

Recipient: Community College Of Denver

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

Quarter Ending: 09/30/2014

**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:

09/30/2014

Date of Submission:

11/12/2014

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A. Annual Summary for Grant Activities

The eight colleges whose focus was developmental education redesign completed the implementation of the new courses and of the support services for those new courses. Summer 2014 CCA offered both that the CCR and MAT classes. They continued training sessions for adjunct faculty. CCD, CNCC and ACC completed the Statewide Redesign in English and math fully during the fall 2014 semester. ACC also provided additional training for faculty/staff and students so that everyone is aware of the choices to complete faster. CCD transitioned all students who had worked with the career Coach to an advisor. OJC opened its Math Center that offers centralized tutoring for math by academic coaches and faculty and embedded the Language Arts coach in CCR courses. The Math Center is averaging at 250 students per week. OJC has also offered the CCR 093 course with BIO 111. PPCC completed the CCR 092 course and ran that course for the first time; they also finished the math modules for fall and trained instructors to use the modules. LCC and MCC activities focused on institutionalizing procedures developed during the grant period to be sure students would still be served. The seven colleges whose focus was both developmental education and energy completed the implementation of the redesign and prepared for the one year extension. At Aims the Career Coach closed out ESCF. FRCC completed the Power Plant Lab and will host an Open House on November 18. CMC continues to offer both redesigned energy and developmental

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education courses and to take their mobile lab into the community, both at other colleges and at industry sites. All WQM courses at RRCC were offered as hybrid/online. Working with CRWA, they also prepared 5 grant funded non-credit courses; many participants will apply for PLA. The CC taught "Bring Your A-Game to Work" workshop for students in WQM 100, 124, 125 and open to all WQM students. MAT 050/055 were offered fall 2014. PCC conducted 15 Energy Courses, continued their on-going partnerships with WFCs and their Energy hybrid training, and deployed MLL to other colleges and to industry sites. The NJC Wind program started its fall semester with 19 new students. The dev ed classes are in their 2nd full semester. TSJC supported faculty with D2L training and updated Quality Matters certificate with newly released QM rubric.

B. Status Update on Leveraged Resources

Provide an update on the organizations that contributed the resources:

All consortia colleges continue to support programs and initiatives of grant with personnel, faculty, office space, training, and IT support. Other colleges continue to receive donations from industry. Encana donated well head training equipment to Aims; industry partners donated materials and hardware for student usage in TSJC Linemen Tech Program. At ACC over 80 students received up to 4,000 dollars to complete the final two semesters of their degree. RRCC continues to use NSF funds.

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

ACC received Workforce grants for over 80 healthcare and IT students initiated by the career coach over the course of the grant for over \$ 100,000. In the fall of 2013, over 80 students received workforce funding at up to \$ 4,000. per student. The NSF fund at RRCC supported the WQM website and training opportunities for local water quality industries. They also hosted an industry summit to assess needs to offer a BAS. Representatives from CDPHE, area operators, consultants, and representatives from regulatory agencies attended.

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.

EnCana donated equipment and labor to help build a Well-Site trainer at Aims. Aims is partnering with industry partners to recruit veterans into the program. FRCC works on outreach to employers and held EMET Advisory Board meeting in August 2014. RRCC WQM Instructors are FT industry employees. CMC partners advise the staff on curriculum and training needs. TSJC employers provide hardware donations and input. PCC worked with Lisbon Mine and GCC Energy to schedule additional training classes.

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

RRCC employers assisted with teaching the free noncredit courses in July and September. Employers participated in an industry summit in July to discuss and assess needs for the development of a Bachelor's of Applied Science in Water Resources Management. TSJC employer partners provided input on future educational needs of future employees.

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

Because CMC lost its CC in June, found it hard to track employer involvement. Faculty and staff have worked with industry partners to enhance the educational experiences of students. The WQM instructors at RRCC have limited time availability due to full time industry jobs. The EWDD Operations Coordinator staffed at SCCC (Durango/Mancos) has been instrumental in re-establishing relationships with Energy employers in Southwest Colorado for PCC.

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

At RRCC new employers taught summer and fall online and hybrid courses as well as free noncredit courses and participated in the summit to discuss BAS. The PCC team reconnected with the Southwest Workforce Center on on-going opportunities to partner to provide training for job seekers.

Comments:

At Aims EnCana, Northern Plains Trucking and T&M Specialties donated the well-site equipment, manpower, and resources to set-up the well-site trainer at Ft. Lupton. FRCC Machining Steering Committee contributed curriculum development, job placement and technical support. EMET has good employer involvement on advisory board, as well as one-on-one involvement as FRCC expands network to place students. CMC Industry partners help develop and maintain the quality of the Integrated Energy Program. TSJC Partnering employers are involved in the line tech program offering assistance and donations to the program. NJC has weekly contact with industry managers who suggest improvements to program.

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:

All the consortia colleges fully implemented the redesign developmental courses by fall 2014. CNCC provided tutors for dev ed students, training for dev ed faculty and expanded the CC outreach. OJC institutionalized the CC position. That salary is funded entirely by general fund as of Oct. 1. CCA offered the CCR 093 course in fall 2014. LCC entered the second year of full redesigned dev. ed. course implementation thus completing all activities for the TAA grant. All redesigned DE courses were fully implemented at MCC, and they filed course information with CCCS for dissemination. ACC implemented all redesigned courses and increased support systems including testing, English and math labs and student services. PPCC, in addition to implementing the redesigned courses, is offering modularization as an approach for math instruction. The colleges who were also a part of the energy focus had additional accomplishments. FRCC finished the power plant lab and course conversion; they continue their efforts to recruit students and connect

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them with jobs. CMC is offering hybrid energy courses and using the MLL at industry sites and at other colleges. RRCC has completed the curriculum revision so that all courses in WQM are hybrid/online. The MLL is used to support training and instruction at industry sites and other colleges. TSJC hybrid line tech program is full hybrid with 20 to 23 students each semester. The PCC CCs served 8 new students; they served 55 new energy students in their program. They also conducted 3 classes in Mobile Labs.

How many programs are you planning to offer?

27

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

27

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Quarter Ending: 09/30/2014

Activity ID: 1

Status: Complete

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: 09/30/2014

Notes: 02/11/2013: Prior to this project math had a 4 course sequence, ENG had a 3 course sequence, and REA had a 3 course sequence

08/05/2013: We have served over 9,000 students in redesigned DE courses since the start of the grant. We will measure outcomes for DE in phases: pre redesign, phase I, and phase II.

