COLORADO
Department of Education
Department of Higher Education

Pathway to Affordability:

Annual Report on Concurrent Enrollment in Colorado

2020

The Colorado Department of Higher Education and
Colorado Department of Education
Report to the education committees of the House of Representatives
and the Senate of the Colorado General Assembly
and the State Board of Education

Statute: C.R.S. §22-35-112.

This report was prepared by the
Colorado Department of Higher Education (CDHE) and the
Colorado Department of Education (CDE) pursuant to C.R.S. §22-35-112.

September 2020

1600 Broadway, Suite 2200, Denver, CO 80202

For more information contact:
Michael Vente, CDHE Director of Research
Andy Tucker, CDE Director of Postsecondary Readiness
CDHE@dhe.state.co.us

Special thanks to:
Carl Einhaus, CDHE Senior Director of Student Success and Academic Affairs
Joon Choe, CDHE Data and Research Analyst
Michelle Romero, CDE Concurrent Enrollment Coordinator
Mary Anne Hunter, CDE Postsecondary Pathways Coordinator

COLORADO
Department of Education
Department of Higher Education

1600 Broadway, Suite 2200
Denver, CO 80202

Jared Polis
Governor

Dr. Angie Paccione
Executive Director, Colorado Department of Higher Education

Dr. Katy Anthes
Colorado Commissioner of Education

When it comes to preparing all students for a fast-changing world and post-pandemic recovery Colorado must continue to provide seamless access between K-12 education, higher education and industry. That's why we're proud of our dual enrollment programs, one of several pathways which allow students to earn college-level credit while in high school. Dual enrollment not only saves students time and money, but also helps remedy the deep-rooted inequities across our state. Concurrent Enrollment is also an effective student engagement strategy, keeping high school students excited about learning and introducing them to the world of opportunities available when they are empowered with an education beyond high school. More than 50,000 students participated in dual enrollment programs throughout the state in the 2018-19 academic year, up 11 percent from the previous year. This represents more than a third of all high school graduates in Colorado.

The state-facilitated Concurrent Enrollment (CE) program offers extra benefits. Established in 2009, CE connects local education providers—typically high schools and higher education institutions—to deliver college-level coursework in 97 percent of K-12 school districts statewide. Most CE credits are guaranteed to transfer to every public college, university, and technical school in the state, ensuring more students save money and time on their journey to postsecondary completion.

Anecdotally, many students tell us that Concurrent Enrollment gives them the confidence to tackle college-level work, and the data agrees. Continued research funded by the U.S. Department of Education's Institute of Education Sciences and the Colorado Evaluation and Action Lab showed that 77 percent of Colorado CE students went on to college compared to 52 percent of students who did not participate. And 82 percent of CE students continued in their postsecondary education—known as persistence— compared to 77 percent of non-CE students. Additionally, Concurrent Enrollment students who went on to postsecondary education following high school completed any type of credential at higher rates than those who did not participate in Concurrent Enrollment.

In addition, more students of color are taking advantage of CE. Compared to the previous year, participation in CE increased 15 percent among African American or Black students and 12 percent among Hispanic or Latinx students,—populations that are the least likely to enroll in, persist through, and ultimately earn a credential from our state's postsecondary institutions. Engaging these students, and activating their potential through successful completion, gives us the best shot to secure a vibrant, strong economy long term.

Dual and Concurrent Enrollment programs work, which is why we hope to scale them even further through smart policy tweaks and long-term investments. They are among our most powerful strategies that will help our state reach 66 percent attainment of postsecondary credentials by 2025.

The following report dives into these findings in more detail. We are eager to convene conversations with schools, institutions and community partners to continue to drive program participation.

Sincerely,

Jared Polis
Governor

Dr. Angie Paccione
Executive Director of the Colorado Department of Higher Education

Dr. Katy Anthes
Colorado Commissioner of Education

Table of Contents

Introduction 5

Definitions and Data 6

Summary of Dual Enrollment Programs 8

Concurrent Enrollment Participation 12

Partnership Summary 12

Participation Growth 12

Participation by Districts and High Schools 14

Supporting Location Education Providers and Teachers in providing Concurrent Enrollment 16

Accelerating Students through Concurrent ENrollmenT (ASCENT) 18

ASCENT Demographics 19

Concurrent Enrollment Demographics 20

Academic Success and Potential Cost Savings for Students 21

Developmental Education Courses 23

Career and Technical Education Courses 25

Postsecondary Credentials 26

Outcomes of Concurrent Enrollment 27

Research on the cost of implementing Concurrent Enrollment 29

Next Steps 30

ATTACHMENT A: Reporting requirements and data availability 32

Introduction

In today's changing economy, completion of some type of postsecondary credential is more important than ever.

The 2019 Colorado Talent Pipeline Report identified that 64 percent of the State's top jobs *(i.e., jobs with greater than 40 annual openings, an above average growth rate over 10 years, and a living wage*) require a credential beyond high school. Expanding pathways from high school to higher education and to the workforce are essential for Colorado to reach its goals of increasing both high school student engagement and college completion rates, erasing attainment gaps, reducing costs for students, and contributing to a vibrant Colorado economy.

As part of its Master Plan, *Colorado Rises: Advancing Education and Talent Development*, the Colorado Commission on Higher Education (CCHE) set the goal of 66 percent of Coloradans attaining postsecondary credentials by 2025. The Colorado Department of Education (CDE)'s Strategic Plan contains aligned goals-- 66 percent of students will earn a postsecondary credential after high school and that 50 percent of all students will earn college credit while in high school by 2022. Additionally, CDHE's *Roadmap to Containing College Costs and Making College Affordable* highlights ambitious plans to advance affordability through institutional cost containment and innovative practices. To reach these goals, the state has embraced several strategies that contribute to continued student success.
Dual enrollment, and specifically Colorado's Concurrent Enrollment program, meets all these goals and is an essential strategy for Colorado to better serve students throughout the state.

Colorado, like other states across the country, utilizes dual enrollment as a strategy to cultivate seamless P-20 pathways and increase credential completion. Dual enrollment programs provide high school students with the opportunity to enroll in college-level courses, simultaneously earning both high school and college credit, often at greatly reduced costs. Local Education Providers (LEPs) participating in the state's Concurrent Enrollment program typically cover the student's tuition expenses up to the resident community college tuition rate.[1] These programs help students develop the knowledge, skills and abilities necessary to be postsecondary education- and workforce-ready. Research indicates that Concurrent Enrollment students are more likely to enroll and persist in college and are less likely to need remedial education once in college.[2]

CDHE and CDE have prepared this report pursuant to statute (C.R.S. §22-35-112). The data, collected through the CDHE Student Unit Record Data System (SURDS) unless noted otherwise, provide a descriptive summary of students in Colorado's public education system who participated in dual enrollment programs in the 2018-2019 school year.

[1] Per SB 19-176, beginning in the 2020-21 school year, students will not be charged tuition for Concurrent Enrollment programs.

[2] See "Outcomes of Concurrent Enrollment" on page 27.

Definitions and Data

The term ***dual enrollment*** is used in this report to refer to the broad array of programs available to high school students that allow them to take college-level courses for credit.

Concurrent Enrollment (capitalized in all usages) refers only to the statewide programs created by House Bill 09-1319 and detailed in the Concurrent Enrollment Programs Act (C.R.S. §22-35-101 et seq.). The definition of Concurrent Enrollment has been updated by legislation throughout the past few years, most currently SB 19-176 (changes in italics below) which now defines Concurrent Enrollment as the "simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, which may include course work related to apprenticeship programs or internship programs, at an institution of higher education *pursuant to the provisions of this article 35, at no tuition cost to the qualified student or the qualified student's parent or legal guardian, except as provided in section 22-35-105 (4)(c)."* (C.R.S. §22-35-103). For the 2018-19 school year, completed courses that fall under the Concurrent Enrollment definition qualify as developmental education basic skills credit or apply to a certificate or degree program at a Colorado public postsecondary institution of higher education. SB 19-176 also clarified the specific courses to be offered through Concurrent Enrollment.[3] Early College High Schools and Pathways in Technology Early College High School (P-TECH) are included in this report.

The ***Accelerating Students through Concurrent ENrollmenT Program (ASCENT)*** falls under the Concurrent Enrollment Programs Act and differs substantially in its parameters and funding. Students who have completed at least 12 credit hours of postsecondary coursework prior to completion of their 12th grade year and are remediation-free in their selected program of study may be eligible for ASCENT (C.R.S. § 22-35-108). They remain students at their LEP for one year following their 12th grade year (creating a 5th year of high school), and the LEP receives ASCENT-specific, per-pupil state funding that it uses to pay the student's college tuition at the resident community college rate. Students receive their high school diplomas at the end of their ASCENT year and are counted as "on-time" high school graduates in high school graduation rates. Please note: ASCENT participation is limited by its legislative allocation, currently funded at 500 full-time slots with the ability to carry-forward unused slots to the following year.

