



COLORADO

Department of Education

Department of Higher Education

Pathway to Affordability:

Annual Report on Dual and Concurrent Enrollment in Colorado



2021

**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.**

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Jared Polis
Governor

Dr. Angie Paccione
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All students who are ready should have the opportunity to earn free, transferable college credits in high school including an associate degree or skill certification. Preparing all students for a fast-changing world and a post-pandemic economy requires Colorado to provide seamless access between K-12 education, higher education, and industry. That's why we're proud of our dual enrollment programs, 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. More than 50,000 students participated in dual enrollment programs throughout the 2019-20 academic year, up 6% from the previous year. This represents nearly 40% 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 98% 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. Research funded by the U.S. Department of Education's Institute of Education Sciences and the Colorado Evaluation and Action Lab show that 77% of Colorado CE students went on to college compared to 52% of students who did not participate. And 82% of CE students continued in their postsecondary education—known as persistence— compared to 77% 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 23% among African American or Black students, 18% among Hispanic or Latinx students, and 16% among American Indian or Alaska Native 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 policies and long-term investments. They are among our most powerful strategies to help our state reach 66% attainment of postsecondary credentials by 2025.

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

Sincerely,

Handwritten signature of Jared Polis in blue ink.

Jared Polis
Governor

Handwritten signature of Dr. Angie Paccione in black ink.

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

Handwritten signature of Dr. Katy Anthes in black ink.

Dr. Katy Anthes
Colorado Commissioner of Education



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Introduction

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

Expanding pathways from high school to higher education and the workforce is 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. [The 2020 Colorado Talent Pipeline Report](#) identified that 63% of the State's top jobs (*i.e., jobs with greater than 40 annual openings, and above-average growth rate over 10 years, and a living wage*) require a credential beyond high school.

As part of [Colorado Rises: Advancing Education and Talent Development](#), the Colorado Commission on Higher Education (CCHE) set the goal of 66% of Coloradans attaining postsecondary credentials by 2025. The Colorado Department of Education (CDE)'s [Strategic Plan](#) contains aligned goals-- 66% of students will earn a postsecondary credential after high school and that 50% 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. Providing pathways for students to achieve college credit in high school, specifically through Colorado's Concurrent Enrollment program meets all these goals and is an essential strategy for Colorado to better serve students throughout the state. In addition to Concurrent

Enrollment, many Colorado graduates have access to other important postsecondary pathways.

Colorado, like other states across the country, utilizes various strategies to provide students with opportunities to achieve college credit in high school and cultivate seamless P-20 pathways to increase credential completion. For example, Colorado students take rigorous courses in high school through the Advanced Placement (AP) and International Baccalaureate (IB) programs that can lead to college credit. Concurrent Enrollment provides 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 covers 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 2019-2020 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.⁴

The **Accelerating Students through Concurrent Enrollment Program (ASCENT)** falls under the Concurrent Enrollment Programs Act and differs in its parameters and funding. Students who have completed at least 12 credit hours of postsecondary coursework before the 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 Concurrent Enrollment;
- The number of public-school students participating in Concurrent Enrollment, ASCENT and other dual enrollment programs;
- Demographic information for students who participated in Concurrent Enrollment; and
- The total number and percentage of students who passed Concurrent Enrollment courses during Academic Year (AY) 2019-2020.

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

⁴ Definitions of [Early College High Schools](#) and [P-TECH schools](#) are available on CDE’s website.

Highlights

STATEWIDE
53,245 students
participated in dual enrollment programs of any type in the 2019-2020 Academic Year.



 This represents nearly 40% of all high school graduates in public high schools in Colorado.

From 2018-2019 to 2019-2020, participation in Concurrent Enrollment increased



- 23.3%** African American or Black
- 15.8%** American Indian or Alaska Native
- 27.0%** Asian
- 32.9%** Hawaiian or Pacific Islander
- 18.4%** Hispanic or Latinx
- 18.6%** White
- 19.9%** Students identifying as Two or More races

Concurrent Enrollment continues to see sustained increases in participation,



MORE THAN
16%

statewide with 40,098 students participating in 2019-2020.

In 2019-2020, high school students attempted

340,181
Concurrent Enrollment CREDIT HOURS

Nearly 93% of all hours were passed.



Nearly **40 PERCENT** of students who participated in ASCENT in 2019-2020 were Hispanic, a minority group that is historically underrepresented in postsecondary education.

In 2019-2020

2,877
HIGH SCHOOL STUDENTS

earned some type of postsecondary credential after participating in Concurrent Enrollment or ASCENT programs



Statewide,
175 SCHOOL DISTRICTS
(98 percent)

offer Concurrent Enrollment programs.



Summary of Dual Enrollment Programs

During the 2019-2020 school year, 53,245 high school students participated in Concurrent Enrollment, ASCENT, or other dual enrollment programs. This number was an increase of more than 2,800 students from 2018-2019 or a 5.62% jump in dual enrollment participation overall.

The highest area of participation growth in 2019-2020 was in Concurrent Enrollment programs at two-year institutions, which saw an increase of 17%. Four-year institutions saw an increase of nearly 15% in Concurrent Enrollment participation. Area Technical Colleges (ATCs) provided 677 students with Concurrent Enrollment opportunities in 2019-2020, which represents a decrease of 111 students compared to the previous year's enrollment.⁵

Given that the COVID-19 pandemic did not take full effect until March 2020, second-semester courses for the school year 2019-2020 were already underway. Therefore, participation rates were not affected significantly. However, there may be greater impact in coming years. CDHE and CDE will continue to monitor data on the impacts experienced by students, families, schools, districts, and institutions of higher education due to the global pandemic. Many of the data will be available in next year's Concurrent Enrollment report (which will cover the 2020-2021 academic year).

