Welcome!

Please:
1. Sit at your assigned table
2. Please introduce yourself to someone at your table and describe an educator who has made a difference in your life and why.
BERKSHIRE COMPACT
FOR EDUCATION
BARBARA CHAPUT, CHP
BARBARA EMANUEL, MCLA
Today you will:

1. Why this work is important, context?
2. Subcommittee reports & discussion
   - Early Childhood
   - Grades 3-12
   - Workforce Development
3. Next steps
4. BCETF Update
JIM CLEMMER, MCLA

Welcome
CINDY BROWN, MCLA

Setting the Stage - context
The Compact for Education’s **Theory of Action** is that *if* we increase the number of residents who hold a qualified certificate, Associate’s degree, Bachelor’s degree or higher, **then** we will sustain and grow the regional economy and improve individual indicators of well-being.
The Berkshire Compact for Education is a group of regional civic, education and business leaders who seek to ensure the wellbeing of each individual and the strength of our economy and community by raising the educational access, aspirations and attainment of all Berkshire County residents.
WHY EDUCATION MATTERS TO THE BERKSHIRES

BERKSHIRES LAG BEHIND MA IN EDUCATIONAL ATTAINMENT

Why bother?

30% BERKSHIRES

37% MASSACHUSETTS

Bachelor’s or higher
ECONOMIC REWARDS HAVE NEVER BEEN HIGHER

4-year graduate earns what high school graduate earns

WHY EDUCATION MATTERS TO INDIVIDUALS

Why bother?
The more you learn, the more you earn!

Earnings and unemployment rates by educational attainment

Unemployment rate in 2014 (%)

Median weekly earnings in 2014 ($) 

Doctoral degree: 2.1% (1,591)
Professional degree: 1.9% (1,639)
Master's degree: 2.8% (1,326)
Bachelor's degree: 3.5% (1,101)
Associate's degree: 4.5% (792)
Some college, no degree: 6.0% (741)
High school diploma: 6.0% (668)
Less than a high school diploma: 9.0% (488)

All workers: 5% (839)

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
EDUCATIONAL ATTAINMENT = ECONOMIC SUCCESS

of a city’s economic success can be linked to one key indicator: EDUCATIONAL ATTAINMENT

Why bother?
JOBS REQUIRE COLLEGE DEGREES

70% of jobs in MA. will require a college degree or credential by 2018 (vs. 63% nationwide)

Why bother?
Historically, the Compact has.....

- Raised awareness
- Raised expectations
- Connected people and programs
- Inspired alignment of effort

Why bother?
The Compact will continue:

- Third/Sixth grade visits
- Dual enrollment
- STEM activities
- Career fair
- Youth Leadership
- Reach out for Education
- Passport
- Industry to education connections
For more information…..

http://www.mcla.edu/About_MCLA/area/berkshirecompact/
• Early Childhood
• Grades 3 – 12
• Workforce Development
DOUGLAS MCNALLY, MCLA + KAREN VOGEL, BUW
Collective Impact in the Berkshires for Early Childhood

Common Agenda

- Early Childhood Literacy Impact Council
- Berkshire Priorities
- Berkshire Compact for Education
- Asset Based Community Development

Shared Measures

Vision and Strategy

Action Planning

Implementation

Public Will

BERKSHIRE UNITED WAY BACKBONE

Coalitions


Working Groups

Pittsfield Promise

Chapter One

Community Members
Common Agenda
- Common understanding of the complex problem
- Shared vision for change

Shared Measurement
- Collecting data and measuring results
- Focus on learning and performance management
- Shared accountability

Multiple Reinforcing Activities
- Willingness to adapt individual activities and coordinate
- Focus on what works including no-cost and low cost community engagement

Continuous Communication
- Consistent and open communication
- Focus on building trust

Backbone Support
- Separate organization(s) with staff
- Resources and skills to convene and coordinate the work of the partners and the community
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

MOVING FORWARD

- Preschool Expansion Grants
- Continuing Education Conferences
- Access and affordable degree programs for incumbent educators
PROMPT 1: DATA

- How do we ensure that we have access to data for the whole community?
- How can we make sure the data is shared in a meaningful way to improve outcomes?
What can your organization do to ensure that all families have access to the programming that fosters early childhood success:

- Schools?
- Community Organizations?
- Municipal agencies?
- Colleges?
PROMPT 1: DATA

- How do we ensure that we have access to data for the whole community?
- How can we make sure the data is shared in a meaningful way to improve outcomes?

PROMPT 2: FAMILY ENGAGEMENT

- What can your organization do to ensure that all families have access the programming that fosters early childhood success:
  - Schools?
  - Community Organizations?
  - Municipal agencies?
  - Colleges?
JEREMIAH AMES, ACRSD
NATALY GARZON, BUW
KIM MORANDI, DSAC
BILL BALLEN, ROUNDTABLE

Grades 3-12

10:55 – 11:20
**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.
MY VOICE SURVEY 2006

Q: School Is Preparing Me Well for My Future

8th Grade: 61.5%
10th Grade: 53.3%
12th Grade: 49.0%
Q: Importance of school learning for later life?

