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.
ROLL CALL

Committee on Education

Envisioning a 21st Century Education Delivery Model

- Acceptance of Grant
- Approval of Contract
Acceptance of a Grant from the Fund for Excellence for Envisioning a 21st Century Education Model

WHEREAS, the District will embark upon a process of envisioning a 21st 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 21st Century Educational Delivery Model. The funding period is from January 17, 2013 – January 31, 2014.
FSG, *Envisioning a 21st Century Educational Delivery Model*

WHEREAS, the District will embark upon a process of envisioning a 21st 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.
Committee on Education  
Special Legislative Meeting  
January 16, 2013

- 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 21st 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 21st 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 21st 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.
TRANSCRIPT OF PROCEEDINGS

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

BEFORE:

SHARENE SHEALEY, PRESIDENT
THOMAS SUMPTER, FIRST VICE PRESIDENT
WILLIAM ISLER, SECOND VICE PRESIDENT
MARK BRENTLEY
THERESA COLAIIZZI
JEAN FINK
SHERRY HAZUDA
REGINA HOLLEY
FLOYD McCREA

ALSO PRESENT:

DR. LINDA LANE
MR. PETER J. CAMARDA
MR. MARK CAMPBELL
MR. RONALD JOSEPH
MS. LISA FISCHETTI
MS. CAROL BARONE-MARTIN

MR. IRA WEISS
DR. JERRI LIPPERT
MS. JODY SPOLAR
DR. JEANNINE FRENCH
MS. LINDA BAEHRS
MR. DAVID MAY-STEIN

REPORTED BY: MELISSA L. FENSTER
PROFESSIONAL COURT REPORTER

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

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

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

(Flag saluted.)

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

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

MR. WEISS: Mr. Brentley.

MR. BRENTLEY: Here.

MR. WEISS: Mrs. Colaizzi.

MRS. COLAIZZI: Here.

MR. WEISS: Mrs. Fink.

MRS. FINK: Here.

MR. WEISS: Mrs. Hazuda.

MRS. HAZUDA: Here.

MR. WEISS: Dr. Holley.

DR. HOLLEY: Here.

MR. WEISS: Mr. Isler.

MR. ISLER: Present.

MR. WEISS: Mr. McCrea.
MR. McCREA: Here.
MR. WEISS: Mr. Sumpter.
MR. SUMPTER: Present.
MR. WEISS: Ms. Shealey.
MS. SHEALEY: Here.
MR. WEISS: All members present.
MR. SUMPTER: Thank you, Mr. Weiss.
We have the Report on the Committee on Education, which consists of two resolutions. There will be one vote for the entire report. First I will read both of the resolutions, and then I will ask for a motion to approve the entire report.
The first resolution on this evening's Education Committee Report is the approval of a grant to support the District's Project Envisioning a 21st Century Educational Delivery Model.
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 procession of a Envisioning a 21st Century Education Delivery Model. The funding period is from

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

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 21st 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 21st 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 road map, timeline and financial modeling for implementation of a new 21st Century Education Delivery Model over the next three to five years that will lead the District towards its
established goals and are in line with our fiscal realities.

In additional, 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 $1.2 million will come from the Fund for Excellence account line of 1000-12U-2819-330 and where the remaining $1.2 million will come from the Bill and Melinda Gates Foundation Account Line of 1311-16N-2819-330.

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

MS. HAZUDA: So moved.

MR. ISLER: Second.

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

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

MR. BRENTLEY: Yes, just a couple questions. Dr. Lane, can you tell me where is this FSG located?
DR. LANE: Their office is in Seattle, Washington, Mr. Brentley.

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

DR. LANE: No, it was not.

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

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

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

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

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

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

MR. BRENTLEY: A partnership with who?

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

MR. BRENTLEY: And they are local?

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

MR. BRENTLEY: Okay. Well, Doctor, I think I have shared with you many times -- and I want to say thank you for reaching out over the weekend, but I think I'm getting to the point now where I know often my comments or concerns are not embraced as much as others, but I'll continue to beat the same drum in terms of local talent that we have in this great city
from the University of Pittsburghs, to the CMUs, to
the Chatham Colleges, to the different other agencies
and organizations who provide some of the services
that were read in this resolution here.

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

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

When you don't do those kinds of things in
my opinion, we're not good stewards of the taxpayers
dollars, and we give the impression to solve any of
our problems you always have to go out and you always
have to spend a lot of money, and I just think it almost represents somewhat of an insult to all of our local folks right here in this community. I mean, you have these colleges that are doing all kinds of things that would easily address it. We have and I have always advocated that we tap into the Pittsburgh Public Schools Retirees Association. These are educators in love with this District, would have loved to serve if asked and could have produced the same document, could have provided some of the same things that we're getting ready to receive here.

