



COLORADO
RURAL EDUCATION
COLLABORATIVE

Concurrent Enrollment Project Report

EXECUTIVE SUMMARY

Colorado State University-Global Campus (CSU-Global), the Santa Fe Trail BOCES (SFT BOCES) and its six districts, Otero Junior College (OJC), Generation Schools Network (GSN), and Battelle for Kids (BFK) partnered together as an effort of the Colorado Rural Education Collaborative (CREC) in 2015 to address the critical need for teacher credentialing to support concurrent enrollment in southeastern Colorado and retain teachers in the profession.

The effort was funded by a \$210,000 Title II Improving Teacher Quality grant opportunity released by the Colorado Department of Higher Education. The six SFT BOCES district high schools, Cheraw, La Junta, Las Animas, Rocky Ford, Swink, and Wiley, had been offering 82 concurrent enrollment courses annually with a pass rate of 98% across SFT BOCES. All schools were struggling to recruit and retain teachers.

Santa Fe Trail BOCES districts are, on average, 30 minutes apart from one another and 75 miles from Denver. The student population pre-school through 12th grade is just over 4,200 with a free and reduced lunch rate of 72% and a minority population rate of 59%¹.

Due to the changes in the policy set out by the Colorado Department of Education to align concurrent enrollment credentialing requirements with the Higher Learning Commission originally set to take effect January 2015, the districts in the SFT BOCES were expected to see their concurrent enrollment offerings drop by 50%, with some districts dropping as much as 83%. Additionally, they were concerned about the impact this would have on teacher recruitment and retention.

To maintain and increase the number of concurrent enrollment-qualified teachers among the high schools in the Santa Fe Trail BOCES who would also be adjunct professors at Otero Junior College, the group began work in 2015 to execute on a three-part strategy that held promise for future scaling across rural districts:

1. Creating an efficiency around concurrent enrollment credentialing for rural schools across the state through piloting two coursework approaches (self-paced, competency-based education and instructor-led course offerings),
2. Eliminating barriers to credential acquisition by providing scholarships to rural teachers, and
3. Creating scheduling efficiencies across the high schools in the BOCES to share resources in a way that would increase course offerings.

The expected outcomes of the project included increasing the number of credentialed teachers by 50% and increasing the offerings of concurrent enrollment courses taught in the SFT BOCES districts by 50%. Partners were keen to observe the impact this project would have not only on ensuring rural students had access to college coursework, but also on helping to keep rural teachers in the profession.

¹ Statistics provided by Santa Fe Trail BOCES, 2017.

ADDRESSING CREDENTIALING NEEDS FOR TEACHING DUAL ENROLLMENT COURSEWORK IN RURAL COLORADO

I. Problem Statement

In January 2015, the Colorado Department of Education changed concurrent enrollment credentialing requirements for dual enrollment teachers in the state to align with the Higher Learning Commission's clarified requirement that "high school teachers in dual-credit courses, along with all instructional college faculty, must have a master's degree in the specialty they're teaching, or they need at least 18 graduate-level credit hours within that specialty"² along with a master's degree from any discipline. While the teachers providing dual enrollment courses in rural Colorado secondary schools had advanced degrees, they weren't all in the specialty in which they were providing coursework. As an example, many had master's degrees in curriculum and instruction rather than in English, math, science, or history.

Six months after the change, when 30+ districts, BOCES, education organizations, and community development agencies met in Pueblo to form the Colorado Rural Education Collaborative (CREC: www.coruraledcollab.org), this concern surfaced via Alex Carter, then Superintendent in Cortez, Colorado. In response, Jennifer Sobanet, then Acting Executive Director and Chief Operating Officer of the Colorado Department of Higher Education, requested a delay of implementation until January 2017 to allow time for rural schools to work toward meeting the requirement. Without time to prepare, the six high schools in the Santa Fe Trail BOCES which included Cheraw, La Junta, Las Animas, Rocky Ford, Swink, and Wiley, were at-risk of seeing concurrent enrollment offerings drop by 50% overall, with some districts dropping as much as 83%³. If allowed to happen, this would be a critical blow to rural communities with high poverty rates located in remote southern Colorado. *Please see District Map in Appendix I and District Information in Appendix II.*

