

Concurrent Enrollment Expansion and Innovation Grant

Applications Due: Monday, April 18, 2022, by 11:59 pm

Part IA: Lead Applicant Information

Parts IA-IC will be completed using the online application form. The system does not save works in progress so applicants may wish to complete the information in Parts IA-IC and then copy and paste responses into the online application.

Submit all application materials through the [online application form](#).

Lead Applicant Information			
Applicant Name:	STEM School Highland Ranch/Douglas County School District Charter	Applicant Code:	0900
Mailing Address:	8773 Ridgeline Blvd., Highlands Ranch, CO 80129		
Funding Requested for 2022-2023 Program Year:	\$50,000		
Type of Applicant			
Check box below that best describes your organization or authorizer.			
<input type="checkbox"/> School District <input type="checkbox"/> BOCES <input checked="" type="checkbox"/> District Charter <input type="checkbox"/> CSI Charter <input type="checkbox"/> Institution of Higher Education			
Region			
Indicate region of Colorado this program will most directly impact.			
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Authorized Representative Information			
Name:	Laura Gorman	Title:	Grant & ESSA Coordinator
Telephone:	720-433-1257	E-mail:	Laura.Gorman@dcsdk12.org
Program Contact Information			
Name:	Amelia Reinkensmeyer	Title:	Post Graduate Assistant
Telephone:	303-683-7836	E-mail:	amelia.reinkensmeyer@stemk12.org
Fiscal Manager Information			
Name:	Star Ake/ Laura Gorman		
Telephone:	303-683-7836/720-433-1257	E-mail:	stark.ake@stemk12.org Laura.Gorman@dcsdk12.org

Part III: Applicant Participation Information

A.	1. Provide the following information for your qualified high school students (grades 9-12) who participated in the Concurrent Enrollment Program during the preceding five school years (2017-2018 through 2021-2022).	2. Indicate the number of qualified students who applied for Concurrent Enrollment in each of the preceding five school years but were denied.											
Total number of participating students.		Total number of qualified students who applied for Concurrent Enrollment but were denied.											
2017-2018	130	Grand Total of Participating Students 1363	2017-2018		Grand Total of Denied Students								
2018-2019	287		2018-2019										
2019-2020	281		2019-2020										
2020-2021	339		2020-2021										
2021-2022	326		2021-2022										
B1. Below, indicate the number of participating students you reported in A that are classified in the following student groups:													
School Year	Male	Female	Free and Reduced Lunch Eligible	American Indian or Alaska Native	Asian	Black or African American	White	Native Hawaiian or Other Pacific Islander	Hispanic or Latino	Two or more races	Qualify for an IEP or 504 Plan	Identified as an English Learner	Identified as Gifted and Talented
17-18	66	64	9	1	30	0	68	0	23	8	43	3	67
18-19	215	72	19	0	39	2	206	1	28	11	52	8	79
19-20	202	79	18	1	37	3	188	1	31	20	66	12	85
20-21	234	105	22	1	40	1	228	2	47	24	73	15	97
21-22	221	105	21	1	51	4	247	1	36	19	68	14	100
B2. Below, indicate the number of denied students you reported in A that are classified in the following student groups:													
School Year	Male	Female	Free and Reduced Lunch Eligible	American Indian or Alaska Native	Asian	Black or African American	White	Native Hawaiian or Other Pacific Islander	Hispanic or Latino	Two or more races	Qualify for an IEP or 504 Plan	Identified as an English Learner	Identified as Gifted and Talented
17-18													
18-19													
19-20													
20-21													
21-22													
C. List the types of postsecondary courses (academic and CTE) in which participating students that you reported in A were enrolled.													
<input type="checkbox"/> Courses that are part of an approved CTE program xgtPathway courses <input type="checkbox"/> Courses that are part of an AA/AS <input type="checkbox"/> Courses that are part of a Degree with Designation or other statewide articulation agreement											x Other – Describe: Click here to enter text. General Associate’s degree coursework. See attached list.		
D. Total number of postsecondary credit hours that were earned:											13,175		

E.	Were the total number of postsecondary credits earned (as reported in D) generally transferable (>75%) to IHEs throughout Colorado?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
F.	List the reasons for denial into the Concurrent Enrollment program, as reported above in A. Click here to enter text.	

Part IV: Application Template and Evaluation Rubric

Part I: Application Introduction [Not Scored]

Applicant and Partnership Information and Assurances

Complete applicant, partnership, and recipient school information, program assurances, and participation information and include as the first pages of the application.

