



CO L O R A D O

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

December 1, 2022

Zoom Meeting

**BUSINESS
MEETING**

1:00pm - 4:00pm

1600 Broadway, Suite 2200 • Denver, Colorado 80202 • (303) 862.3001

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



Colorado Commission on Higher Education

Thursday, December 1, 2022

Virtual

ZOOM: <https://highered-colorado-gov.zoom.us/j/86891833184?pwd=eFNqWWkxeDJheXkxb2xZNnZmeDJGZz09>

Meeting ID: 868 9183 3184

Passcode: 172506

11:30am – 12:30pm

COMMISSIONER & ADVISOR WORK SESSION

- Update on [HB22-1350](#): Regional Talent Development Initiative Grant Steering Committee
Tyler Jaeckel – Office of Economic Development & International Trade
- Updated on [HB22-1215](#): Expanding Extended High School Programs Task Force
Berrick Abramson – Task Force Chair and CCHE member

1:00 – 4:00pm

BUSINESS MEETING

I. Opening Business

- A. Attendance
- B. Approval of the Minutes for the October 27, 2022 Commission Meeting
- C. Reports
 - Chair
 - Vice-Chair
 - Commissioners
 - Commission Standing Committees
 - Student Success & Workforce Alignment
 - Finance, Performance & Accountability
 - Strategic Plan Revision Update
 - Advisors
- D. Executive Director Report
- E. Legislative Update
- F. Public Comment



II. Consent Items

- A. Recommendation for Approval of Nonmonetary Supplemental for Trinidad State College – *Kennedy Evans*
- B. Recommendation for Approval of Two-Year Cash-Funded Capital List Amendment for Colorado Mesa University – *Kennedy Evans*
- C. Recommendation of Approval of Participant(s) in the Fourth-Year Innovation Pilot Program – *Jack Wolfink*
- D. Recommendation for Approval of Revised Policy on Allocation and Use of Funds for Student Educator Stipends and Educator Test Stipends per HB22-1220 – *Dr. Chris Rasmussen*

III. Action Items

- A. Approval of the CCHE Strategic Plan – *Josh Scott*
- B. Approval of new policy on postsecondary and workforce success measures per HB22-1349 – *Michael Vente*





**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Hybrid: Community College of Aurora/Zoom
October 27, 2022**

BUSINESS MEETING

Chair Sarah Hughes called the business meeting to order at 1:01 pm.

I. Opening Business

A. Welcome to Community College of Aurora- President Brownlee

Chair Hughes convened the meeting and thanked President Mordecai Brownlee for having Community College of Aurora host the meeting. She welcomed him to say a few words and noted that recent publications highlighted his effort to align CCA majors more tightly to workforce jobs and career pathways. She added that this approach aligns with the Commission's strategic planning effort. His work brings the Commission's deliberations to practical reality, with notable success.

President Brownlee welcome all to CCA and added he and his family had been in this community 15 months. In that time, he has pressed CCA to have an honest conversation about the data. He has found that such conversations focus on the sustainability and the future of higher education, and trust in the value proposition of higher education. However, other agendas can get in the way of the actual data itself. However, at CCA the community has the right faculty and instructors to allow change to happen. CCA is looking at three key metrics: full time equivalency in the various programs, head count in the various programs, and graduation rate in those programs. In broadening and examining the data, CCA found that industry was not hiring anyone from certain programs. Considering the array of diverse learners, and the sacrifices they were making, CCA had to address if the certificates being earned would truly lead to social and economic mobility. In response, faculty and our instructors identified 30 programs for closing and established a "guided pathway" framework. The guided pathways eliminate the spliced classes that lead to dead ends. CCA found that nationally for a 60-hour program, attempted credit hours totaled in the 90, 100, 110 range. Students are taking too many classes just to get to the finish line.

He noted that while 30 programs have been identified for closure, the courses are not eliminated. They are being tightened into pathways to degrees and credentials



to get students to the finish line more efficiently. Learners can still take an elective, but one that is aligned with a particular degree program. Also, CCA has increased enrollment capacity to strengthen efficiency and affordability. Additionally, courses are being offered during times that help working learners – not just between 8 am and 5 pm. This has all occurred over the past 15 months, with more work ahead. He added that CCA appreciates CCHE’s support with the understanding that students are our only agenda – which puts trust back into higher education for what is supposed to be provided.

President Brownlee was invited to take questions. He spoke of CCAs’ industry partnerships as a win/win situation. He noted that due to a lack of urgency in higher education for several years, industry has begun to work around education. This results in industries going directly to high schools to recruit young workers. However, micro-credentials at community colleges allow for professional workforce training, while also opening pathways for future upscaling and degrees. It’s a win-win in streamlining pathways for the IHE, workforce education and pathways for the learners, and a prepared workforce for the industry.

Chair Hughes thanked President Brownlee for his inspiring remarks and invited Ms. Erin McDonnell, CDHE, to take attendance.

B. Attendance

Commissioners attending: Chair Hughes, Vice Chair Scott, Commissioners Gonzales, Harber, Kostenbauer, Meyer, Temu Otting, Tucker, Walmer, Wilson

Advisors attending: Sen. Zenzinger, Steve Schwartz, Federico Chavez, Mark Cavanaugh, Dr. Melinda Piket-May, Dr. Landon Pirius

C. Minutes

Commissioner Harber moved to approve the September 1, 2022, meeting minutes. Seconded by Commissioner Tucker, the motion passed by consent.

D. Chair, Vice-Chair, Commissioners and Advisors Reports

Chair Report –

Chair Hughes opened her remarks with appreciation for being at Community College of Aurora and hearing from President Brownlee and the exciting work he has undertaken. She noted that Colorado Mountain College’s Dual Mission Summit is scheduled for November 2-4, with a national slate of participants and speakers, along with Commission members and some Department staff attending.

Vice Chair Report –

Vice Chair Scott reported that his time and attention has been focused on the strategic plan revision, which would be discussed later in the meeting. He added that meetings continue with an array stakeholders offering a diversity of



perspectives, and their comments and insights continue to help revise and strengthen the strategic plan.

Student Success & Workforce Alignment Committee –

Dr. Kim Poast offered the SS&WC report on behalf of Chair Abramson who could not attend today. The committee recently worked on HB21-1330 initiatives including stackable credentials, portfolio, and plans for implementation. The committee also reviewed the work of the HB22-1215 task force led by Commissioner Abramson with staff support. Dr. Chris Rasmussen introduced Ruthanne Orihuela as the Department's Director of Credential Pathways and Prior Learning Initiatives who is leading the implementation of Senate Bill 192. He added that today's agenda also included consent items from Heather Delange related to out-of-state institutions that seek to offer specific programs in Colorado. Our preliminary data reveals 57,000 applications for these programs, which is close to last year's total of 63,000 – and in which we may reach by year's end.

Fiscal Affairs & Audit Committee –

Commission Tucker reported that the FPA committee had several items on today's agenda and would be suggesting moving a consent item to an action item.

Ad Hoc Strategic Planning Revision –

Chair Hughes skipped this report due to Vice Chair Scott's report above.

Advisor Reports –

Dr. Piket-May offered the faculty advisor report. She noted that the faculty continue to have concerns about the oversight of instructor quality and mentoring for the concurrent enrollment courses which impact the materials delivered and the quality of the programs.

Secondly, faculty have concerns about the strategic plan related to ROI. There is also concern about not including out-of-state workers and how that might skew the data. She added that faculty fully appreciate the intent of the strategic plan focus with respect to ROIs but are not sure it is reaching the intended purpose and is may even do harm to programs that provide a vibrant and enriched culture to society.

She added that many students have minors and certificates in addition to majors and many students earn postgraduate degrees and certificates after the undergraduate degree. Therefore, it's not clear how this is included in the strategic plan's lifetime-earning calculation. Certificates, stackable or not, are becoming more common for undergraduates. This tracking needs to be captured in the formula as this is exactly the steps students and institutions are taking to increase competitiveness and workplace opportunities of all students regardless of their core degree.



She noted that students can currently look up average salaries for degrees on the CDHE website. Colorado has a rich and complex higher education ecosystem with numerous exciting opportunities for students. She expressed concern that the strategic plan appears to create a model that is looking backwards at a system that did not have all these exciting opportunities described above where students can follow their passion, supplementing their core degrees. Faculty suggest focusing on how to better educate students to evaluate different programs and opportunities on their own. She further encouraged working with the Colorado industries to provide more internships and work-based learning early in the student's academic journey. As an example, there is an electrical engineering department chair that has a BA in History which he claims helps him every day in many ways. He's a computer engineer that does synthetic biology writing coding to DNA and he values that history degree. There is another person who has won awards and developed a visualization technique in data science because his Bachelor of Arts degree in Art, who then earned a Master's in Data Science.

Student Advisor Nolbert Chaves reported that the Statewide Colorado Student Government Coalition recently met with Colorado Attorney General Phil Weiser who discussed the importance of voting. The coalition has also recently discussed student government partnerships among CSU, the University of Denver, and the University of Colorado.

Legislative Advisor Senator Zenzinger amusingly noted that she obviously was not up for reelection as she was the only legislator attending in late October. She added that the Governor will be delivering his budget on November 1st and will then present that budget to the Joint Budget Committee on Monday, November 14th.

E. Executive Director Report -

Dr. Paccione opened her remarks with appreciation to Community College of Aurora (CCA) President Mordecai Brownlee for hosting the day's meeting. She noted that she was pleased to join him, the Foundation for Colorado Community Colleges, and Chancellor Garcia at CCA for a PepsiCo Foundation Uplift Scholar Celebration and Check Presentation. The PepsiCo Foundation is providing \$600,000 to the Uplift Scholarship program to support Black and Hispanic students pursuing two-year degrees and certificates in high-growth business-related industries including information technology, advanced manufacturing, logistics, sales, and marketing. The program will focus on students at CCA, Community College of Denver, and Front Range Community College.

She also noted that as part of National Hispanic Heritage Month (September 15 – October 15), Chief Educational Equity Officer Dr. Roberto Montoya completed a Colorado Hispanic Serving Institution (HIS) tour. The tour began with a keynote address at CSU-Pueblo and a MSU Denver reception. Additional meetings included Adams State University, Trinidad State College, Morgan Community



College, Pueblo Community College, the Community College of Denver, and the University of Northern Colorado.

Dr. Paccione was pleased to announce that College Application Month ran from September 19 – October 21. As part of the campaign 53 (4,893 students) schools, districts, BOCES, and programs participated with 22 hosting College Application/Parent Night events and 39 hosting FAFSA Night events. Free App Days ran from October 18 – 20, with CDHE having PSAs and videos in circulation – including those provided by the Governor. More data will be available in the upcoming weeks, but all indications are that it was a great campaign.

