

**THE BOARD OF PUBLIC EDUCATION**  
*OF THE SCHOOL DISTRICT OF PITTSBURGH, PENNSYLVANIA*

**MINUTES**

**Meeting of:** January 16, 2013

**Call of the Meeting:** Special Legislative Meeting

**Members Present:** Mark A. Brentley, Theresa Colaizzi, Jean Fink,  
Sherry Hazuda, Regina Holley, William H. Isler,  
Floyd L. McCrea, Sharene Shealey (via phone), and  
Thomas H. Sumpter

**Members Absent:** None

**The following matters were received and acted upon.**

**Actions taken are recorded following the reports.**

# **THE BOARD OF PUBLIC EDUCATION**

**PITTSBURGH, PENNSYLVANIA 15213**

**Administration Building**

**341 South Bellefield Avenue**

**January 16, 2013**

## **SPECIAL LEGISLATIVE MEETING**

### **AGENDA**

#### **ROLL CALL**

#### **Committee on Education**

Envisioning a 21st Century Education Delivery Model

[Roll Call]

- Acceptance of Grant
- Approval of Contract



**Acceptance of a Grant from the Fund for Excellence for Envisioning a 21<sup>st</sup>  
Century Education Model**

**WHEREAS**, the District will embark upon a process of envisioning a 21<sup>st</sup> educational delivery model to significantly accelerate student achievement, eliminate racial disparities, become a district of first choice and ensure long term fiscal sustainability and;

**WHEREAS**, in order to develop this strategic plan and long-term vision for the District so that it is both ambitious and achievable, the District will engage an independent consulting firm to provide expertise and technical assistance; and

**WHEREAS**, the District sought private foundation funding from the Fund for Excellence to support the engagement of an independent consulting firm; and

**WHEREAS**, the Fund for Excellence has agreed to make a grant award, which may only be used for this specific purpose; and

**WHEREAS**, the Fund for Excellence has established the following conditions for release of funds to the District:

1. Evidence of Board members' participation in the planning process;
2. A commitment that on-going current programs, for example but not limited to the Equity Plan and Empowering Effective Teachers, will continue to be implemented while the planning process is in progress;
3. A commitment that the planning process will include opportunities to address issues in a manner than is unusual and not customary; and
4. A commitment to put new ideas and initiatives developed through the planning process into practice immediately.
5. Submission of performance milestones that have been identified as part of the Organizational Change Planning Process.
6. A commitment to establish a community advisory group to serve during this process.

**NOW THEREFORE BE IT RESOLVED**, that the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept a grant from the Fund for Excellence in the amount of \$1.2 million in order to support the District's costs associated with the engagement of a consulting firm that will provide technical assistance for the District's process of Envisioning a 21<sup>st</sup> Century Educational Delivery Model. The funding period is from January 17, 2013 – January 31, 2014.





**FSG, Envisioning a 21<sup>st</sup> Century Educational Delivery Model**

**WHEREAS**, the District will embark upon a process of envisioning a 21<sup>st</sup> educational delivery model to significantly accelerate student achievement, eliminate racial disparities, become a district of first choice and ensure long term fiscal sustainability and;

**WHEREAS**; in order to develop a strategic plan and long-term vision for the District that is both ambitious and achievable, the District will engage FSG to provide expertise and technical assistance; and

**WHEREAS**; FSG has developed the following guiding principles for their work in Pittsburgh:

- Quickly identify District wide best practices and deploy them and facilitate the deployment of them across the schools.
- Leverage strategic work that is showing promising results and is already underway within the District as well as the assets of the broader Pittsburgh community to ensure that the recommended options build on existing successes rather than engage in wholesale, across the board change.
- Challenge the District to think boldly and push beyond district “best practices” to learn from other District and world class organizations outside of Pittsburgh.
- Ensure a highly collaborative working process that aligns District leadership, the Board of Directors as well as key internal and external stakeholder groups such as teachers, principals, retirees, families, and community leaders by bringing to bear their knowledge, skills and experience in consensus building.
- Emphasize the development of a change management program that will gain the hearts and minds of everyone impacted by the District’s reform efforts and has the same level of focus and rigor as the planning around the implementation initiatives themselves because the District’s success depends upon buy-in across the organization and the community.
- Bring and share the experience, skills and tools to attack our challenges much more quickly than we can do on our own, while also building up the District’s skills and ability to advance the implementation and continuous improvement process over time.

**AND WHEREAS**, FSG will employ the following approach to its work in Pittsburgh:

- Develop a vision for optimal impact by analyzing the District’s past experiences, organizational strengths, values, and aspirations.

- Conduct an external landscape assessment of current and potential partners in the region, evaluating the district's current educational delivery model, and analyzing key enabling levers such as finance, enrollment, human capital and organizational structure.
- Conduct external research and benchmarking in order to identify best practices from around the country as a key input into the development of strategic options.
- Develop recommended strategic options around the educational delivery model, the District's current strategic initiatives, and the key enabling levers described above.
- Complete in-depth implementation planning through the establishment of a Project Management Office that will oversee and coordinate the implementation of the initiatives.
- Provide support to identify quick wins, key levers & milestones, and a sequenced roadmap, timeline, and budget.
- Provide on-going implementation support to the district through quarterly strategic plan reviews to identify key issues, current challenges and breakthrough approaches to overcoming roadblocks in making progress against the strategic plan.

**NOW THEREFORE BE IT RESOLVED**, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with FSG to provide expertise and technical assistance for the District's process of *Envisioning a 21<sup>st</sup> Century Educational Delivery Model*. The firm will help with the organization, development and implementation of a large scale visioning and strategic planning process that will enable the District to significantly improve academic outcomes for all students and ensure long term fiscal sustainability, while focusing on the key changes that will be necessary to become a 21<sup>st</sup> century school district that is highly attractive to families in an increasingly competitive environment.

