Quality or quantity?
- The control center regarding students would be assessment. Are we ready for the next step? Has anyone looked at the statistics on why students were not held back earlier based on the lack of success on Regents exams?
- Whatever regions are created, within the region the model would need to unite schools, while being aware of different dynamics
- We need a strong vision within each “region” and possibly through region-wide convo SUNY could reinforce its role, play a leadership role in establishing STRIVE enterprises and defining region/community, determining how good is good enough/accountability
- To establish perhaps a couple of pilot STRIVE-like model sites. Perhaps in western New York for one as SUNY is held in high esteem in that part of the state. The performance/success of the pilots would draw others to participate.

Table #8

Question #1

Very rural, northern NY might want to start with the Association Colleges to develop a dialog with local high school. SUNY School could be leader. Fredonia has 3-1-3 program allowing them (high school seniors) to take college courses during their senior year in order to experience college and to avoid boredom. Very structured at the University regarding expectations, etc. Must be accepted into program. Canton has Upward Bound and Liberty Partnership where students work with high school.

Must map existing structures in rural areas to these programs: More communication between programs; already have ties with economic/community needs to expand focus. Need to educate community people; need to build alliances with local schools.

Question #2

Need to utilize current college students as advocates/ambassadors in the communities

Must get parents much more involved in students academics. In college, stronger preparation of parents and students in their first year of their rights, responsibilities and programs available

Include the role of education as part of the sanctions in program, such as drug court

Question #3

All the stakeholders are interested but need to be a unified strategy and SUNY should take the lead

Question #4

Better communication is needed (and facilitated by SUNY) regarding utilizing innovative programs

Better utilization of college boards and councils more to promote these ideas through their regional ties

Need to work on educating parents as part of the system (prior to reaching college)

We need to work on 'branding' the concept so that it is seen as a coordinated, plan strategy for better buy-in

Bring in more leaders and business and careers early in schools (elementary) that will help the child see the connection between success in school and future dreams

Table #9

Question #1

- Cross the board regional partnerships rather than statewide (reorganize by geographic location). SUNY should provide framework for these partnerships
- SUNY unified systems and data, tight SUNY and statewide framework (an internal and external level)
- Remove bureaucratic loopholes
- Lobbying arm for SUNY to remove loopholes

Question #2

- Need action steps; need a better data managing system
- Curriculum development done by subject matter for K-12
- “need to think about 3rd grade going to a high level, not 4th grade”
- Make sure curriculum is made by subject leaders not grade level
- Unified IT that follows student from K-16. (Public education portfolio shows their development, even if they finish in 8th grade). This would force us to look at student success or failure. We can see when certain developments need/should reach certain levels. “My educational portfolio”
- Horizontal curriculum development – developed by field experts. Target should be the sky, not the next grade level.)
- 12th grade shouldn’t be “hang-out” year. 12th grade can remediate student.
- Should fix remediation right away. When it happens, not later. This causes a huge gap that wasn’t necessary.
- Knock out those 30% of remedial college classes and bring those to high school
- Change school calendar

Table #11

Question #1

1. Gather and collect good, reliable data in our local and regional communities
 - Evidence to build support
 - Data to make the case to develop partnerships and supporters
 - Data should illustrate success of existing effects
2. Gaining broad based buy-in will be a critical factor for success; Need to be thoughtful and strategic:
 - Need effective leadership
 - Faculty buy-in
 - Resources to realize the vision
 - Need support of Trustees and Regents
 - Leadership needs structure
3. Need to have a carrot on a stick to motivate P-12 to develop partnerships with higher education
4. Need to challenge social promotion practices in P-12; Explore external exams used in other countries/cultures

Question #2

Strategies

- Universal child care
- Focus on P-12 – success by the 2nd grade
- SUNY role – convener of efforts focused in success by 2nd grade
- Get P-12 to work with higher education
- Partner with Social Services, Department of Health, foster care, etc.
- School support services beyond traditional school hours (Chancellor Bennett)
- Professionalization of teaching career – pay, training, train like doctors/lawyers – residency

Table #11 (2)

Question #1

- Evidence: to build support and convince partners
- It would require everyone to buy in to the model – Include faculty and resources
- Need to know who is in region
- Need Leadership
- Need SED to tell superintendents that it's important, it would help to attach resources to it
- Teacher Preparation is one issue, but so too is structure of K–12 (K-12 not request to work with K-12)
- Need to allow teachers do what they know needs to be done

