

DPS College and Career Pathways Council
February 18, 2015, 7:30 to 9:00 a.m.
Emily Griffith Campus, 1860 Lincoln Ave., 14th Floor

Meeting Minutes

College and Career Pathways Council Charge

The College and Career Pathways Council is charged with guiding the expansion of Career and Technical Education (CTE) pathways at Denver Public Schools so that Denver can lead the nation in K-12 outcomes and workforce development. The Council will advise DPS leadership on strategic questions, including:

1. **Big ideas:** How can we break the mold of traditional K-12 education and expand CTE opportunities to the students who need them most?
2. **Advocacy:** How do we break the historical “vocational education” stigma of CTE at a time when we are expanding rigorous STEM pathways that are tightly linked with post-secondary opportunities?
3. **Access:** How can we open a city’s worth of opportunity up to DPS students?
4. **Partnerships:** How can we engage effectively with our external partners to ensure mutually beneficial and lasting relationships?
5. **Resource stewardship:** How can we align our resources to optimize outcomes for students?

• **Introductions**

- Council members present: Karen Radman, Dr. Steve Jordan, Jon Kinning, Jennifer Sobanet, Wendy Nkomo, Elbra Wedgeworth, Scott Cardenas, Dr. Nate Easley, Dr. Rhonda Epper, Greta Martinez, Peter Han, Susana Cordova, Noel Ginsburg, Anne Rowe, Paul Thayer, Bob Deibel, Nancy Wollen

• **Management update**

- College and Career Pathways Council Overview: Joe Saboe
- Bond & Mill Levy Efforts and Sustainability: Joe Saboe
 - 60% of dollars we’ve been pouring into DPS CareerConnect has been grant dollars
 - Sustainability is important – DPS is exploring the possibility of a bond/mill levy, and DPS CareerConnect may be one of the funding items.
 - Community Planning Committee (CPAC) is meeting to discuss proposals
 - CPAC will present their recommendations to the Board of Education, which will make a final decision.
- Progress Monitoring: Joe Saboe
 - Clear, common competencies defined by industry
 - We need sectors of the economy to come together and define competencies
 - The Markle Foundation has been leading this effort, but we need more
 - Common summative assessments for performance and skill attainment
 - Final qualifications for workers

- The qualifications are ideally performance-based, competency-based, and defined by industry
 - Data infrastructure to monitor technical, soft, and academic skill attainment
 - Can track K-12 to higher education, but not very far back (2009)
 - Can't track K-12 to workforce
 - Not a system in place for our state
- Follow-Up from Last Council Meeting: Joe Saboe
 - Parent and community engagement
 - Superintendent Parent Forum
 - Educa Radio appearances
 - Working with FACE and MHUW
 - School events
 - Newsletters
 - K-8 Activities
 - Looking to form strong pipeline connecting elementary and middle schools with strong career-focused STEM programs in feeder pattern high schools
 - Apprenticeships
 - Council had called for further exploration of apprenticeship models
 - 14 of members of council have now been to Switzerland
 - Switzerland is the global “gold standard” for apprenticeships
 - The apprenticeship program provides unlimited opportunities, 70% of students opt in, and it is seen as viable option for many students.
- **Zurich debrief and call to action** *Council members who have attended the Zurich trips include:*
 - Noel Ginsburg (facilitator)
 - Part of the reason why the Switzerland trip was so powerful was because DPS leadership attended the trip.
 - DPS is well-positioned. We will ultimately use this as a model moving forward throughout state.
 - Businesses need to play a different role than we did in the past. We really haven't seen how we can effectively engage.
 - Businesses are true partners in the education process. We need to move to a model where businesses are not consumers of the education process, but producers.
 - The governor is taking interest in this direction – this resulted in the creation of the BEL (Business Experiential Learning) Commission, which Noel chairs.
 - Zurich was a powerful experience. Having the governor's leadership was critically important.
 - From the trip, we have a lot that is turning into action, including potential new grants.
 - An apprenticeship can cost a business between \$25,000-100,000 in Switzerland. In the end, it is profitable for the businesses. Companies either break even or earn more through the work completed by the student at the end of the apprenticeship.
 - For Swiss businesses, the apprenticeships are an investment – they don't do this as philanthropy.

