

Recipient: Community College Of Denver

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

Quarter Ending: 09/30/2015

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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:**

09/30/2015

**Date of Submission:**

11/06/2015

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**A. Annual Summary for Grant Activities**

A. This last quarter was a time of pulling all piece of the grant together and building a transition plan to ensure that the achievements of the grant were sustainable by the colleges. All colleges completed end of grant activities. Each college developed a plan to transition all services provided by grant personnel to college staff. They completed all budget reports and equipment inventories required. The Career Coach at RRCC met with several HR offices to develop job leads and to build processes to ensure that RRCC WQM graduates were considered for employment opportunities. Results from a WQM Industry Survey were presented to RRCC program staff and college leadership so that data can inform strategic outreach plan. They also finalized all file back-up and uploading reports and other documents to OER and published the latest edition of Water Source. Aims increased their number of completers by 11, from 49 to 58 and completed all grant requirements. At TSJC, the RMLT Instructor continued to meet with energy industrial employers to develop possible employment opportunities for TSJC graduates. FRCC brought power plant to full functionality. The program hired another full-time faculty for their program. Now the two full-time faculty for the program were able to work together on the operations of the power plant and complete some needed maintenance; they were able to troubleshoot and fix the non-functioning components but also were able to bring the power plant to full functionality. The NJC Career coach

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was instrumental in new student orientation for fall semester. The NJC Wind program started school year with 15 new freshmen, the 6th class of Wind students. NJC had 16 returning sophomores who are on track to graduate in May of 2016. The wind program has received all supplies for the GE nacelle build with the exception of the Generator. It is being rebuilt by the GE industrial shop in Denver, CO. CMC continues to offer hybrid and lab based courses as well as provide students with Career Coach services.

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

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

Most of the colleges did not receive additional leveraged resources for the final quarter of the one year extension. TSJC continues to receive Supplies, office & classroom space, student training in the field, printing, computers, and IT support. GE continues to assist NJC with supplies and equipment to use in their Nacelle Lab.

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

At TSJC, partnering employers donate consumable supplies including, but not limited to, tin insulators, dead end insulators, cross arms, braces, copper high wire, aluminum tie wire, bolts, and scotch #33 electrical tape. These are used by students during their field training. These donations help keep the cost of the program down so that TSJC does not need to have a fee increase to cover added expenses.

### **Comments:**

N/A

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

No

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

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

RRCC reached out to industry with a survey to help them meet the needs of industry. They met with HR directors for several companies. TSJC received equipment donations for the RMLT. Employers also provided input into program needs and reviewed curriculum. At PCC, 18 participants from GCC Energy participated in an Energy Course. At FRCC, industry partners involved with and serve on the program advisory board. NJC receives time and resources from local employers. CMC consults with employers.

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

2000 WQM professionals received RRCC survey. The CC meets industry HR to develop talent pipeline. TSJC employers donate equipment and manpower for training and provide input on workforce needs, labor trends, and curriculum review. PCC CC recognized by CEWD for work with CO Energy Sector. FRCC employers serve on Advisory Board. Staff connected with manufacturing/energy employers in the Northern CO region. CMC employers help develop courses and assist with recruitment, job placement and postings.

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

RRCC is working on optimal scheduling of internships for benefit of students and employers. PCC goal is to expand involvement of energy employers in southwest CO. NJC finds it a challenge to get to sites once school starts. Wind instructors put in 10 hour days with students in lab. They contact industry partners through phone calls, texts, and e-mails. NJC joined the CO Energy Workforce Consortia (CEWC) to improve involvement with utility companies in CO and to expand employment opportunities.

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

At RRCC Ken-Caryl Ranch Water and Sanitation District , Community Education Outreach. WQM Program Lead is now a member of the Joint Technical Activities Committee (JTAC). PCC networking with Black Hills Energy, Xcel and Colorado Springs Utilities to provide support and potential pre-apprenticeship training opportunities. NJC received Generator brush holders from Alliance Power to create a Generator brush break-in/ troubleshooting station.

