

COLORADO'S P-20 EDUCATION COORDINATING COUNCIL: 2007-2010

Report Prepared by Dr. Janet Lopez



EXECUTIVE SUMMARY

In April 2007 Governor Bill Ritter, Jr. issued Executive Order (B 003 07) establishing Colorado's first P-20 Education Coordinating Council. The purpose of the council, as stated in the Governor's Executive Order, was to provide a forum for considering options and providing recommendations for the achievement of the education-oriented goals identified in his campaign platform, "The Colorado Promise." The 32-member Council was comprised of teachers, administrators, early childhood experts, business executives and a variety of education experts. Its focus was on tackling one of Colorado's greatest challenges: the formation of a seamless education system from pre-school to graduate school to prepare Colorado's young people for the demands of the 21st Century.

Over the course of its work, the P-20 Council offered 35 recommendations that resulted in several pieces of landmark legislation, the most notable of which was the transformative SB 212: The Colorado Achievement Plan for Kids (CAP4K).

CAP4K began a broad restructuring of the state's education system, including descriptions of school, post-secondary, and workforce readiness, new content standards, a new state testing system, alignment of local school curricula and diplomas with the new standards, and alignment of college admissions requirements with the new P-12 system.

Other important legislation growing out of P-20 Council recommendations includes the development of the ASCENT concurrent enrollment program, the creation of the Office of Dropout Prevention and Student Re-engagement within the Colorado Department of Education, and the creation of a statewide longitudinal data system.

In addition to legislation, the recommendations also resulted in the commitment of tens of millions of new dollars for the expansion of early childhood education, broadening full-day kindergarten, placing college and career counselors in more than 75 at-risk high schools, and creating the nation's first alternative teacher compensation system development grant program.

Each one of these reform initiatives is important. Put together, they represent a fundamental change in the future of public education that will benefit Colorado children for decades to come. While the work of the Council officially concludes with the end of Governor Ritter's term in 2011, the spirit of collaboration and dialogue across the P-20 education community for the benefit of all Colorado's children moving through the education pipeline persists.

INTRODUCTION

In April 2007, Governor Bill Ritter, Jr. issued Executive Order (B 003 07) establishing Colorado's first P-20 Education Coordinating Council (P-20 Council or Council). The purpose of the Council, as stated in the Governor's Executive Order, was to provide a forum for considering options and providing recommendations for achieving the education-oriented reform initiatives found in his campaign platform, "The Colorado Promise." The 32-member Council was comprised of teachers, administrators, early childhood experts, business executives and a variety of education experts. Its focus was tackling one of Colorado's greatest challenges: the formation of a seamless education system from preschool to graduate school to prepare Colorado's young people for the demands of the 21st Century.

This report serves as a history of the P-20 Council's impact on the Colorado education landscape from 2007-2010 and the additional education efforts that were influenced, shaped and supported by the P-20 Education Council's work.

Over its history, the Council addressed a wide range of topics resulting in numerous new laws and education reforms. It is important to note that the work of the P-20 Council would not have been possible were it not for generous support from the following foundations and organizations: America's Promise Alliance, The Daniels Fund, The Denver Foundation, Donnell-Kay Foundation, El Pomar Foundation, National Governor's Association, The Piton Foundation, Rose Community Foundation and State Farm Insurance.

BACKGROUND

Governor Ritter established the P-20 Education Council in April 2007. Along with improving P-20 education alignment, the Council was established to tackle the goals that Governor Ritter set out in his campaign platform, "The Colorado Promise." Regarding education, the Colorado

Promise set forth three specific 10 year goals: 1) double the number of post-secondary degrees and certificates; 2) halve the high school dropout rate; and 3) reduce the achievement gap in P-12 education.

Distinguishing Colorado from other P-20 Council models in the United States, this Council would be charged with turning its recommendations into concrete legislative action. The structure of the group included a core group of people who would serve as official Council members, a larger number of people with expertise in specific content areas who would serve in subcommittee member roles and a select number of legislators from across party lines who would also serve on the subcommittees. The legislators would then have the ability to take recommendations forward into each spring legislative session. The five subcommittees that were created during the Council's work included P-3, Educator, Dropout, Data & Accountability, Preparation & Transitions and Systems Transformation.

The 32 Council members were ultimately selected from across the entire P-20 education continuum and from across Colorado. They were selected for their knowledge on a variety of issues from parental engagement to assessments, from dropout prevention to postsecondary retention. The three initial chairs were Lieutenant Governor Barbara O'Brien, President of Colorado State University-Pueblo Joe Garcia and businessman Bruce Benson. In 2008, Bruce Benson, was selected to serve as President of the University of Colorado Boulder and stepped down from the Council. Michael Gass, Chief Executive Officer of United Launch Alliance, was selected to take his position as the third chairperson on the Council.



In the summer of 2007 the Council established a rigorous meeting schedule, which they maintained for a full two years. Meetings were open to the public and garnered much statewide attention from the education community as well as from the general public and media. In the course of the first two years, more than 35 recommendations were presented to the Governor. While each recommendation was distinctive, they shared a common theme: creating a truly seamless and effective P-20 education system.

ACCOMPLISHMENTS

The sections that follow focus on the major accomplishments of the P-20 Education Council and are organized by the specific areas in which the P-20 Education Council has shaped the education landscape over the past three years.

Early Childhood

The P-20 Council recognized that educational opportunities for our state's youngest children, ages birth to eight, must be improved dramatically in terms of access and quality. Recognizing

that long-term life outcomes are tied to early childhood experiences, the P-3 subcommittee of the P-20 Council recommended landmark changes during Governor Ritter's term.

The most significant accomplishment of the P-3 subcommittee's work was the expansion of the Colorado Preschool Program by the addition of more than 6,000 eligible students and the expansion of full-day Kindergarten across Colorado. To act on this recommendation, the legislature passed the 2008 School Finance Act that created a \$32 million increase for full-day Kindergarten and eliminated the preschool (formerly named Colorado Preschool and Kindergarten Program-CPKP) waiting list.¹ The full day Kindergarten dollars were distributed as part of the overall per pupil operating revenue (PPOR) allocation as requested by each school district, so that every school district, if it made a request, was able to benefit from a portion of the new money.²

In addition to the increase in funding for preschool and Kindergarten, the P-20 Council also supported the development of a unique child identifier for every child enrolled in a publicly funded early childhood program. This identifier, which in 2008 became law under HB 1364 (Interdepartmental Data Protocol), follows the child throughout his/her public education experience and can be used to facilitate the analysis of the educational experiences and outcomes of students in our P-12 education system.

In the second year of the P-20 Council's work, the P-3 subcommittee recommended that the Colorado Department of Education (CDE) create a P-3 Successful Practices Brief--the first of its kind in Colorado. This brief guides educators of preschool through third grade students on best practices for curriculum, instruction and appropriate assessment.³ In addition, the P-3 subcommittee provided input and guidance to CDE to create a holistic definition of school

¹ The Colorado Preschool and Kindergarten Program (CPKP) focused on the state's neediest children.

² During the three years of the recession, Governor Ritter has had to address over \$5 billion dollars in budget shortfalls. These unprecedented economic challenges have slowed ability to fully fund the projected increase for preschool and full day Kindergarten.

³ The brief can be found on CDE's website at

<http://www.cde.state.co.us/Communications/download/PDF/20081113p3report.pdf>

readiness. They also contributed a significant amount of time to the review and development of the new P-3 academic standards which will be implemented in the fall of 2011.

In 2008, the P-3 subcommittee hosted the P-3 Summit: Preparing Teachers to Support Young Learners. This Summit brought together key stakeholders in the Departments of Education and Higher Education, two- and four-year institutions of higher education, the Department of Human Services and the foundation community to identify action-oriented steps necessary to create capacity, access and support for early education professionals.

Finally, in 2010, the P-3 Professional Development Task Force issued Colorado's P-3 Professional Development System Three-Year Plan. This plan outlines the concrete goals, objectives and tasks necessary to recruit, retain and develop effective early childhood educators for the benefit of our youngest learners statewide.

