

School Counselors and College Transition Specialists

Professional School Counselors are in the unique position to offer support to students in danger of dropping out. This guide is intended to provide school counselors with tools and best practices in the area of dropout prevention and engagement, in order to further the mission of the Colorado Department of Education and the mission of all schools and districts in Colorado, to assist students in school completion.

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The newly reconstructed guide will more effectively assist school professionals in creating or maintaining comprehensive dropout prevention programs through efforts in the following categories.

1. Establishing an early warning system to determine who is at risk of dropping out of school.

Below is additional/updated support for EWS (in addition to current best practices already listed on CDE website).

Current EWS resources available on CDE website:

<http://www.cde.state.co.us/dropoutprevention/bpguide-earlywarning>

Additional Resources:

This tool will also help manage student risk data and assist with notification of students in danger of dropping out <http://www.ccrscenter.org/> This link contains downloadable tools for High School and Middle School Early Warning Systems.

2. Establishing transition programs in elementary to middle, middle and high school, high school to postsecondary grades to provide students additional supports preparing them for the upcoming year.

School Counselor best practice in transition programming for classroom guidance.

Colorado State PWR Plan: *PWR “Postsecondary and workforce readiness” describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent.* <http://www.coloradostateplan.com/PWR.htm>
<http://www.coloradostateplan.com/Counseling/PWRdescription.pdf>

Offer CTE courses and AP/Reach Your Peak certification to engage students.

Colorado Community College System, Career and Technical Education (CTE): *For a comprehensive list of best practices resources, and contact information for the Colorado Community College System (which supports the CTE funding and connections for the state), please visit their resources page.* <http://www.coloradostateplan.com/BestPractices.htm>

Reach Your Peak Colorado: *Reach Your Peak is a partnership between colleges in northwestern Colorado with the goal of creating excitement about learning that motivates students toward a bright future and further education. **Reach Your Peak** starts with summer camps for middle and high school students, continues through concurrent enrollment options for high school students, and finally propels students into college and other postsecondary education. The target populations for this program are*

students in northwestern Colorado who might not consider going to college as an option - low socioeconomic status, first generation to college, ethnic minorities, children in single-parent households, children living in foster care, learning or physically challenged, or other documented financial need, etc. - but any and all interested students are welcomed and encouraged to participate.

<http://www.reachyourpeakcolorado.org/index.html>

Use knowledge of job market in CO (Adv. Manufacturing) as a means to engage students in PWR

CCCS Advanced Manufacturing Cluster: Colorado Advanced Manufacturing Alliance (CAMA) *helps connect the dots between the reasons for growing manufacturing business in Colorado. We connect those dots by being a conduit for information on everything from grants, tax credits and capital resources to job training and workforce development.* <http://coloradomanufacturing.org/>

CO Helps Advanced Manufacturing Program (CHAMP): *A Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant for \$24.9 million was awarded by the U.S. Department of Labor to the Colorado Helps Advanced Manufacturing Program (CHAMP). The CHAMP Project is in place to increase the attainment of degrees and certifications in manufacturing in order to best serve employers' needs. Community colleges will work with employers align programs with industry-recognized skills and competencies. A strong focus will be placed on redesigned programs so that TAA-eligible program participants can earn credits towards a degree or certificate for prior learning in industry. Many courses will be designed for hybrid and online delivery.*

<https://smlr.rutgers.edu/content/colorado-helps-advanced-manufacturing-program-champ-evaluation>

Health Science Cluster information: *PlanYourHealthCareer.org is your one-stop for learning more about the health industry and the careers that are available with a high quality certificate or associates degree.* <http://www.rccc.edu/health-sciences>

Additional Resources:

PWR Endorsed Diploma: PWR Endorsed Diploma: *The Postsecondary Workforce Ready Endorsed Diploma work group has recommended to Colorado's Departments of Education and Higher Education to suspend implementation of the endorsed diploma until reconsideration of the policy in the 2017-18 academic year or later. The work group, comprised of representatives from K-12, higher education, workforce, and industry has made this recommendation as a result of the following: • Policy misalignment with Colorado's graduation guidelines • Cancelled implementation by the two pilot school districts.*

http://www.cde.state.co.us/postsecondary/gg_diplomaendorsement

Colorado's Postsecondary and Workforce Readiness (PWR) High School Diploma Endorsement Criteria: *Included are the four readiness indicators high school students need to meet in order to earn a high school diploma endorsement.*

<http://www.cde.state.co.us/postsecondary/pwrendorsedcriteria>

Community College Transition to 4-Year Programs:

COLORADO POLICY, ANALYTICS, & LEARNING AT SCALE (CO-PALS) *Partnering with Colorado State University Global Campus, the Colorado Community College System is developing strategies help students reach beyond their current associate's degree path and open doors to experience more than they thought possible. The CO-PALS program provides a convenient and affordable pathway for at-risk adult students to complete their baccalaureate degrees by transferring to Colorado State University Global Campus with planning and support through preparation of individual career and academic plans (ICAPs), intensive services provided by career and college navigators, and degree program tracking.*

<https://resources.cccs.edu/education-services/career-college-readiness/co-pals/>

Resources to Support School Completion:

CDE Office of Postsecondary Readiness Fact Sheet provides information to support school completion through multiple paths.

<http://www.cde.state.co.us/postsecondary/factsheetsandfaqs>

- 3. Evaluating and changing current policies and practices** at the state, district, and school level that may be hindering students from graduating.

Colorado Legislative Reports

http://www.cde.state.co.us/dropoutprevention/rad_coloradolegislaturereports

These annual report provide an overview of issues tied to student dropout and graduation in Colorado. They were prepared in accordance with § 22-14-111, C.R.S. They include:

- *Analysis of overall incidence, factors and impacts*
- *Data on school attendance and truancy*
- *Review of policies, practices and legislation related to school attendance, dropout and graduation*
- *State expenditures on dropout prevention and re-engagement efforts*
- *Recommendations and next steps*

- 4. Building family, school, community engagement** in an effort to prevent students from dropping out of school. This process includes, transition planning including family, school, and community programs for replication.

- 5. Secondary Transition Planning for Students with Disabilities:** Secondary Transition planning and services should be a coordinated set of activities. Students and their parents play an important role in the transition planning process. Based on assessment data, identify students' measureable postsecondary goals (PSGs) in the areas of career/employment, education and training, and independent living. The PSGs are the foundational components of the planning process. Once PSGs are identified, the courses of study, transition services, and annual goals must directly and genuinely link to the PSGs. In addition, any functional and academic needs must be identified through the ongoing assessment process to address gaps that may hinder students' ability to progress toward the identified PSGs. Secondary Transition services can and should be delivered through the identified course of study to include curricular and extracurricular activities in a variety of settings,

such as academic, vocational, home, and community environments as students work toward mastery of annual goals. For additional information, please see <http://www.cde.state.co.us/cdesped/transition>

6. Additional Resources for Transition Planning:

Middle School to High School Transition:

The Middle School Counselor: A School Counselor's blog about a Middle School Counseling Office. This middle school counselor's blog contains many helpful lessons and tips for engaging middle school students in the process of transitioning to high school. <http://www.themiddleschoolcounselor.com/2015/02/talking-to-8th-graders-about-high-school.html>

My Future My Way! This postsecondary planning workbook for middle and high school students can be used by school counselors and teachers to assist middle and high school students in processing information related to their life after high school. This US Dept. of Education funded resource is not under copyright, so downloading and printing this workbook is free and unrestricted for use. <https://studentaid.ed.gov/sa/sites/default/files/my-future-my-way.pdf>

Elementary to Middle School Transition Resources:

Transition Lesson Plan for Middle School Students: Sierra Bishop, Middle School Counselor, shares her lesson plan for successfully transitioning soon-to-be sixth graders into middle school. <http://www.themiddleschoolcounselor.com/2014/05/borrowed-lesson-series-transition-to.html?spref=pi&m=1>

College Summer Transition

College Essay Writing Group: Created by Allie Daniels, Professional School Counselor and College Advisor, this lesson plan includes 8-week group materials to help high school students stay connected to college plans through essay writing experiences during the summer months. Her blog, "The Creative School Counselor" was ranked 58 out of 100 best websites for school counseling resources.