Dr. Paccione also highlighted recent staff activities. On October 3, Director of DHE’s Educator Preparation Dr. Britt Lane participated on a panel at the Teacher Education Council of State Colleges and Universities Annual Meeting. She noted that Dr. Lane is leaving the Department at the end of the month and thanked her for her years of service. On October 4, CDHE IT Director Jimmy Rogers was a featured panelist at this year’s Colorado Digital Government Summit. And on September 27-29, Colorado provided a team to the annual Lumina Foundation State Policy Retreat in Indianapolis. As part of the conference, Dr. Ben Boggs participated on a panel as part of Lumina’s reconsideration of what is next after setting attainment goals and developing national interest in ROI.

F. Legislative Update

Appearing virtually, Ms. Chloe Figg reported that she did not have a legislative update as we await the Governor’s November 1 budget release. This was Ms. Figg’s first meeting since her maternity leave, and all appreciated the appearance of her daughter Sabrina and welcomed Chloe back to CDHE and Commission.

G. Public Comment- No public comment.

H. Recognition of Steven Trujillo -

The Commission took a moment to recognize former Commission member Steven Trujillo. Chair Hughes thanked him for attending the meeting and read a formal resolution noting his distinctive service and dedication to Colorado, and specifically the Pueblo region, in the service of expanding postsecondary education opportunities. Mr. Trujillo expressed his appreciation for the opportunity to serve and of the support provided by the Department staff.

II. Consent Items

- A.** Recommendation for Approval of the 2023 Commission Meeting Schedule – *Dr. Bennett Boggs*
- B.** Recommendation for Approval of Revision to Colorado School of Mines Two-Year Cash-Funded Capital List – *Kennedy Evans*



- C. Recommendation for Approval of Program Plans and Waivers for FY 2023-24 Requested Capital Projects – *Kennedy Evans*
- D. Recommendation for Approval of Supplemental for Metropolitan State University - Denver Health Institute – *Kennedy Evans*
- E. ~~Recommendation for Approval of Supplemental for Colorado Mesa University Performing Arts Expansion and Renovation – *Kennedy Evans* (Reclassified as ACTION ITEM III C)~~
- F. Recommendation for Approval of Nonmonetary Supplemental for Colorado State University - Pueblo Technology Building – *Kennedy Evans*
- G. Recommendation of Provisional Authorization for Grand Canyon University – *Heather Delange*
- H. Recommendation of Provisional Authorization for St. Louis University – *Heather Delange*

Prior to acting on the consent items, Commissioner Harber moved to reclassify Item II.E. as an action item. Seconded by Commissioner Tucker, the motion passed and the item was reclassified as item III. C. Commissioner Walmer then moved to approve the remaining consent items. Seconded by Commissioner Harber, the motion passed by consent.

III. Action Items

- A. Recommendation for Approval of FY 2023-24 Student Budget Parameters – *Gayle Godfrey and Lauren Gilliland*

Gayle Godfrey, CDHE, reported that this item seeks approval to change student budget parameters. She explained that each October the Department updates the parameters for food, transportation and housing based on inflation. As part of this year’s process, staff used inflation estimates from the Office of State Planning and Budgeting to calculate the adjustments. The base point for the calculations was an inflationary estimate of 8.3%. After a preliminary discussion with the Finance, Performance and Audit committee, staff elected to use Eagle County in Colorado as a maximum. Using this base instead of one state average allows for larger parameters minimizing IHEs having to request student budget adjustments through the Department as frequently. On-campus housing continues to be based on actual room costs. The inflation source was unclear in prior years, so the food parameter has decreased from years prior in working toward streamlining the inflation metric. Staff noted that the decrease in food as an individual parameter does not decrease overall budget parameters as work continues toward consistency with this calculation in future years.

Commissioner Harber moved to approve Action Item (Recommendation for Approval of FY 2023-24 Student Budget Parameters). Seconded by Commissioner Tucker, the motion was approved by consent.



B. Recommendation for Approval of the Funding Allocation Formula for Fiscal Year 2023-24 Performance Funding Formula – *Lauren Gilliland*

Lauren Gilliland, CDHE, reviewed the history and structure of the higher education performance funding formula established by House Bill 20-1366. This formula is used to allocate operating funding appropriated to the state’s public institutions of higher education. CCHE has a statutory obligation to make recommendations on certain structural aspects of the funding formula each budget cycle. Ms. Gilliland shared feedback from the institutional CFO group and the Finance, Performance and Accountability subcommittee. Advisor Steve Schwartz, Fort Lewis College, shared insights from the CFO group, including the importance of covering core minimum cost increases. Vice Chair Scott pointed out that the core minimum cost increase calculations do not account for declining enrollment. Commissioners refrained from recommending a specific funding level but recommended that all funding go through the performance portion of the formula (“Step 2”) given the high inflation environment rather than funding special priorities. Further, they recommended that the weightings of the Step 2 performance metrics remain constant to previous years to maintain predictability and consistency.

Commissioner Tucker moved to approve Action Item (Recommendation for Approval of the Funding Allocation Formula for Fiscal Year 2023-24 Performance Funding Formula). Seconded by Commissioner Harber, the motion was approved by consent.

C. Recommendation for Approval of Supplemental for Colorado Mesa University Performing Arts Expansion and Renovation – *Kennedy Evans*

Kennedy Evans, CDHE, provided a description of the regular supplemental request from Colorado Mesa University. Commissioners had already approved this project earlier in the year as an emergency supplement, but it was ultimately denied by OSPB due to lack of available funds. Ms. Evans provided an overview of the supplemental process and CMU’s request for additional funds. Discussion focused on the effects of inflation and rising construction costs, and the steps CMU attempted to stay within the original appropriated budget.

Commissioner Harber moved to approve Action Item (Recommendation for Approval of the Funding Allocation Formula for Fiscal Year 2023-24 Performance Funding Formula). Seconded by Commissioner Tucker, the motion was approved. Commissioner Meyer recused himself from vote.

IV. Discussion Items

A. Summary of Learning Session Conversation on HB22-1349 Implementation – *Michael Vente*



Mr. Vente provided a summary of his work session presentation on the implementation of HB22-1349 held before the CCHE business meeting. The conversation focused on action items for CCHE to take at their December meeting. These included adoption of policy on new measures of postsecondary and workforce success as well as nominations and appointments to a Technical Working Group who will dive deeper into measure and provide recommendations to CCHE on updates to policy in 2023.

B. Strategic Plan Revision/Development – *Josh Scott*

Vice Chair Scott provided a brief yet succinct summary of the Commission’s draft strategic plan. He acknowledged the robust discussion among the Commission at its September 1 meeting and added that engagement continues with numerous stakeholder groups. He noted that the resulting comments from the discussions have been helpful and fruitful, with language adjusted accordingly within the plan. The Commission is expected to vote on the draft strategic plan at the December 1 meeting. Following the expected approval, a technical working group composed of Commission members, institutional representatives who work with data, and others will be convened to investigate the methodologies for new measures of success and the necessary data to calculate those measures.

Meeting adjourned 3:28 pm.



TOPIC: RECOMMENDED APPROVAL OF NONMONETARY
SUPPLEMENTAL OF TRINIDAD STATE COLLEGE
FREUDENTHAL LIBRARY RENOVATION

PREPARED BY: KENNEDY EVANS, LEAD FINANCE ANALYST

I. SUMMARY

This consent item seeks approval of the nonmonetary supplemental submitted by Trinidad State College to reduce the scope of their Freudenthal Library renovation project to stay within the current appropriation. This request is due to insufficient funding for the full project caused by inflation. This non-monetary request for reduction/modification of the scope of the project will allow Trinidad State College to continue the design development phase and the construction document phase.

II. BACKGROUND

Trinidad State College (TSC) was appropriated \$6,276,339 in capital construction funds for phase one of their Freudenthal Library renovation project in Fiscal Year 2021-22. This amount reflects costs included in their 2020 program plan. Trinidad State College has established the Fixed Limit of Construction in the amount of \$4.4 million.

Trinidad State College hired studiotrope Design Collective (sDC) as the architect to design the project based on the Program Plan. Trinidad State College has also hired Nunn Construction as the CM/GC to provide preconstruction services, including estimating, as well as to construct the renovation. The architect completed schematic drawings on September 1, 2022. The current estimated cost of the project, if completed in its original scope is now between \$7.3 - \$7.7 million. Both estimates are over \$2,800,000 above the Fixed Limit of Construction.

As a result of the over-budget estimates, Trinidad State, sDC, and Nunn collectively explored value engineering options to decrease the cost of work to be within the Fixed Limit of Construction. Because the estimate overages are so great, there is a considerable amount of scope that has been eliminated or designated as an alternate.

III. STAFF ANALYSIS

Summary of Request:

Table 1 displays the summary of the non-monetary adjustment.

**Table 1:
Summary of Non-monetary Adjustment**

Fiscal Year to be Modified	Total Funds	Capital Construction Fund (CCF)	Cash Funds (CF)
FY 2022-23	\$0	\$0	\$0

Freudenthal Library Renovation: While the Program Plan had prescribed the entire second and third levels and the restrooms on the first level of the library to be renovated, the current scope has been limited to certain areas: Entry (interior and exterior), Study Lounge, Level 1 Restrooms, Gallery Lounge, Second Level Restrooms, and Third Level Restrooms. The limited scope and alternates are reflected in the design documents drawing set, dated October 6, 2022. The original scope of work included interior finish improvements to classrooms, multi-use space, maker space, library collections, and workroom. The original scope of work also included window replacements and 24/7 space access to the study and gallery lounges. Nunn and Cumming are currently underway preparing their DD (Design Development) estimates.

IV. STAFF RECOMMENDATIONS

Staff recommend approval of this nonmonetary supplemental request and for the request to be forwarded to the Capital Development Committee and the Office of State Planning and Budgeting for further review.

V. STATUTORY AUTHORITY

C.R.S. 24-75-1115

(1) For purposes of this section, “nonmonetary adjustment” means a change that does not affect the amount of the appropriation, including a name change, an extension of time for completion, a scope change, a transfer between departments, or other such similar changes.

