

Concurrent Enrollment Advisory Board Meeting

Thursday, November 21, 2013

Littleton Public Schools - 5776 S. Crocker St.

Littleton, CO 80120

Present:

John Barry

Heather Exby (on phone)

Chelsy Harris (on phone)

Don Keeley

Mimi Leonard

Rick Sciacca

Scott Stump

Jill Toussaint (on phone)

Welcome & Minutes Approval – Scott Stump

- Scott Stump welcomed John Barry as a new member of the Concurrent Enrollment Advisory Board. John Barry is a governor's appointment.
- Minutes recommended for approval by Heather Exby, seconded by Mimi Leonard, and approved by all members.

General Update – Michelle Liu and Tamara White

- Graduation Guidelines Workgroups – an information webinar was held for all workgroups on Oct. 30th (posted on CDE's website [here](#)). The ICAP workgroup had its first meeting on Nov 15th and will meet monthly through May. The 21st Century Skills workgroup will have its first meeting in December. All other groups will have staggered starts between Jan 2014 and May 2014. More information on all graduation guidelines workgroups can be found [here](#).
- 2014 GED – there will be a new GED beginning Jan 2014. The new test is aligned with more rigorous state standards and will be offered exclusively on the computer at approved testing centers (not online). The current 2002 GED Test Series will expire as of Dec 31, 2013 and anyone who has not completed and passed will have to start over again with the 2014 GED. More info on CDE factsheets for both the closeout of the 2002 GED and the New 2014 GED [here](#).
- ASCENT 2013/14 –
 - CDE worked to reallocate slots through late summer/early fall that were returned from districts that they said they could no longer use. These were reallocated based on the allocation model and those that had submitted appeals for additional slots that did not receive their full initial allocation request.
 - Issue of aligning October Count data with what was allocated: CDE is working with districts to make sure their Oct Count aligns with what they were allocated as this was not the same

for many districts. Some were issues of data entry and others never informed CDE that they had unused slots.

- CDE will work with Oct Count data staff to better communicate how data entry for ASCENT students should be done.
- CDE will also provide more communication around the need to inform department of unused slots so we can distribute ASAP
- Question: Can we get more guidance on what are allowable attendance approval formats?
 - Email from professor?
 - Class attendance at one class at college?
 - Online course issues?
 - What would NOT acceptable?
 - CDE and board will work on providing more specific written guidance

Remedial & Admission policy – Policies will be presented to the Commission of Higher Education the beginning of December for final approval. Policies can be seen here: [Admissions Policy](#); [Remedial Policy](#). Tamara provided an overview of the policies, timeline of implementation and the process the policies have gone through with various stakeholder meeting before Commission finalization/approval.

- CE students not considered transfer students, considered first time students
 - Question: Is this true for ASCENT students, especially if they have a degree?
 - Tamara will get back with more info about these students
 - Students that come in w/ AA/AS there is possible consideration to come in as first time
- PWR Diploma – language is not specific yet on how PWR part of admissions policy
 - Still in development of how this will work. Aurora is in the process of figuring out what this looks like and will likely have students graduating with PWR.
 - Per Tamara and Misti – CDE and DHE need to work together to determine how best to support early adopters
- Question: How will rigor components of institutions be communicated to K12 students?
 - DHE creating 1-pagers for each institution that will include info on ACT/SAT, etc. and also rigor (and demographic info) – to help student determine best fit
 - When available/timeline?
 - DHE recommending that students entering in 2015 that policy would be used, but recommending to commission for approval to have institutions to be able to use new and current policies until 2018.
- Question: What about students coming in with other college credit – AP, articulated? Would they also be first-year?
 - Yes, and these would be looked at in terms of rigor

Remedial Policy

- Recommendations to use various measures: assessments, cut scores, will add PARCC and Smarter Balanced when have those scores.
 - If students don't meet cut scores, institutions have flexibility to allow to enter college level courses w/ supplemental instruction
- For students taking CE course, not required to be assessed unless they are going to take a math or English course
- Question: How would PARCC be used? Per Misti, we don't know yet
- Question: Sounds like supplemental academic instruction (SAI) is remedial ed?
 - Tamara – no, it is just extra support in conjunction with credit bearing courses, some institutions may offer credit for SAI specifically.
 - This is support for students “on the bubble”
- Question: Do students need to pay extra for this SAI?
 - Students do pay if it is for credit, and can get COF/Fin Aid for it
- Question: Can ACT be used to determine remediation or only Accuplacer?
 - If don't meet ACT cut score, institution would do secondary evaluation – this is determined by the institution.
 - For all Community Colleges – the secondary evaluation is Accuplacer
 - Concern of ACT not being allowed for placement
 - ACT is not placement tool, it is a college readiness indicator

