

# COLORADO HIGHER EDUCATION STRATEGIC PLAN

## PIPELINE SUB-COMMITTEE

Meeting #1 17 February 2010

DPS, 900 Grant

### NOTES

#### Present:

**Members:** Theresa Pena (Chair), Don Elliman, Rico Munn, Jill Brake, Joseph Garcia, Russ George, Matt Gianneschi, David Greenberg, Jay Helman, Dan Lucero, Jane Rawlings

**Staff:** Kim Poast, Inta Morris, Ian McGillivray, Gully Stanford

**Guests:** Charles Dukes, Toni Larson, Loretta Martinez, Scott Mendelsberg, Terry Whitney, Hi Howard

#### 1. Welcome

Theresa welcomed all and each person introduced him/herself

#### 2. Timeline

- Report and Recommendation due August
- Draft late June/early July
- We will meet twice monthly, at least to begin with
- Day-long meeting (or 2 half-days) in June of July

#### 3. VISION-MISSION-OBJECTIVE-STRATEGIES-TACTICS

After reviewing the day's discussion, Theresa proposes the following:

**Vision:** *All students graduate high school (or achieve equivalent) prepared to successfully enter the postsecondary phase of their lives (without need of remediation)*

#### **Mission of HE System**

*To support statewide efforts to implement the vision*

#### **Objective of Pipeline Sub-Committee**

*To develop a plan for HE systemic support a) to improve retention at the secondary and postsecondary levels and b) to ensure that all students receive the preparation necessary for postsecondary success*

#### **Strategies**

*a) Retention*

*b) Academic Preparation*

Note: The Pipeline Sub-Committee would not address affordability, which we believe is the purview of the Accessibility Sub-Committee

#### **Tactics**

- a) *Research*
- b) *Review*
- c) *Recommend (with particular emphasis on Outreach, Remediation and Scalability)*
- d) *Evaluate (Metrics: Increased matriculation; Improved retention; Increased College Graduation or equivalent)*

**Note: In the Parking Lot (from the charge)–**

- College level retention (Student Support Services, Education Opportunity Centers, DSF, GEAR UP college support)
- Non-Traditional/Adult completers (will be partially addressed in discussing remediation.

**4. Resources Needed**

Staff will arrange for briefings on key topics:

March 3 – **Best Practices:** what do the “ramp-up and bridge” to postsecondary success look like?”

- National Example (Phone, 30 mins)
- Local example: APS/CCA and partners (30 mins)

March 17 – **Making the Colorado Demographics Real**

- Student Voice

April 7 – **Review P-20 Council and its implementation**

April 21 – **Alignment of standards/expectations**

May 5 – **Dropout Intervention and Prevention**

May 19 – **Outreach**

- “Pull” outreach from Colleges
- “Push” outreach from primary/secondary/community (GEAR UP, TRiOs, AVID, College In Colorado)

Staff will develop an executive summary & matrix of P-20 statute and rule in effect in Colorado

- Higher Education Admission Requirements
- SB08-212 CAP4Kids
- PostSecondary and Workforce Readiness > Standards > Assessments
- Graduation Guidelines recommendations
- ICAPs (SB09-256)
- Concurrent Enrollment (HB09-1319 & SB09-285)
- DropOut Intervention and Prevention – HB 1345
- Perkins Act – Career Clusters and Plans of Study
- CDHE Outreach – CollegeInColorado

Staff will provide Adult-level background: Non-Traditional No More; Draft Report of Remediation Sub-Committee of P-20 Council

We will develop a glossary and communications plan to demystify the postsecondary preparation process

We need to learn about existing successes/best practice and explore replication to scale

We need to understand the status of “long-term” tracking – see National Center for Education Statistics (High School and Beyond) – Matt G.  
Staff will create a list of the “moving parts” – a check-list of key elements in postsecondary preparation, and a road-map.

