Urban School Leadership

Transcript of Speaker

Establishing the Vision for a Successful Urban School

“Success Knows No Boundaries” at Aviation High School Introduction

Aviation High School: Introduction

Eileen Taylor, Principal;
Deno Charalamous, Assistant Principal
Ralph Santiago, Assistant Principal of Guidance, Personnel
Mario Cotumaccio, Assistant Principal of Maintenance

This urban school leader shares her thoughts and expertise on developing leadership capacity through corporate and community partnerships. The concept, “Never take no for an answer,” is a highlight of this presentation. Corporate partners describe the impact of Aviation High School’s leadership strategies on maintaining and maximizing resources for its students.

By: Eileen Taylor

My name is Eileen Taylor, and I’m privileged to be the Principal of Aviation High School in Long Island City, New York.

Aviation High School has a very unique educational program. We strive for excellence with our students, and we try to work in the combined program of academic with vocational to provide students with the skills and abilities they need to be successful young adults and to pursue a career in the aviation field.

By: Mario Cotumaccio
My name Mario Cotumaccio. I’m the Assistant Principal of Aviation High School in the area of aviation maintenance technology. I’ve been employed here for the past 16 years, and I am very proud to say that I am also an Aviation High School graduate.

By: Ralph Santiago

My name is Ralph Santiago, and I’m the Assistant Principal of Guidance, Pupil Personnel; and I’ve been employed at Aviation High School approximately 19 years,…

By: Deno Charalamous

My name is Deno Charalamous. I’m also an Assistant Principal, Aviation Maintenance Department, here at the high school for the past 8 years. I’m a graduate from 1976.

Programs

By: Eileen Taylor

Our vision for Aviation High School is very, very clear. We are not just a high school, we are a career. Our responsibility is to provide youngsters with the best quality academic and vocational education possible that will enable them to be competitive and productive members of society.

Our academic program is extremely rigorous, requires critical thinking, creative thinking and also trains youngsters in development of values and an ethic, a work ethic that will carry them with their life skills throughout life.
The technology program provides them with the technology skills and organizational skills to be an active and a productive work, productive member of the workforce in the 21st Century.

We have combined our program with academic and vocational to provide youngsters with a broad-based program that will keep their options open for their lifetime, not just to graduate from high school.

The academic program is a Regents-based program that will provide admission for them to college; and our shop classes give them 53 advanced placement credits on college that’s halfway to a degree in an aviation college.

The FAA program is extremely important because it gives them employable skills to get a job right after they leave Aviation High School.

So, the combined program is self-motivating. Many of our youngsters need to go to work after leaving high school, and need to work their way through college. So, the FAA licensing permits them to work at any airport in the United States to earn any amount of money they need to pursue their education, because our goal is that students pursue their education after high school.

We’re very strong on the work ethic; and students need to develop what a work ethic is, how important teamwork is, how important it is to know your value system and to maintain your value system and to build on it.

By: Mario Cotumaccio

It is our belief here at Aviation High School that simply raising the standards is not enough. Transforming the educational system whereby we bring relevance to those
standards, to the academics, to the math, the science and English, is how we can transform education and bring our youngsters into quality education in offering them an extended range of experiences where we apply problem-solving abilities, work-based learning, career-oriented skills and tasks that bring relevance to the standards so that students can make the connection. I think that’s the objective here – is bringing connection to the academics. We are a technically based educational program; however, we place a tremendous emphasis on our academics.

**Mission & Vision**

By: Deno Charalamsous

And to carry this a step further, the mission and the vision of the school, it’s a team effort; it starts from the top, but everyone is involved – the cabinet, the teachers, the students. And our biggest thrive is to give the students an opportunity for the future, to mold a young adult into an adult.

In our department, the shop department, for example, it’s not just the skills for these three areas; but above that is life skills. Teach them how to deal with the adults, how to deal with their colleagues, to be on time, don’t take days off.

By: Ralph Santiago

I just want to echo what Mario and Deno and Eileen mentioned. And we know from industry and the workforce in general that one of the biggest areas of concern for employers is that we have youngsters and even college students who don’t have the basic skills that they would like to see in their employee. At Aviation High School, we build that foundation.
By: Eileen Taylor

It’s our responsibility to do a broad-based education that gives them the skills to be able to move to the next step and, also, that will open doors for them in the future. And I think we need a passion for this. We need to really believe that the students can do this; and key to that is convincing the student they can do this.

