

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

January 5, 2006

10:00 a.m.

**Red Rocks Community College
13300 West Sixth Avenue, Lakewood, Colorado
Community Room, Lower Level**

Welcome by Cliff Richardson, President of Red Rocks Community College

- I. Opening Business
 - A. Attendance
 - B. Approval of Minutes for the November 7, 2005 Commission Meeting
 - C. Reports by the Chair, Commissioners and Advisory Committee Members
 - D. Report by Capital Subcommittee (Quamme/Baker)

- II. Presentations & Discussion
 - A. National and Colorado K-12 High School Graduation Requirements (Terri Rayburn Davis & Daniel Furman, the Fund For Colorado's Future)
 - B. Report on Remedial Education and Update on Pre-collegiate Admission Requirements (Gianneschi)
 - C. Findings on current Colorado financial aid programs (Schweigert)

- III. Action Items
 - A. Fiscal Year 2005-2006 Supplemental and 2006-2007 Department Budget Request Revisions (Schweigert)
 - B. Revisions to Colorado Commission on Higher Education Policy Section IV: Extended Studies (Gianneschi/McKeever)

- IV. Consent Items
 - A. Degree Authorization Act – Colorado International University (Gianneschi/Thompson)

- V. Written Reports – No Discussion
 - A. Report on Out-of-State/Out-of-Country Instruction (Gianneschi/McKeever)

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Chairperson Terry Farina called the meeting to order at 9:00 a.m.

Commissioners Terry Farina, Judy Altenberg, Ray Baker, Richard Garcia, Richard Ramirez, Edward Robinson, Greg Stevinson and James Stewart attended. Commissioners Dean Quamme and Judy Weaver were excused. Commission Staff members attending were Executive Director Rick O'Donnell, Matt Gianneschi, Jason Hopfer, Joan Johnson, Rich Schweigert, Diane Lindner and Mary Lou Lawrence. Advisory Council Members Senator Sue Windels and Stuart Helvig were in attendance.

Chairperson Farina thanked everyone for their support of Referendum C and welcomed Stuart Helvig as the new faculty council representative on the Commission's Advisory Counsel.

Mr. Stewart moved to approve minutes of the September 9, 2005, meeting and Mr. Garcia and Ms. Altenberg seconded the motion. The minutes were unanimously approved.

ACTION ITEMS

FY 2006-07 Budget Submission: Mr. O'Donnell stated the passage of Referendum C will provide additional General Fund revenue and the requested budget increase of \$65 million represents the first major, appropriation increase request in several years. To keep faith with voters, the budget recommends limited tuition increases for resident students, not to exceed 2.5%. Included in the request is \$10 million for need based financial aid. Mr. Schweigert requested flexibility in the mandated cost section of the presented budget to account for technical adjustments and miscalculations.

Ms. Lindner stated the \$65 million budget request for General Fund appropriations addressed mandated costs and institutional decision items. This includes an increase in the stipend funding from \$2,400 to \$2,560 and unfunded enrollment would be addressed in amendments to Fee-for-Service contracts. Schools specifically requested funding to address increasing student access and capital construction costs and these are included in the budget. Mandated costs reflect some one time only costs incurred as schools attain enterprise status.

Mr. Garcia made a motion to approve the recommend budget including up to a 2% differential for technical matters and amended to include consultation with Commissioners if policy changes were made and Ms. Altenberg seconded the motion.

Mr. Farina commended Commission and institutional staffs for collaboration to prepare the budget in extremely tight time frames. Mr. Stewart asked where reductions would occur if the final budget was less than \$65 million. Mr. O'Donnell noted the Governor's budget was not finalized and if the Governor recommends lower funding for CCHE,

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areas of reduction would depend on the amount. Mr. Baker asked if each institutional Financial Officer had been contacted. Mr. Schweigert said he had spoken with a few of them and was intending to contact all and/or have a CFO meeting to address their individual school issues and concerns.

Mr. O'Donnell thanked Mr. Schweigert and Ms. Lindner for their extraordinary work on the budget, noting this was the preliminary and very competent first step in the Joint Budget Committee (JBC) budget setting procedure. He further stated the Governor and the Office of State Budget and Planning (OSBP) are insistent on concrete budget figures in all tuition discussions.

There was no public comment and the Motion was unanimously approved as amended.

Policy Revision on Tuition Classification For Members of the Armed Forces at Public Institutions: Ms. Lindner stated the policy change was to facilitate resident student tuition fees for military personnel who enroll in Colorado schools, are deployed and return to Colorado to complete their education within six months of discharge.

In a similar, related policy issue, Mr. Garcia asked consideration of establishing a committee to study residency qualifications for undocumented students. The New Mexico Commission had such a committee and, pursuant to a New Mexico Attorney General opinion, has the authority, subject to challenge, to set policy regarding undocumented students. Mr. Farina noted legislation on this issue died last Session and that he was considering such a committee and additional committees to address other continuing and emerging issues. He asked Senator Windels if she thought similar legislation would be introduced this year. She said yes and last year's legislation did not pass out of the appropriations committee as it would have opened the opportunity of additional aid for the undocumented including financial aid. Mr. Baker said there was urgency to establishing these committees to meet pending legislative deadlines and issues such as the Lincoln High School issue also need to be addressed.

Mr. Stewart made a motion to approve the item as presented and Mr. Baker seconded the motion. There was no public comment and the motion was unanimously approved.

Priority list of State Funded Capital Projects for FY 06-07: Ms. Johnson said, contrary to recent years, this year's recommendations were not limited only to life and health safety projects. The cost for funding the recommended projects and the priority one projects was \$57 million, with the priority one projects consuming \$49.2 million of that sum. She noted construction costs have and are increasing from the originally approved amounts but no requests for costs resulting from inflation had been approved in the past four years. Several schools will submit supplemental requests to cover inflated costs.

Staff recommends that the Cumbres Toltec track rehabilitation project be funded from the railroad's operating budget and not from General Funds and the Colorado State

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University (CSU) arts facility funding be state funded, simultaneously removing it from the cash funded bracket, since students at CSU campuses approved a \$10 per credit hour fee and funding has been obtained for ancillary projects. As the Commission can waive approval of projects under \$500,000, phone systems at Northeastern community College and Otero Jr. College do not need Commission approval. Ms. Johnson reported there were on-going negotiations for the Mesa State Business College, on Priority List No. 2, to house the Colorado Bureau of Investigation Forensic Unit. Mr. Farina noted that Mesa State has a criminal justice program.

Mr. Baker asked if the prior procedure of having a Commissioner sub-committees study documentation supporting requests could be reinstated to ensure Commission recommendations were properly researched and understood. Mr. Farkas asked if there was a list of vacant state buildings and actions or proposed actions relative to them and an analysis of the maintenance costs for each building. Ms. Johnson said she was not aware of a list of vacant buildings and would try to get an analysis of maintenance costs. Mr. Farkas asked if buildings were classified according to their use for administration, classrooms and/or specialized purposes and related maintenance costs. Ms. Johnson said no, but Mr. Friedburg, director of state buildings, may be able to prepare one. She said the Commission owns 64% of all state owned square footage for an estimated value of \$5.8 billion dollars

Mr. Stevinson motioned to approve the item as presented subject to review and report by the Capital Assets Sub-committee and Mr. Stewart seconded the motion. There was no public comment and the motion as amended was unanimously approved.

List of Cash Funded Capital Projects for FY 06-07: Ms. Johnson recommended forwarding the projects as presented to the Capital Development Committee for FY 06-07. Mr. Baker moved to approved the staff recommendation and Mr. Stewart seconded the motion. There was no public comment and the motion was unanimously approved.

Five Year Capital Improvements Program: Ms. Johnson recommended the projects as listed be sent to the Governor, Office of Planning and Budget, the Capital Development Committee and the Joint Budget Committee.

Mr. Baker asked if the amount of time spent on these items by Commission and institution staffs and asked if it was cost effective. Ms. Johnson did not know and stipulated the figures would be subject to inflation and changing economic pressures. Ms. Altenberg asked if the Alternative Funding Commission Sub-Committee, which was suspended pending the results of the vote on Referenda C, would resume to address alternative capital resources. Senator Windels suggested introducing legislation to reduce capital funding transportation in order to increase funding for state buildings.

Ms. Altenberg made a motion to approve staff recommendation as amended to include re-institution of the Sub-Committee on Capital Assets and the Task Force on Alternatives to

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Capital Construction and Controlled Maintenance. Mr. Stevinson and Mr. Stewart seconded the motion. There was no public comment and the motion was unanimously approved.

CONSENT ITEMS

- Teacher Education Reauthorization: Fort Lewis College
- Teacher Education Reauthorization: University of Colorado at Colorado Springs
- Degree Authorization Act – Change of Status: American Graduate School of Management and Troy University
- Degree Authorization Act – Preliminary Authorization: Sumner College of Health Sciences
- University of Colorado at Denver Health Science Center Teacher Education Program Proposals: Secondary French and Spanish
- Identification of Degree Programs with Low Enrollment and Recommendation of Discontinuance to Governing Boards
- Authorization of Secondary Licensure Program in Spanish at Mesa State College
- Authorization of Secondary Licensure Program in ESOL at Mesa State College
- Application for Participation in State-Funded Student Assistance Program

Mr. Gianneschi noted that reauthorization of the teacher preparatory programs at Ft. Lewis College and University of Colorado at Colorado Springs had not received Colorado Department of Education (CDE) approval as required, and that Commission approval was conditional, pending CDE approval. Mr. Gianneschi also stated that budget constraints have forced all institutions to scrutinize programs with low enrollment for discontinuance.

Mr. Stevinson moved to approve staff recommendation for all Consent Items and Ms. Altenberg seconded the motion. There was no public comment and the motion was unanimously approved

WRITTEN REPORTS – NO DISCUSSION

- Status of the Recommendation For Discontinuance of the Bachelor of Science in Botany at Colorado State University
- FY 2006 Tuition and Fees Survey

No actions were taken.

The meeting was adjourned.

Colorado Education Alignment Council

High School Graduation Requirements



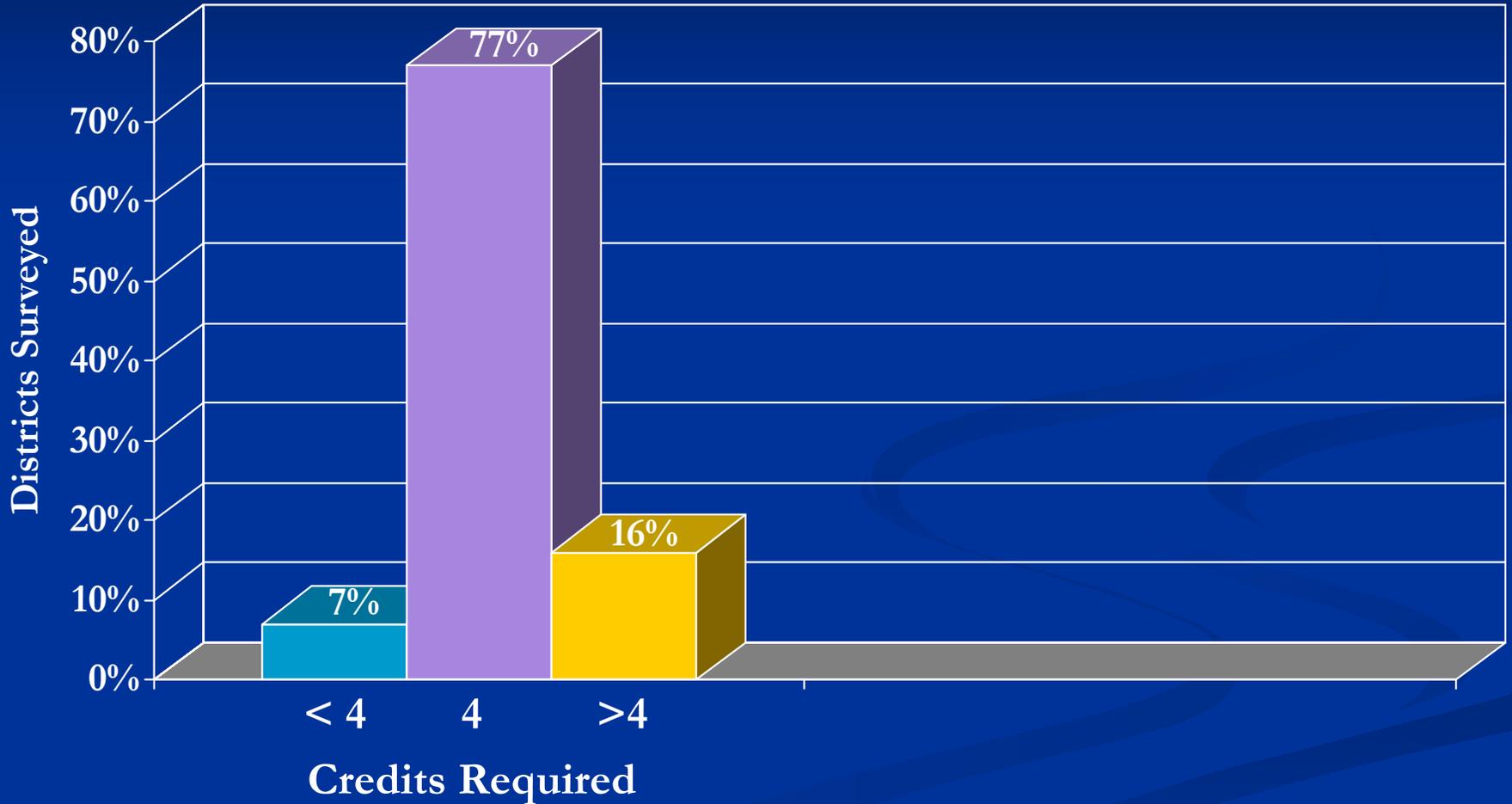
Colorado's High School Graduation Requirements

(Preliminary Information)

- Graduation requirements were gathered by visiting district web sites & conducting informal telephone surveys.
- Graduation requirements were compiled for 86% of all school districts.
- Graduation requirements were gathered in the areas of English, Math, Social Studies, Science, Foreign Language & “Other.”
- Graduation requirements can be less than clear & subject to interpretation.
 - Gathered information is currently being verified by superintendents.
 - Information for 37 school districts has been verified by superintendents.

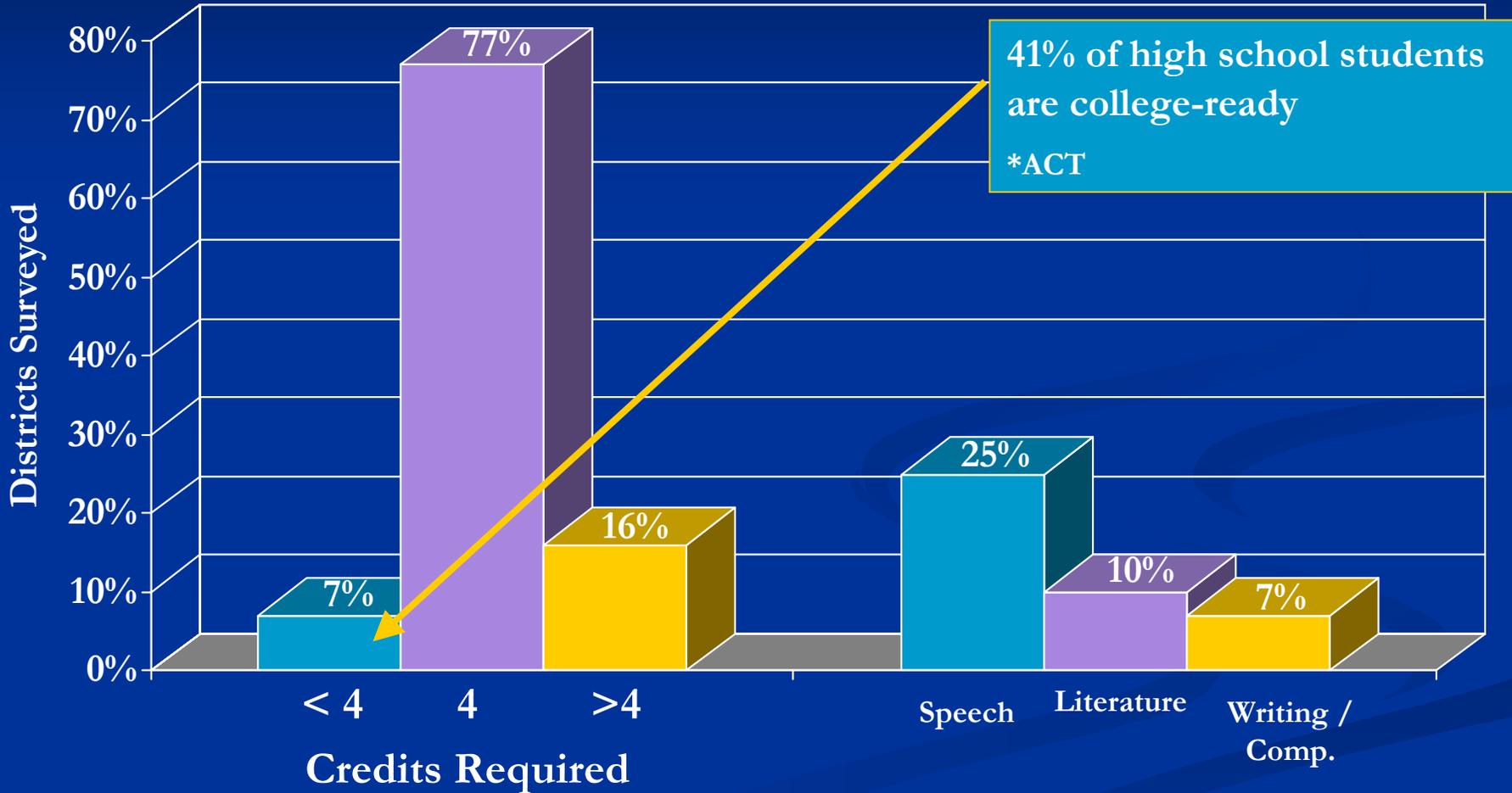
English Graduation Requirement

(Preliminary Information)



English Graduation Requirement

(Preliminary Information)

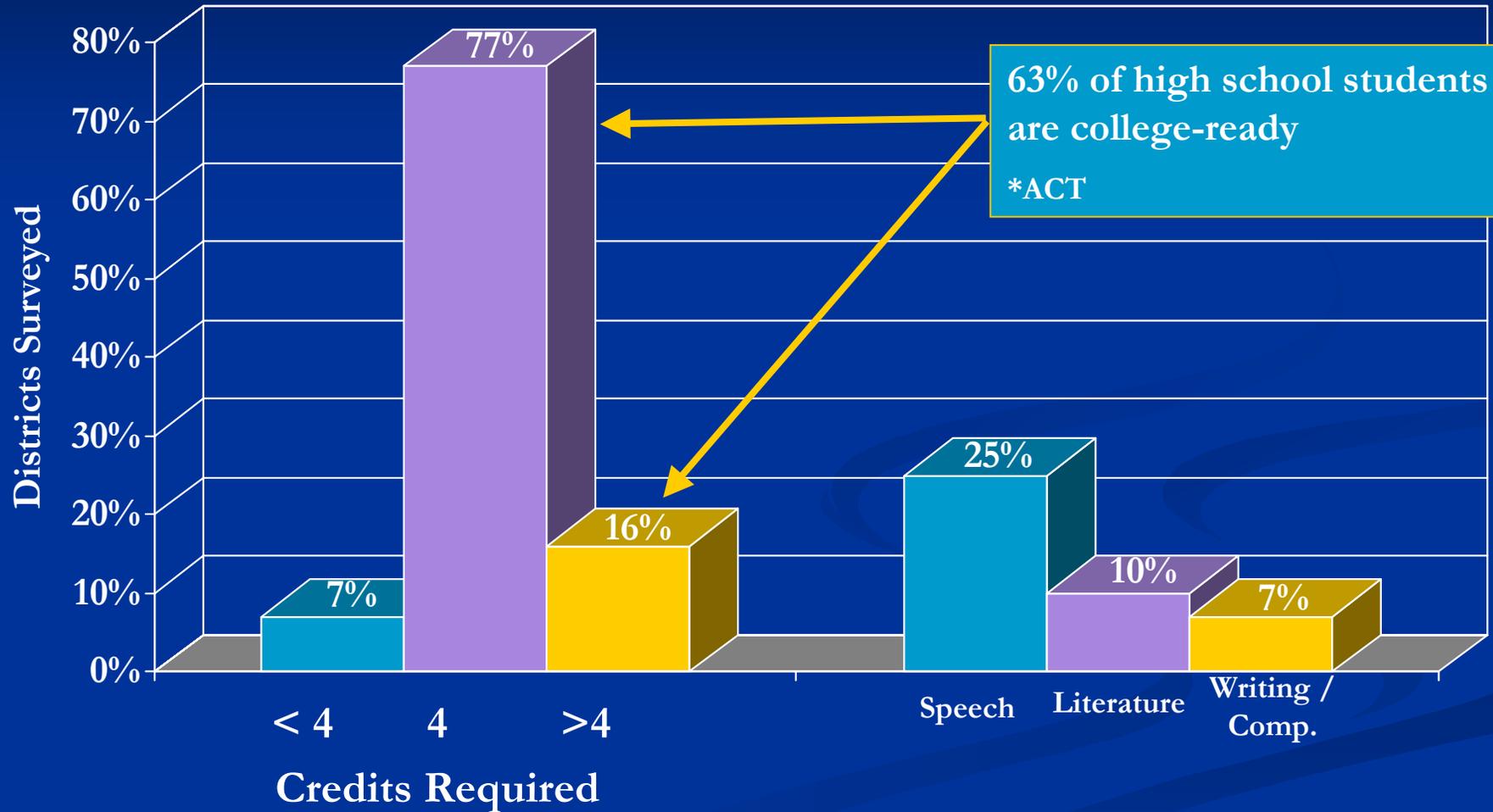


Specified Courses



English Graduation Requirement

(Preliminary Information)

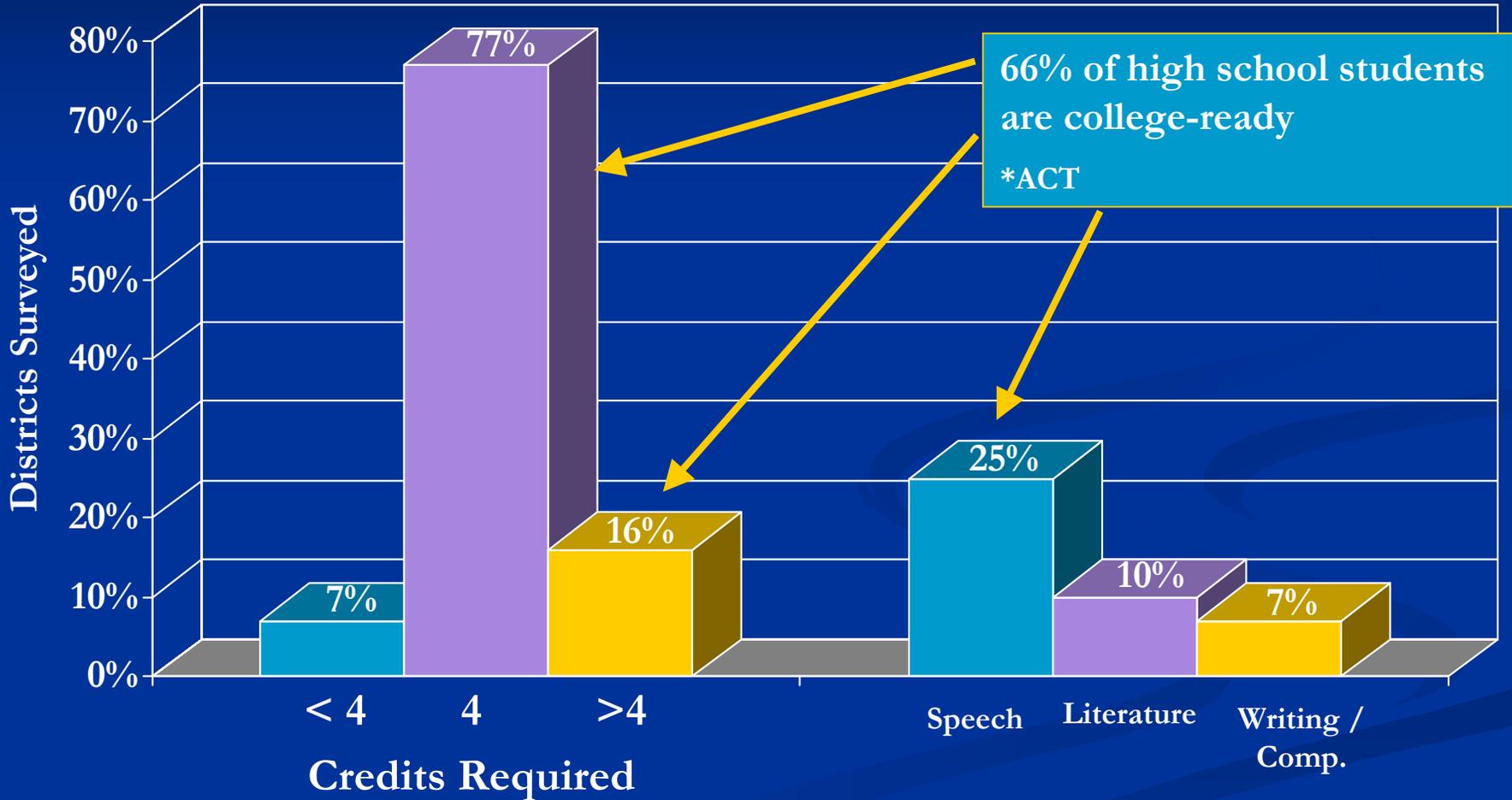


Specified Courses



English Graduation Requirement

(Preliminary Information)

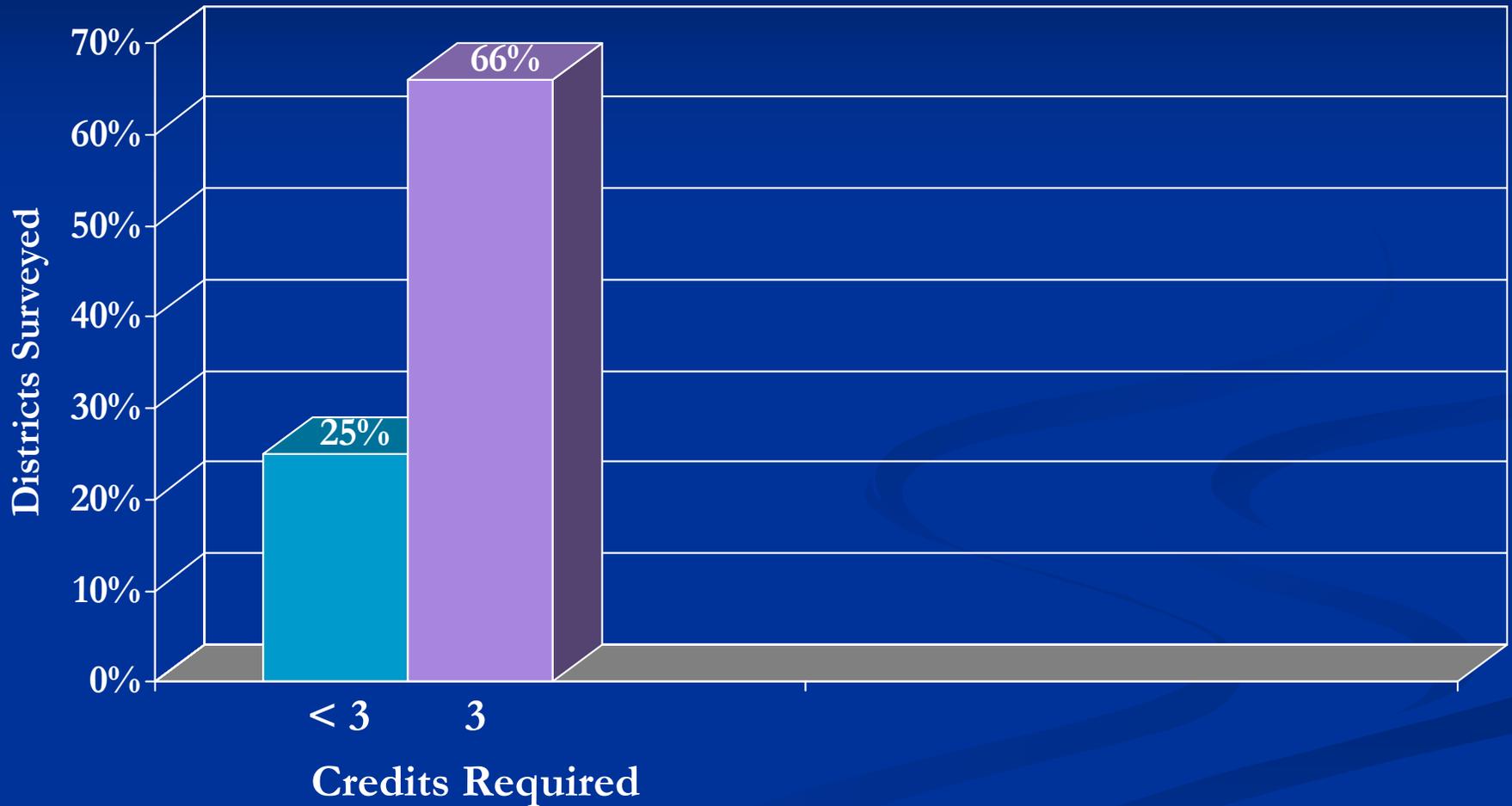


Specified Courses



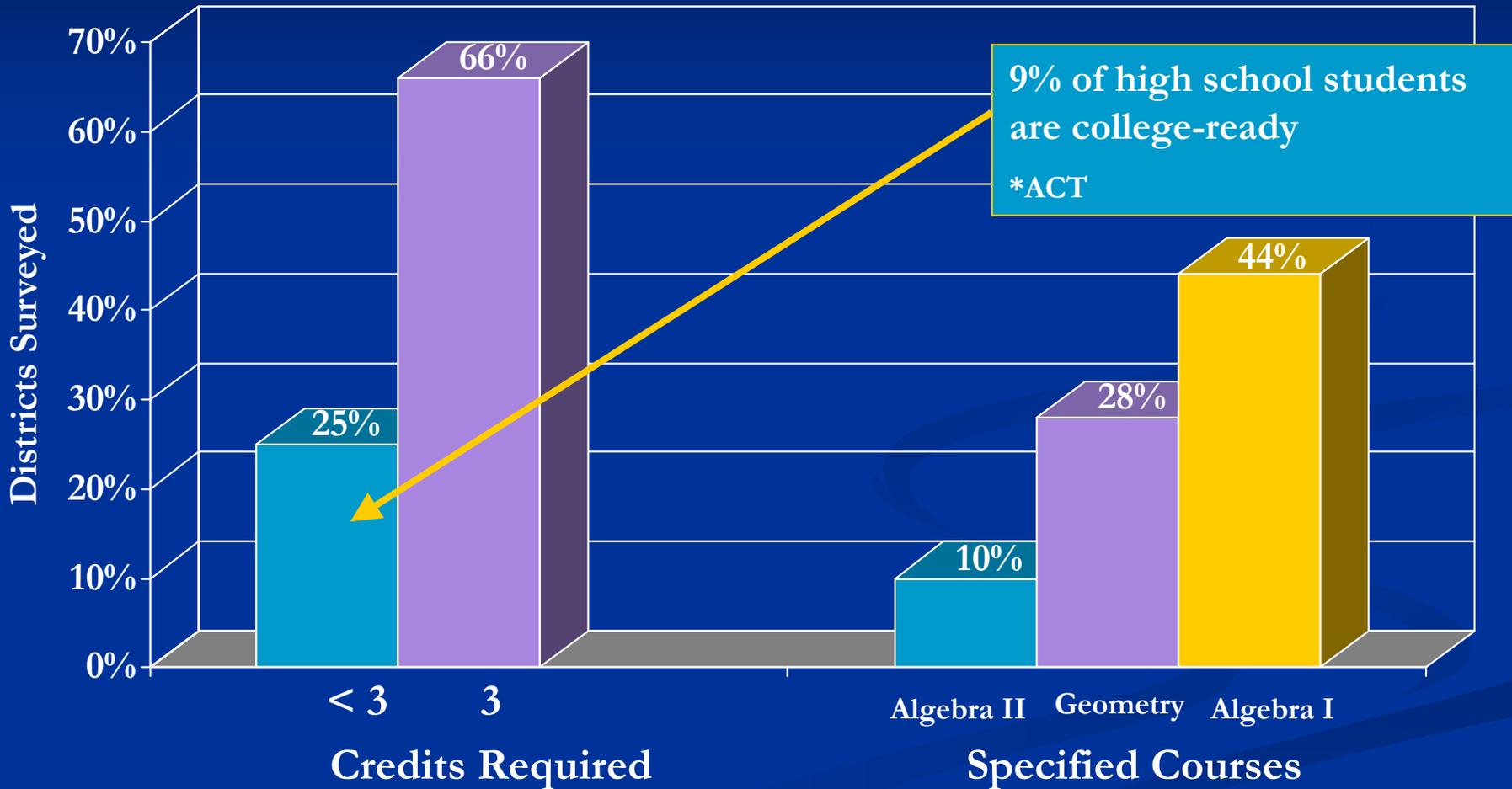
Math Graduation Requirement

(Preliminary Information)



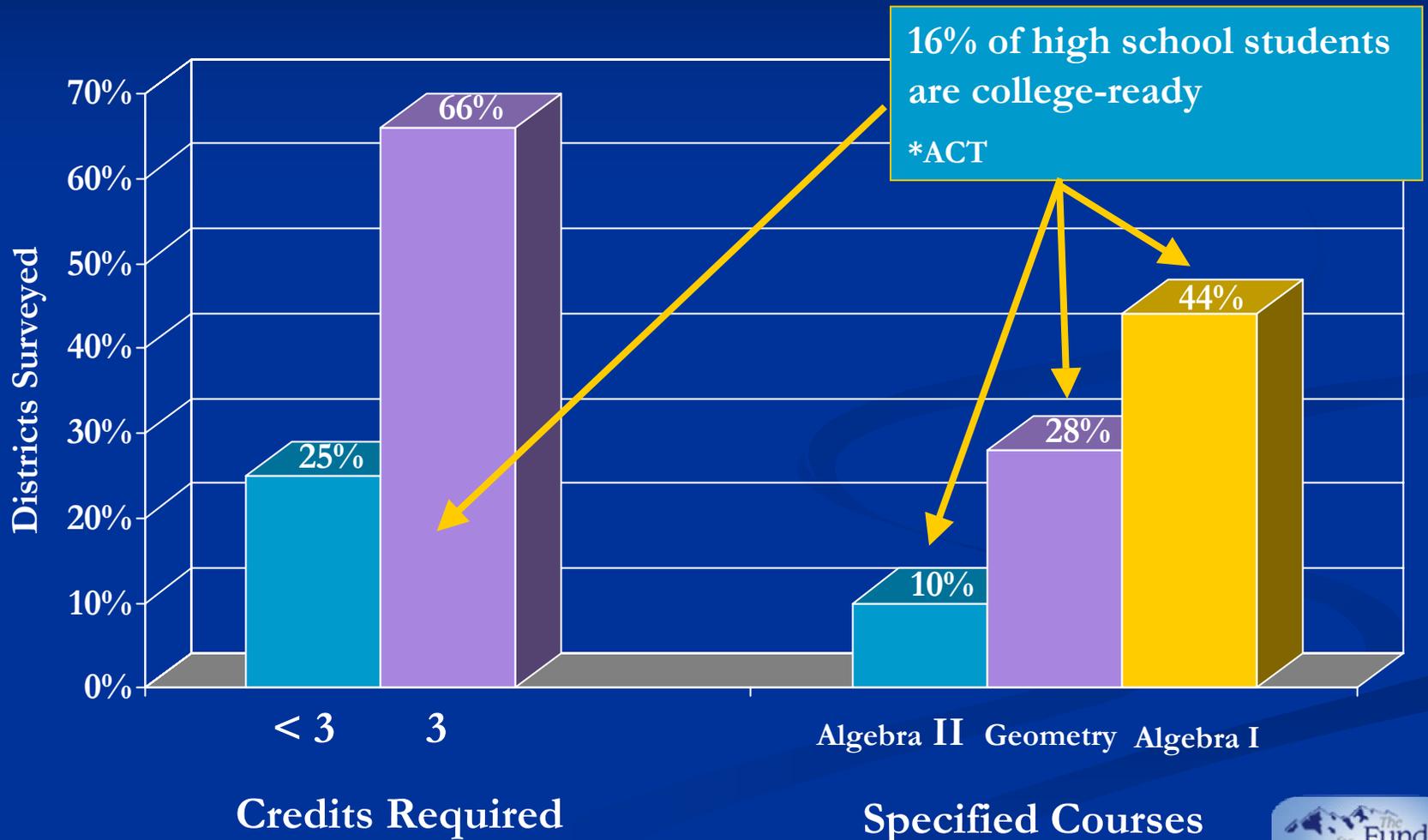
Math Graduation Requirement

(Preliminary Information)



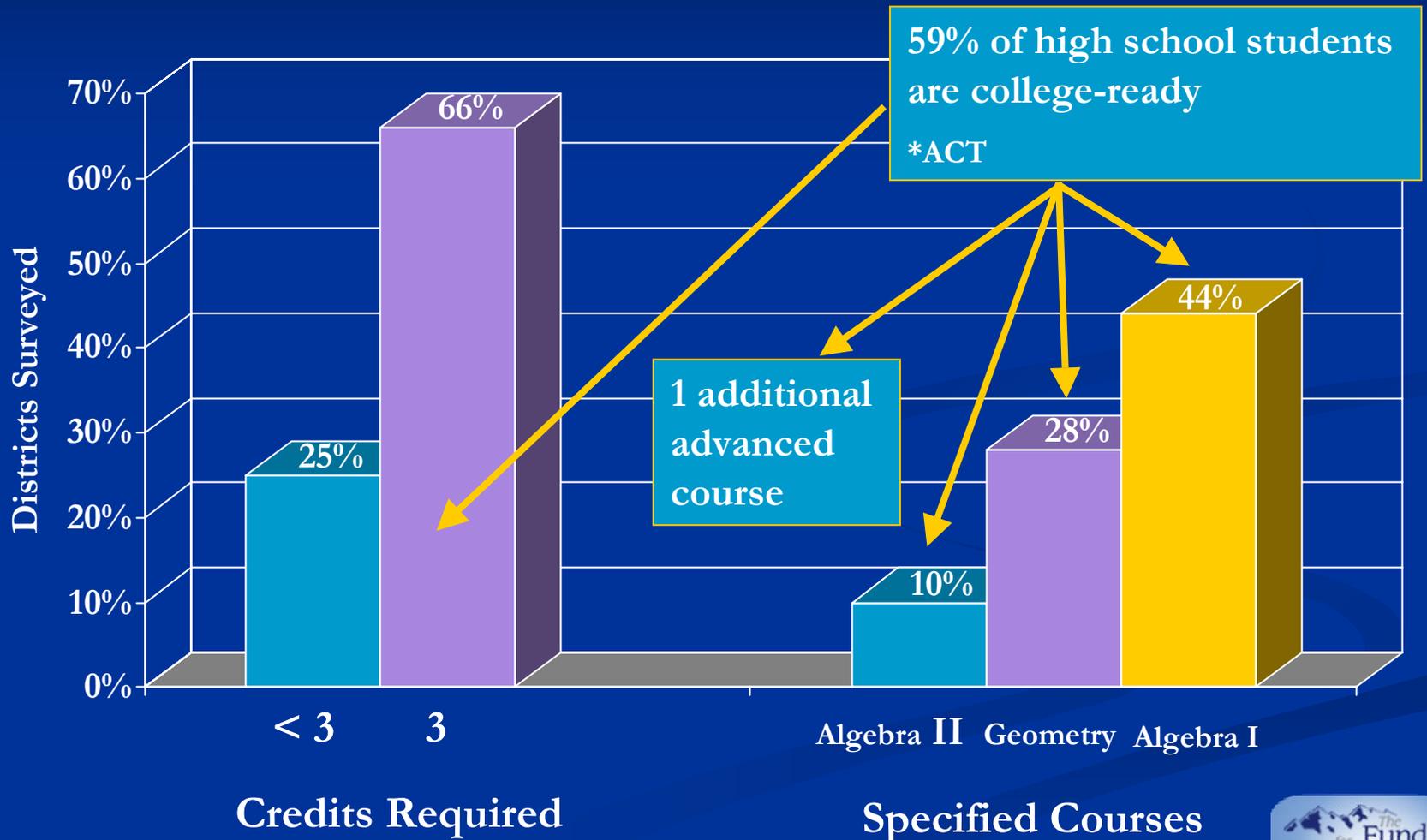
Math Graduation Requirement

(Preliminary Information)



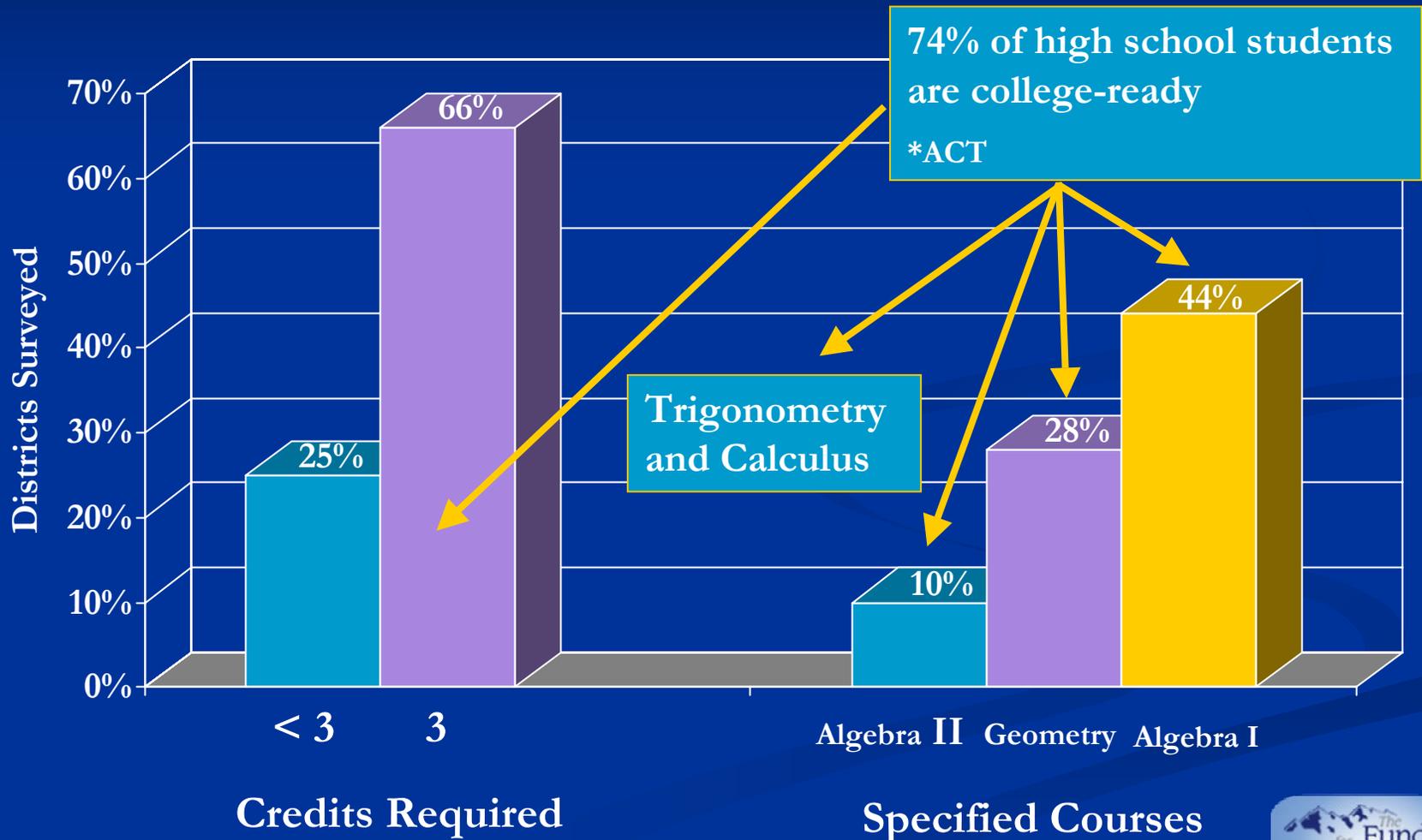
Math Graduation Requirement

(Preliminary Information)



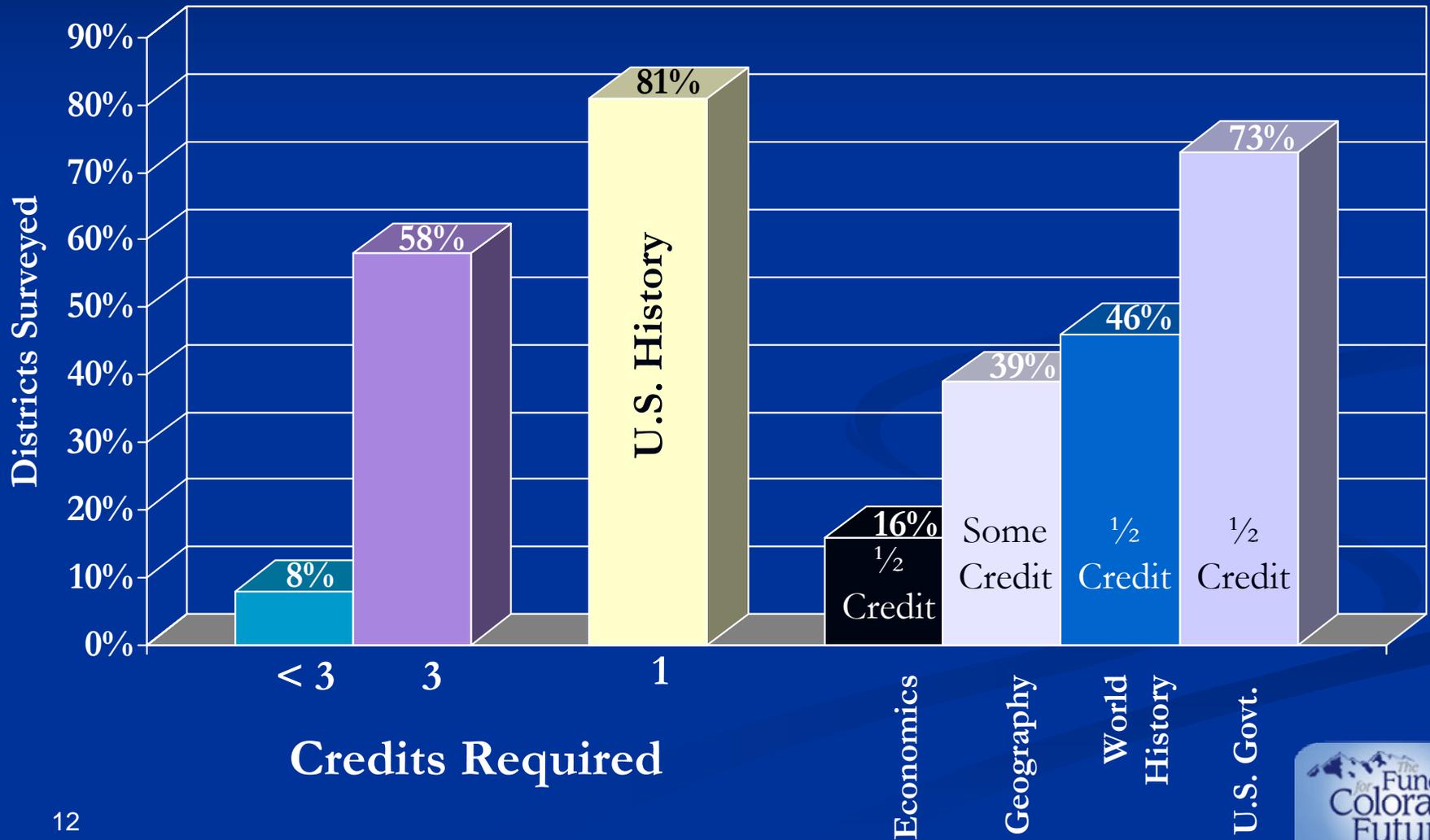
Math Graduation Requirement

(Preliminary Information)