11/11/2013: Through this quarter 16806 (duplicated) students have enrolled in redesign DE courses.

02/07/2014: 18352 (duplicated) students have enrolled in redesign DE courses. This has far surpassed our initial grant goals. And our consortium continues to scale up efforts in this area.

05/12/2014: 05/10/2014: 25,402 (duplicated) students have enrolled in redesign DE courses. The consortium colleges continue to scale these efforts.

08/12/2014: As of June 30, 2014, 27,480 students (duplicated) have enrolled in Redesigned Dev. Ed. courses. We continue to scale these efforts and will have full implementation in fall 2014.

11/11/2014: As of fall 2014, all Colorado community colleges implemented the redesigned courses in MAT and CCR. As of September 30, 2014, 38,192 students (duplicated) have enrolled in Redesigned Dev Ed courses.

Activity ID: 2

Status: Complete

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: 09/30/2014

Notes: 02/11/2013: Redesign math for pathways and ENG/REA collapsed to CRC.

11/11/2013: We are working with Pearson to develop a statewide diagnostic to be used when students are not college ready on other indicators (ACT, SAT, PARCC, Smarter balance). The diagnostic looks at Math and CCR content skills and provides more detailed info

02/07/2014: We are at the point where we are ready to release an RFP for a new diagnostic in DE.

05/12/2014: 05/10/2014: RFP for new diagnostic closes May 23, 2014. Proposals to be reviewed June 9, with vendor demos scheduled for June 20. New assessment should be ready for fall 2105.

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08/12/2014: McCann was chosen for assessment project. The new assessment will have a writing assessment, will be aligned to CCCS curriculum, and will have diagnostics. CCCS is negotiating contract. New assessment will be available for fall 2015.

11/06/2014: CCCS has a signed contract with McCann and Associates for the new assessment. Faculty and staff across the colleges are now involved in developing the assessment. Assessment will be available to colleges January 25, 2015.

Activity ID: 3

Status: Complete

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: 05/03/2013

Notes: 06/06/2012: CCD project

02/11/2013: All fast start courses are using NROC. This seems to have shifted from a pilot to use at CCD.

05/11/2015: CCCS has developed offers a MOOC for MAT 108. To help students who are not prepared for that or for specific competencies, CCCS has aligned the course with EdReady, NROC's resource for dev math, and links students to those resources.

Activity ID: 4

Status: Ongoing

Activity Type: Activity

Project Goal: Strategy 2.1 Activity 1

Narrative: Personalized guidance

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 01/06/2012

Actual End:

Notes: 02/11/2013: Career coaches are serving students at all 15 campuses.

11/11/2013: Coaches served 938 students

02/07/2014: Coaches have served 3598 students

05/12/2014: 05/10/2014: Career Coaches have served 5288 students.

08/12/2014: Career Coaches have served 4905 students.

11/06/2014: Coaches have served 5705 students. PPCC, LCC, OJC, CCD, CCA, ACC, CNCC, and MCC developed transition plans for students served by the CC. CMC, Aims, FRCC, RRCC, TSJC, PCC, and NJC are extending CC role in a variety of ways for the extension year.

02/10/2015: The colleges in the extension have CC's in place that are focused specifically on

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completion and employment. For the first Quarter in the extension, the CC's at PCC, RRCC, TSJC, and NJC have seen 122 new participants.

05/11/2015: CCs have served 206 students this quarter. Since the inception of the grant, CC's at the 7 Energy colleges have served 2179 students. The CC focus at each college is completion and employment.

Activity ID: 5

Status: Complete

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: 08/01/2012

Actual End: 09/30/2014

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

02/11/2013: SOW is complete with CIC. We expect a contract next quarter.

11/11/2013: College in Colorado had a sub-contract with XAP for technical development of our website that expired this year. They are finishing up an RFP for a new vendor to finish the specifics on our hub.

05/12/2014: 05/10/2014: College in Colorado is contracting with Kuder to develop energy hub. They have June 2014 deadline for all work to be completed.

08/12/2014: College in Colorado is developing the site with Kuder Inc. The deadline was extended to September so that they can build a product that will meet the needs of the students, the colleges, and the industry.

11/06/2014: College in Colorado launched PowerUPColorado in September 2014.

<http://PowerUpColorado.org>

Activity ID: 6

Status: Ongoing

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: 09/28/2012

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.

11/05/2012: CDLE updated EA's this quarter. The partnership is only at some of the WF centers in the state. There is a gap in this area at some colleges because WF did not want to execute the EA.

02/11/2013: CDLE released a program guidance letter at the end of this quarter to instruct WF centers in this process.

11/11/2013: CDLE has identified promising practices through partnerships at Rural (NJC, MCC, CNCC), Denver, and Jeffco work force centers. While promising, WFC do not all understand DE and do not easily identify with that aspect of this project.

05/12/2014: 05/10/2014: WfC in Boulder County ceased participation in TAA-COETC Grant citing distance between BCWFC and FRCC, Larimer campus. Funds were redistributed to other regions. 3/31/2014 763 referrals, 1231 assessments, and 30 individuals assisted.

08/12/2014: Funds redistributed to rural workforce regions from Boulder County WFC withdrawal from the project. Workforce Region Projects will continue through August 31, 2014. Referrals: 867; assessments: 1520.

11/11/2014: The grant has helped build relationships between work force centers and community colleges. As of 9/30/2014 Referrals 955; Assessments 1711.

02/10/2015: While the contractual agreement with WFC ended on September 30, 2014, colleges continue to work with their local WFC. Colleges indicate that they have had no new referrals since September 2014.

05/11/2015: Colleges continue to collaborate with local WFC. Colleges indicate that no new students were referred to CC this quarter.

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: 05/12/2014: 05/10/2014: 25 internship and work placement agreements have been created since the start of project at CMC, FRCC, RRCC and TSJC. Colleges have placed 51 students in these internships.

08/12/2014: Colleges report 21 internships: 17 from RRCC, 3 from Aims and TSJC. The colleges report that 66 students have been placed in Internships since the start of grant: 29 from NJC, 15 from FRCC, 17 from RRCC, and 5 from CMC.