**FURTHER RESOLVED**, by fall of 2013, FSG will deliver a sequenced roadmap, timeline and financial modeling for implementation of a new 21<sup>st</sup> Century Educational Delivery Model over the next 3-5 years that will lead the District towards its established goals and are in line with our fiscal realities. In addition, FSG will provide implementation support to the District in 2014 and 2015. The operating period shall be from January 17, 2013 through August 31, 2015. The total contract amount shall not exceed \$2.4 million, where \$1,200,000 will come from the Fund for Excellence account line of 1000-12U-2819-330 and where the remaining \$1,200,000 will come from the Bill & Melinda Gates Foundation account line of 1311-16N-2819-330.

1 TRANSCRIPT OF PROCEEDINGS

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3 PITTSBURGH BOARD OF PUBLIC EDUCATION  
 4 SPECIAL LEGISLATIVE MEETING  
 5 WEDNESDAY, JANUARY 16, 2013  
 6 6:08 P.M.  
 7 ADMINISTRATION BUILDING

8 - - -

9 BEFORE:

10 SHARENE SHEALEY, PRESIDENT  
 11 THOMAS SUMPTER, FIRST VICE PRESIDENT  
 12 WILLIAM ISLER, SECOND VICE PRESIDENT  
 13 MARK BRENTLEY  
 14 THERESA COLAIZZI  
 15 JEAN FINK  
 16 SHERRY HAZUDA  
 17 REGINA HOLLEY  
 18 FLOYD McCREA

19 - - -

20 ALSO PRESENT:

21 DR. LINDA LANE	MR. IRA WEISS
22 MR. PETER J. CAMARDA	DR. JERRI LIPPERT
MR. MARK CAMPBELL	MS. JODY SPOLAR
23 MR. RONALD JOSEPH	DR. JEANNINE FRENCH
MS. LISA FISCHETTI	MS. LINDA BAEHR
24 MS. CAROL BARONE-MARTIN	MR. DAVID MAY-STEIN

25 - - -

REPORTED BY: MELISSA L. FENSTER  
 PROFESSIONAL COURT REPORTER

- - -

21 COMPUTER-AIDED TRANSCRIPTION BY  
 22 MORSE, GANTVERG & HODGE, INC.  
 23 PITTSBURGH, PENNSYLVANIA  
 24 412-281-0189

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

2 MR. SUMPTER: Good evening, ladies and  
3 gentlemen, and welcome to the January 16, 2013  
4 Pittsburgh Board of Public Education Special  
5 Legislative Meeting.

6 Would everyone please rise so that we can  
7 salute the flag?

8 (Flag saluted.)

9 MR. SUMPTER: Before we begin this evening,  
10 I would like to ask everyone to please turn off all  
11 cell phones and pagers.

12 Mr. Weiss, can we please have a roll call?

13 MR. WEISS: Mr. Brentley.

14 MR. BRENTLEY: Here.

15 MR. WEISS: Mrs. Colaizzi.

16 MRS. COLAIZZII: Here.

17 MR. WEISS: Mrs. Fink.

18 MRS. FINK: Here.

19 MR. WEISS: Mrs. Hazuda.

20 MRS. HAZUDA: Here.

21 MR. WEISS: Dr. Holley.

22 DR. HOLLEY: Here.

23 MR. WEISS: Mr. Isler.

24 MR. ISLER: Present.

25 MR. WEISS: Mr. McCrea.

1 MR. McCREA: Here.

2 MR. WEISS: Mr. Sumpter.

3 MR. SUMPTER: Present.

4 MR. WEISS: Ms. Shealey.

5 MS. SHEALEY: Here.

6 MR. WEISS: All members present.

7 MR. SUMPTER: Thank you, Mr. Weiss.

8 We have the Report on the Committee on  
9 Education, which consists of two resolutions. There  
10 will be one vote for the entire report. First I will  
11 read both of the resolutions, and then I will ask for  
12 a motion to approve the entire report.

13 The first resolution on this evening's  
14 Education Committee Report is the approval of a grant  
15 to support the District's Project Envisioning a  
16 21st Century Educational Delivery Model.

17 Now, therefore, be it resolved that the  
18 Board of Directors of the School District of  
19 Pittsburgh authorize its proper officers to accept a  
20 grant from the Fund for Excellence in the amount of  
21 \$1.2 million in order to support the District's costs  
22 associated with the engagement of a consulting firm  
23 that will provide technical assistance for the  
24 District's procession of a Envisioning a 21st Century  
25 Education Delivery Model. The funding period is from

1 January 17, 2013 to January 31, 2014.

2                   The second resolution on this evening's  
3 Education Committee Report is the approval of a firm  
4 to support the District's Project Envisioning a  
5 21st Century Educational Delivery Model.

6                   Now, therefore, be it resolved that the  
7 Board of Directors of the School District of  
8 Pittsburgh authorize its proper officers to enter into  
9 a contract with FSG to provide expertise and technical  
10 assistance for the District's process of Envisioning a  
11 21st Century Educational Delivery Model. The firm  
12 will help with the organization, development and  
13 implementation of a large scale visioning and  
14 strategic planning process that will enable the  
15 District to significantly improve academic outcomes  
16 for all students and ensure long-term fiscal  
17 sustainability while focusing on the key changes that  
18 will be necessary to become a 21st Century School  
19 District that is highly attractive to families in an  
20 increasingly competitive environment.

21                   Further resolved, by fall of 2013, FSG will  
22 deliver a sequenced road map, timeline and financial  
23 modeling for implementation of a new 21st Century  
24 Education Delivery Model over the next three to  
25 five years that will lead the District towards its

1 established goals and are in line with our fiscal  
2 realities.

