



COLORADO
Department of Education

Concurrent Enrollment Policy & Example Practices

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Table of Contents

Executive Summary	3
Overview	4
Definitions	
Eligibility	
Funding	
Documentation	5
Cooperative Agreements	
Student Application	
Academic Plan/ICAP	
Financial Provisions	8
Sample Provisions	
Student/Family Repayment	
Other Costs	
Partnerships	9
Developing Pathways	
Communications between Partners	
Approval of High School Teachers as IHE Adjunct	
Work-Based Learning in Concurrent Enrollment	
ASCENT	11
Request Process	
Eligibility	
Enrollment & Attendance	
Funding	
Case Studies	15
Eagle County Schools	
Colorado Springs D11	
Falcon 49	
Aurora Public Schools	
Resources	23



Executive Summary

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, which may include course work related to apprenticeship programs or internship programs, at an institution of higher education.”

The collective intent of the Concurrent Enrollment Programs Act is to:

- Broaden access to and improve the quality of concurrent enrollment programs
- Improve coordination between institutions of secondary education and institutions of higher education
- Ensure financial transparency and accountability

Beyond coordinating and clarifying the existing concurrent enrollment programs, the bill also creates the “5th year” ASCENT program for students to continue participating in concurrent enrollment for one year following their 12th grade year.

Concurrent enrollment programs provide high school students with the opportunity to enroll in postsecondary courses and earn credit at no cost to them for tuition. Colorado data show that students in concurrent enrollment programs are more likely to enroll in postsecondary education, have higher postsecondary grade point averages and retention rates and a decreased need for remediation.

The following overview of Concurrent Enrollment policy and example practices can provide guidance, support, and ideas for districts, schools, and institutions of higher education looking to implement or grow their concurrent enrollment opportunities. This document is meant to provide clarification and does not supplant or supersede state law or rules for the implementation of concurrent enrollment programs. The [CDE Concurrent Enrollment website](#) contains additional information and links to concurrent enrollment statute and rule.



Overview

Definitions

Concurrent Enrollment (CE)

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. [C.R.S 22-35-103(6)(a)]

Local Education Provider (LEP)

A school district, a board of cooperative services, a district charter school, or an institute charter school [C.R.S 22-35-103(13)]

Institution of Higher Education (IHE)

State universities, colleges, community colleges, junior colleges, local district colleges and area vocational schools, or meeting other eligible requirements as outlined in § 22-35-103 (12)(b) [C.R.S 22-35-103(12)]

ASCENT

Accelerating Students through Concurrent Enrollment (ASCENT) is a fifth year concurrent enrollment program which allows students to participate in concurrent enrollment the year after 12th-grade. Students who have completed at least 12 credit hours of transcribed postsecondary credits (non-remedial) prior to completion of their 12th grade year may be eligible for the ASCENT Program. [C.R.S 22-35-108]

ASCENT is a 5th year only program. Therefore, a retained student (see pg.5) is not eligible for ASCENT in the 6th year. Also, a student completing high school early is not eligible for ASCENT in the 4th year. However, such a student would be eligible for CE in the 4th year and ASCENT in the 5th year

Student Eligibility

Concurrent Enrollment

- 9th to 12th grade
- Receive approval for their academic plan of study
- Under 21 years old
- Meet the minimum prerequisites for courses

ASCENT

- 5th year
- 12 postsecondary credit hours
- Not in need of basic skills (remedial)
- Admitted into degree or certificate program
- Not participated in ASCENT in previous year(s)

Course Location

Concurrent Enrollment courses can be taken either on the IHE campus, online, or at an LEP site. Provisions for the type and number of courses available at each site, and any differences in funding provisions depending on the site, should be outlined in the Cooperative Agreement (see pg. 5).



Remediation

Students may concurrently enroll in basic skills, also known as remedial or developmental, courses **only** if the student is enrolled in the 12th grade [C.R.S. 22-35-104(4)(b)]. The 12th grade year can be used as a bridge year for students not yet eligible for college-level courses to use the remedial courses to be prepared to enter college-level, credit-bearing courses upon completion of their 12th grade year. Prior to the 12th grade, students not yet prepared for college level courses should continue to focus on their high school courses as preparation for college courses.

Retained 5th Year Students (Non-ASCENT)

Non-ASCENT students who are retained for instructional purposes past the 12th grade year are limited to 9 credit hours per year (including a maximum of six (6) credits per semester for full-time students and three (3) credits per semester for part-time students). Also, all CE credits must apply towards high school graduation requirements. If not, the CE courses will not be included in the determination of funding. [C.R.S. 22-35-104(1)(d)]

Funding

College tuition is separated into two parts in Colorado: the student share of tuition and the [College Opportunity Fund](#) (COF) stipend. LEPs use per pupil revenue (PPR) to pay the tuition for the postsecondary courses at the resident community college rate directly to the IHE on behalf of the student, or if the LEP is located outside the boundaries of every community college service area, the LEP pays the resident tuition rate of the nearest Colorado public institution of higher education [C.R.S. 22-35-105(3)]. See the Department of Higher Education [policy outlining service areas of Colorado public IHEs](#), and Colorado Community College System [service area map by county](#).

Students also apply for and authorize the COF stipend to pay that portion of their tuition. All CE and ASCENT students are eligible for the COF stipend (at IHEs which receive COF funding), but if they do not apply or for some reason do not receive it, the IHE may charge students the stipend amount.