11/06/2014: Colleges report no new internship sites created. Last QR should have reported 26 sites--17 from RRCC and 3 each from TSJC and CMC. 67 Students have been placed in internships since the start of the grant: 30 NJC, 15 FRCC, 17 RRCC, and 5 CMC.

02/10/2015: We have 28 sites and 68 students participating in Internships since the inception of the grant. Colleges have not increased their internships site in the last quarter. RRCC increased the

number of students in internships by 1, from 17 to 18.

05/12/2015: CMC added 2 new internships, total 26; colleges have placed 7 additional students in internships, total 75. Several of the colleges(RRCC,NJC,CMC,PCC) have begun partnerships with employers to develop new internship positions for students.

Activity ID: 8

Status: Complete

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: 01/01/2014

Notes: 02/11/2013: COETC is building online/hybrid certs & degrees in the energy pathway. Only one college, AIMS, has focused on stackable certs to their degree program. Others may be doing entire degree or certificate but not in the same area so they don't stack

02/07/2014: All energy content has been created and is now in online or hybrid format. Most content is hosted on Merlot but all is indexed at <http://cccscoetc.weebly.com/> so others can access the OER

05/12/2014: 5/10/2014: Colleges (Aims, RRCC, FRCC) continue to add courses to the Merlot.

08/12/2014: Colleges continue to add content to Merlot (NJC,CMC,FRCC).

05/11/2015: Colleges continue to review online/hybrid courses to improve courses for students.

Activity ID: 9

Status: Complete

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: 01/01/2014

Notes: 11/11/2013: <http://cccscoetc.weebly.com/>

Activity ID: 10

Status: Complete

Activity Type: Activity

Project Goal: Strategy 4.1 Activity 2

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Narrative: Use OER resources where available

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 01/01/2014

Notes: 05/12/2014: 05/10/2014: CCCS Instructional Designer works with college faculty to identify OER appropriate for courses.

08/12/2014: CCCS Instructional Designer works one-on-one with faculty and staff at colleges to add OER content. Designer also works with faculty and staff on presentation of material in course shell.

Activity ID: 11

Status: Complete

Activity Type: Activity

Project Goal: Strategy 4.2 Activity 1

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

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 01/01/2012

Actual End: 11/01/2013

Notes: 02/11/2013: Labs at RRCC and CMC are coming along well. PCC has reported equipment delays. AIMS' lab is transportable but not mobile in the sense that the others created.

11/11/2013: RRCC, CMC, and PCC all have completed their MLL. We have some amazing photos of the PCC and RRCC labs.

05/12/2014: 5/10/2104: PPC offered 2 classes in MLLs serving 16 students. At CMC, PCC, and RRCC 148 students have enrolled in classes in MLLs and 122 have completed content since beginning of grant.

08/12/2014: RRCC shared MLL with Central Wyoming College in Apr. PCC provided 4 classes in MLLs serving 45 students. CMC continues to use the MLL for classes and training. For all labs, 193 students have have enrolled in MLL courses; 169 have completed content.

11/06/2014: RRCC used MLL for env sampling in WQM 121. PCC provided 3 classes in MLL with 49 students. 315 students enrolled in MLL classes: 73 at CMC, 102 at RRCC, and 140 at PCC. 278 students completed content using MLL: 72 at CMC, 83 at RRCC, and 123 at PCC.

02/10/2015: 336 students have taken courses using the MLL: 161 at PCC; 102 at RRCC, and 73 at CMC. 295 students have completed content using the MLL: 139 at PCC; 83 at RRCC and 73 at CMC. RRC uses the MLL to support instruction in WQM 121.

05/11/2015: 361 students have taken courses using the MLL: 82 at CMC; 177 at PCC; 102 at RRCC. 320 students have completed content using the MLL: 82 at CMC; 155 at PCC; 83 at RRCC.

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Deliverable ID: 1

Status: Complete

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: 02/13/2013

Notes: 11/11/2013: With the statewide redesign of developmental education all DE courses will be changed to new delivery and curricula formats by fall 2014.

05/12/2014: 5/10/2014: All college schedules for fall 2014 show full implementation of DevEd Redesign, offering all new courses in CCR and MAT.

11/06/2014: All Colorado community colleges fully implemented the redesign of developmental education in fall 2014.

Deliverable ID: 2

Status: Complete

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: 09/02/2013

Notes: 11/11/2013: Energy programs created contextualized math and English experiences for students in energy. Content is posted by college at <http://cccscetc.weebly.com/>

Deliverable ID: 3

Status: Complete

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: 08/01/2013

Notes: 11/11/2013: Developmental education curriculum has been updated and faculty are using the new curriculum guides statewide to create course content. Content has been reverse designed to accelerate student progress in DE.

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11/06/2014: All Colorado community colleges have fully implemented the redesign of dev ed. Most students can complete dev ed requirements in one semester; many students are mainstreamed into college level courses.

Deliverable ID: 4

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 1.1 Deliverable 4

Narrative: modularized curriculum

Expected Start: 10/01/2011

Expected End: 09/30/2012

Actual Start: 01/01/2012

Actual End: 01/01/2014

Notes: 11/11/2013: Developmental education curriculum has been updated and faculty are using the new curriculum guides statewide to create course content. Some colleges are making choices to modularize their content for delivery specifically in math.

05/12/2014: 05/10/2014: PPCC is working on modularized content in CCR and MAT for a bootcamp or Accuplacer Prep/soft landing for Veterans.

08/12/2014: PPCC is creating two, two credit courses to capture the modules into credit courses. Completing the two courses will equal MAT 050 credit. They are also continuing the development of the Veterans Program

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: 11/11/2013: We are working with Pearson to develop a diagnostic assessment for developmental education.

05/12/2014: 05/10/2014: CCCS is seeking a vendor to provide diagnostic. RRP closes May 23. Proposal evaluations take place June 9 with demonstrations on June 20. Vendor should be chosen by July and assessment ready for full implementation fall 2015.

08/12/2014: CCCS has chosen a vendor for the project (McCann) and is working on contract. Assessment will provide writing sample and diagnostics and will be aligned to CCCS courses.

11/06/2014: We have a contract with McCann and Associates for a new assessment that will include non-cognitive questions and make use of diagnostics. New Assessment will be available January 2015.

