

# STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

## Work Session Agenda

March 14, 2007

8:30 AM

Community College of Denver

### I. Welcome by Christine Johnson, President of CCD

### II. Discussion Items

- A. Outstanding Program, Karen Reinertson, FRCC – **5 min**
- B. Outstanding Faculty, Marjorie Villani, PCC – **5 min**
- C. Legislative Update, Jason Hopfer and Moira Cullen – **15 min**
- D. ERP Update, Jim Ritchey – **20 min**
- E. Colorado Vocational Act/Credentialing changes, Jennifer Sobanet and Brian Jenkins – **15 min**
- F. CTE Strategic Planning Report, Jennifer Sobanet – **10 min**
- G. Challenges and Reality Check on Life with COF in the Community Colleges – **60 min**
  - Overall Issues with COF and its impact on the Budget, Nancy McCallin, Kristin Corash, and Marilyn Golden
  - Panel Discussion:
    - Facilitator: Dr. Linda Bowman, VP Academic & Student Services
    - Cliff Richardson, President, RRCC
    - Jim Rizzuto, President, OJC & LCC
    - Marjorie Villani, Interim President, PCC
    - Geri Anderson, Assoc. VP, Student Services, CCCS
    - Kristen Cusack, Director of Admission & Records, CCA
- H. Budget Action Update, Marilyn Golden (*Hand Carry – JBC meets on 3/7*) – **10 min**
- I. CSU 2+2 Initial Discussion, Linda Bowman – **5 min**

### III. Written Reports

- A. Transfer Information on Community College Students, Nancy McCallin
- B. How Community Colleges Meet Colorado's Workforce Needs (per the Governor's Request), Kristin Corash

**The Phi Theta Kappa Awards Luncheon will take place at 11:45 at the Colorado History Museum, Boettcher Auditorium.**



To: Dr. Nancy McCallin

From: Jason Hopfer & Moira Cullen

Date: 3/7/07

Subject: Legislative Report, March 2007

Legislation currently under consideration

We are currently a little over half way through the legislative session and the General Assembly has introduced over 500 pieces of legislation. Of these bills, we have been tracking approximately 40 bills that impact the Community College System. We have introduced four pieces of legislation; three are currently working through the process and one was pulled (H.B. 07-1236 concerning AA transfer) at the request of the Ritter Administration and CCHE.

H.B. 07-1256 - Concerning in-state tuition for persons who move to Colorado as the result of an economic development incentive, Rep. Massey & Rep. Butcher & Sen. Williams. This bill, initiated by CCCS and Pueblo Community College, allows willing institutions of higher education to provide in-state tuition to employees and dependents of employees who relocate to Colorado as a result of an economic development incentive. Under the current version of the bill, these students will not be eligible of the College Opportunity Fund stipend but will be able to obtain the in-state tuition rate. The bill has passed through the house and is currently waiting to be heard in the Senate.

S.B. 07-134 - Concerning the authority of institutions of higher education to expend moneys received from the local government mineral impact fund, Sen. Windels & Rep. Massey. Addresses an issue raised by several rural community colleges concerning the inability of institutions in areas impacted by mineral extraction from being able to apply for DOLA grant funding. This bill simply allows institutions of higher education in impacted areas to apply for, and be awarded, funding from DOLA's federal mineral lease impact grant program. It neither appropriates any funds nor guarantees any awards. This bill has passed the Senate and will be heard in the House Education Committee this week.

S.B. 07-099 - Concerning the exclusion of specified motor vehicles of institutions of higher education from the centralized fleet of state vehicles, Sen. Kester & Rep. McKinley. Last year, legislation was passed to require vehicles weighing over one ton to be included in the state fleet program. This change resulted in buses purchased with non-state dollars being enrolled in the program. S.B. 07-099 addresses this issue by removing vehicles over one-ton from the state fleet program if they were purchased with non-state dollars. This bill has passed the Senate Transportation Committee and is currently awaiting a hearing in Senate Appropriations.



S.B. 07-148 - Concerning simultaneous enrollment in secondary and postsecondary institutions, Sen. Romer & Rep. Casso. Establishes the Fast College Fast Jobs pilot program, which allows enrolled students to simultaneously complete the high school graduation requirements and an associate's degree or a career and technical education certificate. The goal of the program is to engage at-risk students early in their high school education by encouraging and facilitating participation in higher education. School districts are eligible to participate in the Fast College Fast Jobs program if the district graduation rate is less than 75% or have offered a dual degree program through a contract with a community college during the 2 years preceding the effective date of the bill.

#### Budget & Capital Construction

Over the course of the session, CCCS has been very involved in budget negotiations on a variety of issues. CCCS, as well as UNC, Metro and Mesa, were very instrumental in negotiating an allocation formula for the fiscal year that treated all institutions fairly. While this is still an ongoing process, we believe that the principles of this agreement set forth a very good framework for the community colleges. Currently, the Joint Budget Committee is working with the Administration and the institutions concerning the figure setting for the Long Bill. Updated numbers should be available by the next board meeting.

On the capital construction side, CCCS has the potential, based on a variety of factors not yet fully known, to obtain funding for, most likely, 4 capital construction projects and potentially all projects within level 1 and 2 of controlled maintenance.

#### CCCS Day at the Capitol

Our Day at the Capitol will be Monday March 19, from 9:15 AM to 1:15 PM in Senate Committee Room 356. Governor Bill Ritter, CCHE Executive Director David Skaggs, and OSPB Director Todd Saliman will be speaking. Over 20 legislators will be joining us for lunch. It promises to be a great day!

STATE BOARD FOR COMMUNITY COLLEGE AND OCCUPATIONAL  
EDUCATION

March 14, 2007

TOPIC: Colorado Vocational Act Rule

PRESENTED BY: Dr. Linda Bowman, VP for Academic and Student Services  
Jennifer Sobanet AVP Compliance and Technical Support  
Brian Jenkins, CTE Grants Manager

EXPLANATION:

This is a prelude to amend Rule 5.0 (Vocational Credentials) of the Colorado Vocational Act (CVA) to align with the Performance Audit and the reauthorization of the Carl D. Perkins IV Career and Technical Education Improvement Act of 2006 (Perkins) requirements.

The Report of the State Auditor has six (6) recommendations specific to the issuance and standards of credentials and the Credentialing Departments business practices. Four (4) of these six recommendations are already complete. To satisfy one of the remaining recommendations, the CVA rules and regulations concerning credentialing need revision. Overall, these rules and regulations are not changing, some specific requirements are being removed and a Board designated Oversight Committee (Committee) is formed. The role of the Committee, on behalf of the Board, is to review and update the criteria, occupational experience and renewal requirements for each type of occupational credential. Members on this Committee will consist of a community college vice-president, a community college dean, a local secondary CTE director, a secondary teacher, a postsecondary instructor, the CCCS CTE Dean and the credentialing supervisor. Annually, beginning June 2008, CCCS Staff will present a written report to the Board, listing programs with updated and new credentialing criteria.

Additionally, with the reauthorization of Perkins, a new State requirement is to improve Career and Technical Education (CTE) teacher recruitment and retention. This will partially be achieved by being able to create and revise credentialing criteria in a timelier manner as new program areas are approved.

