

Proposal Narrative Statements

All proposals are required to include an implementation plan addressing one or two of the Innovation Challenge focus areas. Applicants will outline their state's implementation plan, how the proposal was developed and how the work aligns with state labor needs. States will provide explanations of the capacity and authority of their leadership teams and timelines of process benchmarks for implementing work. The narrative portions of the proposal will also explain how the state will leverage its existing work to improve college completion.

Applicants must address all of the following points. Visuals are welcome.

****note: word count excludes endnotes.**

1) State's college completion goals.

Maximum length: 250 words

- Describe the state's existing college completion goals.

The Complete College Colorado (CCC) project will take bold action to improve college completion. CCC aligns remedial developmental education (DE) courses with evidence-based strategies, as well as policy reform to ensure that the state is financially rewarding institutions that successfully increase the number of college graduates. Students referred to DE courses are at risk of failing to complete their degree—half will not even complete their developmental sequence.¹ In 2009, 29% of Colorado's college students required remediation in reading, writing or mathematics, and over half (53%) of students attending two-year institutions needed remediation. Of 100 students enrolled in the lowest level of developmental math, only four will graduate. By sharply focusing CCC on DE, Colorado will become a national model for accelerating student completion rates. As shown in the table below, CCC will significantly contribute to increasing Colorado's current graduation rates²:

Institution type	Graduation Rate (on time)	Graduation Rate (150%)
Public Four-year	31%	53%
Community college	Not available	23%

This work is critical to Colorado's goal of doubling the number of degrees/certificates it awards by 2020. Increasing student completion by an average of 5% per year over ten years will result in approximately 670,000 additional degrees/certificates.

18-month project goals are to:

- Increase the speed at which students complete required DE by a minimum of two semesters
- Decrease the attrition rate of students enrolled in DE during the grant period by 20%, compared to the current baseline attrition rate of 39%
- Align Colorado's DE policies so they facilitate increased completion rates

2) State's work to achieve its college completion goals.

Maximum length: 750 words

- How does the state plan to achieve its state-, state system-, and campus-level goals?

- How do system and campus-level completion goals align with the statewide goals?
- What specific steps have already been taken, and what are the anticipated critical next steps?
- How is data collection embedded into a higher education accountability system?
- How have the state and its implementation partners demonstrated success in prioritizing and achieving measurable progress in improving college completion?

- **Colorado's plan to achieve state-, state system- and campus-level goals**

The Higher Education (HE) Strategic Planning Steering Committee identified remediation redesign as a top priority for Colorado.³ The Governor's Office, the Colorado Commission on HE (CCHE), the Colorado Department of HE (CDHE) and the Colorado Community College System (CCCS) propose to increase the number of college graduates while reducing time to completion by transforming the delivery of DE. This project will develop more accurate diagnostic tools, align DE courses with promising evidence and pilot the use of performance incentives for colleges that demonstrate outcomes related to timely student completion. As a member of the CCA Alliance of the States, Colorado's work will inform other states about DE redesign.

Colorado's strategic plan for HE includes expanding effective remediation efforts. Colorado will invest in evidence-based practices, align admission and remediation policies so students who attend postsecondary institutions can access DE courses more easily.

- **Alignment with statewide goals**

Led by a diverse governor-appointed steering committee, Colorado's strategic plan, *The Degree Dividend*, was completed in 2010. The CCC project advances the following priority areas identified in the plan:

Access: *Improve support structures for students to complete* by integrating student support, such as web-based tools, mentoring and learning communities into colleges' DE courses.

Quality/Pipeline: *Utilize remediation and common data and assessments across the system* to align DE courses with proven strategies to increase completion and more accurately identify and target the specific skills students need to master before enrolling in college-level courses.

Accountability: *Implement performance funding* by piloting the use of incentives to colleges that demonstrate improvements in DE student persistence.

Each of CCC's strategies is described in more detail below.

