

## Concurrent Enrollment Advisory Board Meeting

Thursday, May 29, 2014

### Present:

Heather Exby  
Don Keeley  
Mimi Leonard  
Tracey Lovett  
Gene Meier  
Kelly Rosensweet  
Rick Sciacca  
Scott Stump

### Absent:

John Barry  
Michael Gage  
Chelsy Harris  
Richard Maestas  
Jill Toussaint

### Welcome & Minutes Approval – Mimi Leonard

- Scott Stump, chair, participating over the phone, so Mimi Leonard, co-chair presided over meeting.
- Minutes from March provided day before meeting to board members via email. Copies provided to those in attendance, and time allowed for board members to review
- Minutes from last meeting approved, Heather Exby (1st), Don Keeley (2nd).

### General Update – Michelle Liu and Tamara White

- Tamara update:
- Leaving DHE at the end of May. Took position at CCA as Dean of Students.
- Rhonda Epper, who is overseeing Innovation Team (Student Services, Academic Success), will be contact for CE issues at DHE.
  - *DHE updated after meeting that Brenda Bautsch would be the point of contact for Concurrent Enrollment and the CEAB*
- Michelle update:
- ASCENT Final Allocation 14/15
  - 44 districts/charter schools submitted final requests
  - 4 charters (5 with CSI/New America)
  - 643.5 slots total requested – less than what funded, all slots funded
  - Hope timing and updated guidance continues to support a more accurate count in Feb and therefore May
- GED Legislation (SB 14-58)
  - Changed GED to High School Equivalency Exam (HSEE)
  - Practice is not changing, only a language change.
  - GED is the name of a trademarked product.
  - Only HSEE in CO is the GED

- Graduation Guidelines Workgroups
  - [Initiating Work Groups](#) & [Graduation Guidelines Timeline](#) handouts
  - Assessment & Endorsed Diploma work groups meeting last
  - Another workgroup to be formed to look at intersection of all groups
- Open positions
  - Graduation Guidelines Coordinator (closed May 19)
  - Counselor Corps Grant Manager/Coordinator (closed May 26)
  - Starting early-mid July
- Scott Stump – comments on Graduation Guidelines
  - Emphasis on competency instead of seat time
  - Use of CE course completion to show PWR – because another way to demonstrate mastery, different than High School
  - Also opportunity for use of Industry Certification, that participating in CE can support

#### **Role of the Board & Updated FAQs – Michelle Liu & Tamara White**

- From continued meetings with CDE auditors and the attorney general, able to provide some updates on questions on the role of the board in developing ASCENT guidelines, and a couple FAQs.
- **Role of the Board** – CEAB is a Type 2 Board, which means:
  - Does not have independent authority
  - Has to act with the head of the principle department
    - In this case, the Commissioner
- How does this impact the role of the CEAB to establish guidelines per 22-35-107 (6)(a)?
  - Any established guidelines need to be approved by the commissioner
  - Cannot be in conflict with any statute or rule (both CEPA and any other)
  - Can clarify, fill in gaps of statute and/or rule
- How does this impact ASCENT guidelines established by CEAB in 2010?
  - AG determined that a state requirement that a student must meet graduation requirements to be eligible for ASCENT is contrary to statute.
    - Districts may still establish guidelines for eligibility for ASCENT
  - Attendance: must meet requirements of School Finance statute and rule which states attendance must be confirmed during the Oct. Count period
    - AG advised opportunity to open rule to see if could address ASCENT specific attendance options
- **Updated/New FAQs:**
- When is a student eligible for ASCENT if meet eligibility requirements early (prior to 12<sup>th</sup> grade) or late (retained for 13<sup>th</sup> year)?
  - ASCENT is a 5<sup>th</sup> year program only

- If student meets eligibility requirements early (prior to 12<sup>th</sup> grade), they are able to remain for their 12<sup>th</sup> grade year and participate in CE, and then be eligible for ASCENT in the year following their 12<sup>th</sup> grade year.
- If a student is retained after their 12<sup>th</sup> grade year (non-ASCENT), they are not eligible for ASCENT after this retained year as this would be technically be 2 years after their 12<sup>th</sup> grade year.
- Next steps: continued conversations with audit and AG
- Updating Oct count and audit practices
  - Preliminary ID some issues to work on:
    - Full-time, part-time determination
    - Successful completion in terms of funding, not tying to funding, but doing more research
    - Rule for attendance
    - Rule for Early College

