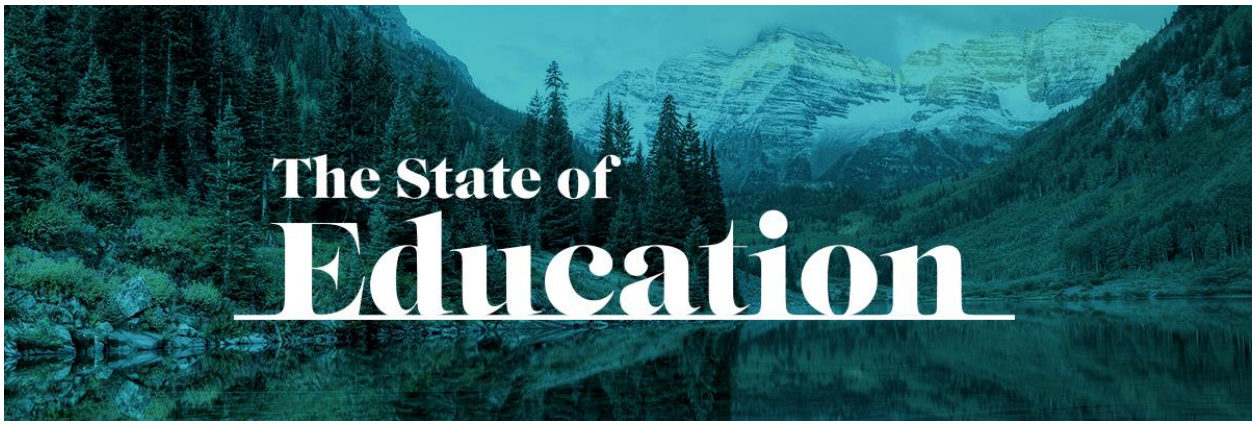

Developed by:
Colorado's Education Leadership Council

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INTRODUCTION and TABLE OF CONTENTS

Introduction

This document represents 18 months of effort from Coloradans across the state, led by the Education Leadership Council (ELC). The ELC was formed in June 2017 to create a vision and strategic plan for the education system, spanning from a person's early childhood into the workforce. This document represents both the ELC's body of work and shared aspiration for Colorado: to become the State of Education. Achieving this aspiration will require tremendous collective effort towards a better future. We believe this work helps get Colorado one step closer, and can orient us for the significant work to come with stakeholders, policymakers and the public to make Colorado the State of Education.

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BACKGROUND

Starting Point
Colorado is a leader and pioneer in the country on many fronts. Our economy is frequently ranked number one in the country, and people across the world are drawn here to enjoy the myriad recreational opportunities and remarkable quality of life. Our education system also has many strengths, and leaders from early childhood care and education, K-12, higher education, and our talent development system have made tremendous advances that have supported Colorado's rise.

Even with these advances, work remains to ensure that we can adapt to a rapidly changing world. Experts predict that 85 percent of the jobs that will exist in 2030 have yet to be invented.[1] The state's demographics are shifting considerably, as Hispanics will comprise over 60 percent of the growth in our working age population for the three decades from 2020 to 2050.[2] And today, shortages of teachers by geography and content area combine with persistent attainment gaps between white students and students of color to underscore why work must be accelerated *now* to address our shared challenges.

How do we move the state toward a positive, shared vision for Colorado's education system, with a clear blueprint to guide the work? There is no individual person who can make this happen. There is no governance structure that ties all the different parts of our education system together. That's why the effort will require Coloradans—students, parents, teachers, policy makers, interest groups, and everyone else—working together to drive alignment, effectiveness, and efficiency that will help Colorado become a leader across the nation.

Approach
The Education Leadership Council (ELC) was convened to identify the vision and strategic plan that will allow Colorado to become "The State of Education." The ELC is a group of 25 leaders from government, business, and the non-profit community, with experience in early childhood care, education, and economic development. We took as a starting point the current governance structures for our education system and actively sought representation from within those groups, such as the Early Childhood Leadership Commission, State Board of Education, Colorado Commission on Higher Education and Colorado Workforce Development Council.

Our work is bi-partisan, focused on long-term systems and culture change, and built on two key pillars: stakeholder input and data-based policy research. Just as important, the State of Education initiative is not meant to solve a specific "problem" but, rather, to build a broad-based view of the future system that Coloradans want and work backwards from that ideal to determine how we get there. This distinction from typical "strategic planning" efforts is critical; the approach was chosen to help all participants stretch beyond important but narrower, and sometimes divisive, questions such as how to fund solutions. Instead, the focus for our collective energies is the shared future we want. With the picture of that shared future in place, we believe those "how" questions can be more collectively and constructively addressed. The term "State of Education" is, therefore, meant to be aspirational and

[1] Institute for the Future. (2018). The next era of human machine partnerships.
[2] Bell Policy Center. (2018) Demographics: A Changing Colorado

applies both to our output (this strategic plan) and to our goal (to achieve a world-class education system).

Over 18 months of work have gone into this effort, with a major focus on stakeholder engagement to identify what Colorado values in an education system. Initial feedback from 40 organizations and a review of strategic plans from 100+ school districts and 16 institutes of higher education laid the foundation for how we organized the development of this plan.

The next wave of engagement reached more than 6,100 people via online survey, more than 500 people through 70+ statewide roundtable discussions, and over 100 key stakeholders across four subcommittees that met five times each to develop the core of the plan. Research and data analysis supported this effort, with a consideration of how Colorado is performing today and how the state could achieve even higher performance.

We also incorporated recent policy research into the strategies described in this report, focusing, for example, on the critical building blocks of a high-performing education system, as identified by the National Conference of State Legislatures and the National Center on Education and the Economy. The combination of the two pillars of our work, stakeholder engagement and data-based policy research, form the vision framework and strategic plan that follow.

EXECUTIVE SUMMARY

The State of Education is designed to help Colorado achieve a world-class education system. In building this plan over 18 months, we engaged with thousands of Coloradans, leveraged the latest data and policy research, and held dozens of council and subcommittee meetings. The plan is a roadmap for educators, policymakers, business and community leaders, and others to identify ways to drive our system forward, together. The State of Education plan consists of three key elements:

- A **vision framework**, which identifies what Coloradans want from their education system
- The **principles** of a world-class education system that can help us achieve that vision
- Practical **improvement strategies** that align to these principles

We recognize that local context matters. While the subcommittees came to consensus on the principles and strategies for their components of this plan, we know that not every improvement strategy is right for every community, and some strategies will take more discussion and time to implement than others. We also recognize that not everyone will agree with every idea in this plan. Still, we believe this plan represents an important step toward systemic changes that can help propel Colorado on its journey to becoming a world-class education system.

The State of Education begins with a shared **vision**. A review of strategic plans and vision statements from 100+ school districts and 16 institutes of higher education produced themes that were then explored in a statewide survey. Over 6,100 Coloradans across all of the state's major demographic groups showed significant support (78 percent or above) in the survey for five desired outcomes from the education system. The vision encapsulates these desired outcomes: In Colorado's world-class education system, all learners are prepared for a rapidly changing world; are civically engaged; are physically, socially, and emotionally healthy; are competent academic scholars; and are ready to contribute productively to the economy.

The **principles** for a world-class education system were developed through tremendous input from roughly 40 key stakeholders around the state and tested against input gathered from our public survey and 70+ roundtable discussions. The principles fall under four major drivers of change. We believe each driver of change represents a necessary area for shared focus and meaningful progress if we want to achieve a world-class education system. The drivers of change and principles are summarized here:

<u>Responsive systems</u> that produce agile learners:

- Value *how* to think and learn in addition to *what* to learn
- Devolve decision-making authority, maintaining accountability for rigorous outcomes
- Provide access to high-quality, varied learning experiences
- Offer differentiated, flexible funding based on student need

Robust <u>community and family partnerships</u> to ensure all students are ready to learn:

- Support capable and caring adults in and out of school
- Nurture students' physical, mental, social, and emotional health
- Provide safe, inclusive, and culturally-responsive environments
- Build connections between students, school community, and greater community

Well-supported educators and leaders:

- Receive respect and support for the teaching profession
- Collaborate on decision making with administrators
- Utilize training and tools to create inclusive learning environments
- Prosper from effective professional learning and career growth opportunities

Cross-sector partnerships that support student learning and transitions:

- Provide educational opportunities focused on critical transitions
- Support multiple pathways to and through postsecondary training and higher education
- Drive student-directed learning experiences toward essential skills
- Inform career and workforce readiness via community and industry engagement

Each principle has detailed **improvement strategies**, created by our subcommittees and supported through policy research. For each strategy outlined in the plan, we include implementation considerations relating to timeframe, stakeholder involvement, general cost estimates, and relevant research and resources.

Each driver of change has four principles, and each principle has four or five strategies, for a total of nearly 70 strategies in the plan. We recognize that a traditional approach to strategic planning suggests that so many strategies imply a lack of focus. We believe that our vision driven, system oriented approach, built for implementation with a wide range of stakeholders, requires this kind of breadth. As a starting point, we have also created a shorter set of prioritized improvement strategies for the vision framework and each driver of change based on the consistency of stakeholder support, policy research, and a focus on Colorado's specific challenges to becoming a world-class system. These should not be considered the full recommendations of the ELC but, rather, a way to start a focused conversation.

We also recognize that many of the improvement strategies propose to continue or scale up current efforts, which may lead some to ask if these ideas are "innovative" enough to include. We believe that innovation is essential in moving our system forward, and there are a number of ideas that would push boundaries if implemented, including:

- exploring novel ways to configure student time (imagine self-directed learning in grades 4 to 6 using problem-based, interdisciplinary, and experiential models)
- revising the K-12 school finance formula to be student-centered and reflective of the changing needs and interests of the student population
- broadly recognizing value in the multiple, viable postsecondary pathways that can sustain meaningful careers for individuals

But we also believe that innovation for its own sake is not the goal. Colorado already has many examples of innovative practices and organizations, and often the best path forward is to continue scaling up them, or identify how to help them adapt and grow in a different location.

Our prioritized improvement strategies by area are on the next page.

Prioritized Improvement Strategies by Area		
Area	**Short term (Start soon, finish < 1 year)**	**Medium to Long term (Start soon, finish > 1 year)**
Vision Framework	• Develop an approach for further, targeted regional or stakeholder based engagement focused on how to support local implementation of the State of Ed. • Set up pilots to identify innovative practices tied to the vision framework, and support their adaptation from one area to another	• Continue regional and local efforts based on tailored engagement
Responsive Systems & Agile Learners	• Communicate the flexibility in our current system and identify remaining policies and administrative practices that create barriers to innovation (2A) • Create a public-private partnership that connects educators with practitioners who can engage with students to connect content knowledge with real-world skill development and application (1B) • Develop a state-wide professional learning community for educators to share knowledge about different ways to innovate and expand educational opportunities for all students (3D)	• Revise the education funding formula to be agile, equitable, and based on student need (4A-F) • Increase the capacity of educators to use technology to provide more authentic learning experiences tied to student interests, and expand work-based learning opportunities (1B, 3G) • With K-12 and higher education as partners, shift the emphasis away from seat time toward competency and skill development to better prepare students for the rapidly changing economy (1A)
Community & Family Partnerships	• Expand two-generation policies and practices focused on improving outcomes for both students and their parents (1B) • Research effective and sustainable models of community schools or other integrated service models appropriate for a variety of communities in Colorado (2B) • Expand access to evidence-based, voluntary, parent education and home visitation programs to support parents and caregivers in improving academic and health outcomes (1D)	• Support local communities in needs identification and asset mapping in order to provide wraparound services for school communities (1A, 2A)
Educators & Leaders	• Expand teacher marketing, recruiting, and retention incentives to help address statewide teacher shortages (1A, 1B, 1E) • Develop rubrics to evaluate and improve working conditions, especially in hard-to-staff schools (1D) • Create approaches for more collaborative teacher / leader decision-making (2A) • Build new training for educators and leaders on equity and culturally-responsive practices (3B)	• Provide competitive teacher salaries (1A) • Develop new principal and administrator training and support programs (4B)
Student Learning & Transitions	• Expand support for work-based or other credit-bearing learning like concurrent enrollment, apprenticeships, and certificates (2B-D) • Build counselor corps capacity to support college and career readiness (2A) • Strengthen workforce and higher education engagement in pathway development, to scale successful collaboration models (4A, 4C, 4D)	• Provide high-quality early childhood education opportunities (1A) • Provide students more opportunities to explore career pathways at multiple points in their education and career (3A) • Incorporate inclusive classroom-level practices to address equity in curricular and co-curricular settings (1B)

What Comes Next

The culmination of 18 months of work with the State of Education strategic plan is a significant step. The plan is comprehensive, well-grounded in stakeholder input, and, most importantly, stems from a broadly shared vision of what our education system, from early childhood to the workforce, should be. We also recognize, however, that this just the starting point of the next phase of work. To truly move forward with the vision framework and principles identified here, much more work and engagement at all levels is necessary.

Governance and operational support

Per the current executive order, the Education Leadership Council is tasked with the ongoing implementation of the strategic plan, including ongoing measurement and plan updates as needed. We propose that the ELC maintain engagement with a formal outside advisory group of key education stakeholders to sustain breadth of input in the work going forward. Such a group was formed and met three times in late 2018 to provide critical input on this document. Operational support for the ELC may continue through the Governor's Office, leveraging ongoing relationships with outside partners such as the CU Denver School of Public Affairs, and potentially involving other organizations.

Plan implementation

The vision framework and strategic plan are a roadmap meant to drive Colorado toward a world-class education system, but they do not constitute a set of mandates. We recognize that local context matters greatly. We know that some stakeholders may review this work and find they are already closely aligned to the vision, implementing many of the strategies and driving positive outcomes for learners. Or, they may wish to implement many of the strategies but do not currently have the resources to do so. Or, they may find that some of the strategies are not the right fit for their community or organizations. In each instance, we believe this vision framework and strategic plan can provide value as a starting point and filter for the strategies that stakeholders choose to deploy as they advance their part of the education system. Success for the ELC is not that all district leaders, for example, view the plan as a suggested override to their own current strategic plan but, rather, that they read through this work closely and pursue strategies that resonate with their situation and community. Below is a summary of how we hope Coloradans will engage with this work.