3 In additional, FSG will provide  
4 implementation support to the District in 2014 and  
5 2015. The operating period shall be from January 17,  
6 2013 through August 31, 2015. The total contract  
7 amount shall not exceed \$2.4 million where  
8 \$1.2 million will come from the Fund for Excellence  
9 account line of 1000-12U-2819-330 and where the  
10 remaining \$1.2 million will come from the Bill and  
11 Melinda Gates Foundation Account Line of 1311-16N-  
12 2819-330.

13 Is there a motion to approve this evening's  
14 Education Committee Report?

15 MS. HAZUDA: So moved.

16 MR. ISLER: Second.

17 MR. SUMPTER: Moved by Sherry Hazuda and  
18 second by Mr. Bill Isler.

19 Are there any questions or discussions at  
20 this time on the two resolutions on this evening's  
21 Education Committee Report? We'll start off with  
22 Mr. Brentley.

23 MR. BRENTLEY: Yes, just a couple  
24 questions. Dr. Lane, can you tell me where is this  
25 FSG located?



1 DR. LANE: Their office is in Seattle,  
2 Washington, Mr. Brentley.

3 MR. BRENTLEY: Okay. Was it recommended by  
4 the Gates to use this company?

5 DR. LANE: No, it was not.

6 MR. BRENTLEY: Okay. Was it a process that  
7 we put out bid for proposals or put out an offer for  
8 proposals from other agencies as well?

9 DR. LANE: Yes, we did. We sent out a  
10 request for proposals in September of 2012, and we did  
11 receive other proposals.

12 MR. BRENTLEY: Okay. Have we -- have we  
13 looked into local agencies and organizations who have  
14 the capacity to provide this service?

15 And let me just say it another way. Before  
16 we put out the request for proposals, what did we do  
17 or what did you do as a staff to do -- to kind of cut  
18 the costs down? Have you or did you ever consider  
19 reaching out to individuals or agencies here with  
20 national notoriety in their ability to do these kinds  
21 of services here?

22 DR. LANE: Mr. Brentley, the process we  
23 used was to develop what we needed and then send that  
24 out as broadly and as widely as we could to get  
25 proposals from people, individuals here within the

1 area or outside.

2 And we also opened the opportunity for  
3 organizations that were small, smaller and who could  
4 not perhaps do the whole thing themselves to partner  
5 with agencies so that they could form a partnership  
6 and we would accept proposals that were submitted from  
7 partners. And, in fact, the one that we're  
8 recommending to you this evening is a partnership.

9 MR. BRENTLEY: A partnership with who?

10 DR. LANE: Yeah. It is a partnership  
11 between FSG and Bellweather Education.

12 MR. BRENTLEY: And they are local?

13 DR. LANE: Well, no, they are not local  
14 either. I didn't mean to imply that they were, but I  
15 guess the point I was trying to make was what we tried  
16 to do was just put it out as widely and broadly as we  
17 could and consider anyone who wanted to submit  
18 something.

19 MR. BRENTLEY: Okay. Well, Doctor, I think  
20 I have shared with you many times -- and I want to say  
21 thank you for reaching out over the weekend, but I  
22 think I'm getting to the point now where I know often  
23 my comments or concerns are not embraced as much as  
24 others, but I'll continue to beat the same drum in  
25 terms of local talent that we have in this great city

1 from the University of Pittsburghs, to the CMUs, to  
2 the Chatham Colleges, to the different other agencies  
3 and organizations who provide some of the services  
4 that were read in this resolution here.

5           And it just continues to baffle me that we  
6 as a District, that we don't look locally first. We  
7 immediately go to spending money and proposals, and it  
8 doesn't matter -- I know everybody will always say  
9 that this is coming from a grant or this is coming  
10 from an outside agency, but we are not acting like an  
11 agency based upon the report given a couple months  
12 ago, an organization that could be broke in 2015.

13           And so I cannot support it. I will not  
14 support it. I will continue to beat the drum of  
15 reaching out locally. I can guarantee you that if you  
16 as a Superintendent would have reached out with key,  
17 10, 15, 20 agencies and organizations, they would have  
18 jumped at the opportunity to serve. We could have  
19 received the exact same information with a personal  
20 touch for a fraction of the cost now that we're  
21 spending, and so I --

22           When you don't do those kinds of things in  
23 my opinion, we're not good stewards of the taxpayers  
24 dollars, and we give the impression to solve any of  
25 our problems you always have to go out and you always

1 have to spend a lot of money, and I just think it  
2 almost represents somewhat of an insult to all of our  
3 local folks right here in this community.

4 I mean, you have these colleges that are  
5 doing all kinds of things that would easily address  
6 it. We have and I have always advocated that we tap  
7 into the Pittsburgh Public Schools Retirees  
8 Association. These are educators in love with this  
9 District, would have loved to serve if asked and could  
10 have produced the same document, could have provided  
11 some of the same things that we're getting ready to  
12 receive here.

13 So it continues to disappointment me, but,  
14 you know, as I said before, I'll just continue to try  
15 to remind you that we need to be mindful of that, and  
16 we will receive pretty much the same that we have  
17 received over the last seven years. We'll have  
18 individuals come in. We'll see clipboards. We'll set  
19 up community meetings. They'll look engaged. They'll  
20 make some comments. There will be documents. Someone  
21 will try something different and quirky, and at a  
22 price tag of over \$2 million, I just don't know why we  
23 don't as a Board --

24 And, well, unless there are other things  
25 that I'm not understanding here, I just don't

1 understand why we don't find a way to tap into all of  
2 the rich talent that we have here in the City.

