

BERKSHIRE COMPACT FOR EDUCATION



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



11.20.15

BARBARA CHAPUT, CHP
BARBARA EMANUEL, MCLA

Warm-up

10:00 - 10:10

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

**Your
feedback
matters!**

10:00 – 10:10

JIM CLEMMER, MCLA

Welcome

10:10 - 10:20

CINDY BROWN, MCLA

**Setting the
Stage - context**

10:20 - 10:30

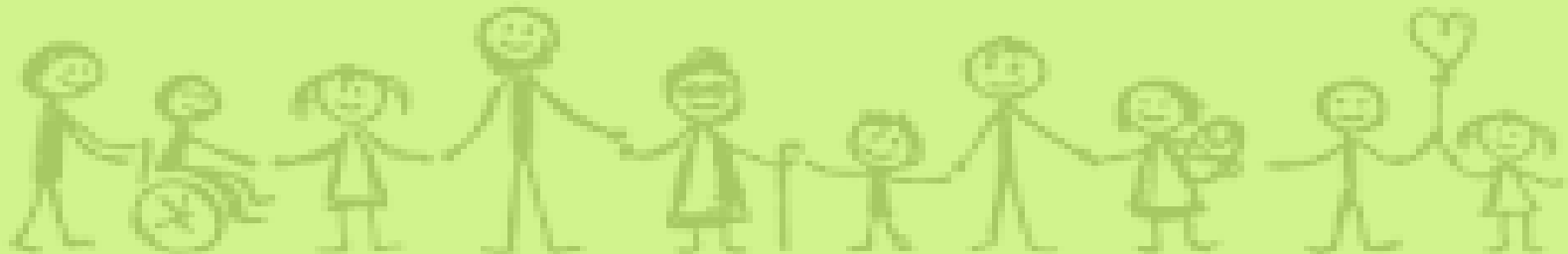
THEORY OF ACTION

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.