Programs identified in this report as ***other high school dual enrollment programs*** are administered directly by postsecondary institutions and do not fall under the statutory definition of Concurrent Enrollment, such as the University of Colorado's CU Succeed program. Students can receive college-level credit through these other programs, but the courses are not required to transfer, and students and their families may be required to pay for courses.

THIS REPORT SUMMARIZES:

- The number of LEPs and institutions of higher education that have entered into cooperative agreements for the purposes of Concurrent Enrollment;
- The number of public-school students participating in Concurrent Enrollment, ASCENT and other dual enrollment programs;
- Demographic information on students who participated in Concurrent Enrollment; and
- The total number and percentage of students who passed Concurrent Enrollment courses during Academic Year (AY) 2018-2019.

[3] More information regarding these changes can be found at: https://www.cde.state.co.us/postsecondary/ce_legislation

Highlights

STATEWIDE
50,416 students
participated in dual enrollment programs of any type in the 2018-2019 Academic Year.

This represents over a third of all high school graduates in public high schools in Colorado.

From 2017-2018 to 2018-2019, participation in Concurrent Enrollment increased

11.3 PERCENT
Asian students

15 PERCENT
African American students

12.1 PERCENT
Hispanic students

10.1 PERCENT
White students

10.5 PERCENT
Students identifying as more than one race/ethnicity

Concurrent Enrollment continues to see sustained increases in participation,

up over **11** PERCENT

statewide with 34,519 students participating in 2018-2019.

In 2018-2019, high school students attempted

293,820
Concurrent Enrollment CREDIT HOURS

The average number of credit hours attempted per student was 8.5 with an average of 8.0 hours passed.

Over **40** PERCENT of students who participated in ASCENT in 2018-2019 were Hispanic, a group that is historically underrepresented in postsecondary education.

In 2018-2019
3,116
HIGH SCHOOL STUDENTS
earned some type of postsecondary credential after participating in Concurrent Enrollment or ASCENT programs

Statewide,
172 SCHOOL DISTICTS
(97 percent)
offer Concurrent Enrollment programs.

Summary of Dual Enrollment Programs

During the 2018-2019 school year, 50,416 high school students participated in Concurrent Enrollment, ASCENT or other dual enrollment programs. This number was an increase of nearly 4,700 students from 2017-2018, or a 9.2 percent jump in dual enrollment participation overall.

The highest area of participation growth in 2018-2019 was in Concurrent Enrollment programs at two-year institutions, which saw an increase of nearly 11 percent. While four-year institutions saw an increase of nearly 4 percent in Concurrent Enrollment participation, growth has slowed compared to the previous year. Area Technical Colleges (ATCs) provided 788 students with Concurrent Enrollment opportunities in 2018-2019, which represents a decrease of 129 students compared to the previous year's enrollment.[4]

The total dual enrollment participation represents nearly 20 percent of all 9th-12th graders in Colorado.[5] When looking at participation in dual enrollment programs by high school graduating class, more than 38 percent of students take dual enrollment at some point during high school.[6] Figure 1 provides trend data on the growth in dual enrollment participation for Colorado high school students in grades 9-12. Figure 2 provides trend data on the growth in Concurrent Enrollment participation for Colorado high school graduates.

FIGURE 1

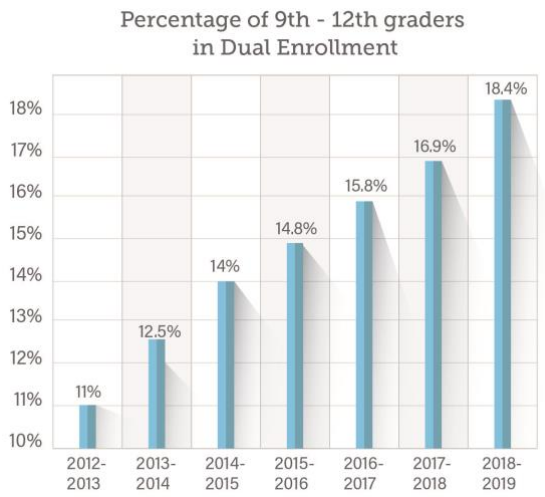
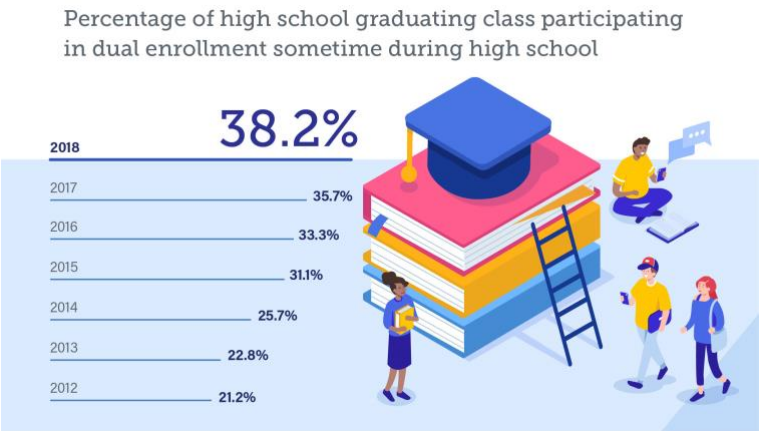


FIGURE 2



[4] The decreases in ATC Concurrent Enrollment participation are driven by declines at Emily Griffith Technical College (EGTC). Data variability from EGTC could contribute to these changes.
[5] This method of calculation is a change from previous Concurrent Enrollment reports, which only looked at the percentage of the 11th and 12th grade populations participating in dual enrollment. This method is more reflective of the total high school population eligible to participate in dual enrollment opportunities.
[6] CDHE's District at a Glance tool shows various postsecondary outcomes metrics for recent high school graduating classes.

Table 1 provides a summary of the different dual enrollment programs in the state during the past three school years. The largest number of students (nearly 70 percent) participated in Concurrent Enrollment programs.

High School Dual Enrollment Summary, by Program, 2018-2019

70%	1.1%	28.9%
Concurrent Enrollment	**ASCENT**	**Other High School Dual Enrollment Programs**

As stated earlier, the other high school dual enrollment programs category includes all other college-level courses taken by high school students that are outside of the Concurrent Enrollment Programs Act. Some of these courses are taken through a program with a formalized agreement between institutions of higher education and school districts and some reflect courses that high school students have enrolled in individually.

TABLE 1: High School Dual Enrollment Summary, Prior School Year Comparisons

Program Type	Unduplicated student count, 2016-2017	Unduplicated student count, 2017-2018	Unduplicated student count, 2018-2019	Percentage change from 2017-2018 to 2018-2019
Concurrent Enrollment two- & four-year institutions*	28,290	30,979	34,519	11.4%
Two-year institutions	*25,127*	*27,596*	*30,565*	*10.8%*
Four-year institutions	*3,782*	*4,169*	*4,316*	*3.5%*
Area Technical Colleges (ATCs)**	927	917	788	-14.1%
ASCENT Program***	463	557	561	0.7%
Other High School Dual Enrollment Programs	12,177	13,334	14,548	9.4%
Total	**41,857**	**45,787**	**50,416**	**9.2%**

*In this year's report, Concurrent Enrollment program numbers include students at Early College High Schools and P-TECH. Due to legislative changes, the inclusion of these programs may change in subsequent reports.
**All counts for ATCs fall within the statutory definition of Concurrent Enrollment. AY 2016-2017 is the first year that data for all ATCs have been available in SURDS, which represents a more accurate count than previous years.
*** ASCENT counts are from CDE's October Count data.

Table 2 displays participation in dual enrollment programs by higher education institutions. The two-year institutions that served the greatest number of high school students in Concurrent Enrollment in 2018-2019 were Arapahoe Community College (6,172), followed by Front Range Community College (5,865). Of the ATCs, Pickens Technical College served the greatest number of high school students (925) in all types of dual enrollment programs. Of the four-year institutions offering dual enrollment programs, the University of Colorado Denver served the greatest number of students (7,642), primarily through its institutionally developed dual enrollment program.

In terms of year-over-year percentage change from school year 2017-2018 to 2018-2019, Red Rocks Community College (+17.6 percent) and Western Colorado University (+47.3 percent) saw the largest increases for each of their respective institutional type categories.

