State Board for Community Colleges
and
Occupational Education

SBCCOE Regular Meeting - August 14, 2019
I. CALL TO ORDER (2:33 p.m.)

A. Pledge of Allegiance
B. Roll Call

Rollie Heath, Vice-Chair, called the State Board for Community Colleges and Occupational Education (SBCCOE) to order at 2:33 p.m. MST, at which time a quorum of the board members were present.

Members Present:
Pres Askew
Rollie Heath (Vice-Chair)
Dr. Landon Mascareñaz
Terrance McWilliams
Dr. Russ Meyer

Hanna Skandera
Daniel Villanueva (telephonically)
Kelly O’Dell (SFAC)
Emanuel Walker (SSAC)

Members Absent:
Giugi Carminati (Attended Work Session)
Dr. Byron McClenny (Chair)

II. GENERAL BUSINESS

A. Approval of Minutes
Terrance McWilliams made a motion to approve the May 8, 2019 regular session meeting minutes. Dr. Russ Meyer seconded the motion. The motion passed unanimously.

B. Approval of Agenda
Dr. Russ Meyer made a motion to accept the agenda for the June 12, 2019 regular session. Terrance McWilliams seconded the motion. The motion passed unanimously.

III. CONSENT AGENDA ITEMS

Vice-Chair Heath asked the board members if, after having had a full discussion of all the consent agenda items in the work session, there were any other comments to add. There were none.
A. Student Fee Approval for Lamar Community College
B. Area Technical College Allocation Approval
C. Local District College Appropriation Certification
D. Request for Approval to Refinance CNCC Energy Performance Contract
E. First Amendment to System President’s Employment Contract
F. Request Approval of Pueblo Community College Advisory Council Nominees:
   i. Ron Wiley for Appointment to a Full Term, Commencing June 1, 2019 and ending May 31, 2023
   ii. Dr. Velia Rincon for Appointment to a Full Term, Commencing June 1, 2019 and ending May 31, 2023
   iii. William Wilcoxin for Reappointment to a Full Term, Commencing June 1, 2019 and ending May 31, 2023
G. Request Approval of Morgan Community College Advisory Council Nominee:
   i. Dr. William Wilson to fill the remainder of the term vacated by Gary Bruntz, Commencing June 12, 2019 and ending May 31, 2020
   ii. Linda Roan for Appointment to a Full Term, Commencing September 1, 2019 and ending August 31, 2023

Terrance McWilliams made a motion to approve the Consent Agenda. Pres Askew seconded the motion. The motion passed unanimously.

IV. REPORTS

A. Board Vice-Chair, Rollie Heath:
   • Appreciated the changes made to the process for orientation of new Board members that provided an opportunity for the Chair and Vice-Chair to meet with the new members.
   • Stated that he is an advisor to the Business Experiential-Learning (BEL) Commission on which Chancellor Garcia serves as the Chair of the Education & Training Steering Committee of the Colorado Workforce Development Council (CWDC). This Commission provides CCCS with an opportunity to gain knowledge about workforce issues and work with employers to meet workforce needs.
   • Attended a recent Leadership Breakfast with the Chancellor.
   • Thanked everyone in attendance for all of the budget presentations given during the Board’s work session.

B. Audit Committee Report, Daniel Villanueva:
   • Financial Statement Audit - The annual financial statement audit performed by BKD is underway.
• Risk Assessment Update - The annual entity-wide risk assessment is in process. Internal Audit is meeting with each of the 11 functional groups to update top risks.

C. Student Representative:
• Emanuel Walker, the new SSAC Representative from Community College of Denver introduced himself and spoke about coming to America from Liberia and becoming a citizen in 2011.

• Stated that the retreat with officer elections was very successful.

D. Faculty Representative, Kelly O'Dell:
• SFAC did not have a meeting in June due to faculty being off contract.

• Tommy Williams introduced himself. He will succeed Kelly in the role beginning with the August meeting.

E. System Chancellor, Joseph Garcia:
• Officially welcomed Dr. Rhonda Epper, new President at Trinidad State Junior College. Rhonda was previously the Provost/Vice President of Academic Affairs at Community College of Denver.

• Officially recognized and welcomed the new State Student Advisory Committee (SSAC) representative, Emanuel Walker from the Community College of Denver.

• Spoke about the recent Leadership Breakfast, which was the second one. The purpose is to bring together thought leaders form a variety of industries to discuss how the community colleges can continue to best serve Colorado and meet workforce needs. Adams Cermak, Executive Director of the CCCS Foundation has been working on planning these breakfasts. The most recent one was hosted by George Sparks at the Denver Museum of Nature and Science. A few of the executives attending were Kelly Brough, President & CEO, Denver Metro Chamber; Sarah Leahy, Colorado Rural Health Center, Director of Business Development; Taylor Merritt, Chairman and CEO of Merritt Aluminum Products Company; Jandel Allen-Davis, President and CEO of Craig Hospital; Jason Sharpe, CEO of Namaste Solar, and Senator Rollie Heath.

• Expanding and improving Concurrent Enrollment is a high strategic priority for the Board. Tammy Ward, Director of Concurrent Enrollment Initiatives, held a strategy workshop focusing on best practices in order to improve student success outcomes and increase matriculation and completion rates across the system.

• The OER (Open Educational Resources) Conference was held on Friday, May 31, 2019. It was hosted by the Colorado Department of Higher Education (CDHE) at the Lowry Conference Center. Governor Polis and Congressman Neguse attended for a brief time. There were 235 people registered for the event. Tina Parscal and Brittany Dudek from our system’s CCCOnline were members of the inaugural OER Council. Competitive grant process and several of our colleges received 18-19 awards including; ACC, CCCOnline, CCD, FRCC, PCC, PPCC, RRCC. Both NJC and TSJC were awarded travel funds.
• Recognized and thanked Lance Bolton and Pikes Peak Community College (PPCC) for hosting Governor Polis as he stopped in Colorado Springs last week to hold a press conference highlighting his first legislative session. Many students were in attendance and several of them quoted in the news coverage.

• Announced that he will travel to meet with each of the College Presidents on their campus for their individual performance evaluations.

• Indicated that he will participate as a panelist at the Inside Higher Education conference on The Future of Public Higher Education, being held July 8-10 in Baltimore, MD.

F. Presidents’ Reports
• No verbal reports were given at this meeting. Written reports were included in the Board materials.

PUBLIC COMMENTS
None

V. DISCUSSION AND ACTION ITEMS
A. Fiscal Year (FY) 2019-20 College and System Office Budgets
• Dr. Russ Meyer made a motion to approve the FY 2019-20 Budgets. Terrance McWilliams seconded the motion. The motion passed unanimously.

B. Board Policy 3-60, Employee Benefits
• Terrance McWilliams made a motion to approve the Board Policy 3-60, Employee Benefits. Dr. Landon Mascareñaz seconded the motion. The motion passed unanimously.

C. Front Range Community College Approval of Custodial Contract
• Hanna Skandera made a motion to approve the FRCC Custodial Contract. Dr. Landon Mascareñaz seconded the motion. The motion passed unanimously.

D. Pikes Peak Community College Marketing and Software Contracts
• Pres Askew made a motion to approve the PPCC Marketing & Software Contracts. Terrance McWilliams seconded the motion. The motion passed unanimously.

E. IFB System Communications Platform
• Dr. Landon Mascareñaz made a motion to approve the IFB System Communications Platform. Terrance McWilliams seconded the motion. The motion passed unanimously.

F. WAN/Internet Connectivity and Bandwidth for the System
• Dr. Russ Meyer made a motion to approve the WAN/Internet Connectivity and Bandwidth for the System. Hanna Skandera seconded the motion. The motion passed unanimously.

G. Five-Year Capital Construction/IT Plans and Request Priorities for FY 2020-21
• Terrance McWilliams made a motion to approve the Five-Year Capital Construction/IT Plans and Request Priorities for FY 2020-21. Dr. Landon Mascareñaz seconded the motion. The motion passed unanimously.
VI. EXECUTIVE SESSION

No Executive Session required.

VII. ADJOURNMENT

There being no further business to bring before the Board, Pres Askew made a motion to adjourn the State Board for Community Colleges and Occupational Education meeting. Terrance McWilliams seconded the motion. The motion passed unanimously. The meeting adjourned at 3:14 p.m. MST.
SBCCCOE

Meeting Agenda
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
Work and Regular Session Agenda
August 14, 2019
Front Range Community College
3645 West 112th Avenue, Westminster, CO 80031

8:30-9:45am – Executive Session
C0577 Timberline Room

10:00am-2:00pm – Work and Regular Sessions
C0770 Rocky Mountain Room

All times are approximate

I. CALL TO ORDER (8:30-8:35am)
   A. Roll Call

II. EXECUTIVE SESSION (8:35-9:45am)

   The Board may convene in Executive Session pursuant to Colorado Revised Statutes sections 24-6-402(3)(a)(I), 24-6-402(3)(a)(II) and 24-6-402(3)(b)(I), to discuss the purchase of property for public purposes, to confer with the Board’s attorney for the purpose of receiving legal advice, and to discuss personnel matters.

BREAK (9:45-10:00am)

WORK SESSION (10:00-11:40am)

III. Welcome to Front Range Community College
     Andy Dorsey, President

IV. Discussion Items

   A. Outstanding Program – TRIO Programs
      Liz Schwebach, TRIO SSS Director and Koreeña Montoya, TRIO
      Upward Bound Director, Front Range Community College
      (10:00-10:15am)

   B. Refunding of Series 2010D Bonds on Behalf of Community College of Denver and Pueblo Community College
      Mark Superka, Vice Chancellor for Finance & Administration
      (10:15-10:45am)

   C. Annual Developmental Education Report
      Dr. Landon Pirius, Vice Chancellor for Academic & Student Affairs
      (10:45-11:10am)
D. **Designated Career and Technical Schools (DCTS) - Renewal Applications**  
   Dr. Landon Pirius, Vice Chancellor for Academic & Student Affairs  
   (11:10-11:15am)  
   Work Session IV.D., Consent Agenda VII.B, Page 71

E. **TutorMe Online Tutoring Service Contract Approval**  
   Julie Ouska, CIO/Vice Chancellor, Information Technology  
   (11:15-11:20am)  
   Work Session IV.E., Discussion & Action X.B., Page 73

F. **Colorado Community College System Office Spending Authority Request for Marketing Contract Agreement**  
   Fiona Lytle, Chief Communications Officer/Legislative Liaison  
   (11:20-11:25am)  
   Work Session IV.F., Discussion & Action X.C., Page 75

G. **Otero Junior College - Migrant Seasonal Head Start Facility**  
   Dr. Tim Alvarez, President, Otero Junior College  
   (11:25-11:40am)  
   Work Session IV.G., Discussion & Action X.D., Page 76

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**SPECIAL** (11:40am-12:55pm)  
TOUR of Front Range Community College  
LUNCH in the Rotunda

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**REGULAR SESSION** (1:00pm-2:00pm)

V. **CALL TO ORDER** (1:00-1:05pm)  
   A. Pledge of Allegiance  
   B. Roll Call

VI. **GENERAL BUSINESS** (1:05-1:10pm)  
   A. Approval of Minutes, Regular Meeting of June 12, 2019  
   B. Approval of Agenda, Regular Meeting of August 14, 2019

VII. **CONSENT AGENDA ITEMS** (1:10-1:15pm)  
   A. **Annual Developmental Education Report** Page 41  
   B. **Designated Career and Technical Schools (DCTS) – Renewal Applications** Page 71  
   C. **Trinidad State Junior College Room and Board Rate Correction** Page 79  
   D. Request Approval of Northeastern Junior College Advisory Council Nominees:  
      i. **Wade Tyrell** for Appointment to a Full Term, Commencing July 1, 2019 and ending June 30, 2023 Page 80  
      ii. **Karla Rosas** for Appointment to a Full Term, Commencing July 1, 2019 and ending June 30, 2023 Page 81  
      iii. Karen Ramey-Torres for Re-Appointment to a Full Term, Commencing July 1, 2019 and ending June 30, 2023 Page 82

SBCCOE, August 2019, Agenda
E. Request Approval of Pueblo Community College Advisory Council Nominee
   i. Andy Burns for Re-Appointment to a Full Term,
      Commencing September 1, 2019 and August 31, 2023

F. Request Approval of Otero Junior College Advisory Council Nominees:
   i. Jack Johnston for Appointment to a Full Term,
      Commencing April 1, 2019 and March 31, 2023

VIII. REPORTS (1:15-1:45pm)
A. Chairman's Report
B. Board Reports
   • Student Representative, Emanuel Walker
   • Faculty Representative, Tommy Williams
C. Chancellor's Report, Chancellor Joe Garcia
D. Presidents’ Reports, Presidents wishing to address the Board

IX. PUBLIC COMMENTS (If requested)

Members of the public are invited to address the Board at this time regarding any issue not on the agenda. The time allotted for remarks may be limited by the Chair to accommodate the Board’s schedule.

X. DISCUSSION AND ACTION ITEMS (1:45-1:55pm)
A. Refunding of Series 2010D Bonds on Behalf of Community College of Denver and Pueblo Community College
B. TutorMe Online Tutoring Service Contract Approval
C. Colorado Community College System Office Spending Authority Request for Marketing Contract Agreement
D. Otero Junior College - Migrant Seasonal Head Start Facility
E. Approval of Board Committee-Colorado Northwestern Community College and Moffat County, Colorado
F. Second Amendment to System Chancellor’s Employment Contract

XI. WRITTEN REPORTS
A. Procurements over $200,000
B. System Procedures
C. Annual FACTA Report

XII. ADJOURNMENT (2:00pm)
SBCCOE

Agenda Items
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

August 14, 2019

TOPIC: Refunding of Series 2010D Bonds on Behalf of Community College of Denver and Pueblo Community College

PRESENTED BY: Mark Superka, VC for Finance and Administration; Fred Marienthal, Kutak Rock LLP; and Steph Chichester, North Slope Capital Advisors

RELATIONSHIP TO THE STRATEGIC PLAN: Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

EXPLANATION:

In this agenda item, CCCS is requesting approval to refund its existing Series 2010D revenue bonds (for Community College of Denver and Pueblo Community College) as long as the refunding generates at least a net present value savings of 3.0 percent in the aggregate and no material change in the number of remaining terms and end date of the bonds. Recent refunding scenarios range from 4.5 percent to 5.0 percent (or $1.2 to $1.4 million) in net present value savings compared to current bond payments. Not only is there an opportunity to generate net present value savings, but this refunding could also eliminate the last of the prior-issued bonds that relied on Build America Bond (BAB) subsidies. Given the continued reductions in the BAB subsidy amount over the last decade (and likely a continued slow slide downward in the future), this would provide more payment stability for CCCS in the future.

Fred Marienthal, bond counsel from Kutak Rock LLP, will walk the Board through the Seventh Supplemental Resolution (attached in your Board packet), which outlines the parameters, conditions, and key documents associated with the bond issuance. And, Steph Chichester from North Slope Capital will be available to answer any questions related to the bond market and the financial components of the issuance. For your reference, a summary of the content and purpose of the relevant bond documents is provided below.

Summary of the Transaction Documents

Seventh Supplemental Resolution

The Master Bond Resolution (the “Master Resolution”) adopted by the Board in December 2009 does not authorize and contain the specific terms applicable to any series of Bonds; rather, each individual series of Bonds are issued under a resolution supplemental to the Master Resolution (in this case, the “Seventh Supplemental Resolution”). The Seventh Supplemental Resolution authorizes the issuance of the “State of Colorado, Department of Higher Education, by the State Board for Community Colleges and Occupational Education, Systemwide Revenue Bonds Series 2019A (the “Series 2019A Bonds”). The Seventh Supplemental Resolution authorizes the issuance of the Series 2019A Bonds for the following purposes: (a) refunding all or a portion of the Board’s Series 2010D Bonds (2019A Refunding Project); and (b) pay costs of...
issuance of the Series 2019A Bonds. In addition, the Board shall only issue Series 2019A Bonds to finance the refunding if the aggregate net present value savings is at least 3.0%.

The final principal amount, interest rates, maturities and optional and mandatory sinking fund redemption provisions of the Series 2019A Bonds will be contained in a Pricing Certificate to be approved by the Chair of the Board, the Vice Chair of the Board, the Chancellor of the System or the Vice Chancellor for Finance and Administration of the System (each a “Board Representative”) in connection with the sale of the Series 2019A Bonds.

The Seventh Supplemental Resolution also approves the distribution and use of the Preliminary Official Statement and authorizes the execution and delivery of the Bond Purchase Agreement, the final Official Statement, the 2019A Paying Agency Agreement, the Escrow Deposit Agreement, the Tax Compliance Certificate and the Continuing Disclosure Undertaking, in substantially the forms presented to the Board as set forth in the Seventh Supplemental Resolution. The Seventh Supplemental Resolution delegates signature authority for these documents to the Board Representative.

Preliminary Official Statement and Final Official Statement

The Preliminary Official Statement and the final Official Statement are the documents pursuant to which the Series 2019A Bonds will be marketed and sold. The Preliminary Official Statement and the final Official Statement contain all of the material information necessary for investors to make an informed investment decision.

Bond Purchase Agreement

The Bond Purchase Agreement is the document pursuant to which the Board will sell the Series 2019A Bonds to the Underwriter and will contain the conditions precedent for the sale of the Series 2019A Bonds to the Underwriter. The Bond Purchase Agreement and the Pricing Certificate will establish the final terms and prices of the Series 2019A Bonds.

Escrow Deposit Agreement

The Escrow Deposit Agreement is the document pursuant to which the Board will deposit the proceeds of the Series 2019A Bonds to be held by the Escrow Agent until the redemption dates of the refunded bonds.

2019 Paying Agency Agreement

The 2019 Paying Agency Agreement is the document pursuant to which the Board appoints the Paying Agent to serve as paying agent, registrar and authenticating agent for the Series 2019A Bonds. The Bank of New York Mellon Trust Company will be the 2019 Paying Agent.
Tax Compliance Certificate

The Tax Compliance Certificate contains provisions that are required by the Internal Revenue Code of 1986, as amended. This document addresses arbitrage, private use, rebate, post issuance compliance and other federal tax compliance issues.

Continuing Disclosure Undertaking

The Continuing Disclosure Undertaking is designed to permit the Board to comply with the Securities and Exchange Commission’s Rule 15c2-12. The Board is required to provide certain up-to-date financial information and operating data to the secondary market. In addition, the Board must alert the secondary market if certain material events occur.

RECOMMENDATION:

Staff is recommending that the Board approve the refunding project listed above and the sale of the Series 2019A bonds within the parameters outlined in the attached Seventh Supplemental Resolution.

Attachments:

Attachment A: Seventh Supplemental Resolution
CERTIFIED RECORD
OF
PROCEEDINGS OF
THE STATE BOARD FOR COMMUNITY COLLEGES
AND OCCUPATIONAL EDUCATION

RELATING TO A SEVENTH SUPPLEMENTAL RESOLUTION AUTHORIZING
THE ISSUANCE OF THE FOLLOWING BONDS PURSUANT TO THE
MASTER ENTERPRISE BOND RESOLUTION

State of Colorado, Department of Higher Education,
by State Board for Community Colleges and Occupational Education
Systemwide Revenue Refunding Bonds
Series 2019A

This cover page is not a part of the following Seventh Supplemental Resolution
and is included solely for the convenience of the reader.
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**EXHIBIT A**

**FORM OF SERIES 2019A BONDS**
SEVENTH SUPPLEMENTAL RESOLUTION

WHEREAS, the State Board for Community Colleges and Occupational Education (the “Board”) adopted on December 9, 2009 a Master Enterprise Bond Resolution (the “Master Resolution”); and

WHEREAS, this Seventh Supplemental Resolution is proposed for adoption pursuant to and in accordance with the Master Resolution; and

WHEREAS, pursuant to and in accordance with the provisions of Colorado Revised Statutes Sections 23-5-101.7, 23-5-102, 23-5-103, 23-5-104, 23-5-105 and 23-5-105.5 (collectively, the “Institutional Enterprise Statute”), the Board has designated the community and technical colleges within the State system (as more particularly defined in the Master Resolution, the “System”) as an enterprise for purposes of Article X, Section 20 of the Colorado Constitution (the “Institutional Enterprise”), which designation remains effective as of the date hereof; and

WHEREAS, the Board has previously issued its Systemwide Revenue Refunding Bonds, Series 2010A (the “Series 2010A Bonds”), its Systemwide Revenue Bonds (Colorado Northwestern Project and Northeastern Junior College Project), Series 2010B-1 (the “Series 2010B-1 Bonds”), and its Taxable Systemwide Revenue Bonds (Colorado Northwestern Project and Northeastern Junior College Project) (Build America Bonds—Direct Payment to the Board), Series 2010B-2 (the “Series 2010B-2 Bonds” and, together with the Series 2010A Bonds and Series 2010B-1 Bonds, the “Series 2010A-B Bonds”), pursuant to and in accordance with the terms of the Master Resolution, as supplemented by the First Supplemental Resolution adopted by the Board on December 9, 2009; and

WHEREAS, the Board has previously issued its Systemwide Revenue Bonds (Community College of Denver Project and Pueblo Community College Project), Series 2010C (the “Series 2010C Bonds”) and its Taxable Systemwide Revenue Bonds (Community College of Denver Project and Pueblo Community College Project) (Build America Bonds – Direct Payment to the Board), Series 2010D (the “Series 2010D Bonds ” and, together with the Series 2010C Bonds and Series 2010A-B Bonds, the “Series 2010 Bonds”), pursuant to and in accordance with the terms of the Master Resolution, as supplemented by the Second Supplemental Resolution adopted by the Board on September 8, 2010; and

WHEREAS, the Board has previously issued its Systemwide Revenue Refunding Bonds, Series 2012A (the “Series 2012A Bonds”), pursuant to and in accordance with the terms of the Master Resolution, as supplemented by the Third Supplemental Resolution adopted by the Board on December 14, 2011; and

WHEREAS, the Board has previously issued its Systemwide Revenue Bonds (Front Range Community College-Larimer & Westminster Campus Projects), Series 2013 (the “Series 2013 Bonds”), pursuant to and in accordance with the terms of the Master Resolution, as supplemented by the Fourth Supplemental Resolution adopted by the Board on June 12, 2013; and

WHEREAS, the Board has previously issued its Systemwide Revenue Bonds (Red Rocks Community College Project), Series 2016 (the “Series 2016 Bonds”), pursuant to and in
accordance with the terms of the Master Resolution, as supplemented by the Fifth Supplemental Resolution adopted by the Board on December 9, 2015; and

WHEREAS, the Board has previously issued its Systemwide Revenue Refunding and Improvement Bonds (Arapahoe Community College – Castle Rock Collaboration Campus), Series 2017A (the “Series 2017A Bonds”) and its Systemwide Revenue Refunding Bonds (Arapahoe Community College – Castle Rock Collaboration Campus), Series 2017B (the “Series 2017B Bonds,” and together with the Series 2017A Bonds, the “Series 2017 Bonds”), pursuant to and in accordance with the terms of the Master Resolution, as supplemented by the Sixth Supplemental Resolution adopted by the Board on December 13, 2017; and

WHEREAS, in accordance with the provisions of the Institutional Enterprise Statute, the Board is authorized to issue, from time to time, revenue bonds on behalf of the Institutional Enterprise to finance and refinance the construction, other acquisition, equipping and operation of facilities for the System, including but not limited to, academic, administrative and other facilities determined by the Board to be necessary or desirable for the operation of the System, including the hereinafter defined Series 2019A Refunding Project; and

WHEREAS, the Board has determined to authorize hereby the issuance of one or more series of Bonds to be designated “State of Colorado, Department of Higher Education, by State Board for Community Colleges and Occupational Education Systemwide Revenue Refunding Bonds, Series 2019A (the “Series 2019A Bonds”) pursuant to this Seventh Supplemental Resolution for the purposes of (a) advance refunding all or a portion of the outstanding State of Colorado, Department of Higher Education, by State Board for Community Colleges and Occupational Education Taxable Systemwide Revenue Bonds (Community College of Denver Project and Pueblo Community College Project) (Build America Bonds-Direct Payment to the Board), Series 2010D (the “Refunded Bonds”); and (b) paying costs of issuance of the Series 2019A Bonds, in accordance with and as provided by the Master Resolution and this Seventh Supplemental Resolution; and

WHEREAS, the Series 2019A Bonds shall be issued pursuant to the Master Resolution and this Seventh Supplemental Resolution; and

WHEREAS, pursuant to the Master Resolution, all Bonds issued and outstanding thereunder, including the Series 2010A Bonds, the Series 2010B-2 Bonds, the Series 2010D Bonds, the Series 2012A Bonds, the Series 2013 Bonds, the Series 2016 Bonds, the Series 2017A Bonds, and the Series 2019A Bonds, are equally and ratably secured by a lien on the Net Revenues and shall not be entitled to any priority one over the other in the application of the Net Revenues regardless of the time or times of the issuance of the Bonds; and

WHEREAS, the Board hereby intends to sell the Series 2019A Bonds by a negotiated sale pursuant to the terms of a Bond Purchase Agreement and a Pricing Certificate to be dated no later than the date of issuance of the Series 2019A Bonds, by and between the Board and the Series 2019A Underwriter (as defined below); and
WHEREAS, the Board has determined and hereby declares that:

(a) The issuance by the Board of the Series 2019A Bonds to (i) finance the Series 2019A Refunding Project, and (ii) pay certain costs relating to the issuance of the Series 2019A Bonds is determined to be necessary and desirable for the operation of the System and is in the best interests of the Board and the System;

(b) Each of the requirements imposed by the Institutional Enterprise Statute upon the issuance of bonds thereunder has been met;

(c) The Board elects to have all provisions of Section 11-57-201, et seq., Colorado Revised Statutes, as amended (the “Supplemental Public Securities Act”), apply to the issuance of the Series 2019A Bonds; provided, however, that such election shall not operate to modify or limit the rights conferred on the Board by any other provisions of Colorado law;

(d) Pursuant to the Supplemental Public Securities Act, the certificates evidencing the Series 2019A Bonds shall contain a recital that the Series 2019A Bonds are issued pursuant to the Supplemental Public Securities Act. Such recital shall be conclusive evidence of the validity and the regularity of the issuance of the Series 2019A Bonds after their delivery for value; and

WHEREAS, the Series 2019A Bonds shall not be issued without notification to the Colorado Commission on Higher Education of the State;

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION:

ARTICLE I

DEFINITIONS; INTERPRETATIONS

Section 1.01. Amendment of and Supplement to Definitions in the Master Resolution. The following terms which were defined in Section 1.01 of the Master Resolution are hereby amended and supplemented to have the following meaning for all purposes of the Master Resolution and this Seventh Supplemental Resolution:

“Board Representative” means the Chair of the Board, the Vice Chair of the Board, the Chancellor, the Vice Chancellor for Finance and Administration or any other officer of the Board that is designated to act as the Board Representative hereunder by the Board.

“Chancellor” means the de jure or de facto presiding officer of the System and its chief executive officer, and all references in the Master Resolution to “President” are now deemed to refer to the Chancellor.

“Vice Chancellor for Finance and Administration” means the de jure or de facto financial officer of the System bearing that title or his successor in functions, and all references in the Master
Resolution to “Vice President for Finance and Administration” are now deemed to refer to the Vice Chancellor for Finance and Administration.

Section 1.02. Definitions. Except as may be provided below in this Section, all terms which are defined in Section 1.01 of the Master Resolution shall have the same meanings, respectively, in this Seventh Supplemental Resolution as such terms are given in the Master Resolution. In addition, the following terms shall have the following respective meanings:

“Authorized Denominations” means, with respect to the Series 2019A Bonds, $5,000 and any integral multiple thereof.

“Beneficial Owner” means any Person which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Series 2019A Bond (including any Person holding a Series 2019A Bond through nominees, depositories or other intermediaries); or (b) is treated as the owner of any Series 2019A Bond for federal income tax purposes.

“Bond Purchase Agreement” means the Bond Purchase Agreement relating to the Series 2019A Bonds by and between the Board and the Series 2019A Underwriter.

“Bond Register” means the book or books of registration kept by the Series 2019A Paying Agent in which are maintained the names and addresses and principal amounts registered to each Registered Owner.

“Bond Year” shall have the meaning ascribed to such term in the Series 2019A Tax Certificate.

“Book-Entry Bonds” means the Series 2019A Bonds held by DTC (or its nominee) as the registered owner thereof pursuant to the terms and provisions of Section 3.06 hereof.

“Business Day” means any day other than (a) a Saturday, Sunday or other day on which commercial banks located in the States of New York and California are authorized or required by law or executive order to close or (b) a day on which the New York Stock Exchange is closed.


“Closing Date” means the date of delivery of the Series 2019A Bonds to the Series 2019A Underwriter against payment therefor.

“Code” means the Internal Revenue Code of 1986, as amended, including the regulations, rulings, judicial decisions, memoranda and other guidance promulgated thereunder.

“Continuing Disclosure Undertaking” means the Continuing Disclosure Undertaking of the Board with respect to the Series 2019A Bonds authorized in Section 2.07 hereof.

“Costs of Issuance” means all costs and expenses incurred by the Board in connection with the issuance of the Series 2019A Bonds, including, but not limited to, costs and expenses of printing and copying documents, the official statement, the Series 2019A Bonds, bond insurance
premium, if any, underwriter’s compensation, and the fees, costs and expenses of Rating Agencies, the Series 2019A Paying Agent, the Series 2010D Escrow Agent, counsel, accountants, financial advisors, feasibility consultants and other consultants, subject to any applicable limitations regarding the treatment of any such expenses as Costs of Issuance in the Series 2019A Tax Certificate.

“Counsel” means an attorney or a firm of attorneys admitted to practice law in the highest court of any state in the United States of America or in the District of Columbia.

“DTC” means The Depository Trust Company, a limited-purpose trust company organized under the laws of New York, and its successors and assigns.

“Favorable Opinion of Bond Counsel” means, with respect to any action relating to the Series 2019A Bonds, the occurrence of which requires such an opinion, an unqualified written legal opinion of Bond Counsel to the effect that such action is permitted under this Seventh Supplemental Resolution and the Master Resolution and will not impair the exclusion of interest on the Series 2019A Bonds from gross income for purposes of federal income taxation (subject to the inclusion of any exception contained in the opinion delivered upon the original issuance of such Series 2019A Bonds, including, but not limited to, interest payable to a Bondholder who is a “substantial user” or “related party” within the meaning of Section 147(a) of the Code).

“Holder,” “Bondholder,” or “Owner” shall mean the registered owner of any Series 2019A Bond including DTC or its nominee as the sole registered owner of Book-Entry Bonds.

“Interest Payment Date” means (a) each May 1 and November 1, commencing May 1, 2020; and (b) final maturity date of or any redemption date of each Series 2019A Bond.

“Issue Date” means the date on which the Series 2019A Bonds are first delivered to the initial purchasers against payment therefor.

“Mail” means by first-class United States mail, postage prepaid.

“Master Resolution” means the Master Enterprise Bond Resolution adopted by the Board on December 9, 2009, as it may be amended or supplemented from time to time by any Supplemental Resolution.

“Nominee” means the nominee of the Securities Depository, which may be the Securities Depository, as determined from time to time pursuant hereto.

“Notice Parties” means the Board and the Series 2019A Paying Agent.


“Opinion of Tax Counsel” means an opinion of counsel, acceptable to the Board, nationally recognized for its experience in matters relating to the tax exemption of interest on obligations issued by states and their political subdivisions.
“Participant” means those broker-dealers, banks and other financial institutions for which
the Securities Depository holds certificates as securities depository.

“Payment Date” means each Interest Payment Date or any other date on which any
principal of, premium, if any, purchase price, or interest on any Series 2019A Bond is due and
payable for any reason, including without limitation upon any redemption of Series 2019A Bonds
pursuant to Section 4.01.

“Person” means a corporation, association, partnership, limited liability company, joint
venture, trust, organization, business, individual or government or any governmental agency or
political subdivision thereof.

“Preliminary Official Statement” means the Preliminary Official Statement relating to the
Series 2019A Bonds.

“Pricing Certificate” means a certificate executed by the Pricing Delegate and evidencing
the determinations made pursuant to Section 3.04(b) of this Seventh Supplemental Resolution.

“Pricing Date” means the date on which the Pricing Certificate and the Bond Purchase
Agreement are executed by the Pricing Delegate.

“Pricing Delegate” means the Chair of the Board, the Vice Chair of the Board, the
Chancellor or the Vice Chancellor for Finance and Administration.

“Rating Confirmation” means written confirmation from each Rating Agency that the
proposed action or event will not in and of itself result in a reduction or withdrawal in such Rating
Agency’s current rating on the Series 2019A Bonds.

“Redemption Date” means the date fixed for an optional redemption prior to maturity of
Series 2019A Bonds.

“Redemption Price” means, with respect to any Series 2019A Bond or portion thereof, a
price equal to the principal amount of a Series 2019A Bond, or portion thereof, plus the interest
accrued to the applicable Redemption Date, plus premium, if applicable.

“Refunded Bonds” means all or a portion of the Board’s Series 2010D Bonds or any other
series of bonds refunded with proceeds of the Series 2019A Bonds.

“Registered Owner” means a Person in whose name a Series 2019A Bond is registered in
the Bond Register.

“Regular Record Date” means the close of business on the fifteenth day (whether or not a
Business Day) of the calendar month next preceding each regularly scheduled Interest Payment
Date for the Series 2019A Bonds.

“Representation Letter” means the Blanket Issuer Letter of Representations from the Board
to DTC currently in effect.
“Resolution” means the Master Resolution as supplemented by this Seventh Supplemental Resolution.

“Series 2010D Escrow Account” means the account created in the Series 2010D Escrow Agreement as described in Section 5.02(a) hereof.


“Series 2019A Bonds” means the Series 2019A Bonds issued in one or more series under the Master Resolution and this Seventh Supplemental Resolution and designated as “State of Colorado, Department of Higher Education, by the State Board for Community Colleges and Occupational Education, Systemwide Revenue Refunding Bonds, Series 2019A.

“Series 2019A Expense Account” means the account of such designation created in Section 5.01 of this Seventh Supplemental Resolution and into which money is to be deposited to pay Costs of Issuance of the Series 2019A Bonds.

“Series 2019A Interest Account” means the account of such designation created in Section 5.01 of this Seventh Supplemental Resolution within the Debt Service Fund and into which money is to be deposited to pay interest on the Series 2019A Bonds (including any capitalized interest).


“Series 2019A Principal Account” means the account of such designation created in Section 5.01 of this Seventh Supplemental Resolution within the Debt Service Fund and into which money is to be deposited to pay principal on the Series 2019A Bonds.

“Series 2019A Rebate Account” means the account of such designation created in Section 5.01 of this Seventh Supplemental Resolution within the Rebate Fund.

“Series 2019A Refunding Project” means the refunding of all or a portion of the Refunded Bonds, or such other outstanding bonds that the Board determines to refund.

“Series 2019A Tax Certificate” means that Tax Compliance Certificate, dated the date of issuance of the Series 2019A Bonds, as amended from time to time, entered into by the Board and executed with respect to the Series 2019A Bonds; provided, however, that Series 2019A Tax Certificate may refer to multiple Tax Compliance Certificates executed in connection with the Series 2019A Bonds.
“Series 2019A Underwriter” means Stifel, Nicolaus & Company, Inc., as selected by the Board to underwrite and purchase the Series 2019A Bonds on a negotiated basis pursuant to the Bond Purchase Agreement.

“Seventh Supplemental Resolution” means this Seventh Supplemental Resolution, adopted by the Board on August 14, 2019, and which sets forth the terms of the Series 2019A Bonds.

“State” means the State of Colorado.

“State Intercept Act” means Section 23-5-139, Colorado Revised Statutes, as amended.

“State Intercept Program” means the Higher Education Revenue Bond Intercept Program, established pursuant the State Intercept Act.

“Taxable Obligation” means any Series 2019A Bonds the interest on which is not excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2019A Bonds, shall be determined by the Board Representative, in accordance with the Article VI hereof titled “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“Tax Exempt Obligation” means any Series 2019A Bonds the interest on which is excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2019A Bonds, shall be determined by the Board Representative, in accordance with Article VI hereof titled “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“2019A Paying Agency Agreement” means the Paying Agency, Transfer Agency and Bond Registrar Agreement dated as of the Issue Date between the Board and the Series 2019A Paying Agent.


Section 1.03. Article and Section References. Except as otherwise indicated, references to Articles and Sections are to Articles and Sections of this Seventh Supplemental Resolution.

ARTICLE II

AUTHORIZATION OF SERIES 2019A REFUNDING PROJECT AND CERTAIN RELATED DOCUMENTS

Section 2.01. Authority for Resolution. The Resolution is adopted by virtue of the plenary powers of the Board as a constitutionally established body corporate under Article VIII, Section 5 of the constitution of the State and Title 23, Article 60, Colorado Revised Statutes, as amended, and under the particular authority of the Institutional Enterprise Statute, the Refunding Act and the Supplemental Public Securities Act. The Board has ascertained and hereby determines that each matter and thing as to which provision is made herein is necessary in order to carry out and effectuate the purposes of the Board in accordance with such powers and authority.
Section 2.02. Necessity of the Series 2019A Refunding Project and Series 2019A Bonds. It is necessary and for the best interests of the Board and the System that the Board undertake the Series 2019A Refunding Project as herein authorized and obtain funds therefor by issuing the Series 2019A Bonds; and the Board hereby so determines and declares.

Section 2.03. Authorization of the Series 2019A Refunding Project. The Board hereby determines to undertake the Series 2019A Refunding Project pursuant to the Institutional Enterprise Statute, the Refunding Act and the Supplemental Public Securities Act, and further determines that all requirements and limitations of such statutes have been met. In particular, with respect to the Series 2019A Refunding Project, the Board determines that refunding all or a portion of the Refunded Bonds will reduce the net effective interest rate of such obligations, will effect certain economies and modify or eliminate restrictive contractual limitations appertaining to such obligations.

In addition, the Board hereby determines that (i) the limitations and requirements imposed by the Resolution for the issuance of Bonds have been met, and (ii) the Series 2019A Refunding Project is hereby authorized.

Section 2.04. Provision for Sale of Series 2019A Bonds. The Board Representative and the officers of the Board, or any of them, are hereby authorized, for and on behalf of the Board, to accept and execute the Bond Purchase Agreement submitted by the Series 2019A Underwriter for the purchase of the Series 2019A Bonds, in substantially the form filed with the Board following the date of adoption of this Seventh Supplemental Resolution, bearing interest at the rates therein designated and otherwise upon the terms and conditions provided in this Seventh Supplemental Resolution, the Pricing Certificate and such Bond Purchase Agreement.

Section 2.05. Execution of 2019A Paying Agency Agreement. The Board Representative and the officers of the Board, or any of them, are hereby authorized to complete and execute the 2019A Paying Agency Agreement on behalf of and in the name of the Board, in substantially the form filed with the Board on the date of adoption of this Seventh Supplemental Resolution.

Section 2.06. Execution of Series 2010D Escrow Agreement. The Board Representative and the officers of the Board, or any of them, are hereby authorized to complete and execute the Series 2010D Escrow Agreement on behalf of and in the name of the Board.

Section 2.07. Approval and Use of Preliminary Official Statement and Official Statement; Rule 15c2-12; Continuing Disclosure Undertaking. The distribution and use of a Preliminary Official Statement relating to the Series 2019A Bonds is hereby ratified and approved. The Board Representative is hereby authorized, directed and empowered to determine when such Preliminary Official Statement may be deemed final within the meaning of Securities and Exchange Rule 15c2-12, subject to permitted omissions, and thereupon to give a certificate to such effect. The Board Representative is hereby authorized to execute and deliver the final Official Statement relating to the Series 2019A Bonds and the Series 2019A Underwriter may thereafter distribute the same. The Board Representative and the appropriate officers of the Board and the System are hereby authorized to complete and execute the Continuing Disclosure Undertaking on
Section 2.08. Execution of Documents. The following individuals, namely: the Chair of the Board, the Vice Chair of the Board, the Chancellor and the Vice Chancellor for Finance and Administration (and any other officers authorized by law to act on their behalf in their absence) are hereby authorized to execute and deliver, as appropriate, the Master Resolution, this Seventh Supplemental Resolution, the Bond Purchase Agreement, the Pricing Certificate, the 2019A Paying Agency Agreement, the Series 2010D Escrow Agreement, the Continuing Disclosure Undertaking, the Official Statement, any documents required in connection with any credit enhancement, and any other documents or certificates necessary or appropriate to close the sale of the Series 2019A Bonds and all related transactions and to take any action with respect to any matter required to accomplish the same.