More information can be found on the summary of [funding determinations for CE students](#), as well as the [Student October Count Resource Guide](#).

See [Colorado Springs D11](#) and [Aurora Public Schools](#) case studies for example practices for building and aligning CE opportunities.

Documentation

Cooperative Agreements

For students to participate in CE, an LEP must enter into a cooperative agreement with an IHE. A [suggested model for a cooperative agreement](#) can be found on the CDE Concurrent Enrollment website.

The cooperative agreement must include at least:

- The amount of academic credit granted for successfully completed course work
- A requirement that course work qualifies as credit towards a degree/certificate or basic skills credit
- A requirement that the LEP pay tuition for courses completed by a student, according to the negotiated amount



- A requirement that the LEP and IHE establish an academic program of study for the student included in the student's academic plan of study, and a plan for the LEP to provide ongoing counseling and career planning
- Confirmation by the LEP of the student's unique State Assigned Student Identifier (SASID)
- Authorization for payment of COF on behalf of the student
- Consideration/identification of ways for student to remain eligible for interscholastic high school activities
- Financial provisions (see more on pg. 8)

[C.R.S 22-35-104(6)]

Example Practice: Adapting Agreement

Depending on the needs of the LEP and the IHE, there is flexibility in the length of term for the cooperative agreement, however, it is a best practice to address financial provisions annually to account for any changes in tuition and allow for any needed updates to support the LEP and IHE.

Other areas LEPs may adapt within the agreement dependent on their needs include, but are not limited to:

- *Number of CE courses allowed per semester/year*
- *Additional student qualifications, such as grade level*
- *Inclusion of online CE courses*
- *Allowance of remedial CE courses in 12th grade*
- *Other financial provisions, not inconsistent with requirements (see pg. 8)*

Student Application

A LEP that has entered into a cooperative agreement must create and make publicly available a standard CE application form for use by a qualified student. This application is used by the student to apply to the LEP for approval of participation in CE. While this is an application between the LEP and the student, the LEP, IHE, and student may retain copies of the application for reference. [C.R.S 22-35-104(2)]

Updates in the courses a student is eligible to take should be completed every term. LEPs can determine the need to complete a new application for individual terms or annually.

See [Falcon 49](#) case study for example model practice ideas for determination of student readiness for CE.

A [suggested model student application](#) can be found on the CDE website. The student application must include at least:

- List of CE courses in which the student intends to enroll (including number of postsecondary credits would earn)
- Confirmation from LEP of number of credits they agree to pay
- Verification requirements for CE student have been met:
 - Advised of CE by LEP
 - CE course/s consistent with ICAP
 - Student meets prerequisites of IHE
 - CE courses satisfy requirements for degree, certificate, or remedial education at IHE
- Assurance of consent by student and parent/guardian of:



- Potential financial obligation to student/parent/guardian for withdrawn and/or failed CE course.
- Grade for CE course on both district high school and IHE transcript (including “withdraw” or “F” for courses dropped after drop period).
- Student permission to IHE to provide LEP information in compliance with FERPA
- Agreement for student to register for the [College Opportunity Fund](#) (COF) and authorize transfer of COF funds to IHE.
- LEP authorized to release SASID for COF purposes to IHE

Example Practice: Alignment of Student Information

To ensure alignment between the various forms that students must complete for participation in CE it is important to ensure that the information the student submits is accurate and consistent across these documents, particularly the SASID.

Proper alignment of student information can ensure that payment of tuition, COF eligibility, and awarding of credit are all verified for the student, limiting concerns of mischarging students or students not receiving credit.

These forms include, but are not limited to:

- [Student application for CE](#)
- [COF application](#)
- *Information for course placement. May include:*
 - Transcript
 - Assessment scores (e.g. Accuplacer, ACT, CCPT [Community College Placement Test])
- Academic plan
- College application
 - [Links to CCCS institution applications](#)
- *Any other college required documents. May include:*
 - Financial agreement
 - Underage participant form

Academic Plan/ICAP

An academic plan of study is used to describe the courses that a student intends to complete to satisfy his or her remaining requirements for graduation from the LEP. A principal, counselor, or teacher advisor of the student’s LEP must approve the student’s academic plan prior to concurrently enrolling in an IHE. The academic plan of study is a portion of the [Individual Career and Academic Plan](#) (ICAP) that provides a clear college/career goal and a supporting body of evidence that reinforces the student’s academic pathway. [Concurrent Enrollment rules](#) require that a student’s application includes verification that each course a student concurrently enrolls in is consistent with the student’s ICAP.

Per state rule ([CCR 301-86, 2.02](#)), academic plans must include at least:

- A description of the courses that the student intends to complete to satisfy remaining requirements for graduation from the LEP
- A student’s academic progress including courses taken, any remediation, credit recovery, and any concurrent enrollment credits earned



- An intentional sequence of courses showing progress towards accomplishing a student’s postsecondary and workforce objectives
- Any assessment scores relevant to the student’s postsecondary and workforce objectives
- A timeline for the student to sign up for ASCENT (if applicable)

See [Eagle County Schools](#) and [Colorado Springs D11](#) case studies for example model practice ideas for academic plan alignment.

Financial Provisions

As noted above, LEPs utilize per pupil revenue (PPR) to pay the student share of tuition for the postsecondary courses directly to the IHE on behalf of the student. Students participating in CE are included in the LEPs funded pupil count, and the IHE also includes the student in the determination of full-time equivalent students enrolled in the IHE [C.R.S. 22-35-105 (2)].