#### **NACEP: Debrief and 2015 Conference**

- *Moved agenda item up due to time before ECS speaker*
- Discussion on the NACEP Professional Development Day in April
- Board members and participants shared that it was a good way to get a conversation started and getting info on the 2015 conference. Great to have people from NACEP come and share their expertise, and positive to have national org come and see how CO works. There was good representation statewide and gave an opportunity to hear about and learn about other models, both within CO and outside of CO. Some don't always apply to CO, but good to hear best practices. Hearing more about the HLC process was also helpful.
- Concerns that were pointed out during the day:
  - Rural elements are still a concern. CE works really well in urban setting with critical mass. Board can continue to assist proactively to support rural CE programs better.
  - There are some similar concerns with bigger districts that are also seen in rural districts
  - Heather - main rural concerns are appropriate faculty, relationship between distance between school and IHE, size of classes, CTE availability, online. Also how this all couples with graduation guidelines.
  - Mimi – inconsistencies between CC in terms of practices. Like course requirements, amount of CE students to be in class for it to be CE, ways to do enrollment, registration.
  - Brenda – teacher accreditation issues. CTE teacher accreditation was specifically an issue.
  - Heather – challenge of being local control state contributes to inconsistencies. 2015 conference can be an opportunity to talk about how being local control impacts CE practices.
- Opportunities for 2015 Conference:
  - Tammy – RFP will go out to everyone, and will have secondary strand. NACEP will be in charge of plenary, but will have a local presenter.
  - Way to give opportunity to get CO seen as a CE leader.
  - Heather – would like more info on HLC requirements, what we can do to help advise appropriately to inform HLC guidelines. Perhaps getting someone from HLC to speak to board/at NACEP. Overall helping shape best practices.

- Other PD opportunities the board would like:
  - Mimi – having time to communicate and discuss within CO, not necessarily with national level. Could have NACEP participate as a neutral party/facilitator to provide ideas of best practices.
  - Next PD need more advanced notice is important to get more people there, particularly practitioners.
  - Brandon – Idea to have session for IHEs that is run by K12 and vice versa. Sometimes language and different system procedures.
    - E.g. IHEs presenting to K12 on what does HLC mean and how does it impact CE? Approval of teachers for CE.
  - Heather - Finance differences between IHEs and K12.
  - Michelle – could do both large convening and smaller, perhaps webinars throughout the year to drill down into issues that are problems.
  - Don – ASCENT webinar was very helpful and would love to include more counselors on these types of opportunities.
  - Goal to reach out more to rural schools because difficult to get to Denver. Doing webinars good, but to have more 2-way communication and engage rural to do video conferencing with smaller groups.
  - Overall interest in doing more specific training/info on HLC. Important to have the right person from HLC discuss. Scott Stump offered that Jerry Migler can help ID appropriate contact at HLC.
  - More work, training on process improvement – simplifying process, form completion
    - Sarah – if/when attendance guidance goes out to do a webinar on this and include district data staff.

### **ECS Reports: CTE Dual Enrollment & Rural Challenges**

#### ***Jennifer Dounay Zinth, Education Commission of the States***

- Jennifer provided background on ECS – a non-partisan organization that works with an interstate compact with all states.
- ECS recently updated their CE database with multiple factors of state’s CE programs, including funding, structure, quality/evaluation.
- Report on CTE and CE:
  - At least 4 unintentional barriers:
    - Instructor qualifications
    - Finance – increased course fees/materials
      - FL pays for fees (not just CTE)
      - TX WF investment board can use funding for CE overall – look at how can support needed occupations
      - AL – CC is allocated \$5mill that can allocate to needed occupations.
    - Including CTE as part of graduation requirements
    - Course transferability
- Report on Rural CE
- Concerns of securing qualified instructors
  - WY – adjunct professor loan repayment program
  - States that offer scholarships to teachers getting their masters to be able to teach CE
  - Establishing unique delivery options

- Public-private partnerships – Batelle: teachers can take courses in a blended model
- Offering online
  - Not a panacea – CE students often need increased support for courses generally, and online can be even more difficult
  - WY – offering blended model
- Covering Costs
  - WI – task force recommended creating a specific pot of monies for CE
  - WY – relying on BOCES to offer dual enrollment coursework and/or costs
- Program logistics
  - UT – videoconferencing
  - Third-party location
- Tribal colleges
  - NM – covering costs for tribal colleges or having tribal colleges offering CE.
- **Q&A with Jennifer**
- Heather: how have states address funding difficulties
  - ID – created a fund for scholarships for CE
- Mimi: did reports address questions that came from CEAB?
  - Yes, teacher credentialing and partnerships were big issues
- Gene: any questions coming up about equity in rural schools being able to offer same opportunities?
  - NCES has data on city, suburban, town, rural. On paper rural participation looks good – but why? Rural populations so small that a small number makes % of pop participating high, but hard to drill down of whether this is only 1 course, only core courses.
- Heather: who do you get data from for database?
  - Directly to statute, rule – then would go to either dept of ed, CC, or IHEs.
- Need to be careful to understand both policy and practice so that policy doesn't paint a rosier picture than accurate.
- Concern of using online as an option because of availability of broadband. What can states do to increase broadband to rural areas.
  - Broadband index ranked states access

### **Action Plan and Next Steps**

- Board Retreat – board members agreed would like to do another board retreat. Areas of interest to cover:
  - Laying out goals of the board, and IDing main topics to focus on for the coming year.
  - Review of FAQs
  - Role of the board
  - Tying funding to successful completion and attendance
  - Michelle – timing – doing in Sept. and this could coordinate well with opening CE rule and discussing these potential changes.
- Tamara presented with a thank you card/gift for her service to the CEAB – thank you Tamara!
- Next meeting, Thursday July 24, 1-4pm
  - Will look into having meeting in Breckenridge to coordinate with those who will be attending CASE meetings.

**Meeting Adjourned**