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

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

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

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

There are some things we must do. These
include our financial model. Are we going to be
totally dependent on a financial model that relies on
tax income, and that has shown its volatility over
time and right now, of course, as we know is one of
the most challenging times to be dependent on
especially our basic educational subsidy from the
Commonwealth.

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

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

One of the stated goals of the Charter
School Law was to provide promising models for other
schools to follow. Our charter schools do not share
promising strategies with us, nor do we with them.
Additionally, although the model did, in fact, create competition, it has not always been a healthy competition, and that has to change. Our charter schools do not recognize the fiscal sustainability for us, as well as strong achievement actually is in their best interest, as well as our own. And, ultimately, we all have to acknowledge that effective schools for all is best for our students and certainly contributes best to our city and to our region. We must adopt educational models which are not currently in our portfolio, such those which employ blended learning. Technology is one of the areas we need to exploit as a tool to help us reach our goals. Finally, we must get out of the business of running low-performing schools, specifically schools rated in the lowest 15 percent in the Commonwealth. We closed seven of those schools that were on that list just this past spring, and we have to have a plan as to how we're going to address the others. Low-performing schools contribute to our dilemma in regard to our magnet schools. We must provide choice in a way that does not result in winners and losers as
our current magnet model seems to do. This is not going to be quick, nor is it
going to be easy. We're only agreeing to do work. That's what we're asking for this evening, and we want
to offer our thanks to those who offered financial support to help us do it.

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

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

Mr. Brentley, any other --

MR. BRENTLEY: Not at this time, no.

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

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

MR. SUMPTER: You're welcome.

Mrs. Colaizzi.

MRS. COLAIZZI: Thank you, Mr. Sumpter.

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

DR. LANE: Yes, there was. There was several things that I know I personally was interested in. One of the ones I mentioned in my statement is
around blended learning models because we have little experience in that area, and so having some expertise in blended learning is important.

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

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

But I do want to say that it is an engaging process. It is not -- it would be easier surely if somebody could come in here, hand us the answers and
say, hey, here you are, Pittsburgh. We're finished.

That isn't going to happen.

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

MRS. COLAIIZZI: Thank you.

MR. SUMPTER: Mrs. Fink.

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

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

MR. SUMPTER: Mrs. Hazuda.

MS. HAZUDA: Thank you, Mr. Sumpter.

I'm not sure if this question is for
Dr. Lane or Mr. Weiss, but from reading this proposal for lack of a better word that we were provided, the 56 pages, in reading it, it's quite clear that both FSG and Bellweather will be contributing to the process, and, yet, this only mentions FSG. They don't mention Bellweather.

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

MS. HAZUDA: Okay. Thank you.

Thank you, Mr. Sumpter.

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

Dr. Holley.

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

I first want to thank the donors for working with the District and actually giving us the funds to do this project if the Board so approves it. But I do have several questions for you, Dr. Lane or whomever wants to answer the question. I need to know a little bit about the organization. I would have asked the same question as Mr. Brentley as
to where they are from. I found out that they were from -- thank you -- from Seattle. You told me that when I talked to you last week.

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

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

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

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

DR. LANE: As I said, the projects they have done don't all match up exactly, so I wouldn't pretend to you that everybody that they have worked with has done the same project we have done. That's not the case. There are different projects that have been done with different organizations.
But based on the reference information and checking that we did, the districts they worked with felt positive about how they responded to their particular project, and that's what we're seeking.

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

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

And then the third thing for me that's important is appreciating the complexity of this, and because often I think that, you know, people -- I appreciate it when people are willing to listen to the complexity of a problem before they jump to automatic answers or automatic conclusions about what should happen, and that's for me personally what I was looking for.
DR. HOLLEY: Okay. So -- and maybe I'm not -- even if they are not doing the same problem, activities or programming that you have done -- that you need to have done here in Pittsburgh, in the other school districts that they worked for, were there out -- were the outcomes positive? Did they help solve the problem, and that's what I need to know.

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

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

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

She talked to New Haven today, and so we could find out a little bit more from them. And I can't give you, like, specific data,
Dr. Holley, but they did feel that their project had been a successful one. They felt good about their outcomes.

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

I just want to be real careful and cautious. You know, Yes Prep was a charter school.

It's not -- it wasn't --

DR. LANE: I understand.

