



To Opportunity

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ME!**



Colorado Community College System

2007



Courtney Fay
Arapahoe Community College

As a little girl, Courtney Fay dreamed of being a personal trainer. Because of Arapahoe Community College's Postsecondary Enrollment Options program, Courtney didn't have to wait for adulthood to get started.

As a senior at Elizabeth High School, Courtney earned both college and high school credits in ACC's Human Performance program -- the only such community college program in the state.

Now 19, Courtney said, "It's cool to know something that others don't know. You can share your knowledge and change a life!"

Courtney already passed the American College of Sports Medicine Certified Personal Trainer Exam. Her next step is an internship at ACC's Fitness Center. After graduation, Courtney will work as a personal trainer and hopes to pursue bachelor's and master's degrees in nutrition.



Anthony Reedy
Colorado Northwestern Community College

As a freshman in high school, Anthony Reedy wanted to be a pilot -- a dream he was sure would not become reality.

Anthony's guidance counselor suggested that he drop out of high school because of his low grades, get his GED and go to college. The counselor gave him a catalog for Colorado Northwestern Community College where he could study aviation. A month later, Anthony had his GED. He started at CNCC the next fall with some financial help from his parents.

"After the money came in, everything else was a blur. I soloed two weeks later. I got my private pilot license two months after that, and it kept on going like that until I finished up in July of 2005 with all of my flight certificates and ratings," Anthony said. After graduation, he "landed" a job as a flight instructor for CNCC.

"CNCC opened all of the doors that have gotten me there. I will remember all of my experiences here and I know that they will help me throughout the rest of my flying career," Anthony said.



Rachel Jewett
Community College of Aurora

The sky is the limit for Rachel "Ray" Jewett, who hopes to become a planetary geologist working for NASA.

Ray graduated from Aurora's William Smith Alternative High School in the top three percent of her class and is one of the first in her family to go to college. She earned the Community College of Aurora's Launch Your Future Scholarship -- an award that is based on academic promise.

Ray is grateful to be at a college that lacks the impersonal nature of a large university. She likes CCA because of its smaller class size, helpful teaching staff, lower costs and because it is close to her home. Ray thinks highly of the instructors, especially Sheridan Samano, CCA's 2005 Faculty of the Year.

"Sheridan makes learning biology interesting," Ray said. "She takes the class outside to work with the environment. She not only teaches us; she lets us learn for ourselves by showing us how to apply what she has taught us."



COLORADO COMMUNITY
COLLEGE SYSTEM

March 2007

Community colleges are the primary point of entry for Coloradans seeking higher education. With a current enrollment topping 116,000 students annually, our role at the Colorado Community College System has never been more integral to the state's continuing economic growth and workforce development.

Community colleges are striving to meet the challenge of global competition by providing high-demand programs and a variety of career opportunities for our students. The way programs are designed at community colleges, provides the flexibility to respond to market and business needs on a quick turn-around basis with a talented workforce to hire.

Community colleges have long believed that where a student wants to go is far more important than where they have been. To that end, our colleges are addressing the needs of the communities and students they serve. The needs of a rural, agrarian economy differ dramatically from the requirements of an urban environment. In the smaller communities, the college many times is the hub of the community, offering everyone, including its students, many different services from cultural offerings to business counseling.

We cannot overstate the impact our colleges have on these communities. It is not simply that many community colleges are the first opportunity for students to enter into higher education, but in some areas community colleges are the only available avenue to access higher learning. This responsibility requires us to maintain access and opportunities. As the knowledge-based economy expands, we must ensure that every Coloradan seeking higher education can access it and find his or her potential.

Addressing the issue of community college affordability is one of the system's primary goals. Colorado's recent economic difficulties necessitated an unfortunate increase in tuition, pushing higher than we would like given our statutory mission of access. Keeping future tuition increases in line will open our doors to a greater number of people within the underserved populations and will continue to aid low-income families break the cycle of poverty.

There is no doubt that the passage of Referendum C helped community colleges survive and prevented the closure of many of these great institutions. However, we need to consider funding needs that will take us beyond the expiration of Referendum C. As the first – and often only – step toward higher education success for many Coloradoans, community colleges are poised to spread the spirit of optimism, hope, economic prosperity and unlimited possibilities for our students.

Sincerely,

Nancy J. McCallin
President



Fact Sheet

Colorado Community College System: Colorado's largest higher education system.
Dr. Nancy J. McCallin, President

CCCS Statutory Mission:

- **Open access** – we admit anyone who wants to go to college.
- **Career and Technical Education** – provided certificates or degrees to 9,501 post secondary career and technical students and educated 42,777 high school students in career and technical programs in FY 05.
- **Transfer** to four-year colleges and universities – 5,000 students each year.
- **Basic Skills** – 13% of our full-time-equivalent students. One million adults have no post secondary training in Colorado.
- **Workforce Development** – More than 117,000 workers trained. Community Colleges train 65 percent of the state's nurses and 90 percent of the first responders.

CCCS Student Information:

- CCCS serves more than 116,000 students annually through 13 colleges – roughly 35 percent of all Colorado public higher education.
- With 68 percent of our students attending part-time, the number of students we serve is much higher than the number of full-time equivalent students.
- CCCS full-time-equivalent student enrollment is 44,619, positioning community colleges as the largest higher education system in the state.
- CCCS colleges award over 11,000 Associate degrees and certificates annually – one-third of all undergraduate credentials in the state.
- CCCS serves 48 percent of all minority students in Higher Education in Colorado.
- 27% of our students are minorities.
- 60% of our students are female.
- 52% of our students are under 25 years old.
- 51% of our students work full or part-time.

CCCS Funding:

- State General Fund support for community colleges went from \$3,565 per student FTE in FY 2001-02 to \$2,306 in FY 2004-05. Referendum C funding increased this amount to \$2,922 in FY 2006-07.

State General Funds (FY 2006-07)

Colorado Vocational Act	\$20,635,922
Industry Training	2,725,022
Career & Technical Education	900,000
Fee for Service Contract	18,850,155
COF Stipend	103,148,400

Other Revenue Sources:

Carl Perkins Grant (Federal)	17,538,266
Tuition	110,930,010
Academic Fees & Academic Facility Fees	7,076,299

TOTAL	\$281,804,074
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Tuition:

- Tuition at Community Colleges is \$2,236 for a full-time student. Fees are in addition to the tuition and will vary by college.
- According to the National Center for Public Policy and Higher Education, an average family in Colorado spends 23 percent of their income to cover all the costs related to sending a student to a community college. The comparable figure for four-year institutions is 27 percent.

Financial Aid:

- Community College Students received \$106 million in state and federal financial aid in FY 2005-06.
- State financial aid totaled \$19.2 million, while federal financial aid comprised \$86.7 million.
- Nearly half of CCCS students qualify for federal financial aid.
- Colorado Community Colleges have the highest share (37%) of the state's higher education students eligible for federal financial aid.

Graduation and Retention Rates:

- Community College graduation and retention rates exceed national averages.
- The Community College graduation rate increased to 25.9 percent in 2005 from 20.1 percent two years ago.

CCCS Colleges:

- Arapahoe Community College, Dr. Berton L. Glandon, President
- Colorado Northwestern Community College, John Boyd, President
- Community College of Aurora, Dr. Linda Bowman, President
- Community College of Denver, Dr. Christine Johnson, President
- Front Range Community College, Karen Reinertson, President
- Lamar Community College, Dr. David Smith, Chief Administrative Officer
Jim Rizzuto, President
- Morgan Community College, Dr. Michele Haney, President
- Northeastern Junior College, Dr. Lance Bolton, President
- Otero Junior College, Jim Rizzuto, President
- Pueblo Community College, Marjorie Villani, Interim President
- Pikes Peak Community College, Dr. Tony Kinkel, President
- Red Rocks Community College, Cliff Richardson, President
- Trinidad State Junior College, Ruth Ann Woods, President

Updated 12/5/06

ARAPAHOE COMMUNITY COLLEGE Fact Sheet

Founded in 1965, ACC was the first community college in the Denver metro area. ACC joined the Community Colleges of Colorado System in 1970 and today serves students on its 51-acre main campus in Littleton as well as the University Center at Chaparral near Parker.

President: Dr. Berton Glandon

Campuses

Littleton Campus

5900 S. Santa Fe Dr.
P.O. Box 9002
Telephone: 303-797-5701
Littleton, CO 80160-9002
FAX: 303-797-5708

Parker Campus (UCC)

University Center at Chaparral
15653 Brookstone Dr.
Parker, CO 80134
303-734-4822

www.arapahoe.edu

Final Fall 2006 Headcount Enrollment: 6,848

Part-time = 69%
Minority = 17%
Female = 63%

2005-06 Degrees and Certificates Conferred:

	Total
Certificate	665
Associate Degrees	4,769
Total	5,434

Fy 2005-06 Full-Time Faculty: 98

Providing Access to Opportunity for Success

COLORADO NORTHWESTERN COMMUNITY COLLEGE Fact Sheet

CNCC has a campus in Rangely and a campus in Craig. The college offers courses in Meeker, Hayden and Oak Creek. Founded in 1962, CNCC joined the System in 1999. It is nationally recognized for its aviation flight and maintenance, dental hygiene, nursing and distinctive outdoor studies programs.

President: John Boyd

Address

500 Kennedy Drive
Telephone: 970-675-2261
Rangely, CO 81648
FAX: 970-675-5046

www.cncc.edu

Final Fall 2006 Headcount Enrollment: 1,330

Part-time = 904

Minority = 9.77%

Female = 63.91%

2004-05 Degrees Conferred by Broad Program Categories:

	Liberal Arts/ General Studies	Mechanics & Repair	Health Sciences	Business & Management	Other	Total
Certificates	0	3	36	6	38	83
Associate Degrees	88	3	36	19	11	157
Total	88	6	72	25	49	240

FY 2006-07 FULL-TIME FACULTY: 34

Providing Access to Opportunity for Success

COMMUNITY COLLEGE OF AURORA Fact Sheet

A comprehensive community college offering "Life-long Learning in a Global Community," the Community College of Aurora focuses on preparing students for transfer to four-year colleges, for entry into the workforce, and for career mobility. Its premiere programs include Emergency Medical Services; a nationally recognized Film School; the Aurora Language Center, providing English as a Second Language and cultural education; and interdisciplinary programs in Science, Mathematics, and Technology. CCA offers programs primarily at the Centre Tech and Lowry Campuses.

President: Dr. Linda Bowman

Campuses

16000 East CentreTech Parkway
Aurora, Colorado 80011-9036
303-360-4700

Lowry Campus
710 Alton Way
Denver CO 80011
303-340-7093

www.CCaurora.edu

Fall 2006 Headcount Enrollment: 4,801

Part-time = 74%
Minority = 44%
Female = 60%

2005-06 Degrees Conferred By Broad Program Categories:

	Liberal Arts/ General Studies	Business & Management	Protective Services	Law	Other	Total
Certificate	0	49	21	21	87	178
Associate Degree	238	44	20	0	118	420
Total	238	93	41	21	205	598

Fy 2006-07 Full-Time Faculty: 33

Providing Access to Opportunity for Success

COMMUNITY COLLEGE OF DENVER Fact Sheet

Located in the heart of the Mile High City, the Community College of Denver is among the most widely recognized and respected community colleges in the nation. CCD offers a variety of support services for all students, ensures job competencies and guarantees that credits earned at CCD will transfer to any Colorado public college or university. CCD is an extraordinary place in which faculty, staff and administrators are committed to empowering students to meet their highest potential. We are honored and privileged to award you this same dynamic opportunity! If you are a recent high school graduate, looking to change work fields, or seeking professional development in your current career, CCD is... your pathway to success!

President: Dr. Christine Johnson

Campuses

CCD Auraria Campus South Classroom Building 1111 West Colfax Ave. Denver, CO 80217 303-556-2600 www.ccd.edu	
CCD East 3240 Humbolt St. Denver, CO 80205 303-293-8737	CCD Lowry 1070 Alton Way Denver, CO 80230 303-365-8300
CCD North 6221 Downing St. Denver, CO 80216 303-289-2243	CCD Southwest 3001 S. Federal Blvd. Denver, CO 80236 720-858-2900

Fall 2006 Headcount Enrollment: 8,909

Part-time = 77%

Minority = 48%

Female = 63%

2005-06 Degrees Conferred By Broad Program Categories

	Health Sciences	Liberal Arts/ General Studies	Business & Management	Law	Other	Total
Certificate	218	0	27	16	113	374
Associate Degrees	202	155	21	0	35	413
Total	420	155	48	16	148	787

FY 2006-07 Full-Time Faculty: 64

Providing Access to Opportunity for Success

FRONT RANGE COMMUNITY COLLEGE Fact Sheet

Colorado's largest community college with more than 23,900 students enrolling annually, Front Range Community College has locations in Boulder County, Larimer County, Westminster, Brighton, and online. FRCC's Interpreter Preparation and Nursing programs have been designated Programs of Excellence by the Colorado Commission on Higher Education.

President: Karen Reinertson

Campuses

Boulder County 2190 Miller Drive Longmont, CO 80501 Telephone: 303-678-3722 FAX: 303-678-3699	Brighton Center 1931 E. Bridge St. Brighton, CO 80601 Telephone: 303-404-5099 FAX: 303-655-1763
Larimer 4616 S. Shields Fort Collins, CO 80526 Telephone: 970-226-2500 FAX: 970-204-8484	Westminster 3645 W. 112th Ave. Westminster, CO 80031 Telephone: 303-404-5000 FAX: 303-466-1623

www.frontrange.edu

Final Fall 2006 Headcount Enrollment: 14,734

Part-time = 64.7%

Minority = 17.9%

Female = 59.2%

2005-06 Degrees Conferred By Broad Program Categories

	Liberal Arts/ General Studies	Health Sciences	Business & Management	Engineering Technology	Other	Total
Certificate	0	1,415	98	47	221	1,781
Associate	611	261	87	27	82	1,068
Total	611	1,676	185	74	303	2,849

FY 2006-07 Full-Time Faculty: 197

Providing Access to Opportunity for Success

LAMAR COMMUNITY COLLEGE Fact Sheet

Founded in 1937, Lamar Community College occupies a 110-acre campus and offers a national-recognized horse training management and equine business management programs. Southeastern Colorado has recently been chosen to host the Northern Hemispheric site of the Pierre Auger Cosmic Ray Observatory with LCC serving as the project's hub. The LCC nursing program is due in part to thriving partnerships with regional healthcare facilities. Its nationally recognized baseball program sends numerous players to professional baseball and its academic programs attract students from around the world.

Chief Administrative Officer: Dr. David Smith

Address:

2401 South Main Street
Lamar, Colorado 81052
Telephone: 719-336-2248
FAX: 719-336-2448

www.lamarcc.edu

Final Fall 2005 Headcount Enrollment: 999

Part-time = 57%
Minority = 24%
Female = 61%

2005-06 Degrees Conferred by Broad Program Categories:

	Liberal Arts/ General Studies	Agriculture/ Agribusiness	Health Sciences	Business & Management	Other	Total
Certificate	0	2	56	18	18	94
Associate Degree	64	19	43	4	0	130
Total	64	21	99	22	18	224

FY 2006-07 Full-Time Faculty on Contract: 23

Providing Access to Opportunity for Success

MORGAN COMMUNITY COLLEGE Fact Sheet

Established in 1970, Morgan Community College serves the rural populations in a geographic area of 11,500 square miles in Eastern Colorado. Fort Morgan serves as the main campus and administrative services. MCC centers are located in Bennett, Burlington, Limon, Yuma and Wray.

