

STATE OF COLORADO

Department of Higher Education  
COLORADO COMMISSION ON HIGHER EDUCATION

Terrance L. Farina, Chair  
Raymond T. Baker, Vice Chair  
Judith Altenberg  
Joel Farkas  
Richard L. Garcia  
Dean L. Quamme  
Richard L. Ramirez  
Edward A. Robinson  
Greg C. Stevinson  
James M. Stewart  
Judy Weaver



Bill Owens  
Governor

Richard F. O'Donnell  
Executive Director

[Colorado Commission on Higher Education Agenda](#)

February 2, 2006  
10:00 a.m.

[University of Colorado Health Sciences Center](#)

Nighthorse Campbell Native Health Center  
Shore Family Room  
13005 E. 17<sup>th</sup> Avenue  
Aurora, Colorado

Welcome by Hank Brown, President of University of Colorado System  
Welcome by Chancellor Gregory V. Stiegmann, M.D.

- I. Opening Business
  - A. Attendance
  - [B.](#) Approval of Minutes for the January 5, 2006 Commission Meeting
  - C. Reports by the Chair, Commissioners and Advisory Committee Members
  - D. Public Comment
  
- II. Presentation and Discussion
  - [A.](#) Attorney General Opinion Regarding CCHE Tuition Classification Powers (Langer)
  - [B.](#) Financial Aid Reform: Pros/Cons of Various Options (Lindner)
  - C. 2006 Teacher Education Report (Gianneschi/Thompson)
  
- III. Action Items
  - [A.](#) Student Budget Parameters (Lindner/Giang)
  
- IV. Consent Items
  - [A.](#) Degree Authorization Act – Providence Theological Institute (Gianneschi/Thompson)
  - [B.](#) Degree Authorization Act – William Howard Taft University (Gianneschi/Thompson)
  - [C.](#) GE-25 Interim Review (Gianneschi/Leal)
  - [D.](#) Vacant Buildings Report (Johnson)
  
- V. Written Reports – No Discussion
  - [A.](#) 2005-06 No Child Left Behind Grant Report (Gianneschi)

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Chairperson Terry Farina called the meeting to order at 10:00 a.m.

Commissioners Terry Farina, Judy Altenberg, Ray Baker, Richard Garcia, Dean Quamme, Richard Ramirez, Edward Robinson, Greg Stevinson, James Stewart and Judy Weaver were present. Commissioner Joel Farkas was excused. Commission Staff members attending were Executive Director Rick O'Donnell, Matt Gianneschi, Jenna Langer, Jason Hopfer, Rich Schweigert, Diane Lindner, Matt McKeever and Mary Lou Lawrence. Advisory Council Member Stuart Helvig was in attendance. Representative Val Vigil attended.

Cliff Richardson, President, welcomed the Commission (CCHE) to Red Rocks Community College (RRCC), and told of the college's new Industrial Science and Operation Program, which trains plant process operators. It is responsive to industry needs. Students receive basic plant process operator training and choose a specific industry for additional classes. RRCC is working with Jefferson County Schools, Tri-County Work force and current process operators to recruit students.

Commissioners discussed the issue of in-state tuition status for undocumented aliens and are awaiting a formal opinion from the Attorney General on this issue.

Mr. Stewart moved to approve minutes of the November 7, 2005, meeting and Mr. Baker seconded the motion. The minutes were unanimously approved.

There was no public comment.

Chairperson Farina noted that Rich Schweigert, Chief Financial Officer, and Jason Hopfer, Government Relations and Public Information Officer were departing and commended and thanked them on their service to Commission, the institutions and citizens of Colorado. Mr. Baker praised the Executive Director, Mr. Schweigert and Mr. Zambrano for their work on monumental, revolutionary higher education legislation and programs, including the College Opportunity Fund, Fitzsimmons Campus and the College in Colorado. Mr. Schwigert and Mr. Hopfer thanked the Commissioners for their support, hard work and the opportunity to work for them. Chairman Farina congratulated Diane Lindner on her appointment as Chief Financial Officer.

Advisory Council member Stuart Helvig noted things were more optimistic with the passage of Referendum C.

Report by Capital Subcommittee: Mr. Farina thanked Commissioners Baker, Quamme, Farkas and Stevinson for their work on the Subcommittee. Mr. Quamme reported there have been two subcommittee meetings attended by institution representatives, at which Priority Lists 1 and 2 were reviewed and approved, resulting in slight revisions. The revised lists will be submitted to the Legislative Capital Construction Committee (CDC). The submission includes fifteen List 1 health and safety projects as well as List 2

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projects, those supporting program areas. Subcommittee members will appear at the CDC meeting later this day to discuss the projects. CDC staff is familiar with List 1 projects and have committed to review List 2 projects through out the Legislative Session.

**PRESENTATIONS AND DISCUSSION**

**NATIONAL AND COLORADO K-12 HIGH SCHOOL GRADUATION REQUIREMENTS:** Mr. O'Donnell said the Governor had established the Education Alignment Council to bridge K-12 and Higher Education. Terri Rayburn-Davis & Daniel Furman, from the Fund for Colorado's Future, staff the Council. The material presented may affect legislation and demonstrates the extent to which some Colorado school systems are not prepared to offer curriculum supporting the Commission's admissions standards.

Ms. Rayburn-Davis said the purpose of the American Diploma Project, conducted by Achieve, Inc., was to survey the requirements in each state to obtain a high school diploma and Colorado has no statewide high school graduation standards, only one of three states in the nation. On average, States with graduation requirements require 4 English and math credits, 3 social studies and science credits and no foreign language credits and do not specify which courses in each area. More states require U.S. History courses than any other courses and many states offer multiple diplomas.

Mr. Furman said the Alignment Council requested a survey of graduation requirements in Colorado School Districts. Information being presented is preliminary and includes 86% of Colorado School Districts and was garnered from district web sites and phone surveys of district personnel and is in the process of being verified. Often, graduation requirements are less than clear and/or subject to interpretation and vary from district to district. Generally, credits in each category are not specific. Seventy-seven percent of Colorado School Districts require 4 English credits without course specificity, 66% require 3 math credits and social studies credits with some course specificity, including statutorily required U.S. History and Government, less than 3 science credits, with some specificity, and 79% have no foreign language requirement. By district, other credits, including Physical Education, Fine Arts, Computer Skills, Health Education and other electives are required. The survey demonstrates the number of Colorado districts that do not have graduation requirements that meet CCHE's college credit requirements effective in 2008. ACT reports that the more courses taken in each area and the more rigorous each course is taught, improve student college readiness as indicated by the ACT scores.

Judy Weaver asked if less rigorous courses within an area adequately prepare a student for college. Mr. Furman said no and beginning and continuing rigorous required courses before high school improve college readiness. Mr. Garcia wanted to know if this material would be presented to Colorado Department of Education (CDE), Colorado Association of School Boards (CASB) and Colorado Association of Commerce and Industry (CACI). Ms. Rayburn-Davis said the offer to make this presentation to these groups has been extended but no responses have been received. Ms. Weaver said local school boards need this information as do parents so the schools can be held accountable for the low level of

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course requirements. She asked if the districts were differentiated, rural from urban, as to compliance. Mr. Furman said responses have been from all sizes and locations of school districts and, once the data is verified, it will be disseminated to school boards, teachers, counselors and parents to give them current data to assess if their local requirements are sufficient to prepare a student for higher education or work.

Mr. Helvig wanted to know how many high school graduates attend college. Mr. Gianneschi said, with the understanding that 40% of high school students don't graduate, about 1/3 of graduating students pursue additional education including proprietary schools. Mr. Helvig noted Adams State College serves students who have achieved the minimal number of requirements and observed required high school courses impact student's choices of college studies. Ms. Rayburn-Davis said this trend appears nationwide.

Mr. Rodriguez asked what level of performance was required to achieve the ACT score and how that translated into success in college. Ms. Rayburn-Davis said ACT scores were based on the level of remedial classes required of a student and each college's own ACT score requirement. She noted, nationwide, the Diploma Project indicates current standards are low and may be raised. Mr. Farina wished all Coloradoans could see these presentations to realize how important a rigorous education is the predictor of success and differing points of view must be ultimately focused and all should advocate rigorous education. Mr. Stevinson noted it was not only the rigor of the course but the responsibility of the course studies. Ms. Weaver was concerned about the public's response to the study stating the data needs to be accepted so that corrective action could begin. Educators state they know what is best but, since only 1/3 of Colorado students pursue higher education, we are importing educated workers. The international community realizes and emphasizes the importance of education, we must improve our educational system to have an educated work force and economic development which translate into quality life style and economy. We are not realistically seeing the issues and need to move forward with a sense of urgency.

**REPORT ON REMEDIAL EDUCATION AND UPDATE ON PRE-COLLEGIATE ADMISSION REQUIREMENTS:** Mr. Gianneschi provided a historical summary of the Remediation Report and the Commission course requirements for acceptance at Colorado Institutions of Higher Education. He addressed issues surfacing relative to the requirements, i.e. some districts offer no foreign language courses and said the Standard Admission Task Force, a multi faceted group, is addressing the concerns and challenges. Legislation maybe introduced to repeal CICHE's authority to establish admission requirements. CACI/CASB have asked requirements be postponed to 2010 or for 20 years, especially foreign language. He suggested waiting for the Governor's Alignment Council's recommendations before adjustments are considered and/or made. He reiterated about 1/3 of Colorado students qualifying for and entering college need remedial education in reading, writing and math. The report does not address those students that do not graduate nor apply for higher education. ACT scores provide a comprehensive report of student preparedness for college and demonstrate the difference in preparedness between students that successfully complete a high school core curriculum, such as the 2008

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Commission admission standards, and those that do not. In the past year, the need for overall remediation increased 6%, while the need for math remediation decreased. The need for writing remedial courses, writing being the single factor that most negatively affects student graduation from college, increased to 24%. The report shows dramatic differences within a school district. D'Evelyn Academy, a Jefferson County school, offering a core curriculum similar to the 2008 CCHE standards, has the lowest need for student remediation. Another Jefferson County District school had the highest need for remediation.