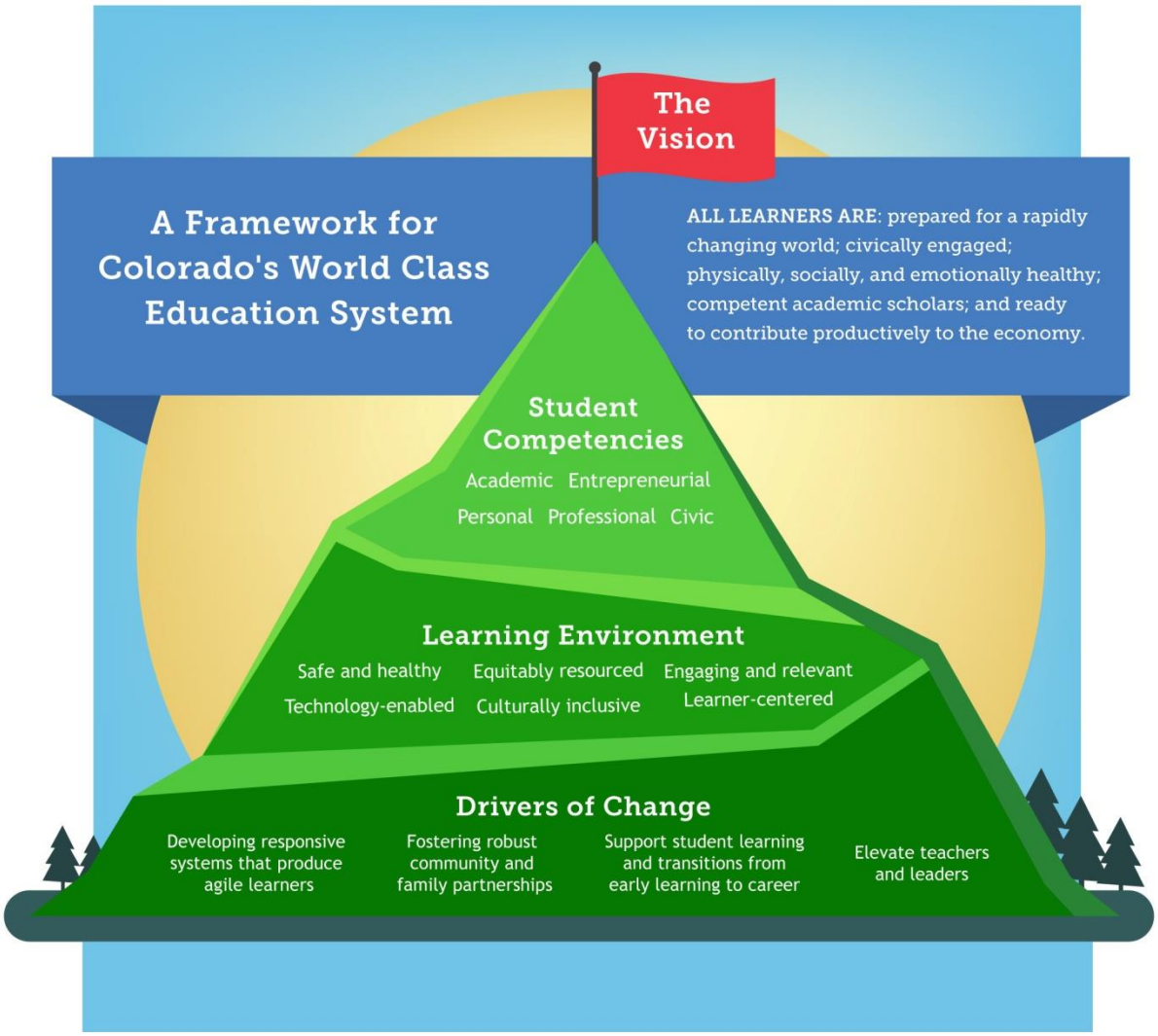
Group	Examples	How we hope you will engage with this work
Policymakers	State legislators, Higher Education Commission members, State or Local School Board members	The vision framework, principles, and strategies serve as a starting point for considering policy priorities. As you craft policy or legislation, we hope it aligns to the vision framework, builds from the strategies and research in this strategic plan, and involves our stakeholder groups.
Educators and Practitioners	Early childhood educators, K-12 school teachers, Non-profit service providers, School and district leaders, Higher education faculty and administrators	The vision framework, principles, and strategies serve as a starting point for considering how to improve your learning environment and outcomes. As you educate and support the learners in your care, you seek to implement some of the strategies here, potentially in collaboration with a stakeholder group involved in our process. You can also participate in the next phase of this work by contributing your voice to the discussion about how this vision and strategic plan can be leveraged to achieve a world-class education system.

Learners and Community members	Students, Parents, Education advocacy groups, Business leaders	The vision framework, principles, and strategies serve as a starting point for you to consider what you want from the education system. As you go to class, hire workers, or talk to your children's educators, you consider if the vision and principles will deliver what you want and add your voice to the ongoing discussion about how this plan can be leveraged to achieve a world-class education system.

Executive Summary Conclusion

There is no individual person or group that can solely drive Colorado's education system to higher performance. A collective effort is *essential*. The vision framework, principles, and strategies presented in the State of Education are built from a collective view of what our education system should deliver and how it can get there. We believe even stakeholders who find specific policies they cannot support still recognize the value of this overall collective approach and understand that this work is not about mandates but about building cohesion and shared momentum toward the dynamic future we want. As you read the detailed vision framework, principles, and improvement strategies, we hope you will find the same energy and optimism for our education system that we did in developing the State of Education.

VISION FRAMEWORK



This **vision framework** is meant to provide a shared vision to keep driving us toward a world-class education system. To achieve that vision, we believe learners of all ages need to achieve proficiency and strive for mastery of skills within five core **student competencies**. We identified six **learning environment** characteristics that best support learners in pursuing these competencies. The four key **drivers of change** will advance our system forward and link directly to the principles that define our picture of a world-class system.

Each component of this vision was deeply informed by our public outreach and stakeholder engagement process. A review of the vision frameworks shared by numerous education-related organizations across the state and over 100 school districts and 16 institutions of higher education had a number of consistent elements. They all:

- Focus on a shared, collective path forward
- Acknowledge the role and needs of the community and society
- Address the system and learning environment needed to support the vision
- Anchor on student skills or competencies required to succeed in the classroom and in a career

We used these elements as the guide for building an integrated vision based on input from our online survey of over 6,100 Coloradans, 70+ roundtables, and feedback from roughly 100 subcommittee members. The resulting vision framework is not meant to replace the visions that individual schools or organizations around the state have created but, instead, to create a more shared focus on how we can collectively advance the system. We ask readers of the vision framework to consider: How do our efforts align to this vision?

The Vision: In Colorado's world-class education system, all learners are: prepared for a rapidly changing world; civically engaged; physically, socially, and emotionally healthy; competent academic scholars; and ready to contribute productively to the economy.

Coloradans across all demographic groups in our survey supported the five outcomes of the vision at a rate of 78% or higher. We view this broad support as a cornerstone of the entire State of Education, providing a strong starting point for where we want to go as a state.

Student Competencies:

- Academic: proficient in Colorado academic standards, life-long learner
- Personal: self-aware, flexible, resilient, adaptive
- Entrepreneurial: critical thinker, problem solver, creative, curious
- Professional: takes responsibility, leads others, manages tasks and time well
- Civic: collaborative, culturally aware, civically engaged, effective communicator

The five student competency categories align with Colorado's Essential Skills list, a statewide effort to classify the most important skills students need to succeed in life and career. These categories are also reinforced by the outcomes that Coloradans from our survey supported, as well as the specific skills that were prioritized in the survey. Remarkably, Coloradans across demographic groups in the survey agreed the four most important skills students need today are: effective communication, problem solving, critical thinking, and literacy. These are all embedded in the competencies in this vision framework.

Learning Environment Characteristics:

- **Safe and healthy**
  A secure, respectful, and inclusive learning environment ensures that all students are able to achieve and maintain physical, mental, social, and emotional health. Research shows that students in a safe and supportive learning climate are more likely to engage in coursework, take risks and innovate, develop positive relationships, and succeed academically. Educators are also more likely to have higher satisfaction and retention rates. Having a safe and healthy learning environment was one of the highest ranked elements on the State of Education survey and was consistently noted as critical, and too often missing, by our roundtable participants.

- **Equitably resourced**
  Broad-based roundtable and subcommittee feedback, in addition to national best practice, indicate that a world-class system must be adequately and equitably resourced to ensure strong academic outcomes and close postsecondary attainment gaps.
- **Engaging and relevant**
  Across the education spectrum, learning environments must be engaging and relevant to learners. This means that content is interesting and motivating to learners and directly connected to real-world issues. Learners are able to see the application of what they are being taught to their own personal, social, and civic lives, and they can see the connection to a current or future occupation.
- **Technology-enabled**
  Technology-enabled learning environments will make it possible for students to direct their own learning while creating space for teachers to provide more authentic learning experiences that are tied to student interests and work-based learning opportunities. Better leveraging technology will ensure that all learning environments in Colorado's education system have equal access to resources as well as opportunities to share and build on each other's work. In doing so, technology will create efficiencies and opportunities to re-direct funds toward Colorado's educators, providing them with increased opportunities for career growth, compensation, and recognition.
- **Culturally inclusive**
  As Colorado continues to become more diverse, creating learning environments that are welcoming and support the growth of students from all backgrounds becomes even more critical.
- **Learner-centered**
  Tomorrow's challenges cannot be met by yesterday's industrial-age teaching paradigm. A learner-centered approach tailors the educational experience to the needs and potential of each learner and supports their highest possible outcomes.

Key Drivers of Change:
How can we collectively drive the education system toward the vision we want, where learning environments provide students with the opportunity to gain the skills and competencies they need to succeed? We believe the four drivers of change, with the principles and improvement strategies aligned to them, are the way to get there:

- Developing responsive systems that produce agile learners who can continually adapt, grow, and prosper in a dynamic world
- Fostering robust community and family partnerships to ensure all students are ready to learn
- Elevating the teaching profession and supporting educators and leaders, so that all students have access to effective instruction
- Building industry and cross-sector partnerships to support student learning and transitions from early childhood to career

Each driver stretches across the four elements of our education system – early childhood, K-12, higher education, and the talent development system. We arrived on these drivers through feedback from 40 organizations early in our process in the winter of 2017, building from their own visions and policy priorities for the system. These groups represented students, parents, teachers, administrators, and

school boards, as well as groups focused on community leadership and interests, special populations, and philanthropy. The drivers reflect the themes most consistently shared in the feedback we received, and they became the focus of our four subcommittees. Our rationale for ordering the drivers as they are is based on an image of concentric circles, with students in the center, and those elements closest to them extending into the outer rings – first educators, then the community and finally the broader education system. The subcommittees spent the spring and summer of 2018 asking, within their respective focus areas:

- What are the principles of our ideal education system?
- What are our system's strengths and opportunities (or challenges) relative to achieving the principles?
- What do research, best practices, and stakeholder outreach say about how to turn our opportunities into strengths?

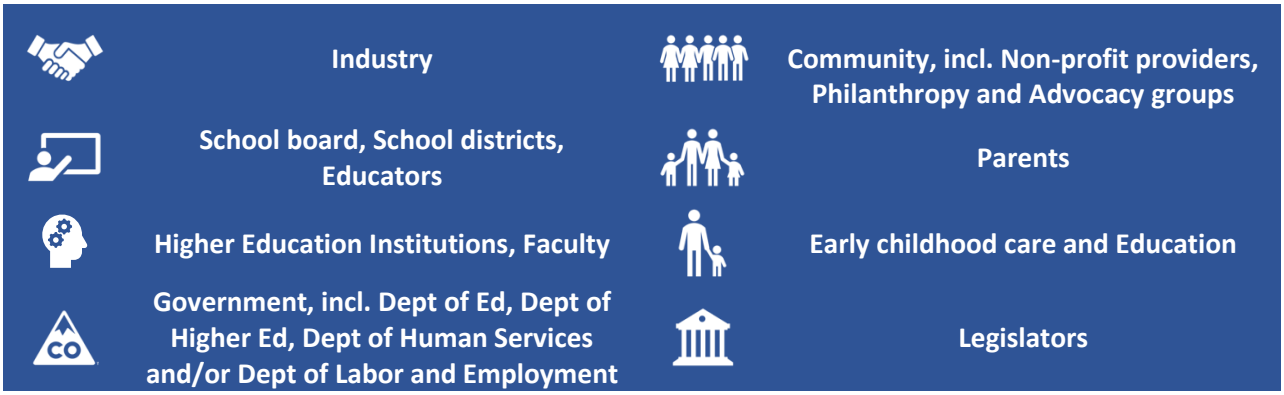
The following section provides the answers to these questions for each driver of change, through a detailed compilation of principles and improvement strategies.

PRINCIPLES AND IMPROVEMENT STRATEGIES

The principles and improvement strategies in this section were built through in-depth discussion and research focused on how to drive forward Colorado's education system. As noted earlier, this plan is not a set of mandates, and we recognize that local or organizational context matters greatly for stakeholders as they engage with this work and seek to implement the right parts. To support this engagement, we have included detail to promote further consideration and potential implementation. For each strategy, we have included:

- Descriptions: how to deploy each strategy, which may include examples or tactics
- High level cost estimate: Lower cost / Higher cost
    - Please note that these estimates are directional only – actual cost estimates are not possible without first determining the scale and scope of implementation, which must necessarily be based on each community or organization's context and interests.
- Timing estimate: Short-term / Long-term
    - Please note that these estimates are directional only – based on the same factors that impact costs. We mean to distinguish "short-term" strategies that can be started now and put in motion (e.g., a program started) in less than one year from "long-term" strategies would likely not be put in motion until after 12 months.
- Stakeholders: eight primary stakeholder groups noted in the table below.
    - Our intent is to show which stakeholder groups should be involved in moving the strategy forward.
- Relevant research, studies, and resources: key material that supports or discusses the strategy in more depth

Stakeholder legend



Responsive Systems and Agile Learners

The future promises to bring jobs and technologies that will continue to shift our economy and society in dramatic ways. In fact, automation and artificial intelligence are already transforming the workplace and demanding different skills from workers. According to the McKinsey Global Institute, by 2030, the need for basic cognitive skills and physical and manual skills will be far outpaced by the need for technological skills, higher cognitive skills and social and emotional skills.[3] Colorado's Talent Pipeline Report reflects that trend, finding that 66 percent of the state's "tier 1 top jobs" will require science, technology, engineering, and math skills.[4] These are jobs that have high growth rates, offer high annual openings, and pay a living wage for a family of three. The vast majority of Tier 1 occupations (93 percent) also require some type of postsecondary education or training, ranging from one-year-or-longer programs to graduate level degrees.