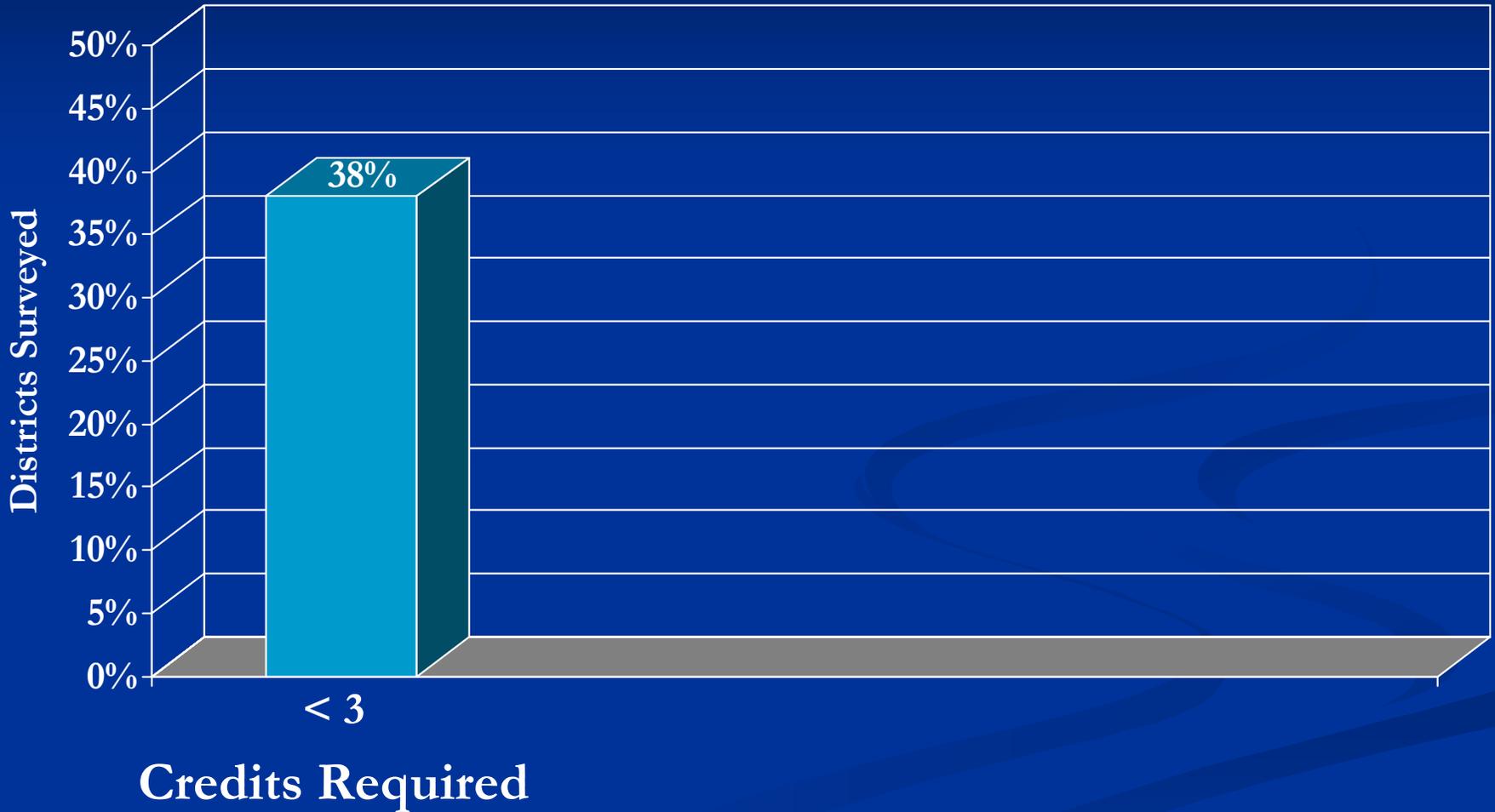
Social Studies Graduation Requirement

(Preliminary Information)



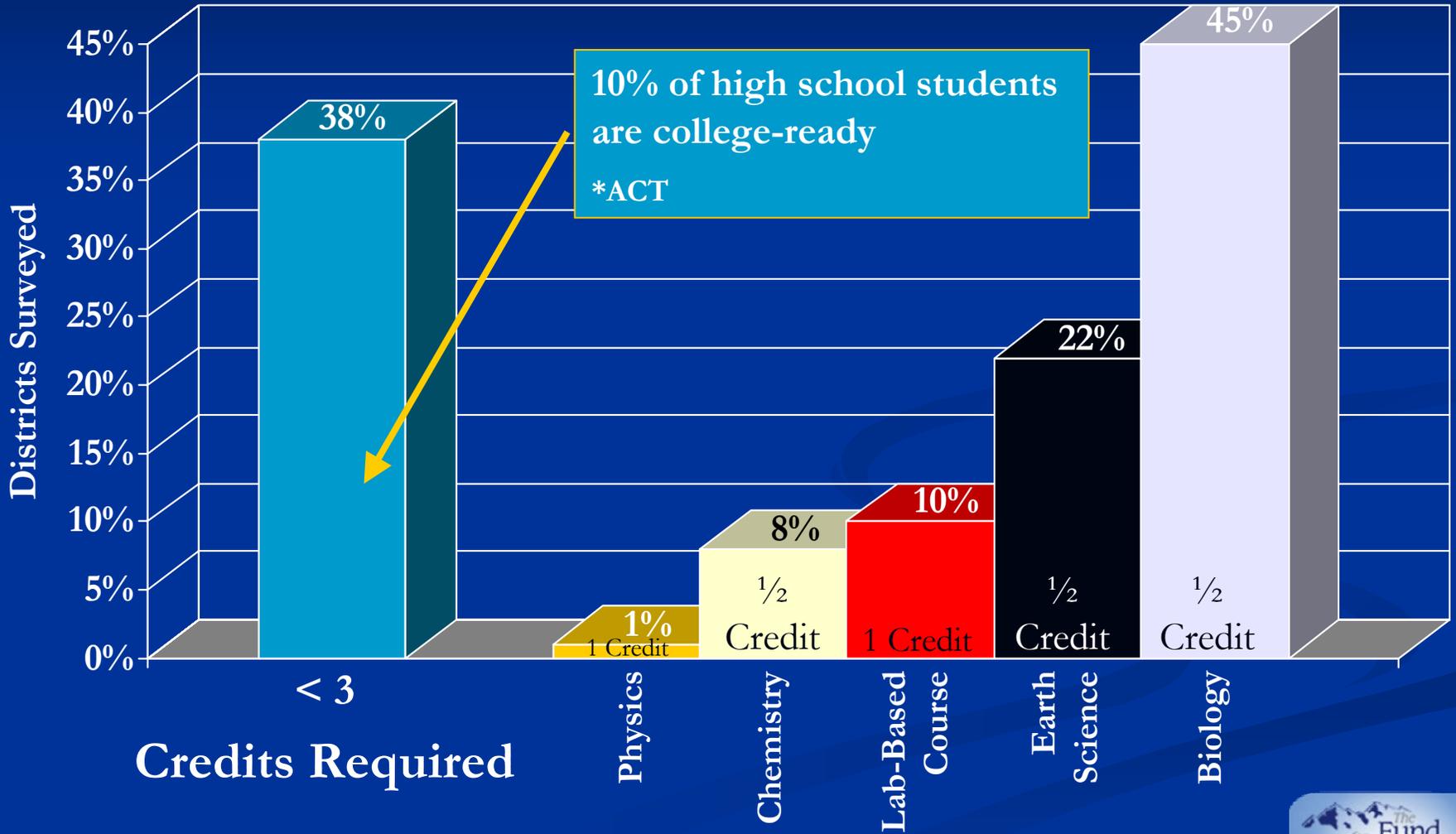
Science Graduation Requirement

(Preliminary Information)



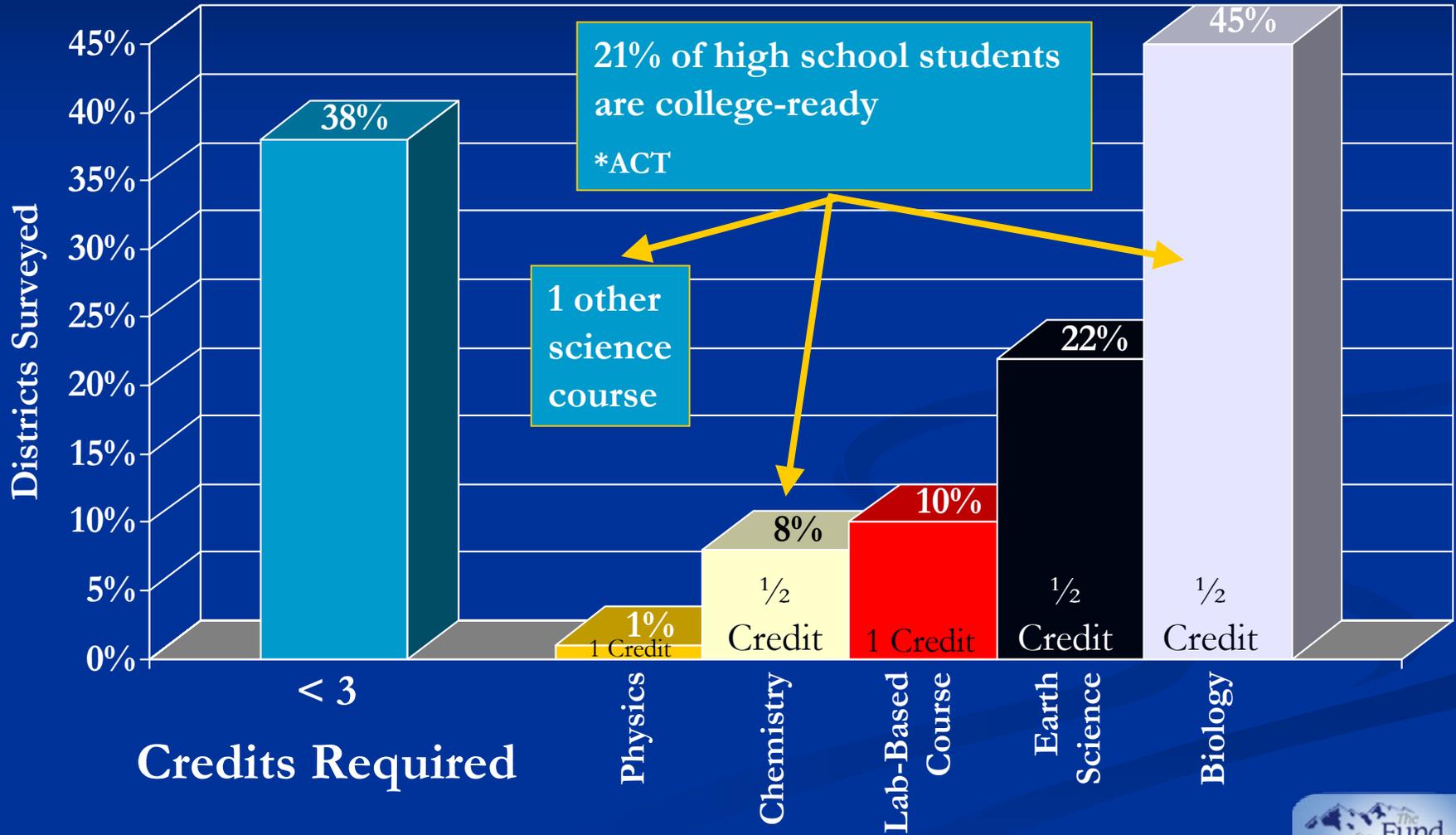
Science Graduation Requirement

(Preliminary Information)



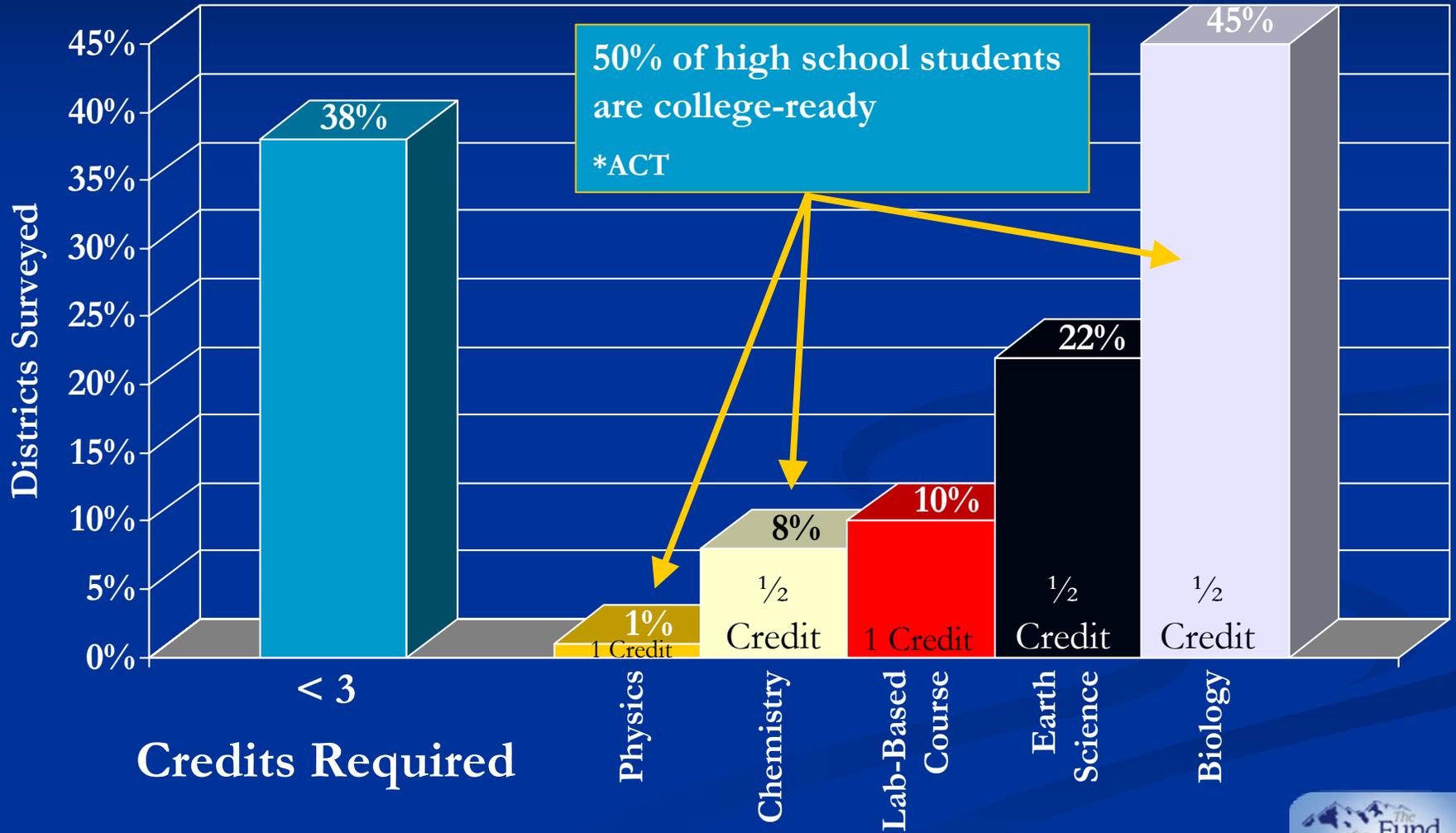
Science Graduation Requirement

(Preliminary Information)



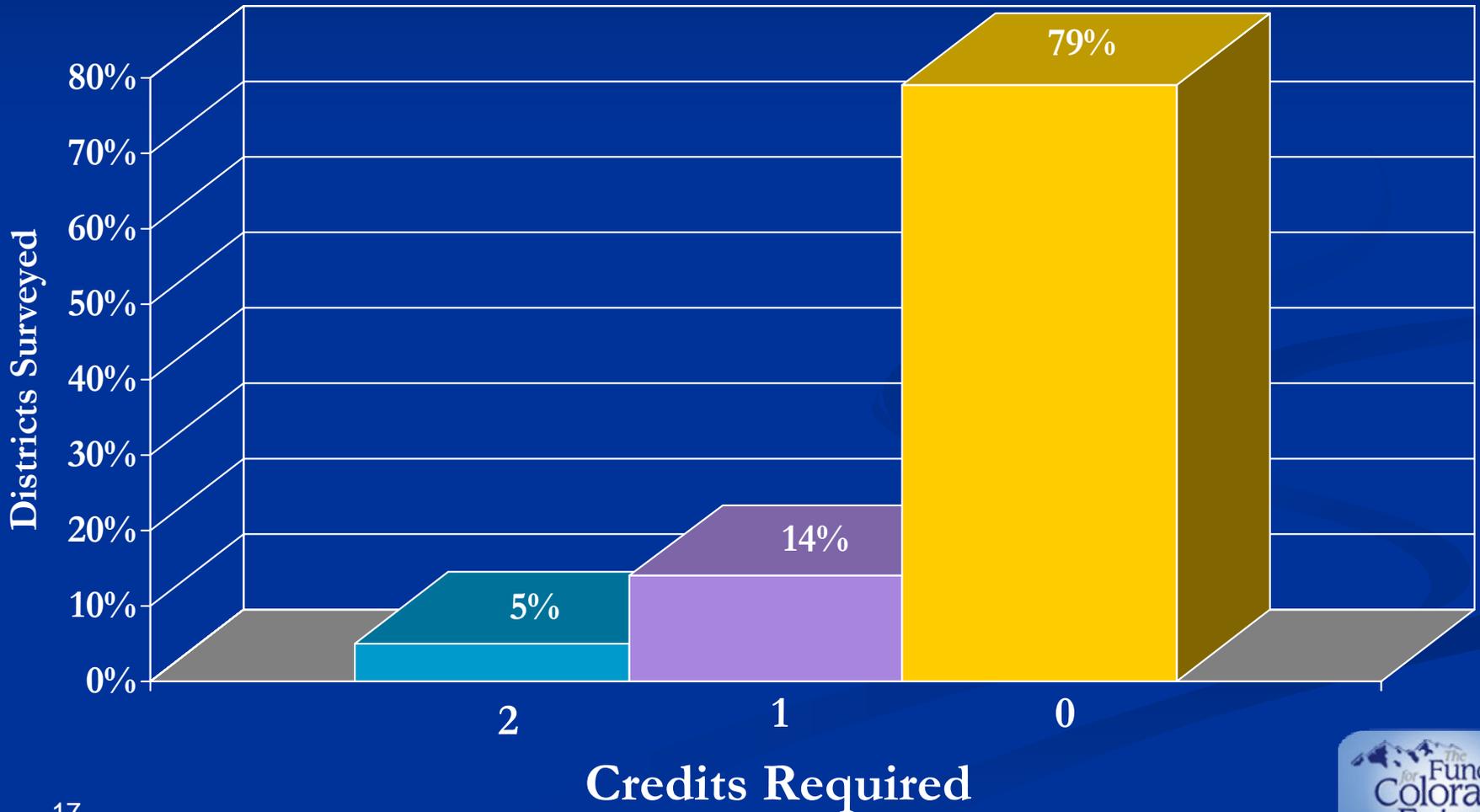
Science Graduation Requirement

(Preliminary Information)

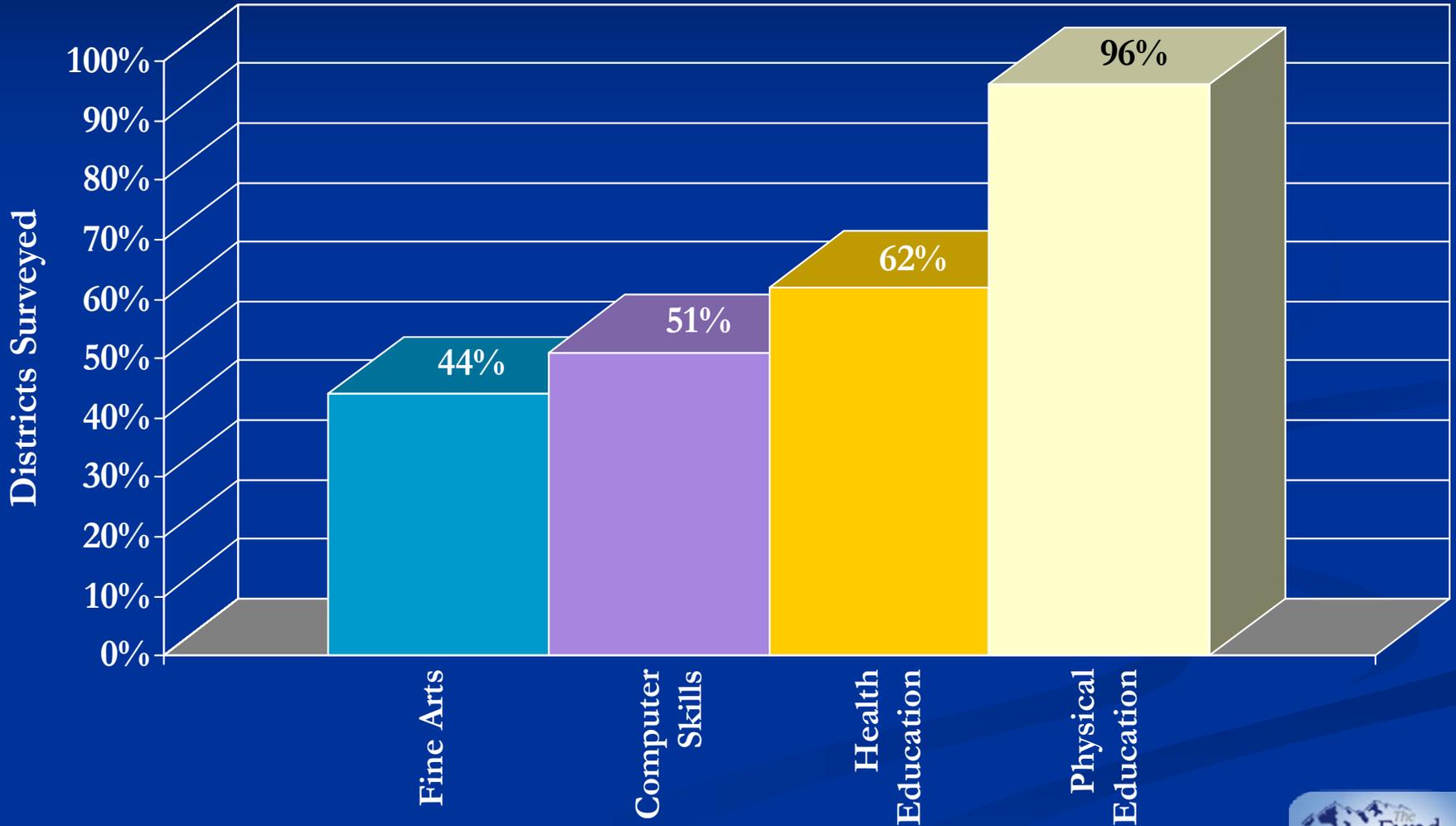


Foreign Language Graduation Requirement

(Preliminary Information)



“Other” Graduation Requirement *(Preliminary Information)*



The Fund for Colorado's Future

(www.fund4colorado.org)

High School Graduation Requirements

December 13, 2005



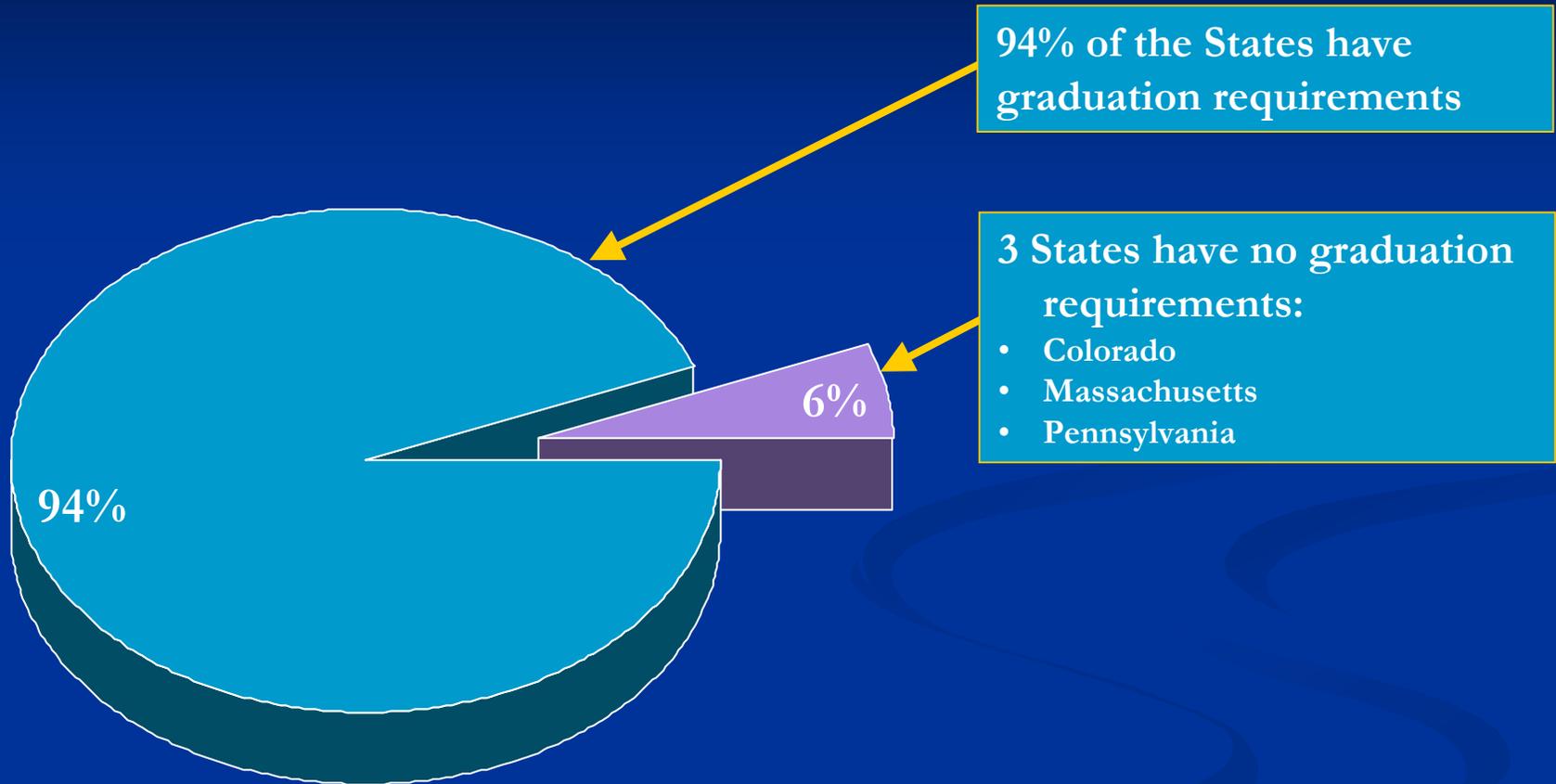
Survey of The United States High School Graduation Requirements



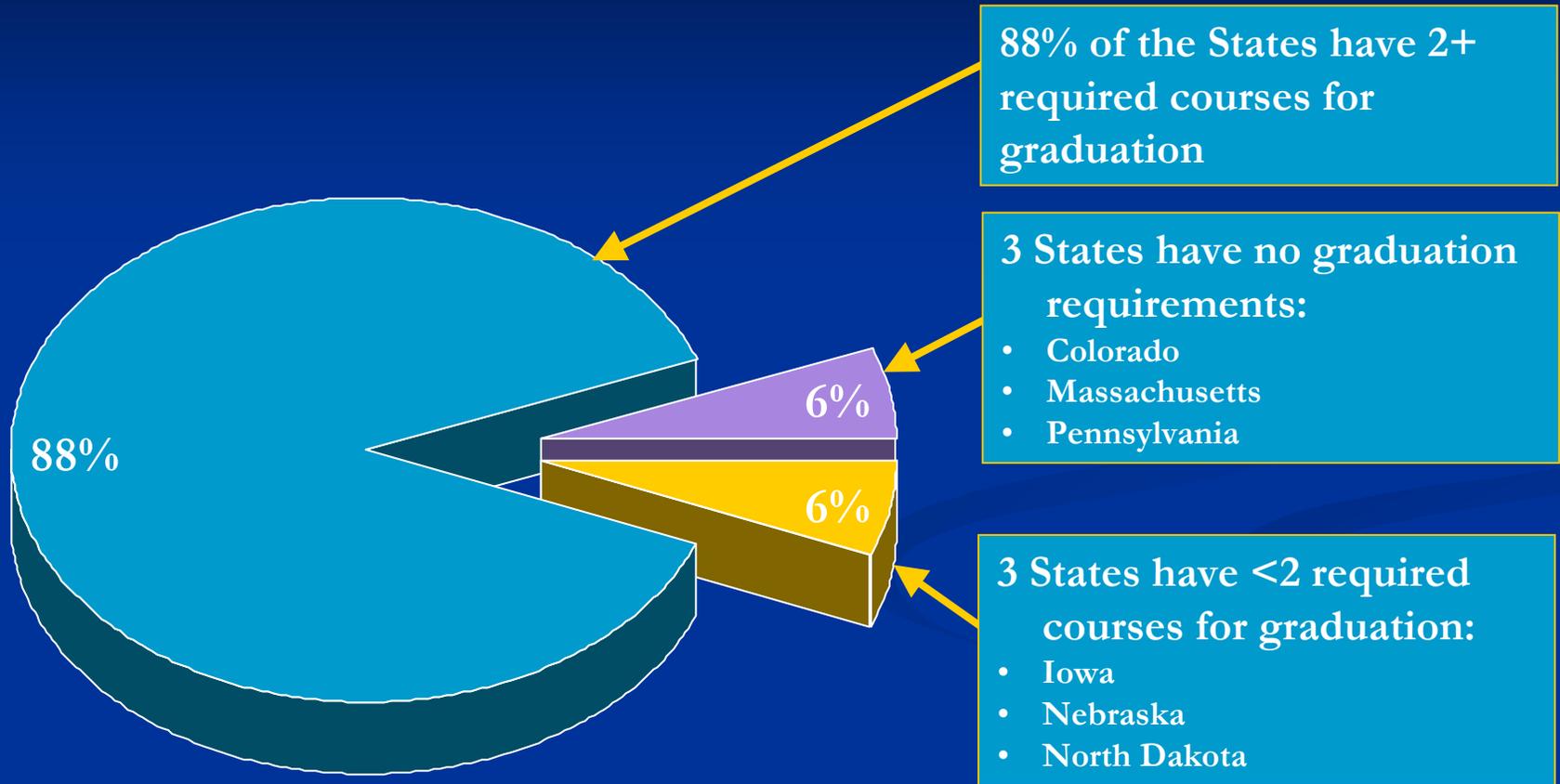
Highlights

- Highest course study requirements
 - U.S. History – 78%
- 19 states offer multiple diplomas
 - Academic
 - Career Preparatory
 - Career Technical
 - College Preparatory
 - Honors
 - Regents
 - Smart Core vs. Common Core
- Varying course study requirements
 - Percentages may add to greater than 100%

