

Recipient: Community College Of Denver

Grant Number: TC-22506-11-60-A-8

Quarter Ending: Jun 30, 2012

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**Quarterly Narrative Progress Report  
Trade Adjustment Assistance Community College and Career Training  
(TAACCCT) Grants**

**Project Name:**

The Colorado Online Energy Training Consortium

**Grant Number:**

TC-22506-11-60-A-8

**Award Year:**

2011

**Report Quarter Ending:**

June 30, 2012

**Date of Submission:**

Not submitted

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**A. Summary of Grant Activities**

This quarter information interviews with colleges and stakeholders were done by our evaluation team. Career coach training and contextualization training for energy colleges both took place this quarter. Comparison cohort design processes for the project were developed - these will be different between colleges and between projects. Career coach student case file instrument was designed and feedback was solicited from colleges. Colleges continued to bring grant staff on board. Several are already experiencing staff turnover and are searching for replacement personnel. Coaches are reaching out to WF, GED, program graduates, and non-credit programs to bring students into energy programs and redesigned DE courses. WF liaisons in some regions are meeting with local employers to discuss training needs, employment outlook, hiring, and exploration of additional internship and job placement opportunities for students from energy programs. Some energy colleges are concentrating efforts to strengthen relationships with industry partners. Faculty are working with industry experts to update curriculum. Both RRCC and PCC have made significant progress on their mobile learning labs. Colleges are beginning to solidify DE redesign plans. The developmental education task force (DETF) met three times this quarter and their recommendations will likely be integration of ENG and REA into a single semester course (for lowest level students) and as single credit corequisite courses where students are identified to

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struggle with college content. And in MAT single semester pathways in AAS track, statistics/liberal arts math, and possibly 2 semesters for the longest STEM track. In math delivery options for new content may be modular, traditional, online, hybrid. A number of colleges have set up My Foundations Lab or NROC as an online method for students to prepare for our placement exam, the Accuplacer. And at CCD NROC is being used for 3 courses. Coaches are reaching out to students to make them aware of their acceleration options in DE.

## **B. Status Update on Leveraged Resources**

**Provide an update on the organizations that contributed the resources:**

- CCA grant funds - Walmart grant funds - Southern Colorado workforce center - Pikes Peak workforce center - Pearson - Arapahoe Douglas Workforce center - MCC combined resources

**Provide an update on the ways in which the resources were used during the current quarter:**

- CCA grant funds were used to train FastStart faculty at CCD on Digital Storytelling - Walmart grant funds are being used to produce a CCD FastStart faculty collective about the philosophy and practices for both external and internal audiences - TSJC received support from the Southern Colorado workforce center and the Pikes Peak workforce center - ACC received support from Pearson, and Arapahoe Douglas Workforce center - MCC has combined resources used to support the Student Support Center with resources from this grant. The SSC will be moved to a different location expanding its services to work with DE students and online/hybrid energy students

**Comments:**

none

**During this quarter, did you receive any additional leveraged resources beyond what is listed in your statement of work?**

Yes

### **C. Status Update on Employer(s) Involvement**

**Discuss how the required employer(s) has been involved during the current phase of the project.**

Recruitment of employers and industry leaders as advisory committee members, for curriculum design, and to solicit support with internships and student job placements. The first advisory committee meeting of the year usually takes place in September. During summer months faculty are usually off contract and not working with industry members.

**Outline specific roles and contributions of the employer(s) during this quarter.**

TSJC - Employers have attended advisory committee meetings and campus events (RMLS Job Fair, BBQ, and Line School Rodeos, & the TSJC Spring Fest). Industry supporters have also volunteered their time to serve as guest speakers and have completed informational interviews with students. FRCC - May advisory meeting. WF liaison met with representatives from Anheuser-Busch, Metal Container Corporation, Wolf Robotics, Platte River Power Authority, and AECOM.

**Identify any challenges encountered/resolved in the development and management of the employer involvement.**

Employers are opening up to the idea of internship positions as a pre-screening and development tool. We hope this will help us overcome a shortage in the variety and number of internship

opportunities available to students in the CET program.