President: Dr. Michele Haney

Campuses

Fort Morgan 920 Barlow Road · Fort Morgan CO 80701 Phone: 970-542-3100 • 800-622-0216 FAX: 970-867-6608	Limon 940 2nd Street Limon CO 80828 Phone: 719-775-8873 FAX: 719-775-2580
Bennett 280 Colfax Ave. Box 554 Bennett, CO 80102 Phone: 303-644-4034 FAX: 303-644-4680	Wray Highway 34 Wray CO 80758 Phone: 970-332-5755 FAX: 970-332-5754
Burlington 340 S. 14th Street Burlington CO 80807 Phone: 719-346-9300 FAX: 719-346-5236	Yuma 215 South Main Street Yuma CO 80759 Phone: 970-848-2421 FAX: 970-848-5700

www.morgancc.edu

Final Fall 2005-06 Headcount Enrollment: 4,192

FTE: 1,020.13

Part-time 77%

Minority 14%

Female 65%

2005-06 Degrees Conferred by Broad Program Categories:

	Agribusiness/ Agriculture	Health Sciences	Liberal Arts/ General Studies	Business & Management	Other	Total
Certificate	110	75	0	10	50	245
Associate	0	36	97	3	14	150
Total	110	166	241	73	18	395

FY2005-06 Full-Time Faculty: 34

Part time Faculty: 198

Providing Access to Opportunity for Success

NORTHEASTERN JUNIOR COLLEGE Fact Sheet

NJC was founded in 1941 and joined the Colorado state system in 1997. As the largest residential two-year campus in Colorado, it takes huge pride in providing students with an entire collegiate "experience," not only buildings and books. NJC boasts having an impressive event center that is home to the college's nationally-recognized sports programs, including women's volleyball and men's and women's basketball. NJC is a comprehensive community college offering a full array of undergraduate transfer programs and numerous career/technical options. Its agriculture program is one of the largest in the nation, but other programs are equally as popular. As Colorado's premier two-year campus, NJC attracts students from throughout Colorado, the nation and the world.

President: Dr. Lance Bolton

Address:

100 College Avenue

Sterling, CO 80751

Phone: 970-521-6600

FAX: 970-522-4945

www.njc.edu

Final Fall 2006 Headcount Enrollment: 2527

Part-time = 69%

Minority = 12.3%

Female = 58%

	Liberal Arts/ General Studies	Agriculture/ Agribusiness	Health Sciences	Business & Management	Other	Total
Certificates	0	60	77	13	37	187
Associate Degrees	36	64	4	29	59	192
Total	36	124	81	42	96	379

FY 2006-07 Full-Time Faculty count: 49

Providing Access to Opportunity for Success

OTERO JUNIOR COLLEGE Fact Sheet

Otero Junior College, founded in 1941, joined the System in 1967. OJC's residential campus in La Junta attracts students from the service area of Otero, Bent, and Crowley counties as well as throughout Colorado. Its strong academic programs, especially in the pre-professional studies of law, engineering, business and healthcare, combined with its nationally recognized athletic programs, have established OJC as a focal point in southern Colorado. Over a dozen career and technical education certificate programs are also offered at the college. The campus serves as a regional hub of activity for educational and cultural events.

President: James Rizzuto

Address:

1802 Colorado Ave
La Junta, CO 81050
Telephone: 719-384-6831
FAX: 719-384-6993

www.ojc.edu

FINAL Fall 2006 Final Headcount Enrollment: 1,632

Part-time = 51%

Minority = 39%

Female = 63%

2004-05 Degrees Conferred by Broad Program Categories:

	Liberal Arts/ General Studies	Health Sciences	Business & Management	Agriculture/ Agribusiness	Other	Total
Certificates	0	106	21	72	93	292
Associate Degrees	170	21	4	0	4	199
Total	170	127	25	72	97	491

FY 2004 Full-Time Faculty: 36

Providing Access to Opportunity for Success

PIKES PEAK COMMUNITY COLLEGE Fact Sheet

Pikes Peak Community College, founded in 1968 in Colorado Springs, has seven locations serving El Paso, Teller, and Elbert Counties. PPCC offers more than 125 programs in liberal arts and sciences transfer and career technical education. Degrees and certificates can be earned at any of the three full-service campuses, or through distance education programs.

President: Dr. Tony Kinkel

Campuses

Centennial Campus 5675 South Academy Blvd. Colorado Springs, CO 80906 Phone: 719-502-2000	Downtown Studio Campus 100 West Pikes Peak Avenue Colorado Springs, CO 80903 Phone: 719-527-6000	Rampart Range Campus 11195 Highway 83 Colorado Springs, CO 80921 719-538-5000
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www.ppcc.edu

Fall 2006 Enrollment Headcount 10,403

Full-Time = 26%

Part-time = 74%

Minority = 25%

Male = 40%

Female = 60%

2005-06 Degrees Conferred by Broad Program Categories:

	Liberal Arts/ General Studies	Health Sciences	Business & Management	Protective Services	Other	Total
Certificates	0	634	24	23	185	866
Associate Degrees	429	108	59	110	161	867
Total	429	742	83	133	346	1,733

FY 2006-07 Staffing

Full-Time Faculty: 162

PUEBLO COMMUNITY COLLEGE Fact Sheet

PCC, established in 1933, was instrumental in Pueblo's renaissance in the early 1990s. Its high-tech offerings at the state-of-the-art Gorsich Advanced Technology Center and its high-demand health care programs serve students from throughout Southern Colorado. PCC has a campus in Canon City, and also offers classes in Durango and Cortez through its Southwest Center.

Interim President: Marjorie J. Villani

Campuses

Pueblo 900 West Orman Ave. Pueblo, CO 81004 Telephone: 719-549-3213	Fremont Campus 51320 W Highway 50 Canon City, CO 81212 719-296-6100
Southwest Center 710 Camino del Rio, Suite 100 Durango, CO 81301 970-247-2929	Southwest Campus 2208 East Main Street Cortez, CO 81321 970-565-7496

www.pueblocc.edu

Final Fall 2006 Enrollment Headcount: 5,395

Part-time = 62.0%

Minority = 40.1%

Female = 62.2%

2005-06 Degrees Conferred by Broad Program Categories:

	Health Sciences	Protective Services	Business & Management	Liberal Arts/ General Studies	Other	Total
Certificates	270	6	103	0	118	497
Associate Degrees	204	53	50	195	83	585
Total	474	59	153	195	201	1,082

FY 2006-07 Full-Time Faculty: 81

Providing Access to Opportunity for Success

RED ROCKS COMMUNITY COLLEGE Fact Sheet

RRCC, founded in 1969, serves the residents of Clear Creek, Jefferson, Gilpin and Park Counties on its campuses in Lakewood and Arvada. Its unique offerings include Emergency Management, Physician Assistant, Teacher Preparation and a nationally recognized OSHA Training Program. The Colorado Commission on Higher Education designated RRCC's Fire Science a Program of Excellence.

President: Cliff Richardson

Campuses

Lakewood Campus

13300 West 6th Avenue
Lakewood, CO 80228-1255
Phone: 303.914.6600
Fax: 303.914.6666
Web site: www.rrcc.edu/

Arvada Campus

5420 Miller Street
Arvada, CO 80002
Phone: 303.914.6010
Fax: 303.420.9572

www.rrcc.edu

Final Fall 2006 Headcount Enrollment: 6,681

Part-time: 69%
Minority: 17%
Female: 51%

2005-06 Degrees Conferred by Broad Program Categories:

	Liberal Arts/ General Studies	Business & Management	Protective Services	Health Sciences	Other	Total
Certificates	0	41	371	153	151	716
Associate Degrees*	277	11	43	29	84	444
Total	277	52	414	182	235	1,160

*AA, AS, AGS

FY 2005-2006 FULL-TIME FACULTY: 61

TRINIDAD STATE JUNIOR COLLEGE Fact Sheet

TSJC was established in 1925 and joined the System in 1968. It is the oldest public two-year college in Colorado. In addition to its Trinidad Campus, TSJC has a campus in Alamosa. The Colorado Commission on Higher Education designated TSJC's Occupational Safety Technology program a Program of Excellence. The college is also nationally recognized for its aquaculture and gunsmith programs.

President: Ruth Ann Woods

Campuses:

Trinidad Campus

600 Prospect Street
Trinidad, CO 81082
Phone: 719-846-5621

Alamosa Campus

1011 Main Street
Alamosa, CO 81101
Phone: 719-589-7026

www.trinidadstate.edu

Final Fall 2005 Headcount Enrollment: 1,709

Part-time = 57%
Minority = 43%
Female = 57%

2005-06 Degrees Conferred By Broad Program Categories:

	Liberal Arts/ General Studies	Business & Management	Health Sciences	Protective Services	Other	Total
Certificates	0	7	154	20	100	281
Associate Degrees	61	17	56	1	64	199
Total	61	24	210	21	164	480

Fy 06-07 Full-Time Faculty: 45



Robert Garcia
Community College of Denver

Not everyone appreciated Robert Garcia's murals. The graffiti he saw as artwork – coupled with some tagging – landed him in the Denver County Jail for 90 days.

"I was one of those problem kids. I was always getting in trouble," Robert said.

At 16, Robert's father died of brain cancer. At 17, he was expelled from North High School. By 21, partying had become redundant. He wanted something more meaningful.

Robert earned his GED and then found the support he needed through Community College of Denver's First Generation Student Success program.

"I could walk in and say, 'I have this problem,' and they'd say, 'OK,' and help me with it. They just did it without making me make an appointment," Robert said. "When I graduated from CCD, I was so excited! Never had anyone in my family graduated."



Evan Miller
Front Range Community College

Evan Miller enjoys taking care of others. "It's kind of noble. It's good to help people."

As a Loveland High School senior, Evan started Front Range Community College's Med Prep-Certified Nurse Aide Options program, spending two hours a day, five days a week at the college's Larimer Campus.

"It was so much more than I expected," Evan said. "I really enjoyed it. I got college credit and high school credit. If it weren't for that program, I wouldn't have my job. I got a ton of work experience. I got so much more out of that than I would have thought."

Evan came out of the program as a certified nurse aide and now works at Columbine West Care Center in Fort Collins. Next on his agenda is to become a registered nurse.

"I can't say definitely what area of nursing I want to go into," he said, "but my work experiences and school will point me in the right direction."



Trista Harris
Lamar Community College

With its population near 9,000 people, Lamar, Colorado may not be a big town. For Trista Harris -- who grew up in Sheridan Lake, population almost 400, and was the only female in a graduating class of five -- Lamar was a major metropolis. Moving there was both exciting and intimidating.

Trista earned a volleyball scholarship to Lamar Community College and played two years for the Runnin' Lopes.

While working on her Associate of Arts, Trista earned spending money as a work-study for LCC's Student Services Center – a job that got her involved on campus.

Now in her first year of the LCC Nursing program, Trista will graduate next year with her Associate of Science degree and work in an area hospital. LCC will give her the valuable nursing skills she will need, should she and her fiancé, Donnie Alexander, Runnin' Lopes Baseball assistant coach for the team decide to relocate.

Providing Access to Opportunity for Success

WHO WE SERVE

OVERVIEW

The Colorado Community College System (CCCS) educates a diverse population of students who represent a wide range of backgrounds and expectations. Many are underserved and have special educational and personal needs that must be met in order for them to succeed. People seek a community college education for a variety of reasons:

- Large numbers of students come to CCCS colleges to improve their basic skills and get ready for college-level work. Thirteen percent of our full-time-equivalent students come to us for basic skills training.
- Some start at a community college and transfer on to a four-year college to earn a bachelor's degree. Roughly 5,000 of our students will transfer to four-year public schools each year.
- Many students come to community colleges for career and technical education programs that help them acquire the certification and essential skills they need for employment. The community college system provided certificates or degrees to 9,501 career and technical students and educated 42,777 high school students in career and technical programs in FY 05. One third of our college students are in a career and technical education program.
- The community colleges provided work force training for more than 117,000 workers.
- Some community college students are interested in continuing education and are looking for special programs designed to meet specific needs.

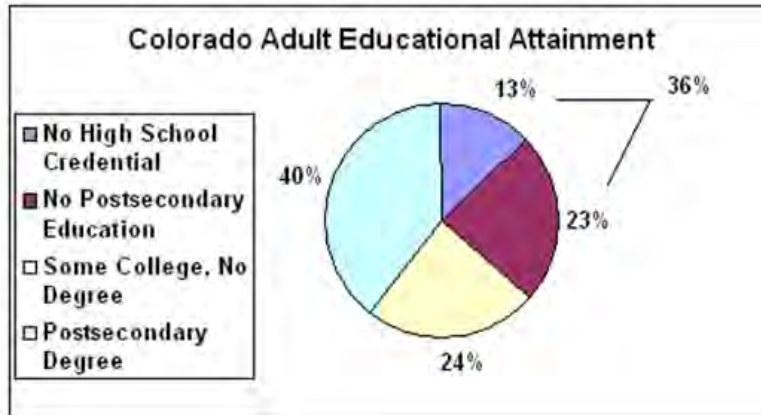
Community colleges not only train students for careers, but also prepare them as citizens and community members who have obligations to public life. With our open access admissions, CCCS colleges provide a democracy of education to every citizen age 16 and older in our State.

Community colleges provide affordable access to higher education so citizens can make a living wage

More than a million Colorado adults lack any form of postsecondary education – including more than 300,000 adults who have no high school credential. New technologies and new business strategies affect all occupations and have increased the skills needed even for lower-level jobs. The economy requires that current and future workers have some postsecondary education.

Providing Access to Opportunity for Success

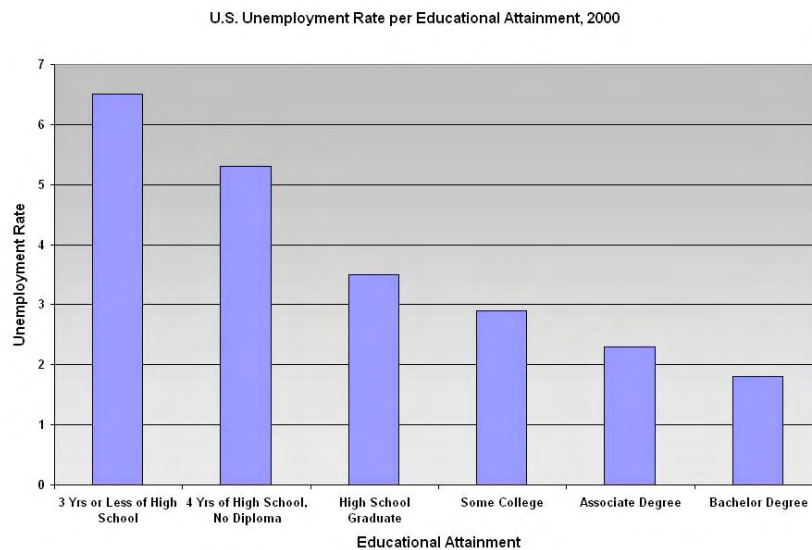
Graph 1-1: One million Colorado adults do not have the training they need to compete in today's workforce



Source: US Census, 2000 for adults 25yrs and older

Postsecondary education increasingly is required for workers to earn a stable, self-sustaining income. In Colorado, the average hourly wage in 2005 for all occupations requiring some form of postsecondary education was \$28.58 – 80 percent higher than jobs that do not require higher education training. The average wage for those jobs that do not require some form of postsecondary training is \$15.89 per hour – an insufficient wage for supporting a family in most areas of the state. Unemployment data indicate that individuals with no postsecondary education are much more likely to be unemployed than those with a college credential (Graph 1-2).

Graph 1-2: Unemployment rates are lower for individuals with higher education training



Source: Postsecondary Education Opportunity

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Adults with no postsecondary education tend to come from lower income families, with low parental educational attainment, and often are minority. These demographics describe the very population that – as open access institutions – community colleges strive to serve.

Benefits to the State

While a college degree greatly benefits the individual, the contribution of postsecondary education to society may be just as significant. Individuals with postsecondary education contribute positively to the economy. A recent economic study – conducted by CCBenefits, an organization affiliated with the Association of Community College Trustees – shows that for every \$1 invested by the government in community colleges, an additional \$7 is generated in economic activity. Meanwhile, degree holders pay more in taxes, consume more goods and services, and require less government assistance in the form of social services and unemployment benefits than those without degrees (Williams, A.W. and W.S. Swail, 2005).