Data shows that, disaggregated by gender, ethnicity, and income, in both 2 and 4 year schools, females need more remediation than males, Latinos (60% at 2 year colleges) and African Americans (70% of males at 2 year colleges) need more remediation than Caucasians and Asians and 1/3 of students with a family annual income of \$25,000 or more need remediation but students with an annual family of \$25,000 or less need less remedial course work. Total direct costs for remedial educations equals \$11.5 million and that amount does not include increase indirect costs of tuition, room & board , earnings forgone nor the total economic impact on overall economy.

**FINDINGS ON CURRENT COLORADO FINANCIAL AID PROGRAMS:** Ms. Linder said, based on Commissioner's concerns pursuant to the financial aid study at September, 2005, Commission Retreat, the following areas were identified for further study:

1. Are the state's goals and individual institutions financial aid policies aligned to be explicit, measurable and to maximize successful post-secondary student participation?
2. Should state financial dollars be targeted toward high-need, highly qualified students to ensure academically qualified, low-income students desiring post-secondary education have the opportunity to pursue a college education?
3. Do current financial aid programs reinforce the College Opportunity Fund and College in Colorado initiatives by reducing financial barriers for under-represented students and making them aware financial aid will be available for students transferring to another public institution?
4. Does Colorado's financial aid system achieve the highest operational efficiency and effectiveness and maximize the amount of funding given students?
5. Is a portion of financial aid dollars used to encourage retention and graduation, specifically under-represented students?

She stated the most comprehensive review of financial aid policies in the past 10 years is underway because of the change in higher education funding due to the advent of the College Opportunity Fund and Fee-for-Service contracts, the desire to eliminate the Colorado Paradox, and the decrease in federal needs-based Pell grant funding, higher tuition rates and the reduction in state financial support. A survey of the way Colorado institutions award aid showed there is immense variety among the schools, caps are imposed to serve more students, the desire to provide aid to the largest possible amount students, awards are for only one year without automatic renewal or inter-institution

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transfer and little linkage between need and achievement. Typically, the students with most need are the last apply for aid thereby decreasing their chances for receiving aid.

In FY 2006, Colorado appropriated \$76,720,377 in state funded financial assistance, a decrease from \$91,202,000 in FY 2003. Colorado has 126,000 full-time resident, students eligible for COF, of which 36, 298 students received financial aid in 2005, averaging \$2,153 per student. There are 70,583 Colorado students eligible for CCHE's Level 1 need-based aid and 44,279 students receive no aid and 24,912 students, Pell eligible students, receive no state aid. Colorado aid programs are the Colorado Student Grant (needs based with established maximum and minimum amounts, most awards being at the minimum amount), the Colorado Graduate Grant, both with a \$5,000 maximum award. Additional aid programs are the Colorado Leverage Educational Assistance Program (CLEAP) Supplement Leveraging Education Assistance Partnership (SLEAP), Governor's Opportunity Scholarships, and the College in Colorado Scholarships, Colorado Work-Study Programs, Categorical Grants, and Colorado Centennial Scholar awards.

Sources of financial aid are state and federal grants, Pell Grants, Institutional Grants and federal student loans, with dependence on federal student loans accounting for over half of the total assistance. Institutional grants increased from 11% to 20% but all sources of financial aid decreased by 1% from 2003 to 2004. Total financial aid expenditure increased 57% from 2000 to 2005, with a 67% increase of Colorado students relying on federal student loans. Financial aid by income showed students with family income under \$25,000 paid 51% of their education by grants and 38.18% with income at 4 year institutions. The proportion of aid to income to pay for college decreases as family annual income increases. In 2005, the average student will incur \$17,208 in student loan obligation to pay for a 4 year degree, \$8,707 for a 2 year degree. There are also Parent Loans (PLUS) whereby a family incurs a loan debt to pay for a student's degree

Currently it cost \$91.5 M to administer financial aid in Colorado and it is difficult to asses the effectiveness of operations that serve 129,000 students receiving 323,000 federal and state grants. There is no state policy linking allocation of funds to retention and graduation rates. Increasingly, nationwide, schools are outsourcing administration of financial aid programs. Outsourcing firms address enrollment optimization, the intake and processing of aid applications, the packaging and certification, and aid disbursement and refunds. Colorado institutions understand and follow CCHE goals, focusing on need-based student in the lowest income quartile. However, awarding policies difference between institutions and are confusing. There is no current financial aid policy that provides incentives to retain and graduate students and there are a variety of options CCHE should review to determine if the current target group should include the most highly qualified and/ or prepared students. Lower grant awards to the last to apply for aid, non-transferability of grants and differing school policies do not reinforce the objectives of COF and CiC initiatives.

Options the Commissioners may want to consider are:

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1. Centralizing state aid;
2. Outsourcing of aid;
3. Providing specific funding amounts for each grade level, increasing the amount for each of year of retention;
4. Adding retention/graduation policies to current financial aid policies;
5. Providing guaranteed funding to need-based students in addition to the COF stipend based upon need & academic preparation and progress; and
6. Moving the Governor's Opportunity Scholarship Program to need-based aid.

The staff recommends finalization of the financial aid reform research in partnership with institutions to determine options for administrative feasibility, integration with CiC and COF goals, fiscal feasibility, usefulness to students and families and the role of private and propriety schools. If there additional options to be considered please let Ms. Lindner or Mr. O'Donnell know of them.

Mr. O'Donnell thanked Ms. Lindner, Mr. Schwiegert and the staffs of the institutions on their hard work. He reiterated that financial aid is broken and those students with the least income, those that are Pell eligible, are too often not getting the aid dollars. There are few incentives to encourage retention and graduation and little assistance for transfers among schools. These barriers need to addressed and additional financial aid money sought. In collaboration with the schools, it should be determined if any of the options can improve the situation.

Mr. Stevinson said it was also important that the K-12 schools address CCHE's college entrance requirements as remediation needs, with the additional classes, increase the costs of obtaining a degree. He also sought and received clarification that state grants do not follow a student transferring schools. Performance contracts emphasized the transferability of credits and the same should apply to student grants. Ms. Lindner said it maybe because of administrative issues and Mr. Stevinson noted that administrative costs had increased 25%, transfer of grants should administrable. She also thought institutions would be amenable to enabling the transfer of grants. Mr. Farina requested staff collaborate and consult with the institutions and and present the Commission with corrective actions including pros and cons. Mr. O'Donnell said Staff would present analysis of options at the February Commission meeting with pros and cons.

### **ACTION ITEMS**

**Fiscal Year 2005-2006 Supplemental and 2006-2007 Department Budget Request Revisions:** Mr. Schweigert stated there were requested changes to the General Fund Budget the Commissioners adopted in November, 2005. Since that time, staff has received further information on the budget and has had a briefing with the Joint Budget Committee (JBC). In addition, the Commission's Capital Construction Sub-Committee made several new recommendations. The Mandated Cost model needed adjustment between stipends and fee-for-service contracts due to enrollment fluctuations projected

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by the JBC, which uses a higher enrollment figure than CCHE. The dollar amount is the same, the split is different. There will be supplemental budget requests each year as enrollment cannot be accurately estimated and adjustments will be needed. The Capital Construction Sub-committee recommended submission of the "List 2" projects to the Capital Development Committee. CCHE and the institutions have compromised on the funding of "unfunded" enrollment with technical adjustments for Colorado School of Mines and the University of Colorado. Colorado State University may have some issues with the compromise agreement. Ft. Lewis believes they should have been included in base funding and has a request pending for \$2.2M which may need to be addressed at a later date.

Staff recommends the Commission adopt the change in the Mandated Cost Model funding, the capital construction prioritization list to include the priority revision and the new projects. It also recommended the Commission endorse the supplemental and model used to calculate unfunded enrollment at \$74,182,925M as the official position of the Commission and recommend the amount of funding and distribution of funds for each institution as shown in the presented model.

Robert Moore, University of Colorado System (CU), commended Mr. O'Donnell and Mr. Schweigert on their work to reach the unfunded enrollment compromise and CU supports the compromise.

Mr. Stevinson made a motion to approve the revised budget and supplemental and Mr. Garcia seconded the motion which was unanimously approved.

**REVISIONS TO COLORADO COMMISSION ON HIGHER EDUCATION POLICY SECTION IV: EXTENDED STUDIES:** Mr. McKeever presented his criteria and procedure for revision of the policies which was prompted by the implementation of the COF legislation and performance contracts. Revision emphasize the regulation, administration and fiscal control of extended study units, approval of off campus and cash funded instruction, approval of funding for off campus instruction and the reporting requirements for off-campus and cash funded instruction. Staff recommends approval of recommended revisions. All revisions have been made in consultation and cooperation with institutional staffs.

Mr. O'Donnell noted this is a CCHE reduction of regulations and compliance as requested by schools in performance contract negotiations.

There was no public discussion.

Ms. Altenberg made a motion to accept the staff recommendation and Mr. Quamme seconded the Motion, which was unanimously approved.

**CONSENT ITEMS**

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Degree Authorization Act – Colorado International University: Mr. Gianneschi noted this was preliminary approval for a six month period pending accreditation. The school cannot enroll students during this period.

The item was unanimously approved.

**WRITTEN REPORTS – NO DISCUSSION**

**REPORT ON OUT-OF-STATE/OUT-OF-COUNTRY INSTRUCTION**

No discussion or action occurred.

The meeting was adjourned at 12:30 p.m.



**JOHN W. SUTHERS**  
Attorney General

**CYNTHIA H. COFFMAN**  
Chief Deputy Attorney General

**ALLISON H. EID**  
Solicitor General

**STATE OF COLORADO**  
**DEPARTMENT OF LAW**

**OFFICE OF THE ATTORNEY GENERAL**

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FORMAL  
OPINION

Of

JOHN W. SUTHERS  
Attorney General

No. 06-01

AG Alpha No. HE HE AGBBT

January 23, 2006

This opinion, requested by Executive Director Rick O'Donnell, concerns the authority of the Colorado Commission on Higher Education ("CCHE") to grant in-state tuition status to undocumented aliens.<sup>1</sup>

**QUESTION PRESENTED AND CONCLUSION**

*Question:* Whether CCHE has the statutory authority to, by policy or regulation, grant in-state tuition status to undocumented aliens.