**Comments:**

RRCC employers hosted internships, hired students. PCC providing training to “returning” customers: GCC Energy, Holcim , and Lisbon Mine. Project Coordinator collaborates with CSU, Economic Development agency, WFC, and CCCS representatives. CC attended Regional for CEWD and CO EWC Meeting. CC works with Black Hills Energy on youth opportunities. PCC has two Employer Events: Southern CO employer group and Career in Energy Week Recognition. FRCC MET has good employer involvement on advisory board, as well as one-on-one involvement to expand network to place students. NJC has strong participation in advisory meetings despite 60 to 120 mile travel. CMC Employers recruit students from 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 colleges completed end of grant activities and implemented transition plans for all grant services. RRCC awarded all eligible credentials to students and ensured all materials uploaded to OER. They transitioned career coach, analyst, and instructional design tasks to WQM staff. TSJC reviewed curriculum review and updated hybrid line tech program. PCC demonstrated the capacity

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to deliver hands-on training on-site at employer's location as identified in the Work Plan for the COETC grant. NJC added more functions to Nacelle Lab. CMC continue to offer both online and mobile lab courses.

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

27

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

27

**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.

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**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.

11/02/2015: Colleges in CCCS are now using the McCann assessment. This new assessment uses multiple measures--high school GPA and course completion are college readiness indicators.

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**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.

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**Activity ID:** 4

**Status:** Complete

**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:** 09/30/2015

**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,

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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 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.

08/10/2015: Career Coaches have served 141 participants this quarter. The CC from the 7 energy colleges have served 2232 participants since in the grant. Focus of activities is increasing completion, increasing employment and building transition plan.

11/02/2015: Career Coaches have served 60 students this quarter. The CC from the 7 Energy Colleges have served 2292 participants since beginning of grant. Focus of activities is increasing completion, increasing employment and solidifying transition plan.

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**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>

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**Activity ID:** 6

**Status:** Complete

**Activity Type:** Activity

**Project Goal:** Strategy 2.1 Activity 3



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**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:** 09/30/2015

**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.

08/10/2015: Colleges continue to engage their Work Force Center partners at events and meetings to ensure that participants have access to all services that are available.

11/02/2015: Colleges are finding new and innovative ways to collaborate with workforce partners. They are communicating their processes with staff at the colleges and at the WFC.

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**Activity ID:** 7

**Status:** Complete

**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

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**Actual End:** 09/30/2015

**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.

08/10/2015: Colleges did not add any additional internship sites this past quarter; total sites 26. They did add an additional 12 students who were placed in an internship for a total of 87.

11/03/2015: Colleges added one additional internship sites this past quarter; total sites 27. They added one additional student who was placed in an internship for a total of 88.

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**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.

08/10/2015: Colleges continue to use feedback from industry employers to ensure that their courses and programs meet the needs of employers.

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**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/>

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**Activity ID:** 10

**Status:** Complete

**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:** 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.

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**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 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.

08/10/2015: 370 students have taken courses using the MLL: 83 at CMC; 185 at PCC; 102 at RRCC. 328 students have completed content using the MLL: 82 at CMC; 163 at PCC; 83 at RRCC.

11/02/2015: 388 students have taken courses using the MLL: 83 at CMC; 203 at PCC; 102 at RRCC. 346 students have completed content using the MLL: 82 at CMC; 181 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.

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**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://cccscoetc.weebly.com/>

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**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.

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.

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**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

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**Deliverable ID:** 5

**Status:** Complete

**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:** 09/30/2015

**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.

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.

08/10/2015: CCCS Colleges have decided to use high school GPA and course completions as alternative assessments. The vendor for the CCPT has built adaptive background questions that information to be used for placement. Two trials have been successful.

11/02/2015: Colorado Community Colleges are now using the McCann assessment which includes a section of non-cognitive questions (high school GPA, course completion) as college readiness indicators.

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**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.

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**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.

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**Deliverable ID:** 8

**Status:** Complete

**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:** 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.

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**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.

08/10/2015: Colleges engage with their local workforce centers through sector partnership initiatives, job fairs, employment activities, and general meetings. These interactions provide the foundation for sustainable partnerships.

11/02/2015: Colleges work with their local workforce centers through sector partnership initiatives, job fairs, employment activities, and general meetings. WFC and CDLE are invited to CCCS training events, CCCS Career services Roundtable for example.