Part II: Narrative and Budget [58 Points]

The following criteria will be used by reviewers to evaluate the questions listed on pages 13-15. For the application to be recommended for funding, it must receive at least 38 points out of the 58 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded. Please use the template below. Response boxes will expand as you type. The application narrative (Sections A-C) may not exceed eight pages, including the template. The Budget Workbook does not count towards the page limit.

Application meets the definition of a Partnership as one or more participating LEPs and one or more participating IHEs.	Yes X	No <input type="checkbox"/>
Priority Points	Yes	No
Current/Prior Concurrent Enrollment Grant Recipient (School-Level Recipient)	-5	0

Section A: Partnership Description		
Application meets the definition of a Partnership as one or more participating LEPs and one or more participating IHEs.	Yes X	No <input type="checkbox"/>
Describe the financial terms of the cooperative agreement between the LEP(s) and the IHE(s). <i>Must be complete and included in application to be considered for funding.</i>	Included X	Not Included <input type="checkbox"/>
<p>STEM School Highlands Ranch and Arapahoe Community College have partnered to provide Concurrent Enrollment (CE) for the last eight school years having served a total of 1,363 students participating in the program. STEM's current enrollment at the high school level is 519 students and we have 326 students taking at least one CE course which is just over 60% of our student population. We'd like to grow this to at least 75% of our students having this opportunity.</p> <p>STEM and ACC work together for CE courses held at STEM and those held at the ACC campus by closely coordinating enrollment and support for students. STEM has added CE qualified teaching staff each year in order to expand the CE program courses that are held at STEM. We have concurrent enrollment courses offered on the STEM campus through the English, Business, Computer Science and Engineering Departments (see CE enrollment course list attachment). Additionally, we work in tandem with ACC to coordinate students attending CE courses at all three ACC campuses. According to the students and their parents who were surveyed, the program has been extremely successful, as it eases the students' transition into college and may reduce the financial burden on families as their students have already completed coursework toward a degree before graduating from High School.</p> <p>In the future, STEM wants to expand our program to ensure it enables free and reduced lunch students who may not be able to afford the books, fees and/or transportation in order to participate both on the STEM campus and off-campus at ACC. Additionally, STEM would like to increase the number of CE courses we can offer on our campus to include math, geography, history and government courses by ensuring we have certified CE teachers. In order to spread awareness of CE, we'd like to work with the IHE (Arapahoe Community College) to provide information sessions about CE as well as do advertising specific to CE. Finally, to support students, STEM would like to add a part-time resource position to focus on CE. This additional resource will provide more time to spend with students and parents in planning how students can take advantage of CE classes to get a head start in college.</p> <p>The LEP, STEM School Highlands Ranch (STEM), pays Arapahoe Community College, the IHE, \$153.35 per course credit per class taken. In return, LEP is reimbursed at 105% of the amount paid to IHE. The additional 5% is used to support increased salaries for CE teachers at STEM and to help fund the Post Graduate Assistant position.</p>		

Memorandum of Understanding attached.		
Describe the present amount of counseling provided to students and their parents/legal guardians concerning the costs and benefits of Concurrent Enrollment and the transferability of credits obtained through Concurrent Enrollment. If appropriate, describe how counseling services may change if awarded this grant. <i>Must be complete and included in application to be considered for funding.</i>	Included	Not Included
	X	<input type="checkbox"/>
<p>STEM counselors provide information sessions to high students when they register for courses which highlight the benefits of taking concurrent enrollment courses. In addition, they individually meet with each student during the semester to talk about planning for the following semester and deciding which courses to take. Another STEM staff member, the Post Graduate Assistant, is available to work part-time with students on concurrent enrollment questions and plans.</p> <p>If awarded this grant, counselors can assure students who receive free and reduced lunch that they will not need to pay for books, fees or transportation. Additionally, students will be advised that they can take classes during the summer and STEM will cover the cost of books and fees. Some of the funds will be used for a part-time concurrent enrollment resource position. That person will be able to assist students and parents with understanding the benefits of concurrent enrollment.</p>		
Provide details on how the LEP and IHE partners publicize the availability of Concurrent Enrollment to students and parents/legal guardians. Describe how publicity of Concurrent Enrollment opportunities may change if awarded this grant. <i>Must be complete and included in application to be considered for funding.</i>	Included	Not Included
	X	<input type="checkbox"/>
<p>The LEP (STEM) and IHE (Arapahoe Community College) instructors will plan to work together on at least one joint presentation per semester to inform parents and students about all of the opportunities being offered. With the pandemic, the number of presentations for this purpose have been reduced. For that reason, the LEP will have posters about concurrent enrollment made to put in key spots in the hallway for students to view to increase awareness of concurrent enrollment opportunities. With our advertising we could focus on community outreach, emphasizing concurrent enrollment including school based websites such as Niche. We would plan to do bulk mailings to all high schoolers in the county to make them aware of our concurrent enrollment program. In addition, we would use our current communication channels such as the weekly newsletter, videos that are sent to media outlets and social media to expand awareness of our concurrent enrollment program.</p>		

