



PWR Endorsement Diploma Workgroup

Meeting Notes

Lowry Conference Center

Meeting Date: February 8, 2018

Meeting Time: 10:00am-2:00pm

| Discussion | Initiator |
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| <p>Facilitators: Andy Tucker, CDE, and Carl Einhaus, CDHE</p> <p>Attendees: Ron Marostica – Re1, Sterling, RE-1; Shane Larson, Colorado Mnt College, and Roaring Fork Schools; Charles Dukes, Aurora Public Schools; Elaine Menardi – Colorado AeroLab: Shawn Rodwell, Cheraw School District; Spencer Ellis, CDHE; Todd Rinehart, University of Denver; Scott Fast, Innovate + Educate; Becky Sneller – Wiggins, Elise Hauer, Adams 12; Tammy Ward, Community College System; Lee Wheeler-Berliner, Colorado Workforce Development Council; Jennie Shilling, Greeley Schools; Deserie Ontivaros, MSU Denver; Luis Sandoval, MSU Denver; Jef Fugita, Jefferson County Schools, Gabriel Castono, Johnson & Wales; Brandon Protas, Community College of Denver; Misti Ruthven, Robin Russel, Lulu Buck, Joanna Bruno, Fumnanya Camara : CDE</p> <p>Guest: Jennifer Zinth (Colorado Commission of the States)</p> | |
| <p>Welcome and Guiding Questions:</p> <ul style="list-style-type: none"> ● What is the compelling reason to offer this endorsement? And what does it mean for students? ● Who is the audience? ● What are indicators? If Graduation Guidelines is the minimum, what are other indicators that predict success and credential completion for students in careers, the military, and/or college? | <p>Andy Tucker Director, Office of Postsecondary & workforce</p> |
| <p>History and Statutory Requirements</p> <p>Misti Ruthven provided background for the PWR Endorsement, which was legislated in 2008 as part of the Cap4K initiatives, C.R.S. 22-7-1009 and 22-7-1017. The intent of the legislation was to offer students an incentive and a stamp of readiness; i.e. when you get to college, you won't need remediation.</p> <ul style="list-style-type: none"> ● In 2010, a small group (10) created a document about what PWR Endorsement meant at the time. ● In August 2013, the State Board of Education (SBE) and the Colorado Commission on Higher Education (CCHE) jointly adopted the first PWR Endorsed Diploma criteria. Aurora Public Schools and Sterling RE-1 Schools piloted the endorsement, but suspended implementation when the conversation shifted to include Graduation Guidelines at the state level. ● In 2014 a much broader group considered the criteria for the endorsement and made a recommendation to CDE to suspend implementation of the endorsement until after the State Board of Education approved the Graduation Guidelines menu of options. ● In Sept 2015, the State Board of Education adopted Graduation Guidelines ● In 2017, the legislature passed SB17-272 which reinvigorates the PWR Endorsement discussion, challenging the state to develop predictive indicators for success in attaining credentials in career, the military, and in college. The legislature also approved HB17-1201 (Diploma Endorsement for STEM) and SB17-123 (Diploma Endorsement for Biliteracy). ● According to the state constitution, districts are authorized to grant one high school diploma. Schools can add endorsements to their diploma. | <p>Misti Ruthven, Executive Director of Innovation and Student Pathways, CDE</p> |

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| <p>Graduation Guidelines</p> <p>Robin Russel led a discussion about Graduation Guidelines. In September 2015 (and updated in Oct 2017), The State Board of Education adopted the Graduation Guidelines Menu of Options.</p> <ul style="list-style-type: none"> ● Beginning with the class of 2021, students must demonstrate readiness for career, college, and the military according to one measure in English and one measure in math from the menu. ● These measures establish minimum requirements. ● Districts and local school boards must align their graduation requirements with the guidelines. They may offer some or all of the menu items, may raise a cut score, or may add requirements in other content areas. | <p>Robin Russel Graduation Guidelines Manger, CDE</p> |
| <p>New Admission Policy New Admission Policy (begins fall 2019)</p> <p>The Index is retiring starting fall 2019. Each four-year public institution has an index score requirement for admission - typically 80% of students the institution admits must meet the institution’s assigned score or higher. The index score is calculated using a combination of a student's high school GPA or high school rank combined with ACT or SAT score. It is not always a good predictor of student success, could be artificially inflated, and didn’t show holistic representation.</p> <p>The new admission process is more transparent. Many institutions were already using a holistic approach that included GPA, test scores, course rigor (typically HEAR) work experiences, concurrent enrollment, and other factors that demonstrate the student’s readiness for success and fit to the campus culture. The new policy includes data about the 50% mid-range of admitted students’ GPA and test scores.</p> <p>New Admission requirement - formula GPA 50% mid-range + ACT/SAT 50% mid-range + Academic Rigor + Additional Considerations</p> <p>HEAR will still be used</p> <ul style="list-style-type: none"> ● now RECOMMENDATION, not a requirement ● moving from input (admission) to output (student success and completion) focus ● includes competency based education, experiential education, etc as options to demonstrate rigor ● Schools will still use HEAR as a proxy for rigor ● Completion of HEAR is a strong predictor of student retention from the 1st to 2nd year <p>Admission policy and PWR Endorsement: Currently, the new admission policy includes language for a “guaranteed admission” for open, modified open, moderately selective colleges. Selective and highly selective schools are listed as having “priority consideration” for admission for students with the endorsement (which is vague). Recommendations from this group will be solicited regarding if this language should be changed.</p> <p>Intersecting policies to consider when talking about PWR Endorsement</p> <ul style="list-style-type: none"> ● Prior learning assessments (AB and IB) certain scores = guaranteed credit ● Developmental Education policy ● Admission requirements new policy beginning fall 2019 <ul style="list-style-type: none"> ○ including HEAR and math pathways <p>Key philosophical conversation</p> | <p>Carl Einhaus, Director of Student Affairs, CDHE</p> |