You can find the 8-week lesson plan for the College Essay Summer Writing Group here. <https://drive.google.com/file/d/0B3bfi4yew13QWjTeVZ4bWlVQXM/edit>

You can find Ms. Daniels' website here, <https://sites.google.com/site/creativeschcounseling/important-topics/creativeschoolcounselornamednumber58oftop100schoolcounselingwebsitesof2014>

High School to College Transition:

Fall College Guideline for High School Juniors: This resource, provided by UNIGO is filled with practical information and useful tips. This excerpt from the website provides an overview of what is offered on this free site.

Welcome to your junior year of high school. The next few months will be filled with excitement as you take another step closer to graduation and the next chapter of your life – college. You may already be feeling some pressure to narrow down your college choices and pick a potential major, but don't stress over these decisions, as you still have plenty of time to find the right fit for you. The first half of the school year is the perfect time for you to start exploring your options and begin planning for your senior year. <https://www.unigo.com/blog/fall-college-guideline-high-school-juniors/>

- 7. Employing a rigorous and relevant curriculum** to engage students and facilitate links between curriculum and real life.

Relevant Resources Include:

Colorado State PWR Plan <http://www.coloradostateplan.com/PWR.htm> includes the graphic for Colorado's interpretation of 21st Century Skills and how we are developing a PWR-ful workforce.

Colorado Advanced Manufacturing Careers: <http://cocareeractiontools.com/> Colorado is booming with jobs in Advanced Manufacturing. It is our job as educators and counselors to provide accurate information to students and parents about the job outlook in our state. This website provides a wealth of information, along with additional resources to share with school and community stakeholders; a valuable resource for anyone developing career curriculum for middle and high students in Colorado.

Health Science Cluster information: *PlanYourHealthCareer.org* is your one-stop for learning more about the health industry and the careers that are available with a high quality certificate or associates degree. <http://www.rccc.edu/health-sciences>

Colorado Space Grant Consortium (COSGC): COSGC is funded by NASA and is a state-wide organization involving 17 colleges, universities and institutions around Colorado. This organization provides Colorado students access to space through innovative courses, real-world hands-on telescope and satellite programs, and interactive outreach programs. <http://spacegrant.colorado.edu/>

Individual Career and Academic Plans (ICAP): ICAP is a multi-year process that intentionally guides students and families in the exploration of career, academic, and postsecondary opportunities. With the support of adults, students develop the awareness, knowledge, attitudes and skills to create their own meaningful and PoWeRful pathways to be career and college ready. <http://www.coloradostateplan.com/ICAP.htm>

Concurrent Enrollment: In May 2009, the Colorado State Legislature passed House Bill 09-1319 and Senate Bill 09-285, the Concurrent Enrollment Programs Act. The act created the concurrent enrollment program, defined as the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary

courses, including academic or career and technical education courses, at an institution of higher education. <http://www.cde.state.co.us/postsecondary/concurrentenrollment>
State Report on Concurrent Enrollment for 2013-2014:
http://www.cde.state.co.us/postsecondary/201314_cereport

PWR Endorsed Diploma: *The Postsecondary Workforce Ready Endorsed Diploma work group has recommended to Colorado's Departments of Education and Higher Education to suspend implementation of the endorsed diploma until reconsideration of the policy in the 2017-18 academic year or later. The work group, comprised of representatives from K-12, higher education, workforce, and industry has made this recommendation as a result of the following:* • Policy misalignment with Colorado's graduation guidelines • Cancelled implementation by the two pilot school districts.
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Colorado's Postsecondary and Workforce Readiness (PWR) High School Diploma Endorsement Criteria: *Included are the four readiness indicators high school students need to meet in order to earn a high school diploma endorsement.*
<http://www.cde.state.co.us/postsecondary/pwrendorsedcriteria>

