



COLORADO

Department of Education

Department of Higher Education

Pathway to Affordability:

Annual Report on Dual and Concurrent Enrollment in Colorado



2022

**The Colorado Department of Higher Education and
Colorado Department of Education**

Report to the education committees of the House of Representatives
and the Senate of the Colorado General Assembly
and the State Board of Education

Statute: C.R.S. §22-35-112.



**This report was prepared by the
Colorado Department of Higher Education (CDHE) and the
Colorado Department of Education (CDE) pursuant to C.R.S. §22-35-112.**

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Introduction

Completion of some type of a postsecondary credential is more important than ever.

Expanding pathways from high school to higher education and the workforce is essential for Colorado to reach its goals of increasing both high school student engagement and college completion rates, erasing attainment gaps, reducing costs for students, and continuing to re-build Colorado's economy from the aftermath of the COVID-19 pandemic. The [2022 Colorado Talent Pipeline Report](#) identified that 91.4% of Colorado's Tier 1 top jobs¹ require a credential beyond high school. However, only 61% of Coloradans 25-64 years old hold a postsecondary credential.

In 2021, CDHE and CCHE led [a robust stakeholder process](#) as part of HB21-1330 to identify strategies to revitalize the workforce and increase student success. A desire to continue to blur the boundaries between high school, postsecondary education, and the workforce permeated those conversations and the resulting recommendations from the task force. To reach these goals, the state has embraced several strategies that contribute to continued student success. Providing pathways for students to achieve college credit in high school, specifically through Colorado's Concurrent Enrollment program, meets all these goals and is an essential strategy for Colorado to serve students throughout the state better. In addition to Concurrent Enrollment, many Colorado graduates have access to other important postsecondary pathways.

Colorado, like other states across the country, utilizes various strategies to provide students with opportunities to achieve college credit in high school and cultivate seamless P-20 pathways to increase credential completion. For example, Colorado students take rigorous courses in high school through the Advanced Placement (AP) and International Baccalaureate (IB) programs that can lead to college credit. Concurrent Enrollment allows high school students to enroll in college-level courses, simultaneously earning both high school and college credit tuition free. Local Education Providers (LEPs) participating in the state's Concurrent Enrollment program cover the student's tuition expenses up to the resident community college tuition rate. These programs help students develop the knowledge, skills, and abilities necessary to be postsecondary education- and workforce-ready.

CDHE and CDE have prepared this report pursuant to statute (C.R.S. §22-35-112). The data, collected through the CDHE Student Unit Record Data System (SURDS), unless noted otherwise, provide a descriptive summary of students in Colorado's public education system who participated in dual enrollment programs in the 2020-2021 school year. **CDHE and CDE will be releasing an updated report in May 2023 summarizing dual enrollment participation during the 2021-2022 school year.**

¹Top jobs meet three criteria: Projected high net annual openings (>40), above average growth rate over 10 years (>15 percent), and a good wage.

Definitions and Data

The term **dual enrollment** is used in this report to refer to the broad array of programs available to high school students that allow them to take college-level courses for credit.

Concurrent Enrollment refers only to the statewide programs created by House Bill 09-1319 and detailed in the Concurrent Enrollment Programs Act (C.R.S. §22-35-101 et seq.). The definition of Concurrent Enrollment has been updated by legislation throughout the past few years, most currently [SB 19-176](#), which now defines Concurrent Enrollment 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, which may include course work related to apprenticeship programs or internship programs, at an institution of higher education *pursuant to the provisions of this article 35, at no tuition cost to the qualified student or the qualified student’s parent or legal guardian, except as provided in section 22-35-105 (4)(c).*” (C.R.S. §22-35-103). For the 2018-19 school year, completed courses that fall under the Concurrent Enrollment definition qualify as developmental education basic skills credit or apply to a certificate or degree program at a Colorado public postsecondary institution of higher education. SB 19-176 also clarified the specific courses to be offered through Concurrent Enrollment.² Early College High Schools and Pathways in Technology Early College High School (P-TECH) are included in this report.³

The **Accelerating Students through Concurrent Enrollment Program (ASCENT)** falls under the Concurrent Enrollment Programs Act and differs in its parameters and funding. Students who have completed at least 12 credit hours of postsecondary coursework before the completion of their 12th-grade year and are remediation-free in their selected program of study may be eligible for ASCENT (C.R.S. § 22-35-108). They remain students at their LEP for one year following their 12th-grade year (creating a 5th year of high school), and the LEP receives ASCENT-specific, per-pupil state funding that it uses to pay the student’s college tuition at the resident community college rate. Students receive their high school diplomas at the end of their ASCENT year and are counted as “on-time” high school graduates in high school graduation rates. Please note: ASCENT participation is limited by its legislative allocation, currently funded at 500 full-time slots with the ability to carry forward unused slots to the following year.

Programs identified in this report as **other high school dual enrollment programs** are administered directly by postsecondary institutions and do not fall under the statutory definition of Concurrent Enrollment, such as the University of Colorado’s CU Succeed program. Students can receive college-level credit through these other programs, but the courses are not required to transfer, and students and their families may be required to pay for courses.

THIS REPORT SUMMARIZES:

- The number of LEPs and institutions of higher education that have entered into cooperative agreements for Concurrent Enrollment;
- The number of public-school students participating in Concurrent Enrollment, ASCENT and other dual enrollment programs;
- Demographic information for students who participated in Concurrent Enrollment; and
- The total number and percentage of students who passed Concurrent Enrollment courses during Academic Year (AY) 2020-2021.

² More information regarding these changes can be found at: https://www.cde.state.co.us/postsecondary/ce_legislation

³ Definitions of [Early College High Schools](#) and [P-TECH schools](#) are available on CDE’s website.

Highlights

STATEWIDE
51,383 students
participated in dual enrollment programs of any type in the 2020-2021 Academic Year.



This represents more than 40% of all high school graduates in public high schools in Colorado.

In 2020-2021, high school students attempted

338,673
Concurrent Enrollment
CREDIT HOURS

Nearly 93% of all hours were passed.



Nearly **40%** of students who participated in ASCENT in 2020-2021 were Hispanic or Latinx.

In 2020-2021 more than

2,800
HIGH SCHOOL
STUDENTS

earned some type of postsecondary credential while in high school by participating in Concurrent Enrollment or ASCENT programs.



Statewide,
178 SCHOOL DISTRICTS
(99%)
offer Concurrent Enrollment programs.



Summary of Dual Enrollment Programs

Participation in Colorado’s various dual enrollment programs was impacted in different ways over the course of academic year 2020-2021. Declines were seen among the state’s Concurrent Enrollment program and other types of high school dual enrollment programs. However, ASCENT participation slightly increased. For Concurrent Enrollment, two-year institutions saw a decrease of nearly 3%, but four-year institutions saw an increase by almost 10% in participation.

The total dual enrollment participation represents nearly 20% of all 9th-12th-graders in Colorado.⁴ When considering participation in dual enrollment programs by high school graduating class, almost 40% of students take dual enrollment at some point during high school.⁵ Figure 1 provides trend data on the growth in dual enrollment participation for Colorado high school graduates. Figure 2 provides trend data on growth in dual enrollment participation for Colorado high school students in grades 9-12. Overall, the slight decrease in the number of students participating in dual enrollment programs seems to be a consequence of the decrease in the number of high-school students overall, as the percentage of high-school students who participated in dual enrollment increased slightly in 2020-2021, as shown by Figure 2. **CDHE and CDE will be releasing an updated report in May 2023 summarizing dual enrollment participation during the 2021-2022 school year.**

FIGURE 1

Percentage of high school graduating class participating in dual enrollment sometime during high school

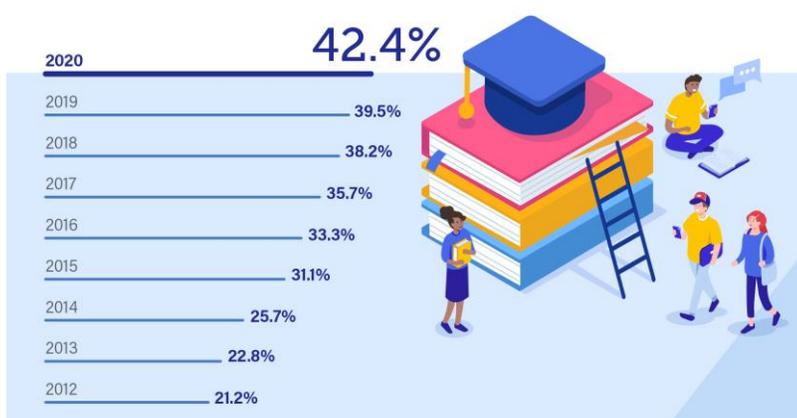
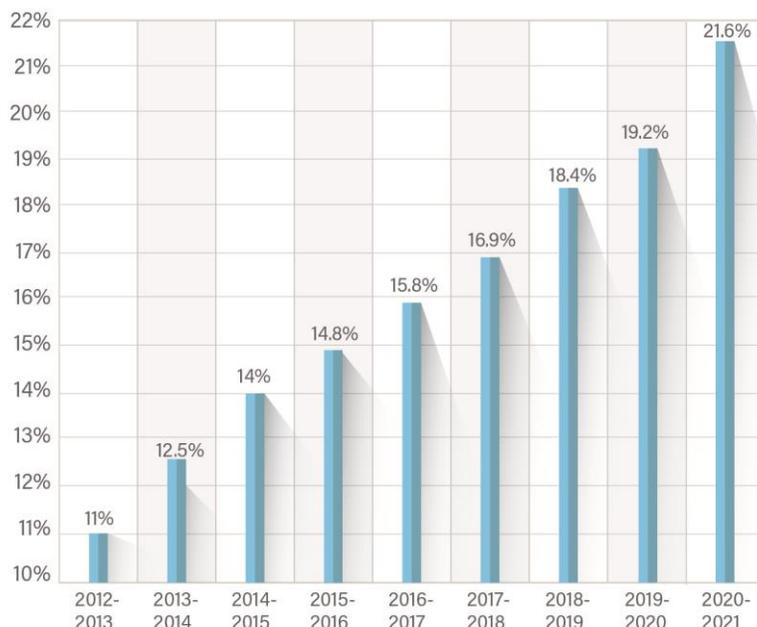


FIGURE 2

Percentage of 9th-12th graders in Dual Enrollment

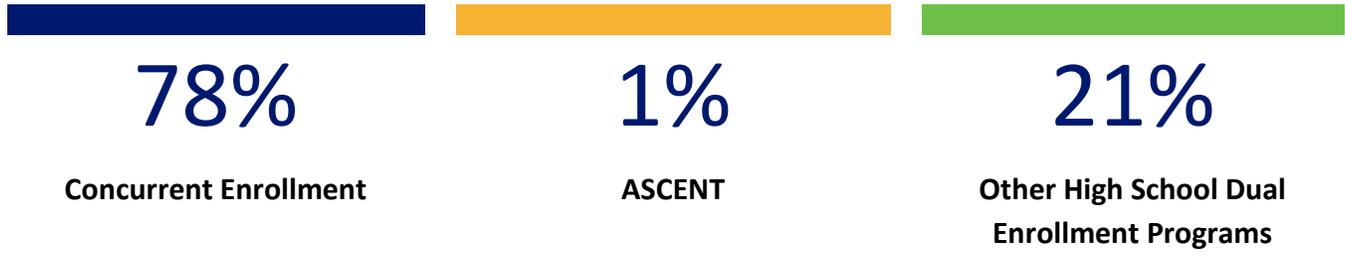


⁴ This reflects the total high school population eligible to participate in dual enrollment, defined as “a person who is less than 21 years of age and is enrolled in the ninth grade or higher grade level in a local education provider.”