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02/10/2015: The test platform for the new assessment is ready. Cut scores for math, writing, and reading have been established. We are now working with all the colleges to implement the new platform that should be at the college sites by end of February.

05/11/2015: Pilot of new assessment will happen in May at ACC. McCann has provided training for all Testing Center staff through 4 regional all day workshops at FRCC, Larimer; ACC; PCC; and CCD.

Deliverable ID: 6

Status: Complete

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: 09/30/2014

Notes: 11/11/2013: To date, 7602 (duplicated) students have completed their developmental courses.

05/12/2014: 5/10/2014: To date, 7936 students (duplicated) have completed their developmental courses.

08/12/2014: To date 10,252 students have completed their Dev Ed courses.

11/06/2014: To date, 10,501 students have completed their dev ed courses. All Colorado community colleges have fully implemented the redesign; most students will complete dev ed requirements in one semester and many are co-enrolled in college level courses.

Deliverable ID: 7

Status: Complete

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: 05/03/2013

Notes: 11/06/2014: CCD is using NROC as supplemental resource for students.

Deliverable ID: 8

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 1.2 Deliverable 2

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Narrative: pilot test results are evaluated

Expected Start: 10/01/2011

Expected End: 06/30/2012

Actual Start: 08/01/2012

Actual End: 08/01/2013

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

05/12/2014: 5/10/2014: At CCD 307 students have completed OER developmental math courses.

08/12/2014: As of June 30, 2014, 337 students have completed OER developmental math courses at CCD.

Deliverable ID: 9

Status: Complete

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: 12/24/2012

Actual End: 09/30/2014

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.

11/11/2013: CDLE has identified promising practices between WF centers and coaches.

05/12/2014: 5/10/2104: CDLE continues to work with partners to build best practices. Workforce Centers have 763 referrals, 1231 assessments, and 30 individuals assisted with internships/job development.

08/12/2014: CDLE continues building partnerships with colleges for referrals and assessments, including a "reverse referral " developed with CCD so that the college can refer students back to WFC for financial assistance.

11/11/2014: Referrals through the grant were 955. Assessments given were 1711. Best practices: continuous relationship between the college (CC) and the workforce; specific procedures for the relationships--who does what when; communication to all involved.

02/10/2015: The contractual agreement ended September 2014. WFCs will continue to refer students to community college program, and the CC will reach out to their local WFC based on relationships built through the grant.

05/11/2015: While no new students have been referred to the energy colleges, the CC continues to reach out to WFC and to reinforce the partnerships and use the processes built through the grant.

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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: 08/01/2013

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.

11/11/2013: We have an open AAA course on our weebly site. Colleges are making different choices about use of AAA. In round 3 TACT project we learned from this experience that we need to standardize the course and delivery for assessment and use.

08/12/2014: RRCC is using "Bring Your A Game to Work" as the focus for a student success course that is taught integrated into content courses in WQM and in dev ed.

11/11/2014: Colleges continue to imbed student success and employability skills into courses. Some colleges require students enrolled in dev ed courses to also take a student success course. Colleges will track data.

Deliverable ID: 11

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 2.1 Deliverable 3

Narrative: Statewide Energy Career website is launched

Expected Start: 10/01/2011

Expected End: 09/30/2012

Actual Start: 12/02/2012

Actual End: 09/30/2014

Notes: 05/12/2014: 5/10/2104: College in Colorado contracting with Kuder to develop energy hub. Has June 2014 deadline for all work to be completed. Site will include information from colleges and from employers.

08/12/2014: Sytatewide Energy Hub is in process. College in Colorado is developing the pieces that include career exploration and assessment, academic and career planning, financial aid, and finding employment.

11/06/2014: College in Colorado launched PowerUpColorado in September 2014.

Deliverable ID: 12

Status: Ongoing

Deliverable Type: Deliverable

Project Goal: Strategy 2.1 Deliverable 4

Narrative: COETC students persist at higher rate than cohort

Recipient: Community College Of Denver

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

Quarter Ending: 09/30/2014

Expected Start: 10/01/2012

Expected End: 09/30/2013

Actual Start: 10/03/2011

Actual End:

Notes: 08/13/2014: CCCS is pulling together data to explore completion and success rates of students enrolled in redesigned dev ed courses.

02/10/2015: Initial data indicates students in redesigned dev ed courses complete college level math and English at higher rate than students enrolled in old model. Co-req model has best results. Energy students who saw CC also show higher rate of completion.

05/11/2015: CCCS data fall 2013 indicates students in redesigned dev ed successfully complete college course at a higher rate and faster pace than students enrolled in old model. Studies indicate students seen by CC persist in Energy program at a higher rate.

Deliverable ID: 13

Status: Ongoing

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: 10/03/2012

Actual End:

Notes: 11/06/2014: Energy Colleges have built pathways and stackable certificates to increase completion and contextualized math dev ed into content so students do not take additional courses. Length of dev ed seq reduced from max of 4 semester to a max of 1 semester.

02/10/2015: Initial data suggests that dev ed students complete college level math and English courses faster than under old model and that students who saw CC are more likely to complete certificates/degrees. CCCS and Rutgers will continue these studies.

05/11/2015: Data continues to indicate that COETC participants, both dev ed and energy, complete programs of study at a higher rate.

Deliverable ID: 14

Status: Complete

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: 01/01/2014

Notes: 05/12/2014: 5/10/2014: Colleges have identified industry partners who have been involved

in the redesign. They sit on advisory boards at energy college to consult on curricula and are faculty in the program area (RRCC) who then teach the redesigned courses.

08/12/2014: Colleges work with industry partners on Advisory Committees, as mentors for students, as employers for Internships, and for consultants in their programs. All the colleges report having industry at job fairs and in their classrooms and labs.

11/06/2014: Industry partners continue working with colleges by serving on advisory committees, by developing and reviewing curriculum, by mentoring students, and making recommendations on the programs.

Deliverable ID: 15

Status: Complete

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: 12/24/2012

Actual End: 09/30/2014

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

11/11/2013: This varies by center. CDLE has identified a number of promising practices for referral. These seem to be more successful for academic programs (i.e. energy) than for DE.

05/12/2014: 05/10/2014: PCC has built model relationship with WF Center for referrals.

08/12/2014: PCC continues to model best practices between community colleges and WFC. CCD has developed a reverse "referral process" with Denver County WFC to send students from the college to the WFC. MCC, TSJC and NJC have also collaborated on projects.