TABLE 2: Dual Enrollment Participation by Higher Education Institution, 2018-2019

Public Institution of Higher Education	Concurrent Enrollment	ASCENT	Other HS Dual Enrollment Programs	Total All Programs	Percentage change from 2017-2018 to 2018-2019 for All Programs
TWO-YEAR INSTITUTIONS					
Aims Community College	2,389	8	422	2,819	7.5%
Arapahoe Community College	6,172	59	193	6,424	17.3%
Colorado Northwestern Community College	617	0	19	636	15.2%
Community College of Aurora	4,775	76	37	4,888	1.8%
Community College of Denver	1,700	104	65	1,869	6.3%
Front Range Community College	5,865	134	336	6,335	10.3%
Lamar Community College	298	9	13	320	-8.8%
Morgan Community College	561	1	101	663	-13.6%
Northeastern Junior College	355	3	25	383	-1.3%
Otero Junior College	464	0	17	481	-1.0%
Pikes Peak Community College	2,813	76	151	3,040	14.9%
Pueblo Community College	1,908	19	161	2,088	1.9%
Red Rocks Community College	2,435	28	139	2,602	17.6%
Trinidad State Junior College	756	4	27	787	-3.4%
Two-Year Institutions Total	**30,565**	**519**	**1,705**	**32,789**	**9.0%**

Public Institution of Higher Education	Concurrent Enrollment	ASCENT	Other HS Dual Enrollment Programs	Total All Programs	Percentage change for All Programs
AREA TECHNICAL COLLEGES (ATCS)					
Technical College of the Rockies	86	0	0	86	115%
Emily Griffith Technical College	258	0	46	304	-7.0%
Pickens Technical College	444	50	431	925	68.2%
ATC Total	**788**	**50**	**477**	**1,315**	**43.4%**

Public Institution of Higher Education	Concurrent Enrollment	ASCENT	Other HS Dual Enrollment Programs	Total All Programs	Percentage change for All Programs
FOUR-YEAR INSTITUTIONS					
Adams State University	201	7	238	451	13.3%
Colorado Mesa University	1,006	28	43	1,145	0.47%
Colorado Mountain College	1,749	0	575	2,324	12.2%
Colorado School of Mines	0	0	9	9	80%
Colorado State University	4	0	11	15	-6.3%
Colorado State University - Pueblo	114	4	1,086	1,304	-19.1%
CSU-Global Campus	0	0	20	20	-20%
Fort Lewis College	114	0	2	116	28.9%
Metropolitan State University of Denver	614	65	7	686	46.3%
University of Colorado Boulder	36	0	21	59	-14.9%
University of Colorado Colorado Springs	35	0	2,087	2,131	-7.1%
University of Colorado Denver	44	0	7,598	7,642	10.5%
University of Northern Colorado	4	1	1,097	1,105	40.7%
Western Colorado University	469	0	1	732	47.3%
Four-Year Institutions Total	**4,316**	**105**	**12,413**	**16,834**	**7.9%**
Grand Total	**35,307**	**561**	**14,548**	**50,416**	**9.2%**

Note: All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total. All institutional data in Table 2, including ASCENT data, are unduplicated counts from CDHE's SURDS. Grand total ASCENT counts are from CDE's October Count data. Also, as Colorado Mesa University (CMU) includes a two-year college, Western Colorado Community College (WCCC), as part of its system, some of the Concurrent Enrollment students counted here may be enrolled in WCCC, and not CMU's four-year program.

Concurrent Enrollment Participation

The remainder of this report summarizes Concurrent Enrollment and ASCENT programs pursuant to C.R.S. §22-35-112; data from other dual enrollment programs are not included.

Partnership Summary

A Local Education Provider (LEP) that seeks to allow students to participate in Concurrent Enrollment must enter into a cooperative agreement with an institution of higher education using the Concurrent Enrollment model per C.R.S. §22-35-104.

In school year 2018-2019, 28 public institutions of higher education had an estimated 520 cooperative agreements in place with LEPs. This total may include duplicates, as one LEP can have cooperative agreements with multiple institutions of higher education. Additionally, per C.R.S. §22-35-104, institutions of higher education are required to submit agreements to the CDHE and those agreements may not yet have been received.

Participation Growth

The Concurrent Enrollment program continues to see sustained increases in participation. During the 2018-2019 school year, 3,411 more students participated in the program than in the previous year. As reported last year, the increase from 2016-2017 to 2017-2018 was 2,679 students. Data for school year 2018-2019 show that the rate of growth in the state's Concurrent Enrollment program has slightly increased to approximately 11 percent. Currently, 97 percent of LEPs and 86 percent of high schools in Colorado participate in Concurrent Enrollment *(a slight decrease in the number of LEPs and a slight increase in the number of high schools)*. Districts serving 99.7 percent of all 9th – 12th grade students in Colorado offer Concurrent Enrollment programming.

During the 2018-2019 school year, 3,411 more students participated in the program than in the previous year.

Table 3 displays the unduplicated student count for Concurrent Enrollment participation by institutions of higher education for the last two years. Arapahoe Community College had the largest increase of students in number enrolled (917), with a total of 6,172 students participating. For two consecutive years, Colorado Mountain College had the largest participation increase of four-year institutions, with 401 more students participating in 2018-2019 than in the previous school year. A total of 29 public institutions of higher education served Concurrent Enrollment students in 2018-2019.

TABLE 3: Concurrent Enrollment Programs, Prior School Year Comparison

Public Institution of Higher Education	Number of students, 2017-2018	Number of students, 2018-2019	Change in number of students	Percentage change
TWO-YEAR INSTITUTIONS				
Aims Community College	2,105	2,389	284	13.5%
Arapahoe Community College	5,255	6,172	917	17.5%
Colorado Northwestern Community College	534	617	83	15.5%
Community College of Aurora	4,643	4,775	132	2.8%
Community College of Denver	1,619	1,700	81	5.0%
Front Range Community College	5,260	5,865	605	11.5%
Lamar Community College	329	298	-31	-9.4%
Morgan Community College	670	561	-109	-16.3%
Northeastern Junior College	344	355	11	3.2%
Otero Junior College	469	464	-5	-1.1%
Pikes Peak Community College	2,437	2,813	376	15.4%
Pueblo Community College	1,710	1,908	198	11.6%
Red Rocks Community College	2,012	2,435	423	21.0%
Trinidad State Junior College	791	756	-35	-4.4%
AREA TECHNICAL COLLEGES (ATCS)*				
Technical College of the Rockies	40	86	46	115.0%
Emily Griffith Technical College	327	258	-69	-21.1%
Pickens Technical College	550	444	-106	-19.3%
FOUR-YEAR INSTITUTIONS				
Adams State University	154	201	47	30.5%
Colorado Mesa University**	965	1,006	41	4.2%
Colorado Mountain College	1,348	1,749	401	29.7%
Colorado State University	16	4	-12	-75%
Colorado State University - Pueblo	805	114	-691	-85.8%[7]
Fort Lewis College	81	114	33	40.7%
Metropolitan State University of Denver	416	614	198	47.6%
University of Colorado Boulder	37	36	-1	-2.7%
University of Colorado Colorado Springs	48	35	-13	-27.1%
University of Colorado Denver	40	44	4	10%
University of Northern Colorado	17	4	-13	-76.5%
Western Colorado University	318	469	151	47.5%
Total	**31,896**	**35,307**	**3,411**	**10.7%**

Note: All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.
Counts throughout the report may differ based upon multiple enrollments and descriptive reporting.
*School Year 2018-2019 is the first year that data for all ATCs have been available in SURDS which represents a more accurate count than previous years.
**Colorado Mesa University includes a two-year college, Western Colorado Community College (WCCC). As a part of its system, some of the Concurrent Enrollment students counted here may be enrolled in the two-year program, not the four-year program.

[7] Data errors from CSU-Pueblo may contribute to the sharp decrease in Concurrent Enrollment counts for AY 2018-2019.

Participation by Districts and High Schools

A total of two Boards of Cooperative Educational Services (BOCES) and 172 school districts participated in Concurrent Enrollment in 2018-2019, which represents 97 percent of Local Education Providers in Colorado. In 2018-2019, among the Concurrent Enrollment participating districts, 31 had less than 5 percent Concurrent Enrollment participation among their 9th through 12th grade student population. This is a slight decrease from last year when 34 districts had less than 5 percent of students participating in Concurrent Enrollment. See Figure 3 (page 17) for a visual display of participating districts and participation rates. A complete list of Concurrent Enrollment headcounts and participation rates by school district is available online. Additionally, 445 high schools had at least one student participating in Concurrent Enrollment, representing 86 percent of all Colorado high schools (up from 85 percent in 2017-2018).

