Colorado’s Education Leadership Council
Presentation to State Board of Education
February, 2019
Executive Summary

The 25 member ELC was formed by EO in June 2017 to build a vision and strategic plan for the education system, from early childhood to the workforce.

The work is bi-partisan and system focused, driven through two pillars:

- Public outreach, incl. 6000+ person online survey, 67 roundtables with over 500 people, 100 people on 4 subcommittees, 100+ district strategic plans reviewed
- Policy research on Colorado’s performance and what works in education, supported by CU School of Public Affairs and other partners

The result of 18 months of work is a vision framework and set of principles for the education system stakeholders want, and improvement strategies to get there:

- All link to drivers of change: responsive systems for agile learners, community & family partnerships, teachers & school leaders, student learning & transitions
- Each strategy has a detailed set of potential tactics / examples, implementation considerations (like resources, stakeholders, timing) and relevant research
## ELC Purpose, Activities and Deliverables

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Develop a vision and strategic plan to drive improvements to Colorado’s educational system, from early childhood to the workforce</th>
</tr>
</thead>
</table>
| **Major Activities** | • Synthesize research on performance of Colorado’s education system  
• Benchmark the state against high performing states and countries  
• Gather input from a broad set of stakeholders including parents, students, teachers, education interest groups and others involved in the system  
• Develop a vision for the education system, goals, and a strategic plan for moving the system forward  
• Oversee ongoing plan implementation  |
| **Primary Deliverable** | Report with the vision, goals, and a set of high-impact strategies for consideration by the Governor and General Assembly |
The Education Leadership Council is composed of 25 leaders representing early childhood, education, business, and government. All members are appointed by the Governor.

• Don Anderson, Executive Director of East Central Board of Cooperative Educational 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, former Executive Director Statewide Parent Coalition
• Sam Walker, Executive Director of the Department of Labor and Employment
• 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, ELC Co-Chair, Member Joint Budget Committee
• Dan 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 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
• Leroy Williams, Chief Executive Officer of CyberTekIQ
• Representative Jim Wilson, Member Education Committee
Building the State of Education together

Our formula...

Gov. Hickenlooper issues executive order forming Education Leadership Council (ELC) + 25 Colorado leaders appointed to ELC + Six months of public input through online survey, roundtables, town halls and 1:1 interviews + Four subcommittees with 100+ content experts representing parents, teachers, students, education interest groups, & special needs populations = Together we’re building a vision and blueprint for the state’s education system, from early childhood into the workforce

Key ingredients at every step ...

Feedback and engagement with the public and key stakeholders

Data on how CO’s education system is performing today, and how it can improve

June 2017 — January 2019

Phase 1 duration: ~18 months

Phase 2 starts with our vision & blueprint presented to the Governor & General Assembly
Principles for our work

• Early childhood to the workforce lens - a unique forum
• Systems thinking approach - no silver bullets
• Balance: bi-partisan, rural and urban...
• Stakeholder focused with data-based solutions
• Long term horizon
• Oriented to system culture change
Organizing framework based on 5 key questions

1. How is our education system performing today?

2. What collective vision do we share for the future of our students?

3. What are the strengths and opportunities for improvement in today’s education system?

4. What strategies should we implement to achieve our vision?

5. How will we put our improvements into action?
Significant stakeholder engagement & support

- 87% of survey respondents at the Oct 2017 Talent Found Sectors Summit believe in the value of our work to create a shared vision for the education system, from early childhood to the workforce

- 40+ organizations statewide provided feedback that formed the basis for our four subcommittee focus areas

- 100+ people engaged in subcommittees, representing over 70 organizations across the state; 4 groups met 5 times each

- 6,100+ people accessed State of Education survey

- 71 different roundtables engaged nearly 500 people
Many common “vision” themes
Supported by analysis of vision/strategic content from across 113 school districts and 16 IHEs

Focus on a shared, collective path forward

Acknowledge the role and needs of the community and society
  • “Community” is the second most consistently mentioned word across all K-12 and vision and strategic content and first for higher education

Address the system and learning environment needed to support the educational vision
  • “Learning” is mentioned in ~60% of both K-12 content (ranked first) and higher education (ranked second), typically linked to the system or environment

Anchor on student skills or competencies required to succeed in the classroom and in a career
  • Words like “skill,” “competency” and student “success,” “achievement” or “career” are mentioned very consistently
How well is the system performing?