11/11/2014: Best practices: Client referral forms; Reverse referral process; specific procedures for making referrals; recruiting participants from GED orientations; creating program flyers; involving WFC with the participant after referral to colleges.

02/10/2015: CDLE contract ended 09/30/2014. Colleges continue to work with local WFCs and follow best practices identified during this grant to ensure smooth transition of clients from the WFC to the college.

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:

Recipient: Community College Of Denver

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

Quarter Ending: 09/30/2014

Notes: 05/12/2014: 05/10/2014: Since beginning of grant, CMC, RRCC, FRCC, and TSJC have developed 25 internship agreements and placed 51 students in agreements. The energy colleges report 302 students enrolled in their programs finding placement in a related field.
08/12/2014: Since beginning of grant, CMC, RRCC, FRCC and NJC have placed 66 students in Internships. The colleges report placing 339 of their enrolled students in a job in a related field.
11/06/2014: Since beginning of the grant, CMC, FRCC,RRCC and NJC report placing 67 students in internships. They report placing 339 students in a job related field.
02/10/2015: Since the inception of the grant CMC, FRCC, RRCC, and NJC have 68 students participating in Internships. The energy colleges report 638 students have been placed in a job related field.
05/11/2015: Since the inception of the grant 75 students have participated in an internship. Colleges report placing 411 students in a job related field. Last quarters reported figure of 638 was incorrect.

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: 05/12/2014: 05/10/2014: employer partners provide assistance to students enrolled in energy programs by hosting employment open houses (CMC), by helping with job placement (FRCC), and by offering employment (TSJC).
08/12/2014: Employer partners help students and colleges by participating in job fairs(PCC,NJC,CMC), acting as mentors (all), hosting informational meetings (RRCC NJC, Aims) and assisting with placements (all).Often, college instructors are employed by industry.
11/06/2014: Colleges report that employers help their students at job fairs (FRCC, PCC, NJC, CMC), onsite visits(NJC), mentors (all), informational meetings(all). At many colleges faculty are also employed by the local industries.
02/10/2015: Employers continue involvement at all the colleges: assist students and colleges with job fairs (PPC) act as mentors (all), host informational meetings (RRCC, CMC, NJC, Aims)and assist with placements (all). Many instructors are employed by industry.
05/11/2015: Employers continue work with energy colleges at job fairs, mentor roles,and program review. Arvada identified RRCC WQM as sole source for hires in water.TSJC RMLT now a member of CEWD; is a preferred educational provider for apprenticeship training.

Deliverable ID: 18

Status: Complete

Recipient: Community College Of Denver

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

Quarter Ending: 09/30/2014

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: 01/01/2014

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

11/11/2013: Almost all content is now available in OER. <http://cccscoetc.weebly.com/>

08/12/2014: All content is available in OER--colleges are now making adjustments to their courses.

11/06/2014: Colleges continue to review and revise courses to make them more effective.

Deliverable ID: 19

Status: Complete

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: 08/01/2013

Notes: 06/06/2012: Where available.

11/06/2014: Faculty working with instructional designers are developing, finding and integrating OER as appropriate.

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: 05/12/2014: 5/10/2014: Since beginning of the grant, 1483 students have been enrolled in redesigned energy courses.

08/12/2014: Since the beginning of the grant, 1780 students have enrolled in redesigned energy courses.

02/10/2015: Since the grant, the colleges report that 2560 students have been enrolled in redesigned energy courses.

Recipient: Community College Of Denver

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

Quarter Ending: 09/30/2014

05/11/2015: Colleges did not add new students enrolled in redesigned energy courses after fall 2014. Colleges have enrolled 2560 students in redesigned energy courses.

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: 05/12/2014: 5/10/2014: Since beginning of grant, 731 students have completed a program of study (certificate or non-certificate curricula.

08/12/2014: Since the beginning of the grant 1110 students have successfully completed a program of study (certificate or non-certificate curriculum).

11/06/2014: Since the beginning of the grant, 1121 students have successfully completed a program of study.

02/10/2015: Since the beginning of the grant, colleges indicate that 1263 students have completed a program of study.

05/12/2015: Since the beginning of the grant, 1296 students have completed a program of study (cert or non-cert)

05/12/2015: Since the beginning of the grant, 1296 students have completed a program of study (cert or non-cert).

Deliverable ID: 22

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.1 Deliverable 5

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: 01/01/2014

Notes: 05/12/2014: 05/10/2014: As of spring 2014, all energy colleges offer at least one certificate or degree online or in hybrid format.

08/12/2014: Energy colleges continue to design courses that include online content. RRCC added 9 certificates in hybrid format.

Deliverable ID: 23

Status: Complete

Recipient: Community College Of Denver

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

Quarter Ending: 09/30/2014

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: 06/28/2013

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

08/06/2013: CMC, PCC, and RRCC all have completed their MLL.

Deliverable ID: 24

Status: Complete

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: 12/31/2012

Actual End: 06/28/2013

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

02/11/2013: RRCC completed their lab this quarter and will start using it next quarter.

08/06/2013: RRCC, PCC, and CMC are all using their MLL to serve students.

05/12/2014: 05/10/2014: At CMC, PCC, and RRCC 148 students have enrolled in mobile lab courses since the beginning of the grant.

08/12/2014: RRCC, PCC, and CMC have shared their MLL's. CMC and RRCC have worked together as well as CMC and Aims and NJC. PCC had 4 classes in MLLs serving 45 students. For all labs, 193 students have have enrolled in MLL courses; 169 have completed content.

11/06/2014: RRCC, PCC, and CMC continue to use their labs to support training and education across the state. For all labs, 315 students enrolled in MLL classes; 278 students completed content.

02/10/2015: RRCC, PCC, and CMC use MLL's to support training and education. 336 students have taken courses using the MLL: 161 at PCC; 102 at RRCC, and 73 at CMC. 295 students have completed content using the MLL: 139 at PCC; 83 at RRCC and 73 at CMC.

05/11/2015: RRCC, PCC, and CMC continue to use MLL's. 361 students have taken courses using MLL: 177 at PCC; 102 at RRCC, and 82 at CMC. 320 students have completed content.

