



Accelerated Learning Committee

January 8, 2014

Board Room Suite 515
Oregon University System Chancellor's Office
1800 SW 6th Avenue
Portland, Oregon 97201

1:00-3:00pm

Phone In Information: (888) 204 - 5984

Participant Code: 992939

Meeting Live-streamed [HERE](#)

MEMBERS:

Senator Mark Hass

Senator Bruce Starr

Representative Lew
Frederick

Representative John
Huffman

Nori Juba

Peyton Chapman

Nancy Golden

STAFF:

Hilda Rosselli

AGENDA

1. Welcome and Introductions
2. Approval of the Agenda
3. Approval of the December 11, 2013 notes
4. Follow up information from the last meeting
5. 2013 Washington legislation and lessons learned
 - Randy Spaulding, Director of Academic Affairs and Policy, Washington Student Achievement Council
 - Jim West, Associate Director, Academic Affairs and Policy Washington Student Achievement Council
 - i. Academic Acceleration Policy
 - ii. Washington's Proposal to Streamline and Expand Dual Credit / Dual Enrollment
6. WA Improving Student Learning at Scale Collaborative workgroup
 - Randy Spaulding
 - Noreen Light, Associate Director, Academic Affairs and Policy, Washington Student Achievement Council
7. Washington Running Start
 - Mike Hubert, Guidance and Counseling Director, office of the Superintendent of Public Instruction
8. Opportunities for OR/WA collaboration, cross state reciprocity and shared focus
9. Colorado perspective and lessons learned

- Matt Gianneschi, ECS VP of Policy and Programs and former Deputy Executive Director for the Colorado Department of Higher Education

10. Public testimony

11. Confirmation of next proposed meeting date: Wednesday, February 12th, 1:30 – 3:30 pm OEIB large conference room.

12. Adjourn

All meetings of the Accelerated Learning Committee are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@das.state.or.us. Requests for accommodation should be made at least 48 hours in advance.

Accelerated Learning Committee-December 11, 2013 Meeting Notes

Key Actions Taken:

- Minor revisions approved on Big Idea
- Program parameters determined for fiscal modeling
- Agenda for meeting with Washington colleagues finalized

1.0 Welcome and roll call

Members in attendance: Senator Mark Hass, Representative Lew Frederick, Representative John Huffman, Nancy Golden, Nori Juba, Peyton Chapman

2.0 Review and approval of the November 13st notes

Motion made by Peyton Chapman to approve the minutes from the November 13th meeting. Motion seconded by Nori Juba. Notes were approved.

3.0 Committee Member Updates

Representative Frederick shared that he has had numerous conversations with students and parents who are and excited that this work is moving forward.

Nori Juba reported that a Cascade Commitment, similar to Eastern Promise is moving forward and involves Central Oregon Community College, Bend, Redmond, and Crook County school districts.

Senator Hass reported that Hillsboro School District and Western Oregon University are working on a dual credit agreement. People are hungry for this and the process could use more uniformity.

Representative Huffman shared that Redmond school district is dropping their IB program due to low enrollments and costs.

Peyton Chapman shared that the email blast she has used to gain input shows interest in starting students thinking about this early (middle grades), offering applied learning opportunities, and creating means of earning college credit towards certificates as well as towards IB, AP, and 4 year transfers.

Nancy Golden concurred that at the Oregon Business Council she heard repeatedly that employers are finding it difficult to hire Oregonians for many of their available jobs and that discussion at the Oregon Leadership there was strong concern that coursework must be more available to students who are typically underrepresented in postsecondary education.

4.0 Follow Up Information from Last Meeting

4.1 Letter from CCWD and ODE Gerald Hamilton shared a letter drafted by he and Rob Saxton to community college presidents and superintendents summarizing actions taken in June 2013 by the State Board of Education broaden the power of community college boards to create changes in personnel policy regarding faculty qualifications for those teaching dual credit courses. Presidents and superintendents were asked if they were aware of

the changes and the implications, how they were taking advantage of these changes, and what additional action they would recommend are needed to facilitate more students earning college level credits while still in high school. The letter will add specifics on where to send responses and timeline for responding.

Discussion followed as to if the rule changes were sufficient to meet intent and if community colleges needed suggested criteria that would be sufficient to waive the MA in a content area. It was noted that not only is there currently no uniformity in policies across campuses, there is not even uniformity within a campus. How does this lack of uniformity around faculty qualifications work when students take college credit from online program offerings?

4.2 Update on Northwest Commission on Colleges and Universities

(NWCCU) Hilda Rosselli reported that she recently conferenced with Les Steele, Senior Vice President of NWCCU and requested examples of how other states in the region are handling this as they work to increase dual credit offerings, how the accreditation standards can be interpreted, how other regional accreditors are responding and if there is interest in developing a white paper with WICHE on this topic to provide more guidance to colleges and universities. They will be following up before January meeting.

4.3 Revisions on the “Big Idea” Revisions provided by Representative Huffman were reviewed and approved. Revised version is attached.

4.4 Data on Current Program Models in Oregon OEIB staff reported that current data systems are not sufficiently capturing the level of detail that the committee was seeking, e.g. credits by type and course, level of transferability, and student demographics. It was determined by committee members to focus more on what is needed rather than the current status but to create ways of gathering the data with any new proposals. Representative Lew Frederick noted that historically a number of other models were in place (Portland and Hillsboro) that were dismantled due to funding cuts.

5.0 Program Considerations

5.1 Issues, Needs and Initiatives related to Grades 11-14 Transitions

Hilda Rosselli shared a sheet summarizing current work underway in the state and requested that committee members send her any additional edits or additions that should be made. Representative Lew Frederick shared his concerns about the use of the Smarter Balanced Assessment Consortium 11th grade test. Representative Huffman recommended the goal on this sheet reflect the 9 credit hours. It was recognized that although all students may not be interested or ready, the language simply states that students are able to pursue at least nine credits at no tuition cost. Nancy Golden shared that the Achievement Compact analyses will report where we are on the nine credits being obtained and should help identify where the gaps are and what type of courses are still needed. Nori Juba shared data from a presentation on

Thurston High School in Springfield that has eliminated separate Honors classes and instead embeds the honors/AP expectations into the classes for students who want to pursue honors or AP credit. They have found that more students are challenging themselves. Not only have the number of students seeking AP credit increases, but the average AP scores have increased. Peyton Chapman shared a similar barrier removal for students was discovered when students were able to earn up to 15 college credits in an interdisciplinary class taught by multiple faculty. Peyton also noted that the section on Access should reflect the importance of physical co-location, encouraging new or renovated high schools to consider placement on postsecondary campuses and, likewise, expansion of postsecondary institution to consider opening satellite campuses on high school property. She also raised concerns about access when only one high school can afford to offer access to specialty areas (e.g. architecture, automotive service, etc.) Would placement of the senior year on community college campuses make access more equitable?

5.2 Program Parameter Point Analysis Following a review and revision of identified program parameters, David Edwards led the committee members through a point analysis exercise and shared those parameters that received the highest ratings.

Program Parameters Receiving the Highest Ratings	
Grade-level focus	B. Focus on 11 th and 12 th graders with up to two years of post-secondary education; others can qualify with instructor approval—no need to demonstrate proficiency
Student eligibility requirements	C Instructor approval D No requirements—all students should be accepted
Eligible colleges	E. All public and private colleges as well as private career schools
Transferability of credit	C Any in-state college
Content alignment/quality assurance	B Must be modeled on NACEP standards but not accredited
High school instructor qualifications	G. Administrator approval or demonstrated proficiency (e.g. SB 290 educator effectiveness)
Minimum number of credits students expected to earn	A Nine (9) credits (aligned with achievement compacts)

These results will be used to inform fiscal modeling. David is already engaging ODE and CCWD staff to help develop models that can be shared with the committee in February.

6.0 Agenda for January Meeting with Washington Colleagues Hilda Rosselli shared a draft agenda for the January 8th meeting and requested additional input from the committee. Representative Lew Frederick would like to hear about student results from Garfield High School in Seattle. Peyton Chapman would like to know how WA approached funding models when the entire K-12 budget was underfunded. Other items for discussion include faculty qualifications and how teacher voice was brought into the implementation plans.

7.0 Members determined that 90 minutes will be dedicated to this shared discussion at our next meeting. Other agenda items may include a discussion with Matt Gianneschi from ECS who had extensive related experience in Colorado as well as any response received from NWCCU.

8.0 Public Testimony No public testimony given. Discussion followed from last month's testimony about the impact of these models on teachers' prep time for implementing college credit options. It was suggested that a range of options should be explored including use of summer months.

9.0 Meeting was adjourned at 3:51PM.

CERTIFICATION OF ENROLLMENT
SECOND SUBSTITUTE HOUSE BILL 1642

63rd Legislature
2013 Regular Session

Passed by the House April 22, 2013
Yeas 86 Nays 9

Speaker of the House of Representatives

Passed by the Senate April 16, 2013
Yeas 47 Nays 0

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SECOND SUBSTITUTE HOUSE BILL 1642** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

SECOND SUBSTITUTE HOUSE BILL 1642

AS AMENDED BY THE SENATE

Passed Legislature - 2013 Regular Session

State of Washington 63rd Legislature 2013 Regular Session

By House Appropriations (originally sponsored by Representatives Pettigrew, Springer, Habib, Holy, Ryu, and Magendanz)

READ FIRST TIME 03/01/13.

1 AN ACT Relating to establishing policies to support academic
2 acceleration for high school students; adding new sections to chapter
3 28A.320 RCW; adding a new section to chapter 28A.300 RCW; and creating
4 new sections.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. **Sec. 1.** (1) The legislature finds that progress is
7 being made in making dual high school and college credit courses
8 available for students:

9 (a) Overall dual credit program enrollments increased by almost
10 four percent between 2009 and 2012;

11 (b) The number of dual credit programs offered by Washington high
12 schools increased by almost fifteen percent between the 2009-10 school
13 year and the 2011-12 school year; and

14 (c) Dual credit program participation rates for low-income students
15 increased more than fourteen percent between the 2009-10 school year
16 and the 2011-12 school year.

17 (2) However, the legislature further finds that more can be done to
18 promote academic acceleration for all students and eliminate barriers,

1 real or perceived, that may prevent students from enrolling in rigorous
2 advanced courses, including dual credit courses.

3 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.320
4 RCW to read as follows:

5 (1) Each school district board of directors is encouraged to adopt
6 an academic acceleration policy for high school students as provided
7 under this section.

8 (2) Under an academic acceleration policy:

9 (a) The district automatically enrolls any student who meets the
10 state standard on the high school statewide student assessment in the
11 next most rigorous level of advanced courses offered by the high
12 school. Students who successfully complete such an advanced course are
13 then enrolled in the next most rigorous level of advanced course, with
14 the objective that students will eventually be automatically enrolled
15 in courses that offer the opportunity to earn dual credit for high
16 school and college.

17 (b) The subject matter of the advanced courses in which the student
18 is automatically enrolled depends on the content area or areas of the
19 statewide student assessment where the student has met the state
20 standard. Students who meet the state standard on both end-of-course
21 mathematics assessments are considered to have met the state standard
22 for high school mathematics. Students who meet the state standard in
23 both reading and writing are eligible for enrollment in advanced
24 courses in English, social studies, humanities, and other related
25 subjects.

26 (c) The district must notify students and parents or guardians
27 regarding the academic acceleration policy and the advanced courses
28 available to students.

29 (d) The district must provide a parent or guardian with an
30 opportunity to opt out of the academic acceleration policy and enroll
31 a student in an alternative course.

32 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.320
33 RCW to read as follows:

34 (1) Subject to funds appropriated specifically for this purpose,
35 the academic acceleration incentive program is established as provided
36 in this section. The intent of the legislature is that the funds

1 awarded under the program be used to support teacher training,
2 curriculum, technology, examination fees, and other costs associated
3 with offering dual credit courses to high school students.

4 (2) The office of the superintendent of public instruction shall
5 allocate half of the funds appropriated for the purposes of this
6 section on a competitive basis to provide one-time grants for high
7 schools to expand the availability of dual credit courses. To be
8 eligible for a grant, a school district must have adopted an academic
9 acceleration policy as provided under section 2 of this act. In making
10 grant awards, the office of the superintendent of public instruction
11 must give priority to grants for high schools with a high proportion of
12 low-income students and high schools seeking to develop new capacity
13 for dual credit courses rather than proposing marginal expansion of
14 current capacity.

15 (3) The office of the superintendent of public instruction shall
16 allocate half of the funds appropriated for the purposes of this
17 section to school districts as an incentive award for each student who
18 earned dual high school and college credit, as described under
19 subsection (4) of this section, for courses offered by the district's
20 high schools during the previous school year. School districts must
21 distribute the award to the high schools that generated the funds. The
22 award amount for low-income students eligible to participate in the
23 federal free and reduced-price meals program who earn dual credits must
24 be set at one hundred twenty-five percent of the base award for other
25 students. A student who earns more than one dual credit in the same
26 school year counts only once for the purposes of the incentive award.

27 (4) For the purposes of this section, the following students are
28 considered to have earned dual high school and college credit in a
29 course offered by a high school:

30 (a) Students who achieve a score of three or higher on an AP
31 examination;

32 (b) Students who achieve a score of four or higher on an
33 examination of the international baccalaureate diploma programme;

34 (c) Students who successfully complete a Cambridge advanced
35 international certificate of education examination;

36 (d) Students who successfully complete a course through the college
37 in the high school program under RCW 28A.600.290 and are awarded credit
38 by the partnering institution of higher education; and

1 (e) Students who satisfy the dual enrollment and class performance
2 requirements to earn college credit through a tech prep course.

3 (5) If a high school provides access to online courses for students
4 to earn dual high school and college credit at no cost to the student,
5 such a course is considered to be offered by the high school. Students
6 enrolled in the running start program under RCW 28A.600.300 do not
7 generate an incentive award under this section.

8 (6) The office of the superintendent of public instruction shall
9 report to the education policy committees and the fiscal committees of
10 the legislature, by January 1st of each year, information about the
11 demographics of the students earning dual credits in the schools
12 receiving grants under this section for the prior school year.
13 Demographic data shall be disaggregated pursuant to RCW 28A.300.042.

14 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.300
15 RCW to read as follows:

16 In addition to data on student enrollment in dual credit courses,
17 the office of the superintendent of public instruction shall collect
18 and post on the Washington state report card web site the rates at
19 which students earn college credit through a dual credit course, using
20 the following criteria:

21 (1) Students who achieve a score of three or higher on an AP
22 examination;

23 (2) Students who achieve a score of four or higher on an
24 examination of the international baccalaureate diploma programme;

25 (3) Students who successfully complete a Cambridge advanced
26 international certificate of education examination;

27 (4) Students who successfully complete a course through the college
28 in the high school program under RCW 28A.600.290 and are awarded credit
29 by the partnering institution of higher education; and

30 (5) Students who satisfy the dual enrollment and class performance
31 requirements to earn college credit through a tech prep course; and

32 (6) Students who successfully complete a course through the running
33 start program under RCW 28A.600.300 and are awarded credit by the
34 institution of higher education.

35 NEW SECTION. **Sec. 5.** If specific funding for purposes of section

1 3 of this act, referencing section 3 of this act by bill or chapter and
2 section number, is not provided by June 30, 2013, in the omnibus
3 operating appropriations act, section 3 of this act is null and void.

--- END ---

COOPERATIVE AGREEMENT CONCURRENT ENROLLMENT PROGRAMS ACT

This Cooperative Agreement (Agreement) is made this ___ day of _____, 20___, between the State of Colorado, Department of Higher Education, institute for higher education, for the use and benefit of _____ (College) and _____ (Local Education Provider) pursuant to the Concurrent Enrollment Programs Act, Sections 22-35-101 to 112, C.R.S., (Act). The Acts provide options for high school students to enroll in courses offered by the College. The College and the Local Education Provider have decided to establish a Concurrent Enrollment Program pursuant to the Acts and therefore enter into this Agreement.

1. Eligibility

Students who wish to enroll in the Concurrent Enrollment Program must be enrolled in the ninth grade or higher in the Local Education Provider and be less than 21 years old and meet the College's requirements for each course.

2. Enrollment

This Agreement covers only postsecondary courses and basic skills courses offered by the College, in which high school students will be permitted to enroll pursuant to the Concurrent Enrollment Program. The College agrees to enroll Local Education Provider students in courses offered by the College as follows:

- a. The courses offered by the College must be applicable to earning a degree or certificate or completion of the basic skills course sequence.
- b. Students enrolled in the 12th grade who do not satisfy the minimum prerequisites for postsecondary courses may enroll in College basic skills courses through the Concurrent Enrollment Program.
- c. The College has the right to deny student enrollment based on space availability and college admission requirements.
- d. The College has the right to discontinue a student's enrollment based on a determination that the student does not have sufficient skills or abilities to continue in the course selected. In such case, the College will notify the Local Education Provider.
- e. Students enrolled in College courses through the Concurrent Enrollment program are subject to the academic and disciplinary rules of the College's Student Code of Conduct and adhere to all College policies and procedures. Any violations of the Student Code of Conduct are subject to disciplinary proceedings and sanctions.
- f. Students in need of accommodations are encouraged to contact the College's office assisting with special services.
- g. The College is responsible for the course content, course prerequisites and quality of instruction.

- h. Qualified students may participate in interscholastic activities as part of the Local Education Provider including but not limited to athletics. With regard to college activities, qualified students may participate in activities but are not eligible for NCAA athletic activities.
- i. The Local Education Provider will provide a copy of this Agreement to the Colorado Department of Education. The College or system will provide a copy of this Agreement to the Colorado Department of Higher Education.

3. Credit

A student who is accepted in the Concurrent Enrollment Program shall receive postsecondary credit toward a degree or certificate or completion of a basic skills course and credit toward high school graduation as follows:

- a. Students shall not concurrently enroll in a basic skills course unless the student is enrolled in the 12th grade.
- b. Students who have not satisfied the minimum requirements for graduation established by the school district by the end of their 12th grade year and are therefore retained by the high school may not concurrently enroll in more than 9 credit hours, including basic skills courses.
 - 1. If a student is retained beyond the 12th grade, he or she may not concurrently enroll in more than 6 credit hours per academic semester if he or she is registered as a full-time pupil of the Local Education Provider.
 - 2. If a student is retained beyond the 12th grade, he or she may not concurrently enroll in more than 3 credit hours per academic semester if he or she is registered as a part-time pupil of the Local Education Provider.
- c. Unless otherwise restricted, students are not limited in the number of credit hours in which they concurrently enroll.

4. Registration

- a. All students shall enroll and register as College students in accordance with College's admissions and registration requirements and processes.
- b. Districts should enroll students in College courses that pertain to the degree or certificate program indicated on their Academic Plan.
- c. Academic advising and career planning will be available to students at both the College and the Local Education Provider.
- d. All students shall complete the Concurrent Enrollment Registration and Agreement Form and submit to the College by the course census date.

5. Financial Provisions/Tuition

The tuition and fees charged by the College for students enrolled in the Concurrent Enrollment Program will be as follows and as further detailed in an amendment(s), attached hereto and updated annually or as tuition and fees change:

- a. The Local Education Provider agrees to provide the College with each student's uniquely identifying student number (SASID) which will be used to authorize College Opportunity Fund (COF) stipend payments to the College on behalf of the enrolled student.
- b. The Local Education Provider hereby agrees to pay the College on behalf of the student pursuant to the terms discussed in attached amendment(s).
- c. The college and school district must create an amendment to this agreement, mutually agreed upon, and must include financial provisions for:
 - a. Tuition
 - i. In this amendment, the Tuition rate shall not exceed the rate established by the State Board of Community Colleges, less exceptions noted in C.R.S 22-35-105 (3)(a)(I) and (II).
 - b. Fees
 - c. Facility Usage, if applicable
 - d. Compensation for Local Education Provider's Faculty, if applicable
 - e. Invoicing Procedures
 - f. Books/Course Materials

6. FTE Status

The Local Education Provider shall include the student in its pupil enrollment pursuant to the provisions of Section 22-54-103(10), C.R.S. The College shall also include the students in determining the number of student FTEs pursuant to Title 23, C.R.S.

7. Independent Contractor

THE DISTRICT SHALL PERFORM ITS DUTIES HEREUNDER AS AN INDEPENDENT CONTRACTOR AND NOT AS AN EMPLOYEE. NEITHER THE SCHOOL DISTRICT NOR ANY AGENT OR EMPLOYEE OF THE SCHOOL DISTRICT SHALL BE DEEMED TO BE AN AGENT OR EMPLOYEE OF THE COLLEGE. THE SCHOOL DISTRICT SHALL PAY WHEN DUE ALL REQUIRED EMPLOYMENT TAXES AND INCOME TAX AND LOCAL HEAD TAX ON ANY MONEYS PAID PURSUANT TO THIS AGREEMENT. THE SCHOOL DISTRICT ACKNOWLEDGES THAT THE SCHOOL DISTRICT AND ITS EMPLOYEES ARE NOT ENTITLED TO UNEMPLOYMENT INSURANCE BENEFITS UNLESS THE SCHOOL DISTRICT OR A THIRD PARTY PROVIDES SUCH COVERAGE AND THAT THE COLLEGE DOES NOT PAY FOR OR OTHERWISE PROVIDE SUCH COVERAGE. THE SCHOOL DISTRICT SHALL HAVE NO AUTHORIZATION, EXPRESS OR IMPLIED, TO BIND THE COLLEGE TO ANY AGREEMENT, LIABILITY, OR UNDERSTANDING EXCEPT AS EXPRESSLY SET FORTH HEREIN.