The cooperative agreement must establish the tuition rate the LEP is to pay to the IHE. The rate must not exceed [C.R.S. 22-35-105(3)]:

- The resident community college rate as established by the state board for community colleges and occupational education, or
- If the LEP is located outside the boundaries of every community college service area, the LEP pays the resident tuition rate of the nearest Colorado public institution of higher education. (See [policy outlining service areas of Colorado public IHEs](#), and Community College System [service area map by county](#).)

LEPs and IHEs are encouraged to negotiate terms for these tuition rates and other financial provisions.

Example Practice: Terms for Tuition Payment between LEP & IHE

Some of the following terms for tuition payment based on location of the CE course have been established with LEP and IHE partners:

- *For courses taken on the IHE campus, examples include:*
 - *LEP pays 100% of tuition, at the resident community college rate*
 - *Reimbursing LEP for a percentage of the tuition dependent on the number of students enrolled*
- *For CE courses taught on the LEP site, examples of tuition reimbursement include:*
 - *105% reimbursement to LEP for courses taught by a qualified HS instructor at the LEPs site*
 - *105% reimbursement to LEP minus faculty costs, for courses taught by IHE faculty member at the LEP site*
 - *100% reimbursement to LEP for courses taught by a qualified HS instructor at the LEPs site*
 - *100% reimbursement to LEP for courses taught by a qualified HS instructor at the LEPs site, plus a \$17/credit hour faculty/admin fee*
 - *90% reimbursement to LEP for courses taught by a qualified HS instructor at the LEPs site*
 - *Percentage of reimbursement for courses taught by a qualified HS instructor at the LEPs site is dependent on number of students enrolled in the course and the number of credits of the course – with a minimum of 50% reimbursement to a max of 75% reimbursement*

Repayment by Student/Family

Students and their parents/guardians, as part of the student application, agree to repay the LEP for tuition paid by the LEP for any course the student does not complete without the consent of the high school principal. Additionally, a LEP *may* adopt a policy requiring students or their parent/guardian to repay the LEP for tuition for any course in which a student receives a failing grade [C.R.S. 22-35-105 (4)]. These policies should be outlined clearly and specifically prior to students and their parent/guardian signing the student application.

CDE does not require LEPs to repay the state for any CE course not successfully completed.

Example Practice: Determining Repayment Policies

LEPs may want to consider how to implement repayment policies for CE to be in alignment with other LEP policies. Some examples that LEPs have considered when developing these policies:

- *Circumstances and timeline under which a student could receive consent of the high school principal for not completing a CE course*
- *Defining what constitutes a failing grade*
 - *Aligning with IHE definition or LEP definition of failing grade?*
- *Determining whether to adopt policy for repayment of CE course for failing grade*
 - *Incentive for success or deterrent from participation?*
 - *Practices in place to identify students who need support prior to receiving failing grade?*
 - *Practices in place to determine student readiness for CE courses?*
- *Aligning process/policies for collecting repayment for CE from student or parent/guardian with LEP repayment processes/policies for other circumstances*

Other costs

CE law does not require an LEP to fund books, fees, or transportation. The LEP may choose to cover these expenses or not, and it is a best practice that those expenses be addressed in both the student application and the cooperative agreement between the LEP and IHE.

Partnerships

Both the LEP and the IHE play important roles in supporting students participating in CE. Administrators, counselors, and instructors are encouraged to work together closely to ensure the rigor of postsecondary courses are paired with the skill and relationship supports of the LEP.

As noted above in the student application and academic plan, the LEP is responsible for determining the eligibility of students to participate in CE and the courses aligned to the students' pathway. The IHE is responsible for the course content, determining placement requirements for the course and the quality of instruction [C.R.S 22-35-105].

Developing Pathways

Concurrent Enrollment offers a unique opportunity for aligning high school and postsecondary courses. Both instructors and counselors can identify the skills, content, and courses needed starting in high school that align with postsecondary courses, and that students have identified in the ICAP, dependent on a student's pathway.



The Department of Higher Education resources on [guaranteed transfer and guided pathways](#) outline some pathway opportunities.

Communication between Partners

Both LEP and IHE counselors, teachers, and administrators can develop methods to communicate student progress, identify needed supports, and determine appropriate next steps for students.

LEP & IHE Communications

Once an LEP teacher has been approved by an IHE to teach a CE course at the LEP location (see below), the IHE is responsible for ensuring the academic integrity of each course taught. Effective collaboration between college departments and high school CE instructors can ensure consistency and required rigor, and help to integrate approved high school faculty into the college culture.

See [Eagle County Schools](#) & [Falcon 49](#) case studies for example model practice ideas for LEP & IHE communications.

Example Practice: LEP & IHE Communications

Consider including newly appointed CE instructors in college and departmental programs, such as workshops and seminars, professional faculty organizations, department meetings, campus in-services, and other professional development opportunities.

Internal LEP Communications

Communication within the LEP across schools and/or across disciplines (counselors, administrators, teachers, etc.) is equally vital. A well-supported CE program includes buy-in from multiple partners within the LEP to ensure broad access to CE and alignment of CE with students' postsecondary goals to best support students in their pathway.