⁵ [CDHE’s District at a Glance](#) tool shows various postsecondary outcomes metrics for recent high school graduating classes.

Table 1 summarizes the state's different dual enrollment programs during the past three school years. The most significant number of students (78%) participated in Concurrent Enrollment programs.

High School Dual Enrollment Summary, by Program, 2020-2021



As stated earlier, the other high school dual enrollment programs category includes all other college-level courses taken by high school students outside the Concurrent Enrollment Programs Act. Some of these courses are taken through a program with a formalized agreement between institutions of higher education and Local Education Providers, and some reflect courses that high school students have enrolled in individually. Many of these programs are at four-year institutions.

TABLE 1: High School Dual Enrollment Summary, Prior School Year Comparisons

Program Type	Unduplicated student count, 2018-2019	Unduplicated student count, 2019-2020	Unduplicated student count, 2020-2021	Percentage change from 2019-2020 to 2020-2021
Concurrent Enrollment*	35,307	40,775	39,940	-2.1%
<i>Two-year institutions</i>	30,565	35,765	34,841	-2.6%
<i>Four-year institutions</i>	4,316	4,940	5,425	9.8%
<i>Area Technical Colleges (ATCs)**</i>	788	677	452	-33.2%
ASCENT Program***	561	554	580	4.7%
Other High School Dual Enrollment Programs	14,548	11,916	10,863	-8.8%
Total	50,416	53,245	51,383	-3.5%

Note: All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.

*In this year's report, Concurrent Enrollment program numbers include students at Early College High Schools and P-TECH. Due to legislative changes, the inclusion of these programs may change in subsequent reports.

** Limitations on data collected from ATCs on Concurrent Enrollment and dual enrollment may vary from year to year.

***ASCENT counts are from CDE's October Count data.

Table 2 displays participation in dual enrollment programs by higher education institutions. The two-year institution that served the greatest number of high school students in Concurrent Enrollment in 2020-2021 was Front Range Community College (7,799). Of the ATCs, Pickens Technical College served the greatest number of high school students (310) in all types of dual enrollment programs. Of the four-year institutions offering dual enrollment programs, the University of Colorado Denver served the greatest number of students (5,042), primarily through its institutionally developed dual enrollment program.

TABLE 2: Dual Enrollment Participation by Higher Education Institution, 2020-2021

Public Institution of Higher Education	Concurrent Enrollment	ASCENT	Other HS Dual Enrollment Programs	Total All Programs	Percentage change from 2019-2020 to 2020-2021 for All Programs
TWO-YEAR INSTITUTIONS					
Aims Community College	3,518	16	74	3,608	17.7%
Arapahoe Community College	7,389	22	189	7,600	-7.1%
Colorado Northwestern Community College	410	0	18	428	-22.9%
Community College of Aurora	4,859	50	38	4,947	-11.6%
Community College of Denver	1,483	32	50	1,565	-19.2%
Front Range Community College	7,799	135	345	8,279	6.0%
Lamar Community College	306	10	10	326	-8.9%
Morgan Community College	685	0	101	786	4.9%
Northeastern Junior College	393	0	14	407	9.1%
Otero College	502	3	10	515	-6.4%
Pikes Peak State College	3,090	83	145	3,318	-1.6%
Pueblo Community College	2,120	44	134	2,298	-7.2%
Red Rocks Community College	2,309	29	131	2,469	-10.5%
Trinidad State College	620	0	9	629	-13.4%
Two-Year Institutions Total	34,841	424	1,264	36,529	-3.3%

Public Institution of Higher Education	Concurrent Enrollment	ASCENT	Other HS Dual Enrollment Programs	Total All Programs	Percentage change for All Programs
AREA TECHNICAL COLLEGES (ATCS)					
Emily Griffith Technical College	52	0	1	53	-75.5%
Pickens Technical College	306	0	4	310	-25.7%
Technical College of the Rockies	94	79	1	174	83.2%
ATC Total	452	79	6	537	-26.2%

Public Institution of Higher Education	Concurrent Enrollment	ASCENT	Other HS Dual Enrollment Programs	Total All Programs	Percentage change for All Programs
FOUR-YEAR INSTITUTIONS					
Adams State University	316	0	27	343	10.3%
Colorado Mesa University	910	26	17	953	-10.9%
Colorado Mountain College	1,721	0	531	2,252	4.5%
Colorado School of Mines	0	0	9	9	-25.0%
Colorado State University	3	0	38	41	7.9%
Colorado State University - Pueblo	136	3	1,023	1,162	-7.8%
CSU-Global Campus	0	0	245	245	33.2%
Fort Lewis College	121	0	8	129	-0.8%
Metropolitan State University of Denver	667	94	10	771	-4.6%
University of Colorado Boulder	53	0	26	79	31.7%
University of Colorado Colorado Springs	19	0	2,051	2,070	-13.5%
University of Colorado Denver	34	0	5,008	5,042	-21.0%
University of Northern Colorado	19	0	802	821	2005.1%*
Western Colorado University	1,495	0	0	1,495	53.8%
Four-Year Institutions Total	5,425	123	9,626	15,174	-1.9%
Grand Total	39,940	580	10,863	51,383	-3.5%

Note: All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total. All institutional data in Table 2, including ASCENT data, are unduplicated counts from CDHE's SURDS. Grand total ASCENT counts are from CDE's October Count data. Also, as Colorado Mesa University (CMU) includes a two-year college, Western Colorado Community College (WCCC), as part of its system, some of the Concurrent Enrollment students counted here may be enrolled in WCCC, and not CMU's four-year program. *Data updates from Four-Year Institutions for prior years may have altered the categorization of dual enrollment students from previous years, impacting the percentage changes.

Concurrent Enrollment Participation

The remainder of this report summarizes Concurrent Enrollment and ASCENT programs pursuant to C.R.S. §22-35-112; data from other dual enrollment programs are not included.

Partnership Summary

A Local Education Provider (LEP) that seeks to allow students to participate in Concurrent Enrollment must enter into a cooperative agreement with an institution of higher education using the Concurrent Enrollment model per C.R.S. §22-35-104.

In school year 2020-2021, 28 public institutions of higher education had an estimated 530 cooperative agreements in place with LEPs. This total may include duplicates, as one LEP can have cooperative agreements with multiple institutions of higher education. Additionally, per C.R.S. §22-35-104, institutions of higher education are required to submit agreements to CDHE, and those agreements may not yet have been received. **CDHE and CDE will be releasing an updated report in May 2023 summarizing dual enrollment participation during the 2021-2022 school year.**

Participation Growth

Due to impacts caused by the COVID-19 pandemic, Colorado's Concurrent Enrollment program saw a slight decline in participation in the past year. During the 2020-2021 school year, 835 fewer students participated in the program than in the previous year. Currently, 99% of LEPs and 91% of high schools in Colorado participate in Concurrent Enrollment (*a slight increase in the number of LEPs participating from the previous year*).

Table 3 displays the unduplicated student count for Concurrent Enrollment participation by institutions of higher education for the last two years. While many institutions of higher education experienced declines in participation, some experienced growth.

TABLE 3: Concurrent Enrollment Programs, Prior School Year Comparison

Public Institution of Higher Education	Number of students, 2019-2020	Number of students, 2020-2021	Change in number of students	Percentage change
TWO-YEAR INSTITUTIONS				
Aims Community College	2,838	3,518	680	24.0%
Arapahoe Community College	7,925	7,389	-536	-6.8%
Colorado Northwestern Community College	533	410	-123	-23.1%
Community College of Aurora	5,488	4,859	-629	-11.5%
Community College of Denver	1,791	1,483	-308	-17.2%
Front Range Community College	7,289	7,799	510	7.0%
Lamar Community College	338	306	-32	-9.5%
Morgan Community College	636	685	49	7.7%
Northeastern Junior College	350	393	43	12.3%
Otero Junior College	536	502	-34	-6.3%
Pikes Peak Community College	3,139	3,090	-49	-1.6%
Pueblo Community College	2,310	2,120	-190	-8.2%
Red Rocks Community College	2,606	2,309	-297	-11.4%
Trinidad State Junior College	714	620	-94	-13.2%
AREA TECHNICAL COLLEGES (ATCS)				
Emily Griffith Technical College	215	52	-163	-75.8%
Pickens Technical College	368	306	-62	-16.8%
Technical College of the Rockies	94	94	0	0.0%
FOUR-YEAR INSTITUTIONS				
Adams State University	286	316	30	10.5%
Colorado Mesa University*	1,014	910	-104	-10.3%
Colorado Mountain College	1,615	1,721	106	6.6%
Colorado State University	17	3	-14	-82.4%
Colorado State University - Pueblo	139	136	-3	-2.2%
Fort Lewis College	124	121	-3	-2.4%
Metropolitan State University of Denver	720	667	-53	-7.4%
University of Colorado Boulder	45	53	8	17.8%
University of Colorado Colorado Springs	21	19	-2	-9.5%
University of Colorado Denver	33	34	1	3.0%
University of Northern Colorado	38	19	-19	-50.0%
Western Colorado University	972	1,495	523	53.8%
Total	40,775	39,940	-835	-2.1%

Note: All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.