- **Steps already taken and anticipated**

Colorado's Achievement Plan for Kids (CAP4K), adopted in 2008, aligns Colorado's educational system from preschool to college/workforce by establishing new, streamlined content standards. The law stipulates that students who graduate from high school and demonstrate their preparedness to enter postsecondary opportunities are eligible for automatic admission into Colorado's moderately selective colleges. In 2009, the School Finance Act added a requirement that by ninth grade, all students have an Individual Career and Academic Plan (ICAP), a web-based portfolio that helps students explore postsecondary and career options, choose courses, apply to colleges and secure financial aid. Also in 2009, Colorado expanded support for and access to dual credit through statewide concurrent enrollment, and the State Board of Education (SBE) adopted new P-12 Academic Standards, which incorporate academic content with "21st Century Skills." In 2010, the SBE and CCHE jointly adopted a system to measure readiness along the P-20 continuum using formative instruction and interim assessments, which provide educators with feedback to inform instruction.

CCC is integrated with CAP4K's next steps, which calls for the development of a P–20 education pipeline. In 2011, CDE and CDHE will jointly develop scoring criteria, create high school diploma endorsements and establish graduation guidelines. CCHE will also review admission placement tests to ensure alignment with postsecondary and workforce requirements, and review and if necessary, revise the minimum academic admission standards for colleges.

- **Data embedded into accountability system**

Institutional performance contracts create accountability between colleges and CCHE; annually report institutions' progress in: access and success (rates of retention, graduation, underserved populations); quality (attainment of general education requirements, grade distribution, faculty effectiveness); efficiency (costs, capital assets/management, facilities); and other metrics chosen by institutions (quality of teacher preparation programs, workforce training, graduate education). CCHE collects annual student-level data in the state's longitudinal data system, but not course-level data. Moving forward, CCHE will analyze these metrics to measure performance of institutional performance contracts and alignment with statutory requirements in newly passed legislation (Senate Bill 11-52).

- **Success in prioritizing/achieving progress in improving completion**

Colorado also has the second largest achievement gap in the country: The student pipeline from high school to college demonstrates that only 22% of high school ninth graders graduate from college; nearly 30% of recent high school graduates throughout the state require remediation in college; and few low-income students enroll in college. Despite extraordinary challenges, Colorado's community colleges have improved the number of degrees/certificates awarded by 26.5% from 2007–2010. The number of community college students who transfer to four-year institutions and complete bachelor's degrees has steadily increased over the last three years as a result of statewide articulation agreements. In addition, SB11-52 creates a framework for setting statewide completion-based goals and performance funding strategies. CCHE is creating benchmarks that tie institutional funding to student outcome achievement.

3) State's use of metrics.

Maximum length: 500 words

- Describe how the applicant's state-level and, if relevant, campus-level Common Completion Metrics were used to inform this proposal.
- Describe how the state is currently using and will continue to use the Common Completion Metrics.

- **How data informed proposal**

As shown in the metrics, the data suggested a strong need to improve the way Colorado’s colleges deliver DE as evidenced by the high number of students who need at least one DE course and the corresponding significant risk of those students not persisting to completion. The 2010 remedial report, based on 2009 data for the CCCS, documented that 4,766 students (52.8%) were assigned to remediation based on their basic skills assessment (Accuplacer) in at least one subject area (and higher for students of color: 60% for Asian/Pacific Islanders, 75% for Black, non-Hispanics, 65% for Latinos, 64% for Native Americans and 46% for White, non-Hispanic students)⁴. For the prior year, based on 2008 data, 3,269 students from CCCS were assigned to remediation. In addition, the data reflect that a majority of students enrolling in two- or four-year institutions are not coming directly from high school, demonstrating a need for Colorado’s policies to include older students more deliberately. Therefore, this proposal includes strategies for DE that are effective with adult learners, such as autonomy, self-direction and relevant learning as key design elements.⁵

Compiling the metric data for this proposal led to beneficial conversations with two- and four-year institutions regarding how data should be collected to promote consistency across colleges so CDHE can accurately assess progress. It also helped establish common definitions about what data to include in the metrics, e.g., defining transfer students and counting their movement across institutions. This process was valuable to helping CDHE refine how the state will collect and define data going forward. The data collected point to a strong need in Colorado to continue to prioritize dramatic reform to how the state delivers DE.

