Concurrent Enrollment Partnerships

Carl Einhaus
Director of Student Affairs, DHE

Michelle Camacho Liu
Office of Postsecondary Readiness, CDE

February 2016
Concurrent Enrollment
Overview
What is Concurrent Enrollment?

“... 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...”

Source: 22-35-103(6)(a), C.R.S.
Legislative Intent

- Improve quality
- Broaden access, particularly for underserved students
- Motivate students & support PWR
- Accelerate progress towards a postsecondary credential
- Improve coordination between K-12 & higher ed
- Ensure financial transparency and accountability
- Create the “5th year” ASCENT program
P-20W Data Linkages

K-12 Student

College Student

Teacher

Employee
Partnerships
Work-Based Learning in CE

- “... may include course work related to apprenticeship programs or internship programs ...”

- Partnership between an institution of higher education (IHE), an industry partner, and the local education provider (LEP)
  - Sector Partnerships

- Aligned to postsecondary degree/certificate program

- Pre-apprenticeships

- Internships - current opportunities in CCCS Plans of Study
  - updating/aligning K-12 work-study policies
Partnership: Agreements

- **Cooperative Agreements**
  - Credit – HS & Postsec
  - Qualifies for degree/cert
  - Negotiated Tuition
  - LEP & IHE establish program of study
  - Plan for LEP to provide ongoing counseling/planning

- **Tuition Negotiations**
  - Courses on IHE campus
  - Courses on HS campus
  - Discounts per tuition policy of IHE
  - **Districts pay tuition directly to college**
  - No student reimbursement
  - No requirement to pay to earn credit
Partnership: Pathways & Communications

- **LEP responsible for:**
  - Determining eligibility of students
  - Courses aligned to the students’ pathway

- **IHE responsible for:**
  - Course content
  - Placement requirements
  - Quality of instruction

- **Communications:**
  - Student progress & supports
  - Pathways for students
    - Guaranteed transfer and guided pathways
  - High school & college faculty collaborations – support seamless continuum between high school and college
  - Approval of HS Teacher as IHE adjunct
“Clarification” for 9/1/17:

- moving expectations to an “assumed practice” … or put differently, from suggestions to requirements

- “The institution must assure that the faculty members teaching dual credit courses hold the same minimal qualifications as the faculty teaching on its own campus.”
**HLC Guidelines Clarification**

- **For Academic Programs and Courses (e.g. science, history, psychology, etc.)**
  - Master’s Degree (or higher) in the content area being taught (e.g. chemistry, political science, etc.); or
  - Any other Master’s Degree + 18 hours of graduate credit in the specific content area
  - This would apply to any gtPathway course being taught

- **For Career and Technical Education Courses**
  - Specific expertise in the area of instruction. This can be demonstrated by a bachelor’s degree in the field and/or a combination of education, training and tested experience
  - IHE’s who use “tested experience” as a basis for hiring must have a well-defined policy and procedure – it should describe a minimum threshold, be consistent and transparent
Extension Details:
Any institution or recognized state consortium can apply by September 2016 for a five year extension for these guidelines for CE instructors ONLY – IHE’s will have until September 2022 to comply if approved for the extension.
Qualifying Teachers for CE Opportunities

**CCETI/COSI:**
- CCETI – up to 50 social studies teachers to pay for all tuition and fees for 18 grad credit hours for US History
- Applications Due May 1, 2016 to Robert.Mitchell@dhe.state.co.us

**CSU Global:**
- CE grad courses, online, in math and English
- Beginning this summer at roughly $300 per credit hour
Pell Grants for CE Experiment

- US Department of Education Experimental Sites Initiative
  - Letters of Intent were submitted by Feb 1, 2016
  - Check with IHE partners if applied
  - Reporting and Evaluation

- ESSA – Federal guidance expected in Fall 2016
Concurrent Enrollment Advisory Board
<table>
<thead>
<tr>
<th>Representatives From:</th>
<th>Representing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary &amp; Secondary</td>
<td>Rural public school or school district</td>
</tr>
<tr>
<td>Education</td>
<td>District w/ low % of HS grads enrolling in higher ed</td>
</tr>
<tr>
<td></td>
<td>CDE Dir of Accreditation (or rep)</td>
</tr>
<tr>
<td></td>
<td>Wild Card (Counselor)</td>
</tr>
<tr>
<td>Higher Education</td>
<td>Community College</td>
</tr>
<tr>
<td></td>
<td>Community College</td>
</tr>
<tr>
<td></td>
<td>Public 4-yr Institution</td>
</tr>
<tr>
<td></td>
<td>Local District College</td>
</tr>
<tr>
<td>Postsecondary CTE</td>
<td>Elem &amp; Secondary Education</td>
</tr>
<tr>
<td></td>
<td>CCCS Director of CTE</td>
</tr>
<tr>
<td>Governor Appointees</td>
<td>Postsecondary counseling, admissions &amp; financial aid</td>
</tr>
<tr>
<td></td>
<td>Public budget &amp; finance</td>
</tr>
<tr>
<td></td>
<td>Wild Card</td>
</tr>
</tbody>
</table>
What does the CEAB do?

- **Duties**
  - ASCENT Guidelines
  - Advising /assisting LEPs and IHEs in cooperative agreements.
  - Recommending improvements or changes to state policies to better accommodate CE programs.
  - Annual report to the state board of education and the Commission on Higher Education on the above.