Table 4 lists 10 rural school districts with the highest percentage of high school students participating in Concurrent Enrollment. Edison 54 JT tops the list with 79.2 percent of its students taking Concurrent Enrollment courses. Crowley County School District tops the list with 79.1 percent of its students taking Concurrent Enrollment courses. All school districts in Table 4 are classified by CDE as small rural districts.[8]

TABLE 4: Rural Districts Participating in Concurrent Enrollment by Percentage of High School Students, 2018-2019

District	Number of Students in Concurrent Enrollment (Unduplicated Headcount)	Percentage of 9th-12th Graders in Concurrent Enrollment
Edison 54 JT	114	79.2%
Crowley County RE-1-J	95	78.5%
Mc Clave RE-2	36	54.4%
Liberty J-4	8	53.3%
Kim Reorganized 88	7	46.7%
Meeker RE1	90	44.1%
Aguilar Reorganized 6	10	43.5%
Walsh RE-1	16	43.2%
Sanford 6J	40	43.0%
Holly RE-3	40	41.2%

Note: Percentage of 9th-12 grade students is based on CDE's October Count data.

[8]CDE's Information Management Services Unit uses the following definition of rural schools: "A Colorado school district is determined to be rural based on the size of the district, the distance from the nearest large urban/urbanized area and whether the district has a student enrollment of approximately 6,500 students or fewer. Small rural districts are those districts meeting these same criteria and having a student population of fewer than 1,000 students."

Tables 5 and 6 highlight the 10 schools and school districts with the highest number of students participating in Concurrent Enrollment. When looking at Concurrent Enrollment participation by student headcount, the state's larger schools and districts have the highest participation numbers. Colorado Early College Fort Collins tops the high school list in two consecutive years. Two of the high schools in Table 5 are new this year to the top 10 list: Colorado Early Colleges Parker and Mountain Vista High School. In Table 6, Jefferson County Public Schools had the largest Concurrent Enrollment participation by school district.

TABLE 5: Schools Participating in Concurrent Enrollment by Student Headcount, 2018-2019

District/Institute	School	Unduplicated Headcount
Colorado Charter School Institute	Colorado Early College Fort Collins	944
Cherry Creek 5	Cherokee Trail High School	707
Cherry Creek 5	Grandview High School	671
Poudre School District	Poudre High School	619
Jeffco Public Schools	Chatfield High School	614
Charter School Institute	Colorado Early Colleges Parker	558
Charter School Institute	Colorado Springs Early Colleges	546
Cherry Creek Schools	Cherry Creek High School	521
Canon City RE-1	Canon City High School	500
Douglas County RE 1	Mountain Vista High School	499

TABLE 6: Districts Participating in Concurrent Enrollment by Student Headcount, 2018-2019

District	Number of Schools Within the District with Concurrent Enrollment Programs	Unduplicated Headcount
Jefferson County R-1	32	3,245
Douglas County RE 1	12	3,141
Denver County 1	46	2,956
Cherry Creek 5	7	2,869
Charter School Institute	11	2,539
Adams-Arapahoe 28J	11	1,791
Poudre R-1	8	1,625
St Vrain Valley RE 1J	12	888
Greeley 6	9	846
Mesa County Valley 51	8	772

Supporting Location Education Providers and Teachers in providing Concurrent Enrollment

To assist LEPs and K-12 teachers in expanding Concurrent Enrollment options for students, several programs provide support and resources.

In addition to requiring LEPs to provide Concurrent Enrollment opportunities at no tuition cost to students and families, SB 19-176 created the Concurrent Enrollment Expansion and Innovation Grant Program in CDE to provide grants to partnerships between LEPs and institutions of higher education that begin to offer or expand Concurrent Enrollment opportunities. Grants were distributed for the 2019-20 school year. Priority for grants is given to school districts with low or no participation in Concurrent Enrollment before the 2020-21 school year.

Grant may be used to:

- Assist teachers with the costs of obtaining a master's degree or vocational credential or college credits that allow the instructor to teach a postsecondary course;
- Cover the cost of books, supplies, fees, and transportation for qualified students;
- Purchase technology to share data and streamline the enrollment process; or
- Provide services, support, and coordination resources for LEPs and institutions.

Thirty-two of 36 LEPs were awarded grants for the 2019-20 school year in partnership with multiple institutions of higher education across the state. The breakdown of approved LEPs is below:

12	13	6	1
Rural or small rural	**Urban/suburban**	**Charter Schools**	**BOCES**

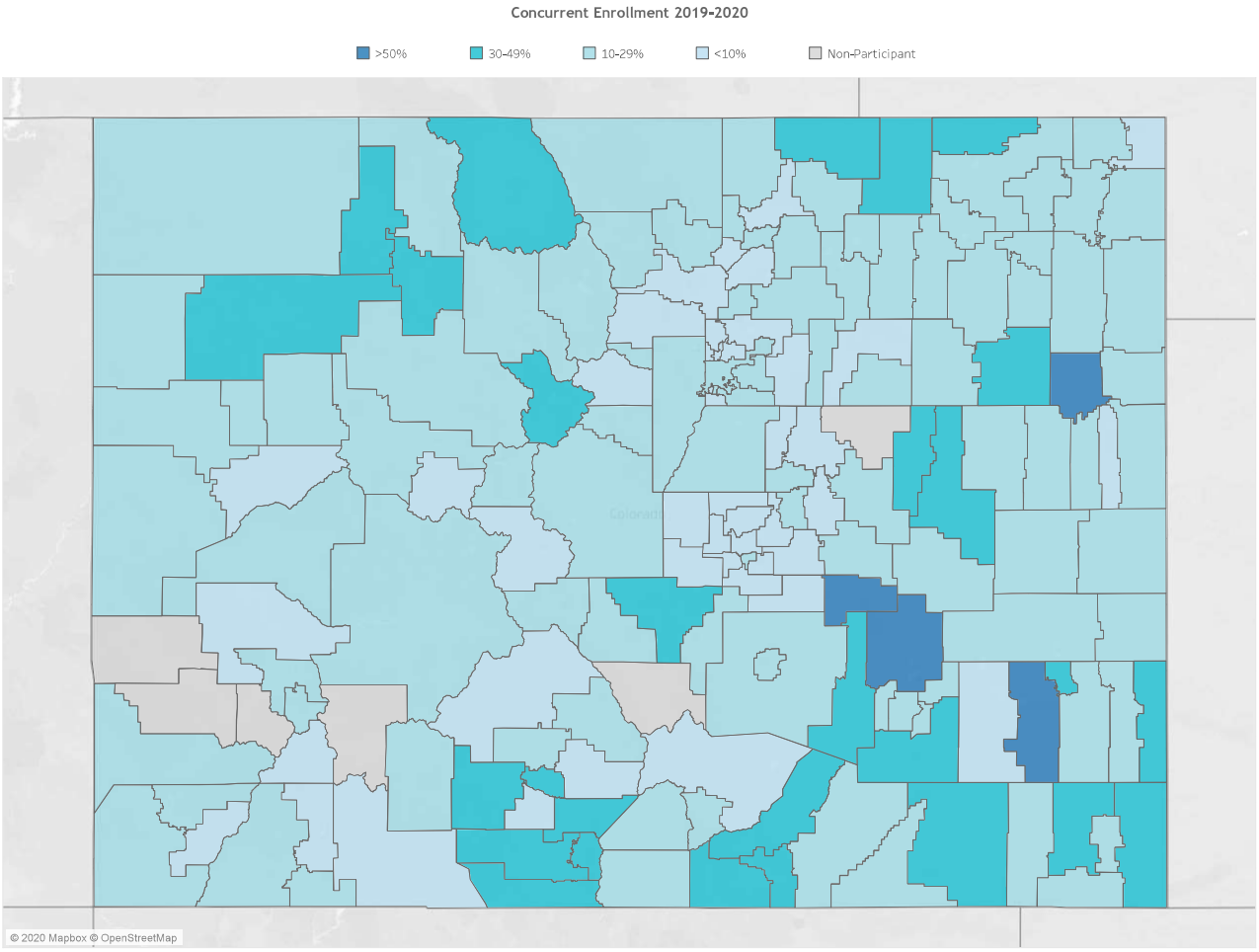
Most proposals requested funds to assist teachers with obtaining graduate credits with a combined, approximate number of 120 high school teachers working towards becoming qualified Concurrent Enrollment instructors. Other requests included technology for distance learning and covering student fees, books, supplies and transportation.

The Concurrent Enrollment Expansion and Innovation Grant Program continues for the 2020-21 school year.