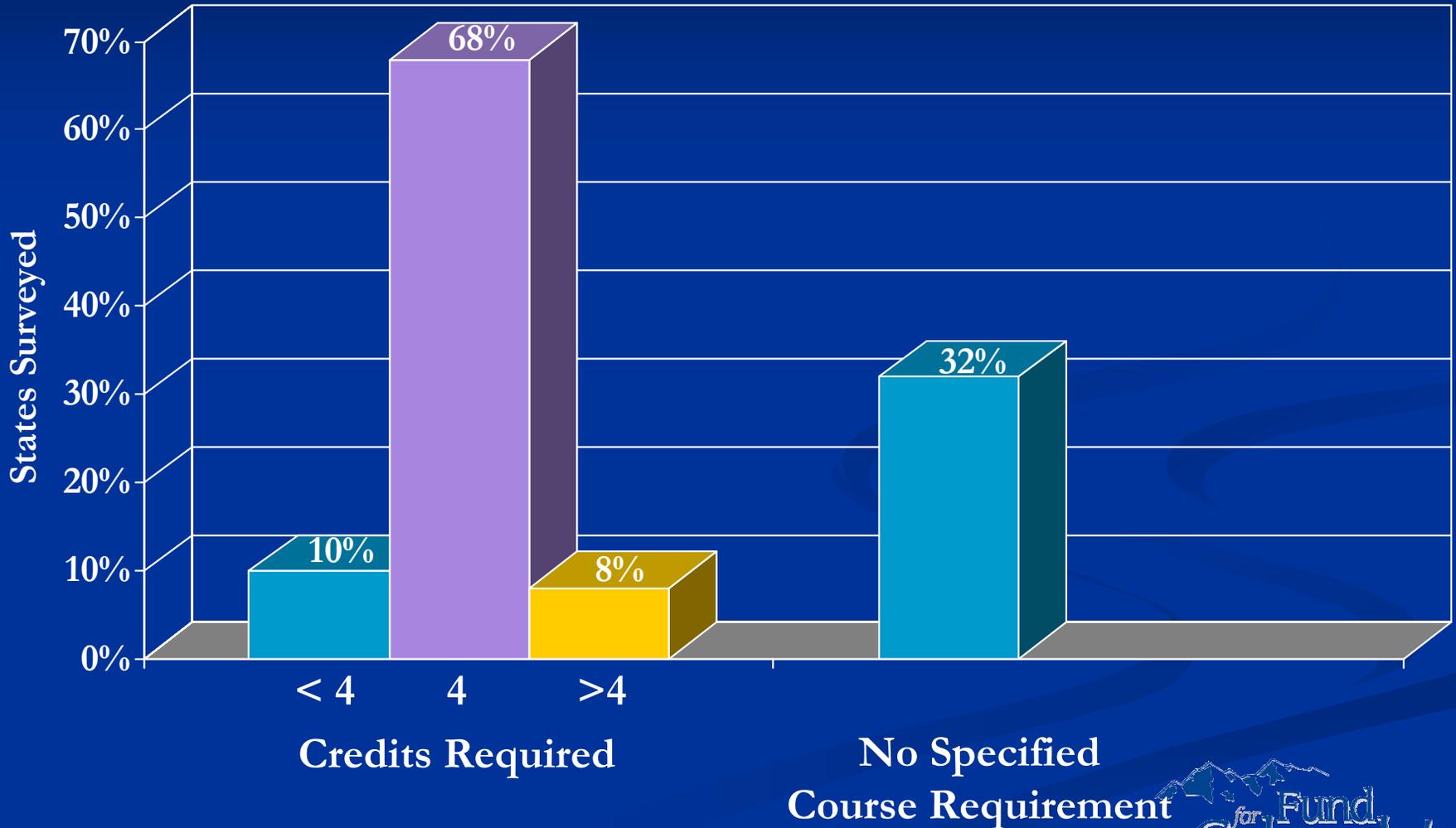
State Graduation Requirements



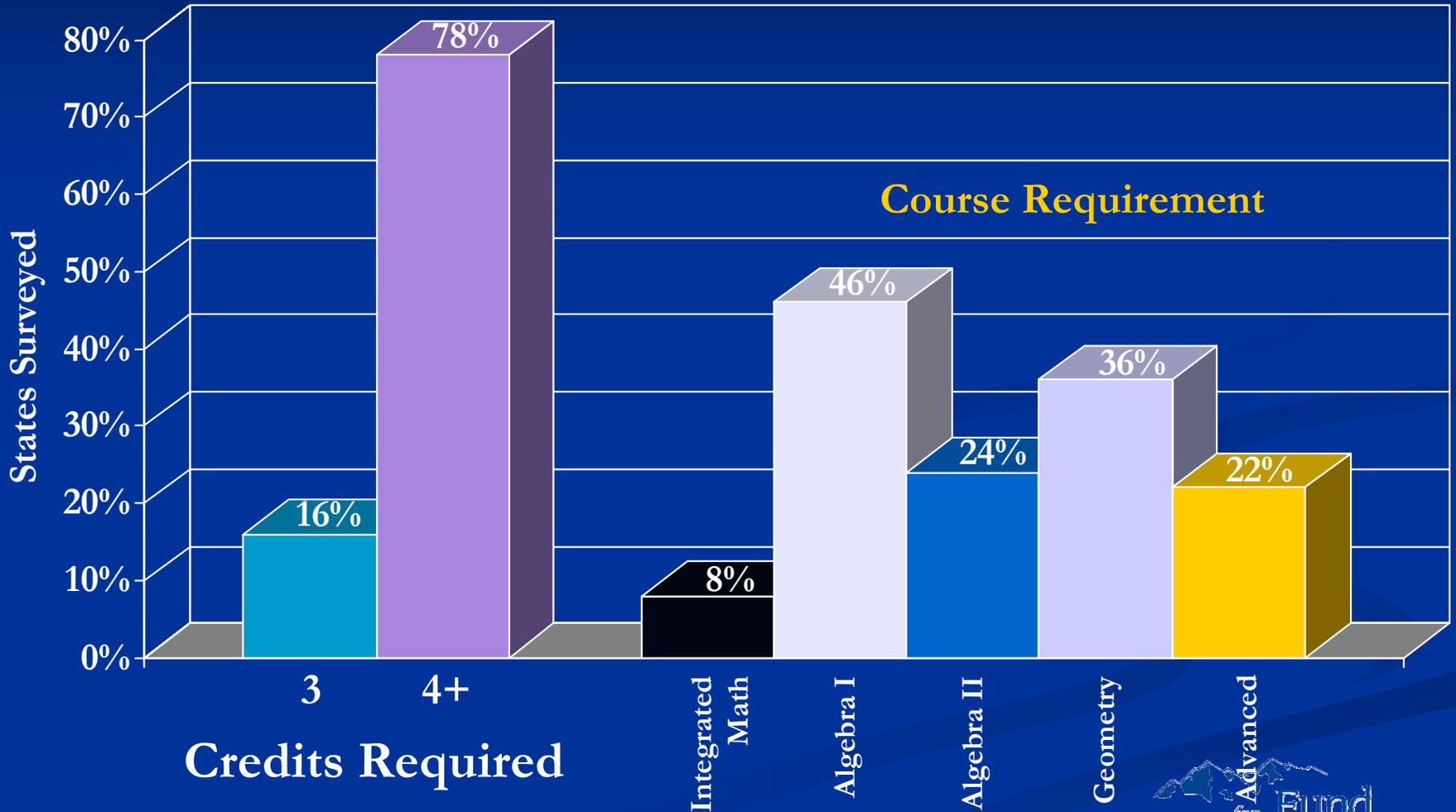
State Graduation Requirements



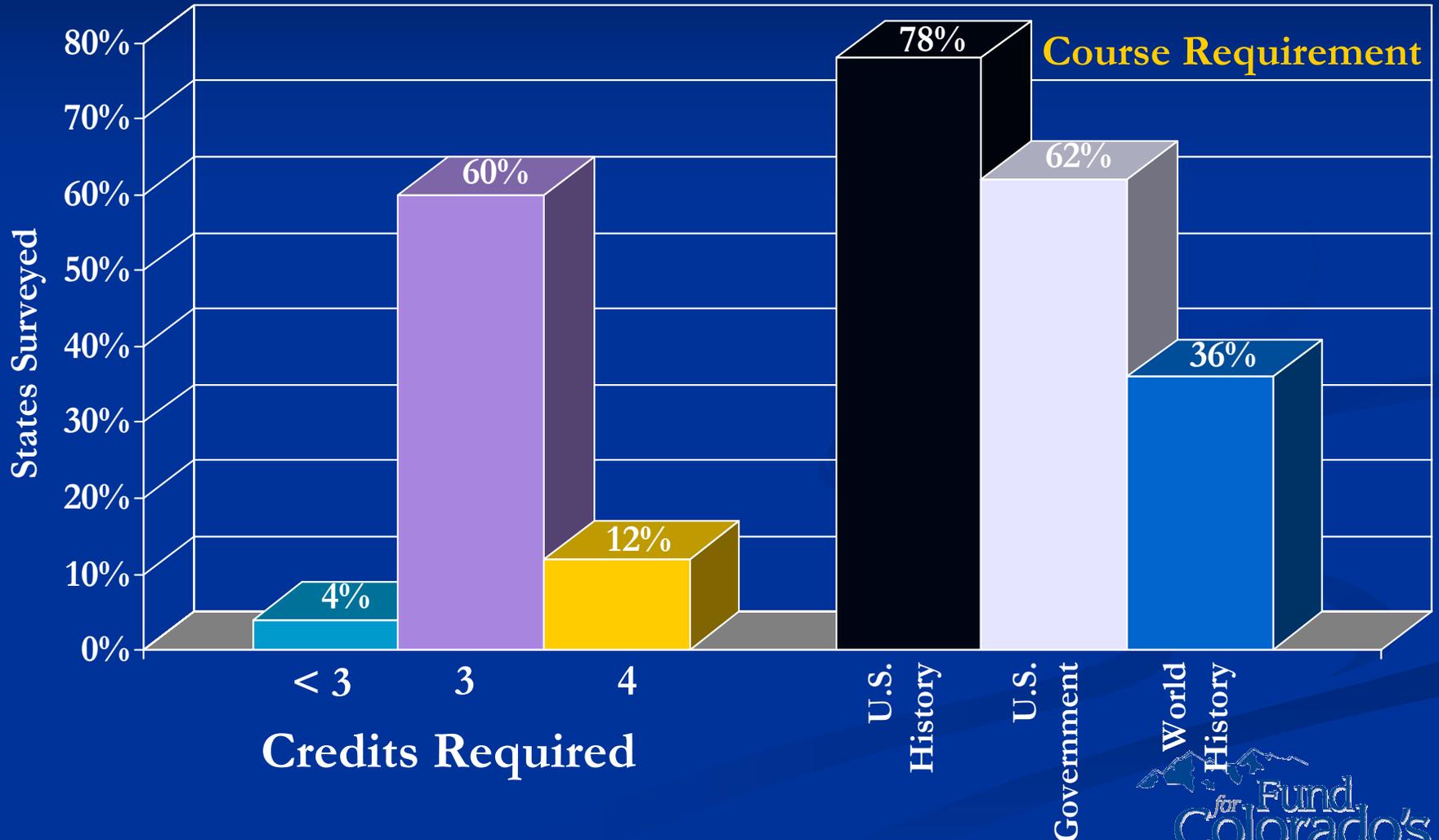
English Graduation Requirement



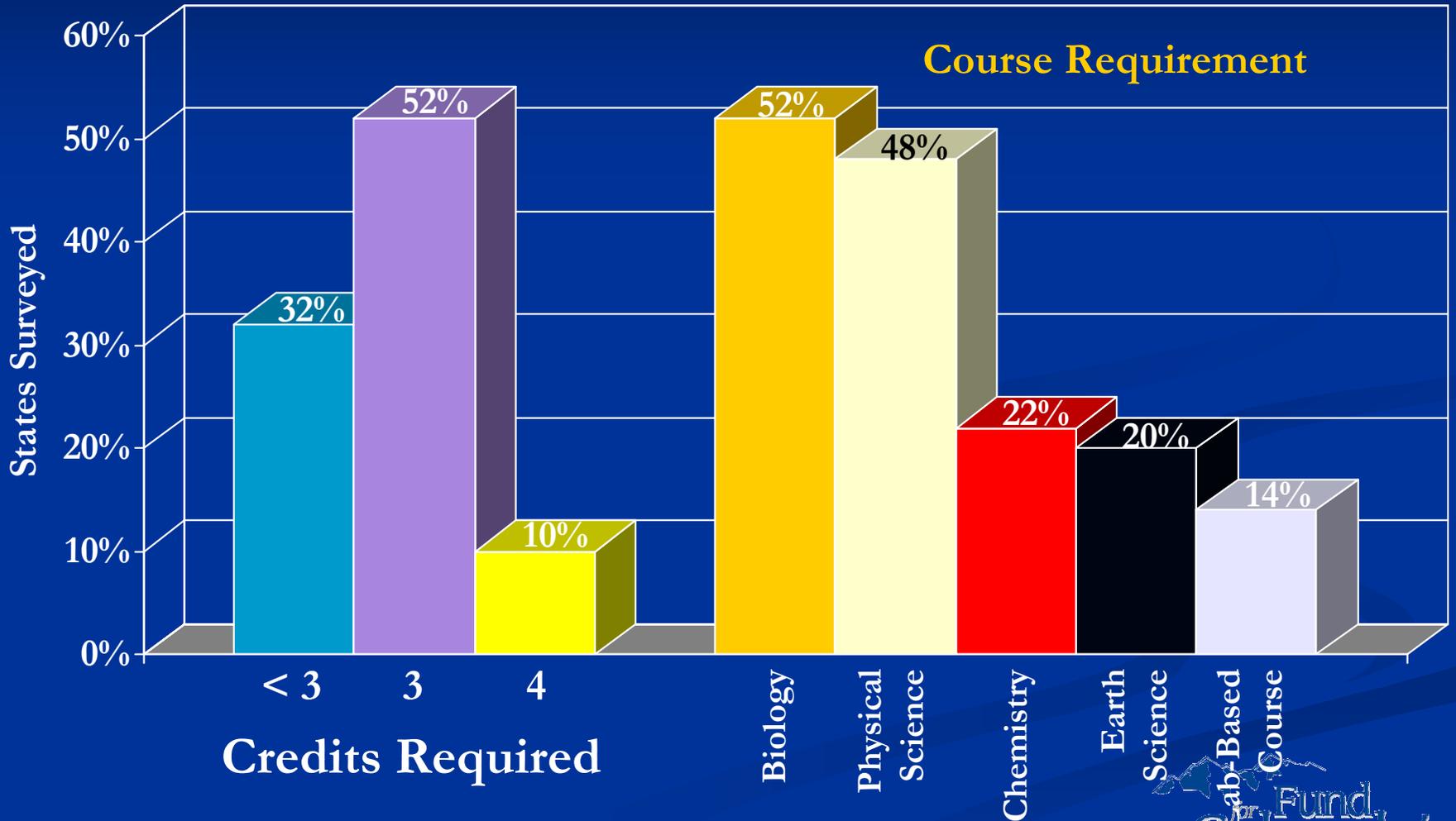
Math Graduation Requirement



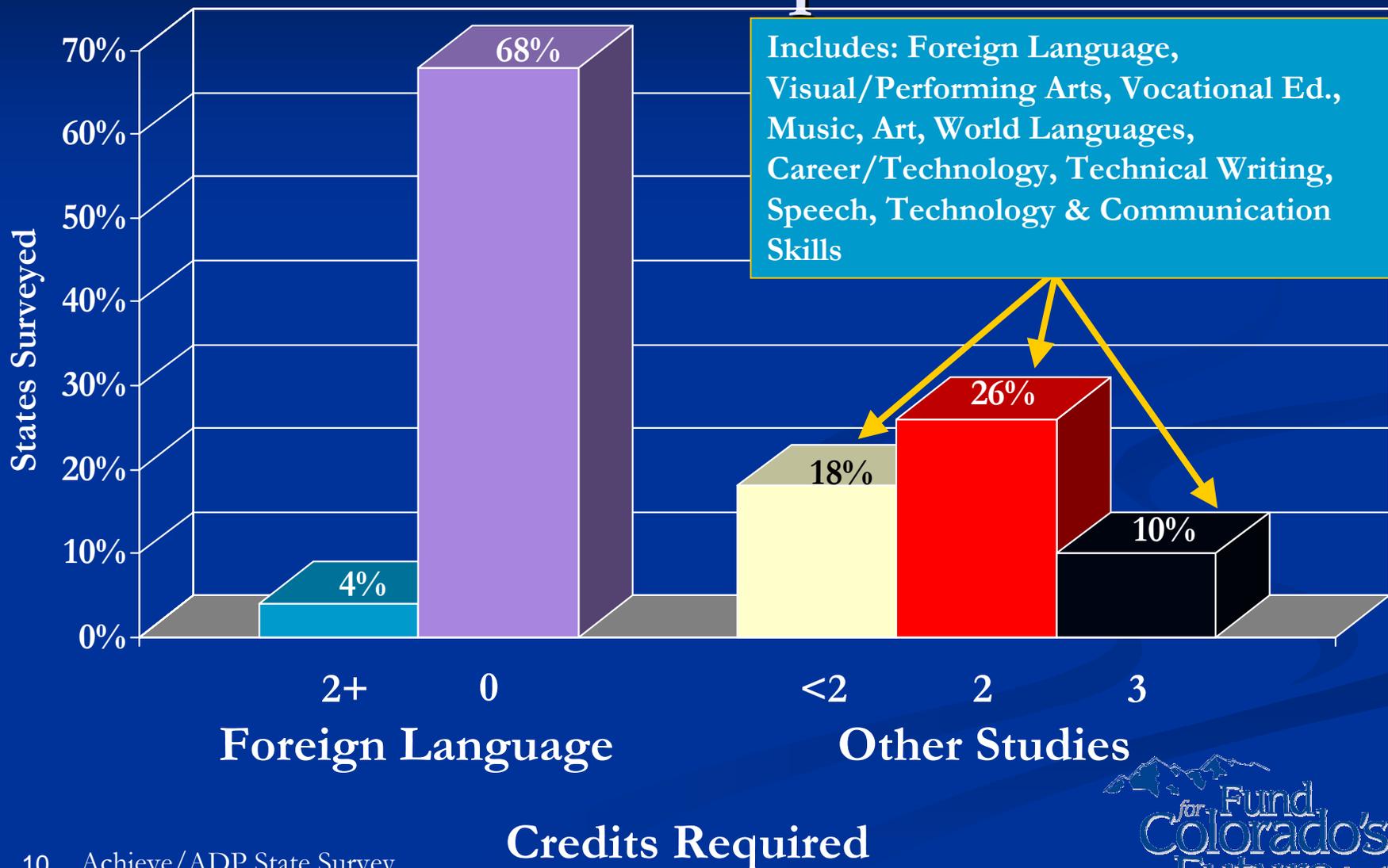
Social Studies Graduation Requirement



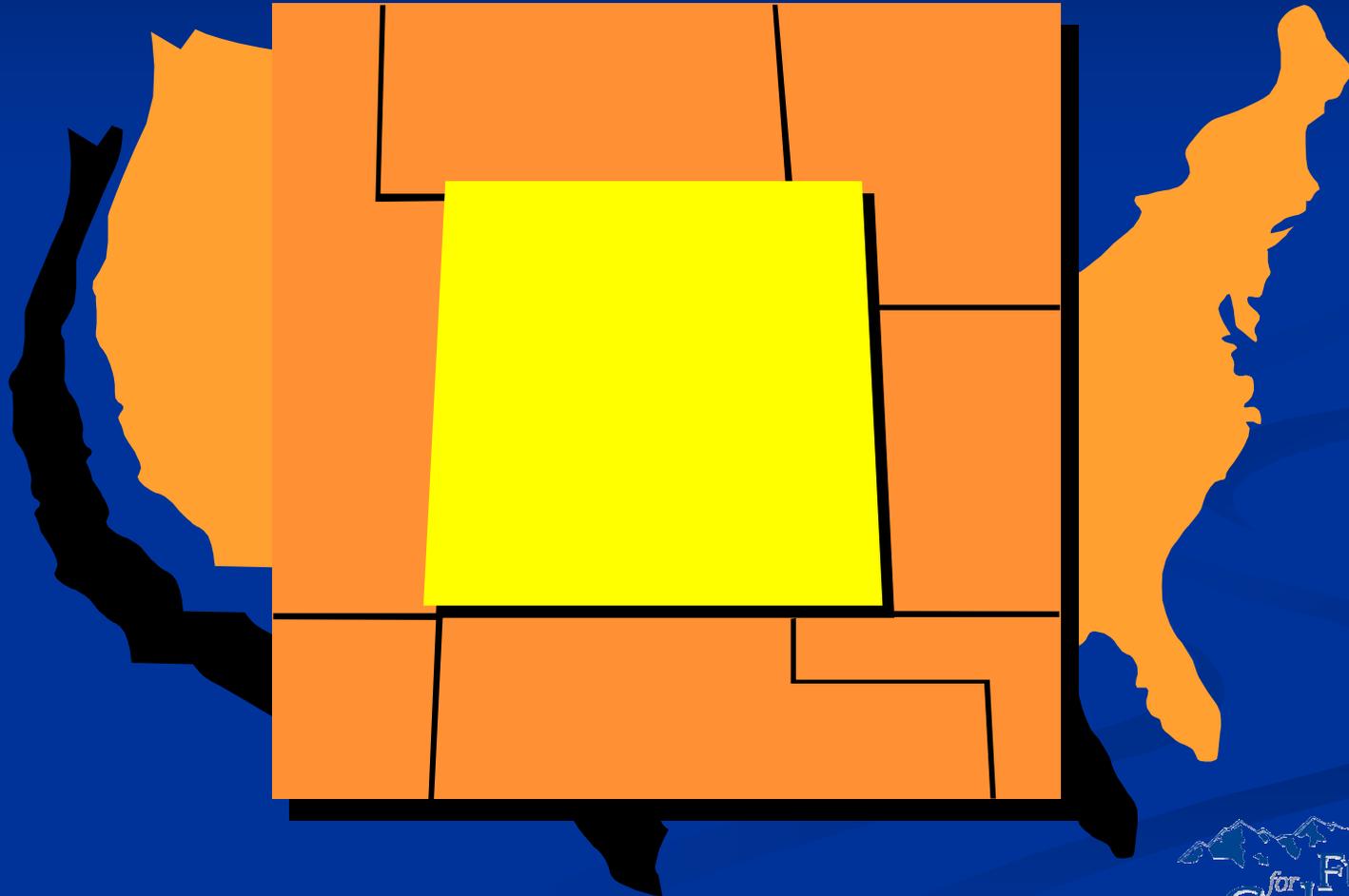
Science Graduation Requirement



Foreign Language Graduation Requirement



Survey of Colorado's High School Graduation Requirements



**TOPIC: REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY ON
REMEDIAL EDUCATION**

PREPARED BY: MATT GIANNESCHI

I. SUMMARY

Pursuant to Colorado Revised Statute C.R.S. 23-1-113.3, the Colorado Commission on Higher Education is charged with preparing a report for the Governor and General Assembly on the status of remedial education at Colorado's public colleges and universities. The report's purpose is to describe the condition of basic skills instruction in Colorado's public colleges and universities, including statewide needs for basic skills and data on assessed and remediated students collected from Colorado public higher education institutions on students assigned to college- vs. remedial-level courses.

The 2005 report, found in Appendix A herein, portrays the enrollment, placement, achievement, and persistence of entering students. First, it presents first the basic skills needs for the fall 2004 cohort of first-time enrolling students from Colorado public high schools, disaggregated by school district and high school. Second, it presents two years' data on students assigned to remedial instruction, disaggregated by sector (two-year and four-year) and institution, as well as one year's data disaggregated by gender, ethnicity, and income (based upon financial aid application information). Then, it presents data on student performance in remedial courses, including one-year institutional retention. Finally, the report concludes with the presentation of information on the costs associated with remedial education.

Following Commission policy I-E, all first-time entering students must be assessed for basic skills instructional needs. Colorado accepts three assessment instruments for determining if the first-time student is college ready in mathematics, reading, and writing: ACT, SAT, and Accuplacer (math: Elementary Algebra; writing: Sentence Skills; reading: Reading Comprehension) (see Table 1 below for remedial "cut scores").

TABLE 1: CCHE BASIC SKILLS CUT SCORES

SKILLS AREA	ACT SUBSCORE	SAT SUBSCORE	ACCUPLACER SCORE
MATHEMATICS	19 (Math)	460 (Math)	85 (Elem. Algebra)
READING	17 (Reading)	430 (Verbal)	80 (Reading Comp)
WRITING	18 (English)	440 (Verbal)	95 (Sentence Skills)

The data found in the 2005 remedial report reflect a cohort approach rather than matching data from graduating high school seniors to that of entering freshman. For the purposes of the 2005 report, a cohort is defined as all first-time students ages 17 to 19 from Colorado high schools. Stated inversely, the report excludes information on adult (non-traditional) and out-of-state enrolling students. In addition, the report is limited to only those students that applied and enrolled in a public college or university in Colorado. Students that applied but did not enroll, did not apply at all, or enrolled in a private or out-of-state institution, are excluded from the research population.

According to statute (23-1-113.3 C.R.S.), the report is intended to present information on “basic skills” courses, which is a classification that, technically speaking, includes remedial instruction as well as other sub-college level work, such as English as a Second Language courses. Nonetheless, the focus of the report is on remedial education needs (or college-level proficiencies) of entering first-time students from Colorado high schools for writing (English), mathematics, and reading. As a result, the terms “remedial instruction” and “remedial courses” are used to describe, generically, basic skills courses in mathematics, reading, and English only.

Finally, remedial placement information is disaggregated by college, institutional control (2-year and 4-year), gender, ethnicity, income, high school and school district. Importantly, identifying information for school districts and high schools was provided to the Colorado Commission on Higher Education by the Colorado Department of Education. The Commission on Higher Education made no attempt to modify, change, or exclude any school district or high school from the analysis, except for information from districts or schools enrolling fewer than 25 students, detailed information from which was excluded from the report to protect the identities of students from those institutions.

II. STATUTORY AUTHORITY

23-1-113.3 C.R.S.

APPENDIX A:

**2005 REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY ON REMEDIAL
EDUCATION**

REMEDIAL EDUCATION: ONE-THIRD OF INCOMING COLLEGE STUDENTS UNPREPARED BY K-12 HIGH SCHOOLS

EXECUTIVE SUMMARY

Enrollments in Colorado's public colleges and universities are on the rise¹, validating reports that more students today aspire to college than at any other time, but so too is the demand for remedial (basic skills) courses in mathematics, writing and reading, suggesting that many college-bound students continue to be inadequately prepared in high school.

According to ACT research, only 24 percent of Colorado seniors are prepared for college level biology, 36 percent for college Algebra, and 62 percent for college English (ACT Office of Policy Research, 2004b, page 3)². In each of these categories, Colorado ranks below the national average for preparation (ACT Office of Policy Research, 2004b, page 2).

Complicating matters are the impending demographic shifts that may alter the student composition of K-12 education in Colorado. Hispanic/Latino students currently represent roughly 14% of all students enrolled in the K-12 education in Colorado. Ten years from now, in 2015, the Western Interstate Commission on Higher Education predicts that the Hispanic/Latino share of students will grow to roughly 25%, raising the overall minority proportion to 36% (Western Interstate Commission on Higher Education, 2004).

In light of evidence that African-American and Hispanic/Latino students matriculate to (National Center for Education Statistics, 2005, on-line) and persist in (Colorado Commission on Higher Education, 2005, on-line) college at generally lower rates and have higher remedial education rates compared to Caucasian students (see Table 11 herein), it appears that K-12 instruction and services need to be improved to assist minority students and close the achievement gap.

The situation is compounded by the fact that students needing remediation enjoy lower graduation rates compared to students requiring none. That is, longitudinal evidence reported by the National Center for Education Statistics shows that students placed in remedial courses are less likely to earn a degree or certificate in college (30-57% of enrolling cohort, depending on types and amount of remediation) compared to students needing no remediation (69%; National Center for Education Statistics, 2005a, on-line).

So why are so few Coloradans adequately prepared for and succeeding in college, and why do so many students matriculate to college needing remediation in basic subjects? The

¹ Fall headcount enrollment in 2002: 213,676; fall headcount in 2004: 220,024. Data source: Colorado Commission on Higher Education Student Unit Record Data System (SURDS).

² This statistic employs preparation standards developed by ACT. This figure is not reflective of students' ability to meet the Colorado State Board of Education's curriculum standards or admission requirements adopted by the Colorado Commission on Higher Education.

answer may be partially explained by the fact that graduation requirements at many high schools are incongruent with contemporary postsecondary admission requirements.

Completing a rigorous high school curriculum in “core” academic subjects such as English, mathematics, natural science, and the social sciences is a necessary precondition to success in college. Recent research from the ACT Office of Policy Research corroborates this, revealing that specific courses have a profound influence on student performance in college. According to “Crisis at the Core: Preparing All Students for College and Work: Executive Summary for Colorado,” courses “such as Biology, Chemistry, Physics, and upper-level mathematics beyond Algebra II—have a startling effect on student performance and college readiness” (ACT Office of Policy Research, 2004b, page 1).

Across all ethnic groups, students in Colorado who complete core academic courses perform better on college entrance examinations (Table 1), and, presumably, less often require remedial instruction. The problem is that too few high school students actually complete adequate coursework in core subjects.

Remedial education is a complicated topic, encompassing institutional, economic, social, and personal elements. Though the topic is complex, the general questions answered in this report are not. Simply, the broad goal of this report is to provide descriptive evidence to answer the following questions:

- a. How well have the state’s high schools prepared students for successful academic transitions to college?
- b. Who needed remedial education and where did they enroll?
- c. How much does remedial education cost the state and its students?

In investigating these basic questions, Commission staff uncovered the following findings:

- Between 2002-03 and 2003-04, total demand for remedial instruction among first-time students increased from 28% of all such students to 30%.
- The subject with the most students assigned to remedial instruction was mathematics, but the largest one-year change was in writing.
- School districts and high schools vary considerably concerning their proportions of recent graduates assigned to remedial instruction.
- The rate of assignment to remedial instruction among two-year college students declined between 2002-03 and 2003-04, while the rate of assignment to remedial instruction among four-year college students increased during the same time.
- Female students were more often assigned to remedial instruction compared to males.

- African-American, Hispanic/Latino, and Native American students were more often assigned to remedial instruction compared to Caucasian or Asian/Pacific Islander students.
- Total General Fund (state) support for remedial instruction in 2003-04 was roughly \$10.5 million.

In summary, remedial education is a widespread challenge that cuts across all ethnic, gender, and income groups. In light of the fact that the National Center For Education Statistics believes that remediation, specifically in reading, is the “most serious barrier to degree completion” (2005a, on-line) facing our students, successfully addressing this issue is a statewide imperative requiring multi-agency collaboration and response, for access to college should not be encumbered by contradictory policies between the K-12 and postsecondary education sectors. It is time for the state to take an earnest look at the root causes of and determine the best approach to minimize remedial instructional needs among its recent high school graduates.

How Well Does Your High School Prepare Students for College?

- How many incoming college freshmen had to take remedial courses?
- How many ninth graders were enrolled in high school four years later?
- How well do students perform on the ACT college entrance exam?
- How many students are proficient in reading, math and writing?

To find out the answers, visit:

<http://higher.ed.colorado.gov/findhighschool.asp>

REMEDIAL EDUCATION: ONE-THIRD OF INCOMING COLLEGE STUDENTS UNPREPARED BY K-12 HIGH SCHOOLS

INTRODUCTION

This report portrays the enrollment, placement, achievement, and persistence of entering students. Thus this report presents first the basic skills needs for the fall 2004 cohort of first-time enrolling students from Colorado public high schools, disaggregated by school district and high school. Second, this report presents two years' data on students assigned to remedial instruction, disaggregated by sector (two-year and four-year) and institution, as well as one year's data disaggregated by gender, ethnicity, and income (based upon financial aid application information). Then, this report presents data on student performance in remedial courses, including one-year institutional retention. Finally, this report concludes with the presentation of information on the costs associated with remedial education.

I. COLLEGE PREPARATION IN COLORADO

According to a recent report entitled "The Governance Divide: A Report on a Four-State Study on Improving College Readiness and Success," published by the National Center for Public Policy and Higher Education, more than 90% of all high school seniors today aspire to higher education (Venezia et al, 2005, page viii). In spite of this encouraging figure, the reality is that too few students are well prepared for the academic rigors of college.

Academic success in postsecondary environments is related to a number of noncognitive factors, including institutional type and control (two-year or four-year, public or private), environmental engagement, personal self-efficacy and intentions, support, finances, and others (Lotkowski et al., 2004). However, no single variable has greater predictive validity with regard to readiness for and success in college than the intensity and quality of academic preparation (Adelman, 1999).

Completing a rigorous high school curriculum in "core" academic subjects such as English, mathematics, natural science, and social sciences is a necessary precondition to success in college. Recent research from the ACT Office of Policy Research corroborates this, revealing that specific courses have a profound effect on student performance in college. According to "Crisis at the Core: Preparing All Students for College and Work: Executive Summary for Colorado," courses "such as Biology, Chemistry, Physics, and upper-level mathematics beyond Algebra II—have a startling effect on student performance and college readiness" (ACT Office of Policy Research, 2004b, page 1).

Across all ethnic groups, students in Colorado who complete core academic courses perform better on college entrance examinations (Table 1), and, presumably, less often require remedial instruction. The problem is that too few students actually complete adequate coursework in core subjects.

While the foregoing may seem to suggest that a rigorous high school curriculum should be limited to students with superior abilities and motivation, a closer examination reveals that this not necessarily the case. Indeed, completing a rigorous core curriculum is an essential precondition to preparing for and succeeding in college. However, the performance of all students is improved by their enrolling in rigorous courses. Results of research by The Education Trust-West (2004) suggest that, while somewhat counterintuitive, lower performing students improve their academic performance when they are enrolled in rigorous, college preparatory courses, suggesting that there is a positive effect from simply being exposed to an engaging, rigorous curriculum.

So why are so few Coloradans adequately prepared for and succeeding in college, and why do so many students that matriculate to college eventually need remediation in basic subjects? The answer may be partially explained by the fact that graduation requirements at many high schools are incongruent with contemporary postsecondary admission requirements.

Though all of the curriculums found in Colorado's high schools are comprised of courses meeting the State Board of Education's model content standards, according to ACT research, only 24 percent of Colorado seniors are prepared for college level Biology, 36 percent are ready for college Algebra, and 62 percent for college English (ACT Office of Policy Research, 2004b, page 3)³. In each of these categories, Colorado ranks below the national average for preparation (ACT Office of Policy Research, 2004b, page 2).

Furthermore, among Colorado high school seniors, students that are members of certain ethnic groups are much less likely to be college ready:

Colorado's Native Americans are about one and a half times less likely than the total state population to be ready for college Biology. Hispanic Americans are about two and a half times less likely, and African Americans are about five times less likely to be ready. For college Algebra, the percentages for these groups meeting the benchmark were not much higher...[And] Native Americans, Hispanic Americans, and African Americans were about one and a half to two times less likely to meet [the college readiness] benchmark than all ACT-tested Colorado students (ACT Office of Policy Research, 2004b, page 2).

The positive effect of a rigorous high school curriculum is apparent in the performance on the ACT college test, a compulsory assessment for Colorado's 11th grade students. In 2004 (Table 1), high school juniors that enrolled in a rigorous college preparatory curriculum, or "core" curriculum, performed better on the ACT assessment compared to students not enrolled in a core curriculum. A similar disparity was found among high school seniors. That is, the "core difference" persists across the entire population of 11th and 12th grade students (see ACT Office of Policy Research, 2004a).

³ This statistic employs preparation standards developed by ACT. This figure is not reflective of students' ability to meet the Colorado State Board of Education's curriculum standards or admission requirements adopted by the Colorado Commission on Higher Education.

TABLE 1: ACT PERFORMANCE, 2003-04 COLORADO STUDENTS

Class Level in 2003-04 Academic Year	Number Tested	Average Composite Score	Core Completers Composite Score	Non-Core Completers Composite Score	Core Difference
Colorado Juniors	47,412	18.8	21.6	17.7	+3.9
Colorado Seniors	46,183	20.3	22.1	18.5	+3.6
National Overall	1,171,460	20.9	21.9	19.4	+2.5

Source: ACT

Disparities were also found across all racial/ethnic groups among Colorado's recent high school graduates (Table 2)

TABLE 2: ACT PERFORMANCE, 2003-04 COLORADO STUDENTS, BY RACE/ETHNICITY.

Race/Ethnicity	Core Completers Composite Score	Non-Core Completers Composite Score	Core Difference
African American	17.9	16.4	+1.5
Asian American	21.9	18.3	+3.6
Caucasian	22.9	19.5	+3.4
Hispanic/Latino	18.9	16.1	+2.8
Native American	19.8	17.2	+2.7

Source: ACT

To address directly this crisis of preparation and send clear, unambiguous signals to students, parents, teachers, and counselors about how to prepare adequately for success in college, the Colorado Commission on Higher Education adopted new higher education admission requirements in 2003 (see CCHE Academic Affairs Policy I:F). According to this policy, effective fall 2008, all students seeking admission to a public four-year institution must complete four years of English, three years of mathematics (at the Algebra I level and higher), three years of science (two years in lab-based courses), and three years of social sciences in order to qualify. Moreover, effective 2010 and all years thereafter, the mathematics requirement increases to four years at the Algebra I level or higher and two years of foreign language in the same language will be required (see Table 3).

TABLE 3: COLORADO COMMISSION ON HIGHER EDUCATION HIGHER EDUCATION ADMISSION REQUIREMENTS, 2008 & 2010.

Discipline	2008	2010
English (College preparatory)	4 Years	4 Years
Mathematics (Algebra I and above)	3 Years	4 Years
Natural/Physical Science (2 years lab-based)	3 Years	3 Years
History/Social Science	3 Years	3 Years
Foreign Language (In same language)	--	2 Years
Academic Electives	2 Years	2 Years
<i>Total Years (Credits)</i>	<i>15</i>	<i>18</i>

Source: CCHE Academic Affairs Policies

If the 2008 admission standards had been applied to the 2004 cohort of high school seniors, only 53 percent of these students would have been eligible for regular admission to four-year institutions, according to data reported by ACT. Moreover, only 53 percent scored above the CCHE math remediation cut score (score: 19) and only 62 percent scored above the writing remediation cut score (18) (ACT Office of Policy Research, 2004a).

These discouraging statistics suggest that more needs to be done to align Colorado’s K-12 and postsecondary educational systems. Resulting from local control—a rule provided by the Colorado Constitution—Colorado’s school districts have been free to adopt academic requirements often unaligned with contemporary college admission standards. Similarly culpable, prior to the adoption of the CCHE’s higher education admission requirements in 2003, the postsecondary sector in Colorado historically provided only vague guidance to students and parents on how to navigate secondary curriculums and prepare for college. These circumstances, complicated unnecessarily by years of separation, impose needless barriers to curriculum alignment between high school and college that can ultimately undermine students’ success.

It is a fact: If curriculums in the K-12 and postsecondary sectors are not better aligned, and students are not better prepared for college, the Colorado Paradox⁴ will intensify. Doing nothing in spite the evidence presented herein ensures this.

II. COMPARISON OF STATEWIDE REMEDIATION NEEDS, FY2003 AND FY 2004

In fall 2003, the total number of first-time recent high school graduates assessed and assigned to remedial education was 7,061 or roughly 28 percent of the cohort. In fall 2004,

⁴ The “Colorado Paradox” is the expression used to describe the following situation: that Colorado, as a state, has one of the nation’s most educated populations (according to reports from the U.S. Census) and a below-average college-going rate among recent high school graduates.

the number of first-time recent high school graduates assessed and assigned to remedial education increased to 8,366 students or roughly 30 percent of the cohort (Table 4). Overall, the one-year change in the remediation rate increased 5.8%.

TABLE 4: COMPARISON OF STATEWIDE REMEDIATION NEEDS, BY ACADEMIC SUBJECT, 2003 AND 2004

	Total in Cohort	Assigned to Remediation		Math		Writing		Reading	
	#	#	%	#	%	#	%	#	%
2003	25,246	7,061	27.97%	6,088	24.11%	2,883	11.42%	2,927	11.59%
2004	28,268	8,366	29.60%	6,953	24.60%	3,994	14.13%	3,834	13.56%
ACTUAL CHANGE	+3,022	+1,305	+1.63 points	+865	+0.48 points	+1,111	+2.71 points	+907	+1.97 points
CHANGE IN ENROLLMENT	+12.0%	+18.5%		+14.2%		+38.5%		+31.0%	
CHANGE IN RATE			+5.8%		+2.0%		+23.7%		+17.0%

Source: CCHE Student Unit Data System

Turning to the individual subjects in which students were assessed and assigned to remedial instruction, in 2004 the most common subject for remedial instruction was math, as had also been the case in 2003, but the largest change was in writing. The total proportion of students needing remedial instruction in math increased somewhat by 0.48 percentage points to 24.60 percent of all enrolling students or 2% change overall. The proportion of students assessed and assigned to writing and reading remedial instruction increased more markedly by 2.71 percentage points (24% change) and 1.97 percentage points (17% change), respectively.

Importantly, the information tabulated above is not disaggregated by instructional level. That is, because all course data are collapsed into generic categories, we cannot compare, for example, the number of students assigned to a basic arithmetic course versus a pre-college Algebra course. As a result, the numbers presented in Table 4 above and elsewhere throughout this report underestimate total remedial instruction demand, as some students may have needed only one remedial course within an academic area while others may have needed several.

III. REMEDATION NEEDS, BY SCHOOL DISTRICT AND HIGH SCHOOL

The need for remediation for entering students varies considerably by school district and high school. Table 5 below presents five large, medium, and small school districts⁵ with the highest need for remediation (see Appendix A for a complete list of school level data and Appendix B for a complete list of district level data). Table 6 shows the same information

⁵ For the purpose of this analysis, district size was determined based upon the number of students enrolling at public colleges, not actual district enrollment.

for school districts with the lowest need for remediation. Importantly, caution should be used in interpreting the results below, as statistics for schools within school districts can vary dramatically. For example, in the state’s largest school district, Jefferson County 1, the remediation need for recent college enrollees by high school varies from 1.39% at D’Evelyn High School to 72.01% at Jefferson County Open High School (see Appendix A), though the overall remedial assessment rate was 31.43%. Moreover, remediation rates reflect the skills of graduates that matriculated to public colleges and universities only; that is, non-matriculating high school graduates, dropouts, and students that enrolled in private or out-of-state colleges are not considered in the analysis.

TABLE 5: COLORADO SCHOOL DISTRICTS WITH THE HIGHEST REMEDIATION RATES, BY NUMBER OF STUDENTS ENROLLED AT PUBLIC COLLEGES, 2004⁶.

School District	Enrolled Students	Assigned to Remediation	
Large School Districts (>300 Enrolled Students)			
PUEBLO CITY 60	507	262	51.68%
DENVER COUNTY 1	1,093	540	49.41%
ADAMS-ARAPAHOE 28J	533	244	45.78%
MESA COUNTY VALLEY 51	592	223	37.67%
NORTHGLENN-THORNTON 12	887	318	35.85%
Medium School Districts (100 - 299 Enrolled Students)			
HARRISON 2	170	88	51.76%
ENGLEWOOD 1	121	59	48.76%
WESTMINSTER 50	215	103	47.91%
WIDEFIELD 3	238	114	47.90%
BRIGHTON 27J	131	56	42.75%
Small School Districts (25 - 99 Enrolled Students)			
EAST OTERO R-1	73	47	64.38%
LAS ANIMAS RE-1	25	15	60.00%
ADAMS COUNTY 14	62	36	58.06%
TRINIDAD 1	53	30	56.60%
MAPLETON 1	82	46	56.10%

⁶ Table excludes schools districts with fewer than 25 enrolling students.

TABLE 6: COLORADO SCHOOL DISTRICTS WITH THE LOWEST REMEDIATION RATES, BY NUMBER OF STUDENTS ENROLLED AT PUBLIC COLLEGES, 2004⁷.

School District	Enrolled Students	Assigned to Remediation	
Large School Districts (>300 Enrolled Students)			
BOULDER VALLEY RE 2	1030	212	20.58%
DOUGLAS COUNTY RE 1	1280	267	20.86%
LITTLETON 6	631	145	22.98%
ACADEMY 20	704	168	23.86%
CHERRY CREEK 5	1684	437	25.95%
Medium School Districts (100 - 299 Enrolled Students)			
LEWIS-PALMER 38	188	28	14.89%
CHEYENNE MOUNTAIN 12	164	26	15.85%
ROARING FORK RE-1	138	26	18.84%
FORT MORGAN RE-3	104	21	20.19%
MONTROSE COUNTY RE-1J	119	31	26.05%
Small School Districts (25 - 99 Enrolled Students)			
EAST GRAND 2	45	8	17.78%
STRASBURG 31J	32	6	18.75%
PARK (ESTES PARK) R-3	39	8	20.51%
BUENA VISTA R-31	29	6	20.69%
JOHNSTOWN-MILLIKEN RE-5J	28	6	21.43%

Tables 7 & 8 refocus the unit of analysis from the school district to the high school⁸, including information on remedial instruction by subject.

⁷ Table excludes schools districts with fewer than 25 enrolling students.

⁸ For the purpose of this analysis, school size was determined based upon the number of students enrolling at public colleges, not actual enrollment.

TABLE 7: HIGHEST REMEDIATION RATES FOR ENTERING FIRST-TIME STUDENTS, BY HIGH SCHOOL AND NUMBER OF ENROLLED STUDENTS, 2004⁹.

Large (>150 Enrolled Students)							
High School	School District	Enrolled Students	Assigned to Remediation		Math	Writing	Reading
JOHN F KENNEDY HIGH SCHOOL	DENVER COUNTY 1	160	77	48.13%	66	40	29
SOUTH HIGH SCHOOL	PUEBLO CITY 60	178	79	44.38%	72	38	39
ARVADA HIGH SCHOOL	JEFFERSON COUNTY R-1	163	68	41.72%	60	22	25
THORNTON HIGH SCHOOL	NORTHGLENN-THORNTON 12	186	76	40.86%	55	38	39
RANGEVIEW HIGH SCHOOL	ADAMS-ARAPAHOE 28]	196	79	40.31%	73	35	34
EAST HIGH SCHOOL	DENVER COUNTY 1	170	66	38.82%	62	33	37
LITTLETON HIGH SCHOOL	LITTLETON 6	156	60	38.46%	55	27	30
NORTHGLENN HIGH SCHOOL	NORTHGLENN-THORNTON 12	202	76	37.62%	60	44	34
STANDLEY LAKE HIGH SCHOOL	JEFFERSON COUNTY R-1	230	84	36.52%	62	45	39
POMONA HIGH SCHOOL	JEFFERSON COUNTY R-1	236	84	35.59%	72	38	35
Medium (50 - 149 Enrolled Students)							
High School	School District	Enrolled Students	Assigned to Remediation		Math	Writing	Reading
WEST HIGH SCHOOL	DENVER COUNTY 1	94	63	67.02%	60	48	40
ABRAHAM LINCOLN HIGH SCHOOL	DENVER COUNTY 1	65	43	66.15%	37	30	28
LA JUNTA HIGH SCHOOL	EAST OTERO R-1	73	47	64.38%	41	29	26
SIERRA HIGH SCHOOL	HARRISON 2	69	44	63.77%	40	21	25
ADAMS CITY HIGH SCHOOL	ADAMS COUNTY 14	57	36	63.16%	32	25	18
EAST HIGH SCHOOL	PUEBLO CITY 60	67	42	62.69%	36	18	24
CENTRAL HIGH SCHOOL	PUEBLO CITY 60	121	75	61.98%	69	41	38
MONTBELLO HIGH SCHOOL	DENVER COUNTY 1	73	42	57.53%	38	24	24
NORTH HIGH SCHOOL	DENVER COUNTY 1	82	47	57.32%	42	22	30
TRINIDAD HIGH SCHOOL	TRINIDAD 1	53	30	56.60%	27	17	18
Small (25 - 49 Enrolled Students)							
High School	School District	Enrolled Students	Assigned to Remediation		Math	Writing	Reading
JEFFERSON COUNTY OPEN HIGH SCH	JEFFERSON COUNTY R-1	29	21	72.41%	21	5	5
JEFFERSON HIGH SCHOOL	JEFFERSON COUNTY R-1	49	32	65.31%	30	21	25
COLORADO'S FINEST ALTERNATIVE	ENGLEWOOD 1	27	17	62.96%	17	7	7
LAS ANIMAS HIGH SCHOOL	LAS ANIMAS RE-1	25	15	60.00%	12	10	7
CROWLEY COUNTY HIGH SCHOOL	CROWLEY COUNTY RE-1-J	27	15	55.56%	14	8	7
CENTAURI HIGH SCHOOL	NORTH CONEJOS RE-1]	47	24	51.06%	21	13	16
FREDERICK SENIOR HIGH SCHOOL	ST VRAIN VALLEY RE 1]	36	18	50.00%	13	10	10
PAGOSA SPRINGS HIGH SCHOOL	ARCHULETA COUNTY 50 JT	46	23	50.00%	20	11	8
MONTE VISTA SENIOR HIGH SCHOOL	MONTE VISTA C-8	39	19	48.72%	19	9	8
BAYFIELD HIGH SCHOOL	BAYFIELD 10 JT-R	37	18	48.65%	13	7	8

⁹ Excludes schools with fewer than 25 enrolling students.

TABLE 8: LOWEST REMEDIATION RATES FOR ENTERING FIRST-TIME STUDENTS, BY HIGH SCHOOL AND NUMBER OF ENROLLED STUDENTS, 2004¹⁰.

Large (>150 Enrolled Students)							
High School	School District	Enrolled Students	Assigned to Remediation		Math	Writing	Reading
FAIRVIEW HIGH SCHOOL	BOULDER VALLEY RE 2	223	22	9.87%	13	9	6
ARAPAHOE HIGH SCHOOL	LITTLETON 6	207	21	10.14%	19	5	1
LEWIS-PALMER HIGH SCHOOL	LEWIS-PALMER 38	188	28	14.89%	24	13	13
CHERRY CREEK HIGH SCHOOL	CHERRY CREEK 5	413	62	15.01%	44	26	26
CHEYENNE MOUNTAIN HIGH SCHOOL	CHEYENNE MOUNTAIN 12	164	26	15.85%	18	12	14
PONDEROSA HIGH SCHOOL	DOUGLAS COUNTY RE 1	235	41	17.45%	26	24	21
CHAPARRAL HIGH SCHOOL	DOUGLAS COUNTY RE 1	196	37	18.88%	30	16	16
BOULDER HIGH SCHOOL	BOULDER VALLEY RE 2	205	40	19.51%	30	23	20
HIGHLANDS RANCH HIGH SCHOOL	DOUGLAS COUNTY RE 1	271	55	20.30%	37	26	24
MONARCH HIGH SCHOOL	BOULDER VALLEY RE 2	221	45	20.36%	33	21	19
Medium (50 - 149 Enrolled Students)							
High School	School District	Enrolled Students	Assigned to Remediation		Math	Writing	Reading
D'EVELYN SENIOR HIGH SCHOOL	JEFFERSON COUNTY R-1	72	1	1.39%	0	0	1
GLENWOOD SPRINGS HIGH SCHOOL	ROARING FORK RE-1	72	10	13.89%	9	6	4
PLATTE CANYON HIGH SCHOOL	PLATTE CANYON 1	52	9	17.31%	8	6	2
SUMMIT HIGH SCHOOL	SUMMIT RE-1	65	13	20.00%	8	6	3
GREELEY CENTRAL HIGH SCHOOL	GREELEY 6	84	18	21.43%	9	8	10
BRUSH HIGH SCHOOL	BRUSH RE-2(J)	60	13	21.67%	10	5	9
FORT MORGAN HIGH SCHOOL	FORT MORGAN RE-3	96	21	21.88%	17	12	9
MONTROSE HIGH SCHOOL	MONTROSE COUNTY RE-1J	98	22	22.45%	19	13	10
EVERGREEN HIGH SCHOOL	JEFFERSON COUNTY R-1	117	27	23.08%	24	12	8
CONIFER SENIOR HIGH SCHOOL	JEFFERSON COUNTY R-1	142	34	23.94%	30	13	10
Small (25 - 49 Enrolled Students)							
High School	School District	Enrolled Students	Assigned to Remediation		Math	Writing	Reading
BATTLE MOUNTAIN HIGH SCHOOL	EAGLE COUNTY RE 50	40	3	7.50%	3	0	0
MIDDLE PARK HIGH SCHOOL	EAST GRAND 2	45	8	17.78%	7	4	4
STRASBURG HIGH SCHOOL	STRASBURG 31J	32	6	18.75%	6	3	2
HOTCHKISS HIGH SCHOOL	DELTA COUNTY 50(J)	36	7	19.44%	6	3	3
ESTES PARK HIGH SCHOOL	PARK (ESTES PARK) R-3	39	8	20.51%	7	3	5
BUENA VISTA HIGH SCHOOL	BUENA VISTA R-31	29	6	20.69%	5	2	0
JEFFERSON CHARTER ACADEMY SENI	JEFFERSON COUNTY R-1	29	6	20.69%	6	1	2
ROOSEVELT HIGH SCHOOL	JOHNSTOWN-MILLIKEN RE-5J	28	6	21.43%	5	4	1
LIMON JUNIOR-SENIOR HIGH SCHOO	LIMON RE-4J	27	6	22.22%	5	1	2
YUMA HIGH SCHOOL	YUMA 1	25	6	24.00%	5	1	3

¹⁰ Excludes schools with fewer than 25 enrolling students.

IV. REMEDIATION NEEDS, BY ENROLLING INSTITUTION AND STUDENT DEMOGRAPHICS

With the notable exception of the state's combined two- and four-year institutions (Mesa State College and Adams State College), four-year institutions of higher education are prohibited from offering remedial instruction on a state-funded basis (though several offer remedial education on a cash-funded [state funds ineligible] basis or through inter-institutional agreements with community colleges). As a result, students who are enrolled at a four-year institution and assessed and assigned to remedial instruction must either (a) retake and pass an approved basic skills assessment, (b) take a basic skills course through a cash-funded program, if available, or (c) enroll in and complete required remedial instruction at a community college. Note that credit hours earned in completed remedial-level courses are not transferable into academic degree programs, such as the associate of arts or bachelor of science. Consequently, students assigned to remedial courses may fall behind their peers in amassing credit hours that apply to degree programs.

While the total proportion of students assigned to remedial instruction increased in 2004 (Table 9), the proportion of students assigned to remedial instruction within each sector type (two-year and four-year) changed in different ways. The proportion of students assigned to remedial instruction who were enrolled at two-year institutions decreased from 59.50% in 2003 to 55.06% in 2004, though the total number of students assigned to remedial instruction increased in magnitude from 3,876 students to 4,879, reflecting overall enrollment growth or an increase in the proportion of first-time students or both in the two-year sector. The total proportion of students assigned to remedial instruction in the four-year sector increased by nearly one full percentage point, from 17.00% in 2003 to 17.97% in 2004.

Changes in the total proportion of students assigned to remedial instruction vary more dramatically by institution within sectors. Several smaller two-year institutions experienced dramatic changes in the proportion of students assigned to remediation, though 13 of the 15 institutions experienced overall declines in the proportion of students assigned to remedial instruction, suggesting that community colleges attracted more able and better prepared first-time 17, 18, and 19 year-old students in 2004 compared to the previous year. Generally speaking, and excluding the institutions enrolling fewer than 200 students in 2004, which are very susceptible to dramatic statistical swings resulting from their smaller size, the proportion of students assigned to remedial instruction in the two-year sector ranges from about 52% to 68%, with an overall mean rate of 55.06%.

Again excluding Adams State College and Mesa State College, both of which maintain two-year and four-year academic programs, the total proportion of students assigned to remedial instruction at four-year institutions varied dramatically between .53% at the University of Colorado at Colorado Springs to 52.44% at Metropolitan State College of Denver, the state's only "modified open enrollment" institution. To a large degree, the differences in proportions of students assigned to remedial instruction reflect institutions' varying, statutorily defined roles and missions. That is, the "modified open" and "moderately

selective” institutions (Adams State College, Fort Lewis College¹¹, Mesa State College, Metropolitan State College of Denver, and Western State College) typically had higher proportions, while the “selective” and “highly selective institutions” (Colorado School of Mines, Colorado State University System, University of Colorado System, and the University of Northern Colorado) typically had smaller proportions. Nonetheless, regardless of institutional selectivity, every institution in the Colorado public higher education system assigned at least one first time student to remedial instruction.

¹¹ Fort Lewis College’s statutorily defined selectivity changed from “moderately selective” to “selective” in 2005.

TABLE 9: FIRST-TIME FRESHMAN ASSIGNED TO REMEDIAL COURSES, BY SECTOR AND INSTITUTION, 2003 & 2004.

Sector / Institution	2004			2003		
	Number of 1st Time Students*	Assigned to Remediation in at least one subject		Number of 1st Time Students*	Assigned to Remediation in at least one subject	
	#	#	%	#	#	%
Two Year Public						
Aims Community College	475	245	51.58%	395	154	38.99%
Arapahoe Community College	732	448	61.20%	496	329	66.33%
Colorado Mountain College	89	39	43.82%	28	15	53.57%
Colorado Northwestern Community College	159	37	23.27%	130	71	54.62%
Community College of Aurora	523	309	59.08%	389	258	66.32%
Community College of Denver	1,203	500	41.56%	536	454	84.70%
Front Range Community College	2,023	1,147	56.70%	1,576	932	59.14%
Lamar Community College	258	133	51.55%	126	73	57.94%
Morgan Community College	139	18	12.95%	76	42	55.26%
Northeastern Junior College	379	222	58.58%	422	251	59.48%
Otero Junior College	248	160	64.52%	242	160	66.12%
Pikes Peak Community College	1,218	765	62.81%	915	311	33.99%
Pueblo Community College	377	258	68.44%	328	273	83.23%
Red Rocks Community College	763	410	53.74%	596	359	60.23%
Trinidad State Junior College	276	188	68.12%	259	194	74.90%
Two Year Total	8,862	4,879	55.06%	6,514	3,876	59.50%
Four Year Public						
Adams State College	367	195	53.13%	383	125	32.64%
Colorado School of Mines	732	31	4.23%	678	19	2.80%
Colorado State University	4,024	134	3.33%	3,728	113	3.03%
Colorado State University – Pueblo	729	360	49.38%	635	346	54.49%
Fort Lewis College	918	423	46.08%	868	271	31.22%
Mesa State College	1,063	541	50.89%	927	368	39.70%
Metropolitan State College of Denver	1,947	1,021	52.44%	1,746	1,068	61.17%
University of Colorado – Boulder	5,115	59	1.15%	5,542	87	1.57%
University of Colorado - Colorado Springs	945	5	0.53%	913	9	0.99%
University of Colorado – Denver	706	188	26.63%	644	313	48.60%
University of Northern Colorado	2,382	353	14.82%	2,064	278	13.47%
Western State College	478	177	37.03%	604	188	31.13%
Four Year Total	19,406	3,487	17.97%	18,732	3,185	17.00%
Grand Total	28,268	8,366	29.60%	25,246	7,061	27.97%

Source: CCHE SURDS UAF 2003 & 2004

Turning to differences in remedial instructional needs based upon demographics of enrolling students, Table 10 presents data on the differences in students assigned to remedial instruction disaggregated by gender and institutional sector. This table reveals that female students, as a group, were more often assigned to remedial instruction than were male students. This disparity is present at both the two-year and four-year institutional sectors.

TABLE 10: FIRST-TIME MATRICULATED HIGH SCHOOL STUDENTS ASSIGNED TO AT LEAST ONE REMEDIAL COURSE, BY SECTOR AND GENDER, 2004.