8. Use of the Local Education Provider's Facilities and Faculty

- a. If College courses are taught at Local Education Provider's facilities, the Local Education Provider shall provide adequate classroom and furnishings to facilitate teaching of courses. The parties shall mutually agree upon days and times of the course offerings.
- b. The Local Education Provider shall provide all instructional supplies and equipment necessary to facilitate teaching of courses that take place at the Local Education Provider's facilities.
- c. College will approve development and classroom delivery of all course curriculums that occur at the Local Education Provider's facilities.
- d. In certain instances, faculty necessary to facilitate teaching of courses at the Local Education Provider's facilities shall be provided by and paid by the Local Education Provider. The College shall have the right to approve and reject faculty provided by the Local Education Provider. The Local Education Provider shall be responsible to ensure all faculty provided have adequate credentials to meet State standards and College academic standards.
- e. Faculty teaching a CTE college course must maintain a current Colorado postsecondary CTE credential.
- f. Faculty provided by the Local Education Provider shall be responsible for evaluating students and providing grades and other documentation to the College in accordance with regular College processes and deadlines.

9. Additional Provisions

- a. This Agreement will be governed by the laws of the State of Colorado. In the event of litigation, jurisdiction and venue will be in the County or District Court, County of _____, Colorado.
- b. This Agreement may be modified only in a writing signed by both parties hereto.
- c. This Agreement will commence on the ____ day of _____, 20__, and terminate on the ____ day of _____, 20__, a three-year agreement unless otherwise extended. In addition, either party may terminate the agreement on 30 days' written notice to the other party. However, if a notice to terminate is issued after the start of an academic term, then the Agreement will continue in effect until the conclusion of that academic term. The amendments to this agreement specifying the financial provisions will be updated annually or as tuition/fees change.
- d. This Agreement is intended as the complete integration of all understandings between the parties. No prior or contemporaneous addition, deletion, or other amendment hereto shall have any force or effect whatsoever, unless embodied in a written contract executed and approved pursuant to the State Fiscal Rules.

ADD SIGNATURE BLOCK

Colorado's HB 09-1319



Education Commission
of the **S t a t e s**

Changes:

- ✓ Eliminated all age and grade-level restrictions.
- ✓ Created uniform financial policies (expenditures and subsidies)
- ✓ Authorized “double-payment” between K-12 & HIED funds
- ✓ Created requirement that courses must fit into students’ ICAPs
- ✓ Eliminated “pre-payment” requirement for courses
- ✓ Added remedial courses (in 12th grade) and CTE courses
- ✓ Created a “5th year” program for advanced students
- ✓ Created accountability/reporting requirements and common contract language

Policies That Enabled Progress:

- ✓ Common, statewide remedial placement (readiness) standard
- ✓ Universal data sharing agreements/authorization in state
- ✓ Uniform college subsidies and a “lifetime limit” on credit hours
- ✓ Guaranteed statewide transfer policy for general education courses
- ✓ Common course descriptions and numbering in community colleges

NOTE: This bill has been prepared for the signature of the appropriate legislative officers and the Governor. To determine whether the Governor has signed the bill or taken other action on it, please consult the legislative status sheet, the legislative history, or the Session Laws.

An Act

HOUSE BILL 09-1319

BY REPRESENTATIVE(S) Merrifield and Massey, Todd, Baumgardner, Benefield, Carroll T., Casso, Ferrandino, Fischer, Green, Kerr A., Levy, Middleton, Miklosi, Murray, Peniston, Primavera, Priola, Riesberg, Scanlan, Schafer S., Solano, Summers, Gerou, Kefalas, Labuda, May, Pace, Rice, Roberts, Ryden, Sonnenberg, Soper, Vigil, Weissmann, Acree, Frangas, Marostica, Stephens;
also SENATOR(S) Williams, King K., Hudak, Penry, Bacon, Boyd, Heath, Romer, Scheffel, Schwartz, Shaffer B., Tapia, Cadman, Gibbs, Groff, Hodge, Isgar, Kester, Kopp, Mitchell, Morse, Newell, Sandoval, Spence, White.

CONCERNING CONCURRENT ENROLLMENT OF PUBLIC HIGH SCHOOL STUDENTS IN COURSES OFFERED BY INSTITUTIONS OF HIGHER EDUCATION, AND MAKING AN APPROPRIATION THEREFOR.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Article 35 of title 22, Colorado Revised Statutes, is REPEALED AND REENACTED, WITH AMENDMENTS, to read:

ARTICLE 35 **Concurrent Enrollment Programs Act**

Capital letters indicate new material added to existing statutes; dashes through words indicate deletions from existing statutes and such material not part of act.

22-35-101. Short title. THIS ARTICLE SHALL BE KNOWN AND MAY BE CITED AS THE "CONCURRENT ENROLLMENT PROGRAMS ACT".

22-35-102. Legislative declaration. (1) THE GENERAL ASSEMBLY HEREBY FINDS THAT:

(a) CREATING PATHWAYS BETWEEN HIGH SCHOOLS AND INSTITUTIONS OF HIGHER EDUCATION IS ESSENTIAL TO FULFILLING THE COLORADO PROMISE OF DOUBLING THE NUMBER OF POSTSECONDARY DEGREES EARNED BY COLORADANS AND REDUCING BY HALF THE NUMBER OF STUDENTS WHO DROP OUT OF HIGH SCHOOLS IN THE STATE;

(b) CONCURRENT ENROLLMENT PROGRAMS HAVE THE POTENTIAL TO HELP ADVANCE THE VISION FOR AN ALIGNED SYSTEM OF HIGH SCHOOL AND POSTSECONDARY STANDARDS AND ASSESSMENTS, AS DESCRIBED IN THE "COLORADO PRESCHOOL TO POSTSECONDARY EDUCATION ALIGNMENT ACT OF 2008", PART 10 OF ARTICLE 7 OF THIS TITLE;

(c) CONCURRENT ENROLLMENT PROGRAMS HAVE EXISTED FOR MANY YEARS BUT WITH LITTLE STATE COORDINATION, LIMITED ATTENTION TO QUALITY AND CONSISTENCY, AND NO ACCOUNTABILITY. AS A RESULT, ACCESS HAS BEEN NECESSARILY LIMITED.

(d) HISTORICALLY, THE BENEFICIARIES OF CONCURRENT ENROLLMENT PROGRAMS HAVE OFTEN BEEN HIGH-ACHIEVING STUDENTS. THE EXPANDED MISSION OF CONCURRENT ENROLLMENT PROGRAMS IS TO SERVE A WIDER RANGE OF STUDENTS, PARTICULARLY THOSE WHO REPRESENT COMMUNITIES WITH HISTORICALLY LOW COLLEGE PARTICIPATION RATES.

(e) THE STATE SHOULD IMPROVE TEACHERS', ADMINISTRATORS', AND PARENTS' ACCESS TO INFORMATION CONCERNING CONCURRENT ENROLLMENT PROGRAMS;

(f) THE EMERGING ECONOMIC REALITY IS THAT A POSTSECONDARY CREDENTIAL OF SOME KIND IS THE MINIMUM EDUCATIONAL REQUIREMENT FOR A JOB THAT EARNS A LIVING WAGE IN COLORADO. IN SPITE OF THIS, THE NUMBER OF STUDENTS IN COLORADO WHO EARN A POSTSECONDARY CREDENTIAL IS DISPROPORTIONATELY LOW WHEN COMPARED TO OTHER STATES.

(g) ALL OF THE STATE'S HIGH SCHOOLS SHOULD EVENTUALLY DEVELOP EQUITABLE ACCESS TO CONCURRENT ENROLLMENT PROGRAMS TO PROVIDE THE INFRASTRUCTURE NECESSARY TO IMPROVE HIGH SCHOOL RETENTION, TO MOTIVATE YOUNG PEOPLE TO TAKE SERIOUSLY THE NEED TO BECOME POSTSECONDARY- AND WORKFORCE-READY, AND TO ACCELERATE STUDENTS' PROGRESS TOWARD A POSTSECONDARY CREDENTIAL.

(2) THE GENERAL ASSEMBLY FURTHER FINDS AND DECLARES THAT, FOR PURPOSES OF SECTION 17 OF ARTICLE IX OF THE STATE CONSTITUTION, PROVIDING FUNDING FOR CONCURRENT ENROLLMENT PROGRAMS IS A PERMISSIBLE USE OF THE MONEYS IN THE STATE EDUCATION FUND BECAUSE THE MONEYS ARE BEING USED FOR ACCOUNTABLE SCHOOL REFORM, FOR ACCOUNTABLE PROGRAMS TO MEET STATE ACADEMIC STANDARDS, AND FOR CLASS SIZE REDUCTION.

(3) THE GENERAL ASSEMBLY FURTHER FINDS AND DECLARES ITS INTENTION THAT THE ADMINISTRATIVE COSTS INCURRED BY THE DEPARTMENT OF EDUCATION IN ITS IMPLEMENTATION OF THE ACCELERATING STUDENTS THROUGH CONCURRENT ENROLLMENT PROGRAM CREATED IN SECTION 22-35-108 SHALL BE SUPPORTED BY FEDERAL FUNDS AVAILABLE FOR GOVERNMENT SERVICES PURSUANT TO SECTION 14002 OF TITLE XIV OF THE FEDERAL "AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009", PUBLIC LAW 111-5 OF THE ONE HUNDRED ELEVENTH UNITED STATES CONGRESS.

(4) NOW, THEREFORE, TO BROADEN ACCESS TO AND IMPROVE THE QUALITY OF CONCURRENT ENROLLMENT PROGRAMS, THE GENERAL ASSEMBLY CONCLUDES THAT IT IS APPROPRIATE AND IN THE BEST INTERESTS OF THE STATE TO SUPPORT POLICIES DESIGNED TO IMPROVE COORDINATION BETWEEN INSTITUTIONS OF SECONDARY EDUCATION AND INSTITUTIONS OF HIGHER EDUCATION AND TO ENSURE FINANCIAL TRANSPARENCY AND ACCOUNTABILITY.

22-35-103. Definitions. AS USED IN THIS ARTICLE, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(1) "ASCENT PROGRAM" MEANS THE ACCELERATING STUDENTS THROUGH CONCURRENT ENROLLMENT PROGRAM CREATED IN SECTION 22-35-108.

(2) "BASIC SKILLS COURSE" SHALL HAVE THE SAME MEANING AS SET FORTH IN SECTION 23-1-113 (1) (b) (II) (A.7), C.R.S.

(3) "BOARD" MEANS THE CONCURRENT ENROLLMENT ADVISORY BOARD CREATED IN SECTION 22-35-107.

(4) "BOARD OF COOPERATIVE SERVICES" OR "BOCES" MEANS A BOARD OF COOPERATIVE SERVICES CREATED AND OPERATING PURSUANT TO ARTICLE 5 OF THIS TITLE THAT OPERATES ONE OR MORE PUBLIC SCHOOLS.

(5) "COMMISSION" MEANS THE COLORADO COMMISSION ON HIGHER EDUCATION CREATED PURSUANT TO SECTION 23-1-102, C.R.S.

(6) "CONCURRENT ENROLLMENT" MEANS THE SIMULTANEOUS ENROLLMENT OF A QUALIFIED STUDENT IN A LOCAL EDUCATION PROVIDER AND IN AN INSTITUTION OF HIGHER EDUCATION PURSUANT TO THE PROVISIONS OF THIS ARTICLE.

(7) "COOPERATIVE AGREEMENT" MEANS AN AGREEMENT ENTERED INTO BY A LOCAL EDUCATION PROVIDER AND AN INSTITUTION OF HIGHER EDUCATION PURSUANT TO SECTION 22-35-104 (6).

(8) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION CREATED AND EXISTING PURSUANT TO SECTION 24-1-115, C.R.S.

(9) "DISTRICT CHARTER SCHOOL" MEANS A CHARTER SCHOOL AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART 1 OF ARTICLE 30.5 OF THIS TITLE THAT SERVES ANY OF GRADES NINE THROUGH TWELVE.

(10) "EARLY COLLEGE" MEANS A SECONDARY SCHOOL THAT PROVIDES ONLY A CURRICULUM THAT IS DESIGNED IN A MANNER THAT ENSURES THAT A STUDENT WHO SUCCESSFULLY COMPLETES THE CURRICULUM WILL HAVE COMPLETED EITHER AN ASSOCIATE'S DEGREE OR SIXTY CREDITS TOWARD THE COMPLETION OF A POSTSECONDARY CREDENTIAL. "EARLY COLLEGE" INCLUDES ONLY THE FOLLOWING:

(a) DOLORES HUERTA PREPARATORY HIGH SCHOOL IN PUEBLO;

(b) SOUTHWEST EARLY COLLEGE CHARTER HIGH SCHOOL IN DENVER;

(c) FRONT RANGE EARLY COLLEGE IN DENVER;

(d) COLORADO SPRINGS EARLY COLLEGES IN COLORADO SPRINGS;

(e) EARLY COLLEGE HIGH SCHOOL IN ARVADA;

(f) A SECONDARY SCHOOL THAT SATISFIES THE PROVISIONS OF THIS SUBSECTION (8) AND IDENTIFIES ITSELF AS AN "EARLY COLLEGE" ON THE EFFECTIVE DATE OF THIS ARTICLE; AND

(g) A SECONDARY SCHOOL THAT IS DESIGNATED, AFTER THE EFFECTIVE DATE OF THIS ARTICLE, AS AN EARLY COLLEGE BY THE STATE BOARD OF EDUCATION.

(11) "INSTITUTE CHARTER SCHOOL" MEANS A CHARTER SCHOOL AUTHORIZED BY THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE 30.5 OF THIS TITLE THAT SERVES ANY OF GRADES NINE THROUGH TWELVE.

(12) "INSTITUTION OF HIGHER EDUCATION" MEANS:

(a) A STATE UNIVERSITY OR COLLEGE, COMMUNITY COLLEGE, JUNIOR COLLEGE, LOCAL DISTRICT COLLEGE, OR AREA VOCATIONAL SCHOOL DESCRIBED IN TITLE 23, C.R.S.; OR

(b) AN EDUCATIONAL INSTITUTION OPERATING IN THIS STATE THAT:

(I) DOES NOT RECEIVE STATE GENERAL FUND MONEYS IN SUPPORT OF ITS OPERATING COSTS;

(II) ADMITS AS REGULAR STUDENTS ONLY PERSONS HAVING A HIGH SCHOOL DIPLOMA OR THE RECOGNIZED EQUIVALENT OF SUCH A CERTIFICATE;

(III) IS ACCREDITED BY A REGIONAL ACCREDITING AGENCY OR ASSOCIATION;

(IV) PROVIDES AN EDUCATIONAL PROGRAM FOR WHICH IT AWARDS A BACHELOR'S DEGREE OR A GRADUATE DEGREE;

(V) IS AUTHORIZED BY THE DEPARTMENT OF HIGHER EDUCATION TO

DO BUSINESS IN COLORADO PURSUANT TO SECTION 23-2-103.3, C.R.S.;

(VI) MAINTAINS A PHYSICAL CAMPUS OR INSTRUCTIONAL FACILITY IN COLORADO; AND

(VII) HAS BEEN DETERMINED BY THE UNITED STATES DEPARTMENT OF EDUCATION TO BE ELIGIBLE TO ADMINISTER FEDERAL FINANCIAL AID PROGRAMS PURSUANT TO TITLE IV OF THE FEDERAL "HIGHER EDUCATION ACT OF 1965", AS AMENDED.

(13) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A BOARD OF COOPERATIVE SERVICES, A DISTRICT CHARTER SCHOOL, OR AN INSTITUTE CHARTER SCHOOL.

(14) "POSTSECONDARY EDUCATION" MEANS ALL FORMAL PUBLIC EDUCATION THAT REQUIRES AS A PREREQUISITE THE ACQUISITION OF A HIGH SCHOOL DIPLOMA, ITS EQUIVALENT, OR THE ACHIEVEMENT OF A MINIMUM SCORE ON A PLACEMENT ASSESSMENT THAT IS ADMINISTERED BY AN INSTITUTION OF HIGHER EDUCATION, WHICH MINIMUM SCORE IS DETERMINED BY THE INSTITUTION. "POSTSECONDARY EDUCATION" INCLUDES PROGRAMS RESULTING IN THE ACQUISITION OF A CERTIFICATE, AN ASSOCIATE DEGREE OF APPLIED SCIENCES, AN ASSOCIATE DEGREE OF GENERAL STUDIES, AN ASSOCIATE DEGREE OF ARTS, OR AN ASSOCIATE DEGREE OF SCIENCE AND ALL BACCALAUREATE DEGREE PROGRAMS.

(15) "QUALIFIED STUDENT" MEANS A PERSON WHO IS LESS THAN TWENTY-ONE YEARS OF AGE AND IS ENROLLED IN THE NINTH GRADE OR A HIGHER GRADE LEVEL IN A LOCAL EDUCATION PROVIDER.

(16) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION CREATED PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

22-35-104. Enrollment in an institution of higher education - cooperative agreement. (1) (a) A QUALIFIED STUDENT ENROLLED IN A HIGH SCHOOL OF A SCHOOL DISTRICT WHO HAS APPLIED TO AND RECEIVED APPROVAL FROM THE SUPERINTENDENT OF THE SCHOOL DISTRICT OR HIS OR HER DESIGNEE, OR A QUALIFIED STUDENT ENROLLED IN A DISTRICT CHARTER SCHOOL, AN INSTITUTE CHARTER SCHOOL, OR A HIGH SCHOOL OF A BOCES WHO HAS APPLIED TO AND RECEIVED APPROVAL FROM THE CHIEF

ADMINISTRATOR OF THE DISTRICT CHARTER SCHOOL, AN INSTITUTE CHARTER SCHOOL, OR A HIGH SCHOOL OF A BOCES, PURSUANT TO SUBSECTION (2) OF THIS SECTION MAY REGISTER WITH AND CONCURRENTLY ENROLL IN AN INSTITUTION OF HIGHER EDUCATION IN ACCORDANCE WITH THE PROVISIONS OF THIS ARTICLE.

(b) EACH LOCAL EDUCATION PROVIDER SHALL ANNUALLY NOTIFY ALL STUDENTS AND PARENTS OR LEGAL GUARDIANS OF STUDENTS ENROLLED IN THE LOCAL EDUCATION PROVIDER OF THE OPPORTUNITY FOR CONCURRENT ENROLLMENT BY QUALIFIED STUDENTS IN COLLEGE COURSES.

(c) NOTWITHSTANDING THE PROVISIONS OF PARAGRAPH (a) OF THIS SUBSECTION (1), A QUALIFIED STUDENT SHALL NOT CONCURRENTLY ENROLL IN A BASIC SKILLS COURSE UNLESS HE OR SHE IS ENROLLED IN THE TWELFTH GRADE IN A LOCAL EDUCATION PROVIDER.

(d) NOTWITHSTANDING THE PROVISIONS OF PARAGRAPH (a) OF THIS SUBSECTION (1), IF A QUALIFIED STUDENT IS NOT A PARTICIPANT IN THE ASCENT PROGRAM AND HAS NOT SATISFIED THE MINIMUM REQUIREMENTS FOR GRADUATION ESTABLISHED BY HIS OR HER LOCAL EDUCATION PROVIDER BY THE END OF HIS OR HER TWELFTH-GRADE YEAR AND IS THEREFORE RETAINED BY THE LOCAL EDUCATION PROVIDER FOR ADDITIONAL INSTRUCTION, THE QUALIFIED STUDENT SHALL NOT CONCURRENTLY ENROLL IN COLLEGE COURSES THAT ARE WORTH MORE THAN A TOTAL OF NINE CREDIT HOURS, INCLUDING BASIC SKILLS COURSES. FURTHERMORE, THE QUALIFIED STUDENT SHALL NOT CONCURRENTLY ENROLL IN MORE THAN:

(I) SIX CREDIT HOURS OF COLLEGE COURSES IN ANY ACADEMIC SEMESTER IF THE STUDENT IS REGISTERED AS A FULL-TIME PUPIL IN HIS OR HER LOCAL EDUCATION PROVIDER; OR

(II) THREE CREDIT HOURS OF COLLEGE COURSES IN ANY ACADEMIC SEMESTER IF THE STUDENT IS REGISTERED AS A PART-TIME PUPIL IN HIS OR HER LOCAL EDUCATION PROVIDER.

(e) EXCEPT AS DESCRIBED IN PARAGRAPHS (c) AND (d) OF THIS SUBSECTION (1) AND SECTIONS 22-35-108 AND 22-35-109, THE STATE BOARD BY RULE SHALL NOT LIMIT THE NUMBER OF COLLEGE COURSES IN WHICH A QUALIFIED STUDENT MAY CONCURRENTLY ENROLL DURING THE NINTH, TENTH, ELEVENTH, OR TWELFTH GRADE.

(2) (a) (I) A QUALIFIED STUDENT ENROLLED IN A HIGH SCHOOL OF A SCHOOL DISTRICT WHO SEEKS TO CONCURRENTLY ENROLL IN AN INSTITUTION OF HIGHER EDUCATION SHALL APPLY TO THE SUPERINTENDENT OF THE STUDENT'S SCHOOL DISTRICT, OR THE SUPERINTENDENT'S DESIGNEE, FOR APPROVAL OF CONCURRENT ENROLLMENT NOT LATER THAN SIXTY DAYS BEFORE THE END OF THE ACADEMIC TERM THAT IMMEDIATELY PRECEDES THE INTENDED TERM OF CONCURRENT ENROLLMENT; EXCEPT THAT A SUPERINTENDENT OR SUPERINTENDENT'S DESIGNEE MAY WAIVE THE TIME LIMITATION AT HIS OR HER DISCRETION.

(II) A QUALIFIED STUDENT ENROLLED IN A DISTRICT CHARTER SCHOOL, AN INSTITUTE CHARTER SCHOOL, OR A HIGH SCHOOL OF A BOCES WHO SEEKS TO CONCURRENTLY ENROLL IN AN INSTITUTION OF HIGHER EDUCATION SHALL APPLY TO THE CHIEF ADMINISTRATOR OF THE DISTRICT CHARTER SCHOOL, INSTITUTE CHARTER SCHOOL, OR HIGH SCHOOL OF A BOCES FOR APPROVAL OF CONCURRENT ENROLLMENT NO LATER THAN SIXTY DAYS BEFORE THE END OF THE ACADEMIC TERM THAT IMMEDIATELY PRECEDES THE INTENDED TERM OF CONCURRENT ENROLLMENT; EXCEPT THAT THE CHIEF ADMINISTRATOR MAY WAIVE THE TIME LIMITATION AT HIS OR HER DISCRETION.

