DEPARTMENT OF HIGHER EDUCATION
FY 2020-21 JOINT BUDGET COMMITTEE HEARING AGENDA (1 OF 3)

Monday, January 13, 2020
1:30 pm – 5:00 pm

1:30-2:45 COLORADO DEPARTMENT OF HIGHER EDUCATION/COLORADO COMMISSION ON HIGHER EDUCATION

Presenter: Dr. Angie Paccione, Executive Director

Main Presenters:
- Dr. Angie Paccione, Executive Director
- Mr. Tom McGimpsey, Chair, Colorado Commission on Higher Education

Supporting Presenters:
- Mr. Jason Schrock, Chief Financial Officer
- Ms. Kim Poast, Chief Student Success & Academic Affairs Officer
- Ms. Lorna Candler, Director of Division of Private Occupational Schools
- Mr. Michael Vente, Senior Director of Research
- Ms. Shelley Banker, Director of the Colorado Opportunity Scholarship Initiative
- Dr. Brittany Lane, Director of Educator Preparation
- Ms. Emily Burns, Senior Finance Analyst
- Ms. Lauren Gilliland, Lead Finance Analyst

Topics:
- Higher Education Funding Allocation Formula: Page 1, Questions 1-15 in the packet, Slides 26-28
- Requests R1 and R2 General Fund Support and Tuition Limits for Public Institutions of Higher Education: Page 11, Questions 16-20 in the packet, Slides 29-30
- Financial Aid: Page 13, Questions 21-22 in the packet, Slides 29-30
- R9 and R10 Early Childhood Initiatives: Page 15, Questions 23-28 in the packet, Slide 31
- BA1 Get on Your Feet Colorado: Page 16, Question 29 in the packet, Slide 32
- R5 Accountability Dashboard: Page 17, Questions 30-32 in the packet, Slide 33
- R7 Chief Equity Officer: Page 18, Questions 33-34 in the packet, Slide 33
- R8 Division of Private Occupational Schools: Page 18, Questions 35-37 in the packet
- R11 Colorado Opportunity Scholarship Initiative: Page 19, Questions 38-39 in the packet, Slide 34
- Capital Construction and R6 Area Technical College Grant Program: Page 21, Questions 40-45 in the packet, Slide 35
- Continuously Appropriated Funds: Page 23, Question 46 in the packet

2:45-3:00 BREAK

3:00-5:00 COLORADO COMMUNITY COLLEGE SYSTEM, LOCAL DISTRICT COLLEGES, AREA TECHNICAL COLLEGES

Main Presenters:

- Mr. Joe Garcia, Chancellor, Colorado Community College System
- Dr. Leah Bornstein, President, Aims Community College
- Dr. Carrie Hauser, President, Colorado Mountain College
- Ms. Stephanie Donner, Executive Director, Emily Griffith Technical College
- Ms. Teina McConnell, Executive Director, Pickens Technical College
- Mr. Michael Klouser, Director, Technical College of the Rockies

INTRODUCTIONS AND OPENING COMMENTS

JBC QUESTIONS FOR INDIVIDUAL SYSTEMS/COLLEGES

Community College System

- Higher Education Funding Model: Page 1, Questions 1-4 in the packet
- Requests R1 and R2 General Fund Support and Tuition Limits for Public Institutions of Higher Education: Page 3, Question 5 in the packet

Local District Colleges

- Higher Education Funding Model: Page 3, Question 6 in the packet

Area Technical Colleges

- Higher Education Funding Model: Page 3, Question 6 in the packet
- R6 Area Technical College Grant Program: Page 4, Questions 7-9 in the packet

QUESTIONS FOR PANEL DISCUSSION

- Impact of Enrollment and Funding Trends: Page 6, Questions 10-12 in the packet
- Cost Drivers: Page 9, Questions 13-14 in the packet
- Master Plan Goals and Institutional Efficiency: Page 12, Questions 15-16 in the packet

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HIGHER EDUCATION FUNDING ALLOCATION FORMULA - H.B. 14-1319 AND DEPARTMENT PROPOSAL PURSUANT TO S.B. 19-095

1. Discuss the differences between the model you submitted on November 1 under H.B. 14-1319 and the proposal you submitted on November 12 incorporating proposed model changes pursuant to S.B. 19-095. What are the strengths and weaknesses of the new proposal? How are the outcomes (funding results) an improvement? Who wins? Who loses?

   We continue to be in discussions and development for the appropriate and best framework of an allocation model for higher education in Colorado. One that will be simple to understand, emphasize state investment toward higher education goals, incentivize outcomes, and provide stability for our most vulnerable institutions. While progress has been made and pathways have been identified, there remains work to be done. The models submitted on November 1st and then on November 12th are representative of the status at that time.

   - *November 1 Model Version: The model submitted November 1, under H.B. 14-1319, included several modifications, namely (1) the removal of non-resident students from completions and (2) the recognition of underrepresented minority students in both role and mission and performance. However, due to statutory constraints, the existing 1319 model is limited in its capacity to change – the requirement that 52.5 percent of funding flow through the COF stipend, as well as the amount of specific language dictating other factors which must be included in the model, place restraints on the ability of the Department, the Governor, and the JBC to make meaningful changes.*

   - *November 12 Model Version: The Department's model submitted on November 12, which was intended to address CDHE's responsibility under SB19-085 to develop a new higher education formula, is more targeted and more closely aligned with the Commission's Master Plan goals. It includes significant proportions of funding for both Pell-eligible and underrepresented minority students, with the intention of including first-generation students once the data is available. It also includes metrics focusing on on-time (100 percent) and 150 percent of time graduation, both of which are key to focusing funding toward student success and affordability, given that timely completion is one of the best ways to save students money.*

   MAIN DIFFERENCES BETWEEN THE TWO MODELS

   - *In the existing 1319 model, modifications of any one portion of the model can have unintended consequences in other portions of the model due to the way in which the model components interact. In the Department's model submitted on November 12, each component is isolated to a specific percentage of funding, meaning that increasing/decreasing the percentage of funding allocated through one portion of the model does not result in major unintended changes to another portion.*

   - *November 12th Model:*

- *Allocates state resources based on how institutions serve resident students, in contrast to the existing 1319 model which allocated resources based on both resident and non-resident students.*
- *Much simpler structure to explain – the percent of funding driven by each metric is clearly outlined and the metrics themselves are simple, even though the methodology behind calculating them considers multiple factors.*
- *Includes a space to explicitly recognize the base funding needs of vulnerable institutions moving forward. The Department is currently engaged in a base funding study to inform operational support needs.*
- *Completions, equity in enrollment, and graduation rates more clearly signal the Commission's goals. The Department views the clear communication of priorities aligned to the Master Plan in the model that was submitted as a significant strength over 1319.*

CONTINUED CHALLENGES

As is the case with any funding allocation model, some institutions perform better in one model version over the other.

The largest factor in whether or not an institution sees an above-average increase in funding in the November 12 model is the base redistribution in step one, which weights the operational support for small, rural schools that are not part of a system significantly higher than more urban schools that are part of a system. In this step, the only governing boards that do not see a weighted increase are the systems; as a result, the systems see a large portion of their prior-year funding reallocated to other schools.

Other reasons schools face challenges in the November 12 model are (1) the exclusion of non-residents and (2) comparatively lower enrollment of Pell-eligible and underrepresented minority students, either as a proportion of the statewide total (which impacts small schools) or as a percentage of their total student body (which negatively impacts multiple schools regardless of size). One goal of the new model was to help smaller schools compete by adjusting for volume. However, despite the model's adjustments for volume, two of the three small schools still do not perform well because of a lower number and proportion of Pell-eligible and underrepresented minority students and the exclusion of nonresidents.

It is for these reasons that the Department continues to work with stakeholders, members, and the Administration to identify the best metrics and structure of a formula that focuses state investment in higher education on Master Plan goals, provides stability for our vulnerable institutions, and is more simple to understand.

2. Does the Department view its new funding model proposal as just for FY 2020-21? What does it envision using for FY 2021-22 and future years?

   The Department's goal has always been to develop a funding model that is viable for the 5 year period until the next review. We continue to be in discussions and development for the appropriate and best framework of an allocation model for higher education in Colorado. One that will be simple to understand, emphasize state investment toward higher education goals, incentivize outcomes, and provide stability for our most vulnerable institutions. While progress has been made and pathways have been identified, there remains work to be done.

3. COF stipend: Please clarify the Department's proposal for how the COF stipend fits into its new model. Does it expect to retain the COF stipend as an administrative structure, even if this doesn't affect each governing board's total funding?

In the Department's model submitted November 12, COF would be retained as an administrative structure. In the current 1319 structure, a COF stipend amount is set, and funding is then allocated based on prior-year COF credit hour actuals. In the Department's model submitted November 12, funding is allocated first based on the established metrics. Once funding levels are determined, prior-year COF hours determine the split between COF funding and fee for service contracts as mechanisms for distributing state resources. In this way, the COF stipend amount is set. This methodology is how COF and fee-for-service amounts were determined prior to the implementation of the model under HB 14-1319.

4. School of Mines: Why did the Department separate out Colorado School of Mines as a specialty education program in the proposed model?

Given the Colorado School of Mines' highly specialized nature at both the undergraduate and graduate levels, and its recognition as a specialized program in both its establishing statute and current law related to the funding allocation model, the Department believes that making the School of Mines an SEP is justified.

BACKGROUND
C.R.S. 23-41-105, the statute establishing the Colorado School of Mines and its role and mission, states:

> *There is hereby established a school at Golden, to be known as the Colorado school of mines. The school of mines shall be a specialized baccalaureate and graduate research institution with high admission standards. The Colorado school of mines shall have a unique mission in energy, mineral, and material science and engineering and associated engineering and science fields. The school shall be the primary institution of higher education offering energy, mineral, and material science and mineral engineering degrees at both the graduate and undergraduate levels.*

The School of Mines is one of two campuses in the state to which the General Assembly has ascribed the "specialized baccalaureate" designation. The only other campus with this designation is the health sciences center of the University of Colorado (C.R.S. 23-20-101 (1) (d)). While other institutions have specialized roles and missions at the graduate level, only the School of Mines and the CU Health Sciences Center have specialized roles at the baccalaureate level. The School of Mines is also the only institution with "high" admission standards – all other institutions, even CU Boulder, are designated as "selective" institutions.

In passing HB 14-1319 and creating the current law funding formula, the General Assembly recognized the specialized nature of the School of Mines – C.R.S. 23-18-303 (5) states:

> *The board of trustees of the Colorado school of mines may study and recommend to the general assembly a different funding structure, including but not limited to a special purpose authority as defined in section 24-77-102 (15), C.R.S., that strengthens the institution and its specialized educational programs while ensuring academic quality and continued opportunities for resident students who meet the admissions criteria of the institution.*

The credentials conferred by the School of Mines demonstrate the institution's highly specialized educational mission. In the 2018-19 academic year, Mines awarded 690 baccalaureate degrees to resident students. Of these 690 degrees, 579 (83.9%) were classified as engineering degrees. Of the remaining 111 bachelor's degrees, just four were non-STEM degrees. Table 1 below shows the degrees awarded to resident students by CIP code classification and level at the Colorado School of Mines.

Table 1: Distribution of Awards to Resident Students by CIP Code and Level, Colorado School of Mines				
	Bachelor's (n=690)	*Master's (n=274)*	*Doctoral – research (n=49)*	*Total (n=1013)*
Computer and IT Sciences	*10.9%*	*7.7%*	*2.0%*	*9.6%*
Engineering	*83.9%*	*55.1%*	*44.9%*	*74.2%*
Engineering Technologies	*0.0%*	*11.3%*	*0.0%*	*3.1%*
Interdisciplinary Studies	*0.0%*	*0.4%*	*0.0%*	*0.1%*
Mathematics and Sciences	*2.9%*	*5.5%*	*10.2%*	*3.9%*
Physical Science	*1.7%*	*16.1%*	*36.7%*	*7.3%*
Social Sciences	*0.6%*	*4.0%*	*6.1%*	*1.8%*
Grand Total	*100%*	*100%*	*100%*	*100%*

Statewide, the distribution is quite different. Table 2 shows the distribution of degrees awarded to resident students by CIP code classification and level across the state. Only the 10 most common CIP codes in which bachelor's, master's, and doctoral research awards were granted are shown. Degrees awarded in these categories make up slightly over 70 percent of the degrees awarded at these levels statewide. As Table 2 demonstrates, statewide the degrees awarded to resident students are much more evenly distributed across CIP categories. Mines, with approximately three-quarters of their degrees being granted in a single CIP code category, is a significant exception.

Table 2: Statewide Distribution of Awards to Resident Students by CIP Code and Level, 10 Most Popular Fields				
	Bachelor's (n=19663)	*Master's (n=5127)*	*Doctoral – research (n=707)*	*Total (n=25497)*
Business Management, Marketing, Other	*16.3%*	*17.0%*	*0.3%*	*16.0%*
Engineering	*9.2%*	*11.7%*	*16.1%*	*9.9%*
Biological and Biomedical Sciences	*9.5%*	*3.3%*	*11.2%*	*8.3%*
Nursing and Allied Health Professions	*7.9%*	*7.1%*	*3.4%*	*7.6%*
Education	*2.7%*	*23.3%*	*15.1%*	*7.2%*
Social Sciences	*6.9%*	*2.7%*	*7.8%*	*6.1%*
Psychology and Applied Psychology	*6.4%*	*3.8%*	*8.1%*	*5.9%*
Visual and Performing Arts	*4.6%*	*2.8%*	*4.1%*	*4.2%*
Communications and Journalism	*4.9%*	*1.2%*	*1.1%*	*4.0%*
Parks, Recreation, Leisure, and Fitness	*3.9%*	*1.3%*	*0.8%*	*3.3%*

**Note: columns will not total 100% as the above table only represents a selection of the bachelor's, master's, and doctoral research degrees awarded in the state*

MINES' CONTRIBUTION TO STATEWIDE GOALS

There are concerns about how to ensure that the School of Mines will be incentivized to continue working on Colorado's master plan goals for higher education and work to close equity gaps.

While the institution has work to do on the front of closing equity gaps and there is value in a formula that holds all governing boards accountable to the same goals, the School of Mines has continued to demonstrate commitment to the equity goals expressed in the Master Plan:

- *The undergraduate Hispanic student population has increased from 316 in Fall 2015 to 544 in Fall 2019, a 72 percent increase over a period of time in which the enrollment of underrepresented students was not recognized in the current funding formula.*
- *Large improvements in both 4-year and 6-year graduation rates over this same timeframe - 4-year graduation rate has increased from 49 percent to 66 percent, and 6-year rate has increased from 70 percent to 83 percent.*
- *While the institution enrolls fewer underrepresented minority or Pell-eligible students, they perform very well with the students they have – 75.2 percent 6-year graduation rate for Pell-eligible students, while the statewide average is 49.8 percent. This is the highest graduation rate in the state for Pell-eligible students, even though the rate slightly trails that of their overall population.*

INCENTIVIZING & HOLDING ACCOUNTABLE

Institutions set annual goals in collaboration with the Department, pursuant to SB 17-297, around enrolling and completing underrepresented minority and Pell-eligible students, as well as other Master Plan goals. The Department currently has a public-facing accountability dashboard that has been utilized to articulate these institution goals and progress on them.

Part of the Departments 2020 legislative agenda and budget request is to invest in making this dashboard more robust and providing transparency on institutional progress, costs, and other important information for students and families to be most informed about their choices.

Some options for further incentivizing the institution beyond public transparency could be:

> *Funding increases to the School of Mines' could be tied to their annual performance on these goals. For example, if the school meets 98 percent of their goals, they would be eligible for 98 percent of the statewide average funding increase. Although it is important to note that Mines would be treated differently in this respect than the other two SEP's – Anschutz Medical and CSU Veterinary Medicine – which are spelled out in legislation as SEP's.*

5. Peer Comparison for Graduation Rates: Are there other states that use peer comparisons as part of their formula?

   The Department is aware of at least two states that currently use peer comparisons in their funding allocation formulas. One part of the state of Michigan's performance funding formula awards "points" in several categories based on institutional performance compared to their Carnegie peers.[1] Institutions receive three points for being in

[1] *The Carnegie Classification is the leading framework for recognizing and describing institutional diversity in U.S. higher education. (https://carnegieclassifications.iu.edu/index.php)*

the top 20 percent on a metric when compared to their peers, or two points for either 1) being above the median on a metric when compared to their peers or 2) demonstrating improvement year to year on a metric. Scores are then weighted based on FTE enrollment and funding is allocated based on the weighted scores.

The state of Maine also allocates funding based on peer institutions, although their allocation model is not tied to performance. Instead, Maine uses what they refer to as a "parity model." In this model, each institution's funding is compared to that of their peers; institutions that are further behind their peers receive a greater relative proportion of the state appropriation increase.

6. If we are going to use peers to compare time to graduation, shouldn't we use peers that have a similar funding structure? What criteria should be used to ensure that it is a fair comparison?

   The current intention of the peer study is to identify peers that are similar in terms of basic institutional characteristics such as size, setting, and programs and degrees offered, as well as the characteristics of the student body such as their academic preparedness, financial need, and other demographics. Criteria related to institutional finances are not included.

   The original intent of the study was to identify similar schools for an analysis of their financial resources relative to peers. However, the Department believes that the criteria and characteristics used in the study can determine meaningful peers that can be used in the evaluation of graduation rates. While there are certainly aspects of graduation rates that are closely tied to resources, student outcomes can vary independent of resource levels.

7. Why should peer comparisons be used? What is the rationale?

   The State of Colorado is home to a wide variety of institutions, ranging from open-access to highly selective. The Department does not consider it appropriate to compare these institutions against one another on a metric that is, more than many other metrics included in the formula, highly dependent on the student bodies they serve. As a result, Department staff pursued comparisons against national institutional peers serving similar student bodies rather than among Colorado institutions.

8. Why does the Department believe that students should graduate in 100% time or 150% of time? Explain the rationale behind the value judgement in the Department's use of graduation rates as an element in its proposed funding formula.

   In Colorado, just 36.1 percent of first-time, full-time degree-seeking undergraduate students graduate from a four-year public institution within four years. That number increases to 61.8 percent within 6 years (150 percent of time). At our two-year institutions, 26.9 percent of students graduated within three years (150 percent of time for students seeking an associate degree). One of the best ways to meet Colorado's Master Plan goals while saving students money is to increase the number (and rate) of students who retain and complete a degree in a timely manner at one of our public institutions.

   On time graduation is one of the best ways to save students money. The longer a student is enrolled in higher education, the longer they must pay tuition, fees, cost of living expenses, and absorb the cost of wages they forfeit while enrolled. And since tuition and fees increase over time, education gets more expensive the longer a student is enrolled.

   Timely completion of a degree is also a key strategy in managing student loan debt. One of the worst outcomes for a student is that the accumulation of student debt without the completion of a degree – not only are they in debt,

but they do not have the credential that may have afforded them a higher-paying job. As a result, this group of individuals (some college, no degree) is more likely to default on any loans they have than an individual who completed a degree, even if the amount of debt taken out is very low. As the Department noted in its ROI report, just 9 percent of college graduates default on their student loans, compared with 24 percent of those who do not complete a degree, and two-thirds of those who defaulted on their student loans owed $10,000 or less.

While the Department finds timely graduation to be extremely important, it also recognizes that some students still view a longer time to completion as right for them. To take this into account, the Department intends to compare graduation rates at Colorado schools with schools in other states that serve similar student bodies, i.e., a school with a large part time population would be compared with other schools that have high part time populations.

9. First Generation: What number/percentage of Colorado resident students are first generation in their families to attend college at each institution?

An undergraduate student is considered first generation in Colorado if they meet the definition outlined in the Higher Education Act of 1965: (A) an individual both of whose parents did not complete a baccalaureate degree; or (B) in the case of any individual who regularly resided with and received support from only one parent, an individual who's only such parent did not complete a baccalaureate degree. During fall 2018, 78,674 resident students were reported as first-generation students. This represents approximately 40.4% of the total resident undergraduate population for the fall 2018 term. However, there are several caveats around the data – see the answer to the next question.

10. Is the methodology used by different institutions to collect this information different? Could it be subject to "gaming"?

While the Department and institutions have reached an agreement to use a single definition of a first-generation student, the methodology for determining a student's first-generation status differs by institution. There are two places where a student would self-identify as a first-generation student: the Free Application for Federal Student Aid (FAFSA) and an institution's admissions application. Both sources pose challenges for accurate, consistent counts of the first-generation population across the state's institutions.

First, the wording of the FAFSA question pertaining to first-generation status has generally been identified as technical and confusing to students. Additionally, not every student completes the FAFSA, so relying on FAFSA information alone will lead to an incomplete picture of the first-generation population, especially at schools with a very low FAFSA completion rate. Colorado as a state has a comparatively low rate of FAFSA completion, and FAFSA completion rates also vary from school to school.

Every student at an institution fills out the other source of first-gen data, an admissions application, so theoretically relying on admissions applications should provide a more accurate picture. However, the Department has learned from institutions that there can be incongruency between the application and the FAFSA for some students. Some students do not denote their first-generation status on admissions forms or provide a different first-generation status than what had been provided on the FAFSA. And since admissions applications vary by school, the wording of a question on first-generation status may differ from one institution to another.

As a result, institutions encounter three groups of students when they attempt to determine the number of first-generation students on their campuses: students who have indicated they are not first-generation on both the FAFSA and the institutional admissions application, students who have marked that they are first-generation on

both forms, and students who have indicated first-generation status on one but not the other. Institutions currently have discretion over how to treat this third group of students – at some schools, indicating first-generation status on one of the two forms will result in a reporting of first-generation status to the Department; at others, those students will be classified as "not first generation" or "unknown." The Department will be engaging with institutions to ensure each school is reporting first-generation status based on the same set of assumptions. While this metric could technically be subject to "gaming" if one institution was very broad in its classification of first-generation students, the Department does not believe this is currently occurring – and once the more detailed methodology is available the Department does not anticipate it being an issue.

11. If collection methods are different by institution, can the Department provide data that is consistent for students who completed the FAFSA (free application for federal student aid) at all institutions? If the Department does not have consistent information available at this time, by when can it ensure that institutions collect this information consistently? Is legislation required to achieve this?

    While the Department receives FAFSA data directly, there are strict limitations on the information the Department can share. Currently the Department is unable to share information related to first-generation status. Additionally, FAFSA-only reporting would not be a complete picture of the actual first-generation enrollment at each institution. Because Colorado has a relatively low rate of FAFSA completion, this would be a small subset of the actual student population on any given campus.

    The Department is currently working with the Data Advisory Group to clarify what set of assumptions institutions should follow in situations where a student reports a different first-generation status on the FAFSA versus the institutional admissions application. The Department anticipates final guidance will be available for the 2020-21 academic year data submissions – since the formula data is used on a two-year lag, this means the Department anticipates data being available for use in the formula for FY 2022-23.

    The Department has also considered the possibility of using legislation or policy to dictate the wording on an application, or possibly making the question required for the submission of an admission application but does not believe this is necessary at this time.

12. Minimum/base funding increases: Did the Department consider applying a "floor" for minimum increases either in its submission on November 1 that used the H.B. 14-1319 model and/or under the new model proposal submitted on November 13? How does it feel about using such an approach?

    The Department has considered applying a "floor," and in its November 1submission made changes in the tuition stability portion of role and mission to ensure that no institution would take a cut in a year when governing boards saw an increase on average. The Department is also currently developing a more formulaic set of guardrails to use in the future. In the November 12 submission no "floor" was needed, as all governing boards received an increase of some sort.

    Broadly, the Department is open to guardrails so long as they can be approached in a principled manner.

13. When should a new model take effect? Please respond to the staff recommendation that the General Assembly use the existing H.B. 14-1319 statute for drafting the FY 2020-21 Long Bill, adjusting the current model to provide certain base funding levels and address any other concerns. Statutory changes could then apply to the FY 2021-22 request. What would be the negative impact?

The Department's goal is to develop a funding model that would take effect for FY 2021 and be viable for the 5 year period until the next review. We continue to be in discussions and development for the appropriate and best framework of an allocation model for higher education in Colorado. One that will be simple to understand, emphasize state investment toward higher education goals, incentivize outcomes, and provide stability for our most vulnerable institutions. While progress has been made and pathways have been identified, there remains work to be done.

14. If the Department wants to change the model in effect for FY 2020-21, is it hoping to see such legislation enacted prior to introduction of the FY 2020-21 Long Bill?

Yes, the Department would like to see legislation enacted enabling the use of a new model for FY 2020-21 and remain in place until the next review is conducted.

15. Does the Department have any feedback on the staff recommendation for statutory changes and staff's "thought experiment" suggesting a simplified H.B. 14-1319 model?

The Department believes that the staff recommendation and "thought experiment" regarding the existing HB 14-1319 have elements of alignment with the Master Plan goals. Had the Department elected to pursue modifications to the formula rather than the creation of an entirely new formula, the proposed simplified version resembles what likely would have been sought.

The staff recommendation includes several components. The Department responds to each below:

Eliminate statutory requirements that "specialty education" programs increase or decrease at the same average rate as all funding for higher education.
The Department is open to considering this change and would be interested in more details around how SEP funding levels would be determined.

Loosen the statutory requirement that the College Opportunity Fund stipend constitutes 52.5 percent of "total state appropriation."
The removal of the requirement that 52.5 percent of funding be allocated based on COF credit hours is a critical component for any simplified version of the model. Without that flexibility, the model will continue to be highly volume-driven, and the changes that can be made will be limited. However, the Department also recognizes that, while COF may not need to be 52.5 percent of the allocation running through the model, it is an important component for recognizing volume and resident undergraduate enrollment and should be retained as a substantial portion of the model. The Department generally agrees with this portion of the recommendation.

Eliminate the statutory requirement that funding for Pell students be "at least equal to ten percent of the amount of the COF stipend" and replace this with a simpler requirement.
This is another change the Department agrees with. The Department has historically increased the funding tied to Pell students above the ten percent outlined in statute, so this requirement has not limited the Department as much

as the requirements around COF. However, the Department agrees that greater flexibility around how funding must be distributed would be an improvement.

JBC staff also recommend requiring the inclusion of first-generation students in this simplified requirement. While the Department agrees with this principle, it currently has concerns regarding consistent data collection in this area that have been outlined in response to another question. Because of these concerns, the Department would support the explicit inclusion of first-generation students in the model with the flexibility to include this metric only once it feels the available data is more consistent.

Eliminate much of the other detail related to "role and mission funding."

The Department agrees that the ability to remove the weighted credit hour component as well as the various current adjustments in Role and Mission of the model is an improvement. However, a simplified version of Role and Mission would still need to include an amount of funding significant enough to aid those institutions that rely heavily on Role and Mission in the existing 1319 model. The Department also sees this as a place to potentially implement changes based on the results of the peer funding parity model.

Modify the requirements for performance funding.

The Department agrees with the recommendation to limit completions funding to resident students, as well as the flexibility to either include or remove metrics based on retention. The Department will also continue to recommend graduation rate be included in any formula used going forward, so would advocate for continued flexibility around the ability to add new metrics.

In order for any formula to viably allocate 100 percent of funding, it requires three main components. First, a recognition of volume, as the size of an institution does have an impact on the overall level of funding they require. The Department also believes some level of funding can and should fluctuate based on enrollment trends – if an institution is consistently shrinking, that institution may need to evaluate its costs and make reductions in accordance with its enrollment trends and projections. Similarly, an institution demonstrating consistent growth should see growth in funding as well.

Second, a model requires some stable, base-like component. Institutions need operational stability, so some portion of the model must resemble the Role and Mission component that currently exists under 1319. This component is especially important to small schools, as the existing Role and Mission makes up over 50 percent of the total state appropriation at the State's smallest institutions.

Finally, the model must recognize the performance of the State's institutions using metrics that align with the Commission's Master Plan goals, and those performance metrics must make up a meaningful portion of the overall funding allocation.

Broadly, the Department sees alignment with staff's proposal, as it has the potential to meet all three of the above goals. However, any simplified version of 1319 would still need to reflect the Department's and Governor's priorities, such as an increased amount of funding based on performance and inclusion of graduation rate metrics.

The demonstration of the JBC staff "thought experiment" included in the budget briefing shows what appropriations would have looked like had the simplified formula been in place for the past five years. The Department believes any transition from the existing 1319 model to one resembling the simplified model will require guardrails to ensure a smooth transition. The Department also believes the issue of including metrics that allow smaller schools to compete in a meaningful way under a formula that continues to be volume-driven even after simplification will continue to be a challenge requiring further consideration.

REQUESTS R1 AND R2 GENERAL FUND SUPPORT AND TUITION LIMITS FOR PUBLIC INSTITUTIONS OF HIGHER EDUCATION

16. What level of General Fund support and/or tuition is needed for each higher education institution to cover its base funding needs? What is the difference between the general inflation rate and the inflation rate experienced by institutions of higher education? Do the Department's calculations adequately factor in the cost of personnel benefit increases?

The Department estimates that the increase needed for the 10 governing boards combined to cover their base funding needs is $85.6 million for FY 2020-21. The estimated increase for base funding needs for each institution is shown below. Under the Governor's budget request of a General Fund increase of 2.5 percent and a resident undergraduate tuition increase capped at a statewide average of 3 percent, institutions will need to use a combination of General Fund and tuition increases for resident and nonresident students to cover their base funding needs. The tuition increase amount will depend upon their allocations of state funding through the funding formula.

Governing Board	**Total FY 2021 Increase**
Adams	$879,858
Mesa	$2,398,010
Metro	$4,192,968
Western	$818,796
CSU	$17,904,878
Ft. Lewis	$1,359,348
CU	$36,259,199
Mines	$4,863,479
UNC	$3,996,242
CCC	$12,929,955
TOTAL	$85,602,734

Based on discussions with the Governing Boards, Department staff has learned that the estimated increases are generally good approximations of the base cost increases institutions will experience in FY 2020-21, assuming a 2 percent salary increase for state employees. Institutions have stated that this estimate would be too low if there were a higher salary increase for state employees. However, a few governing boards have indicated that the estimates understate the increases they will experience. Most notably, Metropolitan State University of Denver has indicated that it will need to increase faculty and staff salaries at a higher rate than the 2.1 percent inflation rate used in Department's estimate in order to retain employees and that the Department estimate does not factor in various (mostly Information Technology) contract cost increases it will incur. In addition, Colorado Mesa University has indicated that the health benefit cost increases in the Department's estimate are too low as such cost increases are higher on the western slope. Lastly, the University of Northern Colorado has indicated that in order to improve outcomes and student success, additional resources are needed above the amounts needed for base funding needs.

