



PHASE

A Newsletter of Skaggs Center Internships

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Remedial Education in Colorado

The Colorado Department of Higher Education (DHE) is required by statute to report annually on students taking basic skills courses at Colorado's public higher education institutions. The DHE has prepared a report which summarizes the actions by DHE and the Commission on Higher Education (CCHE) since adoption of the Remedial Policy in 2000 and data on assessed and remediated students collected from Colorado public higher education institutions. The data is on students enrolled in college basic skills courses and on the remedial needs of first-time enrolling students from Colorado public high schools. The report is submitted to the Education Committees of the Senate and House of Representatives, the Joint Budget Committee, the Colorado Department of Education, and each Colorado public school district superintendent.

In FY 2008, approximately 30 percent of all students were assigned to remediation in at least one discipline. At the two-year institutions, the overall remediation rate in FY 2008 was approximately 53 percent, with a low of 44 percent at Arapahoe Community College and a high of 69 percent at Pueblo Community College. At the four-year

institutions, the overall remediation rate was approximately 21 percent, with a low of 0.5 percent at the University of Colorado at Colorado Springs (UCCS) and a high of 67 percent at Adams State College. (Please see partial Table #1 on page 3.)

The report also compares demographic characteristics of recent high school graduates assigned to remediation by gender and by race/ethnicity.

A slightly higher percentage of females were assigned to remediation in both institutional sectors. A comparison of females and males at two-year and four year institutions, over the last four years shows:

	Two Year	Females/%	Males/%
2005		57	53
2006		58	54
2007		56	53
2008		55	52
Four Year			
2005		20	16
2006		21	18
2007		22	17
2008		23	19

For race/ethnicity in 2008, at two and four year institutions the report shows the following requiring remediation:

	2 Year	4 Year
Asian/Pacific Islanders	63%	20%
Black	79%	44%
Hispanic	65%	37%
Native American	60%	43%
White	47%	17%

At all institutions, 45,540 students enrolled in remedial course work. Of these, 27,760 (61%) passed the remedial courses, and 17,820 (39%) failed, withdrew, took incompletes or audited the courses. The report estimates that students paid an additional \$13 million in tuition as a result.

The report lists sixteen pages of data on the number of students assigned to remediation in at least one subject by high school and school district. Listed below is a sampling of high schools whose graduates have taken remediation in at least one subject and in Math (M), Writing (W), and Reading (R).

School	#/%	M	W	R
Boulder HS	36/18	32	21	13
Fairview	23/11.2	14	17	10
Centaurus	26/24.5	16	22	13
Cherry Creek	61/14.4	42	31	24
East	52/33.3	45	26	21
G. Washington	75/56	69	47	38

School	#/%	M	W	R
JFK	60/60	52	38	28
Montbello	53/79.1	44	38	31
North	41/65.1	39	27	24
West *	42/80.8	41	29	25
D'Evelyn **	5/5.6	1	3	2
Frederick	23/50	21	13	5
Longmont	43/33.6	37	17	12
Niwot	27/18.5	24	13	5
Skyline	37/36.3	29	16	15

* The highest rate (80.8) in the state.

** The lowest rate (5.6) in the state.

Nationally, about 70 percent of U.S. high school students graduate on time with a regular diploma and about 1.2 million students drop out each year. "When more than 1 million students a year drop out of high school, it's more than a problem, it's a catastrophe" said former Secretary of State Colin Powell. His wife, Alma, is the current chair of America's Promise Alliance. She said, "We must invest in the whole child, and that means finding solutions that involve the family, the school and the community."

The PHASE program at ESRL is one way to complement our succession strategy. The road to graduate school and employment starts by not losing sight of where the journey begins and realizing that the bumps along the road will not divert us from our goal.

