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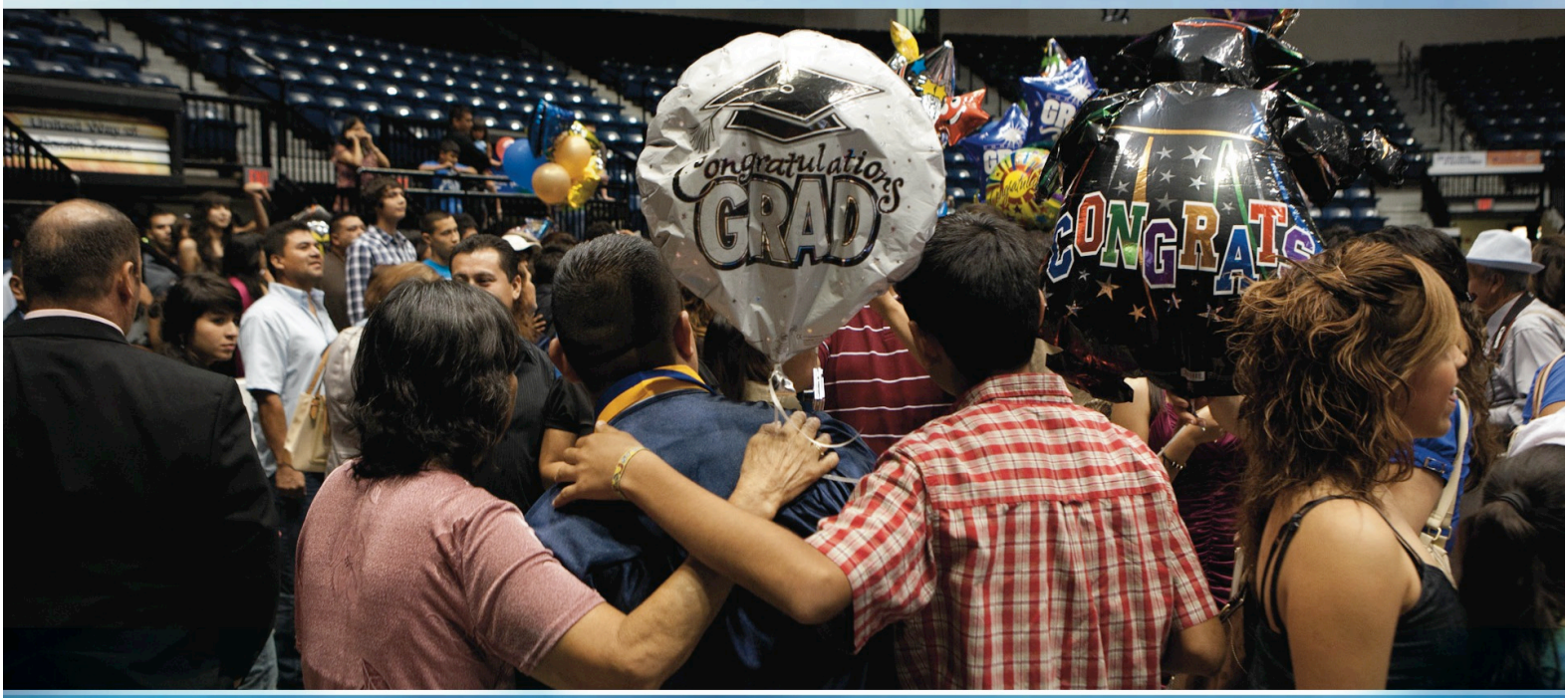

INCREASING THE HIGH SCHOOL AND COLLEGE SUCCESS OF UNDERREPRESENTED YOUTH THROUGH EARLY COLLEGE DESIGNS

Submitted to the Colorado Concurrent Enrollment Advisory Board

OCTOBER 2012

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OVERVIEW OF INITIATIVE

As part of a multistate early college designs state policy initiative, the Colorado Department of Education and the Colorado Department of Higher Education entered into an agreement with Jobs for the Future to collaborate to increase the number of low-income students and other underprepared students graduating from high school and going on to complete postsecondary credentials. The key strategy for achieving this goal is for the agencies, with help from JFF, to propose, develop, expand, or revise policies that strengthen the state's concurrent enrollment program and other college-in-high-school programs by incorporating elements of a more comprehensive early college design.

A growing body of evidence shows that dual enrollment improves academic attainment for this population by integrating a sequence of free college courses into the high school program of study, accompanied by a comprehensive system of academic and social supports. Studies in Florida, California, and New York City have found positive associations between dual enrollment and outcomes such as college enrollment, first-year college GPA, second-year persistence in college, and college completion (Karp et al. 2007; Hughes et al. 2012; Michalowski 2007). First-generation college students have also been shown to benefit more from dual enrollment participation than those with a college-educated parent (An Forthcoming; Struhl & Vargas 2012*)*.

Also promising is research on dual enrollment's impact on college completion and time to degree completion. Examining Texas high school graduates of the Class of 1997, Kristin Klopfenstein (2010) found, "The effect of taking one, or more, dual credit classes [was] nearly triple the probability of graduating in [three years] relative to students who did not take such courses." Dual enrollment participation was also positively related to graduating in four and five years.

Students in Florida who had completed college algebra for dual enrollment had Associate's degree attainment rates 23 percentage points higher and Bachelor's attainment rates 24 percentage points higher than students with no such dual enrollment experience (Speroni 2011). Brian An (Forthcoming) found similar results: Dual enrollees were 32 percent more likely to attain a Bachelor's degree than were nonparticipants.

These trends are supported by a new study of dual enrollment in Texas by Jobs for the Future, using methodology similar to An's. Ben Struhl and Joel Vargas (2012) employ a propensity score-matching model that compares students who were similar across recorded student background characteristics. The study focused on the academic outcomes of 32,908 Texas students from the high school graduating class of 2004. Half of the study group completed at least one college course before graduating from high school; an equal number of academically and demographically similar students did not. Struhl and Vargas found that students who completed college courses through dual

enrollment were significantly more likely to attend college, persist in college, and complete an Associate's degree or higher within six years.

STAKEHOLDER COMMITTEE CHARGE AND PROCESS

To advance the early college designs state policy initiative, the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (CDHE), in consultation with Jobs for the Future established a cross-sectoral working group. Comprised of representatives from CDE, CDHE, K12 administrators, high school leaders, higher education faculty, members of the General Assembly, education program providers and researchers, the committee was charged with recommending a comprehensive set of state policies to better support early college designs. The 17-member committee informed this process which included the following activities:

- An audit and analysis conducted by JFF of state and local policies governing public K-12 and higher education systems that support or restrict early college designs in the state, including an analysis of relevant education legislation enacted during the 2012 session of the Colorado General Assembly;

- A deeper understanding of the current terrain of early college designs in the state through presentations from school leaders and staff;

- Identification of policies that will enable districts, schools and postsecondary institutions to create and sustain more early college designs; and

- Establishment of intermediate and five-year goals for increasing the number of high school students completing college courses in high school and the number of high schools, which participate in the state's concurrent enrollment program based on JFF analysis of recent data on college-level course taking by low-income high school students and other student subgroup (*see appendix*).

A STRONG POLICY FOUNDATION

Colorado has a strong foundation to build on for this initiative. The state is an emergent leader in a growing national movement to expand student participation in concurrent enrollment programs and other college in high school programs. Colorado has made a clear and substantive commitment to increase college and career readiness and postsecondary attainment through the presence of strong programs, policies and

extensive financial resources to support this goal., including extensive financial resources to support this goal.

In its upcoming Master Plan, the Colorado Commission on Higher Education (CCHE) calls for institutions to have at least a 66 percent degree attainment rate. Education leaders also seek to impact other points along the college preparation pipeline. These include reducing the income, and the racial and ethnic gaps in college degree attainment, as well as, to make a significant dent in the remediation levels among first-time high school graduates enrolling at the state's public community colleges.

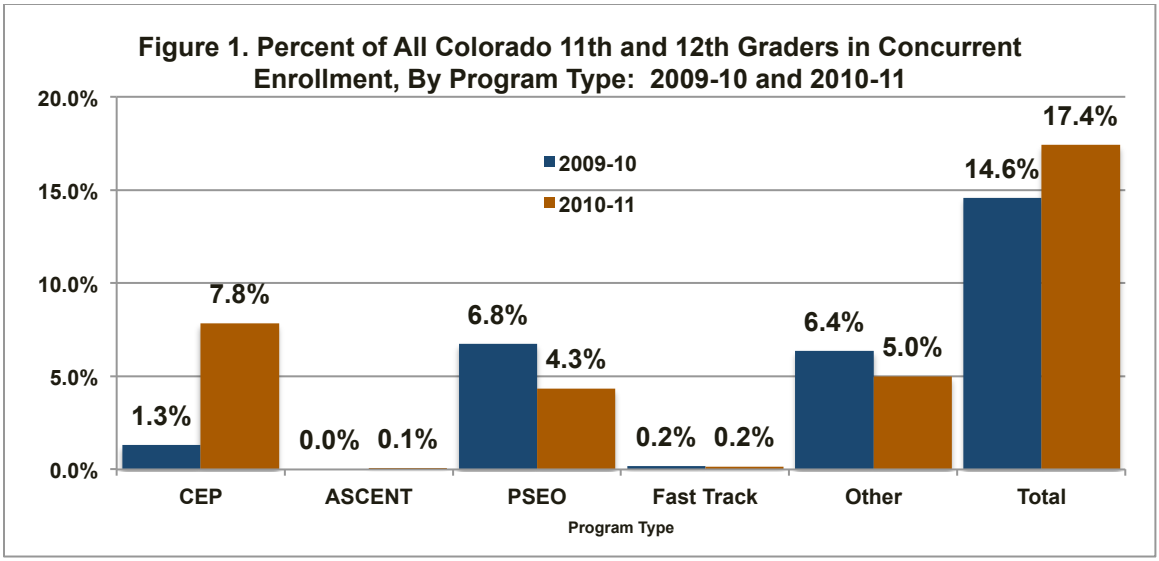
The policy work under this initiative builds from and enhances the framework established by the Concurrent Enrollment Programs Act of 2009. The legislation established the Concurrent Enrollment Program (CEP), a uniform statewide program to allow qualified students to take college-level courses and simultaneously earn high school and college credit by, created the Accelerating Students through Concurrent Enrollment (ASCENT) program. Eligible students have the opportunity to spend a fifth year in high school engaged in postsecondary instruction.

The Concurrent Enrollment Programs Act embodies a number of elements associated with effective dual enrollment policies nationally. These include strategies for increasing access to higher education to historically underrepresented groups and a funding mechanism that holds harmless districts and postsecondary institutions through the use of the state's College Opportunity Fund (COF).

PROMISING EARLY RESULTS

HIGH PARTICIPATION IN CONCURRENT ENROLLMENT

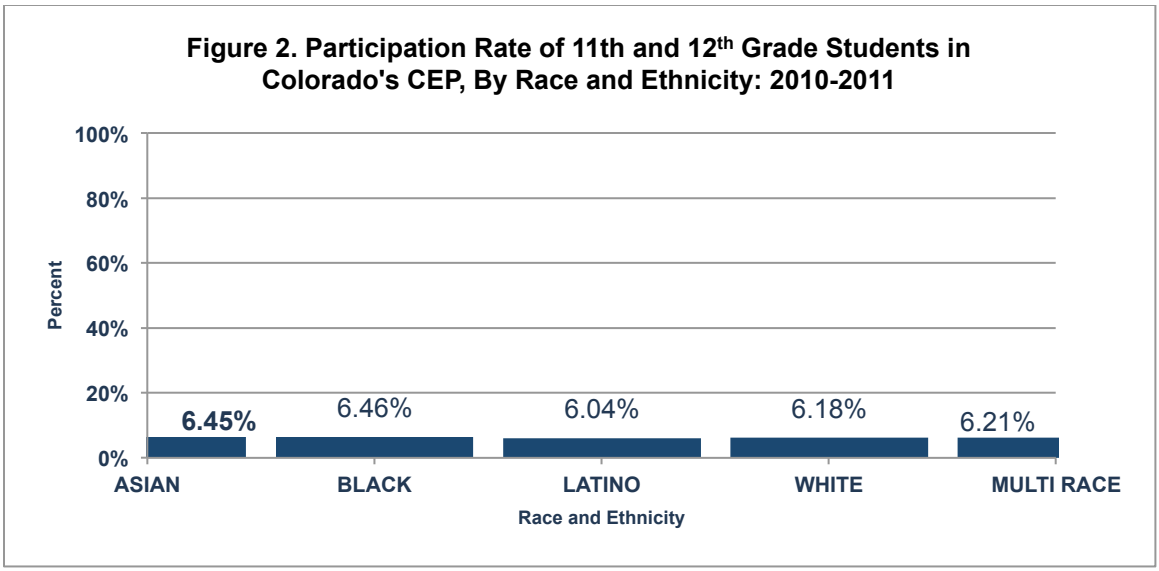
JFF's analysis of concurrent enrollment data indicates that implementation of the provisions of the Concurrent Enrollment Programs Act has led to expanded access to college in high school opportunities to a broad-range of students. Department of Higher Education 2010-11 data show significant enrollment increases across all racial and socio-economic groups. Statewide, more than 10 percent of all high school juniors and seniors participated in concurrent enrollment, an increase of 2.8 percent from 2009-2010 to 17.4 percent of all eleventh and twelfth grade students in 2010-2011 (*see Figure 1*). Twelve colleges and 243 high schools participated in cooperative agreements using the Concurrent Enrollment model. (*See Appendix A for additional information on process and summary findings of JFF's Colorado Concurrent Enrollment Benchmarking.*)



Source: Data Provided by the Colorado Department of Education and the Colorado Department of Higher Education. **Note:** The Concurrent Enrollment Program (CEP) data does not include the students in ASCENT or Concurrent remedial courses. "Other" excludes courses taken as part of an extended studies program.

