

The New York City Leadership Center
A Leadership Conversation:

An Urgent Appeal to Engage a Generation at Risk

HELPING EVERYONE REACH THEIR HIGHEST POTENTIAL



The Cornell Club, New York City, NY

September 18, 2008

**SUMMARY REPORT
AND PROPOSED ACTION PLAN**

FACILITATED BY:



IN PARTNERSHIP WITH:



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**A LEADERSHIP CONVERSATION:
AN URGENT APPEAL TO ENGAGE A GENERATION AT RISK
HELPING EVERYONE REACH THEIR HIGHEST POTENTIAL**

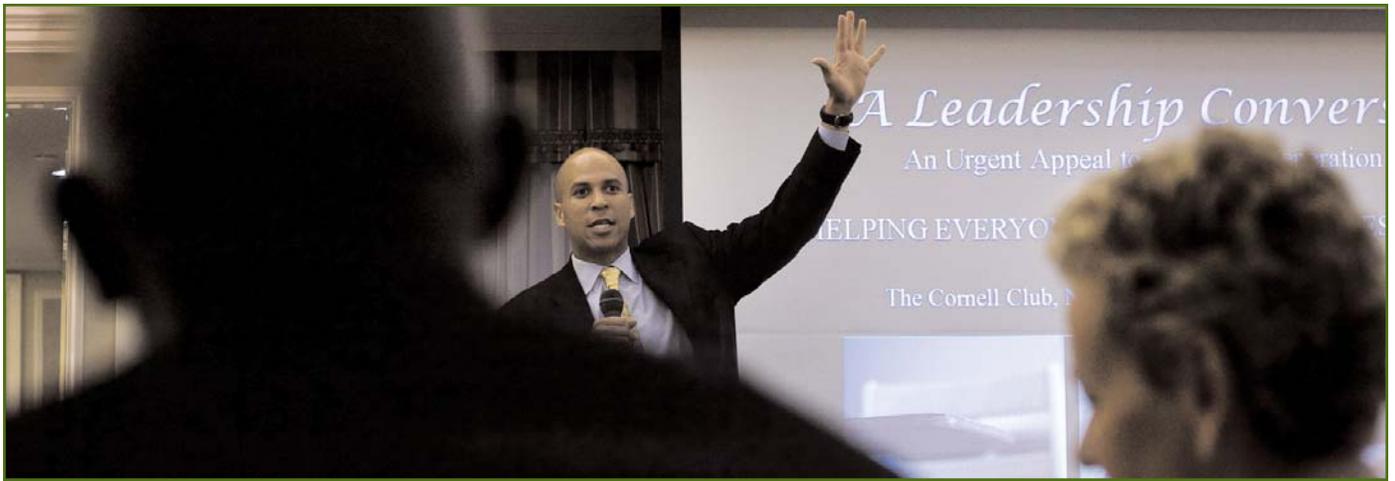
CONTENTS

PAGE No.

3	About "A Leadership Conversation"
5	A (ge)N(er)ation At-Risk -- The Urgency of the Appeal
7	Panelist Interviews
9	Table Findings & Recommendations
12	Concluding Remarks
13	The Proposed Action Plan - The New York City Leadership Center & 20/20 Vision for Schools Action Items
15	The Proposed Action Plan - Forum Participants' Action Items
16	Conclusion
17	Appendices

Appendices

18	Appendix 1: About The New York City Leadership Center
19	Appendix 2: About 20/20 Vision for Schools
20	Appendix 3: Presenter Bios
24	Appendix 4: National Demographics PowerPoint by the Hon. Dr. W. Wilson Goode
34	Regional Demographics PowerPoint by Jeremy Del Rio, Esq.
41	Appendix 5: Overview of Panel Interviews
44	Appendix 6: Notes From the Table Discussions -- Findings & Recommendations
50	Appendix 7: Summary of Greeting by the Hon. Cory Booker
51	Appendix 8: Transcription of Closing Charge by Dr. Larry Acosta
52	Appendix 9: Transcription of Closing Charge by Frances Hesselbein
53	Appendix 10: Description of Event Sponsors



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.
- ♦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



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

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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 attached as 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.

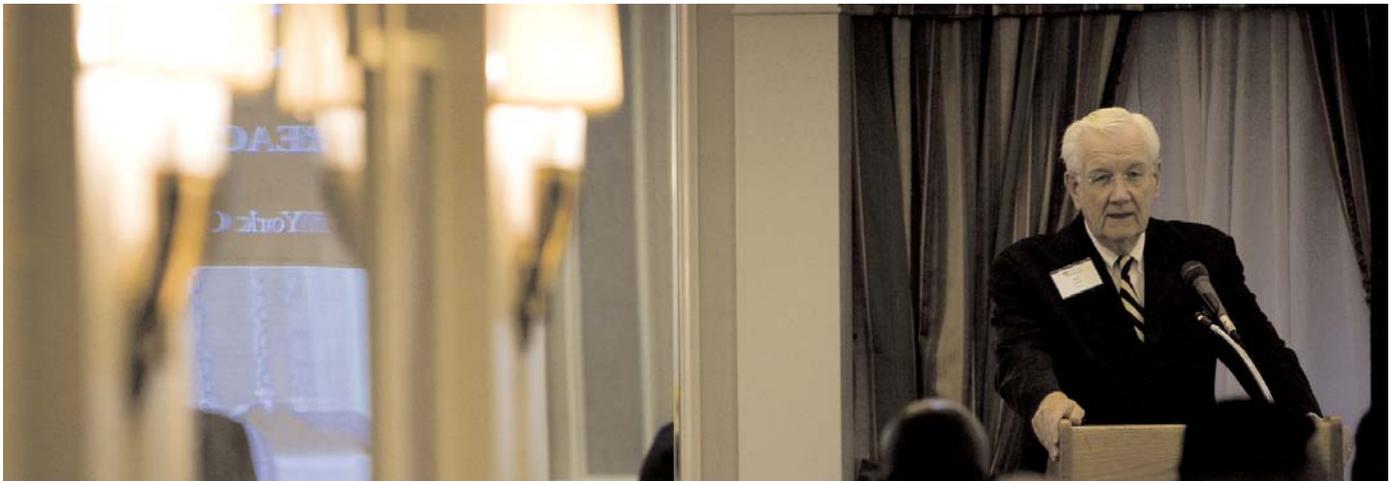
When the average high school graduate from a low-income urban community reads at an eighth grade level; when fewer than 30% of urban high school students actually graduate in some American cities; when New York City, the nation's model urban school district, graduated only 44% of eligible students on-time 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 attached as 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."*



Jeremy Del Rio, Esq, co-founder of 20/20 Vision for Schools and president of Community Solutions, Inc.