COMMUNITY COLLEGE ENROLLMENT TRENDS

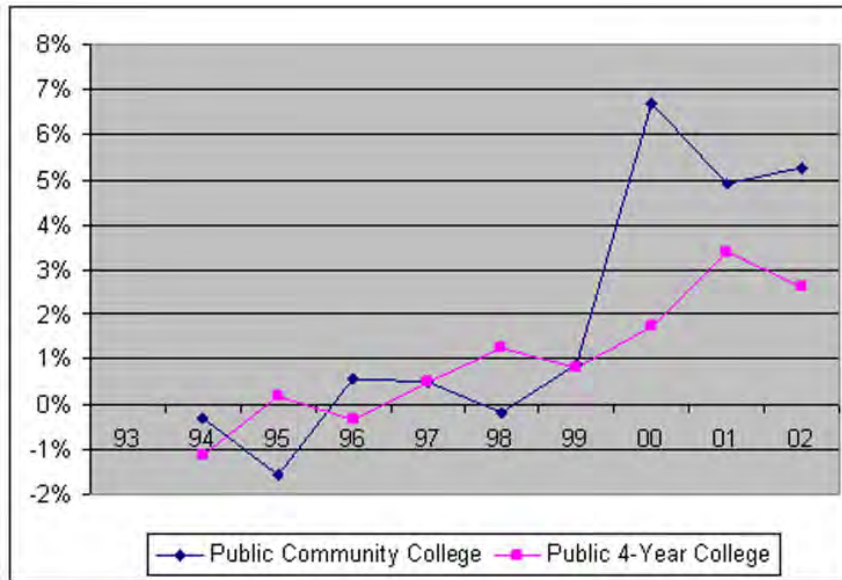
National community college enrollment growth has been strong

According to Occupational Outlook Quarterly (Winter 2002-03), enrollment at community colleges nationally surged 413 percent from 1965 to 1999, while public four-year college enrollment increased 104 percent. The enrollment in public community colleges continued to increase from 2000 to 2002, compared with public four-year colleges. This growth trend at community colleges is expected to continue based on the following:

- Increases in tuition at competitor institutions;
- Selective enrollment procedures at four-year institutions;
- The large growth in jobs that require postsecondary education including certificates and degrees; and
- Community colleges offer open access that allows opportunity for under-prepared students, young and old, to complete their basic skills and continue on to postsecondary education.

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Exhibit 1-3: National Enrollment Growth



Note: Public community colleges and public four-year colleges only

Source: Table 2.2, National Profile of Community Colleges, fourth edition:
American Association of Community Colleges

Colorado Community Colleges Enrollment Growth (FY2001-2005)

Colorado Community College enrollment increased at a rapid rate as well. Exhibit 1-4 shows that CCCS enrollment increased 24 percent from 2001 to 2005 while other public institutions in the state increased between 7 percent and 17 percent. Our colleges typically serve more than 116,000 students annually. Since FY 2005, enrollment at Colorado community colleges slowed because students typically enter the workforce when the economy improves.

Exhibit 1-4: Student FTE Enrollment: FY 2001 and FY 2005

<u>Public Institutions</u>	<u>FY01</u>	<u>FY05</u>	<u>Increase in</u>	<u>Percent</u>
			<u>number of</u> <u>students</u>	<u>Increase</u>
Colorado Community College System	37,718	46,686	8,968	24%
University of Colorado Regents	38,186	44,279	6,093	16%
Colorado State University Board of Governors	24,316	26,508	2,192	9%
University of Northern Colorado Board of Trustees	10,309	11,013	704	7%
Trustees of State Colleges	20,807	24,250	3,443	17%

Source: Final FTE Student Enrollment Report: The Colorado Commission on Higher Education

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Women account for an increasing share of community college enrollment

Female enrollment has been increasing in community colleges and remains higher than men. More women attend community colleges and four-year colleges. In Colorado, 60 percent of community college students are female. Nationally, women make up 58 percent of community college students.

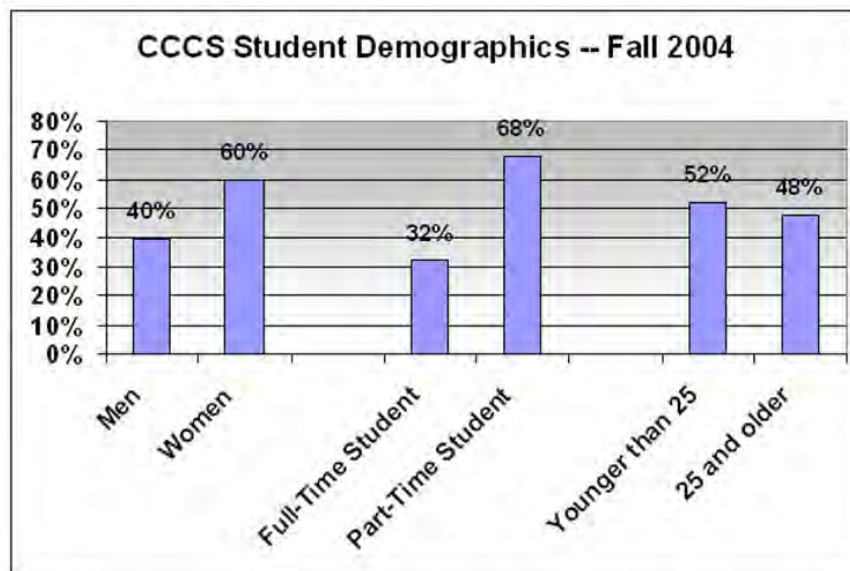
Community college students are older

Nationally, the average age of community college students is 29, consistent with Colorado's Community College average age of 28. Students younger than 25 comprise 52 percent of Colorado Community Colleges' enrollment.

Most community college students work while attending college

According to the American Association of Community Colleges, 64 percent of all community and technical college students attend part time, compared to 22 percent of four-year students. Part-time students account for two-thirds of the Colorado Community Colleges' student body. Part-time community college students typically are non-traditional, working full or part time while attending college. CCCS accommodates the needs of working students by offering courses at night, on weekends, and online.

Exhibit 1-5: CCCS Enrollment by Age, Gender, and Attendance Status: Fall 2004



Source: IPEDS Peer Analysis System

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Roughly half of Colorado's minority higher education students attend community colleges

Community colleges serve students from diverse backgrounds. During the last two decades, racial and ethnic minorities have made up an increasing proportion of community college student enrollment nationally. In Colorado, 48 percent of the state's minority students enroll in community colleges. Of the 15 Colorado colleges with the highest share of minority students, seven are our community colleges.

Exhibit 1-6: Colorado Community College System Colleges Ranking in Percent Minority Students

Rank	College	Percent Minority
1	Trinidad State Junior College	46.6%
2	Community College of Denver	46.6%
3	Otero Junior College	35.3%
4	Pueblo Community College	34.5%
8	Community College of Aurora	27.9%
10	Pikes Peak Community College	23.4%
13	Lamar Community College	21.0%

Note: Calculated by dividing number of minority students by total number of fall enrollment
Source: White Paper No. 5. August 2005, The Bell Policy Center: Spiros Protosaltis, Policy Analyst

In 2005, minority students in all postsecondary educational institutions in Colorado made up 21.8 percent of the total college population compared to the 2002 national average of 29 percent. Overall, 26 percent of community college enrollment is comprised of minorities. Exhibit 1-7 shows the percent of total enrollment in Colorado public two-year institutions based on race and ethnicity. The share of minority students in community colleges has risen steadily since 2002.

Exhibit 1-7: Student Headcount by Race/Ethnicity at Colorado Two-Year Public Institutions

Race/Ethnicity	2002	2003	2004	2005
Asian	2.8%	2.8%	2.9%	3.2%
Black, Non-Hispanic	4.2%	5.1%	5.1%	5.6%
Hispanic	13.9%	14.5%	15.0%	15.8%
Native American	1.2%	1.4%	1.4%	1.4%
Minority Total	22.2%	23.8%	24.6%	26.0%
White/Alien/Other	77.8%	76.2%	75.4%	74.0%

Source: CCHE

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Community colleges provide local access to higher education

In Colorado, 96 percent of CCCS students are Colorado residents. Community colleges provide local access to higher education, which helps them meet the diverse needs of their students. For students who are low income, who have young children, or who are working, having a college in their community provides an opportunity for higher education for many who otherwise would not have it. CCCS has 13 colleges throughout Colorado, including five with dormitories that provide a residential college experience close to home for recent high school graduates.

Community colleges serve students at risk

According to the American Association of Community Colleges, approximately 86 percent of students in community colleges have one or more risk factors associated with decreased persistence in college, compared to 52 percent of students in four-year colleges. These risk factors are listed in Exhibit 1-8.

The average number of risk factors for community college students was 2.4 compared with only 1.1 for four-year college students. CCCS provides services to at-risk students and helps them to attain degrees or vocational training. It is critical that CCCS is funded at a level that ensures its colleges can provide wrap-around services to support at-risk students and help them succeed.

Exhibit 1-8: Percentage of Students with Risk Factors Associated With Decreased Persistence in College

Risk Factors	Public Community College	Public 4-Year College
Independent student	61.2%	34.3%
Delayed enrollment	50.3%	23.3%
Part-time	66.1%	30.2%
Has dependents	35.4%	14.3%
Single parent	17.2%	6.3%
Full-time student/Work full time	40.8%	21.6%
GED or no high school diploma	11.6%	3.6%
At least one risk factor	85.7%	51.4%

Sources: Table 2.17, National Profile of Community Colleges: Trends and Statistics, fourth edition: American Association of Community Colleges

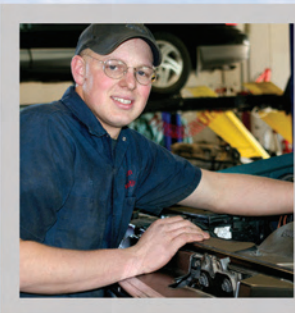
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Colorado ranks 48th in funding for higher education

Exhibit 1-9: States' Ranking in Higher Education Funding

States	FY05 State and local support for higher education per \$1,000 in personal income	Rank	FY05 State and local support for higher education per capita	Rank
Wyoming	\$17.24	1	\$586.28	1
New Mexico	\$15.43	2	\$398.23	2
U.S. Average	\$7.42		\$243.23	
Rhode Island	\$4.90	46	\$168.24	46
Colorado	\$3.86	48	\$137.45	48
Vermont	\$3.45	49	\$109.32	49
New Hampshire	\$2.42	50	\$88.07	50

Source: National Center for Higher Education Management Systems



Travis Rohn
Morgan Community College
Travis Rohn's dad nearly completed the Automotive Technology Program at Morgan Community College, but dropped out to take care of the family farm – something he always regretted.

Travis jumped at the chance to start MCC's automotive program when he was a student at Wiggins Junior/Senior High School. He said MCC had the best facilities and teachers worked one-on-one with him.

"I chose the automotive program because I grew up working around my dad on our beet trucks, semis, tractors, and lots of other farm machinery. I really developed a love for the automotive industry and wanted to get more involved in it. My dad is a great mechanic and that became my goal as well," he said.

When he graduates from MCC, Travis will work full time for Steffen Automotive in Wiggins. He said, "Maybe someday I will be running the shop instead of only being the mechanic!"



Jamie Cecil
Northeastern Junior College
When she was named 2006-07 Central Region Vice President last fall, Northeastern Junior College student Jamie Cecil became the state's first national Future Farmers of America officer since 1996.

The former Arickaree High School Future Farmers of America Chapter member was among six individuals selected from a field of 41 to hold national office during the 79th National FFA Convention.

As part of her new job, Jamie will travel more than 100,000 miles, meeting top leaders in business, government and education; visiting about 40 states and Japan, providing personal growth and leadership training for students, setting policies that shape the future of the organization and promoting agricultural literacy.

"Service is a choice and the decision to serve starts in my heart," Jamie said. "I hope to help FFA members discover that no matter how small an act of service, they can make a difference."



Ben Anderson
Otero Junior College
A long illness kept Ben Anderson from graduating with his high school class. When he recovered, he earned his GED and enrolled in Otero Junior College's Cosmetology Career Academy, where he is at the top of his class. At 19, Ben is a traditional college student – although being the only male in a cosmetology class of 30 is fairly untraditional.

"I've had an amazing year," Ben said. "I've gone from someone who did not even like school to someone who is considering becoming a teacher. The curriculum, the instructors, and the facility at OJC have all helped to build a fire in me for this profession. The program is harder than I ever thought it would be, and I have amazed myself at how well I have done and how much more I want to learn."

Ben hopes to work as a hair stylist in his hometown of Ordway, where he will offer the newest trends for affordable prices to his small town clientele.

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HOW WE SERVE

HIGH-GROWTH OCCUPATIONS REQUIRE COMMUNITY COLLEGE TRAINING

Over the coming decade, Colorado will experience tremendous growth in several career areas that require workers to have more advanced technical skills and some postsecondary education. In fact, the fastest growing occupations require some postsecondary training but less than a bachelor's degree. Colorado's community colleges are poised to respond to these significant challenges that will ensure a strong workforce and prepare students for high-demand, high-skill jobs that are the first step on the pathway to high-wage careers.

Community colleges meet industry needs

Colorado community colleges constantly are adapting to provide the classes, programs and services that meet the continually shifting needs and demands of regional economies. By addressing these changing requirements, our colleges attract both those students who were likely to seek higher education and those for whom college never appeared to be an option. The adaptability and flexibility – which meets the needs of the community, students, local business and industry – is the hallmark of community colleges, setting them apart from their four-year counterparts. Our colleges provide training for jobs that actually exist in their service areas. When employers foresee emerging jobs or require different employee skill sets to be successful, our community colleges quickly respond by creating new degree and certificate programs that meet these needs head-on. By the same token, our colleges can quickly retool, eliminating programs where demand has fallen off and replacing them with leading edge curriculum and courses.

- Most of the high-growth, high-paying jobs predicted to drive Colorado's future economy require a college degree – many two years or less.
- Our colleges respond to the needs of business and the community by quickly adapting programs as demands change.
- Community colleges serve the needs of students by collaborating with local industry to provide educational programs that ensure students will learn the skills they need for employment in actual jobs.

Community colleges meet the workforce challenge

Colorado community colleges answer the state's economic development and workforce needs, supplying the highly-skilled workers to meet the demands of the growing high-tech industries in Colorado. Some examples include: process technicians for the oil and gas industry; allied healthcare technicians to meet increasing demands; automotive technicians with the high-tech skills the industry requires; and biotechnicians for the emerging bioscience sector.

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Exhibit 2-1 provides a sampling of occupations that require the education that our community colleges provide and that are expected to grow by more than 20 percent from 2004 to 2014 with significant annual job openings projected for the state of Colorado. The table also shows the required CCCS credit hours, tuition and fees, average wage, and the length of time it would take for a graduate earning that wage to repay his or her investment.

Exhibit 2-1: High Growth Occupations in Colorado

Occupational Title	Growth Rate	Total Annual Openings	Credential	Required Credit Hours	Estimated Tuition and Fees, Colorado Resident	Average Monthly Wage	Time to Payoff
Computer Support Specialists	43.6%	700	Associate degree	61	\$4,598	\$3,950	2 months
Architectural and Civil Drafters	29.9%	120	Certificate	35	\$3,106	\$3,621	2 months
Electrical and Electronic Engineering Technicians	26.4%	130	Associate degree	61	\$4,598	\$3,777	2 months
Industrial Engineering/Process Technicians	27.0%	70	Associate degree	65	\$5,500	\$4,124	2 months
Paralegals and Legal Assistants	51.8%	220	Associate degree	64	\$5,109	\$3,607	2 months
Respiratory Therapists	44.6%	100	Associate degree	73	\$6,140	\$3,687	2 months
Emergency Medical Services-Paramedic	35.7%	140	Associate degree	75	\$6,384	\$2,671	3 months
Medical and Clinical Laboratory Technicians	39.9%	150	Associate degree	65	\$5,437	\$2,843	2 months
Registered Nurses	45.6%	2,150	Associate degree	78	\$9,792	\$4,486	3 months
Dental Hygienists	42.0%	180	Associate degree	88	\$14,425	\$6,048	3 months
Radiologic Technologists and Technicians	40.2%	150	Associate degree	77	\$7,933	\$3,799	3 months
Aircraft Mechanics and Service Technicians	32.6%	100	Certificate	89	\$14,040	\$3,891	4 months
Automotive Service Technicians and Mechanics	26.1%	610	Certificate	60	\$5,874	\$3,073	2 months
Bioscience Technician	31.10%	80	Associate degree	62	\$5,000	\$2,947	2 months

High Cost Programs

*Used average hourly wage from the Colorado Department of Labor and Employment projection data
 Source: Occupational Employment Outlook 2004-2014: Colorado Statewide Projections, CDLE

These programs are expensive to operate

Many high-growth occupations that require a community college education are in the healthcare industry, including crucial first responders like registered nurses, paramedics and emergency medical technicians. CCCS colleges play a vital role in training workers to fill vacancies in these high-demand occupations. However, these programs and others that meet industry demands

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are among the most expensive to operate because they require a low student-to-faculty ratio, hands-on clinical experience, and expensive equipment. Community colleges often compete with industry for faculty to teach in these high-demand programs.