Example Practice: Internal LEP Communications

Counselors, teachers, and administrators support successful implementation of CE, both at the high school and district levels. Such meetings could provide:

- *Clear, consistent communication on implementation of CE program, including determining student readiness, student support services, and sharing communications from IHE partners and CDE.*
- *Opportunity for questions, problem solving, and identifying areas for process improvement*
- *Discussion of process for student advising and awareness of new college programs*
- *Developing & implementing process for placement testing, completion of CE paperwork and college registration.*
- *Receiving updates from partner IHEs on paperwork, placement testing, prerequisites, new courses offerings and general IHE policies.*
- *Designing processes specifically to support low-income students to access CE and potential financial supports*
- *Creating a network of support as a go to for clarifying questions, reminders of policy/procedure, and space to offer creative ideas/solutions.*

See [Aurora Public Schools](#) case study for model practice ideas for internal LEP communications.



Approval of High School Teachers as IHE Adjunct

High school teachers seeking approval to teach CE courses must meet the same hiring requirements as other faculty at the IHE. For guaranteed transfer classes in the liberal arts and sciences, it is common practice for an instructor to have a master's degree in the subject area, or a master's degree with successful completion of at least 18 graduate-level credits in the subject area, regardless of whether the credits were part of the master's degree. For the majority of classes in career and technical education (CTE), an instructor must be eligible to obtain a postsecondary credential in the specific CTE area from the IHE in which the faculty would be teaching. It is the IHEs responsibility to review a candidate's qualifications to instruct a course. These requirements are largely in alignment with the IHEs accreditation requirements (see below).

See [Falcon 49 case study](#) for example model practice ideas for approval of high school teachers as adjunct.

It is important to note, however, that meeting the minimum requirements to qualify as an adjunct professor does not automatically lead to employment by the IHE. Final hiring decisions for adjunct instructors remain the domain of the individual college/university and frequently reside with the individual department chair(s).

IHE Accreditation Requirements

The [Higher Learning Commission](#) (HLC) accredits degree-granting postsecondary institutions in the North Central region, which includes IHEs in Colorado. HLC has [established guidelines](#) to assure the academic integrity of CE programs and courses at their accredited institutions. These guidelines include: faculty credentials and qualifications, orientation and training; rigor of courses/programs and curricular standards; expectations for student learning and learning outcomes; access to learning resources; and institutional monitoring, oversight, and transparency.

Work-Based Learning in Concurrent Enrollment

[House bill 15-1275](#) clarified that work-based learning opportunities, such as course work related to pre-apprenticeship programs and internship programs may be included in concurrent enrollment programs. These programs provide an opportunity to establish partnerships between LEPs, IHEs, and industry partners.

The Concurrent Enrollment Advisory Board (CEAB) worked with various stakeholders to develop [recommendations for Work-Based Learning in Concurrent Enrollment](#). The recommendations include information on implementing these opportunities utilizing current practices, as well as recommendations for further consideration to expand and enhance these opportunities. Please note that these recommendations are a snapshot in time and are not inclusive of all work-based learning opportunities. The recommendations will remain a living document and as appropriate, stakeholders will make updates and incorporate additional guidance in other resources.

ASCENT

ASCENT stands for Accelerating Students through Concurrent ENrollment. Students who have completed at least 12 credit hours of postsecondary credits prior to completion of their 12th grade year may be eligible for the ASCENT Program. They remain students in their LEP for one year following their 12th grade year, and the LEP receives ASCENT specific per-pupil state funding that it uses to pay their college tuition at the resident community college rate. Students receive their high-school diplomas at the end of their ASCENT year. Funds for the number of available slots for ASCENT participants are subject to available state appropriations annually.



Guidelines

The Concurrent Enrollment Advisory Board (CEAB) approves [guidelines for the administration of the ASCENT program](#), in alignment with state requirements, which provide additional guidance on ASCENT eligibility, enrollment, funding and school procedures outlined below.

Eligibility

Students eligible for the ASCENT program must:

- Complete, or be on schedule to complete, at least 12 credit hours (semester hours or equivalent) of transcribed postsecondary course work prior to the completion of their 12th grade year*;
- Not be in need of basic skills coursework in their selected pathway;
- Have been selected for participation in the ASCENT program by their high school principal or equivalent school administrator;
- Have satisfied the minimum prerequisites for the course(s) before their enrollment in the course(s), and;
- Have not participated in the ASCENT program in previous years

*Note: Does not include Advanced Placement (AP), International Baccalaureate (IB), College Level Education Program (CLEP), prior learning, or experiential courses, unless these courses/experiences have been converted to transcribed credits on a college transcript.

Example Practice: ASCENT Eligibility

LEPs should determine whether ASCENT is the best option for eligible students based on the student's pathway and financial options before finalizing requests for slots to the Department.

LEPs often use the following factors to determine best fit:

- *Meeting high school graduation requirements*
 - *It is not a state requirement that a student complete high school graduation requirements in order to be eligible for ASCENT, however, a student must complete any remaining high school requirements during the ASCENT year.*
- *Completion of the FAFSA*
 - *For students eligible to receive a full Pell Grant, ASCENT may not be the best financial option.*
- *Completing applications for any state, institution, or private financial aid*
- *Applying for admissions into IHEs that meet the student's postsecondary goals*
 - *This may provide a student with an option to attend an IHE of their preference if the LEP does not have an agreement for ASCENT with that IHE.*

Enrollment & Attendance

ASCENT program participants are classified as either full-time or part-time depending on the number of credit hours of college courses they are attending on October 1 of their ASCENT year. Students enrolled in 12 or more postsecondary credit hours will be considered full-time students, and their LEPs will receive full-time funding. Students enrolled in 3 credit hours, but fewer than 12 credit hours will be considered part-time students, and their LEPs will receive part-time funding.



