



Preparing Students for College and Careers

College Connection

Intensive College Transition Program

Implementation Guide

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Colorado Success UNlimited (SUN) Initiative

www.ccs.edu/Foundation/SUN.html

Colorado Community College System Foundation
Colorado Department of Education

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Colorado Community College System
Community College of Denver – The GED Institute
Front Range Community College – Center for Adult Learning
Lamar Community College – Adult Transition Services
Morgan Community College – Adult Education Program
Northeastern Junior College – Adult Education Program
Red Rocks Community College
Southwest Colorado Community College – The Durango Adult Education Center

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Introduction

Recent statistics illustrate that Colorado has approximately one million adults who have no post-secondary education. Approximately 370,000 have no high school diploma. Education challenges for this population include a lack of alignment between GED and college-level competencies; a lack of understanding of college processes and realistic career/educational goal setting; and minimal coordination between adult secondary education centers and colleges.

Addressing the need to provide post-secondary opportunities to GED completers and academically under-prepared high school graduates and adult learners, the **Colorado Success UNlimited (SUN) college-readiness initiative** has developed innovative college transition strategies as part of a holistic approach to solving cognitive, affective, and systemic challenges that impede learner success and negatively influence transition to post-secondary education.

The **College Connection Intensive College Transition Program** is a key aspect of this holistic approach. Designed to build student confidence and a strong sense of purpose, as well as reduce time and money required for remedial coursework, the program integrates intensive academic skill development, career exploration and planning, college resource and financial aid awareness, and emotional and logistical support.

This manual has been developed to provide understanding of the *College Connection* transition program and how it relates to the holistic approach. Additionally it serves as a reference for program implementation. Included are the following:

- Colorado SUN Initiative Background Information
- The Holistic Approach Rationale and Elements of *College Connection*
- Local Site Requirements and Responsibilities
- Required Planning Documents
- Required Reporting Documents
- Useful *College Connection* Documents
- CCCS Foundation Roles and Responsibilities
- Evaluation and Data Collection
- Implementation Fidelity Plan



What is the Colorado SUN initiative:

Funded by the U.S. Department of Education, Office of Vocational and Adult Education, Colorado **Success UNlimited (SUN)** is a dropout recovery initiative that strengthens and expands the number of GED completers transitioning to community college. The goal is to provide a college prep program that moves out-of-school youth and adult learners forward, reduces remedial training, and builds confident, successful students who are ready for college and careers.

Colorado SUN strategies include:

College Connection Intensive College Transition Program - intensive college preparation coursework for academically under-prepared students, offered in conjunction with community college developmental education and career exploration

Navigators to recruit students, help them negotiate the college processes, serve as student advocates, and assist them in securing support services

Enhanced critical thinking strategies to prepare students for college-level coursework and careers

Professional Development to build capacity for implementation of transition strategies

Evaluation and data collection for objective analysis of student success, instructional practices, and management processes

A State Leadership Team to assist with developing an action plan that will expand the efforts of the Colorado SUN, connect it to educational and economic plans through policy and resource development, and aid in bringing about awareness of the importance and urgency in working with young adult dropouts.

A national demonstration project:

The US Department of Education, Office of Vocational and Adult Education (OVAE), awarded Colorado a two-year grant to expand a successful GED transition program, piloted at Community College of Denver in the summer of 2007, to eight community colleges. Colorado competed with 47 states for the “Ready for College” Initiative. Colorado, North Carolina, New Jersey, and Kansas were chosen as the demonstration sites.

A collaborative effort

Colorado SUN is a collaboration between the Colorado Community College System Foundation and the Colorado Department of Education Office of Adult Education and Family Literacy.

Why it is important to Colorado:

It is clear to our business and policy leaders that the economic and social well being of our state is connected to the future educational level of our citizens. While CAP4Kids and other bi-partisan efforts to align K-12 standards with college standards are key factors in creating an educated workforce in the future, there are more than **one million** adults in Colorado without any higher education. Over **300,000** adults have not completed high school.

The GED to college landscape:

Each year, approximately 10,750 adults earn their GED. These individuals have worked hard to complete their secondary education, with the goal of improving their economic well being. With college as their goal, few of these individuals make it to college, and even fewer succeed.



Colorado SUN Initiative Components

College Connection Intensive College Transition Program - offers developmental education curriculum in an 8-week intensive format for academically-under-prepared students who are transitioning to community college

Navigators - provide one-on-one case management and career exploration support, and escort students through the college transition process

Enhanced Critical Thinking Strategies – prepare students for college-level coursework and careers

Professional Development Opportunities - build capacity for implementation of transition strategies at adult secondary education (ASE) centers and community colleges

Evaluation - measures increased enrollment, college readiness and persistence, and documents improved instruction and management practices

Statewide Leadership Team – builds statewide awareness and support for increased communication, policy, and funding opportunities

College Connection Program

Delivery of developmental education curriculum - approx. 120 contact hours in 8 weeks or 1 semester

Intensive Curriculum and Academic Support

- Developmental Math – 030, 060, 090
- Integrated Developmental Reading/Writing – 030, 060, 090
- College and Career Success – college orientation and career exploration course (1 cr. hr.)
- Study Group / Tutoring
- A⁺dvancer online support

Learning Community Approach

ACCUPLACER – Education Gain Assessment

Navigators - Educational Case Management



Partnering Institutions

Colorado Community College System Foundation

Colorado Department of Education

***College Connection* Implementation Sites**

Community College of Denver – The GED Institute

Front Range Community College – Center for Adult Learning

Lamar Community College – Adult Transition Services

Morgan Community College – Adult Education Program

Northeastern Junior College – Adult Education Program

Red Rocks Community College

Southwest Colorado Community College – The Durango Adult Education Center



October 8, 2007

CCCS Foundation Receives \$875,000 DOE Grant for Adult Education Transitions

Denver, CO – The Colorado Community College System (CCCS) Foundation has been awarded an \$875,000 grant, the largest of four from the U.S. Department of Education’s Office of Vocational and Adult Education (OVAE) in support of its Ready for College: Adult Education Transitions Program.