These jobs pay well

CCCS colleges offer programs that prepare students for jobs in many of the fastest-growing occupations in Colorado – a large majority of which pay high wages. Graduates in most of these programs would earn back the cost of their tuition in four months or less. For example, nursing graduates who fill the anticipated annual 2,150 job openings over the next 10 years could pay back their tuition in three months after graduation. Nurses make an average of \$53,830 per year according to the Colorado Department of Labor and Employment.

THE STATE BOARD ADMINISTERS ALL COLORADO CAREER AND TECHNICAL EDUCATION PROGRAMS

Career and Technical Education (CTE) programs provide students with the technical and leadership skills needed to be employed in Colorado's workforce in careers as varied as nursing, information technology, and agriculture. CTE programs engage students by providing a contextual learning environment that can result in a certificate or that can allow the student to transition into college in their program of study. Students complete CTE programs at their high school and earn certificates at their AVS/Technical Colleges and can earn certificates and degrees from the community colleges and local district colleges. These students learn life skills and academic and technical skills that they apply in the workplace. CTE programs lead students to careers. At all levels of CTE, the focus is on preparing students with skills for the high-demand, high-wage jobs emerging in Colorado and creating an educated workforce to meet 21st century demands.

Programs across the state are aligned so that students who begin a CTE Career Pathway in high school or at an AVS can transition seamlessly into a community college or an AVS/Technical College using Advanced Credit Pathways. A student who meets specific course criteria can transfer high school CTE credits to a community college and apply them toward a certificate or degree. These students have an easier time starting college – and they already are academically ahead of the class with high school courses that count toward college credits.

The State Board for Community Colleges and Occupational Education (SBCCOE) oversees all Career and Technical Education (CTE) programs for the State of Colorado. The Board approves programs and disburses Colorado Vocational Act (CVA) (CRS 23-8-101) and federal Carl D. Perkins grant funding to programs at the secondary and postsecondary level. This unique oversight of both secondary and postsecondary level programs gives Colorado an integrated view of the CTE programs that school districts, Area Vocational Schools or Technical Colleges, and the community colleges offer.

The Colorado Community College System (CCCS) administers two large grant programs that benefit Career and Technical Education programs: the Colorado Vocational Act (CVA) and the federal Carl D. Perkins grants. Overall, these two programs (CVA and Perkins) provide more than

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\$33 million directly to school districts, AVS/Technical Colleges, and community colleges (including local district colleges) for expenses incurred maintaining and enhancing approved Career and Technical Education programs across the state. This investment – though it does not cover the total costs of providing these programs – helps Colorado maintain high-quality programs that produce workers who are ready for high-skill careers (Exhibit 2-2). The following describes these programs:

- **CVA Disbursement:** The General Assembly appropriates general fund dollars to fund the CVA. In Fiscal Year 2005-06, the General Assembly appropriated \$19.9 million to secondary CTE programs through the CVA. CCCS distributes these funds to help reimburse school districts for CTE expenses. The disbursement formula for school districts is established in statute and allows only approved CTE programs to receive these dollars. CCCS collects the data for the disbursement formula, monitors and assures compliance with the CVA, and audits all recipients over a five-year period.
- **Carl D. Perkins Act Disbursement:** This federal grant reimburses school districts and community colleges for specific expenditures on approved CTE programs. In Fiscal Year 2005-06, secondary programs received almost \$5.6 million and post-secondary programs received \$7.7 million in federal money. CCCS disburses these funds; submits a State Plan for CTE to the federal government; approves all Local CTE Plans; approves all local expenditures submitted for reimbursement; assures compliance with all federal laws, guidelines, and State Plan guidelines; and monitors recipients as designated in the State Plan.
- **CTE Program Approval:** CCCS uses the Program Approval process to ensure program compliance with the federal and state government expectations regarding CTE. CCCS must approve all CTE programs that wish to receive either CVA or Perkins funding every five years. CTE programs that do not intend to seek Perkins or CVA funding are not required to obtain CCCS program approval. However, many programs that do not seek funding do seek CCCS program approval and they are included in all data reporting. CCCS collects enrollment and placement data for all approved CTE programs.

Exhibit 2-2: Colorado CTE Investment per Enrollee (FY 2005-06)

	Secondary	Postsecondary	Total
Total CTE Enrollments	91,078	24,547	115,625
Total CTE Funding (CVA and Perkins)	\$25,583,370	\$7,715,827	\$33,299,197
Funding per enrollee	\$281	\$314	\$288

Return on Investment: Academic reports and statistics across the country demonstrate the success of CTE programs in providing their students with academic rigor, skills needed to meet job requirements, and higher earnings than their counterparts in high school and community colleges. In fact, a recent National Research Center for Career and Technical Education study found statistically significant support for higher math scores in CTE students as compared with non-CTE students in high school. Colorado teachers served as a pilot case for this method of teaching and now are traveling across the United States demonstrating it to others. Through its CTE Strategic

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Planning efforts, CCCS hopes to duplicate this success across many Colorado high schools.

CTE Programs Providers: Colorado enjoys success in CTE programs because educators and administrators across the state have dedicated their lives and careers to CTE students. These state and local employees work hard to help students find opportunities and achieve career and life success.

Exhibit 2-3 lists the various public entities teaching in CTE in Colorado. The charts on the following pages identify the governance structure, enrollment, and CTE grant funding for the institutions listed in Exhibit 2-3.

The charts on the following pages show that overall there are 91,078 secondary CTE enrollments and 24,547 post-secondary CTE enrollments in Colorado CTE programs. The vast majority, 89,709 of secondary CTE enrollments are in the school districts, while community colleges serve the vast majority of post-secondary CTE enrollments – 18,523. Meanwhile, Area Vocational Schools/ Technical Colleges located within K-12 school districts, have 5,658 post-secondary CTE enrollments and Mesa State College has 366 post-secondary CTE enrollments.

The dollars that flow through the SBCCOE to the school districts for career and technical education through the Colorado Vocational Act assist in offsetting the high cost of these programs. In Fiscal Year 2005-06, the school districts received \$19.9 million in CVA funding. These funds flow to school districts, some of which have created CTE technical centers to service the entire school district. The school districts may also contract with the Area Vocational Schools/Technical Colleges for the provision of secondary CTE services. In particular, Pickens Technical College receives CVA funding through its school district since it is a Designated Area Vocational School.

The Perkins funding that flows through the SBCCOE is distributed to secondary and post-secondary recipients as required by the Carl D. Perkins Act. In Fiscal Year 2005-06, secondary recipients received just under \$5.6 million in funding and post-secondary recipients received just under \$7.6 million.

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Exhibit 2-3: Colorado Public Providers of CTE Programs

School Districts

School Districts (High-school diploma-granting institutions)

All Area Vocational Schools/Technical Colleges (AVS)
(Certificate-granting institutions)

- Delta/Montrose Technical College
- Emily Griffith Opportunity School
- San Juan Basin Technical College
- Pickens Technical College

Community Colleges

(Certificate and degree-granting, North Central Association-accredited institutions of higher education)

All Colorado Community College System colleges:

- Arapahoe Community College (ACC)
- Colorado Northwestern Community College (CNCC)
- Community College of Aurora (CCA)
- Community College of Denver (CCD)
- Front Range Community College (FRCC)
- Lamar Community College (LCC)
- Morgan Community College (MCC)
- Northeastern Junior College (NJC)
- Otero Junior College (OJC)
- Pikes Peak Community College (PPCC)
- Pueblo Community College (PCC)
- Red Rocks Community College (RRCC)
- Trinidad State Junior College (TSJC)

All Local District Colleges:

- Aims Community College (Aims CC)
- Colorado Mountain College (CMC)

Four-Year Colleges

- Mesa State College: Western Colorado Community College (WCCC)

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Career and Technical Education Providers Arranged by Governance Structure Colorado Vocation Act Allocation (Fiscal Year 2005-06)

4-Year Colleges		Community Colleges		School Districts	
Total CVA Dollars Allocated		Total CVA Dollars Allocated		Total CVA Dollars Allocated	
Secondary =	\$0	Secondary =	\$0	Secondary =	\$19,996,048
Postsecondary =	\$0	Postsecondary =	\$0	Postsecondary =	\$0
Mesa State (WCCC)		Colorado Community College System		Area Vocational School/Technical College	
Secondary =	\$0	ACC		Delta/Montrose Technical College	
Postsecondary =	\$0	NJC		Secondary = \$0	
		Secondary =	\$0	Postsecondary = \$0	
		Postsecondary =	\$0	San Juan Basin Technical College	
		CNGCC		Secondary = \$0	
		Secondary =	\$0	Postsecondary = \$0	
		Postsecondary =	\$0	Emily Griffith Opportunity School	
		CCA		Secondary = \$0	
		Secondary =	\$0	Postsecondary = \$0	
		Postsecondary =	\$0	Pickens Technical College	
		CCD		Secondary = \$0	
		Secondary =	\$0	Receives CVA funding through school district as a Designated Area Vocational School	
		Postsecondary =	\$0	Postsecondary = \$0	
		FRCC		All other school districts	
		Secondary =	\$0	\$19,996,048	
		Postsecondary =	\$0		
		RRCC			
		Secondary =	\$0		
		Postsecondary =	\$0		
		LCC			
		Secondary =	\$0		
		Postsecondary =	\$0		
		MCC			
		Secondary =	\$0		
		Postsecondary =	\$0		
		Local District College			
		Aims CC			
		Secondary =	\$0		
		Postsecondary =	\$0		
		GMC			
		Secondary =	\$0		
		Postsecondary =	\$0		

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Preparing a skilled workforce through Career Pathway strategies

As the gateway to higher education, community colleges are positioned to help emerging workers and underemployed adults start on a career pathway towards livable wages. Community colleges traditionally have served a dual mission: workforce development and transfer to four-year institutions. Success in both areas contributes to the state's economic development. Community colleges provide students with affordable entry into higher education and an opportunity to continue toward a bachelor's degree via transfer to a four-year institution. The flexible curriculum and the structural partnerships community colleges have built with employers and industry enable CCCS colleges to respond quickly to the changing workforce skill needs. Studies show that this workforce link will be crucial in the upcoming decade because the availability of skilled workers will shrink as the Baby Boom generation retires. Community colleges play a unique role in working with business and industry to meet their labor force needs.

In the past five to 10 years, community colleges across the country have partnered with industry in developing career pathways – clear roadmaps that lead to advancement in an occupation or career through a seamless continuum of education and training. Career pathways are particularly relevant to high-demand industries with anticipated employment growth, providing individuals with employment and advancement opportunities, while providing industry with a supply of skilled workers.

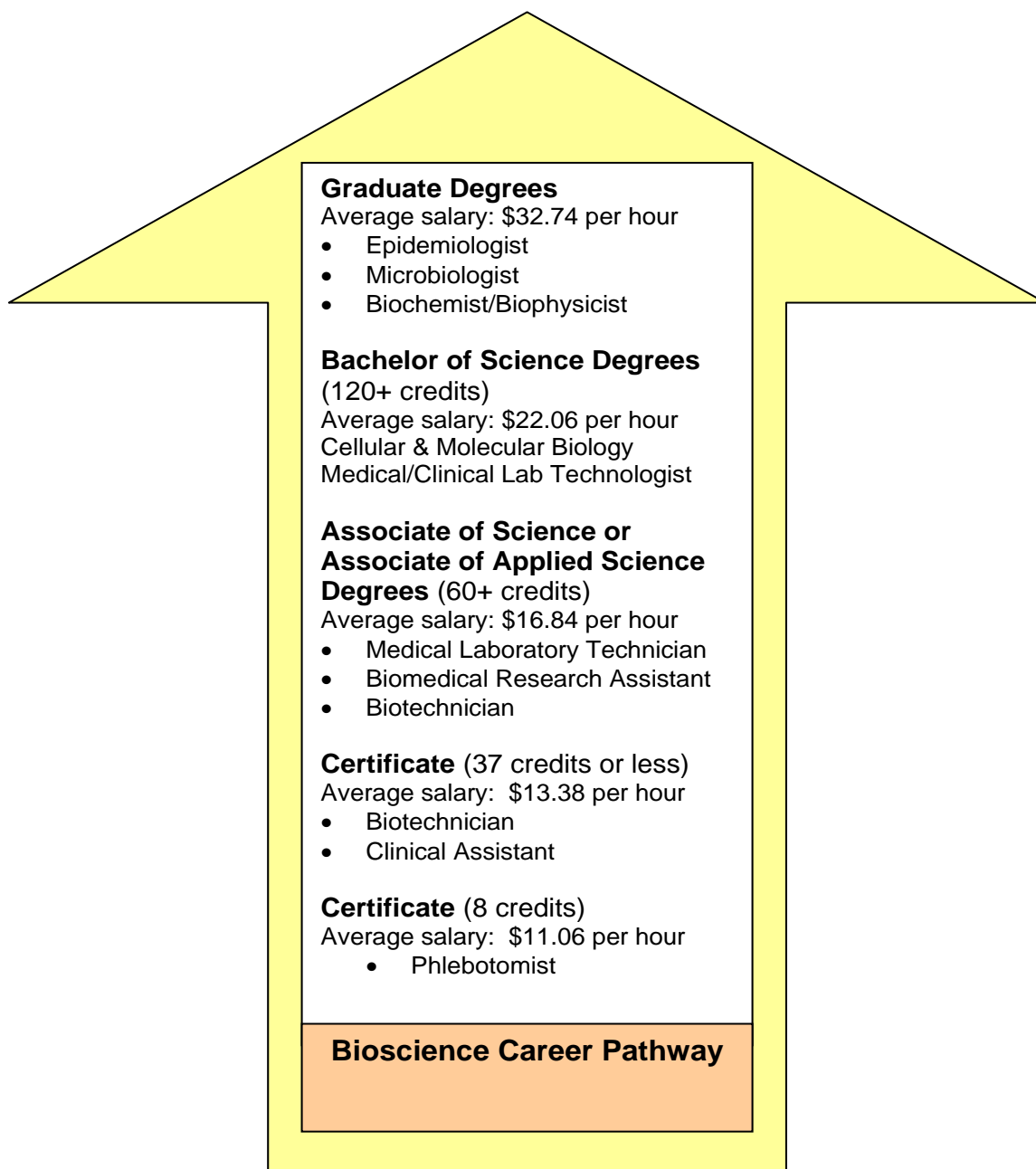
Colorado community colleges currently work with employers in high-demand occupations to create career pathway strategies that advance students through certificate and degree programs. Students can follow career pathways from entry-level jobs through advanced degrees and are particularly suited to community colleges – which are the most frequent point of access to higher education for low-skilled individuals. Workers who acquire basic skills at community colleges can gain employment and earn a wage while they prepare for the next step on their career pathway, which could include further education and training. One characteristic of a career pathway is the flexibility that allows workers to enter higher education at any stage and advance at a pace that makes sense to them. Close collaborations between community colleges and employers ensure that the skills students learn are what they need for success.

CCCS expects career pathways to play a more significant role in Colorado's economic development through the recently awarded federal Workforce Innovation for Regional Economic Development (WIRED) grant that will help the Metro Denver Economic Development Corporation build the capacity to educate and train workers in high-growth industry sectors. The intent of the grant is to provide the skilled workers for high-wage, high-growth targeted industries: aerospace, bioscience, energy, and information technology.

As an example, the Biotechnology program at Community College of Aurora (CCA) offers both a certificate and an Associate of Science degree – the first step on a career pathway toward one of WIRED's targeted industries (see Exhibit 2-3). Through an established articulation agreement with Metropolitan State College of Denver, CCA students can transfer the 60 credit hours they earned for the A.S. degree toward a bachelor of science degree in Biology with an emphasis in cellular and molecular biology – a "2+2-year" program.