C. William Pollard, chairman emeritus of The ServiceMaster Company

PANELIST INTERVIEWS

The second session of the day featured a panel of five executives discussing the challenges and successes in their work with youth and with adults. Their experiences provided a framework of best practices to positively impact youth performance. In his opening remarks, Moderator C. William Pollard stated that, *"One of the toughest things when you're dealing with a subject like this is to try to understand how to discern the symptom from the disease, and then ultimately, to try to get to the cause and the response."*

Edward Tom, founder and principal of Bronx Center for Science & Mathematics, has formulated his own view of success. *"Success is moving each individual child at their own pace to graduation."* Tom has adopted a holistic approach to education, striving to meet the emotional, intellectual and social needs of all students through a strategic support structure consisting of faculty, students, parents, and the community. Putting the needs of children first has made all the difference.

While affecting policy may be the ultimate goal in education reform, *"Policy in itself will not resolve the problem of low performance, first of all because policies don't lend themselves to a resolution,"* stated Rev. Dr. Floyd Flake, a former U.S. congressman, pastor of Greater Allen AME Cathedral, and founder of the Allen Christian School. Bringing equity to the allocation and management of educational funding also is imperative. Benchmarks, management objectives, and monthly goals were a few tools Flake recommended to establish a system of accountability within the public education process.

"How would you like to be judged for what you did at age 18 for the rest of your life?," asked Mark Goldsmith, a former executive with Revlon and founder of Getting Out and Staying Out. This is the reality our youth encounter. Unbeknownst to them, the trajectory of their life is determined not only by their actions, but also by the community in which they live, the mentors in their lives, and the education they receive.

“Community involvement by local faith and community organizations will go a long way in undergirding the work of local schools,” as stated by William Collins, executive director of the National Church Adopt-a-School Initiative, . Mentors, tutors and family support services are ways churches can serve the public school in their community.

Peter Vanacore, executive director of the Christian Association of Youth Mentoring advised the gathering that, *“We have to help students to have trusting relationships with adults outside the home.”* In his experience, many kids have been abused, abandoned and neglected by the adults in their life. Mentors who consistently show up every week, spending time with their mentee, inside and outside their neighborhood, have a profound effect upon the future success of a child.

Mr. Goldsmith relayed a question posed by an incarcerated student: *“Where were you before I got to Rikers Island?”*¹ This challenge reverberated throughout the room as we shifted to preventative and strategic problem solving around the various tables.

For a summary of each panelist interview, please see Appendix 5.



William Collins, executive director of the National Church Adopt-A-School Initiative

Rev. Dr. Floyd Flake, senior pastor of Greater Allen AME Cathedral and former U.S. Congressman

¹The Rikers Island jail complex has a budget of \$860 million a year, a staff of 10,000 officers and 1,500 civilians to control a yearly inmate population of up to 130,000. Excerpted from Wikipedia, the free online encyclopedia.



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

**TABLE FINDINGS &
RECOMMENDATIONS**

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.

Issue 1: 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.

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.



Dr. Larry Acosta, founder and president of Urban Youth Workers Institute

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 are attached as Appendix 8 and Appendix 9 respectively.



**THE PROPOSED ACTION PLAN -
THE NEW YORK CITY
LEADERSHIP CENTER &
20/20 VISION FOR SCHOOLS
ACTION ITEMS**

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.

NYCLC's 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, commitments 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.
 - A. Develop an interactive website to facilitate ongoing communication amongst stakeholders.
 - B. Engage media partners and nurture additional media relationships to tell the stories (both the urgent appeal and successes) of education reform as implemented according to the Actionable Plan.
 - C. Produce promotional materials for communications purposes, as needed.
7. 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.



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.



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

THE PROPOSED ACTION PLAN - FORUM PARTICIPANTS ACTION ITEMS

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. (please review the proposed commitments of Advisory Committee members as detailed on pg. 14).
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.

To indicate your willingness to help implement any of the above Action Items, please complete the Commitment Form enclosed with this document and return it to the NYCLC.



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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- 22** Appendix 9: Transcription of Closing Charge by Dr. Frances Hesselbein
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APPENDIX 1: ABOUT THE NEW YORK CITY LEADERSHIP CENTER



Vision: to see the redemption of our communities through leaders leading together

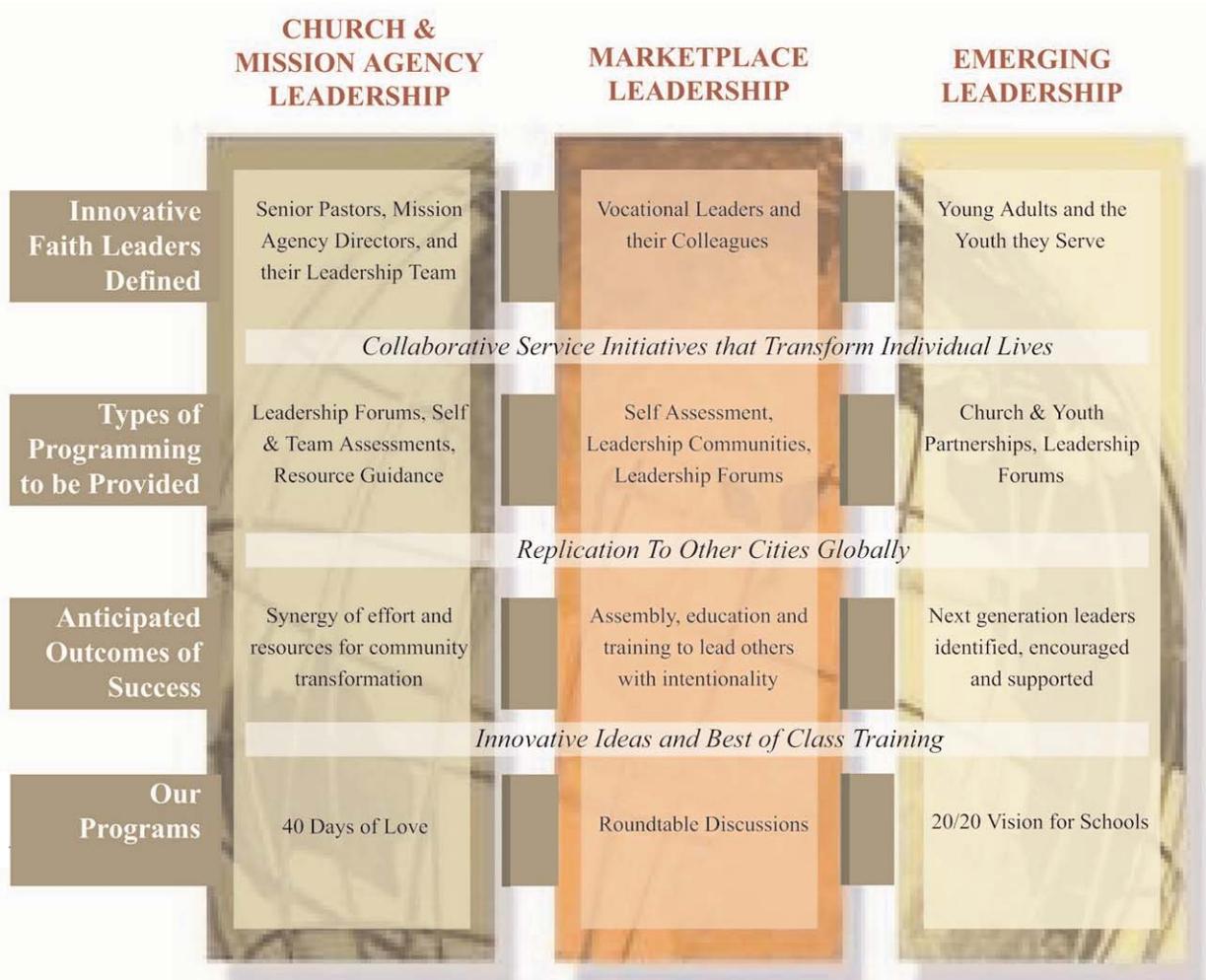
Mission: to radically impact communities through innovative, educated and collaborative leadership

The New York City Leadership Center (NYCLC) has been planted by Concerts of Prayer Greater New York to encourage, unify, and support faith leaders throughout the New York metropolitan area and beyond. For 25 years, Concerts of Prayer has organized and promoted an historic stream of corporate prayer for the city, nation, and world, and has become a trusted source for urban and suburban unity across denominational, racial, and economic lines.

