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 (2018-2019 through 2022-2023).			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.**		
2018-2019	**287**	**Grand Total of Participating Students**	2018-2019	**0**	**Grand Total of Denied Students**
2019-2020	**281**		2019-2020	**0**	
2020-2021	**339**		2020-2021	**0**	
2021-2022	**326**	**1456**	2021-2022	**0**	**0**
2022-2023	**223**		2022-2023	**0**	

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
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
22-23	149	74	2	3	38	2	121	0	32	27	37	11	74

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
18-19													
19-20													
20-21													
21-22													
22-23													

C.	List the types of postsecondary courses (academic and CTE) in which **participating** students that you reported in A were enrolled.	
	☐ Courses that are part of an approved CTE program ☒ gtPathway courses ☒ Courses that are part of an AA/AS ☒ Courses that are part of a Degree with Designation or other statewide articulation agreement	☐ Other – Describe: Click here to enter text.
D.	Total number of postsecondary credit hours that were earned:	2893
E.	Were the total number of postsecondary credits earned (as reported in D) generally transferable (>75%) to IHEs throughout Colorado?	Yes ☒ No ☐
F.	List the reasons for denial into the Concurrent Enrollment program, as reported above in A.	
	NA	

Part IV: Application Narrative Template and Evaluation Rubric

Parts I-III: Application Introduction [Not Scored]
Applicant and Partnership Information, Assurances, and Participation Information

Part IV: Narrative and Budget [58 Points]
The following criteria will be used by reviewers to evaluate the application. 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 to present your responses. 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.

Section A: Partnership Description

Describe the financial terms of the cooperative agreement between the LEP(s) and the IHE(s). *Must be complete and included in application to be considered for funding.*	Included	Not Included
	☒	☐

STEM School Highlands Ranch (LEP) and Arapahoe Community College (IHE) have partnered over the past nine years to offer concurrent enrollment courses to the student body. The classes are offered to our high school population of 448, of which 223 are enrolled in a CE course, representing 50% of our high school student population.

The LEP, STEM School Highlands Ranch, pays Arapahoe Community College, the IHE, $156.40 per course credit. In return, STEM is reimbursed at 105% of the amount paid to the IHE. The additional 5% is used to support increased salaries for CE teachers and to help fund the Career Discovery position.

Students and parents have appreciated STEM's programming through its partnership with ACC. ACC offers pathways to associate degrees and bachelor transfer programs supporting students' long-term school and career goals. The concurrent enrollment program allows students to focus on their long-term goals minimizing overall costs.

STEM continues to coordinate concurrent enrollment activities with Arapahoe Community College, including registration, advisement, and student support. We project adding CE qualified teaching staff to STEM in the following year, continuing to expand the CE program and providing more opportunities for all high school students. Expanding the STEM CE faculty and course offerings increases chances for our first- and second-year students who may need more time before attending a college campus. We currently offer courses in the English, Business, Computer Science, and Engineering departments and intend to expand the selection within each program in the fall of 2023 and moving forward.

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. *Must be complete and included in application to be considered for funding.*	Included	Not Included
	☒	☐

STEM high school counselors provide information to students during scheduling meetings throughout the school year, sharing information on concurrent enrollment and the program's benefits. The career discovery coordinator meets with students and parents to review the concurrent enrollment program, including course selection, program pathways, degree options, and long-term planning.

If awarded the grant, we would continue to support the salary allocated to the career discovery position. This position has allowed our students and parents to meet individually with the coordinator to discuss concurrent enrollment options, long-term academic planning, and finding solutions through coursework to support career goals. The grant

would allow counseling to continue to provide more in-depth resources for our students.

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. *Must be complete and included in application to be considered for funding.*	Included	Not Included
	☒	☐

The LEP and IHE will focus on working together on parent/ student concurrent enrollment sessions moving from one joint session to a minimum of two throughout the school year. During the session, we will have materials for our students and parents regarding the benefits of concurrent enrollment. This year we successfully increased our mailings, garnering interest from students within the community. The grant will allow STEM to increase outreach by focusing on multiple mailings throughout the county during the school year. In addition, we will create excitement within STEM through posters, student spotlights, and current communication channels such as weekly newsletters, video presentations, and media outlets.