Scoring Definitions

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response

Met All Criteria with High Quality - clear, concise, and well thought out response

Section B: Needs Assessment and Program Description	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	Total
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<p>1) Provide a response to either a or b.</p> <p>a. Applicant either does not already provide Concurrent Enrollment or concurrently enrolls few qualified students (less than 10%) at the time of application. Provide 2020-2021 total enrollment numbers of qualified students for grades 9-12, and 2020-2021 total Concurrent Enrollment numbers. Describe current barriers to enrollment. If applicable, describe plan to ensure that course work related to apprenticeship programs and internship programs is eligible to receive transferable postsecondary course credits.</p>	<p>0 (offers CE to significant number of qualified students, little description of barriers)</p>	<p>5</p>	<p>10</p>	<p>15 (does not currently offer CE and provides thorough assessment of barriers)</p>	
<p>OR</p> <p>b. Describe applicant’s demonstrated success in providing concurrent enrollment to a large percentage of the total qualified students enrolled by applicant and the innovations being sought for implementation to expand the number of qualified students concurrently enrolled. If applicable, describe plan to ensure that course work related to apprenticeship programs and internship programs is eligible to receive transferable postsecondary course credits.</p>	<p>0 (does not currently offer CE)</p>	<p>5</p>	<p>10</p>	<p>15 (offers CE to significant percentage of qualified students and provides thorough description of current programming)</p>	
<p>STEM is responding to b. Since STEM offers CE classes on campus starting in 9th grade, we’ve been able to provide CE to over 60% of our high school students. As our students become juniors and seniors, they tend to take more advanced CE classes at the IHE. With the award, students will be able to have assistance with books, fees and transportation to take classes in the summer. We could also address the needs of students who receive free and reduced lunch who may not elect to enroll in CE classes because of those expenses. With additional program funds, students would no longer need to worry about the cost of books, fees or transportation. Many of the CE courses are qualified as guaranteed transfer courses. We inform our students that guaranteed transfer courses are an important way to start earning college credit while in high school, especially if they plan to attend a public university in Colorado since they all accept guarantee transfer courses. Additionally, we encourage students to think about how the CE courses they take can apply to an Associate’s degree at the IHE.</p> <p>We are currently participating in the ILOP (Innovation Learning Opportunities Pilot Program) which will allow a larger number of our students to complete internships and apprenticeships through concurrent enrollment. Our students who are working toward Associates degrees through concurrent enrollment, with an award, STEM could assist with the cost of books, equipment or transportation needs for their internships or apprenticeships.</p>					
<p>2) Describe applicant’s need for financial support to expand Concurrent Enrollment, including need that may arise as a result of a higher-than-anticipated participation rate.</p>	<p>0</p>	<p>3</p>	<p>5</p>	<p>8</p>	
<p>At STEM, we offer a number of concurrent enrollment courses in partnership with ACC. Additional financial support would enable us to assist a few more teachers to earn a graduate degree in History, Government, Geography or Math so that they can be certified to teach concurrent enrollment courses on-campus at STEM, thus providing more options to our current students or accommodating additional students as we expand the program.</p> <p>We would like to ensure that all students have equal access to taking concurrent enrollment classes. Additional funds would remove the barrier for our free and reduced lunch students who struggle to pay for books, fees and transportation</p>					

to participate in concurrent enrollment. If STEM could cover these costs for students, this would remove this barrier and increase the number of students participating.

We have many requests from students to take summer concurrent enrollment classes; however, STEM cannot pay for course credits so these students cannot participate in summer courses unless the student or their parents can cover the cost. Additional funds to offset books, fees and transportation would help students by allowing them to take courses in the summer when they may have more time without high school classes and other activities that demand time during the school year.

Additional funds will enable STEM to hire a part-time resource person whose responsibilities will be focused solely on concurrent enrollment. This will provide students and parents with another contact to meet with for planning, enrollment and post-secondary counseling.