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**Deliverable ID:** 10

**Status:** Complete

**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.

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**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.

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**Deliverable ID:** 12

**Status:** Complete

**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:** 10/03/2011

**Actual End:** 09/30/2015

**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.

08/10/2015: Reports show redesign reduced time to college course and increased percentage of students who complete college course for CCR. SAI has best results(over70%). Math shows shorter time to college level; need more semesters for results in completion.

11/02/2015: Students enrolled in redesign dev ed courses complete at a faster pace and at a higher percentage. Biggest increases in reading and writing and in SAI(pre-req instruction).

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**Deliverable ID:** 13

**Status:** Complete

**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:** 09/30/2015

**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.

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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.

08/10/2015: Dev Ed reports by CCCS and Rutgers show increase in number of students who enroll in and complete college level English or math course within 0 or one semester.

11/02/2015: Data(both Rutgers and CCCS)still shows increase in number of students who enroll in and successfully complete a college level discipline course. CCCS has developed a model dev ed report to track the results.

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**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.

08/10/2015: To ensure that their programs are sustainable, colleges have been working with employers and other industry reps to review curriculum, to evaluate resources, and to analyze strategies. This is part of the transition from grant to college activities.

11/02/2015: Colleges have solidified employer and industry relationships to continue the work started in this grant.

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**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

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**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.

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**Deliverable ID:** 16

**Status:** Complete

**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:** 09/30/2015

**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.

08/10/2015: Since the inception of the grant colleges have developed 26 internship sites, and 87 students have participated in an internship. Colleges report placing 466 students in a job related field.

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11/02/2015: Since the inception of the grant colleges have developed 27 internship sites, and 88 students have participated in an internship. Colleges report placing 484 students in a job related field.

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**Deliverable ID:** 17

**Status:** Complete

**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:** 09/30/2015

**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.

08/10/2015: Colleges have added industry employers to advisory committees. These employers attend job fairs, mentor students, review programs, and donate resources to college programs. RRCC, PCC, NJC, and TSJC hosted career fairs and other employer events.

11/02/2015: Colleges recruit industry employers to advisory committees. These employers attend job fairs, mentor students, review programs, and donate resources to college programs. RRCC, CMC, Aims, PCC, NJC,FRCC and TSJC used employers in program review.

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**Deliverable ID:** 18

**Status:** Complete

**Deliverable Type:** Deliverable

**Project Goal:** Strategy 4.1 Deliverable 1

**Narrative:** Energy courses designed/developed

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

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**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.

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**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.

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**Deliverable ID:** 20

**Status:** Complete

**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:** 09/30/2015

**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.

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.

08/10/2015: Colleges have not added participants after fall semester 2014. The focus is on increasing completers and employed.

11/02/2015: Colleges have not added participants after fall semester 2014. The focus is on increasing completers and employed.

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**Deliverable ID:** 21

**Status:** Complete

**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:** 09/30/2015

**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).

08/10/2015: Since the beginning of the grant, 1342 students have completed a program of study (cert or non-cert).

11/02/2015: Since the beginning of the grant, 1433 students have completed a program of study (cert or non-cert).

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**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.

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**Deliverable ID:** 23

**Status:** Complete

**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.

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**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.

08/10/2015: Colleges continue to use MLL's. 370 students have taken courses using the MLL: 83 at



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CMC; 185 at PCC; 102 at RRCC. 328 students have completed content using the MLL: 82 at CMC; 163 at PCC; 83 at RRCC.

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**Deliverable ID:** 25

**Status:** Complete

**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:** 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.

08/10/2015: CMC, PCC, and RRCC are using MLL's for training at employer sites.

11/02/2015: PCC continues to use the MLL at employer sites for training.

## 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:** 100%

**Grantee Self Assessment:** Ahead of Schedule

**Qualitative Description:** We exceed expectations. We created a structure where students finish DE in 1 semester; many are served in co-req format and complete DE with college level courses. 3/31/2014 students in DE is 25,402. 6/30/2014 27,480 students in redesigned DE courses. 9/6/2014 38,192 students in redesigned. CCCS fully implemented redesign. 2/10/2015 Students in redesigned DE complete college courses faster. Coreq models, students complete DE/college in same semester. 5/10/15 Students in co-reqs have highest success rates. 8/10/15 Redesigned increased number of dev ed students who complete college course in 0 to 1 semester 11/1/2015 CCCS Designed model dev ed to track future student success.