The New York City Leadership Center seeks to see the redemption of our communities. The redemption of our communities will be realized through effective leadership, coupled with the powerful embrace of united prayer.

THE THREE PILLARS

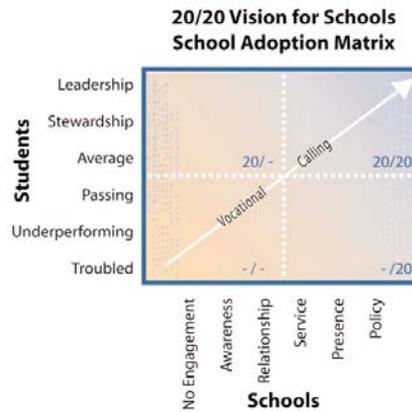
Our programs will train, assess and envision leaders. They will innovate new collaborations and diffuse innovations to other leaders.



APPENDIX 2: ABOUT 20/20 VISION FOR SCHOOLS



20/20 Vision for Schools is a collaboration between The New York City Leadership Center and The Coalition of Urban Youth Workers (www.CoalitionNYC.com), a regional network of youth specialists who conceived the 20/20 school engagement paradigm. That paradigm consists of three core elements as depicted in the following Adoption Matrix: (1) Vocational Calling, (2) School Engagement, and (3) Student Leadership Development.



Vocational Calling

The first element, depicted visually by the arrow moving a group along the Matrix, whether a church or business, speaks to the collective social responsibility for educating our children. In a world of limited resources, communities seemingly lack paid "youth workers" but have no shortage of kids. Therefore, 20/20 challenges anyone with a meaningful relationship with a young person to view that relationship as an opportunity to invest in a life. By this definition almost everyone, whether students, parents, grandparents, other relatives, teachers, coaches, custodians, employers, mentors, neighbors, retail managers, etc., has a role to play in transforming education. 20/20 mobilizes volunteer recruitment and training through catalytic, grassroots institutions such as small businesses, non-profits, government agencies, and houses of worship. For example, on any given Sunday, upwards of 50-80% of churchgoers are directly connected to schools as parents, students, teachers, etc. That means they are already dispersed and positioned to effect meaningful change, if only their leaders would equip and activate them for that purpose.

Engaging Schools

The second element, portrayed on the Matrix's horizontal axis, urges grassroots institutions to adopt at least one public school within walking distance for meaningful advocacy and service. Schools within walking distance personalize the needs, opportunities, and accountability for performance (both the school's and our own), making them harder to miss. Adoption begins by educating oneself and one's institution on the unique realities of the school. It continues by developing a trusting relationship with leaders at the school, and out of those relationships, finding ways to serve the school by adding real value through discreet acts of service like beautification efforts and event sponsorships. As credibility grows, volunteers develop an ongoing presence at the school responding to felt needs for mentors, coaches, tutors, etc. After engaging the school on so many levels, the adopting partner organization has earned the credibility to effect policy decisions. Individual institutions acting alone can affect policy within an individual school, but 20/20 will affect educational policy at a systemic scale by coordinating similar adoptions citywide. As of September 20, 2008, more than 70 churches have already agreed to adopt at least one school.

Empowering Students

The final element, depicted on the Matrix's vertical axis, equips students to become change agents within their own schools. Social scientists and practitioners agree that if 5-10% of a given community believes and acts a certain way, the rest of the community is likely to follow. Through this third component, 20/20 partners develop a pipeline of student leadership developing 10% of the student body at any given school.

APPENDIX 3: PRESENTER BIOGRAPHIES

Larry Acosta, founder and president of Urban Youth Workers Institute

Larry Acosta is the President and Founder of the Hispanic Ministry Center, Urban Youth Workers Institute & KIDWORKS. Larry's passion is to envision and shape the emerging generation of urban leadership for transformational ministry. Larry and his wife Jayme have four wonderful children.

In 1993, while associate pastor at a suburban church in Southern California, Larry saw the Latino community losing thousands of inner city Hispanic youth to the streets every year. He launched the Hispanic Ministry Center (HMC) to fill the void in the quality and quantity of Hispanic youth ministry leaders.

A significant shift began for HMC with the first annual Urban Youth Workers Institute (UYWI) in 1997. The focus of HMC changed to a more intentional work within southern California's multi-ethnic, urban population. In 2003, HMC leaders began exploring methods to be catalytic on a national scale. They expanded the suite of development opportunities to include Citywide Learning Groups, online resources, and individual coaching and mentoring, designing easily replicable models. HMC became Urban Youth Workers Institute in 2005.

Cory Booker, mayor of Newark NJ

Cory Anthony Booker is the mayor of Newark, New Jersey. He is a Democratic politician and former Newark City Councilman. Cory is a graduate of Stanford, Oxford (as a Rhodes Scholar), and Yale Law. After law school, he served as Staff Attorney for the Urban Justice Center in New York and as Program Coordinator of the Newark Youth Project.

In 2003 Cory founded, and became the director of Newark Now, a grassroots nonprofit group; a partner at the West Orange law firm Booker, Rabinowitz, et al.; and a senior fellow at Rutgers University's Edward J. Bloustein School of Planning and Public Policy. He is also a member of the Board of Trustees at Teacher's College, Columbia University; a member of the Executive Committee at Yale Law School; and was formerly a member of the Board of Trustees at Stanford University.

Cory assumed office as mayor of Newark on July 1, 2006 and is a member of the Mayors Against Illegal Guns Coalition. For 8 years, he lived in Brick Towers, a notorious public housing project in Newark's Central Ward. In November 2006, he left his apartment for the top unit in a three-story rental on Hawthorne Avenue on Newark's south side, an area described as "a drug and gang-plagued neighborhood of boarded-up houses and empty lots."

William Collins, executive director of the National Church Adopt-A-School Initiative

Bill Collins was born in Houston, Texas. He attended the University of Colorado where he was a member of the football team and was elected as the first African American Co-Captain in his senior year. In 1970, Bill graduated with a degree in Business Administration and attended graduate school at the University of Texas at Arlington.