Board Priorities

- Board Retreat Survey
 - FAQs, auditing (specifically oct count and attendance, and others) were shown as priorities. Board agreed that results of survey was an accurate reflection of priorities.
 - Question: Would like to add adjunct faculty issues. Need clear expectations of how can have a teacher qualify as adjunct. Process for explaining why not approved as adjunct.
 - Scott Stump – will add to IDing best practices. Also expand to identifying barriers and solutions. Added need to enhance communication between LEPs and IHEs.
 - John Barry – difficulty getting adjunct approved at schools. Is there an allowance for an instructor at a HS to have a bachelor's (as happens at times at IHEs)? There are occurrences at Community Colleges where it is a hard and fast rule that must have a master's.
 - Scott Stump – this is on a limited basis. If it is a transfer class, has to be an instructor with a master's in content area. Accreditation requirement is a factor. Can have a plan for getting from bachelor's to master's.
 - Don Keeley – entertain the idea of having an IHE instructor projected/broadcasted to classroom of HS students on HS campus.

- Scott Stump – this can and is happening. It is on the IHE to say this is a college-level class, so is up to the IHE of whether this delivery model allows for that.
 - Question/Concern: Need to be able to align SASID with COF, instead of having to use SSN.
 - Blanca Trejo (College in Colorado/ASSET) – there will be a new COF application with options for entering SSN in application
- Question: Is there representation on board from CTE south regional practitioner/administrator. How is composition of board determined?
 - Breakdown of composition of board explained – Mimi Lenoard is CTE (non CC) administrator. If there was CTE specific concerns, send to Mimi to bring to board.

FAQ for Approval

- Chelsy Harris worked with community college practitioner group, reviewed and have several questions/concerns.
- Question: Is there an option to post all questions for review online and get feedback in this way?
 - Concerns for some that need more review/edits before posting to public, even for feedback.
- John Barry – motion to approve FAQs for public posting for review and work in process – with caveat that these are in progress documents and they will be finalized for the Jan meeting. Connect w/ Michelle to provide input. Mimi Leonard second.
 - Chelsy Harris, no; other board members - yes
- Chelsy Harris will send changes from practitioner group to Michelle Liu for consideration before posting.

FAQ for Review

- Requests for questions to add:
 - Requirement for adjunct status
 - Auditing requirements – attendance specifically – both CE and ASCENT
 - Responsibility of school district during accreditation period of IHE – if offering over a certain number of credit on HS site, may need to be included as site
 - PARCC
 - Transcript for auditing practices – for ASCENT needing both HS and college course

(skipped forward in agenda to accommodate time of speakers)

Concurrent Enrollment Data – Brenda Bautsch and Beth Bean, Department of Higher Education (DHE)

- Reviewed reporting requirements and data availability for the legislative report
- New areas that will be included in report for this year:
 - Course level data
 - Extra sections on CTE CE – number of students taking CTE courses

- If there is interest, could also pull out gtPathways courses
- Inferential statistics
 - Effect of CE on college going rates and retention rates
 - Control for student background, test scores, etc. to isolate effect of CE on these areas specifically
- Beth Bean – report may not quite be on time because they are still collecting data as some institutions are late in submitting to DHE.
 - There is interest of doing a study on rigor – difference between classes provided at HS and IHEs . IHEs do have data on where physically class was located – 4 yr data is more solid, 2 yrs less so.
 - Question: How will rigor be determined?
 - 2 cohorts – those that physically took at HS and those at college and look at future success, including in subsequent, relevant courses. Controlling for demographics.
 - This would not be required by law – would be ad hoc report.
 - CE Survey
 - Trying to understand how to better align CDE and DHE data.
 - Survey confirmed findings that there is an issue, especially a lot of manual labor
 - 2 potential solutions –
 - Using district data pipeline – have IHEs be able to link into this is possible.
 - Match rosters, agreements
 - Have centralized process through DHE to match
- Question: What other inferential areas it would be possible to look into?
 - Expanding inferential from comparing CE and non-CE to doing 3 cohorts of CE (and controlling for other demo factors)
- Question: How would these be broken down?
 - Likely by 2yr and 4 yr
- Question: Would it be possible to breakdown by district?
 - Probably not – maybe a regional breakdown.
- Comment: SB 163 requirements for how they score students postsecondary and workforce readiness (PWR) in a district – grad rates, dropout rates, ACT scores
 - Recommended that the Department should add CE to PWR score for district participation in CE (taking college courses generally).
- Question: Is it in the prevue of the board to provide legislative recommendation like this to the state board?
 - Scott Stump: Yes
- Recommendation: Develop a profile of a potentially successful ASCENT student to better ID students to participate.
- Question: Can we look at the impact of CE for college entrance other than just the fall after?
 - Yes, there is an option for extending that
- Question (Scott Stump): Is there a way to show if CE is opening up access to college generally? Or are we still just serving students that would have already been ready?