<p>3) Describe how the LEP/IHE partnership plans to effectively use the grant money to expand the number of qualified students concurrently enrolled in postsecondary courses, which may include:</p> <ul style="list-style-type: none"> ● Assisting one or more teachers with the cost of obtaining a graduate degree in a specific subject so that the teacher may be certified to teach a postsecondary course at a high school (include the number of teachers and their content area); ● Removing barriers to concurrent enrollment for qualified students, which may include paying the costs of books, supplies, fees, or transportation; ● Sharing data between the members of the partnership, which may include purchasing technology software and equipment to assist in the student enrollment process; ● Providing services, support, and coordination resources for concurrent enrollment for any or all members of the partnership; using technological strategies; ● Using technological strategies or partnering with the statewide supplemental online and blended learning programs; ● Aligned advising activities between K-12 and higher education; ● Professional learning /training activities that provide best practices for expansion of concurrent enrollment opportunities; ● Expanding summer Concurrent Enrollment opportunities; ● Supporting high school Concurrent Enrollment teachers to teach concurrent enrollment courses across school districts 	0	5	10	15	
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STEM will offer assistance to teachers and students using all eight of the allowable activities which include the following:

1. We will focus on assisting at least two teachers in earning a graduate degree in a specific subject to obtain their degrees in History, Government, Geography and Math so that they can qualify to teach concurrent enrollment classes on-campus at STEM. Based on University of Colorado in-state graduate school cost of \$388 per credit and many classes being 3 credits, the cost per course is \$1,164. The \$15,000. would support up to 12 graduate classes for teachers.
2. We want to remove all barriers for our student population who participate in the free and reduced lunch program. This would include covering the cost of books, fees and transportation so that they can afford to enroll in concurrent enrollment classes. Based on 50% of students who qualify for free and reduced lunch, 18 students in total, taking concurrent enrollment courses, an award of \$12,000 would make \$667 available for each student to pay for books, fees and/or transportation.

3. Purchasing dedicated computer equipment to facilitate the enrollment process through the IHE would help STEM to streamline the current enrollment process. Three additional laptops would be helpful to run the concurrent enrollment program.
4. A part-time resource position to support concurrent enrollment would enable STEM to have a dedicated resource to run the concurrent enrollment program. An additional person would enable students to have more time to talk about concurrent enrollment courses and plan how they might fit into their college plans. An award of \$12,000 would support paying a contractor \$15 per hour for 20 hours a week during the school year to support the concurrent enrollment program.
5. STEM could alleviate some expenses for students taking on-line concurrent enrollment classes by paying for books and fees. With a \$3,000 award, STEM could cover fees associated with summer enrollment, such as the fixed fees of \$24.45 for registration and health, as well as books which are estimated at \$100 per class.
6. We can use \$1,000 of funding for advertising joint concurrent workshops for incoming and current students entering high school to ensure they are aware of concurrent enrollment opportunities.
7. The funding of \$2,000 can pay for course registration fees for STEM's on-campus concurrent enrollment teachers who want to take continuing education or certification courses offered by the IHE.
8. STEM can use funding of \$3,000 to assist with books, fees and transportation for those students taking concurrent enrollment courses in the summer. The fixed fees for registration and health of \$24.45 could be covered, along with books which are estimated at \$100. per class and/or transportation costs such as a RTD student monthly bus pass for \$34.20.
9. With upcoming replication and expansion of STEM, we anticipate STEM will be moving into additional school districts and these funds would support planning for how Concurrent Enrollment teachers can teach courses across school districts. The award of \$1,000 would help pay for substitutes so that Concurrent Enrollment teachers can attend planning sessions

4) Describe how proposed programming and use of grant funding will increase the participation of low-income, first-generation, and/or other traditionally under-represented qualified students in Concurrent Enrollment. Please support your response with data.	0	3	5	8	
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We believe we could increase the participation of under-represented qualified students in Concurrent Enrollment if we could cover the additional costs of the program including books, other fees and transportation. STEM currently only covers the cost of course credits. Removing these additional costs from students and their families would mean that they could participate without concerns as to how to pay for these additional costs. We have an annual free and reduced student percentage rate of about 6%. Moving forward, we'd like to make sure that costs associated with taking CE are not a barrier for those students. We are aware of one case in our student population this semester where a student delayed getting a book due to lack of ability to pay for almost two months in the class, and consequently fell behind in her studies. Once she was able to get the book, she was able to make up the work and improve her grade.

Total:	/46
Reviewer Comments:	

Section C: Budget Narrative and Electronic Budget Workbook	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	Total
1) In narrative format, provide an explanation that summarizes the proposed uses of grant funds by budget category or proposed program strategies. Explanations should make clear what components from the proposed programming will be paid for by grant funds.	0	2	4	6	

Be sure that all items in the <i>Grant Budget Detail</i> worksheet of the file are mentioned somewhere in this narrative to ensure they are all justified uses of funds.					
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STEM is requesting \$15,000. for Professional Services so that additional teachers can get a graduate degree and be qualified to teach CE courses. Based on UCD in-state graduate cost of \$388./credit and classes being 3 credits the cost per course is \$1,164. The \$15,000. would support up to 12 graduate classes for teachers.