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Exhibit 2-4: Career Pathway Example



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Community Colleges provide customized training for industry

CCCS and the Colorado Office of Economic Development jointly manage the Colorado First and Existing Industry customized training programs. Companies use these grant funds to support economic development efforts in Colorado by providing matching funds to train employees. The Colorado First program funds the training for new employees of companies that are relocating or expanding in Colorado. The Existing Industry program funds training primarily for employees of companies affected by technological change or increased global competition. Colorado community colleges direct or provide the training for these companies.

For a relatively modest investment, the state adds or retains new jobs – helping both companies and workers support the local economy. Since FY 2000-01, 45,583 jobs were created or retained through Colorado First programs. More than 117,000 workers have been trained since these programs began. Meanwhile, the state's investment in Colorado First programs is repaid in three years or less with increased tax revenue.

Exhibit 2-4 shows that the program not only pays for itself, but actually creates new revenue for the state. As workers' salaries increase, so does the amount they pay in personal income tax. People who were unemployed entered the workforce and began paying income tax – contributing to, rather than drawing on, state resources. As a result of the Colorado First program, the state's revenue over its investment is projected to be more than \$6 million by FY 2008-09.

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Exhibit 2-5: Colorado First Training Program

Colorado First State Income Tax Impact - Program Years 2003 to 2006				
	2003	2004	2005	2006
State Investment	\$406,207	\$448,074	\$1,288,366	\$2,381,156
Trainees Previously Employed	537	497	1264	2959
Trainees Employed Post-Training	709	785	1490	3464
Average Pre-training Wage	\$13.69	\$15.65	\$18.32	\$13.84
Average Post-training Wage	\$14.01	\$16.25	\$19.35	\$15.64
Increase in Aggregate Income Tax, Pre- and Post-Training, Year 1	\$247,004	\$476,314	\$546,527	\$1,273,563
Remaining Cost to Pay				
Year 1	\$159,203	(\$28,240)	\$741,839	\$1,107,593
Year 2	(\$62,401)	(\$456,578)	\$249,555	(\$66,273)
Year 3	(\$266,207)	(\$1,298,350)	(\$182,448)	(\$1,126,965)
Net Revenue by Year 2009	\$748,186	\$4,442,768	\$561,551	\$1,126,965
Cumulative Net Revenue by Year 2009 for Program Years 2003-2006		\$6,879,470		
Assumptions:				
Income Tax rate of 4.6%				
Employee Attrition Rate and Wage				
Inflation calculations, variable by program year				
Annual Work Hours of 2080				

COLORADO COMMUNITY COLLEGE SYSTEM BASICS

The Colorado Community College System (CCCS) provides open-door access for all Coloradans who want to pursue a higher education to be successful. The 13 accredited system community colleges:

- Are located throughout the State to provide local access to higher education;

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- Are dedicated to teaching by providing quality programs with fully-credentialed faculty;
- Support the State's goal of having a well-educated workforce that is prepared for available jobs in new and existing industries;
- Are charged by the General Assembly and the Colorado Commission on Higher Education (CCHE) to provide basic skills education to those who need skill development before they can succeed in a college curriculum;
- Are committed to providing schedules for coursework that meet the needs of full- and part-time workers, adults, and youth; and
- Provide a variety of degree and certificate programs that fulfill the first step in higher education.

System-wide, CCCS colleges offer Basic Skills preparatory work, a collection of State-approved certificates and four primary degrees:

- The Associate of Arts and Associate of Science degrees provide the first two years of a four-year program in professional studies within the arts and sciences fields. These degrees require a core of 35, 36, or 37 CCHE-approved General Education credits that are guaranteed to transfer to the State's four-year public institutions.
- The Associate of General Studies degree combines both General Education courses and pre-professional career and technical education courses. This degree is used to develop specific articulation agreements between two- and four-year institutions for specific careers such as law enforcement, firefighting, and emergency services technicians.
- The Associate of Applied Science degree includes a minimum of 15 credits of generally transferable coursework and a structured pattern of career and technical education courses that prepare a student for entry into the workforce. Through this degree, students gain not only a theoretical understanding of the job functions, but also real-work experience through controlled labs at the colleges and opportunities for actual on-the-job training.
- A structured program of academic preparation and basic skills courses in reading, writing, and mathematics helps students develop college-level skills. The structure of this preparatory program allows students to meet the CCHE requirement for completing remediation within the first 30 credits of enrollment. In Colorado higher education, community colleges are charged with providing this skill development.
- The certificate programs offer short training opportunities to enhance a student's current work skills or add additional skills to his or her knowledge base.



Katrina Hall
Pikes Peak Community College
Katrina Hall's first literature class at Pikes Peak Community College set her on a career path.

"It was like a light went on," she explained. "This is what I want to do!"

Inspired by Langston Hughes' poem 'The Negro Speaks of Rivers,' Katrina became a voracious reader, exploring literature from many cultures and discovering shared human experiences.

"Until then, I had never really connected with my African heritage, or felt like the history and experiences of the African people had much relevance for me today. His poetry changed that, and brought it all to life," Katrina said.

With her Associate of Arts degree from PPCC completed, Katrina is now studying music and literature at the University of Colorado at Colorado Springs with a goal of teaching at the college level.

"I love reading, and I love talking – why not do it for a living? I want to be a bridge between the students and the material, to help them relate and make that connection."



Tracy Trujillo
Pueblo Community College

Calling Tracy Trujillo an overachiever is an understatement. The single mother left a highly successful -- but stressful -- sales career and enrolled at Pueblo Community College where she earned associate degrees in accounting and business management, boasting a 3.8 grade point average.

In PCC's Honors Program, Tracy researched embezzlement in the non-profit arena. That project led to a job doing investigative work, using her accounting skills to reconstruct accounting books and records.

Tracy is continuing her education at Colorado State University-Pueblo in a special program that allows her to graduate simultaneously with both a bachelor's degree in accounting and a master's in business administration.

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OUR PERFORMANCE

Under the terms of its performance contract as required by Senate Bill 04-189, the Colorado Community College System is accountable for student access and success. The measures in the performance contract comprise a major part of the system's strategic planning and the standards to which the 13 CCCS colleges are held accountable. Under those guidelines, CCCS already has exceeded its graduation goal for 2008 – most notably among minority, first-generation and low-income students – and is on target to meet the other goals set forth in the contract.

Community colleges provide open-door access for all students who seek a higher education opportunity. CCCS colleges pride themselves in changing lives by focusing on students and committing resources to classroom excellence. The colleges are less interested in where students have been than where they want to go. Within that focus, CCCS has three strategic priorities:

- Student Access;
- Student Success; and
- Operational Excellence.

These three priorities constitute the prime concerns of the Colorado General Assembly, the governor, the Colorado Commission on Higher Education (CCHE), and the Colorado State Board for Community Colleges and Occupational Education (SBCCOE) that oversees CCCS. The objectives that support our strategic priorities are taken directly from the Colorado Revised Statutes; recommendations made by the Governor's Task Force to Strengthen and Improve the Community College System in House Bill 04-1086; and the performance contract with CCHE.

The dashboard of our performance, Exhibit 3-1, constructed from the most current CCHE data, reflects enrollment, retention and graduation figures. The 13 CCCS colleges have made tremendous strides in fulfilling these three objectives. Specifically:

- Using fresh and innovative approaches, CCCS colleges have increased minority enrollment well beyond the anticipated pace set forth in the contract. Between fall 2005 and fall 2006, CCCS minority enrollment increased from 26.2 percent to 26.6 percent of its student population.
- In 2004-05, CCCS served 48 percent of the minority students in Colorado public higher education. In almost every service area, Colorado community college minority enrollment meets or exceeds the minority population. Moreover, minority enrollment has grown at all 13 colleges.
- Graduation rates exceeded the goals set for its 13 colleges among first-time, full-time, degree- or certificate-seeking students who started college in 2002 and graduated within three years. Overall, graduation rates increased from 20.1 percent at the time the contract was written in 2005 to 25.9 percent today. Our graduation rates now exceed the national average of 24.1 percent.

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- Minority graduation rates improved to 21.7 percent, up from the 17.4 percent at the time our performance contract was written. This rate exceeds the national minority graduation rate, which was 21.5 percent.

Colorado community colleges retained nearly 54 percent of the first-time, full-time, degree- or certificate-seeking students who started school in 2004. This represents an improvement from 52.4 percent in FY 2002-03 – the benchmark data for the performance contract. That number does not include students who transferred their credits to another college or university.



Mary Schoen

Red Rocks Community College

After almost 20 years in database programming, Mary Schoen shut down the computer to pursue a career where she could help people.

Mary chose the Medical Assisting program at Red Rocks Community College – the same place where she completed her computer coursework in the late 1980s.

Mary graduated from RRRC’s Medical Assisting program in 2004 and started working as clinic administrator at the Clear Creek Family Health Clinic in Idaho Springs. RRCC medical and physician assistant students and licensed practitioners staff the clinic, which is funded through a Colorado Trust grant..

Mary’s goal of helping others is realized everyday. “I am continually motivated by the good I see coming out of the day-to-day dealings with patients,” Mary said. “Patients appreciate being treated like people instead of like numbers, and I strive toward that.”



Matthew Newhouse

Trinidad State Junior College

Serious injuries from 15 years in construction and logging forced Matthew Newhouse to change careers. He found new opportunities in Trinidad State Junior College’s Aquaculture program at the Valley Campus in Alamosa -- one of the few schools in the country that offers an Associate of Applied Science degree in that field.

“I knew this was something I wanted to sink my teeth into,” he said. His goal is a job with the Colorado Division of Wildlife, the number one employer for the program’s graduates.

Matthew helped push completion of the fish processing plant 20 miles north of Alamosa by gathering generous donations of labor and materials. The new plant will allow Mountain Spring Tilapia -- the student business that raises and sells the sixth most popular seafood in the country -- to operate year round, generating income to help support the fish farm.

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OUR FUNDING

WHERE WE WERE

From Fiscal Year 2001-02 to Fiscal Year 2004-05, the Colorado Community College System (CCCS) weathered General Fund reductions of \$19.4 million while resident enrollment grew by 18 percent. During this time, no other higher education governing board faced more profound budgetary constraints, when General Fund reductions and tuition-raising capabilities are taken together. As access institutions for the state, the community colleges must balance the need to fund their operations with the financial limitations of the populations served. Thus, the community colleges kept tuition increases low in comparison with most other higher education institutions in the state. Table 1, below, demonstrates the General Fund reductions absorbed in that period, with corresponding resident enrollment growth across the system.

Table 1: Community College General Fund Decreases Compared with Student Growth

Fiscal Year	General Fund	General Fund Change	General Fund Percent Change	Resident Enrollment Growth
2001-02	\$125,719,635			5.2%
2002-03	\$117,315,311	(\$8,404,324)	-6.7%	10.9%
2003-04	\$106,279,979	(\$11,035,332)	-9.4%	6.3%
2004-05	\$106,279,979	\$0	0.0%	0.0%

As the following Joint Budget Committee analysis shows, when both tuition and General Fund support are considered, community colleges experienced the largest overall drop in higher education funding among all institutions. On a per resident FTE basis, the community colleges absorbed a 35.3 percent reduction in General Fund appropriations, from \$3,565 per resident FTE in FY 2001-02 to \$2,306 per resident FTE in FY 2004-05 (see Table 2 and Graph 1).

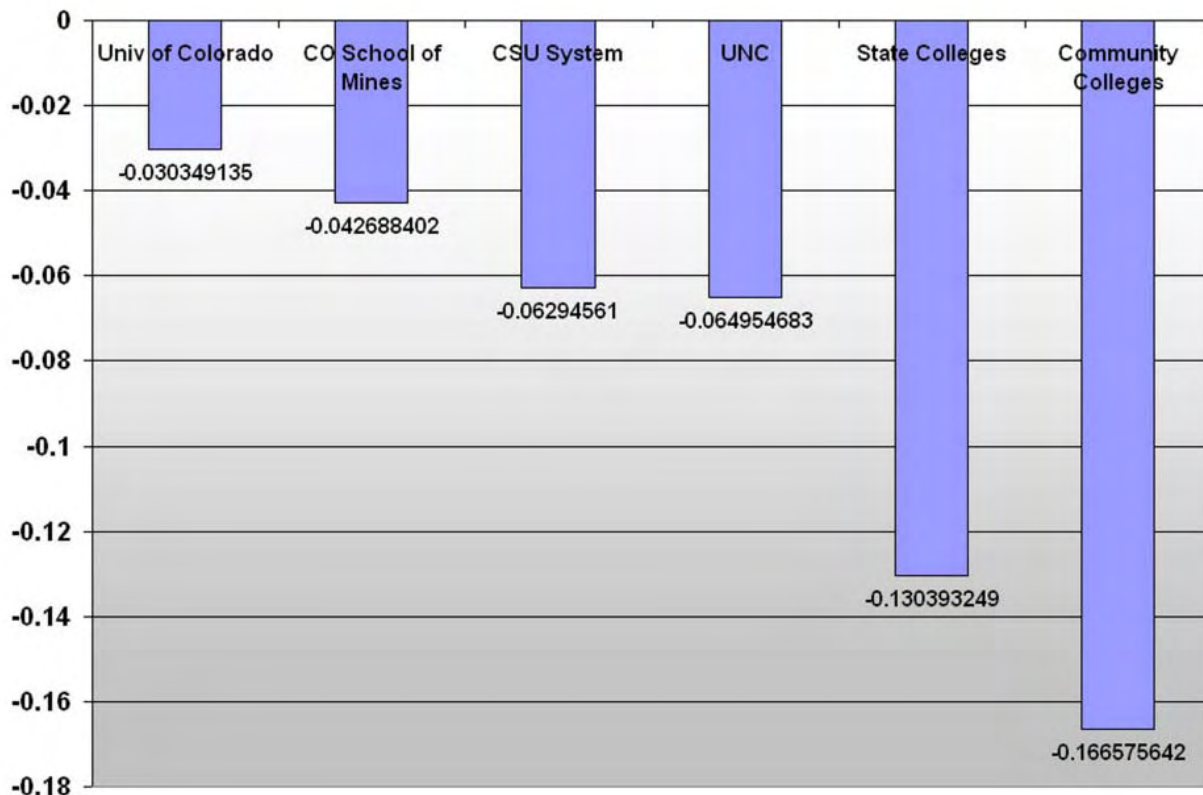
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Table 2: Funding per Student FTE across State Higher Education Institutions

Governing Board	General Fund per Resident SFTE			General Fund + Tuition per SFTE		
	Initial FY 2001-02	FY 2004-05	Percent Change	Initial FY 2001-02	FY 2004-05	Percent Change
CCCS	\$3,565	\$2,306	-35.3%	\$5,493	\$4,578	-16.7%
State Colleges	\$4,024	\$2,999	-25.5%	\$6,281	\$5,462	-13.0%
Univ. of Northern Colorado	\$4,769	\$3,422	-28.2%	\$7,282	\$6,809	-6.5%
CSU System	\$6,893	\$4,840	-29.8%	\$9,818	\$9,200	-6.3%
University of Colorado	\$7,204	\$4,310	-40.2%	\$12,488	\$12,109	-3.0%
CO School of Mines	\$8,599	\$6,464	-24.8%	\$14,477	\$13,859	-4.3%
System Wide	\$5,365	\$3,511	-34.6%	\$8,787	\$8,023	-8.7%

Source: Joint Budget Committee, FY 2005-06 Staff Budget Briefing: Department of Higher Education

Graph 1: Change in General Fund and Tuition per SFTE (FY02-05)



Providing Access to Opportunity for Success

During this period of diminished state support, community colleges adapted by reducing services, including:

- Kept faculty salaries low: In FY 2005-06, the average full-time faculty salary was approximately \$42,087. According to the College and University Personnel Association Survey of Community College Faculty Salaries, the average national full-time faculty salary for community colleges in FY 2005-06 was \$48,586, leaving a difference of \$6,499 between CCCS full-time faculty and the national average;
- Increased reliance on adjunct faculty. The average adjunct faculty member compensation has remained at a level of about \$15,000 for the past five years. In addition, 71% of community college courses are taught by adjunct faculty;
- Eliminated 190 positions;
- Lowered system administration costs by 22 percent;
- Did not keep pace with technological investments;
- Closed programs;
- Offered fewer sections of classes; and
- Decreased access to student support services like computer labs and tutors, many of which are necessary to assure success of low-income, first-generation, and minority students.