*Answer:* No. CCHE lacks statutory authority to establish a policy or regulation granting in-state tuition status to undocumented aliens.

**BACKGROUND**

Under two federal provisions enacted in 1996, undocumented aliens are generally not entitled to in-state residency for tuition purposes. Under the first, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, undocumented aliens are ineligible to receive "state or local public benefits" unless, through enactment of a state law after August 22, 1996, the state "affirmatively provides" for such eligibility. 8 U.S.C. § 1611, 1621. The second, the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, states that aliens not lawfully present in the United States are not eligible on the basis of residence within a state for any state postsecondary education benefit unless any citizen of the United States would be eligible for such benefit regardless of residency. 8 U.S.C. § 1623. The effect of this provision is

<sup>1</sup> For purposes of this memorandum, the term "undocumented alien" means an alien who is not lawfully present in the United States. See generally 8 U.S.C. § 1623; *Equal Access Education v. Merten*, 305 F.Supp. 2d 585, 592 (E.D.Va. 2004) (referring to "aliens with undocumented status").

to render undocumented aliens ineligible for in-state tuition status so long as such status is conferred based on residency in the state. *See Equal Access Education v. Merten*, 305 F.Supp. 2d 585, 606 (E.D.Va. 2004) (noting that the IIRIRA provides that a public postsecondary educational institution may not grant in-state tuition benefits to undocumented aliens unless such an institution also grants in-state tuition to out-of-state United States citizens). Taken together, these federal provisions require that, in order for states to grant in-state tuition status to undocumented aliens, they must first affirmatively provide for such eligibility, and do so on a residency-neutral basis.

As currently worded, Colorado's Tuition Classification Act links tuition levels to residency in the state. § 23-7-102(5), C.R.S. (2005) ("In-state student' means a student who has been domiciled in Colorado for one year or more immediately preceding registration at any institution of higher education in Colorado...."). Subsequent to the passage of these two federal laws, several legislative attempts have been made to amend Colorado's Tuition Classification Act to eliminate this residency requirement, and thus to render resident Colorado students eligible for the lower in-state tuition rate regardless of immigration status. These bills, based on similar legislation adopted by states such as Texas, California, Utah, Washington, Oklahoma, Illinois and Kansas, have attempted to address this issue by allowing public colleges and universities to grant in-state tuition to undocumented alien students who have graduated from a state high school and who meet certain residency-neutral, uniformly applied criteria. However, attempts to amend the Tuition Classification Act have proved unavailing.

Recently, questions have been raised regarding whether CCHE possesses authority under existing law to alter the state rules for tuition classification to allow undocumented aliens to qualify for in-state tuition without running afoul of federal law. Thus, in this opinion, CCHE has asked whether, under its current statutory authority, CCHE can, by policy or regulation, effect a change in residency classification methods that would result in undocumented aliens being eligible for in-state tuition classification under current federal law.

## DISCUSSION

In reviewing this question, we first turn to the scope of CCHE's authority over tuition classification as delegated to it by state law. The Tuition Classification Act, §§ 23-7-101 to 107, C.R.S. (2005), sets forth the uniform rules to be applied in determining whether students are classified as in-state students or out-of-state students for tuition classification purposes. Like most states, Colorado's current system of tuition classification links tuition levels to residency. § 23-7-102(5), C.R.S. (2005). Students who are not residents of Colorado typically pay tuition at higher levels than students who have established residency within Colorado. Residency determinations have traditionally been considered a matter of state law, and have generally been guided by reference to two concepts: physical presence within the state for a certain period of time, and intent to remain in the state indefinitely. § 23-7-103(2), C.R.S. (2005).

CCHE's authority under the Tuition Classification Act is extremely limited. Rather, it is left to the registering authority of the institution where the student is registering to apply the statutory rules for determination of in-state status and to make the in-state tuition determination. § 23-7-103(1), C.R.S. (2005). CCHE's authority is limited to the promulgation of uniform forms

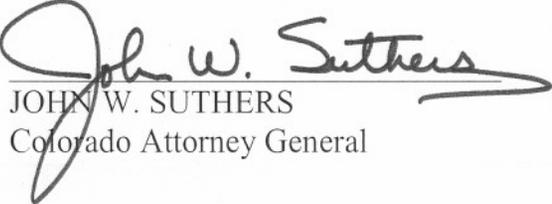
for the purpose of aiding registering authorities in making the determination. § 23-7-103(2)(k), C.R.S. (2005). CCHE did, at one time, have statutory authority to make reasonable and appropriate exceptions to tuition classification rules upon request of the institution. However, the section granting that authority to CCHE was repealed in 1996. *See Colo. Session Laws 1996*, Vol. 2, p. 1386.

Nor does the College Opportunity Fund Act enlarge CCHE's authority in this regard. The College Opportunity Fund Act defines "eligible student" to mean "a student who is enrolled at a state institution of higher education and who is classified as an in-state student for tuition purposes...." Thus, the Act makes eligibility dependent upon the same determination of the registering authorities outlined in § 23-7-101 *et seq*, C.R.S. (2005).

### CONCLUSION

In sum, federal law requires that, in order for states to grant in-state tuition status to undocumented aliens, they must first affirmatively provide for such eligibility, and do so on a residency-neutral basis. Currently, state law provides in-state tuition status based on residency. Several bills have been introduced in the General Assembly that would eliminate residency classification and determine in-state tuition status based on residency-neutral criteria, but none has passed. The question posed by CCHE is whether it has the authority to make such a change, by policy or regulation. As set forth above, CCHE's authority under the Tuition Classification Act is quite limited, and does not encompass authority to change the criteria by which in-state tuition status is granted. For this reason, I conclude that CCHE lacks statutory authority to establish a policy or regulation granting in-state tuition status to undocumented aliens. Rather, such a determination would require an amendment to the Tuition Classification Act by the General Assembly.

Issued this 23rd day of January, 2006.

  
JOHN W. SUTHERS  
Colorado Attorney General



# Colorado Commission on Higher Education

## Financial Aid Options Report on Institutional Responses





# Options Presented to the Commission in January

1. Centralize state aid
2. Outsource aid through phased pilot efforts with schools volunteering for that change
3. Add a retention/graduation policy to current financial aid policies
4. Provide guaranteed funding to need-based students that would add to the COF stipend based upon need and academic preparation/progress
5. Combine multiple appropriations into need-based student assistance



## Reform Goals

- The purpose of reform efforts are critical to further recommendations:
  - Transparency
  - Transferability
  - Most low-income students served as possible
  - Increase access to higher education for underrepresented students
  - Maintain low debt burdens for all students and especially low income families whose debt to income ration is high
  - Increase Financial Aid legislative appropriations



## One Month Later...

- CCHE staff met with the Financial Aid Advisory Group
- System representatives provided CCHE with the pros and cons for each option presented
- CCHE staff revised fiscal worksheets to reflect comments and sent them to institutions for review
- These worksheets become important as options are analyzed in detail by school
- Additional options were suggested by system representatives and are presented for Commission and institution review
- The options presented to the Commission have been examined for fiscal feasibility
- More work and discussion needs to be done on the details prior to finalization



# Current Funding Model

- CCHE subtracts the total “Expected Family Contribution” of all low-income students from the Cost of Attendance to determine how much overall unmet need exists at each institution.
- CCHE gives each institution its “fair share” of the state need dollars toward this overall unmet need
- Institutions are held harmless if they are over-funded
- Institutions with growth in Level 1 students are limited to 35% growth in dollars
- When appropriations are reduced by the legislature the institution reductions are taken evenly – I.e., if an appropriation is reduced by 5%, each institution is reduced 5%

## As a Result.....

- Parity in the current allocation formula has been compromised
- The state ends up funding institutions instead of students



# Institutional Comments

## •Centralizing Financial Aid

- Administration of work study and institutional aid remains at the institution level
- Students would have to deal with two bureaucracies
- Duplicate work load between the state and the institutions reviewing Student Assistance Reports, academic progress and verification of student information
- Immediate access to information affecting financial aid such as drop, add, change in family finances is lost



# Institutional Comments

- **Outsourcing Financial Aid:**

- No clear evidence that outsourcing would save money
- Students could feel disconnected if outsourcing detracts from customer service

- **Retention and Graduation Incentives**

- Encourages student achievement
- Adds a layer of complexity to an already complex system
- Insufficient funds to make meaningful gradations
- No evidence suggesting increased grant in the third and fourth years increases retention



## Institutional Comments

### •**Stipend Plus**

- State aid would be transparent and portable
- Students and families would know what to expect
- Stipends are not part of financial aid must have assurance of continued state funding levels

### •**Combine Multiple Funding Sources**

- More effectively targets priority student group
- Provides funding for more students
- More efficient use of state funds



# Is Pell Covering Cost of Attendance for Lowest Income Students Receiving No State Aid?

Amount of the 24,912 students identified as highest need, defined as Undergraduate, in-state, Pell-eligible students receiving no Colorado Student Grant and no Colorado state aid		
Aid By Type	Average Award	Remaining Need
<b>Average cost of attendance two-year colleges</b>	<b>11,939</b>	
Average Institutional Aid	-547	
Average Pell Grant	-1,866	
Average SEOG	-988	
<b>Unmet Need Remaining</b>		<b>8,538</b>
Average Federal Work-Study	-1,569	
<b>Unmet Need Remaining</b>		<b>6,969</b>
<b>With University of Colorado System included Average cost of attendance four-year colleges</b>	<b>15,511</b>	
Average Institutional Aid	-2,198	
Average Pell Grant	-2,320	
Average SEOG	-1,739	
<b>Unmet Need Remaining</b>		<b>9,254</b>
Average Federal Work-Study	-2,176	
<b>Unmet Need Remaining</b>		<b>7,078</b>
<b>With University of Colorado System excluded Average cost of attendance four-year colleges</b>	<b>15,511</b>	
Average Institutional Aid	-1,676	
Average Pell Grant	-2,281	
Average SEOG	-1,188	
<b>Unmet Need Remaining</b>		<b>10,366</b>
Average Federal Work-Study	-2,105	
<b>Unmet Need Remaining</b>		<b>8,261</b>