Additionally, the Colorado Center for Rural Education (CCRE) provides supports for educators working in rural Colorado school districts to advance their professional growth, pursue a graduate degree and become certified to lead Concurrent Enrollment courses in secondary settings. The Concurrent Enrollment Educator Qualification (CEEQ) stipend provides rural educators with $6,000 of funding to defray the costs associated with graduate-level coursework and requires recipients to work in a rural school district for three years after starting their concurrent enrollment coursework. To date, the CCRE has awarded 34 CEEQ stipends totaling $204,000. CEEQ stipend recipients work in 26 rural or small rural school districts and are enrolled in nine institutions of higher education.[9]

[9] The Colorado Center for Rural Education - 2017-2018 Stipend Report.
http://www.cde.state.co.us/educatortalent/ccrestipendprogressreport2017-2018

FIGURE 3: Map of School Districts Participating in Concurrent Enrollment with Percent Enrolled, 2018-2019



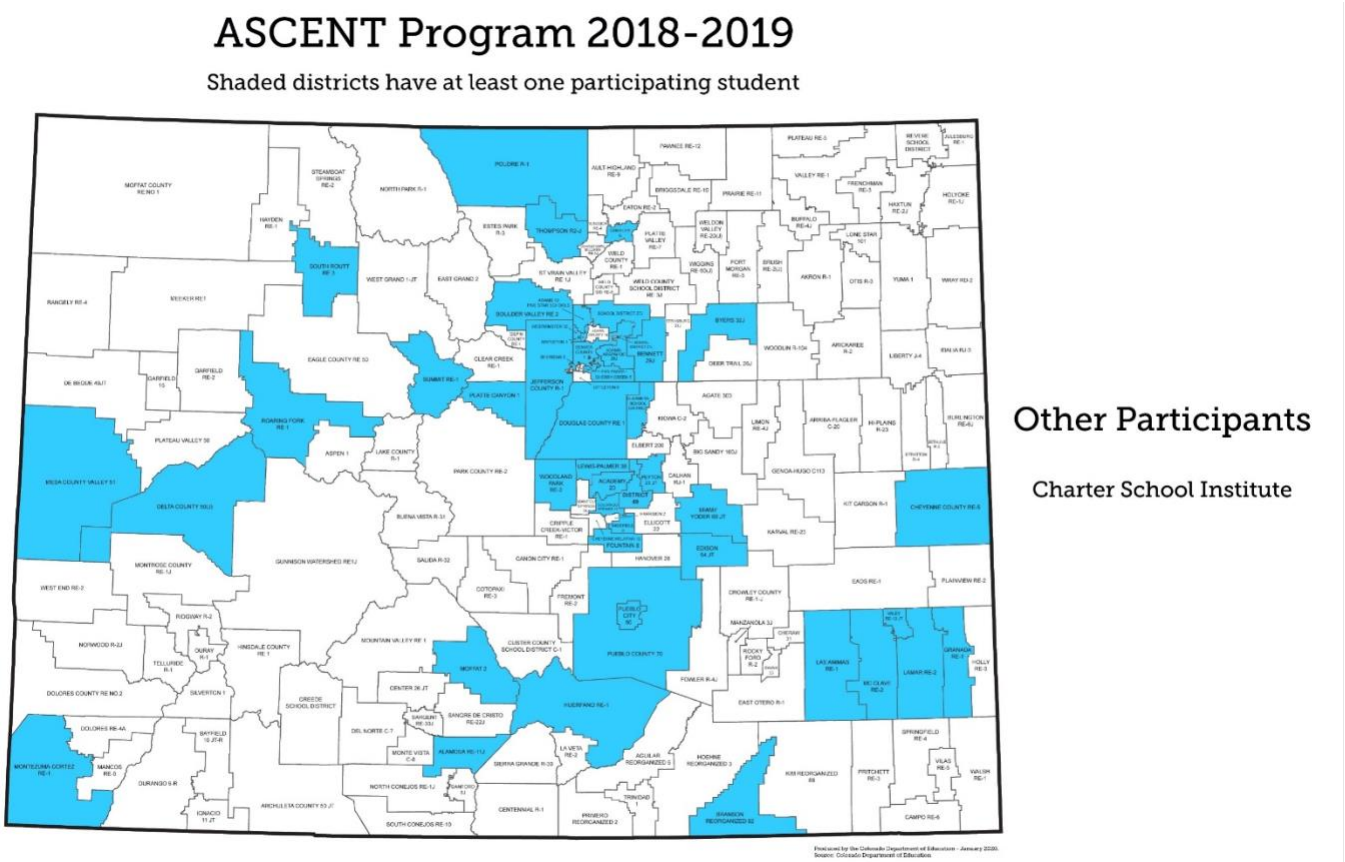
Accelerating Students through Concurrent ENrollmenT (ASCENT)

The ASCENT program provides an opportunity for students to continue to participate in Concurrent Enrollment in the year directly following their 12th-grade year, or a fifth year of high school.

In school year 2018-2019, 42 LEPs participated in this program with a total enrollment of 561 students. A list of the districts and the unduplicated headcount of participating students can be found online.

CDE October Count data were used in this section of the report to align with the amount of funding received by LEPs for ASCENT participation. As students can participate part-time, the unduplicated headcount may be larger than the total full-time equivalent (FTE) funded by the legislature. Additionally, recent changes allow for ASCENT students to be counted in a district's "on-time, four-year" high school graduating cohort.

FIGURE 4: Map of School Districts Participating in ASCENT, 2018-2019



ASCENT Demographics

Per C.R.S. §22-35-108, students eligible to participate in ASCENT must have completed 12 postsecondary credit hours prior to the completion of the 12th-grade year and not need basic skills coursework in their selected pathway. ASCENT students must also be selected for participation by the school principal or the equivalent school administrator and accepted into a postsecondary degree program.

One of the objectives of the ASCENT program is to increase the percentage of students who participate in postsecondary education, especially among low-income and traditionally underserved populations. Tables 7a and 7b provide information on ASCENT participation by race/ethnicity and gender[10]. More than 40 percent of students who participated in ASCENT in 2018-2019 were Hispanic or Latinx, a group that is historically underrepresented in postsecondary education. Similar to Concurrent Enrollment participation, more females than males participated in ASCENT.

Table 7c outlines ASCENT participation by students' eligibility for free or reduced-price lunch (FRL). Just over 14 percent of ASCENT students were eligible for free or reduced-price lunch, with the majority of these students qualifying for free lunch.

TABLE 7A: ASCENT Participation by Race/Ethnicity, 2018-2019

Race/Ethnicity	Percentage of Students
Asian	2.1%
African American	3.6%
Hawaiian or Pacific Islander	0.0%
Hispanic	41.0%
Native American/Alaskan Native	0.7%
White	50.3%
More than one race/ethnicity	2.3%

TABLE 7B: ASCENT Participation by Gender, 2018-2019

Gender	Percentage of Students
Female	55.1%
Male	44.9%

TABLE 7C: ASCENT Participation by FRL Status, 2018-2019

FRL Eligibility Status	Percentage of Students
Free Lunch	12.5%
Reduced-Price Lunch	1.8%
Not Eligible	85.7%

[10] This report uses standard race/ethnicity categories defined by the National Center for Education Statistics. These categories do not always reflect new terminology for race/ethnicity. New racial/ ethnicity categories were adopted in 2012 to comply with state and federal reporting standards.

Concurrent Enrollment Demographics

Overall, since the beginning of Concurrent Enrollment in 2009, the program has seen significant diversification, and the composition of the Concurrent Enrollment program continues to resemble the composition of public high schools in Colorado for many race/ethnicity groups.

Table 8a provides information on Concurrent Enrollment participation by race/ethnicity[11]. The number of Hispanic or Latinx students—Colorado's largest race/ethnicity group—participating in Concurrent Enrollment increased by 12.1 percent from AY 2017-2018 to AY 2018-2019. Additionally, participation by African American or Black students increased by 15 percent.

TABLE 8A: Concurrent Enrollment Participation by Race/Ethnicity, Prior School Year Comparison

Race/Ethnicity	2017-2018 number/percent of total		2018-2019 number/percent of total		Percentage change
Asian	997	3.1%	1,110	3.2%	11.3%
African American	995	3.1%	1,144	3.3%	15.0%
Hawaiian or Pacific Islander	85	0.3%	85	0.2%	0%
Hispanic	8,111	25.6%	9,096	25.9%	12.1%
Native American/Alaska Native	171	0.5%	171	0.5%	0%
Unknown/Did Not Wish to Answer	3,366	10.6%	3,818	10.9%	13.4%
White	16,386	51.8%	18,038	51.3%	10.1%
More Than One Race/Ethnicity	1,258	4.0%	1,390	4.0%	10.5%
International student*	611	1.9%	609	1.7%	-0.3%

Note: All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.
*International students are defined as a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. These individuals are categorized as "nonresident alien" in the SURDS data system as well as federal data reporting.

[11] This report uses standard race/ethnicity categories defined by the National Center for Education Statistics. These categories do not always reflect new terminology for race/ethnicity. New racial/ ethnicity categories were adopted in 2012 to comply with state and federal reporting standards.

Table 8b displays Concurrent Enrollment participation by gender. In each of the last six school years more females have participated in Concurrent Enrollment than males.

