Education Affinity Group Meeting

October 9, 2018
Welcome

Daryl Houston, EAG Chair
Community Foundation of Palm Beach & Martin

Braulio Colón, EAG Vice Chair
Helios Education Foundation
Pathways into Technology Early College High School

P-TECH 9-14 School Model
If you want to build a business, build people.
- Thomas Watson, Sr.

IBM does not believe that the future belongs to the few. We believe it belongs to all of us—and we translate that belief into practice and policy.
- Ginni Rometty
• **New Collar Jobs**

**Blue Collar**
- Traditional, labor-intensive work not requiring university degrees, but often requiring training
- Examples: Welding, plumbing, factory work

**New Collar**
- New roles, primarily focused on emerging technologies, that require more than a high school diploma, skills and knowledge but not necessarily a four-year degree
- Examples: Cybersecurity, design, data science, mobile development, cloud server technician, network operations, project management

**White Collar**
- Traditional, skilled work (usually in a corporate environment) that requires advanced educational knowledge
- Examples: Research, accounting, law, banking
Demand for Middle-Skill Jobs is Strong
Fifty-three percent of all jobs in 2015 were middle-skill.

A Middle-Skill Gap
Middle-skill jobs account for 53 percent of United States’ labor market, but only 43 percent of the country’s workers are trained to the middle-skill level.
P-TECH 9-14 School Model

- **Focus**: A new grade 9-14 public school model focused on STEM fields and Career and Technical Education

- **Mission**: Enable students to master the skills that they need to graduate with a no-cost associates degree that will enable them to secure an entry-level position in a growing STEM industry, or to continue and complete study in a four-year higher education institution.

**P-TECH**: The pathway from classroom to career to a stronger economy
Key model tenets

1. **Partnership** between school district, higher education partner and industry

2. **Integrated high school and college coursework, linked to industry Skills Map**, leading to an industry-recognized, postsecondary degree for all students. Students can graduate in less than six-years, but the model ensures that students have the time and seamless supports necessary to earn their degree.

3. **Workplace learning strand**, including mentoring, worksite visits, speakers, project days, skills-based and paid internships

4. **Open enrollment** with focus on historically underserved students

5. **Cost-free** postsecondary degree

6. **First-in-line for jobs** with industry partners
P-TECH 9-14 School Model

Key innovation: Industry partnership

Industry is involved in all aspects of the school, but has special responsibility for workplace learning:

- Skills mapping to ensure graduates are ready to enter the workforce and/or pursue higher education
- Workplace Learning curriculum
- Mentors for all students
- Workplace experiences: Speakers, worksite visits, job shadowing
- Skills-based, paid internships
- First in line for jobs
Mentoring

All students are paired with an IBM mentor/industry professional who:

- Inspires, encourages, role models
- Provides meaningful feedback on coursework
- Provides guidance, strategies and tools for navigating through the school program, including high school and college courses
- Serves as a window into careers, emphasizing workplace learning skills
Gabriel is one of the brightest high school students I've ever met. He will accomplish great things if he continues being driven and motivated. He is a natural leader and as a next step should learn how to collaborate with and motivate his peers to accomplish team goals as a unit. It's been a pleasure to work with Gabriel and I have no doubt he will go far in his career.
P-TECH Schools
High school redesign movement

2011 - Brooklyn, NY
2012 - Brooklyn, NY
2013 - New York, Chicago, IL
2014 - New York, Chicago, IL
2015 - New York, Chicago, IL
2016 - New York, Chicago, IL
2017 - New York, Chicago, IL
2018 - New York, Chicago, IL

550+ industry partners
70+ community college partners
Results

- 185 graduates to date from most mature schools
- Graduated anywhere from 3.5 – 6 years
- First cohort: 4x the on-time national community college graduation rate, 5x for low-income students
P-TECH graduates: Continue to learn, work, both

- Vast majority going on for their four-year degree
- 23 working at IBM to date – and many of these IBMers are going to school at same time
- All new IBMers are students of color
Impact

**US State legislation**
- California SB 1243
- Colorado HB 15-127
- Texas SB 22
- Maryland SB 319
- Minnesota SB 3989 (introduced)

**Federal legislation**
- HR 2352, Perkins Reauthorization, $1.2B

**Recognition from two US Presidents**
- Governors, US legislators; Prime Ministers, Ministers of Education

**Major media**
- Global, national, state, local
"My experience has made me want to be an engineer more than ever. I'm not sure if I want to be that guy who goes around replacing equipment, but I do want to be that person who creates the equipment, maybe even invents new equipment."

— Spencer,
Student at P-TECH Brooklyn
Beth F. Tracy
IBM Corporate Citizenship Territory Manager
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Stacy Baier
President & CEO
**EAG Guiding Statement:**

The EAG will support a culture of high expectations for all students, in and out of school, from early childhood to postsecondary education, leading to career success.

**FINDING:** 90% of respondents believe the guiding statement is not only relevant to the EAG, but also their own education work.
Key Focus Areas

1. High standards for K-12 education and aligned assessments, as exemplified by Florida Standards and the Florida Standards Assessment.
   **RESULT: Higher Standards Adopted**

2. Establishing a state-wide goal of 60% of working-age aged adults hold a highly valued credential or degree by 2025.
   **RESULT: Statewide attainment goal adopted by the Higher Education Coordinating Council**

3. Research of state sponsored merit and need based financial aid, including the effects of recent changes to Florida Bright Futures
   **RESULT: Some shared learning achieved**
Considerations Moving Forward

Group Discussion

Are these the right areas for continued work? If so, all, part, tweak?

What has changed or stayed the same that might influence the work of EAG?

--- Trends in Education
--- Changes within FPN/EAG
--- Other

Looking back at the last five years, are there any learnings for moving forward that need to be considered as risks and/or enablers?
New Opportunities Suggested

- Postsecondary Access, Persistence and Success
- Optimizing Scholarships
- Support for Standards Implementation Work in local districts
- Member suggestions:
  - Ready to learning initiatives (before K)
  - Vulnerable Parent
  - Early childhood/early learning
  - Teacher Training—If teachers are the single most important factor over student achievement, what is being done by philanthropy to advance their effectiveness? Recruit and retain teachers?
  - Parents—How do we support parents as the first teachers? Connected to school readiness.
- Elevating rigor of classroom instruction
- Grade level reading
Considerations Moving Forward

Group Discussion

Are there any of these we could consolidate in the focus areas above?

Are there any new ones we want to add?

Prioritize and Define “what is the work”? 
Key Areas of How the Work is Done

- Shared Learning of state and national trends (4.2)
- Networking (3.0)
- Sharing of member initiatives (4.0)
- Collective Action (2.8)

**Finding:** Widespread agreement that the way of working together has been going well and it is a relevant for the EAG to continue with this style of work.
Group Discussion

Are these still the best ways for the EAG to engage to maximize benefits for participation and inform best practices to be applied back in a member’s education work?

What is missing from this list?
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FPN Initiative Updates

Florida Partnership for Attainment
Braulio Colón

Early Success
Bob McFalls

Innovative Scholarship Workgroup
CASI Learning Community
Bill Hoffman
Using Data to Evaluate and Fine Tune Initiatives

Paul Perrault
Vice President, Director of Research & Evaluation
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