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MedConnect Industry Summit – April 28, 2016

Dr Bates from Denver Health

Discussed the Wellness Model as a holistic approach to career pathways

- Particularly Important in Medicine
 - Patient care concerns
- Regulatory compliance issues
- Youth Triggers (Be prepared for the knowledge and triggers students might have coming into the medical field so they are protected and helped through potential traumatic experiences)
- Program Sustainability
- Employer Outcome Expectations

There needs to be a network of support for students going through MedConnect

- Healthy kids - food insecurity, violence, substance abuse, mental health needs

Focused on the program called FACES for the Future

- Started in 2000
- There are lots of models that expose students to career pathways, but we need to be mindful about the population of the students we're targeting.
- The FACES program helps prepare students for the hospital setting.

Keynote speakers

3 students came to the summit to speak, they were asked the following questions:

What are your future plans?

- Hugo Burciago - Junior - I want to go out of state for some time off from my family and i want to major in genetics and biology.
- Citali Barcenas - Junior - my future plans are to attend a 2 year college and get an EMT, I'm really interested in being a paramedic.
- Aracely Fuentes - Sophomore - I want to be a PA, I want to stay in state.

Who do you know that's struggling in school?

- Aracely - I have friends who have the potential to take college classes, and i feel like a lot of the circumstances at home effect them, they're on government assistance, rely on government and public transportation, a lot of things keep her from achieving her dreams. There are a lot of things at home that I think can be changed.
- Citali - One of my closest friends is struggling to find herself, she's confused about what she wants to be and what she needs to achieve. She needs support from her parents, but she's afraid to tell them and they don't really listen. at some point, her parents need to accept her as



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she is.

- Hugo - Sometimes it's hard to see your friends struggle, because you know at your house you haven't had roadblocks. At my house, it's open, but my friend has a lot of trouble because their head of house was in a bad accident and can't work, so the family is relying on the student to work during the week and her sister has a child and she often has to take care of her niece. It's hard because you see people who have more potential than you do, but they can't go far.

Think about the resources you have at your disposal; how would you change or adapt resources to help improve outcomes for students?

- Aracely - I have a mentor, she was pushing me toward my goals and told me not to give up, I felt like I was supported by someone. I feel like I'm a cartographer because my parents only went to 6th grade so they have no idea what it's like to be in high school, so I have to lead the way for my siblings. In class, we were pretending to be EMTs and we took it really seriously. It's so good to not just talk about the medical field but to actually go into the field and see what it's like.
- Citiali - I think the policies are great to talk to psychologists but sometimes they don't understand what students are actually going through. I think that good resources are friends also. Mr Mack turned the corner for me, by junior year, I had to push myself harder and even though he was a pain in the butt, he got us through. I think teachers are also good resources.
- Hugo - What I've noticed since middle school is that we had a full time psychologist on site and now here at CEC, they're only here 2 or 3 times a week. I know funding has gone down, but I believe that more counseling and more psychologists would be really helpful. Students don't know what resources are available. We also need more teachers. When I came to CEC I came because it was small. I was estranged from my friends and he pushed me more than any other teacher. We need more pushers

Dr Bates then interviewed Victor Ramos from the FACES program to talk about his experience in the program.

How do you describe the FACES program?

- It's very relationship based program, we get a glimpse of what the med field is about, but we get to build mentor relationships with people in the field. They help us see what our potential future might be. Great support system to be built around you.

Describe what you were doing before the FACES program?

- I grew up in east Oakland, traditional Mexican family, I'm second generation Mexican, my dad was an alcoholic, mom stayed at home, didn't have a father figure. The education system wasn't the best and I wasn't prepared for high school, I was at elementary school and I had a lot of anger towards my father.

What is your life like now?

- After graduating the FACES program, I went to college and was a sociology major, I'm not a grad student studying family counseling. I worked at rape prevention courses and worked at a



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men's youth group tackling men's stereotypes (like being tough) and learning it's ok to be soft. Work as a case manager.

What components should we be mindful of as we create programs for students with difficulties outside the classroom?

- What I enjoyed in FACES, many programs you have to collect data and meet your requirements but at FACES we felt a personal connection. We had to meet with a social worker to check in with our balance. Therapy had a negative stereotype for me that I overcame. People see it as not necessary, but I think having the space where someone can talk about their issues for an hour is very important.