\*\*The CU system has more available institutional aid committed to low-income students

\*\*Remaining Need is most often paid with student/parent debt

Note: Data File includes some part-time students



# Institutions are Making Policy Strides to increase Access

- Fort Lewis, Boulder and Colorado School of Mines to name a few already offer a guarantee to families that if their financial situation remains the same, so will their award.
- Some institutions are assisting families who are part of the working poor and attending school part time, yet do not qualify for Pell or Level 1 state aid
- Institutions use the flexibility that currently exists in state financial aid policy to recruit students who fit their particular role and mission



## Where Do We Go From Here?

- **CCHE/Institutional Consensus:**
  - Don't Centralize Financial Aid – leave the packaging at the institutional level
  - Outsourcing can be accomplished by institutions on a voluntary basis NOT by state mandate
  - Combine multiple line items into Need-based aid
- **Staff Recommendation for further Study:**
  - Aid as a percent of Cost of Attendance
  - Tuition and Fee guarantee
  - Stipend Plus awards

**TOPIC: 2006-2007 STUDENT FINANCIAL AID BUDGET PARAMETERS**

**PREPARED BY: DIANE LINDNER / GIAO GIANG**

**I. SUMMARY**

This agenda item presents the 2006-2007 Student Financial Aid Budget Parameters. In compliance with regulations for states that participate in federal financial aid programs, the Commission annually recommends guidelines for student living expenses (room and board, transportation, books and supplies, personal, and childcare expenses) for use by postsecondary institutions approved to participate in Colorado student financial assistance programs. While the state budget parameters establish a reference point, each institution may adjust the state parameters to reflect actual local costs – that is, actual cost of a two-bedroom apartment. Institutions that wish to modify the room and board costs must use actual data to support their adjusted budget and file their adjusted budgets with CCHE.

Previously, the Commission adjusted the prior year’s budget parameters by the Colorado Price Index (CPI). Following the Commission’s direction, CCHE staff now uses published data obtained from internet housing site such as [www.apartmentfinders.com](http://www.apartmentfinders.com), business and industry (e.g., health insurance and child care), and colleges and universities (e.g., books) to determine budget guidelines. Table 1 shows the Student Budget Base for 2006-2007 for Students Living with Parents, Students Living On Campus and Students Living Off Campus.

**Table1: Student Monthly Budget Base for 2006-2007**

	Students Living with Parents	Students Living On Campus	Students Living Off Campus
Housing	\$194	*\$746 (1)	\$533
Food	\$238	*\$427(2)	\$316
Local Transportation	\$75	\$75	\$75
Medical	\$194	\$194	\$194
Personal Expenses	\$114	\$129	\$129
<b>Total</b>	<b>\$815</b>	<b>\$398</b>	<b>\$1,247</b>

The student monthly budget base includes monthly costs typically incurred by all students. Table 2 lists the parameters for the annual cost of books and supplies and discretionary costs that apply to certain students.

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1 Median used for housing is displayed for illustrative purpose and is not included in the total.

2 Median used for food also provides information only and is not included in the total.

**Table 2: Supplemental Student Budget Expenses for 2006-2007**

	All Students
Books & Supplies Per Year	\$1,698
Child Care if appropriate per month	\$750
Non-local Transportation	Amount determined by Institution
Computer Allowance	\$500-\$1,700

## **II. BACKGROUND**

Student budget parameters are used by financial aid administrators in determining student eligibility for need-based financial aid. Need-based financial aid (i.e., grants, work-study, and loans) requires a student need analysis. The need analysis is the process of estimating the amount of assistance a student will require, supplementing the resources theoretically available from that student and his or her family. Need analysis has two basic components: (1) the student's cost of attendance which is an estimation of what it will reasonably cost the student to attend a given institution for a given period of time called the **Cost of Attendance (COA)**, and (2) an estimation of the ability of the student and his or her immediate family to contribute to that educational cost, commonly called the **expected family contribution (EFC)**. The expected family contribution (EFC) is obtained by a federally approved formula that takes income, assets, number in college and other information into account. The cost of attendance (COA) is a figure determined by institutions. The difference between the COA and the EFC is the amount of financial aid eligibility for a need-based student.

CCHE has traditionally provided guidelines and recommendations of statewide cost parameters for institutions to use in defining the COA. The United States Department of Education (USDE) interpreted the term "determined by the institution" to mean that the institution has the authority to determine reasonable cost elements, from empirical data, i.e., data based on valid student surveys, housing cost norms from a local realty board, etc. In other words, the USDE expects the institutional determination to be based on modifications of state data and adjusted for local economic conditions.

## **III. STAFF ANALYSIS**

To update the budget parameters, CCHE staff collected information from different sources. In 2006, web-based research was conducted to determine average rental and utility prices, computer costs and child care costs. The cost of books and supplies was established using institutional information. Personal expenses and board was inflated from 2005-2006 given the CPI of 1.7 %. CCHE collected health insurance data from insurance companies and computer hardware costs from computer industry web-published cost comparisons. The 2006-2007 student budget parameters are described below.

### Housing Costs:

Housing budgets vary for three groups of students.

For students living in dormitories, the housing parameter is the actual room expense that the campus charges students.

CCHE's financial aid guidelines define the housing budget for students living off campus as 50 percent of the average rent and utility costs for a two-bedroom apartment. CCHE staff collected rental costs from Denver, Boulder and Grand Junction. The data indicated that the average rent of a two-bedroom apartment was \$901. CCHE staff added the average utility bill for a two-bedroom apartment (\$165). The rent and utilities totaled \$1,066. Following the guidelines, half of that cost (\$533) becomes the monthly housing budget parameter for students living off campus.

For students living with parents, the housing budget had been set at \$122 a month from the last survey the Commission conducted in 1991 through 2003-4. This budget parameter has been updated for 2006-2007 by inflating the \$122 housing cost by the CPI in each year since 1991. The housing budget for students living with parents in 2006-2007 is calculated at \$194, up from \$191 for 2005-2006, increased by the 1.7 percent CPI.

### Food Expenses

For students living in dormitories, the food budget parameter is the actual cost of board.

CCHE's financial aid guidelines assume that food is a shared cost for students who live with their parents. The estimated food costs for a family of four averages \$936 per month or \$234 per family member. The food cost parameter for this group of students are set at \$238 per month; an increase of 1.7 percent from 2005-2006. Students living off campus are budgeted \$316 per month.

### Local Transportation Expenses Exclude Non-local Transportation

The Financial Aid Guidelines define local transportation expenses as the cost of owning a bike, using public transportation or sharing the operation of an automobile. CCHE set the monthly local transportation parameter at \$75, the cost of a monthly regional RTD pass or the approximate cost of parking a car for \$3.75 a day.

### Medical Expenses

For institutions that do not have health insurance or medical care funded through student fees, CCHE establishes a maximum health expense parameter of \$194 per month, up from \$190 per month. This parameter is based on the average monthly HMO premium for a health plan with a \$25 co-pay. The data sources included major health care providers in Colorado with presence on the web. When compared to health insurance costs of

universities who offer insurance, the \$194 per month aligns within the range of costs reported.

#### Personal Expenses

The financial aid guidelines define personal expenses to include the cost of laundry, dry cleaning, toiletries, clothing, recreation and recreational transportation. Based on typical costs in a college town, a student may expect to spend \$14 a month on laundry, \$25 on dry cleaning or the purchase of clothing, \$21 on shampoo, toothpaste, and other toiletries, \$44 a month for concerts, movies or other campus events, and \$10 for transportation. In 2005-06, CCHE set the personal expense parameter at \$112 for students living with parents and \$127 for all other students. The only difference between the two budgets is that students living with parents do not typically pay laundromat costs. For 2006-07 personal expenses increased to \$114 for students living with parents, and \$129 for all other students.

#### Books and Supplies

The parameter for books and supplies is \$1,698 based upon responses from Colorado public and private institutions.

#### Child Care

The range is the actual cost of care per child, per month, up to a maximum of \$750 per child per month. This cost is up from \$700. A check of costs in the Denver, Grand Junction and Colorado Springs areas yields a range from \$630 per month for home care in Grand Junction to \$1,036 per month for full time center infant care in Denver. The average for full time care including Colorado Springs, Denver and Grand Junction, averaging the cost of family care with care in a childcare center is \$750 per month. This seems to be a reasonable number to budget as a maximum for childcare.

#### Non-local Transportation

CCHE does not establish this parameter. Institutions may include the cost of plane fare for students who live outside a normal travel range. It is intended to finance two round trips home per year.

#### Computer Allowance

The cost of attendance regulations in the federal Higher Education Amendment of 1998 provide for a reasonable allowance for the documented rental or purchase of a personal computer. Institutions may include this cost in their student budget for determining eligibility for state financial aid. With the decrease in hardware prices, few students rent computers. The median cost of a desktop computer is \$500 to \$1,050 for a laptop computer.

The price range in computers is from \$500 to \$1,700. The data sources include web-published costs listing products and price, published January 2006.

**IV. STAFF RECOMMENDATION**

**That the Commission approve the 2006-2007 Student Financial Aid Budget Parameters**

**STATUTORY AUTHORITY**

C.R.S. 23-3.3-102 Assistance program authorized-procedure-audits. (3) The commission shall administer the program with the assistance of institutions according to policies and procedures established by the commission.

**TOPIC:                   DEGREE AUTHORIZATION ACT – PROVIDENCE  
                              THEOLOGICAL INSTITUTE**

**PREPARED BY:       MATT GIANNESCHI AND KIMBERLY THOMPSON**

## **I.       SUMMARY**

The Commission has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, (Amended 1981), commonly referred to as the Degree Authorization Act. Commission policies and procedures have been developed to include an application process for any institutions wishing to begin operation in Colorado. Institutions meeting the applicable requirements will be granted authority to operate upon the Commission's approval.