The P-3 subcommittee's focus allowed the P-20 Council to start with the beginning in mind, to help address the first signs of the academic achievement gap in our school systems and to aspire to provide every child with an equitable foundation upon which to build in Colorado's P-20 education system.

Data & Accountability

Transitioning to a P-20 mindset requires not only collaboration among individuals in the Colorado education system, but also the alignment and collaboration of data systems across the P-20 education continuum. In 2007, the Data subcommittee of the P-20 Council brought forth the crucial recommendation that Colorado begin the creation of a P-20 data system, which would allow state agencies to link together education data. These linkages would allow the state to capture longitudinal data on student progress and to paint a more accurate data picture of students progressing through the Colorado education system.

In 2008, HB 1364, the Interdepartmental Data Protocol Bill, was passed directing state agencies to set up cross-departmental protocols for data sharing across state agencies. These data would help determine and shape future education policies. The overarching goals of this data system, as endorsed by the P-20 Education Coordinating Council, were to use data to create high-quality education opportunities for all Colorado students and to create an accountability system that more accurately measures student progress.

HB 1364 was a critical step in paving the way for the implementation of a new statewide longitudinal data system that was developed in 2008 by the Governor's Office of Information Technology (OIT), the Governor's Office of Policy and Initiatives, and the Colorado Departments of Education, Higher Education (CDHE), Human Services and Labor and Employment. This data system, when fully operational, will enable Colorado to track student progress across the P-20 education continuum while also protecting the privacy of individual students.

In 2008, the P-20 Council, responding to recommendations from the Educator subcommittee, made several recommendations to support the development of the new data system, including an endorsement of a P-20 Data Coordinating Council, prioritization of the Colorado Growth Model, and greater access to data and training on the Growth Model for practitioners in the field.

In 2010, the Colorado Department of Education was awarded a federal \$17.4 million grant from the American Reinvestment and Recovery Act (ARRA) to create a new statewide data system to track student and educator data throughout the entire P-20 education system and into the workforce. The new system will capture student data from multiple sources and will make data available for families, educators, policymakers and researchers. In addition to this significant infusion of resources to support the development of the system, the Governor awarded a grant of \$2.5 million in discretionary American Recovery and Reinvestment Act (ARRA) funds to ensure that the state is able to support the specifics of the P-20 Council's recommendation. These include training practitioners in the field on how to use the data system and on training

staff who analyze the data at the state level. The newest version of the Colorado Growth Model, progress on the state's P-20 data system and accompanying learning resources may be viewed at www.schoolview.org.

It should also be noted that in 2010, CDHE and CDE have continued to work on the development of their own data sharing protocol and anticipate moving forward to negotiate a contract with the National Student Clearinghouse (NSC). This contract with NSC would give Colorado the ability to receive more accurate data on enrollment and graduation from post-secondary students who attended or are attending Colorado colleges and universities, thus providing a more accurate data picture for the entire P-20 pipeline.

Educator and Education Workforce Development

The focus on the role that educators (primarily teachers and principals) play in the P-20 education system was a critical priority of the Council. The Council focused on accountability for the *efficacy* of educators and also on ways to support educator development and success.

In 2007-2008, the Educator subcommittee focused on the state's ability to support districts in recognizing, increasing and rewarding Colorado's most effective educators. Educator subcommittee recommendations, which were later adopted by the entire Council, centered on the state creating financial support and technical assistance to those districts that wanted to explore the implementation of alternative compensation models. This support would have provided state dollars to research and develop performance-based compensation plans for teachers. The Alternative Compensation Bill (SB 65) was passed in the 2007 legislative session, but due to a difficult fiscal climate, authorizing the seed funding to districts interested in exploring alternative compensation models proved challenging. Governor Ritter alternatively decided to use Recovery Act funding to initiate the work. Ultimately, this led to Jefferson County Schools receiving a \$32.8 million, five-year Teacher Incentive Fund grant to pilot strategic compensation in up to 20 high-needs schools.

Additionally, three districts (Eagle, Harrison and Ft. Lupton) received federal funds to develop systems in 2007, and two Colorado districts (Harrison and Jefferson County) are using federal funds to implement new teacher-pay systems in 2010.

In 2008-2009, the focus of the Educator subcommittee was to streamline and align accountability systems for teacher preparation. The main focus of this work was to simplify the alternative teacher preparation regulations and to standardize oversight for both alternative and traditional teacher preparation systems. There were also technical recommendations regarding licensure and the state's performance teaching standards.

A key recommendation was the revision of the state's performance-based teaching standards. This recommendation, now part of SB 191 (Ensuring Quality Instruction through Educator Effectiveness), was enacted in spring 2010 and emphasized the revisions of the standards that must take into account the socioeconomic and cultural diversity of students and the needs of both English language learners and special needs students. The recommendation also emphasized that the standards should include the ability to differentiate instruction for diverse learners.

Another streamlining recommendation was to consolidate alternative teacher preparation routes into a single alternative route. SB 160 (Alternative Teacher Programs and Licensure), enacted in 2009, does just this by reducing confusion for prospective teachers while at the same time increasing flexibility in creating alternative routes. In addition, SB 160 allows CDE and the State Board of Education (SBE) to align content requirements for all licensure programs in the state, including both traditional and alternative pathways. This allows the application process to remain rigorous across types of programs while also giving flexibility to teacher candidates who pursue alternative routes.

In 2008, the Educator subcommittee also endorsed steps that CDE and CDHE took to synchronize the state and national teacher education accreditation/authorization visits. In

addition, the subcommittee also supported the development of a unique teacher identifier pilot program. With the passage of SB 1065 (Educator Identifier System) in 2009, the work to create such a system that can collect, synthesize and streamline data sets between a teacher and the classroom level began in 2010. CDE and the Quality Teachers Commission⁴ aim to develop a system that links an educator's ID with a student's ID using information including the Growth Model data to improve both teaching and student learning.



It is important to note that throughout its tenure, the P-20 Council supported the ongoing need to examine both teacher quality and teacher effectiveness in Colorado classrooms. A recommendation that would have created an institute to focus on issues such as teacher shortage, teacher content knowledge, quality induction programs and recruitment strategies was not enacted into law. However, this concept was included in the state's Race to the Top application and lives on in the work that CDE, the Colorado Legacy Foundation and the New

⁴ The Quality Teachers Commission was created in 2007 by SB 140 and re-authorized in 2009 with HB 1065. The Commission makes recommendations regarding the development and implementation of the teacher identifier and the Teaching, Empowering, Leading and Learning (TELL) survey.

Teacher Project's partnership have created to develop a statewide system of educator effectiveness.

The project, which is funded by the Rose Community Foundation, will not only identify a comprehensive set of state policies that directly support the preparation, recruitment, retention, development and promotion of effective teachers, it will also help the state to adopt measurable state-level goals around the number and quality of highly effective educators. The project will establish online resources, publish best practices guides related to evidence-based practices of effective educators and recognize the accomplishment of Colorado's most effective educators. The ultimate goal of this project, similar to the aspirations of the P-20 Council's Educator subcommittee's recommendations, is to increase the number, percentage and equitable distribution of effective educators across the state.

Post-secondary Access and Success

The P-20 Council also focused on the transition from P-12 education to post-secondary education and training. The Preparation and Transitions subcommittee provided guidance to the larger Council on what pipeline issues were most pressing to addressing the "Colorado Paradox," the paradox that Colorado is one of the top states with the greatest number of college degree holders per capita, yet only one in five Colorado ninth-grade students will graduate from college. In 2007, the Council recommended that post-secondary preparation be one of the primary purposes of our P-12 educational system. The Council emphasized that "post-secondary options" included a full range including career and technical training, community colleges and four-year colleges and universities. This recommendation served as the cornerstone for the variety of recommendations that followed to move this initial concept forward.

Building off this recommendation, the Council recommended in both 2007 and 2008 that the state and the State Board of Education must adopt standards for individual career and academic plans (ICAP), defined as a personal, web-based record of a student's academic and

career exploration plans and preparations. This plan would help students explore post-secondary careers and education opportunities and help them align coursework and curriculum to their post-secondary goals. In 2009, SB 256 (the School Finance Act) passed to include content and timing of ICAPs in the Colorado Achievement Plan for Kids' assessment realignments, and in February 2010, the State Board of Education adopted official rules for Colorado's ICAPs.

