DEPARTMENT OF HIGHER EDUCATION
FY 2021-22 JOINT BUDGET COMMITTEE HEARING AGENDA
(Day 1 of 3)

Tuesday, January 11, 2022
1:30 pm – 5:00 pm

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

1:30-1:45 INTRODUCTION AND OPENING COMMENTS

Presenter: Angie Paccione, Executive Director

1:45-2:00 COMMON QUESTIONS

Main Presenters:
- Dr. Angie Paccione, Executive Director

Topics:
- Page 26, Questions 1-3 in the packet, Slide Page 14 in packet

2:00-2:45 DEPARTMENT QUESTIONS

Main Presenters:
- Dr. Angie Paccione, Executive Director

Supporting Presenters:
- Vanecia Kerr, Chair of the Colorado Commission on Higher Education

Topics:
- Requests R1 and R2 Higher Education Financial Status: Page 28, Questions 4-5 in the packet, Slides Pages 15-16 in the packet
- Future of Higher Education and Use of ARPA Funds: Page 29, Questions 6-9 in the packet, Slides Pages 17-19 in the packet
- College Affordability, Increasing Awareness about Financial Aid, and Request R5: Page 33, Questions 10-14 in the packet, Slides Pages 20-22 in packet
- Request R6 - Single Stop: Page 38, Questions 15-18 in the packet, Slide Page 23 in the packet
- Footnote 22/RFI 4 - WICHE Optometry: Page 40, Question 19 in the packet, Slide Page 24 in the packet
- Footnote 25/RFI 8 -Tuition Contingency Spending: Page 41, Question 20 in the packet, Slide Page 24 in the packet

2:45-3:00 BREAK

3:00-4:45 **UNIVERSITY OF COLORADO SYSTEM, COLORADO STATE UNIVERSITY SYSTEM, COLORADO SCHOOL OF MINES, UNIVERSITY OF NORTHERN COLORADO**

3:00-3:30 *INTRODUCTIONS AND OPENING COMMENTS*

Main Presenters:
- Todd Saliman, President, University of Colorado System
- Tony Frank, Chancellor of the Colorado State University System
- Dr. Paul Johnson, President, Colorado School of Mines
- Dr. Andy Feinstein, President, University of Northern Colorado

Supporting Presenters:
- Jack Kroll, Chair, University of Colorado Board of Regents
- Mary Coussons-Read, Chair, University of Colorado Faculty Council
- Chris Hilton, Chair, University of Colorado Intercampus Student Forum (ICSF)

3:30-4:45 *INSTITUTIONAL QUESTIONS*

Topics:
- Requests R1 And R2 - State Support For Higher Education And Tuition Spending Authority: Page 48, Questions 1-4 in the packet
- Higher Education Financial Status and the Future of Higher Education: Page 67, Questions 5-10 in the packet
- College Affordability and Increasing Awareness About Financial Aid: Page 103, Questions 11-12 in the packet

4:45-5:00 **INSTITUTE OF CANNABIS RESEARCH**

Main Presenters:
- Dr. Chad Kinney, Director of the Institute of Cannabis Research and Professor of Chemistry

Supporting Presenters:
- Dr. Cinnamon Bidwell, Chair of the Institute of Cannabis Research Governing Board and Assistant Professor at the Institute of Cognitive Science at the University of Colorado

Topics:
- R8 Institute of Cannabis Research: Page 119, Questions 1-3 in the packet, Slides Pages 111-118 in packet

Department of Higher Education Hearing

Joint Budget Committee
January 11, 2022

COLORADO
Department of
Higher Education

COLORADO

1

Agenda

Department overview

Higher education ecosystem

Pandemic update

Colorado Rises

Department successes

Your questions

COLORADO
Department of
Higher Education
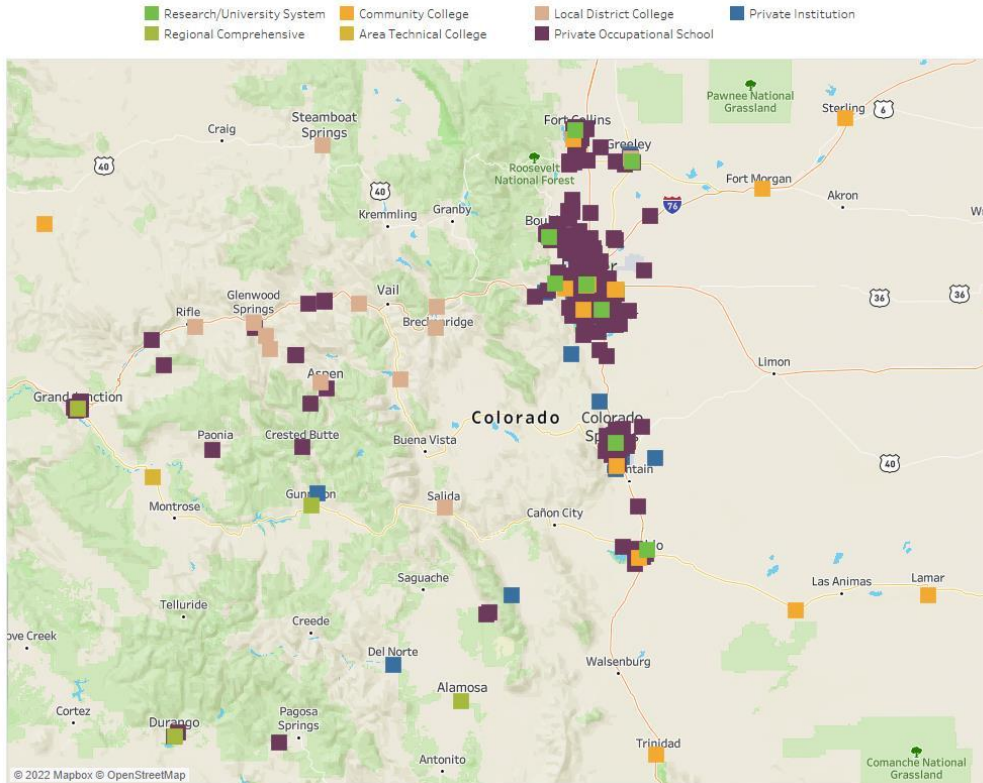
COLORADO

Department Overview

3

Higher Education Policymakers in Colorado

The current administration:

Colorado General Assembly

Colorado Commission on Higher Education

Colorado Department of Higher Education

13 Institutional Governing Boards

4

Colorado's Institutions of Higher Education

8	Research/University System
5	Regional Comprehensive
13	Community College
3	Area Technical College
2	Local District College
273	Private Occupational School
60	Private Institution

COLORADO
Department of Higher Education

Colorado Commission on Higher Education

11 members appointed by Governor Polis; 12 advisors represent key stakeholders

Revise Capital Criteria and Financial Aid Model

Student Success and Workforce Revitalization Task Force

Commitment to all learners and to fostering statewide support

Colorado Rises is the state's strategic plan. Will be revised in 2022.

COLORADO
Department of
Higher Education

COLORADO

6

66% ATTAINMENT BY 2025
on the way to 74%

AY 2021 Completion: Impacted by COVID-19

STRATEGIC GOAL #1
Increase Completion

New office of Educational Equity and CEEO

STRATEGIC GOAL #2
Erase Equity Gaps

New COSI programs to address student retention

Current Attainment Rate:
61%
Coloradans ages 25-64

OER saved students over $10 million

STRATEGIC GOAL #3
Improve Student Success

STRATEGIC GOAL #4
Commit to Affordability, Cost Containment and Innovation

Campus Responses to COVID-19

Unemployment Rate by Educational Attainment

Colorado Unemployment Rate by Educational Attainment*

Highest Level of Educational Attainment	2010 Unemployment Rate (%)	2019 Unemployment Rate (%)	June 2020 - June 2021 Unemployment Rate (%)
Less than a high school diploma	12.7	4.8	8.8
High school graduates, no college**	10.3	2.2	8
Some college or associate degree	9.2	2.2	5.8
Bachelor's degree and higher***	4.5	1.9	4.5

* Unemployment rate by sex and race of civilian non-institutional population ages 16+
** Includes persons with a high school diploma or equivalent
*** Includes persons with bachelor's, master's, professional and doctoral degrees
Source: Current Population Survey; U.S. Bureau of Labor Statistics

COLORADO
Department of
Higher Education

COLORADO

2021 Successes

COSI: Back to Work and Finish What You Started

Student Success and Workforce Revitalization Task Force

Financial Aid Working Group

Colorado Collegiate Apprenticeship Program

Social Determinants of Student Success Designations

Office of Educational Equity

Colorado Free Application Days

Educator Loan Forgiveness Program

Your Questions

COMMON QUESTIONS

R1 AND R2 – HIGHER EDUCATION
FINANCIAL STATUS

FUTURE OF HIGHER EDUCATION AND USE
OF ARPA FUNDS

COLLEGE AFFORDABILITY, INCREASING
AWARENESS ABOUT FINANCIAL AID, AND
REQUEST R5

R6 – SINGLE STOP

FOOTNOTE 22/RFI 4 – WICHE OPTOMETRY
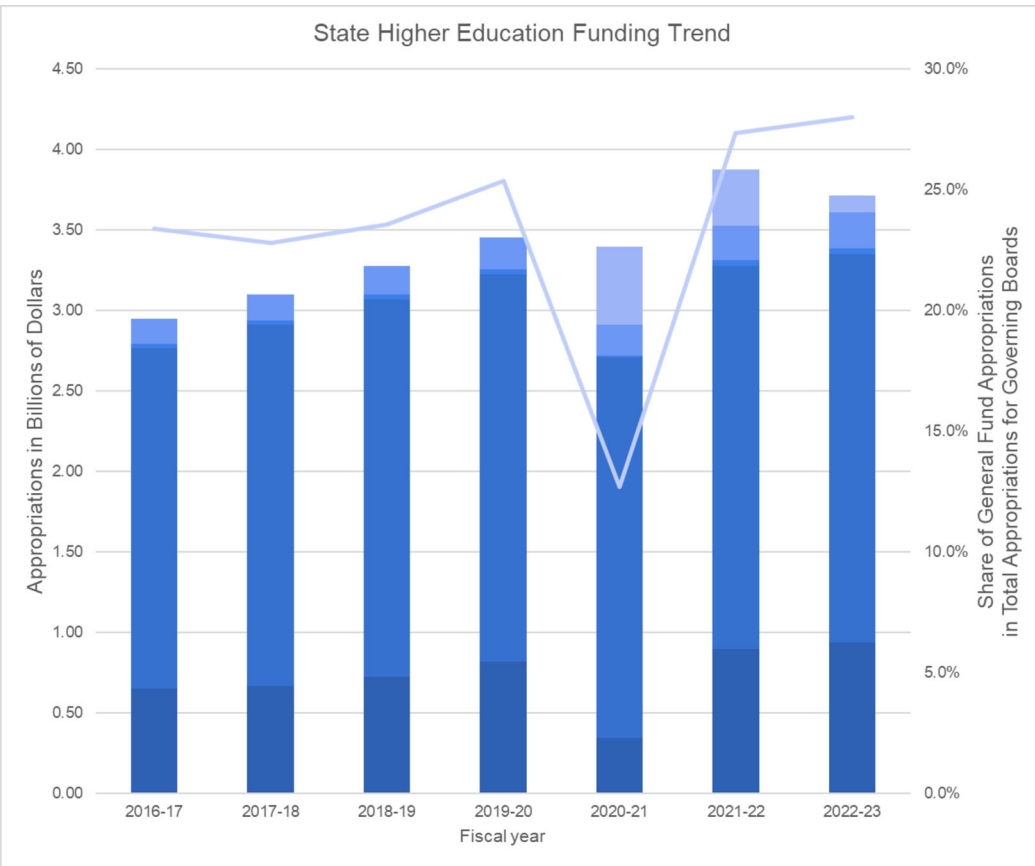
FOOTNOTE 25/RFI 8 – TUITION
CONTINGENCY SPENDING
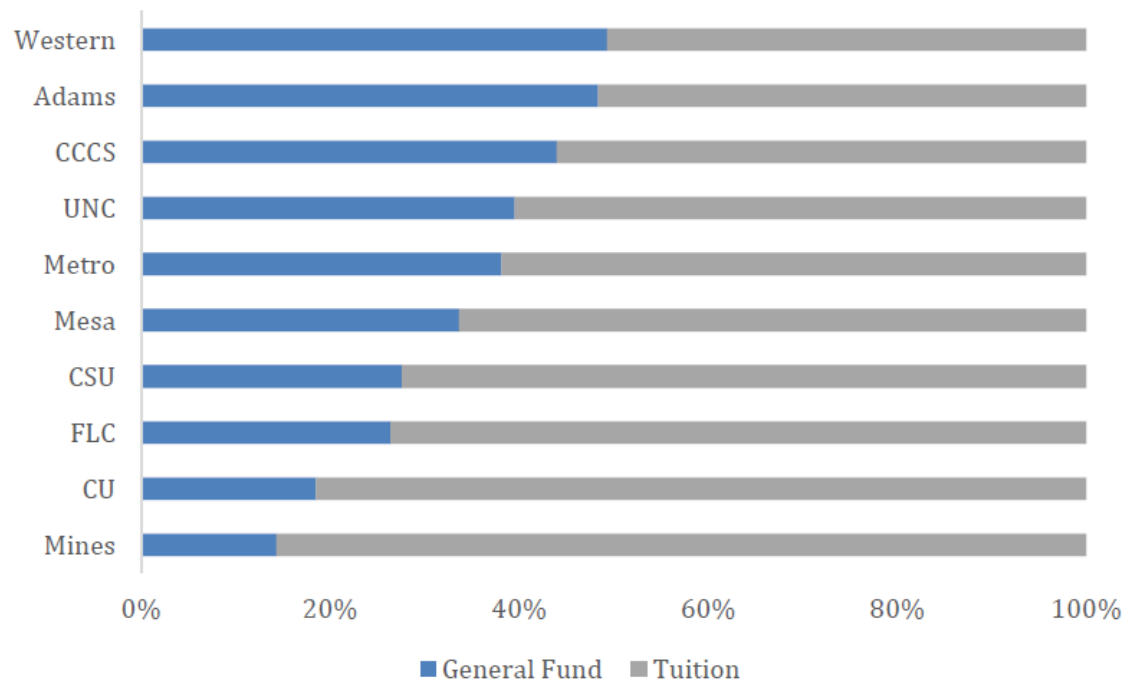
CHILD CARE FACILITY PROPOSAL

11

Common Questions

R1 and R2: State Operating Funding Request

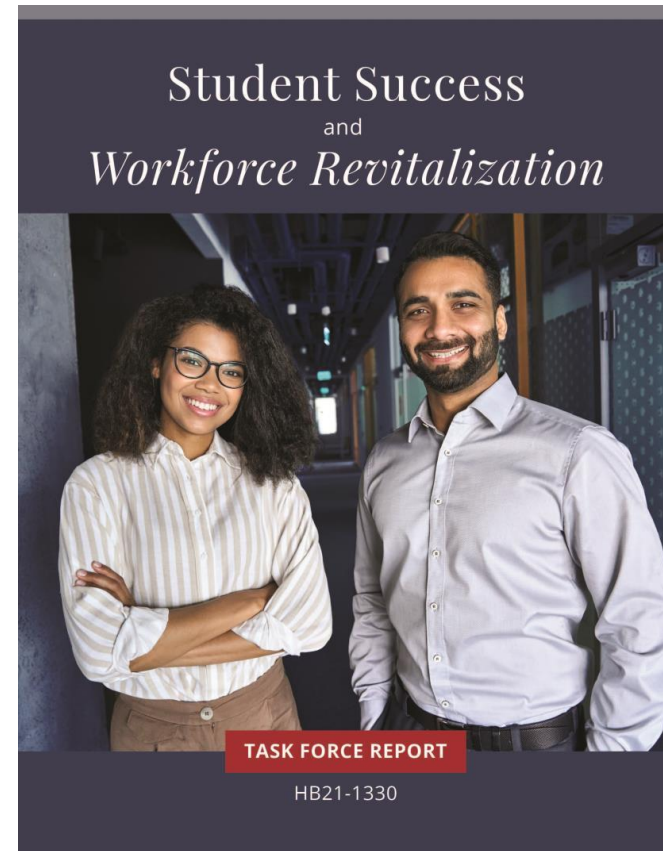State Higher Education Funding Trend

15

R1 and R2: State Operating Funding Request

Portion of E&G Budgets for Ten Governing Boards Funded by State versus Tuition

14

Future of Higher Education

Student Success and Workforce Revitalization

TASK FORCE REPORT
HB21-1330

COLORADO
Department of Higher Education

COSI: Finish What You Started

RFP released July 28, 2021

66% of FY21-22 funds dispersed to institutions

70% direct student financial support

Participation incentives, completion incentives and emergency funding

COSI: Back to Work

95% of FY21-22 funds dispersed

73% of funding = direct student aid

3,900 completions expected over grant term

Focus on certification and short-tern degrees

COLORADO
Department of
Higher Education

Increasing Financial Aid Completions

HUNGRY
for financial aid?

THE FAFSA IS YOUR TICKET TO FINANCIAL AID.

FAFSA IS OPEN OCTOBER 1 – JUNE 30

FAFSA.ED.GOV

COLORADO
Department of
Higher Education

GET YOUR PIECE
OF THE PIE!

APPLY EARLY! MOST AID IS GIVEN ON FIRST COME, FIRST SERVED BASIS.

COLORADO
Department of
Higher Education

COLORADO

18

Pell Grant

56.8% of average **public 4-year tuition and fees** in Colorado

Full coverage of tuition and feeds **at all public two-year** institutions

COLORADO
Department of
Higher Education

R5 – Division of Outreach and Attainment Services

$250k and 2 FTE

Serve education, workforce and corrections professionals

Creation of tools and resources

Direct work and support

COLORADO
Department of
Higher Education

COLORADO

R6 − Single Stop

- Connects students to the local community and governmental resources
- **Free** (to students) **online screening tool**
- CCCS data:

  - 40% experienced food insecurity in the prior 30 days

  - 55% experienced housing insecurity in the previous year

  - 16% experienced homelessness in the previous year

COLORADO
Department of
Higher Education

COLORADO

21

Footnotes and RFIs

Thank you!

23

DEPARTMENT OF HIGHER EDUCATION
FY 2022-23 JOINT BUDGET COMMITTEE HEARING AGENDA
(DAY 1 OF 3)

Tuesday, January 11, 2022
1:30 pm – 5:00 pm

COLORADO DEPARTMENT OF HIGHER EDUCATION
COMMON QUESTIONS FOR DISCUSSION AT DEPARTMENT HEARINGS

1. Please provide an update on how remote work policies implemented in response to the COVID-19 pandemic have changed the Department's long-term planning for vehicle and leased space needs. Please describe any challenges or efficiencies the Department has realized, as well as to what extent the Department expects remote work to continue.

    CDHE is currently operating under the Department's Pandemic Office Operating Guidelines which have been revised as needed during the pandemic. Current guidelines encourage staff to work from home, and to maintain social distancing and hygiene measures when in the office. Once we return to a post-pandemic normal, CDHE will be operating under a new Flexible Work Arrangement (FWA) Policy. That policy is aligned with the State's Universal Policy on Flexible Work Arrangements. CDHE's policy allows FWAs at the discretion of management and includes flexplace and flextime.

    CDHE currently has 94 staff, of whom 23 are federally funded GearUp advisors who are permanently in the field, leaving 71 office-based staff.

    Our office at 1600 Broadway encompasses the 22nd floor and has 77 workstations.

    Based on surveys of the staff during the pandemic, we anticipate that we will have 40-60% of staff in the office the majority of the week post-pandemic. As we emerge from pandemic operations, we will require staff to commit to a defined work arrangement and will be able to have rotations at some workstations as a result of FWAs.

    As an agency that serves as a convenor, we anticipate that there will be some occasions when the majority of staff are expected to be in the office.

    CDHE has participated in conversations with the State Architect's office regarding space use. Since our floor is not compartmentalized, we do not have sections of the office that are discrete and suitable for use by the public. However, we are happy to support some workstations being available for hoteling by staff from other state agencies. We are testing hoteling software so that staff and colleagues from other agencies might book a workstation.

    Our long-term planning for vehicles has not changed since we use the state carpool when needed and that is minimal use. Only senior staff use parking spaces in our building and we expect to continue use of those spaces.

2. Please describe the most significant one-time federal funds from stimulus bills (e.g., CARES Act and ARPA) and other major new federal legislation (e.g., Federal Infrastructure Investment and Jobs Act) that the Department has received or expects to receive. For amounts in new federal legislation that have not yet been distributed, please discuss how much flexibility the State is expected to have in use of the funds.

The following one-time federal funds received have been from ARPA:
- HB21-1264 are ARPA funds that the Community College System (CCCS) will be responsible for. This is in the amount of $10M to go toward equipment, facilities, and instruction capacity toward Career and Technical Education (CTE) programs.
- HB21-1149 is funding for the Strengthening Photovoltaic and Renewable Careers (SPARC) Workforce Development Program. This is a program in conjunction with CDLE that focuses on energy as a target industry for workforce development and career pathways. CDHE portion that will go to the CCCS system office is $4.4M over 4 years. These funds are allocated to the system office to lead the design, development, expansion and assist in implementation of the education programs in the energy sector. Four colleges within the system will also receive allocations – Arapahoe Community College, Community College of Aurora, Pueblo Community College, and Northeastern Junior College. These CCCS schools are looking at programs in Smart Grid, Electronic Vehicles, Industrial Maintenance and Solar.
- SB21-137 includes $2.63M in funding to go to CU Campuses for the Center for Research into Substance Use Disorders (SUD), the Regional Health Connector Workforce Program, and Training on Opioid Use Disorder Medication. The breakdown for this is $1M toward SUD, $1M toward the new Health Connector Workforce Program and $630,000 toward training and support for health care providers concerning medication for opioid use disorder.
- SB21-232 for the COSI Back to Work program in the amount of $15M to provide wraparound and financial support to participants. This grant supports Coloradans displaced by the COVID-19 pandemic, including those laid off or furloughed, experienced decreased earnings, had job offers rescinded, or could not enter the workforce due to adverse economic conditions. Support will include scholarships, advising, and workforce assistance.
- HB21-1330
    - Colorado Re-Engaged Initiative (CORE) has $1M to help eligible community colleges transfer students back from four-year institutions to earn associates degrees
    - Finish What You Started has $49M to go toward this COSI program focused on adults with some college and no degree to encourage completion.
    - FAFSA Completion has $1.5M to incent FAFSA and CASFA completion

3. [Rep. McCluskie] Include an overview of institutional receipts and expenditures to date from the federal HEERF funds, separating the portions for institutional versus student support. How have specific requirements for these funds affected institutions' ability to spend the money?

Attachment-1 is a spreadsheet showing HEERF dollars received (student, institution), HEERF spent in FY20-21 (student, institution), HEERF estimated spend in FY 21-22 (student, institution), and estimated remaining HEERF after FY 21-22 (student, institution). This data is from the budget data books for all public institutions of higher education that was shared with JBC staff in November 2021. In order to get expenditures to date, the department has made an additional data request to the institutions and will be provided to the JBC by the end of January. Based on conversations with the institutions, they will be able to expend all of the HEERF funds by the deadline, which is within one year of receipt. They did have trouble identifying the allowable uses in the beginning due to unclear federal guidance, but that barrier has since been resolved.

NOTE: Additional detail has been requested in a separate written-only response.

REQUESTS R1 AND R2/ HIGHER EDUCATION FINANCIAL STATUS

4. *[Rep. McCluskie/staff]* The Executive Request indicates that the General Assembly should consider allowing tuition increases under certain circumstances. Does the Department have suggestions for determining these circumstances? How should the General Assembly assess institutions' inflationary needs and "core minimum costs" when determining the total level of support needed by an institution from General Fund and tuition?

The Governor and the department believe it is critical to keep tuition affordable at Colorado's public institutions of higher education. Along with the General Fund requested for operating support, the institutions also earn income from business and investments that can be utilized to cover ongoing costs. Many of our institutions have experienced significant increases in their overall revenue and levels of reserves last year, resulting from better than expected enrollment rebound and investment income, as reflected in the National Association of College and University Business Officers' Composite Financial Index. As such, the Governor's budget requests that tuition be held flat wherever possible, and that tuition increases be only approved for institutions who do not have other alternative sources of income that can cover inflationary or core minimum cost increases, do not have sufficient funds in their reserves or have not seen income from current tuition rates recover through strong enrollment rebound.

5. *[Rep. McCluskie]* I don't think we've done enough yet to highlight the purpose of the funds added in FY 2021-22 through "Step 1" components of the funding model, such as money added based on retention of underrepresented minorities. Does the Department have suggestions about targeting and assessing the use of these funds going forward?

The Commission has expressed to the Department its strong desire to be involved in any request to use Step 1 components of the model. In development of a funding formula recommendation over the summer in conjunction with the institutions, the Commission was generally supportive of continuing

to use metrics as used in FY 2022-23. CCHE is underscoring the need for equity to be a pervasive component of all strategic planning. The Commission also will be revising its strategic plan starting in January and completed by November and will likely address this topic during that time.

Any change brought about via the use of Step 1 funding will likely take multiple years in order to see its true impact. Multiple years of data on the same metrics are needed to best assess the impact of targeted funds. With more years of Step 1 funding and the RFI #1 data collection, the Department would add an evaluation process to analyze the effectiveness of the funds.

FUTURE OF HIGHER EDUCATION AND USE OF ARPA FUNDS

6. *[Rep. Rankin]* What is higher education doing to adapt to changing environment, demographics, or workforce needs? What has it done already? What should it be doing?

The COVID-19 pandemic caused disruption in the lives of students and their families, the operations of the state's colleges and universities, workforce, and economy. HB21-1330, signed by the Governor on June 29, 2021, authorized federal American Rescue Plan dollars for students, postsecondary institutions, and other entities that fit into the postsecondary pipeline, with a focus on re-engaging students to earn the degrees they started to improve their earning power. The bill implements student success strategies across the state and charged CCHE with reimagining the role of postsecondary institutions in a post-pandemic world to build economic resiliency and strengthen the state's workforce.

Part of HB21-1330 created a taskforce to review the role and mission and service area of each institution, review the history, purpose, effect and continuing benefit of service areas, examine ways in which to leverage best practices through data and technology to make informed decisions about interventions that drive student success and create multiple linked pathways to postsecondary credentials, examine strategies for increasing student retention and completion and to address the consequences when they incur debt in attending an institution, develop effective strategies for leveraging federal higher education reforms, review the role of state institutions of higher education, and review possible uses of money transferred to the workers, employers, and workforce centers cash fund. The taskforce recently delivered its report on findings. These findings address the questions asked above. Next steps are to execute on the recommendations of the taskforce.

The Department has started a designation program for Hunger Free and Health Minds campuses. To receive the designation, campuses must have met several criteria for addressing food insecurity and mental health on campus, respectively. To date, 17 campuses have received the Hunger Free designation and 15 campuses have received the Healthy Minds designation. This work has highlighted the efforts campuses are making to address increasing student needs on this front, particularly during the pandemic. In the future, the Department plans to make other checklists for social determinants of student success.

Institutions of higher education also report prioritizing student services wherever possible. As they serve a more diverse student body, the need for student services to increase retention and graduation has become crucial. Counseling, tutoring and other services are a central focus. Institutions have innovated to meet changing industry needs, which they can speak to more in depth.

The Department is working to address changing workforce needs on multiple fronts. In June of 2019, we hired a Director of Industry Partnerships to build an employer network of highly engaged companies that commit to providing work-based learning opportunities for our students. In FY 2018-19, the Department hired a Director of Workforce Development created through the federal apprenticeship grant. This position oversees the implementation of the COHELPs grant and leads CDHE's discussions on workforce development. Finally, the Department recently hired a Chief Educational Equity Officer to run its Office on Educational Equity.

The Department has recently developed a Finish What You Started grant through COSI and the CORE initiative focused on getting individuals with some postsecondary experience to a credential to further their workforce opportunities. Lastly, SB21-232 created the COSI Back to Work program to provide wraparound and financial support to Coloradans displaced by the COVID-19 pandemic, including those laid off or furloughed, experienced decreased earnings, had job offers rescinded, or could not enter the workforce due to adverse economic conditions. Support will include scholarships, advising, and workforce assistance. These programs were developed specifically to meet workforce needs, including in high demand industries, and aid in the state's economic recovery.

Looking forward, another effort the Department hopes to expand on is serving our students with disabilities. From anecdotal and federal reports, the number of students with disabilities has been increasing in higher education – this increase is expected to continue especially with COVID health related issues causing the need for accommodation. While some individual institutions have worked to serve students with disabilities better, there has not been a statewide effort to-date to do so. A bill is in draft form for this session that will establish data collection as well as creating a committee of experts to make recommendations to state institutions of higher education as well as the general assembly aimed at improving outcomes for students with disabilities.

7. *[Rep. McCluskie]* Discuss the recommendations from the H.B. 21-1330 Student Success and Workforce Revitalization Task Force report.

The task force and working groups were composed of 67 members, including representatives from the higher education governing boards in the state, student organizations, private colleges, K-12 schools, members of the business community, higher education advocacy groups, and representatives from the Colorado Commission on Higher Education (CCHE).

The three working groups focused on Student Success, Workforce Development and Revitalization, and Aligned Systems and Policies for Success.

The Task Force saw this as an opportunity to transform postsecondary education by broadening perspectives and eliminating silos among K-12, traditional postsecondary ed, and workforce/education/community development.

It also recognized that the pandemic created a unique opportunity--with an influx of one-time funds along with a shift in how education is delivered via collaboration and partnerships-- focusing on learner and state needs.

The report is a blueprint for the Governor, legislature, CCHE and other stakeholders that charts a new path forward based on this commission's collective best thinking.

The report outlines six priority recommendations, drawing from a longer list of policies reviewed by the three working groups, that act as an interconnected set of initiatives that are most effective when all are implemented, together with appropriate funding and accountability mechanisms.
The six priority recommendations are:

Launch Innovation and Scaling Partnership Grants:
Multiple stakeholders, including regional leaders, lawmakers, and the Governor, should leverage American Rescue Plan Act (ARPA) funds, additional anticipated federal funds, and matching local, private, and philanthropic dollars to create a competitive statewide and regional grant program to spark innovation and scale proven and promising, sustainable, approaches to postsecondary, workforce and community partnerships.

Enhance Transparency of Postsecondary and Workforce Data:
Policymakers should invest in a Statewide Student Success Data Interface, with the initial focus providing higher education leaders and policy makers with easy access to actionable metrics of student success.

Develop New Statewide Success Measures:
CCHE should develop policy that requires the development of new success measures, in collaboration with IHE's and other key stakeholders, which directly align with the primary reason more than 90% of students pursue postsecondary education — to earn access to enhanced professional opportunities.

Develop Stackable Credential/Work-Based Learning Pathways:
Lawmakers should work with education and business leaders to develop legislation that creates credential pathways in high-need, high-value fields at large scale.

Eliminate Equity Gaps:
Lawmakers should require postsecondary institutions to submit a multi-year plan, with a detailed budget, to eliminate racial, regional and socio-economic equity gaps in credential attainment and other measures of student success.

Create a Strategic Talent Finance Plan:
CCHE should task state leaders from institutions of higher education and industry to identify options for additional, sustainable funding for postsecondary education, with the goal of making Colorado's postsecondary learning ecosystem the best in the nation by 2030.

8. *[Rep. McCluskie]* Provide an update on how the "finish what you started" funding allocated through COSI is being used.

The Finish What You Started (FWYS) request for proposal was released July 28, 2021, and the COSI team, COSI Board, and institutions worked quickly to submit proposals, complete reviews and awarding, and the team is continuing to work in completing the administrative process to disburse 2021-2022 funding. 59% of the funds expected to be dispersed this fiscal year have been paid to institutions. The COSI team is working closely with institutions to finalize the administrative process to disperse the remaining funds, with an expectation of completing the process over the next month.

The bill required institutions to submit an extensive student assistance plan (SAP) that provides an overview of the program and use of funds for direct (financial) and indirect (student support services) support. The SAP also details grant term and annual outcomes focused on enrollment, retention, and completion of the eligible student population. With the recent knowledge of federal use of funds, the eligible student population has narrowed and is detailed below.

