

**Concurrent Enrollment Advisory Board
Meeting Minutes**

Date: April 22, 2021

Time: 1:00-4:00pm

Location:

Online via Zoom

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P	Kim Maxwell	P	Mark Thompson
P	Chico Garcia	P	Violeta Apodaca
P	Danny Martinez	P	Andy Tucker
P	Diana Zakhem	P	Sarah Heath
A	David Vetter	A	Susan Clough
P	Jenise Rosa	P	Tammy Ward
A	Bobby Pace	P	Dahl Gehle
P	Mary Perez	P	Marty Goldberg

Michelle Romero

Welcome, Roll Call & Minutes Approval

-Meeting called to order at 1:01pm.

-Mark moved to pass minutes. Kim seconded.

Legislative Update

- Andy shared info about SB21-185 Concerning the Educator Workforce in Colorado. Intent is to increase the number of educators in education pathways to diversify the educator workforce. It creates the Teacher Recruitment and Education Preparation (TREP) program. This program is similar to ASCENT but offers 2 additional years of HS for students on an education pathway. It gives this board, like ASCENT, to set the guidelines for the program. This is a separate program from ASCENT – it will not affect ASCENT numbers. Program has a year to plan implementation and will start Fall 2022.

- Ray Chard, Aims CC, asked about part of the bill that addresses expanding adjunct licensure and thinking about the possibility of changing the adjunct title on the licensure to address concerns from the conversation discussed at the last meeting. Andy said that could be an internal recommendation at the department.



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- Sarah shared the pathway will require state agencies, 4-years, 2-years to convene and map out courses for a statewide agreement.

- Andy also shared CDIP (SB21-119) and ILOP (SB21-106) programs within the PWR office have possible upcoming changes depending on legislation.

COVID-19 Updates from CDE, CDHE, CCCS

-Andy: Schools are mostly back in person. SAT was done last week, most schools figured out a way to offer while being safe. Too early to know participation rates.

-Tammy: Down 8% in CE for the spring semester with some rural areas being up. Hard to predict for the fall with LEPs that are experiencing turnover and delayed scheduling processes.

CDE Updates – Michelle Romero

- **2021-22 CE Expansion & Innovation Grant Program Update**

Michelle shared the grant application closed on April 19.

- Received 27 applications (down from 2019 but up from 2020)
- Application review will occur on May with anticipated initial notifications to be sent during the week of May 17.

- **CE and ASCENT Cooperative Agreements Update**

Michelle shared that a request was made to update language in the section on accommodations on the cooperative agreement templates that the CEAB oversees.

- *(CURRENT language)*
 - f. Students who wish to request disability accommodations as provided in the Americans with Disabilities Act of 1990 (ADA) are encouraged to contact the IHE's disability services office. **Students who otherwise receive accommodations under IDEA must meet ADA requirements for concurrent enrollment courses.**
- *(PROPOSED language)*
 - f. **Students who otherwise receive accommodations under IDEA might not receive the same accommodations in concurrent enrollment courses. Learn more from the [CDE's Office of Special Education Technical Assistance document: Concurrent Enrollment for Students with Disabilities.](#)**

-Mark Thompson mentioned students and families do not use ADA and IDEA language but use special education or 504 plans. Can those terms be used instead? Michelle said these cooperative agreements are used between LEPs and IHEs so students and families would not necessarily see this document. However, after checking the sample CE student application CDE provides, no language on accommodations was found.

-Both Mary Perez and Kim Maxwell shared this has been an issue and at MCC, a separate application for accommodations was created. Kim will share with Michelle as a reference.

-Tammy suggested to postpone a board vote on updated language until the board has more time to review the language and the linked technical assistance document.

- **ASCENT**

Important upcoming dates for ASCENT:

- May 3: Deadline for submission of Intent to Participate (ITP) form
- End of May: CDE emails notifications of ASCENT slot allocation for 2021-22
- August 2: Deadline to notify CDE of release of NEW slots to avoid receiving 2021-22 funding and carrying forward into 2022-23
 - Date was moved up from August 13 as a result of the focus group who met to discuss carryforward formula
- Nov. 10: Deadline for districts to accept Student October Count data collection SNAPSHOT

CDHE Updates –

- **HEAR**

Mary Perez shared her discussion with the Colorado Admission Council at their meeting a couple of weeks ago. She mentioned many school counselors follow the HEAR recommendations on CDHE's website which for example dictate 4 years of English, Math, etc. but if say a HS sophomore passes college-level English, why have them take additional English courses if HEAR has been met? Clarification on CDHE's website to assist school counselors in understanding that 4 years are not necessarily required. At the meeting, Carl agreed to draft language to clarify, and the council agreed it would be helpful. Andy mentioned that the language has already been drafted the council will review it at their next meeting.