3                   So I won't support it. I will continue to  
4 ask please look locally. Please identify locally.  
5 Please use some of the folks here.

6                   We begin to see a pattern on these  
7 contracts as well where they're coming from, who's  
8 associated with them, and so when that kind of pattern  
9 develops, you know, there's only one thing you can  
10 walk away thinking that is this one big huge pass-  
11 through for ABC Company or for XYZ Company. You put a  
12 document together, submit it, have somebody on the  
13 ground here to follow through, and we're \$2 million  
14 lighter in the District.

15                   So disappointing. I will not support it  
16 and just will encourage my colleagues to keep this in  
17 mind when we look at all of the special talent that we  
18 have who want to be a part of this. Thank you.

19                   MR. SUMPTER: Please forgive me. Dr. Lane  
20 had a statement that she was going to read regarding  
21 this Envisioning Plan statement, and, Mr. Brentley,  
22 after that statement is read, we can come back to you  
23 if you have any additional or concerns.

24                   DR. LANE: Thank you very much,  
25 Mr. Sumpter.

1                   I wanted to hopefully provide some  
2 clarification and some of my thoughts of some of the  
3 things we need to consider as a District, and I was  
4 asked that question by a member of the community and  
5 that said to me, well, you know what needs to be done,  
6 and I said I know some of the things that need to be  
7 done, but not all, and that's why I thought this  
8 process was important because there are other people  
9 both inside this room and outside this room that also  
10 have thoughts, ideas and things that they can  
11 contribute to this process.

12                   But that said, what we're really trying to  
13 accomplish here is to meet two different challenges at  
14 the same time, and I know everyone is aware of our  
15 financial sustainability challenge and everyone's  
16 aware of our academic challenge for our children.  
17 We're trying to do this and meet both of these  
18 challenges in a context that is dynamic. It's complex  
19 and it's political.

20                   Our goal is to engage in a process that  
21 serves to bring different points of you together, gets  
22 all the ideas on the table and results in a vision for  
23 the future, as well as the plan as to how to get  
24 there.

25                   There are some things we must do. These

1 include our financial model. Are we going to be  
2 totally dependent on a financial model that relies on  
3 tax income, and that has shown its volatility over  
4 time and right now, of course, as we know is one of  
5 the most challenging times to be dependent on  
6 especially our basic educational subsidy from the  
7 Commonwealth.

8               We believe in this District we have created  
9 and done some things that may be of value to other  
10 people, so are there some ways that we can find to  
11 bring in revenue that is not tax dependent, and then,  
12 of course, we also know again we're going to have to  
13 go through a process to redirect some of our current  
14 revenue.

15              The second thing is we need to really have  
16 a clear strategy in regard to charter schools, and we  
17 have additional applications going forward. Even this  
18 evening you're going to be hearing about a charter  
19 school application. We have to have a plan to what is  
20 our strategy in regard to charter schools at both the  
21 local level and at the legislative level.

22              One of the stated goals of the Charter  
23 School Law was to provide promising models for other  
24 schools to follow. Our charter schools do not share  
25 promising strategies with us, nor do we with them.

1           Additionally, although the model did, in  
2 fact, create competition, it has not always been a  
3 healthy competition, and that has to change.

4           Our charter schools do not recognize the  
5 fiscal sustainability for us, as well as strong  
6 achievement actually is in their best interest, as  
7 well as our own.

8           And, ultimately, we all have to acknowledge  
9 that effective schools for all is best for our  
10 students and certainly contributes best to our city  
11 and to our region.

12           We must adopt educational models which are  
13 not currently in our portfolio, such those which  
14 employ blended learning. Technology is one of the  
15 areas we need to exploit as a tool to help us reach  
16 our goals.

17           Finally, we must get out of the business of  
18 running low-performing schools, specifically schools  
19 rated in the lowest 15 percent in the Commonwealth.  
20 We closed seven of those schools that were on that  
21 list just this past spring, and we have to have a plan  
22 as to how we're going to address the others.  
23 Low-performing schools contribute to our dilemma in  
24 regard to our magnet schools. We must provide choice  
25 in a way that does not result in winners and losers as



1 our current magnet model seems to do.

2 This is not going to be quick, nor is it  
3 going to be easy. We're only agreeing to do work.  
4 That's what we're asking for this evening, and we want  
5 to offer our thanks to those who offered financial  
6 support to help us do it.

7 And I thank you for listening and for your  
8 full support of our efforts on behalf of the children  
9 and the young people of Pittsburgh. Thank you.

10 MR. SUMPTER: You're welcome. Thank you,  
11 Dr. Lane.

12 Mr. Brentley, any other --

13 MR. BRENTLEY: Not at this time, no.

14 MR. SUMPTER: Okay. We're going to move to  
15 Ms. Shealey. Questions and concerns?

16 MS. SHEALEY: No thank you, Mr. Sumpter.

17 MR. SUMPTER: You're welcome.

18 Mrs. Colaizzi.

19 MRS. COLAIZZII: Thank you, Mr. Sumpter.

20 Dr. Lane, is there any kind of specific  
21 expertise that you were looking for when you put this  
22 bid out?

23 DR. LANE: Yes, there was. There was  
24 several things that I know I personally was interested  
25 in. One of the ones I mentioned in my statement is

1 around blended learning models because we have little  
2 experience in that area, and so having some expertise  
3 in blended learning is important.

4               So there were some specific kind of things  
5 like blended learning that I thought were important,  
6 but beyond that, it was the complexity of the context  
7 that we felt -- that's high we felt we needed outside  
8 support, and that was what we built into our request  
9 for proposal. Because we have a lot of things going  
10 on at once, we are -- we have our Empowering Effective  
11 Teachers plan, and we're doing still a great deal of  
12 work in the -- working with the PFT in regard to  
13 teacher evaluation, career laterals, all the things  
14 that are a part of that.