BACKGROUND:

The Credentialing staff met on November 17, 2006 at a Credentialing Task Force Kick Off where representatives of both secondary and postsecondary administrators and faculty, gathered to review Colorado's current information on credentialing. At this meeting, seven (7) current "Credentialing Tracks" were designated with a corresponding "Track Leader". The Tracks were split between secondary and postsecondary and were

dependent on what CTE program the teacher was applying for. Volunteers came forward to be Track Leaders. Their role was to manage their specific Track and be the field representative to CCCS. The Track Leaders came from the Colorado Department of Education (CDE), Colorado State University (CSU), secondary administration and postsecondary Deans.

The Track Leaders helped the Credentialing staff write surveys so that the field would be able to give input on the credentialing process. After compiling more than 300 survey results, encompassing areas of improvement as well as areas to preserve, the Track Leaders presented recommendations to revise the credentialing rules and regulations and the credentialing criteria.

The next steps in this process are as follows:

- Amend Rule 5.0 of the Colorado Vocational Act 8 CCR 1504-2 and hold a public hearing at the May 9, 2007 SBCCOE Board Meeting to obtain Board Adoption. From now to the May 9 Board Meeting, the process will continue as electronic filing with the Attorney General and Secretary of State offices to become effective July 1, 2007.
- CCCS Staff will develop updated credentialing criteria that go into effect on July 1, 2007.

ATTACHMENT I: Current Colorado Vocational Act 5.0  
ATTACHMENT II: Proposed Colorado Vocational Act 5.0

**RECOMMENDATION:**

It is recommended that the Board approve the proposed Colorado Vocational Act Rules 5.0 as submitted to be implemented July 1, 2007 and to hold a public hearing on May 9, 2007.

Attachment I– Current Colorado Vocational Act 5.0

**5.0 VOCATIONAL CREDENTIALS**

- 5.1 Credential Required. All vocational personnel employed in an approved vocational program, except substitute teachers, teacher aides and paraprofessionals, must have a current Colorado vocational credential endorsed for the applicable subject area. Vocational credentials are issued by the Board-designated Vocational Credentialing Officer.
- 5.2 Application. Each applicant for a Colorado vocational credential must submit a completed application, supporting materials and any required fees to the credentialing officer.
- 5.3 Criteria for Credential. Each applicant for an initial Colorado vocational credential shall demonstrate competency in basic skills and occupational skills appropriate to the specific occupational area to be taught, shall have obtained any regulatory license or certificate required for a specific program, and shall meet the requirements for specific education and experience set forth in the standards adopted by the Board for each type of occupational credential. Assessment criteria and performance levels shall relate to the specific competency needed for each occupational area.
- 5.4 Degrees. All accepted degrees must be from an institution accredited by a regional accrediting association and recognized by the Board.
- 5.5 Occupational Experience. All occupational experience must be paid experience verified by the employer, obtained within the last ten years, with not less than 1,000 hours within the last five (5) years, and relate to the area to be taught. Health, Consumer and Family Studies, and Fire Science/Service volunteer experience may be accepted in lieu of paid occupational experience. For Health and Fire Science/Service areas, three years (6,000 hours) of volunteer experience may be substituted for one year of paid experience; in Health occupations, one year of clinical experience may be substituted for one year of paid occupational experience. One hour of work in an approved supervised occupational experience teacher education program will be equal to two hours of paid occupational experience. The two-for-one occupational credit may be used for a maximum of 2,000 hours of the initial total occupational experience in all areas.

- 5.6 **Out-of-State Persons.** A person hired to work in Colorado and holding a valid vocational credential from another state, issued by the state in which the person attended college or was employed as a vocational educator, will be issued a one-year Colorado vocational credential without being required to meet the Colorado credential requirements. The credential will be renewed annually upon reapplication, for up to three years total, providing the applicant documents annual progress toward meeting the Colorado requirements within the three-year period.
  
- 5.7 **Renewal of Credential.** The original credential will state the actions required in order for the credential to be renewed. Applications for renewal of currently valid vocational credentials must be made with the ninety (90) days prior to the expiration date of the present credential. Renewal will be granted if the person has performed satisfactorily in the job and has completed six semester credit hours since the last renewal, which may include college or university courses, occupational experience, or professional staff development activities. Renewal credit must have the prior approval of the local vocational director or the superintendent of the district or designee. One hundred and fifty hours of approved occupational experience equals one semester hour credit. A minimum of thirty hours' participation in an approved seminar or workshop equals one semester hour credit.
  
- 5.8 **Reinstatement of Credential.** Reinstatement of a lapsed vocational credential (including credentials for which application for renewal was not filed prior to the expiration date) will be granted if the requirements stated on the expired credential were completed within the five year period preceding the date of application for reinstatement and the applicant meets the other requirements for renewal. In addition, if the credential expired more than two years prior to the filing of the application for reinstatement, the applicant must document 1,000 hours of related occupational experience within the five year period preceding the date of the application for reinstatement.
  
- 5.9 **Provisional Authorization:** A provisional credential may be granted if the preservation of the vocational program of a district or institution, as certified by the local governing board, if the district or institution has made conscientious efforts to secure the services of properly credentialed persons. A provisional credential is limited to a specific district or institution and to a specific program area, and is issued for three years, from July 1 to June 30. Provisional credentials applications received in the Credentialing Office before October 31, if approved, is issued effective retroactive to July 1.

Applications received after October 31, if approved, will be effective from the date of issuance only and be in effect for the remainder of the three-year period ending June 30. The provisional credential remains in effect for three years and is non-renewable. Upon completion of designated requirements, a request for a five-year, standard credential may be submitted before October 31 and, if approved, is issued and effective retroactive to July 1. Requests made after October 31 will be effective on the date of receipt and will be valid for five years.

Attachment II– Proposed Colorado Vocational Act 5.0

**5.0 CTE CREDENTIALS**

- 5.1 Credential Required. All CTE personnel employed in an approved CTE program or in a Local CTE Director role, except substitute teachers, teacher aides and paraprofessionals, shall have a current Colorado CTE credential for the applicable program area. CTE credentials are administered by the Board-designated CTE Credentialing Office.
- 5.2 Application. Each applicant for a Colorado CTE credential must submit a completed application, supporting materials and any required fees to the Credentialing Office.
- 5.3 Criteria for Credential. Each applicant for an initial Colorado CTE credential shall have obtained any regulatory license or certificate required for a specific CTE program, and shall meet the requirements for specific education and experience set forth in the criteria adopted by the Board-designated Oversight Committee for each type of occupational credential. Applicants meeting the requirements shall be issued a standard credential effective from the date of application receipt.
- 5.4 Degrees. All accepted degrees must be from an institution accredited by a regional accrediting association and recognized by the Board.
- 5.5 Occupational Experience. Appropriate criteria on occupational experience will be established and continuously updated by the Board-designated Oversight Committee.
- 5.6 Out-of-State Secondary Teacher. A person coming to Colorado to teach secondary education shall meet the same specific credentialing criteria as a new teacher.
- 5.7 Administration of Credentials. All secondary and postsecondary credentials will be administered through SBCCOE; except that all postsecondary institutions that wish to administer their own credentialing program must abide by the criteria and Rules and Regulations set forth by the Board-designated Oversight Committee.
- 5.8 Provisional Credential: A provisional credential is issued for a maximum of three years, from July 1 to June 30. Provisional credential applications received in the Credentialing Office before October 31, if approved, are issued effective retroactive to July 1.

Applications received after October 31, if approved, will be effective from the date of receipt and be in effect for the remainder of the three-year period ending June 30. For applications not deemed provisional, but deemed standard, the credentialing office will issue a credential effective on the date of receipt of the application. The provisional credential is non-renewable. Upon completion of designated requirements, a request for a five-year, standard credential may be submitted before October 31 and, if approved, the credential is issued and effective retroactive to July 1. Requests made after October 31 will be effective on the date of receipt and will be valid for five years.