(III) IN APPLYING FOR CONCURRENT ENROLLMENT APPROVAL, A QUALIFIED STUDENT SHALL USE THE STANDARD APPLICATION FORM CREATED AND MADE PUBLICLY AVAILABLE BY HIS OR HER LOCAL EDUCATION PROVIDER PURSUANT TO PARAGRAPH (c) OF THIS SUBSECTION (2).

(b) IF A SUPERINTENDENT OF A SCHOOL DISTRICT, THE SUPERINTENDENT'S DESIGNEE, OR A CHIEF ADMINISTRATOR OF A DISTRICT CHARTER SCHOOL, INSTITUTE CHARTER SCHOOL, OR HIGH SCHOOL OF A BOCES RECEIVES A TIMELY APPLICATION FROM A QUALIFIED STUDENT PURSUANT TO PARAGRAPH (a) OF THIS SUBSECTION (2), THE SUPERINTENDENT, SUPERINTENDENT'S DESIGNEE, OR CHIEF ADMINISTRATOR OF A DISTRICT CHARTER SCHOOL, INSTITUTE CHARTER SCHOOL, OR HIGH SCHOOL OF A BOCES SHALL APPROVE OR DISAPPROVE THE APPLICATION AND NOTIFY THE STUDENT OF THE DECISION.

(c) ON OR BEFORE JULY 1, 2011, AND THEREAFTER, EACH LOCAL EDUCATION PROVIDER THAT HAS ENTERED INTO A COOPERATIVE AGREEMENT SHALL CREATE AND MAKE PUBLICLY AVAILABLE A STANDARD CONCURRENT ENROLLMENT APPLICATION FORM FOR USE BY A QUALIFIED STUDENT

PURSUANT TO THIS SUBSECTION (2). IN CREATING THE APPLICATION FORM, THE LOCAL EDUCATION PROVIDER SHALL REFER TO THE GUIDELINES ESTABLISHED BY RULES PROMULGATED BY THE STATE BOARD PURSUANT TO SECTION 22-35-111 (1) (a). THE APPLICATION FORM SHALL REQUIRE, AT A MINIMUM, A QUALIFIED STUDENT TO SPECIFY THE COURSES IN WHICH HE OR SHE SEEKS TO CONCURRENTLY ENROLL.

(3) A QUALIFIED STUDENT WHO SEEKS TO CONCURRENTLY ENROLL IN AN INSTITUTION OF HIGHER EDUCATION SHALL ESTABLISH, IN CONSULTATION WITH THE ADMINISTRATION OF HIS OR HER LOCAL EDUCATION PROVIDER, AN ACADEMIC PLAN OF STUDY THAT DESCRIBES ALL OF THE COURSES THAT THE STUDENT INTENDS TO COMPLETE TO SATISFY HIS OR HER REMAINING REQUIREMENTS FOR GRADUATION FROM THE LOCAL EDUCATION PROVIDER. PRIOR TO THE QUALIFIED STUDENT'S CONCURRENT ENROLLMENT IN THE INSTITUTION OF HIGHER EDUCATION, THE PRINCIPAL, A COUNSELOR, OR A TEACHER ADVISOR OF THE QUALIFIED STUDENT'S LOCAL EDUCATION PROVIDER SHALL APPROVE THE ACADEMIC PLAN OF STUDY. IN APPROVING AN ACADEMIC PLAN OF STUDY, A PRINCIPAL, COUNSELOR, OR TEACHER ADVISOR SHALL APPLY THE GUIDELINES ESTABLISHED BY RULES PROMULGATED BY THE STATE BOARD PURSUANT TO SECTION 22-35-111 (1) (b).

(4) (a) A QUALIFIED STUDENT WHO INTENDS TO CONCURRENTLY ENROLL IN A COLLEGE COURSE AT AN INSTITUTION OF HIGHER EDUCATION SHALL SATISFY THE MINIMUM PREREQUISITES FOR THE COURSE PRIOR TO HIS OR HER ENROLLMENT IN THE COURSE.

(b) IF A QUALIFIED STUDENT WHO HAS APPLIED FOR CONCURRENT ENROLLMENT IN A COLLEGE COURSE HAS NOT SATISFIED THE MINIMUM PREREQUISITES FOR THE COURSE, HE OR SHE MAY CONCURRENTLY ENROLL IN A BASIC SKILLS COURSE AT THE INSTITUTION ONLY IF:

(I) THE QUALIFIED STUDENT IS ENROLLED IN THE TWELFTH GRADE IN A LOCAL EDUCATION PROVIDER; AND

(II) THE INSTITUTION OF HIGHER EDUCATION OFFERS THE BASIC SKILLS COURSE PURSUANT TO SECTION 23-1-113.3, C.R.S.

(c) AN INSTITUTION OF HIGHER EDUCATION THAT REFUSES TO ALLOW A QUALIFIED STUDENT TO CONCURRENTLY ENROLL IN A COURSE FOR WHICH

THE STUDENT HAS NOT SATISFIED THE MINIMUM PREREQUISITES MAY ALLOW THE STUDENT TO CONCURRENTLY ENROLL IN ANOTHER COURSE FOR WHICH THE STUDENT APPEARS TO BE PREPARED.

(5) A COURSE SUCCESSFULLY COMPLETED BY A QUALIFIED STUDENT THROUGH CONCURRENT ENROLLMENT AT AN INSTITUTION OF HIGHER EDUCATION SHALL COUNT FOR CREDIT TOWARD THE QUALIFIED STUDENT'S HIGH SCHOOL GRADUATION REQUIREMENTS AT HIS OR HER LOCAL EDUCATION PROVIDER.

(6) (a) A LOCAL EDUCATION PROVIDER THAT SEEKS TO ALLOW STUDENTS TO CONCURRENTLY ENROLL IN COLLEGE COURSES AT AN INSTITUTION OF HIGHER EDUCATION SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE INSTITUTION OF HIGHER EDUCATION.

(b) A COOPERATIVE AGREEMENT SHALL INCLUDE, BUT NEED NOT BE LIMITED TO:

(I) THE AMOUNT OF ACADEMIC CREDIT TO BE GRANTED FOR COURSE WORK SUCCESSFULLY COMPLETED BY A QUALIFIED STUDENT CONCURRENTLY ENROLLED IN THE INSTITUTION OF HIGHER EDUCATION;

(II) A REQUIREMENT THAT COURSE WORK COMPLETED BY A QUALIFIED STUDENT THROUGH CONCURRENT ENROLLMENT AT THE INSTITUTION OF HIGHER EDUCATION QUALIFY AS BASIC SKILLS CREDIT OR ACADEMIC CREDIT APPLICABLE TOWARD EARNING A DEGREE AT THE INSTITUTION;

(III) A REQUIREMENT THAT THE LOCAL EDUCATION PROVIDER PAY THE TUITION FOR EACH COURSE COMPLETED BY A QUALIFIED STUDENT THROUGH CONCURRENT ENROLLMENT AT THE INSTITUTION OF HIGHER EDUCATION IN AN AMOUNT THAT SHALL BE NEGOTIATED BY THE LOCAL EDUCATION PROVIDER AND THE INSTITUTION PURSUANT TO THE PROVISIONS OF SECTION 22-35-105 (3);

(IV) A REQUIREMENT THAT THE LOCAL EDUCATION PROVIDER AND THE INSTITUTION OF HIGHER EDUCATION ESTABLISH AN ACADEMIC PROGRAM OF STUDY FOR EACH QUALIFIED STUDENT WHO CONCURRENTLY ENROLLS IN THE INSTITUTION, WHICH ACADEMIC PROGRAM OF STUDY SHALL INCLUDE THE ACADEMIC PLAN OF STUDY ESTABLISHED PURSUANT TO SUBSECTION (3)

OF THIS SECTION AND A PLAN BY WHICH THE LOCAL EDUCATION PROVIDER SHALL MAKE AVAILABLE TO THE STUDENT ONGOING COUNSELING AND CAREER PLANNING;

(V) A CONFIRMATION BY THE SCHOOL DISTRICT OF THE QUALIFIED STUDENT'S UNIQUELY IDENTIFYING STUDENT NUMBER, WHICH SHALL BE RETAINED BY THE INSTITUTION OF HIGHER EDUCATION FOR THE PURPOSES DESCRIBED IN SECTION 23-18-202 (5) (c) (I) (B), C.R.S.;

(VI) LANGUAGE AUTHORIZING THE PAYMENT OF STIPENDS FROM THE COLLEGE OPPORTUNITY FUND PROGRAM, PART 2 OF ARTICLE 18 OF TITLE 23, C.R.S., ON BEHALF OF THE QUALIFIED STUDENT; EXCEPT THAT A COOPERATIVE AGREEMENT NEED NOT INCLUDE THIS LANGUAGE IF THE INSTITUTION OF HIGHER EDUCATION THAT IS A PARTY TO THE COOPERATIVE AGREEMENT DOES NOT RECEIVE STIPENDS FROM THE COLLEGE OPPORTUNITY FUND PROGRAM;

(VII) CONSIDERATION AND IDENTIFICATION OF WAYS IN WHICH QUALIFIED STUDENTS WHO CONCURRENTLY ENROLL IN COLLEGE COURSES CAN REMAIN ELIGIBLE FOR INTERSCHOLASTIC HIGH SCHOOL ACTIVITIES; AND

(VIII) OTHER FINANCIAL PROVISIONS THAT THE LOCAL EDUCATION PROVIDER AND THE INSTITUTION OF HIGHER EDUCATION MAY ELECT TO INCLUDE IN THE AGREEMENT PURSUANT TO THE PROVISIONS OF SECTION 22-35-105 (5).

(c) AN INSTITUTION OF HIGHER EDUCATION THAT ENTERS INTO A COOPERATIVE AGREEMENT WITH A LOCAL EDUCATION PROVIDER SHALL PROVIDE A COPY OF THE COOPERATIVE AGREEMENT TO THE DEPARTMENT OF HIGHER EDUCATION, WHICH SHALL RETAIN THE COPY.

(7) A POSTSECONDARY INSTRUCTOR SHALL NOT BE REQUIRED TO HOLD A TEACHER'S LICENSE OR AUTHORIZATION ISSUED PURSUANT TO THE PROVISIONS OF ARTICLE 60.5 OF THIS TITLE IN ORDER TO INSTRUCT A QUALIFIED STUDENT WHO IS CONCURRENTLY ENROLLED IN A COURSE OFFERED BY AN INSTITUTION OF HIGHER EDUCATION.

(8) (a) A DISTRICT CHARTER SCHOOL MAY ELECT TO ALLOW A QUALIFIED STUDENT OF THE DISTRICT CHARTER SCHOOL TO CONCURRENTLY ENROLL PURSUANT TO THE PROVISIONS OF A COOPERATIVE AGREEMENT

THAT IS ENTERED INTO BY EITHER:

(I) THE SCHOOL DISTRICT OF THE DISTRICT CHARTER SCHOOL AND AN INSTITUTION OF HIGHER EDUCATION; OR

(II) THE DISTRICT CHARTER SCHOOL AND AN INSTITUTION OF HIGHER EDUCATION.

(b) IF A DISTRICT CHARTER SCHOOL ELECTS TO ALLOW A QUALIFIED STUDENT OF THE DISTRICT CHARTER SCHOOL TO CONCURRENTLY ENROLL PURSUANT TO THE PROVISIONS OF A COOPERATIVE AGREEMENT THAT IS ENTERED INTO BY THE SCHOOL DISTRICT OF THE DISTRICT CHARTER SCHOOL AND AN INSTITUTION OF HIGHER EDUCATION:

(I) THE DISTRICT CHARTER SCHOOL SHALL BE RESPONSIBLE FOR PAYING THE TUITION FOR EACH COURSE THAT IS COMPLETED BY THE QUALIFIED STUDENT PURSUANT TO THE COOPERATIVE AGREEMENT; AND

(II) THE QUALIFIED STUDENT OF THE DISTRICT CHARTER SCHOOL SHALL NOT CONCURRENTLY ENROLL UNLESS, NOT LATER THAN SIXTY DAYS BEFORE THE END OF THE ACADEMIC TERM THAT IMMEDIATELY PRECEDES THE INTENDED TERM OF CONCURRENT ENROLLMENT, HE OR SHE APPLIES FOR APPROVAL OF CONCURRENT ENROLLMENT FROM THE SUPERINTENDENT OF THE SCHOOL DISTRICT OR HIS OR HER DESIGNEE, AND THE SUPERINTENDENT OR HIS OR HER DESIGNEE GRANTS SUCH APPROVAL OR WAIVES THIS TIME LIMITATION, AS DESCRIBED IN SUBSECTION (2) OF THIS SECTION.

(c) IF A DISTRICT CHARTER SCHOOL ELECTS TO ALLOW A QUALIFIED STUDENT OF THE DISTRICT CHARTER SCHOOL TO CONCURRENTLY ENROLL AS DESCRIBED IN SUBPARAGRAPH (I) OR (II) OF PARAGRAPH (a) OF THIS SUBSECTION (8), NOTHING IN THIS ARTICLE SHALL BE INTERPRETED TO ENTITLE THE DISTRICT CHARTER SCHOOL TO ANY MONEYS FROM THE SCHOOL DISTRICT OF THE DISTRICT CHARTER SCHOOL OTHER THAN THOSE MONEYS TO WHICH THE DISTRICT CHARTER SCHOOL IS ENTITLED PURSUANT TO THE PROVISIONS OF THIS TITLE.

(9) A STUDENT WHO CONCURRENTLY ENROLLS AT AN INSTITUTION OF HIGHER EDUCATION PURSUANT TO THIS ARTICLE SHALL NOT BE DISQUALIFIED OR OTHERWISE RENDERED INELIGIBLE FOR ANY STATE-BASED FINANCIAL ASSISTANCE FOR WHICH HE OR SHE WOULD OTHERWISE BE

ELIGIBLE AS AN ENTERING STUDENT AT THE INSTITUTION.

(10) (a) EACH PUBLIC INSTITUTION OF HIGHER EDUCATION IS STRONGLY ENCOURAGED TO ALLOW THE CONCURRENT ENROLLMENT OF QUALIFIED STUDENTS PURSUANT TO THIS ARTICLE.

(b) NOTHING IN THIS ARTICLE SHALL BE INTERPRETED TO REQUIRE AN INSTITUTION OF HIGHER EDUCATION TO ALLOW THE CONCURRENT ENROLLMENT OF QUALIFIED STUDENTS PURSUANT TO THIS ARTICLE OR TO REQUIRE AN INSTITUTION OF HIGHER EDUCATION TO ENTER INTO A COOPERATIVE AGREEMENT WITH A LOCAL EDUCATION PROVIDER; EXCEPT THAT AN INSTITUTION OF HIGHER EDUCATION THAT ELECTS TO ALLOW THE CONCURRENT ENROLLMENT OF A QUALIFIED STUDENT PURSUANT TO THIS ARTICLE SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE LOCAL EDUCATION PROVIDER OF THE STUDENT AS DESCRIBED IN SUBSECTION (6) OF THIS SECTION.

(11) ON OR BEFORE JANUARY 1, 2010, THE DEPARTMENT SHALL EXPLORE STRATEGIES BY WHICH THE STATE MAY PROVIDE OPPORTUNITIES FOR CHILDREN WHO ARE PARTICIPATING IN A HOME-BASED EDUCATIONAL PROGRAM PURSUANT TO SECTION 22-33-104.5 TO PARTICIPATE IN A CONCURRENT ENROLLMENT PROGRAM.

(12) ON AND AFTER JULY 1, 2012, EXCEPT AS PROVIDED IN SECTION 22-35-110(4), THE CONCURRENT ENROLLMENT OF A STUDENT IS PROHIBITED EXCEPT AS PERMITTED BY THE PROVISIONS OF THIS ARTICLE.

22-35-105. Financial provisions - payment of tuition. (1) A COOPERATIVE AGREEMENT SHALL INCLUDE FINANCIAL PROVISIONS THAT SATISFY THE REQUIREMENTS OF THIS SECTION.

(2) IF A QUALIFIED STUDENT CONCURRENTLY ENROLLS IN A COURSE OFFERED BY AN INSTITUTION OF HIGHER EDUCATION, THE INSTITUTION SHALL BE RESPONSIBLE FOR COURSE CONTENT, PLACEMENT OF THE STUDENT IN THE COURSE, AND THE QUALITY OF INSTRUCTION. IN ADDITION, BECAUSE THE QUALIFIED STUDENT IS RECEIVING ACADEMIC CREDIT AT HIS OR HER LOCAL EDUCATION PROVIDER FOR THE COURSE PURSUANT TO SECTION 22-35-104 (5):

(a) THE QUALIFIED STUDENT SHALL BE INCLUDED IN THE FUNDED

PUPIL COUNT OF HIS OR HER SCHOOL DISTRICT OR, IN THE CASE OF A STUDENT ENROLLED IN AN INSTITUTE CHARTER SCHOOL, OF THE SCHOOL'S ACCOUNTING DISTRICT, PROVISIONS OF SECTION 22-54-103 (7); AND

(b) THE INSTITUTION OF HIGHER EDUCATION SHALL INCLUDE THE QUALIFIED STUDENT IN DETERMINING THE NUMBER OF FULL-TIME EQUIVALENT STUDENTS ENROLLED IN THE INSTITUTION PURSUANT TO THE PROVISIONS OF TITLE 23, C.R.S.

(3) (a) A COOPERATIVE AGREEMENT SHALL ESTABLISH THE TUITION RATE AT WHICH THE LOCAL EDUCATION PROVIDER SHALL PAY THE INSTITUTION OF HIGHER EDUCATION FOR ANY COURSES IN WHICH A QUALIFIED STUDENT OF THE LOCAL EDUCATION PROVIDER CONCURRENTLY ENROLLS AT THE INSTITUTION. THE TUITION RATE SHALL NOT EXCEED:

(I) FOR A COURSE OFFERED BY A PUBLIC COMMUNITY COLLEGE, A PUBLIC JUNIOR COLLEGE, OR AN AREA VOCATIONAL SCHOOL, THE STUDENT SHARE OF THE TUITION RATE ESTABLISHED FOR COLORADO RESIDENTS ENROLLED IN THE COURSE, WHICH TUITION RATE IS ESTABLISHED BY THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION PURSUANT TO SECTION 23-60-202 (1) (c) (I), C.R.S.; EXCEPT THAT, IF THE LOCAL EDUCATION PROVIDER IS LOCATED OUTSIDE THE BOUNDARIES OF EVERY COMMUNITY COLLEGE SERVICE AREA, AS ASSIGNED BY THE COMMISSION PURSUANT TO SECTION 23-60-207, C.R.S., THE TUITION RATE SHALL NOT EXCEED THE ACTUAL STUDENT SHARE OF THE RESIDENT TUITION RATE OF THE NEAREST COLORADO PUBLIC INSTITUTION OF HIGHER EDUCATION.

(II) FOR A COURSE OFFERED BY ANY OTHER INSTITUTION OF HIGHER EDUCATION, THE STUDENT SHARE OF THE TUITION RATE ESTABLISHED FOR COLORADO RESIDENTS ENROLLED IN A GENERAL STUDIES COURSE AT A COMMUNITY COLLEGE, WHICH TUITION RATE IS ESTABLISHED BY THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION PURSUANT TO SECTION 23-60-202 (1) (c) (I), C.R.S.; EXCEPT THAT, IF THE LOCAL EDUCATION PROVIDER IS LOCATED OUTSIDE THE BOUNDARIES OF EVERY COMMUNITY COLLEGE SERVICE AREA, AS ASSIGNED BY THE COMMISSION PURSUANT TO SECTION 23-60-207, C.R.S., THE TUITION RATE SHALL NOT EXCEED THE ACTUAL STUDENT SHARE OF THE RESIDENT TUITION RATE OF THE NEAREST COLORADO PUBLIC INSTITUTION OF HIGHER EDUCATION.

(b) NOTHING IN THIS SUBSECTION (3) SHALL BE INTERPRETED TO PROHIBIT AN INSTITUTION OF HIGHER EDUCATION FROM CHARGING TUITION OR ASSOCIATED FEES TO A QUALIFIED STUDENT OR HIS OR HER PARENT OR LEGAL GUARDIAN IN ADDITION TO THE TUITION PAID BY THE STUDENT'S LOCAL EDUCATION PROVIDER TO THE INSTITUTION PURSUANT TO PARAGRAPH (a) OF THIS SUBSECTION (3).

(4) (a) BEFORE PAYING THE TUITION FOR A POSTSECONDARY COURSE IN WHICH A QUALIFIED STUDENT CONCURRENTLY ENROLLS, THE LOCAL EDUCATION PROVIDER OF THE HIGH SCHOOL IN WHICH THE QUALIFIED STUDENT IS ENROLLED SHALL REQUIRE THE QUALIFIED STUDENT AND HIS OR HER PARENT OR LEGAL GUARDIAN TO SIGN A DOCUMENT REQUIRING REPAYMENT OF THE AMOUNT OF TUITION PAID BY THE LOCAL EDUCATION PROVIDER FOR THE COURSE ON THE QUALIFIED STUDENT'S BEHALF IF THE QUALIFIED STUDENT DOES NOT COMPLETE THE POSTSECONDARY COURSE FOR ANY REASON WITHOUT THE CONSENT OF THE PRINCIPAL OF THE STUDENT'S HIGH SCHOOL.

(b) IF A QUALIFIED STUDENT CONCURRENTLY ENROLLED IN A LOCAL EDUCATION PROVIDER PAYS TUITION DOES NOT COMPLETE THE POSTSECONDARY COURSE FOR ANY REASON WITHOUT THE CONSENT OF THE PRINCIPAL OF THE HIGH SCHOOL IN WHICH THE QUALIFIED STUDENT IS ENROLLED, THE QUALIFIED STUDENT OR THE QUALIFIED STUDENT'S PARENT OR LEGAL GUARDIAN SHALL REIMBURSE THE LOCAL EDUCATION PROVIDER, AS PROVIDED IN THE DOCUMENT SIGNED PURSUANT TO PARAGRAPH (a) OF THIS SUBSECTION (4), FOR THE AMOUNT OF TUITION PAID BY THE LOCAL EDUCATION PROVIDER FOR THE COURSE.