In 1971, Bill joined Xerox Corporation as a Sales Representative in Houston, Texas. Over the next 34 years, Bill held a variety of Management positions including: District Manager in Dallas, Texas; Marketing Manager of the Southern Region; Vice-President/General Manager in Michigan; and Vice-President/General Manager for the state of Texas.

Bill has been married to Esther Collins for 28 years. They have seven children and nine grandchildren. He and his wife Esther are members of the Oak Cliff Bible Fellowship Church, under the leadership of Dr. Tony Evans, where Bill currently serves as an Elder and is a part of the Worship Ministry.

In January 2006, Bill joined The Urban Alternative, The National Ministry of Dr. Tony Evans, as Vice-President, with a primary focus on the National Church Adopt-A-School Initiative. In the last 30 months, the National Church Adopt-A-School Initiative has conducted 17 training conferences with more than 600 pastors, church and community leaders participating, resulting in approximately 116 public schools being adopted.

APPENDIX 3: PRESENTER BIOGRAPHIES CONT'D

Jeremy Del Rio, co-founder, 20/20 Vision for Schools and president of Community Solutions, Inc.

Jeremy Del Rio, Esq. works with churches and community groups on youth development, social justice and cultural engagement. He is the co-founder and director of Community Solutions, Inc., a holistic youth development agency based in lower Manhattan. CSI provides after school education, summer programs and community outreach through Generation Xcel, and hosts service learning missions trips nationally through Chain Reaction. Jeremy is the founding youth pastor at Abounding Grace Ministries, and also worked as a corporate attorney in New York. Jeremy is also a co-founder of The Coalition of Urban Youth Workers, a growing association of evangelical youth workers, youth pastors, and youth leaders from Greater New York. These leaders collaborate for City-wide and regional youth engagement, and leadership development efforts.

Floyd H. Flake, senior pastor of Greater Allen A. M. E. Cathedral and former U.S. Congressman

Floyd H. Flake is senior pastor to more than 23,000 members of Greater Allen A. M. E. Cathedral of New York in Queens. Until June 30, 2008 he concurrently served as President of Wilberforce University in Ohio. The church and its subsidiary corporations operate with an annual budget of over \$34 million and comprise one of Queens' largest private sector employers. The church also owns expansive commercial and residential developments, one of which is a 700-student private school founded by Flake and his wife Elaine.

He earned a Doctor of Ministry Degree from the United Theological Seminary in Dayton, OH. Floyd serves as a member of the board of The President's Commission on Excellence in Special Education and the Federal Deposit Insurance Corporation Advisory Committee on Banking Policy, among many others. He is also a Senior Fellow at the Manhattan Institute for Social and Economic Policy. Floyd also served 11 years in the U.S. Congress and was a member of the Banking and Finance and Small Business Committees.

Floyd authored a best-selling book, *The Way of the Bootstrapper: Nine Action Steps for Achieving Your Dreams*. He and his wife Elaine co-authored the book, *Practical Virtues: Everyday Values and Devotions for African American Families*, published by Harper Collins. His latest book *The African American Church Management Handbook*, published by Judson Press, was released in December 2005. They are the parents of four children.

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

Gary Frost is the Director of Emerging Leadership for The New York Leadership Center. Prior to accepting this position, Gary was Executive Director of the Metropolitan New York Baptist Association and worked almost three years at the North American Mission Board in Alpharetta, GA as the Vice President of the Strategic Partnerships Group.

Gary served for 18 years as the Senior Pastor of Rising Star Baptist Church in Youngstown, Ohio and stands out among his peers as a man who has been used by God to impact work in the city, as is evident from his community involvement. He also served as a board member of Southside Community Development Corporation as well as a member of the Executive Committee with the Southern Baptist Convention in Nashville, Tennessee.

Gary and his wife, Lynette have 6 children. In addition to their own family, the Frosts have been foster parents during the past 19 years, taking over 40 children into their home.

Mark Goldsmith, founder of Getting Out and Staying Out (GOSO)

For retired cosmetics executive Mark Goldsmith, what began as a "Principle-for-A-Day" stint serving inmates at Rikers Island in New York State, has spawned an innovative career and educational program that is dramatically cutting recidivism rates at one of the nation's most renowned jails. Mark's program, Getting Out and Staying Out, provides prisoners with education, coaching, life skills instruction and support immediately upon their incarceration. The services continue through their prison term. Once released, former prisoners continue working with GOSO, receiving help finding educational opportunities, vocational training, job placement and, when needed, substance abuse treatment.

Now in its fifth year, GOSO has established itself as a key player for young men ages 18-24 at Rikers, with only 10% of GOSO's clients returning to jail, compared with an overall Rikers recidivism rate of roughly 66%. New York City has selected GOSO as a major provider for its newest initiative to combat recidivism.

APPENDIX 3: PRESENTER BIOGRAPHIES CONT'D

W. Wilson Goode, Sr., executive director of Amachi Training Institute and former mayor of Philadelphia

W. Wilson Goode is director and organizer of the nationally acclaimed Amachi Program, a national faith-based mentoring model for children of incarcerated parents. In 2006 he received two prestigious awards: the Civic Venture's \$100,000 Purpose Prize and the Philadelphia Inquirer's Citizen of the Year.

Wilson led groundbreaking work in housing for low and moderate income persons. He was the first African American member, and later, chairman of the Pennsylvania Public Utility Commission. He again broke racial barriers with his appointment as Managing Director for the City of Philadelphia. He would follow that as the City's first African American Mayor for two terms. He subsequently spent 7 years as Deputy Assistant Secretary of Education under the Clinton Administration. He left that position in 2000 to help organize the Amachi Program, which is now his ministry and life's work.

Wilson earned degrees from Morgan State University (BA), the University of Pennsylvania (MA), Eastern Baptist [now Palmer] Theological Seminary (D. Min.), and fourteen honorary doctorates. He is Chairman of the following boards: the Free Library of Philadelphia; the Philadelphia Leadership Foundation; and the Leadership Foundation of America. He is the author of two books, *In Goode Faith* and *Building From The Ground Up*. Wilson is an ordained Baptist Minister with over 50 years service at the First Baptist Church of Paschall located in southwest Philadelphia. He and his wife of 46 years have one son, two daughters, and two granddaughters.

Frances Hesselbein, chairman and founding President of the Leader to Leader Institute

Frances Hesselbein was awarded the Presidential Medal of Freedom, the United States of America's highest civilian honor, in 1998. The award recognized her leadership as Chief Executive Officer of Girl Scouts of the U.S.A. from 1976-1990, her role as the Founding President of the Drucker Foundation, and her service as "a pioneer for women, diversity and inclusion." Her contributions were also recognized by former President George H. Bush, who appointed her to two Presidential Commissions on National and Community Service.

She serves on many non-profit and private sector corporate boards, including the Board of the Mutual of America Life Insurance Company, New York and the Board of the Center for Social Initiative at the Harvard Business School. She was also the Chairperson of the National Board of Directors for Volunteers of America from 2002-2006 and is the recipient of twenty honorary doctoral degrees. Frances is Editor-in-Chief of the award-winning quarterly journal *Leader to Leader*, and a co-editor of a book of the same name. She is also a co-editor of 24 books in 28 languages.