The Concurrent Enrollment Program appears instrumental in helping to expand student access to concurrent enrollment, particularly for students from underrepresented backgrounds. Between 2009-2010 and 2010-2011, the total statewide enrollment in CEP increased from 1,531 to 9,269 students, and was starkest for students from underrepresented groups. For African American, Hispanic and Asian students, their numbers increased from 15, 150 and 45 to 404, 1,978 and 310 students, respectively.

The dramatic increase across these groups in concurrent enrollment has resulted in consistent rates of participation across all race and ethnic subgroups (Figure 2). An encouraging trend is that, at 7.8 percent, the participation rate among low-income students is slightly higher than for other student groups. Although special education and English language learners constitute 9 percent and 7 percent of all high school juniors and seniors, respectively, they each represent 4 percent of all concurrent enrollment program participants. This is not surprising considering that enrollment among special education students and English language learners are the lowest in the state: 2.7 percent and 3.5 percent, respectively.



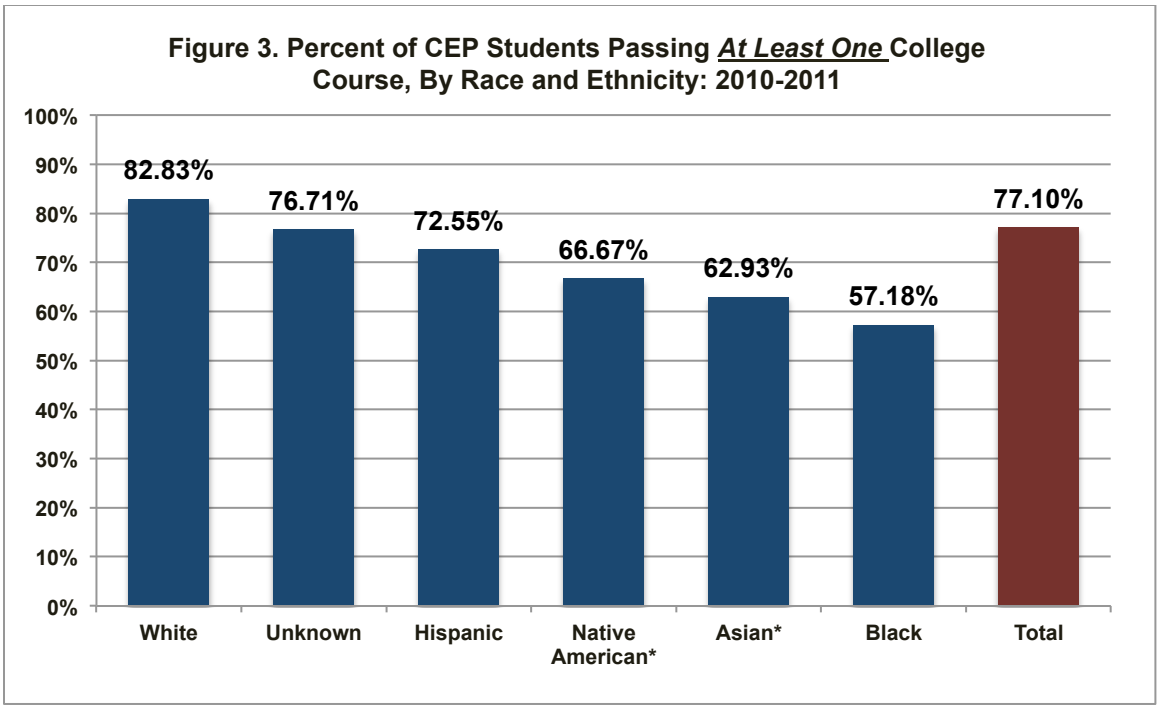
Source: Data Provided by the Colorado Department of Education and the Colorado Department of Higher Education. The CEP data does not include the students in ASCENT or Concurrent remedial courses.

As the concurrent enrollment programs *Fast Track* and *Postsecondary Education Options* (*PSEO*) were phased out in July 2012, and the Concurrent Enrollment Program (CEP) becomes the primary state vehicle for this acceleration strategy, we anticipate CEP's enrollment figures will increase.

STUDENT SUCCESS IN CONCURRENT ENROLLMENT COURSES

The baseline of college-level course taking established by JFF found Colorado high school students who participate in concurrent enrollment typically enroll in two credit-bearing college courses each semester. Just shy of 60 percent of all students passed all of their courses, and 77 percent of all participants passed at least one of their courses. JFF found percentage gap differences in the number of students passing at least one of their courses (*see Figure 3*). Just under 83 percent of all White students in concurrent enrollment had the highest passing rate among all students. The second highest passing rate of 72.6 percent for Hispanic students lags behind those of white students by a little more than 10 percentage points.

Of concern is the 23 percent of participating students who did not pass any courses. Completion rates for minority students were even lower, with 42 percent of black students and 28 percent of Hispanic students failing all college courses.



Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Asian category includes Hawaiians and Pacific Islanders. The Native American category includes Alaskan Natives.

Colorado's concurrent enrollment program holds great potential to provide students with an on-ramp to postsecondary success. However, the low course completion rates, especially among Black and Hispanic students, underscore the need for more integrated 9-13 pathways, which should include a sequence of rigorous college preparatory courses, additional academic supports and advisement. (*See Appendix A: Percent of CEP Students Passing All College Courses, By Race and Ethnicity: 2010-2011*).

SETTING FIVE-YEAR NUMERIC GOALS FOR CONCURRENT ENROLLMENT

Based on the baselines reported above, JFF worked with the Colorado Stakeholder Committee to set intermediate benchmarks and five-year goals (beginning in 2013-2014) for increasing the number of high school juniors and seniors completing college courses in high school. Although it is understood that students can complete college courses in high school through other programs, such as Advanced Placement (AP) and International Baccalaureate (IB) courses, the focus of this goal-setting process was on concurrent enrollment courses.

The goals put forth incorporate what the Committee believes will happen in the state over the course of the next five years, especially with the impact of new policy passed by the Colorado General Assembly in 2012. It also takes into account a short- and long-term strategy. The short-term strategy is to maximize participation among schools and

districts already offering concurrent enrollment. These districts include the following public school districts: Aurora, Denver, JeffCo, Littleton, etc (Colorado Commission on Higher Education and the Colorado Department Education 2012). The Long-term strategy is to help recruit concurrent enrollment skeptics and areas that have had difficulty offering such programs. (*See Appendix B: Setting Intermediate and Five-Year Concurrent Enrollment Goals.*)

By 2017-18, the Committee would like to see all public high schools in Colorado offer college course, (AP, IB, concurrent enrollment, etc) opportunities for its 11th and 12th grade students. During this time period, the Committee would like to see the percent of high schools participating in concurrent enrollment programs increasing from 243 (53.9 percent) in 2010-2011 to about 309 (67.5 percent) in 2017-2018.[1]

Coinciding with a growth in the number and the rate of high schools participating in the concurrent enrollment program, the Committee has set a target of 34.6 percent of all high school juniors and seniors taking part in concurrent enrollment. The group aims to increase the rate of success for students passing all of their concurrent enrollment courses from 59 percent in 2010-2011 to 75 percent in 2017-2018, assuming that supports for students have also been increased. Ideally, supports would be provided to students in the form of structured and sequenced concurrent enrollment programs.

In helping to close the participation and success gaps across subgroups identified in concurrent enrollment programs, we encourage the state to set numeric goals for different race and ethnic subgroups, and low-income, special education and English language learner status. Furthermore, the state should consider setting goals to ensure equitable geographic representation in concurrent enrollment.

POLICY RECOMMENDATIONS

Our policy recommendations reflect JFF's best judgment for developing a state-level strategic vision and supportive policy conditions that build upon existing partnerships between districts and colleges to offer college course-taking to a broader range of students. Members of the committee identified these recommendations as priorities viewing them as essential to establishing a range of early college options designed to improve the integration of high school and college experiences at the secondary level. The recommendations are based on the policies of exemplar states and lessons learned from Colorado's Early Colleges, ASCENT and other college in the high school pathways.

With the growth of concurrent enrollment in Colorado due in large part to districts' willingness to use their per pupil operating revenues to support college course-taking in

[1] These figures are based on the number of 458 high schools present in Colorado in 2010-2011. However, we expect the number of high schools in Colorado to increase during the upcoming years, especially with the implementation of the Dropout Recovery Act passed during the 2012 state legislative session.

high school, access to concurrent enrollment remains unequal and preparation systems that get students ready for early college course work are underdeveloped. Though time did not permit the stakeholder committee to fully examine the best funding options to support early college designs, members agreed the state's ability to use concurrent enrollment as a high impact, scalable strategy for improving college readiness and postsecondary success will likely be constrained by resource concerns.

Colorado's adoption of the following policy recommendations would send a strong signal to high schools and colleges that using concurrent enrollment to create and support a range of early college designs for underserved youth is a state priority that will be recognized and rewarded. The recommendations contained in this report will further ensure that state investments in early college schools and college course costs for high school students will continue to yield the expected returns.

1. ***The State Board of Education should establish a transparent application process for a secondary school to request designation as an Early College.***

   Subject to State Board of Education approval, a protocol developed by CDE will require applicants seeking designation as an early college to submit a curriculum outlining the path for a student to complete an associate's degree or 60 credits toward a postsecondary credential. Applicants will further be required to submit a signed board resolution from the authorizing district or institute.

   Rationale:

   The Concurrent Enrollment Programs Act includes a definition of "early college" and provides the State Board of Education with the authority to designate a secondary school that provides only a curriculum that is designed in a manner that ensures that a student who successfully completes the curriculum will have completed either an Associate's Degree or 60 credits toward the completion of a postsecondary credential as an early college. However, an approval process was not established in statute or code. Anecdotal evidence suggests high schools and partnering institutions lacked clarity about the key components of the model and the requirements for establishing schools.

2. ***The Concurrent Enrollment Advisory Board should develop guidance for use by schools, districts and institutions of higher education on an array of recommended student support services that should be integrated into their program of study. Such services, along with specified roles and responsibilities for delivery should be included in all cooperative agreements.***

   Rationale:

Concurrent enrollment programs, which seek to provide an on-ramp to college for first-generation and underrepresented students, require strong secondary-postsecondary partnerships where both systems take responsibility for students and provide support systems to assist in these students academic and social development. Effective supports often include academic assistance, tutoring, advisors, college success classes incorporating basic study and organizational skills and summer bridge courses and the designation of program liaisons to facilitate the delivery of such supports.

3. ***The state should explore the feasibility of altering the administration deadlines of the ASCENT program to provide districts with greater predictability of funding.***

Rationale:

One of the challenges associated with the ASCENT program from a student perspective is the timing of when a state-level funding decision is made as required by statute, "On or before June 1, the state board of education shall determine and report to the department how many qualified students the department may designate as ASCENT program participants from each local education provider for the following school year."

Other deadlines associated with the college process, such as admissions and financial aid commitments for four-year institutions of higher education typically occur in May of the student's senior year in high school. This misalignment of timelines means that students who plan to participate in the program are often informed after the higher education commitment deadlines. A student could potentially be put in the position to reject scholarship, financial aid and admissions offers in hopes that they will be funded through the ASCENT program.

4. ***The state should provide school districts, on a pilot basis, the flexibility to enroll a student as early as grade 9 in one or more Basic Skills courses at an institution of higher education through the Concurrent Enrollment Programs Act.***

Rationale:

Basic Skills courses may provide the foundation many students need to achieve postsecondary success. Schools and districts need the flexibility to offer remediation classes as early as the ninth grade so that students leaving high school will be ready to attend credit bearing college level classes by the time they complete their senior year. With this structural change, district and schools may offer students hope that if they work hard and complete the required remediation

then they will be college ready when they leave high school. Moreover, the change does not mandate that a school offer remediation as early as the freshman year; it simply gives schools the option. Remedial courses would remain COF eligible and would not be counted against a student's lifetime credit hour limit.

An intensive early remediation pilot launched by Colorado GEAR UP, which offers students three levels college remedial courses in high school, may yield important information about the effectiveness of this strategy.