Question #2

- Universal childcare
- Begin at grade 2 to focus on this model
- Require K–12 to partner in higher education
- Implement community school model – social services
- School should provide services 7 days
- Invest in quality after school programs, i.e. after the school day
- View education as life learning, need to nurture whole
- Need to treat teachers and support teachers as professionals
- Needs survey of local community based on STRIVE
- Teacher education programs need to provide more direct experience with their populations
- SUNY could take lead in affecting higher education collaborations; reduce competition between institutions; tuition/enrollment
- SUNY “Heal Thyself” RE: Competition between campuses e.g. Community Colleges vs. 4 Years
- Develop funding for shared projects (e.g. Arts initiative) make it a funded mandate
- P–12 teachers should be involved in policies governing certification and standards, along with higher education and other decision makers
- Need for more family – engagement in terms of acknowledging/incorporating their realities; Also supporting families

Question #3

Barriers – Paradigm Change

- Current design of standards, assessments and certification requirements needs to be rethought in terms of what students need to know
- Governance – too many silos, not enough coordination
- Lack of opportunities within SUNY for student networking
- Disconnect between SUNY and SED – need for pilot

Table #12

Marcia: NYS has some of the most educated persons and yet we continue to create “scripted programs”. We need to focus on our teaching capital. Why can’t we bring in private sector agents to assist in the classroom? Interpretation of assessment and its weight is detrimental to systemic educational progress. More flexibility in teaching

Myron: Syracuse Compact, a series of academic-private partnerships. Will our strategic plan bring Public and Private academic partnerships together to maximize effectiveness?

- Need to find a way to integrate and relate discrete subjects to each other in order to inspire and foster scholastic growth
- Curriculum development not assessment-based learning
- Effective change stems from flexibility
- Societal pressure to pursue Master’s Degree causes students to ignore vocational training (BOCES maybe). This trend has to be neutralized. Students need to want to learn; should not need it to be shoved down their throat.
- We need to end the assembly line and open education. Create an environment of learning that encourages students to learn.
- Qualitative, not quantitative, pieces to education
- Turf issues create space for bureaucracy which frequently serves as an impediment. Exploring private partnerships.
- Teaching and learning should not be a means to an end but learning should be an end in and of itself

** SUNY will commit itself to creating an open digital repository featuring exceptional course lectures aggregated from all 64 schools and disseminated openly to all NYS residents.

Table #13

Wish List

1. Every student graduates
 2. Every student is ready to go to college
 3. Or enter the workforce
 4. Diploma should stand for success
-
1. SUNY wants to offer every student who graduates from HS, from selected districts – some type of scholarship – “Every SUNY adopts a local high school”
 2. What should be the model?
 - Connect on the pieces out there
 - Articulate to all
 - Partnership that are critical – schools, library, cultural – non–for–profits – other state union and political leadership
 - Shared ownership is *critical*; Use daycare example
 3. University somehow needs to provide the leadership service learning VIP – as scholarship and teaching. “Distinguish ourselves with leadership skills.”
 4. Spoke about students being leaders/mentor to high school students. What age do we introduce a role model?
 - Critical in our schools is “who sits next to you.”
 - “Bigger the school is our neighborhoods and revitalizations”
 5. Big Question? What does ready for college mean? How do we help high schools prepare?
 6. Language of remediation needs to be the same in GED, EOC, high school, etc.
 7. Partner Choices seem to be local although we need to bring it to a global metric.

Question #1

What would it take for a systematic model?

- Connect on the pieces out there – good idea but not articulated to all – communication breakdown

Question #2

Partnerships that are critical – schools, library, cultural museums – support Boys and Girls Club, YMCA, “keep the family strong” declining, other state agencies

Question #3

University needs to provide the leadership rather than just be “on-a-board” have to do a coalition of business–industry–non–for–profits. Service is VIP! As scholarship and teaching.

Question #4

- Arrogance of some institutions of higher education prevents collaboration.
- To be successful for high school junior high school – Wegman’s Scholarship paid employment during high school – scholarship to go to college
- Students to be leaders/mentors – SUNY service learning – utilize students
- At what age do you introduce a role model? Be careful of self elimination
- Who is your role model – who sits beside you in school?
- What is our goals for “community schools’ – how do we get to that point?
- Bigger thru the school and the neighborhood
- Problems to get to that level
- Is our environment able to accept what we’re striving for?

Who we go to school with “matters”

Increase the graduates in ASS or BS degrees

We have failure factor in higher education not just high school. Better job in “freshmen” experience

Each campus should set graduation targets and keep them – remediation prior to acceptance

What does ready for college mean? – For preparation in the high school

Not all college applicants are coming directly from high school

Some curriculums may not need math, etc.