15               As Empowering Effective Teachers goes  
16 forward, we've got to be thinking about what are the  
17 things that are the most effective about that plan so  
18 that we have a way to continue those going forward, so  
19 that's another thing. The complexity itself I think  
20 was one of the things that made we believe that it  
21 would be important to get this kind of support for our  
22 work.

23               But I do want to say that it is an engaging  
24 process. It is not -- it would be easier surely if  
25 somebody could come in here, hand us the answers and

1 say, hey, here you are, Pittsburgh. We're finished.

2 That isn't going to happen.

3 It is going to take work of the staff, as  
4 well as there are multiple opportunities for members  
5 of this community to get involved, whether it's  
6 parents or retirees or people in the university  
7 community, so we do plan to tap the expertise of a  
8 number of people who are willing to give us advice,  
9 thoughts and ideas.

10 MRS. COLAIZZI: Thank you.

11 MR. SUMPTER: Mrs. Fink.

12 MRS. FINK: I think everybody would like  
13 to see more of our contracts go to local people.  
14 However, if people felt that they had the expertise  
15 and could guide us with the requirements of the RFP,  
16 they surely would have come forward and bid, so I  
17 don't think that there was any conscious effort not to  
18 have local firms do this work, but rather to pick the  
19 best firm to do this work.

20 We must give the children and the future of  
21 education in Pittsburgh the best we can give them, and  
22 I think that's what this RFP showed.

23 MR. SUMPTER: Mrs. Hazuda.

24 MS. HAZUDA: Thank you, Mr. Sumpter.

25 I'm not sure if this question is for

1 Dr. Lane or Mr. Weiss, but from reading this proposal  
2 for lack of a better word that we were provided, the  
3 56 pages, in reading it, it's quite clear that both  
4 FSG and Bellweather will be contributing to the  
5 process, and, yet, this only mentions FSG. They don't  
6 mention Bellweather.

7 DR. LANE: And, Mr. Weiss, you can respond  
8 if you would like, but as I understand it, the  
9 contract is actually with FSG. They subcontract with  
10 Bellweather, so we do not have a direct contract with  
11 Bellweather. That's why what you're being asked to  
12 approve is with FSG.

13 MS. HAZUDA: Okay. Thank you.

14 Thank you, Mr. Sumpter.

15 MR. SUMPTER: You're welcome, Mrs. Hazuda.

16 Dr. Holley.

17 DR. HOLLEY: Yes. I have a couple  
18 questions.

19 I first want to thank the donors for  
20 working with the District and actually giving us the  
21 funds to do this project if the Board so approves it.

22 But I do have several questions for you,  
23 Dr. Lane or whomever wants to answer the question. I  
24 need to know a little bit about the organization. I  
25 would have asked the same question as Mr. Brentley as

1 to where they are from. I found out that they were  
2 from -- thank you -- from Seattle. You told me that  
3 when I talked to you last week.

4 How much experience does this company have  
5 actually working with school districts?

6 DR. LANE: We did explore this, and there  
7 are several districts that these organizations have  
8 worked with, and New Haven, Connecticut did some work  
9 with the new schools in Chicago, also did work with  
10 the Seattle Public Schools to name several, and the  
11 projects haven't been all the same.

12 Clearly, not everyone is doing the  
13 exact same project we're doing, but they have had  
14 significant work with districts that are our size and  
15 bigger.

16 DR. HOLLEY: Okay. So with that, what type  
17 of success rate did the company actually have in doing  
18 the kind of work that we want done in the -- that you  
19 want to have done in the School District?

20 DR. LANE: As I said, the projects they  
21 have done don't all match up exactly, so I wouldn't  
22 pretend to you that everybody that they have worked  
23 with has done the same project we have done. That's  
24 not the case. There are different projects that have  
25 been done with different organizations.

1                   But based on the reference information and  
2 checking that we did, the districts they worked with  
3 felt positive about how they responded to their  
4 particular project, and that's what we're seeking.

5                   We're not asking for them to take work that  
6 they did at some other school district and see if we  
7 can kind of plaster it on us because I frankly don't  
8 believe that works very often very well, but the  
9 process they use to learn about the context of the  
10 District, our needs and some of the things that are  
11 going well for us, some of the things that have been  
12 more challenging, those are the kind of things I look  
13 for. People first, people that listen before they  
14 have an answer, and that was clear.

15                  I think that they do bring ideas to the  
16 table that perhaps some of those we may not have come  
17 up with ourselves, which I think is also important.

18                  And then the third thing for me that's  
19 important is appreciating the complexity of this, and  
20 because often I think that, you know, people -- I  
21 appreciate it when people are willing to listen to the  
22 complexity of a problem before they jump to automatic  
23 answers or automatic conclusions about what should  
24 happen, and that's for me personally what I was  
25 looking for.

1                   DR. HOLLEY: Okay. So -- and maybe I'm  
2 not -- even if they are not doing the same problem,  
3 activities or programming that you have done -- that  
4 you need to have done here in Pittsburgh, in the other  
5 school districts that they worked for, were there  
6 out -- were the outcomes positive? Did they help  
7 solve the problem, and that's what I need to know.

8                   DR. LANE: Well, the one that I have had  
9 direct contact with is -- because we were there. They  
10 were -- they did some work with the agreement, kind of  
11 the partnership agreement between Houston ISD and Yes  
12 Prep, and because we visited Yes Prep, we had a little  
13 bit of a feel for how that worked together.

14                   So at least from, you know, my view of what  
15 I saw when we were there, I saw that as certainly a  
16 successful outcome for the students that were engaged  
17 and involved in that program, so that would be an  
18 example I would say.