To accelerate the effort toward credential acquisition, Colorado State University-Global Campus (CSU-Global), the Santa Fe Trail BOCES (SFT BOCES), its six districts, and Otero Junior College (OJC), Generation Schools Network (GSN), and Battelle for Kids (BFK) came together as part of the Colorado Rural Education Collaborative to assist rural districts in meeting the requirement. *Please see partner role descriptions in Appendix III.* The group coalesced efforts around a Title II Improving Teacher Quality grant opportunity released by the Colorado Department of Higher Education in September 2015⁴ that offered funding toward, "Enhancing professional development opportunities for educators interested in becoming qualified to provide concurrent enrollment instruction in their school location" among the three priorities of focus that also had the desired outcome of attracting and retaining rural teachers.

²<https://www.insidehighered.com/news/2015/10/20/colleges-and-states-scramble-meet-higher-learning-commissions-faculty-requirements>

³SFT BOCES Internal Data

⁴Improving Teacher Quality Grant 2015-2016, Elementary and Secondary Education Act (ESEA), Title II, Part A, **CFDA Number:** 84.367

II. Proposed Solutions

Prior to the change in policy, the high schools in the Santa Fe Trail BOCES offered 82 concurrent enrollment courses annually in math, English, social studies, business, and communication. Once the policy went into effect, the number of concurrent enrollment courses were set to drop to 27, with some districts, such as Rocky Ford, left with zero concurrent enrollment course offerings. Under the new policy, only seven teachers met the clarified requirements among the SFT BOCES districts, while an estimated 25 credentialed teachers were needed to maintain the level of concurrent enrollment courses offered.

CSU-Global and its partners requested grant funding to pilot a collective solution to increase the number of concurrent enrollment-qualified teachers among the high schools in the Santa Fe Trail BOCES using a three-part strategy designed to be scalable across the CREC that would include:

1. Creating an efficiency around concurrent enrollment credentialing for rural schools across the state beginning with an online pilot in the SFT BOCES,
2. Eliminating barriers to credential acquisition through providing scholarships to CSU-Global's self-paced, competency-based and instructor-led course offerings designed to support credentialing, and
3. Rebranding the districts and SFT BOCES to attract teachers interested in teaching in rural high schools and becoming adjunct instructors with affiliated higher education institutions.

The expected outcomes of this project included: a) increasing the number of teachers meeting the credentialing requirement to maintain and increase offerings, b) increasing concurrent enrollment course offerings by 50% through collaborative efficiencies in scheduling and, c) establishing a collaborative approach for multiple rural districts to work with multiple higher education institutions for sustainable and replicable concurrent enrollment solutions to expand rural education opportunities and retain teachers.

III. Project Timeline

The grant commenced in fall 2015 with the last teacher finishing their credentialing coursework in October 2017.

Date:	Activity:
October 2015	Grant awarded
December 2015	Program coordinator hired
	Marketing and branding conversations began between BFK and the SFT BOCES
Fall 2015	Analysis of concurrent offerings & district schedules across SFT BOCES
	District candidate referral process
	Teachers interviewed and selected
	Math program begins with BFK content integration
	English program begins with BFK content integration
Spring 2016	Research visits to SFT BOCES districts to consider schedule alignment and course sharing options
Winter 2016	Marketing materials for CSU-Global program completed
Summer 2017	Surveys sent out to teachers regarding their participation in the program

IV. Creating an Efficiency Around Credentialing through Online Competency-based Coursework

The timeline supported piloting through CSU-Global two distinct approaches designed to increase the supply of teachers able to teach concurrent enrollment: a mixed self-paced, competency-based approach of specialized coursework which included a modification and use of Formative Instruction Practice (FIP) modules from BFK, and an instructor-led coursework approach. The pilot was used to refine an accessible, efficient means to assist K-12 teachers in acquiring the necessary background to teach concurrent enrollment courses in math and English which can ultimately be used to increase the number of educators with credentials statewide.

A. Candidate and Course Selection

Candidates were selected from across the SFT BOCES based on the following criteria:

1. Recommendation from the Superintendent as a teacher that either had been teaching concurrent enrollment or could teach concurrent enrollment,
2. Existing roots in the community and planned to stay in the district, and
3. Able to complete the coursework and requirements in the time allowed by the scholarship.