(c) A LOCAL EDUCATION PROVIDER MAY ADOPT A POLICY THAT REQUIRES A QUALIFIED STUDENT AND HIS OR HER PARENT OR LEGAL GUARDIAN TO SIGN A DOCUMENT PRIOR TO THE STUDENT'S CONCURRENT ENROLLMENT IN A COLLEGE COURSE, WHICH DOCUMENT COMMITS THE STUDENT OR HIS OR HER PARENT OR LEGAL GUARDIAN TO REIMBURSE THE LOCAL EDUCATION PROVIDER FOR THE TUITION PAID BY THE LOCAL EDUCATION PROVIDER FOR THE COURSE IN THE EVENT THAT THE STUDENT RECEIVES A FAILING GRADE IN THE COURSE.

(5) A LOCAL EDUCATION PROVIDER AND AN INSTITUTION OF HIGHER EDUCATION MAY ELECT TO INCLUDE IN THEIR COOPERATIVE AGREEMENT OTHER FINANCIAL PROVISIONS THAT ARE NOT INCONSISTENT WITH THE

PROVISIONS OF THIS SECTION.

22-35-106. Transportation. A LOCAL EDUCATION PROVIDER OF A QUALIFIED STUDENT WHO IS CONCURRENTLY ENROLLED AT AN INSTITUTION OF HIGHER EDUCATION SHALL NOT BE REQUIRED TO PROVIDE OR PAY FOR TRANSPORTATION FOR THE QUALIFIED STUDENT TO OR FROM THE INSTITUTION.

22-35-107. Concurrent enrollment advisory board - created - membership - duties - reports - repeal. (1) THERE IS HEREBY CREATED WITHIN THE DEPARTMENT THE CONCURRENT ENROLLMENT ADVISORY BOARD. THE BOARD SHALL CONSIST OF MEMBERS APPOINTED AS PROVIDED IN THIS SECTION AND SHALL HAVE THE POWERS AND DUTIES SPECIFIED IN THIS SECTION. THE BOARD SHALL EXERCISE ITS POWERS AND PERFORM ITS DUTIES AND FUNCTIONS UNDER THE DEPARTMENT, THE COMMISSIONER OF EDUCATION, AND THE STATE BOARD AS IF THE SAME WERE TRANSFERRED TO THE DEPARTMENT BY A **TYPE 2** TRANSFER AS DEFINED IN THE "ADMINISTRATIVE ORGANIZATION ACT OF 1968", ARTICLE 1 OF TITLE 24, C.R.S.

(2) THE BOARD SHALL CONSIST OF THE FOLLOWING TEN MEMBERS:

(a) THREE REPRESENTATIVES FROM THE STATE SYSTEM OF ELEMENTARY AND SECONDARY EDUCATION APPOINTED BY THE COMMISSIONER OF EDUCATION, INCLUDING AT LEAST ONE MEMBER WHO REPRESENTS A RURAL PUBLIC SCHOOL OR SCHOOL DISTRICT AND AT LEAST ONE MEMBER WHO REPRESENTS A SCHOOL DISTRICT WHERE A RELATIVELY LOW PERCENTAGE OF RECENT HIGH SCHOOL GRADUATES HAVE ENROLLED IN INSTITUTIONS OF HIGHER EDUCATION;

(b) FOUR REPRESENTATIVES FROM THE STATE SYSTEMS OF HIGHER EDUCATION APPOINTED BY THE EXECUTIVE DIRECTOR OF THE DEPARTMENT OF HIGHER EDUCATION, INCLUDING AT LEAST TWO MEMBERS WHO REPRESENT THE COLORADO COMMUNITY COLLEGE SYSTEM, ONE MEMBER WHO REPRESENTS A PUBLIC, FOUR-YEAR INSTITUTION OF HIGHER EDUCATION, AND ONE MEMBER WHO REPRESENTS A LOCAL DISTRICT COLLEGE;

(c) THREE REPRESENTATIVES APPOINTED BY THE GOVERNOR, INCLUDING AT LEAST ONE MEMBER WHO HAS EXPERIENCE IN POSTSECONDARY STUDENT COUNSELING, STUDENT ADMISSIONS, AND

FINANCIAL AID AND AT LEAST ONE MEMBER WHO HAS EXPERIENCE IN PUBLIC BUDGETING AND FINANCE; AND

(d) THE DIRECTOR OF ACCREDITATION AND REGIONAL SERVICES WITHIN THE DEPARTMENT OR HIS OR HER DESIGNEE.

(3) EACH APPOINTING AUTHORITY SHALL MAKE ITS INITIAL APPOINTMENTS NO LATER THAN OCTOBER 1, 2009. EACH MEMBER OF THE BOARD SHALL SERVE AT THE PLEASURE OF THE MEMBER'S APPOINTING AUTHORITY FOR A TERM OF THREE YEARS. THE APPROPRIATE APPOINTING AUTHORITY SHALL FILL ANY VACANCIES ARISING DURING A MEMBER'S TERM ON THE BOARD.

(4) THE COMMISSIONER OF EDUCATION SHALL CALL THE FIRST MEETING OF THE BOARD TO BE HELD NO LATER THAN NOVEMBER 15, 2009. AT ITS FIRST MEETING, AND ANNUALLY THEREAFTER, THE BOARD SHALL SELECT FROM AMONG ITS MEMBERS A PERSON TO SERVE AS CHAIR OF THE BOARD. THE BOARD SHALL MEET UPON CALL OF THE CHAIR AS OFTEN AS NECESSARY TO ACCOMPLISH ITS DUTIES AS SPECIFIED IN THIS SECTION.

(5) THE BOARD MEMBERS SHALL SERVE WITHOUT COMPENSATION AND WITHOUT REIMBURSEMENT FOR EXPENSES. UPON REQUEST OF THE BOARD CHAIR, THE DEPARTMENT, TO THE EXTENT POSSIBLE WITHIN EXISTING RESOURCES, SHALL PROVIDE MEETING SPACE, EQUIPMENT, AND STAFF SERVICES AS MAY BE NECESSARY FOR THE BOARD TO CARRY OUT ITS DUTIES UNDER THIS SECTION.

(6) THE BOARD SHALL HAVE THE FOLLOWING DUTIES:

(a) ESTABLISHING GUIDELINES FOR THE ADMINISTRATION OF THE ASCENT PROGRAM PURSUANT TO SECTION 22-35-108 (4);

(b) ADVISING AND ASSISTING LOCAL EDUCATION PROVIDERS AND INSTITUTIONS OF HIGHER EDUCATION IN PREPARING COOPERATIVE AGREEMENTS;

(c) MAKING RECOMMENDATIONS AS NECESSARY TO THE GENERAL ASSEMBLY, THE STATE BOARD, AND THE COMMISSION CONCERNING THE IMPROVEMENT OR UPDATING OF STATE POLICIES RELATING TO CONCURRENT ENROLLMENT PROGRAMS, INCLUDING BUT NOT LIMITED TO

RECOMMENDATIONS OF POLICIES THAT WILL ALLOW EVERY LOCAL EDUCATION PROVIDER IN THE STATE TO HAVE ADEQUATE RESOURCES TO ENTER INTO AT LEAST ONE COOPERATIVE AGREEMENT; AND

(d) ON OR BEFORE DECEMBER 1, 2010, CONSIDERING AND MAKING RECOMMENDATIONS TO THE STATE BOARD AND THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND SENATE, OR ANY SUCCESSOR COMMITTEES, REGARDING THE FEASIBILITY OF A WAIVER PROCESS WHEREBY A QUALIFIED STUDENT COULD APPLY TO THE DEPARTMENT FOR A WAIVER OF CERTAIN PROVISIONS OF SECTION 22-35-108, WHICH WAIVER WOULD ALLOW THE STUDENT TO BE DESIGNATED BY THE DEPARTMENT AS AN ASCENT PROGRAM PARTICIPANT IN THE SECOND YEAR FOLLOWING THE YEAR IN WHICH HE OR SHE WAS ENROLLED IN THE TWELFTH GRADE OF A LOCAL EDUCATION PROVIDER SO LONG AS HE OR SHE:

(I) WAS SO DESIGNATED IN THE YEAR DIRECTLY FOLLOWING THE YEAR IN WHICH HE OR SHE WAS ENROLLED IN THE TWELFTH GRADE OF A LOCAL EDUCATION PROVIDER;

(II) REQUIRES FIFTEEN OR FEWER CREDIT HOURS OF POSTSECONDARY COURSE WORK TO ACHIEVE A POSTSECONDARY CREDENTIAL; AND

(III) IS ELIGIBLE FOR FREE OR REDUCED-COST LUNCH PURSUANT TO THE FEDERAL "NATIONAL SCHOOL LUNCH ACT", 42 U.S.C. SEC. 1751 ET SEQ.

(7) ON OR BEFORE DECEMBER 1, 2010, AND ON OR BEFORE DECEMBER 1 EACH YEAR THEREAFTER, THE BOARD SHALL PREPARE A REPORT AND SUBMIT IT TO THE STATE BOARD AND THE COMMISSION. THE REPORT, AT A MINIMUM, SHALL INCLUDE:

(a) ANY GUIDELINES THAT THE BOARD HAS ESTABLISHED PURSUANT TO PARAGRAPH (a) OF SUBSECTION (6) OF THIS SECTION; AND

(b) ANY RECOMMENDATIONS THAT THE BOARD MAKES PURSUANT TO PARAGRAPH (c) OF SUBSECTION (6) OF THIS SECTION.

(8) (a) THIS SECTION IS REPEALED, EFFECTIVE JULY 1, 2019.

(b) PRIOR TO SAID REPEAL, THE BOARD SHALL BE REVIEWED AS PROVIDED IN SECTION 2-3-1203, C.R.S.

22-35-108. Accelerating students through concurrent enrollment program - objectives - selection criteria - rules - repeal. (1) (a) THERE IS HEREBY ESTABLISHED THE ACCELERATING STUDENTS THROUGH CONCURRENT ENROLLMENT PROGRAM. BEGINNING IN THE 2010-11 SCHOOL YEAR, THE DEPARTMENT SHALL ADMINISTER THE ASCENT PROGRAM PURSUANT TO THE PROVISIONS OF THIS SECTION AND POLICIES ESTABLISHED BY RULES PROMULGATED BY THE BOARD PURSUANT TO SUBSECTION (4) OF THIS SECTION. THE OBJECTIVES OF THE ASCENT PROGRAM ARE TO:

(I) INCREASE THE PERCENTAGE OF STUDENTS WHO PARTICIPATE IN POSTSECONDARY EDUCATION, ESPECIALLY AMONG LOW-INCOME AND TRADITIONALLY UNDERSERVED POPULATIONS;

(II) DECREASE THE NUMBER OF STUDENTS WHO DO NOT COMPLETE HIGH SCHOOL;

(III) DECREASE THE AMOUNT OF TIME THAT IS REQUIRED FOR A STUDENT TO COMPLETE A POSTSECONDARY DEGREE;

(IV) REDUCE STATE EXPENDITURES FOR PUBLIC EDUCATION; AND

(V) INCREASE THE NUMBER OF EDUCATIONAL PATHWAYS AVAILABLE TO STUDENTS.

(b) NOTWITHSTANDING ANY OTHER PROVISION OF THIS ARTICLE, A QUALIFIED STUDENT WHO IS DESIGNATED BY THE DEPARTMENT TO BE AN ASCENT PROGRAM PARTICIPANT PURSUANT TO SUBSECTION (2) OF THIS SECTION MAY CONCURRENTLY ENROLL IN COLLEGE COURSES IN THE YEAR DIRECTLY FOLLOWING THE YEAR IN WHICH HE OR SHE WAS ENROLLED IN THE TWELFTH GRADE OF A LOCAL EDUCATION PROVIDER.

(2) (a) SUBJECT TO AVAILABLE APPROPRIATIONS AND THE DETERMINATIONS OF THE STATE BOARD PURSUANT TO SUBPARAGRAPH (III) OF PARAGRAPH (c) OF THIS SUBSECTION (2), THE DEPARTMENT MAY DESIGNATE AS AN ASCENT PROGRAM PARTICIPANT ANY QUALIFIED STUDENT WHO:

(I) HAS COMPLETED OR IS ON SCHEDULE TO COMPLETE AT LEAST TWELVE CREDIT HOURS OF POSTSECONDARY COURSE WORK PRIOR TO THE COMPLETION OF HIS OR HER TWELFTH-GRADE YEAR;

(II) IS NOT IN NEED OF A BASIC SKILLS COURSE;

(III) HAS BEEN SELECTED FOR PARTICIPATION IN THE ASCENT PROGRAM BY HIS OR HER HIGH SCHOOL PRINCIPAL OR EQUIVALENT SCHOOL ADMINISTRATOR;

(IV) HAS BEEN ACCEPTED INTO A POSTSECONDARY DEGREE PROGRAM AT AN INSTITUTION OF HIGHER EDUCATION;

(V) HAS SATISFIED ANY OTHER SELECTION CRITERIA ESTABLISHED BY GUIDELINES ESTABLISHED BY THE BOARD PURSUANT TO SUBSECTION (4) OF THIS SECTION; AND

(VI) HAS NOT BEEN DESIGNATED AN ASCENT PROGRAM PARTICIPANT IN ANY PRIOR YEAR.

(b) (I) IN DESIGNATING ASCENT PROGRAM PARTICIPANTS, THE DEPARTMENT SHALL GIVE PRIORITY TO ANY QUALIFIED STUDENT WHO SATISFIES THE REQUIREMENTS DESCRIBED IN PARAGRAPH (a) OF THIS SUBSECTION (2) AND IS PARTICIPATING IN THE FAST COLLEGE FAST JOBS PILOT PROGRAM PURSUANT TO SECTION 22-35.5-104 AS SUCH SECTION EXISTED PRIOR TO THE EFFECTIVE DATE OF THIS ARTICLE, AS AMENDED.

(II) THIS PARAGRAPH (b) IS REPEALED, EFFECTIVE JULY 1, 2012.

(c) (I) ON OR BEFORE SEPTEMBER 1, 2009, AND ON OR BEFORE SEPTEMBER 1 EACH YEAR THEREAFTER, EACH LOCAL EDUCATION PROVIDER SHALL SUBMIT TO THE DEPARTMENT AND THE STATE BOARD AN ESTIMATE OF THE NUMBER OF STUDENTS IN THE LOCAL EDUCATION PROVIDER WHO WILL SEEK TO BE DESIGNATED BY THE DEPARTMENT AS ASCENT PROGRAM PARTICIPANTS FOR THE FOLLOWING SCHOOL YEAR.

(II) THE DEPARTMENT, AS PART OF ITS ANNUAL BUDGET REQUEST TO THE GENERAL ASSEMBLY, SHALL REPORT THE TOTAL NUMBER OF STUDENTS WHO HAVE BEEN IDENTIFIED BY LOCAL EDUCATION PROVIDERS AS POTENTIAL ASCENT PROGRAM PARTICIPANTS FOR THE FOLLOWING SCHOOL YEAR.

(III) ON OR BEFORE JUNE 1, 2010, AND ON OR BEFORE JUNE 1 EACH YEAR THEREAFTER, THE STATE BOARD OF EDUCATION SHALL DETERMINE AND REPORT TO THE DEPARTMENT HOW MANY QUALIFIED STUDENTS THE

DEPARTMENT MAY DESIGNATE AS ASCENT PROGRAM PARTICIPANTS FROM EACH LOCAL EDUCATION PROVIDER FOR THE FOLLOWING SCHOOL YEAR.

(3) THE LOCAL EDUCATION PROVIDER OF A QUALIFIED STUDENT WHO IS DESIGNATED BY THE DEPARTMENT AS AN ASCENT PROGRAM PARTICIPANT MAY INCLUDE THE STUDENT IN THE DISTRICT'S FUNDED PUPIL COUNT, OR, IN THE CASE OF A STUDENT ENROLLED IN AN INSTITUTE CHARTER SCHOOL, IN THE SCHOOL'S ACCOUNTING DISTRICT, AS PROVIDED IN SECTION 22-54-103 (7).

(4) THE BOARD SHALL ESTABLISH GUIDELINES FOR THE ADMINISTRATION OF THE ASCENT PROGRAM, INCLUDING BUT NOT LIMITED TO SELECTION CRITERIA THAT THE DEPARTMENT MAY USE PURSUANT TO SUBPARAGRAPH (V) OF PARAGRAPH (a) OF SUBSECTION (2) OF THIS SECTION TO DESIGNATE QUALIFIED STUDENTS AS ASCENT PROGRAM PARTICIPANTS.

(5) FOR THE PURPOSES OF PART 6 OF ARTICLE 7 OF THIS TITLE CONCERNING SCHOOL ACCOUNTABILITY REPORTS, THE DEPARTMENT SHALL INCLUDE ASCENT PROGRAM PARTICIPANTS IN THE REPORTING REQUIREMENTS, REGARDLESS OF WHETHER AN ASCENT PROGRAM PARTICIPANT HAS COMPLETED HIS OR HER GRADUATION REQUIREMENTS.

(6) (a) A QUALIFIED STUDENT WHO IS DESIGNATED BY THE DEPARTMENT AS AN ASCENT PROGRAM PARTICIPANT SHALL NOT BE CONSIDERED A HIGH SCHOOL GRADUATE UNTIL HE OR SHE HAS COMPLETED HIS OR HER PARTICIPATION IN THE ASCENT PROGRAM AND ANY REMAINING GRADUATION REQUIREMENTS SPECIFIED BY HIS OR HER HIGH SCHOOL ADMINISTRATION.

(b) ON OR BEFORE JUNE 1, 2010, THE STATE BOARD OF EDUCATION SHALL PROMULGATE RULES FOR SCHOOLS AND SCHOOL DISTRICTS TO FOLLOW IN SATISFYING STATE AND FEDERAL REPORTING REQUIREMENTS CONCERNING THE ENROLLMENT STATUS OF ASCENT PROGRAM PARTICIPANTS. TO THE EXTENT PRACTICABLE, THE RULES SHALL ENSURE THAT SCHOOLS AND SCHOOL DISTRICTS ARE NOT ADVERSELY AFFECTED IN CALCULATING AND REPORTING THE COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS BY QUALIFIED STUDENTS WHO HAVE BEEN DESIGNATED BY THE DEPARTMENT AS ASCENT PROGRAM PARTICIPANTS. THE RULES SHALL INCLUDE, AT A MINIMUM, REPORTING REQUIREMENTS RELATING TO:

(I) THE PROVISIONS OF ARTICLE 7 OF THIS TITLE CONCERNING EDUCATIONAL ACCOUNTABILITY; AND

(II) THE PROVISIONS OF ARTICLE 11 OF THIS TITLE CONCERNING EDUCATIONAL ACCREDITATION.

22-35-109. Institution of higher education - enrollment - limitations. (1) AN INSTITUTION OF HIGHER EDUCATION TO WHICH A QUALIFIED STUDENT APPLIES FOR CONCURRENT ENROLLMENT MAY ALLOW THE STUDENT TO ENROLL IN COURSES OFFERED BY THE INSTITUTION. AN INSTITUTION OF HIGHER EDUCATION MAY LIMIT THE NUMBER OF QUALIFIED STUDENTS THAT THE INSTITUTION ALLOWS TO ENROLL.

(2) IF AN INSTITUTION OF HIGHER EDUCATION REFUSES TO ALLOW A QUALIFIED STUDENT TO CONCURRENTLY ENROLL, THE INSTITUTION SHALL PROVIDE A WRITTEN EXPLANATION OF ITS REFUSAL TO THE STUDENT AND THE STUDENT'S LOCAL EDUCATION PROVIDER.

22-35-110. Exclusions - repeal. (1) THE PROVISIONS OF THIS ARTICLE SHALL NOT APPLY TO ANY COURSE THAT IS OFFERED AS PART OF A PROGRAM OF OFF-CAMPUS INSTRUCTION ESTABLISHED PURSUANT TO SECTION 23-1-109, C.R.S.

(2) NOTHING IN THIS ARTICLE SHALL BE CONSTRUED TO RESTRICT THE ABILITY OF AN INSTITUTION OF HIGHER EDUCATION TO INDEPENDENTLY OFFER COURSES FOR COLLEGE CREDIT OUTSIDE OF THE REGULAR SCHOOL DAY USING SCHOOL DISTRICT FACILITIES.

(3) (a) NOTHING IN THIS ARTICLE SHALL BE CONSTRUED TO ABROGATE OBLIGATIONS ASSUMED BY A LOCAL EDUCATION PROVIDER OR AN INSTITUTION OF HIGHER EDUCATION PURSUANT TO THE HIGH SCHOOL FAST TRACK PROGRAM, ARTICLE 34 OF THIS TITLE; THE "POSTSECONDARY ENROLLMENT OPTIONS ACT", ARTICLE 35 OF THIS TITLE; OR THE "FAST COLLEGE FAST JOBS ACT", ARTICLE 35.5 OF THIS TITLE, AS SAID ARTICLES EXISTED PRIOR TO THE EFFECTIVE DATE OF THIS ARTICLE, AS AMENDED, WHICH OBLIGATIONS ENABLED A HIGH SCHOOL STUDENT TO ENROLL IN POSTSECONDARY COURSES PURSUANT TO THE PROVISIONS OF SAID ARTICLES.

(b) THIS SUBSECTION (3) IS REPEALED, EFFECTIVE JUNE 30, 2012.

(4) THE PROVISIONS OF THIS ARTICLE SHALL NOT APPLY TO AN EARLY COLLEGE.