(2) For fiscal years commencing on or after July 1, 2015, the controller may allow any department, institution, or agency of the state, including any institution of higher education, to expend moneys differently from the authority granted by an item of appropriation for a capital construction budget item or an information technology capital project if the capital construction, controlled maintenance, capital renewal project, or information technology capital project that the appropriation was for requires a nonmonetary adjustment for its timely continuation and the nonmonetary adjustment is due to unforeseen circumstances arising while the general assembly is not meeting in regular or special session during which such nonmonetary adjustment would be legislatively addressed, under the following circumstances:

(a) If the nonmonetary adjustment is in regard to a capital construction budget item and is requested by a department, institution, or agency of the state other than the department of law, the department of the treasury, the department of state, the judicial department, or the legislative department:

(I) The request for the nonmonetary adjustment has been submitted to the office of state planning and budgeting for approval and the office of state planning and budgeting has approved the nonmonetary adjustment, in whole or in part; and

(II) Upon approval by the office of state planning and budgeting, the request for the nonmonetary adjustment has been submitted to the capital development committee for consideration; and

(III) Upon the issuance of a written recommendation regarding the nonmonetary adjustment by the capital development committee, the request for the nonmonetary adjustment has been submitted to the joint budget committee for approval; and

- (IV) The request for the nonmonetary adjustment has been approved, in whole or in part, by a majority vote of the members of the joint budget committee, and the controller has received written confirmation of such approval from the joint budget committee; or
- (b) If the nonmonetary adjustment is in regard to a capital construction budget item and is requested by the department of law, the department of the treasury, the department of state, the judicial department, or the legislative department:
- (I) The request for the nonmonetary adjustment has been submitted to the capital development committee for consideration; and
- (II) Upon the issuance of a written recommendation regarding the nonmonetary adjustment by the capital development committee, the request for the nonmonetary adjustment has been submitted to the joint budget committee for approval; and
- (III) The request for the nonmonetary adjustment has been approved, in whole or in part, by a majority vote of the members of the joint budget committee, and the controller has received written confirmation of such approval from the joint budget committee.
- (3) Any department, institution, or agency of the state requesting a nonmonetary adjustment pursuant to subsection (1) of this section shall make the request in such form and shall include in the request such information as may be required by the office of state planning and budgeting, the capital development committee, the joint technology committee, and the joint budget committee, as applicable.
- (4) Nonmonetary adjustments must be consistent with the original purpose for which the appropriation was made and may not change the amount of the appropriation.
- (5) The joint budget committee shall introduce a supplemental appropriation for the fiscal year in which the nonmonetary adjustment occurred that reflects the nonmonetary adjustment.

ATTACHMENTS:

ATTACHMENT A: TJC Freudenthal Library Renovation Regular Supplemental Request Narrative

ATTACHMENT B: TJC Freudenthal Library Renovation Regular Supplemental Request Cost Detail



FY 2022-23 SUPPLEMENTAL CAPITAL CONSTRUCTION/CAPITAL RENEWAL REQUEST- NARRATIVE (S CC_CR-N)	
Capital Construction Fund Amount (CCF):	\$0
Cash Fund Amount (CF):	\$0
Intercept Program Request? (Yes/No):	No
Supplemental Type (Supplemental/ 1331 Supplemental)	Supplemental
Institution Name:	Trinidad State College
Project Title:	Freudenthal Library Renovation
Project Phase (Phase_of_):	Phase 1 of 2
State Controller Project Number (if continuation):	2017-057P21
Project Type:	<input checked="" type="checkbox"/> Capital Construction (CC)
	<input type="checkbox"/> Capital Renewal (CR)
Original Appropriation Year:	2021
Fiscal Year to be Modified:	FY 2022-2023
Name & Title of Preparer:	Danny Rogers
E-mail of Preparer:	Danny.rogers@trinidadstate.edu
Institution Signature Approval:	<i>Sharnice Shiner</i> 11.15.22 Date
CDHE Signature Approval:	_____ Date
Revision (Yes/No)	
Submittal Date:	_____ Date

A. SUPPLEMENTAL CRITERIA:

As the result of cost of work estimates exceeding the Fixed Limit of Construction, Trinidad State College requests approval for scope reduction/modification of the Freudenthal Library Renovation, Phase I, Project # 2017-057P21.

B. SUPPLEMENTAL JUSTIFICATION:

The Freudenthal Library Renovation – Phase I project scope is based on the Program Plan, dated April 23, 2020 as prepared by Hall Architects and SmithGroup. Based on the estimate presented in the Program Plan, the State has appropriated and authorized Trinidad State College to expend a total sum of \$6,276,339 for the project. Trinidad State College has established the Fixed Limit of Construction in the amount of \$4,424,832. The project delivery method selected is Integrated Project Delivery – CM/GC (Construction Manager/General Contractor).

The Trinidad State College hired studiotrope Design Collective (sDC) as the project architect to design the project based on the Program Plan. Additionally, Trinidad State College has hired Nunn Construction as the CM/GC to provide preconstruction services, including estimating, as well as to construct the renovation.

The architect completed schematic drawings on 7/1/22. In turn, Nunn and sDC's cost estimator, Cumming, both prepared estimates for the cost of the work. Cumming estimated the work to cost a total of \$7,662,266. Nunn estimated the work to cost \$7,299,750. Both estimates are over \$2,800,000 above the Fixed Limit of Construction.

C. PROJECT SUMMARY/STATUS:

As a result of the over budget estimates, Trinidad State, sDC, and Nunn collectively sought out value engineering options to decrease the cost of work such that it will be within the Fixed Limit of Construction. Because the estimate overages are so great, there is a considerable amount of scope that has been eliminated or designated as an alternate.

While the Program Plan had prescribed all of the second and third levels and the restrooms on the first level of the library to be renovated, the current scope has been limited to certain areas: Entry (interior and exterior), Study Lounge, Level 1 Restrooms, Gallery Lounge, Second Level Restrooms, and Third Level Restrooms. The limited scope and alternates are reflected in the design documents drawing set, dated 10/6/2022. The original scope of work included interior finish improvements to classrooms, multi-use space, maker space, library collections and workroom. The original scope of work also included window replacements and 24/7 space access into the study and gallery lounges. Nunn and Cumming are currently underway preparing their DD (Design Development) estimates.

D. SUMMARY OF FUNDING CHANGE:

Fiscal Year to be Modified	Total Funds	Capital Construction Fund (CCF)	Cash Funds (CF)
FY20 22 - 23	\$ 0	\$ 0	\$0

E. ASSUMPTIONS FOR CALCULATIONS:

Trinidad State College is requesting a non-monetary change for the Freudenthal Library Renovation Project, Phase I. Our request is for the approval of a reduction of scope for the project to be within the Fixed Limit of Construction.

F. CONSEQUENCES IF NOT FUNDED:

This non-monetary request for reduction/modification of the scope of the project will allow Trinidad State College to continue moving forward through the design development phase and the construction document phase.

G. ADDITIONAL REQUEST INFORMATION:

Additional Request Information	Yes	No	Additional Information
Is this request driven by a new statutory mandate?		X	
Will this request require a statutory change?		X	

Is this a one-time request?		X	
Will this request involve any IT components?		X	



SUPPLEMENTAL CAPITAL CONSTRUCTION/CAPITAL RENEWAL REQUEST - COST SUMMARY (S CC_CR-C)						
(A)	(1) Funding Type:	State Funded		(2) Supplemental Type:	Regular	
(B)	(1) Institution:	Trinidad State Junior College		(2) Name of Preparer:	Danny Rogers	
(C)	(1) Project Title:	Freudenthal Library Renovation		(2) Email of Preparer:	danny.rogers@trinidadstate.edu	
(D)	(1) Project Phase (___ of ___):	1 of 2		(2) State Controller Project # (If continuation):	2017-057P21	
(E)	(1) Project Type:	Capital Construction (CC)		(2) Institution Signature Approval:	<i>Shannon</i> 11/15/22 Date	
(F)	(1) Original Appropriation Year:	1-May-21		(2) CDHE Signature Approval:	Date	
(G)	(1) Intercept Program?:	No		(2) Revision? If yes, previous submittal date:	Date	
(1)		(a) New Total Project Cost	(b) Total Prior-Year Appropriation(s) Excluding Modified FY	(c) Appropriation for the Modified Fiscal Year	(d) Supplemental Request For Modified Fiscal Year	(e) New Modified FY Total Request
Land /Building Acquisition						
(2)	Land Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -
(3)	Building Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -
(4)	Total Acquisition Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Services						
(5)	Planning Documentation	\$ -	\$ -	\$ -	\$ -	\$ -
(6)	Site Surveys, Investigations, Reports	\$ 36,000		\$ 36,000	\$ -	\$ 36,000
(7)	Architectural/Engineering/ Basic Services	\$ 486,732		\$ 486,732	\$ -	\$ 486,732
(8)	Code Review/Inspection	\$ 66,372		\$ 66,372	\$ -	\$ 66,372
(9)	Construction Management	\$ 191,993		\$ 191,993	\$ -	\$ 191,993
(10)	Advertisements	\$ 2,000		\$ 2,000	\$ -	\$ 2,000
(11)	Other (Commissioning & Relocation)	\$ 80,000		\$ 80,000	\$ -	\$ 80,000
(12)	Inflation Cost for Professional Services	\$ -	\$ -	\$ -	\$ -	\$ -
(13)	Inflation Percentage Applied		0.00%	0.00%	0.00%	0.00%
(14)	Total Professional Services	\$ 863,097	\$ -	\$ 863,097	\$ -	\$ 863,097
Construction or Improvement						
(15)	Infrastructure Service/Utilities	\$ -	\$ -	\$ -	\$ -	\$ -
(16)	Infrastructure Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -
(17)	Structure/Systems/ Components					
(18)	Cost for New (GSF):	\$ -	\$ -	\$ -	\$ -	\$ -
(19)	New at \$ X GSF					
(20)	Cost for Renovation (GSF):	\$ 4,043,316		\$ 4,043,316	\$ -	\$ 4,043,316
(21)	Renovation at \$ X GSF					
(22)	Cost for Capital Renewal (GSF):	\$ -	\$ -	\$ -	\$ -	\$ -
(23)	Renewal at \$ X GSF					
(24)	Other (Abatement)	\$ 240,000		\$ 240,000	\$ -	\$ 240,000
(25)	High Performance Certification Program	\$ 141,516		\$ 141,516	\$ -	\$ 141,516
(26)	Inflation for Construction	\$ -	\$ -	\$ -	\$ -	\$ -
(27)	Inflation Percentage Applied		0.00%	0.00%	0.00%	0.00%
(28)	Total Construction Costs	\$ 4,424,832	\$ -	\$ 4,424,832	\$ -	\$ 4,424,832
Equipment and Furnishings						
(29)	Equipment	\$ 375,000		\$ 375,000	\$ -	\$ 375,000
(30)	Furnishings	\$ -	\$ -	\$ -	\$ -	\$ -
(31)	Communications	\$ -	\$ -	\$ -	\$ -	\$ -
(32)	Inflation for Equipment & Furnishings	\$ -	\$ -	\$ -	\$ -	\$ -
(33)	Inflation Percentage Applied		0.00%	0.00%	0.00%	0.00%
(34)	Total Equipment & Furnishings Cost	\$ 375,000	\$ -	\$ 375,000	\$ -	\$ 375,000
Miscellaneous						
(35)	Art in Public Places	\$ 42,843		\$ 42,843	\$ -	\$ 42,843
(36)	Relocation Costs	\$ -	\$ -	\$ -	\$ -	\$ -
(37)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(38)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(39)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(40)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(41)	Total Misc. Costs	\$ 42,843	\$ -	\$ 42,834	\$ -	\$ 42,843
Total Project Costs						
(42)	Total Project Costs	\$ 5,705,772	\$ -	\$ 5,705,763	\$ -	\$ 5,705,772
Project Contingency						
(43)	5% for New	\$ -	\$ -	\$ -	\$ -	\$ -
(44)	10% for Renovation	\$ 1,141,152		\$ 570,576	\$ 570,576	\$ 1,141,152
(45)	Total Contingency	\$ 1,141,152	\$ -	\$ 570,576	\$ 570,576	\$ 1,141,152
Total Budget Request						
(46)	Total Budget Request	\$ 13,693,839	\$ -	\$ 6,276,339	\$ 570,576	\$ 6,846,924
Funding Source						
(47)	Capital Construction Fund (CCF)	\$ 6,276,339		\$ 6,276,339	\$ -	\$ 6,276,339
(48)	Cash Funds (CF)	\$ -	\$ -	\$ -	\$ -	\$ -
(49)	Reappropriated Funds (RF)	\$ -	\$ -	\$ -	\$ -	\$ -
(50)	Federal Funds (FF)	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$ 6,276,339	\$ 0	\$ 6,276,339	\$ 0	\$ 6,276,339