The grant had originally planned for 18 scholarships. Full scholarships for six master’s degree candidates as well as full scholarships for 12 teachers to be used toward a competency-based concurrent enrollment certification. Through the selection process, 16 candidates were chosen to participate in the program.

The English courses made available to the candidates included:

ENG 501: Studies and Composition in Pedagogy
ENG 510: Literacy Criticism Theory
ENG 515: History and Theory of Rhetoric
ENG 520: Advanced Studies of World Literature
ENG 525: British Romantic Literature
ENG 532: American Literature WWI to Present

The math courses made available to the candidates included:

MTH 556: Advanced Probability and Statistics
MTH 525: Discrete Mathematics
MTH 530: Foundations and Application of Analysis I
MTH 531: Foundations and Applications of Analysis II
MTH 540: Higher Geometry
MTH 545: Mathematical Modeling

Master's degree candidates also completed:

OTL 502: Learning Theories and Models of Instruction
OTL 504: Social, Ethical, and Legal Issues in 21st Century Learning
OTL 545: Technology and Innovation
OTL 565: Cultural and Linguistic Diversity in the Differentiated Classroom
OTL 540(K): Theory and Practice in Backward Design
OTL 541(K): Evaluation and Assessment
OTL 568: Action Research
OTL 579: Research-Based Professional Project (Capstone)

B. Completion Rates and Reflections

Of the 16 candidates, a total of 11 teachers will be able to continue to teach concurrent enrollment courses as a result of the program:

- Six students completed a master's in teaching and learning and graduate-level subject coursework; three in English and three in math
- Five students completed the 18 hours of graduate education, four in English and one in math
- Two students took courses and did not finish, both were in math
- The three remaining teachers volunteered for the program but did not follow through with coursework.

For the purpose of the project evaluation, teachers who participated in the scholarship program are categorized accordingly:

- A – “Completers”: teachers who reached the goal of testing out of or taking 18 hours of graduate-level coursework and/or earning a master's degree
 - B – “Partial Completers”: teachers who moved toward the goal through testing and taking coursework that resulted in acquisition of graduate-level credit
 - C – “Non-Completers”: teachers who enrolled in the program but did not earn any graduate credit.
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Through surveys, interviews, and analysis of data of the 12 teachers who were “Completers”, the following characteristics were consistent:

1. They credited their success to having a co-teacher in the program who was also a teacher at their school.
2. Having financial resources to underwrite the costs of the coursework. Most mentioned that without funding for the program, they could not have improved their credentials due to low rural teacher salaries.
3. Schedule/dosage consistency of coursework should be addressed to help future students be successful. Course enrollment varied from one course at a time to three courses at a time due to the grant period and the program selected.
4. Professor availability, interaction, and accessibility were critical to student success.

In describing their experience with the program, one participant who was a “Completer” stated,

“We live in a rural school district and the teachers that taught the concurrent enrollment classes were leaving and the school would not have been able to keep the program going if teachers did not step up to take on that role and complete the master’s or certification program. The professors in the program were extremely helpful; they made personal phone calls, responded quickly, and gave clear instructions. My district co-teacher was also in the program and we were able to keep each other motivated.”

Overall, the 12 “Completers” earned enough graduate credit to continue teaching concurrent enrollment in their high schools as adjunct faculty members of Otero Junior College. Two years later, 100% of the completing teachers have been retained in their district.

Of the “Partial Completers”, most declined to be interviewed or provide survey data, but one student who completed the English and not the math portion of the coursework characterized the struggle to complete as needing more interaction and support from the professor to be successful due to struggling with course content. Those who were successful in the math program mentioned using outside resources like Khan Academy and YouTube videos to support completion of the coursework and that the level of support was significantly less than the support provided around the English courses. There was also a significant difference between those participants working through the competency-based coursework where students were largely responsible for their own progress and instructor-led courses, with more students in the instructor-led courses being “Completers”.

Through the grant, teachers, districts, and students received important benefits. Benefits extended to districts across the state, as the grant allowed for CSU-Global to create a new program that is now being used in districts state-wide as a result of the testing done in SFT BOCES and the comparison of the two different course approach options. The completion data from this grant is largely consistent with what CSU-Global has experienced among enrollees at other districts. According to Provost, Dr. Jon Bellum, “The grant program provided CSU-Global with valuable experience in supporting in-service teachers seeking graduate credentials in math and English. Through this experience we have modified the programming to ensure teachers, especially those in rural Colorado, have access to this challenging coursework to support dual enrollment in their schools and largely found the competency-based approach to not be as successful.”