22-35-111. Rules. (1) ON OR BEFORE JULY 1, 2010, THE STATE BOARD SHALL PROMULGATE RULES PURSUANT TO THE "STATE ADMINISTRATIVE PROCEDURE ACT", ARTICLE 4 OF TITLE 24, C.R.S., FOR THE ADMINISTRATION OF THIS ARTICLE. THE RULES, AT A MINIMUM, SHALL ESTABLISH:

(a) GUIDELINES FOR LOCAL EDUCATION PROVIDERS TO USE IN CREATING STANDARD CONCURRENT ENROLLMENT APPLICATION FORMS, AS DESCRIBED IN SECTION 22-35-104 (2) (c); AND

(b) GUIDELINES FOR PRINCIPALS, COUNSELORS, AND TEACHER ADVISORS TO USE IN APPROVING OR DISAPPROVING ACADEMIC PLANS OF STUDY, AS DESCRIBED IN SECTION 22-35-104 (3).

22-35-112. Reports - repeal. (1) (a) UPON REQUEST BY THE DEPARTMENT, A LOCAL EDUCATION PROVIDER SHALL SUBMIT TO THE DEPARTMENT ANY DATA THAT THE DEPARTMENT REASONABLY REQUIRES FOR THE PURPOSE OF PREPARING AND SUBMITTING THE REPORTS DESCRIBED IN SUBSECTION (2) OF THIS SECTION. IN SUBMITTING DATA TO THE DEPARTMENT, EACH LOCAL EDUCATION PROVIDER SHALL USE WHENEVER POSSIBLE THE STATE DATA REPORTING SYSTEM DESCRIBED IN SECTION 22-7-603. THE DEPARTMENT SHALL SEEK TO MINIMIZE AND ELIMINATE THE DUPLICATION OF DATA REPORTING REQUIRED UNDER THIS PARAGRAPH (a). THE DEPARTMENT IN PARTICULAR SHALL NOTE THE DATA COLLECTION AND REPORTING ALREADY REQUIRED AND CONDUCTED BY THE DEPARTMENT, PUBLIC SCHOOLS, AND LOCAL EDUCATION PROVIDERS.

(b) UPON REQUEST BY THE DEPARTMENT OF HIGHER EDUCATION, AN INSTITUTION OF HIGHER EDUCATION SHALL SUBMIT TO THE DEPARTMENT OF HIGHER EDUCATION ANY DATA THAT THE DEPARTMENT OF HIGHER EDUCATION REASONABLY REQUIRES FOR THE PURPOSE OF PREPARING AND SUBMITTING THE REPORTS DESCRIBED IN SUBSECTION (2) OF THIS SECTION.

(2) ON OR BEFORE FEBRUARY 1, 2011, AND ON OR BEFORE FEBRUARY 1 EACH YEAR THEREAFTER, THE DEPARTMENT AND THE DEPARTMENT OF HIGHER EDUCATION SHALL COLLABORATE TO PREPARE AND SUBMIT TO THE EDUCATION COMMITTEES OF THE SENATE AND HOUSE OF REPRESENTATIVES,

OR ANY SUCCESSOR COMMITTEES, A REPORT CONCERNING THE CONCURRENT ENROLLMENT OF QUALIFIED STUDENTS IN COLLEGE EDUCATION COURSES. THE REPORT SHALL INCLUDE, BUT NEED NOT BE LIMITED TO:

(a) THE NUMBER AND NAMES OF SCHOOL DISTRICTS AND INSTITUTIONS OF HIGHER EDUCATION THAT HAVE ENTERED INTO COOPERATIVE AGREEMENTS;

(b) THE NUMBER OF QUALIFIED STUDENTS WHO PARTICIPATED IN A CONCURRENT ENROLLMENT PROGRAM IN THE PREVIOUS SCHOOL YEAR, INCLUDING SUBTOTALS FOR EACH SCHOOL DISTRICT AND EACH INSTITUTION OF HIGHER EDUCATION;

(c) DEMOGRAPHIC INFORMATION ABOUT QUALIFIED STUDENTS WHO PARTICIPATED IN A CONCURRENT ENROLLMENT PROGRAM IN THE PREVIOUS SCHOOL YEAR;

(d) 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;

(e) THE TOTAL NUMBER OF BASIC SKILLS COURSES COMPLETED AT EACH INSTITUTION OF HIGHER EDUCATION IN THE PREVIOUS SCHOOL YEAR BY QUALIFIED STUDENTS PARTICIPATING IN A CONCURRENT ENROLLMENT PROGRAM;

(f) 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 CONCURRENT ENROLLMENT PROGRAMS IN THE PREVIOUS SCHOOL YEAR, INCLUDING SUBTOTALS FOR EACH LOCAL EDUCATION PROVIDER AND EACH INSTITUTION OF HIGHER EDUCATION;

(g) THE TOTAL NUMBER OF QUALIFIED STUDENTS DESIGNATED BY THE DEPARTMENT AS ASCENT PROGRAM PARTICIPANTS IN THE PREVIOUS SCHOOL YEAR;

(h) THE POSTSECONDARY DEGREE 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 PROGRAM;

(i) DATA INDICATING THE TOTAL NUMBER AND PERCENTAGES OF QUALIFIED STUDENTS WHO FAILED TO COMPLETE AT LEAST ONE COLLEGE COURSE IN WHICH THEY CONCURRENTLY ENROLLED;

(j) 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; AND

(k) (I) THE RESULTS OF THE DEPARTMENT'S EXPLORATION, PURSUANT TO SECTION 22-35-104 (10), OF STRATEGIES BY WHICH THE STATE MAY PROVIDE OPPORTUNITIES FOR CHILDREN WHO ARE PARTICIPATING IN A HOME-BASED EDUCATIONAL PROGRAM AS DESCRIBED IN SECTION 22-33-104.5 TO PARTICIPATE IN A CONCURRENT ENROLLMENT PROGRAM.

(II) THIS PARAGRAPH (k) IS REPEALED, EFFECTIVE FEBRUARY 2, 2011.

(3) THE REPORTS DESCRIBED IN SUBSECTION (2) OF THIS SECTION MAY INCLUDE QUANTITATIVE AND QUALITATIVE ANALYSES CONCERNING STUDENT AND ADMINISTRATOR ATTITUDES AND BEHAVIORS, PROGRAM COSTS AND PRODUCTIVITY, ACADEMIC AND ADMINISTRATIVE POLICIES, PROGRAM AVAILABILITY AND VARIETY, OR ANY OBJECTIVES OF THE ASCENT PROGRAM DESCRIBED IN SECTION 22-35-108 (1), WHICH STUDIES MAY BE PREPARED BY A PARTY OTHER THAN THE DEPARTMENT OR THE DEPARTMENT OF HIGHER EDUCATION.

SECTION 2. 2-3-1203 (3), Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW PARAGRAPH to read:

2-3-1203. Sunset review of advisory committees. (3) The following dates are the dates for which the statutory authorization for the designated advisory committees is scheduled for repeal:

(ff) JULY 1, 2019: THE CONCURRENT ENROLLMENT ADVISORY BOARD CREATED IN SECTION 22-35-107, C.R.S.

SECTION 3. 22-2-103 (1) (g) and (1) (h), Colorado Revised Statutes, are amended, and the said 22-2-103 is further amended BY THE ADDITION OF A NEW PARAGRAPH, to read:

22-2-103. Department of education. (1) The department of education shall include the following:

(g) The facility schools unit; and

(h) The facility schools board; AND

(k) THE CONCURRENT ENROLLMENT ADVISORY BOARD CREATED IN SECTION 22-35-107.

SECTION 4. 22-11-104 (2) (e), Colorado Revised Statutes, is amended to read:

22-11-104. Accreditation. (2) **Contents.** The accreditation indicators shall include but shall not be limited to the following:

(e) The percentage of students taking advanced placement courses, students enrolled in an international baccalaureate diploma program, or students enrolled in an institution of higher education pursuant to the "~~Postsecondary Enrollment Options Act~~" "CONCURRENT ENROLLMENT PROGRAMS ACT", ARTICLE 35 OF THIS TITLE;

SECTION 5. 22-54-103, Colorado Revised Statutes, is amended BY THE ADDITION OF THE FOLLOWING NEW SUBSECTIONS to read:

22-54-103. Definitions - repeal. As used in this article, unless the context otherwise requires:

(1.4) "ASCENT PROGRAM" MEANS THE ACCELERATING STUDENTS THROUGH CONCURRENT ENROLLMENT PROGRAM CREATED IN SECTION 22-35-108.

(5.2) "DISTRICT ASCENT PROGRAM PUPIL ENROLLMENT" MEANS THE NUMBER OF PUPILS, ON OCTOBER 1 WITHIN THE APPLICABLE BUDGET YEAR OR THE SCHOOL DAY NEAREST SAID DATE, WHO ARE CONCURRENTLY ENROLLED IN A COLLEGE COURSE AS A PARTICIPANT IN THE ASCENT

PROGRAM. AN ASCENT PROGRAM PARTICIPANT WHO IS ENROLLED IN AT LEAST TWELVE CREDIT HOURS OF HIGHER EDUCATION COURSES AS OF OCTOBER 1 OF THE APPLICABLE BUDGET YEAR SHALL BE INCLUDED IN THE DISTRICT ASCENT PROGRAM PUPIL ENROLLMENT AS A FULL-TIME PUPIL. AN ASCENT PROGRAM PARTICIPANT WHO IS ENROLLED IN LESS THAN TWELVE CREDIT HOURS OF HIGHER EDUCATION COURSES AS OF OCTOBER 1 OF THE APPLICABLE BUDGET YEAR SHALL BE INCLUDED IN THE DISTRICT ASCENT PROGRAM PUPIL ENROLLMENT AS A PART-TIME PUPIL.

SECTION 6. The introductory portion to 22-54-103 (7) (d) (I) and 22-54-103 (10) (e.7) and (10) (f), Colorado Revised Statutes, are amended, and the said 22-54-103 (7) is further amended BY THE ADDITION OF A NEW PARAGRAPH, to read:

22-54-103. Definitions - repeal. As used in this article, unless the context otherwise requires:

(7) "Funded pupil count" means:

(d) (I) For budget years commencing on and after July 1, 2008, BUT PRIOR TO JULY 1, 2009, the district's on-line pupil enrollment for the applicable budget year plus the district's preschool program enrollment for the applicable budget year plus the district's supplemental kindergarten enrollment for the applicable budget year plus the greater of:

(e) (I) FOR BUDGET YEARS COMMENCING ON AND AFTER JULY 1, 2009, THE DISTRICT'S ON-LINE PUPIL ENROLLMENT FOR THE APPLICABLE BUDGET YEAR PLUS THE DISTRICT'S PRESCHOOL PROGRAM ENROLLMENT FOR THE APPLICABLE BUDGET YEAR PLUS THE DISTRICT'S SUPPLEMENTAL KINDERGARTEN ENROLLMENT FOR THE APPLICABLE BUDGET YEAR PLUS THE DISTRICT'S ASCENT PROGRAM PUPIL ENROLLMENT FOR THE APPLICABLE BUDGET YEAR, PLUS THE GREATER OF:

(A) THE DISTRICT'S PUPIL ENROLLMENT FOR THE APPLICABLE BUDGET YEAR; OR

(B) THE AVERAGE OF THE DISTRICT'S PUPIL ENROLLMENT FOR THE APPLICABLE BUDGET YEAR AND THE DISTRICT'S PUPIL ENROLLMENT FOR THE IMMEDIATELY PRECEDING BUDGET YEAR; OR

(C) THE AVERAGE OF THE DISTRICT'S PUPIL ENROLLMENT FOR THE APPLICABLE BUDGET YEAR AND THE DISTRICT'S PUPIL ENROLLMENT FOR THE TWO IMMEDIATELY PRECEDING BUDGET YEARS; OR

(D) THE AVERAGE OF THE DISTRICT'S PUPIL ENROLLMENT FOR THE APPLICABLE BUDGET YEAR AND THE DISTRICT'S PUPIL ENROLLMENT FOR THE THREE IMMEDIATELY PRECEDING BUDGET YEARS; OR

(E) THE AVERAGE OF THE DISTRICT'S PUPIL ENROLLMENT FOR THE APPLICABLE BUDGET YEAR AND THE DISTRICT'S PUPIL ENROLLMENT FOR THE FOUR IMMEDIATELY PRECEDING BUDGET YEARS.

(II) NOTWITHSTANDING ANY PROVISION OF LAW TO THE CONTRARY, FOR PURPOSES OF SUBPARAGRAPH (I) OF THIS PARAGRAPH (e), A DISTRICT'S FUNDED PUPIL COUNT SHALL INCLUDE THE CERTIFIED PUPIL ENROLLMENT AND ON-LINE PUPIL ENROLLMENT OF EACH OPERATING INSTITUTE CHARTER SCHOOL FOR WHICH THE DISTRICT IS THE ACCOUNTING DISTRICT. THE DEPARTMENT OF EDUCATION SHALL ADD THE INSTITUTE CHARTER SCHOOL'S CERTIFIED PUPIL ENROLLMENT AND ON-LINE PUPIL ENROLLMENT TO THE FUNDED PUPIL COUNT OF THE DISTRICT PRIOR TO CALCULATING THE DISTRICT'S TOTAL PROGRAM PURSUANT TO SECTION 22-54-104.

(III) (A) NOTWITHSTANDING ANY PROVISION OF LAW TO THE CONTRARY, FOR PURPOSES OF SUBPARAGRAPH (I) OF THIS PARAGRAPH (e), FOR THE 2005-06, 2006-07, AND 2007-08 BUDGET YEARS, A DISTRICT'S PUPIL ENROLLMENT SHALL NOT INCLUDE A PUPIL WHO WAS PLACED IN A FACILITY, AS DEFINED IN SECTION 22-54-129 (1) (c), AND RECEIVED SERVICES THROUGH AN APPROVED FACILITY SCHOOL, AS DEFINED IN SECTION 22-54-129 (1) (a).

(B) THIS SUBPARAGRAPH (III) IS REPEALED, EFFECTIVE JULY 1, 2012.

(IV) THE GENERAL ASSEMBLY HEREBY FINDS AND DECLARES THAT FOR THE PURPOSES OF SECTION 17 OF ARTICLE IX OF THE STATE CONSTITUTION, AVERAGING A DISTRICT'S PUPIL ENROLLMENT FOR THE APPLICABLE BUDGET YEAR AND THE DISTRICT'S PUPIL ENROLLMENT FOR THE FOUR IMMEDIATELY PRECEDING BUDGET YEARS PURSUANT TO SUB-SUBPARAGRAPH (E) OF SUBPARAGRAPH (I) OF THIS PARAGRAPH (e) IS A PROGRAM FOR ACCOUNTABLE EDUCATION REFORM AND MAY THEREFORE RECEIVE FUNDING FROM THE STATE EDUCATION FUND CREATED IN SECTION 17 (4) OF ARTICLE IX OF THE STATE CONSTITUTION.

~~(10) (e.7) A pupil who is enrolled in a fast college fast jobs education program pursuant to article 35.5 of this title and who is enrolled in at least twelve credit hours of higher education courses as of October 1 of the applicable budget year shall be included in the district's pupil enrollment as an eighty-five-percent-time pupil.~~

(f) In certifying the district's pupil enrollment to the state board pursuant to the provisions of section 22-54-112, the district shall specify the number of pupils enrolled in half-day kindergarten; the number of pupils enrolled in first grade through twelfth grade, specifying those who are enrolled as full-time pupils and those who are enrolled as less than full-time pupils; the number of expelled pupils receiving educational services pursuant to section 22-33-203; the number of pupils enrolled in the district's preschool program; the number of pupils receiving educational programs under the "Exceptional Children's Educational Act", article 20 of this title; the number of at-risk pupils. ~~and the number of pupils enrolled in at least twelve credit hours of higher education courses as of October 1 of the applicable budget year through a fast college fast jobs education program pursuant to article 35.5 of this title.~~

SECTION 7. The introductory portion to 22-54-104 (2) (a) (VIII), Colorado Revised Statutes, is amended, and the said 22-54-104 (2) (a) is further amended BY THE ADDITION OF A NEW SUBPARAGRAPH, to read:

22-54-104. District total program. (2) (a) (VIII) Except as otherwise provided in this subsection (2), subsection (6) of this section, or section 22-54-104.3, a district's total program for the 2007-08 budget year ~~and budget years thereafter~~ AND THE 2008-09 BUDGET YEAR shall be the greater of the following:

(IX) EXCEPT AS OTHERWISE PROVIDED IN THIS SUBSECTION (2), SUBSECTION (6) OF THIS SECTION, OR SECTION 22-54-104.3, A DISTRICT'S TOTAL PROGRAM FOR THE 2009-10 BUDGET YEAR AND BUDGET YEARS THEREAFTER SHALL BE THE GREATER OF THE FOLLOWING:

(A) (DISTRICT PER PUPIL FUNDING X (DISTRICT FUNDED PUPIL COUNT - DISTRICT ON-LINE PUPIL ENROLLMENT - DISTRICT ASCENT PROGRAM PUPIL ENROLLMENT)) + DISTRICT AT-RISK FUNDING + DISTRICT ON-LINE FUNDING + DISTRICT ASCENT PROGRAM FUNDING; OR

(B) (MINIMUM PER PUPIL FUNDING X (DISTRICT FUNDED PUPIL COUNT - DISTRICT ON-LINE PUPIL ENROLLMENT - DISTRICT ASCENT PROGRAM PUPIL ENROLLMENT)) + DISTRICT ON-LINE FUNDING + DISTRICT ASCENT PROGRAM FUNDING.

SECTION 8. 22-54-104 (3.5) (d) (II) (A), Colorado Revised Statutes, is amended, and the said 22-54-104 (3.5) (d) is further amended BY THE ADDITION OF A NEW SUBPARAGRAPH, to read:

22-54-104. District total program. (3.5) Minimum per pupil funding shall be:

(d) (II) (A) As used in this subsection (3.5), FOR THE 2008-09 BUDGET YEAR, "minimum per pupil funding base" means the total of the calculation specified in sub-subparagraph (B) of this subparagraph (II) for all districts for the budget year divided by the statewide funded pupil count minus the statewide on-line pupil enrollment, for said budget year.

(III) (A) AS USED IN THIS SUBSECTION (3.5), FOR THE 2009-10 BUDGET YEAR AND BUDGET YEARS THEREAFTER, "MINIMUM PER PUPIL FUNDING BASE" MEANS THE TOTAL OF THE CALCULATION SPECIFIED IN SUB-SUBPARAGRAPH (B) OF THIS SUBPARAGRAPH (III) FOR ALL DISTRICTS FOR THE BUDGET YEAR DIVIDED BY THE STATEWIDE FUNDED PUPIL COUNT MINUS THE STATEWIDE ON-LINE PUPIL ENROLLMENT AND MINUS THE STATEWIDE ASCENT PROGRAM PUPIL ENROLLMENT, FOR SAID BUDGET YEAR.

(B) THE FOLLOWING CALCULATION SHALL BE USED FOR THE PURPOSE OF DETERMINING THE MINIMUM PER PUPIL FUNDING BASE PURSUANT TO THIS SUBPARAGRAPH (III):

(DISTRICT PER PUPIL FUNDING X (DISTRICT FUNDED PUPIL COUNT - DISTRICT ON-LINE PUPIL ENROLLMENT - DISTRICT ASCENT PROGRAM PUPIL ENROLLMENT)) + DISTRICT AT-RISK FUNDING.

SECTION 9. 22-54-104, Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW SUBSECTION to read:

22-54-104. District total program. (4.7) (a) FOR THE 2009-10

BUDGET YEAR AND BUDGET YEARS THEREAFTER, A DISTRICT'S ASCENT PROGRAM FUNDING SHALL BE DETERMINED IN ACCORDANCE WITH THE FOLLOWING FORMULA:

(DISTRICT ASCENT PROGRAM PUPIL ENROLLMENT X \$6,135,
OR AN AMOUNT DETERMINED PURSUANT TO PARAGRAPH (b) OF
THIS SUBSECTION (4.7))

(b) FOR THE 2010-11 BUDGET YEAR AND BUDGET YEARS THEREAFTER, THE DOLLAR AMOUNT SET FORTH IN PARAGRAPH (a) OF THIS SUBSECTION (4.7) SHALL BE INCREASED BY THE PERCENTAGE BY WHICH THE STATEWIDE BASE PER PUPIL FUNDING FOR THAT BUDGET YEAR, AS SPECIFIED IN PARAGRAPH (a) OF SUBSECTION (5) OF THIS SECTION, IS INCREASED OVER THE STATEWIDE BASE PER PUPIL FUNDING FOR THE 2007-08 BUDGET YEAR, AS SPECIFIED IN SUBPARAGRAPH (XIV) OF PARAGRAPH (a) OF SUBSECTION (5) OF THIS SECTION. THE AMOUNT SHALL BE ROUNDED TO THE NEAREST DOLLAR.

SECTION 10. 22-54-112 (2) (a), Colorado Revised Statutes, is amended to read:

22-54-112. Reports to the state board. (2) (a) On or before November 10 of each year, the secretary of the board of education of each district shall certify to the state board the pupil enrollment, the on-line pupil enrollment, THE ASCENT PROGRAM PUPIL ENROLLMENT, and the preschool and kindergarten program enrollment of the district taken in the preceding October or previously in November.