Providence Theological Institute has requested such authorization to operate as a seminary or bible college. Staff has conducted the required review of the institution's application materials and finds that the institution meets all but one of the requirements. The institution has made application for 501(c)(III) non-profit corporation status with the Secretary of State, but has not yet received its final certification. Providence Theological Institute has received such certification from the U.S. Department of the Treasury and from the state of Texas where the organization was originally located.

## **II.       BACKGROUND**

The Colorado Commission on Higher Education has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, (Amended 1981), which authorizes certain types of institutions to offer degrees and/or degree credits. These are: (1) Colorado publicly-supported colleges and universities; (2) properly accredited private colleges and universities; (3) postsecondary seminaries and bible colleges; and (4) private occupational schools authorized by the Private Occupational School Division to offer associate degrees. Persons or unauthorized organizations that violate the provisions of the statute are subject to legal penalties.

All private colleges and universities, out of state public colleges and universities, and seminaries or bible colleges are required to register with the Colorado Commission on Higher Education and to meet criteria found in Section 1 Part J, Degree Authorization Act in order to be granted authorization to offer degrees within Colorado. Such authorization must be received by the institution prior to offering any program of instruction, credit, or degree; opening a place of business; soliciting students or enrollees; or offering educational support services.

The Commission administers the statute by seeking information from any entity offering degrees and/or degree credits to determine its authority under this statute. In order to determine the institutional type and to identify those institutions that are subject to the specific accreditation requirements of the statute, criteria have been established for each institutional type authorized to offer degrees or credits leading toward a degree. Procedures for Commission administration of the statute also have been developed.

In the case of a seminary or bible college, an institution must qualify both as a "bona fide religious institution" and as an "institution of postsecondary education." To qualify as a postsecondary educational institution, as distinguished from an institution operating at the secondary level, it shall require for admission at least a high school diploma or its equivalent. Additionally, to qualify as a bona fide religious institution, an institution must meet each of the following criteria:

1. Be a nonprofit institution owned, controlled, and operated and maintained by a bona fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.
2. Limit the educational program to the principles of that church or denomination, and the diploma or degree is limited to evidence of completion of that education. Institutions operating under this degree authorization shall not award degrees in any area of physical science or medicine.
3. Only grant degrees or diplomas in areas of study that contain on their face, in the written description of the title of the degree or diploma being conferred, a reference to the theological or religious aspect of the degree's subject area. (See Section 3.01.04)
4. Not market, offer, or grant degrees or diplomas which are represented as being linked to a church or denomination, but which, in reality, are degrees in secular areas of study.
5. Have obtained exemption from property taxation under state law and shall have submitted a copy of the certificate of this exemption to the Commission. (See Section 3.01.02)

### **III. STAFF ANALYSIS**

Representatives of Providence Theological Institute met with Commission staff via telephone conference as required by the Degree Authorization Act Commission policy and formally applied for authorization to offer a Diploma in Theological Studies. Representatives were able to provide all documentation required by the Act with the exception of one item. Although Providence Theological Institute has made application

with the Secretary of State; it has not yet received its 501(c)(III) letter of determination, however, the Institute has provided documentation of such authorization from the U.S. Department of the Treasury.

#### **IV. STAFF RECOMMENDATION**

**That the Commission grant approval to Providence Theological Institute to offer the Diploma in Theological Studies as a bible or seminary college, pending final authorization to operate as a non-profit corporation by the office of Colorado Secretary of State.**

#### **V. SUPPLEMENTAL INFORMATION**

Copies of all relevant statute, policy, and the Providence Theological Institute's application materials are on file in the Academic Affairs Office.

#### **VI. STATUTORY AUTHORITY**

**23-2-101. C.R.S.: Legislative declaration.**

**23-2-102. C.R.S.: Definitions.**

**23-2-103. C.R.S.: Awarding degrees.**

**23-2-103.5. C.R.S.: Notification and deposit of records upon discontinuance.**

**23-2-104. C.R.S.: Administration of article - injunctive proceedings.**

**23-2-105. C.R.S.: Violation.**

**TOPIC:                   DEGREE AUTHORIZATION ACT – WILLIAM HOWARD  
                              TAFT UNIVERSITY**

**PREPARED BY:       MATT GIANNESCHI AND KIMBERLY THOMPSON**

## **I.       SUMMARY**

The Commission has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, (Amended 1981), commonly referred to as the Degree Authorization Act. Commission policies and procedures have been developed to include an application process for any institutions wishing to begin operation in Colorado. Institutions meeting the applicable requirements will be granted authority to operate upon the Commission's approval.

William Howard Taft University has requested such authorization as a private college or university offering graduate programs in business administration and taxation. Staff has conducted the required review of the institution's application materials and finds that the institution meets the requirements for Category 1-A authorization, Accredited Without On-site Colorado Review.

## **II.     BACKGROUND**

The Colorado Commission on Higher Education has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, (Amended 1981), which authorizes certain types of institutions to offer degrees and/or degree credits. These are: (1) Colorado publicly-supported colleges and universities; (2) properly accredited private colleges and universities; (3) postsecondary seminaries and bible colleges; and (4) private occupational schools authorized by the Private Occupational School Division to offer associate degrees. Persons or unauthorized organizations that violate the provisions of the statute are subject to legal penalties.

All private colleges and universities, out of state public colleges and universities, and seminaries or bible colleges are required to register with the Colorado Commission on Higher Education and to meet criteria found in Section 1 Part J, Degree Authorization Act in order to be granted authorization to offer degrees within Colorado. Such authorization must be received by the institution prior to offering any program of instruction, credit, or degree; opening a place of business; soliciting students or enrollees; or offering educational support services.

The Commission administers the statute by seeking information from any entity offering degrees and/or degree credits to determine its authority under this statute. In order to determine the institutional type and to identify those institutions that are subject to the

specific accreditation requirements of the statute, criteria have been established for each institutional type authorized to offer degrees or credits leading toward a degree. Procedures for Commission administration of the statute also have been developed.

### **III. STAFF ANALYSIS**

A representative of the William Howard Taft University met with Commission staff as required by the Degree Authorization Act Commission policy and formally applied for authorization to offer master's degrees in Business Administration and Taxation. William Howard Taft University was able to provide all documentation required by the Act to gain Category 1-A Authorization.

### **IV. STAFF RECOMMENDATION**

**That the Commission grant Category 1-A Authorization for a period of one year during which time the William Howard Taft University may offer master's degrees in business administration and taxation and must obtain an on-site review in Colorado from its accrediting body.**

### **V. SUPPLEMENTAL INFORMATION**

Copies of all relevant statute, policy, and the William Howard Taft University's application materials are on file in the Academic Affairs Office.

### **VI. STATUTORY AUTHORITY**

**23-2-101. C.R.S.: Legislative declaration.**

**23-2-102. C.R.S.: Definitions.**

**23-2-103. C.R.S.: Awarding degrees.**

**23-2-103.5. C.R.S.: Notification and deposit of records upon discontinuance.**

**23-2-104. C.R.S.: Administration of article - injunctive proceedings.**

**23-2-105. C.R.S.: Violation.**

**TOPIC: STATE GUARANTEED GENERAL EDUCATION COURSES,  
INTERIM DECEMBER 2005 REVIEW**

**PREPARED BY: MATT GIANNESCHI/VICKI LEAL**

**I. SUMMARY**

In compliance with C.R.S. 23-1-125, the Student Bill of Rights, this agenda item presents recommendations for courses nominated by the Colorado Community College System, reviewed by faculty, and recommended for the general education guaranteed statewide transfer program, GT Pathways, during the Cycle III, Fall 2005 Reviews. Guaranteed transfer means that a course meets certain criteria and standards and therefore is universally transferable among all Colorado public institutions of higher education and will satisfy general education requirements within the Associate of Arts, Associate of Science, Bachelor of Arts, and Bachelor of Science degree programs at all public institutions of higher education.

Since the initial course reviews in January 2003, three cycles of reviews have resulted in the Commission approving over 500 general education courses across several disciplines (e.g., English, math, history, biology, etc.).

The recommendations contained in this agenda item represent the outcome of faculty consideration during an interim review of courses that took place on December 12, 2005. Four courses were reviewed (nominated by the Colorado Community College System and bundled as an integrated set of two courses, per the request of the GE-25 Council), for the GT Pathways program: Integrated Math 155/156 and Integrated Science 155/156.

The list of recommendations on nominated courses found herein is the result of deliberations among 12 faculty members representing various public two- and four-year institutions in the state who met in Denver at the Colorado Commission on Higher Education on December 12, 2005.

The following table summarizes courses nominated and reviewed for statewide transfer during the fall (December) 2005 Review. Courses are listed by content area and recommendation status.

<b>COURSE CONTENT AREA</b>	<b>NUMBER OF COURSES RECOMMENDED</b>	<b>NUMBER OF COURSES NOT RECOMMENDED</b>
Mathematics	2 (Bundled as one course)	0
Natural & Physical Science	2 (Bundled as one course)	0
<b>TOTAL</b>	<b>= 4 (100%)</b>	<b>0</b>

## II. BACKGROUND

Following the passage of the Colorado Opportunity Fund (COF) legislation in 2004, the Commission began performance contract negotiations with the governing boards of all public institutions in the state. Included in performance contracts is a requirement that all institutions have lower division general education course requirements of between 30 and 40 credit hours and submit all the courses included in their required general education curricula for review and possible inclusion in the statewide transfer program. Colorado's public colleges and universities have established timelines for the submission of their general education courses to the GE 25 Council. Beginning with the calendar year 2005 and continuing through June 2009, all of Colorado's public postsecondary institutions are submitting their general education core courses to the GE 25 Council for approval and inclusion in the GT Pathways for guaranteed transfer.