Undergraduate, in-state student who:
- Has experienced an economic loss due to the COVID-19 pandemic
- Some college, no degree student who earned some college credits, but who has not been enrolled for at least two consecutive semesters
- Was admitted to as a first-time student in 2019-2020 or 2020-2021 but did not enroll for the 2020-2021 year.

The bill requires that the majority of the institution's allocation be used for direct student financial support in the form of scholarships, financial assistance for the cost of attendance, and other direct student financial incentives. Currently over 70% of the $46.55M is being used to provide direct student financial support. The other portion of the funds are being used by staff to provide wraparound support services. Institutions are thinking creatively and strategically and aligning with the needs of an adult population. They are using funds outside of tuition and fees and supporting students with balance due and fees, transportation and childcare, participation incentives, completion incentives, and establishing emergency funding.

Research has shown repeatedly that financial support is not enough to ensure and increase the success of students. This bill was innovative in providing funding for financial support and the funding for institutions to hire staff and provide holistic and intensive student support services aligned with the COSI postsecondary support model. The pandemic has shown that although virtual meetings and 1:1's are not ideal they are necessary and can be effective, especially for an adult population managing multiple responsibilities and priorities. Institutions are creatively implementing programming to support a virtual environment, with the opportunity for 1:1's, workshops, and professional development available online. The programs are also focused on the transition to workforce, and many have developed required paths to career services, partnering with local employers and workforce centers.

A portion of the allocation ($2.4 M) will be used for administrative purposes. To date COSI has hired four staff to support institutions with the development and implementation of the grant. In addition, COSI partnered with One Million Degrees to convene institution leaders and practitioners to participate in a Statewide Learning Community to advance high-quality statewide implementation of Finish What You Started programming through peer learning and best practice sharing around data analysis, program design, student engagement, continuous progress monitoring, and evaluation design. The Statewide Learning Community will share, reflect on, and strategize around real-time learnings, successes, and challenges as higher education institutions across the state seek to reach and engage the target student populations. The convening is currently held monthly and will continue and adapt to the needs of the institutions throughout the grant term.

9. *[Sen. Moreno]* What strategies might institutions deploy to attract first generation students back?

As stated in RFI #1 as well, which addressed Step One funding, institutions are spending resources on financial aid, scholarships, and tuition buydown for first generation students and other target populations. Institutions are also using the funds for mentoring services, wrap-around services, expansion of advising services, and efforts toward recruitment and retention through campaigns and personnel.

COLLEGE AFFORDABILITY, INCREASING AWARENESS ABOUT FINANCIAL AID, AND REQUEST R5

10. *[Sen Rankin]*   What do we know about how scholarships and other types of aid affect underrepresented students (low-income, underrepresented minorities, etc.)? Does more support increase participation? Retention?

In the 2020 financial aid file, 62% of students are Pell eligible and 50% have an AGI of less than $32,760. For students at community colleges, these numbers are 70% and $29,092. Further, 75% of students at community colleges have an AGI of less than $59,026. We do not currently have a complete picture of race/ethnicity in the financial aid file.

We are in the process of conducting a study on the impact of financial aid on retention and completion in Colorado, specifically, but for now, most studies are national. This year, SHEEO came out with a study on the impacts of state higher education appropriations and financial aid (SHEEO_ImpactAppropationsFinancialAid.pdf). Through literature review, they find that reducing the price of college through grant aid leads to higher rates of college enrollment, persistence, and completion among other outcomes. Simulations found that eliminating tuition and fees for families making up to $60,000 corresponded to a 3.1 percentage point increase in enrollment at four-year public institutions and a 2.9 percentage point increase in bachelor's degree attainment for families making less than $40,000. Another study referenced in the literature review found that an additional $1,000 of grant aid increased degree completion by 2.5 percentage points.

COSI is an example of how financial and student support services for underrepresented students can positively impact retention rates. The 2019-2020 evaluation of the Matching Student Scholarship (MSS) and Community Partner Program (CPP) found that COSI primarily serves an adult female population ranging from 18-77, with an average age of 24. Over 60% of program participants identified as students of color and over 70% were Pell-eligible with the majority of participants within 250% of Pell-eligibility. Compared to the sample of non-COSI students attending the same institutions, COSI students were more likely to be students of color, female, Pell-eligible, and somewhat older.

The evaluation found that:
- MSS students persist at rates of 15-21 percentage points higher than their peers and have up to $3,993 less debt per year.
- CPP students persist at rates of up to 20 percentage points higher than their peers from similar socioeconomic and ethnic backgrounds.
- Students who received wraparound support from a Community Partner Program grantee and received a Matching Student Scholarship had even stronger results. Their persistence/completion rates were up to 13 percentage points higher than those students who did not receive an MSS scholarship.

11. *[Rep. McCluskie]* Discuss initiatives to support FAFSA completion.

a) Provide an update on the FAFSA completion grant program and the Financial Aid Working Group authorized in H.B. 21-1330.

HB 21-1330 created a FAFSA completion grant as part of COSI. In the first half of FY 2021-22, COSI has primarily focused on distributing $49 million in student aid authorized elsewhere in HB 21-1330. COSI plans to fully implement the FAFSA completion grant program in the second half of the current fiscal year. The grants will be to assist school districts in increasing their student aid application completion rates. School districts with lower completion rates and/or lower college-going rates and are willing to make completion of student aid applications a graduation requirement will be targeted as participants for assistance. The department intends to provide program administration such as outreach, technical assistance, grant accounting and compliance.

The FAFSA Completion Working Group created in HB 21-1330 met monthly during fall 2021. Due January 15, 2022, the group is drafting a report with recommendations on how to increase the number of Coloradans completing a FAFSA. Although the report and recommendations are not yet final, at a high level the strategies reflect approaches that the state has previously seen success. Prior funding was from the student loan arm of CollegeInvest through public reinvestment funds and was no longer available when student loans were federalized in 2010.The recommendations fall into three themes:
- Staff to coordinate state messaging on FAFSA/CASFA completion, provide resources for district-level staff, and do on-the-ground outreach to school districts, students, and families in collaboration with colleges;
- Reliable annual funding for initiatives that currently exist, such as the School Counselor Corps grant, and that previously existed, such as the Department's FAFSA web tool and the staff members that worked to support and innovate; and
- Increased tools for communication around the existence of FAFSA and CASFA and what students are leaving on the table by not completing the application.

b) *[Staff]* What other programs in the Departments of Education and Higher Education have been used to support FAFSA completion? What has been most effective?

The Colorado Department of Higher Education has used the following programs to support FAFSA completion:

Tools
- My Colorado Journey (MCJ) - Content – FAFSA/Financial Aid Outcomes
  - The Outcomes within My Colorado Journey are tailored to suit the needs of various audiences. Subject matter experts work with the MCJ vendor team to create content customized for the user.
- Financial Literacy - Money 101 (is now Enrich)
  - The user can find content and courses on finding scholarships, paying for school, borrowing for higher education and student loans.
- FAFSA Completion Tool/Portal

- - - Counselors/service providers identify individual students who have not completed their FAFSA which allows targeted approach in working with individuals
    - Counselors/service providers identify individual students who have not completed their FAFSA
    - Allows targeted approach in working with individuals
  - CASFA
    - In-state Tuition, which allows state aid to be awarded to students who do not have lawful immigration status but have resided in the state for at least three years before graduating from a Colorado high school or passing a high school equivalency exam.
  - District at a Glance (from CDHE website - Data for the report are collected using the SURDS database, which includes information from all public colleges and universities in the state and the University of Denver, Regis University and of Colorado Christian University).
    - Review a detailed summary of a school district including enrollment rates and demographics.

Outreach - In-person, on-line and recorded trainings for counselors, educators, students, families, and other youth and adult service providers.
- Presentations – FAFSA CASFA 101/MCJ
- Workshops – FAFSA CASFA completion/MCJ
- Trainings – FAFSA CASFA Introduction to professionals/MCJ
- Events – Presentations/Table/Workshops/Conferences

Marketing and incentives - Printed materials for schools and families, including toolkits for parents and students in English and Spanish.
- Student Material - Folder/toolkit (College In Colorado (CIC) developed "Paying for College" information (Folders)). These are now the FAFSA completion Toolkit (Piece of the Pie) campaign.
  https://www.mycoloradojourney.com/journey/get-your-piece-of-the-pie
- Professional Material - FAFSA completion Toolkit (Piece of the Pie) campaign
- Campaigns - Colorado Applies Month, Decision Day and FAFSA completion (Piece of the Pie) campaigns. https://www.mycoloradojourney.com/journey/get-your-piece-of-the-pie
- Scholarships/Giveaways - Awards for participation
- Food for in-person events such as pizza party, popcorn, waters, etc.

Partnerships/Cooperative Efforts - school districts/TRIO/DSF/CDE/DHS/Counselor Corp/Telethon/College Goal Sunday/IHE Financial Aid professionals/CAFAA/NASFAA
- Grants -- CAN, Kresge Foundation (2014 and 2017), Lumina Foundation

Other Ongoing programs:
- The Colorado Department of Higher Education has continued to promote and support Colorado Applies Month, Decision Day and FAFSA completion (Piece of the Pie) campaigns. During the past two years we have accomplished trainings, workshops,

and events on-line and recorded; with a few exceptions of in person, all while encouraging our stakeholders to use My Colorado Journey, Enrich, FASFA Completion Tool, CASFA and District at a Glance. Our FAFSA Completion Toolkits have been available to print and ship as needed.

A recent literature review by Hanover Research on best practices in FAFSA completion found that effective methods for increasing FAFSA completion included dedicated in-person FAFSA completion events and the availability of one-on-one assistance. The report also noted the importance of building strong relationships between K-12, higher education, and community partners in order to ensure students are able to receive support in multiple ways. All of these activities were highlighted as being important mechanisms to raise awareness of the FAFSA and the benefits of filing in order to encourage more students to complete the form, as many potentially eligible students currently do not and as a result leave financial aid resources on the table.

c)   *[Staff]* How would support for Request R5 support FAFSA completion?

The Outreach team is expected to incorporate financial aid application completion information in all appropriate communications with school districts, students and the greater public. FAFSA completion is not the sole focus of the team, but plays an important role in their work. The Department also looks forward to the recommendations from the Financial Aid Working Group created by HB21-1330 on how the state can increase financial aid completion.

R-05: Division of Outreach and Attainment Services - The Department requests a $250,000 increase to General Fund in FY 2022-2023 and 2.0 FTE. These funds would allow DHE to continue serving education, workforce, and corrections professionals statewide by supporting their efforts to use tools and resources during their individual career, postsecondary and job exploration and planning with their stakeholders. These outreach efforts include direct work with special populations including the formerly incarcerated, Colorado ASSET students, and foster youth.

12. *[Rep. Ransom]* The federal government has authorized simplification of the FAFSA effective FY 2023-24. What do we know about the new FAFSA?

The FAFSA Simplification Act (FSA) addresses two long-standing concerns with the Free Application for Federal Student Aid (FAFSA), namely its length and complexity and the lack of transparency/predictability for students and families around how awards and expected family contributions are calculated. At a high level, the FSA renames the EFC to the Student Aid Index (SAI), reduces the amount of factors going into the calculation of the SAI, and automatically awards the maximum Pell grant to students with an AGI below specified levels (175% or 225% of federal poverty guidelines depending on the student's dependency and marital status).

Some changes have already been implemented for the 2021-22 award year: although the related questions remain on the application, the negative consequences associated with an affirmative response on the FAFSA's drug conviction question as well as the requirement that male students register with the Selective Service System to receive federal student aid are no longer in effect.

Other changes are pending; the federal Department of Education has indicated they anticipate a phased implementation through the 2024-25 award year for some FSA-related changes (although to date they have not specified which changes will be delayed). Anticipated changes include:

- Replacement of EFC with SAI & negative SAI calculation: The FSA replaces the current Expected Family Contribution (EFC) with the Student Aid Index (SAI). EFC has historically been a point of confusion for students and families, as not every family can actually contribute the "expected family contribution" to a student's education. The name change will reflect that the SAI is more accurately described as an eligibility index for distributing funds. Additionally, some students will qualify for a negative SAI, allowing them to receive aid greater than their estimated cost of attendance.

- Automatic maximum Pell qualifications: Qualification for the maximum Pell grant will be determined using information on a student's dependency status, the number of parents in a household, and family income as a percentage of the federal poverty level for the applicant's household size. This change is expected to create greater predictability around the benefits students may be eligible for. The below figure produced by the Congressional Research Service shows anticipated Pell grant thresholds for award amounts under the FSA, by dependency and marital status.
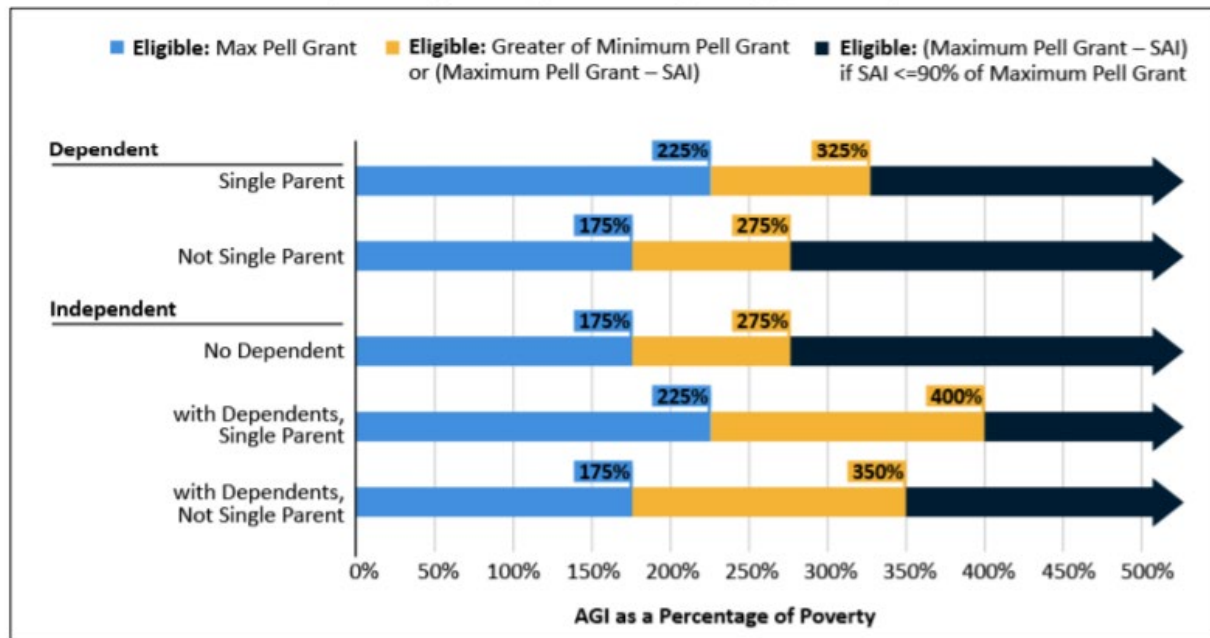
Source: HEA §401(b), as amended by the FSA.

Notes: AGI is adjusted gross income. SAI is Student Aid Index. Pell Grant award cannot exceed cost of attendance (COA). Adjusted gross income thresholds, as a percentage of poverty, are established by the FSA amendments. Upper thresholds are inclusive of the lower category. For example, a dependent student who has a single parent who has an AGI that is 225% of poverty may qualify for the maximum Pell Grant award.

- Reduction in SAI formula factors/expected reduction in length of form: In addition to the new methodology for determining maximum Pell eligibility, the FSA is expected to reduce the number of questions on the application as the formula used to calculate the SAI will have fewer factors than the existing EFC formula. Additionally, the FSA

allows for more FAFSA responses to be imported directly from IRS tax returns, reducing the number of questions students and families must answer. Most sources expect that the number of questions will decrease from 108 to no more than 36, although the federal Department of Education has yet to release any draft forms.

13. *[Sen Moreno]* How have increases in the Pell award compared to increases in inflation and increases in higher education tuition?

Although the Pell grant has increased over time, those increases have not kept up with the cost of tuition. According to a 2013 Congressional Budget Office report on the Pell grant, "from 1979– 1980 through 1995–1996, the maximum Pell grant lost two-thirds of its purchasing power, falling from 244 percent to 82 percent of average in-state tuition and fees at public four-year colleges. Between 1995–1996 and 2011–2012, lawmakers more than doubled the maximum Pell grant, from $2,340 to $5,550, but its value relative to in-state tuition and fees at those colleges still declined from 82 percent to 72 percent." In other words, the purchasing power of the Pell grant had steadily declined through 2011-12. This decline was exacerbated by the recession, when many institutions of higher education increased their tuition rates rapidly in response to significant reductions in state support during the Great Recession. Even as tuition growth has slowed, the purchasing power of the Pell grant has not kept up. In 2021-22, the maximum Pell grant is $6,495, which covers 56.8% percent of average public four-year tuition and fees in Colorado ($11,439). The maximum Pell grant continues to cover full tuition and fees at all of the state's public two-year institutions.

14. *[Staff]* Respond to the staff recommendation that the State should identify what can be said about the costs of postsecondary education for low income students across the state, as the foundation of a public education campaign about college affordability. Is the Department prepared to facilitate this effort?

The Department supports this effort and has already begun working on it. It was discussed at the last CFO meeting and institutions are to get back to the Department with the income level at which students go to their institution tuition free. While the Department's current capacity for outreach is limited, The Department will be able to continue these efforts if the JBC supports request R-05.

REQUEST R6 SINGLE STOP

15. *[Sen. Rankin]* Explain what the Single Stop system is and how it works. Is the Single Stop similar to the PEAK system?

Single Stop helps connect students and their families to public benefits by offering screening and application support. It also connects students and their families to wraparound services, such as tax preparation and child care, through "one-stop shops" located within the institution. Single Stop services are open to all students enrolled at the institution in which they are located. Site coordinators meet with students at the local Single Stop office on campus. Students may also choose to self-serve through the use of Single Stop software.

Single Stop and Colorado's PEAK system serve different needs. The Single Stop system allows all students at an IHE to use calculators estimating which array of benefits to which a student may be eligible and equips staff at institutions to guide a student through those application processes. However, the Single Stop system does not apply for benefits on behalf of a student. A student can

use the PEAK system to apply for benefits, however there are limitations on how IHE staff can use the PEAK system to support students applying for certain programs.

16. *[Rep. Ransom]* Should we be concerned about encouraging students to rely on public benefits? Does this teach students to be dependent at a point in their lives when we want to teach them to be independent adults? What do we know about students who qualify for benefits? For example, do they work as well? Do they have dependents of their own?

Students in postsecondary education face various challenges as they work to complete their credentials. Students are increasingly challenged in their goal of completing credentials by non-academic factors including—but certainly not limited to—food insecurity, housing insecurity/homelessness, and mental health needs. These challenges impact students who are engaging in postsecondary education full-time as well as part-time students who balance family, work, and academic obligations. A recent survey of students at Colorado community colleges by the Hope Center for College, Community, and Justice found that:
- 40% experienced food insecurity in the prior 30 days
- 55% experienced housing insecurity in the previous year
- 16% experienced homelessness in the previous year

These results are similar to another survey of students in 2018 by the Hope Center for Denver metro area IHEs (Community College of Denver, Metropolitan State University of Denver, University of Colorado Denver, and the University of Denver) which showed that:
- 40% experienced food insecurity in the prior 30 days
- 55% experienced housing insecurity in the previous year
- 18% experienced homelessness in the previous year

These results are seen at IHEs like MSU Denver even though approximately 80% of the MSU Denver student population works 30-40 hours per week while in school.

social determinants of student success can significantly impact a student's ability to progress through a postsecondary education program and can widen equity gaps in terms of postsecondary and workforce outcomes. Addressing these social determinants of student success can help by meeting students where they are and better addressing their needs.

Increasing enrollment and use of various public benefits is one way to address these social determinants of student success through leveraging federal dollars. Use of public benefits can act as a "third leg" of financial aid for students and as a short-term support. By supporting a student's work towards credential completion, public benefits can be an integral intervention to help them get across the finish line and access better long-term workforce opportunities (and potentially higher wages), thereby breaking a cycle of dependence on public benefits programs.

17. *[Sen. Rankin]* Discuss the evidence supporting the use of Single Stop and impacts on educational outcomes.

Several evaluations assessing the impact of Single Stop for postsecondary students puts this request at Step 4 on the evidence continuum. Through partnerships with national research organizations, Single Stop has assessed the impact of their platform on enhancing student success. A study by RAND

Corporation found that Single Stop clients are more successful in college than their peers who do not utilize the organization's services. At the colleges with statistically significant findings, Single Stop users were more likely to persist into their next year of college and more likely to attempt a greater number of college credits, giving them a boost towards completing their college programs. An additional study by Metis Associates at the Community College of Philadelphia showed that students who had support via Single Stop had higher retention, higher course pass rates, higher GPAs, and higher graduation rates compared to their peers. The U.S. Department of Education's Institute of Education Sciences (IES) has recognized Single Stop through its What Works Clearinghouse as a tool to improve academic achievement and progression in college.

18. *[Rep. McCluskie]* I understand that some of our institutions have been recognized for their work related to the Single Stop system. Please tell us about this.

Some Colorado institutions of higher education have begun working with Single Stop, purchasing licenses independently. These institutions include:
- Community College of Denver
- Metropolitan State University of Denver
- University of Colorado Denver
- Community College of Aurora

Additionally, RAND Corporation is currently facilitating a randomized control trial on the impact of Single Stop with some colleges/universities in Colorado and North Carolina funded by the U.S. Department of Education's Institute of Education Sciences (IES). Colorado IHEs currently in that study include:
- Red Rocks Community College
- Front Range Community College
- Arapahoe Community College
- Fort Lewis College

Results from the IES study are not yet available, however the study has continued to progress and CDHE will share results when they become available.

FOOTNOTE 22/RFI 4 - WICHE OPTOMETRY

19. *[Rep. McCluskie]* Please share any new information you may have about Footnote 22/RFI 4 related to the WICHE Optometry program and whether changes to the program may be warranted.

The Colorado Optometry Association provided the below data showing information on the age of practicing optometrists in Colorado, as well as the number of years in practice of practicing optometrists. As shown in the first chart, around 12 percent of currently practicing Colorado optometrists are either already at retirement age or will reach full retirement age within 1-2 years. An additional 19 percent of currently practicing optometrists will reach retirement age within 3-12 years.

Age Distribution of Practicing Colorado Optometrists, 2021

Distribution of Practicing Colorado Optometrists by Years in Practice, 2021
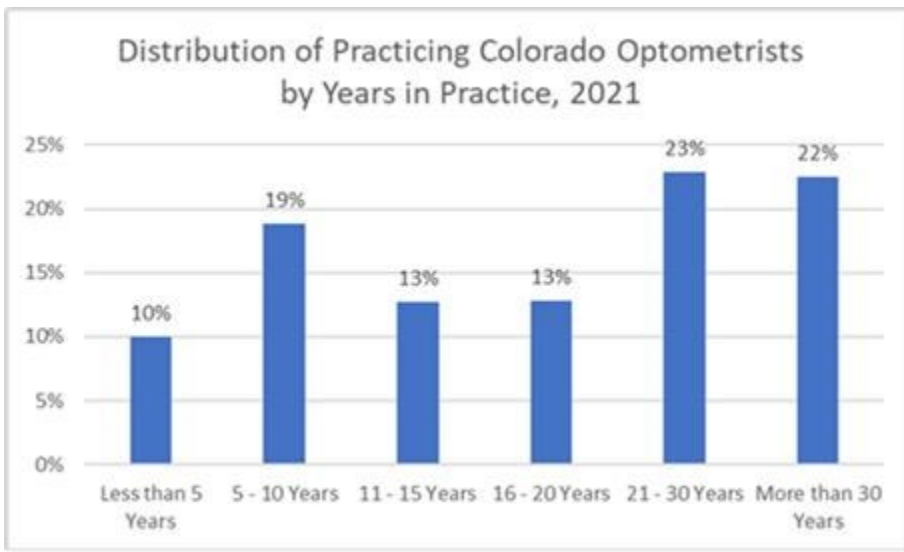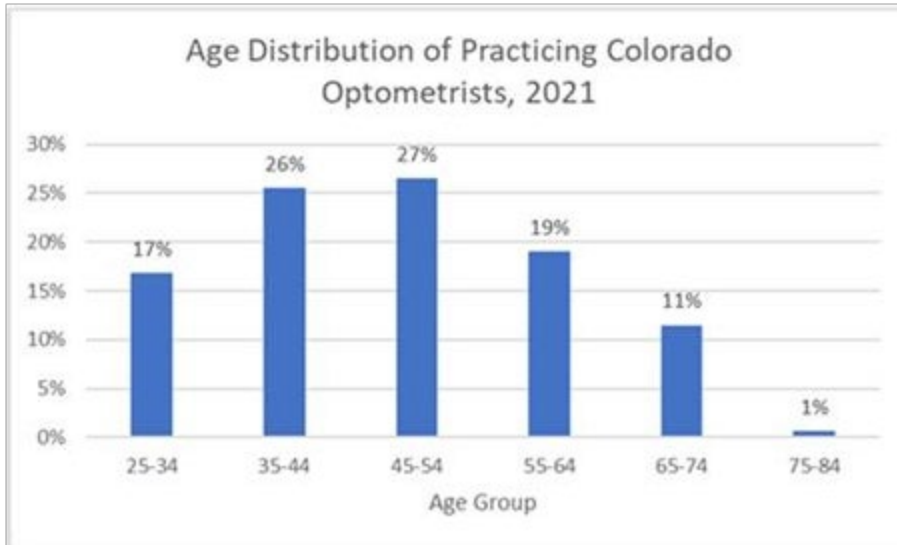
This reflects data pulled in prior years from EMSI which projected an estimated 51 job openings per year in Colorado between 2019 and 2029, a figure that includes both projected job growth of 16 percent on top of annual replacement jobs based on workers retiring from or otherwise permanently leaving the field of optometry. Of PSEP who were in service repayment in 2020-21, nearly all lived and worked along the I-25 corridor, with the majority (16 of 21) in the Denver and Colorado Springs metropolitan areas. The Department would be supportive of and willing to participate in continued discussions on how to better target the program.

FOOTNOTE 25/RFI 8 - TUITION CONTINGENCY SPENDING

20. [Rep. McCluskie] Two institutions received more revenue than was authorized under their FY 2020-21 tuition spending authority, due to enrollment that was greater than anticipated. The Department did not approach the General Assembly about this in June, creating accounting challenges. What steps does the Department plan going forward to avoid this type of problem?

Due to the nature of tuition revenue, institutions do not know what final collections look like until year-end close. The Department is implementing an additional tuition revenue review every May, where the institutions will provide updated tuition estimates/projections to the department. This will help the Department in determining the tuition contingency amount and whether a 1331 supplemental will be necessary in June.

CHILD CARE FACILITY PROPOSAL

21. *[Rep. McCluskie]***:** The Governor has requested $30 million in one-time state funds to renovate up to 15 state facilities to include child care centers. How did the department engage stakeholders and what planning is underway to establish child care facilities on campuses?

This request is part of a Department of Personnel and Administration request with the goal of developing and managing contracts and building collaborations between the private sector and government to complete major infrastructure projects and other programs through long-term, performance-based procurements commonly referred to as public-private partnerships, or P3s. As part of this effort, DPA has requested funding to renovate existing state facilities, including but not limited to institutions of higher education facilities, for use as child care centers. Access to child care is a critical component of wraparound services that enable students to continue pursuing postsecondary education and participate in the workforce. In developing this budget proposal, DHE staff met with CFOs or other finance staff at the institutions to discuss child care needs on their campuses. Further, institutions, including CCCS, filled out a set of questions on their child care needs, their level of interest in funds for a new child care center, and other support they would need for a new center or to expand their existing centers. Due to limited funding, DPA will establish an application process will be established to ensure priority is given to sites that will have the greatest impact, including targeting regions with child care deserts or underserved populations.

ATTACHMENT-1

Institution	HEERF I, II and III Received		HEERF I, II and III Spent in FY20-21		HEERF I, II and III Estimated Spend in FY21-22		Estimated Remaining after FY21-22	
	Student Share	Institution Share	Student Share	Institution Share	Student Share	Institution Share	Student Share	Institution Share
Adams State University	$ 4,155,482	$ 5,863,693	968,174	3,363,391	2,829,808	1,374,907	$ 357,500	$ 1,125,395
Arapahoe Community College	7,236,187	10,903,256	1,384,467	4,300,387		6,463,791	5,851,720	139,077
Community College of Aurora	9,505,512	14,813,899	1,832,627	4,110,933		5,706,224	7,672,885	4,996,742
Community College of Denver	13,432,783	20,388,301	3,099,518	3,720,078		9,103,952	10,333,265	7,564,271
Colorado Northwestern Community College	1,201,424	1,785,994	406,499	864,075			794,925	921,919
Front Range Community College	21,659,679	31,561,415	5,765,720	11,718,966		16,289,299	15,893,959	3,553,149
Lamar Community College	1,503,393	2,356,110	435,100	1,104,967		723,854	1,068,293	527,290
Morgan Community College	1,322,307	2,008,971	571,250	1,394,276		581,522	751,057	33,173
Northeastern Junior College	2,372,050	3,181,371	735,624	2,530,933		236,323	1,636,426	414,115
Otero College	2,523,738	3,766,600	453,625	1,737,341		1,693,197	2,070,113	336,062
Pueblo Community College	11,434,041	17,727,656	3,339,111	5,591,047		6,756,000	8,094,930	5,380,609
Pikes Peak Community College	22,118,676	31,676,937	7,096,578	15,721,874		11,850,700	15,022,098	4,104,363
Red Rocks Community College	9,357,205	13,517,584	1,820,321	3,286,894		1,823,496	7,536,884	8,407,194
Trinidad State College	2,835,845	4,167,426	913,303	1,415,741		2,183,625	1,922,542	568,060
Colorado Commuity College System	106,502,840	157,855,520	27,853,744	57,497,511	-	63,411,984	78,649,096	36,946,025
Colorado State University	42,911,938	53,213,668						
Colorado State University - Pueblo	10,827,115	16,300,630						
Colorado State University - Global Campus	4,055,800	-						
Colorado State University	57,794,853	69,514,298						
Colorado Mesa University	17,842,286	23,687,848	4,588,157	10,963,215	13,254,129	11,779,798	-	944,836
Colorado School of Mines	7,781,861	9,203,498	3,355,715	7,494,193	2,716,841	-	1,709,305	1,709,305
Fort Lewis College	7,341,665	10,918,602	1,734,245	8,041,408	4,271,846	1,005,335	1,335,574	1,871,859
Metropolitan State University - Denver	37,493,949	54,510,867	8,376,471	28,306,546	23,501,380	20,225,085	5,616,098	5,979,236
University of Colorado - Boulder	44,290,175	54,108,068	13,940,272	54,108,068	25,455,396	-	4,894,507	-
University of Colorado - Colorado Springs	20,491,703	28,023,264	8,064,956	22,056,724	9,233,699	2,545,242	3,193,048	3,421,298
University of Colorado - Denver/Anschutz	27,323,172	38,179,341	3,101,924	30,938,774	21,442,430	300,000	2,778,818	6,940,567
University of Colorado	92,105,050	120,310,673	25,107,152	107,103,566	56,131,525	2,845,242	10,866,373	10,361,865
University of Northern Colorado	18,785,772	23,548,290	4,734,481	3,000,000	12,081,553	16,729,307	1,969,738	3,818,983
Western Colorado University	3,444,271	4,547,594	725,978	2,490,482	2,090,931	2,057,742	627,362	(630)
Public Institutions of Higher Education	$ 353,248,029	$ 479,960,883	$ 77,444,117	$ 228,260,311	$ 116,878,013	$ 119,429,400	$ 101,131,046	$ 62,756,874
						% Remaining	29%	13%

Joint Budget Committee Hearing
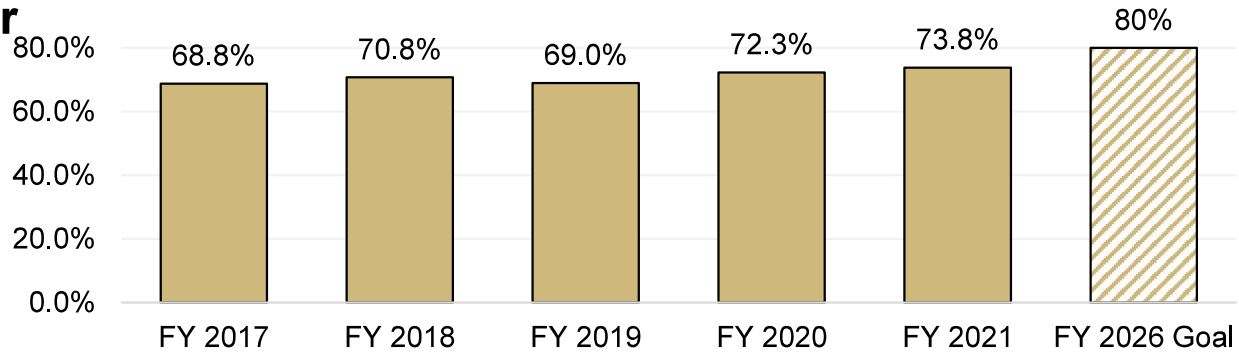## January 11, 2022

FOUR CAMPUSES UNITED
ALL FOUR:ONE

University of Colorado

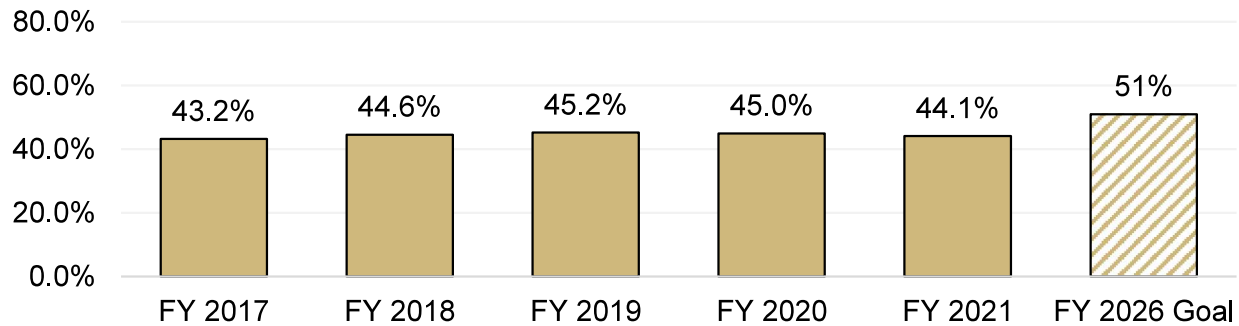Boulder | Colorado Springs | Denver | Anschutz Medical Campus

6-Year Graduation Rates

Boulder

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2026 Goal
68.8%	70.8%	69.0%	72.3%	73.8%	80%

UCCS

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2026 Goal
43.2%	44.6%	45.2%	45.0%	44.1%	51%

Denver

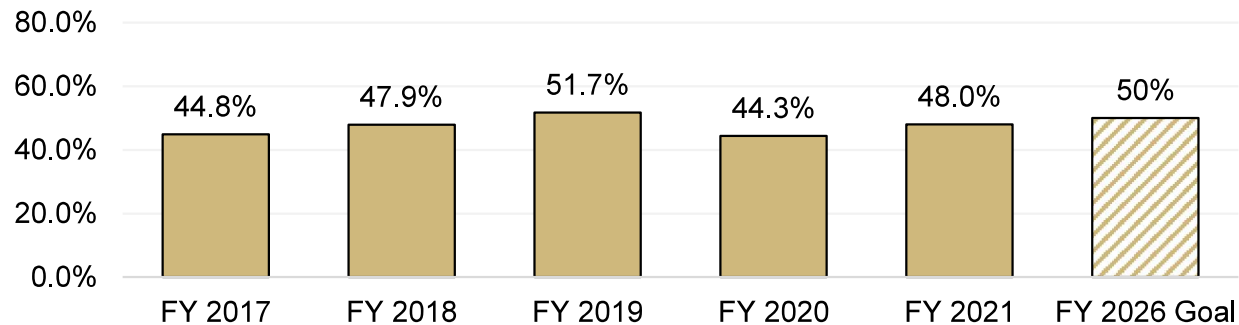| FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2026 Goal
44.8%	47.9%	51.7%	44.3%	48.0%	50%

- The graduation rate is based on first-time, full-time freshmen.