ARTICLE III

AUTHORIZATION AND TERMS OF SERIES 2019A BONDS

Section 3.01. Authorization and Designation of Series 2019A Bonds; Principal Amount. Pursuant to the provisions of the Master Resolution, there is hereby authorized the borrowing of funds, and to evidence such borrowing there are hereby authorized one or more series of Bonds of the Board designated the “State of Colorado, Department of Higher Education, by State Board for Community Colleges and Occupational Education Systemwide Revenue Refunding Bonds, Series 2019A,” which shall be issued in the aggregate original principal amount of not to exceed $50,000,000 for the Series 2019A Refunding Project. If, in accordance with the Article VI titled “FEDERAL TAX LAW MATTERS,” the Pricing Delegate shall determine that any of the Series 2019A Bonds shall constitute a Taxable Obligation, the title of such series shall further include the following: “Taxable.” The full title of any and all series of bonds issued hereunder shall be determined by the Pricing Delegate in accordance with the foregoing, and shall be set forth in the Pricing Certificate.

Section 11-57-204 of the Supplemental Public Securities Act provides that a public entity, including the Board, may elect in an act of issuance to apply all or any of the provisions of the Supplemental Public Securities Act. The Board hereby elects to apply all of the Supplemental Public Securities Act to the Series 2019A Bonds.

The Board shall comply with its obligations under all such documents, instruments and agreements so long as any Bond shall remain Outstanding.

Section 3.02. Purposes. The Series 2019A Bonds are authorized for the purpose of financing the Series 2019A Refunding Bonds and paying certain costs of issuance relating to the Series 2019A Bonds, all as more specifically provided in Article V hereof.

Section 3.03. Terms of Series 2019A Bonds Generally.

(a) General. The Series 2019A Bonds shall be issued in registered form only in Authorized Denominations, and shall be numbered in such manner as the underwriter determines. The Series 2019A Bonds shall be dated the Closing Date and shall bear interest from the Closing
Date at the rates determined pursuant to the provisions herein. Additionally, the Series 2019A Bonds shall mature on the dates provided in the Pricing Certificate. The Series 2019A Bonds shall also be subject to optional and mandatory redemption as provided in the Pricing Certificate.

(b) **Form of Series 2019A Bonds.** The Series 2019A Bonds shall be in substantially the form set forth as Exhibit A to this Seventh Supplemental Resolution, which form is hereby incorporated by reference. The Series 2019A Bonds may be printed, lithographed, photocopied or typewritten.

(c) **State Tax Exemption.** Pursuant to Section 23-5-105, Colorado Revised Statutes, as amended, the Series 2019A Bonds, their transfer, and the income therefrom shall forever be and remain free and exempt from taxation by the State or any subdivision thereof.

**Section 3.04. Principal Amounts; Maturities; Interest Rates.** The Series 2019A Bonds shall mature, subject to the right of prior redemption as provided in Article IV hereof, on the dates and in the aggregate principal amounts, and shall bear interest, payable on each Interest Payment Date, as provided below:

(a) **Parameters.** The Series 2019A Bonds shall be issued in a maximum principal amount of not to exceed $50,000,000 for the Series 2019A Refunding Project, shall bear interest with a net effective interest rate not exceeding 5.50% (provided that if the Series 2019A Bonds are issued in more than one series, such net effective interest rate limitation shall apply separately to each series) and shall mature as term bonds or serial bonds, or both, not later than November 1, 2058. In addition, the Board shall only issue Series 2019A Bonds to finance the 2019A Refunding Project if the Series 2019A Refunding Project results in net present value savings of at least 3.00%.

(b) **Delegation Authority.** The Board hereby delegates to the Pricing Delegate the authority to determine and set forth in the Pricing Certificate: (i) the matters set forth in subsection (c) of this Section, subject to the applicable parameters set forth in subsection (a) of this Section; and (ii) any other matters that, in the judgment of the Pricing Delegate, are necessary or convenient to be set forth in the Pricing Certificate and are not inconsistent with the parameters set forth in subsection (c) of this Section.

(c) **Delegation Matters.** The Pricing Certificate(s) shall set forth the following matters and other matters permitted to be set forth therein pursuant to subsection (b) of this Section, but each such matter must fall within the applicable parameters set forth in subsection (a) of this Section (and, if the Series 2019A Bonds are to be issued in multiple series, such matters shall be set forth with respect to each series separately):

(i) whether the Series 2019A Bonds will be issued in one or more series;

(ii) the title and designation of the Series 2019A Bonds;

(iii) whether the Series 2019A Bonds will constitute Tax Exempt Obligations, Taxable Obligations, and the other matters set forth in Article VI hereof entitled “FEDERAL TAX LAW MATTERS;”
(iv) the dated date;
(v) the principal Payment Dates;
(vi) the Interest Payment Dates;
(vii) the aggregate principal amount of the Series 2019A Bonds;
(viii) the price at which the Series 2019A Bonds will be sold;
(ix) the amount of principal of the Series 2019A Bonds maturing in any particular year and the respective interest rates borne by the Series 2019A Bonds;
(x) the Series 2019A Bonds which may be redeemed at the option of the Board, the dates upon which such optional redemption may occur, and the prices at which such Series 2019A Bonds may be optionally redeemed;
(xi) the principal amounts, if any, of Series 2019A Bonds subject to mandatory sinking fund redemption, and the years in which such Series 2019A Bonds will be subject to such redemption;
(xii) the final designation of funds and accounts pertaining to the Series 2019A Bonds;
(xii) the final determination of which Series 2019A Bonds are subject to the State Intercept Program and which Series 2019A Bonds are not subject to the State Intercept Program; and
(xiii) which outstanding bonds will constitute the Refunded Bonds.

(d) **Expiration Date of Resolution.** In no event shall the Pricing Delegate be authorized to execute the Pricing Certificate and Bond Purchase Agreement after the date that is one year after the date of adoption of this Resolution and in no event may the Series 2019A Bonds be issued after such date, absent further authorization by the Board.

(e) **Authorized Denominations.** The Series 2019A Bonds shall be issued in Authorized Denominations.

(f) **Computation of Interest.** Each Series 2019A Bond shall bear interest at the applicable rate in accordance with Section 3.04(a) hereof, (i) from the date of authentication, if authenticated on an Interest Payment Date to which interest has been paid or duly provided for; or (ii) from the last preceding Interest Payment Date to which interest has been paid or duly provided for (or the Issue Date if no interest thereon has been paid or duly provided for) in all other cases. The amount of interest so payable on Series 2019A Bonds on any Interest Payment Date shall be computed on the basis of a 360-day year of twelve 30-day months.

Section 3.05. Payment of Bond Requirements.

(a) Principal and Final Interest. The principal or Redemption Price of and the final interest payment on any Series 2019A Bond shall be payable to the owner thereof as shown on the registration books maintained by the 2019A Registrar upon maturity or prior redemption thereof and upon presentation and surrender at the principal office of the Series 2019A Paying Agent. If any Series 2019A Bond shall not be paid upon such presentation and surrender at or after maturity, it shall continue to draw interest (but without compounding of interest) at the rate borne by it until the principal thereof is paid in full.

(b) Interest. The interest due on any Series 2019A Bond on any Interest Payment Date, other than the final interest payment thereon, shall be paid to the owner thereof, as shown on the registration books kept by the 2019A Registrar at the close of business on the close of business on the fifteenth day (whether or not a Business Day) of the calendar month next preceding each regularly scheduled Interest Payment Date for the Series 2019A Bonds (the “Regular Record Date”). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the owner of such Series 2019A Bond on the Regular Record Date and shall be payable to the person who is the owner of such Series 2019A Bond at the close of business on a Special Record Date for the payment of any such defaulted interest. Such Special Record Date shall be fixed in accordance with Section 3.10 of the Master Resolution.

(c) Payment of Interest. All payments of interest (other than the final interest payment) on any Series 2019A Bond shall be paid to the person entitled thereto pursuant to Section 3.05(b) by check mailed or electronic transfer made on the Interest Payment Date to his or her address as it appears on the registration books kept by the 2019A Registrar (or, in the case of defaulted interest, the date selected by the 2019A Registrar for the payment of such defaulted interest), or, at the option of any owner of $1,000,000 or more in principal amount of Series 2019A Bonds, by wire transfer on such date to a bank within the continental United States as directed by such owner.

Section 3.06. Book-Entry System.

(a) Except as provided in subparagraph (c) of this Section, the Registered Owner of all of the Series 2019A Bonds shall be DTC and the Series 2019A Bonds shall be registered in the name of Cede & Co., as nominee for DTC. Payment of principal, purchase price, premium, if any, or interest for any Series 2019A Bond registered in the name of Cede & Co. shall be made by wire transfer of New York clearing house or equivalent next day funds or by wire transfer of same day funds to the account of Cede & Co. at the address indicated on the Regular Record Date or Special Record Date for Cede & Co. in the Bond Register of the Series 2019A Paying Agent.

(b) The Series 2019A Bonds shall be initially issued in the form of separate single authenticated fully registered Series 2019A Bonds for each separate stated maturity, and interest rate in the case of split maturities, for the Series 2019A Bonds. Upon initial issuance, the
ownership of such Series 2019A Bonds shall be registered in the Bond Register of the Series 2019A Paying Agent in the name of Cede & Co., as nominee of DTC. The Series 2019A Paying Agent and the Board may treat DTC (or its nominee) as the sole and exclusive owner of the Series 2019A Bonds registered in its name for the purposes of payment of the principal, purchase price or redemption price of or interest on the Series 2019A Bonds, selecting the Series 2019A Bonds or portions thereof to be redeemed, giving any notice permitted or required to be given to Bondholders under the Master Resolution or this Seventh Supplemental Resolution, registering the transfer of Series 2019A Bonds, obtaining any consent or other action to be taken by Bondholders and for all other purposes whatsoever, and neither the Series 2019A Paying Agent nor the Board shall be affected by any notice to the contrary. Neither the Series 2019A Paying Agent nor the Board shall have any responsibility or obligation to any Participant, any person claiming a beneficial ownership interest in the Series 2019A Bonds under or through DTC or any Participant, or any other person which is not shown on the Bond Register as being a Bondholder, with respect to the accuracy of any records maintained by DTC or any Participant; the payment by DTC or any Participant of any amount in respect of the principal, purchase price and redemption price, if any, of or interest on the Series 2019A Bonds; any notice which is permitted or required to be given to Bondholders under the Master Resolution and this Seventh Supplemental Resolution; the selection by DTC or any Participant of any person to receive payment in the event of a partial redemption of the Series 2019A Bonds; any consent given or other action taken by DTC as Bondholder or any other purpose. The Series 2019A Paying Agent shall pay all principal, purchase price and redemption price, if any, of and interest on the Series 2019A Bonds to DTC, and all such payments shall be valid and effective to fully satisfy and discharge the Board’s obligations with respect to the principal, purchase price and redemption price, if any, of and interest on the Series 2019A Bonds to the extent of the sum or sums so paid. No person other than DTC shall receive an authenticated Series 2019A Bond evidencing the obligation of the Board to make payments of principal, purchase price and redemption price, if any, of and interest pursuant to the Master Resolution and this Seventh Supplemental Resolution. Upon delivery by DTC to the Series 2019A Paying Agent of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., and subject to the provisions herein with respect to Regular Record Dates or Special Record Dates, the words “Cede & Co.” in this Seventh Supplemental Resolution shall refer to such new nominee of DTC.

(c) In the event the Board determines that it is in the best interest of the Beneficial Owners that they be able to obtain Series 2019A Bond certificates, and notifies DTC and the Notice Parties of such determination, then DTC will notify the Participants of the availability through DTC of Series 2019A Bond certificates. In such event, the Series 2019A Paying Agent shall authenticate and shall transfer and exchange Series 2019A Bond certificates as requested by DTC and any other Bondholders in appropriate amounts. In the event: (i) DTC determines to discontinue providing its services with respect to the Series 2019A Bonds at any time by giving notice to the Notice Parties and discharging its responsibilities with respect thereto under applicable law or (ii) the Board determines that DTC shall no longer so act, and delivers a written certificate to the Notice Parties to that effect, and there is no successor Securities Depository named, the Board and the Series 2019A Paying Agent shall be obligated to deliver Series 2019A Bond certificates as described in this Seventh Supplemental Resolution. In the event Series 2019A Bond certificates are issued, the provisions of the Master Resolution and this Seventh Supplemental Resolution shall apply to, among other things, the transfer and exchange of such certificates and the method of payment of principal, purchase price and redemption price, of and
interest on such certificates. Whenever DTC requests the Board and the Series 2019A Paying Agent to do so, the Series 2019A Paying Agent and the Board will cooperate with DTC in taking appropriate action after reasonable notice (A) to make available one or more separate certificates evidencing the Series 2019A Bonds to any DTC Participant having Series 2019A Bonds credited to its DTC account or (B) to arrange for another Securities Depository to maintain custody of certificates evidencing the Series 2019A Bonds.

(d) Notwithstanding any other provision of the Master Resolution and this Seventh Supplemental Resolution to the contrary, so long as any Series 2019A Bond is registered in the name of Cede & Co., as nominee of DTC, all payments with respect to the principal, purchase price and redemption price, if any, of and interest on such Series 2019A Bond and all notices with respect to such Series 2019A Bond shall be made and given, respectively, to DTC as provided in the Representation Letter.

(e) In connection with any notice or other communication to be provided to Bondholders pursuant to the Master Resolution and this Seventh Supplemental Resolution by the Board or the Series 2019A Paying Agent with respect to any consent or other action to be taken by Bondholders, the Board or the Series 2019A Paying Agent, as the case may be, shall establish a record date for such consent or other action and give DTC notice of such record date not less than fifteen (15) calendar days in advance of such record date to the extent possible. Notice to DTC shall be given only when DTC is the sole Bondholder.

NEITHER THE BOARD NOR THE SERIES 2019A PAYING AGENT WILL HAVE ANY RESPONSIBILITY OR OBLIGATION TO DTC PARTICIPANTS, INDIRECT PARTICIPANTS OR BENEFICIAL OWNERS WITH RESPECT TO: THE PAYMENT BY DTC, ANY DTC PARTICIPANT OR ANY INDIRECT PARTICIPANT OF THE PRINCIPAL OF, PREMIUM, IF ANY, OR INTEREST ON THE SERIES 2019A BONDS; THE PROVIDING OF NOTICE TO DTC PARTICIPANTS, INDIRECT PARTICIPANTS OR BENEFICIAL OWNERS; THE ACCURACY OF ANY RECORDS MAINTAINED BY DTC, ANY DTC PARTICIPANT OR ANY INDIRECT PARTICIPANT OR ANY CONSENT GIVEN OR OTHER ACTION TAKEN BY DTC AS OWNER OF THE SERIES 2019A BONDS.

Section 3.07. Transfers Outside Book-Entry System. In the event (a) the Securities Depository determines not to continue to act as securities depository for the Series 2019A Bonds, or (b) the Board determines that the Securities Depository shall no longer so act, and delivers a written certificate to the Notice Parties to that effect, then the Board will discontinue the book-entry system with the Securities Depository. If the Board determines to replace the Securities Depository with another qualified securities depository, the Board shall prepare or direct the preparation of a new, single, separate, fully registered Series 2019A Bond for each of the maturities of the Series 2019A Bonds, registered in the name of such successor or substitute qualified securities depository or its nominee or make such other arrangement acceptable to the Board and the Securities Depository as are not inconsistent with the terms of this Seventh Supplemental Resolution. If the Board fails to identify another qualified securities depository to replace the Securities Depository, then the Series 2019A Bonds shall no longer be restricted to being registered in the registration books of the Series 2019A Paying Agent in the name of the Nominee, but shall be registered in such Authorized Denominations and names as the Securities Depository shall designate in accordance with the provisions of this Article III.
Section 3.08. Bond Register. The Series 2019A Paying Agent shall keep or cause to be kept at its corporate trust office sufficient books for the registration of, and registration of transfer of, the Series 2019A Bonds, which Bond Register shall at all times during regular business hours be open to inspection by the Board. Upon presentation for registration of transfer, the Series 2019A Paying Agent shall, as provided herein and under such reasonable regulations as it may prescribe subject to the provisions hereof, register or register the transfer of the Series 2019A Bonds, or cause the same to be registered or cause the registration of the same to be transferred, on such Bond Register.

ARTICLE IV

REDEMPTION AND PURCHASE OF SERIES 2019A BONDS

Section 4.01. Optional Redemption of Series 2019A Bonds. Subject to the provisions of Article III of the Master Resolution, the Series 2019A Bonds shall be subject to redemption prior to stated maturity at the option of the Board, in whole or in part, on the dates and in the principal amounts as set forth in the Pricing Certificate.

Section 4.02. Mandatory Sinking Fund Redemption of Series 2019A Bonds. The Series 2019A Bonds shall be subject to mandatory sinking fund redemption, if at all, on the dates and in the principal amounts as set forth in the Pricing Certificate.

Section 4.03. Selection of Series 2019A Bonds for Redemption. If less than all of the Series 2019A Bonds are called for prior redemption hereunder, the selection of the Series 2019A Bonds or portions to be redeemed shall be made as provided in Section 3.06 of the Master Resolution. In the event a portion of any Series 2019A Bond is so redeemed, the 2019A Registrar shall, without charge to the owner of such Series 2019A Bond, authenticate a replacement Series 2019A Bond for the unredeemed portion thereof.

Section 4.04. Redemption Procedures. Except as otherwise provided herein, the Series 2019A Bonds shall be called for prior redemption and shall be paid by the Series 2019A Paying Agent upon notice as provided in Section 4.05 hereof. The 2019A Registrar shall not be required to transfer or exchange any Series 2019A Bond after notice of the redemption of such Series 2019A Bond has been given (except the unredeemed portion of such Series 2019A Bond, if redeemed in part) or to transfer or exchange any Series 2019A Bond during the period of 15 days next preceding the day such notice is given.

In addition, the 2019A Registrar is hereby authorized to comply with any operational procedures and requirements of the Securities Depository relating to redemption of Series 2019A Bonds and notice thereof. The Board and the 2019A Registrar shall have no responsibility or obligation with respect to the accuracy of the records of the Securities Depository or a nominee therefor or any Participant of such Securities Depository with respect to any ownership interest in the Series 2019A Bonds or the delivery to any Participant, Beneficial Owner or any other person (except to a registered owner of the Series 2019A Bonds) of any notice with respect to the Series 2019A Bonds, including any notice of redemption.
Section 4.05. Notice of Redemption. The 2019A Registrar shall cause notice of the redemption of the Series 2019A Bonds being redeemed under this Article IV to be given in the form and manner described in Section 3.07 of the Master Resolution not less than 30 days nor more than 60 days prior to the redemption date.

The Board may provide that if at the time of mailing of notice of an optional redemption there shall not have been deposited with the Series 2019A Paying Agent moneys sufficient to redeem all the Series 2019A Bonds called for redemption, such notice may state that it is conditional and subject to the deposit of the redemption moneys with the Series 2019A Paying Agent not later than the opening of business five Business Days prior to the scheduled redemption date, and such notice will be of no effect unless such moneys are so deposited. In the event sufficient moneys are not on deposit on the required date, then the redemption will be cancelled and on such cancellation date notice of such cancellation will be mailed to the holders of such Series 2019A Bonds, in the manner provided in the form of such Series 2019A Bonds.

ARTICLE V

ESTABLISHMENT OF FUNDS AND APPLICATION OF SERIES 2019A PROCEEDS

Section 5.01. Establishment of Funds and Accounts. In accordance with Section 5.01 of the Master Resolution, the following funds and accounts are hereby established:

(a) Within the Debt Service Fund, the Series 2019A Interest Account and the Series 2019A Principal Account to be held by the Series 2019A Paying Agent in trust for the benefit of the Bondholders.

(b) The Series 2019A Expense Account to be held by the Series 2019A Paying Agent under the control of the Board.

(c) Within the Rebate Fund, a Series 2019A Rebate Account, to be held by and under the control of the Board.

(d) The Series 2010D Escrow Account to be held by and under the control of the Series 2010D Escrow Agent pursuant to the Series 2010D Escrow Agreement.

Section 5.02. Application of Proceeds. The proceeds of the Series 2019A Bonds, upon the receipt thereof, shall be deposited promptly in an Insured Bank or Banks designated by the Board, shall be accounted for in the following manner and priority and are hereby pledged therefor:

(a) Series 2010D Escrow Account. First, on the Closing Date, from the proceeds of the Series 2019A Bonds, there will be deposited into the Series 2010D Escrow Account an amount sufficient, together with any other moneys available therefor, for the redemption of the Refunded Bonds.

(b) Series 2019A Expense Account. Second, from the proceeds of the Series 2019A Bonds, there shall be deposited to the Series 2019A Expense Account, which Series 2019A
Expense Account shall be under the control of the Board, an amount sufficient, together with any other moneys available therefore, to pay all Costs of Issuance.

Section 5.03. Debt Service Fund. The Debt Service Fund shall be invested and reinvested as directed by a Board Representative in Permitted Investments. The Series 2019A Paying Agent shall make deposits into the Debt Service Fund as follows:

(a) **Series 2019A Interest Account.** The Series 2019A Paying Agent shall deposit into the Series 2019A Interest Account amounts received from the Board, as provided in the Master Resolution. The Series 2019A Paying Agent shall also deposit into the Series 2019A Interest Account any other amounts deposited with the Series 2019A Paying Agent for deposit in the Series 2019A Interest Account or transferred from other funds and accounts for deposit therein. Earnings on all other amounts in the Series 2019A Interest Account shall be retained in such subaccount. The Series 2019A Paying Agent shall establish separate sub-accounts in the Series 2019A Interest Account for each source of deposit (including any investment income thereon) made into the Series 2019A Interest Account so that the Series 2019A Paying Agent may at all times ascertain the date of deposit, the amounts, and the source of the funds in each sub-account. Except as otherwise provided in this Section, all amounts held at any time in the Series 2019A Interest Account shall be used solely for the payment of interest on the Series 2019A Bonds.

(b) **Series 2019A Principal Account.** The Series 2019A Paying Agent shall deposit into the Series 2019A Principal Account amounts received from the Board, as provided in the Master Resolution. The Series 2019A Paying Agent shall also deposit into the Series 2019A Principal Account any other amounts deposited with the Series 2019A Paying Agent for deposit in the Series 2019A Principal Account or transferred from other funds and accounts for deposit therein. Earnings on all other amounts in the Series 2019A Principal Account shall be retained in such subaccount. The Series 2019A Paying Agent shall establish separate sub-accounts in the Series 2019A Principal Account for each source of deposit (including any investment income thereon) made into the Series 2019A Principal Account so that the Series 2019A Paying Agent may at all times ascertain the date of deposit, the amounts, and the source of the funds in each sub-account. Except as otherwise provided in this Section, all amounts held at any time in the Series 2019A Principal Account shall be used solely for the payment of principal on the Series 2019A Bonds.


(a) There shall be deposited into the Series 2019A Expense Account the amount as provided in Section 5.02.

(b) The Series 2019A Paying Agent shall make payments or disbursements from the Series 2019A Expense Account upon receipt of a written requisition executed by a Board Representative, which requisition shall state, with respect to each amount requested thereby, (i) that such amount is to be paid from the Series 2019A Expense Account; (ii) the number of the requisition from such account; (iii) the amount to be paid, the name of the entity, if other than the Board, to which the payment is to be made and the manner in which the payment is to be made; and (iv) describe the Costs of Issuance represented by such payment.
(c) Moneys held in the Series 2019A Expense Account shall be invested and reinvested as directed by the Board in Permitted Investments. Earnings on the Series 2019A Expense Account shall be deposited into that Fund. Any amounts remaining in the Series 2019A Expense Account six months after the date of issuance of the Series 2019A Bonds shall be transferred as directed by the Board Representative and thereafter the Series 2019A Expense Account shall be closed.

Section 5.05. Purchaser Not Responsible. Any underwriter of the Series 2019A Bonds, any associate thereof, and any subsequent owner of any Series 2019A Bonds shall in no manner be responsible for the application or disposal by the Board or by any officer or any other employee or agent of the Board or the System of the moneys derived from the sale of the Series 2019A Bonds or of any other moneys herein designated.

Section 5.06. Series 2019A Rebate Account. The Board hereby agrees that it will execute the Series 2019A Tax Certificate. The Board shall establish and maintain the “Series 2019A Rebate Account” (the “Series 2019A Rebate Account”) within the Rebate Fund, which account will be funded if so required under the Series 2019A Tax Certificate and amounts in such Series 2019A Rebate Account shall be held and disbursed in accordance with the Series 2019A Tax Certificate.

ARTICLE VI

FEDERAL TAX LAW MATTERS

Section 6.01. Determination of Tax Exempt or Taxable Obligations. All or any portion of the Series 2019A Bonds is authorized to be issued as a Tax Exempt Obligation or Taxable Obligation. The Board hereby delegates to the Pricing Delegate the authority to determine what, if any, portion of the Series 2019A Bonds shall constitute a Tax Exempt Obligation, and what, if any, portion of the Series 2019A Bonds shall constitute a Taxable Obligation which determinations shall be set forth in the applicable Pricing Certificate. To the extent that any portion of the Series 2019A Bonds shall constitute Tax Exempt Obligations, for purposes of ensuring that the interest on the Tax Exempt Obligations is and remains excluded from gross income for federal income tax purposes, the Board makes the covenants set forth in Sections 6.02 through 6.04 of this Article VI. In the event that, as determined by the Pricing Delegate and set forth in the Pricing Certificate, no portion of the Series 2019A Bonds constitute Tax Exempt Obligations, and Sections 6.02 through 6.04 of this Article VI shall be of no force or effect.

Section 6.02. Prohibited Actions. The Board will not use or permit the use of any proceeds of the Series 2019A Bonds or any other funds of the Board from whatever source derived, directly or indirectly, to acquire any securities or obligations and shall not take or permit to be taken any other action or actions, which would cause any Series 2019A Bonds to be an “arbitrage bond” within the meaning of Section 148 of the Code, or would otherwise cause the interest on any Series 2019A Bonds to be includible in gross income for federal income tax purposes.

Section 6.03. Affirmative Actions. The Board will at all times do and perform all acts permitted by law that are necessary in order to assure that interest paid by the Board on the Series 2019A Bonds shall not be includible in gross income for federal income tax purposes under the Code or any other valid provision of law. In particular, but without limitation, the Board
represents, warrants and covenants to comply with the following rules unless it receives an opinion of Bond Counsel stating that such compliance is not necessary: (i) gross proceeds of the Series 2019A Bonds will not be used in a manner that will cause the Series 2019A Bonds to be considered “private activity bonds” within the meaning of the Code; (ii) the Series 2019A Bonds are not and will not become directly or indirectly “federally guaranteed”; and (iii) the Board will timely file Internal Revenue Form 8038-G which shall contain the information required to be filed pursuant to Section 149(e) of the Code with respect to the Series 2019A Bonds.

Section 6.04. Series 2019A Tax Certificate. The Board will comply with the Series 2019A Tax Certificate delivered to it on the date of issuance of the Series 2019A Bonds, including but not limited to the provisions of the Series 2019A Tax Certificate regarding the application and investment of proceeds of such Series 2019A Bonds, the calculations, the deposits, the disbursements, the investments and the retention of records described in the Series 2019A Tax Certificate; provided that, in the event the original Series 2019A Tax Certificate is superseded or amended by a new Series 2019A Tax Certificate drafted by, and accompanied by an opinion of Bond Counsel stating that the use of the new Series 2019A Tax Certificate will not cause the interest on such Series 2019A Bonds to become includible in gross income for federal income tax purposes, the Board will thereafter comply with the new Series 2019A Tax Certificate.

ARTICLE VII

ADDITIONAL EVENTS OF DEFAULT

The following shall be an Event of Default under Section 10.03 of the Master Resolution with respect to the Series 2019A Bonds issued pursuant to this Seventh Supplemental Resolution:

The occurrence of any event or failure to comply with any provision of the Series 2019A Tax Certificate which results in interest on the Series 2019A Bonds being includible in gross income for federal income tax purposes.

ARTICLE VIII

MISCELLANEOUS

Section 8.01. Notices.

(a) Any notice, request, direction, designation, consent, acknowledgment, certification, appointment, waiver or other communication required or permitted by this Seventh Supplemental Resolution or the Series 2019A Bonds must be in writing except as expressly provided otherwise in this Seventh Supplemental Resolution or the Series 2019A Bonds.

(b) Any notice or other communication, unless otherwise specified, shall be sufficiently given and deemed given when mailed by first-class mail, postage prepaid, addressed to the Board or the Series 2019A Paying Agent at the addresses provided below or when delivered by hand and received by the Board or the Series 2019A Paying Agent at the addresses provided below:
As to the Board: Colorado Community College System
9101 East Lowry Boulevard
Denver, CO 80230-6011
Attention: System Controller
Telephone: (303) 620-4000
Facsimile: (303) 620-4042

As to the Series 2019A Paying Agent: The Bank of New York Mellon Trust Company, N.A.
Suite 3200
100 Pine Street
San Francisco, CA 94111
Telephone: (415) 263-2439
Facsimile: (415) 399-1647
Attention: Municipal Corporate Trust Dept.

(c) Any addressee may designate additional or different addresses for purposes of this Section.

Section 8.02. Notices to Rating Agencies. The Board shall provide or shall cause to be provided to each of the Rating Agencies then rating the Series 2019A Bonds, written notice of the following events related to the Series 2019A Bonds:

(a) the redemption, acceleration or defeasance of the Series 2019A Bonds;

(b) any successor Series 2019A Paying Agent;

(c) any amendments or supplements to the Master Resolution or this Seventh Supplemental Resolution; or

(d) the issuance by the Board of any additional Bonds or Parity Obligations under the Master Resolution.
Notices to the Rating Agencies shall be sent to the following addresses:

(i) To Fitch:
Fitch, Inc.
One State Street Plaza
New York, New York 10004
Attention: Municipal Structured Finance Group

(ii) To Moody’s:
Moody’s Investors Service, Inc.
99 Church Street
New York, New York 10007
Attention: Municipal Structured Finance Group

(iii) To Standard & Poor’s:
Standard & Poor’s Ratings Services
55 Water Street, 38th Floor
New York, New York 10041
Attention: Municipal Structured Finance Group

Section 8.03. Modification of Master Resolution and this Seventh Supplemental Resolution. The Board may, from time to time and at any time, execute and deliver a Supplemental Resolution supplementing and/or amending the Master Resolution and this Seventh Supplemental Resolution in the manner set forth in Article XII of the Master Resolution.

Section 8.04. Audited Financial Statements. The Board covenants to provide the annually audited financial statements of the Board to the Owners of the Series 2019A Bonds upon request of such Owner requesting such audited financial statement and payment of a charge necessary to cover the cost of duplicating and mailing such audited financial statements.

Section 8.05. Parties Interested Herein. Nothing in this Seventh Supplemental Resolution expressed or implied is intended or shall be construed to confer upon, or to give or grant to, any person or entity, other than the Board, the Series 2019A Paying Agent, the Series 2010D Escrow Agent, and the registered owners of the Series 2019A Bonds, any right, remedy or claim under or by reason of this Seventh Supplemental Resolution or any covenant, condition or stipulation hereof, and all covenants, stipulations, promises and agreements in this Seventh Supplemental Resolution contained by and on behalf of the Board shall be for the sole and exclusive benefit of the Board, the Series 2019A Paying Agent, the Series 2010D Escrow Agent, and the registered owners of the Series 2019A Bonds.

Section 8.06. Applicability of Master Resolution. Except as otherwise provided herein, the provisions of the Master Resolution govern the Series 2019A Bonds. The rights, undertakings, covenants, agreements, obligations, warranties and representations of the Board set forth in the Master Resolution shall in respect of the Series 2019A Bonds be deemed the rights, undertakings, covenants, agreements, obligations, warranties and representations of the Board.
Section 8.07. Approval, Authorization and Ratification of Certain Documents. The Board Representative is hereby authorized, without further approval of the Board, to approve the form of the Series 2019A Bonds attached hereto as Exhibit A and approve the form of this Seventh Supplemental Resolution, the Bond Purchase Agreement, the 2019A Paying Agency Agreement, the Series 2010D Escrow Agreement, the Pricing Certificate, the Continuing Disclosure Undertaking and the Series 2019A Tax Certificate presented to the Board Representative subsequent to the meeting at which this Seventh Supplemental Resolution is being adopted. The Board Representative is hereby authorized and directed to execute and deliver this Seventh Supplemental Resolution, the Series 2019A Bonds, the Bond Purchase Agreement, the 2019A Paying Agency Agreement, the Series 2010D Escrow Agreement, the Continuing Disclosure Undertaking, the Pricing Certificate and the Series 2019A Tax Certificate in such forms, with such changes therein, not inconsistent with this Seventh Supplemental Resolution and the Master Resolution, as are approved by the Board Representative and the officer or officers executing the same (whose signature or signatures thereon shall constitute conclusive evidence of his, her or their approval of any changes appearing therein). The Board further hereby authorizes and directs the Board Representative and the appropriate officers of the Board or the System to execute and deliver any other documents or instruments related to the issuance of the Series 2019A Bonds and the completion of the transactions contemplated by this Seventh Supplemental Resolution, the Master Resolution, the Series 2019A Bonds or any of the documents referred to in this Section; and to attest, and, to the extent appropriate, affix the Board’s seal to, each such document. The Board hereby ratifies and authorizes the distribution and use of the Official Statement, including all appendices, amendments and supplements thereto in connection with the issuance and sale of the Series 2019A Bonds.

Section 8.08. Authorization of Officers. The Board Representative is hereby authorized and directed to take all action in conformity with this Seventh Supplemental Resolution, the Master Resolution, the other documents governing the Series 2019A Bonds and the security therefor and the investment of funds in connection therewith, the Institutional Enterprise Statute, Title 23, Article 60, Colorado Revised Statutes, as amended, the Constitution and other laws of the State necessary or reasonably required to effectuate the issuance of the Series 2019A Bonds and for carrying out, giving effect to and consummating the transactions contemplated by this Seventh Supplemental Resolution, the Master Resolution, the Bond Purchase Agreement, the 2019A Paying Agency Agreement, the Series 2010D Escrow Agreement, the Series 2019A Tax Certificate, the Continuing Disclosure Undertaking, the Pricing Certificate and the other documents governing the Series 2019A Bonds and the security therefor and the investment of funds in connection therewith, including, but not limited to, the execution and delivery of documents that are necessary or convenient in connection therewith. Notwithstanding any other provision hereof, or of the Master Resolution, any Supplemental Resolution or any other agreement, instrument or certificate relating to the Series 2019A Bonds, any document relating to the Series 2019A Bonds that must or may be signed by the Chair of the Board may, in his or her absence, be signed by the Chancellor or any Vice Chair or the Secretary or Treasurer of the Board with the same effect as if it was signed by the Chair of the Board.

Section 8.09. Ratification. All action (not inconsistent with the provisions of this Seventh Supplemental Resolution) heretofore taken by the Board and the officers of the System directed toward the financing of the Series 2019A Refunding Project and the issuance and sale of the Series 2019A Bonds therefor is hereby ratified, approved and confirmed.
Section 8.10. **Severability.** If any provision of this Seventh Supplemental Resolution shall be determined to be unenforceable, that shall not affect any other provision of this Seventh Supplemental Resolution.

Section 8.11. **Payments or Actions Occurring on Non-Business Days.** If a payment date is not a Business Day at the place of payment or if any action required hereunder is required on a date that is not a Business Day, then payment may be made at that place on the next Business Day or such action may be taken on the next Business Day with the same effect as if payment were made or the action taken on the stated date, and no interest shall accrue for the intervening period.

Section 8.12. **Governing Law.** This Seventh Supplemental Resolution shall be governed by and construed in accordance with the laws of the State.

Section 8.13. **Captions.** The captions in this Seventh Supplemental Resolution are for convenience only and do not define or limit the scope or intent of any provisions or Sections of this Seventh Supplemental Resolution.

Section 8.14. **Counterparts.** This Seventh Supplemental Resolution may be signed in several counterparts. Each will be an original, but all of them together constitute the same instrument.
ADOPTED AND APPROVED as of the 14\textsuperscript{th} day of August, 2019.

[SEAL]

STATE BOARD FOR COMMUNITY
COLLEGES AND OCCUPATIONAL
EDUCATION

By __________________________
Dr. Byron McClenney
Chair

Attest:

By __________________________
Joseph A. Garcia
Secretary
EXHIBIT A
FORM OF SERIES 2019A BONDS

No. R-__________ $__________

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TRUST COMPANY, A NEW YORK CORPORATION (“DTC”), TO THE SERIES 2019A PAYING AGENT, THE 2019A REGISTRAR OR ANY AGENT THEREOF FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

THE REGISTERED OWNER OF THIS BOND, AS WELL AS ANY BENEFICIAL OWNER THEREOF, BY ITS ACCEPTANCE THEREOF, HAS AGREED TO TREAT THIS BOND AS INDEBTEDNESS OF THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION FOR FEDERAL INCOME TAX PURPOSES, INCLUDING IN CONNECTION WITH THE PREPARATION OF ALL REQUIRED TAX RETURNS.

STATE OF COLORADO, DEPARTMENT OF HIGHER EDUCATION,
BY STATE BOARD FOR COMMUNITY COLLEGES
AND OCCUPATIONAL EDUCATION
SYSTEMWIDE REVENUE REFUNDING BONDS
SERIES 2019A

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REGISTERED OWNER: CEDE & CO.

PRINCIPAL SUM: **______________________________________ DOLLARS**

The State Board for Community Colleges and Occupational Education (the “Board”), being a body corporate under the laws of the State of Colorado (the “State”), for value received, hereby promises to pay to the registered owner specified above or registered assigns solely from the special funds provided therefor, the principal amount specified above, on the maturity date specified above (unless called for earlier redemption), and to pay from such special funds interest thereon on each May 1 and November 1 (each an “Interest Payment Date”), commencing on
[May 1, 2020], at the interest rate per annum specified above, until the principal sum is paid or payment has been provided. This Series 2019A Bond (as hereinafter defined) will bear interest from the most recent Interest Payment Date to which interest has been paid or provided for, or, if no interest has been paid, from the date of this Series 2019A Bond (as hereinafter defined). The principal of and premium, if any, on this Series 2019A Bond (as hereinafter defined) are payable upon presentation and surrender hereof at the principal office of the Board’s paying agent for the Series 2019A Bonds (as hereinafter defined) (the “Series 2019A Paying Agent”), initially The Bank of New York Mellon Trust Company, N.A. Interest on this Series 2019A Bond (as hereinafter defined) will be paid on each Interest Payment Date (or, if such Interest Payment Date is not a business day, on the next succeeding business day), by check or draft mailed to the person in whose name this Series 2019A Bond (as hereinafter defined) is registered (the “registered owner”) in the registration records of the Board maintained by the Board’s registrar for the Series 2019A Bonds (as hereinafter defined) (the “2019A Registrar”), initially The Bank of New York Mellon Trust Company, N.A., and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the “Regular Record Date”). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the registered owner hereof at the close of business on the Regular Record Date and shall be payable to the person who is the registered owner thereof at the close of business on a Special Record Date (as described in the resolution of the Board authorizing the issuance of this Series 2019A Bond, as hereinafter defined, for the payment of any defaulted interest. Such Special Record Date shall be fixed by the 2019A Registrar whenever moneys become available for payment of the defaulted interest, and notice of the Special Record Date shall be given to the registered owners of the bonds of the series of which this is one not less than 10 days prior thereto. Alternative means of payment of interest may be used if mutually agreed to between the owner of any Series 2019A Bond and the Series 2019A Paying Agent, as provided in the Resolution (as hereinafter defined). All such payments shall be made in lawful money of the United States of America without deduction for the services of the 2019A Registrar or the Series 2019A Paying Agent.

This bond is one of an authorized series of Bonds issued under the hereinafter described Resolution designated the State of Colorado, Department of Higher Education, by State Board for Community Colleges and Occupational Education Systemwide Revenue Refunding Bonds, Series 2019A, in the aggregate principal amount of $__________ (the “Series 2019A Bonds”), for the purposes of (a) advance refunding all or a portion of the outstanding State of Colorado, Department of Higher Education, by State Board for Community Colleges and Occupational Education Taxable Systemwide Revenue Bonds (Community College of Denver Project and Pueblo Community College Project) (Build America Bonds-Direct Payment to the Board), Series 2010D; and (b) pay costs of issuance of the Series 2019A Bonds.

It is hereby certified that all conditions, acts and things required by the constitution or statutes of the State or the resolutions of the Board or the Master Enterprise Bond Resolution adopted by the Board on December 9, 2009 (the “Master Resolution”), as supplemented by the Seventh Supplemental Resolution adopted by the Board on August 14, 2019 (the “Seventh Supplemental Resolution,” and together with the Master Resolution, the “Resolution”) to exist, to have happened and to have been performed precedent to or upon the issuance of the Series 2019A Bonds shall exist, have happened, and have been performed; and the Series 2019A Bonds, together
with all other obligations of the Board, shall be within every debt and other limitation prescribed by the State constitution or statutes.