- Hard question to answer because cannot isolate intrinsic factors
- Question: Does report go to the board first before the legislature?
 - Likely not - This is difficult because of timeline
- Question: Will CU Succeeds be included?
 - Included in overall count breakdown of all dual enrollment options, but not in analysis

ASSET

- [Resource Materials and handouts for info on ASSET](#)
- Higher Education Access Alliance (HEAA) is coalition that supported passage of ASSET. After passage work to support implementation will move to College in Colorado.
- Overview of ASSET - In general a student will need to:
 - have attended high school for three years right before they graduated
 - be admitted to a college within twelve months of graduating
 - sign an affidavit if they are not legally present in the United States that would be similar to this sample saying they are currently seeking legal status or will seek it as soon as they are eligible. This affidavit will be part of the [COF application](#).
 - If you are helping one of our students who has been waiting years for ASSET to pass and they didn't go to college within twelve months of graduating or getting their GED they will need to prove they lived in Colorado for eighteen months before they apply. Here is a list of documentation that could help them prove that – [possible documentation](#).
 - Colorado ASSET did not make undocumented students eligible for financial aid but, [here is a list of scholarships that we know offer private aid to undocumented students](#).
- ASCENT year (or 5th yr CE) will be included in count of 3 year requirement for ASSET
- Deferred Action for Childhood Arrivals (DACA) – Those approved receive a SSN that is valid for work only, NOT finaid/COF)
- Question: Alignment of application for admission and COF?
 - Call college assist
- Questions: Consideration of implications for CE or ASCENT?
 - Will continue to explore – may be issues with SASID and COF that this impacts

Workgroup development to review FAQs

- Volunteers requested for 2 groups between now and next meeting to meet to go over questions.
 - For Review (ASCENT Specific):
 - Chelsy Harris
 - Heather Exby
 - Jill Toussaint
 - Don Keeley
 - Basic (General questions covering both CE and ASCENT, and CE specific):
 - John Barry
 - Rick Sciacca
 - Mimi Leonard

- Scott Stump
- Tamara White and Michelle Liu will organize time for these groups to meet
- A group from the board will also look over ASCENT guidelines to see if updates needed:
 - ASCENT Guidelines review:
 - Don Keeley
 - Heather Exby
 - Scott Stump
 - Charles Dukes (or DPS rep)
- All groups are open to those not on the board as well.

ASCENT Allocation

- Discussion of the use of LEA in allocation and LEP in Concurrent Enrollment Programs Act (CEPA)
 - CEPA defines LEP as school districts, boards of cooperative services (BOCES), and district and institute charter schools. CEPA does not define LEA. Because LEA is not used in CEPA, a decision of what is meant by LEA in the allocation model needs to be made in order to provide accurate guidance to districts and schools on how requests for ASCENT allocation can be made.
 - 2 options:
 - LEA and LEP mean the same thing – school districts, boards of cooperative services, and district and institute charter schools.
 - LEA means something different from LEP – such as school districts, BOCES and authorizing agents only.
 - Scott Stump - LEA is a fiduciary responsible entity so was meant to delineate this
- Board discussed pros/cons of including charters in definition and able to apply for their own ASCENT slots.
- Board notified that Department internal counsel advised that would be able to use LEA to mean same as LEP.
- Scott Stump, asked board to make official recommendation: It is recommended that if a district is doing ASCENT that a charter school go through them to request slots, unless their district does not participate.
 - This is recommendation to the department in providing information to districts/schools
- Mimi Leonard motioned to approve recommendation, John Barry second, approved by all members.

NACEP National Conference

- Will be held in Denver, Oct 25-27th 2015. Bitsy Cohn, CCCS, is co-chairing the conference.
- NACEP board coming to Denver in April 23-26 and would like to hold a symposium April 23rd. NACEP board could serve as panelists, reaction panelists, provide presentations, etc.

- Member of the board interested in looking into doing the symposium and supporting the conference.

Public Input

- Need support to HS in implementing the new CC dev ed sequence
- Need clarification on ASCENT full-time. What happens if students if counted as Oct. count as full time, but then drop after below after oct count. How will that affect them?
 - Per chair – Depends how counted on Oct Count, transcript needs to document what credits were on the Oct count date. Have documentation that on that day of oct count in full-audit.
 - Michelle Liu will check w/ auditors to confirm – may be issue of in full-audit need to provide transcript.
 - If during audit it is found that a student did not successfully complete a class that was being taken during the oct count period, and this incomplete/withdrawal/failure drops a student below full- or part-time credit, funding will be adjusted accordingly.