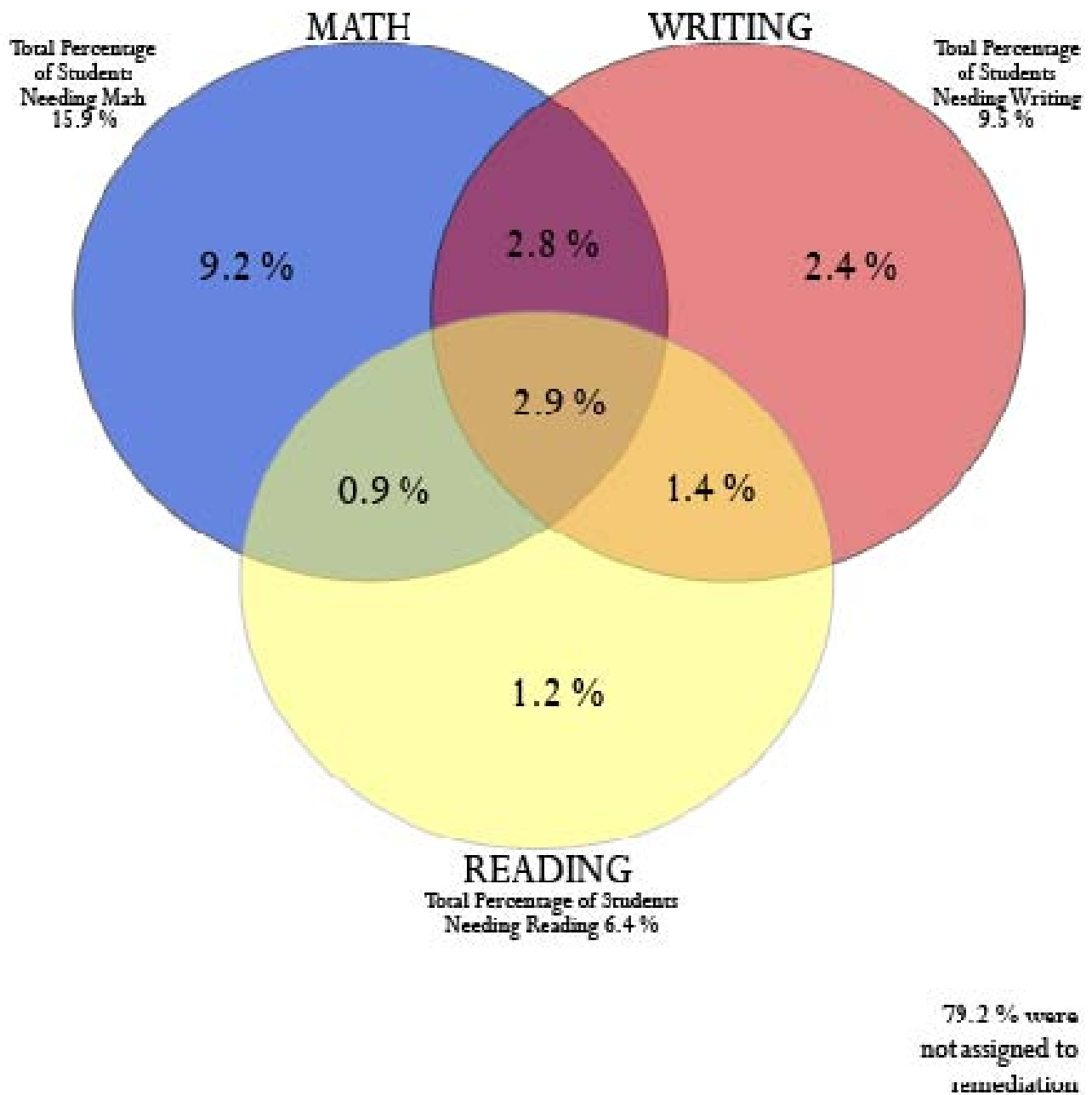
Table 1: First-Time Recent High School graduates Assigned to Remediation by Sector and Institution, FY 2008

Institution/Sector	#of 1st Time Students	Assigned to Remediation in at least one subject		Number of students assigned to Remediation by Subject				
				Math	Writing	Reading	Math and writing only	Math and Reading only
Recent Colorado High School Graduates Two-Year Public Institutions	#	#	%	#	#	#	#	#
Aims Community College	596	286	48.0	31	18	7	18	5
Arapahoe Community College	589	257	43.6	74	29	11	44	15
Colorado Mountain College	261	121	46.4	36	8	8	19	7
Colorado Northwestern Community College	118	66	55.9	12	3	4	11	2
Community College of Aurora	455	285	62.6	62	18	12	37	14
Community College of Denver	732	472	64.5	74	15	13	81	49
Front Range Community College	1766	886	50.2	240	75	35	153	35
Lamar Community College	94	64	68.1	19	2	7	12	2
Morgan Community College	62	32	51.6	9	1	-	4	-
Northeastern Junior College	363	207	57.0	42	18	7	46	9
Otero Junior College	188	88	46.8	13	8	2	11	3
Pikes Peak Community College	1257	695	55.3	204	121	22	126	15
Pueblo Community College	367	255	69.5	39	27	8	38	10
Red Rocks Community College	741	324	43.7	99	19	5	69	13
Trinidad State Junior College	263	139	52.9	17	6	7	24	9
Two-Year Total	7852	4177	53.2	971	368	148	693	188
Recent Colorado High School Graduates Four-Year Public								
Adams State College	421	281	66.7	93	26	2	50	17
Colorado School of Mines	762	24	3.1	-	23	-	-	-
Colorado State University	4290	409	9.5	164	59	83	22	14
Colorado State University—Pueblo	577	303	52.5	115	20	19	39	23
Fort Lewis College	872	361	41.4	139	52	7	69	12
Mesa State College	1120	619	55.3	217	57	24	84	41
Metropolitan State College of Denver	1945	901	46.3	470	83	33	145	26
University of Colorado—Boulder	5558	66	1.2	62	1	3	-	-
University of Colorado—Colorado Springs	1021	5	0.5	3	2	-	-	-
University of Colorado—Denver	1060	364	34.3	160	49	19	48	13
University of Northern Colorado	2138	674	31.5	357	85	47	73	29
Western State College	546	226	41.4	95	32	6	39	10
Four-Year Total	20310	4233	20.8	1875	489	243	569	185