The total dual enrollment participation represents nearly 20% of all 9th-12th-graders in Colorado.⁶ When looking at participation in dual enrollment programs by high school graduating class, nearly 40% of students take dual enrollment at some point during high school.⁷ 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 dual enrollment participation for Colorado high school graduates.

FIGURE 1

Percentage of high school graduating class participating in dual enrollment sometime during high school

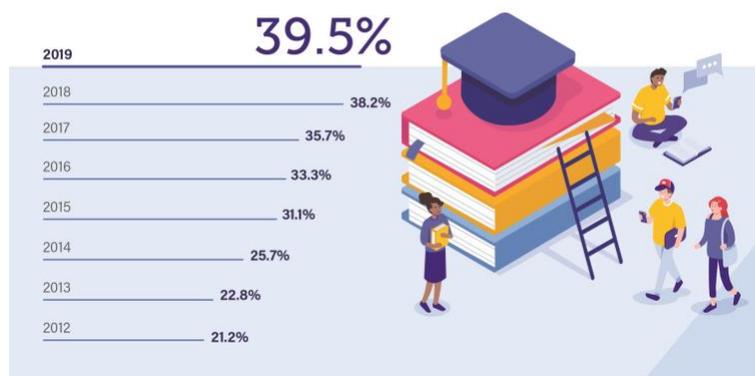
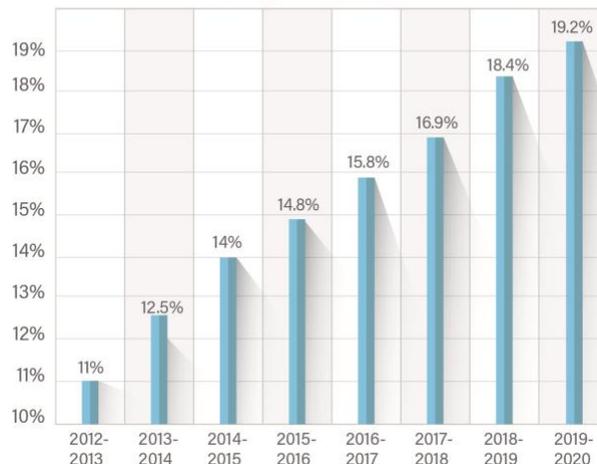


FIGURE 2

Percentage of 9th - 12th graders in Dual Enrollment



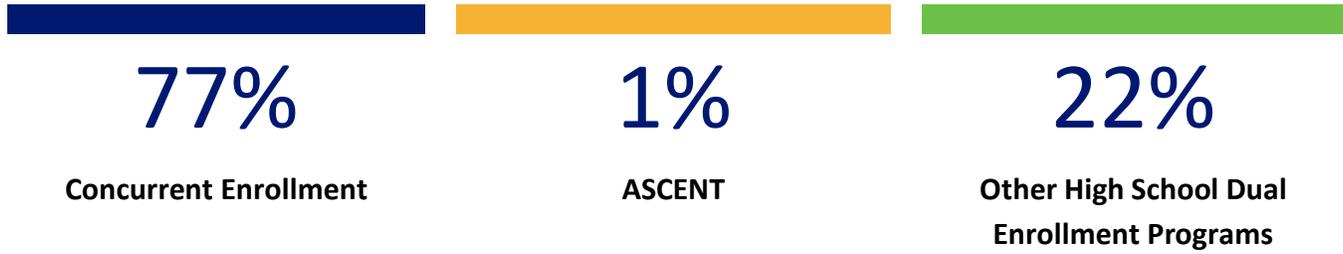
⁵ The decreases in ATC Concurrent Enrollment participation may be due to data limitations require that counts from ATCs are captured outside of CDHE's SURDS system.

⁶ 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, as a "qualified student" per 22.35-103(15) C.R.S. is defined as "a person who is less than 21 years of age and is enrolled in the ninth grade or higher grade level in a local education provider."

⁷ [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 (77%) participated in Concurrent Enrollment programs.

High School Dual Enrollment Summary, by Program, 2019-2020



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. Many of these programs are at four-year institutions. Participation in other high school dual enrollment programs decreased substantially during 2019-2020. This could be due to a shift in participation towards the state’s Concurrent Enrollment program and/or changes in the types of programs offered by four-year institutions.

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

Program Type	Unduplicated student count, 2017-2018	Unduplicated student count, 2018-2019	Unduplicated student count, 2019-2020	Percentage change from 2018-2019 to 2019-2020
Concurrent Enrollment two- & four-year institutions*	30,979	34,519	40,098	16.2%
<i>Two-year institutions</i>	27,596	30,565	35,765	17.0%
<i>Four-year institutions</i>	4,169	4,316	4,940	14.5%
Area Technical Colleges (ATCs)**	917	788	677	-14.1%
ASCENT Program***	557	561	554	-1.3%
Other High School Dual Enrollment Programs	13,334	14,548	11,916	-18.1%
Total	45,787	50,416	53,245	5.6%

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.

*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. However, data limitations require that counts from ATCs are captured outside of CDHE’s SURDS system.