In order to support the ICAP and other post-secondary explorations, the Council also recommended an increase in the number of school counselors in order to enhance guidance capacity, particularly in schools that serve low-income populations or have large counselor-to-student ratios. In 2008, HB 1370 was passed to create the School Counselor Corps grant program. The grant funding is awarded to eligible school districts, BOCES, or charter schools, to increase the level of school counseling services with the goal of increasing both the graduate rate and the number of students who apply to and continue to post-secondary education.

During the 2009-2010 school year, approximately \$4.7 million was awarded to 90 schools across the state, providing funding for 75.5 FTE (full-time equivalent) secondary counselor positions. In addition to increasing the number of counselors through the School Counselor Corps program, the College Access Challenge Grant (awarded to CDHE) provides \$60,000 of loan forgiveness to counselors who are in the grant program.

In 2007 and 2008, the Council also focused on the modification and expansion of Colorado's concurrent enrollment programs. One of the most profound impacts of the Council's work was the recommendation to create a comprehensive, statewide concurrent enrollment program. Although local concurrent enrollment programs have existed for many years in Colorado, there has been little state coordination, limited attention to quality and cross-system coherence and lack of accountability. Therefore, access to high-quality concurrent enrollment programs has been unnecessarily constrained.

As a result of the P-20 Council's 2007 recommendation, a concurrent enrollment advisory board was formed to study concurrent enrollment policies. The Council's 2008 recommendations led to the enactment in 2009 of HB 1319 and SB 285, known together as the "Concurrent Enrollment Programs Act." HB 1319 includes career and technical education as part of concurrent enrollment policies. The bill also created the Colorado ASCENT program which provides concurrent enrollment opportunities for select high school students across the state who are eligible for this "5th year" program.⁵ SB 285 codifies a model program for concurrent enrollment to replace the variety of programs currently offered and allows the state to serve a wider range of students, particularly in communities with historically low college participation rates, with the ultimate goal of contributing to reaching the Governor's Colorado Promise goal of doubling the number of degrees and certificates.

In addition to these signature changes in Colorado's P-20 system, the P-20 Council, through the work of the Preparation and Transitions subcommittee, recommended districts be allowed to create diploma endorsements and assessment pilot programs, which were incorporated into the Colorado Achievement Plan for Kids. The assessment recommendation was to incorporate the EPASS system (Explore, Plan and ACT) as a part of the state's educational assessment package. The results of the EPASS assessment pilot, as part of CAP4K, will be shared with the new assessments reviewed and adopted by the State Board of Education (SBE) on December 10, 2011.

Finally, it is important to note that while the P-20 Council did not make an official recommendation on the issue of the state's remediation system, multiple members of the Preparation and Transitions subcommittee brought attention to Colorado's remediation crisis by calling for specific areas of remedial education and remediation data to be reviewed, revised and reformed. The work of this "Services to Academically Underprepared Populations" group significantly influenced the work of Colorado's Higher Education Strategic Planning Steering

⁵ Projected numbers for the ASCENT enrollment in 2010-2011: 277 students; \$1.8 million, ASCENT enrollment in 2011-2012: 2,481 students, \$15.4 million.

Committee and its Pipeline subcommittee, resulting in an emphasis on the need to bring remedial education into the 21st century as a priority of its work.

Dropout Prevention

A critical goal of Governor Ritter's Colorado Promise was to tackle the dropout crisis in Colorado's schools. Through the support of the America's Promise Alliance in 2007, the P-20 Council's Dropout Subcommittee hosted the first statewide Colorado Conference on Dropouts. Over 400 people, including experts, local practitioners, researchers, policymakers and legislators came together and discussed a strategic plan for cutting in half the high school dropout rate over a period of ten years. By continually using his position as a bully pulpit on the dropout crisis, Governor Ritter created significant momentum and focus on the issue. The P-20 Education Coordinating Council helped set a framework for action.

In 2008, the Colorado Graduate Initiative (CGI), a collaboration among the Colorado Children's Campaign, the National Center for School Engagement and the Colorado Youth for a Change, carried forth the work of the Colorado Conference on Dropouts, making progress toward reducing Colorado's student dropout rate and increasing the state's high school graduation rate. The Initiative is now working with six school districts – Adams 12, Aurora, Boulder Valley, Denver, Jefferson County and Pueblo City 60 – to utilize data and research to shape policies and practices that affect dropout rates. The work includes not only an analysis of issues that predict dropouts in those districts, but also some immediate policy and practice changes to decrease the percentage or rate of dropouts.

In addition to working with these six districts, CGI partnered in 2009 with the Office of the Governor and CDE to host another Dropout Conference that worked with 33 school districts. CGI has also partnered with and supported legislators to enact several bills focused on issues that shape dropout and dropout prevention (e.g., HB 1336 concerning truancy data, HB 1243 which created the Office of Dropout Prevention and Student Re-Engagement, and SB 8 which

addresses the October 1 student count date). CGI has also published multiple reports to add to the evidence-based research on the dropout problem.⁶

Comprehensive P-20 Alignment

In its first year, the Council contributed significantly to statewide education reform conversations. As the Governor examined the range of recommendations on issues that varied from data collection to post-secondary preparation, he recognized that in order to create true P-20 alignment, an additional piece of comprehensive education legislation would have to be created to produce significant and far-reaching policy reform. In March 2008, the P-20 Council was presented with the resulting draft of the Colorado Achievement Plan for Kids.

The P-20 Council was brought together that spring to provide its input and to take the message of comprehensive P-20 legislation back its members' spheres of influence. Council members not only shaped and critiqued the original draft but they also served as ambassadors in their respective communities to educate others on the significance of the bill. In May of 2008, the Colorado Achievement Plan for Kids (SB 212) was passed by a final vote of 34-0-1 in the Senate and 59-4-2 in the House. The significant public input on the bill and the level of bipartisan support were both hallmarks of the high level of support for its passage.

CAP4K, which drew national attention due its comprehensive reform and realignment initiative, focuses on a truly aligned preschool to post-secondary educational system. Enacted in 2008, CAP4K realigned the entire P-20 education system through the following steps:

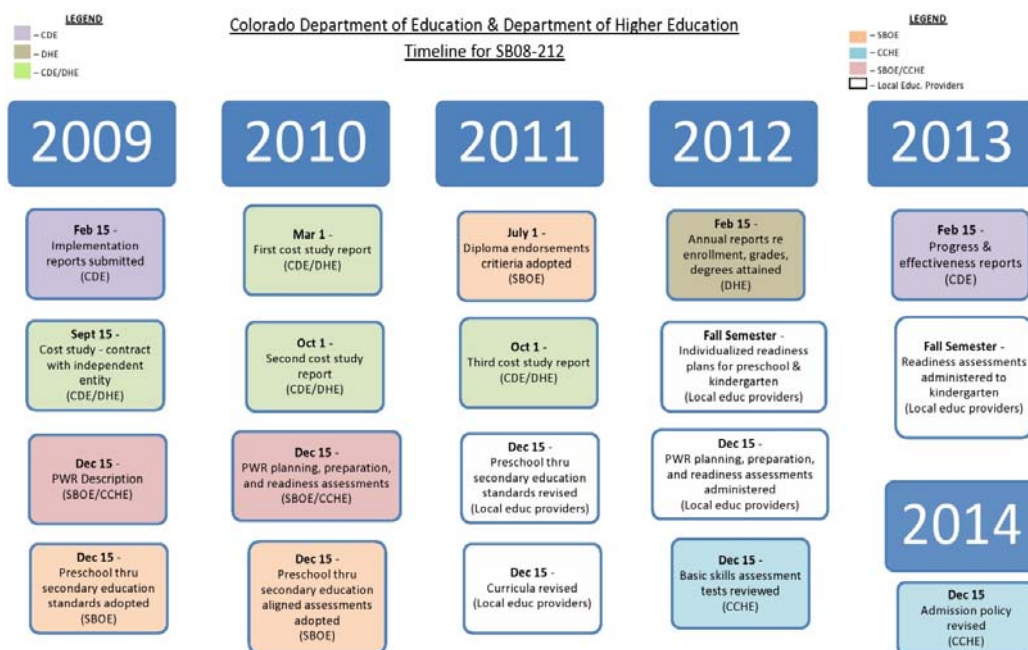
1. Creation of state descriptions of school readiness (pre-K), post-secondary readiness and workforce readiness (completed June 2009);
2. Development of new model content standards (completed December 2009)⁷;

⁶ For more information on CGI please go to <http://www.coloradograduates.org/>

⁷ In 2010, the State Board of Education found the National Common Core standards to have sufficient similarity and rigor to the state standards and thus also decided to adopt the Common Core. Both standards are consistent with the intent of the Colorado Achievement Plan for Kids.