- The year indicates the entering fall cohort.

- The rate is the percentage of students who earned a degree within six years.

Source: CU System Offices of Institutional Research

University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

FOUR CAMPUSES UNITED

2

CO High School Graduates Compared to CU Resident Freshman

CO HS Graduates — Boulder — UCCS — Denver

	CO HS Graduates	Boulder	UCCS	Denver
Two or More Races	4%	8%	7%	5%
Asian or Pacific Islander	4%	9%	4%	17%
American Indian, Black, or Hispanic	36%	20%	30%	41%
White/Unknown	56%	64%	58%	36%

2019-2020 — Fall 2020 — Fall 2020 — Fall 2020

University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

FOUR CAMPUSES UNITED

3

PILLAR 1: Affordability & Student Success
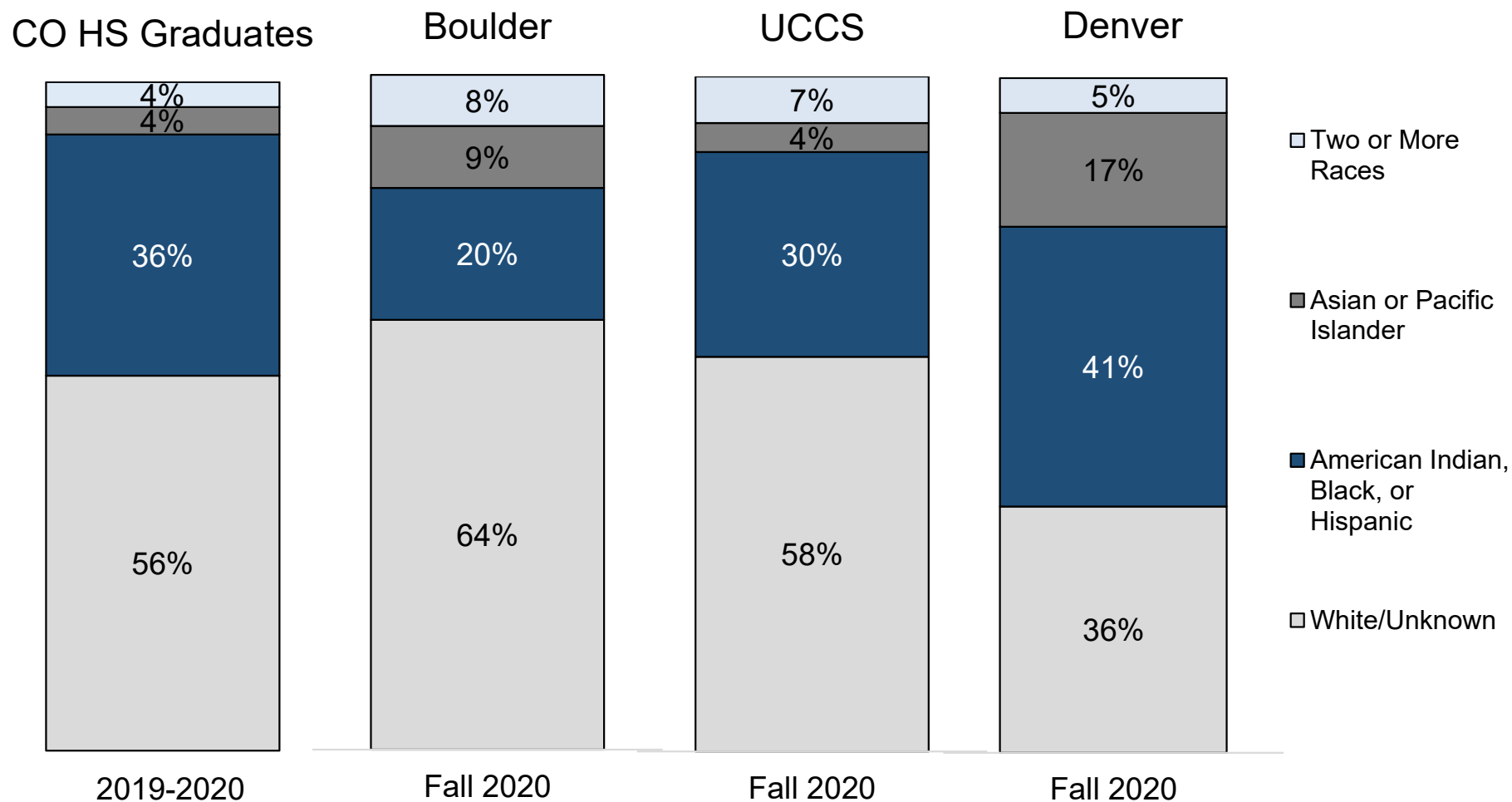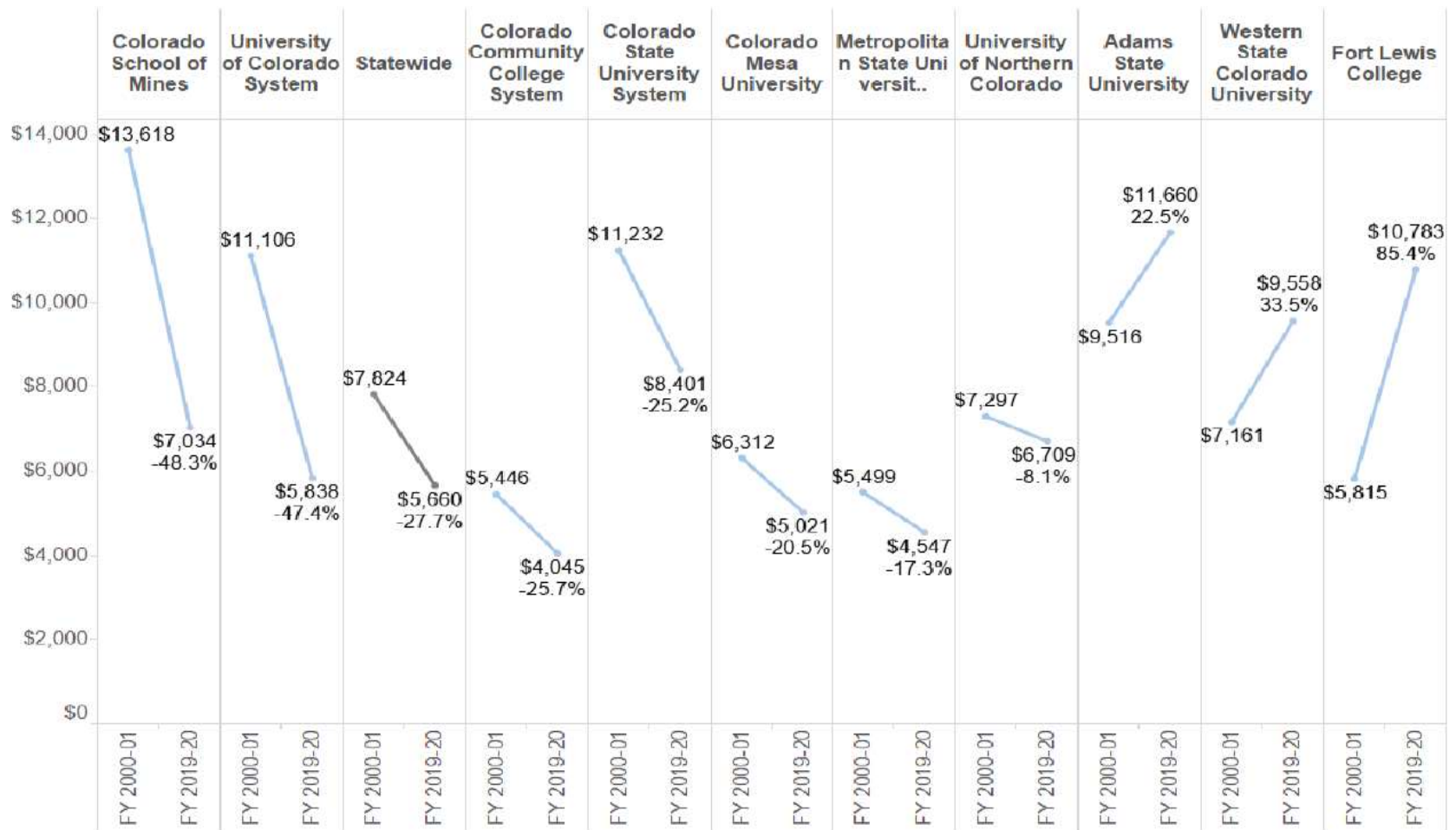
- FY 2020 State Funding from state appropriations report and FY 2001 from Legislative Council Appropriations for specified fiscal year
- SFTE data from CDHE
- Amounts adjusted for inflation

University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

4

FOUR CAMPUSES UNITED

2021.07

Tuesday, January 11, 2022
1:30 pm – 5:00 pm

UNIVERSITY OF COLORADO SYSTEM, COLORADO STATE UNIVERSITY SYSTEM, COLORADO SCHOOL OF MINES, UNIVERSITY OF NORTHERN COLORADO

REQUESTS R1 AND R2 - STATE SUPPORT FOR HIGHER EDUCATION AND TUITION SPENDING AUTHORITY

1. *[Rep. McCluskie]* Discuss what you consider to be your "core minimum costs" for sustaining educational activities.

University of Northern Colorado:
Like any government agency, private sector enterprise, or non-profit, UNC incurs a range of expenses necessary to sustain operations in service of our mission—the escalation or inflation of which are often outside of our control. Increases in core minimum costs include things like mandated increases in state employee compensation and corresponding institutional needs to increase compensation for other faculty and staff in commensurate ways, anticipated increases in health, life, and dental expenses, and inflationary impacts in other expense categories for supplies and purchased services (e.g. academic and administrative technology costs increasing by 17%, and library materials and databases expenditures increasing by 7%; see (a), below, for more details). A longer, but by no means complete list of additional examples of items we consider to be core minimum costs is included below. Beyond these typical, recurring considerations in core minimum costs, we anticipate impacts from COWINS and Paid Family Leave legislation and related mandatory spending.

State E & G Non-Personnel Expenses—Example Core Expenses
A. Technology
       o Student success software
       o Telecommunications
       o Internet
       o Software licenses
       o Computer supplies
       o Hardware maintenance
       o New technology projects
B. Library materials
C. Utilities
D. Purchased services and outsourcing
       o Admissions activities to recruit students
       o Academic services like medical consultation and clinical placement for nursing students and guest artist presentations in the visual and performing arts
       o Employee background checks, conflict resolution, complaint investigations
       o Commencement expenses

   o Hazardous materials disposal and other environmental health costs
   o Student disability support services
   o Medical services
   o Consulting
   o Athletics expenses
   o Dues and memberships

E. Facilities equipment, supplies, and repairs: Elevator repair, snow removal, mechanical services
F. Printing, postage, copiers, and office equipment
G. Employee moving expenses
H. Miscellaneous equipment and supplies
I. Licenses and fees
J. Business travel
K. Classroom and lab materials and supplies
L. Academic program accreditation
M. Institutionally funded research
N. Legal and banking services
O. Marketing and advertising
P. Temporary staffing services to backfill vacancies
Q. State indirect costs
R. Building and facility leases
S. Professional development, books, and subscriptions
T. Strategic enrollment consulting

 (a) Does the Governor's proposal provide sufficient funding to cover these costs?

  <u>Colorado School of Mines</u>:
  The governor's proposal does not provide sufficient funding to cover core minimum cost increases assuming no increase in tuition rates. Using the assumptions from the CCHE funding recommendation from October 2021 (3.5% increase in salaries, 5.3% increase in benefits costs and 3% inflation), Mines estimates that the governor's proposal would cover less than half of the core minimum cost increase for FY22-23.

  <u>University of Northern Colorado</u>:
  No, the Governor's proposal falls materially short of being sufficient to cover these costs, especially with the proposed limitation on tuition increases.

  In the context of sufficient funding to sustain effective education and general operations, but beyond what has been referred to as "core" costs, UNC continues to experience cost pressures in many categories within our overall operating expenditures:

  UNC's total personnel expenses represent 68% of the operating expense budget. Out of those personnel expenses, 67% are in the areas Instruction, Academic Support, and Student Services. Having foregone compensation increases for three prior fiscal years, it was necessary for UNC to extend the mandated 3% increase for state employees to all faculty and staff for FY22. However, with significant increases in employee turnover, as well as recruiting and retention challenges and cost of living increases, UNC must escalate the rate of compensation increases to achieve and then remain in parity with competitive peers. We are implementing a mid-year

compensation increase and expect an additional increase for FY23 will still be necessary and appropriate to begin to address these issues.

Technology expenses represent more than 6% of our total operating expense budget and will reflect an increase of approximately 4% over FY21 expenditures. 30% of the technology expenses are for software and related maintenance costs, with an increase of more than 17% in that category as compared to FY21 and are split evenly between academic and administrative applications.

Expenditures for library materials and databases represent approximately 2% of the total operating expense budget and have increased by nearly 7% over FY21.
Utilities represent 2.8% of the operating expense budget and are expected to increase by 5.4% over FY21.

Although property insurance equates to a relatively minor portion of the overall operating budget, we have been experiencing unusually high increases in those premiums—a 64% increase in FY22 from FY21, and a two-year increase of over 90% (FY22 vs. FY20). Similarly, expenditures for Instruction, Research, and Lab Supplies, including small equipment needs, are incurring dramatic increases well beyond CPI changes—a 35% increase over two years (FY22 vs. FY20).

With $27 million in institutionally funded scholarships and grants (excluding Federal, State, or other 3rd-party sources), UNC is utilizing over 23% of tuition and fee revenues to make the cost of obtaining a degree more affordable, which directly affects students' recruitment, matriculation, and retention. The changes in enrollment UNC has experienced, along with competitive pressures and shifts in perceptions of the value of higher education, bring additional concerns about affordability which will likely require strategic shifts and support for these aid programs, as well.

Colorado State University System:
In general, "core minimum costs" include compensation and benefit increases that follow common policies for State government employees, plus an inflation accommodation for operational expenses related to buildings, office equipment, food inflation. The Governor's proposal does not provide sufficient funding to cover these costs. In addition, the recent budget amendment to allocate the costs of the SB 20-219 Certificates of Participation (funding for the Shepardson continuation capital project) to the CSU budget adds an expense.

University of Colorado System:
No. The Governor's request for higher education included a 4.6 percent increase in operating funds, totaling $42.6 million, with $11.7 million of that amount going to the University of Colorado with no increase in tuition. CU's combined E&G operating budget, which is primarily comprised of state funding and tuition, is around $1,400.0 million in the current year, FY 2021-22. CU's share of the Governor's increase at $11.7 million is a 0.8 percent increase in revenue over the FY 2021-22 operating budget base.
Just like any other state agency, CU has annual increases associated with common policy-like expenses, including: salary, health life dental (HLD), other expenses, Prop 118 Paid Family Medical Leave, and PERA automatic increase. Assuming a 3.0 percent increase in salary, a 5.3 percent increase in HLD, an inflationary increase of 3.7 percent, increases resulting from Prop

118 and PERA automatic increase in employer contributions, CU's anticipated base core minimum cost increase is around $53.2 million, which is a 3.8 percent increase over the prior year. The Governor's request covers $11.7 million of CU's base core minimum costs with a remaining revenue gap of around $41.5 million.

Base Expenses (in millions)	A	B	C = A * B	D	E = C - D
	FY 2021-22 E&G Expenses	% Expense Increase	New FY 2022-23 E&G Expense	Governor's Request	Revenue Gap
Salary	$715.5	3.0%	$21.5		
HLD	$250.5	5.3%	$13.3		
Other Expenses	$434.0	3.7%	$16.1		
Prop 118	n/a	n/a	$1.4		
PERA Automatic Increase	n/a	n/a	$0.9		
Base Core Minimum Costs	**$1,400.0**	**3.8%**	**$53.2**	**$11.7**	**$41.5**

Of course, a combination of state funding and tuition play a role in covering these base core minimum costs, and CU is supportive of the framework in the public institutions of higher education's proposal that shows how these costs can be covered in Step 2 of the annual higher education funding model.

(b) Are you facing workforce challenges similar to other state agencies? Discuss turnover and whether compensation is or is not meeting their needs to recruit and retain staff.

Colorado School of Mines:
Colorado School of Mines continues to face workforce challenges similar to other state agencies. For State classified positions at Mines, the low salary ranges, costs of benefit offerings and limited options for the new flexible workplace environment have limited the candidate pools in both size and quality of candidates. Lower compensation in comparison to private industry and increased workload due to the pandemic has also contributed to a higher than average turnover rate for all positions.

University of Northern Colorado:
Yes, UNC has experienced nearly double the average turnover rates from pre-pandemic fiscal years, along with unprecedented challenges in filling vacant positions. A significant contributing factor in recruiting and retention is compensation, especially in light of the rapid escalation in housing and other costs of living occurring regionally. Data indicates that we are about 15% below the national median compensation rates for both faculty and staff positions as compared to peer institutions of similar size and type.

Colorado State University System:
Yes. Our campuses are experiencing all of the same issues as other employers across the economy. In general, we strive for market compensation and to date that has served us adequately. But at the present time, higher housing costs and other inflation, as well as the lasting fatigue factor from the stress of the pandemic has affected our workforce. We are also finding it more difficult to staff some public facing positions such as in food service. If we can keep pace with the policies afforded to other State government agencies with respect to

compensation and benefits, we will have the best chance to recruit the workforce we need to be successful for our students.

<u>Colorado State University – Fort Collins</u>:
CSU faces significant and disruptive workforce challenges similar to other state agencies. Our employees fall into three categories: State Classified staff, Administrative Professionals and Faculty. We are having difficulty with recruitment and retention of employees in all three categories.

Recruitment for State Classified positions at Colorado State University continues to be a challenge in the current talent market. Candidate pools are routinely smaller and often have less than the allowable number of candidates; oftentimes, recruiters are sending along single candidates for review based on the lack of applicants. In positions that are typically more attractive to candidates, such as administrative roles, an average 45% fewer applicants are resulting in less qualified pools. Specifically, turnover and lack of applicants for essential service-oriented positions in housing and dining, facilities, veterinary, and law enforcement units have presented extreme challenges. In addition, IT employees critical to all operations of the university – business and academic – are being offered as much as twice what we are able to offer. In addition, university operations have been impacted based by the lack of candidates; for example, several dining operations for students are closed and students are redirected to another dining hall OR have limited 'grab and go' options instead of full service. Veterinary Hospital hours have been altered due to the lack of workforce, which impacts the community as well as the unit's ability to generate income to run the facility and further the non-profit mission.

The lack of competitive pay for critical roles has played an issue in both turnover and recruitment, particularly within our Administrative Professional employee group. Recruiters and hiring managers across the university recount stories of candidates turning down offers based on compensation; base pay outweighs the total compensation and longer-term pension benefits in many of these scenarios. The impact is felt most dramatically in the CSU Police Department; local law enforcement agency compensation far exceeds the university's ability to compete despite exploring competitive pay options under the State compensation practices. As a result, the unit faces chronic staffing shortages; this creates an imbalance of junior officers as trained officers leave for higher paying roles in the neighboring communities. Signing bonuses and other means of recognition are limited to nominal amounts, which places the university at a disadvantage when competing for talent in this market. For example, signing and retention bonuses in competing industries far exceed the State guidelines and create a disadvantage for recruitment and retention at the university.

Faculty employees are increasingly difficult to recruit and retain as we cannot pay competitive salaries nor offer comparable research support or up-to-date facilities. Despite this our faculty consistently out-performs our peers in research, teaching and service to Colorado communities. Due to low salaries and high housing costs in Fort Collins, we are finding it difficult to recruit both faculty at the start of their careers and experienced faculty whose experience would benefit students and help increase research funding from government and industry sources.

Overall, the university has experienced an increase in employee turnover in all three categories of employees as well as a lack of applicants, which continues to compromise service delivery and places greater demands upon and impacts the morale of the existing workforce.

Colorado State University – Pueblo:
CSU Pueblo is facing workforce challenges and the effects of a large number of resignations, retirements, and reduced applicant pools. We may be experiencing similar challenges to other state agencies, but believe we are more susceptible to turnover because there are more opportunities for promotion at other state agencies than at Institutions of Higher Education (IHEs). We can provide job stability, but we lag in ways to provide upward mobility forcing employees to leave CSU Pueblo for higher level positions or growth in their career. Overall, the university is down YTD 2.6% in its total workforce, but believe that the number would be higher if not for filling those open positions with temporary employees, non-student hourly positions, or providing some employees with supplemental pay for duties to help in emergency situations.

Compensation, vaccine requirements, and the work-from-home job market created by the pandemic seem to be largest factors impacting the retention and recruitment of staff at CSU Pueblo. Compensation at the entry level positions is hardest to navigate due to recent trends in the private sector to increase starting wages to maintain operations and workforce needs. This external factor is driving up the salaries we offer candidates while also creating departmental budgetary concerns and compression issues within the workforce. Positions that were previously posted with a salary the department's budget could manage must now be posted at a higher salary in order to remain competitive. Candidates—recognizing they are a commodity—often see the posted range as a starting point for negotiation, rather than the range the university is willing/able to pay. Employees who remain at IHEs are being asked to take on extra duties and increased workload demands to compensate for the unfilled/open positions created during the "Grand Resignation" and seems to be contributing to a low state of employee morale.

University of Colorado System:
Yes, CU is experiencing similar workforce challenges as other state agencies, especially with the recruitment and retention of staff. This varies at each campus, but each reports similar themes and challenges.

University of Colorado – Boulder:
In FY 2020-21, the COVID-19 pandemic reduced the university's revenues, requiring budget reductions and reallocation of resources to COVID-related needs. Budget balancing measures in FY 2020-21 affected employees including furloughs, pay reductions, hiring freezes, and no salary increases. These personnel actions impacted employee salaries relative to competing market rates, and CU is now experiencing significant recruitment and retention issues.

The lack of salary increases in the prior year have kept salaries below market, and CU is experiencing turnover from professionals who are leaving for similar jobs making significantly higher salaries. These market salary lags are in addition to labor shortages in front line-type positions at the campuses such as police, custodial, food services, and bus drivers, which is causing turnover in existing employees who are picking up more work and experiencing

burnout. These are core service functions, where the inability to fill and retain positions has a negative impact on CU's ability to meet the needs of their students.

During recruitment, an increased number of candidates have withdrawn from the process or declined an offer of hire due to better offers, both from the private sector and other institutions of higher education outside of Colorado.

In the past, one way CU Boulder made up the difference in market salary was with above-average benefits, employee wellness programs, and leave policies. However, the market shift is significant and other benefits no longer make up the difference, and the campus is no longer able to compete with higher education peers outside of the state. Low staffing levels due to turnover and inability to refill vacant positions are causing morale and retention issues. These retention challenges ultimately impact the educational and co-curricular experiences that the campus is able to provide to its students.

The cost of living in the Colorado housing market and overall inflation are adding to the challenge as many employees, including higher-wage earners, cannot afford to relocate to or live in or near Boulder.

As CU Boulder finds itself needing to offer higher starting salaries to successfully recruit new employees in this market, they are experiencing the additional issue of compression with current employees in the same job or higher jobs. The campus has not had the additional funding needed to address both higher starting rates and the resulting compression impacts. Their ability to best serve students and the community depends on their ability to retain current employees.

The nature of remote work and the shifting needs of employees have shifted the labor market in unfavorable ways. While CU Boulder is promoting flexible work arrangements, when it is possible to do so, a university campus requires many employees to work in person to ensure that they meet the needs of students and the community. Employees are leaving for job opportunities that never existed previously, often working remotely for significantly higher salaries. This is the same concern stated previously, but it's not just that salaries are increasing outside of Colorado, it's also that an influx of new job opportunities not previously available are making it easier for employees to find new positions.

University of Colorado – Colorado Springs:
For the first eight months of the year, turnover followed a similar pattern as the past four years. However, UCCS has now seen turnover that equals approximately 50% above normal for the past three months. The University has responded by implementing compensation reviews to assure that UCCS offers competitive salaries.

The most recent turnover has been due to departing staff gaining employment at a significant increase in pay. Additionally, they continue to see an inability to hire key front-line staff such as dining services, custodial/grounds, and bus drivers.

University of Colorado – Denver:
The CU Denver campus is not immune to the Great Resignation that is impacting many industries. In FY 2020-21, CU Denver used several budget balancing actions to address the

COVID-19 related budget shortfall, including implementing furloughs, a hiring chill, and a reduction in FTE. Although CU was able to rollout compensation increases effective January 1, 2022, increased workload, decreased pay, and market demands were already taking a toll on the campus. In the Academic and Student Affairs unit alone, there are currently 67 vacancies. It is taking an average of two months to fill the vacancies, with many of the postings requiring extensions and reposting because there are few or underqualified applicants. Additionally, several searches have failed due to the low salary offer. Unfortunately, offering the higher starting salaries required to recruit staff creates compression within departments, compounding the retention problem.

University of Colorado – Anschutz:
The Anschutz Medical Campus has experienced the significant turnover that is impacting many industries, for both faculty and staff ranks, including healthcare providers employed by the University for clinical activities and clinical research. There are currently over 100 vacancies in Central Administrative services alone, in key areas of Human Resources, Finance/Contracts and Grants, Police, Facilities Management and Information Technology. It is taking an average of two months to fill position vacancies, with many recruitments requiring extensions and reposting because there are few or underqualified applicants. Several searches have failed due to low salaries, extending the time to fill positions and requiring existing staff to continue taking on increased workloads. Increasing compensation for new recruits/hires has created downstream compression and retention issues with current staff across various departments.

University of Colorado System Office:
At system administration, staff turnover over in 2021 is double what it was in 2020. Employees are leaving for jobs with large salary increases – in some cases 150% or more of their CU salaries.

The CU system is in the middle of a compensation assessment, which will provide better insight into exactly where employees are paid compared to the market. That compensation assessment is anticipated to be completed by February 2022.

(c) The budget data book information submitted by the institutions indicates that, statewide, about 35 percent of costs are not for salaries or benefits. What costs are included in this "other" category at your institution(s)?

Colorado School of Mines:
Other costs included financial aid and scholarships, utilities, and operating expenses. Mines' mission focus requires higher operations costs for specialized programs and research. The teaching and research spaces have higher operating expenses due to specialized equipment, enhanced IT infrastructure, and higher utility costs. Additional expenses are associated with supporting research-intensive faculty.

University of Northern Colorado:
At UNC, 78% of FY21 E&G expenses were for salaries, benefits, and hourly compensation. Other costs consisted of 6% Purchased Services, 4% Supplies, 6% OCE, 3% Utilities, and 3% Capital. The university's labor expenses were slightly lower than usual because CRF funding was utilized mostly for compensation and this funding is not included in the Budget Data Book.

The FY22 estimate for E&G expenses was 80% for salaries, benefits, and hourly compensation. Other FY22 cost estimates include 6% Purchased Services, 3% Supplies, 7% OCE, 2% Utilities, and 2% Capital.

Colorado State University – Fort Collins:

	FY21 Actual	%	Comments
Travel	372,546		
Scholarships	66,000,000		
Library Collections	9,400,000		
Professional Services	6,000,000		
ERP Systems + Support	2,600,000		
Graduate Assistant Tuition Expense	13,700,000		
Dependent Tuition Expense	1,600,000		
Operating Expense + Other Direct Costs	91,168,635		Other Operating Expenses (general, office, computer, hardware, software, lab supplies, custodial supplies), Other Direct (professional, consulting, communication, advertising)
Capital	6,214,075		
Utilities	14,728,155		
Mandatory Transfers	13,760,365		Debt Service
Non-Mandatory Transfers	(75,247,828)		CRF Funding, System Office Transfers (Medical School, etc.)
Non-Salary	150,295,948	29.67%	
Salary + Benefit	356,314,120	70.33%	
	506,610,068		

University of Colorado System:
Personnel-related costs comprise the overwhelming majority of expenses at all of the CU campuses ranging from around two-thirds at CU Boulder to three-quarters at CU Denver and UCCS. The remaining other expenses vary depending on the specific campus but include expenses like:
  • institutional financial aid;
  • insurance;
  • utilities;
  • IT maintenance agreements, equipment, contracts and services;
  • deferred maintenance and debt;
  • facility expenses;
  • academic and instructional expenses;
  • lab supplies and services;
  • dues memberships and subscription expenses;
  • library expenses;
  • general operating; and
  • support for the AHEC campus (CU Denver).

