

NOTES - ESTF Subgroup #1
Wednesday February 1, 2012 1pm-3pm
Community College System Offices in Lowry

Participating:

Rod Lucero (CSU); Judy Skupa (Thompson SD); Scott Mendelsberg (DHE); Tamara Johnson (DHE); Geri Anderson (Community College System); Kim Dolan (DK Foundation); Morena Romero (FFt. Carson SD); Tracey Thompson (Jeffco SD); Dan Jablonsky (Brownstein, Hyatt, Schreck)

Key Transition Points:

- Early literacy, reading by 3rd grade
- Successful transition into high school and completion of the 9th grade
- HS graduation and matriculation into postsecondary

For EACH key transition point:

- Reduce any legislative barriers
- Identify promising practices
- Make systemic recommendations

DISCUSSION OF IDEAS:

1. Streamlining laws/regulations

- o Good discussion about overburdened schools/school districts. What can be streamlined or eliminated to free districts up to do the work they need to be doing? This group (and others, perhaps even association groups) could work together to think about system redundancies, inefficiencies, and over-burdensome regulations that are not helping advance education.

2. Ensure every elementary school teacher is a reading specialist – look at raising bar/qualifications for elementary teachers

- o The group discussed having Jami Goetz from CDE come and present to the group on current licensure requirements for elementary school teachers and any relevant literacy prep/assessments that may be missing.

3. Ideas for supporting/strengthening Rep. Massey's Early Literacy Bill

- o Committee is open to supporting Massey's bill; preschool and ECE access for all students was discussed; how can the ILP be more effective?; summer school and longer school years for students in the early grades who are behind was also a topic.

4. Eliminate all high school CSAP/TCAP assessments and replace with Accuplacer and ACT (ensure you can use for growth and teacher effectiveness data)

- o With the common core standards adoption, should be able to align stds. w/ existing assessments and have a great deal of meaning for students.
- o Why not use Accuplacer or the E-Pass system in place of the T-CAP? Save money and make more relevant for students (there was support for the idea of including any high school assessments taken on a student's transcript).
- o Could be a big \$ saver!

5. Push down options for remediation into the 8th and 9th grade so students pass college level courses early in their high school career – incentives or reduce barriers for districts to do this?

- o The majority of the discussion centered around this concept. There was a great deal of interest in what can be done to incent (or require) districts to align course taking with

higher ed (e.g. 030, 060, 090) to ensure that students pass these classes at the HS level, thus significantly reducing the potential need for remediation at the college level.

- Interesting blended model since online is used. There is also a competency based component where students can move more quickly through sequences – self paced. Financing would need to be worked out, but there is a great deal of interest among districts.
 - Next steps on this: see if higher ed admissions people can buy into the concept.
 - Great deal of potential here with strong interest from group in pursuing. Also could save great deal of resources.
- 6. Institute college and career ready feedback reports and give to high schools (successfully done in Kentucky)**
 - HB-1155 may be trying to address this, but the language may need to be strengthened – Tamara looking into the bill.
 - 7. Examine the Ascent program (and concurrent enrollment generally) to identify ways of expanding options for h.s. students to receive college level credit**
 - Interest in this, especially from District representatives. Need to look into.
 - 8. Generate policy ideas for holding colleges responsible for moving students through remediation successfully and quickly. Performance funding ideas? Incentives for higher education to promote effective teaching, not just research/publication? (didn't discuss in detail)**
 - 9. Is there a way to look at higher education institutions' remediation rates and graduation rates and hold them accountable for some acceptable results? (didn't discuss in detail)**

NEXT STEPS

- See if there is any additional feedback from the group.
- Identify barriers, redundancies, policies that are burdening districts and see if changes can be made (Judy).
- Get feedback on course alignment / completion idea from higher ed admissions counselors (Scott)
- Contact Jami to inquire about licensure presentation for larger group (whenever we reconvene?) (Kim)
- Explore HB-1155 and see if this is relevant for the committee. (Tamara)