Welcome
June 10, 2016

Building our future!
1 thing I love about the Berkshires.
1 thing I look forward to doing this summer.
1 asset I bring to the meeting today.
The Berkshire Compact for Education is a group of regional civic, education and business leaders who seek to ensure the well being of each individual and the strength of our economy and community by raising the educational access, aspirations and attainment of all Berkshire County residents.
JAMES BIRGE, MCLA

Welcome

10:10 – 10:15
JAKE EBERWEIN

Today’s agenda

10:00 - 10:10
In 2 hours you will:

1. Context of work
2. Progress report
3. Subcommittees
4. CDE
5. BCETF

and....networking lunch!
Why bother? ....by the numbers:

- 30% v. 37%
- 2x
- 50%
- 70%
A FRAMEWORK FOR OUR MEETING:

Assertions

- Universal
- Targeted
- Intensive
COMPACT IN ACTION

- Grade 6 visits
- Career fair
- Reach Out for Education
- Grade 3 visits
- Alignment & connections

Expectations & Aspirations

Sue Doucette, Compact Program Coordinator

10:15 – 10:20
• Early Childhood
• Grades 3 – 12
• Workforce Development
BARBARA CHAPUT, MCLA
BILL MULHOLLAND, BCC
JONATHAN BUTLER, 1 BERKSHIRE
WORKFORCE DEVELOPMENT

Co-Chairs: Brenda Burdick, General Dynamics
Barbara Chaput, MCLA
Bill Mulholland, Berkshire Community College

- Jonathan Butler, 1Berkshire
- Maureen Baran, Adams Community Bank
- Tony Zaniboni, Allegrone
- Barbara Baker, Berkshire Community College
- Francis Feinerman, Berkshire Community College
- Denise Johns, Berkshire Community College
- Linda Morelli, Berkshire Community College
- Eleanore Velez, Berkshire Community College
- Diane Pearlman, Berkshire Film & Media
- Rod Jané, Berkshire Innovation Center
- Nat Karns, Berkshire Reg. Planning Commission
- Mark Maloy, Berkshire Reg. Planning Commission
- Kassel Nightt, Berk. Taconic Comm. Foundation
- Nancy Stoll, Berkshire United Way
- Jamal Ahamad, BerkshireWorks
- Kenneth Demers, BerkshireWorks
- Tracy Johnson, BerkshireWorks
- Heather Boulger, BCREB
- John Lipa, BCREB
- Sara Milano, BCREB
- Rebecca Riordan, Country Curtains
- Shawn Armacost, Draper
- Gerry Murray, Greylock Federal Credit Union
- Lisa Trybus, Greylock Federal Credit Union
- Laura Hahn, Guardian Life
- Peter Stasiowski, Interprint
- Jim Brosnan, McCann
- Nancy Ovitsky, MCLA
- Denise Richardello, MCLA
- Chris Mathews, Onyx
- Shawn Serre, Pittsfield Community TV
- Chris Hays, United Personnel
Subcommittee goal:

Meeting **employer** and **employee** needs
WORKFORCE DEVELOPMENT

Opportunities:
• Creative economy
• Entrepreneurship
• Potential workforce (immigrant population, unemployed)
• Multiple levels of training & education beyond K – 12

Roadblocks
• Insufficient internships
• Outward migration
• Transition off of assistance benefits
• ESL & related issues
**Workforce Development**

**Strategies In Play:**
- Employ North Berkshire initiative through nbCC
- Working Cities initiative
- BCC’s Hospitality/Customer Engagement Certificate
- Manufacturing grant and equipment
- Mass Life Science
- Pathway Activities, Robotics & STEM, etc.
WORKFORCE DEVELOPMENT
Call to action:

How can we make Internships **strategic** to organizations?

1. Individually list ideas on sticky (one idea per sticky)
2. Post stickies on board
3. As a group, organize stickies into themes
4. Choose 1-2 most promising themes/actions
NATALY GARZON, BUW
KIM MORANDI, DSAC
BILL BALLEN, ROUNDTABLE
KELLY MARION, GLADYS ALLEN BRIGHAM

Grades 3-12

10:43 – 11:06
Purpose: The college and career readiness workgroup will focus on K12 (Grades 3-12) efforts to ensure that students graduate from high school with the skills, knowledge, dispositions, and aspirations to successfully enter college and the workforce.
GRADES 3 - 12

Mentoring Pilot Program

Power of pairs

https://www.youtube.com/watch?v=R6b0j9K1e1k
The Grades 3-12 sub committee has focused on creating a Mentoring Program for Grade 8 students. We have selected Drury Middle/High School (grades 8-12) for our pilot program, using school personnel to assist us in selecting 10-14 students for the pilot. Mentors will be selected from volunteers, and initial and ongoing training will be provided.
Grades 3 - 12

Drury Mentoring Pilot Project

- Grade 8.
- Class size.
- Low level of college bound students.
- Drop-out levels.
- MCAS data.
- Availability of local businesses to support the project.
- District/school willingness to participate.
Prompt

For the next ten minutes, please use the stickies at your table to indicate which of the following resources you/your organization can contribute to making our Mentoring Project a success (one idea per sticky):

- Volunteers
- In-kind
- Space
- Publicity
- Financial Assistance
- Other?

Organize into themes/actions considering....How might you be able to create partnerships and offer assistance?
Synthesize and report!

What two (definitive) items can we collectively commit to helping make this program a success?