In 2007, Frances was awarded the John F. Kennedy Memorial Fellowship by Fulbright New Zealand. In 2006, she received three awards: the Woman of Distinction Award from Miss Hall's School, the Champion of Workplace Learning and Performance Award from the American Society for Training and Development, and the Medal for Distinguished Service from Columbia University's Teachers College. In 2006, she sponsored the Frances Hesselbein Leadership Award for Research and the Frances Hesselbein Educator Leader Award at the U.S. Air Command and Staff College. During the Military Child Education Coalition's (MCEC) 8th Annual Conference in July 2006, the MCEC Board of Directors established the "Frances Hesselbein Student Leadership Program" in recognition of her dedication to the leadership development of the children of the military.

Mac Pier, president of The New York City Leadership Center

Mac Pier is President of The New York City Leadership Center (NYCLC), a new independent non-profit organization, which was recently planted by Concerts of Prayer Greater New York. As President of Concerts of Prayer, Mac has organized and promoted an historic stream of corporate prayer for the city, nation, and world. The ministry has become a trusted source for urban and suburban unity across denominational, racial, and economic lines.

Mac and his wife Marya moved to New York City in 1984 from South Dakota. After working on staff with InterVarsity Christian Fellowship, Mac eventually served as founder and mobilizer of a united prayer movement of 6,200 churches throughout New York City, Long Island, Northern New Jersey and Fairfield County, Connecticut. His leadership has led to Concerts of Prayer being described as one of the most developed urban prayer and pastoral networks in the world.

Mac's latest book, *Spiritual Leadership in the Global City* (New Hope Publishers) has been released in conjunction with the public launch event of the NYCLC. Mac also is co-author of *The Power of a City at Prayer* (Pier & Sweeting, InterVarsity Press, Sept. 2002), a testament to God's grace experienced in the region before, during and after the tragic events of September 11, 2001. He also is a contributor to *Signs of Hope in the City: Ministries of Community Renewal* (Carle & DeCaro, Judson Press, 1997). Mac earned his doctor of divinity degree from Eastern Baptist Theological Seminary in June 2000. He and his wife Marya have three children and reside in Flushing, Queens.

APPENDIX 3: PRESENTER BIOGRAPHIES CONT'D

C. William Pollard, chairman emeritus of The ServiceMaster Company

C. William Pollard joined ServiceMaster in 1977 and has served (not once but twice) as its Chief Executive Officer. During his leadership, ServiceMaster was recognized by Fortune magazine as the #1 service company among the Fortune 500 and was also included in its list of its most admired companies. ServiceMaster was identified as a "star of the future" by The Wall Street Journal and recognized by the Financial Times as one of the most respected companies in the world. Bill served as Chairman of the Board of ServiceMaster from 1990 to April 2002 and is currently serving as an advisor to the Company. In addition to his work at ServiceMaster, he has served as Director of several other public companies and a number of charitable, religious, and educational organizations such as Herman Miller, Inc., the Illinois Children's Healthcare Foundation; the Drucker Institute; the Board of Trustees of Wheaton College; the Executive Committee of the Billy Graham Evangelistic Association; and the Central DuPage Health System.

He is the author of a best selling book, *The Soul of the Firm* and also has written for or contributed to other books and magazines. His newest book *Serving Two Masters? Reflections on God and Profit* was recently released by HarperCollins. Bill has also been recognized by a number of educational organizations for his leadership in business ethics and corporate governance, including receiving the Hesburgh Award for Business Ethics at Notre Dame.

Bill is a graduate of Wheaton College and has received a Juris Doctorate from Northwestern University School of Law, and an honorary Doctor of Humane Letters from Gordon-Conwell Theological Seminary. From 1963 to 1972 he was engaged in the practice of law specializing in corporate finance and tax matters, and from 1972 to 1977 he served on the faculty and as a Vice President of Wheaton College. A native of Chicago, Bill and his wife, Judy, have been married for over 47 years. They have four adult children and fifteen grandchildren.

Edward Tom, founder and principal of Bronx Center for Science and Mathematics

Edward Tom spent 5 years working in retail for Lord & Taylor's and Saks Fifth Avenue before becoming a mathematics teacher in 1997 (initially in Midtown Manhattan and then in East Harlem). He eventually became a district staff developer for 10 middle schools in upper Manhattan. A year later, Ed became the Regional Instructional Supervisor for Mathematics in the Bronx, overseeing 32 high schools.

In 2005, Ed submitted a proposal to the Department of Education to begin a small school. He became the Founder and Principal of the Bronx Center for Science and Mathematics, which began servicing the children of Morrisania, South Bronx in September 2005.

School achievements over the last 3 years include: 91.9% average daily attendance (citywide average 80%), 100% passing rate for the New York State Regent Exams in mathematics, 93% passing rate for the New York State Regent Exams in Living Environment/Biology, 90% passing rate for the New York State Regent Exams in Global History, 69% passing rate for the New York State Regent Exams in Chemistry, 59% of the students are on track for an Advanced Regents diploma (the citywide average is below 20%).

Peter Vanacore, executive director of Christian Association of Youth Mentoring (CAYM)

Peter Vanacore serves as the current Executive Director of CYAM, where churches and nonprofit ministries are involved in a movement to make mentoring an integral part of church ministry and outreach. CAYM's goal is to help Christians develop safe and effective mentoring outreaches to vulnerable youth and their families in the church and in the community. Peter served 16 years as an Area Director and Staff Supervisor with Long Island Youth Mentoring, focusing on reaching adjudicated teenagers and youth from abusive homes. He later served as the National Field Director of Straight Ahead Ministries, an outreach to incarcerated youth. Peter is a part-time faculty member of Gordon College where he teaches courses on at-risk youth and families. He and his wife, Dianne, have three grown children as well as a foster son in Massachusetts.

**APPENDIX 4: NATIONAL DEMOGRAPHICS POWERPOINT, BY HON. DR. W. WILSON GOODE
REGIONAL DEMOGRAPHICS POWERPOINT, BY JEREMY DEL RIO, ESQ**

The PDF file of both PowerPoints are attached as a separate PDF file. For a copy of the PowerPoint file, please contact Peggy Chen at pchen@NYCLeadership.com.

APPENDIX 5: OVERVIEW OF PANELIST INTERVIEW

William Collins, executive director of the National Church Adopt-a-School Initiative

What are some of the causes of low performance among today's youth and how are you addressing them?

The Urban Alternative, the national ministry of Dr. Tony Evans of Dallas, TX has developed the National Church Adopt-a-School Initiative, which trains pastors and church leaders in how to interface with the community and the public school arena. Through this ministry, more than 600 pastors in 17 cities have been trained. Churches in their network have adopted 150 schools.

Have you encountered any tension because of the separation of Church & State provision?

No proselytizing can be done on campus during school hours. As long as this is adhered to by the churches, they have not encountered any problems. They advise churches to only engage schools on a social service level: mentoring, tutoring and family support services.