Increases in other expenses, while not driven by common policy type increases like salary and health/life/dental benefits, do experience inflationary cost pressures. This is why the proxy of overall CPI growth in CU and higher education's calculations for base core minimum costs captures these overall annual expense pressures.

2. *[Rep. McCluskie]* Institutions have substantial differences in the extent to which they rely on General Fund versus resident tuition versus nonresident tuition How should we take this into account in the funding formula and/or in setting resident tuition caps?

Colorado School of Mines:
Institutions should be incentivized to attract non-resident students and generate revenue, especially if this can be done while resident enrollment increases or is maintained. Mines provides a better educational experience and educates many more Colorado residents today than it was able to do 10 years ago., in part due to the revenue generated through non-resident tuition. In other sectors, the State spends money to attract workforce, visitors, and businesses to Colorado. Similarly, non-resident students attending college in Colorado contribute significantly to the State's economy – as students and as future workforce.

The Mines Board and administration closely monitor the impact of tuition rates on enrollment and affordability to obtain a Mines degree. In recent years as the State has increased its investment in higher education, Mines has been able to mitigate tuition increases and increase funding for financial aid. As a result, net tuition for resident students (tuition minus average institutional aid) has decreased, as noted in the chart below, and is now well below inflation adjusted levels.

Resident Undergraduate Net Tuition

| Enrollment | 2,801 | 2,728 | 2,809 | 2,812 | 2,905 | 2,978 | 3,028 |
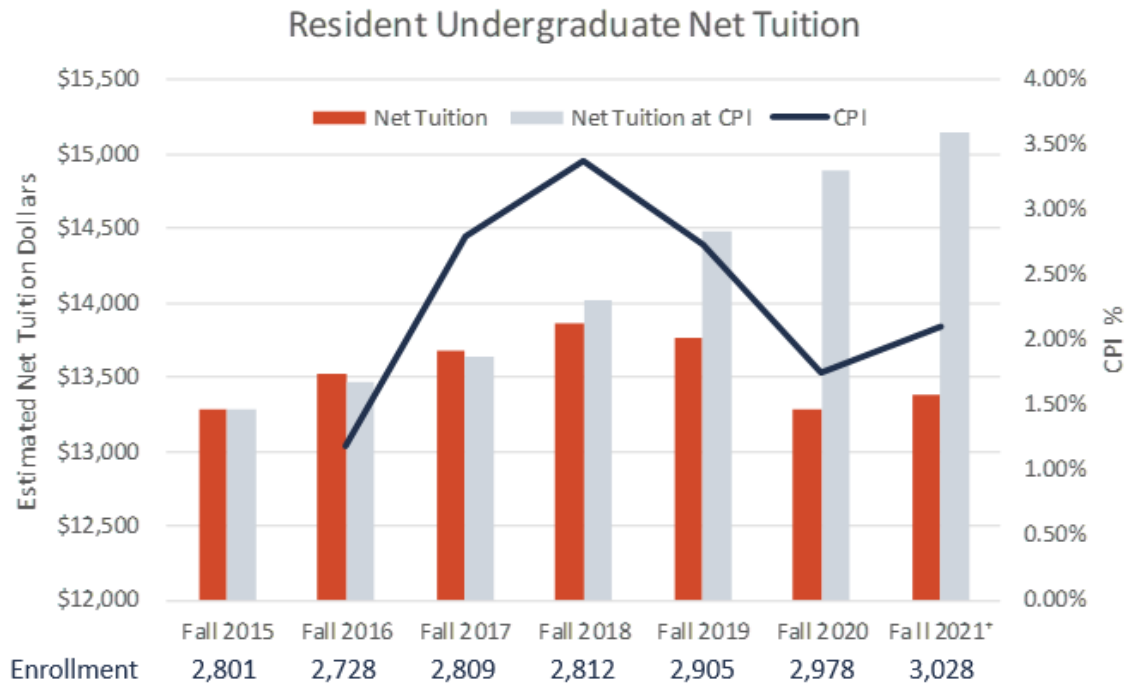
Note: Average net tuition rate considers institutional financial aid only.

University of Northern Colorado:
The funding model already incorporates resident enrollment variables, and those are appropriate metrics to drive allocations of funding between institutions. More fundamental is the generally insufficient level of funding for higher education in the State of Colorado, especially given the

Governor's proposal, which does not meet core minimum costs and imposes a no-increase limit on resident tuition. In the absence of adequate state appropriations for higher education, the determination of resident tuition rates has to be an institutional prerogative. Beyond that, if institutions can attract and retain non-resident students with competitive tuition rates in a national marketplace, they should have the prerogative to do so without penalties in the allocations of state funding or the setting of resident tuition rates. If the state wants to combat rising tuition rates for resident students, the state must provide adequate funding to meet basic costs of providing educational services and offset the otherwise requisite student tuition impacts.

Colorado State University System:
In recent years a cap on allowed tuition increases has been manageable for our institutions. If there can be a consistent methodology of accounting for the growth or decline in nonresident revenue, while still maintaining a methodology that funds core minimum costs, we would support working on possible options. The current request, even with modest growth in nonresident revenue, does not meet core minimum costs in FY 23.

Colorado State University – Fort Collins:
Market conditions and public perception of our tuition rates are major factors in our ability to attract non-resident students. Along with these factors, the quality of our programs, facilities and student services are also major factors in attracting all students, regardless of residency. To compete well in this marketplace, CSU must ensure that we invest wisely in all these areas while at the same time maintaining competitive tuition rates. If the funding formula is modified to place a greater burden on our non-resident tuition rates, it is likely that we will be much less competitive and begin to lose non-resident students. The net tuition generated by our non-resident students is greater than that from our resident students and allows CSU to invest more in institutional financial aid, General Fund resources, for our most financially challenged resident students. The loss of non-resident students will likely translate into a decline in resources provided for such scholarships for our resident students.

University of Colorado System:
Each governing board and campus rely on a different combination of state funding and tuition to fund their annual operating budget, and this varies at CU's campuses too. For purposes of the funding model and tuition caps, interaction of annual increases in state funding and tuition can be determined through the base core minimum build-up referenced in response to question number 1. This analysis informs policy makers on how much overall state funding is needed for the governing boards to maintain the same level of service as the prior year and allows for decisions on the overall tuition rate increases to keep up with salary, HLD, inflation, paid family medical leave and PERA auto adjustment for employers headed into FY 2022-23.

After the base core minimum build up amount is calculated, policymakers can utilize Step 2 of the funding formula to cover these "treading water expenses" through more state funding – effectively buying down tuition increases – or allowing for some tuition increases for a more modest state funding increase.

Importantly, the state funding formula is set up to recognize the performance of each governing board against itself relative to each governing board's performance in Step 2 of the model. The prior year's base funding is incorporated into Step 2 along with additional state funding. After all of the funding is allocated through the model in Step 2, governing boards may have other specific needs associated with their base core costs or circumstances to provide additional tuition flexibility. For instance, at

CU Boulder, the undergraduate resident student tuition guarantee program results in increases only affecting first-time students for FY 2022-23. CU is seeking an increase of up to a $500 for first-time students with no additional tuition increase for these individuals over their 4-year academic career as well as a shift in tuition tiers assessed for first time students enrolling in high cost programs including natural sciences and environmental design. The Board of Regents has already approved this plan with a bi-partisan vote over the summer. The final step is inclusion of language in the Long Bill footnote. The consensus request for state funding amongst all of the public institutions of higher education in FY 2022-23 provides policymakers with the option to generally buy down tuition rate increases ranging between zero and three percent depending on the state funding level provided in Step 2 of the model. Additionally, if an institution has unique needs or impacts, CU supports their ability to request additional tuition authority.

3. *[Rep. McCluskie]* What efficiencies and cost savings have you been able to realize as a result of the pandemic? To what extent these savings one-time versus ongoing?

Colorado School of Mines:
Mines was able to realize some one-time cost reductions during the pandemic including utilities savings from certain buildings, reductions in travel expenses, and some cutbacks in departmental operating budgets. However, employees have largely returned to campus and student enrollment continues to grow (e.g., Mines welcomed its largest ever first-year class in Fall of 2021). Consequently, these expenses have returned to or surpassed their pre-pandemic levels, as Mines is now serving and supporting a larger student body and employee population. Additionally, Mines research activity has risen to highest ever level.

Mines sees potential for future cost savings related to the shift to remote and hybrid work among its employees. These flexible work arrangements will be a factor as Mines considers its future space needs.

University of Northern Colorado:
Prior to the pandemic, UNC was already engaged in strategic cost-reduction initiatives in order to strengthen the institution's financial position and provide for much-needed investment spending. These reductions prepared UNC to better weather the pandemic storm, but the already-thin institutional resources were required to absorb the additional strain of the pandemic, including financial pressures from substantially greater spending reductions. The current low-level of operational spending is not sustainable, given the need for investments that existed prior to the pandemic, which has expanded during this time, and the further strain on resources caused by pre-existing pressures combined with pandemic impacts.

Strategic initiatives require and will result in changes in operational needs and shifts in spending to prioritize student success (enrollment, retention, completion, and support services, especially for prioritized, historically underserved demographic groups), faculty development, and infrastructure to support those efforts. The result will be permanent reductions of spending in some areas, temporary reductions of spending in some areas, and expanded investments in other areas to achieve strategic outcomes.

Furthermore, core minimum cost increases will continue to put pressure on revenue sources, ultimately driving the need for increases in expenditures without regard for direct pandemic impacts. In conclusion, cost savings achieved during the pandemic will not even come close to providing for

the fundamental needs of the institution in the near-term, and much less so in the context of a long-term outlook. UNC will continue to diligently and prudently manage all available resources and spending levels, but the institution begins and continues the management effort from a position of severe resource constraints.

- FY21 savings of 3% in personnel are considered to be short-term reductions as positions were intentionally held vacant on an extended basis, furloughs were instituted, compensation increases were deferred, etc. FY22 anticipated reductions of 2% in personnel expenses are also one-time savings because much of the reductions are being driven by the increase in turnover and the difficulty in filling vacant positions.

- FY21 savings of 65% in budgeted travel and professional development expenses, and FY22 anticipated savings of 31% in those categories are all considered temporary reductions, as well. The pandemic impacts are still on-going and travel restrictions remain in place, with many conferences and development events phasing back into in-person formats slowly.

- FY21 savings of 15% in services, supplies, and other non-personnel expenses, and FY22 anticipated savings of 4% in those categories, are also primarily expected to be short-term reductions, though some sustained reductions are likely.

Colorado State University System:
Our campuses implemented the following strategies in the last two years: hiring freezes, compensation freezes, elimination and consolidation of academic programs, deferred building maintenance, expenditure of reserves, early separation agreements, debt restructuring. For CSU, some of these savings will continue, but many were temporary because service demands are now higher with campuses reopened. Most deferred capital and equipment costs still need to be addressed.

Meanwhile, though some permanent cuts remain in place, the ability to keep pace with the new level of core minimum cost growth still requires resources.

Additionally, the nearly instantaneous response to deliver coursework online was a key operational achievement. Our faculty and administrators learned many new strategies about that mode of instruction. While our experience is that students very much want to return to the classroom and campus, the hybrid online/in-person capabilities will permanently enhance our instructional capability.

Colorado State University – Fort Collins:
While we did make some permanent base budget reductions, the impact of the pandemic on budgets around our campus were not fully covered by state and federal funds. We have lost revenue (tuition, housing and dining, parking, and veterinary clinic), though not all sources are back to pre-pandemic levels. As for cost increases for pandemic response and management, we incurred significant unreimbursed expenses due to testing, personal protective equipment, disinfecting supplies, laboratory costs, additional housing costs for quarantining and isolation, additional demands on mental health support, and contact tracing.

Colorado State University – Pueblo:
Like CSU Fort Collins, we have made permanent budget cuts, but our enrollment and other revenue are below pre-pandemic levels.

University of Colorado System:
The COVID-19 pandemic resulted in revenue losses and additional expenses, which were most significant in FY 2020-21. The majority of balancing actions taken in FY 2020-21 were one-time personnel actions including furloughs (pay reductions) and position controls (holding positions open),

which have since been removed for all of the CU campuses as of July 1, 2021. Some other efforts by the campuses have resulted in ongoing savings, and are discussed below. CU is always looking for ways to operate as efficiently as possible, which is also noted further below.

It is also worth noting that for the past several years, CU has prepared an annual operating efficiency report documenting the ways that the university is finding ways to save money, avoid costs, and provide savings to students. Between FY 2015-16 and FY 2019-20, CU has identified $221 million in operating efficiencies as illustrated in the diagram below. The most recent full report can be found here: FY 2019-20 Operating Efficiencies.
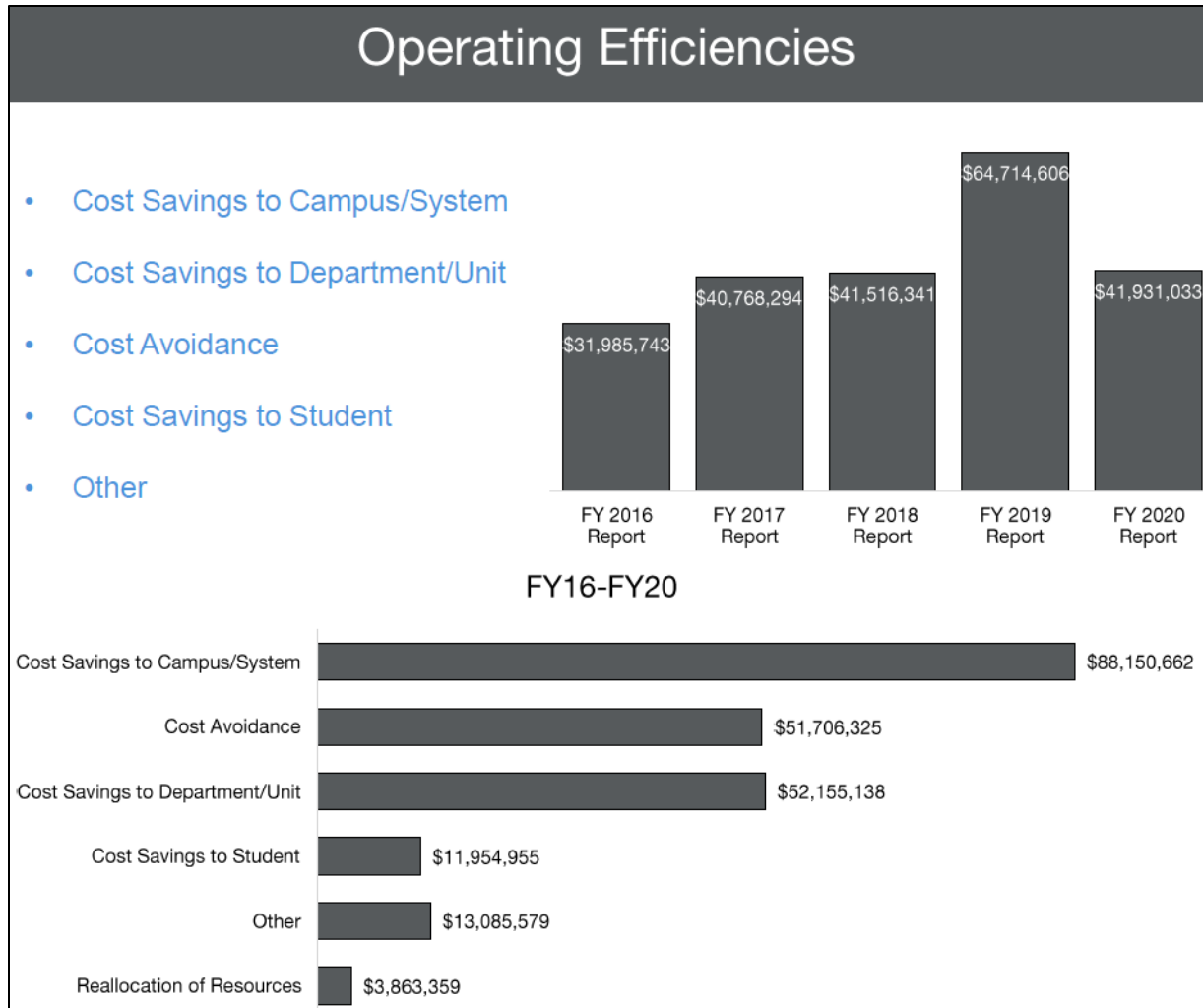
University of Colorado – Boulder:
To help navigate the pandemic, Boulder was able to save one-time costs in many areas such as:
- Short term restructure of debt service obligations
- Delay of equipment purchases and deferred maintenance projects
- Hiring chill, employee furloughs and pay reductions
- Avoiding travel, conferences and professional development

Boulder also implemented various processes and changes which will reduce on-going costs due to efficiency gains, a few examples are:

- Renegotiated and eliminated campus space lease contracts.
- Migration to a technology infrastructure supported remote work and educational experience.
- Installation of sensors in the garbage bins which notify the collection crew if a dumpster doesn't need to be emptied. The new process cut the original collections process in half.
- A shift to a new hand sanitizer solution which not only will provide cost savings due to its increased compatibility but offers a recycling option for the refill jugs (over 400 units a year).
- Centralized campus call center student resources enabling a less complex experience for students and campus departments. The new centralized resource handled more than 12,000 calls through the first 8 months of the year.

One-time cost savings were allocated to support millions of dollars of additional COVID-related costs, revenue losses and operational disruptions that were not covered by federal relief funds.

University of Colorado – Colorado Springs:
UCCS had some utility savings because of remote operations during the height of the pandemic. Those one-time savings were used to offset revenue losses in FY 2020-21.
In addition to furloughs, UCCS forced salary savings during the pandemic by holding open over 100 staff positions for periods ranging from three months to a year. These one-time savings were used to compensate for revenue losses. Many of these positions were filled as the campus planned for a return in Fall 2021.

University of Colorado – Denver:
The COVID-19 pandemic significantly impacted the FY 2020-21 CU Denver budget and disrupted campus operations, forcing departments to think in new ways to address these challenges. Most cost-savings identified by CU Denver were temporary in nature such as furloughs, hiring chills, reduced travel, and fewer consumables purchased. However, the campus does anticipate some cost avoidances from automating and digitizing processes, and the increased capacity to work remotely.

University of Colorado – Anschutz:
Natural pandemic related cost savings were realized as a result of travel restrictions and limited in-person events, conferences and professional development travel, and the transition of in-person to online events (such as commencement). In FY 2020-21 there was significant one-time cost savings as a result of furloughs, layoffs and hiring freezes implemented. Operational cost savings were realized in the areas of the reduction to custodial operations/limited custodial staff and utility savings with employees working remotely.

Ongoing efficiencies have been realized by converting many paper-based manual processes to electronic forms and routing, improving efficiencies in business operations.

University of Colorado System Offices:
CU System Administration realized one-time savings through furloughs and position controls in FY 2020-21. Offices have been able to realize ongoing savings and cost avoidance as a result of providing a remote work option for employees and reducing the office space needed. Since March 2021, departments leasing office space have ended their leases and are now located in a hybrid work environment with the rest of the System Administration at 1800 Grant. All of the savings from the leases are ongoing as CU will not be paying the rent and associated operating costs. Not renewing

leases and committing to sharing office space has saved the CU System administration $683,000 in annual lease expenses.

4. *[Rep. McCluskie]* I don't think we've done enough yet to highlight the purpose of the funds added in FY 2021-22 through "Step 1" components of the funding model, such as money added based on retention of underrepresented minorities. Do you have suggestions about targeting and assessing the use of these funds going forward?

Colorado School of Mines:
For the portion of Step 1 funds allocated based on Pell headcount, expanding the Pell criteria to 250% of the Pell eligibility level should be considered. These students are high-need and should be prioritized along with other targeted populations.

Mines believes any additional funding allocated to Step 1 of the funding formula should be comprised of net new funding rather than a reallocation of Step 2 funds which are crucial in covering minimum core cost increases.

With that in mind, we would advocate for consideration for additional funding through Step 1 to be used to support the State Master Plan's emphasis on increasing completion for high-demand areas of STEM-educated workers and other workforce priorities. Many of these high-demand areas, such as engineering, are among the highest cost academic programs to operate. Step 1 could be used to support institutions with specialized missions or programs in these high-cost areas.

University of Northern Colorado:
The allocation of Step 1 base funding allows institutions to maintain and invest in an array of core academic and student support programs that will improve student outcomes. Given Colorado's historically low levels of state funding and the increased needs for student services due to direct and indirect effects of the pandemic, strengthening the overall academic experience is more critical than targeting specific initiatives.

UNC is proud to be the single most impactful driver of social mobility among public institutions in the state of Colorado. Out of the nearly 1,500 colleges and universities ranked by the Social Mobility Index, which includes 16 Colorado universities, UNC is first in Colorado and 286th overall. Our undergraduate student population reflects the growing diversity within the state: 35% are Pell-eligible, 42% are first generation college students, and 24% identify as Latinx. These are just some of the markers of the ways in which UNC is driving opportunity, social mobility, and workforce opportunities for the increasingly diverse student population of Colorado. As we build capacity for becoming an officially designated Hispanic Serving Institution—likely to occur in 2025—we are continuously improving our ability to be a Students First university.

Other important impacts of UNC include:
> • UNC is committed to serving Colorado's diverse student population, specifically. More than 84% of our undergraduates are from Colorado. Moreover, UNC serves a greater proportion of female students than CU Boulder, CSU-Fort Collins, Western, Adams, Mesa, and Metro. We serve a greater proportion of under-represented minority students (28%), women (67%), and Pell-eligible students (34%) than CU and CSU.

• UNC's Center for Urban Education (https://www.unco.edu/cebs/urban-education/) creates educational pathways for individuals from diverse backgrounds to become teachers. More than 70 percent of CUE's students identify as students of color and over 90 percent are first-generation college students.

• As a Students First university, UNC is deeply committed to student success. We outpace most of Colorado's regionally-serving institutions (Western, Adams State, and Metro) in our retention rates and all other regionally-serving institutions (Western, Adams, Metro, and Mesa) in our four-year graduation rates.

• We are committed to doing more. UNC has an ambitious plan articulated in our Students First Framework that has positioned the institution to raise four-year graduation rates to 45%, improve retention to 80%, and eliminate equity gaps between Pell-eligible, first generation, under-represented students, and all other students served. This plan is supported through strategic investments in professional advisors, wrap-around student support services, faculty training, and Diversity, Equity, and Inclusion training for faculty and staff alike.

• We are building out our capacity to serve workforce needs in the state of Colorado with an emphasis on teacher preparation; Pre-K teacher education; continuing education for teachers, principals, and superintendents; health sciences, including nursing; public health; entrepreneurship; accounting; marketing; and business. Our arts programs, including music, musical theater, dance, and the visual arts are nationally known for excellence and for their emphasis on preparing teachers, artists, and arts administrators from diverse backgrounds.

Examples of recent initiatives in support of this work include:

a. HLC quality improvement initiative: The Higher Learning Commission requires institutions to propose and implement a quality improvement initiative. UNC has decided to focus on student retention and completion as our project through the Students First Framework. This will enable the institution to make significant headway on this strategic effort.

b. Teaching for Inclusion & Equity (TIE) program: This is a professional development program housed in our Center for the Enhancement of Teaching and Learning, which is open to all faculty. Participants explore how to enhance student learning and academic success by adopting an equity-minded, inclusive approach to teaching and learning.

c. UNC Graduation and Equity Action Dashboards: These dashboards are designed to help faculty and staff engage in productive, action-oriented discussions toward eliminating equity gaps between historically underserved students and their peers. We are planning a Retention Summit in spring 2022 to share best practices about how to use such information to improve teaching and learning for our diverse student population. Moreover, we have college-based committees in place now to share best practices at the local level with departments, empowering our faculty to take an action-oriented approach to improve outcomes.

d. Open Educational Resources: National data show that open educational resources can produce average per-student per-course savings ranging from $65-$116. UNC has a well-established Open Educational Resources committee embarked upon an institution-wide approach to developing low-cost and no-cost educational resources for students in multiple disciplines. UNC has benefitted from OER grants provided by the Colorado Department of Higher Education and our School of Mathematical Sciences was awarded the "Outstanding Z Department" award in Governor Polis's Zero Textbook Cost Challenge in October 2020. In addition to developing open educational resources for an increasing number of courses and disciplines, all students can now see the cost of course materials on the class schedule when they are registering for classes in upcoming terms.

e. Implementation of Degree Planner: This tool enables us to optimize student and advisor efforts in mapping courses towards degree completion and provide students with the best recommended sequence of courses for success. Our goal is for every student to have a degree plan in Degree Works by mid-spring 2022. These plans will also enable us to schedule courses more strategically, ensuring we provide seats where they are most needed to ensure students can complete their degrees within four years.

f. Leveraged the Advising Network: UNC professional advisors and coaches provide holistic, inclusive support to help students navigate the institution in order to meet their academic and personal goals by building meaningful relationships and enacting intentional advising practices. The Network consists of five college-based Advising & Success Centers, SOAR, the TRiO-sponsored Center for Human Enrichment (CHE), and the Student-Athlete Academic Success Center. Each center includes a team of academic advisors and success coaches who endeavor to build a relationship of support with their advisees and program participants, answer questions, create and assist with academic plans, and help students reflect critically on their personal growth. Many of the advising interventions this fall were informed by data that identified key influencers for attrition. Advisors created early alert and advising campaigns that focused on improving the success of students identified with one or more of the following characteristics: first generation status, racial/ethnic minority status, and/or Pell status. Our ratio of students to professional advisors now meets and, in some areas of the campus, exceeds the national recommendation for 400 students per professional advisor. Given that we proudly serve students from low-income, diverse, and first-generation backgrounds, our ratios position us well to serve these students with integrity and meet their needs.

g. Expanded Early Alert Reporting and Intervention: The purpose of the early alert reporting is to supplement, not replace, faculty-to-student communication about expectations and issues with class performance. This coordinated intervention strategy has allowed for early identification of students in need of support and provided advisors insight into potential patterns of risk. Students who are identified as potentially at risk through the early alert process can improve their standing in a course significantly by the end of the term when there is an intervention or offer of support by their advisor or success coach. Analysis of past early alert data show a 2.4% GPA improvement when there is an identification of potential risk paired with an advising intervention. This fall, the advising and success centers consulted DFW and Graduation and Equity Dashboard course data to inform student selection for inclusion in the campaign. As a result of this approach, an additional 970 students were included. This fall marks the largest cross-section of students included in the campaign, with the highest faculty response rate to date (85%).

h. Coordinated Academic Probation Intervention: Academic probation means a student has earned a GPA less than 2.0 (1.99 and below). Analysis of data shows students placed on academic probation are less likely to be retained or graduate from UNC. Academic probation advising is the responsibility of each college. To improve the retention of historically underrepresented minorities and their peers, Student Academic Success (SAS) has implemented a three-pronged strategy. The SAS Academic Review Coordinator supports the process and serves as a resource to the college advising and success teams. The intervention includes Online Academic Success Workshops for students newly placed on academic probation; Individual appointments with their adviser or success coach (required for both newly placed and continuing probation students); and annual probation advising training modules that are required for all professional advisors and academic success coaches. Additionally, some of the cultural and resources centers have developed targeted outreach to students placed on academic probation. SAS collaborated with the cultural and resource

centers on general academic probation policy training and the development of reports they could use to inform their outreach. For example, the Cesar Chavez Cultural Center promotes their study skills workshops to students newly placed on academic probation.

i. University 101 Program: An academic program designed to help students successfully navigate the challenges and meet the expectations of being an undergraduate student scholar at a research university. Students are introduced to theoretical models and the application of these models to help build the foundation for continued intellectual, personal, and professional growth and development. With a broad focus on reading, writing, critical thinking, and communication skills and competencies, the program and course are designed to help students become independent, strategic learners who can contribute to the university as scholars and who can determine and construct their own futures. Student achievement results measures for first generation and/or minority students who participate in the program are greater than their peers who do not participate.

j. Spring pilot to improve access and use of advising and academic success content: In Spring 2022, Student Academic Success (SAS) will pilot a centralized social media strategy with emphasis on Instagram and YouTube to deliver content to promote academic success and a greater sense of belonging. The purpose of centralizing social media content through SAS is to deliver more consistent and practice-informed content through staff training and development on social media marketing, content marketing, information design, and university standards. Additionally, centralized accounts will shift the resources needed to create, schedule, monitor, and evaluate social media content from individual college and success centers to allow them to focus more on student appointments and college-related success projects. Pew Research survey data from 2021 reflect the high usage of YouTube, Facebook, and Instagram among U.S. adults. When segmenting by race, YouTube (84% of Black adults and 85% of Hispanic adults) and Instagram (49% of Black adults and 52% of Hispanic adults) remain strong platforms for the UNC audience in which 36% of undergraduate students identify as an underrepresented minority.

To summarize, UNC serves a diverse population of students today, reflecting the increasing diversity of our state and in service of enhancing social mobility to grow and strengthen the workforce of tomorrow. UNC uses its Step 1 funding to maintain and improve a wide array of academic and student support programs and initiatives that, over time, will improve retention and graduation rates, including by addressing equity gaps. Increased Step 1 funding means that UNC has greater opportunity to expand program capacity, better serve students through the provision of more holistic support services, diversify our faculty and staff, and train faculty and staff to best support a more diverse student population.

Colorado State University System:
For the Step 1 dollars to have an impact, they need to be sustained for multiple years. The increased student supports and advising that these dollars can fund are essential for student success. The reality of these activities is that they are delivered by professionals, though technology does play a part. Though it will take time to assess the success of these funds, creating a process to report on expenditures and performance over time is an idea we support. As for targeting the use of these funds, we are allocating these funds as well as other internal resources to improved student advising, academic supports, and enhanced programming (work-based learning, internships, etc.).

University of Colorado System:

FY 2021-22 is the first year the model has been utilized to fund higher education. In the current year's Step 1 part of the model policy makers stressed the importance of investing in underrepresented students, low income/Pell students and first-generation students through various allocations. It is critical to provide additional support to students who require additional student support services and using Step 1 is an appropriate way to do that. An RFI could provide some insight into how funds have been used to target serving these populations. But in order to drive the policy outcome of actually graduating students from these groups, the state should continually increase measures of student success and retention in Step 1 to ensure that there is a return on these investments and that governing boards cannot simply live on the churn of new enrollment without helping students progress in their academic careers.

For example, CU has developed metrics and goals in the strategic plan to hold themselves accountable in a public and transparent way. More information on the CU System strategic plan can be found here: https://www.cu.edu/doc/custrat-plan2021pdf

HIGHER EDUCATION FINANCIAL STATUS AND THE FUTURE OF HIGHER EDUCATION

5. *[Rep. McCluskie/Sen. Rankin]* Discuss your most notable enrollment trends thus far through the pandemic.
   (a) Who have you lost? Who have you gained? For example: first-generation, low-income, undergraduate v. graduate, resident v. nonresident? Particular majors?

   Colorado School of Mines:
   Total enrollment has increased by 9% since Fall 2019. Undergraduate enrollment increased by 6.7% and Graduate increased 16.7%. See chart below for enrollment trends in the past 10 years.