Attendance needs to be collected for ASCENT students as part of the October count. If students are not attending any classes at the LEP, the district must be prepared to provide alternative verification of attendance. Verification examples include:

- A form provided to the student, who is then responsible for having his/her college instructor(s) or IHE employee sign to attest that he/she has met the attendance requirements.
- A form completed by a designated district or IHE employee who signs to attest that the student has met the attendance requirements. This may be in the form of a roster where an employee could, on one form, indicate attendance for multiple students

At minimum, the form needs to show verification that the student was in attendance in at least one (1) course on the count day.

- If the student is not in attendance on the count day, the form needs to show verification that the student was in attendance in at least one (1) course for one (1) day (in the current school year) prior to the count day AND one (1) day within the 30 days following the pupil enrollment count day.

Further information can be seen [here on attendance requirements](#) for ASCENT, and example forms can be found on the [CDE website here](#).

Funding

ASCENT is not funded through regular PPR as CE is. LEPs with students participating in ASCENT receive a separate allocation for ASCENT students that is subject to available state appropriations each budget year. The amount appropriated each year specifies a standard amount for ASCENT FTE that is used for all ASCENT students.

[Senate Bill 15-138](#), allows an LEP that receives funding for ASCENT to use the funds over two academic years. For example, ASCENT funding received in the 2015-16 school year can be used for students participating in the 2015-16 or 2016-17 school years:

- If an LEP is allocated ten (10) ASCENT slots in fiscal year 2015-16, and in October of 2015 only utilizes eight (8) slots, the LEP has the option to retain the funding for the remaining two (2) slots to use for students who are admitted to participate in ASCENT in the 2016-17 school year.
- If the LEP does not utilize the two (2) remaining slots during the 2016-17 school year, funds must be returned to CDE at the end of fiscal year 2015-16.

Please note that the ability to use an ASCENT slot in the subsequent fiscal year does **not** mean a student that is eligible during the 2015-16 school year can continue for a second year or transfer ASCENT years.

Request Process

Local Education Providers submit their initial requests to the Department by February 1st for ASCENT participants for the next school year. LEPs then have until May 1st to submit an official affidavit with final ASCENT participant numbers for the next school year, along with a list of participating students. On or before June 1st, LEPs receive notification of the number of ASCENT slots that have been allocated to them.

Allocation Model

The CEAB developed a system to allocate ASCENT slots to LEPs fairly in the case that the number of qualified students exceeds the number of funded slots:

- Currently participating LEPs will receive a minimum number of ASCENT slots equal to those utilized by students during the current school year.

- New LEPs will receive up to 10 slots for the first year or the number requested if less than 10
- If additional spaces are available, half the remaining slots will be distributed via the LEPs free and reduced lunch (FRL) rate as a proration
- The other half of remaining slots will be proportionally distributed based on LEP size, to LEPs that did not receive spaces under the FRL distribution
- Unused spaces may be returned to the general pool and reallocated to LEPs, based on appeal

Example Practice: Distribution of limited ASCENT slots

In the case that an LEP is not allocated the same amount of slots as requested, LEPs should create a system to prioritize students for ASCENT participation. Some examples of policies or practices LEPs use to distribute limited ASCENT slots within an LEP include:

- *Splitting 1 FTE slot to cover 2 students to enroll in ASCENT part-time.*
- *Prioritizing based on the objectives of the ASCENT program [C.R.S. 22-35-108 (1)]:*
 - *Increasing participation in postsecondary education, especially among low-income and traditionally underserved populations,*
 - *Decreasing number of students who do not complete high school*
 - *Decrease time required for student to complete a postsecondary degree or certificate.*
- *Prioritizing students based on time to completion of a postsecondary degree/certificate by the end of the ASCENT year.*
- *Requiring student to submit letter(s) of recommendation/support.*
- *Requiring students to submit written response outlining interest and individual benefit of ASCENT.*



Case Studies

The following case studies provide information on the policies and practices for the implementation of Concurrent Enrollment at various LEPs. While there are some specific state level policies required, the implementation of CE can vary between LEPs and IHEs. These case studies can provide examples to LEPs as they determine what works best for their CE program.

Eagle County Schools

“Keep it as simple as possible. We’ve tried to make [Concurrent Enrollment] part of the fabric of what we do . . . to get as many kids as far down the [postsecondary] track, as affordably as we can.”

Overview:

Eagle began offering dual enrollment opportunities through Postsecondary Enrollment Opportunities and Fast Tracks programs in 2002-03. They began transitioning to CE in 2010-11, and are looking forward to increasing opportunities in CE further beginning next year with having more high school teachers approved as adjunct with their partner institution, Colorado Mountain College.

Number of high schools in district participating in CE: Four (4) high schools

Institution of Higher Education CE partners: Colorado Mountain College (CMC)

ASCENT: Colorado Mesa University

Other dual enrollment opportunities:

- Advanced Placement (AP): In determining the type of dual enrollment offered, if a district school is unable to find a qualified instructor to teach Concurrent Enrollment, the school will offer an AP course instead. The district attempted to offer AP and CE together in the same class, but the content and depth of knowledge expected did not align.