- **Colorado’s use of metrics**

Colorado already collects all of the data requested by CCA/NGA, and all students from Pre-K–20 are assigned a unique student identifier allowing them to be tracked across the educational continuum. However CCA/NGA defines some of the metrics differently than Colorado (e.g., how cohorts are defined) which affected how CDHE pulled the data for this proposal. This process may change how the state collects and defines data moving forward. The Data Advisory Group (DAG), chaired by CDHE’s Director of Information and Research and comprised of an institutional researcher from every public institution of HE in Colorado, will work with institutions to modify how they capture data to measure CCA/NGA’s metrics. This process led to the decision of CDHE to begin aggregating data to ascertain student success in college-level English and math after they complete the DE course in those subjects. Colorado has also used this process of gathering CCA/NGA data to examine transfer student demographics, outcome and STEM data in greater depth.

4) Proposed plan for implementing initiatives in one or two of the Innovation Challenge focus areas.

Maximum length: 1700 words

- Describe the structure of the plan and how it addresses one or two of the focus areas.
- Describe how the state will implement this plan and the implementation timeline.
- Describe the leadership team that will drive the plan’s implementation and how the composition of this team reflects the proposed work.
- Describe the role that institutions and state system boards will play in implementing the proposed work.

- **Structure of Colorado’s plan and how it addresses one or two of the focus areas**

CCC will primarily address CCA/NGA's transforming remediation challenge area, and will also begin the work of shifting Colorado to a performance funding framework. CCC will replicate evidence-based DE in math, reading and writing at 13 community colleges that can be delivered either online or in a face-to-face format. Acceleration and contextualization strategies are both correlated to enhanced motivation and increased retention. Research demonstrates that students in accelerated courses earn high grades and retain more learning.⁶

1. **Acceleration**-The project will utilize four evidence-based strategies of acceleration:
 - A. *Compressed Courses*: two or more courses delivered in the same semester; course combinations could include two concurrent levels of DE or DE alongside a college-level course. The Community College of Denver has an effective model for compressing reading and English DE courses into a single 16-week semester, which will be scaled with this project.⁷
 - B. *Mainstreaming*: Students who assess at the upper range of the highest level of DE can enroll in the college-level course with one additional credit hour to allow them time to strengthen their foundation skills. This eliminates exit points between DE and college classes that would otherwise be taken in different semesters and increases student motivation by making the instruction more relevant to his/her program.⁸
 - C. *Advanced Diagnostic Assessment and Modulation*: DE math courses will be reorganized into 12 modules. A pretest will determine which modules students need to master the content required for their degree.
 - D. *Open Entry-Exit Math Lab*: The lab will offer courses in each of the developmental math levels. In the lab, a math mentor will be available to assist as needed, but students will work at their own pace and test independently.
2. **Contextualized Curriculum**- Contextualization embeds DE within the context of program-specific content; evidence suggests that student pass rates are higher for both the contextualized courses and subsequent courses.⁹ Two models will be supported: 1) a module of curriculum that contextualizes developmental competencies and career and technical education program competencies, 2) paired course offering of DE and college-level courses. DE math, English and reading will be contextualized within the early childhood education program. Faculty from all of the four disciplines will plan and co-teach.
3. **Traditional Developmental Education Courses in Online Format With Student Services Portal**- The accelerated/compressed model will be offered online and linked to the Student Tutoring and Academic Resources (STAR) Center where students will be able to post questions related to topics discussed in their DE courses and schedule one-on-one tutoring sessions through chat or web conferencing services. Tutors will be available daily to answer questions and provide additional support.

The DE redesign will also include learning communities, which are supported by research as a successful tool for increasing students' motivation.¹⁰ Faculty will participate in the study groups, and students will be assigned to a group and remain with the same cohort of students throughout their DE sequence.

Faculty will participate in a three-week intensive summer institute at the beginning of the grant period to modify all levels of the three DE courses' curricula (writing composition, reading and mathematics). Faculty will develop goals, outlines, standards and student expectations for all courses. The math curriculum will be revised into content-specific modules. During one week of the institute, national experts on the proposed strategies for acceleration and contextualization will train faculty. The

institute will conclude with a week for faculty members to improve their own college's DE sequence.

This work will reduce time to completion by accelerating students' movement from developmental to college-level work. As such, community colleges will be eligible for a \$20,000 incentive if they demonstrate improvement in DE course persistence (80% full-year retention, and "C" or better in all courses).

