



Education Sector Partnership Launch Summary

Thursday, October 25, 2018

Colorado Community College System, Lowry Conference Center

Background

On October 25, 2018 more than 65 participants gathered in Denver, Colorado to launch the first Statewide Education Sector Partnership. Lee Wheeler-Berliner (Director, The Colorado Workforce Development Council) welcomed everyone; launch champions Katy Anthes (Commissioner of Education, CDE), Mary Anne Snyder (Director, CDHS), and Dan Baer (Executive Director, CDHE) kicked off the meeting.

The launch of this partnership acknowledges the education sector as a significant source of employment for local and regional communities and a foundation for Colorado's economy. The partnership was convened by industry champions across the education continuum (early childhood, K-12 and higher education) with support from the Colorado Workforce Development Council (CWDC). This cross continuum collaboration recognizes that stakeholders have shared interests and needs and that collaboration across the continuum is critical to strengthen the industry as a whole and work together to fill critical talent needs.

The Education Sector Partnership is the first statewide sector partnership launched in Colorado. The new Statewide Education Partnership builds off of the strong network of regional sector partnerships launched in Colorado over the last two decades. These partnerships have a proven track record for addressing the challenging workforce needs of industry and are being applied to launch the statewide education partnership.

Purpose for Launching a Statewide Education Sector Partnership:

- **Be the model:** The Statewide Education Sector Partnership will serve as a model for regional education sector partnerships. The sector partnership will set the tone for strategic leadership and response partners across the state. The value in launching regional education partnerships across the state is critical to the economic impact in Colorado.
- **Identify a set of actions** that are needed at the state-level to strengthen the education industry and solve persistent and growing workforce development challenges.
- **Serve as the home** for career pathway building in education.



- **Serve as statewide connection point** for regional educational partnerships.

Participants were grouped into two categories and played two distinct roles:

- **Strategic leaders:** Statewide sphere of influence, strategic thought leaders across their system, and have the ability to act and/or influence others to act. Strategic leaders were active participants in setting the agenda and strategy for the statewide partnership.
- **Response team:** Individuals either work at the regional or local level, and/or are responsible for implementation for one piece of their system. The response team was in active listen-only mode and will be called upon to respond once action areas are fully defined.

Organizers acknowledged that the “groupings” were imperfect, but provided a starting place for the conversation. See full listing of participants in Attachment A.

The Education Continuum and the Economic Impact of Education as an Industry

Lee Wheeler-Berliner and Emily Lesh noted and provided background on the two important reasons for a conversation focused on education as an industry:

- All education providers are apart of the “macro” education system focused on preparing students with the skills and needed for what comes next. Ultimately, to have a meaningful place in society and their communities.
- Education employees the fourth largest number of individuals across the state with a total of 225,070 Employees. For additional background please view the slide deck shared at the meeting.

Trends Influencing or Driving Education

Strategic leaders discussed the big trends influencing and driving the growth of the Education Sector rightnow across the state.

- Talent pool available does not match the demand
 - Demand for “right” high quality educators outnumbers the supply available.
 - Need for strong pathways and alternative pathways for recruitment into industry
 - Recruitment into the industry is currently hard
- Trouble to retaining current workforce.
- The profession has lost the “honor”.
- Job expectations are high (too much) and include many outside pressures.
- Salaries do not match requirements/ qualifications and are not competitive with other industries.
- Distance Learning is a new opportunity.



- The education system is very old and built on old paradigms. This is a mismatch with a new generation of learners and the workforce.

Areas for Collective Action and Commitments

Strategic leaders identified 5 areas for collective action to prepare that will best prepare them, as an industry, to take advantage of trends influencing or driving the industry. Action teams of champions identified in each area and will meet via conference call to further flesh out the strategies including defining measurable outcomes as well as immediate actions within 3-6 weeks. Participants agreed that there are two cross-cutting themes that should be weaved into each action team: compensation within education and engagement of educators (or those performing specific jobs) in partnership conversations.