3. Development of new standardized assessments that are aligned with the new model content standards (to be completed December 2010);
4. Demonstrations by districts that their standards and curriculum prepare a student to be post-secondary and workforce ready (to be completed December 2011);
5. Recognition that a student is college ready only after earning a diploma based on demonstration of mastery of the new standards;
6. Amendment of Colorado Commission on Higher Education (CCHE) policies to allow students to qualify for college admission when they demonstrate proficiency, not simply when they accrue sufficient “seat time” or enroll in the right number of course titles (to be completed December 2014).

With the support of the P-20 Council, CAP4K not only passed in 2008, but members of the P-20 Council have since significantly shaped and supported the implementation of the bill as it has moved forward. As Governor Ritter has emphasized time and again, CAP4K provides a road map into the future that “assumes every Colorado student deserves the opportunity to live up to his or her God-given potential. It's a vision that allows us to thoroughly prepare every Colorado student for college or the 21st century workforce. And it's a vision that creates a seamless education system from preschool to college.”



CONCLUSION

The most significant impact of the P-20 Council may best be measured not by the number of bills passed in the Colorado legislature but, more importantly, by the work that has continued since the Council has concluded. The Council solidified a culture of cooperation among educators with the vital message that the entire P-20 continuum must work together to move Colorado's education system forward. Its work over the last four years represented a "tipping point" in the policy-making community; it strengthened the idea that education policy changes in our state must be focused on the learner and not the service provider. And the P-20 Council, by virtue of its membership, cemented the idea that practitioners, along with policymakers, are instrumental to creating the needed culture change at the policymaking table.

Increased collaboration across education organizations and sectors is the essence of the P-20 Council. By creating subcommittees with diverse membership, the Governor was able to create dynamic, inclusive environments for rich policy debates. In addition, because of the high degree of inclusiveness and transparency, the Governor's Office was able to introduce legislative initiatives based upon the P-20 Council's recommendations that were met with near unanimous support from the General Assembly. In effect, the P-20 Council's work ensured that the difficult debates had taken place before bills were introduced. Finally, due to the high degree of public engagement during the P-20 process, education initiatives that ultimately became law received an unusually high degree of support from state departments, local school boards and education officials.

In addition to the major accomplishments highlighted in this report, the P-20 Council enabled the Governor and Lt. Governor to incorporate significant public input and expertise into developing Colorado's Race to the Top application. Other signature education initiatives, including the creation of the Colorado STEM Network and STEMAPALOOZA (initially made possible by a National Governor's Association grant and now in its third year of existence with nearly 11,000 participating students in 2010), were supported by P-20 Council members and subcommittees. P-20 Council members' sincere and dedicated support, as well as their abilities to make vital contributions to statewide education initiatives, should not go unrecognized.

While the work of the Council officially concludes with the end of Governor Ritter’s term in 2011, the spirit of collaboration and dialogue across the P-20 education community for the benefit of all Colorado’s children moving through the education pipeline persists. Governor-elect John Hickenlooper and Lieutenant Governor-elect Joseph Garcia’s education plan asserts that they will build on the success of the P-20 Council and “will take an end-to-end approach to education, doing more to connect our efforts between Preschool and K-12 and on through higher education at our community colleges and universities.”

For more specific information and detail on the work of the Ritter Administration’s P-20 Education Coordinating Council, please see the appendices of this report, which include the following:⁸

Appendix A: Fact Sheets of P-20 Education Council 2007 & 2008

Appendix B: -P-20 Council Recommendations 2007 & 2008

Appendix C: P-20 Council Priority Questions 2007 & 2008

⁸ For a full list of P-20 Council Members and Subcommittee members, please see Appendix C (page 109) of the Guiding P-20 Education Alignment Report at <http://www.cde.state.co.us/cdegen/downloads/ColoradoP-20Guidebook.pdf>.

APPENDIX A: FACT SHEETS OF P-20 EDUCATION COUNCIL 2007 & 2008

P-20: FALL 2007 FACT SHEET

Number of Council Members: 32

3 Co-chairs:

Lt. Governor Barbara O'Brien, CSU-Pueblo President Joe Garcia, Businessman Bruce Benson.

Council Members:

Bill Aragon (Colorado Youth At Risk), Beverly Ausfahl (Colorado Education Association-Retired), Amie Baca (Adams12 School District), Linda Bowman (Community College of Aurora), Adele Bravo (Boulder Valley Schools), Kathy Callum (Denver Public Schools), Richard Garcia (Colorado Statewide Parent Coalition), Gary Gianniny (Fort Lewis College), Anna Jo Haynes (Mile High Montessori), Jim Henderson (University of Colorado-Colorado Springs), Dorothy Horrell (Bonfils-Stanton Foundation), Lucinda Hundley (Littleton Public Schools), Mark Hyatt (The Classical Academy), Gerald Keefe (Kit Carson Schools), Dan Lucero (Association of Career and Technical Education), Barbara Medina (Colorado Department of Education), Tim Mills (Mesa County Valley Schools 51), Monte Moses (Cherry Creek Schools), Theresa Pena (Denver Public Schools Board), Adele Phelan (Metropolitan State College Board of Trustees), Dan Ritchie (Daniels Fund Board of Directors), LeRoy Salazar (North Conejos School District), Frank Sanchez (University of Colorado at Denver Health Sciences Center), Eugene Sheehan (University of Northern Colorado), Lorrie Shepard (University of Colorado-Boulder), Jerry Sirbu (Platt College), John Sowell (Western State College), Paul Thayer (Colorado State University).

Full-Time Staff:

Senior Policy Analyst for Education, Dr. Matt Gianneschi, Office of the Governor
Deputy Director, Dr. Janet Lopez, Office of the Governor

P-20 Council Meetings:

August 6th: Pikes Peak Community College:

Topic: What would P-20 System of Education look like in Colorado?

Goals Accomplished: Introductions and charge to the council members. Creation of five focused subcommittees: P-3, Preparation and Transitions, Dropout, Data and Educator.

Featured Speakers: Governor Bill Ritter, Jr. (State of Colorado), Commission Dwight Jones (Colorado Department of Education), Executive Director David Skaggs (Department of Higher Education)

September 17th: Colorado School of Mines:

Topic: Overview of Colorado K-12 Reform, P-20 Alignment Nationwide and P-20 Data Systems:

Goals Accomplished: Council members able to gain foundational knowledge about current educational reform across the state of Colorado, as well as gain an understanding from experts on P-20 data systems and P-20 educational alignment efforts nationwide.

Featured Speakers on K-12 Reform in Colorado: Superintendent Michael Bennet (Denver Public Schools), Superintendent John Covington (Pueblo City Schools), Superintendent John Barry (Aurora Public Schools), Commissioner Dwight Jones, (Colorado Department of Education)

Featured Speakers on P-20 Alignment: Sandy Boyd (Achieve Inc.), Dolores Mize, (Western Interstate Commission on Higher Education-WICHE)

Featured Speaker on P-20 Data System: Patrick Kelly (National Center for Higher Education Management Systems)

Featured Speakers on the national STEAM agenda: Meghan Groom and Dane Linn (National Governor's Association).

November 16th: Fort Morgan Community College

Topic: Discussion of Initial P-20 Draft of Recommendations

Goals Accomplished: Council members able to share and discuss, at length, initial set of recommendations from five varied subcommittees. Council was also able to hear public feedback on the present work of the Council from statewide Conversations 2007 Report.