This Series 2019A Bond shall not be valid or obligatory for any purpose until the 2019A Registrar shall have manually signed the certificate of authentication hereon.

The Series 2019A Bonds are issuable solely as fully registered bonds in denominations of $5,000 and integral multiples thereof and are exchangeable for fully registered Series 2019A Bonds of the same maturity in equal aggregate principal amounts and in authorized denominations at the aforesaid office of the 2019A Registrar but only in the manner, subject to the limitations, and on payment of the charges provided in the Resolution.

The 2019A Registrar will not be required to transfer or exchange (a) any Series 2019A Bond subject to redemption during a period beginning at the opening of business 15 days before the day of the mailing by the 2019A Registrar of a notice of prior redemption of Series 2019A Bonds and ending at the close of business on the day of such mailing, or (b) any Series 2019A Bond after the mailing of notice calling such Series 2019A Bond or any portion thereof for prior redemption.

The Series 2019A Bonds are subject to mandatory sinking fund redemption on the dates and in the amounts as set forth in the Pricing Certificate, to be selected by lot in such manner as may be designated by the Trustee, at redemption price of 100% of the principal amount of the Series 2019A Bonds being redeemed plus accrued interest to the redemption date and without premium.

The Series 2019A Bonds are subject to optional redemption by the Board prior to maturity on the dates set forth in the Pricing Certificate, in whole or in part at any time (and if in part, the Series 2019A Bonds to be redeemed shall be selected by lot by the Trustee with each $5,000 of principal of Series 2019A Bonds to be treated as a separate Series 2019A Bond for the purpose of such selection), at a redemption price (expressed as a percentage of the principal amount of Series 2019A Bonds being redeemed) of 100%, plus accrued interest to the redemption date.

The Series 2019A Paying Agent will give notice of redemption, in the name of the Board, to Bondholders affected by redemption at least 30 days but not more than 60 days before each redemption and send such notice of redemption by first-class mail (or with respect to Series 2019A Bonds held by DTC by an express delivery service for delivery on the next following Business Day) to each owner of a Series 2019A Bond to be redeemed; each such notice will be sent to the owner’s registered address.

Each notice of redemption will specify the Series 2019A Bonds to be redeemed, the date of issue and the maturity date thereof, if less than all of the Series 2019A Bonds of a maturity are called for redemption, the numbers of the Series 2019A Bonds and the CUSIP number assigned to the Series 2019A Bonds to be redeemed, the principal amount to be redeemed and the interest rate applicable to the Series 2019A Bonds to be redeemed, the date fixed for redemption, the redemption price, the place or places of payment, the Series 2019A Paying Agent’s name, that payment will be made upon presentation and surrender of the Series 2019A Bonds to be redeemed,
that interest, if any, accrued to the date fixed for redemption and not paid will be paid as specified in said notice, and that on and after said date interest thereon will cease to accrue.

Failure to give any required notice of redemption as to any particular Series 2019A Bond will not affect the validity of the call for redemption of any Series 2019A Bond in respect of which no failure occurs. Any notice sent as provided herein will be conclusively presumed to have been given whether or not actually received by the addressee. When notice of redemption is given, Series 2019A Bonds called for redemption become due and payable on the redemption date at the redemption price. In the event that funds are deposited with the Series 2019A Paying Agent sufficient for redemption, interest on the Series 2019A Bonds to be redeemed will cease to accrue as of the redemption date.

This Series 2019A Bond is fully transferable by the registered owner hereof in person or by his duly authorized attorney on the registration records maintained by the 2019A Registrar upon surrender of this Series 2019A Bond together with a duly executed written instrument of transfer satisfactory to the 2019A Registrar. Upon such transfer a new fully registered Series 2019A Bond or Series 2019A Bonds of authorized denomination or denominations of the same aggregate principal amount and maturity will be issued to the transferee in exchange for this Series 2019A Bond, subject to such terms and conditions as set forth in the Resolution. The Board, the 2019A Registrar and the Series 2019A Paying Agent may deem and treat the person in whose name this Series 2019A Bond is registered as the absolute owner hereof for the purpose of making payment (except to the extent otherwise provided hereinabove and in the Resolution with respect to Regular and Special Record Dates for the payment of interest) and for all other purposes and the Board and the Series 2019A Paying Agent and the 2019A Registrar shall be not affected by notice to the contrary.

All Debt Service Requirements of the Series 2019A Bonds shall be payable and collectible solely out of the Net Revenues, which Net Revenues are so pledged. The owner or owners thereof may not look to any general or other fund for the payment of the principal of, premium, if any, or interest on the Series 2019A Bonds, except the designated special funds pledged therefor. The Series 2019A Bonds shall not constitute an indebtedness or a debt within the meaning of any constitutional or statutory provision or limitation and the Series 2019A Bonds shall not be considered or held to be general obligations of the Board or the System, but shall constitute the Board’s special obligations.

The Series 2019A Bonds are special, limited obligations of the Board, payable solely from Net Revenues (as defined in the Resolution). Net Revenues are calculated by determining the Gross Revenues (as described in the Resolution), less Prior Obligations (as described in the Resolution), and less Operation and Maintenance Expenses (as described in the Resolution). The payment of the Series 2019A Bonds will not be secured by an encumbrance, mortgage or other pledge of any property except Net Revenues. The Series 2019A Bonds do not constitute a general obligation of the Board or a debt or obligation of the State. The Series 2019A Bonds constitute an irrevocable lien on the Net Revenues, subordinate only to the lien on certain of such Net Revenues of the Prior Obligations. The Series 2019A Bonds are being issued under the Master Resolution on a parity with the Board’s Systemwide Revenue Refunding Bonds, Series 2010A (the “Series 2010A Bonds”), its Taxable Systemwide Revenue Bonds (Colorado Northwestern Project and Northeastern Junior College Project) (Build America Bonds—Direct Payment to the Board),
Series 2010B-2 (the “Series 2010B-2 Bonds”), the Board’s Systemwide Revenue Refunding Bonds, Series 2012A (the “Series 2012A Bonds”), the Board’s Systemwide Revenue Bonds (Front Range Community College—Larimer & Westminster Campus Projects), Series 2013 (the “Series 2013 Bonds”), the Board’s Systemwide Revenue Bonds (Red Rocks Community College Project), Series 2016 (the “Series 2016 Bonds”), the Board’s Systemwide Revenue Refunding and Improvement Bonds (Arapahoe Community College – Castle Rock Collaboration Campus), Series 2017A (the “Series 2017A Bonds”), and the Board’s Systemwide Revenue Refunding Bonds (Arapahoe Community College – Castle Rock Collaboration Campus), Series 2017B (the “Series 2017B Bonds”). The Series 2010A Bonds, the Series 2010B-2 Bonds, the Series 2012A Bonds, the Series 2013 Bonds, the Series 2016 Bonds, the Series 2017A Bonds, the Series 2017B Bonds, and the Series 2019A Bonds, subject to expressed conditions, may be issued and made payable from the Net Revenues and having a lien thereon subordinate and junior to the lien, or subject to additional expressed conditions, having a lien thereon on a parity with the lien thereon of the Series 2010A Bonds, the Series 2010B-2 Bonds, the Series 2012A Bonds, the Series 2013 Bonds, the Series 2016 Bonds, the Series 2017A Bonds, the Series 2017B Bonds, and the Series 2019A Bonds, as provided in the Resolution. The Resolution prohibits the Board from issuing any additional bonds or other obligations with a lien on Net Revenues which is superior to the lien thereon of the Series 2010A Bonds, the Series 2010B-2 Bonds, the Series 2012A Bonds, the Series 2013 Bonds, the Series 2016 Bonds, the Series 2017A Bonds, the Series 2017B Bonds, and the Series 2019A Bonds.

Reference is made to the Resolution and any and all modifications and amendments thereof and to the designated statutes for the provisions, among others, with respect to the custody and application of the proceeds of the Series 2019A Bonds, for a description of the nature and extent of the security for the Series 2019A Bonds, the funds or revenues pledged, the nature and extent and manner of enforcement of the pledge, the rights and remedies of the owners of the Series 2019A Bonds with respect thereto, the terms and conditions upon which the Series 2019A Bonds are issued, and a statement of rights, duties, immunities and obligations of the Board and the rights of the owners of the Series 2019A Bonds.

To the extent and in the respects permitted by the Resolution, the provisions of the Resolution or any resolution amendatory thereof or supplemental thereto may be modified or amended by action on behalf of the Board taken in the manner and subject to the conditions and exceptions prescribed in the Resolution. The pledge of the Net Revenues and other duties of the Board under the Resolution may be discharged at or prior to the maturity or redemption of the Series 2019A Bonds upon the making of provision for the payment thereof on the terms and conditions set forth in the Resolution.

The Board covenants and agrees with the owner of this Series 2019A Bond and with each and every person who may become the owner hereof that it will keep and perform all of the covenants of the Resolution.

The registered owner of this Series 2019A Bond shall be treated as the owner of it for all purposes.

If the Board at any time deposits with the Series 2019A Paying Agent money or federal securities as described in the Resolution sufficient to pay at maturity principal of and interest on
the outstanding Series 2019A Bonds or Parity Obligations the interest on which is excludable from gross income for purposes of federal income taxation, and if the Board also pays all other sums then payable by the Board under the Resolution, the Resolution will be discharged. After discharge, Bondholders must look only to the deposited money and federal securities for payment. If the Board at any time deposits with the Series 2019A Paying Agent money or federal securities as described in the Resolution sufficient to pay at maturity, principal of and interest on all or any portion of the outstanding Series 2019A Bonds or Parity Obligations the interest on which is excludable from gross income for purposes of federal income taxation, such Series 2019A Bonds or Parity Obligations the interest on which is excluded from gross income for purposes of federal income taxation, with respect to which the deposit was made, shall no longer be deemed to be outstanding and shall no longer be secured by the Resolution except to the extent of the funds set aside therefor.

No recourse shall be had for the payment of the principal of, premium, if any, and interest on this Series 2019A Bond or for any claim based thereon or otherwise in respect to the Resolution against any individual member of the Board, past, present or future, either directly or through the Board, or through any successor body corporate of either, whether by virtue of any constitution, statute or rule of law, or by the enforcement of any penalty or otherwise, all such liability, if any, being by the acceptance of this Series 2019A Bond and as a part of the consideration of its issuance specially waived and released. The obligation of the Board, as a body corporate, to the owner hereof is limited to applying funds for the payment hereof, as set forth above and as more fully delineated in the Resolution, and to otherwise complying with the contractual provisions therein.

Unless this certificate is presented by an authorized representative of The Depository Trust Company, a New York corporation (“DTC”), to the Board or its agent for registration of transfer, exchange, or payment, and any certificate issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest herein.

IT IS HEREBY CERTIFIED, RECITED AND DECLARED that the issuance and delivery of this bond is duly authorized by the Constitution and laws of the State; that all acts and conditions required to be performed precedent to and in connection with the issuance and delivery of this bond pursuant to the Resolution have been performed in due time, form and manner as required by law; and that the issuance and delivery of this bond and of the other bonds of the issue of which this bond is a part does not exceed or violate any Constitutional or statutory limitation.

This Series 2019A Bond is issued pursuant to the Supplemental Public Securities Act, Colorado Revised Statutes, Sections 11-57-201 et seq., as amended, and, pursuant to Section 11-57-210, Colorado Revised Statutes, as amended, this recital shall be conclusive evidence of the validity and the regularity of the issuance of this Series 2019A Bond after its delivery for value.

This Series 2019A Bond shall not be valid until the Series 2019A Paying Agent or an authenticating agent signs the certificate of authentication on the signature page of this Series 2019A Bond.
IN TESTIMONY WHEREOF, the State Board for Community Colleges and Occupational Education caused this Series 2019A Bond to be executed in the name and on the behalf of the Board with the manual or facsimile signature of its Chair and to be attested and signed with the manual or facsimile signature of the Secretary of the Board; and has caused the facsimile of the seal of Board to be affixed hereon, all as of the date first set forth herein.

[SEAL] STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

By ________________________________
Dr. Byron McClenney
Chair

Attest:

By ________________________________
Joseph A. Garcia
Secretary

(End Form of Series 2019A Bond)
(Form of Certificate of Authentication)

CERTIFICATE OF AUTHENTICATION FOR SERIES 2019A BONDS

This is one of the Series 2019A Bonds described in the within mentioned Resolution, and this Series 2019A Bond has been duly registered on the registration records kept by the undersigned as the 2019A Registrar for such Series 2019A Bonds.

Date of authentication and registration: ____________, 2019

The Bank of New York Mellon Trust Company, N.A., as the Series 2019A Paying Agent and 2019A Registrar

By ________________________________
Authorized Officer

(End Form of Certificate of Authentication)
ASSIGNMENT

FOR VALUE RECEIVED, the undersigned sells, assigns and transfers unto (Name and Address of Assignee) ________________________________ the within Series 2019A Bond and does hereby irrevocably constitute and appoint __________________________________ as registrar and transfer agent to transfer the said Series 2019A Bond on the records kept for registration thereof with full power of substitution in the premises.

Signature guaranteed:

__________________________________________________________

(Bank)

__________________________________________________________

(Authorized Officer)

Date of Assignment: __________________________

Insert Social Security Number or other Tax Identification Number of Assignee

__________________________________________________________

NOTICE: The signature to this Assignment must correspond with the name of the registered owner as it appears upon the face of the within Bond in every particular, without any alteration whatever, and must be guaranteed by a member firm of a Medallion Signature Guarantee Program acceptable to the Series 2019A Paying Agent.

(End of Form of Assignment)
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

August 14, 2019

TOPIC: Annual Developmental Education Report

PRESENTED BY: Landon Pirius, Vice Chancellor for Academic and Student Affairs

RELATIONSHIP TO THE STRATEGIC PLAN: Transform the Student Experience

EXPLANATION: The attached report presents the success rates in college level courses of students enrolled in developmental courses, supplemental academic instruction, and college level gateway English and math courses in the 2017-2018 academic year. The report also includes data going back to 2008-2009. Furthermore, this report disaggregates student success by race/ethnicity, gender, age, and Pell eligibility. The disaggregated results have not been included in previous reports to the Board.

RECOMMENDATION:

No action required. For information only.

ATTACHMENT(S):

CCCS Support for College Readiness Report
CCCS Support for College Readiness:
2008-2018

An Overview of Developmental Education and Supplemental Academic Instruction Offerings at the Colorado Community College System
Executive Summary

Since 2014, the thirteen colleges of CCCS have implemented a new model for providing College Readiness (CR) Support to CCCS students. This model shortened the college readiness sequence, merged the developmental reading and writing tracks into a single sequence, and offered Supplemental Academic Instruction (SAI) courses. Additionally, CR math courses were redesigned to offer separate support tracks depending on whether a student planned to register for algebra or non-algebra course. In the framework, most students complete their CR requirements in one semester by either taking a developmental education (DE) course or a supplemental academic course (SAI) to ensure that they are prepared for college level course work in math or English.

Each CCCS college has its own approach to College Readiness Support course offerings and services. All colleges offer the SAI option in reading/writing. As of this report, not all colleges were offering an SAI option in math, but all colleges have plans to implement an SAI option in math for the 2019-2020 academic year. Some colleges require co-requisite enrollment in study skills courses in addition to SAI and DE courses; several colleges offer additional “boot camp” style summer programs for new students. One college enrolls all math students without a college readiness indicator in the college level course appropriate for their program of study with an SAI course. Several CCCS colleges have abandoned the traditional college readiness ACUPLACER test and instead use self-guided surveys to place students in math and reading/writing courses. Currently, CCCS is exploring a system-wide implementation of a multiple measure placement process. Such variety and innovation of course offerings and approaches to College Readiness Support provide many opportunities for future research.

Enrollment in College Readiness Support courses has declined since 2008. This decrease aligns with enrollment trends of CCCS colleges in the past ten years, peaking in the 2010-2011 academic year and declining as economic conditions in the state improved. This study shows that students who complete their college readiness requirements through DE courses and through SAI courses are successful in their college level gateway course in both math and reading/writing. The data also shows that more than 50% of students in both math and reading/writing who complete their college readiness through a DE course do not enroll in the college level gateway course. In addition, students of color enroll in college readiness courses at a higher percentage than their white peers. More importantly, students of color complete the college gateway course, whether they first took a DE course, were co-enrolled in a SAI course, or placed directly in the college level course, at a lower rate than their white peers.

In addition to this report, the CCCS Support for College Readiness includes a year by year analysis for each year from 2008-2009 through 2018-2019; a system report for math and reading/writing that disaggregates the data by race, ethnicity, age, gender, and Pell eligibility; individual college reports for both math and reading/writing that disaggregates the college data by race, ethnicity, age, gender, and Pell eligibility; and a survey that describes how each college is currently offering College Readiness Support. All of these documents have been provided to the leadership at each of the CCCS colleges and are available upon request.
Introduction

Support for College Readiness in the Colorado Community College System

The Colorado Community College System (CCCS) provides an accessible learning environment for all students. Many students entering CCCS programs need extra support in the early part of their college career while they acquire the skills needed to succeed in college-level coursework. The colleges in CCCS have responded to this need by reforming assessment practices and college readiness support practices. The present report will:

- Describe developmental courses and course sequences offered by CCCS colleges over the previous ten academic years
- Provide an overview of the shifting demographic composition of students registering for developmental coursework
- Examine the success rates of students taking developmental coursework through several metrics, including:
  - developmental course success
  - progress to success in college-level coursework
  - success in college coursework

Presenting these figures will provide an overview of several aspects of college readiness support at CCCS. This report will provide a baseline for further discussion and evaluation of college readiness support at CCCS. Several key areas of research and suggested approaches are presented in the report’s conclusion.

This report differs in terms of scope and methodology compared to reports on similar topics prepared by CCCS in previous years. Previous reports provided information about the full population of students taking college readiness coursework at CCCS in a given academic year. Thus, if a student continued a college readiness sequence through multiple academic years, those students would be counted in both years, which complicated comparisons of student outcomes between academic years. The present report, while providing full registration summaries, also examines the performance of new student cohorts to facilitate these comparisons.

To ensure that the time periods examined by previous reports can be analyzed within this methodological context, this report includes information on CCCS developmental coursework activity beginning in the 2008-2009 academic year through the 2017-2018 academic year. Depending on system goals and state mandates, future reports will likely only include information on the present academic year and updates on cohort performance from the last three to five academic years.

Terminology Used in this Report

This report uses the term, “College Readiness Support” to describe the activities examined. Many terms, including “remedial education,” “basic skills,” “developmental education,” and others have been used over the years to describe the additional coursework prescribed by colleges for students who are assessed or self-assessed as not prepared for college level coursework in English composition or mathematics. The lack of a standard vocabulary within education research and education policy
discussions on the topic can lead to confusion when discussing college readiness activities. In the present report, the following terms will be used to describe two distinct methods of college readiness support:

**College Readiness (CR):**
While not a standard term in discussions on the topic, this report is using the term College Readiness Support” (abbreviated as “CR” in some places within this report) to describe both developmental/prerequisite and supplemental/co-requisite support courses.

**Developmental Education (DE):**
Developmental education courses -- often abbreviated as “DE” -- are prerequisite courses intended to offer remedial training in basic subject-specific academic skills. Many reports and articles on this topic use “developmental education” as an umbrella term to cover both co-requisite and prerequisite college readiness activities. However, the state of Colorado is moving toward consistently using the term “Developmental Education” to refer to prerequisite coursework below the college level. Developmental courses are intended to teach and build foundational skills prior to registering for college-level coursework.

**Supplemental Academic Instruction (SAI):**
In contrast to DE courses, Supplemental Academic Instruction (SAI) courses are co-requisite courses offering remedial training in basic subject-specific academic skills. These courses allow students assessed (or self-assessed) as not yet college-ready to take college-level courses with additional academic support. SAI is sometimes framed as an alternative to the DE approach that presents fewer barriers to college course registration and completion while also offering “just in time remediation” that directly connects foundational skills and their application in college-level coursework. Currently, most CCCS colleges offer SAI courses to students assessed as being close to college-ready, while recommending DE courses to students with low evidence of college-readiness.

**Gateway Courses**
“Gateway courses” are 100-level college courses that are required for completion of an associate’s degree and often act as prerequisites for higher-level coursework. The college readiness courses discussed in this report are intended to prepare students for gateway courses in English (ENG 121, English Composition I) and math (college level, but non-transfer Career and Technical math courses like MAT 103, Clinical Calculations; MAT 107, Career Math; MAT 108, Technical Mathematics; MAT 109, Geometry; and MAT 112, Technical Mathematics; or college transfer courses like MAT 120, Math for Liberal Arts; MAT 121, College Algebra; MAT 123, Finite Mathematics; or MAT 135, Intro to Statistics; depending on a student’s course of study).

**Course Success**
In this report, success in a course is defined as earning a grade of C or better. All registered students -- including students who withdrew after the drop deadline -- are included in the denominator of course success percentage statistics.
Design of the Present Report
The body of this report is divided into two sections. The first section provides a narrative overview of changing college readiness practices at CCCS supplemented by CCCS registration data. The second section includes a summary and suggestions for next steps in examining CR support at the Colorado Community College System.

Also available to our colleges are year-by-year analysis of student enrollment and completion data for ten years, from 2009 through 2017-2018. Cohorts examined in the year-by-year analyses consist of all new and transfer students registering for coursework at one of the CCCS colleges during the summer or fall semesters who registered for a college readiness support course in that academic year and/or a related gateway course within the analysis window. For the 2016-17 and 2017-18 academic years, the analysis window consists solely of the academic year; the analysis window covers the students’ first three academic years for earlier cohorts. In years prior to 2013-2014, there are two cohorts: DE and College-level. In chapters detailing later academic years, an additional cohort is added consisting of students taking their initial gateway courses with SAI co-requisite support courses.

This cohort-focused analysis is a departure from prior analyses that included college-readiness registrations by continuing students in year-by-year analyses. By focusing on new entrants into the system, students’ earliest college readiness courses can be more reliably identified, and double-counting student outcomes between years avoided. Including a college-level comparison cohort provides some insight into the efficacy of support courses and/or placement practices in closing skill gaps.

Prior Research on College Readiness Support
Studies and reports on developmental education, supplemental academic instruction, or other forms of college readiness support rarely provide a comprehensive overview of the topic. Instead, discussion within publications focuses on individual aspects of the college readiness model such as the validity of placement methodology or the performance of students taking support courses between different support modes or in comparison to other student populations.

The accuracy and effectiveness of various college readiness assessment approaches is a major topic of research related to college readiness support. Recent articles addressing this topic include Ngo and Melguizo (2016), who compare the efficacy of using the Accuplacer computer-adaptive test which produces single scores to diagnostic instruments that produce a report on discrete student competencies in assessing student preparedness in math. The authors find that moving to a computer-adaptive test was associated with decreased advancement to completion of a college level course and suggest that misassignment of students to a low-level support course might contribute to this effect. Questions about the validity of single placement test options have led to a great deal of interest in using multiple measures to determine student college-readiness. Bahr, et al. (2017) have presented preliminary evidence for the validity of a multiple measures approach using data from California community colleges; a study of the use of multiple measures for course placement in New York state by the Center for the Analysis of Postsecondary Readiness released a report in 2018 suggesting that this approach to assessment leads to higher rates of college-level placement (Barnett, et al., 2018). CCCS colleges currently use a variety of approaches to determine college readiness, including multiple measures and self-placement. A randomized controlled experiment comparing these approaches is currently under development.
Another major topic of discussion related to college readiness is the relative effectiveness of different modes of college readiness support. Most of this discussion concerns methods of accelerating progress toward the college level in order to reduce attrition. Advocacy groups such as Complete College America promote findings that show improved rates of college course completion among students registered in co-requisite SAI courses as opposed to prerequisite DE courses (e.g., Complete College America, 2015). Although the over-assignment of students to developmental courses and the benefits of co-requisite supports are likely related, there is little published research examining the intersection between these factors, possibly because support models other than prerequisite DE have only recently been implemented at scale in American community colleges.

Although the theory underlying college readiness (CR) coursework implies that additional instruction and/or practice will help under-prepared students succeed in more advanced coursework, changes in student competencies are not a common metric used in research on college readiness. Instead, registration and success in gateway courses, retention, persistence to completion or transfer, and time-to-graduation for students taking college readiness support courses are more common metrics. When the question is examined, evidence suggests that supports are effective, at least for those students who go on to register in college-level courses. Bahr (2008) finds no difference in credential attainment between successful completers of math DE sequences and students directly enrolling in college-level math within a population of Californian community college students; Wheeler and Bray (2017) find no difference with regard to college-level math course success between DE and non-DE students in an Alabama two-year program.

DE and SAI at CCCS, 2008-2018

This chapter summarizes the college readiness support courses and major course sequences offered at CCCS over the last 10 academic years.

The Evolution of DE and SAI Sequences at CCCS

Over the last decade, college readiness support course offerings at CCCS have shifted substantially. While individual colleges have piloted and maintained several unique sequences, the standard set of course offerings prior to the 2013-2014 for both math and English support courses was a set of three or four DE courses, taken in sequence. The lowest level course had an 030 course number, followed by an 060 course, an 090 course, and, in the case of math students intending to take college-level algebra, an 099 course (this course replaced an earlier pre-algebra course -- MAT 106 -- at some colleges in 2009). If a new student scored close to college level on the placement exams, that student would begin the sequence at a higher-level course, an 090 course rather than an 060, for example.

In 2014, CCCS began to implement a redesign process that shortened the DE sequence, merged the developmental reading and writing tracks into a single composition and reading sequence, and included SAI courses as well as DE courses. Additionally, CR math courses were redesigned to offer separate support tracks depending on whether a student planned to register for algebra or non-algebra course, with an additional option of moving from the non-algebra track to the DE algebra track. In the post-redesign framework, most students take either a developmental education (DE) course or a supplemental academic course (SAI); a minority of students take both DE and SAI courses. The figures below show a general summary of the changes.
Figure 1: Pre-and Post-Redesign CR Composition Sequences

Figure 2: Pre-and Post-Redesign CR Math Sequences
Placement in DE Courses
The CCCS colleges follow the guidelines of the Board Policy for Basic Skills Instruction (BP9-41). This policy requires that students who wish to enroll in credit math or English courses or who declare that they are a degree seeking student be “assessed in mathematics, writing, and/or reading.” While assessment is mandatory, placement is advisory. The policy requires that students who do not demonstrate college readiness be “advised to enroll in remedial skills classes during the first semester.” That means that students whose scores would place them in a developmental course may choose to take the college level course. Colleges do not encourage students to take college level courses unless they have demonstrated college readiness with one of the Colorado Commission of Higher Education college readiness indicators defined in the “Developmental Education” policy or by achieving one of the benchmarks defined by CCCS or one its member colleges. Instead, CCCS colleges offer a recommended developmental course placement as the best pathway for success of the student depending on the degree path and educational goals.

Waiving Developmental Coursework and Voluntarily Enrolling in Developmental Coursework
Recently, colleges have changed their processes for handling students with developmental course recommendations who decide to ignore the advice of CCCS college professionals. Before the Developmental Education Redesign in 2014, few, if any, students asked to waive a developmental requirement. Conversations at developmental design meetings clarified for faculty and staff that under Board Policy, the placement recommendation was advisory. Colleges began adapting their processes to allow students who had a developmental course placement but who chose not to take the developmental course to enroll in a college level course. As of April 2019, each college has its own process for waiving the developmental education requirement. Some colleges simply allow students to request an override of the course prerequisite; other colleges have a proscribed and detailed process for waiving developmental education recommendations. Colleges that require students to sign waivers usually include language that declares a student had received advice to take a developmental course but was choosing, instead, to take the college level course. This language indicated that the student understood that he/she did not have the skills to be successful in the course. For example one waiver states that the student “released” the college and all its employees, CCCS, and the state of Colorado, “from any liability for my decision to opt out of the prescribed” developmental course requirement. The student also must acknowledge that an “academic advisor has fully informed me of the risks involved in not taking the recommended course(s), which may include delayed completion of my academic program and/or poor performance in courses that have pre-requisite or co-requisite course which I did not complete with a “C” or above.” The student would then “take full responsibility for this decision.” The student and two college employees, an advisor and the advising director, then signed the waiver. This waiver was then added to either Banner or Campus Files. At other colleges, a student can waive a developmental course recommendation by saying that he/she wants to enroll in the college level course. Some of the colleges internally track those students placed into developmental course work who have chosen to take a college level course. However, there is no comprehensive method of tracking DE course waivers at the system level.

Students who place into a college level course may also decide to enroll in a developmental course. College faculty and staff reported to system office staff that many students choose to take a developmental course because they believe that they are not ready for the college level course. Often
these students are older students, people who are coming to college after being in military service or working for many years. These students are not asked to sign a waiver but are advised that they are taking a course that they are not required to take and that will add both time and money to their academic progress.

DE and SAI Offerings at CCCS
College readiness offerings at CCCS colleges have changed substantially over the years. The table, “Count of CCCS Colleges Offering DE and SAI Courses by Academic Year” shows a count of CCCS colleges offering various DE and SAI courses over the past ten academic years.

Beginning in the 2013-2014 academic year, the system began a transition toward a model that included both DE courses and SAI courses rather than only DE courses. Additionally, the model shifted from a DE system that could take multiple semesters to complete to a single-semester DE model that included co-requisite instruction for students with low ability evidence. The courses within this model are described below. Some colleges also offer alternative courses oriented toward meeting college-level course prerequisites. These vary between colleges and have been grouped under “Other DE/SAI Courses” in most charts contained in the present report due to course variety and low enrollments. Most of these courses are all DE (prerequisite) courses. However, several additional SAI courses are in development. Notably, while all colleges currently see registration in both DE and SAI college readiness support courses for College Composition and Reading, not all colleges had active SAI math offerings in 2017-18.

CCR (College Composition and Reading) Courses
- CCR 091 is a supplemental lab for students with very low reading or writing placement scores who are also registered for CCR 092.
- CCR 092 provides an introduction to college-level reading and writing. Students with low reading or writing placement scores take CCR 092 as a prerequisite for English 121 (college-level English composition).
- CCR 093 is a supplemental academic instruction course offered as a co-requisite to college-level courses outside of the English curriculum, such as Psychology 101, for students with reading or writing placement scores below college-level.
- CCR 094 is a supplemental academic instruction course offered as a co-requisite to English 121 for students with reading or writing placement scores below college-level and is sometimes used by CCR 092 completers seeking additional academic support in their college English course.

Math Courses
- MAT 020 is a supplemental lab for students with very low math scores who are also registered for MAT 050.
- MAT 050 is a prerequisite to non-algebra-track college-level Math courses (e.g., MAT 103, 107, 108, 109, 120, or 135) for students with low math placement scores. While not designed as a pathway to college algebra, many students with low placement scores still begin the developmental math sequence with MAT 050, then register for MAT 055 prior to registering for college-level algebra course.
- MAT 025 is a supplemental lab for MAT 055 (a DE course described below).
- MAT 055 is a prerequisite for MAT 121 (College Algebra) for students with low math placement scores.
• MAT 091 is a supplemental academic instruction course offered as a co-requisite to applied math courses such as MAT 107 (Career Math) for students with math placement scores slightly below the college level. MAT 050 completers seeking additional academic support with their college math course are also observed to enroll in this course.

• MAT 092 is a supplemental academic instruction course offered as a co-requisite to college-level math courses such as MAT 120 (Math for Liberal Arts) and MAT 135 (Intro to Statistics) for students with placement scores slightly below the college level.

• MAT 093 is a supplemental academic instruction course offered as a co-requisite to MAT 121 (College Algebra) for students with math placement scores slightly below the college level. MAT 055 completers seeking additional academic support with their algebra course are also observed to enroll in this course.
Table 1: Count of CCCS Colleges Offering Specific CR Courses by Academic Year

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SAI courses have been highlighted in light orange.
Additional Variation between College CR Approaches
Reports from administrators and faculty to CCCS staff emphasize the unique challenges faced at the different colleges and highlight a variety of approaches to placement and student support that cannot be examined at the system level. Challenges include large populations of English language learners at some large urban campuses and limited availability of faculty at some smaller rural colleges. Implementation of placement and presentation also varies: some colleges require co-requisite enrollment in study skills courses in addition to SAI courses; several colleges offer additional “boot camp” style summer programs for new students; one college is piloting a “fall-back” option for students who find a need for more practice after registering for a college level course with supplemental instruction.

Such variety and innovation of course offerings and approaches to College Readiness Support provide many opportunities for future research. Subsequent CCCS Support for College Readiness reports may, for example, explore strategies to help CCCS and its colleges to determine

- for which students does SAI course enrollment offer the best chance of success and for which students does DE course enrollment offer the best chance of success;
- for those students who assess at the lowest levels—in the category that might be considered Adult Basic Education—what programs and course offerings best meet their needs;
- does enrollment in AAA courses (and other college prep courses) affect overall student success; and
- what tutorial services –basic tutoring, aides in the classrooms, computer adaptive modules/programs, etc., seem the most helpful to students.
Trends in College Readiness Course Outcomes, 2008-2018

The following charts show several trends in college readiness course outcomes over ten academic years. These charts use the new and transfer student cohorts described in the following chapters -- rather than the full-year College Readiness counts; actual-year-to-year registration counts will diverge somewhat from these figures. Since earlier DE cohort outcomes use a three-year window for evaluating success at the college level, the 2016-2017 and 2018-2019 cohorts-- which use a one-year window -- are classified as separate cohorts. CCCS Registered student headcounts were estimated using counts derived from the CCCS operational data store and may not match counts reported in other reports.

Figure 3: College Readiness English/Reading CCR New/Transfer Student Cohort Sizes 2008-2018

*Academic Years 2017 and 2018 only include registrations within that academic year.

The relative size of the analysis cohorts roughly correlates with overall trends in CCCS headcounts, with population sizes peaking in the 2010-2011 academic year and declining as economic conditions in the state improved over the next several years. Initial pilots of SAI courses began in the 2013-2014 academic year and have increased as a proportion of college readiness registrations. Because enrollment in DE courses adds time to the academic plan and increases the out of pocket costs for students, CCCS and its colleges are working to continue this trend of increasing the enrollments in SAI courses.
Figure 4: English 121 Success rates for DE Cohorts 2008-2018

This chart only examines the college-level course success of the DE analysis cohorts: In order to be counted in this figure, students must have successfully finished their DE course or course sequence and ENG 121 (College Composition) within the analysis window. Evidence for the effectiveness of a shortened DE sequence compared to earlier (pre-2014) models is mixed. However, the one-year trend following the redesign is slightly positive. The narrowing gap between one and three-year rates seen following 2012 also suggests that the shortened DE sequence may be having the intended effect of accelerating students to college level courses.
Figure 5: Success Rates of Cohorts within College-Level English 121 Coursework 2008-2018

*Academic Years 2017 and 2018 only include registrations within that academic year. Students retaking failed courses in later semesters lead to higher three-year success rates compared to one-year rates.

This chart shows the success rates of the three new/transfer analysis cohorts within English 121. In other words, it compares the success rates of DE and SAI students (earning a C or higher) who have registered in English 121 with students registering for English 121 without college readiness support. Success rates for students taking college readiness support courses (either as prerequisite DE or as co-requisite SAI courses) are lower than students showing evidence of college readiness.

Figure 5 demonstrates that since 2014 both DE and SAI courses prepare CCCS students for success in the college gateway course in English. What the analysis does not clarify is the number of students enrolled in the DE course that do not within the time frames of the cohort enroll in the college level gateway course. For the 2017-2018 cohort, 1,778 students in CCCS colleges enrolled in a DE English/reading course. Only 802 (45%) of those students enrolled in the college level gateway course. That means that 976 students (55%) of the original DE cohort for English/reading did not enroll in the college gateway course. A research question for future reports could be determining what happens to these students.

The success rates reported here include students withdrawing after the drop deadline in their denominator; reports showing only the success ratios for course completers will have higher ratios.
Figure 6: College Readiness Math New/Transfer Student Cohort Sizes 2008-2018

*Academic Years 2017 and 2018 only include registrations within that academic year.

The relative size of the analysis cohorts roughly correlates with overall trends in CCCS headcounts, with population sizes peaking in the 2010-2011 academic year, and declining as economic conditions in the state improved over the next several years. Initial pilots of SAI courses began in the 2013-2014 academic year and have increased as a proportion of college readiness registrations. However, most students receiving support in math still begin in a DE sequence. Enrollment in DE courses adds time to the academic plan and increases the out of pocket costs for students. CCCS data also shows that many students who enroll in a DE course, even those who successfully complete that DE course, do not enroll in the college level course. CCCS and its colleges are working to determine which students needing College Readiness Support could be successful in an SAI course so that the numbers of students enrolled in SAI courses will increase and enrollment in DE courses will decrease.
The above chart only examines the college-level course success of the DE analysis cohorts: In order to be counted in this figure, students must have successfully finished their DE course or course sequence and a college-level math course within the analysis window. Evidence for the effectiveness of a shortened DE sequence compared to earlier (pre-2014) models is mixed; there is a marked increase in three-year college-level success following the 2014 redesign, but one-year success rates in recent years remain low. Nevertheless, the more recent one-year figures are noticeably better than one-year completion rates prior to the redesign.
*Academic Years 2017 and 2018 only include registrations within that academic year. Students retaking failed courses in later semesters lead to higher three-year success rates compared to one-year rates.

This chart shows the success rates of the three new/transfer analysis cohorts within college-level math courses. In other words, it compares the success rates of DE and SAI students (earning a C or higher) who have registered in college-level math with students registering for math courses without college readiness support. Gaps in success rates between college-level DE, and SAI cohorts are present. It should be reiterated that low numbers of students directly registering for SAI math courses, along with between-program variability with regard to placement practices and student ability likely contribute to the pattern of lower within-course success rates seen in the SAI cohorts. However, the persistent low relative success rates within SAI cohorts seen in the system aggregates are somewhat concerning.

Figure 8 demonstrates the same trend found in the English/reading CR cohort. In all CCCS colleges, 4,560 students were enrolled in a DE math course in 2017-2018. Of those, only 1,440 (32%) enrolled in a college level gateway math course. That means 3,120 students (68%) of the original DE cohort for math did not enroll in a college gateway math course. A research question for future reports could be determining what happens to these students.

The success rates reported here include students withdrawing after the drop deadline in their denominator; reports showing only the success ratios for course completers will have higher ratios.
Year-by-Year Analysis of DE and SAI at CCCS

CCCS has compiled data analysis of students in DE and SAI courses for each year going back to 2009. Each of these reports disaggregates the data by demographics. These year by year reports have been distributed to college leadership at each of the colleges and have been part of discussions and planning for CCCS College Presidents and for the Vice Presidents of both Instruction and Student Services. CCCS is planning a state-wide event for math and English faculty to explore the report and to present innovations that are happening at each of our thirteen colleges. These reports will help the system and our individual colleges determine what future college readiness reports should include. A sample of the data from the 2017-18 report available to CCCS and its colleges is shown in Appendix 1.

In addition, CCCS has developed individual college reports for both math and English/reading that disaggregate the data for each college by demographics, including race and ethnicity, gender, age, and Pell Eligibility. These college by college reports have been provided to the leadership teams at each college. System staff will work with each college to determine the best way of presenting that data and what other questions that the colleges have.

In addition to being available to all CCCS colleges, the year by year reports and the college by college reports are available upon request.

Conclusion

Trends Identified in the Present Report

Emergence of Supplemental Academic Instruction

Nationally, and within CCCS, a major trend in support for college readiness is the implementation of supplemental academic instruction (SAI) programs in addition to or as a replacement for more traditional developmental education supports. Of those not yet at a college level in English, the majority of new and transfer students entering CCCS colleges are now placed in SAI courses when they register for college-level English coursework. These students see success at the college level at a rate only slightly lower than those students judged college-ready.

Adoption of SAI in math support sequences has been slower, with less consistent results. Most students not yet college-ready in mathematics courses are still placed in DE coursework. Comparison of outcomes at the college level between DE completers and SAI registrants show highly variable outcomes between college programs.