Academic Plan of Study Alignment:

- The district uses CE as an opportunity to coach students to prepare them for college, as a soft transition. The high school has been able to use concurrent enrollment to increase the rigor of high school course work, aligning to college course syllabi and scheduling.
- The district believes that with CE there must be a pathway to a degree, finishing the general education sequence, and for aligning opportunities from high school to postsecondary.

Creative Funding:

- Eagle has incorporated the payment for student share of tuition into the district’s general fund.
- 2014-15 & Prior:
 - CE courses on high school campus: district paid tuition, IHE reimbursed cost of teacher.
 - CE course on IHE campus: district pay tuition
- Beginning 2015-16 for CE courses on high school campus:



- Taught by high school teacher: IHE will waive tuition
- Taught by IHE faculty: District will only pay cost to cover IHE faculty

Partnerships between district and IHE:

- District representatives meet with CMC three to four times per year to talk about offerings, scheduling, faculty issues, and adjunct issues.
- CMC provides course curriculum/content for CE courses, and Eagle is working on how to align CE courses with Colorado Academic Standards.
- CMC is also retooling their CE courses for similar alignment to get better articulation of the content.

Colorado Springs District 11

“The decision [to implement Concurrent Enrollment] has to be focused on the kids. Concurrent Enrollment is a transformational catalyst, you have to get buy-in from the top and make it a comprehensive approach.”

Overview

In 2013-14, D11 began looking closely at how postsecondary opportunities were being used across all high schools in the district (including alternative schools), and how to align opportunities, including Concurrent Enrollment, extended studies, AP and IB. D11 made a decision to implement a variety of postsecondary programs, at no cost to students, which are inventive, customizable, and accessible to all students.

Number of high schools in district participating in CE: 7 (4 comprehensive and 3 alternative).

Institution of Higher Education CE partners: Pikes Peak Community College, Adams State University, Metro State University, University of Colorado-Colorado Springs, University of Colorado-Denver, and Colorado State University-Pueblo.

ASCENT: Pikes Peak Community College and University of Colorado – Colorado Springs

Academic plan of study alignment:

- D11 has developed a specific postsecondary focused ICAP, in addition to the comprehensive ICAP, specifically focusing on postsecondary transition milestones, starting in the 9th grade. This ICAP is used as a backwards planning tool, rather than forwards planning. With the end goal of the student’s postsecondary credential as the starting point, the ICAP can be used to outline appropriate CE opportunities early on in the student’s pathway.
- D11 is in the process of piloting a program where the ICAP is used to directly register and schedule students for classes. Each student would make a 4-year plan of study (ICAP) in the 9th grade and use that to develop the student’s schedule & registration directly. The idea is to make the registration process student led, and not dictated by scheduling constraints. Students would be seen as owners and directors of the ICAP, with D11 just ensuring that it aligns to graduation requirements. This does require alignment of D11’s database for registration/scheduling and their ICAP tool.

**Alignment and access to postsecondary opportunities:**

- D11 is using and has aligned multiple postsecondary opportunities, which required financial and visionary support from the school board and superintendent, as well as buy in from families and students. D11 outlined five principles to frame the need for the availability and access to these postsecondary opportunities:
 - Equitable Access
 - All students must have access to provide academic rigor and self-confidence for transition from high school to postsecondary institutions.
 - Academic Rigor
 - Postsecondary classes on high school campuses provide access to rigor, but with added emotional support and no fiscal risk. Off-site postsecondary opportunities are available as well.
 - Transitioning
 - Transitioning is tiered. Students may access postsecondary opportunities onsite with their current adjunct high school instructors, on a centralized D11 campus, or at one of the local 2-year or 4-year institutions. Transitioning to an offsite postsecondary campus prior to “soft” transitional success in high school is stressful and creates a much higher failure/withdraw rate.
 - Graduation Requirements
 - Changes in graduation requirements in the district will place a greater emphasis on postsecondary credit attainment. Performance frameworks also rely upon related metrics.
 - Fiscal Prudence
 - Multiple postsecondary options allow for negotiable pricing and opportunities. It is a best fit for students to pick their scalable fiscal responsibilities. Postsecondary common course numbering system has created consistent delivery of transferable credits under gtPathways.

Falcon 49

Concurrent Enrollment is providing “support for building a seamless continuum between high school and college.”

Overview

Prior to the 2014-15 school year, Falcon 49 developed a new position, Director of Concurrent Enrollment, to support the growth and implementation of its CE program. This increased focus on CE provides the district the opportunity to develop clarified policies and processes for determining the readiness of students to participate in CE, for preparing K12 teachers to become qualified college adjuncts, as well as to strengthen the alignment between high school and college with the partnership of their teachers and IHE faculty.

Number of high schools in district participating in CE: 6 (3 comprehensive, 1 online, 1 alternative, and 1 part-time home school options school).

Institution of Higher Education CE & ASCENT partners: Pikes Peak Community College, University of Colorado Colorado Springs, and Community College of Denver.

