



COLORADO DEPARTMENT of EDUCATION

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Goals

Every student, every step of the way



Meeting Logistics & Desired Outcomes

Meeting:	Graduation Guidelines Unique Populations Work Group Meeting				
Date:	August 17, 2014	Time:	10-11:30	Location:	CDE
Meeting Lead:	Jacqueline Medina, Julia Watson				
Meeting Participants:	GERCs				
Meeting Objectives:	<ul style="list-style-type: none"> • Share research article information for graduation guidelines • Continue work group next steps 				

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps
9:15 a.m.	Review of Document: purpose, audience, format, next steps	
	Instructions	<p>GERC Review & Reflections Thank you sharing your questions, reflections or concerns throughout the two days we have together. Here are some guiding questions for you to consider:</p> <ul style="list-style-type: none"> • Is this work aligned with the major initiatives of CDE and the Gifted Education Department? • Does it honor past work, yet lead us in a direction of continuous improvement? • Does it send a consistent, clear and/or concise message? • What do you like? What are the strengths? Positives? • What needs to be

		<p>improved? Corrected? Changed? Clarified?</p> <ul style="list-style-type: none"> • What is missing? Needs to be added or embellished? • Does it address needs, questions and/or concerns of your region? • What do you suggest as next steps?
	Work time & Input	<ul style="list-style-type: none"> • See chart below

Evaluate the Meeting:				
We stayed on track:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes
We achieved the meeting outcomes:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes
We clarified next steps:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes
This meeting was time well-spent:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes

How can we improve the next meeting?

Topic	Comments/Suggestions/Reflections
High School Requirements	<ul style="list-style-type: none"> • Audience: Counselors, parents, Admin who need to know what options are for students who complete requirements earlier than general education students. Want it quick easy to read. (shorter? More concise?) • Is this getting confusing because it also addresses GT kids in general? Not sure what they mean here...do we need to include statement such as "although the HS reqs are intended for every student, gt students may require..."
Format	<ul style="list-style-type: none"> • Too long and repetitive of basic stuff regarding GT. Edit through the lense of GT students who have mastered or will master the required credits earlier than most students. Again, unclear what this means... again, shorten up? • Check spelling errors yep! ☺ • Provide more Examples of students in different scenarios. And so..."For example, Frederico a

	<p>student id'ed in Math, has finished all of the required Math courses at the start of his Jr year...." ???</p>
<p>Focus</p>	<ul style="list-style-type: none"> • Five Stands is good, but condense it and show how it relates to the document. i.e. Counselors need to recognize and support a strength based program. Provide rationale, then give a link to find out more. And so, short statements citing research or just generic statements (seems like we should "back it up" if we say it).... • Include Major area of interest (type of diploma), Early College Entrance, Multiple pathways/Dual Credit/Concurrent Enrollment, Career related internships and opportunities, community service, Independent Study, passion Project, off-campus programs, Governor's Schools. Okay, these are all listed and linked in the doc and so, am unsure what they are suggesting other than "tighten it up???" Provide hyper links so it's not so wordy. • Also strongly include taking more challenging classes even though they have completed the HS graduation requirements in content areas. Students may be proficient, but not ready for college. Maybe this goes into the intro? • Include AP or Dual Enrollment in University courses, not community colleges. College Prep requirements are different and harder for Ivy League schools than Colorado grad requirements and that should be stated up front, loud and clear for our gifted students. I am totally in agreement with this BUT..most of my rural districts have agreements with local colleges (which are often community colleges) and there used to be requirement that districts had to use their "regional" college for services. Most of the districts on the W Slope work with Comm-colleges (except Gr Junction and at times, Ft Lewis in Durango), so I do not think we can say that only Ivy League schools rigor/requirements should be considered....

	<ul style="list-style-type: none">• Guidance with admission requirements should also be included. (as in, part of the process of working with these kids prior to graduation? Wouldn't this be an ICAP process, too, for all students? If so, we could "link" that as a statement...)• Guidance with test scores required at individual universities is also needed. (Isn't this more of an ICAP-thing that should be happening for ALL kids (same as above comment???)• Good Statement that Enhanced Diploma is not high enough for GT students; they need to be challenged more and can do more. ☺• Keep Best Practices and add talking points about why this is needed for GT students: dropout, failure, lack of motivation, etc. Okay, also citing research?• Add all should take the PSAT for scholarship opportunities as well as finding academic strength areas and preparing for college SAT. Again, ICAP?
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Other note, should we include something about purpose of ICXAP and ALP working together?