*** 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 2019-2020 were Arapahoe Community College (7,925), followed by Front Range Community College (7,289). Of the ATCs, Pickens Technical College served the greatest number of high school students (417) 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 (6,347), primarily through its institutionally developed dual enrollment program.

TABLE 2: Dual Enrollment Participation by Higher Education Institution, 2019-2020

Public Institution of Higher Education	Concurrent Enrollment	ASCENT	Other HS Dual Enrollment Programs	Total All Programs	Percentage change from 2018-2019 to 2019-2020 for All Programs
TWO-YEAR INSTITUTIONS					
Aims Community College	2,838	0	228	3,066	8.8%
Arapahoe Community College	7,925	84	173	8,182	27.4%
Colorado Northwestern Community College	533	0	22	555	-12.7%
Community College of Aurora	5,488	60	50	5,598	14.5%
Community College of Denver	1,791	91	55	1,937	3.6%
Front Range Community College	7,289	121	397	7,807	23.2%
Lamar Community College	338	9	11	358	11.9%
Morgan Community College	636	1	112	749	13.0%
Northeastern Junior College	350	1	22	373	-2.6%
Otero Junior College	536	0	14	550	14.3%
Pikes Peak Community College	3,139	76	158	3,373	11.0%
Pueblo Community College	2,310	31	136	2,477	18.6%
Red Rocks Community College	2,606	21	132	2,759	6.0%
Trinidad State Junior College	714	0	12	726	-7.8%
Two-Year Institutions Total	35,765	496	1,516	37,777	15.2%

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)					
Emily Griffith Technical College	215	0	1	216	-28.9%
Pickens Technical College	368	41	8	417	-54.9%
Technical College of the Rockies	94	0	1	95	10.5%
ATC Total	677	41	10	728	-44.6%

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	286	3	22	311	-31.0%
Colorado Mesa University	1,014	22	34	1,070	-6.6%
Colorado Mountain College	1,615	0	541	2,156	-7.2%
Colorado School of Mines	0	0	12	12	33.3%
Colorado State University	17	0	21	38	153.3%
Colorado State University - Pueblo	139	3	1,118	1,260	-3.4%
CSU-Global Campus	0	1	183	184	820.0%
Fort Lewis College	124	0	6	130	12.1%
Metropolitan State University of Denver	720	84	4	808	17.8%
University of Colorado Boulder	45	0	15	60	1.7%
University of Colorado Colorado Springs	21	0	2,371	2,392	12.2%
University of Colorado Denver	33	0	6,347	6,380	-16.5%
University of Northern Colorado*	38	1	0	39	-96.5%
Western Colorado University	972	0	0	972	32.8%
Four-Year Institutions Total	4,940	114	10,411	15,465	-8.1%
Grand Total	40,775	554	11,916	53,245	5.6%

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.

*Data updates from Four-Year Institutions for prior years may have altered the categorization of dual enrollment students from previous years impacting the percentage changes.

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 2019-2020, 28 public institutions of higher education had an estimated 450 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 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 2019-2020 school year, 5,468 more students participated in the program than in the previous year. As reported last year, the increase from 2017-2018 to 2018-2019 was 3,411 students. Data for school year 2019-2020 show that the rate of growth in the state's Concurrent Enrollment program has increased by approximately 16%. Currently, 98% of LEPs and 91% of high schools in Colorado participate in Concurrent Enrollment (*a slight increase in the number of LEPs and high schools*). Districts serving 99.2% of all 9th–12th-grade students in Colorado offer Concurrent Enrollment programming.

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 (1,753), with a total of 7,925 students participating. A total of 29 public institutions of higher education served Concurrent Enrollment students in 2019-2020.

During the 2019-2020 school year, 5,468 more students participated in the program than in the previous year.



TABLE 3: Concurrent Enrollment Programs, Prior School Year Comparison

Public Institution of Higher Education	Number of students, 2018-2019	Number of students, 2019-2020	Change in number of students	Percentage change
TWO-YEAR INSTITUTIONS				
Aims Community College	2,389	2,838	449	18.8%
Arapahoe Community College	6,172	7,925	1,753	28.4%
Colorado Northwestern Community College	617	533	-84	-13.6%
Community College of Aurora	4,775	5,488	713	14.9%
Community College of Denver	1,700	1,791	91	5.4%
Front Range Community College	5,865	7,289	1,424	24.3%
Lamar Community College	298	338	40	13.4%
Morgan Community College	561	636	75	13.4%
Northeastern Junior College	355	350	-5	-1.4%
Otero Junior College	464	536	72	15.5%
Pikes Peak Community College	2,813	3,139	326	11.6%
Pueblo Community College	1,908	2,310	402	21.1%
Red Rocks Community College	2,435	2,606	171	7.0%
Trinidad State Junior College	756	714	-42	-5.6%
AREA TECHNICAL COLLEGES (ATCS)*				
Emily Griffith Technical College	258	215	-43	-16.7%
Pickens Technical College	444	368	-76	-17.1%
Technical College of the Rockies	86	94	8	9.3%
FOUR-YEAR INSTITUTIONS				
Adams State University	201	286	85	42.3%
Colorado Mesa University**	1,006	1,014	8	0.8%
Colorado Mountain College	1,749	1,615	-134	-7.7%
Colorado State University	4	17	13	325.0%
Colorado State University - Pueblo	114	139	25	21.9%
Fort Lewis College	114	124	10	8.8%
Metropolitan State University of Denver	614	720	106	17.3%
University of Colorado Boulder	36	45	9	25.0%
University of Colorado Colorado Springs	35	21	-14	-40.0%
University of Colorado Denver	44	33	-11	-25.0%
University of Northern Colorado	4	38	34	850.0%
Western Colorado University	469	972	503	107.2%
Total	35,307	40,775	5,468	15.5%

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.