	# of Students	Students Assigned to Remediation in at Least One Discipline		Students Requiring No Remediation	
		# of Students	% of Group	# of Students	% of Group
TWO YEAR PUBLIC INSTITUTION					
FEMALE	4,653	2,643	56.80%	860	18.48%
MALE	4,198	2,227	53.05%	990	23.58%
TOTAL	8,851	4,870	55.02%	1,850	20.90%
FOUR YEAR PUBLIC INSTITUTION					
FEMALE	10,092	2,015	19.97%	7,568	74.99%
MALE	9,314	1,472	15.80%	7,513	80.66%
TOTAL	19,406	3,487	17.97%	15,081	77.71%

Source: CCHE SURDS UAF, Fall 2004

Disparities in remedial instructional needs are also found when the data are disaggregated by ethnicity (Table 11). Excluding Non-resident Alien students, African-American, Hispanic/Latino, and Native American students were assigned to remedial instruction more often than were Asian or Pacific Islander and White, non-Hispanic students. And at the two-year sector level, seven out of ten (70.41%) first-time African-American students were assigned to remedial instruction.

At the four-year sector level, the proportions of African-American, Hispanic/Latino, and Native American students assigned to remedial instruction were two to three times greater than the similar proportion of White, non-Hispanic or Asian or Pacific Islander students.

TABLE 11: FIRST-TIME MATRICULATED HIGH SCHOOL STUDENTS ASSIGNED TO AT LEAST ONE REMEDIAL COURSE, BY SECTOR AND ETHNICITY, 2004

	# of Students	Students Assigned to Remediation in at Least One Discipline		Students Requiring No Remediation	
		# of Students	% of Group	# of Students	% of Group
TWO YEAR PUBLIC INSTITUTION					
ASIAN OR PACIFIC ISLANDER	269	134	49.81%	56	20.82%
AFRICAN-AMERICAN, NON-HISPANIC	463	326	70.41%	34	7.34%
HISPANIC/LATINO	1,509	950	62.96%	192	12.72%
NATIVE AMERICAN	118	68	57.63%	20	16.95%
NON-RESIDENT ALIEN	109	86	78.90%	9	8.26%
WHITE, NON-HISPANIC	6,052	3,157	52.16%	1,452	23.99%
UNKNOWN ETHNICITY	342	158	46.20%	88	25.73%
TOTAL	8,862	4,879	55.06%	1,851	20.89%
FOUR YEAR PUBLIC INSTITUTION					
ASIAN OR PACIFIC ISLANDER	914	159	17.40%	733	80.20%
AFRICAN-AMERICAN, NON-HISPANIC	510	216	42.35%	281	55.10%
HISPANIC/LATINO	1,821	637	34.98%	1,114	61.18%
NATIVE AMERICAN	317	149	47.00%	162	51.10%
NON-RESIDENT ALIEN	98	23	23.47%	52	53.06%
WHITE, NON-HISPANIC	14,932	2,155	14.43%	12,112	81.11%
UNKNOWN ETHNICITY	814	148	18.18%	627	77.03%
TOTAL	19,406	3,487	17.97%	15,081	77.71%

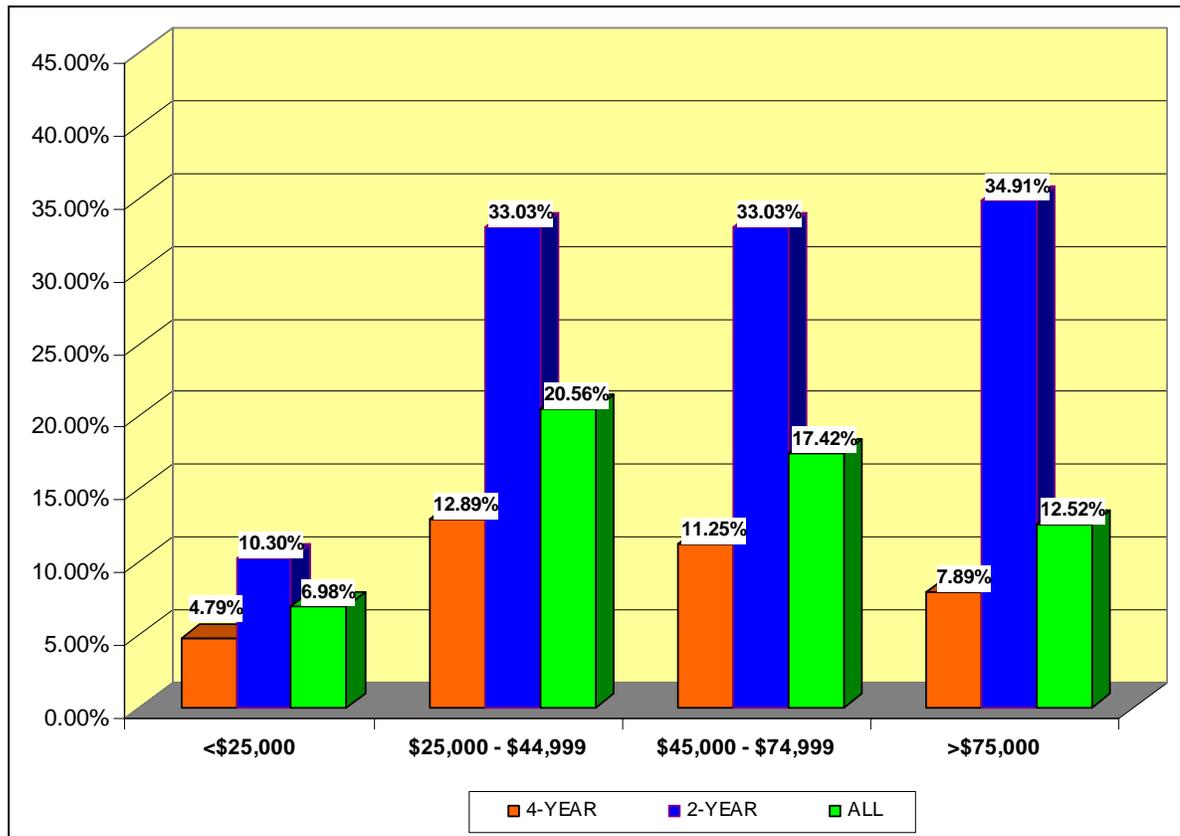
Source: CCHE SURDS UAF Fall 2004

Finally, Figure 1 illustrates the relationship between students' adjusted gross income (AGI) and assignment to remedial courses. Though the data used in this analysis are limited to financial aid recipients only and therefore are not representative of all students enrolled in remedial courses, the data in this sample are constructive nonetheless. Data in Figure 1 are disaggregated into each of four AGI ranges—under \$25,000, \$25,000 – 44,999, \$45,000 – 75,000, and greater than \$75,000—and then again by college sector (two-year and four-year). As has been seen elsewhere in this report, community college students were more often assigned to remedial courses compared to students at four-year institutions. Several other trends within the data are worth mentioning, however.

First, the proportions of students from the lowest AGI group (<\$25,000) assigned to remedial courses were dramatically lower compared to corresponding groups within the other AGI categories. While a full analytical exploration of this point is beyond the scope of this descriptive report, this somewhat counterintuitive finding is perhaps explained by the fact that students from the lowest income families are less likely to complete high school compared to students from more affluent families (National Center for Education Statistics, 2000, on-line) and, for those who do complete high school, are less likely to matriculate to college (National Center for Education Statistics, 2005a, on-line). Consequently, it is possible that the lower remediation rate for the lowest AGI group illustrates that only the most well prepared students from very low income families enroll in college immediately following high school, or, stated conversely, the less well prepared or able high school

graduates from the lowest AGI families are more inclined to pursue work over postsecondary education.

FIGURE 1: REMEDIATION RATES, BY SECTOR AND ADJUSTED GROSS INCOME¹², 2004.



Source: CCHE SURDS Financial Aid Files, 2004.

Another point of interest is that, while the total proportion of students from the highest three AGI categories who enrolled in community colleges needing remediation is relatively consistent, the remediation rate for these students at the four-year sector and, consequently the overall remediation rate, decline steadily from the \$25,000 – 45,000 AGI group to the >\$75,000 AGI group. This trend is noteworthy, as preparation for college-level work appears to be related to income. Nonetheless, the fact remains: remedial education is a widespread need that cuts across all ethnic, gender, and income groups.

¹² Records used in this analysis were limited to public high school graduates from Colorado who were first-time enrollees in fall 2003; were dependents; were classified as in-state students for tuition purposes; were 17, 18 & 19 years of age; and whose information was reported in the CCHE SURDS remedial and financial aid (FY 2004) files. The following data were used to derive the remediation rates illustrated in Figure 1: Total HC <\$25,000 = 11,407 [4,536 2-year; 6,871 4-year]; Total HC \$25,000 – 44,999 = 4,860 [1,850; 3,010]; Total HC \$45,000 – 75,000 = 6,284 [1,777; 4,507]; Total HC >\$75,000 = 7,428 [1,272; 6,156]; Remedial Assignment HC: Rem HC <\$25,000 = 773 [444 2-year; 329 4-year]; Rem HC \$25,000 – 44,999 = 976 [588; 388]; Rem HC \$45,000 – 75,000 = 1,065 [558; 507]; Rem HC >\$75,000 = 922 [436; 486].

V. REMEDATION ACHIEVEMENT, BY ENROLLING INSTITUTION

Data in Tables 12 and 13 below illustrate students' achievement in remedial-level courses, by sector and institution, for both the fall 2004 (Table 12) and spring 2005 (Table 13) academic terms. While institutional differences exist, perhaps the most salient aspect of the table is the fact that the two-year sector overall enjoyed a higher overall pass rate in remedial-level courses in English and reading compared to the four-year sector, in spite of the fact that many more students in the two-year sector enrolled in remedial level courses.

TABLE 12: ACHIEVEMENT IN REMEDIAL-LEVEL COURSES, BY SECTOR AND INSTITUTION, FALL 2004.

INSTITUTION NAME	MATHEMATICS			ENGLISH			READING		
	Total	# Passed	% Passed	Total	# Passed	% Passed	Total	# Passed	% Passed
Two Year Public									
Aims Community College	543	363	66.85%	160	110	68.75%	236	163	69.07%
Arapahoe Community College	905	618	68.29%	524	355	67.75%	375	266	70.93%
Colorado Mountain College	501	288	57.49%	294	180	61.22%	206	120	58.25%
Colorado Northwestern CC	197	160	81.22%	86	64	74.42%	60	52	86.67%
Community College of Aurora	861	591	68.64%	533	397	74.48%	264	198	75.00%
Community College of Denver	2,476	1,601	64.66%	1,399	964	68.91%	1,102	804	72.96%
Front Range Community College	2,099	1,431	68.18%	1,246	954	76.57%	364	289	79.40%
Lamar Community College	101	59	58.42%	61	42	68.85%	46	28	60.87%
Morgan Community College	119	103	86.55%	57	43	75.44%	40	31	77.50%
Northeastern Junior College	276	209	75.72%	158	123	77.85%	92	70	76.09%
Otero Junior College	264	213	80.68%	190	143	75.26%	137	104	75.91%
Pikes Peak Community College	2,193	1,447	65.98%	1,035	744	71.88%	401	302	75.31%
Pueblo Community College	1,562	1,094	70.04%	668	477	71.41%	487	324	66.53%
Red Rocks Community College	677	471	69.57%	285	219	76.84%	97	76	78.35%
Trinidad State Junior College	291	211	72.51%	159	124	77.99%	165	125	75.76%
2 YEAR SUBTOTAL	13,065	8,859	67.81%	6,855	4,939	72.05%	4,072	2,952	72.50%
Four Year Public									
Adams State College	219	84	38.36%	55	33	60.00%	59	38	64.41%
Colorado School of Mines*	1	0	0.00%	18	18	100.00%	--	--	--
CSU – Pueblo	418	169	40.43%	211	157	74.41%	99	83	83.84%
Fort Lewis College	454	343	75.55%	183	155	84.70%	91	81	89.01%
Mesa State College	694	436	62.82%	465	342	73.55%	--	--	--
CU – Colorado Springs	41	12	29.27%	43	42	97.67%	--	--	--
University of Northern CO	163	88	53.99%	--	--	--	--	--	--
Western State College	72	44	61.11%	20	15	75.00%	--	--	--
4 YEAR SUBTOTAL	2,062	1,176	57.03%	995	762	76.58%	249	202	81.12%
GRAND TOTAL	15,127	10,035	66.34%	7,850	5,701	72.62%	4,321	3,154	72.99%

*CSM course is in basic skills.

Source: CCHE SURDS Remedial Course File, Fall 2004

TABLE 13: ACHIEVEMENT IN REMEDIAL-LEVEL COURSES, BY SECTOR AND INSTITUTION, SPRING 2005.

INSTITUTION NAME	MATHEMATICS			ENGLISH			READING		
	Total	# Passed	% Passed	Total	# Passed	% Passed	Total	# Passed	% Passed
Two Year Public									
Aims Community College	429	301	70.16%	81	54	66.67%	163	113	69.33%
Arapahoe Community College	670	486	72.54%	356	223	62.64%	250	167	66.80%
Colorado Mountain College	230	189	82.17%	124	98	79.03%	86	69	80.23%
Colorado Northwestern CC	139	106	76.26%	52	39	75.00%	33	30	90.91%
Community College of Aurora	822	548	66.67%	490	349	71.22%	275	205	74.55%
Community College of Denver	2,200	1,364	62.00%	1,065	674	63.29%	768	547	71.22%
Front Range CC	1,933	1,291	66.79%	1,066	804	75.42%	304	222	73.03%
Lamar Community College	80	50	62.50%	36	23	63.89%	24	12	50.00%
Morgan Community College	125	108	86.40%	42	34	80.95%	24	19	79.17%
Northeastern Junior College	188	134	71.28%	87	76	87.36%	43	37	86.05%
Otero Junior College	200	145	72.50%	159	119	74.84%	139	112	80.58%
Pikes Peak Community College	1,908	1,254	65.72%	817	516	63.16%	267	200	74.91%
Pueblo Community College	1,383	923	66.74%	587	383	65.25%	370	239	64.59%
Red Rocks Community College	594	427	71.89%	215	168	78.14%	80	58	72.50%
Trinidad State Junior College	232	158	68.10%	103	68	66.02%	95	75	78.95%
2 YEAR SUBTOTAL	11,133	7,484	67.22%	5,280	3,628	68.71%	2,921	2,105	72.06%
Four Year Public									
Adams State College	170	83	48.82%	22	5	22.73%	16	10	62.50%
Colorado School of Mines*	--	--	--	4	4	100.00%	--	--	--
CSU – Pueblo	346	147	42.49%	53	38	71.70%	25	17	68.00%
Fort Lewis College	237	175	73.84%	23	21	91.30%	12	11	91.67%
Mesa State College	634	378	59.62%	177	99	55.93%	--	--	--
CU - Colorado Springs	12	8	66.67%	9	8	88.89%	--	--	--
University of Northern CO	57	30	52.63%	--	--	--	--	--	--
Western State College	71	40	56.34%	20	13	65.00%	--	--	--
4 YEAR SUBTOTAL	1,527	861	56.39%	308	188	61.04%	53	38	71.70%
GRAND TOTAL	12,660	8,345	65.92%	5,588	3,816	68.29%	2,974	2,143	72.06%

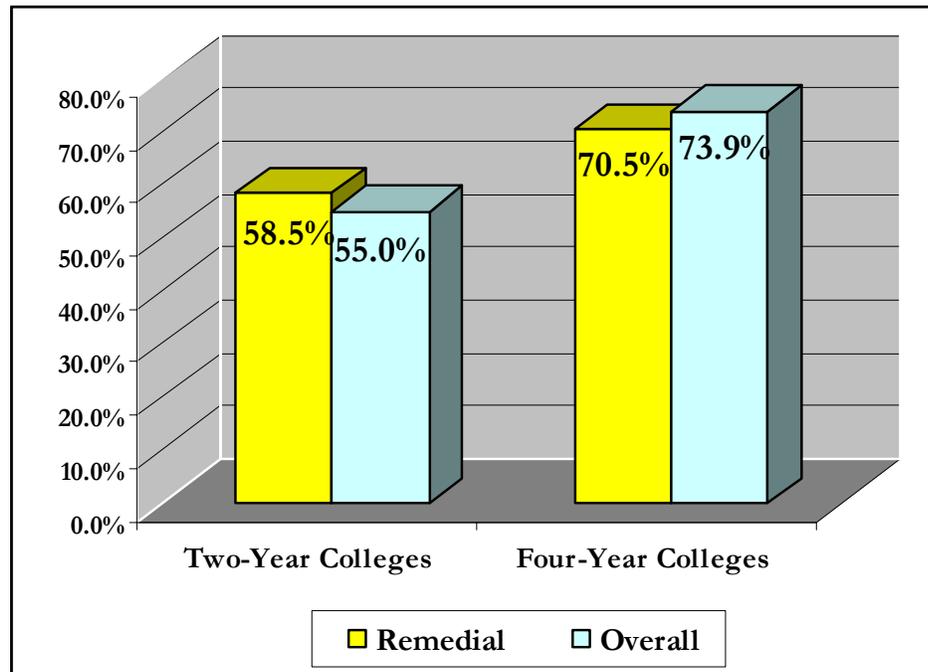
*CSM course is in basic skills.

Source: CCHE SURDS Remedial Course File, Spring 2005

The retention rates of students assigned to remedial courses are presented in Table 14 and Figure 2 below. Students at four-year institutions were retained at higher rates compared to students at two-year institutions. This is not altogether unexpected, as students at four-year institutions generally have fewer academic deficiencies compared to students at two-year institutions. Excluding Colorado Mountain College, where few students were assigned to remediation, most two-year institutions enjoyed strong retention of students assigned to remedial courses. As Figure 2 shows, in fall 2004, the retention rate of two-year students assigned to remedial instruction (59%) surpassed the overall two-year sector retention rate (55%).

The retention rates of students assigned to remediation at four-year institutions varied considerably, but follow predictable patterns related to institutional selectivity; that is, more selective institutions enroll fewer students needing remedial instruction and, historically, enjoy higher overall retention rates. Consequently, retention rates at Colorado State University (85%), the University of Colorado – Boulder (90%), and the Colorado School of Mines (79%) were roughly ten to twenty percentage points higher than those at moderately selective institutions.

FIGURE 2: COMPARISON OF ONE-YEAR RETENTION RATES, BY SECTOR: STUDENTS ASSIGNED TO REMEDIATION VERSUS ALL STUDENTS, FALL 2003 TO FALL 2004.



Source: CCHE SURDS Enrollment Files

TABLE 14: ONE-YEAR RETENTION OF FIRST-TIME RECENT HIGH SCHOOL GRADUATES ASSIGNED TO REMEDIAL COURSES, BY SECTOR AND INSTITUTION, FALL 2003 TO FALL 2004.

Institution Name/Sector	Assigned to remediation in at least one subject	Retained After One Year*	Percent Retained
Two Year Public Institutions	#	#	%
Aims Community College	154	85	55.19%
Arapahoe Community College	329	177	53.80%
Colorado Mountain College	15	1	6.67%
Colorado Northwestern Community College	71	36	50.70%
Community College of Aurora	258	147	56.98%
Community College of Denver	454	274	60.35%
Front Range Community College	932	550	59.01%
Lamar Community College	73	45	61.64%
Morgan Community College	42	30	71.43%
Northeastern Junior College	251	166	66.14%
Otero Junior College	160	102	63.75%
Pikes Peak Community College	311	179	57.56%
Pueblo Community College	273	155	56.78%
Red Rocks Community College	359	216	60.17%
Trinidad State Junior College	194	103	53.09%
Two Year Total	3,876	2,266	58.46%
Four Year Public Institutions	#	#	%
Adams State College	125	86	68.80%
Colorado School of Mines	19	15	78.95%
Colorado State University	113	96	84.96%
Colorado State University – Pueblo	346	243	70.23%
Fort Lewis College	271	167	61.62%
Mesa State College	368	244	66.30%
Metropolitan State College of Denver	1,068	726	67.98%
University of Colorado – Boulder	87	78	89.66%
University of Colorado - Colorado Springs	9	6	66.67%
University of Colorado – Denver	1	-	0.00%
University of Northern Colorado	278	234	84.17%
Western State College	188	130	69.15%
Four Year Total	2,873	2,025	70.48%
Grand Total	6,749	4,291	63.58%

*Also includes students who graduated.

Source: CCHE SURDS Enrollment and UAF Files

VI. REMEDICATION COSTS, BY ENROLLING INSTITUTION

Data presented in Table 15 reveal the total costs of providing remedial instruction in fiscal year 2003-04. Overall, the general fund tax dollars spent on remediation totaled nearly \$11 million. Local district colleges—Aims Community College and Colorado Mountain College—spent \$707,000 on remedial instruction, and cash funded (state funds ineligible) courses offered by the University of Colorado at Colorado Springs, the University of Northern Colorado, and Western State College cost a total of \$84,000. Overall, the public and cash-funded direct investment in remedial instruction totaled \$11.4 million.

Importantly, the figures presented in Table 15 do not take into consideration total direct and indirect costs to students enrolled in remedial courses. In other words, the figures do not consider tuition and fees above state or local district support, housing costs, books and other like expenses, or, perhaps most costly in the long run, earnings foregone. Concerning this final cost type, it is important to appreciate that being placed in remedial instruction can have a high indirect cost to students. The time spent in non-transferable courses (i.e., not applicable to a degree program) can impede students' academic progress, may increase time to degree, and can lead to increased earnings foregone (time out of the workforce).

To better appreciate this cost type, assume that the average college graduate earns an income consistent with the current national median for adults with a bachelor's degree, currently \$42,087 according to the Current Population Study of the U.S. Census and Bureau of Labor Statistics (2005, on-line). This salary is equivalent to \$3,507 in monthly earnings or \$877 per week. Therefore, for each 15-week semester that a would-be college graduate remains in college and not in the workforce, the long term cost in earnings foregone to the student is \$13,152 minus any income the student earns while in college. Equivalently, the cost to the state for the same student is tax revenues foregone on the student's earnings while enrolled in college compared to his or her potential earnings as a college graduate. And, if the student never finishes college, the costs to the student and the state "increase," as the sunk costs may be irretrievable through individual and state returns to degree¹³. Indeed, the costs of remedial instruction can be high.

¹³ For a more complete discussion on individual and social returns to degree, see Leslie, L. & P. Brinkman. (1988). The economic value of higher education. New York: MacMillan Publishing Company.

TABLE 15: REMEDIAL EDUCATION EXPENDITURES, BY SECTOR, FUND TYPE, AND INSTITUTION, 2004.

Institution Name	Total Credit Hours	Total Remedial FTE	Remedial Instruction Cost
TWO YEAR PUBLIC			
Arapahoe Community College	9,010	300	\$577,825
Colorado Northwestern Community College	1,805	60	283,747
Community College of Aurora	9,715	324	623,615
Community College of Denver	26,583	886	1,723,804
Front Range Community College	22,262	742	1,159,279
Lamar Community College	1,022	34	149,863
Morgan Community College	1,498	50	181,197
Northeastern Junior College	2,533	84	319,660
Otero Junior College	3,484	116	369,076
Pikes Peak Community College	19,811	660	1,228,014
Pueblo Community College	14,914	497	1,177,266
Red Rocks Community College	5,934	198	371,077
Trinidad State Junior College	3,060	102	377,806
Two Year Subtotal	121,631	4,054	\$8,542,230
FOUR YEAR PUBLIC			
Adams State College	1,548	52	\$354,080
Colorado State University - Pueblo*	4,220	141	510,372
Fort Lewis College*#	2,174	72	197,146
Mesa State College	8,434	281	1,034,650
Four Year Subtotal	16,376	546	\$2,096,249
<i>Grand Total Public General Fund</i>	<i>138,007</i>	<i>4,600</i>	<i>\$10,638,478</i>
TWO YEAR LOCAL DISTRICT COLLEGES			
Aims Community College	4,500	150	\$270,900
Colorado Mountain College	5,318	177	436,076
Local District College Subtotal	9,818	327	\$706,976
FOUR YEAR PUBLIC - CASH FUNDED COURSES			
University of Colorado - Colorado Springs**	209	7	\$15,750
University of Northern Colorado***	660	22	46,200
Western State College****	366	12	21,960
4 Year Cash Funded Subtotal	1235	41	\$83,910
Grand Total Tuition & General Fund Costs	<i>149,060</i>	<i>4,969</i>	<i>\$11,429,364</i>

*Remedial Courses Offered by PCC

** Students pay a flat fee of \$150.00/course

***Students pay \$70.00/credit hour

**** Students pay a flat fee of \$180.00/course

does not include FLC's Spring 05 students taking remedial courses

Source: CCHE SURDS Fall 2004 FTE Enrollment File & Remedial Files.

VIII CONCLUSIONS AND RECOMMENDATIONS

College enrollments are on the rise, confirming reports that more students today aspire to college than at any other time, but so too is the demand for remedial (basic skills) courses in mathematics, writing and reading, suggesting that the state’s “college-bound” students are not being adequately prepared in high school.

Complicating matters, the need for remediation is differentially related to distinct groups of students: female students require remediation more often than male students; African-American, Hispanic/Latino, and Native American students require remediation more often than Asian and Caucasian students; and students enrolled at two-year and less-selective four-year colleges need remediation more often compared to students enrolled at selective and highly selective four-year colleges.

Placement in remedial courses varies considerably across school districts and high schools throughout the state, possibly illustrating the effect of secondary curriculum policies incongruent with postsecondary preparation expectations.

In total, the annual direct costs to provide basic skills instruction exceeds ten million dollars of general fund tax dollar support and nearly an additional one million dollars in cash-funded courses paid for by students and parents or local district college tax revenues. However, the long-term costs to students and the state in the form of earnings and tax revenues foregone likely exceed the direct costs many times over.

It is plain: reducing the need for remediation among Colorado’s first-time students is a noteworthy public policy matter that, if successfully addressed, could lead to improved student performance in college, reduced time to complete a college degree, and diminished disparities regarding participation and success across gender and racial/ethnic groups.

The following represent specific actions items state policymakers and educators should consider to reduce the demand for remedial instruction:

Improve Alignment As a matter of routine, postsecondary and K-12 instructors and administrators should discuss and align the content standards between in the secondary and college-level sectors. Aligning standards and expectations in critical content areas like mathematics, English, science, history (social sciences), and foreign languages would make apparent the skills needed to prepare for and succeed in college.

College Prep Curriculum Default High schools and school districts could increase students’ readiness for college-level coursework or the workforce by simply requiring each high school graduate to complete the state’s higher education admission requirements as part of his or her compulsory secondary-level curriculum.

Raise Expectations If standards are held at the level of the lowest common educational denominator, students will likely respond accordingly, resulting in less than optimal outcomes and protracting the Colorado Paradox. State policymakers, educators, school board members, and, most important, parents, should raise their expectations, insisting that

all students are offered the opportunity to enroll in and complete a curriculum that, minimally, meets the higher education admission requirements.

Improve College Knowledge: Today, we know more about what it takes to succeed in college than we did twenty years ago when “A Nation at Risk” (National Commission on Excellence in Education, 1983) sounded the alarm regarding the inferior quality of education that our current high school students’ parents received. To complicate matters, school district policies seemingly assume that parents today have the requisite knowledge (i.e., social capital) to make appropriate academic decisions for their children. This is often mistaken and contradicts the rhetoric about proactively addressing the Colorado Paradox. Improving parents’ knowledge of contemporary expectations concerning college preparation should be a principal state goal.

Create Early Warning Systems Students struggle with challenging and abstract concepts. This is normal. Choosing to dropout or tune out, however, is not. If the Colorado Paradox is ever to be reversed, then our K-12 system must do a better job identifying and dealing with basic academic deficiencies before the student’s first year in college. Teachers and school administrators should use currently administered assessments like the ACT or CSAP to determine the likelihood that a student will need remediation in college. This information should be shared with students’ parents as early and often as is practical.

Permit the Sharing of Data Various state agencies currently house millions and millions of records on students, employees, entitlement beneficiaries, and so on. The amount of information maintained by state data systems is enormous. In spite of this embarrassment of information riches, few state agencies share data for research purposes. If policymakers and government administrators are serious about accountability and longitudinal, outcomes-based research, then matching data systems should be a state priority. Whether accomplished through a central state agency or by way of memoranda of understanding, matching state records for the purposes of accountability and research should be considered seriously.

Improve Teacher Preparation and Performance Perhaps most important of all, high quality classroom teachers must be in every college preparatory course in every high school. In addition to being “highly qualified” in a content area, teachers in today’s classrooms must understand how to prepare students for college, be familiar with higher education admission requirements, and be equipped to identify and deal with students’ academic deficiencies before they become acute.

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APPENDIX A:
HIGH SCHOOL LEVEL DATA¹⁴

Individual high schools and district remediation data, as well as ACT scores, retention rates and CSAP scores may easily be searched at:

<http://higherred.colorado.gov/findhighschool.asp>

¹⁴ Data from schools with fewer than 25 enrolling students are not included herein.

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDATION RATE	MATH	WRITING	READING	
ACADEMY 20	AIR ACADEMY HIGH SCHOOL	163		34	20.86%	30	14	16
ACADEMY 20	ASPEN VALLEY HIGH SCHOOL	14	X		X	X	X	
ACADEMY 20	LIBERTY HIGH SCHOOL	167		39	23.35%	36	18	14
ACADEMY 20	PINE CREEK HIGH SCHOOL	158		39	24.68%	36	13	14
ACADEMY 20	RAMPART HIGH SCHOOL	180		44	24.44%	36	16	24
ACADEMY 20	THE CLASSICAL ACADEMY CHARTER	22	X		X	X	X	
ADAMS COUNTY 14	ADAMS CITY HIGH SCHOOL	57		36	63.16%	32	25	18
ADAMS COUNTY 14	LESTER R ARNOLD HIGH SCHOOL	5	X		X	X	X	
ADAMS-ARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL	76		41	53.95%	34	21	26
ADAMS-ARAPAHOE 28J	GATEWAY HIGH SCHOOL	124		54	43.55%	34	32	21
ADAMS-ARAPAHOE 28J	HINKLEY HIGH SCHOOL	127		62	48.82%	55	38	32
ADAMS-ARAPAHOE 28J	RANGEVIEW HIGH SCHOOL	196		79	40.31%	73	35	34
ADAMS-ARAPAHOE 28J	WILLIAM SMITH HIGH SCHOOL	10	X		X	X	X	
AGATE 300	AGATE JUNIOR-SENIOR HIGH SCHOOL	2	X		X	X	X	
AGUILAR REORGANIZED 6	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	6	X		X	X	X	
AKRON R-1	AKRON HIGH SCHOOL	19	X		X	X	X	
ALAMOSA RE-11J	ALAMOSA HIGH SCHOOL	88		40	45.45%	34	18	18
ALAMOSA RE-11J	ALAMOSA OPEN SCHOOL	7	X		X	X	X	
ARCHULETA COUNTY 50 JT	PAGOSA SPRINGS HIGH SCHOOL	46		23	50.00%	20	11	8
ARICKAREE R-2	ARICKAREE UNDIVIDED HIGH SCHOOL	4	X		X	X	X	
ARRIBA-FLAGLER C-20	FLAGLER SENIOR HIGH SCHOOL	9	X		X	X	X	
ASPEN 1	ASPEN HIGH SCHOOL	40		10	25.00%	9	6	4
AULT-HIGHLAND RE-9	HIGHLAND HIGH SCHOOL	24	X		X	X	X	
BAYFIELD 10 JT-R	BAYFIELD HIGH SCHOOL	37		18	48.65%	13	7	8
BENNETT 29J	BENNETT HIGH SCHOOL	23	X		X	X	X	
BETHUNE R-5	BETHUNE JUNIOR-SENIOR HIGH SCHOOL	4	X		X	X	X	
BIG SANDY 100J	SIMLA HIGH SCHOOL	13	X		X	X	X	
BOULDER VALLEY RE 2	ARAPAHOE RIDGE HIGH SCHOOL	11	X		X	X	X	
BOULDER VALLEY RE 2	BOULDER HIGH SCHOOL	205		40	19.51%	30	23	20

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDIATION RATE	MATH	WRITING	READING
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	4	X		X	X	X
BOULDER VALLEY RE 2	BROOMFIELD HIGH SCHOOL	191	47	24.61%	38	0	20
BOULDER VALLEY RE 2	CENTAURUS HIGH SCHOOL	122	37	30.33%	29	20	18
BOULDER VALLEY RE 2	FAIRVIEW HIGH SCHOOL	223	22	9.87%	13	9	6
BOULDER VALLEY RE 2	MONARCH HIGH SCHOOL	221	45	20.36%	33	21	19
BOULDER VALLEY RE 2	NEDERLAND MIDDLE-SENIOR HIGH SCHOOL	27	8	29.63%	6	2	3
BOULDER VALLEY RE 2	NEW VISTA HIGH SCHOOL	26	7	26.92%	6	2	2
BRANSON REORGANIZED 82	BRANSON ALTERNATIVE SCHOOL	1	X	X	X	X	X
BRANSON REORGANIZED 82	BRANSON UNDIVIDED HIGH SCHOOL	8	X	X	X	X	X
BRIGGS DALE RE-10	BRIGGS DALE UNDIVIDED HIGH SCHOOL	6	X	X	X	X	X
BRIGHTON 27]	BRIGHTON CHARTER SCHOOL	4	X	X	X	X	X
BRIGHTON 27]	BRIGHTON HIGH SCHOOL	127	56	44.09%	47	25	21
BRUSH RE-2(j)	BRUSH HIGH SCHOOL	60	13	21.67%	10	5	9
BUENA VISTA R-31	BUENA VISTA HIGH SCHOOL	29	6	20.69%	5	2	0
BUFFALO RE-4	MERINO JUNIOR SENIOR HIGH SCHOOL	11	X	X	X	X	X
BURLINGTON RE-6]	BURLINGTON HIGH SCHOOL	23	X	X	X	X	X
BYERS 32]	BYERS JUNIOR-SENIOR HIGH SCHOOL	13	X	X	X	X	X
CALHAN RJ-1	CALHAN HIGH SCHOOL	22	X	X	X	X	X
CAMPO RE-6	CAMPO UNDIVIDED HIGH SCHOOL	6	X	X	X	X	X
CANON CITY RE-1	CANON CITY HIGH SCHOOL	128	48	37.50%	39	18	17
CANON CITY RE-1	GARDEN PARK HIGH SCHOOL	1	X	X	X	X	X
CENTENNIAL BOCES	WELD OPPORTUNITY HIGH SCHOOL	3	X	X	X	X	X
CENTENNIAL R-1	CENTENNIAL HIGH SCHOOL	8	X	X	X	X	X
CENTER 26 JT	CENTER HIGH SCHOOL	12	X	X	X	X	X
CHERAW 31	CHERAW HIGH SCHOOL	13	X	X	X	X	X
CHERRY CREEK 5	CHERRY CREEK HIGH SCHOOL	413	62	15.01%	44	26	26
CHERRY CREEK 5	EAGLECREST HIGH SCHOOL	349	119	34.10%	97	52	49
CHERRY CREEK 5	GRANDVIEW HIGH SCHOOL	338	73	21.60%	57	31	37
CHERRY CREEK 5	OVERLAND HIGH SCHOOL	249	88	35.34%	71	44	49

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDIATION RATE	MATH	WRITING	READING	
CHERRY CREEK 5	P.R.E.P. (ALTERNATIVE) HIGH SCHOOL	6	X		X	X	X	
CHERRY CREEK 5	SMOKY HILL HIGH SCHOOL	329		95	28.88%	71	54	44
CHEYENNE COUNTY RE-5	CHEYENNE WELLS HIGH SCHOOL	18	X		X	X	X	
CHEYENNE MOUNTAIN 12	CHEYENNE MOUNTAIN HIGH SCHOOL	164		26	15.85%	18	12	14
CLEAR CREEK RE-1	CLEAR CREEK HIGH SCHOOL	24	X		X	X	X	
COLORADO SCHOOL FOR THE DEAF AND BLIND	COLORADO SCHOOL FOR THE DEAF AND BLIND	8	X		X	X	X	
COLORADO SPRINGS 11	CIVA CHARTER SCHOOL	14	X		X	X	X	
COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL	2	X		X	X	X	
COLORADO SPRINGS 11	CORONADO HIGH SCHOOL	167		40	23.95%	35	18	17
COLORADO SPRINGS 11	DOHERTY HIGH SCHOOL	249		83	33.33%	78	40	32
COLORADO SPRINGS 11	GLOBE CHARTER SCHOOL	5	X		X	X	X	
COLORADO SPRINGS 11	MITCHELL HIGH SCHOOL	88		36	40.91%	30	22	17
COLORADO SPRINGS 11	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER	7	X		X	X	X	
COLORADO SPRINGS 11	PALMER HIGH SCHOOL	190		44	23.16%	36	22	25
COLORADO SPRINGS 11	WASSON HIGH SCHOOL	95		43	45.26%	37	18	18
COTOPAXI RE-3	COTOPAXI JUNIOR-SENIOR HIGH SCHOOL	21	X		X	X	X	
CREEDE CONSOLIDATED 1	CREEDE JUNIOR-SENIOR HIGH SCHOOL	6	X		X	X	X	
CRIPPLE CREEK-VICTOR RE-1	CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL	11	X		X	X	X	
CROWLEY COUNTY RE-1-J	CROWLEY COUNTY HIGH SCHOOL	27		15	55.56%	14	8	7
CUSTER COUNTY S.D.	CUSTER COUNTY HIGH SCHOOL	22	X		X	X	X	
DE BEQUE 49]T	DE BEQUE UNDIVIDED HIGH SCHOOL	5	X		X	X	X	
DEER TRAIL 26]J	DEER TRAIL JUNIOR-SENIOR HIGH SCHOOL	6	X		X	X	X	
DEL NORTE C-7	DEL NORTE HIGH SCHOOL	22	X		X	X	X	
DELTA COUNTY 50(J)	CEDAREEDGE HIGH SCHOOL	37		10	27.03%	7	5	5
DELTA COUNTY 50(J)	DELTA HIGH SCHOOL	42		13	30.95%	10	3	5
DELTA COUNTY 50(J)	HOTCHKISS HIGH SCHOOL	36		7	19.44%	6	3	3
DELTA COUNTY 50(J)	PAONIA HIGH SCHOOL	25		9	36.00%	7	4	3
DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	65		43	66.15%	37	30	28

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDATION RATE	MATH	WRITING	READING
DENVER COUNTY 1	COLORADO HIGH SCHOOL	21	X		X	X	X
DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	1	X		X	X	X
DENVER COUNTY 1	DENVER SCHOOL OF THE ARTS	26	9	34.62%	8	3	5
DENVER COUNTY 1	EAST HIGH SCHOOL	170	66	38.82%	62	33	37
DENVER COUNTY 1	EMILY GRIFFITH OPPORTUNITY SCHOOL	10	X		X	X	X
DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	1	X		X	X	X
DENVER COUNTY 1	FRED N THOMAS CAREER EDUCATION CENTER	9	X		X	X	X
DENVER COUNTY 1	GEORGE WASHINGTON HIGH SCHOOL	141	49	34.75%	41	25	33
DENVER COUNTY 1	JOHN F KENNEDY HIGH SCHOOL	160	77	48.13%	66	40	29
DENVER COUNTY 1	MILLENIUM QUEST SCIENCE ACADEMY AT MANUAL	2	X		X	X	X
DENVER COUNTY 1	MONTBELLO HIGH SCHOOL	73	42	57.53%	38	24	24
DENVER COUNTY 1	NORTH HIGH SCHOOL	82	47	57.32%	42	22	30
DENVER COUNTY 1	P.S.1 CHARTER SCHOOL	1	X		X	X	X
DENVER COUNTY 1	SOUTH HIGH SCHOOL	117	63	53.85%	58	34	33
DENVER COUNTY 1	THOMAS JEFFERSON HIGH SCHOOL	120	60	50.00%	50	21	18
DENVER COUNTY 1	WEST HIGH SCHOOL	94	63	67.02%	60	48	40
DOLORES COUNTY RE NO.2	DOLORES COUNTY HIGH SCHOOL	10	X		X	X	X
DOLORES RE-4A	DOLORES HIGH SCHOOL	20	X		X	X	X
DOUGLAS COUNTY RE 1	CHAPARRAL HIGH SCHOOL	196	37	18.88%	30	16	16
DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL--CASTLE ROCK	2	X		X	X	X
DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL--CA	5	X		X	X	X
DOUGLAS COUNTY RE 1	DOUGLAS COUNTY HIGH SCHOOL	281	69	24.56%	58	20	26
DOUGLAS COUNTY RE 1	EAGLE ACADEMY	13	X		X	X	X
DOUGLAS COUNTY RE 1	HIGHLANDS RANCH HIGH SCHOOL	271	55	20.30%	37	26	24
DOUGLAS COUNTY RE 1	MOUNTAIN VISTA HIGH SCHOOL	1	X		X	X	X
DOUGLAS COUNTY RE 1	PONDEROSA HIGH SCHOOL	235	41	17.45%	26	24	21
DOUGLAS COUNTY RE 1	THUNDERRIDGE HIGH SCHOOL	276	58	21.01%	52	23	21

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDIATION RATE	MATH	WRITING	READING
DURANGO 9-R	DURANGO HIGH SCHOOL	128	48	37.50%	44	20	13
DURANGO 9-R	THE EXCEL CHARTER SCHOOL	3	X	X	X	X	X
EADS RE-1	EADS HIGH SCHOOL	20	X	X	X	X	X
EAGLE COUNTY RE 50	BATTLE MOUNTAIN HIGH SCHOOL	40	3	7.50%	3	0	0
EAGLE COUNTY RE 50	EAGLE VALLEY HIGH SCHOOL	58	18	31.03%	16	7	10
EAGLE COUNTY RE 50	RED CANYON HIGH SCHOOL	1	X	X	X	X	X
EAST GRAND 2	MIDDLE PARK HIGH SCHOOL	45	8	17.78%	7	4	4
EAST OTERO R-1	LA JUNTA HIGH SCHOOL	73	47	64.38%	41	29	26
EATON RE-2	EATON HIGH SCHOOL	36	13	36.11%	11	5	6
EDISON 54 JT	EDISON JUNIOR-SENIOR HIGH SCHOOL	2	X	X	X	X	X
ELBERT 200	ELBERT JUNIOR-SENIOR HIGH SCHOOL	10	X	X	X	X	X
ELIZABETH C-1	ELIZABETH HIGH SCHOOL	98	29	29.59%	24	13	10
ELLCOTT 22	ELLCOTT SENIOR HIGH SCHOOL	17	X	X	X	X	X
ENGLEWOOD 1	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	27	17	62.96%	17	7	7
ENGLEWOOD 1	ENGLEWOOD HIGH SCHOOL	94	42	44.68%	38	19	14
EXPEDITIONARY BOCES	EXPEDITIONARY LEARNING SCHOOL	5	X	X	X	X	X
FALCON 49	FALCON HIGH SCHOOL	73	27	36.99%	23	16	16
FALCON 49	SAND CREEK HIGH SCHOOL	118	34	28.81%	26	18	18
FLORENCE RE-2	FLORENCE HIGH SCHOOL	57	25	43.86%	20	11	11
FORT MORGAN RE-3	FORT MORGAN HIGH SCHOOL	96	21	21.88%	17	12	9
FORT MORGAN RE-3	LINCOLN HIGH SCHOOL	8	X	X	X	X	X
FOUNTAIN 8	FOUNTAIN-FORT CARSON HIGH SCHOOL	96	43	44.79%	35	24	22
FOWLER R-4J	FOWLER HIGH SCHOOL	9	X	X	X	X	X
FRENCHMAN RE-3	FLEMING HIGH SCHOOL	5	X	X	X	X	X
GARFIELD 16	GRAND VALLEY HIGH SCHOOL	12	X	X	X	X	X
GARFIELD RE-2	RIFLE HIGH SCHOOL	52	18	34.62%	12	9	6
GENOA-HUGO C113	GENOA-HUGO SENIOR HIGH SCHOOL	2	X	X	X	X	X
GILPIN COUNTY RE-1	GILPIN COUNTY UNDIVIDED HIGH SCHOOL	9	X	X	X	X	X

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDATION RATE	MATH	WRITING	READING
GRANADA RE-1	GRANADA UNDIVIDED HIGH SCHOOL	14	X		X	X	X
GREELEY 6	COLORADO HIGH SCHOOL OF GREELEY	15	X		X	X	X
GREELEY 6	FRONTIER CHARTER ACADEMY	2	X		X	X	X
GREELEY 6	GREELEY CENTRAL HIGH SCHOOL	84	18	21.43%	9	8	10
GREELEY 6	GREELEY WEST HIGH SCHOOL	130	40	30.77%	29	17	21
GREELEY 6	NORTHRIDGE HIGH SCHOOL	77	24	31.17%	17	9	13
GREELEY 6	TRADEMARK LEARNING CENTER	1	X		X	X	X
GREELEY 6	UNION COLONY PREPARATORY SCHOOL	4	X		X	X	X
GREELEY 6	UNIVERSITY SCHOOLS	28	8	28.57%	6	2	0
GUNNISON WATERSHED RE1J	CRESTED BUTTE COMMUNITY SCHOOL	12	X		X	X	X
GUNNISON WATERSHED RE1J	GUNNISON HIGH SCHOOL	40	10	25.00%	8	4	1
GUNNISON WATERSHED RE1J	GUNNISON VALLEY SCHOOL	2	X		X	X	X
HANOVER 28	HANOVER JUNIOR-SENIOR HIGH SCHOOL	5	X		X	X	X
HARRISON 2	HARRISON HIGH SCHOOL	79	39	49.37%	36	26	19
HARRISON 2	JAMES IRWIN CHARTER HIGH SCHOOL	22	X		X	X	X
HARRISON 2	SIERRA HIGH SCHOOL	69	44	63.77%	40	21	25
HAXTUN RE-2J	HAXTUN HIGH SCHOOL	14	X		X	X	X
HAYDEN RE-1	HAYDEN HIGH SCHOOL	16	X		X	X	X
HI-PLAINS R-23	HI PLAINS UNDIVIDED HIGH SCHOOL	2	X		X	X	X
HOEHNE REORGANIZED 3	HOEHNE HIGH SCHOOL	12	X		X	X	X
HOLLY RE-3	HOLLY JUNIOR-SENIOR HIGH SCHOOL	30	14	46.67%	12	9	7
HOLYOKE RE-1J	HOLYOKE JUNIOR-SENIOR HIGH SCHOOL	17	X		X	X	X
HUERFANO RE-1	JOHN MALL HIGH SCHOOL	21	X		X	X	X
IDALIA RJ-3	IDALIA JUNIOR-SENIOR HIGH SCHOOL	7	X		X	X	X
IGNACIO 11 JT	IGNACIO HIGH SCHOOL	17	X		X	X	X
JEFFERSON COUNTY R-1	ALAMEDA HIGH SCHOOL	88	44	50.00%	32	16	18
JEFFERSON COUNTY R-1	ARVADA HIGH SCHOOL	163	68	41.72%	60	22	25
JEFFERSON COUNTY R-1	ARVADA WEST HIGH SCHOOL	209	73	34.93%	60	32	31
JEFFERSON COUNTY R-1	BEAR CREEK HIGH SCHOOL	204	64	31.37%	52	25	28

