



H.B 22-1215: Secondary, Postsecondary, and Work-based Learning Integration Task Force

August 25^h 2023 Task Force Meeting Notes

Task Force Attendees:

- **Lee Wheeler-Berliner** – Colorado Workforce Development Council, Managing Director, Colorado Workforce Development Council
- **Dr. Sarah Heath** – Career and Technical Education, Associate Vice Chancellor of Academic Affairs & State Career and Technical Education Director, Colorado Community College System
- **Kim Poast** – Colorado Department of Higher Education, Chief Student Success & Academic Affairs Officer, Colorado Department of Higher Education
- **Jenise Rosa** – Career Advising, Career Advisor, Pickens Technical College
- **Carl Einhaus** – Colorado Department of Higher Education, Senior Director of Student Success & P20 Alignment and GEAR UP Project Director at Colorado Department of Higher Education
- **Marty Goldberg** – Director of Concurrent Enrollment, Colorado Community College System
- **Angelika Schroeder** – Education Leadership Council, 2nd Congressional District, State Board of Education
- **Becky Dancer** – School District Administration, Director of Teaching & Learning, Clear Creek School District
- **Erin Silver** – Strategy and Policy Consultant, CareerWise
- **Lauren Jones** – Career and Technical Education Program Director for Special Populations, Counseling & Middle School, Colorado Community College System
- **Danielle Ongart** – Executive Director, Student Pathways Unit, Colorado Department of Education
- **Violeta Apodaca** – Parents, Concurrent Enrollment Advisory Board parent representative
- **Amadou Dieng** – Students, Communications Manager, Colorado Succeeds
- **Raymond Chard** – Local District Colleges, Interim Vice President of Academic Affairs & Director of High School Programs, Aims Community College
- **Bill Summers** – Principals, Principal, Canon City High School
- **Joe Kuntner** – Business Community, Managing Director of Public Sector, Slalom
- **Mike Pintaric** – Teachers, CTE Instructor, Thompson School District
- **Therese Ivancovich** – Postsecondary Education Advocacy Groups, Chief Executive Officer, Attainment Network
- **Susana Córdoba** – Commissioner, Colorado Department of Education
- **Dr. Angie Paccione**, Executive Director, Colorado Department of Higher Education
- **Michelle Romero** – Director, Office of Postsecondary and Workforce Readiness, Colorado Department of Education
- **Lexie Wilson** – Principal, Slalom, Workshop Facilitator
- **Hannah Toloui** – Sr Consultant, Slalom, Workshop Facilitator

Agenda

Welcome & Introductions 9:00 am – 9:15 am

Group Activity: What is a Credential? 9:15 am – 10:00 am

Accountability Workshop (Working Lunch) 10:00 am – 12:45 pm

Human Centered Design Workshop Overview & Update 12:45 pm – 1:45 pm

Next Steps & Close 1:45 pm – 2:00 pm

Meeting Notes

Introductions

Team members went around the room and introduced themselves with which organization they represent and shared what credential they would get.

Group Activity: What is a Credential?

- We conducted a 'Four corners' activity that got the group up to move to the corner of the room that aligned with their response to the below prompts, on a scale of totally agree, agree, somewhat disagree, and totally disagree. Task Force members engaged in conversation during the activity.
 - I can define what a credential is to a student and family.
 - A credential is needed along with a high school diploma.
 - Some credentials hold more value than others.
 - Employers value credentials.

Stackable credential pathways Presentation by Ruthanne Orihuela

Presentation about the legislative journey and implementation progress of [Senate Bill 22-192](#).

- 10 stackable credential pathways across 5 high-value Colorado industries by 2025
 - Behavioral Health (entry-level micro-credentials)
 - Education (apprenticeship to alternative licensure)
 - Healthcare (career lattice for direct care worker advancement)
 - Cybersecurity (industry certification to college credit for prior learning (CPL) matrices)
 - Software Development (essential durable and tech skills guidance)
- Develop a [quality credential framework](#) for Colorado
- Defining quality non-degree credentials
- Rubric for quality credential evaluation

We discussed building equitable pathways:

- Access—K-12 (early exploration, career and technical education opportunities that provide work-based learning, industry certifications, and college credit) and adults (on-ramps that validate prior learning, short term non-degree credentials of value, clear communication of outcomes along the path)
- Stackability to next level education and next level career opportunities
- Portability—across employers, across intuitions of higher education and training providers
- Learner/earner agency—learner owned Comprehensive Learner Records and Learning and Employment Records; understanding of skills and competencies attained.
- Employer validated—credentials that have value in the workplace and that employers will hire for

Accountability Workshop

Slalom facilitated a brainstorming session about the value of Post Secondary Workforce Readiness, included below.