DR. HOLLEY: -- the Houston Public Schools.

DR. LANE: I understand.

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

So now that we went through FSG --

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

DR. LANE: The people, some there are.

Some have an educational background. Some have worked in -- and I can think of a specific individual, and I
can't recall the name, but did actually work as an employee in the Seattle Public Schools, and so, yeah, some are.

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

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

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

DR. LANE: No. As I said, I can -- in reading files, I can think of one specifically that I
know it was an employee in a school district, and I think was not the chief operating officer, but worked directly with the chief operating officer in that particular school district.

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

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

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

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

DR. HOLLEY: Okay. Now, as we always do under a consultant contract, we usually have on this
top part of this an individual company, minority, non-minority, male, female.

Where do they fit in terms of diversity?

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

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

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

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

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

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

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

DR. HOLLEY: Thank you.

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

Mr. Isler.
MR. ISLER: Thanks, Mr. Sumpter.

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

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

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

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

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

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

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

Mr. Sumpter: You welcome, Mr. Isler.

Mr. McCrea.

Mr. McCrea: Just real quick I wanted to also thank the funders. It's tremendous. The Fund for Excellence and Bill and Melinda Gates -- and the Gates Foundation for putting the money forward for this. It's tremendous.

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

Thank you.

Mr. Sumpter: Thank you, Mr. McCrea. If there are no -- Mr. Brentley.
MR. BRENTLEY: Yeah. I just have a couple of quick questions. What's the reason for a Special Legislative for this vote?

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

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

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

So because of that, in order to get us started, get us -- even a couple more weeks mattered to us, and so -- and in this case, of course, we did another week, so the days are ticking away on us right
now, and that's why we appealed to the Executive Board
to please consider allowing us to bring this to you
this evening, and that's why also I tried to, you
know, talk with each of you and get your -- see if
there were questions, concerns you had and make sure
you had the information you needed, so you could feel
prepared to vote. Thank you.

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

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

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

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

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

DR. LANE: Actually, references because we
don't actually get evaluations from other districts,
but we do have references, and we did considerable
reference checking and so have confidence that they
fulfilled their requirements with the other districts
with whom they have worked.
MR. BRENTLEY: What department or staff individuals will be responsible for the managing and the coordination of this?

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

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

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

MR. BRENTLEY: Can you tell me, Doctor,
since the total of the 2.4 million I believe is coming from 2 pots of money, was any of these dollars contingent upon this particular company, that we enter an agreement with this particular company for them to give their financial support, and that is the Fund for Excellence and then the Bill and Melinda Gates Foundation?

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

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

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

MR. BRENTLEY: In suggesting to the District that this is what you should do, and if there's a panel or committee to move you through that process, we would like to be a part or we are a part
or what was their level of involvement for pointing
the District in this direction?

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

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

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

And then in talking with our local
foundation partners, they were, you know, I would say
at least at the beginning interested in what that
process might look like, and so we've had multiple
meetings with them about thinking about describing the process with them we would like to use to see if they would be willing to support us in it. And then, of course, we have talked to the Gates Foundation. They are our partner. And, again, on our sustainability plan and sustainability model for our Empowering Effective Teachers was a big concern as well.

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

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

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

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

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

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

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

MR. BRENTLEY: Just finally, Doctor, I just
wanted to make it clear that, you know, regardless of the technology, nothing can beat the local spin and the local flavor that we could have easily added to this process with CMU being practically across the street, Pitt within walking distance and all the other wonderful agencies and organizations. So I just want to make that part clear.

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

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

MR. BRENTLEY: Thank you.

MR. SUMPTER: Thank you, Mr. Brentley.

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

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

MR. BRENTLEY: No.

MR. WEISS: Mrs. Colaizzi.

MRS. COLAIZZI: Yes.

MR. WEISS: Mrs. Fink.

MRS. FINK: Yes.

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 two.
13 Mr. Sumpter, that completes the Agenda.
14 MR. SUMPTER: Thank you, Mr. Weiss.
15 There being no further business this evening, do I hear a motion to adjourn from Mr. McCrea?
16 MRS. FINK: Second.
17 MR. SUMPTER: Mr. McCrea and Mrs. Fink.
18 All in favor?
19 (Therefore, there was a chorus of ayes.)
20 MR. SUMPTER: Those opposed?
21 (No response.)
22 MR. SUMPTER: This meeting is adjourned.
(Thereupon, at 6:50 p.m., the Special Legislative Meeting was concluded.)
C-E-R-T-I-F-I-C-A-T-E

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

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Melissa L. Fenster, Court Reporter