<p>1. Skill Building and Pathways: Strategic leaders agreed that it was important to make it easier to enter into and stay in education careers. Strategic leaders described the need to develop pathways and alternative pathways for individuals to enter into education careers. More flexible structures are needed in order for individuals to demonstrate the skills needed on the job and enter into the education profession. More specifically, the discussion noted the need for:</p> <ul style="list-style-type: none"> • Alternative pathways to demonstrate qualifications and licensure • Ability for those mid-career to apply past experiences towards certification and licensure. • Diverse on and off ramps for all education workers. • Developing a pilot focused on diverse on ramps and ongoing learning and growing. • Identify what is needed to draw a diverse workforce into the education careers. • Pathways that allow earning while learning and/or effective cadet programs. 	<p>Strategic Leader:</p> <ul style="list-style-type: none"> o Katy Anthes o Dan Baer o Denise o Landon Prius/Mike Macklin/Sarah Heath o Christina Cecil o Mary Anne Snyder o Mark Sass o Diane Price
<p>Action Team Call: TBD, CWDC will follow-up with scheduling details</p>	

<p>2. Map System: An important first step is to map the existing education system, including on and off ramps. The map can inform what points of influence will have the largest impact and aid in the identification of barriers (such as transition points, accreditation, credentialing, and cost). The Early Learning Commission has an existing system map that can be built upon and/or used as a model.</p>	<p>Strategic Leader:</p> <ul style="list-style-type: none"> o Genia Herndon o Linda Van Doren o Angel Armbrust
<p>Action Team Call: November 13th, 10a-11a</p>	



<p>3. PR: It was agreed that unified messaging across education can elevate the image of education careers across the state. We Creative ideas offered to elevate the profession include:</p> <ul style="list-style-type: none"> o "Got milk" campaign highlighting industries (all) that rely on education and the economic impact. o Highlight the excitement in the field o Note the moral calling and contribution made o Campaign US Airlines to allow educators to board first o Reframe the conversation on compensation to include total compensation o Create realistic job previews used to educate job opportunities. o Discounts for being a teacher: insurance, recreational centers, etc 	<p>Strategic Leader:</p> <ul style="list-style-type: none"> o Genia Herndon o Ty Valentine o Katy Anthes o Denille LePlatt o Tim Guerrero
<p>Action Team Call: November 15th, 10:00a-11:00a</p>	

<p>4. Policy & Legislation: Align existing advocacy efforts (ie: Early Childhood Professional Development Advisory Council) in order to build the industry as a whole and approach legislators with a unified voice. Serve as a joint voice across education to policymakers around base salary infusion for locals and other education providers. Vote yes on Amendment 73.</p>	<p>Strategic Leader:</p> <ul style="list-style-type: none"> o Roger Olsen o Cassie Harrelson/Amie Baca-Oehlert o Angel Armbrust o Lisa Escarcega o Denise Fletcher o Mary Anne Snyder
<p>Action Team Call: November 15th, 8:30a-9:30a</p>	

<p>5. Compensation: Compensation is the BIG issue and consistently pushed off. The group agreed that NOW is the time to begin tackling it and agreed to come together to flush out further what this group might do to address the consistent and pressing compensation problem. It was agreed that each action team should also incorporate compensation into their action teams. One specific offered is a teacher loan forgiveness program.</p>	<p>Strategic Leader:</p> <ul style="list-style-type: none"> o Linda Van Doren o Ty Valentine o Mark Sass o Diane Price
<p>Action Team Call: November 16th, 8am-9:00am</p>	

Commitment to Next Steps

Next, teams of strategic leaders will meet via conference call to develop action plans in each of the five identified areas. These action plans will describe what success looks like (i.e. measurable outcomes) as well as immediate action steps. The full partnership will



reconvene in early December or January to review Action Plans and agree on next steps in moving priorities forward. This partnership is action-oriented and will depend on your participation. Thank you for making the launch successful and for your on-going engagement.



Attachment A
Participant List

STRATEGIC LEADER *(Statewide sphere of influence, strategic thought leaders across their system, and have the ability to act and/or influence others to act. Strategic leaders were active participants in setting the agenda and strategy for the statewide partnership.)*

RESPONSE TEAM MEMBERS *(Individuals either work at the regional or local level, and/or are responsible for implementation for one piece of their system. The response team was in active listen-only mode and will be called upon to respond once action areas are fully defined.)*

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