Notes from the CCHE Report

FIGURE 2:

Recent High School Graduates Requiring Remediation Four Year Public (Nov 2008)



The Goals and Objectives of the ESRL Intern Program

- A. To seek a broad development and expansion of internship opportunities for high school, college and graduate students and high school teachers.
- B. To assist and encourage NOAA organizations in establishing goals and identifying the best possible sources for the recruitment, employment, training and advancement of student interns.
- C. To encourage and actively support the promotion and advancement of Interns already employed.
- D. To analyze and determine the educational and professional needs of students seeking entry and advancement in employment; and, whenever possible, provide appropriate training and counseling services to meet these needs.
- E. To establish and continually upgrade a broad range of contact with supervisors and interns across the nation via personal visits, telephone calls, e-mails, and periodic newsletters.
- F. To respond to the reasonable requests from non NOAA groups for student referrals when their goals, and objectives are supportable and similar to the ESRL PHASE program.
- G. To enhance the promotion of student excellence, pride, and camaraderie through organized and regular social gatherings which will serve to bind members together.
- H. To provide a platform on major research issues of local and national significance so that students may be better informed and may express their views through seminar presentations before their peers and supervisors.
- I. To expand the objectives and yearly goals of PHASE to provide maximum impact on the benefits derived from the pursuit of these and future goals and objectives.

Key advisory Board Functions

The key functions performed by the PHASE Advisory Board include: **Advocacy on Employment and Education Issues; Membership and Outreach;** and **Consultation with Students and Supervisors.** The following is a brief description of each function:

Advocacy on Employment and Education Issues

The advocacy function is performed when members take a pro-active role in seeing that a client's issue is addressed by the appropriate community, education or government organization. This function typically involves the following: Assisting students and parents with local school issues, e.g. summer jobs, internships, grades and course requirements; Educating the community on student internship opportunities; Researching employment information and various employment topics.

Membership and Outreach

The membership committee is charged with an ongoing program of recruiting and retaining members. This involves coordinating a yearly membership drive for new members. The outreach function is performed by going out into the community to explain NOAA internship programs and communicating the assistance that can be provided. Typically, this function involves attending meetings and briefings, networking with NOAA agency representatives, providing orientation briefings to newcomers, attending training sessions and education workshops - both as participants and presenters.

Consultation

Consultation services are typically provided to clients who are in need of explanations related to documents that need an interpretation and require follow up actions. This function typically involves mediating an issue at the lowest level before it escalates and negotiating issues on behalf of clients and assisting the ESRL Student Coordinator with employee issues; Consultations are private.



PHASE is a publication
of

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PHASE seeks to inform
employees and students on
employment programs and
internships.

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MISSION

The mission of the Practical Hands on Application to Science Education (PHASE) program is to have students benefit from a science intern program at a Federal facility.

The objectives of the program are (1) for laboratories to identify student projects that provide a learning environment and focus on practical hands-on activities; (2) to provide laboratories with profiles of students who have an interest in considering NOAA and science in general as a positive career choice; and (3) to inform students of career opportunities in NOAA.

MARK THE DATE

*The Seventeenth Annual DFEB
Diversity Enlightening Program
Honoring the Principles of Non-
Violence and Inclusion Fostered by
Dr. Martin Luther King, Jr.*

*The program is scheduled for
Wednesday, January 21, 2009, at the
Renaissance Hotel, 3801 Quebec
Street, Denver, CO.*

*The cost is \$99 per person. For
more information on the program
contact Mary Wadding at
303.202.4649. For questions regard-
ing registration contact Irene Wise
at 303.844.0379 or
Irene.Wise@fns.usda.gov*

COLLABORATING ORGANIZATIONS

FEDERAL AGENCIES:

NOAA/OAR/ESRL
NOAA/NWS/SWPC
NOAA/NESDIS/NGDC
NIST
NTIA

HIGHER EDUCATION:

University of Colorado/CIRES

COMMUNITY:

SACNAS
MESA
AISES
National Image, Inc.
Blacks-In-Government

SCHOOL DISTRICTS:

Boulder Valley
St. Vrain Valley



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