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**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:** Better question: How many students have completed required developmental education coursework? DE redesign has been implemented, continues to scale at all colleges. 03/31/2014 7,936 completed DE 6/30/2014 8609 took redesigned dev ed courses. 10,252 completed DE courses since the grant. 9/30,2014, 10,501 students completed DE. CCCS fully implemented redesign; most students complete DE in 1 semester, many co-enrolled in college courses. 2/10/2015 Students in redesigned DE complete college courses faster. Many students complete DE/college in same semester. 5/10/15 Co-req models show highest success. 8/10/15 Success in coreq as high as 82% 11/1/15 Co-req success still in 80% range.

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**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:** 2 questions - How many students in redesigned DE complete college ENG? How many students in redesigned DE complete college level math? 03/31/2014: Students in redesigned DE ENG/REA who completed college ENG course 2,377. Students in DE MAT who completed 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; 1716 who took DEMAT completed college MAT 2/10/2015 Colleges offer faculty prof dev, focus on SAI. 5/10/15 CCCS explores ways increase SAI. 8/10/15 DETF met July. Focus:increasing SAI opportunities. 11/1/15 data still shows higher success rate--best in 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 redesigned program. Many have more redesigned. This fall, CCD, CNCC, LCC, OJC, CCA, and PCC moved all DE sections to redesign. 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 exploring ways to increase number SAI options for students since the Co-Req model has best results. 8/10/15 DETF focused on increasing SAI opportunities.

---

**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

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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:** 100%

**Grantee Self Assessment:** On Track

**Qualitative Description:** 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 above 61%. CCCS piloting using NROC for remediation for students enrolled in MAT 108 MOOC. 8/10/15 Colleges can use EdReady as prep for CCPT. Competencies of CCPT have been aligned to NROC. 11/1/15 Colleges are using a MAT 108 MOOC--challenge exam for credit.

---

**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. 1 semester to complete dev ed for most students; many students mainstreamed into college courses. 9/30/2014 With full implementation of redesign fall 2014, colleges cut time to completion to 1 semester for most students, mainstream options for many students. 2/10/2015 Initial data indicates students enrolled in redesigned dev ed courses enroll in and complete college courses faster. In co-req, students complete dev ed and college in same semester. 5/10/15 Data shows increased college completion rates. SAI (Co-reqs)best results. 8/10/15 Increase in number/% students who complete college course in 0 to 1 term. 11/1/15 Continued increase in completion rates.

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**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. 11/1/15 Faculty looking for ways to increase SAI offering. Colleges looking at their own data to see what works best.

---

**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. 8/10/15 CCCS has aligned the competencies of the math CCPT to the NROC materials. Colleges can use the platform as a study guide for the assessment. 11/1/15 Most colleges have enrolled in the CCPT math study guide.

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

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**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:** 3/31/2014 1796(dup)students and 1105(undup) students enrolled in energy. 6/30/2014: 2449 (dup)students(1409 undup)students enrolled in redesigned energy courses. 9/30/2014 2457(dup) students in redesigned energy courses;1427(undup) students in redesigned energy courses. 2/10/2015 2680 dup students in redesigned energy courses. 1544 undup students enrolled in redesigned energy courses. 5/10/15 3136 dup student and 1769 undup students in redesigned energy courses. 2560 students enrolled since grant. 8/10/15 3469 dup students in redesigned energy courses. 1825 undupl. 11/1/15 3469 dup students enrolled in redesigned energy courses; 1825 undupl. 2401 students enrolled since grant.