**Determining readiness for CE:**

- Prior to approval for participation in CE, students must complete a student request form, which asks students to write a statement of interest for participation.
- Rising 9th and 10th graders interested in participating must also complete a College Readiness Assessment. This is a teacher developed tool used to identify soft skills needed for being ready for college level expectations. Teachers are asked to write recommendations and to scale students on criteria including:
 - Overall character/Student conduct
 - Maturity/Self-advocacy/Working independently
 - Attendance
 - Quality of work/Work ethic/Time management
 - Critical thinking/Methods
 - Participation (discussion, group dynamics)

Partnership between District and IHE:

- Falcon 49 and their primary partner institution, Pikes Peak Community College (PPCC), have established collaborations between high school and college faculty to support building a seamless continuum between high school and college.
- While this has been helpful in supporting high school teachers that have been approved as adjunct in teaching concurrent enrollment courses, it is also being used to inform Falcon 49's traditional high school curriculum.
- This is helping guide weighting of standards in high school courses – where to emphasize, and what to focus on at the end of a course/sequence based on what will be at the beginning of the following college course.
- There are six (6) faculty collaboration meetings per year between high school and college faculty.
 - 2 for math, 2 for English, 2 for bio/science
 - College faculty provide syllabi, scope/sequence, lesson plans, and exam study guides to high school teachers in order to better align high school courses.
- As a result of these collaborations, PPCC has also requested to have Falcon 49 high school science teachers teach a summer semester class at Pikes Peak CC designed to teach science to future elementary/middle school teachers.

Process for approval of high school teachers as IHE adjunct:

- Falcon is working to better outline and clarify the requirements and approval process necessary for a high school teacher approved to teach concurrent enrollment as an IHE adjunct.
 - In order for a high school teacher to be considered for approval as an IHE adjunct, the teacher must have a master's degree in the specific content area or any master's degree and 18+ credits in graduate level content area.
 - Because many Falcon 49 teachers have master's degrees in education, they needed better understanding of the selection of graduate level courses that are most desirable to meet the requirement for 18+ credits in a content area.
 - Falcon 49 is working with individual department chairs to map out which content level courses count towards master's content courses and have currently developed course maps for math and biology/chemistry graduate courses.



- Falcon 49 is partnering with online IHEs to provide improved access to master’s level course work for high school teachers interested in becoming IHE adjunct.
 - Falcon 49 is providing tuition scholarships to select teachers (college adjunct candidates) and is asking teachers to commit to “teaching back” CE courses in the district for district-funded graduate level courses.
- The district is exploring changing high school teacher job descriptions to include those that have adjunct experience, and provide higher pay for this experience.

Aurora Public Schools

“We’re about degree seeking – not to have a student take one CE class, but to have every student in a CE program on a path to receive an Associates of Arts or higher. The emphasis is to graduate from college.”

Overview

Aurora Public Schools (APS) and the Community College of Aurora were on the forefront of implementing CE, and their program was instrumental in providing insight into the development of the Concurrent Enrollment Programs Act to guide implementation of CE across the state. With this experience, APS has been able to continue to fine tune and provide clarified and consistent policies and procedures for implementing CE equitably and broadly across the district.

Number of high schools in district participating in CE: Every high school participates in CE and ASCENT – 7 high schools, including an Options program, a Rebound Program, and Pickens Tech.

Institution of Higher Education CE & ASCENT partners: Community College of Aurora, Metro State University, CSU Pueblo.

Building a Concurrent Enrollment Program:

APS has developed a basic outline for their schools to learn about the main components needed to build a CE program for their individual high schools. This outline can also be helpful for any LEP looking to start or grow their Concurrent Enrollment opportunities.

I. Where to Begin

- a. Building a relationship between your school district and Community College Administration (*see Cooperative Agreement section in this document, pg. 5*)
- b. Establishing a State-wide agreement (*Student Application, pgs. 5-6*).
- c. Identifying and Certifying Adjunct Professors (*Approval of HS teachers as IHE adjunct, pg. 9*)

II. Building student competency and interest

- a. Registering students for the community college/test preparation
- b. Intentional Skills Preparation in English and math classes
- c. Scheduling and coordinating testing procedures

III. Testing and Individual Student Registration

- a. Test administration
- b. Individual 1:1 review of test results and course eligibility
- c. Review of registration procedures and paperwork



- d. Identifying students for On-Campus enrollments
- IV. **Building Course(s) into the master schedule**
- V. **Training of Adjunct Professors**
- VI. **Data analysis around student performance and best practices for student recruitment**

Alignment and Communication within the District:

APS developed a CE Master Calendar to outline all the various components needed to be in place throughout the year for students, counselors and teachers, to participate in CE. Below is a small sampling of monthly calendar items:

APS Concurrent Enrollment Master Calendar (excerpt only)

August

- 8/1 District CE Committee Meeting (*see below for information on monthly meetings*)
- 8/12 Accuplacer Testing
- 8/9 New Adjunct Professor Training at IHE
- 8/15 Submit paperwork for Fall semester HS Campus registrations
- 8/18-8/22 Classroom Instruction “High School vs. College Expectations” – IHE Professor
- 8/23 New Student Orientation at IHE

September

- 9/22-9/26 Register all Foreign Language, CORE 3, Hon. Alg. 2 & Trig students for an S#

October

- 10/13 – 10/17 Collect Paperwork for IHE Campus Spring semester students
- 10/20 – 10/24 Accuplacer testing for CE Foreign Language students & CHE 101

November

- 11/12 Final Spring IHE Campus Student approval for enrollment
- 11/21 Final Submit of Yearlong courses paperwork

