

SB-111 Educational Success Task Force Notes 11.16.11 – Subgroup #2

Charge:

- Identify research-based strategies and best practices around developmental education and remedial education that will ensure students are postsecondary and workforce ready and will increase the likelihood that they will complete postsecondary education efficiently.
- Review data and research on effective interventions at the elementary and secondary levels and the postsecondary level to keep kids on a path for high school and college graduation. Make this information available to school districts, schools, and institutions of higher education. Best practices may include curriculum, methods of delivering the intervention/courses, diagnostic placement practices, use of modularized/shorter term courses, tutoring, online, etc.
- Review all state statutes, state board rules, and guidelines adopted by the Commission to assist school districts and schools in providing developmental education to help ensure students demonstrate postsecondary and workforce readiness no later than high school and to assist institutions of higher education in providing remedial education.

Questions, thoughts and concerns shared by the group:

- How do we transition what Dev. Ed task force is doing to secondary education without over-stepping the bounds of the CC system?
- How can we use the work of the other task force to help us accomplish what we want for K12 education, since its focus is oriented toward Community Colleges?
- Is there a different set of best practices for ELLs that we haven't discovered yet in Colorado?
- What is success?
- How are we making sure that RTI framework is targeting all needs of all kids?
- We have a whole group of people coming to Community College not coming from K-12, so how do we communicate to all K-12, community groups, 4-year institutions?
- How are we using technology/student interests to support students and provide opportunities for differentiation?
- We need to look at the causative areas of support, but also some of the metacognitive (skill, will, anxiety, ability to concentrate), and self esteem of Developmental Education Students. These are components that students come not having.
- Is there a way education systems can work better with the social services system (Dept of Human Services and Dep. of Labor)?
- How can we put together a model that allows workforce/Department of Labor to communicate with Colleges so that they can support the underemployed?
- Should financial aid look different since the system is different form when financial aid was created?
- Middle jobs – How do we communicate relevant careers, so that there is actually a job at the end of the degree?

- When a policy is being developed/implemented, consideration is necessary to make sure we are not missing pockets of kids (ELL, Gifted, SPED)
- How do we connect these to the ICAP?
- How do we engage students in this subcommittee process?
- Can the ICAP be better utilized for PWR statewide, e.g. additional guidance for ICAP components
- How do we make a serious impact on HS/PWR by some of the work that is going on? How does that work get implemented in the K12 system? How is the information disseminated?
- Ed Leadership council – How are we working with and supporting the work of the ED Leadership council? (Senator King has volunteered to make the call and see if we can meet together on 1/5)

People/resources/presentations that might inform our work:

- Panel of workforce center directors and CC presidents to have an honest discussion about opportunities and barriers
- Financial aid – Barriers of financial aid and the cuts at state and federal level
- CDE – ICAP policy and current status
- Lauren Jones and College in Colorado– CTE, career clusters, plans of study
- Paula Gomez – Colorado Middle Jobs Report on the Community College Website
- SB 163 – meaningful career exposure
- Someone to talk about career training for HS counselors

Focus for next meeting:

- ICAPs, Career Clusters and data around job trends (supply and demand, educational attainment needs). Specific focus around:
 - Communication/coordination of this information across systems
 - Attention to language used and cultural sharing to reach all students
- Additional attention to bullets 2 and 3 from the subcommittee charge
- Articulation of specific outcomes we seek to inform next steps