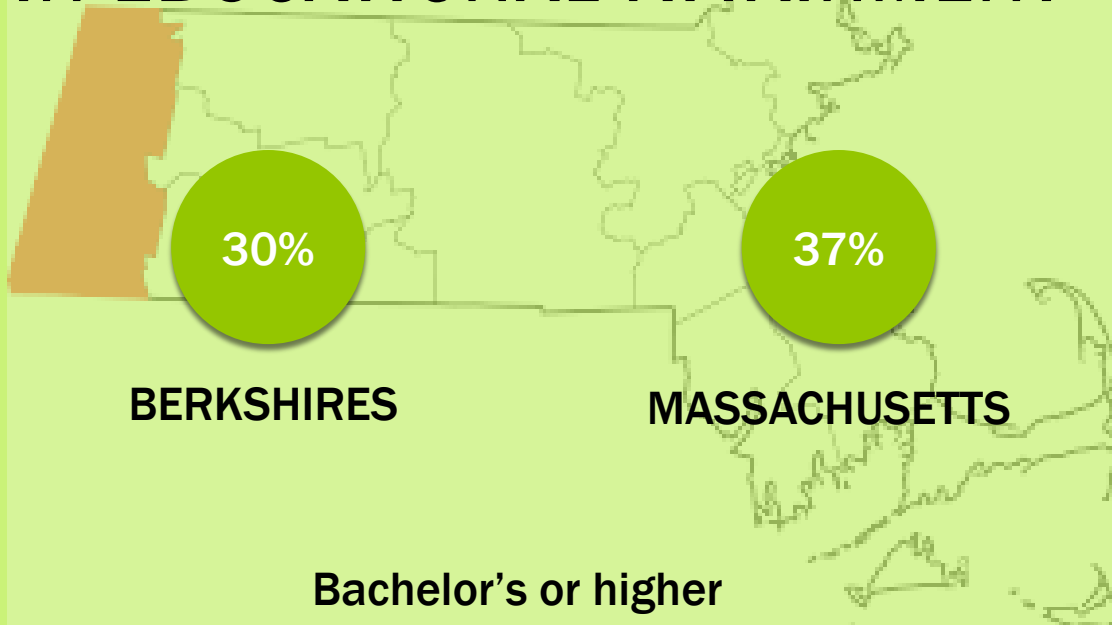
MISSION

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



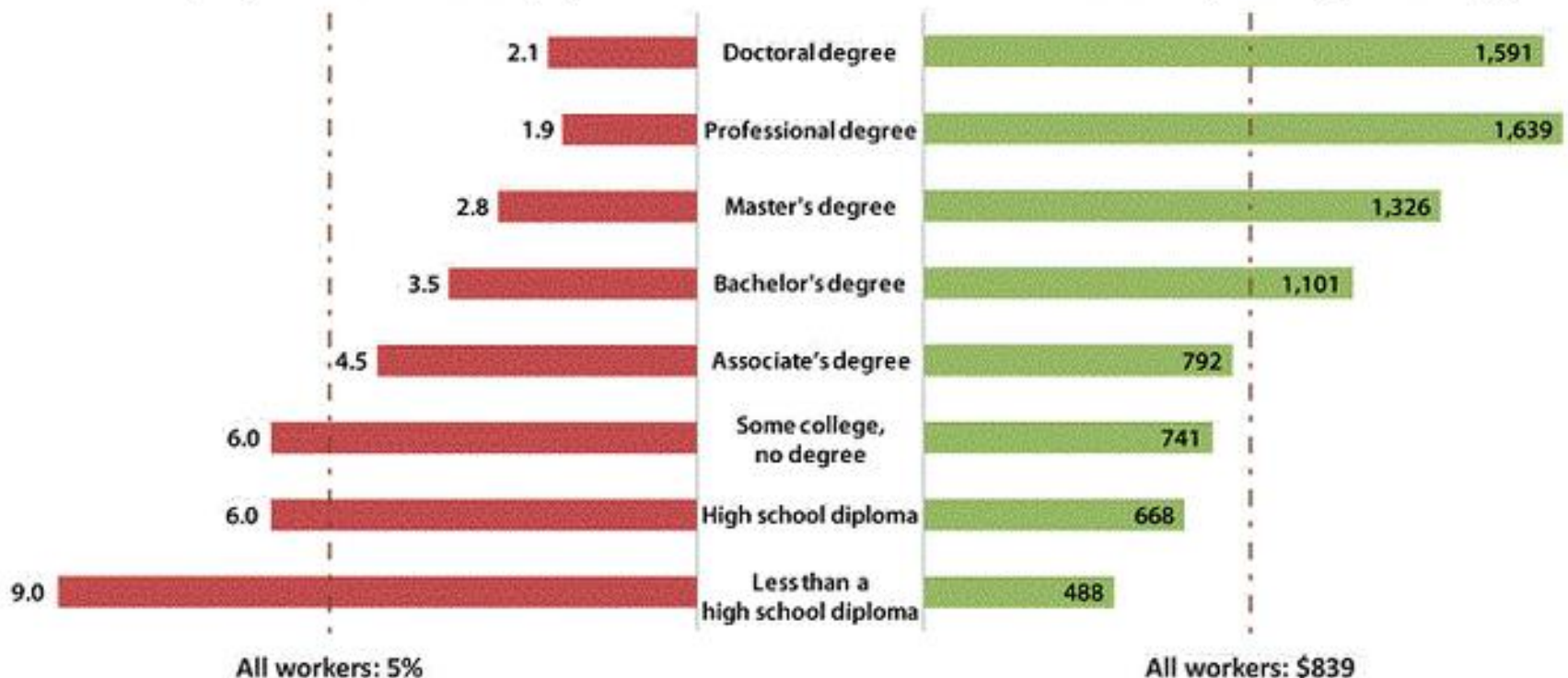
Why
bother?

WHY EDUCATION MATTERS TO INDIVIDUALS

Earnings and unemployment rates by educational attainment

Unemployment rate in 2014 (%)

Median weekly earnings in 2014 (\$)



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

WHY EDUCATION MATTERS TO THE COMMUNITY

***EDUCATIONAL ATTAINMENT =
ECONOMIC SUCCESS***

50%

of a city's economic success can be linked
to one key indicator:

EDUCATIONAL ATTAINMENT

Why
bother?

WHY EDUCATION MATTERS TO THE COMMONWEALTH

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

Staying
the course

For more information.....

[About Us](#) [Compact Initiatives](#) [Reports](#) [Parents](#) [Meetings and Events](#)

[Main](#) | [Welcome to MCLA](#) > [About MCLA](#) > [Explore The Area](#)

Berkshire Compact for Education

The Berkshire Compact for Education is a countywide initiative dedicated to promoting a continuum of education in Berkshire County and encouraging everyone to aspire to higher education, regardless of their circumstances.