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDICATION RATE	MATH	WRITING	READING
JEFFERSON COUNTY R-1	CENTER FOR DISCOVERY LEARNING CHARTER SCHOOL	1	X	X	X	X	X
JEFFERSON COUNTY R-1	CHATFIELD HIGH SCHOOL	295	67	22.71%	54	25	31
JEFFERSON COUNTY R-1	COLLEGIATE CHARTER ACADEMY	17	X	X	X	X	X
JEFFERSON COUNTY R-1	COLUMBINE HIGH SCHOOL	281	73	25.98%	59	32	25
JEFFERSON COUNTY R-1	CONIFER SENIOR HIGH SCHOOL	142	34	23.94%	30	13	10
JEFFERSON COUNTY R-1	DAKOTA RIDGE SENIOR HIGH SCHOOL	236	79	33.47%	64	33	25
JEFFERSON COUNTY R-1	D'VELYN SENIOR HIGH SCHOOL	72	1	1.39%	0	0	1
JEFFERSON COUNTY R-1	EVERGREEN HIGH SCHOOL	117	27	23.08%	24	12	8
JEFFERSON COUNTY R-1	GOLDEN HIGH SCHOOL	144	41	28.47%	38	21	14
JEFFERSON COUNTY R-1	GREEN MOUNTAIN HIGH SCHOOL	216	69	31.94%	52	35	22
JEFFERSON COUNTY R-1	JEFFERSON CHARTER ACADEMY SENIOR HIGH SCHOOL	29	6	20.69%	6	1	2
JEFFERSON COUNTY R-1	JEFFERSON COUNTY OPEN HIGH SCHOOL	29	21	72.41%	21	5	5
JEFFERSON COUNTY R-1	JEFFERSON HIGH SCHOOL	49	32	65.31%	30	21	25
JEFFERSON COUNTY R-1	LAKESWOOD HIGH SCHOOL	165	47	28.48%	42	17	16
JEFFERSON COUNTY R-1	LONGVIEW HIGH SCHOOL	2	X	X	X	X	X
JEFFERSON COUNTY R-1	MC LAIN HIGH SCHOOL	19	X	X	X	X	X
JEFFERSON COUNTY R-1	POMONA HIGH SCHOOL	236	84	35.59%	72	38	35
JEFFERSON COUNTY R-1	RALSTON VALLEY SENIOR HIGH SCHOOL	234	61	26.07%	57	30	28
JEFFERSON COUNTY R-1	STANDLEY LAKE HIGH SCHOOL	230	84	36.52%	62	45	39
JEFFERSON COUNTY R-1	WHEAT RIDGE HIGH SCHOOL	172	58	33.72%	51	23	24
JOHNSTOWN-MILLIKEN RE-5J	ROOSEVELT HIGH SCHOOL	28	6	21.43%	5	4	1
JULESBURG RE-1	JULESBURG HIGH SCHOOL	9	X	X	X	X	X
KARVAL RE-23	KARVAL JUNIOR-SENIOR HIGH SCHOOL	2	X	X	X	X	X
KEENESBURG RE-3(J)	WELD CENTRAL SENIOR HIGH SCHOOL	28	10	35.71%	9	8	5
KIM REORGANIZED 88	KIM UNDIVIDED HIGH SCHOOL	7	X	X	X	X	X
KIOWA C-2	KIOWA HIGH SCHOOL	13	X	X	X	X	X
KIT CARSON R-1	KIT CARSON JUNIOR-SENIOR HIGH SCHOOL	15	X	X	X	X	X
LA VETA RE-2	LA VETA JUNIOR-SENIOR HIGH SCHOOL	10	X	X	X	X	X

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDATION RATE	MATH	WRITING	READING	
LAKE COUNTY R-1	LAKE COUNTY HIGH SCHOOL	13	X		X	X	X	
LAMAR RE-2	LAMAR HIGH SCHOOL	64		25	39.06%	22	14	16
LAS ANIMAS RE-1	LAS ANIMAS HIGH SCHOOL	25		15	60.00%	12	10	7
LEWIS-PALMER 38	LEWIS-PALMER HIGH SCHOOL	188		28	14.89%	24	13	13
LIBERTY J-4	LIBERTY JUNIOR-SENIOR HIGH SCHOOL	3	X		X	X	X	
LIMON RE-4J	LIMON JUNIOR-SENIOR HIGH SCHOOL	27		6	22.22%	5	1	2
LITTLETON 6	ARAPAHOE HIGH SCHOOL	207		21	10.14%	19	5	1
LITTLETON 6	HERITAGE HIGH SCHOOL	268		64	23.88%	51	35	22
LITTLETON 6	LITTLETON HIGH SCHOOL	156		60	38.46%	55	27	30
LONE STAR 101	LONE STAR UNDIVIDED HIGH SCHOOL	2	X		X	X	X	
MANCOS RE-6	MANCOS HIGH SCHOOL	7	X		X	X	X	
MANITOU SPRINGS 14	MANITOU SPRINGS HIGH SCHOOL	58		19	32.76%	18	11	8
MANZANOLA 3J	MANZANOLA JUNIOR-SENIOR HIGH SCHOOL	10	X		X	X	X	
MAPLETON 1	SKYVIEW HIGH SCHOOL	82		46	56.10%	37	33	28
MC CLAVE RE-2	MC CLAVE UNDIVIDED HIGH SCHOOL	16	X		X	X	X	
MEEKER RE1	MEEKER HIGH SCHOOL	12	X		X	X	X	
MESA COUNTY VALLEY 51	CENTRAL HIGH SCHOOL	148		58	39.19%	44	37	25
MESA COUNTY VALLEY 51	FRUITA MONUMENT HIGH SCHOOL	187		66	35.29%	54	35	32
MESA COUNTY VALLEY 51	GATEWAY SCHOOL	3	X		X	X	X	
MESA COUNTY VALLEY 51	GRAND JUNCTION HIGH SCHOOL	179		58	32.40%	41	38	24
MESA COUNTY VALLEY 51	PALISADE HIGH SCHOOL	64		33	51.56%	26	19	11
MESA COUNTY VALLEY 51	R-5 HIGH SCHOOL	11	X		X	X	X	
MIAMI/YODER 60 JT	MIAMI/YODER JUNIOR-SENIOR HIGH SCHOOL	6	X		X	X	X	
MOFFAT 2	MOFFAT SENIOR HIGH SCHOOL	6	X		X	X	X	
MOFFAT COUNTY RE:NO 1	MOFFAT COUNTY HIGH SCHOOL	83		30	36.14%	26	18	16
MONTE VISTA C-8	BYRON SYRING DELTA CENTER	3	X		X	X	X	
MONTE VISTA C-8	MONTE VISTA ON-LINE ACADEMY	2	X		X	X	X	
MONTE VISTA C-8	MONTE VISTA SENIOR HIGH SCHOOL	39		19	48.72%	19	9	8
MONTEZUMA-CORTEZ RE-1	MONTEZUMA-CORTEZ HIGH SCHOOL	51		15	29.41%	12	8	9

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDICATION RATE	MATH	WRITING	READING
MONTEZUMA-CORTEZ RE-1	SOUTHWEST OPEN CHARTER SCHOOL	2	X		X	X	X
MONTROSE COUNTY RE-1J	MONTROSE HIGH SCHOOL	98	22	22.45%	19	13	10
MONTROSE COUNTY RE-1J	OLATHE HIGH SCHOOL	20	X	X	X	X	X
MONTROSE COUNTY RE-1J	VISTA ADULT HIGH SCHOOL	1	X	X	X	X	X
MOUNTAIN BOCES	YAMPAH MOUNTAIN SCHOOL	1	X	X	X	X	X
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY SENIOR HIGH SCHOOL	5	X	X	X	X	X
NORTH CONE OS RE-1J	CENTAURI HIGH SCHOOL	47	24	51.06%	21	13	16
NORTH PARK R-1	NORTH PARK JUNIOR-SENIOR HIGH SCHOOL	5	X	X	X	X	X
NORTHGLENN-THORNTON 12	ACADEMY OF CHARTER SCHOOLS	27	7	25.93%	6	3	3
NORTHGLENN-THORNTON 12	HORIZON HIGH SCHOOL	225	77	34.22%	61	41	39
NORTHGLENN-THORNTON 12	LEGACY HIGH SCHOOL	239	82	34.31%	70	46	41
NORTHGLENN-THORNTON 12	NORTHGLENN HIGH SCHOOL	202	76	37.62%	60	44	34
NORTHGLENN-THORNTON 12	PINNACLE CHARTER SCHOOL	4	X	X	X	X	X
NORTHGLENN-THORNTON 12	THORNTON HIGH SCHOOL	186	76	40.86%	55	38	39
NORTHGLENN-THORNTON 12	VANTAGE POINT	4	X	X	X	X	X
NORWOOD R-2J	NORWOOD HIGH SCHOOL	11	X	X	X	X	X
OTIS R-3	OTIS JUNIOR-SENIOR HIGH SCHOOL	8	X	X	X	X	X
OURAY R-1	OURAY SENIOR HIGH SCHOOL	5	X	X	X	X	X
PARK (ESTES PARK) R-3	ESTES PARK HIGH SCHOOL	39	8	20.51%	7	3	5
PARK COUNTY RE-2	SOUTH PARK HIGH SCHOOL	15	X	X	X	X	X
PAWNEE RE-12	PAWNEE JUNIOR-SENIOR HIGH SCHOOL	3	X	X	X	X	X
PEYTON 23 JT	PEYTON HIGH SCHOOL	26	9	34.62%	8	2	3
PLAINVIEW RE-2	PLAINVIEW JUNIOR-SENIOR HIGH SCHOOL	2	X	X	X	X	X
PLATEAU RE-5	PEETZ JUNIOR-SENIOR HIGH SCHOOL	4	X	X	X	X	X
PLATEAU VALLEY 50	GRAND MESA HIGH SCHOOL	1	X	X	X	X	X
PLATEAU VALLEY 50	PLATEAU VALLEY HIGH SCHOOL	8	X	X	X	X	X
PLATTE CANYON 1	PLATTE CANYON HIGH SCHOOL	52	9	17.31%	8	6	2
PLATTE VALLEY RE-3	REVERE JUNIOR-SENIOR HIGH SCHOOL	2	X	X	X	X	X
PLATTE VALLEY RE-7	PLATTE VALLEY HIGH SCHOOL	28	10	35.71%	5	5	7

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDIATION RATE	MATH	WRITING	READING
POUDRE R-1	CENTENNIAL HIGH SCHOOL	10	X		X	X	X
POUDRE R-1	FORT COLLINS HIGH SCHOOL	264	64	24.24%	51	32	36
POUDRE R-1	FRONTIER HIGH SCHOOL	4	X		X	X	X
POUDRE R-1	POUDRE HIGH SCHOOL	233	67	28.76%	55	29	35
POUDRE R-1	RIDGEVIEW CLASSICAL CHARTER SCHOOLS	2	X		X	X	X
POUDRE R-1	ROCKY MOUNTAIN HIGH SCHOOL	333	82	24.62%	69	30	28
PRAIRIE RE-11	PRAIRIE JUNIOR-SENIOR HIGH SCHOOL	6	X		X	X	X
PRIMERO REORGANIZED 2	PRIMERO JUNIOR-SENIOR HIGH SCHOOL	6	X		X	X	X
PRITCHETT RE-3	PRITCHETT HIGH SCHOOL	12	X		X	X	X
PUEBLO CITY 60	CENTENNIAL HIGH SCHOOL	140	66	47.14%	57	36	33
PUEBLO CITY 60	CENTRAL HIGH SCHOOL	121	75	61.98%	69	41	38
PUEBLO CITY 60	EAST HIGH SCHOOL	67	42	62.69%	36	18	24
PUEBLO CITY 60	KEATING CONTINUING EDUCATION	1	X		X	X	X
PUEBLO CITY 60	SOUTH HIGH SCHOOL	178	79	44.38%	72	38	39
PUEBLO COUNTY RURAL 70	PUEBLO COUNTY HIGH SCHOOL	112	42	37.50%	38	13	11
PUEBLO COUNTY RURAL 70	PUEBLO TECHNICAL ACADEMY	5	X		X	X	X
PUEBLO COUNTY RURAL 70	PUEBLO WEST HIGH SCHOOL	99	46	46.46%	40	14	20
PUEBLO COUNTY RURAL 70	RYE HIGH SCHOOL	31	11	35.48%	9	6	6
RANGELY RE-4	RANGELY HIGH SCHOOL	28	9	32.14%	7	4	2
RIDGWAY R-2	RIDGWAY HIGH SCHOOL	12	X		X	X	X
ROARING FORK RE-1	BASALT HIGH SCHOOL	37	12	32.43%	10	4	3
ROARING FORK RE-1	BRIDGES	7	X		X	X	X
ROARING FORK RE-1	GLENWOOD SPRINGS HIGH SCHOOL	72	10	13.89%	9	6	4
ROARING FORK RE-1	ROARING FORK HIGH SCHOOL	22	X		X	X	X
ROCKY FORD R-2	ROCKY FORD HIGH SCHOOL	22	X		X	X	X
SALIDA R-32	SALIDA HIGH SCHOOL	24	X		X	X	X
SANFORD 6J	SANFORD JUNIOR/SENIOR HIGH SCHOOL	12	X		X	X	X
SANGRE DE CRISTO RE-22J	SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL	16	X		X	X	X

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDIATION RATE	MATH	WRITING	READING
SARGENT RE-33]	SARGENT JUNIOR-SENIOR HIGH SCHOOL	15	X		X	X	X
SHERIDAN 2	SHERIDAN HIGH SCHOOL	33		16	48.48%	14	8
SIERRA GRANDE R-30	SIERRA GRANDE SENIOR HIGH SCHOOL	11	X		X	X	X
SILVERTON 1	SILVERTON HIGH SCHOOL	3	X		X	X	X
SOUTH CONEJOS RE-10	ANTONITO HIGH SCHOOL	11	X		X	X	X
SOUTH ROUTT RE 3	SOROCO HIGH SCHOOL	15	X		X	X	X
SPRINGFIELD RE-4	SPRINGFIELD HIGH SCHOOL	21	X		X	X	X
ST VRAIN VALLEY RE 1J	ADULT EDUCATION/LINCOLN CENTER	7	X		X	X	X
ST VRAIN VALLEY RE 1J	ERIE MIDDLE/SENIOR HIGH SCHOOL	39		15	38.46%	15	5
ST VRAIN VALLEY RE 1J	FREDERICK SENIOR HIGH SCHOOL	36		18	50.00%	13	10
ST VRAIN VALLEY RE 1J	LONGMONT HIGH SCHOOL	165		46	27.88%	39	15
ST VRAIN VALLEY RE 1J	LYONS MIDDLE/SENIOR HIGH SCHOOL	25		10	40.00%	5	3
ST VRAIN VALLEY RE 1J	NIWOT HIGH SCHOOL	162		35	21.60%	30	8
ST VRAIN VALLEY RE 1J	OLDE COLUMBINE HIGH SCHOOL	4	X		X	X	X
ST VRAIN VALLEY RE 1J	SILVER CREEK SCHOOL	97		32	32.99%	30	12
ST VRAIN VALLEY RE 1J	SKYLINE HIGH SCHOOL	133		55	41.35%	38	30
ST VRAIN VALLEY RE 1J	UTE CREEK SECONDARY CHARTER ACADEMY	20	X		X	X	X
STEAMBOAT SPRINGS RE-2	STEAMBOAT SPRINGS HIGH SCHOOL	61		16	26.23%	13	7
STRASBURG 31J	STRASBURG HIGH SCHOOL	32		6	18.75%	6	3
STRATTON R-4	STRATTON SENIOR HIGH SCHOOL	9	X		X	X	X
SUMMIT RE-1	SUMMIT HIGH SCHOOL	65		13	20.00%	8	6
SWINK 33	SWINK JUNIOR-SENIOR HIGH SCHOOL	20	X		X	X	X
TELLURIDE R-1	TELLURIDE HIGH SCHOOL	11	X		X	X	X
THOMPSON R-2]	BERTHOUD HIGH SCHOOL	82		23	28.05%	20	9
THOMPSON R-2]	HAROLD FERGUSON HIGH SCHOOL	8	X		X	X	X
THOMPSON R-2]	LOVELAND HIGH SCHOOL	170		44	25.88%	28	22
THOMPSON R-2]	MOUNTAIN VIEW HIGH SCHOOL	112		38	33.93%	33	16
THOMPSON R-2]	THOMPSON VALLEY HIGH SCHOOL	169		43	25.44%	34	20
TRINIDAD 1	TRINIDAD HIGH SCHOOL	53		30	56.60%	27	17

DISTRICT NAME	SCHOOL NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDATION RATE	MATH	WRITING	READING
VALLEY RE-1	CALICHE JUNIOR-SENIOR HIGH SCHOOL	12	X		X	X	X
VALLEY RE-1	SMITH HIGH SCHOOL	1	X		X	X	X
VALLEY RE-1	STERLING HIGH SCHOOL	80	26	32.50%	23	11	12
VILAS RE-5	VILAS UNDIVIDED HIGH SCHOOL	14	X		X	X	X
WALSH RE-1	WALSH HIGH SCHOOL	13	X		X	X	X
WELD COUNTY RE-1	VALLEY HIGH SCHOOL	47	12	25.53%	10	5	4
WELD COUNTY S/D RE-8	FORT LUPTON HIGH SCHOOL	49	19	38.78%	17	11	7
WELDON VALLEY RE-20(j)	WELDON VALLEY HIGH SCHOOL	9	X		X	X	X
WEST END RE-2	NUCLA HIGH SCHOOL	8	X		X	X	X
WEST GRAND 1-JT.	WEST GRAND HIGH SCHOOL	12	X		X	X	X
WESTMINSTER 50	IVER C. RANUM HIGH SCHOOL	101	47	46.53%	41	29	26
WESTMINSTER 50	WESTMINSTER HIGH SCHOOL	114	56	49.12%	47	33	23
WIDEFIELD 3	DISCOVERY HIGH SCHOOL	1	X		X	X	X
WIDEFIELD 3	MESA RIDGE HIGH SCHOOL	127	64	50.39%	58	26	37
WIDEFIELD 3	WIDEFIELD HIGH SCHOOL	110	50	45.45%	42	25	28
WIGGINS RE-50(j)	WIGGINS JUNIOR-SENIOR HIGH SCHOOL	23	X		X	X	X
WILEY RE-13 JT	WILEY JUNIOR-SENIOR HIGH SCHOOL	16	X		X	X	X
WINDSOR RE-4	WINDSOR HIGH SCHOOL	85	32	37.65%	23	14	20
WOODLAND PARK RE-2	WOODLAND PARK HIGH SCHOOL	96	29	30.21%	27	14	16
WOODLIN R-104	WOODLIN UNDIVIDED HIGH SCHOOL	2	X		X	X	X
WRAY RD-2	WRAY HIGH SCHOOL	26	7	26.92%	5	4	2
YUMA 1	YUMA HIGH SCHOOL	25	6	24.00%	5	1	3

APPENDIX B:
SCHOOL DISTRICT LEVEL DATA¹⁵

¹⁵ Data from districts with fewer than 25 enrolling students are not reported herein.

DISTRICT NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDIATION RATE	MATH	WRITING	READING
ACADEMY 20	704	168	23.86%	147	69	73
ADAMS COUNTY 14	62	36	58.06%	32	25	18
ADAMS-ARAPAHOE 28J	533	244	45.78%	204	129	118
AGATE 300	2	X	X	X	X	X
AGUILAR REORGANIZED 6	6	X	X	X	X	X
AKRON R-1	19	X	X	X	X	X
ALAMOSA RE-11J	95	40	42.11%	34	18	18
ARCHULETA COUNTY 50 JT	46	23	50.00%	20	11	8
ARICKAREE R-2	4	X	X	X	X	X
ARRIBA-FLAGLER C-20	9	X	X	X	X	X
ASPEN 1	40	10	25.00%	9	6	4
AULT-HIGHLAND RE-9	24	X	X	X	X	X
BAYFIELD 10 JT-R	37	18	48.65%	13	7	8
BENNETT 29J	23	X	X	X	X	X
BETHUNE R-5	4	X	X	X	X	X
BIG SANDY 100J	13	X	X	X	X	X
BOULDER VALLEY RE 2	1030	212	20.58%	159	81	92
BRANSON REORGANIZED 82	9	X	X	X	X	X
BRIGGSDALE RE-10	6	X	X	X	X	X
BRIGHTON 27J	131	56	42.75%	47	25	21
BRUSH RE-2(J)	60	13	21.67%	10	5	9
BUENA VISTA R-31	29	6	20.69%	5	2	0
BUFFALO RE-4	11	X	X	X	X	X
BURLINGTON RE-6J	23	X	X	X	X	X
BYERS 32J	13	X	X	X	X	X
CALHAN RJ-1	22	X	X	X	X	X
CAMPO RE-6	6	X	X	X	X	X
CANON CITY RE-1	129	48	37.21%	39	18	17

DISTRICT NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDIATION RATE	MATH	WRITING	READING
CENTENNIAL BOCES	3	X		X	X	X
CENTENNIAL R-1	8	X		X	X	X
CENTER 26 JT	12	X		X	X	X
CHERAW 31	13	X		X	X	X
CHERRY CREEK 5	1684	437	25.95%	340	207	205
CHEYENNE COUNTY RE-5	18	X		X	X	X
CHEYENNE MOUNTAIN 12	164	26	15.85%	18	12	14
CLEAR CREEK RE-1	24	X		X	X	X
COLORADO SCHOOL FOR THE DEAF AND BLIND	8	X		X	X	X
COLORADO SPRINGS 11	817	254	31.09%	224	121	112
COTOPAXI RE-3	21	X		X	X	X
CREEDE CONSOLIDATED 1	6	X		X	X	X
CRIPPLE CREEK-VICTOR RE-1	11	X		X	X	X
CROWLEY COUNTY RE-1-J	27	15	55.56%	14	8	7
CUSTER COUNTY SCHOOL DISTRICT	22	X		X	X	X
DE BEQUE 49JT	5	X		X	X	X
DEER TRAIL 26J	6	X		X	X	X
DEL NORTE C-7	22	X		X	X	X
DELTA COUNTY 50(J)	140	39	27.86%	30	15	16
DENVER COUNTY 1	1093	540	49.41%	482	286	285
DOLORES COUNTY RE NO.2	10	X		X	X	X
DOLORES RE-4A	20	X		X	X	X
DOUGLAS COUNTY RE 1	1280	267	20.86%	210	111	110
DURANGO 9-R	131	48	36.64%	44	20	13
EADS RE-1	20	X		X	X	X
EAGLE COUNTY RE 50	99	21	21.21%	19	7	10
EAST GRAND 2	45	8	17.78%	7	4	4
EAST OTERO R-1	73	47	64.38%	41	29	26

DISTRICT NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDICATION RATE	MATH	WRITING	READING
EATON RE-2	36	13	36.11%	11	5	6
EDISON 54 JT	2	X	X	X	X	X
ELBERT 200	10	X	X	X	X	X
ELIZABETH C-1	98	29	29.59%	24	13	10
ELLICOTT 22	17	X	X	X	X	X
ENGLEWOOD 1	121	59	48.76%	55	26	21
EXPEDITIONARY BOCES	5	X	X	X	X	X
FALCON 49	191	61	31.94%	49	34	34
FLORENCE RE-2	57	25	43.86%	20	11	11
FORT MORGAN RE-3	104	21	20.19%	17	12	9
FOUNTAIN 8	96	43	44.79%	35	24	22
FOWLER R-4J	9	X	X	X	X	X
FRENCHMAN RE-3	5	X	X	X	X	X
GARFIELD 16	12	X	X	X	X	X
GARFIELD RE-2	52	18	34.62%	12	9	6
GENOA-HUGO C113	2	X	X	X	X	X
GILPIN COUNTY RE-1	9	X	X	X	X	X
GRANADA RE-1	14	X	X	X	X	X
GREELEY 6	341	102	29.91%	73	41	50
GUNNISON WATERSHED RE1J	54	11	20.37%	8	5	1
HANOVER 28	5	X	X	X	X	X
HARRISON 2	170	88	51.76%	78	49	46
HAXTUN RE-2J	14	X	X	X	X	X
HAYDEN RE-1	16	X	X	X	X	X
HI-PLAINS R-23	2	X	X	X	X	X
HOEHNE REORGANIZED 3	12	X	X	X	X	X
HOLLY RE-3	30	14	46.67%	12	9	7
HOLYOKE RE-1J	17	X	X	X	X	X

DISTRICT NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDIATION RATE	MATH	WRITING	READING
HUERFANO RE-1	21	X	X	X	X	X
IDALIA RJ-3	7	X	X	X	X	X
IGNACIO 11 JT	17	X	X	X	X	X
JEFFERSON COUNTY R-1	3350	1053	31.43%	884	450	421
JOHNSTOWN-MILLIKEN RE-5J	28	6	21.43%	5	4	1
JULESBURG RE-1	9	X	X	X	X	X
KARVAL RE-23	2	X	X	X	X	X
KEENESBURG RE-3(J)	28	10	35.71%	9	8	5
KIM REORGANIZED 88	7	X	X	X	X	X
KIOWA C-2	13	X	X	X	X	X
KIT CARSON R-1	15	X	X	X	X	X
LA VETA RE-2	10	X	X	X	X	X
LAKE COUNTY R-1	13	X	X	X	X	X
LAMAR RE-2	64	25	39.06%	22	14	16
LAS ANIMAS RE-1	25	15	60.00%	12	10	7
LEWIS-PALMER 38	188	28	14.89%	24	13	13
LIBERTY J-4	3	X	X	X	X	X
LIMON RE-4J	27	6	22.22%	5	1	2
LITTLETON 6	631	145	22.98%	125	67	53
LONE STAR 101	2	X	X	X	X	X
MANCOS RE-6	7	X	X	X	X	X
MANITOU SPRINGS 14	58	19	32.76%	18	11	8
MANZANOLA 3J	10	X	X	X	X	X
MAPLETON 1	82	46	56.10%	37	33	28
MC CLAVE RE-2	16	X	X	X	X	X
MEEKER RE1	12	X	X	X	X	X
MESA COUNTY VALLEY 51	592	223	37.67%	172	132	94
MIAMI/YODER 60 JT	6	X	X	X	X	X

DISTRICT NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDICATION RATE	MATH	WRITING	READING
MOFFAT 2	6	X		X	X	X
MOFFAT COUNTY RE:NO 1	83	30	36.14%	26	18	16
MONTE VISTA C-8	44	19	43.18%	19	9	8
MONTEZUMA-CORTEZ RE-1	53	15	28.30%	12	8	9
MONTROSE COUNTY RE-1J	119	31	26.05%	27	15	13
MOUNTAIN BOCES	1	X		X	X	X
MOUNTAIN VALLEY RE 1	5	X		X	X	X
NORTH CONEJOS RE-1J	47	24	51.06%	21	13	16
NORTH PARK R-1	5	X		X	X	X
NORTHGLENN-THORNTON 12	887	318	35.85%	252	172	156
NORWOOD R-2J	11	X		X	X	X
OTIS R-3	8	X		X	X	X
OURAY R-1	5	X		X	X	X
PARK (ESTES PARK) R-3	39	8	20.51%	7	3	5
PARK COUNTY RE-2	15	X		X	X	X
PAWNEE RE-12	3	X		X	X	X
PEYTON 23 JT	26	9	34.62%	8	2	3
PLAINVIEW RE-2	2	X		X	X	X
PLATEAU RE-5	4	X		X	X	X
PLATEAU VALLEY 50	9	X		X	X	X
PLATTE CANYON 1	52	9	17.31%	8	6	2
PLATTE VALLEY RE-3	2	X		X	X	X
PLATTE VALLEY RE-7	28	10	35.71%	5	5	7
POUDRE R-1	846	221	26.12%	182	93	102
PRAIRIE RE-11	6	X		X	X	X
PRIMERO REORGANIZED 2	6	X		X	X	X
PRITCHETT RE-3	12	X		X	X	X
PUEBLO CITY 60	507	262	51.68%	234	133	134

DISTRICT NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDIATION RATE	MATH	WRITING	READING
PUEBLO COUNTY RURAL 70	247	99	40.08%	87	33	37
RANGELY RE-4	28	9	32.14%	7	4	2
RIDGWAY R-2	12	X	X	X	X	X
ROARING FORK RE-1	138	26	18.84%	23	10	7
ROCKY FORD R-2	22	X	X	X	X	X
SALIDA R-32	24	X	X	X	X	X
SANFORD 6J	12	X	X	X	X	X
SANGRE DE CRISTO RE-22J	16	X	X	X	X	X
SARGENT RE-33J	15	X	X	X	X	X
SHERIDAN 2	33	16	48.48%	14	8	8
SIERRA GRANDE R-30	11	X	X	X	X	X
SILVERTON 1	3	X	X	X	X	X
SOUTH CONEJOS RE-10	11	X	X	X	X	X
SOUTH ROUTT RE 3	15	X	X	X	X	X
SPRINGFIELD RE-4	21	X	X	X	X	X
ST VRAIN VALLEY RE 1J	688	218	31.69%	176	86	84
STEAMBOAT SPRINGS RE-2	61	16	26.23%	13	7	5
STRASBURG 31J	32	6	18.75%	6	3	2
STRATTON R-4	9	X	X	X	X	X
SUMMIT RE-1	65	13	20.00%	8	6	3
SWINK 33	20	X	X	X	X	X
TELLURIDE R-1	11	X	X	X	X	X
THOMPSON R-2J	541	148	27.36%	115	67	69
TRINIDAD 1	53	30	56.60%	27	17	18
VALLEY RE-1	93	31	33.33%	28	14	14
VILAS RE-5	14	X	X	X	X	X
WALSH RE-1	13	X	X	X	X	X
WELD COUNTY RE-1	47	12	25.53%	10	5	4

DISTRICT NAME	ENROLLED STUDENTS	ASSESSED FOR REMEDIATION	REMEDIATION RATE	MATH	WRITING	READING
WELD COUNTY S/D RE-8	49	19	38.78%	17	11	7
WELDON VALLEY RE-20(J)	9	X	X	X	X	X
WEST END RE-2	8	X	X	X	X	X
WEST GRAND 1-JT.	12	X	X	X	X	X
WESTMINSTER 50	215	103	47.91%	88	62	49
WIDEFIELD 3	238	114	47.90%	100	51	65
WIGGINS RE-50(J)	23	X	X	X	X	X
WILEY RE-13 JT	16	X	X	X	X	X
WINDSOR RE-4	85	32	37.65%	23	14	20
WOODLAND PARK RE-2	96	29	30.21%	27	14	16
WOODLIN R-104	2	X	X	X	X	X
WRAY RD-2	26	7	26.92%	5	4	2
YUMA 1	25	6	24.00%	5	1	3

APPENDIX C:
CCHE POLICIES AND DEFINITIONS

a. Remedial Policy

In August 2000, the Commission on Higher Education adopted its remedial policy (CCHE Policy I-Part E), which was designed to determine whether all enrolled first-time undergraduate students are prepared to succeed in college-level courses, that students assessed as needing remedial instruction have accurate information regarding course availability and options to meet the college entry-level competencies, and that Colorado public high schools are informed about the level of college readiness of their recent high school graduates.

The policy applies to all state-supported institutions of higher education (four-year and two-year colleges), and governing boards and institutions of the public system of higher education in Colorado are obligated to conform to the policies set by the Commission within the authorities delegated to it by C.R.S. 23-1-113.3, which include the following:

- 1) adopt and implement a remedial policy;
- 2) develop funding policies for remediation appropriate to institutional roles and missions;
- 3) design a reporting system that provides the General Assembly with information on the number, type, and costs of remediation;
- 4) establish comparability of placement or assessment tests; and
- 5) ensure each student identified as needing remediation is provided with written notification regarding cost and availability of remedial courses.

All public institutions of postsecondary education employ the following standard assessment “cut scores” (Table 12) to determine students’ needs for remedial courses. Importantly, public four-year institutions—with the notable exceptions of Adams State College and Mesa State College, which have both two- and four-year academic programs—are statutorily prohibited from offering basic skills courses for state funding. It is possible for a student to be deemed admissible to a four-year institution yet be assessed for placement in a remedial level course.

TABLE 12: CCHE BASIC SKILLS CUT SCORES

SKILLS AREA	ACT SUBSCORE	SAT SUBSCORE	ACCUPLACER SCORE
MATHEMATICS	19 (Math)	460 (Math)	85 (Elem. Algebra)
READING	17 (Reading)	430 (Verbal)	80 (Reading Comp)
WRITING	18 (English)	440 (Verbal)	95 (Sentence Skills)

b. FTE Policy

The Commission revised its FTE Policy in March 2001¹⁶, clearly identifying the public institutions that may claim state support for remedial education—Colorado community colleges, Adams State College, and Mesa State College—and the circumstances under which it may be claimed. A separate FTE reporting form was added to enable monitoring of state costs associated with the delivery of basic skills courses.

c. Definitions

The following terms are used in this report.

Assessment: Pursuant to Commission policy I-E, all first-time entering students must be assessed for basic skills instructional needs. Colorado accepts three assessment instruments for determining if the first-time student is college ready in mathematics, reading, and writing: ACT, SAT, and Accuplacer (math: Elementary Algebra; writing: Sentence Skills; reading: Reading Comprehension).

Cohort: The data found herein reflect a cohort approach rather than matching data from graduating high school seniors to that of entering freshman. For the purposes of this report, a cohort is defined as all first-time students ages 17 to 19 from Colorado high schools. Stated inversely, this report excludes information on adult (non-traditional) and out-of-state enrolling students. In addition, this report is limited to only those students that applied and enrolled in a public college or university in Colorado. Students that applied but did not enroll, did not apply at all, or enrolled in a private or out-of-state institution, are excluded from the research sample.

Remedial Instruction: According to statute (23-1-113.3 C.R.S.), this report is intended to present information on “basic skills” courses, which is a classification that, technically speaking, includes remedial instruction as well as other sub-college level work, such as English as a Second Language courses. Nonetheless, the focus of this report is on remedial education needs (or college-level proficiencies) of entering first-time students from Colorado high schools for writing (English), mathematics, and reading. As a result, the terms “remedial instruction” and “remedial courses” are used to describe, generically, basic skills courses in mathematics, reading, and English only.

During FY 2001, CCHE staff and representatives from the governing boards developed a reporting system in order to provide the General Assembly with information on remediated students and the type of remediation needed. Beginning Summer/ Fall 2001, institutions submitted the first data files.

¹⁶ The CCHE FTE Policy is currently being revised to reflect the changes in funding structures as a result of the implementation of the College Opportunity Fund (COF) stipend program.

School District/High School Information: Information on school districts and high schools was provided to the Colorado Commission on Higher Education by the Colorado Department of Education. No attempt was made by the Commission on Higher Education to modify, change, or exclude any school district or high school, except for information from districts or schools enrolling fewer than 25 students, which was excluded from this report to protect the identities of students from those institutions.



Colorado Commission on Higher Education

Financial Aid Presentation





At its September 2005 meeting, the Commission heard from state and national experts on financial aid. The Commission identified five issues to study further:

1. Are the state's goals and each individual institution's financial aid policies aligned so that they are explicit, measurable and maximize successful post-secondary participation for Colorado residents?



Commission Issues

2. Should state financial aid dollars be targeted first toward high-need, highly qualified students to ensure that no academically qualified, low-income Colorado resident who wants to participate in post-secondary education is denied that opportunity due to financial barriers?



Commission Issues (Continued)

3. Does the state financial aid program reinforce the objectives of the College Opportunity Fund and College in Colorado initiatives? Does it reduce the perceived financial barriers to higher education and bring more under-represented students (and their parents) into the college information loop? Is state-provided financial aid high enough so under-represented students will know college is affordable and financial aid will be available if they transfer to another public institution?



Commission Issues (Con't)

4. To maximize the amount of funding that goes to directly aid students, does Colorado's financial aid system ensure it achieves the highest operational efficiency and effectiveness possible?
5. Is at least a portion of financial aid dollars used in ways to encourage the retention and graduation of students, particularly under-represented students? Reason: it is not enough merely to enroll students in college; it is degree completion that matters most to their long-term success.



Policy Review Impetus

This is the first comprehensive review of financial aid policies in Colorado for at least a decade or more. This review is being done now for three primary reason:

1. Higher education financing in Colorado has entered a new era with the advent of the College Opportunity Fund (COF) stipend and fee-for-service contract programs. Colorado's state financial aid programs must reinforce the goals of COF, including the provision requiring institutions to use 20% of any new funds generated from tuition for financial aid.



Policy Review Impetus (Con't)

2. Through its College in Colorado (CiC) initiative, the Commission is working to eliminate the Colorado Paradox by increasing the number of Colorado students who enroll in and graduate from a post-secondary institution. CiC is working to reduce the three main barriers to college: lack of information about how to enroll in college; lack of academic preparation; and, perceived and/or real lack of financial resources. The state's financial aid policies can play a vital role in reducing these barriers.



Policy Review Impetus (Con't)

3. In recent years, federal needs-based Pell grant funding has not increased significantly, Colorado's public colleges and universities have raised tuition substantially, and total state financial aid funding has decreased per student. Last year, the legislature, with no public debate, eliminated state funding for merit aid. All this has made ensuring the most effective use of state financial aid dollars critically important.



How Are Schools Awarding Aid?

- There is an immense variety among institutions in policies and in who sets policies regarding funding – governing boards are rarely involved
- Caps are placed on grants to allow more students to be served—they are lower than state policy allows
- There is an unspoken agreement that providing some aid to the largest number of students is the most effective way to spend state aid
- “Packaging” is often most advantageous to students who apply first
- Schools do not typically award for more than one year
- State-funded grants (with the exception of GOS) are not automatically renewed even if eligibility criteria is met
- State-funded grants do not transfer between public institutions
- There are few programs linking achievement and need



Sources of Financial Aid Colorado Provides

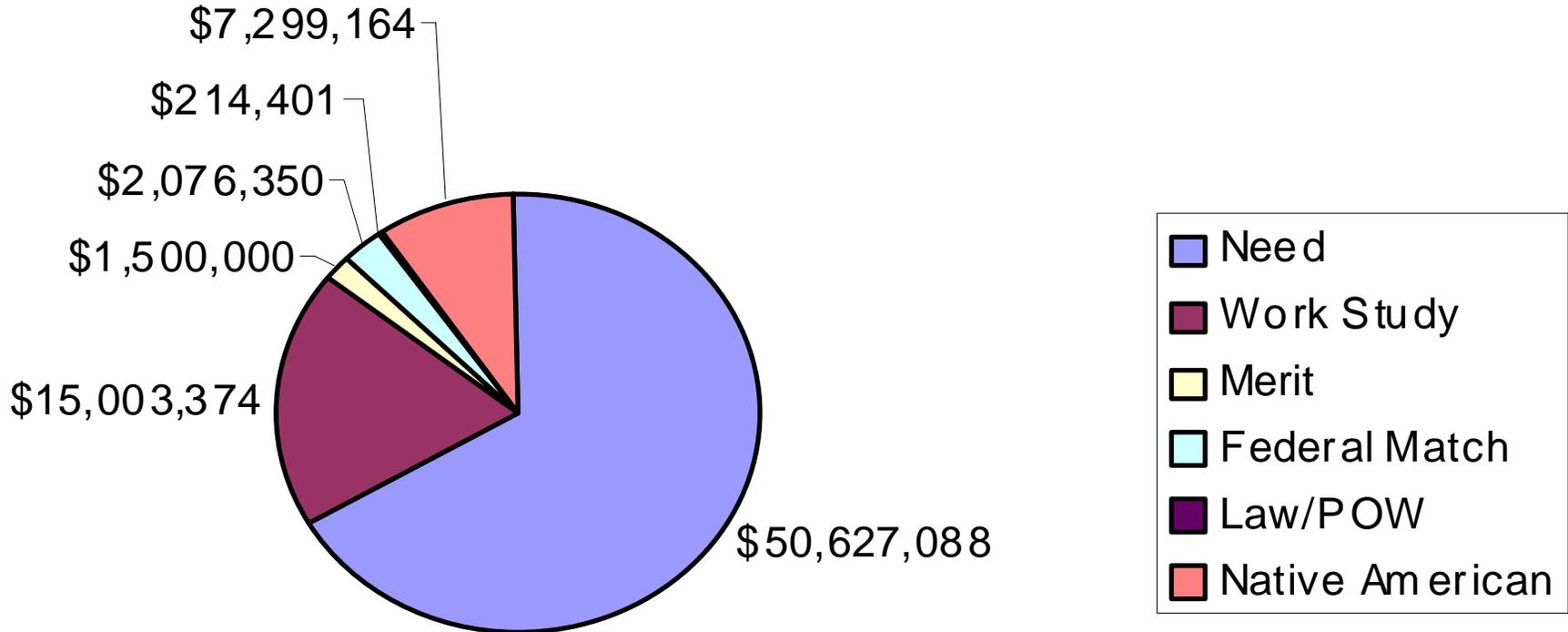
The State appropriated \$76,720,377 in state-funded student financial assistance for FY 2006, down from \$91,020,000 in 2003

Colorado has 126,000 full-time resident students eligible for COF:

- 36,298 students received state-funded financial aid in 2005, averaging \$2,153 per student – including all schools participating
- There are 70,583 Colorado students eligible for the Commission's Level 1 need-based aid at public institutions
- 44,278 of those students receive no state aid; of the lowest income students (Pell eligible), 24,912 receive no state aid

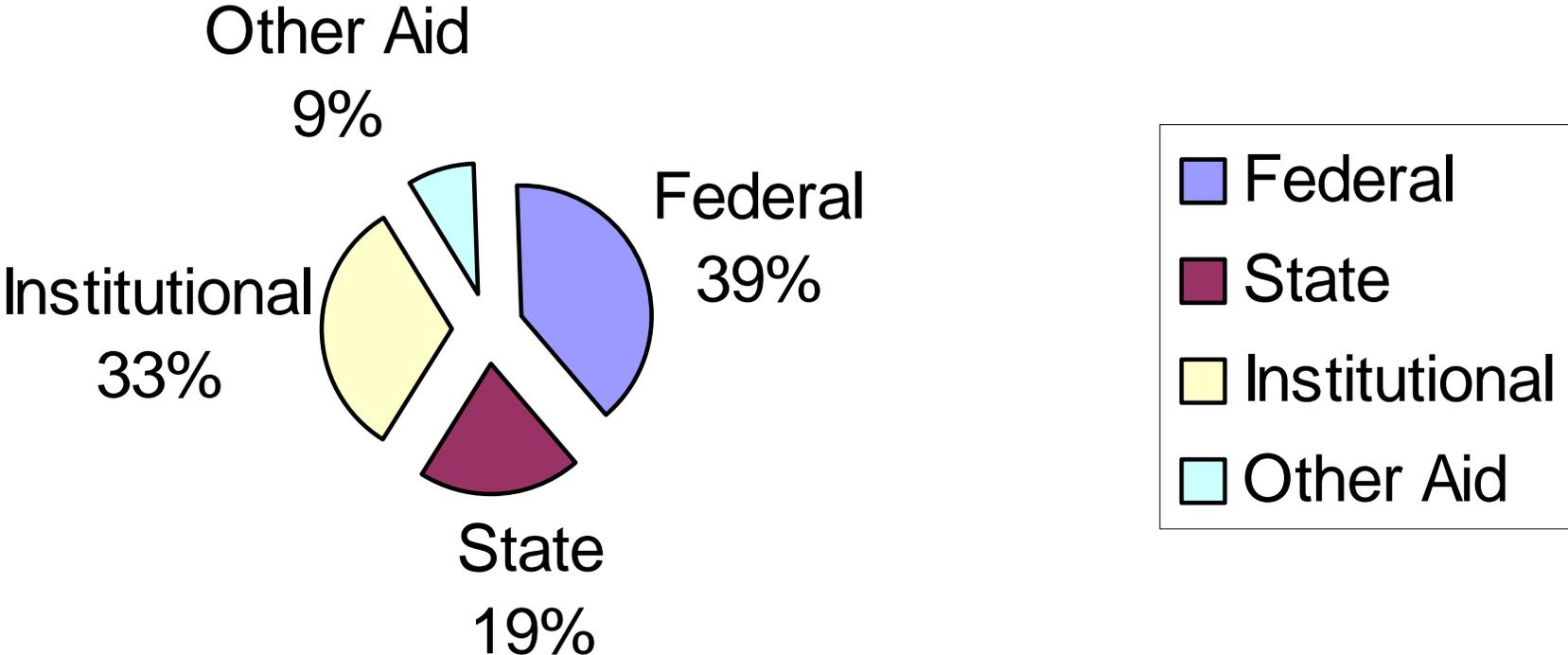
In 2006, state aid contains the following components

2005-2006 State-Funded Student Aid



Types of aid students generally receive to offset their need

Total Aid By Category





Commission Policies on State-Funded Student Aid

Need is determined by the simple formula:

$$[\text{Cost of Attendance}] - [\text{Estimated Family Contribution}] = [\text{Need}]$$

The federal Pell grant formula determines the Estimated Family Contribution (EFC), the amount the family is expected to contribute before any aid (including low interest subsidized federal loans) can be offered. Federal PLUS loans can be used to offset the family's contribution.



Types of State Aid

Colorado Student Grant is for Colorado students enrolled in an approved certificate or degree program who are Colorado residents and enrolled at least half time. The maximum grant size is \$5,000 per year. Priority is given to students whose Estimated Family Contribution (EFC) is 150% or less for Pell eligibility; adjusted gross income for those students averages \$29,700 statewide.

Colorado Graduate Grant funds graduate students enrolled in an approved degree program who are Colorado residents and enrolled at least half time with documented need. The maximum grant is \$5,000 plus tuition.



Types of State Aid

Colorado Leveraging Educational Assistance Partnership Program (CLEAP) is a federal/state partnership to stimulate expansion of grant assistance to undergraduate students with substantial financial need.

Supplemental Leveraging Educational Assistance Partnership Program (SLEAP) provides a maximum of \$5,000 per year to undergraduate or post baccalaureate students who are enrolled in teacher education. First priority must go to students in their student teaching semester. After those students are awarded, funds can go to enrolled teacher education students.



Types of State Aid

Governor's Opportunity Scholarship Program recipients receive full funding for their educational costs. Students must have high financial need as documented by an Expected Family Contribution (EFC) of "0" or a Parental Contribution (PC) of "0" from the FAFSA federal need analysis. Their package includes grant and work-study funding and cannot exceed the cost of attendance. Except in special circumstances, students cannot receive loans.