Faster Advancement to the College Level

The curriculum redesign in 2013-2014 implemented two major changes to CR offerings at CCCS: a streamlined DE sequence and an option for supplemental instruction. Following the redesign, a higher percentage of new and transfer students entering the DE sequence advanced to success in a college-level gateway course, while students assessed as being closer to the college level were offered the option to take a co-requisite course rather than a prerequisite course. These changes appear to have had the intended effect of speeding advancement to the college level, although questions remain regarding whether the redesign denies students with severe knowledge gaps sufficient opportunity to advance.
Recurring Reports
This report only addresses a small number of factors related to CCCS college readiness activities. Similarly, any recurring reports will only be able to track a limited number of outcomes and indicators, with a limited level of specificity. However, ongoing monitoring of system- and college-level outcomes will be useful for identifying high-level trends and areas for further improvement. It is recommended that Academic and Student Affairs work with the Institutional Research and Business Intelligence department to identify key outcome metrics and define the time scope of recurring reports.

Key considerations include:

- What outcomes need to be reported on a regular basis?
- How many years should cohorts be tracked?
- Are cohorts comprised of summer or fall new and transfer students sufficiently representative of the CCCS CR population?

Retention, Attrition, and Persistence Outcomes in Future Reporting and Research
While a comparison of retention and persistence across 20 different cohorts including both full- and part-time students was beyond the scope of this (and previous) reports, ongoing analysis of these metrics will be useful. Recurring reports providing updates on the performance of more than one cohort could reasonably show fall-to-fall retention rates for the previous years’ cohorts, as well as three- or five-year graduation rates for earlier cohorts. Inclusion of transfer outcomes will depend on the integration of National Student Clearinghouse data into CCCS data systems and workflows.

Areas for Further Study
The Colorado Community College System colleges (and the wider education research community) have a need for deeper understanding of the following topics related to college readiness. These topics do not need to be covered in ongoing reporting, but by better understanding these aspects of college readiness, CCCS will be able to improve its existing college readiness support services while having a better foundation on which to design new approaches.

Addressing these areas of study may be beyond the current capacity of the CCCS institutional research department; they are detailed in this report in order to highlight areas which need to be better understood.

Placement Practices
Over the last 10 years, CCCS colleges have used a number of assessment instruments and alternative methods to establish evidence of college readiness. A rigorous comparison of placement practices and college-level outcomes will offer insight into not only the validity of the placement methods but also into the relationship between college readiness indicators and the college curriculum.

In fact, several system colleges are currently collaborating on a controlled trial comparing self-assessment using multiple measures to a standardized exam. Additional questions related to placement practices include:

- Are different student populations more or less likely to provide a given type of college-readiness evidence?
To what extent do the skills assessed by various placement methods correspond with CCCS curriculum?

Skill Attainment and Student Learning
The theory underlying all types of college-readiness coursework is that students’ skill levels are not purely a function of their initial ability but that additional instruction, guided practice, etc. can help adult learners to learn and retain new knowledge. In the abstract, this theory of learning is obviously sound. However, investigation into the efficacy of specific course designs in promoting student learning is often limited to examination of course grades and pass rates. Focused qualitative and quantitative evaluation of student learning in a CR context could lead to more effective curriculum design and might even reveal possibilities beyond the DE/SAI paradigms.

Retention, Persistence, and Time-to-Degree
HB19-1206, a bill passed by the Colorado General Assembly in the 2019 regular session, mandates that direct enrollment in “stand-alone developmental education courses that may extend the student’s time to degree” will be reduced to 10 percent of total institutional enrollment by 2022. While “directly” is not defined in the bill text, the implication of the bill’s language is that colleges authorized to offer developmental education courses must reduce enrollment in these courses if there is reason to believe that this will increase student time-to-degree. CCCS should examine the interaction between factors such as time-status, course of study, and indicators of college readiness with developmental education registration so that a better estimate of whether the risk of delay of degree for a given student is greater than the risk of delay due to failure at the college level. This will place the System and its colleges on a more secure footing when discussing college readiness policy with state agencies.

Efficacy of CR Supports for Different Sub-Populations
Achievement of equity in terms of access and outcomes for under-represented populations is a high-priority objective of the CCCS Strategic Plan. As can be seen in Appendix 1 in this report, students of color register in developmental and supplemental coursework at a higher rate than the general student population, while also succeeding in gateway courses at a lower rate. However, these gaps are not persistent over time: a wide range of gaps are reported between years. This variability would likely increase if intersections such as race and gender or race and academic program are considered.

Further investigation of equity in CR outcomes, as well as the role of CR courses in achieving equity goals is merited. A specific question might be:

- What factors drive disparities in minority CR over-representation?

Data also indicates that students of color, particularly Black/African American and Hispanic students, have a significantly lower success rate in the college level gateway courses than their white peers (See Appendix 1). This trend holds both for students who first complete either a DE or SAI course as well as students who place directly into the college level gateway course. CCCS has prioritized “assuring equity in outcomes for students from underrepresented groups” (Colorado Community College System Strategic Plan: 2015-2025). CCCS should also explore what factors drive the disparity in successful completion of college level gateway courses by students of color.

These questions could be approached in several ways, including interviews with students, comparison of placement methods for minority versus non-minority students, and analysis of college readiness.
indicators (are minority students’ scores/evidence of readiness lower than others?). Due to the wide range of geographic populations served by CCCS colleges, a site-specific approach may yield more actionable data than a system-level survey.

**Variation between Colleges and Programs**
The Colorado Community College System covers a wide variety of colleges, programs, and student populations. This makes interpretation of system-level reporting difficult. Understanding the degree to which trends and outcomes vary between programs and colleges could aid interpretation, not just for CR activities, but for all system-level reporting. Collection and dissemination of qualitative information about different approaches between colleges will also aid in identification of effective practices.

**Student and Faculty Experiences**
In preparation for this report, some background information about DE policy at the college level was collected from program administrators. CCCS also collected stories from faculty describing the redesign process; these essays can be found at: https://www.cccs.edu/wp-content/uploads/documents/VoicesonEducationRedesign_Publication.pdf Student voices, unfortunately, are still largely absent from the college readiness conversation. An ongoing effort to solicit feedback from both students and faculty involved with college readiness activity could make system policy more responsive to lived experiences and, if published, could expand collective understanding of the CR process.

**Looking Forward: Challenges and Opportunities in College Readiness Support at CCCS**
This report contains a large amount of information about college readiness activities at CCCS colleges. General trends were identified showing increased use of SAI and higher rates of student advancement to the college level in recent years. However, gaps remain in the relative performance of students taking college support courses compared to students with evidence of college-readiness.

This report is limited in that it does not examine several key long-term outcomes such as fall-to-fall retention, credential attainment and upward transfer among CR students. These outcome metrics must be incorporated into future reports, with the understanding that some additional cohort selection criteria (such as time status) may need to be added in order to produce reliable results. Certain student-level factors such as time status and intersections between demographics and initial course registrations were also not included in this report in order to save space. As noted above, there are many directions for further, focused research related to support for student college readiness.

In addition to continued examination of broad system-level trends, focused evaluations of individual college readiness programs that incorporate student and faculty perspectives will be helpful in identifying effective college readiness strategies. The System is well-positioned to facilitate sharing of data between programs so that the Colorado Community Colleges may work together to better serve their students.
Appendix 1: Course Success by Demographics 2017 - 2018
Table 2. Student Demographics: CR Course Registrants Compared to All Registered Students

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<td>25 or Older</td>
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</table>

<table>
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<th>Pell Eligibility</th>
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<tbody>
<tr>
<td>Pell-Eligible</td>
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<td>68,682</td>
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<td>Total</td>
<td>19,274</td>
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<td>121,232</td>
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</table>
### Table 3. English Cohort Gateway Course Registration and Success within One Academic Year by Key Demographics

<table>
<thead>
<tr>
<th>Race</th>
<th>Initial DE Cohort</th>
<th>DE Registering for Gateway Course</th>
<th>DE Passing Gateway Course</th>
<th>DE Overall Success Rate</th>
<th>DE Gateway Course Success Rate</th>
<th>SAI Registered for Gateway Course</th>
<th>SAI Passing Gateway Course</th>
<th>SAI Gateway Course Success Rate</th>
<th>Non-CR Registered for Gateway Course</th>
<th>Non-CR Passing Gateway Course</th>
<th>Non-CR Gateway Course Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>19</td>
<td>9</td>
<td>6</td>
<td>31.6%</td>
<td>66.7%</td>
<td>23</td>
<td>14</td>
<td>60.9%</td>
<td>41</td>
<td>26</td>
<td>63.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>100</td>
<td>53</td>
<td>40</td>
<td>40.0%</td>
<td>75.5%</td>
<td>64</td>
<td>49</td>
<td>76.6%</td>
<td>141</td>
<td>105</td>
<td>74.5%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>215</td>
<td>81</td>
<td>51</td>
<td>23.7%</td>
<td>63.0%</td>
<td>224</td>
<td>135</td>
<td>60.3%</td>
<td>277</td>
<td>162</td>
<td>58.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>621</td>
<td>285</td>
<td>173</td>
<td>27.9%</td>
<td>60.7%</td>
<td>830</td>
<td>563</td>
<td>67.8%</td>
<td>1449</td>
<td>1003</td>
<td>69.2%</td>
</tr>
<tr>
<td>Multiple races</td>
<td>67</td>
<td>31</td>
<td>16</td>
<td>23.9%</td>
<td>51.6%</td>
<td>102</td>
<td>62</td>
<td>60.8%</td>
<td>256</td>
<td>185</td>
<td>72.3%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>30.8%</td>
<td>80.0%</td>
<td>7</td>
<td>6</td>
<td>85.7%</td>
<td>14</td>
<td>9</td>
<td>64.3%</td>
</tr>
<tr>
<td>Non-Resident Alien Alien</td>
<td>80</td>
<td>43</td>
<td>33</td>
<td>41.3%</td>
<td>76.7%</td>
<td>82</td>
<td>57</td>
<td>69.5%</td>
<td>152</td>
<td>114</td>
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<tr>
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<td>22</td>
<td>16</td>
<td>34.0%</td>
<td>72.7%</td>
<td>72</td>
<td>54</td>
<td>75.0%</td>
<td>215</td>
<td>179</td>
<td>83.3%</td>
</tr>
<tr>
<td>White</td>
<td>616</td>
<td>273</td>
<td>197</td>
<td>32.0%</td>
<td>72.2%</td>
<td>987</td>
<td>715</td>
<td>72.4%</td>
<td>3196</td>
<td>2478</td>
<td>77.5%</td>
</tr>
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<td>Gender</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Female</td>
<td>944</td>
<td>448</td>
<td>299</td>
<td>31.7%</td>
<td>66.7%</td>
<td>1304</td>
<td>948</td>
<td>72.7%</td>
<td>3067</td>
<td>2350</td>
<td>76.6%</td>
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<tr>
<td>Male</td>
<td>834</td>
<td>354</td>
<td>237</td>
<td>28.4%</td>
<td>66.9%</td>
<td>1087</td>
<td>707</td>
<td>65.0%</td>
<td>2674</td>
<td>1911</td>
<td>71.5%</td>
</tr>
<tr>
<td>Age Category</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 or Younger</td>
<td>1,320</td>
<td>618</td>
<td>399</td>
<td>30.2%</td>
<td>64.6%</td>
<td>1754</td>
<td>1194</td>
<td>68.1%</td>
<td>4646</td>
<td>3418</td>
<td>73.6%</td>
</tr>
<tr>
<td>25 or Older</td>
<td>458</td>
<td>184</td>
<td>137</td>
<td>29.9%</td>
<td>74.5%</td>
<td>637</td>
<td>461</td>
<td>72.4%</td>
<td>1095</td>
<td>843</td>
<td>77.0%</td>
</tr>
<tr>
<td>Pell Eligibility</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell-Eligible</td>
<td>1,121</td>
<td>508</td>
<td>311</td>
<td>27.7%</td>
<td>61.2%</td>
<td>1439</td>
<td>966</td>
<td>67.1%</td>
<td>2501</td>
<td>1768</td>
<td>70.7%</td>
</tr>
<tr>
<td>Not Pell-Eligible</td>
<td>327</td>
<td>164</td>
<td>129</td>
<td>39.4%</td>
<td>78.7%</td>
<td>476</td>
<td>353</td>
<td>74.2%</td>
<td>1699</td>
<td>1344</td>
<td>79.1%</td>
</tr>
<tr>
<td>No Pell Eligibility Information</td>
<td>330</td>
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<td>96</td>
<td>29.1%</td>
<td>73.8%</td>
<td>476</td>
<td>336</td>
<td>70.6%</td>
<td>1541</td>
<td>1149</td>
<td>74.6%</td>
</tr>
<tr>
<td>Total</td>
<td>1,778</td>
<td>802</td>
<td>536</td>
<td>30.1%</td>
<td>66.8%</td>
<td>2391</td>
<td>1655</td>
<td>69.2%</td>
<td>5741</td>
<td>4261</td>
<td>74.2%</td>
</tr>
</tbody>
</table>
Chart 1: Success in Gateway English 121 Courses by Key Demographics

[Bar chart showing success rates for different demographic groups]
## Table 4. Math Cohort Gateway Course Registration and Success within One Academic Year by Key Demographics

<table>
<thead>
<tr>
<th>Race</th>
<th>Initial DE Cohort</th>
<th>DE Registering for Gateway Course</th>
<th>DE Passing Gateway Course</th>
<th>DE Overall Success Rate</th>
<th>DE Gateway Course Success Rate</th>
<th>SAI Registered for Gateway Course</th>
<th>SAI Passing Gateway Course</th>
<th>SAI Gateway Course Success Rate</th>
<th>Non-CR Registered For Gateway Course</th>
<th>Non-CR Passing Gateway Course</th>
<th>Non-CR Gateway Course Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>43</td>
<td>15</td>
<td>9</td>
<td>20.9%</td>
<td>60.0%</td>
<td>4</td>
<td>1</td>
<td>25.0%</td>
<td>19</td>
<td>12</td>
<td>63.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>99</td>
<td>33</td>
<td>22</td>
<td>22.2%</td>
<td>66.7%</td>
<td>42</td>
<td>31</td>
<td>73.8%</td>
<td>135</td>
<td>99</td>
<td>73.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>347</td>
<td>76</td>
<td>39</td>
<td>11.2%</td>
<td>51.3%</td>
<td>122</td>
<td>60</td>
<td>49.2%</td>
<td>187</td>
<td>125</td>
<td>66.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,353</td>
<td>410</td>
<td>224</td>
<td>16.6%</td>
<td>54.6%</td>
<td>318</td>
<td>168</td>
<td>52.8%</td>
<td>823</td>
<td>558</td>
<td>67.8%</td>
</tr>
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<td>Multiple races</td>
<td>195</td>
<td>57</td>
<td>33</td>
<td>16.9%</td>
<td>57.9%</td>
<td>31</td>
<td>20</td>
<td>64.5%</td>
<td>185</td>
<td>130</td>
<td>70.3%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>20</td>
<td>5</td>
<td>1</td>
<td>5.0%</td>
<td>20.0%</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>13</td>
<td>6</td>
<td>46.2%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>112</td>
<td>35</td>
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<td>19.6%</td>
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<td>45</td>
<td>28</td>
<td>62.2%</td>
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<td>72.9%</td>
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<td>Unknown</td>
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<td>49</td>
<td>34</td>
<td>23.4%</td>
<td>69.4%</td>
<td>14</td>
<td>10</td>
<td>71.4%</td>
<td>163</td>
<td>125</td>
<td>76.7%</td>
</tr>
<tr>
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<td>490</td>
<td>21.8%</td>
<td>64.5%</td>
<td>287</td>
<td>180</td>
<td>62.7%</td>
<td>2467</td>
<td>1791</td>
<td>72.6%</td>
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<tr>
<td><strong>Gender</strong></td>
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<td></td>
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</tr>
<tr>
<td>Female</td>
<td>2,446</td>
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<td>510</td>
<td>20.9%</td>
<td>63.6%</td>
<td>488</td>
<td>306</td>
<td>62.7%</td>
<td>2255</td>
<td>1689</td>
<td>74.9%</td>
</tr>
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<td>Male</td>
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<td>638</td>
<td>364</td>
<td>17.2%</td>
<td>57.1%</td>
<td>378</td>
<td>193</td>
<td>51.1%</td>
<td>1877</td>
<td>1259</td>
<td>67.1%</td>
</tr>
<tr>
<td><strong>Age Category</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 or Younger</td>
<td>3,257</td>
<td>1,017</td>
<td>588</td>
<td>18.1%</td>
<td>57.8%</td>
<td>746</td>
<td>406</td>
<td>54.4%</td>
<td>3120</td>
<td>2175</td>
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<tr>
<td>25 or Older</td>
<td>1,303</td>
<td>423</td>
<td>286</td>
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<td>67.6%</td>
<td>120</td>
<td>93</td>
<td>77.5%</td>
<td>1012</td>
<td>773</td>
<td>76.4%</td>
</tr>
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<td><strong>Pell Eligibility</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Pell-Eligible</td>
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<td>17.1%</td>
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<td>488</td>
<td>278</td>
<td>57.0%</td>
<td>1530</td>
<td>1052</td>
<td>68.8%</td>
</tr>
<tr>
<td>Not Pell-Eligible</td>
<td>1,061</td>
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<td>254</td>
<td>23.9%</td>
<td>64.5%</td>
<td>212</td>
<td>130</td>
<td>61.3%</td>
<td>1116</td>
<td>838</td>
<td>75.1%</td>
</tr>
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<td>No Pell Eligibility Information</td>
<td>985</td>
<td>297</td>
<td>191</td>
<td>19.4%</td>
<td>64.3%</td>
<td>166</td>
<td>91</td>
<td>54.8%</td>
<td>1486</td>
<td>1058</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<td>1,440</td>
<td>874</td>
<td>19.2%</td>
<td>60.7%</td>
<td>866</td>
<td>499</td>
<td>57.6%</td>
<td>4132</td>
<td>2948</td>
<td>71.3%</td>
</tr>
</tbody>
</table>
Chart 2: Success in Gateway Math Courses by Key Demographics

![Chart showing success rates for different demographics in Gateway Math Courses]
Works Cited


STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

August 14, 2019

TOPIC: Designated Career and Technical Schools (DCTS) - Renewal Applications

PRESENTED BY: Landon Pirius, Vice Chancellor for Academic and Student Affairs

RELATIONSHIP TO STRATEGIC PLAN: Transform the Student Experience: Design rigorous educational experiences that combine the delivery of practical knowledge with the development of student creativity and innovation. DCTS schools receive additional funds from the Colorado Career and Technical Act (CTA) to help administer specialized secondary career and technical education programs.

EXPLANATION: Section 4 of the Career and Technical Act rules provides for approval by the State Board of Designated Career and Technical Schools (DCTS). A DCTS is defined in CTA Rule 2.10 as:

[a] school whose school board has declared its role and mission to deliver intensive instruction in career and technical education. The School shall offer a minimum of five career and technical education approved unique single site programs and enroll at least 75% of the facility's total secondary student population in career and technical education approved programs. The School shall offer specialized student support services staff (career and technical education credentialed counselors and/or job development/placement specialists) and employ a career and technical education credentialed administrator operating in that role. There shall be agreements for providing career and technical education, which shall include but are not limited to, other schools in district and schools from neighboring districts.

Designated Career and Technical Schools receive up to 16% of the facility’s total eligible costs as administrative costs for CTA reimbursement. Generally, school districts receive 6% of their total eligible costs as administrative costs for CTA reimbursement.

Currently there are eight Designated Career and Technical Schools. They are Bollman Technical Education Center (Adams 12 Five Star Schools); Pickens Technical College (Aurora Public Schools); Boulder Technical Education Center (Boulder Valley School District); Career Education Center (CEC) Middle College of Denver (Denver County 1); Warren Technical Center Central and North Campuses (Jefferson County R-1); Grand Junction’s Career Center (Mesa County Valley 51); and St. Vrain Career Development Center (St. Vrain Valley RE-1J).

The following Districts and Schools have applied for renewal of their DCTS status: Bollman Technical Education Center; Boulder Technical Education Center; Career Education Center Early College of Denver College of Denver; Warren Tech and Warren Tech North Campuses; Career
Center of Mesa County Valley School District 51; and the St. Vrain Career Development Center. CCCS staff have reviewed all required application material and all schools continue to meet the criteria for DCTS designation.

RECOMMENDATION: Staff recommends that the Board delegate authority to approve the DCTS renewal applications of Bollman Technical Education Center, Boulder Technical Education Center, Career Education Center Early College of Denver, Warren Tech and Warren Tech North, Career Center of Mesa County Valley School District 51, and St. Vrain Career Development Center

ATTACHMENTS:
Application for Eligibility and Cover Letters from:

   Bollman Technical Education Center
   Boulder Technical Education Center
   Career Education Center Early College of Denver
   Warren Tech and Warren Tech North
   Career Center of Mesa County Valley School District 51
   St. Vrain Career Development Center
TOPIC: TutorMe Online Tutoring Service Contract Approval

PRESENTED BY: Julie Ouska, CIO & VC of Information Technology

RELATIONSHIP TO THE STRATEGIC PLAN:

Transform the Student Experience
Design rigorous educational experiences that combine the delivery of practical knowledge with the development of student creativity.

Create Education Without Barriers Through Transformational Partnerships
Devise technology-supported and hybrid educational delivery solutions that transcend time and place barriers, maintain high quality, and foster student success.

Redefine Our Value Proposition Through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence
Increase external resource development capacity to allow investment in student scholarships, and in appropriate physical and technological resources that support high quality learning experiences.

EXPLANATION:

CCCS colleges and CCCOnline utilize online tutoring services to support academic tutoring for online, hybrid, and campus-based students. The solution is intended to provide a complete array of tutoring services options that support student success in courses and enhances student support services, including opportunities for tutoring assistance for math, writing, reading, science, business, and other classes as identified for a customized solution.

The contract with the CCCS’s current online tutoring services provider, Brainfuse, ended on June 30, 2019. CCCS conducted a Request for Proposal (RFP) process to provide these services for CCCOnline and any of the System colleges that choose to opt in. Representatives from six (6) colleges and CCCOnline served on the RFP Committee. After considering the proposals and entertaining vendor demos, the committee selected a new vendor, TutorMe, to replace Brainfuse. TutorMe offered a wider array of subjects they could help students with, and their interface and approach to working with students was thought to be superior to that of the competitors.

Below outlines the projected expenses for TutorMe tutoring services over a contract term of five years. This calculation was made based on the actual 2018 annual usage of the existing online tutoring service by the seven colleges and CCCOnline currently using the service. For colleges
that are not currently using the service and may opt-in to the new service, the number of usage hours was estimated at 1,000 hours for large/metro colleges and 400 hours for smaller/rural colleges. Projected usage was increased by 10% year over year based on estimated expanded use due to TutorMe’s wider array of subjects. The total also includes a one-time implementation cost of $2,000. The TutorMe rate per hour is $25 compared to Brainfuse which charged $23/hr for core subjects and $28/hr for all health profession subjects.

RECOMMENDATION:

Staff recommends that the Board approve entering into a one year contract with four options to renew with TutorMe for online tutoring services with a do not exceed total contract amount of $1,763,126. Staff also recommends that the Board delegate contract signature authority to the System Vice Chancellor for Finance and Administration provided all State and Board processes are followed.

<table>
<thead>
<tr>
<th>2018 Actual Usage (Hrs)</th>
<th>Usage and Cost Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018 Actual Usage (Hrs)</td>
</tr>
<tr>
<td></td>
<td>594 CCOOnline</td>
</tr>
<tr>
<td></td>
<td>653 $16,335</td>
</tr>
<tr>
<td></td>
<td>$17,968 $19,765</td>
</tr>
<tr>
<td></td>
<td>870 $21,742</td>
</tr>
<tr>
<td></td>
<td>957 $23,916</td>
</tr>
<tr>
<td></td>
<td>99,725</td>
</tr>
</tbody>
</table>

Flat Rate $25/hr

One-Time Implementation Cost $2,000
TOTAL $1,763,126
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

August 14, 2019

TOPIC: Colorado Community College System Office Spending Authority Request for Marketing Contract Agreement

PRESENTED BY: Fiona Lytle, Chief Communications Officer, Legislative Liaison

EXPLANATION:

At the April 2019 board meeting, the System Office requested Board approval for spending authority related to the $800,000 one-time funds the Board previously approved for FY 2018-19 for Marketing. That request was approved and brought the total contract with VisionPoint, the primary marketing firm that CCCS has employed to provide system-wide marketing services, amount to $1,238,743.

At this time, the System Office is requesting additional spending authority to support ongoing marketing needs for the reminder of the contract. This request incorporates the base Marketing budget of $300,000 for the System Office, which was approved at the June 2019 board meeting. This agreement provides marketing services that include, but are not limited to: integrated marketing strategy and planning, brand strategy, website development and strategy, content strategy and SEO, graphic design, print and other collateral materials, and video production. The table below details anticipated needs:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Year 2020</td>
<td>$250,000</td>
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<tr>
<td>Fiscal Year 2021</td>
<td>$100,000</td>
</tr>
<tr>
<td>Fiscal Year 2022</td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$450,000</strong></td>
</tr>
</tbody>
</table>

The extension would bring the contract to $1,688,743.

The terms of the current agreement allow the System Office to exercise options for additional work and years past the initial term, with a do not exceed a total contract period of five years. This spending authority requested would cover the last three option years in the five-year contract period if exercised.

RECOMMENDATION:

Staff recommends the Board approve the additional spending authority as outlined above with a total contract (including all options) to not exceed $1,688,743. Staff also recommends that the Board delegate contract signature authority to the System Vice President of Finance and Administration, as long as State and Board fiscal processes are followed.
TOPIC: Otero Junior College - Migrant Seasonal Head Start Facility - Alamosa, CO

PRESENTED BY: Dr. Timothy A. Alvarez, President

RELATIONSHIP TO THE STRATEGIC PLAN:
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

EXPLANATION:
Otero Junior College (OJC) is requesting spending authority of $5,811,029 to build a new facility associated with the Migrant Seasonal Head Start and the Head Start – Early Head Start programs. The funding for this facility would all be federal funding and no state or institutional resources would be required.

Otero Junior College is the grantee for the Migrant Seasonal Head Start program and the Head Start – Early Head Start programs that are funded by the Federal Department of Health and Human Services. The Migrant Seasonal Head Start program covers much of southern Colorado from Lamar in the southeast to the Alamosa – Center area on the western slope. The program is called “Child Development Services at Otero Junior College” and serves infants, (6 months and older) toddlers, preschool children up to compulsory school age, and provides parent services for predominately migrant farm workers.

There is a Migrant Center approximately 6 miles outside of Alamosa, Colorado that is called the Waverly School once used by the Alamosa School District that OJC has rented for over 20 years for the Migrant program that serves parents and children in Conejos, Costilla, Alamosa, Rio Grande, and Saguache Counties. This building is at the end of its useful life and OJC became aware of “Duration” funding available through the federal Department of Health and Human Services that could be used for acquisition/construction of a new facility in the Alamosa area. The College made application for funding in December, 2018 and were notified of an award in May, 2019 in the amount of $5,811,029.

The College has been the grantee for the Migrant, Head Start, and Early Head Start for over 30 years. Otero’s responsibility is as fiscal agent for financial reporting as well as compliance and enforcement of rules and regulations from the Local, State and Federal levels, and providing the qualified staff to carry out the care, instructional, and educational requirements to effectively serve the designated population. The program responsibilities are carried out by staff separate from the educational instruction professionals who conduct classes on our Campus. As grantee, Otero has indirect and administrative costs that are charged to the grant and the college is also able to provide the buying power of the State of Colorado to enable cost effective and efficient financial management of the programs. This is a productive partnership that has worked well for
many years. The operational costs for these programs are funded via the Federal Department of Health and Human Services at the rate of $5-6 million dollars per year. The Federal DHHS Administration for Children and Families conducts reviews of the programs as well as financial information and the Colorado State Auditor’s Office provides the single audit report on an annual basis required for these types of Federal grants. We have a good working relationship with the Federal program officers and seldom have any issues with program or financial processes as evidenced by the longevity of the program.

The programs are 100% federal funded operationally and support agricultural and other food service industries by assisting migrant workers and their families with ordinary and necessary services. The program also provides the College for the placement of students from our allied health programs and early childhood education as interns and clinical experiences to further their student and professional development while attending Otero Junior College.

This new facility project will be 100% federal funded requiring no State of Colorado or Otero Junior College monetary support either from appropriations or reserves. The facility will be a tremendous improvement over the current location and meet the current safety and health regulations to ensure the well-being of the parents and children providing a positive influence on their development. This construction project will provide employment in the Alamosa area and the ongoing Migrant programs will continue to make a significant contribution to the Alamosa County and surrounding area economic health.

The facility will be a 14,000 square foot modular building in Alamosa, CO consisting of 10 classrooms, bathrooms for staff and children, office space, and a multipurpose room. The facility will also have a full service kitchen and four playgrounds surrounding the building. The budget for the project is as follows:

<table>
<thead>
<tr>
<th>Project Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Acquisition/Realtor Fees</td>
<td>$90,000</td>
</tr>
<tr>
<td>Superintendent and Project Manager</td>
<td>$97,658</td>
</tr>
<tr>
<td>Site Preparation/Utilities/Environmental Studies</td>
<td>$124,000</td>
</tr>
<tr>
<td>Foundation/Backfill Work</td>
<td>$461,462</td>
</tr>
<tr>
<td>Building Purchase and Installation</td>
<td>$3,500,000</td>
</tr>
<tr>
<td>Plumbing</td>
<td>$52,785</td>
</tr>
<tr>
<td>Electrical</td>
<td>$178,695</td>
</tr>
<tr>
<td>Grounds-Sidewalks/Curb/Gutter/Asphalt</td>
<td>$385,710</td>
</tr>
<tr>
<td>Playgrounds with Fencing</td>
<td>$275,724</td>
</tr>
<tr>
<td>Kitchen Appliances/Multipurpose Room Furniture</td>
<td>$116,013</td>
</tr>
<tr>
<td>Fire Sprinkler System</td>
<td>$220,000</td>
</tr>
<tr>
<td>Classroom Equipment</td>
<td>$133,928</td>
</tr>
<tr>
<td>Classroom Cabinets</td>
<td>$33,087</td>
</tr>
<tr>
<td>Office Furniture</td>
<td>$25,188</td>
</tr>
<tr>
<td>Security System/Camera/Phone/Internet/Projection System</td>
<td>$116,779</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,811,029</strong></td>
</tr>
</tbody>
</table>
RECOMMENDATION:

Staff recommends that the Board approve spending authority for the OJC federally funded facility, with a do not exceed amount of $5,811,029. Staff also recommends that the Board delegate contract signature authority to the System Vice Chancellor for Finance and Administration, provided all Board and State fiscal processes are followed.
TOPIC: Trinidad State Junior College Room and Board Rate Correction

PRESENTED BY: Mark Superka, Vice Chancellor for Finance and Administration

RELATIONSHIP TO THE STRATEGIC PLAN:
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

EXPLANATION:
During the April Board meeting, the Board approved tuition and fee rates for all of the colleges as well as residence hall room and board rates for those colleges that have residence halls. Trinidad State Junior College (TSJC) submitted the incorrect residence hall room and board rate for approval for single occupancy with a 19- or 15-meal plan (see the table below). TSJC is requesting the approved single occupancy 19-meal plan and 15-meal plan rates be reduced to $4,213.61 and $4,069.69, respectively.

<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>19 - Meal Plan</th>
<th>15 - Meal Plan</th>
<th>10 - Meal Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double</td>
<td>$3,699.26</td>
<td>$3,555.33</td>
<td>$3,306.58</td>
</tr>
<tr>
<td>Single</td>
<td>$4,234.19</td>
<td>$4,090.26</td>
<td>$3,820.93</td>
</tr>
</tbody>
</table>

RECOMMENDATION:
Staff recommends the Board approve the residence hall room and board rate changes for TSJC.
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

NOMINATION FOR COLLEGE ADVISORY COUNCIL

COLLEGE NAME: Northeastern Junior College

NAME OF NOMINEE: Wade Tyrrell

STREET ADDRESS: 14375 Dakota Road

CITY, STATE, ZIP: Sterling, CO  80751

TERM: Commencing 7/1/19 and ending 6/30/23

EXPLANATION:

- Appointment for Full Term
- Replacing John Chapdelaine

RATIONALE FOR NOMINATION:

As the Chief Executive Officer and Chief Nursing Officer of the Banner Health – Sterling Regional Medical Center, Wade Tyrrell leads one of the largest organizations in the entire northeast region of Colorado. Since 2014, Wade Tyrrell has worked closely and collaboratively with the Northeastern Nursing Program.

His expertise as a leader, an employer, and as a medical professional will be valuable assets for the Northeastern Advisory Council.

NOMINATED BY: Jay A. Lee, President, Northeastern Junior College

DATE: July 24, 2019
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

NOMINATION FOR COLLEGE ADVISORY COUNCIL

COLLEGE NAME: Northeastern Junior College

NAME OF NOMINEE: Karla Rosas

STREET ADDRESS: 310 Cottonwood Lane

CITY, STATE, ZIP: Sterling, CO 80751

TERM: Commencing 7/1/19 and ending 6/30/23

EXPLANATION:

• Appointment for Full Term

• Replacing Carol Keil

• RATIONALE FOR NOMINATION:

As the Community Resource Director for the Centennial Mental Health Center, Karla Rosas has great awareness and knowledge of the mental health issues of Northeast Colorado. She has extensive experience working with a multitude of agencies to coordinate mental health services.

Karla Rosas was born and raised in Sterling. Her father served on the college’s Foundation Board and her son is a recent Northeastern graduate. Karla Rosas will bring valuable knowledge and local area expertise to the Northeastern Advisory Council.

NOMINATED BY: Jay A. Lee, President, Northeastern Junior College

DATE: July 25, 2019
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

NOMINATION FOR COLLEGE ADVISORY COUNCIL

COLLEGE NAME: Northeastern Junior College

NAME OF NOMINEE: Karen Ramey-Torres

STREET ADDRESS: [Redacted]

CITY, STATE, ZIP: Sterling, CO  80751

TERM: Commencing 7/1/19 and ending 6/30/23

EXPLANATION:

- Reappointment for Full Term

- RATIONALE FOR NOMINATION:

It gives me great pleasure to submit the re-nomination of Ms. Karen Ramey-Torres to the Northeastern Junior College Advisory Council. During her first term, she was a very active participant and often brought wonderful suggestions to Council and the college.

Ms. Ramey-Torres is the Colorado State University Northeast Regional Engagement Center Coordinator. In this role, she provides Sterling and the local region with a direct link to CSU operations. Ms. Ramey-Torres is very active in the Sterling community. She is the founder and former director of the Family Resource Center and a former social caseworker for the Logan County Department of Social Sciences.

NOMINATED BY: Jay A. Lee, President, Northeastern Junior College

DATE: July 11, 2019
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

NOMINATION FOR COLLEGE ADVISORY COUNCIL

COLLEGE NAME: Pueblo Community College

NAME OF NOMINEE: Andy Burns

STREET ADDRESS: [Redacted]

CITY, STATE, ZIP: Durango, CO 81301

TERM: (Commencing 9/1/19 and ending 8/31/23)

EXPLANATION:

- Reappointment for Full Term
- REPLACING: N/A
- RATIONALE FOR NOMINATION: Andrew Burns served the Advisory Council well during his first term and as such, I recommend him for a second term. He actively contributes to, and supports, college initiatives. His expertise in higher education and K-12 was invaluable as the college worked to realign and redesign the delivery of concurrent education and academic programing in the southwest corner of the state. Andy has a keen sense of business, industry, and community needs and a sincere appreciation for the role and mission of Pueblo Community College. It is my privilege to nominate Mr. Andrew Burns for a positon on the PCC Advisory Council. He is a staunch advocate for the college.

NOMINATED BY: Dr. Patty Erjavec

DATE: 7/30/19
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

NOMINATION FOR COLLEGE ADVISORY COUNCIL

COLLEGE NAME: Otero Junior College

NAME OF NOMINEE: Jack Johnston

STREET ADDRESS: 901 W 3rd St.,

CITY, STATE, ZIP: La Junta, CO 81050

TERM: (Commencing 4/1/19 and ending 3/31/23)

EXPLANATION:

• Appointment for Full Term
• RATIONALE FOR NOMINATION: Mr. Johnston has been a very active member of the OJC Advisory Council. He brings boundless insight and value to the council. Jack asks thoughtful and introspective questions will help us be more grounded. He offers a perspective that is important as OJC continues to be the best rural community college in Colorado. Lastly, his business acumen and connections to the community provide an invaluable resource to the advisory council. We have greatly benefited from his selfless involvement.

NOMINATED BY: Dr. Timothy Alvarez
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

August 14, 2019

TOPIC: Approval of Board Committee-Colorado Northwestern Community College and Moffat County, Colorado

PRESENTED BY: Dr. Byron McClenny, Board Chair

RELATIONSHIP TO THE STRATEGIC PLAN: Transform the student experience; Transform Our Own Workforce Experience; Create Education Without Barriers Through Transformational Partnerships; Redefine Our Value Proposition Through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence.

EXPLANATION:
Pursuant to the Board Bylaws, Article IV, Section 1, the Chair may appoint a Board committee with the approval of the Board.

The Board Chair would like to appoint an ad hoc committee to review the state of affairs with regard to Colorado Northwestern Community College (CNCC) in Moffat County, Colorado. This committee, in concert with the System Chancellor, will be tasked with reviewing the relationship between CNCC and its community, and then submitting its recommendations to the State Board in its December meeting.

The Chair is proposing to appoint the following Board members to this committee:
- Presley Askew
- Rollie Heath
- Dr. Landon Mascareñez

RECOMMENDATION:
The Chair recommends the Board approve this committee.
SBCCCOE

Written Reports
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

August 14, 2019

TOPIC: Procurements over $200,000

PRESENTED BY: Mark Superka, Vice President for Finance and Administration

EXPLANATION:

Per Board policy BP 8-60 the System President shall inform the board of executed contracts which have a value in excess of $200,000. The following contracts have been completed since the last board meeting.

- Colorado Community College System (CCCS) Construction Project Application to repave the parking lot of Building 859 North. Total of $496,925.00
- Morgan Community College (MCC) contract with Growling Bear Co, Inc. for the Limon Tenant Finish. Total of $367,202.00

RECOMMENDATION:

No action is required.
TOPIC: System Procedures

PRESENTED BY: Angie Gramse, General Counsel

EXPLANATION: The Board determines policies for the System and its community colleges. The System Chancellor adopts procedures as necessary to implement Board policies.

The following System Procedures have been adopted or revised:

- SP 3-24, Drug Free Workplace
- SP 3-60a, Family and Medical Leave
- SP 4-10a, Application and Enrollment
- SP 4-10b, Registration and Student Load
- SP 8-60d, Electronic Signatures on Contracts
- SP 9-71, Community College Course Numbering System
- SP 16-60, Facilities Use
- SP 19-40b, Emergency Operations and Management Planning

All Board Policies and System Procedures can be accessed on the System website. [CCCS Policies and Procedures](#)

Official copies of System Procedures are maintained in the Office of Legal Affairs. If you have any questions regarding the attached procedures, please contact Angie Gramse at 720-858-2721.

RECOMMENDATION: Informational only; no board action required.
Annual FACTA Report

Prepared as part of the System’s Response to the Fair and Accurate Credit Transactions Act of 2003

July 2019

Submitted by Michael A. Schulman
Director of Student Affairs

Landon K. Piriou, Ph.D.
Vice Chancellor for Academic and Student Affairs
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INTRODUCTION

The Fair and Accurate Credit Transactions Act of 2003 (FACTA) was passed by Congress to protect consumers from inaccurate credit information and credit fraud. The law is best known for providing consumers with the opportunity to receive on an annual basis a free credit report.

Higher education institutions are covered under the law because its involvement with tuition payment plans and student loans. Also, some colleges provide information to consumer reporting agencies, which is also a covered action under the act. This means that colleges and universities must adopt and follow a written identity theft policy. For the Colorado Community College System, that policy is BP 4-60, and the procedure related to the policy is SP 4-60. The system also adopted an Identity Theft Prevention and Detection program and Identity Theft and Mitigation Business Process. Together, these written documents detail how students must verify their identification to receive services, ways in which to reduce the chance of identity theft, what to do if someone makes a complaint of identity theft or if identity theft is suspected, and an annual evaluation of the program.

Each college is required to have a program coordinator and there is a system administrator at the system office.

System activities undertaken, in part to improve the processes included:

- Updates are in progress to System President’s Procedures (SP 4-80) Student Educational Records and Directory Information to add an additional layer that will make sharing information with partners for the benefit of students smoother, while restricting what can be released to aggregators.
- A new System President’s Procedure is being developed to clearly define how colleges can share data internally via e-mail and shred drives, as well as how data can be shared with external partners who are allowed to receive information under FERPA including but not limited to benefit providers, Colorado Department of Higher Education, and the National Student Clearinghouse.
- A FACTA training was held on May 23, 2019 to on-board new FACTA coordinators and refresh current FACTA coordinators. This session also included e-mail templates college can use.
- A communication plan has been established and shared with the Financial Aid Directors for reporting financial aid fraud.
- Updated the System Accounting Procedures (SAP-5) to include steps for reporting and addressing potential fraud.
- Updated contracts with vendors to improve compliance with GLB and state law.
These policies cover all thirteen colleges and the system office. While the system office does not have students, because the system provides on-line courses and has a help desk that assists in resolving issues with student’s on-line issues, it was reviewed as well.