The Compact focuses on:

- Raising aspirations among Berkshire County residents to view a minimum of 16 years of education or training as the norm.
- Convening county stakeholders to ensure that Berkshire residents have adequate access to education.
- Encouraging area residents to obtain the skills, technologies and tools they need to enjoy the opportunities presented by the evolving local economy.



QUICK LINKS

About the Compact

- [Home](#)
- [Goals](#)
- [Members](#)
- [Committees](#)

Initiatives

- [Berkshire Passport to College](#)
- [Berkshire Readiness Center](#)
- [Wee Read Berkshire County](#)
- [3rd Grade College Visits](#)
- [6th Grade College Visits](#)
- [8th Grade North County Career Fair](#)
- [Youth Leadership Program](#)

Reports & Resources

- [Plan for College](#)
- [STEM Pipeline](#)
- [Watch Us](#)
- [Meeting Materials Archive](#)

Contact:

Division of Graduate and Continuing Education
(413) 662-5575

http://www.mcla.edu/About_MCLA/area/berkshirecompact/

- **Early Childhood**
- **Grades 3 – 12**
- **Workforce Development**

**Sub-
committees**

10:30 – 11:45

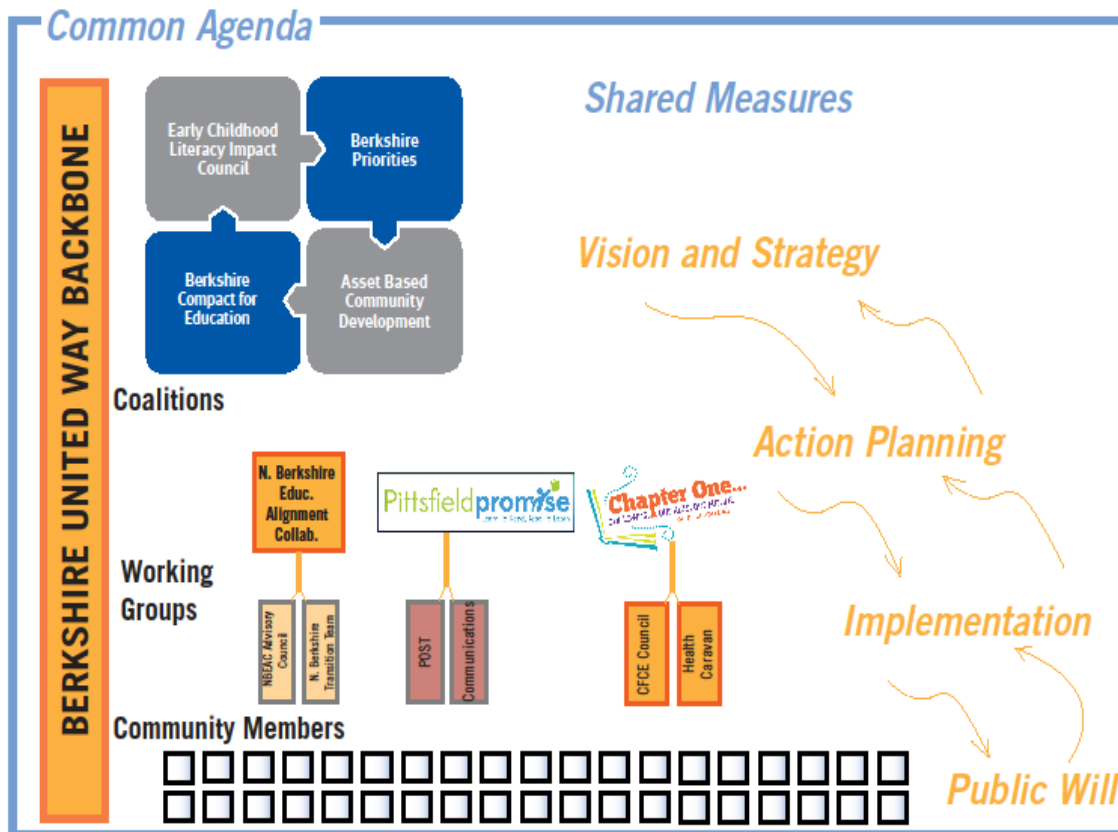
**DOUGLAS MCNALLY, MCLA +
KAREN VOGEL, BUW**

**Early
childhood**

10:30 – 10:55

EARLY CHILDHOOD

Collective Impact in the Berkshires for Early Childhood



COLLECTIVE IMPACT - CONDITIONS

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

EARLY CHILDHOOD

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**

EARLY CHILDHOOD

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?