Many New York City students at Aviation High School come from single-parent families, they reflect the same problems that society has, and they need a role model. They get a role model in our assistant principals. They get a role model from our teachers, and they also get the intuitive information and skills to be able to set goals for themselves and strategies to reach those goals and know that if they make a mistake it’s okay; it’s only a challenge. It’s an opportunity to grow.

By: Deno Charalamsous

The attitude that we have as administrators and as teachers, we’re proud of our school. We love our school; we love what we do. But how do you get that to the employer out there?

The first thing is, have an open-door policy. We’ve hosted people from Australia, from Germany, from Korea, from China, from India and all over the states. Why? Because when somebody calls and says, Can we come and see your school? Any time you want, just come in through that door and walk through our school and see it. We’re proud of it. We know we have a good product. We know the students behave, and our school is clean.

By: Mario Cotumaccio
Our objective is to put out a fine product. Our students are our product. We work as a team to implement that status, that sense of responsibility, sense of morals, intellectual values, et cetera. That is our whole purpose.

**Team Leadership**

By: Eileen Taylor

Leadership at Aviation High School may be different than it is elsewhere. We lead by ability, we lead by interest, we lead by connections. We have a broad-based leadership in our cabinet. The people that are represented here today are our partner leaderships and our assistant principals that are working with the industry.

We also have academic assistant principals who lead their department to meet their standards.

By: Mario Cotumaccio

If you look at the definition of a leader, it is one who empowers others to lead; and Eileen does just that. She empowers us to follow-up on our leadership skills. Only through her eyes, and working together as a team, we’re successful in doing just that. She has a tremendous amount of energy, and just watching her walk through the school doors every morning gives me that same energy, that same excitement, to move forward in the same path that we all have an equal vision here; and it’s all through Eileen’s eyes, basically. And we follow in her direction.

By: Deno Charalamous

Eileen gave us the power, like Mario said, to lead our departments. But it can’t stop there. We have to give our teachers the power to lead their students. We cannot
micromanage. It’s a team effort – not only the cabinet or the school. It’s the entire school – the students, the teachers and the administrators – as one big team. It’s not just us; it’s everybody.

By: Mario Cotumaccio

A perfect example of team leadership and how it’s done. Several years ago, one of the teachers came up with the idea of opening an annex at JFK Airport. Presented to Eileen Taylor, Eileen Taylor brought it to us and the rest the leaders. Together we had a meeting, presented our case, and then we left.

It didn’t stop there. Two days later, Eileen Taylor calls up Charles Seliga and says, What’s the follow-up? How are we doing? Is this going to come true? And from that day on, for two years, there were negotiations, there was meetings, there was phone calls between Eileen Taylor to myself; between the other teachers, between Ralph Santiago, between Mario Cotumaccio. Every one of us got involved, made phone calls, had meetings, until that came to fruition. …And that’s part of the vision of the school – is to have the entire team together work towards the completion of the project. Not one person takes ownership and do it; it’s a team effort.

By: Mario Cotumaccio

The process of developing a team leadership breaks down to three basic elements. One, having a vision; two, communication; third one, the most important, is persistence to follow through on that vision and communication. We communicate. We express our vision as a team. We discuss it amongst ourselves. We decide whether or not this is a path that the school should select. Then that same vision is communicated to our
partners, to our community. We get them to buy on, and that’s the key, buying on; having everyone buy onto the vision, the mission, the communication process, and then never let go onto that vision. Follow through with persistence until the project, or the completion of the project, is brought to the table. And that’s the key.

**Buy-on, Resources & Partnerships**

By: Eileen Taylor

And to go one step further on that is our persistence, and also to make sure that the students buy on also. That they understand that they have a responsibility; …So by their performance and their dedication and their working with the airlines, all of the sudden, things that were very small projects are now becoming larger projects. More of the partners are saying, Would you like this? Such as Fed Ex, in the fall, offered us an airplane, a 727 airplane. We’re the only high school in the United States with a 727 airplane.

You’ve got to be careful what you wish for, because you may get it, and what do you do with it. So, we went back to our airline partners, and we went to the Port Authority and Al Graser; and we said to him, We have an airplane, which is an unbelievable instructional piece of equipment and technology; where can we put it? He said, How about me trying to work out 10,000 square feet at the airport near the annex.