STEM is requesting \$13,000. for Salaries to cover a part-time CE Assistant and payment for substitutes for planning meetings. \$12,000. of this request would support paying a contractor \$15./hour for 20 hours a week during the school year to support the concurrent enrollment program. \$1,000. would be used to pay substitutes so teachers can participate in cross district planning sessions.

STEM is requesting \$2,000. for Training to use to pay registration fees for concurrent enrollment teachers to attend specific training on teaching concurrent enrollment. STEM currently has 7 qualified concurrent enrollment teachers.

STEM is requesting a total of \$16,000. for Supplies to be used to assist students who qualify for free and reduced lunch, to support students taking on-line courses and to help those students taking summer classes. \$12,000. of this amount would be used for free and reduced lunch students. Based on 50% of students who qualify for free and reduced lunch (22 students in total) taking concurrent enrollment courses, \$545. will be available per student to pay for books (\$100./course), fees (fixed of \$24.45 per semester plus other fees) and/or transportation (\$34.20 RTD student monthly bus pass) based on \$12,000. worth of funding. \$1,000. of this amount would be dedicated to support students taking on-line concurrent enrollment courses by paying fees (fixed fees of \$24.45) and books (estimated to average \$100./course). The remaining \$3,000. will be used to support students taking concurrent enrollment courses in the summer by paying for fixed fees (registration plus health fee, totaling \$24.45), for books (\$100./course) and transportation (\$34.20 RTD student monthly bus pass).

STEM is requesting \$3,000. for Non-Capital Equipment to purchase 3 new laptops (the cost of a mid-range Dell laptop is \$979).

STEM is requesting \$1,000. for Other Purchased Services in order to advertise concurrent enrollment through print and social media.

2) In addition to the narrative response above, complete the Budget Workbook that lists costs of proposed expenses that are reasonable, necessary, and are calculated to show how the amounts are determined.					
Examples: Item Description and Cost Calculation	0	2	4	6	
<ul style="list-style-type: none"> (Salaries) .xx FTE for [role or title] at \$xxxxx per [hour or month or year] times [x per hours or months or year] (Supplies) – workbooks for [program/curriculum/activity] at \$xx per workbook for xx number of students 					

					Total:	/12
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Reviewer Comments:

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STEM School Highlands Ranch

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CE Courses Report

Print field name only
Total Records: 31

courseName	courseNumber
*CE EIC 102 Electrical Print R	STEMHS2133
*CE ELT 252 – Motors and Contr	STEMHS2128
*CE ELT 254 –Industrial Wiring	STEMHS2129
*CE ELT 255 – Fluid Power	STEMHS2130
*CE ELT 258 – Programmable Log	STEMHS2131
*CE-ACC 121 Account Princ I	STEMHS124S1
*CE-AEC 110 Arch Design/Model	STEMHS2120
*CE-AEC 206 Applied Struct Ana	STEMHS2119
*CE-BUS 115 Intro to Business	STEMHS128
*CE-CAD 255 Solidworks/Mech	STEMHS2125
*CE-CAD 262 3D Print Manufact	STEMHS2126
*CE-CIS 220 Fund. of UNIX	STEMHS1028
*CE-CNG 121 Comp Tech I:A+	STEMHS1010
*CE-CNG 122 Comp Tech II:A+	STEMHS1011
*CE-CNG 124 Net. I: Net+	STEMHS1012
*CE-CNG 125 Net. II: Net+	STEMHS1013
*CE-EGT 105 Blueprint Reading	STEMHS2127
*CE-ELT 106: Fund of DC/AC	STEMHS2121
*CE-ELT 267-Intro to Robotics	STEMHS2132
*CE-ENG 121 English Comp I	STEMHS0116
*CE-ENG 122 English Comp II	STEMHS0117
*CE-ENG 131 Technical Writing	STEMHS0130
*CE-ENP 105 Intro to Entrepren	STEMHS1213
*CE-LIT 115 Intro Literature	STEMHS0118
*CE-LIT 202 World Lit post1600	STEMHS0119
*CE-MAR 216 Principles of Mark	STEMHS1212
*CE-MAT 201-Calculus I	STEMHS0219
*CE-MAT 202 Calculus II	STEMHS0220
*CE-MAT 204 Calc III/Engin	STEMHS0221
*CE-MAT 255 Linear Algebra	STEMHS0223
*CE-MAT 261 Differ Equations	STEMHS0224

All Records