- The Swiss model is very market-driven.
 - The objective now is: how do we align our industries, government, higher ed, and K-12?
 - Career counseling is a huge factor, but it doesn't happen in just the schools. When you're in a business, you get a coach. Brings innovation, brings commitment
 - A key to the Swiss system is their industry associations. Their associations develop the competencies toolkit.
- Susana Cordova
 - My most important takeaway was: How do we fundamentally rethink what the experience in school looks like for our students? Starting in elementary school, leading up to truly relevant and engaging opportunities for students to further their education through work-based learning.
 - It was really fascinating to hear from students. I spoke with a female student in banking. A lot of her early learnings were on the soft-skill side, but she's developed a sense of maturity. Students were able to talk about their interest in going on to higher education or wanting to work, and they were effectively articulating the rationale between their decisions.
 - Anne Rowe
 - The permeability within Swiss system is remarkable.
 - We have an incredibly robust Denver Plan. One of our goals is "Ready for College and Career." We need to take that to heart and be student-centered. We need to give students multiple pathways for college and career based on where they want to go.
 - I was impressed by the lack of stigma and incredible value and appreciation for the apprenticeship program in Switzerland
 - What if industries looked at our young people as potential talent?
 - Dr. Steve Jordan
 - I was impressed by the way the system aligns and allows young people to make choices. The apprenticeship program allows movement back and forth between various pathways and up higher education.
 - I was impressed with the investments that Switzerland made, both as a country and within companies.
 - The Swiss model clearly articulated tracks showing what academic courses the student needs to take to qualify for higher ed. Students are seeing the relationship between the physics course they're taking to the work they're doing.
 - The Swiss have a strong advising process
 - The U.S. has created "vocational education" as a track for students who aren't expected to go to higher ed. In Switzerland, students see the apprenticeship as a road for a much longer career path.
 - Jon Kinning
 - I was struck by the relationship between the workforce and youth. There's not a German word for "millennial."
 - The U.S. is working toward a lot of the building blocks in this system; a lot of our CEOs started off in apprenticeship or family businesses.
 - The difference is that the Swiss have synthesized all of these components
 - We need more clear pathways and a strong marketing angle.
 - At RK, our apprentices currently work 40-50 hours per week. We have about 100 apprentices in our program. After the Zurich trip, we're shifting our model. We're talking about having students work for 4 days and spend 1 day going to school. We're paying these kids to go to school. We've also changed to start calling apprenticeships "future talent." It's a culture shift.



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- RK would rather have an apprentice who has taken some college courses versus a four-year degree from CSU. They would pay former apprentice about \$10,000 more/year than an entry-level worker with a 4-year degree.
- I'd rather invest \$1 million in people who are going to be our future than to spend the same amount in turn-over
- Wendy Nkomo
- Jennifer Sobanet
 - Businesses play the most critical role in all of this. For companies to bring students into their businesses, I think it relieves some of the pressure from schools to recreate in the school setting.
 - Partnerships with businesses will be critical to our success
 - We need to figure out permeability and transferability on the academic side
- Bob Deibel
 - Some of the statistical data for the Swiss apprenticeship program is incredibly impressive: 3% youth unemployment rate, high percentage of CEOs who have gone through the program.
 - The challenge for businesses is how to engage and adopt and get help so the business community is prepared to develop a robust program that is substantive for all.
- Dr. Thayer: How do businesses see the benefit to encouraging students to pursue higher education degrees? What is their incentive?
 - Noel: There's enough churn in the system for another apprentice to be available. The Swiss know in general that it is a profitable model.
- **CareerResidency Pilot Update: Lauren Trent**
 1. CareerResidency summer module launching this summer
 - 250 students
 - 5 target sectors
 - Easy, beneficial, life-changing
 2. CareerResidency intensive module planning underway across four sectors in preparation for the 2017-2018 school-year launch
 - Advanced manufacturing
 - Banking/finance
 - Health professions
 - Tech
 3. CareerResidency key features
 4. What sets it apart
 - Balanced mix of theory and practice
 - Industry-driven curriculum
 - Education permeability leading to unlimited opportunity
 - Model sustainability
- **Graduation Requirements: Kim Poast**
 1. We will start to implement in 2017-2018 class
 2. The new CDE menu is competency-based
 - Districts may choose some or all of the options from the menu, and may also choose to make the cut score higher than what's reflected on the menu. Districts may not add to the menu of options
 - This is a huge opportunity for CareerConnect to have a flexible way for students to demonstrate that they are ready for the world of work and higher ed
 3. DPS is rethinking how to align current grad requirements with requirements for higher ed
 4. Deeper integration with ICAP
 5. We are demonstrating that our students are truly ready when graduating. The new policies create multiple pathways, increased flexibility.



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- **Small group discussion re: new graduation requirements**

- *Community partners and higher education institutions:* From your perspective, what adjustment(s) to our graduation requirements would make the biggest difference in ensuring that DPS graduates have a baseline level of college and career readiness?
- *Businesses:* If students had an opportunity to earn an industry certificate as a demonstration of competency in English and Math, what would be the key things to consider in building out this option?

Bob Deibel: I look at the measures of competency, and I'm trying to find something that I can relate to. Are these the appropriately rigorous competency levels? Is there still remediation needed on a higher education level for a student who comes in with an 18 on an ACT?

Kim: When the original menu was set, AP score was originally at a 3. DPS can make the statement that we want our students to be ready for college and career and will exceed these options.

Rhonda Epper: Statewide credit acceptance limit statewide is now 3 on AP exam

Susana: We have a history of saying that we will exceed the state minimums.

**Next College & Career Pathways
Council Meeting:
May 11, 2016
7:30am-9:00am
Location TBD**