Deliverable ID: 25

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.2 Deliverable 3

Recipient: Community College Of Denver

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

Quarter Ending: 09/30/2014

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: 10/01/2012

Actual End: 01/01/2014

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

02/11/2013: Some energy colleges are running their courses online and hybrid.

05/12/2014: 05/10/2014: As of 3/31/2014, the energy colleges have developed 279 energy courses online and hybrid. Mobile labs provide opportunity for on-site training.

08/12/2014: Energy Colleges have developed 309 courses online and hybrid. The MLL's are being used to provide customized training for industry and hands on lab experiences for distant students.

11/06/2014: Energy colleges have developed 342 courses online and hybrid. RRCC, CMC, and PCC continue to use the MLL for training and for offering courses both credit and non credit.

05/12/2015: RRCC, PCC, and CMC continue to find innovative uses for MLL's and are developing additional courses/modules for MLL delivery. Colleges are also using MLL for training for employers.

E. Status of Progress and Implementation Measures

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

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: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Statewide redesign allowed us to exceed expectations. We created a structure where most students finish DE in 1 semester; many are served in a co-req format and complete DE concurrently with required college level courses. 3/31/2014 students enrolled in DE courses is 25,402. 6/30/2014 27,480 students enrolled in redesigned DE courses. 9/6/2014 38,192 students enrolled in redesigned DE course. CCCS has fully implemented redesign. 2/10/2015 Initial data indicates students enrolled in redesigned DE complete college level courses faster. Co-req models, students can complete DE and college in the same semester. 5/10/15 Reports indicate students in co-reqs have highest success rates.

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: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: A better question would be How many students have completed their required developmental education coursework? But the DE redesign has been implemented and continues to scale at all colleges. 03/31/2014 7,936 completed DE 6/30/2014 8609 took redesigned dev ed courses this quarter. 10,252 completed DE courses since the grant. 9/30,2014, 10,501 students completed DE. CCCS fully implemented the redesign; most students complete DE requirements in one semester, many co-enrolled in college level courses. 2/10/2015 Students in redesigned DE complete college level courses faster. Many students complete DE and college in the same semester. 5/10/15 Co-req models show highest success rates.

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

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Two questions - How many students who have been in redesigned DE have completed college ENG? How many students who have been in redesigned DE have completed college level math? 03/31/2014: Students in redesigned DE ENG/REA who have completed a college ENG course 2,377. Students who were in DE MAT who have completed a college MAT course is 833. 6/30/2014: 3773 who took DE ENG completed college ENG; 1225

who took DE math completed a college math course. 9/30/2014 4,652 took DEENG completed college ENG course; 1716 who took DEMAT completed college MAT 2/10/2015 Colleges offer professional development for faculty, focus on SAI. 5/10/15 CCCS explores ways of increasing SAI.

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

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: All colleges have at least one section of a redesigned program. Many have more than one program redesigned. This fall, CCD, CNCC, LCC, OJC, CCA, and PCC moved all of their DE sections to be redesign sections. All college schedules for fall 2014 show full implementation of DE redesign. 6/30/2014 All Colleges are ready for full implementation of Redesigned program. 9/30/2014 All Colorado community colleges have completely implemented the redesign of dev ed. 5/10/15 All colleges have implemented dev ed resign and are exploring which strategies have the best results. System is exploring ways to increase number SAI options for students since the Co-Req model has best results.

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: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: This is three different questions. 1) Students served by DE: 18352 2) Students served by career services (WFC):1644 3) Students served by career coaches: 3598 As of 3/31/2014 students served by DE 25,402. Students served by career services (WFC) 2,024. Students served by Career Coach 5,288. As of 6/30/2014 students served by DE 27,480. Students referred by WFC to colleges 867. Students served by Career Coach 4905. As of 9/30/2014 38,192 students have enrolled in Redesigned Dev Ed courses. 5,705 students served by career coach. 955 students referred by WFC to colleges.

Strategy: Pilot the use of OER developmental math courses

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: 100%

Grantee Self Assessment: On Track

Qualitative Description: This question asks multiple things. Should I report number or percent of students? Should I report course pass rate? CCD served 229 students in NROC. 3/31/2014 CCD served 307 students in NROC. 6/30/2104 CCD served 337 students using NROC 9/30/2014 CCD now uses NROC as supplemental resources for all students enrolled in dev ed MAT. 2/10/2015 Remedial average pass rate of all CCCS dev ed coures remains above 61%. 5/10/15 Average pass

rate remains above 61%. CCCS piloting using NROC for remediation for students enrolled in MAT 108 MOOC.

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

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: 2 semesters v 3 in old format. One semester to complete dev ed for most students and many students are mainstreamed into college level courses. 9/30/2014 With full implementation of the redesign at community colleges as of fall 2014, all colleges have cut time to completion to 1 semester for most students and mainstream options for many students. 2/10/2015 Initial data indicates that students enrolled in redesigned dev ed courses enroll in and complete college level courses faster than the old model. In the co-req models, students can complete dev ed and college in the same semester. 5/10/15 Data continues to show increased college completion rates. SAI (Co-reqs) show best results.

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

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: 19 faculty trained in OER 9/30/2014 Colleges continue to train faculty and staff on the rationale for the redesign and on strategies for teaching redesigned courses. Faculty and staff also receive training on using OER resources as supplements with students. 2/10/2015 Colleges continue offering professional development activities for faculty. Focus is now on SAI techniques. 5/10/15 CCCS exploring ways to provide more opportunities for faculty to learn about SAI.

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

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: CCD implemented this course format. 6/30/2014: CCD continues to use NROC courses for dev ed in math. 9/30/2014 CCD is now using NROC as a supplemental resources for all dev ed students. 5/10/15 CCD continues to use NROC as resource for students. CCCS piloting using NROC materials to support students enrolled in MAT 108 MOOC.