The stakes for our education systems are high. Regardless of the specific type of occupations the future may bring, we know that students will need a strong grasp of core academic competencies, including English Language Arts, mathematics and civic education. As the Center on Reinventing Public Education notes, "The U.S. education system is not reliably providing these skills, even for today's jobs and society. In the future, there will be even more urgency to find ways to guarantee every student a strong foundation in basic computational and literacy skills, and a foundational core of content knowledge."[5] At the same time, students must possess "essential skills," including critical thinking, problem solving, effective communication, and personal responsibility, or risk being left behind in our economy. These were also the top skills identified by the 6,100 Coloradans who participated in the State of Education survey. Further, as students leave our current, formal education system and enter this shifting workforce, they can be expected to change jobs and careers multiple times – requiring access to retraining and on-going learning. This requires that both our education system and our workers be agile.

This subcommittee focused its time on exploring how to create education systems that are responsive to these changing – and often daunting—realities. In responsive education systems, we believe that educators can harness personalization to produce agile learners who can continually adapt, grow, and prosper in a dynamic and interconnected world. To do that, we need those closest to students to be responsible for making decisions about learning environments, we need agile funding systems, and we need an array of high-quality educational options to meet the various needs of our diverse society and ensure equitable opportunities for all students. Essentially, our education system itself needs to model the agility that we expect from learners. The following principles and strategies offer a variety of paths for Colorado to attain that aspiration.

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[3] Jacques Bughin et al., Skill Shift: Automation and the Future of the Workforce (McKinsey Global Institute, 2018).
[4] Colorado Workforce Development Council. 2017. The Colorado Talent Pipeline Report. Talent Found. https://www.colorado.gov/pacific/cwdc/colorado-talent-pipeline-report.
[5] Robin Lake, ed. 2018. Learning in the Age of Agility: How U.S. Education Can Prepare Students to Solve the Problems of the Future. Washington: Center on Reinventing Public Education. https://www.crpe.org/sites/default/files/crpe-thinking-forward-learning-age-agility.pdf

Principle 1: Education systems support agile learners by valuing how to think and learn in addition to what to learn.

The changing realities of our economy demand that students be agile learners –that is, know how to continuously learn and how to adapt and shift into new roles and responsibilities as needed. Content knowledge still matters and can be taught in a meaningful way that values the development of critical thinking and problem-solving skills while instilling in students a love of learning. As the Education Reimagined vision states, "With the unprecedented and exponentially expanding access to content and information, success no longer demands traditional memorization and rote learning of content but, instead, requires the ability to absorb, analyze, and apply content. The future begs for individuals ready and eager to grapple with and solve the problems of today and tomorrow."[6]

Strategy A. Identify and remove state and local barriers to implementing flexible school schedules that support competency-based, project-based, experiential, work-based, and other models that value the "how" of learning.

- Include higher education institutions as critical partners in shifting the emphasis away from seat time and toward competency and skill development.
- Increase the availability of internships, apprenticeships, and job-shadowing for students in all parts of the state.
- Build partnerships between Early Childhood Care and Education (ECE) providers, K-12, higher education institutions, and a variety of sectors, such as the arts, non-profit, technology, health, skilled trades, etc., to foster the development of critical-thinking and problem-solving skills.
- Leverage the 4-day week as an opportunity to provide a combination of social and emotional supports and workplace experiences.

Relevant research, studies, and resources

- Innovation in Higher Education Case Study: Colorado's CareerWise Apprenticeship Program
- A Look at Competency-based Education in K-12 Schools
- Innovative Industries Internship Program Legislative Report: FY 2017-18
- Work Based Learning
- Leveraging Learning on the Fifth Day-And the Journey Continues

Strategy B. Create meaningful and effective professional learning opportunities for teachers, pre-service teachers, school leaders, and postsecondary instructors and faculty on agile, student-directed learning and the development of essential skills.

- Create a public-private partnership program that connects educators with expert practitioners across the state who can engage with students and connect content knowledge with real-world skill development and application.
- Increase the capacity of educators to use technology to provide more authentic learning experiences that are tied to student interests and work-based learning opportunities.

[6] Education Reimagined. (2015) A transformational vision for education. Washington, DC.

- Connect educators with the appropriate credentials and micro-credentials.
- Explore the use of tools that effectively measure student development of essential skills.

Relevant research, studies, and resources

- Colorado Essential Skills
- Colorado Blended Learning Roadmap
- Competency-Based Learning for Teachers: Can Micro-Credentials Reboot Professional Development
- State Information Request: Micro-Credentialing in Teacher Professional Development
- Teachers, Micro-Credentials, and the Performance Assessment Movement

Strategy C. Re-imagine space and time for learning, considering different approaches, such as:

- Co-locate schools or classrooms with community organizations, industry, or other local partners.
- Leverage libraries, museums, community centers, businesses and other locations as "satellite classrooms" to bring students closer to real-world learning opportunities and attain the goal that learning happens everywhere.
- Build community networks to meaningfully integrate out-of-school learning into a student's educational experience and improve access to quality out-of-school learning opportunities.

Relevant research, studies, and resources

Beyond the Bell: Leveraging Community Assets for an Expanded Learning System

Strategy D. Place value and focus on multiple types of assessments by increasing information and awareness of the different purposes, including:

- Assessments "Of" Learning: These assessments measure achievement and progress of learning against established standards.
- Assessments "For" Learning: Real-time, formative assessments provide immediate feedback both to the learner and to adults on developing knowledge, skills, and dispositions while learning is actually happening.
- Assessments "As" Learning: These assessments can support the development of essential skills, help learners understand how they learn and who they know themselves to be, and illuminate the variety of unique learning styles. This provides the self-awareness needed to become a better learner and to develop higher-order skills and dispositions.

Relevant research, studies, and resources

- A Transformational Vision for Education in the US
- Formative Assessment and Elementary School Student Academic Achievement: A Review of the Evidence
- Make Assessments Work for All Students: Multiple Measures Matter

Strategy E. Explore novel ways to configure the progression of students' use of time, incorporating additional areas of emphasis as they move from preschool through postsecondary. Consider, for example:

- Focusing on the development of foundational literacy and numeracy skills in ECE through grade 3, while being responsive to the different needs of students, such as English Language Learners.
- Intentionally fostering self-directed learning in grades 4 through 6 using problem-based, interdisciplinary, and experiential models.
- Promoting work-based learning in grades 7-12 through flexible scheduling (for example, instructional weeks which include traditional class time, project-based learning teams partnering with businesses, and worksite apprenticeships).

Principle 2: Educators and school leaders, in conjunction with students and families, have the autonomy to make meaningful decisions about learning while being held accountable for rigorous outcomes.

Responsive systems need flexibility to be reactive to the diverse needs of learners and the changing world around them. Colorado must have clear, high expectations for all students and learning providers, while giving learning providers autonomy in how they achieve those expectations and support for pursuing innovative practices. Those closest to the students should be making decisions regarding staffing, scheduling, budgeting, and instructional systems, so that learning environments can be relevant, personalized, and contextualized.

Strategy A. Promote flexibility in the education system.

- Be explicit about what flexibilities already exist and identify remaining rules and administrative practices that create specific barriers for innovating schools.
- Ensure flexibilities and autonomies granted through mechanisms like charters and innovation status are protected.
- Create learning environments that provide opportunities for flexibility, such as after-school programs, summer school, special purpose innovation zones, or credit-bearing opportunities for experiential or work-based learning to occur during the school day.

Relevant research, studies, and resources

- Personalized Learning at a Crossroads. Early Lessons from the Next Generation Systems Initiative and the Regional Funds for Breakthrough Schools Initiative
- How States Can Promote Local Innovation, Options, and Problem-Solving in Public Education
- Denver's Luminary Learning Network Shows How Innovation Zones Can Work for Teachers, Students, and Families
- Strategies for Implementing Personalized Learning While Evidence and Resources are Underdeveloped
- The Legacy of More & Better Learning Time: Grantee and Stakeholder Reflections
- The Value of Out-of-School Time Programs

Strategy B. Promote classroom-level agency for educators.

- Increase time for teacher collaboration and planning.
- Empower educators and leaders to make decisions about professional development opportunities and funding, so that professional development is relevant, effective and meaningful.
- Build awareness among educators about what flexibilities and support they do or do not have within their local context to experiment and prototype innovative practices.

Relevant research, studies, and resources

- Personalized Learning at a Crossroads. Early Lessons from the Next Generation Systems Initiative and the Regional Funds for Breakthrough Schools Initiative
- Effective Teacher Professional Development

Strategy C. Give school leaders, educators, students, families, and community members the tools and support to make the best decisions about learning environments.

- Share transparent and user-friendly access to data and relevant research, and focus on equity by having experts verify that test results are valid for children tested in languages other than their native language.
- Provide time and space for learning and collaboration among all stakeholders within a culture of trust.
- Highlight and replicate practices that authentically include communities and families in decision-making about learning environments.

Relevant research, studies, and resources

- Empowering Parents and Communities through Quality Public Reporting
- When Families and Schools Work Together, Students Do Better
- If You Want Great Schools, First Work With Parents to Create 'Actionable Demand'
- Unequal Choices: School Model Diversity in DPS
- A Framework for Partnerships, Making Data Matter in Family Engagement, & The School Community: Working Together for Student Success in the Handbook on Family & Community Engagement

Strategy D. Learn from and build on current experiments in innovative educational models and practices.

- Provide embedded coaching supports to educators who are prototyping innovative practices and provide support for replication within and among schools.
- Collect, refine, and distribute knowledge about effective, innovative practices with the goal of getting it into the hands of many educators.
- Create structured support systems that help school leaders with change management.
- Fund pilots with rapid-cycle evaluation, while recognizing that implementing broad new systems and structures can take time.
- Grant waivers from accountability measures to schools that are running high-priority pilots.

Relevant research, studies, and resources

- Personalized Learning at a Crossroads. Early Lessons from the Next Generation Systems Initiative and the Regional Funds for Breakthrough Schools Initiative
- The teacher's quest for progress: How school leaders can motivate instructional innovation

Strategy E. Explore different ways of holding learning environments accountable for rigorous outcomes.

- Continuously evaluate state-level accountability and assessment policies, taking into consideration the viewpoints of multiple stakeholders.
- Support ongoing research and evaluation of state assessment systems.
- Allow for the experimentation necessary to effectively reduce performance gaps, give local value to accountability, and drive meaningful, continuous improvement efforts.
- Define and include locally important measures, such engagement, employment, and higher education attainment outcomes, and incorporate them into accountability policies.

Lower Cost

Long-term

Relevant research, studies, and resources

- Colorado Education Initiative's Accountability Papers
- State-Level Assessments and Teacher Evaluation Systems after the Passage of the Every Student Succeeds Act: Some Steps in the Right Direction

Strategy F. Prioritize differentiated support to low-performing schools.

- Provide benefits and incentives for the most effective teachers to work in schools with the biggest performance challenges and bolster positive working conditions and community involvement.
- Ensure funding and access to high-quality turnaround leadership development programs for educators in low-performing schools.
- Support districts in understanding how best to differentiate support to their lowest-performing schools through, for example, resource allocation, priority hiring for teachers and leaders, additional autonomies and flexibilities, using data to drive instruction and continuous improvement, and providing intensive coaching for school leaders.
- Build a culture that focuses on student learning and high expectations, solicits and acts on stakeholder input, and engages students and families in pursuing their education goals.
- Evaluate the effectiveness of policies regarding low-performing schools, considering short-term impacts and long-run outcomes for students, families, and educators.
- Support strong interventions and different accountability structures for persistently low-performing schools.

Higher Cost

Long-term

Relevant research, studies, and resources

- The Turnaround Challenge
- District Readiness to Support School Turnaround: A Guide for State Education Agencies and Districts

- Four Domains for Rapid School Improvement: A Systems Framework
- The Springfield Empowerment Zone Partnership
- Guiding Questions for State School Improvement Efforts
- Summary of Research on the Association between State Interventions in Chronically Low-Performing Schools and Student Achievement
- Engaging Families and Communities in School Turnarounds: When Students Can't Wait

Principle 3: All students and families have access to high-quality, varied learning experiences and educational opportunities.

Responsive systems allow for the emergence of various types of learning experiences and educational opportunities that can meet the unique and evolving needs of learners and families. These opportunities include affordable and high-quality early childhood care and education, differentiated K-12 educational options, relevant experiential and work-based-learning experiences, and multiple postsecondary pathways. Currently, not all families have equitable access to these learning opportunities.

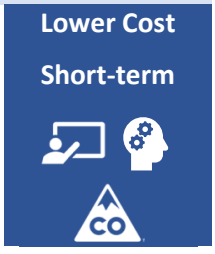
Strategy A. Continuously evaluate community interests and needs for different educational opportunities to ensure that education systems are responsive to community needs.

- Better understand how students access current learning experiences, by intentionally including and meaningfully engaging all members of communities.
- Co-create definitions of "high-quality learning experiences" with local communities.
- Conduct an equity-based gap analysis to see what opportunities are lacking, based on that definition.

Relevant research, studies, and resources

- A Framework for Partnerships
- Unequal Choices: School Model Diversity in DPS
- When Families and Schools Work Together, Students Do Better
- If You Want Great Schools, First Work With Parents to Create 'Actionable Demand'

Strategy B. Identify and support educators who are designing new, innovative instructional models or schools.



- Establish communities of practice to support collaborative learning among educators and leaders who are driving innovative practices.
- Identify partners who are poised for innovation and open to collaborating with school districts on charter schools, community schools, or innovation schools.

Relevant research, studies, and resources

- Personalized Learning at a Crossroads. Early Lessons from the Next Generation Systems Initiative and the Regional Funds for Breakthrough Schools Initiative
- 50-State Comparison: Charter School Policies
- Charter Management Organizations

- Innovation Schools
- Disruptive Innovation in an Urban School District: Denver's Luminary Learning Network

Strategy C. Expand access to information about educational opportunities across the learning spectrum (e.g., early childhood centers, K-12 schools, higher education institutions, enrichment programs, after-school/extended learning programs, and work-based learning opportunities).

- Ensure that access to information about educational settings, including school performance data, is transparent, widespread and easy-to-understand, so that all families can make informed choices for their children.
- Ensure that information is made available in a wide array of languages and on a variety of platforms.
- Simplify student and parent access to a wide range of descriptive information on all publicly funded learning environments (e.g., equitable distribution of highly effective teachers, governing board and management organization for charter schools, gender and race of educators and administrators, demonstrations of college and career readiness, instructional approach).
- Establish key infrastructure needed to ensure equitable access to opportunities in all areas of the state, such as technology and broadband access, easy-to-navigate enrollment systems, transportation services, and data.