**Discuss new employers and commitments that may have been added to support the project.**

Pure Logic Clean Energy will be creating an internship opportunity for our students starting this fall. In May, an internship opportunity was posted for Ascent Solar, but none of the students applied (likely due to the location relative to where most students live). Three other internships were posted during this quarter at HP, IBM, and Navigant but they don't represent a partnership per se.

**Comments:**

While all of the answers below are "yes" they are not a yes for every energy college. Some have mixed responses.

**Have you had any consultation or advisory meetings with business or employer partners during this quarter?**

Yes

**Were there any direct hires of program of study completers by employer partners during this quarter?**

Yes

**Were internships or other work-based learning opportunities posted during this quarter?**

Yes

**Did you acquire any additional employer partners during this quarter?**

Yes

**D. Timeline for Grant Activities and Deliverables**

**General Comments:**

In Year 1, FRC-TEC Partner Colleges have identified programs for technology enhancement and established a tentative timeline for restructuring these programs. The Partners have also compiled an initial list of Program Managers and Content Experts (CEs), and have divided them into Working Groups responsible for planning and implementing online course development. Working Groups that have met have identified targeted programs of study to be developed and have submitted or shared course outlines. Once program courses are agreed to, CEs will work with Instructional Designers to begin developing courses in online or hybrid format following the model course design presented by the Lead College. Restructured courses will be offered to students by Fall 2012. Institutions planning to purchase equipment have begun the bid process.

**How many programs are you planning to offer?**

27

**As of this quarter, how many programs have you launched to date?**

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**Activity ID:** 1

**Status:** Ongoing

**Activity Type:** Activity

**Project Goal:** Strategy 1.1 Activity 1

**Narrative:** Redesign developmental education

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2014

**Actual Start:** 10/07/2011

**Actual End:**

**Notes:** No Notes Recorded for this Activity.

---

**Activity ID:** 2

**Status:** Ongoing

**Activity Type:** Activity

**Project Goal:** Strategy 1.1 Activity 2

**Narrative:** Develop alternative assessments and targeted remediation modules

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2014

**Actual Start:** 10/07/2011

**Actual End:**

**Notes:** No Notes Recorded for this Activity.

---

**Activity ID:** 3

**Status:** Ongoing

**Activity Type:** Activity

**Project Goal:** Strategy 1.2 Activity 1

**Narrative:** Pilot the use of OER developmental math courses

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:** 01/06/2012

**Actual End:**

**Notes:** 06/06/2012: CCD project

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**Activity ID:** 4

**Status:** Ongoing

**Activity Type:** Activity

**Project Goal:** Strategy 2.1 Activity 1

**Narrative:** Personalized guidance

**Expected Start:** 10/01/2011

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**Expected End:** 09/30/2014

**Actual Start:** 01/06/2012

**Actual End:**

**Notes:** No Notes Recorded for this Activity.

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**Activity ID:** 5

**Status:** Not Yet Started

**Activity Type:** Activity

**Project Goal:** Strategy 2.1 Activity 2

**Narrative:** Develop statewide Energy Career Website

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2014

**Actual Start:**

**Actual End:**

**Notes:** 06/06/2012: We have been meeting with <https://secure.collegeincolorado.org/> to make an energy hub but have not started the contract.

---

**Activity ID:** 6

**Status:** Not Yet Started

**Activity Type:** Activity

**Project Goal:** Strategy 2.1 Activity 3

**Narrative:** Dev systemic processes for identifying & referring students from workforce ctrs to training programs

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2014

**Actual Start:**

**Actual End:**

**Notes:** 06/06/2012: Our partnership with workforce has been a significant delay on this project. June 2012 is when the contract for services was finally executed and we will wait on CDLE until Sept for complete expenditure authorizations.