Degree-Seeking Students, Fall Semester

■ Undergrad ■ Grad — Total
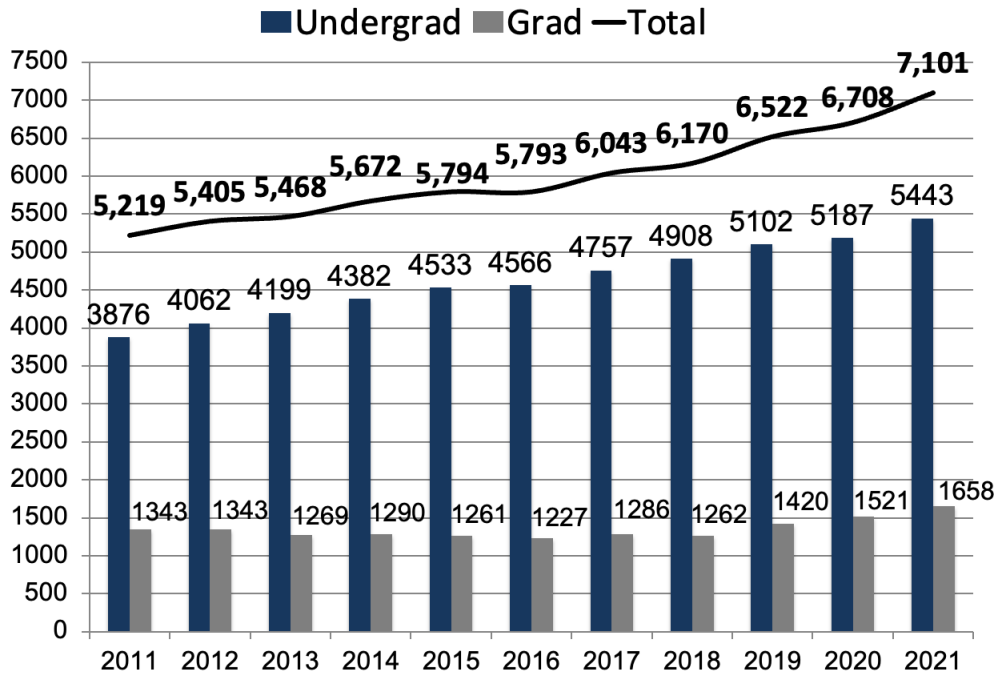
Other Enrollment Trends

• Residency: Undergraduate resident students has increased 8.2% and UG non-resident students increased 4.6% in the past 2 years, Graduate resident students increased 16.6% and graduate non-resident students increased 11.2% in the past 2 years.

• Undergraduate Students identifying as Hispanic, Asian, Black, Native American or multi-race increased by 18% since Fall 2019. Resident undergraduate students in these cohorts increased by 23% since Fall 2019. In the past 5 years (since Fall 2016), undergraduate enrollment in these cohorts has increased in total by over 55%.

• Attracting women into traditionally under-represented STEM fields is also a key priority for Mines. In the past 2 years, undergraduate female enrollment has increased by 8.4%. In the past 5 years, undergraduate female enrollment has increased by 35%.

• First Generation: Undergraduate students identifying as First Generation increased by 23% in the past 2 years.

• Enrollment among majors typically follows the job market at Mines. In the past several years, this has led to significant increases in Computer Science and decreases in Petroleum Engineering. Mechanical Engineering is the largest major at Mines and has seen steady enrollment increases. At the graduate level, investments in new non-thesis masters and online programs has helped drive growth in graduate enrollment.

University of Northern Colorado:

UNC's overall enrollment has declined significantly since the beginning of the pandemic. An exception is in graduate enrollments, which have held relatively steady in comparison to undergraduate enrollments. In fact, enrollments in master's level programs are slightly up. We have seen the most significant decreases in the enrollments of bachelor's degree seeking undergraduate students,. The demographic groups with the most significant enrollment

declines include low-income students, first generation students, and students who attended high school more than 50 miles from our Greeley campus. We have also experienced enrollment declines in majors associated with careers that have experienced significant changes in the past two years because of the strain created by the pandemic and social unrest, such as: nursing, elementary education and criminal justice

Colorado State University – Fort Collins:
The predominant demographic of students lost between fall 2019 and fall 2021 is low-income.
• Pell-eligible student enrollment decreased by 13.0%.
• Low to limited-income (just above Pell-eligibility) student enrollment decreased by 12.3%.
• Middle-class to higher income student enrollment dropped by only 0.7%.

Between FA19 and FA21, CSU had a 3.25% decrease in RI (Resident Instruction) enrollment. RI undergraduate enrollment dropped 3.7% (from 24,600 in FA21 to 23,690 in FA21) and RI graduate enrollment dropped 1.3% (from 3,749 in FA19 to 3,701 in FA21). Professional Veterinary Medicine enrollment increased 3.1% (from 588 in FA19 to 606 in FA21). Among RI students (all student levels), resident enrollment dropped 6% (from 19,650 in FA19 to 18,450 in FA21) and nonresident enrollment increased 2.8% (from 9,287 in FA19 to 9,547 in FA21). In addition to nonresident increases, we have also seen increases in our racially minoritized student enrollment, but we have decreases in our male enrollment.
• Racially minoritized student enrollment increased 2.5% (from 6,820 in FA19 to 6,992 in FA21).
• Non-racially minoritized student enrollment decreased 4.7% (from 22,117 in FA19 to 21,075 in FA21).
• Female student enrollment stayed flat (increased .3%; from 15,160 in FA19 to 15,201 in FA21).
• Male student enrollment decreased 7% (from 13,777 in FA19 to 12,796 in FA21).

Among RI undergraduates, the entering first-time class has only decreased slightly (1%; from 5,124 in FA19 to 5,076 in FA21), but continuing student enrollment and transfer student enrollment are both down over 4% (1,549 transfer students in FA19 decreased to 1,484 in FA21; 17,434 continuing students in FA19 decreased to 16,663 in FA21). Overall students are more likely to enroll part-time, and there have been significant decreases in first generation enrollment.
• Part-time student enrollment increased 12.5% (1,864 in FA19 to 2,096 in FA21)
• Full-time student enrollment decreased 5% (22,736 in FA19 to 21,594 in FA21).
• The percent of RI undergraduates that enroll part-time is small, so the impact of these shifts is limited (FA19 about 92.4% of RI undergraduates are full-time and in FA21 9.1% are full-time).
• First generation total undergraduate student enrollment decreased 10% (6,050 in FA19 to 5,430 in FA21)
• Non-first generation total undergraduate student enrollment decreased 1.6% (18,550 in FA19 to 18,260 in FA21).
• Graduate student enrollment decreased by just 1.4%.

In terms of undergraduate enrollment by department of primary major, a big impact of the pandemic is the shift to test optional and changes in competitive major entry requirements. This impact is largest among the exploratory studies population, which decreased 17% (2,372

students in FA19 to 2,028 in FA21), and the College of Business, which increased 7% (2,535 students in FA19 to 2,720 in FA21). This shift is occurring because more first-time and transfer students met the entry requirements for business majors once prior academic performance did not test score components. The College of Natural Sciences also had a moderate increase in enrollment (3%; 5,309 students in FA19 to 5,468 in FA21), which is partially due to a 5% increase (776 students in FA19 to 813 in FA21) in the Computer Science majors (another competitive major impacted by test optional). However, CNS also had significant increases in Biology majors (6%; 1,731 students in FA19 to 1,832 in FA21) and Psychology majors (12%; 1,125 students in FA19 to 1,275 in FA21), neither of which were affected by the test optional change.

The following colleges have had the largest decreases in undergraduate RI enrollment:
• Health and Human Sciences (10%; 4,901 undergraduates in FA19 to 4,439 in FA21)
• Walter Scott Jr College of Engineering (7%; 3,261 undergraduates in FA19 to 3,056 in FA21)
• Agricultural Sciences (6%; 1,698 undergraduates in FA19 to 1,608 in FA21)

The following departments have had the biggest decreases between FA19 and FA21 and have larger enrollment in general, so the overall impact of changes in enrollment within these majors is greater.

Department	Fall 2019	Fall 2020	Fall 2021	FA19 to FA21 Change (%)
Economics	332	286	228	-46%
Chemical and Biological Engineering	294	245	217	-35%
Communication Studies	564	500	434	-30%
Construction Management	843	788	695	-21%
Horticulture & Landscape Archtctr	377	332	318	-19%
Agricultural & Resource Economics	224	206	190	-18%
Food Science & Human Nutrition	497	441	423	-17%
School of Social Work	326	318	278	-17%
Human Development & Family Studies	937	886	801	-17%
Engineering Intra-College	541	483	476	-14%
Electrical and Computer Engineering	405	394	367	-10%
Health and Exercise Science	1111	1069	1013	-10%

Colorado State University – Pueblo:
CSU Pueblo has experienced some enrollment declines during the pandemic, but not at the levels seen by other regional comprehensive institutions. For Fall 2021, we saw a decline of 2.9% from the previous year, primarily within our continuing student population. Information we receive from our non-returning students indicate that general COVID fatigue, shifts in family responsibilities and finances, as well as a solid job market, have made some students rethink their college plans. Despite this slight decrease, we saw a 14% increase in our number of degrees awarded for the most recently-completed fiscal year, and we saw overall persistence and success (still enrolled or graduated) at six years continue to improve. New student enrollment (graduate and undergraduate) for Fall 2021 increased by 4.5%, and our total enrolled freshman class grew by 8%, reflecting growth in off-cycle enrollment and non-cohort persistence. Undergraduate freshman and transfer populations remained relatively stable,

while our graduate student enrollment continues to increase, growing by 18% this year. Our resident enrollment declined by 5% this year, though our non-resident non-WUE population declined by a larger percentage, 9.2%. We saw slight growth in our WUE population, of 1.7%. Our Pell-eligible population declined by 2.2%, less than our total enrollment decline. The first-generation population declined by a larger percentage, 9.6%.

University of Colorado System:
CU's systemwide total enrollment was essentially flat, with an increase of 197 students (+0.3%) between Fall 2020 and Fall 2021. A few noticeable trends in the enrolment include a decrease in resident students and a larger increase in non-resident students (-3.4% and +9.6%, respectively). Additionally, when looking at enrollment on a campus by campus basis there are different overall trends. Further information on enrollment based on total systemwide Fall 2020 to Fall 2021 headcount is bulleted below and followed by tables with campus specific detail.

- Total headcount is essentially flat, up +0.3%
- Resident enrollment is down -3.4%, driven by undergraduates down -4.3%
- Non-resident enrollment is up +9.6%
- International enrollment is up +2.4%
- First-Time Freshman enrollment is up +9.7%
- Full-Time enrollment is up +3.3%, part-time students are down -14.9%
- URM (Underrepresented Minority) enrollment is up +0.5%
  - o Hispanic enrollment is up +0.9%
  - o Black enrollment is up +1.5%
  - o American Indian enrollment is down -7.0%
- First Generation enrollment is down, -9.6%

CU TOTAL	Fall 2020	Fall 2021	1 Yr #	1 Yr %
Undergraduate	**50,150**	**49,895**	(255)	-0.5%
Resident	35,588	34,063	(1,525)	-4.3%
Nonresident	14,562	15,832	1,270	8.7%
Graduate	**16,722**	**17,174**	452	2.7%
Resident	12,467	12,376	(91)	-0.7%
Nonresident	4,255	4,798	543	12.8%
Total Resident	**48,055**	**46,439**	(1,616)	-3.4%
Total Non-Resident	**18,817**	**20,630**	1,813	9.6%
Total	**66,872**	**67,069**	197	0.3%
First-Time Freshman	8,992	9,861	869	9.7%
Students of Color	21,013	21,318	305	1.5%
URM	13,993	14,067	74	0.5%
American Indian	852	792	(60)	-7.0%
Black	2,664	2,704	40	1.5%
Hispanic	10,477	10,571	94	0.9%
International	3,363	3,444	81	2.4%
First Generation	12,528	11,326	(1,202)	-9.6%
Full-Time	55,945	57,771	1,826	3.3%
Part-Time	10,927	9,298	(1,629)	-14.9%

*Students of Color include all non-white, non-international race/ethnicity categories.
**URM or Under Represented Minority included here is based on the CDHE definition, including only American Indian, Black, Hispanic.

CU Boulder	Fall 2020	Fall 2021	1 Yr #	1 Yr %
Undergraduate	**29,301**	**29,813**	512	1.7%
Resident	17,392	16,850	(542)	-3.1%
Nonresident	11,909	12,963	1,054	8.9%
Graduate	**6,140**	**6,476**	336	5.5%
Resident	3,898	3,855	(43)	-1.1%
Nonresident	2,242	2,621	379	16.9%
Total Resident	**21,290**	**20,705**	(585)	-2.7%
Total Non-Resident	**14,151**	**15,584**	1,433	10.1%
Total	**35,441**	**36,289**	848	2.4%
First-Time Freshman	6,326	6,785	459	7.3%
Students of Color	9,301	9,548	247	2.7%
URM	5,947	6,043	96	1.6%
American Indian	535	507	(28)	-5.2%
Black	955	957	2	0.2%
Hispanic	4,457	4,579	122	2.7%
International	2,228	2,348	120	5.4%
First Generation	4,705	4,385	(320)	-6.8%
Full-Time	32,751	33,606	855	2.6%
Part-Time	2,690	2,683	(7)	-0.3%

*Students of Color include all non-white, non-international race/ethnicity categories.
**URM or Under Represented Minority included here is based on the CDHE definition, including only American Indian, Black, Hispanic.

UCCS	Fall 2020	Fall 2021	1 Yr #	1 Yr %
Undergraduate	**9,767**	**9,467**	(300)	-3.1%
Resident	8,532	8,080	(452)	-5.3%
Nonresident	1,235	1,387	152	12.3%
Graduate	**1,980**	**1,918**	(62)	-3.1%
Resident	1,682	1,625	(57)	-3.4%
Nonresident	298	293	(5)	-1.7%
Total Resident	**10,214**	**9,705**	(509)	-5.0%
Total Non-Resident	**1,533**	**1,680**	147	9.6%
Total	**11,747**	**11,385**	(362)	-3.1%
First-Time Freshman	1,305	1,428	123	9.4%
Students of Color	4,066	4,077	11	0.3%
URM	2,743	2,761	18	0.7%
American Indian	38	37	(1)	-2.6%
Black	503	535	32	6.4%
Hispanic	2,202	2,189	(13)	-0.6%
International	168	158	(10)	-6.0%
First Generation	2,815	2,145	(670)	-23.8%
Full-Time	8,256	9,467	1,211	14.7%
Part-Time	3,491	1,918	(1,573)	-45.1%

*Students of Color include all non-white, non-international race/ethnicity categories.
**URM or Under Represented Minority included here is based on the CDHE definition, including only American Indian, Black, Hispanic.

CU Denver	Fall 2020	Fall 2021	1 Yr #	1 Yr %
Undergraduate	**10,612**	**10,172**	(440)	-4.1%
Resident	9,226	8,725	(501)	-5.4%
Nonresident	1,386	1,447	61	4.4%
Graduate	**4,550**	**4,712**	162	3.6%
Resident	3,813	3,827	14	0.4%
Nonresident	737	885	148	20.1%
Total Resident	**13,039**	**12,552**	(487)	-3.7%
Total Non-Resident	**2,123**	**2,332**	209	9.8%
Total	**15,162**	**14,884**	(278)	-1.8%
First-Time Freshman	1,361	1,648	287	21.1%
Students of Color	6,385	6,372	(13)	-0.2%
URM	4,577	4,519	(58)	-1.3%
American Indian	227	203	(24)	-10.6%
Black	1,001	995	(6)	-0.6%
Hispanic	3,349	3,321	(28)	-0.8%
International	877	832	(45)	-5.1%
First Generation	4,866	4,668	(198)	-4.1%
Full-Time	11,020	10,785	(235)	-2.1%
Part-Time	4,142	4,099	(43)	-1.0%

*Students of Color include all non-white, non-international race/ethnicity categories.
**URM or Under Represented Minority included here is based on the CDHE definition, including only American Indian, Black, Hispanic.

CU Anschutz	Fall 2020	Fall 2021	1 Yr #	1 Yr %
Undergraduate	**470**	**443**	**(27)**	**-5.7%**
Resident	438	408	(30)	-6.8%
Nonresident	32	35	3	9.4%
Graduate	**4,052**	**4,068**	**16**	**0.4%**
Resident	3,074	3,069	(5)	-0.2%
Nonresident	978	999	21	2.1%
Total Resident	**3,512**	**3,477**	**(35)**	**-1.0%**
Total Non-Resident	**1,010**	**1,034**	**24**	**2.4%**
Total	**4,522**	**4,511**	**(11)**	**-0.2%**
First-Time Freshman	-	-	-	-
Students of Color	1,261	1,321	60	4.8%
URM	726	744	18	2.5%
American Indian	52	45	(7)	-13.5%
Black	205	217	12	5.9%
Hispanic	469	482	13	2.8%
International	90	106	16	17.8%
First Generation	142	128	(14)	-9.9%
Full-Time	3,918	3,913	(5)	-0.1%
Part-Time	604	598	(6)	-1.0%

*Students of Color include all non-white, non-international race/ethnicity categories.
**URM or Under Represented Minority included here is based on the CDHE definition, including only American Indian, Black, Hispanic.

(b) What are you expecting for FY 2022-23?

Colorado School of Mines:
We anticipate meeting our overall enrollment goals for first-year students but it is still early in the admissions cycle. Applications from a few out of state areas such as Texas and California are lower than expected. In addition, there is concern nationwide that the Impact from the pandemic may linger into future classes.

University of Northern Colorado:
As the economic, social, and mental impacts of the pandemic extend into 2022, we expect that enrollment of the demographics of students UNC serves, particularly first-generation and low-income students, will continue to be constrained.

Colorado State University – Fort Collins:
We expect the current overall enrollment trend to persist. Higher income students will continue to enroll, persist, and graduate at current rates while new low-income student enrollment will be a challenge. Based on conversations with high school administrators and counselors across Colorado, factors like lost learning and mental health concerns have become additional barriers to those already least likely to pursue a higher education.

Colorado State University – Pueblo:
CSU Pueblo has aggressive enrollment goals and initiatives in place to drive Fall 2022 enrollment, particularly among traditionally underrepresented populations. Dec. 1 we announced our Colorado Promise scholarship program, which guarantees free tuition for

Colorado students attending college for the first time with a verified family income of $50,000 or less who meet other basic enrollment requirements (full-time, FAFSA completion, admission, etc.). We anticipate enrolling at least 50 additional new students from this effort in the first year, growing to 100 or more in year two. Our enrollment targets call for overall headcount to increase from 3,609 in Fall 2021 to 3,990 in Fall 2022.

University of Colorado System:
It is very early in the enrollment planning cycle for FY 2022-23 and CU's campuses will have different circumstances heading into the next academic and fiscal year. These differences and expectations are described below. It is important to remember that a return to normalcy will be affected by the status of the COVID pandemic, especially as variants like Delta, Omicron, and others evolve.

University of Colorado – Boulder:
CU Boulder first-year admissions applications are currently 1-2% (500-1,000) ahead of last year's 54,000+ applications. Diverse (race/ethnicity) first-year applications are also up and 5-6% (500-600) ahead of last year. Colorado Resident first-year applications are currently even with last year's pool. During "Colorado Free Application Days" in October 2021, CU Boulder received 10,272 applications - the largest number ever received by the campus. The first-year application deadline is January 15, 2022, and CU Boulder will continue to receive more applications as the January deadline approaches.

Spring 2022 term is a larger term for incoming transfer students, and CU Boulder is currently seeing 8% (+108) more transfer applicants and a 22% increase (+111) in transfer confirmation deposits for spring semester. The fall 2021 transfer class was the third largest in the last 15 years and the campus is hopeful that it will continue to increase the number of transfer students enrolling at CU Boulder.

In Fall 2021, 35,897 students enrolled at CU Boulder compared to 34,975 in Fall 2020 (+1,992 students or +2.6%) The interest in the University of Colorado Boulder remains strong, and the hope is to enroll a Fall 2022 class that is consistent with the enrollment pattern this last year.

Registration for CU Boulder undergraduates for Spring 2022 is also encouraging, with more students registered for Spring 2022 classes than last year at this same time (as of mid-December 2021).

University of Colorado – Colorado Springs:
UCCS has projected total enrollment will decline 1.8%. While the campus is experiencing its second largest applicant pool for fall 2022, yield rate through the pandemic is lower and that trend is expected to continue. UCCS's entering class should be at level with last year. However, retention issues related to COVID, particularly among first year students (those that started in fall 2020) and large graduating classes will contribute to the overall decline in total enrollments.

University of Colorado – Denver:
For Fall 2022, CU Denver's total enrollment is projected to be down slightly compared to Fall 2021. Undergraduate enrollment is anticipated to decrease relative to Fall 2021 due to smaller

cohorts of incoming students in Fall 2019 and Fall 2020, as well as students that left during the pandemic that are unlikely to return. Graduate enrollment is anticipated to increase in Fall 2022 relative to Fall 2021 due to large increases experienced since Fall 2020.

University of Colorado – Anschutz:
The CU Anschutz Medical Campus enrollments have not had large swings up or down as a result of the pandemic, due to the strong demand for health care provider education fields. Applications far exceed available placements with enrollments constrained based on accreditation standards associated with many of the graduate medical fields and faculty to student ratios. Overall, enrollments declined by less than 1% at the Anschutz Medical Campus from Fall 2020 to Fall 2021.

The Public Health response to the COVID-19 crisis in Colorado has uniquely highlighted the strengths of the Anschutz Medical Campus, particularly for the School of Medicine, College of Nursing and the Colorado School of Public Health programs. As a result, Anschutz Professional Program enrollments remained steady throughout the pandemic for the aforementioned schools and the School of Dental Medicine. Preliminary enrollment estimates for FY 2022-23 are expected to be 2.9% higher than the FY 2021-22 census. Anschutz professional programs have high demand and enrollments are constrained by faculty to student ratios, accreditation standards and placement availability at preceptor sites.

(c) What groups are driving the particularly steep declines at the University of Northern Colorado?

Colorado School of Mines:
N/A

University of Northern Colorado:
Again, the steepest declines have been among low-income and first-generation students. There has been a significant drop in enrollment of undergraduate students without a declared major (undeclared) as well as students in nursing, elementary education, and criminal justice programs.

Further, there is evidence that changes made to the CDHE Admissions Standards Policy effective for Fall 2019 may have shifted enrollments away from UNC to other Colorado institutions. Prior to Fall 2019, the CDHE Admissions Standards Policy for new first-time students used index scores to determine whether an applicant met the admissions standards that were legislatively established for each Colorado public institution. This policy allowed for a "window," which was the maximum percentage of an institution's admit pool that could fall below that institution's minimum index score. Using data obtained from the National Student Clearinghouse, there is evidence that UNC has been losing an increasing number of admits to institutions who had been defined as being more selective—and, specifically, that UNC has been losing admits that would have previously been "window" admits for those institutions. If part of the intention of the original Admissions Standards Policy was to protect enrollments at regional institutions as we believe it was, it should not be a surprise that loosening the standard and effectively removing the limits associated with the "window" could have a negative impact on less selective institutions. This impact could be especially significant for UNC because of 1) our geographic proximity to the other, historically more selective research

institutions and 2) the fact UNC's index cutoff under the old policy was the next highest on the list, meaning that as other institutions began to go deeper into the admissions pool, UNC could theoretically see the greatest impact, especially among students specifically interested in attending a research or DI institution.

Finally, several years of smaller incoming classes has compounded the enrollment decline as fewer incoming students also means fewer continuing students in each of the following four to six years. UNC has continued supporting undergraduate students to completion. In fact, UNC has been experiencing its highest four-year and six-year graduation rates on record—but has been replacing each graduating class with smaller incoming classes.

Colorado State University System:
Not Applicable

University of Colorado System:
N/A

6. *[Rep. McCluskie/Sen. Rankin/Sen. Moreno]* Discuss your financial situation in FY 2021-22 and what you anticipate for FY 2022-23.

University of Northern Colorado:
UNC's budget for FY22 anticipated a $2.9M net inflow from operations, including $5.8M in one-time proceeds from HEERF II funding, but excluding the HEERF III institutional grant, while relying on the continuation of many cuts in base expenses introduced in FY21 in response to the pandemic. Actual Fall enrollment was below budget due to the ongoing negative impact of the pandemic. The revenue shortfall from enrollment has been offset by the unanticipated benefit of royalties from oil and gas leases, as well as further reductions in spending, including savings from unplanned vacancies in faculty and staff positions. As a result of these adjustments, as well as the benefit of HEERF III funding, primarily replacing lost revenue from FY21, we estimate cash flow from operations of approximately $14M for FY22, which will serve to rebuild operating reserves.

(a) Do you expect to grow or shrink?

Colorado School of Mines:
Mines enrolled the most students in the institution's history during fall 2021. This continues a long trend of student growth, both for undergraduate and graduate. The research areas are also experiencing growth. We anticipate increased expenses associated with this growth along with inflationary pressures.

University of Northern Colorado:
For FY23, we expect revenue from tuition and fees to decline due to further enrollment declines as a consequence of the reduction in continuing student FTEs following smaller new student cohorts in Fall 20 and Fall 21, with a correlated reduction in auxiliary revenues. Ongoing, intentional spending constraints will be offset by the necessary increases in core minimum costs – wage rates, health/life/dental benefits costs, utilities, supplies, purchased services, etc. As such, we anticipate utilizing reserves to meet operational needs in FY23.

Colorado State University – Fort Collins:

From an enrollment perspective, we anticipate continued growth in non-resident enrollment and, through a variety of initiatives focused on resident students, we anticipate enrollment nearing pre-pandemic levels.

Colorado State University – Pueblo:
Because of all of the new initiates of our Enrollment Management Team (CO Promise, Housing Incentive, Targeted transfer enrollment, and continued marketing outreach) we are expecting to grow.

University of Colorado System:
Current year budgets appear to be on target in FY 2021-22, with enrollment generally coming in consistent or above budgeted projections at all of CU's campuses.

Over the past two decades, state funding for higher education, and for research institutions like CU in particular, have not kept base with inflation and enrollment. In fact, after adjusting for inflation, Colorado resident students attending CU today receive approximately 47.4% less in state funding as compared to FY 2000-01, as illustrated in the chart below. On a statewide basis, Colorado resident students receive 27.7% less.

State Funding Per Colorado Resident Student
(adjusted for inflation)
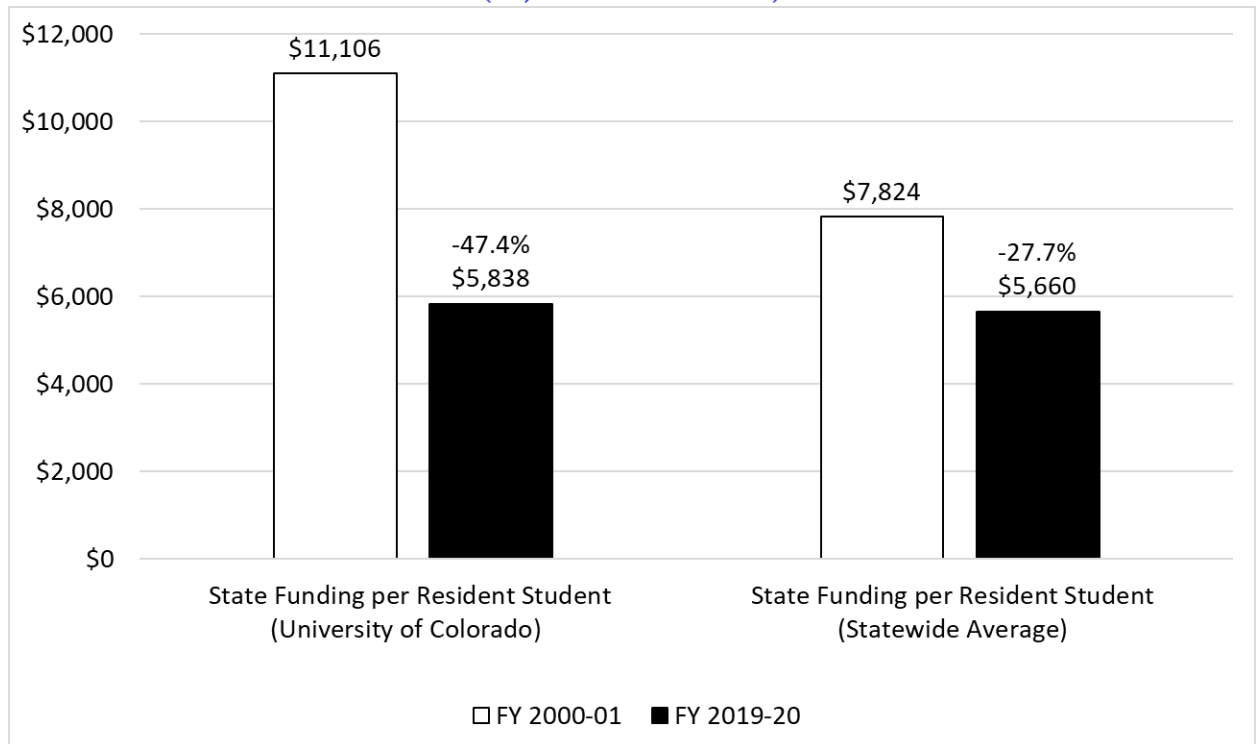
Over time, as the state has defunded higher education, tuition revenue has become the major source of dollars to cover operating (E&G) budget expenses. The following chart illustrates the result of this shift from state funding to tuition over the last two decades at CU. Systemwide at CU, state funding accounts for just over 14.2% of the operating (E&G budget).

Percent Share of Total E&G
(no ICR or Other)

2.4%   14.2%

83.4%

☐ Tuition Revenue   ■ Fees   ☐ State Funding
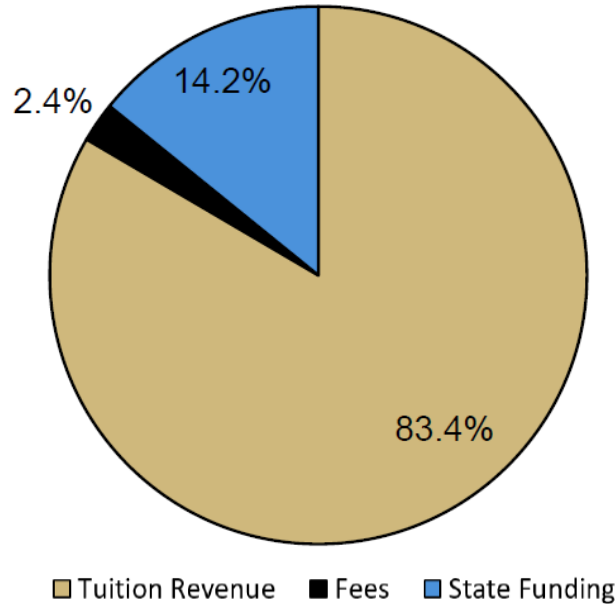
Since overall tuition revenue is so closely tied to enrollment, projected enrollment patterns for the campuses in FY 2022-23 will be one of the drivers of budget growth heading into the request year.

As noted earlier, it is early in the enrollment planning cycle for FY 2022-23, and CU's campuses will all have different circumstances heading into the following academic and fiscal year. It important to remember that a return to normalcy will be affected by the status of the COVID pandemic especially as variants like Delta, Omicron, and others evolve. With that said, CU Denver and UCCS are anticipating slight enrollment declines in FY 2022-23, while CU Boulder and CU Anschutz are anticipating steady enrollment increases.

In February, preliminary FY 2022-23 budget scenarios will be shared with the Board of Regents. These scenarios will include CU's projected revenue and expense increases, and overall, it is anticipated that CU's total budget will increase in the request year.

Outside of CU's operating (E&G) budgets, this past year - like many organizations - CU experienced a historic return on its investments. These one-time funds will be used in FY 2021-22 and FY 2022-23 to accelerate the attainment of goals in CU's recently completed Strategic Plan. Investments will include things like additional need-based financial aid, recruitment and retention of people from under represented groups, targeted direct-to-student

support and grants to encourage retention, and mental health and wellbeing services. It will also be invested in core IT infrastructure and energy infrastructure improvements.

The one-time nature of these funds allow CU to address critical strategic needs, but they do not provide sustained funding for other critical challenges, such as ensuring that faculty and staff salaries remain competitive in a challenging labor market and eliminating the entire backlog of deferred maintenance on the campuses.

(b) To what extent are you relying on one-time federal funding and/or institutional resources this year?

Colorado School of Mines:
In FY22, Mines will use the remaining HERRF funds of $1.76M for FY22 for student financial aid.

University of Northern Colorado:
In FY22, UNC plans to fully expend the balance of $5.8M in HEERF II funding (out of a total of $8.8M to the institution) along with approximately $1.0M of the HEERF III funding, which represents roughly 3.6% of our operating expenses. However, the HEERF funds used in FY22 are primarily being utilized for student support via infrastructure improvements and maintenance needs to ensure the preparedness of technology, facilities, and services to meet student needs.