It is anticipated that there will be two general faculty review sessions during spring semester 2006, including a review in February and another in April. These reviews will comprise, in part, the fourth (IV) cycle of course reviews. As necessary to accommodate future volume, CCHE will schedule and facilitate additional cycles throughout the remainder of 2006 in order to review courses nominated for the guaranteed transfer program.

## III. STAFF ANALYSIS

Faculty review committees in the content areas of Math and the Natural & Physical Sciences reviewed the courses presented in Attachment A and took one of two actions—recommend or not recommend a course for inclusion in the statewide program.

Before qualifying for statewide guaranteed transfer, the Commission must approve courses recommended by GE-25 faculty review committees.

Pursuant to performance contract requirements, institutions must clearly distinguish guaranteed transfer courses from those not approved for guaranteed transfer in course catalogs and related materials; courses nominated for guaranteed transfer, but not approved, must be easily distinguishable from courses carrying the guaranteed status. In addition, explanations of the distinction between courses approved for guaranteed transfer and courses not approved for guaranteed transfer to other Colorado colleges and universities must be prominently placed in the general education section of each college's catalog.

## IV. STAFF RECOMMENDATION

**That the Commission approve the courses recommended by faculty reviewers for guaranteed statewide transfer status, effective August 2006 (fall semester 2006), with the following stipulation:** The two 3-credit integrated math courses will, once both courses in the sequence have been completed, count for 3 credits of math (as stated in the gtPathways

requirements) and 3 credits of electives. There will be no partial gtPathways credit for one course (as education licensure students are required to complete the 2-course sequence). The two 4-credit integrated sciences courses will count, after both courses in the sequence have been completed, for 7 credits (as stated in the gtPathways science requirements) and 1 credit of electives.

## **V. SUPPLEMENTAL INFORMATION**

Copies of all materials included in course submissions as well as copies of faculty reviewers' worksheets are on file in the Academic and Student Affairs Office.

## **VI. STATUTORY AUTHORITY**

**23-1-125 C.R.S.**

**Attachment A**

<b>Inst</b>	<b>Category</b>	<b>Course Prefix</b>	<b>Course #</b>	<b>Course Title</b>	<b>Action</b>
CCCS	Math	Math	155	Integrated Math*	RECOMMENDED
CCCS	Math	Math	156	Integrated Math*	RECOMMENDED
CCCS	Natural & Physical Science	Science	155	Integrated Science I: Physical Science*	RECOMMENDED
CCCS	Natural & Physical Science	Science	156	Integrated Science II: Natural Science*	RECOMMENDED

\*Integrated courses (outlined above) are yearlong sequences and were nominated and approved as “bundled” courses, but appear as two separate courses above for clarity of arrangement. Students will be guaranteed 3-7 hours for transfer in the areas of Math and Science, with the remaining credit hour amounts counting as elective hours.

**Note:** The two 3-credit integrated math courses will, (once both courses have been completed), count for 3 credits of math, (as stated in the gtPathways requirements), and 3 credits of electives. There will be no partial gtPathways credit for one course (as education majors are required to complete the 2-course sequence). The two 4-credit integrated sciences courses will count, (after both have been completed), for 7 credits (as stated in the gtPathways science requirements), and 1 credit of electives.

**TOPIC: VACANT BUILDINGS REPORT, 2005**

**PREPARED BY: JOAN JOHNSON**

**I. SUMMARY**

This is the third year for CCHE to make recommendations on higher education's vacant buildings to the Department of Personnel and Administration. DPA will, in turn, forward the reports from all the principal departments of state government to the Office of State Planning and Budgeting and the Capital Development Committee (SB03-04).

For 2005, higher education institutions have identified 65 vacant or semi-vacant buildings or facilities as opposed to 68 in 2004 and 63 in 2003. Each year's numbers include the eight facilities/buildings owned by the Cumbres & Toltec Scenic Railroad which is part of the Department of Higher Education.

The report, [Attachment A](#), is a compilation of the 64 vacant or semi-vacant facilities at nine institutions and one railroad. Ten listed facilities in 2004 and nine in 2003. Vacant or semi-vacant facilities are shown in the following chart:

<b><u>Institution</u></b>	<b><u>2005</u></b>	<b><u>2004</u></b>	<b><u>2003</u></b>
Adams State College	3	3	2
Colo. Community Colleges @Lowry	14	15	12
Colorado School of Mines	1	1	1
Colorado State University	20	23	23
Cumbres & Toltec Scenic Railroad	8	8	8
Pueblo Community College	6*	5*	0
University of Colorado at Boulder	6	4	4
University of Colorado at Denver & HSC (Fitz)	4	7	7
University of Colorado at Colorado Springs	1	1	1
University of Northern Colorado	1	1	1

\*PCC vacant facilities are all on the Fremont campus in Canon City. Five were listed in 2004 and another has been added for 2005 for a total of six. These buildings were not listed on the 2003 report.

For 2005, the gross square footage (G.S.F.) of these 64 facilities is \$1,544,554; Vacant, Not Utilized G.S.F. is 793,201 and the current replacement value (C.R.V.) is \$258,530,519.

**All state departments list 120 vacant or semi-vacant facilities; higher education has**

**53% of those - 64. Within that 53%, the C.R.V. value for higher education is 85% of the state total, 66% of the Vacant/Not Utilized state total G.S.F. and 79% of the state total G.S.F.**

## **II. BACKGROUND**

In 2003, former State Sen. Ken Arnold, who was serving on the Capital Development Committee at that time, was concerned about some vacant buildings on the Jeffco campus of the Department of Human Services. He began to wonder if there were other vacant or semi-vacant facilities in other parts of the state and in other departments. CCHE worked with Senator Arnold and State Buildings to make sure CCHE was included; there was a feeling that higher education might have a lot of such facilities. We were right.

As you can see, in 2005 we have more than 50% of the vacant facilities; in 2004 it was exactly one-half of the total number. However, the current replacement value of our vacant facilities is 85% of the state total C.R.V. for vacant facilities and we have 79% of the state total gross square footage for vacant facilities.

These vacant buildings reports are becoming much more pertinent and valuable today as we have just come through four years of literally no controlled maintenance money to fix buildings. Therefore, most of the buildings on the reports in 2003, 2004 and 2005 are the same for each year. As you look at the list of buildings, pay particular attention to the far right hand column – that tells you what the plans are for the facilities. In most cases, institutions will simply demolish the structures when funds are available. However, 12 of the 64 facilities will be renovated when funds are available.

Here is a breakdown, by department, of the other parts of state government with vacant facilities:

DPA – Woodward House	1 building
Human Services	24 buildings (18 in 2004)
Military/Veterans Affairs	1 building (armory in Grand Junction)
Corrections	30 buildings (31 in 2004)

For the departments listed above, the G.S.F. is 415,135; vacant/not utilized G.S.F. is 415,135 and the total current replacement value (C.R.V.) is \$45,372,437.

## **III. STAFF ANALYSIS**

Here is breakdown by institution/entity of the vacant facilities on their campuses and property:

**Adams State College** has three vacant facilities; all three were on the 2004 list. The Old Art building will be renovated when funds are available; the Casa De Sol Apts are two buildings, one of which is historic as is the President's Residence. The college plans to renovate when funds are available.

**Colorado Community Colleges @Lowry** has 14 facilities on their list; 13 are scheduled to be demolished when funds are available and one new addition – a vacant dorm, #700 – could be considered for use as a K-12 charter school or on-site dorm.

**Colorado School of Mines** once again has one facility on their list: the old Jefferson County Hall of Justice which Mines now intends to demolish when funds are available. Previously, the school had planned to renovate the building.

**Colorado State University** has 20 facilities listed for 2005. Other than the two parts of the Old Fort Collins High School, intended to become the University Center for the Arts, the remainder of the buildings have been either condemned or are in such bad shape that the plans are to demolish all of them when funds are available.

**Cumbres & Toltec Scenic Railroad** has eight facilities on their list ranging from a depot, three museums, three bunkhouses to one pumphouse. Plans are continue renovation as funds become available.

**Pueblo Community College** has six buildings on their list; all are on the Fremont campus in Canon City, were built prior to World War II and have been abandoned. Plans are to salvage some historic parts of the buildings, including some of the stone, if possible and then demolish them when funds become available.

**University of Colorado at Boulder** has seven buildings on their 2005 list and has plans to use all buildings wither for occupancy by University programs or renting out the space.

**University of Colorado at Denver and Health Sciences Center** has four buildings on the list – all at the Fitzsimons campus. Building 500 (old Hospital and current Administration Building for the campus) is in the final stages of renovation and will soon be completely occupied. Two buildings are being used for storage both now and in the future; once funds become available, asbestos abatement and structural modifications are planned for these two facilities. A laundry building that is listed has been demolished.

**University of Colorado at Colorado Springs** once again has just one facility on their list: the Science Building which is partially vacant. It is planned to renovate 2,313 asf that was never finished once funds become available.

**University of Northern Colorado** has, for three years, listed Bishop-Lehr. This classroom building has been closed for at least three years and will stay vacant until funds are available for renovation. This is probably the most critical vacant facility in Higher Education as it means 118,054 G.S.F. of classroom space is not available on the UNC campus.

**IV. STAFF RECOMMENDATION**

**That the Commission approve this Vacant Buildings Report and forward it to State Buildings and Real Estate Programs in the Department of Personnel and Administration.**

**STATUTORY AUTHORITY**

23-1-106(12), C.R.S Each institution shall submit to the commission a facility management plan or update required by section 24-30-1303.5(3.5), C.R.S. The Commission shall review the facility management plan or update and make recommendations regarding it to the department of personnel and administration.