Counts throughout the report may differ based upon multiple enrollments and descriptive reporting.

*Colorado Mesa University includes a two-year college, Western Colorado Community College (WCCC). As a part of its system, some of the Concurrent Enrollment students counted here may be enrolled in the two-year program, not the four-year program.

Participation by Districts and High Schools

A total of two Boards of Cooperative Educational Services (BOCES) and 178 Local Education Providers participated in Concurrent Enrollment in 2020-2021, representing 99% of Local Education Providers in Colorado. In 2020-2021, among the Concurrent Enrollment participating districts, 31 had less than 5% Concurrent Enrollment participation among their 9th- through 12th-grade student population. This is an increase from last year, when only 21 districts had less than 5% of students participating in Concurrent Enrollment. See Figure 3 (page 17) for a visual display of participating districts and participation rates. A complete list of Concurrent Enrollment headcounts and participation rates by Local Education Provider is available [online](#). Additionally, 474 high schools had at least one student participating in Concurrent Enrollment, representing 91% of all Colorado high schools (unchanged from 2019-2020).

Table 4 lists 10 rural Local Education Providers with the highest percentage of high school students participating in Concurrent Enrollment. Crowley County RE-1-J tops the list, with 83.7% of its students taking Concurrent Enrollment courses. CDE classifies all Local Education Providers in Table 4 as either rural or small rural districts.⁶

TABLE 4: Rural Districts Participating in Concurrent Enrollment by percentage of High School Students, 2020-2021

District	Number of Students in Concurrent Enrollment (Unduplicated Headcount)	Percentage of 9 th -12 th -Graders in Concurrent Enrollment
Crowley County RE-1-J	103	83.7%
Edison 54 JT	98	81.0%
Silverton 1	13	76.5%
Sargent RE-33J	55	57.3%
Fowler R-4J	63	55.8%
McClave RE-2	34	54.8%
Canon City RE-1	496	51.9%
Kim Reorganized 88	7	50.0%
Sanford 6J	42	47.7%
Revere School District	17	47.2%

Note: percentage of 9th-12 grade students is based on CDE’s October Count data.

⁶CDE’s Information Management Services Unit uses the following definition of rural schools: “A Colorado school district is determined to be rural based on the size of the district, the distance from the nearest large urban/urbanized area and whether the district has a student enrollment of approximately 6,500 students or fewer. Small rural districts are those districts meeting these same criteria and having a student population of fewer than 1,000 students.”

Tables 5 and 6 highlights the 10 schools and Local Education Providers with the highest number of students participating in Concurrent Enrollment. When looking at Concurrent Enrollment participation by student headcount, the state’s larger schools and districts have the highest participation numbers. Colorado Early College Fort Collins tops the high school list for four consecutive years. Only one of the high schools in Table 5 are new this year to the top 10 list: Rock Canyon High School. In Table 6, Denver Public Schools had the largest number of students participating in Concurrent Enrollment by Local Education Provider.

TABLE 5: Schools Participating in Concurrent Enrollment by Student Headcount, 2020-2021

District/Institute	School	Unduplicated Headcount	Percentage of 9th-12th Graders in Concurrent Enrollment
Colorado Charter School Institute	Colorado Early College Fort Collins	965	86.5%
Douglas County RE 1	Legend High School	778	34.8%
Charter School Institute	Colorado Early Colleges Parker	776	86.2%
Poudre School District	Fossil Ridge High School	749	34.4%
Jeffco Public Schools	Chatfield High School	699	38.1%
Poudre School District	Poudre High School	660	33.5%
Cherry Creek 5	Cherokee Trail High School	594	20.6%
Cherry Creek 5	Grandview High School	591	20.3%
Cherry Creek 5	Cherry Creek High School	576	15.0%
Douglas County RE 1	Rock Canyon High School	537	22.7%

TABLE 6: Districts Participating in Concurrent Enrollment by Student Headcount, 2020-2021

District	Number of Schools Within the District with Concurrent Enrollment Programs	Unduplicated Headcount	Percentage of 9th-12th Graders in Concurrent Enrollment
Denver County 1	46	3,843	14.6%
Douglas County RE 1	13	3,841	19.1%
Jefferson County R-1	32	3,233	12.5%
Cherry Creek 5	8	2,852	16.1%
Charter School Institute	13	2,778	47.6%
Poudre R-1	9	2,481	26.4%
Adams-Arapahoe 28J	11	1,701	16.5%
Adams 12 Five Star Schools	9	1,372	11.6%
Greeley 6	8	1,281	19.8%
St Vrain Valley RE 1J	11	1,198	12.1%

Supporting Location Education Providers and Teachers in Providing Concurrent Enrollment

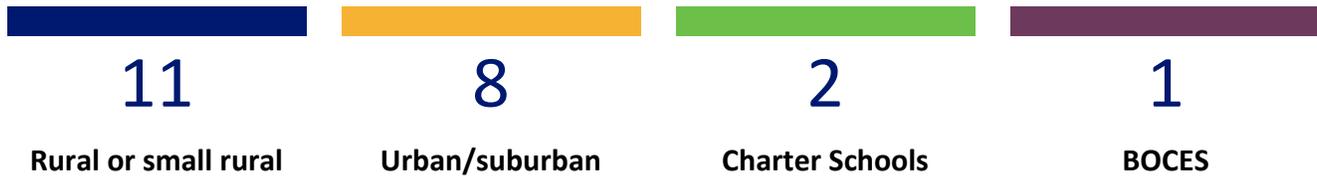
Several programs provide support and resources to assist LEPs and K-12 teachers in expanding Concurrent Enrollment options for students.

In addition to requiring LEPs to provide Concurrent Enrollment opportunities at no tuition cost to students and families, [SB 19-176](#) created the Concurrent Enrollment Expansion and Innovation Grant Program in CDE to provide grants to partnerships between LEPs and institutions of higher education that begin to offer or expand Concurrent Enrollment opportunities. Grants were distributed for the 2020-21 school year. Priority for grants is given to Local Education Providers with low or no participation in Concurrent Enrollment.

Grant may be used to:

- Assist teachers with the costs of obtaining a master’s degree or vocational credential, or college credits that allow the instructor to teach a postsecondary course;
- Cover the cost of books, supplies, fees, and transportation for qualified students;
- Purchase technology to share data and streamline the enrollment process; or
- Provide services, support, and coordinate resources for LEPs and institutions.

All LEPs that applied for this grant were awarded grants for the 2020-21 school year in partnership with multiple institutions of higher education across the state. The breakdown of approved LEPs is below:

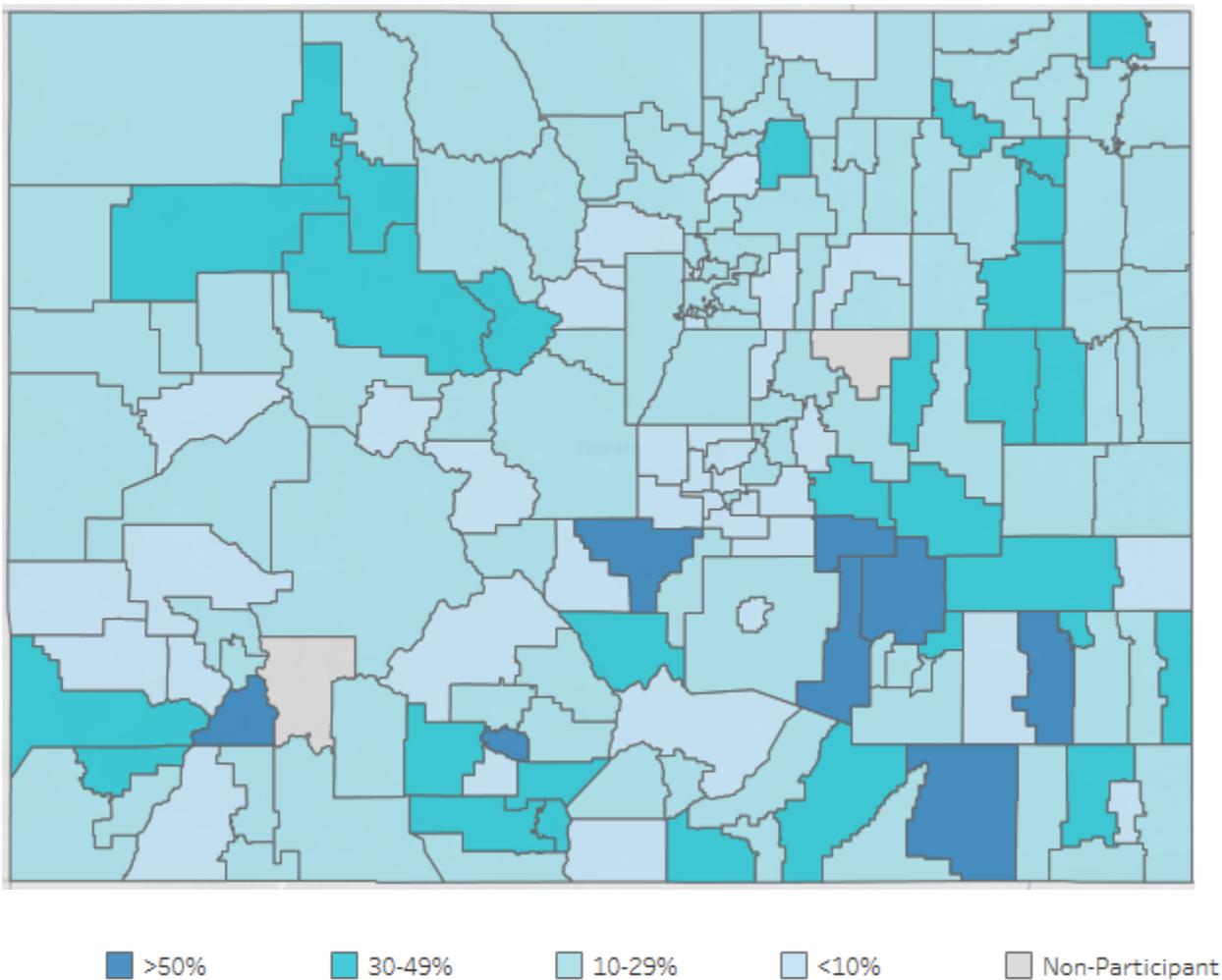


Most proposals requested funds to assist teachers with obtaining graduate credits toward becoming qualified Concurrent Enrollment instructors. Other requests included technology for distance learning and covering student fees, books, supplies, and transportation. The Concurrent Enrollment Expansion and Innovation Grant Program continued for the 2021-22 school year.⁷

⁷ Please see Appendix B for the end-of-year report from the 2019-20 Concurrent Enrollment Expansion & Innovation (CEEI) Grant Program report (per CRS 22-35-114 (3)).