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: 100%

Grantee Self Assessment: On Track

Qualitative Description: As of 3/31/2014, 1796 (duplicated) students and 1105 (unduplicated) students enrolled in the energy program. 6/30/2014: 2449 (duplicated) students (1409 unduplicated) students have enrolled in redesigned energy courses. 9/30/2014 Since grant 2457(duplicated) students have been served in redesigned energy courses and 1427 unduplicated students have been served in redesigned energy courses. 2/10/2015 Since the grant, 2680 duplicated students enrolled in redesigned energy courses. 1544 unduplicated students enrolled in redesigned energy courses. 5/10/15 3136 duplicated student and 1769 unduplicated students have enrolled in redesigned energy courses. 2560 students enrolled since grant

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: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: From students served by CC how many completed 9 credits in a program of study? From students served by CC how many earned a degree? How many students served by CC? 3/31/2014: CC served 1,678 students who completed 9 cr. 3/31/2014 CC served 584 students who completed a degree/cert. 3/31/2014 CC served 5288 students. 6/30/2014: CC 1910 students who completed 9 cr; 772 earned a degree/cert. 9/30/2014 870 students who worked w/CC achieved degree/cert; 2271 student earned 9cr. 2/10/2015,1263 students completed program of study. 883 served by CC completed 9cr; 671 completed deg/cert. 5/10/15 Students working with CC: 1188 9 crdt; 751 cert/degree. All CC worked with 4671 since grant.

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: 100%

Grantee Self Assessment: On Track

Qualitative Description: Students served by WFC:1644 As of 3/31/2014 WFC served 2,024 students. As of 6/30/2014 WFC made 907 referrals. As of 9/30/2014 WFC activity: 1711 Assessments; 955 referrals; 39 Internships; 29 Job development. 2,734 students served. As of 2/10/2015 Contract with CDLE was concluded on 9/30/2015. Individual colleges continue to work with local WFC to develop smooth transitions to college programs. 5/10/15 Colleges and WFC's continue to collaborate.

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: 83%

Grantee Self Assessment: Behind Schedule

Qualitative Description: Same as question 2 in this section: 441 students served by the coach have earned a certificate or degree. In energy, 371 have completed. 3/31/2014, the career coaches served 584 students who completed a degree/cert. 3/31/2014, 731 energy students completed a program of

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study. 6/30/2014:772 students served by CC completed a degree/cert. 9/30/2014 870 students served by CC earned a cert/degree. 2/10/2015 For energy, 1263 students completed a program of study. 883 students served by CC completed 9 credits; 671 completed degree/cert. 5/10/15 Since grant 1296 students completed program of study.751 students worked w/CC compl cert/deg; 1188 completed 9 cr.

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: 100%

Grantee Self Assessment: On Track

Qualitative Description: 5/10/2014 Comments from students are positive. Some colleges doing surveys; rating of 4.2 out of 5 at TSJC and 3.33 out of 5 at CNCC. Many students made return visits to CC(MCC and OJC. PPCC CC reached 85% of recruitment with positive feedback. Final report on CC published spring 2014. Rutgers implemented a satisfaction survey of CC April 2014. 6/30/2014: Not many students completed survey. Colleges report students make multiple visits and report high completion rates of students served by CC--TSJC, NJC, MCC. 9/30/2014 Few students completed survey: colleges report student using CC returned, were more likely to use other college resources. 5/10/15 Positive feedback from students on CC.

Implementation Measure 1 for Strategy 3: 15 career coaches hired

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: All 15 are currently on staff. 5/10/2014 Colleges have replaced the CC as people have been hired for other 6/30/2014: Some colleges have lost CC's--CMC, FRCC (became Navigator for CHAMP), LCC, and ACC--as people are hired into new positions. Other colleges (CCA) have replaced the CC. 9/30/2014 Colleges have transition plans to ensure students served by CC will be served at end of grant. Several have institutionalized the CC role. 2/10/2015 . Energy colleges in one year extension have identified staff to assume role of CC for energy students. The focus is completion and employment. 5/10/15 Colleges have processes for CC for completion (transcript audits) and employment (fairs, mentors)

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

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: All colleges are using career coaches 6/30/2014: Even as colleges lose individuals who were CC's, they have found ways to continue the services. 9/30/2104 All colleges have created transition plans to ensure students served by CC during grant will continue to receive services. 2/10/2015 Energy colleges have developed ways to serve energy students using CC's and other college staff. 5/10/15 Colleges are developing processes that they can use to increase

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completers (grad audits, degree works) and to connect students with employers.

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

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

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: 3/31/2014 302 students who have participated in an energy program have been placed in a job in a related field. 3/31/2014 51 energy students are in internships. 6/30/2014 66 students have participated in an Internship and 339 have been placed in a job in the field. 9/30/2014 Since the grant, 67 students participated in internships. They report placing 339 students in a job related field. 2/10/2015 Since the grant CMC, FRCC, RRCC, and NJC have 68 students in Internships. Energy colleges report 638 placed in a job related field. 5/10/15 Since the inception of the grant 75 students have participated in an internship. Colleges report placing 411 students in a job related field.

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

Progress to Date: 80%

Grantee Self Assessment: On Track

Qualitative Description: Students report \$15-\$28 per hour. However, we want to match this data with labor actual data. There is a significant (9 month) lag in data availability so we are going to continue to report students self reported wages. For our APR we will report data using the UI information. 6/30/2014 Colleges self report hiring ranges--from 13.00 (FRCC); 40.00 (RRCC). 9/30/2014 Colleges self report. FRCC \$12 to #21. an hour; RRCC \$35,000. to \$40,000. annually; \$21.hour; NJC \$18. to \$22. 2/10/2015 Colleges self report: Aims 25.00; FRCC and CMC 20.00; RRCC 35k to 45k annually; TSJC 21.00; NJC 18.00 to 21.00. 5/10/15 Colleges self report: CMC 21; Aims 25; RRCC 20; TSJA 21; FRCC 20; NJC 14 to 22

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

Progress to Date: 84%

Grantee Self Assessment: Behind Schedule

Qualitative Description: 3/31/2014 1483 students were enrolled in redesigned energy courses. 3/31/2014 1796 students (duplicated) were enrolled in redesigned energy courses. 3/31/201, 1105 students (unduplicated) were enrolled in redesigned energy courses). 6/30/2014: Students enrolled in redesigned energy programs: 2449 duplicated and 1405 unduplicated. 9/30/ Students enrolled in redesigned energy programs: 2457 duplicated and 1407 unduplicated. 2/10/2015 Since the grant, 2680 duplicated students and 1544 unduplicated students have enrolled in redesigned energy courses. 5/10/15 3136 duplicated student and 1769 unduplicated students have enrolled in redesigned energy courses

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

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Assessments from workforce centers 1003 As of 3/31/2014, WFC administered 1231 Career Assessments. 6/30/2014: WFC administered 1420 Career Assessments. 9/30/2014 WFC administered 1711 assessments. 2/10/2015 Contract with CDLE concluded on 9/30/2014.