LET'S BRAINSTORM

What do we and/or learners value from Post Secondary Workforce Readiness Programs? This can be anything under the sun even intangibles.

Pathways to meaningful employment <small>Joe Kurtzner</small>	Individualized interests <small>Bill Summers</small>	Experiences <small>Sarah Heath</small>	Saving \$\$ - getting credits and credentials for free <small>Danielle Ongart</small>	Tangible skill development that is valued by employers <small>Lee Wheeler-Bertiner</small>	applicability or experiences, contextual knowledge. <small>Kim Paust</small>	Skills <small>Amadou Diang</small>	Direct releatable experience and skills gained <small>Carl Einhaus</small>	demonstration and validation of skill competencies <small>Marta Ostberg</small>
The opportunity to get into areas that they are actually "interested" in beyond typical HS offerings. <small>Ray Cherd</small>	Essential skills <small>Danielle Ongart</small>	Engagement, critical skills <small>Angelika Schneider</small>	Lifelong skills to save learners money by obtaining real world skills <small>Mike Pittman</small>	The opportunity to explore careers and participate in experiences that develop skills that are needed for their future <small>Katherine Noveck</small>	Jobs! <small>Tammi Hiller</small>	Sense making about the world and next steps <small>Sarah Heath</small>	Opportunities <small>Lee Wheeler-Bertiner</small>	Return on investment <small>Tammi Hiller</small>
The opportunity to get into areas that they are actually "interested" in beyond typical HS offerings. They can get opportunities beyond HS <small>Ray Cherd</small>	Direction for students <small>Betsy Dancer</small>	Saving time and money <small>Tammi Hiller</small>	Networking with folks in attractive industries <small>Danielle Ongart</small>	experience - transferable skills - network <small>Amadou Diang</small>	The chance for all of the opportunities to gain the knowledge, skills, and abilities needed to succeed in the Postsecondary arena in a high demand, in-demand occupation. <small>Bill Gilmore</small>	Requires industry and education to communicate <small>Tammi Hiller</small>	Real world preparation, awareness, and skills that are driven by passion and interests. <small>Jessie Rose</small>	I value those opportunities that are with content specific and that provide "credible" high school credit/career credit, as they are a validation of future experiences and their career. <small>Suzanne Ortuella</small>
Wage growth <small>Erin Silver</small>	Access to employers in a space/industry the learner cares about <small>Joe Kurtzner</small>	Mentorship from experienced folks in industry areas <small>Danielle Ongart</small>	Agency <small>Tammi Hiller</small>	Ability to build on experiences <small>Erin Silver</small>	Options for their future <small>Tammi Hiller</small>	Opportunity for self-evaluation that helps them better understand their interests and their direction for their future <small>Katherine Noveck</small>	Equitable access to valuable experiences <small>Michelle Romero</small>	Experiences and skills that matter to the learner to navigate the real world <small>Joe Kurtzner</small>
More valuable and effective use of the time the learner spends in school <small>Joe Kurtzner</small>	Social capital and individual agency <small>Lee Wheeler-Bertiner</small>	Social capital and individual agency <small>Lee Wheeler-Bertiner</small>						

Slalom grouped ideas from the brainstorm by theme and we voted based on importance. The most valuable concepts, by vote of the Task Force, were: skills, experience & opportunities, exploration of interest/ career pathways, and jobs & employment.