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**Activity ID:** 7

**Status:** Ongoing

**Activity Type:** Activity

**Project Goal:** Strategy 2.1 Activity 4

**Narrative:** Create internships and place students

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2014

**Actual Start:** 10/07/2011

**Actual End:**

**Notes:** No Notes Recorded for this Activity.

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**Activity ID:** 8

**Status:** Ongoing

**Activity Type:** Activity

**Project Goal:** Strategy 3.1 Activity 1

**Narrative:** Build online/hybrid stackable short-term certs & assoc degree programs that lead to career pathways

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2014

**Actual Start:** 10/01/2011

**Actual End:**

**Notes:** No Notes Recorded for this Activity.

---

**Activity ID:** 9

**Status:** Ongoing

**Activity Type:** Activity

**Project Goal:** Strategy 4.1 Activity 1

**Narrative:** Develop hybrid and online training courses

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2014

**Actual Start:** 10/01/2011

**Actual End:**

**Notes:** No Notes Recorded for this Activity.

---

**Activity ID:** 10

**Status:** Ongoing

**Activity Type:** Activity

**Project Goal:** Strategy 4.1 Activity 2

**Narrative:** Use OER resources where available

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2014

**Actual Start:** 10/01/2011

**Actual End:**

**Notes:** No Notes Recorded for this Activity.

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**Activity ID:** 11

**Status:** Ongoing

**Activity Type:** Activity

**Project Goal:** Strategy 4.2 Activity 1

**Narrative:** Develop and deploy mobile labs for hands-on training



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**Expected Start:** 10/01/2011

**Expected End:** 09/30/2014

**Actual Start:** 01/01/2012

**Actual End:**

**Notes:** No Notes Recorded for this Activity.

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**Deliverable ID:** 1

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 1.1 Deliverable 1

**Narrative:** Revised DE programs

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:** 10/07/2011

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 2

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 1.1 Deliverable 2

**Narrative:** Contextualized curriculum

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:** 01/01/2012

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 3

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 1.1 Deliverable 3

**Narrative:** Accelerated curriculum

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:** 01/01/2012

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 4

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 1.1 Deliverable 4

**Narrative:** modularized curriculum

**Expected Start:** 10/01/2011

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**Expected End:** 09/30/2012

**Actual Start:** 01/01/2012

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 5

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 1.1 Deliverable 5

**Narrative:** Alternative assessments

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:** 01/01/2012

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 6

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 1.1 Deliverable 6

**Narrative:** students complete or test out of DE

**Expected Start:** 10/01/2012

**Expected End:** 09/30/2014

**Actual Start:** 10/01/2011

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 7

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 1.2 Deliverable 1

**Narrative:** Intro algebra pilot tested at CCD

**Expected Start:** 10/01/2011

**Expected End:** 06/30/2012

**Actual Start:** 01/01/2012

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

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**Deliverable ID:** 8

**Status:** Not Yet Started

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**Deliverable Type:** Deliverable

**Project Goal:** Strategy 1.2 Deliverable 2

**Narrative:** pilot test results are evaluated

**Expected Start:** 10/01/2011

**Expected End:** 06/30/2012

**Actual Start:**

**Actual End:**

**Notes:** 06/06/2012: The first course using NROC OER ran Spring 2012. Results have not yet come in.

---

**Deliverable ID:** 9

**Status:** Not Yet Started

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 2.1 Deliverable 1

**Narrative:** CDLE develops processes with workforce centers. Students receive guidance from Career Coach.

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:**

**Actual End:**

**Notes:** 06/06/2012: While coaches are working with students. There is no formal process developed with CDLE. Workforce centers have not submitted expenditure authorizations to CDLE and aren't expected to until September 2012. This has slowed work in this area.

---

**Deliverable ID:** 10

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 2.1 Deliverable 2

**Narrative:** Implementation of revised student success courses

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:** 10/01/2011

**Actual End:**

**Notes:** 06/06/2012: several colleges are running AAA courses in conjunction with DE offerings. As data are available we will use it to make decisions about course implementation to scale.

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**Deliverable ID:** 11

**Status:** Not Yet Started

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 2.1 Deliverable 3

**Narrative:** Statewide Energy Career website is launched

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**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:**

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 12

**Status:** Not Yet Started

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 2.1 Deliverable 4

**Narrative:** COETC students persist at higher rate than cohort

**Expected Start:** 10/01/2012

**Expected End:** 09/30/2013

**Actual Start:**

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 13

**Status:** Not Yet Started

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 2.1 Deliverable 5

**Narrative:** COETC students graduate at faster rate than cohort

**Expected Start:** 10/01/2013

**Expected End:** 09/30/2014

**Actual Start:**

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 14

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 3.1 Deliverable 1

**Narrative:** Energy program content advised by employers and content experts

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:** 10/01/2011

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

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**Deliverable ID:** 15

**Status:** Not Yet Started

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**Deliverable Type:** Deliverable