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 Not with 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
1) **Provide a response to either a or b.** a. Applicant either does not already provide Concurrent Enrollment (CE) or concurrently enrolls few qualified students (less than 10%) at the time of application. Provide 2022-2023 total Concurrent Enrollment numbers and 2022-2023 total enrollment numbers of students for grades 9-12, as evidence of your CE enrollment rate. 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.	0 (offers CE to significant number of qualified students, little description of barriers)	5	10	15 (does not currently offer CE and provides thorough assessment of barriers)	
OR 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.	0 (does not currently offer CE)	5	10	15 (offers CE to significant percentage of qualified students and provides thorough description of current programming)	
2022-2023 Total Enrollment for Grades 9-12: 448		**2022-2023 CE Enrollment for Grades 9-12:**		223	

In response to B above, STEM has successfully provided concurrent opportunities to half our high school student population. As awareness grows about the CE program, we aim to increase our student participation to 65% of eligible students. The grant will allow us to increase publicity of the program to our 8th-grade population within our community by hosting concurrent enrollment events. In addition, we will continue to emphasize the benefits to our current eligible population through events, mailings, established communication channels, website updates, student

success stories, and individual student/ parent meetings.

Our partnership with ACC permits us to provide students with opportunities to choose various academic paths to support their long-term goals. Several ACC programs require an internship as part of the course curriculum. STEM currently participates in the ILOP (Innovation Learning Opportunities Pilot Program), allowing students to earn high school credit and retain full-time status while interning. STEM will coordinate with ACC to identify opportunities aligned with ACCs internship program requirements. The emphasis on concurrent enrollment and the ILOP will align with the State of Colorado's focus on work-based learning.

As our junior and senior students' progress through ACC's academic pathways, they will need to complete coursework onsite at an ACC location or online. STEM's at ACC student population will incur additional transportation and student fees costs. Grant funding would allow us to support students in paying for the extra fees and transportation costs for attending onsite or online, avoiding disruption in learning and removing any financial barriers. Providing a financial resource would also include our free and reduced lunch student population.

Long-term academic planning and the benefits of the concurrent enrollment program are essential to our student body. The career discovery coordinator will continue providing information and discussion surrounding a student's long-term goals, whether attending a 4-year college or completing an associate's or certificate. The concurrent enrollment program will set students up for success on their chosen pathway.

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.	0	3	5	8	

Dedicating resources, tools, and staff for our concurrent enrollment programs requires additional costs. Our administrative team, including faculty, counseling staff, registrar, and career discovery coordinator, are charged with supporting our concurrent enrollment students. Time and additional costs are required to ensure a successful growing program.

At STEM, we offer courses in English, Business, Computer Science, and Engineering. We aim to expand STEM classes to support student concurrent enrollment goals. Over the Fall and Spring semesters 22/23 school year, we offered a total of 22 unique courses during the year. We project offering 32 unique classes, expanding course options, and increasing our student population in on-campus enrollment. The course expansion will require additional dedication from the STEM team and resources to ensure a successful CE program. Additional funds allocated to our career discovery staff will alleviate some of the increased costs. The increase in student and parent communication would be directed to the coordinator to provide a more seamless concurrent enrollment process.

As mentioned, our students will incur additional fees and costs (non-tuition related) for attending onsite at ACC or through an online modality during the school year. The grant would alleviate some of the additional costs incurred by students and parents, removing barriers and creating a more appealing program. Also, we have students interested in accelerating their ACC program completion by taking summer courses. The grant would also allow us to help our summer students with fees and costs incurred (exclusive of tuition). Financially supporting students will contribute to their academic goals and completion of degrees/ certificates within the students' desired timeframe.