TABLE 8B: Concurrent Enrollment Participation by Gender, Prior School Year Comparison

Gender	2017-2018 number/percent of total		2018-2019 number/percent of total		Percentage change
Female	17,149	54.2%	18,818	53.5%	9.7%
Male	14,463	45.7%	16,314	46.4%	12.8%
No Gender Data	75	0.2%	51	0.1%	-32.0%

Note: All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total. Tables 8a and 8b data include Concurrent Enrollment but does not include ASCENT. Counts may differ based upon multiple enrollments and descriptive reporting.

Academic Success and Potential Cost Savings for Students

Table 9 details the number of credit hours students attempted and the number of credit hours that students passed for Concurrent Enrollment students by institution of higher education. In 2018-2019, high school students attempted a total of 293,820 Concurrent Enrollment credit hours, up from 264,304 hours in the previous year. The average number of credit hours Concurrent Enrollment students attempted was 8.5 (unchanged from 2017-2018), with an average of 8 credit hours passed (unchanged from 2017-2018).

Nearly all the Concurrent Enrollment credit hours taken by students—94 percent—were passed in 2018-2019.

(0.3 percentage points less than in 2017-2018)

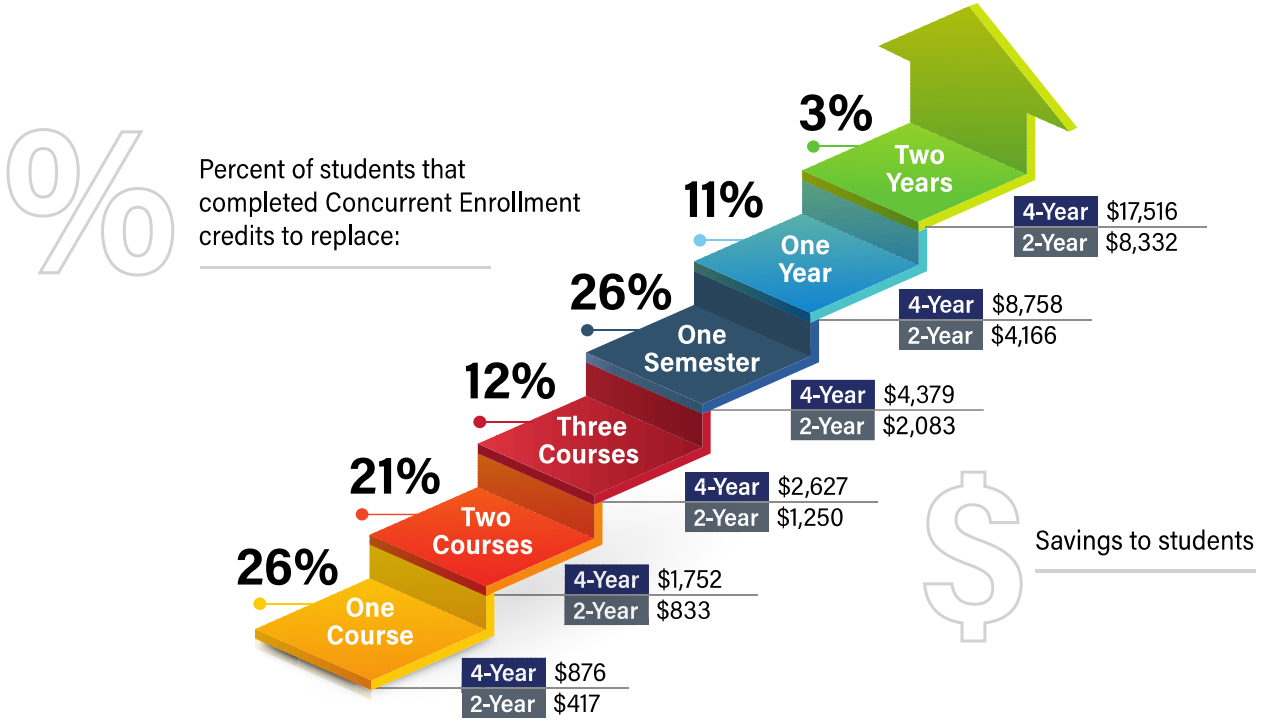
TABLE 9: Concurrent Enrollment Credit Hours Attempted and Passed, 2018-2019

Public Institution of Higher Education	Number of Students	Total Hours Attempted	Total Hours Passed	Pass Rate
TWO-YEAR INSTITUTIONS				
Aims Community College	2,389	17,331	16,014	92.4%
Arapahoe Community College	6,172	39,470	37,446	94.9%
Colorado Northwestern Community College	617	5,878	5,183	88.2%
Community College of Aurora	4,775	39,336	36,130	91.8%
Community College of Denver	1,700	12,685	11,111	87.6%
Front Range Community College	5,865	45,040	42,520	94.4%
Lamar Community College	298	3,692	3,632	98.4%
Morgan Community College	561	5,860	5,665	96.7%
Northeastern Junior College	355	3,114	3,040	97.6%
Otero Junior College	464	4,292	4,165	97.0%
Pikes Peak Community College	2,813	36,985	34,034	92.0%
Pueblo Community College	1,908	18,556	17,782	95.8%
Red Rocks Community College	2,435	21,555	20,696	96.0%
Trinidad State Junior College	756	6,585	6,355	96.5%
FOUR-YEAR INSTITUTIONS				
Adams State University	201	1,950	1,745	89.5%
Colorado Mesa University	1,006	8,128	8,046	99.0%
Colorado Mountain College	1,749	14,911	14,706	98.6%
Colorado State University	4	21	21	100%
Colorado State University - Pueblo	114	1,620	1,563	96.5%
Fort Lewis College	114	664	601	90.5%
Metropolitan State University of Denver	614	2,410	2,209	91.7%
University of Colorado Boulder	36	197	190	96.4%
University of Colorado Colorado Springs	35	374	374	100%
University of Colorado Denver	44	795	711	89.4%
University of Northern Colorado	4	16	16	100%
Western Colorado University	469	2,357	2,296	97.4%
Total	**34,519**	**293,820**	**276,247**	**94.0%**

Note: Course data not available for Area Technical Colleges.
All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.

By allowing students to earn college credit for courses taken while in high school, Concurrent Enrollment will enable students to earn or make progress toward a degree or credential. Figure 5 illustrates the cost savings that students could realize through Concurrent Enrollment if all credits earned apply toward their degree. In total, 2018 graduates had the potential to save an estimated $50 million dollars on tuition through Concurrent Enrollment.[12]

FIGURE 5: Potential Tuition Savings if All Credits Apply Toward a Student's Degree



Estimates are based on the typical number of credits needed to accomplish each benchmark and average in-state tuition rates reported in the Annual Tuition and Fees Report.

Developmental Education Courses

Table 10 details student participation in developmental (remedial) education Concurrent Enrollment courses. Per C.R.S. §22-35-104, only 12th-grade students may concurrently enroll in developmental education courses. Out of all Concurrent Enrollment students, 1,651 (4.8 percent) enrolled in developmental education courses compared to 5.3 percent in the previous year.

[12] Estimated based on the average in-state tuition at the level of institution that a student attended (average tuition: https://highered.colorado.gov/Publications/Reports/Budget/FY2020/2020_tuitionfeesreport.pdf).

Community College of Aurora saw a slight increase of 4.8 percent in developmental education Concurrent Enrollment in 2018-2019 and enrolls the most developmental education Concurrent Enrollment students of any institution of higher education. Of all development education Concurrent Enrollment credit hours attempted, students passed 78.7 percent of those courses in school year 2018-2019.

In recent years, Colorado's public two-year institutions have seen progress in student outcomes moving from a traditional developmental education model to another model called Supplemental Academic Instruction (SAI) or co-requisite remediation which places students directly in a college-level course with additional academic supports. As more institutions and state policy moves toward broad adoption of SAI, it will likely result in significant declines in traditional developmental education courses being offered through Concurrent Enrollment.

TABLE 10: Developmental Education Concurrent Enrollment Course Participation, 2018-2019 Credit Hours Attempted and Passed

Public Institution of Higher Education	Number of Students	Total Hours Attempted	Total Hours Passed	Pass Rate
TWO-YEAR INSTITUTIONS				
Aims Community College	20	78	58	74.4%
Arapahoe Community College	138	711	545	76.7%
Colorado Northwestern Community College	32	174	170	97.7%
Community College of Aurora	750	3,941	2,914	73.9%
Community College of Denver	204	1,019	704	69.1%
Front Range Community College	59	371	300	80.9%
Lamar Community College	3	12	12	100%
Morgan Community College	1	4	4	100%
Northeastern Junior College	22	95	95	100%
Otero Junior College	1	5	5	100%
Pikes Peak Community College	43	216	145	67.1%
Pueblo Community College	36	145	141	97.2%
Red Rocks Community College	82	408	373	91.4%
Trinidad State Junior College	7	34	26	76.5%
FOUR-YEAR INSTITUTIONS				
Adams State University	10	34	15	44.1%
Colorado Mesa University	86	418	414	99.0%
Colorado Mountain College	130	701	663	94.6%
Colorado State University - Pueblo	3	16	12	75%
Western Colorado University	25	93	78	83.9%
Total	**1,651**	**8,475**	**6,674**	**78.7%**

Note: Course data not available for Area Technical Colleges.
All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.