Now that we understand what is tracked and measured today. What values from our visioning activity do you believe is important we start to include in our accountability measures? (Pick up to 4)

Skills <hr/> 20%	Experiences & Opportunities <hr/> 17%	Exploration of interest/Career Paths <hr/> 17%	Jobs & Employment <hr/> 15%	The ability to "double or triple" dip (aka get required math credits while exploring an interest or pathway) <hr/> 11%
Return on Investment (Time & Money) <hr/> 6%	Mentorship <hr/> 5%	Agency <hr/> 3%	Wage Growth <hr/> 3%	Networking <hr/> 2%
Social Capital <hr/> 2%	Direction <hr/> 0%			

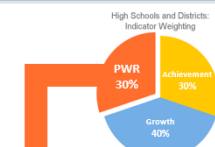
State Accountability Presentation and Discussion

1. State Accountability Overview
2. Elements of the State Accountability System
 - a. Frameworks with special in-depth section on Postsecondary & Workforce Readiness Indicator
 - b. Public Reporting
 - c. Improvement Planning
 - d. Public Engagement
 - e. Supports and Interventions
 - f. Accreditation
 - g. Awards
3. Future of Accountability
4. Resources and Other Bonus Content

There was discussion around what accountability metrics and accountabilities were appropriate for postsecondary workforce readiness indicators. Today, they are:

PWR Indicator | Inclusion in the Framework

- Only available for high schools and districts
- Contributes **30% of the points** in determining overall high school or district plan types
- Currently consists of five sub-indicators:
 - SAT Evidence-Based Reading/Writing
 - SAT Math
 - Dropout Rates
 - Matriculation Rates
 - Graduation Rates



Current PWR Indicator: Points by Sub-Indicator & Level

SAT EBRW (8 points): Mean Scale Score
[All Students (4) & Disaggregated (1 each)]

SAT Math (8 points): Mean Scale Score
[All Students (4) & Disaggregated (1 each)]

Dropout (16 points): Rate
[All Students (8) & Disaggregated (2 each)]

Matriculation (4 points): Rate
[All Students (4)]

Graduation (16 points): Rate
[All Students (8) & Disaggregated (2 each)]



The group discussed the early perspectives to make the below changes:

1. Remove SAT from PWR sub indicators
2. Graduation and matriculation should be equally weighted

Other notable requirements discussed:

1. Must need flexible system that updates with what is important
2. Limit the reporting burden on districts
3. Figure out how to consider industry partners within the industry frameworks
4. Needs to incentivize teachers and counselors, not just principals. It needs to be incorporated into the financial incentives framework

Human Centered Design Overview and Update

Human Centered Design (HCD) is both an approach and a mindset that asks us to be inclusive, to be open, and to reach for solutions that truly meet human needs. The goal is to land upon solutions at the intersection of human desires, technical realities and business viability.

Slalom is conducting four design thinking workshops with our key stakeholders to understand their core needs. The outcomes of this work will be shared in our next task force meeting on Thurs., Sept. 7 and Fri., Sept. 8, 2023. Slalom solicited interested and selected participants to invite to balance diverse perspectives and the need for small groups.

To date, we have already completed one of four workshops



COMPLETED	SCHEDULED	SCHEDULED	SCHEDULED
HCD WORKSHOP #1	HCD WORKSHOP #2	HCD WORKSHOP #3	HCD WORKSHOP #4
Sustainable Funding 08/21 @ 10:00am - 12:00pm	Access & Awareness 08/28 @ 2:30pm - 5:00pm	Value of Programs 08/29 @ 3:30pm - 6:00pm	Administration & Reporting 08/30 @ 2:30pm - 5:00pm
Focus on the ways funding could be reorganized to better support student participation in programs	Focus on the best ways to inform students and families about available programs	Focus on how the value of each program is best conveyed to each stakeholder	Focus on data and metrics that show impact and/or successes that are important to each stakeholder group
ATTENDEES	ATTENDEES	ATTENDEES	ATTENDEES
<ul style="list-style-type: none">• Education Administrators (8)• Industry Professionals (4)	<ul style="list-style-type: none">• Students (4)• Families (4)• Educators (4)• Education Administrators (4)• Industry Professionals (4)	<ul style="list-style-type: none">• Students (4)• Families (4)• Educators (4)• Education Administrators (4)• Industry Professionals (4)	<ul style="list-style-type: none">• Students (4)• Families (4)• Educators (4)• Education Administrators (4)• Industry Professionals (4)

Next Steps:

We are revising the proposed agendas for subsequent task force meetings to address the strong desire of the task force to make concrete, specific recommendations.

1. Host remaining HCD workshops
2. Prepare for the upcoming task force meetings to make recommendations based on the task force charges
3. Distribute a public [feedback survey](#) to inform recommendations