Featured Speakers: Lt. Governor Barbara O'Brien (P-3 Subcommittee), Dr. Jim Henderson (Dropout Subcommittee), Bruce Benson (Educator Subcommittee), Dr. Elliot Asp (Data Subcommittee), President Joe Garcia (Preparation and Transitions Subcommittee), Cathy Shull (Progressive 15 Report), Bill Fulton (The Civic Canopy-Report on Conversations 2007)

November 27th: Denver Children's Museum

Topic: Formal Vote on P-20 Recommendations and P-20 Efforts Nationwide

Goals Accomplished: Discussion with Governor Bill Ritter, Jr. on policy recommendations set forth by P-20 Council and formal vote on those recommendations.

Featured Speakers: Governor Bill Ritter, Jr., Education Commission of the States (Roger Sampson, Mimi Howard, Dr. Tricia Coulter, Jennifer Dounay, Dr. Bruce Vandal)

List of Passed Recommendations:

P-3 Recommendations

1. Expanding Full-Day Kindergarten
2. Expanding Colorado Preschool and Kindergarten Program (CPKP)
3. Student Identifier for Children in Publicly Funded Early Care and Education Programs
4. Best Practices in P-3 Curriculum, Instruction, and Assessment

Dropout Recommendations

1. Analyses of Statutes Regarding Dropout
2. Unified Data Systems

Educator Recommendations

1. Increase School Funding
2. Exploration of Alternative Compensation

3. Provide Seed Funding and Technical Assistance for exploration of alternative compensation system

Data and Accountability Recommendations

1. P-20 Data System
2. Streamlining K-12 Accountability

Preparation and Transition Recommendations

1. Creating Statewide Guidance Policy
2. Expanding Concurrent Enrollment Programs
3. Study of Diploma Endorsement
4. Modification of Statewide Educational Assessments

Official Letters Received Responding to P-20 discussions: Colorado Department of Education (Commissioner's Office), Denver Area School Superintendents' Council (DASSC), Colorado Association of School Executives (CASE), Colorado Council on High School/College Relations, Colorado Southwestern Superintendents

Subcommittee Meetings

Subcommittee Meetings: The majority of meetings were 2-4 hours in length; all were open to the public and included presentations from experts on issues discussed, discussion by subcommittee members, and public comment.

Subcommittee Members: 68 additional subcommittee members including 3 current legislators on each subcommittee.

Staffers of Subcommittees: P-3 , Kristie Kauertz (Office of the Lt. Governor), Educator, Dr. Robert Reichardt (Center for Education Policy Analysis-University of Colorado Denver), Dropout, Dr. Janet Lopez (Office of the Governor), Data & Accountability, Alex Medler (Colorado Children's Campaign) & Adrian Miller (Office of the Governor), Prep & Transitions, Gully Stanford (College in Colorado).

Teacher Recruitment, Preparation, and Retention: August 23rd, August 30th, September 25, October 11, October 18, November 1, November 8, 10:00am-1:00pm

Dropout Prevention, Retention, and Recovery: August 21st, August 28th, Sept. 4th, Sept. 11th, October 2nd, October 16th, October 30th, November 13th, December 11th

Preparation and Transitions: August 22nd, Sept. 5th, Sept. 12th, September 26th, October 10th, October 24th, November 7th

Data and Accountability: August 29th, September 24, October 10th, October 23rd, November 7th

P-3: August 22nd, August 27th, Sept. 4th, September 13th, October 9th, November 13th

Notable Guest Speakers at Subcommittee Meetings: Bob Palaich (APA Consulting), Mark Schneider (National Center for Education Statistics), Dan Goldhaber (Center for Reinventing Public Education), Barnett Berry (Center for Teaching Quality), Tonette Salazar (Salazar & Associates), Ken Turner (Colorado Dept. of Education), Terry Cash (National Center for Dropout Prevention), Henry Roman (Denver Public Schools) Jack Kronser (Douglas County Schools), Jason Glass (Eagle County Schools), John Lange (Commerce City Schools), Larry Nisbet (Englewood Public Schools), Sue Gill (Jefferson County Schools), Peter Hilts (The Classical Academy), Phil Gonring (Rose Community Foundation), Brad Jupp (Denver Public Schools), Julie Pelegrin and Jane Ritter (Legislative Legal Services), Sunny Deye (National Conference of State Legislatures), Jody Hardin (Smart Start Colorado), Darcy Allen-Young (Head Start-State), Van Schoales (Piton Foundation), Jo O'Brien (Colorado Department of Education), Tony Romero (Department of Corrections), Tim Taylor (Colorado Succeeds).

Primary Funders: Daniels Fund, Donnell Kay Foundation, El Pomar Foundation, Rose Community Foundation, America's Promise Alliance, State Farm Insurance, National Governor's Association, and the Piton Foundation.

Groups/Organizations that Donated Time, Space, etc.: University of Colorado-Denver, Colorado Education Association, Denver Metro Chamber of Commerce, Front Range Community College, Pikes Peak Community College, Piton Foundation, Denver Children's Museum, Colorado Community College System Office, Arapahoe Community College, Colorado Association of School Boards, Colorado State Capitol, Community College of Aurora-Centre Tech Campus.

P-20: APRIL-DECEMBER 2008 FACT SHEET

Number of Council Members: 33

3 Co-chairs:

Lt. Governor Barbara O'Brien, CSU-Pueblo President Joe Garcia, CEO Michael Gass (United Launch Alliance)

Council Members:

Bill Aragon (Colorado Youth At Risk), Elliot Asp (Cherry Creek Schools), Beverly Ausfahl (Colorado Education Association-Retired), Amie Baca (Adams12 School District), Linda Bowman (Community College of Aurora), Adele Bravo (Boulder Valley Schools), Kathy Callum (Denver Public Schools), Nate Easley (Denver Scholarship Foundation), Richard Garcia (Colorado Statewide Parent Coalition), Anna Jo Haynes (Mile High Montessori), Dorothy Horrell (Bonfils-Stanton Foundation), Lucinda Hundley (Littleton Public Schools), Mark Hyatt (The Classical Academy), Gerald Keefe (Kit Carson Schools), Dan Lucero (Association of Career and Technical Education), Barbara Medina (Colorado Department of Education), Tim Mills (Mesa County Valley Schools 51), Monte Moses (Cherry Creek Schools), Matt Nehring (Adams State College), Zach Nuemeyer (Sage Investment Holdings), Theresa Pena (Denver Public Schools Board), Adele Phelan (Metropolitan State College Board of Trustees), LeRoy Salazar (North Conejos School District), Frank Sanchez (University of Colorado at Denver Health Sciences Center), Eugene Sheehan (University of Northern Colorado), Lorrie Shepard (University of Colorado-Boulder), Jerry Sirbu (Platt College), John Sowell (Western State College), George Sparks (Denver Museum of Nature and Science), Paul Thayer (Colorado State University).

Full-Time Staff:

Senior Policy Analyst for Education, Dr. Matt Gianneschi, Office of the Governor
Deputy Director of Education Initiatives, Liz Aybar, Office of the Governor

Full P-20 Council Meetings:

October 16, 2008: Colorado State University – Pueblo

Topic: Charge to Council for New Recommendations

Featured Speakers: Matt Gianneschi, Governor's Office, Joe Garcia, CSU-Pueblo, Michael Gass, United Launch Alliance, Lieutenant Governor Barbara O'Brien, Governor Bill Ritter, Jr.

November 19 2008: Metropolitan State College of Denver

Topic: Updates by Colorado Department of Education and Colorado Department of Higher Education on SB 212 (CAP4K), Discussion of Draft Recommendations

Featured Speakers: Steven Jordan, Metropolitan State College of Denver, Ken Turner, Colorado Department of Education, Jo O'Brien, Colorado Dept. of Education, Julie Carnahan, Colorado Department of Higher Education

December 5, 2008: Community College of Aurora

Topic: Presentation and Voting on 2008 Recommendations.