## **5. Charge**

- Rico and Don noted statutory requirement for Strategic Planning process every 4 years.
- Great challenges facing Higher Education
- We need a road-map to success or risk decline into a “second tier state”
- Daunting challenge/exciting prospect: Do we have the guts to take on the big issues? (Elliman)
- If this were easy, we’d have done it
- Be bold – “outrageous”: not just another plan. Envision a “fundamentally different” HE system (Pena)
- Kim Poast and Matt Gianneschi noted that we do have successful programs – need to bring to scale – CCCS, CSU Transitions Centers
- Avoid becoming overwhelmed by the amount of information; don’t reinvent (George)

## **6. Themes for Pipeline Sub-Committee (Rico)**

- Carry forward the work of the P-20 Council (Colorado Promise)
- Determine HE’s role in promoting postsecondary success for all
- Build on existing support services (Poast)

## **7. Discussion**

- On the role of HE – HE people are either “not engaged” or “flummoxed”
- Need to understand what has been done under P-20 (Greenberg) – “Don’t reinvent” (Garcia): PWR document is central.
- Need to clarify that “postsecondary” is many pathways – Technical, 2-year, 4-year, direct workforce entry, military etc.
- Need to recognize validity of Certificate pathways but without tracking students below their full potential
- Need to connect with dropout intervention and prevention efforts – not monolithic: see Johns Hopkins (ABC) report and HB1345
- Dropout Prevention: while there can be a central rubric it requires local flexibility: not monolithic
- Need to focus on the “bridge” transitions 8<sup>th</sup> to 9<sup>th</sup> and 12<sup>th</sup> to 13<sup>th</sup>.
- To what extent have we surveyed students (George)
- Need to start early (Helman) – predictability by 2<sup>nd</sup> grade
- Need to determine meaning of HS diploma: what will endorsed diplomas look like?
- Need to recognize growth of “non-traditional pathways” and innovative learning venues, need to focus students on significance of the finish line

- What about “Tough Choices or Tough Times” recommendations? Should we redefine the finish line?
- Motivation is critical (George) – “willing learner” – note role of ICAP, starting in 9<sup>th</sup> grade (current law)
- Need to underscore urgency (Garcia) – perception (unlike other countries) that “all will be well”
- College outreach can change – needs to have a template – from ICAPs to College Fairs and Campus Visits – connect with PWR and existing resources (e.g. CiC Directory of Pre-Collegiate Services) (Rico)
- Identify pre-collegiate best practices
- Specifically, what is HE’s role in the 12-13 grade transition? (Pena)
- DHE can take lead in explaining multiple pathways (Brake)
- DHE can connect to employers – are we emphasizing the practical benefits of HE? Engage the “demand side” (Brake)
- Need to focus on alignment of standards/assessments and to “synch up” HE faculty with P-12 (Helman) (CTE model)
- COMMUNICATION! Need to get away from jargon, demystify the process.
- Need to understand three elements: Economic; Philosophical; Practical (Gianneschi) – every student should be entitled to decide for himself/herself, but there are the needs of the economy (e.g. renewable energy focus)...even a 6-week solar panel installation course requires Algebra II.
- Need to determine which data are critical – CDE going after an \$18 million Longitudinal Data grant

## 8. Vision

*All students graduate high school (or achieve equivalent) prepared to successfully enter the postsecondary phase of their lives (without need of remediation)*

Greenberg asked “Is it our shared assumption that all students need postsecondary training, that a HS diploma is not enough?”

Theresa asked for responses:

All agreed, provided that:

- We start earlier than HS (George, Brake, Rawlings)
- We underscore the variety of post-secondary choices (Military, WorkForce) (Garcia, Lucero, Rawlings)
- We avoid tracking students away from fulfilling their full potential
- We address the dropout rate and avoid unintended consequence of escalating dropouts
- We emphasize fluidity, flexibility and multiple pathways
- We emphasize career exploration

## 9. Issues

- What exactly has P-20 achieved?
- Need to address innovative learning styles (Greenberg) – standards-based (Adams 50, Mapleton): what does system look like for 21<sup>st</sup> century learner?

- Define what “system would look like, if it worked”
- When does the pipeline start (George)? Elementary, Middle, High?
- HEAR: how will they change?
- Role of Plans of Study (Real Education from CCCS)
- Do students change majors often? What significance?
- Teacher/Principal recruitment and preparation (Garcia)
- Need to recruit educators of color (Lucero)
- How shall we hear from students?
- Local Control (Terry Whitney) – maybe work through RSAs/BOCES
- Need to go deeper into reasons for “lack of persistence” (HS and College); “terrible completion rates” – Toni Larson – “there’s more going on than academic and financial barriers”. Pena: “Meet kids where they’re at”. Dukes: Fear of failure, fear of rejection
- Remediation (Helman): needs a new approach, timely, appropriate, supportive (as in assisting athletes). Note distinction between remediation and developmental learning
- Case load – in MS/HS and College
- How to get HE to embrace its role in demystifying the process and motivating students (Garcia)
- How align Pipeline work with Accessibility and Mission Sub-Committees?

Respectfully submitted

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