The consumer price index, or the general inflation rate, tends to be lower than the inflation rate experienced by institutions of higher education. As evidence of this, the Higher Education Price Index (HEPI), produced by the

Commonfund Institute measures the average relative level in the prices of a fixed basket of goods and services purchased by colleges and universities each year (excluding research). Because this index focuses on what colleges and universities buy, such as faculty and administrative salaries and benefits, as well as supplies and utilities, it better captures their cost increases than the consumer price index, which measures costs for general consumer expenditures. For example, over the period 1978 to 2017, the U.S. CPI increased at annualized rate of 3.5 percent, while the HEPI increased by 4.2 percent. One main reason the HEPI increases at a higher rate is that it captures faculty and administrative salaries at colleges and universities, and these personnel are higher skilled, educated professionals. The costs for employing such workers has steadily grown over time due to broad economic forces.

17. The Department has indicated to staff that it expects to modify its request for tuition caps for individual institutions as more data becomes available. Please describe the Department's plans.

    After further discussions with institutions and the Governor's office, the Department requests that the increase for resident undergraduate tuition be capped at 3.0 across the board for each of the state's governing boards. The Department continues to request no rate or revenue limits on allowable increases for resident graduate students and nonresident students.

18. Do other states face revenue limitations like Colorado's that limit state higher education spending?

    According to the Tax Policy Center, as of 2015, 34 states had at least one kind of tax and expenditure limit. Colorado is commonly viewed as having the most restrictive fiscal limits. Colorado's revenue limit, TABOR, is in the state constitution, and thus requires voter approval to change. In addition, TABOR requires voter approval for tax increases. Further, TABOR is combined with other constitutional fiscal policies that have constrained the state budget. The Gallagher Amendment in the state constitution, combined with TABOR, has reduced the local share of K-12 public school funding in the state, requiring the state budget to take on a larger share. Further, Amendment 23 in the state constitution requires minimum funding increases for K-12 public education. These policies have led to less resources for other programs in the state budget, including higher education. Also, Colorado has lower state taxes than most states, ranking 36th on a per capita basis and 44th based on personal income, according to the Federation of Tax Administrators. This also contributes to Colorado's lower amount of state resources allocated to higher education compared with other states.

19. Does the fact that students can access loans enable institutions to increase their expenditures? Is this a cost-driver for higher education?

    There is not clear, definitive evidence that access to loans increases higher education costs. There is some evidence that it can lead to an increase in costs for some institutions, most notably private, for-profit colleges. Access to loans can in some cases result in higher prices as it increases demand by providing more individuals the ability to attend a higher education institution, as a rise in demand can result in higher prices. However, removing access to such loans would hinder the ability of lower- and middle-income individuals to access higher education. Also, over time, institutions can respond to increased demand by increasing their capacity to serve such students. This increase can serve to place downward pressure on prices.

    Although there is some evidence that access to loans can result in increased costs, there are several other factors that have caused rising costs in higher education. A primary factor is the nature of higher education as a personal service industry with a highly educated workforce. These types of workers have commanded increasing salaries over time in the economy, thus increasing the costs in the industries in which they work, including higher education.

20. How can the State obtain more high quality degrees at a lower cost per degree/certificate?

The Department's Roadmap to Containing College Costs and Making College Affordable, released in November, outlines near, medium and long-term strategies to continue to contain costs and help make higher education accessible for Coloradans. Among the strategies outlined, the Roadmap suggests continuing to find ways to reduce the time-to-credential, such as through improving access to concurrent enrollment and awarding credit for prior work and learning experiences. Other strategies include supporting investments in need-based financial aid and wraparound support programs that encourage completion, finding more ways for institutions to pool services, and lowering health care costs for institutions.

One longer term strategy, discussed in the Roadmap, that could materially impact student costs is changing how higher education is delivered. For example, by unbundling degrees, creating shorter, stackable credential options, and building stronger industry partnerships, students can acquire knowledge and skills while working, reducing their time and cost in the traditional classroom setting. However, these types of approaches will likely take time to occur on a larger scale as changes in attitudes and practices among employers and students are necessary. Another change in how higher education is delivered that would reduce costs in the longer term is increasing utilization of online education. However, further advancements in online education, such as computer-adaptative learning to enable more interactive instruction, is needed so that more students can successfully utilize the practice and have strong academic outcomes.

The state's institutions already review their spending and identify efficiencies on an ongoing basis to reduce costs while not negatively affecting quality. For example, institutions have been able to reduce or eliminate administrative positions, as well as academic programs with low demand, and reallocate the resources to priority areas, such as high demand academic areas. Other measures include requiring faculty to teach more courses, reducing energy consumption, collaborating with other state institutions on programs and administration, and instituting process improvement practices. In addition to these initiatives, the state's institutions also engage in innovative practices to reduce costs to students such as through increasing concurrent enrollment, using open educational resources (OER), helping students graduate sooner through curriculum redesign, and through remedial education reform. The state's institutions can continue to build upon these efforts to continually find ways to lower costs per degree/certificate.

FINANCIAL AID

21. Discuss the differences in available institutional aid by governing board. What are the funding sources institutions use for awarding such institutional aid?

The differences in the availability of institutional aid by governing board are due primarily to the differences in available revenue as all unrestricted revenue is potentially a source of institutional aid funds. For most governing boards, tuition is the single greatest source of revenue, so tuition revenue generation capacity is the most important determining factor in any institution's overall revenue picture. There is no single revenue stream that is dedicated to institutional aid expenditures. Thus, the availability of institutional aid is a resource allocation decision, but the decision-making process is constrained by the availability of revenue. Furthermore, resource allocation decisions, which are made by institutional leadership, reflect the complexity of running large enterprises, such as institutions of higher education. Resource allocation decisions are not made in a vacuum as leadership must consider various competing priorities. The table below demonstrates the differences in institutional aid expenditures by governing board in FY 2018-19. It should also be noted that student aid awarded by foundations or endowments is also considered institutional aid. In most cases, institutional foundations are run as a 501(c)(3), serving as a non-profit partner to the institution.

Institution and Type	Sum of Inst Need Based Awards	Sum of Inst Merit Based Funds
2-Year Public	**$1,820,636**	**$5,237,113**
Aims Community College	$405,621	$994,689
Arapahoe Community College	$175,000	$357,413
Colorado Northwestern Community College	$20,000	$405,515
Community College of Aurora	$19,415	$181,853
Community College of Denver	$457,611	$345,418
Front Range Community College	$438,186	$221,922
Lamar Community College	$58,668	$373,687
Morgan Community College	$17,285	$157,629
Northeastern Junior College	$0	$531,464
Otero Junior College	$0	$795,854
Pikes Peak Community College	$148,495	$159,113
Pueblo Community College	$22,774	$9,096
Red Rocks Community College	$57,581	$152,430
Trinidad State Junior College	$0	$551,030
4-Year Public	**$87,928,881**	**$97,860,467**
Adams State University	$724,211	$1,235,025
Colorado Mesa University	$0	$7,480,314
Colorado Mountain College	$0	$0
Colorado School of Mines	$927,084	$7,032,210
Colorado State University	$25,620,431	$19,650,016
Colorado State University - Pueblo	$420,208	$2,602,271
Fort Lewis College	$4,466	$3,216,297
Metropolitan State University of Denver	$5,719,026	$3,667,882
University of Colorado Boulder	$28,405,351	$30,864,727
University of Colorado Colorado Springs	$6,682,531	$6,033,254
University of Colorado Denver	$9,791,848	$4,212,918
University of Northern Colorado	$9,110,574	$9,377,395
Western State Colorado University	$523,151	$2,488,158
Public Technical	**$382,683**	**$15,000**
Emily Griffith Technical College	$382,683	$0
Pickens Technical College	$0	$15,000
Technical College of the Rockies	$0	$0
Grand Total	**$90,132,200**	**$103,112,580**

Total Grant Aid Received by Institution for Resident, Undergraduates at Public Institutions in 2018-19 Enrolled at Least Half Time

22. Is any data available on how much of "expected family contributions" come from loans versus other sources?

Expected Family Contribution (EFC) is calculated using the federal government methodology upon completion of the FAFSA. The EFC calculation is primarily based on the assets and income of the parents and/or student. EFC is the annual minimum amount that a family is assumed to pay towards the cost of their student's postsecondary education. For the purposes of awarding need-based financial aid, need is calculated by subtracting EFC from the total Cost of Attendance.

If a family or individual is unable to pay the EFC, very little data is available to illustrate how the gap between expected family contribution and actual family contribution is met. This lack of data is due to the way in which need is calculated. For example, if a family is unable to contribute the EFC, that EFC amount is still going to be counted as a resource available to pay the student's cost of attendance – in other words, it will still be treated as money the family is able to contribute and will thus count against a student's federal, state, and institutional aid eligibility. But for the student to remain enrolled, the bill associated with the student's account must be paid.

In this situation, the difference between the EFC and the actual contribution becomes a sort of unrecognized unmet need. To cover that additional unmet need, the student could choose to earn money through work to help cover the cost. The student or family could also choose to take out federal or private loans to cover the balance (while the Department does have access to some data on loans, our data is incomplete because there is no way to ensure all private loans are included). Students and families may also use other consumer credit tools such as home equity loans and credit cards, but the institution has no way of knowing, and no way of reporting to CDHE, what source of funds was used to pay the student's outstanding balance.

R9 AND R10 EARLY CHILDHOOD INITIATIVES

23. How large is the need for/shortage of early childhood educators?

According to a recent study in Colorado, approximately 70% of childcare center directors report that finding qualified educators is a top challenge they face. Unfortunately, these challenges are expected to worsen in the near future. The Colorado Department of Labor and Employment (CDLE) expects demand to grow 33-43% through 2025, assuming current early childhood care and education utilization remains at similar levels as today. CDHE is currently working with CDLE, CDE, and CDHS to develop a more precise understanding of the size of the workforce shortage in early childhood care and education. Additionally, the R9 request seeks funding for 1 FTE to study this issue as well as evaluate the effectiveness of scholarships in addressing workforce shortages in the field.

24. Why should the state focus on incentivizing degrees in early childhood education if degrees are not necessary to become an early childhood educator?

Educators often cite preparation as a reason for leaving the profession. In a 2017 early educator workforce study, respondents indicated they needed more instruction in working with English language learners, trauma-informed practices, and meeting the needs of children with special health, learning, and behavioral needs. Yet for many professionals in the field, pursuing any type of post-secondary education can be challenging. Seventy-five percent of respondents reported that they would require some type of tuition assistance to pursue higher education. Reducing the cost of a degree will help address this barrier and recruit more prospective educators into the field. Financial incentives such as loan forgiveness and service scholarship programs have proven successful in both recruiting and retaining educators. Existing research suggests that when the financial benefit meaningfully offsets the cost of a

teacher's professional preparation, these programs can be successful in both recruiting and retaining teachers. ECE educators with degrees can more easily advance to higher-paying positions in the field, as well as K-12 education. In turn, reducing the cost of preparation attracts people into the field who want to pursue a career in teaching, but don't yet meet the requirements to do so. Increasing the number of educators with degrees supports another important goal: improving the quality of care and education for children.

25. Are these programs intended to increase the early childhood educator workforce? For example, would these two programs only apply for people who are not yet working in the field, or can those already working in the field apply?

    These programs are intended to increase the early childhood educator workforce. Those already working in the field can potentially qualify for the scholarship and/or the loan forgiveness. Providing scholarships and loan forgiveness together offers multiple incentives for both attracting and retaining educators. Scholarships provide a front-end incentive to educators who might not otherwise pursue a degree, while loan forgiveness provides financial support to those who have already invested in themselves and the quality of ECE in Colorado.

26. If we establish these programs, could an individual qualify for both a scholarship and loan forgiveness?

    It is possible that an individual could potentially qualify for both programs if the individual has completed an associate's degree in an Early Childhood Education CIP code, is employed in a qualified position, and is simultaneously seeking a bachelor's degree in a qualified Early Childhood Education CIP code.

27. Would we be better off simply increasing pay for those working in the field?

    Pay for early childhood educators has been increasing over the past three years, and will increase again in 2020, thanks to voters' support for a higher minimum wage. It should be noted, however, that many community-based providers may end up passing the cost of higher wages on to families in the form of tuition hikes, creating further barriers to access for some Coloradans. If the approximately $4.9 million requested in R9 and R10 were simply distributed to all of the state's early childhood educators as a pay raise, it would provide substantially less benefit on an individual basis than the targeted approach laid out in the budget requests.

28. Discuss how your proposal compares to the Early Childhood and School Readiness Legislative Commission's proposed bill on early childhood educators (Bill 1/A)

    The goal of the Department's budget requests R9 and R10 is to attract and retain qualified ECE educators while enhancing the quality of care and education for young children. The Department is excited to see this issue receive the attention it deserves from the General Assembly and thank the Early Childhood and School Readiness Legislative Commission's for its thoughtful consideration of the challenges facing the early childhood field. We believe that the budget requests submitted on November 1 would effectively address those challenges and look forward to working with the sponsors of Bill 1/A during the upcoming legislative session to ensure a targeted and coordinated approach to enhancing the ECE workforce.

BA1 GET ON YOUR FEET COLORADO

29. How does this proposal for assisting new graduates with payments on their student loans help meet the Master Plan goal of statewide postsecondary attainment of 66 percent by 2025?

The Department believes that by providing such a program, the calculus could be changed for students who want to obtain a degree or credential but who lack the resources to pay outright and are debt averse. The program is also specifically designed to make monthly payments on behalf of qualified program participants so that by the conclusion of the participants time in the program, they will have had two years of monthly payments made towards their potential eligibility for the Public Service Loan Forgiveness Program.

R5 ACCOUNTABILITY DASHBOARD

30. How many people are currently in the data/research division of CCHE?

There is currently the equivalent of 7 full-time members of the data/research (Data, Research, and Policy) division led by CDHE's Chief Research Officer. These team members are engaged in a wide variety of projects, including managing CDHE's entire data infrastructure, used by more than 70 providers of postsecondary education in Colorado, managing data governance/sharing processes to producing legislative reports, leading CDHE's research agenda, and informing/directing the postsecondary education policy landscape.

31. What is the history of providing this data? What incremental improvement would approval of this request bring to transparency? Who is the audience for this data (students, taxpayers)? How would the data be presented to this/these audience(s)?

The Data, Research, and Policy division provides CCHE and CDHE with various data on postsecondary student success. The team directly prepares and releases 8 reports annually on a wide array of topics and manages the data that are used in all types CCHE/CDHE projects. The team also manages several of CDHE's dashboards which display many of these data, specifically CDHE's Master Plan dashboard. Through these reports and dashboards, the team provides essential data in consumable ways to various stakeholders ranging from policymakers to students and families. With minimal additional resources the Department would have the capacity to leverage the vast amount of data currently being collected, analyzed, and stored. The Department believes that this investment will allow for better, more nimble assessment of leading indicators and place the Department in a better position to affect change within the higher education landscape. Furthermore, this request will enable the Department to shift its focus from data gathering and publication to true data analytics. By providing a robust, accessible data analysis and visualization platform for students and families, policymakers, and the general public, the Department sees an opportunity to make these groups more fully aware of trends in cost, outcomes, and the return on investment of higher education in the state of Colorado.

32. Could this be accomplished with existing resources? Can CCHE prioritize its existing resources to get this done?

With current limited resources, the Data, Research, and Policy division has attempted to find time, resources, and bandwidth each year to enhance the ways in which data and insights are presented to the public. The team has also re-prioritized several initiatives, conducted various Lean exercises, and found ways to provide efficiencies within CDHE on a wide variety of projects. However, these efforts have produced only limited success in expanding the team's ability to take on new and innovate projects/initiatives. Receiving resources dedicated to specific work (as outlined in the request) in the past has provided substantial benefits to CDHE, policymakers, students, and the public at-large. For example, the Department received dedicated resources from the General Assembly to produce an annual return on investment (ROI) report for the various public 2 and 4 year institutions of higher education in Colorado. With these resources, the Data, Research, and Policy division was able to provide a wealth of information on the ROI of various providers and programs in Colorado which enhances transparency within the entire postsecondary education spaces for all consumers. Without dedicated

resources, the Data, Research, and Policy division will be limited in its ability to provide these insights on the performance of postsecondary education programs.

R7 CHIEF EQUITY OFFICER

33. Provide a job description and the physical duties of this person. Would they need additional money to actually address equity issues?

    The job description is provided as Appendix A. This job description and corresponding budget request is sufficient to carry out the work envisioned at this time.

34. What is the urgency that would require a supplemental?

    In 2017, the Department was awarded a $500,000 Talent, Innovation and Equity (TIE) grant from the Lumina Foundation. The goals of this grant included (I) campus equity interventions, (II) building and disseminating equity professional development, (III) cultivating an Equity Champions Coalition, and (IV) statewide leadership and listening. The state has made great progress towards these goals, but grant funding is wrapping up and a delay in hiring a Chief Education Equity Officer (CEEO) could compromise momentum.

    A primary product of the TIE grant is a free online equity toolkit for inclusive teaching and learning released by the Department in September 2019. Getting an early start, subgrantee Community College of Aurora (CCA) has been successful in training its first cohort of professors and adjunct faculty on this inclusive teaching curriculum. Though the CEEO will more broadly lead a statewide cultural shift toward equity in higher education, one of their immediate priorities will be working to implement this toolkit across our other institutions. They will also lead the Equity Champions Coalition, which is comprised of multi-sector, bi-partisan key influencers representing each region of the state. The CEEO will harness the momentum generated by the TIE grant and the Equity Champions Coalition by scanning the state and nation for programs and policies that make the biggest gains among students of color and working to implement those policies on a broader, statewide scale. While Colorado is a highly educated state, we also have some of the widest attainment gaps. We cannot afford to lose momentum in our pursuit of educational equity.

R8 DIVISION OF PRIVATE OCCUPATIONAL SCHOOLS

35. Please describe the responsibilities of the Division of Private Occupational Schools and how the technology proposed will help you meet those responsibilities more efficiently.

    The Division of Private Occupational Schools (DPOS) is statutorily charged with overseeing postsecondary private occupational schools and their delivery of occupational education to protect students from fraudulent or substandard education. DPOS is a state agency in the Department of Higher Education with its own seven-member Governor-appointed Board, which is authorized under the Private Occupational School Act of 1981, Section 23-64-101 et seq, C.R.S to provide regulatory oversight for over 300 private occupational schools in Colorado and approximately 20 out-of-state schools. The Division's regulatory responsibilities require it to have regular interactions and site visits with all schools. These processes include receiving and reviewing for Board approval or action the following: new schools, in-state renewals, out-of-state renewals, new programs, new courses, change of ownership, change of location or name, instructor changes, agent permits, illegal schools, and exemption requests. The Division currently has outdated work processes to manage these and multiple other business processes.

Better technology is the solution to increase the quality and efficiency of DPOS's workflow and reporting capabilities to produce higher quality occupational training as well as critical information to support educational choice and viable career paths. Time savings derived from an advanced system will increase outreach and mentoring to occupational schools; quality improvements in our system will generate better outcomes that tie to the Colorado Rises Master Plan goals to increase credentials to 66 percent by 2024 and help close the attainment gap.

36. Please clarify the interaction between the technology you hope to use and new registration requirements for entities that wish to provide training through workforce centers under the Workforce Innovation and Opportunity Act.

All schools (public and private) in Colorado that seek eligibility for training dollars through the federal Workforce Innovation and Opportunity Act (WIOA), must provide information and report on outcomes through Colorado's Eligible Training Provider List (ETPL). Federal law requires the Colorado Department of Labor and Employment (CDLE), as the agency responsible for administering WIOA funds in Colorado, to manage the ETPL. The ETPL is housed on a website maintained by the Department of Higher Education. Colorado Workforce Centers are required to use the training programs listed on the ETPL to ensure accountability, quality, and labor-market relevance of training programs available to our citizens using federal dollars. The ETPL collects data points for the purposes of allocating WIOA training funds and subsequently tracking workforce outcomes of participants.

Approximately one-third of DPOS schools have signed on to the ETPL to date. The online workflow application system that the DHE has built for the ETPL does not yet incorporate the comprehensive review and workflow systems used by DPOS. This request is seeking the opportunity for DPOS to automate most of its workflow while at the same time eliminate the need for schools to register with DPOS and then separately with the ETPL. This will integrate critical information with the Department and the CDLE and simultaneously manage our current workload, workflow and data more efficiently.

37. How will the short- and long-term funding required for this proposed new system affect fees for private occupational schools and state cash funds revenue?

The Division plans to use the existing revenue it collects and a portion of fund balance to fund the new IT system. It will also need the cash fund waiver it requested as well. The Division's carry-over balance is capped at 16.5 percent of its expenditures. Increased spending authority is necessary to enable DPOS to spend more of the revenue it collects and tap into the fund balance; the fund balance is projected to continue to exceed the carry-over balance cap if spending authority is not increased.

As the Division is 100 percent cash funded, it has the statutory authority to adjust fees to raise revenue. The fee revenue collected based on current fees is enough to fund and maintain the IT solution. DPOS administers fee collection through a variety of fees in order to equitably allocate the costs amongst the stakeholders.

R11 COLORADO OPPORTUNITY SCHOLARSHIP INITIATIVE

38. Review the status of annual expenditures and reserves for the COSI program. How will forecast expenditures and reserves change if this $3.0 million increase is approved?

Fulfilling this request for additional funds, alongside statutory changes in the COSI bill, would allow for the critical expansion of the CPP Grant portion of COSI from $3.4 million to $4.5-$5.75 million by FY 2020-21. This funding would also enable COSI to maintain a fund balance that protects encumbered funds and

provides a modest reserve balance. The maintenance of a reserve balance provides a crucial incentive for communities to invest private funds by demonstrating the state's commitment to the program's longevity.

Increasing the annual appropriation by $3 million to $10 million (alongside approved statutory changes that currently limit spend on CPP funding) will do more than allow COSI to serve additional students. This proposed solution will ensure that every COSI scholar will have access to the TRIO-like wraparound support services that the Office of State Planning and Budgeting (OSPB) funded research has proven to be effective; it will also allow COSI to start funding these support services at each public institution in the state. This aligns with recommendations from the 2018 response to the Joint Budget Committee (JBC) request for information and is proven effective by research funded by an OSPB grant. Because ASSET students are not eligible to receive federal aid or federally-funded support programing, such as TRIO, changes authorized by HB 19-1196 allow COSI to serve this important population by offering a similar type of programming to help achieve state Master Plan Goals. The increased appropriation will also enable all COSI community partners to have access to robust, research-backed CPP support and resources.

In 2017, COSI received a grant through OSPB to improve the alignment, efficacy, and evaluability of the CPP portion of COSI operations. Through this process COSI worked with a team of consultants to develop a rigorous evaluation process and plan for implementation. As a result, COSI has implemented a new model for CPP grantees that provides greater structure and technical support and assistance and establishes more rigorous program metrics and evaluation.

The technical assistance COSI seeks to make a permanent part of its CPP offerings include fundraising assistance and design, site visits, regional summits, statewide trainings, budgeting and financial planning for the grant, program planning, assistance in marketing to students, and other grant management components. Assistance can be offered directly by a COSI staff member to assist in different areas of grant management or be offered through community partnerships built by the COSI technical assistance team.

Provided in Appendix B are scenarios demonstrating fund balance and spending for scholarship and wraparound support services through the MSS and CPP grants based on a variety of factors.

1. *Current Projections without General Fund Increase or Change in CPP Spending Allowance:*
   In this scenario, expected FY 26 fund balance equals $16.3 million ($10 million of which will be encumbered). CPP funding over the next four years decreases from $3.4 million per year to $2.7 million
2. *Projections with $3 million increase - $500,000 of that going to reserves each year:*
   In this scenario, expected FY 26 fund balance equals $19.8 million ($13.1 million of which will be encumbered). CPP funding over the next four years increases from $3.4 million per year to $5.1 million, $2.5 million of the $3 million increase is distributed to increase CPP and MSS funding.
3. *Projections with $3 million increase - $1,400,000 of that going to reserves each year:*
   In this scenario, expected FY 26 fund balance equals $23.8 million ($13.1 million of which will be encumbered). CPP funding over the next four years increases from $3.4 million per year to $4.5 million $1.6 million of the $3 million increase is distributed to increase CPP and MSS funding
4. *Projections with $3 million increase - $1,400,000 of that going to reserves each year. Plus $5 million one-time increase in FY21- Builds off scenario 3:*
   In this scenario, expected FY 26 fund balance equals $23.8 million ($13.1 million of which will be encumbered). CPP funding over the next four years increases from $3.4 million per year to $5.7 million $1.6 million of the $3 million increase is distributed to increase CPP and MSS funding

$5 million increase is spent over the next four years through the 2020 CPP award cycle. This increases COSI's CPP funding to $5,750,000 per year for the next four-year grant cycle.

39. How will forecast expenditures and reserves change if the COSI bill from the Interim Committee on Making Higher Education Attainable is also adopted? (Assume the $5.0 million included in that bill is one-time only)

    If the COSI bill from the Interim Committee on Making Higher Education Attainable is adopted, the $5 million increase will be spent over the next four years through the 2020 CPP award cycle. This increases COSI's CPP funding to $5,750,000 per year for the next four-year grant cycle. This is demonstrated in scenario four. If neither the $5million increase nor the allowance to spend more on CPP pass, COSI will be statutorily obligated to operate within Scenario 1.

CAPITAL CONSTRUCTION AND R6 AREA TECHNICAL COLLEGE GRANT PROGRAM
[Note: Please provide the CCHE funding prioritization matrix for reference.

40. Page 12 of the capital construction briefing: The chart at bottom clearly indicates the enormity of the coming costs of maintaining the higher education buildings that were built over the last 10 to 15 years. Does the Department have suggestions on how we should address this?

    The Colorado Department of Higher Education (CDHE) recognizes the magnitude of potential upcoming maintenance costs. However, the development of higher education campuses across the state is positive for both students and the economy. Capital investments can be a recruitment tool, increase enrollment capacity, enhance student success, and promote job readiness. Ultimately, increasing credential attainment and better preparing students for the workforce supports Colorado's economy.

    A few important funding notes: first, not all capital funding is dedicated to new buildings. Half of the Colorado Commission on Higher Education's (CCHE) top ten prioritized projects for FY 2020-21 include a significant renovation component. Second, not all controlled maintenance falls on the state. In aggregate, our institutions fund most of their own maintenance costs and will continue to do so as they are financially able. Of course, the availability of resources varies by institution. Finally, House Bill 15-211 established an automatic funding mechanism for payment of future costs attributable to state funded capital construction. Over time, this should help ensure more funding is set aside for controlled maintenance.

    The CCHE is embarking on a yearlong, comprehensive review of the current capital scoring criteria. Consideration will be given to how projects impact future costs and how those costs may be funded. Some projects generate savings through increased energy efficiency, while others may lead to increased maintenance and operating costs. The CCHE will also consider how capital construction and renewal are treated differently in the scoring process. Any changes will take effect in the Fiscal Year 2022-23 cycle. It is important to note that the CCHE does not prioritize controlled maintenance funding, only capital construction and renewal. The Office of the State Architect (OSA) and the Office of State Planning and Budgeting (OSPB) make controlled maintenance funding recommendations to the Capital Development Committee (CDC).

41. How does the CCHE capital construction prioritization process address controlled maintenance/capital renewal compared to funding for new projects? Should the State have a process that favors controlled maintenance/capital renewal over new construction at higher education institutions? Why or why not?

The CCHE only prioritizes capital construction and renewal projects submitted by public institutions of higher education. The OSA prioritizes controlled maintenance projects across institutions and all other state agencies. The OSA also prioritizes capital construction and renewal projects submitted by state agencies other than institutions of higher education. The OSPB then considers CCHE's and OSA's prioritized lists and submits its own consolidated list of capital construction, capital renewal, and controlled maintenance projects recommended for funding to the CDC. The CCHE does not play a role in controlled maintenance recommendations.

The CCHE criteria do score capital renewal projects and capital construction projects slightly differently. However, the criteria do not favor one over the other. Projects that are primarily new construction are not subject to the health, life safety and code issues criterion. Capital renewal projects are not subject to the space needs analysis criterion. All four other criteria apply to both types of projects. Of the 10 highest ranked projects on CCHE's Fiscal Year 2020-21 prioritized list, five are either purely capital renewal or have significant renovation components. Capital investment in both renewal and construction is important.

42. Does the CCHE capital construction prioritization process take into account enrollment trends at different types of state institutions, including actual and projected enrollment declines at smaller comprehensive institutions? Should it?

    The existing CCHE capital prioritization process does not explicitly account for enrollment trends. However, enrollment trends are implicitly considered in the space needs analysis criterion. This criterion rewards projects alleviating space deficits within a certain program at an institution or across the institution as a whole. Special consideration is given to projects reducing waitlists and those impacting programs for high demand occupations like healthcare.

43. How does the CCHE capital construction prioritization process take into account the huge differences in resources different institutions bring to the table (e.g. access to major donors and nonresident tuition)?

    The second most heavily weighted scoring criterion awards points for institutions' pledges to match state investments with their own funds. A higher percentage of self-funding earns a project a higher score. However, the CCHE recognizes different institutions have differing abilities to bring resources to the table. For this reason, three different scoring rubrics exist. The research institutions must contribute a relatively greater portion of project costs to receive the same credit as four-year institutions, who must contribute a relatively greater portion to receive the same credit as the Colorado Community College System and the Auraria Higher Education Center. The CCHE is undergoing a comprehensive review of the scoring criteria and will be evaluating whether this criterion adequately accounts for resource disparities. Modifications may be made for the FY 2022-23 budget cycle.

44. Does the CCHE prioritization process take into account different institutional missions? For example, is there additional weight provided for institutions that serve more low-income students? Should there be?

    The existing CCHE capital prioritization process does not take into account different institutional missions. Capital investment is necessary and beneficial to all public institutions of higher education.

45. If Request R6 (Area Technical College Grant Program) were subject to CCHE prioritization for capital construction, how would the two projects score? Where would they fall in your prioritization?

This is the first year the Area Technical Colleges (ATC) were able to submit capital funding requests. The CDHE used a set of scoring criteria to rank these projects for internal discussion. This set of criteria looks very similar to what is used in CCHE's regular capital prioritization process. Since the submission forms and criteria are not identical, it is not possible to directly compare ATC projects with projects submitted through the capital process. However, the ATC projects would be competitive with the projects submitted through the regular capital process.