TOPIC: RECOMMEND APPROVAL OF TWO-YEAR CASH-FUNDED CAPITAL LIST AMENDMENT – COLORADO MESA UNIVERSITY

PREPARED BY: KENNEDY EVANS, LEAD FINANCE ANALYST

I. SUMMARY

This consent item amends the Two-Year Cash Funded Capital Program List for Colorado Mesa University. The amended list reflects the addition of Student Housing Wingate North

II. BACKGROUND

Under C.R.S. 23-1-106, the Colorado Commission on Higher Education (CCHE) must provide the legislative Capital Development Committee (CDC) with either approval or commentary on amendments to the two-year cash-funded capital program lists submitted by public institutions of higher education. Capital construction projects or acquisition of real property less than or equal to two million dollars that are exclusively cash funded, and projects not for new construction less than or equal to \$10 million that are exclusively cash funded are exempted from this process. Governing boards have the authority to submit new two-year lists and amendments to the CCHE and CDC at any point during the fiscal year; however, projects on the two-year list may not commence until approved by the CDC. Any project expected to exceed the originally approved appropriation by fifteen percent or more must submit an amended two-year list item for approval.

III. STAFF ANALYSIS

Classroom Building + Parking Garage 2.

Table 1 displays the cost of Student Housing Wingate North

Table 1: Two-Year Cash Funded Capital Program, Student Housing Wingate North

FY 2022-23 Through FY 2023-24 List

Cash Funds	\$19,577,873
Federal Funds	\$-
Total Funds	\$19,577,873

Project Description: Colorado Mesa University (CMU) requests \$19,577,873 in cash funds spending authority for the construction of a new 44,684 square-foot on-campus housing building to accommodate the increase in enrollment in the last decade, along with the policy in which freshman and sophomore students are required to live on campus. According to CMU, they do not currently have sufficient on-campus housing to meet the demand that accompanies that policy. The funds will be coming from a combination of 30-year bond debt, and unrestricted cash reserves.

IV. STAFF RECOMMENDATIONS

Staff recommend approval of the amended Two-Year Cash Funded Capital Program List for Colorado Mesa University, and the forwarding of the decision to the Capital Development Committee.

V. STATUTORY AUTHORITY

C.R.S. 23-1-106(1) Except as permitted by subsection (9) of this section, it is declared to be the policy of the general assembly not to authorize any activity requiring capital construction or capital renewal for state institutions of higher education unless approved by the commission.

(5) (a) The commission shall approve plans for any capital construction or capital renewal project at any state institution of higher education regardless of the source of funds; except that the commission need not approve plans for any capital construction or capital renewal project at a local district college or area technical college or for any capital construction or capital renewal project described in subsection (9) of this section.

(b) The commission may except from the requirements for program and physical planning any project that requires two million dollars or less if the capital construction project is for new construction and funded solely from cash funds held by the institution or the project is funded through the higher education revenue bond intercept program established pursuant to section 23-5-139, or ten million dollars or less if the project is not for new construction and is funded solely from cash funds held by the institution.

(7)(c)(I)(B) The commission annually shall prepare a unified, two-year report for capital construction projects for new acquisitions of real property or for new construction, described in subsection (10) of this section, estimated to require total project expenditures exceeding two million dollars, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the governor, the capital development committee, and the joint budget committee, consistent with the executive budget timetable.

(II)(A) The commission shall submit the two-year projections prepared by each state institution of higher education for each two-year period to the office of state planning and budgeting and the capital development committee. The capital development committee shall conduct a hearing in each regular legislative session on the projections and either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each projection.

(B) A state institution of higher education may submit to the staff of the capital development committee, the commission, and the office of state planning and budgeting an amendment to its approved two-year projection. The capital development committee shall conduct a hearing on the amendment within thirty days after submission during a regular legislative session of the general assembly or within forty-five days after submission during any period that the general assembly is

not in regular legislative session. The capital development committee shall either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

(10)(b) For any project subject to subsection (9) of this section, the governing board may enhance the project in an amount not to exceed fifteen percent of the original estimate of the cost of the project without the approval of the commission, the office of state planning and budgeting, the capital development committee, or the joint budget committee so long as the governing board notifies the commission, the office of state planning and budgeting, the capital development committee, and the joint budget committee in writing, explaining how the project has been enhanced and the source of the moneys for the enhancement.

ATTACHMENTS:

ATTACHMENT A: Amended Two-Year Cash Funded Capital Program List – Colorado Mesa University

ATTACHMENT B: Cash Funded Capital Construction Request FY 23-24 – Colorado Mesa University

Form CC-LCF

Two-Year Capital Construction - List of Cash Funded Projects
 FY 2022-23 to FY 2023-24
 Revised 10/25/2022

Prepared By: Kent W. Marsh

Phone: 970-248-1434

E-Mail: kmarsh3@coloradomesa.edu

Institution Name: Colorado Mesa University

Project Title: Student Housing Wingate North

Funding Source		Total Project Cost	Project Type:	Project Category:
Cash Funds	CF	\$ 19,577,872	New Construction	Auxilliary
Federal Funds	FF	\$ -	Intercept Project:	Est. Start Date:
Total Funds		\$ 19,577,872	DHE Approved Program Plan:	Est. Completion Date:
			List Approval Date (month/year):	Funding Method:

Project Title:

Funding Source		Total Project Cost	Project Type:	Project Category:
Cash Funds	CF	\$ -	Intercept Project:	Est. Start Date:
Federal Funds	FF	\$ -	DHE Approved Program Plan:	Est. Completion Date:
Total Funds		\$ -	List Approval Date (month/year):	Funding Method:

Project Title:

Funding Source		Total Project Cost	Project Type:	Project Category:
Cash Funds	CF	\$ -	Intercept Project:	Est. Start Date:
Federal Funds	FF	\$ -	DHE Approved Program Plan:	Est. Completion Date:
Total Funds		\$ -	List Approval Date (month/year):	Funding Method:

Project Title:

Funding Source		Total Project Cost	Project Type:	Project Category:
Cash Funds	CF	\$ -	Intercept Project:	Est. Start Date:
Federal Funds	FF	\$ -	DHE Approved Program Plan:	Est. Completion Date:
Total Funds		\$ -	List Approval Date (month/year):	Funding Method:

Project Title:

Funding Source		Total Project Cost	Project Type:	Project Category:
Cash Funds	CF	\$ -	Intercept Project:	Est. Start Date:
Federal Funds	FF	\$ -	DHE Approved Program Plan:	Est. Completion Date:
Total Funds		\$ -	List Approval Date (month/year):	Funding Method:

Project Title:

Funding Source		Total Project Cost	Project Type:	Project Category:
Cash Funds	CF	\$ -	Intercept Project:	Est. Start Date:
Federal Funds	FF	\$ -	DHE Approved Program Plan:	Est. Completion Date:
Total Funds		\$ -	List Approval Date (month/year):	Funding Method:

Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		

Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		
Project Title:								
Funding Source		Total Project Cost		Project Type:		Project Category:		
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:		

CC-C2: CASH FUNDED CAPITAL CONSTRUCTION REQUEST FY 2023-24

1. SUMMARY INFORMATION	Complete Every Row in this Column
a. Agency or Institution Name:	Colorado Mesa University
b. Project Name:	Student Housing Wingate North
c. New construction, modification, or acquisition?	<input checked="" type="checkbox"/> New Construction <input type="checkbox"/> Modification <input type="checkbox"/> Acquisition <input type="checkbox"/> Capital Renewal
d. Total Square Footage	<u>44,684</u> GSF <u> </u> ASF

2. BRIEF SUMMARY OF CAPITAL PROJECT	Enter summary below, this column
a. In 3-4 sentences summarize the objective and purpose of the project.	From 2010 to 2018, student headcount at Colorado Mesa University has grown from 8,130 to 10,810. 60% of all students are from outside Mesa County and must find lodging in Grand Junction. CMU has a policy which requires freshmen and sophomores (53% of all students) to live on campus, to the greatest extent possible. CMU does not have sufficient on-campus housing to meet that demand.
b. In 3-4 sentences explain what spending authority is requested, and how the cash funds will be provided, or the expected bond terms and how the bond will be repaid.	Colorado Mesa University requests \$19,577,873 in spending authority to complete the next phase of CMU's housing project. These funds will be provided from a combination of proceeds from the issuance of 30-year bond debt and unrestricted cash reserves. CMU has already received bank proposals for direct placement of the debt. Repayment of the debt will come from auxiliary revenues generated by the new housing project.
c. In 3-4 sentences identify the campus programs and/or populations impacted by this project.	Limited student housing is a barrier to accessing a college education. Recruitment of students has become increasingly more difficult as the cost of rental housing available in Grand Junction area, that would normally offset the number of beds CMU has available, has gotten far more expensive and much more difficult to find. Both trends that show no signs of slowing in the near term.
d. Identify the target LEED level and costs associated with HPCP compliance. If unknown explain why.	Though certification through the HPCP isn't required for a cash funded auxiliary building, the university's goal is to achieve the most cost effective balance between up front construction costs and long term operating costs. Formal certification through LEED or Green Globes will not be accomplished, but CMU will still pursue the creation of an energy model for the project to ensure the best blend of high performance and long term operating costs.

3. ADDITIONAL INFORMATION

Provide any additional information that is deemed important.

In 2012, CMU prepared a master plan for a four-building residence hall project, then identified as Renaissance Village, to be constructed just south of the athletic fields on both sides of Cannell Avenue. The project will ultimately house 1,000 students. The first structure, Garfield Residence Hall was completed in 2013. Garfield Hall Phase II was completed in 2015. Phase IIIA (renamed to Wingate Hall Phase IA) was completed in 2016. Wingate Hall Phase IB (Student Housing-Wingate West) was approved in 2019. Wingate North is this current request.