3) Describe (**in detail**) 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: • 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	0	5	10	15	

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				

During the 23/24 school year, STEM will grow the number of offered CE courses at STEM and increase CE faculty from three to six. The increase in unique classes and faculty will support our students by providing CE courses that align with student goals. With the increased growth in courses and faculty, our student CE population will grow, aligning with CDE's goal of higher rates of students completing postsecondary education and creating a workforce-ready population. To that extent, STEM would utilize grant funding to support the following:

1. STEM will focus on alleviating some of our students' concurrent enrollment financial barriers. We would cover a portion of the student fees, books, and transportation for students participating in courses onsite/ online at ACC of $175.85 per student on an annual basis. Based on averages, we estimate approximately 100 students will be offsite per semester, equating to $18,000. (Current student fees include instructor, registration, student activity, capital bond, and health and wellness fees).

2. To remove barriers for our summer students, STEM could allocate funds for transportation fees, student fees, and books for a maximum of $143.25 per student. We estimate 15 summer enrolled students equating to $2,150.

3. We would fund additional advertising expenses to increase concurrent enrollment awareness within the school and the local community. The fees would include direct mail pieces, posters, postage, video segments, website support, and additional advertising costs. We anticipate overall costs to be $4840 for a full year of advertising expenses.

4. A concurrent enrollment resource position would be dedicated to overseeing the concurrent enrollment program. Students and parents would have a designated team member to understand and be educated on the many concurrent enrollment opportunities through our IHE. An award of $12,000 would support paying a part-time contractor $15/ hour for 20 hours per week over 40 weeks during the school year.

5. To continue to enhance learning within our concurrent enrollment courses, we would purchase subscriptions totaling $8,975. We believe subscriptions to the following programming would supplement our student learning: Amatrol, Adobe Photoshop and Cybersecurity certificate programming.

6. The grant would provide classroom supplies, text books and software to utilize in the classroom, enhancing STEM CE course learning. We will add ten courses over the next school year and three new CE teachers. We want to ensure a robust and engaging learning experience for our students. The classroom cost to support our growth in courses and teachers is $4,035.

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 (current %s by student group and anticipated %s).**	0	3	5	8

We will attract increased enrollment from traditionally under-represented qualified students through an elevated

awareness of our concurrent enrollment program, highlighting the benefits of no tuition costs and time saved during high school. In addition, by lowering potential financial barriers, students who typically cannot access college coursework will have the opportunity during their high school years. Currently, our CE population is representative of our total high school population. As we increase the number of students in the CE program, we will continue to grow the percentage of under-represented qualified students.

Based on the federal designation of each student, our concurrent enrollment representation is the same as our overall high school class population. We currently have the following designation for all high school students (the first value represents the total high school population, and the 2nd value represents the CE population):

- Hispanic 14% / 14%
- American Indian/ Alaskan Native 1% / 1%
- Asian 16% / 17%
- Black 1% / .8%
- White 57% / 54%
- Two or More races 11% / 12%

As previously mentioned, we can support CE growth by accessing grant funding. We will work toward reducing financial barriers by reimbursing student costs, including student fees and books. In addition, we will continue to increase CE awareness through advertising, having dedicated staff, and expanding course availability at STEM.

| | | Section B Total: | /46 |

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. Be sure that all items in the *Grant Budget Detail* worksheet of the file are mentioned somewhere in this narrative to ensure they are all justified uses of funds.	0	2	4	6	

1. STEM is requesting $18,000 to put toward student fees/ supplies for those students enrolling in courses at ACC. Typically our students will enroll in three to twelve credits at ACC per semester. We have used an average of 9 credits to evaluate overall costs.

    The student fees* consist of the following (per semester):
    - Instructor fees (average) $36
    - Registration fee $15
    - Student activity fee $40 (based on the rate of 4.40 per credit hour for 9 credits)
    - Bond fee is $75 (based on the rate of $8.35 for 9 credit hours)
    - Health and wellness fee $9.85

    The total for one semester for a student completing nine credits is $175.85.
    *Fees are based on 22/23 rates and averages. Instructor fees can vary.

    Based on an average of 100 students per semester and the cost of $175.85, we are requesting $20,000. The amount will vary by student; however, for those students completing coursework at ACC for a full year, the grant would supplement student costs reducing the out-of-pocket expense by approximately 50%.