December

- 12/9 Accuplacer Testing for all MAT025 and non-registered MAT 055 students

January

- 1/22 Submit Paperwork for High School CE Spring Semester Classes
- 1/30 Submit initial list for ASCENT Students

February

- 2/19 Finalize ASCENT Eligible List
- 2/23-2/27 Organize for IHE Application Process (for S #'s for Accuplacer)

March

- 3/2-3/12 Finalize S#'s & Accuplacer test schedule

April



- 4/7-4/10 Accuplacer testing & initial course registration paperwork for next school year
- 4/29 IHE Campus registrations & authorizations

May

- 5/6 Finalize ASCENT Enrollment for next year
- 5/11-5/15 Initial verification of course eligibility for next year

Course Alignment

APS offers a significant number of CE courses on their high school campuses. In order to support students, teachers, and counselors in knowing the prerequisites required for participating in these courses, APS developed a matrix outlining courses taught on their high school campuses and their corresponding Accuplacer, ACT, or course completion requirements. Below is an excerpt of this matrix:

CONCURRENT ENROLLMENT CLASSES AT APS HIGH SCHOOL		
COURSE	ACCUPLACER Requirement	ACT Requirement
English Composition I (ENG 121)*	SS 95, RC 80	E 18, R 17
English Composition II (ENG 122)*	COMPLETION OF ENG 121	COMPLETION OF ENG 121
Humanities 122 *	SS 70, RC 62	E 17, R 16
Algebraic Literacy Yearlong (MAT 025-MAT 055)	EA 45-59	NONE
Algebraic Literacy (MAT 055)	EA 60-84	NONE
College Algebra (MAT 121) *	EA 85+	M 23
College Trigonometry (MAT 122) *	CLM 63-102	M 24
College Calculus (MAT 201)*	CLM 103	M 28 (or IB Calculus score 3+)
Spanish 112 (IB Spanish 3)*	SS 70, RC 62	E 17, R 16
Spanish 211 (IB Spanish 4) *	SS 70, RC 62	E 17, R 16
CIS 115 Intro to Computer Info Systems	SS 70, RC 62, EA 60	E 17, R 16, M16
CNG 101 Intro to Networking	SS 70, RC 62, EA 60	E 17, R 16, M16
* - denotes Guaranteed Transfer (GT)		

For reference only, please consult with your partner IHE to determine their requirements for participation in these and any CE courses.

Monthly Counselor Meetings

APS also maintains monthly meetings between counselors at each high school campus participating in CE to ensure clear and consistent communications and implementation of their program across the district. APS has identified the opportunities and benefits for continuing to support these regular meetings:

- Schedule monthly meetings at rotating high schools, a necessity for clear communication.
- Bring questions/issues from counselors in home buildings, problem solve as a team.
- Discuss processes for advising students, learn about existing new college programs



- Discuss processes for testing and completing CE paperwork, registration on college campus
- Receive updates from college on paperwork, testing, prerequisites, new courses, policies
- Receive updates for ASCENT and CE guidelines from CDE
- Offer ideas to college that could improve CE (e.g., offering AAA 101 to CE students, not just ASCENT; scholarship specific to CE students, etc.)
- Offer ideas to APS to streamline and support CE (e.g., CCA tab for S# and test scores in IC for immediate access, course coding in student information system)
- Learn how to advise admin, high school teachers around new courses, adjunct approvals
- Determine dates for college staff to visit high schools
- Design process for supporting low income students to purchase books at college bookstore
- Creating a network for counselor support. Colleagues to ask “quick questions”, remember past policies and procedures, and pitch ideas.
- Learn to be the expert at each respective high school and contact for parents.



Resources

[CDE Concurrent Enrollment Website](#)

Frequently Asked Questions & Fact Sheets

- [Concurrent Enrollment Programs FAQs](#) (applicable to both CE and ASCENT)
- [Concurrent Enrollment Specific FAQs](#)
- [ASCENT Specific FAQs](#)
- [CE Fact Sheet](#)
- [ASCENT Fact Sheet & Map](#)

Suggested Models for Documentation

- [Concurrent Enrollment Cooperative Agreement](#)
- [ASCENT Cooperative Agreement](#)
- [Concurrent Enrollment Student Application](#)
- [ASCENT Student Application](#)
 - [Spanish ASCENT Student Application](#)

Funding and Attendance Guidance

- [2015 October Count Resource Guide](#) (pgs 17-22 CE information)
- [Concurrent Enrollment Funding Determination Summary](#)
- [Concurrent Enrollment/ASCENT Attendance Guidance](#)
 - [Attendance Form Examples](#) (click on “Sample attendance for Concurrent Enrollment/ASCENT”)

ASCENT

- [ASCENT Guidelines](#)
- [ASCENT Webpage](#) – includes information on eligibility and allocation model
- [ASCENT Submission Request Process](#)

Concurrent Enrollment Advisory Board

- [Board Responsibilities & Current Members](#)
- [Board Meeting Schedule and Resources](#)

Higher Education Resources

- [Guaranteed Transfer and Guided Pathways](#)
- [IHE Concurrent Enrollment Contacts](#)
- [HLC Dual Enrollment Guidance](#)
- Policy outlining [service areas of Colorado public IHEs](#)
- Colorado Community College System [service area map by county](#)

Policy

- [Colorado Revised Statute](#), 22-35-101 et seq.
- [Rules for the CE Program](#)
- [2014-15 School Year CE Legislative Report](#)