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News Release

State Board Of Education Supports “PREP” Legislation And Race To The Top Application; Rules To Boost Postsecondary Planning Approved

The State Board of Education at its meeting yesterday discussed and unanimously supported Senate Bill 10-036, a bill being moved swiftly through the Colorado State Legislature. The board supported the bill on its own merits, but the legislation is also seen as a means to enhance the state's application for the federal Race to the Top grant competition. The deadline for states to submit Race to the Top applications is Tuesday, Feb. 19.

State Board of Education Chairman Bob Schaffer and other members of the board expressed strong support for the bill and indicated their appreciation to the legislature for its quick attention to the proposal.

S.B. 10-036 would require the Colorado Department of Education, beginning in July 2011, to produce an annual report that shows the relationship between teacher training programs and student academic growth. The U.S. Department of Education has indicated that it will look favorably on Race to the Top grant applications from states with such tracking systems in place.

S.B. 10-036, known by the acronym PREP (Program Results for Educator Preparation), is sponsored by Sen. Michael Johnston. The program would cover only language arts and math teachers, since those subjects are the only ones tested annually in grades 3 through 10 by the CSAP (Colorado Student Assessment Program) tests. The

program would cover only teachers in the first three years of their careers.

State board of education members said the bill matches one of their legislative priorities for the 2010 session. Those priorities include supporting legislation that aligns state policies and practices to support educator effectiveness.

Student Postsecondary Planning Boosted

The Colorado State Board of Education this week adopted rules that establish state standards for the development of Individual Career and Academic Plans for all high school students.

Individual Career and Academic Plans—or ICAPs—are developed by the student and parents or guardians in collaboration with their school counselors, school administrators, school personnel or approved postsecondary service providers. They are used to explore postsecondary career and educational opportunities, align coursework and curriculum to those goals, apply to postsecondary education institutions and secure financial aid.

The rules adopted by the board require that the ICAP for each student include a career planning and guidance component and a portfolio that reflects, at a minimum:

- Documentation of the student's efforts in exploring careers, including: a written postsecondary and workforce goal for the student; yearly benchmarks for reaching that goal; interest surveys that the student completes; and anticipated postsecondary studies.
- The student's academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment credits earned.
- An intentional sequence of courses reflecting progress toward accomplishment of the student's postsecondary and workforce objectives.
- Relevant assessment scores.
- The student's plans for and experiences in contextual and service learning, if applicable.
- A record of the student's college applications or alternative applications as they are prepared and submitted.
- The student's postsecondary studies as the student progresses through high school.

- The student’s progress toward securing scholarships, work-study, student loans and grants.
- Other data reflecting student progress toward postsecondary and workforce readiness, including the student’s understanding of the financial impact of postsecondary education.
- Each ICAP is accessible to educators, students, parents, legal guardians and approved postsecondary service providers.
- Each ICAP portfolio shall be transferable in print or electronic form for internal and external district use so that when a student transfers from one school or district to another, his or her career and academic plans follow along.

Education Accountability Act

In other action, the state board took the first step toward rulemaking for S.B. 09-163, the Education Accountability Act. The board passed a notice of rulemaking hearing that sets a public rulemaking hearing for March 10—11 at that month’s state board meeting.

The legislation gave the state board rulemaking authority on a host of issues related to the state’s new accountability system. Among them:

- Defining the contents and terms of accreditation contracts for districts and the Charter School Institute (CSI).
- Setting the timeframes for when the department will review district and CSI performance and determine accreditation categories.
- Specifying how long a district or CSI school may remain in an accreditation category that is below “accredited” before accreditation is removed.

In other action

The board approved all the items on its regular meeting. For additional information about the agenda or to review individual items, please visit the state board’s Web page:

<http://www.boarddocs.com/co/cde/Board.nsf/Public>

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