EARLY CHILDHOOD

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?

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JEREMIAH AMES, ACRSD
NATALY GARZON, BUW
KIM MORANDI, DSAC
BILL BALLEEN, *ROUNDTABLE*

Grades
3-12

10:55 – 11:20

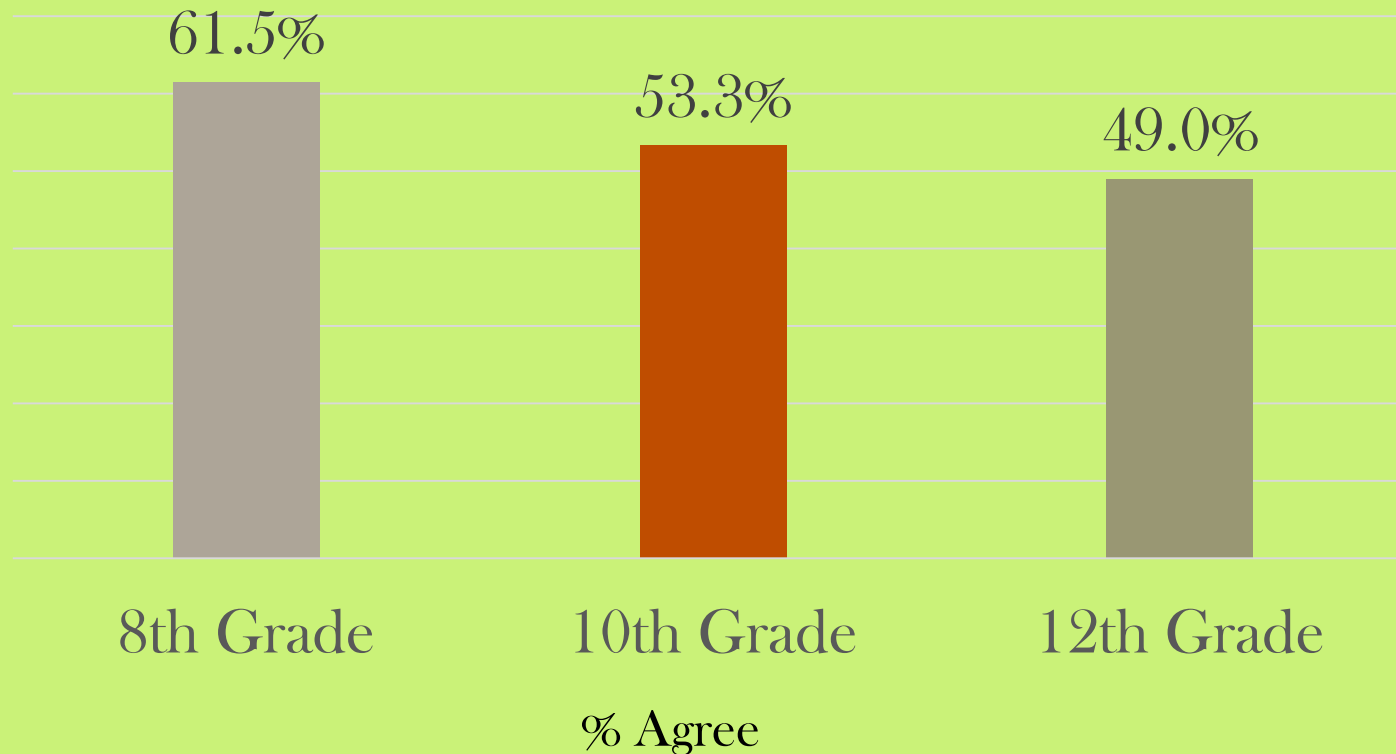
GRADES 3 - 12

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

MY VOICE SURVEY 2006

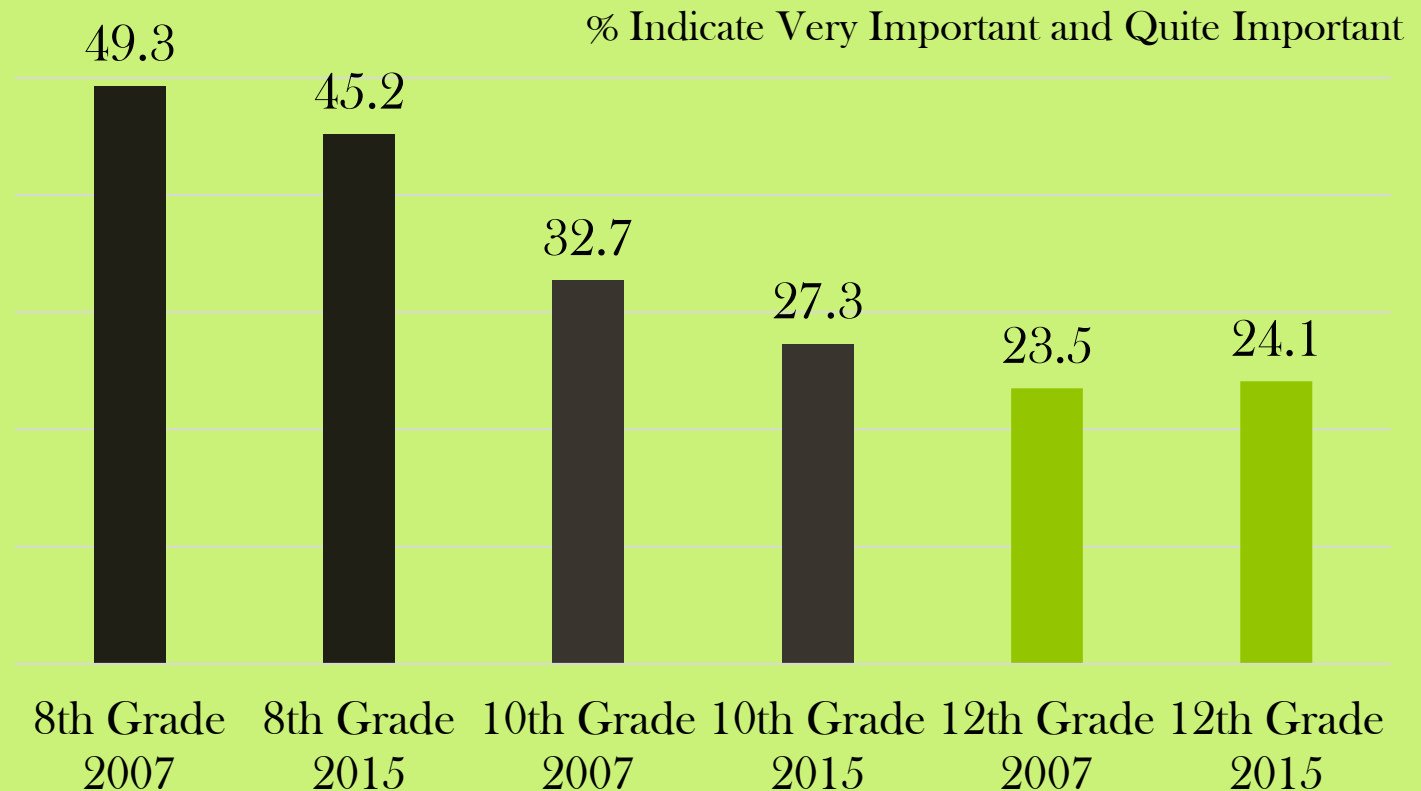
Q: School Is Preparing Me Well for My Future



GRADES 3 - 12

PREVENTION NEEDS ASSESSMENT SURVEY 2006 - 2015

Q: Importance of school learning for later life?



GRADES 3 - 12



GRADES 3 - 12



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.

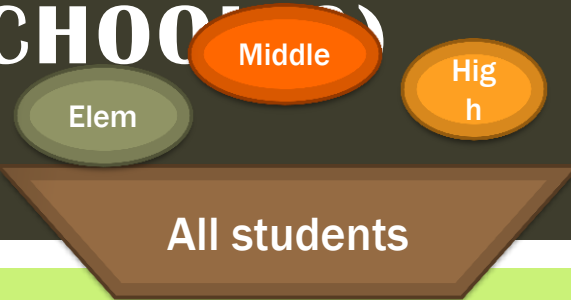
GRADES 3 - 12

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.

TARGETING THE FOCUS SCHOOLS



- Identified narrowing criteria
- Selected 8th graders
 - Further engaged in college process and opt for more challenging HS courses
 - Help reduce dropout rate
 - Extension of “6th 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?

