

# Concurrent Enrollment Advisory Board Meeting

November 13, 2009  
9:00 a.m. - 12:30 p.m.

## Minutes

### Attendees

Geri Anderson, CEAB member  
Richard Bond, CEAB member  
Renie Del Ponte, CEAB member  
Chahnuh Fritz, CEAB member  
Chelsy Harris, CEAB member  
Dan Jorgensen, CEAB member  
Jhon Penn, CEAB member  
Mark Rangel, CEAB member  
Cliff Richardson, CEAB member  
Deborah Schmitt, CEAB member  
Scott Springer, CEAB member  
Scott Stump, CEAB member  
Diana Wenzel, CEAB member

Andres Pedraza, College Invest  
Gully Stanford, College in Colorado  
Julie George, Colorado Association of School Boards  
Levia Nahary, ACT, Inc.  
Amy Werpy, ACHS, District 4

### 1) Concurrent Enrollment Acts Overview

Dr. Matt Gianneschi, Senior Policy Analyst, Office of the Governor discussed key policy changes over time (see hand-out). One of the Board members asked about the funding for the ASCENT program. Dr. Gianneschi said the Board will recommend the appropriate budget that denotes the eligible students and the amount needed for the first year. He added that although finding is still unknown, but that this is considered a low-risk prospect since the bill received a 100 to none vote when it passed last year.

### 2) Concurrent Enrollment Advisory Board Responsibilities

Charles E. Dukes, Senior Consultant, Colorado Department of Education discussed the composition of the Board, the legislative intent and primary responsibilities. He also discussed the Operating Procedures document (located in section 7 of the Board binder) to guide the Board's activities.

#### ***Group Activity – Identify the Goals of the Committee:***

- Form policy recommendations
- Define district and postsecondary institutes' role –identify boundaries and specify coordination and alignment of participants
- Move from policy to clarifying actual implementation (framework needed)
- Administration of ASCENT

- Financial implications
- Data needs
- Make this a truly state-wide effort

**Group Activity - What questions are you receiving from the field?**

*(Organized by Mission, Power, Structure and Resource)*

**Mission:**

- What is the impact on high school graduation rates?
- Impact on AP classes, competition with other programs
- Accounting for emotional/social readiness
- Measures of Success
- With the emphasis on 12<sup>th</sup> grade, how do we encourage 9<sup>th</sup>-11<sup>th</sup> graders?

**Power**

- Can the Board be expanded to include other stakeholders?
- Decision/outcomes – who and how will information be disseminated?

**Structure**

- How will school districts avoid becoming “collection agencies”
- Need for a common student application
- Double-counting and data replication issues
- Financial risk assumed by student/families calls for more structural support and tracking
- Outreach to districts and institutes of higher education, engaging parents, students, educational leaders, outreach (especially to rural districts)
- How this fits in with drop-out recovery programs
- Can ASCENT participants finish all high school requirements by their 4<sup>th</sup> year?
- Will academic plan mirror ICAP legislation?
- How many students per school district are allowed for ASCENT?
- What is the difference between Bridge programs and summer coursework?
- Role and impact on auditors
- How do we create consistency with rural and urban environments?
- Whose task will be to provide training?
- Responsibility of student, parent, college, district
- Is it important to include references to student achievement data in the development of any articulation process? (to document and provide evidence of program effectiveness)
- What does “qualified” student mean?
- Delineations for school districts to approve/disapprove courses that are offered at their schools
- How does CU Succeed or similar programs fit in with this legislation?
- Can a special tuition rate be set for school districts?

**Resource**

- Funding concerns (opening up to more students when already limited budgets)
- Limits to, clarifying remedial classes
- If ASCENT programs continue to pay for basic skills will this affect their financial reimbursements?
- How will training be provided to counselors to support students and parents in CE decisions?
- Can school districts continue to pay for courses not included in legislation, if they so choose?

*Conclusion – There are a lot of questions and few answers at this point. The majority of the questions pertain to structural issues. After the group activities, it became clear that the work is both urgent and important.*

### **3) Departmental Roles and Resources Overview**

Matt McKeever, Director of Extended Studies, Department of Higher Education and Charles E. Dukes, Colorado Department of Education discussed support roles each will play for advisory board.

*Conclusion – no items voted on.*

### **4) Board Appointments**

Collectively, the Board members nominated and voted to appoint Cliff Richardson the Chair and Dick Bond Vice Chair.

*Conclusion – Cliff and Dick accepted the appointments and look forward to leading the Advisory Board.*

### **5) Other issues for discussion**

1. Identify guest presenters – phone in option may be needed
2. Gather existing documents
3. Develop public comment avenues and norms

## 6) Next Steps

Action Item	Lead Person Responsible	Support Team	Deadline	Output
Rulemaking	Cliff Richardson	CDE Staff	December 7, 2009	Framework, defined road map, examples, how to, based on statutory requirements and timeline, reporting needs, data/auditing needs
ASCENT	Geri Anderson	Scott Springer, Chelsy Harris, and Chahnuh Fritz	December 7, 2009	Lay out review of statute (quick) examples of best practices, what we learned, draft beginning of the group's recommendation, what is the interest level, existing enrollment numbers
Communications Plan	Diana Wenzel	Sunny Schmitt, CDE staff, Gully Stanford, College in Colorado	December 7, 2009	Develop a coordinated plan, strategies for sharing information internally and externally, how is information dispersed, who needs to be involved?

## 7) Next Meeting\*

Monday, December 14<sup>th</sup> from 9 AM – 1 PM

*\*After the December meeting, the Board plans to meet regularly on the second Friday of each month from 9 AM – 1 PM*