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>On a scale of zero-100, how effective is Colorado’s education system in meeting these five foundational outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 50k Household Income</td>
<td>44</td>
</tr>
<tr>
<td>Over 100k Household Income</td>
<td>47</td>
</tr>
<tr>
<td>Black or African American</td>
<td>35</td>
</tr>
<tr>
<td>Hispanic, Latino/a, or Latinx</td>
<td>44</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>47</td>
</tr>
<tr>
<td>Current Student</td>
<td>47</td>
</tr>
<tr>
<td>Parent</td>
<td>45</td>
</tr>
<tr>
<td>Childless Taxpayer</td>
<td>45</td>
</tr>
<tr>
<td>Education Professional</td>
<td>47</td>
</tr>
<tr>
<td>Business Owner</td>
<td>39</td>
</tr>
<tr>
<td>Overall Average</td>
<td>46</td>
</tr>
</tbody>
</table>

- The development of a highly-skilled workforce that can contribute to Colorado’s businesses and the state’s economy.
- The development of classically-educated people who are highly proficient in the basic academic competencies of reading, writing, science, and math.
- The development of lifelong learners who can thrive in a rapidly changing world.
- The development of civically engaged people who contribute to a thriving democracy.
- The development of people with high levels of physical well-being and social and emotional intelligence.
## What do Coloradans want: competencies?

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Percentage of Stakeholder Group Identifying a Competency as ‘Most Important’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Green Indicates a ‘Top 5’ Rated Skill or Competency</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator</td>
<td>53%</td>
</tr>
<tr>
<td>Parent</td>
<td>53%</td>
</tr>
<tr>
<td>Business Owner</td>
<td>55%</td>
</tr>
<tr>
<td>Childless Taxpayer</td>
<td>54%</td>
</tr>
<tr>
<td>Current Student</td>
<td>45%</td>
</tr>
<tr>
<td>Person of Color – Not AFAM or Latin(x)</td>
<td>45%</td>
</tr>
<tr>
<td>Identified as White</td>
<td>53%</td>
</tr>
<tr>
<td>Identified as Hispanic/Latin(x)</td>
<td>46%</td>
</tr>
<tr>
<td>Identified as Black/African-American</td>
<td>51%</td>
</tr>
<tr>
<td>Under 50k Household Income</td>
<td>45%</td>
</tr>
<tr>
<td>Over 100k Household Income</td>
<td>54%</td>
</tr>
<tr>
<td>Effective Communication</td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td></td>
</tr>
<tr>
<td>Number Sense</td>
<td></td>
</tr>
<tr>
<td>Financial Literacy</td>
<td></td>
</tr>
<tr>
<td>Civic Engagement</td>
<td></td>
</tr>
</tbody>
</table>

*Green cell* indicates that the skill/competency ranked in the top-5 for a particular stakeholder group. Percentages in bold indicate a difference from the group average that is statistically significant. *Blue numbers* indicate a skill/competency was selected at a significantly higher rate than the group average, while *red numbers* indicate a skill/competency that was selected at a significantly lower rate.
What do Coloradans want: learning enviro.?

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Percentage of Stakeholder Group Identifying a Learning Environment Characteristic as ‘Most Important’</th>
<th>Green Cells Indicate a ‘Top 5’ Rated Skill or Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
<td>54% 50% 51% 48% 36% 32% 28% 24%</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>54% 55% 47% 49% 33% 31% 23% 27%</td>
<td></td>
</tr>
<tr>
<td>Business Owner</td>
<td>47% 54% 39% 44% 26% 34% 17% 39%</td>
<td></td>
</tr>
<tr>
<td>Childless Taxpayer</td>
<td>51% 52% 57% 45% 31% 33% 29% 26%</td>
<td></td>
</tr>
<tr>
<td>Current Students</td>
<td>46% 40% 45% 42% 34% 37% 31% 23%</td>
<td></td>
</tr>
<tr>
<td>Person of Color – Not AFAM or Latin(x)</td>
<td>42% 48% 52% 40% 29% 31% 32% 28%</td>
<td></td>
</tr>
<tr>
<td>Identified as White</td>
<td>54% 52% 50% 49% 35% 32% 25% 25%</td>
<td></td>
</tr>
<tr>
<td>Identified as Hispanic/Latin(x)</td>
<td>48% 45% 58% 37% 29% 25% 47% 21%</td>
<td></td>
</tr>
<tr>
<td>Identified as Black/African-American</td>
<td>47% 45% 61% 39% 27% 35% 47% 20%</td>
<td></td>
</tr>
<tr>
<td>Under 50k Household Income</td>
<td>53% 46% 46% 43% 29% 32% 31% 24%</td>
<td></td>
</tr>
<tr>
<td>Over 100k Household Income</td>
<td>54% 52% 51% 50% 36% 33% 28% 26%</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Conditions Ranked as ‘Most Important’ by at Least One Stakeholder Group**