Rev. Dr. Floyd Flake, former U.S. Congressman, pastor of Greater Allen AME Cathedral

How did we get here? What are some policy decisions we can make?

"Policy in itself will not resolve the problem of low performance, first of all because policies don't lend themselves to a resolution," states Flake, who served 11 years as a U.S. Congressman on Capitol Hill. "How can we continue to justify the failure of the system when we are not ready to put forth policies that force those who are responsible for the system to be responsive? The only way you influence the policy is to remove the incentives that Congress members receive to support what are failed policies."

Back in 1973, Flake came to the realization that public schools were failing our youth. In 1976, when he arrived at Greater Allen Cathedral, he initiated the building of a private school from the ground up. His goal: to model and show that when there is a serious commitment to quality education and excellence then students will excel. In 25 years they've had few dropouts (mainly due to finances). In state wide tests the 4th and 8th grade students at Allen Christian School rank in the 91st percentile annually. The key is a nurturing environment.

Flake also cautioned that Special Education has become the dumping ground for public education. "It is the first step towards incarceration because the teachers who have lost the ability to teach, or who never had it, are the ones who are standing in the front of our special education classes."

Resource Allocation - how is education financed?

Education primarily is financed through real estate tax income. According to Flake, these funds are unequally distributed in many states. The issue isn't the money but the allocation and the management structure. For example, New York City will receive \$15,000 per student. Allen Christian School receives \$5,000 per student. Yet the achievements of Allen students on average are greater than those of New York City public school students. Benchmarks, management objectives, monthly goals -- there is no such system of accountability in the public education process.

APPENDIX 5: OVERVIEW OF PANELIST INTERVIEW CONT'D

Mark Goldsmith, founder of Getting Out and Staying Out (GOSO)

Why don't you share a little bit about what you're doing and also how you see that as an application. You're seeing prisoners who could have been helped by education.

"How would you like to be judged for the rest of your life for what you did at age 18?", Mark asked the audience. "One of the main questions I get asked by prisoners is, 'where were you before I got to Rikers Island⁶?'", states Goldsmith. Hope is what he "sells" to the 18-24 year old guys he works with. "Many of them don't have much self-worth," explains Goldsmith. "And they're not stupid - more than 60% of them pass the GED." The success model he's teaching is - get an education, and get a job. He tells the guys that GOSO is committed to investing in them and he wants to see a return on his investment. The overall recidivism rate of Rikers is 66%. Of the 400 guys that have graduated from the GOSO program, less than 10% have returned on new charges.

Goldsmith's biggest expense is for Metro Cards, spending \$40,000 annually. He gives them to the guys in his program. "They have to report where they're going," adds Goldsmith. "To enter the program, they have to write an essay describing where they want to go in life and how GOSO can help them." He also advocates for them in court.

How do you apply these principles in the educational environment?

Even though he is not an educator and does not work with juveniles, Goldsmith concentrates on working with guys right where they are now.

Edward Tom, founder and principal of Bronx Center for Science & Mathematics

How are you addressing this issue of poor youth performance?

Sixty percent of his students are Hispanic, 32% are of African descent and 8% are Middle Eastern and Asian. More than 80% of his students qualify for free and reduced lunches. "What we strive to do at the Bronx Center is to put children before the rights, privileges and priorities of adults, explained Tom. He asks his teachers to use the following filters --how do we put the children first, how do we put the mission of the school second, how do we consider constraints, and what solutions can we bring to the issues at hand.

On average 36% of the kids in the Bronx graduate on time (within 4 years), and just 7% graduate college. Tom's first graduating class in 2009 consists of 440 kids, of these 85% will graduate on time. Out of 374 students, 95% will graduate with a Regent's diploma, 50% with an Advanced Placement diplomas; The New York City average is less than 20% graduating with AP diplomas.

He's assembled a team that cares more for respect than what they get paid. "Teachers leave education because they feel they're not respected, not heard, not empowered, not given a chance to be a part of the solution." Tom changed the structure in his school to empower leaders to think differently, to think out of the box.

He envisions a network of Bronx Center schools where resources are maximized so that kids that want a 'small school' experience are not deprived of a comprehensive educational experience.

Is graduating on time important? Does a student have to graduate within 4 years to be successful?

Tom feels that it is more important to adopt a holistic approach to education. Pupil personnel services are vital to help students deal with their social and emotional health. His students deal with many issues including abuse, sibling responsibilities, gangs, and drug dealing. In his view, success is moving each individual child at their own pace to graduation. "Yes, create lofty goals, but you must have a safety net for students because inevitably they will fall."

⁶The Rikers Island jail complex has a budget of \$860 million a year, a staff of 10,000 officers and 1,500 civilians to control a yearly inmate population of up to 130,000. Excerpted from Wikipedia, the free online encyclopedia.

APPENDIX 5: OVERVIEW OF PANELIST INTERVIEW CONT'D

Peter Vanacore, executive director of Christian Association of Youth Mentoring

How do you help people become mentors? What is the process they go through to be effective mentors?

"Helping students to build trusting relationships with adults outside the home is crucial," according to Vanacore. It is taken for granted that kids have family, coaches and teachers that they interact positively with. This is not the case with many of today's youth. Many kids have been abused, abandoned and neglected by the adults in their life. *"We advise mentors to show up every week, take their mentee outside their neighborhoods and expand their worldview,"* says Vanacore. He also advises mentors to meet with mentees in their homes, in their neighborhoods. This has transformed the mentors as much as the kids.

Do you find that attendance & grades are correlated with mentoring?

"Kids who are mentored do better in school and stay in school," states Vanacore. They have higher graduation rates. They have better relationships in the home. And they're less likely to get involved in drugs and alcohol. Conversely, studies have shown that mentoring programs that are not done well will harm, not help kids.

APPENDIX 6: NOTES FROM THE TABLE DISCUSSIONS - FINDINGS & RECOMMENDATIONS

This section is a compilation of all of the notes taken and presented by representatives from each of the 13 tables of attendees. Each table was asked to respond to questions related to four issues: collaboration, transcendent strategies, leadership and synergies.

ISSUE 1: COLLABORATION

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

Table Findings

What challenges inhibit collaboration?

- Suspicion and lack of respect among sectors
- Children do not have the resources that they need
- Every organization for itself
- Too many activities, too many problems

How can we overcome these challenges?