TOPIC: RECOMMENDATION OF APPROVAL OF PARTICIPANT(S) IN THE FOURTH-YEAR INNOVATION PILOT PROGRAM

PREPARED BY: JACK WOLFLINK, COORDINATOR OF INNOVATION PROGRAMS

I. SUMMARY

This consent item recommends approval of two participants in the Fourth-Year Innovation Pilot Program.

II. BACKGROUND

Implemented in [Senate Bill 21-106](#), the “[Fourth-Year Innovation Pilot Program](#)” authorizes the creation of a state-funded pilot program to help low-income students with the drive and ambition to complete high school early by awarding them state funding to pursue career and postsecondary training and education during what would have been their fourth year of high school.

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for selection of local education providers to participate in the program. C.R.S. §23-3.3-1303 states that the Commission shall select pilot program participants, including a mix of urban, suburban, and rural local education providers. The program was amended in [Senate Bill 22-140](#) authorizing the consideration of additional pilot program participants each year. The statute states that the commission shall adopt any necessary policies and the department shall adopt any necessary guidelines to implement and administer the pilot program.

III. STAFF ANALYSIS

This item creates a pilot program whereby local education providers (LEPs) or a group of LEPs can apply to participate. The program allows early high school graduates from low-income households to receive funding for postsecondary education or training programs during what would have been their fourth year of high school. Funding can be used for tuition, fees, books, transportation, and other expenses associated with the cost of attendance at the institution of higher education or training provider. Participating programs must report on funding disbursement, number of students, demographics, program enrollment, as well as exit data regarding completion rates, earnings, and employment outcomes for graduates. The pilot program will last for five years, with the first cohort of eligible students graduating during the 2021-22 school year and the final cohort of students graduating early during the 2025-26 school year.

CDHE staff used the same pilot program application process that was developed for the February 2022 open application period. The second application period opened on August 8, 2022 and closed on November 14, 2022. The application process was implemented online, using a SurveyMonkey Apply account, and comprised of four narrative questions, two file submissions, the disclosure of

key contacts and participating schools, and acknowledgements regarding statutorily required reporting. See “Attachment A: Application Template”.

CDHE conducted an outreach campaign from August 2022 to November 2022 to advertise, recruit, and support LEPs to apply to the Fourth-Year Innovation Program. Initial outreach was launched via social media and the CDE *Scoop* newsletter on August 17, 2022, expanding to additional newsletters and social media in September and October. Additional resources and information were made available on the CDHE website starting July 2022. This outreach campaign was assisted in partnership with Colorado Succeeds (the primary resource to the sponsors of the bill), which conducted a parallel outreach campaign, as well as launched targeted recruitment efforts in consultation with CDHE for LEPs that it believed were particularly well-suited to the program. Colorado Succeeds will provide technical assistance and implementation support to the selected pilot schools. CDHE’s partnership with Colorado Succeeds was formalized in a Partnership Agreement that went into effect on December 20, 2021, which stipulated the full separation of Colorado Succeeds from the application evaluation process. Although Colorado Succeeds conducted targeted outreach, their support services were made available to any interested LEP.

CDHE established an application evaluation process using a scoring rubric (see Attachment B) to be completed by members of an application review panel. The review panel consisted of three staff from CDHE and one from CDE. A total of two applications were submitted. During the week of November 14, 2022, the review panel members reviewed the applications and submitted rubric scores, comments, and recommendations. On November 16, 2022, the review panel finalized its recommendations to the Commission.

Successful applications exhibited a clear vision for the integration of the program into their existing mission objectives and curriculum, focus on serving priority communities as designated by the statute, and deep engagement with lessons learned from the first year of the program.

Although the initial approval of participants met statutory requirements that approved participants include “a mix of urban, suburban, and rural local education providers,” approving these additional participants will expand the geographic diversity of the Path4Ward Program. Aurora Public Schools is CDE-designated urban, and the Fremont Multidistrict Initiative is comprised of two CDE-designated rural districts and one small rural district.

IV. STAFF RECOMMENDATION

Staff recommend approval of the following applicants to the Fourth-Year Innovation Pilot Program:

- 1. Aurora Public Schools, lead applicant Dawn Post, ASCENT Specialist & AVID District Director.**
- 2. Fremont Multidistrict Initiative, of Cañon City Schools, Fremont School District, and Cotopaxi School District, lead applicant Adam Hartman, Superintendent, Cañon City Schools**

V. STATUTORY AUTHORITY

C.R.S. §23-3.3-1303 (1) (a) There is created in the department the fourth-year innovation pilot program. The purpose of the pilot program is to provide state funding to low-income students who graduate early from a high school participating in the pilot program.

(b) The pilot program is limited to local education providers or group of providers with the first cohort of graduates graduating early during the 2021-22 school year and the last cohort of graduates graduating early during the 2025-26 school year. Each year of the program, a local education provider or a group of local education providers may apply to the department to participate in the pilot program. A school or local education provider approved by the department may be added to an existing group of local education providers. The commission shall select pilot program participants, including a mix of urban, suburban, and rural local education providers. In the pilot program application, the applicant or applicants shall indicate which high schools are participating in the pilot program. With approval of the charter school, a school district that is selected to participate in the pilot program may also include a charter school authorized by the school district as one of its designated high schools.

(2) The commission shall adopt any necessary policies and the department shall adopt any necessary guidelines to implement and administer the pilot program.

VI. ATTACHMENTS

Attachment A: Application Template

Attachment B: Path4Ward Scoring Rubric

Application: 0816418484

Colorado Department of Higher Education
Path4Ward Program

Program Narrative

Incomplete

Please fill out the following sections with a description of your institution's plans and approach to implementing the Path4Ward program.

Form for "Program Narrative"

In this section, provide an overview of the school(s) and/or local education providers applying for the pilot program and a description of how you will design your participation in the pilot program.

Program Summary

To assist us in getting to know you, provide a brief overview of the schools/LEPs participating in this application, the composition and characteristics of the student body, and each school's points of pride. Please summarize your goals for participating in the pilot program.

(No response)

Program Objectives

Describe the goals and outcomes you envision for your participation in the pilot program. Demonstrate that you have a clear vision for what the pilot will accomplish for participating schools/LEPs and for participating students. If more than one school is participating, and there are differences between how they will implement the program, please provide details.

(No response)

Student Opportunities

Please describe the post-secondary education partnerships or training opportunities currently available to your high school students as well as new opportunities you would like to make available through the pilot program. Please include a brief description (including data & collection methodology) of how you know your students are benefiting from opportunities provided through these existing programs. This may include number of credentials earned, students participating, programs completed, etc.

(No response)

Counseling Plan

Please describe plans for implementing student support and counseling services to participants, and for promoting and assisting future early graduates in accessing the program. Additionally, please describe how staff resources will be applied to carry out these plans.

(No response)

Program Budget

Please complete and upload a budget template showing proposed school or district expenditures for your pilot program. Please ensure the filename includes the applicant name. Template is available on the Path4Ward Program website:

https://cdhe.colorado.gov/sites/highered/files/EGP%20Application%20Budget%20Template_0.xlsx

Statutory Compliance

Incomplete

In this section, you will provide key contacts for the oversight of your application, implementation, and reporting process, as well as provide preliminary data demonstrating your capacity to support statutorily-required data collection.

Form for "Statutory Compliance"

In this section, you will provide required data supporting your application's narrative section.

Application Primary Contact

First Name

(No response)

Last Name

(No response)

Email Address

(No response)

Phone Number

(No response)

Application Secondary Contact

First Name

(No response)

Last Name

(No response)

Email Address

(No response)

Phone Number

(No response)

Participating Schools & LEPs

Please fill out the name and address of all schools & LEPs this proposal will include. If all schools in a district are applying, you may instead provide the name and address of the district only.

School 1

School 1 Name

(No response)

School 1 Street Address

(No response)

School 1 City/County

(No response)

School 1 Zip Code

(No response)

School 2

School 2 Name

(No response)

School 2 Street Address

(No response)

School 2 City/County

(No response)

School 2 Zip Code

(No response)

School 3

School 3 Name

(No response)

School 3 Street Address

(No response)

School 3 City/County

(No response)

School 3 Zip Code

(No response)

School 4

School 4 Name

(No response)

School 4 Street Address

(No response)

School 4 City/County

(No response)

School 4 Zip Code

(No response)

School 5

School 5 Name

(No response)

School 5 Street Address

(No response)

School 5 City/County

(No response)

School 5 Zip Code

(No response)

Additional Participating Schools

If you have more than five schools participating, list their name(s) and address(es) here.

(No response)

Preliminary Data

Please upload an Excel template containing: the total number of potentially-eligible students, demographics of participating school(s), and current graduation rates. The template is available at the CDHE website:

https://cdhe.colorado.gov/sites/highered/files/EGP%20Application%20Data%20Template_0.xlsx

Statute-Required Reporting Acknowledgement

No Responses Selected

E-Signature

No Responses Selected

Proposal Narrative

23 Points

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 11 points out of the 23 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

Proposal Narrative and Operational Model	Inadequate (information not provided)	Minimal (requires additional clarification)	Fully Addressed (clear and complete)
Provide a comprehensive description of the proposed project. Address the challenges and opportunities provided by all institutions participating in the pilot program, implementation process, and methods of providing student support.			
1) Program Summary: Provide a brief summary of the institutions included in this program, including an overview of their current strengths and challenges and student body.	0	2	5
2) Program Objectives: Clearly state program goals and outline how you will implement the program in pursuit of those goals. If there are differences between schools, these are clearly described and justified.	0	2	5
3) Student Opportunities: Outline and summarize major postsecondary education and training opportunities for participating students. Include description of how these opportunities contribute to student educational or workforce pathways. In addition, this narrative should describe both education and workplace learning programs accessible to participating students.	0	2	5
4) Counseling Plan: Describe how the program plans to ensure students receive high-quality career and post-secondary counseling and other support. Outline methods used to ensure students who are or may become eligible for participation in the pilot program are aware of it and understand how to select and allocate funds to their intended program.	0	2	5
	Did not Submit (0 points)	Submitted (1 point)	
Program Budget: Applicant has submitted a budget summarizing related expenditures and allocations of estimated pilot program funding.	<input type="checkbox"/>	<input type="checkbox"/>	
Preliminary Data: Applicant has submitted preliminary data according to the CDHE-provided templates.	<input type="checkbox"/>	<input type="checkbox"/>	
Participating Schools: Applicant has submitted names and addresses of participating schools. If a district is participating as a whole, applicant has submitted its name and address instead.	<input type="checkbox"/>	<input type="checkbox"/>	

Reviewer Comments:

TOTAL POINTS

/23

TOPIC: RECOMMENDATION FOR APPROVAL OF REVISED POLICY ON ALLOCATION AND USE OF FUNDS FOR STUDENT EDUCATOR STIPENDS AND EDUCATOR TEST STIPENDS PER HB22-1220

PREPARED BY: DR. CHRIS RASMUSSEN, SENIOR DIRECTOR OF ACADEMIC PATHWAYS AND INNOVATION

I. SUMMARY

This item seeks approval of a revised policy on allocation and use of appropriated funds for the Student Educator Stipend Program and the Educator Test Stipend Program created by House Bill 22-1220: *Concerning Removing Barriers in Educator Preparation to Support Educator Candidates Entering the Educator Workforce*. The original policy was approved by the Commission at its July 29, 2022. The revised policy includes a provision that extends eligibility for student educator stipends to candidates who are completing student teaching or other clinical experiences in schools located outside of Colorado but within 100 driving miles of the Colorado border.