Coordinating with the Colorado Department of Education’s Adult Education and Family Literacy program, the Governor’s P-20 Education Coordinating Council, the Colorado Department of Labor and Employment, and the Workforce Development Council, CCCS will use the funding to partner with the Colorado Department of Education to establish the Colorado Success UNlimited (SUN) project to promote successful transitions to community college degree and certificate programs for adult learners. Eight community college campuses with adult secondary education programs will facilitate transition strategies. The colleges include: Community College of Aurora, Community College of Denver (CCD), Lamar Community College, Morgan Community College, Northeastern Junior College, Pueblo Community College, PCC’s Durango Adult Education Center, and Trinidad State Junior College.

“Transitioning students from obtaining their GED to success in community college is important work,” explained Nancy McCallin, CCCS president. “There are more than a million Colorado adults with no college education and one-third of them have not completed high school. Without the benefits of higher education, many families will continue the cycle of low-skill, low-wage jobs generation after generation.”

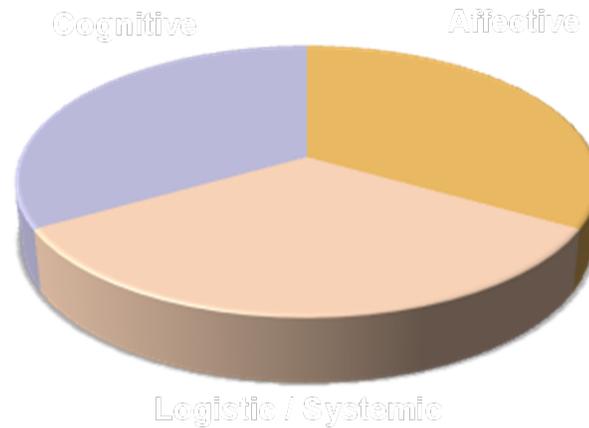
Data shows that not obtaining a postsecondary education poses a serious financial risk for Coloradans where the average hourly wage for all occupations requiring postsecondary education is \$28.58, versus an average of \$15.89 for those jobs not requiring some postsecondary training. In Denver County, the \$15.89 average falls below the minimum for a single parent to support one or more children. The annual self-sufficiency income for a family of four in Denver is \$47,341. Based on 1999 U.S. Census data, there were almost 42,000 Denver County families earning less than the self-sufficiency wage.

The participating institutions will deliver College Connection, an intense eight-week transition program developed by CCD through its work on Breaking Through, a national partnership of Jobs for the Future and the National Council of Workforce Education, funded by the Charles Stewart Mott Foundation. Other strategies will be deployed to complement the College Connection Initiative.

The Ready for College: Adult Education Transition Program issued four grants nationally totaling \$2.8 million. Other states receiving grants include Kansas, New Jersey and North Carolina.

The Colorado Community College System comprises the state's largest system of higher education serving more than 116,000 students annually. CCCS oversees career and academic programs in the 13 state community colleges and career and technical programs in more than 160 school districts and seven other post-secondary institutions.

Colorado SUN Holistic Approach to College Transition



Transition Challenges

Cognitive

- Lack of academic readiness for college level work, which emphasizes critical thinking and problem solving
- Basic Skill deficiencies in reading, writing, and math
- Weak academic habits
- Non-traditional learning styles
- Learning disabilities

Affective

- Feelings of not being college material
- Lack of value of education in the home
- Lack of confidence
- Lack of realistic/clear career goals

Logistic/System

- Financial aid paperwork
- Admissions paperwork
- Registration
- Federally mandated standards and competencies that reference K12 and are normed to the average 10th grader
- Not a clear fit in P-20 – students are not in school
- Lack of advising and other services
- ABE not funded by state
- Unstructured ABE delivery system
- Lack of resources for ABE professional development
- No systemic transition services for students who complete GED but not Dev Ed or college ready

Holistic Approach

Challenges	Colorado SUN Solutions
Cognitive	
Lack of academic readiness for college level work, which emphasizes critical thinking and problem solving	Enhanced critical thinking/problem-solving curricula for students integrated into GED prep curriculum
Basic Skill deficiencies in reading, writing and math	Intensive academic preparation modules for GED completers
Weak academic habits	Study skills integrated in GED and bridge curriculum
Non-traditional learning styles	Professional development, emphasis on active learning
Learning Disabilities	Professional development on resources to work with learning disabilities
Affective	
Feelings of not being college material	Group activities/cohort approach Integration into college life Navigators Academic success breed confidence (efficacy)
Lack of value of education in the home	
Lack of confidence	
Lack of realistic/clear career goals	
Logistic/Systemic	
Financial aid paperwork	Navigators
Admissions paperwork	
Registration	
Federally mandated standards and competencies that reference K-12 and are normed to the average 10 th grader	Enhanced critical thinking/problem-solving curricula for students preparing for the GED
Not a clear fit in P-20 – students are not in school	Navigators
Lack of advising and other services	Navigators
ABE not funded by state	
- Unstructured delivery system	Intensive academic preparation modules for GED completers and enhanced critical thinking/problem-solving curricula for students preparing for the GED
- Lack of resources for professional development	Professional development that builds on knowledge-base of expert practitioners
- No systemic transition services for students who complete GED but are not Dev Ed or college ready	Intensive academic preparation modules for GED completers and enhanced critical thinking/problem-solving curricula for students preparing for the GED

Developed by Elaine DeLott Baker

College Connection Program Components

College Connection - Intensive College Prep Coursework

- Minimum 110 contact hours
- 8 weeks or 1 semester
- Credit or non-credit bearing model
- Developmental education-based curriculum - math, integrated reading/English, AAA101 College Experience
- Technology
- Emphasis on critical thinking skills
- Study groups
- Study skills
- College atmosphere
- Learning Communities
- Navigators