Language of remediation needs to be the same CED, EOC, high school, etc.

Table #14

Question #1

The participants raised a series of sub-questions and then set out to answer them.

- How does STRIVE work?
 - Convened by university presidents
 - Brings key players together
 - Cradle through 16
 - Takes people out of silos into collaborations
 - Goes beyond the classroom
 - Takes specific actions to reduce attrition
 - Uses evidence-based methods
 - Has rigorous evaluation
 - Who would be the co-conveners beyond SUNY?
 - Regionally based
 - Any funder for current programs/systems
 - Hypothetical example:
 - In Rochester, 2 4-year campus and 1 community college
 - Many undergraduate programs
 - Many school districts
 - Many local employers
 - Expectation that presidents of each campus will convene the meeting
 - Identify the boundaries of the region and the stakeholders
- Example of overarching goal: Increase taxable income by increasing the graduation rate
- SUNY can't do it alone
 - SUNY can't do it through remediation

Fredonia campus: get corporations to buy in, but they might fear that an educated workforce would move away

To increase graduation rate, importance of student-teacher interaction

Interested, supportive, monitoring progress

“Somebody who cares”

Need support systems throughout pipeline

Ex: 8-year old son very bright but not reading well

Tested: difficulty scanning text, now getting help and reading well

Not acceptable to say that African-American men come from a culture that doesn't support education, must be open to changing schools and creating role models

Have to address sense of distrust of educational institutions among some groups

Need to address the technology divide: not all schools can afford to give kids computers, etc.

- Early intervention is the key - How do we make it part of the pipeline?
Example: Downstate has very large early intervention program for kids 1 to 3 funded by the NYS Health Dept.; kids graduate then to separate system funded by the Dept. of Education

Need to integrate systems and track individual students

Problem with pipeline may also be at the end

Example: critical nursing shortage

Many qualified applicants for colleges of nursing

Bottleneck = size of programs

Not enough faculty and training sites to meet needs

Do we aspire to a STRIVE-like model? Consensus is "YES"

Do we see a need for regional systems? Consensus is "YES"

Is it the role of each campus to reach forward and reach backward? Consensus is "YES"

Does each campus need to figure out needed support systems for its own students and identify needs of disadvantaged students with feeder schools? Consensus is "YES"

Note: rural and urban areas both have disadvantaged students

- How can we identify and address bottlenecks?
That is the purpose of the planning process

Example of Brockport:

Initial error = assuming it should provide public education for everyone

Lowered standards and many entered only to fail

Need to adapt to particular needs of students

Need to reach back to help prepare

Need to use new technologies and new teaching techniques at all levels

e.g., web-based, computer games, physical activity

Need for a creative teaching in an environment that encourages and supports teachers and administrators who are trying new approaches

SUNY has the scientific expertise, the evidence for curricular reform

Teachers need to be trained with specific skills, not get empty credential

Example of empty credential: requiring a master's degree to teach drivers Ed

In the right environment, teachers will be more effective and more satisfied

Question #3

Missing link: the convener. Must convene broadly

Ex: in public health, the evidence shows that the most effective method for broad scale change in health behaviors is through soap operas that embed positive role models, for example, around family planning, smoking cessation, completing education, etc. Our

schools of public health must be able to collaborate with experts in the graduate programs in media and communications to create these products

Need for a change in culture of education

Research – create models - disseminate

The convener shows leaderships, brings a sense of mission

Table #15

Partnerships and Initiatives – what would work best proved difficult to answer because our institutions differ

1. Need many partnerships due to service needs and who players are
2. Leadership “top down”
3. Success by Six is a concept that needs to grow into a program – The more you stimulate, the more success is attained – caretakers – importance of involvement Strategy
 - Parental engagement critical
 - Daycare centers improvement
4. State should fund and provide leadership – organize more regional basis – based on needs. Incentive for school mergers and data on success strives/data from mergers and reduce government data/success
Tripartite Model
 - Government
 - Business
 - Schools
5. Divide time dealing with financial issues organizationally. How do we fund this? Element of stability and commitment to the articulated need.

Question #3

1. Continuity/stability of message and clarity
2. Evidence – data needed
3. Financial investment/harness resources
4. Incentives – some return on investment
5. Parental involvement

Question #4

SUNY’s Role – Help us with the recipe

- Contacts
- Resources
- Liaison with other organizations
- Sharing best practices
- Providing incentives
- Provide global data

Focus on completing the opportunity – Retention

Use the tripartite – 3 legged stool graduates as the conduit on success

Best focus on the goal

Table #16

Question #1

\$53 billion investments are producing less than a 49% success rate in urban districts.