The top ranked ATC project, the Healthcare Education and Innovation Center at Technical College of the Rockies, would score well in the regular capital process. It has a high cash contribution, impacts a high growth occupation, and was prioritized highest by the ATCs themselves. At $7.2 million ($3.0 million general funds, $4.2 million cash funds), the scale of this project would fit in with capital requests made by public institutions. However, the other projects submitted by the ATCs this year range from $71,775 to $500,000. These projects are significantly smaller than those traditionally funded in the capital budget and may not be appropriate for that process.

CONTINUOUSLY APPROPRIATED FUNDS

46. For the following cash fund, please indicate whether the Department believes continuous spending authority is necessary, and if so, why. What consequences or challenges would the Department expect if the fund were annually appropriated rather than continuously appropriated?

College Kickstarter Account Program Fund created in Section 23-3.1-306.5 (8),C.R.S.

CollegeInvest, by statute, has continuous spending authority to administer its programs. The Department believes the Kickstarter Program administration should be no different than the Matching Grant, Scholarship, Colorado ABLE and other special programs administered by and funded by CollegeInvest that are funded with non-taxpayer dollars.

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED. PLEASE RETAIN THE NUMBERING IN ORDER TO MAINTAIN CONSISTENT LABELING FOR COMMON QUESTIONS ACROSS DEPARTMENTS.

QUESTIONS FOR THE DEPARTMENT OF HIGHER EDUCATION

1 Provide a list of any legislation that the Department has: (a) not implemented, or (b) partially implemented. Explain why the Department has not implemented or has only partially implemented the legislation on this list. Please explain any problems the Department is having implementing any legislation and any suggestions you have to modify legislation.

The Department of Higher Education has implemented or is on track to implement all required legislation.

2 Does the Department have any HIGH PRIORITY OUTSTANDING recommendations as identified in the "Annual Report: Status of Outstanding Audit Recommendations" that was published by the State Auditor's Office and dated June 30, 2019 (link below)? What is the Department doing to resolve the HIGH PRIORITY OUTSTANDING recommendations?

Please indicate where in the Department's budget request actions taken towards resolving HIGH PRIORITY OUTSTANDING recommendations can be found.

http://leg.colorado.gov/audits/annual-report-status-outstanding-audit-recommendations-june-30-2019

The Department of Higher Education did not receive any high priority outstanding audits recommendations in 2019.

3 If the Department receives federal funds of any type, please respond to the following:

a. Are you expecting any changes in federal funding with the passage of the FFY 2020-21 federal budget? If yes, in which programs, and what is the match requirement for each program?

The Department is not expecting any changes to Federal funding with the passage of the FFY 2020-21 budget.

b. Does the Department have a contingency plan if federal funds are eliminated?

The Department does not currently have any plans for the Federal funds it receives because there are no changes expected in the coming year.

c. Please provide a detailed description of any federal sanctions or potential sanctions for state activities of which the Department is already aware. In addition, please provide a detailed description of any sanctions that MAY be issued against the Department by the federal government during FFY 2019-20 or 2020-21.

There are currently no federal sanctions for state activities and the Department is not aware of any potential sanctions.

d. Compared to other states, Colorado ranks low in receipt of federal dollars. How can the Department increase the amount of federal money received?

The Department will continue to apply for grants that is applicable to its work performed around the state.

e. What state funds are currently utilized to draw down (or match) federal dollars? What state funding would be required to increase the amount of federal funding received?

There are currently no programs that utilizes state funds to draw down federal funding in the Department.

4 Is the Department spending money on public awareness campaigns? If so, please describe these campaigns, the goal of the messaging, the cost of the campaign, and distinguish between paid media and earned media. Further, please describe any metrics regarding effectiveness and whether the Department is working with other state or federal departments to coordinate the campaign?

The department is not currently spending money on public awareness campaigns. We use earned, shared (through social media) and owned media to spread the word about our own programs.

5 Based on the Department's most recent available record, what is the FTE vacancy and turnover rate: (1) by department; (2) by division; (3) by program for programs with at least 20 FTE; and (4) by occupational class for classes that are located within a larger occupational group containing at least 20 FTE. To what does the Department attribute this turnover/vacancy experience? Do the statewide compensation policies or practices administered by the Department of Personnel help or hinder the department in addressing vacancy or turnover issues?

The most current FTE turnover rate for the Department is 16 percent for calendar year 2019. Due to the small size of the Department, the FTE turnover rate was calculated department-wide. The turnover rate reflects the Administration change to a new Governor, the cycling of interns, and employees leaving for better opportunities. The Department is currently fully staffed and has had very little vacancies over the past year due to position changes under the new Administration and recruitment and retention efforts. The Department is exempt from the State Personnel System, but requests the same compensation increases that the Executive branch submits every year. While the Department tries to remain competitive by offering a comprehensive benefits and compensation package to all employees, the pay increases of 3.0 percent or less per year requested by the Executive branch tends to be less helpful than the other components of the compensation and benefits package regarding recruitment and retention.

6 Please identify how many rules you have promulgated in the past two years (FYs 2017-18 and 2018-19). With respect to these rules, have you done any cost-benefit analyses pursuant to Section 24-4-103 (2.5), C.R.S., regulatory analyses pursuant to Section 24-4-103 (4.5), C.R.S., or any other similar analysis? Have you conducted a cost-benefit analysis of the Department's rules as a whole? If so, please provide an overview of each analysis.

The only Department of Higher Education divisions that promulgate rules are the Colorado Opportunity Scholarship Initiative (COSI) and the Division of Private Occupational Schools (DPOS).

COSI did not promulgate any rules in the past two fiscal years.

In FY 2016-17 the Division and Board of Private Occupational Schools implemented a fee increase and a minor revision to a portion of its rules addressing bond requirements for its schools. The fee increase did not require a fiscal analysis or cost-benefit analysis as DPOS is a cash funded division and only increased fees to cover administrative costs. In FY 2017-2018, the Division and Board were required to update all rules to reflect the relocation of its Act from title 12 (C.R.S. 12-53-101 et seq.) to title 23 (C.R.S. 23-64-101 et seq.) and chose to review all rules at that time to ensure accuracy, clarity, and relevance. A cost benefit analysis was not required. In FY 2018-19 the Division and Board implemented 29 substantive rule changes, 21 non-substantive rule changes, 8 rule additions, and 10 rule deletions. A cost benefit analysis was not required.

7 What are the major cost drivers impacting the Department? Is there a difference between the price inflation the Department is experiencing compared to the general CPI? Please describe any specific cost escalations.

The majority of Department costs are personnel costs, and therefore inflation in these costs coincides with the total compensation increases approved by the General Assembly.

8 How is the Department's caseload changing and how does it impact the Department's budget? Are there specific population changes, demographic changes, or service needs (e.g. aging population) that are different from general population growth?

Student enrollment at the state's postsecondary institutions overall has increased modestly over the past several years and is expected to continue to do so in the near term, as long as the economic expansion continues. A recession would likely result in a larger increase in enrollment, particularly lower-income, Pell-eligible and adult students. The state's institutions will continue to experience growth in the share of minority students due to the demographic shifts that are occurring in the state and U.S. overall. About 15 percent of students were minority students in FY 1999-00, rising to about a quarter of students today. The share of minority students is expected to continue to increase over the next several fiscal years. The state's public higher education institutions are also enrolling a larger proportion of lower income students compared to the past. Minority and low-income students, both groups historically underserved by higher education, tend to need different types of services compared with white, traditional higher education students and those with greater financial resources. Specifically, these groups benefit from services like increased student services, higher levels of academic support, and a more diverse faculty. The Department will need to continue to work with institutions to continue to adapt to better serve the growing share of these students. The budget requests for a chief educational equity officer and increased funding for the Colorado Opportunity Scholarship Initiative (COSI) are examples of the Department's efforts to respond to the changing demographics and enrollment mix in Colorado.

9 Please provide an overview of the Department's current and future strategies for the use of outward facing technology (e.g. websites, apps), the role of these technologies in the Department's interactions with the public and other state agencies, the Department's total spending on these efforts in FY 2018-19, and expected spending in FYs 2019-20 and 2020-21.

The Department is committed to robust engagement with our stakeholders and the broader public. Our website and social media platforms create opportunities for two-way communication about the Department's goals, activities and that of our institutions. In addition, the Department is either leading or supporting several efforts aimed at harnessing technology to better serve and support students, including My Colorado Journey, a resource that is free to users and centralizes the state's most powerful career, education and human services programs and tools in a user-friendly way, which launched with several partner agencies in 2019. This tool has been funded thus far by outside sources. We continue to look for new ways to engage, connect and inform our audiences. One new way we hope to engage, connect, and inform is through the R5 Accountability Dashboard.

10 There are many ways in which the Department may interact with internal or external customers, including the public and other departments. How is the Department gathering feedback and evaluating customer experience? Please address all interactions, e.g. technology, in-person, call

centers, as well as total spending on these efforts in FY 2018-19 and expected spending in FYs 2019-20 and 2020-21.

We continue to use our social media platforms to engage and collect feedback from the public about key issues. We also use our role as convener to gather feedback through face-to-face meetings and events and optimize webinars and surveys to collect success and ways to improve delivery. We also have a host of websites under the Department which act as important platforms in gathering information on the customer experience. In the coming year we will launch a new, no-cost department website through SIPA, using grant funds to pay for migration costs. We also have plans to update our Master Plan dashboard as detailed in the Accountability Dashboard budget request.

11 Please highlight the long-term financial challenges of fulfilling the mission of the Department with particular attention to any scenarios identified in the Department's Long Range Financial Plan involving an economic downturn, department-specific contingencies, emerging trends, or major anticipated expenses (Subsections 3-6 of Section 4 of the Long Range Financial Plan submitted pursuant to H.B. 18-1430).

Public higher education in the state is a large enterprise as it serves nearly 200,000 student FTE and employs 43% of the state's personnel. Furthermore, higher education institutions tend to have higher costs than other industries because educated professionals make up a large proportion of their personnel. The costs for employing highly skilled, educated workers has steadily grown over time in higher education as in other services industries. Due to the size of the state's higher education system and because it is so personnel-intensive, it can experience large cost increases even to just cover salary increases approved by the legislature for state employees and health care benefit costs. The higher education system also experiences increases in operating costs every year such as for supplies and IT systems. As an example, the Department estimates that the increase for personnel and operating costs for institutions is $85.6 million for FY 2020-21.

Due to fiscal policies in the state constitution and expenditure pressures in other areas of the State's budget, the budget has limited ability to provide sustained large increases in state resources to higher education. Further, institutions have limited ability to increase tuition rates above current levels to generate revenue. Due to these budget and tuition constraints, dealing with higher education's costs while striving to accomplish the goals under the Colorado Commission on Higher Education's Master Plan pose a challenge that will require creative and innovative thinking among higher education institutions, state government, and employers. For example, addressing the Master Plan goal of erasing equity gaps in higher education attainment takes resources to help minority and low-income students receive the support they need to better ensure their success.

The Roadmap to Containing College Costs and Making College Affordable outlines near, medium- and long-term strategies to contain costs and help make higher education accessible for Coloradans. Among the strategies outlined in the roadmap, the state suggests improving access to concurrent enrollment and lowering health care costs for institutions. However, larger changes will also be necessary such as changing how higher education is delivered, unbundling degrees, creating shorter, stackable credential options, and building stronger industry partnerships.

An economic downturn scenario would exacerbate the challenges to accomplish the Master Plan's goals under the current budget and tuition constraints as student enrollment increases while available state resources decline. In the past, in order to balance the state budget, the state has dealt with recessionary conditions by reducing state funding for higher education. Due to the large share of personnel costs, material shifts in student demand can have substantial impacts on institutional finances. As a result, during the Great Recession, institutions were forced to make budget cuts, including reductions in personnel.

Furthermore, tuition increases have been an important tool that the state's higher education institutions have used to offset state funding reductions during recessions in order to maintain their operations and educational services for students. However, due to current higher tuition levels, institutions have diminished ability to raise tuition in the next downturn to the same extent as in the past. As a result of these conditions, reductions impacting students and core educational services will be difficult to avoid in the next downturn. The next recession is likely to be especially challenging for smaller, rural institutions, given their lower level of financial health and more limited ability to offset state funding declines with tuition revenue.

12 In some cases, the roles and duties of existing FTE may have changed over time. For all FY 2020-21 budget requests that include an increase in FTE:

a. Specify whether existing staff will be trained to assume these roles or these duties, and if not, why;
b. Specify why additional FTE are necessary; and
c. Describe the evaluation process you used to determine the number of FTE requested.

For all budget requests that include additional FTE, the Department is requesting to perform new duties and responsibilities. For the Department to be successful in completing these new duties and responsibilities, additional FTE are required because existing Department staff are at maximum capacity. All FTE requests have been made after closely examining the current FTE structure and workloads and determining that additional FTE would be required to successfully complete the duties and responsibilities outlined in the requests. In conducting this analysis, staff estimated the hours of work involved, the complexity and time-sensitive nature of the work, as well as the educational and experiential requirements demanded by the work. Staff has also taken care to minimize the fiscal impact of the FTE requested by estimating at the low end of hours and salary.

13 Please describe the impact of Colorado's low unemployment rate on the Department's efforts to recruit and retain employees.

The Department is currently operating at full capacity and has been able to retain most of its employees.

14 ***NOTE: An example template for providing data for this question will be provided by the JBC Staff.***

State revenues are projected to exceed the TABOR limit in each of the next two fiscal years. Thus, increases in cash fund revenues that are subject to TABOR will require an equivalent amount of General Fund for taxpayer refunds. Please:

a. List each source of non-tax revenue (e.g., fees, fines, parking revenue, etc.) collected by your department that is subject to TABOR and that exceeds $100,000 annually. Describe the nature of the revenue, what drives the amount collected each year, and the associated fund where these revenues are deposited.
b. For each source, list actual revenues collected in FY 2018-19, and projected revenue collections for FY 2019-20 and FY 2020-21.
c. List each decision item that your department has submitted that, if approved, would increase revenues subject to TABOR collected in FY 2020-21.

Please see the table below, using the provided template.

Non-Tax Revenues Collected by Department That Are Subject to TABOR (excluding sources that amount to less than $100,000/year)				
		Revenues Collected Annually		
Revenue Source	Associated Cash Fund	FY 2018-19 Actual	FY 2019-20 Projection	FY 2020-21 Projection
Registration fees, renewal fees, per student fees; the fee revenue is driven by the number of schools opening, schools currently registered, and students attending. These fees fund the personal services and operations of the Division of Private Occupational Schools.	Private Occupational Schools Cash Fund	$1,070,446	$1,070,446	$1,070,446
Private College and university fees; the fee revenue is based off of the number of private institutions in the state. These fees fund the personal services and operations of the Office of Private Post-Secondary Education.	Cash appropriation booked to Fund 1000	$136,700	$136,700	$136,700
TOTALS		**$1,207,146**	**$1,207,146**	**$1,207,146**

15 Please describe the Department's current practice regarding employee parking and other transportation options (i.e. EcoPass). Please address the following:

a. Does the Department have adequate parking for all employees at all locations?

There is a garage in the Department's building with paid parking available.

b. If parking is limited, how are available spaces allocated?

Currently, parking spots are provided to the Senior Staff, but employees can pay to park if they would like to utilize the garage.

c. If free parking is not available, how is parking paid for, and who pays (employee or Department)? (e.g. stipends, subsidized parking, eco passes)

The Department provides parking spots in the garage to Senior Staff and EcoPasses are provided to all other employees, otherwise employees can pay to park in the garage.

d. If employees pay fees for parking, where is the revenue credited and how is it spent, and is it subject to TABOR?

The revenue from the paid parking is credited to the building, not the Department.

e. Do parking and/or transportation benefits factor into Department compensation and/or retention efforts?

Transportation benefits factor into the Department compensation and retention efforts by providing an EcoPass free of charge to employees and parking spots in the garage for Senior Staff.

16 Please identify all continuously appropriated funds within the Department's purview with a fund balance or annual revenue of $5.0 million or more. Please indicate if these funds are reflected in the FY 2019-20 Long Bill.

The Colorado Opportunity Scholarship Fund is the only fund in the Department that is currently continuously appropriated. These funds are reflected in the FY 2019-20 Long Bill.

Appendix A: Job Description for Chief Educational Equity Officer

POSITION PURPOSE

The Chief Educational Equity Officer (CEEO) promotes the vision of a Colorado higher education community that is inclusive and deliberate in making progress to erase the persistent gaps in educational attainment across all student demographic categories. The CEEO serves as a catalyst and advocate for academic equity initiatives at the public institutions of higher education (IHEs) in Colorado.

This initial establishment of the CEEO position reflects the growing maturity of the Department in our diversity, inclusion, and equity work, and signals a strengthened commitment to equity as it is reflected by educational attainment. The new CEEO will serve as facilitator and guide in the next phase of deep learning in all aspects of the Department, as we engage with all stakeholders and constituencies in the post-secondary ecosystem in Colorado.

SCOPE OF AUTHORITY:

The Chief Educational Equity Officer (CEEO) reports to the Executive Director of the Department of Higher Education (Department) and is a member of the Senior Staff. This position collaborates with IHEs to be a strategic partner and resource in advancing the institution's vision, leadership, planning, and oversight for programs, policies, and procedures related to improving equity, diversity and inclusion. The CEEO advocates on behalf of the Department in forwarding the values of equity and inclusion in the community-at-large, within the discipline regionally and in the national dialogue.

ESSENTIAL DUTIES & RESPONSIBILITIES:

Equity Ambassador

- Serves as the internal and external ambassador for the Department's equity initiatives and accelerate student success outcomes through equity-minded strategic planning and data analysis;

ESSENTIAL DUTIES & RESPONSIBILITIES, Continued:

- Launch the second Equity Champions Coalition and lead champions to ensure strong representation and ongoing engagement with the Administration and legislature;
- Identifies and plans diversity, equity and inclusion training programs to raise awareness and develop best practices to cultivate a Colorado higher education culture of civility, respect and ethical behavior;
- Monitors, curates, and promotes the use of the Equity Toolkit developed through the Lumina Foundation TIE grant at the Department;
- Identifies key levels for change, and establishes a sustainable infrastructure around current and future equity initiatives;
- Articulates a clear link between equity, diversity and inclusion initiatives and the impact to the overall performance at our institutions of higher education;
- Establishes a system of accountability in the area of equity-minded practices by identifying and implementing metrics for decision-making and evaluation; and

Regulatory Compliance

- Partners with the Attorney General's office to monitor campus implementation and compliance with all applicable laws, regulations as they pertain, but not limited to Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; Americans with Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act;
- Serves as the Department of Higher Education's contact for the complaint process as it relates to the Policy on Affirmative Action, Equal Opportunity & Diversity (PAA);
- Interprets and advises on current and applicable legislation, guidelines, compliance agencies' interpretations and court decisions;
- Serves as liaison to outside agencies such as the Equal Employment Opportunity Commission (EEOC) and the Office for Civil Rights (OCR);
- Assists the Department of Personnel and Administration (DPA) in the review and improvement of policies and procedures through an equity and diversity framework for recruitment, onboarding and continuous professional development of employees;

State-Wide Partnerships with IHEs

- Builds and develops partnerships at all IHEs to study results of their assessments of their campus climate, and uses results to co-design programs and interventions to improve the culture of inclusion and to strengthen college-wide functions, policies and communications;
- Partners with and engages faculty and staff in culturally relevant scholarship, practice and advocacy focused on achieving equitable outcomes for all students;
- Builds and disseminates student-led equity initiatives to enrich the campus climate for students;

- Builds and disseminates professional development initiatives to increase awareness and support of equity and inclusion values;
- Develops strong partnerships with the IHEs anticipated and/or current equity and inclusion initiatives that target student success and closing of achievement gaps.

Other Duties & Responsibilities

Performs other duties as assigned.

JOB SPECIFICATIONS

KNOWLEDGE, SKILLS, ABILITIES, EXPERIENCE:

The CEEO is aligned with the vision, mission, and values of the Department, and effectively balances the ethos of the Department with the expert application of state and federal rules and regulations designed to protect the rights of constituencies and safeguards an effective ecosystem for employment. The CEEO is dedicated to a dynamic working environment, invested in the social and emotional well-being of all, and fulfilled by working in an engaging, supportive environment.

Minimum Qualifications

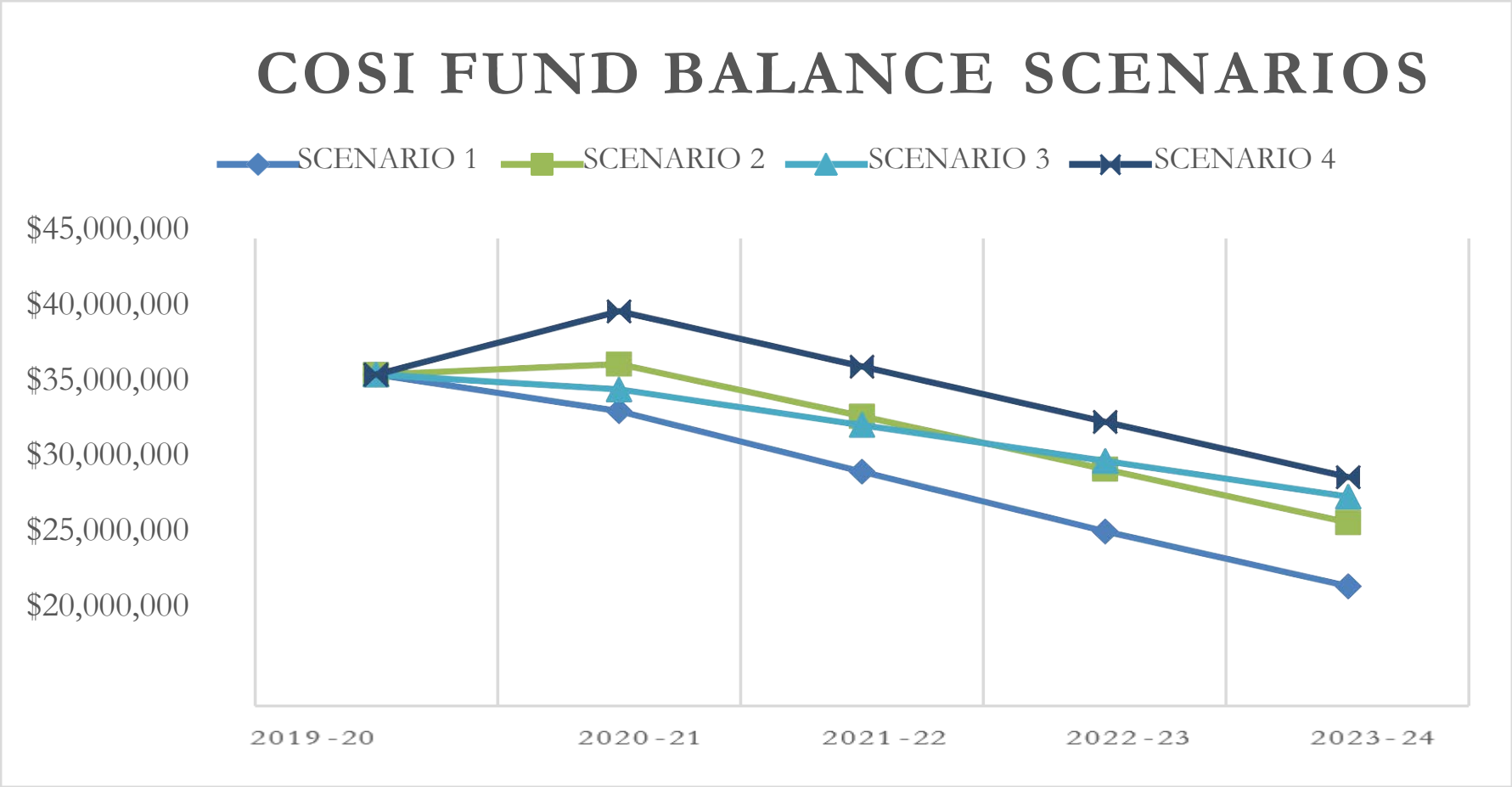
- Earned doctorate or advanced terminal degree in relevant field of study;
- Experience working in an academic environment;
- A minimum of ten years of demonstrated leadership and success in developing equity, diversity and inclusion initiatives and programs, and engaging communities in dialogue and activities.
- A deep knowledge in the field of equity, diversity and inclusion, including current scholarship of the field, historical and social context, the vocabulary of the discipline and the complexities and intersection of issues in modern urban and rural communities;
- Current working knowledge of applicable laws as it pertains to Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; Americans with Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act;
- The ideal candidate will have a documented history of successfully transforming organizational culture with a sustainable approach. Experience developing and advancing diversity and inclusion programs coupled with in-depth knowledge of theory, research and practice related to serving and leading a diverse group of constituents (including staff, students, faculty, academic personnel, and alumni) in a complex, decentralized environment.
- Strong data gathering, data analysis, problem solving and analytical skills;

- Demonstrated ability to build relationships and successfully advance diversity, inclusion and positive change in a complex, decentralized environment;
- Adept at fostering dialogue with multiple constituencies across and beyond an individual campus, building coalitions and achieving results through influence, empowerment and competence;
- An understanding of the dynamics of difference, privilege, and power, and possess the energy, enthusiasm, drive, emotional intelligence, and gravitas necessary to achieve ambitious goals while balancing the needs of multiple constituencies;
- Demonstrated experience in planning and prioritization of projects, programs and activities, using sound judgment while meeting organizational requirements and maintaining accountability.

Professional Qualifications

- Proven ability to work with a diverse population of students, faculty and staff;
- Proven ability to build collaborative partnerships with executive personnel at institutions of higher education;
- Proven ability to deliver real results in closing the educational equity gap on a college campus;
- Excellent interpersonal, communication and conflict-resolution skills and demonstrated ability to promote collaboration;
- Proven track record of facilitating conversations and mediating diverse opinions to address shared needs and concerns;
- Ability to maintain strict confidentiality in all appropriate areas while maintaining a positive and solution-oriented demeanor;
- Ability to manage multiple projects, meet deadlines while handling a demanding workload;
- Demonstrated budget development and oversight experience;
- Executive level verbal and written communication skills. Excellent listening, collaboration and team-building skills; and
- Ability to travel to various statewide meetings and represent the Department at external events.

Appendix B: COSI Fund Projections



1. Current Projections without General Fund Increase or Change in CPP Spending Allowance

- In this scenario, expected FY 26 fund balance equals $16.3 million ($10 million of which will beencumbered)
- CPP funding over the next four years decreases from $3.4 million per year to $2.7 million

2. Projections with $3 million increase - $500,000 of that going to reserves each year

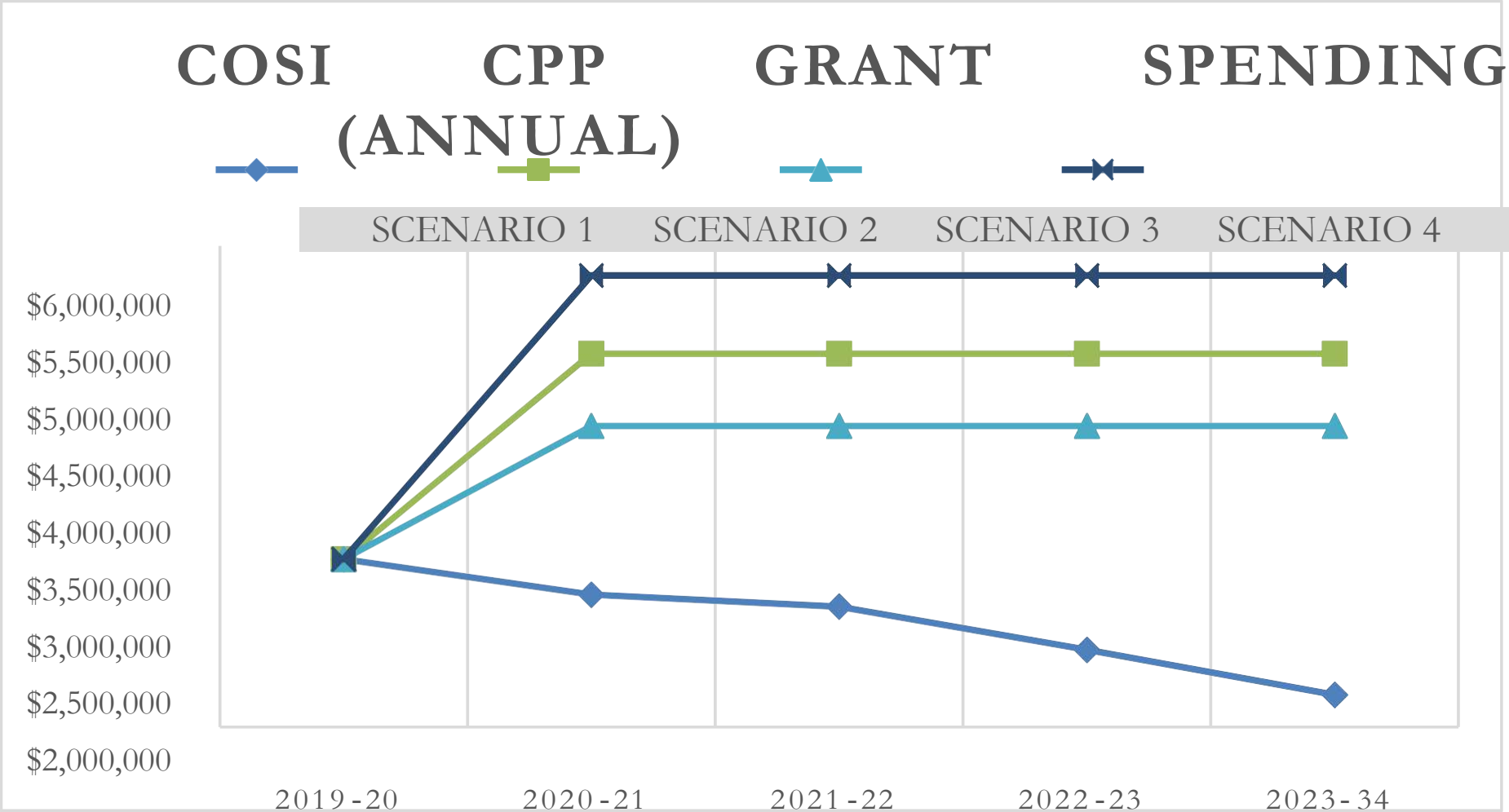
- In this scenario, expected FY 26 fund balance equals $19.8 million ($13.1 million of which will be encumbered)
- CPP funding over the next four years increases from $3.4 million per year to $5.1 million
- $2.5 million of the $3 million increase is distributed to increase CPP and MSS funding

3. Projections with $3 million increase - $1,400,000 of that going to reserves each year

- In this scenario, expected FY 26 fund balance equals $23.8 million ($13.1 million of which will be encumbered)
- CPP funding over the next four years increases from $3.4 million per year to $4.5 million
- $1.6 million of the $3 million increase is distributed to increase CPP and MSS funding

4. Projections with $3 million increase - $1,400,000 of that going to reserves each year. Plus $5 million one-time increase in FY21

- Builds off scenario 3
- In this scenario, expected FY 26 fund balance equals $23.8 million ($13.1 million of which will be encumbered)
- CPP funding over the next four years increases from $3.4 million per year to $5.7 million
- $1.6 million of the $3 million increase is distributed to increase CPP and MSS funding
- $5 million increase is spent over the next four years through the 2020 CPP award cycle. This increases COSI's CPP funding to $5,750,000 per year for the next four year grant cycle.