AAA 101 – College Experience Class

- Integrated with English/reading
- Creating a positive learning environment
- Student ID
- Values identification
- Self awareness and career exploration
- Career decision project
- Goal setting activities
- Advisor meetings
- Successful Student* strategies – time management, stress and wellness, academics, education etiquette, financial aid, college processes and expectations, life goals, connections to college community and resources

Learning Communities

- Small academic cohorts
- Team teaching
- Teambuilding activities
- Study groups
- Support activities for staff and students

Navigators (see additional handout)

- Recruiting / Marketing
- One-on-one case management; self-advocacy
- College process assistance
- Academic advising
- Financial aid assistance
- Career exploration and planning
- Motivation and retention
- Supervision of student ambassadors
- College persistence support

AAA 101- College Experience Class (1 credit) Connecting Students to College Success and Careers

Creating a Learning Environment

- Introduce activities that help students get to know each other
- Arrange the room environment to create inclusion
- Create a rapport with students
- Spend time each week checking in
- Create activities that will allow the class to work together

Student ID

- The first week is all about helping the student develop a college identity.
- Campus tour
- Discovery of resources, programs and departments that help promote student success

How to be a Successful Student

- Strategies for managing time, stress, and wellness
- Academic strategies
- Etiquette for education
- Applying/understanding financial aid

Who am I?

- Values - helping students discover their core set of personal values is an essential first step to the type of self awareness that goes along with choosing a career and creating a successful career plan.

Self Awareness Leads to Career Exploration

- A student can begin exploring careers once they know what work environment is most compatible with their interests and personality.
 - Holland's theory of career choice - Six types of occupational interests (RIASEC)

What are my SMART Goals?

- Academic goal setting is integrated into the curriculum through the Career Decision Project.
- Integrating goals with all aspects of individual (family, career, spiritual, educational, social, etc.)

Career Decision Project

- Students learn about their chosen career in depth (salary, job outlook, skills, education, etc.).
- Information put together in a PowerPoint presentation
 - Students learn new computer skills
 - Interaction with peers through peer grading
 - Opportunity to teach and inform peers

The Advisor Meeting

- Students meet with an Academic Advisor to learn more about the classes that will prepare them for their chosen career path.
- Students meet with Academic Advisors to ask questions about a specific job and degree plan.
- Students connect to an advisor to create an academic educational plan.
- Students now have a tangible plan for their education, making it more real for them.
- Students come back to register every semester.

Successful Students

- Have educational, career, and life goals.
- Feel connected to their college community.
- Know what their resources are and how to use them: Advisors, financial aid, support groups.

Colorado SUN Navigator Role

Recruiting / marketing

- Marketing tools development
- Adult education centers, high schools, community colleges, CBOs
- Relationship-building – college (services, administration, faculty), ASE centers, community services

One-on-one case management

- Actively seek out students
- Availability to students – daily basis and regularly scheduled meetings
- Barrier awareness and resolution
- Self-advocacy and confidence building
- Mid-semester interviews
- Instructor input
- Incentives
- College technology support
- Referrals – health, legal, etc.

College process assistance

- College success strategies (AAA101 - College Experience Course)
- Campus tours, logistics
- Campus resources – library, printing/copying, transportation, testing services
- Financial Aid, Catalog and Schedule, Registration, D/A/W/I, Census

Career exploration and planning

- AAA101 – College Experience Course (see handout)
- Integrated into English/reading coursework
- Interest inventories
- Labor market research
- Cover letters/resumes
- Career Decision Project

Financial aid assistance

- FAFSA assistance upon recruitment
- Scholarships
- Student loans
- Frequent follow-up
- Connection with FA office/counselor

Motivation and retention

- Teambuilding activities – at student orientation and throughout intensive (frequent)
- Learning community development
- Barrier resolution

Academic advising

- Solid knowledge of TABE and ACCUPLACER assessments
- Career pathways; plans of study
- Connections with certificate/degree advisors, mentors, tutors

Supervision of student ambassadors

- Work study students
- Navigator support – administrative
- Mentors – guidance and peer support in appropriate situations

College persistence support

- Follow up with continued support (stop out recovery)
- Progress reports with instructors
- Academic advising

College Connection Essential Elements

- **Holistic approach** – all the pieces
- **Buy-in from executive administration and participating staff**
- **Strong working relationship between ASE center and college** - co-location and collaboration, buy-in from executive administration
- Navigator, instructors, students services staff, intake staff, administrators, advisors, faculty – **all well-informed of program** and post-secondary options after GED and *College Connection* program
- **Highly dedicated Navigators** – thorough understanding of college processes (particularly financial aid and registration); available to students on a daily basis and actively seek out students to support their needs; promote self-advocacy
- **Instructors - solid knowledge of TABE and Accuplacer assessments and developmental education curriculum**
- Curriculum that emphasizes **college-level work**
- **College and career success coursework** as a strong component of bridge program
- **Learning communities** – academic support and relationship building among students, instructors, administration
- **Teambuilding** takes place on regular basis
- **Instructors, Navigator, and Site Directors meet regularly** (weekly)
- **Daily study group** with tutoring and support
- Incorporation of **technology** into curriculum
- High expectations for students, **college atmosphere** in classes
- **On-going encouragement** to enter post-secondary education
- Students attend **college fairs, sit-ins, and admissions presentations**
- **Incentives:** scholarships, funding for books/materials, flash drives
- Student buy-in: **understanding of importance of college-readiness and certificates/degrees**
- Building **community awareness and support** – communicate expanded mission
- **Support from central management team**
- **Support from college, private and public funders**

Local Site Participation

Requirements and Responsibilities

The *College Connection* program is designed to offer students seamless transition opportunities from adult secondary education (ASE) centers to community colleges. Strong relationships between the ASE centers, colleges, and the Colorado Community College System Foundation are vital to program and student success. The information below outlines the requirements and responsibilities of participating institutions that have been established over the course of the SUN initiative and are provided to strengthen understanding of processes and relationship-building.