Career and Technical Education Courses

Providing opportunities for postsecondary career and technical education (CTE) courses as part of dual enrollment offerings is an important strategy to help improve outcomes and encourage more students to complete high school with a credential. The CTE pathways in Colorado provide additional options for students to earn postsecondary credentials. Offering CTE through Concurrent Enrollment allows students to get a head start on those pathways.

Per C.R.S. §22-35-103, Concurrent Enrollment students have the opportunity to take CTE courses and earn credit that can be applied toward a technical certificate or degree. **In 2018-2019, nearly 15,000 students participated in CTE Concurrent Enrollment courses, which represents 42 percent of all Concurrent Enrollment students.** Table 11 displays the number of students by institution of higher education. In 2018-2019, Arapahoe Community College served the most students—more than 3,600—with CTE Concurrent Enrollment programs.

TABLE 11: CTE Concurrent Enrollment Participation, Prior School Year Comparison

Public Institution of Higher Education	Students in CTE Concurrent Enrollment courses, 2017-2018	Students in CTE Concurrent Enrollment courses, 2018-2019	Percentage change
TWO-YEAR INSTITUTIONS			
Aims Community College	1,217	1,248	2.5%
Arapahoe Community College	3,211	3,640	13.4%
Colorado Northwestern Community College	248	223	-10.1%
Community College of Aurora	946	1,115	17.9%
Community College of Denver	546	354	-35.2%
Front Range Community College	2,484	3,178	27.9%
Lamar Community College	95	95	0%
Morgan Community College	202	177	-12.4%
Northeastern Junior College	98	105	7.1%
Otero Junior College	187	221	18.2%
Pikes Peak Community College	1,035	1,295	25.1%
Pueblo Community College	887	870	-1.9%
Red Rocks Community College	1,398	1,502	7.4%
Trinidad State Junior College	240	279	16.3%
FOUR-YEAR INSTITUTIONS			
Adams State University	6	8	33.3%
Colorado Mesa University	462	496	7.4%
Colorado Mountain College	329	456	38.6%
Total	**13,264**	**14,925**	**12.5%**

Note: Totals include unduplicated counts from CDHE's SURDS. Area Technical Colleges also offer CTE Concurrent Enrollment courses, but those data were unavailable for this report due to incomplete SURDS reporting.
All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.

Postsecondary Credentials

Table 12 shows how many Concurrent Enrollment students, including ASCENT participants, are seeking a postsecondary credential while in high school. Overall, 20,017 students registered for their courses in a specific credential program. Most students are seeking an Associate of Arts or Associate of Science degree, both of which are transferable to four-year institutions of higher education.

Of students participating in ASCENT, more than 95 percent enrolled in a credential-seeking program. For students enrolled in Concurrent Enrollment programs, 55 percent enrolled in a credential-seeking program.

TABLE 12: Concurrent Enrollment and ASCENT Students by Postsecondary Credential-Seeking Status, Prior School Year Comparison

Credential Type	Total Students 2017-2018	Total Students 2018-2019	Change from previous year	Percentage change
Certificate (less than 1 year)	3,425	3,916	491	14.3%
Certificate (at least 1 year, less than 2)	943	952	9	0.95%
Associate of Applied Science	4,247	5,543	1,296	30.5%
Associate of General Studies	2,072	2,739	667	32.2%
Associate Degree (AA or AS)	6,689	7,092	403	6.0%
Bachelor of Arts Degree	115	161	46	40.0%
Total credential-seeking	**15,696**	**20,017**	**4,321**	27.5%
Not credential-seeking	16,563	16,905	342	2.1%

Note: ASCENT numbers are from CDHE's SURDS. All counts at each level are unduplicated. Sub-totals and Grand Total are unduplicated counts by each dual enrollment type (adding counts in columns may lead to duplicated counts due to enrollments of the same student at multiple institutions during the academic year). Adding counts in columns may not equal sub-totals or Grand Total.

Table 13 displays the number and type of credentials earned by high school students participating in the Concurrent Enrollment or ASCENT programs during the past two school years. Through Concurrent Enrollment or ASCENT programs, 3,116 students earned some type of postsecondary credential while in high school in 2018-19. This is a 13 percent increase over last year's total high school credential completion number (2,758).

Table 13: Concurrent Enrollment and ASCENT Postsecondary Credential Completion, Prior School Year Comparison

Credential Type	Total Students 2017-2018	Total Students 2018-2019	Change from previous year	Percentage change
Certificate (less than 1 year)	2,231	2,471	240	10.8%
Certificate (at least 1 year, less than 2)	144	125	-19	-13.2%
Associate of Applied Science	22	31	9	40.9%
Associate of General Studies	55	88	33	60.0%
Associate Degree (AA or AS)	305	400	95	31.2%
Bachelor's Degree (BA or BS)*	1	1	0	-
Total	**2,758**	**3,116**	**358**	**13.0%**

Note: ASCENT numbers are from CDHE's SURDS.
*The student receiving a bachelor's degree was an ASCENT student.

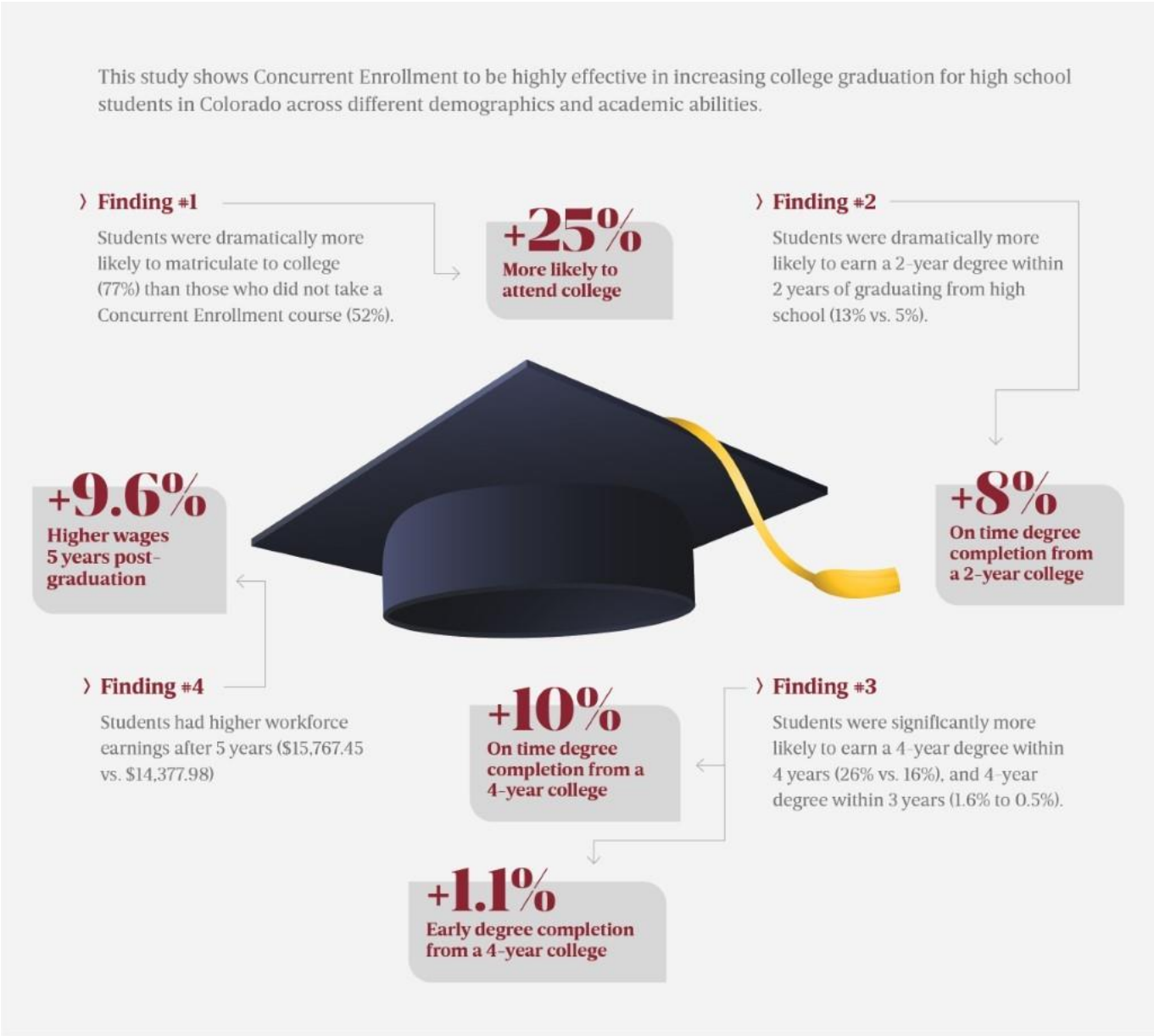
Outcomes of Concurrent Enrollment

CDHE received a grant in partnership with the University of Colorado Boulder from the U.S. Department of Education's Institute of Education Sciences (IES grant number R305H170049) to study the impact of Concurrent Enrollment on college access and persistence. The grant also funded APA Consulting to study the cost of implementing Concurrent Enrollment at institutions of higher education and school districts around Colorado. In addition, the University of Colorado Boulder received funding in partnership with CDHE from the Colorado Evaluation and Action Lab to inform Colorado's understanding of Concurrent Enrollment as a driver of efficiency in getting to on-time credential completion and improved earnings.