5. ***The state should develop capacity-building vehicles within CDE to provide support to high schools, districts and postsecondary institutions participating in concurrent enrollment, ASCENT, Early College and other 9-13 acceleration approaches. Dedicated staff would be responsible for but not limited to:***

    - ***Developing and disseminating information about best practices, resources and model early college designs***

    - ***Building awareness of the benefits of such strategies and programs including exploring the feasibility of utilizing College in Colorado to provide outreach***

Rationale:

States which have successfully implemented the largest number of early colleges and early college experiences for all students have been aided by having an intermediary or state-level entity that takes primary responsibility for conceptualizing, guiding and providing technical assistance to schools, districts and colleges to help them organize 9-13 partnerships. This function is sometimes performed by personnel within an office of college-readiness at a state department of education, department of higher education or a public/private nonprofit intermediary.

6. ***The state should develop mechanisms for providing public recognition to high schools and postsecondary institutions that are increasing the participation and success of low-income and other underserved students through concurrent enrollment, ASCENT and other acceleration programs.***

Rationale:

Education pathways that integrate college courses into the high school course of study have been shown to be an effective college readiness strategy. Providing recognition or rewards to high schools and colleges for student performance as indicated by completion of first-year college courses while they are in high school will acknowledge their success and raise the visibility of such strategy and encourage their adoption more widely. Special recognition should be given to schools and institutions that show success for economically disadvantaged students and over-aged, under-credited students who are back on track to high school graduation and transitioning into college courses.

7. *State and district accountability systems should include postsecondary remediation rates as a measure of postsecondary/career readiness.*

Rationale:

Including remediation rates as a measure of postsecondary/career readiness in K-12 accountability systems will provide concrete information back to school systems about whether or not they are truly graduating students who are postsecondary and workforce ready. Even more importantly, districts should be provided with detailed information about the specific academic areas of weakness students exhibit on placement exams, regardless of which exam is administered, so districts can make informed decisions about improving instruction in those areas. Ultimately, bridging the information gap between school districts and institutions around student remediation rates will help the state achieve its goal of increasing the number of low-income and underprepared students who graduate from high school and enroll in and be successful in college.

8. *Colorado's Individual Career and Academic Plan should be used with greater intentionality.*

Rationale:

Individual Learning Plans can be powerful tool for increasing graduation rates by assisting students and their parents/guardians in developing and maintaining a personalized education plan to ensure readiness for postsecondary and workforce success. Despite a provision in the Concurrent Enrollment Programs Act, which requires college coursework be directly related to their Individual Career and Academic Plan (ICAP), questions remain as to whether these plans are being utilized to their fullest extent. ICAP could be used to ensure greater connectedness between secondary and postsecondary education by incorporating credit-bearing college courses into an intentional sequence of courses, which reflect progress toward students postsecondary, and workforce

objectives and adding grade-level seminars/advisory classes into the school schedule.

9. ***The State should ensure that concurrent enrollment and early college concepts are incorporated into proposed Postsecondary Workforce Readiness (PWR) endorsed diploma.***

Rationale:

The State Board of Education and the Colorado Commission on Higher Education have defined postsecondary and workforce readiness as the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. To be designated as postsecondary and workforce ready, secondary students shall demonstrate that they possess the content knowledge, learning and behavior skills have been achieved without the need for remediation. Earning college credits through concurrent enrollment courses should be included in the PWR criteria.

10. ***The state should consider license endorsement or license renewal incentives to encourage more teachers to become credentialed to teach concurrent enrollment courses.***

Rationale:

One strategy that significantly lowers the cost of concurrent enrollment is to offer college courses on the high school campus taught by high school teachers. This delivery model is also utilized by high schools that do not have a 2 or 4-year postsecondary institution in close proximity. However, some Colorado high schools have been hampered in their efforts to use their own faculty because many high school teachers do not possess a master's degree in the subject area they are teaching.

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EDUCATION FOR ECONOMIC OPPORTUNITY

APPENDIX A
COLORADO CONCURRENT ENROLLMENT BENCHMARKING:
SUBMITTED TO THE COLORADO STAKEHOLDERS MEETING

October 2012

JOBS FOR THE FUTURE

BENCHMARKING PROCESS: GOALS

- ✓ **Establish a baseline** of college-level course taking and concurrent credits earned among low-income and other student groups.
- ✓ **Set intermediate benchmarks and five-year goals** for increasing the number of such high school students (11th or 12th graders) enrolling in and completing college courses in high school, as well as AP and IB courses.

Data Sources for Establishing Colorado State Concurrent Enrollment Baselines

- Data on concurrent enrollment participation and success was provided to JFF by the Colorado Department of Education and the Colorado Department of Higher Education.
- At the request of JFF, the DHE was able to match data records across K-12 and higher education for the state's Concurrent Enrollment Program (CEP) on student demographics and course outcomes.
- CDE provided JFF with data on state 11th and 12th grade student enrollment, also disaggregated by student demographic characteristics.
- Additional information was obtained from: Colorado Department of Higher Education (DHE) and the Colorado Department of Education (CDE). 2012, March. *Annual Report on Concurrent Enrollment for 2010-2011 School Year. Author:*

BENCHMARKING PROCESS: METHODOLOGY

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- ✓ **Methodology for Setting intermediate benchmarks and five-year goals**
  - May 10, 2012—JFF State Policy team initial meeting with data representatives from the Department of Higher Education and Department of Education regarding the data available in Colorado and the data necessary for completion of the benchmarking and goal setting process.
  - May 22, 2012—JFF State Policy team submits a formal data request to both DHE and CDE, summarizing information discussed at the in-person meeting.
  - June 2012—Present 2012—Ongoing correspondence between JFF and both agencies to ensure the accuracy of the data available.
  - July and August Colorado Stakeholders Meeting---JFF presents information to the Stakeholders on student access and success in concurrent enrollment, with a special emphasis on student participation in CEP.
    - Goals will be established beginning in 2013-2014, as the 2012-2013 is set to began this past week in Colorado.
    - Documentation of assumptions in support of establishing 5-year goals.

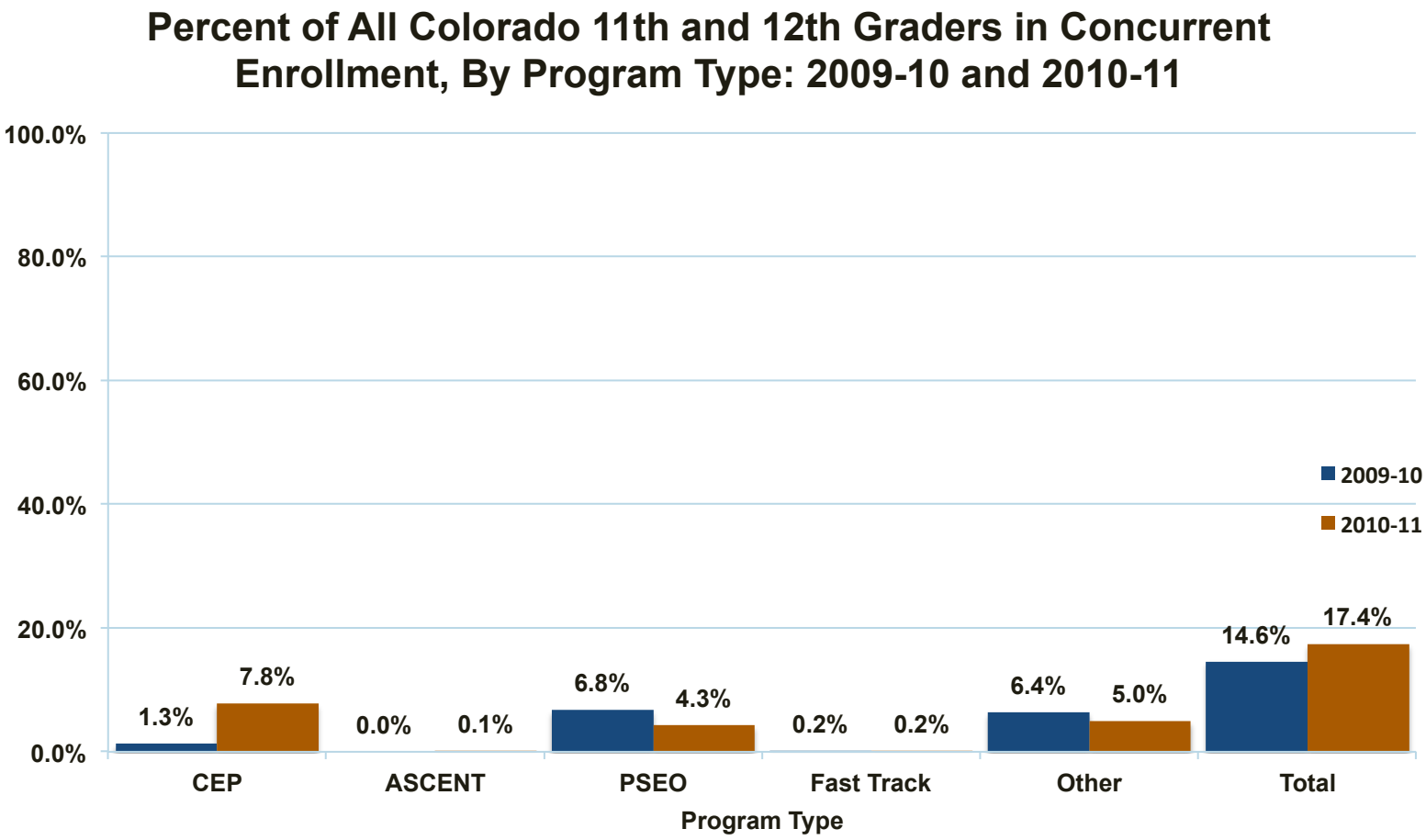
Finding #1:

Colorado is an emergent leader in a growing national movement to expand student participation in concurrent enrollment programs.

- The state participation rate across the state exceeds that of other national leaders, such as Texas, where participation stood at 16% in 2010-2011 (cite).
- The Concurrent Enrollment Act (2009) is consistent with effective concurrent enrollment policies nationally. Its purpose is to increases access to higher education to historically underrepresented student groups.

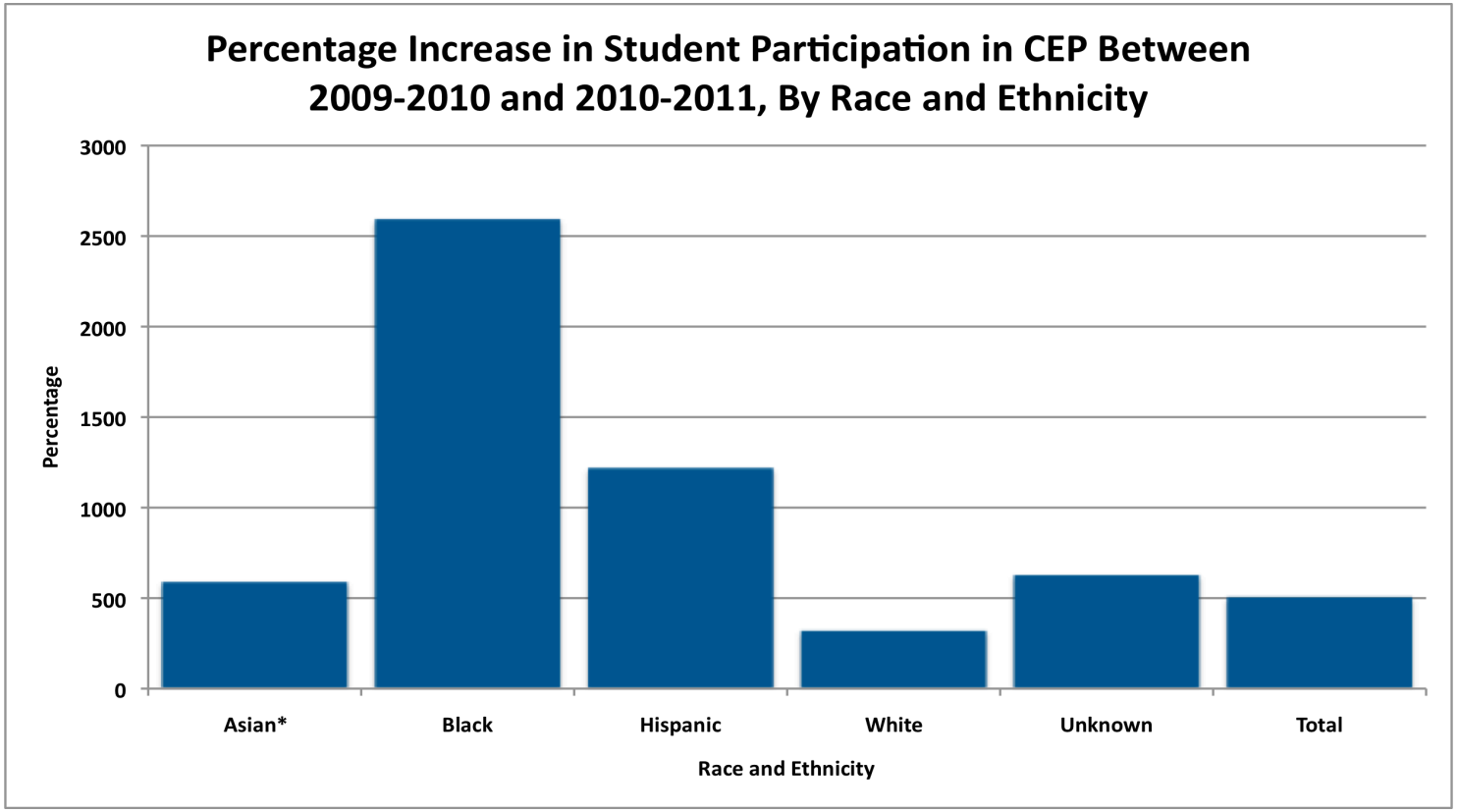
STUDENT PARTICIPATION IN CONCURRENT ENROLLMENT

Colorado has Experienced A Dramatic Increase in Concurrent Enrollment Between 2009 and 2010.