- 5.9 Renewal of Credential. A credential can be renewed no earlier than six months prior to expiration. Appropriate criteria on renewing a credential will be continuously updated by the Board-designated Oversight Committee. One hundred and fifty hours of approved occupational experience equals one semester credit hour. Fifteen hours participation in seminars or workshops equals one semester credit hour. Applications to renew a credential after the credential has expired, if approved, the credential will be valid for five years effective on the date of receipt of the application.
- 5.10 Reinstatement of Credential. Reinstatement of a lapsed CTE credential (including credentials for which application was not filed prior to the expiration date) will be granted if the requirements on the expired credential were completed and the applicant meets any other criteria needed. In addition, if the credential has been expired for more than two years, the applicant must document 1,000 hours of related occupational experience within the last five years. The reinstated credential is effective the date of receipt.
- 5.11 Denial and revocation of a Credential. The Board-designated Oversight Committee has the right to deny a credential based on the applicant's inability to meet the criteria for the credential applied for. The Board-designated Oversight Committee has the right to revoke a credential if the applicant obtained the credential through misrepresentation, fraud or misleading information.

## WORK SESSION II, F

### STATE BOARD FOR COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION

March 14, 2007

TOPIC: Written Report on CTE Strategic Planning

PRESENTED BY: Dr. Linda Bowman, VP of Academic and Student Services  
Dr. Geri Anderson, AVP and Provost  
Kristin Corash, AVP of Strategic Planning  
Jennifer Sobanet, AVP of Compliance and Technical Support

EXPLANATION:

#### **CTE Strategic Planning: Creating Bridges to Opportunity through Career Pathways**

Governor Ritter's Colorado Promise asks the state's educational systems to cut in half the high school drop-out rate and double the number of degrees and certificates awarded to students. The Governor's Policy Office hopes to achieve these dramatic changes within ten to fifteen years.

Colorado's Career and Technical Education (CTE) programs can provide the infrastructure to help the State achieve these goals. Along with programs streamlined around the Colorado Career Pathways framework, simpler transitions from one education system to the next, increased funding, and emphasis on results, CTE programs can provide Coloradans with the opportunity to develop successful careers and help the Governor achieve the Colorado Promise.

As part of the CCCS strategic planning efforts, there is a dynamic solution being developed to address the education goals of the Colorado Promise. Educators at the high school and postsecondary levels are beginning to create seamless connections between high school, postsecondary education and skilled, high-wage employment. Each Pathway is built on the foundation of challenging academic standards that are necessary for college and high-skilled employment success. The academic standards are offered in concert with a series of interest-based career-related courses. Beyond high school, each Pathway leads to postsecondary education, apprenticeships, and training targeting the high-skilled employment sectors that will define Colorado for decades to come. (For a complete explanation of Colorado Career Pathways, please see Attachment I.)

In order to achieve this vision, CCCS will need to provide the leadership and strategic deployment of resources to focus the State on the importance of this educational framework. This framework takes advantage of existing infrastructure but will necessitate closer collaboration between state agencies, local governments, business and

industry, and economic development champions. With student success at its core and the State's economic development at stake, we cannot afford to fail.

We are not alone. Nation-wide research – at the federal level, through foundations, and early adopting states – shows that the career pathways framework is capable of providing the focus, yet flexibility, to make a difference in the economic development of the state. The renewal of education as a public good is intrinsic in the framework. If we choose, the flexibility of this framework allows us to work with all students – not only CTE students – so that we provide all students with the opportunity to find career success.

**The Journey:**

Although we have very specific, upcoming deadlines, the Colorado Career Pathways framework could provide us with the tools to assist students for decades to come. In the immediate future, CCCS will be presenting the SBCCOE with CVA Credentialing rule changes (March 2007 Board meeting), the Perkins Transition Plan (April 2007 Board meeting), proposed CVA statutory changes (Fall 2007) and the multi-year Perkins State Plan (April 2008). Additionally we hope to hold an Educational Summit this Fall and the SBCCOE will be invited to participate.

CCCS has implemented a CTE Strategic Planning work group. This group has representatives from secondary and post-secondary CTE administrators, counselors, faculty, as well as representatives from CDE, CCHE, College in Colorado, economic development agencies, and others. It has met four times since the reauthorization of the Perkins Act and has been instrumental in assisting CCCS in its mission including:

- Recommending to CCCS ideas on how to implement many of the new aspects of the Perkins Transition Plan;
- Introducing to the state's CTE Administrators the new Perkins Act and new national thinking in Career Clusters, Career Pathways and Programs of Study at the CACTA Conference held in February 2007;
- Carrying the message of Career Pathways to state and local leaders

Securing new funding for students as they work to achieve the Colorado Promise will be a cornerstone of our work. Additionally, we hope to focus current funding such as Perkins, CVA, WIA and TANF to helping students of all ages succeed using the Colorado Career Pathways.

Just like the various funding sources that we hope to focus on Colorado Career Pathways and the Colorado Promise, CCCS strives to focus current infrastructure and the multitude of new efforts toward encouraging the success of the Colorado Career Pathways. For example, CCCS recently launched pilot programs for the Advanced Credit Pathways (formerly known as "Escrow Credit"). This allows high school students to receive college credit (within the CCCS colleges) for approved CTE classes thus encouraging students to continue their studies in a post-secondary program. The expansion of this program could encourage approximately 50,000 Colorado students to seamlessly

transition into a post-secondary program. Examples like this abound and CCCS will work toward integrating these into the Colorado Career Pathways.

**Internal Changes:**

In addition to providing the Colorado Career Pathways leadership and precipitating the collaboration across local and state entities, CCCS is embarking on an internal process of re-engineering how we partner with the field. The objective is to streamline the processes, serve as consultants to the field, and reduce the paperwork that our CTE grant recipients complete so that they can spend more time developing and implementing the Colorado Career Pathways. Given that we cannot expect immediate success in securing additional funding, CCCS can assist the field in its efforts to help students achieve Colorado Promise by reducing the paperwork and bureaucracy with which they must contend.

Attached to this agenda item is a working draft of a white paper explaining the proposed Colorado Career Pathways framework. For more information on the national research and examples of successful implementation of the Career Pathways framework, please see [www.coloradostateplan.com/Library.htm](http://www.coloradostateplan.com/Library.htm)

**ATTACHMENTS:**

Attachment I: WORKING DRAFT of “Making Good on the Colorado Promise: A New Vision for Preparing Coloradans for College and Careers” (prepared by Meeder Consulting Group, LLC and CCCS)

***Making Good  
on the Colorado Promise***

***A New Vision for  
Preparing Coloradans for  
College and Careers***

February 2007

## **Overview: Fulfilling the Colorado Promise**

Coloradans are working together to make good on the promise spoken by Colorado Governor Bill Ritter -- “a promise to our children and our grandchildren that we will leave them a better Colorado.” Transforming education is at the heart of making good on this promise.

Governor Ritter has identified two clear, measurable goals:

- Cut by half the number of high school students who fail to graduate; and
- Double the participation in postsecondary education and training by recent high school graduates.

*“I want more of our students to consider college and post-high school training as viable options after graduation – and I want them to be fully prepared for those opportunities.”*  
-- Colorado Governor Bill Ritter

There is a dynamic solution being developed to address both these goals. Educators at the high school and postsecondary levels are beginning to create seamless connections between high school, postsecondary education, and skilled, high-wage employment.