SECTION 11. 23-18-202 (5) (c) (I) (B) and (5) (f), Colorado Revised Statutes, are amended, and the said 23-18-202 (5) (c) is further amended BY THE ADDITION OF A NEW SUBPARAGRAPH, to read:

23-18-202. College opportunity fund - appropriations - payment of stipends - reimbursement. (5) (c) (I) An eligible undergraduate student shall not receive a stipend from the college opportunity fund for more than one hundred forty-five credit hours during the eligible undergraduate student's lifetime; except that:

(B) For credit hours initiated on or after July 1, 2006, an eligible undergraduate student may receive stipend payments for basic skills courses, as defined in section 23-1-113 (1) (b) (II) (A.7) AND courses taken pursuant

to the ~~"Postsecondary Enrollment Options Act", article 35 of title 22, C.R.S., and high school fast-track courses taken pursuant to section 22-34-101, C.R.S.~~ "CONCURRENT ENROLLMENT PROGRAMS ACT", ARTICLE 35 OF TITLE 22, C.R.S. FOR A STUDENT WHO ENROLLS IN A COURSE AT AN INSTITUTION OF HIGHER EDUCATION PURSUANT TO THE "CONCURRENT ENROLLMENT PROGRAMS ACT", ARTICLE 35 OF TITLE 22, C.R.S., THE STUDENT LOAN DIVISION IN THE DEPARTMENT SHALL RECORD THE STUDENT'S UNIQUELY IDENTIFYING STUDENT NUMBER BEFORE SUBMITTING A STIPEND PAYMENT ON BEHALF OF THE STUDENT. Stipend payments received for the basic skills courses specified in this sub-subparagraph (B) shall not apply to the lifetime limitation of one hundred forty-five credit hours.

(III) FOR AN ELIGIBLE UNDERGRADUATE STUDENT WHO HAS COMPLETED ONE OR MORE COLLEGE COURSES WHILE ENROLLED IN HIGH SCHOOL PURSUANT TO THE "CONCURRENT ENROLLMENT PROGRAMS ACT", ARTICLE 35 OF TITLE 22, C.R.S., OR WHILE DESIGNATED BY THE DEPARTMENT OF EDUCATION AS AN ASCENT PROGRAM PARTICIPANT PURSUANT TO SECTION 22-35-108, C.R.S., ALL COLLEGE-LEVEL CREDIT HOURS EARNED BY THE STUDENT DURING SUCH ENROLLMENT SHALL COUNT AGAINST THE LIFETIME LIMITATION DESCRIBED IN SUBPARAGRAPH (I) OF THIS PARAGRAPH (c); EXCEPT THAT CREDIT HOURS EARNED FROM ENROLLMENT IN A BASIC SKILLS COURSE, AS DEFINED IN SECTION 23-1-113 (1) (b) (II) (A.7), SHALL NOT COUNT AGAINST THE LIFETIME LIMITATION.

(f) Notwithstanding the lifetime-credit-hour limitation established pursuant to paragraph (c) of this subsection (5) and in addition to the provisions of paragraph (e) of this subsection (5), a state institution of higher education may annually grant a one-year waiver of the lifetime-credit-hour limitation for up to five percent of the eligible undergraduate students enrolled in the state institution of higher education. In granting the waivers under this paragraph (f), the state institution of higher education shall, upon request, grant a waiver to an eligible undergraduate student for courses taken pursuant to the ~~"Postsecondary Enrollment Options Act", article 35 of title 22, C.R.S., and high school fast-track courses taken pursuant to section 22-34-101, C.R.S.~~ "CONCURRENT ENROLLMENT PROGRAMS ACT", ARTICLE 35 OF TITLE 22, C.R.S. For any remaining portion of the institution's five percent of eligible undergraduate students who may receive waivers, the institution shall give priority to students who are seeking job retraining.

SECTION 12. 24-1-115, Colorado Revised Statutes, is amended BY

THE ADDITION OF A NEW SUBSECTION to read:

24-1-115. Department of education - creation. (16) THE DEPARTMENT OF EDUCATION SHALL INCLUDE THE CONCURRENT ENROLLMENT ADVISORY BOARD CREATED IN SECTION 22-35-107, C.R.S., AND ITS POWERS, DUTIES, AND FUNCTIONS, AS IF THE BOARD WERE TRANSFERRED BY A **TYPE 2** TRANSFER TO THE DEPARTMENT OF EDUCATION.

SECTION 13. Repeal. Articles 34 and 35.5 of title 22, 23-1-107 (6), and 23-60-202 (1) (n), Colorado Revised Statutes, are repealed.

SECTION 14. Appropriation. (1) The general assembly anticipates that, for the fiscal year beginning July 1, 2009, the department of education will receive the sum of thirty thousand thirty-one dollars (\$30,031) in federal funds as determined by the governor from the government services fund pursuant to section 14002 of Title XIV of the federal "American Recovery and Reinvestment Act of 2009", Public Law 111-5 of the one hundred eleventh United States Congress, for the implementation of this act, including ten thousand one hundred thirty-nine dollars (\$10,139) for legal services and nineteen thousand eight hundred ninety-two dollars (\$19,892) and 0.3 FTE for administration of the accelerating students through concurrent enrollment program. Although these funds are not appropriated in this act, they are noted for the purpose of indicating the assumptions used relative to these funds.

(2) In addition to any other appropriation, there is hereby appropriated to the department of law, for the fiscal year beginning July 1, 2009, the sum of ten thousand one hundred thirty-nine dollars (\$10,139), or so much thereof as may be necessary, for the provision of legal services to the department of education related to the implementation of this act. Said sum shall be from reappropriated funds received from the department of education out of the appropriation made in subsection (1) of this section.

SECTION 15. Safety clause. The general assembly hereby finds,

determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Terrance D. Carroll
SPEAKER OF THE HOUSE
OF REPRESENTATIVES

Brandon C. Shaffer
PRESIDENT OF
THE SENATE

Marilyn Eddins
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES

Karen Goldman
SECRETARY OF
THE SENATE

APPROVED _____

Bill Ritter, Jr.
GOVERNOR OF THE STATE OF COLORADO

COOPERATIVE AGREEMENT CONCURRENT ENROLLMENT PROGRAMS ACT

This Cooperative Agreement (Agreement) is made this ___ day of _____, 20___, between the State of Colorado, Department of Higher Education, institute for higher education, for the use and benefit of _____ (College) and _____ (Local Education Provider) pursuant to the Concurrent Enrollment Programs Act, Sections 22-35-101 to 112, C.R.S., (Act). The Acts provide options for high school students to enroll in courses offered by the College. The College and the Local Education Provider have decided to establish a Concurrent Enrollment Program pursuant to the Acts and therefore enter into this Agreement.

1. Eligibility

Students who wish to enroll in the Concurrent Enrollment Program must be enrolled in the ninth grade or higher in the Local Education Provider and be less than 21 years old and meet the College's requirements for each course.

2. Enrollment

This Agreement covers only postsecondary courses and basic skills courses offered by the College, in which high school students will be permitted to enroll pursuant to the Concurrent Enrollment Program. The College agrees to enroll Local Education Provider students in courses offered by the College as follows:

- a. The courses offered by the College must be applicable to earning a degree or certificate or completion of the basic skills course sequence.
- b. Students enrolled in the 12th grade who do not satisfy the minimum prerequisites for postsecondary courses may enroll in College basic skills courses through the Concurrent Enrollment Program.
- c. The College has the right to deny student enrollment based on space availability and college admission requirements.
- d. The College has the right to discontinue a student's enrollment based on a determination that the student does not have sufficient skills or abilities to continue in the course selected. In such case, the College will notify the Local Education Provider.
- e. Students enrolled in College courses through the Concurrent Enrollment program are subject to the academic and disciplinary rules of the College's Student Code of Conduct and adhere to all College policies and procedures. Any violations of the Student Code of Conduct are subject to disciplinary proceedings and sanctions.
- f. Students in need of accommodations are encouraged to contact the College's office assisting with special services.
- g. The College is responsible for the course content, course prerequisites and quality of instruction.

- h. Qualified students may participate in interscholastic activities as part of the Local Education Provider including but not limited to athletics. With regard to college activities, qualified students may participate in activities but are not eligible for NCAA athletic activities.
- i. The Local Education Provider will provide a copy of this Agreement to the Colorado Department of Education. The College or system will provide a copy of this Agreement to the Colorado Department of Higher Education.

3. Credit

A student who is accepted in the Concurrent Enrollment Program shall receive postsecondary credit toward a degree or certificate or completion of a basic skills course and credit toward high school graduation as follows:

- a. Students shall not concurrently enroll in a basic skills course unless the student is enrolled in the 12th grade.
- b. Students who have not satisfied the minimum requirements for graduation established by the school district by the end of their 12th grade year and are therefore retained by the high school may not concurrently enroll in more than 9 credit hours, including basic skills courses.
 - 1. If a student is retained beyond the 12th grade, he or she may not concurrently enroll in more than 6 credit hours per academic semester if he or she is registered as a full-time pupil of the Local Education Provider.
 - 2. If a student is retained beyond the 12th grade, he or she may not concurrently enroll in more than 3 credit hours per academic semester if he or she is registered as a part-time pupil of the Local Education Provider.
- c. Unless otherwise restricted, students are not limited in the number of credit hours in which they concurrently enroll.

4. Registration

- a. All students shall enroll and register as College students in accordance with College's admissions and registration requirements and processes.
- b. Districts should enroll students in College courses that pertain to the degree or certificate program indicated on their Academic Plan.
- c. Academic advising and career planning will be available to students at both the College and the Local Education Provider.
- d. All students shall complete the Concurrent Enrollment Registration and Agreement Form and submit to the College by the course census date.

5. Financial Provisions/Tuition

The tuition and fees charged by the College for students enrolled in the Concurrent Enrollment Program will be as follows and as further detailed in an amendment(s), attached hereto and updated annually or as tuition and fees change:

- a. The Local Education Provider agrees to provide the College with each student's uniquely identifying student number (SASID) which will be used to authorize College Opportunity Fund (COF) stipend payments to the College on behalf of the enrolled student.
- b. The Local Education Provider hereby agrees to pay the College on behalf of the student pursuant to the terms discussed in attached amendment(s).
- c. The college and school district must create an amendment to this agreement, mutually agreed upon, and must include financial provisions for:
 - a. Tuition
 - i. In this amendment, the Tuition rate shall not exceed the rate established by the State Board of Community Colleges, less exceptions noted in C.R.S 22-35-105 (3)(a)(I) and (II).
 - b. Fees
 - c. Facility Usage, if applicable
 - d. Compensation for Local Education Provider's Faculty, if applicable
 - e. Invoicing Procedures
 - f. Books/Course Materials

6. FTE Status

The Local Education Provider shall include the student in its pupil enrollment pursuant to the provisions of Section 22-54-103(10), C.R.S. The College shall also include the students in determining the number of student FTEs pursuant to Title 23, C.R.S.

7. Independent Contractor

THE DISTRICT SHALL PERFORM ITS DUTIES HEREUNDER AS AN INDEPENDENT CONTRACTOR AND NOT AS AN EMPLOYEE. NEITHER THE SCHOOL DISTRICT NOR ANY AGENT OR EMPLOYEE OF THE SCHOOL DISTRICT SHALL BE DEEMED TO BE AN AGENT OR EMPLOYEE OF THE COLLEGE. THE SCHOOL DISTRICT SHALL PAY WHEN DUE ALL REQUIRED EMPLOYMENT TAXES AND INCOME TAX AND LOCAL HEAD TAX ON ANY MONEYS PAID PURSUANT TO THIS AGREEMENT. THE SCHOOL DISTRICT ACKNOWLEDGES THAT THE SCHOOL DISTRICT AND ITS EMPLOYEES ARE NOT ENTITLED TO UNEMPLOYMENT INSURANCE BENEFITS UNLESS THE SCHOOL DISTRICT OR A THIRD PARTY PROVIDES SUCH COVERAGE AND THAT THE COLLEGE DOES NOT PAY FOR OR OTHERWISE PROVIDE SUCH COVERAGE. THE SCHOOL DISTRICT SHALL HAVE NO AUTHORIZATION, EXPRESS OR IMPLIED, TO BIND THE COLLEGE TO ANY AGREEMENT, LIABILITY, OR UNDERSTANDING EXCEPT AS EXPRESSLY SET FORTH HEREIN.

8. Use of the Local Education Provider's Facilities and Faculty

- a. If College courses are taught at Local Education Provider's facilities, the Local Education Provider shall provide adequate classroom and furnishings to facilitate teaching of courses. The parties shall mutually agree upon days and times of the course offerings.
- b. The Local Education Provider shall provide all instructional supplies and equipment necessary to facilitate teaching of courses that take place at the Local Education Provider's facilities.
- c. College will approve development and classroom delivery of all course curriculums that occur at the Local Education Provider's facilities.
- d. In certain instances, faculty necessary to facilitate teaching of courses at the Local Education Provider's facilities shall be provided by and paid by the Local Education Provider. The College shall have the right to approve and reject faculty provided by the Local Education Provider. The Local Education Provider shall be responsible to ensure all faculty provided have adequate credentials to meet State standards and College academic standards.
- e. Faculty teaching a CTE college course must maintain a current Colorado postsecondary CTE credential.
- f. Faculty provided by the Local Education Provider shall be responsible for evaluating students and providing grades and other documentation to the College in accordance with regular College processes and deadlines.

9. Additional Provisions

- a. This Agreement will be governed by the laws of the State of Colorado. In the event of litigation, jurisdiction and venue will be in the County or District Court, County of _____, Colorado.
- b. This Agreement may be modified only in a writing signed by both parties hereto.
- c. This Agreement will commence on the ____ day of _____, 20__, and terminate on the ____ day of _____, 20__, a three-year agreement unless otherwise extended. In addition, either party may terminate the agreement on 30 days' written notice to the other party. However, if a notice to terminate is issued after the start of an academic term, then the Agreement will continue in effect until the conclusion of that academic term. The amendments to this agreement specifying the financial provisions will be updated annually or as tuition/fees change.
- d. This Agreement is intended as the complete integration of all understandings between the parties. No prior or contemporaneous addition, deletion, or other amendment hereto shall have any force or effect whatsoever, unless embodied in a written contract executed and approved pursuant to the State Fiscal Rules.

ADD SIGNATURE BLOCK

ROADMAP

THE

A Plan to Increase Educational Attainment in Washington

2013

About the Council

The Washington Student Achievement Council provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington.

Major functions:

- Developing a ten-year Roadmap for higher education, including recommendations for initiatives and resources needed to increase educational attainment.
- Improving student success by setting minimum college admission standards and identifying ways to help students better transition through all phases of education.
- Ensuring the quality of state financial aid programs and services that support educational access and affordability.
- Providing college savings opportunities through the Guaranteed Education Tuition (GET) program.
- Preparing underrepresented middle and high school students for postsecondary education through early outreach and success programs such as College Bound and GEAR UP.
- Protecting education consumers by authorizing out-of-state institutions to operate in Washington and monitoring program quality and finances.
- Representing the broad public interest above the interests of the individual institutions of higher education.

The nine-member Council consists of five citizens (including a current student) and one representative from each of the state's four major educational sectors:

1. Independent, nonprofit higher education institutions, appointed by the Independent Colleges of Washington.
2. Four-year institutions of higher education, appointed by the Council of Presidents.
3. Community and technical colleges, selected by the State Board of Community and Technical Colleges.
4. K-12 institutions, selected by the Superintendent of Public Instructions, in consultation with the State Board of Education and the Department of Early Learning.

Agency staff, led by Executive Director Gene Sharratt, support the work of the Council, performing assigned functions and managing student financial aid programs.

The Washington Student Achievement Council is pleased to share the state's ten-year Roadmap to increase educational attainment for Washingtonians.

The 2013 Roadmap provides a framework to advance the Council's vision to inspire and foster excellence in educational attainment. This purpose is echoed in our founding statute and demonstrated in the Council's work with strategic planning, oversight, and advocacy to improve educational outcomes for all students.

By working with our educational partners, students, and stakeholders, and through our research of best practices in other states, we have made great strides in developing a Roadmap to address the significant challenges facing our students, institutions, employers, and taxpayers.

- Too many Washingtonians—especially persons of color, individuals from low-income families, English Language Learners, and those with disabilities—do not participate in postsecondary education. As a result we rank low nationally in the percentage of Washingtonians enrolled in postsecondary education.
- Washington faces underlying access and capacity challenges as more students enroll in high-cost programs that prepare them for high-demand jobs.
- More than 30,000 eligible students are unable to receive the State Need Grant because the program is underfunded.
- Student loan debt has increased for students at our public and private institutions.

Nonetheless, Washington's current education system provides numerous strengths on which we will build to address these challenges.

- By the 2014-15 school year, there will be more than 10,000 enrollment slots available through the Early Childhood Education Assistance Program.
- The state is required by statute (RCW 28A.150.315) to provide all-day kindergarten for all Washington students enrolled in public schools by the 2017-18 school year.
- Our public K-12 schools serve more than 1 million students annually and employ more than 53,000 teachers.
- The State Need Grant, the College Bound Scholarship, and other state need-based programs have allowed thousands of Washingtonians to attend a postsecondary institution.
- Washington ranks first in the nation in the level of need-based student financial aid per enrolled undergraduate student.
- Our public and private non-profit baccalaureate institutions have student graduation rates that are among the highest in the nation.
- Each year, our community and technical colleges prepare nearly 500,000 Washingtonians with the skills and knowledge necessary for careers or further education at public and private baccalaureate institutions.
- We have more than 300 private career schools that provide training in a diverse array of fields to support employer and community needs for skilled workers.

The Roadmap's actions leverage Washington's significant strengths, amplify access to educational opportunities, and increase support for all students. The Roadmap will guide our work in the effort to meet two overarching goals:

a) All adults in Washington will have a high school diploma or equivalent.

b) At least 70 percent of Washington adults will have a postsecondary credential. Further, the 2013

Roadmap outlines twelve specific strategies to leverage and expand

on the work of the state's education agencies, institutions, and community partners. Implementation of the Roadmap will result in a more highly educated population for Washington's communities and economies.

Overarching goals:

a) All adults in Washington will have a high school diploma or equivalent.

b) At least 70 percent of Washington adults will have a postsecondary credential.

The Council also recognizes the existing efforts of the other state education agencies, including the Department of Early Learning, the Office of the Superintendent of Public Instruction, the State Board of Education, the Professional Educator Standards Board, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, the Education Research and Data Center, and numerous other organizations and stakeholders. These groups all share the same goal of increasing the educational attainment of Washingtonians.

Our state's leaders will help make improvements that are essential to our students. We are off to a good start—the 2013-15 operating budget reflects increased funding for postsecondary education and K-12 schools and also provide relief from tuition increases. However, we recognize that the realities of our economy, a growing population, and changing demographic patterns require new levels of collaboration, integration, focus, and investments.

Accomplishing these educational attainment goals is possible through dedicated and coordinated efforts. The Washington Student Achievement Council looks forward to providing collaborative leadership on this journey to providing every Washingtonian with a world-class education.

Sincerely,

Maud Daudon, Chair

Scott Brittain

Paul Francis

Karen Lee, Vice Chair

Marty Brown

Rai Nauman Mumatz

Ray Lawton, Secretary

Jeff Charbonneau

Dr. Susana Reyes

About this Report

Under RCW 28B.77.020, the Washington Student Achievement Council is charged with setting educational attainment goals to meet the needs of Washington's residents and its workforce, along with developing a Ten-year Roadmap to identify key strategies for meeting those goals. The Ten-Year Roadmap is complemented by a short-term Strategic Action Plan submitted in December of even-numbered years that makes budget and policy recommendations for implementing the strategies identified in the Roadmap.

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Executive Summary

The educational attainment of Washingtonians must increase—not only for the benefit of the individual but for the well-being of the state as a whole. Without substantive changes, Washington’s economy will not improve—nor will the quality of life for many Washingtonians. While other states are recovering from the recent recession, Washington continues to lag behind in that recovery. We must take action now to revitalize our state. The Washington Student Achievement Council believes that the most direct route to prosperity is through education. The Roadmap represents our first step on that journey.

Increasing educational attainment is vital to the well-being of Washingtonians and critical to the health of the state’s economy. Attainment increases when more students have access to early learning and pre-kindergarten programs and arrive at kindergarten ready to learn, go on to graduate from high school, and then earn a postsecondary credential. Attainment also increases when adults—many of whom have families and full-time employment—access postsecondary education to complete a credential to improve their career prospects.

We know that a well-educated population generates more tax revenue and requires fewer social services. Education opens doors to gainful employment, higher wages, increased job benefits, improved physical health, and increased civic engagement. Educated workers capable of competing for high-demand jobs in today’s global economy sustain existing employers and attract new businesses—directly contributing to the state’s economic growth and vitality.

Challenges

As we anticipate the future educational needs of our state, we cannot ignore the primary challenges confronting Washington’s citizenry and economy: the need to provide educational opportunities to an increasingly diverse population, while simultaneously responding to growing demand for a well-educated workforce in an ever-changing economy.

- **The demographic imperative.** The state’s changing demographics brings unique opportunities and challenges. Most of Washington’s future population growth is expected to come from groups that historically have been less likely to participate in and complete postsecondary programs. Subject to a lingering opportunity gap in our state, these groups are often collectively referred to as “underrepresented” in postsecondary education. Since 2000, Washington’s—and the nation’s—population growth has been almost entirely due to increases in underrepresented populations. For example, Washington’s Hispanic population has grown more than 70 percent since 2000.¹
- **The economic imperative.** Employers are expressing increasing concern over difficulties finding Washington employees with the necessary skills to fill critical job openings. By 2016, nearly three-fourths of available jobs will require at least a postsecondary credential.² However, only about 50 percent of the current adult population in Washington has completed a postsecondary certificate, apprenticeship, or degree.³ If this gap persists, companies will either have to import talent or export operations.⁴

Educational Attainment Goals

It is with a sense of urgency that the Washington Student Achievement Council, in collaboration with policymakers, educational partners, and stakeholders from across the state, offers this ten-year plan for increasing educational attainment. We begin this Roadmap with two state-level goals for 2023.

- **All adults in Washington will have a high school diploma or equivalent.**
- **At least 70 percent of Washington adults will have a postsecondary credential.**

Currently, only 89 percent of adults in Washington have a high school diploma or equivalent, and just less than 50 percent of these adults have a postsecondary credential.⁵ Increasing these numbers is a long-term endeavor. For instance, the impact of providing additional support and information to this year's incoming 9th graders will not be seen until they graduate from high school in 2018. It will be later still, beginning in 2019, when these same students have had time to earn at least a postsecondary certificate—and longer yet to earn a degree.