Featured speakers: Linda Bowman, Community College of Aurora, Matt Gianneschi, Governor's Office, Elliot Asp, Cherry Creek Schools, Eugene Sheehan, University of Northern Colorado, Joe Garcia, CSU-Pueblo, Michael Gass, United Launch Alliance, Zach Neumeyer, Sage Hospitality, Lieutenant Governor Barbara O'Brien, Governor Bill Ritter, Jr.

List of Passed Recommendations:

Educator Licensure Recommendations

1. Revision of the state's performance based teaching standards
2. Consolidation of alternative teacher preparation and program accountability
3. Alignment of content requirements for all licensure programs (traditional, alternative, TIR)
4. Permission to offer college majors in "Elementary Education" and "Early Childhood Education"
5. Modification to state teacher preparation program licensure rules to expressly accommodate national teacher accreditation (National Council for the Accreditation of Teacher Education [NCATE] and Teacher Education Accreditation Council [TEAC])
6. Support for the forthcoming Teacher and Principal Unique Identification pilot program legislation
7. Creation of a state-level teacher institute
8. Additional funding for the professional services (educator licensure) division in the Colorado Department of Education

Data collection, Data Use and Data Systems Recommendations

1. Prioritize the Colorado Growth Model and Provide Greater Access to Data and Analytical Capacity to School Districts
2. Develop a new, next generation state education data system in the Colorado Department of Education
3. Creation of a data coordinating council in CDE
4. Authorize the Data Protocol Development Council created in HB 1364, or a successor committee, to continue work on the development of an integrated P-20 education data system and create a state "P-20" education data coordinating council to advise this work

Postsecondary Preparation and Participation Recommendations

1. Concurrent enrollment ("Preferred Program")
2. Individual career and academic plans (ICAPs)
3. Creating and cultivating postsecondary aspirations in public schools
4. Postsecondary attainment accountability and reporting
5. Incentive funding for postsecondary readiness

Education Reform and Accountability Recommendations

1. Creation of a division of education reform accountability
2. Modifications to the Innovations Schools Act
3. Encouraging the Colorado Department of Education and the Colorado Department of Higher Education to incorporate recommendations developed by the Graduation Guidelines Development Council (GGDC)
4. K-12 Incentive Funding to Reduce High School Dropout Rates

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Subcommittee Meetings: The majority of meetings were 2-4 hours in length; all were open to the public and included presentations from experts on issues discussed, discussion by subcommittee members, and public comment.

Subcommittee Members: Approximately 70 additional subcommittee members including 3 current legislators on each subcommittee.

Staffers of Subcommittees: P-3 , Darcy Allen Young & Elizabeth Groginski (Office of the Lt. Governor), Educator, Dr. Robert Reichardt (Center for Education Policy Analysis-University of Colorado Denver), Data & Accountability, Mark Fermanich (Colorado Children’s Campaign), Prep & Transitions, Gully Stanford (College in Colorado), Systems Transformation, Kelly Hupfeld (Center for Education Policy Analysis-University of Colorado Denver).

Educator: October 14 & 28th, November 11th

Preparation and Transition: October 8th, 10th, 12th, 14th & 16th.

Data and Accountability: October 2nd & 28th, November 20th.

Systems Transformation: September 29th, October 8th & 30th, November 21st, December 11th

P-3: October 2nd, 14th & 31st, November 14th

Primary Funders: Daniels Fund, Denver Foundation, El Pomar Foundation, National Governor’s Association, Rose Community Foundation, America’s Promise Alliance, State Farm Insurance, and the Piton Foundation

Groups/Organizations that Donated Time, Space, etc.: Adams 12 Administrative Building, Blair Caldwell Library, Colorado Children’s Campaign, University of Colorado-Denver, Clayton Early Learning Center, Colorado Education Association, Colorado State Capitol, Colorado State University-Pueblo, Denver Museum of Nature and Science, Metropolitan State College of Denver, Community College of Aurora.

APPENDIX B: P-20 COUNCIL RECOMMENDATIONS 2007 & 2008

P-20 EDUCATION COUNCIL: 2007 RECOMMENDATIONS TO GOVERNOR RITTER

P-3 RECOMMENDATIONS

1. Expanding Full-Day Kindergarten

The P-3 subcommittee recommends that full-day kindergarten (FDK) becomes an integral part of the state's K-12 school system with the state funding FDK for all children whose parents choose to enroll them. To reach this long-term goal, the subcommittee proposes phasing in FDK incrementally, focusing first on the state's most at-risk children.

2. Expanding Colorado Preschool and Kindergarten Program (CPKP)

The P-3 subcommittee recommends that the Colorado Preschool and Kindergarten Program (CPKP) be expanded until statewide waiting lists for 3- and 4-year old children are completely met. Current legislation intends to expand CPKP by 3,500 slots for the 2008-09 school year. The subcommittee recommends that, for each year thereafter, a minimum of 2,000 slots should be added until waiting lists are met.

3. Student Identifier for Children in Publicly Funded Early Care and Education Programs

The P-3 subcommittee recommends that the state assign a unique child identifier (akin to the SASID used by K-12 educational institutions in Colorado) to every 3- and 4- year old child who is enrolled in a publicly funded early care and education program, including, but not limited to, subsidized child care, family child care, Colorado Preschool and Kindergarten Program, early childhood early intervention and special education, and Head Start. This identifier will follow the child throughout his/her public education experience and be used to analyze and improve the educational experiences of students.

4. Best Practices in P-3 Curriculum, Instruction, and Assessment

The P-3 subcommittee requests that the Colorado Department of Education (CDE) take the lead on researching and writing a report on best practices for curriculum, instruction, and assessment across the P-3 continuum.

DROPOUT RECOMMENDATIONS

1. Analyses of Statutes Regarding Dropout

The Dropout subcommittee recommends that the Office of the Governor request that the Colorado Department of Education conduct a sunset review of current statutes that impact the number of students who drop out of the public K-12 system before graduation. This review would include analyses of the effectiveness of statutes related to dropout, truancy, and the support of at-risk students. The survey should include the date of adoption, the programs involved, the state agency or agencies charged with oversight of the program(s), and the funds that have been allocated to support the legislation.

2. Unified Data Systems

The Dropout subcommittee recommends that the Colorado Legislature direct the creation of a P-20 data system in which the data is accessible, within the limits of privacy laws, for the purpose of analyzing longitudinal data regarding factors known to increase the likelihood of dropout for students in the K-12 system. This data system would allow staff (counselors, principals and teachers), who already have access to students' information, expanded use and more ease in utilizing data regarding the attendance/truancy patterns for students, academic performance records, and interactions with services offered by other state agencies that have a direct impact on or inform analyses of a student's academic performance.

EDUCATOR RECOMMENDATIONS

1. Increase School Funding

The Educator subcommittee recommends that the state increase school funding to a level that fully funds state mandates and adequately meets the needs of districts to attract, retain, and support the high quality educators needed to reach the state's educational goals. The final amount needed for this funding has not been determined; however, some work towards determining this amount has been done by the Colorado School Finance Project.

2. Exploration of Alternative Compensation

The Educator subcommittee recommends that the state encourage school districts to explore alternative compensation systems, which may significantly change how educator quality is identified and rewarded, as a method of improving educator quality.

3. Provide Seed Funding and Technical Assistance

The Educator subcommittee recommends that the state create a pool of public and private money to be competitively allocated as seed funding and technical assistance to schools and districts for the design, development, planning, and evaluation of alternative educator compensation systems throughout the state. The initial state contribution to this pool should be \$10 million. The technical assistance to districts and schools should be based on lessons learned by practitioners implementing and researchers evaluating alternative compensation systems and could include information on compensation models, the level of compensation decisions, financial forecasting, and evaluation. Districts (or schools) should create plans to show how they will fund their alternative compensation plans in a sustainable manner.

DATA RECOMMENDATIONS

1. P-20 Data System

The Data and Accountability subcommittee recommends that the state create a P-20 data system. Such a data system should be accessible to a wide range of stakeholders and serve a variety of purposes, including improving teaching and learning, informing public policy, fostering a culture of evidence-based decision making, conducting research, evaluating system and program effectiveness, and providing reports to various stakeholder groups. The system should also facilitate the transfer of data across systems and among different entities and enable interested parties to address questions that cut across levels of the educational system and agencies. In addition, a new independent governance structure should be established for managing the data and be responsible for receiving and integrating data; facilitating data analysis, reporting and transfer; ensuring data quality and security; and providing access. An inclusive and representative group with appropriate technical expertise should be convened immediately to design a system within a reasonable time frame.