COSI CPP GRANT SPENDING (ANNUAL)
SCENARIO 1
SCENARIO 2
SCENARIO 3
SCENARIO 4
$6,000,000
$5,500,000
$5,000,000
$4,500,000
$4,000,000
$3,500,000
$3,000,000
$2,500,000
$2,000,000
2019-20
2020-21
2021-22
2022-23
2023-34

1. Projected without FY2021 Budget Request adjustments ***Maintain Status Quo***	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Fund Balance (as of July 1)	$ 35,191,437	$ 38,794,603	$ 38,834,584	$ 36,850,928	$ 38,090,770	$ 36,234,770	$ 33,898,227	$ 30,026,982	$ 26,207,608	$ 22,701,220	$ 19,526,512	$ 16,310,239
Encumbrances					$ 10,000,000	$ 10,000,000	$ 15,416,699	$ 12,414,001	$ 9,770,122	$ 10,000,000	$ 10,000,000	$ 10,000,000
Expenses												
Salary & Benefits	$ 98,236	$ 186,605	$ 234,162	$ 250,967	$ 368,000	$ 375,360	$ 597,000	$ 597,000	$ 597,000	$ 597,000	$ 597,000	$ 597,000
Operating	$ 47,395	$ 64,697	$ 80,146	$ 74,366	$ 70,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000
Support program grants (CPP)	$ 2,175,608	$ 3,527,608	$ 3,535,656	$ 3,160,664	$ 3,310,000	$ 3,396,000	$ 3,101,024	$ 3,002,698	$ 2,643,879	$ 2,270,122	$ 2,273,592	$ 1,631,024
Scholarship grants (MSS)		$ 974,214	$ 3,586,024	$ 4,260,680	$ 5,500,000	$ 5,920,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000
Total Expenses	$ 2,321,239	$ 4,753,124	$ 7,435,988	$ 7,746,677	$ 9,248,000	$ 9,771,360	$ 11,278,024	$ 11,179,698	$ 10,820,879	$ 10,447,122	$ 10,450,592	$ 9,808,024
Revenue Interest	$ 270,344	336,261	392,422 $	458,199 $	392,000 $	434,817 $	406,779 $	360,324 $	314,491 $	272,415 $	234,318 $	195,723
Revenue General Fund (for the current FY)		$ 5,000,000	$ 5,000,000	$ 5,000,000	$ 8,500,000	$ 7,000,000	$ 7,000,000	$ 7,000,000	$ 7,000,000	$ 7,000,000	$ 7,000,000	$ 7,000,000

2. Projected with approved FY2021 Budget Request Increase ($3million) ***$2.5 million Immediate Spending***	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Fund Balance (as of July 1)	$ 35,191,437	$ 38,794,603	$ 38,834,584	$ 36,850,928	$ 38,090,770	$ 36,234,770	$ 36,898,227	$ 33,564,006	$ 30,189,774	$ 26,775,051	$ 23,341,352	$ 19,844,448
Encumbrances					$ 10,000,000	$ 10,000,000	$ 23,300,000	$ 18,200,000	$ 13,100,000	$ 28,400,000	$ 23,300,000	$ 13,100,000
Expenses												
Salary & Benefits	$ 98,236	$ 186,605	$ 234,162	$ 250,967	$ 368,000	$ 375,360	$ 597,000	$ 597,000	$ 597,000	$ 575,000	$ 597,000	$ 597,000
Operating	$ 47,395	$ 64,697	$ 80,146	$ 74,366	$ 70,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000
Support program grants (CPP)	$ 2,175,608	$ 3,527,608	$ 3,535,656	$ 3,160,664	$ 3,310,000	$ 3,396,000	$ 5,100,000	$ 5,100,000	$ 5,100,000	$ 5,100,000	$ 5,100,000	$ 5,100,000
Scholarship grants (MSS)		$ 974,214	$ 3,586,024	$ 4,260,680	$ 5,500,000	$ 5,920,000	$ 8,000,000	$ 8,000,000	$ 8,000,000	$ 8,000,000	$ 8,000,000	$ 8,000,000
Total Expenses	$ 2,321,239	$ 4,753,124	$ 7,435,988	$ 7,746,677	$ 9,248,000	$ 9,771,360	$ 13,777,000	$ 13,777,000	$ 13,777,000	$ 13,755,000	$ 13,777,000	$ 13,777,000
Revenue Interest	$ 270,344	336,261	392,422 $	458,199 $	392,000 $	434,817 $	442,779 $	402,768 $	362,277 $	321,301 $	280,096 $	238,133
Revenue General Fund (for the current FY)		$ 5,000,000	$ 5,000,000	$ 5,000,000	$ 8,500,000	$ 7,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000

3. Projected with approved FY2021 Budget Request Increase ($3million) ***$1.6 million Immediate Spending***	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Fund Balance (as of July 1)	$ 35,191,437	$ 38,794,603	$ 38,834,584	$ 36,850,928	$ 38,090,770	$ 36,234,770	$ 35,282,770	$ 32,997,770	$ 30,712,770	$ 28,427,770	$ 26,164,770	$ 23,879,770
Encumbrances					$ 10,000,000	$ 10,000,000	$ 21,000,000	$ 16,500,000	$ 12,000,000	$ 26,700,000	$ 22,700,000	$ 13,100,000
Expenses												
Salary & Benefits	$ 98,236	$ 186,605	$ 234,162	$ 250,967	$ 368,000	$ 368,000	$ 597,000	$ 597,000	$ 597,000	$ 575,000	$ 597,000	$ 597,000
Operating	$ 47,395	$ 64,697	$ 80,146	$ 74,366	$ 70,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000
Support program grants (CPP)	$ 2,175,608	$ 3,527,608	$ 3,535,656	$ 3,160,664	$ 3,310,000	$ 3,396,000	$ 4,500,000	$ 4,500,000	$ 4,500,000	$ 4,500,000	$ 4,500,000	$ 4,500,000
Scholarship grants (MSS)		$ 974,214	$ 3,586,024	$ 4,260,680	$ 5,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000
Total Expenses	$ 2,321,239	$ 4,753,124	$ 7,435,988	$ 7,746,677	$ 9,248,000	$ 11,344,000	$ 12,677,000	$ 12,677,000	$ 12,677,000	$ 12,655,000	$ 12,677,000	$ 12,677,000
Revenue Interest	$ 270,344	336,261	392,422 $	458,199 $	392,000 $	392,000 $	392,000 $	392,000 $	392,000 $	392,000 $	392,000 $	392,000
Revenue General Fund (for the current FY)		$ 5,000,000	$ 5,000,000	$ 5,000,000	$ 8,500,000	$ 7,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000

4. Projected with approved FY2021 Budget Request Increase ($3million) & one-time FY2021 Increase from Interim Committee ($5million) ****some immediate some reserves + signficant increase in CPP funding***	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Fund Balance (as of July 1)	$ 35,191,437	$ 38,794,603	$ 38,834,584	$ 36,850,928	$ 38,090,770	$ 36,234,770	$ 40,282,770	$ 36,747,770	$ 33,212,770	$ 29,677,770	$ 26,164,770	$ 23,879,770
Encumbrances					$ 10,000,000	$ 10,000,000	$ 24,750,000	$ 19,000,000	$ 13,250,000	$ 26,700,000	$ 22,700,000	$ 13,100,000
Expenses												
Salary & Benefits	$ 98,236	$ 186,605	$ 234,162	$ 250,967	$ 368,000	$ 368,000	$ 597,000	$ 597,000	$ 597,000	$ 575,000	$ 597,000	$ 597,000
Operating	$ 47,395	$ 64,697	$ 80,146	$ 74,366	$ 70,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000
Support program grants (CPP)	$ 2,175,608	$ 3,527,608	$ 3,535,656	$ 3,160,664	$ 3,310,000	$ 3,396,000	$ 5,750,000	$ 5,750,000	$ 5,750,000	$ 5,750,000	$ 4,500,000	$ 4,500,000
Scholarship grants (MSS)		$ 974,214	$ 3,586,024	$ 4,260,680	$ 5,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000	$ 7,500,000
Total Expenses	$ 2,321,239	$ 4,753,124	$ 7,435,988	$ 7,746,677	$ 9,248,000	$ 11,344,000	$ 13,927,000	$ 13,927,000	$ 13,927,000	$ 13,905,000	$ 12,677,000	$ 12,677,000
Revenue Interest	$ 270,344	336,261	392,422 $	458,199 $	392,000 $	392,000 $	392,000 $	392,000 $	392,000 $	392,000 $	392,000 $	392
Revenue General Fund (for the current FY)		$ 5,000,000	$ 5,000,000	$ 5,000,000	$ 8,500,000	$ 7,000,000	$ 15,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000	$ 10,000,000

Colorado Department of Higher Education

2019 JBC Hearing

January 13, 2020

COLORADO
Department of
Higher Education

Today’s Hearing Agenda

Our Goals and Progress

Our Budget Requests

Your Questions

All Learning Counts



Colorado's Public Institutions of Higher Education

13 Four-Year Institutions

15 Two-Year Institutions

3 Area Technical Colleges

300+ Private Occupational Schools

85 Private Institutions

Higher Education Policy in Colorado

- Colorado General Assembly
- Colorado Commission on Higher Education
- Colorado Department of Higher Education
- 13 Institutional Governing Boards

Colorado Rises Goal

66% ATTAINMENT BY 2025

on the way to 75%

STRATEGIC GOAL #1
Increase Completion

STRATEGIC GOAL #2
Erase Equity Gaps

STRATEGIC GOAL #3
Improve Student Success

STRATEGIC GOAL #4
Commit to Affordability and Innovation

Current Attainment Rate

Coloradans ages 25-34

56.9%

Strategic Goal 1

Increase Credential Completion

Main Measures

- ✓ Increase annual credential completion
- ✓ Increase high demand credential completion

  (STEM, educator preparation)

Goal 1 WIG

BEHIND GOAL

Increase overall credential completion by **4%** statewide from **57,353** to **59,647** by June 30, 2020

Strategic Goal 2

Erase Equity Gaps

Main Measures

- ✓ Increase annual credential completion for minority and low-income populations
- ✓ Increase high demand credential completion for minority and low-income populations

American Indian and Indigenous

Attainment Rate: 33.2%

2019 Credentials: 536

Awards down 5%

Black and African American

Attainment Rate: 40.3%

2019 Credentials: 2,057

Awards up 6%

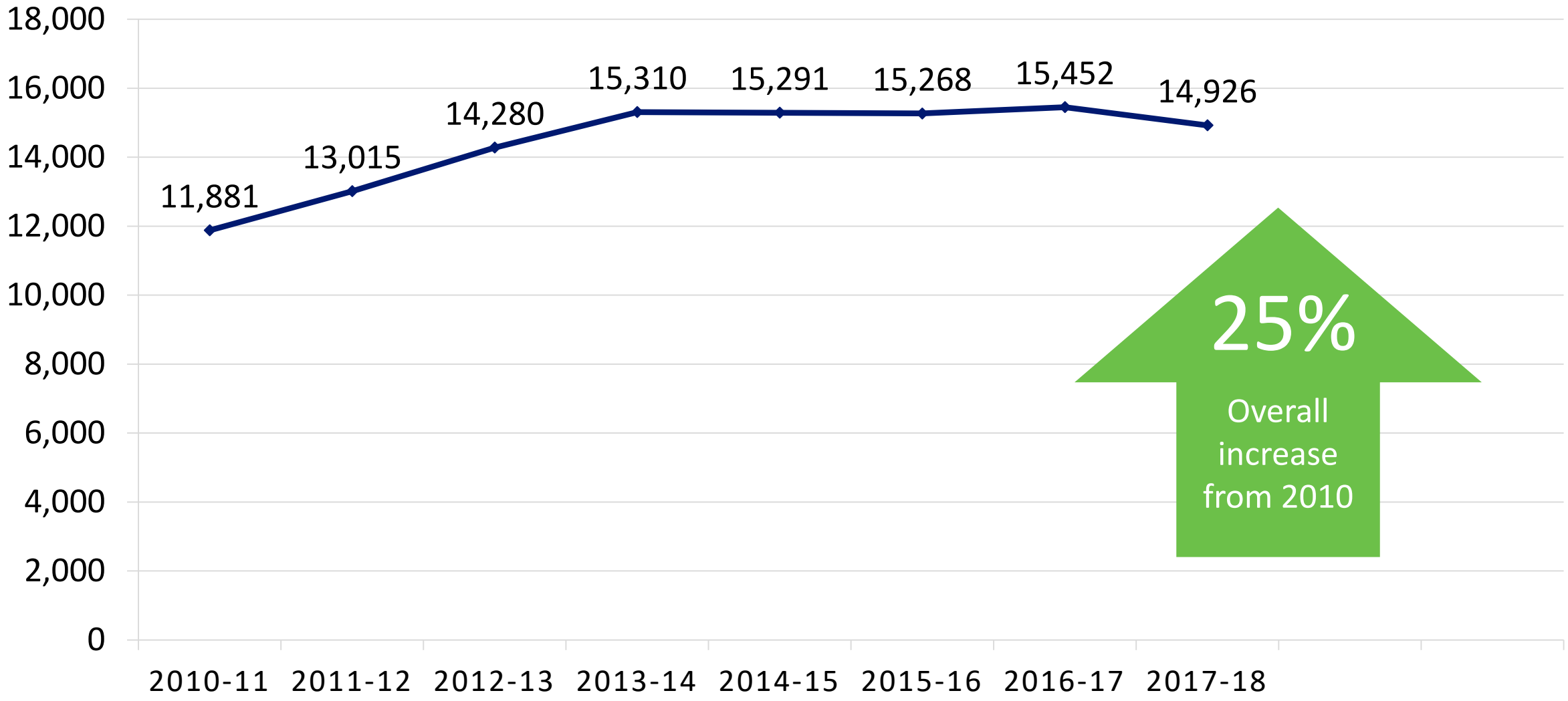
Hispanic and Latinx

Attainment Rate: 28.6%

2019 Credentials: 10,281

Awards up 9%

Pell-Eligible Student Progress



Goal 2 WIG

EXCEEDING GOAL

Increase credential completion by underrepresented minority students by **8%** from **12,874** to **13,904** by June 30, 2020.

Strategic Goal 3

Improve Student Success

Main Measures

- ✓ Improve student persistence and retention
- ✓ Reduce remediation needs of students
- ✓ Reduce average time to degree
- ✓ Reduce average credits to degree

Students Placed in Developmental Education

2011	2018
44,813	18,435

58%
decrease

Remedial credits hours
down 61% *since 2011*

Goal 3 WIG

ON TARGET

Expand community **colleges and university student transitional success partnerships** across the state from **1 to 4** by June 30, 2020.

Strategic Goal 4

Commit to Affordability and Innovation

Main Measures

- ✓ Support student success, research and innovation
- ✓ Decrease average undergraduate federal student debt
- ✓ Leverage innovation

Five-Year Higher Ed Investment Increase

Leads the nation

47%

Colorado Graduates with Debt I In-State Students Only

	2014	2018	
Associate Degree Graduates	64.8%	56%	- 11.2%
Average Debt	$14,877	$13,338	-10.3%

	2012	2018	
Bachelor's Degree Graduates	69.3%	66.3%	- 3%
Average Debt	$26,872	$25,452	- 5%

Colorado Graduates with Debt I All Students

	2014	2018	
Associate Degree Graduates	65.5%	56.1%	-9.4%
Average Debt	$13,564	$13,484	-0.5%

	2012	2018	
Bachelor's Degree Graduates	71.3%	64.4%	-6.9%
Average Debt	$25,485	$26,278	+3%

OER Grant

$550,000 awarded in 2019

$3.2 Million

in projected savings

CO HELPS by the numbers

$12 million in total funding	**$6 million** in contributions from industry partners	**5,000** apprentices by 2023
25+ occupations	**15+** higher education institution partners	**30+** businesses

What's next?

Working together, CDHE and CCCS have forged education and training pathways in several healthcare learning tracks and will begin recruiting apprentices in January 2020. Occupations include Medical Assistants, Radiologic Technologist, Nursing Assistants, Physical Therapist Assistants and Health Service Managers.

Check the CDHE website this fall for more details.

Goal 4 WIG

ON TARGET

Increase the number of postsecondary degree programs that include a **workforce learning component** from **20% to 50%** by June 30, 2020.

Your Questions

Your Questions

Funding Allocation Model

State Funding Request

Early Childhood Education

Get on Your Feet

Additional Budget Requests

Higher Education Funding Allocation Model

Higher Education Funding Allocation Model

National Peer Outreach

Institutional Input

Third-Party Research

CCHE Working Group

Higher Education Funding Allocation Model

Principle-based

Outcome-driven

Easy to explain

Transparent

Aligned to Master Plan

State Funding Request

R1: 2.5% Increase for Higher Education:

Institutional Governing Boards

$20.4 million

$842.4m total

ATCs and LDCs

$839,346

$34m total

Financial Aid

$5 million

$205m total

R2: $94.2 million in tuition spending authority ($2.5 billion total) with growth capped at a 3% statewide average

THE ROADMAP

TO CONTAINING COLLEGE COSTS

AND MAKING

COLLEGE AFFORDABLE

COLORADO
Department of Higher Education

3 IN THE LONG TERM

We will review systemwide designs and structures that make it difficult for institutions to cut costs and work with institutions to increase innovation and improve outcomes for students.

- Be bold with the future of higher education
- Pursue innovation that fosters new delivery models
- Build and strengthen industry partnerships

2 IN THE MEDIUM TERM

We will work with institutions to address underlying structural issues that perpetuate a higher education system that is out of reach for many Coloradans.

- Implement comprehensive institutional reporting on costs and outcomes
- Promote and scale institutional energy management initiatives
- Integrate more cost containment considerations into CCHE's capital request process
- Accurately identify and count credentials of value
- Restructure degree programs to include work-based learning experiences
- Lower health care costs by making insurance and prescription drugs more affordable

1 IN THE SHORT TERM

We are taking immediate steps in partnership with institutions to contain costs and support students.

- Increase transparency, accountability, and efficiency of institutional costs
- Work with institutions to set affordability and outcome goals without sacrificing quality
- Lower textbook and course material costs
- Reduce cost and time-to-degree or credential through expanding access to Concurrent Enrollment and other programs
- Support investments in need-based financial aid and wraparound supports that can improve student outcomes
- Support institutional efforts to connect students to public benefits
- Work with school districts and local communities to broaden access to existing federal student aid
- Help students manage debt while transitioning into the workforce
- Explore opportunities to reduce health care costs

Early Childhood Education Initiatives

- **R9:** $4.3 million for early childhood education scholarships
- **R10:** $544K in loan forgiveness for early childhood educators

BA01: Get on Your Feet

- $14 million of one-time funding
- Average $125 per month
- Incents completion and lowers overall cost of credential
- Encourages Colorado graduates to stay in state

Department

Budget Items

- **R5:** Accountability Dashboard
- **R7:** Chief Educational Equity Officer

Improve Student Success

Budget Item

R11: $3 million increase for COSI

Capital Construction

- **$103.6 million** in state funding for higher education capital construction, IT, and controlled maintenance projects.
- **R6—Area Technical College Grant Program** $3.1 million to complete two single-phase capital expansion projects at Technical College of the Rockies and Emily Griffith Technical College.

Q & A

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DEPARTMENT OF HIGHER EDUCATION
FY 2020-21 JOINT BUDGET COMMITTEE HEARING AGENDA

Monday, January 13, 2020
1:30 pm – 5:00 pm

3:00-5:00PM: COLORADO COMMUNITY COLLEGE SYSTEM/LOCAL DISTRICT COLLEGES/AREA TECHNICAL COLLEGES

QUESTIONS SPECIFIC TO THE COLORADO COMMUNITY COLLEGE SYSTEM

HIGHER EDUCATION FUNDING MODEL

1. Does the Community College System support the November 12, 2019 Department proposal for a new funding allocation model? What are the strengths and weaknesses of the Department's proposal? Does the Community College System have any recommendations for eliminating, adding, or modifying components? Should all funding flow through a model or only a portion? Should the State explore a different kind of model? Stop using a model altogether? Consider a "hybrid" approach that includes both model components and base changes determined through decision items (e.g., to ensure minimum base increases or address inequities), as recommended by JBC staff?

Colorado Community College System

CCCS is supportive of funding allocation models that: 1) align with statewide master plan goals, serving as a signal to governing boards about what outcomes are important to state policymakers; 2) recognize that Colorado's comparatively low state support for higher education creates challenges in having a formula account for all differences in governing boards' missions, geography, scale, and student demographics; and 3) serve as an incentive for policymakers to increase their investment of state funds in higher education not only to limit costs to students and families, but also to allow investment in making steady progress toward the state's key policy goals. Over the state's history, there have been many higher education funding allocation models (some driven by statutory direction, some driven by Departmental negotiation, some a hybrid). All have strengths and weaknesses.

From CCCS's perspective, one of the main strengths of the Department's proposal is its focus on the importance of serving and successfully completing low-income and underserved minority students. This aligns snugly with the State's master plan goals and CCCS's mission—and we believe the State will suffer economically in the long-run if investments in these areas are shortchanged or not made. The proposal also continues to have a set of performance components that emphasize successful student completion and transfer, which also align strongly with the master plan goals. In terms of opportunities to improve the Department's proposal: while there is recognition of the higher costs and the importance of geographic access in the Department's proposal for rural 4-year universities, the proposal does not do the same for our rural community colleges. Our rural community colleges face the same challenges as 4-year rural universities. As a result, we believe our rural community colleges should be treated in a similar fashion in the operational support portion of the formula as the state rural four-year universities. In addition, as we have indicated in the past, an increased emphasis/weighting on CTE certificates would be welcome and we believe would align with policymakers' goals for increasing certificate and degree production in the State. And, finally, we share the concerns of the Committee around the treatment of the COF stipend in any formula and how that might impact

TABOR revenue calculations; the State cannot afford to open itself up to legal challenges on this issue and should maintain the safest legal harbor.

2. Should statute continue to require that funding for certain types of entities--local district colleges, area technical colleges, and specialty education programs--continue to increase/decrease at the state average? Why not determine increases/decreases through annual policy decisions?

Colorado Community College System

This is likely best answered by those entities that have all or a portion of their state funding appropriated through this funding mechanism. CCCS does not receive any of its funding through this mechanism. We do note, however, that SEP funding that rises or falls with the state average is the only funding stream that is not directly tied to the State Master Plan or any other stated policy goals.

3. Should the State still be trying to develop a new model for use in the FY 2020-21 budget? (JBC staff has recommended that the General Assembly use the existing H.B. 14-1319 statute, adjusted to ensure a funding "floor" for institutions, for setting the FY 2020-21 budget and that any statutory changes apply to the FY 2021-22 budget.)

Colorado Community College System

This is difficult to respond to because we have not seen the results of the current discussions between the Department and Governor's office on any changes to the Department request, nor have we seen any drafts of implementing legislation for the Department's current request (or any other proposals that would require statutory change) upon which to provide comments/feedback. That being said, building and flying the plane at the same time would seem a very challenging endeavor.

4. First Generation students: Is the methodology used by different institutions to collect information on first generation students different? Could it be subject to "gaming"? What number/percentage of Colorado resident students are first generation in their families to attend college at your institution(s) based on the common definition adopted by the Department[1] and your methodology? If you look only at data collected through the FAFSA (federal student aid application), what number/percentage of students at your institution(s) are "first generation"?

Colorado Community College System

CCCS is uncertain what methodology other institutions use to collect information on first generation students and whether it could be subject to "gaming". CCCS uses the common definition per the Department (and which is the federal methodology as well). If the state proposes to allocate funds in any amount based on the calculation of first generation students served, the Department should insist on a common definition and consistent methodology for calculating that number at all institutions. Based on the common definition of a first generation student, 52.2 percent of resident students at CCCS were first generation students in AY 2018-19 (56,934 first generation students of a total 108,982 resident students). For AY 2018-19, CCCS had 52,966 FAFSA applications of which 66.3 percent or 35,134 were first generation students.

[1] An individual both of whose parents did not complete a baccalaureate degree or, in the case of any individual who regularly resided with and received support from only one parent, an individual who's only such parent did not complete a baccalaureate degree.

REQUESTS R1 AND R2 GENERAL FUND SUPPORT AND TUITION LIMITS FOR PUBLIC INSTITUTIONS OF HIGHER EDUCATION

5. What level of General Fund increase and/or tuition increase is needed for you to cover your institutional base funding needs? Would the combination of 3.0 percent resident tuition increase, the General Fund amount included in the Department's November 1 request (under H.B. 14-1319), and other revenue sources available to you (nonresident tuition, indirect cost recoveries, fees etc.) cover your base costs? Would the combination of a 3.0 percent resident tuition increase, the funding provided based on the Department's November 12 proposed new funding model, and other available revenue cover your base costs?

Colorado Community College System

CCCS would be able to cover our core minimum costs under both the current law proposal and Department request proposal. However, we do believe that if we are to continue to make progress on meeting the state's master plan goals, additional investment from the state will be necessary.

QUESTIONS SPECIFIC TO THE LOCAL DISTRICT COLLEGES AND THE AREA TECHNICAL COLLEGES

HIGHER EDUCATION FUNDING MODEL

6. Should statute continue to require that funding for certain types of entities--local district colleges, area technical colleges, and specialty education programs--continue to increase/decrease at the state average? Why not determine increases/decreases through annual policy decisions?

Aims Community College

Aims continues to support the current methodology of allocating state appropriations to the two Local District Colleges in the State of Colorado based on statewide average increases or decreases.

Colorado Mountain College

Since 1975, pursuant to CRS 23-71-301 & 23-71-302, local district colleges have received "direct grants" from the state. This practice has been maintained for more than 40 years for several reasons. First, local district colleges are not considered state institutions, but rather local governments. Thus funding to the institutions was—until 2017—allocated via the Colorado Community College System. Previously, the CCHE wanted to ensure that dollars promised to the LDCs reached the colleges as directed, so "block grant" funding had been the prevailing practice. Second, in 2004 the College Opportunity Fund (COF) was implemented by the General Assembly. Under this program, institutions receiving more than 10% of their total revenues from the state could switch the method for receiving state funding from grants to institutions to stipends to individual students. Participating in COF allowed institutions to be designated as "state enterprises," which provided additional flexibility with net tuition revenue under TABOR. Historically, state funding has comprised less than 10% of CMC's revenues, so the college chose not to participate in the COF program. Again, this maintained the block grant method for allocating funding to LDCs.

Six years ago, the introduction of HB 14-1319 created a new "outcomes based" funding model for public colleges and universities, primarily those institutions that had been participating in COF. Because CMC did not participate in COF, did not receive supplemental fee for service funding, and did not qualify for state capital funding, the college requested an opportunity to retain its existing method of receiving state financial support. It was our opinion—as it remains today—that, because the lion's share of funding to LDCs comes in the form of local property taxes, it would be inappropriate for LDCs to introduce a potentially volatile allocation method into its revenue model. Given

that CMC has other public revenue sources and generally very stable enrollments, the college opted for stability over potential growth.

If the state wishes to consider allocations to CMC by way of annual policy decisions, including adding the college in the outcomes-based funding formula, we would then petition the General Assembly for equal financial consideration. Currently, CMC students receive about half the statewide average allocation of $5,070 (CMC students receive $2,741). All things being equal, if CMC was added to the funding formula, we would expect revenues to the college from the state would increase significantly. However, if consideration for that level of funding was not on the table, CMC would prefer to adhere to current practices. CMC always appreciates consideration by the General Assembly for additional revenues, but the college has found the current process stable and predictable, which allows the college's trustees to engage in longer-term financial planning rather than year-to-year instability. Our inclusion in the funding formula would also, arguably, dilute already-stretched resources from other public institutions in the state, which is never CMC's intention.

Area Technical Colleges

The Area Technical Colleges would welcome the opportunity to have an annual budget determination rather than automatically receiving the average percentage change for all the governing boards. Through an annual discussion with the Department of Higher Education, the Governor's Office, and Joint Budget Committee, we could more easily communicate our ability to provide exceptional career and technical education opportunities to our various student populations. We are confident in our ability to serve an increasing number of students - consistent with the Department's master plan.

QUESTIONS SPECIFIC TO THE AREA TECHNICAL COLLEGES

R6 AREA TECHNICAL COLLEGE GRANT PROGRAM

7. Provide more information about current campus for the Technical College of the Rockies and the new site in Delta. Explain what exists now and what this $3.0 million request would accomplish. How many students are served now? Will more be served based on this construction?

Area Technical Colleges

Technical College of the Rockies (TCR) was opened in 1977 and lies on Highway 50, between the towns of Delta and Montrose. The college serves the six counties (Ouray, Hinsdale, San Miguel, Gunnison, Montrose, Delta) covering over 10,000 square miles. It is an area technical college and is part of the Delta County School District. However, the college operates independently of the school district, does not co-mingle K12 funds as a rule and follows Colorado Community College System rules and regulations. Its financial resources are dependent primarily on grants, state funding, tuition and fees.

TCR expanded operations into Gunnison and Montrose Counties in 2018 and 2019. Currently the college offers Cosmetology at the Gunnison extension campus, and is in discussions regarding EMT, CNA, MCA, and LPN programming beginning mid-2020. Further, the TCR Montrose branch campus currently offers EMT, CNA and MCA. This facility is at capacity and will likely be relocated in the next 2 years.

The main campus in Delta County offers programs in multiple sectors: Healthcare, Hospitality, Law Enforcement, Transportation Services, and Industry and Trades. Programs at the main campus include: LPN, CNA, EMT, Massage Therapy, Cosmetology, Drafting and Design, Law Enforcement, and Automotive Technology.

Enrollment is increasing across all sectors at the college and space is a primary obstacle to improving access to more students. 2019-2020 Enrollment is up over 20 percent since last year and is at its highest point since the economic downturn as a result of multiple mine closures of more than 7 years ago.

