

**Concurrent Enrollment Advisory Board  
Meeting Minutes**

**Date: January 28, 2021**

**Time: 1:00-4:00pm**

Location:

**Online via Zoom**

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P	Kim Maxwell	P	Mark Thompson
P	Chico Garcia	P	Violeta Apodaca
P	Danny Martinez	P	Andy Tucker
P	Diana Zakhem	P	Sarah Heath
A	David Vetter	P	Susan Clough
P	Jenise Rosa	P	Tammy Ward
A	Bobby Pace	P	Dahl Gehle
P	Mary Perez		

Carl Einhaus, Michelle Romero

**Welcome, Roll Call & Minutes Approval**

- Meeting called to order at 1:0pm.
- Mark moved to pass minutes. Kim seconded.

**New Member Intro**

- New member, Marty Goldberg, was welcomed by chair, Tammy Ward. Marty serves as the Director of Concurrent Enrollment at Front Range Community College, Larimer Campus. He is finishing the term of a previous board member who resigned.

**Concurrent Enrollment Week**

- Tammy shared that the governor has declared the week of Feb 15-19 as Concurrent Enrollment Week. CCCS has worked closely with governor's office on this very new initiative. This is also the beginning of the communication plan for the MS awareness of CE that came out of a bill last session. Promoting CE the whole week, general focus on awareness of CE and the benefits to students and families. Tammy will send out information to the CE/ASCENT Google group later today.

## **Ray Chard, Director of HS Programs at Aims CC: Licensure of CE Instructors**

- Ray Chard, Director of HS Programs at Aims CC, provided an example of an adjunct instructor employed by Aims who has a master's in English and 5 years of teaching English and Literature. Aims can send this instructor to a high school to teach college courses in English and Literature.

-However, if this same instructor was employed by a school district, there are obstacles to teach the same courses such as needing a valid state teaching license.

-The employer dictates if instructor can teach these courses or not.

-College Provided Faculty Model – Aims is moving away from this

- Pros: qualified instructor, meet load requirements, experience, \$\$ benefits, student experience
- Cons: negative quality of instruction, “no home (not part of either institution),” onboarding difficulties, \$\$ downside, what happens when an instructor is sick?, what happens when instructor leaves?, negative student experience

-NACEP provided standards on this model in 2019.

-There is an option at the state for a school district to employ a qualified instructor to teach CE courses without that instructor having to go through a teaching licensure program. The Adjunct Instructor Authorization from CDE is an alternative teaching license option to consider to meet the needs of CE.

-Michelle shared the [webpage from CDE](#) that provides an overview of this Adjunct Instructor Authorization. Request for authorization must be from an LEP. LEP should ensure instructors meet the IHE's qualified CE instructor requirements.

- Many questions in the chat from attendees. Schools may have limitations around FTE to hire additional instructor. But this opens a school's pool if interested.
- Marty suggested guidance to prevent someone with this license to assume they are qualified to teach CE anywhere.
- Andy emphasized this authorization is not new. It is an option to provide flexibility to schools. Andy and Michelle can inquire about providing guidance for CE purposes.

-Michelle asked the board if they had any suggestions around this topic, including if promotion to the field is necessary or not.

-Tammy shared concerns about the confusion and communication around the usage of “adjunct instructor” since that is the title of colleges' instructors.

-Sarah recommended chief business officers (CBOs) or hiring managers should be aware.

-Woody Longmire shared his district utilizes this license, and it works well.

## **COVID-19 Updates from CDE, CDHE, CCCS**

-Andy: The governor's office announced the 2<sup>nd</sup> round of RISE Grant awardees (stimulus federal dollars to states to provide to LEPs and IHEs). Many of them included some mention of CE or other types of dual-credit programs and work-based learning. CMC reps shared their excitement with their CE work.

Schools and districts continue to do the best they can. More moving to hybrid.

-Tammy: CCCS CE Workgroup meeting from the morning highlighted the movement from remote to in-person to back to remote or for some, the change from semester to quarters. Thankful for everyone who has worked through all the changes. Fall 2020 up 0.2% in CE overall in the system but some service areas were down, possibly due to access to technology.

-Sarah: CTE perspective, hands-on learning impacted. Appreciate everyone's flexibility with simulation, smaller cohort sizes, etc.

-Mary Perez: Has noticed a drop in grades in CTE programs. Hoping next year is a better year.

### **CDE Updates – Michelle Romero**

- **CE Expansion & Innovation Grant Program Update**

Michelle shared the supplemental grant awardees offered to Cohort I due to the smaller number of applicants this year, which allowed for more funds being available.

Aurora Public Schools
Center Consolidated Schools
Clear Creek School District
Delta County School District
District 49
Englewood School District
Harrison – Atlas Prep
Harrison – James Irwin Charter
Littleton Public Schools
Upper Rio Grande School District

**Total: \$ 394,545.00**

**2021-2022 CE grant**, while contingent upon appropriations, will move forward with request for applications. Tentative date for application posting: early-March with the application deadline due in mid-April.