2. Streamlining K-12 Accountability

The Data and Accountability subcommittee recommends that each segment of the education system—early childhood, K-12, and post-secondary—must have its own accountability system that incorporates some vertically articulated (cross-system) elements. The overarching goals of accountability for each segment of the P-20 educational system are to provide information to citizens and stakeholders about the effectiveness of all components of the system, to ensure access to high quality educational opportunities for all students in Colorado, to provide citizens and stakeholders with relevant information for evaluating, and to ensure compliance with

federal and state statutes and regulations. The accountability system for each segment must include clear expectations and accurate measures of progress, provide the public with the knowledge necessary to support continuous improvement, provide adequate support to educational service providers, accommodate the unique contexts of local communities, and establish shared responsibility for the educational success of individuals.

POSTSECONDARY PREPARATION AND TRANSITIONS RECOMMENDATIONS

1. Creating Statewide Guidance Policy

The Preparation and Transitions subcommittee recommends that the state establish postsecondary preparation as a primary purpose of our PK-12 educational system. “Postsecondary preparation” means that all students are prepared for a full range of postsecondary options through structural, motivational, and experiential preparatory options. In order to accomplish this, the state must 1) articulate standards that guide and stimulate school planning and activity, 2) enhance counseling and guidance capacity, 3) support efforts to transform school culture into one that promotes postsecondary preparation, 4) support model partnerships that enlist the resources of educational institutions across sectors, and 5) create a coordinating council.

2. Concurrent Enrollment Programs

The Preparation and Transitions subcommittee recommends that the state modify the concurrent enrollment policies to ensure that access to such programs is expanded and that guidance and cost certainty are incorporated. Further, enacted programs should have consistency while maintaining flexibility, ensure that rigor and appropriate placement, and that current program offerings are enhanced, rather than reduced, by removing financial or administrative disincentives. Finally, In order to ensure optimum access and affordability, a coordinating council representative of all stakeholders should be created.

3. Diploma Endorsement

The Preparation and Transitions subcommittee recommends that the state 1) formally study a college readiness endorsement and 2) formally study the creation of statewide pathways such as those leading to distinctions for career readiness, and other demonstrations of proficiency.

4. Modification of Statewide Educational Assessments

The Preparations and Transitions subcommittee recommends that the state incorporates the EPAS system as an integral part of the state educational assessment package. The state should assist in funding this sequence of “pre-collegiate” tests that are administered on a voluntary basis by districts. These tests will complement the ACT administration in the 11th grade, and may be further enhanced by adding the writing component and Work Keys to the 11th grade assessment. The adoption of a sequence of

tests such as the EPAS would be used as an indicator of students' postsecondary readiness and preparation.

P-20 EDUCATION COUNCIL: 2008 RECOMMENDATIONS TO GOVERNOR RITTER

EDUCATOR LICENSURE RECOMMENDATIONS

- 1. Revision of the state's performance based teaching standards**
 - a. Subcommittee of Reference: Educator (and Preparation and Transitions)
 - b. Summary of Recommendation: To modify the state's teacher performance based standards, as defined in SBE rule (per 22-60.5-203), to reflect the needs and issues facing teachers in this state, such as the socioeconomic and cultural diversity of pupils, the needs of English language learners and special needs students, the ability to differentiate instruction, and workforce and postsecondary readiness.

- 2. Consolidation of alternative teacher preparation and program accountability**
 - a. Subcommittee of Reference: Educator
 - b. Summary of Recommendation: To consolidate alternative teacher preparation routes (defined by SBE per 22-60.5-205 for alternative licensure programs and 22-32-110.3 for "Teachers In Residence") into a single alternative route to reduce confusion for potential teachers about how to enter an alternative route, increase flexibility in creating alternative routes, and ensuring that such programs are reviewed periodically by the state for evidence that teacher candidates are competent in the Colorado Performance Based Standards for Teachers.

- 3. Alignment of content requirements for all licensure programs (traditional, alternative, TIR)**
 - a. Subcommittee of Reference: Educator and Systems Transformation
 - b. Summary of Recommendation: To both ensure that new teacher content knowledge requirements among all types of licensure programs—traditional, teacher in residence, and alternative—are consistent in rigor and application and to ensure that the process for verifying licensure candidates' content knowledge is uniformly rigorous while maintaining maximum administrative flexibility to candidates.

- 4. Permission to offer college majors in "Elementary Education" and "Early Childhood Education"**
 - a. Subcommittee of Reference: Educator
 - b. Summary of Recommendation: To allow institutions of higher education to offer and award majors in elementary education and early childhood education.

5. **Modification to state teacher preparation program licensure rules to expressly accommodate national teacher accreditation (National Council for the Accreditation of Teacher Education [NCATE] and Teacher Education Accreditation Council [TEAC])**
 - a. Subcommittee of Reference: Educator
 - b. Summary of Recommendation: To synchronize state and national teacher education accreditation/authorization visits.

6. **Support for the forthcoming Teacher and Principal Unique Identification pilot program legislation**
 - a. Subcommittee of Reference: Educator & Systems Transformation
 - b. Summary of Recommendation: To support the development of a unique teacher identifier pilot program.

7. **Creation of a state-level teacher institute**
 - a. Subcommittee of Reference: Educator
 - b. Summary of Recommendation: To create a short-term (three-year), state-level teacher quality institute. The institute would address teacher quality issues facing the state including teacher shortages, teacher content knowledge, quality of induction programs, coordination of teacher recruitment strategies, feedback between school districts and teacher preparation institutions, and strategies for supporting teacher quality.

8. **Additional funding for the professional services (educator licensure) division in the Colorado Department of Education**
 - a. Subcommittee of Reference: Educator
 - b. Summary of Recommendation: To provide additional resources to the educator licensing division in the department of education in order to expedite the processing of license applications, increase the use of automated licensure processes, and improve data collection and analytical capacities.

DATA COLLECTION, DATA USE, AND DATA SYSTEMS RECOMMENDATIONS

9. **Prioritize the Colorado Growth Model and Provide Greater Access to Data and Analytical Capacity to School Districts**
 - a. Subcommittee of Reference: Data and Accountability
Summary of Recommendation: To provide additional resources for improving the operability of the data systems supporting the Colorado Growth Model and increasing access to and training on the model for practitioners in the field. Such services would be targeted to school administrators, classroom teachers, students and

parents. And, to provide additional resources, such as extra site licenses (system-level access), and data mining/analytical training and support to users of the CEDAR system. Before expanding the CEDAR system, the Colorado Department of Education should engage with local districts to leverage their expertise and experience in providing data analysis capabilities and to ensure that CEDAR or any subsequent state system will be compatible with and support the locally-developed systems in place in many districts.

10. Develop a new, next generation state education data system in the Colorado Department of Education

- a. Subcommittee of Reference: Data and Accountability
- b. Summary of Recommendation: Using the North Highland Report as a guide, to replace the department’s existing education data system with one that would accommodate the needs of an education system envisioned in CAP4K, ensuring that such a system could interface with data systems in other state departments, such as the SURDS system in the Department of Higher Education, enable the longitudinal tracking of all students from preschool through postsecondary education, and permit effortless exchanges of data between and among school districts.

11. Creation of a data coordinating council in CDE

- a. Subcommittee of Reference: Data and Accountability
- b. Summary of Recommendation: To create an internal council as recommended in the North Highland Report to assist the department with the full implementation of the North Highland Report and look for ways to improve the effectiveness of data collection.