**Project Goal:** Strategy 3.1 Deliverable 2

**Narrative:** Referral system in place between WF Centers and colleges

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:**

**Actual End:**

**Notes:** 06/06/2012: No contract with CDLE during Q1 2012.

---

**Deliverable ID:** 16

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 3.1 Deliverable 3

**Narrative:** Job + internship placements

**Expected Start:** 10/01/2012

**Expected End:** 09/30/2013

**Actual Start:** 10/01/2011

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 17

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 3.1 Deliverable 4

**Narrative:** Continued placement and feedback from employers

**Expected Start:** 10/01/2013

**Expected End:** 09/30/2014

**Actual Start:** 10/01/2011

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 18

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 4.1 Deliverable 1

**Narrative:** Energy courses designed/developed

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:** 10/01/2011

**Actual End:**

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**Notes:** 06/06/2012: Content is developed. We are in the process of getting that content in online and hybrid formats.

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**Deliverable ID:** 19

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 4.1 Deliverable 2

**Narrative:** OER content integrated into courses

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:** 10/07/2011

**Actual End:**

**Notes:** 06/06/2012: Where available.

---

**Deliverable ID:** 20

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 4.1 Deliverable 3

**Narrative:** Students are enrolled in energy programs

**Expected Start:** 10/01/2012

**Expected End:** 09/30/2013

**Actual Start:** 01/01/2012

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 21

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 4.1 Deliverable 4

**Narrative:** Students graduate from energy programs

**Expected Start:** 10/01/2013

**Expected End:** 09/30/2014

**Actual Start:** 01/01/2012

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

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**Deliverable ID:** 22

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 4.1 Deliverable 5

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**Narrative:** Colleges capacity for online delivery is strengthened

**Expected Start:** 10/01/2013

**Expected End:** 09/30/2014

**Actual Start:** 01/01/2012

**Actual End:**

**Notes:** No Notes Recorded for this Deliverable

---

**Deliverable ID:** 23

**Status:** Ongoing

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 4.2 Deliverable 1

**Narrative:** Mobile Lab equipment ordered, labs built and ready

**Expected Start:** 10/01/2011

**Expected End:** 09/30/2012

**Actual Start:** 03/31/2012

**Actual End:**

**Notes:** 06/06/2012: Equipment approval happened in March 2012 pushing back the speed on this deliverable.

---

**Deliverable ID:** 24

**Status:** Not Yet Started

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 4.2 Deliverable 2

**Narrative:** Mobile Labs are serving students statewide

**Expected Start:** 10/01/2012

**Expected End:** 09/30/2013

**Actual Start:**

**Actual End:**

**Notes:** 06/06/2012: delay in equipment approval delayed ordering and building of these labs.

---

**Deliverable ID:** 25

**Status:** Not Yet Started

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 4.2 Deliverable 3

**Narrative:** Colleges capacity to deliver hands-on training at a distance is strengthened

**Expected Start:** 10/01/2013

**Expected End:** 09/30/2014

**Actual Start:**

**Actual End:**

**Notes:** 06/06/2012: Until courses are online and hybrid this activity will remain not yet started.



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## **E. Status of Progress and Implementation Measures**

**Strategy:** Redesign developmental education. Develop alternative assessments and targeted remediation modules.

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**Progress Measure 1 for Strategy 1:** Time to completion for students in DE (based on levels of remedial need). 2,400 students will be served by new dev. Ed. Curriculum

**Progress to Date:** 10%

**Grantee Self Assessment:** On Track

**Qualitative Description:** All colleges are participating in the DETF and working to change policy surrounding this redesign. Each college is piloting some redesign efforts but scale will be the ultimate goal.

---

**Progress Measure 2 for Strategy 1:** Number of students who complete their required developmental sequence or alternative assessments & curriculum successfully: Yr 1 65% will demonstrate basic skill competency; yr 2 70%; yr 3 75% (1800).

**Progress to Date:** 0%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Our data on this measure won't make sense until after we completely implement the DE redesign.

---

**Progress Measure 3 for Strategy 1:** Students who complete gatekeeper college-level English and math. 61% overall CCCS remedial pass rate

**Progress to Date:** 0%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Again, until after DETF implementation these measures won't make sense.