Participation by Districts and High Schools

A total of two Boards of Cooperative Educational Services (BOCES) and 175 school districts participated in Concurrent Enrollment in 2019-2020, which represents 98% of Local Education Providers in Colorado. In 2019-2020, among the Concurrent Enrollment participating districts, 21 had less than 5% Concurrent Enrollment participation among their 9th through 12th-grade student population. This is a significant decrease from last year when 31 districts had less than 5% 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, 468 high schools had at least one student participating in Concurrent Enrollment, representing 91% of all Colorado high schools (up from 86% in 2018-2019).

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 85.7% of its students taking Concurrent Enrollment courses. All school districts in Table 4 are classified by CDE as either rural or small rural districts.⁸

TABLE 4: Rural Districts Participating in Concurrent Enrollment by percentage of High School Students, 2019-2020

District	Number of Students in Concurrent Enrollment (Unduplicated Headcount)	Percentage of 9 th -12 th -Graders in Concurrent Enrollment
Edison 54 JT	144	85.7%
Crowley County RE-1-J	90	75.0%
Sargent RE-33J	67	64.4%
Walsh RE-1	14	58.3%
Fowler R-4J	63	56.3%
Mc Clave RE-2	29	50.9%
Canon City RE-1	529	50.5%
Springfield RE-4	29	48.7%
Kim Reorganized 88	9	47.4%
Primero Reorganized 2	19	46.3%

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

⁸CDE’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 for three consecutive years. Three of the high schools in Table 5 are new this year to the top 10 list: Legend High School, Fossil Ridge High School, and Castle View High School. In Table 6, Douglas County RE 1 had the largest Concurrent Enrollment participation by school district.

TABLE 5: Schools Participating in Concurrent Enrollment by Student Headcount, 2019-2020

District/Institute	School	Unduplicated Headcount	Percentage of 9th-12th Graders in Concurrent Enrollment
Colorado Charter School Institute	Colorado Early College Fort Collins	941	90.1%
Cherry Creek 5	Cherokee Trail High School	786	27.9%
Douglas County RE 1	Legend High School	786	35.5%
Cherry Creek 5	Grandview High School	745	25.3%
Poudre School District	Poudre High School	727	40.0%
Jeffco Public Schools	Chatfield High School	708	38.4%
Poudre School District	Fossil Ridge High School	642	30.3%
Douglas County RE 1	Castle View High School	640	29.3%
Cherry Creek Schools	Cherry Creek High School	639	16.8%
Charter School Institute	Colorado Early Colleges Parker	612	94.0%

TABLE 6: Districts Participating in Concurrent Enrollment by Student Headcount, 2019-2020

District	Number of Schools Within the District with Concurrent Enrollment Programs	Unduplicated Headcount	Percentage of 9th-12th Graders in Concurrent Enrollment
Douglas County RE 1	14	4,065	20.0%
Denver County 1	48	3,928	15.2%
Jefferson County R-1	33	3,717	14.3%
Cherry Creek 5	9	3,415	19.3%
Charter School Institute	12	2,599	48.7%
Poudre R-1	9	2,471	27.2%
Adams-Arapahoe 28J	11	1,882	17.6%
St Vrain Valley RE 1J	12	1,014	10.4%
Greeley 6	8	977	15.2%
District 49	9	879	8.8%

Supporting Location Education Providers and Teachers in providing Concurrent Enrollment

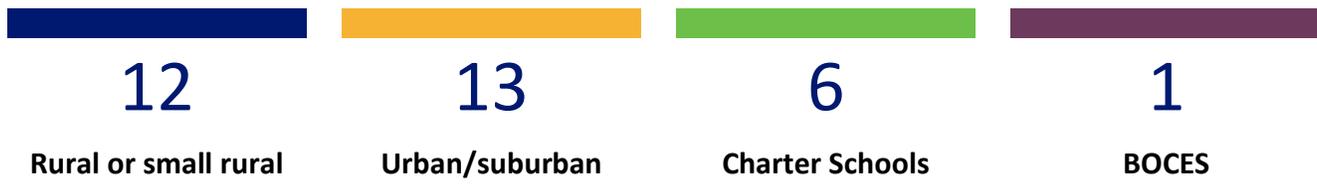
To assist LEPs and K-12 teachers in expanding Concurrent Enrollment options for students, several programs provide support and resources.

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 coordinate 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:



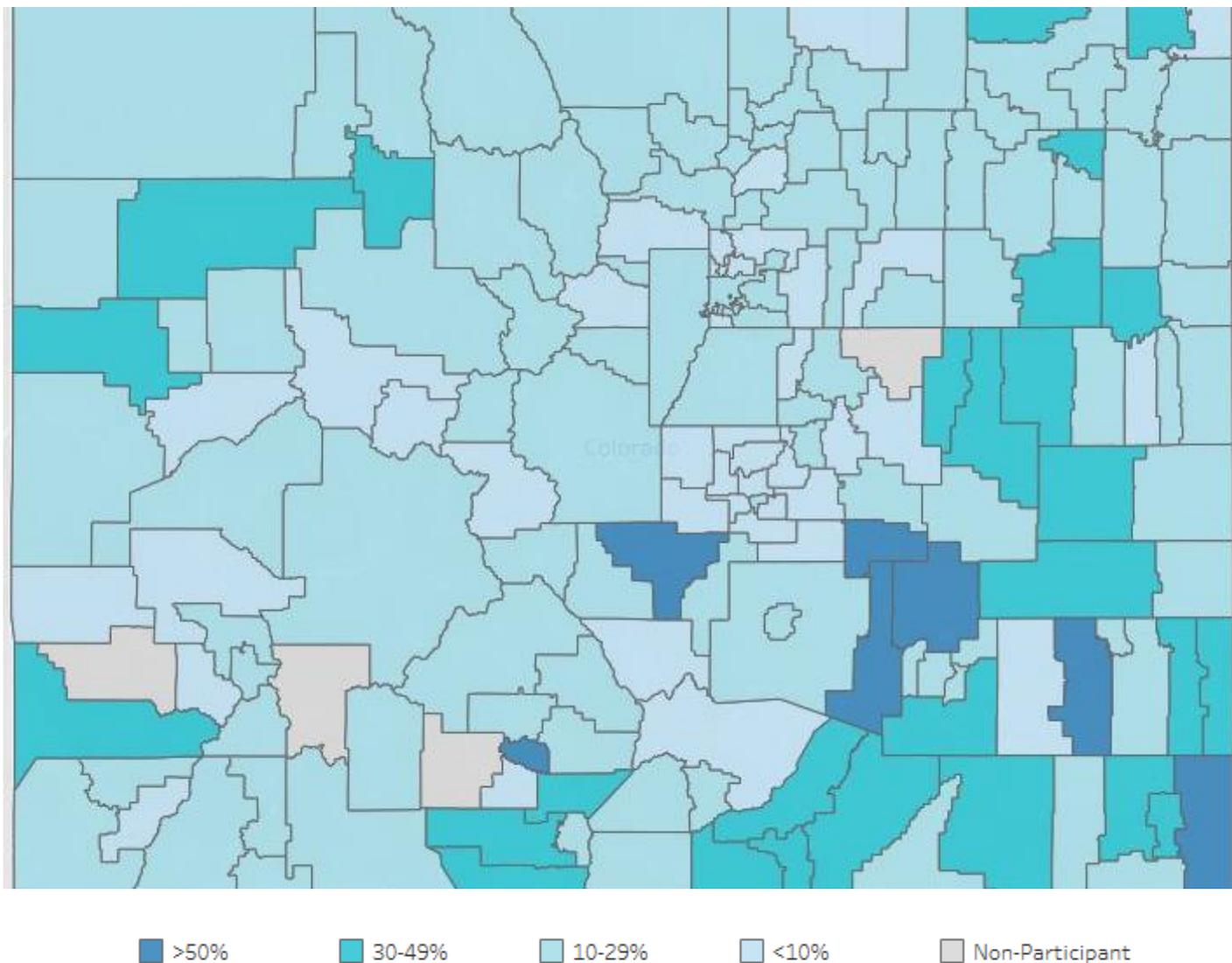
Most proposals requested funds to assist teachers with obtaining graduate credits with a combined, approximate number of 120 high school teachers working towards becoming qualified Concurrent Enrollment instructors. Other requests included technology for distance learning and covering student fees, books, 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 % Enrolled, 2019-2020



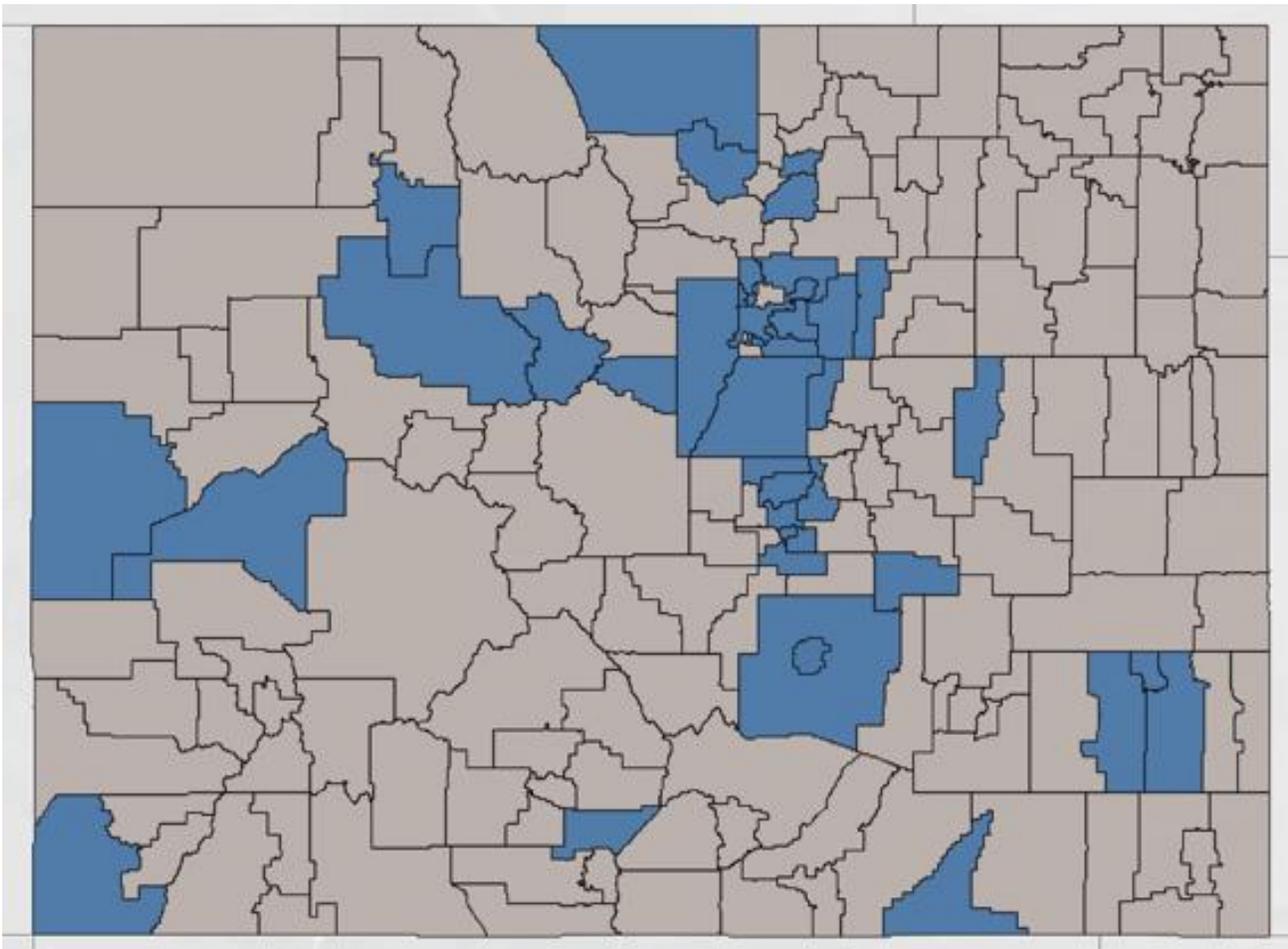
Accelerating Students through Concurrent Enrollment (ASCENT)

