Denver Education Compact

April 16, 2013
Agenda

• Shared Vision
• Two Big Goals Across Continuum
• Outreach and Discovery
• Goal 1 – ECE-K Transitions Strategy
  • Analysis
  • Where We Are
• Goal 2 – Concurrent Enrollment with Wraparound Services
  • Career Pathways Discussion
• Geographic Focus – Southwest Denver
• Closing Items and Next Steps
Shared Vision

Success for every child, in every school, cradle to career
GOAL 1: 90% of third-grade students will be reading at grade level by 2017.

GOAL 2: To increase the number of first-generation students who complete a postsecondary pathway and obtain a job.

Note: We cannot determine exact number for Goal 2 until we better understand the population and number of those served.
Outreach and Discovery

Postsecondary Success City Action Network (P-SCAN)

The Annie E. Casey Foundation
The Denver Foundation
Donnell-Kay Foundation
Metropolitan State University of Denver
Focus on the critical transition between preschool and kindergarten, with emphasis on teacher preparation, information exchange, parental engagement.

**GOAL 1:** 90% of third-grade students will be reading at grade level by 2017.
ECE-K Transitions Analysis

**STRENGTHS**
- CO State policies support transitions
- Alignment of early learning guidelines and Common Core State Standards/CO K-12 standards
- CO State’s Early Learning Professional Development Plan
- Statewide definition of school readiness approved by legislature and Colorado Department of Education

**OPPORTUNITIES**
- Preliminary assessment on transitions completed by Piton
- Denver Compact leadership/advocacy
- Single school district for entire city
- Align with new kindergarten readiness assessments and standards
- System of Co State Early Childhood Councils (potential drivers if take transition pilot statewide)
- ECE programs in higher education can infuse coursework with transitions and family engagement

**WEAKNESSES**
- Multiple feeder patterns between ECE programs and elementary schools
- No district-level transition plan/policy

**THREATS**
- Principal buy-in can be difficult
- Timing of kindergarten registration/late class list finalization for vulnerable populations leaving less time for transitions work
Goal 1 - Where We Are

We have:

- Interviews with national thought leaders/experts
- Local foundation interested in transitions work

We will be developing:

- CO Policy Report and National Best Practice Report (July 2013)
- Implementation timeline with phased approach and budget (Aug 2013)
- A teacher survey (Pre-K and K)
- A communications campaign (*Countdown to Kindergarten*)
- Ways for The Compact to engage in this work (outreach, communications, advocacy, etc.)
Expand and strengthen concurrent enrollment offerings by reaching more qualified students and adding appropriate wraparound services during high school and throughout postsecondary pathway resulting in job obtainment.
What Are Career Pathways?

A Career Pathway is a **series of connected education and training programs and student support services** that enable individuals to secure a job or advance in a demand industry or occupation.

Career Pathways **focus on easing and facilitating student transition** from high school to community college; from pre-college courses to credit postsecondary programs; and from community college to university or employment.

*WORKSOURCE Oregon*
Six Key Elements of Career Pathways

1. **Build Cross-Agency Partnerships & Clarify Roles**
   - Key cross-agency partners at the local and state levels are engaged to participate in the initiative. Roles and responsibilities are clearly defined and formalized.

2. **Identify Sector or Industry and Engage Employers**
   - Sectors and industries are selected, gap analysis is conducted, and employers are engaged in the development of career pathways.

3. **Design Programs**
   - Career pathway programs provide a clear sequence of education courses and credentials that meet the skill needs of high-demand industries.

4. **Identify Funding Needs & Sources**
   - Necessary resources are raised and/or leveraged to develop and implement career pathway programs.

5. **Align Policies & Programs**
   - Federal, state, and local legislation or administrative policies promote career pathway development and implementation.

6. **Measure System Change & Performance**
   - Measures are used to assess and determine system change and performance including policy changes for system-wide change.

**Six Key Elements of Career Pathways**
Career Pathways Initiative

Developed by the U.S. Department of Labor – Employment and Training Administration, May 2011.
Industries in Denver with the highest concentration of employment in Denver.

- Healthcare (11.5%)
- Professional Services (9.4%)
- Administrative Services (7.9%)
- Transportation/Logistics (5.7%)
- Wholesale (5.7%)
- Manufacturing (4.4%)
- Construction (3.5%)
- Information Technology (2.9%)
- Management of Companies (2.4%)
- Energy (1.8%)

Office of Economic Development, 2013
Discussion Questions

- To what degree does Denver have Career Pathways?

- How far down the pipeline should Career Pathways start? Some Career Pathway systems start in elementary or middle school. What is the advantage or disadvantage to starting at different levels?

- Is The Compact interested in pursuing Career Pathways more?
Geographic Focus: Southwest Denver

The Mayor’s priority is to close the achievement gap.

- The Office of Children’s Affairs maps based on data from the U.S. Census Bureau, Colorado Department of Public Health and Environment, and DPS

- No “first-generation” student data specifically – triangulated through a range of other indicators

- Southwest Denver has some of the highest numbers of first-generation students as well as students with the highest cumulative disadvantage
% of Teen Births by Neighborhood
% of Births to Women with <12 Years Education by Neighborhood

Births to Women with less than 12 years Education
- 0% - 6%
- 6% - 9%
- 9% - 12%
- 12% - 15%
- 15% - 18%
- 18% - 21%
- 21% - 24%
- 24% - 27%
- 27% - 30%
- 30% - 33%
- 33% - 36%
- 36% - 39%
- 39% - 42%
- 42% - 45%
- 45% - 48%
- 48% - 51%

Denver Neighborhoods
Southwest Denver Region
No Data

Colorado Department of Public Health and Environment
Health Statistics Section
5-year aggregations 2007-2011

Office of Children's Affairs
City and County of Denver
% of Children <18 in Poverty by Neighborhood
Dropout Rate by Neighborhood
% of Kindergartners Not Ready for Reading by Neighborhood
% of Third-Graders Not Proficient in Reading by Neighborhood
% of Eighth-Graders Not Proficient in Math by Neighborhood
% of Adults With No High School Diploma by Neighborhood

Adulls with No High School Diploma
- 0% - 6.1%
- 5.2% - 10.5%
- 10.6% - 16.0%
- 16.1% - 21.6%
- 21.7% - 27.2%
- 27.3% - 32.9%
- 33.0% - 38.6%
- 38.7% - 44.3%
- 44.4% - 50.0%
- 50.1% - 55.7%
- 55.8% - 61.4%
- 61.5% - 67.1%
- 67.2% - 72.8%
- 72.9% - 78.5%
- 78.6% - 84.2%
- 84.3% - 90.0%
- 90.1% - 95.7%
- 95.8% - 100.0%

Denver Neighborhoods
Southwest Denver Region
No Data

U.S. Census Bureau
American Community Survey 5-year estimates, 2007-2011

Office of Children's Affairs
City and County of Denver
% of Single-Parent Families by Neighborhood
Greatest Opportunity: First Generation
Closing Items and Next Steps

Move to quarterly meetings.

Next meeting, August 12, 2013 at 3pm. Location TBD.

Goal 1
- Pilot plan and rollout calendar (August 2013)
- Finalize partnership with local foundation (June 2013)
- Draft communications strategy and plan (August 2013)

Goal 2
- Continued outreach and research on chosen strategy
- Advisory Group convening

Compact General
- Communications piece (June/July 2013)
- Communications process for critical updates between meetings