Session 2 – Gap Analysis

Dr Bates said that it's important to have a network of people to help students, not just one or two. She wants to gear programs that help all students but we all need support, wellness, connection.

Participants divided into groups and identified the current state and ideal future state to help provide people with the appropriate support. Each group were tasked to categorize and list the current DPS resources that support student wellness, divide wellness resources into categories, list all the current state resources available for those categories. The next step would be to create a needs-gap analysis by listing the resources needed to reach an ideal future state and prioritize resources needed by circling by color scheme.

Top Priorities

Group 1

Current State:

- Mentoring MC2
 - CareerConnect / after school programs
 - Boys and girls club
 - Scouts
 - YMCA / camps
 - Church / religious
- Teacher / counselors / staff / peer support / clubs / sports
- Gangs
- Food
- Family
 - Security / transitions
 - Nurse / clinic
- "Flo crit"
- Govt Assistance

Ideal Future State:



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- Home Visits (Educators)
- Mentors
 - Students
 - Pros
- Formal Peer Support
- Safe Hangouts

Top Priorities:

- Ideal - importance of providing students a safe place, watching idol time (so focus on school/club/safe place), peer to peer support (prepping the students with resources so they know how to help)
- Mentors - creating good relationship between students/teacher

Group 2

Current State:

- Nurse
- School psych/social worker (full time @ summit)
- Teachers
- Counselors
- Advisory
- Colorado Crisis Line
- Personal Success Factors PBIS
- Safe2Tell
- Project Voice
- Free / Reduced Lunch
- Project Pave
- Hunger Free Colo
- 9th Grade Biology
- My Denver Card
- Middle School Health
- Energy Assistance for Families
- Denver Kids
- Interact Club
- Goodwill
- Rotary Club
- Mi Casa
- Snap
- Mental Health UCD
- Sound Mind / Sound Body
- School based health clinics
- Boys and Girls Club



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- Grasp

Ideal Future State:

- Counselors at all schools
- Communicate programs to all students
 - Mailers/ registration packet / database
- Legal help – 3rd party
- Substance abuse
- Linguistics and dig. Languages
- Healthy mind / body curriculum
- School lunches improvements
- Classes of Dentistry
- Community Services

Top Priorities:

- Having 3rd party help in the district, like legal help for parents and families
- Providing support with glasses and dental help to pay for it
- taking burden from counselors for scheduling
- making sure all programs are known to students
- confidentiality in communication

Group 3

Group 1

Current State:

- Mentoring
 - Careercoach
 - MC2
 - Informal in house
- Counseling (academic or psychological)
 - Denver kids, girls inc, Triple A / Avid, People House, Maria Drost, Gear Up, Uplift, School nurse, Goodwill, FACE, social workers, special education
- Tutors
 - Denver math fellows
- Summer Bridge
 - MSU, CCD, CU Boulder
- Community Supports / Resources
 - Church groups
 - Rotary club



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Ideal Future State:

- 1 on 1 mentor (industry and post secondary) (Direct industry partnerships)
- Full time psych, nurse, social worker, counselor
- Goodwill and FACE in every school
- Case Manager 1 – 30
- Student Navigator
- More tutors (industry and post secondary)
- Every student does summer bridge camps
- Point of contacts for community supports

Top Priorities:

- Some things feel temporary, like you start something but don't follow through
- Student navigator - student would be in charge of being one on one with another student and help them get connected
- We need more industry leaders

Group 4

Current State:

- Mental Health
 - Counselors
 - Psychologist at the school
 - Denver Health
 - Social Worker
 - Teachers – open door
- Financial
 - Xcel bill pay
 - Free/Reduced lunches
 - Internships – paid
 - Tuition Fed Funding
- Employment
 - Soft Skills
 - CareerX
- Academic
 - Tutors
- Social
 - Mentors
- Norms
 - Parent Group
 - Student Leadership

Ideal Future State:



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- Mental Health
 - Required access to free mental health
- Financial
 - Academic scholarships to supplement family income
 - Required cooking / nutrition classes and introduced to other foods
- Employment
 - Opportunities to earn while you learn
 - Paid internship/apprenticeship
 - Livable wage
- Academic
 - Required / built into school day
 - Modeling HS towards college in 11 & 12th
 - Mentors / Tutors
- Social
 - Peer Leaders
 - Gang /violence / rape conversations
- Norms
 - Parents able to achieve a balance

Top Priorities:

- Families - need support to help them with resources so some of the pressure is relieved from the students