How-to-Start Guide:

College Credit



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COLORADO

Department of Education

Office of Postsecondary
and Workforce Readiness

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Additional resources are available for you reference.

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COLLEGE CREDIT

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Senate Bill 25-315

POSTSECONDARY AND WORKFORCE READINESS FUNDING 22-54-201. THE DEPARTMENT IS COMMITTED TO IMPROVING THE POSTSECONDARY AND WORKFORCE READINESS OPTIONS AND OUTCOMES FOR STUDENTS ACROSS THE STATE.



From SB25-315, C.R.S. 22-54-202(7):
"**Postsecondary credit attainment**" means a transferrable college credit that may be attained while a student is in high school, in alignment with the Colorado Commission on Higher Education admissions standards set forth in section 23-1-113, which may include the successful completion of a concurrent enrollment course as described in sections 22-35-103, a sufficient score as determined by the state board of education on an end-of-course advanced placement exam, or a sufficient score in an international baccalaureate course.

The Office of Postsecondary and Workforce Readiness is leading the implementation of SB 25-315, in alignment with the Colorado Department of Education's Strategic Plan and its Wildly Important Goal of Accelerating Student Outcomes.

Beginning with the graduating class of 2029, the goal is for 100% of students to achieve at least one of the following milestones:

- Earn a quality, in-demand non-degree credential
- **Earn 12 college credits that apply toward a postsecondary credential**
- Participate in at least one high-quality work-based learning (WBL) opportunity

www.cde.state.co.us/postsecondary

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Self-Assessment: College Credit

District or School:

Instructions:

Rate yourself (1, 3, or 5) for each question in the matrix below.

	1 Not at All	3 Somewhat	5 Fully
Our district/school currently offers transferrable college credit courses.			
Our district/school offers a CTE Pathway that includes transferrable college credit courses.			
Our district/school has established partnerships (IHEs, partnering districts, College Board, and/or International Baccalaureate) to offer college credit opportunities.			
Our district has qualified staff with credentials to teach college credit courses and/or AP and IB.			
Our district has a strong communication plan to inform students and families about available college credit options, eligibility, and benefits.			

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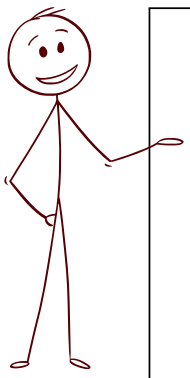
Reflection:

Identify strengths (scores of 5) and gaps (scores of 1 or 3)



Thank you for completing this assessment! **Score:** / 25

Implementation Guidance

Concurrent Enrollment (CE) www.cde.state.co.us/postsecondary/ceformssampledocs	**Tools/Resources**
Planning: The Concurrent Enrollment flow chart will provide guidance in determining if the institution of higher education (IHE) meets the Concurrent Enrollment Programs Act (CEPA) requirements.	Concurrent Enrollment Flowchart
Agreement: Have a Cooperative Agreement in place with each IHE that students will attend to attain concurrent enrollment credits. Having more than one cooperative agreement is a local decision.	Cooperative Agreement Sample
Student Outreach: At least six weeks before enrollment, schools must inform students and their families about: • Free concurrent enrollment courses at the school or college campus • Any fees or book costs • The credits offered and whether they transfer • Provide guidance and support about completing the College Opportunity Fund to students and parents/guardians.	CE Student Application Example

Advanced Placement (AP)
AP gives students the chance to tackle college-level work while they're still in high school and earn college credit and placement.

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International Baccalaureate
The International Baccalaureate (IB) programmes empower school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast.

Schools interested in adopting or expanding IB:
Lindsay Cooper | Development Manager | lindsay.cooper@ibo.org

Schools with existing IB programmes:
Kelsey Day | Senior IB World School Manager | kelsey.day@ibo.org

TEAM-BASED IMPLEMENTATION

Implementing the Big 3 works best with shared leadership, where each role brings unique expertise to the table. Collaboration with colleges, workforce partners, and industry is key to providing students with meaningful career readiness opportunities.

What roles and responsibilities would you assign to each of the positions listed below? How might they work together to support students?

ADMINISTRATORS

-
-
-
-
-

SCHOOL COUNSELORS

-
-
-
-
-

COORDINATORS

-
-
-
-
-

TEACHER/ DEPARTMENT LEADS

-
-
-
-
-

COMMUNITY COLLLEGE & WORKFORCE LEADERS

-
-
-
-
-

STUDENTS

-
-
-
-
-

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IMPLEMENTATION PLAN

Year One Goal

Guiding Data

Priority Milestones

Top 3 Needs for Start-Up Funding

Month	Task (What)	Responsible Partners (Who)	Due (When)
September			
October			
November			
December			
January			
February			
March			
April			
May			

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Resource Drive

School Counselors

Industry-Recognized Credentials

Contact us: PWR Office

SCAN ME

ICAP Model

Work-Based Learning

College Credit

PWR Monthly Newsletter

I Can Help!
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