This project will transform Colorado's education policy to support a systematic approach to remedial education by:

- Understanding the barriers to strong and cohesive DE policy and developing strategies to overcome them
- Examining what strategies need to be in place to align state policies and best practices

CCC's leadership team will be responsible for examining current state policy and identifying barriers that impede institutions' ability to successfully deliver DE. This work will include reviewing the policies of other states with exemplary completion rates. Once ways to improve state policies are identified, the leadership team will work with CCHE to revise those policies. If statutory change is needed, the team will work with the legislature to draft bipartisan bills. A comprehensive update of the Colorado Remediation statute may be introduced during the 2012 legislative session.

Following a 12-month evaluation of the innovations described above, policymakers including the Colorado legislature, the CCHE and the State Board of Community Colleges and Occupational Education (SBCCOE) will consider proposed updates to Colorado statutes and related policy to ensure alignment with best practice and that policy does not impede accelerated pathways to postsecondary credentials. Proposed changes may include flexible cut-off scores for admission to college-level courses, a competency-based DE program instead of a credit-based program, redesigned basic skills assessments, mandatory DE placements and funding for expansion of student support services. Policies related to admission and reimbursement to institutions that offer DE may also be reviewed. Recommendations regarding placement and assessment tests will also result from this project.

- **Implementation plan and timeline**

A dean of statewide DE, housed at CCCS, will consult with the 13 community colleges to scale the revised DE courses efficiently and effectively. This position will require credentials as a DE faculty member and will train community college faculty using a "train-the-trainer" model so they can skillfully teach the DE courses, particularly if offered in an online format. The dean will also ensure that each college implements these strategies in a consistent way so the data collected on intervention and comparison groups can be reliably evaluated. In addition, this position will be responsible for evaluating the effectiveness of strategies from this project to recommended policy changes to align the CCHE's remediation policies with best practices, such as the development of a statewide tracking system to measure DE student outcome data and institutions' ability to provide DE.

CCC's leadership team will review these recommendations and determine legislative changes to be proposed. An area of particular concern is collaboration between four-year and two-year institutions because current policy prevents four-year institutions from receiving state general funds for DE course offerings. CDHE will evaluate the project's student and institutional impacts to develop statewide policies, including a cost-benefit analysis of these new approaches and recommend changes to CCHE policy, as necessary.

Task	Timeframe	Responsible party(ies) *CC = Community College
<i>Hire dean of statewide DE to coordinate and track statewide activities</i>	Within two weeks of grant award	CCCS vice president
<i>Identify and recruit experts in the proposed strategies for acceleration and contextualization to train faculty and administrators at the 13 colleges</i>	Within six weeks of grant award	CCCS vice president
<i>Host summer faculty institute</i>	July	Faculty and administrators at each of the 13 colleges, national experts
<i>Develop intensive diagnostic tools so students take only the math module that they need</i>	September	CCCS math faculty, dean of statewide DE, CDHE—Associate Deputy Director—Access & Student Services
<i>Assign students to comparative cohort that takes the traditional DE sequence and another cohort that uses one of the innovative DE strategies</i>	September	CCCS faculty
<i>Hire an evaluator</i>	September	CDHE—Associate Deputy Director—Access & Student Services
<i>Enroll students in the open entry-exit math lab</i>	September	Arapahoe CC, Trinidad State Junior College
<i>Elimination of the lowest-level developmental courses in English, mathematics and reading; careful placement of students in higher-level courses; and the addition of academic support systems</i>	September	CC of Aurora
<i>Enroll students in the accelerated and compressed DE course; enroll students in the contextualized learning with ECE program</i>	September	CC of Denver
<i>Assign control group of students who share similar characteristics to those enrolled in the accelerated and compressed DE courses. The control group will take traditional DE courses.</i>	September	Colorado Northwestern CC, Pikes Peak CC, Red Rocks CC
<i>Enroll students in the online & hybrid format DE courses with STAR</i>		Lamar CC, CCCOnline
<i>Assess students' math skills using new advanced</i>	September	Morgan CC, Northeastern

<i>diagnostic assessments</i>		Junior College, Pueblo CC, Front Range CC
<i>Enroll students in the modular math DE courses</i>	September	Morgan CC, Northeastern Junior College, Front Range CC, Front Range CC

- **Leadership team**

The leadership team will consist of representation from the Governor’s Office, CDHE, CCHE, the Colorado Department of Education (CDE), CCCS, the SBCCOE and legislators. This broad based team, which has influence, statewide reach and the practical ability to change policy will meet monthly. Both CDHE and CDE have the ability to examine and recommend statewide policy and legislative change. CCCS will lead the “on the ground” action at individual community colleges, aggressively driving remediation redesign in a very short time span. CCCS’ vice president will serve on the implementation team and work with the CCCS educational services council to create a culture of evidence using the results from this project to recommend adjustments to system-wide policy and practice.