College in Colorado Scholarship will provide up to \$1,500 to cover unmet need (after all other aid and student loans are taken into account) for Pell and COF eligible students who successfully complete a pre-collegiate curriculum in high school. First awards to be given in 2008.



Types of State Aid

Colorado Work-Study funds may be used to provide student employment at (i) the institution, (ii) off campus at a non-profit organization, and (iii) off campus at a for profit organization. Seventy percent of an institution's work study allocation must be used for students with documented need.

Categorical Grants include Native American Tuition Assistance at Fort Lewis College and Loan Match.



Types of State Aid

Colorado Centennial Scholar awards are competitive, merit-based awards students must qualify for each year. To be eligible for an award the student must demonstrate academic excellence by achieving a 3.75 GPA at the time of award and maintaining at least a 3.5 cumulative college GPA. This aid is used to keep Colorado's brightest students in the state as well as to reward high achieving students. Merit aid has declined to \$1.5M available state-wide. In 2005, almost 50% of all merit recipients fell within Level 1 need requirements.



Sources of Financial Aid

Charts 1 and 2 illustrate the sources of financial aid distributed to Colorado students in FY2004 and FY2005.

In both years, the dependence on federal loans accounts for more than half of the total assistance, but decreased from 61% in FY2004 to 52% in FY2005.

For 2005, appropriated state financial aid increased by 1%, while other aid, which consists of employer aid, private scholarships and foundation aid, also decreased as a share of overall aid awarded to Colorado students.

The largest increase came in institutional aid that grew from 11% to 20%; a part of that increase shows as a change of reporting requirements by the Commission. State aid as a share of all sources of financial aid declined from 8% in 2003 to 7% in 2004.

Chart 1: FY 2004 Sources of Student Financial Assistance

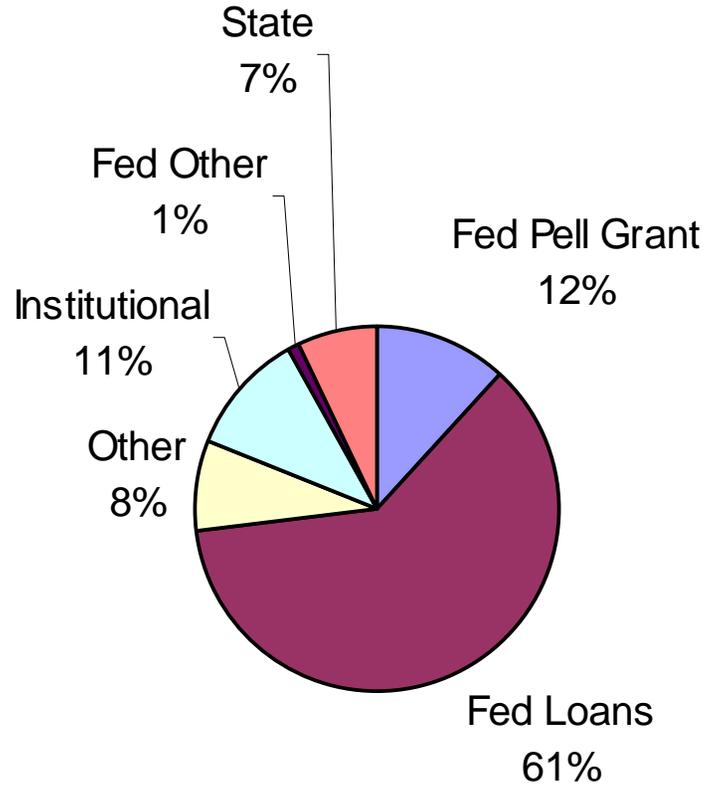
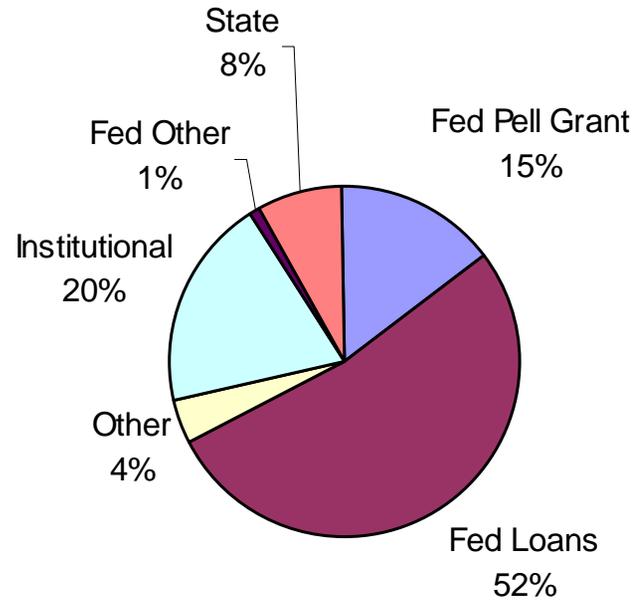


Chart 2: FY 2005 Sources of Student Financial Assistance



At the national level, according to the College Board's publication, *Trends in Student Aid 2005*, Pell as a source of funding for students increased 3% in 2004-05, after growing in the previous three years at an annual rate of about 8%. The publication also concludes that grants also continue to grow at a faster rate than borrowing for most students.

Sources of Financial Aid

Total financial aid expenditures for Colorado, a calculation that includes federal financial aid sources, institutional aid, state aid and private financial aid resources increased 57% from 2000 to 2005. The increasing pool reflects an increase in the Pell grant maximums and shows a 67% increase for Colorado students in relying on federal student loans. During this period, non-loan federal aid increased 3%. Other resources, which include employer tuition reimbursements, increased only 4%, reflecting significant decreases reported by institutions in this financial aid resource category in 2005.

Table 3: Total Expenditures on Student Financial Aid

Fiscal Year	Federal Pell Grant	Federal Loans	Federal Other	State	Institutional	Other	Total
2000	80,311,443	490,127,953	31,735,215	70,927,494	123,412,931	40,855,768	837,370,804
2001	90,902,507	529,211,031	32,446,997	78,384,486	122,568,334	52,510,244	906,023,599
2002	103,298,385	520,756,694	32,015,464	86,274,653	134,543,758	59,676,273	936,565,227
2003	126,585,894	634,957,192	33,108,532	92,750,785	148,408,762	75,402,858	1,111,214,023
2004	143,906,521	735,276,655	32,178,873	80,968,637	137,255,420	65,928,279	1,195,514,385
2005	151,545,541	817,466,069	32,658,968	78,152,438	194,265,627	42,430,273	1,316,518,916
% Change 00	89%	67%	3%	10%	57%	4%	57%

Cost of Attendance by Type of Institution

Research Institution 04-05				
COST OF ATTENDING	CSM	CSU	CU-B	UNC
Tuition and Fees	\$7,082	\$3,790	\$4,341	\$3,370
Room and Board	\$6,448	\$6,506	\$7,564	\$5,954
All Other/Books Supplies	\$1,698	\$1,698	\$1,698	\$1,698
Total	\$15,228	\$11,994	\$13,603	\$11,022

** Tuition and Fees based on 15 Credit Hours

Four-Year Institution 04-05								
COST OF ATTENDING	ASC	CSU-P	FLC	MSC	MSCD	UCCS	UCD	WSC
Tuition and Fees	\$2,603	\$3,220	\$3,060	\$2,724	\$2,781	\$4,313	\$3,978	\$2,761
Room and Board	\$5,760	\$5,912	\$5,894	\$6,501	\$7,236	\$5,998	\$7,236	\$6,705
All Other/Books Supplies	\$1,698	\$1,698	\$1,698	\$1,698	\$1,698	\$1,698	\$1,698	\$1,698
Total	\$10,061	\$10,830	\$10,652	\$10,923	\$11,715	\$12,009	\$12,912	\$11,164

** Tuition and Fees based on 15 Credit Hours

Two-Year Institution 04-05													
COST OF ATTENDING	ACC	CNCC	CCA	CCD	FRCC	LCC	MCC	NEJC	OJC	PPCC	PCC	RRCC	TSJC
Tuition and Fees	\$2,165	\$2,184	\$2,118	\$2,150	\$2,249	\$2,319	\$2,162	\$2,573	\$2,175	\$2,160	\$2,227	\$2,222	\$2,349
Room and Board	\$7,236	\$4,900	\$4,344	\$7,236	\$7,236	\$4,470	\$7,236	\$5,074	\$4,176	\$7,236	\$7,236	\$7,236	\$5,328
All Other/Books Supplies	\$1,698	\$1,698	\$1,698	\$1,698	\$1,698	\$1,698	\$1,698	\$1,698	\$1,698	\$392	\$392	\$392	\$1,698
Total	\$11,099	\$8,782	\$8,160	\$11,084	\$11,183	\$8,487	\$11,096	\$9,345	\$8,049	\$9,788	\$9,855	\$9,850	\$9,375

** Tuition and Fees based on 15 Credit Hours



Financial Aid and Income Paying for COA Using Standardized COA: Income \$1 - \$24,999

4 Year Institutions

Paid by Grants:51.22%

Paid by Income:38.18%

2 Year Institutions

Paid by Grants: 45.96%

Paid by Income:37.71%



Financial Aid and Income Paying for COA Using Standardized COA: Income \$25,000 - \$44,999

4 Year Institutions

Paid by Grants: 35.92%

Paid by Income: 21.05%

2 Year Institutions

Paid by Grants: 34.18%

Paid by Income: 19.44%



Financial Aid and Income Paying for COA Using Standardized COA: Income \$45,000 – \$74,999

4 Year Institutions

Paid by Grants: 22.95%

Paid by Income: 14.79%

2 Year Institutions

Paid by Grants: 21.82%

Paid by Income: 13.15%



Average Student Loans

Student Loans 2004

2 yr Degrees	\$ 9,507
4 yr Degrees	\$17,414

Student Loans 2005

2 yr Degrees	\$ 8,707
4 yr Degrees	\$17,208

Parent (PLUS) Loans 2004

2 yr Degrees	\$ 7,149
4 yr Degrees	\$18,516

Parent (PLUS) Loans 2005

2 yr Degrees	\$ 8,021
4 yr Degrees	\$19,000



What Does It Cost to Administer Financial Aid ?

- 172 FTE state-wide, up from 131 in 2004
- \$8.5 M Personnel Costs
- \$1M non-Personnel Costs



Outsourcing Financial Aid Functions

Institutions across the country are increasingly outsourcing their enrollment management functions, including financial aid administration. Among the services provided by outsourcing firms are:

Enrollment Optimization

- Student financial aid advisement/scheduling
- Answer questions for potential and current students
- Counseling
- Completion of applications

Intake/Processing

- Processing applications
- Providing forms to students
- Document verification
- Entrance interviews
- C-Code documents



Additional Service Outsourcing Provided

Packaging/Certification

- File review and quality assurance
- Packaging
- Awards
- Certification

Disbursement

- Student eligibility reviews
- Scheduling of fund payments/cancellation

Refunds

- Calculating refunds for federal and state aid
- Accounting functions
- Funds disbursement and cancellation



Are State Policies aligned with each institution so they are measurable and maximize post-secondary participation?

- Institutions in Colorado clearly understand and follow Commission goals to focus on need-based students from the lowest income quartile
- Awarding policies vary widely between institutions and are confusing for students and parents and present barriers to the lowest income families



Should state aid funds be targeted first toward high-need, academically qualified residents to ensure no qualified student is denied access for real or perceived financial reasons?

There is no current policy built into financial aid that provides incentives to retain and graduate students; since this is a major goal with the implementation of CiC, it is important to consider options to providing these incentives

There are a variety of options that the Commission should review to determine if the current target group should include the most highly qualified or students that are well prepared.



Does the state financial aid program reinforce the objectives of the COF and CiC initiatives?

- These objectives may be thwarted by First In First Out(FIFO) policies that usually provide lower grant awards for students who are not among the early applicants for aid
- Non-transferability of grants may be a barrier to students who are the target group for the CiC program Annual awarding may also be a barrier for students in the lowest income group who are often the most hesitant to take out loans
- Differing policies among schools on whether loans are front- or back-loaded are confusing and sometimes discouraging to students



Is Colorado operating financial aid in the most efficient and effective manner possible?

- It is difficult to assess the effectiveness of the operations at each institution; \$9.5M is currently spent at public institutions to serve 129,000 students who receive 323,000 federal and/or state grants
- The Commission may want to encourage institutions to examine the efficiency and effectiveness of their operations and seriously consider outsourcing some of all functions



Is at least a portion of financial aid dollars used to encourage retention and graduation of students, especially under-represented students?

- There is no state policy tying allocation of funds to retention and graduation rates



Options

1. Centralize state aid
2. Outsource aid through phased pilot efforts with schools volunteering for that change
3. Provide specific funding amounts for students at each grade level, increasing the amount each year a student is retained
4. Add a retention/graduation policy to current financial aid policies
5. Provide guaranteed funding to need-based students that would add to the COF stipend based upon need and academic preparation/progress
6. Roll the Governor's Opportunity Scholarship Program into need-based aid



Recommendations

- Finalize the work being done on financial aid reform research in partnership with the institutions. Examine each option with use of financial aid data to determine:
 - Administrative feasibility of option
 - Integration of option with larger Commission CiC and COF goals including recruitment, retention and graduation of under represented students
 - Fiscal feasibility of option
 - Usefulness to students and families planning for college
 - Role of private and proprietary schools in policy changes

**TOPIC: FISCAL YEAR 2005-2006 SUPPLEMENTAL AND 2006-2007
DEPARTMENT BUDGET REQUEST REVISIONS**

PREPARED BY: RICHARD SCHWEIGERT

I. SUMMARY

The Commission adopted a budget recommendation for the department at its November, 2006 meeting. The budget that was adopted requested new General Fund money for Mandated Costs, financial aid, base funding, and other items. The amounts are as follows:

BUDGET ITEM	GENERAL FUND REQUEST
Mandated Costs	\$51,690,984
Financial Aid	\$8,739,435
Base Funding for State Colleges	\$3,700,000
Local District Colleges/AVS	\$ 869,583
TOTAL	\$65,000,001

Since the November meeting, the department has obtained further information concerning the budget and gone through a briefing on the department's budget at the Joint Budget Committee (JBC). In addition, the Commission appointed a sub-committee on capital construction projects that has several new recommendations. Based upon these sources of information, staff is recommending that the Commission consider adjusting its original budget submission and readopting a revised budget.

II. BACKGROUND

Mandated Costs

Based upon the JBC briefing, the Mandated Cost model funding splits need to change between stipends and fee-for-service contracts in response to enrollment fluctuations projected by the Joint Budget Committee. Originally, staff recommended the following funding splits:

MANDATED COST FUNDING CATEGORY	\$AMOUNT
Stipends	\$22,621,480
Fee-for-service contracts	\$29,069,503
TOTAL	\$51,690,984

In the Joint Budget Committee briefing, committee staff recommended funding splits based on estimated enrollment fluctuations for FY2006-2007. CCHE staff did not

consider these fluctuations when calculating the original split between these two funding categories. Since the JBC has suggested a different formula, staff recommends that the Commission adjust its funding splits to reflect actual enrollment. These new splits would still increase the stipend from \$2,400 to \$2,580 and provide General Fund money for access initiatives in certain college systems. The new recommended funding split would be as follows:

MANDATED COST FUNDING CATEGORY	\$AMOUNT
Stipends	\$35,576,414
Fee-for-service contracts	\$16,114,570
TOTAL	\$51,690,984

Capital Construction

The Commission also appointed a four-member sub-committee on capital construction. The committee met twice to look at the prioritization of capital projects for the department. At the November 2006, meeting the Commission approved a list of projects that address health, life, and safety issues in buildings on college campuses that was titled "List #1." The sub-committee did reorder the prioritization that was this list. They also recommended the addition of "list #2" which added a number of projects to the department's recommendation for projects to the Capital Development Committee. Attachment A provides information on the sub-committee's actions and includes cash fund and 5-year plan lists which changed because of their actions.

Unfunded Enrollment

Unfunded enrollment is being addressed as a supplemental issue for FY2005-2006. Because there appears to be funding available in the current fiscal year, staff is recommending that the Commission adopt a request for \$74,182,929 to fully fund these costs.

Unfunded enrollment represents the number of students that higher education institutions enrolled from Fiscal Year 2000-2001 to 2004-2005 but did not receive General Funds for from the State. These also correspond to the years in which the department experienced budget reductions. This timeframe is defined in statute and allows the department to ask for funding.

The department has proposed several models to define the amount of money needed to fund this issue. One model was based upon the amount of stipend funding which generated \$50.0m. A second model calculated each institutions unfunded enrollment amount by fiscal year and showed a need of \$71.0m. The department could not get unanimous consent from the institutions for either of the models.

A third model used a different methodology and came up with \$79.0m in need. As part

of a compromise the Community College System office proposed using the funding percentages for each school from the second and third models and splitting the difference in the middle. Below is a summary of the compromise:

Unfunded Enrollment Compromise - December 9, 2005								
Governing Board	Calculation Based on SFTE increase by year X GF/SFTE for Each Year	Percent Distribution	Calculation Based on Unfunded Enrollee Growth	Percent Distribution	Average of Percent Distributions	Distribution Based on Average	Technical Adjustments	Unfunded Enrollment Calculation Total
CU	\$18,509,792	26.0%	\$16,712,263	23.5%	24.8%	\$17,611,028	\$ 1,810,333	\$19,421,361
CSU	\$9,586,045	13.5%	\$8,054,123	11.3%	12.4%	\$8,820,084		\$8,820,084
Adams	\$404,290	0.6%	\$289,901	0.4%	0.5%	\$347,096	\$ 136,653	\$483,749
Mesa	\$2,158,291	3.0%	\$2,036,126	2.9%	3.0%	\$2,097,209	\$ 284,238	\$2,381,447
Metro	\$7,759,522	10.9%	\$9,485,551	13.3%	12.1%	\$8,622,537		\$8,622,537
Western	\$439,338	0.6%	\$386,421	0.5%	0.6%	\$412,880	\$ 125,720	\$538,600
Ft. Lewis	\$237,053	0.3%	\$209,070	0.3%	0.3%	\$223,062		\$223,062
UNC	\$3,098,662	4.4%	\$2,854,328	4.0%	4.2%	\$2,976,495		\$2,976,495
CSM	\$4,174,946	5.9%	\$2,142,537	3.0%	4.4%	\$3,158,742	\$ 743,696	\$3,902,438
CCCS	\$24,714,346	34.8%	\$28,911,965	40.7%	37.7%	\$26,813,156		\$26,813,156
Total	\$71,082,285	100.0%	\$71,082,285	100.0%	100.0%	\$71,082,285	\$ 3,100,640	\$74,182,925

Part of the compromise is to also make some technical adjustments for schools. The University of Colorado received approval in FY2001 to include nursing students at the Health Sciences Center in student FTE funding. This was never done in the CCHE model so it is an add-on amount (\$1.81m).

Several state colleges did not receive their full allocation amount for the split up of the State Colleges system office so that amount is added in (\$546k). The Colorado School of Mines was disproportionately hurt in the compromise taking an almost 25% reduction in funding so they were “held harmless” up to the average of what other schools were reduced. This cost \$743k to raise them up to the hold harmless level.

This compromise represents consensus amongst the schools and CCHE staff. While not everyone is happy with the compromise, it allows every school to receive a substantial amount of new funding. If adopted, the table should represent the official certification by the Commission on the amount of money, and funding split between institutions needed to fully fund this issue.

II. STAFF RECOMMENDATION

Staff recommendation is that the Commission adopts a change in the Mandated Cost model funding split for stipends and fee-for-service as listed above. The Commission adopts the changes in the capital construction prioritization list and the new additions to the list. That the Commission also readopts the cash fund and 5-year plan lists for

capital construction, which changed due to sub-committee actions on the capital, lists #1 and #2. And, that the Commission endorse the supplemental and the model used to calculate unfunded enrollment at \$74,182,925 as the official position of the Commission on this issue and recommend that the amount of funding and distribution of funds for each institution as reflected in the model listed above.

ATTACHMENT A

**Capital Construction List #1 and #2 Recommendations and
Revised Cash Fund and 5-Year Capital lists.**

Colorado Commission on Higher Education
New and Continuing State Funded Capital Projects FY 2006/2007
Priority List # 1 - Health and Life Safety Projects

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Trustees of Colorado School of Mines								
<i>Colorado School of Mines</i>								
Green Center Decontamination Phases 1,2,3 &4 (CTLM Addition) FY 06-07 - Phase 4	CCFE	\$9,448,511	\$7,897,514	\$1,550,997	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority #1	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$9,448,511	\$7,897,514	\$1,550,997	\$0	\$0	\$0	\$0
Board of Governors Colorado State University								
<i>Colorado State University - Pueblo</i>								
H.P.E.R. Building Remodel - August 2007	CCFE	\$11,214,498	\$3,275,600	\$7,050,998	\$887,900	\$0	\$0	\$0
Campus Priority #1	CFE	\$1,500,352	\$0	\$1,500,352	\$0	\$0	\$0	\$0
CCHE Priority #2	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,714,850	\$3,275,600	\$8,551,350	\$887,900	\$0	\$0	\$0
Board of Regents University of Colorado								
<i>University of Colorado - Colorado Springs</i>								
Dwire Hall and Technology Upgrade	CCFE	\$5,000,000	\$1,500,000	\$3,500,000	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$5,000,000	\$1,500,000	\$3,500,000	\$0	\$0	\$0	\$0
CCHE Priority #3	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$10,000,000	\$3,000,000	\$7,000,000	\$0	\$0	\$0	\$0
Board of Governors Colorado State University								
<i>Colorado State University</i>								
Veterinary Teaching Hospital Mechanical & Fire Sprinklers Building Renewal	CCFE	\$3,225,172	\$0	\$3,225,172	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$652,599	\$652,599	\$0	\$0	\$0	\$0	\$0
CCHE Priority #4	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,877,771	\$652,599	\$3,225,172	\$0	\$0	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Board of Regents University of Colorado								
<i>University of Colorado - Boulder</i>								
Visual Arts Complex	CCFE	\$16,585,000	\$0	\$2,236,422	\$14,348,578	\$0	\$0	\$0
Campus Priority #1	CFE	\$36,575,000	\$0	\$4,931,994	\$31,643,006	\$0	\$0	\$0
CCHE Priority #5	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$53,160,000	\$0	\$7,168,416	\$45,991,584	\$0	\$0	\$0
Cumbres & Toltec Scenic Railroad Commission								
Project Track Rehab	CCFE	\$6,750,000	\$0	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000
Priority #1	CFE	\$6,750,000	\$0	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000
CCHE Priority #6	CF	\$2,600,000	\$0	\$1,300,000	\$1,300,000	\$0	\$0	\$0
	FF	\$3,900,000	\$0	\$0	\$0	\$1,300,000	\$1,300,000	\$1,300,000
	TF	\$20,000,000	\$0	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000
Board of Regents University of Colorado								
<i>University of Colorado - Boulder</i>								
Ekeley Renovation	CCFE	\$12,554,997	\$0	\$2,411,049	\$10,143,948	\$0	\$0	\$0
Campus Priority #2	CFE	\$1,395,003	\$0	\$267,895	\$1,127,108	\$0	\$0	\$0
CCHE Priority #7	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$13,950,000	\$0	\$2,678,944	\$11,271,056	\$0	\$0	\$0
Colorado Community College System								
<i>Northeastern Junior College</i>								
Telecom (Voice over IP)	CCFE	\$499,670	\$0	\$499,670	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority #8	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$499,670	\$0	\$499,670	\$0	\$0	\$0	\$0
Colorado Community College System								
<i>Otero Junior College</i>								
OJC Telephony Request	CCFE	\$483,662	\$0	\$483,662	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority #9	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$483,662	\$0	\$483,662	\$0	\$0	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Colorado Community College System								
<i>Lamar Community College</i>								
	CCFE	\$1,555,746	\$0	\$178,380	\$1,377,366	\$0	\$0	\$0
Horse Training Management Facilities Remodel 2008	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #1	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority #10	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,555,746	\$0	\$178,380	\$1,377,366	\$0	\$0	\$0
Trustees of Fort Lewis College								
<i>Fort Lewis College</i>								
Berndt Hall Reconstruction Bio/Ag/Forestry	CCFE	\$10,614,322	\$851,668	\$9,222,270	\$540,384	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority #11	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$10,614,322	\$851,668	\$9,222,270	\$540,384	\$0	\$0	\$0
Board of Governors Colorado State University								
<i>Colorado State University</i>								
Diagnostic Medicine Center	CCFE	\$35,077,049	\$0	\$3,500,000	\$19,420,741	\$12,156,308	\$0	\$0
Campus Priority #4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority #12	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$35,077,049	\$0	\$3,500,000	\$19,420,741	\$12,156,308	\$0	\$0
Auraria Higher Education Center								
Science Building Addition/Renovation	CCFE	\$65,438,538	\$0	\$7,704,899	\$24,605,426	\$24,605,426	\$8,522,787	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority #13	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$65,438,538	\$0	\$7,704,899	\$24,605,426	\$24,605,426	\$8,522,787	\$0
Board of Regents University of Colorado								
Ketchum Arts & Sciences Capital Renewal	CCFE	\$8,333,406	\$0	\$930,531	\$7,402,875	\$0	\$0	\$0
Campus Priority #3	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority #14	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,333,406	\$0	\$930,531	\$7,402,875	\$0	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Trustees of Adams State College								
<i>Adams State College</i>								
Plachy Renovation and Addition	CCFE	\$9,722,438	\$0	\$4,999,974	\$4,722,464	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority #15	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$9,722,438	\$0	\$4,999,974	\$4,722,464	\$0	\$0	\$0

CCHE Health and Life Safety Projects Total	CCFE	\$196,503,009	\$13,524,782	\$48,844,024	\$84,799,682	\$38,111,734	\$9,872,787	\$1,350,000
	CFE	\$51,872,954	\$2,152,599	\$11,550,241	\$34,120,114	\$1,350,000	\$1,350,000	\$1,350,000
	CF	\$2,600,000	\$0	\$1,300,000	\$1,300,000	\$0	\$0	\$0
	FF	\$3,900,000	\$0	\$0	\$0	\$1,300,000	\$1,300,000	\$1,300,000
	TF	\$254,875,963	\$15,677,381	\$61,694,265	\$120,219,796	\$40,761,734	\$12,522,787	\$4,000,000

Priority List # 2 Enhance Services and Programs

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Auraria Higher Education Center								
Arts Building	CCFE	\$9,841,555	\$334,385	\$6,874,504	\$2,632,666	\$0	\$0	\$0
Campus Priority # 3	CFE	\$30,982	\$30,982	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 16	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$9,872,537	\$365,367	\$6,874,504	\$2,632,666	\$0	\$0	\$0

Board of Governors Colorado State University								
Colorado State University								
San Luis Valley Research Center Improvements	CCFE	\$1,816,632	\$1,201,026	\$615,606	\$0	\$0	\$0	\$0
Campus Priority # 3	CFE	\$136,116	\$136,116	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 17	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,952,748	\$1,337,142	\$615,606	\$0	\$0	\$0	\$0

Colorado Colorado Community College System								
Pikes Peak Community College								
Phase II - Breckenridge and Physical Plant	CCFE	\$13,447,361	\$0	\$1,592,004	\$5,896,844	\$5,958,513	\$0	\$0
Campus Priority # 1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 18	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$13,447,361	\$0	\$1,592,004	\$5,896,844	\$5,958,513	\$0	\$0

Colorado Community College System								
Northeastern Junior College								
ES French Renovation	CCFE	\$7,589,538	\$0	\$914,302	\$6,180,236	\$495,000	\$0	\$0
Campus Priority # 2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 19	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$7,589,538	\$0	\$914,302	\$6,180,236	\$495,000	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Colorado Community College System								
Pueblo Community College								
Academic Building - Learning Center Est. completion Jan '08	CCFE	\$2,399,295	\$0	\$2,399,295	\$0	\$0	\$0	\$0
Campus Priority # 1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 20	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,399,295	\$0	\$2,399,295	\$0	\$0	\$0	\$0
Trustees of Mesa State College								
Mesa State College								
Business Building	CCFE	\$13,655,651	\$0	\$13,655,651	\$0	\$0	\$0	\$0
Campus Priority # 3	CFE	\$1,150,000	\$1,150,000	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 21	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$14,805,651	\$1,150,000	\$13,655,651	\$0	\$0	\$0	\$0
Board of Regents University of Colorado								
University of Colorado Boulder								
Hellems Arts & Sciences Capital Renewal	CCFE	\$14,336,068	\$0	\$1,420,078	\$12,915,990	\$0	\$0	\$0
Campus Priority # 4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 22	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$14,336,068	\$0	\$1,420,078	\$12,915,990	\$0	\$0	\$0
Board of Governors Colorado State University								
Colorado State University								
Clark Building Renewal	CCFE	\$6,000,000	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$0	\$0
Campus Priority # 8	CFE	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$0	\$0
CCHE Priority # 23	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,000,000	\$0	\$4,000,000	\$2,000,000	\$2,000,000	\$0	\$0
Trustees of Western State College								
Western State College								
Kelley Hall Renovation	CCFE	\$4,144,342	\$0	\$349,133	\$3,795,209	\$0	\$0	\$0
Campus Priority # 1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 24	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,144,342	\$0	\$349,133	\$3,795,209	\$0	\$0	\$0
Trustees of Colorado School of Mines								
Colorado School of Mines								
Green Center Improvements	CCFE	\$3,397,375	\$0	\$3,397,375	\$0	\$0	\$0	\$0
Campus Priority # 2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 25	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,397,375	\$0	\$3,397,375	\$0	\$0	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Trustees of Western State College								
Western State College								
WSC Information Technology Infrastructure Improvement Project	CCFE	\$3,044,322	\$0	\$375,665	\$1,241,197	\$1,427,460	\$0	\$0
Campus Priority # 2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 26	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,044,322	\$0	\$375,665	\$1,241,197	\$1,427,460	\$0	\$0
Auraria Higher Education Center								
South Classroom Addition/Renovation	CCFE	\$29,407,125	\$0	\$3,417,250	\$10,275,000	\$10,275,000	\$5,439,875	\$0
Campus Priority # 2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CCHE Priority # 27	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$29,407,125	\$0	\$3,417,250	\$10,275,000	\$10,275,000	\$5,439,875	\$0
CCHE Enhance Services and Programs Projects Total								
	CCFE	\$109,079,264	\$1,535,411	\$37,010,863	\$44,937,142	\$20,155,973	\$5,439,875	\$0
	CFE	\$3,317,098	\$1,317,098	\$2,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$112,396,362	\$2,852,509	\$39,010,863	\$44,937,142	\$20,155,973	\$5,439,875	\$0
CCHE Grand Total								
	CCFE	\$305,582,273	\$15,060,193	\$85,854,887	\$129,736,824	\$58,267,707	\$15,312,662	\$1,350,000
	CFE	\$55,190,052	\$3,469,697	\$13,550,241	\$34,120,114	\$1,350,000	\$1,350,000	\$1,350,000
	CF	\$2,600,000	\$0	\$1,300,000	\$1,300,000	\$0	\$0	\$0
	FF	\$3,900,000	\$0	\$0	\$0	\$1,300,000	\$1,300,000	\$1,300,000
	TF	\$367,272,325	\$18,529,890	\$100,705,128	\$165,156,938	\$60,917,707	\$17,962,662	\$4,000,000

Colorado Commission on Higher Education
Cash Funded & 202 Capital Projects FY 2006/2007

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Board of Governors of Colorado State University								
<i>Colorado State University</i>								
University Center for the Arts	CCFE	\$699,844	\$699,844	\$0	\$0	\$0	\$0	\$0
Campus Priority #2	CFE	\$6,239,861	\$4,920,000	\$1,319,861	\$0	\$0	\$0	\$0
	CF	\$22,674,569	\$1,376,589	\$21,297,980	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$29,614,274	\$6,996,433	\$22,617,841	\$0	\$0	\$0	\$0
CETT Improvements at Foothills Campus	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #5	CFE	\$6,052,619	\$0	\$6,052,619	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$6,052,619	\$0	\$6,052,619	\$0	\$0	\$0	\$0
Atmospheric Science Building (MMAP)	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #6	CFE	\$5,000,000	\$0	\$5,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$5,000,000	\$0	\$5,000,000	\$0	\$0	\$0	\$0
Food Amino Hospital - Veterinary Medical Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #7	CFE	\$13,029,000	\$0	\$13,029,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$13,029,000	\$0	\$13,029,000	\$0	\$0	\$0	\$0
ISTec Facility - Information Science & Technology	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #9	CFE	\$12,000,000	\$0	\$12,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,000,000	\$0	\$12,000,000	\$0	\$0	\$0	\$0
Trustees of Mesa State College								
Campus Services Building	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$2,567,775	\$0	\$2,567,775	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,567,775	\$0	\$2,567,775	\$0	\$0	\$0	\$0
Trustees of University of Northern Colorado								
Parking Improvements Est. Completion Date 12/07	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #3	CFE	\$4,000,000	\$0	\$4,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,000,000	\$0	\$4,000,000	\$0	\$0	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Faculty Apartments 4 Renovation Est. Completion	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Date: 8/06	CFE	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$0	\$0
Campus Priority #4	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$0	\$0
Colorado Historical Society								
CHS Regional Museums (C) ongoing	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$3,472,000	\$562,000	\$550,000	\$560,000	\$575,000	\$600,000	\$625,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,472,000	\$562,000	\$550,000	\$560,000	\$575,000	\$600,000	\$625,000
Higher Education Total								
	CCFE	\$699,857	\$699,844	\$0	\$0	\$13	\$0	\$0
	CFE	\$54,361,255	\$5,482,000	\$46,519,255	\$560,000	\$575,000	\$600,000	\$625,000
	CF	\$22,674,584	\$1,376,589	\$21,297,980	\$0	\$0	\$0	\$15
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$77,735,696	\$7,558,433	\$67,817,235	\$560,000	\$575,013	\$600,000	\$625,015

19-Dec-05

Colorado Commission on Higher Education
Five-Year Capital Improvements Program 2006-2011

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Auraria Higher Education Center								
Science Building Addition/Renovation	CCFE	\$65,438,538	\$0	\$7,704,899	\$24,605,426	\$24,605,426	\$8,522,787	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$65,438,538	\$0	\$7,704,899	\$24,605,426	\$24,605,426	\$8,522,787	\$0
South Classroom Addition/Renovation	CCFE	\$29,407,125	\$0	\$3,417,250	\$10,275,000	\$10,275,000	\$5,439,875	\$0
Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$29,407,125	\$0	\$3,417,250	\$10,275,000	\$10,275,000	\$5,439,875	\$0
Arts Building	CCFE	\$9,841,555	\$334,385	\$6,874,504	\$2,632,666	\$0	\$0	\$0
Campus Priority #3	CFE	\$30,982	\$30,982	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$9,872,537	\$365,367	\$6,874,504	\$2,632,666	\$0	\$0	\$0
Auraria Higher Education Center Total	CCFE	\$104,687,218	\$334,385	\$17,996,653	\$37,513,092	\$34,880,426	\$13,962,662	\$0
	CFE	\$30,982	\$30,982	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$104,718,200	\$365,367	\$17,996,653	\$37,513,092	\$34,880,426	\$13,962,662	\$0
Trustees of Adams State College								
Plachy Renovation and Addition	CCFE	\$9,722,438	\$0	\$4,999,974	\$4,722,464	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$9,722,438	\$0	\$4,999,974	\$4,722,464	\$0	\$0	\$0
Demo Public Safety, Radio Station, and Casa del	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sol 4 Plex to a Parking lot	CFE	\$281,766	\$0	\$0	\$281,766	\$0	\$0	\$0
Campus Priority #2	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$281,766	\$0	\$0	\$281,766	\$0	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Richardson Hall Renovation	CCFE	\$10,000,000	\$0	\$0	\$1,000,000	\$4,500,000	\$4,500,000	\$0
Campus Priority #3	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$10,000,000	\$0	\$0	\$1,000,000	\$4,500,000	\$4,500,000	\$0
Music Building Remodel	CCFE	\$4,000,000	\$0	\$0	\$0	\$0	\$4,000,000	\$0
Campus Priority #4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,000,000	\$0	\$0	\$0	\$0	\$4,000,000	\$0
E.S. Building Program Reallocation and Life Safety Upgrades	CCFE	\$8,000,000	\$0	\$0	\$0	\$0	\$0	\$8,000,000
Campus Priority #5	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,000,000	\$0	\$0	\$0	\$0	\$0	\$8,000,000
Day Care Replacement	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #6	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$98,000	\$0	\$0	\$98,000	\$0	\$0	\$0
	FF	\$400,000	\$0	\$0	\$400,000	\$0	\$0	\$0
	TF	\$498,000	\$0	\$0	\$498,000	\$0	\$0	\$0
Adams State College Total	CCFE	\$31,722,438	\$0	\$4,999,974	\$5,722,464	\$4,500,000	\$8,500,000	\$8,000,000
	CFE	\$281,766	\$0	\$0	\$281,766	\$0	\$0	\$0
	CF	\$98,000	\$0	\$0	\$98,000	\$0	\$0	\$0
	FF	\$400,000	\$0	\$0	\$400,000	\$0	\$0	\$0
	TF	\$32,502,204	\$0	\$4,999,974	\$6,502,230	\$4,500,000	\$8,500,000	\$8,000,000
Colorado Community College System								
<i>Arapahoe Community College</i>								
Health Occ And Science Tech Enhancements	CCFE	\$598,406	\$0	\$0	\$598,406	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #1	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$598,406	\$0	\$0	\$598,406	\$0	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Renovation of 2nd Floor Annex--Health Occ	CCFE	\$6,225,494	\$0	\$0	\$875,546	\$4,383,400	\$966,548	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #2	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$6,225,494	\$0	\$0	\$875,546	\$4,383,400	\$966,548	\$0
Main Building-3rd Floor--Remodel of Science Area	CCFE	\$4,212,229	\$0	\$0	\$4,212,229	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #3	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,212,229	\$0	\$0	\$4,212,229	\$0	\$0	\$0
Main Building-2nd Floor Remodel Student Campus Priority #4	CCFE	\$4,272,709	\$0	\$0	\$4,272,709	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,272,709	\$0	\$0	\$4,272,709	\$0	\$0	\$0
Renovation and addition to Physical Plant (S. Bldg.)	CCFE	\$4,377,061	\$0	\$0	\$4,377,061	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #5	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,377,061	\$0	\$0	\$4,377,061	\$0	\$0	\$0
Student Union	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #6	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$3,077,456	\$0	\$0	\$3,077,456	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,077,456	\$0	\$0	\$3,077,456	\$0	\$0	\$0
Physical Education--Wellness/Rec Center	CCFE	\$3,071,250	\$0	\$0	\$3,071,250	\$0	\$0	\$0
Campus Priority #7	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,071,250	\$0	\$0	\$3,071,250	\$0	\$0	\$0
Arapahoe Community College Total	CCFE	\$22,757,149	\$0	\$0	\$17,407,201	\$4,383,400	\$966,548	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$3,077,456	\$0	\$0	\$3,077,456	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$25,834,605	\$0	\$0	\$20,484,657	\$4,383,400	\$966,548	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Colorado Northwest CC								
Technology Infrastructure	CCFE	\$377,531	\$0	\$0	\$377,531	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$377,531	\$0	\$0	\$377,531	\$0	\$0	\$0
Rector Building Renovation	CCFE	\$1,692,938	\$0	\$0	\$0	\$169,294	\$927,528	\$596,116
Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,692,938	\$0	\$0	\$0	\$169,294	\$927,528	\$596,116
Colorado Northwest CC Total								
	CCFE	\$2,070,469	\$0	\$0	\$377,531	\$169,294	\$927,528	\$596,116
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,070,469	\$0	\$0	\$377,531	\$169,294	\$927,528	\$596,116
Community College of Aurora								
Maintenance Facility	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$116,051	\$0	\$116,051	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$116,051	\$0	\$116,051	\$0	\$0	\$0	\$0
Community College of Aurora Total								
	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$116,051	\$0	\$116,051	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$116,051	\$0	\$116,051	\$0	\$0	\$0	\$0
Front Range Community College								
LCIP-1/Challenger Point Addition - Larimer	CCFE	\$4,039,000	\$0	\$0	\$453,000	\$3,048,000	\$538,000	\$0
Campus	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #1	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,039,000	\$0	\$0	\$453,000	\$3,048,000	\$538,000	\$0
CIP-1/Campus Renovation - Westminster	CCFE	\$4,800,000	\$0	\$0	\$0	\$480,000	\$3,552,000	\$768,000
Campus	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #2	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
TF	\$4,800,000	\$0	\$0	\$0	\$480,000	\$3,552,000	\$768,000

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Front Range Community College Total	CCFE	\$8,839,000	\$0	\$0	\$453,000	\$3,528,000	\$4,090,000	\$768,000
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,839,000	\$0	\$0	\$453,000	\$3,528,000	\$4,090,000	\$768,000
<i>Lamar Community College</i>								
Horse Training Management Facilities Remodel 2008 Campus Priority #1	CCFE	\$1,555,746	\$0	\$178,380	\$1,377,366	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,555,746	\$0	\$178,380	\$1,377,366	\$0	\$0	\$0
Lamar Community College Total	CCFE	\$1,555,746	\$0	\$178,380	\$1,377,366	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,555,746	\$0	\$178,380	\$1,377,366	\$0	\$0	\$0
<i>Morgan Community College</i>								
Info Tech & Connectivity Campus Wide Campus Priority #1	CCFE	\$1,290,300	\$244,045	\$0	\$1,046,255	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,290,300	\$244,045	\$0	\$1,046,255	\$0	\$0	\$0
Expansion of Cottonwood Hall Campus Wide Campus Priority #2	CCFE	\$2,880,000	\$0	\$0	\$280,000	\$2,600,000	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,880,000	\$0	\$0	\$280,000	\$2,600,000	\$0	\$0
Spruce Hall Expansion Campus Wide Campus Priority #3	CCFE	\$1,990,000	\$0	\$0	\$0	\$0	\$190,000	\$1,800,000
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,990,000	\$0	\$0	\$0	\$0	\$190,000	\$1,800,000

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Morgan Community College Total	CCFE	\$6,160,300	\$244,045	\$0	\$1,326,255	\$2,600,000	\$190,000	\$1,800,000
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$6,160,300	\$244,045	\$0	\$1,326,255	\$2,600,000	\$190,000	\$1,800,000
<i>Northeastern Junior College</i>								
Telecom (Voice over IP)	CCFE	\$499,670	\$0	\$499,670	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$499,670	\$0	\$499,670	\$0	\$0	\$0	\$0
ES French Renovation	CCFE	\$7,589,538	\$0	\$914,302	\$6,180,236	\$495,000	\$0	\$0
Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$7,589,538	\$0	\$914,302	\$6,180,236	\$495,000	\$0	\$0
Agriculture Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #3	CFE	\$355,000	\$0	\$355,000	\$0	\$0	\$0	\$0
	CF	\$70,000	\$0	\$70,000	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$425,000	\$0	\$425,000	\$0	\$0	\$0	\$0
College Entrance	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$154,350	\$0	\$154,350	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$154,350	\$0	\$154,350	\$0	\$0	\$0	\$0
Athletic Complex	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #5	CFE	\$1,500,000	\$0	\$0	\$1,500,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,500,000	\$0	\$0	\$1,500,000	\$0	\$0	\$0
Maintenance Building	CCFE	\$412,000	\$0	\$0	\$412,000	\$0	\$0	\$0
Campus Priority #6	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$412,000	\$0	\$0	\$412,000	\$0	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Beede Hamil Renovation	CCFE	\$412,000	\$0	\$0	\$0	\$412,000	\$0	\$0
Campus Priority #7	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$412,000	\$0	\$0	\$0	\$412,000	\$0	\$0
Hays Student Center	CCFE	\$4,635,000	\$0	\$0	\$0	\$0	\$2,575,000	\$2,060,000
Campus Priority #8	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,635,000	\$0	\$0	\$0	\$0	\$2,575,000	\$2,060,000
Area Vocational School Renovation	CCFE	\$1,030,000	\$0	\$0	\$0	\$0	\$515,000	\$515,000
Campus Priority #9	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,030,000	\$0	\$0	\$0	\$0	\$515,000	\$515,000
Residence Hall Renovation	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #10	CFE	\$1,802,500	\$0	\$0	\$0	\$0	\$0	\$1,802,500
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,802,500	\$0	\$0	\$0	\$0	\$0	\$1,802,500
Child Development Center Renovation	CCFE	\$257,500	\$0	\$0	\$0	\$0	\$0	\$257,500
Campus Priority #11	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$257,500	\$0	\$0	\$0	\$0	\$0	\$257,500
Northeastern Junior College Total	CCFE	\$14,835,708	\$0	\$1,413,972	\$6,592,236	\$907,000	\$3,090,000	\$2,832,500
	CFE	\$3,657,500	\$0	\$355,000	\$1,500,000	\$0	\$0	\$1,802,500
	CF	\$224,350	\$0	\$224,350	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$18,717,558	\$0	\$1,993,322	\$8,092,236	\$907,000	\$3,090,000	\$4,635,000
Otero Junior College								
OJC Telephony Request	CCFE	\$483,662	\$0	\$483,662	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$483,662	\$0	\$483,662	\$0	\$0	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Otero Junior College Total								
	CCFE	\$483,662	\$0	\$483,662	\$0	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$483,662	\$0	\$483,662	\$0	\$0	\$0	\$0
Pueblo Community College								
Academic Building - Learning Center Est.	CCFE	\$2,399,295	\$0	\$2,399,295	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,399,295	\$0	\$2,399,295	\$0	\$0	\$0	\$0
Technology/Facility Improvements Est.	CCFE	\$1,399,475	\$0	\$0	\$1,399,475	\$0	\$0	\$0
Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,399,475	\$0	\$0	\$1,399,475	\$0	\$0	\$0
Pueblo Community College Total								
	CCFE	\$3,798,770	\$0	\$2,399,295	\$1,399,475	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,798,770	\$0	\$2,399,295	\$1,399,475	\$0	\$0	\$0
Pikes Peak Community College								
Phase II - Breckenridge & Physical Plant - June	CCFE	\$13,447,361	\$0	\$1,592,004	\$5,896,844	\$5,958,513	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$13,447,361	\$0	\$1,592,004	\$5,896,844	\$5,958,513		
Downtown Studio Parking - December 2010:	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Wide	CFE	\$2,000,000	\$0	\$0	\$0	\$0	\$2,000,000	\$0
Campus Priority #2	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,000,000	\$0	\$0	\$0	\$0		