College in Colorado: *Colorado ranks in the top five states nationwide for the greatest number of degree holders per capita, yet only one in five Colorado ninth-grade students will earn a college degree, ranking the state in the bottom quartile nationally. College In Colorado was initiated by the Department of Higher Education (DHE), which serves the citizens of the state of Colorado by promoting access to, affordability of, and success in higher education for all students. College In Colorado is charged with helping all Coloradans explore career and education pathways, break down barriers to postsecondary attainment, and create a plan for their postsecondary and workforce success. A cornerstone of the campaign, www.CollegeInColorado.org, offers a one-stop resource to help students and parents plan, apply and pay for college.*
<https://secure.collegeincolorado.org/>

8. Developing school and teacher leadership (as discussed in rigorous and relevant curriculum section of the guide).

- Best Practice:** Educating administrators and board members of the big picture of PWR and what type of workforce we need to create in CO versus what we have.
- Best Practice:** Provide data in order to develop a comprehensive understanding of how students may successfully contribute to the future workforce in Colorado.
- Best Practice:** Support CDE sponsored PWR training for CTE teachers and school counselors, as well as Dropout Prevention Specialists and those who work with vulnerable populations.

Resources for School Counselors and Teachers:

Credit Recovery Resources: *Credit recovery refers to a student passing, and receiving credit for, a course that the student previously attempted but was unsuccessful in earning academic credit towards graduation. The student can then "recover" the credit*

by satisfying requirements for the course in which they were unsuccessful and can focus on earning credit based on competency of the content standards for that particular course. Credit recovery programs aim to help schools graduate more students by giving students who have fallen behind the chance to "recover" credits through a multitude of different strategies

http://www.cde.state.co.us/dropoutprevention/CGP_InterventionsandSupport_CreditRecovery

Professional Development for Dropout Prevention: *The National Dropout Prevention Center/Network at Clemson University has compiled a list of helpful resources to address the professional development needs of today's educators. These resources can be incorporated into annual professional development training opportunities, or used as ongoing refreshers to update teachers on best practices in classroom support for dropout prevention.*

<http://dropoutprevention.org/effective-strategies/professionaldevelopment/resources/>

Cultivating a Positive School Climate:

A Review of School Climate Research (2013), by Amrit Thapa, Jonathan Cohen, Shawn Guffey, and Ann Higgins-D'Alessandro. *This work presents an integrative review on school climate research. The 206 citations used in this review include experimental studies, correlational studies, literature reviews, and other descriptive studies. The review focuses on five essential dimensions of school climate: Safety, Relationships, Teaching and Learning, Institutional Environment, and the School Improvement Process. We conclude with a critique of the field and a series of recommendations for school climate researchers and policymakers.*

<http://www.onecaringadult.com/documents/School%20Climate%20Research%202013%20AERA.pdf>

National School Climate Center: *School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.*

<http://www.schoolclimate.org/climate/>

National Dropout Prevention Center/Network (NDPC/N): *Since 1986, the NDPC/N has conducted and analyzed research, sponsored extensive workshops, and collaborated with a variety of practitioners to further the mission of reducing school dropout rates by meeting the needs of youth in at-risk situations, including students with disabilities.*

<http://www.dropoutprevention.org/effective-strategies>

CDE Teaching and Learning Resources: *CDE continuously improves Colorado's education system to provide students with the future skills and essential knowledge needed for success in a globally competitive world.*

<http://www.cde.state.co.us/teachingandlearning>

Colorado’s School Counselor Corps Grant Program (SCCGP): *The purpose of this program is to increase the availability of effective school-based counseling within secondary schools. Funding is awarded to eligible school districts, BOCES, charter schools, or institute charter schools. Grant funds are also used to increase the level of school counseling services provided to improve the graduation rate and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education.*

