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**DENVER EDUCATION COMPACT**  
**Executive Committee Kick-Off**  
**October 20, 2011**  
**11:30AM - 1:30 PM**

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Par-Widener Community Room, 1437 Bannock Street

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Executive Committee Members Present:

Laura Alkarim	Mario Carrera	Heayne Jones
Jill Barkin	Pat Hamil	Donna Lynne
Tom Boasberg	Michael B. Hancock	Terry Minger
Kelly Brough	Anna Jo Haynes	Tony Salazar
Cedric Buchanon	Walter Isenberg	Jerry Wartgow

Absent:

Christine Benero	Kent Thiry	Dan Ritchie
Cliff Richardson	Christine Marquez	Landri Taylor
Stephen Jordan	Hudson	

Staff: Janet Lopez, Interim Executive Director

Distinguished Guests: Eileen Piper, Jeff Edmondson, Beth Bean

Meeting Notes:

- I. Welcome, Introductions and Meeting Objectives by Dr. Janet Lopez
  - A. Introductions and Call to Action
    1. Michael Hancock addressed the Executive Committee expressing gratitude for serving. He states that we have a crisis and we need to engage to make a difference in education. We do this by identifying priorities, and through collaborative effort work together to make a difference. The goal of this committee on day one is to move towards actions and towards progress.
    2. Donna Lynne, President of Kaiser Health, acknowledged the importance of collaboration in this effort and the need to truly understand what is going on (in education) while being mindful of the return on investment.
    3. Tom Boasberg, Superintendent of Denver Public Schools, also stressed the need and importance of partnerships to go further and deeper into the understanding of what is going on in our education system. His goal is to close the achievement gap.
- II. What is Denver Education Compact?
  - A. Dr. Janet Lopez shared the vision of Compact as “Every child in Denver will succeed from cradle to career”. Dr. Lopez asks for the Executive

Committee to review page 3, “Five Principles” of the member’s notebook and sign and return upon the conclusion of the meeting.

III. Glance and Denver P-20 Landscape

- A. Eileen Piper, Denver Preschool Program Chief Executive Officer explained the importance of early childhood education (birth to 8 years old) as an important time for bodies to develop for learning; by five years old children develop 85% of their brain for learning connections. Children also learn perseverance, management of self, empathy, the ability to interact, as well as develop social and emotional skills. These skills are the skills that are needed in their future careers and this is where the data indicates the gap in education is born.
- B. Children in a lower social-economic household begin school with approximately a 3,000 word vocabulary whereas; upper socio-economic status children begin school with 20,000 words.
- C. The Denver Preschool Program (501(c )3 status – 70% of its revenues goes to families to pay for preschool. Preschool is beneficial to children when its high quality and teachers are certified. Children are assessed at the beginning and at the end. The DPP Collaborates with DPS to get children student identification numbers when they begin preschool so that they can follow the children and measure success.
- D. The children are succeeding beyond what was expected. More families are able to send their children to preschool because of DPP support. The model is strong (see graph); however, revenue has decreased in recent years. Ms. Piper would like to identify creative solutions to serve the city.
- E. Tom Boasberg, Superintendent of Denver Public Schools, stated that DPS has seen an increase in student population by approximately 8000 students since 2005.
  - 1.) DPS offers more rigor, higher expectations, the advanced placement offering as increased, and over 5000 college courses are taught in the schools. The drop-out rate has been cut by almost 40%.
  - 2.) DPS had the highest growth of academic performance.
    - a.) Over 51% of students live in poverty and are significantly behind but are doing better than the average 50 percent.
    - b.) Middle class student are also seeing more academic growth regardless of where they start.
    - c.) All areas are growing; however, there is still a significant gap between ethnic races – white students are

doing the best, Asian student next and then far below are the Latino and African American students.

- 3.) The Denver Plan – what do we need to do to raise the bar? Excellent teachers are being developed with high standards and high expectations. Please review the 5 year strategic document. There are Four district priorities:
- a.) Education Effectiveness;
  - b.) English Language Learners;
  - c). Common Core and State Academic Standards;
  - d.) Supporting and improving our highest need schools.

F. Beth Bean, Colorado Department of Higher Education, Director of Research and Information Management. Discussed the graphs (Labeled Denver Public Schools Postsecondary Data Overview) on concurrent enrollment and college matriculation.

#### IV. Framework for Implementation and Evidence of Success from Cradle to Career Initiatives

A. Jeff Edmondson, Managing Director of SRIVE, discussed his STRIVE initiative in Cincinnati and Northern Kentucky. Success was brought about through collaboration of key leaders to bring together resources focused on helping children. When they researched their assets they realized they were program rich but system poor. They discussed “How can we bring resources together in a purposeful way”. This was a collective effort to make a collective impact to try to organize a community with a common agenda.

1.) Strive is a frame work; not a model and every community will look different because the assets are different. The model is based on four pillars (see handout)

2.) Community has to have a shared vision – ex. Student roadmap for success. Education starts at preschool and ends with college. It must establish education benchmarks. How do we get there from this big vision?

3.) Identify 5 to 10 outcomes that you are committing to improve. Identify existing work already going on in the community (for instance what is making it green and how do we do more of that?). Note: “Don’t let perfect be the enemy of the good”

4.) Investment sustainability – identify how can we collectively steer our dollars to make the most sense? What is the stuff that is already working and how can we build on that? Remember steady profess – every metric we care about needs to be focused on.

5.) Start with outcomes you want to move and every time you meet you need to understand and focus on what the outcomes are and how you move the outcomes.

6.) Need to have a backbone that is committed to the work.

Note: we found that one-on-one advising with children increases that likelihood of enrolling in college- data shows a 40% enrollment rate increase. The goal is to effectively use the data to create decision making.

Question 1. When we look at English Language Learners (ELL) which comprise approximately 40% of DPS populations what can we do to have a huge impact on the student? How can we address the issues of race and equity? What resources might have to be allocated to serve specific populations?

Answer: Report cards are presenting it and breaking it down by race and poverty so we need to figure out what is working, the roadmap must address affective needs and effective needs.

Question 2. What was the work done around community partners? What were the national challenges and how did they develop assessments to measure progress?

Answer: Need to look at 1.) Race and equity gap and how do you measure the nonacademic skills to make sure they have the skills they need? There are tests that are being used such as the Gallup test. It takes persistence and investment, to develop the civic infrastructure.

V. Review of Initial Process, Proposed Framework and timeline for implementing framework

A. Dr. Janet Lopez, addressed the committee and posed the following questions;

1.) What are the goals and what are the strategies? Where are we in the framework?

2.) She asks that we review the readiness assessment and review the two examples to see what it looks like in the cities that are engaged in the process.

3.) Dr. Lopez also discussed the proposed structure of the Compact – see slide, this is in the notebook and consists of executive advisory group, steering committee, community advisory committee, networks, and subcommittees.

4.) Dr. Lopez directs the committee to the proposed timeline.

5.) The next step will be to establish three to seven “cradle to career goals”.

VI. Wrap up and future meeting dates

- A. Donna Lynne, President of Kaiser Health, gave closing remarks and asked the Executive Committee to sign the mission/vision/principles form. She also asks that the members of the committee attend personally and not send anyone else in their place. The meeting schedule is located in the front of the notebook. The meeting on December 12, 2011 will focus on goal setting

Adjourn.