These connections are programs of study called *Colorado Career Pathways*.

## **Understanding the Colorado Career Pathways framework**

*Colorado Career Pathways (CCP)* represent a new delivery framework for education offered through high schools, community colleges, and potentially, through the State’s colleges and universities and workforce systems.

Each Pathway is built on the foundation of challenging academic standards (necessary for college success and high skilled employment)<sup>1</sup>. The academic standards are offered in concert with a series of interest-based career-related courses. Beyond high school, each Pathway leads to postsecondary education, apprenticeships, and training targeting the high-skilled employment sectors that will define Colorado for decades to come.

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<sup>1</sup> See information on the American Diploma Project and its benchmark standards for college and career readiness, Achieve, Inc., Washington, DC ([www.achieve.org](http://www.achieve.org))

Under the *Colorado Career Pathway* framework, each student will have the opportunity to create a personalized plan. The plan, called a Graduation and Beyond Plan (GBP) will map out the courses he or she will take in high school, as well as specific programs that he or she might pursue at the college level.

The plan is practical and flexible because it emphasizes transferable, college-readiness skills and course taking. The career focus begins with an investigation of career fields and career clusters throughout the economy not on being tracked into training for a particular job.

### ***Colorado Career Pathways Address the Needs of the 21<sup>st</sup> Century***

In past decades, any programs at the high school level that related to career-interests was, by definition, aimed at students who were not planning to go to college. Vocational education programs were often relegated to the back corner of the high school, and were mostly meant for students who could not succeed in college-prep academic courses, or simply were not interested in college level studies.

Over the past few years, those old style vocational programs in Colorado's high schools have been mostly replaced with a new approach -- Career and Technical Education (CTE). Career and Technical Education programs **integrate rigorous academic content**, directly supplement academic knowledge taught in core academic classes, and also help students master technical skills that can be incorporated into further postsecondary study or enter skilled-workforce training programs immediately after high school with entry-level skills completed.

*Colorado Career Pathways* build upon the new CTE programs, and create a clear pattern of education that appeals to all students -- especially those planning to pursue advanced college-level studies.

### ***The Role of Colorado State Agencies***

As this new vision emerges, the *Colorado Community Colleges System* (CCCS) plays a key role in the development of the *Colorado Career Pathways*. The CCCS, which manages CTE federal and state funds<sup>2</sup> that are distributed to schools and colleges, is inviting other agencies -- the Colorado Department of Education, the Department of Higher Education, the Department of Labor and Employment, the Department of Local

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<sup>2</sup> The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270?) and Colorado Vocational Act

Affairs, and the Governor's Office of Economic Development -- to jointly develop and refine the Colorado Career Pathways framework.

CCCS proposes that the relevant agencies develop shared structures and terminologies to facilitate ongoing collaboration among the agencies, and better serve students moving from high school to college to employment, as well as adults who are seeking to upgrade their skills or enter a new career field.

### ***The Career Fields/Clusters and Pathways Approach***

CCCS is recommending that the agencies jointly adopt and adapt an organizational model that organizes all jobs in the economy into a model called "Career Fields and Career Clusters." Through this approach, all jobs are organized into six major Career Fields, and within the Fields are 16 Career Clusters, a model that was developed by the U.S. Department of Education and validated by a collaborative approach among state departments of education in 2002.

During the development process, teams of business representatives, and secondary and postsecondary educators developed knowledge and skill statements for each of the 16 clusters, as well as 81 Career Pathways that lead through education and training into employment sectors. This system is fully cross-walked with occupational descriptions and tools, such as the Classification of Instructional Programs (CIP) codes, developed by the U.S. Department of Labor.

In 2006, sample Career Pathways Programs of Study were developed for each of the 81 pathways. These Programs of Study give specific course-by-course recommendations for what students need to take in order to be fully prepared for postsecondary studies and entry into employment. Each Pathway Program of Study indicates both high-school level courses and additional opportunities in community colleges, area vocational schools, four year colleges and universities, as well as industry-based certifications and on-the-job training.

Unlike old-style vocational courses that focused mostly on non-college going jobs, the Career Fields/Clusters/Pathways models offer a **career exploration framework** that is workable for middle school and high school students as well as for adult career-changers. It does not require a young student to make a career choice, but gives the opportunity for exploration and thinking about the **link between career options and postsecondary education and training**.

### ***Making Good on the Promise for Coloradans***

When teens see the immediate importance of high school studies in how it relates to an area of personal career interest they may be encouraged to pursue college and beyond. It can have an impact on increasing high school completion, postsecondary participation,

and postsecondary degree attainment. All Coloradans, including adults entering college for the first time, can take advantage of the opportunity presented to them in the *Colorado Career Pathways*.

As Colorado rolls out the *Colorado Career Pathways* for its schools, colleges and workforce training systems, Colorado will build the most highly prepared workforce the State has ever seen.

### ***The Colorado Promise and How Colorado Career Pathways Support the Promise***

Governor Bill Ritter pledged to “Improve our education system, increase student learning and keep college affordable” (source: The Colorado Promise, 2006). For many of the strategies he has identified, the *Colorado Career Pathway* framework offers a direct and workable solution.

Furthermore, with over \$33 million in (the total dollars between Perkins and Colorado Vocational Act) federal and state funds already allocated to school districts and colleges in Colorado<sup>3</sup> specifically for Career and Technical Education, the system is ready to be developed.

The following section offers a description of how the *Colorado Career Pathways* framework addresses Governor Ritter’s Colorado Promise as he refocuses Colorado’s energy on educational challenges such as:

- Fostering High Quality Educators and Inspiring a New Generation of Teachers
- Improving Student Achievement
- Improving Higher Education

#### **Colorado Promise Challenge: Fostering High Quality Educators and Inspiring a New Generation of Teachers**

***Colorado Promise Strategy: Work with school districts to develop teacher cadet programs***

#### ***Colorado Career Pathways Support:***

***“Education and Training” is one of the sixteen Career Clusters included in the Colorado Career Pathways system.***

The Teacher Cadet Program allows students to move seamlessly from high school course work into college coursework that prepares them to be a teacher or any of the professions

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<sup>3</sup> Through the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (\$13m) and the Colorado Vocational Act of 1973 (\$20m)

in the Education and Training career cluster. As laid out in the governor’s plan, “students who express an interest in teaching to pursue this as a career field...will earn college credits for a year-long course that introduces them to subject matter such as cognitive learning, lesson planning, tutoring, pedagogy and child development.”

Because the courses in the Colorado Career Pathways framework include rigorous academic content as well as engaging Career and Technical Education courses, students can succeed in college and prepare for lifelong career in education. The Advanced Credit Pathways (formerly known as Escrow Credit) allow CTE students to receive college credit for specific high school CTE courses. As the Colorado Career Pathways framework grows, the Advanced Credit Pathways opportunities will grow across the state – providing students with faster access to higher degrees and certificates.

### **Colorado Promise Challenge: Improving Student Achievement**

#### ***Colorado Promise Strategy: Provide More Opportunities for Low-Performing Students***

#### ***Colorado Career Pathways Support:***

***Colorado Career Pathways are meant for students of varying achievement levels, and can help increase achievement of low-performing students.***

Since they are often directly linked to college level expectations, students participating in *Colorado Career Pathways* need to be able to be adept in math, science and English language arts communications skills.