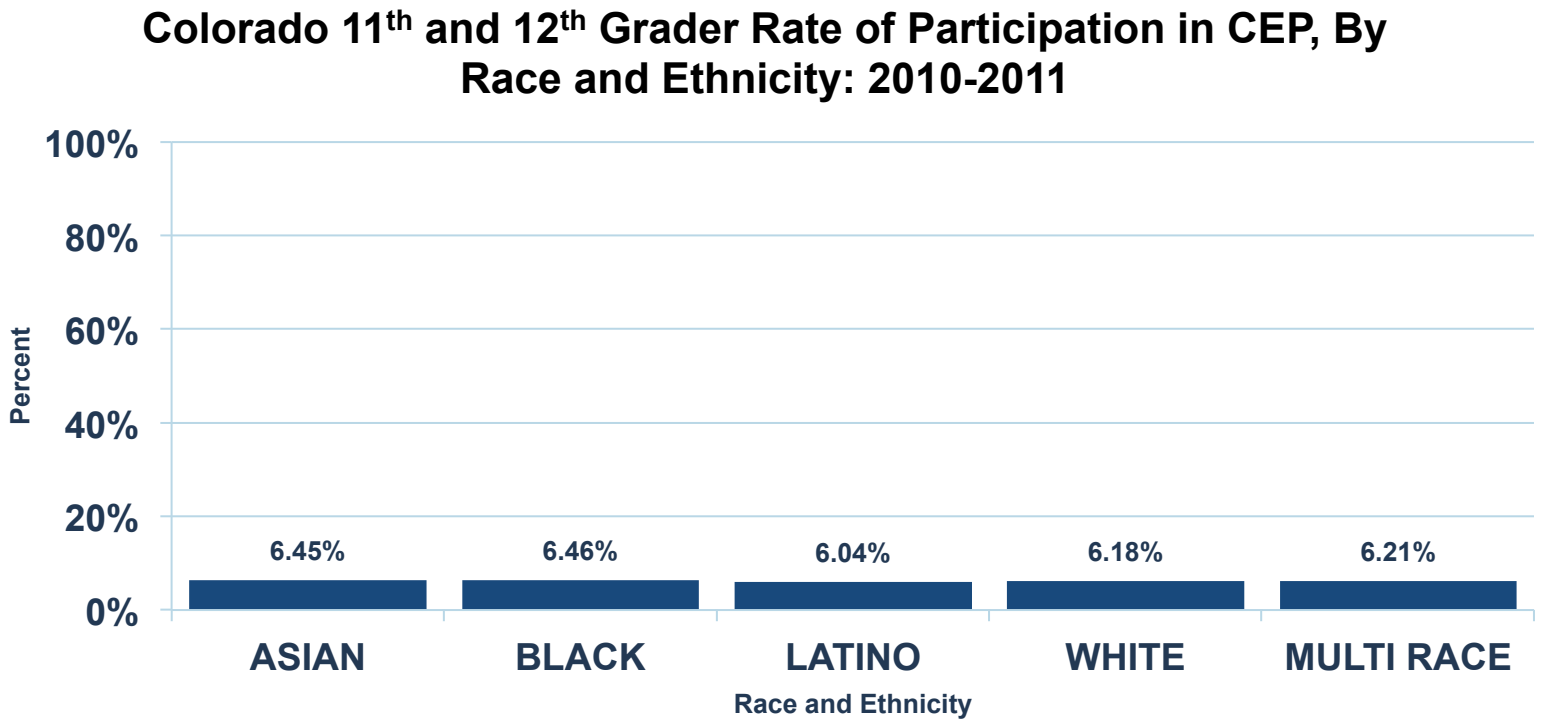
STUDENT PARTICIPATION IN CEP

The Concurrent Enrollment Program (CEP) appears instrumental in helping to expand student access to concurrent enrollment, particularly for students from underrepresented groups.



***Note:** Asian includes Native American/Alaska Native, Hawaiian or Pacific Islander

The dramatic increases across different race and ethnic subgroups CEP has resulted in consistent participation rates across all groups. However, the data demonstrates that participation rates for 11th and 12th graders is still relatively low.

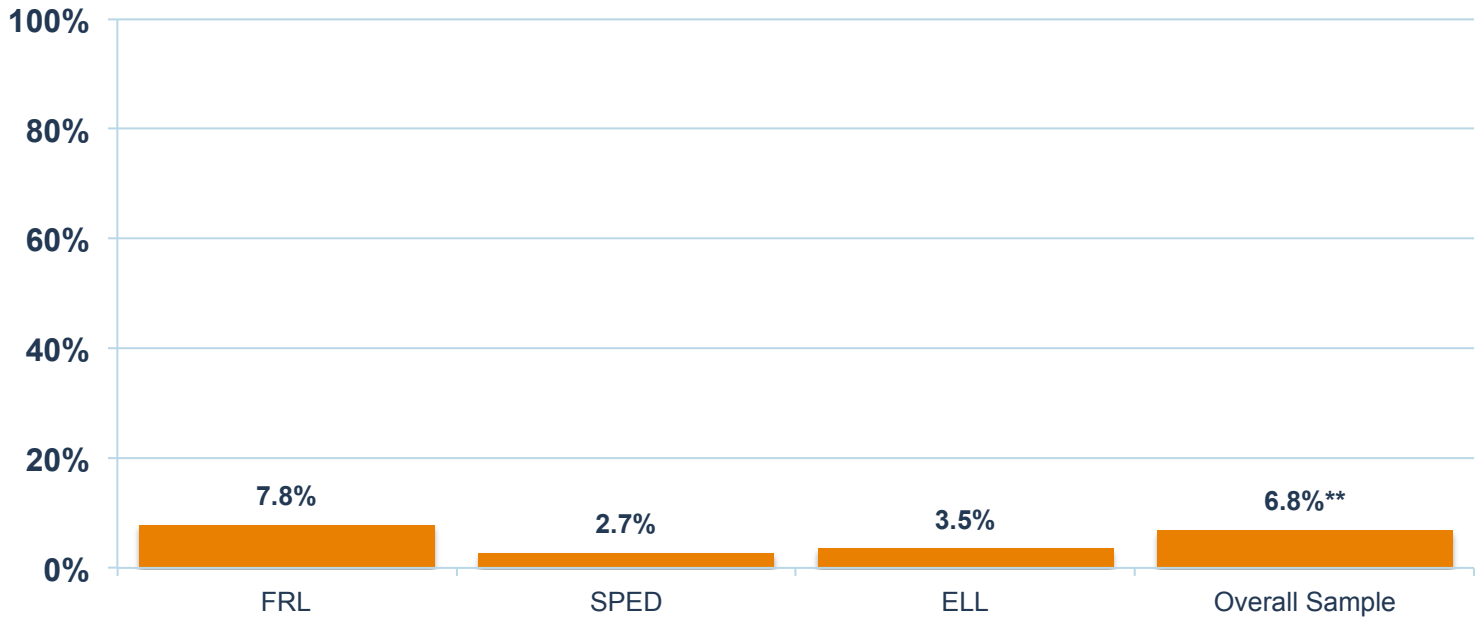


Data Provided by *Colorado Department of Education **Colorado Department of Higher Education. THE CEP data does not include the students in ASCENT or Concurrent remedial courses.

STUDENT PARTICIPATION IN CONCURRENT ENROLLMENT

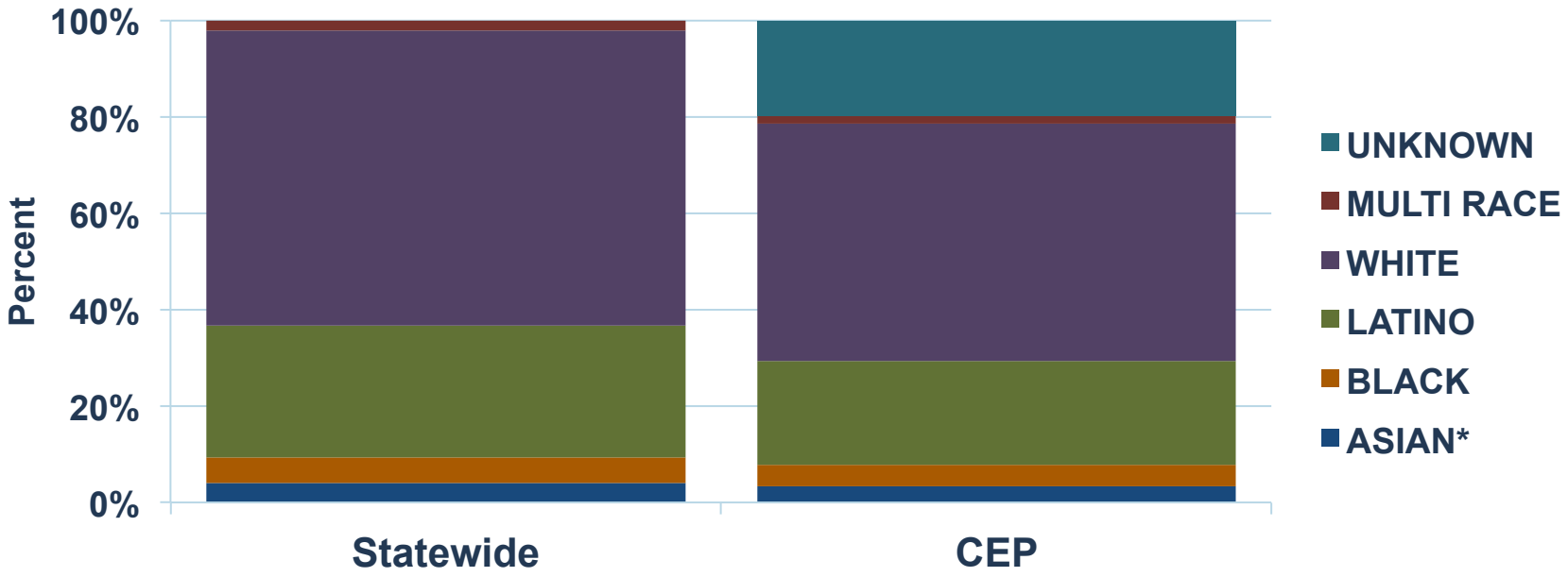
*****Low-Income students have the highest rate of participation among all student subgroups in CEP. On the contrary, the lowest rates of participation are by high school juniors and senior in Special Education and English Language Learners.*****

Colorado 11th and 12th Grader Participation in CEP, by Subgroup: 2010-2011*



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Based on matched records of 8,161 student records matched across CDE and CDHE. **Based on the number of students in the Concurrent Enrollment Program (CEP) only.

Race and Ethnicity of Students in CEP compared and 11th and 12th Graders: 2010-2011



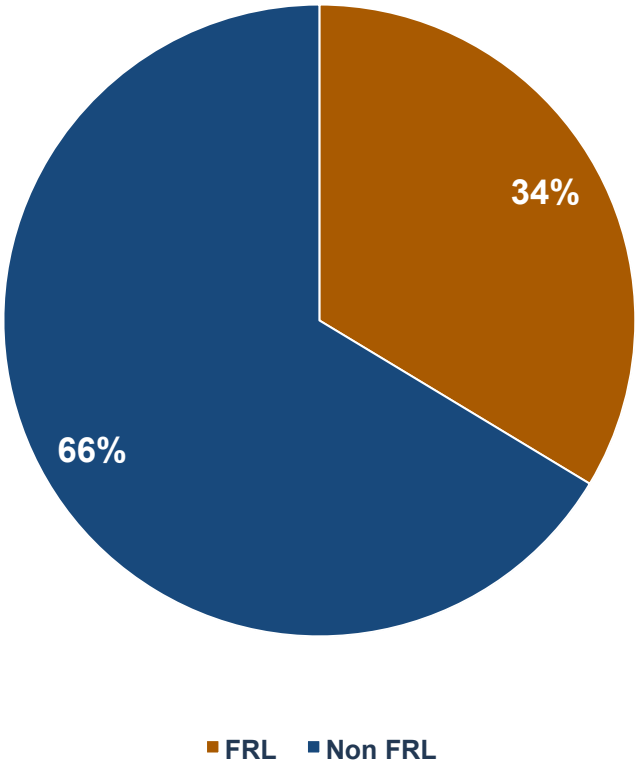
**Note: Asian includes Native American/Alaska Native, Hawaiian or Pacific Islander

Table Summary: Race and Ethnicity of Students in CEP compared and 11th and 12th Graders in 2010-2011

