



**PWR Endorsement Diploma Workgroup  
Meeting Notes**

Lowry Campus

Meeting Date: April 19, 2018

Meeting Time: 10:00am-2:00pm

No.	Discussion	Initiator
	<p><b>Facilitators:</b> Andy Tucker, CDE, and Carl Einhaus, CDHE</p> <p><b>Attendees:</b> Ron Marostica, Sterling, RE-1; Elise Hauer, Adams 12; Tammy Ward, Community College System; Luis Sandoval, MSU Denver; Jef Fugita, Jeffco; Diana Zakhem, Englewood; Sheila Potorff, Poudre; Gabriel Castano, Johnson &amp; Wales; Kim Medina, Colorado School of Mines; Colleen Newman, University of Colorado/Boulder; Renise Walker, CDE &amp; CWDC; Cori Dreger, Lulu Buck, Joanna Bruno, and Fumnanya Camara: CDE</p>	
	<p><b>Welcome and Recap from last meeting</b></p> <p><b>Guiding Legislation:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Cap4K</a> – “Preschool to Postsecondary Education Alignment” included the first mention of the PWR Endorsed Diploma – an incentive and a stamp of readiness: C.R.S 22-7-1009 &amp; 22-7-1017</li> <li>• <a href="#">SB17-272</a> – “Postsecondary and Workforce Readiness Indicator”</li> </ul> <p><b>Review:</b> Please reference <a href="#">notes</a> of this workgroup, Feb and Mar 8, 2018. These notes include a discussion of the history of the endorsement, <a href="#">Graduation Guidelines</a>, the <a href="#">New Admission Policy (begins fall 2019)</a> from the Colorado Commission on Higher Education, and a report and presentation on the High School Metrics of Postsecondary Readiness from Education Commission of the States (<a href="#">measures of PWR</a>). Predictors of Student Success, <a href="#">Colorado Admission Policy: mid 50% ranges</a>, <a href="#">Selection of Resident Freshman Merit Scholarships</a>, <a href="#">Developmental Education Policy</a> at CDHE, SB17-123: <a href="#">Diploma Endorsement for Biliteracy</a>, HB17-1201: The STEM Endorsement</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the compelling reason to offer this endorsement? And what does it mean for students?</li> <li>• Who is the audience?</li> <li>• What are indicators? If Graduation Guidelines is the minimum, what are other indicators that predict success and credential completion for students in careers, the military, and/or college?</li> <li>• Could the PWR Endorsement work with other legislated endorsements from 2017: SB17-123: <a href="#">Diploma Endorsement for Biliteracy</a>, HB17-1201: The STEM Endorsement</li> </ul>	<p><b>Andy Tucker,</b> Director, Office of Post- secondary Readiness, CDE</p>
	<p><b>Criteria for a PWR Endorsed Diploma</b></p> <p>The group considered possible criteria for the PWR endorsement, which included: Graduation Guidelines (GG) menu with higher levels of achievement + hours of work-based learning experience + minimum GPA</p> <p><b>Questions that the groups considered:</b></p> <ul style="list-style-type: none"> <li>• Are all options equitable for all Colorado districts?</li> <li>• What to do about scores that are the same for both GG and PWR endorsement?</li> <li>• Should concurrent enrollment include a graduation requirement?</li> <li>• Need for additional subject areas?</li> <li>• Need for additional measures?</li> <li>• Need for additional criteria?</li> <li>• Can any of the measures be “district determined?”</li> </ul>	<p><b>Andy Tucker</b></p>

- Can any additional criteria be “district determined?”
- Is this tracking?
- Who are the stakeholders?

**Small Group Discussion: comments and questions:**

- Do these criteria meet workforce needs? Yes, encourages work-based learning; but can't require certifications
- Does PWR Endorsed Diploma supersede 4.0 GPA?
- Could higher assessments mean that higher education institutions give credit for a college course (i.e. higher ACT or SAT score in English = college credit in Eng 121)?
- Should there be a minimum grade for Concurrent Enrollment?
- Districts could create pathways for Associates in 4 years + ASCENT if necessary
- Work-based learning opportunities are included
- Encourages partnerships with institutions and businesses
- CTE programs could be included with PWR endorsed diploma
- PWR Endorsed Diploma (at high school level) could help students dive deeper and understand what they want to do for college/career– much earlier; students is focused on specific skill
- Could STEM endorsement model fit PWR endorsement?
- Competencies are hard to measure – subjective
- Required capstone? Could include work-based learning, alternative demonstrations
- If bar is set for number of courses required, small districts may struggle to meet requirements due to FTE or master schedules.
- Focus should be on career first
- Is higher bar high enough?

**What is the value of a PWR Endorsed Diploma?**

Group divided into constituent groups:

**K-12**

- Could serve as an incentive for students to graduate
- Could be an incentive for “non-traditional” college-bound students to enroll in college
- Could push students to apply to more selective colleges

**Higher ED**

- Academic preparation could lead to higher retention/graduation rates from colleges/universities
- Could curb under-matching
- Could provide students earlier/more appropriate choice of major + save time + save money

**Workforce**

- Language: adjust for community/employers
- Skills: capstone, stem competencies, work-based learning
- **The endorsement is not the value added, it's the experience that's valuable**

**Groups reformed and each created a VALUE PROPOSITION:**

1. PWR Endorsed Diploma emboldens students to pursue their full potential. The endorsement provides a “signal” to the student, parents, postsecondary institutions and employers that the student has demonstrated mastery of academic skills necessary for completion of a four-year

	<p>degree and a mastery of technical and essential skills required for success in the workplace.</p> <p>2. Acquiring a PWR Endorsed Diploma guarantees that a student has demonstrated workforce readiness which may lead to a job upon graduation. Will also guarantee admission to several Colorado colleges and increases admission opportunities for the selective/highly selective colleges.</p> <p>See video - Flipping the College Decision Paradigm - <a href="https://vimeo.com/174407736">https://vimeo.com/174407736</a></p> <p><b>Mixed groups created criteria based on pathway. Students must successfully:</b></p> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• meet or exceed district graduation expectations</li> <li>• complete a coherent sequence of at least 4 pathway courses as determined at the local level, with a 3.0 GPA or higher</li> <li>• complete a 100 hour work-based learning experience</li> <li>• Complete Capstone: Research - a topic to dig deeper into learning; Event Planning – for a passion area; Experiment – conduct an experiment in an area of interest; Service Learning – create a service learning opportunity to enhance our community; Internship – to gain more awareness, understanding, and knowledge about a career</li> </ul> <p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>• meet or exceed district graduation expectation</li> <li>• complete a coherent sequence pathway courses as determined at the local level, with a 3.0 GPA or higher <b>or</b></li> <li>• CTE Approved Programs <b>or</b></li> <li>• Student choice for various ways of demonstration <b>or</b></li> <li>• Capstone - and/or work based learning, <b>and</b></li> <li>• Demonstration of Essential Skills</li> </ul>	
	<p><b>Next time</b></p> <p>Start with the value proposition Consider samples that incorporate a student’s pathway</p>	