**APPENDIX A**

Spreadsheet from State Buildings

Building Name	Div. Of RM No.	Occupancy Type	Funds Gen / Aux	G.S.F.	Vacant / Not Utilized G.S.F.	C.R.V.	Date Built	Date Acquired	Date of Facility Audit	FCI	Plans for Building
<b>Total for All Agencies</b>				<b>1,544,554</b>	<b>793,201</b>	<b>\$258,530,591</b>					
<b>Adams State College</b>											
Presidents Residence	171	Residence	Auxiliary	6,551	6,551	\$629,482	1931		May-05	62%	Historic Building, Renovate when funds are available
Casa De Sol Apts.	182	Apartments	Auxiliary	10,084	10,084	\$968,966	1931		May-05	26%	2 Buildings, 1 Historic - Renovate when funds available.
Old Art	164	Classroom/Office	Auxiliary	5,660	5,660	\$757,772	1956				Renovate when funds are available.
<b>Agency Totals</b>				<b>22,295</b>	<b>22,295</b>	<b>\$2,356,220</b>					
<b>Colorado Community College @ Lowry</b>											
Swimming Pool Bath 695	9102	Bath House	General	1,970	1,970	\$164,427	1964	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Swimming Pool Bath 696	9103	Bath House	General	1,000	1,000	\$150,000	1964	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Vacant # 700 Dorm	9105	Dormitory-vacant	General	171,390	171,390	\$46,535,100	1973	1995	Aug-00	50%	Possible use as a K-12 charter school, training and national HQ for AmeriCorp, or on-site dorm
Vacant # 811	pending	Vacant/Hazmat/Demo	General	9,722	9,722	\$125,000	1942	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Vacant # 813	pending	Vacant/Hazmat/Demo	General	9,722	9,722	\$125,000	1942	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Vacant # 815	pending	Vacant/Hazmat/Demo	General	9,722	9,722	\$125,000	1942	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Vacant # 820	pending	Vacant/Hazmat/Demo	General	9,722	9,722	\$125,000	1942	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Vacant # 821	pending	Vacant/Hazmat/Demo	General	9,722	9,722	\$125,000	1942	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Vacant # 825	pending	Vacant/Hazmat/Demo	General	9,722	9,722	\$125,000	1942	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Vacant # 830	9107	Vacant/Hazmat/Demo	General	9,722	9,722	\$125,000	1942	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Vacant # 831	pending	Vacant/Hazmat/Demo	General	9,722	9,722	\$125,000	1942	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Vacant # 835	pending	Vacant/Hazmat/Demo	General	9,722	9,722	\$125,000	1942	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.

Vacant # 864	pending	Vacant/ Hazmat/Demo	General	9,722	9,722	\$125,000	1942	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
Vacant # 869	9113	Vacant/ Hazmat/Demo	General	52,000	52,000	\$1,347,216	1973	1995	Aug-00	50%	Demolish, abate asbestos when funds are available.
<b>Agency Totals</b>				<b>323,580</b>	<b>323,580</b>	<b>\$49,446,743</b>					

#### Colorado School of Mines

Jefferson Co Hall Justice	7565	Classroom/ Office	General	73,260	29,304	\$8,726,785	Demolish when funds are available.				
<b>Agency Totals</b>				<b>73,260</b>	<b>29,304</b>	<b>\$8,726,785</b>					

#### Colorado State Universit

Animal Shelter	3965	Farm	General	800	513	\$3,035	1986	3089	Jun-04	49%	Demolish when funds are available.
Boxcar	8007	Boxcar	General	596	20	\$12,354	1988		Jun-04	34%	Demolish when funds are available.
Cattle Chute	8012	Farm	General	341	161	\$2,335	1988		Jun-04	34%	Demolish when funds are available.
Coal Shed	8009	Coal Shed	General	77	567	\$583	1988		Jun-04	34%	Demolish when funds are available.
Garage/Onion Drying	3971	Farm	General	3,866	71	\$149,173	1948		Jun-04	34%	Demolish when funds are available.
Lab/Storage	3913	Science	General	2,809	1,898	\$162,509	1960		Jun-04	82%	Building condemned; demolish when funds are available.
Machine Shed	3970	Farm	General	2,027	1,555	\$78,214	1946		Jun-04	34%	Demolish when funds are available.
Nursey	5005	Farm	General	2,472	1,037	\$63,600	1979		Jun-04	49%	Building condemned; demolish when funds are available.
Office/Lab	3968	Office	General	5,714	3,053	\$303,197	1948		Jun-04	34%	Demolish when funds are available.
Old Fort Collins High School	4239	Academic	General	143,399	143,399	\$17,763,286	1926	1997	Jun-04	59%	Renovate and reuse as arts center when funds are available.
Old Fort Collins High School	4240	Academic	General	18,025	7,723	\$2,305,573	1957	1997	Jun-04	75%	Renovate and reuse as arts center when funds are available.
Original Barn	8006	Farm	General	609	596	\$28,414	1988		Jun-04	34%	Demolish when funds are available.
Outhouse	8008	Farm	General	20	20	\$1,166	1988		Jun-04	34%	Demolish when funds are available.
Residence	3967	Residence	General	4,064	3,866	\$196,017	1920		Jun-04	34%	Demolish when funds are available.
Residence	3966	Residence	General	3,169	2,027	\$152,849	1920		Jun-04	64%	Building condemned; demolish when funds are available.
Restroom	3741	Restroom	General	57	57	\$1,946	1973		Jun-04	69%	Demolish when funds are available.

Run-In-Barn	8011	Farm	General	567	341	\$9,378	1988	Jun-04	34%	Demolish when funds are available.
Scale House	3963	Farm	General	336	336	\$12,965	1976	Jun-04	49%	Demolish when funds are available.
Shop Storage	7342	Farm	General	2,304	609	\$34,932	1988	Jun-04	49%	Demolish when funds are available.
Shop Storage	3962	Farm	General	2,430	2,430	\$93,764	1976	Jun-04	89%	Demolish when funds are available.
<b>Agency Totals</b>				<b>193,682</b>	<b>170,279</b>	<b>\$21,375,290</b>				

#### Cumbres & Toltec Scenic Railroad

CH-Bunkhouse	Bunk House	General	666	666	\$27,460			N/A		Renovation is on-going as funding becomes available
CU-Section House	Museum	General	1,363	1,363	\$129,485			N/A		Renovation is on-going as funding becomes available
LA-Pumphouse	Pumphouse	General	800	800	\$20,000			N/A		Renovation is on-going as funding becomes available
OS- Section House	Bunk House	General	1,965	1,965	\$90,000			N/A		Renovation is on-going as funding becomes available
OS-Depot	Depot	General	540	540	\$50,400			N/A		Renovation is on-going as funding becomes available
SU-Bunkhouse	Bunk House	General	369	369	\$22,388			N/A		Renovation is on-going as funding becomes available
SU-House (Sublette)	Museum	General	369	369	\$7,148			N/A		Renovation is on-going as funding becomes available
SU-Section House	Museum	General	720	720	\$40,596			N/A		Renovation is on-going as funding becomes available
<b>Agency Totals</b>				<b>6,792</b>	<b>6,792</b>	<b>\$387,477</b>				

#### Pueblo Community College

Dining Hall	Abandoned	General	3,268	3,268	\$1,096,479	1915	2001	May-05	59%	Demolish when funds are available.
Residence	Abandoned	General	169	169	\$41,252		2001	May-05	59%	Demolish when funds are available.
Bunkhouse	Abandoned	General	555	555	\$280,354		2001	May-05	63%	Demolish when funds are available.
Tower	Abandoned	General	100	100	\$135,446		2001	May-05	49%	Demolish when funds are available.
Barn	Abandoned	General	2,160	2,160	\$855,471		2001	May-05	69%	Renovate when funds are available.
Storehouse	Abandoned	General	770	770	\$254,290		2001	May-05	52%	Demolish when funds are available.
<b>Agency Totals</b>				<b>7,022</b>	<b>7,022</b>	<b>\$2,663,292</b>				

**University of Colorado @ Boulder**

1302 Grandview	UCB282 Office	Auxiliary	3,113	3,113	\$323,000				N/A	Space available for rent; eligible for historical listing
1445 Grandview, TB66	Office	Auxiliary	1,912	1,912	\$225,590				N/A	
1777 Exposition	Office/Lab	Auxiliary	86,740	5,244	\$9,178,827				N/A	
IEC Classroom Annex, TB88	Classroom	Auxiliary	3,193	3,193	\$375,020				N/A	Space available for rent; eligible for historical listing
Marine St. Science Center	Research Labs	Auxiliary	50,529	3,130	\$9,185,162	1958		Jul-04	96%	Research building space currently for rent.
Research Lab No.2	Research Labs	Auxiliary	77,713	9,966	\$14,126,669	1963		Jul-04	88%	
<b>Agency Totals</b>			<b>223,200</b>	<b>26,558</b>	<b>\$33,414,268</b>					

**University of Colorado @ Health Science Center**

Bldg 500: Admin	Office	General	478,211	48,200	\$102,300,030	1941	1997	May-05	71%	Funds Available to Renovate
Bldg 419: Potential Use	Office	General	12,984	12,984	\$1,220,090	1942	1997		N/A	Storage now and in future. Asbestos abatement and structural modifications required when funds are available. Possible Lease
Bldg 610: Primate	Office/ Lab	General	6,960	6,960	\$878,030	N/A	1997		N/A	Storage now and in future. Asbestos abatement and structural modifications required when funds are available.
Laundry Building	9034 Storage	General	8,860	8,860	\$766,110	1924	1997		N/A	Demolished
<b>Agency Totals</b>			<b>507,015</b>	<b>77,004</b>	<b>\$105,164,260</b>					

**University of Colorado @ Colorado Springs**

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Science Bldg.	9010	Science Laboratory	General	69,654	12,313	\$14,627,550		Oct-99	84%	2,313 asf never finished due to lack of funds when building finished in 1980. Space has been used for storage and for a makeshift biology lab. Renovate when funds are available.
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<b>Agency Totals</b>				<b>69,654</b>	<b>12,313</b>	<b>\$14,627,550</b>				
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**University of Northern Colorado**

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Bishop-Lehr	826	Classrooms	General	118,054	118,054	\$20,368,706	1961	Apr-04	78%	Renovation to enable classrooms to move from bottom level of Michener Library to old laboratory high school stopped due to state funding situation; building to stay vacant until funds are available.
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<b>Agency Totals</b>				<b>118,054</b>	<b>118,054</b>	<b>\$20,368,706</b>				
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**TOPIC: 2006 CCHE NO CHILD LEFT BEHIND (NCLB) GRANTS**

**PREPARED BY: MATT GIANNESCHI**

## **I. OVERVIEW**

In January 2006, CCHE distributed \$966,654 in federal No Child Left Behind grant dollars to seven authorized teacher education programs in Colorado. The names of the grant recipients, along with a brief overview of the proposed projects, are listed in Section IV of this report. Nonetheless, a few general points about the projects are worth noting here:

1. The proposals reflect substantive collaboration within institutions between faculty in schools/colleges of education and liberal arts and sciences.
2. Grant recipients are statewide, and their projects are aimed at communities throughout the state, including the northeastern plains, southeastern plains, San Luis Valley, Western Slope, and Denver Metro area.
3. Several grant recipients are leveraging funding from other sources to provide a greater financial impact on their target communities.
4. Most funded projects are aimed at enhancing teachers' knowledge in math and science.