19                   And I know that -- and I don't know if  
20 Cate's here. If she has something she wants to add  
21 because I know she talked again to New Haven today.

22                   She's not here. Okay.

23                   She talked to New Haven today, and so we  
24 could find out a little bit more from them.

25                   And I can't give you, like, specific data,

1 Dr. Holley, but they did feel that their project had  
2 been a successful one. They felt good about their  
3 outcomes.

4 DR. HOLLEY: Well, with the type of monies  
5 that you're offering this particular company, I would  
6 suspect that we would want to know if they actually  
7 were able to do the job that the school districts  
8 wanted, and Yes Prep, even though it was a -- you  
9 know, it was -- the school looked like it was really  
10 doing what it needed to do for exhibiting that they  
11 were doing what they needed to do for students.

12 I just want to be real careful and  
13 cautious. You know, Yes Prep was a charter school.  
14 It's not -- it wasn't --

15 DR. LANE: I understand.

16 DR. HOLLEY: -- the Houston Public Schools.

17 DR. LANE: I understand.

18 DR. HOLLEY: So, you know, it's a -- it's  
19 separate.

20 So now that we went through FSG --

21 No. Let me go back to FSG. Do any of the  
22 people there -- are they educators?

23 DR. LANE: The people, some there are.  
24 Some have an educational background. Some have worked  
25 in -- and I can think of a specific individual, and I



1 can't recall the name, but did actually work as an  
2 employee in the Seattle Public Schools, and so, yeah,  
3 some are.

4           There is some educational background there,  
5 some of the members of both companies I believe, but  
6 not -- I'm not -- they're not a group of educators  
7 that have formed these companies, so I wouldn't want  
8 you to think these are a group of teachers or  
9 principals that have formed the companies, but there  
10 are individuals who have been employees of the school  
11 districts.

12           DR. HOLLEY: And that's what I was  
13 concerned about. I'm not saying necessarily that they  
14 would have to be teachers or administrations. At  
15 least I would hope that some of them would be, but I  
16 would like to know if some of them actually worked as  
17 chief of finance, human resources in a school  
18 district.

19           Not in a company, but did they actually  
20 work in a school district and do they actually know  
21 what is needed in a school district to make it  
22 viable? So we don't have that? We don't know that  
23 information?

24           DR. LANE: No. As I said, I can -- in  
25 reading files, I can think of one specifically that I

1 know it was an employee in a school district, and I  
2 think was not the chief operating officer, but worked  
3 directly with the chief operating officer in that  
4 particular school district.

5 DR. HOLLEY: And my next question would be  
6 for both companies now that -- and I'm glad that  
7 Mrs. Hazuda brought up the fact that this other  
8 company that's going to be working with them. I  
9 really should have read this a little closer, and I  
10 didn't know that we were going to have this other  
11 partner working with them.

12 Are they going to be taking the lead or is  
13 it going to be FSG actually doing the work?

14 DR. LANE: It is a partnership agreement,  
15 so it will be seamless to us. We don't really -- as I  
16 said, it won't be our issue which company individuals  
17 are from.

18 The partnership agreement is between the  
19 two of them, and how they divide the effort between  
20 the two of them will be as I said theirs to deal with,  
21 but it will be seamless to us. It's not like we're  
22 going to have to deal with two different companies.  
23 We won't.

24 DR. HOLLEY: Okay. Now, as we always do  
25 under a consultant contract, we usually have on this

1 top part of this an individual company, minority,  
2 non-minority, male, female.

3 Where do they fit in terms of diversity?

4 DR. LANE: We did ask that question, and  
5 they do have -- they told us that they have not --  
6 it's a female 64 percent and 9 percent  
7 underrepresented minority groups, but the team that  
8 will be in Pittsburgh is racially mixed.

9 DR. HOLLEY: So do you know who the team  
10 would actually be that would be coming to Pittsburgh?

11 DR. LANE: Yes. We do have names of what  
12 the people they are contemplating sending to us, but  
13 we were very specific about the fact we needed  
14 diversity on our team.

15 DR. HOLLEY: But the company isn't diverse?

16 DR. LANE: The company is not minority-  
17 owned if that's what you're asking.

18 DR. HOLLEY: I'm not talking about is it  
19 minority-owned. I just wanted to know if there were  
20 minorities actually working for the company.

21 DR. LANE: Yes, there are minorities  
22 working for them.

23 DR. HOLLEY: Thank you.

24 MR. SUMPTER: You're welcome, Dr. Holley.

25 Mr. Isler.

1 MR. ISLER: Thanks, Mr. Sumpter.

2 Dr. Lane, I have spoken to you and heard a  
3 couple presentations on this and just a couple  
4 questions. Having gone through some information about  
5 the company and some of the places they have worked  
6 and some of the responses from people who have worked  
7 with them and going through bios, you feel that they  
8 have the necessary qualifications, skills and  
9 abilities that you need to accomplish what you want to  
10 accomplish with this particular proposal?

11 DR. LANE: Yes, I do, but I will say this.  
12 I don't think there's any company that can come in and  
13 do this kind of work without the full effort of the  
14 client they're working with, and so I wouldn't want to  
15 ever leave the impression that somehow we really don't  
16 have to do anything, they're going to come in here and  
17 do all the work because that's not the case at all.

18 So I think that it's going to be very  
19 important in any partnership -- and that's what this  
20 really is. In any partnership, that we're very clear  
21 about expectations. There's clear communication.

22 And in the conversations I've had with them  
23 at this point, I believe that they understand that as  
24 well, that it takes work to let somebody help you  
25 frankly, and I think that they understand that and I

1 think we do as well.

2 MR. ISLER: Thank you. And, you know, it  
3 seems to me also that you have sometimes admitted some  
4 things we can't do or you can't do or your staff can't  
5 do, and it is going to take a team approach to getting  
6 everybody working together on it.