Region

Dropout rates

Diversity

Geographical label

Single/region

% of High Needs



GRADES 3 - 12

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

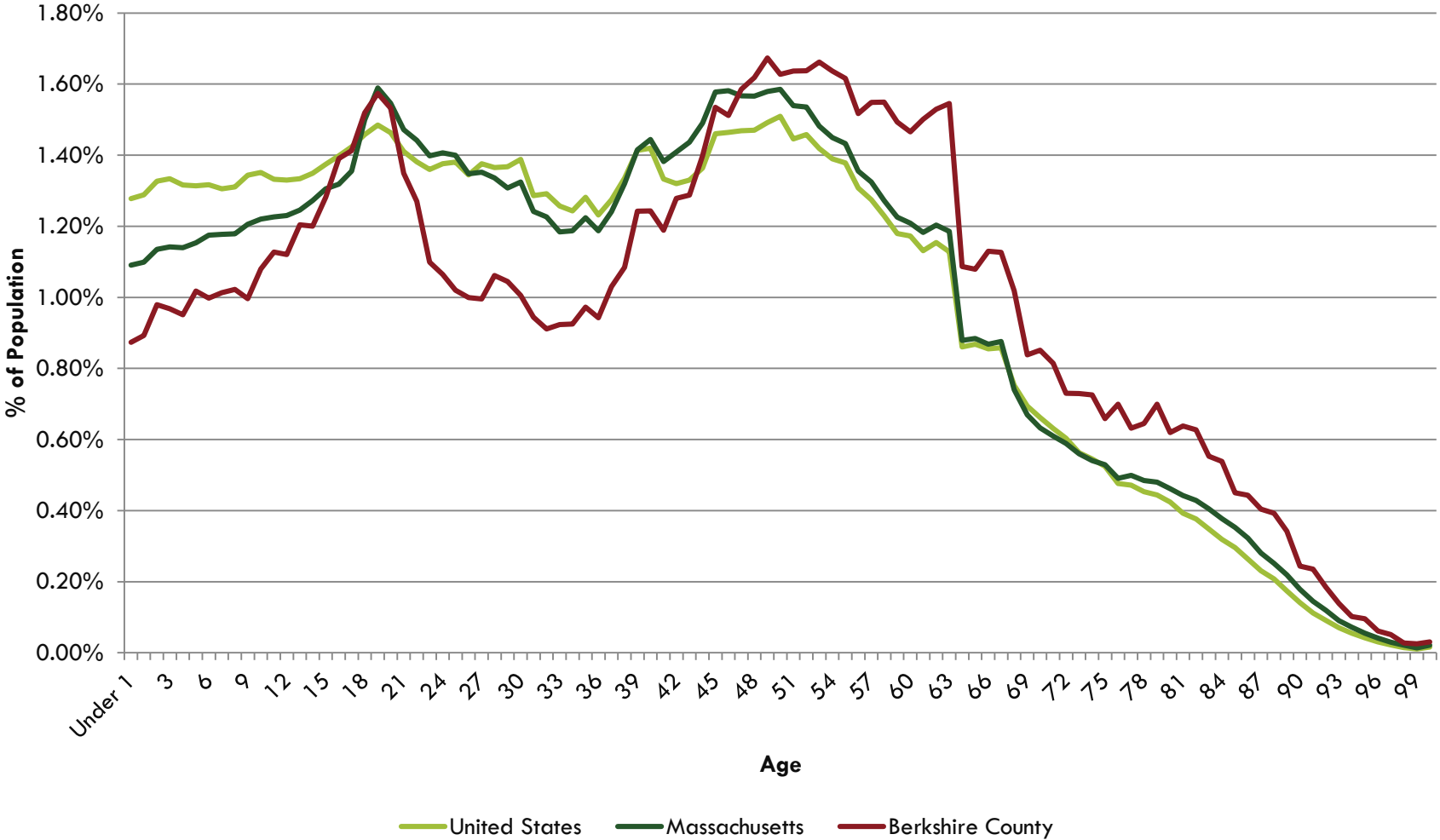
- Large parts of this may already exist and function well. How can we leverage this? (ex. Mentor programs? Existing relationships with families?)