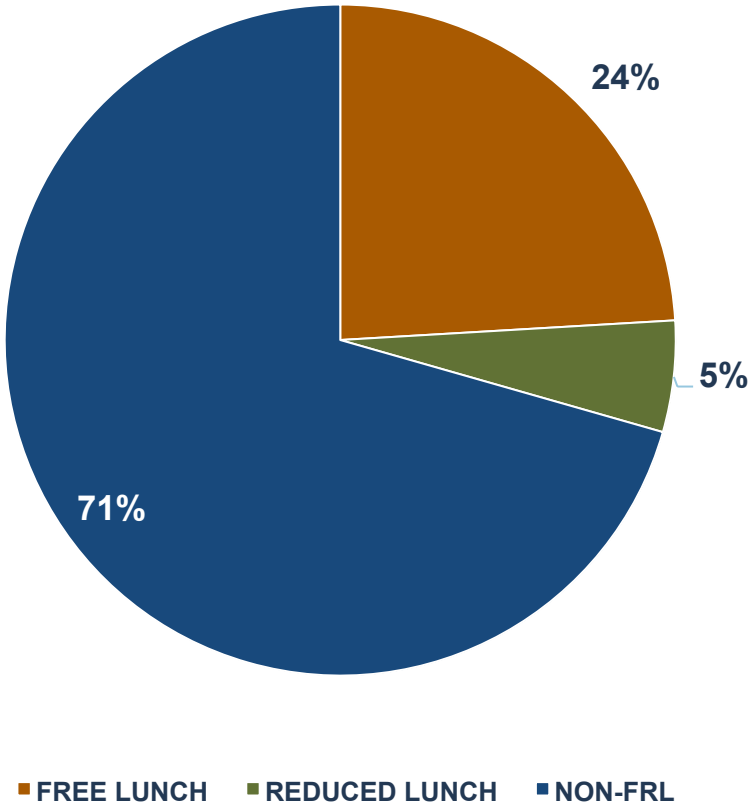
	ASIAN	BLACK	LATINO	WHITE	MULTI RACE	UNKNOWN	TOTAL
State	4.03%	5.25%	27.47%	61.06%	2.19%	0.00%	119,206
CEP	3.29%	4.29%	20.99%	47.70%	1.72%	19.13 S%	9,423

STUDENT PARTICIPATION IN CONCURRENT ENROLLMENT

Percent of All Students in Concurrent Enrollment Program (CEP) Eligible for Free and Reduced Lunch (FRL): 2010-2011**
(N= 8,161 students)



Percent of all 11th and 12th Graders Eligible for Free and Reduced Lunch: 2010-2011*
(N=119,206 students)

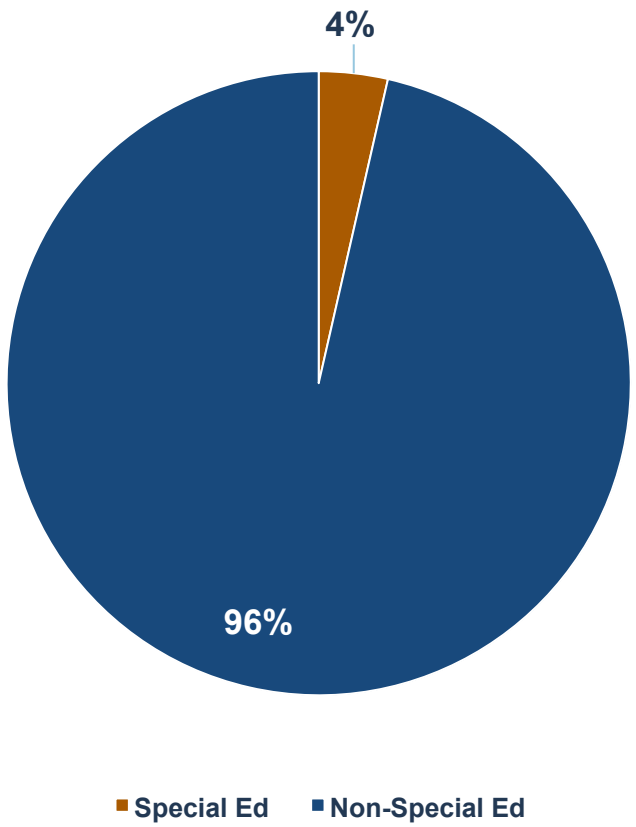


JOBS FOR THE FUTURE

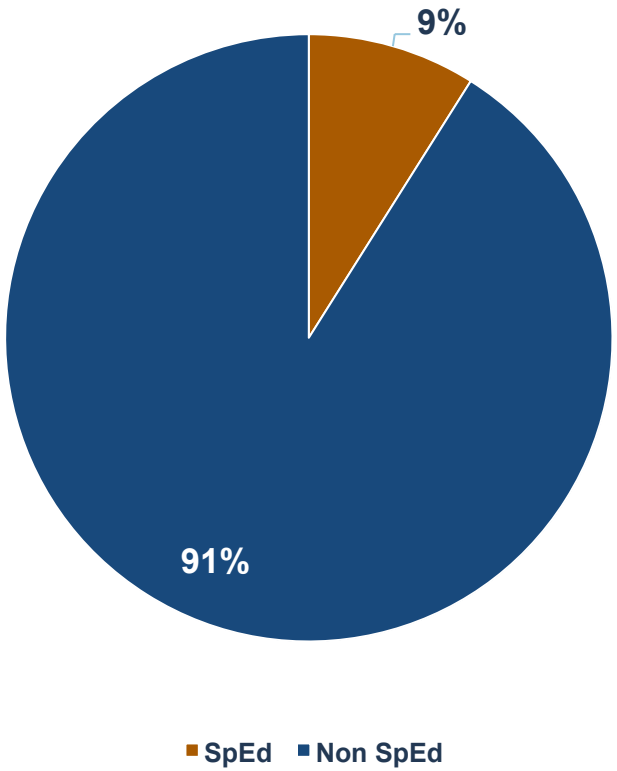
Data Provided by *Colorado Department of Education **Colorado Department of Higher Education. THE CEP data does not include the students in ASCENT (or Concurrent remedial courses.

STUDENT PARTICIPATION IN CONCURRENT ENROLLMENT

Percent of All Students in Concurrent Enrollment Programs (CEP) Designated Special Education: 2010-11**
(N= 8,161)



Percent of All Students in Grades 11th and 12th Designated Special Education: 2010-2011*
(N=119,206 students)

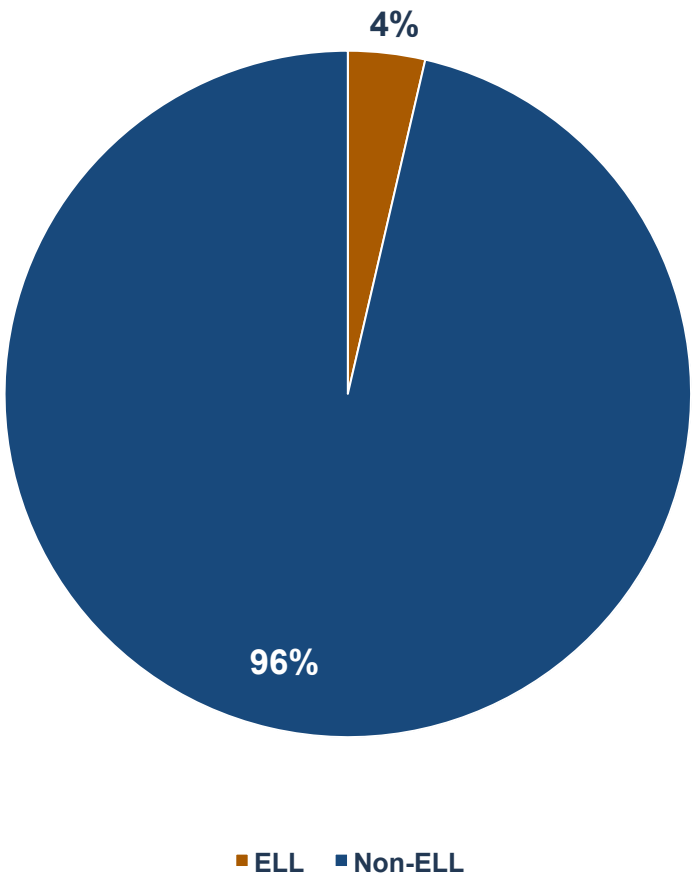


JOBS FOR THE FUTURE

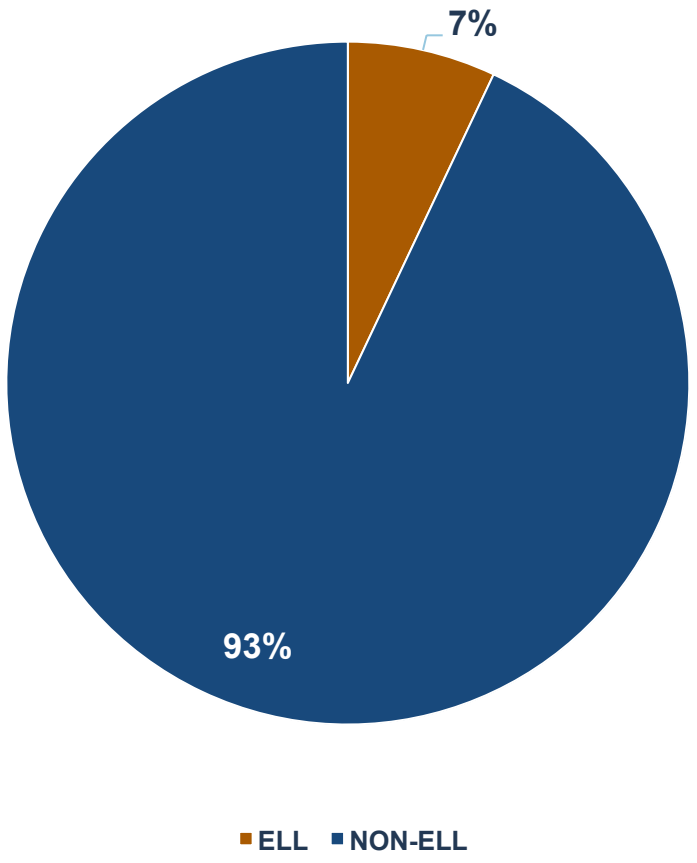
Data Provided by the *Colorado Department of Education, and the **Colorado Department of Higher Education. The CEP data does not include ASCENT or Concurrent remedial courses.

STUDENT PARTICIPATION IN CONCURRENT ENROLLMENT

Percent of CEP Students Designated English Language Learners (ELLs): 2010-11 (N=8,161)**



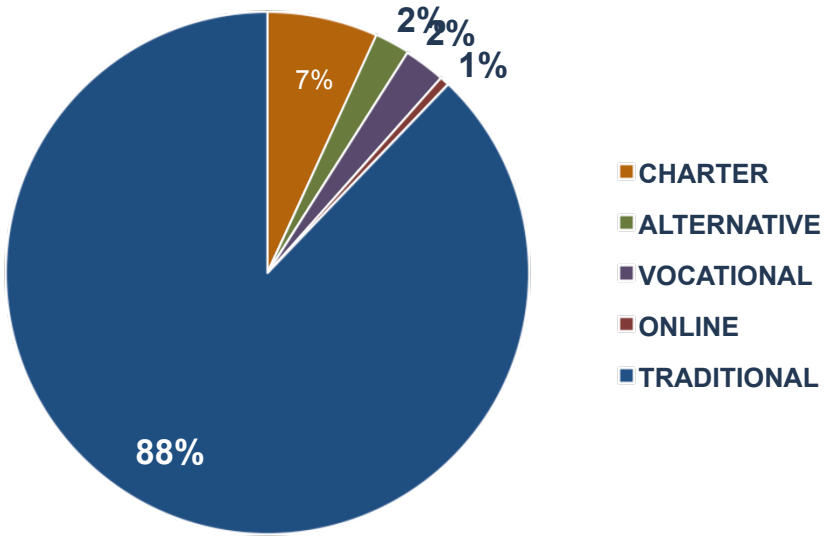
Percent of 11th and 12th Grade Students Designated English Language Learners (ELLs): 2010-2011 (N=119,206)



Data Provided by the *Colorado Department of Education, and the **Colorado Department of Higher Education. The CEP data does not include ASCENT or Concurrent remedial courses.

NEED ADDITIONAL DATA ON 11TH AND 12TH GRADE STUDENT ENROLLMENT, BY SCHOOL TYPE

Students in Colorado Concurrent Enrollment Program (CEP), By School Type: 2010-2011 (N=8,161 students)



Data Provided by the Colorado Department of Higher Education. The CEP data does not include ASCENT or Concurrent remedial courses.

Concurrent Enrollment Program (CEP) Partnerships (2010-2011)

- In 2010-2011, **12 postsecondary institutions** in Colorado have collaborative agreements with high schools across the state.
  - 5 community colleges with the highest enrollments in CEP accounted for 65.9% of all CEP students.
- **243 (out of 458) high schools** in the state, or about 53.1% of all high schools, participated in CEP.
- **4 public school districts** account for 24.1% of all CEP participants.