The reason sponsorship is needed is that we have to go beyond the school walls, which one of us mentioned before in the discussion. We need the industry link so the student can step out of Aviation High School into the job of their dream.

By: Mario Cotumaccio
The technological advancements of the aviation industry is just overwhelming, moving at great speeds to the point where the airlines themselves can’t keep up with it. We saw that same growth right here at Aviation High School. Unfortunately, through budget restraints, bureaucracy.

To give you an example, a 747 engine that we train our youngsters with is presently valued at 1.2 million dollars. Where do I get 1.2 million dollars—that’s one engine—to train 2,000 youngsters with? That is what led us to reach out to our community partners, to move out to the airlines. Ten percent of the aircraft technicians nationwide graduated right out of this building.

So, what better place to go and get your resources? Go out to your graduates. They have graduated from the program; many of them have reaped the rewards from this building and have become extremely successful. Go out to your graduates, plead your case.

By: Deno Charalamssous

And Eileen earlier mentioned about Al Graser saying yes to a 10,000 square foot area. … Why did he say yes, you ask? Well, simple. He’s been there for two years as the General Manager of JFK, and he’s been in this school at least a dozen times. He’s invited; he comes in; he visits. Eileen goes out there; I go out there, Mario goes out there, Ralph goes out there. We meet with him. It’s an open-door policy—come and see our school. He sees the product, he believes in the kids.

By: Eileen Taylor
But what’s in it for them? Something has to be in it for them. It’s a win-win situation. If we can better train our youngsters and be in sync with what the airlines are requiring, the less training they will need when they go to be employed by the airlines. So it’s a win situation for them. It’s a definite win situation for us because without them, the hands-on experience outside the school walls would not work. Now we have a classroom with wings at the annex.

**Broad-Based Leadership**

By: Eileen Taylor

And the person in charge of the school, the principal, has to be able to recognize the abilities and skills of the people to be selected in leadership roles. … So, you need a team of people, skilled people that are dedicated, understand the needs of the students and are willing to do more than what is asked to do it. There’s the leadership.

And then the leadership then has to move into other areas. And each person has to be free to be able to develop the skills that they need and the partnerships that they need to enhance their program. The responsibility rests with the assistant principals to recognize the needs of students, create a curriculum that is challenging, yet achievable.

New York City cannot provide all of the equipment or all of the facilities to reach the needs of the kids; and all of the students don’t have the same needs. So, you may have a small mini-program or a partner that’s going to do mentoring. You have another partner who is going to do internships. You may have another partner that is going to do corporate management. … So, you need broad-based leadership that believe in students
and are willing to do what has to be done in order to accomplish the need and make them successful.

By: Deno Charakamsous

If the leadership, if the team, if the teachers do not believe in the program, there is no way on Earth on you’re going to succeed. So, the first thing is, believe in your program. Get your team to believe in what the vision of the school is.

By: Ralph Santiago

I think it’s important also to make sure that your program matches the needs of the community. Let’s face it, it does help that we were surrounded by three major airports. And there’s Westchester County Airport, Teterboro Airport; very active, small airports. So that lends itself to our program.

By: Mario Cotumaccio

I realize we’re painting a rosy picture here; and, please, do not misunderstand. It was not an easy path by no stretch of the imagination, especially when you’re dealing with urban city kids.

It goes back to what I said earlier. You have a business here, you have a clientele, you have a product. Believe in your business. Find out what’s in your area that the companies and communities will need. Cater to them. Have them come to your building. Invite them. Show them your product.

Develop students with strong moral intellectual values. Let them believe in themselves. Empower them to become leaders as well.
Respect, responsibility—the key issues that most employers are looking for.

Respect and responsibility. Our youngsters get that from the day they walk into this building. The employer sees that and says, Here’s a good young man, a good young lady; let’s give them an opportunity.

**Parental Involvement**

By: Eileen Taylor

Our parents are very much involved in the program. In fact, some of our parents are members of the airlines. One of our parents was involved with the Fed Ex acquisition of the airplane, and he works at JFK. Our parents are very supportive. They provide opportunities for us. … We keep them informed. Communication is, as mentioned before, is key. And parents are part of our partners. They’re partners in their children’s education.

Mario, last week, went to the airport with a whole busload of parents to see the annex.

By: Mario Cotumaccio

We had the opportunity to take a busload of parents to our aviation annex, which is located at John F. Kennedy International Airport, to actually witness and partake in the same activities that the youngsters would be doing in a normal day; having them visit the aircraft, actually have them touch and feel the program. That’s the key so that they believe as much as we do.