For the annual evaluation, the colleges were asked to respond to the following questions:

- The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

- The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

- The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

- Please list any significant incidents involving identity theft within the college and management’s response to those incidents.

- Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

Based on the written reports, it appears that the System’s policies and procedures are effective. Several colleges reported possible fraud attempts, most dealing with financial aid. A few issues dealt with fraudulent transcripts. Again, those incidents appear to have been addressed by policy and procedure.

Colleges reported that annual and on-going training exists for new and current employees so that student transactions and records are properly conducted and protected.

All third party service providers have agreements that protect student records.

Ideas for improving the identify theft prevention program include:

- Review and expand measures to ensure student identity for on-line courses.
- Offer a system-wide template, similar to FERPA that could be sent internally to make all staff and faculty aware of FACTA.
- Need the ability to prevent people from submitting fraudulent applications in order to obtain free .edu e-mail addresses.

This report will be shared with senior administrators at the system office and colleges as well as the program coordinators.

The following sections include the college reports as well as the system policies and procedures.
Arapahoe Community College

Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

The policies and procedures addressing the risk of identity theft in connection with student services transactions are effective. Policies and Procedures exist related to verification of student identity for student service transactions and new staff are trained on these policies and procedures directly by their Supervisor as they are hired. Additionally, periodic refresher trainings are held for existing staff prior to the start of each larger semester.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

The policies and procedures addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts are effective.
- As students apply for admission, they are asked to provide personal information (beyond the basics of Birth Date, Address, etc.) that is the kind of information usually only known to the student.
- Each student has a unique Student Identification Number assigned to them at the time of application, and they create a personalized password and answers to security questions for use when accessing their student account.
- In compliance with SP4-60, student identity is verified in Student Services transactions by either the student producing a secure and verifiable document, a college or high school identification card, or answering a series of questions unique to the student.
- Email communication regarding student education record information is done only to / from two college-assigned, college-controlled email addresses (e.g. Faculty institution email to student CCCS email; Faculty institution email to Staff institution email; student CCCS email to Staff institutional email, etc.).
- Minimal documents containing student personally identifiable information are printed, and only when absolutely necessary, then are immediately placed in a secure shred receptacle when no longer needed.
- Student-use computers are monitored and if any student is finished using the computer, but has inadvertently left it logged in to their account, staff log-off for the student.
- Applications for admission received by the institution are scrutinized when certain data elements seem suspicious (e.g. multiple applications submitted with the same DOB and same address but different names). In these instances, holds are placed on the student accounts seeking additional documentation to verify the identity of the student.

**The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.**

The policies and procedures addressing the risk of identity theft in connection with service provider agreements are effective. All contracts with service providers include the requirement that the service provider comply with all federal and state laws, and that they have taken appropriate steps to comply with the Fair and Accurate Credit Transactions Act of 2003.

**Please list any significant incidents involving identity theft within the college and management’s response to those incidents.**

None

**Please provide your recommendations, if any, for changes to the program either from a college or System perspective.**

Expand the measures to ensure student identity when accessing their online course(s).
Colorado Community College System
Identity Theft Prevention and Detection Program Annual Report
Due June 30 Each Year
Academic Year: 2018-2019

Community College of Aurora

Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

Current business processes and guidelines are very effective in protecting student information.

All new employees in the departments of Financial Aid, Fiscal Services and Enrollment Services are provided FERPA training and additional training is provided employees in these departments at regular staff meetings as needed.

The Community College of Aurora “Notification of Rights under FERPA” is posted on the CCA website.

As part of new employee orientation, the human resources department reviews with the new employee the following: 1) CCA’s Student Records/FERPA policy. 2) Verification of Identity. The new employee then signs a cover sheet indicating review of the information.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

Community College of Aurora adheres to the following guidelines:

- FERPA guidelines
- BP 4-60 State Board for Community Colleges and Occupational Education Acceptable Identification Process for Student Services Transactions
- Colorado Community College System President’s Procedure Acceptable Identification Process for Student Services Transactions
- Colorado Community College System Educational Services Council Guidelines Directory Information

The policies and procedures provide valuable guidance used to protect student accounts. We believe our policies and procedure are quite effective in mitigating the chances of identity theft occurring on campus.
The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

Service provider agreements must abide by our FERPA requirements, therefore no information about a person’s account may be released by or to a service provider without signed permission by the covered account owner. Requests from third party(s) for information about an account must have a signed release by the account holder indicating precisely what information the account holder is having the College release to the requestor.

Student Loan Clearinghouse and Higher One have many security measures in place that reflect the requirements of FERPA and FACTA.

Please list any significant incidents involving identity theft within the college and management’s response to those incidents.

- In August, CCA received a claim from an individual that they were not a student at CCA and were in another state at the time in question. The matter was investigated. The case is still open pending submission of additional information from the claimant.

- In October, Financial Aid was contacted by an individual disputing charges claiming that they never attended CCA. After investigation, it was determined that the charges were in error. Charges were reversed and a write-off of remaining commission has been requested.

- In April and May, two individuals who were submitted for tax offset disputed the charges. Investigation found errors which resulted in these charges. Refund has been processed on one case. Refund on the other is pending additional submissions from the claimant.

Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

Community College of Aurora has no recommendations at this time.
Community College of Denver

Per the Colorado Community College System's Identify Theft Prevention and Detection Program (Program), the College program coordinator is required to submit an annual report to the System program administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

Community College of Denver (CCD) effectively meets the requirements of the Program in regards to student transactions by following the processes outlined in the Identity Theft and Mitigation Business Process. Identity verification following SP 4-60 policy is consistently practiced at Registration and Records, Advising, Student Life, Testing, TRiO, Cashier’s Office, Tutoring, Resource Center and Financial Aid Customer Service counters. During New Student Orientation, student identity verification is confirmed during the check-in process.

In New Employee Orientation, FERPA and the student verification process are covered in addition to System President’s General Computer and Information Systems Procedures (SP 3-125), which lists steps College employees must take to maintain the confidentiality of data and prevent unauthorized access to information system.

The College communicates internally regarding FACTA and FERPA requirements by sending an annual college-wide e-mail to notify College employees of FACTA requirements (sent out by Human Resources) and FERPA requirements (sent out by Office of Registration and Records).

The College communicates externally and to students by publishing information about FACTA in the Catalog each academic year and sending out an Annual FERPA Notification, which notifies students of their rights afforded under FERPA. The FERPA notification is also published in the Catalog each academic year. CCD publishes relevant student rights and FERPA/FACTA information on the College website in the online catalog as well.

FERPA and other legal notices are covered during New Student Orientation and are available to all students.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.
Community College of Denver effectively meets the requirements of the Program in regards to the opening and maintenance of Covered Accounts by adhering to the guidance provided by CCCS System President's Procedure (SP 4-60) and SBCCOE Board Policy (BP 4-60) to prevent unauthorized disclosure of education records under FERPA and to protect Personally Identifiable Information (PII) of Covered Accounts. When accessing Covered Accounts, College staff and student/work study staff are trained to obtain an I.D. as proof of identity and/or use of security questions to confirm student identity. If a student is unable to provide this information, no student record information will be given. In all forms of contact, which includes telephone and email inquiries, students are required to verify their identity by stating their student number and answering security questions. When communicating with students on-line regarding PII or education record information on Covered Accounts staff will only do so through the student’s system-assigned e-mail account.

CCD’s Financial Aid Department adheres to the CCCS Potential or Substantiated Financial Aid Discrepancy Business Process by utilizing its authority to resolve conflicting information. Staff members are trained to detect unusual commonalities between multiple FAFSAs and verification documents. If a staff member becomes aware that a student is submitting information already tied to another student’s record, they will select the student for verification group 4. Verification group 4 requires proof of identity, high school completion and educational intent. In situations that require escalation, the Financial Aid Director will utilize the Financial Aid Discrepancy holds as appropriate, notify CCCS Legal and proper CCD/CCCS personnel, as well has make a referral to the U.S. Department of Education’s Office of Inspector General.

CCD employees, full-time and part-time, professional and student/work study employees are currently being trained in the procedures to follow in responding to Immigration and Customs Enforcement (ICE), Department of Homeland Security (DHS), the Auraria Police and other law enforcement requests to disclose PII information on Covered Accounts according to CCCS guidelines. Academic Centers, Enrollment, and Student Services Centers collaborate with the Student Conduct Office as well as the Auraria Police Department in reporting, addressing and resolving fraudulent activities.

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

Community College of Denver effectively meets the requirements of the Program in regards to service provider agreements by including a FERPA statement in every third-party agreement and strict adherence to FERPA requirements for all third-party requests/collaborations and requires the student’s written consent prior to the sharing of any educational records. Student information between Metropolitan State University of Denver (MSU Denver) and University of Colorado Denver (CU Denver) is conducted through secure and encrypted exchange.
Please list any significant incidents involving identity theft within the college and management’s response to those incidents.

<table>
<thead>
<tr>
<th>Date</th>
<th>Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/22/2018</td>
<td>Updated CCD Fraud guidelines to include new items from the CCCS SAP-5 Accounts receivable write off policy. The new items include steps to take to report data breaches per the Gramm-Leach Bliley Act.</td>
</tr>
<tr>
<td>07/02/2018</td>
<td>Sent OIG a list of 233 IDs from FAFSA applicants with out-of-state FAFSA residences and null AGIs.</td>
</tr>
<tr>
<td>07/03/2018</td>
<td>Responded to an inquiry from OIG on documents needed for 6 student IDs</td>
</tr>
<tr>
<td>07/18/2018</td>
<td>Provided Colorado State aid information on 2 students for the Case</td>
</tr>
<tr>
<td>08/13/2018</td>
<td>Sent email to OIG on encounter with</td>
</tr>
<tr>
<td>09/28/2018</td>
<td>Met with and on the case</td>
</tr>
<tr>
<td>10/02/2018</td>
<td>Sent list of 326 out of state ISIRS with identical FAFSAs</td>
</tr>
<tr>
<td>10/11/2018</td>
<td>Sent copy of fraudulent GED to OIG on</td>
</tr>
<tr>
<td>02/20/2019</td>
<td>Testing Center employee sent email to all ACC Deans and Directors about a work-student student violates FERPA.</td>
</tr>
<tr>
<td>02/28/2019</td>
<td>US District Court of Colorado convicted of student loan fraud (1 count).</td>
</tr>
<tr>
<td>05/01/2019</td>
<td>CCD received notification from LifeLock regarding student identify theft records for. Has been working with Molly Moats on receive requesting further notification from the student: Colorado police report, False Certification confirmation from the Department of Aid. Case is currently pending with missing requirements in order for CCD to fulfill student request.</td>
</tr>
<tr>
<td>06/17/2019</td>
<td>Office of Inspector General provided CCD’s CFO a list of confirmed victims from a fraud case prosecuted in 2017.</td>
</tr>
</tbody>
</table>

Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

CCD has taken preliminary steps to create a fraud prevention/identity theft mitigation taskforce. Members of the committee will include representatives from the Financial Aid Office; Office of Registration and Records; Admissions Recruitment and Outreach; the Testing Center; and Instruction.
Colorado Community College System
Identity Theft Prevention and Detection Program Annual Report
Due June 30 Each Year
Academic Year: 2018-2019

Colorado Northwestern Community College

Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

Policies and procedures packets are provided to all new employees at the time of hire. In the packets are included FERPA and SP 4-60 of which is gone over with each new employee in detail. While new employees are trained for the job these policies and procedures are reviewed and put into practice during regular training. Over the last year we have seen a high turnover in departments. While I believe procedures of protecting Identity are following there appears to be a lapse of reporting to the appropriate department.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

Policies and procedures for opening and maintenance of Covered Accounts require proof of identity followed as stated in SP 4-60 and FERPA regulations. Supervisors monitor employees to insure procedure is followed.

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

Service providers understand and adhere to identity theft policies and procedures. Student Loan Clearinghouse and Higher One have many security measures in place that reflect the requirements of FACTA.

Please list any significant incidents involving identity theft within the college and management’s response to those incidents.

For the fiscal year 2018 here were no reports involving identity theft reported to FACTA coordinator. Later coordinator became aware of situations that should have been reported.
Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

As coordinator it has made me aware of the important policies and procedures that we currently have in place as well as the need to monitor, review and ensure that they are always in place and followed. I do see a need to make all college employees more aware of identity theft and the importance of prevention and report measures. I feel that the coordinator position needs to be moved to Enrollment Services and implemented within their FERPA training and a stronger communication to report any risk or fraudulent activity. Training and guidance from system office on what actions are to be taken.
Colorado Community College System
Identity Theft Prevention and Detection Program Annual Report
Due June 30 Each Year
Academic Year: 2018-2019

Front Range Community College

Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

- As part of their onboarding process, all new employees at Front Range Community College are required to review and acknowledge internal FRCC organizational guidelines. These guidelines cover many areas that relate to the FACTA requirements.
- Employees also complete an online FERPA tutorial. The results are sent to their supervisor and the Registrar. This tutorial includes questions related to protecting student records and data security.
- Mandatory yearly training for all college employees, including student employees, on the topic of “Security Awareness with Privacy Principles.”
- In order to receive computer access, new employees must sign a Security and Confidentiality Agreement. This agreement covers user’s responsibilities, right and restrictions surrounding use of college computers and systems.
- We utilize a Clean Desk Policy which includes users locking their PC when stepping away, clearing desk off every night of any personally identifiable information (PII) and securing PII in locked cabinet.
- Financial Aid has an additional new employee orientation since their access to student records includes sensitive information due to the nature of Financial Aid data. New employee orientation includes review of two separate checklists:
  - The administrative checklist includes items such as review of Code of Ethics, Financial Aid Office Standards of Excellence and Institutional and Department Guidelines and Procedures
  - Additionally, employees must review and complete the FSA Coach Modules and quizzes by passing with an 80% or
higher. Certificates are provided to the FA Training & Compliance Officer to maintain on file

- All new employees are also required to go through the NASFAA Core training which consists of 13 modules and a toll kit to introduces federal student aid programs

- The Fiscal department uses a training plan new employees that includes responsibilities with system access request/limits; informing them of office procedures. These procedures include secure workspace training, locking computers, and the duty to ensure that faculty/student secure information is protected. Access to the Cashier’s Office is strictly limited.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

- College service areas follow the proof of identity procedures as outlined in SP 4-60, Acceptable Identification Process for Student Services Transactions. Procedures are posted in service areas for quick reference.
- Strict adherence to the Family Education Rights and Privacy Act (FERPA). In the case of a FERPA violation, students are given the option to request a new Student ID number and to mark their record confidential.
- New employees are required to read and sign the Computer Use policy SP3-125c and are required to read the Data Security, FRCC internal guideline IS-8.15.
- Access to the Student Information System (Banner) is restricted by role and function, in order to limit access to student records.

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

The majority of service provider agreements are contracted by CCCS and therefore monitored by CCCS.

Please list any significant incidents involving identity theft within the college and management’s response to those incidents.

Financial Aid is currently working on or has concluded work on several cases in the past year. These were requests from outside agencies that we partner with by providing documentation.

- U.S. Department of Education Office of Inspector General; suspected fraud case (CCCS was apprised)
- MAXIMUS Loan Servicer; 3 different students claiming identity theft
- Mohela Loan Servicer; 2 different students claiming identity theft
- Navient Loan Servicer; student claiming identity theft
Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

N/A
Colorado Community College System
Identity Theft Prevention and Detection Program Annual Report
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Academic Year: 2018-2019

Lamar Community College

Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

The policies and procedures addressing the risk of identity theft in connection with student services transactions are effective. Our Human Resources Department has created a checklist for all new employees to speak with individuals on campus about specific policies and procedures. New employees are directed to the FACTA College Program Coordinator to discuss the Identity Theft Prevention and Detection Program. Procedures exist related to verification of student identity for student service transactions and new staff team members are trained on these policies and procedures directly by their supervisor as they are hired. Additionally, periodic refresher trainings are held for existing staff prior to the start of each fall and spring semester.

New employees are trained to understand that they must follow the CCCS procedures on verifying identity in-person and on the telephone. We use a rule of three: the individual must be able to identify three pieces of information that are not easily known.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

The policies and procedures addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts are effective. Lamar Community College adheres to the following guidelines:

- FERPA guidelines
- BP 4-60 State Board for Community Colleges and Occupational Education Acceptable Identification Process for Student Services Transactions
- Colorado Community College System President’s Procedure Acceptable Identification Process for Student Services Transactions
- Colorado Community College System Educational Services Council Guidelines Directory Information
- Access to the Student Information System (Banner) is restricted by role and function, in order to limit access to student records.
The policies and procedures provide valuable guidance used to protect student accounts. The Financial Aid Office, Cashier’s Office and the Admissions Office are all included in these processes. All of these offices flag suspicious applications or documentation from the time students initially apply.

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

The policies and procedures addressing the risk of identity theft in connection with service provider agreements are effective. All contracts with service providers include the requirement that the service provider comply with all federal and state laws, and that they have taken appropriate steps to comply with the Fair and Accurate Credit Transactions Act of 2003. We require a signed authorization by the student before any information would be released to any third party.

Please list any significant incidents involving identity theft within the college and management’s response to those incidents.

None – By implementing the CCCS process mentioned above and flagging potential fraud applicants, we did not have any identity theft issues during the 2018-19 year.

Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

Continue annual training for FACTA Program Administrators and Coordinators.
Per the Colorado Community College System’s Identity Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

The current policies and procedures are effective in the protection of student’s personally identifiable information (PII) data. As part of the new employee orientation checklist they must attend an in-person FERPA training where we talk about protecting everyone’s identity and whom to report issues to. MCC staff also talk about the release form that students can complete telling us who and what information can be released. MCC reviews this each academic year with front line staff and reminds them the release requires an annual request.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

MCC has implemented the CCCS Policy for Potential or Substantiated Financial Aid Discrepancy Business Process. The Financial Aid, Admission’s, Cashier, and the Student Services Offices are all included in this process. All of these offices flag suspicious applications for documentation from the time they initially apply. MCC has implemented the use of BDM at our centers to send information back and forth (image documents such as tax forms, etc.) so that we do not fax personal data.

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

The Student Loan Clearinghouse and BankMobile (formerly Higher One), Maxient, and Follett have many security measures in place that reflect the requirements of FACTA. MCC also requires a signed authorization by the student before any information is released to any third-party (i.e. Voc. Rehab, Social Services, etc.).

Please list any significant incidents involving identity theft within the college and management’s response to those incidents.
MCC did have a data breach in August of 2018. A CCCS Security Incident Reporting Form was completed and submitted to the appropriate CCCS staff per SP 4-100 Gramm-Leach-Bliley Student Financial Information Security Program. MCC also notified the Department of Education’s FSA Cyber Incident Team. Appropriate protocols were followed in notifying the effected student immediately. Notification was received from the FSA Cyber Incident Team that information provided on our response to the incident was sufficient enough that they closed the incident without any further comments.

Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

MCC continues to post signs notifying all students that they may be asked for proof of identity when making in person transactions with student services, bookstore/cashier, and accounting services. MCC continues to look at ways to limit the transmission of student PII by using internal networks and data retrieval rather than emails.
Colorado Community College System
Identity Theft Prevention and Detection Program Annual Report
Due June 30 Each Year
Academic Year: 2018-2019

Northeastern Junior College

Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

New employees are trained to understand that they must follow the CCCS procedures on verifying identity in-person and on the telephone. We use a rule of three: the individual must be able to identify three pieces of information that are not easily known.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

We have implemented the CCCS Policy for Potential or Substantiated Financial Aid Discrepancy Business Process. The Financial Aid Office, Cashier's Office and the Admissions Office are all included in this process. All of these offices flag suspicious applications or documentation from the time they initially apply.

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

We would require a signed authorization by the student before any information would be released to any 3rd party.

Please list any significant incidents involving identity theft within the college and management’s response to those incidents.

As noted above, we have implemented the CCCS Policy for Financial Aid Discrepancy. The Director of Fiscal Services coordinates with the Financial Aid Office to provide the necessary documentation for cases in which students have called with identity theft concerns.

Please provide your recommendations, if any, for changes to the program either from a college or System perspective.
Through the implementation of the CCCS process mentioned above and flagging potential fraud applicants, we did not have any identity theft issues during the 2018-19 year. However, we added one step to the process: we are now checking any students for registration after the discrepancy hold has been placed on their account.
Colorado Community College System
Identity Theft Prevention and Detection Program Annual Report
Due June 30 Each Year
Academic Year: 2018-2019

Otero Junior College

Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

New employees involved in the Student Services area at Otero Junior College attend an orientation in-service training that includes a review of FERPA provisions with emphasis on protecting student identity from any unauthorized use. We follow certain procedures such as issuing picture identification cards for all students and staff. All staff requests proof of identity before any transactions are entered into on behalf of students. We believe our procedures for ensuring protection of identity are effective and work well.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

Otero Junior College has not had any incidences of identity theft in connection with the opening and maintenance of Covered Accounts. We believe our policies and procedures are quite effective in mitigating the chances of identity theft occurring as a result of action and/or inaction on the part of Otero Junior College Employees.

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

Service provider agreements must abide by our FERPA requirements therefore no information about a person’s account may be released by or to a service provider without signed permission by the covered account owner. Requests from third party(s) for information about an account must have a signed release by the account holder indicating precisely what information the account holder is having the College release to the requestor.

Please list any significant incidents involving identity theft within the college and management’s response to those incidents.

Otero Junior College has had no incidents involving identity theft of any significance.
Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

Otero Junior College has no recommendations at this time.
Colorado Community College System

Identity Theft Prevention and Detection Program Annual Report
Due June 30 Each Year
Academic Year: 2018-2019

Pueblo Community College

Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

PCC believes that the business processes and guidelines that directly relate to the protection of PII during student services transactions are fully effective and adequately communicated to new hires.

- The Employee Onboarding Process requires that the supervisor of a new employee complete the steps listed on the Supervisor Onboarding Checklist, one of which is that the employee must complete HR’s online FERPA tutorial. Prior to being granted network access, all new hires are required to sign a “Security and Confidentiality Agreement,” which details the user’s restrictions and responsibilities regarding the use of State-owned equipment and Admissions & Records staff continued to provide FERPA instruction at all new instructor orientations and Student Worker training sessions. Comprehensive session handouts are provided; student workers are required to sign off on receipt and understanding of detailed FERPA/identity verification business process documents.
- All student workers are required to attend annual training sessions that reinforce the tenets of FERPA and the processes necessary to verify identity.
- In May 2018, the PCC Cabinet approved an addition to PCC’s Operating Protocols that directly addresses the protection of PII during student services transactions. Protocol S-307 Verification of Identity for Student Services Transactions defines directory information, lists the “secure and verifiable documents” required for verification of identity, and details the specific procedures required prior to release of PII.
- The Director of Financial Aid presented training to student services and academic personnel on the requirements of Gramm-Leach-Bliley, the responsibilities to secure student financial data, and the reporting obligations should a data breach occur.
- Internal communication of FACTA and FERPA requirements is accomplished through the annual email notification to PCC employees from HR (FACTA) and Admissions and Records (FERPA).
The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

Regarding the maintenance of student accounts, PCC complies with the requirements of FERPA; CCCS’ “Business Processes for the Identification and Mitigation of Identity Theft”; SBCCOE BP 4-60 “Acceptable Identification Process for Student Services Transactions”; PCC Operating Protocol S-307 “Verification of Identity for Student Services Transactions”; and CCCS’ President’s Procedure SP 4-60 “Acceptable Identification Process for Student Services Transactions”.

- During the application process, PCC admissions operators follow the procedures specified in CCCS’ “Admission Application Process” document, which require the use of common matching rules that compare applicants’ information against data already captured in the System schools. Applications with discrepancies or potential conflicts in vital information are suspended for further investigation. These same matching rules are utilized during the FAFSA load process.

- PCC adheres to the CCCS “Incorrect Identity/Potentially Fraudulent Record” business process when managing records that may be associated with identity theft issues.

- With application and upon the creation of “covered accounts,” PCC protects the identity of the account owners and severely limits access to the information contained in these accounts in all student services transactions by requiring:
  - Access to MyPCC Portal or Navigate requires knowledge of both the Student ID number (SID) and password;
  - Students who forget either their SID or password when attempting to access the MyPCC Portal must provide date of birth, last four digits of the SSN, and the answer to a security question;
  - Visual inspection of identification when data is mismatched across the System (SSN card and valid ID);
  - Student-use computers are overseen and monitored by PCC staff and student workers. Any student who mistakenly leaves a terminal without logging out is logged out by a PCC employee.
  - Any email communication involving student educational records is performed only among and through college-assigned and -controlled email addresses (NAME@student.cccs.edu; NAME@pueblocc.edu, or NAME@ucourses.com).
  - For phone conversations, identity is verified through the use of specific and consistent questions as noted in PCC Operating Protocol S-307 “Verification of Identity for Student Services Transactions” with the understanding that only very limited information can be discussed by phone;
o PCC staff protect student information by locking workstation screens when not in proximity to the screen, by disposing of documents in compliance with Colorado records retention schedules, and by locking storage units that house hard copy documents that may potentially contain PII.

• All in-person student services transactions require that the student provide proof of identity through a secure and verifiable document as described in SP 4-60, examples of which may include:
  o PCC Panther Pride student ID card/high school ID card;
  o Valid state-issued driver’s license or ID card;
  o Valid passport with photo;
  o Military ID;
  o Certification of Naturalization/Citizenship with photo.

• Students must provide written consent prior to the institution’s disclosure of PII/education records. PCC’s term-specific “Student Records Release Form” requires that the student identify what information will be released, the purpose of the release, and to whom the information will be released. The person listed on the form as the recipient of the information must provide proof of identity before any sensitive information is released. For AY2018-2019, PCC had 12 Records Release forms on file; however, none of the individuals named in the Releases exercised their permissions to view the students’ records.

• Access to Banner and Cognos is restricted by role and function as determined by the requesting staff’s supervisor and upon approval of the PCC Registrar.

• Mobile Record Shredders maintains secure bins in multiple campus sites in which paper documents slated for destruction are placed. Individual office suites contain portable shredders for use in destroying documents that may contain PII but need not be preserved and retained as part of official business. Financial Aid view/modify Banner permissions have been removed from general security profiles and have been restricted to those roles that explicitly require access to student financial data.

• Access to BDM has been implemented at all PCC campuses and sites in order to eliminate the need to email/fax PII.

• PCC’s Office of Financial Aid complies with the CCCS “Potential or Substantiated Financial Aid Discrepancy” business process by resolving conflicting information immediately upon discovery. Staff review documents for incongruities. Discrepancies among family members may result in another family member’s selection in Verification Group 1 (requires submission of tax return transcripts and W2 forms), and, when fraud is suspected, that student is selected in Verification
Group 5 (requires proof of identity and high school completion and statement of educational intent).

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

Primary service providers include the Student Loan Clearinghouse/NSLDS (enrollment and degree verification), BankMobile (refund processing services), Maxient (behavior records), CASHNet, ECMC Group (student loan guaranty agency) and EAB (the Navigate student engagement and enrollment management platforms).

- The Clearinghouse and NSLDS utilize U.S. Federal encryption standard protocols to collect, maintain, and distribute sensitive information.
- BankMobile utilizes Oracle Fusion Middleware software solutions, which ensures that all online data transmissions between PCC and BankMobile are encrypted.
- Maxient’s Shibboleth/SAML2 is a version of the Security Assertion Markup Language standard for exchanging authentication and authorization data between security domains.
- CASHNet abides by the security of the Payment Card Industry Data Security Standards (PCIDSS).
- At the end of 2018, ECMC ceased supporting weak security cyphers and only permits access to its web applications through TLS 1.2.
- Banner data is FTP’d to Navigate and Campus through the standard network protocols of the client-server model architecture using separate control and date connections between the client and the server.

Please list any significant incidents involving identity theft within the college and management’s response to those incidents.

PCC responded to two significant incidences involving identity theft during AY2018-19:

- Incident #1: In 2015, a student stated that enrollment records created at PCC under her student ID number in 1989 and 1990 were the result of identity theft, as she was incarcerated at the time and was thus unable to have created the records herself. PCC’s original response to this incident was to refer the student to Public Safety to begin the process of reporting the alleged identity theft to Pueblo Police to begin the investigative process. The student was also referred to OIG and IdentityTheft.com. Between 2015 and 2019, the student contacted multiple PCC offices asking for the records to be removed, yet declined to provide any evidence of the incident having been reported to local authorities. Multiple communications and documents are saved in this student’s file showing the contacts, related documents, requests for information, and finally the escalation to CCCS Legal in 2019. Per direction from
CCCS Legal in May 2019, grade and registration history was removed from this student’s Banner records.

- Incident #2: A student contacted PCC Records in April 2018 after a past due amount sent to Collections began to be mitigated through tax offsets. The student stated that she had never attended PCC and had previously reported identity theft issues to the Pueblo Police Department. The Cashier was notified and the student contacted and asked to provide a copy of the police report. The student was also referred to IdentityTheft.gov and OIG to file complaints. In February 2019, the student contacted PCC asking why a balance due still appeared in Collections; when she was reminded that the copy of the police report was never received, she stated that she had been “too busy” to provide it. When the student eventually did provide a copy of the report, Cashier forwarded it to CCCS for review. The student’s request for a write-off was ultimately denied by CCCS.

Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

PCC appointed a new FACTA Program Coordinator in 2018. This person retired before implementing any substantive college-wide FACTA policies. The Registrar has been appointed as the FACTA Program Coordinator and is in process of reviewing PCC’s existing FACTA practices.
Colorado Community College System
Identity Theft Prevention and Detection Program Annual Report
Due June 30 Each Year
Academic Year: 2018-2019

Pikes Peak Community College

Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

PPCC Enrollment Services uses a rotating set of questions when complying with SP 4-60.

At this time all new employees must attend an orientation which includes red flag indicators of possible identity theft. Employees are trained on FERPA and given procedures and processes on SSN changes, name changes, identification requirements in all scenarios to include in person, on the phone, and through student assigned email.

Employees are trained to be sensitive to the surroundings in each area. Some of these things include inside voices, front areas (no sensitive materials visible during work hours), back-end processors (lock up sensitive information every night), computers are always locked when leaving the desk, and keeping all shredding in the locked shred bins.

Ongoing/refresher training is also conducted. Student Services holds professional development days on every Friday morning from 8 a.m. to 9 a.m. in which trainings take place.

PPCC has also created a Onboarding Handbook with guidelines for training new student services employees.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

All covered accounts can only be accessed by the person on the account or a person or agency identified by the account holder. The account holder may sign a FERPA Consent Form allowing another access to the account. The form must be completely filled out and signature must be witnessed by a staff person from the institution or the signature must be notarized.
The only account information given out is the directory information listed in our catalog. An account holder may request no information be given out by signing a request to keep records confidential.

**The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.**

Service provider agreements must abide by our FERPA requirements therefore; no information about a person’s account may be released by or to a service provider without signed permission. If a third party requests information about an account, they must have a signed release from the account holder.

**Please list any significant incidents involving identity theft within the college and management’s response to those incidents.**

The only big thing PPCC has still had ongoing is the Financial Aid Fraud which has effected all colleges within our system. All departments are on high alert and inform Financial Aid and the Registrar if an account looks questionable. A hold is placed on the account and if documentation and identity cannot be confirmed, the information is forwarded to the CCCS legal department.

During periods when we see upticks in fraudulent applications, automatic upload to Banner is disabled and application are gone through manually before moved from Recruit to Banner.

**Please provide your recommendations, if any, for changes to the program either from a college or System perspective.**

In order to train staff at our college, we should conduct annual trainings to stay up to date with the process.
Red Rocks Community College

Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

Each department is responsible for training new employees on FERPA. The Associate Registrar also attends department meetings throughout the year to provide an overview of FERPA; as well as meets with new hires at the request of the supervisor for individual FERPA training.

The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.

Red Rocks Community College follows the following guidelines:

- FERPA guidelines
- State Board for Community Colleges and Occupational Education BP 4-60 Acceptable Identification Process for Student Services Transactions
- Colorado Community College System President’s Procedure Acceptable Identification Process for Student Services Transactions
- Colorado Community College System Educational Services Council Guidelines Directory Information

New accounts that appear to be duplicated are reviewed. If necessary a registration hold is put on the new account and the student is notified that more documentation is needed.

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

N/A
Please list any significant incidents involving identity theft within the college and management's response to those incidents.

Red Rocks Community College is not aware of any identity theft incidents during the last academic year.

Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

N/A
Trinidad State Junior College

Per the Colorado Community College System’s Identity Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

The risk of identity theft in connection with student services transactions is addressed in several ways including FERPA training, email communication security recommendations, through consumer notifications, in the college catalog and on the college website.

All new employees at Trinidad State Junior College are trained in FERPA policies through an online tutorial regarding directory information and FERPA release forms. New employees are provided with an employment packet concerning acceptable identification process for students, list of random questions to be used to verify the identity of a person on the phone, and requirements of visual proof of identification when data is mismatched in the system, whether it is a SSN, state ID, or other valid ID.

Student services staff are trained to use security questions to help a student access their password or unique student ID. Only student services employees with direct support responsibilities are provided access to the student ID, password reset and application systems.

Student services staff have been directed to include limited personal identification information in email communication. Email communication with large spreadsheets or lists of personal identifiable information are recommended to be sent in an encrypted file. Additional follow up for correct use of FERPA information is completed with the individual supervisors.

Internal communication of FACTA and FERPA requirements are accomplished through the annual email notification to TSJC employees from the Registrar’s office. The College communicates externally to students by publishing information about FACTA and FERPA in the catalog each academic year and sending out an annual FERPA notification, which notifies students of their rights afforded under FERPA. TSJC publishes relevant student rights and FERPA/FACTA information on the College website in the online catalog as well.
As a service to TSJC employees, Trinidad State contracted with a private vendor, Legal Shield, who was available to the employees for consultation and information regarding identity theft.

The institution believes the preliminary trainings, follow up, and consultations have increased the college’s effectiveness in regards to reducing the risk of any type of identity theft.

**The effectiveness of policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts.**

Regarding the maintenance of student accounts, TSJC complies with the requirements of FERPA; Business Processes for the Identification and Mitigation of Identity Theft; SBCCOE BP 4-60 “Acceptable Identification Process for Student Services Transactions”; and the “CCCS’ Educational Services Council Guidelines for Directory Information”;

During the application process, TSJC admissions specialists follow the procedures specified in CCCS “Admission Application Process” document, which requires the use of common matching rules that compare applicants’ information against data already captured in the System schools. Applications with discrepancies or potential conflicts in vital information are suspended for further investigation. These same matching rules are utilized during the FAFSA data load process.

TSJC adheres to the CCCS “Incorrect Identity/Potentially Fraudulent Record” business process when managing records that may be associated with identity theft issues.

The standard business policy for Trinidad State is to protect sensitive information by locking computer screens when walking away from the desk, shredding documents according to the records retention schedule, locking file cabinets and storage rooms containing sensitive information, and locking office doors. Employees are also required to protect documents that are visible on a desk whenever they leave their office or building at the close of the day.

In order to protect individual’s accounts from identity theft, college employees and work studies are required to ascertain acceptable proof of identity before providing information regarding a student’s account. TSJC’s policy is to correctly identify a student face to face or via a phone call before providing services or sharing information.

The above mentioned practices have been effective in identifying a student and limiting the risk of identity theft.
Document scanning has increased protection of student information within a uniform system. The majority of student records are stored and maintained electronically. Electronic documents are purged in accordance to the CCCS retention schedule. Additional services provided for Trinidad State students include loan entrance counseling, exit counseling, and a “Student Aid and Identity Theft” flyer. Students that participate in the TRiO Student Support Services program receive additional support regarding identity theft prevention.

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

Trinidad State Junior College complies with system policies, and we follow the SP3-125 Computer form that is signed by all new employees of the college.

If students use their own computers/phones they are not protected by the CCCS firewall. It is recommended that they have an updated anti-virus and a firewall for protection.

The Student Loan Clearinghouse and BankMobile (formerly Higher One), and Maxient, have many security measures in place that reflect the requirements of FACTA. We also require a signed authorization by the student before any information is released to any 3rd party (i.e. Vocational Rehab, Social Services, etc.)

The compliance which co-exists with these companies has been effective in reducing the risk of identity theft for TSJC Students.

Please list any significant incidents involving identity theft within the college and management’s response to those incidents.

During the 2018-2019 school year, there were no reports involving identity theft at either our Trinidad or Alamosa campuses.

Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

If there is standard language Trinidad State should include on the catalog or consumer notification section of the website, we would be happy to include this in the future.

TSJC catalog and website continue to be our primary method of posting and sharing information about the Identity Theft Prevention Program.
Per the Colorado Community College System’s Identify Theft Prevention and Detection Program, the college Program Coordinator is required to submit an annual report to the System Program Administrator no later than June 30th of each year. Please address each of the following:

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with student services transactions. Please include how training for new employees is handled.

FACTA policies and procedures are shared with new employees. CCCOnline provides support to the partner colleges; we respond to inquiries regarding possible fraud by providing information available about students enrolled in CCCOnline courses.

When a college makes a request, CCCOnline’s Academic Technology checks IP addresses for similar patterns and reports any findings to the Student Services Director, who sends the information to the colleges.

The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with service provider agreements.

Service provider agreements must abide by our FERPA requirements therefore no information about a person’s account may be released by or to a service provider without signed permission by the covered account owner. Requests from third party(s) for information about an account must have a signed release by the account holder indicating precisely what information the account holder is having the College release to the requestor.

Please list any significant incidents involving identity theft within the college, and management’s response to those incidents.

CCCOnline is not aware of any identity theft incidents during the last academic year.

Please provide your recommendations, if any, for changes to the program either from a college or System perspective.

None
APPENDIX I
Colorado Community College System
Identity Theft Prevention and Detection Program

REFERENCES:

16 CFR §681.2 Duties regarding the detection, prevention and mitigation of identity theft.

PROGRAM STATEMENT

In accordance with the Fair and Accurate Credit Transactions Act (FACTA) of 2003, this Identity Theft Prevention and Detection Program is intended to prevent, detect and mitigate identity theft in connection with establishing new covered accounts or an existing covered account held by the Colorado Community College System (System or CCCS) or one of its thirteen (13) community colleges, and to provide for continued administration of the Program.

SCOPE

This Program applies to CCCS and its thirteen (13) community colleges.

BACKGROUND

The Federal Trade Commission’s (FTC) Red Flags Rule, which implements Section 114 of the Fair and Accurate Credit Transactions Act of 2003, requires the establishment and implementation of an Identity Theft Program. The System’s Program was developed with oversight and approval of the State Board for Community Colleges and Occupational Education (SBCCOE).

This Program was developed with consideration of the size and complexity of the System’s operations and accounting systems, and the nature and scope of the System’s activities.
DEFINITIONS

**Board** – The State Board for Community Colleges and Occupational Education (SBCCOE).

**Identity Theft** – Fraud committed or attempted using the identifying information of another person without authority.

**Authorized Person** – Any person whom a student has authorized in writing to obtain information regarding their account.

**Red Flag** – A pattern, practice, or specific activity that indicates the possible existence of identity theft.

**Covered Account** – Includes all student accounts or loans that are administered by the System and/or a System College.

**Program Administrator** – The individual designated with primary responsibility for oversight of the Program.

**Institution** – Any one or all of the community colleges that are within the System.

**Identifying Information** – Any name or number that may be used, alone or in conjunction with any other information, to identify a specific person, including: name, address, telephone number, social security number, date of birth, government issued driver’s license or identification number, alien registration number, government passport number, employer or taxpayer identification number, or student identification number.

IDENTIFICATION OF RED FLAGS

Accounts offered or maintained are primarily receivable accounts that allow students to pay tuition and related charges in installments or defer payment until financial aid is received. Accounts are opened on-line or in-person. Account information is accessible on-line, via telephone or in-person.
The following are considered Red Flags for the purposes of this Program:

1. Documents provided for identification appear to have been altered or forged;
2. The photograph or physical description on the identification is not consistent with the appearance of the student presenting the identification;
3. Suspicious requests for information from individuals other than an authorized person and/or failure to establish identity utilizing System President’s Procedure (SP) 4-60, Acceptable Identification Process for Student Services Transactions;
4. Suspicious requests for login information after repeated unsuccessful attempts to login and/or failure to establish identity utilizing System President’s Procedure (SP) 4-60, Acceptable Identification Process for Student Services Transactions;
5. A request to mail something to an address not listed on file, with the exception of information that is requested by the student or by an authorized person; and
6. Notice from customers, victims of identity theft, law enforcement authorities, or other persons regarding possible identity theft in connection with covered accounts.