Colorado State University – Fort Collins:
We are not relying upon one-time federal resources, and these were utilized in FY21-22 primarily to cover lost revenues and specific costs relating to our response to the COVID-19 Pandemic. To balance our budget for FY21-22, CSU is dependent upon System resources to cover a planned shortfall up to $13M.

Colorado State University – Pueblo:
We are relying on $3.4m of one-time federal funding.

University of Colorado System:
The federal relief funding received by the University of Colorado has been used over three fiscal years at this point. In FY 2019-20, some federal relief funding was used to cover COVID related expenses and student housing and dining refunds as students were sent home in late March/early April, 2020. In FY 2020-21, the largest share of federal relief funds from HEERF and CRF from Governor Polis's Executive Order in the prior year were utilized to help cover allowable expenses. These expenses included things like responding to the second order impacts of the pandemic with CRF funds, and backfilling revenue losses in tuition and auxiliary operations like student housing and dining as well as further COVID related expenses. In the current year, FY 2021-22, the campuses have smaller remaining shares of federal relief funds to deploy so they are not being as heavily relied upon as they were in FY 2020-21. Additional detail on HEERF funds is provided in the response to the question below.

(c) How has your institution used its HEERF funds? Have you used the funds to support auxiliary enterprises that are usually self-sustaining? Have federal requirements limited your ability to effectively deploy any of the funds?

Colorado School of Mines:
In FY20, Mines used $1.71M for student financial aid and $1.7M for institutional support (backfilling lost revenues in auxiliary units). In FY21, Mines used $3.36M for student financial aid and $4.33M for institutional support (backfilling lost revenues in auxiliary units). HEERF requirements did not obstruct utilization.

University of Northern Colorado:
UNC's total lost revenue in FY20 and FY21 was greater than the total value of federal institutional emergency grants, and the grant funds have been attributed to that lost revenue, including significant reductions in lost revenue from auxiliary services. However, reductions in spending were made in auxiliary areas in correlation with the reductions in revenue from those sources, so the grant funds have not been used to directly support those services. As noted above, UNC has used the reimbursement of lost revenue to fund improvements and maintenance needs in infrastructure that were unfunded prior to the pandemic or were put on hold due to the impacts of the pandemic. These include deferred technology investments, deferred facilities investments, faculty and staff career development, and student support services such as academic advising, tutoring, and other student success initiatives. Federal requirements have not limited our ability to deploy any of the funding.

Colorado State University System:
We used the HEERF funds for COVID response as well as revenue shortfalls across our programs including auxiliaries such as housing and dining and athletics. The HEERF funding was sufficiently flexible for the situations we faced. Federal requirements have not limited our ability to effectively deploy any of the funds at any campus.

Colorado State University – Fort Collins:
HEERF funds were used to offset lost revenue, mitigate the effect of the COVID-19 pandemic, provide emergency student aid, and support auxiliary enterprises that are usually self-sustaining. CSU utilized $8,846,856 of HEERF I institutional funds in FY20 to reimburse for housing and dining refunds provided to students at the start of the pandemic. CSU also paid out $6,078,500 in emergency student aid grants with the student aid portion of HEERF I grant. HEERF II and III Institutional funds were utilized to cover direct costs in mitigating the impact of COVID19 on campus and to cover lost revenues associated with the pandemic. CSU used $17,200,000 of HEERF III funds to support auxiliary enterprises because of losses in revenue due to the Pandemic.

Colorado State University – Pueblo:
We have mostly used the HEERF funds to replace lost revenue associated with enrollment decrease, but also used it for pandemic related items, (COVID testing, face masks, hand sanitizer.) Some funds were given to our auxiliary units to replace lost revenue and purchase pandemic related items

University of Colorado System:

Federal relief funds were provided directly to the CU campuses from the Federal Department of Education.

HEERF Amounts by Campus

CARES Act	HEERF I Student Share	HEERF I Institution Share	HEERF I Total
CU Total	**$18,421,069**	**$18,421,069**	**$36,842,138**
CU Boulder	$9,366,204	$9,366,204	$18,732,408
UCCS	$3,962,823	$3,962,823	$7,925,646
CU Denver|Anschutz	$5,092,042	$5,092,042	$10,184,084

CRRSA*	HEERF II Student Share	HEERF II Institution Share	HEERF II Total
CU Total	**$18,421,069**	**$43,606,940**	**$62,028,009**
CU Boulder	$9,366,204	$19,294,095	$28,660,299
UCCS	$3,962,823	$10,177,964	$14,140,787
CU Denver|Anschutz	$5,092,042	$14,134,881	$19,226,923

ARP**	HEERF III Student Share	HEERF III Institution Share	HEERF III Total
CU Total	**$54,103,041**	**$54,703,937**	**$108,806,978**
CU Boulder	$25,557,767	$25,447,769	$51,005,536
UCCS	$12,566,057	$12,373,948	$24,940,005
CU Denver|Anschutz	$17,139,088	$16,882,220	$34,021,308

*Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)
**American Rescue Plan (ARP)

Of the HEERF student share component, funds were provided to over 46,000 students in total, with average emergency student aid amounts ranging between $1,595 and $2,222.

HEERF Student Share Funds Summary

Federal Student Share	HEERF I	HEERF II	HEERF III
Amount Available	$18,421,069	$18,421,069	$53,103,041
Number of Students	11,550	11,443	23,899
Average Award Amount	$1,595	$1,610	$2,222

Campus	Number of Students HEERF I	Number of Students HEERF II	Number of Students HEERF III*
CU Boulder	5,225	5,656	8,569
UCCS	2,476	1,321	7,030
CU Denver	3,157	3,678	5,600
CU Anschutz	692	788	2,700

Note: Some share of HEERF Institutional Share may be directed toward grants to students not reflected here

The HEERF institutional share amount uses are noted by each campus below.

CU Boulder HEERF Institutional Share				
CU Boulder	**HEERF I**	**HEERF II**	**HEERF III**	**Total**
Award Allocation Amount	**$9,366,204**	**$19,294,095**	**$25,447,769**	**$54,108,068**
Refunds for Room, Board, and/or Fees	$3,437,000	$0	$0	**$3,437,000**
Cleaning, PPE, Sanitization, and Campus Safety	$4,251,445	$0	$0	**$4,251,445**
Technological Improvements, Software, Internet Connections, Zoom and VPN licenses	$1,677,759	$0	$0	**$1,677,759**
Spring 2021 Student Fee Reimbursement	$0	$1,300,503	$0	**$1,300,503**
Room and Board Lost Revenue	$0	$17,993,592	$0	**$17,993,592**
Tuition Lost Revenue	$0	$0	$24,697,769	**$24,697,769**
HEERF III Required Uses	$0	$0	$750,000	**$750,000**
Total	**$9,366,204**	**$19,294,095**	**$25,447,769**	**$54,108,068**

UCCS HEERF Institutional Share				
UCCS	**HEERF I**	**HEERF II**	**HEERF III**	**Total**
Award Allocation Amount	**$3,962,823**	**$10,177,964**	**$12,373,948**	**$26,514,735**
Student Parking Refunds	$524,116	$0	$0	**$524,116**
Student Housing Refunds	$2,389,056			
Student Dining Refunds	$963,980			
Temperature Monitoring, COVID-19 Screening and Testing, and Contact Tracing	$58,333	$0	$0	**$58,333**
Tuition Lost Revenue		$2,829,416	$0	**$2,829,416**
Auxiliary Lost Revenue		$4,439,235	$12,173,948	**$16,613,183**
Refunds for Room, Board, and/or Fees		$1,640,281	$0	**$1,640,281**
Cleaning, PPE, Sanitization, and Campus Safety	$27,338	$1,269,033	$0	**$1,296,371**
HEERF III Required Uses	$0	$0	$200,000	**$200,000**
Total	**$3,962,823**	**$10,177,964**	**$12,373,948**	**$26,514,735**

CU Denver HEERF Institutional Share				
CU Denver	**HEERF I**	**HEERF II**	**HEERF III**	**Total**
Award Allocation Amount	**$2,546,021**	**$9,734,881**	**$10,402,704**	**$22,683,606**
Refunds for Room, Board, and/or Fees	$953,452	$0	$0	**$953,452**
Student Parking Refunds	$27,544	$0	$0	**$27,544**
Cleaning, PPE, Sanitization, and Campus Safety	$125,686	$223,418	$0	**$349,104**
Student Employee Maintenance (Students Unable to Work)	$157,217	$0	$0	**$157,217**
Safe Return Plans	$1,282,122	$0	$0	**$1,282,122**
AHEC Student Fees	$0	$181,363	$0	**$181,363**
International Student Tuition Lost Revenue	$0	$2,589,330	$0	**$2,589,330**
AHEC Parking Reimbursement	$0	$980,700	$0	**$980,700**
Student Housing Lost Revenue	$0	$3,109,560	$0	**$3,109,560**
FY 2019-20 and 2020-21 Study Abroad Lost Revenue	$0	$1,294,475	$1,768,811	**$3,063,286**
Wellness Center Lost Revenue	$0	$1,298,364	$382,341	**$1,680,705**
Undergraduate Tuition Revenue Loss	$0	$57,671	$8,151,552	**$8,209,223**
HEERF III Required Uses	$0	$0	$100,000	**$100,000**
Total	**$2,546,021**	**$9,734,881**	**$10,402,704**	**$22,683,606**

CU Anschutz HEERF Institutional Share				
CU Anschutz	**HEERF I**	**HEERF II**	**HEERF III**	**Total**
Award Allocation Amount	**$2,546,021**	**$4,400,000**	**$6,479,516**	**$13,425,537**
Refunds for Room, Board, and/or Fees	$99,437	$0	$0	**$99,437**
Technological Improvements, Software, Internet Connections, Zoom and VPN Licenses	$106,012	$0	$0	**$106,012**
Instructional Costs Related to Curriculum Changes in order to Accommodate Social Distancing	$1,738,345	$0	$0	**$1,738,345**
Temperature Monitoring, COVID-19 Screening and Testing, and Contact Tracing	$602,227	$0	$0	**$602,227**
Student Financial Aid	$0	$1,211,300	$0	**$1,211,300**
Campus Safety and Operations	$0	$1,836,441	$236,848	**$2,073,289**

School of Dental Medicine Lost Revenue	$0	$1,352,259	$0	**$1,352,259**
Auxiliary Lost Revenue	$0	$0	$6,042,668	**$6,042,668**
HEERF III Required Uses	$0	$0	$200,000	**$200,000**
Total	**$2,546,021**	**$4,400,000**	**$6,479,516**	**$13,425,537**

University of Colorado – Boulder:
Generally, federal rules did relax on HEERF, and Boulder was able to utilize these funds for pandemic related campus costs. Specific to the auxiliary costs, the campus was able to use the funds to backstop certain departments (e.g., Housing, Dining, study abroad) for revenues lost due to waived or refunded student fees and additional student support needs.

University of Colorado – Colorado Springs:
UCCS has used HEERF funds for Emergency Student Aid, Tuition buy-down and to pay outstanding tuition balances on student accounts. HEERF one time funding was used in auxiliary areas such as Housing, Dining and Parking to cover revenue losses due to the pandemic. Aside from the challenges of translating federal regulations as they pertained to usage of funds, they did not limit the campus's ability to deploy the funds.

University of Colorado – Denver:
The CU Denver campus used the HEERF funds to partially offset the disruption to students and the University caused by COVID. A portion of the funds were used to support student housing and the wellness center which are usually self-sustaining. The reduction in revenue from these activities did not come with a corresponding reduction in expenses and HEERF funds were used to help support the budget and avoid deeper cuts that would have impacted the students, faculty and staff. The federal requirements did not create any limitations for CU Denver and the campus was able to draw down the entirety of available HEERF funding.

The breakdown of how the Denver campus used the institutional portion of HEERF funds is:
• Approximately two percent of HEERF funds were used to defray expenses for a safe return to campus and remote work,
• Five percent of the funds were used to cover the AHEC bond fee payment pursuant to S.B. 21-109,
• 18 percent of HEERF funding was used to provide emergency aid and fee relief for students,
• Finally, 75% of HEERF funds were used to recoup a portion of the University's lost revenue, which did include student housing and the wellness center. The amount available from HEERF funding did not fully cover CU Denver's total lost revenue.

University of Colorado – Anschutz:
Anschutz HEERF funds were used for:
• Instructional and technology costs to pivot from in-person to online curriculums and work
• Student Financial Aid
• Campus Safety Operations, including Contact Tracing, Personal Protective Equipment, screening protocols, testing
• Parking refunds for students
• Reimbursement of lost revenues

HEERF funds were partially used to support the auxiliary enterprises which are usually self-sustaining, primarily for parking services. While federal requirements made it challenging to efficiently deploy the funds, the Anschutz campus will be able to deploy the full HEERF funds awarded, within federal requirements.

    (d) Will you carry forward one-time funds into FY 2022-23?

Colorado School of Mines:
No

University of Northern Colorado:
Yes. (see above)

Colorado State University System:
We have no one-time funding to carry forward into FY 2022-23.

University of Colorado – Boulder:
No, all remaining HEERF funds will be spent in FY 2021-22.

University of Colorado – Colorado Springs:
Yes, a small portion of HEERF funds will be carried forward to use in in FY 2022-23 to help cover the expenses related to COVID.

University of Colorado – Denver:
Yes, a small portion of HEERF funds will be carried forward to use in in FY 2022-23 to help cover the expenses related to COVID.

University of Colorado – Anschutz:
No, all remaining HEERF funds will be spent in FY 2021-22.

7. *[Sen. Moreno]* Statewide, enrollment has declined most severely among first-generation and low-income students.
    (a) Are you deploying or do you expect to deploy particular strategies to attract these students back?

Colorado School of Mines:
We have deployed multiple strategies to increase enrollment. We are partnering with more community-based organizations such as Minds Matter, RaiseMe, and DSF to recruit and provide support services for low-income students.

We shifted to test-optional admissions for Fall 2020 and continued this practice upon passage of HB21-1067.

We increased funding for financial aid and made changes to our financial aid model to build in more need-based aid and add more holistic criteria beyond test results to merit-based aid. In the past 3 years, Mines has increased financial aid for low- and middle-income Colorado resident students by 55%, increasing total awards by $2.6 million.

We are also working to increase transfer pathways to Mines and were the first 4-year institution to sign a transfer agreement with CCCS for their new Associates of Engineering Science degree. Recognizing that student services are critical to student success, Mines also has partnered with Red Rocks to offer student services to students who are interested in transferring to Mines through a newly established Mines Academy at Red Rocks CC. We hope this may be a template for future partnerships with other community colleges.

Since Fall 2019, enrollment of ethnic and racial minority students (Colorado residents) in the first-year class at Mines has increased by 52%, and enrollment of first-generation students from Colorado in the first-year class has increased by 66%.

University of Northern Colorado:
This spring, UNC is planning to focus on events will that support first-generation and low-income students, particularly Hispanic students in Greeley and other Weld County communities. We especially want to include families in our outreach as these students navigate the college enrollment process. Programming will be delivered in both English and Spanish to create more inclusive outreach and events for all in attendance. Additionally, events will be offered in the evening and dinner will be provided for all attendees, allowing busy families to participate without feeling rushed at the end of their day.

These events will focus on helping students submit last minute applications to the University of Northern Colorado (or other institutions), file the FAFSA, and receive information on how to find and apply for external scholarships. We will also share information on how to pay for college, guiding students and their families through their financial aid award letters, loan options, work study, and other opportunities to access funding to attend and succeed in college.

Event programming will be developed collaboratively by admissions and financial aid, diversity, equity & inclusion (e.g., representation from our cultural centers), and alumni relations.

Colorado State University – Fort Collins:
We are working to attract students back by using the following strategies:
- Strengthening relationships with high schools across the state
- Strengthening relationships with parents and students through 4-H and other extension activities in all 64 counties
- Offering campus tours in both English and Spanish
- Engaging our Partnership Network, consisting of under-represented student-serving high schools and pre-collegiate programs across Colorado, in creating more opportunities for low-income students and their families to visit campus
- Rooting our merit scholarship awarding process in equity and ensuring every Colorado high school, including rural students, have award recipients from CSU-Fort Collins, and
- Maintaining our need-based aid awarding policy that aligns with student success

Colorado State University – Pueblo:

The Colorado Promise scholarship initiative, outlined in the preceding response, is CSU Pueblo's primary driver to increase access and affordability for Colorado residents, particularly those who are first-generation or low-income. We have also expanded our presence in area high schools with our University Tracks Centers that help high school students prepare for college, with a new center opening this past fall at Pueblo's South High School, and another scheduled to open in Harrison D2 schools in 2022.

The work does not end once students are enrolled. We are increasing our wrap around support services on campus in order to better assure retention and persistence of students. We recently launched our Pathways program, which connects every incoming student with a team of support personnel (Success Coach, Peer Mentor, Faculty Mentor) that work together to develop a student's academic and personal development plan, as well as keep them connected to the resources they need for success throughout their CSU Pueblo journey. We expect this new approach to advising to yield significant persistence benefits for all our students, but particularly those from underrepresented populations who tend to need additional support during their time as students.

University of Colorado System:
Each campus is implementing different strategies to increase enrollment and these efforts include recruiting, enrolling, and retaining students from these backgrounds. Detailed information around what each campus is doing is provided below.

University of Colorado – Boulder:
• **Colorado-first recruitment** - Enhanced outreach both in-person and virtually to all Colorado Residents across all areas in Colorado. The Admissions Office recruitment staff increased its efforts to reach diverse, rural, and first-generation students in their high schools and communities. As the campus seeks to enroll an academically talented, diverse, and inclusive class of first-year, transfer, and graduate students, it has more opportunities to reach all Colorado students and families with both in-person and virtual recruitment programming
> o The Office of Financial Aid increased all First- Generation scholarships for all continuing Colorado Residents from $2,000 to $4,000 per year, impacting approximately 350 students

• **Remodeling/rebranding Colorado resident merit scholarships** - Increasing merit scholarship award amounts for Colorado students
• **Transfer Student Success Committee (TSC)** - 30+ transfer student advocates (faculty and staff) working collaboratively to enhance recruitment, retention, and graduation of CU Boulder transfer students
> o Increased number and duration of scholarships awarded to transfer students and accelerate transfer student admissions process. Expected to benefit 200-300 new, non traditional students over five-year period. Fall 2021 transfer students were 33% diverse

• Expanded scholarship funding and support for first-generation students. Expected to benefit nearly 600 students
• **Increased collaboration with CU Boulder's colleges/schools/programs** to recruit, enroll, and retain their students using complementary strategies, developed in partnership with the Office of Admissions and Strategic Relations and Communications
> o Simplified digital recruitment and access to student support services and increase digital outreach to diverse prospective students, including first generation students
> o **Examining and eliminating barriers to increase enrollment**

- Test-optional admissions policy
- Test-blind scholarship awarding – all first-year merit scholarships

• **Back to Boulder Grants** initiative contacted 724 continuing undergraduate students who were not enrolled as of July 30, 2021. A total of 312 of these students registered for fall as of census 2021 (approximately 43%) – award amounts ranged from $3,000 - $5,000 – given to students who were near graduation (90+ credits) or had financial need (Pell-Eligible)

    o Provided targeted direct-to-student support and grants to encourage retention. Estimated recipients are 30% first generation, 53% minority and 46% rural

• Expanded payment plan options starting in the Fall 21 semester. Students now have a third payment plan option for both Fall and Spring if they miss the initial payment plan deadline. In the past, they simple were not eligible for the payment plan if the missed the deadline. Also, regarding payment plans, Boulder will allow students with a past due balance to utilize the payment plan starting in Spring 22. Previously, if a student had a past due balance, they had to pay that balance before they could utilize a payment plan.

    o Within the last 18 months, implemented ARCollect, which is a collection software that will give students more options to pay past due balances so they can continue their education.

    o Discharged outstanding institutional debt for qualifying students with a past-due balance so they can resume their studies or receive transcripts

A total of $44,290,175 has been authorized for HEERF to be used for emergency financial aid grants to students at the University of Colorado Boulder, beginning in May 2020 through May 2022. The Office of Financial Aid offered direct Federal HEERF funding to the following student populations:

• Pell Grant eligible undergraduates enrolled in Fall 2021
• Continuing undergraduates who earned less than full time credit in 2020-21 and demonstrate financial need in the current year
• Pell Grant eligible undergraduates with outstanding Fall 2021 tuition and fees balance of $500+ as of Sept. 24, 2021
• High need ASSET (undocumented) students.
• Over 11,000 students have received assistance during 2021.

University of Colorado – Colorado Springs:
UCCS enrollment strategy has always emphasized access for first generation and low-income students. Along with continuing strategies, the campus is also:
• Utilizing test-optional admission policies more robustly in admission evaluation process.
• Expanding qualifications for academic merit awards to be more inclusive of students who either have no standardized test scores, or have test scores that would have excluded them from consideration in the past.
• Creating a new admissions and customer relations management software platform which, when fully implemented next year, will enable us to more closely engage prospective students and applicants.
• Investing in additional staff to cultivate community college transfer and non-traditional adult learner enrollments, many of whom fall into first-gen and lower income levels.
• Adding enrollment management resources and enhanced community college partnerships in Pueblo and the Pikes Peak region.

• Shifting Pre-Collegiate program focus to underrepresented, low income and rural school districts.
• Continuing to build up Bridge Forward scholarship, a scholarship designed for students from low-income families that are not fully Pell eligible.
• Investing $1.5 million to address the equity gap in retention and graduation.
• Funding additional scholarships to increase institutional aid for 150 Pell recipients. Estimated recipients are 30% first generation, 53% minority and 46% rural.

University of Colorado – Denver:
CU Denver is closely monitoring the enrollment trends of its undergraduate students who are first generation and/or low-income (i.e., Pell recipients). Generally, the campus experienced slight decreases in the shares of these student categories between Fall 2019 and Fall 2020. However, CU Denver is experiencing upward gains in share (back toward Fall 2019 figures) for most students in these categories.

Undergraduate

Entering Term	First Gen	Pell Recipients	First Gen + Pell
Fall 2019	47%	36%	23%
Fall 2020	46%	34%	21%
Fall 2021	44%	34%	22%

First-time freshman

Entering Term	First Gen	Pell Recipients	First Gen + Pell
Fall 2019	50%	40%	30%
Fall 2020	49%	38%	27%
Fall 2021	50%	39%	29%

Transfer

Entering Term	First Gen	Pell Recipients	First Gen + Pell
Fall 2019	45%	37%	23%
Fall 2020	42%	37%	20%
Fall 2021	44%	34%	21%

CU Denver outreach and recruitment of first generation, URM, and low-income students is intrinsically tied to targeted schools, districts, and partnerships with high representation of diverse student populations.

The campus leverages services from Education Advisory Board Enroll360 to identify prospective students in various targeted markets and create personalized communication campaigns based on their respective demographics. CU Denver's diverse student body evinces its efforts to recruit and enroll the noted student populations of interest.

U.S. News & World Report recently ranked CU Denver 1st in Colorado and 55th in the nation in social mobility. Social mobility is measured by the extent schools enrolled and graduated students who received Pell Grants. Students receiving these grants typically come from households whose family incomes are less than $50,000 annually, with most money going to students with total family incomes below $20,000.

Additionally, recently approved one-time funding will allow the campus to support first generation, low-income, and underrepresented minority students by providing additional need-based financial aid and financial relief for qualifying students with outstanding fee balances so they can resume their studies or receive transcripts. Based on current student demographics, 31% of the estimated recipients with be underrepresented minorities, many of whom are also first generation or low-income students.

University of Colorado – Anschutz:
First-generation students decreased by 9.9% from fall 2020 to fall 2021 at Anschutz. Students of color increased by 4.8% and URM students grew by 2.5% during the same time period. Each School and College on the campus, as well as central administration, focuses ongoing efforts towards Diversity, Equity and Inclusion to attract and retain first-generation, low-income, and generally underrepresented minority students. Funds are being utilized across the board to support student mental health and resilience. Enrollment management efforts include:

• Participation in pre-health day and pre-health advisor days to engaging high school counselors and college admissions advisors to promote health care careers, especially for first-generation students.
• Creation of online resources such as financial aid guides, virtual tours, online advising, virtual gatherings between applicants and current medical residents, and inquiry forms and marketing and recruitment videos.
• Campus visits at the historically black colleges and universities across the United States.
• Direct work with pre-health advisors at high minority populated schools in the southeast region.
• Attendance at graduate and professional school days, public health fairs, and targeted print and online marketing advertisements to underrepresented populations.
• Participation at the Annual Biomedical Research Conference for Minority Students (ABRCMS).
• Over 80% of School of Medicine Scholarship Support is dedicated to Diversity scholarships.
• Intentional investments to increase access to education through unique pathways, like local K-12 and collegiate programs.
• Financial award programs targeting annual awards for all four years of Professional programs.
• Investment in Pipeline Programs:
     o Pipeline development and local, regional, and national recruitment continues through partnerships with the School of Medicine Office of Admissions, the Anschutz Medical Campus Office of Inclusion and Outreach, and other CU System networks to recruit under-represented in medicine (URiM) students.
     o Continued participation and co-sponsorship of the Annual Pre-Admissions Workshop (PAW) in partnership with the Four Corners Alliance (University of New Mexico, University of Arizona, University of Utah, University of Colorado, and the Association of American Indian Physicians). Twenty-Five American Indian and Alaskan Native pre-med students attend the three-day workshop that has a positive impact (as evidence by the pre and post session evaluation data) on their decisions to pursue a career as a physician or other health care professional.
     o The BA/BS-MD Program housed between the University of Colorado Denver and Anschutz Medical Campus is a diversity pipeline program recruiting highly qualified Colorado high school students from broadly diverse backgrounds to participate in a

combined eight-year program that assists students in developing a commitment to serve the healthcare needs of Colorado in the future.

Additionally, recently approved one-time funding will allow the campus to support first generation, low-income, and underrepresented minority students by providing emergency scholarships for up to 30 students and increasing scholarship awards for up to 35 students from under-represented groups. The one-time funds also provide start-up funding for a new Center of Health Equity, which will advance community health, wealth and well-being by dismantling racism, oppression, and other systemic drivers of inequity to create equitable opportunities through learning, service, research and advocacy.

(b) If you are carrying forward one-time balances into FY 2022-23, do you expect to use one-time fund balances for this purpose?

Colorado School of Mines:
There are no current plans to utilize one-time fund balances for this purpose.

University of Northern Colorado:
The "one-time" balances in reference from federal HEERF grants are partially replacing only a portion of the significant lost revenue over three consecutive fiscal years. Just as it would have been with the revenue that was lost, that funding is critically necessary for the provision of multi-faceted operational needs, including support services, recruiting, and admissions for first-generation and low-income students. UNC's student population is heavily weighted to these groups, so support for operations is directly related to the support we offer for these students, and we will be emphasizing initiatives to continue that support. UNC is committed to making the strategic investments necessary to recruit, retain, and support students, improving enrollment across all demographics, but especially among these groups.

Colorado State University System:
Not Applicable

University of Colorado – Boulder:
Boulder continually monitors and evaluates the amount of financial and academic support needed and utilized by the students. As funding becomes available, student success continues to be one of the highest priorities for investment.

University of Colorado – Colorado Springs:
UCCS is planning to carry forward a small portion of HEERF student share funding. This funding will directly be used for emergency student aid.

University of Colorado – Denver:
As noted in the prior campus response, CU Denver is a leader among public urban research universities in serving first generation, Pell eligible, and URM students. Outreach and recruitment of these students is built into the University's on-going strategy to be a true equity-serving institution, so all ongoing and one-time funds that are used to attract and retain diverse student populations support first generation and low-income students.

University of Colorado – Anschutz:

The Anschutz Medical Campus does not specifically target one-time funds for the purpose of attracting first-generation and low-income students. Ongoing funds are used for recruitment and retention of underrepresented students.

8. *[Sen. Rankin/Rep. McCluskie]* What is your governing board doing to adapt to changing environment, demographics, or workforce needs? What have you already done? What are you planning to do?

Colorado School of Mines:
Changing Environment. The importance of student support programs and services was growing prior to COVID but the pandemic amplified this need even further. We have made incremental investments in mental health counseling and programming, tutoring and advising, and other wraparound services but more are needed.

Demographics. Mines has increased budget for need-based financial aid. In the past 3 years total financial aid and scholarships to low- and middle-income Colorado-resident students has increased by 55% (over $2.6 million). We have also invested in partnerships with community-based organizations as noted above, expanded access to our summer outreach program (SUMMET), launched new partnerships with community college system (CCCS Associates of Engineering Science transfer agreement, Mines Academy at Red Rocks CC), and increased student and staff programming related diversity, inclusion and access.

Workforce. The success of Mines graduates in the workforce is a hallmark of Mines. All our academic programs include industry representatives in their visiting committees to ensure academic programming keeps pace with industry needs. Our Career Center annually surveys our recruiters to get feedback about our graduates as well as our career services. Recent investments include programming and space dedicated to entrepreneurship and innovation, which was recommended by students as well as external advisors.

Industry representatives regularly compliment the technical preparation of our graduates. A common theme for improvement centers around business acumen, communication skills, and leadership experience. While many classes can incorporate some elements of these skills, most are best enhanced by co-curricular programming outside of the classroom. Mines is working to help students navigate co-curricular opportunities on campus so that more students will know how best to enhance their education with these experiences through a Comprehensive Learner Record and Experiential Majors Map.

University of Northern Colorado:
· Academic portfolio revitalization: UNC has embarked upon a year-long strategic process to revitalize the academic portfolio. Our priorities are for the creation or revitalization of programs that are most in demand among undergraduate and graduate students. A template has been developed to help academic units plan for major revisions and create new programs, where needed.
· UNC has positioned its Extended Campus to act as an innovation arm to identify programs (including certificates and degree- and not-for-credit academic programs) that are needed in the state and can help meet workforce needs.
    o Extended Campus expanded its capacity to increase enrollments and improve retention in graduate programs by hiring and training enrollment coaches and student services professionals. They also built capacity to perform market analysis for existing and new

programs so UNC can increase its ability to respond to workforce needs and student demand for graduate programs.

· Increasing rates of graduation, retention, and persistence are the primary foci of a collaborative UNC task force.

  o Student focus groups, community partner outreach, and other university collaborations seek to gather current and relevant information based on these efforts to increase persistence, retention, and graduation rates.

· Greater flexibility in course, program, and degree offerings through UNC's Extended Campus responds to the market demand generated by students and industries.

  o Evaluating existing curriculum design to ensure engaging and diverse content in various modalities to meet the needs of a changing environment while maintaining academic rigor in meeting learning objectives.

· COSI Back to Work: UNC was a recipient of a COSI Back to Work Grant and is implementing this funding to increase the number of eligible teacher candidates through the UNC Center for Urban Education (CUE). This program is a unique teacher preparation program that combines residency apprenticeship with a liberal arts curriculum, resulting in a Colorado Licensure in Early Child Education, Elementary Education, and Special Education, connecting directly to Colorado Top Jobs needs for teachers and teacher retention. UNC CUE students earn a living as a paraprofessional in Denver Metro Area Schools during the day and transition to UNC CUE in the afternoon to finish their teaching credential. The successful outcomes are directly and positively affecting the workforce pipeline for Denver Metro Area Schools. 99% of CUE graduates are hired immediately upon graduation in a Denver Area School and have significantly higher teacher retention rates post-graduation than their peers. 80% of UNC CUE students who are hired as teachers in a Denver Metro Area School are still teaching in Denver after five years of employment, compared to only 20% among their peers.

Colorado State University – Fort Collins:

During this critical time in our nation, investment in both our students and our employees became even more important. As such, evaluating the diversity, equity, inclusion, and justice efforts across campus became a critical part of the university strategy in FY 2020-FY2021. An evaluation of DEIJ supports across campus resulted in a reorganization and alignment of services. A leader was identified to lead the creation of a new division titled the "Office of Inclusive Excellence", and this group is now situated to place a laser focus on both student and employee needs.

In recognition of the growing needs of our workforce, the Office of Human Resources was expanded to provide a greater level of support and strategy to the needs of the campus. Human Resource support levels have not kept pace with the increasing demands on higher education and growth of the university; as such, the initiative will focus on embedding new resources to align our technology, process efficiency and strategic support for university partners. In this challenging talent market, the creation of a new role to help recruit and onboard and support ongoing activities for professional development and performance reviews is another component of this strategic expansion initiative.