ACCESS TO CONCURRENT ENROLLMENT: SUMMARY OF FINDINGS

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Achievements of the Concurrent Enrollment Program (CEP)

- **EXPANSION.** Dramatic increase in numbers of students in CEP in only one year
- **REACHING TARGET POPULATION**. Greatest gains among students of color; also reaching low-income.
- **ENGAGING** more districts, high schools and community college

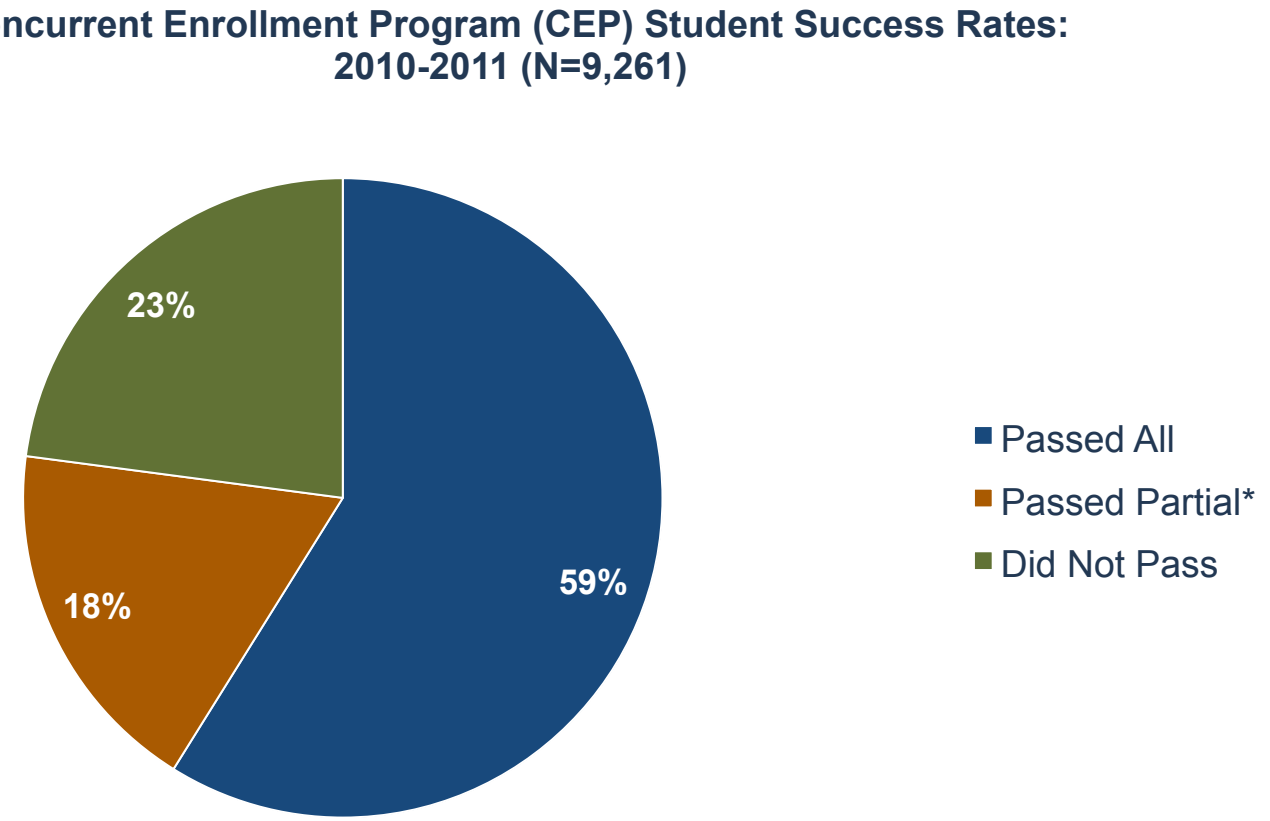
Challenges of the Concurrent Enrollment Program (CEP)

- Overall participation numbers across **all** student groups remains low.
- Especially among groups: ELL, SPED, and alternative education students.

Finding #2:

Emerging data from the Concurrent Enrollment Program (CEP) is promising in that it suggests future expansion of access to more students from underrepresented groups. However, completion data in Colorado indicate that, although rates of passing rates might be higher than for traditional student populations, there is still much room for improvement, especially as it relates to closing success gaps.

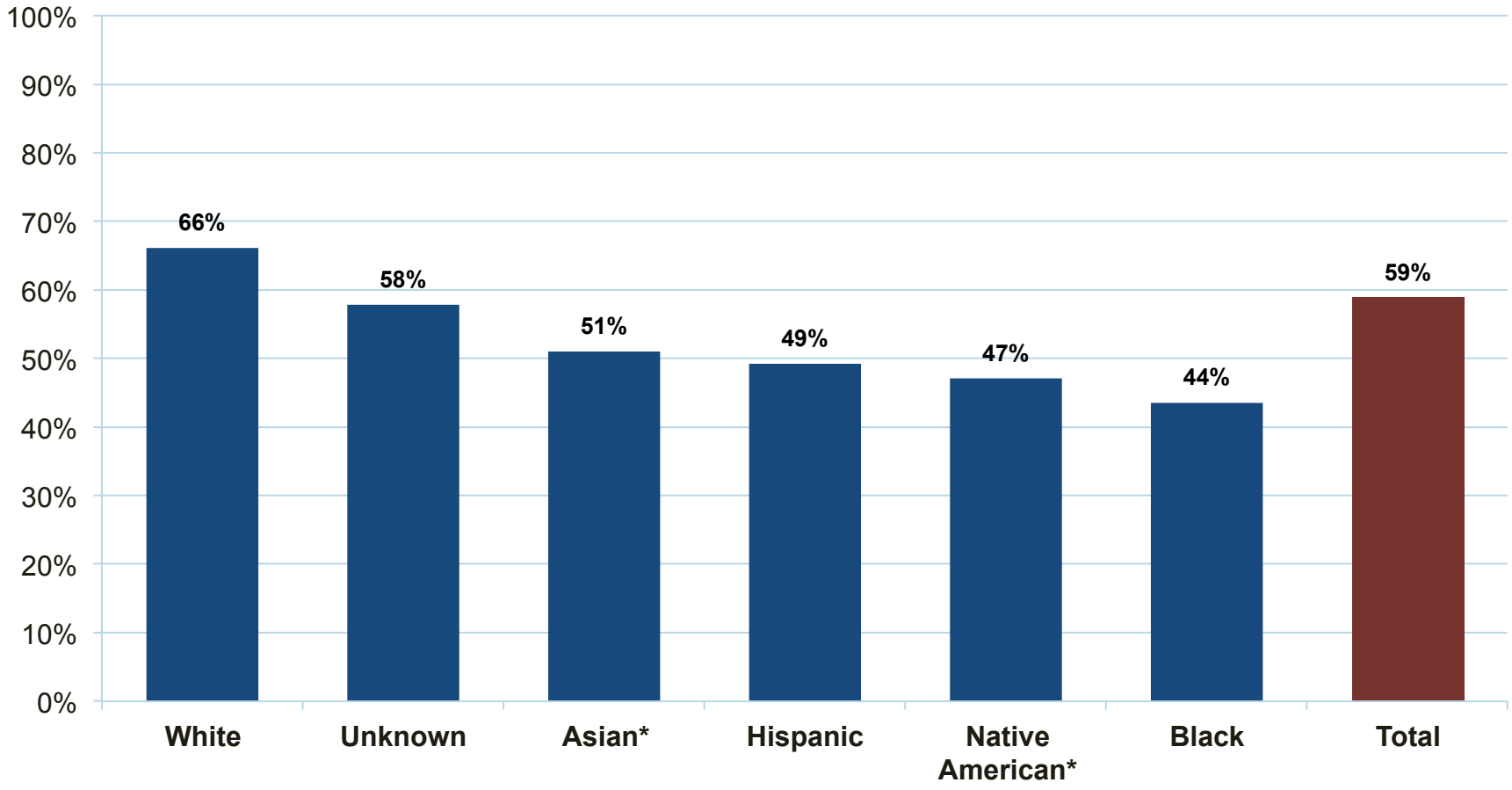
STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)



Data Source: Data provided to JFF by the Colorado Department of Higher Education.
**Passed Partial category includes students who took multiple concurrent enrollment courses, passed some courses and not others. On average, these students took two courses, so this category can be read as students who passed at least one concurrent enrollment course or students who failed at least one concurrent enrollment course.*

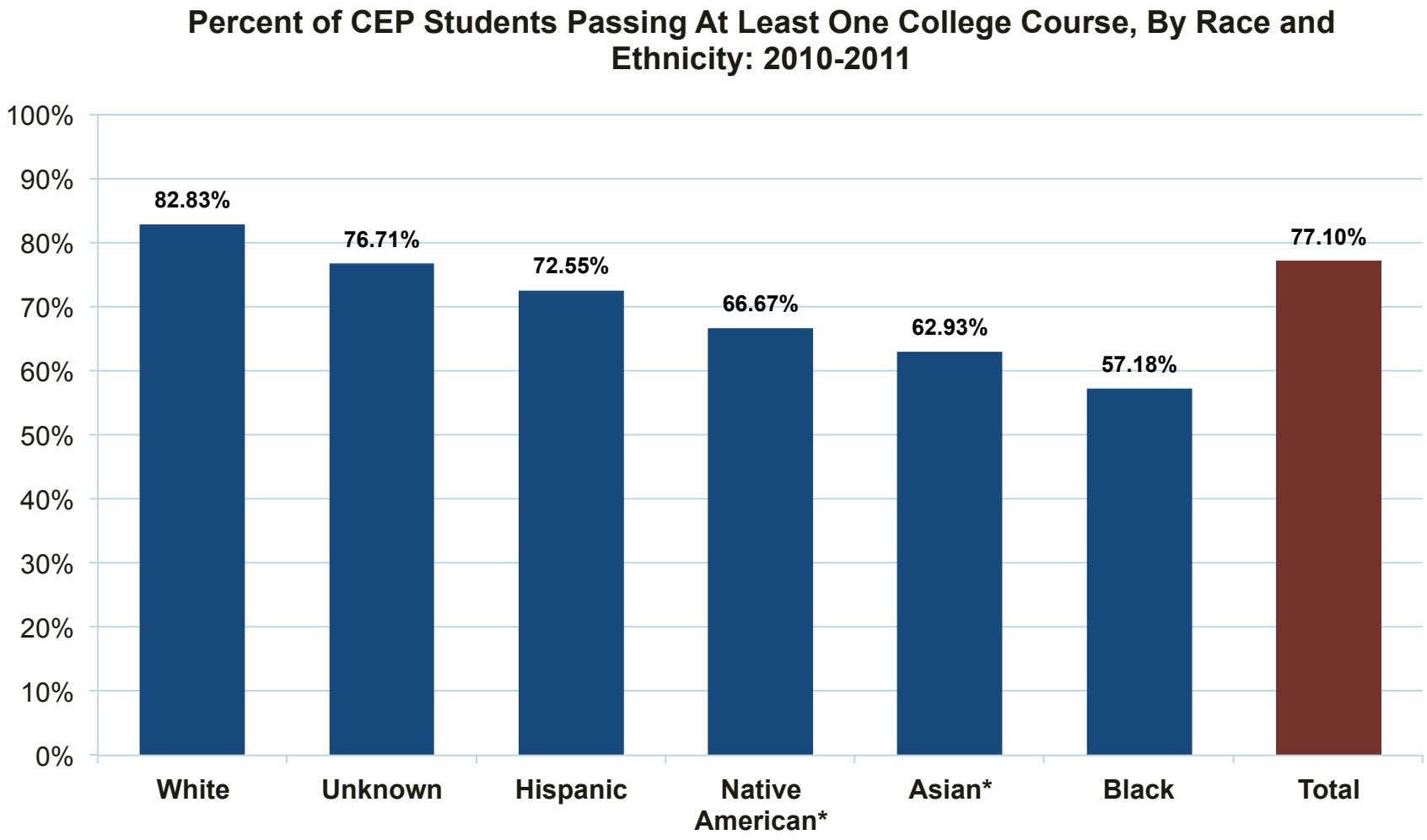
STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)

Percent of CEP Students Passing All College Courses, By Race: 2010-2011



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Asian category includes Hawaiians and Pacific Islanders. Native American Category Includes Alaskan Natives.