**DETECTING RED FLAGS**

A. Student Enrollment

Student identity will be established during the enrollment as outlined in System President’s Procedure (SP) 4-60, Acceptable Identification Process for Student Services Transactions.

B. Existing Accounts

In order to protect student identities of covered accounts, the System and/or System Colleges will verify identification before any action is taken pursuant to SP 4-60, “Acceptable Identification Process for Student Services Transactions.”

**RESPONSES TO RED FLAGS**

In the event that Red Flags are identified, one or more of the following steps should be taken, depending on the degree of risk posed by the Red Flag:

- In the application for admissions process if staff becomes aware that a student is submitting information already tied to another student’s record they will notify the applicant of the need to present visual proof of identity using valid identity documents before the application is processed.
• If staff member believes they have been presented with fraudulent identity documents, they will request additional proof of identity and/or additional documentation from the student or prospective student.

• Staff who receive suspicious requests for information from individuals other than an authorized person (per FERPA regulations) will immediately refer the request to the appropriate college staff person or administrator for further review.

• Multiple failed log-in attempts to the student self-service student information account will result in the account being locked and require the student to contact a staff person for assistance.

• Each college must notify consumers through an annual notification and information/link in their catalog and in the portal of their rights under FACTA, steps that consumers can take to protect themselves against identity theft, and college contact information for reporting identity theft concerns.

• Each college must designate a college Program Coordinator (PC) and notify the CCCS Program Administrator of the designation.

• If a staff member has been contacted regarding possible identity theft, the staff member needs to confirm the alleged victim’s identity. Once identity has been confirmed, the staff member places a privacy hold on the student’s account, gives the students identity theft information, and reports the situation to their direct supervisor immediately. The college will assign the student a new student identification number and transfer all student data/history, place the privacy setting on the new account if student desires, place a Red Flag Hold on the original student account in question, and begin a Red Flag investigation by the designated college official.

• If a staff member has been contacted regarding possible identity theft, the staff member needs to confirm the alleged victim’s identity. If staff member cannot confirm identity through normal means and has reason to believe that identity is in question, the staff member needs to notify their direct supervisor immediately and a Red Flag investigation by the college will commence.

• If the Red Flag investigation results in fraud, a Red Flag Hold will be placed on the student’s account, and the supervisor will report the situation to the college disciplinary officer for follow-up as appropriate and to the College Program Coordinator for preventing identity theft.

• If situation is deemed to affect another student on campus, that student will be notified of concerns and given information about protecting their identity, including his/her right to a Privacy notice on their student account, creation of a new student account, etc.

• In all cases, the supervisor reviews the information/situation and notifies the College Program Coordinator within 3 working days.

• The College Program Coordinator will review the situation, contact all affected parties, give identity theft prevention information including option to notify local
police, and add information to a standard tracking grid for reporting purposes. All reported situations will be tracked in this manner. The College Program Coordinator will inform CCCS Legal and CCCS Student Affairs apprised of any unusual patterns of activity regarding identity theft issues.

- If Financial Aid (FA) is involved, the Director of Financial Aid will utilize the FA and FD holds as appropriate, notify CCCS Legal and in conjunction with CCCS Legal, make appropriate referral to the Inspector General’s Office, U.S. Department of Education.

**Protect Student Identifying Information**

In order to further prevent the likelihood of identity theft occurring with respect to covered accounts, the following steps will be taken with respect to internal operating procedures to protect student identifying information:

1. Ensure each College and the System’s websites are secure or provide clear notice that the website is not secure;

2. Ensure complete and secure destruction of paper documents and computer files containing student account information when a decision has been made to no longer maintain such information;

3. Ensure that office computers with access to covered account information are password protected;

4. Limit the use of social security numbers;

5. Ensure computer virus protection is up-to-date; and

6. Require and retain only information that is necessary to conduct official business.

**PROGRAM ADMINISTRATION**

**Oversight**

Responsibility for developing, implementing and updating this Program lies with the System Vice President for Organizational Effectiveness, Student Affairs, and Strategic Initiatives who has been designated as the Program Administrator. The Program Administrator will be responsible for ensuring the implementation and continuation of the Program, and maintenance of this document, and for obtaining approval from the Board or designated sub-committee for any changes to the Program.
Each College shall have a Program Coordinator who is responsible for coordinating efforts at their institution. The Program Coordinator will be responsible for identifying appropriate training of staff, reviewing staff reports regarding the detection of Red Flags, ensuring staff follow the steps for preventing and mitigating identity theft and for determining which steps of prevention and mitigation should be taken in particular circumstances. The Program Coordinator will be responsible for certifying to the Program Administrator annually their institution is in compliance with Program requirements.

**Staff Training and Reports**

College and System personnel shall be trained, as necessary, to effectively implement the Program. College employees are required to notify their Program Coordinator once they become aware of an incident of identity theft or of the institution’s failure to comply with any requirement of this Program.

At least annually or as otherwise requested by the Program Administrator, the College Program Coordinator, who is responsible for development, implementation, and administration of the Program at the college level, shall report to the Program Administrator in writing indicating compliance with this Program. The report should address such issues as effectiveness of the policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of covered accounts, service provider arrangements, significant incidents involving identity theft and management’s response, and recommendations for changes to the Program.

**Service Provider Arrangements**

When contracting with service providers who perform services related to covered accounts, the System and all Colleges shall require within the contract or purchase order that the service provider assert their compliance with all federal and state laws, and certify that they have taken appropriate steps to comply with the Fair and Accurate Credit Transactions Act of 2003.

**Non-Disclosure of Specific Practices**

For the effectiveness of this Program, knowledge about specific Red Flag identification, detection, mitigation and prevention practices may need to be limited to those responsible for developing this Program and those employees with a need to know them. Any documents that may have been produced or are produced in order to develop or implement this Program that list or describe such specific practices and the information those documents contain are considered “confidential” and should not be shared with other employees or the public, notwithstanding any legal requirements that might require disclosure.
Program Updates

The Program Administrator will periodically review and update this Program to reflect changes in risks to students from identity theft. In doing so, the Program Administrator will consider the System and Colleges' experiences with identity theft, changes in identity theft methods and detection, prevention methods, and changes in System and College business arrangements with other entities. After considering these factors, the Program Administrator will determine whether changes to the Program, including the listing of Red Flags, are warranted.
APPENDIX II
Colorado Community College System
Business Processes for the Identification and Mitigation of Identity Theft

(Documented and developed in response to the CCCS Identity Theft Prevention and Detection Program)

Purpose

In accordance with the Fair and Accurate Credit Transactions Act of 2003 (FACTA) and the CCCS Identity Theft Prevention and Detection Program (the Program), these business processes are intended to document how system colleges currently prevent, detect and mitigate identity theft in connection with establishing new covered accounts or an existing covered account held by the CCCS office or one of the state system community colleges, and to provide for continued administration of the Program. In addition, these business processes outline potential future technical and other enhancements to further augment the ability to detect Red Flags as identified in the Program.

What is a Red Flag?

As defined by the Program in accordance with FACTA, a Red Flag is a pattern, practice, or specific activity that indicates the possible existence of identity theft.

The following are considered Red Flags as defined by the Program and for the purposes of the business processes:

1. Documents provided for identification appear to have been altered or forged;

2. The photograph or physical description on the identification is not consistent with the appearance of the student presenting the identification;

3. Suspicious requests for information from individuals other than an authorized person and/or failure to establish identity utilizing System President’s Procedure (SP) 4-60, “Acceptable Identification Process for Student Services Transactions”;
4. Suspicious requests for login information after repeated unsuccessful attempts to login and/or failure to establish identity utilizing SP 4-60, “Acceptable Identification Process for Student Services Transactions”;

5. A request to mail something to an address not listed on file, with the exception of information that is requested by the student or by an authorized person; and

6. Notice from customers, victims of identity theft, law enforcement authorities, or other persons regarding possible identity theft in connection with covered accounts.

**College Responsibility**

Under Program Administration there is a requirement that each college have a Program Coordinator. Responsibilities are outlined in the Program document under Program Administration and include, but are not limited to:

At least annually or as otherwise requested by the Program Administrator, college staff responsible for development, implementation and administration of the Program shall report to the Program Administrator in writing indicating compliance with this program. The report should address such issues as effectiveness of the policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts, service provider agreements, significant incidents involving identity theft and management’s response, and recommendations for changes to the program.

**Current Practices that Prevent, Detect and Mitigate Identity Theft**

Procedures in college service areas should be reviewed on at least a biannual basis to determine that current practices meet the requirements of the Program.

Services areas include, but are not limited to: Admissions, Records, Registration, Advising, Student Life, Testing, Recruiting, TRIO, Cashiering, Tutoring, TRIO, and Financial Aid. The review should ensure that areas conduct procedures that establish student identity whenever contact is made with a student that involves information on the student’s record.

**ENROLLMENT**

During the enrollment process, student identity will be established through:
• Proof of identity as outlined in SP 4-60, Acceptable Identification Process for Student Services Transactions

EXISTING ACCOUNTS

In order to protect the identities of the owners of existing accounts, enrollment services staff will follow the processes below in conjunction with the student information system security settings:

• Proof of identity as outlined in SP 4-60, Acceptable Identification Process for Student Services Transactions
• Use of random questions generated by data in the Student Information System to verify the identity of a person on the phone (not sufficient to be DOB and SSN or student ID)
• Strict adherence to the Family Education Rights and Privacy Act (FERPA)
• Requiring visual proof of identification when data is mismatched in the system (across colleges), often including but not limited to, SSN card and state ID or other valid ID
• Require release of information form as needed per FERPA
• Require a student ID and password to access the student information system
• Use of security questions when a student attempts to access his or her password or unique student ID online
• Use of SSN when possible for the online application person matching process (Currently this is the process, but it will be modified shortly due to new ASSET legislation & CE processes)
• Use of common matching rules in the online application process which compares an applicant’s information against already existing students system wide. If a potential conflict exists on key information submitted (e.g., DOB and SSN), then the application for admission is suspended for manual review
• Use of common matching rules in the financial aid application load process
• Protect sensitive information by locking computer screens when walking away from desk, shredding documents according to the records retention schedule, locking file cabinets and storage rooms containing sensitive information, and locking office doors
• All departments – develop, adopt, and train valid telephone and email identity procedures for all staff who deal with student information, including work study students in accordance with SP 4-60, Acceptable Identification Process for Student Services Transactions
• All colleges adopt and post language on steps for reporting possible identity theft to include, but not limited to, the Student Information System, college catalog, college portal, and/or college web pages.

FORMS OF CONTACT
For each student services transaction, students are required to verify his or her identity as stipulated in and SP 4-60, Acceptable Identification Process for Student Services Transactions or most student services transactions, with exception to testing services and issuance of a college identification card, a student can verify his or her identification through one of the following:

1. A series of questions unique to that particular student;
2. Producing a college identification card;
3. Producing a high school identification card; or
4. Producing some other form of identification that is considered a “secure and verifiable document” which means it must be issued by a state or federal jurisdiction or recognized by the United States government and that it is verifiable by federal or state law enforcement, intelligence, or homeland security agencies.

If the student is inquiring via the telephone:
- Staff will ask for student number (S#)
- Staff will also ask random questions generated by data in the Student Information System and student must be able to answer 3 questions correctly to verify the identity of a person on the phone as per SP 4-60, “Acceptable Identification Process for Student Services Transactions”
- General information that is not specific to a student can be given out

If the student is inquiring via email:
- As a primary means, staff will respond to college assigned email account
- Colleges may respond to non-college assigned email accounts only if identity has been verified in accordance with SP 4-60, “Acceptable Identification Process for Student Services Transactions”
- General information that is not specific to a student can be sent to any email account

Information being requested by someone other than the student:
- Strict adherence to FERPA (Family Education and Rights and Privacy Act) guidelines is followed by all staff members
- The college FERPA release form must be on file or the FERPA signature must be present on the requesting document (including, but not limited to, transcript requests, letter or recommendation requests)
- The college FERPA release form must be witnessed by a staff member and student’s identity must have been verified as noted or the college FERPA release form must be notarized (if received by mail or if being submitted by someone other than the student) or
- The form must also be specific in detail to include dates and specific information requested
- A copy of the request for information will be placed in the Imaging System under the student’s S#
• Third Party identification will be made using a photo ID or by the Third Party password created by the student as part of the records release process

Additionally, staff will also protect information by adherence to the following guidelines:
• If a request to mail Personally Identifiable Information or information protected by FERPA to an address not listed on file, with the exception of official transcript requests that are requested by an authorized person; staff will follow protocols for proof of identity and/or ask student to update their official mailing address as appropriate
• Protect all sensitive information by adhering to Board Policy (BP) 3-125, “Electronic Communication Policy,” locking computer screens when walking away from desk, using privacy screen for the computers, shredding documents according to the records retention schedule, locking file cabinets and storage rooms containing sensitive information, and locking office doors
• All staff will be strongly encouraged to also adhere to a “clean desk policy” whenever they leave the building at the close of the workday

FINANCIAL AID

If a student applies for Federal financial assistance, student identity will be established through:
• U.S. Department of Education automated processes that verify name, Social Security Number (SSN), and date of birth (DOB)
• If the student is requesting Financial Aid Records information, staff will ask for an acceptable photo ID per SP 4-60, “Acceptable Identification Process for Student Services Transactions,” to identify the student

ADDITIONAL PROCESSES FOR FINANCIAL AID

Processes for the Identification and Mitigation of Identity Theft for Financial Aid:

Financial Aid performs procedures that establish student identity whenever contact is made with a student that involves information on the student’s record, except when communicating to the college issued email account.

In order to protect the identities of the owners of existing accounts, financial aid staff will follow all of the processes as outlined above for enrollment services staff and the following additional process:
• If a student calls and states that he/she has received financial aid information but has never applied for financial aid, staff will direct the student to speak with the college Director of Financial Aid. The college Director of Financial Aid will gather information from the student, notify CCCS Legal and CCCS Student Services and will contact the Office of Inspector General as appropriate. The college Director
of Financial Aid will also give the student information about his/her rights regarding identity protection.

The business process used for monitoring the occurrence of a Red Flag, the steps to report those occurrences to authorities, and the steps taken to address the occurrence.

- In the application for admissions process if staff becomes aware that a student is submitting information already tied to another student’s record they will notify the applicant of the need to present visual proof of identity using valid identity documents before the application is processed.
- If staff member believes they have been presented with fraudulent identity documents, they will request additional proof of identity and/or additional documentation from the student or prospective student.
- Staff who receive suspicious requests for information from individuals other than an authorized person (per FERPA regulations) will immediately refer the request to the appropriate college staff person or administrator for further review.
- Multiple failed log-in attempts to the student self-service student information account will result in the account being locked and require the student to contact a staff person for assistance.
- Each college must notify consumers through an annual notification and information/link in their catalog and in the portal of their rights under FACTA, steps that consumers can take to protect themselves against identity theft, and college contact information for reporting identity theft concerns.
- Each college must designate a college Program Coordinator (PC) and notify the CCCS Program Administrator of the designation.
- If a staff member has been contacted regarding possible identity theft, the staff member needs to confirm the alleged victim’s identity. Once identity has been confirmed, the staff member places a privacy hold on the student’s account, gives the students identity theft information, and reports the situation to their direct supervisor immediately. The college will assign the student a new student identification number and transfer all student data/history, place the privacy setting on the new account if student desires, place a Red Flag Hold on the original student account in question, and begin a Red Flag investigation by the designated college official.
- If a staff member has been contacted regarding possible identity theft, the staff member needs to confirm the alleged victim’s identity. If staff member cannot confirm identity through normal means and has reason to believe that identity is in question, the staff member needs to notify their direct supervisor immediately and a Red Flag investigation by the college will commence.
- If the Red Flag investigation results in fraud, a Red Flag Hold will be placed on the student’s account, and the supervisor will report the situation to the college
disciplinary officer for follow-up as appropriate and to the College Program Coordinator for preventing identity theft.

- If situation is deemed to affect another student on campus, that student will be notified of concerns and given information about protecting their identity, including his/her right to a Privacy notice on their student account, creation of a new student account, etc.

- In all cases, the supervisor reviews the information/situation and notifies the College Program Coordinator within 3 working days.

- The College Program Coordinator will review the situation, contact all affected parties, give identity theft prevention information including option to notify local police, and add information to a standard tracking grid for reporting purposes. All reported situations will be tracked in this manner. The College Program Coordinator will inform CCCS Legal and CCCS Student Affairs apprised of any unusual patterns of activity regarding identity theft issues.

- If Financial Aid (FA) is involved, the Director of Financial Aid will utilize the FA and FD holds as appropriate, notify CCCS Legal and CCCS Financial Aid and make appropriate referral to the Inspector General’s Office, U.S. Department of Education.

The Program Coordinator will submit the tracking report, and send comments regarding number of total incidents that were not resolved, the program effectiveness and program improvements to the CCCS Program Administrator by June 30th of each year.
APPENDIX III
Colorado Community College System
Identity Theft Prevention and Detection Program

All contracts with vendors have been updated with the following wording to improve compliance with GLB and state law.

NEW CONTRACT LANGUAGE:

A. “Incident” means any accidental or deliberate event that results in or constitutes an imminent threat of the unauthorized access loss, disclosure, modification, disruption, or destruction of any communications or information resources of the State, which are included as part of the Work. Incidents include, without limitation, (i) successful attempts to gain unauthorized access to a State system or State information regardless of where such information is located; (ii) unwanted disruption or denial of service; (iii) the unauthorized use of a State system for the processing or storage of data; or (iv) changes to State system hardware, firmware, or software characteristics without the State’s knowledge, instruction, or consent or disclosure of State Confidential Information or of the unauthorized modification, disruption, or destruction of any State Records.

B. “PII” means personally identifiable information including, without limitation, any information maintained by the State about an individual that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records; and any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information. PII includes, but is not limited to, all information defined as personally identifiable information in §24-72-501 C.R.S., student education records under FERPA, and nonpublic personal financial information as that term is defined in the Gramm-Leach-Bliley Financial Modernization Act of 1999, 15 USC 6809, .

C. “Securely Destroy” means taking actions that render data written on media unrecoverable by both ordinary and extraordinary means. These actions must meet or exceed those sections of the current National Institute of Standards and Technology (NIST) SP 800-88 guidelines relevant to data categorized as high security.

D. “State Confidential Information” means any and all State Records not subject to disclosure under CORA. State Confidential Information shall include, but is not limited to, PII, and State personnel records not subject to disclosure under CORA.

10. CONFIDENTIAL INFORMATION-STATE RECORDS

A. Confidentiality
Contractor shall keep confidential, hold and maintain, and cause all Subcontractors to keep confidential, hold and maintain, any and all State Records that the State provides or makes available to Contractor for the sole and exclusive benefit of the State, unless those State Records are otherwise publically available at the time of disclosure. Contractor shall not, without prior written approval of the State, use publish, copy, or otherwise disclose to any third party, or permit the use by any third party for its benefit or to the detriment of the State, any State Records, except as otherwise stated in this Contract. Contractor shall provide for the security of all State Confidential Information in accordance with all policies promulgated by the Colorado Office of Information Security and all applicable laws, rules, policies, publications, and guidelines. Contractor shall immediately forward any request or demand for State Records to the State’s principal representative pursuant to section 8B of this Contract. Contractor shall notify its employees that they are subject to the confidentiality requirements set forth in this Contract and shall provide each employee with a written explanation of the confidentiality requirements before the employee is permitted access to State Confidential Information.

B. Background Checks. Contractor represents and warrants that its employees have undergone appropriate background screening and possess all needed qualifications to comply with the terms of this Contract. For employees who create, obtain, transmit, use, maintain, process, or dispose of PII, State Confidential Information, or financial or business data which have been identified to Contractor as having the potential to affect the accuracy of the State’s financial statements, Contractor will perform the following background checks on all employees who have potential to access such data in accordance with the Fair Credit Reporting Act and other applicable federal or state laws: Social Security Number trace; seven (7) year felony and misdemeanor criminal records, check of federal, state, or local records (as applicable) for job related crimes.

C. Other Entity Access and Nondisclosure Agreements

Contractor may provide State Records to its agents, employees, assigns and Subcontractors as necessary to perform the Work, but shall restrict access to State Confidential Information to those agents, employees, assigns and Subcontractors who require access to perform their obligations under this Contract. Contractor shall ensure all such agents, employees, assigns, and Subcontractors sign nondisclosure agreements at least as protective as those in this Contract, and that the nondisclosure agreements are in force at all times the agent, employee, assign or Subcontractor has access to any State Confidential Information. Contractor shall provide copies of those signed nondisclosure restrictions to the State upon request.

D. Use, Security, and Retention

Contractor shall use, hold and maintain State Confidential Information in compliance with any and all applicable laws and regulations in facilities located within the United States, and shall maintain a secure environment that ensures confidentiality of all State Confidential Information wherever located. Contractor shall provide the State with access, subject to Contractor’s reasonable security requirements, for purposes of inspecting and monitoring access and use of State Confidential Information and evaluating security.
control effectiveness. Contractor will store and process State Confidential Information in accordance with commercial best practices, including appropriate administrative, physical, and technical safeguards, to secure such data from unauthorized access, disclosure, alteration, and use. Such measures will be no less protective that those used to secure Contractor’s own data of a similar type, and in no event less than reasonable in view of the type and nature of the data involved. Without limiting the foregoing, Contractor warrants that all electronic State Confidential Information will be encrypted in transmission (including via web interface) and stored no less than 128-bit level encryption. Contractor will use industry-standard and up-to-date security tools and technologies such as anti-virus protections and intrusion detection methods in providing Services under this Contract. Upon the expiration or termination of this Contract, Contractor shall return State Records provided to Contractor or Securely Destroy such State Records in the possession of Contractor and any subcontractors or agents to which the Contractor might have transferred State Records, and certify to the State that it has done so, as directed by the State. If Contractor is prevented by law or regulation from returning or destroying State Confidential Information, Contractor warrants it will guarantee the confidentiality of, and cease to use, such State Confidential Information.

E. Incident Notice and Remediation

If Contractor becomes aware of any Incident, it shall notify the State immediately and cooperate with the State regarding recovery, remediation, and the necessity to involve law enforcement, as determined by the State. Unless Contractor can establish that none of Contractor or any of its agents, employees, assigns or Subcontractors are the cause or source of the Incident, Contractor shall be responsible for the costs associated with the Incident, including but not limited to notifying each person who may have been impacted by the Incident, providing one year’s credit monitoring to the affected individuals if the State Confidential Information exposed during the breach could be used to commit financial identity theft, and the payment of legal fees, audit costs, fines, and other fees imposed by regulatory agencies or contracting partners as result of the Incident. After an Incident, Contractor shall take steps to reduce the risk of incurring a similar type of Incident in the future as directed by the State, which may include, but is not limited to, developing and implementing a remediation plan that is approved by the State at no additional cost to the State. Contractor will not provide notice of the Incident directly to individuals whose State Confidential Information was involved in an Incident, regulatory agencies, or other entities, without prior written permission from the State.

F. Disaster Recovery and Business Continuity Plan

Contractor represents and warrants that it has commercially reasonable procedures in place to prevent an interruption of service delivery under this Contract and a commercially reasonable disaster recovery and business continuity plan in effect in the event of a disaster. Contractor will notify the State of impending cessation of its business and any contingency plans. Contractor shall implement its exit plan and take all necessary actions for a smooth transition of service with minimal disruption to the State. Contractor will also provide a full inventory and configuration of servers, routers, other hardware, and
software involved in service delivery along with supporting documentation, indicating which if any of these are owned by or dedicated to the State.

G. FERPA Compliance

Contractor shall comply with the Family Education Rights and Privacy Act (FERPA) in its collection and use of Student Education Records. If Contractor will have access to Student Education records as defined under FERPA, the Contractor acknowledges that for the purpose of this Contract it will be designated as a “school official” with “legitimate educational interests” in the Student Education Records, as those terms have been defined under FERPA and its implementing regulations, and the Contractor agrees to abide by the limitations and requirements imposed on school officials. The Contractor will use the Student Education Records only for the purpose of fulfilling its duties under this Contract for the State’s benefit, and will not share such data with or disclose it to any third party except as provided for in this Contract, required by law, or authorized in writing by the State. Contractor will return or destroy Student Educational Records within a reasonable time upon completion of this Contract, in accordance with the provisions of FERPA.

H. Gramm-Leach-Bliley Act Compliance

Contractor shall comply with the Gramm-Leach-Bliley Act (GBLA) in its collection and use of student financial data. The Contractor will use student financial data only for the purpose of fulfilling its duties under this Contract for the State’s benefit, and will not share such data with or disclose it to any third party except as provided for in this Contract, required by law, or authorized in writing by the State. Contractor shall implement the Use, Security and Retention actions detailed in paragraph 10D with respect to the security of student financial data.

I. Protection of Personal Identifying Information

Contractor shall comply with C.R.S. § 6-1-713.5 in its collection and use of personal identifying information and maintain reasonable security procedures and practices that are appropriate to the nature of the personal identifying information received and reasonably designed to help protect the personal identifying information from unauthorized access, use, modification, disclosure, or destruction. In the event of a security breach that compromises the security, confidentiality, or integrity of personal identifying information, Contractor must immediately notify the State and abide by the notice provisions of C.R.S. § 6-1-716.
SBCCCOE

College Reports

ACC  LCC  PCC
CCA  MCC  PPCC
CCD  NJC  RRCC
CNCC  OJC  TSJC
FRCC
ACC President’s Report
Diana M. Doyle, Ph.D.
July / August 2019

TRANSFORM THE STUDENT EXPERIENCE.

- ACC FOUNDATION RECEIVES $80K GRANT FROM BUELL FOUNDATION.

  The ACC Foundation has received an $80,000 grant from the Temple Hoyne Buell Foundation to develop and implement the RESPECT Initiative (Readying, Educating, Supporting, Professionalizing Early Childhood Teachers) at ACC. The RESPECT Initiative, which launches this fall at ACC, aims to provide an early childhood education academic pathway and strong foundation for Spanish-speaking students, English language-learning students and students who need additional support with college enrollment and the Accuplacer exam to meet their career goals in early care and education. “We are most grateful for this generosity from the Buell Foundation,” said Courtney Loehfelm, Executive Director of the ACC Foundation. “The goal of the RESPECT Initiative is to build a pipeline of high-quality early childhood educators to meet the needs of our local community.” The ACC Foundation provides instrumental support for the College’s students and programs, making a direct impact on the economic growth of our community through the development of an educated workforce. The Buell Foundation is a professional philanthropic organization supporting the positive development of children through grants and partnerships with other sectors of our community. The Buell Foundation focuses primarily on the state of Colorado and concentrates its grant making on programs that benefit children. The grant includes funds to pay tuition for qualifying students.

- CASTLE ROCK WATER OFFERS WATER OPERATOR APPRENTICESHIP.

  ACC is now partnering with Castle Rock Water to offer a Water Operator Apprenticeship. The program provides apprentices with two years of hands-on, paid experience to learn the technical skills of water operations, including water treatment and distribution, and wastewater collection and treatment. Apprentices may work up to 30 hours per week while earning water-operator certification, and are eligible for 50% tuition reimbursement towards an Associate of Science degree at ACC.

- ACC BEGINS OFFERING BSN CLASSES.

  The summer semester at ACC welcomed the first students in the Bachelor of Science in Nursing (BSN) program. Students who have completed their RN or who are currently enrolled in ACC’s Associate Degree in Nursing program, have enrolled in our first BSN courses. Additionally, there are over 70 students who ready to start the program during the Fall 2019 semester. Graduates from the program will be prepared to work in a variety of healthcare settings including hospitals, outpatient care centers, and physician offices.
• **PATHWAYS: CO-CURRICULAR PLANNING.**

Guided Pathways programming is a key initiative at ACC. It is designed to improve retention rates, increase completion, and close the attainment gap for underserved students. To expand on the positive work that is already underway, ACC Pathways Executive Steering Committee has launched planning teams that are headed by two co-leads who represent instruction and student affairs. Each ACC Pathway is led by the co-leads and an associated team of individuals who will plan and implement co-curricular student opportunities related to each Pathway. Examples include career fairs, panel discussions, and service learning events that support a sense of belonging for students in their pathway and supplement classroom instruction.

• **STUDY ABROAD IN ITALY AND GREECE.**

Study abroad trips are an excellent opportunity for students to partake in experiential learning, expand their awareness of global concerns, and experience different cultures. ACC provided over 40 students with the opportunity to study in Italy and Greece in June, 2019. Students from Studio Arts, Interior Design, Journalism, and Commercial Photography programs explored the international art and design scene in these countries, documenting the beautiful landscapes and urban areas in photographs, drawings, and paintings. Students will exhibit the art they created as a result of the trip at several galleries, including the CCCS Administration and Conference Center.

![Image of Italy and Greece](image)

• **TRANSFORM OUR OWN WORKFORCE EXPERIENCE.**

• **MENTAL HEALTH FIRST AID TRAINING.**

In June, twenty-seven (27) ACC faculty and staff attended a 2-day Mental Health First Aid training session hosted at ACC. Mental Health First Aid teaches individuals how to identify, understand and respond to signs of mental illnesses and substance use disorders in the community. This training session was facilitated by Jennifer Husum, ACC Associate Dean of Students for Equity and Compliance and Sean Creedon, CCD Student Conduct Educator and Care Case Manager.
CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS.

- **NextGED PARTNERSHIP.**
  ACC is partnering with two of its K-12 school districts to serve students on a non-traditional completion pathway—those students unable to complete a high school diploma or students who have already dropped out. The NextGED program brings together Littleton Public Schools, Englewood Public Schools, the non-profit Zero Dropouts, and Arapahoe Community College. Students meet onsite at ACC and the program provides students with the opportunity to work towards a GED while also focusing on college courses through concurrent enrollment, apprenticeships, and internships. An anticipated 60+ students will participate in either a morning or afternoon session on campus, with at least one third of them enrolling in ACC’s college-level courses.

REDEFINE OUR VALUE PROPOSITION THROUGH ACCESSIBILITY, AFFORDABILITY, QUALITY, ACCOUNTABILITY, RESOURCE DEVELOPMENT AND OPERATIONAL EXCELLENCE.

- **ACC LAUNCHES NEW WEBSITE.**
  ACC rolled out a modern new website on July 18. The redesign, which was over a year in the making, brings to the forefront ACC’s value proposition to current and prospective students, community members and industry/workforce partners. A dynamic, new recruitment and marketing tool, Arapahoe.edu now provides users with a streamlined, student-centric experience. Even more, the new website offers a smoother tablet/mobile experience and is WCAG 2.0 compliant (web content and accessibility guidelines).
• ACC AWARDED AACC GRANT FUNDING.

ACC was awarded an American Association of Community Colleges (AACC) grant. The Expanding Community College Apprenticeship Initiative, funded by the U.S. Department of Labor provides funding for community colleges across the nation to expand the implementation of apprenticeships. ACC was awarded $150,000 over 3 years to increase its apprenticeship work. Currently, ACC is a leader in the Colorado Community College System with an innovative Medical Assistant apprenticeship and two additional apprenticeships in Water Operations and Apartment Management.

OTHER NEWS.

• MCKELLIPS NAMED INSPIRATIONAL PERSON OF THE YEAR BY IN!

ACC English Faculty Christina McKellips has been named Inspirational Person of the Year by the Colorado Initiative for Inclusive Higher Education (IN!). IN! is a non-profit founded in 2014 by educators, disability leaders, students and families who envisioned better and more fulfilling career opportunities for people with intellectual disabilities. In 2016, IN! collaborated with state legislature to enact Senate Bill 16-196, which helped to fund a pilot initiative to build the structure for inclusive higher education pathways at three institutions: the University of Northern Colorado, the University of Colorado at Colorado Springs and ACC. In the fall of 2016, ACC launched Elevate at ACC, a holistic, inclusive higher education program for students with intellectual disabilities. Elevate at ACC students work with Student Access Services staff to draft and implement an individual program of study based on the skills and competencies needed to achieve identified academic and employment goals. McKellips, who works closely with students in the Elevate at ACC program, will be recognized at the IN! Summer Social on July 25. ACC also honored McKellips as Distinguished Faculty in 2018-19 and Instructor of the Year in 2013-14.

• COACHING CORPS HONORS ACC CAREER CENTER PARTICIPANTS.

Laura Aycock and Allana Farley completed the Colorado Governor’s Coaching Corps (GCC) in June 2019, presenting their action team work to members of LinkedIn, the Markle Foundation, Skillful, and the Microsoft Foundation. Additionally, they received final honors at a reception at the Colorado Governor’s Mansion. The Coaching Corps is an initiative of the Markle Foundation and is a 9 month professional development opportunity focused on solving the challenges facing Colorado jobseekers.
• ACC EARN VS VOTER FRIENDLY CAMPUS DESIGNATION.

Arapahoe Community College has been selected as the only institution of higher education in the state of Colorado to earn Voter Friendly Campus designation for 2019-20.

The program, which began as a partnership between the Campus Vote Project and NASPA - Student Affairs Administrators in Higher Education, helps institutions develop plans to coordinate administrators, faculty and student organizations in civic and electoral engagement.
Former CE student explains why she continued at CCA after graduating from high school

Nereida Arroyo-Ramirez graduated from CCA in the spring with an AS degree in biology and plans to pursue a bachelor’s degree in biology from CSU’s College of Veterinary Medicine starting this fall. Nereida started at CCA as a concurrent enrollment student during her senior year at Gateway High School and quickly moved into the ASCENT (Accelerating Students Through Concurrent Enrollment) program. After graduating from Gateway, instead of attending a four-year college or university right away, she decided to continue at CCA for four specific reasons: 1) it made much more sense financially, 2) she liked CCA’s advisors and resources, 3) she enjoyed the CCA community, and 4) CCA’s smaller class sizes appealed to her. She went into more detail about her decision to attend CCA in a recent blog she wrote. (Photo caption: Former CCA concurrent enrollment student Nereida Arroyo-Ramirez poses for a photo at the CentreTech campus).
CCA presents posthumous degree to parents of student who passed away in October
CCA awarded Jonathan Rutledge Ehrmann a posthumous degree at the college’s commencement ceremony May 11 at the University of Denver. The honorary degree was presented to Ehrmann’s parents — father John and mother Karen — who walked on stage to accept Jonathan’s diploma. The graduates applauded the Ehrmann family as they took the stage. “We were wonderfully touched and honored on Jonathan’s behalf by this degree. Everyone at the college has been really amazing,” Karen said. Jonathan passed away on October 22, 2018 — a few weeks before he would have earned an AAS degree in Diesel Power Mechanics from CCA. (Photo caption: Jonathan Ehrmann’s family — sister, Lee; mother, Karen; and father, John — received his posthumous degree at CCA’s commencement ceremony May 11).

One-minute video captures excitement of CCA’s commencement ceremony
More than 350 diplomas were awarded at CCA’s commencement ceremony May 11 at the University of Denver. It was the largest class to participate in a commencement ceremony in the history of the college. The excitement was captured in a short video produced by a freelance videographer hired by CCA.

Google IT support certificate now being offered at CCA
CCA is now offering an online Google IT support certificate. CCA is the project lead for the state of Colorado and will initially target the certificate to its concurrent enrollment students. Bobby Pace, Dean of Academic Affairs for Concurrent Enrollment, is the internal lead for CCA. Arapahoe Community College is currently the only other CCCS college offering the certificate. Google launched the program in early 2018 as a way to create a pipeline of diverse applicants for entry-level IT jobs. According to data from Burning Glass Technologies, more than 150,000 IT support staff roles nationwide remain unfilled.

CCA Foundation starts alumni network to stay connected to CCA graduates
The CCA Foundation has created an alumni network to better connect with CCA graduates and inform them of the many ways they can give back to the college. The Foundation kicked off the alumni network by presenting CCA alumni coins to students who participated in the May 11 commencement ceremony. Former CCA students can fill out the alumni network form on the CCA website to join the network and stay connected.
to CCA through exclusive events, career advancement services and workshops, and opportunities to give back to current CCA students in various ways.

Transform our own work experience

CCA employees learn more about alternative teaching and learning methods
CCA staff, instructors, and faculty participated in Colorado’s first statewide OER (Open Educational Resources) Conference on May 31 at the CCCS system office to learn more about resources for students beyond textbooks. OER offers opportunities for faculty and instructors to widen their scope of teaching materials, which in turn allows students to save significantly on their education.

Janel Highfill presents at “Leveraging Public Benefits to Support Higher Education” workshop
Janel Highfill, Associate Vice President of Workforce, Partnerships, and Resource Development, gave a presentation at a Colorado Department of Higher Education “Leveraging Public Benefits to Support Higher Education” workshop July 9 in downtown Denver. Janel discussed her efforts to connect CCA students to supportive services and financial assistance through the federal Supplemental Nutrition Assistance Program Employment and Training Program (SNAP E&T).

Create education without barriers through transformational partnerships

CCA honored as 2018-2019 High Tech Early College Wolfpack Partner of the Year
On May 22, Dr. Tricia Johnson (Vice President of Academic Affairs), Dr. Bobby Pace (Dean of Academic Affairs for Concurrent Enrollment), and CCA were honored at the High Tech Early College Senior Awards Night as the 2018-2019 High Tech Early College Wolfpack Partner of the Year. The award was presented to CCA for its commitment to the early college. The presenter of the award said, “CCA’s leadership is changing the trajectory of the entire Denver-Aurora education community and helping CCA obliterate the status quo in public education.”

CCA students team up with Sentinel newspaper on homelessness project
Stacey Stormes’ (Art Faculty) photography students teamed up with the Sentinel Colorado newspaper and Mile High Behavioral Health on a photo project to build awareness of people who are currently experiencing or have recently experienced homelessness. Students were given a list of contacts and had to coordinate with them and one another. For every day of photographing, several weeks of behind-the-scenes coordination had to take place. The students’ photos and an accompanying article titled “Close to Home: The Homelessness You Probably Don’t See” were published May 17 in the Sentinel.
More than 20 DAVA students participate in CFS’s Film Camp for Kids
In July, CCA’s Colorado Film School hosted a three-week Film Camp for Kids for more than 20 middle- and high-school students from the Downtown Aurora Visual Arts (DAVA) program. Now nearly a decade old, the camp gives students from Aurora and the greater Denver metro area an opportunity to create films using CFS’s resources. The films incorporate a variety of techniques, including interviews, stop-action filmmaking, and animations. CCA Associate Professor Geoffrey Chadwick, who has coordinated the event since its inception, said the camp provides DAVA students with life skills they can apply in other areas of their education. (Photo caption: Oliver Maceda, a junior at DSST: Conservatory Green High School, works on a stop-motion film project July 10 at the Colorado Film School).

APS and CCSD students gather at CCA for Aurora Water’s annual Youth Water Festival
Aurora Water hosted its 26th annual Youth Water Festival on May 16 at the CentreTech campus. Students from Aurora Public Schools and Cherry Creek School District gathered to explore why water is vital to life and celebrate its importance through engaging activities and exhibits. Students watched presentations on water conservation, pollution, and aquatic life. A hydrant painting contest brought the day to a close, with students from Sixth Avenue Elementary School taking the top prize.

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence

CFS named a Variety Best Film School of 2019, joining the ranks of USC, UCLA, and others
The Colorado Film School was recently recognized as one of Variety’s Best Film Schools of 2019. CFS is featured alongside universities and academies such as USC’s School of Cinematic Arts, UCLA, Stanford, Yale, the American Film Institute, the London Film Academy, the Beijing Film Academy, and the University of Texas at Austin in Variety’s May “Entertainment Education” issue. Galina Boulgakova, who heads CFS’s Acting/Directing for the Screen program, is profiled in the issue.

Video created by CFS celebrates COSI’s five-year anniversary
The Colorado Film School helped COSI (Colorado Opportunity Scholarship Initiative) celebrate its five-year anniversary with a video documenting the support and opportunities COSI has provided to more than 60,000 students in Colorado. COSI was created in 2014 with the goal of increasing the attainment of postsecondary credentials and degrees by underserved students in Colorado.
CCA Foundation raises $214,146 in FY2018-19 to support student scholarships

In fiscal year 2018-19, the CCA Foundation raised $214,146 to support scholarships for CCA students. The money was raised via five avenues: the CCA Gives Hope program ($27,052), Colorado Gives Day ($26,701), third-party events ($12,821), the annual scholarship luncheon in April ($131,052), and the FoxTrot 5K and Fun Run in May ($16,520). (Photo caption: Mariana Leon was awarded a 2019 Aurora Gives Scholarship. The scholarship will fund the cost of tuition, books, and fees through completion of her associate’s degree at CCA).