- **Role of institutions and state system boards**

The support of the state system boards of the implementation partners is essential for moving this work forward. CCHE will play a key role in examining the work and approving policy changes based on innovation results. The SBCCOE will oversee the work of the community colleges and will make system policy changes. CCHE, CCCS and key state legislators have endorsed moving this agenda forward. This project, under the guidance of the State Board of Education and CCHE, continues Colorado’s work of K–12 alignment, of which remediation and student preparedness are key priorities.

5) Description of how the state’s plan advances the goals of the other focus areas and how this plan will integrate with and accelerate the state’s larger completion goals.

Maximum length: 1200 words

- Describe how use of these funds will leverage progress in the state.
- Describe why funding for the selected Innovation Challenge focus area(s) is critical to creating measurable increases in completion in the state.
- Describe how the proposed work will improve completion given the challenges and barriers the state faces.
- Describe how the proposed work responds to the needs of the state’s labor market.
- Describe how the proposed work addresses racial and socioeconomic completion gaps in the state.
- Describe the state’s prior success in this area and how this plan builds upon previous and existing work.

- **Use of funds to leverage progress in the state.**

Colorado is a national leader in innovative educational reform aimed at ensuring students are ready for postsecondary and career success and has prioritized reforms to increase the college completion rate. In late 2010, Governor Ritter, in partnership with the state’s institutions of HE, carried out a 30-day “Complete College Colorado” campaign to create attention to the state’s prioritization of this issue. Colorado is the second most efficient state in terms of how much it costs to produce a degree or certificate, leading innovation in areas such as online education. Governor Hickenlooper is currently

proposing policy changes so that funding is given directly to students to spend where they believe their academic needs will best be met. The state's strategic plan recommends that a portion of state funds be allocated as rewards for measurable progress in outcome-based achievements in areas that further statewide educational and economic priorities, including certificate/degree completion. And Senate Bill 11-52 requires that postsecondary education take coordinated action in increasing degree completion, reducing geographic and ethnic achievement gaps, and maintaining affordability for students.

The proposed grant will speed Colorado's work related to increasing access to postsecondary education by implementing redesigned DE curricula to address one of the leakiest points in HE—students who need DE. By hiring a dean of statewide DE who spearheads the work with community colleges and acts a liaison among several state agencies, the state will be much better poised to align and deploy all available resources so that significant progress is made within 18 months to identify and effect state policy change. Sixty percent of the grant will be used to support the community colleges as they implement immediate changes to their DE programs. Twenty percent of the grant will provide performance incentives to institutions that show progress in DE student measures. Twenty percent will be used for evaluation and implementation of statewide policy, as well as administrative costs.

- **Funding critical for creating measurable increases in completion in the state.**

"Incremental change isn't going to get us where we need to go. We've got to be much more ambitious. We've got to be disruptive. You can't keep doing the same stuff and expect different results." Secretary of Education Arne Duncan, November 2010

Colorado is committed to the proposed work, but without this funding, change would come incrementally. This grant will help CCHE implement immediate and dramatic change by scaling evidence-based DE across Colorado's community colleges, aligning state policy with strategies that increase college completion and providing financial incentives to colleges that demonstrate success in helping DE students persist toward the completion of their degrees/certificates.

- **Improving completion given challenges of the state**

Targeting remediation is a top priority of the governor, the CDHE and the CCHE because of the evidence that shows that investment in DE acceleration strategies does improve completion rates, while reducing the costs borne by institutions and students. Annually, the state invests nearly \$20 million in costs associated with instruction and administration of remediation programs, with unimpressive results. By focusing on DE, Colorado can promote college access to a disproportionate number of low-income and minority students who need DE.