**Linking the Work to the Community**

By: Ralph Santiago
Also, every year we hold orientation for our ninth-year students, new students. And we invite industry partners to speak at that orientation. So, right from the very beginning from the ninth grade, they understand that there’s a link here with the work community.

By: Eileen Taylor

We are a high-energy school.

The FAA is another partner. They hold us right to the line as far as FAA standards. They’re here to assist us, they’re a resource, they advise us, and they’re our partners.

We also have a very, very strong advisory board, and there are members of every one of the local airlines and industry partners that are on the advisory board. And we work with them to keep our standards where they’re supposed to be. They don’t always give us materials, but they certainly advise us. They also provide us with professional avenues to train staff and also to have students reach out and see what the next step is.

By: Ralph Santiago

Stay persistent to overcome hurdles. We build flexibility into your programs so it can grow later on that you can reach that point again.

Stay in touch with all of the legal aspects that may play into your partnerships – the labor laws, laws in terms of how you deal with outside agencies and so forth.

But always stay persistent. Don’t just give up because you’ve reached a hurdle; overcome them to improve the connections that they have mentioned here.

By: Mario Cotumaccio
And, lastly, recognition. You need to recognize your community partners—thank them for their contribution. We need them to support us.

By: Eileen Taylor

We are a work in progress. We have a lot of work to do. We have not reached where we want to be, and our student population keeps changing, so our goals and our curriculum have to change to meet their needs. So, understand we have a lot of work to do ahead of us. However, we have a philosophy that we have the best students in New York City. And we tell them that. And they live up to those expectations, and they exceed them.

Airline Partners - Introduction

Margaret M. Largey, Manager of Commercial Development, British Airways
Frank Buratti, Manager of College and Technical Operations at Jet Blue Airways
Gerry Moss, Manager, Delta Technical Career Academy
Tom Harper, Manager of Line Maintenance, Delta Airlines, JFK International Airport
Alfred J. Graser, General Manager, JFK International Airport

By: Al Graser:

My name is Al Graser. I’m the General Manager of JFK International Airport for the Port Authority of New York and New Jersey. Our relationship with the high school goes back 20 or 30 years through a lot of other individuals. And I’ve had the great benefit of also being principal for a day here for the last 3 years. This is a school that provides 10 percent of the airframe and power plant mechanics in the country, with a vast majority of them working at Kennedy, LaGuardia and Newark Airports in the industry.

By: Gerry Moss:
My name is Gerry Moss, and I am the Manager of the Delta Technical Career Academy. And we at Delta Airlines became interested in Aviation as a partner in our school-to-work initiative, in which we established an innovative concept of recruiting students from post-secondary schools with AMT background training. We were fortunate to partner with Aviation as one of a handful of schools in the United States at the high school level that have an FAR 147, which graduates students with airframe and power plant licenses. So, for us, the partnership with Aviation was a real find.

By: Tom Harper

My name is Tom Harper, and I’m Manager of Line Maintenance of Delta Airlines at JFK. Our partnership with the school started with the Aviation High School Annex which is located at JFK. And the partnership became bringing interns or students into the Delta system to work and work with the mechanics and work side-by-side and try to extend their careers.

By: Meg Largey

My name is Meg Largey with British Airways. I’m Manager of Commercial Development. Our relationship with Aviation High School goes back about five years. We contacted the New York City School System and became involved in the mentoring program. So I work now coordinating a mentoring relationship between British Airways locally and Aviation High School.

By: Frank Buratti

My name is Frank Buratti. I’m Manager of College and Technical Operations at Jet Blue Airways. My background includes graduating from Aviation High School.
We were interested in this program to craft a win-win situations with Aviation High School. We were looking for technicians to work the line, and we partnered with them about three years ago. Actually, we’ve hired six total technicians that are full-time with us at Jet Blue in Kennedy. We have eight students with us, two in engineering, six that work the line, and the partnership has been successful.

**Corporate Relationship**

By: Al Graser

A corporate relationship from any of us—and be it the airline or the airport operator, in my case—is a slam dunk situation with Aviation High School. It has a commodity that’s essential for us in an industry that continues growing. The product that graduates, the kids that graduate from this high school are critical for the well-being of the aviation industry. And that’s a bond we foster wherever we can.