High School Equivalency graduates celebrated at special ceremony

Thirteen graduates from the Center for Adult Education’s High School Equivalency/General Education Development program participated in a special graduation ceremony June 22 at the CentreTech campus. In all, more than 40 students passed the GED test over the course of the year. Roughly 75 friends and family were in attendance to celebrate the graduates. President Betsy Oudenhoven and Aly DeWills-Marcano, a constituent advocate and liaison for Congressman Jason Crow, spoke at the event. Student speaker Chidi Eze, who passed the GED test after taking GED classes at CCA, went on to graduate from the college’s Fire Science Academy. (Photo caption: A student smiles for a photo at the High School Equivalency graduation June 22 at the CentreTech campus).
Work on Administration Building on CentreTech campus nearing completion
Contractors are completing work on the Administration Building on the CentreTech campus in a project that will create a more visible advising and career services area for students. Several departments — Admissions, Registration, and Records; Recruitment and Orientation; the Associate Vice President of Student Affairs and Dean of students; Advising; and the Welcome Center — are included in the renovation. A gift of more than $300,000 from longtime CCA supporter Bill Wiggins is making the project possible. The new area will be named the Lore Isa Wiggins Advising and Career Center in memory of Bill’s late wife. Bill is an original member of the CCA Foundation Board and is still very active with CCA. (Photo caption: A rendering of the new Welcome Center in the Administration Building is shown).
President’s Report
Everette J. Freeman, President Community College of Denver
August 14, 2019

Transform the Student Experience.

2018 Grand Prize Individual Category was awarded to CCD’s Imane Benjelloun for her Sisterhood in the Neighborhood Community Action Project Student Workshops!

At the 15th Annual Women’s Empowerment Conference Dress for Success, this past May, Imane Benjelloun, Project Director for TRiO SSS was awarded the 2018 Grand Prize Individual Category for her Sisterhood in the Neighborhood Student Workshops!

Mission: The mission of Sisterhood in the Neighborhood is to empower immigrant women to become financially independent and pair them with other well-established women who are also leaders in the community to serve as their mentors.

Inspiration: As an immigrant myself, I was born and raised in Morocco. I was fortunate enough to be given the opportunity to immigrate to the land of opportunities. Although I loved living here, I was faced with many challenges. I had to learn a new language, I experienced somewhat of a cultural shock, and was frequently home sick. I also experience more challenges especially after 9/11 due to the fact that I am Arab, African, and Muslim. Throughout the first couple of years I remember wishing there was someone who could help guide me as I underwent personal, educational, and professional hardships. That feeling of despair was the motivator behind this project. My goal was to provide the members of the Sisterhood in the Neighborhood with the tools necessary to undertake many of the challenges that immigrant women face when they first migrate to this country. My hope
was that this project would provide the sisters with a safe zone where they could feel welcomed and motivated to pursue their goals. I wanted the women to create a strong bond with each other and with their mentors so they would be prepared for whatever challenges came their way as they continue to make a positive impact in this country we now call home.

**Achievements:**

- Completed 16 workshops – initial goal was five workshops!
- Secured presenters for all the workshops
- Secured food/give-a-aways for all the workshops.
- Professional Women Group (PWG) participants, helped set up baskets for all the Sisterhood in the Neighborhood ladies.
- Hosted end of the project celebration and acknowledged all the participants and their mentors.

**Impact:** All 20 women, all CCD students, completed the sixteen workshops and have skills and connections that changed their life:

- How to Change a Flat Tire & Oil Change
- How to Alleviate & Manage Financial Stress
- Cultural Dance to Relieve Stress
- The Art of Building a Resume
- Kadampa Mediation Center
- Yoga Therapy
- Self-Defense Workshop
- Women in Business
- The Power in Your Hand (make your own candle)
- Learn How to Crochet
- Budgeting and Saving
- How to Improve Your Credit Scores
- Side Hustle Job
- Auto Buying – Insider Tips
- Preventing Identity Theft and Fraud
- How to Start Your Own Business

Surveys were provided in every single workshop, to include a pre & post survey at the first and last workshop. This allowed us to compare what they knew already versus what they have learned from the workshops. We also discussed how the workshop went after every single presentation, and kept track of
attendance. The obstacles that we faced were keeping the group together, balancing work & life, along with the increased demands at work, and we overcame all of them!

**Outcomes:**

- 20 Immigrant women & CCD students have new skills, increased network, and belief in their abilities to accomplish their goals!
- Imane had requests by several male CCD students to create a Brotherhood in the Neighborhood as well so they can benefit from all these workshops they heard about from their classmates.
- Imane presented about Sisterhood in the Neighborhood Community Action Project at the Academic Management Institute Leadership conference she attended on March 7-8, 2019. She received lot of great feedback, and many ladies offered to help should she plan on continuing with this project.
- CCD’s President Dr. Everette Freeman attended, and participated the end of our SINH project celebration and thanked Imane for doing this project. Imane’s direct supervisor and Department Dean Ms. Tina Garcia also attended, and was one of our keynote speakers. Ms. Garcia shared her own personal story to show that as woman, we are capable of doing whatever we put our minds to.
- For Imane’s original goal, she was provided $500 to serve the ladies during this eight month Community Action Project. She and the group actually raised over $6,000 worth of food, giveaways, supplies, and other miscellaneous items including bicycles for all the ladies!
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

Community College of Denver Student Honored at Colorado Women’s Chamber of Commerce Event

Sierra Morales was awarded a Scholarship for Young Women Pursuing Non-Traditional Careers! According to the U.S. Department of Labor, more than 100 professions are still considered “non-traditional” fields for women, as they have less than 25 percent female representation. In an effort to change these statistics, the Colorado Women’s Chamber of Commerce, in partnership with the Denver Scholarship Foundation, recently awarded scholarships to five young women pursuing careers in construction, international business, bioengineering, civil engineering, and criminal justice.

Community College of Denver’s (CCD) Sierra Morales was awarded a scholarship for her academic achievement and leadership in criminal justice. Sierra is completing her second semester at CCD, and hopes to become a federal agent while giving back to the community. “My career path was inspired by my auntie who graduated from a four-year university and is now a probation officer,” said Morales. “My hope is to create more diversity in professional fields and this scholarship is motivating me to do better and accomplish many things in my college career; so I’m really excited about it.” Read the full story here, view the video here

Homeless Teen Cooks His Way to a Dream Career

When David Bondarchuck was 15, he dropped out of school and fled an unstable home environment. With no relatives in Colorado, he ended up at a youth homeless shelter in Denver. Motivated to remove himself from the drugs, prostitution, theft, and gang activity around him, he took the bus to the Denver Public Library where he read as much as he could.

One day, when returning to the shelter, a TV was on in the background. It featured a woman with then-First Lady Hillary Clinton, showcasing holiday decorations at the White House. That image changed Bondarchuck. “I thought, ‘If I’m going to be somebody, I have to get there myself,’” Bondarchuck remembers. “It was time to grow up.” The next day, he found out that the woman on TV was Martha Stewart.
Reading His Way to a Beautiful Life

With this new motivation, Bondarchuck consumed every book he could find on Martha Stewart. Around this same time, a long-lost friend from Bondarchuck’s childhood invited him to live with him and his family in Hudson, Colorado. Bondarchuck accepted the invitation, got a job at McDonald’s, and finished high school at an alternative school in Greeley. After that, Bondarchuck wanted to be a journalist. He moved back to Denver, and enrolled at the Community College of Denver (CCD), starting classes 2001.

Frugality Leads to a New Career

To afford college, Bondarchuck lived a frugal life, which included making all his own food. Cooking for one meant he had too many leftovers, so he started giving away his extra food. “Pretty soon people started asking me to cook for them,” Bondarchuck says. “I realized I could create a life for myself, or at least a side hustle.” In 2009, Bondarchuck left McDonald’s and started his own catering business, Scratch Catering.

White House Dreams

Bondarchuck always kept the vision of Martha Stewart at the White House in his mind. “I said to myself, ‘I will know I have truly made it as a caterer if I could make it to the White House,’” he remembers. “I started writing letters, begging them to let me be part of the holiday decorating.”

In August 2011, he finally heard back: he’d been chosen as a lead decorator in the Red Room at the White House. As David was also decorating the Green Room, the press passed through and asked him to tell his story. He told them that when he was homeless at 15, he saw Martha Stewart on TV and wanted to change his life. National media outlets picked up the story; back in Denver, he received a call from Michelle Obama’s then press-secretary. “They said, ‘A very special person wants to meet you,’” Bondarchuck remembers. “It was Martha Stewart.” She invited him to appear on the “Martha” TV show on December 21st, 2011. His aired segment included a personal video message from Michelle Obama.

Food World Stardom

After Bondarchuck decorated for a second year at the White House, the television offers started rolling in. He competed on the Food Network’s Holiday Baking Championship where he was awarded “Best pie in America.” He appeared weekly on Denver’s 9News, and now has his own TV show on the CW, “From Scratch.” Now, Bondarchuck isn’t so far away. In 2018, the Auraria Campus hired him as the campus catering manager. “It’s not the money,” Bondarchuck says. “It’s about making people happy with my food. That gives me my greatest pleasure. Food brings people together.” Read the full story here.
The Community College of Denver and Warren Village Celebrate Five Years!

We are celebrating five years of our transformative College to Career (C2C) Initiative! Together with our strategic partners at the Community College of Denver, the C2C initiative assists families in moving toward financial self-sufficiency by providing career-specific training that moves students further and faster toward certificate or degree completion and into the workforce. Wonderful to have Dr. Everette J. Freeman, President of Community College of Denver at our open house this week with Ethan W. Hemming.

For information on the C2C initiative: http://bit.ly/2KxZIzm

CCD’s Advanced Manufacturing Center and BNSF Celebrate a Great Partnership and Milestone!

Congratulations to CCD’s Advanced Manufacturing Center-BNSF Partnership that was recognized for "100,000 hours of injury-free" railroad welding certification training.

CCD in the News: CCD Advanced Manufacturing Center becomes First Authorized U.S. TNC Training Partner!

Heidenhain, a global manufacturer of motion control feedback solutions, has established a new partnership with the Community College of Denver (CCD), making the Rocky Mountain region a focal point for CNC machining with Heidenhain’s Five-Axis Touch Numerical Control (TNC) technology.

Now, with its recent certification as a Heidenhain TNC Authorized Training Partner (ATP), CCD and its
Advanced Manufacturing Center (AMC) will play an integral part in supporting and advancing TNC control applications all around the world.

In January 2019, Heidenhain announced that CCD’s AMC was the first Heidenhain authorized training partner (ATP) in the U.S. To achieve this, CCD’s faculty completed several rounds of advanced training on TNC controls and successfully passed an extensive exam. View the full article here.

Transform our own workforce experience.

Community College of Denver (CCD) is pleased to announce the appointment of Ruthanne Orihuela as the provost and vice president for academic affairs.

Ruthanne brings demonstrated leadership and commitment to higher education as visible through her career in higher education. Ruthanne joined CCD in 2013 and previously served as executive dean of arts and humanities. Ruthanne holds a Master of Arts in Spanish Linguistics from the University of Colorado at Boulder and is currently pursuing a Doctor of Philosophy in Higher Education Student Affairs Leadership from the University of Northern Colorado.

"I am excited and grateful for this opportunity to serve as Community College of Denver's next provost and vice president for academic affairs,” said Orihuela. “I am honored to collaborate with my talented and committed colleagues in academic affairs and across the college as we work to bring CCD’s new 2025 Strategic Plan into being. Our focused initiatives to increase access, success and equity in outcomes for all students will drive our work and guide us toward an even better, more inclusive version of ourselves.”

We are pleased to welcome Ruthanne to the executive team and look forward to working with her to continue the AACC Pathways project, as well as the Strategic Planning & Collaborative Decision-Making model, and other initiatives.
Community College of Denver (CCD) is pleased to announce that Leah Goss has been named the Executive Director for the CCD Foundation.

A veteran fundraiser with expertise in major gifts and corporate giving, Goss brings years of education and non-profit experience to the Foundation.

“The CCD Foundation’s relationships with its donors — both new and established — are at the core of our service to the college and community,” says Everette Freeman, CCD president. “Leah understands the opportunities that community colleges provide, and I’m sure she will be a passionate advocate for students, programs and the overarching needs of the College.”

Goss has 15 years of fundraising experience, including senior management experience with educational institutions in Colorado, Texas and Louisiana. She increased assets by 213 percent while she served as senior vice president for system advancement at the Louisiana Community & Technical College System, and was the chief advancement officer for the Lone Star College System in Texas, where she led a successful one-year 6.7-million-dollar scholarship campaign.

She holds an undergraduate degree in communication, as well as an MBA with a marketing emphasis from Regis University in Denver. She has an expansive history of volunteer and board service, as well as numerous presentations and publications to her credit.

As the key liaison between the CCD Foundation, its donors, and the community, Goss will focus on understanding each donor’s charitable objective and creating relationships with new donors. She will direct all internal and external communication in order to enhance public awareness of the Foundation and its role within the community.

CCD’s Nicole Taylor awarded the Community Outreach Award!

Congratulations to CCD’s Nicole Taylor for being awarded the “Community Outreach Award” at the Colorado Community College System Student Affairs Conference earlier this month for her participation and contributions across the community!
COLORADO NORTHWESTERN COMMUNITY COLLEGE

President's Report
Ron Granger, President
August 2019

Transform the Student Experience

We have had four STAR (Student Testing, Advising, and Registration) events over the last month and a half with two on each campus. During these events the staff, faculty, and administration get an opportunity to meet with students and parents to talk about CNCC and the programs that we offer.

Transform Our Own Workforce Experience

Sue Samaniego, Director of Foundation, has been selected to participate in the 2019-2020 class of the Institute for Leaders in Development. Participants were selected from all over Colorado, and they will be attending monthly through May 2020. Sue will have the opportunity to be mentored by a leadership professional and will have the ability to “pick the brains” of several top professionals in Colorado.

Create Education without Barriers through Transformational Partnerships

CNCC partnered with the City of Rangely, Rio Blanco County, and Colorado Seaplane Initiative to host a “Splash In” at Kenney Reservoir. Seaplanes were brought in to Rangely to splash down and for people to look through. Overall we had 150 people in attendance. They were treated to a lunch and a beautiful day at the reservoir.
Our Paleontology team and other staff members worked with BLM employees and the Colorado Division of Fire Prevention and Control to pull out the last bones for “Walter” our resident dinosaur housed in Craig. A helicopter was used to move the last bones to a road where they were loaded on a trailer for the final trip. On the way to Craig, the crew stopped in Rangely for a group of 50 people to observe, touch and take pictures of the final bones. Another reception was held in Craig with approximately 60 people in attendance to welcome Walter home. This has been a five year journey to get all of Walter to our repository at the Craig campus. The news story on Walter was printed or broadcast by over 10 different news agencies (newspaper and television).
John Anderson, Vice President of Student Affairs/Craig Campus, and James Caldwell, Vice President of Administration and Finance, worked with Craig city council members to get a life size wood sculpture of “Blue” a Velociraptor (Raptor) dinosaur loaned to our Craig Campus. “Blue” was created by Ken Braun during the Whittle the Wood event in Craig. “Blue” is housed in the same hallway as the mural of “Walter” our resident dinosaur.
The Aerospace Road Show came through Rangely on July 9. This is a group of people throughout Colorado who visit different places to see what the area has to offer in aviation and aviation maintenance. Corporations with members in this group included Lockheed Martin and Manufacturers Edge. Others present included a representative of Governor Polis’s office and a representative from Senator Gardner’s office. Overall members of the group had an opportunity to go through a preflight inspection, take a ride in one of the planes, visit our aviation maintenance building, visit with our students, and visit with the community over lunch. This was a great event where we made very good contacts and had an opportunity to show off two of our outstanding programs. We are in continuous contact with the leaders from this group to see how this partnership can grow in the future.
We started a Spartan Booster Club in July. This is being led by Candra Robie, Athletic Director, and Sue Samaniego, Director of Foundation. The boosters will help athletics with fund raising and getting people to games and events.

**Redefine Our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence**

We have been working on an alumni recruitment program for our Foundation. We named it the Great Spartan Alumni Search. Overall we have had over 100 alumni update their information or provide first time information for us.

We are working on our first Spartan Scramble gold tournament to be held in Craig. This is a fundraising event for program support and scholarships. The event will be held on September 14.
FRCC August 2019 Board Report
Andrew Dorsey
President

Transform the student experience.

FRCC has been awarded two new National Science Foundation grants. The "Wolves to Rams (W2R) Scholars Program" is a collaborative project between Front Range Community College and Colorado State University to increase participation and success of low-income, first-generation, underrepresented students in STEM baccalaureate pathways. This grant will provide almost $4.3 million for the two institutions. Sixty percent of the grant funds will provide up to $10,000/year in scholarships to students at FRCC and upon their transfer to CSU. The project will build a community of scholarship by providing students mentoring, academic coaching, ample co-curricular programming, and opportunities to learn outside of the classroom. A second project will focus on the development of a Centroid for FRCC’s Geospatial Science program. The Centroid will offer FRCC students an opportunity to work with external partners on real-world geospatial projects as they progress toward degree/certificate completion. This project will receive almost $300,000 in funding from the NSF. In total, FRCC has received three NSF grants this summer.

Instructional Coaches Eric Salahub and Kerri Mitchell recently graduated their first cohort of hybrid-trained instructors. They coached this team specifically for deployment in the Larimer Campus's evening business cohort program, which is designed for adult students (23 and older).

Faculty and instructors at FRCC's Larimer Campus have offered applied and active education through 420 immersive, learning intensive, active and applied learning field trips—serving 2,269 students this year.

Admissions and Outreach staff hosted an information session featuring the four programs offered at the college's new Center for Integrated Manufacturing in Longmont. Approximately 50 prospective students attended, along with 30 industry representatives. Faculty and staff presented information about the college's advanced manufacturing programs and participants were some of the first people to tour the new facility.
Learning Communities Coordinator Shawna Jackson is improving student-support mechanisms that help students confront and overcome educational barriers. The first phase of this effort began a redesign of the Larimer Campus Learning Communities by gathering data from current and past students, and analyzing how these communities aid in their sense of engagement—as well as in retention. This year 350 students benefited from high-impact interdisciplinary Learning Communities. The campus paired guaranteed transfer English 121 and 122 classes (predominantly taken by new first- or second-semester students) with other guaranteed transfer courses that have lower retention rates—such as economics, psychology and biology—to improve student success rates.

This semester approximately 130 students, staff, and community members gathered to support 59 students as they presented their historical research and writing at FRCC’s fifth annual History Conference. Modeled on a standard professional history conference, this event provides students the opportunity to present research, engage with others in the community and practice professionalism. Students from the Westminster Campus and Brighton Center participated—as well as off-site concurrent enrollment students. FRCC faculty and instructors—as well as graduate students from CU Boulder and UNC—chaired panels and provided guidance and feedback for our students. The Westminster Historical Society and the Broomfield Veterans Museum returned as guests at this year’s conference.

At the spring Interior Design Advisory Board meeting, Program Director Nowell Vincent demonstrated the new virtual reality lab products that allow Larimer Campus Interior Design students to experience technology-enhanced immersive simulations. Graduating students then showcased their work by presenting their winning designs from local and national competitions. Sample projects included bathroom redesigns for the elderly and eco-skateboard parks.

Transform our own workforce experience.

Teachers from all six of the college’s Career and Academic Communities went through our Writing Across the Curriculum (WAC) professional development training. WAC Director Alyson Huff reports that the Larimer Campus WAC program has inspired 86 teachers—representing 35 programs and disciplines—to examine how writing across the curriculum professional development supports student success.

Colorado resident and Holocaust survivor Osi Sladek spoke to a crowd of approximately 160 students, employees and other interested people at the Westminster Campus. He told the story of how he and his immediate family survived the Holocaust in Czechoslovakia and Hungary during World War II. Attendees listened with rapt attention, learning things they didn’t know about this dark time in history, and asking the presenter insightful questions at the end. This is the third year in a row that History Faculty Anthony Heideman has arranged for a speaker to address the FRCC community in commemoration of Holocaust Remembrance Day.

Director of Admissions & Outreach Rebecca Chavez (FRCC-Boulder County)—in collaboration with Cynthia Garcia (FRCC-Brighton Center), Olga Cordero (Saint Vrain Valley School District), and Carmen Ramirez (City of Longmont)—presented at the annual CCCS Strategic Recruitment Workshop held at the Community College of Aurora. The presentation focused on best practices for bilingual outreach. The team covered topics from how FRCC’s Boulder County Campus began its efforts, and the importance of involving effective cultural brokers—to developing...
school and community partnerships, the challenges FRCC has encountered and lessons we have learned. Twenty-two people attended the session, representing 10 CCCS schools.

Health and Wellness Coordinator Lauren Schiller partnered with Smart Commute to host a station at FRCC’s Westminster Campus for Bike to Work Day. More than 25 members of the community stopped by for breakfast and a chance to win a prize donated by nearby iVibe Coffee.

Create education without barriers through transformational partnerships.

Approximately 30 TRIO Upward Bound (UB) students from Westminster High School (WHS) recently completed the second annual summer academy at FRCC. The six-week program began with a weeklong trip to Adams State College, Pueblo Community College and Colorado College—where UB students connected with other TRIO students, participated in community service projects, and competed in a robotics challenge. After the trip, students engaged in academic enrichment and leadership activities on FRCC’s Westminster campus. The program culminated with students participating in the TRIO Upward Bound Olympics held at Colorado State University. Many participants in this year’s academy demonstrated noticeable academic, personal and cultural growth. TRIO Upward Bound runs year round, providing holistic case management for ninth- through 12th-graders who attend WHS. The students are provided with wrap-around services that take a comprehensive approach to helping them succeed in high school and prepare for college.

The Sociology Club at Westminster Campus held a fundraiser and donation drive for Urban Peak, a nonprofit organization in Denver that “provides a full convergence of services for youth ages 15-24 experiencing homelessness or at imminent risk of becoming homeless.” The club provided information on youth homelessness, collected funds and requested summer items for those in need.

BCC Admissions and Outreach Director Rebecca Chavez is being honored by the Boulder Chamber of Commerce as one of the Women Who Light the Community.

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development and operational excellence.

The Disability Support Services team recently purchased Sonocent’s Audio Notetaker desktop and mobile applications to provide note-taking accommodations to 25 students at the Larimer Campus through the college’s Perkins grant.
FRCC’s Boulder County Campus hosted the Grand Opening of the **Center for Integrated Manufacturing** (CIM) on August 1. The college is partnering with St. Vrain Schools, and the district held a joint event to introduce its new Advanced Manufacturing Academy. Hosting the events at the same time allowed for a cross flow of attendees, and highlighted the partnership between the district and FRCC. In other CIM news, the NoCo Manufacturing Partnership board voted to support the FRCC Foundation’s fundraising campaign by publicizing a $50,000 matching donation opportunity created by Paul Harter, founding president of the organization. Other monetary and equipment donations continue to flow in for the facility from community and business partners.
Lamar Community College President’s Report
August 2019

Transform the student experience.

Learning Garden Improvements
The LCC Learning Garden, funded through a grant from the Colorado Garden Foundation, has undergone many changes this summer. A sunscreen was added in the spring to help provide shade and in late spring seeds were planted by various departments on campus. Solar panels were installed to power security lights so the space can be used by students and the community in the evenings. Solar power also supplies power to outlets and a few USB ports. The seeds that were planted have grown into lush plants that will soon bear fruit.

New Student Union Design Completed
LCC is transforming its old bookstore into a Student Union. Conceptual design by Hall Architects is complete and the project is moving into code review prior to bid. Not only did student government and other students have significant voice in the design, but faculty, staff, and community
offered ideas. Student fee monies are being used to create this welcoming new space. Anticipated move-in is early spring 2020.

Academic Honors
Lamar Community College is pleased to announce the academic honor list for Spring 2019 including the President, Vice President and Dean’s List. Sixty-nine students made the President’s List, which requires a grade point average of 4.00. Twenty students made the Vice President’s List maintaining a GPA between 3.75 and 3.999; and forty-two students made the Dean’s list with a GPA range of 3.50 to 3.749.

Spring Orientation
New Student Orientation (NSO) was held July 15. More than 100 students attended, making this a record-breaking early orientation. NSO is a one-day program that guides new students through the registration process while having fun, meeting their fellow classmates, and familiarizing themselves with the LCC environment. The community expo part of orientation was also a huge success with attendance from multiple
community representatives. The next NSO is August 16 and registration is trending high for that one too.

**College National Finals Rodeo**
Sophomore Nate Hoey qualified for the bull-riding event in the College National Finals Rodeo (CNFR) in Casper Wyoming in June. This was Nate’s second year of qualifying. While he didn’t take first place, he finished a respectable 5th in the nation. Unlike NJCAA sports, rodeo team members compete with both community college and four-year, and university rodeo teams, so this is quite an honor for Nate and for the LCC Rodeo team and its new coach, Cole Dorenkamp.

![Bull Riding Image](image)

**Academic All-Americans**
Lamar Community College student athletes experienced many athletic highlights in the 2018-2019 school year. Numerous student athletes received academic honors to go along with their athletic successes, but thirteen student athletes stood out among the rest by achieving Academic All-America honors from the NJCAA.

**First Team Academic All-Americans (Cum GPA 4.0):** Volleyball sophomore Anamarija Mikovic, Serbia; Volleyball freshman Ellie Cooper, Lakewood, CO; Volleyball freshman Alex White, Aurora, CO; Baseball freshman Dylan Corbett, Greenwood Village, CO; Women’s Basketball freshman Ines Guerreiro, Portugal.

**Second Team Academic All-Americans (Cum GPA 3.8-3.99):** Softball sophomore Alexis Johnson, Castle Rock, CO; Softball freshman Christa Ramirez, Lubbock, TX; Baseball freshman Jared Miller, Montrose, CO; Baseball freshman Jake Wade, Colorado Springs, CO.

**Third Team Academic All-Americans (Cum GPA 3.6-3.99):** Softball freshman Alicia Fraire, Centennial, CO; Softball freshman Katelyn Reagin, Frederick, CO; Baseball freshman Stetson Rios, Dumas, TX; Men’s Basketball freshman Blayton Williams, Jonesboro, AR.
All-Region Awards
The Runnin’ Lopes men’s basketball team had a successful spring in the classroom earning a team GPA of 3.14. To accomplish that GPA required great individual work from a few on the team. Lamar Community College basketball team had three players on the Academic All-Region team. To be a part of this distinction you must hold a 3.2 GPA or higher for the full academic year. The three student-athletes are Blayton Williams of Jonesboro, Arkansas, Jake Haertl of Lakewood, Colorado and Paul Fitzgerald of Perry, Georgia.

All-Region Performer Awards
The Runnin' Lopes had another winning season in 2018-19. That usually means post-season awards for players. Lamar had two players receive All-Region performer awards: 6'9 red-shirt freshman Jubrile Belo from London England and 6'0 red-shirt freshman Brevin Brimble from Colorado Springs, Colorado.

Jubrile Belo received third team All–Region after having a great season. Jubrile average 15 points and 8.8 rebounds per game while defensively was one of the biggest presences around with 2.1 blocked shots per game. Jubrile finished among the top in the Region IX South in multiple categories: 8th in scoring per game (15), 3rd rebounds per game (8.8), 4th in field goal percentage (61.7), and 2nd in blocks (2.1). Jubrile graduate with his Associate of Arts in general studies in early June and has signed to play for Montana State University in the Big Sky Conference for the next three years.

Brevin Brimble earned a spot on the honorable mention team. In one year here at Lamar, Brevin had a fantastic season coming off an injury from Colorado Mesa University. Brimble averaged 15.7 points and four assists while shooting 45.7% from 3-point range. Brev was ranked in the top ten in several statistical categories in the Region IX South this season: 5th in scoring per game (15.7), 4th in assists per game (4) and 4th in 3-point shooting percentage (45.7). Brimble has signed to play for Tiffin University in Ohio and will have three years to play for them.
Region IX South All-Region Volleyball Team
Two Lamar Community College outside hitters were named to the Region IX-South All-Region team.

Sophomore Anamarija Mikovic and freshman Charlene Hosly were each named to the list, which is voted on by the region's coaches. Mikovic earned the honor in 2017 as well. Mikovic tallied 445 kills and 48 aces this season, making her Lamar's all-time career leader with 885 kills and 105 aces. The native of Majdanpek, Serbia, averaged 3.74 kills per set, which ranked 13th in NJCAA Division I. Mikovic wasn't just a big swing, however, and proved her mettle as a six-rotation fixture in the Lopes' offense, defense and serve-receive throughout her two years in Lamar. Mikovic led the Lopes in kills and kills per set, was second in aces and aces per set, third in digs (322) and digs per set (2.71).

Hosly completed her first year in Lamar with 407 kills (fourth all-time for a single season at Lamar) and 57 aces and 363 digs. Another all-around star, Hosly did it all for the Lopes in her first year in college volleyball. Hosly was one of only three players to rank in the top 50 in NJCAA Division I in kills/set while also averaging at least 0.4 aces/set and 3 digs/set. Hosly, from Rixheim, France, finished the 2018 season with 3.43 kills/set (26th in the nation), 3.02 digs/set and 0.47 service aces/set (18th). As with Mikovic, Hosly was an elite presence in serve-receive, providing pin-point passes that kept the Lopes attack in system. She was second on the Lopes in kills, kills per set, digs, digs per set and first in aces and aces per set.
Transform our own workforce experience.

Culturally Responsive Institute
On June 3-4, Lamar Community College held the Culturally Responsive Institute for faculty and staff, a training and discussion on how to become more culturally responsive to all students, both in the classroom and across the campus. Funding for the training came from a $2.25 million U.S. Department of Education, Title III Grant, which is intended to strengthen the college and prepare it to better serve its students and communities.

The Institute was conducted by Dr. Jennifer Dale, Dr. Ray Keith, and LaQuilla Phillips, experienced facilitators from the Community College of Aurora (CCA). CCA recently received a 2019 Advancing Diversity Award from the American Association of Community Colleges, recognizing its efforts to increase equity and inclusion. Their training focused on the key components of cultural responsiveness including collaboration between students and teachers, connecting lessons to student lives, engaging students in complex thinking, and emphasizing dialogue over lectures. It included sessions on equity and inclusion in higher education and professional roles; as well.

Leadership Retreat
The LCC President’s Leadership Council (PLC) comprised of senior-level leaders, directors, and faculty leadership, attended the 3rd Annual PLC Leadership Retreat on July 23. The group spent the day focused on “teamwork, tools, and tactics” activities and topics in order to be best prepared to lead and guide the institution in 2019-2020. Dr. Lujan’s theme for the year is “Building Communities” and the group focused on leadership tools to help build and strengthen internal and external communities. The group is also reading the book, “Whistling Vivaldi” and will use the ideas to identify ideas for improving equity and inclusion.

Create education without barriers through transformational partnerships.

Regional Ag Teachers Meeting
Lamar Community College Ag Department Chair Greg Cash hosted the 3rd Annual statewide high school Agriculture teachers meeting in July (?). This was a two-day conference that provided networking and learning opportunities for Ag teachers.
**Continuing Education**
LCC Partnered with Southeast Colorado Board of Cooperative Educational Services (SEBOCES) to offer a 2-week, non-credit, continuing education computer course for teachers. The classes ran from May 28-June 6.

**Meet and Greet**
Lamar Community College hosted a meet and greet for the new Colorado Agriculture Commissioner, Kate Greenberg, on June 20. Greenberg, who has been Commissioner since the start of the year, spent the day meeting with area Ag producers, ranchers and the public in general. Dr. Lujan also attended the VIP dinner hosted by John Stulp.

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**Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.**

**Basket Ball Camp**
LCC Basketball coaches hosted a 4-day basketball camp July 22-25. This camp concentrated on the fundamentals of basketball such as dribbling, passing and shooting for area K-6 and 7-12 graders. The camp staff was made up of members of the LCC Basketball Teams. The men’s team had Oscar Maldanado and Blayton Williams. The women’s team had Tierra Holland and Kiana Walker.

**I&MS open house**
LCC’s Innovate & Make Space, the only public makerspace in Southeast Colorado, will open its doors for “Active Senior” Open Houses in August, September, and October. Funded by LCC, the El Pomar Foundation, Laura Jane Musser Foundation and the NextFifty Initiative; LCC is reaching out to active seniors (50+) who would like to improve, build and use their current skills to become “makers.”
SAVE THE DATE: Third Annual Boots, Bling & Blessings

The LCC Foundation Board invites you to attend its third annual signature fundraising event on Saturday, October 19 in the arena of the LCC Equine Complex. Presenting sponsor Southeastern Colorado Power Association and numerous other sponsors as well as attendees from across Southeastern Colorado enjoy food, wine, beer, silent auction and, new this year, a live auction to benefit students and programs at Lamar Community College. So dust off your boots, shine up your bling and come on down!
Curt Freed, Ph.D., President

July 2019

Transform the student experience.

Morgan Community College (MCC) ACCESS (Advancing a College Culture of Equity for Student Success) Student Ambassadors supported a two-week long Summer Academy camp for middle school and high school bi-lingual students new to Morgan County. Ambassadors served as student leaders, mentors, and interpreters during the camp. Team building activities led by ACCESS Ambassadors helped students get to know each other and begin to see themselves as emerging leaders.

MCC will offer its first “Freshman Summer Bridge” camp August 5-7. Over 50 new students are signed up for the program, which will help them prepare to enter college life.

Transform our own workforce experience.

MCC offered two social/teambuilding events for employees. On May 3, the Instructional Council (comprised of instructional leadership and support staff) hosted an Italian soda bar. On July 11, the President and Vice-presidents provided root beer floats.

Create education without barriers through transformational partnerships.

Morgan Community College (MCC) collaborated with Johnny5, from the band The Flobots, Center for Health Progress, OneMorgan County, Rising Up, CSU Professor Caridad Souza, and African drumming instructor, Godwin Abotsi to provide Summer
Academy 2019. This two-week camp provided middle school and high school students in Morgan County an opportunity to celebrate culture and language, meet new people, learn about different resources and services in Morgan County, and to explore career and college pathways through programs at MCC.

During the Summer Academy, students explored MCC’s Biology lab, learning about science courses offered in Biology and Chemistry. They also learned about what a degree and career would be like as an archaeologist.

MCC’s Center for Arts and Community Enrichment (CACE) partnered with the Brush Rodeo Association to offer a Western Art Show. CACE also supported Fort Morgan’s annual Glenn Miller Swing Fest, coordinating performances of the MCC Jazz Ensemble and the “Legendary Ladies” historical drama troupe.

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

Morgan Community College’s (MCC) request to offer a Bachelor Science in Nursing (BSN) was approved by the Higher Learning Commission (HLC). The BSN program will be the first baccalaureate degree offered by MCC. MCC anticipates starting its first cohort of BSN students in January 2020.

MCC submitted its first Title V grant application in July. The proposal requests funding to enhance services to help underrepresented students increase access to transfer degrees, increase student attainment, reduce student financial strain through improving financial literacy, and increase the overall college culture of educational equity.

MCC held its second annual work-plan retreat on July 12, 2019. The retreat included close to 30 faculty, staff, and administrative representatives to develop the annual college work-plan that promotes the accomplishment of the strategic plan. The plan will be used to guide the work of individuals and teams throughout the upcoming year while progress is monitored by President’s Staff and the Strategic Planning Team.
Transform the Student Experience

Northeastern Business Club took top honors at the Daniels Fund Ethics Case Competition this past April, at the Monfort College of Business on the University of Northern Colorado campus in Greeley. This is the second year in a row Northeastern has won. The Daniels Fund Ethics Consortium Case Competition exposes students to a thought-provoking business ethics case, similar to a situation that may be faced in real-life. This competition is part of the Daniels Fund Ethics Initiative, which was created to advance and promote the teaching of principle-based ethics within the curriculum of college and university business programs.

Pictured left to right: Houston Clevenger, Grace Steele, and Sierra Edgar
(Photo provided by UNC)

In their final series of the season, the Plainswomen softball team played some tough competition within the Region. The Plainswomen played the Western Nebraska Cougars, the North Platte Knights, and then the Cougars again to finish the season. The Plainswomen softball's season ended with a 24-28 overall record, setting a school record.

The Northeastern baseball team qualified as the three seed for the Region IX tournament that was held in Trinidad in May. The top four teams played in the tournament with the winner advancing to the district tournament. Unfortunately, the Plainsmen did not advance from that tournament. The Plainsmen finished the season with a 29-27 overall record and went 20-16 in conference play. In addition, they had six players earn postseason accolades.
Northeastern takes pride in the success of the athletic teams; rodeo and judging teams; musicians and thespians; and the academic accomplishments of students. Fifty-nine students were honored by President Jay Lee for their accomplishments in the classroom with a Scholar Award. To receive the Scholar Award the student must receive a 3.5 GPA in the fall semester of the academic year and participate in theater, music, rodeo team, livestock judging team or play on a Northeastern athletic team.

The men and women's golf teams ended their 2019 season well. With the season finished, the Plainsmen finished fourth overall as a team within Region IX with 44 points. The Plainswomen finished second in Region IX with 230 points. As an individual, Brett Mattson finished eighth overall, which named him Region IX Second Team.

The Athletic Colorado Cup started in 2015 as a friendly competition amongst the other two-year rural colleges in the Colorado Community College System. Those who compete for the trophy are Lamar Community College, Otero Junior College, Trinidad State Junior College, and Northeastern. A point system was developed for all the athletic teams at each college for regular home and away games. For the first time since its inception, Northeastern was victorious and received the traveling trophy.
Congratulations to recent Northeastern graduates, Brooke Corliss and Stephanie Bushnell on being elected Colorado FFA Association State Officers!

**Northeastern has held several summer Registration days.** Seventy-three potential students and families visited Northeastern’s campus on May 22. On the June 8 Registration Day, 66 potential students and families were on Northeastern’s campus for registration activities. The June 26 registration day had 50 potential students and families visiting Northeastern’s campus.

**The Northeastern Adult Community Education held their GED graduation ceremony on June 29.** They had five graduates participate in the ceremony with seven total graduates. Northeastern is thrilled to celebrate that three of these students will be attending college at Northeastern in the fall. One student will study cosmetology, one welding and one will be going through the auto tech program.

- **Transform Our Own Workforce Experience**

Northeastern Junior College is honored to announce the award recipients of the 2019 faculty, adjunct faculty, administrative/professional, and classified employee of the year awards. Julie Rhine, Cosmetology Professor and program coordinator was awarded the Faculty of the Year. Ben Murray, Fire Science Program Coordinator, was awarded the Adjunct Faculty of the Year. Joe Campo, IT Academic Specialist, was awarded the Administrative/Professional of the Year. Kelly Kuntz, Administrative Assistant II, was awarded the Classified Employee of the Year.

Julie Rhine, Faculty of the Year; Kelly Kuntz, Classified Employee of the Year; Joe Campo, APT Employee of the Year and Ben Murray, Adjunct Faculty of the Year were honored during a Spring Northeastern Staff Open Forum

Danielle Anderson, Northeastern Nursing Life Skills Coach, attended an Academic Life Skills Coach Seminar on June 4-8 in Tallahassee, Florida. This seminar provided Danielle an opportunity to learn college life skills techniques and improve relationships with students.

Marci Henry, Northeastern Athletic Director, attended the National Alliance of Two Year Athletic Administrators convention on June 8-12 in Orlando,
Florida. NATYCAA is an affiliate association of NACDA (National Association of Collegiate Directors of Athletics). Once a year, all 17 affiliates host the only professional development activity for collegiate athletic directors. Marci was selected as a 2018-19 Junior/Community College Under Armour Athletics Director of the Year. She received recognition at this convention for the award.

Trenton Schwarzer, Northeastern Coordinator of Campus Safety & Security, attended a Comprehensive Jeanne Clery Act Training on June 11-14 in Denver. Trenton received proper initial training for the transition of taking on the Clery Act Reporting and responsibilities. Trenton also attended the Rocky Mountain Campus Safety Summit on June 19-20 in Denver.

Catherine Ortiz, Northeastern Athletic Trainer traveled to the NATA 70th Clinical Symposia and AT Expo in Las Vegas, Nevada on June 24-27. This a national athletic trainers convention that offers educational sessions.

- Education Without Barriers Through Transformational Partnerships

Northeastern’s Bank of Colorado Event Center stays very busy during summer months. Many local athletic camps as well as city league volleyball and basketball teams use the facility regularly. Northeastern offers Yoga, Dynamic Workout and Cross Training classes for the community in addition during the summer months.