But while the academic expectations are high, *Colorado Career Pathways* provide help for struggling students. ***These programs offer relevance.*** For many low-performing students, motivation and focus are their biggest barriers to their success. CTE can make a significant difference in re-igniting their natural curiosity and commitment to learning.

And unlike many courses that are taught with traditional lecture methods, these courses engage a student’s personal motivation and use project-based problem-solving and real world applications of knowledge.

To be most effective, ***targeted and sustained extra help and academic support should be offered concurrently with their involvement in CTE courses.***

A recently completed “Math in CTE research study found students increasing math test scores when CTE and academic math teachers used a collaborative process for mapping CTE curriculum. CCCS will continue to offer training related to this research, incorporating literacy collaborations as well.

#### ***Colorado Promise Strategy: Place a Greater Emphasis on Science and Technology***

**WORKING DRAFT 1.1, February 13, 2007  
PREPARED BY MEEDER CONSULTING GROUP, LLC,  
NOT FOR DISTRIBUTION**

**Colorado Career Pathways Support:**

*Many Colorado Career Pathways include strong emphasis on state-of-the-art Science and Technology.*

Within the sixteen Career Clusters, there is a strong emphasis on developing a student's foundation in science and technology as well as specific coursework in Science, Technology, Engineering and Math (STEM) as exemplified by the following projects:

The *Project Lead the Way pre-engineering initiative* is a sequence of rigorous courses, beginning in 9th grade, that introduce young men and women to principles of engineering and design. These courses lead to courses of study at both the community college and four-year colleges and universities.

*Bio-engineering and life sciences* pathways help students develop research skills and an understanding of genetics, the pharmaceutical industry. Agri-science pathways emphasize similar research skills in the context of agricultural product development.

*Health Science* pathways give students broad exposure to the medical fields. More than just basic nursing, health sciences prepare youth to pursue pre-medicine studies, and a wide range of medical specialties requiring associates, bachelor's and advanced degrees..

*Information Technologies* pathways, including software engineering, business data-base applications, e-commerce, and technology maintenance and repair all provide youths with skills necessary to prepare for higher levels of technology education, as well as, to develop skills that are immediately marketable.

These and many other career pathways supplement, reinforce, and enhance the learning of science and technology skills that are taught in traditional classrooms.

**Colorado Promise Challenge: Improving Higher Education**

***Strategy: Develop a P-20 council to strengthen collaboration among secondary and postsecondary education systems***

**Colorado Career Pathways Support:**

*The Colorado Career Pathway system is a tangible effort to strengthen collaboration between secondary and postsecondary education systems.*

Success in the *Colorado Career Pathways* is measurable against essential outcomes -- class grades, staying in high school, earning a high school diploma, making the transition into postsecondary studies, staying in college, earning a degree or certification, and entering employment.

The work of developing and implementing the *Colorado Career Pathways* framework can be advised and enhanced by the State's P-20 initiative.

***Colorado Promise Strategy: Good Jobs for Our Kids***

***Colorado Career Pathways Support:***

***Colorado Career Pathways are directly linked to career fields that are in-demand and pay good wages.***

Career awareness is essential for students from all backgrounds. The Colorado Career Pathways framework would provide students with a view of potential career pathways particularly those in high-demand in Colorado. Students would learn about the opportunity to move in and out of post-secondary education to progress their career along the various pathways in a cluster. By linking the supply of educated Coloradans to the demand for workers across the state, the Colorado Career Pathways framework supports the Colorado Promise.

For example, in high school (and at college career advisement centers), students will be given career interest assessments and planning tools, and will be provided help to develop a *Graduation and Beyond Plan*.

For youth, the *Graduation and Beyond Plan* is initially developed in 8th grade. Utilizing the student's career interest assessment, the student and parents plan the student's high school course of study, including courses required for college admission as well as career and interest-based concentration of study.

***"I will push to make planning for post-secondary education a required component of all students' high school experience."  
-- Governor Bill Ritter***

In 10th and 11th grades, the interest assessment can be administered again to help inform an updated version of the student's *Graduation and Beyond Plan*. At this stage, the student embarks on a specific career area and a related postsecondary plan of study.

When students reach this point, they begin taking college placement or other academic assessments and are advised about whether they are academically ready to take on college level coursework. If not, students are advised to take extra math, science, and reading-language arts classes in 11th and 12th grade to promote college readiness. The purpose of this activity is to reduce the need for remediation that is often required at both community colleges and four-year colleges and universities.

Additionally, CTE teachers in high schools can reorganize course competences to reinforce areas of academic readiness that may need more focus. They will be able to accomplish this task through an interactive online database of occupational standards in each Career Cluster area that are cross walked to Colorado's academic model content standards. After selecting the occupational skills covered in their courses, teachers will receive a comprehensive list of the embedded academic content along with instructional resources to build their capacity to infuse the related academics.

### **Conclusion**

The development and implementation of *Colorado Career Pathways* offers an invigorating new form of educational opportunities for Coloradans. It will ignite personal motivation, increase relevance of instruction, and propel students toward success in postsecondary education and employment. The *Colorado Career Pathways* offer Coloradans the opportunity -- to secondary students and also to adults choosing to re-enter Colorado's public education institutions -- to increase their level of education and success in the workforce.

*"...if we hope to maintain Colorado's economic superiority and resiliency, we must grow more of our own highly educated workforce."*  
-- "The Colorado Promise" by  
Governor Bill Ritter

**Colorado's youth and adults need an education and training system that is designed for the 21st Century.**

**The time for action is now -- and the way to make good on the promise is clear.**

**###**

STATE BOARD FOR COMMUNITY COLLEGE AND OCCUPATIONAL  
EDUCATION

March 14, 2007

TOPIC: CHALLENGES AND REALITY CHECK OF LIFE WITH COF  
AND THE COMMUNITY COLLEGES

PRESENTED BY: Dr. Nancy McCallin, President, Colorado Community College  
System, Marilyn Golden, Vice President of Administration and  
Finance, Kristin Corash, Associate Vice President of Strategic  
Planning

At the February Board meeting, Nancy McCallin outlined the difficult administrative and student issues related to the stipend portion of the College Opportunity Fund (COF). There are a number of issues related to the College Opportunity Fund and its impact on students. One of the original intents of the College Opportunity Fund was to create access, to promote "... the idea that public higher education is affordable and accessible for all Coloradans." One of the concerns of the way the COF is implemented is that it not only does not create access, but instead discourages student participation in community college higher education. This happens through a number of ways:

- The advertised tuition rate is higher, thus the "sticker shock" causes students to walk away from registering. There was no new money available to assist student in their pursuit of higher education, and this was a surprise to some students..
- Additional paperwork and verification processes add another roadblock to students pursuing higher education.
- Arbitrarily-assigned credit hour limits at the start of the COF process meant students had fewer credit hours available through COF.
- The administrative burden of COF is significant and detracts from our primary mission of education and redirects money away from the important educational mission and advising into "verification and compliance" activities.
- COF is an inherently volatile source of revenue and, because of the way it was implemented, Community Colleges are much more dependent on COF than the rest of higher education. This means that Community Colleges do not know how much money they have to operate until very late in the fiscal year. This deprives our students of resources that should be available to them throughout the year. For example, it is the middle of March and we are still attempting to follow up with students from the fall semester to get them to authorize COF.

This memorandum discusses this and other issues.