SUN Management Team:

The SUN initiative is a collaborative effort between the Colorado Community College System Foundation (fiscal administrator) and the Colorado Department of Education Division of Adult Education and Family Literacy. Any of the following SUN staff may be contacted regarding the project:

Kristin Corash, SUN Project Director, 303-595-1560, kristin.corash@cccs.edu
Kendra Rodriguez, SUN Project Manager, 720-858-2787, kendra.rodriguez@cccs.edu
Doug Glynn, SUN AEFLA/CDE Liaison, djrbm@comcast.net

Required Planning Documents:

An approved memorandum of understanding (MOU) between participating institutions is required before a College Connection program may begin. Four documents need to be submitted to and approved by the SUN management team prior to issuing a Memorandum of Understanding:

GED Student Data form (template provided) documenting the number of GED students, age 18-24, served in the previous two years and the projected number to be served by the Success UNlimited grant.

College Connection plan (template provided)

College Connection proposed budget (template provided)

ASE Center and Community College Contact form (template provided)

Please submit the above documents to Kendra Rodriguez: kendra.rodriguez@cccs.edu

Memorandum of Understanding:

Upon approval of the required planning documents, the CCCS Management Team will initiate an MOU between the CCCS Foundation, the ASE center, and the community college. The MOU will outline the following: scope of work, including responsibilities for each participating party; period of performance; compensation; deliverables; and budget.

Signatures by all parties will be required on each MOU, and an MOU with complete, original signatures will be provided to each signatory.

College Connection Program:

The *College Connection* intensive program must include the following:

- 8-week bridge program consisting of
 - developmental education curriculum for math and integrated English/reading
 - AAA101 College and Career Success course
 - study skill techniques, and
 - study groups
- Minimum of 110 contact hours
- Minimum enrollment of 10 students in the 18-24 age target group
- Provision of classroom facilities and computers
- Identification and provision of instructors for developmental math, English/reading, college orientation/career exploration classes, and study skills
- Recruitment of students from AEFLA-funded sites, high schools and CBOs
- Navigator support from recruiting stage through student enrollment in college; follow-up duties to support college persistence
- Student data collection: demographic information; assessment information (test dates, Pre-/Post-TABE scores, GED scores, Pre-/Post-Accuplacer); educational goals; career goals; support services requested; barriers to success; notes

Delivery: Each site may deliver the program according to the needs of the local population and may offer daytime, evening, and/or week-end classes.

Sample College Connection Delivery Models

<p>Fall Program: 8-week program beginning in early October, finishing in December Students transition into college classes in January.</p>	<p>Winter Program: 8-week program beginning in January, finishing in mid-March Students transition into mid-semester-start-date college classes.</p>
<p>Spring Program: 8-week program beginning in March, finishing in May Students transition into college classes in summer.</p>	<p>Summer Program: 8-week program beginning in late May or early June, finishing no later than July 31 Students transition into college classes in fall semester.</p>

Staffing:

The following staffing is required for the *College Connection* program:

Site Director	Program implementation and management; relationship building with ASE center and community college staff; financial; data collection management; reporting; interface with SUN management team
Navigator	Student recruitment, case management, career exploration, relationship building with ASE center and community college staff
Reading/English Instructor	Instruction in developmental reading/English; career exploration; study skills; study group; ACCUPLACER preparation
Math Instructor	Instruction in developmental math; study skills; study group; ACCUPLACER preparation
AAA101 Instructor	Instruction in college and career success, study skills
Data Collection/Entry	Collection of <i>College Connection</i> and comparison student data and entry into SUN database

Assessment:

The Colorado SUN project requires that all students be pre- and post-tested on both the TABE and ACCUPLACER. Because content of the ACCUPLACER is included in *College Connection*, **ALL COLLEGE CONNECTION INSTRUCTORS ARE REQUIRED TO TAKE THEIR INSTRUCTIONAL CONTENT SECTION OF THE ACCUPLACER TO ENSURE UNDERSTANDING OF THE ASSESSMENT PRIOR TO PLANNING CURRICULUM AND BEGINNING INSTRUCTION.**

Student Eligibility:

Eligible *College Connection* students include both GED completers and academically-underprepared high school graduates and adults who fall within 6.0 and 12.9 grade equivalency levels in either reading or math. **ALL STUDENTS MUST HAVE TAKEN THE TABE WITHIN 6 MONTHS PRIOR TO BEGINNING COLLEGE CONNECTION TO DETERMINE THEIR ELIGIBILITY.** Because of the intensive nature of the *College Connection* program, sites are discouraged from accepting students who have not completed the GED. However, a student who has not completed the GED may be considered if he/she has completed 4 of the 5 subject areas and is scheduled to take the 5th exam within 2 weeks of beginning the *College Connection* program.

Student Recruitment:

The Colorado SUN target group is GED completers and high school graduates age 18-24. Recruiting efforts should focus on and give priority to the target group, however if space is available in the class, older students may be included. Students may be recruited from AEFLA-funded centers, community colleges, high schools, and other adult education providers (CBOs). A list of recruiting strategies is available for Navigators on the Colorado SUN web site: <http://www.cccs.edu/Foundation/SUN.html>

Navigator (reference job description):

- Identification, hiring, and supervision of navigator are provided by each local site.
- The grant provides salary/fringe per assigned FTE and recruiting travel costs (mileage).
- The navigator hours and work flow vary: heaviest times are during the recruiting and *College Connection* periods, with duties decreasing as *College Connection* ends.
- **Knowledge of financial aid/FAFSA processes is *highly* suggested for the position;** see attached job description.
- Navigator statewide activities (strategic planning, professional development and general support) are coordinated by the SUN Project Manager.

CCCS Banner Access for Navigator:

Access to the community college Banner database is needed for the Navigator in order to follow student progress during the transition and persistence support period. Access is to be arranged by the local college IT department.