- **Priorities**
  - Teacher Qualifications
  - Promising Practices
    - Rural concerns
    - Processes

- **Meetings**
  - Open to the Public – call-in option!
  - ~ Every 2 Months - Usually 4th Thursday, 1-4pm
  - [CEAB Meetings Webpage](#)
Concurrent Enrollment Participation & Outcomes

CE Annual Legislative Report
2013-14 School Year
Concurrent Enrollment Participation

![Graph showing concurrent enrollment participation from 2009-2010 to 2013-2014, with a steady increase in enrollment.]
Concurrent Enrollment Districts

94% of districts and 80% of high schools participating in CE
Concurrent Enrollment Participation by Race/Ethnicity

- State Total (K-12):
  - Asian: 3.5%
  - African American/Black: 55.0%
  - Hawaiian/Pacific Islander: 21.0%
  - Hispanic/Latino: 32.8%
  - Native American/Alaskan Native: 4.7%
  - White: 3%
  - More than one race/ethnicity: 3%
  - Nonresident Alien: 3%
  - Unknown/Did not answer: (<1%)

- CE:
  - Asian: 4.0%
  - African American/Black: 56.0%
  - Hawaiian/Pacific Islander: 21.0%
  - Hispanic/Latino: 56.0%
  - Native American/Alaskan Native: 4.7%
  - White: 32.8%
  - More than one race/ethnicity: 3%
  - Nonresident Alien: 3%
  - Unknown/Did not answer: (<1%)

- ASCENT:
  - Asian: 48.7%
  - African American/Black: 44.2%
  - Hawaiian/Pacific Islander: 3%
  - Hispanic/Latino: 3%
  - Native American/Alaskan Native: 3%
  - White: 3%
  - More than one race/ethnicity: 3%
  - Nonresident Alien: 3%
  - Unknown/Did not answer: (<1%)
<table>
<thead>
<tr>
<th>Two-Year Public Institutions</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims Community College</td>
<td>462</td>
</tr>
<tr>
<td>Arapahoe Community College</td>
<td>1886</td>
</tr>
<tr>
<td>Colorado Mountain College</td>
<td>185</td>
</tr>
<tr>
<td>Colorado Northwestern Community College</td>
<td>113</td>
</tr>
<tr>
<td>Community College of Aurora</td>
<td>1181</td>
</tr>
<tr>
<td>Community College of Denver</td>
<td>535</td>
</tr>
<tr>
<td>Front Range Community College</td>
<td>912</td>
</tr>
<tr>
<td>Lamar Community College</td>
<td>125</td>
</tr>
<tr>
<td>Morgan Community College</td>
<td>213</td>
</tr>
<tr>
<td>Northeastern Junior College</td>
<td>79</td>
</tr>
<tr>
<td>Otero Junior College</td>
<td>326</td>
</tr>
<tr>
<td>Pikes Peak Community College</td>
<td>426</td>
</tr>
<tr>
<td>Pueblo Community College</td>
<td>599</td>
</tr>
<tr>
<td>Red Rocks Community College</td>
<td>913</td>
</tr>
<tr>
<td>Trinidad State Junior College</td>
<td>254</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8209</strong></td>
</tr>
</tbody>
</table>
### Concurrent Enrollment and ASCENT Credentials Sought

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>CE Students</th>
<th>ASCENT Students</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (less than 1 year)</td>
<td>584</td>
<td>8</td>
<td>592</td>
</tr>
<tr>
<td>Certificate (at least 1 year, less than 2)</td>
<td>266</td>
<td>7</td>
<td>273</td>
</tr>
<tr>
<td>Associates Applied Science</td>
<td>1,321</td>
<td>50</td>
<td>1,371</td>
</tr>
<tr>
<td>Associates of General Studies</td>
<td>1,169</td>
<td>29</td>
<td>1,198</td>
</tr>
<tr>
<td>Associate Degree (AA or AS)</td>
<td>6,782</td>
<td>187</td>
<td>6,969</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>1</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>
## Concurrent Enrollment and ASCENT Credentials Earned

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>CE Students</th>
<th>ASCENT Students</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (less than 1 year)</td>
<td>719</td>
<td>15</td>
<td>734</td>
</tr>
<tr>
<td>Certificate (at least 1 year, less than 2)</td>
<td>25</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Associates Applied Science</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Associates of General Studies</td>
<td>24</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>Associate Degree (AA or AS)</td>
<td>130</td>
<td>24</td>
<td>154</td>
</tr>
<tr>
<td>Total</td>
<td>905</td>
<td>52</td>
<td>775</td>
</tr>
</tbody>
</table>

This is a 23% increase over last year’s credential completion total.
Enrollment in college fall after graduation
78% compared to 51% of students not dually enrolled

Cumulative credit hours first year of college
36 credit hours vs. 27 credit hours for students not dually enrolled

First year retention rates
82% compared to 79% of students not dually enrolled

First year college GPAs
2.79 compared to 2.64 for students not dually enrolled
Questions?

Carl Einhaus  
Carl.einhaus@dhe.state.co.us  
303.974.2676

Michelle Camacho Liu  
liu_m@cde.state.co.us  
303.866.6596

CE Legislative Report, 2013-14