BRENDA BURDICK, GENERAL DYNAMICS
BARBARA CHAPUT, CHP
BILL MULHOLLAND, BCC
MARK MALOY, BRPC
JOHN BISSELL, BIG

**Workforce
Development**

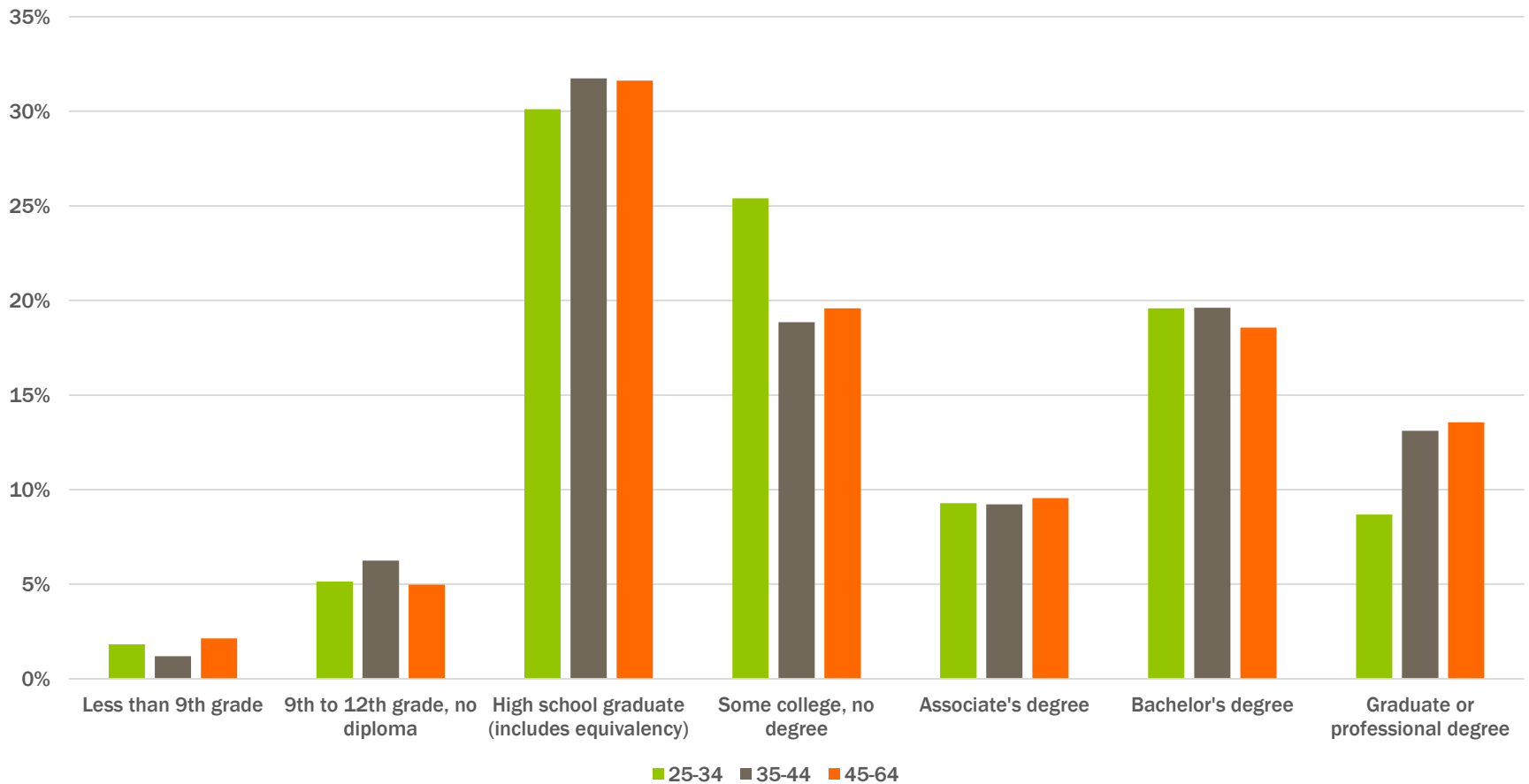
11:20 - 11:45

WORKFORCE DEVELOPMENT



WORKFORCE DEVELOPMENT

Educational Attainment



WORKFORCE DEVELOPMENT

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.

15

22-40

800

WORKFORCE DEVELOPMENT



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

WORKFORCE DEVELOPMENT

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.

WORKFORCE DEVELOPMENT

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

WORKFORCE DEVELOPMENT

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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WILLIAM CAMERON

BCETF

11:45 - 12:00

CLOSING THOUGHTS

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

Next steps

LUNCH....THANK YOU!