Kids College 2019 is climbing to some new heights this summer. Northeastern Wind Technology wrapped up their class in June. Other Kids College classes included Ready, Set, Go (race marbles); Tennis Anyone; Wounds Galore; Summertime Crafts; CSU Math League; CSU Math Circles; Prepare to Launch; Fantastic Heroes; All About Slime; NJC’s Top Chef; Piano Camp for Beginners; Discover DNA; Fan Fiction; Como Se Dice?; Sugar Cookies; Save the Bees; Playing with a Purpose; Colorful Chemistry; Math in Art; Lego Math; Math and Logic Games and Create a Board Game.
Redefine Our Value Proposition Through Accessibility, Affordability, Quality, Accountability, Resource Development and Operational Excellence

Northeastern Music Department and Master Chorale of Sterling announced the Fall 2019 Music Scholarship recipient, Kit Boyington. Kit is a freshman at Northeastern. She is currently pursuing an Associate of Arts degree with an emphasis in music. She is from the small rural town of Goodland, Kansas. During high school, she not only was involved in music, but sports, FFA, and other organizations and clubs as well. She graduated from Goodland Jr. /Sr. High School in 2018 and came to Northeastern to further her knowledge and passion of music.

Northeastern held the 50th Annual Agriculture Awards Banquet in late April in the Hays Student Center Ballroom on campus. The banquet celebrated the history of the agriculture department and the Aggies Club. Top-performing students in various agriculture and extracurricular activities were recognized by the faculty, staff and their peers for their outstanding work. Each year the agriculture department awards more than $50,000 in scholarships to Northeastern freshman and sophomores. The Jack Annan Agriculture Achievement Award is given to the top performing sophomores each year; the award has been given to students since the first agriculture banquet in 1969, first known as the Dekalb Award, until 1992 when the name changed to the Outstanding NJC Ag Student Award. In 2017, the award donned a new name – the Jack Annan Agriculture Achievement Award, in honor of Mr. Jack Annan. For more than 50 years, Jack has played a key role at Northeastern – first as an agriculture instructor and later as a vocational counselor – in recruiting students to this small, personal college where the students always come first. The 2019 recipients of the Jack Annan Agricultural Achievement Award are Stephanie Bushnell of Fort Lupton, Colo. and Patrick Shields-Norman of Avondale, Colo.

The 2019 Jack Annan Agriculture Achievement Award recipients. Pictured left to right, Stephanie Bushnell, Patrick Shields-Norman and Jack Annan.

Northeastern released its honor roll list for the 2019 spring semester and reported that 228 full-time students were given high academic achievement recognition, including 99 students who made the President’s List by earning a 4.0 grade point average.
The Northeastern Alumni Association honored the Kokes family as the recipients of the 2019 Pride in Association award during the commencement exercise held on May 17, 2019. The six Kokes children (and most of their spouses) started their education at Northeastern. The Northeastern experience offered the Kokes children an opportunity to meet new people, learn from some of the best educators and grow in preparation for the new lives they were about to embark on.

Melvin and Margaret Kokes' children and their spouses accepted the award on their behalf. Pictured left to right; front row, Bruce Kokes, Teresa Stieb, Mark Kokes, Kent Kokes, Marvin Kokes and Susan Sigmon. Back row, Kathy Kokes, Don Stieb, Peggy Kokes, Julie Kokes, and Todd Sigmon. Not pictured Marianne Kokes (Kent).

Northeastern was honored to have Greg Hanson, the Warning Coordination Meteorologist from the NOAA/National Weather Service Denver/Boulder Office spend part of the day with Trenton Schwarzer, Northeastern Coordinator of Campus Safety & Security, on July 2nd to look at some of the campus buildings to consider tornado safety best practices.

Northeastern created a new scholarship fund for children of the college’s alumni to help build and maintain its proud heritage of multi-generational alumni into the future. Initial monies for the fund are being generated by a community raffle. Tickets to popular events at the 2019 Logan County Fair and Rodeo will be awarded at a public drawing to be held at the end of the month. Pending proceeds from the raffle and subsequent donor solicitations, one or more awards will be given to prospective Northeastern students who enroll for the 2020-2021 school year.
Otero Junior College
President’s Report
July 2019

Transform the Student Experience

The OJC Fitness Center is offering a Community Week the first week of August. Fitness Center Director, Jordan Wise, will be giving the public access to the fitness center and a variety of fitness classes free of charge August 5-10 to give them an opportunity to try the classes before enrolling. The courses that will be presented are Aerobics, Silver Sneakers, Step Aerobics/Body Bar, and Zumba. They are hoping to let people see how fun these classes are as well as give them an opportunity to come to the campus to see the different types of equipment and courses we offer without the initial financial commitment. The hope is that this weeklong event will lead to more community members taking advantage of our facilities and becoming more active.

Pictured is Jordan Wise, Fitness Center Director

On Friday, July 26, 2019 40 Licensed Practical Nursing students were pinned at a graduation ceremony. The Ed Stafford Theatre was used as the location for the 40 students who graduated from the summer semester nursing programs. Two different classes were combined, traditional, and non-traditional, to create the group of 40. This
is the first time the two classes have been combined for a pinning ceremony and it went extremely well.

**Several sports camps were held this summer.** Many of OJC’s coaches have hosted summer camps for younger students this summer. The goal of these camps are to, not only improve the player’s skills, but also to introduce them to the OJC campus as an outreach and recruiting method. Camps held this year varied by team, some were a week long and some were individual days dependent upon position played. This summer’s camps were held by the volleyball, basketball, and wrestling coaching staff and were very successful.

**Create Education without Barriers through Transformational Partnerships**

**OJC has recently held its 35th graduation for the BUENO-HEP program.** This program prepares students, age 17 and older, to take their GED test. This year there were a total of 20 students that received their GED. Five of those students took part in the graduation ceremony.

The five graduates that took part in the ceremony are pictured below.

![Graduation ceremony](image)

**OJC also offered several summer camps for students from seventh grade through twelfth as well as adult camps.** For the younger students they had 7 camps that ran in the mornings and afternoons on July 22-25 and for the adults the programs were in the evenings on July 29-31. These camps included Effective Social Media Strategies, where OJC’s Social Media and Recruitment Coordinator will teach what companies with effective social media campaigns are doing to build a large, loyal following. Best practices for reaching your target audience through a social media marketing campaign will be discussed. In the second camp, Under the Stars, participants will learn about the modern state of astronomical study through online activities and experiences with a solar telescope, other solar equipment, optical telescopes, and a radio telescope. In the third camp, Intro to Sound Engineering, participants will get an introduction to sound production for those interested in learning the basic foundation of audio engineering and how to operate minimal equipment such as a microphone, cable cord, and sound board.
Transform Our Own Workforce Experience

Shawn Japhet, full time tutor, was named OJC Mentor of the Year, at the Student Honor’s Breakfast before the 2019 graduation ceremony. This award was created this year by the Phi Theta Kappa students and was awarded based on the popular vote of the members.

Shawn said, “Receiving this award was a huge surprise and honor for me as the other nominees were great. Since it was driven by students, I feel it gives me validation by the students that I am doing something right and motivation to keep working with students and work harder.”

Shawn has worked at OJC for 15 years. When she first began at the institution, she was a tutor for a hearing-impaired student, as well as serving other students as a tutor in business, math, and English. From there, she was promoted to director of the Student Success Center under the Title V Grant, where she had the opportunity to assist in designing the Learning Commons and assisting students with disabilities. When the Title V Grant ended, she resumed tutoring full time.

Pictured below is OJC Mentor of the Year, Shawn Japhet.

OJC has welcomed several new employees this summer. We have added Landon Steele as our Head Women’s Basketball Coach, Liz Knight, Assistant Women’s Soccer Coach, Johnny Adame, Assistant Men’s Soccer Coach, Justin Pollmiller, Assistant Rodeo Coach, and Morgan Bohanan as our Assistant Softball Coach. We have also hired two new nursing faculty, Melissa Root and Patricia Faus. They are replacing long time faculty members who retired in May, Diane McElroy and Jaclynn Johnson. Anna Matejcek will be teaching art courses this fall and Mickie Lewis-Gemici is our new Director of the Small Business Development Center. We will soon have a new Vice President of Academic Affairs, as Kim Grimsley will be retiring at the end of August. We are very excited for our new staff and faculty and are looking forward to the upcoming semester.
Transform the student experience

HIT scholarship recipients – Of the four scholarships awarded by the Colorado chapter of the Health Information Management Systems Society during its 2019 spring conference, three went to students in PCC’s Health Information Technology program. Patty Almestica-Huelst, Louise Turner and Amy Burford each received $2,000. Thanks to a $25,000 grant from the Women’s Foundation of Colorado (WFCO) to the HIT program, all PCC students, staff, faculty and part-time instructors in that program were given membership to the HIMSS national and state chapters. Patty and Louise are pictured here with HIT/Business Coordinator Kathleen Collins (center).

Students help promote program – Automotive Service Technology Department Chair James Cordova and students Delbert Ortega Jr. and Tyler Phillips appeared on KPHT 95.5, Pueblo’s Greatest Hits, on June 14 to spread the word about the program. Pueblo radio personality Nick Donovan is a car buff so the four had plenty to talk about.
Culinary open house – The Culinary Arts program hosted an open house on July 23 for newly enrolled students and those thinking about registering for the fall semester. Department Chair Mo Montgomery and faculty members John Jakeman and Ed Tracey walked students through an overview of the program, conducted demonstrations and provided staff-made refreshments – always an attention-getter.

Pantry contributions – Express Employment Personnel has been a major supporter of the Panther Student Pantry since 2014. Express employees held the first community food drive for the pantry and have been consistent contributors ever since. Their most recent food drive will provide food and hygiene items to help PCC students throughout the year.

Transform our own workforce experience

Best of PCC – Nancy Scofield, instructional designer (Pueblo campus); Toni Roberts, Go!Zone coordinator (Fremont); and Joaquin McDonald, site coordinator (Southwest – Durango) were named Best of PCC for the spring semester. They were nominated by colleagues for their outstanding contributions to the college. One winner from each campus is selected each semester.

Success coach honored – PCC student success coach Kim Hinkle was selected as one of Pueblo’s 40 Under 40 Emerging Leaders by the Pueblo Latino Chamber of
Commerce. Honorees are viewed as up-and-coming leaders in the community and were recognized for their exceptional professional accomplishments, honors and integrity.

**Summer Institute** – The PCC Summer Institute returned June 4-5 with keynote speeches, presentations and team-building exercises for employees. Employees from both Pueblo and Fremont campuses took part in activities that focused on diversity and inclusion, effective meetings, creating optimum vitality, customer service, cultural aspects of a child’s life, health and wellness and more.

**Pups of PCC** – Canine family members got the spotlight on PCC campuses during Take Your Dog to Work Day on June 21. In addition to getting lots of attention, dogs and their humans got to enjoy lunch on the patio, including homemade dog treats, courtesy of Culinary Arts Chair Mo Montgomery.

In the workforce development category, the SBDC placed second and PCC took third.
Create education without barriers through partnerships

New bookstore management – Barnes & Noble College assumed management of the PCC bookstore on July 1. The arrangement allows PCC to streamline its own expenses while continuing to offer all of the supplies students need for their courses in the on-campus store and online. Students have access to new, used and digital books, as well as a textbook rental and a price match program. PCC instructors will have access to FacultyEnlight, an advanced online textbook adoption platform that offers a step-by-step guide for course material adoptions, recommendations, peer reviews, adoption history and the ability to compare course material prices and formats.

CU president visits – New University of Colorado President Mark Kennedy, his wife, Debbie, and staff members visited PCC July 23 as part of their Pueblo outreach tour. It was a great opportunity to show them the campus and some of the great things happening in PCC’s STEM program.

Raise value standards through excellence & accessibility

Lactation room opens – Thanks to a Breastfeeding-Friendly Worksites mini-grant through the Pueblo Department of Public Health & Environment, PCC now has a lactation room for all nursing mothers on campus. The room provides a quiet, private space for new mothers to use.
Culinary Arts award – PCC’s Culinary Arts program, led by Mo Montgomery, recently was named runner-up for the Idaho Potato Commission’s Innovation Award (postsecondary). The national award recognizes educators and programs that have been innovative in their approach to culinary education. PCC’s recognition was for its learning labs that allow students to work with dining and conference services staff during PCC-hosted events, earning class credit and workplace hours. Since PCC has the third-largest event space in the region and hosts more than 3,000 events every year, students have bountiful opportunities to hone their skills.
TRANSFORM THE STUDENT EXPERIENCE

- Math Attack has been running for 3 summers consecutively and is focused on increasing student confidence using Stanford University research and tools, debunking counterproductive math myths. Our students last summer went on to achieve a 95% math course pass rate in the fall 2018 and 85% pass rate in the spring semester 2019 (we support these students with weekly individualized one-hour tutoring and an all-day math group that meets Fridays to provide additional math help. We have comprehensive assessment data documenting increase in confidence, correlated to math success.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE

- Pikes Peak Community College is committed to the advanced training and development of our faculty and staff through our supervisor training programs, Diversity Team Groups, etc.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS

- Pikes Peak Community College is launching an extension campus near the Rampart Range Campus, housing our expanded medical professions program. The Cypress Campus welcomes their first medical students in fall 2019.

PPCC Foundation hosted a hard hat tour and reception, sponsored by Legacy Wealth Planners, with the intent of informing community leaders about the healthcare worker shortage, Senator Lundeen’s SB1086 bill allowing PPCC to offer a Nursing Bachelor’s Degree, as well as the projected impact the Cypress Campus will address in Colorado’s healthcare community.

Robin Rogers, Pikes Peak Community College Foundation
REDEFINE OUR VALUE PROPOSITION THROUGH ACCESSIBILITY, AFFORDABILITY, QUALITY, ACCOUNTABILITY, RESOURCE DEVELOPMENT, AND OPERATIONAL EXCELLENCE

- PPCC expands courses that use free online textbooks and classroom materials
  Pikes Peak Community College resumes its commitment to comprehensible education and minimizing social barriers to our student population by extending the “open educational resources” for a second year. OER is a licensed, publicly owned online service that provides students access to educational resources free of charge. Additionally, OER allows faculty to customize class materials.

*By: Debbie Kelley, Gazette staff reporter, education and general news and features.*
President's Report: Dr. Michele Haney
June-July 2019

Transform the student experience.

Brandon and Melissa English are collaborating to co-teach a class during the second half of Fall semester on Navigating the Undergraduate Research Experience (CHE 275). This class was developed to help STEM students gain confidence in their research abilities as well as learn how to look for and apply for research opportunities both on and off campus. This class is being supported and sponsored by the RRCC Foundation and so any student interested in taking this class can do so at no tuition cost. The RRCC Foundation will be providing scholarships to cover the cost of tuition for this course. Upon completion of the class students will have the opportunity to develop their own on-campus research project and apply to get a small stipend to make their research idea become a reality. This course can go towards elective requirements in the Associate of Science, Associate of Arts, Associate of Applied Science and Associate of General Studies degree programs. This special topics course explores the professional and scientific skills necessary to acquire and navigate undergraduate research positions in STEM fields (e.g. STEM internships, REU experiences, etc.). Students will prepare application materials such as a curriculum vitae, cover letters, and research summaries that can be used to apply for research positions and will explore the “soft skills”, such as professional behavior, research ethics, and scientific publication, needed to successfully complete an undergraduate research experience. Scholarships will cover the tuition cost for this course for all students who take this course.

Two Benjamin A Gilman International Scholarship Award Winners - RRCC

Red Rocks Community College has two Gilman International Scholarship Award Winners this year! “The U.S. Department of State’s Benjamin A. Gilman International Scholarship is a grant program that enables students of limited financial means to study or intern abroad, thereby gaining skills critical to our national security and economic prosperity.”

- Hunter Ambrose was awarded $2,500 to participate in the Spring 2019 faculty-led travel to India where she completed her Anthropology of Religion and Buddhism (Philosophy) courses while she visited Dehli, worked in a Sikh Temple kitchen feeding those in need, entered
ancient Buddhist monasteries while hiking the Himalayas, and conducted ethnographic field work on Tibetan style Buddhism.

- Michael Tsarevski has been awarded $5,000 to study at the National Research University in Moscow, Russia. His program will run from October 2019 to July 2020. He will be working toward fluency in Russian language and gaining cultural proficiency while he studies International Relations. Michael Plans to video vlog his study abroad experience.

- The Gateway Program held their 12th annual graduation on June 20. As of today, 1,690 students went through the Gateway Program. Approximately 560 graduated and attended Red Rocks Community College. We have served over 300 paroles.

- Student Heather A. Piper, has been selected as a 2019 Coca-Cola Leaders of Promise Scholar and will receive a $1,000 scholarship. The Leaders of Promise Scholarship, sponsored by the Coca-Cola Scholars Foundation, recognizes 200 Phi Theta Kappa members with awards totaling $200,000. Twenty-five of these scholarships are earmarked for Society members who are active personnel or veterans of the U.S. Military. This year’s recipients were selected by a panel of independent judges from nearly 900 applicants. Coca-Cola Leaders of Promise Scholars are selected based on outstanding academic achievement and demonstrated leadership potential.

**P.A. Boot Camp** - Each year, the Red Rocks physician assistant students undergo an intensive weeklong, hands-on, learning experience. Throughout the week students learn procedural skills including suturing, airway management, lumbar puncture, casting and splinting, wound management, and ultrasound. Additionally, students have the opportunity to perform procedural skills on the cadavers including placing chest tubes, central lines, and joint injections. Students also learn about patient consent, how to speak with patients about the procedure in understandable terms, how to practice safe and sterile technique, and work in teams.

**Transform our own workforce experience.**

- Joan Smith, executive director of RRCC’s Rocky Mountain Education Center, has been nominated as the senior vice president of the Mountain and Plain Regional Chapter of the National Association of Housing and Resource Officers (NAHRO). She was unanimously elected to the position during the NAHRO summer conference in July 2019 and will begin serving the two-year term October 1, 2019. The Mountain Plain chapter represents members from over 30 housing authorities in the six state region, bringing training and other professional development resources to those employed by local housing authorities. Joan will assume the presidency of the chapter in 2021.

- Joan is the first volunteer housing commissioner elected to the post. She was appointed Commissioner of the Metro West Housing Solutions serving Lakewood by the Mayor and City Council of Lakewood in 2002. She served at the national
level of NAHRO on the Commissioner Committee and now serves as curriculum subcommittee chair of the NAHRO Professional Development Committee.

- Joan chaired and hosted the first statewide Leadership Summit for volunteer housing commissioners serving as governing board members in April 2019 at Red Rocks Community College. She will work with the affordable housing community in the Mountain and Plains states to offer similar leadership training as part of her tenure.

**Create education without barriers through transformational partnerships.**

Red Rocks Community College (RRCC) is pleased to announce it will offer the Johns Hopkins University Engineering Innovation Summer Program to motivated high school students for the first time in 2019. Engineering Innovation is an exciting college level summer program for motivated high school students with an aptitude in math and science and an interest in engineering. It is the summer version of a freshman course offered to undecided engineering majors at Johns Hopkins. The semester-long course is condensed into four weeks and is made available to high school students in the summer. In four weeks students complete lab activities in computer/electrical engineering, chemical engineering, materials science, civil engineering, robotics, and mechanical engineering. They also prepare a presentation in response to a Request for Proposal, learn about engineering economics, and write a research paper. They take weekly quizzes and a comprehensive final exam. Students earning an A or B in the course receive three Johns Hopkins college credits. The course was offered at Red Rocks Community College through June and July. Prerequisites are Algebra II, trigonometry, chemistry and/or physics, and experience with a spreadsheet application.

**Stem Expo and Spring Art Show**

We had a great STEM Expo with the largest participation to date. The expo featured 85 poster submissions and multiple talks. The STEM Expo is an undergraduate research symposium, held at the end of each semester. Students submit abstracts to present their work as either a poster or a talk. Students can present projects completed in a class or through grants, such as Honors or the NASA Space Grant program. Trefny Honors and the Science department host this event each semester to provide students with a professional presentation opportunity.
• RRCC is excited that the Johnson Foundation of the Rockies awarded $30,000 to support the Johnson Foundation for the Rockies Scholarship Program at RRCC. From this, 12 students seeking job training or general education with the intent to transfer to a four-year university or college received $2,000 academic scholarships and 12 students pursuing for-credit internship opportunities received $500 scholarships. We are also thrilled for our students who have received scholarships for this upcoming academic year as well! Congratulations to Ashley Dawn Reynolds for winning the Dorothy J. McGowan Memorial Scholarship!

• Camp Ember May 30 - June 2
  Denver West Metro held Camp Ember for the third year in a row. Camp Ember is a partnership between West Metro, the Arvada Fire Department and Red Rocks Community College that is a 4-day, 3-night immersive introduction to the fire service for young women ages 16-18. The camp is located at the West Metro Training Center, where the young women can practice firefighter skills, including hose movement, and working with live fire.

Launch Day of Roxon Workshop - Launch day is here! Arapahoe Community College, Community College of Aurora and Red Rocks Community College sent students to the Rockon workshop at Wallops to learn and train to be the core of our next RockSat-X project. Students saw their experiments loaded into the sounding rocket after a week of testing and building at Wallops. Launch took place on June 20
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

- **Passports:** We have processed over 300 passports since the end of March. Ninety-five percent are from community members.
- **RRCC is officially one of the top two Adventure programs in the US!** We made it to the final bracket, against Colorado Mountain College.

**Lakewood Welcome Day** - The Lakewood Campus had their Welcome Day in the Great Hall, providing students the opportunity to speak to staff and faculty regarding which services are open for the summer, where they are currently located, and where they will be once the dust settles. Students also received free pancakes courtesy of Student Life and were encouraged to participate in a scavenger hunt to enter to win a $500.00 tuition voucher.

**Arvada Welcome Day** – The Arvada Campus had their Welcome Day in the Main Hall. New students were able to ask staff and faculty about different services offered on campus, along with information about the different Health Science courses offered at Red Rocks Community College Arvada Campus. Student Life held a cookout for Welcome Day as well.

**Other News**

- **Employee Appreciation Picnic** – Red Rocks Community College recognizes all of the hard work that the faculty, staff, and student workers put in to keeping the college running. In order to show their gratitude, Red Rocks Community College held an Employee Appreciation Picnic. Employees played games while enjoying food provided by Food Services.
Trinidad State Junior College
Report of Activities
June and July 2019
Rhonda M. Epper, Ph.D. President

- **Welcome to Dr. Rhonda M. Epper** – As Dr. Epper began her tenure as our President she has embraced our communities. Campus-wide and community-wide, we are so pleased to welcome her and support her as she ushers in Trinidad State’s next strong chapter. In a recent update, Dr. Epper noted, “As I wrap up my second month on the job as president, I am realizing how fortunate I am to have joined this wonderful institution. Both the Trinidad and Valley campuses have welcomed me with open arms, and both communities have reached out to help me better understand the opportunities and challenges ahead.”

**Transform the student experience.**

- TSJC student & State Student Advisory Representative, Destiny Calderon-Ruiz represented TSJC on a student panel at the CCCS Student Affairs Professionals Summer Conference on June 18. Chancellor Garcia moderated the panel. Over 300 people attended including a dozen TSJC student services staff.

- College 4 Kids – TJSC held four College 4 Kids sessions on each campus with more than 140 kids participating! Sessions included topics like archeology, robotics, biology and cosmetology. In the photo collage below, Mike Sisneros leads the way.
to understanding DNA as one of the learning labs during this summer’s College for Kids; Dr. Epper welcomed the students and Titus dropped by for a photo shoot.

- For three weeks, students from Trinidad State and Otero Junior College conducted an archaeology dig in the canyons east of Trinidad. They found artifacts that are thousands of years old including arrowheads, a stone knife blade, fire starters, corn and grinding stones. The only time this area has been explored by scientists was in 1963. Thanks to the Nature Conservancy and JE Canyon Ranch for the opportunity!

- The TSJC Upward Bound program wrapped up its summer session on July 20. This year over 32 students participated in the intense, but fun residential program.

- In early July, the NJCAA announced the national academic teams for the 2018-19 season. All of the TSJC Women’s teams made the list sporting GPA’s over 3.0 as a team. Volleyball edged Softball out for the top GPA with a team average of 3.55. Softball was a 3.54.
• TSJC also had 43 student athletes earn individual national honors. We had eight student-athletes on the first team (4.0), 12 on the second team (3.8-3.99) and 23 on the third team (3.6-3.79). Trinidad State had 65 athletes named to the region All-Academic Team (GPS over 3.25). Congratulations to our athletes for these outstanding achievements!

• The hat making classes with the Southern Rockies Heritage School at Trinidad State were again very successful. Classes were held on both the Trinidad and the Valley Campuses with full enrollment. Instructor Tom Hirt has been making hats for decades and when asked in 2015 to pass on his hat making skills at a five-day summer class at Trinidad State, Hirt gave it a shot. He continues to teach each year to an ever-growing student following.

Transform our own workforce experience.

• Staff and students alike are excited when steadfast outstanding programs add new equipment. For the fall semester, three new metal lathes in gunsmithing!
Create education without barriers through transformational partnerships.

- Trinidad State’s Rocky Mountain Line School taught the staff at the Philmont Scout Ranch in New Mexico how to climb poles. Scouts learned logging techniques including pole climbing at camp over the summer.

- Evergreen Natural Resources and Las Animas County each donated $5,000 in matching funds when Trinidad State recently received an equal amount from the Colorado Opportunity Scholarship Initiative grants matching program.

- TSJC is actively working with Colorado Parks and Wildlife (CPW) The Nature Conservancy (TNC) and The Trust for Public Land (TPL) to discuss the educational opportunities with the acquisition of the Fisher’s Peak (Crazy French) Ranch.

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

- TSJC has recently been approved by the Colorado Department of Public Health & Environment (CDPHE) to offer the Paramedic program. This program is critical to maintaining quality Emergency Medical care in Colorado, especially for rural communities.
• Thank you to Chancellor Garcia for carving time out of your busy schedule for a well-attended community reception at President Epper’s Home. We appreciate your vision, your support and your passion for students and their success.

• The Trinidad State Summer NRA and Heritage School programs completed eight weeks of classes beginning May 27th and running through July 26th. This summer marked the 42nd anniversary of the Summer NRA Program and the 4th anniversary of the Heritage School. A total of 133 students, 85 from out-of-state and 48 from Colorado took a total of 160 non-credit and 61 credit courses. Twenty-seven cities in Colorado were represented as well as twenty-two other states and five students from Canada. Students taking courses in the Summer NRA Program have the option of taking classes for credit toward the Gunsmithing Technician certificate or Gunsmithing Fine Arts certificate. Three visiting instructors completed EDU250, provided transcripts, and completed the paperwork needed to meet credentialing requirements in order to teach their courses for credit toward a certificate.
SBCCOE

Staff Reports

Academic and Student Affairs
Finance and Administration
Internal Audit
IT and CCCOnline
TRANSFORM THE STUDENT EXPERIENCE

1. Enrollment Update
   a. Summer enrollment at our 13 colleges as of July 31, 2019 and compared to a year ago is down in both headcount and FTE. Overall summer headcount is down 2.68% or -699 students. Overall summer FTE is down 3.82% or -194.03.
   b. Fall enrollment at our 13 colleges as of July 31, 2019 and compared to a year ago is down in both headcount and FTE. Overall fall headcount is down 2.61% or -1,435 students. Overall fall FTE is down 2.14% or -378.24.

2. State Student Advisory Council (SSAC)
   a. SSAC elections for the 2019-2020 academic year are complete and SSAC held its summer retreat in Rangely, CO May 31-June 2. The retreat will include incoming and outgoing members of SSAC, and they will elect new officers and set an agenda for the year.
   b. SSAC held its first meeting of the year in Craig, CO on June 27 where they began identifying their priorities for the year.

3. EAB Navigate Implementation
   a. Overall Functionality – All 13 colleges have now turned on and begun using some functionality in EAB Navigate. Over the next several months, all colleges will be using full EAB Navigate functionality.
   b. Registration Functionality – All pilots and phase 2 colleges are now using registration functionality in EAB. Most are deciding to introduce the functionality to new students rather than try to change the behavior of existing students.
   c. Advising “Campus” Functionality – All colleges are now using the advising functionality in some capacity. This functionality includes scheduling advising appointments, tracking advising notes, and using early alerts.

4. Student Affairs
   a. Created the Student Conduct committee. The committee will start working in August with an ambitious goal to revise the Code of Conduct procedure in fall 2019.
   b. Held the second annual Strategic Recruitment Workshop. Registration increased from 70 participants to 90 participants this year. The workshop focused on strategy and networking across campuses.
   c. Held a retreat for Transfer Articulators, Graduation Processors, and Reverse Transfer folks July 30th at Front Range. CDHE will be present and we will explore ways to build efficiencies and expand the capacity of reverse transfer.
   d. Program and course approval task force is nearing completion and will have recommendations to the Vice Chancellor in August or September. These
recommendations are aimed at decreasing the amount of time it takes for program and curriculum approval.

e. Modified our FERPA policy to include two tiers of to gain flexibility in sharing student data with our partners (Foundations, etc) while adding additional student protections. The policy is currently being reviewed by VPs.

f. The Department of Education (ED) has rescinded all Gainful Employment regulations effective July 1, 2020. As part of this announcement, all institutions were given the option to early implement this rescission. All of the CCCS colleges have elected to early implement. Effective July 1, 2019, CCCS colleges will not be required to comply with the Gainful Employment requirements.

g. Ryan Ross presented to the FRCC advisors at their annual retreat.

h. Landon Pirius presented to the PPCC Student Affairs staff at their summer professional development day.

5. Equity and Inclusion
   a. Ryan Ross attended a faculty and DEI council planning session at NJC. The group is doing some tremendous work and is closing in on a solid direction for their Equity work.
   b. Ryan Ross presented draft Equity plan template to Chancellor and Vice Chancellor.
   c. The Equity and Inclusion Council retreat is scheduled for August 2019
   d. Ryan Ross is working with Dr. Christine McPhail to develop some training opportunities for system and college leadership.

6. Career and Technical Education
   a. The Colorado Career and Technical Student Organizations (CTSOs) had ~1,000 students representing Colorado at national competitions this June-July attending not only competitive events but leadership training to bring back to their peers for the 19-20 school year.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE

1. Student Affairs
   a. The Student Affairs Annual Conference was held on June 18th. There were over 400 conference participants and 9 breakout sessions.
   b. The Vice Presidents of Instruction held their annual retreat in June where they worked on leadership development, developmental education, workforce sector work, and developing priorities for the year.
   c. The Vice Presidents of Student Services held their annual retreat in June where they worked on team building, strategic enrollment management, identifying policy roadblocks, and developing priorities for the year.

2. Academic Affairs
   a. CDHE received a 12M USDOL grant to hire 5,000 apprentices in the healthcare sector, CCCS will be a sub-awardee of 9M dollars.
   b. CCCS will be hosting Apprenticeship Carolina for a ½ workforce summit in August, and to mark the kick-off of the Rapid Response Team.
   c. The new Director of Academic Programs and Curriculum, Victor Vialpando-Nunez began in June 2019. In this role Victor will work with academic leaders regarding curricular initiatives, program design and approval, assessment and accreditation strategies,
transfer and articulation agreements, developmental education implementation, and work-based learning opportunities.

3. Career and Technical Education
   a. Members of the Colorado CTE Team presented the CTE Strategic Plan and Regional Needs Assessment Information at the Colorado Association of Career and Technical Education (CACTE) and Chancellor Garcia served as a keynote speaker to relay the importance of “program quality” as we move forward with the CTE Strategic Plan and Perkins State Plan.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS

1. Career and Technical Education
   a. The Career and Technical Education Team at CCCS presented information about Perkins V and the strategic planning process as well as facilitated questions at the WIOA (federal dollars that support Department of Labor workforce programs) Implementation Team Meeting to other state agency team members of Adult Basic Education at the local workforce centers, Colorado Department of Education, Colorado Workforce Development Council, Department of Human Services, Colorado Department of Labor and Employment, Colorado Office of Economic Development and International Trade, and Colorado Department of Higher Education; these are all required consultation partners in Perkins V.

REDEFINE OUR VALUE PROPOSITION THROUGH ACCESSIBILITY, AFFORDABILITY, QUALITY, ACCOUNTABILITY, RESOURCE DEVELOPMENT, AND OPERATIONAL EXCELLENCE

1. Bachelor of Science in Nursing
   a. ACC began its first cohort of BSN students in summer 2019.
   b. PCC, FRCC, MCC, and PPCC have received approval from the Higher Learning Commission (HLC) to offer the BSN degree. PCC and PPCC will begin offering their BSN program in fall 2019.
   c. TSJC had HLC reviewers on campus in March and April, and are now waiting for a decision from HLC.
   d. CCCS hired an instructional designer and working with subject matter experts to design all 11 course shells in Desire2Learn. Colleges will be able to use those course shells in their RN to BSN programs.
   e. CCCS will work with the VPIs to identify common policy elements (admissions, transfer, handbook, etc) at their August VPI meeting.

2. Career and Technical Education
   a. Through feedback from regional/state level stakeholder meetings and surveys, the Career and Technical Education Team at CCCS has selected Work Based Learning as the Required Program Quality Metric for Secondary CTE Programs for the State Perkins Plan. Additionally, feedback from stakeholders supported the decision to allocate a portion of the “Reserve Fund” in Perkins V to Innovation Grants (this will not impact the Basic Formula level allocation). The current funding split for the percentage allocated to the secondary formula and the post-secondary was reaffirmed by the stakeholders to stay at 60% post-secondary and 40% secondary. Middle School Programs will also maintain current practice eligibility for funding for
approved activities only (such as transportation to job shadowing or professional development for teachers) and not equipment for the program. For Program Approval, Perkins V legislation indicates that a program concentrator must complete “two courses”, however, the state must define a “course”. Colorado CTE will be using the following definition for course; a course will be defined as one hour of time on a student’s transcript, traditionally a Carnegie Unit. For a student to be a program concentrator, they will need two courses on their transcript that equate to two hours or two Carnegie Units. All of the decisions that are outlined above and in the Perkin V State Plan will be open for public comment in the fall.
Vice Chancellor for Finance and Administration
Budget – Controller – Lowry

AUGUST 14, 2019

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

- Closed period 12/quarter 4 and completing our intense review of the year-end variance analysis and remaining entries for our final accrual period for FY19.

- Preparing and proofing a draft of the preliminary statements for the refunding of the remaining BABs bonds to be conducted in August/September 2019 due to favorable interest rate changes and resulting savings for these long-term issuances.

- Developing a model for the CCCS Online Working Group to use to test assumptions for modeling online tuition rates versus face-to-face tuition rates and the estimated impacts on enrollment.

- Monitoring the work of the Funding Formula Working Group at the Colorado Commission on Higher Education. The Working Group is looking at updating the funding formula that allocates state appropriations to higher education governing boards. Participated in a joint CEO/CFO meeting to discuss the Working Group’s preliminary model components and outputs.

- Implementing DocuSign, which will allow electronic review and signature on contracts and other agreements.
DEPARTMENT OF INTERNAL AUDIT

COLORADO COMMUNITY COLLEGE SYSTEM

Report as of July 29, 2019

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

Internal Audit contributes to Key Strategies through evaluating business risks, monitoring business activities, and providing feedback on the effectiveness of internal controls, which supports effective stewardship of resources.

Finance Audits

Audits over Clery Act compliance at the community colleges are in process. Audits are planned at six colleges. The department is reviewing aspects of compliance with the Clery Act including determining Clery geography, issuing immediate and timely notifications, and accuracy of the Annual Security Report. Three audits, at Arapahoe Community College, Lamar Community College and the Community College of Aurora, are complete. The fourth audit, at Northeastern Junior College, is wrapping up. The fifth audit, at Otero Junior College, is in process. The last audit, at Colorado Northwestern Community College, will begin in late August.

Audits over the accounts receivable process at the community colleges are complete. Internal Audit is following up on the colleges’ corrective actions identified in these audits.

Fiscal Year 2019 quarterly monitoring is in process. Monitoring over the second quarter, focused on travel card transactions, is wrapping-up. Monitoring over the third quarter is in process and focused on ensuring overdue student accounts receivable were sent to collections timely.

Six Career and Technical Act audits over reported costs and student full-time equivalents at school districts in Fiscal Year 2018 are planned. Four audits are complete and two audits are wrapping up.

The annual entity-wide risk assessment is in process. Internal Audit met with eleven functional groups across the System to update top risks and risk owners to update risk mitigation plans.
Monitoring

Monitoring contributes to Key Strategies by working with our colleges and secondary institutions to ensure instructor credentials are current, program completion is accurately reported, and equipment purchased with federal dollars is used for CTE student learning. In addition, ensuring access to facilities for students with protected status in work-based learning programs, financial aid, and CTE programs improves opportunities for those students.

Monitoring related to Office for Civil Rights reviews involves examining district or college documentation and facilities to ensure compliance with federal Civil Rights regulations (Title VI, Title II (ADA), Section 504 and Title IX).

The Biennial Report, which includes all monitoring activities over the last two years, was submitted to the Federal Department of Education Office for Civil Rights. Voluntary compliance plans detailing the steps needed to become compliant are being negotiated with one district. Follow-up on previous voluntary compliance plans is ongoing with several districts and postsecondary institutions. Internal Audit is preparing a Targeting Plan for the Federal Department of Education Office for Civil Rights detailing selection criteria for monitoring reviews that will occur from 2019 through 2021. The report is due on September 1, 2019.
Developing an End-User Training Plan with System Student Affairs

Changes in key personnel at the colleges happens on an on-going basis. Often the new hire does not have an opportunity for cross-training with the person they are replacing. Sometimes an entire department turns over within a short timeframe and no one is left to provide training for the new hires.

System Student Affairs and CCCS-IT have received quite a bit of feedback and requests for end-user training through the VP Council and various functional user groups (e.g. Registrars, Financial Aid Directors, Recruitment Directors, etc.). CCCS-IT often becomes aware that personnel changes have occurred at a college due to the increased number of Help Desk tickets being opened requesting assistance with understanding business processes and procedures. Neither System Student Affairs nor CCCS-IT are staffed to provide end-user training for the colleges, particularly on an on-going basis.

CCCS-IT has an annual consulting budget to bring in Ellucian consultants to assist with CRM Recruit and training on all Banner-related products. However, these consulting engagements have in the recent past required a three-day commitment from college personnel and are limited to two participants per college. The rural colleges incur significant loss of time in the office, travel, lodging and related expenses in order to have their staff participate in these trainings. In one year, CCCS-IT brought in an Ellucian consultant seven times to provide CRM Recruit training at the request of the colleges. These trainings were well-attended, the feedback was very positive, and yet many of the colleges have indicated they need more assistance.

CCCS-IT and System Student Affairs have discussed the training needs of the colleges and are working together on several approaches to providing training:

- CCCS-IT has worked out an agreement with Ellucian to schedule and provide brief (2-3 hour) trainings on topics to be determined by the functional groups. These trainings are provided via WebEx and are recorded so that they are available as a reference to those who joined the meeting, as well as those who were not able to join the meeting. WebEx allows for an unlimited number of participants from each college. Topics thus far include the following:
  - Banner Document Management (BDM) – Scanning and Indexing
  - DegreeWorks - Scribe
  - CRM Recruit (topics have been identified by the Recruitment Directors and scheduling the top priority sessions is in progress)
- Developing an annual training plan that can be shared with the colleges at the beginning of each Fiscal Year, so the colleges can plan. Areas discussed thus far include:
  - Banner Document Management – beginner training (targeted for new users)
  - DegreeWorks – beginner training (targeted for new users)
  - DegreeWorks – advanced training (targeted for more advanced users)
  - CRM Recruit – beginner training (targeted for new users)
  - CRM Recruit – advanced training (targeted for more advanced users)
- CCCS-IT has worked out a process for all CRM Recruit users to gain access to the Ellucian On-Demand Subscription Library (ODSL). This Library contains more than one hundred brief
recorded trainings on topics that are applicable to CRM Recruit. End-users who have access can log in and view these trainings at any time.

- CCCS-IT has worked with individual colleges and Ellucian to provide a one-day, onsite training and consulting engagement with the college and an Ellucian CRM Recruit Consultant. Thus far, three colleges who had all new hires in their Recruitment Offices, have benefitted from this support: MCC, CNCC and RRCC. Feedback from these colleges has been very positive.
- The Recruitment Directors have begun hosting a brief training each month after their monthly meeting. The meeting and training are held at CCCS-IT. We are working to determine an optimal approach for recording these trainings.

While there is still much work to do to address the training needs of the colleges, we believe this work is a positive step in the right direction. CCCS-IT is currently exploring options for storing the recorded sessions in one place that can be readily accessible to end-users.