- Need a compelling cause to draw people from all sectors
- Need an increased awareness of the problems (statistics)
- We must understand the needs of the constituents and strengths of each one
- Find the common denominator amongst all stakeholders
- Passionate, catalytic leaders in different, separate sectors identified at different levels- violence, communication, community, direct funding-bringing them all together
- Need to create success stories and broadcast them
- Need to create models
- Churches can be a key to success
- Call to action by respected leaders in their community
- Citywide invitations to do work
- Accountability from the bottom to top and top to bottom
- Tutors and mentors
- Agree on a mission statement
- Inclusive verbiage, trust verbiage and a win / win relationship
- Inventory what already exists and what can be leveraged (who wants to help?)
- Believe that partnerships are possible
- How to serve others and each other
- In kind services (how do they partner with churches/resources?)
- Multifaceted approach as collaboration not just one direction

Table Recommendations

- Bring sectors together to dispel mistrust, suspicions, etc.
- Bring in education and work with them to build trust; co-creation
- Accountability and ownership
- Grass roots level or major media campaign to give out facts on the state of education to create a sense of urgency
- First step comes from the church
- Listen to the customer
- Best practices requirement (document); Bring in partners and best practices like, "Adopt a School"
- Resources with accountability; control place that manages donations, where businesses could bring computers, paper and supplies, etc.
- Commission teachers into the school system
- Church helps the school by supplying mentors for a year
- Build motivation by offering initiative for good grades
- Kids first- education

APPENDIX 6: NOTES FROM THE TABLE DISCUSSIONS - FINDINGS & RECOMMENDATIONS CONT'D

- Mission statement for this initiative -- possible, necessary and urgent
- Define who owns the issue; people in this room are stakeholders
- Engage the family; parenting skills should be taught: Ask, "How was your day?" It makes a difference in a student's success
- Get the perspective of young people who are succeeding as well as drop outs
- Provide round table discussions, work groups, collaborative leadership on these matters
- Identify common goals and invest people in them
- Determine what are the motivations for each group (what do they want and need?)
- Attack from different and all angles; develop partnerships that serve others and each other
- Only way a kid will respond is to see you are willing to put your life on the line and hang out with them where they are
- Build a platform to support youth leaders and let them make mistakes; identify leaders and build relationships with them
- Hand-on-hand mentorship that's indigenous and intergenerational
- Inclusion of students in school-based management teams
- Leadership training must be effective in helping schools and administration understand the call to empower students, include in policy making
- Encourage indigenous, bottom-up style of leadership
- Train 9th/10th graders as leaders - they influence schools/communities; collaboratively train teachers as leaders - build future superintendents/principals at the district level
- Scale up using technology
- Replicate in other cities
- Engage community leaders and civic leaders
- Give to learners and give them a place to fit; don't always require something from them
- Engage senior pastor in community

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?

Table Findings

Do any specific educational issues transcend regional, demographic, and religious differences?

- Literacy
- Dropout rate
- Crime
- Admission to college
- Employment
- Cost of education
- Recruit and attract teachers
- Old contract to society- work hard you'll have a good life, what is the new contract?
- Family values- kids have a sense of entitlement; breakdown of the family and the need for support is pervasive
- Public does not understand the problem
- Current educational systems are not fair, despite the same funding and resources
- Education system is in peril
- Children do not have the resources that they need
- Lack of personal contact and mentoring
- Lack of resources and distribution
- Lack of development training
- Literacy drop out

APPENDIX 6: NOTES FROM THE TABLE DISCUSSIONS - FINDINGS & RECOMMENDATIONS CONT'D

How do should we mobilize?

- Learn about public service
- Accountability for results
- Initiate the best practices
- Identity issue of young men of color is under assault
- Education is a right of all children
- Bring everybody to the table, blue/red, across the political spectrum
- Tutors and mentors
- Literacy incentives
- Message of excellence
- Advocacy
- Need to mobilize around respect, it goes both ways
- Acknowledge health, hygiene and social factors that limit student success
- Determine what is the hook that can get people to care about education issues
- Get beyond just focusing on low-income justice, but talk more about the drain in US intellectual capital in general
- Character training transcends all aspects
- Stay in school and keep kids at pace to graduate
- Transcend boundaries- ownership of school readiness, life skills, literacy, character, and academics

Table Recommendations

- Look at distribution (redistribution) of resources
- Prevention - do something before they fall
- Strategic planning and budget (common goal)
- Involve parents, churches and schools
- Find passionate educators and a passionate team
- Focus on character development for children when young; provide basic life skills
- Focus on family nucleus, increased focus on parenting and involvement
- Focus on proactively engaging the community through mentoring
- Character training transcends all aspects
- Stay in school - keep kids at pace to graduate
- Ground the conversation in general issues and identify motivation that will engage all people
- Funding for books
- Mentors in schools to help kids read
- Make use of existing resources outside of the school, CBOs and churches collaborating with schools
- Intentional infrastructure must be normative and properly assessed to address needs
- There is a need for CBOs and churches providing counseling, funding support, skills training to be identified and utilized
- Share information on existing programs and best practices
- Create awareness with local businesses and the public
- Willingness to reach out into schools
- Awareness both ways: 1) what needs we have 2) what needs they have
- A central place that manages donations of resources where businesses could bring computers, paper, supplies, volunteer help, etc. with accountability
- Commission teachers into the school system
- Get involved in the school near your church
- Every school adopted by at least 1 church/corporation; church/corporation should provide programs
- Have regional conversation to bring stakeholders together

APPENDIX 6: NOTES FROM THE TABLE DISCUSSIONS - FINDINGS & RECOMMENDATIONS CONT'D

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?

Table Findings

What is the role of leadership in addressing the educational crisis?

- Intergenerational

What kind of leadership is required?

- Acts 6, women: look to solve problems internally
- Young leaders in church
- Good ones don't make the news, so wrong models are on TV

How do we discover, develop, and deploy students?

- Leaders need to find a common ground
- Find people that have same- pass it on
- Harness- work together- make things simple
- Character development programs
- Stay in school initiatives
- Need to teach emerging leadership skills to high potential students
- Leadership lessons for substitute-teachers, teachers and principals -- lack of visionary leadership and effective practices
- Sharing knowledge from this room, define our role, make small steps ahead
- All parties put concerns of the children first; education first
- Must create a culture of "true power" through a model of servant hood
- Must restore a sense of community
- Must empower students to offer valued input
- Hand on hand mentorship/ indigenous
- Provide hope through dignity, dignity through respected voices
- Give alternative leaders with Godly values
- Models
- Vision- commit to the end results
- Get the right stakeholders involved

Table Recommendations

- Visionary ownership for accountability
- All stakeholders must come together to rebuild schools from bottom up
- Put a business model in place to measure climate or environment (Bill Gates School of the Future)
- More meetings city-wide to innovate and report; create a sense of urgency
- Develop a success model for mentees which also turn around to mentor others
- Use leaders that already exist in the schools and encourage male leaders to come forward; challenge students to help solve the problems and participate in solutions
- Move students from being customers to owners; spot potential leaders
- Invest in and empower kids to tell their own stories to mobilize the base, build ownership
- Bring the potential leaders together and invest in them, give them mentors
- Only way a kid will respond is to see you are willing to put your life on the line and hang out with them where they are
- Build a platform and let them make mistakes
- Inclusion of students in school based management teams, intergenerational, indigenous, bottom-up style of leadership
- Leadership training must be effective in helping school administrators understand the call to empower students in policy making

APPENDIX 6: NOTES FROM THE TABLE DISCUSSIONS - FINDINGS & RECOMMENDATIONS CONT'D

- Train 9th/10th graders as leaders - they influence schools and communities; collaboratively train teachers as leaders to build future superintendents/principals at the district level
- Scale up using technology
- Replicate in other cities
- Engage community and civic leaders
- Give to leaders and give them a place to fit; don't always require something from them
- Engage senior pastor in community
- Model servant leadership and collaborative leadership
- Engage the family, especially the kids that are affected
- Identify the problems (what's our role?)
- Sit down with the appropriate people
- Target schools and build relationships
- Build on fruit of relationships
- Find people with same mindset
- Adopt a school, you also adopt a family (2 parallel systems that need to be linked)
- Get grass roots people involved; create conversations between communities, schools, and families
- Get our students to initiate the change
- Collaborate around service
- Identify roles clearly

ISSUE 4: SYNERGIES

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

Table Findings

What will you bring (individually and organizationally) to an ongoing engagement strategy?