1. Syracuse says yes 20 education – model for education, economic development, and educational equity. Only Syracuse based – Syracuse University spearheads.
2. 200 Many school Districts – SUNY institutions must on average work with 12 school districts
 - Concern – ensure regionalized efforts
 - Will people cross community lines

Question #2

Strategies

1. Convene a meeting of community players and TALK
 - Identify who will be collaborative partners
 - Create an umbrella group of Higher Ed leaders to spearhead the community conversation – consortium model.
 - Online network as possibilities
 - Joint diverse membership with measurable connect outcomes
2. Eliminate disparate conversation between urban and rural needs – they are essentially same. Data analysis is crucial to the conversation.
3. Engage business community at beginning of all conversations
4. Develop a consolidated community task

Outcomes

Identify a BHAG goal for each transition level

- Partners may be different at different transition periods

Question #3

Missing Link

Corporate local ownership and thus INVESTMENT in locale

- Identification of state workforce
- Legislative partners need to be as committed to community outcomes

Question #4

Need from SUNY

- Represent students 1st – current, future and lifelong learners
- Identify, challenge and eliminate the status quo
- Engage collaborative faculty
- Providing access to aggregated data
- SUNY must communicate to the campus that we must be responsive, collaborative, productive, agile and flexible
- SUNY convenes a broader process which is similar to the Phase II Strategic Planning
- SUNY must provide access national and international experts
- SUNY must engage its internal faculty (are you asking us to do more work?)

Table #17

Aimee Bernstein
Peter Giopulos Alfred State
Ron Sarnier SUNYIT
Runi Mukherji OW
Kathy Preston

Question #1

Resistance from public schools to take advice/involvement/guidance
“Teach to the exam” approach. Educators believe they are judged by performance on standardized tests
Control over delivery of the curriculum
Tutors

Question #2

Strategies, partnerships, initiatives

1. Leadership of public and private get together in a region – build on existing partnerships
2. What is a region – how is it defined?
3. Non–profits may be intimidated by colleges; they are all looking for money
4. Campuses as hubs, along with local schools, school superintendents, local politicians – look at lowest performing schools as initial targets, work with community organizations
5. Utilize teacher education program to help low performing schools (an example)
6. Regional approach would have to include other schools
7. Some of the campuses are not involved in teacher education, so it can’t just be about training teachers
8. Has to be a greater level of immersion –“adopt a school”, so there’s a longer term commitment
9. Development of the model (meaning leadership/ownership) has to start with the campus presidents.
10. Community service – reward structure for faculty does not prioritize community service – publication is most important; Have to educate our faculty – it is a tone that has to be set at the President’s level
11. More inclusion of outside stakeholders to develop the strategy – there is broad representation from SUNY but not much from
12. Campus leaders, faculty, council members – leaders in their communities and on the boards of many of the organizations that would be part of the regional strive model. Has to be top to bottom up also

Question #3

- Resources – but we have to be more inventive in our financial models (tuition structure, paying for services, flexible incentives)
- Information about existing partnerships/involvement – what local, specific needs are to address priority needs
- Academies take leadership to develop grants to specifically designated regional leaders/task forces – specific to issues about “pipeline”

Question #4

SUNY can coordinate the effort to gather information about what partnerships/involvements already exist – to develop the data and have a set of best practices

Table #18

Question #2

How will all benefit? – ending adverse competition and cooperation reduces mediation

Must first identify commonality

- What's in it for me?
- Must benefit both sides
- Identifying community properly can get people to work together
- Doing it wrong can lead to competition against each other

Question #3

How do you begin to put all pieces together – systematic meetings with superintendents? Ability to have faculty move from SUNY to high school – teaching A.P.

Must reduce remediation. Must put on the table so that everyone is on the same page.

- Alleviates competition
- Lowers cost

Sponsor our local companies. Benefit from helping with education and efficient workers

Physical proximity

- Not a deal breaker – doesn't stop driving force
- Does have some effect
- Technology and resources better help

Different university must use resources to help community

Win Win Situation

- Less remediation in university
- Higher graduation
- Better work force
- Less money

How do we do that with school systems? Must forge relationship with industries

- Internships for students
- Adjunct professors in universities
- Keeps students in community

Links aren't missing, the linking up is missing – SUNY catalog – top into all assets of SUNY

Question #4

- A database – engage organizations to build regional portals of data
- SUNY faculty and qualified higher education professors should be allowed to teach seniors in high school
- Ability to have SUNY have scientists and researchers

Table #19

Question #1

- Each president could be a STRIVE leader and coordinator for their area.