---

**Implementation Measure 1 for Strategy 1:** Fifteen developmental programs redesigned.

**Progress to Date:** 10%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Each college has some project ongoing that fits this measure. Once policy work is complete in Feb 2013 we will be able to move faster on this strategy.

---

**Implementation Measure 2 for Strategy 1:** Number of students enrolled in redesigned developmental courses. 2400 students served by DE curriculum; 4000 career services; 2000 served by career coaches

**Progress to Date:** 10%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Until DETF work is complete this outcome will lag.

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**Strategy:** Pilot the use of OER developmental math courses

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**Progress Measure 1 for Strategy 2:** Number and percentage of students who complete OER developmental math courses. 61% overall CCCS remedial pass rate including in OER courses.

**Progress to Date:** 30%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Students are enrolled in OER course at CCD Spring 2012. Outcomes will help us make decisions about future courses.

---

**Progress Measure 2 for Strategy 2:** Time to completion in OER developmental math courses compared to standard developmental math courses.

**Progress to Date:** 10%

**Grantee Self Assessment:** On Track

**Qualitative Description:** CCD liked the NROC pilot they ran in Spring 12. They are working to train more faculty on the use of NROC as a tool for courses. With more student data we'll be able to make more comparisons about this OER tool.

---

**Implementation Measure 1 for Strategy 2:** Faculty trained to effectively teach these courses

**Progress to Date:** 1%

**Grantee Self Assessment:** On Track

**Qualitative Description:** training is happening for 7 more faculty people in NROC.

---

**Implementation Measure 2 for Strategy 2:** One college implementing this course format

**Progress to Date:** 100%

**Grantee Self Assessment:** On Track

**Qualitative Description:** CCD is implementing this course format

**Strategy:** Personalized guidance via career coaches, intrusive advising, early warning systems, student success courses

---

**Progress Measure 1 for Strategy 3:** Number and percentage of students who enroll in consecutive semesters. 2106 students served in Energy

**Progress to Date:** 5%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

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**Progress Measure 2 for Strategy 3:** Number of students who complete 9 credits in a program of study (concentrators). 549 total number of students who earn a degree during the period of performance.

2500 students use services

**Progress to Date:** 5%

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**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

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**Progress Measure 3 for Strategy 3:** Number and percentage of students using these services; type of services provided. 2500 students use services provided by CLDE.

**Progress to Date:** 1%

**Grantee Self Assessment:** Behind Schedule

**Qualitative Description:** No contract with CDLE has significantly delayed progress. We have a contract in place and now CDLE has an internal process to create expenditure authorizations.

---

**Progress Measure 4 for Strategy 3:** Number of certificates and degrees completed annually. 1579 certificates or degrees earned over the life of the project.

**Progress to Date:** 5%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

---

**Progress Measure 5 for Strategy 3:** Student satisfaction with these services - more than 50% students reporting satisfied or extremely satisfied with service

**Progress to Date:** 5%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

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**Implementation Measure 1 for Strategy 3:** 15 career coaches hired

**Progress to Date:** 86%

**Grantee Self Assessment:** Behind Schedule

**Qualitative Description:** 13 of 15 hired

---

**Implementation Measure 2 for Strategy 3:** Implementation of early warnings systems (via LMS for online programs, Career Coach monitoring)

**Progress to Date:** 5%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

**Strategy:** Build online and hybrid flexible, stackable short-term certificates and associate degree programs that lead to employment/advancement in Energy careers.

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**Progress Measure 1 for Strategy 4:** Job placement - 300 TAA students placed in energy positions

**Progress to Date:** 1%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

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**Progress Measure 2 for Strategy 4:** Wages of students after placement - target wages \$23/hour

**Progress to Date:** 0%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

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**Progress Measure 3 for Strategy 4:** Number of students enrolled in Energy programs. 2106 students served in energy programs.

**Progress to Date:** 0%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

---

**Implementation Measure 1 for Strategy 4:** 1500 Career Readiness Certification tests administered and completed through workforce centers

**Progress to Date:** 0%

**Grantee Self Assessment:** Behind Schedule

**Qualitative Description:** I'm not entirely certain this will still happen with the workforce centers. Once the EA's come in to CDLE in September I will have a better idea of what they are willing to contribute.