The additional space through the proposed capital grant request will facilitate increased capacity for all the healthcare programs. Practical Nursing capacity will increase 10%-25% while Nurse Aide and Medical Clinical Assistant will have space to expand. Currently no additional space is available at main campus. Emergency Medical Services will benefit as well by providing ample space for growth.

When complete the proposed Healthcare Education and Innovation Center building, located in Delta Colorado will add over 20 thousand square feet of education space dedicated to providing state-of-the-art healthcare training to Western Colorado residence. Further, by moving all healthcare programs the new site, TCR will have space available for additional programming in high demand programs such as Cosmetology, Barber, Massage Therapy and construction trades (i.e. HVAC, Construction, Electrician Occupations, and Welding) at the main campus.

8. Describe the welding facility request for Emily Griffith and what this will accomplish.

Area Technical Colleges

Emily Griffith (EGTC) has extensive waitlist needs, and in balancing the capital needs and capacity expansion options, expanding the welding facility will immediately allow us to serve more students. For 2018/19, the Welding program served 124 students at Emily Griffith Technical College, of which 79% completed and 77% were placed into employment. We currently run cohorts with a maximum of 16 students. Expansion of the Welding facility will allow us to offer access to 4 more cohorts, increasing our cohorts starts by 36% and capacity to serve 64 more students per year (51%). The project is estimated to cost $251,350, of which $125,000 covers equipment for the space buildout.

9. Can we get a list of what to expect down the road in terms of capital requests from the area technical colleges? Is there a list of projects and estimate of the total need?

Area Technical Colleges

Pickens Technical College

Pickens Technical College will be requesting funding ($500,000) for its horticultural program. Our program can serve approximately 24 students per year, and we have listed the types of jobs that are available for students who complete the various certificates:

Initial Program Completion: Grounds Supervisor, Golf Course Superintendent, Landscape Supervisor, Grounds Crew Supervisor, Grounds Maintenance Supervisor.

Program Completion and a 2 Year Certificate or Degree Program: Buildings and Grounds Supervisor, Groundskeeper Supervisor.

Program Completion and Advanced Degree: Landscape Manager, Athletic Fields Superintendent, Grounds Foreman.

Emily Griffith

EGTC has contracted with an architectural and design firm to conduct programing and visioning work to assist us with campus expansion opportunities. With over half of our programs on waitlists, coupled with our needs for more

flexible, scalable space, EGTC is aggressively designing a campus relocation plan that will allow us to co-locate all of our programs in a more transit oriented destination campus. We recognize that access is a major obstacle for our staff and current/prospective students, so we are engaged in identifying campus and build options that address these needs with ample transit, parking and open access to our students. We anticipate having an estimate of capital needs by March 2020, and we are optimistic that the capital grant program can/will assist in the capital stack.

Technical College of the Rockies
TCR's strategy to expand is dependent on industry demand in our region. Our industry partners in law enforcement and automotive technology have assessed current and future needs and are compiling recommendations for expanding and/or updating facilities and equipment for these programs. Law Enforcement will likely propose building a new onsite "Law Enforcement Training Center". The facility will include classrooms, lecture hall, gymnasium, and updated gun range. The Automotive Technology program is requesting to updating the facility to accommodate adding a Diesel and small engine component. No design or cost estimate is available at this time.

PANEL QUESTIONS

IMPACT OF ENROLLMENT AND FUNDING TRENDS

10. Discuss the enrollment trends for your institution(s). When in declining enrollment, how do you sustain operations and balance the budget?

Colorado Community College System
Student enrollment in higher education tends to be counter-cyclical, but this is particularly true for CCCS. During down or recessionary portions of the business cycle, enrollment spikes at community colleges as unemployed workers come back for retraining. You can see this on page 155 of your analyst's briefing document, where student enrollment rose from around 40,000 to 60,000 student FTE from FY 2006-07 to FY 2011-12. When the economy stabilizes and starts growing again, the student enrollment at CCCS tends to decrease as retrained workers go back to work and economic conditions divert potential students directly into jobs out of high schools. As noted on page 155 of your analyst's briefing document, CCCS enrollment declined from around 60,000 to 50,000 student FTE from FY 2011-12 through FY 2015-16 and then has flattened in subsequent fiscal years. As enrollment has declined, we rely on a combination of additional General Fund (which tends to be more available in the immediate post-downturn years as tax receipts recover), moderate tuition increases, and utilizing flexibilities in our instructional personnel and other cost structures to keep costs low.

Aims Community College
Since FY 2015-16, the college has experienced a 17.5% increase in student headcount. This increase in students has resulted in a 11% increase in the same period for salary & benefits and general operating expenditures which ensures students have and will continue to receive the academic and support services needed.

Colorado Mountain College
While there are minor fluctuations from year to year, overall enrollments have remained basically steady for the past 15 years. As a local district college, revenues to CMC are not highly correlated with student enrollments. Over 80% of all revenues to the college come in the form of annual local taxes and block grant state appropriations. As a result, modest fluctuations in student enrollments have a fairly minor and manageable impact on annual revenues. CMC maintains healthy revenue reserves and budget contingencies to handle short-term revenue fluctuations. The college does, however, monitor the "health" of its academic programs fairly rigorously. By

monitoring program viability and demand closely, CMC faculty and administrators are sensitive to fluctuations in enrollments and have the tools to plan and intervene early, if necessary.

Area Technical Colleges

The table below shows the total FTE enrollment for the Technical Colleges in recent years.

	FY 12-13	*FY 13-14*	*FY 14-15*	*FY 15-16*	*FY 16-17*	*FY 17-18*	*FY 18-19*
ATC FTE	*3,198*	*3,573*	*3,975*	*4,006*	*4,818*	*4,406*	*5,388*

As shown on the enrollment table above, the three Technical Colleges continue to serve an increasing number of students. Many of our programs are at capacity.

Emily Griffith

EGTC has seen a 69% growth in enrollment over the past five (5) years, which have predominantly been resident students (97%). This is in direct relation to EGTC's high outcomes, low cost of entry and our unique ability to rapidly meet industry's employments. In addition, we believe industry and student demand for career and technical education, and non-degree, stackable credentials will continue to increase. There will also need to be stronger alignment with the high schools and concurrent enrollment, and EGTC looks forward to playing a key role in providing such education to meet the needs of local industries and students. With respect to declining enrollment, EGTC has built up reserves over the past five years to help soften the impact of any potential enrollment decreases. This coupled with our strong industry alignment, long standing apprenticeship programs, Foundational support and existing local, state and federal grants, we will work to contain costs to ensure that the balance is budgeted. However, given our incredibly low cost of core expenses per FTE and strong growth plans within the Health, I/T and Construction sectors, we are anticipating sustained growth for the next five years.

Technical College of the Rockies has seen a 20% growth in enrollment over the past 12 months, 33% since 2017-18 and is at its highest since the economic downturn as a result of multiple mine closures from over 7 years ago. The highly positive results are a direct result of our renewed commitment to improved access to high quality, low cost training in high demand industries.

In 2018 TCR reviewed, modified and adopted flexible scheduling options to enable working students, those with children, and those with transportation issues opportunities to attend. The options include, all day, morning only, afternoon only, and evening classes in some programs. Since the implementation, the college has seen a significant enrollment increases in Cosmetology, Barber, Esthetician, Nail Tech, Massage Therapy, Drafting and Design, Automotive Technology and Emergency Medical Services.

Declining enrollment is a possibility and a reality in the life cycle of education even though declining enrollment is more likely for technical education in good economies and less in economic downturns. TCR has a modest funding reserve we believe will sustain the school. And like EGTC, TCR has a strong partnership with the parent school district and has built an effective concurrent enrollment pipeline for high school students. A downturn in enrollment would likely result in reduction in support staff, some options in scheduling.

11. Discuss the cyclical nature of state funding and enrollment and how your institution responds to these fluctuations in terms of making personnel decisions. How did you manage state funding cuts and enrollment increases during the last recession? Did you have layoffs? Would you expect to see the same pattern during the next economic downturn?

Colorado Community College System

For a description of the counter-cyclical nature of funding and enrollment for CCCS, please see the response above. In terms of managing state funding cuts during the last recession, overall CCCS used a combination of tuition increases, revenue from increased enrollment, and a heavier reliance on part-time faculty to teach the influx of students (as described above) to navigate the recession. However, the rural colleges in our system do not experience nearly the increased enrollment during a recession and are much more reliant on state General Fund than our urban/suburban colleges—and do not have access to a pool of part-time instructors in their geographic area that our other colleges do in the metro areas. As a result, a number of our rural colleges did experience layoffs during the last recession in order to adjust to the significant General Fund reductions that they experienced.

Aims Community College

As an independent local district community college, these fluctuations have minimal impact on making personnel decisions. Aims exercised fiscal responsibility during the last recession with minimal layoffs. Aims would follow the same fiscal responsibility if there was another recession.

Colorado Mountain College

CMC's enrollments grew to historically high levels during the last recession. At the same time, oil and gas production was very high, far surpassing reductions in state funds. As a result, no staff were lost as a direct result of change in state funding during the last recession.

The college is actively planning for the impact of the next recession, however. In the near term, likely 1-3 years after the beginning of an economic downturn, the college expects to maintain stable programming due to the stability of its primary funding source (local property taxes). In the longer run, the college has a plan to manage reductions in revenues, including using revenue reserves to offset cyclical volatility, modifying program offerings, and modestly adjusting tuition prices, which are currently among the lowest in Colorado and the nation.

It's impossible to predict what will happen during the next economic downturn, but CMC is actively exploring various scenarios and planning accordingly.

Area Technical Colleges

Pickens

Pickens did have layoffs during the last recession. We chose to remove support staff to ensure that programs still had instructors available to continue with operations as usual. We assume that we can expect the same pattern during the next economic downturn.

Emily Griffith

EGTC maintains incredibly low core expenses per FTE, and we constantly evaluate program, function and department spend levels. We are committed to cost containment, and we deliver incredibly high outcomes (as evidenced by our 82% completion rate and 86% placement rate) with the lowest level of state funding per FTE in Colorado. Our FTE growth is sustained, and we rely on tuition revenue as being a primary source of revenue for EGTC. With our aggressive growth plans across a diversified portfolio of sectors, we expect tuition revenue to help offset the cyclical nature of state funding and any potential state funding decreases. While we have had layoffs in the past, given we run very lean, coupled with our ability to contain costs, layoffs have not been forced to cut deep.

Technical College of the Rockies
TCR reviews program regularly to determine financial viability. Program viability is prioritized on revenue generation (tuition and fees) compared to program expenses. State funding is used to offset deficits in some cases and if reduced may force some staff reductions. Layoffs, furlough days, and salary adjustments were imposed during the last recession and likely would be the course of action if needed.

12. How well prepared are you to weather the next downturn?

Colorado Community College System
We are prepared in a similar fashion to the last downturn and would expect to experience similar impacts. We also have low debt relative to other colleges and universities in the state, which allows us an additional tool to manage the uncertain times of a downturn. But, we still have significant fixed costs that may be hard to reduce during a temporary downturn and we would likely need similar tuition rate increase flexibility that was granted (in statute) during the last recession to allow us to maintain educational quality and help defray likely General Fund cuts.

Aims Community College
Like other CO institutions of higher education, Aims does not desire an economic downturn for any of our communities. In the event of a downturn, Aims would continue to employ to the same fiscal responsibility to ascertain needs and determine actions.

Colorado Mountain College
CMC feels very prepared to manage the next downturn. We have built "recessions" into our financial forecasts and have worked transparently and actively with campus leaders, faculty, and the board to prepare for broader economic challenges. In particular, for the past five years, the college has tried to keep its overall budget growth to a level equal to or less than overall inflation. This method of "tapping the brakes" on growth allowed the college to slow budget growth during "good years," which allowed the college to prioritize academic programming and student services in advance of any fiscal emergencies that might occur later.

Area Technical Colleges
Pickens – We will use the same process we have used in past downturn years to ensure the viability of our institution.

Emily Griffith – Given EGTC maintains low costs per FTE compared to our peers, coupled with strategic growth plans in several sectors, EGTC is well positioned to weather the next economic downturn. We constantly evaluate job openings across Colorado's sectors in an effort to align our programs with the most in demand occupations. In addition, we have focused on diversifying our revenue through industry partnerships, grants, student run businesses and philanthropic investments to better position us in an economic downturn. We have also focused on building up reserves over the past five years, not only to help soften the financial impact of a recession, but to allow us to invest in growth sectors and better position ourselves for long term financial sustainability.

Technical College of the Rockies – We will use the same process we have used in past downturn years to ensure the viability of our institution.

COST DRIVERS

13. How much have posted tuition and fees and total educational and general revenue per student FTE increased at your institution(s) since FY 2013-14, when state funding began to rebound?

Colorado Community College System

From FY 2013-14 to FY 2018-19, the tuition and fees and total educational and general revenue per student has increased from $7,199 to $9,786 (see page 60 of the JBC Briefing document).

Aims Community College

Aims has not raised tuition for the past nine years; and, it anticipates no tuition increase for the coming year.

Colorado Mountain College

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
In-District (AA/BA)	$56/$95	$57/$99	$57/$99	$62/$99	$65/$99	$80/$80
Service Area (AA/BA)	$95/$200	$97/$205	$103/$205	$123/$205	$143/$205	$170/$170
In-State (AA/BA)	$95/$200	$101/$212	$107/$212	$127/$212	$147/$212	$180/$180
Non-Resident (AA/BA)	$299/$405	$317/$429	$373/$429	$429/$429	$440/$440	$453/$453
Net Tuition per FTE	$2,486	$2,706	$2,801	$3,003	$3,062	$3,204
% Change	-4%	9%	3%	7%	2%	5%

Overall, CMC's tuition has been and remains among the lowest in the state of Colorado and the nation as a whole. From 2014-2018, the college's Board of Trustees implemented a five year plan to manage tuition growth strategically. The board's goals were not to increase revenue, but to have students contribute to their educations at levels more consistent with their tuition classifications. For example, non-resident students now pay between 80-85% of the direct costs of their education whereas students living in the CMC tax district pay only 14%. The CMC Board of Trustees established their preferred "contribution" levels, which were implemented over a five year period for in-state through non-resident classifications. The in-district rates were increased on a slower trajectory and still need another five years to reach the preferred levels. Also, in 2018, the college actually lowered the tuition rates charged to Bachelor-level students in order to align these rates with those charged to AA-level students. Moving forward, the college expects to establish a new five-year tuition plan with its Board of Trustees. Though the actual rates aren't yet known, management expects that the Board of Trustees will seek to stabilize revenues from net tuition in the near term in order to enjoy more financial resiliency when enrollments grow and state funds become more scarce during an economic downturn and, possibly, following further reductions in oil and gas production, an important source of revenue to the college.

Area Technical Colleges

Pickens – PTC had our first tuition increase in more than 10 years in the fall 2017. We increased tuition by 6% across all programming.

Emily Griffith – EGTC has a very streamlined fee structure, with only two institution wide fees being charged per student. Those fees have only increased twice over a five-year period. In addition, our tuition rates are typically increased at or below the CPI rates of ~ 3.5% per year. Over the past five years, our total revenue per FTE has increased 18%. Comparatively, our state funding per FTE has decreased 8% per FTE, a function of the fact that the ATC's are not part of the funding model, and the average increase that we are provided has not kept pace with the rapid growth that we have experienced over the past five years.

Technical College of the Rockies – TCR has a tiered tuition schedule that has remained steady over the last 3 years. Our healthcare programs are at the high end of our tuition schedule and necessary to offset competitive salary cost imposed by the healthcare industry. Fees however are adjusted as needed in effort to recoup changing program costs for supplies and materials.

14. What are the major cost drivers impacting the Governing Board? Is there a difference between the general inflation rate (CPI) and the inflation rate experienced by your institution(s) of higher education? Why?

Colorado Community College System

The major cost driver for CCCS is personnel. Approximately 72.0 percent of our costs are spent on personnel. This causes CCCS to experience price inflation that is greater than the general CPI because benefit costs, particularly healthcare benefit costs, have increased at a greater rate than the general CPI.

Aims Community College

The major cost driver for the College has been maintaining and/or reaching a level of competitiveness in salaries for high demand faculty and staff positions. The college continues to experience student FTE growth which has also resulted in increased costs due to the need for additional academic and student support services. Increases for general expenses for ongoing operations remain within the Denver-Boulder Greeley CPI.

Colorado Mountain College

Like most colleges and universities, personnel costs are the most significant cost driver at Colorado Mountain College. As a general rule, CMC tries to offer cost of living increases above the overall CPI rate of inflation in order to keep college employees from being compressed financially. Maintaining this practice can be challenging at a rural college like CMC, as the college has relatively small enrollments and offers many high-cost programs such as health trades, ski area operations, and outdoor leadership. In addition, CMC maintains 12 separate campuses (including its Central Services office in Glenwood Springs) in some of the highest cost communities in the nation. While some colleges can deliver all academic programs at a single campus, this is not practical on Colorado's Western Slope, where most communities are between 5,000-10,000 residents and geographically separated by mountain passes. To reach mountain communities, CMC must be locally present.

As a general rule, the cost of living in CMC's region is between +15 to +30% above the Denver Metro area. As a result, the college must maintain salaries and benefits at rates above those typical at sister institutions throughout the state. Health care in mountain communities is among the most expensive in the nation, which ensures that costs for employee health benefits remain higher than those observed at most other colleges in the state. Importantly, the legislature's recent decision to increase institutional contributions to the PERA program create noteworthy new costs on both the college and its employees.

For comparison purposes, consider the following: overall, the State of Colorado provides approximately $5,050 in general funds support for each Colorado resident, according to the Department of Higher Education. At CMC however, state support is only $2,742 per FTE, or about 17% of a resident student's education. Local taxpayers contribute more than four times the amount of funding from the state.

The most expensive cost drivers for CMC are personnel costs (salaries) and health benefits, yet technology costs (broadband, equipment, and software) routinely exceed annual inflation by significant amounts. Overall, inflation for personnel costs is 1%-1.5% above the Denver Metro CPI. Additionally, CMC has 12 campus sites, including its central administrative site, so maintenance costs can be significant. The cost of construction is approximately

15-25% higher in mountain communities than Denver, due to the limited supply of local tradespeople. While not inflationary, per se, these construction costs can be much more considerable in mountain communities than nearly every other location in the state.

Area Technical Colleges

Pickens recently increased tuition by 6% to ensure that we could meet the general inflation fluctuation and ensure our staff were compensated adequately.

Emily Griffith Career and Technical education is costly to administer, given the low student to faculty ratios (in many cases capped at 1:6 or 1:10 given accreditation standards) and the high cost of equipment needed to support an industry relevant lab/classroom. Unlike two and four year institutions, the ATCs do not have the ability to offer general education classes with extremely high student to staff ratios to help subsidize the cost of our CTE programs. Given this, we are forced to become very entrepreneurial, effectively working with local industry, regional and national philanthropies as well as local, state and federal grants to help offset the high cost of equipment and instruction. In addition, operating costs in Downtown Denver (parking lots, transportation options, rent) continue to increase annually. Given the rapid escalation of land and build costs in downtown Denver, both of which outpace the Denver-Boulder CPI and our state funding levels, capacity expansion investments are substantially more expensive.

In addition, health care costs, while administered by our respective School Districts, continue to increase above CPI levels, putting great strain on our ability to offer attractive and comprehensive plans. The rising costs of health care have a material effect on our ability to offer competitive benefits packages, which in turn impacts our ability to attract and retain high performing employees. EGTC, through Denver Public Schools has switched insurance provider's multiple times over the last few years in an effort to minimize the financial impacts. In recent years we have seen 10-15% cost increases in the health and/or benefit costs.

Technical College of the Rockies agrees with PTC and EGTC with regard to competitive compensation packages, administration costs, student to faculty ratios and high equipment costs.

MASTER PLAN GOALS AND INSTITUTIONAL EFFICIENCY

15. Discuss the graduation rates for your institutions (graduation within 100-150 percent of time). Should the State be concerned about these? Why/why not?

Colorado Community College System

The CCCS graduation rate within 150 percent of time is 31.0 percent. However, CCCS also considers transfers to be successful outcomes, and 20.1 percent of our students successfully transfer to a four-year institution. CCCS is consistently working to improve our graduation and transfer rates. For example, our graduation rate has increased 8.7 percent in the last five years.

Aims Community College

It is important to clearly define "college completion." What completion means for one student may be entirely different for another student. In addition, until recently, researchers have been limited in how they define completion due to an inability to track students over time and across institutions. However, higher education needs to coalesce around a common set of definitions to avoid inconsistencies and misunderstandings about the problem of college completion.

The most prominent measure of completion is derived from the Integrated Postsecondary Education Data System (IPEDS), which is an annual federal survey of colleges conducted by the National Center for Education Statistics at the US Department of Education. The completion rate from the federal IPEDS survey gives only a partial picture of student outcomes because the traditional measure focuses on full-time students. Unfortunately, the federal data have several drawbacks. First, the information is self-reported by the institutions, which means it relies on each college's ability to track its own students so it can accurately calculate completion rates. Second, more pressing concerns have developed from the fact that the most consistent federal measure of completion focuses on only a subset of college students: first-time, full-time students who begin during the fall term and graduate within a certain time frame. As such, this federal rate overlooks many students who attend part-time, including older students, those at community colleges, many students of color, and economically disadvantaged students.

Colorado Mountain College

Colorado Mountain College's official graduation rate is 21% (for first-time full-time students, as reported to IES/IPEDS), which is considered strong for a rural, open-access institution with certificate and associate-level authority. This number is strengthened by a 36% transfer-out rate, which, when combined with the official graduation figure, reveals that 57% of first-time, full-time students at CMC enjoy a successful outcome. However, these figures communicate outcomes for only a small share of all students enrolled in the college. CMC leadership prefers to use a "completion productivity" estimate, which compares the total number of graduates each term or year to total number of students enrolled. This "completion" method allows CMC trustees and management to evaluate the outcomes of all enrolled students, not a small subset of them.

Using this method, CMC's "completion productivity" rate is 38% (as compared to the 21% graduation rate), a figure that has increased steadily since 2012, when the figure was 30%. This 38% "production" should be interpreted to mean that nearly 40% of all students enrolled at the college received a credential each academic year. Importantly, this figure includes all credentials offered by CMC—certificates, associates, and bachelor's degrees.

Finally, we are very pleased to report that, when using the completion productivity figure just described, CMC has no completion gap between Caucasian and minority students. In fact, the completion productivity rate among Latino students is higher than that for all CMC students, which means that, on average, Latino students receive more credentials per student than any other group at the college. This is particularly noteworthy when one considers the fact that the overall enrollment of Latino students has grown dramatically in recent years.

Overall, students at CMC are successful and historic achievement gaps between certain groups of students have largely been eliminated. As a result, it is our opinion that the state need not be concerned with CMC's overall completion performance. Areas that may concern the state, however, include (a) offering a sufficient supply of bachelor's degree options to meet regional demands and (b) addressing differences in enrollment and completion between students based on their gender.

Area Technical Colleges

Pickens – PTC graduation rate is consistently above the 70% average of all programs. No concern at this time.

Emily Griffith – EGTC boasts very strong completion and placement rates (82% and 86% respectively this past academic year), as our accrediting body, COE, mandates that we have at least 60% completion, 70% placement and 70% licensure for each program that we offer. Our programs are designed to graduate students in less than one year, student loan debt-free. Over the past three years, our Completion, Placement and Licensure rates are highlighted below:

MINIMUM REQUIRED PERCENTAGES FOR ALL PROGRAMS		FY16/17	FY17/18	FY 18/19
Completion Rate	60%	85%	84%	82%
Placement Rate	70%	84%	81%	86%
Licensure Exam Pass Rate	70%	99%	100%	99%

In addition, we are launching an Operational Plan that looks to increase both Completion and Placement rates, achieved through a variety of tactics including strengthening advisory boards, integrated communication plans, closer alignment with hiring partners (industry), and strengthening alumni and instructional content. All in all, we do not feel the state should be concerned about our graduation rates, rather look at ways of continued investment in the ATC's and our ability to serve students (and the State) with high return on investment post-secondary options.

Technical College of the Rockies – The state should not be concerned about our graduation rates. The Technical Colleges are extremely efficient in Completion, Licensure, and Placement of students. As mentioned above, our accreditation, both state and national, require the technical colleges maintain 60% completion, 70% placement and 70% licensure for each program. TCR completion rates are very strong year over year. The 2017, 2018, and 2019 completion rates and graduation rates were 94%, 91%, and 93% respectively. Additionally, our students, go to work, or are work ready, AND on average, LEAVE WITH LITTLE TO NO DEBT.

16. How can the State obtain more high quality degrees while lowering students' cost per degree/certificate? Is this something your institution is actively working on? How? What opportunities and obstacles do your institution(s) face in achieving this?

Colorado Community College System

One way CCCS is helping the State obtain more high quality degrees while lowering students' cost per degree/certificate is through the State Concurrent Enrollment program. Concurrent Enrollment allows students to complete a credential while in high school at little to no cost to the student. Last year, CCCS awarded 2,561 credentials to those in high school, which was an 18.4 percent increase from the previous year. In addition, CCCS implemented remedial reform, which saves Colorado families $8 million a year in tuition costs and the state $4.5 million annually in General Fund. Also, over 17,000 students enrolled in Open Educational Resource courses at CCCS colleges and saved nearly $1million in digital textbook costs. And finally, if a Colorado student attends one of our community colleges for two-years and transfers into a four-year college, they could cut their tuition costs by nearly 60% in those first two years compared to going directly to a four-year college—and on average the state would save $4,580 per full-time resident student over the two-year period. 19,000 students transfer from a CCCS community college to a four-year college/university annually. If all of the resident students from this group who transferred did so after taking 60 credit hours from community colleges, the state would save $82.7 million.

Aims Community College

The Aims strategic plan is singularly committed to student success, which includes increased access and degree/certificate attainability. Tuition has not increased in nine years and students continue to obtain their degrees/certificates.

Colorado Mountain College

We at CMC believe that the costliest aspect of college is time, both for students and institutions. Consequently, CMC has focused much of its attention on effectively managing time and "time to degree," including the use of broadband internet and interactive technologies, improving accessibility of content through new locations and degree programs, and early engagement through concurrent enrollment. The cost of housing is also a large burden to our students. Though CMC, like most institutions, continues to improve and refine its efforts, the state can assist attempts to lower college costs. Below are a few ideas to help institutions lower costs to students and taxpayers by reducing time to degree:

- ***Expand Early College programs and opportunities****. Early college programs—those that formally join college certificates and degrees with high school curricula—have proved very successful. In the short run, these programs appear costly, as they require additional instructional and administrative resources. However, when viewed in the long run, they are actually less expensive and more efficient for the state. Unfortunately, the General Assembly recently cut funding for certain Early College programs. To lower costs to students and the state, and accelerate time to degree, CMC would encourage the state to reconsider investing in Early College programs.*

- ***Provide additional funding for statewide coordination of general education courses and materials.*** *One of the most time consuming aspects of delivering college-level instruction is the preparation that goes into designing course lessons, assessments, and reading materials. In fact, for some faculty—especially part-time ones—the burden of developing course plans and materials can be equal to or greater than the effort put into leading a course. Though CMC would strongly oppose any efforts to interfere with faculty academic freedom, the college does believe that more effort and resources could be given to creating commonly accessible course materials and lesson plans. For example, if certain guaranteed transfer courses had textbooks (recommended by faculty in the disciplines), recommended course plans, and reading materials, instructors leading those courses could benefit from the best thinking from disciplinary colleagues from across the state, which would save time, reduce stress, and create inter-institutional awareness and understanding.*

Provide additional compensation-style financial support for working students*. In general, the method for allocating need-based financial aid works well for traditional-aged students, especially those who are dependents. However, the traditional financial aid allocation method is less effective for working adults. Changing the federal financial aid allocation method isn't likely, but the state could expand its efforts to award "salary-like" funding to students who must work to maintain their households. An example of this is the recent Rural Teacher Fellowship program, which provides a $10,000 stipend—outside of traditional financial aid—to teacher education students participating in their student teaching experiences. These stipends allow the students with financial support to maintain their family's financial obligations while completing their degrees. This kind of targeted augmentation to household compensation allows students to continue their studies full-time, which, in turn, accelerates time-to-degree and reduces costs to institutions and students.*

Area Technical Colleges

The Area Technical Colleges provide approximately one-fourth of all career and technical education certificates in Colorado, and our certificates have increased from 3500 to 5600 in the last six years. Many of our programs now have waiting lists, and we are working to provide more sections and improved scheduling to allow us to serve more students. We have also requested capital grant funding (through the provisions of SB 19-197), which, if appropriated, will allow us to expand some of our facilities and serve more students.

We also constantly reevaluate our program mix, and will close outdated or underused programs and create new programs to meet student need and industry demand.

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED. PLEASE RETAIN THE NUMBERING IN ORDER TO MAINTAIN CONSISTENT LABELING FOR COMMON QUESTIONS ACROSS DEPARTMENTS.

QUESTIONS FOR THE GOVERNING BOARDS
[Note: Numbers reflect JBC standard numbers for common questions]

Responses Requested from Each Governing Board

1. Provide a list of any legislation that the governing board has: (a) not implemented, or (b) partially implemented. Explain why the governing board has not implemented or has only partially implemented the legislation on this list. Please explain any problems the Department is having implementing any legislation and any suggestions you have to modify legislation.

   Colorado Community College System
   There are none.

   Aims Community College
   No comment at this time.

   Colorado Mountain College
   None at this time. All legislation specific to CMC with an implementation deadline on or before December 20, 2019 has been implemented.

   Area Technical Colleges
   We have implemented everything passed by the General Assembly.

2. Does the governing board have any HIGH PRIORITY OUTSTANDING recommendations as identified in the "Annual Report: Status of Outstanding Audit Recommendations" that was published by the State Auditor's Office and dated June 30, 2019 (link below)? What is the Department doing to resolve the HIGH PRIORITY OUTSTANDING recommendations? Please indicate where in the Department's budget request actions taken towards resolving HIGH PRIORITY OUTSTANDING recommendations can be found.

   http://leg.colorado.gov/audits/annual-report-status-outstanding-audit-recommendations-june-30-2019

   Summary Response:

   There are no high priority outstanding recommendations for the Governing Boards at this time.

4. Is the governing board spending money on public awareness or advertising campaigns? If

so, please describe these campaigns, the goal of the messaging, and the cost of the campaign. *[JBC common question #4]*

Colorado Community College System

CCCS does not spend money on public awareness campaigns per se, but we do spend money on marketing/advertising to promote enrollment and educate students on course offerings, etc. In FY 2018-19, our 13 colleges collectively spent $3.1 million on marketing/advertising, which represents approximately 0.4 percent of the total expenditures by our colleges.