## COF's Effect on Students

The vast majority of our students register within weeks of the start of the semester. Community college students most often register during the two weeks before classes start and in the first week of classes. Typically we register 70,000 students in a very short time frame, especially compared to the four-year institutions, which register their students many months ahead of when classes start. During our peak enrollment time, we are registering 2,000 to 3,000 students a day. For some four-year institutions, this is the number of students they register annually. Because these students are registering right at the start of classes, this does not allow us much time to work with students to get them authorized for the COF stipend.

Given the sheer volume of students registering, the focus of this time frame is on making sure the registration process is going smoothly and assuring that students get signed up for the classes they need and want to take. Four-year institutions have many months before classes start to begin following up with their students to make sure they understand the COF authorization process, have set up their College Access Network (CAN) accounts at CCHE, have authorized COF, etc. Due to the timing of registration and the number of new students we see each term, the community colleges do not have this luxury and are often still trying to resolve these issues months after registration and even into the next term. As a result, many resident students who are eligible for COF are not making it through the process, despite repeated attempts to contact them via phone calls, emails, and letters to provide them the information and to ask them take the necessary action to qualify for the COF stipend.

This very compressed registration timeframe is also problematic from a billing perspective. Many students register (either on-line or in person) and want to know their bill and, in some cases, pay right away. Since there is a delay in matching each student's information with CAN and we have so many students registering at the same time, the COF stipend does not immediately appear on the students' bills when they register. As a result, the "loaded" tuition level that includes the student share of tuition and the COF stipend appears on the bill, as required by statute. During last fiscal year, we saw students become discouraged by the apparently high cost on the bill and walk away from higher education — the exact opposite of the intent of the COF legislation.

In order to assure that we were able to maintain access for community college students, we instituted an "estimated COF" on their bills until we could get confirmation from CAN that they qualified for COF. This helped minimize the sticker shock of students in the short-term, but it created a number of additional issues. Students would pay their bills, less the estimated COF. However, when they did not match the CAN database (for whatever reason) and if we were unable to contact them (or get them to respond to our queries) to get them to provide the appropriate documentation for CAN, they eventually end up in collections and we lose the equivalent tuition revenue. This would likely be minimized if there were months before the start of class to work out these authorization

issues, but the reality of community college students and their registration patterns is that we do not have months.

To get as many eligible students as possible authorized for fall term, our colleges set up phone banks, sent out multiple forms of correspondence, and attempted to contact all impacted students. The administrative burden on the colleges to do this kind of follow-up is very resource intensive and time consuming — especially considering that for some of our colleges, the people leading these efforts often have multiple job responsibilities (e.g., the college's registrar is also their institutional researcher). Frankly, at this point, while we continue to make efforts to contact the fall students, there is a diminishing return given the response rates. We are now focusing our efforts on Spring. Still, we suspect that, due to the circumstances described above, Spring term may yield similar issues.

Many community college students are already fearful of going to college and are overwhelmed by the paperwork required. A lot are first generation college students who do not have support and knowledge in their homes to help them. COF and now HB 06-1023 requirements (the immigration bill of last summer) add greatly to the paperwork. CCCS has added explanatory information to its application and registration materials to help. In addition, each college sends emails and letters and calls the students. Also, because of House Bill 06-1023, students whose driver's licenses do not match with the Department of Motor Vehicles or whose driver's licenses are expired lose their state benefits unless other documentation can be provided. (Arapahoe Community College had the largest percentage of students' driver's licenses not matching. We believe this is because students are afraid of identity theft and intentionally give a wrong driver's license number, testing the system to see if it is necessary.)

Finally, at the start of the COF process, CCHE arbitrarily assigned credit hour limits that had the effect of making fewer credit hours available through COF than the intended 145 credits. For example, if a student completed their freshman year of college prior to the start of COF in Fall 2005, they were assigned as having used 30 credit hours of their 145 credit hour limits. This assignment occurred regardless of whether or not the student took classes at a public or private college and regardless of whether or not the student went to a school in or out of state. Students who had previously taken 3 years of college were assigned as having used 85 credit hours of the 145 credit hour limit. If a student was "unclassified" or non-degree seeking prior to the start of COF, they were assigned as having used 60 credit hours. This limits the amount of COF available to students. For example, at the start of the program in Fall 2005, 5,100 (24 percent) of Front Range Community College students were given a reduced COF credit hour limit. Thus, fewer hours of COF are available for their use and some students are already bumping up against their limits.

All of these factors negatively impact student access to our system.

### COF's Effect on Colleges and Planning

The COF has had a negative affect on colleges as well, causing a significant increase in the amount of administrative burdens and making it very difficult to plan. Community colleges have significant, additional work and expense in order to administer COF and now HB-1023 requirements:

- College staff must send student files to College Access Network on a daily basis, clean those files, determine which students do not match, and contact the students to get them to provide appropriate information to match. Oftentimes a student may not match because they register under a nickname such as “Bob” instead of “Robert.” Or, their social security number may not match. Depending on the type of error, if there is a single student error on the file, the entire file is rejected. In those cases, we are not able to receive COF money until all the errors for each student are fixed.
- Contacting students to get the correct information and/or to get them to authorize COF is the most difficult. The colleges send letters and emails and have set up call centers.
- Many colleges have hired employees to man call centers to get students to authorize COF, fix problems with matching with the College Access database, and get documentation to prove legal presence.
- Even with all of the additional effort, the colleges are losing students and unable to get students to authorize.

Finally, the volatility of relying on the COF stipend makes it extremely difficult for colleges to plan and reduces resources available for students. Within Colorado's higher education system, there are varying degrees of dependence on the stipend among the governing boards. Community Colleges are especially dependent on COF stipend revenue, with 85 percent of our state funding coming from the stipend. Particularly at the community colleges, the COF stipend is an inherently volatile source of funding. While the Joint Budget Committee appropriates an amount for community colleges for a given fiscal year, we do not know if we have “earned” that appropriation until well into the fiscal year – often after the fiscal year is complete. Meanwhile, if we earn more than our appropriation, there is no guarantee that the funds will follow the student, as we must rely on the submission of a supplemental from the Governor's Office and approval of such by the General Assembly. This uncertainty is making it inherently difficult for the colleges to manage – currently, we do not know if we are managing to budget reductions or if we are managing to a continuation base and the fiscal year is nearly three-fourths complete.

Aside from Metropolitan State College, all other governing boards have significantly lower stipend appropriations and receive sizable appropriations through the more stable

fee-for-service contracts. For example, CU, CSU, and the Colorado School of Mines receive only between 33% and 41% of their General Fund from the volatile COF stipend, whereas the remainder of their funds comes from fee-for-service contracts. See the attached letter to David Skaggs, Executive Director of the Department of Higher Education and CCHE regarding the impact this volatility has had on Community Colleges in the current year.

Recommendation: The COF stipend was intended to increase student access to higher education. We do not believe that this stated intention has been achieved and instead has caused significant barriers to student access, increased administrative burdens, and made it difficult to plan. We recommend that we pursue an effort to eliminate the COF stipend and convert the stipend to fee-for-service contracts for undergraduate education in the same way that graduate education is funded.

ATTACHMENT

ATTACHMENT

February 26, 2007

The Honorable David Skaggs  
Executive Director  
Colorado Department of Higher Education  
1380 Lawrence Street, Suite 1200  
Denver, CO 80204

Dear David,

I am writing you today to request your support for a transfer of three percent of community college COF stipend funds into our Fee-for-Service contract for FY 2006-07. Due to a number of factors, current forecasts of the number of COF-specific student FTE that the community colleges can expect to get authorized range from 1.0 percent to 3.3 percent less than the Long Bill appropriation was built upon — a \$1 million to \$3.5 potential shortfall of COF revenue, which would mean a cut in community college funding.