V. Seeking Efficiency through Cross-BOCES Scheduling, Course, and Staff Sharing

Generation Schools Network, due to its historical reputation of being known for the redesign of time, talent, resources, and technology to achieve better learning outcomes through efficiencies, took the role of cross-BOCES schedule designer. The work considered potential ways to share costs and personnel to increase the access of students to concurrent enrollment coursework with the goal of increasing access by 50%. The process included surveys, analysis of staffing, student demand, geography, and schedules across all districts in addition to Otero Junior College.

GSN facilitated multiple meetings with BOCES superintendents to present and discuss potential opportunities for sharing efficiencies. Proposed solutions to increasing access to college coursework included:

- a. Utilizing Fridays (as a result of four-day school weeks in five of the six districts) to create joint programs in partnership with OJC based on student demand and interest and sharing the cost and work of program administration.
- b. Designing a shared corridor for concurrent enrollment during the week (early mornings, around the lunch hour, so students could travel, end-of-day, or during a specific block) when districts could connect students digitally to classrooms across the BOCES to expand access to concurrent coursework through telepresence.
- c. Providing learning labs in each district through a partnership with Colorado Digital Learning Solutions to expand course offerings that connect directly to pathways by scheduling students for lab time with teacher support to access the wide variety of coursework available online.
- d. Offering Career & Technical Education courses in various blocks throughout the school year that could be shared among schools; the last three weeks of school, the three weeks between Thanksgiving and Christmas holidays, or one Friday a month.
- e. Clustering districts together in twos or threes based on geography and the need to co-op classes and group students around concurrent enrollment needs and interests.

Ultimately, the districts determined not to move forward during the grant period on any of the specific recommendations as they felt that significant community buy-in would be required that would take time and intentional conversations and campaigning to support schedule change due to the competitive nature among the communities. Additionally, all but one district would be on a four-day school week⁵ as of the 2017–2018 school year, and they felt the need to get the communities comfortable with that change before introducing additional schedule changes.

⁵<http://www.cde.state.co.us/cdeedserv/fourdayschoolweekmanual>

VI. Lessons Learned

As often under-resourced and remote schools struggle to prepare their students for post-secondary success, recruit and retain teachers, and absorb new mandates and policy changes, it's important to attempt to solve challenges alongside them and learn from them. Such as in Colorado where 82% or 147 of the 179 districts are rural. This ratio is mirrored in other states across the nation.

- Lesson #1:** The timeline for the grant presented challenges for teachers, especially those who were enrolled in the master's program as well as the math or English coursework. This was impacted by the availability of funds. Any future program should provide a longer timeframe for teachers to complete coursework if possible.
 - Lesson #2:** The original thought was that perhaps many teachers had the skills necessary and just didn't have the credential needed. As a result, a competency-based, self-paced option was developed and offered. However, no students who utilized this model actually completed the coursework needed while the teachers who were supported by a professor did.
 - Lesson #3:** Scholarships were critical to teachers acquiring the additional credentials needed. Without the financial support, none of the program participants would have acquired the needed credentials within the time period necessary to continue to teach concurrent enrollment.
 - Lesson #4:** Equally important to completion were teachers in the program having other colleagues participating in the program in a cohort-like model. Individual teachers without other colleagues from their school participating did not advance in their coursework.
 - Lesson #5:** Even with desire and an outside entity assisting, shared scheduling and staffing across districts within close proximity (less than 30 miles apart) to increase concurrent offerings is difficult. After a year of work, the districts concluded that an intentional community campaign to change mindsets about what can be accomplished for students by small rival communities working together would be required ahead of any major change.
 - Lesson #6:** Providing scholarships, high-quality coursework, and support to help rural teachers increase their credentials holds promise as a teacher recruitment and retention strategy. In the two school years following the program (2016–2017 and 2017–2018) all "Completers" stayed to teach in rural districts.
 - Lesson #7:** Intentionally investing in bolstering rural teachers allowed the districts involved to maintain their level of concurrent enrollment even as national requirements were clarified and state requirements were modified.
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Similar Efforts

In an effort to learn more about successes of similar program efforts, the programs listed below were identified as seeking to address a similar challenge. According to the National Alliance of Concurrent Enrollment Partnerships⁶ (www.nacep.org) to address the credentialed teacher shortage that many states and schools face, states and postsecondary institutions have begun implementing programs to incentivize high school teachers to earn the credentials they need at a pace and in a setting that works for them.