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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:** 100%

**Grantee Self Assessment:** Ahead of Schedule

**Qualitative Description:** Number served by CC how many completed 9 credits in POS. How many earned degree. 3/31/14: CC served 5288 students. 1,678 students completed 9 cr. 584 completed a degree/cert. 6/30/14: CC 1910 students who completed 9 cr; 772 earned a degree/cert. 9/30/14 870 students w/CC earned degree/cert; 2271 earned 9cr. 2/10/15 1263 students completed POS. 883 served by CC completed 9cr; 671 completed deg/cert. 5/10/15 Students working with CC: 1188 9 crdt; 751 cert/degree. CC worked with 4671 since grant. 8/10/15 CC at energy colleges served 2232; 1343 earned 9 cr. 872 earned deg/cert. 11/1/15 2292 served by CC; 1348 completed 9 crs; 1056 compl. cert/deg. 1433 compl. POS (credit/noncredit).

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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:** 100%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Students served by WFC:1644 3/31/2014 WFC served 2,024 students. 6/30/2014 WFC made 907 referrals. 9/30/2014 WFC activity: 1711 Assessments; 955 referrals; 39 Internships; 29 Job development. 2,734 students served. 2/10/2015 Contract with CDLE concluded on 9/30/2014. 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. 8/10/15 Colleges connect with WFC through sector partnerships meetings, trainings, job fairs, and employment events. 11/1/15 Colleges continue networking with WFC and CDLE through sector partnerships, system meetings and trainings, and client referrals.

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**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:** 91%

**Grantee Self Assessment:** Behind Schedule

**Qualitative Description:** Same as question 2: 441 students served by the coach have earned cert/deg. In energy, 371 have completed. 3/31/14 CC served 584 completed a degree/cert. 3/31/14 731 completed program of study. 6/30/14 772 stdts served by CC completed degree/cert. 9/30/14 870 served by CC earned cert/degree. 2/10/15 Energy: 1263 students compl program of study. 883 stds served by CC compl 9 crdts; 671 comp deg/cert. 5/10/15 1296 compl POS. 751 worked w/CC compl cert/deg; 1188 compl 9 cr. 8/10/15 CC at energy colleges served 2232; 1342 compl program of study; 1343 earned 9 cr. 872 earned deg 11/1/15 2292 served by CC; 1348 completed 9 crs; 1056 completed cert/deg. 1433 completed POS (credit/noncredit)

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**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:** 5/10/14 Students positive. Some colleges doing surveys; rating of 4.2/5 at TSJC; 3.33/5 at CNCC. Many made return visits to CC(MCC and OJC). PPCC CC reached 85% of recruitment with positive feedback. Final report on CC publ. spr 14. Rutgers implemented satisfaction survey of CC. 6/30/14 Not many completed survey. Colleges report students make multiple visits; report high completion rates of students served by CC--TSJC, NJC, MCC. 9/30/2014 Colleges report student using CC more likely to use other college resources. 5/10/15 Positive feedback from students on CC. 8/10/15 Working with CC increases completion. 11/1/15 Colleges identify CC services essential for success, institutionalize role.

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**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 6/30/14 Some colleges lost CC's--CMC, FRCC, LCC, and ACC--as people are hired into new positions. Other colleges (CCA) have replaced the CC. 9/30/14 Colleges have transition plans to ensure students served by CC will be served at end of grant. Several institutionalized the CC role. 2/10/15 Energy colleges identified staff to assume role of CC for students. Focus: completion and employment. 5/10/15 Colleges have processes for CC for completion (transcript audits) and employment(fairs, mentors) 8/10/15 Colleges developing transition plans. 11/1/15 Colleges have transition plans.

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**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 using career coaches 6/30/2014 Even as colleges lose CC's, they have found ways to continue the services. 9/30/2014 Colleges 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 developing processes they can use to increase completers (grad audits, degree works) and connect students with employers. 8/10/15 RRCC automated process for applying for deg/cert. All colleges auditing transcripts to find completers. 11/1/15 Colleges identifying essential services of CC so that they can ensure sustainability.

**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:** 100%

**Grantee Self Assessment:** On Track

**Qualitative Description:** 3/31/14 302 students who participated in energy program placed in job in related field. 3/31/14 51 energy students in internships. 6/30/14 66 students in Internship; 339 placed in job in the field. 9/30/14 67 students participated in internships. 339 students placed in job related field. 2/10/15 CMC, FRCC, RRCC, and NJC have 68 students in Internships. Energy colleges placed 638 in job related field. 5/10/15 75 students participated in internship. Colleges placed 411 students in job related field. 8/10/15 87 students participated in an internship. Colleges placed 466 students in job related field. 11/1/15 88 students have participated in an internship. 484 placed in job related field.