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 the fifth year of high school.

In school year 2019-2020, 42 LEAs participated in this program with a total enrollment of 554 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 LEAs 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, 2019-2020



ASCENT Demographics

Per C.R.S. §22-35-108, students eligible to participate in ASCENT must have completed 12 postsecondary credit hours before 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 gender¹⁰. Nearly 40% of students who participated in ASCENT in 2019-2020 were Hispanic or Latinx, a group that is historically underrepresented in postsecondary education in Colorado. Like 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 27% 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, 2019-2020¹¹

Race/Ethnicity	Percentage of Students
African American or Black	4.0%
American Indian or Alaska Native	0.3%
Asian	2.9%
Hawaiian or Pacific Islander	1.0%
Hispanic or Latinx	37.1%
Two or More Races	2.6%
White	52.4%

TABLE 7B: ASCENT Participation by Gender, 2019-2020

Gender	Percentage of Students
Female	58.1%
Male	41.9%

TABLE 7C: ASCENT Participation by FRL Status, 2019-2020

FRL Eligibility Status	Percentage of Students
Free Lunch	22.2%
Reduced-Price Lunch	5.2%
Not Eligible	72.6%

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.

¹¹ Tables may not add-up to 100% due to rounding.

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/ethnicity¹². Significant increases were seen across several race/ethnicity groups from AY 2018-2019 to AY 2019-2020. Participation by African American or Black students increased by 23.3%. Participation by American Indian or Alaska Native students increased by 15.8%. The number of Hispanic or Latinx students participating in Concurrent Enrollment increased by 18.4%.

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

Race/Ethnicity	2018-2019		2019-2020		Percentage change
	number	percent of total	number	percent of total	
African American or Black	1,144	3.3%	1,411	3.5%	23.3%
American Indian or Alaska Native	171	0.5%	198	0.5%	15.8%
Asian	1,110	3.2%	1,410	3.5%	27.0%
Hawaiian or Pacific Islander	85	0.2%	113	0.3%	32.9%
Hispanic or Latinx	9,096	25.9%	10,767	26.4%	18.4%
Two or More Races	1,390	4.0%	1,667	4.1%	19.9%
Unknown/Did Not Wish to Answer	3,818	10.9%	3,248	8.0%	-14.9%
White	18,038	51.3%	21,399	52.5%	18.6%
International student*	609	1.7%	878	2.2%	44.2%

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.

*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.

¹² 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 seven school years, more females have participated in Concurrent Enrollment than males.

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

Gender	2018-2019 number/% of total		2019-2020 number/% of total		Percentage change
Female	18,818	53.5%	21,878	53.7%	16.3%
Male	16,314	46.4%	18,682	45.9%	14.5%
No Gender Data	51	0.1%	338	0.8%	562.7%

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 2019-2020, high school students attempted a total of 340,181 Concurrent Enrollment credit hours, up from 293,820 hours in the previous year. The average number of credit hours Concurrent Enrollment students attempted was 8.5 (unchanged from 2018-2019), with an average of 7.8 credit hours passed (a slight decrease from 2018-2019).



Most of the Concurrent Enrollment credit hours taken by students—nearly 93%—were passed in 2019-2020.