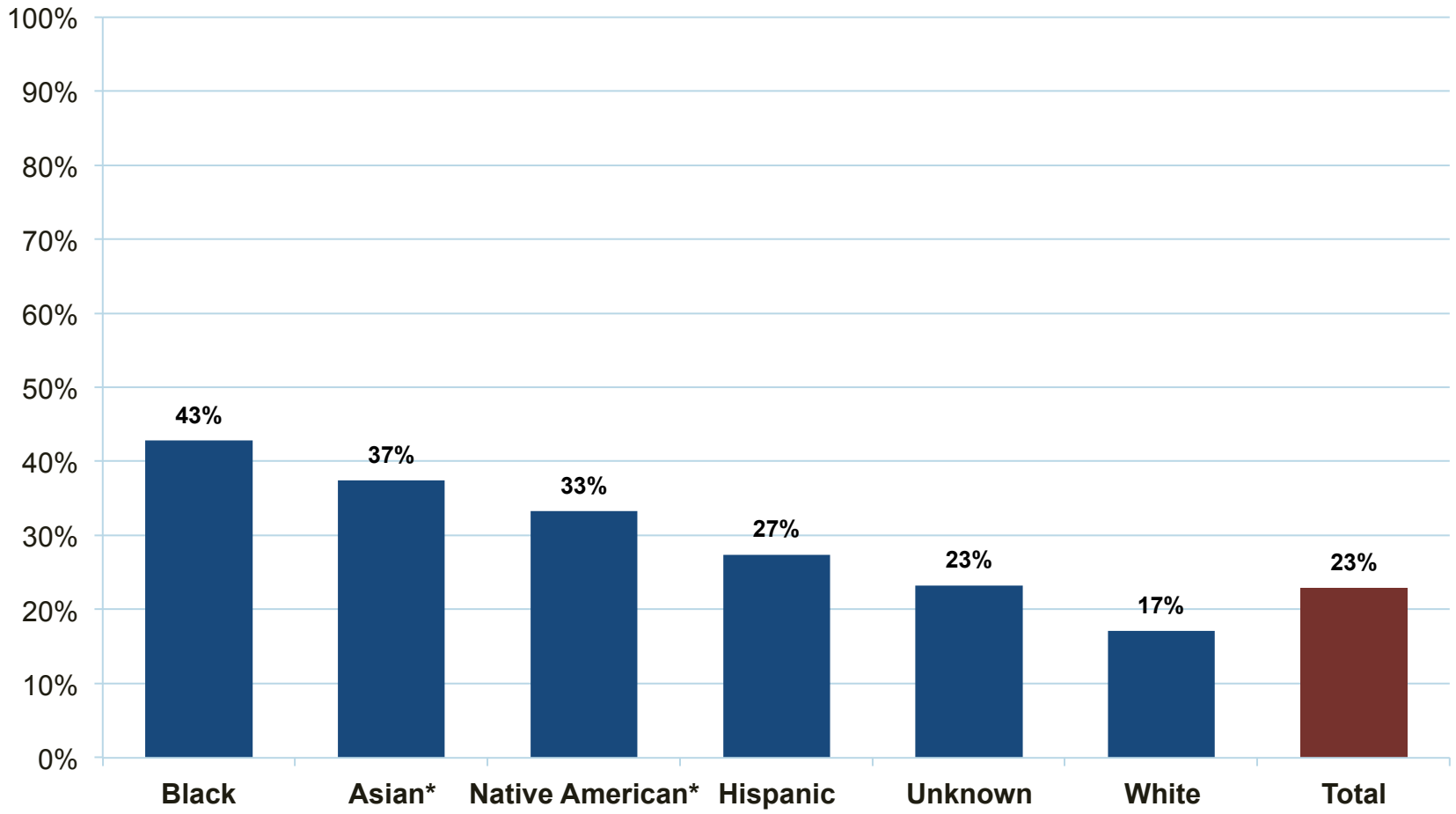
STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Asian category includes Hawaiians and Pacific Islanders. Native American Category Includes Alaskan Natives.

STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)

Percent of CEP Students Failing All College Courses, By Race: 2010-2011



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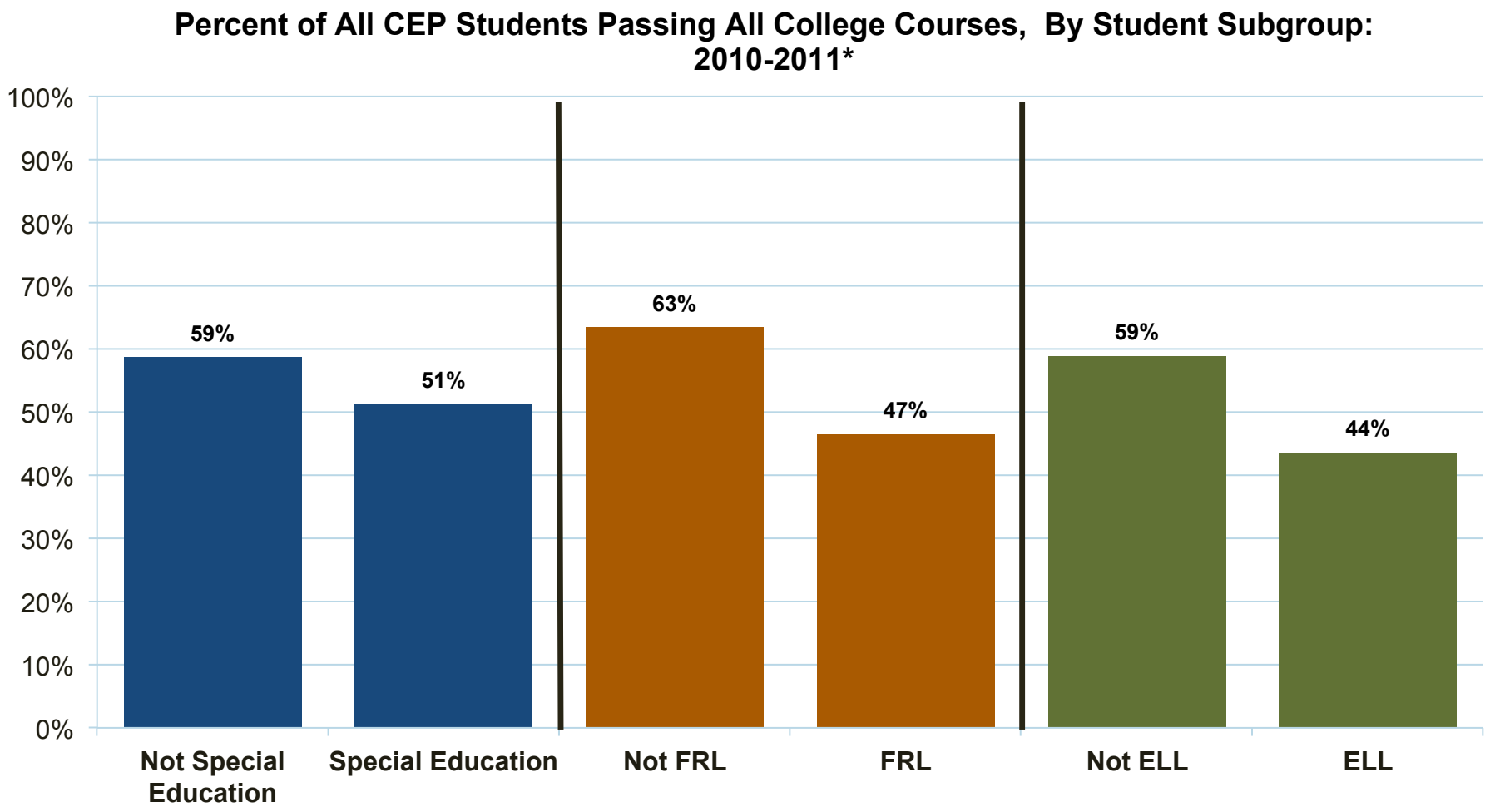
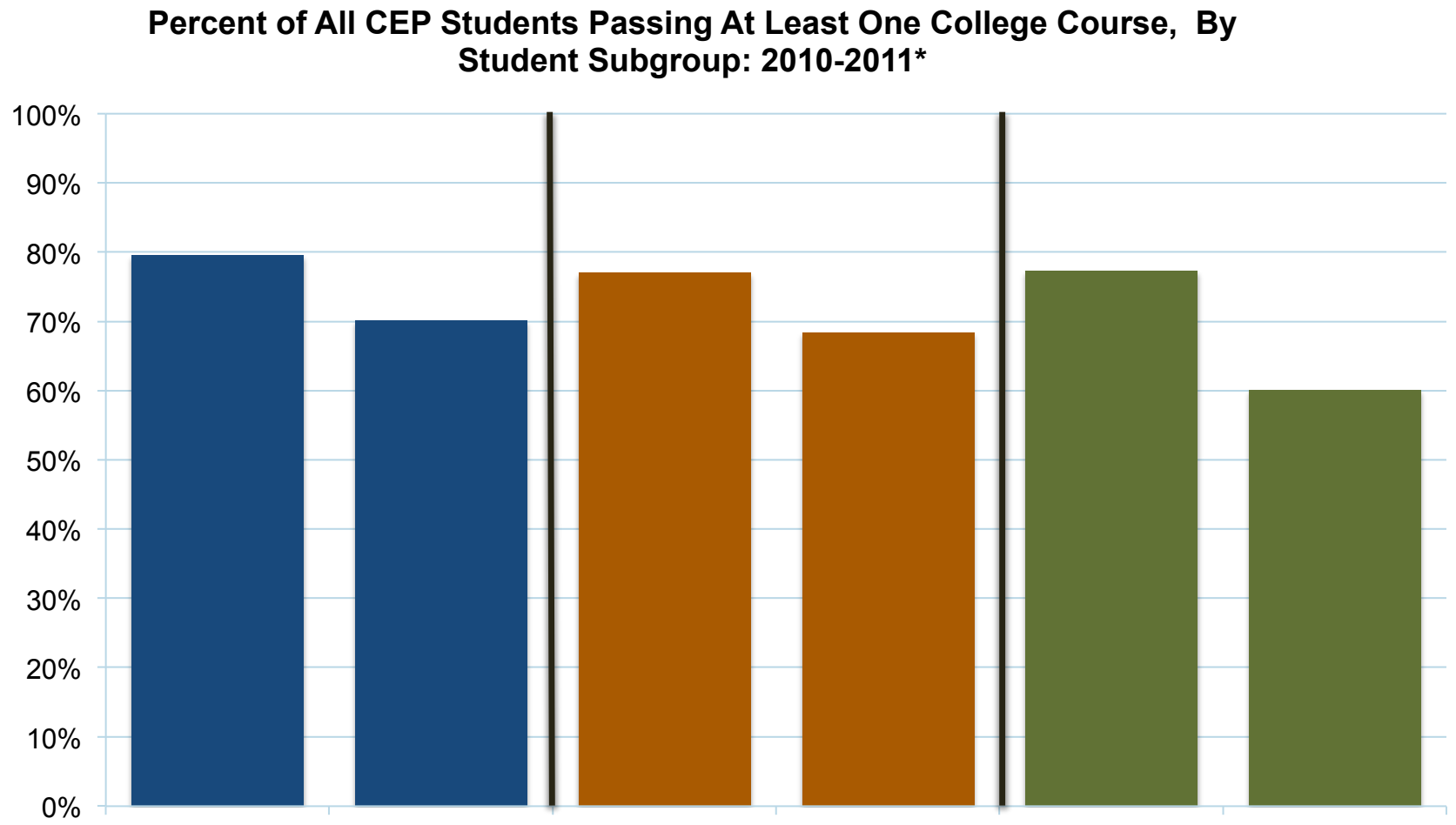
STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Based on matched records of 8,161 student records matched across CDE and CDHE.

STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)