A. Montana's Dual Credit Incentive Program

The Montana University System created the Dual Credit Incentive Program as a way to offer a temporary waiver option to teachers who have a master's degree but lack the required graduate credits in the content area. Teachers are given three years to complete the graduate credits and may begin teaching concurrent enrollment classes the same semester they enroll in their first graduate course. The most popular part of the system, however, is the Credit-4-Credit program (C4C's). Teachers earn a credit reward for every credit of concurrent enrollment they teach. The earned credits can be used for undergraduate or graduate tuition at any public Montana college or Tribal college and can be given to someone else to use if desired. According to the Montana University system, the program has been very popular among teachers and students. The Dual Credit Incentive Program was launched in May 2014, and has positively impacted the lives of thousands of teachers and students in Montana. As of fall semester 2015, 458 Credit-4-Credits had been awarded to 310 teachers, with an average of 103 teachers participating per semester. The teachers earned a combined 1,449 credits of free tuition to use or give away. Close to a third of the C4C's issued have been redeemed with a majority used by someone other than the teacher who earned them (students, friends, spouses, and children)⁷.

B. Wyoming Adjunct Professor Loan Repayment Program

Managed by the Wyoming Community College Commission, the Wyoming legislature appropriated \$100,000 for the 2013 biennium and reauthorized the program with \$160,000 for the 2015 biennium to cover loans for Wyoming public school teachers to attain the necessary credentials to become qualified to teach certain concurrent enrollment classes⁸. Teachers are nominated by the Wyoming School District that employs them. Once qualified, they also must be endorsed by the school district and community college to teach a concurrent enrollment course. If the high school instructor teaches a concurrent enrollment class for a minimum of two years after completing their education, they will not have to pay back the loan⁹.

The state legislature renewed the program for 2017, but it is unclear if they will continue to fund the program in 2018 and beyond¹⁰.

⁶<http://www.nacep.org/overcoming-instructor-shortage/>

⁷<https://mus.edu/board/meetings/2016/Mar2016/TwoYear/Dual%20Enrollment%20BOR%20Report%20March%202016%20final.pdf>

⁸<https://edu.wyoming.gov/downloads/communications/memos/2014/2014-077-wyoming-adjunct-professor-loan-repayment-program.pdf>

⁹<https://education.illinoisstate.edu/.../2017-number811-dual-credit-policy-brief.docx>

¹⁰<https://www.communitycolleges.wy.edu/wyoming-adjunct-professor-incentive-.aspx>

VIII. Conclusion

While the pilot program was funded through the 2015–2016 Elementary and Secondary Education Act (ESEA), Improving Teacher Quality, Title II, Part A federal grant, the university has now made the courses available for other educators and is working with other school districts on expanded partnerships to respond to teacher credentialing requirements.

Districts	# of CE Teachers Before Requirement Change	# of CE Teachers After Grant	# of Students Enrolled in CE Courses Before Grant	Desired # of Students in CE Courses After Grant	Actual # of Students in CE Courses First Semester Following Grant
Cheraw	3	1	14	60	3
East Otero	4	11	120	225	256
Fowler		3			26
Las Animas	3	1	25	30	6
Swink	3	2	23	50	41
Rocky Ford	4	4	39	60	67
Wiley	4	4	22	60	51
TOTAL	21	26	243	485	450

