

Blue Ribbon Taskforce – “Pitching” Digital Arts & Communications

November 29, 2010

Student Interest	Occupations that demonstrate a range of skills	Supply of engaged employers who are generous with time and money	Supply of programming offered by community partners (e.g. colleges, WSI, City)	PPS’s existing and potential capacity to deliver programming (curriculum, educators)	Other
1.	1.	1. Creative Organizations/ Partners <ul style="list-style-type: none"> • W+K • Nike • Adidas • Columbia • IDEO • Laika 	1. Creative Organizations/ Partners <ul style="list-style-type: none"> • PCC • MHCC • PNCA • UO (stellar) 	1. There are varying degrees of overlap with existing programs in the district. It would be important to coordinate development of new programs with existing so as to avoid duplication	1. Recommend a new Pathway Title: <u>“Digital Arts & Communications”</u> . Fine and performing arts are the entry point, but not the career focus. 2. Rise of the Creative Class – new focus areas to develop* <ul style="list-style-type: none"> • Social Media (Core skill of communication online) • Digital Production (multimedia for TV, internet, etc.)* • Creative writing • Film/Video* • Design (graphic design, web design) • Product Development & Design • Mobile/Media Apps • Animation

Blue Ribbon Taskforce – “Pitching” Business & Management

November 29, 2010

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<ol style="list-style-type: none"> 1. Integrate into curriculum – core skills, personal finance – all students freshman and sophomore year 2. Entrepreneurship Elective <ul style="list-style-type: none"> • Junior year – speakers, case studies, basic functional skills, terminology • Senior year – projects: biz plan, capstone project 	<ol style="list-style-type: none"> 1. Business & Management cuts across all pathways 2. Should prioritize on future jobs, pay, and career paths 	<ol style="list-style-type: none"> 1. In-target pathways 2. Companies with success stories in Oregon – large and small 3. Look for international component 	<ol style="list-style-type: none"> 1. Alignment with community colleges, universities, trade schools 2. Junior Achievement, SAO, OEN, PSU Accelerator, Starve Ups, YCombinator, Austin Entrepreneurship Center 	<ol style="list-style-type: none"> 1. Flexible program design that integrates with core requirements 2. Shared credits <ul style="list-style-type: none"> • With core • With higher ed 3. Will need corporate support <ul style="list-style-type: none"> • Case studies • Curriculum design • Internships/projects • International experience 4. Include government and non-profits 	<ol style="list-style-type: none"> 1.

Blue Ribbon Taskforce – “Pitching” Health Sciences

November 29, 2010

Student Interest	Occupations that demonstrate a range of skills	Supply of engaged employers who are generous with time and money	Supply of programming offered by community partners (e.g. colleges, WSI, City)	PPS’s existing and potential capacity to deliver programming (curriculum, educators)	Other Why Health Care
<ol style="list-style-type: none"> 1. Connection between school world (limited scope) vs. work world – student “thinks” they want to be an X, but they really don’t or don’t cut the mustard. 2. Media and personal experiences lead to decisions about professions (sexy!) 3. Good number of opportunities already exists (current programs and strong partnerships) 4. Large employers with capacity and existing relationships – i.e Pharmacy and insurance industry. 	<ol style="list-style-type: none"> 1. 	<ol style="list-style-type: none"> 1. Need centralized “clearinghouse” to manage requests and opportunities 2. Planning by partners on points of contact – multiple reps going to multiple contacts 3. Background checks/related programs 4. Disconnect between funded opportunities and employer need. 	<ol style="list-style-type: none"> 1. 	<ol style="list-style-type: none"> 1. PPS vs. other school districts (i.e. North Clackamas, Beaverton, David Douglas): <ul style="list-style-type: none"> • Full time resources • Teachers “get it” as related to business • School district does 75% of the work and the employer only has to do 25% • Interaction is <u>attitude</u> of privilege vs. expectation • Compatible structure that meets employer availability and student need (time, etc.) • Prepare students so they don’t expect a job right away – new grad vs. 2 years 	<ol style="list-style-type: none"> 1. OLMIS, Health is #1 growth area 2. Multiple opportunities for career growth (6 weeks training up to Doctorate) 3. Enter the profession at entry level and work and go to school 4. Financial resources available for schooling 5. Base skills transfer to growth options

Blue Ribbon Taskforce – “Pitching” Human Resources

November 29, 2010

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1.	1.	1.	1.	1.	1.

Strengths	Weaknesses	Other
<ol style="list-style-type: none"> 1. Permanent/local jobs 2. Broad spectrum of education preparation (HS -> BA -> MA) 3. Living wage 4. Supply of engaged employers 5. HR supports all other institutions 6. Professionalize the profession (urban teacher core) 	<ol style="list-style-type: none"> 1. Lack of time/resources for planning/prep for service learning 2. Public perception – too soft 3. PPS Capacity <ul style="list-style-type: none"> • Lack of District-wide effort • Disconnect in qualifications levels – K-12 to community college • Dual Credit 	<ol style="list-style-type: none"> 1. Student interest at lower grade 2. Make a difference 3. Community service 4. Service learning opportunities

Blue Ribbon Taskforce – “Pitching” Industrial & Engineering Systems and Natural Resources

November 29, 2010

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<ol style="list-style-type: none"> 1. Hands on learning and outside the classroom learning need to start at the middle school level 2. Applied learning in math and science will help keep students in the seats and improve graduation rates. Canned answers exist (i.e. Project Lead the Way) – these need to be explored and implemented 3. Academics as sport creates results i.e. First Robotics or Skills USA 	<ol style="list-style-type: none"> 1. Our industry, building things, is important and in demand long term with a large variety of career choices and paths that lead to lifetime success 2. Our sector leads the way in Green jobs 	<ol style="list-style-type: none"> 1. Industry partners are in abundance; accessing and coordination are the key 	<ol style="list-style-type: none"> 1. Hands-on learning doesn’t require the biggest and best in terms of equipment and capital costs. Teamwork with business and community colleges can bridge the gap. 	<ol style="list-style-type: none"> 1. Our current mindset of High School as preparation for college is misguided which can be proven by the graduation rate. The school system is missing the boat over 40% of the time. 2. A small shop in the school that gives basic concepts on how things are built and the skills that go along with that can be just as effective as large scale shops like those at Benson. Keep the student interested, team with the community and prepare them for ongoing learning within the workplace. 	<ol style="list-style-type: none"> 1. All indications from economists suggest the future workforce will be more technologically advanced or we will fail as a whole. New infrastructure to address our energy needs will come from architects, engineers and craftsmen, hand in hand.