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**Implementation Measure 2 for Strategy 4:** Role of Industry in creation of energy courses

**Progress to Date:** 80%

**Grantee Self Assessment:** Ahead of Schedule

**Qualitative Description:** This is going well in several colleges. We do have two programs that lost key faculty this term. However their curricula is still informed by the industry partnerships they have in place.

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**Implementation Measure 3 for Strategy 4:** 1000 internship and work placement agreements created and students placed.

**Progress to Date:** 0%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

**Strategy:** Develop hybrid and online training courses and use OER resources where available; and mobile labs for hands-on training

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**Progress Measure 1 for Strategy 5:** 2106 students enrolled in online, hybrid, and mobile lab programs

**Progress to Date:** 0%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

Recipient: Community College Of Denver

Grant Number: TC-22506-11-60-A-8

Quarter Ending: Jun 30, 2012

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**Progress Measure 2 for Strategy 5:** 565 students who master technology taught in mobile labs

**Progress to Date:** 0%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Year one in energy was focused on course development/design

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**Implementation Measure 1 for Strategy 5:** Seven online and hybrid programs developed with and without OER resources

**Progress to Date:** 5%

**Grantee Self Assessment:** Behind Schedule

**Qualitative Description:** Courses in programs are going to be online and hybrid. Academic courses (i.e. intro to business) that may be required for program completion at the AA or AAS level may not be available online/hybrid. Courses at each college are being developed with varying roll out schedules for the upcoming year.

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**Implementation Measure 2 for Strategy 5:** Three mobile lab programs

**Progress to Date:** 30%

**Grantee Self Assessment:** Behind Schedule

**Qualitative Description:** Only behind because we didn't order equipment until March. The mobile lab project is moving along well.

## F. Key Issues and Technical Assistance Needs

Title	Description
Comparison cohorts	The cohorts we can create are not uniform, i.e. for one DE program we have a good match (same school, semester, class - different class formats). But at others we don't have a good match (new energy program, no comparable programs, or students in a similar program in the state).
"Activities and Deliverables"	I can't update the "Activities and Deliverables" section of this report. It has data from another consortium in it.
Report timing	The schedule we are being asked to report on is not consistent with a school schedule. Any quarterly reports submitted mid-semester are going to look exactly like the prior quarter report. Because we only get updated data at the end of term.
staff losses	We don't need assistance on this one but staffing has been and will likely continue to be a key issue for our project. Particularly at small, rural schools the loss of a single, skilled person is a hard one to absorb.

## G. Best Practices, Promising New Strategies and Success Stories

### Best Practices and Promising New Strategies

#### 1 TSJC math apprenticeship

The instructor for the Rocky Mountain Line Tech Program, is trained with the online math certification that is needed for the RMLT program. He is trained through the University of Tennessee for the National Joint Apprenticeship and Training Committee (NJATC). He will be working with the ID during the fall semester to build our own math portion of the program that will be put online.

#### 2 TSJC moved the program

The RMLT program moved to PPCC property. By doing this we hope students will pursue their general education courses and complete their degree, rather than just pursuing the certificate.

### Success Stories

#### 1 PCC mine support

PCC found a strong support partner in Price Mine Services with expertise in Oil, Gas and Mining Industry and terrific link to area employers.

#### 2 CCA coaching

Our Career Coach had a first-year student who dropped REA 090 during the summer semester. Because REA 076 is a co-requisite for Psychology 101, this student was able to register for REA 076 and PSY 101 for the fall, rather than having to re-take REA 090 and wait a full semester before he could move on to psychology.

#### **H. Additional Outcome Information**

This is the information I want to enter under "Activities and Deliverables" Redesign of developmental education is happening through policy recommendations from the developmental education task force (DETF). This group will complete their work in Feb 12 leaving colleges the rest of the 2012 year to train faculty on new models and to implement changes needed to scale new models for delivery. Including multiple measures at placement, additional supports with college coursework, modular curriculum, accelerated/compressed curriculum, and contextualized curriculum. In energy, year one was used to create hybrid and online courses and in years 2-3 courses will be rolled out for students. At the ..