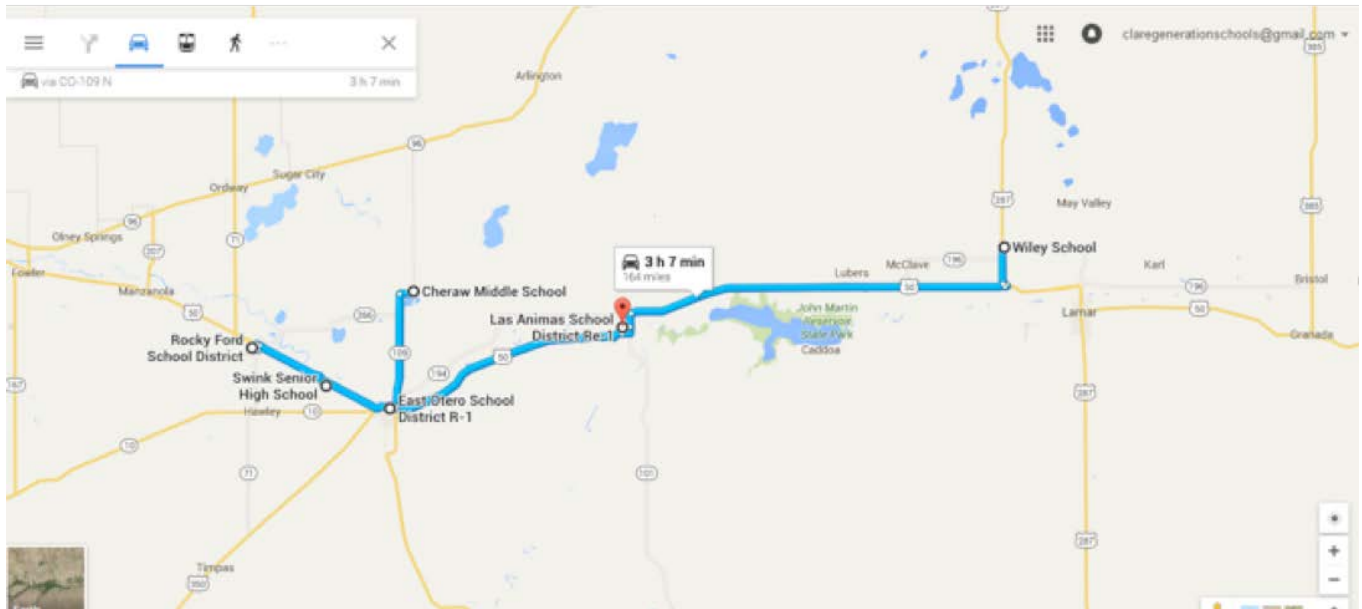
In terms of reaching the stated grant goals, to maintain and increase the number of concurrent enrollment qualified teachers among the high schools in the Santa Fe Trail BOCES who would also be adjunct professors at Otero Junior College, the chart above demonstrates that the districts started off offering coursework to 243 students with 21 teachers. Their goal was to not only maintain the number of students served, but also to double the number. At the conclusion of the grant, due to 12 teachers earning credentials and accounting for attrition, the districts nearly met their goal of serving 485 students and are serving 450 during fall semester of the 2017–2018 school year.

You will note that the Fowler School District is included in the count though it is located in the South Central BOCES as three of the teachers who received scholarships migrated to the Fowler School District and are teaching concurrent courses there as noted. Additionally, one of the 12 teachers who received a scholarship for the program was completing coursework in October 2017 due to a late start in the program so is not yet teaching concurrent enrollment.

According to Sandy Malouff, Executive Director of the Santa Fe Trail BOCES, “I think we are going to hit our goal second semester. There were still teachers finishing up as we got close to the school year starting, so principals held off on scheduling them for coursework, so I expect to see a bump up in the number of students served in spring 2018.”

There are additional means to increase concurrent enrollment as well, as a result of the scheduling and shared resources conversations that took place. Superintendents expect that they will make that actionable over the next few years as everyone adjusts to the new four-day school weeks.

