

Concurrent Enrollment Advisory Board Meeting

Friday, September 19, 2014

Department of Higher Education, 1560 Broadway

Present:

- Heather Exby
- Michael Gage
- Chelsy Harris
- Gene Meier
- Mimi Leonard
- Don Keeley
- Scott Stump
- Jill Toussaint

Absent:

- John Barry
- Richard Maestas
- Tracey Lovett
- Kelly Rosensweet
- Rick Sciacca

Welcome & Minutes Approval – Mimi Leonard and Scott Stump

- Minutes from last meeting approved, Gene Meier (1st), Mimi Leonard (2nd).

General Update – Michelle Liu and Brenda Bautsch

CDE update:

- **GED promotion & data**
 - New GED this year. Growing number of students are taking it.
 - Increased rigor- equivalency for high school diploma
 - GED TS targeted promotion:
 - Take GED ready for FREE at Adult Ed prep program.
 - Students can take it for six dollars at home.
 - Intention is to get students in the door and a personalized study plan.
 - Guaranteed to pass:
 - Those who score “Likely to pass”- 95% go on to pass the real test. If you don’t pass, GEDTS will pay for the first retest.
- **ASCENT update**
 - Starting to get updates on actual enrollment of ASCENT students in districts allocated slots for 14/15. Talking to districts individually to determine reasons why students decide not to utilize ASCENT over the summer.

DHE Update:

- **LEAN update, moving forward, but slowly**
 - Submitted proposal to the governor's office. Funds cover a professional facilitator.
- **NACEP:** Brenda & Michelle presenting on CE in CO during NACEP's annual conference in Chicago next month.

CE Educator Preparation & Credentialing-

Robert Mitchell, DHE

- One thing that is seen is that we are not keeping up with the number of qualified educators to teach CE. Concurrent enrollment ties in to this because Colorado CE is far above all states.
- Less than 2% of HS teachers have an advanced degree in their content area (other than education or psychology)
- Areas where have advanced degree in content area are math, science and history
- For gt-pathways courses – CE teachers need to have masters in content area OR masters in ed +18hrs in content area
- There is a benefit of having HS teachers teach CE in high school classrooms.
 - Young students can't drive.
 - Confidence and relationship with students
- What want to do:
 - Focus on veteran teachers that have MA, M Ed
 - Content area specific training/PD
 - How get financial support?
 - Taskforce of DHE and IHE trying to figure out (meets quarterly)
 - Push back – are we devaluing the M Ed? From IHEs M Ed are revenue drivers, so concerned about moving people away from that into other programs. IHE concerns of offering masters level courses offsite – that's okay, but there are others that will (in- and out-state?)
 - State money for scholarships for teachers? Ultimately need creative financing to be able to do this.
 - Mimi Leonard – needs to also start in the teacher prep program
 - Brandon Protas –Masters; doing something that gives you a masters plus (masters and credits to be an CE educator). Masters with extra 12 credits.
 - Michael Gage - Teacher pay incentives for content area masters. Recommendations- incentives for educators who have a masters in specific program.
 - Jill Toussaint – content area masters online are very limited. More of the M Ed are offered online – so can keep teaching job.
 - CU Denver – similar concerns for teachers of CU Succeeds. Interest in CU to provide this education if there is enough interest from teachers to participate. Less focus in offering online, but is growing.
 - Decreased tuition rate for teachers to get to the 18 credit hours
 - Mimi Leonard – some districts need more info on the qualifications for CE
 - Woody Longmiere – possible to allow someone with a BA to teach CE?
 - Robert Mitchell – are some alternative licensure processes
 - CU Denver – districts looking for dept. by dept. info on qualifications to do hiring processes
 - No K12 rep on taskforce now, but may look for that in near future

- Mimi Leonard – At the high school level, teachers have a master degree in English but teach social studies because that was the job opening.
- District should be paying attention and know the qualification of the teacher.
- Education at the district level to determine how to staff positions.

Discussion of CE Processes, Challenges & Successes

Michelle Liu, Brenda Bautsch, & Scott Stump

Brenda Bautsch explained that because the LEAN process was delayed, we wanted to at least start the conversation that we hope the LEAN consultant will provide additional support for later.

Scott Stump asked the Board members and audience to weigh in on the any of the current processes that LEPs and IHEs have had particular challenges or successes with.

Overall challenges and pain points identified:

- Differences between districts and IHEs needs/requirements (e.g. signatures of students/parents physical or electronic)
- Overall too much paperwork (CE agreement, college app, COF app, other district paperwork - student could be signing 5-6 pieces of paper)
- College application requiring a lot of parent info and SSN – students need way to bypass
- Tuition classification/proof of residency asked for by IHEs
 - Alternatively, if student doesn't fill out as part of CE, will have to reapply and fill out when officially enroll in college.
- Billing – students/parents receiving bills for courses paid for by district, or unclear what portion student responsible for and what district covering
- Process of getting transcripts difficult. Want to be able to get any courses not taken through CE (eg over the summer) to be able to give them high school credit.
 - Possible FERPA concerns
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Identification of some potential successes:

- Possible development of CE specific application within the CCCS system (to not include tuition classification/proof of residency), or as a step between application
- CCCS working to suppress bills for CE students, separate billing for CE
- Increase in number of students graduating with HS diploma and college degree/certificate

Other thoughts/ideas

- Identifying processes in the liminal zone and what is in the separate district and IHE zone
- Concern about a process created that requires a singular way in which some of these processes must be done, should be part of the communication between district and IHE
- Improved individual level conversations between districts and IHEs
- More PD opportunities to be included discussions between IHE and District
 - Training for HS counselors on college advising process: knowing college course catalogue, prerequisites, sequencing of college courses. How to read and understand degree plans, transfer opts between CC and 4-yr.
 - College 101 for students, teacher, counselors, and admin at HS.

- PD opportunities between IHEs and Districts (faculty qualifications, gtpathways, advising, etc.)
- Review of NACEP guidelines/standards to support ideas of best practices
- What's happening in schools successful in getting HS kids finishing w/ postsecondary credential?
 - PCC – CE falls in the advising office. So HS students get same advisors as other regular college students. Craft degrees so that students taking appropriate credit load to get them where they want to go.
 - APS – lots of 1st generation, so have specific ASCENT advisor
 - Having IHE rep go to the school to support both the staff and the students to provide support on navigating and what need to do to be successful in college courses
 - EC HS in Springs – teaching students how to be college students, AVID, knowing courses that have best success rates, knowing the best sequencing of courses (eg English comp before history because has a lot of writing required)

CE Advisory Board Priorities

Scott Stump

- Comparative look at credits being earned between IB, AP, CE
- Way to do CE application/enrollment process electronically
 - Board creating common application – can we take that and update and make in electronic format?
 - Concern of catching drop/adds captured if doing electronically
- Final grades from CE can be electronically formatted in a way that districts could load directly into district data management system (infinite campus, naviance, etc.)
 - IHEs mostly use banner – so way for banner and district data management system to talk

Public Input

- Question on if enrolled in course at HS that is a year-long, but don't show up as enrolled at the IHE until the spring (because at IHE is only a 1 semester course in spring).
- CU Succeed – also have year-long courses with same issue
- Nina, RRCC – accelerated course starting after Oct 1.
- Gene Meier – are HLC guidelines changing? Applying to have additional locations – this is growing with having more CE and EC specifically where students are earning large amount of credits (more than 50% of the credits towards a degree/certificate) being taught at a separate location – that location has be accredited as separate location.
 - Scott Stump – no not changing

Action Plan and Next Steps

- Board priority survey
- Schedule on website and calendar invites

Meeting Adjourned