Additionally, the Colorado Center for Rural Education (CCRE) provides supports for educators working in rural Colorado Local Education Providers to advance their professional growth, pursue a graduate degree and become certified to lead Concurrent Enrollment courses in secondary settings. The Concurrent Enrollment Educator Qualification (CEEQ) stipend provides rural educators with \$6,000 of funding to defray the costs associated with graduate-level coursework and requires recipients to work in a rural school district for three years after starting their concurrent enrollment coursework. To date, the CCRE has awarded 34 CEEQ stipends totaling \$204,000. CEEQ stipend recipients work in 26 rural or small rural Local Education Providers and are enrolled in nine institutions of higher education.⁸

FIGURE 3: Map of Local Education Providers Participating in Concurrent Enrollment with Percent of 9-12th Graders Enrolled, 2020-2021



⁸ The Colorado Center for Rural Education - 2017-2018 Stipend Report. <http://www.cde.state.co.us/educatortalent/ccrestipendprogressreport2017-2018>

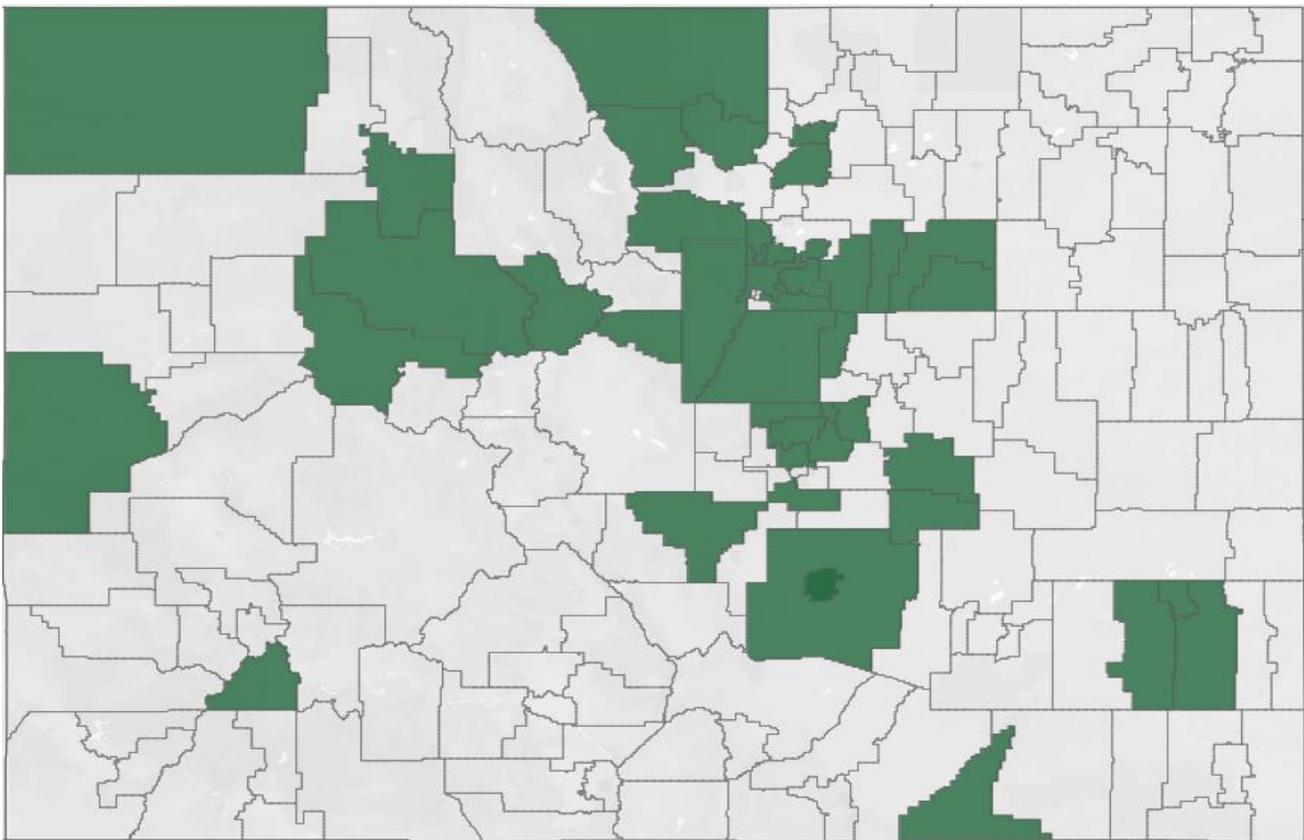
Accelerating Students through Concurrent Enrollment (ASCENT)

The ASCENT program provides an opportunity for students to continue to participate in Concurrent Enrollment in the year directly following their 12th-grade year or the fifth year of high school.

In school year 2020-2021, 44 LEPs participated in this program with a total enrollment of 580 students. A list of the districts and the unduplicated headcount of participating students can be found [online](#).

CDE October Count data were used in this report section to align with the amount of funding received by LEPs for ASCENT participation. As students can participate part-time, the unduplicated headcount may be larger than the total full-time equivalent (FTE) funded by the legislature. Additionally (since 2017), ASCENT students can be counted in a district's "on-time, four-year" high school graduating cohort.

FIGURE 4: Map of Local Education Providers Participating in ASCENT, 2020-2021 (highlighted in green)



ASCENT Demographics

Per C.R.S. §22-35-108, students eligible to participate in ASCENT in academic year 2020-2021 must have completed 12 postsecondary credit hours before completion of the 12th--grade year and not need developmental coursework in their selected pathway. ASCENT students must also be selected for participation by the school principal or the equivalent school administrator and accepted into a postsecondary degree program.

One of the objectives of the ASCENT program is to increase the percentage of students who participate in postsecondary education, especially among low-income and traditionally underserved populations. Tables 7a and 7b provide information on ASCENT participation by race/ethnicity and gender. Nearly 40% of students who participated in ASCENT in 2020-2021 were Hispanic or Latinx. Like Concurrent Enrollment participation, more females than males participated in ASCENT.

Table 7c outlines ASCENT participation by students' free or reduced-price lunch (FRL) eligibility. Just over 27% of ASCENT students were eligible for free or reduced-price lunch, with the majority qualifying for free lunch.

TABLE 7A: ASCENT Participation by Race/Ethnicity, 2020-2021⁹

Race/Ethnicity	Percentage of Students
African American or Black	4.0%
American Indian or Alaska Native	0.3%
Asian	2.9%
Hawaiian or Pacific Islander	1.0%
Hispanic or Latinx	37.1%
Two or More Races	2.6%
White	52.4%

TABLE 7B: ASCENT Participation by Gender, 2020-2021

Gender	Percentage of Students
Female	58.1%
Male	41.9%

TABLE 7C: ASCENT Participation by FRL Status, 2020-2021

FRL Eligibility Status	Percentage of Students
Free Lunch	22.2%
Reduced-Price Lunch	5.2%
Not Eligible	72.6%

⁹ Tables may not add-up to 100% due to rounding.

Concurrent Enrollment Demographics

Overall, since the beginning of Concurrent Enrollment in 2009, the program has seen significant diversification, and the composition of the Concurrent Enrollment program continues to resemble the composition of public high schools in Colorado for many race/ethnicity groups.

Table 8A provides information on Concurrent Enrollment participation by race/ethnicity. Consistent with overall program participation for AY 2020-2021, declines were seen across several race/ethnicity groups compared to the previous year. However, some race/ethnicity groups saw increased participation, including American Indian or Alaska Native students, Asian students, White students, and students identifying as two or more races.

TABLE 8A: Concurrent Enrollment Participation by Race/Ethnicity, Prior School Year Comparison

Race/Ethnicity	2019-2020		2020-2021		Percentage change
	number	percent of total	number	percent of total	
African American or Black	1,411	3.5%	1,342	3.6%	-4.9%
American Indian or Alaska Native	198	0.5%	209	0.5%	5.6%
Asian	1,410	3.5%	1,448	3.6%	2.7%
Hawaiian or Pacific Islander	113	0.3%	77	0.2%	-31.9%
Hispanic or Latinx	10,767	26.2%	10,586	26.3%	-1.7%
Two or More Races	1,667	4.1%	1,706	4.2%	2.3%
Unknown/Did Not Wish to Answer	3,248	7.9%	2,735	6.8%	-15.8%
White	21,399	52.1%	21,624	53.7%	1.1%
International student*	878	2.1%	521	1.3%	-40.7%

Note: All counts at each level are unduplicated. Adding counts in columns may lead to duplicated counts due to multiple enrollments of the same student at multiple institutions with different descriptive reporting of race and ethnicity at different institutions

*International students are defined as a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. These individuals are categorized as “nonresident alien” in the SURDS data system as well as federal data reporting.

Table 8b displays Concurrent Enrollment participation by gender. In each of the last eight school years, more females have participated in Concurrent Enrollment than males. In addition, despite overall declines, participation by female students continued to grow compared to last year.

TABLE 8B: Concurrent Enrollment Participation by Gender, Prior School Year Comparison

Gender	2019-2020 number/% of total		2020-2021 number/% of total		Percentage change
Female	21,878	53.5%	21,976	54.9%	0.4%
Male	18,682	45.7%	17,865	44.6%	-4.4%
No Gender Data	338	0.8%	182	0.5%	-46.2%

Note: All counts at each level are unduplicated. Adding counts in columns may lead to duplicated counts due to multiple enrollments of the same student at multiple institutions with different descriptive reporting of race and ethnicity at different institutions. Tables 8a and 8b data include Concurrent Enrollment but do not include ASCENT. Counts may differ based upon multiple enrollments and descriptive reporting.