APPENDIX I – Map of Participating Districts



APPENDIX II – District Information Chart: Demographics, Distances, and Ratings

Districts	Status	Total Enrolled Students	Average Distance from Pueblo, CO	Average Distance from Denver, CO	% Free and Reduced Lunch	% Minority
Cheraw	Accredited	213	70 Miles	179 Miles	64%	27%
East Otero	Accredited with Improvement Plan	1290	67 Miles	175 Miles	77%	71%
Las Animas	Accredited	533	85 Miles	194 Miles	74%	47%
Rocky Ford	Accredited with Improvement Plan	822	56 Miles	164 Miles	79%	76%
Swink	Accredited with Distinction	381	61 Miles	170 Miles	44%	27%
Wiley	Accredited with Improvement Plan	262	117 Miles	199 Miles	48%	26%
TOTAL		3501			79%	65%

APPENDIX III – Partners and their Roles

Lead Partner:



Colorado State University-Global Campus (CSU-Global) – created by the Colorado State University System Board of Governors in 2007 as the first 100% online state university in the United States. CSU-Global is focused on facilitating adult success in a global marketplace through career-relevant education including bachelor’s degree completion and master’s degree programs. CSU-Global served as the fiscal agent for the grant as well as an all online, 24/7 system for those seeking credentialing which also allows them to demonstrate proficiency of learning outcomes for credit while working to attain a master’s degree or graduate credits. In addition, CSU-Global hosted the Program Coordinator who will coordinate implementation of this project. CSU-Global agreed to waive the indirect costs so that all funds were used for implementation.

Supporting Partners:

BattelleforKids

Battelle for Kids (BFK) – Since 2000, BFK has impacted more than six million students and 400,000 educators by helping educators adopt high-impact strategies and solutions that increase their success in the classroom. BFK leads the largest school improvement collaborative in the country – SOAR Network. Through SOAR leadership coaching and access to BFK’s Formative Instructional Practice (FIP) online training modules significant gains have taken place in school leader and teacher effectiveness. Additionally, BFK brought together rural superintendents from the Appalachia area of Ohio in 2010 to form the 27 district, 48,000 student-strong Ohio Appalachian Collaborative (OAC). This harnessed the power and the needs of rural communities, resulting in an increase in graduation rates along with quadrupling the number of students taking concurrent enrollment classes, leading to substantial earned college credit. BFK will also work with CSU-Global to modify its FIP modules for use within the credentialing coursework.



Colorado Rural Education Collaborative (CREC) – A 48 district rural R&D collaborative working together to identify high-impact innovations to expand student opportunity, enhance educational quality, and enrich economic prosperity across rural Colorado. The CREC, of which the SFT BOCES districts are members, will support the work of the project broadly and will be a vehicle for expansion of this work in the long term.

Generation: Schools Network

More time. Effective schools. Successful students.

Generation Schools Network (GSN) – GSN’s mission is to transform public education to ensure that all students, regardless of life circumstances, are prepared for success in school, work, and life. The revolutionary Generation Schools Model simultaneously expands learning time, reduces core class size, transforms college and career guidance, includes daily health and wellness programming to build SEL skills, integrates blended learning, and increases common planning time for all teachers. GSN is demonstrating success on multiple metrics over the schools they replaced including nearly doubled graduation rates, dramatically increased teacher retention rates, and a 91% completion rate on concurrent college course enrollment. GSN recently brought its evidence-based methods to traditionally overlooked schools and districts in rural Colorado. In 2014, GSN launched redesign efforts at Pagosa Springs Elementary in Pagosa Springs, CO as well as working in Ignacio, CO (includes the Southern Ute Reservation) and Bayfield, CO, in addition to the launch of the CREC. GSN served as the facilitator of the pathway development conversations and utilization of time, talent, and resources to maximize concurrent enrollment opportunities throughout the SFT BOCES districts. GSN also provided the AmeriCorps staff person for that work.



Otero Junior College (OJC) – Located on the southern edge of La Junta, Colorado, OJC is conveniently located to all districts in the SFT BOCES. With an annual enrollment of 1,400 students, OJC works with students to build the foundation for a higher academic degree or gain qualifications to enter the workforce with applicable skills for entry-level employment. Otero Junior College worked with the districts on early college pathway opportunities as well as providing a venue for qualified teachers to become adjunct professors.



Santa Fe Trail BOCES (SFT BOCES) – Includes the districts of Cheraw, East Otero, Las Animas, Rocky Ford, Swink, and Wiley. SFT BOCES districts cover 73 miles in rural southeastern Colorado. The districts serve 4,217 students (pre-school–12th grade) with a 72% poverty rate of which 59% are minority students. The SFT BOCES worked with its districts to support creation of pathway opportunities for students staffed creatively through sharing resources, recruiting teachers, and a joint effort to get more teachers qualified to teach concurrent enrollment.