- **Responsiveness to state's labor market**

Colorado has one of the most highly educated populations, yet this is primarily due to in-migration—only 33% of native Coloradans have an associate's degree or higher. Promoting college completion is critical to Colorado's economic prosperity, particularly as much of the state's workforce nears retirement. By 2035, 45% of the labor force is expected to shift due to a combination of retirements and new demands. By 2018, 67% of the jobs in Colorado will require HE, ranking the state fifth nationally in its proportion of jobs that require a bachelor's degree. This project will fix one of the biggest leaks in Colorado's HE pipeline by keeping the 30% of all community college students in need of DE on track toward degree completion. Currently, of those in need of DE, only 12% will graduate and be eligible for the jobs with high expected rates of growth, which include management, financial specialists, computer/math science, engineers/technicians, scientists, educators and healthcare

practitioners.

- **Addressing racial and socioeconomic completion gaps in the state**

The proposed project will ensure equity in degree completion because DE rates for students of color are higher than their white counterparts (60% for Asian/Pacific Islanders, 75% for Black, non-Hispanics, 65% for Latinos, 64% for Native Americans and 46% for White, non-Hispanic students)¹¹. The educational attainment rate gap of Caucasians compared to Latinos is the second largest in the country—a 31.2% gap, compared to the national average of 19.1%. By 2035, people of color will comprise 31.8% of the state’s population; the fastest growing demographic is Latinos. Only 9% of Latino males in high school today will go onto HE and only 8.2% of Latinos in the state have a bachelor’s degree. Other subgroups with a disparate need for DE include: low-income students, English language learners and students with disabilities.

- **Prior successes building on previous and existing work**

CCHE is continuing its master planning work throughout 2011, the result of which will guide future CCHE policies and decisions as well as activities at Colorado’s public colleges and universities. In addition, the master plan will become the basis for the development and implementation of new performance contracts. The master plan process will focus on narrowing strategies that are aligned with the state strategic plan and newly legislated completion-focused goals for the HE system, and developing metrics and enhancing statewide accountability systems.

In addition to the development of a master plan, CCHE will develop a performance contract framework that includes annual benchmarks aligned with the state’s completion-focused goals. Senate Bill 11-52, which will be signed into law in May 2011, creates a statutory framework for full implementation of performance funding, as well as coordinated action to increase degree production, reduce ethnic and geographic disparities, and increase postsecondary affordability for students.

6) **Benchmarks against which the state will evaluate its progress against this plan.**

Maximum length: 350 words

- Provide ambitious and realistic 3-month, 6-month, 12-month, 18-month, 24-month and 36-month benchmarks for the proposed activities.
- Provide a three-year outline for sustaining work that explains how the proposed actions will continue to improve completion rates beyond the grant period.
- Describe the implementation team’s plan and process for assessing which changes in state- and campus-level metrics are attributable to work implemented through the Innovation Challenge.

- **Benchmarks**

3-month benchmarks:

- Project staff are hired
- Faculty institute is complete and all full-time faculty are trained
- Diagnostic assessment tool is implemented

6-month benchmarks:

- STAR Center is available to all DE students

- All DE adjunct and part-time faculty are trained

12-month benchmarks:

- Performance incentives are piloted
- Policy changes related to DE and performance funding are revisited based on project findings

18-month benchmarks:

- Draft policies are presented to CCCS, CCHE, SBCCOE and (if necessary, CDE)
- Colorado HE strategic plan revisions are complete

24-month benchmarks:

- Postsecondary performance contracts are complete
- Students assigned to the experimental DE cohort will earn degree/certification more quickly
- Redesign of the State Board of Community Colleges and Occupational Education's DE policy is complete

36-month benchmarks:

- Student success data is examined

- **Outline for sustaining work.**

A comprehensive evaluation of the innovations currently practiced at one or more of CCCS' colleges will ascertain if the strategies result in statistically significant increases in student success and time to completion. If so, existing funding for DE will be reallocated to scaling these strategies to every Colorado community college. No additional resources will be required to sustain this work.

While research on acceleration demonstrates that it is highly cost-effective—benefits are nearly double the costs¹²—little is known about the costs of the other strategies proposed, such as contextualization.¹³ This project will track the resources and costs associated with implementing contextualized DE so that other institutions can replicate this work.