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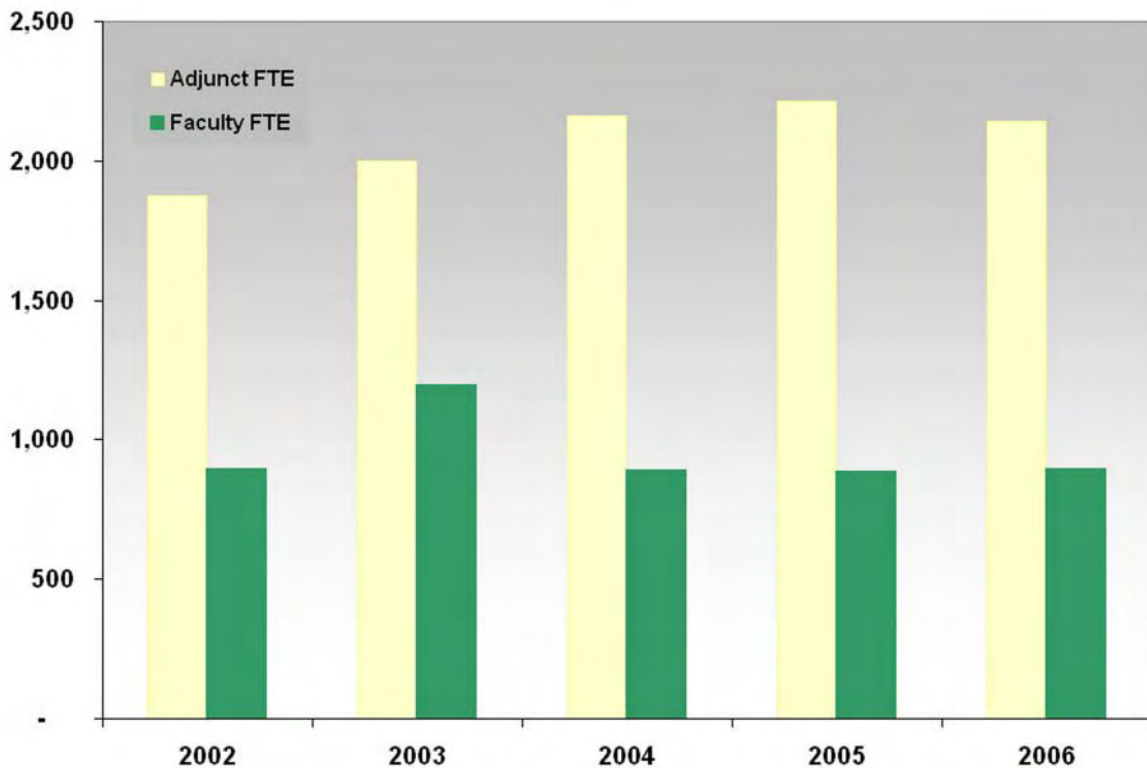
WHERE WE ARE NOW

Though community colleges responded to reductions in state support by making decisions that provided temporary solutions, the combined result of these decisions and changes in the environment is increased difficulty for community colleges to provide access and success opportunities for Colorado students.

Community colleges increased reliance on adjunct faculty amid funding cuts

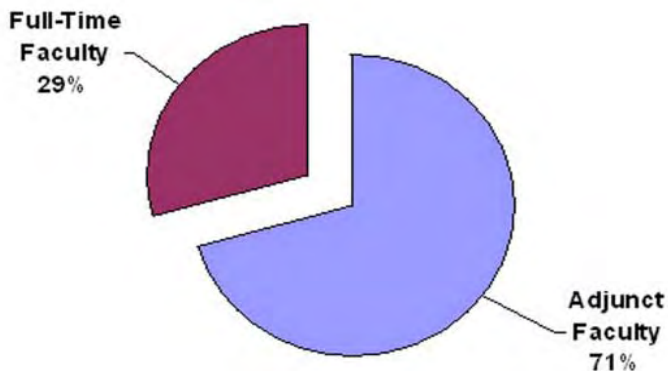
Since FY 2001-02, Colorado community colleges have become increasingly reliant on adjunct faculty for instruction (see Graph 2). Adjunct faculty currently teach more than two-thirds of all community college courses.

Graph 2: Faculty and Adjunct FTE



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In FY 2005-06, adjunct faculty comprised 71 percent of the total number of faculty teaching at the community colleges. Location is a factor in determining how much a community college relies



on adjunct faculty. Approximately 82 percent of all adjuncts teach at urban and suburban community colleges, making those institutions reliant on adjuncts to a larger degree than the rural colleges. There are several reasons why this is the case. First, enrollment at metropolitan colleges has grown at a faster rate than rural colleges. Thus, the urban colleges have had to open more sections to accommodate their students. Second, the availability of qualified adjunct faculty is greater in the metropolitan areas than in the

rural areas. Finally, average funding per student in the metro area is lower than in the rural areas, causing less reliance on full-time faculty.

A national study conducted by Dan Jacoby, the Harry Bridges Professor of Labor Studies at the University of Washington, found that community colleges with higher percentages of full-time faculty have higher completion rates. While reduced budgets and increased enrollments have expanded the use of adjunct faculty, the community colleges need to focus on increasing the number of full-time faculty.

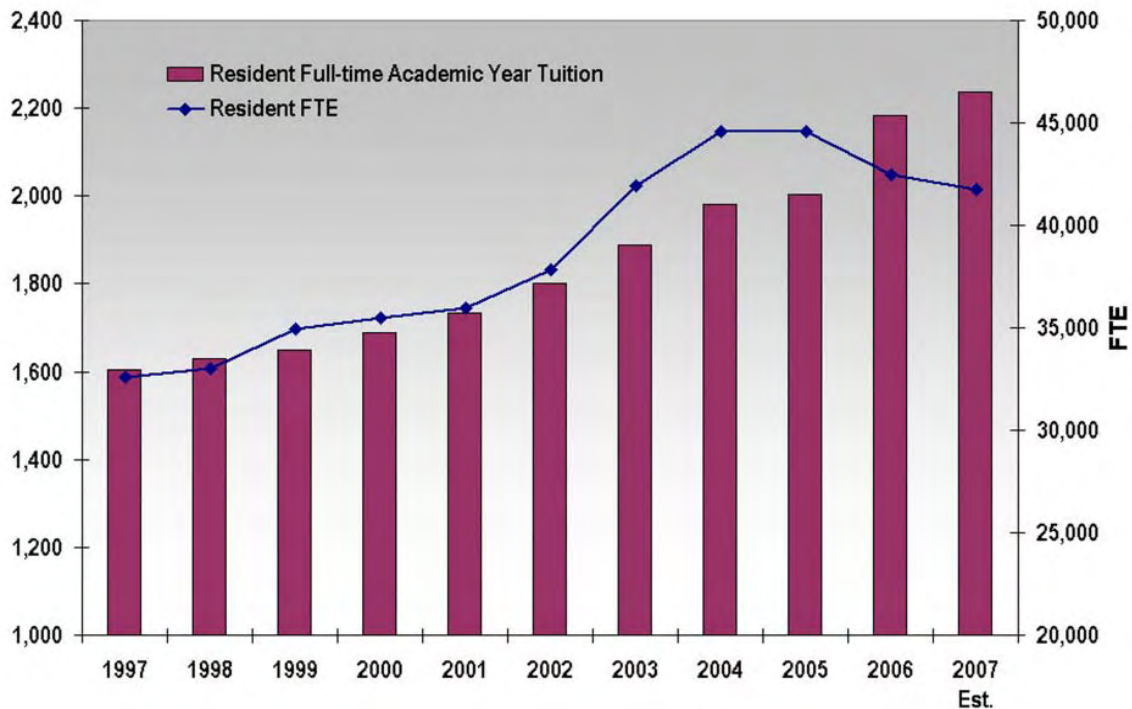
Community colleges kept tuition increases low over the past five years

In order to fulfill its mission of providing access to higher education for all Coloradans, the community colleges have strived to keep tuition affordable for students. However, since FY 2001-02, annual tuition has increased by 24 percent because of decreased General Fund support. While community college tuition increased less than most of the other public higher education institutions in the state, Colorado two-year colleges are still more costly than the national average for community colleges. In some cases, it is less expensive for a Colorado resident to attend an out-of-state community college as a non-resident than it is to go to a Colorado community college. Even though tuition increases have been moderate in comparison to other institutions, there is no question that recent increases have had a negative impact on resident student enrollment.

In FY 2006-07, the community colleges raised resident tuition by 2.5 percent, following an 8.9 percent increase in FY 2005-06. The increase in FY 2005-06 was the highest increase in resident tuition since 1993 and was necessary to partially offset five years of decreased state support. Access to community colleges means affordability to its students and tuition increases have had an impact. Graph 3 below outlines the historical trend of resident tuition against resident enrollment.

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Graph 3: 10 Years – Resident Tuition and Resident Enrollment



While other public higher education institutions in the state are able to use non-resident tuition revenue as a buffer against decreases in General Fund support, community colleges have a very low share of non-resident enrollment and are acutely dependent on resident enrollment for tuition revenue and College Opportunity Fund (COF) money. Overall, 4.8 percent of community college FTE students are from out of state. As a result, the community colleges were not able to compensate for reductions in state support with increases in non-resident tuition, unlike the other governing boards. The average non-resident share of students for the rest of the governing boards is 16.6 percent.

Progress: Referendum C allowed renewed investment in community colleges

With the passage of Referendum C in 2005, the state has begun the process of restoring the significant reductions in General Fund appropriations that community colleges experienced. After falling from \$3,565 per resident FTE in FY 2001-02 to a low of \$2,306 in FY 2004-05, funding for community colleges improved because of Referendum C. In FY 2005-06, the per-resident FTE General Fund appropriation increased to \$2,756. Including fee-for-service and unfunded enrollment moneys, in FY 2006-07, the per-resident FTE General Fund appropriation for CCCS is

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estimated to be \$2,922 (see Table 3). Still, community college funding is 69 percent of average higher education funding in the state. Overall, community colleges receive the second-lowest level of funding in the state, as shown in Table 3 below.

**Table 3: Average General Fund per Resident FTE
FY 2005-06 and FY 2006-07**

Governing Board	GF Per Resident FTE (FY 2005-06)	GF Per Resident FTE (FY 2006-07)
Western State College	\$6,499	\$6,880
Adams State College	\$6,285	\$6,499
Colorado School of Mines	\$6,246	\$6,608
Colorado State University System	\$5,376	\$5,925
Mesa State College	\$4,703	\$4,708
University of Colorado	\$4,566	\$5,120
University of Northern Colorado	\$3,560	\$3,884
Fort Lewis College	\$3,297	\$3,959
Colorado Community College System	\$2,756	\$2,922
Metropolitan State College	\$2,709	\$2,774
Overall Average	\$3,918	\$4,257

Source: 2006-07 JBC Briefing, Higher Education and Colorado Commission on Higher Education

The increased funding from Referendum C is a good start. However, CCCS urges the state to continue its progress in restoring funding. On an inflation-adjusted basis and at current enrollment levels, an additional \$40.7 million state support is needed to return the community college system to its FY 2001-02 per-resident FTE funding level.

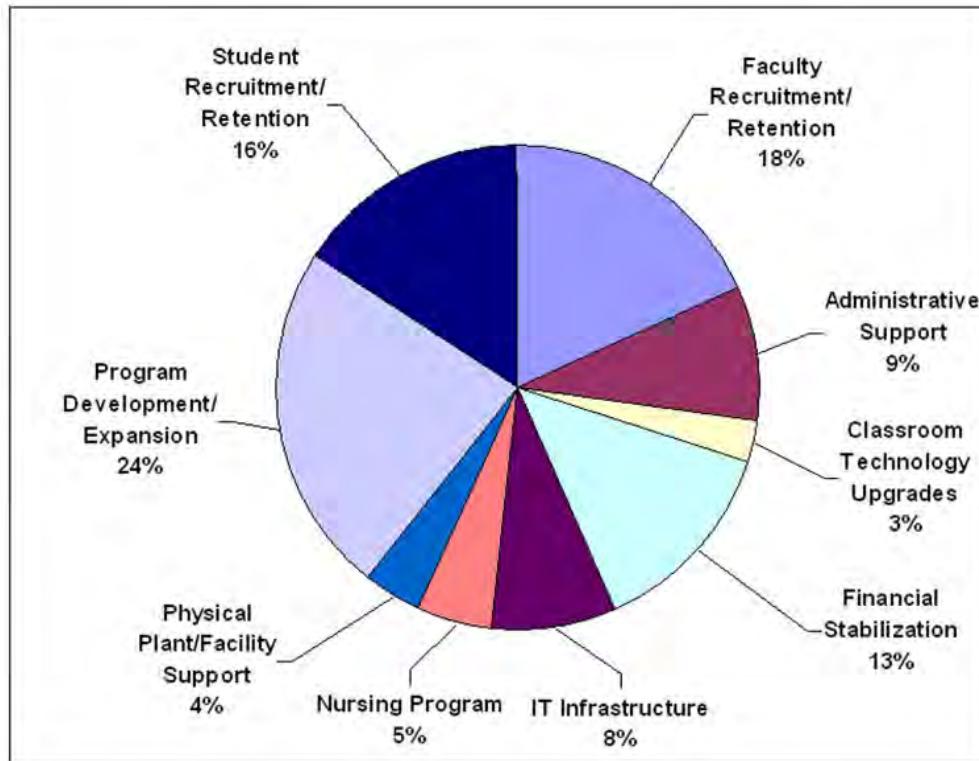
Referendum C dollars have enabled Community Colleges to make progress in the following areas:

- Instruction support increased by 2.7 percent in FY 2005-06 and 9.6 percent in FY 2006-07
- Academic support increased by 1.2 percent in FY 2005-06 and 9.8 percent in FY 2006-07
- Student services support increased by 2.7 percent in FY 2005-06 and 9.9 percent in FY 2006-07
- The student-to-faculty ratio has decreased from 14.6:1 in FY 2004-05 to 13.8:1 in FY 2006-07.
- The money received from unfunded enrollment has gone toward restoring and developing programs that support quality and accessibility of education for community college students

For FY 2006-07, these funds have been allocated primarily to the following areas as shown in Graph 4:

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Graph 4: Allocation of Unfunded Enrollment



One of the most significant accomplishments with Referendum C was that no community college had to be closed. Instead, steps have been taken to partially restore necessary functions that assure success for low-income, first-generation, and minority students (e.g. tutoring, advising). In addition, initiatives to improve access to community colleges through student recruitment and retention programs have been strengthened. As the chart above shows, funding for these areas comprises 16 percent of the overall amount of Referendum C dollars invested.

Providing competitive salaries is a necessity for recruiting and retaining qualified faculty. Additional Referendum C funding received has allowed the CCCS to provide salary increases to regular full-time faculty that matched the rate of inflation, considering that many colleges were unable to provide minimal salary increases since the economic downturn. In addition, colleges have started adding new full-time faculty positions. The addition of funding for new faculty helps move the CCCS toward its goal to begin converting adjunct positions into full-time faculty.

Providing Access to Opportunity for Success

Community colleges have made strides toward improving classroom learning by investing in classroom technology upgrades, strengthening underlying information technology infrastructure and modifying existing space to meet teaching needs. New programs are being developed and existing programs expanded to match workforce demands. Examples of new programs include cosmetology and pharmacy technician programs. Existing programs that are being expanded include paramedics, automotive technology, science, and language programs. Investments are being made in the nursing programs, including increasing the number of faculty, upgrading classrooms, and meeting accreditation requirements.

WHAT REMAINS TO BE DONE

Referendum C's passage enables Colorado's community colleges to continue providing opportunity and access to higher education in Colorado. The Colorado Commission on Higher Education (CCHE) has forwarded two proposals on behalf of all governing boards for increased higher education funding in FY 2007-08: 1) covering mandated costs; and 2) the second installment of unfunded enrollment.