The Council will monitor progress toward the goals annually to evaluate their long-term impacts. The following will be used as baselines against which progress will be measured:

- Increase the number and percentage of Washingtonians completing a high school diploma or equivalent.
 - 2012 four-year high school graduation rate⁶: 77.2 percent
 - 2012 alternative high school diplomas, General Education Development, or equivalent: 15,261⁷
- Increase the percentage of the population enrolled in a postsecondary certificate, apprenticeship, or degree program.⁸
 - 2011 undergraduate participation rate^a: 17.7 percent
 - 2011 graduate participation rate^b: 5.5 percent
- Increase the number of postsecondary certificates, apprenticeships, and degrees awarded annually.⁹
 - 2012 certificates and apprenticeships^c: 15,669
 - 2012 associate degrees: 27,309
 - 2012 bachelor's degrees: 32,376
 - 2012 graduate and professional degrees: 12,155

Monitoring these metrics alone will not necessarily help reach the goals or meet the state's economic needs. Growth must correspond to the needs of the state so that students are prepared to participate in, and contribute to, the state's dynamic economy. To ensure alignment between postsecondary programs and the workplace the Council is committed to collaborating with other educational partners to conduct supplemental analyses to assess the needs of students, employers, and communities.

Strategies for Increasing Educational Attainment

While acknowledging the economic and demographic challenges, the Roadmap provides multiple strategies to address them successfully. Achieving the educational attainment goals by 2023 will require focused strategies around three primary objectives: Ensure Access, Enhance Learning, and Prepare for Future Challenges. The Council believes these goals for 2023 can be accomplished through twelve action steps. The actions are listed in order by priority within each of the three objectives.

^aNumber of undergraduate students enrolled at all public and private institutions in Washington divided by the population age 17-44 with less than a Bachelor's degree.

^bNumber of graduate students enrolled at all public and private institutions in Washington divided by the population age 25-44 with a Bachelor's degree or higher.

^cThis number includes long and short certificates. For short certificates, the student must have earned 45 or more college-level credits.

Ensure Access

- Ensure cost is not a barrier for low-income students.
- Make college affordable.
- Ensure all high school graduates are career and college ready.
- Streamline and expand dual credit and dual enrollment programs.
- Increase support for all current and prospective students.

Enhance Learning

- Align postsecondary programs with employment opportunities.
- Provide greater access to work-based learning opportunities.
- Encourage adults to earn a postsecondary credential.
- Leverage technology to improve student outcomes.

Prepare for Future Challenges

- Respond to student, employer, and community needs.
- Increase awareness of postsecondary opportunities.
- Help students and families save for postsecondary education.

With so much at stake, powerful change necessitates a commitment to strong partnerships. Successful implementation of the Roadmap actions will require widespread support, collaboration, and engagement. The Council recognizes that numerous policymakers, educational partners, and stakeholders from across the state are already actively working to increase the educational attainment of Washingtonians. The Roadmap actions are designed to build on existing best practices and expand promising initiatives currently under way.

Next Steps

The Council, our educational partners, and our state's leaders are determined to work toward a future of growth and prosperity. Widespread support, collaboration, and action are required to realize that vision. Increasing educational attainment is the shared goal that will drive our collective actions.

While each of the Roadmap actions is critical to increasing educational attainment, it is neither feasible nor practical to initiate all actions simultaneously.

The top 2013 Roadmap priority is to ensure cost is not a barrier for low-income students. To this end we will advocate for full funding of the College Bound Scholarship and the State Need Grant program. We will also move to develop a funding policy to better guide legislative appropriations to postsecondary institutions.

In addition, work on several priority initiatives is under way. As a result, we anticipate increases in the following:

- The number of career- and college-ready graduates.
- The number of returning adults seeking a postsecondary credential.
- Programs designed to meet student, employer, and community needs.
- Access to work-based learning opportunities.
- Awareness of postsecondary opportunities.

We will prioritize the remaining Roadmap actions during the development of the 2014 Strategic Action Plan, which will outline policy and funding needs for the 2015-17 biennium.

As a further demonstration of the Council's commitment, progress toward the educational attainment goals and the implementation of the actions outlined in this plan will be actively monitored and regularly reported. The Council will provide ongoing, real-time updates via the web and via regular reports to the Governor and the Legislature. In 2015, the Council will revisit the goals, objectives, and actions in this plan—in consultation with educational partners and stakeholders—making any necessary course corrections to ensure the Roadmap actions are increasing educational attainment for Washingtonians.

The state's 2013 Roadmap marks the beginning of a journey. This is not a static document, but rather a signal of the Council's commitment to our partners and the important work ahead.

Ensure Access



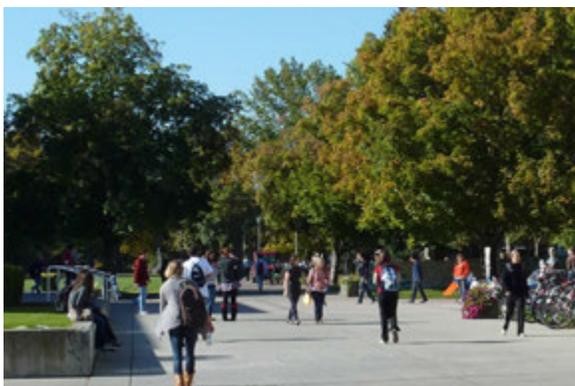
Ensure cost is not a barrier for low-income students.

Provide funding for all students eligible for the College Bound Scholarship in Fiscal Year 2014-15 and commit to full funding of all eligible State Need Grant students.



Make college affordable.

Identify and recommend a state funding policy for postsecondary education to guide legislative appropriations to public postsecondary education institutions and state financial aid programs as well as decisions about public postsecondary institution tuition.



Ensure all high school graduates are career and college ready.

Support implementation of the Common Core State Standards (CCSS) and the Smarter Balanced Assessment (SBAC), and identify effective strategies to reduce the need for pre-college level courses.



Streamline and expand dual-credit and dual-enrollment programs.

Streamline and expand dual-credit and dual-enrollment programs to create a statewide dual-credit system available to all high school students.



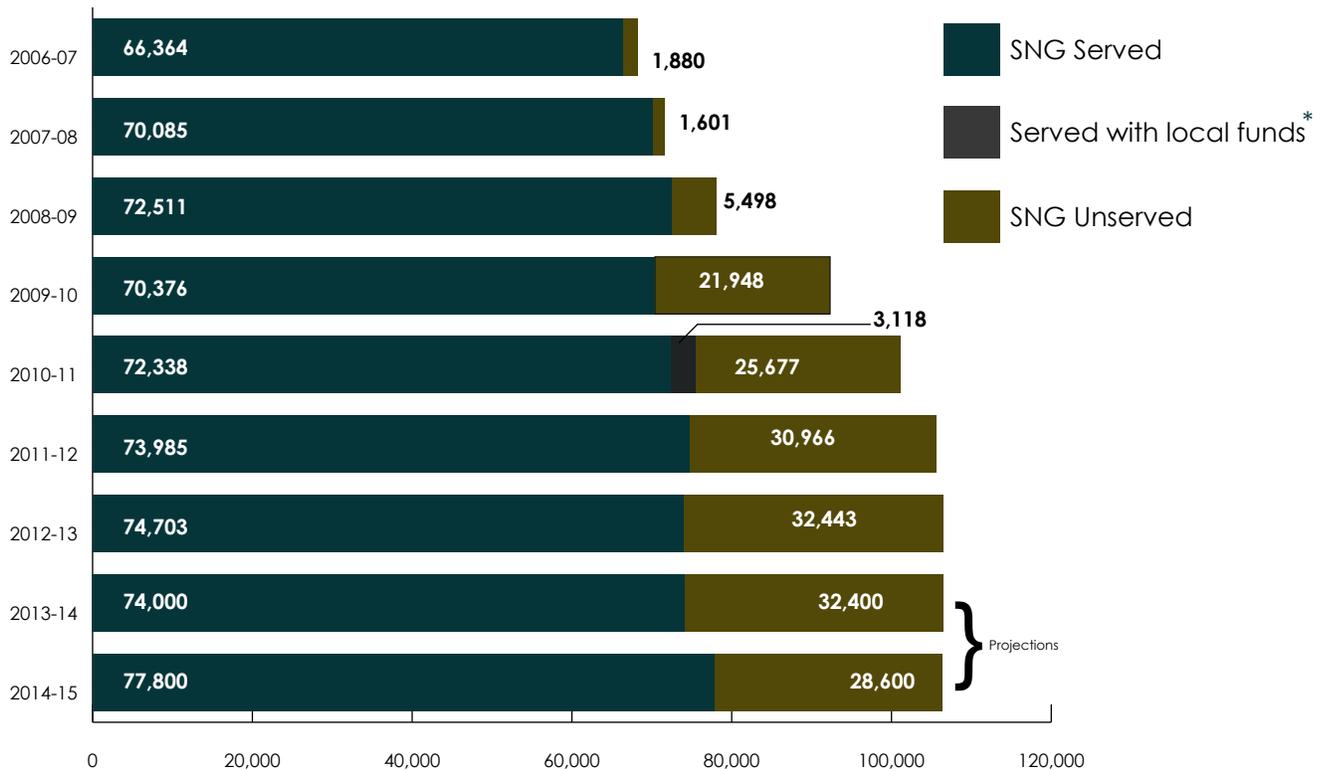
Increase support for all current and prospective students.

Provide increased support and resources to ensure the success of current and prospective students at all levels.

Ensure cost is not a barrier for low-income students

Since the recession began, unprecedented numbers of low-income students have enrolled in Washington's postsecondary institutions. Despite the Legislature's long-standing commitment to provide opportunities for these students—primarily through the State Need Grant (SNG) and College Bound Scholarship—state funding is no longer sufficient to meet demand. Since 2009-10 more than 30,000 eligible students have not received the SNG grant each year due to lack of funds.¹⁰ Similarly, legislative appropriations for the College Bound Scholarship will not fully fund all eligible students expected to enroll in fiscal Year 2014-15.

**State Need Grant Eligible Students
2006-07 through 2014-15**



* Public Institutions Only

Source: Washington Student Achievement Council State Need Grant Final Interim Report

While rising tuition affects all students, those from low-income families are the most vulnerable. They are less likely to enroll and more likely to drop out if they cannot pay for their expenses.¹¹ Some may choose to work more, which can have an adverse effect on their academic success. Some may borrow more, which impacts their long-term economic stability. Students who do receive annual State Need Grant funds persist, enroll full-time each term, and attend the entire academic year at higher rates than eligible students who do not receive the grant.¹²

ACTION: Provide funding for all students eligible for the College Bound Scholarship in Fiscal Year 2014-15 and commit to full funding of all eligible State Need Grant students.

The Council will advocate for sufficient financial aid to preserve access and opportunities for low-income students in Washington. Ensuring all eligible students receive this funding enables them to stay focused and complete their education in a timely manner. This issue is also a priority for the Governor in Results Washington.¹³

In light of the state's current economic situation, it is unlikely that adequate funding will be available for all eligible students in the short term. Therefore, the Council recommends the state's budget for fiscal year 2014-15 include:

- An additional \$12 million for the College Bound Scholarship to serve all eligible students. About 8,000 students are expected to be eligible for the scholarship in fiscal year 2014-2015.
- An additional \$16 million to fund an additional 3,800 State Need Grant students.^d

Expected Results

- The Legislature appropriates \$12 million to fully fund the College Bound Scholarship in fiscal year 2014-15.
- The Legislature appropriates \$16 million in fiscal year 2014-15 to fund an additional 3,800 State Need Grant students.
- Increases in the following:
 - The percentage of eligible students served by State Need Grant to 100 percent.
 - The postsecondary retention and graduation rates of low-income students.

^dThese estimates assume tuition and student demand do not increase and no changes are made to the State Need Grant program.

Make college affordable

Washington does not currently have a statutory postsecondary education funding policy. Without a specific goal or objective, the state's appropriations to public postsecondary institutions and financial aid programs are vulnerable to cuts when state revenue declines. The best example of this volatility came during the recent recession when state funding for the six public baccalaureate institutions was reduced by 40 percent,¹⁴ necessitating unprecedented tuition increases. At the same time, student demand for postsecondary education increased. These factors combined to strain the ability of the state's primary financial aid program—State Need Grant—to serve all eligible students. Since 2009-10 more than 30,000 eligible students have not received the grant each year due to lack of available funds.¹⁵

In 2013 the Legislature and the Governor recognized this problem, and for the first time in more than 25 years, froze resident undergraduate tuition at Washington's public four- and two-year postsecondary institutions. However, without additional state funds, this is not sustainable.

ACTION: Identify and recommend a state funding policy for postsecondary education to guide legislative appropriations to public postsecondary education institutions and state financial aid programs as well as decisions about public postsecondary institution tuition.

The Council will take the lead in developing a responsible, comprehensive policy that is predictable for individuals and families, maintains funding and flexibility for public postsecondary institutions, and clarifies the state's role in increasing the educational attainment of Washingtonians. Through a collaborative process involving legislators, postsecondary institutions, and other stakeholders, the Council will identify a funding policy to guide investments in postsecondary education during both lean and robust economic times.

A responsible policy does not focus only on increasing funds for postsecondary institutions, nor does it dictate business practices. Rather, the policy should encourage postsecondary institutions to continue implementing strategies to increase efficiencies and to develop innovative options for delivering instruction at a lower cost. A responsible policy will provide postsecondary institutions with the stability and predictability needed to manage their finances, eliminating the need for tuition to become the primary vehicle for balancing institutional budgets. The policy should also ensure that the cost of attendance is affordable for students and their families. Stabilizing funding for public postsecondary institutions and state financial aid programs will allow individuals and families to plan and save for postsecondary education without worrying about drastic increases in cost.

Expected Results

- The Council will develop and propose a funding policy to the Legislature and the Governor.
- The Legislature will adopt the policy.
- Appropriations will stabilize for public colleges and universities.
- Tuition will stabilize at public institutions.



Ensure all high school graduates are career and college ready

A gap exists between high school curriculum, graduation requirements, and the skills and knowledge required to succeed in postsecondary education. This gap results in too many recent high school graduates enrolling in pre-college level courses.¹⁶ Nearly three-fifths of students entering a community college after graduating from high school enroll in at least one pre-college level course. Students who start in pre-college level courses must take more courses to complete a degree, which requires more money and time.

This problem is further compounded by the inconsistent use of assessments to determine students' knowledge and abilities. The same score on the same placement exam may result in students at one institution being placed into pre-college level courses, while students at another institution are placed at college level. As the number of pre-college courses that students are required to take increases, the likelihood students will complete a credential decreases.¹⁷

ACTION: Support implementation of the Common Core State Standards and the Smarter Balanced Assessment, and identify effective strategies to reduce the need for pre-college level courses.

The Council will continue to play an active role in the implementation of Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium (SBAC). Working with key partners, the Council will identify programs and practices that increase students' skills and knowledge and ensure success. The Improving Student Learning at Scale Collaborative grant and the Core to College project are examples of current work towards the following objectives:

- The 11th grade SBAC assessment is used to inform students' 12th grade coursework.
 - Students with exceptional scores will be encouraged to enroll in dual-credit or other rigorous courses and receive exemptions from pre-college level coursework at all postsecondary institutions in Washington.
 - Students who do not meet the minimum scores will have access to transition courses during the 12th grade to help them achieve college and career readiness.
- Students who have been out of high school for a year or more and are planning to enroll in a postsecondary institution will have access to a variety of supports known to improve academic readiness and success. These may include:
 - Improved pre-test advising.
 - Using alternative measures of readiness.
 - Refresher courses prior to testing.
 - Assessments that diagnose specific needs.
 - Alternative methods for delivering pre-college content.

The Council will also continue to support improvements to preparation programs and to professional development for educators and administrators. Educators and administrators must have the necessary tools and training to close the opportunity gap by engaging families and communities in helping students meet higher standards and by providing high-quality advising.

In addition, the Council will collaborate with key partners to explore the feasibility of a competitive grant program designed to support implementation of CCSS and SBAC and that reduces the need for pre-college assessment.

Expected Results

- The 11th grade SBAC assessment will inform students' selection of courses in the 12th grade and eventual placement into college-level coursework at all postsecondary institutions.
- Reductions in the following:
 - The number of placement tests administered.
 - The need for pre-college coursework.
- Accelerated progress for students who do enroll in pre-college level courses at postsecondary institutions.



Streamline and expand dual-credit and dual-enrollment programs

Washington's high school students have a variety of options for earning postsecondary credit while enrolled in high school, but the differences between the options are confusing, and not all options are available to all high school students statewide. These programs, collectively referred to as dual-enrollment or dual-credit programs, are comparable in rigor to regular college-level courses and allow students the opportunity to earn and apply credits toward postsecondary degree requirements. One of the primary benefits of these programs is that they can significantly reduce the time required to complete a postsecondary degree.

Six major programs are available to Washington's high school students. Three programs—Running Start, College in the High School, and Tech Prep—are taught by postsecondary or K-12 faculty, with curriculum approved by a postsecondary institution. Students generally earn credit based on successful completion of course assignments and assessments. The remaining three programs are national or international models—Advanced Placement, International Baccalaureate, and Cambridge—and are taught by high school teachers. Credit is awarded upon completion of coursework and successful completion of a fee-based standardized assessment.

These programs have different application processes, fee structures, assessments, and approaches to applying credit toward postsecondary degree requirements. Additionally, despite recent increases in the number of programs and participating schools, these programs are not equally available to all students across the state.¹⁸ Lack of access may be due to geographic location, low student demand, cost to the students, or cost to the schools. The result is a confusing array of options and an uneven distribution of opportunities.



ACTION: Streamline and expand dual-credit and dual-enrollment programs to create a statewide dual-credit system available to all high school students.

The Council will convene a statewide workgroup to review existing programs and develop a coordinated and streamlined dual-enrollment/dual-credit system. This new coordinated system should meet the following criteria:

- Provide clear information about each option in ways that empower high school students to choose the option best suited to their goals and schedules.
- Provide low-cost options for high school students and their families.
- Ensure adequate funding for high schools and postsecondary institutions to maintain high-quality options.
- Increase the availability of all options to more high school students.
- Streamline processes for obtaining postsecondary credit.

Legislation may be recommended or required to develop a streamlined dual-enrollment/dual-credit system for all high school students.

Expected Results

- A statewide dual-enrollment/dual-credit system is available to all high school students.
- Increases in the following:
 - The availability of dual-credit programs in high schools.
 - The number of high school students accessing dual-credit programs, particularly the numbers of low-income students and non-white high school students.
 - The number of postsecondary credits earned while in high school.
- Reductions in the time students take to complete a postsecondary credential.



Increase support for all current and prospective students

All Washingtonians need access to education that prepares them to transition to elementary, middle, high school, postsecondary, career, and lifelong learning opportunities. Meeting that goal will require renewed focus, as these transition points are the weakest links in our education system and the times when students are at the highest risk of dropping out. Among the most critical transition points is the transition from high school to postsecondary education.

- Approximately 14 percent of 9th graders do not complete high school within four years. Underrepresented and low-income students drop out at rates of between 25 and 35 percent.¹⁹
- Only 65 percent of 2008-09 high school graduates continued on to postsecondary education within one year of graduation. Underrepresented and low-income graduates continued on at rates of between 47 and 51 percent.²⁰

The issue of access is especially acute within underrepresented populations. When individuals from traditionally underrepresented populations do enroll in postsecondary education, they do not always experience the same levels of success as other students. For instance, underrepresented students graduate from Washington's public and private four-year institutions at rates of between 54 and 60 percent, which is below the overall graduation rates of White and Asian students, who graduate at rates of 69 and 73 percent respectively.²¹

Numerous school and community-based programs provide information and services for students to ensure they have the necessary skills and resources to support them through educational transitions. However, these critical services are not equally available to all potential or current students. There are geographic, cultural, and economic disparities among students, and not all services are well suited to individuals from underrepresented populations or to returning adult students. Some individuals, such as students with disabilities, face unique challenges that require expanded and specialized services.



ACTION: Provide increased support and resources to ensure the success of current and prospective students at all levels.

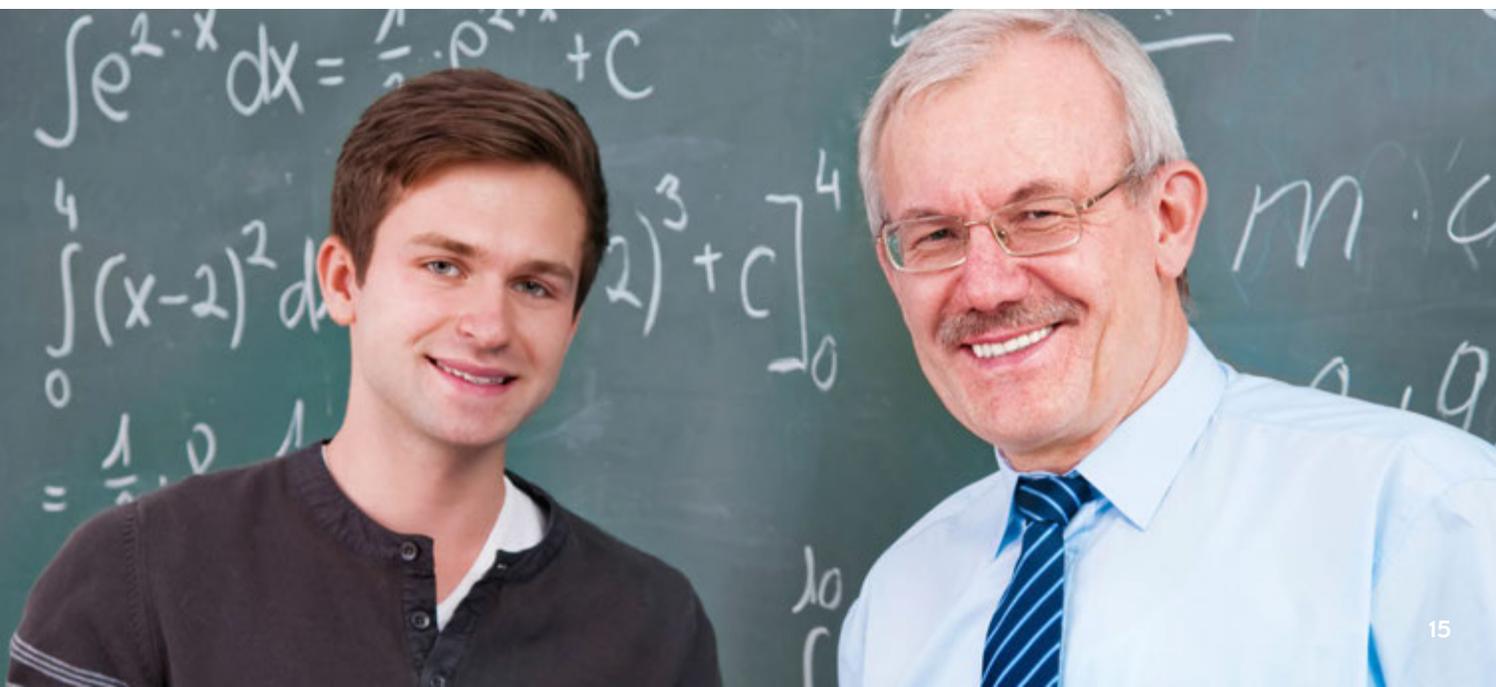
The Council will collaborate with educational and community partners to identify and promote strategies, including those listed below, to ensure all Washington students have access to services that support successful transitions.