Aims Community College

Aims Community College is not participating in any awareness campaigns.

Colorado Mountain College

Yes. Public awareness and marketing-driven campaigns incorporate such initiatives as:

Semester registration:
- Social media (organic & paid) ($2k/yr) (paid/owned media)
- email to current and stop out students (owned media)
- commercial and public radio ($36k/yr) (paid media)
- mailing class schedules and postcards ($95k estimate) (owned media)
- press releases (earned media)

President's Scholarship:
- letters and postcards to all local seniors ($5k estimate) (owned media)
- press releases (earned media)
- email blasts (owned media)
- Social media (organic & paid) ($1k) (paid/owned media)

Statewide awareness and recruitment support:
- high school gym ads ($18k) (paid media)
- out of home ($50k)
- online display, paid search, sponsored social ($185k) (paid/owned media)
- print advertising in magazines and industry newsletters ($10k) (paid media)
- press releases (earned media)

Marketing campaigns are not coordinated with other entities except with business, government or industry partners. Most of this is earned media, or outreach through owned channels (websites, blogs or email).

Over the years, the Public Information Office has demonstrated that more than 90 percent of outreach to the news media results in news coverage of the college. A recent survey has shown that the college has an 88% favorable perception among community members. Overall, the college's proactive public relations efforts are tied to communicating ways in which the college supports the educational and training needs of students, employers and

taxpayers, largely driven by the college's strategic plan. Because the college's strategic plan is tied to the strategic initiatives of the state's higher education efforts, successful campaigns support the Colorado Department of Higher Education.

On occasion the Public Information Office conducts specific targeted campaigns: for instance, in support of the college's 50th anniversary year, or to inform the community about the launch of a new program of great interest to them such as the Fund Sueños income-share agreements, or to support media coverage of the college's 9-12 graduation ceremonies each May. Because the Public Information Office does not have a budget for paid media, all work from this office is conducted through earned or owned media.

In some instances, such as when we would not be able to advocate on behalf of a ballot initiative, we have provided fact-based, balanced information on our website and fact sheets. We have found that at these times it's important to emphasize the benefits to our taxpayers through what we call an "essential services" PR campaign. We know that our taxpayers greatly value the firefighters, police, teachers, and EMTs we train, who provide services essential to their life and well-being, so we create a series of press releases that demonstrate the value these individuals bring to the community.

Area Technical Colleges

Pickens Technical College

Pickens spends money on public awareness campaigning. For the 2019-20 school year, we have several goals to guide our media efforts.

#1) General brand awareness. We have consistently tried to eliminate the label of being Aurora's best kept secret. To this end, we have engaged in ad campaigns for both paid (9News, radio, etc. escalator wrap at the Aurora Mall, etc.) and earned media (our YouTube, Facebook, and Instagram channels).

#2) Targeted marketing for low-traffic programs. Not everyone knows about all of our programs or what career options exist for folks in those fields. To help address this concern, we have incorporated both paid and earned media to address this goal as well.

#3) "Mythbusting". CTE programs have traditionally been stereotyped for certain types of students, whether that be students who traditionally dominate a certain industry (males in welding, for example), or academics (CTE programs are for students not ready for college). We have worked to try to dispel both of these myths and show that CTE can be an appropriate and successful career path for students even if they are very ready and equipped for college.

We continuously measure metrics to evaluate the success of our media campaigns. We recently started incorporating a "where did you hear about us" question on our application. We can also track some media efforts directly. Facebook, for example, allows us to track users until they register for classes.

No - we are not working with other state or federal departments to coordinate our campaign. We have worked with some similar institutions to share ideas and strategies, however.

Technical College of the Rockies

Our institution allocates a significant portion of its funds on public awareness campaigns, targeting youth, non-trads, economically challenged, minority populations, and displaced workers in our community. Our campaigns use social media, newspapers, Public Service Announcements (PSA), among others. Also, whenever possible, we have found success combining efforts with our philanthropic organizations, workforce partners, local municipalities and county governments.

Our campaign costs have increased over the last two years with a budget line item exceeding $50,000. The results however have proven positive. We have increased enrollment in most programs and at all training sites in our service area. Our minority student population is now in line with our regions' demographics, workforce is increasing access to our institution, scholarships for underserved populations and non-traditional student enrollment is increasing in our programs.

Emily Griffith Technical College

Yes, Emily Griffith Technical College is running strategic public awareness campaigns with the goal of increasing enrollment. Messaging focuses on affordable education that leads to long-term career opportunities with the ability to graduate without student loan debt. Emily Griffith uses a range of ads on various platforms including digital, TV, radio and outdoor.

The effectiveness of these ad campaigns is measured through traffic to our website and through the use of landing pages which track the number of leads generated through the ads. We have the ability to track how many of those leads become applicants and ultimately how many applicants become enrolled students.

Website traffic increased by 50% from 2018 to 2019 and in 2019 we generated 6,712 leads who had shown interest in enrolling in specific programs at Emily Griffith. We used automated email marketing to follow up with those prospective students and were able to reach a 51% open rate, which is much higher than the industry average of 23%. This high open rate indicates we are reaching the right audience. Enrollment is up and half of our program start dates have waitlists. However, there are still some programs that need increased enrollment and we are working on a comprehensive approach to address this issue.

The budget for these campaigns and their support services is $164,600.

We also have recruiters who attend high school events and work with guidance counselors to create awareness of the educational opportunities at Emily Griffith.

We do target media outreach to get articles published with the goal of generating more awareness about our school in addition to generating links to specific pages on our website where we want to drive more traffic. In addition, we have several active social media platforms that we use to engage our audience and create awareness about Emily Griffith Technical College. Whenever possible, we work with our partners and other institutions, like apprenticeship partners, CDHE, DPS and graduates who are now business owners, to cross promote specific initiatives on social media.

Summary Responses for the Governing Boards Requested from the Department of Higher Education

3. If the Governing Board receives federal funds of any type, please respond to the following:
   a. Are you expecting any changes in federal funding with the passage of the FFY 2020-21 federal budget? If yes, in which programs, and what is the match requirement for each program?

      The Governing Boards are not expecting any changes to federal funding at this time.

   b. Does the Board have a contingency plan if federal funds are eliminated?

      Governing Boards would need to make program adjustments to make up for any lost federal funds.

   c. Please provide a detailed description of any federal sanctions or potential sanctions for state activities of which the Department is already aware. In addition, please provide a detailed description of any sanctions that MAY be issued against the Department by the federal government during FFY 2019-20 or 2020-21.

      The Governing Boards are not aware of any federal sanctions at this time.

   d. Compared to other states, Colorado ranks low in receipt of federal dollars. How can the Department increase the amount of federal money received?

      Institutions will continue to apply for federal grants.

   e. What state funds are currently utilized to draw down (or match) federal dollars? What state funding would be required to increase the amount of federal funding received?

      Currently, the Perkins Grant requires a 5.0% state match from institutions.

13. Please describe the impact of Colorado's low unemployment rate on the Governing Board's efforts to recruit and retain employees.

Colorado Community College System

Colorado's low unemployment rate makes it difficult for CCCS to recruit and retain employees, particularly in areas such as information technology that are highly competitive.

Aims Community College

Low unemployment drives a competitive labor market. Therefore, the major cost driver for the College has been maintaining and/or reaching a level of competitiveness in salaries for high demand faculty and staff positions (e.g., technical skills instructors and IT professionals).

Colorado Mountain College

The unemployment rate in the central mountains is actually below that found throughout Colorado generally. It hovers around 2% overall. This means that finding employees in certain service-oriented positions, such as maintenance, can be extremely challenging. Also, the college routinely struggles to fill highly technical positions, such as programmers and IT analysts. This is not new to CMC, the campuses for which are located in rural resort

mountain towns with economies focused on hospitality and recreation, not technology, but the recent worker shortage in Colorado has greatly heightened the intensity of competition for these workers. It is not unusual for an IT position at CMC to remain unfilled for 6-12 months. The direct effect of this is an increase in consulting fees to backfill lost production. In general, CMC does well in recruiting mid-level administrators and full-time faculty, but often struggles to fill entry-level positions and executive or highly technical ones. The low unemployment rate in Colorado has generally exacerbated these trends, though the recent surge in housing prices in the Denver metro area have actually helped CMC appear more affordable (relatively speaking) than was true five or so years ago.

Importantly, three years ago, CMC implemented a practice to benchmark wages against national data and ensure that all employees enjoy annual COLA raises above the cost of inflation. The college also offers very generous health benefits and provides education benefits to all employees, including a CMC-specific doctoral degree through the University of Denver. So, while it can be very difficult to recruit certain employees to small mountain towns, once identified, CMC has been very successful in retaining high quality employees.

Area Technical Colleges

Pickens Technical College

We have experienced no impact at this time.

Technical College of the Rockies

The low unemployment rate and extremely high demand for skilled labor is affecting recruiting of staff at our institution. Like many of our education partners, our institution is finding extreme difficulty competing with the healthcare industry on compensation for nursing professionals. Throughout the last several years our institution has implemented efforts to brand "quality of life" in lieu of salary increases and have been somewhat successful. However, the salary gap between teaching and nursing is at a place where we can no longer recruit effectively. This is provoking an increased compensation conversation. Unfortunately, this will likely have an adverse impact on delivering low cost, high quality education to our students.

On another note, the demand for skilled workers and the reluctance to retain college debt has increased demands in our healthcare, Law Enforcement, Automotive Technology, Drafting and Design, Cosmetology, Barber and Emergency Medical Services Programs. Each of these programs has either created a wait list, or prompted an increase staffing and program offerings (dependent on student ratios and regulatory restrictions).

Emily Griffith Technical College

The low unemployment rate has significantly impacted EGTC's efforts to attract and retain highly qualified employees. Our programs depend on highly trained instructors within their respective fields, many of which have over 15-20 year of industry experience. Given the higher salary levels that accompany low unemployment rates, we have a hard time attracting these industry veterans who are being paid substantially higher wages than EGTC can offer. For example, highly trained professionals, who would be desirable instructors for program like I/T, Health related fields and the Trades are making salaries in the six figures. This makes it difficult to recruit these individuals when our average full time instructional salary levels are $75,000. While our pay rates across our full time and part time/adjunct positions are benchmarked and competitive against higher education peers, they fall significantly short of the wages that industry will pay these individuals. In addition, given many of the programs that EGTC offers only have one full time instructor, it places an elevated level of reliance on retaining these instructors. Our HR teams have confirmed throughout the year that our first choice candidates will at times turn us down for compensation and/or benefit related reasons. In addition, exit interviews have confirmed that

compensation and benefits are principal drivers in employees defecting to other opportunities in this strong employment market. While many of the employees are attracted to the mission driven work that EGTC performs, at some point, compensation is a factor in our ability to retain these employees, or attract their replacements.

Colorado Department of Higher Education

2019 JBC Hearing

January 13, 2020

COLORADO
Department of
Higher Education

Today's Hearing Agenda

Our Goals and Progress

Our Budget Requests

Your Questions

All Learning Counts



Colorado's Public Institutions of Higher Education

13 Four-Year Institutions

15 Two-Year Institutions

3 Area Technical Colleges

300+ Private Occupational Schools

85 Private Institutions

Higher Education Policy in Colorado

- Colorado General Assembly
- Colorado Commission on Higher Education
- Colorado Department of Higher Education
- 13 Institutional Governing Boards

Colorado Rises Goal

66% ATTAINMENT BY 2025

on the way to 75%

STRATEGIC GOAL #1
Increase Completion

STRATEGIC GOAL #2
Erase Equity Gaps

STRATEGIC GOAL #3
Improve Student Success

STRATEGIC GOAL #4
Commit to Affordability and Innovation

Current Attainment Rate

Coloradans ages 25-34

56.9%

Strategic Goal 1

Increase Credential Completion

Main Measures

- ✓ Increase annual credential completion
- ✓ Increase high demand credential completion

  (STEM, educator preparation)

Goal 1 WIG

BEHIND GOAL

Increase overall credential completion by **4%** statewide from **57,353** to **59,647** by June 30, 2020

Strategic Goal 2

Erase Equity Gaps

Main Measures

- ✓ Increase annual credential completion for minority and low-income populations
- ✓ Increase high demand credential completion for minority and low-income populations

American Indian and Indigenous

Attainment Rate: 33.2%

2019 Credentials: 536

Awards down 5%

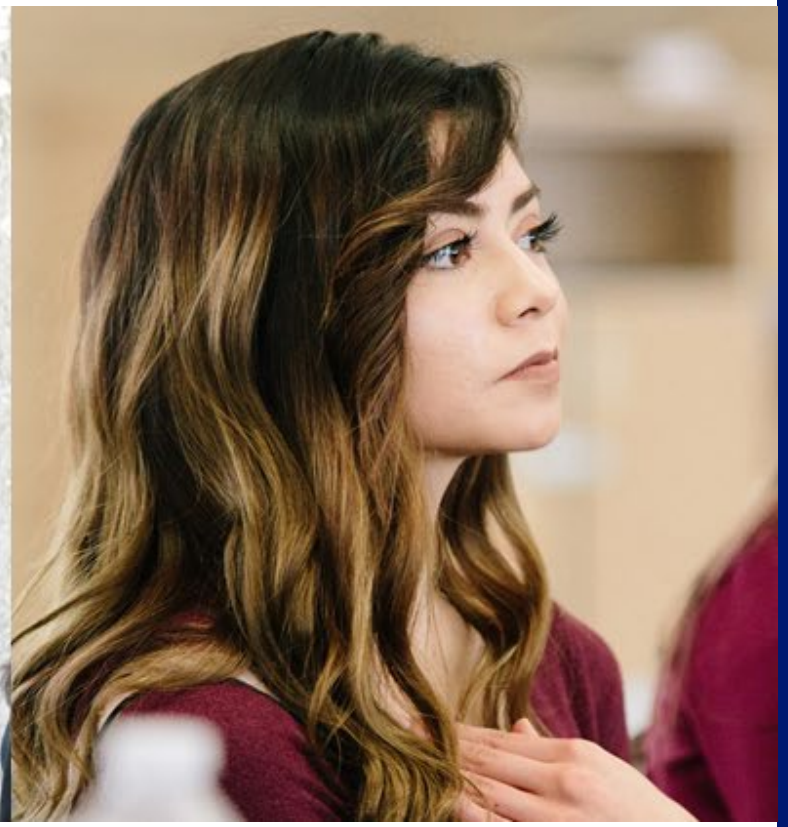
Black and African American

Attainment Rate: 40.3%

2019 Credentials: 2,057

Awards up 6%

Hispanic and Latinx

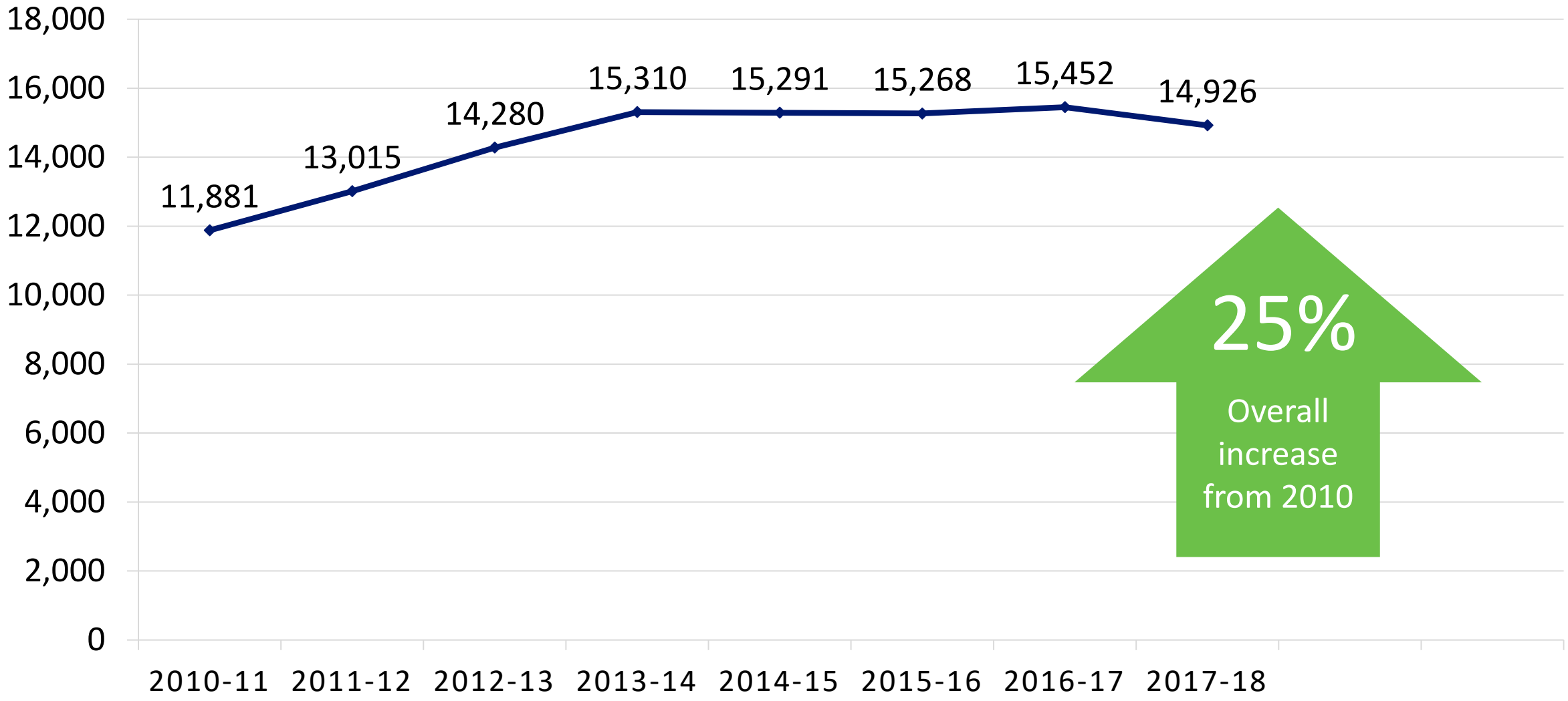


Attainment Rate: 28.6%

2019 Credentials: 10,281

Awards up 9%

Pell-Eligible Student Progress



Goal 2 WIG

EXCEEDING GOAL

Increase credential completion by underrepresented minority students by **8%** from **12,874** to **13,904** by June 30, 2020.

Strategic Goal 3

Improve Student Success

Main Measures

- ✓ Improve student persistence and retention
- ✓ Reduce remediation needs of students
- ✓ Reduce average time to degree
- ✓ Reduce average credits to degree

Students Placed in Developmental Education

2011	2018
44,813	18,435

58%
decrease

Remedial credits hours
down 61% *since 2011*

Goal 3 WIG

ON TARGET

Expand community **colleges and university student transitional success partnerships** across the state from **1 to 4** by June 30, 2020.

Strategic Goal 4

Commit to Affordability and Innovation

Main Measures

- ✓ Support student success, research and innovation
- ✓ Decrease average undergraduate federal student debt
- ✓ Leverage innovation

Colorado Graduates with Debt I In-State Students Only

	2014	2018	
Associate Degree Graduates	64.8%	56%	- 11.2%
Average Debt	$14,877	$13,338	-10.3%

	2012	2018	
Bachelor's Degree Graduates	69.3%	66.3%	- 3%
Average Debt	$26,872	$25,452	- 5%

Colorado Graduates with Debt I All Students

	2014	2018	
Associate Degree Graduates	65.5%	56.1%	-9.4%
Average Debt	$13,564	$13,484	-0.5%

	2012	2018	
Bachelor's Degree Graduates	71.3%	64.4%	-6.9%
Average Debt	$25,485	$26,278	+3%

OER Grant

$550,000 awarded in 2019

$3.2 Million

in projected savings

OER Grant

Natalia Vergara, Ph.D
CU Anschutz

CO HELPS by the numbers

$12 million in total funding	**$6 million** in contributions from industry partners	**5,000** apprentices by 2023
25+ occupations	**15+** higher education institution partners	**30+** businesses

What's next?

Working together, CDHE and CCCS have forged education and training pathways in several healthcare learning tracks and will begin recruiting apprentices in January 2020. Occupations include Medical Assistants, Radiologic Technologist, Nursing Assistants, Physical Therapist Assistants and Health Service Managers.

Check the CDHE website this fall for more details.

Goal 4 WIG

ON TARGET

Increase the number of postsecondary degree programs that include a **workforce learning component** from **20% to 50%** by June 30, 2020.

Your Questions

State Funding Request

Early Childhood Education

Get on Your Feet

Additional Budget Requests

State Funding Request

R1: 2.5% Increase for Higher Education:

Institutional Governing Boards

$20.4 million

$842.4m total

ATCs and LDCs

$839,346

$34m total

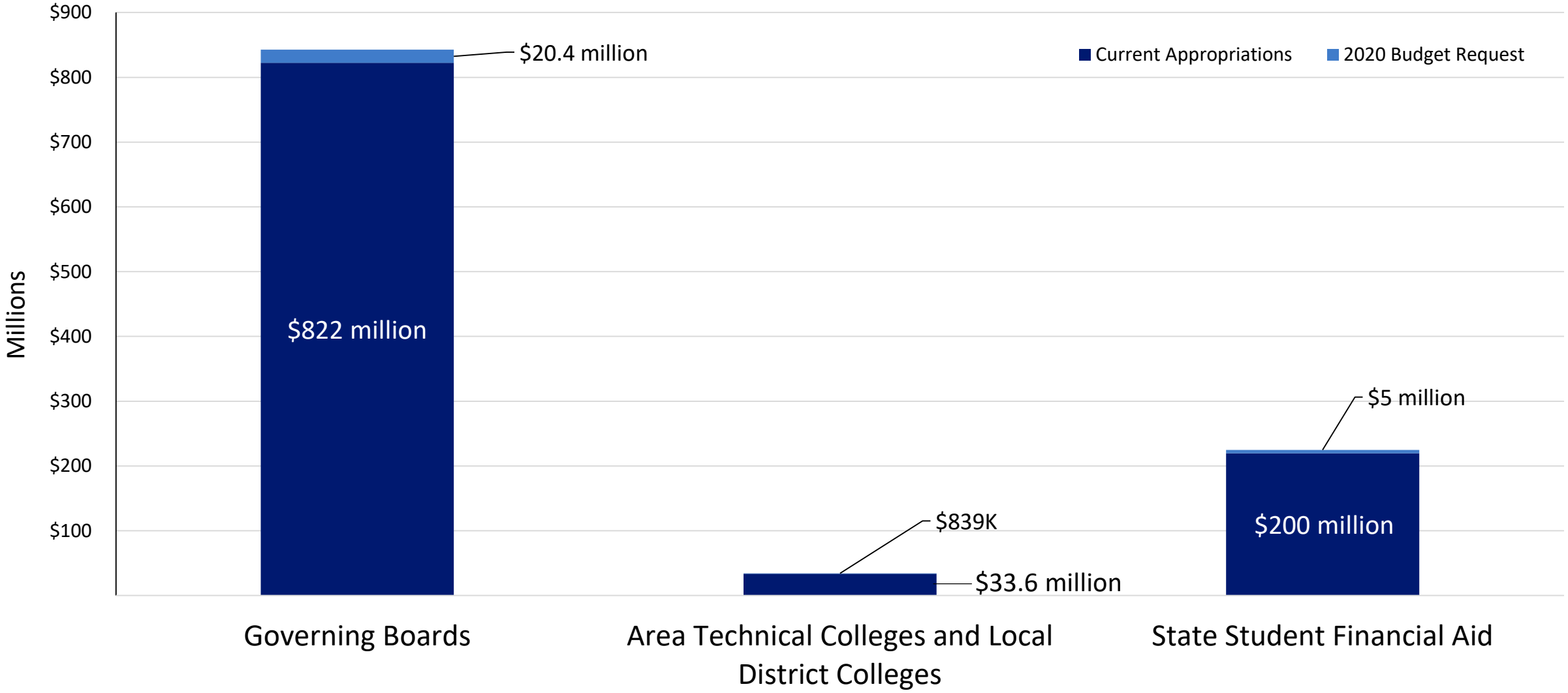
Financial Aid

$5 million

$205m total

R2: $94.2 million in tuition spending authority ($2.5 billion total) with growth capped at a 3% statewide average

Total State Appropriations with 2020 Budget Request



Five-Year Higher Ed Investment Increase

Leads the nation

47%

THE ROADMAP

TO CONTAINING COLLEGE COSTS

AND MAKING

COLLEGE AFFORDABLE

COLORADO
Department of Higher Education

3 IN THE LONG TERM

We will review systemwide designs and structures that make it difficult for institutions to cut costs and work with institutions to increase innovation and improve outcomes for students.

- Be bold with the future of higher education
- Pursue innovation that fosters new delivery models
- Build and strengthen industry partnerships

2 IN THE MEDIUM TERM

We will work with institutions to address underlying structural issues that perpetuate a higher education system that is out of reach for many Coloradans.

- Implement comprehensive institutional reporting on costs and outcomes
- Promote and scale institutional energy management initiatives
- Integrate more cost containment considerations into CCHE's capital request process
- Accurately identify and count credentials of value
- Restructure degree programs to include work-based learning experiences
- Lower health care costs by making insurance and prescription drugs more affordable

1 IN THE SHORT TERM

We are taking immediate steps in partnership with institutions to contain costs and support students.

- Increase transparency, accountability, and efficiency of institutional costs
- Work with institutions to set affordability and outcome goals without sacrificing quality
- Lower textbook and course material costs
- Reduce cost and time-to-degree or credential through expanding access to Concurrent Enrollment and other programs
- Support investments in need-based financial aid and wraparound supports that can improve student outcomes
- Support institutional efforts to connect students to public benefits
- Work with school districts and local communities to broaden access to existing federal student aid
- Help students manage debt while transitioning into the workforce
- Explore opportunities to reduce health care costs

Early Childhood Education Initiatives

- **R9:** $4.3 million for early childhood education scholarships
- **R10:** $544K in loan forgiveness for early childhood educators

BA01: Get on Your Feet

- $14 million of one-time funding
- Average $125 per month
- Rewards completion and lowers overall cost of credential
- Encourages Colorado graduates to stay in state

Department

Budget Items

- **R5:** Accountability Dashboard
- **R7:** Chief Educational Equity Officer

Improve Student Success

Budget Item

R11: $3 million increase for COSI

Capital Construction

- **$103.6 million** in state funding for higher education capital construction, IT, and controlled maintenance projects.
- **R6—Area Technical College Grant Program** $3.1 million to complete two single-phase capital expansion projects at Technical College of the Rockies and Emily Griffith Technical College.

Higher Education Funding Allocation Model

National Peer Outreach

Institutional Input

Third-Party Research

CCHE Working Group

Higher Education Funding Allocation Model

Principle-based

Outcome-driven

Easy to explain

Transparent

Aligned to Master Plan

Keep in touch!

Follow CDHE Online

@CoHigherEd

/CoHigherEd

Our Pledge to Colorado

As the state's largest provider of post-secondary education and training, we pledge to keep tuition low, quality high, and to deliver skilled talent to the workforce.

Bridging Education and Industry

Since the creation of the Colorado Community College System in 1967, the System has grown to 13 colleges with 40 locations - serving over 125,000 students each year through:

- **Concurrent Enrollment**
- **Career & Technical Education**
- **Certificate Programs**
- **Transfer Programs**
- **Associate Degree Programs**
- **Bachelor Degree Programs**
- **1 Master's Degree**
- **Customized Employee Training**

Our colleges are the key to our state and our nation's economic future and its civic and cultural vitality. We serve the fastest growing student populations: those with limited economic resources, ethnic and racial minorities, refugees, veterans, working parents, first generation students, and many others who are not well served in more traditional and more expensive models.

In COLORADO, *We have a class with your name on it.*

"Our vision for the future is clear. We want to enrich lives while strengthening our communities and our economy by building a competitive workforce and well-educated citizens. While we have always focused on increasing access, this focus must include increasing retention and completion so that we better serve our diverse students and communities and close equity gaps. That is how we will build not only a stronger economy but also a stronger democracy.

- JOE GARCIA, CCCS CHANCELLOR

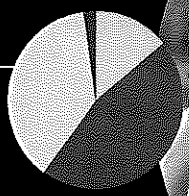
Demographics & Offerings

41% We serve nearly half of all resident undergraduate students of color in CO *who attend public institutions of higher education.*

121,000+
Undergraduate Students Served Annually

4,000+
New and Incumbent Employees Trained

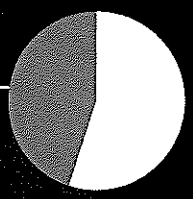
Age



Average Age: 25

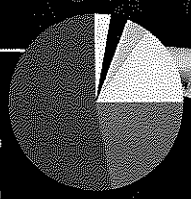
- 14% Teens (<18)
- 46% Young Adults (18-24)
- 38% Adults (25-54)
- 2% Young at Heart (55+)

Gender



- 55% Female
- 45% Male

Ethnicity



- 53% White
- 22% Hispanic
- 9% Unknown
- 6% Black or African American
- 4% Multiple Races
- 3% Asian
- 2% International
- 0.78% American Indian or Alaska Native
- 0.27 % Native Hawaiian or Other Pacific Islander

College Population

96% Colorado Resident
51% First Generation
68% Pell Eligible
7% Military-Related Students
30% Full-time (12+ credits)
70% Part-time (<12 credits)

Residential Life & Sports

5 CCCS Colleges have on-campus housing and competitive athletic teams (CNCC, LCC, OJC, NCJ, TSJC).

1,000+
Students housed on campus

50+ Athletic Programs System Wide

- M & W Basketball
- M & W Soccer
- M & W Golf
- M & W Rodeo
- M & W Cross Country, Track & Field
- Men's Baseball
- Men's Wrestling
- Women's Softball
- Women's Volleyball
- Flight Team (National Intercollegiate Flying Association)

College Offerings

Programs at a Glance

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts & Communication
- Business Management & Administration
- Education & Educator Training
- Energy
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Humanities & Social Sciences
- Information Technology
- Law, Public Safety, Corrections, & Security
- Manufacturing
- Marketing, Multimedia Graphic Design
- Radio, TV, & Live Audio Engineering
- Science, Technology, Engineering, & Mathematics
- Transportation, Distribution, & Logistics

Nearly **2,000** Programs

1,000+ Certificates

873 Associate's Degrees

Featured Apprenticeships

- Healthcare
- Cybersecurity
- Skilled Trades
- Water Quality Management
- Early Childhood Education
- Arborist

8 Bachelor's Degrees:

Bachelor of Applied Science (BAS)

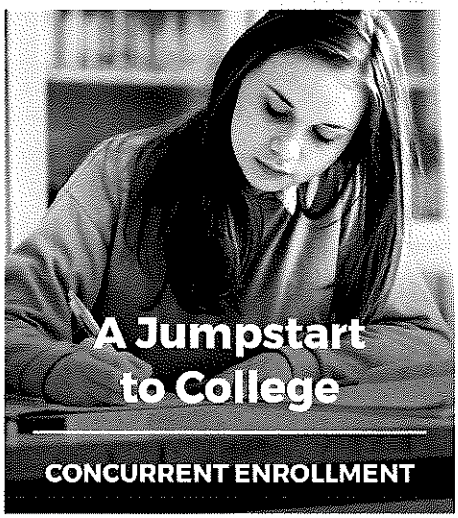
- Dental Hygiene
- Emergency Service Administration
- Radiologic Technology
- Water Quality Management
- Geospatial Science
- Secure Software Development
- Emergency Medical Services (EMS) in Advanced Paramedic Practitioner

Bachelor of Science in Nursing (BSN)

1 Master's Degree:

Physician's Assistant Studies

Innovative Pathways to Success



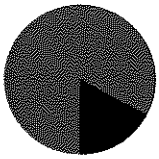
CCCS provides 84% of Concurrent Enrollment in Colorado.