<http://www.cde.state.co.us/postsecondary/schoolcounselorcorps>

Colorado School Counselor Association: *The Colorado School Counselor Association represents school counselors at all levels in Colorado. Its purpose is to serve its members and the public through programs that advance guidance and counseling in all school work settings: elementary, middle/junior high, high school, and post-secondary.*

<http://www.coloradoschoolcounselor.org/>

Colorado Competitive Council: *Founded in 2005 as an affiliate of the Denver Metro Chamber of Commerce. The council develops policy solutions that benefit Colorado businesses and ensure that our state continues to be competitive locally and globally.*

<http://www.coloradocompetes.org/>

Colorado Competes: A Completion Agenda for Higher Education: *The primary performance goal established by this Master Plan is to increase the number of Coloradans aged 25-34 who hold high-quality postsecondary credentials—certificates and degrees—to 66 percent by 2025.*

http://highered.colorado.gov/Publications/General/StrategicPlanning/MasterPlan2012/Master_Plan_Final.pdf

Colorado Graduation Requirements: Because of a discussion about refining the menu of career and college ready demonstrations for graduation guidelines at the state board of education meeting in February, graduation guidelines will now be referred to as graduation requirements. Documents and resources produced and posted after March 1, 2015 will be titled Colorado graduation requirements and documents before that date will be titled Colorado graduation guidelines.

<http://www.cde.state.co.us/postsecondary/graduationrequirements>

Graduation Guidelines Fact Sheet:

<http://www.cde.state.co.us/postsecondary/graduationguidelines>

CDHE Admission Standards Policy: *Colorado Revised Statute 23-1-113 authorizes the Colorado Commission on Higher Education (Commission) to establish academic admissions standards for first-time and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. This admission standards policy is effective for all students seeking admission for fall 2019 and thereafter. For students seeking admission fall 2016 through summer 2019, institutions may use this policy or the fall 2013 policy, providing a three-year transition period.*

http://highered.colorado.gov/Publications/Policies/Current/i-partf2019_Revise.pdf

Remediation Policy Review: *The Remedial Education Policy Review task force began in May 2012 to assess retention rates for Colorado institutions of higher education, review best-practices and various other states remedial policies, and make policy revision recommendations to the Colorado Commission on Higher Education that align with the Admissions and Transfer Policy, and new graduation guidelines. The CCHS approved a revised policy on Dec. 5, 2013.*

<http://highered.colorado.gov/Academics/Groups/RemedialReview/>

Admission and Transfer Policy Review: *The Admission and Transfer Policy Review task force began meeting in May of 2012 to identify successes and gaps in the current Admission Policy, review high school graduation guidelines, other state admission and transfer policies, and make policy revision recommendations to the Colorado Commission on Higher Education that align with the remedial education policy.*

<http://highered.colorado.gov/Academics/Groups/AdmissionTransferReview/>

Resources for Educator Effectiveness: *These communications tools are meant to be used by district leadership and principals when training their staff or community about educator effectiveness. All resources are able to be modified and personalized to meet individual needs. Resources will be continually added to this page so make sure to check back often.*

<http://www.cde.state.co.us/communications/superintendentandprincipaltools-educatoreffectiveness>

Assessments:

Colorado Content Collaboratives: For Colorado's districts and schools, the effective integration of standards implementation, assessment development, educator effectiveness, and a robust accountability system requires serious supports. Since 2012, Colorado educators have been involved with state and national representatives in the creation and establishment of high quality resources to support this work. In an effort to build upon current levels of educator expertise, the Colorado Department of Education (CDE) established leadership and technical development work groups for each of the state's 10 content areas so that Colorado educators could have access to the latest and most effective instructional and assessment tools, examples, and professional development. These work groups are known as the Colorado Content Collaboratives. <http://www.cde.state.co.us/contentareas/ColoradoContentCollaboratives>