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

**Progress to Date:** 92%

**Grantee Self Assessment:** On Track

**Qualitative Description:** Students report \$15-\$28 per hour. We want to match this data with labor actual data. There is a 9 month lag in data availability so we are going to report students self reported wages. For APR we will report data using the UI. 6/30/2014 Colleges self report from \$13(FRCC); \$40 (RRCC). 9/30/2014 Colleges self report. FRCC \$12 to \$21.hour; RRCC 35k to 40k ann.; NJC \$18. to \$22. 2/10/2015 Colleges self report: Aims 25.00; FRCC, 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; TSJC 21; FRCC 20; NJC 14 to 22 8/10/15 College report ranges from \$14. (summer) to \$25. 11/1/15 Colleges report low of \$18 to \$25--average of \$21.

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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:** 87%

**Grantee Self Assessment:** Behind Schedule

**Qualitative Description:** 3/31/2014 1483 students enrolled in redesigned energy courses. 3/31/2014

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1796 students(dup)enrolled in redesigned energy courses. 3/31/2014, 1105 students(undup)enrolled in redesigned energy courses. 6/30/2014: Students enrolled in redesigned energy programs: 2449 dup and 1405 undup. 9/30/2014 Students enrolled in redesigned energy programs: 2457 dup and 1407 undup. 2/10/2015 2680 dup students and 1544 undup students enrolled in redesigned energy courses. 5/10/15 3136 dup student and 1769 undup students in redesigned energy courses 8/10/15 3469 dup and 1825 undup students enrolled in redesigned energy courses 11/1/15 Students enrolled in redesigned energy programs: 3469 dup and 1825 undup

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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.

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**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 course content through advisory committees at colleges. 6/30/2014 Industry involved in curriculum development and instruction at colleges, often as adjunct instructors. 9/30/2014 Industry and colleges formed strong partnerships in the grant. Industry provides resources for colleges including adjunct instructors. 2/10/2015 Employers work at colleges: assist with job fairs and placement, act as mentors, and host info meetings. Many instructors employed in industries. 5/10/15 Employers continue their work. 8/10/15 Industry assisting colleges with sustainability plans for programs. 11/1/15 Advisory Boards and industry reps advise on program--curriculum, job readiness.

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**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 in work; 51 in internships. 6/30/2014: 66 students in Internships;339 were in job in related field. 9/30/2014 67 in Internships;339 in job in related field. 2/10/2015 CMC, FRCC, RRCC, and NJC have 68 students in Internships. Energy colleges report 638 students placed in job related field. 5/10/15 75 students in internship. Colleges report 411 students job related field. Last qrt. number of 638 incorrect. Colleges building capacity to increase job options. 8/10/15 87 students participated in an internship; 411 were in a job in related field. 11/1/15 88 students have participated in an internship. Colleges report placing 484



students in a job related field.

**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:** 100%

**Grantee Self Assessment:** On Track

**Qualitative Description:** 1473 in onl/hyb energy courses. 120 students in MLL. 3/31/2014 1796 students (dupl in onl/hyb energy courses (1105 undup). 148 enrolled in MLL courses. 6/30/14: 2449 students (dup)in onl/hyb energy courses (1409 undup). 193 in MLL courses. 9/30/14: 2569 students(dup)in onl/hyb courses(1499 undup). 315 students in MLL classes; 278 completed. 2/10/15 2680 dup students(1544 undup) in redesigned energy courses.336 used MLL. 5/10/15 3136 dup and 1769 undup students in redesigned energy courses. 361 used MLL. 8/10/15 3469 dup and 1825 undupl students enrolled in redesigned energy courses. 370 used MLL 11/1/15 Students enrolled in redesigned energy programs: 3469 dup and 1825 undup. In MLL 388.