TABLE 9: Concurrent Enrollment Credit Hours Attempted and Passed, 2019-2020

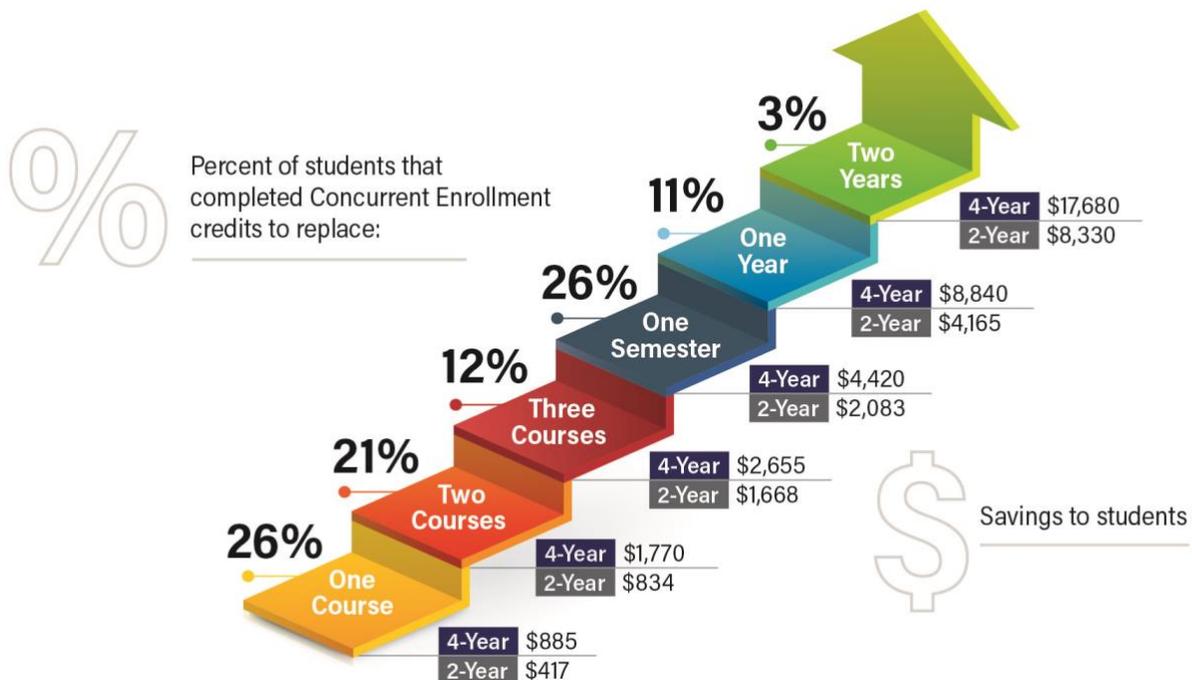
Public Institution of Higher Education	Number of Students	Total Hours Attempted	Total Hours Passed	Pass Rate
TWO-YEAR INSTITUTIONS				
Aims Community College	2,838	23,517	19,972	84.9%
Arapahoe Community College	7,925	51,945	49,774	95.8%
Colorado Northwestern Community College	533	4,781	4,645	97.2%
Community College of Aurora	5,488	44,106	39,586	89.8%
Community College of Denver	1,791	14,751	12,325	83.6%
Front Range Community College	7,289	54,603	51,426	94.2%
Lamar Community College	338	4,040	3,952	97.8%
Morgan Community College	636	6,785	6,445	95.0%
Northeastern Junior College	350	3,486	3,272	93.9%
Otero Junior College	536	4,007	3,867	96.5%
Pikes Peak Community College	3,139	41,122	37,319	90.8%
Pueblo Community College	2,310	21,369	20,077	94.0%
Red Rocks Community College	2,606	23,052	22,067	95.7%
Trinidad State Junior College	714	6,025	5,619	93.3%
FOUR-YEAR INSTITUTIONS				
Adams State University	286	1,632	1,374	84.2%
Colorado Mesa University	1,014	8,864	8,232	92.9%
Colorado Mountain College	1,615	14,532	14,037	96.6%
Colorado State University	17	110	105	95.5%
Colorado State University - Pueblo	139	2,228	2,153	96.6%
Fort Lewis College	124	715	679	95.0%
Metropolitan State University of Denver	720	2,839	2,567	90.4%
University of Colorado Boulder	45	352	333	94.6%
University of Colorado Colorado Springs	21	238	238	100.0%
University of Colorado Denver	33	487	459	94.3%
University of Northern Colorado	38	197	178	90.4%
Western Colorado University	972	4,399	3,904	88.7%
Total	40,098	340,181	314,603	92.5%

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 enables 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, 2019 graduates had the potential to save an estimated \$50 million on tuition through Concurrent Enrollment.¹³

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, 1,467 (3.7%) enrolled in developmental education courses compared to 4.8% in the previous year.

¹³ 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 decrease of 15.6% in developmental education Concurrent Enrollment in 2019-2020 but still 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 92.8% of those courses in school year 2019-2020.

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 move 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, 2019-2020 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	50	143	129	90.2%
Arapahoe Community College	145	728	526	72.3%
Colorado Northwestern Community College	14	78	78	100.0%
Community College of Aurora	633	3,051	2,443	80.1%
Community College of Denver	289	1,484	959	64.6%
Front Range Community College	47	234	190	81.2%
Morgan Community College	2	8	4	50.0%
Northeastern Junior College	26	107	105	98.1%
Otero Junior College	2	9	9	100%
Pikes Peak Community College	17	81	32	39.5%
Pueblo Community College	24	96	96	100.0%
Red Rocks Community College	52	288	199	69.1%
FOUR-YEAR INSTITUTIONS				
Adams State University	1	3	3	100.0%
Colorado Mesa University	37	179	160	89.4%
Colorado Mountain College	88	512	482	94.1%
Colorado State University - Pueblo	1	4	4	100.0%
Western Colorado University	61	183	168	91.8%
Total	1,467	7,188	6,674	92.8%