CCHE requested \$10.7 million in state support for CCCS to cover mandated costs and \$9.036 million in state support for the second phase of unfunded enrollment. Each of these requests is summarized in the following sections.

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Mandated Cost Model Request

The first request CCHE has submitted on behalf of all higher education governing boards is a General Fund increase to cover cost increases at each of the institutions for FY 2007-08. Mandatory costs include increases for such items as salaries and benefits, utilities, and risk management. Table 4 outlines the General Fund amounts CCHE requested for FY 2007-08 mandated cost increases and shows that community colleges receive only 16 percent of the mandated cost funds, though they have 31 percent of the students in higher education.

Governing Board	Mandated Cost Increases	Share of Total	Percent of Resident Student FTE Served^A
Adams State College	865,252	1.3%	1.4%
Mesa State College	1,416,903	2.1%	3.2%
Metropolitan State College	4,292,050	6.4%	10.9%
Western State College	676,707	1.0%	1.1%
Colorado State University System	14,339,000	21.5%	15.4%
Fort Lewis College	1,192,008	1.8%	2.0%
University of Colorado	26,574,576	39.8%	25.7%
Colorado School of Mines	3,110,824	4.7%	2.2%
University of Northern Colorado	3,683,482	5.5%	7.2%
Colorado Community College System	10,681,671	16.0%	30.8%
TOTAL	\$66,832,473	100%	100%

^A Based on 2006-07 student FTE estimates submitted to CCHE

Table 4: Mandated Cost Increases By Governing Board, FY 2007-08

To match the projected rate of inflation, CCHE has recommended a 3.5 percent increase in the COF stipend, from \$2,580 in FY 2006-07 to \$2,670 for FY 2007-08. At this level and at the current estimated eligible student FTE, it is anticipated that approximately 34 percent of the mandated cost increase for CCCS would be funded by the stipend, with the remainder funded by fee-for-service contracts.

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Unfunded Enrollment Request

The second FY 2007-08 request submitted by CCHE on behalf of all higher education governing boards is to allocate fee-for-service funds to support the second phase of funding the unfunded enrollment request.

Unfunded enrollment is the change in resident enrollment between FY 2001-02 and FY 2004-05. In that period of time, enrollment at Colorado's institutions of higher education increased, but there was no commensurate increase in state funding for these students. In fact, state funding dropped during this time. Between FY 2001-02 and FY 2004-05, 20,841 new student FTE entered Colorado's higher education system, 40.7 percent of which came to the community colleges.

Table 5 shows the number and share of unfunded enrollment FTE by higher education institution in Colorado and the amount of unfunded enrollment funding base restoration calculated by CCHE. The total amount of unfunded enrollment for all governing boards is \$74.2 million, with the CCCS share calculated at \$26.8 million.

Table 5: Total Unfunded Enrollment By Governing Board

Governing Board	Total Unfunded Enrollment FTE	Share of Total	Total Unfunded Enrollment Base Restoration	Share of Total
Colorado Community College System	8,477	40.7%	26,813,156	36.1%
University of Colorado	4,900	23.5%	19,421,361	26.2%
Colorado State University System	2,781	13.3%	8,820,084	11.9%
Metropolitan State College	2,362	11.3%	8,622,537	11.6%
Colorado School of Mines	837	4.0%	3,902,438	5.3%
University of Northern Colorado	628	3.0%	2,976,495	4.0%
Mesa State College	597	2.9%	2,381,447	3.2%
Adams State College	113	0.5%	483,749	0.7%
Western State College	85	0.4%	538,600	0.7%
Fort Lewis College	61	0.3%	223,062	0.3%
TOTAL	20,841	100.0%	\$74,182,925	100.0%

Source: Colorado Commission on Higher Education (December 15, 2005)

The first phase of restoration was accomplished in FY 2006-07 with the General Assembly funding an ongoing increase of \$9,036,161 for the community colleges. For FY 2007-08, CCHE has requested a \$9.036 million increase for community colleges (see Table 6), which would fund the second phase of the three-year restoration. This leaves \$9.036 million of CCCS's original unfunded enrollment still uncompensated.

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Table 6: Unfunded Enrollment Request By Governing Board, FY 2007-08

Governing Board	Unfunded Enrollment Base Restoration	Share of Total
Adams State College	163,026	0.7%
Mesa State College	802,559	3.2%
Metropolitan State College	2,905,836	11.6%
Western State College	181,511	0.7%
Colorado State University System	2,972,410	11.9%
Fort Lewis College	75,173	0.3%
University of Colorado	6,545,091	26.2%
Colorado School of Mines	1,315,140	5.3%
University of Northern Colorado	1,003,093	4.0%
Colorado Community College System	9,036,161	36.1%
TOTAL	25,000,000	100.0%

Tuition Revenue Spending Authority

In addition to the two state support funding requests submitted to the General Assembly, CCHE recommended an increase in tuition revenue spending authority for Colorado's higher education institutions to fund quality and access initiatives in FY 2007-08. The recommended increase for the CCCS is 3.5 percent, equal to the projected rate of inflation.

This increase of approximately \$3.8 million in tuition revenue spending authority would provide added flexibility to fund specific initiatives that would expand access and improve quality.

Providing Access to Opportunity for Success

FY 2007-08 Community College Stabilization and Revitalization Request

In addition to the CCHE funding request on behalf of community colleges, CCCS has requested \$18.1 million in FY 2007-08 operating funding for three initiatives that will begin the process of stabilizing and revitalizing Colorado's community colleges. These initiatives are summarized below.

Reducing the cross-subsidization between urban and rural community colleges

- Total 3-Year Request: \$19.8 million
- FY 2007-08 Phase 1 Request: \$6.6 million

Because a key mission of the 13 CCCS colleges operating under a single governing board is access, funds are shifted among colleges to assure rural access to higher education. Rural community colleges experience a higher cost environment and variable enrollment challenges, which are offset by the internal redistribution of state support among colleges.

During FY 2005-06 and FY 2006-07, the General Assembly approved base funding increases for other state institutions - Adams, Mesa, and Western State colleges - that are similar to rural community colleges. The funding was specifically to provide stability for these colleges during times of variable enrollment and to compensate for the relatively higher costs of providing educational services in rural areas. As a consequence, per resident FTE state support rose on average for Adams, Mesa, and Western State combined from \$2,999 in FY 2004-05 to an estimated average of \$5,464 in FY 2006-07.

CCCS experiences a similar higher-cost environment and variable enrollment challenges at its rural community colleges. During FY 2005-06, the average funding to provide educational services at the system's rural institutions was 41 percent higher than the system's urban-based institutions on a per student FTE basis. To compensate for these factors, the system internally redistributes state support from urban institutions to rural institutions. As a result, the redistributed state support for rural community colleges is forecast to average \$4,010 in FY 2006-07. Even with the internal redistribution, rural community colleges still fall well below the forecast FY 2006-07 average of \$5,454 in state support per resident FTE of comparable rural colleges in Colorado. An additional \$9 million in state support would be needed to fund rural community colleges and rural state colleges at the same level.

While CCCS's internal redistribution of state support helps offset some of the higher costs of rural community colleges, it also lowers the effective state support at urban community colleges — limiting the amount of COF stipend revenue that an urban community college can keep. In FY 2006-07, the urban community colleges are estimated to receive on average \$2,278 in state support per resident FTE because the rural community colleges rely on their subsidy. To get urban community colleges to a level equivalent to the current COF stipend amount of \$2,580 would require a total of \$10.8 million in additional state support.

To address the combined impact of higher overall costs in the rural colleges coupled with the adverse impact of the urban colleges' subsidy, an additional \$19.8 million would be necessary. CCCS is proposing a phased request over the next three fiscal years that would allow steady progress toward stabilizing funding at its rural colleges and allowing urban colleges the ability to retain more of the value of the COF stipend. This would amount to \$6.6 million.

Providing Access to Opportunity for Success

Investing in high-cost, specialized career and technical education programs

- Total 3-Year Request: \$25.3 million
- FY 2007-08 Phase 1 Request: \$8.4 million

Community colleges invest heavily in educational programs that supply workers for the industries located in Colorado. Community colleges train 90 percent of the state's first responders including firefighters, paramedics, emergency medical technicians (EMTs) and police and more than 65 percent of Colorado's nurses.

One-third of the students enrolled in Colorado community colleges are working toward degrees or certificates in career and technical education (CTE) and will join the state's workforce as qualified, trained employees. However, CTE programs are significantly more expensive to run than general education classes.

A State of Illinois instructional cost study for providing CTE programs found that instructional costs in the business occupational group are 7 percent higher than general education classes, while costs in the health occupational group are 43 percent higher, and costs for the technical occupational group are 28 percent higher.

Using the Illinois study's index as a baseline and FY 2005-06 community college instructional costs, the average instructional cost difference between CTE and general education classes - across all of the colleges and CTE programs in CCCS - was approximately \$1,023 per FTE in FY 2005-06. That number does not account for non-instructional costs differences - for example, in facilities to house and maintain CTE programs.

To cover these increased instructional costs of CTE programs and make up for the subsidization by general education programs would require an additional \$25.3 million. CCCS is requesting a phased funding over the next three years that would amount to \$8.4 million per year. The requested funding would allow the CCCS to begin the meeting the critical needs of CTE programs and reduce subsidization of CTE programs by general education programs.

Closing the faculty compensation gap and increasing the ratio of full- to part-time faculty

- Total 3-Year Request: \$9.3 million
- FY 2007-08 Phase 1 Request: \$3.1 million

A well trained and capable generation of postsecondary educators is being lost to retirement and other professions in alarming numbers. Added to this loss is an emerging reality that fewer graduates are entering the teaching profession than in previous generations. Faculty members increasingly are drawn away from teaching out of economic necessity and toward jobs with the earning capacity needed to live in our current economy. Adjunct faculty fill the resulting gap and provide a much-needed service to the community colleges. However, they are not able to provide the same level of access and involvement as full-time faculty.

Providing Access to Opportunity for Success

The loss of experienced educators and the diminishing labor pool, if left un-addressed, has the potential to prevent community colleges from providing the quality education and training that citizens and the economy require. The requested funding would allow CCCS to begin raising full-time faculty salaries to competitive levels and increase the number of full-time faculty, thereby reducing the dependence on part-time faculty.

Competitive economic forces are redefining our employment relationships. As the demand for human competencies and skills exceeds supply, community colleges will have to change our compensation and benefits practices to attract and retain high quality faculty.

Trends within CCCS that should be noted are:

- Full-time average annual faculty salaries for 2005-06 are \$6,499 below the national average for similar groups.
- The average ages of full- and part-time faculty are 48 and 47 respectively.
- Approximately 23 percent of current full- and part-time faculty are eligible to retire within the next three years.
- Dependence on part-time faculty continues to grow. Part-time faculty teach more than two-thirds of all CCCS courses.
- Part-time faculty will continue to be critical in the CCCS' ability to meet its mission.

With an average of 934 full-time faculty throughout the CCCS in FY 2005-06, restoration of the \$6,499 gap in annual salary per faculty, plus associated benefits, would require \$6.9 million in funding.

Part-time faculty teach approximately two-thirds of all CCCS courses. However, at some colleges, adjuncts teach as many as 80 percent of all courses. Given the research relating completion rates to number of full-time faculty, CCCS would like to reduce its dependency on adjunct faculty by increasing full-time faculty across the system by approximately 10 percent. This would translate to \$2.3 million in funding.

A total of \$9.3 million is needed to provide full-time faculty with salaries that are comparable to the national average and reduce colleges' reliance on part-time faculty. CCCS is requesting funding that would phase this request over the next three years, with \$3.1 million requested in FY 2007-08.

The community colleges provide all citizens - and especially low-income, first-generation and minority Coloradans - with the opportunity to pursue higher education and develop workforce skills. The majority of our students attend school part time and hold jobs. Many are adults with families. For our students, access equates to affordability. The success of our students relies on easily accessible classes - held at convenient locations, on evenings, weekends and online - and high-touch support services such as tutoring, mentoring, and job placement assistance. Over the past five years, community colleges have worked within the state's funding constraints to provide access and success opportunities to our students. We hope that the State of Colorado will continue to support access and success for more than 116,000 community college students across the state.

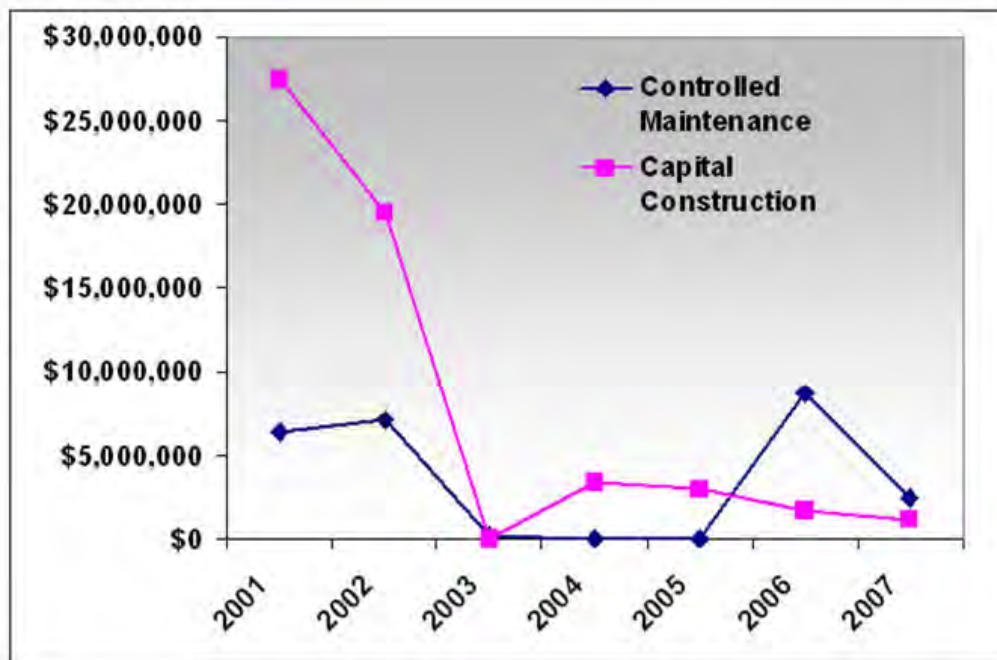
Providing Access to Opportunity for Success

Capital Construction and Controlled Maintenance

Higher education institutions request approval and funding of capital construction and controlled maintenance projects through the Capital Development Committee, Joint Budget Committee and General Assembly. For FY 2007-8, community colleges are requesting \$14.8 million in capital construction and \$12.6 million in controlled maintenance requests.

As illustrated in Graph 5 below, both areas have had severe funding reductions since FY 2001. Each of the colleges and the Lowry Campus have submitted five-year capital construction and controlled maintenance plans to the state. As General Fund support sharply declined for capital construction and controlled maintenance over the past few years, the colleges have held back on capital construction projects and used operating budgets to handle immediate needs in controlled maintenance.

Graph 5: Capital Construction and Controlled Maintenance Funding



Capital Construction (FY 2007-08)

Table 7, below, shows a summary of the capital construction projects the colleges submitted for CCHE funds in FY 2007-08, followed by a brief synopsis of each project.

Providing Access to Opportunity for Success

Table 7: 2007-08 Capital Construction Requests

Horse Training Management Facilities Remodel—Phase 2 (Lamar Community College): \$1,759,430

Project Summary: This is a continuation request. The Capital Development Committee approved Phase 1 (Planning) of this project in FY 2006-07. Phase 2 of this request, would remodel a 2,000

College	Overall System-Wide Priority Ranking	Project Request Title	FY 2007-08 CCFE Amount
LCC	1	Horse Training Management Facilities Remodel--Phase 2	1,759,430
FRCC	2	FRCC IP Telephony	1,305,712
LCC	3	LCC Telephony	490,355
MCC	4	Info. Tech, Connectivity & Telephone System	1,446,255
FRCC	5	One-Stop Student Service Center/ Instructional Facilities Renovation	4,648,976
PCC	6	Academic Building--Learning Center	2,687,210
PPCC	7	Breckenridge & Physical Plant	915,774
LCC/OJC/TSJC	8	Joint IT Infrastructure Request	767,492
OJC	9	Wellness Center	498,120
OJC	10	Wireless Campus	297,518
TOTAL			14,816,842

square-foot area and add 13,000 square feet of instructional space, a demonstration lab, increase the training/instructional area in the indoor arena and add additional horse stalls to the Horse Training and Management Facilities. This space serves the Horse Training and Management Program and would improve areas for the rodeo program, livestock judging program, equine business management program and the general public use of the facility.