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**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:** 3/31/2014 148 students enrolled in MLL courses, 122 completed course work. 6/30/2014:193 students enrolled in MLL courses;169 completed content. 9/30/2014 315 students enrolled in MLL classes;278 students completed content. 2/10/2015 336 students took courses in MLL: 161 at PCC; 102 at RRCC, and 73 at CMC. 295 students completed content: 139 at PCC; 83 at RRCC and 73 at CMC. 5/10/15 361 students took courses in MLL: 177 at PCC; 102 at RRCC, 82 at CMC. 320 students completed content. 8/10/15 370 taken courses in MLL: 83 at CMC; 185 at PCC; 102 at RRCC. 328 completed content: 82 at CMC. 11/1/15 388 taken courses in MLL: 83 CMC; 203 PCC; 102 RRCC. 346 completed content: 82 CMC; 181 PCC; 83 RRCC

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**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.

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**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 have MLLs. 6/30/14:CMC,PCC,and RRCC share

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with colleges in CO and other states-RRCC and WY. 9/30/14: CMC, PCC, and RRCC share for industry training. College in TX wants lease MLL. 2/10/15 RRCC,PCC,and CMC use MLL's. 336 students courses in MLL: 161 PCC; 102 RRCC, 73 CMC. 295 students completed content: 139 PCC; 83 RRCC 73 at CMC. 5/10/15 RRCC, PCC, and CMC use MLL's. 361 students used MLL: 177 at PCC;102 at RRCC,82 at CMC. 320 students completed content. 8/10/15 370 taken courses in MLL:83 at CMC;185 at PCC; 102 RRCC. 328 completed content: 82 CMC; 163 PCC; 83 RRCC. 11/1/15 388 taken courses in MLL: 83 CMC; 203 PCC; 102 RRCC. 346 completed content: 82 CMC; 181 PCC; 83 RRCC

## **F. Key Issues and Technical Assistance Needs**

<b>Title</b>	<b>Description</b>
ADA Compliance	At RRCC all course materials must meet ADA compliance. Because the TAA extension didn't allow WQM to use grant funds for curriculum development, they needed to find additional funds to cover that compliance.
Classroom Space	At TSJC class room space continues to be a problem for the RMLT; TSJC is searching for larger facility. A larger facility will allow TSJC to increase the number of participants in their program which always has a waiting list.

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

### **Best Practices and Promising New Strategies**

#### **1 Increasing Completers**

RRCC discovered that many students completed the requirements for certificates and degrees but did not apply to have those certificates or degrees awarded. They developed a system with IR and Registrar to award all outstanding credentials. Because of this system, RRCC was able to award all eligible certificates earned in WQM to -date. RRCC will continue to use this system with WQM and with other programs at their college.

#### **2 RMLT Rodeo**

The RMLT grad/rodeo at TSJC is vital to industry employers. Instructor has strong ties with energy industry through continuous networking resulting in strong support. This program not only showcases the skills that students learn in the program, but it connects students with employers.

#### **3 Student Projects**

Through the building of the Nacelle Instruction Lab, NJC discovered that student built projects are ideal. These projects are a challenge to the students and to the institution; they require critical thinking, and they build confidence. This project also allowed students to practice what they learned in a classroom environment in a lab that replicates what they will find on the job.

### **Success Stories**

#### **1 Industry Training**

At PCC, the COETC program provided technical skills training which encouraged participants to seek employment opportunities in the energy field. Building the non-credit offering and using the mobile labs allowed PCC to meet specific needs of industry where and when industry needed the training. Through the Grant PCC has developed a model they can use for future programs to ensure

that they are meeting the needs of industry and better preparing participants for employment.

## **2 Advisory Boards**

All CTE programs are required to have Advisory Boards of employer partners. The COETC project has helped FRCC solidify the Advisory Board for MET. The Advisory Board is not just a requirement; it has become a vital part of the program development. FRCC Advisory board will sustain the industry partnerships needed for a successful program and successful completers.

## **H. Additional Outcome Information**

Colleges noted COETC changed their program and college. They are better connected with industry partners and more aware of how students learn, how to make classrooms and labs more experiential, more real life. RRCC is using the survey to develop outreach and inform strategic plan. PCC non-credit training resulted in enrollment in other programs not tracked on SOW. The impact will be long lasting with the MLLs and hybrid. NJC grant positions have become college positions: CC and wind instructors have moved to the college general fund. All services will continue after grant closure. CMC noted how amazing it was to see the many new skills staff and faculty developed during the grant.