Workspaces:

- Provision of workspace for Director and Navigator is required at each site.
- Private workspace with computer/printer/phone is *highly* suggested for the Navigator.

Evaluation:

Site responsibilities include compliance with evaluation data collection procedures and human subjects consent, protocols and procedures, including collection and submission of student data to the Colorado SUN Project Manager within 2 weeks of milestone activities identified by evaluator.

A **STUDENT CONSENT FORM** (FOR DATA COLLECTION/SHARING) HAS BEEN APPROVED BY THE CCCS INSTITUTIONAL RESEARCH BOARD AND WILL BE PROVIDED TO EACH PARTICIPATING SITE. **IT IS IMPORTANT THAT AS MANY STUDENTS AS POSSIBLE SIGN THIS FORM, AS THE EVALUATOR IS UNABLE TO USE STUDENT DATA WITHOUT THIS CONSENT.** (Note: personally identifiable data is not provided to the Evaluator; rather a random SUN identification number is assigned to each student (by the CCCS management staff), which becomes the tracking tool used by the Evaluator.

The Evaluator will visit all local sites at least once, and staff participation in interviews, focus groups, and assessment activities are required during the visit. A site visit planning worksheet will be provided to each site director to help organize the visit with the Evaluator.

As part of the data collection process, all sites are required to maintain student records in the Colorado SUN database. Required data includes identification numbers; student demographics; testing information (testing dates, pre- and post-TABE scores, GED scores, pre- and post-Accuplacer); education goals; career goals; support services requested; barriers to success, and individual student notes.

Data Collection:

Each site is responsible for collecting both *College Connection* and comparison student data as specified by the SUN management team and the Evaluator, as well as entering the data into the SUN and comparison student databases (Excel spreadsheets). Local sites are responsible for identifying and managing data collection staff. Compensation for data entry is supported by the grant.

Each participating site will have its own data file on a secure server on the CCCS IT system (for security purposes). Sites will input student data and submit it to the Project Manager to compile into the comprehensive SUN database. **STUDENT DATA MAY NOT BE TRANSFERRED VIA EMAIL. IT MUST REMAIN ON THE SECURE SERVER AND MAY NOT BE PLACED ON ANY INDIVIDUAL'S PC OR LAPTOP COMPUTER.**

Student Incentives:

Funding for TABE testing incentives will be included in the *College Connection* budget. Federal funds may not be used for cash/check incentives. In order to be considered reimbursable, **ALL INCENTIVES MUST BE APPROVED BY THE SUN MANAGEMENT TEAM.**

Grant Reporting - Required Forms and Reports (templates provided by CCCS office):

The following reports and forms are required by each site:

- **Colorado SUN IRB approved Student Consent Form** (to be signed by students prior to Evaluator site visits and faxed to the SUN Project Manager for the CCCS files)
- **SUN Student Intake Form**, which is aligned with the SUN database
- **SUN Student Background Form**, which is aligned with the SUN database
- **Monthly Navigator Report** – to be submitted to the SUN Project Manger
- **Quarterly Site Director Report** – to be submitted to the SUN Project manager
- **Final Site Director Report** – to be submitted to SUN Project Manager

College Connection Program Cost Reimbursement (reference budget outline):

Reimbursement for *College Connection* program implementation is as follows:

Category I

Data Collection/Entry

Navigator: salary per assigned FTE and fringe

Navigator travel: mileage (SUN grant adheres to State of Colorado rates)

TABE testing incentives: TBD (no cash/checks)

Category II

College Connection Intensive Training program: TBD

A reimbursement request form based on the approved budget will be provided by the CCCS Foundation after the MOU has been signed by all parties and is booked by the CCCS Foundation fiscal administrator. Reimbursement requests along with back-up documentation must be submitted to the SUN Project Manager.

Back-up documentation includes:

Budget Category I

Data Collection/Entry – official payroll documentation or time sheets signed by supervisor

Navigator Salary/Fringe – official payroll documentation or time sheets signed by supervisor

Navigator Travel – official mileage documentation signed by supervisor

TABE Testing Incentives – receipts for items purchased [gas cards, flash drives, books, scholarship documentation (must include name of student, amount of scholarship, and documentation/receipt from financial aid office)], etc.

Budget Category II

Program Coordination – official payroll documentation or time sheets signed by supervisor

Curriculum Development – official payroll documentation or time sheets signed by supervisor

Professional Development – official payroll documentation or time sheets signed by supervisor; workshop/conference registration fee documentation; honoraria fee documentation

Instructional – receipts for books/material/supplies; official instructor payroll information or time sheets signed by supervisor

Books and Materials – receipts from books/materials/supplies purchases

Other – printing receipts, advertising receipts, outreach expense receipts (food, postage, etc.); incentives (other than TABE) receipts, scholarship documentation

General Communication:

Each site's participation in statewide communication around policies and procedures, in conjunction with other local sites and the CCCS Foundation, supports coordination and consistency of grant management and the external evaluation. Communication expectations are as follows:

Site Directors – participation in a minimum of one conference call per month with SUN management team

Navigators – participation in a minimum of one conference call per month with SUN Project Manager and on-going online communication via distribution list

Instructors – participation in on-going online communication via distribution list

Professional Development:

Site Directors and GED instructors will collaborate with the SUN Curriculum Coordinator on development of Critical Thinking Skill modules that can be infused into the GED curriculum.

Attendance will be required at scheduled curriculum development and professional development events. Travel expenses incurred to attend the curriculum development and professional development events are reimbursed by the grant. Travel reimbursement forms will be provided by the SUN Project Manager.



OVAE Colorado SUN Program Reimbursement Request Form

ASE Center Name
Community College Name

College Connection - Round I (Dates...)

BUDGET CATEGORIES	BUDGET Rd IV	PREVIOUS EXPENDITURES Rd IV	CURRENT EXPENDITURES Rd IV	REMAINING BALANCE Rd IV
Personnel-Institutional Research Support	...00			...00
Personnel-Navigator	...00			...00
Fringe-Navigator	..00			...50
Travel-Navigator Outreach	...00			...00
Testing Incentives	...00			...00
ASEC-College Connection Program	...00			...00
TOTAL SUN BUDGET	...00	-	-	...00

NOTE: Please submit backup documentation for all expenditures.