7 Again, you know, the Fund for Excellence  
8 has been a long-time supporter. It's a number of the  
9 foundations in the City. We're very, very fortunate  
10 to have them.

11 And, you know, all my questions have been  
12 answered, and I'm satisfied. Thank you, Mr. Sumpter.

13 MR. SUMPTER: You welcome, Mr. Isler.

14 Mr. McCrea.

15 MR. MCCREA: Just real quick I wanted to  
16 also thank the funders. It's tremendous. The Fund  
17 for Excellence and Bill and Melinda Gates -- and the  
18 Gates Foundation for putting the money forward for  
19 this. It's tremendous.

20 I want to thank you, Dr. Lane, for pulling  
21 us aside and going through this last week, so we had a  
22 better understanding.

23 Thank you.

24 MR. SUMPTER: Thank you, Mr. McCrea. If  
25 there are no -- Mr. Brentley.

1                   MR. BRENTLEY: Yeah. I just have a couple  
2 of quick questions. What's the reason for a Special  
3 Legislative for this vote?

4                   DR. LANE: Well, Mr. Brentley, our original  
5 plan, our original timeline called to ask you all to  
6 vote on this in November, and it was clear at that  
7 point to me that I needed to do more in terms of  
8 informing you as to why I believe this to be  
9 important, so we postponed it to December.

10                  And then, of course, in December we pulled  
11 it for a couple of reasons, the main one being that we  
12 didn't have our funding totally identified, and so we  
13 pushed it back again.

14                  One of the key things that's going to be  
15 coming up more quickly than we're all ready to imagine  
16 is our 2014 District budget. Now I know you just  
17 voted the '13 one last month, but we have scant time  
18 to get this next one ready because we have to not have  
19 our budget going along one track and this plan going  
20 along another one because at some point they've got to  
21 come together and that has to be relatively quickly.

22                  So because of that, in order to get us  
23 started, get us -- even a couple more weeks mattered  
24 to us, and so -- and in this case, of course, we did  
25 another week, so the days are ticking away on us right

1 now, and that's why we appealed to the Executive Board  
2 to please consider allowing us to bring this to you  
3 this evening, and that's why also I tried to, you  
4 know, talk with each of you and get your -- see if  
5 there were questions, concerns you had and make sure  
6 you had the information you needed, so you could feel  
7 prepared to vote. Thank you.

8 MR. BRENTLEY: I got a couple more quick  
9 questions, Doctor, if you can please. What does FSG  
10 stand for, do you know?

11 DR. LANE: I do not know, Mr. Brentley,  
12 but, certainly, we can look it up.

13 MR. BRENTLEY: Okay. Do you know how long  
14 they've been in business?

15 DR. LANE: I don't recall. They did give  
16 us that information, but I don't have it in my head.

17 MR. BRENTLEY: Okay. Do you have  
18 evaluations from the other school districts that  
19 entered into business with them?

20 DR. LANE: Actually, references because we  
21 don't actually get evaluations from other districts,  
22 but we do have references, and we did considerable  
23 reference checking and so have confidence that they  
24 fulfilled their requirements with the other districts  
25 with whom they have worked.

1                   MR. BRENTLEY: What department or staff  
2 individuals will be responsible for the managing and  
3 the coordination of this?

4                   DR. LANE: We have a team that is going to  
5 work with them. I will be working with them directly  
6 in some ways. Cate Reed will be working with them as  
7 well doing the day-to-day logistics as well, getting  
8 meetings set up, making sure they have the information  
9 they need, those kinds of things, but I really see the  
10 cabinet members as being highly engaged.

11                   We did go through and figure out who needs  
12 to work with them and to what level, and that was one  
13 of the things I kind of wanted to make sure you were  
14 informed about, but I see that -- we have a team that,  
15 you know, I call the innovation team that will be  
16 spending a considerable amount of time with them.

17                   But the other thing that, you know, I just  
18 want to remind the Board, our funders, our local  
19 funders particularly are very interested in the  
20 Board's leadership and engagement with this, and, in  
21 fact, it is a requirement. So we don't see this as  
22 something just the staff is going to go off and do.  
23 This is going to engage all of our Board members as  
24 well.

25                   MR. BRENTLEY: Can you tell me, Doctor,



1 since the total of the 2.4 million I believe is coming  
2 from 2 pots of money, was any of these dollars  
3 contingent upon this particular company, that we enter  
4 an agreement with this particular company for them to  
5 give their financial support, and that is the Fund for  
6 Excellence and then the Bill and Melinda Gates  
7 Foundation?

8 DR. LANE: No. Neither of the funders gave  
9 us any input on who. They were more interested in  
10 what was going to happen. They were interested in  
11 more engagement. They were interested in the fact  
12 that we would maintain our Empowering Effective  
13 Teachers plan, as well as our equity plan. Those are  
14 some of the things that came up, but in terms of who  
15 we would engage with, there was absolutely no  
16 direction or conditions attached to that.

17 MR. BRENTLEY: Okay. And were either of  
18 these groups involved with the recommendation of  
19 moving in this direction?

20 DR. LANE: In terms of -- I'm not sure what  
21 you mean by moving in this direction.

22 MR. BRENTLEY: In suggesting to the  
23 District that this is what you should do, and if  
24 there's a panel or committee to move you through that  
25 process, we would like to be a part or we are a part

1 or what was their level of involvement for pointing  
2 the District in this direction?

3 DR. LANE: This started actually last  
4 April, and it mainly started with me frankly because I  
5 realized that even with all the work we had done and  
6 all the things, all the difficult decisions you as a  
7 Board had made in regard to our finances that we  
8 haven't solved our financial issue, and I knew it was  
9 going to take more.

