



## Record of Meeting Minutes

Date and Time of Meeting:	September 17, 2014 – 1:00-4:00 PM
Reporting:	Margo Allen
Subject of Meeting:	Graduation Guidelines Assessment Work Group
Chair:	Elliott Asp

**In Attendance:** Mike Bowers, Jane Chapman Vigil, Floyd Cobb, Jonathan Dings, Larry Giddings, Jeni Gotto, Yu-Lu Hsiung, Stephani Duke, Barry Martin, Patti Milner, David Platt, Holly Sample, Chris Selle, Robert Williams, Misti Ruthven, Robin Russel, Elliott Asp. **Guests:** Randy Bohlander, Rich Scott (ASVAC).

### 1. Meeting Minutes:

No.	Discussion	Initiator
1	Overview and Introductions	Elliott
2	<p><b>ASVAB Career Exploration Program</b></p> <ul style="list-style-type: none"> <li>• Rich Scott presented an overview of the ASVAB.</li> <li>• The ASVAB is a test to determine a student’s ability to learn new material.</li> <li>• There are two different tests: One for high school students in grades 9, 10, or 11. The second one is an Enlistment Test, given at a recruiting center.</li> <li>• A score of 50 or above indicates an aptitude to develop a career in the military that can be carried to civilian life and opens all branches of the military to the student.</li> <li>• Demographics: 6,402 students were tested in Colorado last year of which about 19% actually joined the military.</li> <li>• Rich emphasized that this test is not meant to determine college readiness or accumulated knowledge, but geared toward identifying a student’s ability to learn.</li> <li>• The group asked questions about where these tests are administered and by whom, what grades are best to take the test, how was the “50” score determined, how are the questions developed, etc.</li> <li>• Mr. Scott will be sending additional information to the group to answer some of the questions for which he did not have a ready answer.</li> </ul>	Rich Scott
3	<p><b>Capstone Update</b></p> <ul style="list-style-type: none"> <li>• Capstones can take any form and are meant to provide a demonstration of learning.</li> <li>• These evidence-based projects can provide rigor to the Graduation Guidelines menu.</li> <li>• The difficulty may be around how to encourage creativity and still identify proficiency in the Colorado Academic Standards. How can we quantify capstone achievement levels?</li> <li>• The Capstone gives an alternative pathway to show graduation readiness.</li> </ul> <p>Discussion from the Group:</p> <ul style="list-style-type: none"> <li>• Q. How to handle or grade an individual student on a group project?</li> <li>• For students who have achieved academic success (GT, concurrent enrollment), the Capstone can be an additional motivation to continue to strive for a goal.</li> <li>• Q. How does this transfer to college acceptance? Misti: Colleges already are holding a place for this alignment.</li> <li>• Concern for the additional professional development that will be needed – a high dollar option to transition schools to use this tool.</li> <li>• Q. How will the additional support be provided for students with diverse backgrounds or with extra needs? Will there be equity issues?</li> <li>• Q. Do we fail kids on capstones? Yes.</li> </ul>	Robin

	<ul style="list-style-type: none"> <li>Not all students test well. All other criteria are based on a one-time only event. It is important to have another option.</li> </ul>	
4	<p><b>Concurrent Enrollment</b></p> <ul style="list-style-type: none"> <li>Definition: Simultaneous enrollment of a qualified student in a local education provider allowing participation in one or more postsecondary courses. This program includes, but is not limited to, academic or career and technical education courses at an institution of higher education. There are a variety of ways that this is accomplished.</li> <li>Q: Is the rigor the same? Up to the institute to control the rigor. Recently, there have been new standards placed on the institutions.</li> <li>Randy Bohlander shared his experience in providing concurrent enrollment in a rural setting. He stated that this was a successful way to provide to make additional classes available to his students. Online has proven unsuccessful. Distance education (using video) has been very successful. Funding continues to be a problem.</li> </ul>	Misti
5	<p><b>Industry Certificates</b></p> <ul style="list-style-type: none"> <li>Industry Certificates are based on the idea that some students can leave high school with a credential that allows them to be ready to enter the workforce without college degrees.</li> <li>Career &amp; Technical Education (CTE) programs have been available for a long time. There are roughly 5,000-6,000 different certificates available to Colorado students. Highly used in rural areas.</li> <li>Colorado Academic Standards vs. industry standards: Many of the CTE programs are attached to academic standards, i.e., oral communication skills are needed to determine adequate content knowledge (presentations).</li> <li>Q: Are these certificates equivalent?</li> </ul>	
6	<p>Review and Prioritization of Issues – Developing Work Plan</p> <ul style="list-style-type: none"> <li>Really define College and Career Ready.</li> <li>Are test scores really evidence of CCR – leading to a definition of CCR?</li> <li>Could the menu be redefined? Equivalency issues? Can districts choose which part of the menu they want to use?</li> <li>There is a need for a pathways conversation around college and/or career.</li> <li>Desire to learn more about the in-demand skills for career and workforce.</li> <li>What are the other work groups doing?</li> <li>Colorado Academic Standards – how are these measures aligned with the standards?</li> <li>What is the committee’s charge? Is it based on the law? Are we bound to legislation? What are our boundaries?</li> </ul>	Small Group Work
	Meeting ended at 4:00 p.m.	