Local Site Financial Officer Signature _____

Date _____

CCCS/OVAE Project Director Signature _____

Date _____

File: xcel/OVAE SUN Reimb Form/

SAMPLE
MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING, effective (...date...), by and between the Colorado Community College System Foundation, (... Community College...), and (...ASE Center ...), will provide support for the *Ready for College - Colorado Success UNlimited (Colorado SUN)* grant administered by the Colorado Community College System Foundation.

WHEREAS, The U.S. Department of Education – Office of Vocational and Adult Education has provided a grant to the Colorado Community College System Foundation (CCCS Foundation) to address a state and national need to enhance and expand innovative adult education practices that promote successful transition to community college, and

WHEREAS, required approval, clearance and coordination has been accomplished from and with appropriate parties, and

WHEREAS, (... Community College ...) and (...ASE Center...) plan to implement the College Connection Program and participate in the *Colorado SUN* project:

NOW, THEREFORE, it is hereby agreed that:

1. Scope of Services: In consideration for the monies to be received from the CCCS Foundation, (...Community College...), and (...ASE Center...) shall do, perform, and carry out, in satisfactory and proper manner, as determined by the CCCS Foundation, all elements as indicated in the Scope of Services set forth.

Background Information: The U.S. Department of Education, Office of Vocational and Adult Education awarded a grant to the CCCS Foundation to address a state and national need to enhance and expand innovative adult education practices that promote successful transition to community college. Integration and coordination between the CCCS Foundation, (... Community College...), and (...ASE Center...) are necessary in order to successfully attain the goals of the *Ready for College - Colorado Success UNlimited (Colorado SUN)* grant.

Objective: (... Community College... and ...ASE Center...) will provide local site administration, in conjunction with the CCCS Foundation, to attain the goals of the *Ready for College – Colorado Success UNlimited (Colorado SUN)* initiative.

Scope: Local administration by (... Community College ...) will include:

- a) Delivery, in March-May, 2010, of the AAA 090 course and developmental education curriculum for MTH 030, 060, 090 and RD 060 and 090, in conjunction with The Durango Adult Education Center;
- b) Compensation for one instructor for AAA 090;
- c) Provision of classroom facilities and computer lab;

- d) Maintenance of attendance records for the designated developmental courses;
- e) Provision of student support services for Colorado SUN students; and
- f) Submission of an end-of-term report by the SCCC Student Services support staff.

Local administration by (... ASE Center ...) will include:

Implementation of the 8-week College Connection Intensive Training, including:

- a) Provision of one instructor for MTH 030, 060, 090 and related study lab/study group;
- b) Provision of one instructor for RD 060 and 090 and related lab/study group instructor;
- c) Provision of classroom facilities and computers for the study sessions;
- d) Maintenance of attendance records to determine if students achieve at least 60% attendance in each subject level to meet completion criteria for the SUN grant;
- e) Opportunity for students completing the intensive courses to enroll in higher level developmental education courses and/or general education college level courses offered in the summer 2010 term subject to student status and enrollment space availability;
- f) Goal to enroll a minimum of 40% of College Connection completers in higher level developmental education courses and/or college-level coursework in the summer 2010 term;
- g) English integrated with the developmental reading course.
- h) Career Planning, College Technology, and College Success Skills integrated into the AAA101 course; and
- i) A minimum of 110 contact hours through class meetings, study time, cohort meetings, and coaching activities.

Maintenance of *Colorado SUN* student records, including Test of Adult Basic Education (TABE) pre- and post-test scores, Accuplacer pre- and post-test scores, attendance records, enrollment records, and all other data as required by the CCCS Foundation, and for the evaluation, and in such manner as to be able to access and submit records efficiently for the *Colorado SUN* database.

Compliance with evaluation data collection procedures and human subjects consent, protocols and procedures, including collection and submission of student data to the *Colorado SUN* Project Manager no later than (...date...), and as required according to the external evaluation timeline, in order to ensure timely analysis to fulfill grant reporting requirements;

Local staff participation in interviews, focus groups, and assessment activities as an integral part of the external evaluation;

Development, implementation, and communication of policies and procedures in conjunction with other local sites and the CCCS Foundation to support coordination and consistency of grant management and the external evaluation;

Submission to the *Colorado SUN* Project Manager of quarterly management reports, within two weeks of the last day of the reporting months, which include all of the following:

- progress on development and implementation of intervention strategies, student data collection, and other grant related activities; and
- local site in-kind contributions.

Submission of a final report no later than (...date...) to the *Colorado SUN* Project Manager;

Monthly maintenance and submission of copies of hourly timesheets to the *Colorado SUN* Project Manager for personnel assigned to *Colorado SUN* data collection;

Arrangement for Navigator services to support students in the College Connection Intensive Training through a Navigator housed at the local site;

Provision of workspace for Director and Navigator;

Administration of Navigator compensation based on .4 FTE in accordance with Colorado Community College System compensation policies;

Submission of monthly Navigator reports to the *Colorado SUN* Project Manager;

Local staff participation in a minimum of one conference call per month with the *Colorado SUN* Management Team;

Local staff participation in other scheduled professional development activities as related to the grant;

Local staff participation in and arrangement of scheduled site visits for the *Colorado SUN* Management Team; and

Local staff meeting quarterly with SCCC Administration to discuss project progress and administration.

The Colorado Community College System Foundation will provide the following:

Reimbursement for costs as outlined in section 4, Compensation, below;

Arrangement of and participation in a minimum of one telephone conference call per month by the *Colorado SUN* Management Team;

Monthly communication pertaining specifically to data collection and reporting requirements for the external evaluation;

Arrangement of and participation in regularly scheduled professional development activities;

2. Period of Performance: This MOU shall be effective (...date...) through (...date...).

3. Equipment, Supplies, and Travel: All equipment and supplies related to instruction (not including textbooks) will be provided by (... Community College and ...ASE Center...) as part of active administration of the grant. Grant related travel will be reimbursable according to section 4, Compensation, below.