By: Gerry Moss

I think what prompted us to seek an alliance with Aviation High School was, one, the fact that they are unique in that they are a 147 certified high school. The second is geographics. They’re located between JFK International Airport and LaGuardia Airport; so that whatever relationship that we forge with them concerning mentoring or technical advice, we can support with our technical operations and our line maintenance station.

The other thing, I think, that is appealing to us as far as the partnership with Aviation High School is the demographics of their student population. I think that that’s very important for us to seek diversity in our initiatives with the schools in the recruiting AMT mechanics. It’s easier for us to recruit from a farm team here in New York to
support our New York-based operation. And that made Aviation a very viable partner for us to consider.

By: Tom Harper

The local leadership at the high school annex approached me and asked could I help. And it was based on their enthusiasm, their energy level because they want to expose these students to line the maintenance operation hands-on. And based on them not going away and just keeping coming, can you help, can you help, I decided to help them as best I can expose them to the line maintenance environment. And we’ve done this for the last three years; and it’s been a complete success.

By: Frank Buratti

Aviation High School approached us and asked us if we’d be interested in the internship. We toured the school – hardworking students, honest students. They are fantastic, to the point where we’re actually hiring right from the annex as soon as they graduate and get their AMPs. So, with that, we’ve created a situation where it works well for Aviation and works well for Jet Blue.

By: Meg Largey

Our relationship is a little bit different. It’s not a technical one of a business relationship. We approached the New York City Department of Education to look for a high school which would have a mentoring relationship and, happily, Aviation High School is only seven miles from our corporate head offices in North America. We take a look at the business aspects of running an airline, so we expose the students to a very different part of the business.
Leadership, Part 1

By: Al Graser

One of the things and the relationship that you establish with the school requires you to become deeply involved with the leadership at the school. And you need a very strong and active principal, especially in a New York City school. As most schools, I think, in the United States, they are very underfunded with the type of equipment, type of facilities they need.

Aviation High School has a vast array of equipment and material, but they really need more and more facilities that need corporate sponsorship and participation. And it was determined for the kids to get the best education; and, the students, they needed to reach out and branch out. And that’s why they actually do have an annex at Kennedy Airport right now. And just recently, through the leadership here and the aggressiveness in their alumni, they have actually gotten a 727 donated to them, which is now parked on the ramp at Kennedy where they can take the practical knowledge they have here and actually do hands-on experience, and then become even more of an asset to the partners I have sitting on my right and left who are actually from the airlines.

By: Gerry Moss:

It’s very interesting that you ask about the value of good leadership. As we have partnered with Aviation High School, we have partnered with other schools in four locations on the East Coast. And some have been more successful than others, and I see the reason for that success rests in the leadership.
When you have a proactive leadership at a school or a business, then it prospers. And you can see the proactive leadership manifest itself in the end product, which is the students. These students are focused on getting results, they’re focused on doing a good job and they are taught that they can please themselves by doing the best they can. And I think good leadership plays an important role in having that development with these students.

By: Tom Harper

When the local leadership at the Aviation High School Annex approached me, what I saw was their enthusiasm and their commitment to the students. I was so impressed with their knowledge, their respect for everybody, their, um, how they handle themselves. And that excited me and excited the people that work with me to bring the students onboard.

By: Gerry Moss

Of all of the graduating students that we’ve had in our program from all four schools that we have partnered with, 93 percent of the graduates who are employed by Delta Airlines and work at JFK or LaGuardia come from Aviation High School.

By: Meg Largey

The leadership’s enthusiasm for the students, for the program, for the mentors themselves, is what helps us to sustain it. Every one of the mentors is made very welcome to come here and visit the school with their student and take a tour. And each one of them is thanked personally all the time. We have a great relationship that goes not
only from the leadership, but it filters in through all of the different classes that the
mentors visit. They’re made to feel very, very welcome.

By: Frank Buratti

The leadership in the school plays a key role in making or breaking the
relationship. They present the package, and the package is to have these students learn
and share a relationship with the airline. And the leadership has a great role not only for
that, but they also, they also develop the culture within the school. You can walk through
a school and determine whether or not the culture is going in the right direction.

By: Al Graser

The leadership style at the school is definitely reaching out; and reaching out to
the industry. And one of the things that really impresses you about the leadership here on
a focused basis is they’re always trying to make the students have the best educational
opportunity they can get, which means they really have to scramble and reach out to get
assets because, unfortunately, this is a very unique school. But by being that unique, the
New York City and New York State School System does not provide the type of support
that they really need. So they’re real scramblers here, and they do it all for the kids.