Question #2

- Partnerships can provide access to programs that K-12 can't provide due to lack of resources (gifted and talented, foreign language etc.)
- Promote adults going back to school – could promote parent/child going back to school together to show the importance of school to the parents as well as the adult.
- What do you need from SUNY to create a strong regional model?
- This is more of a BHAG.....
- SUNY and SED should partner together and allow a higher education institution to “adopt” a school district. SED would need to loosen the reigns to support this partnership by providing flexibility. College and high school would work together in developing curriculum and have a seamless transfer between lower and higher education. This program would be similar to a company adopting a school. No money necessary just flexibility to do things the way they wanted and have the tools to be successful.
- Several new programs could be adopted: having college work to train teachers, providing resources to K-12 which they might not have access to (gifted and talented program); expose students to college at a young age, college student/high school student mentoring etc....

Question #3

- Students have low expectations
- Family involvement
- Proximity
- K-12 programs are limited by statutory mandates
- No communication between k-12 and college leads to disconnect in curriculum – high schools change curriculum without notifying or working with the higher education – students are then unprepared.
- When SED makes decision to change curriculum – who are they talking to?
- GED is too acceptable to high school students – perception of GED needs to change.

Table #20

Question #1

1) People ready, willing and able to do work;

- Quit board
- Not stupid – not motivated
- Grade school mentors; Use all parts of pipeline – include in teaching and learning – not just one direction
- somebody to connect –
- Larry – standard science mentors and junior French teaching – learning
- Larry – General population not aware of college – better town grown – 4 year degree
- Conveners
- Privates must market – economic motivation
- SUNY relied on low-bidder...
- 200 – 6 signed up

Question #2

Mentoring and advice all along the pipeline – more than just academics – career
Demonstrate advantages of moving through Real life – Real learning – performance is
Missing link – Higher Ed employees

- SUNY balance in and out migration – privates
- Larry – Health Science majors – articulation – great with Upstate Medical – strong art – motivation plan – move through. Cobleskill recruits – magnet for top students those accepted make it
- Director Guidance – Informed student advisement – not add on - key for educators, professors and teachers
- Students need to know that 2.3 won't get a job
- If they didn't have advisement in high school, they don't think it's important
- Don't sacrifice performance for esteem
- Advise – part of tenure and promotion
- Grants = promotion – teaching
- Make advice easy

Question #3

Efforts and Directions and Communication

- Bethlehem early development makes a huge difference – mild autism – now equivalent or near grade
- Some districts don't have regional approach to develop support
- All students – make parents aware of help
- Look at Cornell Cooperative in AG

Question #4

Consistent convener – annual or more frequently

SUNY same for education - coordinate efforts of many

- Special not so special at first; gap grows without help
- Coordinated effect – productive
- SUNY consistent convener not just one time
- Data and analysis to share
- Each campus – SUNY consists as one
- Annually or more frequently has data and analysis to share
- Each SUNY campus has a department, group of individuals – convene to get data and analysis and act

White Board Notes

Table #4

- Community Engagement – Business, Civic, etc. leadership
- Mentoring Program – SUNY to high school teachers and students
- Social Media focus – useful tool
- Data Collection – identify issues in different regions

Table #15

- Different campuses environments
- Business/schools partnerships
- Parental engagement (day care centers etc.)
- Continuity of the message, harness resources
- Help with the recipe – STRIVE would need to be implemented differently in each community. Need Best Practices.

Table #10

- Cradle to grave model
- Quality of teach recruitment
- ‘encouraging learning’ not just test skills (teach to the standards, not the test, Bennett)
- Partner with the community for teacher development
- School partnerships, not just money but resources
- Faculty at campuses benefit as well
- Student success is key
- Summit for students
- Union partnerships

Table #7

- Charter schools and magnet schools are similar to STRIVE
- Supply chain (pipeline) what draws others to the table? (Toyota model)
- Define ‘region’
- SUNY as convener and provides accountability
- One-stop best practices model
- System is comprehensive, feed info back

Table #8

- 3–1–3 program (Fredonia) model
- Parents expectations – need to make them aware of college reality
- Community engagement by students
- Stakeholders need to be unified across the state behind SUNY
- Better utilization of college councils and Boards of Trustees
- Back to basics

Thank you for reviewing this summary of table responses. Please provide feedback or email comments to the Office of Strategic Planning and Accountability at strategicplanning@suny.edu.