| <p>Courses vs Student demonstration of learning (what they can show and do) From the college admission perspective, the endorsement should be clear, consistent throughout the state, and meaningful to colleges in making admission decisions.</p> | | | | | | | | | | | | | | | | |
|---|----|----------|----------|-----|----|-----|---------|----|--|------|----|-----|---------|----|--|---|
| <p>National postsecondary Success Data – Measures of PWR www.ECS.org</p> <p>Education Commission of the States serves policy makers in all 50 states on all sorts of issues, and provides research, reports, counsel, and convenings. Jennifer prepared a response to CDE’s request to provide details about high school measures that are predictive of success, including matriculation and retention. ECS report and presentation.</p> <p>How are states are integrating measures into advanced diplomas:</p> <ol style="list-style-type: none"> 1) Dual enrollment – college level content, transcribed for HS/College Lots of success – folks who take dual enrollment are more successful (TX, SD, IN) 70% more likely to earn credential However, not always a “slam dunk” for every person who takes CE course 2) Rigorous HS course completion. See <i>Answers in the Toolbox</i> 1999, and ACT studies Students who complete rigorous curriculum are more likely to earn credential 3) ACT benchmark: higher is better <table data-bbox="240 957 812 1119" style="display: inline-table; vertical-align: top;"> <thead> <tr> <th></th> <th></th> <th>SAT also</th> </tr> </thead> <tbody> <tr> <td>Eng</td> <td>18</td> <td>480</td> </tr> <tr> <td>Reading</td> <td>22</td> <td></td> </tr> <tr> <td>Math</td> <td>22</td> <td>530</td> </tr> <tr> <td>Science</td> <td>22</td> <td></td> </tr> </tbody> </table> 4) Combine TEST Score + GPA (grit determination) 5) AP Participation – regardless of score, slightly more likely to persist Regardless of demographics – success goes up As students scored higher – greater success in graduation 6) HS GPA (Chicago) GPA is more predictive than AP/honors course or 11th grade test scores When combined with test scores – even better predictor of success 7) HONORS diplomas (Seals, diploma beyond standard + curriculum) (Only one HS diploma in Colorado) <p>See Ohio – Workforce endorsement (soft skills + portfolio) Earn points: Carnegie units + one or more (of 3) pathways Remediation free ACT/SAT scores and end of course of exams</p> <p>See Florida Endorsement for Industry Certification</p> | | | SAT also | Eng | 18 | 480 | Reading | 22 | | Math | 22 | 530 | Science | 22 | | <p>Jennifer Zinth, Director of High School and STEM, Education Commission of the States</p> |
| | | SAT also | | | | | | | | | | | | | | |
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| Science | 22 | | | | | | | | | | | | | | | |
| <p>Questions to consider:</p> <ul style="list-style-type: none"> ● Name of the endorsement? Statute refers to it as the PWR Endorsement, but the field does not always understand the term postsecondary and workforce readiness. | | | | | | | | | | | | | | | | |

- What is the value of this endorsement?
- Who is the audience?
- Raise scores from GG menu? AND add other criteria? Could we come up with measures for ALL GG measures?
- Buckets of measures (3?)
- How can we measure success, especially in 21st Century/Essential skills? What are other measures of postsecondary success?

Small Group Discussion

Q #1 Based on what you have heard thus far today, along with the previously-recommended criteria for the PWR endorsed diploma, what criteria do you believe that we should include?

Start with Graduation Guidelines and look at PWR Endorsement Legislation
 C.R.S. C.R.S. 22-7-1009 and 22-7-1017, [SB17-272](#)

If GG is the minimum = life after high school Readiness
 What is the next level for life after high school Success
 Academic easier to measure
 Workforce, more difficult

Consider higher levels for GG measures (for all measures?)

Consider GPA: unweighted (?) core academic courses
 and college entrance assessment
 or WF criteria

Levels? Bare minimum vs competitive? i.e. qualifies for local college vs competitive at higher level

How do we show true workforce readiness?

PWR umbrella over STEM and Biliteracy?

Q# 2 What information/data is still needed to determine best next steps?

Criteria for Stem Endorsement: [HB17-1201](#)

Criteria for Endorsement for Biliteracy [SB17-123](#)

- See also minimum requirements, approved criteria for assessments, body of evidence, https://www.cde.state.co.us/cde_english/high-school-diploma-endorsement-for-biliteracy

Median ACT/SAT for districts and higher education institutions i.e. 50%

Matrix of scores for ACCUPLACER for each community college

Merit scholarship data from colleges and universities

List of Industry Recognized Credentials:

- Colorado: [Approved list for HB16-1289](#) from [Colorado Talent Pipeline Report](#)
- Florida: [CAPE Industry Certification List](#)
- See also Kansas and Louisiana

Future of work: [Colorado Talent Pipeline Report](#) + technology, artificial intelligence
+ global/world languages

What do all the districts use from GG menu + what is unique? [Robin will report on 3/8](#)

What is capacity of districts to handle the endorsement? [District discussion, 3/8](#)
i.e. one AP course = only 30 students
i.e. Adams 12 access to Bollman tech

Q #3 Are there others not in the room whose opinions we need to gather?

Public highly selective
Employers & Chambers of commerce (Sector Partnership)
Students and parents - state youth council