2. STEM is requesting $2,150 to support our students requesting to complete summer courses. The amount will assist with supplies, transportation, and student fees. The current monthly RTD pass rate is $34.20 for students.

Using the same costs as the semester fees and averaging one 3-credit course, the summer student fees (based on the 22/23 school year) are as follows:

- Instructor fees (average) $12
- Registration fee $15
- Student activity fee $13 (based on rate of 4.40 per credit hour for 3 credits)
- Bond fee $25 (based on rate of $8.35 for 3 credit hours)
- Health and wellness fee $9.85.

The total for one 3-credit summer course is estimated at $74.85.

Based on 15 students utilizing RTD for two months ($68.40) and the student fees, the cost is estimated at $143.25; we are requesting $2,150.

*Fees are based on 22/23 rates and averages. Instructor fees can vary.

3. STEM is requesting $4,840 for advertising expenses to grow the CE program. Our goal is to increase CE awareness within the school and the local community. Advertising costs include direct mail pieces, posters, postage, video segments, website support, and additional advertising expenses. $4,840 is based on current year spending.

4. STEM requests $12,000 for a designated team member to support concurrent enrollment activities and as a primary resource for parents and students. Students and parents would have a designated team member to understand and be educated on the many concurrent enrollment opportunities through our IHE. An award of $12,000 would support paying a part-time contractor $15/ hour for 800 hours during the school year.

5. STEM requests $8,975 to support our CE programming by purchasing subscriptions to content to enhance student learning. Specifically, we are requesting Amatrol ($1,025), Adobe Photoshop ($2,045) and Cybersecurity support ($5,500). We believe by purchasing the subscriptions students in our CE courses will have access to additional tools to enhance their learning.

6. STEM is requesting $4,035 for additional classroom supplies to utilize in the classroom, enhancing STEM CE course learning. The ENP 1005, Introduction to Entrepreneurship, requires textbook costs ($100/ student) and instructor resources ($250). STEM would use the grant to purchase textbooks for student use during the school year and instructor online access. Based on an average of 25 students, the estimated total cost for the year is $2,750. We will allocate $1,285 to cover student and faculty course resources for the expansion of STEM CE classes. As mentioned, we are increasing class offerings from 22 to 32 courses during the school year.

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** • (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	0	2	4	6	
				Section C Total:	**/12**

Application Scoring

CDE Use Only

Parts I-III:	**Application Introduction**			Not Scored
Part IV:	**Narrative**			
	Section A:	Partnership Description		
	Section B:	Needs Assessment and Program Description		/46
	Section C:	Budget Narrative and Budget Workbook		/12

Subtotal:	/58
Priority Points:	
Total:	**/58**

Application meets the definition of a Partnership as one or more participating LEPs and one or more participating IHEs.	**Yes**		**No**
	☐		☐
Priority Points	**Yes**	**No**	**Total**
Current/Prior Concurrent Enrollment Grant Recipient (School-Level Recipient)	-5	0	

GENERAL COMMENTS: Indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

RECOMMENDATION: Funded _____   Funded with Changes _____   Not Funded _____

Attachment A: End of Year Reporting

Each local education provider that receives a grant through the program will be required to report, at a minimum, the following information to the Department on or before June 30, 2025.
- The manner in which the grant recipient used the grant money received;
- The number and demographics of the qualified students concurrently enrolled in postsecondary courses in the school years before, during and after the grant recipient received the grant;

- The number of teachers who received a credential using assistance received from a grant;
- The types of postsecondary courses, including career and technical education courses and any course work related to apprenticeship programs and internship programs, in which qualified students enrolled in the school years before, during and after the grant recipient received the grant;
- The number and transferability of the postsecondary credits earned through concurrent enrollment in the school years before, during and after the grant recipient received the grant; and
- The number of students who participated in concurrent enrollment who completed an associate degree or a certificate from a postsecondary career and technical education program, in total and disaggregated by student group.

An end-of-year reporting template will be available on or before February 1 CDE's CEEI grantees webpage.