Academic Success and Potential Cost Savings for Students

Table 9 details the number of credit hours students attempted and the number of credit hours students passed for Concurrent Enrollment students by institution of higher education. In 2020-2021, high school students attempted a total of 338,673 Concurrent Enrollment credit hours, slightly down from 340,181 hours in the previous year. The average number of credit hours Concurrent Enrollment students attempted was 8.6 (slightly higher than 2019-2020), with an average of 7.9 credit hours passed (slightly higher from 2019-2020). Note how stable these rates remained despite pressure on students, families and teachers during the COVID pandemic..



Most of the Concurrent Enrollment credit hours taken by students—nearly 93%—were passed in 2020-2021.

TABLE 9: Concurrent Enrollment Credit Hours Attempted and Passed, 2020-2021

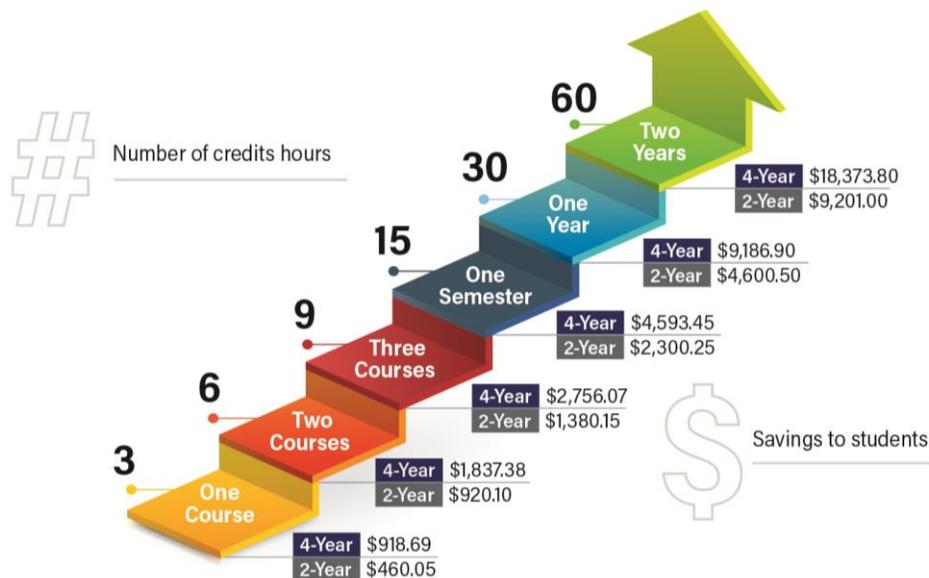
Public Institution of Higher Education	Number of Students	Total Hours Attempted	Total Hours Passed	Pass Rate
TWO-YEAR INSTITUTIONS				
Aims Community College	3,518	26,257	23,336	88.9%
Arapahoe Community College	7,389	50,687	48,287	95.3%
Colorado Northwestern Community College	410	3,903	3,789	97.1%
Community College of Aurora	4,859	40,529	37,521	92.6%
Community College of Denver	1,483	11,808	9,839	83.3%
Front Range Community College	7,799	58,307	54,201	93.0%
Lamar Community College	306	4,045	3,964	98.0%
Morgan Community College	685	7,452	7,043	94.5%
Northeastern Junior College	393	4,438	4,176	94.1%
Otero College	502	4,266	3,905	91.5%
Pikes Peak State College	3,090	40,642	35,875	88.3%
Pueblo Community College	2,120	20,931	19,296	92.2%
Red Rocks Community College	2,309	20,358	19,477	95.7%
Trinidad State College	620	5,278	5,057	95.8%
FOUR-YEAR INSTITUTIONS				
Adams State University	316	2,472	2,320	93.9%
Colorado Mesa University	910	7,592	6,899	90.9%
Colorado Mountain College	1,721	15,614	15,221	97.5%
Colorado State University	3	14	9	64.3%
Colorado State University - Pueblo	136	2,289	2,167	94.7%
Fort Lewis College	121	1,029	932	90.6%
Metropolitan State University of Denver	667	2,519	2,324	92.3%
University of Colorado Boulder	53	362	352	97.2%
University of Colorado Colorado Springs	19	145	145	100.0%
University of Colorado Denver	34	482	435	90.2%
University of Northern Colorado	19	106	98	92.5%
Western Colorado University	1,495	7,148	6,674	93.4%
Total	39,488	338,673	313,341	92.5%

Note: Course data not available for Area Technical Colleges.

All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.

By allowing students to earn college credit for courses taken while in high school, Concurrent Enrollment enables students to earn or make progress toward a degree or credential. Figure 5 illustrates the cost savings students could realize through Concurrent Enrollment if all credits earned apply to their degree. In total, 2020 high school graduates had the potential to save an estimated \$53 million on tuition through Concurrent Enrollment.¹⁰

FIGURE 5: Potential Tuition Savings if All Credits Apply Toward a Student’s Degree



Estimates are based on the typical number of credits needed to accomplish each benchmark and average in-state tuition rates reported in the Annual Tuition and Fees Report.

Developmental Education Courses

Table 10 details student participation in developmental (remedial) education Concurrent Enrollment courses. Per C.R.S. §22-35-104, only 12th-grade students may concurrently enroll in developmental education courses. Out of all Concurrent Enrollment students, 640 (1.67%) enrolled in developmental education courses compared to 3.7% in the previous year. Of all development education Concurrent Enrollment credit hours attempted, students passed 83.7% of those courses in school year 2020-2021.

This decrease highlights the continuing trend away from developmental education Concurrent Enrollment courses. In recent years, Colorado’s public two-year institutions have seen progress in student outcomes moving from a traditional developmental education model to another model called Supplemental Academic Instruction (SAI) or co-requisite remediation, which places students directly in a college-level course with additional academic supports. As more institutions and state policies move toward broad adoption of SAI, it will likely result in significant declines in traditional developmental education courses being offered through Concurrent Enrollment.

¹⁰ Estimated based on the average in-state tuition at the level of institution that a student attended (average tuition: https://highered.colorado.gov/Publications/Reports/Budget/FY2021/2021_tuitionfeesreport.pdf).

TABLE 10: Developmental Education Concurrent Enrollment Course Participation, 2020-2021 Credit Hours Attempted and Passed

Public Institution of Higher Education	Number of Students	Total Hours Attempted	Total Hours Passed	Pass Rate
TWO-YEAR INSTITUTIONS				
Aims Community College	90	245	229	93.5%
Arapahoe Community College	123	606	489	80.7%
Colorado Northwestern Community College	13	75	75	100.0%
Community College of Aurora	177	890	715	80.3%
Community College of Denver	1	4	-	0.0%
Front Range Community College	38	187	124	66.3%
Lamar Community College	3	12	12	100.0%
Northeastern Junior College	29	78	78	100.0%
Otero College	1	8	-	0.0%
Pikes Peak Community College	6	32	20	62.5%
Pueblo Community College	32	128	128	100.0%
Red Rocks Community College	35	172	138	80.2%
Trinidad State College	2	9	9	100.0%
FOUR-YEAR INSTITUTIONS				
Colorado Mountain College	41	260	256	98.5%
Western Colorado University	49	195	156	80.0%
Total	640	2,901	2,492	83.7%

Note: Course data not available for Area Technical Colleges.

All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.

Career and Technical Education Courses

Providing opportunities for postsecondary career and technical education (CTE) courses as part of dual enrollment offerings is an important strategy to help improve outcomes and encourage more students to complete high school with a credential. The CTE pathways in Colorado provide additional options for students to earn postsecondary credentials. Offering CTE through Concurrent Enrollment allows students to get a head start on those pathways.

Per C.R.S. §22-35-103, Concurrent Enrollment students can take CTE courses and earn credit that can be applied toward a technical certificate or degree. In 2020-2021, nearly 18,000 students participated in CTE Concurrent Enrollment courses, representing 44% of all Concurrent Enrollment students. Table 11 displays the number of students by institution of higher education. In 2020-2021, Arapahoe Community College served the most students—more than 4,000—with CTE Concurrent Enrollment programs.

TABLE 11: CTE Concurrent Enrollment Participation, Prior School Year Comparison

Public Institution of Higher Education	Students in CTE Concurrent Enrollment courses, 2019-2020	Students in CTE Concurrent Enrollment courses, 2020-2021	Percentage change
TWO-YEAR INSTITUTIONS			
Aims Community College	1,496	1,999	33.6%
Arapahoe Community College	5,017	4,428	-11.7%
Colorado Northwestern Community College	151	150	-0.7%
Community College of Aurora	1,416	1,175	-17.0%
Community College of Denver	351	335	-4.6%
Front Range Community College	3,863	4,183	8.3%
Lamar Community College	84	96	14.3%
Morgan Community College	227	278	22.5%
Northeastern Junior College	112	165	47.3%
Otero College	194	258	33.0%
Pikes Peak State College	1,380	1,373	-0.5%
Pueblo Community College	1,083	1,053	-2.8%
Red Rocks Community College	1,654	1,354	-18.1%
Trinidad State College	348	268	-23.0%
FOUR-YEAR INSTITUTIONS			
Adams State University	33	48	45.5%
Colorado Mesa University	544	456	-16.2%
Colorado Mountain College	446	463	3.8%
Total	17,894	17,635	-1.5%

Note: Totals include unduplicated counts from CDHE's SURDS. Area Technical Colleges also offer CTE Concurrent Enrollment courses, but those data were unavailable for this report due to incomplete SURDS reporting. All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.

Postsecondary Credentials

Table 12 shows how many Concurrent Enrollment students, including ASCENT participants, seek a postsecondary credential while in high school. Overall, 25,694 students registered for their courses in a specific credential program. Most students are seeking an associate of arts or associate of science degree, both of which are transferable to four-year institutions of higher education.

Of students participating in ASCENT, 94% enrolled in a credential-seeking program. Of students enrolled in Concurrent Enrollment programs, 63% enrolled in a credential-seeking program.