- **Safe**
- **Well-staffed**
- **Equitable**
- **Engaging**
- **Relevant**
- **Experiential**
- **Culturally-Responsive**
- **Competency-Based**

**Green cell** indicates that the skill/competency ranked in the top-5 for a particular stakeholder group. Percentages in bold indicate a difference from the group average that is statistically significant. **Blue numbers** indicate a skill/competency was selected at a significantly higher rate than the group average, while **red numbers** indicate a skill/competency that was selected at a significantly lower rate.
Common themes from statewide roundtables

<table>
<thead>
<tr>
<th>Students Engaged</th>
<th>Educators Engaged</th>
<th>Parents/Community Leaders/Advocates Engaged</th>
<th>Business Leaders Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>137</td>
<td>131</td>
<td>145</td>
<td>68</td>
</tr>
</tbody>
</table>

- The **quality of teachers** and staff is the single biggest determinant of the quality of a school or classroom.
- There is currently a strong cultural and institutional imperative for students to attend four-year colleges, and a **lack of emphasis on the potential benefits in attending a community college** or post-secondary vocational school.
- Students should have an opportunity in high school to explore a **variety of post-secondary pathways**.
- A singular emphasis on standardized testing has resulted in an **under-utilization of other meaningful measures of school effectiveness**.
- The **mental health and social and emotional support services** present in schools are inadequate.
- The quality of the **educational experience in Colorado is unequal** and dependent on factors such as population density, geography, and wealth.
- The **system is severely underfunded**.
70+ orgs participated on our subcommittees, & many more engaged via roundtables

- Academy of Advanced Learning
- Academy School District 20
- America Succeeds
- American Federation of Teachers CO
- Archuleta School District
- Aspen Community Foundation
- Association of Independent Schools
- Boettcher Foundation - Gov’s Fellow
- Boys and Girls Club of Colorado
- Broomfield Heights Middle School
- Cañon City High School
- Charter School Institute
- Cherry Creek School District
- Cheyenne Mountain School District
- Children’s Hospital
- Climb Higher Colorado
- CO Association Career & Tech Ed
- CO Assoc. of Latino Admin. & Super.
- Colorado Children’s Campaign
- Colorado Community College System
- CO Council of Deans of Education
- Colorado Education Association
- Colorado Education Initiative
- Colorado Health Foundation
- Colorado Latino Research and Advocacy Organization
- Colorado League of Charter Schools
- Colorado Parent Teacher Association
- CO Special Education Advisory Cmt
- Colorado Succeeds
- Colorado Youth for a Change
- Cotopaxi School District Fremont RE-3
- Democrats for Education Reform
- Denver Chamber of Commerce
- DPS Culture, Equity & Ldshp Team
- Douglas County School District
- Durango School District 9-R
- Early Childhood Council Ldshp Alliance
- Early Childhood Ldshp Commission
- Early Milestones Colorado
- Ed Prep, CU Denver
- Education Leadership Council
- Emily Griffith Technical College
- Execs Partnering to Invest in Children
- Family Resource Center Association
- Garfield RE-2 School District
- Gifted Education State Advisory Cmt
- Governors Fellowship
- Jefferson County Public School District
- Jefferson Jr/Sr High School
- LAUNCH Together - Early Milestones
- League of Charter Schools
- Mindspark
- Moonshot Edventures School Ldr
- North Park School district
- Northglenn High Schools, Adams 12
- Padres y Jovenes Unidos
- Parent Possible
- Principal of the Year (CO & National)
- Ready Colorado
- RELAY Graduate School of Education
- RISE Colorado
- Risley Int’l School of Innov, Pueblo
- Soaring Eagles Elem, Harrison SD
- St. Vrain Valley School District RE-1J
- Stand for Children
- STEM School and Academy
- Teach Plus
- UNC Center for Urban Education
- Walsh School District RE-1
- Young Aspiring Americans for Social and Political Activism

Note: Representation is not meant to indicate an endorsement, but an agreement to participate in our process by an organization or individual from that organization.
### Critical elements in a world class education system

