

# P-20 Council

## October 16, 2008

Department of Higher Education  
SB08-212 Presentation  
Annual Faculty-to-Faculty Conference

# Faculty-to-Faculty Agenda 2008

- Welcome from David Skaggs, Executive Director DHE – role of Higher Education relative to SB08-212
- Morning presentations covering national, state-level, and Department of Higher Education policy contexts of SB08-212
- Afternoon faculty discussions by content groups (Arts/Humanities, Engineering/Business, Science/Math, Social Sciences, English/Writing)

## From *A Nation at Risk*, c. 1983

- A rising tide of mediocrity.
- If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war.

- On 19 academic tests American students were never first or second and, in comparison with other industrialized nations, were last seven times.
- Some 23 million American adults are functionally illiterate.
- About 13% of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40%.

*From A Nation at Risk, c. 1983*

## **Recommendation A: Content**

- a) 4 years of English;*
- b) 3 years of mathematics;*
- c) 3 years of science;*
- d) 3 years of social studies; and*
- e) one-half year of computer science.*

*For the college-bound, 2 years of foreign language in high school are strongly recommended in addition to those taken earlier.*

*From A Nation at Risk, c. 1983*

## Colorado's Higher Education Admission Requirements (HEAR) ([highered.colorado.gov](http://highered.colorado.gov))

Academic Area*	2008/2009 Graduates	2010+ Graduates
English**	4 years	4 years
Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents)***	3 years	4 years
Natural/Physical Sciences (two units must be lab-based)***	3 years	3 years
Social Sciences (at least one unit of US or world history)	3 years	3 years
Foreign Language	Not required	1 year
Academic Electives****	2 years	2 years

# Current Colorado Model Content Standards

- Civics
- Dance
- Economics
- Foreign Language
- Geography
- History
- Mathematics\*
- Music
- Physical Education
- Reading and Writing\*
- Science\*
- Theatre
- Visual Arts

If people begin to see the educational system as a single entity through which people move, they may begin to behave as if all of education were related.

Harold L. Hodgkinson. *All One System: Demographics of Education*. Washington, D.C.: Institute for Educational Leadership, 1985.

# National Governor's Association

Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on [key federal issues](#) to developing [policy reports](#) on innovative state programs and hosting networking seminars for state government executive branch officials. The [NGA Center for Best Practices](#) focuses on state innovations and best practices on issues that range from education and health to technology, welfare reform, and the environment. NGA also provides management and technical assistance to both new and incumbent governors.  
(<http://www.nga.org/>)

## **ACHIEVE'S American Diploma Project**

The American Diploma Project (ADP) is a multi-state effort directed by ACHIEVE, a national education collaborative created by the nation's governors and business leaders with the primary goal of helping states prepare all young people for postsecondary education, work, and citizenship by raising academic standards and achievement in America's schools. ACHIEVE and its ADP project is fully supported by The Education Trust (EdTrust) and the National Governor's Association (NGA).

Although participation in the ADP Network requires commitment to a common policy agenda, it does not require a one-size-fits-all approach. States are expected and encouraged to take different approaches to address this agenda.

**(<http://www.achieve.org/>)**

# ADP Goals

- Align high school standards and assessments with the knowledge and skills required for success in postsecondary education and work;
- Administer a college- and work-ready assessment, aligned to state standards;
- Require all students to take a college- and work-ready curriculum to earn a high school diploma;
- Hold high schools accountable for graduating students who are college-ready;
- Hold postsecondary institutions accountable for their success once enrolled.

(<http://www.achieve.org/>)

## Other National Reports

- Adelman, C., *The Toolbox Series*
- ACT
  - *Crisis at the Core: Preparing All students for College and Work;*
  - *Aligning Postsecondary Expectations and High School Practice: The Gap Defined;*
  - *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum.*
- Others

# National Snapshot of P-16/20 Councils

P-16 and P-20 councils:

- 40 councils nationwide
- 38 states have at least one council
- Up from the 25 councils that existed around the nation in 2000

*Education Week, June 5, 2008*

# Colorado's P-20 Council:

## *Sub-Committees:*

- Data and Accountability
- Preparation and Transition
- Systems Transformation
- P-3
- Educator

# Intersections

- National Context
- State Context
- Governor Ritter's P-20 Council and Sub-Committees
- SB08-212(CAP4K)

# Colorado Context

- High Remediation Rates
- Underserved Hispanic Population
- Low state funding, low tuition, low financial aid

# Remediation Rates 2006

- Two Year Public Institutions – 56%
- Four Year Institutions – 20%
- Overall Rate – 30%

# Remedial Course Work

- 44,395 students
- 126,800 credit hours
- 17,771 students failed or took incompletes

# Underserved Hispanic Population

- The Hispanic Population is the Fastest Growing Demographic in Colorado
- 38% have not graduated from high school
- Only 6% have an associate degree
- Only 8% have a bachelors degree

# Underserved Hispanic Population

- 33% increase in jobs requiring an undergraduate degree anticipated by 2012
- The only way to fill the demand will require growing the college-bound Hispanic population

# Meeting the degree attainment goal

- Work closely with K-12 colleagues to improve the overall state education system from P/K to 16/20.
- Coordinate closely with Colorado Department of Education, 178 school districts, and local school boards
- Increase the low college going rate
- Decrease the rate of remediation

# Meeting the degree attainment goal

- Help implement the Preschool to Postsecondary Alignment Act to bring about systemic change in the success rate of Colorado students

# SB212 – The First Task

- Describing Postsecondary and Workforce Readiness

# Faculty-to-Faculty: The Charge

- How will you proceed with creating the post-secondary readiness description on your respective campus?
- From your campus perspective, what should first time students/freshman arriving to your campus know and be able to demonstrate in order to meet your description of post-secondary readiness?

# Faculty-to-Faculty Content Groups

- Arts & Humanities (11 members)
- Engineering & Business (8 members)
- English & Writing (14 members)
- Science & Math (26 members)
- Social Sciences (15 members)

# Arts & Humanities

- Creativity and critical thinking
- Social and cultural awareness
- Personal accountability
- Basic study skills
- Technical skills
- Applied math and science skills
- Ability to extrapolate, synthesize, and defend ideas

# Business & Engineering

- Demonstrate reading skills
- Ability to read for relevancy from a variety of sources
- Demonstrate math proficiency
- Ability to link concepts and procedures, and use computational techniques
- Possess problem-solving and communication skills
- Demonstrate writing ability
- Demonstrate speaking, listening, and cognitive reasoning
- Basic computer skills
- Demonstrate global awareness, social responsibility, and individual ethics
- Demonstrate personal motivation and work ethics

# English & Writing

- Student accountability
- Critical thinking
- Problem solving
- Creativity
- Grammar and basic skills
- Critical reading and information literacy

# Science & Math

- Explain math/science reasoning
- Construct arguments based on evidence
- Possess ability to pose questions that are answerable
- Ability to interpret representations
- Ability to apply, abstract, and generalize an idea
- Personal responsibility

# Social Sciences

- Ability to summarize, analyze, compare and contrast
- Possess basic grammar skills
- Ability to identify a thesis statement
- Ability to read intelligently and deploy evidence
- Possess time management skills
- Personal responsibility
- Team player
- Computing skills

**SB 08-212: Planned Meetings for Developing A Description of Postsecondary and Workforce Readiness**