30k
High school students served by CCCS Colleges for CE.

24%
Of CCCS headcount is made up of CE students.

$35M+
Saved annually in college tuition costs.

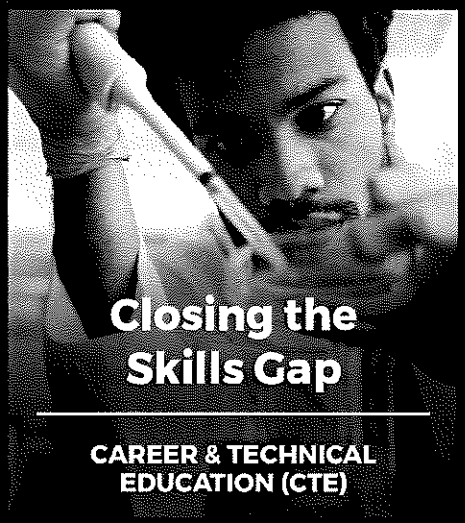
2,560
Credentials Awarded



83%
1 and 2-yr certificates

17%
2-year degrees

75%
Of students go on to college (matriculate to a CCCS College or a four-year institution).



CCCS is unique in the nation.

We are the only community college system that manages and approves all levels of career and technical education (CTE) programs statewide that are funded by Federal Perkins dollars. Program collaboration includes our 13 colleges, six other post-secondary institutions, more than 160 school districts, and the CO Department of Corrections.

This arrangement allows for seamless transitions in CTE starting in middle school through college completion and into the workforce.

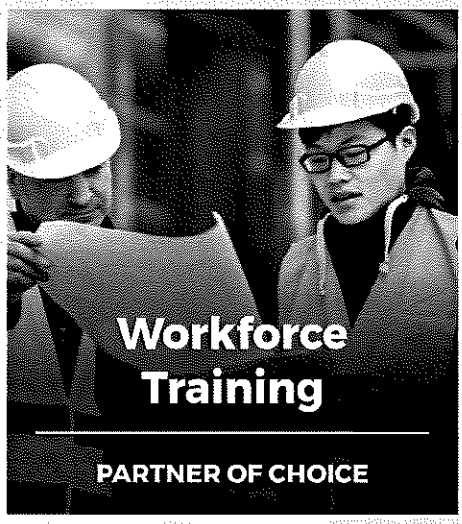
7 Career clusters that mirror Colorado's top industries

K-12

- 146,000 students served annually
- Over 1,500 programs
- 43% of all CTE courses are concurrent enrollment and count towards college credit
- Over 78,000 program completions annually
- 98% go on to college, training, or work

College

- 37,000 students served annually
- Over 550 programs
- 23,400 credentials awarded annually (85% certificates and 15% Associate Degrees)



Apprenticeships

CCCS helps companies build apprenticeship programs to meet their talent needs while supporting apprentices in accessing in-demand jobs through an earn and learn model.

Digital Badges

CCCS is a leader in offering digital badges, a new way to display industry-recognized, employment-focused credentials that validate core employability and technical skills for all industries.

Customized Employee Training

CCCS's **Skill Advance Colorado** program, in partnership with OEDIT, supports over 100 businesses annually, implementing over 450 customized trainings for 4,000 new and incumbent workers. Each year, the program saves businesses **$4 million** in employee training costs.

OEDIT: Colorado Office of Economic Development and International Trade

Maximizing Value for Students & Our State

Supporting Colorado: Our Economic Impact

Because Coloradans invest in us, we're serious about driving Colorado forward. Each year, our colleges and our students and graduates have a significant impact on the Colorado economy.

$5.8B
The annual impact CCCS has on the state.

13.5%
Rate of return to state and local taxpayers when investing in CCCS.

Health Science Degrees Propel Student Earnings Even Higher

40% of all CCCS credentials awarded are in Health Sciences.

97% Average earnings increase for students in our health sciences cluster.

230% Average increase in wages for dental hygienists.

Serious ROI for Our Students:

We promise every Coloradan an affordable college education – one that will not saddle our students with mountains of debt. We start by keeping tuition low, but we also ensure that our students and graduates are set up for success.

Average annual resident tuition for CCCS Colleges **$4,470**

60% Lower resident tuition than the average cost of a Colorado public research university.

Percentage of CCCS students who **graduate debt-free:** **63%**
For those who complete with debt, average debt is $14,600.

4x For every $1 a student invests, they receive nearly four times back in **lifetime earnings.**

Saving Students Time & Money

CCCS is a leader in reimagining the college journey, implementing innovative systems and pathways that lower costs and put higher education in reach for all Coloradans.

College Credit for Work Experience:
Prior Learning Assessment

Approximately **3,000** students earn **23k+** credits through this process each year, saving approximately **$3.3M.**

Open Education Resources:
Zero Cost Textbooks

In academic year 2019, over **17,000** students enrolled in OER courses and saved more than **$920k** in digital textbook costs.

Remedial Reform:
Meeting Students Where They Are

Saves Colorado families more than **$8M** per year in tuition costs.

Saves the state nearly **$4.5M** in General Fund expenditures annually.

Transfer:
Degrees with Designation

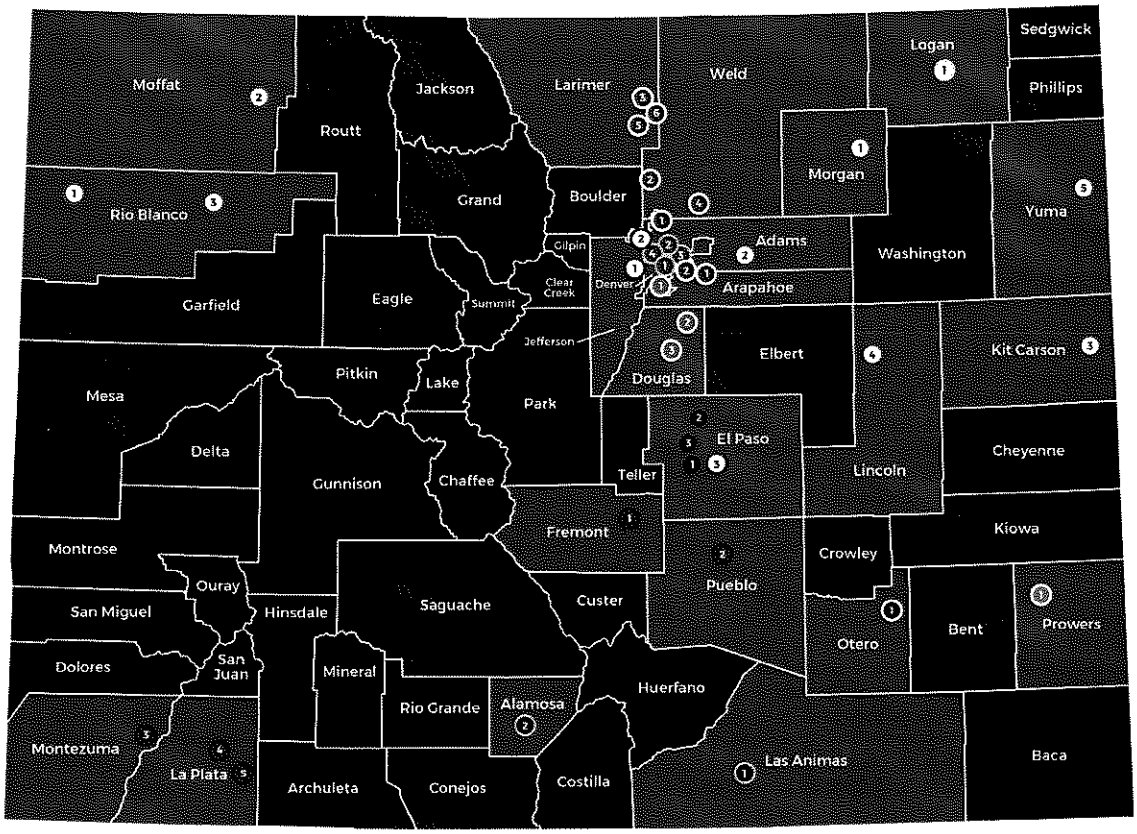
20% of CCCS students (19,000) transfer annually to a four-year institution, saving a minimum of **$8k** each in tuition by spending their first two years with us.

COLORADO
COMMUNITY COLLEGE SYSTEM

www.cccs.edu
(303) 620-4000
9101 E. Lowry Blvd.
Denver, CO 80230

facebook.com/gocccs
@goCCCS
school/colorado-community-college-system

13 Colleges. 40 Locations. Online Everywhere.



Arapahoe Community College
1. Littleton Campus
2. Parker Campus
3. Castle Rock - Sturm Collaboration Campus

Colorado Northwestern Community College
1. Rangely Campus
2. Craig Campus
3. Meeker Service Center

Community College Of Aurora
1. CentreTech Campus
2. Lowry Campus

Community College Of Denver
1. Auraria Campus
2. Advanced Manfacturing Center
3. Lowry Campus
4. CEC Early College

Front Range Community College
1. Westminster Campus
2. Boulder County Campus
3. Larimer Campus
4. Brighton Center
5. Loveland Learning Center
6. Prospect Center

Lamar Community College
1. Lamar Campus

Morgan Community College
1. Fort Morgan
2. Bennett Center
3. Burlington Center
4. Limon Center
5. Wray Center

Northeastern Junior College
1. Sterling Campus

Otero Junior College
1. La Junta Campus

Pikes Peak Community College
1. Centennial Campus
2. Rampart Range Campus
3. Downtown Studio Campus

Pueblo Community College
1. Pueblo Campus
2. Fremont Campus
3. Southwest Campus - Mancos
4. Southwest Site - Durango
5. Southwest Site - Bayfield

Red Rocks Community College
1. Lakewood Campus
2. Arvada Campus
3. The Mill - Colorado Springs*

**Limited Fine Woodworking courses*

Trinidad State Junior College
1. Trinidad Campus
2. Valley Campus

COLORADO MOUNTAIN COLLEGE

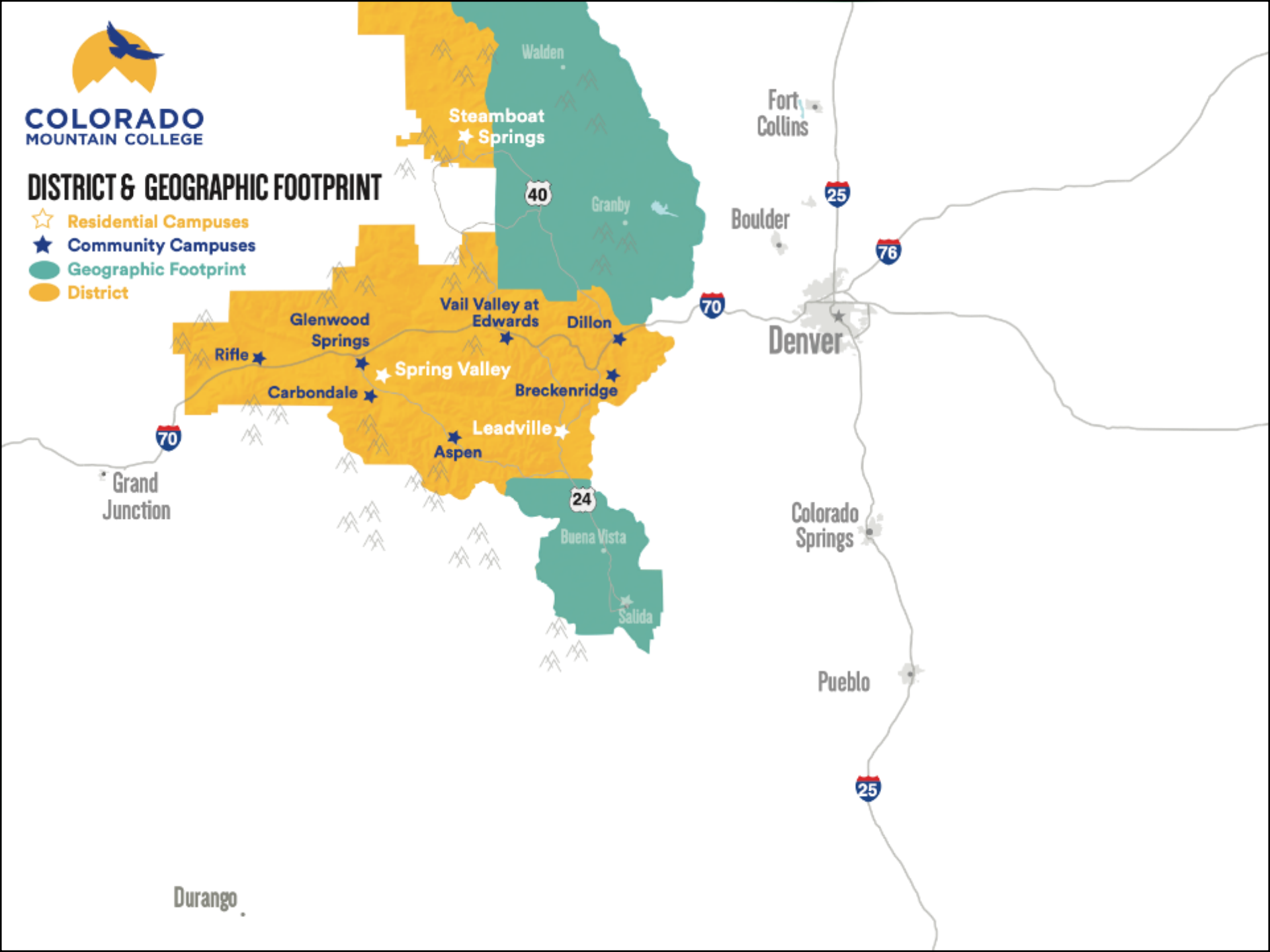
Snapshot for the Joint Budget Committee

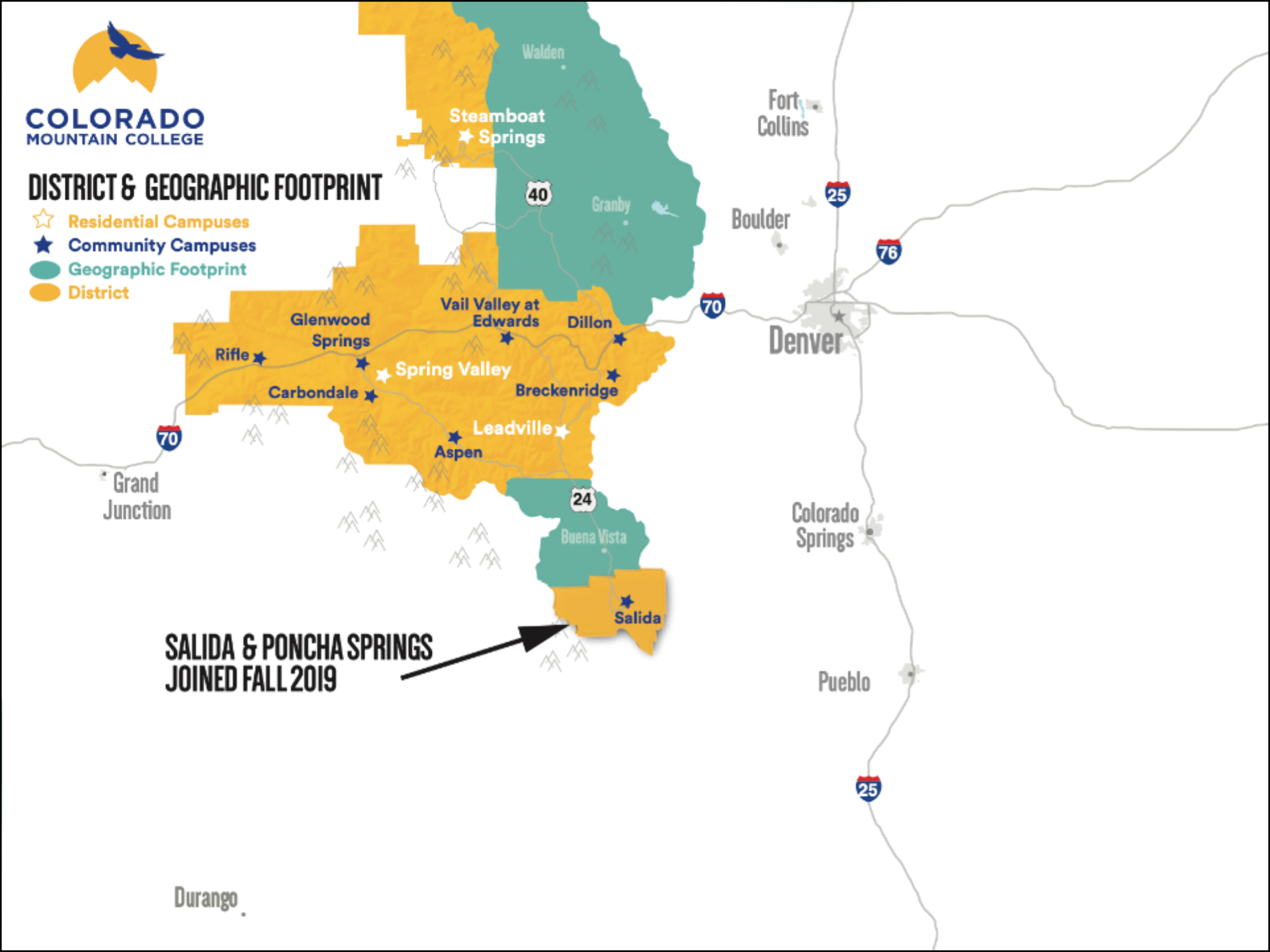
January 13, 2020

Carrie Besnette Hauser, Ph.D.
President & CEO

www.coloradomtn.edu
cbhauser@coloradomtn.edu
@CMCPresident

COLORADO
MOUNTAIN COLLEGE


COLORADO
MOUNTAIN COLLEGE
DISTRICT & GEOGRAPHIC FOOTPRINT
Residential Campuses
Community Campuses
Geographic Footprint
District
Walden
Steamboat Springs
Granby
Fort Collins
Boulder
Denver
Vail Valley at Edwards
Dillon
Glenwood Springs
Rifle
Spring Valley
Carbondale
Breckenridge
Leadville
Aspen
Grand Junction
Buena Vista
Salida
Colorado Springs
Pueblo
Durango
40
25
76
70
24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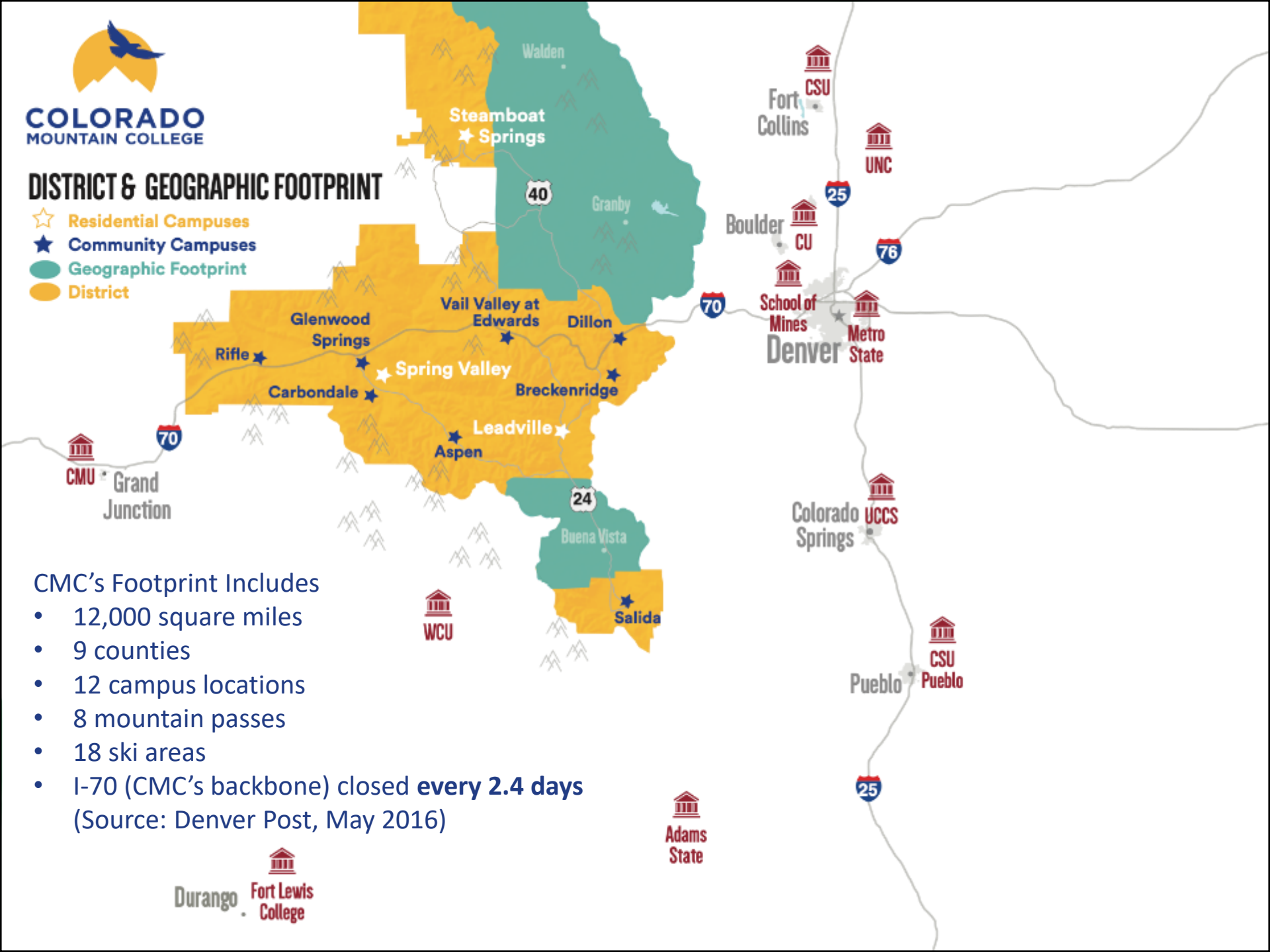
Carbondale
Breckenridge
Leadville
Aspen
Grand Junction
Buena Vista
Salida
Colorado Springs
Pueblo
Durango
40
25
76
70
24
SALIDA & PONCHA SPRINGS
JOINED FALL 2019



CMC's Footprint Includes

- 12,000 square miles
- 9 counties
- 12 campus locations
- 8 mountain passes
- 18 ski areas
- I-70 (CMC's backbone) closed **every 2.4 days** (Source: Denver Post, May 2016)

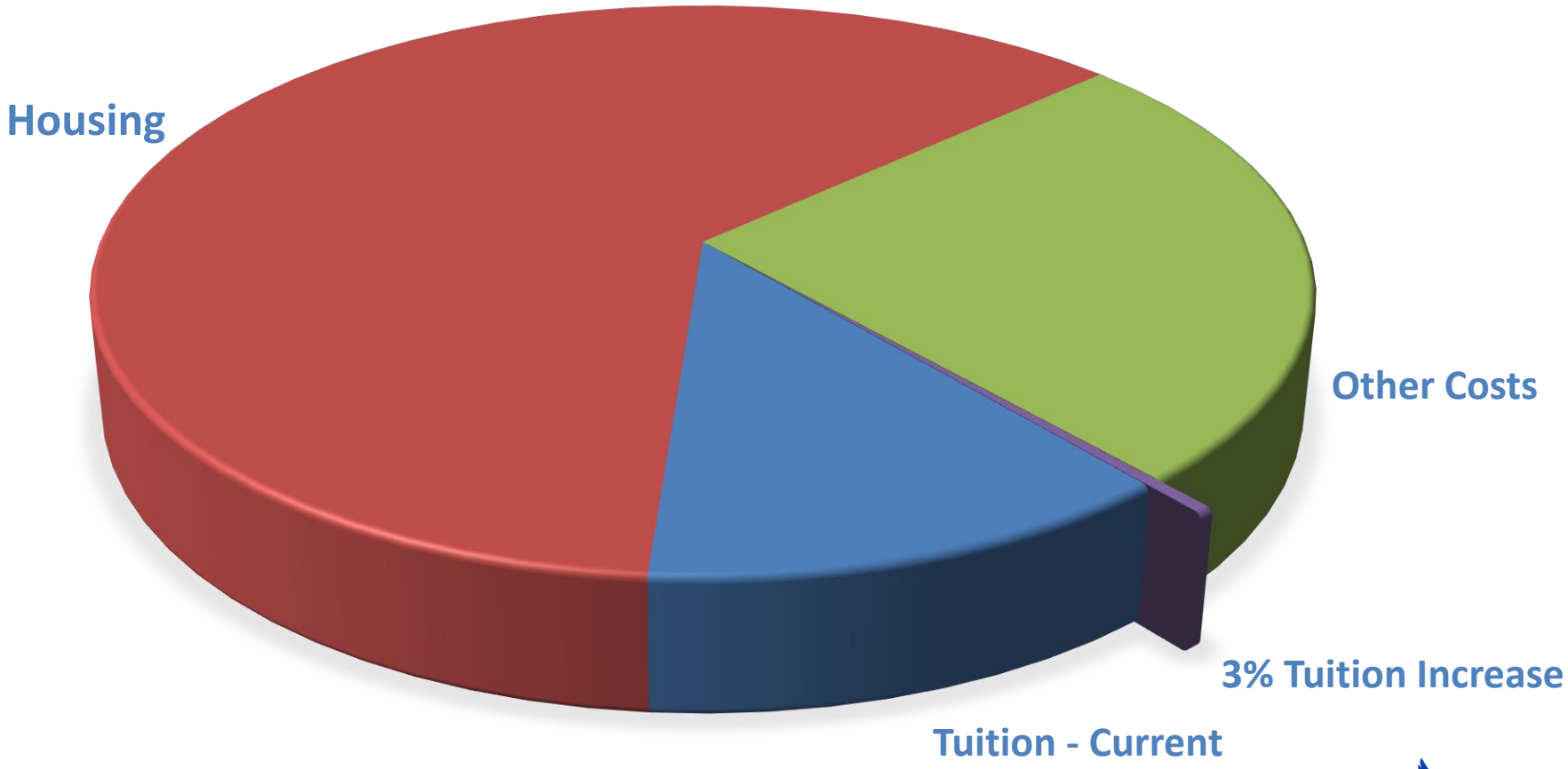
do something MAJOR

COLORADO MOUNTAIN COLLEGE

do something MAJOR

COLORADO
MOUNTAIN COLLEGE

COST OF ATTENDING CMC



do something MAJOR

COLORADO MOUNTAIN COLLEGE

EMILY GRIFFITH
Technical College

PICKENS
TECHNICAL COLLEGE

TCR
TECHNICAL COLLEGE OF THE ROCKIES

COLORADO AREA TECHNICAL COLLEGES

JOINT BUDGET COMMITTEE PRESENTATION
JANUARY 2020

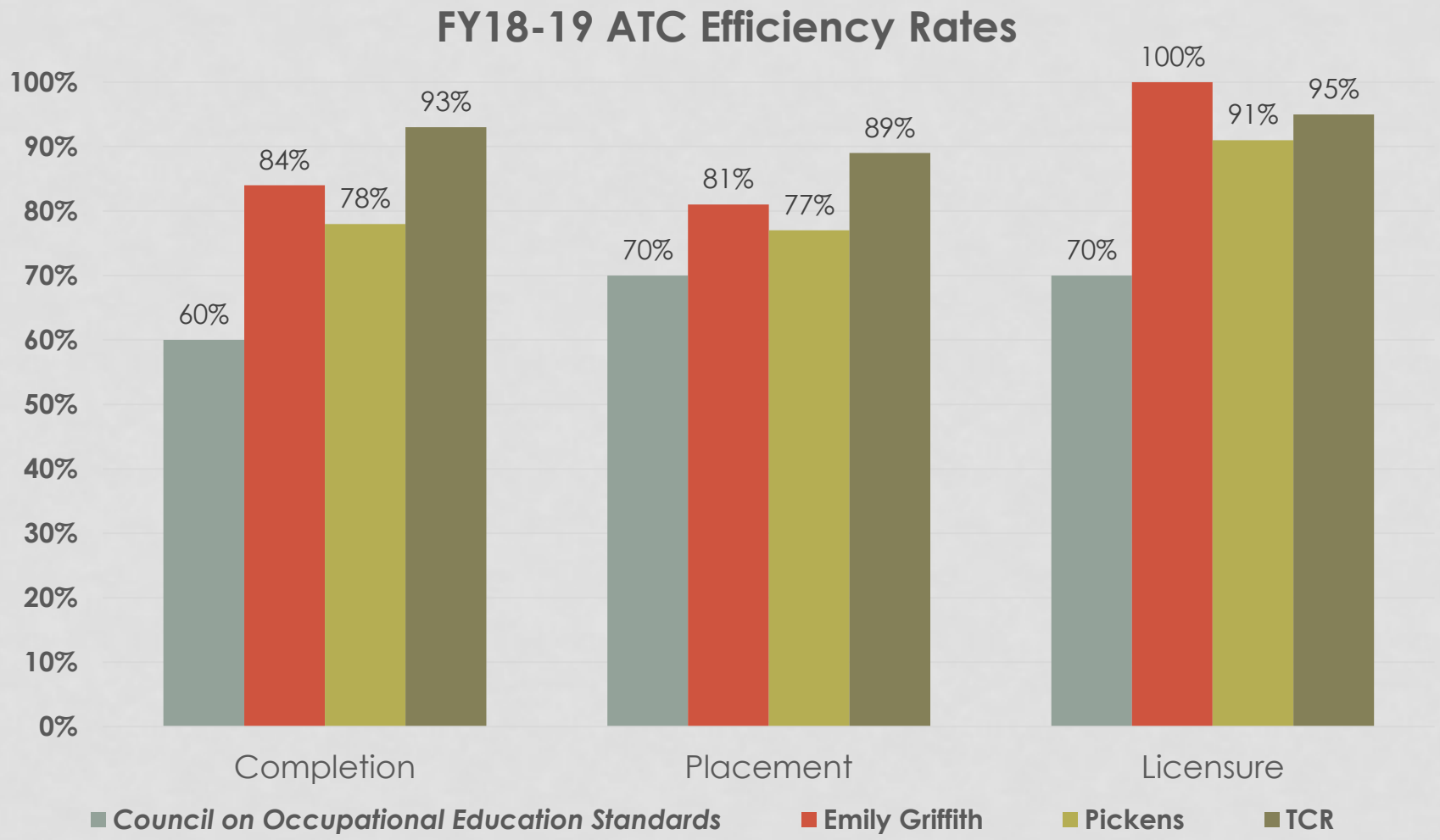
ABOUT AREA TECHNICAL COLLEGES

- Career and Technical Education
  - Secondary & Post Secondary
  - Certificates
- Emily Griffith Technical College
  - Denver Public Schools
  - 4th Largest Credential Provider in Colorado
- Pickens Technical College
  - Aurora Public Schools
  - Named CO's Best Community College in 2017 and 2018 by bestcolleges.com
- Technical College of the Rockies
  - Delta County School District
  - Only rural ATC in CO, serving 10,000 sq miles of SW CO