Section 23-18-202 (1) (c), C.R.S. states that, “after the final census after the last academic term of each state fiscal year...up to three percent of the amount annually authorized as cash spending authority in the general appropriations act for a governing board to expend stipends received on behalf of eligible undergraduate students may be expended by the same governing board for postsecondary educational services purchased by the department if authorized through a fee-for-service contract...” Given the passage of Referendum C and the commitment Governor Ritter made in his Colorado Promise, we hope that the intent is not to cut community colleges’ General Fund this fiscal year and that there is a particular commitment to building financial stability within Colorado’s community colleges. A transfer would allow the community colleges to maintain the existing appropriation level for this fiscal year and permit us to manage with stable funding.

As you know, there are varying degrees of dependence on the stipend among the governing boards in the State. Community Colleges are especially dependent on COF stipend revenue, with 85 percent of our state funding coming from the stipend. Particularly at the community colleges, the COF stipend is an inherently volatile source of funding. While the Joint Budget Committee appropriates an amount for community colleges for a given fiscal year, we do not know if we have “earned” that appropriation until well into the fiscal year – often after the fiscal year is complete.

This uncertainty is making it inherently difficult for the colleges to manage – currently, we do not know if we are managing to budget reductions or if we are managing to a continuation base and the fiscal year is more than halfway over. Aside from Metropolitan State College, all other those governing boards have significantly lower stipend appropriations and receive sizable appropriations through the more stable fee-for-service contracts. For example, CU, CSU, and the Colorado School of Mines receive only between 33% and 41% of their General Fund from the volatile COF stipend, whereas the remainder of their funds comes from fee-for-service contracts.

The Community College System is unique in that the metropolitan community colleges subsidize our rural colleges. For example, Front Range Community College is not receiving the \$2,580 stipend per FTE student for the COF students; they are receiving approximately \$2,000 per student. Their dollars are reduced in order to redistribute the funding in support of their rural community college partners. And, by that same token, any projected reduction in COF funding in the community college system represents a larger reduction per FTE to rural colleges due the redistribution of resources that occurs. As a result, a further budget reduction, with nearly three-fourths of the year completed, would be most difficult for all community colleges. While the Community College System does receive a Fee-for-Service contract for rural students, it is not enough to permit the metro colleges to retain the full value of the stipend for their students. In order for the urban colleges to retain the full amount of their stipends, we would require an additional \$10.8 million in state funds.

In addition to the volatility caused by the COF stipend, we have also experienced significant issues in administratively implementing the stipend portion of the College Opportunity Fund. We believe these administrative issues also caused a reduction in our COF revenue. In particular, it is difficult to get students to authorize their COF stipend, set up their CAN accounts, and for community colleges to successfully process query, invoice and reconciliation files in a timely fashion. The vast majority of our students register within weeks of the start of the semester. Community college students most often register during the two weeks before classes start and in the first week of classes. Typically we register 70,000 students in a very short time frame, especially compared to the four year institutions, which register their students many months ahead of when classes start. During our peak enrollment time, we are registering 2,000 to 3,000 students a day. For some four year institutions, this is the number of students they register annually. Because these students are registering right at the start of classes, this does not allow us much time to work with students to get them authorized. We are grateful for the time and effort that your staff at CCHE and CAN has provided to us in helping to troubleshoot and work through these issues as well as the flexibility they have afforded us in working with us on submission deadlines. However, several dynamics lead us to believe that the current number of COF FTE that the community colleges can reasonably expect to collect (relative to our actual resident FTE) may be too high for FY 2006-07. We will not

know an exact number until well after figure setting is complete as we work through these issues.

Given the sheer volume of students registering, the focus of this time frame is on making sure the registration process is going smoothly and assuring that students get signed up for the classes they need and want to take. Four-year institutions have many months before classes start to begin following up with their students to make sure they understand the COF authorization process, have set up their CAN accounts, have authorized COF, etc. Due to the timing of registration and the number of new students we see each term, the community colleges do not have this luxury and are often still trying to resolve these issues months after registration and even into the next term. As a result, many resident students who are eligible for COF are not making it through the process, despite repeated attempts to contact them via phone calls, emails, and letters to provide them the information and to ask them take the necessary action to qualify for the COF stipend.

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responsibilities (e.g., the college's registrar is also their institutional researcher). Frankly, at this point, while we continue to make efforts to contact the fall students, there is a diminishing return given the response rates. We are now focusing our efforts on Spring. Still, we suspect that, due to the circumstances described above, Spring term may yield similar issues.

At this point in time, the amount of the transfer that the community colleges would need to maintain our existing FY 2006-07 appropriations is not certain. The nature of the process is that there is no certainty until the year is ended. This is particularly acute for community colleges because we rely heavily on the stipend. However, we are requesting that CCHE allow the community colleges the ability to immediately transfer the statutory 3 percent from within its own appropriation to assure that our general fund appropriations will not be reduced for FY 2006-07. Without this transfer soon, our colleges will face significant shortfalls with very few months to make adjustments. This would cause hardship to our colleges and students. With community colleges already funded at levels that are well below that of other governing boards, this added uncertainty and resultant reductions would have significant, negative impacts on our colleges. Our colleges cannot succeed if they remain at the breaking point. We believe that community colleges provide economic opportunities now and for future generations and the uncertainty of funding impacts our ability to provide those opportunities.

Thank you for your consideration of this request. We look forward to working with you on this issue and please contact me with any questions or concerns.

Sincerely,

Nancy McCallin, Ph.D.  
President, Colorado Community College System

cc: Senator Abel Tapia, Chairman – JBC  
Representative Bernie Buescher, Vice-Chairman – JBC  
Senator Steve Johnson  
Senator Moe Keller  
Representative Jack Pommer  
Representative Al White  
Mr. Todd Saliman, Director, OSPB  
Eric Kurtz, JBC Staff  
Diane Lindner, CCHE



STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

March 14, 2007

TOPIC: Colorado State University (CSU) and the Colorado Community College System (CCCS) *proposed* 2+2 Coordinated Degree Completion Program

PRESENTED BY: Dr. Linda Bowman, Vice President for Academic and Student Affairs

EXPLANATION:

Dr. Larry Penley, CSU President, contacted Dr. Nancy McCallin with a request to explore the option of offering a coordinated degree completion program at various Colorado Community Colleges. CSU is expanding their outreach efforts through the new CSU-Colorado campus and has asked for the opportunity to offer a baccalaureate degree on at least two community college campuses. The decision to participate in the CSU coordinated degree program will be the responsibility of each community college president.

The Colorado Department of Higher Education (formerly CCHE) has statutory authority to approve coordinated degree programs among state-supported institution of higher education. CDHE defines a coordinated degree program as a “single academic program that the Commission has approved for more than one college or university to offer jointly.” A coordinated degree program is characterized by a single curriculum, a common set of admission criteria, a single set of graduation requirements and shared resources.

The proposed “2+2” coordinated degree program would allow Colorado Community College students the opportunity to continue their education beyond the associates degree and complete a CSU baccalaureate degree at the community college campus.

**Next Steps:** Preliminary discussion among CSU and CCCS staff resulted in agreement that a coordinated degree completion program is well worth exploring further. CCCS staff members, Dr. Linda Bowman and Dr. Geri Anderson will begin discussions with CSU senior staff to develop a plan for consideration by the governing boards of each institution. Several issues will need to be addressed including fiscal infrastructure, admission process and criteria, degree programs and full program administration responsibilities. The initial discussions will begin in mid-April.