- **Plan for assessing project's impact on metrics.**

The evaluation will use a comparison group design to better understand the outcomes attributable to DE redesign. Student data will be tracked for each group of students to assess whether students complete the DE courses and persist in college-level work; the time it takes for students to accelerate through the DE sequence and earn a degree/certification; whether students transfer to a four-year institution; and student GPA. The evaluation will also examine policy issues impacting the delivery of DE and the impact of institutional performance awards on student outcomes.

7) State's proposal development process.

Maximum length: 250 words

- What institutions, agencies and individuals does the state intend to collaborate with in the proposed plan?
- Describe the roles and input of these collaborators in the development of this proposal.

Implementation partners include CCS, CDHE, CCHE and the Governor's Office. The 13 colleges included in CCCS will implement the redesigned DE courses.

The following partners will assist CDHE in examining DE policy implications for other postsecondary institutions, including alignment of admissions requirements at Aims Community College, Colorado Mountain College, Metropolitan State College of Denver, Adams State College, Colorado Mesa University, Western State College, University of Colorado System, Colorado State University System, Colorado School of Mines and University of Northern Colorado.

The following entities will advise CDHE about statewide policy and legislative implications of this project, including performance incentives: Office of John Hickenlooper, Governor; Office of Joseph Garcia, Lt. Governor; CCHE; CDE; College in Colorado; CCCS; and Colorado Gear Up.

- **Roles and input of collaborators in proposal development**

CDHE and CCCS came together to seize the opportunity to harness policymakers' interest in tackling the state's low college completion rate. They evaluated current Colorado remedial education policy, explored critical policy levers that guide the delivery of remedial education in Colorado and studied how policy has impeded innovation in the delivery of remedial education. They began meeting regularly to identify strategies proven to increase students' likelihood of persistence. CDHE and CCCS chose to replicate national best practices in DE, particularly those from Tennessee and Washington. In addition, the Lt. Governor (with dual role as CCHE Executive Director) identified DE as one of the top three educational policy areas of his administration, in which immediate action could lead to bold statewide policy reform.

8) Use of Innovation Challenge grant funds.

Maximum length: 400 words

- Provide a narrative to accompany the budget summary table that describes how funding is allocated to each of the following budget categories:
 - i. Staff/Personnel**
 - Title and salary of each position
 - Amount of time to be spent by each position as measured by the percentage of the employee's time
 - Description of each position, role of position with regards to overall project success and background information for each individual
 - ii. Travel**
 - Number of trips
 - Costs of transportation and subsistence during each trip
 - Description of each trip including length, purpose and contribution to the project's overall success
 - iii. Technical Assistance**
 - Type of technical assistance needed
 - Cost per service (if contracted service, list details of contract including length, number of services offered, rate and total cost)

- iv. **Training**
 - Description of each training program and its relevance to project
 - Number and cost of training programs
- v. **Technology and Equipment**
 - Type of equipment and cost per unit
 - Description of equipment's purpose and function
- vi. **Communication**
 - Type and cost of communication (if contracted service, list details of contract including length, number of services offered, rate and total cost)
- vii. **Indirect and Administrative Costs**
 - Description of specific cost and how it serves the project
 - May not exceed 15% of total project budget

1) Personnel

- a) **Dean of Statewide DE (.25)** (\$60k annual) will consult with the colleges, work with leadership team, recommend policy changes.
 - i) **Fringe:** state standard 23%
- b) **40 Individuals (26 faculty) from the colleges will attend the Summer Faculty Institute (SFI).** \$1,000 stipend/faculty.
- c) **Project Director, CDHE's Associate Deputy Director (.20)** (\$105K annual) will coordinate project, manage grant data/funds, support project leadership team.
 - i) **Fringe:** state standard 23%
- d) ****Sub grant personnel** (see #8)

2) Travel

- a) **SFI Travel**— \$525 travel allowance (\$.51/mile, 4 nights hotel).
- b) **Leadership Team Travel**—\$525 travel allowance (9 members, 2 staff) to visit community colleges to observe DE redesign practices (\$.51/mile), \$39 per diem and four nights hotel). Travel exceeding allocation will be covered by CDHE.
- c) ****Sub grant travel** (see #8)