POST SECONDARY CERTIFICATES

Program	Emily Griffith	Pickens	TCR
Automotive	✓	✓	✓
Barbering	✓	✓	✓
Cosmetology	✓	✓	✓
Dental	✓	✓	✓
Esthetician	✓	✓	✓
HVAC	✓	✓	✓
Medical Assistant	✓	✓	✓
Nail Technician		✓	✓
Practical Nursing	✓	✓	✓
Welding	✓	✓	✓

EFFICIENCY MEASURES

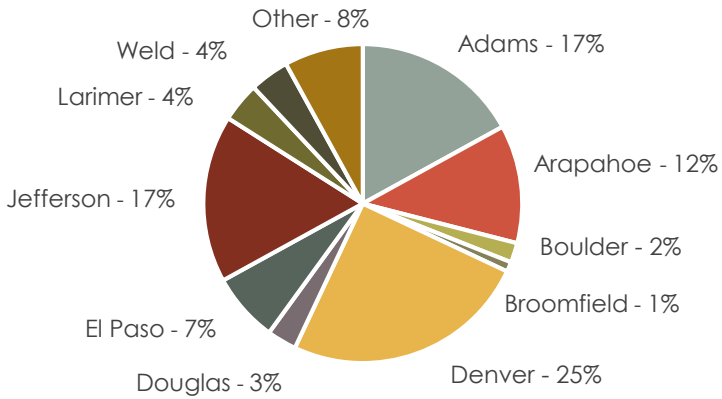


INDUSTRY PARTNERS

- **Emily Griffith**
  - Floyd's Barbershops
  - Kaiser Permanente
  - MillerCoors
- **Pickens**
  - Subaru & Havana Row Dealerships
  - Stolle Machinery apprenticeship
- **TCR**
  - Delta Co. Memorial Hospital, Montrose Memorial Hospital, & VA Hospital
  - Delta & Montrose Police & Sheriff

ATC SERVICE AREAS

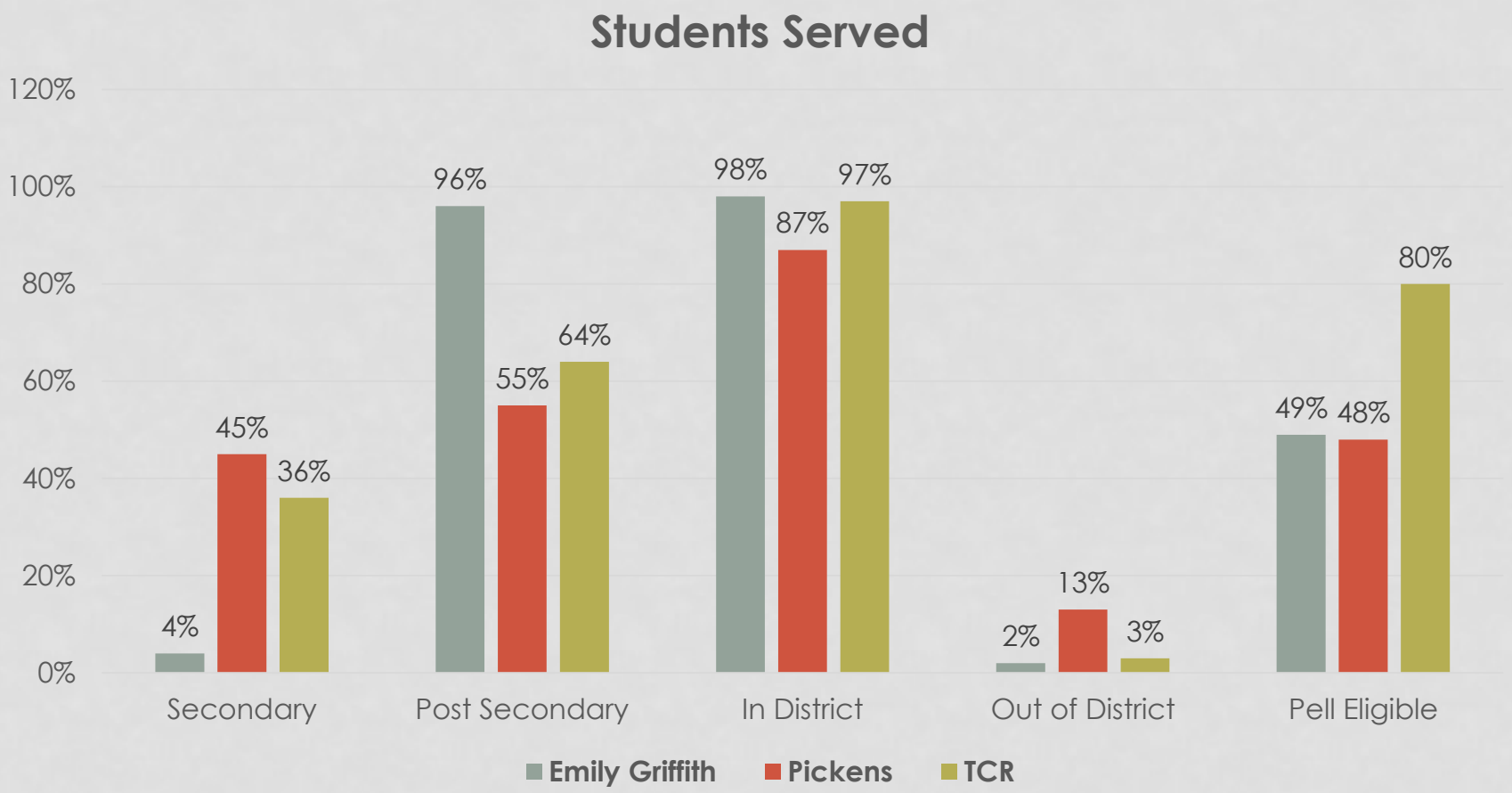
Emily Griffith Service Area



Technical College of the Rockies Service Area

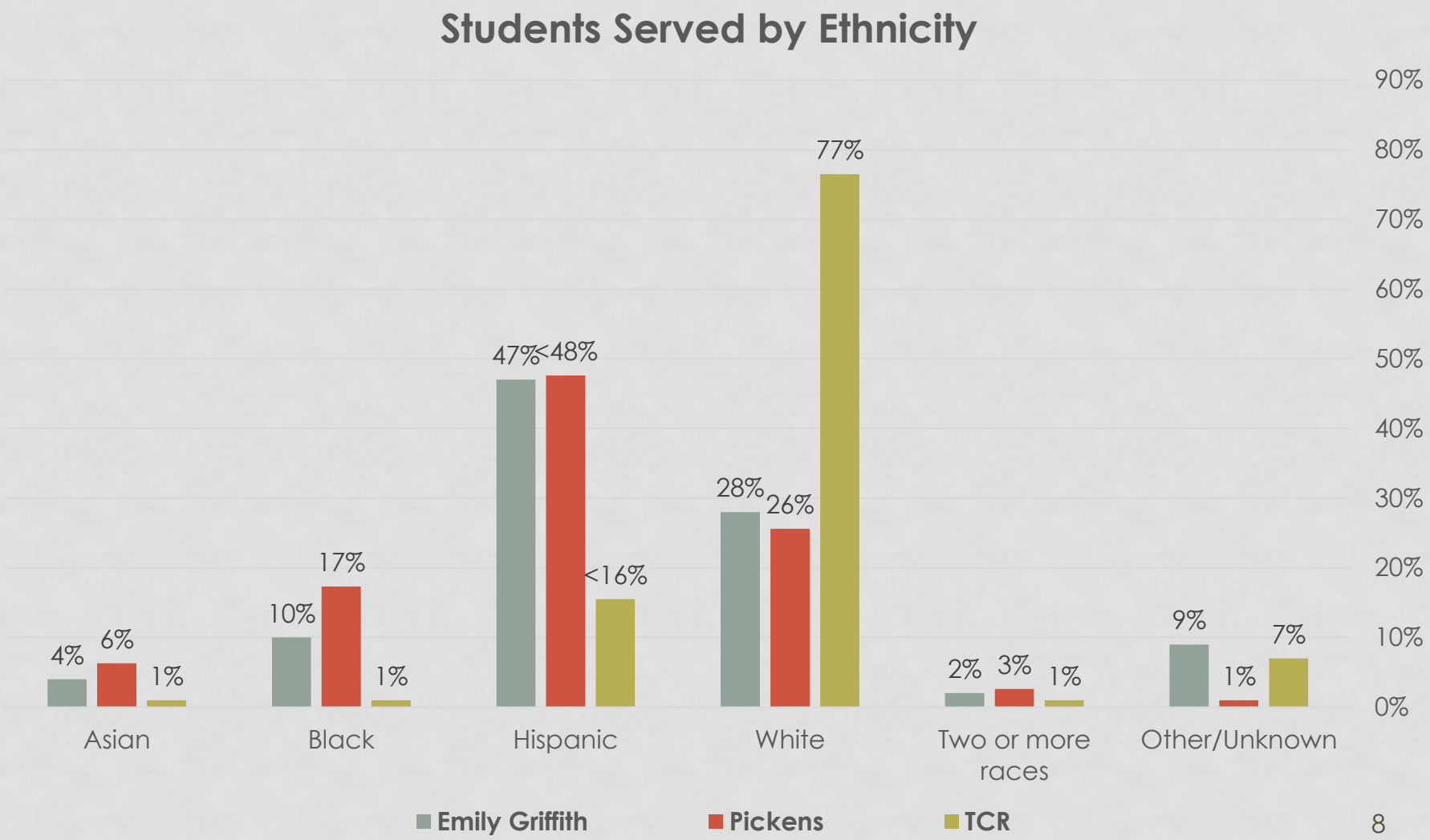
Pickens K-12 Districts/ Schools Served	
APS Ascent	Denver School of Science & Technology (Stapleton)
Bennett	Douglas County
Branson Online	Douglas County Ascent
Byers	Elizabeth
Cherry Creek	Elizabeth Ascent
Cherry Creek Ascent	Kiowa
CO Early College (Aurora)	Lutheran High School
CO Early College (Parker)	New America High School
Deer Trail	Pikes Peak Online
Denver	Strasburg
Denver Ascent	Strasburg Ascent

STUDENT DEMOGRAPHICS

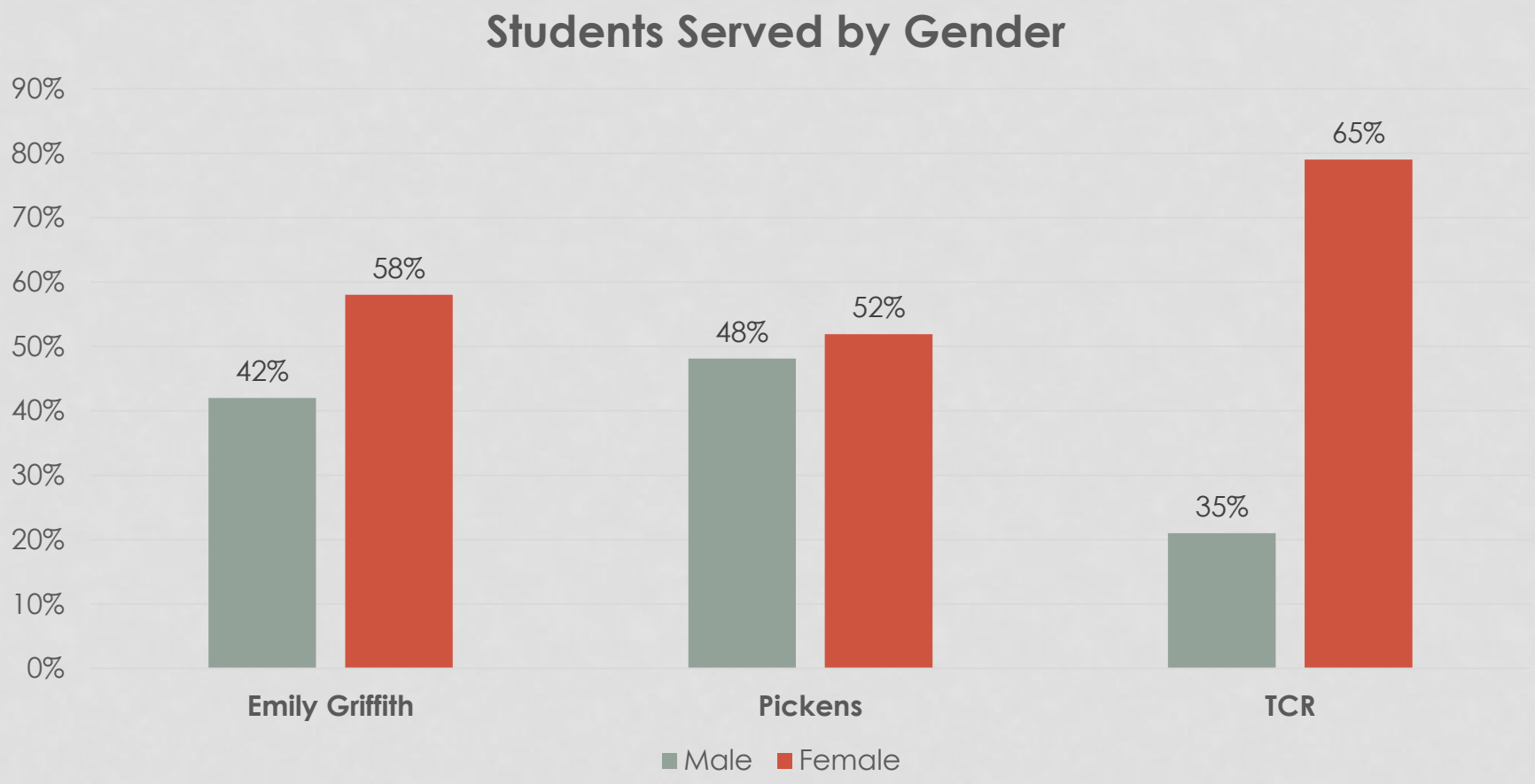


Secondary vs postsecondary reflects total student population
In district vs out of district reflects secondary student population
Pell eligible reflect post secondary students

STUDENT DEMOGRAPHICS



STUDENT DEMOGRAPHICS



EMILY GRIFFITH
Technical College

PICKENS
TECHNICAL COLLEGE

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COLORADO AREA TECHNICAL COLLEGES

FUNDING & PROGRAMS

FUNDING SOURCES

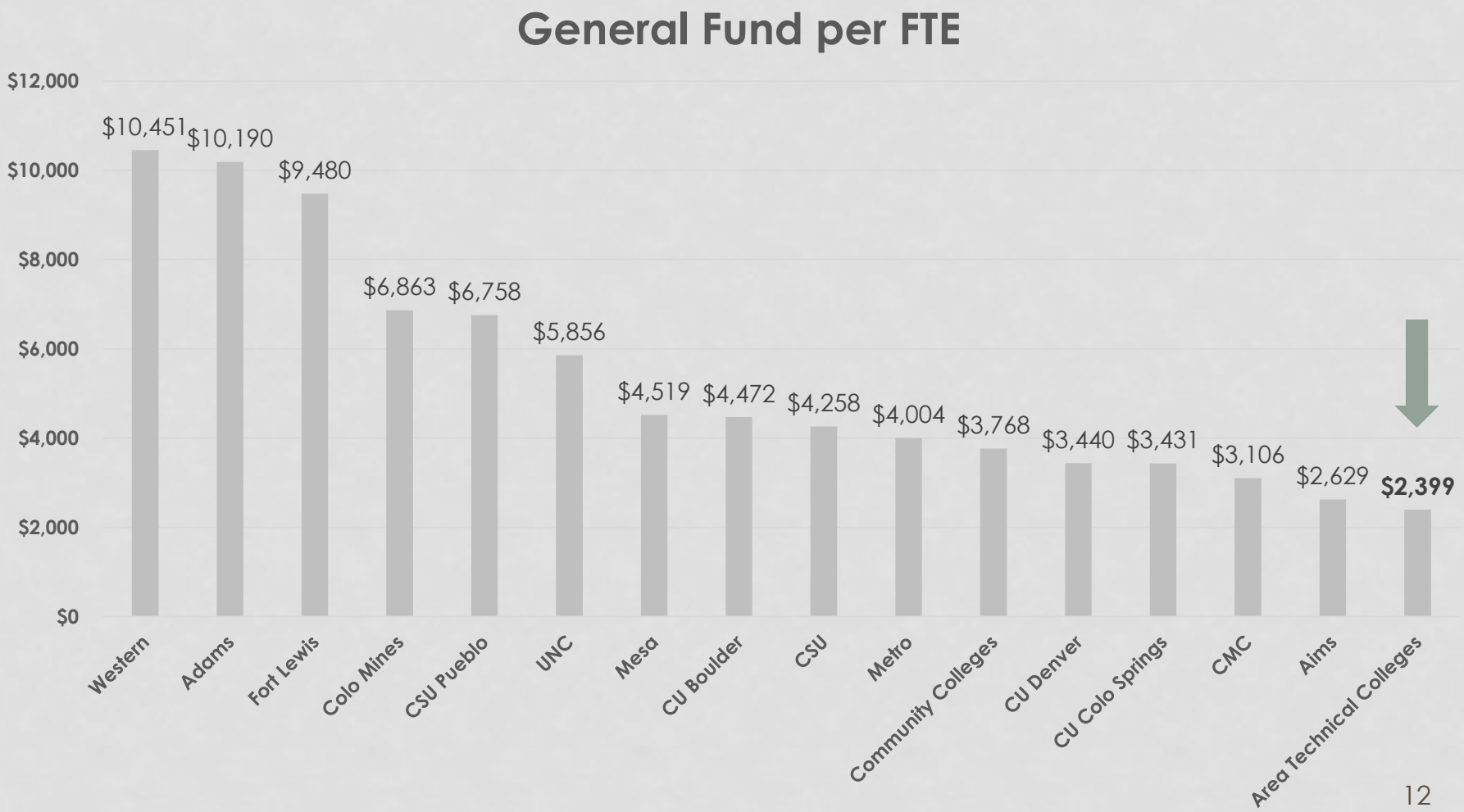
For our postsecondary programs, the Area Technical Colleges have two primary sources of funding – State General Fund and Tuition.

The ATCs do **not** receive COF Stipends, Fee for Service, Amendment 50 Gaming Revenues, or State Capital Construction Appropriations.

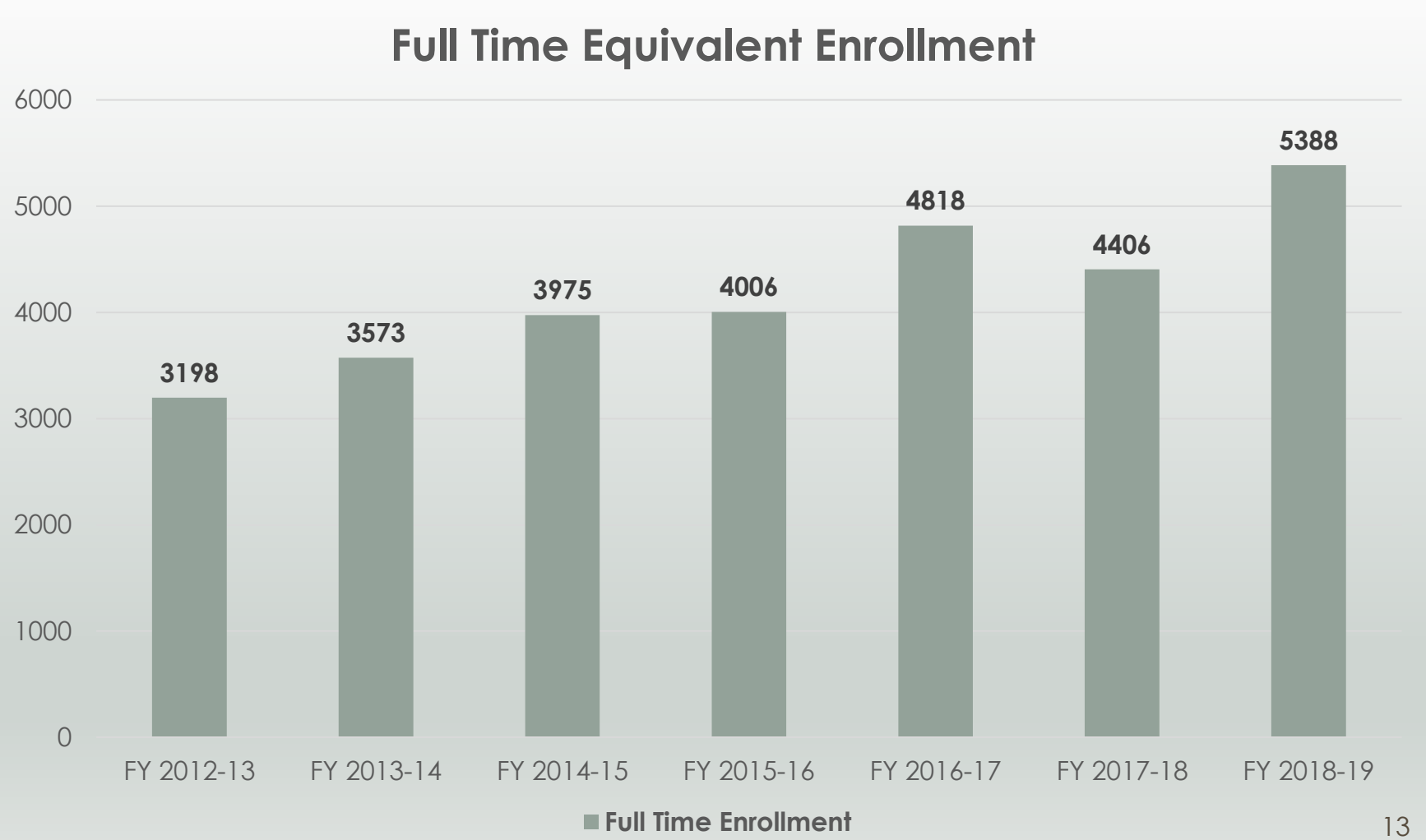
	Emily Griffith	Pickens	TCR
FY18-19 Tuition	$9,683,199	$2,581,771	$646,597
FY19-20 GF	$9,667,465	$2,573,354	$1,669,202

STATE FUNDING PER STUDENT

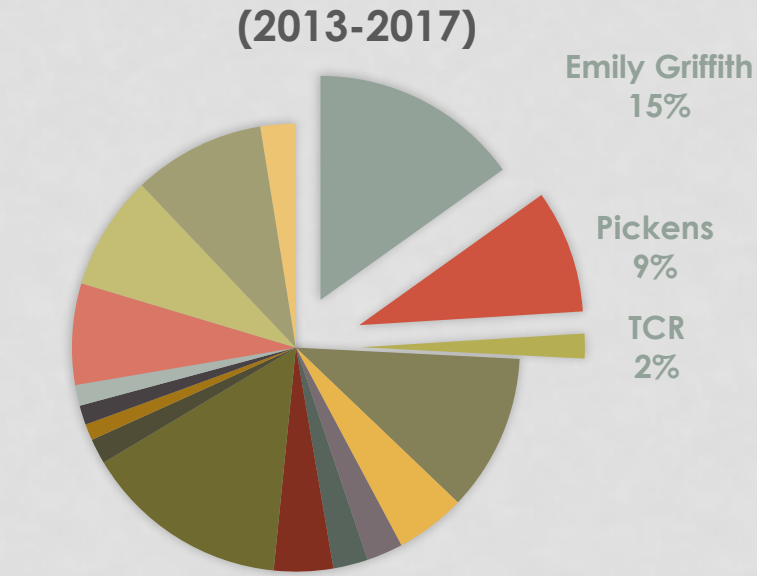
FY 2018-19



ENROLLMENT GROWTH



CERTIFICATE GROWTH



Despite their limited funding sources, the ATCs continue to account for **over 25%** of all certificates issued statewide.

WAIT LISTS

Emily Griffith			
Automotive Collision	7	Automotive Services	3
Barbering	42	Cosmetology	15
Dental Assisting	4	Esthetician	45
GED	17	Medical Assisting	7
Nurse Assisting	6	Phlebotomy	6
Video Production	7	Welding	10
Pickens			
Automotive	17	Esthetician	16
Construction	1	HVAC	18
Cyber	20	Medical Assisting	24
Dental	29	Veterinary Assistant	6
Diesel	12	Welding	15
Technical College of the Rockies			
Esthetician	11	Practical Nursing	20
Police Academy	At Capacity	Cosmetology	At Capacity

2018 APPROPRIATION INCREASE

The 2018 GA allocated a 10% budget increase to the ATCs as well as an additional $1.2 million to recognize enrollment increases not captured in the budget allocation formula.

Emily Griffith

- Leased space & purchased equipment to expand the barbering & cosmetology salon.

Pickens

- Purchased & rehabilitated a diesel truck & trailer to expand marketing & recruitment efforts.
- Enhanced horticultural program and updated greenhouses.

TCR

- Increased program offerings in nursing, business, GIS, and automotive and invested in building maintenance and repair.
- Created new concurrent enrollment model.

EMILY GRIFFITH
Technical College

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COLORADO AREA TECHNICAL COLLEGES

FY2020-21 CAPITAL GRANT REQUESTS

FY20-21 CAPITAL FUNDING REQUESTS

The 2019 GA approved the ATC's ability to request capital funding through CDHE's annual budget process. Two of five ATC capital requests were included in Governor Polis' FY20-21 budget request:

FY20-21 ATC CAPITAL GRANT REQUESTS	
Technical College of the Rockies Healthcare Education & Innovation Center	**$ 3,000,000**
Emily Griffith Technical College Outdoor Welding Expansion	**$ 171,650**
Emily Griffith Technical College Esthetician & Networking Relocation	$ 76,970
Emily Griffith Technical College Student Commons Expansion	$ 51,775
Pickens Technical College Veterinary & Horticulture Expansion	$ 500,000

FY20-21 CAPITAL FUNDING REQUESTS

INCLUDED IN GOVERNOR'S BUDGET REQUEST

Technical College of the Rockies Healthcare Education & Innovation Center *($3.0 million GF)*

- Comprehensive healthcare learning facility in downtown Delta.
- Increases recruitment and retention of a qualified healthcare professionals to the western slope.
- City of Delta and local healthcare and education partners committed to $3 million in matching funds.

Emily Griffith Outdoor Welding Expansion *($171,650 GF)*

- Expands welding program capacity and improves collaborative learning and training space.
- Expands access to a high value, high demand program predominately serving non-tradition students.

FY20-21 CAPITAL FUNDING REQUESTS

NOT INCLUDED IN GOVERNOR'S BUDGET REQUEST

Emily Griffith Esthetician & Networking Relocation *($76,970 GF)*

- Relocates the Esthetician and Networking programs to realign with industry programs.
- Improves accessibility, collaboration, and hands-on training opportunities for students in each program.

Emily Griffith Student Commons Area Expansion *($51,775 GF)*

- Creates dedicated areas to study, eat, and relax between work and class.
- Improves student access to support services like advising, financial aid, registration, and enrollment.

Pickens Veterinary & Horticulture Expansion *($500,000 GF)*

- Creates real world veterinary setting and enhances horticulture program to increase hands-on training.
- Improves student outcomes through comprehensive learning spaces and industry engagement.

SUPPORT CDHE'S MASTER PLAN GOALS

This additional capital funding allows the ATC's to play a larger role in helping CDHE reach its master plan goals to:

Increase credential attainment

- Mitigates wait lists and expands programming to increase the rate of post-secondary certificates issued in high demand, high value CTE programs.

Eliminate equity gaps

- Expands program offerings in programs utilized by under-served and under-represented student populations.

Improve student success

- Expands access to programs, staff, and support services.
- Enhances industry partnerships, professional training, and workforce development opportunities.

Increase affordability and accessibility

- Expands capacity to affordable post-secondary programs across the state.

SUPPORT COLORADO STUDENTS

Susan Wachira & Laura Dominquez - first documented female foremen:

"I love being able to make a machine work," says Susan Wachira about why she decided to study Auto Service. "I would like more women to be in this field to show that women can do this. As long as you love doing it, it's not hard."

Yasaman Parks - Iranian American migrant:

"In the beginning, I thought I may not like accounting because I always hated math, but after I joined the program I started liking it because solving the problems made sense. This program has opened so many doors for me — I can choose what I want and where I want to be in the accounting world."

Hilliary Lucido - cosmetologist:

"I started at The Parlour the same week I graduated from Emily Griffith AND received my cosmetology license. This has been my biggest accomplishment to date. I will be a full-time hairstylist on November 1, 2019. I cannot wait to build my future and clientele."

THANK YOU

Thanks for your support of the Area Technical Colleges and career & technical education in Colorado.