Higher Cost

Short-term

Relevant research, studies, and resources

- Empowering Parents and Communities through Quality Public Reporting
- Building State Capacity for Powerful School Information: Results of the My School Info Design Challenge
- Data Quality Campaign's Show Me the Data
- Equitable Distribution of Teachers
- Broadband Access and Implications for Efforts to Address Equity Gaps in Postsecondary Attainment
- State K-12 Broadband Leadership: Driving Connectivity and Access

Strategy D. Develop a state-wide professional learning community for educators to share knowledge and experience about different ways to innovate and expand educational opportunities within our current system.

- Build off of current efforts to highlight examples of innovation and develop a systematic way to spread knowledge to instill in educators an understanding of what is possible and what is leading to improved student outcomes, inspiring future innovation.
- Create a professional-learning community that would allow practitioners to share with their peers what they have learned through experimentation and innovation, thus fostering the scaling up of best practices.

Lower Cost

Short-term

Relevant research, studies, and resources

- Colorado Department of Education Stories of Promising Practice
- Colorado Education Initiative's Annual Showcase
- The Succeeds Prize

Strategy E. Provide access to adults who can be learner advocates, responsible for ensuring access to high-quality, varied learning experiences for students and families in need of such services.

- The advocate should be someone who can learn the needs, interests, and characteristics of students and their families to help them navigate the system.
- The advocate should provide feedback to schools, districts, and the state agency regarding how to improve responsiveness and expand access to educational choices based on their experiences working with families.

Relevant research, studies, and resources

- ReSchool Colorado's Learner Advocate Network
- Beyond the Bell: Leveraging Community Assets for an Expanded Learning System
- Funding a Nimble System

Strategy F. Provide support to school districts to develop clear processes for starting new schools or programs within existing schools.

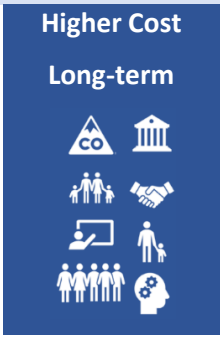
- Support the acquisition of facilities, funding, and talent.
- Ensure adequate resources and flexibility so that this strategy is possible in all environments (rural, suburban, and urban).
- Build relationships with educational organizations to promote proliferation of high-quality educational opportunities.
- Consider providing financial incentives or accountability flexibility.

Relevant research, studies, and resources

- Peyton/Widefield Vocational Education Campus' MiLL National Training Center
- Opening the Schoolhouse Door: Helping Charter Schools Access Space in District-Owned Facilities
- For Portfolio Supporters, Skeptics, and Would-Be Adopters: Some Thoughts From CRPE
- How States Can Promote Local Innovation, Options, and Problem-Solving in Public Education

Strategy G. Effectively leverage technology to provide access to varied, high-quality educational opportunities.

- Increase the capacity of educators to use blended learning instructional methods and strategies.
- Support efforts to ensure equitable, affordable, and accessible technology and tools.
- Advance statewide open educational resource (OER) platforms to enable ease of access, usability, and affordability of digital content.
- Promote development of high-quality content thru new partnerships.
- Foster an array of high-quality online and blended postsecondary degree opportunities for students in rural areas.



Relevant research, studies, and resources

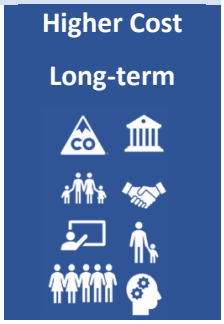
- Colorado Blended Learning Roadmap
- Technology in Early Education
- The Learning Accelerator: Blended and Personalized Learning at Work
- Clayton Christensen Institute: Personalized & Blended Learning
- Blended Learning Universe

Principle 4: To support agile learning, we need agile funding systems that are flexible and differentiated based on student needs.

Education funding should be flexible, fractionalized, and equitable to allow for greater educational options and personalized student experiences. It should be based on student needs and interest, recognizing that it costs different amounts to educate students differently.

Strategy A. Revise the school finance formula to be student-centered and reflective of the changing needs and interests of the student population.

- Build categorical programs into the school finance formula, such that these streams of funding are agile and student-centered.
- Develop mechanisms to assess student needs and interests in an equitable and structured way.
- Re-examine the school finance formula's focus on a single count date, considering alternate models such as average daily membership.

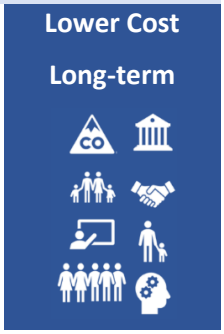


Relevant research, studies, and resources

- Colorado Legislative Council Staff Memorandum: School Finance and the Constitution
- School Funding in Colorado: What You Need to Know
- School Funding Is Complicated-So Let's Do Something About It
- School Finance in Colorado
- Transforming School Funding: A Guide to Implementing Student-Based Budgeting
- Student Enrollment Count Mechanisms for School Funding: A Survey of State Policies
- Pupil Count

Strategy B. Promote decision-making authority for families regarding spending for their student learning.

- Increase responsiveness by eliminating barriers that reduce flexibility around how dollars are spent.
- Consider allowing learners to split up their associated per-pupil revenue among different learning environments, with the support of an adult "learner advocate" to ensure equity for all learners



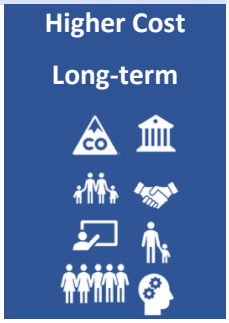
Relevant research, studies, and resources

- Funding a Nimble System
- For Next-Generation Educating, We Need Next-Generation Funding

Strategy C. Create mechanisms within the education funding formula that value learning environments that take innovative approaches to relevant, experiential learning opportunities and social emotional learning, shifting away from the focus on seat time.

Relevant research, studies, and resources

- Competency-Based Education & School Finance: Lessons from Online and Community-Based Courses
- Competency-Based Education: A Study of Four New Models and Their Implications for Bending the Higher Education Cost Curve
- State STEM and CTE Funding Sources
- Funding a Nimble System



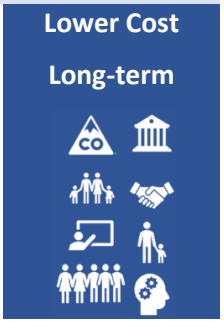
Strategy D. Establish monitoring and evaluation systems to ensure that education funding is directly spent on meeting its intended student outcomes and, to the extent possible, share return-on-investment information with all stakeholders.

Relevant research, studies, and resources

- How States Can Promote Local Innovation, Options, and Problem-Solving in Public Education: Funding

Strategy E. Assess, on a regular basis, the financial implications of responsive systems.

- Consider the cost increases, savings, or reallocations associated with responsive systems, in terms of different staffing models, technology needs, advisor roles, professional learning, etc.
- Continuously learn from the implementation of various agile learning models with the goal of determining the best use of resources for developing agile learners.



Community and Family Partnerships

Many of Colorado's students face significant challenges before they even arrive at the schoolhouse steps. Currently, 23 percent of our children live in households without at least one parent with steady employment, meaning that over 90,000 Colorado families are in need of securing stable jobs. Between 2009 and 2013, 65,439 babies born in Colorado had a risk factor making them more vulnerable to adverse education outcomes later in life, including being born to a teenage mother or being born to a mother 20 or older with less than a high school education.[7] In 2018, 6.7 percent of Colorado children, aged 12 to 17 years, were dependent on or abused illicit drugs or alcohol in the previous year.[8] In the same year, Colorado had 17.6 suicides deaths per 100,000 adolescents, aged 15-19, compared to 8.9 suicide deaths per 100,000 adolescents, nationally.[9]

In a recent study conducted by the National Conference of State Legislatures, researchers compared the practices of countries known for their high-performing education systems. The resulting report, *No Time to Lose*, found that a critical asset of top-performing countries was that they were able to commit resources and community supports to ensure children come to school ready to learn and that extra support is given to struggling students so that all have the opportunity to achieve high standards. In a system with limited economic resources and capacity, our schools cannot do this alone. It is essential that Colorado's education system works hand-in-hand with families and local communities to ensure that students have a fighting chance to succeed.

Regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; and graduate and go on to postsecondary education.[10] Research also confirms that children and youth who participate in well-structured and well-implemented community programs and activities reap a host of positive benefits in a number of interrelated outcome areas—academic, social/emotional, prevention, and health and wellness.[11]

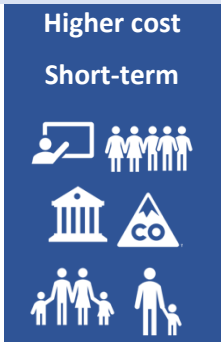
The ELC's Community and Family Partnerships Subcommittee focused on strategies that will allow communities of various demographics and areas of need to leverage family, community, and school partnerships in order to meet students' essential needs. Discussions included topics such as the expansion of two-generation policies and practices, learning more about integrated service models, like community schools, and facilitating community asset mapping in order to provide wraparound services for school communities.

[7] http://www.shiftresearchlab.org/sites/default/files/2016-11/0_5Brief_Shift%20copy.pdf
[8] https://www.americashealthrankings.org/explore/health-of-women-and-children/measure/youth_drug/state/CO
[9] https://www.americashealthrankings.org/explore/health-of-women-and-children/measure/teen_suicide/state/CO
[10] http://www.sedl.org/connections/resources/evidence.pdf
[11] http://most.ie/webreports/After%20School%20Programs%20whayt%20is%20takesHFR.pdf.

Principle 1: All children and youth from every background are supported by capable and caring adults inside and outside of school.

Caregivers and educators must have the capacity to support the development and education of children and youth in the years leading up to school enrollment and in the hours before, during, and after school.

Strategy A. Support districts and schools in analyzing a variety of information to understand the circumstances and conditions of the families in their communities and to provide targeted and accessible resources for families, so that families are empowered to best support their children.

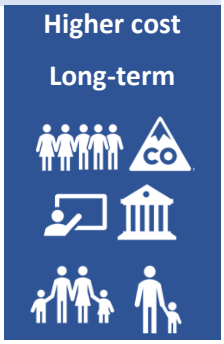


- Scale up the Promising Partnership Practices, which are collected by CDE, in collaboration with the State Advisory Council for Parent Involvement in Education (SACPIE), and are aligned to the National Standards for Family-School Partnerships. See, specifically, promising practices related to Standard 3, "Supporting Student Success," and Standard 4, "Speaking Up for Every Child."
- Explore credentialing and training for school-based family liaisons to further enhance this role and facilitate the coordination and dissemination of family resources.

Relevant research, studies, and resources

- Learner Advocate Network
- The Opportunity Atlas: Mapping the Childhood Roots of Social Mobility
- Why Do Parents Become Involved in Their Children's Education?

Strategy B. Expand two-generation policies and programs focused on improving outcomes for both children and their parents.



- Evaluate the two-generation initiatives currently underway in Colorado, as described in Strengthening Colorado Families: State 2Gen Action Plan.
- Provide incentives and technical assistance to local communities to evaluate and implement two-generation policies and programs.

Relevant research, studies, and resources

- Accelerating 2Gen Approaches at Educare
- New Federal Opportunities to Advance Two Generation Approaches to Improving the Lives of Children and Parents
- States Leading the Way: Practical Solutions that Lift Up Children and Families
- The Two-Generation (2Gen) Approach
- Two Generations, One Future: Moving Parents and Children Beyond Poverty Together
- Two-Generation Approaches to Addressing Poverty: A Toolkit for State Legislators

Strategy C. Support district and school capacity to provide training and individualized coaching for early childhood care and education, K-12, and postsecondary professionals, based on the specific needs of the children and youth they serve.

- Continue to monitor and refine statewide educator preparation standards for early childhood care and education, K-12, and postsecondary educators and licensed professionals to ensure they are responsive to Colorado's student population, including the state's most vulnerable students.
- Strengthen on-the-job training and coaching, including updating educators and school leaders on recent research and best practices in the continually evolving areas of cultural competence, English Language Learners, anti-bullying practices, restorative practices, trauma-sensitivity, identifying and responding to signs of mental illness and substance abuse, and supporting students' healthy use of social media.
- Provide district- and school-level tools to assess capacity challenges for staff, develop a plan to address such challenges, and measure capacity-building outcomes.
- Foster systems and leaders who support educators' physical, mental, social, and emotional health and wellbeing.

Higher cost

Long-term

Relevant research, studies, and resources

- Individualized Coaching to Improve Teacher Practice Across Grades and Subjects
- Effective Coaching: Improving Teacher Practice and Outcomes for All Learners
- How Does Coaching Affect Classroom Practice?
- Seven Ways Mindfulness Can Help Teachers
- Happy Teachers Practice Self Care

Strategy D. Invest in evidence-based approaches to giving children in the earliest years of life the strong foundation they need to begin school ready to learn and to be reading on grade level in the early elementary years.

- Expand access to evidence-based, voluntary, parent education and home visitation programs that support parents and caregivers as they strive to improve academic and health outcomes.
- Invest in child care modeled after early learning programs that have proven to be successful.
- Expand access to high-quality preschool, beginning with targeted investments in historically underserved groups and those who meet at least one of the eleven indicators that the Colorado Preschool Program uses to define being "at-risk of not being school ready."
- Research the need to better fund full-day kindergarten by studying the context for children either enrolled in half-day or not enrolled at all and studying the sacrifices families make to access full-day programs under current policies.
- Invest in evidence-based approaches for English Language Learners that support their ability to speak a different language as an asset

Higher cost

Short-term

Relevant research, studies, and resources

- Parent Education and Family Life Education: A Critical Link in Early Childhood Education Policy
- Ask a REL: The Importance of Full-Day Kindergarten
- Engaged Families, Effective Pre-K: State Policies that Bolster Student Success
- InBrief: The Science of Early Childhood Development
- Initiatives from Preschool to Third Grade: A Policymaker's Guide
- Primary Early Care and Education Arrangements and Achievement at Kindergarten Entry
- Starting Early Childhood Education at Home Early Learning, Parent Motivation, and Public Policy

Principle 2: All children and youth from every background are able to achieve and maintain physical, mental, social, and emotional health.

Schools, families, and communities partner to plan and implement a comprehensive approach to student health and wellbeing.

Strategy A. Facilitate community asset mapping to identify gaps in health and wellness services and where existing services can be leveraged more effectively.