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

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Industry informed new course content through advisory committees at each college. 6/30/2014 Industry employees directly involved in curriculum development and instruction at colleges, often as adjunct instructors at the colleges. 9/30/2014 Industry and colleges have formed strong partnerships through the three years of the grant. Industry continues to provide resources for colleges including adjunct instructors for their classrooms. 2/10/2015 Employers continue involvement at colleges: assist students and colleges with job fairs, act as mentors, host informational meetings and assist with placements. Many instructorsemployed in the industries. 5/10/15 Employers continue their work.

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

Progress to Date: 70%

Grantee Self Assessment: Behind Schedule

Qualitative Description: 3/31/2014 302 students placed on work; 51 placed in internships. 6/30/2014: 66 students participated in Internships and 339 were in a job in a related field. 9/30/2014 67 students participated in Internships and 339 were in a job in a related field. 2/10/2015 Since the inception of the grant CMC, FRCC, RRCC, and NJC have 68 students participating in Internships. The energy colleges report 638 students have been placed in a job related field. 5/10/15 Since the grant 75 students have participated in an internship. Colleges report placing 411 students in a job related field. Last qrt. reported figure of 638 was incorrect. Colleges are building capacity to increase job options.

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

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

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: 1473 students enrolled in online/hybrid energy courses. 120 students have

enrolled in MLL. 3/31/2014 1796 students (duplicated) have enrolled in online/hybrid energy courses (1105 unduplicated). 148 have enrolled in MLL courses. 6/30/2014: 2449 students (dup) have enrolled in onl/hyb energy courses (1409 undup). 193 enrolled in MLL courses. 9/30/2014: 2569 students(dup)have enrolled in omnline/hybrid courses(1499 und).315 students enrolled in MLL classes; 278completed content 2/10/2015 2680 dup students(1544 undup) enrolled in redesigned energy courses.336 used MLL. 5/10/15 3136 duplicated and 1769 unduplicated students have enrolled in redesigned energy courses. 361 have used MLL.

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

Progress to Date: 65%

Grantee Self Assessment: Behind Schedule

Qualitative Description: 120 As of 3/31/2014 148 students have enrolled in MLL courses, 122 have completed course work in MLL. 6/30/2014:193 students have enrolled in MLL courses; 169 have completed MLL content. As of 9/30/2014 315 students enrolled in MLL classes; 278 students completed content. 2/10/2015 336 students have taken courses using the MLL: 161 at PCC; 102 at RRCC, and 73 at CMC. 295 students have completed content using the MLL: 139 at PCC; 83 at RRCC and 73 at CMC. 5/10/15 361 students have taken courses using MLL: 177 at PCC; 102 at RRCC, and 82 at CMC. 320 students have completed content.

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

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: 6/30/2014: 27 programs are available online/hybrid 9/30/2014: 27 programs and 342 courses are available online/hybrid. 2/10/2015: 27 programs and 356 courses are available online/hybrid. 2/10/15 27 programs and 377 courses are available online and hybrid.

Implementation Measure 2 for Strategy 5: Three mobile lab programs

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: RRCC, PCC, and CMC labs are complete. 6/30/2014: CMC, PCC, and RRCC share their labs with other energy colleges in Colorado and other states--RRCC and Wyoming. 9/30/2104: CMC, PCC, and RRCC share their MLL's and use them for industry training. College in Texas is interested in leasing the MLL from RRCC. 2/10/2015 RRCC, PCC, and CMC use MLL's to support training and education. 336 students have taken courses using the MLL: 161 PCC; 102 RRCC, and 73 CMC. 295 students have completed content using the MLL: 139 PCC; 83 RRCC and 73 at CMC. 5/10/15 RRCC, PCC, and CMC use MLL's. 361 students have taken courses using MLL: 177 at PCC; 102 at RRCC, and 82 at CMC. 320 students have completed content.

F. Key Issues and Technical Assistance Needs

Title	Description
Staffing	Several colleges reported losing key staff. CNCC Career Coach replaced 5/1/2014. CMC lost the CC and full-time faculty in energy program. TSJC lost the SCLT instructor. Colleges continue to find those creative solutions so that they can meet the needs of students and the grant.
IT Issues	At PCC the internal DB had to be rebuilt; process took all quarter to re-enter the past data. TSJC continues to address computer and online issues with RMLT by utilizing IT support and personnel. PPCC had a challenge adding students to MAT after semester starts; they solved the issue by adjusting dates by individual students in software.
Pedagogy	At RRCC, the WQM instructors are challenged by hybrid teaching concept. MAT050/055 instructors and students are overwhelmed by the amount of content.

G. Best Practices, Promising New Strategies and Success Stories

Best Practices and Promising New Strategies

1 Mobile Learning Labs

Colleges are finding creative ways to expand the use of the Mobile Learning Labs (MLL). RRCC, for example, is exploring leasing their MLL to other water quality programs in other states. CMC is negotiating using their MLL with a local mining company.

2 Support Services

At CNCC the Dev Ed Studio Labs have been successful in helping students successfully complete College Algebra (MAT121) and English (ENG121) classes. LCC requires students who are slightly below the cutoff score in MAT 050 to co-enroll in AAA 095 Math Helps. They will track student success. MCC reports that the availability of an individual to support DE students (Career Coach) has provided an important link between these students and other services at the college.

3 Non Credit Courses

RRCC leveraged NSF fund to offer free, non-credit courses to rural Colorado water operators.

Success Stories

1 Employment Opportunities

Sterling had a solar plant that started construction in August 2014. The company hired 6 of the 2nd

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year students at NJC to complete the project at \$15 per hour. 4 students also completed their internship for Wanzek: Wind Constr. and one of them continued employment part time in the fall to finish the site.

2 Student Success

At CCD students who saw a Career Coach were three times as likely to complete 9 credit hours than students who did not.

3 Line Tech Rodeo

Completers of TSJCs Rocky Mountain Line Tech Program offered at PPCC participated in a graduation/rodeo. Employers attend the event and interview and hire students directly at the event. The instructors for the program have embedded resume building and interviewing skills into the program curriculum so that the graduates are ready for the event.

H. Additional Outcome Information

No additional information available.