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Pikes Peak Community College Total								
	CCFE	\$13,447,361	\$0	\$1,592,004	\$5,896,844	\$5,958,513	\$0	\$0
	CFE	\$2,000,000	\$0	\$0	\$0	\$0	\$2,000,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$15,447,361	\$0	\$1,592,004	\$5,896,844	\$5,958,513	\$2,000,000	\$0
Red Rocks Community College								
Construction and Industry Trades Addition and Remodel								
	CCFE	\$30,571,286	\$0	\$0	\$2,511,600	\$25,794,334	\$2,265,352	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #1								
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$30,571,286	\$0	\$0	\$2,511,600	\$25,794,334	\$2,265,352	\$0
Corporate Training Facility								
Campus Priority #2								
	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$8,000,000	\$0	\$0	\$2,000,000	\$6,000,000	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,000,000	\$0	\$0	\$2,000,000	\$6,000,000	\$0	\$0
Student Gym								
Campus Priority #3								
	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$2,500,000	\$0	\$0	\$2,500,000	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,500,000	\$0	\$0	\$2,500,000	\$0	\$0	\$0
Red Rocks Community College Total								
	CCFE	\$30,571,286	\$0	\$0	\$2,511,600	\$25,794,334	\$2,265,352	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$10,500,000	\$0	\$0	\$4,500,000	\$6,000,000	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$41,071,286	\$0	\$0	\$7,011,600	\$31,794,334	\$2,265,352	\$0
Trinidad State Junior College								
Massari Addition - Classrooms								
Campus Priority #1								
	CCFE	\$1,086,793	\$0	\$0	\$1,086,793	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,086,793	\$0	\$0	\$1,086,793	\$0	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Berg-Fourth Floor Remodel	CCFE	\$267,015	\$0	\$0	\$267,015	\$0	\$0	\$0
Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$267,015	\$0	\$0	\$267,015	\$0	\$0	\$0
Trinidad State Junior College Total	CCFE	\$1,353,808	\$0	\$0	\$1,353,808	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,353,808	\$0	\$0	\$1,353,808	\$0	\$0	\$0
Trustees of Colorado School of Mines								
Green Center Decontamination Phases 1, 2, 3 & 4	CCFE	\$9,448,511	\$7,897,514	\$1,550,997	\$0	\$0	\$0	\$0
(CTLM Addition) FY 06-07-Phase 4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #1	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$9,448,511	\$7,897,514	\$1,550,997	\$0	\$0	\$0	\$0
Green Center Improvements	CCFE	\$3,397,375	\$0	\$3,397,375	\$0	\$0	\$0	\$0
Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,397,375	\$0	\$3,397,375	\$0	\$0	\$0	\$0
New Parking Garages	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #3	CFE	\$15,200,000	\$0	\$0	\$8,000,000	\$0	\$7,200,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$15,200,000	\$0	\$0	\$8,000,000	\$0	\$7,200,000	\$0
Campus Housing and Dining	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #4	CFE	\$63,374,548	\$0	\$0	\$39,954,526	\$11,316,034	\$12,103,988	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$63,374,548	\$0	\$0	\$39,954,526	\$11,316,034	\$12,103,988	\$0
Brown Hall Addition	CCFE	\$13,800,981	\$0	\$0	\$1,332,637	\$12,468,344	\$0	\$0
Campus Priority #5	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$13,800,981	\$0	\$0	\$1,332,637	\$12,468,344	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
USGS Replacement Facility/New Academic Building	CCFE	\$20,300,000	\$0	\$0	\$20,300,000	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #6	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$20,300,000	\$0	\$0	\$20,300,000	\$0	\$0	\$0
Meyer Hall Replacement	CCFE	\$23,000,000	\$0	\$0	\$0	\$0	\$2,300,000	\$20,700,000
Campus Priority #7	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$23,000,000	\$0	\$0	\$0	\$0	\$2,300,000	\$20,700,000
Colorado School of Mines Total	CCFE	\$69,946,867	\$7,897,514	\$4,948,372	\$21,632,637	\$12,468,344	\$2,300,000	\$20,700,000
	CFE	\$78,574,548	\$0	\$0	\$47,954,526	\$11,316,034	\$19,303,988	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$148,521,415	\$7,897,514	\$4,948,372	\$69,587,163	\$23,784,378	\$21,603,988	\$20,700,000
Board of Governors Colo. State University								
<i>Colorado State University</i>								
Veterinary Teaching Hospital Mechanical & Fire Sprinklers Building Renewal								
Campus Priority #1	CCFE	\$3,225,172	\$0	\$3,225,172	\$0	\$0	\$0	\$0
	CFE	\$652,599	\$652,599	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,877,771	\$652,599	\$3,225,172	\$0	\$0	\$0	\$0
University Center for the Arts Renovation of OFCHS								
Campus Priority #2	CCFE	\$699,844	\$699,844	\$0	\$0	\$0	\$0	\$0
	CFE	\$6,239,861	\$4,920,000	\$1,319,861	\$0	\$0	\$0	\$0
	CF	\$22,674,569	\$1,376,589	\$21,297,980	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$29,614,274	\$6,996,433	\$22,617,841	\$0	\$0	\$0	\$0
San Luis Valley Research Center Improvements								
Campus Priority #3	CCFE	\$1,816,632	\$1,201,026	\$615,606	\$0	\$0	\$0	\$0
	CFE	\$136,116	\$136,116	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,952,748	\$1,337,142	\$615,606	\$0	\$0	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Diagnostic Medicine Center	CCFE	\$35,077,049	\$0	\$3,500,000	\$19,420,741	\$12,156,308	\$0	\$0
Campus Priority #4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$35,077,049	\$0	\$3,500,000	\$19,420,741	\$12,156,308	\$0	\$0
CETT Improvements at Foothills Campus	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #5	CFE	\$6,052,619	\$0	\$6,052,619	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$6,052,619	\$0	\$6,052,619	\$0	\$0	\$0	\$0
Atmospheric Science Bldg. (MMAP)	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #6	CFE	\$5,000,000	\$0	\$5,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$5,000,000	\$0	\$5,000,000	\$0	\$0	\$0	\$0
Food Animal Hospital - Veterinary Medical Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #7	CFE	\$13,029,000	\$0	\$13,029,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$13,029,000	\$0	\$13,029,000	\$0	\$0	\$0	\$0
Clark Building Revitalization Building Renewal	CCFE	\$6,000,000	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$0	\$0
Campus Priority #8	CFE	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,000,000	\$0	\$4,000,000	\$2,000,000	\$2,000,000	\$0	\$0
ISTec Facility - Information Science & Technology	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #9	CFE	\$12,000,000	\$0	\$12,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,000,000	\$0	\$12,000,000	\$0	\$0	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Rockwell Hall - School of Business Expansion	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #10	CFE	\$6,000,000	\$0	\$0	\$6,000,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$6,000,000	\$0	\$0	\$6,000,000	\$0	\$0	\$0
ATS Computer Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #11	CFE	\$480,000	\$0	\$0	\$480,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$480,000	\$0	\$0	\$480,000	\$0	\$0	\$0
Chemistry Energy Laboratories - Fume Hoods	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #12	CFE	\$400,000	\$0	\$0	\$400,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$400,000	\$0	\$0	\$400,000	\$0	\$0	\$0
MRI for Biocontainment	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #13	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$9,586,500	\$0	\$0	\$9,586,500	\$0	\$0	\$0
	TF	\$9,586,500	\$0	\$0	\$9,586,500	\$0	\$0	\$0
ADL Renovation & Expansion	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #14	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$3,000,000	\$0	\$0	\$3,000,000	\$0	\$0	\$0
	TF	\$3,000,000	\$0	\$0	\$3,000,000	\$0	\$0	\$0
Basic Sciences Research Building	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #15	CFE	\$27,000,000	\$0	\$0	\$27,000,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$27,000,000	\$0	\$0	\$27,000,000	\$0	\$0	\$0
Laboratory of Infectious Diseases in Animals (LIDIA)	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #16	CFE	\$28,000,000	\$0	\$0	\$28,000,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$28,000,000	\$0	\$0	\$28,000,000	\$0	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Main Campus Visitor's Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #17	CFE	\$300,000	\$0	\$0	\$300,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$300,000	\$0	\$0	\$300,000	\$0	\$0	\$0
Industrial Science Laboratory - Multidisciplinary Labs	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #18	CFE	\$400,000	\$0	\$0	\$400,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$400,000	\$0	\$0	\$400,000	\$0	\$0	\$0
Tracking X-Band Antenna for CIRA at Eastern Colorado	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #19	CFE	\$490,000	\$0	\$0	\$490,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$490,000	\$0	\$0	\$490,000	\$0	\$0	\$0
Gifford Second Floor Remodel for Food Sci/Human Nutrition	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #20	CFE	\$300,000	\$0	\$0	\$0	\$300,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$300,000	\$0	\$0	\$0	\$300,000	\$0	\$0
Chemistry Lab Renovation - Stille Endowed Chair	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #21	CFE	\$490,000	\$0	\$0	\$0	\$490,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$490,000	\$0	\$0	\$0	\$490,000	\$0	\$0
Cage Wash Facility Foothills Campus	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #22	CFE	\$500,000	\$0	\$0	\$0	\$500,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$500,000	\$0	\$0	\$0	\$500,000	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Allison Hall Remodel	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #23	CFE	\$2,250,000	\$0	\$0	\$0	\$750,000	\$750,000	\$750,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,250,000	\$0	\$0	\$0	\$750,000	\$750,000	\$750,000
New Alumni Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #24	CFE	\$8,000,000	\$0	\$0	\$0	\$8,000,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,000,000	\$0	\$0	\$0	\$8,000,000	\$0	\$0
Painter Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #25	CFE	\$4,000,000	\$0	\$0	\$0	\$4,000,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,000,000	\$0	\$0	\$0	\$4,000,000	\$0	\$0
Animal Sciences Building Renovation & Expansion	CCFE	\$4,380,000	\$0	\$0	\$0	\$630,000	\$3,750,000	\$0
Campus Priority #26	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,380,000	\$0	\$0	\$0	\$630,000	\$3,750,000	\$0
Replace Det Items Aylesworth Hall Building	CCFE	\$3,664,000	\$0	\$0	\$0	\$549,600	\$3,114,400	\$0
Revitalizaiton	CFE	\$375,000	\$375,000	\$0	\$0	\$0	\$0	\$0
Campus Priority #27	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,039,000	\$375,000	\$0	\$0	\$549,600	\$3,114,400	\$0
VTH Diagnostic Equipment Project 3	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #28	CFE	\$1,214,900	\$0	\$0	\$0	\$1,214,900	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,214,900	\$0	\$0	\$0	\$1,214,900	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Food Animal Isolation Barn-Veterinary Medical Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #29	CFE	\$1,035,500	\$0	\$0	\$0	\$1,035,500	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,035,500	\$0	\$0	\$0	\$1,035,500	\$0	\$0
Ambulatory Service - Veterinary Medical Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #30	CFE	\$899,250	\$0	\$0	\$0	\$899,250	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$899,250	\$0	\$0	\$0	\$899,250	\$0	\$0
Gifford Third Floor Remodel for Food Sci/Human Nutrition Expansion	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #31	CFE	\$400,000	\$0	\$0	\$0	\$400,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$400,000	\$0	\$0	\$0	\$400,000	\$0	\$0
Replace and Upgrade Fiber Infrastructure	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #32	CFE	\$1,556,901	\$0	\$0	\$0	\$1,556,901	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,556,901	\$0	\$0	\$0	\$1,556,901	\$0	\$0
Liquid Waste Digestor at Foothills Campus	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #33	CFE	\$1,500,000	\$0	\$0	\$0	\$1,500,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,500,000	\$0	\$0	\$0	\$1,500,000	\$0	\$0
Building Connections to Cooling Loop	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #34	CFE	\$415,000	\$0	\$0	\$0	\$415,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$415,000	\$0	\$0	\$0	\$415,000	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Student Recreation Center Second Addition	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #35	CFE	\$12,000,000	\$0	\$0	\$0	\$12,000,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,000,000	\$0	\$0	\$0	\$12,000,000	\$0	\$0
Repair Utilities & Infrastructure Pingree Park								
	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #36	CFE	\$830,000	\$0	\$0	\$0	\$0	\$830,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$830,000	\$0	\$0	\$0	\$0	\$830,000	\$0
New Steam Loop Gifford Hall	CCFE	\$2,103,000	\$0	\$0	\$0	\$0	\$2,103,000	\$0
Campus Priority #37	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,103,000	\$0	\$0	\$0	\$0	\$2,103,000	\$0
Equine Isolation/CCU-Veterinary Medical Center								
	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #38	CFE	\$5,571,357	\$0	\$0	\$0	\$0	\$5,571,357	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$5,571,357	\$0	\$0	\$0	\$0	\$5,571,357	\$0
Hartshorn Health Services Improvements	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #39	CFE	\$12,000,000	\$0	\$0	\$0	\$0	\$12,000,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,000,000	\$0	\$0	\$0	\$0	\$12,000,000	\$0
Aggie Village Renovation	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #40	CFE	\$6,500,000	\$0	\$0	\$0	\$0	\$6,500,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$6,500,000	\$0	\$0	\$0	\$0	\$6,500,000	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Parmelee Hall Elevators	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #41	CFE	\$700,000	\$0	\$0	\$0	\$0	\$700,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$700,000	\$0	\$0	\$0	\$0	\$700,000	\$0
Clock Tower and Carillon System	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #42	CFE	\$759,500	\$9,500	\$0	\$0	\$0	\$0	\$750,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$759,500	\$9,500	\$0	\$0	\$0	\$0	\$750,000
Relocate Food Storeroom and Bakeshop	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #43	CFE	\$2,000,000	\$0	\$0	\$0	\$0	\$0	\$2,000,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,000,000	\$0	\$0	\$0	\$0	\$0	\$2,000,000
Colorado State Forest Service Multiple District Office Improvements - Steamboat Springs								
	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #44	CFE	\$1,202,800	\$0	\$0	\$0	\$0	\$0	\$1,202,800
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,202,800	\$0	\$0	\$0	\$0	\$0	\$1,202,800
Anatomy/Zoology Building Revitalization	CCFE	\$1,608,000	\$0	\$0	\$0	\$0	\$0	\$1,608,000
Campus Priority #45	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,608,000	\$0	\$0	\$0	\$0	\$0	\$1,608,000
Storm Drainage Improvements Foothills Campus - SE Corner of CSFS Area	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #46	CFE	\$2,000,000	\$0	\$0	\$0	\$0	\$0	\$2,000,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,000,000	\$0	\$0	\$0	\$0	\$0	\$2,000,000

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Lab of Public Archeology Relocation (LOPA)	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #47	CFE	\$378,000	\$0	\$0	\$0	\$0	\$0	\$378,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$378,000	\$0	\$0	\$0	\$0	\$0	\$378,000
Johnson Hall Theatre Renovation	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #48	CFE	\$1,400,000	\$0	\$0	\$0	\$0	\$0	\$1,400,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,400,000	\$0	\$0	\$0	\$0	\$0	\$1,400,000
PERC-Plant Environmental Research Center Renovation/Addition	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #49	CFE	\$5,200,000	\$0	\$0	\$0	\$0	\$0	\$5,200,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$5,200,000	\$0	\$0	\$0	\$0	\$0	\$5,200,000
Relocate Surplus Property	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #50	CFE	\$495,000	\$0	\$0	\$0	\$0	\$0	\$495,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$495,000	\$0	\$0	\$0	\$0	\$0	\$495,000
International House Program and Office Space Expansion	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #51	CFE	\$975,000	\$0	\$0	\$0	\$0	\$0	\$975,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$975,000	\$0	\$0	\$0	\$0	\$0	\$975,000
Shields Street Grade Separated Crossing	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #52	CFE	\$2,000,000	\$0	\$0	\$0	\$0	\$0	\$2,000,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,000,000	\$0	\$0	\$0	\$0	\$0	\$2,000,000

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Main Campus Parking Structure with City Ft Collins/FTA	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #53	CFE	\$6,750,000	\$0	\$0	\$0	\$0	\$0	\$6,750,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$2,750,000	\$0	\$0	\$0	\$0	\$0	\$2,750,000
	TF	\$9,500,000	\$0	\$0	\$0	\$0	\$0	\$9,500,000
Edwards Hall Bathroom Renovations	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #54	CFE	\$1,150,000	\$0	\$0	\$0	\$0	\$0	\$1,150,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,150,000	\$0	\$0	\$0	\$0	\$0	\$1,150,000
Colorado State University Total	CCFE	\$58,573,697	\$1,900,870	\$9,340,778	\$21,420,741	\$15,335,908	\$8,967,400	\$1,608,000
	CFE	\$193,028,403	\$6,093,215	\$39,401,480	\$63,070,000	\$33,061,551	\$26,351,357	\$25,050,800
	CF	\$22,674,569	\$1,376,589	\$21,297,980	\$0	\$0	\$0	\$0
	FF	\$15,336,500	\$0	\$0	\$12,586,500	\$0	\$0	\$2,750,000
	TF	\$289,613,169	\$9,370,674	\$70,040,238	\$97,077,241	\$48,397,459	\$35,318,757	\$29,408,800
Colorado State University-Pueblo								
H.P.E.R. Building Remodel - August 2007	CCFE	\$11,214,498	\$3,275,600	\$7,050,998	\$887,900	\$0	\$0	\$0
Campus Priority #1	CFE	\$1,500,352	\$0	\$1,500,352	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,714,850	\$3,275,600	\$8,551,350	\$887,900	\$0	\$0	\$0
Library/Library Wing Renovation - December 2009	CCFE	\$11,650,000	\$0	\$0	\$1,800,300	\$7,285,500	\$2,564,200	\$0
Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$11,650,000	\$0	\$0	\$1,800,300	\$7,285,500	\$2,564,200	\$0
Psychology Building Renovation - June 2010	CCFE	\$5,350,000	\$0	\$0	\$0	\$1,000,000	\$4,350,000	\$0
Campus Priority #3	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$5,350,000	\$0	\$0	\$0	\$1,000,000	\$4,350,000	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Art/Music Building Renovation - June 2012	CCFE	\$7,500,000	\$0	\$0	\$0	\$0	\$1,450,000	\$6,050,000
Campus Priority #4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$7,500,000	\$0	\$0	\$0	\$0	\$1,450,000	\$6,050,000
Technology Building Renovation - June 2012	CCFE	\$1,400,000	\$0	\$0	\$0	\$0	\$0	\$1,400,000
Campus Priority #5	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,400,000	\$0	\$0	\$0	\$0	\$0	\$1,400,000
Colorado State University-Pueblo Total								
	CCFE	\$37,114,498	\$3,275,600	\$7,050,998	\$2,688,200	\$8,285,500	\$8,364,200	\$7,450,000
	CFE	\$1,500,352	\$0	\$1,500,352	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$38,614,850	\$3,275,600	\$8,551,350	\$2,688,200	\$8,285,500	\$8,364,200	\$7,450,000
Trustees of Fort Lewis College								
Berndt Hall Reconstruction Bio/Ag/Forestry	CCFE	\$10,614,322	\$851,668	\$9,222,270	\$540,384	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$10,614,322	\$851,668	\$9,222,270	\$540,384	\$0	\$0	\$0
Gymnasium Renovation/Expansion - North	CCFE	\$5,552,205	\$0	\$0	\$694,160	\$4,268,529	\$589,516	\$0
Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$5,552,205	\$0	\$0	\$694,160	\$4,268,529	\$589,516	\$0
Berndt Hall Reconstrucion - Geology/Physics/Engineering	CCFE	\$8,906,190	\$0	\$0	\$0	\$1,107,554	\$7,383,636	\$415,000
Campus Priority #3	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,906,190	\$0	\$0	\$0	\$1,107,554	\$7,383,636	\$415,000

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Road Improvements	CCFE	\$2,485,100	\$0	\$0	\$0	\$0	\$402,700	\$2,082,400
Campus Priority #4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,485,100	\$0	\$0	\$0	\$0	\$402,700	\$2,082,400
Gymnasium Renovation/Expansion - South	CCFE	\$4,714,695	\$0	\$0	\$0	\$0	\$644,706	\$4,069,989
Campus Priority #5	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,714,695	\$0	\$0	\$0	\$0	\$644,706	\$4,069,989
Fort Lewis College Total	CCFE	\$32,272,512	\$851,668	\$9,222,270	\$1,234,544	\$5,376,083	\$9,020,558	\$6,567,389
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$32,272,512	\$851,668	\$9,222,270	\$1,234,544	\$5,376,083	\$9,020,558	\$6,567,389
Trustees of Mesa State College								
Campus Services Building	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$2,567,775	\$0	\$2,567,775	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,567,775	\$0	\$2,567,775	\$0	\$0	\$0	\$0
Business Building 2008	CCFE	\$13,655,651	\$0	\$13,655,651	\$0	\$0	\$0	\$0
Campus Priority #2	CFE	\$1,150,000	\$1,150,000	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$14,805,651	\$1,150,000	\$13,655,651	\$0	\$0	\$0	\$0
Saunders Fieldhouse and Field Development	CCFE	\$12,500,000	\$0	\$0	\$1,250,000	\$11,250,000	\$0	\$0
Campus Priority #3	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,500,000	\$0	\$0	\$1,250,000	\$11,250,000	\$0	\$0
Houston Hall Renovation, 2010	CCFE	\$8,925,000	\$0	\$0	\$0	\$1,071,000	\$7,854,000	\$0
Campus Priority #4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,925,000	\$0	\$0	\$0	\$1,071,000	\$7,854,000	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
College Center, 2007	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #5	CFE	\$18,260,000	\$0	\$0	\$0	\$18,260,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$18,260,000	\$0	\$0	\$0	\$18,260,000	\$0	\$0
Parking Structures	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #6	CFE	\$16,356,375	\$0	\$0	\$0	\$0	\$16,356,375	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$16,356,375	\$0	\$0	\$0	\$0	\$16,356,375	\$0
Campus Housing Expansion, 2008	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #7	CFE	\$16,875,000	\$0	\$0	\$0	\$0	\$0	\$16,875,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$16,875,000	\$0	\$0	\$0	\$0	\$0	\$16,875,000
Mesa State College Total	CCFE	\$35,080,651	\$0	\$13,655,651	\$1,250,000	\$12,321,000	\$7,854,000	\$0
	CFE	\$55,209,150	\$1,150,000	\$2,567,775	\$0	\$18,260,000	\$16,356,375	\$16,875,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$90,289,801	\$1,150,000	\$16,223,426	\$1,250,000	\$30,581,000	\$24,210,375	\$16,875,000
Board of Regents University of Colorado								
<i>University of Colorado-Boulder</i>								
Visual Arts Complex	CCFE	\$16,585,000	\$0	\$2,236,422	\$14,348,578	\$0	\$0	\$0
Campus Priority #1	CFE	\$36,575,000	\$0	\$4,931,994	\$31,643,006	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$53,160,000	\$0	\$7,168,416	\$45,991,584	\$0	\$0	\$0
Ekeley Renovation	CCFE	\$12,554,997	\$0	\$2,411,049	\$10,143,948	\$0	\$0	\$0
Campus Priority #2	CFE	\$1,395,003	\$0	\$267,895	\$1,127,108	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$13,950,000	\$0	\$2,678,944	\$11,271,056	\$0	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Ketchum Arts & Sciences Capital Renewal	CCFE	\$8,333,406	\$0	\$930,531	\$7,402,875	\$0	\$0	\$0
Campus Priority #3	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,333,406	\$0	\$930,531	\$7,402,875	\$0	\$0	\$0
Hellems Arts & Sciences Capital Renewal	CCFE	\$14,336,068	\$0	\$1,420,078	\$12,915,990	\$0	\$0	\$0
Campus Priority #4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$14,336,068	\$0	\$1,420,078	\$12,915,990	\$0	\$0	\$0
Christol Chemistry Renovation	CCFE	\$24,000,000	\$0	\$0	\$0	\$0	\$12,000,000	\$12,000,000
No Campus Priority Assigned	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$24,000,000	\$0	\$0	\$0	\$0	\$12,000,000	\$12,000,000
Norlin Library Renovation, Phase 1	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$4,300,000	\$0	\$0	\$4,300,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,300,000	\$0	\$0	\$4,300,000	\$0	\$0	\$0
Bio-Technology Building 1	CCFE	\$10,000,000	\$0	\$0	\$10,000,000	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$50,000,000	\$0	\$0	\$50,000,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$60,000,000	\$0	\$0	\$60,000,000	\$0	\$0	\$0
Academic Project Subtotal	CCFE	\$85,809,471	\$0	\$6,998,080	\$54,811,391	\$0	\$12,000,000	\$12,000,000
	CFE	\$92,270,003	\$0	\$5,199,889	\$87,070,114	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$178,079,474	\$0	\$12,197,969	\$141,881,505	\$0	\$12,000,000	\$12,000,000
Behavior Sciences Building	CCFE	\$17,300,000	\$0	\$0	\$0	\$17,300,000	\$0	\$0
No Campus Priority Assigned	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$17,300,000	\$0	\$0	\$0	\$17,300,000	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Environmental Building	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$29,330,000	\$0	\$0	\$0	\$29,330,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$14,670,000	\$0	\$0	\$0	\$14,670,000	\$0	\$0
	TF	\$44,000,000	\$0	\$0	\$0	\$44,000,000	\$0	\$0
Research Project Subtotal	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$46,630,000	\$0	\$0	\$0	\$46,630,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$14,670,000	\$0	\$0	\$0	\$14,670,000	\$0	\$0
	TF	\$61,300,000	\$0	\$0	\$0	\$61,300,000	\$0	\$0
Recreation Fields Restoration and Expansion	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #5	CFE	\$5,712,500	\$0	\$5,712,500	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$5,712,500	\$0	\$5,712,500	\$0	\$0	\$0	\$0
UMC Food Service Renovation	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$10,000,000	\$0	\$0	\$10,000,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$10,000,000	\$0	\$0	\$10,000,000	\$0	\$0	\$0
Kittredge Complex-Andrews Hall Renovation	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building Renewal	CFE	\$12,117,600	\$0	\$12,117,600	\$0	\$0	\$0	\$0
Campus Priority #6	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,117,600	\$0	\$12,117,600	\$0	\$0	\$0	\$0
Kittredge Dining Center, Bakery & Commissary	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$17,000,000	\$0	\$0	\$17,000,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$17,000,000	\$0	\$0	\$17,000,000	\$0	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Kittredge Complex-Arnett Hall Renovation								
Building Renewal	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$12,991,184	\$0	\$0	\$12,991,184	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,991,184	\$0	\$0	\$12,991,184	\$0	\$0	\$0
Kittredge Complex-Buckingham Hall Renovation								
Building Renewal	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$12,662,690	\$0	\$0	\$0	\$12,662,690	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,662,690	\$0	\$0	\$0	\$12,662,690	\$0	\$0
Kittredge Complex-Smith Hall Renovation								
Building Renewal	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$12,386,279	\$0	\$0	\$0	\$0	\$12,386,279	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$12,386,279	\$0	\$0	\$0	\$0	\$12,386,279	\$0
Kittredge Complex-Kittredge West Renovation								
Building Renewal	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$16,296,275	\$0	\$0	\$0	\$0	\$0	\$16,296,275
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$16,296,275	\$0	\$0	\$0	\$0	\$0	\$16,296,275
Folsom Field Parking Structure & Fieldhouse								
Building Renewal	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$61,000,000	\$0	\$0	\$25,000,000	\$0	\$0	\$36,000,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$61,000,000	\$0	\$0	\$25,000,000	\$0	\$0	\$36,000,000
Utility Generation								
Building Renewal	CCFE	\$19,500,000	\$0	\$0	\$0	\$0	\$19,500,000	\$0
No Campus Priority Assigned	CFE	\$19,500,000	\$0	\$0	\$0	\$0	\$19,500,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$39,000,000	\$0	\$0	\$0	\$0	\$39,000,000	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
South Campus Infrastructure	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$4,300,000	\$0	\$0	\$4,300,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,300,000	\$0	\$0	\$4,300,000	\$0	\$0	\$0
Campus Support & Auxilliary Projects								
Subtotal	CCFE	\$19,500,000	\$0	\$0	\$0	\$0	\$19,500,000	\$0
	CFE	\$183,966,528	\$0	\$17,830,100	\$69,291,184	\$12,662,690	\$31,886,279	\$52,296,275
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$203,466,528	\$0	\$17,830,100	\$69,291,184	\$12,662,690	\$51,386,279	\$52,296,275
University of Colorado-Boulder Total								
	CCFE	\$122,609,471	\$0	\$6,998,080	\$54,811,391	\$17,300,000	\$31,500,000	\$12,000,000
	CFE	\$352,196,531	\$0	\$23,029,989	\$156,361,298	\$88,622,690	\$31,886,279	\$52,296,275
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$29,340,000	\$0	\$0	\$0	\$29,340,000	\$0	\$0
	TF	\$504,146,002	\$0	\$30,028,069	\$211,172,689	\$135,262,690	\$63,386,279	\$64,296,275
University of Colorado-Colorado Springs								
Dwire Hall and Technology Upgrade	CCFE	\$5,000,000	\$1,500,000	\$3,500,000	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$5,000,000	\$1,500,000	\$3,500,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$10,000,000	\$3,000,000	\$7,000,000	\$0	\$0	\$0	\$0
Renovation of Science Building	CCFE	\$5,000,000	\$0	\$0	\$5,000,000	\$0	\$0	\$0
Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$5,000,000	\$0	\$0	\$5,000,000	\$0	\$0	\$0
Heller Center for Arts & Humanities Building	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Renewal	CFE	\$5,400,000	\$0	\$5,400,000	\$0	\$0	\$0	\$0
Campus Priority #3	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$5,400,000	\$0	\$5,400,000	\$0	\$0	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Campus Infrastructure (Academic)	CCFE	\$12,120,300	\$0	\$0	\$6,483,405	\$0	\$5,636,895	\$0
Campus Priority #4	CFE	\$3,800,000	\$0	\$0	\$0	\$3,800,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$15,920,300	\$0	\$0	\$6,483,405	\$3,800,000	\$5,636,895	\$0
Academic Project Subtotal	CCFE	\$22,120,300	\$1,500,000	\$3,500,000	\$11,483,405	\$0	\$5,636,895	\$0
	CFE	\$14,201,045	\$1,501,045	\$8,900,000	\$0	\$3,800,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$36,321,345	\$3,001,045	\$12,400,000	\$11,483,405	\$3,800,000	\$5,636,895	\$0
Student Housing (Dormitories)	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$10,000,000	\$0	\$0	\$10,000,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$10,000,000	\$0	\$0	\$10,000,000	\$0	\$0	\$0
Student Housing (Apartments)	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
No Campus Priority Assigned	CFE	\$25,000,000	\$0	\$0	\$0	\$0	\$0	\$25,000,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$25,000,000	\$0	\$0	\$0	\$0	\$0	\$25,000,000
Campus Support & Auxilliary Project Subtotal	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$35,000,000	\$0	\$0	\$10,000,000	\$0	\$0	\$25,000,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$35,000,000	\$0	\$0	\$10,000,000	\$0	\$0	\$25,000,000
University of Colorado-Colorado Springs Total	CCFE	\$22,120,300	\$1,500,000	\$3,500,000	\$11,483,405	\$0	\$5,636,895	\$0
	CFE	\$49,200,000	\$1,500,000	\$8,900,000	\$10,000,000	\$3,800,000	\$0	\$25,000,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$71,320,300	\$3,000,000	\$12,400,000	\$21,483,405	\$3,800,000	\$5,636,895	\$25,000,000

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
University of Colorado at Denver & Health Sciences Center								
North Classroom Lab Remodel-Denver Campus	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$3,070,320	\$0	\$3,070,320	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,070,320	\$0	\$3,070,320	\$0	\$0	\$0	\$0
Infrastructure 10-Fitzsimons	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #2	CFE	\$1,282,093	\$0	\$1,282,093	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,282,093	\$0	\$1,282,093	\$0	\$0	\$0	\$0
Given Institute-Fitzsimons	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #3	CFE	\$4,835,000	\$0	\$4,835,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,835,000	\$0	\$4,835,000	\$0	\$0	\$0	\$0
PASCAL II-Fitzsimons	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #4	CFE	\$3,633,961	\$0	\$3,633,961	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,633,961	\$0	\$3,633,961	\$0	\$0	\$0	\$0
Infrastructure 11-Fitzsimons	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #5	CFE	\$5,973,893	\$0	\$0	\$5,973,893	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$5,973,893	\$0	\$0	\$5,973,893	\$0	\$0	\$0
DRAVO Renovation-Denver Campus	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #6	CFE	\$1,260,000	\$0	\$0	\$1,260,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,260,000	\$0	\$0	\$1,260,000	\$0	\$0	\$0

		<i>Total</i>	<i>Prior Appropriations</i>	<i>FY 06-07</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>
Red Cross Building Renovation-Fitzsimons	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #7	CFE	\$2,821,907	\$0	\$0	\$2,821,907	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,821,907	\$0	\$0	\$2,821,907	\$0	\$0	\$0
Research Complex II - Vivarium Fit-out-Fitzsimons	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #8	CFE	\$10,500,585	\$0	\$0	\$0	\$10,500,585	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$10,500,585	\$0	\$0	\$0	\$10,500,585	\$0	\$0
Building 500 Phase 4 Renovation-Fitzsimons	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #9	CFE	\$8,330,524	\$0	\$0	\$0	\$8,330,524	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$8,330,524	\$0	\$0	\$0	\$8,330,524	\$0	\$0
Infrastructure 12-Fitzsimons	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #10	CFE	\$1,277,486	\$0	\$0	\$0	\$1,277,486	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$1,277,486	\$0	\$0	\$0	\$1,277,486	\$0	\$0
Campus Union-Fitzsimons	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #11	CFE	\$22,340,757	\$0	\$0	\$0	\$22,340,757	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$22,340,757	\$0	\$0	\$0	\$22,340,757	\$0	\$0
University of Colorado at Denver & Health Sciences Center Total	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$65,326,526	\$0	\$12,821,374	\$10,055,800	\$42,449,352	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$65,326,526	\$0	\$12,821,374	\$10,055,800	\$42,449,352	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Trustees of University of Northern Colorado								
CRC/Ahtletics Multiple Projects Est. Completion Date: 6/07 (202 Project)	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #1	CFE	\$15,798,442	\$0	\$15,798,442	\$0	\$0	\$0	\$0
Project approved by CCHE & CDC; waiting approval by JBC	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$15,798,442	\$0	\$15,798,442	\$0	\$0	\$0	\$0
West Campus Housing Improvements								
Est. Completion Date: 12/07	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #2	CFE	\$63,000,000	\$0	\$63,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$63,000,000	\$0	\$63,000,000	\$0	\$0	\$0	\$0
Parking Improvements Est. Completion Date: 12/07								
	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #3	CFE	\$4,000,000	\$0	\$4,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,000,000	\$0	\$4,000,000	\$0	\$0	\$0	\$0
Faculty Apartments 4 Renovation Est. Completion Date: 8/06								
	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Priority #4	CFE	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$0	\$0
University of Northern Colorado Total								
	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$84,798,442	\$0	\$84,798,442	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$84,798,442	\$0	\$84,798,442	\$0	\$0	\$0	\$0
Trustees of Western State College								
Kelley Hall Renovation	CCFE	\$4,144,342	\$0	\$349,133	\$3,795,209	\$0	\$0	\$0
Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,144,342	\$0	\$349,133	\$3,795,209	\$0	\$0	\$0

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
WSC Information Technology Infrastructure Improvement Project	CCFE	\$3,044,322	\$0	\$375,665	\$1,241,197	\$1,427,460	\$0	\$0
Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,044,322	\$0	\$375,665	\$1,241,197	\$1,427,460	\$0	\$0
Taylor Hall Renovation	CCFE	\$13,934,210	\$0	\$0	\$875,468	\$13,058,742	\$0	\$0
Campus Priority #3	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$13,934,210	\$0	\$0	\$875,468	\$13,058,742	\$0	\$0
Quigley Hall Renovation	CCFE	\$10,148,458	\$0	\$0	\$0	\$0	\$687,598	\$9,460,860
Campus Priority #4	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$10,148,458	\$0	\$0	\$0	\$0	\$687,598	\$9,460,860
Western State College Total	CCFE	\$31,271,332	\$0	\$724,798	\$5,911,874	\$14,486,202	\$687,598	\$9,460,860
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$31,271,332	\$0	\$724,798	\$5,911,874	\$14,486,202	\$687,598	\$9,460,860
Higher Education Institutions Total	CCFE	\$649,201,774	\$16,004,082	\$84,504,887	\$201,986,133	\$168,124,710	\$107,395,213	\$71,186,749
	CFE	\$885,920,251	\$8,774,197	\$173,490,463	\$289,223,390	\$197,509,627	\$95,897,999	\$121,024,575
	CF	\$36,574,375	\$1,376,589	\$21,522,330	\$7,675,456	\$6,000,000	\$0	\$0
	FF	\$45,076,500	\$0	\$0	\$12,986,500	\$29,340,000	\$0	\$2,750,000
	TF	\$1,616,772,900	\$26,154,868	\$279,517,680	\$511,871,479	\$400,974,337	\$203,293,212	\$194,961,324
Colorado Historical Society								
CHS Regional Museums (C) ongoing	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$3,472,000	\$562,000	\$550,000	\$560,000	\$575,000	\$600,000	\$625,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$3,472,000	\$562,000	\$550,000	\$560,000	\$575,000	\$600,000	\$625,000

		Total	Prior Appropriations	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11
Ute Indian Museum Gallery Expansion	CCFE	\$850,000	\$0	\$0	\$850,000	\$0	\$0	\$0
	CFE	\$200,000	\$0	\$0	\$200,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$100,000	\$0	\$0	\$100,000	\$0	\$0	\$0
	TF	\$1,150,000	\$0	\$0	\$1,150,000	\$0	\$0	\$0
Cumbres & Toltec Scenic Railroad Commission								
Project Track Rehab	CCFE	\$6,750,000	\$0	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000
Priority #1	CFE	\$6,750,000	\$0	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000
	CF	\$2,600,000	\$0	\$1,300,000	\$1,300,000	\$0	\$0	\$0
	FF	\$3,900,000	\$0	\$0	\$0	\$1,300,000	\$1,300,000	\$1,300,000
	TF	\$20,000,000	\$0	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000
Project Loco Rehab	CCFE	\$2,600,000	\$0	\$650,000	\$650,000	\$650,000	\$650,000	\$0
Priority #2	CFE	\$2,600,000	\$0	\$650,000	\$650,000	\$650,000	\$650,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$1,050,000	\$0	\$0	\$1,050,000	\$0	\$0	\$0
	TF	\$6,250,000	\$0	\$1,300,000	\$2,350,000	\$1,300,000	\$1,300,000	\$0
Cumbres & Toltec Scenic Railroad Commission Total								
	CCFE	\$9,350,000	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$1,350,000
	CFE	\$9,350,000	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$1,350,000
	CF	\$2,600,000	\$0	\$1,300,000	\$1,300,000	\$0	\$0	\$0
	FF	\$4,950,000	\$0	\$0	\$1,050,000	\$1,300,000	\$1,300,000	\$1,300,000
	TF	\$26,250,000	\$0	\$5,300,000	\$6,350,000	\$5,300,000	\$5,300,000	\$4,000,000
Colorado Historical Society Total								
	CCFE	\$10,200,000	\$0	\$2,000,000	\$2,850,000	\$2,000,000	\$2,000,000	\$1,350,000
	CFE	\$13,022,000	\$562,000	\$2,550,000	\$2,760,000	\$2,575,000	\$2,600,000	\$1,975,000
	CF	\$2,600,000	\$0	\$1,300,000	\$1,300,000	\$0	\$0	\$0
	FF	\$5,050,000	\$0	\$0	\$1,150,000	\$1,300,000	\$1,300,000	\$1,300,000
	TF	\$30,872,000	\$562,000	\$5,850,000	\$8,060,000	\$5,875,000	\$5,900,000	\$4,625,000
Higher Education Grand Total								
	CCFE	\$659,401,774	\$16,004,082	\$86,504,887	\$204,836,133	\$170,124,710	\$109,395,213	\$72,536,749
	CFE	\$898,942,251	\$9,336,197	\$176,040,463	\$291,983,390	\$200,084,627	\$98,497,999	\$122,999,575
	CF	\$39,174,375	\$1,376,589	\$22,822,330	\$8,975,456	\$6,000,000	\$0	\$0
	FF	\$50,126,500	\$0	\$0	\$14,136,500	\$30,640,000	\$1,300,000	\$4,050,000
	TF	\$1,647,644,900	\$26,716,868	\$285,367,680	\$519,931,479	\$406,849,337	\$209,193,212	\$199,586,324

TOPIC: REVISIONS TO CCHE POLICY SECTION IV: EXTENDED STUDIES

PREPARED BY: MATT GIANNESCHI AND MATT McKEEVER

I. SUMMARY

Between June 2005 and December 2005, Commission staff completed major revisions to the CCHE Statewide Extended Studies policies. The changes to policy were in response to expectations found in Addendum B of the performance contracts, new CCHE financial policies, and the further limiting of state regulation on public colleges and universities in the state.

The proposed policy changes are extensive and cover topics such as the administration and fiscal control of extended studies units, the approval of off campus and cash funded instruction, the approval of state funding for off campus instruction, and reporting requirements for off-campus and cash funded instruction.

Throughout the review and revision process, CCHE staff consulted regularly with all stakeholders, including the deans and directors of the extended studies units and the CCHE Academic Council. All parties had multiple opportunities to review and comment on the proposed changes.

CCHE staff recommend that the Commission approve the proposed modifications to CCHE Policy Section IV: Statewide Extended Studies.

II. BACKGROUND

CCHE's role in extended studies was fashioned in 1972 when the Commission was provided the authority "to administer any centralized, statewide extension and continuing education program of instruction which may be offered by any state-supported baccalaureate and graduate institution" (C.R.S. 23-1-109). The existing Statewide Extended Studies policies were developed in a periodic manner since 1972 and address the operations of extended studies, continuing education, and off-campus instruction.

In response to the passage of Senate Bill 04-189 (College Opportunity Fund Act), CCHE staff reviewed and revised all Statewide Extended Studies policies and procedures to meet the requirements of that legislation and the resulting performance contracts, which were the impetus for revising the Statewide Extended Studies policies. For example, the following passages are found in Addendum B of Adams State College's performance contract:

The Commission through the Department agrees to revise its policies to reduce current reporting requirements and to limit the review of off

campus programs, cash-funded degree and certificate programs, off-campus, state funded degree programs, and out-of-state/out-of-country programs to ensuring that such programs are consistent with the Institution's statutory role and mission.

And,

The Commission agrees to work with the Institution to modify current extended studies regarding budget and finance with the goal of reducing unnecessary and burdensome regulation and limiting the oversight of such programs.

With these expectations in mind, CCHE staff approached the revising of the Statewide Extended Studies policies according to a few straightforward objectives:

1. Policy revisions must accommodate changes mandated by the performance contracts,
2. The approval process for state funding for off campus programs must agree with the intent of the College Opportunity Fund legislation and CCHE Academic Affairs policy,
3. All Statewide Extended Studies policies must comply with statutory authorities and limitations, and
4. The historical functions of the CCHE Statewide Extended Studies program should be preserved wherever possible.

The modified state policies (found in Appendix A) are the result of a collective review that included feedback and suggestions from extended studies unit Deans and Directors, the CCHE Academic Council, and CCHE staff.

CCHE staff are confident that campus administrators agree with the proposed policy changes and also recognize that some policies are untested and may need to be amended in the future.

III. STAFF ANALYSIS

A. *DESCRIPTION OF ELIMINATED POLICIES*

Mindful of the need to ensure the consistent application of statutory requirements, performance contract obligations, and other CCHE policies, CCHE staff recommend removing the following sections from existing Statewide extended Studies policies:

- **Part B**
 - 1.01 - Requirement that all extended studies instruction is administered by one central administrative unit.
 - 1.02 - Requirement that the administrative officer of the extended studies unit approves all advertising and marketing of extended studies units.
 - 3.01 - Requirement that tuition is set at certain levels; including specific minimum tuition for contracted instruction.
 - 6.04 – Requirement that all other extended studies administrative officers review and approve any new off campus program of instruction.
 - 7.00 – Process and approval form for inter-institutional agreements for use of physical facilities.
- **Part C**
 - 2.01 – Requirement that the extended studies administrative units conduct a needs assessment to determine the higher education needs in the state of Colorado; and to determine which needs are appropriate for their institutions to address
 - 2.02 – Requirement that the extended studies unit offer any program that is unique to their institution.
 - 2.03 – Requirement that education directors at military bases must use Colorado institution’s extended studies units for education and may only use out of state institutions if a Colorado institution is not able to meet the needs of the base.
 - 3.01 – Requirement that financial control of extended studies resources and funds resides solely with the extended studies unit and that unit’s administrative officer.
 - 3.03 – References to extended studies units operating as enterprises and the consequences of those units that are not.
 - 3.04 – List of commission approved expenditures for extended studies units.
 - 3.05 – The amount of and extent of support that the extended studies unit may offer to the main campus.
 - 3.06 – Requirement that the extended studies unit creates and maintains a program fund that is equal to 15% of revenue.
 - 3.07 – Faculty compensation limits and requirements
 - 3.08 – Faculty travel regulations and requirements
 - 4.00 – Reference to the now defunct “Denver Metropolitan Area Extended Studies Coordinating System”
 - 7.00 – Policies on Independent Study Instruction. (Note: Policies for this method of instruction have been incorporated into all instruction and do not need a separate section within policy.)

B. DESCRIPTION OF POLICY ADDITIONS

In addition to the above-mentioned eliminations, CCHE staff recommended revising policies related to each policy topic described below (see [Appendix A](#) for a complete explication of recommended policy changes).

1. Definition of Distance Instruction

Revisions to “Part A: Introduction and Overview of Statewide Extended Studies” include the addition of a paragraph that defines “distance delivery.” Distance delivery is defined in the newly adopted CCHE COF guidelines.

Current CCHE COF reporting guidelines state,

To qualify for COF, the credit hours must meet the following criteria... Credit hours offered within an institution’s boundaries including credit hours earned from any Internet course or interactive television course delivered by a Colorado public institution of higher education.

Consequently, the only type of distance delivered instruction that will be governed by the CCHE SES policies is cash funded instruction.

2. Operation of Extended Studies Units

Existing SES policies require extended studies units to operate within certain strict guidelines concerning organizational administration, hiring of faculty, program offerings, marketing, academic quality and campus relations. Proposed policy revisions simplify and remove many of the prescriptions of the past. Specifically, the proposed policies require that record keeping policies used by extended studies units are consistent with those used by the main campus; admission to degree and certificate programs administered by extended studies units is consistent with main campus requirements; faculty qualifications in courses administered by extended studies units must be comparable to faculty members’ qualifications in programs on the main campus; and academic quality and rigor must be comparable to that of similar programs offered on the main campus.