Awardees are expected to complete their projects by December 2006, unless an extension is requested. This report is for information, and no action is needed.

## **II. BACKGROUND**

The No Child Left Behind (NCLB) Act of 2001, Improving Teacher Quality, is a federal program that focuses on the preparation, training, and recruitment of highly qualified teachers. To achieve these goals, the Colorado Commission on Higher Education (CCHE) is authorized by the United States Department of Education to administer competitive grants to partnerships between higher education institutions and school districts or schools. For 2006, approximately \$805,860 was available for distribution. In 2005, the CCHE approved and funded eleven grants for a total of \$617,202. These grants supported teachers and thousands of students throughout the state. In 2004, the CCHE approved and funded ten grants for a total of \$669,463, which assisted programs that reached approximately 22,500 students.

### **III. OVERVIEW OF 2006 GRANT PROCESS**

In fall 2005, CCHE requested proposals from around the state that focused on the professional development activities for teachers. CCHE enforced a funding limit of \$150,000 for proposed projects.

Eighteen proposals were received, in all representing ten institutions of higher education. A review team comprised of CCHE staff, CDE staff, and teacher education professionals from throughout the state reviewed the proposals. The review team approved seven proposals to receive funding for the 2006 No Child Left Behind grant for a total allocation of \$966,654.

### **IV. DESCRIPTIONS OF 2006 CCHE NCLB GRANT PROJECTS**

**Institution:** Colorado State University- Pueblo **Amount:** \$140,000  
**Title:** Southern Colorado Professional Development Initiative  
**Project Director:** Victoria Marquesen

**Summary:** Colorado State University-Pueblo, in collaboration with its community college and K-12 partners, proposes the Southern Colorado Professional Development Initiative, a project to increase the number of highly qualified teachers in southeastern Colorado prepared to work with at-risk students. Building on lessons learned from the 2004 and 2005 CCHE-funded initiatives, the project will continue activities to increase the number of highly qualified mathematics, science and linguistically diverse educators, expanding the scope and nature of activities, including program delivery. The lack of “highly qualified” teachers, especially in southern Colorado rural schools, along with the need for teachers well prepared to serve students who are English Language Learners, has driven the design of new activities at CSUP. Science and math content courses will be developed to enrich teachers’ knowledge related to the Colorado Model Content Standards in all areas of math and science, with continuing emphasis on physical science (earth science and chemistry). The project also will implement a range of activities to sustain the network developed with grant funding, especially the inclusion of regional resources.

**Institution:** Front Range Community College **Amount:** \$150,000  
**Title:** Gateway to Teaching Program  
**Project Director:** Lorenzo Aragon

**Summary:** The Gateway to Teaching Program will provide paraprofessionals from Adams County School District 14, Commerce City, an opportunity to earn a Bachelor of Arts degree in Liberal Arts with elementary education (Grades K-6) licensure through

Colorado Christian University. In addition, paraprofessionals will earn a Teaching English as a Second Language (TESL) Certificate through Front Range Community College, Boulder County Campus. Individuals selected for the program must meet the highly qualified definition, as defined in the Colorado Commission on Higher Education Request for Proposals.

The proposed project has established a partnership among three agencies, including Front Range Community College, Boulder County Campus, Colorado Christian University, Lakewood, Colorado, and Adams County School District 14, Commerce City, Colorado. Moreover, the project will serve paraprofessionals from a high needs area, located in Commerce City, Colorado.

**Institution: Western State College**

**Amount: \$145,152**

**Title: Closing the Achievement Gap in Rural Colorado**

**Project Director: Nella Bea Anderson**

**Summary:** The partnership proposed provides a model for professional development opportunities for K-12 teachers in rural Colorado. The project takes three approaches: 1) train and support new and veteran teacher in systematic school-wide data analysis and problem-solving to improve student achievement; 2) create a culture of support to increase teachers' abilities to teach concepts and skills differently to underserved populations; and 3) develop a sustainable professional development model for teachers in rural schools that overcomes the limitations due to isolation of these communities.

**Institution: Adams State College**

**Amount: \$149,913**

**Title: Raising Math Proficiencies in Rural Colorado**

**Project Director: Lillian Gomez**

**Summary:** This project uses a summer math academy, classroom coaching, and lesson study, focusing on pre-Algebra and Algebra in grades 5-9, to improve in-service teacher preparation in math education, to increase the number of highly qualified math educators, and to develop and implement "learner centered," "problem based" mathematics curriculum in seven rural Colorado school districts. At regional sites in La Junta, CO, and Alamosa, CO, in-service teachers as well as students from grades 5-9 will participate in a 2 week summer math academy that focuses on learner centered, problem based pre-Algebra and Algebra. Course credit is available for teachers. Instructional strategies and conceptual frameworks from the summer academy are integrated into the following academic semester (Fall 2006) through a lesson study model for curriculum mapping and development, supported by a regional math coach. Instructional materials for classrooms will support implementation of curriculum. A partnership among the Department of Education and the Department of Mathematics at Adams State College, and seven high need, rural school districts in Southern Colorado will support the successful implementation of the project goals. These districts have a high poverty rate based upon

statistics derived by the U.S. Department of Education (based upon the U.S. Census) and a low percentage of Proficient and Advanced 8<sup>th</sup> grade math CSAP scores (14-59%).

**Institution: University of Colorado at Denver & Health Sciences Center**

**Amount: \$81,638**

**Title: Southern Colorado Collaborative Training Opportunities in Mathematics Education for Instructional Teams (CO-TOP Math)**

**Project Director: Ritu Chopra**

**Summary:** The Southern Colorado Collaborative Training Opportunities in Mathematics Education for Instructional Teams (CO-TOP Math) represents a partnership between the Paraprofessional Research and Resource (PARA) Center housed in the School of Education and Human Development (SEHD) at the University of Colorado at Denver and Health Sciences Center (UCDHSC), the Mathematics Department at Trinidad State Junior College, and the South Central BOCES representing thirteen school districts including Aguilar RE-6, Branson RE-82, Cotopaxi RE-3, Crowley County RE-1-J, Custer Consolidated C-1, Florence RE-2, Fowler RE-4J, Hoehne RE-6, Huerfano RE-1, LaVeta RE-2, Primero RE-2, Pueblo 60, Pueblo County 70, and Trinidad 1. The Front Range BOCES for Teacher Leadership will also participate as a partner on a portion of the project.

The partnership was established to deliver professional development in mathematics education to instructional teams (teachers and paraeducators) who need to meet “highly qualified” standards in mathematics. The focus on mathematics was chosen by the South Central BOCES Superintendents Advisory Council. The project proposes to train instructional teams on mathematics content knowledge and pedagogical skills using materials developed by the PARA Center, called CO-TOP Mathematics Education Training for Instructional Teams, and then provide in-classroom coaching and feedback to ensure implementations of skills on the job.

**Institution: Metropolitan State College of Denver**

**Amount: \$149,972**

**Title: The Colorado New Teacher Consortium: A Focus on Leadership**

**Project Director: Brooke Evans**

**Summary:** Metropolitan State College of Denver (MSCD) with Moffat Consolidated School District #2 and the Colorado Rural School Network, propose to offer a two-course series of web-based, distance education mathematics courses that will enhance the content knowledge of rural K-12 mathematics teachers, particularly those who are teaching out of area. The proposed project, Metro’s Mathematics for Rural Schools Program, will use web technology and distance education to develop a series of content-oriented courses specifically developed for K-12 mathematics teachers in rural districts. Although, the courses will be content driven, the delivery of the courses will model

teaching practices-directly transferable to K-12 mathematics classrooms that support development of mathematical proficiency and foster a mathematical community among teacher-learners. The courses, available for graduate credit (through Adams State College's division of extended studies) for practicing teachers, will serve as a model for high quality, content-centered professional development for K-12 mathematics teachers in rural schools across Colorado.

**Institution: Colorado State University**

**Amount: \$149,979**

**Title: Partnerships in Rural Colorado (PIRC): Addressing the Need for High Quality Teachers in Rural Colorado**

**Project Director: David Whaley and Jean Lehmann**

**Summary:** The project's broad-based goal is to strengthen the content knowledge and skills base of elementary teachers in the areas of mathematics and writing in two rural school districts: Frenchman RE-3 and Weld RE-1. Ultimately, the achievement of this goal will ensure that elementary teachers from these two rural school districts will: a) increase their procedural and conceptual knowledge and skills base so as to increase student achievement in mathematics, and b) increase their content knowledge and use of writing to communicate the reasoning used in solving problems in mathematics. Through these teachers' participation on Professional Development Teams (PLTs), through their completion of a series of long distance Annenberg courses (both internet and video based) which will be offered at no-cost as both transcribed college credit as well as district-level professional development credits, and through their involvement in an intensive weeklong summer institute entirely focused in the areas of mathematics and writing proficiencies, these project outcomes will be accomplished. The selection of content knowledge and skills shared with elementary staff will tightly align with the Colorado Model Content Standards and Assessment Frameworks for mathematics and writing.