By: Gerry Moss

Well, let me say that Eileen Taylor and her staff have the unique ability to just
hold you. They lead by example, they love by example, they train by example, they
expect results, they are positive role models for the students that attend this school. They
set the bar high for expectations to be met. They explain to these kids that there are no
challenges that cannot be overcome. They give them a good foundation to walk out of here and make a good living, to become good corporate citizens.

What attracts us to them is that they are people people; they care about each other; they care about their student; and they teach the value of self.

By: Tom Harper

They won’t accept no for an answer.

By: Meg Largey

I think the care, the love and enthusiasm are infectious. They reach out very much to the business community; but having reached out, once touched, I feel from our perspective that we’ve been enveloped in theirs. And we are very much a part of their school. And I think it’s a very unique relationship. You don’t see that with all partnerships. This is very much a two-way street.

By: Frank Buratti

The other piece that’s very important is when they talk about the internship. It’s not just to have an internship so you can put the check in the box; but they truly believe in educating the students. And that’s what came across strong, and that’s what had us build a relationship with them – the truthfulness and the honesty that came from them.

Leadership, Part 2

By: Al Graser

There is a couple of different ways of establishing the relationship with the school. They have to reach out, as the leadership here does; show value to the community that they’re interested in getting the community involved in their school; and
that they want the partnership to provide benefit to their students and, in turn, then, the corporate partnership will get the benefits also of having that relationship with the school.

By: Gerry Moss

I believe what attracted us the most about Aviation High School, aside from the demographics and the logistics of its location and our requirements for a partnership, was the fact that Aviation High School has a track record dating back past 1957. And what made our partnership with them very valuable is that we felt that even though they were very self-sustaining, they were looking for a hand up, not a handout.

By: Meg Largey

For a corporation to want to enter into the relationship, I believe it’s very important to see the belief in the students and the belief in the program that’s being proposed and the benefits that it will provide to the students.

By: Frank Buratti

When the leadership approached us, I think the thing that really sold us is their honesty and their enthusiasm toward the program. That’s what really sold us.

By: Al Graser

One or two of the characteristics that are most important in establishing my relationship, my company’s relationship with the Aviation High School is their dedication to the best interests of their students and they are constantly striving for excellence in having the students here become the best they can be as they graduate.

By: Gerry Moss
I would say the most outstanding characteristic of this leadership is integrity. And I would say what sustains that is the innovativeness in which they seek opportunities to grow this environment.

By: Tom Harper

I would say the most important characteristics of this Aviation High School is the leadership that I met was their passion, the passion for their jobs and the passion for their students.

By: Meg Largey

I would say the most important characteristics is care – care for the students, care for their welfare and letting us know how much that they believe in that.

By: Frank Buratti

The characteristic of this leadership is the dedication that they have to their students. They’ll continually improve the program, continually raise the bar.

By: Meg Largey

I think the passion of the leadership at Aviation is just infectious. I think it touches everyone, and really just begins to spread tremendously.

By: Gerry Moss

I would say on a scale of one to ten, the passion over here is about 50.

By: Meg Largely

Combined with a lot of energy, too.

By: Gerry Moss

Absolutely.
By: Meg Largey

High energy.

By: Al Graser

The difficulty I think everybody understands in the passion is how much they can get done with the little amount of resources that are really give to them. And the passion shows. I mean, as Thomas has said, is they will not give up, and they will not give up getting the best for the students. And if they’re told no, in one avenue four or five times, they’ll keep going back or they’ll find a different avenue to get the resources they need.

By: Tom Harper

And I can attest to that. They don’t go away.

By: Meg Largey

I think the great thing about her leadership style, in addition to being so passionate and infectious, is that it just emanates throughout all of her team. And I think that that is also what keeps us very involved.

By: Gerry Moss

Well, I’ll tell you what, for me, working with Eileen Taylor is she’s just a wide-open person. It’s just all or nothing. And I like that energy. She just goes at a hundred miles an hour.

By: Frank Buratti

I see the energy and the level of enthusiasm, and it’s really great. She’s a great person.

By: Al Graser
You can feel the dedication and the energy – that’s a great feeling, and it inspires greatness in all of us. It’s awesome.