10 Then a couple on that was concern around,  
11 you know, how are we going to execute our equity plan  
12 in, you know, a situation where the finances are going  
13 to be difficult? Furthermore, how are we going to  
14 keep Empowering Effective Teachers going along the  
15 track we want it to go to and achieve the things we  
16 hope it will achieve?

17 So those three things are the things that  
18 made it at least clear to me that we were going to  
19 have to do some things differently than we had done in  
20 the past and we needed to have a way to get there, and  
21 so it kind of started with that.

22 And then in talking with our local  
23 foundation partners, they were, you know, I would say  
24 at least at the beginning interested in what that  
25 process might look like, and so we've had multiple

1 meetings with them about thinking about describing the  
2 process with them we would like to use to see if they  
3 would be willing to support us in it.

4                   And then, of course, we have talked to the  
5 Gates Foundation. They are our partner. And, again,  
6 on our sustainability plan and sustainability model  
7 for our Empowering Effective Teachers was a big  
8 concern as well.

9                   So those are some of the things that kind  
10 of lead to this, so I would say it evolved from that,  
11 but I want to be very clear in that nobody came in and  
12 said you have to do this. Nobody came in and said you  
13 have to use this company. We were not dictated to in  
14 any of those spaces.

15                   MR. BRENTLEY: Okay. And so just in  
16 closing, the final, did they make -- either of them  
17 make suggestions on individual companies or agencies  
18 to consider or to engage?

19                   DR. LANE: Not to me. You know, I can't,  
20 you know, say what every conversation every person  
21 had, but no one approached me from either a local or  
22 foundations or from the Gates Foundation about how  
23 about this company, take a look at these people, that  
24 kind of thing.

25                   Some of these companies I had heard of that

1 applied. This particular one I hadn't, so I do  
2 believe it was a -- and certainly an open process, and  
3 I will say that this is in terms of the proposals we  
4 received, this was the least costly.

5 MR. BRENTLEY: Okay. Just the last one,  
6 the company will be based in Seattle, but they'll have  
7 a team here working?

8 DR. LANE: Yeah. The company, their  
9 headquarters is in Seattle, but they will have people  
10 that spend good chunks of time here on the ground with  
11 us, but one of the things too that is different with  
12 working with a consultant than it was before is we  
13 have some -- and I just thought of this today. They  
14 didn't propose it, but I thought about the fact that  
15 technology actually makes it easier to do this kind of  
16 thing as well because we've got some technology  
17 opportunities that if we were doing this ten years ago  
18 we wouldn't have had, so I think --

19 But I do know we have significant time here  
20 on the ground face-to-face. And, in fact, pending  
21 your positive consideration of this, they are -- we  
22 were contacted today about their desire to come and  
23 have face-to-face meetings with you all as  
24 individuals.

25 MR. BRENTLEY: Just finally, Doctor, I just

1 wanted to make it clear that, you know, regardless of  
2 the technology, nothing can beat the local spin and  
3 the local flavor that we could have easily added to  
4 this process with CMU being practically across the  
5 street, Pitt within walking distance and all the other  
6 wonderful agencies and organizations. So I just want  
7 to make that part clear.

8                   The other folks that we have had  
9 relationships with -- and that is the Gates and as  
10 well as the Broad Foundation -- where are they  
11 headquartered?

12                   DR. LANE: Gates Foundation is in Seattle.  
13 Broad is in -- I think they're in Los Angeles.

14                   MR. BRENTLEY: Thank you.

15                   MR. SUMPTER: Thank you, Mr. Brentley.

16                   If there are no further questions,  
17 Mr. Weiss, could we please have a roll call?

18                   MR. WEISS: This is a vote on the Report on  
19 the Committee on Education. Mr. Brentley.

20                   MR. BRENTLEY: No.

21                   MR. WEISS: Mrs. Colaizzi.

22                   MRS. COLAIZZI: Yes.

23                   MR. WEISS: Mrs. Fink.

24                   MRS. FINK: Yes.

25                   MR. WEISS: Mrs. Hazuda.

1 MRS. HAZUDA: Yes.  
2 MR. WEISS: Dr. Holley.  
3 DR. HOLLEY: No.  
4 MR. WEISS: Mr. Isler.  
5 MR. ISLER: Yes.  
6 MR. WEISS: Mr. McCrea.  
7 MR. MCCREA: Yes.  
8 MR. WEISS: Mr. Sumpter.  
9 MR. SUMPTER: Yes.  
10 MR. WEISS: Ms. Shealey.  
11 MS. SHEALEY: Yes.  
12 MR. WEISS: The motion carries seven to  
13 two.  
14 Mr. Sumpter, that completes the Agenda.  
15 MR. SUMPTER: Thank you, Mr. Weiss.  
16 There being no further business this  
17 evening, do I hear a motion to adjourn from  
18 Mr. McCrea?  
19 MRS. FINK: Second.  
20 MR. SUMPTER: Mr. McCrea and Mrs. Fink.  
21 All in favor?  
22 (Therefore, there was a chorus of ayes.)  
23 MR. SUMPTER: Those opposed?  
24 (No response.)  
25 MR. SUMPTER: This meeting is adjourned.

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(Thereupon, at 6:50 p.m., the Special

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Legislative Meeting was concluded.)

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3 I, Melissa L. Fenster, the undersigned, do  
4 hereby certify that the foregoing thirty-six  
5 (36) pages are a true and correct transcript of my  
6 stenotypy notes taken of the Special Legislative  
7 Meeting held in the Pittsburgh Board of Public  
8 Education, Administration Building, on Wednesday,  
9 January 16, 2013.

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Melissa L. Fenster, Court Reporter

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