% Indicate Very Important and Quite Important

- 8th Grade 2007: 49.3
- 8th Grade 2015: 45.2
- 10th Grade 2007: 32.7
- 10th Grade 2015: 27.3
- 12th Grade 2007: 23.5
- 12th Grade 2015: 24.1
GRADES 3 - 12
GRADES 3 - 12
GRADES 3 - 12
Our subcommittee has been working to develop a... Pilot program designed to send a clear message to a narrowly focused group of at-risk students and their families for 18-24 months.

- You can go to college (you can build a windmill...)
- You will go to college (you will build a windmill...)
- There are many people who can help make this happen
- You can navigate the financial obstacles presented by a college education.
Our subcommittee has been working to develop a... 

Each student is assigned a Collegiate Aspirational Liaison:

- Meets periodically with student and family
- Develops a task list and verifies that those tasks have been completed
- Benchmark testing is done prior to, during and following the pilot period to determine the degree to which these efforts have been successful
- Assists family in coordinating with agencies who are able to help along the way.
- Identified narrowing criteria
- Selected 8\textsuperscript{th} graders
  - Further engaged in college process and opt for more challenging HS courses
  - Help reduce dropout rate
  - Extension of “6\textsuperscript{th} grade goes to college”
  - Not as transportation-dependent
  - Able to engage at more sophisticated level
- Next steps targeting: risk factors and potential for impact
- Single school or school in each region for pilot?
Prompt: Short-term actions

Divide your chart paper into three sections and – using “stickies” – post your thoughts on how you and others might contribute with regard to metrics, resources and existing programming.

1. METRICS
   • What benchmarks can we use to gauge collegiate aspirations before, during and after this program? (ex. Awareness of local offerings? College savings?)

2. RESOURCES
   • How can we fund this? (ex. Corporate gifts? Grants?)

3. EXISTING PROGRAMMING
   • Large parts of this may already exist and function well. How can we leverage this? (ex. Mentor programs? Existing relationships with families?)
BRENDA BURDICK, GENERAL DYNAMICS
BARBARA CHAPUT, CHP
BILL MULHOLLAND, BCC
MARK MALOY, BRPC
JOHN BISSELL, BIG
WORKFORCE DEVELOPMENT

Educational Attainment

- Less than 9th grade
- 9th to 12th grade, no diploma
- High school graduate (includes equivalency)
- Some college, no degree
- Associate's degree
- Bachelor's degree
- Graduate or professional degree

Age Groups:
- 25-34
- 35-44
- 45-64
WHAT IS BIG?

The **Berkshire Initiative for Growth** has convened to develop and mobilize resources to attract more young adults and families to our region. The effort is coordinated by 1Berkshire, and includes community leaders and young adults participating in active working groups. BIG has both short and long-term strategies for attracting more young people, and also seeks to support existing groups and organizations throughout our community who are working toward the same goal.
WORKFORCE DEVELOPMENT

BIG GOALS

- Connect young people to jobs
- Help young people start businesses
- Communicate all of this to young people
- Level the playing field regarding infrastructure
- Improve social opportunity
WORKFORCE DEVELOPMENT

BIG - YEAR ONE RECAP

DISCOVERY THROUGH INFORMATION GATHERING

Group Brainstorming, Sharing, Planning, Research, Comparative Analysis
  • 30+ Task Force Members, 8 Meetings from Aug 2014-Aug 2015
Collecting Anecdotes and Opinions
  • Focus Groups, Informal Conversations
Extensive Surveying to Acquire Data
  • Workforce Needs Assessment Survey; Young Adult Survey
Video Interviews
  • 12 Interviews Recorded; Dozens More On Deck
WORKFORCE DEVELOPMENT

WORKFORCE ENTREPRENEURSHIP
1. Employer recruitment and retention training for Millennials
2. Jobs portal
3. Mentor recruitment

COMMUNICATIONS
1. Messaging
2. Video/image creation and Media Partner outreach
3. Portal for BIG resource materials
4. High school/college student outreach

CONNECTIVITY
1. Virtual welcome packet
2. Events app
3. Cell coverage map
4. Rideshare research and promotion
Preparing the Immigrant Population to enter the Berkshire County Workforce

- Opportunity to access state training and educational services for Unauthorized students is impossible.
- Second language acquisition is a process that takes considerable time. Adult Learning Programs in Berkshire county on average allow from 198-220 hours of contact learning in a fiscal "school" year (August-June).
- The immigrant population has a wide range of work skills and academic attainment when they arrive to Adult Learning Programs.
- The immigrant population has very limited opportunity of second language immersion opportunities.
- Massachusetts policy toward Immigrant access to High Education is barring.
Prompt 1: Short-term actions

What short-term actions can we do to fill current jobs in Berkshire County?

- Advanced Manufacturing work readiness certificate program (grant-funded)
- Host a Job Fair for Jobs that do not require a college degree
- Encourage companies to promote internships and co-op positions publically
Prompt 2: Long-term actions

What long-term actions can we do to fill jobs and retain those hired in Berkshire County?

• Develop a job road map: Jobs available, certificates or degrees needed per job and listing of how/where to get the certificates
• Establish a culture where companies communicate their anticipated skills needed in future
• Robust Internship Programs starting in high school through college
• English as a Second Language Workforce
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CLOSING THOUGHTS

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

Next steps
LUNCH....THANK YOU!