II. BACKGROUND

This item creates policy for two new stipend programs created by House Bill 22-1220 to address statewide teacher shortages and declining educator preparation program completion due in part to the financial burden incurred by teacher candidates. HB22-1220 builds on HB17-1003, which required the Colorado Department of Higher Education (DHE) and the Colorado Department of Education (CDE) to develop a collaborative plan to resolve the state's then current and expected educator shortages. HB22-1220 requires CDHE to administer and report on the Student Educator Stipend and the Educator Test Stipend Programs. These programs are aligned with the plan derived from HB17-1003. The Colorado Commission on Higher Education (CCHE) is tasked with developing a policy for administering these programs.

Individuals wanting to serve as teachers enroll in one of Colorado's several approved preparation programs. Part of the future educator experience is to participate in clinical experiences in schools, which provides candidates with valuable work-based experience while also providing valuable services to the schools in which they teach. Many educator candidates struggle financially during their required clinical experience because they work without pay, creating financial barriers that could delay completion of their degrees or result in higher student loan or consumer debt. What's more, the assessments required for licensure are quite expensive and several endorsement areas require more than one assessment. These tests are often required to be taken at the same time, if not right before, candidates complete their unpaid clinical experiences, which exacerbates the financial hardships.

The Student Educator Stipend Program specifies that eligible candidates may receive up to \$11,000 for a traditional 16-week student teaching clinical experience, while candidates completing a 32-week long clinical residency can receive up to \$22,000.

The policy adopted by the Commission will ensure that the program directives outlined in the authorizing statute are met. In accordance with the approved policy, CDHE will create a set of guidelines, a funding

distribution plan, and a comprehensive informational web page, which will include a series of Frequently Asked Questions and other resources useful to candidates and educator preparation providers. HB22-1220 also requires the Commission to prepare an annual report for the General Assembly with information concerning the student educators served, their service placements and retention as Colorado educators, and their perceptions of the financial burdens associated with educator preparation.

Following initial rollout of the Student Educator Program, department staff fielded multiple inquiries about potential eligibility if educator candidates are completing student teaching or other clinical experiences outside of Colorado. This was particularly important to Fort Lewis College, who historically has placed educator candidates at sites located on Navajo lands in New Mexico and Arizona, up to 99 miles from the Colorado border. Staff consulted with the sponsors of HB22-1220, who affirmed that the spirit of the program was to support students completing educator preparation programs in Colorado and who are likely to teach or counsel in Colorado schools. Sponsors supported the staff recommendation of allowing educator candidates to receive the stipend if they are placed in schools located within 100 driving miles of the Colorado border.

III. STAFF ANALYSIS

In addition to the plan developed through HB17-1003, these programs build on a legacy of legislative action to address educator shortages including the Educator Loan Forgiveness Program (extended by HB22-1220), Rural Alternate Licensure Stipend (SB 18-085), Teacher Fellowship Program (HB 18-1002), Grow Your Own Educator Program (HB 18-1309), Teacher Preparation Support (SB 19-190), Professional Training for Educators (SB20-158), and Educator Workforce (SB21-185).

Funding for the stipend programs comes from the American Rescue Plan Act for the first two fiscal years and will require appropriations from the Colorado General Assembly afterward. Specific data will be required of educator preparation programs for evaluation and required federal stimulus funds reporting.

The proposed stipend programs include the following components:

- Funds will be available beginning with the 2022-23 academic year.
- Educators eligible for selection will be those enrolled in an approved Colorado preparation program whose expected family contribution (using FAFSA calculations) does not exceed 200% of the maximum for Pell.
- Recipients will be student educators that are preparing for initial licensure as teachers or school counselors.
- Examination fees will be covered for eligible educators in endorsement areas for which licensure exams are required: elementary education, special education, early childhood education, early childhood special education, and school counseling.
- Funds will be sent to the institutions from CDHE to disperse to eligible students; providers are eligible to retain a portion of the allocated funds to help cover administrative costs.
- **Educator candidates must be placed in student teaching or other clinical experiences at schools located within Colorado, or within other states but no more than 100 driving miles from the Colorado border.**

Department staff will present a report to the Commission in June 2023 detailing the selection and payment processes implemented in the first full year of the program's existence.

IV. STAFF RECOMMENDATIONS

Staff recommend approval of the revised policy in Attachment A regarding allocation and use of appropriated funds for the Student Educator Stipend Program and the Educator Test Stipend Program created by House Bill 22-1220.

V. STATUTORY AUTHORITY

§23-3.9-302. Student educator stipend program - created - guidelines - definition.

(1)(a) THERE IS CREATED IN THE DEPARTMENT THE STUDENT EDUCATOR STIPEND PROGRAM, REFERRED TO IN THIS SECTION AS THE "STIPEND PROGRAM". THE PURPOSE OF THE STIPEND PROGRAM IS TO AWARD STIPEND MONEY TO AN ELIGIBLE STUDENT TO REDUCE THE FINANCIAL BARRIERS TO ENTERING THE EDUCATOR WORKFORCE WHILE THE STUDENT IS A STUDENT EDUCATOR.

(b) THE COMMISSION SHALL ADOPT ANY NECESSARY POLICIES AND THE DEPARTMENT SHALL ADOPT ANY NECESSARY GUIDELINES TO IMPLEMENT AND ADMINISTER THE STIPEND PROGRAM. THE DEPARTMENT SHALL COLLECT DATA TO MEASURE THE EFFECTIVENESS OF THE STIPEND PROGRAM...

...

(2)(b)(I) NO LATER THAN AUGUST 1, 2022, AND NO LATER THAN AUGUST 1 EACH YEAR THEREAFTER, THE DEPARTMENT, SUBJECT TO AVAILABLE APPROPRIATIONS, SHALL DISBURSE TO EACH APPROVED PROGRAM OF PREPARATION MONEY TO DISTRIBUTE AS STIPEND MONEY TO EACH ELIGIBLE STUDENT, PLUS ADDITIONAL MONEY TO PAY THE DIRECT COSTS OF OPERATING THE STIPEND PROGRAM. THE APPROVED PROGRAM OF PREPARATION SHALL DISTRIBUTE STIPEND MONEY, USING THE STANDARD METHODS FOR ALLOCATING STATE-BASED FINANCIAL AID OR AS WAGES FOR EMPLOYMENT, TO EACH ELIGIBLE STUDENT IN MONTHLY INSTALLMENTS.

...

§23-3.9-303. Educator test stipend program - created - guidelines.

(1)(a) THERE IS CREATED IN THE DEPARTMENT THE EDUCATOR TEST STIPEND PROGRAM, REFERRED TO IN THIS SECTION AS THE "STIPEND PROGRAM". THE PURPOSE OF THE STIPEND PROGRAM IS TO AWARD STIPEND MONEY TO AN APPROVED PROGRAM OF PREPARATION TO REDUCE FINANCIAL BARRIERS FOR ELIGIBLE STUDENTS BY PAYING THE FEES AND COSTS, WHICH MAY INCLUDE TRAVEL AND LODGING COSTS, ASSOCIATED WITH THE ASSESSMENT OF PROFESSIONAL COMPETENCIES REQUIRED FOR LICENSURE AND REQUIRED ENDORSEMENTS PURSUANT TO SECTIONS 22-60.5-203 AND 22-60.5-212.

(b)(I) THE COMMISSION SHALL ADOPT ANY NECESSARY POLICIES AND THE DEPARTMENT SHALL ADOPT ANY NECESSARY GUIDELINES TO IMPLEMENT AND ADMINISTER THE STIPEND PROGRAM.

(II) IN ITS ADOPTION OF ANY NECESSARY POLICIES PURSUANT TO SUBSECTION (1)(b)(I) OF THIS SECTION, THE COMMISSION SHALL CREATE A FORMULA FOR CALCULATING THE AMOUNT OF STIPEND MONEY AWARDED TO EACH APPROVED PROGRAM OF PREPARATION BASED ON THE TOTAL NUMBER OF ELIGIBLE STUDENTS IN AN APPROVED PROGRAM OF PREPARATION AND THE AMOUNT REQUIRED TO PAY THE FEES AND COSTS ASSOCIATED WITH THE ASSESSMENT OF PROFESSIONAL COMPETENCIES FOR LICENSURE AND THE REQUIRED ENDORSEMENT FOR EACH ELIGIBLE STUDENT.

...

(2)(a) TO QUALIFY TO PARTICIPATE IN THE STIPEND PROGRAM, A STUDENT MUST BE AN ELIGIBLE STUDENT. NO LATER THAN JULY 1, 2022, AND NO LATER THAN JULY 1 EACH YEAR THEREAFTER, EACH APPROVED PROGRAM OF PREPARATION SHALL NOTIFY THE DEPARTMENT OF THE NUMBER OF ELIGIBLE STUDENTS WHO QUALIFY FOR THE STIPEND PROGRAM.

(b)(I) NO LATER THAN AUGUST 1, 2022, AND NO LATER THAN AUGUST 1 EACH YEAR THEREAFTER, THE DEPARTMENT, SUBJECT TO AVAILABLE APPROPRIATIONS, SHALL DISBURSE TO EACH APPROVED PROGRAM OF PREPARATION STIPEND MONEY, PLUS ADDITIONAL MONEY TO PAY THE DIRECT COSTS OF OPERATING THE STIPEND PROGRAM. THE APPROVED PROGRAM OF PREPARATION SHALL DISTRIBUTE THE STIPEND MONEY TO EACH ELIGIBLE STUDENT TO PAY THE FEES AND COSTS ASSOCIATED WITH THE ASSESSMENT OF PROFESSIONAL COMPETENCIES FOR LICENSURE AND THE REQUIRED ENDORSEMENT.

...

VI. ATTACHMENTS

Attachment A: Revised Educator Preparation Stipend Program Policy

II D. ATTACHMENT A

CCHE REVISED POLICY ON ALLOCATION AND USE OF FUNDS FOR STUDENT EDUCATOR STIPENDS AND EDUCATOR TEST STIPENDS PER HB22-1220

(Original policy approved by the Commission on July 29, 2022; additions to policy for approval by the Commission on December 1, 2022, appear in **bold**).

1.00 Introduction

This policy describes the goals, program, procedures, and eligibility criteria for the Student Educator Stipend Program and the Educator Test Stipend Program authorized by House Bill 22-1220. Hereinafter the two programs are referred to the Educator Preparation Stipend Programs, Stipend Programs, or Program(s).