- Provide incentives and technical assistance to support the ability of districts and schools to partner with local businesses, non-profits, government agencies, foundations, and education organizations to evaluate and optimize supports for students.
- Promote and expand knowledge of existing diagnostic toolkits. See, for example, Mental Health Colorado's School Mental Health Toolkit.
- Research opportunities for schools and municipalities to optimize facility use by sharing management and funding responsibilities. Identify and reduce regulatory burdens, if appropriate.

Relevant research, studies, and resources

- Quality Guide: Needs Assessment/Resource Mapping
- School Counselors and Collaboration: Finding Resources Through Community Asset Mapping
- Colorado Healthy Schools Smart Source
- Colorado Framework for School Behavioral Health Services

Strategy B. Research effective and sustainable models of community schools or other integrated service models appropriate for a variety of communities in Colorado.

- Identify models that, in addition to providing integrated, wraparound health and social services for students, also include a focus on supporting the wellbeing of students' families, caregivers, and educators.
- Research the feasibility of developing "wraparound zones" in Colorado, leveraging district-level support systems to extend an integrated-services approach beyond the single-school model.
- Research methods for integrating funding and reducing regulatory burden so that school facilities can best be utilized outside of regular school hours to serve as a hub of community activity.

Relevant research, studies, and resources

- Achieving Results Through Community School Partnerships: How District and Community Leaders Are Building Effective, Sustainable Relationships
- Community School Standards
- Community Schools Playbook
- Community Schools: An Evidence-Based Strategy for Equitable School Improvement
- Community Schools: Transforming Struggling Schools into Thriving Schools
- Focusing on the Whole Student: Final Report on the Massachusetts Wraparound Zones
- Schools as Centers of Community: A Citizen's Guide for Planning and Design
- Schools as Community Hubs: Integrating Support Services to Drive Educational Outcomes
- Strong Collaborative Relationships for Strong Community Schools

Strategy C. Create opportunities for districts, schools, and communities to share best practices and network to coordinate partners and resources in implementing health and wellness policies.

- Support a statewide award program to recognize Colorado districts, schools, and ECE programs for their successes in partnering with families and communities to create healthy learning environments.
- Partner districts, schools, and ECE programs that have achieved positive health outcomes with districts and schools working to improve their health and wellness policies.

Relevant research, studies, and resources

- Putting Local School Wellness Policies into Action
- Colorado Education Initiative Healthy Schools Best Practices Guide
- California School-Based Health Centers Best Practices Checklist
- Chicago Public Schools Wellness Champion Leadership Council

Principle 3: All children and youth from every background learn, play, and thrive in safe, inclusive, and culturally-responsive environments.

In order to provide full, equitable access to education and best engage all students, schools collaborate with families and communities to implement educational pedagogy that acknowledges, validates, and celebrates students' backgrounds and cultures.

Strategy A. Support districts', schools', and ECE programs' capacities to learn about and engage the families and students they support in order to build positive school climate.

- Expand training for school leaders and teachers on research and best practices related to family engagement and school climate.
- Provide opportunities for educators to collaborate on and share strategies related to family engagement and school climate.

Relevant research, studies, and resources

- Schools, Families and Communities Partnering for Middle Level Students' Success
- Family Engagement in Rural Schools

- How Are Middle School Climate and Academic Performance Related Across Schools and Over Time?
- School Climate: Research, Policy, Practice, and Teacher Education
- The Walls Speak: The Interplay of Quality Facilities, School Climate, and Student Achievement
- Culturally Responsive Instruction: Best Practices and Supports
- State Information Request: Student Mental Health

Strategy B. Provide incentives and technical assistance around the use of optional, free, school climate assessment tools and implementation of policies and practices to improve school climate.

Lower Cost

Short-term

- Build on tools and templates created by the Colorado School Safety Resource Center, including the Resource Mapping Toolkit and Positive School Climate Action Plan Template, Restorative Practices Guide, and Bullying and Harassment Prevention and Education School Resource Guide. See also, Colorado's Department of Public Health and Environment's Positive School Climate Toolkit for Public Health Practitioners.
- Support discipline policies that promote preventative, positive, and instructional approaches to discipline that are restorative in nature and focus on responsible replacement behaviors and repairing relationships. See Colorado Department of Education's resources related to Positive Behavioral Interventions and Supports.

Relevant research, studies, and resources

- State Policies on School Climate and Bully Prevention Efforts: Challenges and Opportunities for Deepening State Policy Support for Safe and Civil Schools
- Colorado Department of Education Information on Climate Surveys
- School Climate Survey Compendia
- A Meta-Analysis of the Effect of School-Based Anti-Bullying Programs
- Alternative School Discipline Strategies
- Trauma-Sensitive Schools: An Evidence-Based Approach
- Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework

Strategy C. Analyze and refine data collected at the state level to monitor achievement, attendance, behavior, and school safety by demographics.

Lower Cost

Short-term

- Revise data metrics to be as meaningful and useful as possible in helping districts and schools understand and respond to student needs with the support of evidence-based best practices and technical assistance.
- Align with data-collection mechanisms already required pursuant to the federal Every Student Succeeds Act and Individuals with Disabilities Education Act.

Relevant research, studies, and resources

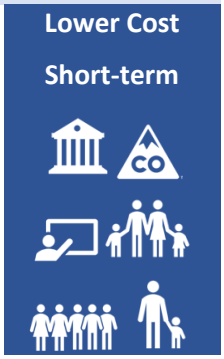
- Improving School Discipline, Climate and Safety Data Collection and Use
- USDoE Issue Brief: Early Warning Systems
- AIR Early Warning Systems Pathway
- A Practitioner's Guide to Implementing Early Warning Systems

Principle 4: All children and youth from every background feel connected with their peers, school community, and greater community.

Families, schools, and communities partner to ensure that students have strong personal relationships needed for optimal child development, personal growth, academic success, and civic engagement.

Strategy A) Provide training and technical assistance for school leaders, educators, and other community members on how to create welcoming learning environments.

- Include specific training on how to use student and family data to design and implement activities that address any practical barriers to participation and collaboration.
- Build on CDE's and SACPIE's Promising Partnership Practices related specifically to Standard 1, Creating a Welcoming Climate.
- Invest in promising programs that leverage student leadership in fostering positive culture.

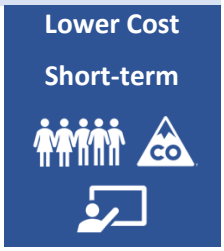


Relevant research, studies, and resources

- Creating a Safe and Welcoming School
- Bridging Language and Culture
- Bridging Two Worlds for Native American Families
- Culture Counts: Engaging Black and Latino Parents of Young Children in Family Support Programs
- Minority Families and Schooling

Strategy B. Identify and/or create resources for educational leaders to use in collaborating with students and families to foster strong relationships, build trust, and facilitate two-way, meaningful communication.

- Facilitate and build on existing parent-to-parent networks, cross-cultural networks, and family connections to community agencies and services.
- Build on CDE's and SACPIE's Promising Partnership Practices related specifically to Standard 2, Communicating Effectively.



Relevant research, studies, and resources

- Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships
- School/Family/Community Partnerships: Caring for the Children We Share
- The School Community: Working Together for Student Success
- Toolkit of Resources for Engaging Families and the Community as Partners in Education

Educators and School Leaders

Education is the fourth largest sector of the workforce in the state. From pre-school teachers to higher education faculty, from paraprofessionals to special service providers like speech pathologists – a thriving education workforce is essential. Educators and staff have a tremendous influence in determining the quality of a school or classroom, a sentiment shared by all stakeholders involved with the State of Education outreach efforts. While recent survey results suggest that eighty-nine percent of Colorado teachers believe their school is a good place to work and for students to learn,[12] a number of factors have led to geographic and content-specific shortages.[13] For example, rising costs of higher education, coupled with increased student loan debt and competition from jobs in higher-paying professions perceived as more prestigious, have contributed to ongoing drops in enrollment in educator preparation programs. In addition, only 16 percent of novice teachers remain in the profession, and approximately one-third of our current educator workforce will be eligible for retirement within the next five years. Educators leaving the profession for reasons other than retirement report that personal life circumstances, salary and benefits, and working conditions contribute to their decision to leave the profession. Challenges exist at every stage of the career, and Colorado's leaders must take steps to address them.

In their evaluation of world-class education systems, the National Conference of State Legislatures emphasized the importance of a highly professional teaching force that is well-prepared, well-compensated, and well-supported throughout their careers.[14] A corresponding study by the National Center on Education and the Economy found that recruitment, preparation and induction, professional work environments, and elevating the status of teaching were keys to ensuring high achievement and equity for students.[15]

The Educators and Leaders subcommittee identified respect, support, leadership, and growth as central themes in the development of cross-sector strategies to advance the education profession. In addition to addressing financial concerns, the subcommittee emphasized strengthening pipeline programs, modernizing the postsecondary preparation system, improving working conditions, expanding leadership and growth opportunities, increasing diversity, promoting collaboration, and recognizing the importance of early childhood experiences. There is work to be done, and these strategies offer direction for the upcoming effort.

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[12] Cambridge Education. 2018. Teaching and Learning Conditions Colorado: Survey Summary Report. Downloaded June 27. http://www.cde.state.co.us/tlcc/tlcc_cambridge_2018_summary_report.

[13] Colorado Department of Higher Education. 2017. Teacher Shortages Across the Nation and Colorado: Similar Issues, Varying Magnitudes. Downloaded October 30, 2018. https://highered.colorado.gov/academics/TeacherEd/Educator-Shortage-Action-Plan.html.

[14] NCSL. 2017. No Time to Lose: How to Build a World-Class Education System State by State. Downloaded June 28, 2018. http://www.ncsl.org/research/education/no-time-to-lose-how-to-build-a-world-class-education-system-state-by-state.aspx.

[15] Tucker, Marc. 2016. 9 Building Blocks for a World-Class Education System. Washington, DC: National Center on Education and the Economy. Downloaded June 28, 2018. http://ncee.org/9buildingblocks/.

Principle 1: The education profession is well-respected and supported.

Research points to teachers as the most influential school-based factor affecting a student's likelihood of academic success. Bolstering recruitment and retention efforts of educators through competitive wages, positive working conditions, and affordable and diverse pathways into traditional and alternative postsecondary preparation programs are important steps to ensuring a high-caliber education profession.

Strategy A. Ensure base compensation is high enough to attract and retain qualified educators, a key step in elevating the profession.

- Examine compensation levels to ensure educators can live in the communities in which they teach.
- Provide per-pupil funding to be competitive for a professional industry.

Relevant research, studies, and resources

- A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.
- State Teacher Salary Schedules
- Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession
- The Teacher Pay Penalty Has Hit a New High: Trends in the Teacher Wage and Compensation Gaps through 2017

Strategy B. Offer educators financial incentives to enter and stay in the field.

- This could include many of the specific strategies outlined in the Colorado Department of Higher Education's December 2017 report, *Teacher Shortages across the Nation and Colorado: Similar Issues, Varying Magnitudes*, such as support for stipends, loans, loan forgiveness, and paid student teaching.

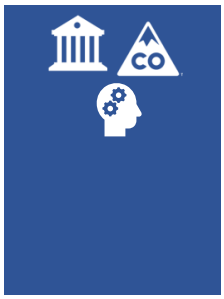
Relevant research, studies, and resources

- Mitigating Teacher Shortages: Financial Incentives
- A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.
- Public School Teacher Attrition and Mobility in the First Five Years: Results from the First Through Fifth Waves of the 2007–08 Beginning Teacher Longitudinal Study
- The Teacher Pay Penalty Has Hit a New High: Trends in the Teacher Wage and Compensation Gaps through 2017

Strategy C. Support pipeline programs to promote affordable and efficient entry into the profession.

- Offer concurrent enrollment credit for participating in pipeline programs, in which promising high school students are identified and pro-actively guided onto a higher education pathway toward a teaching

career.
- Expand articulation agreements between high school pipeline programs and higher education institutions to ease the transition into postsecondary programs.
- Offer affordable and diverse pathways to bring candidates from all backgrounds into traditional and alternative preparation programs, such as Fellowship programs which may link tuition reimbursement to service in high need areas of the state.

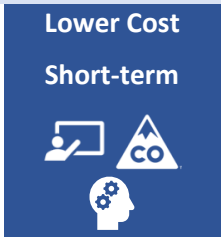


Relevant research, studies, and resources

- Grow Your Own Educator Programs: A Review of the Literature with an Emphasis on Equity-based Approaches
- Mitigating Teacher Shortages: Alternative Teacher Certification
- Pathways2Teaching
- Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession
- Teacher Shortages Across the Nation and Colorado: Similar Issues, Varying Magnitudes

Strategy D. Develop rubrics for use in evaluating and improving working conditions, particularly in hard-to-staff schools.

- Consider key factors that impact working conditions, such as class sizes, pupil loads, administrative support and instructional specialists, materials and supplies, planning time, professional development, and school leadership.



Relevant research, studies, and resources

- Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession
- Teacher Shortages Across the Nation and Colorado: Similar Issues, Varying Magnitudes
- Teachers' Perceptions of Their Working Conditions: How Predictive of Planned and Actual Teacher Movement?

Strategy E. Launch and support broad marketing and communication efforts to provide recognition for educators and broader awareness of the benefits of the profession, thereby encouraging others to join the profession.

- Coordinate with existing efforts and partners focused in this area, such as the Colorado Workforce Development Council.
- Expand opportunities to highlight successful Colorado educators by sharing their stories.
- Pinpoint marketing toward specific populations, such as bi-lingual teachers, and in areas of greatest need.
- Create comprehensive, easy-to-use, online information about pathways to becoming an educator.

Strategy F. Ensure a high bar for entering the profession.

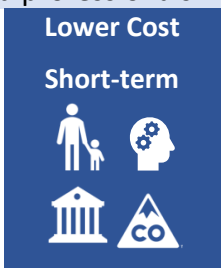
- Maintain rigorous licensure requirements to ensure that educators have met certain standards in their content areas and received training in the best practices for pedagogy.
- Hold alternative and traditional preparation programs to the same level of rigor regarding standards for authorization and reauthorization.

Relevant research, studies, and resources

- Alternative Pathway - Alternative Teacher License
- Initial Teacher License for In-State Applicants
- Teacher License Reciprocity: 50-State Review

Strategy G. Ensure that state policies and infrastructure support early childhood professionals.

- Consider all factors of an effective system: qualifications and educational supports, work environment standards, compensation and financial relief strategies, workforce data and financial resources.
- Clarify the relationship between early childhood training resources, especially the 2020 Colorado P-12 Academic Standards, Colorado's Competencies for Early Childhood Educators and Administrators, and the Colorado Early Learning and Development Guidelines.