TABLE 12: Concurrent Enrollment and ASCENT Students by Postsecondary Credential-Seeking Status, Prior School Year Comparison

Credential Type	Total Students 2019-2020	Total Students 2020-2021	Change from previous year	Percentage change
Certificate (less than 1 year)	4,909	4,307	-602	-12.3%
Certificate (at least 1 year, less than 2)	1,502	1,236	-266	-17.7%
Associate of Applied Science	7,381	6,580	-801	-10.9%
Associate of General Studies	3,251	3,033	-218	-6.7%
Associate Degree (AA or AS)	9,422	11,035	1,613	17.1%
Bachelor of Arts Degree	116	124	8	6.9%
Total credential-seeking	26,581	25,694	-887	-3.3%
Not credential-seeking	16,528	16,025	-503	-3.0%

Note: ASCENT numbers are from CDHE's SURDS. All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.

The COVID-19 pandemic impacted enrollment and completion of Concurrent Enrollment and ASCENT programs. Table 13 displays the number and type of credentials earned by high school students participating in the Concurrent Enrollment or ASCENT programs during the past two school years. Through Concurrent Enrollment or ASCENT programs, 2,821 students earned some postsecondary credential while in high school in 2020-2021. This is a nearly 2% decrease over last year's total high school credential completion number (2,877). Credential completion increased among the various credential options including Associate of Applied Science, Associate Degree (AA or AS), and Bachelor's Degree programs. Certificates continued to see completion declines compared to last year.

Table 13: Concurrent Enrollment and ASCENT Postsecondary Credential Completion, Prior School Year Comparison

Credential Type	Total Completions 2019-2020	Total Completions 2020-2021	Change from previous year	Percentage change
Certificate (less than 1 year)	2,132	2,067	-65	-3.0%
Certificate (at least 1 year, less than 2)	184	170	-14	-7.6%
Associate of Applied Science	43	57	14	32.6%
Associate of General Studies	94	73	-21	-22.3%
Associate Degree (AA or AS)	422	451	29	6.9%
Bachelor's Degree (BA or BS)	2	3	1	50.0%
Total	2,877	2,821	-56	-1.9%

Note: ASCENT numbers are from CDHE's SURDS.

Next Steps

Colorado’s Concurrent Enrollment program continues to be a vital pathway for high school students to receive a high-quality postsecondary education experience at little to no additional cost to families.

As the lines between K-12 education, postsecondary education, and the workforce continue to blur, Colorado must continue to equip learners of all ages with the tools and opportunities they need to achieve their goals. Over the years, Colorado’s Concurrent Enrollment program has provided high school students with valuable postsecondary experiences and academic credit – at little to no cost to families – thereby decreasing the time and cost associated with earning a postsecondary credential. In addition, [past research by CDHE and our research partners](#) provides evidence that participation in Colorado’s Concurrent Enrollment program improves the odds of college entrance, success, and earnings by similar amounts regardless of student income, ethnicity, gender, or 9th-grade reading test scores. Governor Jared Polis and members of the Colorado General Assembly continue to champion Concurrent Enrollment as an effective strategy that helps level the playing field for *all* students, saving them time and money. As the recovery from the COVID-19 pandemic continues, CDHE and CDE will work to enhance the program and bring more Concurrent Enrollment opportunities to students throughout the state.

CDHE and CDE (in collaboration with institutions of higher education and Local Education Providers) will continue to share best practices, highlight findings from research into Concurrent Enrollment, and provide centralized resources to help streamline and support the delivery of Concurrent Enrollment throughout Colorado. To that end, CDE and CDHE jointly created a [website](#) that offers valuable information to students, families, and LEP/high school personnel on the state’s Concurrent Enrollment program and resources that benefit all stakeholders involved in the delivery and consumption of Concurrent Enrollment in Colorado. This resource will continue to be enhanced to reflect best practices in the field with resources such as:

- video testimonials from students, parents, and school staff
- a searchable tool to find district-specific Concurrent Enrollment information
- questions to ask when considering participating in Concurrent Enrollment

In alignment with the HB21-1330 task force report on [Student Success and Workforce Revitalization](#), CDHE and CDE will continue to intentionally blur the divisions between K-12, postsecondary education and the workforce. [HB22-1215](#) (Study Of Expanding Extended High School Programs) directs CDE, CDHE, and the Colorado Workforce Development Council (CWDC) to convene a secondary, postsecondary, and work-based learning integration task force to develop recommendations to support the expansion and alignment of programs that integrate secondary, postsecondary, and work-based learning opportunities throughout the state. The task force will make several recommendations on policies that encourage and empower high schools, postsecondary institutions, and workforce partners to coordinate and expand innovative postsecondary and workforce credential options and career pathways. Colorado’s Concurrent Enrollment program will remain an important and aligned component of this work.

Even with these tools, policies, and research on Colorado's Concurrent Enrollment program, more work must be done to inform students and families of the benefits of participating in this program. CDHE and CDE will continue to convene and collaborate with various groups and stakeholders to support universal, no-cost access to Concurrent Enrollment and ensure that information about Concurrent Enrollment opportunities is available to all students. Despite the challenges faced during the pandemic, the future of Colorado's Concurrent Enrollment program is bright. And efforts to connect more students to this program will support their path toward completing postsecondary education and help the state reach its higher education goals.

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Solveig Delabroye, Evaluation and Data Lead

For More Information:

Colorado Department of Higher Education

<https://highered.colorado.gov/>

Appendix A: Reporting requirements and data availability

Reporting Requirement	Source	Data Availability from AY 2020-21
The number and names of Local Education Providers and institutions of higher education that have entered into cooperative agreements	Institutions of Higher Education through CDHE	Used institutional data for AY 2020-21
The number of qualified students who participated in a Concurrent Enrollment program in the previous school year, including subtotals for each Local Education Provider and each institution of higher education	CDHE	Used SURDS data for AY 2020-21
Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year	CDHE	Used SURDS data for AY 2020-21
The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year	CDHE	Used SURDS data for AY 2020-21
The total number of developmental education courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program	CDHE	Used SURDS data for AY 2020-21
The total tuition costs paid by Local Education Providers to institutions of higher education in the previous school year on behalf of qualified students who participated in dual enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education	Local Education Provider Request or Institution of Higher Education Request.	Data currently not available based on higher education tuition breakdowns and structures
The total number of qualified students designated by the department as ASCENT program participants in the previous school year	CDE/CDHE	Used CDE & SURDS data for AY 2020-21
The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program	CDHE	Used SURDS data for AY 2020-21
Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled	CDHE	Used SURDS data for AY 2020-21
To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree	CDHE	Used SURDS data for AY 2020-21

Appendix B: Concurrent Enrollment Expansion & Innovation (CEEI) Grant Program report



COLORADO
Department of Education

Concurrent Enrollment Expansion and Innovation Grant Program Report

By:
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January 2023

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201 E. Colfax Ave., Denver, CO 80203



Submitted pursuant to C.R.S. 22-35-114

2019-20 Cohort I Summary

Approximately \$1.48 million was available for grant distribution for the 2019-2020 school year:

- 36 applications were received for a total request of \$1,682,610.
- CDE recommended approval for 32 schools/districts/BOCES.
- Of the recommended applicants, 12 were rural or small rural, 13 urban/suburban, 6 charter schools and 1 BOCES (serving rural districts).
- A majority of proposals included the following allowable activities:
 - Assisting one or more teachers with the cost of obtaining a graduate degree in a specific subject so that the teacher may be certified to teach a postsecondary course at a high school;
 - Removing barriers to concurrent enrollment for qualified students, which may include paying the costs of books, supplies, fees, or transportation; and
 - Providing services, support, and coordination resources for concurrent enrollment for either or both members of the partnership.



**Concurrent Enrollment Expansion & Innovation Grant Program
2019-20 (Cohort I)**

LOCAL EDUCATION PROVIDER	INSTITUTION OF HIGHER EDUCATION PARTNER(S)	AWARD	PROPOSAL	2020 GRADUATION RATE
Adams-Arapahoe 28J (APS)	CSU Global	\$50,000	Grad tuition for 7 teachers	79.0%
Alamosa School District	ASU, TSJC	\$47,724	Grad tuition for 7 teachers, training, translators	89.0%
Archuleta County School District 50JT	WCU, PCC	\$44,831	Grad tuition for 6 teachers	92.4%
Boulder Valley School District RE-2	FRCC	\$50,000	Grad tuition for 10 teachers, student books/fees/transportation	94.1%
Branson School District RE-82	UCCS, PPCC, TSJC, FRCC, RRCC	\$50,000	Grad tuition for 3 teachers,	85.7%



LOCAL EDUCATION PROVIDER	INSTITUTION OF HIGHER EDUCATION PARTNER(S)	AWARD	PROPOSAL	2020 GRADUATION RATE
			student books/fees	
Center Consolidated School District 26JT	ASU, TSJC	\$50,000	Grad tuition for 3 teachers, staff professional development, CE promotion costs, student books/fees/transportation	68.6%
Cherry Creek School District 5	ACC, CCA	\$50,000	Grad tuition for teachers, stipends, PD, CE promotion costs	88.6%
Clear Creek School District RE-1	RRCC	\$50,000	Grad tuition for 2 teachers, technology, student books, fees, CE promotion costs	87.8%
CSI - Caprock Academy	WCCC	\$49,422	Grad tuition for 3 teachers, stipends, support staff, student books, CE promotion	100.0%



LOCAL EDUCATION PROVIDER	INSTITUTION OF HIGHER EDUCATION PARTNER(S)	AWARD	PROPOSAL	2020 GRADUATION RATE
			costs	
CSI – Colorado Military Academy	PPCC	\$20,113	Grad tuition for 2 teachers, support staff	n/a
CSI - The Academy	CU-D	\$30,000	Grad tuition for 5 teachers, student books, fees	93.7%
Delta County School District	WCU	\$49,848	Grad tuition for 5 teachers, stipends, student books, fees	83.0%
Denver Public Schools - Abraham Lincoln	CCD	\$46,605	Grad tuition for 4 teachers, stipends, student books	75.4%
District 49 (Falcon)	PPCC	\$46,735	DL Technology	52.2%



LOCAL EDUCATION PROVIDER	INSTITUTION OF HIGHER EDUCATION PARTNER(S)	AWARD	PROPOSAL	2020 GRADUATION RATE
Eagle County School District	CMC	\$21,015	Grad tuition for 4 teachers	84.8%
Eaton School District RE-2	Aims CC	\$50,000	PD, technology, student transportation/fees	94.4%
Englewood School District 1	ACC	\$50,000	Grad tuition for 4 teachers, student books, fees, technology, translation	61.5%
Greeley-Evans School District 6	Aims CC	\$43,993	Credentialing cost for 1 teacher, stipends, student books, fees	82.0%
Harrison 2 - Atlas Prep	PPCC	\$50,000	Grad tuition for 2 teachers, student books, transportation, technology, CE promotion costs	91.7%



