



**PWR Endorsement Diploma Workgroup
Meeting Notes**

Department of Higher Education

Meeting Date: March 8, 2018

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

No.	Discussion	Initiator
	<p>Facilitators: Andy Tucker, CDE, and Carl Einhaus, CDHE</p> <p>Attendees: Ron Marostica, Sterling, RE-1; Elaine Menardi, Colorado AeroLab; Spencer Ellis, CDHE; Todd Rinehart, University of Denver; Becky Sneller, Wiggins; Elise Hauer, Adams 12; Tammy Ward, Community College System; Jennie Shilling, Greeley Schools; Deserie Ontiveros, MSU Denver; Luis Sandoval, MSU Denver; Jef Fugita, Jeffco; Diana Zakhem, Englewood; Tammy Lawrence, Boulder; Mimi Leonard, Littleton; Sheila Potorff, Poudre; Gabriel Castano, Johnson & Wales; Brandon Protas, Community College of Denver; Wayne Artis, Pikes Peak Community College; Kim Medina, Colorado School of Mines; Colleen Newman, University of Colorado/Boulder; Ian MacGillivray, CDHE; Robin Russel, Joanna Bruno, and Fumnanya Camara : CDE</p> <p>Guest: Nicole Torpey –Saboe, CDHE</p>	
	<p>Welcome and Recap from last meeting</p> <p>Guiding Legislation:</p> <ul style="list-style-type: none"> • Cap4K – “Preschool to Postsecondary Education Alignment” included the first mention of the PWR Endorsed Diploma – an incentive and a stamp of readiness: C.R.S 22-7-1009 & 22-7-1017 • SB17-272 – “Postsecondary and Workforce Readiness Indicator” <p>Review: Please reference notes from the first meeting of this workgroup, February 8, 2018. These notes include a discussion of the history of the endorsement, Graduation Guidelines, the New Admission Policy (begins fall 2019) from the Colorado Commission on Higher Education, and a report and presentation on the High School Metrics of Postsecondary Readiness from Education Commission of the states (measures of PWR).</p> <p>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 Post- secondary Readiness, CDE</p>
	<p>Predictors of Student Success (See slides 6-12 in the Power Point from the meeting)</p> <p>Nicole reviewed overlapping predictors: GPA, ACT, Concurrent Enrollment, and HEAR, then reported on the probability of retention and completion from year one to year two</p> <p>Here are the conclusions for RETENTION:</p> <ul style="list-style-type: none"> ▪ High school GPA is the most powerful predictor of first year retention (approximately 20 percentage point difference between 2.0 and 4.0 GPA). ▪ Concurrent enrollment and ACT scores are also strong predictors of retention (approximately 10 percentage point difference for taking concurrent enrollment, or moving from ACT of 15 to ACT of 35). ▪ Meeting the HEAR requirements adds about 5 percentage points to the probability of first year 	<p>Dr. Nicole Torpey-Saboe, Chief Financial Officer, DHE</p>

	<p>retention after other factors are taken into account (likely a lot of overlap with above factors). Here are the conclusions for COMPLETION:</p> <ul style="list-style-type: none"> ▪ High school GPA is by far the most powerful predictor of postsecondary completion. ▪ ACT scores, meeting HEAR requirements, and having taken concurrent enrollment each predict a smaller increase in likelihood of postsecondary completion. ▪ A combination of all of the above factors yields the highest predicted probability of postsecondary completion. 	
	<p>Mid-50% ranges of Admitted students to Colorado public colleges and universities At the last meeting, workgroup members requested more information about the new admissions policy. Carl presented a chart of the mid-50% range for public colleges and universities in Colorado which paints a more complete picture of incoming students (than the Index – which is retiring). It includes the mid 50% for GPA, ACT, and SAT scores.</p> <p>Merit Scholarships for Colorado colleges Carl presented a selection of resident freshman scholarships from CSU, CU/Denver, Mesa, MSU Denver, UNC and Western State. Most schools adhere to GPA scores; however some schools have adopted a more holistic review of environmental factors in addition to GPA (high school courses, persistence, motivation)</p>	<p>Carl Einhaus Director of Student Affairs, CDHE</p>
	<p>ACCUPLACER scores</p> <p>The ACCUPLACER Scores on the Graduation Guidelines Menu of Options measure readiness for placement into college-level courses at some community colleges (but not all), and they are lower than the cut scores in the Developmental Education Policy at CDHE.</p> <p>Robin researched the ACCUPLACER cut scores for placement into college level coursework at a selection of community colleges. These sample ACCUPLACER cut scores could help the workgroup determine a “higher achievement level” for this assessment, as outlined in SB17-272.</p>	<p>Robin Russel Graduation Guidelines Manager, CDE</p>
	<p>OTHER ENDORSEMENTS legislated in 2017</p> <p>1) The STEM Endorsement (HB17-1201) Though a workgroup has yet to meet to provide guidance, Joanna Bruno presented a draft of the criteria for the STEM High School Diploma Endorsement. They include completing a sequence of STEM courses with a minimum GPA, demonstrating proficiency in mathematics, and the completion of a capstone project.</p> <p>2) The Diploma Endorsement for BILITERACY (SB17-123) Lulu Buck presented minimum requirements for the Diploma Endorsement for Bilingual at the February meeting. These criteria include specific scores on world language exams, a minimum GPA in a sequence of courses, and a body of evidence (if certain exams are not available). Andy Tucker briefly reviewed the criteria again.</p> <p>Questions for the group to consider in coming months about these endorsements:</p> <ul style="list-style-type: none"> • How could either or both of these endorsement s work with the PWR Endorsement? • Should one/both be separate? • How will the endorsements be reported to workforce and higher education? 	<p>Joanna Bruno, Ph.D Science content specialist, CDE</p> <p>(Feb 8) Lulu Buck, content specialist for World Languages, CDE</p>

Two Sample Criteria for a PWR Endorsed Diploma

Andy Tucker

The group considered two samples of possible criteria for the PWR endorsement.

#1: GG menu with minimum and higher achievement levels in English and math for each measure, divided into “buckets:” postsecondary entrance exams, workforce readiness indicator, rigorous high school coursework)

#2: GG menu with minimum and higher achievement levels in English and math for each measure

Questions to consider:

- Are all options equitable for all Colorado districts?
- What to do about scores that are the same for both GG and PWR endorsement?
- Should concurrent enrollment include a grade requirement?
- Need for additional subject areas?
- Need for additional measures?
- Need for additional criteria?
- Can any of the measures be “district determined?”
- Can any additional criteria be “district determined?”
- Is this tracking?
- Who are the stakeholders?

Small Group Discussion: comments and questions:

- Liked multiple options/demonstrations
- Generally preferred sample #2
- Sample #1 could be an equity issue for some districts
- Why separate college and workforce (sample 1)

General questions:

- Stipulate number of assessments?
- Lump some of the tests together?
- Do multiple measures make sense, i.e. GPA + Test Scores + other things
 - Add internship/apprenticeships? Who recognizes the internships?
 - Could a student get an endorsement w/out workforce criteria?
- Is a student a PWR endorsement “Candidate” before he/she completes all criteria?

Essential Questions

- What is the value of the endorsement, and for whom?
- Students already doing everything to get into colleges. What will PWR bring?
- If Graduation Guidelines = HS Diploma, what does it mean to have a PWR endorsement, or a “higher” measure?

Next time

Consider other samples that help answer some of the questions from the first meeting and from today. Consider the possible coordination with/ impact of the STEM and Bilingual Endorsements