12. Authorize the Data Protocol Development Council created in HB 1364, or a successor committee, to continue work on the development of an integrated P-20 education data system and create a state “P-20” education data coordinating council to advise this work

- a. Subcommittee of Reference: Data and Accountability
- b. Summary of Recommendation: To create a stakeholder-based data coordinating council to advise the ongoing work of the Data Protocol Development Council and provide recommendations to the Governor’s Office of Information Technology on current and future data collection, system integration, and dissemination practices

POST-SECONDARY PREPARATION RECOMMENDATIONS

13. Concurrent enrollment (“Preferred Program”)

- a. Subcommittee of Reference: Preparation and Transitions
- b. Summary of Recommendation: To create a “preferred program” for concurrent enrollment, a state-coordinated program that would be

universally accessible, standards-based, and financially and academically accountable. Such a program would authorize career and technical education (CTE) programs as well as basic skills courses for certain students. Further, this recommendation would create a state-level advisory committee to coordinate its implementation.

14. Individual career and academic plans (ICAPs)

- a. Subcommittee of Reference: Preparation and Transitions
- b. Summary of Recommendation: To have the State Board of Education adopt standards for Individual Career and Academic Plans, which districts would have to meet or exceed as soon as is practicable. Such standards would be incorporated into the State Board of Education's accreditation policies.

15. Creating and cultivating postsecondary aspirations in public schools

- a. Subcommittee of Reference: Preparation and Transitions
- b. Summary of Recommendation: To provide state-level staff support, professional development and technical assistance to administrators and teachers, recognition programs for schools, and adopt accreditation standards for "postsecondary access/success plans."

16. Postsecondary attainment accountability and reporting

- a. Subcommittee of Reference: Preparation and Transitions
- b. Summary of Recommendation: For the departments of education and higher education to share student enrollment data, create reports on student participation and achievement, and, for higher education in particular, track students' progress into public and private colleges and universities (e.g., subscribing to the National Student Clearinghouse, a national system that verifies enrollment and degree attainment). Moreover, for the Department of Higher Education to modify future performance contracts to include institutions' contributions to supporting postsecondary preparation in K-12 schools.

17. Incentive funding for postsecondary readiness

- a. Subcommittee of Reference: Systems Transformation
- b. Summary of Recommendation: To provide incentive funding (e.g. \$500 per case) to K-12 schools that successfully graduate postsecondary and workforce ready students who are otherwise at risk for not completing high school.

EDUCATION RECOMMENDATIONS

18. Creation of a division of education reform accountability

- a. Subcommittee of Reference: Systems Transformation
- b. Summary of Recommendation: To provide at least one FTE in an appropriate state department for the purpose of monitoring and reporting on the progress and effectiveness of education reform efforts.

19. Modifications to the Innovations Schools Act

- a. Subcommittee of Reference: Systems Transformation
- b. Summary of Recommendation: To amend the Innovation Schools Act to broaden its scope and provide incentives for its use among schools and districts.

20. Encouraging the Colorado Department of Education and the Colorado Department of Higher Education to incorporate recommendations developed by the Graduation Guidelines Development Council (GGDC)

- a. Subcommittee of Reference: Systems Transformation
- b. Summary of Recommendation: To encourage the Colorado Department of Education and the Colorado Department of Higher Education to use the report created by the Graduation Guidelines Development Council (GGDC) to help guide the creation of new content standards, assessments, and definitions of postsecondary and workforce readiness.

21. K-12 Incentive Funding to Reduce High School Dropout Rates

- a. Subcommittee of Reference: Systems Transformation
- b. Summary of Recommendation: To provide matching grants school districts participating in the “Statewide Dropout Initiative” in order to implement targeted dropout prevention initiatives and create early warning dropout systems.

Appendix C: P-20 Council Priority Questions 2007 & 2008

P-20 EDUCATION COORDINATING COUNCIL PRIORITY QUESTIONS 2007

SUBCOMMITTEE: PREPARATION AND TRANSITIONS

Should state-level diploma options be created?

Should high school-level assessments inform and align with readiness standards for college/career?

Should the state mandate that all students receive formal guidance regarding college and career preparation? If so, what activities might be included in this and when would this take place?

Can dual enrollment programs be improved and expanded to all students throughout the state, regardless of students' location?

SUBCOMMITTEE: EDUCATOR

Should the state consider and encourage differential pay/alternative compensation options for teachers? If so, what might these look like and how could the program be evaluated?

What policies or initiatives would improve the number and quality of math and science teachers? What about English Language Acquisition (ELA) endorsed teachers?

Should the State consider policies that encourage highly able students to enter teaching professions? If so, what would those be? How would we evaluate their effectiveness?

Can initial licensure and recertification polices be improved? If so, how?

SUBCOMMITTEE: DROPOUT PREVENTION AND RECOVERY

What policies would lead to improvements in retention and graduation at both the high school and college levels?

Should students who withdraw after completing at least 60 credit hours of college level work at a public four-year institution be eligible to receive an associate's degree? If so, what conditions would be required of recipients and what policies would need to be in place to accomplish this?

Should the state plan and host a summit on improving retention and graduation?

SUBCOMMITTEE: P-3

Should the state develop, expand, and align learning standards for P-3?

Should the state develop and enforce unified standards for pre-school programs and professionals/teachers?

Should the state establish a new governance structure to oversee early care and education programs and funding streams?

Should the state expand early childhood options for Colorado's children?

Should the state strengthen its efforts to improve classroom, teacher, and school leader quality during children's primary school years (K-3)?

Should the state establish standards for Ready Schools?

Can the state improve its efforts to smooth children's and families' transitions during the P-3 years?

SUBCOMMITTEE: DATA AND ACCOUNTABILITY

Should the state develop a comprehensive P-20 data system?

How could the State use assessments and assessment instruments more effectively?

What assessment instruments or methods are most valuable to a P-20 education system? Do these already exist or should others be considered?

Should the state create measures of cross-system accountability?

Should any current accountability policies be modified to reinforce P-20 priorities?

What data are necessary to better understand students' and institutions' performance but are not currently being collected by state-level agencies?

P-20 EDUCATION COORDINATING COUNCIL PRIORITY QUESTIONS 2008

SUBCOMMITTEE: PREPARATION AND TRANSITIONS

How well are the state's concurrent programs operating? How could concurrent enrollment programs be improved, expanded and more accountable, both academically and financially?

Considering Governor Ritter's goal and the challenges of serving underprepared and non-traditional students in the postsecondary system, how could the state improve its basic skills (remediation) and transfer policies toward the goals of preparing, enrolling, retaining, and graduating more students?

What is postsecondary and workforce readiness? Upon what criteria should it be defined? In what ways could the state help school districts improve students' readiness for and awareness of postsecondary or workforce options?

SUBCOMMITTEE: EDUCATOR

How could the state improve policies or practices to increase the number of teachers trained in high need fields, such as English language acquisition (ELA) or special education?

What policies might further improve teacher/educator licensure and the quality of teacher/educator preparation?

SUBCOMMITTEE: DATA AND ACCOUNTABILITY

What data could be used to identify students at greatest risk for dropping out? Which indicators have the greatest validity (power) for predicting future dropouts? How could these data and indicators be used by practitioners and policymakers to decrease the dropout rate?

From a "P-20" or cross-system perspective, how should the state measure "productivity" and "performance"?

In what ways might the state create meaningful incentives for schools, districts, and colleges to improve productivity and performance?

In what ways should information from a "P-20" data system be made available to schools, districts, colleges, non-profit organizations, and other interested parties?

SUBCOMMITTEE: P-3

Do certain teaching credentials or other forms of formal education improve early childhood educators' success in serving at-risk children? Based upon this information, in what ways might state policies on teacher qualifications for P-3 educators be improved?

Given the existence of achievement gaps as early as preschool, as well as the "fade-out" effect of educational gains by the end of 3rd grade, how can elementary -level instruction be improved to build on the successes of preschool and continue closing the achievement gap?

What is an appropriate and realistic definition of school readiness? Upon what criteria should it be defined?

What can be learned from the forthcoming *Best Practices in P-3 Curriculum, Instruction, and Assessment* report to ensure early learning classrooms and programs are providing high quality educational opportunities?

SUBCOMMITTEE: SYSTEMS TRANSFORMATION

How can the state help all school districts to create early warning systems, methods to identify students at risk of dropping out, and to create systemic approaches to intervention when a student displays the characteristics of becoming a probable dropout?