4. Compensation: The CCCS Foundation agrees to pay to (...ASE Center...), in consideration for the work and services to be performed, a total amount not to exceed \$.....00, to be expended as follows:

\$.....00 for local *Colorado SUN* data collection

\$.....00 based on .4 FTE at an hourly rate of \$xx.00 for Navigator compensation

\$.....00 for Navigator fringe, based on 14%

\$.....00 for travel reimbursement related to Navigator outreach

\$.....00 for Test of Adult Basic Education testing incentives at \$.00 per student to meet grant evaluation requirements

\$.....00 for College Connection Intensive Training components as defined in the accompanying budget Category II

The cost of the College Connection Intensive Training will be reimbursed upon the *Colorado SUN* Project Director's approval of fiscal requests, submitted no later than (...date...) by The (...ASE Center...).

5. Deliverables: (... Community College... and ...ASE Center...) shall implement the College Connection Intensive Training as outlined in the Scope of Work and submit the following to the *Colorado SUN* Project Manager:

- student data per evaluation requirements, due (...date...)
- monthly Navigator reports
- quarterly management reports, written and submitted by (...ASE Center...) site director
- final report, written and submitted by (...ASE Center...) site director, due (...date...)
- reimbursement request with back-up documentation by (...ASE Center...), (...date...)

6. Termination: This Memorandum of Understanding may be terminated by any party, with or without cause, with a minimum of two weeks written notice.

7. Coordination: For the purpose of this Memorandum of Understanding, the parties named below are designated the representatives of the CCCS Foundation, (...Community College...), and (...ASE Center...).

8. Complete Integration: This Memorandum of Understanding is the complete integration of all understandings between the parties with respect to the *Ready for College-Colorado Success Unlimited (Colorado SUN)* grant. Any amendments, additions, or deletions from this Memorandum of Understanding must be in writing, signed by all parties.

IN WITNESS WHEREOF, the parties hereto have caused this Memorandum of Understanding to be executed as of the date set forth herein by their duly authorized representatives.

Signatures:

Name, Executive Director
(...ASE Center...)

Date

Name, Dean of...
(...Community College...)

Date

Name, Vice President for Administration and Finance
(...Community College...)

Date

Name, President
(...Community College...)

Date

Name, Executive Director
Colorado Community College System Foundation

Date

OVAE-Colorado SUN Memorandum of Understanding (MOU) Budget – Round IV

College Connection Budget – (...ASE Center...)

Description	Budget
Category I	
Personnel – Institutional Research Support	\$...00
Personnel – Navigator (7 months @ .xx FTE)	...00
Fringe – Navigator (xx.x%)	...00
Travel – Navigator Outreach/Recruiting (mileage)	...00
Testing Incentive –15 students @ maximum of \$...00 per student)	...00
Total – Category I	\$...00
Category II	
College Connection Intensive Training Implementation (not to exceed \$...00)	
Personnel - Program Coordination	...00
Curriculum Development	...00
Local Professional Development	...00
Instructional Costs	...00
Incentives (other than TABE testing)	...00
Books and Materials	...00
Other	...00
Total – Category II	\$...00
TOTAL MOU Budget – Categories I and II	\$...00

Per Colorado SUN fiscal policy dated Friday, December 5, 2008:

- Ten percent of the total grant may be moved between Category I and Category II without approval from SUN management.
- Movement of funding greater than 10% of the total grant must be submitted to and approved by SUN management.
- Up to 2 requests may be submitted per *College Connection* implementation period.

Local Site Planning Documents

Ready for College—Colorado Success UNlimited (SUN) Initiative

Local Site *College Connection* Program Plan

ASE Center: [Click here to enter text.](#)

Contact: [Click here to enter text.](#)

Community College: [Click here to enter text.](#)

Contact: [Click here to enter text.](#)

Please describe the *College Connection* program you have outlined for your site.

[Click here to enter text.](#)

Ready for College—Colorado Success UNlimited (SUN) Initiative

Proposed *College Connection* Budget

The OVAE-*Colorado SUN* budget for has been separated into two categories. The first includes defined costs that are subject to reimbursement and do not need additional approval.

The second category includes the costs for implementation of the *College Connection* Program. Since the implementation has flexibility, we are requesting that you submit a budget narrative based on the \$7,000.00 allocation per college per program year for the intensive. This budget should include costs related to personnel for program coordination, curriculum development, professional development, instructional costs, incentives (to be approved by SUN management team), and books and materials.

Please fill in the contact information and amounts for category II, and include a budget narrative for approval.

ASE Center: [Click here to enter text.](#)

Contact: [Click here to enter text.](#)

Community College: [Click here to enter text.](#)

Contact: [Click here to enter text.](#)

Session Dates: [Click here to enter text.](#)

Description	Budget
Category I	
Personnel – Data Collection and Data Entry	\$...00
Personnel – Navigator (7 months @ .xx FTE)	...00
Fringe – Navigator (xx.x%)	...00
Travel – Navigator Outreach/Recruiting (mileage)	...00
TABE Testing Incentives: (up to \$...00/student times x no. of students; type of incentive must be approved by SUN mgmt. team)	...00
Total: Category I	\$...00
Category II	
<i>College Connection</i> Intensive Training Implementation (Not to exceed \$...00)	
Personnel - Program Coordination	
Curriculum Development	
Professional Development	
Instructional Costs	
Books and Materials	
Other	
Total: Category II	\$00
TOTAL MOU Budget: Categories I and II	\$TBD

Per Colorado SUN fiscal policy dated Friday, December 5, 2008:

- Ten percent of the total grant may be moved between Category I and Category II without approval from SUN management.
- Movement of funding greater than 10% of the total grant must be submitted to and approved by SUN management.
- Up to 2 requests may be submitted per *College Connection* implementation period.