Relevant research, studies, and resources

- 2020 Colorado Academic Standards Downloads
- Colorado Early Learning & Development Guidelines
- Colorado's Competencies for Early Childhood Educators and Administrators
- Early Childhood Workforce Index 2018

Principle 2: School administrators collaborate with educators in decision-making processes.

Research shows that effective, collaborative decision-making can lead to improved student outcomes. Distributive models of leadership give educators more opportunities for collaboration in the decision-making process.

Strategy A. Establish structures, processes, and a culture of shared decision making between educators and school leaders.

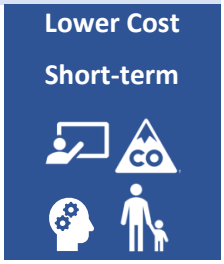
- Provide resources, such as financial support, release time, and technology, to implement and sustain collaborative working environments.
- Ensure early training for educators focused on how to collaborate effectively.

Relevant research, studies, and resources

- Distributed Leadership in Practice: Evidence, Misconceptions and Possibilities
- How Leaders Can Support Teachers with Data-Driven Decision Making: A Framework for Understanding Capacity Building
- Teacher Learning, Instructional Considerations and Principal Communication: Lessons from a Longitudinal Study of Collaborative Data Use by Teachers

Strategy B. Promote collaboration among educators to improve student outcomes.

- Provide necessary resources, such as guidance and common planning time, to support high-quality, educator-to-educator collaboration across all levels (ECE, K-12 and higher education) and instructional domains, with an emphasis on curricular decisions and instructional strategies.



Relevant research, studies, and resources

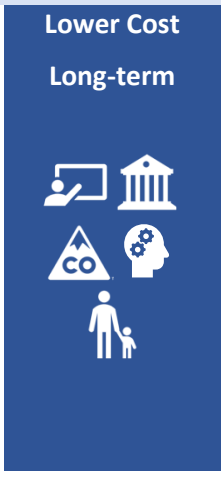
- A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning
- Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession
- Teacher Collaboration in Instructional Teams and Student Achievement
- Teacher Learning, Instructional Considerations and Principal Communication: Lessons from a Longitudinal Study of Collaborative Data Use by Teachers

Principle 3: Educators and school leaders have the training and tools necessary to create inclusive, culturally-responsive learning environments.

The makeup of classrooms continues to reflect more diverse populations, as 47% of Colorado PreK-12 students are of color, compared to just 12 percent of the state's public-school teachers. Postsecondary institutions face similar challenges.

Strategy A. Expand recruitment and retention efforts to address the mismatch between the educator workforce and student demographics by increasing the diversity of teachers / faculty and other education professionals.

- Provide incentives to recruit and retain a diverse educator workforce:
  - Scholarships to students who go through a pathway and then commit to the district
  - Financial incentives to districts, institutions and providers who develop a representative workforce
  - Housing, healthcare, loan forgiveness, and lifestyle benefits to educators who commit to teaching in rural/ remote rural areas
- Take specific, state-level actions to monitor and improve educator diversity and cultural awareness:
  - Annually report on multiple indicators of the diversity of the educator workforce
  - Monitor licensure policies that may have a disproportionate impact on teacher candidates of color



    - Track and report on differential teacher retention and turnover
    - Develop cultural competencies among aspiring and practicing educators
- Identify Grow Your Own and other pipeline programs in ethnically and culturally diverse communities and provide additional, targeted support.
- Hold postsecondary preparation programs accountable for targeting ethnically and culturally diverse groups and geographical areas for recruitment, while actively involving state agencies in helping preparation providers recruit educators to the profession.
- Create a focused, diverse educator alliance with CDE and CDHE, preparation programs, and districts to identify best practices in culturally responsive supports and teaching.
- Consider ways to highlight and celebrate bilingual/multilingual practices among staff and students.

Relevant research, studies, and resources

- Grow Your Own Educator Programs: A Review of the Literature with an Emphasis on Equity-based Approaches
- Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado
- Mitigating Teacher Shortages: Alternative Teacher Certification
- Pathways2Teaching
- Targeted Teacher Recruitment
- Teacher Diversity in America
- Teacher Shortages Across the Nation and Colorado: Similar Issues, Varying Magnitudes

Strategy B. Train pre-service and in-service educators in the best culturally-responsive teaching practices.

- Offer certification in culturally responsive teaching practices.
- Increase required student field experiences in diverse settings.
- Ensure preparation faculty are trained in culturally-responsive practices.
- Seek grant funding for equity-minded professional development resources for postsecondary institutions.
- Investigate and consider alternative preparation endorsement programs for Culturally and Linguistically Diverse Education.
- Train educators in mental health supports and intervention strategies.
- Provide teacher training on restorative justice.

Lower Cost

Short-term

Relevant research, studies and reports

- Ask a REL: Cultural Competence Training
- Ask a REL: School Leadership Practices and Culturally Relevant Education
- Creating Trauma-Sensitive Schools
- Culturally and Linguistically Diverse Education
- Culturally Responsive Instruction: Best Practices and Supports
- Office of Culturally and Linguistically Diverse Education
- Restorative Justice Practices in Schools

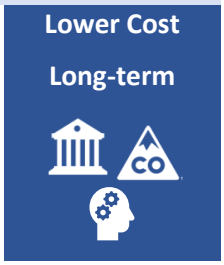
- Trauma-Sensitive Schools: An Evidence-Based Approach

Principle 4: Educators and school leaders receive effective, individualized professional learning and career growth opportunities early on and *throughout* their careers.

Educators and school leaders have a continuous improvement mindset and need opportunities that allow for observation, feedback, and reflection in their craft. Educators also understand that professional development should be situated in the context of their experience level, current position, and the needs of the students they are teaching, peers they are mentoring, or teachers they are supervising.

Strategy A. Ensure preparation for *all* educators is rigorous, relevant, evidence-based, and rooted in practical experience.

- Maintain a regularly-updated information clearinghouse on nationwide professional development offerings and quality.
- Develop and use micro-credentials to demonstrate competency and/or to apply toward academic credit for license renewal.
- Prepare educators using clinical (residency) models of preparation that allow for significant experience in the field with continuous support, coaching, and supervision by an exceptional mentor.



Relevant research, studies, and resources

- Colleges of Education: A National Portrait
- Effective Teacher Professional Development
- Mitigating Teacher Shortages: Induction and Mentorship
- State Information Request: Micro-Credentialing in Teacher Professional Development
- Teaching and Learning Conditions Colorado: Survey Summary Report
- Teacher Development and Advancement

Strategy B. Entrench principal and administrator preparation in curriculum that includes data analysis and use, school-wide improvement strategies in instruction, creating and supporting a culture of collaboration, and culturally responsive systems.

- Provide technical assistance to district leaders in evaluating school leadership interventions in accordance with ESSA evidence standards.
- Explicitly define the role of principal supervisors to focus on the development of instructional leadership rather than administration, operations, and compliance.
- Clearly define and respond to the unique needs of principals in rural communities.
- Develop leadership academies that further grow principals in their own learning of how to move student achievement forward and grow and retain high quality educators.

Relevant research, studies, and resources

- Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy
- A New Role Emerges for Principal Supervisors: Evidence from Six Districts in the Principal Supervisor Initiative
- School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review
- State Information Request: School Leadership and Principal Preparation
- Still in the Game: How Coaching Keeps Leaders in Schools and Making Progress

Strategy C. Support school redesign efforts that promote peer professional learning through the creation of model classrooms that feature exceptional teaching.

- Allow for collaborative learning/peer mentorship.
- Investigate methods to capture and share learning across professional networks to encourage promising practices.

Relevant research, studies, and resources

- Model Classrooms
- A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning
- Demonstrating Teaching in a Lab Classroom

Strategy D. Increase opportunities for teachers to grow in their careers without leaving the classroom, as through the development of Teacher Leader positions.

- Consider creating a Teacher Leader licensure category.
- Provide districts with the technical assistance necessary to evaluate the need for and feasibility of creating Teacher Leader positions.

Relevant research, studies, and resources

- 50-State Comparison: Teacher Leadership and Licensure Advancement
- Creating Sustainable Teacher Career Pathways: A 21st Century Imperative
- Guide to Creating Teacher Leader Positions
- Mitigating Teacher Shortages: Teacher Leadership
- National Board for Professional Teaching Standards Certification
- Policy Snapshot: Increasing Teacher Leadership
- Teacher Development and Advancement

Student Learning and Transitions

The education system that welcomes us as children and shepherds us to adulthood includes an ever-increasing number of transitions, and support for each individual along the way is increasingly important to societal success. The near future includes a wide array of jobs that do not currently exist, and technological advances ensure the loss of many jobs that do.[16] As a result, lifelong learning has become essential, and our education system will need to support seamless and frequent re-entry. If the state of Colorado is to prepare its students for these changing workforce and learning demands, it must invest more in the educational attainment of all Coloradans at every level.[17] Even now, there are multiple educational pathways to good jobs: preparation in high school; postsecondary apprenticeships, certifications, and associate degrees that lead to middle-skills professions; and careers requiring at least a bachelor's degree.[18] Each has value and deserves support. We must also address the persistent achievement and postsecondary attainment gaps associated with race, ethnicity, and socioeconomic status. A system that works for the future is one that works for all Coloradans.

It is imperative for Colorado to leverage industry and cross-sector partnerships to bolster student-learning experiences and ensure that every student is prepared for successful transitions. Whether entering the workforce with a relevant industry credential, seeking a postsecondary associate or bachelor's degree, entering the military, or pursuing other viable paths, all transitions need to be valued and supported. According to research by the National Conference of State Legislatures and the National Center on Education and the Economy, traits shared by world-class education systems include clear pathways to college that are continuously available and unimpeded by dead ends, school-employer partnerships that ensure high standards and promote on-the-job training, intellectually rigorous career and technical education, and hands-on applied curricula that require strong academic skills.[19,20] Local stakeholders agree with this approach: As one Ft. Collins-based business leader stated, "Concurrent enrollment, along with better and smarter transitions can increase student motivation. We have to find ways to get students engaged and have exposure to the business world. Kids need to understand why they are in school, and they need to be able to see the steps laid out in front of them to obtain the future that they desire."

This thinking guided the Student Transitions work. From cross-sector early childhood collaboration, to industry partnerships with K-12 schools around technology or career and technical education, to concurrent enrollment relationships between high schools and colleges, this subcommittee explored the many opportunities for Colorado's communities to learn from current practices and scale up promising programs. The recommended improvement strategies are designed to promote an inclusive and culturally-responsive system that supports myriad, viable postsecondary pathways, informed by industry and community and driven by self-directed learning.

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[16] Colorado Workforce Development Council. 2017. The Colorado Talent Pipeline Report. Talent Found. https://www.colorado.gov/pacific/cwdc/colorado-talent-pipeline-report.

[17] "Colorado Rises" (2017). Colorado Department of Higher Education highered.colorado.gov/Publications/CDHE-Master-Plan-2017.pdf

[18] Carnevale, Anthony P., Jeff Strohl, Neil Ridley, and Artem Gulish. 2018. Three Educational Pathways to Good Jobs: High School, Middle Skills, And Bachelor's Degree. Georgetown University Center on Education and the Workforce. Downloaded November 12. https://cew.georgetown.edu/cew-reports/3pathways/.

[19] NCSL. 2017. No Time to Lose: How to Build a World-Class Education System State by State. www.ncsl.org/research/education/no-time-to-lose-how-to-build-a-world-class-education-system-state-by-state.aspx.

[20] Tucker, Marc. 2016. 9 Building Blocks for a World-Class Education System. Washington, DC: National Center on Education and the Economy. Downloaded June 28, 2018. http://ncee.org/9buildingblocks/.

Principle 1: Intentionally inclusive and culturally responsive educational opportunities prepare learners of all backgrounds to thrive at every critical transition from early childhood into career.

Culturally responsive learning environments play an important role in ensuring that students of all backgrounds can succeed in transitions throughout their educational and professional careers. Motivating and inclusive environments can aid students in developing self-efficacy for successful transitions.

Strategy A. Support investments in high quality, affordable, accessible, and equitable early childhood care and education opportunities.

- Strengthen the transition from home care to school by extending the public K-12 system to incorporate universal, free preschool and full-day kindergarten.
- Address existing gaps in the transition from ECE to kindergarten by aligning experiences for students and families to establish awareness of and positive foundations for future transitions.
- Ensure the availability of wraparound support services that help students through key transitions during major milestones in the educational experience.
- Prepare young children and their families for academic, social/emotional, and educational success by aiding districts in developing transition plans for incoming kindergarten students, incorporating advisable practices at the child, family, and program levels.

Relevant research, studies, and resources

- Transitions and Alignment from Preschool to Kindergarten
- How States Fund Pre-K: A Primer for Policymakers
- Initiatives from Preschool to Third Grade: A Policymaker's Guide
- 50-State Comparison: State Kindergarten-Through-Third-Grade Policies
- Colorado Preschool Program Legislative Report
- Primary Early Care and Education Arrangements and Achievement at Kindergarten Entry
- Universal Preschool's Promise: Success in Early Childhood and Beyond

Strategy B. Incorporate culturally and socially responsive and inclusive curricula and co-curricular opportunities to address equity in education.

- Address equity for specific vulnerable populations, such as culturally and racially diverse learners, adult learners, students with disabilities, and veterans through inclusive transitional supports and practices.
- Provide equitable access to opportunities that encourage swift transitions to the workforce, such as concurrent enrollment and career and technical education (CTE).
- Expand Pathways in Technology Early College High School (i.e. P-TECH) programs and similar opportunities for rural and high-need schools.

Relevant research, studies, and resources

- Culturally Responsive Instruction: Best Practices and Supports
- Rocky Mountain Divide: Lifting Latinos and Closing Equity Gaps in Colorado
- Fourth Grade Ute Resource Guide: Nuu~ciu Strong
- CTE on the Frontier: Rural Strategy Guide
- Dual enrollment: A strategy to improve college-going and college completion among rural students

Strategy C. Implement and revitalize dropout prevention and re-engagement practices aimed at supporting at-risk or vulnerable populations at all levels.