Thank You!
With your support, our Mentoring Project can achieve success.

As a partner, together we can truly realize the Power of Pairs in our community.
DOUGLAS MCNALLY, MCLA +
KAREN VOGEL, BUW

Early childhood

11:06 – 11:29
OVERARCHING GOAL: 90% of students will achieve reading proficiency as demonstrated by 3rd Grade assessment.

Performance Goals:
- Increase % of students Birth - 5 enrolled in programs – early intervention, home visiting, and EEC licensed early education and care programs
- Increase % of early education programs that have reached Level 2 or above on the Quality Rating and Improvement Scale (QRIS)
- Increase % of students that are measuring progress in Social Emotional Development and Language Development
- Increase % of Grade 3 students who report college aspirations
- Increase family engagement
EARLY CHILDHOOD
The achievement gap by income

Reading performance has been stagnant for more than a decade

Source: Massachusetts Comprehensive Assessment System (MCAS), Massachusetts Department of Elementary and Secondary Education

www.strategiesforchildren.org
What is a two-generation approach?

The Two-Generation Continuum

child-focused
child-focused with parent elements e.g., parenting skills or family literacy
whole family
parent-focused with child elements e.g., child care subsidies or food assistance
parent-focused

Two-generation approaches provide opportunities for and meet the needs of children and their parents, or the adults in their lives, together.
WHAT CAN YOU DO (ACTIONABLE STEPS) TO HELP PARENT (ONE ANSWER PER STICKY):

• as an organizational leader
• as a colleague
• as a neighbor
• as a parent?
OUR NEXT LEVER OF CHANGE....?
CAREER DEVELOPMENT EDUCATION

- Raising aspirations
- Building connections
CAREERS THAT INTEREST ME:
1. 
2. 
3. 
4. 

COLLEGES I MIGHT WANT TO ATTEND:
1. 
2. 
3. 
4. 

PASSPORT... NEXT GENERATION?

Check Off Milestones Toward Higher Education As You Achieve Them!

Grades 6-8
☐ Participate in 6th grade college visits in April
☐ Achieve proficient scores on assessment tests
☐ Go to career days and science fairs
☐ Sign up for vacation, after school or summer programs in art, music, science, math, robotics
☐ Play Quest for College board game
☐ Open a college savings account; continue to save

Grades 9-12
☐ Become familiar with your high school’s graduation requirements
☐ Meet graduation requirements and prepare for college by taking and being successful in appropriate coursework
☐ Start a portfolio of awards, honors and activities so that you can build a resume; update annually
☐ Go to career days and science fairs
☐ Challenge yourself by taking honors or AP classes
☐ Take dual enrollment courses for college credit
☐ Participate in a job shadow day, or volunteer internship
☐ Consult with the Berkshire website for college financing strategies
☐ Apply to Berkshire Chamber’s Youth Leadership Program

☐ Achieve proficient or higher scores on assessment tests
☐ Earn an Adams Scholarship providing free tuition at a public higher education institution in Massachusetts with qualifying test scores
☐ Apply to community programs such as MountainOne Junior Board of Directors or Berkshire DA Youth Advisory Board
☐ Participate in SAT or ACT preparation and testing
☐ Take junior year Accuplacer to determine college readiness and placement levels
☐ Talk to your school guidance counselor about how to prepare for and find the college that’s right for you
☐ Attend a college information session at your school
☐ Attend a regional college fair in your area and speak to college representatives
☐ Visit three or more college campuses
☐ Track your college plans and applications through YourPlan for College, Naviance, or Career Cruising
☐ Attend financial assistance presentations; research financial aid and apply for national, local and college scholarships
☐ Complete FAFSA forms and college financial aid forms to qualify for financial aid

☐ APPLY TO COLLEGE!!
☐ GO TO COLLEGE!!
Aspirations...through
- Developing a vision for the future
- Connecting education to career
- Articulating career-education pathways
CAREER DEVELOPMENT EDUCATION

Occurring through activities focused on:
- Career Awareness
- Career Exploration
- Career Immersion
## CAREER DEVELOPMENT: WHAT DOES IT LOOK LIKE?

<table>
<thead>
<tr>
<th>Career Development</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>MCLA Grade 6 career fair, PPS 9\textsuperscript{th} grade career fair, BCC STEM Fair, Greylock career speakers</td>
</tr>
<tr>
<td>Exploration</td>
<td>Job Shadow, mock interviews</td>
</tr>
<tr>
<td>Immersion</td>
<td>Internships, Mt. Everett Entrepreneurship class, Youth Works</td>
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</tbody>
</table>
CAREER DEVELOPMENT: PLAN OF ACTION

- Inventory current programming
- Outline best practices
- Research and implement elementary and middle school programming
- Connect elementary and middle school programming to established Connecting Activities
CAREER DEVELOPMENT:
TOOLS

Paws in Jobland™ is designed to accommodate the unique needs of educators and parents as children begin exploring the world of work.
CAREER DEVELOPMENT EDUCATION

- Universal
- Targeted
- Intensive

Career Development Education
CAREER DEVELOPMENT: YOUR THOUGHTS?

Rapid Feedback!

Three stickies....you know the drill!

1. This idea makes sense.
2. This idea is realistic.
3. I can contribute by....

11.29 – 11:49
CLOSING THOUGHTS

Membership
Future meetings
Subcommittee engagement
Your ideas...collective alignment
Thank you!
THANK YOU!

ENJOY SUMMER!