LOCAL EDUCATION PROVIDER	INSTITUTION OF HIGHER EDUCATION PARTNER(S)	AWARD	PROPOSAL	2020 GRADUATION RATE
Harrison 2 - James Irwin Charter	PPCC	\$50,000	Grad tuition for 1 teacher, stipends, technology, CE promotion costs	97.7%
Littleton Public Schools	ACC	\$49,822	DL Technology	90.0%
Mancos School District RE-6	WCU	\$49,800	Grad tuition for 4 teachers, stipend, student books, fees, CE promotion costs, technology	94.3%
Mesa County Valley School District 51	CMU, WCCC	\$50,000	Grad tuition for 12 teachers, student books/fees, adjunct faculty services	80.2%
North Conejos School District	ASU, TSJC	\$50,000	Grad tuition for 2 teachers, student books, fees, transportation, technology	88.6%



LOCAL EDUCATION PROVIDER	INSTITUTION OF HIGHER EDUCATION PARTNER(S)	AWARD	PROPOSAL	2020 GRADUATION RATE
Poudre School District	FRCC	\$50,000	Grad tuition for 9 teachers, staff, CE promotion costs, student transportation	84.4%
Poudre School District - Compass Community	FRCC	\$46,768	Grad tuition for 2 teachers, stipends, support staff, student books, fees, CE promotion costs	n/a
South Conejos School District RE-10	ASU, TSJC	\$50,000	Grad tuition for 1 teacher, student books, fees, transportation, stipend	92.9%
Southeastern BOCES	LCC	\$49,624	Grad tuition for teachers, training, stipends, DL technology	n/a



LOCAL EDUCATION PROVIDER	INSTITUTION OF HIGHER EDUCATION PARTNER(S)	AWARD	PROPOSAL	2020 GRADUATION RATE
Thompson School District R2-J	UNC	\$50,000	Grad tuition for teachers, student books, supplies, transportation, CE promotion costs	82.5%
Upper Rio Grande School District C-7	ASU, TSJC, WCU	\$50,000	Grad tuition for 5 teachers, student books, fees, supplies	87.2%
Westminster Public Schools	CCD, FRCC, EGTC, RRCC	\$50,000	Grad tuition for 1 teacher, student books, fees, transportation	72.5%
Wiley School District RE-13JT	LCC	\$33,700	Grad tuition for 3 teachers, training, stipends, DL technology	92.3%

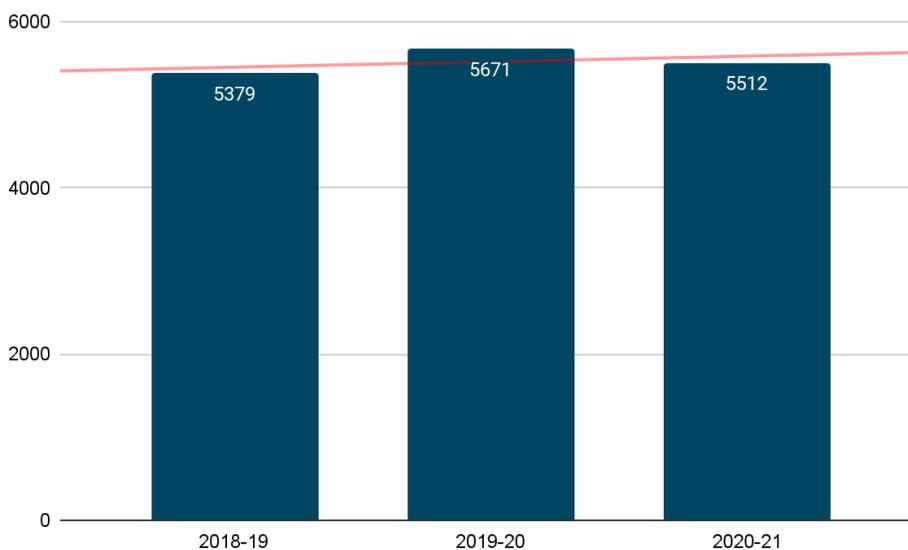


2019-20 Cohort I End of Year Data

(Amongst grantees who submitted an End-of-Year report.)

Statute requires reporting for the Concurrent Enrollment Expansion & Innovation (CEEI) Grant must include student demographic data before and after the grant was implemented. Therefore, the 2019-20 CEEI Grant report includes 2020-21 data, which aligns with data presented in the 2020-21 Annual Report on Concurrent Enrollment.

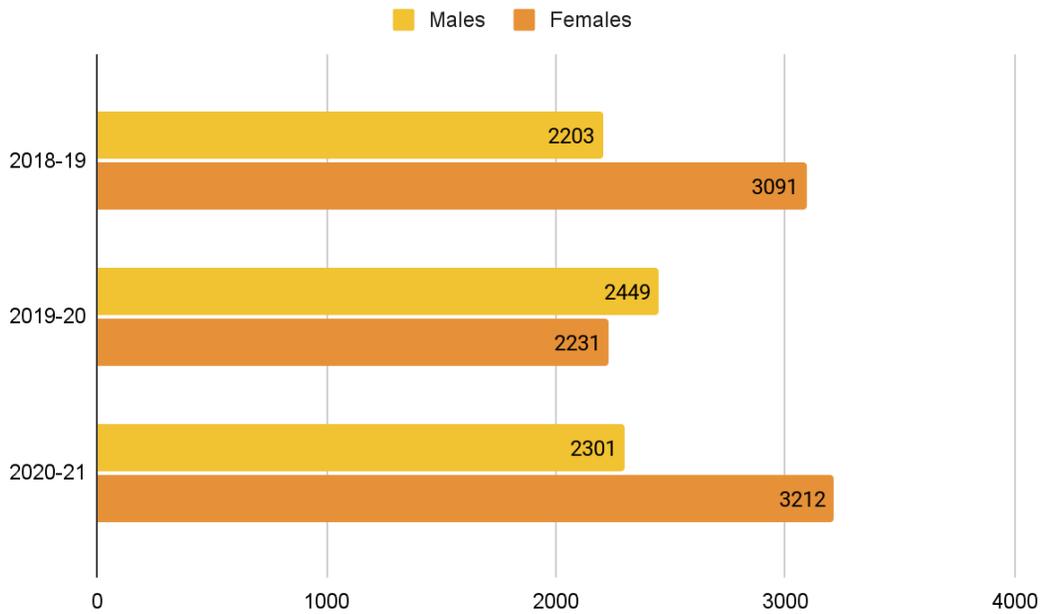
Total number of participating students enrolled in concurrent enrollment before and after the grant was implemented:



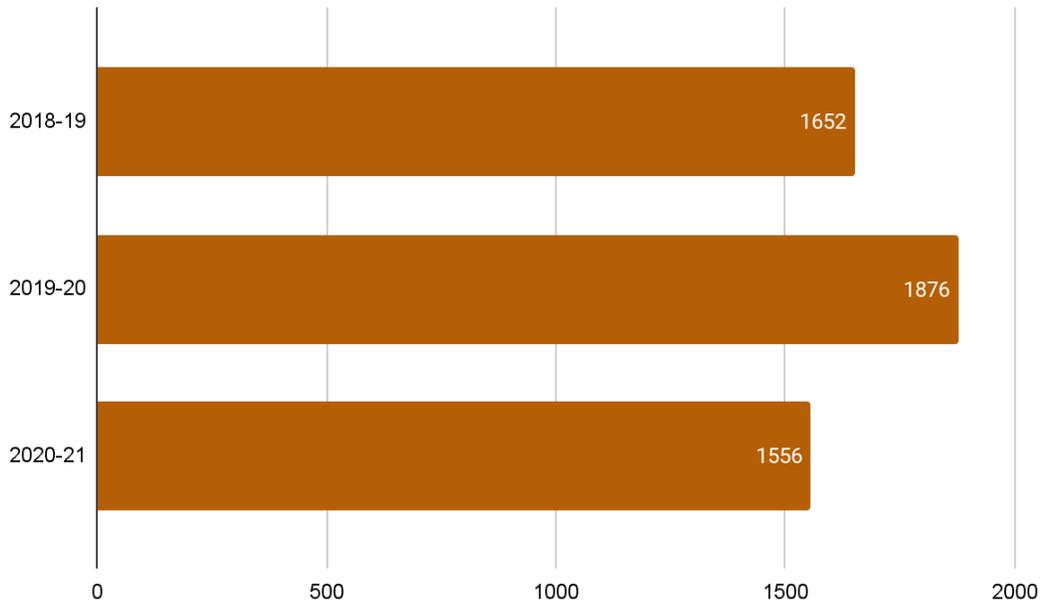
- 292 more students enrolled in concurrent enrollment from the year **before** (2018-19) the grant was implemented.
- 159 less students enrolled in concurrent enrollment the year **after** (2020-21) the grant was implemented.
 - **The 2020-21 academic year was severely impacted by COVID-19 and may have influenced this decrease in participation.**



