



Accelerating Students through Concurrent Enrollment (ASCENT) LEP Checklist

With Potential ASCENT Students

Identify and Select Qualified Students for the ASCENT Program

Click [here](#) for student eligibility requirements.

- Develop a timeline and procedure for students to sign up to participate in the ASCENT program. LEPs should consider adding ASCENT interest in students' ICAP form, during their sophomore year of high school.
- Notify students/parents/guardians (annually; at least 6-weeks prior to start of enrollment period) of the availability and cost of postsecondary courses offered at the LEP and institution of higher education (IHE) facilities and other postsecondary course information in compliance with HB18-1005. *(Guidance is being developed as of July, 2018)*
- Advise student of:
 - Applicability and transferability of postsecondary coursework (*refer to the following documents*)
 - [CDHE Ensuring College Readiness and Applicability of Credits Earned](#)
 - [Checklist for GT Pathways General Education Credit Earned While in High School](#)
 - [Work-Based Learning in Concurrent Enrollment](#)
 - Any addition costs to students/parents/guardians (i.e. fees, books/supplies, transportation, etc.)
 - Attendance requirements while taking postsecondary courses
 - Any LEP policy for students who fail or drop one or more courses in the middle or end of the semester
 - The potential negative impact of failed/dropped courses on financial aid eligibility should the student apply later as a college student
 - To self-advocate to access academic advisory and students supports at the IHE
 - **Because submission of a request does not guarantee an ASCENT slot, LEPs should assist students and parents/guardian to pursue additional postsecondary opportunities and review the best fit for the student, both in terms of financial options and postsecondary goals. Students should be advised to:**
 - ✓ Research career and/or military opportunities;
 - ✓ Apply to any postsecondary institutions/programs in which they are interested;
 - ✓ Apply for any scholarships for which they may be eligible, and
 - ✓ Complete the FAFSA

Student selection, notification and graduation

- Create a system to prioritize students for ASCENT participation in the case that the number of qualified students exceeds the number of funded slots.
- Notify eligible students that they have been selected by the LEP to participate in the ASCENT program.

Graduation Requirements

- LEPs must ensure that all college credit hours earned concurrently apply toward the students' high school graduation requirements as defined in the students' academic plan.
- An ASCENT student shall not be considered a high school graduate until he or she has completed the 5th year ASCENT program and any remaining graduation requirements. Click [here](#) for *ASCENT Graduate Rate Reporting Guidance*.
- Create a policy/procedure for ASCENT students to participate in their graduation ceremony without conferring their diplomas. A certificate of attendance or completion may be awarded at high school graduation.

With CDE

- Complete and submit ASCENT Intent to Participate online to CDE by May 1st deadline.
- Notify CDE by the posted deadline if you wish to return unused new allotted slots to avoid receiving funding for these slots as part of the awarding year Student October Count process.

With Institutions of Higher Education (IHE)

• Create a Cooperative Agreement with “Qualified” IHE(s)

In order for students to enroll in the ASCENT program, Local Education Providers must have a signed ASCENT Cooperative Agreement (separate from a Concurrent Enrollment cooperative agreement) on file with the IHE that specifically includes student participation in ASCENT. Click [here](#) to access a sample *ASCENT Cooperative Agreement*.

Refer to [C.R.S. 22-35-103\(12\)](#) for program definition of an IHE.

- Notify IHE(s) of ASCENT students that will be attending their institution(s)
- Coordinate student attendance collection procedure for October Count and auditing purposes. See [Attendance Verification Guidance](#) document.
- Coordinate ASCENT student orientation in partnership with local IHEs.
- Assure that IHEs will provide advising for ASCENT students that is aligned with student's academic/career pathway.
- Assure that IHEs provide other wrap-around student services/supports and that ASCENT students are informed of these services/supports.

Please refer to the [CDE ASCENT webpage](#) for program guidance, FAQs and other information.

Coding of ASCENT students –Student October Count and End-of-Year

Please refer to the [Data Pipeline Interchanges](#) for proper coding of ASCENT students.

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Student October Count

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End of Year

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RESOURCES

- [CDE ASCENT Webpage](#)
- [Ascent Guidelines](#)
- [Frequently Asked Questions - ASCENT specific\(1\)](#)
- [Frequently Asked Questions – applies to both Concurrent Enrollment & ASCENT\(2\)](#)