This study follows five cohorts of 11th-grade students who had an expected high school graduation date between 2010-2011 and 2014-2015. Students were followed for up to five years depending on their high school graduation date – through the fall of 2015 for academic outcomes and through 2018 for the earnings outcome. The sample included students across different demographics and academic abilities. Controlling for several factors (such as 9th-grade test scores, Free or Reduced Lunch eligibility, race/ethnicity, gender, and English Language Learner status), results show students who attempted one or more Concurrent Enrollment credits in high school were dramatically more likely to matriculate to college within one year following high school graduation (**77 percent**) than those who did not (**52 percent**). For students who matriculated within one year of high school graduation, findings reveal those who took Concurrent Enrollment were significantly more likely to:

- Persist from fall-to-fall of their first year in college (**82 percent**) than those who did not **(77 percent)**, and;
- Earn a earn a 2-year degree within two years of graduating from high school (13 percent vs. 5 percent), a 4-year degree within four years (26 percent vs. 16 percent), and 4-year degree within three years (1.6 percent to 0.5 percent) compared to students who did not participate.

In addition, Concurrent Enrollment students had higher workforce earnings after five years ($15,767.45 vs. $14,377.98) than those who did not take college courses in high school. **Concurrent Enrollment improved the odds of college entrance, success, and earnings by similar amounts regardless of student income, ethnicity, gender, or 9th-grade reading test scores.**



More detailed information on this research can be found here:
https://coloradolab.org/wp-content/uploads/2020/09/Concurrent-Enrollment-Policy-Brief.pdf

A full technical report on this research can be found here:
https://coloradolab.org/wp-content/uploads/2020/09/Concurrent-Enrollment-Technical-Report.pdf

Research on the cost of implementing Concurrent Enrollment

As part of the grant received from the U.S. Department of Education's Institute of Education Sciences, APA Consulting conducted a qualitative study with institution of higher education (IHE) and local education provider (LEP) staff on the ways in which Concurrent Enrollment is administered. Additionally, case studies and reporting by IHEs and LEPs were used to estimate the statewide sources and uses of resources for Concurrent Enrollment. In general, state funds support Concurrent Enrollment in two ways: through support to institutions of higher education, particularly the Colorado Opportunity Fund, and through Total Program funding that fund LEPs using both state and local sources. Local voters have also chosen to provide additional funds for Concurrent Enrollment through local revenues. Funds flow between IHEs and LEPs to support the provision of Concurrent Enrollment courses. Cost estimates suggest the amount of resources within the system are adequate for the costs associated with providing Concurrent Enrollment. However, this may vary for different types of school districts across the state.

Providing Concurrent Enrollment adds to costs at both IHEs and LEP, particularly for the administration of the program; conducting Concurrent Enrollment requires coordination and sharing of information between IHEs and LEPs. Creating the infrastructure for administering Concurrent Enrollment is a cost for LEPs and IHEs that is higher on a per pupil basis in smaller programs such as those in smaller or rural districts.

Next Steps

Since its creation, the state's Concurrent Enrollment program has shown rich, scalable impact year-over-year. It continues to be a vital pathway for high school students to receive a high-quality postsecondary education experience at little to no additional cost to families.

Additionally, the research summarized in this report suggests that the state's Concurrent Enrollment program serves all types of students and (when controlling for several variables) postsecondary outcomes for these students are better than students who did not participate in Concurrent Enrollment. Governor Jared Polis and members of the Colorado General Assembly continue to champion Concurrent Enrollment as an effective strategy that helps level the playing field for *all* students, saving them time and money.

Over the past several years, several guiding principles have informed the work to enhance Colorado's Concurrent Enrollment program. These principles have included:

- Provide meaningful college exposure;
- Offer college courses that are transferable and applicable to programs of study at Colorado institutions of higher education;
- Accelerate time to completion and offer opportunities for students to receive credentials in high school;
- Provide students with access to both CTE and general education pathways; and
- Ensure Concurrent Enrollment courses offer the same level of quality as traditional postsecondary courses.

Progress was made on many of these goals due to legislative changes by the Colorado General Assembly (via SB 19-176).

- Exposure to college will be increased by ensuring that students can participate in Concurrent Enrollment at no tuition cost;
- To be offered through Concurrent Enrollment, courses must be transferable and applicable to programs which will lead to certificates and degrees;
- Restrictions for students to participate in Concurrent Enrollment have been minimized; and
- All these improvements and more will contribute to accelerating students to program of study completion.

Work continues to enhance the state's Concurrent Enrollment program. The Concurrent Enrollment Advisory Board (CEAB), created pursuant to C.R.S. 22-35-107, makes recommendations regarding Concurrent Enrollment to the Colorado Department of Education. The following recommendations were approved at the January 2020 regular CEAB meeting (in accordance with C.R.S. §22-35-107(7)):

- Expand funding for the Accelerating Students via Concurrent ENrollmenT (ASCENT) program so that all qualified students that apply.
- Create a multi-institution work group to identify or create accessible statewide programs for educators to achieve Higher Learning Commission (HLC) faculty qualification requirements in order to instruct Concurrent Enrollment.
    - This recommendation includes the creation of policy to require that the courses that instructors take to obtain the requisite qualifications to teach Concurrent Enrollment be offered at the resident community college tuition rate.
    - This recommendation also encourages the creation of a statewide tuition reimbursement process commensurate to years of instructors' service.

In addition to the CEAB recommendations, CDHE and CDE (in collaboration with institutions of higher education and local education providers) will share best practices, highlight findings from research into Concurrent Enrollment, and provide centralized resources to help streamline and support the delivery of Concurrent Enrollment throughout Colorado. To that end, CDE and CDHE jointly released a new website that provides valuable information to students, families, and LEP/high school personnel on the state's Concurrent Enrollment program and resources that benefit all stakeholders involved in the delivery and consumption of Concurrent Enrollment in Colorado. This resource will continue to be enhanced to reflect those best practices in the field with resources such as:

- video testimonials from students, parents and school staff
- a searchable tool to find district-specific Concurrent Enrollment information online
- questions to ask when considering participating in Concurrent Enrollment

Even with these new tools, bold policy, and cutting-edge research on Colorado's Concurrent Enrollment program, more work must be done to inform students and families on the benefits of participating in this program. CDHE and CDE will continue to leverage their power to convene and collaborate with various groups and stakeholders to drive towards universal, no cost access to Concurrent Enrollment and ensure that information on Concurrent Enrollment opportunities are available to all students. The future of Colorado's Concurrent Enrollment program is bright. And efforts to connect more students to this program will support their path towards completing postsecondary education and help the state reach its higher education goals.

ATTACHMENT A: Reporting requirements and data availability

Reporting Requirement	Source	Data Availability from AY 2018-2019
The number and names of local education providers and institutions of higher education that have entered into cooperative agreements	Institutions of Higher Education through CDHE	Used institutional data for AY 2018-19
The number of qualified students who participated in a Concurrent Enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education	CDHE	Used SURDS data for AY 2018-19
Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year	CDHE	Used SURDS data for AY 2018-19
The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year	CDHE	Used SURDS data for AY 2018-19
The total number of developmental education courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program	CDHE	Used SURDS data for AY 2018-19
The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in dual enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education	Local Education Provider Request or Institution of Higher Education Request.	Data currently not available based on higher education tuition breakdowns and structures
The total number of qualified students designated by the department as ASCENT program participants in the previous school year	CDE/CDHE	Used CDE & SURDS data for AY 2018-19
The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program	CDHE	Used SURDS data for AY 2018-19
Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled	CDHE	Used SURDS data for AY 2018-19
To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree	CDHE	Used SURDS data for AY 2018-19