#### **IMPORTANT TOOLKIT ELEMENTS:**

#### **FORMAT:**

- Short, executive summary
- Something we could hand to any constituent or stakeholder

#### WHY:

- Purpose and Intention + Context
- Evidence: It's the right thing to do for students
- Historical perspective, legislation, rules, mission/vision
- Overview of Graduation Guidelines
- Benefits for students

#### WHAT

- Specifics/Messages
- Multiple Pathways
- Text for menu
- Timeline
- Crosswalks and connections: UIP + accountability measures + other initiatives

### HOW:

• Implementation = Policy to Practice

#### • Process:

- What is the change process going to look like in your district?
- -Overview of activities/responsibilities
- -Step by step same process for all pathways?

### Message:

-Communication pieces for all stakeholders, including parents

#### • Resources:

- -Best practices
- -Rubrics
- -Interactive, online

### Work groups: SUCCESSES, STRUGGLES, SUGGESTIONS, QUESTIONS, MISSING & INCOMPLETE ITEMS

## **SUCCESSES**

- Commitment GG important
- Collaboration
- Diverse group assembled to come to consensus (Agreement about recommendations from a variety of stakeholders)
- Purpose
- Format (big groups + individual work)
- Facilitation
- Connections made within group

## **STRUGGLES**

- Philosophy vs practicality
- Disconnect between worlds (business, industry, higher ed, K-12)
- Lack of funding for convening
- Attempt to articulate/develop something that has never been done before
- Scaffolding
- Communication: on/line, distance, mobility of members from district to district
- Logistics: transcripts and transcripting
- Communication about work of other groups
- Group too big at first

#### **SUGGESTIONS:**

- Knowledge: our work is valued and will be used
- Fund participation and facilitation
- Continue meeting share new knowledge
- Implement PWR endorsed diploma after other groups/GG complete work

## **QUESTIONS**

- When will we change term, "21<sup>st</sup> Century Skills"?
- What will menu actually look like?

### **MISSING ITEMS -** Essential guestions:

- What does it look like to be a PWR student?
- How can we meaningfully assess those skills?
- How do we create a meaningful and diverse pathway to assess master of "21<sup>st</sup> century skills" for all students, districts, regions?
- What shifts in daily instructional practice are necessary?
- What is a way for electronic documents "talk" to each other: ICAP, ALP, IEP, etc.

# **INCOMPLETE ITEMS**

- GG menu
- Create/describe steps for "change process" model
- Where does newly released Talent Pipleline report fit in?

### **CHALLENGES**

#### **SOLUTIONS**

# 1. Changing the title, "21st Century Skills"?

# Why change the title?

- No student in school now remembers 20<sup>th</sup> c
- Business world doesn't use this terminology
- Students don't see title as visionary
- Term doesn't embrace the 5 standards adopted in Colorado
- Everyone assumes term in technology alone
- Current examples of these skills murky
   & confusing

- CDE and CWDC should work together to create this list.
- Business must work with educators
- Should be the 11<sup>th</sup> standard
- Use Common Employability Skills (from National Network of Business and Industry Association)
- Personal and people skills
- Applied knowledge
- Workplace skills
- Consider department of Labor definitions:
- Workforce Competency Skills
- Competency Model

## 2. Communication across workgroups

How can we create transparent and timely communication between and across workgroups?

- Link on the website for submissions
- Include in The "SCOOP"
- Consider password protection
- Send monthly updates
- Post calendar of all meeting dates
- Assign someone at CDE to post agendas, minutes, and updates when submitted by groups

## 3. Higher Ed (HE) admissions and Workforce - alignment with graduation guidelines (GG)

How can admission requirements for higher education and opportunities for PWR be aligned with the menu of options in the new graduation guidelines?

### **HIGHER ED:**

- Convene a group of H.E. decisions makers with CDE, K-12 officials, reps from teaching staff, and stakeholder groups (look at SCAPIE)
- Add H.E. reps to CCR Council
- H.E. endorses (pledges support and acceptance of) GG

## **WORKFORCE:**

- Convene a group of businesses, career experts, community members, industry folks, and military
- WF endorses GG

CHALLENGES SOLUTIONS

## 4. Communication from workgroups to the public

Send/deliver updates What? When? Where?	<ul> <li>Emphasize WHY GG is best for students – regardless of statutory requirement – and how these GG will help us all move forward</li> <li>Provide a backwards plan</li> <li>Know the deadline – freshman class of 2021</li> <li>Communicate to MS; create a transition team</li> </ul>
	<ul> <li>Publish talking points for 6<sup>th</sup> graders – now</li> </ul>

# 5. Engaging business and industry, funding Industry Certificates

Engage business and Industry (B/I)	<ul> <li>Promote company-based, experiential learning</li> <li>Include best practices (how to work with B/I in the toolkit)</li> </ul>
	<ul> <li>Create strategic partnerships at the state level to serve as a model</li> </ul>
	Create an advisory committee – tap into existing
	Facilitate conversations between students and B/I
	Implement training programs for Industry to learn
	about GG, especially competency-based
Fund Industry Certificates (IC)	Tap into existing initiatives with existing funds
	<ul> <li>Implement a funding structure similar to scholarships – at the state level</li> </ul>
	Engage workforce/economic development to pay for IC
	that meet workforce needs in their community

## 6. GG Menu

Recommendations have been shared with the Assessment Work Group for their meeting, February 26:

- Cut scores are too high
- Menu is too narrow
- What is the cost of menu items?
- PARCC was not designed to be a measure of competency (can students take more than 1x?)
- Broaden subject areas; meet 3-5 subjects rather than high cut score
- Can a district advocate for alternate testing?
- Message: if you don't go to college, you are not a success. So where are multiple pathways for students who do not need to go to college?
- Requirement to pass a test to graduate = exit test
- What are better indicators of college success, than test scores?
- Do GG change graduation rates, and how we are preparing students?

- Expand the list add Work Keys
- Be responsive to local control
- Honor successful completion of high school classes
- Military cut score needs to decrease match the military entrance number
- College AND/OR Career Ready
- OR: workforce training, job experiences, internships
- Delineate multiple pathways to identify course of study for a diploma