Adapted from: Nat’l Conference of State Legislatures, and Nat’l Center on Education & the Economy

| Equity | • All children have access to high-quality early childhood care and education.  
         • Resource distribution is based on student need  
         • Career and technical education (CTE) programs are valued, incorporating academic rigor with industry-supported pathways and credentialing |
| Teaching Profession | • Teachers are well-prepared and well-compensated  
                          • Teachers receive ongoing support throughout their careers  
                          • Teachers have opportunities for meaningful career growth |
| School Leadership | • The qualities of effective leaders are clearly defined  
                        • Recruitment and training programs are selective and well-developed  
                        • School leaders receive ongoing support throughout their careers |
| Instructional System | • The instructional system is built around rigorous standards  
                           • Curricular decisions are aligned with the standards  
                           • Student progress through the curriculum is evaluated using meaningful assessments |
| Governance | • The degree of centralization for policymaking and management is sufficient to ensure administrative accountability  
                            • A coherent system supports universal career and college readiness |

We used this framework to test the comprehensiveness of our improvement strategies and, if we found gaps, we made suggestions for the subcommittee to review.
Drivers of change and principles (1/2)

• Responsive systems 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 community and family partnerships to ensure all students are ready to learn:
  – Support capable and caring adults in and out of school
  – Foster students’ physical, mental, social, and emotional health
  – Provide safe and inclusive environments
  – Build connections with peers, school community and greater community
Drivers of change and principles (2/2)

• Well-supported teachers and leaders:
  – Deserve respect and support for the teaching profession
  – Collaborate on decision making with administrators
  – Receive training and tools to create inclusive learning environments
  – Benefit from effective professional learning and career growth opportunities

• Cross-sector partnerships to support student learning and transitions:
  – Provide educational opportunities focused on critical transitions
  – Support multiple post-secondary pathways
  – Drive student-directed learning experiences towards essential skills
  – Inform career and workforce readiness via community and industry engagement
Implementation Planning: key assumptions

As we plan for the implementation of the Education Leadership Council’s strategic plan, there are a few key assumptions proposed to guide our thinking:

• The **value** of what we have created comes from the vision driven and comprehensive nature of the work, grounded firmly in stakeholder input

• Some **centralized leadership** (e.g. Governor’s Office or CDE) will be essential for broad advancement of the plan...

• ... But no single individual or group is sufficient to effectively move forward, and a high degree of **collaboration** across all groups is important to make progress

• **Success** will come from key groups using the vision and a plan as a **starting point and then filter** for their ideas; they don’t need to do it all, but we believe they should work within the landscape that’s been outlined
# Implementation Planning: stakeholder roles

<table>
<thead>
<tr>
<th>Group</th>
<th>Ideal role</th>
<th>Tactical next steps (by end of Dec)</th>
</tr>
</thead>
</table>
| Governor’s Office                          | Champion the plan with all stakeholders and provide staff support          | • Engage with incoming administration  
• Seek point person / staff support for ongoing plan implementation                                                                                                                                 |
| Education Leadership Council               | Coordination and leadership around implementation                          | • Seek prioritization of ELC into next Admin  
• Clarify and establish role going forward                                                                                                                                 |
| ELC support from education/policy organization(s) TBD | Provide ongoing policy, stakeholder management and support - i.e. drive the process for the ELC | • Clarify roles / work needed and identify organizations willing and able to support efforts going forward  
• Identify contracting / funding mechanism |
| Legislators                                | Align their legislative priorities to the vision and plan, key champions on JBC, House Ed Cmt, Senate Ed Cmt | • Engage ELC legislators to ensure support  
• Engage Committee leadership, highlight existing budgeted ELC efforts                                                                                                                                 |
| State / Local School Boards                | Implement a handful (2-4) of the different strategies in the plan          | • Identify key organizations and leadership to provide direct engagement                                                                                                                                 |
| Institutes of Higher Education             | Implement a handful (2-4) of the different strategies in the plan          | • Identify key organizations and leadership to provide direct engagement                                                                                                                                 |
| Parents / Teachers / Students              | Demonstrate public support for vision and plan - propel the work forward in their environments and provide continued active engagement | • Identify how ELC support organization can continue engagement efforts                                                                                                                                 |
| Business community / Education interest groups | Demonstrate public support for vision and plan - propel the work forward and provide continued active engagement | • Identify how ELC support organization can continue engagement efforts |