- Effective High School and Beyond Plans for 8th graders.
- Graduation specialists for high school seniors.
- Mentoring and sponsorship programs for underrepresented and at-risk students such as foster youth, first-generation, people of color, or disabled students.
- More training for advisors, counselors, and mentors at all levels, and improved access to quality information about career requirements and postsecondary opportunities.
- Designated support staff at postsecondary institutions for underrepresented and at-risk students, such as foster youth, first-generation, people of color, or disabled students.
- An online postsecondary advising system to support students, parents, and advisors at all transition points.

The Council and partners will identify successful in-state strategies, along with best practices from other states. In addition, the Council and others will evaluate effective funding models that are independent of state or institutional funding.

Expected Results

- Improved access to student support by increasing the numbers of counseling, advising, and mentoring resources at all levels, including middle school, high school, and postsecondary institutions.
- Increases in the following:
 - Training and resources for counselors, advisors, and mentors at all levels.
 - The percentage of high school graduates who enroll in postsecondary education or training.
 - The sharing of effective student support strategies among postsecondary institutions.



Enhance Learning



Align postsecondary programs with employment opportunities.

Improve coordination of existing employer feedback mechanisms to postsecondary institutions, and encourage innovative approaches to close existing workforce skill gaps in Washington's dynamic economy.



Provide greater access to work-based learning opportunities.

Increase investments in the State Work Study program and create an online clearinghouse of all work-based learning opportunities.



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Encourage adults to earn a postsecondary credential.

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Provide tailored information regarding continuing education and provide support to adults, especially those with some postsecondary credits but no credential.

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Leverage technology to improve student outcomes.

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Create a statewide educational technology consortium to enhance student learning.

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Align postsecondary programs with employment opportunities

Employers are expressing increasing concern over difficulties finding Washington residents with the skills necessary to fill select types of job openings, particularly in the fields of science, technology, engineering, math, and healthcare.²² Though Washington's postsecondary institutions are awarding increasing numbers of degrees in many of these areas, the increases are not coming quickly enough to meet employers' needs.²³ If the gaps between workforce skills and employer needs persist, Washington's economic development may be hindered by companies relocating all or part of their operations to other states or countries where qualified employees are available. Employers also report difficulty finding applicants with critical skills such as written and oral communication, critical thinking and analytical reasoning, complex problem solving and analysis, and teamwork—skills all employees need to be successful in the workplace regardless of their position or career path.²⁴

Washington currently lacks a coordinated mechanism for collecting employers' input on the alignment of postsecondary education with workforce and skill needs and conveying that information to postsecondary institutions. While a number of resources are currently available to provide information on employer needs, most are not clearly linked to education and training programs, making it difficult to provide actionable information to postsecondary institutions.

ACTION: Improve coordination of existing employer feedback mechanisms to postsecondary institutions, and encourage innovative approaches to close existing workforce skill gaps in Washington's dynamic economy.



The Council will convene a statewide workgroup to review existing employer feedback mechanisms in an effort to better align these resources. This will ensure postsecondary institutions have the information needed to respond proactively to employer and workforce skill needs. The workgroup—composed of a broad coalition of public and private institutions, employers, agencies, and other stakeholders—will do the following:

- Recommend ways to align and enhance existing employer feedback mechanisms to ensure they can be used by all Washington postsecondary institutions—public, private, two-year, and four-year—to respond to employer needs.
- Recommend innovative approaches for responding to employer and workforce skill needs.
- Recommend ways postsecondary institutions should account for how they respond to employer needs.
- Develop a competitive grant program to encourage institutions to develop innovative, low-cost approaches to providing students with the foundational intellectual and career skills that employers seek and students need to be competitive and successful in the workplace.

Expected Results

- Increases in the following:
 - Postsecondary institutions' responsiveness to employer feedback.
 - Employer satisfaction with postsecondary graduates entering the workforce.
- Reductions in the gap between the numbers of qualified Washington residents and the number of jobs unfilled.



Provide greater access to work-based learning opportunities

Work-based learning is a highly effective way for students to apply classroom learning to real work environments and refine the skills they will need to succeed after graduation. Yet, opportunities for students to participate in work-based learning and other contextualized learning experiences are limited and often difficult for students to identify.

Two primary factors are responsible for the current limitations. First, funding for the State Work Study (SWS) program is at an all-time low.²⁵ The program was funded at \$22 million annually at its peak, but is currently only funded at \$8 million annually. This program helps undergraduate and graduate students earn money for postsecondary education while gaining work experience in jobs related to their academic and career goals. However, during the recession, budget cuts resulted in the program dropping from a long-standing record of serving 1 in 12 needy students to serving only 1 in 30.²⁶

A second factor is the lack of a centralized mechanism for efficiently matching students with employers offering work-based learning opportunities (e.g., State Work Study, internships). Experience in the workplace increases students' career readiness and employability. At the same time, employers benefit from reduced costs and access to well-educated and motivated employees who help them operate more productively and profitably. The Council will work with the Legislature and others to secure reinvestments in the SWS program to increase

ACTION: Increase investments in the State Work Study program and create an online clearinghouse of all work-based learning opportunities.

the numbers of students who obtain relevant work experience while completing a postsecondary credential. Additional funding for SWS will enable more students to gain that experience and will provide employers with a larger and better-qualified pool of employees.

The Council will also collaborate with the Workforce Training and Education Coordinating Board, Washington STEM, Campus Compact, educational partners, and others to explore the feasibility of developing an online clearinghouse of work-based learning opportunities, including SWS jobs, internships, and other types of opportunities. This resource will facilitate the efficient matching of students with employers and increase the number of students who are better prepared for the workforce.

Expected Results

- Increases in the following:
 - The number of students with relevant work experience upon completion of a postsecondary credential.
 - The number of students employed within 12 months of completing a credential.
 - The number of employers participating in the State Work Study program.
 - The number of employers providing experiential learning opportunities, such as internships.
- Reductions in the number of students borrowing and the amounts borrowed to pay for tuition, books, other educational expenses, and living expenses.





Encourage adults to earn a postsecondary credential

In Washington, more than 450,000 adults between the ages of 17 and 54 have completed some postsecondary education but have not completed a certificate or degree. Many of these same adults also do not earn a living wage.²⁷ For a variety of reasons, these individuals did not finish the degree or certificate programs they started and are no longer enrolled. Some may only have completed a few postsecondary courses while others may be very close to completing a credential that could lead to a higher-paying job.

Adults returning to postsecondary education have needs that differ from the needs of younger, more traditional students. Yet at the same time, they are not a uniform group. They come from varied life experiences and face a range of barriers that may include unemployment, underemployment, family obligations, health issues, and prior negative experiences in the educational system. Adults are also more likely to attend postsecondary institutions part-time while working full-time, a challenging circumstance that has been shown to be a risk factor for academic success.²⁸ However, because they have some postsecondary experience—yet make less than a living wage—these adults have the most to gain from completing a postsecondary credential. With the proper support and guidance, many of these adults could realize their potential and improve their quality of life, while making greater contributions to Washington's economy.

ACTION: Provide tailored information regarding continuing education and provide support to adults, especially those with some postsecondary credits but no credential.

The Council will collaborate with key public and private partners to identify and support strategies that address the unique circumstances of adults, particularly those with some postsecondary education but no credential. These adults need targeted information and support to help them re-enroll in postsecondary education, followed by specialized support services to ensure they successfully complete a credential. Effective types of strategies for reaching and serving returning adults include the following:²⁹

- Targeted messaging to provide information and encouragement to returning adult students.
- Individualized advising and career-planning guidance during the postsecondary enrollment process, including assistance with completing enrollment and financial aid applications, transferring of credits from other postsecondary institutions, and awarding credit for prior learning that may have occurred on the job or in the military.
- Data tools and best practices for contacting, advising, and counseling adult students.

Expected Results

- Reductions in the number of low-income adults who have earned some credits but have not completed a postsecondary credential.
- Increases in the following:
 - The number of adults in Washington with a postsecondary credential.
 - The number of adults earning a living wage.

Leverage technology to improve student outcomes

Limited state-level coordination, collaboration, or planning for the use of technology in teaching and learning at Washington's preschools, K-12 schools, and postsecondary institutions impairs the state's ability to realize technology's full educational potential. While some schools and postsecondary institutions participate in regional or national efforts, there is no unifying entity that facilitates and coordinates efforts across all educational levels, including public schools, private schools, and postsecondary institutions. Washington is known as a technological innovation hub, yet technology is not used consistently for the benefit of all students.

The fundamental responsibility of educators is to focus on student learning and students' educational experiences—technology can enhance these experiences if implemented effectively. Moreover, students across the educational spectrum need exposure to technology in order to thrive. Schools, postsecondary institutions, and state agencies realize this and are making strong efforts to optimize the educational use of technology. However, lack of statewide coordination increases the likelihood of duplicated efforts and missed opportunities to share best practices or leverage buying power. This diminishes technology's value as a tool for increasing educational attainment.

ACTION: Create a statewide educational technology consortium to enhance student learning.

The Council will convene an educational technology consortium comprised of public- and private-sector educators, librarians, administrators, and instructional technology specialists, with representation from early learning, K-12, postsecondary institutions, employers, and other partners. The Council will charge the consortium with developing a plan for leveraging technology in ways that enhance student learning and improve learning outcomes grounded in the principles outlined by the Technology Roadmap Workgroup.⁹ The consortium's plan should include strategies for addressing or accomplishing the following:

- Increasing the use of technology to deliver workplace-based programs, share open educational resources, and capitalize on the work of other regional and national efforts.
- Identifying opportunities to share information through websites, conferences, and other venues.
- Providing access to training opportunities for educators, facilitating professional learning communities, and mentoring.
- Developing a voluntary compact to enhance purchasing options by leveraging buying power and securing statewide licensing for educational materials and technologies.
- Establishing competitive grant and award programs to encourage innovation, the adoption of educational technology at all levels and in all sectors, and the identification of effective practices.

Expected Results

- The consortium submits a plan for leveraging technology to the Council.

⁹See page 3 of the *Ten-Year Roadmap Policy Options Report: Capturing the Potential of Technology*, available at www.wsac.wa.gov/Roadmap



Summary of

Prepare for Future Challenges



Respond to student, employer, and community needs.

Align system-wide programmatic, physical, and technological capacity with student, employer, and community needs.



Increase awareness of postsecondary opportunities.

Ensure all Washingtonians have access to a coordinated one-stop shop for information about postsecondary education opportunities and career requirements, as well as assistance with completing applications for enrollment and financial aid.



Help students and families save for postsecondary education.

Develop a savings incentive program model.



Respond to student, employer, and community needs

Successful implementation of the Roadmap strategies will lead to increased efficiencies as more students transition from one level to the next. A growing population and improved college-going and retention rates will increase enrollments and require an expansion of capacity through new facilities, technology, and programs. Capacity demands can be partly alleviated through increased use of dual-credit coursework, competency-based assessment, and targeted coursework during 12th grade. Additional options to improve efficiency and effectiveness within existing resources should be considered before new resources are added. Meeting the state's goals and responding to student, employer, and community needs will require increased flexibility and responsiveness from all of Washington's postsecondary institutions as well as adequate state support.

ACTION: Align system-wide programmatic, physical, and technological capacity with student, employer, and community needs.

The Council will collaborate with partner agencies and postsecondary institutions to develop a process for assessing institutional capacity in response to student, employer, and community needs. The process will be consistent with the Council's statutory responsibility relative to system design,³⁰ and the assessment will include the following components:

- A forecasting model to assess the comparative impacts of the 2013 Roadmap strategies on student demand.
- A process to assess the postsecondary education needs of students, employers, and communities.
- An assessment of public and private institutions' programmatic, physical, and technological capacity to provide lifelong educational opportunities for all Washingtonians.
- Identification of best practices for improving effectiveness and efficiency within existing resources.
- A comprehensive assessment of the state's overall return on investment in postsecondary education.

The Council will also support the elimination of duplicative or inefficient state regulatory requirements so that institutions can remain focused on core educational and academic functions.

Expected Results

- Increases in the following:
 - The programmatic, physical, technological, and financial capacity of postsecondary institutions.
 - Responsiveness to changes in student and employer needs.
 - The state's return on investment in postsecondary institutions.



Increase awareness of postsecondary opportunities

Individuals who are first-generation college students or who are from low-income families struggle the most in finding timely, relevant, and accurate information about postsecondary education opportunities and career requirements.^{31, 32} Appropriate resources for other individuals like veterans, adults new to postsecondary education, adults returning to postsecondary education, English Language Learners, or students with disabilities can also be particularly difficult to find. Individuals lacking in financial literacy struggle to develop a plan that would enable them to pay for postsecondary education. For many of these individuals, completing an application for admission or financial aid can be daunting. Current and potential students who do not have adequate information about academic preparation, postsecondary education and training costs, financial aid options, or how to complete the necessary applications are less likely to attempt, persist, and complete a postsecondary education.^{33, 34}

Unlike other states such as Illinois and Texas, Washington does not have a unified access point for authoritative and comprehensive information about postsecondary education opportunities and career requirements. While many programs and websites provide information, content varies in thoroughness and relevance, and some individuals may lack the ability or experience to determine accuracy and reliability. In addition, in-person support services to help prospective students find information and complete applications are not available in all regions of the state or to all individuals who may benefit from them.

ACTION: Ensure all Washingtonians have access to a coordinated one-stop shop for information about postsecondary education opportunities and career requirements, as well as assistance with completing applications for enrollment and financial aid.



The Council will collaborate with a variety of education and community partners to increase coordination of information about postsecondary education and training. The Ready, Set, Grad website—the state's new comprehensive website for information about Washington's public and private postsecondary education opportunities, access, and funding—will be continually updated and refined. The site will be inclusive and supportive of all students, regardless of socioeconomic or cultural background. Related content will also be communicated via social media and online platforms to ensure information is easily accessed by target audiences. Ready, Set, Grad will also be equipped with the functionality to translate the site content into more than 60 languages by mid-2014.

The Council will also launch a collaborative statewide campaign to help current and prospective students complete admissions and financial aid applications. Early awareness programs for students—beginning no later than the 5th grade—will be explored during the development of this campaign.

Expected Results

- The Ready, Set, Grad website becomes a coordinated, comprehensive website for information about postsecondary education opportunities, access, and funding.
- Improved availability and quality of information about postsecondary education opportunities and career requirements.
- More students—particularly those who are first-generation college students, from low-income families, or who are from historically underrepresented groups—are able to successfully navigate postsecondary education using timely and accurate information.



Help students and families save for postsecondary education

Many Washington students and families cannot save enough money to cover postsecondary educational expenses, nor do they see the benefit of a savings plan. Since the 2000-01 academic year, tuition growth has averaged 8.5 percent annually across all public institutions. At the same time, the inflation rate has averaged only 2.4 percent annually and per capita personal income has increased only 4.3 percent annually on average.³⁵ Although 153,000 families or individuals have opened prepaid tuition plans through the Guaranteed Education Tuition (GET) program, many Washington families still face challenges when saving for postsecondary education. In fact, middle-income families can now only afford to pay approximately 27 percent of postsecondary education expenses, down from 37 percent just three years ago.³⁶ Since most of Washington's financial aid programs serve students from low-income families, middle-income families without savings face a considerable financial burden.

Several states have developed savings incentive programs using their 529 plans as a vehicle while others have incentive or matching programs independent of their 529 plans.³⁷ The incentives, match rates, and eligibility criteria vary by state and program.

ACTION: Develop a savings incentive program model.

The Council will collaborate with key stakeholders to evaluate the role of savings and develop a savings model for all Washington students and families. The model should include incentives that encourage students and families to save for postsecondary education. Regular savings, even in small amounts, add up over time. Children and teenagers with their own college savings accounts are more likely to enroll in postsecondary education, and even low-income families will save if provided an incentive.³⁸

Expected Results

- Increases in the following:
 - The percentage of incoming freshmen who have individual or family savings available to cover the cost of postsecondary education.
 - The postsecondary participation rates of high school graduates.



Looking Ahead

During the next two years, the Council will engage in a variety of activities to ensure the 2013 Roadmap is put into action.

Implementing the State's Roadmap

Implementation of the Roadmap is under way. The Council has already requested funding for the State Need Grant and the College Bound Scholarship for FY 2015 to meet the financial needs of low-income students. The Council – along with our many partners—is also currently engaged in efforts that support the implementation of the following action items: ensure all high school graduates are career and college ready; encourage adults to earn a postsecondary credential; respond to student, employer, and community needs; provide greater access to work-based learning opportunities; encourage adults to earn a postsecondary credential; and increase awareness of postsecondary opportunities. In early 2014, the Council will begin leading an effort to develop a state funding policy for postsecondary education to help make postsecondary education affordable. The remaining Roadmap actions will be prioritized during the development of the 2014 Strategic Action Plan, which will also outline policy and funding needs for the 2015-17 biennium.

Monitoring Progress

The Council is committed to monitoring progress towards the educational attainment goals and to tracking the implementation of each action item. The educational attainment goals—all adults in Washington will have a high school diploma or equivalent and at least 70 percent of Washington adults will have a postsecondary credential by the year 2023—will be assessed annually using the following metrics:

- The number and percentage of adults in Washington completing a high school diploma or equivalent.
- The percentage of the adult population enrolled in a postsecondary certificate, apprenticeship, or degree program.
- The number of postsecondary certificates, apprenticeships, and degrees awarded annually.

For the twelve action items, the Council will collaborate with the appropriate partners to develop implementation plans and identify progress measures. To assess the improvement of participation and success for underrepresented groups, the Council will disaggregate data to the greatest extent possible. A website will be established to provide ongoing, real-time updates. The Council will also submit written progress reports to the Legislature.

Updating the State's Roadmap

Beginning in early 2015, the Council will revisit the goals, objectives, and actions in this Roadmap report, making necessary adjustments in response to changing circumstances. As part of that update, the Council will consider the needs of Washingtonians not addressed directly by the twelve actions in the state's 2013 Roadmap—particularly adults without high school diplomas and adults with limited English-speaking abilities. The state's 2015 Roadmap will be submitted to the Governor and the Legislature no later than December 1, 2015.

Conclusion

The state's ten-year Roadmap outlines actions necessary to achieve two goals for increasing educational attainment of Washingtonians by 2023:

- a) All adults in Washington will have a high school diploma or equivalent.**
- b) At least 70 percent of Washington adults will have a postsecondary credential.**

These goals are based on the shared belief that increasing educational attainment is critical to the well-being of all Washingtonians and to maintaining and improving the state's economy. The state's Roadmap is the first step toward achieving these goals. Real success will require determination, innovative thinking, and ongoing support from a wide range of partners and stakeholders. The Washington Student Achievement Council is committed to working with policymakers, all sectors of the educational community, businesses, community organizations, and other stakeholders to increase educational attainment in the state. The Council is confident that this is the right time and the right place to achieve these goals—and that these goals can be accomplished by working together.

Two goals for increasing educational attainment of Washingtonians by 2023:

a) All adults in Washington will have a high school diploma or equivalent.

b) At least 70 percent of Washington adults will have a postsecondary credential.



Appendix

Developing the 2013 Roadmap

The Washington Student Achievement Council is required by statute (RCW 28B.77.020) to develop “a ten-year plan that serves as a roadmap.” In developing the plan, the Council is required to collaborate with education agencies, institutions from all education sectors, stakeholders, and the legislature. The plan is due to the Governor and the Legislature by December 1 of odd-numbered years.

In January 2013, the Council began developing the Roadmap by enlisting the help of a consultant to conduct a listening tour through ten Washington communities: Bellingham, Cheney, Ellensburg, Olympia, Pullman, Richland, Seattle, Spokane, Vancouver, and Walla Walla. A broad cross-section of educational stakeholders was invited to attend. As part of this process, the Council engaged in rich conversations with educators, education administrators, students, education advocates, legislators, and community leaders from around the state.

At the same time, the Council established nine workgroups to address the five challenge areas outlined in “Critical Crossroads: A Call for Action,” the 2012 Strategic Action Plan.:

1. Readiness
2. Affordability
3. Institutional Capacity and Student Success
4. Capturing the Potential of Technology
5. Stable and Accountable Funding

The workgroups were comprised of Washington Student Achievement Council members, Council staff, and a wide range of stakeholders and policymakers. Each group provided the Council with a background paper describing the key issues. After these issue briefings were presented to the Council, the workgroups then developed policy options for the Council to consider as 2013 Roadmap actions. The workgroup recommendations formed the foundation for the strategies in the 2013 Roadmap. To review the issue briefs and policy options, please visit <http://www.wsac.wa.gov/Roadmap>.

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