Problem/Issue/Opportunity: The current space accommodates 40 students and approximately 55 students were enrolled in the program in FY 2005-06. Because of the size of the indoor arena, the college is concerned about the safety of both the students and horses. Additionally, the program currently lacks instructional classroom space. The Capital Development Committee already funded the first phase of this project, with the understanding that it would also fund future phases.

Providing Access to Opportunity for Success

Telephony Upgrade (Front Range Community College): \$1,305,712

Project Summary: This request would upgrade the college's existing PBX telephone system into an Internet Protocol (IP) telephony system.

Problem/Issue/Opportunity: The current phone system is a Fujitsu PBX that, as of 2001, is no longer available in the North American market. As a result, the availability of maintenance services, system administration training, and replacement parts is shrinking. As the system has aged, diminishing product support has led to a gradual reduction in system functionality. For example, the ability to forward voicemail messages between campuses can no longer be supported by the current phone system.

Telephone System Upgrade (Lamar Community College): \$490,355

Project Summary: This request would upgrade the college's existing PBX telephone system into an IP telephony system.

Problem/Issue/Opportunity: The current phone system is a Mitel SX2000 Light phone switch that was installed in 1991. The voicemail system is becoming increasingly unreliable, with messages sometimes not being delivered until three or four hours after they are initially sent. In addition, finding parts is becoming more difficult and only a company in Colorado Springs -- three hours away -- can handle major service problems.

Information Technology Connectivity and Telephone System Upgrade (Morgan Community College): \$1,446,255

Project Summary: There are two main portions of this request: technology connectivity and the phone system. 1) Connectivity Project: The original project to enhance information technology connectivity was funded in FY 1999-2000, but funding was frozen in FY 2001-02 after the planning was completed. The project would update distance learning technology equipment at the main campus, via a video bridge and smart classroom equipment, and provide connectivity to all of the college's remote centers. 2) Telephone Project: The second portion of the request is telephony project that would upgrade the college's existing PBX system to an IP telephony system.

Problem/Issue/Opportunity: 1) Connectivity Project: The current system that delivers distance education includes five different, separate, widely dispersed, and mostly incompatible networks. Classes provided on one network cannot be delivered via another network because of technology or breaks in phone lines. Connecting the centers allows classes to be broadcast simultaneously to several centers at once, rather than offering courses at each center with smaller enrollments. 2) Telephone Project: The current Harris phone switch, a PBX system, was installed in 1998 and cannot be upgraded to handle current IP telephony demands. Each center utilizes standalone equipment and long distance calls to communicate with the main campus. Since the Harris Company stopped making phone equipment in 1999, obtaining parts for the switch and service on the system is difficult. Moving to an IP telephony system will allow the main campus and centers to have the same equipment and eliminate the need for long distance calls.

Providing Access to Opportunity for Success

One-Stop Student Service Center (Front Range Community College): \$4,648,976

Project Summary: This request would create a new One-Stop Student Services Center on the Westminster campus that occupies existing space that is currently underused. This Student Services Center would include admissions and records, advising, career services, the call center, financial aid, special services and tutoring, student life activities, testing and related services that students use frequently. Using the space reallocation, the project also would centrally house the mathematics department and create a large meeting and gathering space that could be used for student orientations, guest lectures, and musical performances by faculty, staff and community members.

Problem/Issue/Opportunity: Currently, student services are housed in multiple locations and students are frequently sent from office to office to get questions answered. Communication between different student services departments can be inefficient. A combined center will improve efficiency and reduce the amount of “running around” that students currently face. The mathematics department has the highest faculty-to-student contact rate and the most part-time faculty, but its current offices are distributed throughout the campus and are typically only large enough to accommodate one student at a time. The new math area will include: small meeting rooms where faculty can meet with multiple students at one time; and classrooms designed specifically for math classes, with extra white boards, modified seating, smart boards, and projectors. The campus currently lacks a large meeting room with sight lines that allow for effective presentations or performances to large groups.

Academic Building – Learning Center Renovation (Pueblo Community College): \$2,687,209

Project Summary: This request would renovate 9,300 square feet of unfinished space in the basement of the Dr. Mike Davis Academic Building to house the Learning Center. This space currently is not usable except as storage. The 4,300 square feet currently occupied by the learning center will be reassigned to the developmental studies program. The project objective is to maintain and improve services the Learning Center provides by assigning proper and adequate space for tutoring, testing, labs, and miscellaneous services.

Problem/Issue/Opportunity: From 2003 through 2006, the Learning Center has served an average of 42,000 student service contacts — a 40 percent increase over the average of years 1998 through 2002. The Learning Center is the focal point of retention-related services at PCC. This renovation allows for a one-stop centralized location for students accessing retention-related services. In addition, the project would rebalance the use of classroom space for other purposes that were impacted by the 2005 conversion to create labs and offices.

Breckenridge & Physical Plant Phase II (Pikes Peak Community College): \$915,774 (Total Project cost: \$11,885,197).

Project Summary: This project would renovate and upgrade the Breckenridge Building’s technology to the on the Centennial Campus. The Breckenridge Building was completed in 1978 and no systematic remodeling of the space has been done since then. While the total cost of the project is \$11.9 million, approximately \$3.0 million is for program-associated equipment including computer systems and technical equipment needed for vocational and technology programs.

Providing Access to Opportunity for Success

Problem/Issue/Opportunity: Physical facilities need to be adequately lighted and proper ventilation is required in areas dealing with smoke, fume and particulate byproducts such as automotive diesel areas, welding, machining and art. Changes in program content, technology, new equipment, and teaching methods require reconfiguration of some program spaces to maintain efficiency and take advantage of new technologies. Wear and tear of current facilities because of more than 20 years of student use needs to be addressed.

Technology Upgrade (Joint Request among Lamar, Otero Junior and Trinidad State Junior colleges): \$767,492

Project Summary: This joint request is to upgrade the technology infrastructure, including computer lab equipment, servers, and switches, at LCC, OJC, and TSJC.

Problem/Issue/Opportunity: The current implementation of the Banner ERP system and the move toward using WEBCT as the standard e-education platform will make it desirable to upgrade the underlying technology at the campuses. In the past, these colleges had little web-based registration, no student e-mail accounts, and provided almost no self-directed student services. Moreover, while an increasing number of students do have PCs (presently 20% at OJC), many of these colleges' students do not own PCs, so providing the speed and reliability necessary on campus for students to access and effectively utilize the new web-based applications is viewed as critical to the success of implementing the systems.

Wellness Center (Otero Junior College): \$498,120

Project Summary: This project is to build a new facility to house physical education courses and promote wellness for its campus population. Creating this dedicated facility would make it possible to convert the current weight room back into vocational classroom space. In addition to its use as a wellness facility, OJC hopes to offer credit instruction in wellness and nutrition.

Problem/Issue/Opportunity: The current wellness area is located in an old masonry shop that was converted into a weight room. The current space is not adequate space and does not have ventilation to operate as a traditional wellness center with cardio equipment and an aerobic workout area. Moreover, OJC cannot use the current facility for academic programs because it does not have locker facilities, showers or a changing area.

Wireless Campus (Otero Junior College): \$297,518

Project Summary: This project is to upgrade the campus infrastructure to accept wireless hardware and install wireless capability.

Problem/Issue/Opportunity: Currently, OJC estimates that 20 percent of students come to campus with laptops and other wireless devices, a number that is expected to grow in the next several years. With wireless capability, students would be able to register, get grades, receive campus information, correspond with faculty, and print transcripts from their laptops or other wireless devices.

Providing Access to Opportunity for Success

Controlled Maintenance (FY 2007-08)

Table 8 below, summarizes the Community College System's five-year controlled maintenance requests, while Table 9 outlines the specific requests for FY 2007-08.

**Table 8: Community College Five-Year
Controlled Maintenance Requests**

College	FY 07/08 Budget Request	FY 08/09 Budget Request	FY 09/10 Budget Request	FY 10/11 Budget Request	FY 11/12 Budget Request	Total Five-Year Costs
ACC	\$2,215,535	\$1,170,009	\$780,236	\$578,980	\$277,007	\$5,021,767
CNCC	\$1,187,300	\$1,199,900	\$1,409,418	\$1,581,300	\$730,562	\$6,108,480
FRCC	\$1,162,034	\$1,322,636	\$1,249,963	\$901,753	\$515,629	\$5,152,015
LCC	\$1,166,242	\$735,286	\$340,641	\$798,576	\$0	\$3,040,745
Lowry	\$2,420,792	\$250,000	\$687,052	\$226,000	\$1,580,000	\$5,163,844
MCC	\$291,420	\$230,944	\$180,157	\$170,544	\$218,564	\$1,091,629
NJC	\$1,095,619	\$910,000	\$900,000	\$600,000	\$500,000	\$4,005,619
OJC	\$230,000	\$279,844	\$275,000	\$65,000	\$285,000	\$1,134,844
PPCC	\$569,095	\$444,588	\$425,101	\$567,757	\$354,785	\$2,361,326
PCC	\$500,628	\$635,450	\$175,316	\$416,259	\$241,270	\$1,968,923
RRCC	\$907,420	\$437,396	\$50,000	\$168,000	\$0	\$1,562,816
TSJC	\$898,212	\$1,321,526	\$965,500	\$185,000	\$394,000	\$3,764,238
TOTAL	\$12,644,297	\$8,937,579	\$7,438,384	\$6,259,169	\$5,096,817	\$40,376,246

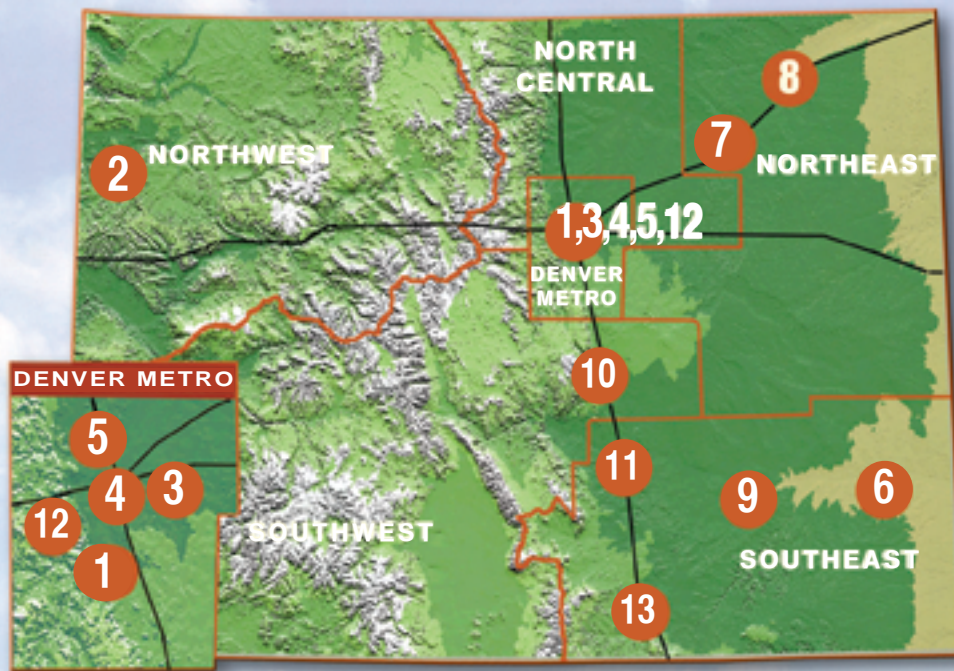
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Table 9: Community College 2007-08 Controlled Maintenance Requests

College	Project Title - Number of Phases	FY 07/08 Budget Request
ACC	Main Building Boiler and Low Pressure Steam Supply Line Replacement, 1 phase	\$703,818
ACC	Campus Fire Alarm Upgrades, 1 phase	\$289,946
ACC	Structural/Exterior Concrete Repair Main Annex, 1 Phase	\$440,558
ACC	HVAC Replacement & Fuel Oil Pump Relocation for M1010 - M1031, 1 phase	\$293,713
ACC	Replace HVAC Equipment, Arts & Design Center, 1 phase	\$468,000
ACC	Frame Repair and Glass Replacement, Art and Design Center, 1 phase	\$19,500
TOTAL ACC		\$2,215,535
CNCC	Tunnel Repair and Safety Upgrade, Rangely Campus - 1 Phase	\$567,300
CNCC	Building Entrance Security and Access Upgrades - 1 Phase	\$620,000
TOTAL CNCC		\$1,187,300
FFCC	Repair/Replace Electrical Switchgear, Westminster Campus - 2 Phases	\$1,162,034
TOTAL FRCC		\$1,162,034
LCC	Window Replacement and Exterior Wall Repairs Bowman/Trustees Buildings - 1 Phase	\$677,467
LCC	Ventilation System Upgrades Trustee Building	\$418,100
LCC	Accessibility Code Compliance and Electrical Service Deficiencies - 2 Phases	\$70,675
TOTAL LCC		\$1,166,242
Lowry	Upgrade mechanical system components in Building 758, replace roof, replace 4 air handlers, one phase	\$644,383
Lowry	HVAC/Plumbing upgrades in Building 965, one phase	\$576,090
Lowry	HVAC Upgrades in Building 967, one phase	\$331,372
Lowry	Repair/replace HVAC system in Building 697, one phase	\$254,947
Lowry	H buildings Demolition	\$494,000
Lowry	Re-Key of all campus buildings to include upgrade of some door hardware, one phase	\$120,000
TOTAL LOWRY		\$2,420,792

Providing Access to Opportunity for Success

MCC	Replace HVAC/DDC Controls-Aspen Hall & 300 Main - 1 Phase	\$216,180
MCC	Transformer Replacement and Upgrade - 1 Phase	\$75,240
TOTAL MCC		\$291,420
NJC	Replace Roofs on Hays, ES French, and Portions of Walker and Knowles Halls - 2 Phases	\$440,360
NJC	HVAC Upgrades in 3 buildings at North Campus and Replace Roof on Lebsack Schmidt - 1 Phase	\$655,259
TOTAL NJC		\$1,095,619
OJC	Humanties Roof Replacement - 1 Phase	\$230,000
TOTAL OJC		\$230,000
PPCC	Remove and Replace "D" Parking Lot Stairs (3 sets) and scarify hillside & riprap retainage - 1 Phase	274,933
PPCC	Plumbing Fixture Replacement Aspen & Breckenridge bldgs. - 1 Phase	\$142,384
PPCC	Repair RRC Drainage Swales - 1 Phase	\$151,778
TOTAL PPCC		\$569,095
PCC	Replace HVAC System and Roof Repair Health Science Annex - 1 Phase	\$130,620
PCC	Repair/Replace Electrical Distribution Panels, Central Administration - 1 Phase	\$370,008
TOTAL PCC		\$500,628
RRCC	Multizone	\$150,000
RRCC	Roof Replacement, West Building, 1 phase	\$325,000
RRCC	Upgrade Drainage & Resurface Roads, 1 phase	\$432,420
TOTAL RRCC		\$907,420
TSJC	Replace Library/Davis Roofs - 1 Phase	\$408,212
TSJC	Replace San Luis Valley Campus Main Building Roof with Steel - 1 Phase	\$490,000
TOTAL TSJC		\$898,212
GRAND TOTAL		\$12,644,297



Locations of our colleges

- | | |
|--|-----------------------------------|
| 1. Arapahoe Community College | 8. Northeastern Junior College |
| 2. Colorado Northwestern Community College | 9. Otero Junior College |
| 3. Community College of Aurora | 10. Pikes Peak Community College |
| 4. Community College of Denver | 11. Pueblo Community College |
| 5. Front Range Community College | 12. Red Rocks Community College |
| 6. Lamar Community College | 13. Trinidad State Junior College |
| 7. Morgan Community College | |