-Dahl asked if this update could be included at ICAP trainings for school counselors. Mary agreed and asked that this update be shared statewide. Andy said the department would use whatever communication channels we have once the update is approved and available.

Previous discussions follow up

- **Sharing out from attending any conferences**

None.

- **Sub-committee: CEAB Operations Procedure Manual**

Tammy shared the updating of the manual has been completed and is now posted on the [CEAB website](#).

- **Sub-committee: ASCENT Allocation Model**

Jenise Rosa provided context behind this sub-committee's work to draft a consideration on the ASCENT carryforward process with a focus on reassuring districts, who may have any concerns that returning unused slots "hurts" them the following year, that this new formula does not "ding" them. While LEPs are allowed to carryforward ASCENT slots, Andy mentioned having as many slots used by students in a year, rather than having several carry-forward slots, helps to preserve the ASCENT program.

Below is the [proposed revised carry-forward formula](#):

1. Year I: Original allocation met. Encourage the return of unused slots to decrease carryover #s.
 1. LEPs will not get 'dinged' the following year by returning unused slots.
 2. Receiving these returned slots is a one-time transfer to LEPs requesting additional slots.
2. Year II: Cap carry-forward requests to 10% of requests or 1, whichever is greater.



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1. In Year II, LEPs would still receive the same # of slots that they received in Year I, which is the "incentive" to return unused slots (without the fear that returning them would decrease the # of awarded slots).
3. Year III: Consider ratcheting down the percentage of slots that one is eligible to carry-forward. For example, year 2 = 10%, year 3 on = 5% OR 1 whichever is greater

-Tammy shared that the meeting with LEPs to garner early feedback on the proposal went well and no one at the meeting had any reservations on the formula. At the same time, Michelle mentioned context was shared by LEPs on why slots are carry-forwarded and that was helpful to hear. One idea was to create an online form (rather than via email to the department) for LEPs to return slots with an opportunity to share why slots were being returned, for both quantitative and qualitative data purposes to inform future understanding and changes.

-Tammy called for a vote to approve the revised ASCENT carry-forward formula. Ayes passed with no nays.

Public Input

-Bridget Junkala from Jeffco asked for clarification on the process for charters that request ASCENT slots. In the past, it was her understanding that districts and charters within that district could return/share their slots internally. Andy responded that charters who request ASCENT slots outside of their authorized district are seen as a separate LEP and request and either they utilize the slot or return back to the department and not their district.

-Woody Longmire from Harrison 2 shared his concerns about the overload of classes HS students endure if they are taking say 9-11 CE credits (part-time funding) and then have to add say 2 HS classes for the district to receive full-time funding. Andy responded it is in statute that 12+ CE credits = full-time funding but if there are any ideas to address Woody's concerns, please share.

-Liz Jackson, English faculty member from FRCC, shared information from National Council for Teachers of English (NCTE) guidelines regarding class size. Best practices include class size of 20 for composition courses for instructors to provide rigorous feedback, FRCC is at 24. But CE classes at the HS she sees go up to 35 and may not even include HS students not taking the course for college credit but are in the classroom. The workload is taking a toll on HS CE instructors. Discussions have occurred with HS administrators but not much progress in lowering class size.

- Others responded in their districts they follow the requirements their IHEs set for class size but the issue at the secondary-level is complex when trying to cap a class means having those extra students enroll in much larger classes or CE opportunities are cut.
- Tammy suggested including this topic as a session at the next CE Conference to continue this conversation.
- Sarah suggested working in competencies and experiential learning in the educator preparation career pathway in TREP to get future teachers ready to teach CE and to potentially take the burden off their "sponsor" teachers.

Action Plan and Next Steps

- Susan Clough is retiring which opens up a seat on the board.

Next meeting:

- Date: **July 22, 2021**
 - Location: Mark has offered to host in Pagosa if travel and in-person is allowed. If possible, a virtual option will be available.

Meeting Adjourned: 2:43pm.



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