- We can bring varied experiences (practices, passion)
- Experience in Adopt a School efforts
- Resources such as building for after school programs, training resources and free school supplies
- Passion and commitment with direct line to elected officials and significant voting block

How can The New York City Leadership Center help facilitate your continuing participation?

- Network with visionary and passionate people
- Commitment and covenant of engagement
- Provide in areas where the schools cannot provide
- Provide awareness-web (connect and community); technology
- Provide training and development, thus ministry opportunities
- Need to create models and ideas
- Engage a large number of organizations in different efforts
- Concentrated prayer network
- Leverage movements to focus on education (New York Faith & Justice); Downtown learning center- connected NY School of Bible, Geneva School, Prison Fellowship
- Identify success stories and then broadcast them
- Leadership development
- Leverage grassroots movements to focus on education

What other institutions and individuals need to be engaged in this dialogue?

- Churches adopt a school and serve
- Utilize sports as an outreach
- Oceangrove.org- adult degree completion program
- Youth workers, educational networks collaborating
- Urban church/pastor partner with Suburban church/pastor

APPENDIX 6: NOTES FROM THE TABLE DISCUSSIONS - FINDINGS & RECOMMENDATIONS CONT'D

Table Recommendations

- Private-public partnerships must exist between schools, churches, corporations and agencies
- Churches adopt a school and serve
- Provide in areas where the schools cannot provide
- Provide awareness through the web: connect with the community; social networking
- Provide training & development thru ministry opportunities
- Utilize sports as an outreach; teach fundamentals thru basketball; build life skills and life application
- Churches operate as a network connection
- Churches matched up with inmates and work with people in your network and target group
- Match up senior citizens, parent leaders, public school leaders with kids
- Fatherhood programs - men at church helping with developing kids
- Missing legislators/kids/parents; missing board of education; involve politicians
- Engage character development team
- Engage business leaders
- Passion, track record of strategy, willingness to serve
- Know-how and experience
- Help churches see schools as a mission field
- Strategy, curriculum, history of transformation (Urban Alternative)
- History of mentoring (Long Island Youth Mentoring)
- Strategic Opportunity, proven curriculum with measurable results, for collaboration with service (heart of a champion)
- Need to have clarity (what churches should do?)
- Leadership lessons for teachers
- Offer training, material resources to schools along with use of political influence
- Encourage the talented and brightest individuals in our churches and organization to remain in the city by supporting with incentives and collaboration with those of influence
- Clearing house (what is available?)
- Convening dialogue and engage entrepreneurs, corporate folks, political officials
- NYCLC to communicate the problems and solutions through real life success stories locally
- NYCLC can convene the working models and distribute same
- NYCLC can be the catalyst for providing volunteers and create a model for other areas
- Next meeting, the chancellor needs to be here

APPENDIX 7: SUMMARY OF GREETINGS BY HON. CORY BOOKER

Mayor Cory Booker recalled a time 20 years ago when he spoke to a youth group. He thought he would speak to them about doing more, giving more. He asked the kids to raise their hands as high as they could. Then he asked them to raise their hands 3 inches higher. The kids balked at the idea. So Booker offered to give \$5 to the kid that could raise their hand the highest. One kid, a 6-yr old boy, sat with his arms crossed and a pout across his face. He was the youngest and shortest of the group. Suddenly he turned and ran for the door. Booker ran after Robert and picked him up, Robert's legs flailing in the air. Booker asked, "*Robert, where are you going?*" Robert looked sternly at Booker and said, "*You said you would give \$5 to the kid that could raise their hand the highest, right?*" Booker said yes, that's what he promised. Robert answered, "*Well I know a way to get to the roof!*"

With a bit of humor, Booker's urgent point was made, that we all must do what we can to help more kids get to the roof! "*Why do we accept the low expectations for ourselves and our children?,"* said Mayor Booker. "*Why do we tolerate a world where children, born with God's genius are going to school in environments that are not nurturing that genius and manifesting the divine within them? You've all been called here today with a great purpose. You've answered a call to do more, to act more. To show that the only poverty in this world that challenges us is not material poverty, but a poverty of faith, a poverty of imagination, a poverty of love and compassion, a poverty of action. Let us all stand up together, saying behold Lord, here I am. May we all stand up together, in God's great glory, and show that we can manifest His presence in the children's lives whom we love. Then collectively we all can find a way to get to the roof!*"

APPENDIX 8: TRANSCRIPTION OF CLOSING CHARGE BY DR. LARRY ACOSTA

"In his book, Cities on the Rebound, William Hudnut (former Minister-Mayor of Indianapolis) says that the successful city of the future will have vigorous, visionary leadership in its public and its private sectors. The truth is, we need all of you, everybody in the room -your network and your relationships and your influence to move this forward. The Church is just one piece of the pie.

Secondly Hudnut says that the successful city of the future will provide ways for people to come together. Thank you to The New York City Leadership Center that has brought us together. 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.

The third thing William says is that the successful city of the future will be driven by collaborative strategies. We've experienced collaboration around 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.

The fourth thing he says is we've got to focus on leadership that reaches from the neighborhood, to the region, and then to the globe. It starts maybe as simply as churches mobilizing to adopt schools; to start mobilizing leaders that share some of our values and releasing them on the schools. We can call this one of our micro-expressions or strategies. Then we need to move to the macro level and some of the systemic things that need to change.

The last thing that Hudnut says is that a successful city of the future will deliver services efficiently, and will cope effectively with urban problems. Much of what we've talked about means that we're going to have to roll up our sleeves and provide some services."

APPENDIX 9:TRANSCRIPTION OF CLOSING CHARGE BY FRANCES HESSELBEIN

"We came together because we cared. We came together in passion and commitment, with open hearts and open minds. Each one of us knew that this was not a meeting - we were called. We know who calls us. This is just the beginning. And so we came, many of us not knowing one another. 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. And this is our common goal. So may God bless us in the work he has called us to do."

APPENDIX 10: DESCRIPTION OF EVENT SPONSORS



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AM 570 WMCA, New York's Christian talk, is the only station serving the entire tri-state area with Christian programming. WMCA features the greats of New York and the nation with speakers like: Charles Stanley, Paul Sheppard, Roderick Caesar and A. R. Bernard. WMCA's Christian teaching reaches New York City with the Gospel of Jesus Christ.

To obtain any part of or the full document, please contact:

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