

The Teacher Recruitment Education and Preparation (TREP) program was created by SB 21-185. The TREP program creates the opportunity for qualified students in an educator career pathway to concurrently enroll in postsecondary courses for the two years after the 12th grade year.

Student Eligibility for Participation in the TREP Program

The statutory intent of the TREP program is to give priority in participation to low income students and/or students from traditionally underserved populations in order to create a more diverse educator workforce to reflect the ethnic diversity of the state. Therefore, when selecting participants for the TREP program, LEPs should give priority to students from low income and/or traditionally underserved backgrounds.

A student is eligible for TREP if the student:

- Per 22-35-108.5 (2)(a)(I), C.R.S., “is following the teaching career pathway created in section 23-60-110 and is on schedule to complete the courses and/or experiences specified in the teaching career pathway for the twelfth grade year and is enrolling in the postsecondary courses identified in the teaching career pathway for the fifth and sixth years.”
- Is college ready, and not in need of developmental education coursework in accordance with the education career pathway in which he/she enrolls.
- Completes an Individual Career and Academic Plan (ICAP) prior to declaring intent to participate in TREP.
- Applies to, and is accepted into, a postsecondary program to continue on an approved educator pathway at a qualified Colorado institution of higher education.
- Is entering the TREP program in the year immediately following the student’s 4th year of high school.
- Has been selected for participation by his/her high school principal or equivalent school administrator based on the above criteria.
- Upon entry to the TREP program, has not been designated a TREP program participant in any prior year (can only participate in TREP for 2 academic years).
- Is in good academic standing (minimum Grade Point Average of 2.0 in postsecondary coursework) and remains enrolled in an applicable educator pathway in order to participate in year 2 of the TREP program.

Student Enrollment

- Students may only enroll in postsecondary coursework applicable to their selected educator pathway.
- High School Completion Reporting: A qualified student who is a TREP program participant shall be counted in the enrolling school district's, or institute charter school's, graduation rate in the school year in which the student completes the school district's or institute charter school's minimum high school graduation requirements. However, a TREP student’s high school diploma cannot be dated and conferred to the student until he/she has completed or exited the TREP program. Also, the date of graduation on the TREP student’s official high school transcript must reflect the date that the student completes his/her TREP program. Please refer to [Graduation Rate Reporting-HB17-1294: OPR Guidance](#)



Slot Request and Funding

- On or before April 11th, LEPs must submit an online Intent to Participate form to the Department with final TREP participation numbers for the following academic year. This form will request student identification numbers (SASID) for eligible students to support reporting requirements for the TREP program.
- Statewide funding for TREP participation is subject to available state appropriations each budget year.
- An allocation model, developed by the Concurrent Enrollment Advisory Board and approved by the State Board of Community Colleges and Occupational Education, will be used to allocate TREP slots to LEPs equitably in the case that the number of qualified students exceeds the number of funded slots.
- On or before June 1st, LEPs will receive notification of the number of TREP slots for which they will be funded in the following academic year, based on the final April 11th request and allocation model.
- School districts/Charter School Institute must report TREP students in October count to the Colorado Department of Education (CDE). LEPs must verify attendance at the IHE according to October Count procedures for the enrollment for TREP students. Please see "[Student October Count Attendance Requirements for Concurrent Enrollment & TREP](#)" for guidance on TREP attendance verification.
- Textbooks and fees are the responsibility of the student, unless otherwise negotiated between the LEP and IHE.
- Institutions of higher education will include enrolled TREP students in official full-time equivalent student reporting.
- TREP participants will be required to apply for Colorado Opportunity Fund (COF) funding, and authorize, for each term of postsecondary enrollment at institutions which receive COF funding.

Local Education Provider & High School Responsibilities

- Primary priority selection should be for students from low income and/or traditionally underserved backgrounds.
- Secondary priority selection should be for students who have participated in education-related work-based learning experiences (e.g. student-teaching, teacher aide, internships, apprenticeships, job shadows, paid or unpaid work experience, etc.) and/or participated in at least one secondary or postsecondary educator preparation course.
- Because the TREP program falls under the Concurrent Enrollment Programs Act (22-35-101 through 22-35-114 C.R.S.), postsecondary courses taken as part of the TREP program must be offered at no tuition cost to qualified students - Local Education Providers will continue to pay up to only the tuition rate set by the state board for community colleges and occupational education.
- Determine any additional LEP defined standards for eligibility/readiness (e.g. appropriate GPA, meeting LEP graduation requirements, etc.) for students enrolled in the program or intending to enroll.
- Develop a timeline and procedure for students to sign up to participate in the TREP program. LEPs should consider adding TREP interest in students' ICAP form, during their sophomore year of high school.



- LEPs may consider developing a student application through which students express their interest in participating in the TREP program.
- Create a rubric or mechanism to prioritize students for TREP participation in the case that the number of qualified students exceeds the number of funded slots.
- Because submission of a request does not guarantee a TREP slot, LEPs should assist students and parents/guardians to pursue additional postsecondary opportunities and review the best fit for the student, both in terms of financial options and postsecondary goals.
- Post college course grade received for each course taken to the TREP student's high school transcript (per 1 CCR 301-86(d)(ii)).
- Create a policy for students to participate in graduation ceremonies and related activities. Diploma may not be awarded, but a certificate of attendance or completion may be awarded at high school graduation.
- Implement procedures for students who fail one or more courses, and for students who drop the TREP program in the middle or end of the semester and/or after their first year.
- Implement procedures for students who change their pathway and/or who decide they no longer wish to be an educator.
- While not statutorily-required, LEPs may consider policies to help cover non-tuition-related expenses (e.g. books and fees). Any provisions to this end should be explained in documentation to students/families and identified in the LEP/IHE cooperative agreement and/or LEP policy.
- After slots have been allocated, develop a process to notify eligible students that they have been selected by the LEP to participate in the TREP program.
- Advise 9-12th graders per American School Counseling Association model. High schools should work with students in their 12th grade year to develop "self-advocacy" to access college advisors and student supports for their TREP years.
- Create a clear plan/process for access to college advisors and student supports for TREP years.

Institutions of Higher Education Responsibilities:

- Execute a TREP Cooperative Agreement with partner LEPs.
- Coordinate TREP student orientation in partnership with local IHEs.
- Create a clear plan/process for access to college advisors and student supports for TREP years. Assure that IHEs will provide advising for TREP students that is aligned with students' academic/career pathways.
- Assure that IHEs provide other wrap-around student services/supports and that TREP students are informed of these services/supports.