CDE/CTE Assessment Bank: *The [CDE Resource Bank](#) consists of high quality assessments, aligned to the Colorado Academic Standards, for all grades and content areas. The CDE Resource Bank provides districts with optional assessments to use in their classrooms. The CDE Resource Bank launched in December 2012 and includes assessments reviewed and developed by the Content Collaboratives members in Career and Technical Education, Comprehensive Health, Dance, Drama & Theatre Arts, Mathematics, Music, Physical Education, Reading, Writing & Communicating, Science, Social Studies, Visual Arts, and World Languages. The bank will continue to be updated with more assessments and instructional supports.*

<http://www.cde.state.co.us/contentareas/coloradocontentcollaboratives>

Financial Leadership/Literacy:

Free Student Application for Financial Aid (FAFSA): *Application and information regarding the form needed to apply for financial aid to cover for college expenses.*
<https://fafsa.ed.gov/index.htm>

Higher Education for All: Financial Aid information for students interested in attending a traditional 4-year college or any postsecondary education program.
http://www.cde.state.co.us/dropoutprevention/homeless_fundedprog

Colorado High School of Business (HSB): *HSB programs work with the Community Colleges within Colorado designing concurrent enrollment credit. Johnson and Wales University (Denver Campus) also offers transfer business credit. Currently we are working with CU-Boulder, School of Leeds, CU-Denver, Business School and UNC-Monfort College of Business in developing a partnership.* <http://coloradostateplan.com/>

College in Colorado-Money 101: *Money 101 was created by the Colorado Department of Higher Education. We're pleased to provide free financial education tools, including some information on saving and paying for college. For comprehensive financial aid information including a scholarship finder, aid estimator, and financial aid 101 step-by-step assistance, visit Financial Aid Planning.*
<http://www.cicmoney101.org/default.aspx?auth=0>

American School Counseling Association (ASCA) National Model – (Career, Academic, Personal/Social): *Through advocacy, leadership, collaboration and reflection, School Counselors build frameworks for systemic change to support all students in the areas of Personal Social Development, Academic Achievement and Career Planning/Postsecondary Workforce Readiness, ensuring that today's students become the productive, well adjusted adults of tomorrow. This model will support all School Counselors in creating a PWR-ful Colorado through the implementation of meaningful, rich ICAP processes and the development of a robust comprehensive School Counseling Program.* <http://www.coloradostateplan.com/ASCA.htm>

9. **Developing systems for data collection, tracking of process and results,** evaluation and use of evaluation to make adjustments and corrections as applicable (supports for efforts discussed in early warning system section of the guide).

Evaluating Your Early Warning Systems: Using Data to Track Student Success

The National High School Center <http://www.ccrscenter.org/> provides resources in three priority focus areas, one of which is Early Warning Systems (EWS). The center recommends implementation of EWS in seven distinct steps. The center also provides Middle and High School EWS Tools for educators to download and use in conjunction with data available through the “District Dashboard” provided here
<http://www.schoolview.org/dish/dashboard.asp>

Other Data Sources/Assessments:

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Assessments:

CDE/CTE Assessment Bank:

The [CDEResourceBank](http://www.cde.state.co.us/resourcebank/resourcebank-assessments) <http://www.cde.state.co.us/resourcebank/resourcebank-assessments> consists of high quality assessments, aligned to the Colorado Academic Standards, for all grades and content areas.

The CDE Resource Bank provides districts with optional assessments to use in their classrooms. The CDE Resource Bank launched in December 2012 and includes assessments reviewed and developed by the Content Collaboratives members in Career and Technical Education, Comprehensive Health, Dance, Drama & Theatre Arts, Mathematics, Music, Physical Education, Reading, Writing & Communicating, Science, Social Studies, Visual Arts, and World Languages. The bank will continue to be updated with more assessments and instructional supports.

<http://www.cde.state.co.us/contentareas/coloradocontentcollaboratives>

GLOSSARY OF TERMS: *Alphabet Soup: Glossary of Higher Education Terms*

<http://highered.colorado.gov/Academics/Groups/AdmissionTransferReview/Meetings/Handouts/webglossary.pdf>