2.00 Statutory Authority

Statutory authority for the Student Educator Stipend Program is contained in §23-3.9-302, Colorado Revised Statutes; statutory authority for the Educator Test Stipend Program is contained in §23-3.9-303.

2.01 Program Funding

- a. The General Assembly has authorized the Educator Preparation Stipend Programs for the 2022-2023 academic year. Funding in future years is subject to available appropriations.
- a. Subject to available appropriations, the CDHE shall annually allocate funding to each Educator Preparation Program provider for eligible students for the program. The program is designed to make one payment per year to EPPs to administer and disperse payments to or on behalf of eligible students. Subject to available appropriations, one payment will be made per academic year to institutions for qualified students.
- b. Initial student eligibility will be determined by Educator Preparation Programs based on the number of eligible students.
- c. Continued EPP eligibility will be confirmed on an annual basis.
- d. The Educator Preparation Stipend Programs fund consists of all money appropriated to the fund by the General Assembly for the programs. At the end of any fiscal year (with the exception of FY23), all unexpended and unencumbered money in the fund remains in the fund and is not credited or transferred to the general fund or any other fund; for FY23, CDHE shall spend or obligate any money received pursuant to §24-25-228 by December 30,

2024. Any money obligated by December 31, 2024 must be expended by December 31, 2026.

- e. The total number of program awards is subject to available appropriations. If the amount appropriated in a state fiscal year is insufficient to fully fund the stipends for the total number of eligible students for that state fiscal year, CDHE shall reduce the amount to each EPP by the same percentage that the deficit bears to the amount required to fully fund the total number of eligible students who qualify for the stipend programs.
- f. **Educator candidates must be placed in student teaching or other clinical experiences at schools located within Colorado, or within other states but no more than 100 driving miles from the Colorado border. This rule is designed to support students enrolled in educator preparation programs at institutions located near state borders where placement opportunities include service in rural communities located near, but outside of, Colorado. It is the responsibility of institutions to verify that placement sites qualify given this requirement.**

3.00 Goals, Principles, and Terminology

3.01 Policy Goals for Educator Preparation Stipend Programs

CCHE's Educator Preparation Stipend Programs Policy is designed to help reduce the financial burdens associated with completing an educator preparation program.

3.02 Principles

The Educator Preparation Stipend Programs is a way of delivering financial support to aspiring educators so that they may remain in their programs, be paid for their service in required clinical placements, and to reduce the costs and fees associated with the exams required for licensure.

3.03 Terminology

- a. **Academic Residency:** a 16-week to 32-week intentional clinical experience for student educators who are placed in a school- or community-based setting for their culminating clinical experience. The student teacher/resident cannot be the teacher of record in the classroom.
- b. **Approved Program of Preparation:** an Educator Preparation Program (EPP) at a public, private, or proprietary postsecondary institution authorized by the

Colorado Commission of Higher Education per §23-1-121(1)(a) or an alternative teacher program as defined in section §22-60.5-102(5).

- c. **Eligible Student:** a student educator who is:
 - i. enrolled in an approved program of preparation
 - ii. eligible for financial assistance because the student's expected family contribution does not exceed 200% of the maximum for federal Pell grant eligibility.
- d. **Eligible Provider:** those that are approved to offer Educator Preparation programs per §23-1-121(1)(a) or §22-60.5-102(5).
- e. **Student Educator** – an educator candidate who is participating in an academic residency to earn initial licensure as a teacher or a school counselor.

5.00 Program Procedures

5.01 Educator Preparation Program Procedures

- a. By July 1 of a given year, each EPP shall notify CDHE of the number of eligible students who qualify for the stipend programs.
- b. EPPs are required to provide data to CDHE for the requirements outlined in §23-3.9-302 through §23-3.9-304.
- c. EPPs must use the FAFSA (Free Application for Federal Student Aid) or the CASFA (Colorado Application for Student Financial Aid) to demonstrate that a student meets the eligibility criteria in that the student's expected family contribution does not exceed 200% of the maximum required to demonstrate federal Pell grant eligibility.
- d. Eligibility must be determined each year a candidate is to receive funds.

5.02 CDHE Procedures

- a. No later than August 1, 2022, and no later than August 1 each year thereafter and subject to available appropriations, CDHE shall allocate to each EPP funds to distribute as stipends for eligible students plus additional funds to help cover the direct costs of operating the Student Educator Stipend Program using the standard methods for allocating state-based financial aid or as wages for employment, to each eligible student in monthly installments.

- b. No later than August 1, 2022, and no later than August 1 each year thereafter and subject to available appropriations, CDHE shall allocate to each EPP funds to pay for the fees and costs associated with the assessment of professional competencies required for licensure pursuant to §22-60.5-203 and §22-60.5-212 for eligible students.
- c. For both programs, CDHE shall develop a funding formula to determine the allocations per EPP based on available appropriations and inflation rates each year.

TOPIC: STRATEGIC PLAN REVISION/DEVELOPMENT
PREPARED BY: DR. BENNETT BOGGS, DEPUTY DIRECTOR

I. SUMMARY

Beginning in February 2022, the Commission began a process to update its Strategic Plan.

II. BACKGROUND

See Agenda Item IV.B. of the February 4, 2022, CCHE meeting for background on the Strategic Plan update and revision process.

The Strategic Plan Working Group comprises seven commissioners (Chair Sarah Hughes, Vice Chair Josh Scott, Berrick Abramson, Steve Meyer, Eric Tucker, Jennifer Walmer, and Jim Wilson); Executive Director Angie Paccione and other department staff; and Inta Morris (consultant). The Working Group is driving the process and serves as a liaison between the full Commission, the Department, and stakeholders.

The Working Group held weekly meetings on Wednesdays at 10:30 am. The Working Group has a complete final draft prepared for the Commission's December meeting.

III. STAFF ANALYSIS

The CDHE website provides the most recent work by the Working Group. The Working Group, led by Vice Chair Scott and Chair Hughes, has met weekly throughout the process, consulted widely with countless stakeholders, and presents its final draft to the Commission for its approval.

IV. STAFF RECOMMENDATION

Approval of the CCHE Strategic Plan to guide policy planning 2022-2026.

V. STATUTORY AUTHORITY

C.R.S. 23-1-108 Duties and powers of the commission with regard to systemwide planning

(1) The commission, after consultation with the governing boards of institutions and as a part of the master planning process, shall have the authority to:

(a) Establish a policy-based and continuing systemwide planning, programming, and coordination process to affect the best use of available resources;

(b) Establish such academic and vocational education planning as may be necessary to accomplish and sustain systemwide goals of high quality, access, diversity, efficiency, and accountability. Such planning shall include identification by each governing board of programs of excellence at institutions under their control and plans for enhancement and improvement for those programs.

TOPIC: APPROVAL OF NEW POLICY ON POSTSECONDARY AND WORKFORCE SUCCESS MEASURES PER HB22-1349
PREPARED BY: MICHAEL VENTE, CHIEF PERFORMANCE OFFICER AND SENIOR DIRECTOR OF RESEARCH AND DATA GOVERNANCE

I. SUMMARY

HB22-1349 (Postsecondary Student Success Data System) directs the Colorado Commission on Higher Education (CCHE) to adopt a policy on new measures of postsecondary and workforce success. These new measures will assist institutions of higher education and policymakers in identifying opportunities to support student success and highlight the value of postsecondary education. The policy will provide guidance to a Technical Working Group and their work to identify and calculate new measures. The draft policy will be provided by Michael Vente for review before the meeting.

II. BACKGROUND

Through the work of the [HB21-1330 Task Force](#), the committee provided [several recommendations](#) to improve student success and revitalize the workforce. Recommendations 2 (Enhance Transparency of Postsecondary and Workforce Data) and 3 (Develop New Statewide Success Measures) highlighted the need for better data and measures related to the postsecondary success of Colorado students. In addition, the recommendations underscored the need to have more connections between postsecondary and workforce success data to better tell the story of students moving through and completing Colorado's various postsecondary education pathways.

These recommendations led to the passage of [HB22-1349](#) (Postsecondary Student Success Data System) by the 2022 Colorado General Assembly. The bill directs CCHE and CDHE to accomplish several goals related to better postsecondary education data. Among these goals, CCHE shall enact a policy directing CDHE to develop student success metrics that measure the progression of students through postsecondary education and the impact of postsecondary pathways on a student's career opportunities and success by the end of 2022. In addition, the upcoming new Strategic Plan for CCHE and CDHE will outline new measures and goals related to postsecondary and workforce success. Both efforts require technical expertise from a variety of stakeholders.

III. STAFF ANALYSIS

The proposed policy will provide guidance to a Technical Working Group (whose members will be appointed by CCHE) on the goals and measures/metrics CCHE desires from this work. The proposed policy reflects the directives of HB22-1349 while also incorporating feedback from CCHE and stakeholder conversations. The Finance, Performance & Accountability Committee (FPA) reviewed the draft policy, provided feedback, and approved the draft policy at its November 18, 2022, meeting. Mr. Vente will provide policy language at the meeting.

Recommendations on updates to this policy may be made by the Technical Working Group in Summer 2023. These updates will reflect the work the Technical Working Group has

accomplished in identifying and calculating new measures of student postsecondary and workforce success.

IV. STAFF RECOMMENDATIONS

Staff recommend approval of the policy.

V. STATUTORY AUTHORITY

CRS 23-1-140. Commission directive - statewide student success measures - definitions.

(1)

(a) No later than December 31, 2022, the commission shall enact a policy directing the department to develop student success measures that measure the progression of students through postsecondary education and the impact of postsecondary pathways on a student's career opportunities and success.

(b) The student success measures must include postsecondary success measures and workforce success measures. The commission shall prioritize development of the postsecondary success measures. Postsecondary success measures may include, but are not limited to, credit accumulation, course passage, cost of attendance, retention rates, credential completion rates, student support access and effectiveness, graduate program enrollment, and student mobility. The student success measures must include data on nontraditional students who are not first-time, full-time freshman students, including graduation rates for nontraditional students, and credential and certificate completion rates for transfer students. The student success measures must also include measures for student enrollment status two, four, and six years after a student enrolls in an institution of higher education. Workforce success measures may include, but are not limited to, postsecondary employment outcomes for students, job placements, earnings, and the length of time it takes a student to recoup the cost of completing a credential at an institution based on the student's increased earnings, known as the price-to-earnings premium. The commission shall determine which specific postsecondary and workforce success measures are included in its policy.

(2)

(a) In developing the student success measures, the department shall collaborate with the commission, each institution of higher education, the Colorado workforce development council, the department of labor and employment, the department of education, the office of economic development and international trade, representatives from industry, and organizations that support current or potential students and parents.

(b) The department, in consultation with institutions of higher education and subject to the approval of the commission, shall determine the methodology used to calculate the measures.

COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

Section 1. Organization and Meetings

- 1.1 **Organization:** Pursuant to C.R.S. §23-1-102, the Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 **Officers:** Pursuant to C.R.S. §23-1-110, the officers of the Commission shall be the Chair and Vice Chair. The Secretary shall be the Executive Director of the Commission and the Department and is a non-voting member of the Commission. The Governor appoints, with the consent of the Senate, the Executive Director to serve as the executive officer of the Commission and the Department.
- 1.3 All officers shall be elected at the May meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director. Any member may nominate themselves or another member to be chair or vice-chair. Members will vote on each position; if there is more than one nomination the vote will be conducted by private ballot to be counted by the Secretary. Officers shall be limited to two consecutive terms, unless an exception is approved by a vote of more than 60 percent of the Commission. When possible, a Commissioner is encouraged to serve as vice-chair prior to becoming chair.
- 1.4 **Regular Meetings of the Commission:** The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following calendar year.
- 1.3 **Notice of Meetings:** Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202 and on the Colorado Department of Higher Education website. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.
- 1.4 **Special Meetings:** Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office and on the website of the Colorado

Department of Higher Education no less than two days prior to the meeting date.

- 1.5 **Conduct of Meetings:** The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.6 **Attendance at Meetings:** The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause, as determined by the Chair, shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.7 **Preparation of Agenda:** Meeting agendas shall be prepared by the Executive Director of the Department. A monthly agenda call will be scheduled with the Chair, Vice Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.8 **Minutes of the Commission:** The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall constitute a permanent record. After the minutes of each meeting are completed they shall be reviewed by the Commission and, after approval, posted on the CCHE website and made available to the public for inspection upon written request.
- 1.9 **Standing Committees:** The Commission may create standing or ad hoc committees comprised of Commissioners to research and make recommendations on specific issues for the full Commission to consider and act on.

Section 2. Duties and Responsibilities of Officers

- 2.1 **Chair of the Commission:** The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance.
- 2.2 **Vice Chair of the Commission:** The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 **The Secretary/Executive Director of the Commission:** In addition to performing those duties established by law, the Executive Director of the Commission and Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the General Assembly on matters pertaining to the

Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

Section 3. The Advisory Committee

3.1 There is hereby established an advisory committee pursuant to C.R.S. §23-1- 103).

Advisory Committee Members: The advisory committee shall consist of not less than thirteen members, to be designated as follows:

(a) Six members shall be appointed from the General Assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate and one of who shall be from the minority party appointed by the Minority Leader of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives and one of who shall be from the minority party appointed by the Minority Leader of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members;

(b) One member shall be selected and designated by the Commission, as recommended by the Colorado Faculty Advisory Council, to represent the faculty in the state;

(c) One member shall be selected and designated by the Commission, as recommended by the Student Affairs Council, to represent the students in the state for a term of one year, commencing on July 1 of the year appointed;

(d) One member shall be selected and designated by the Commission who is a parent of a student enrolled in a state supported institution of higher education in Colorado to represent the parents of students for a term of two years, commencing on July 1 of the year appointed.

(e) Not more than four additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.

The Commission has designated the four additional advisory committee members to represent:

- Chief Academic Officers of Colorado's state supported institutions of higher education, as recommended by the Colorado Academic Council;
- Chief Financial Officers of Colorado's state supported institutions of higher education, as recommended by the, as recommended by the Chief Financial Officers group;

- Independent Higher Education Institutions in Colorado (Colorado College, Regis, and Denver University), as recommended by the Independent Higher Education Council; and,
- The K-12 system, as recommended by the Colorado Department of Education.

All such appointments shall be for a term of two years, commencing on July 1 of the year appointed.

- 3.2 Notice and Agendas: All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.
- 3.3 Recommendations of the Advisory Committee: The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

- 4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined in Section 1.5 Notice of Meetings. Bylaw changes must be approved by a majority of the Commission.

HISTORY: Adopted on September 10, 1965. Amended January 14, 1966; February 25, 1972; June 1, 1978; July 1, 1993; October 7, 2004; May 6, 2011; CCHE Agenda March 3, 2017 Item V; April 5, 2019



INSTITUTION AND SYSTEM LEADERS

<u>INSTITUTION</u>	<u>CEO</u>	<u>LOCATION</u>
Adams State University	David Tandberg, Interim President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Joe Garcia, Chancellor	Denver
Arapahoe CC	President Dr. Stephanie Fujii,	Littleton
Colorado Northwestern CC	President Dr. Lisa Jones	Rangely
CC of Aurora	President Mordecai Brownlee,	Aurora
CC of Denver	President Marielena DeSanctis	Denver
Front Range CC	President Andy Dorsey	Westminster
Lamar CC	President Dr. Linda Lujan	Lamar
Morgan CC	President Dr. Curt Freed	Ft. Morgan
Northeastern JC	President Michael White	Sterling
Otero JC	President Dr. Timothy Alvarez	La Junta
Pikes Peak CC	President Dr. Lance Bolton	Colorado Springs
Pueblo CC	President Dr. Patty Erjavec	Pueblo
Red Rocks CC	President Dr. Michele Haney	Lakewood
Trinidad State JC	President Dr. Rhonda Epper	Trinidad
Colorado Mesa University	President John Marshall	Grand Junction
Colorado Mountain College	President Dr. Carrie Besnette Hauser	Glenwood Springs
Colorado School of Mines	President Paul Johnson	Golden
Colorado State System	Dr. Tony Frank, Chancellor	Denver
CSU-Ft Collins	Interim President Rick Miranda	Fort Collins
CSU-Pueblo	President Dr. Timothy Mottet	Pueblo
CSU-Global Campus	President Pamela Toney	Aurora
CU System	Interim President Todd Saliman	Denver
CU – Boulder	Chancellor Dr. Philip DiStefano	Boulder
UCCS	Chancellor Dr. Venkat Reddy	Colorado Springs
UCD	Chancellor Dr. Michelle Marks	Denver
UC-Anschutz	Chancellor Don Elliman	Aurora
Emily Griffith Technical College	Randy Johnson, Executive Director	Denver
Ft. Lewis College	President Dr. Tom Stritikus	Durango
Metropolitan State University of Denver	President Janine Davidson	Denver



Pickens Technical College	Dr. Teina McConnell, Executive	Aurora
Technical College of the Rockies	Allen Golden, Director	Delta
University of Northern Colorado	Dr. Andy Feinstein, President	Greeley
Western State Colorado University	Brad Baca, President	Gunnison

Higher Education Glossary

529 Savings Plan - 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

Accuplacer - A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

Admission Standard - includes both Freshman and Transfer standard. The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions. The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions

Admission Window - Defined in Admission policy, "The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission." The percentages vary by institution.

CAP4K - SB08-212, Preschool to Postsecondary Education Alignment Act; Colorado Achievement Plan for Kids.

CHEA - Council for Higher Education Accreditation. As described on their website, CHEA is "A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations."

CIP - Classification of Instructional Program; The purpose of which is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. (Relevant in Role & Mission)

CLEP - College Level Examination Program; Earn college credit for passing a subject specific examination.

COA - Cost of Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

Concurrent Enrollment – A high school student enrolled for one or more classes at a college or university in addition to high school courses.

Dually Enrolled - A student enrolled at two institutions at the same time. This may affect enrollment reports when both institutions count that student as enrolled.

EFC - Expected Family Contribution; in the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information.

FAFSA - Free Application for Federal Student Aid. This is a free service provided by the Federal government under the Department of Education and students are not charged to complete/file the FAFSA.

FAP – Financial Aid Plan (HESP specific)

FERPA - Family Educational Rights and Privacy Act, view federal website. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FFS – Fee-For-Service Contracts; A portion of the College Opportunity Fund program in addition to COF stipends, this contract provides funding to certain higher education institutions to supplement high cost programs and purchase additional services (such as graduate programs).

Floor - In reference to the admission window, the floor is the minimum requirements for admission without requiring an exception of some kind. This usually coincides with the Index score.

FTE - Full-time Equivalent; a way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that the student is equivalent to full-time enrollment, or 30 credit hours per academic year for an undergraduate student.

GEARUP - Gaining Early Awareness and Readiness for Undergraduate Programs; A Federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Guaranteed Transfer, GT Pathways - gtPATHWAYS applies to all Colorado public institutions of higher education, and there are more than 900 lower-division general education courses in 20 subject areas approved for guaranteed transfer. Courses are approved at least twice per academic and calendar year and apply the next semester immediately following their approval.

HB 1023 - In most cases, refers to HB 06S-1023, which declares "It is the public policy of the state of Colorado that all persons eighteen years of age or older shall provide proof that they are lawfully present in the United States prior to receipt of certain public benefits."

HB 1024 - In most cases, refers to HB 06-1024, which declares "On or before September 1, 2006, each governing board of a state institution of higher education shall submit to the Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students".

HB 1057 - In most cases, refers to HB 05-1057, which declares "a college preparation program operating within the school district that the college preparation program shall provide to the Colorado commission on higher education, on or before December 31 of each school year, a report specifying each student, by unique identifying number."

HEAR - Higher Education Admission Requirements, 2008-2010.

Index, Index Score - This index score is a quantitative evaluation that is part of a larger student application evaluation. The score is generated from academic achievement (GPA or High School Rank) and college placement tests (ACT or SAT). You can calculate your index score online. Index varies by institution depending on that institutions selection criteria.

IPEDS - Integrated Postsecondary Education Data System; Run by NCES, this system collects statistical data and information on postsecondary institutions. The Colorado Department of Higher Education submits aggregated data on public institutions to IPEDS.

Need - In the context of student financial aid, Need is calculated by the difference between the COA (Cost of Attendance) and the EFC (Expected Family Contribution)

NCATE - National Council for Accreditation of Teacher Education; NCATE is the profession's mechanism to help establish high quality teacher preparation.

NCLB - No Child Left Behind; The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school.

PSEO - Post Secondary Enrollment Option; A program that offers concurrent enrollment in college courses while in high school.

PWR - Postsecondary and Workforce Readiness; Definition was created during the SB08-212 CAP4K meetings.

QIS - Quality Indicator System; Implemented in HB96-1219, the specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures.

REP - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional

educational providers and “have as their primary goal the assessment of regional educational needs...”
Regional education providers focus their attention on a certain geographical area.

SB 3 – In most cases refers to SB10-003, the Higher Education Flexibility Bill.

SB 212 - In most cases, refers to HB 08-212, the CAP4K legislation.

SBE - State Board of Education; As described on their website, "Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay."

SFSF – State Fiscal Stabilization Fund; A component of the ARRA legislation and funding.

SURDS - Student Unit Record Data System

WICHE - Western Interstate Commission for Higher Education; A regional research and policy organization that assists students, policymakers, educators, and institutional, business and community leaders. WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WUE - Western Undergraduate Exchange Program, managed by WICHE