- Engage opportunity youth as recommended and outlined in the Denver Opportunity Youth Initiative report and consider scalability for the state.
- Disaggregate student success data to monitor the progress of underserved students and modify support services, for example, for English Language Learners during the early years of reading instruction.
- Improve advising, tutoring, co-requisite remediation, the use of predictive analytics, and other methods to increase the retention and graduation rates of low-income students, first generation students, and students of color in higher education.
- Demonstrate to learners how their education links to the opportunities that are available in their communities.
- Move beyond vertical transfer to policies that support lateral, reverse, swirling, and transient credit transfer.
- Support efforts, such as the College Opportunity Scholarship Initiative (COSI), which enable postsecondary attainment through increased affordability and supports for persistence through to completion.

Relevant research, studies, and resources

- Opportunity Youth: A Touchstone for Our State's Future
- Colorado Rises: Advancing Education and Talent Development
- Rocky Mountain Divide: Lifting Latinos and Closing Equity Gaps in Colorado
- Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees
- Preventing Dropout in Secondary Schools

Strategy D. Ensure the safety of students and security of schools, in all forms, to create safe learning communities for all students from all backgrounds.

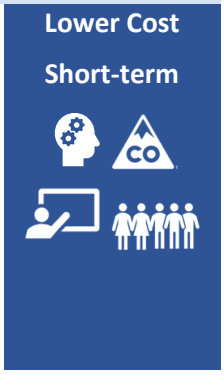
- Implement emergency, crisis, and suicide prevention training for staff and educators.
- Utilize available technologies to ensure communication between schools, emergency services, and families.
- Develop intervention strategies and training for adults to provide social and emotional support for students in crisis, during transitional phases, and beyond.
- Provide local businesses and industry with safe-school data briefings to encourage corporate engagement.

Relevant research, studies, and resources

- Resources for State Leaders Seeking to Improve School Safety
- School Safety: What Is Being Done in Colorado?
- State Information Request: Mental Health, Family Engagement and School Safety
- State Legislation: School / Campus Safety
- State Policy Responses to School Violence

Strategy E. Support efforts to reduce postsecondary attrition associated with non-credit-bearing, developmental education courses.

- Scale best practice in student success statewide by replacing all traditional developmental education courses with supplemental academic instruction (SAI), otherwise known as co-requisite remediation, by 2020.
- Improve the accuracy of assessment and placement.
- Ensure developmental pathways align with intended programs of study.
- Provide intensive wraparound supports for students with significant needs.
- Incorporate developmental education concerns into institution-wide reforms.



Relevant research, studies, and resources

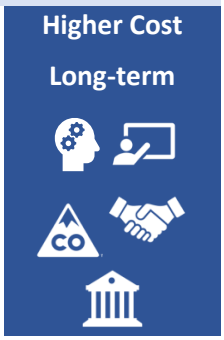
- Developmental Education: An Introduction for Policymakers
- Developmental Education: Challenges and Strategies for Reform
- Toward Better College Course Placement: A Guide to Launching a Multiple Measures Assessment

Principle 2: Multiple, viable postsecondary and higher education pathways are explored by students and valued by all.

Systems and infrastructures should be developed to provide such opportunities. Schools should encourage students to explore a broad range of pathways, provide information and data related to outcomes, and provide connections to those pathways. This vision makes it clear that any pathway a student chooses will be supported and valued.

Strategy A. Promote and ensure access to education after high school in all forms, including career and technical certificates, associate degrees, bachelor's degrees, and graduate degrees.

- Address affordability and access in higher education by revisiting funding formulas, curbing tuition growth, and addressing access to postsecondary opportunities, especially in rural areas.
- Ensure fidelity of credit transfer and concurrent enrollment credit matriculation, to and from community colleges and universities, for degree and certificate completion.
- Leverage public-private partnerships to address financial dimensions of necessary student supports to ensure credential completion and attainment.



- Equip instructors to be equity-minded in teaching and learning practices to address achievement gaps in higher education.

Relevant research, studies, and resources

- Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees
- Transferability of Postsecondary Credit Following Student Transfer or Coenrollment
- College Affordability and Completion: Ensuring a Pathway to Opportunity
- College Affordability Diagnosis: Colorado
- Redesigning State Financial Aid: Principles to Guide State Aid Policymaking
- Companies, Investors and Communities are Looking for Ways to Make an Impact by Investing in Today's Youth

Strategy B. Ensure all schools have sufficient resources to provide robust and effective college and career counseling services.

- Explicitly allocate time for counselors to focus on primary duties outside of scheduling, such as career-readiness preparation for students, mental health, career coaching, etc.
- Address counselor- and teacher-to-student ratio issues, ensuring reasonable caseloads for counselors and advisors in school systems.
- Reframe the "college fair" concept to incorporate apprenticeships and other work-related training or postsecondary opportunities.
- Leverage intentional career conversations with students beginning in the 6th grade through graduation and next steps, ensuring that the term "postsecondary education" becomes preeminent, excluding a bias to any one form.
- Enhance and use tools, such as the Individual Career and Academic Plan (ICAP), with regularity and at scale and evaluate their effectiveness.

Higher Cost

Short-term

Relevant research, studies, and resources

- Massachusetts Guide for Implementing Individual Learning Plans (ILP): Preparing ALL Students for Success after High School

Strategy C. Encourage schools, beginning at the secondary level, to work with community partners that provide connections to postsecondary pathways such as apprenticeships and certificates.

- Provide several on-ramps and off-ramps throughout an individual's educational and career journey to provide flexibility during life and career transitions.
- Assess the capacity and efficacy of the pipeline for apprentices and actively work to incent industry and business participation in such programs.
- Enable real engagement for students with industry and employers throughout the duration of a program or training experience.
- Provide resources (transportation, flexible schedules, etc.) necessary for students to pursue off-site, work-based learning opportunities, such as CTE, apprenticeships, and internships.

Higher Cost

Short-term

Relevant research, studies, and resources

- Innovation in Higher Education Case Study: Colorado's CareerWise Apprenticeship Program
- The Colorado Talent Pipeline Report
- Work-Based Learning: Model Policy Components
- Career and Technical Education Programs in Public School Districts: 2016–17: First Look
- Innovative Industries Internship Program Legislative Report: FY 2017-18
- Reimagining Credit Accumulation for Adult Students

Strategy D. Provide greater access to concurrent enrollment, CTE, and other work-based learning or experiential endeavors for which students earn credit.

- Create scheduling flexibilities that allow students to spend time in other learning environments, such as in the workplace or taking concurrent enrollment coursework.
- Ensure CTE and concurrent enrollment credit articulation and transfer is consistent and seamless across postsecondary institutions.
- Enhance and scale existing opportunities that grant school credit for time spent in learning environments other than the classroom, such as through workplace experiences.
- Provide additional funding for career and technical education and encourage collaborative partnerships between secondary schools and Community and Technical Colleges by more intentionally leveraging existing CTE programs and state and federal funding.
- Ensure families and communities have adequate access to information on concurrent enrollment and CTE.

Relevant research, studies, and resources

- Dual Enrollment Programs: Transition to College
- State STEM and CTE Funding Sources
- Students Need More Information to Help Reduce Challenges in Transferring College Credits
- The Multiple Dimensions of Transfer: Examining the Transfer Function in American Higher Education
- Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees
- Transferability of Postsecondary Credit Following Student Transfer or Coenrollment
- Work-Based Learning: Model Policy Components

Strategy E. Address the recommendations outlined in the 2016-2017 Annual Report on Concurrent Enrollment:

- Brand and differentiate the state concurrent enrollment program from other similar programs to reduce confusion for families and students.
- Leverage Open Education Resources and similar approaches to minimize costs to families.
- Streamline the administrative processes for institutions and districts adopting concurrent enrollment.
- Provide opportunities for high school teachers to earn the necessary qualifications to teach concurrent enrollment courses, particularly in

rural areas.

- Create greater access to concurrent enrollment via diverse delivery models.
- Give school districts more options in establishing cooperative agreements with postsecondary institutions.

Relevant research, studies, and resources

- Annual Report on Concurrent Enrollment: 2016-2017 Academic Year
- Colorado Blended Learning Roadmap

Principle 3: Students, with the support of adults, direct their own learning experiences in order to develop essential skills.

Our education system should prioritize learning environments that enable student voice and choice in what, how, when, why, and where they learn. When students have choices and guidance about how to pursue their interests, and when they have access to partnerships with industry and community, they deepen their knowledge and essential skills, connect to peers and mentors who share their interests, and are able to confidently navigate their own relevant postsecondary and workforce pathways as civically engaged individuals.

Strategy A. Provide students more opportunities to explore career pathways at multiple points of an individual's educational and professional career.

- Develop a comprehensive policy to allow for career exploration at multiple points in an individual's educational and professional career by providing access to high-quality, work-based learning experiences for all students in K-12.
- Build job-shadowing, apprenticeships, internships, and other skills-based, credit-bearing, practical experiences into the curriculum.
- Foster learning experiences that facilitate development of knowledge, skills, and dispositions essential to success in future generations.
- Encourage or incent the implementation of problem-based learning opportunities into the curriculum as a way to engage students in thinking about career pathways.
- De-idealize the idea that college is the only, or gold standard, path by beginning positive messaging to students and families about other paths to civic engagement in the earliest grades.

Relevant research, studies, and resources

- A Transformational Vision of Education in the US
- Innovation in Higher Education Case Study: Colorado's CareerWise Apprenticeship Program
- Colorado Education Highlights: How Jeffco is Revolutionizing Career and Technical Education
- Work-Based Learning: Model Policy Components

Strategy B. Provide flexibility to increase the use of prior learning assessments and competency-based education.

- Encourage the creation of more credit-bearing opportunities for experiential or work-based learning to occur during the school day, particularly for middle and high school students, to promote real-world learning.
- Establish venues for students to present their learning portfolios to groups of educators, community members, and industry.
- Recognize industry or practically-applied experience in the transcription of prior learning, especially for adult learners and veterans, to recognize knowledge and skills that can be applied to credentials or programs of study.
- Incent investments in competency-based education through pilot programs integrating assessment and accountability measures.

Relevant research, studies, and resources

- 50-State Comparison: Academic Credit for Military Experience
- Reimagining Credit Accumulation for Adult Students
- A Look at Competency-based Education in K-12 Schools
- Creating College Credit Policies That Validate Adult Learners
- Opening Credits: An Introduction to PLA Policies
- Policy Snapshot: Competency-Based Education

Strategy C. Recognize higher education as a public good that benefits communities and the state and that it should be accessible to all, not just those with adequate personal financial means.

- Address the dichotomy of the state's disinvestment in higher education coupled with the goal of credential attainment increases necessary to meet economic demands.
- Consider redesigning state-based financial aid to be student-centered, proactive, and accessible to students of all ages, backgrounds, and programs of study.
- Create and maintain reliable systems of credit transfer to guide students to and through degree programs expediently.
- Recognize the increasing role of distance learning in higher education and take steps to expand broadband internet access and adoption, particularly in rural communities.

Relevant research, studies, and resources

- Public Research Universities: Why They Matter
- Toward Better College Course Placement: A Guide to Launching a Multiple Measures Assessment
- Students Need More Information to Help Reduce Challenges in Transferring College Credits
- Redesigning State Financial Aid: Principles to Guide State Aid Policymaking
- Exploring Credit Mobility and Major-Specific Pathways: A Policy Analysis and Student Perspective on Community College to University Transfer

- Education Trends: Broadband Access and Implications for Efforts to Address Equity Gaps in Postsecondary Attainment
- The Multiple Dimensions of Transfer: Examining the Transfer Function in American Higher Education

Strategy D. Expand connections between students and learner advocates in under-resourced communities to create learning environments that support student-directed learning.

- Create and grow programs that connect learner advocates and mentors to students and families who need guidance on the abundance of pathways that are available and need support in accessing those pathways.
- Create incentives and opportunities for industry to take a certain percentage of high school students as interns or apprentices each year from all communities.
- Identify and replicate effective family engagement strategies that authentically include parents in understanding and accessing different educational and career pathways for their children.

Relevant research, studies, and resources

- Family Engagement in High School
- Innovative Industries Internship Program Legislative Report: FY 2017-18
- Learner Advocate Network
- State Information Request: College and Career Guidance

Strategy E**.** Develop criteria for additional high school diploma endorsements or advanced diploma options.

- Consider Career and Technical Education, Biliteracy, Career Readiness, and Advanced Studies endorsement options.
- Focus on alternative opportunities or credentialing for vulnerable populations, such as youth demonstrating known risk factors and students with special needs.
- Support and address concerns in graduation guidelines ensuring multiple, high-quality pathways to diplomas.

Relevant research, studies, and resources

- High School Diploma Options that Meet Federal Graduation Rate Calculation Requirements
- Menu of Options: Menu of College and Career-Ready Demonstrations
- Policies to Support the Postsecondary Success for Foster Youth
- State Information Request: State Diploma Options for Individualized Education Programs
- The Benefits of High School Career and Technical Education (CTE) for Youth With Learning Disabilities

Principle 4: Careers and workforce readiness are informed by industry and community to ensure alignment for transitions.

Multidirectional partnerships, inclusive of industry, educational institutions, and community, drive the development and implementation of career pathways and workforce readiness standards.

Strategy A**.** Create a culture of shared responsibility between education and business/industry partners to understand and build responsive pathways through education and into the workforce.

- Provide opportunities for upskilling, especially for working professionals and adults, to transition to better-paying jobs.
- Encourage the implementation of problem-based and work-based learning opportunities where local businesses, non-profit organizations, and government officials are invited to be involved with student projects, such as graduation profiles and capstone projects.
- Reach out to industry to inform relevant curricula in higher education and community college.
- Provide evidence that this outreach is happening and publish the outcomes of the collaborations.

Relevant research, studies, and resources

- Innovative Industries Internship Program Legislative Report: FY 2017-18
- Overview of Problem-based Learning: Definitions and Distinctions
- UpSkill America
- Work Based Learning
- Work-Based Learning: Model Policy Components

Strategy B. Implement partnerships between employers and schools to continue education when students transition to the workforce.

- Foster collaboration among organizations and community groups to offer work-based learning opportunities.
- Engage employers at the industry, not just company, level to commit resources to help provide the scale necessary to push educational institutions to change their practices and curriculum.
- Continue workforce and on-the-job training/education to support those in transition.

Relevant research, studies, and resources

- Innovative Industries Internship Program Legislative Report: FY 2017-18
- Sector Partnerships
- Work-Based Learning: Model Policy Components

Strategy C. Study and scale successful models of effective collaboration between industry and postsecondary education.

- Create industry advisory boards for schools, school districts, and higher education institutions.
- Revisit recommendations from the Industry Certificates Workgroup regarding needs assessment, identification of appropriate certifications, creation of an industry validation process, and accountability metrics.
- Understand why certain models, both globally and domestically, are successful, create a replication template for other industries and schools to use, and provide technical assistance for the adoption and adaptation of successful models in additional sectors.
- Develop sabbatical, exchange, and summer "externship" programs as a way for educators to learn more about industry needs and educational best practices.