## **FISCAL YEAR 2005 TRANSFER INFORMATION ON COMMUNITY COLLEGE STUDENTS**

One of the statutory missions of community colleges is to transfer students to four-year schools. In fiscal year 2005 alone, roughly 4,700 students transferred from the Colorado Community College System to public four-year colleges and universities in Colorado. This represented 4.1 percent of our student body. Given the amount of time it takes to gain the credits to achieve a two-year degree and the part-time nature of our students, a rough estimate is that 15 percent of our students are seeking to transfer their credits. To help eliminate the guesswork of transferring general education course credits, Colorado has developed a statewide guaranteed transfer (GT) program—gtPATHWAYS. This program applies to all Colorado public institutions of higher education, and there are more than 500 lower-division general education courses in 20 subject areas approved for guaranteed transfer

A student who starts his/her higher education pathway at any public college or university in Colorado may transfer up to 31 credits of previously and successfully (C- or better) completed general education coursework. Further, students who transfer from a two-year school to a four-year school may be entitled to additional guarantees. For example, if a student completes an Associate of Arts or Associate of Science degree, 60 credit hours of their A.A. or A.S. degree are guaranteed to transfer to a four-year school, once the student is accepted for admission. Therefore, students should be able to finish a Bachelor of Arts or Bachelor of Science degree within another 60 credit hours. This is called a 60 + 60 transfer plan and encourages students to continue on their educational path. However, the transfer hours may not apply to the degree requirements for specific program areas like engineering or education and students may be required to take additional freshman and sophomore level courses to meet those requirements.

Because of the guaranteed transfer program here in Colorado, students are free to transfer from one Colorado college to another without losing coursework. As a result, 67 percent of Colorado students transferred from one Colorado college to another in FY 2005. Table 1, attached, provides information on transfer students in Colorado. The following are summary data from the Colorado Commission on Higher Education (CCHE) FY2005 Transfer Report related to Community College transfers:

- 5,323 (57%) of the total 9,356 students who transferred from one Colorado college to another Colorado college are community college students who transferred to a Colorado four-year college or university. When transfers within institutions are taken into account, 60 percent of all students who transfer are from community colleges.
- In total, 4,728 students within the Colorado Community College System transferred to a four-year college or university in Colorado during 2005. This represents 4.1 percent of our headcount.
- 1,516 (32%) of the community college transfers were to Metro State College, with Colorado State University – Fort Collins receiving 676 (14%), University of Colorado at Denver/Health Sciences receiving 662 (14%), and University of Colorado – Colorado Springs receiving 473 (10%) of our community college transfers.
- Front Range Community College (FRCC) had the highest number of transfers (1,333), with Arapahoe Community College (ACC) and Pikes Peak Community College (PPCC) in second and third place (616 and 615 transfers, respectively).
- The highest percentage of students transferring was at Front Range, followed by Arapahoe, Red Rocks, Aurora, and Otero Junior College.

- Colorado Community College System (CCCS) colleges had certain patterns of transfer to specific schools. For example:
  - Metropolitan State College was the number one transfer institution for students from Arapahoe Community College (ACC), Community College of Aurora (CCA), Community College of Denver (CCD) and Red Rocks Community College (RRCC). However, the largest number of overall community college student transfers to Metro came from FRCC.
  - FRCC students generally transferred to three major Colorado universities: 32% of FRCC's students transferred to Colorado State University (CSU), 26% to Metro State College, and 21% to the University of Colorado at Boulder.
  - PPCC students tended to transfer to the University of Colorado at Colorado Springs.
  - Pueblo Community College (PCC) students typically transferred to CSU-Pueblo.
- Community college students transferred to all but one of the 12 other Colorado colleges or universities. Western State University received no community college transfers in FY2005.
- Since FY 2002, student transfers from Colorado Community College System to four-year institutions increased by 488 students, up 12 percent.

Table 1: Transfer Patterns of Community College Students																		
Originating Institution	Receiving Institution												FISCAL YEAR TOTAL	Change from 2002		Comm. College Headcount	% of headcount	
	ASC	CSM	CSU	CSU-P	FLC	MESA	METRO	UCB	UCCS	UCDHSC	UNC	WSC		Number	Percent			
<b>Two-Year Public Institutions</b>																		
AIMS	0	5	73	0	2	7	30	17	4	7	227	0	372	40	12.0%		NA	NA
ACC	9	3	45	11	7	13	311	37	10	142	28	0	616	88	16.7%		12,387	4.97%
CMC	0	1	50	4	8	51	35	29	9	26	10	0	223	(72)	-24.4%		NA	NA
CNCC	1	0	10	2	4	22	10	0	2	0	2	0	53	(6)	-10.2%		2,752	1.93%
CCA	3	0	12	6	2	3	192	13	6	128	17	0	382	88	29.9%		9,127	4.19%
CCD	1	2	23	1	1	7	296	12	2	141	16	0	502	120	31.4%		14,553	3.45%
FRCC	2	5	421	8	9	14	352	275	17	116	114	0	1,333	115	9.4%		24,238	5.50%
LCC	9	0	3	15	1	3	1	1	4	1	3	0	41	(18)	-30.5%		1,390	2.95%
MCC	0	0	6	2	0	4	9	0	1	4	12	0	38	(9)	-19.1%		2,637	1.44%
NJC	1	0	50	5	0	11	12	4	3	3	45	0	134	(16)	-10.7%		6,017	2.23%
OJC	21	1	11	27	0	12	7	5	10	0	10	0	104	(21)	-16.8%		2,497	4.16%
PPCC	6	5	41	62	4	2	32	18	403	17	25	0	615	86	16.3%		16,609	3.70%
PCC	8	0	8	200	44	6	12	5	8	6	3	0	300	32	11.9%		8,392	3.57%
RRCC	3	29	40	2	3	6	272	41	2	101	30	0	529	32	6.4%		12,099	4.37%
TSJC	17	0	6	21	1	6	10	5	5	3	7	0	81	(3)	-3.6%		3,312	2.45%
<b>Total Transfers from Two-Yr Publ Inst</b>	<b>81</b>	<b>51</b>	<b>799</b>	<b>366</b>	<b>86</b>	<b>167</b>	<b>1,581</b>	<b>462</b>	<b>486</b>	<b>695</b>	<b>549</b>	<b>-</b>	<b>5,323</b>	<b>456</b>	<b>9.4%</b>		<b>NA</b>	<b>NA</b>
% of Total Rec'd from Two-Yr Publ Inst	1.5%	1.0%	15.0%	6.9%	1.6%	3.1%	29.7%	8.7%	9.1%	13.1%	10.3%	0.0%						
% of Total Rec'd by Inst	27.7%	35.4%	40.6%	59.8%	20.2%	20.9%	35.5%	24.1%	41.0%	36.4%	45.1%	0.0%						
<b>Total Transfers from Comm. College System</b>	<b>81</b>	<b>45</b>	<b>676</b>	<b>362</b>	<b>76</b>	<b>109</b>	<b>1,516</b>	<b>416</b>	<b>473</b>	<b>662</b>	<b>312</b>	<b>0</b>	<b>4,728</b>	<b>488</b>	<b>11.5%</b>		<b>116,010</b>	<b>4.1%</b>
% of Total Rec'd by Inst	1.7%	1.0%	14.3%	7.7%	1.6%	2.3%	32.1%	8.8%	10.0%	14.0%	6.6%	0.0%	100.0%					