3) Technical Assistance

- a) **National Expert Stipends** (4) will provide consulting, transition management and training at SFI. \$5,000 per expert covers honorarium/travel.
- b) **Legislative Policy Analysis/Research Consultant** will examine legislative and HE policy implications of redesigned DE, including evaluation of statewide DE policy and use of performance incentives, with legislative recommendations (up to 500 hours at \$50/hour).
- c) **External Evaluator** will examine student outcomes, policy issues impacting the delivery of DE and performance incentives.
- d) **Performance Awards**—Colleges eligible to receive up to \$20,000 for performance improvement in project.
- e) ****Sub grant TA** (see #8)

4) Training

- a) **SFI**—Modeled after Kellogg ED Institute, will train faculty, advisors and administrators in the project's strategies.

b) **SFI Logistics**—Textbooks, materials, facility rental, etc.

c) ****Sub grant training** (see #8)

5) Technology & Equipment

a) ****Sub grant T&E** (see #8)

6) Communication

a) **Incidental Public Relations**—Media/print costs to share information about CCC project.

b) **Legislative Report Production**— Includes printing, editing and design of publication about project results.

c) ****Sub grant communication** (see #8)

7) Indirect/Administrative Costs

a) Colorado's standard **state indirect charge is 8.19%** to offset costs for accounting, budgeting, payroll, personnel services, purchasing and centralized data processing/collection related to grant.

8) ****Innovation Sub Grants** (included in budget by expense category, individual college budget average \$48K) to support bringing DE innovations to scale during AY 2011–2012 in all DE disciplines. Funding available for project costs, including the following:

i) Teaching materials, including electronic databases, textbooks

ii) Computer software/licenses/equipment for assessment and learning purposes

iii) Travel to meetings/workshops

iv) Faculty release time/faculty/mentor/tutor salaries

v) Student support services including tutoring, mentoring, communication

¹ Bailey, T., Jeong, D., & Sung-Woo, C. (2009). *Referral, enrollment, and completion in developmental education sequences in community colleges*. New York: CCRC, Teachers College, Columbia University.

² U.S. Department of Education, IPEDS 2007-08 Graduation Rate File.

³ Colorado Department of Higher Education (2010). *The degree dividend: Building our economy and preserving our quality of life: Colorado must decide*. Colorado's Strategic Plan for Higher Education.

⁴ Colorado Commission on Higher Education. (2011). *2010 Legislative Report on Remedial Education*

⁵ Ausburn, L. (2004). Course design elements most valued by adult learners in blended online education environments: An American perspective. *Educational Media International* 41(4), 327–337. Retrieved from <http://test.scripts.psu.edu/users/k/h/khk122/woty/OnlineAdultLearners/Ausburn%202004.pdf>

⁶ Austin, A. M., & Gustafson, L. (2006). Impact of course length on student learning. *Journal of Economics and Finance Education*, 5(1), 26–37.

⁷ Brancard, R., Baker, E. D., & Jensen, L. (2006). *Accelerated Developmental Education Project research report*. Denver, CO: Community College of Denver. Retrieved from <http://www.communitycollegecentral.org/Resources/research/Materials/CCDLuminaAcceleratedResearchReport62106.pdf>. Higher DE course completion rates than non-FastStart students and are more likely to pass college-level math courses.

⁸ Jenkins, D., Speroni, C., Belfield, C., Jaggars, S. S., & Edgecombe, N. (2010). *A model for accelerating academic success of community college remedial English students: Is the Accelerated Learning Program (ALP) effective and affordable?* CCRC Working Paper No. 21. New York, NY. Compared to non-mainstreamed students, those in mainstreamed courses complete the introductory college-level course at higher rates, enroll and complete

subsequent college course requirements at a higher rate and attempt more college courses.

⁹ Wiseley, W. C. (2009). *Effectiveness of contextual approaches to developmental math in California community colleges* (Doctoral dissertation). University of the Pacific, Stockton, CA.

¹⁰ Scrivener, S. & Coghlan, E. (2011). *Opening doors to student success: A synthesis of findings from an evaluation at six community colleges*. mdr Policy Brief, March 2011.

¹¹ Colorado Commission on Higher Education. (2011). *2010 Legislative Report on Remedial Education*

¹² Ibid at 6.

¹³ Perrin, D. (2011). *Facilitating student learning through contextualization*. New York: Community College Research Center, Teachers College, Columbia University.