Recognizing employee fatigue and the need to increase efforts to retain our valuable employees during the pandemic, the university provided professional development days for our university community. These days were provided in both 2020 and 2021, allowing employees the flexibility to focus and reflect on their individual priorities. This strategy to showcase how we value and invest in our workforce was widely received as a positive gesture and reaffirmed the need to offer this opportunity as an ongoing way to support our workforce.

Evaluating the university's self-funded benefit and retirement plans is an ongoing initiative to ensure the benefit options are both attractive to candidates and support the ongoing needs of our existing workforce. A comparative review analysis of the non-PERA retirement plans is underway and recommendations are expected in the first quarter of 2022. A review of the self-funded benefit plan is conducted annually, and it is always a priority to ensure that the plan has inclusive options that meet the needs of our participants. One such consideration for 2023 is the expansion of fertility coverage, as this is a growing demand of today's workforce.

Colorado State University – Pueblo:
CSU Pueblo is known for practicing the agility and responsiveness to changing realities that we strive to instill in our graduates. The launch of the new Colorado Promise initiative, in response to growing need for access and affordability, is one example. In addition, our CSU Pueblo Works program, in which we are increasing the real-world work opportunities available to our students, is another. For the first time ever, we are able to pay students who are involved in required work placements, such as nursing clinicals, student teaching, or social work placements. In addition, this spring we are launching expanded off-campus paid work opportunities for all students, leveraging a salary cost-share arrangement with community partners. These programs allow us to align the academic work our students do with their real-world need to earn a paycheck and contribute to their families' needs.

University of Colorado System:
CU is continuously developing new strategies and programs to adapt to the changing environment in the postsecondary space. Each campus as well as the Office of Digital Education, housed at the CU System Administration office, has examples of new academic program delivery as well as new degrees and certificates that specifically respond to Colorado's evolving student and workforce needs which are discussed in the following sections.

University of Colorado – Boulder:
In Colorado, there is projected shift in the number of high school graduates in 2026. Colorado has been fortunate to have an increasing number of high school graduates for a long period of time. In preparation for this shift, CU Boulder has already started expanding opportunities and increasing programs and services for transfer students, veterans, and graduate students. It is examining work-force educational programming and developing new innovative academic programs that expand educational offerings and the delivery of programs and services. CU Boulder is also actively removing barriers to enrollment for students and will continue to maximize efforts to recruit Colorado high school students.

CU Boulder has several degree and certificate programs that expand access to traditional programs through online modalities and fit with evolving workforce needs. These include MS-Electrical Engineering, MS-Data Science, Master of Outdoor Recreation, and MA Teacher Leadership programs,. These types of programs are typically attractive to someone in the workforce because they are getting high quality instruction from faculty at the University of Colorado Boulder. This can fit a need at the granular course level for upskilling in the workforce but can also build into a for-credit or non-credit certificate and these certificates (for-credit) can build toward master's level degree programs. The following paragraphs discuss current programs that fit this online delivery model.

EE/DS Degrees: Since 2019, CU Boulder has launched two degrees on the Coursera platform: the Master of Science in Electrical Engineering (MS-EE) and the Master of Science in Data Science (MS-

DS). These degrees utilize performance-based admissions, wherein students are offered admission to the degree if they successfully pass the pathway courses. Performance-based admissions opens the degree to any person who can show their proficiency. Prospective students do not need to provide evidence of an undergraduate degree, GRE scores, or prerequisites. CU Boulder is on the cutting edge of opening STEM-based education in high-demand job areas to learners who are ready and able to do the work but who cannot attend a residential program or who may not have the traditional requirements to enter a graduate program.

The enrollment data in the MS-EE and MS-DS highlights CU Boulder's efforts to reach new populations, serve changing demographics, and provide skills to evolving workforce needs. To date, 1,236 students from 36 countries have enrolled in for-credit MS-EE courses. 69% of those students are domestic, and 31% are international. Meanwhile, the MS-DS has averaged 328 students per term. 79% of those students are male and 21% female. The DS has enrolled students from 51 countries, and on average 50% of the students are international. Of those students who responded to the survey, 32% are White, 11% are Asian, and 6% are Hispanic.

MATL: The Master of Arts in Teacher Leadership (MATL) program provides stackable certificates to teachers from underfunded school districts in Colorado. The program is offered at a price point so that teachers in underfunded schools can afford the program. The curriculum is divided into stackable certificates so that teachers can take the coursework on their own time and work towards their degree while remaining in the classroom. The MATL's stackable certificates and affordable tuition encourage teachers to stay in the classroom while also giving them educational experience that makes them eligible for pay increases and provides additional teacher training, all of which are essential in school districts facing teacher shortages.

MORE: The Outdoor Recreation Economy program at CU Boulder provides learners with a variety of opportunities to expand their knowledge and advance their careers in the outdoor recreation industry, an important part of the Colorado economy, with a completely online certificate and degree option. This program's flexible options include for-credit and not-for-credit certificates. The for-credit certificates are stackable towards the master's level degree. The program is offered at a price point so that workers involved in the outdoor recreation economy can afford the program and can work on it course by course as needed. The curriculum is divided into stackable certificates so that students can take the coursework on a rolling 8-week timeframe and remain on the job while finishing certificates and a possible degree.

CU Boulder has developed important partnerships across IHEs in different parts of the state over the last 10+ years. Examples include the 2+2 engineering and computer science degree programs at Colorado Mesa University and Colorado Western University. These programs function where the students take courses for the first two years of the program at CMU or Western. For the second two years of the program, courses are taught by CU-Boulder faculty on the CMU or Western campuses. Students who complete the partnership program receive a degree from CU Boulder. Each program prepares students for a career in a range of industries, enabling hands-on engineering design projects beginning in a student's freshman year and continuing through senior design using the same curriculum as CU Boulder.

University of Colorado – Colorado Springs:
Academic program offerings have increased new programs like Human Services, Human Physiology and Nutrition, and Social Work which translate well into the workforce. The new certificates in

Cybersecurity attracted 105 students. Several programs have been converting and offering more courses in an online format to accommodate a broader population of students. Faculty in education, business, and nursing are discussing the development of certificates in areas not already offered but within the expertise of current faculty. UCCS is aware of changing demographics and persistence rates among students and are implementing new initiatives such as peer mentoring, success coaching, summer bridge programming, learning communities, pro-active advising and meta-majors, and the continuation of institutional scholarship aid. Most of these new initiatives are funded by the CU President.

University of Colorado – Denver:
• CU Denver offers a wide variety of degrees in Education to address the teaching workforce across Colorado. Highlights include:
> o NxtGEN is an innovative teacher preparation pathway with a strong focus on diversifying the teacher workforce. It develops undergraduates into highly competent teachers who possess the knowledge and skills needed to serve students of diverse languages, cultures and abilities in urban and rural classrooms. Graduates earn a BA, a Colorado teacher's license and elementary teacher candidates also earn a Culturally and Linguistically Diverse Education endorsement.
> o Teacher preparation partnerships with two Colorado rural community colleges to create innovative pathways to a bachelor's degree that can be completed in its entirety at the community college, currently serving Otero Junior College in La Junta and Trinidad State College in Trinidad and Alamosa. The T-PREP partnership brings together a top public urban research university and prestigious rural colleges to provide an affordable, local four-year pathway to teacher licensure. After successful completion of the four-year program, students graduate with a BA and a Colorado teacher's license.
> o ASPIRE, a fully online alternative licensure program that allows candidates with specific knowledge content to complete the necessary teacher training while teaching in the community. This program is awards approximately 250 licensures per year, and offers a pathway to an MA in Curriculum and Instruction.
> o MA, MS, endorsement, and graduate certificates in STEM Education prepare educators to teach math and sciences to a diverse student body and to successfully work in leadership roles in urban and diverse schools and communities.

• CU Denver also has both BA and BS options in Public Health, as well as an accelerated BA/BS and MPH program in partnership with the Colorado School of Public Health at CU Anschutz. These programs prepare students in a post-pandemic economy that has increasing needs for public health professionals.
• Capitalizing on the relationship with CU Anschutz, CU Denver educates a large number of students in pre-health areas of interest. These programs, such as pre-nursing and pre-medicine, prepare students to further their education in post-baccalaureate health programs to meet the medical needs in communities.
• In 2019-20, CU Denver launched the Bachelor of Arts: CS + program, which combines a computer science degree with a specialization in other academic disciplines. CS+ prepares graduates to apply a computer science background to a wide variety of career fields. Computer science is transforming products and services in industries such as finance, health care, transportation, and education. In fact, more than two-thirds of all tech jobs are outside the tech sector.

University of Colorado – Anschutz:

The Anschutz Medical Campus educates the pipeline for the healthcare industry, broadly, including inpatient and outpatient, and public health. Partnerships ensure a pulse on developing workforce needs and changing environments and demographics.

Examples include:

• A critical part of Anschutz students' training and licensure is the practicum experience required of all students in the MD, Physician Assistant, Physical Therapy, Dental Medicine, Anesthesiology Assistant, Nursing, Advanced Nurse Practitioners, Pharmacy and Public Health programs. With over 1,500 industry partners, and thousands of licensed professionals who serve as preceptors to Anschutz students, the campus stays closely aligned with workforce needs.

• Third and fourth year medical students work with physicians in community FQHC's and CU Medicine and community outpatient practices, plus UC Health hospitals and Children's Colorado hospitals, and other preceptor locations state-wide, with MD residents and fellows working in hospitals throughout the state in multiple hospital systems.

• Nursing students work under the nursing management at UC Health hospital and the program has more than 400 affiliation agreements (partners include Children's Colorado hospital, the VA, Denver Health, Centura, and HealthOne).

• Partners look to campuses like Anschutz for project development and future employees for their workforce.

• Healthcare technology firms look to Anschutz to produce a highly skilled biomedical and bioengineering workforce.

• Anschutz has many big links to pharmaceutical and other healthcare insurers where students work and shape new research, discovery and the future, such as United Healthcare.

• Public health students work with the Colorado Department of Public Health and Environment and county health agencies.

• Rural health programs managed by the Area Higher Education Center (AHEC) based at CU Anschutz places students in locations in rural Colorado.

Outreach efforts to recruit changing demographics and future workforce include campus visits at the historically black colleges and universities across the United States; working directly with pre-health advisors at several high minority populated schools in the southeast region; having representation at several graduate and professional school days; recruiting at several public health fairs; targeted print and online marketing advertisements, and implementing holistic admissions processes which look at admissions requirements and the overall picture of a prospective student's performance.

Programs to retain changing demographics include:

• CU Anschutz Office of Student Services conducts resilience and case management functions to support student mental health.

• Collaboration with the Diversity, Equity, Inclusion and Community Engagement on workshops and programs to support all students.

• Dental Student Success Team in place to support Dental Medicine student achievement and well-being.

• Participation in Mentor Collective, a platform of 80 partners committed to closing equity gaps, improving graduation rates and increasing social mobility by matching every new student with a trained alumni or employee mentor.

• Co-sponsor of the National Association of Black Physical Therapists' "Emerging Leadership Program," a formal mentorship and training program that will be provided to BIPOC physical therapy students across the country.

• Tutoring for students

• Expanded peer support through Advisory College Program Families where incoming students are paired with a 2nd year medical student (MS2 Buddy) to help orient and navigate the medical school curriculum
• Community engagement – promoting activities to support the communities Anschutz serves
• Diversity Council – serves and advises the School of Dental Medicine's strategic action agenda, fostering a culture of inclusion.
• Multicultural Student Dental Alliance (MSDA) – a student organization viewed as a forum and a way to share opinions amongst students, initiate conversations, organize events and implement governing the organization's activities
• Health Equity embedded throughout curriculums

University of Colorado System Office of Digital Education:
In order to more efficiently support the campus online only programs and their students, the Office of Digital Education (ODE) was formed in the CU System Office. ODE supports select online-only programs and certificates across all four campuses with a variety of services. A sample of these services are:

Instructional Design: Online courses/degrees and online-only students require different pedagogy and support than traditional on-campus students. The students are typically working adults with a variety of challenges including demanding jobs with inflexible schedules, families, often with young children, requiring intense engagement by both parents, possible challenges with aging parents, and more. Furthermore, online courses require significant multimedia content, and regular updating. Helping faculty understand and implement best practices for working adults is the task of instructional designers. ODE provides a group of experienced instructional designers to support faculty across all four campuses.

Student Success: Each campus is invested in the success of all of its students, regardless of their learning modality. However, online-only students often have special needs and require timely supports that the campuses are not currently designed to provide. ODE provides a variety of supports to online students through vetted online tutoring in writing, 24/7 mental health services, and specialized student navigators who help students find the right campus professionals to address their concerns.

Marketing and Recruiting: The world of online education has many players, for-profit, not-for-profit, public, private, accredited and non-accredited, offering everything from bootcamp certificates to PhD degrees. CU has valuable offerings for many adult learners. Marketing across multiple avenues is required to make sure certificates and degrees are known. However, simply having excellent programs and being known is not enough. Studies show that if a prospective student does not find what they want in 7 seconds they move on. Further, if a prospective student does find something of interest, they expect a response to a query in minutes, not days. Once a prospective student indicates interest and provides enough background to be qualified for consideration, they are passed to the campus offering the program, which has to respond in a timely manner on admissions and potentially offer multiple program start times per year, not just standard semesters. This complex front end of marketing to generate leads, lead interaction and lead qualification are an important service ODE offers the CU campuses.

Website and Technology Stack: Supporting marketing, lead generation, connection of students to support services, integrating students into a database and connecting that database to campus systems,

is the work of the ODE Website and Technology Stack. This is actually a collaboration of ODE and the CU System University Information Systems organization.

Currently ODE supports over 2,000 online-only students across the CU campuses. The campuses support additional online students with their own infrastructure.   CU is constantly evaluating how to best respond to changing student and workforce requirements and is evolving its offerings and infrastructure to respond to existing and projected needs.

9. *[Rep. McCluskie]* Provide an update on how your institution(s) are using the COSI funding for "finish what you started" funds.

Colorado School of Mines:
Colorado School of Mines used COSI funding to establish the Mines Academy at Red Rocks Community College and provide financial aid to Red Rocks students transferring to Mines. We are also currently identifying students who stopped out and want to reengage and complete their degree.

University of Northern Colorado:
UNC was allocated $2,024,812 to implement the COSI Finish What You Started (FWYS) program. UNC has elected to utilize this funding over the course of three years, with a yearly allocation of $674,936. 71% of the annual allocation, or $481,437, will be used to provide financial support to eligible students in the form of scholarships. UNC has chosen to serve students that meet the "Some College, No Degree" eligibility requirements. Students receiving the COSI FWYS scholarships will benefit from wrap-around student success services. UNC has had great success with implementing the COSI model, with a 96% persistence rate from fall 2020 to fall 2021 for students in the COSI Community Partner Program.

Colorado State University – Fort Collins:
First, we are leveraging our existing Partnership Network, consisting of under-represented student-serving high schools and pre-collegiate programs across Colorado, in re-engaging students and families at the community level. Second, students will become members of our Community for Excellence, providing them with a mentor that will be with them through graduation providing support for both academic and non-academic concerns. Finally, FWYS students will receive an additional $3,000 grant on top of their existing financial aid package. The additional financial aid will allow most students to attend without taking on student loan debt.

We plan to serve up to 150 students per year over the next five years with students entering and graduating on a rolling basis.

Colorado State University – Pueblo:
We funded a coordinator and hired an advisor for the "Finish What You Started" program. Currently enrolled students have been awarded scholarships. Also we will use funds to recruit additional students by providing advising and workshops.

University of Colorado System:
Three of the four CU campuses received allocations through the COSI funding from the "finish what you started" funds. Each campus approach is different and detailed below.

University of Colorado – Boulder:

CU Boulder is using the COSI Finish What you Started (FWYS) funding to support up to 300 students who have at least 90 credits but no degree to complete their degree at CU Boulder. The CU Boulder FWYS program will start in Spring 2022 and run through Spring 2025.

CU Boulder is using the funding to:

• Provide students with at least $1,500/semester in scholarship for every semester they enroll ($2,010,056)
• Create a pool of supplemental funds to cover additional expenses students may have (e.g., childcare, transportation, past due balances, $175,000)
• Provide every FWYS student with access to peer tutors in subject areas they need additional academic support ($138,542)
• Hire 2 staff members to provide dedicated student service to support the holistic needs of FWYS students. These staff members will be the main points of contact for the FWYS students and provide academic advising and coaching support. They will also create additional programming to meet the unique needs of adult learners (e.g., navigating university systems, career coaching, $649,806 including benefits and professional development)
• The rest of the funding will go towards indirect costs ($148,671)

In addition to the FWYS scholarships, services, and programming, FWYS students will also have access to all student support resources at CU Boulder, including campus-wide financial aid, scholarships, tutoring, academic advising, career services and more.

University of Colorado – Colorado Spring:
UCCS will be using the Finish What You Started COSI funds to cover up to $10,000/year in last dollar tuition grants to assist students who either started at UCCS but did not finish their degree here and stopped attending or those students who were accepted in fall 2020 but did not attend any other institution.

University of Colorado – Denver:
CU Denver's 5-year allocation for the COSI Finish What You Started (FYWS) initiative is $3,205,371.

Budget Category	Total	% of Total Budget
Student Support Services-Indirect Funding	$1,465,371	46%
Financial Support-Direct Funding	$1,740,000	54%
Total Project Costs	**$3,205,371**	**100%**

The CU Denver program is designed to encourage academic milestones and incentivize persistence to degree completion. Base awards are augmented with an institutional award (milestone) escalator. The scholarship program's objective is to provide additional support to students to reduce out of pocket costs to return to CU Denver. A combination of grants and loans already reduces direct costs to nearly zero for most CU Denver students, the scholarship dollars from this program will help cover any remaining gap. On average, the scholarship will result in a program award of $4,260.

10. *[Staff]* Are there recommendations from HB 21-1330 Task Force that, if implemented, will help you in making related adjustments to changing demographics and workforce needs? Are there recommendations that cause you concern?

Colorado School of Mines:
No response.

University of Northern Colorado:
Currently, UNC is not authorized to offer associates degrees. While we understand that the state has been working closely with the HLC, we do not yet understand the implications of this proposed change for accreditation.

Colorado State University System:
This issue is best captured by Recommendations 5 and 6 of the student success and workforce section. The discussion on role and mission was properly identified as needing more discussion, so as such does not cause us concern.

University of Colorado System:
HB 21-1330 provided an important opportunity for higher education and industry stakeholders to examine the state's approach to higher education and workforce development. Six final recommendations were developed to create additional ways to support an educational environment where homegrown talent can thrive. CU is very thankful to the CCHE, legislature and staff for their efforts in organizing the Task Force work and look forward to working with stakeholders as the recommendations move forward.

CU is very supportive of **recommendation number one: Innovation and Scaling Partnership Grants** that will help spark innovation and scale proven and promising, sustainable approaches to postsecondary workforce and community partnerships. CU has developed important partnerships across IHEs in different parts of the state over the last 10+ years. Examples include the 2+2 in-place engineering and computer science degrees at Colorado Mesa University and Colorado Western University. Several standard 2+2 partnerships have been active with Pikes Peak Community College, Front Range Community College, Pueblo Community College and many others. A postdoctoral program between CU Boulder and Ft. Lewis is in its first year. CU School of Medicine and CSU have partnered to expand medical education in the state. CU's four campus pre-collegiate development program has 25+ years of supporting first generation and low income families, and students realize that there is a path to secondary education. There is a history of innovation across Colorado IHEs and would be pleased to scale these programs and to partner to develop additional innovative programs. This is consistent with the Pillars of Affordability and Student Success, and Diversity, Equity and Inclusion included in the strategic plan.

CU also appreciates the focus of **recommendation number four: Develop Stackable Credential/Work-Based Learning Pathways** which calls for the legislature to work with education and business leaders to develop legislation that creates credential pathways in high-need, high-value fields at large scale. CU is very supportive of stackable credentials that expand what is currently available. This important dialogue is currently happening around work-based learning through the House Bill 20-1002 working group, which was charged with creating a state-wide process for evaluating work-based credentials for potential credit toward 2 year and 4 year degrees. The foundation for these conversations has been established and is now in CCHE policy, further legislation

is not needed to continue this work, which can happen organically with the right stakeholders at the table. This is especially important as it relates to accreditation of curriculum. CU is committed to continue engaging in these important discussions to expand stackable credential and work-based learning pathways.

While all six of the recommendations seek to improve the higher education and talent pipeline ecosystems in Colorado, recommendation **number six: Create a Strategic Talent Finance Plan**, sheds light on the one important underlying factor impacting all higher education institutions in the state and the ability to effectively implement recommendations, which is state funding. The recommendation calls for leaders from institutions of higher education and industry to identify options for additional, sustainable funding for postsecondary education. While it is important for institutions to access as many external resources as possible and we should work together as a state to identify additional options, we cannot discount the importance of state investment into public higher education. This is especially important for sustainable implementation of recommendation **number five: Eliminate Equity Gaps**, which is also a key pillar in CU System-wide and campus specific strategic plans.

As we work to advance priorities for the State, CU also believes it is important to provide more clarity in language and thus help address goals. First, there are many pathways to and through education to a working life and many say if you do not continue lifelong learning you will not advance or even maintain your jobs. Some pathways require specialized training in the skilled trades, some a two year degree, others a four year degree while still others require postgraduate education. Thus, we need to support an ecosystem of higher education and not point to one type of job nor assume that a one-size-fits-all approach will best serve students and the state.

As pointed out in the State Higher Education Master Plan, Colorado Rises: Advancing Education and Talent Development, the largest gap is in four year degrees. Further, as shown by many studies, while a four-year graduate in a STEM field starts at a higher salary than many more liberal arts focused degrees, by mid-career many liberal arts graduates are earning more than their STEM counterparts and surpass them as their career progresses. In language and educational goals, the State should not diminish or demean different courses of study. As pointed out by the Lockheed-Martin 1330 member, he has a history degree. Also, in addressing the equity gaps, we should consider what attracts students and their families as career paths, and not force them to only consider STEM fields.

Thus**, relative to recommendations two, three, and five**, CU encourages casting a wide net to attract, retain and graduate students, at all postsecondary attainment levels, looking across a working lifetime and knowing that current and future graduates will have multiple jobs and careers. We have the opportunity to be inclusive and maintain a vision toward the future and we, as a state, should take that path.

COLLEGE AFFORDABILITY AND INCREASING AWARENESS ABOUT FINANCIAL AID

11. *[Sen Rankin]* Based on the experience of your institution(s), how do scholarships and other types of aid affect the enrollment and retention of underrepresented students (first-generation, low-income, underrepresented minorities, etc.)? Does more support increase participation? Retention?

Colorado School of Mines:

Merit-based scholarships and need-based financial aid are critical to increasing representation of underserved and low-income students at Mines. This is driven by financial need of families as well as competition from other institutions (in-state and out-of-state) for students. The importance of merit-based scholarships cannot be overlooked for students applying to Mines, regardless of financial status. For some it can serve as recognition for their high school achievements. For others it can serve as affirmation that Mines believes they can succeed in our rigorous curriculum.

That said, financial aid alone will not move the needle. For this reason Mines is investing in multiple pathways to Mines as well as partnering with community-based organizations to assist in recruitment and student support. We also continue to invest in building community once students get to Mines through many wrap-around services. The creation of the PASCAL Center is one recent example https://www.mines.edu/pascal/.

University of Northern Colorado:
• According to data extracted from the IPEDS data center, UNC awards institutional aid to a greater proportion of its first-time, full-time undergraduate students than any other public four-year institution in Colorado. Average institutional grant aid also is above the state median.
• In terms of financial aid, data show a significant difference in retention based on whether a student has unmet need. First-time, full-time entering students with no need are twice as likely to be retained as are those with any unmet need. Additionally, it is notable to state that for first-generation students, 58.7% have unmet need, compared to 24.5% of students who are not first generation. Additionally, 81.7% of African American and 62.2% of Hispanic students in the cohort have unmet need.
• In examining UNC's merit scholarships, there are significantly higher retention rates among all groups of students receiving the highest level of aid. In contrast, students receiving the lowest levels of merit scholarships do not appear to realize gains in retention, suggesting a need to re-examine how these dollars are packaged. Additionally, when looking at other state institutions, the highest level of merit aid at UNC is significantly lower than at other schools such as Colorado State University – Pueblo and Fort Collins, Colorado Mesa University, CU Boulder, and CU Denver. The statewide data indicate that more support does increase both participation and retention.

Colorado State University – Fort Collins:
Our data suggests that there are strong positive correlations between grant aid and access as well as success for low-income resident students. Ongoing research suggests the maximum net cost a student can incur while still maintaining persistence rates that correlate to our population. Lowest-income students need to have 70% of costs covered by grant (pay 30% from loans/work/ savings), and lower-middle income students need to have 40% of costs covered by grant (pay 60% from loans/work/savings).

After accounting for all federal, state, and institutional financial aid resources, we are about $5M to $7M short of meeting student need at the level that aligns with student success at CSU-Fort Collins.

Colorado State University – Pueblo:
Finances overall are a significant driver of enrollment for our students, both new and continuing. New students compare aid packages from various institutions, or make decisions based off their perceptions of affordability. Continuing students live with the reality of bills to pay, books to buy, and, quite often, other family expenses that demand a full-time job despite their college enrollment.

For CSU Pueblo, there is not a direct one-to-one relationship between scholarships offered and enrollment of these populations as new students. However, we do know from available research and our own experience that underrepresented students tend to be price-sensitive, and perceived barriers, such as a general belief that college is too expensive, can serve to limit their enrollment. The nature of the support matters as much as the dollar amount in some instances – in our case, we have translated a scholarship of about $5,000 to a free housing incentive, for example, and students who did not respond to a scholarship offer found the "free housing" language to be more convincing, even though the bottom line was the same. This lesson is one reason we introduced Colorado Promise as a free tuition concept – each student's individual financial situation varies widely. One student may need $2,000, while another student needs $10,000. After a while, the dollar amounts cease to mean much to their decision, and what matters is the outcome – free tuition, free housing, etc. We are working to align our outreach and aid efforts in this way.

Retention/persistence of current students can be a different matter. Often, exact dollar amount awards can sway their decision to stay enrolled, because a very real number (a remaining bill, for example) is driving their ability to enroll. In these cases, we have found success in tailoring bill paydown scholarship efforts to the direct dollar needs of the students, and communicating it in that way.

University of Colorado – Boulder:
CU Boulder has a variety of scholarships that intentionally serve underrepresented students, such as First-Generation Scholarships, Native American Scholarships and Impact Scholars, an innovative scholarship program that awards students with high achievement who have a high disadvantage score. CU Boulder sees evidence that these scholarships along with need-based aid help to make college affordable for these students. For underrepresented students to thrive, however, CU needs to provide more than financial opportunities and are working to also provide additional academic and social support that will increase retention and graduation rates in these student populations.
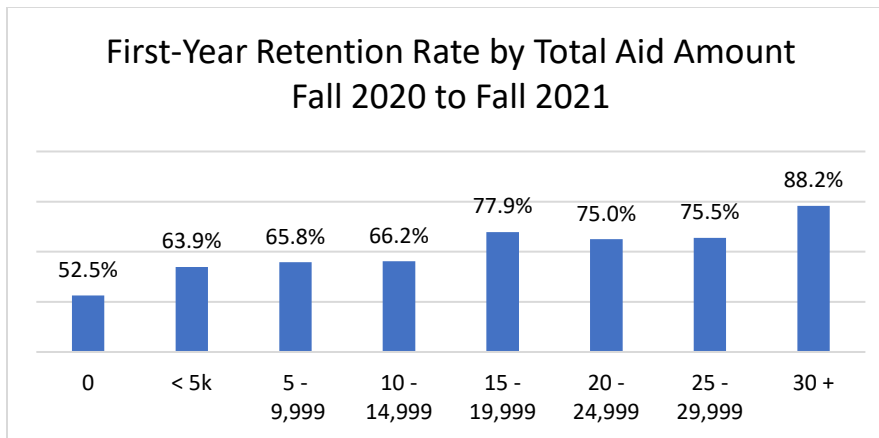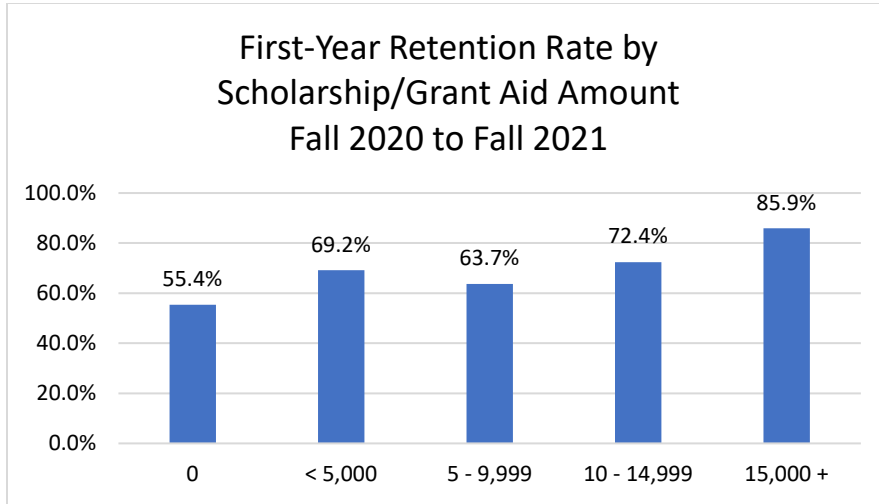
Financing a college education remains a top concern for prospective students/families. CU Boulder's ability to create a successful financial aid strategy for each individual student/family is critical to their success and remains a priority for the campus. CU Boulder continues to look for enhanced opportunities through financial aid (grants/scholarships, loans, work study) to have a positive impact on both the enrollment and retention of underrepresented students.

CU Boulder is currently remodeling all automatic scholarship programs for the fall of 2023 for all first-year and transfer students. This campus-wide effort will help ensure that scholarship programs are providing added value to students and families. CU Boulder is using data analytics to evaluate that the impact that the scholarships are having on recruitment, retention, and graduation rates of students. The ability to offer scholarships and other financial support for students is crucial to efforts to provide educational opportunities for Colorado's graduating high school students, many of whom are being recruited by out of state institutions who are able to offer greater support than Colorado's own educational institutions.

University of Colorado – Colorado Springs:
Among undergraduate students in the Fall of 2021, the success rate among grant/scholarship recipients was 15 percentage points higher (83%) than students who were not recipients (68%). This pattern holds among students of color in which recipients have a success rate of 81% versus non-recipients at 64%. For students who are White or of an unknown race/ethnicity, recipients have a success rate of 85% versus non-recipients at 69%.

Scholarships and grants as well as the total amount of aid are associated with higher retention rates among first-year students with a noticeable bump when total aid reaches $15,000. The campus also knows that first-year retention among students with less than $5,000 in unmet need was 75% compared to 62% among students with more than $5,000 in unmet need.

First-Year Retention Rate by Scholarship/Grant Aid Amount Fall 2020 to Fall 2021

Aid Amount	Retention Rate
0	55.4%
< 5,000	69.2%
5 - 9,999	63.7%
10 - 14,999	72.4%
15,000 +	85.9%

First-Year Retention Rate by Total Aid Amount Fall 2020 to Fall 2021

Aid Amount	Retention Rate
0	52.5%
< 5k	63.9%
5 - 9,999	65.8%
10 - 14,999	66.2%
15 - 19,999	77.9%
20 - 24,999	75.0%
25 - 29,999	75.5%
30 +	88.2%

University of Colorado – Denver:

With 46 percent of undergraduate students being first generation, 37 percent identifying as an underrepresented minority, and nearly 40 percent being Pell grant eligible, the CU Denver undergraduate student population directly reflects the subject of this question. And as the campus has been designated both an HSI and an AANAPISI, they are even more mindful about how aid practices impact the enrollment and persistence of students.

At CU Denver, aid from all sources plays a significant role in the decision-making process for most students and families. In addition to increased grant aid, the national conversation around clear financial aid offers notes that making clear aid offers allows students and their families to better understand the true cost of their education and feel comfortable pursuing their education with us (Newamerica.org, 2018). National strategy guidance from the U.S. Financial Literacy and Education Commission 2020 states that Hispanic and Black students exhibit substantially lower scores on

financial literacy tests and that difference was even higher when compared solely with their White and Asian peers (Treasury.gov, 2020). Given CU Denver's student population, they need to be proactive in not only offering aid, but also helping students understand the true costs of their education and how to budget overall.