Lower Cost

Short-term

Relevant research, studies, and resources

- Industry Certification: Implementation, Recommendations, Resources, and Tools
- Competency-Based Learning for Teachers: Can Micro-Credentials Reboot Professional Development
- Oklahoma Teachers Learning Through Summer "Jobs"
- State Information Request: Micro-Credentialing in Teacher Professional Development
- Teacher Externships

Strategy D. Align career pathways to both the workforce and higher education degrees to ensure success in transitions.

- Map education and career pathways so students and families understand the requirements, investments, and outcomes related to postsecondary options, including certificate programs, two- and four-year colleges, the workforce, and military service.
- Create stackable, portable, and transferable postsecondary credentials at all levels, so students can make progress toward credentials through a permeable system.
- Demonstrate to students how their education links to the opportunities that are available in their communities.
- Support the development and maintenance of a comprehensive Statewide Longitudinal Data System, connecting data from all relevant state agencies through a single, straightforward user interface, to aid during transitional phases.

Lower Cost

Long-term

Relevant research, studies, and resources

- Four Ways to Increase the Value of Short-Term Credentials: A Guide for Community Colleges
- Portable, Stackable Credentials: A New Education Model for Industry-Specific Career Pathways
- Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees
- Transferability of Postsecondary Credit Following Student Transfer or Coenrollment
- Examining SLDS Development and Utility

Education Leadership Council Membership

The Education Leadership Council is composed of 25 leaders representing early childhood, education, business and government. All members are appointed by the Governor. Membership as of December 2018. ELC members voted unanimously on December 10, 2018 to support the plan. Please note that this vote does not mean each member supports every last improvement strategy in this document, but they do support our stakeholder driven, data-based approach to developing a vision and path forward to improving the education system, and want to see the work proceed.

- **Don Anderson**, Exec. Dr. of East Central Board of Cooperative Ed. Services (BOCES)
- **Katy Anthes**, Commissioner of the Department of Education, ELC Co-Chair*
- Representative **Janet Buckner**, Vice Chair of Education Committee
- **Felicia Casto**, Teacher / Coach, Rim Rock Elementary School, Fruita Colorado
- **Luis Colon**, Chair of the Colorado Commission on Higher Education
- **Stephanie Copeland**, Executive Director of the Office of Economic Development
- **Patricia Erjavec**, President of Pueblo Community College
- **Tim Foster**, President of Colorado Mesa University
- **Richard Garcia**, Executive Director Statewide Parent Coalition
- Representative **Millie Hamner**, Member Joint Budget Committee*
- **Brandon LaChance**, Principal of North Routt Community Charter School
- Lt. Governor and Chief Operating Officer, **Donna Lynne***
- **Barbara O'Brien**, Vice President of Denver Public Schools' Board of Education
- Senator **Kevin Priola**, Vice Chair Education Committee
- Representative **Bob Rankin**, Member Joint Budget Committee, ELC Co-Chair*
- **Daniel Baer**, Executive Director of the Department of Higher Education
- **Sue Renner**, Executive Director of the Merage Foundations
- **Angelika Schroeder**, Chair of the State Board of Education
- **Kyle Sickman**, Chair elect of the Colorado Workforce Development Council
- **Dan Snowberger**, Superintendent for Durango School District 9-R
- **Mary Anne Snyder**, Director of Division of Early Childhood in Dept of Human Services
- Senator **Nancy Todd**, Member Education Committee
- **Sam Walker**, Executive Director of the Department of Labor and Employment
- **Leroy Williams**, Chief Executive Officer of CyberTekIQ*
- Representative **Jim Wilson**, Member Education Committee

*Denotes ELC Executive Committee Member

Subcommittee Participant List

The following tables list the people who participated in the Education Leadership Council's subcommittees and contributed significantly to the State of Education vision framework, principles and improvement strategies. Please note that while subcommittees came to agreement on their own principles and strategies, we do not imply that each member listed here agrees with every improvement strategy in this plan. This approach was explicitly taken to allow a broad group of stakeholders to continue to support and advance the overall work of the State of Education, even if there are a small number of strategies they do not agree with. Collectively these members put in nearly a thousand combined hours of work into this effort, and we are tremendously grateful for their service.

ELC Responsive Systems and Agile Learners Subcommittee Roster

Name	Title	Organization
Scott LaBand (Co-chair)	President	Colorado Succeeds
Luis Colon (Co-chair)*	Chair	Commission of Higher Education
Subcommittee Members		
Barbara O'Brien*	Vice President	Denver Public Schools' Board of Education
Tim Foster*	President	Colorado Mesa University
Michelle Barkemeyer	Gifted Education Coordinator	UnBOCES
Jill Barkin	Director of Education	Beacon Fund
Leslie Colwell	Vice President, K-12 Education	Colorado Children's Campaign
Prateek Dutta	Policy Director	Education Reform Now
Nate Easley	Chief Executive Officer	Blue School Partners
Robert Fulton	Former Superintendent	North Park School District R-1
Jason Gaulden	Vice President of Partnerships	America Succeeds
Cassie Harrelson	Director of Professional Practice	Colorado Education Association
Craig Hulse	Vice President	Ready Colorado
Kellie Lauth	Chief Executive Officer	mindSpark Learning
Terry Croy Lewis	Executive Director	Charter School Institute (CSI)
Rebecca Midles	Exec. Director, Performance Based Learning	Mesa County Valley School District 51

Mike Miles	Chief Executive Officer	Academy of Advanced Learning
Cory Montalvo	School Launcher Fellow	Moonshot edVentures
Samantha Olson	Vice President	Colorado Education Initiative
Monica Peloso	Board Member	Cheyenne Mountain School District 12
Bret Poppleton	Storyteller, Founder	The CUBE
Patty Quinones	Executive Director, Innovation	St. Vrain Valley School District
Dan Schaller	Director of Governmental Affairs	Colorado League of Charter Schools
Alex Wentz	Teacher	South High School, Denver Public Schools
Support Staff		
Brenda Bautsch	Accountability Specialist	Colorado Department of Education
Carrie Romero Brugger	mindSpark facilitator	Asst. Principal, STEM Launch, Adams 12 Five Star Schools
Sunny Deye	Education Program Director	National Conference of State Legislatures

*ELC member

ELC Family and Community Partnerships Subcommittee Roster

Name	Title	Organization
Felicia Castro (Co-chair)*	Instructional Math Coach, Clifton Elementary School	Mesa County School District 51
Bill Jaeger (Co-chair)	Vice President of Early Childhood & Policy Initiatives	Colorado Children's Campaign
Subcommittee Members		
Dr. Sharon Bailey	Manager of Diversity, Equity and Inclusion	Denver Public Schools
Heidi P. Baskfield	Vice President of Population Health & Advocacy	Children's Hospital Colorado
Representative Janet Buckner*	Vice Chair of House Education Committee	Colorado House of Representatives District 40
Stephanie Gianneschi	Community Impact Manager	Aspen Community Foundation
Robert Donovan	Teacher at Risley International Academy of Innovation	Pueblo 60 School District
Karen Fisher	Board Member	Cherry Creek Schools Board of Education
Anne Guettler	Board Member	Garfield School District No. Re-2 Board of Education
Randall Harrington	Head of School	Kent Denver, Representative of Assn. of Colorado Independent Schools

Brandon Hellwig	Associate Director of Organizing	Colorado League of Charter Schools
Dara Hessee	Senior Program Officer	Colorado Health Foundation
Stephanie Hund	Superintendent	Walsh School District RE-1
Morgan Janke	LAUNCH Together Project Director	Early Milestones
Mark Kling	Executive Director	Family Resource Center Association
Sue Renner	Executive Director	Merage Foundations
Renee Niskanen	Co-Chair	Colorado Special Education Advisory Committee
Veronica Palmer	Co-Founder and CEO	RISE Colorado
Reilly Pharo Carter	Executive Director	Climb Higher Colorado
Connie Rule	Executive Director	Boys and Girls Club of Colorado
Esperanza Saucedo	Vice-President	State Migrant Parent Advisory Council
Mary Anne Snyder*	Director of Early Childhood	Colo. Department of Human Services
Heather Tritten	Executive Director	Parent Possible
Kay Trotter	President	Colorado PTA
Support Staff		
Kady Lanoha	Senior Policy Consultant	Colorado Department of Education
Darcy Hutchins	Family Partnerships Director	Colorado Department of Education
Becky Russell	Instructional Specialist	Colorado State Library

*ELC member

ELC Student Transitions Subcommittee Roster

Name	Title	Organization
Penny Eucker (Co-chair)	Executive Director	STEM School Highlands Ranch
Leroy Williams (Co-chair)*	CEO	CyberTekIQ
Subcommittee Members		
Kelly Caufield	Director—Policy and Advocacy	Colorado Succeeds
Mary Zanotti	Executive Director	Colorado Youth for a Change
Lorena Zimmer	Talent Pipeline Director	Denver Chamber of Commerce
Srikant Vasan	Co-Founder & CEO	SkillStore
Sarah Heath	Assistant Provost and State CTE Director	Colorado Community College System
Greg McDonald	CEA nominated Counselor	Broomfield Heights Middle School
Liz Houston	Executive Director	Early Childhood Council Leadership Alliance
Linda Van Doren	Director of Instruction and Chief Academic Officer	Emily Griffith Technical College
Greg Anton	Chairman and CEO	Executives Partnering to Invest in Children (EPIC) and Anton Collins Mitchell LLP

Michael Stelling	CEA nominated Counselor	Northglenn High School (Adams 12)
Jay Moore	President and CTE Director	Colorado Association for Career and Technical Education (CACTE) & Cherry Creek Schools
Anna Robinson	Parent Representative	Early Childhood Leadership Council (ECLC)
Janiece Mackey	Co-founder/Executive Director	Young Aspiring Americans for Social and Political Activism (YAASPA)
Amy Lane	Executive Director of Curriculum, Instruction and Professional Growth	Douglas County School District
Bill Summers	Principal	Cañon City High School
Venecia Kerr	Executive Director	College Track
Ashley Carter	COO	CareerWise Colorado
Kelly Collins	Community Relations	Lockhead Martin Space
Carrie Warren-Gully	Littleton Public School Board	Colorado Association of School Boards
Kyle Sickman*	Chair-elect of the Colorado Workforce Development Council	ELC Member
Sam Walker*	Executive Director of the Colorado Department of Labor and Employment	ELC Member
Stephanie Copeland*	Executive Director of the Office of Economic Development	ELC Member
Patty Erjavec*	President of Pueblo Community College	ELC Member
James Wilson*	Representative	ELC Member
Support Staff		
Kim Poast	Chief Student Success & Academic Affairs Officer	Colorado Department of Higher Education
Misti Ruthven	Executive Director Innovation and Pathways	Colorado Department of Education
Maureen Stepp	Assistant Dean of Instruction	Colorado Mountain College
Spencer Ellis	Academic Policy Officer	Colorado Department of Higher Education

*ELC member

ELC Educators and Leaders Subcommittee Roster

Name	Title	Organization
Christina Randle (Co-chair)	Teacher of the Year	Harrison School District 2
Dan Snowberger*(Co-chair)	Superintendent	Durango School District 9-R
Subcommittee Members		
Allen Smith	Chief of Culture, Equity and Leadership Team	Denver Public Schools
Amie Baca-Oehlert	President	Colorado Education Association

Amy Pitlik	Government Affairs Director	Stand for Children
Angelika Schroeder*	Chairwoman	Colorado State Board of Education
Brandon LaChance*	Executive Director/Principal	North Routt Community Charter School
Christi Chadwick	Project Director	Early Milestones Colorado
Don Anderson*	Executive Director	East Central BOCES
Erica Mason	Director of Educator Effectiveness	Douglas County School District
Jackie Crabtree	Principal	Cotopaxi Consolidated Schools
Sondra Ranum	Managing Director	Early Childhood Systems Leadership, Teach for America
Karla Esser	Chair	Colorado Council of Deans of Education
Karolina Villagrana	Teacher	Rocky Mountain Prep
Laura Alsdorf	Teacher Cadet	Littleton Public Schools
Linda Reed	Superintendent	Archuleta School District
Mark Sass	State Policy Director	Teach Plus
Nancy Todd*	State Senator	Colorado Senate District 28
Rebecca Kantor	Dean	CU Denver School of Education & Human Development
Richard “Dick” Martyr	Board Member	St. Vrain Valley RE-1J
Ron Cabrera	Chair	Colorado Association of Latino Administrators & Superintendents
Rosanne Fulton	Director	UNC Center for Urban Education
Sarah Hamilton	Executive Director	American Federation of Teachers-Colorado
Stephanie Snitselaar	President, School Principal	Durango Education Association
Teresa Tate	VP of School Services	Colorado League of Charter Schools
Therese Zosel-Harper	Dean of Relay Denver	Relay Graduate School of Education
Thomas Todd	Principal of the Year	Poudre School District
Tiffany Anderson	Scholarship Program Director	Boettcher Foundation
Tracey Johnson	Board President	Academy District 20
Support Staff		
Brittany Lane	Director of Educator Preparation	Colorado Department of Higher Education
Colleen O’Neil	Associate Commissioner	Colorado Department of Education Educator Talent
Patrick Mills	Education Policy Intern, Doctoral Candidate	University of Denver Educational Leadership and Policy
Paul Teske	Dean	CU Denver School of Public Affairs

*****ELC member

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- The Daniels Fund
- Gary Community Investments
- El Pomar Foundation
- Lockheed Martin Space
- Rose Community Foundation

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    - Parker Baxter, Director of the Center for Education Policy Analysis
    - Erik Fuller, PhD candidate at the School of Public Affairs
- The National Conference of State Legislatures
- The Education Commission of the States
- Prosono – our main public outreach partner
    - Tyler Gamble
    - Sean VanBerschot
    - Jeff Steepleton

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- Brenda Bautsch, Accountability Specialist, Colorado Department of Education
- Spencer Ellis, Academic Policy Officer, Colorado Department of Higher Education
- Brittany Lane, Director of Educator Preparation, Colorado Department of Higher Education
- Kady Lanoha, Senior Policy Consultant, Colorado Department of Education
- Maureen Stepp, Assistant Dean of Instruction, Colorado Mountain College
- David Padrino, Chief of Staff to the Lt. Governor and Deputy Chief Operating Officer, Office of Lt. Governor and Chief Operating Officer Donna Lynne