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 2019-2020, nearly 18,000 students participated in CTE Concurrent Enrollment courses, which represents 45% of all Concurrent Enrollment students.** Table 11 displays the number of students by institution of higher education. In 2019-2020, Arapahoe Community College served the most students—more than 5,000—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, 2018-2019	Students in CTE Concurrent Enrollment courses, 2019-2020	Percentage change
TWO-YEAR INSTITUTIONS			
Aims Community College	1,248	1,496	19.9%
Arapahoe Community College	3,640	5,017	37.8%
Colorado Northwestern Community College	223	151	-32.3%
Community College of Aurora	1,115	1,416	27.0%
Community College of Denver	354	351	-0.8%
Front Range Community College	3,178	3,863	21.6%
Lamar Community College	95	84	-11.6%
Morgan Community College	177	227	28.2%
Northeastern Junior College	105	112	6.7%
Otero Junior College	221	194	-12.2%
Pikes Peak Community College	1,295	1,380	6.6%
Pueblo Community College	870	1,083	24.5%
Red Rocks Community College	1,502	1,654	10.1%
Trinidad State Junior College	279	348	24.7%
FOUR-YEAR INSTITUTIONS			
Adams State University	6	33	450.0%
Colorado Mesa University	462	544	17.7%
Colorado Mountain College	329	446	35.6%
Total	14,925	17,894	19.9%

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, 26,581 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, nearly 97% enrolled in a credential-seeking program. For students enrolled in Concurrent Enrollment programs, 64% 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 2018-2019	Total Students 2019-2020	Change from previous year	Percentage change
Certificate (less than 1 year)	3,916	4,909	993	25.4%
Certificate (at least 1 year, less than 2)	952	1,502	550	57.8%
Associate of Applied Science	5,543	7,381	1,838	33.2%
Associate of General Studies	2,739	3,251	512	18.7%
Associate Degree (AA or AS)	7,092	9,422	2,330	32.9%
Bachelor of Arts Degree	161	116	-45	-28.0%
Total credential-seeking	20,017	26,581	6,564	32.8%
Not credential-seeking	16,905	16,528	-377	-2.2%

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, 2,877 students earned some type of postsecondary credential while in high school in 2019-20. This is a nearly 8% decrease over last year's total high school credential completion number (3,116). Credential completion increased among all credential types except less than 1-year certificates. Since this year's report includes data from Spring 2020, impacts of COVID-19 and the disruption of the academic year could contribute to this drop.

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

Credential Type	Total Students 2018-2019	Total Students 2019-2020	Change from previous year	Percentage change
Certificate (less than 1 year)	2,471	2,132	-339	-13.7%
Certificate (at least 1 year, less than 2)	125	184	59	47.2%
Associate of Applied Science	31	43	12	38.7%
Associate of General Studies	88	94	6	6.8%
Associate Degree (AA or AS)	400	422	22	5.5%
Bachelor's Degree (BA or BS)*	1	2	1	100.0%
Total	3,116	2,877	-239	-7.7%

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 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%**) than those who did not (**52%**). 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%**) than those who did not (**77%**), and;
- Earn a 2-year degree within two years of graduating from high school (13% vs. 5%), a 4-year degree within four years (26% vs. 16%), and a 4-year degree within three years (1.6% to 0.5%) 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.**

This study shows Concurrent Enrollment to be highly effective in increasing college graduation for high school students in Colorado across different demographics and academic abilities.

› **Finding #1**

Students were dramatically more likely to matriculate to college (77%) than those who did not take a Concurrent Enrollment course (52%).

+25%
More likely to attend college

› **Finding #2**

Students were dramatically more likely to earn a 2-year degree within 2 years of graduating from high school (13% vs. 5%).

+8%
On time degree completion from a 2-year college

+9.6%
Higher wages 5 years post-graduation

› **Finding #4**

Students had higher workforce earnings after 5 years (\$15,767.45 vs. \$14,377.98)

+10%
On time degree completion from a 4-year college

› **Finding #3**

Students were significantly more likely to earn a 4-year degree within 4 years (26% vs. 16%), and 4-year degree within 3 years (1.6% to 0.5%).

+1.1%
Early degree completion from a 4-year college



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 how 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 number 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 a 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:

- Providing meaningful college exposure;
- Offering college courses that are transferable and applicable to programs of study at Colorado institutions of higher education;
- Accelerating time to completion and offer opportunities for students to receive credentials in high school;
- Providing students with access to both CTE and general education pathways; and
- Ensuring 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 that 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 a 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 ENrollmentT (ASCENT) program so that all qualified students that apply can participate.
- Create a multi-institution work group to identify or create accessible statewide programs for educators to achieve Higher Learning Commission (HLC) faculty qualification requirements to instruct Concurrent Enrollment.
 - This recommendation includes the creation of a 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 created a [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 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
- questions to ask when considering participating in Concurrent Enrollment

Even with these 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 influence 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 is 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 toward completing postsecondary education and help the state reach its higher education goals.

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For More Information:

Colorado Department of Higher Education

<https://highered.colorado.gov/>

Colorado Rises: Advancing Education and Talent Development

<http://masterplan.highered.colorado.gov>

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 2019-20
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 2019-20
Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year	CDHE	Used SURDS data for AY 2019-20
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 2019-20
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 2019-20
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 2019-20
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 2019-20
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 2019-20
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 2019-20