For incoming students, CU Denver has progressed by offering more scholarship aid upfront, going from nearly $0 in 2013 to over $2.1 million awarded to admitted and enrolled new students this past fall 2021. Coupled with allocations of state grant aid ($3 million earmarked for new enrollees), institutional need-based aid ($1.5 million for new enrollees), and federally guaranteed Pell grant and Direct Loans, CU Denver has substantially moved the needle on providing and protecting upfront resources for entering students. Additionally, CU Denver has moved the timeline of these offers up for prospective students from late March for the 2016 entering class to mid-November for the 2022 entering class allowing for students and families to make earlier decisions. Yet CU Denver still sees a remaining out of pocket cost for the total cost of attendance of over $16,000 for students with incomes under $32,000 based on FY 2020 data.

Each year CU Denver sends a survey to students that did not end up enrolling with at the campus after being admitted. 2019 data suggests that eight of the top ten reasons that students admitted to CU Denver never actually enroll were associated with costs, financial aid and scholarships, or related concerns. CU Denver has increased total institutional aid and scholarships from $13.8 million in 2012 to $22.6 million in 2020. CU Denver has been strategic in the use of these funds to ensure enrollment and increase retention, however the economic needs of students will continue to evolve, and increased aid will be paramount for ensuring degree attainment.

Retention of students is also impacted by the availability of funding. CU Denver data also shows that students who are Pell grant eligible retain and graduate at rates that match or exceed the overall institutional rates. This pattern extends to first generation students as those that are Pell eligible retain and graduate at higher rates than their first-generation non-Pell eligible peers. In terms of non-scholarship/grant aid – institutional data looking at the average graduation rate of fall 2010-2015 cohorts – show that first-time students who utilize Federal Work-Study and Colorado Work-Study funding graduate at a rate 24 points higher than those who do not work on campus. URM students' graduation rates are 25 points higher for those that had a work-study job compared to those URM students who did not. And for the students that the campus does lose, six out of the top ten reasons were related to financial concerns such as tuition cost and balancing personal expenses with pursuing their degree.

Financial aid is central to student success and must be complemented with administrative and academic supports. CU Denver is developing high impact practices, strengthening early warning systems, expanding co-curricular experiences, targeting initiatives for first-year and transfer students, and monitoring disaggregated cohorts in combination with the aid investments which lead to improved measurements of success. An example of this is the Milo's Rising Scholars program which supports a cohort of students (50 percent of which are URM and/or first generation) with wrap around support and additional aid. Early reports suggest this cohort will have an 86 percent persistence rate in comparison to their like peers at 65 percent. Rather than just thinking about the passive measurement of student reenrollment year over year, CU Denver's focus on persistence allows us to proactively support the students' experience financially and holistically; developing drive, determination, and action alongside students that will lead to not only enrollment but also individual student success.

https://www.newamerica.org/education-policy/policy-papers/decoding-cost-college/

https://home.treasury.gov/system/files/136/US-National-Strategy-Financial-Literacy-2020.pdf

University of Colorado – Anschutz:
Increased financial support through scholarships and grants help increase enrollment and retention of underrepresented students, with more financial support and clear understanding of financial aid award packages increasing participation and retention efforts. The Anschutz Medical Campus earmarks ongoing funds targeted specifically to underrepresented student populations, with the majority of available aid dedicated towards URM populations. During the pandemic year, Anschutz specifically targeted low-income, Pell Eligible students to receive additional financial support, along with financial aid set aside to be utilized by campus case management teams for students with emergency needs. However, financial measures alone do not retain or attract students. Programs of inclusivity are necessary to attract and retain URM students.

• Programs aimed at retaining underrepresented students, include:
     o CU Anschutz Office of Student Services conducts resilience and case management functions to support student mental health.
     o Collaboration with the Diversity, Equity, Inclusion and Community Engagement on workshops and programs to support all students.
     o Dental Student Success Team in place to support Dental Medicine student achievement and well-being.
     o Participation in Mentor Collective, a platform of 80 partners committed to closing equity gaps, improving graduation rates and increasing social mobility by matching every new student with a trained alumni or employee mentor.
     o Co-sponsor of the National Association of Black Physical Therapists' "Emerging Leadership Program," a formal mentorship and training program that will be provided to BIPOC physical therapy students across the country.
     o Tutoring for students
     o Expanded peer support through Advisory College Program Families where incoming students are paired with a 2nd year medical student (MS2 Buddy) to help orient and navigate the medical school curriculum
     o Community engagement – promoting activities to support the communities CU serves
     o Diversity Council – serves and advises the School of Dental Medicine's strategic action agenda, fostering a culture of inclusion.
     o Multicultural Student Dental Alliance (MSDA) – a student organization viewed as a forum and a way to share opinions amongst students, initiate conversations, organize events and implement governing the organization's activities
     o Health Equity embedded throughout curriculums

12. *[Staff]* Respond to the staff recommendation that the State should identify what can be said about the costs of postsecondary education for low income students across the state, as the foundation of a public education campaign about college affordability.

    (a) Do you agree with JBC Staff that the perception of unaffordability is itself a problem?

        Colorado School of Mines:

Yes, this is a reasonable argument when one considers that affordability of higher education is a significant issue for most families and any barriers to entry can be significant for families who do not have easy access to information.

University of Northern Colorado:
Yes, we agree.

Colorado State University System:
Yes

University of Colorado System:
Yes. The perception of unaffordability is a challenge for public post-secondary education in Colorado.

(b) If so, what is the best way to address this?

Colorado School of Mines:
First and foremost, increasing state funding for financial aid is the most important ingredient to helping solve the affordability question. We do agree that expanding outreach to middle and high schools should be considered to enhance impact of state financial aid programs. The State should consider how its departments and agencies can better coordinate and align their efforts to support messaging and access to opportunities for post-secondary education.

University of Northern Colorado:
Addressing perceptions is a complex process that includes 1) building a clear understanding of those perceptions through market research and focus groups, 2) using data to develop a communications strategy and message, and 3) delivering the message through appropriate media channels. Doing this effectively statewide may be best done through a contract with an experienced marketing and communications firm.

Colorado State University System:
We believe this issue needs to be addressed systemically. For our part we are exploring new outreach messages to address this issue. In addition, to the extent the issue is preventing students from applying or attending, addressing the issue via the K-12 system is important too.

University of Colorado System:
The misperception around the affordability of public higher education is a serious challenge for the state. It deters promising students – many of them from underrepresented groups or rural areas of the state – from improving their lives through a college education. And it hurts communities and companies around the state that would benefit from growth in a more education population. This misperception is about both the cost of an education (which is often far less than many realize) and the value of a college education (which has been questioned by some). An important way to counter these misperceptions is through sustained outreach and grass-roots efforts across the state. By working with K-12 counselors, community leaders and prospective students, CU can educate them around costs and value. One way to start is with a uniform affordability message that is true for all public institutions. For example, identifying a common threshold at which students qualify for enough financial

aid to cover tuition and fees, such as family income for Pell-eligible students. Change won't be easy, and it won't come overnight. But, CU also knows that the education remains the best strategy for creating economic independence and social mobility, so we must work together to make sure that it is accessible to all Coloradans.

(c) Are you willing/interested in collaborating (and asking your financial aid directors to collaborate) to identify common facts and messaging that would apply across Colorado's public higher education institutions?

Colorado School of Mines:
Yes. FA Directors meet once a month and can be a resource.

University of Northern Colorado:
Absolutely. In order "to identify common facts" the criteria and definitions in reference for those facts would need to be common, so that all institutions are providing comparable info, i.e. data points such household income from FAFSA for which year(s), the sources of aid to be included (federal grants, state grants, institutional aid, third party scholarships, sports/talent scholarships, etc.), the types of student charges to be included (tuition, mandatory fees, academic fees, health services, other costs of attendance, etc.), and student academic performance factors. It would also make sense to use market research to understand what "common facts" are most relevant in addressing perceptions.

Colorado State University System:
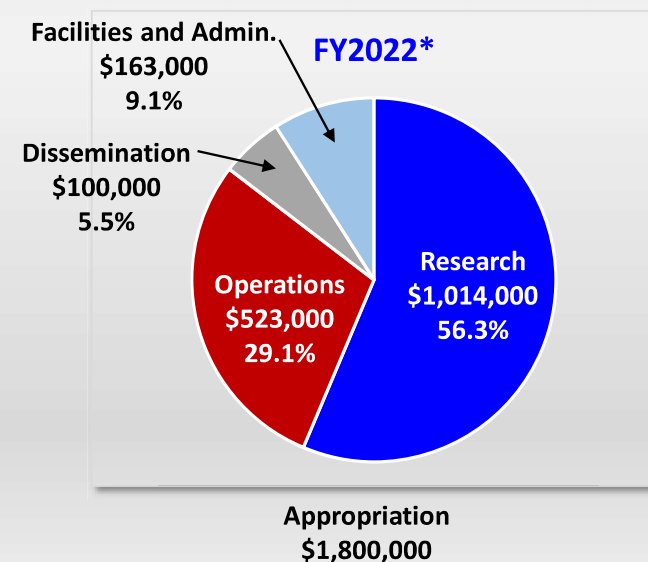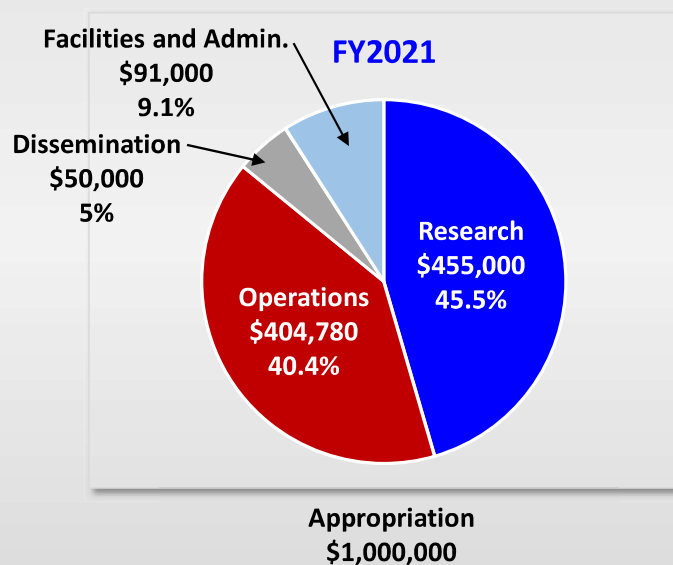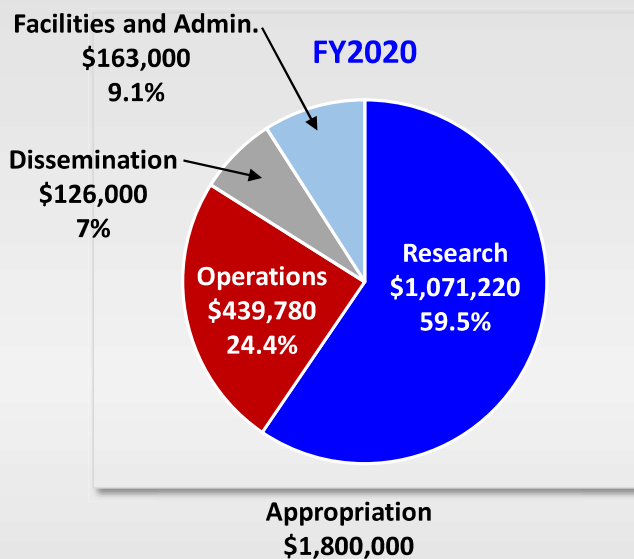Yes

University of Colorado:
Yes.

The **role and mission** of the Institute of Cannabis Research is to **conduct research related to cannabis**, including clinical research, biotechnologies, clinical studies, the efficacies of medical marijuana, and economic development associated with cannabis in Colorado, and to **publicly disseminate the results of the research**.
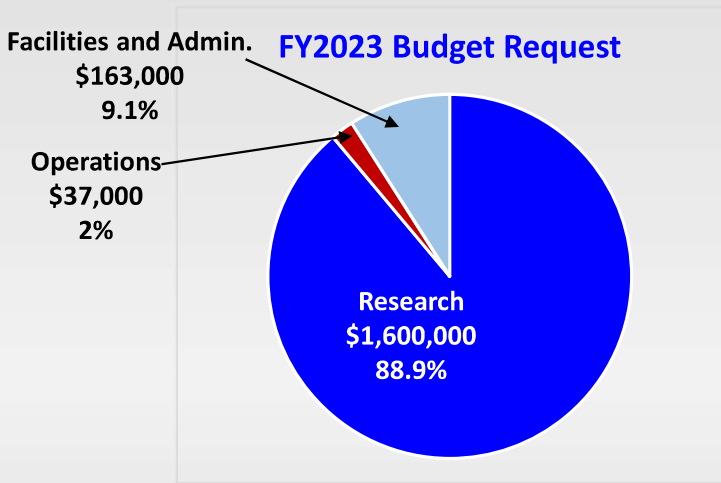
The Institute of Cannabis Research

FY2020

Facilities and Admin.
$163,000
9.1%

Dissemination
$126,000
7%

Operations
$439,780
24.4%

Research
$1,071,220
59.5%

Appropriation
$1,800,000

FY2021

Facilities and Admin.
$91,000
9.1%

Dissemination
$50,000
5%

Operations
$404,780
40.4%

Research
$455,000
45.5%

Appropriation
$1,000,000

FY2022*

Facilities and Admin.
$163,000
9.1%

Dissemination
$100,000
5.5%

Operations
$523,000
29.1%

Research
$1,014,000
56.3%

Appropriation
$1,800,000

*Based on the ICR Gov. Board approved budget for the current fiscal year.

112

The Institute of Cannabis Research

FY2023 Budget Request

Facilities and Admin.
$163,000
9.1%

Operations
$37,000
2%

Research
$1,600,000
88.9%

$1.6 Million in new research funding:

- 2 Projects at $400,000 - $500,000/yr (clinical and medical)
- 2-3 Projects at $150,000 - $200,000/yr (biotech. and preclinical)
- 2-3 Projects at $50,000 - $100,000/yr (economic and biotech.)

Proposed FY2023

Facilities and Admin.
$326,000
9.1%

Dissemination
$100,000
2.8%

Operations
$523,000
29.1%

Research
$2,614,000
72.6%
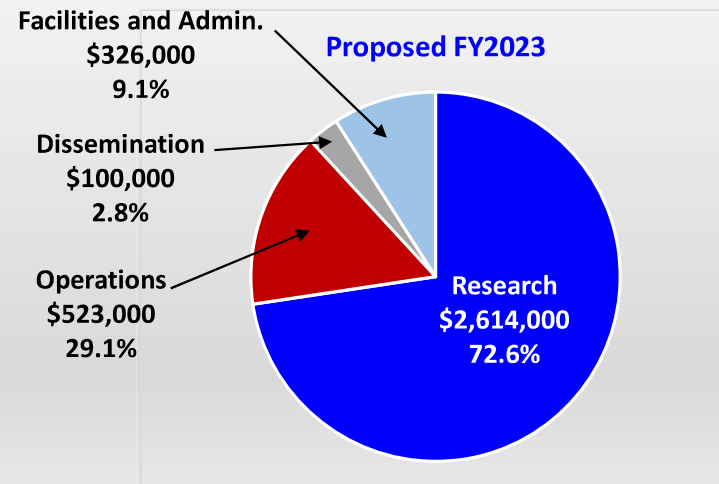
The Institute of Cannabis Research

FY22 Cannabis Research Competition:
- Modeled after the process used by NIH (review process and criteria)
- Awarded funding to 10 meritorious research projects
- Only cannabis research funding mechanism to allow for research minded industry partners to collaborate with higher education

Dr. Camille Stewart (Cannabinoids use for Pain Management Following Surgery for Cancer)

Dr Hollis Karoly: (Impacts of Combined Alcohol and Cannabis Use)

Cannabis Research Conference 2021 (August 3-5, 2021):
- 329 Participants
- 100 Presentations
- 39 Sponsors and Exhibitors
- Co-hosted with the Global Hemp Innovation Center at Oregon State University

The Institute of Cannabis Research

Monthly Cannabis Research Webinar Series:

- Focused on Medical, Public Health, and Policy Research
- Free to participants
- Past webinars archived on the ICR Website
- Now partnering with the Lambert Center at Thomas Jefferson University
- Launching a second webinar series on hemp research, production, and processing in partnership with the Volcani Center in Israel

The January Webinar is <u>Thur, Jan. 13th at 1:00 PM</u> featuring Dr. Staci Gruber ("Medical cannabis use: What to keep in MIND"), Director of the Cognitive and Clinical Neuroimaging Core at McLean Hospital and Associate Professor of Psychiatry at Harvard School of Medical.

Sponsorship of the *Journal of Cannabis Research*:

- Peer reviewed academic journal
- Published in partnership with Springer Nature
- > 100 Research articles published to date
- Published using the "open access" model = freely available
- Indexed on PubMed

Journal of Cannabis Research
the official publication of the Institute of Cannabis research

BMC Part of Springer Nature

The Institute of Cannabis Research

Request for a statutory change:

HB 19-1311 – "Must fund research through an open, competitive process using **national best practice**"
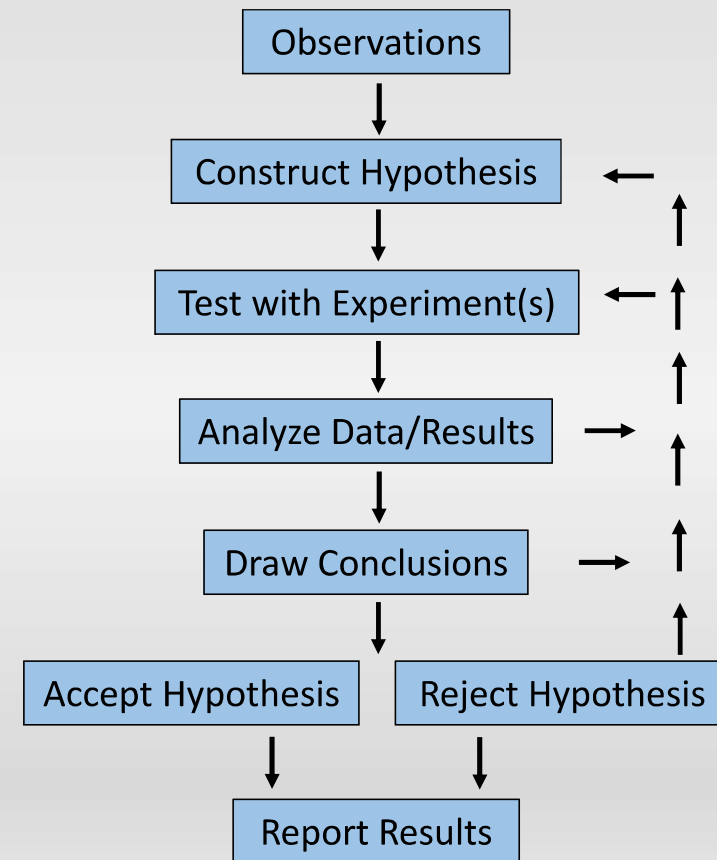
Federal research funding agencies have a mechanism for some degree of role forward for awarded funds.
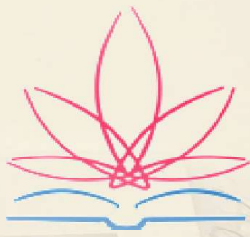
Research requires some degree of flexibility in execution.

NIH allows for up to 25% of annual awarded research funding to be rolled forward by an investigator without significant required justification or impact.

Request: The ICR to be granted roll forward authority for up to 25% of the annual appropriation that is used to directly fund cannabis research in a given fiscal year.

Example: If $1,000,000 of the annual appropriation is awarded in research funding the ICR is requesting authority to roll up to $250,000 forward. This will be extended to individual researchers and not related to ICR operations.

Observations
→ Construct Hypothesis
→ Test with Experiment(s)
→ Analyze Data/Results
→ Draw Conclusions
→ Accept Hypothesis / Reject Hypothesis
→ Report Results

Institute of Cannabis Research
COLORADO STATE UNIVERSITY PUEBLO

In 2016 Colorado and Pueblo County had the forethought to provide the resources that led to the creation of the Institute of Cannabis Research (ICR) at Colorado State University Pueblo. The ICR became the nation's first multi-disciplinary cannabis research center at a regional, comprehensive institution. Primary functions of the ICR are to facilitate cannabis research and the dissemination of research results.

The ICR:
- Supports Cannabis Research in Colorado
- Hosts the annual Cannabis Research Conference
- Sponsors the publication of the *Journal of Cannabis Research*
- Hosts a monthly Cannabis Research Webinar Series

*Research: The ICR conducted its first statewide competition for research support that was modeled after the award process from the National Institute of Health (NIH).and 10 meritorious proposals were awarded funding at a range of Colorado Institutions including: **CU Boulder, CU Anschutz, CSU Fort Collins, CSU Pueblo, and MX, LLC**. The projects will continue to grow our knowledge of cannabis. Below please find a summary of most of these projects:*

(for a complete list of projects and descriptions visit the ICR's Website)

Dr. Emily Bates: (CBD and Pregnancy) Morning sickness during pregnancy can be debilitating for a significant portion of women. Because there are not good remedies easily available and marijuana can help with nausea, women are drawn to using it, or the non-psychoactive component cannabidiol (CBD), thinking it is safe for their unborn child. Results from this project will allow us to learn how fetal exposure to CBD affects brain development and anxiety behaviors.

Dr. Cinnamon Bidwell and Dr. Tyrell Towle: (Cannabis Products and Label Accuracy) The goal of this project is to determine the actual cannabinoid content of cannabis products found in the Colorado Retail Cannabis marketplace) and compare to the stated cannabinoid content found on the product label. Over 450 authentic cannabis products from four basic categories: flower/joints, edible/ingestible, concentrate, and other/infused will be randomly selected, purchased from state-licensed retail dispensaries, and tested.

Dr. Ashley Brooks-Russell: (Acute Cannabis Use and Driving) Police officers have long recognized that changes to the eyes, such as changes to the pupils or eye movements, can be a sign of recent drug use. Eye-scanning technology will be assessed as a potential tool to detect impairment related to cannabis while driving a vehicle or in an occupational setting. Results from this study will be beneficial to law enforcement, legal experts and other public health regulators.

Dr Hollis Karoly: (Impacts of Combined Alcohol and Cannabis Use) Cannabis is the most commonly used drug among people who drink alcohol, yet an understanding of the effects of using these substances together is quite limited. Two important considerations that might impact the impacts of cannabis and alcohol use are the specific type of cannabis used (i.e., THC/CBD content and potency) as well as the order of use (i.e., using alcohol before cannabis or cannabis before alcohol). Research from this project will be beneficial to the cannabis consuming public, regulators, legislators and other public health officials.

Dr. Stephanie McGrath: (Potential CBD Efficacy for Alzheimer's Disease) Alzheimer's disease (AD) and other dementias are expected to be the second leading cause of death in the United States within the next decade. Canine cognitive dysfunction syndrome (CCD) is a well-recognized neurodegenerative disease that serves as an ideal naturally occurring surrogate for AD in humans. Promising data have revealed that cannabidiol (CBD) and trazodone may have beneficial effects on various phases of the neurodegenerative process, which will be tested alone and in combination, as a preventive and therapeutic option in dogs, acting as a translational model for use in humans. The results of this in vivo study will set the foundation for human clinical trials.

Dr. Ken Olejar: (CBD and CBN Production and Increased Bioavailability) Large numbers of therapeutics originate from compounds in plants. Cannabinoids produced by cannabis have garnered interest for potential medical use. This project will focus on the efficient production of the cannabinoid CBD and CBN (produced from CBD) along with analogues of these cannabinoids that will be tested for efficacy against a Rheumatoid arthritis model and in breast cancer. Research from this project may inform the future production and development of therapeutic applications of cannabinoids and their analogues.

Dr. Nichole Reisdorph: (Effects of Cannabis on Neurotransmitters and Anxiety) Orally consumed Cannabis and extracted cannabidiol (CBD) products are increasingly used supplements for a range of health disorders, including depression and anxiety. This research will help determine the role of gut microbiome in how Cannabis derived molecules are metabolize. Results can be used to design similar studies focused on other disorders such as post-traumatic stress disorder (PTSD). This research study will be beneficial to the health community including veteran's services, psychiatric community as well as other public health regulators.

Dr. Camille Stewart (Cannabinoids use for Pain Management Following Surgery for Cancer) Interest in Cannabis and its derivatives for pain management is growing, yet there is a critical lacking of understanding of how cannabis and its derivatives affect patients after surgery. Cannabis is of interest to surgical patients diagnosed with cancer, and therefore they represent an ideal population to study. Blood cannabinoid levels, pain levels, pain medication requirements, and post-surgery complications will be assessed in daily cannabis users and non-users undergoing surgery for cancer. This research will help doctors and patients understand how cannabis use affects surgical patients and help determine if cannabis use is safe around the time of surgery.

Moving Forward: To meet the mission the state has set forth the ICR requires the Institute engage talented researchers throughout Colorado to engage in a diverse cross section of cannabis research. Research is needed to address the many questions surrounding cannabis in a changing regulatory and policy landscape as well as address potential applications of cannabis. Cannabis research cannot be stagnant or be of secondary importance if public health and advanced applications are a priority.

INSTITUTE OF CANNABIS RESEARCH
Request R8 Institute of Cannabis Research - CSU System

1. *[Sen. Hansen]* I would like discussion about how the requested funding would be used and a justification of why we should double the funding.

Looking at how the ICR has recently utilized appropriated funds will helpful in framing this discussion. In a typical fiscal year a little less than half of the appropriation is used to fund the Institutes operation, which includes personnel (salaries + fringe benefits), annual conference, sponsoring the Journal of Cannabis Research, facilities and administrative costs, and other operating costs. The majority of the funds are used to support cannabis research throughout the State.

The mandate for the Institute is to fund research in a range of disciplines that includes clinical research, medical research, biotechnologies, and economic research. It is important to recognize that based on federal research funding, medical and clinical research is typically funded at about $500,000 per year in direct funding for 3-5 years. This is the direct costs for the research. Indirect costs are typically on top of this. Biotechnology research is commonly funded at $150,000 - $250,000 per year for multiple years. This is simply not compatible with the current appropriation if they state wishes to invest in and remain at the forefront of Cannabis Research.

The first statewide competition for research funding, which was for projects that started at the beginning of the current fiscal year, employed a much more limited allowable budget. The allowable budges for this funding competition were limited to no more than $90,000 per project year for up to 3 years. This reflected uncertainty in the amount of appropriated funds the ICR would receive. The ICR took a conservative approach and based the budget on the appropriation for FY21 and a desire to fund minimum of 3-4 projects. Ultimately this funding competition resulted in funding some basic research, preliminary public health and medical research, and some preclinical studies. Even with the meager allowable budgets the ICR received about $10 million in funding requested and fewer than half of meritorious "fundable" could awarded.

The Budget Request submitted by the ICR this reflects an effort to fully fund the breadth of project types that ICR is called to support. The proposed use of the new funds included in the Budget Request submitted this year is focused on expanding research.

Of the new budget request $1.6 million will be used to fund New Research:

2 projects at $400,000 - $500,000/yr (medical and clinical)
2-3 projects at $150,000 - $200,000/yr (biotech and preclinical)
2-3 projects at $50,000 - $100,000/yr (economic and biotech)

The remaining $200,000 that has been requested will be used for facilities and administration costs (10% of expended funds), increasing operational costs, and staff COLAs. Overall, the ICR will be able to support about $2.6 million in research while maintaining operating costs almost flat (outside of normal inflationary increases).

2. *[Sen. Rankin]* Discuss the accomplishments of the Institute of Cannabis Research to-date (e.g., numbers attending conference, distribution of information).

The ICR has a broad vision to support unbiased, high quality cannabis research in Colorado and engage researchers and the public through outreach and dissemination of cannabis research results. This is reflected in ICR Accomplishments and Activities. We can look back at 5 annual conferences, launching the Journal of Cannabis Research, which is entering its 3rd full year of publication, dozens of funded researchers, and the number of student researchers impacted being well over a hundred. It makes sense to focus on some of our key activities that continue today to meet the mission of the ICR.

1. Successfully conducted a statewide competition for Cannabis Research Funding modeled after the process employed by NIH.
  o Included peer review by subject matter experts recruited nationally.
  o Funded projects include preliminary medical research, public health research, and biotechnology research.
  o Only research funding mechanism that allows for research minded industry partners that have the State issued Marijuana Research and Development license to partner with academic researchers.

2. Recently hosted the 5th annual research conference, which has been among the most successful to date.
  o 329 Participants
  o 100 Presentations
  o 39 Sponsors and Exhibitors
  o The number of participants as well as resources sponsors and exhibitors has allowed the ICR to operate the conference as a budget neutral even. As a result budget savings from the Cannabis Research Conference were redirected to support greater student involvement on funded research projects (The ICR Emerging Scientist Awards).

3. The ICR host a monthly Cannabis Research Webinar Series that is free to participants.
  o Focused on Medical, Public Health, and Policy Research
  o Now in its second year we are partnering with the Lambert Center for the Study of Medicinal Cannabis and Hemp at Thomas Jefferson University on the Webinar Series
  o About 100 Participants most months (range of participants: academic researchers, government officials, public health officials, practitioners, interested public, etc.)
  o Webinars Archived on the ICR's website and widely accessed after the event.
  o A second webinar series will be launched at the end of the first quarter of 2022 with a focus on Hemp production, processing, and research, which we are partnering with the Volcani Center for Agricultural Research in Israel, and will also be free to participants.

4. The ICR sponsors the publication of the Journal of Cannabis Research in partnership with Springer Nature.
  o Launched in Fall of 2018 with the first issue published in June of 2019.
  o 112 research articles published
  o The Journal employs the "open access" model, which means that all research articles are freely available to researchers and the general public as well.
  o Indexed on PubMed, and working towards indexing with SciFinder Scholar and Web of Science.

o Continuing to see a steady increase in the number of manuscripts submitted and published each year.

3. [Sen. Hansen] I would be interested making some statutory changes if those would assist with institute operations and achieving state goals. What changes would the ICR like to pursue?

There is one statutory change that would be helpful in the Institutes role as a research funding organization. We largely modeled the competitive process for research funding through the ICR after federal funding agencies to align our processes with national best practices as required by HB19-1311. The statewide competition for research funding is largely modeled after the process employed by NIH. All federal funding agencies that we have some level of familiarity with effectively include roll-forward for funded researchers in some capacity although the process varies by funding agency. It would be ideal if the ICR had roll-forward authority for a percentage of the funds awarded to support cannabis related research to be in-line with national best practices. We specifically request that the ICR have the authority to roll-forward 25% of annually awarded research funds only (we are not requesting roll forward authority for administrative spending). We have based this request on the fact that NIH basically allows for unobligated funds that are ≤ 25% of the award for the performance period, to roll-forward without any significant justification required or implications. Operating on a strict fiscal year basis does not allow the ICR the same flexibility afforded the NIH or other federal funding agencies.

The value in having specified roll-forward authority associated with research obligations is to allow the ICR to be an effective research funding source for cannabis research in the state. Research is not necessarily as predictable as perhaps we would like it to be, especially with respect to multi-year projects. Results drive the progression of research projects, and it should be expected that research results will at a minimum lead to subtle shifts in a research project. Sometimes results require that a particular experiment be repeated or repeated with slight modifications. Research generally follows a logical progression, and if one experiment is delayed or has unanticipated results, it may delay subsequent experiments or require a modification of the next experiment. Some supplies having limited "shelf-life", revisions to experimental timelines sometimes occur, or sometimes it is necessary to change the required supplies in response to adjustments in experimental design. Therefore, some degree of fiscal flexibility is generally afforded to researchers by federal funding agencies, including some form of roll-forward availability. The current global state of affairs makes roll-forward authority even more vital. Supply chain issues have impacted scientific supplies just like purchasing holiday gifts and some food items. Ultimately, and based on established gold standards from federal funding agencies, we are seeking to establish a set of conditions for researchers to operate within that gives them a high likelihood of success while putting reasonable parameters on what can be accommodated.