- **ASCENT**

Michelle is now overseeing the ASCENT program since Mary Anne's retirement.

Important upcoming dates for ASCENT:

- **Feb 3: 2021-22 ASCENT Training Webinar (will be recorded)**
- May 3: Deadline for submission of Intent to Participate (ITP) form
- End of May: CDE emails notifications of ASCENT slot allocation for 2021-22
- August 13: Deadline to notify CDE of release of NEW slots to avoid receiving 2021-22 funding and carrying forward into 2022-23
- Nov. 10: Deadline for districts to accept Student October Count data collection SNAPSHOT

## CDHE Updates – Carl Einhaus

- **Supplemental Academic Instruction (SAI)**

Ongoing conversation around SAI. CDHE is pushing institutions towards SAI versus stand-alone developmental education courses. SAI means a student would take a gateway course with some type of academic support. National studies and even state/local studies show SAI is more effective than stand-alone dev ed course. CCCS has been leading the work. Finding out SAI also saves students money.

At a recent meeting, it came up that there was some resistance through CE partnerships to offer SAI via CE and there was more of a desire to offer the stand-alone dev ed courses. Carl asked K-12 for their input on what goes on in their decisions to offer either.

-Tammy mentioned one of the issues with SAI is scheduling. SAI may require a large block of time for a HS student's schedule.

-Diana agreed. While she sees the value of SAI, it is difficult to add SAI with gateway courses. At her district, they typically schedule dev ed first semester and then college-level 2<sup>nd</sup> semester.

-Marty shared how his institution provides their dev ed curriculum for Gen Ed to their partnering high schools so HS teachers can teach the course 1<sup>st</sup> semester for HS credit and then students take college-level course in the spring. This allows for non-12<sup>th</sup> graders to take dev ed coursework earlier. Helps to on-ramp these students.

-From a parent perspective, Chico asked, "Why would a student take a college dev ed course instead of the HS level course for credit?" Carl responded that that is the question nationwide.

-Mary responded students do this to meet pre-requisite requirements.

-Tammy also brought up institutions are using multiple measures now.

-Diana also brought up as benefits: graduation guidelines, district's remediation rate, having those dev ed courses on college transcripts versus navigating placement assessments.

- **HEAR**

Carl is working with the Admissions Council on adding language online to provide guidance for secondary partners. Also considering advising on which math courses to take for specific majors.

### Previous discussions follow up

- **Sharing out from attending any conferences**

Tammy shared that the CE Conference in November 13 went very well. Great breakout sessions and speakers. Just the right amount of time considering too much Zoom is difficult.

- **Sub-committee: CEAB Operations Procedure Manual**

Tammy shared the next step after members' responses to the survey will be to update the manual.

- **Sub-committee: ASCENT Allocation Model**

Andy shared the creation of this sub-committee was to address any possible changes to the number of ASCENT slots appropriated from the state budget and how the ASCENT allocation model would need to change because of that. While this possibility is less of a concern, the sub-committee did discuss some ideas around the carryover slot process.

Jenise met with some focus groups and learned some districts are hesitant to return carryover slots as the belief is they may lose those slots the following year. The concern is there are students in other districts who are unable to participate in ASCENT when their districts do not receive the number of slots they requested. The sub-committee wanted to come up with ideas to reduce the number of carryover slots and also reduce the element of fear for districts who believe they won't get them back once they return them. How do we encourage districts to return?

One of the ideas discussed was incentivize districts to return carryover slots but guarantee they will have them the following year. And districts who receive those returned slots and use them will only be guaranteed the number they had originally, meaning the new slots given to them are a one-time arrangement. In following years, another idea is to decrease carryovers incrementally. The focus is to support each other but stay student-focused.

-Mary shared that ASCENT carryover is complicated, and it is easier for her district to just return unused slots and not carryover. Hope any change does not encourage districts to request more than they need.

-Andy added that the joint budget committee (JBC) looks at how many slots are used and carry-forwarded so it is important to keep that in mind. Also, carryforward slots are allowed by law. Many of the districts/students who are impacted by carryforward are from rural areas as they were not early adopters of ASCENT. Appreciate Jenise and who she worked with to generate this new idea.

-Tammy thinks this makes sense.

-Carl asked why students back out of ASCENT. Is it because students get a better financial aid package?

-Jenise said when students are required to complete the FAFSA at her school, more students may take that route instead and some students want their initial graduation date.

-Dawn from APS appreciates the work this subcommittee completed so far.

Marty recommended seeing the proposal. Jenise suggested the subcommittee put this on paper and provide to the board ahead of the next meeting.

## **Public Input**

None.

## **Action Plan and Next Steps**

- Scheduled 2021 CEAB Meetings:
  - Date: **April 22, 2021**
  - Date: **July 22, 2021 (summer retreat)**  
Mark has offered to host in Pagosa if travel and in-person is allowed.
  - Date: **October 28, 2021**

Next meeting:



**COLORADO**  
Department of Education

- Date: **April 22, 2021**
- Location: **Zoom**

**Meeting Adjourned:** 2:34pm. Dahle moved to adjourned. Sarah seconded.