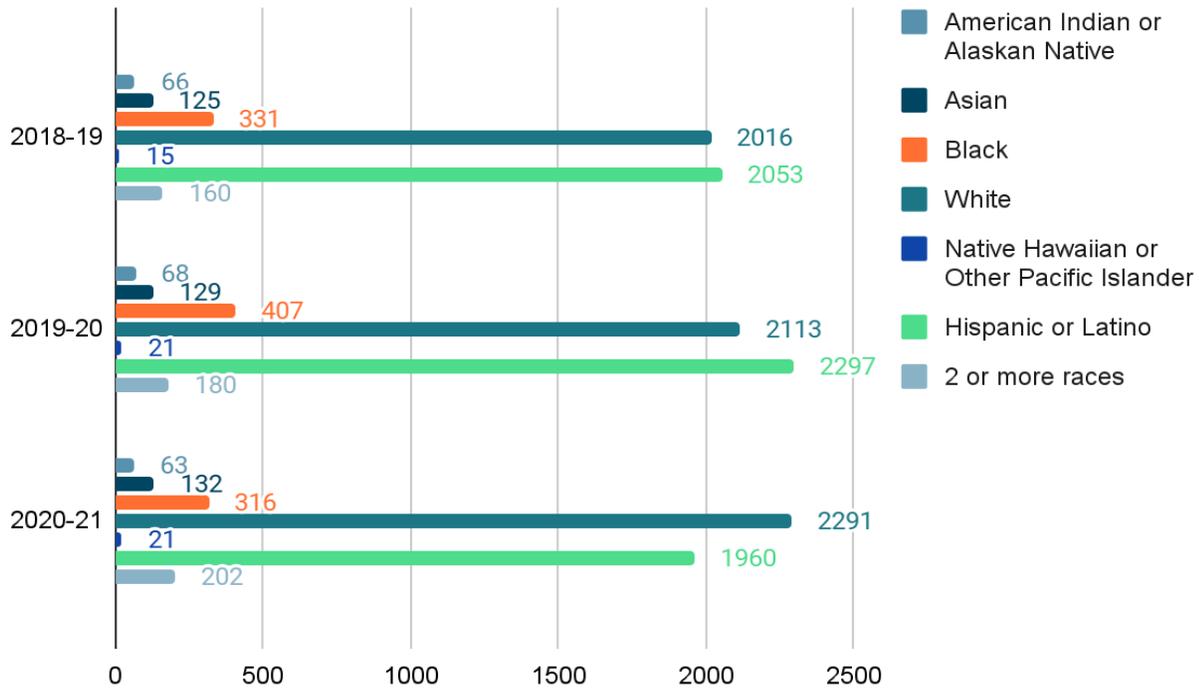
Total number of participating students by gender enrolled in concurrent enrollment before and after the grant was implemented:



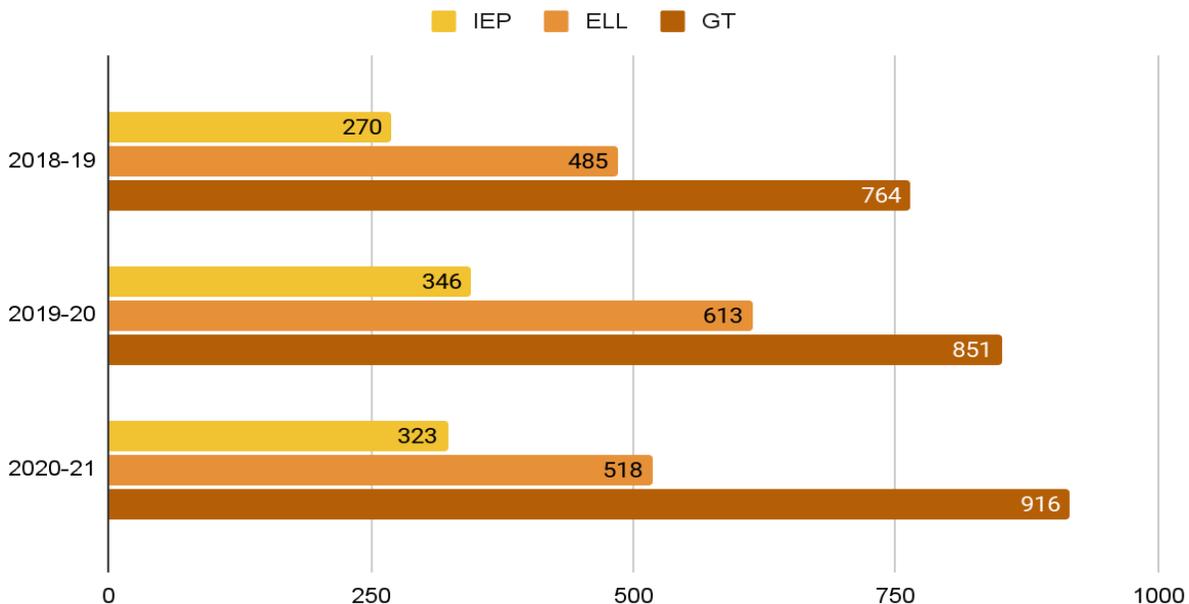
Total number of participating students by Free & Reduced Lunch (FRL) enrolled in concurrent enrollment before and after the grant was implemented:



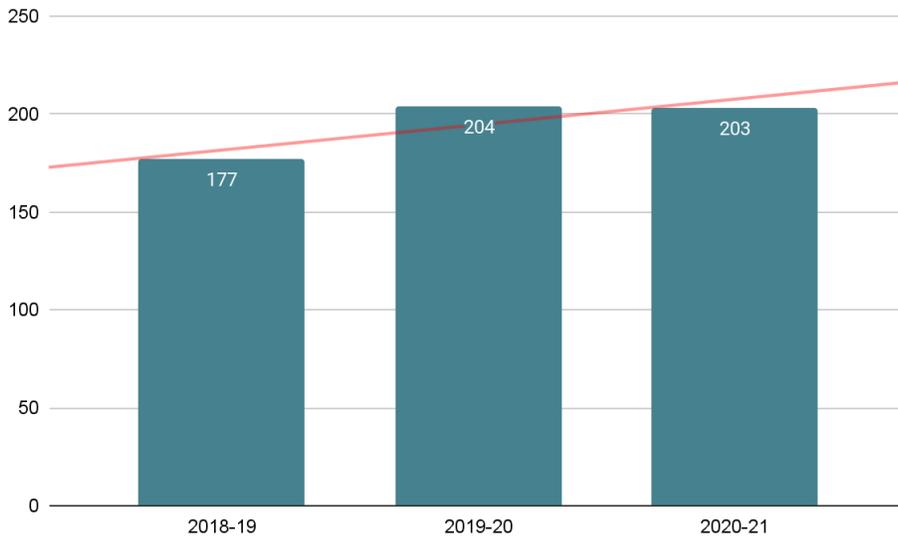
Total number of participating students by race enrolled in concurrent enrollment before and after the grant was implemented:



Total number of participating students who qualify for Individualized Education Programs (IEP), are English Language Learners (ELL) or qualify as Gifted and Talented (GT) enrolled in concurrent enrollment before and after the grant was implemented:



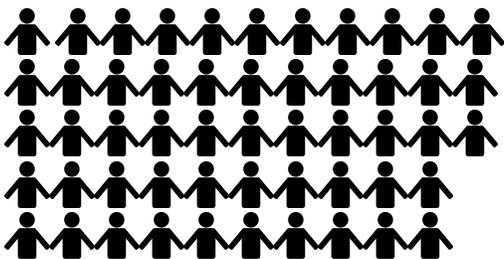
Total number of participating students who completed a degree or certificate before and after the grant was implemented:



- 27 more students completed a degree or certificate from the year **before** (2018-19) the grant was implemented.
- 1 less student completed a degree or certificate the year **after** (2020-21) the grant was implemented.
 - **The 2020-21 academic year was severely impacted by COVID-19 and may have influenced this decrease in participation.**

Number of teachers who received a credential using assistance received from the grant:

53



Testimonials from grantees:

One staff member who has a 12th grade student who completed 24 hours of CE hours in our High School was grateful that her daughter did not have to travel the



36 miles to Durango to take college classes. This sentiment was repeated by several students and parents. As a principal I personally noticed the level of overall instruction was improved along with the level of rigor due to our teachers being trained to teach college courses. The students demonstrated a higher level of maturity as they were now taking college classes and the expectations were greater. The teachers really liked teaching the college level courses as they were able to provide extra support to the students and help them get a good start to their college careers. The students liked the extra support from their high school teachers.

This grant continues to make college an option for our FRL students. It is a sincere family hardship for many to pay the books and fees so this support makes all the difference. This support is also encouraging us to develop more classes at the high school taught by our qualified teachers where students can earn college credit. The word is spreading and every year more teachers join the ranks of those able to offer college credit. It is helping create a better bridge for our students, more options for students who have transportation issues and a wonderful instructional opportunity for our teachers. It never hurts to have high school teachers teaching college content. The instruction supports elevating every class they teach - even if those do not result in college credit.

We are able to award one of our teachers the opportunity to earn his master's degree with the specific intention of teaching Comp 1 and Comp 2 exclusively to our Academy students within the 4 walls of our high school. This teacher historically has helped struggling students feel like they can learn and succeed in classes they have always struggled in. He has the potential to be the bridge for some students between feeling like college is out of their league and feeling like it is within their reach. Our students will see an exponential amount of growth and opportunity with this teacher moving into the position to teach concurrent enrollment. "I probably never would have taken this next step without this grant" (Teacher, 2021)

This grant made it possible for us to offer CE classes! The books are very expensive, and I don't know how we would have been able to afford them for even one class, much less the 9 CE classes we now offer! Additionally, two out of our four teachers needed coursework to qualify to teach for FRCC so helping them get certified was an additional gamechanger. We couldn't be offering our students the variety and quality of opportunities we now offer them without this financial support from CDE.



Testimonials from grantees:

Thank you so much for helping us get our Concurrent Enrollment program off the ground. Students are learning about this valuable option for obtaining college credit



while still in High School. As a school with 46% free and reduced lunch, Concurrent Enrollment offers hope for families whose children will be first generation college attenders. This is a game-changer for low-income families. With our first graduating class this year, some students will graduate with college credits for the first time. This program has also impacted students who did not see a reason to complete and turn in homework. They now have motivation right in front of them - the necessity to qualify for CE classes. As we also build our internship program and other postsecondary and workforce readiness pieces, Concurrent Enrollment is a special piece to round out our offerings. Students begin to have more choices for their future. We are also excited to be able to offer gifted students classes on higher levels that the school is able to manage. As they complete requirements, they can choose higher level math and sciences to begin them on the road to future degrees.

This grant has had a tremendous positive impact on our school. With the professional development of staff and the support the grant has provided to them, the school will have four teachers who can provide concurrent enrollment courses to students at the high school. This will cover Mathematics, Science, and English courses. This is an amazing opportunity for the school to be able to provide these courses directly to students through their local teachers. Students have also gained support access to courses and programs that could have been cost-prohibitive in the past. This grant has provided the school with the means to support students with the high costs of materials required for several trade programs. This has included cosmetology kits, welding supplies, and automotive tools required for specific programs. Several students have benefited from this grant and have used it as an opportunity to overcome financial barriers that previously would have limited their ability to participate in these programs.