3. Fiscal Control of the Extended Studies Units

References to fiscal processes and control in the proposed Statewide Extended Studies policy have been dramatically reduced in accordance with conditions found in

performance contracts. All references to fiscal control of the extended studies unit have been removed and replaced with "Part B, Paragraph 3.04 Fiscal responsibilities of Statewide Extended Studies." This paragraph covers two topics: the fiscal responsibilities of institutions offering extended studies instruction and the indirect cost recovery of funds for the administration of CCHE statewide Extended Studies department.

Proposed changes concerning the fiscal responsibilities of institutions offering extended studies instruction can be found in paragraph 3.04.01:

Officers of institutions offering state-funded and/or cash-funded instruction through Extended Studies shall abide by all state of Colorado fiscal rules including but not limited to ensuring that revenue from programs having different sources of funding are not commingled and are separately accounted.

In addition, previously, a System Service Contribution (SSC) funded the CCHE Extended Studies Department. The total SSC collected was based on prior year student enrollment; the funds were used for the administration and operation of the extended studies department.

In order to ensure that future operation of the CCHE Statewide Extended Studies department is sustainable, that activities are transparent, and that the department is operating within state fiscal rules, the SSC model will be revised to be consistent with the existing CCHE funding model. That is, the Statewide Extended Studies department will be funded through Indirect Cost Recovery (ICR) based on estimated expenses of the department and not the system service contribution model. CCHE Statewide Extended Studies department FY 2006-2007 estimated expenses will not exceed, and will likely be less, than those collected in FY 2005-2006.

4. Approval of Off-Campus and Cash Funded Instruction

In order to comply with the stipulations of the performance contracts, the approval of degree and certificate programs offered by extended studies units will have been modified to mirror existing CCHE Academic Affairs policy, *Section I: Academic Affairs Part V: Policy and Procedures for the Approval of New Academic Programs in Public Institutions of Higher Education in Colorado Operating under a Performance Contract*.

The approval process to offer out of state and out of country instruction will remain the same. However, recognizing that offering this type of instruction generally occurs needs a quick turnaround of approval, CCHE staff will be more flexible in the timeline for the approval of the instruction.

5. Approval of State Funding for Off Campus Instruction

Colorado has two vehicles to fund higher education: The College Opportunity Fund and Fee for Service Contracts. In order to determine what off campus instruction is COF eligible, modifications to the policy are based on the following concepts found in the preamble of Senate Bill 04-189:

- That a postsecondary educational experience for Coloradans is essential for the state to compete in the new global economy and to develop a new generation of leaders and active participants in state and local civic affairs;
- That it is appropriate to support programs that are designed to encourage participation in postsecondary education; and
- That greater resource flexibility for institutions can enhance more educational opportunities for low-income and other under-represented students, as well as increase educational excellence.

CCHE staff proposes that one-half of one percent of the total estimated state eligible COF credit hours be allocated to off-campus programs beginning in FY 06-07. This is an allocation of approximately 925 FTE based on the current year COF stipend data. This amount allocation level exceeds the traditional state funded FTE usage for undergraduate off campus or extended studies programs.

To allocate these COF FTE, extended studies units will make an annual request to the Commission. (Only programs that lead to the completion of an approved academic degree or teacher licensure program will be eligible to receive a portion of the allocation.) Approval for off campus programs to collect COF stipends from eligible students will be determined by a CCHE committee. When reviewing proposals, the committee will take into consideration the following priorities found in SB 04-189:

- State of Colorado's workforce development needs;
- Extent that the program is serving underrepresented populations;
- Amount of COF eligible FTE used in the prior fiscal year by the institution (if any); and,
- Available off campus COF stipend allocation.

Graduate degree programs that have been approved by the Commission for off-campus instruction would be eligible to receive funding for those programs by way of

fee-for-service contracts, which will be negotiated through the regular budgeting process.

6. Reporting Requirements for Off Campus and Cash Funded Instruction

Changes to the reporting requirements will be implemented in the cycle for reports concerning the administration of extended studies programs in FY 2005-2006. To ensure that there is flexibility to collect reports concerning extended studies instruction CCHE staff recommends that all references to specific reports be removed from policy and replaced with the following:

To ensure that CCHE is aware of the activities occurring within extended studies units, each institution's extended campus administrator shall submit reports and data that the Commission deems necessary.

Upon Commission approval of the policy changes found herein, an advisory committee, including representatives from extended studies units, main campuses, and CCHE will review reporting requirements. The goal of this committee's review will be to align the SES reporting requirements with existing CCHE (SURDS) policies.

IV. RECOMMENDATION

That the Commission approves the proposed modifications to CCHE Policy Section IV: Statewide Extended Studies.

V. STATUTORY AUTHORITY

The Colorado Commission on Higher Education's role and responsibilities in the administration of extended campuses, extended studies and continuing education units is defined in C.R.S. 23-1-109(4):

The commission shall administer any centralized, statewide extension and continuing education program of instruction which may be offered by any state-supported baccalaureate and graduate institution. All instruction offered outside the geographic boundaries of the campus, including instruction delivered by television or other technological means, shall be a part of this program unless exempted by policy and action of the commission.

The Commission's role in overseeing of state funding for off-campus instruction is defined in C.R.S. 23-1-109(5).

The commission shall set policies, after consultation with the governing boards of institutions, which define which courses and programs taught outside the geographic boundaries of the campus may be eligible for general fund support. The commission may include funding for those courses and programs in its systemwide funding recommendations to the general assembly.

The Commission's role in oversight of out-of-state and out-of-country instruction is defined in C.R.S. 23-5-116(4).

Prior to the offering of out-of-state courses, institutions and governing boards must receive approval from the Colorado commission on higher education. Such approval shall be based upon the following criteria: A statement of need for the instruction; evidence of the institution's ability to deliver the program without adversely affecting the institution's approved role and mission; and geographical proximity of the delivery site to the institution or evidence that the instruction is particularly related to the institution's role and mission.

APPENDIX A:

PROPOSED STATEWIDE EXTENDED STUDIES POLICIES

Policies and Procedures

For:

STATEWIDE EXTENDED STUDIES

Draft Revision Document 2005

These are drafts of revisions to the SES policy. They will be proposed to the commission at the January 2006 meeting. For the current SES policies visit <http://www.state.co.us/cche/>.

COLORADO COMMISSION ON HIGHER EDUCATION
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A NOTE REGARDING PAGE NUMBERING AND SECTION DESIGNATIONS. This policy and procedure document is Section IV of the compilation of Commission policies and is prepared in the format of that document. To facilitate the use of this publication, sequential page numbering has been added throughout. The Table of Contents refers to those numbers.

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SECTION IV

Part A Introduction and Overview of Statewide Extended Studies

1.00 Introduction

Statewide Extended Studies includes all on- and off-campus instruction offered through a continuing education or extended studies unit and instruction delivered away from a four-year institution's home campus in Colorado. Instruction delivered by Statewide Extended Studies is cash funded unless otherwise approved by the Commission. Any Regional Education Provider activity that falls into the category of cash-funded or off-campus is considered part of Statewide Extended Studies

2.00 Statutory Authority

The Colorado Commission on Higher Education's role and responsibilities in the administration of extended campuses, extended studies and continuing education units is defined in C.R.S. 23-1-109(4):

(4) The commission shall administer any centralized, statewide extension and continuing education program of instruction which may be offered by any state-supported baccalaureate and graduate institution. All instruction offered outside the geographic boundaries of the campus, including instruction delivered by television or other technological means, shall be a part of this program unless exempted by policy and action of the commission.

The Commission's role in overseeing of state funding for off-campus instruction is defined in C.R.S. 23-1-109(5).

(5) The commission shall set policies, after consultation with the governing boards of institutions, which define which courses and programs taught outside the geographic boundaries of the campus may be eligible for general fund support. The commission may include funding for those courses and programs in its systemwide funding recommendations to the general assembly.

The Commission's role in oversight of out-of-state and out-of-country instruction is defined in C.R.S. 23-5-116(4).

(4) Prior to the offering of out-of-state courses, institutions and governing boards must receive approval from the Colorado commission on higher education. Such approval shall be based upon the following criteria: A statement of need for the instruction;

evidence of the institution's ability to deliver the program without adversely affecting the institution's approved role and mission; and geographical proximity of the delivery site to the institution or evidence that the instruction is particularly related to the institution's role and mission.

3.00 Definitions

The following definitions apply to all CCHE section IV policies.

“Extended studies unit” will refer to any department or division at a public four year Colorado institution of higher education that offers extended studies instruction as defined in Part A, section 4.00 of these policies.

“Certificate program” will mean any credit bearing series of classes that results in a certificate or recognition of accomplishment in a subject. The definition of certificate program does not include degree completion programs.

“Space Available Program” is a program that allows institutions to enroll students in on-campus resident classes after regular registration when institutional class enrollments have been met but when space for additional enrollment remains. Students enrolling in Space Available Programs are not FTE-generating resident students.

4.00 Components Of Statewide Extended Studies

Statewide Extended Studies is comprised of four components:

- Extended Studies Instruction;
- Off-Campus State-Funded Instruction; and,
- Out-of-state and out-of-country Instruction
- Cash Funded Instruction Delivered at a Distance

4.01 Extended Studies Instruction

Extended Studies instruction includes credit and noncredit cash-funded instruction, including instruction delivered at an off-campus physical location, cash-funded instruction that is delivered by an institution’s extended studies unit to an audience on the sponsoring institution’s campus, including space available programs and non-credit instruction.

4.02 Off-Campus State-Funded Instruction

State funding is available for off campus instruction upon commission approval. Graduate level off-campus programs may be eligible for state funding through the normal fee-for-service budgeting process. College Opportunity Fund (COF) eligibility for off-campus undergraduate programs will be determined based on Commission established policies.

4.03 Out-of-State and Out-of-Country Instruction

Out-of-State and Out-of-Country Instruction includes all instruction that takes place outside of the state of Colorado, including that offered outside of the country, with the following exceptions:

- Instruction offered in Arizona, New Mexico, Utah, Wyoming, Nebraska, Kansas, and Oklahoma;
- Out-of-state class excursions (field trips) that are scheduled parts of regular classes, including those that are state-funded courses or cash-funded courses;
- Correspondence courses and instruction delivered via television, videotape, DVD, Internet or other technological means;
- Institution-sponsored study-abroad courses that are administered on-campus and offered primarily for the benefit of regularly enrolled degree-seeking students. In contrast, study-abroad courses advertised to the general public will be considered Extended Studies; and
- Internships, cooperative education experiences arranged for sites outside of Colorado that are offered to regularly-enrolled, degree-seeking students.

4.04 Cash Funded Instruction Delivered at a Distance

Instruction that is delivered at a distance (not in a physical location) on a cash funded basis, including correspondence courses or courses delivered by any technological means, will be considered extended studies instruction and will be subject to the Extended Studies Policies.

According to CCHE COF Reporting Guidelines, credit bearing Internet and interactive television courses are COF eligible as long as the enrolled student meets COF eligibility requirements. COF eligible Internet and interactive television courses are not considered extended studies.

5.00 Policy Revision Process

Periodically, CCHE policies for Statewide Extended Studies shall be reviewed and, as necessary, revised. Any proposed revisions will be distributed to all participating institutions for comment prior to presentation to the Commission.

SECTION IV

Part B General Policies for Extended Studies Instruction

1.00 Introduction

CCHE has the responsibility to exercise oversight to ensure that educational quality and access for students are consistent with the role and mission of each institution. Statewide Extended Studies has developed the policies found herein to guarantee extended studies units' instruction has comparable quality and accessibility as regularly offered main campus instruction.

2.00 Statutory Authority

In addition to C.R.S. 23-1-109 and 23-5-116, cited in Statewide Extended Studies Policy Part A, the Commission has authority to create policies that ensure that the quality of instruction across all programs is consistently high and aligned with the roles and missions of institutions.

C.R.S. 23-1-108 (d) (the Commission shall) Establish enrollment policies, consistent with roles and missions, at state-supported institutions of higher education as described in statute and further defined in paragraph (c) of this subsection (1);

C.R.S. 23-1-108 (e) (the Commission shall) Establish state policies that differentiate admission and program standards and that are consistent with institutional roles and missions as described in statute and further defined in paragraph (c) of this subsection (1).

C.R.S. 23-1-108 (7) (a) The commission shall establish, after consultation with the governing boards of institutions, and enforce student transfer agreements between two-year and four-year institutions and among four-year institutions. Governing boards and institutions shall conform to such agreements and to commission policies relating to such agreements. Such transfer agreements shall include provisions under which institutions shall accept all credit hours of acceptable course work for automatic transfer to another state-supported institution of higher education in Colorado. The commission shall have final authority in resolving transfer disputes.

C.R.S. 23-1-125(1(e)) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;

The Commission also has authority to create policy that ensures the students rights to transfer core courses in an effective manner.

C.R.S. 23-1-125 (3) Core courses. The commission, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept, which defines the general education course guidelines for all public institutions of higher education. The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours, but shall not exceed forty credit hours. Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the commission and shall identify the specific courses that meet the general education course guidelines. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.

3.00 CCHE Administration Of Statewide Extended Studies

3.01 Designated Administrative Officer

To ensure effective coordination and communication among the various programs offered by the extended studies units, each campus shall designate an administrative officer as the primary liaison to the CCHE Director of Statewide Extended Studies. The designated officer shall provide the Commission with information concerning the status of any Extended Studies instruction originating from his or her campus.

All institutions shall ensure that the designated administrative officer is notified of all instruction that falls under the definition of Extended Studies.

3.02 Instruction Excluded from Extended Studies Policy

The following types of programs and courses are exempt from the Extended Studies policy:

- Internships, cooperative education experiences, and student teaching;
- Study-abroad programs which are administered on-campus and offered primarily for, and enroll, regularly-enrolled degree-seeking students of the sponsoring institution;
- Class excursions of a temporary nature which are provided to supplement the institution's regular curriculum and are offered solely for the benefit of regularly-enrolled degree-seeking students of the sponsoring institution; and

- Credit courses that are part of the regular curriculum that cannot be taught without specific equipment or instructional material available only at an off-campus site or field experience.

3.03 Statewide Extended Studies Advisory Committee

The Statewide Extended Studies Advisory Committee shall advise the CCHE Director of Statewide Extended Studies concerning any matters relating to the Statewide Extended Studies. The committee shall have a representative from each of the four geographical regions of the state plus one member elected at-large. (See map, SES General Appendix 1 Advisory Committee Map) Two of the four regional representatives shall be elected each alternate year to two-year terms by a majority of Statewide Extended Studies deans and directors (one vote per institution). The at-large representative will be elected in alternate years to a two-year term. The Director of Statewide Extended Studies will send nomination requests to the deans and directors one month prior to the election. The CCHE Director of Statewide Extended Studies shall chair the committee.

Responsibilities of the Advisory Committee will include:

- Serving as a budgetary approval board for the expenditures of Statewide Extended Studies funds;
- Serving as a sounding board for proposed changes in Extended Studies policy;
- Identifying potential areas of improvement to the Statewide Extended Studies Program; and,
- Acting as a proponent of the Statewide Extended Studies to external audiences.

3.04 Fiscal Responsibilities of Extended Studies

3.04.01 Institutions Offering Extended Studies Courses

Officers of institutions offering state-funded and/or cash-funded instruction through Extended Studies shall abide by all State of Colorado fiscal rules including but not limited to ensuring that revenue from programs having different sources of funding are not commingled and are separately accounted.

3.04.02 Indirect Cost Recovery

Each participating extended studies unit assists in the financial support of Statewide Extended Studies through indirect cost recovery (ICR). The Commission administers ICR funds on behalf of all participating institutions in support of Statewide Extended Studies.

3.04.02.01 ICR Amount

The level of ICR will be determined each fiscal year based on estimated expenses of the CCHE Statewide Extended Studies Department. The ICR

contribution for each campus is an administrative expense for all credit and non-credit Extended Studies instruction that will be determined annually.

3.04.02.02 Authorized Expenditure of ICR Funds and Financial Control

Except for appropriated overhead and administrative expenses, funds obtained from ICR held by CCHE Statewide Extended Studies shall be expended only for activities directly in support of institutions' extended studies units and their programs including:

- Expenses in serving disabled students;
- Program development grants (See Procedural Document G-1 for development grant criteria and procedures);
- Publication of the Colorado Consortium for Independent Study Bulletin;
- Publication of the Resource Directory for Educators;
- Public information to promote Statewide Extended Studies;
- Deans and directors meetings held three times yearly;
- The Statewide Extended Studies Annual Professional Development Conference;
- The Statewide Extended Studies Annual Report;
- Statewide Extended Studies scholarship program; and
- Other allocations as approved by the Advisory Committee.

4.00 Tuition And Fees Policies

4.01 Required Registration and Record Keeping

All persons who participate in instruction offered by an extended studies unit shall be registered and shall pay all required tuition and fees. Extended studies units may administer discount programs for faculty, staff, senior citizens or other populations approved by the institution.

Records of all students registered for extended studies instruction must be on file in accordance with the sponsoring institutions policy. Completion of courses, degrees and certificate program (including any non-credit series of courses that lead to a subject matter certificate or carry CEU credit) must be on file at the institution indefinitely.

4.02 Contracted Courses

4.02.01 Requirements of Contracted Courses

Contracts for courses offered through extended studies units shall only be with an agency external to and not associated with the institution campus, except in the case of contracts expressly approved by an institution's governing board. Examples of contracting agencies include school districts and professional agencies. Extended studies units shall not extend contracting provisions or rates to individuals,

including regular faculty members, for the delivery of instruction to third party groups or organizations. Degree or certificate programs cannot be contracted.

In contracting with another agency, extended studies units shall stipulate the following in the contract document.

That the contracting agency:

- Assumes all costs associated with the contracted instruction;
- Provide services associated with the instruction;
- Shall not establish a tuition rate above that established by the extended studies unit;
- Shall not advertise the contracted course to the public; and
- Agrees to the responsibilities for quality assurance detailed in Extended Studies policies.

And, that the extended studies unit:

- Shall be responsible for assuring course content, awarding credit, and providing transcripts to the student; and
- May allow instructors to assess an additional fee for instructional services and materials directly related to the contracted instruction (above the tuition and fees charged by the institution).

4.02.02 Rates

No state funds are available for contracted courses.

4.03 Extended Studies Program Fees

Fees for resources supplementing instructional programs and for student services from which the extended studies unit's students can benefit may be charged. Fees specifically for facilities or services available only to regularly enrolled, on-campus resident students cannot be charged to extended studies unit's students.

All approved fees must be included in the agreement developed between the host institution and the extended studies unit delivering the instruction. Student activity, health, or other non-instructional fees cannot be mandatory for students enrolled through an extended studies unit. The services may be offered to students enrolling in credit courses and, when accepted, the fees may be charged.

Students enrolling in courses through an extended studies unit who are not admitted to a degree program, or who have already been charged a matriculation fee by the institution, shall not be required to matriculate or to pay a matriculation fee to the sponsoring institution unless otherwise approved by the Commission.

5.00 Student Qualifications And Rights To Services

5.01 Student Admission to Extended Studies Degree and Certificate Programs

Persons who wish to enroll in a degree or certificate program offered through any component of Statewide Extended Studies shall meet exactly the same requirements for admission that apply to students enrolling at the sponsoring institutions main campus program (see CCHE Academic Affairs Policy Section I Part F).

5.02 Admission to Individual Extended Studies Courses

Students who wish to enroll in a course offered by an extended studies unit but not a complete degree program may do so in accordance with the policies of the extended studies unit and the sponsoring institution.

5.03 Student Admission to Main Campus Degree Programs

Upon application for admission to a sponsoring institution's main campus, students who have enrolled in courses through an extended studies unit must meet all eligibility requirements included in CCHE Academic Affairs Policy Section I, Part F.

5.04 Matriculated Student Participation in Extended Studies Instruction

Students who have been formally admitted to the extended studies unit's sponsoring institution may enroll in courses through an extended studies unit and apply the credits toward a degree. Prior to enrolling in such courses, students should consult with the institution's advisor to ensure that the credits earned fulfill degree requirements.

6.00 Extended Studies Program Quality

6.01 Instructor and Faculty Quality

Instructors teaching any credit bearing instruction offered by the extended studies unit must have qualifications equivalent to those required of regular, on-campus faculty appointed to teach the same courses in the resident program of the sponsoring institution and are subject to the same approval and evaluation processes required of resident faculty.

Extended studies units must abide by their sponsoring institution's policies for hiring, retaining and evaluating faculty including, but not limited to:

- Ensuring that the approved faculty is the instructor of record;
- Informing the institution of the use of full time resident faculty; and,
- Contracting with individuals for the purpose of instruction.

6.02 Academic Standards

Extended studies units, in cooperation with the sponsoring institution's academic unit (school, college or department) must ensure that instruction offered for credit has comparable academic requirements and standards to main campus instruction.

6.02.01 Applicability of Credits Towards a Degree

Credits earned shall be awarded and entered onto a students record without distinguishing the locus of delivery. Credits earned through extended studies instruction shall be considered equivalent to those earned in on campus courses for the purposes of meeting residency or other requirements in degree programs.

6.02.02 Continuing Education Unit Standards

Instruction offered for Continuing Education Units (CEU) must follow the criteria and guidelines established by the International Association on Continuing Education and Training (<http://www.iaacet.org>).

6.02.03 Awarding of Certificates for Completion of Non-Credit Courses or Programs

Extended studies units may award certificates of completion to students who complete non-credit courses or an integrated program of non-credit courses.

6.02.04 Documentation to be On-File

The following documents shall be maintained for all credit bearing extended studies instruction:

- A course syllabus approved by the appropriate academic unit
- Credentials of all instructors who are not members of the regular faculty; and
- Student evaluation data for the preceding term.

6.02.05 Contact Hour Requirements

Instruction offered through the extended studies unit shall have the same number of minutes of contact per credit hour as is required by the sponsoring campus. Extended studies units will comply with Principle 3.02.02 of the CCHE FTE Policies Section V Part B: Reporting Full-Time Equivalent Student Enrollment:

The policy recognizes the academic integrity of credit hours assignment, relying on institutions to determine the credit hour assignment based on student outcomes and national standards.

7.00 Policies Specific To Off-Campus State-Funded Instruction

7.01 Eligibility for State Funding

Colorado has two vehicles to fund higher education. The first, College Opportunity Fund (COF), is a stipend provided to eligible undergraduate students. The stipend pays a portion of the eligible students total in-state tuition when the eligible student attends a Colorado public institution or a participating private institution. The second, Fee-For-Service funding provides CCHE with the ability to purchase specified courses/services for the citizens of Colorado beyond those provided by COF.

7.02 Statutory Authority

In Senate Bill 04-189 the Colorado General Assembly found that:

- A postsecondary educational experience for Coloradans is essential for the state to compete in the new global economy and to develop a new generation of leaders and active participants in state and local civic affairs;
- It is appropriate to support programs that are designed to encourage participation in postsecondary education; and
- Greater resource flexibility for institutions can enhance more educational opportunities for low-income and other under-represented students, as well as increase educational excellence.

C.R.S. 23-18-102 (5(b)) establishes COF stipend eligibility:

'Eligible undergraduate student' shall not mean a student enrolled in an off-campus, extended campus, or continuing education class that is not supported by state general fund moneys, except as approved by the commission.

C.R.S. 23-1-107 (2(a)) establishes that the Commission has a role in discontinuance of state funded programs

The commission shall establish, after consultation with the governing boards of institutions, policies and criteria for the discontinuance of academic or vocational programs. In adopting the policies and criteria, the commission shall ensure that they conform to achievement of the statewide expectations and goals specified in section 23-13-104. The commission may direct the respective governing boards of institutions, including the board of regents of the university of Colorado, to discontinue an academic or vocational degree program area, as program area is defined by commission policies.

7.03 COF Stipend Eligibility

The College Opportunity Fund was implemented to encourage participation in and increase access to postsecondary activities and to develop an educated workforce that will allow Colorado to compete in the global economy. Approval for off campus programs to collect COF stipends from eligible students will be determined by an internal CCHE

committee. When reviewing proposals, the committee will take into consideration the following:

- State of Colorado's workforce development needs;
- Extent that the program is serving underrepresented populations;
- Amount of COF eligible FTE used in the prior fiscal year by the institution (if any); and,
- Available off campus COF stipend allocation.

The committee will only approve for funding programs that result in the completion of a degree. Programs approved to collect COF stipends must adhere to all CCHE COF Guideline rules and regulations.

Conditional on available funding, the amount of allocated COF FTE will be not less than the institution's previous year actual COF FTE usage.

7.03.01 COF Funding Amount for Off-Campus Programs

Up to one-half of one percent of the total estimated state eligible credit hours will be allocated to off-campus programs beginning in FY 06-07.

7.03.02 Content of the Proposal

The proposal must demonstrate that the program meets the approval criteria and must:

- State that the program has been approved for delivery in accordance with CCHE policy Section 1: Academic Affairs Part V: Policy and Procedures for the Approval of New Academic Programs in Public Institutions of Higher Education in Colorado Operating under a Performance Contract;
- Include the location of instruction
- Include rationale for why program and location address the criteria listed in paragraph 7.03;
- Include a brief description of the program; and
- Demonstrate institution approval for requested state funding.

7.03.03 Proposal Submission Date

Proposals for programs must be received by December 31 for consideration of funding in the following fiscal year. The committee will review proposals and determine funding approval within thirty days of the submission deadline.

7.03.04 Current Programs Approved for State Funding

Undergraduate programs that are currently approved to receive state funding will be eligible to receive COF stipends from eligible students in fiscal year 05-06 without

submitting a new proposal. Any continuing program must apply for COF eligibility for FY 06-07.

7.04 Fee-For-Service Contracts

Graduate degree programs that have been approved by the Commission for off campus instruction are eligible to receive funding by way of fee-for-service contracts through the regular budgeting process.

7.05 Tuition for Approved Off Campus Instruction

Tuition for instruction delivered off campus that utilizes state funding, through COF stipends or a fee-for-service contract, will be comparable to the tuition charged for the on-campus program, including resident and non-resident, unless the institution's governing board has formally established a different tuition rate.

8.00 Policies Specific To Out-Of-State And Out-Of-Country Instruction

C.R.S. 23-5-116 authorizes delivery of out-of-state and out-of-country instruction. Instruction offered out-of-state or out-of-country is limited to programs that the sponsoring institution's governing board and the Commission have approved.

8.01 Limitations and Exclusions

The following types of instruction are excluded from the policies pertaining to out-of-state and out-of-country programs:

- Instruction offered in Arizona, New Mexico, Utah, Wyoming, Nebraska, Kansas, and Oklahoma;
- Out-of-state class excursions (field trips) that are scheduled parts of regular classes, including those that are state-funded courses or cash-funded courses;
- Correspondence courses and instruction delivered via television, videotape, DVD, Internet or other technological means;
- Institution-sponsored study-abroad courses that are administered on-campus and offered primarily for the benefit of regularly enrolled degree-seeking students. In contrast, study-abroad courses advertised to the general public will be considered Extended Studies; and
- Internships, cooperative education experiences arranged for sites outside of Colorado that are offered to regularly-enrolled, degree-seeking students.

8.02 Student Safety

To insure the safety of students enrolled in out-of-state and out-of-country programs, CCHE recommends institutions exercise precautions that are commensurate with the normal health and safety practices carried out on the home campus and that are appropriate for the off-campus location where the program is being conducted. For out-

of-country programs, US State Department travel advisories should be reviewed and considered in the institutional decision to offer the program.

8.03 Funding for Out-of-state and Out-of-country Instruction

No state funds are available for instruction offered out-of-state or out-of-country.

SECTION IV

Part C Extended Studies Reporting Requirements

1.00 Introduction

To ensure that CCHE is aware of the activities occurring within extended studies units, each institution's extended studies administrator shall submit reports and data that the Commission deems necessary.

2.00 Statutory Authority

The Colorado Commission on Higher Education's role and responsibilities in the administration of Statewide Extended Studies is defined in C.R.S. 23-1-109(4):

(4) The commission shall administer any centralized, statewide extension and continuing education program of instruction which may be offered by any state-supported baccalaureate and graduate institution. All instruction offered outside the geographic boundaries of the campus, including instruction delivered by television or other technological means, shall be a part of this program unless exempted by policy and action of the commission.

23-1-108 (8) The commission shall prescribe uniform academic reporting policies and procedures to which the governing boards and their institutions shall adhere.

(9) The state-supported institutions of higher education shall provide the commission with such data as the commission deems necessary upon its formal request. Data for individual students or personnel shall not be divulged or made known in any way by the director of the commission or by any commission employee, except in accordance with judicial order or as otherwise provided by law. Any person who violates this subsection (9) commits a class 1 misdemeanor and shall be punished as provided in section 18-1.3-501, C.R.S. Such person shall, in addition thereto, be subject to removal or dismissal from public service on grounds of malfeasance in office.

3.00 Failure To Submit Timely And Correct Reports

Failure to submit reports in a timely manner will result in notification to the institution's chief executive officer and a request for explanation of non-compliance. The Commission reserves the right to deny all requests for approval from institutions not in compliance with extended studies reporting policies.

Institutions that submit reports containing inaccurate or erroneous data will be subject to audit and possible sanction by the Commission.

SECTION IV

Part D Approval of Instruction Offered as Part of Extended Studies

1.00 Introduction

This program approval policy and set of procedures applies to off campus or cash funded baccalaureate and graduate degree programs, individual credit courses offered by an extended studies unit and out of state/country instruction. With the exception of out of state/country instruction, the Commission's role is limited to evaluation of a proposed program's fit with an institution's role and mission. No new degree program may be implemented at a state postsecondary institution unless the proposal is approved by the appropriate governing board and reviewed by the Colorado Commission on Higher Education. A new degree program may not be implemented without the Commission determining that it is consistent with the institution's role and mission.

2.00 Statutory Authority

Colorado Commission on Higher Education's role and responsibility in the approval of new academic programs at institutions operating under a performance contract is defined in SB 04-189. It reads:

While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education: Need not consult with nor obtain approval from the Colorado commission on higher education to create, modify, or eliminate academic and vocational programs offered by the institution, so long as such creations, modifications, and eliminations are consistent with the institution's statutory role and mission. The Colorado commission on higher education shall have the authority to override any creation or modification of an academic or vocational program if the change made by the governing board is inconsistent with the institution's statutory role and mission.(23-5-129 (6)(b))

The Commission's role in review and approval of out of state and out of country instruction is defined in C.R.S. 23-5-116(4):

(4) Prior to the offering of out-of-state courses, institutions and governing boards must receive approval from the Colorado commission on higher education. Such approval shall be based upon the following criteria: A statement of need for the instruction; evidence of the institution's ability to deliver the program without adversely affecting the institution's approved role and mission; and geographical proximity of the delivery site to the

institution or evidence that the instruction is particularly related to the institution's role and mission.

3.00 Approval Of Extended Studies Degree Or Certificate Programs

Any proposed degree or certificate program to be offered by an extended studies unit that is not already offered as a residential instruction degree on the main campus or is significantly altered from an existing residential instruction degree program offered on the main campus, regardless of funding source, will be reviewed by the Commission in accordance with CCHE policy Section 1: Academic Affairs Part V: Policy and Procedures for the Approval of New Academic Programs in Public Institutions of Higher Education in Colorado Operating under a Performance Contract.

Any proposed degree or certificate program, regardless of funding source, to be offered by an extended studies unit that is identical to one offered as residential instruction on the main campus need not be reviewed in accordance with academic affairs policy. The extended studies unit will provide notification of intent to offer the degree or certificate program 30 days prior to beginning the program. The notification will include the following information:

- Proof that the degree program is identical to a main campus residential instruction program;
- Start date of the program;
- Location of the program; and
- Ongoing nature of the program (i.e. one time offering or perpetual).

4.00 Approval Of Individual Credit Courses

Extended studies units may offer individual credit courses without Commission review as long as said courses have been approved through the institution's academic approval process. Documentation of this approval must remain on file at the institution.

5.00 Approval Of Out-Of-State and Out-Of-Country Instruction

Institutions planning to offer instruction, beyond the seven states contiguous to Colorado (Nebraska, Kansas, Oklahoma, New Mexico, Arizona, Utah, and Wyoming), or out of the United States, must receive CCHE approval. The proposal for out of state instruction shall be submitted through the institution's governing board and shall have the approval of the governing board prior to submission to CCHE.

The governing board's approval process must demonstrate that the following statutory requirements (in 25-5-116[4]) are met:

- A statement of need for the instruction;

- Evidence of the institution's ability to deliver the program without adversely affecting the institution's approved role and mission;
- Geographical proximity of the delivery site to the institution or evidence that the instruction is particularly related to the institution's role and mission; and
- That state funds will not be used for the administration or delivery of the instruction.

CCHE staff will review the proposal, and if it meets the above criteria it will be recommended to the CCHE Executive Director for approval.

SECTION IV

Part F REGIONAL EDUCATION PROVIDER (REP)

1.00 Introduction

This policy applies to all elements of the regional education provider as intended in Colorado Statute that authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional educational providers. AS REGIONAL EDUCATION PROVIDERS, these schools will *“have as their primary goal the assessment of regional educational needs and, in consultation with the Colorado Commission on Higher Education, the allocation of resources for the purposes of meeting those needs”* (C. R. S. 23-1-127) Regional education providers will focus their attention on a geographical area defined in collaboration with the Colorado Commission on Higher Education. The designation of regional education provider does not change or alter existing statutory responsibilities assigned to the Commission, public colleges and universities, nor does it expand or diminish the degree and certificate program authority of existing public two-year colleges, vocational schools or four-year colleges.

2.00 Statutory Authority

Commission has broad statutory authority that is intended to maintain the quality of education and insure access for the citizens of Colorado

“ The commission shall set policies, after consultation with the governing boards of the institutions, which define which courses and programs taught outside of the geographic boundaries of the campus may be eligible for general fund support. The commission may include funding for those courses and programs in its system- wide funding recommendations to the general assembly.”

Other applicable statutory language:

“ The commission shall define, after consultation with the governing boards of institutions the geography and programmatic service areas for each state-supported institution of higher education. No such institution shall provide instruction off-campus in programs or in geographic areas or at sites not approved by the commission, unless otherwise provided by law.”

C.R.S. 23-52-101

(1) There is hereby established a college at Durango, to be known as Fort Lewis College, which shall be a public liberal arts college, with moderately selective admission standards with a historic and continuing commitment to Native American education. In addition, the college may

offer professional programs and a limited number of graduate programs to serve regional needs. The Center of Southwest Studies provides a valuable regional, national, and international resource.

(2) (a) Fort Lewis College shall be a regional education provider and shall have two-year authority which shall be utilized in collaboration with a community college and any area vocational school.

(b) The Colorado Commission on Higher Education shall, in consultation with the Board of Trustees of Fort Lewis College, establish the criteria for designation as a regional education provider.

C. R. S. 23-1-127

(a) The Colorado Commission on Higher Education can better serve the citizens of this state by providing oversight and direction for the provision of regional education at Adams State College, Mesa State College, and Western State College; and

(b) As regional education providers, Adams State College, Mesa State College, and Western State College of Colorado shall have as their primary goal the assessment of regional educational needs and, in consultation with the Colorado Commission on Higher Education, the allocation of resources for the purposes of meeting those needs.

(2) A regional education provider's initiatives to meet its regional needs may include, but need not be limited to, the following:

(a) extension of existing programs;

(b) creation of new undergraduate programs;

(c) development of partnerships with two-year institutions; and

(d) facilitation of the delivery of graduate education through existing graduate institutions.

(3) The Colorado Commission on Higher Education shall, in consultation with Adams State College, Mesa State College, and Western State College of Colorado, establish the criteria for designation as a regional education provider.

3.00 Goals And Criteria

3.01 Policy Goals

The purpose of the policy is to assess the educational need of defined geographic regions, provide access to programs that address those needs, insure that the regional provider and its higher education partners in the region have the ability to import needed academic programs and provide reasonable and appropriate funding options to implement and support the programs. These goals will be accomplished within existing statute and Commission policy.

3.02 Scope

An academic program is defined to include:

- CCHE approved associate, baccalaureate, and graduate degree programs,
- CCCS approved certificate programs,
- Degree completion program, i.e., the courses required to complete the major of a specific CCHE approved degree,
- Certificate of completion that is a part of a CCHE approved degree program, and

In discharging their roles, regional educational providers may assess programs or initiatives that enhance educational opportunity, develop the cultural capital, or promote the economic development in the geographic region.

4.00 Process And Procedures

4.01 Advisory Council

Each regional education provider will establish an *advisory council* that represents significant stakeholders from the designated region. The size and composition of the council will be determined by the institution; but, minimally the council will include the President or his/her designee, and the institution's Extended Studies administrator and the Presidents of the public higher education institutions within its region. Meeting agenda and minutes will be included in the regional education provider's annual report to the CCHE.

4.02 Needs Assessment

Each regional education provider shall develop a plan to assess the undergraduate and graduate educational needs of its service area and involve the advisory council that represents the significant stakeholders of the designated region. This council assists the REP in ascertaining the educational needs of the region and, relying on relevant and available data to the extent possible, shall work collaboratively with the regional education provider to develop feasible proposals to meet those needs.

In addition, the advisory council, working in conjunction with the president or designee of the regional education provider, shall also hear requests from constituent groups for the development or delivery of specific programs. The provider and its council shall determine the feasibility of these proposals and, when possible, shall develop or deliver the requested programs. If the provider cannot develop or deliver a feasible program, the regional education provider shall negotiate with other institutions to develop or deliver the program.

The regional education provider, working in conjunction with the advisory council, shall to assess the effectiveness of the programs it delivers.

4.03 Funding Options

Regional education providers need to consider the full range of funding options, recognizing that the primary goal is to provide affordable educational opportunities while also recovering expenses associated with the delivery of the program and to be able to assure students that if they begin a program that the provider will be able to complete the program within a reasonable period of time.

The regional education provider may use three available options to support its proposed programs:

1. The regional education provider may report the FTE for enrollment funding in any of its approved programs, certificates of completion or discrete courses offered to matriculated students within their defined geographical region.
2. The regional education provider may offer programs on a cash-funded basis, establishing tuition levels that are market driven, using all options currently available through the cash-funded portion of the Statewide Extended Studies.
3. If a regional education provider invites another state institution to deliver an academic program within its region, the guest institution may report the FTE for funding.

4.04 Determining Regional Education Provider Geographical Boundaries

Regional education providers and the other appropriate public higher education institutions in collaboration with the Colorado Commission on Higher Education will define an appropriate geographical region to be served (Appendix N). It is understood that the geographical area defined for a regional provider will not supplant the service area for two-year colleges and postsecondary schools offering vocational programs. To avoid program duplication and to maximize access, regional providers will work collaboratively with the two-year institutions whose service areas overlap the geographical boundaries of the regional provider. Subject to CCHE approval, four-year institutions with a statewide mission shall not be precluded from offering FTE generating programs in any service area, so long as the provider institution works collaboratively with the appropriate REP. Similarly, the designation of regional education provider does not authorize an institution to restrict another public institution from offering an approved CCHE academic program on a cash-funded basis or a CCHE approved off-campus state-funded program, but the offering institutions shall notify the regional education provider in a timely manner as specified in 4.04.1 below.

4.04.01 Framework for Geographical Boundaries

The four public institutions designated to be Regional Educational Providers (Adams State College, Fort Lewis College, Mesa State College and Western State College) will meet with Commission staff to suggest the boundaries for their respective geographical regions. The Commission in conjunction with appropriate public higher education institutions will determine the

geographical regions by considering the regional origin of institutional enrollments; political and economic regions as defined by existing governmental entities; “common sense” boundaries that reflect tradition, geography, and distance; and the current capacity and past performance of institutions to serve off-campus constituents in a given area. The purpose of these boundaries is threefold: to assign primary responsibility to a particular REP to survey the educational needs of an area and, where feasible, to meet those needs through its own programs or with the programs of other appropriate public institutions; to eliminate unnecessary educational duplication; and to assist the interested public in identifying which REP it should approach to communicate its educational needs or concerns.

The Commission, working collaboratively with the REPs, may, where prudent, permit some flexibility and overlap in boundaries to enhance the likelihood that the educational needs of Colorado citizens are met.

In addition, the delineation of boundaries does not necessarily “close” the region to another public institution that wishes to offer a program on a cash-funded basis or a CCHE approved off-campus state-funded program. A public institution that exercises that cash-funded option will be required to notify the CCHE. The Commission shall resolve disputes over boundaries and conflicts resulting from cash-funded initiatives.

4.05 Brokering Programs

When the regional education provider does not offer the desired or needed four-year or advanced degree, the regional provider shall broker with another Colorado public or in-state accredited private institution to provide the program. The most effective delivery method (i.e. site based, web-based) may be used to accommodate student need.

When the regional provider determines that a two-year or less advanced program is needed or desired, the regional provider shall direct that request to a community college within its defined region, an area vocational school or to the Colorado Community College System. If it is not possible to meet the need, then the Regional Provider shall consult with Commission staff to determine how to meet the need.

4.06 Public Information

Each regional provider will develop a public information strategy that effectively communicates within the designated region the availability of increased access to college programs. Minimally, institutions should indicate REP programs in their class schedules and should include REP information, where appropriate, in its publications. All enrollments will be reported consistent with all existing CCHE policies.

4.07 Role and Mission

If an institution feels that its approved "role and mission" is being constrained by the academic programs developed by a Regional Education Provider, the institution may request a review by the CCHE.

5.00 Annual Report

Each regional education provider will annually submit by October 1 to the Commission through its governing board an annual report that includes the following information. Where feasible and appropriate, the CCHE shall align the reporting for regional education provider initiatives with existing institutional reporting requirements.

The report will minimally include the following information.

- An executive summary narrative that describes the work of the regional education provider during the just completed fiscal year.
- Identification of each program offered through the designation of regional provider.
 - Identification of the providing institution
 - Identification of the course(s) offered.
 - Enrollment in each course.
 - Number of students who completed the course.
 - Instructor identification (full-time, adjunct).
 - Number of students who completed the program, i.e. earned a degree or certificate.
- A Financial report
 - Revenues generated,
 - Tuition
 - Fees
 - General Fund
 - Expenses
 - Cost of Instruction
 - Cost of Administration
 - Cost of Space
 - Cost of Technology
 - Travel
 - Other operating Expenses. (identify)
- Recommended changes or improvements for the regional education provider program.

**TOPIC: DEGREE AUTHORIZATION ACT – COLORADO
INTERNATIONAL 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.

Colorado International University has requested such authorization as a private for-profit college or university offering degree programs in International Business at both the Associate and Bachelor's degree levels. Staff has conducted the required review of the institution's application materials and finds that the institution meets the requirements for preliminary state authorization. Colorado International University, as a newly-established institution, is not yet accredited by an accrediting agency recognized by the U.S. Department of Education. The preliminary state authorization is provided as a means for newly-established institutions to begin the accreditation process by allowing a period of six months in which to begin the relationship with an approved national or regional accrediting body. The institution understands that it is prohibited from accepting students, offering instruction, awarding credits toward a degree, or awarding a degree until it is granted Category II authorization status.

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.

To apply for Preliminary State Authorization, an organization must provide to the Commission full documentation that demonstrates fulfillment of each of the criteria below.

- 1.Familiarity With Accreditation and State Authorization Policies and Procedures
- 2.Statement of Mission
- 3.Institutional Organization
- 4.Degrees and Academic Programs
- 5.Admission Policies
- 6.Financial Resources

III. STAFF ANALYSIS

A representative of the Colorado International University met with Commission staff as is required by the Degree Authorization Act Commission policy and formally applied for authorization to offer an Associate's and Bachelor's Degree in International Business. The representative was able to provide all documentation required by the Act to gain Preliminary State Authorization.

IV. STAFF RECOMMENDATION

That the Commission grant Preliminary State Authorization for a period of six months during which time the Colorado International University must satisfactorily complete preliminary information as required by a regional or other acceptable accrediting association.

V. SUPPLEMENTAL INFORMATION

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

VI. STATUTORY AUTHORITY

23-2-101. Legislative declaration.

23-2-102. Definitions.

23-2-103. Awarding degrees.

23-2-103.5. Notification and deposit of records upon discontinuance.

23-2-104. Administration of article - injunctive proceedings.

23-2-105. Violation.

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

PREPARED BY: MATT GIANNESCHI AND MATT McKEEVER

I. SUMMARY

The Commission holds statutory responsibility to approve instruction offered out-of-state beyond the seven contiguous states. By action of the Commission in 1986 the Executive Director may act for the Commission to approve or deny requests from governing boards for approval of courses and programs to be offered by their institutions. This agenda item includes instruction that the Executive Director has certified as meeting the criteria for out-of-state delivery. The Board of Regents of the University of Colorado, the Trustees at Mesa State College Denver and the Trustees of Adams State College sponsor these programs.

II. BACKGROUND

At its meeting of May 2, 1986, the Commission delegated authority to the Executive Director to determine when out-of-state instruction beyond the contiguous states complies with statutory requirements. In June 1986, the Commission received the first notification of out-of-state instruction certified by the Executive Director. Additional approved out-of-state instruction is reported to the Commission as it is received and reviewed.

III. ACTION

The Executive Director has approved the following out-of-state instruction:

The Board of Regents of the University of Colorado submitted a request to offer out-of-country instructional programs to be delivered by the University of Colorado Denver and Health Science Center.

- **“The Great Lakes Metabolic Syndrome Symposium,”** to be presented May 19, 2006, in Detroit, Michigan.

The Board of Trustees of Mesa State College has submitted a request for an out-of-country instructional program to be delivered by Mesa State College.

- **“BIOL 407 Tropical Field Biology: Field Research Techniques, Ecology, and Natural History in Lowland and Montane Tropical Rainforests,”** to be presented January 2006 in Galapagos and Ecuador.

The Trustees of Adams State College has submitted requests for out-of-state/out-of-country instructional programs to be delivered by Adams State College.

- **“ED 589: Commission on International & Trans-Regional Accreditation Five Star Conference,”** on November 10 and 12 in Cairo, Egypt and November 17 in Dubai, UAE.
- **“ED 589 – Wild Literacy,”** on October 22 & November 5, 2005 in Bronx, New York.
- **“ED 589 – Natural Inquirer,”** on December 3 & 10, 2005 in Bronx, New York.

IV. STATUTORY AUTHORITY

The Commission is given responsibility for approval of out-of-state instruction beyond the contiguous states in C.R.S. 23-5-116.