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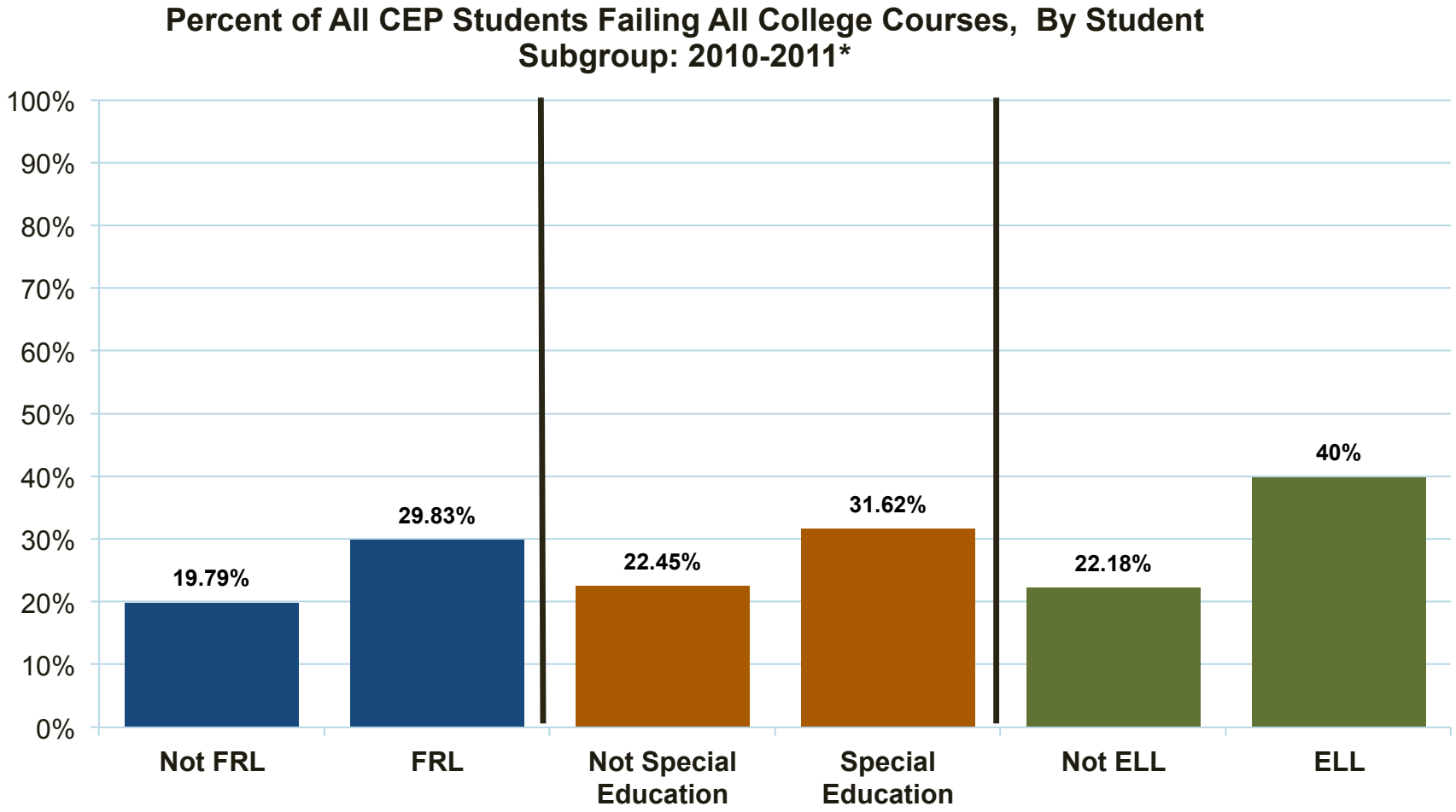
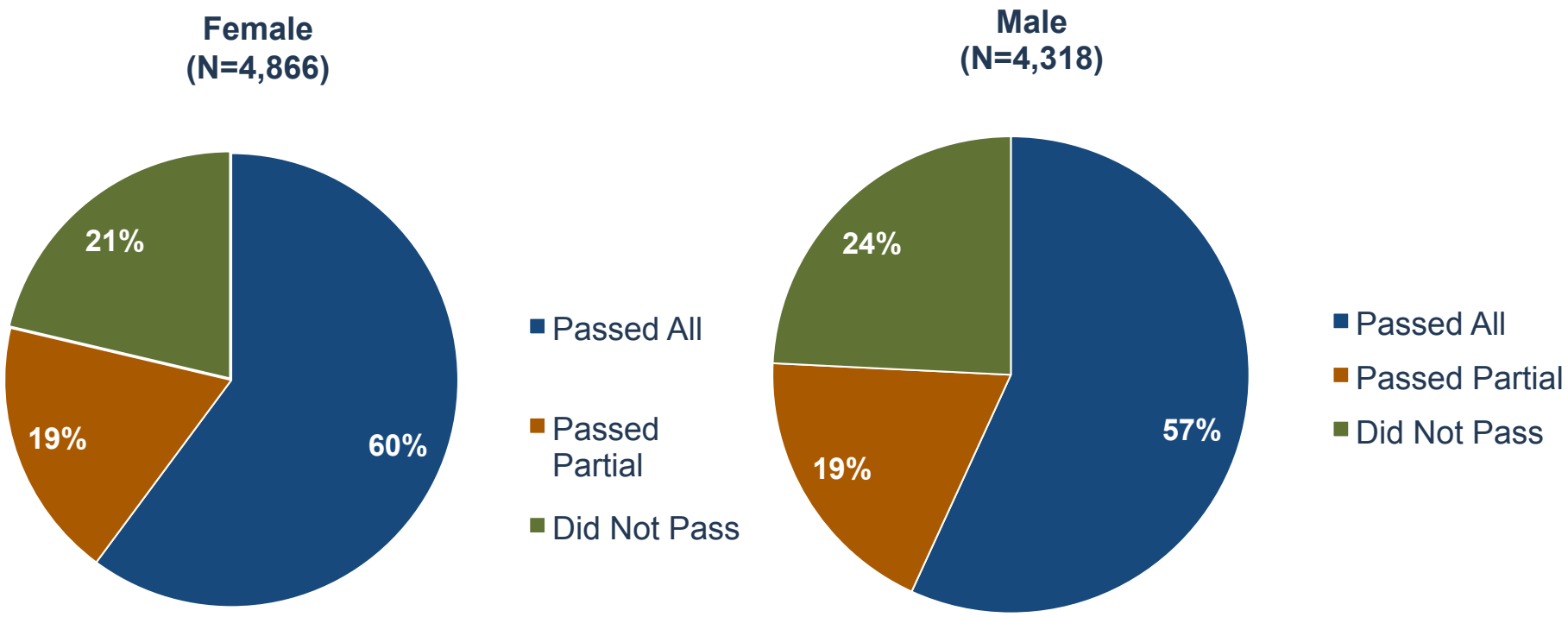
STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Based on matched records of 8,161 student records matched across CDE and CDHE.

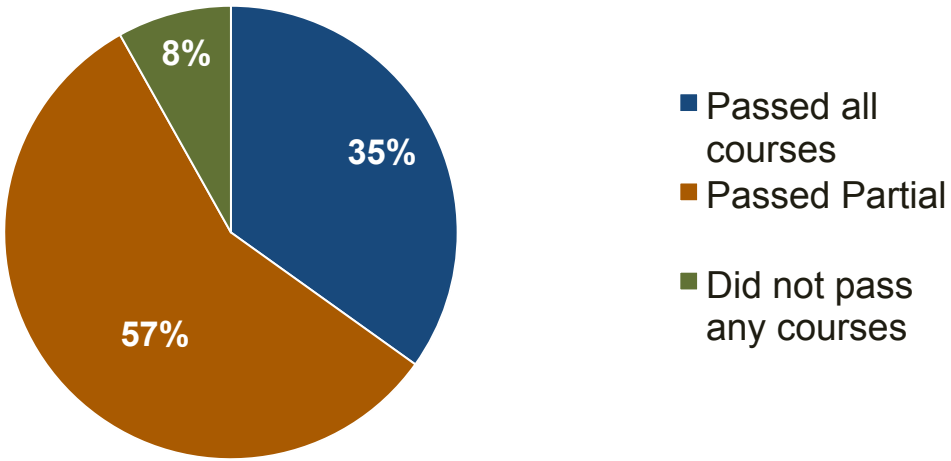
STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)

Percent of CEP Students Passing *All* Concurrent Enrollment Courses, By Gender: 2010-2011



The number of students in ASCENT passing all of their courses is lower than the number of students passing courses under CEP. However, this may be the result of students' full-time student status. This may raise concerns about the ASCENT students needing more support, especially for those entering the community college system for the first time after earning their credits at the technical institute.

Ascent Student Success Rates: 2010-2011 (N=87) *



Data Source: Data provided to JFF by the Colorado Department of Higher Education.
**Passed Partial category includes students who took multiple concurrent enrollment courses, passed some courses and not others. On average, these students took two courses, so this category can be read as students who passed at least one concurrent enrollment course or students who failed at least one concurrent enrollment course.*

STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP) AND ASCENT, SUMMARY

- Current completion rates do raise concerns, but provide an opportunity to re-examine programming.
- Differences in completion rates for specific populations provide evidence that lack of supports may be a major reason that completion rates are low.
- More supports could raise completion rates.
- More data is needed about what courses students are taking and the associated student outcomes.

EDUCATION FOR ECONOMIC OPPORTUNITY

APPENDIX B
SETTING INTERMEDIATE AND FIVE-YEAR CONCURRENT ENROLLMENT GOALS

October 2012

JOBS FOR THE FUTURE

BENCHMARKING PROCESS: GOALS

- ✓ **Establish a baseline** of college-level course taking and concurrent credits earned among low-income and other student groups.
- ✓ **Set intermediate benchmarks and five-year goals** for increasing the number of such high school students (11th or 12th graders) enrolling in and completing college courses in high school, as well as AP and IB courses.

BENCHMARKING PROCESS: ASSUMPTIONS UNDERLYING THE ENTIRE GOAL-SETTING PROCESS

- Goals will be established beginning in 2013-2014. This takes into account to the 2012-2013 has already begun this past week in Colorado. Therefore, the goal-setting process will stretch to the 2017-2018 academic school year, instead of ending at the 2015-2016.
- The Committee determine to set goals grounded more in the reality of what they believe will happen in the state over the course of the next five years, especially with the impact of new policy passed during the state legislative session in 2012.
- The Committee has also decided to set baselines using the metric of annual percentage increases.
- The short-term strategy is to maximize participation “amongst friends,” or schools and districts already offering concurrent enrollment.
- The long-term strategy is to help recruit concurrent enrollment skeptics and areas that have difficulty offering such programs.
- The goals are based on high school students in 11th and 12th grade.

BENCHMARKING PROCESS: BASELINE NUMBERS

Five-Year State Goals For 11th and 12th Grade *Participation* in Concurrent Enrollment

	BASELINE YEARS			5-YEAR GOALS				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Rate (%)	17.4	11.8	14.6**	18.6	22.6	26.6	30.6	34.6
No. (#)	20,117	14,227*	17,867	23,138	28,577	34,190	39,980	45,953
Total 11th and 12th Grade Enrollment	119,206	120,391	≈122,377#	≈124,396#	≈126,449#	≈128,535#	≈130,656#	≈132,812#

*Note: (1) Total number of students participating in concurrent enrollment in Colorado, including Fast Track, PSEO and other programs. (2) In 2009-2010, total 11th and 12th grade was 116,490 students and the total number of students in concurrent enrollment was 17,006. **Based on calculating the average percentage rate for 2009-2010, 2010-2011 and 2011-2012. #Calculated by taking the average of the enrollment growth rate from the 2009-2010 academic year to 2011-2012, which was 1.65%.

Additional Assumptions Underlying Goals

- The goals set for overall state participation in concurrent enrollment do not incorporate short- and long-term strategies identified by the Committee. These **strategies** are:
  - The state and/or public institutions of higher education will engage in a strategy to increase the supply of dual enrollee teachers who could qualify to teach concurrent enrollment courses to high school students.
  - Short-term strategy is to maximize participation "amongst friends," or schools and districts already offering concurrent enrollment, e.g., increasing concurrent enrollment in the districts with the highest participation rates in concurrent JeffCo, Littleton, Denver, Aurora, etc.
- The goals are based on a **4 percentage-point annual increase in the success rate beginning in Fall 2013**. The average ate of participation for 2010-2011 and 2011-2012 are used as the baseline.

BENCHMARKING PROCESS: BASELINE NUMBERS

Five-Year State Goals For Success Rates in *At least One* Concurrent Enrollment Course

	BASELINE YEARS			5-YEAR GOALS				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Rate (%)	77.1			77.1**	81.1	85.1	89.1	93.1
No. (#)	7,265*			17,839**	23,176	29,096	35,662	42,782

Note: *This figure is based on the 9,423 students in CEP in 2010-2011. **Figures are calculated using the estimated 5-year and interim goals from the prior slide.

Additional Assumptions Underlying the Set Goals

- The 77.1% represents students who have passed **at least one of** their concurrent enrollment program courses.
- There might be a chance that in 2012-2013, the percent of students passing all of their courses in CEP, will decrease.
- Increase in success rates assumes that supports for students has also been increased.

Questions For Consideration

- What is the success rate at the community colleges? At some colleges such as Arapahoe, the success rate is about 76% for courses (not students)? Also, should the community college rate be determined by looking at the 1-2 years average of all postsecondary community college success rates of all undergraduates?

BENCHMARKING PROCESS: BASELINE NUMBERS

Five-Year State Goals For Success Rates in *ALL* Concurrent Enrollment Courses

	BASELINE YEARS			5-YEAR GOALS				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Rate (%)	59.0			59.0	63.0	67.0	71.0	75.0
No. (#)	5,549*			13,651^	18,003	22,907	28,386	34,465

Note: *This figure is based on the 9,423 students in CEP in 2010-2011. ^Represents the number of total population in all concurrent enrollees in the state passing all courses based on projected interim and five-year goals for overall participation.

Additional Assumptions Underlying the Set Goals

- The 59% represents students who have passed **all** their college courses in the Concurrent Enrollment Program (CEP).
- There might be a chance that in 2012-2013, the percent of students passing all of their courses in CEP, will decrease.
- Increase in success rates assumes that supports for students has also been increased. Ideally, supports would be provided to students in the form of structured and sequenced concurrent enrollment programs.
- Goals are based on a **4 percentage-point annual increase in the success rate beginning in Fall 2013**

BENCHMARKING PROCESS: SETTING 5-YEAR GOALS

Five-Year State Goals For High School Participation in the Concurrent Enrollment Program

	BASELINE YEARS			5-YEAR GOALS				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Rate (%)	53.9			55.7	58.5	61.4	64.4	67.5
No. (#)	243*			255	268	281	295	309

* Note: In 2010-2011, there were a total of 458 high schools in Colorado.

Underlying Assumptions of the Goal Setting Process

- The goals were established using the limited assumption that the total number of high schools in Colorado will remain constant at 458. However, the committee acknowledges the definite likelihood that this figure will increase, especially given the handful of early colleges set to open over the next couple of years alone, and the full-implementation of programs under the Dropout Recovery Act in 2013-2014.
- Goals are based on a **5% annual increase beginning in 2013**, and using data from the 2010-2011 as the baseline year.
- ***Strategy.*** An underlying assumption is that Colorado will develop and implement an outreach strategy to recruit more rural schools and districts to offer and deliver concurrent enrollment.

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