GED Student Data

ASE Center:	FY 07	FY 08	FY 08	FY 09
1) No. of students (18-24) who <u>enrolled</u> in GED for the last 2 reporting years (07 & 08)	High Int. ABE	High Int. ABE	N/A	N/A
	ASE	ASE	N/A	N/A
2) No. of students (18-24) who <u>completed</u> their GED in the last 2 reporting years (07 & 08)	High Int. ABE	High Int. ABE	N/A	N/A
	ASE	ASE	N/A	N/A
3) No. of students (18-24) who chose PSE or training as a goal in the last two reporting years (07 & 08)	High Int. ABE	High Int. ABE	N/A	N/A
	ASE	ASE	N/A	N/A
4) No. of students (18-24) who completed their GED and went on to post-secondary ed. in the last 2 reporting years (07 & 08), if known	High Int. ABE	High Int. ABE	N/A	N/A
	ASE	ASE	N/A	N/A
5) No. of students (18-24) who completed their GED, but with less than 12 hours of preparation, in the last two reporting years (07 & 08)	High Int. ABE	High Int. ABE	N/A	N/A
	ASE	ASE	N/A	N/A
6) No. of students (18-24) anticipated for enrollment in GED for FY 09	N/A	N/A	N/A	Projected High Int. ABE
	N/A	N/A	N/A	Projected ASE
7) No. of anticipated GED enrollees (18-24) who choose post-secondary ed. for FY 09	N/A	N/A	N/A	Projected High Int. ABE
	N/A	N/A	N/A	Projected ASE
8) No. of GED enrollees (18-24) anticipated for enrollment in <i>College Connection</i> intensive in FY 09	N/A	N/A	N/A	Projected High Int. ABE
	N/A	N/A	N/A	Projected ASE
Please submit to Kendra Rodriguez: Fax: 303-620-4094, Email: kendra.rodriguez@cccs.edu				

Ready for College—Colorado Success UNlimited (SUN) Initiative

AEFLA/ASE Center Contact Information

AEFLA/ASE Site Name: [Click here to enter text.](#)

AEFLA Program Director: [Click here to enter text.](#)

SUN Initiative/AEFLA Contact Person: [Click here to enter text.](#)

Mailing Address: [Click here to enter text.](#)

Telephone: [Click here to enter text.](#)

Fax: [Click here to enter text.](#)

Community College Contact Information

Community College Name: [Click here to enter text.](#)

SUN Initiative/Community College Contact Person: [Click here to enter text.](#)

Vice President of Instruction: [Click here to enter text.](#)

Controller: [Click here to enter text.](#)

Mailing Address: [Click here to enter text.](#)

Telephone: [Click here to enter text.](#)

Fax: [Click here to enter text.](#)



Required Reporting Forms

Colorado Community College System Foundation
Colorado Department of Education

Ready for College – Colorado Success UNlimited Project Informed Consent

Dear Student,

As a student of the College Connection program, you are invited to participate in a research project that is being conducted by the Colorado Community College System and the Colorado Department of Education. The project is funded by the U.S. Department of Education’s Office of Vocational and Adult Education. The purpose is to study strategies for assisting GED students transitioning to college.

The research project begins this summer with the College Connection program and concludes September 27, 2010. By participating you will help us to gain a greater understanding of how to serve GED students who want to go to college. There is no risk to you. Your participation is voluntary, and you may withdraw at any time without negative consequences.

Your participation in the research will entail responding to questions through surveys and utilizing your student records from the Colorado Department of Education in a database maintained on a secure server at the Colorado Community College System. All student information obtained from this research study will be kept confidential. Any information released to the general public (for example, statistical tables) will be designed so that it is not possible to identify specific individuals. The data will be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose.

I understand that the purpose of the release of my personally identifiable information is to assist in obtaining and reporting information regarding the transition of students from GED completion to community college.

I understand that the Colorado Department of Education will share my information with the Colorado Community College System.

I understand that the report will contain information and statistics about the post-secondary education of students in Colorado, and that no specific or personal information about me will appear in any report.

I am 18 years of age or older and I agree to participate in the study.

Name (print)

Date

Signature

This disclosure statement fulfills the requirement of 34 CFR 99.32(a)(6) pursuant to the Family Educational Rights and Privacy Act of 1974 [20 United States Code 1232g]. For questions or concerns regarding this study, please contact Kendra Rodriguez, Colorado Success UNlimited Project Manager, 720-858-2787, or the Colorado Community College System Institutional Review Board, Office of the Provost, at 720-858-2759.

College Connection Program Student Background Form

Name: _____

Education

Highest year of high school completed _____ in _____ (year)

Have you ever applied to college? _____ Yes _____ No

If yes, what college/s have you applied to? _____

Do you have an education certificate? _____ Yes _____ No

If yes, in what field? _____

From what institution did you receive your certificate? _____

When did you receive your certificate: _____ (Year)

Have you ever applied for financial aid? _____ Yes _____ No

If yes, have you been awarded? _____ Yes _____ No

Have you applied for COF (College Opportunity Fund)? _____ Yes _____ No

Employment

Are you currently employed? _____ Yes _____ No

If yes, how long have you worked at this job? _____

Type of work: ___ Construction ___ Hospitality ___ Other _____
 ___ Food Service ___ Retail

If no, are you looking for a job? _____ Yes _____ No

Are you involved in any of the following Public Assistance Programs?

___ None ___ TANF ___ Medicaid
 ___ Social Security ___ Unemployment ___ Food stamps
 ___ Other

Medical

Do you have a known physical disability? _____ Yes _____ No

Do you have a known learning disability? _____ Yes _____ No

Marital Status

___ Single ___ Married ___ Divorced

Children

___ No ___ Yes No. of Children _____

Goals

What are your career goals?

1st choice _____ 2nd _____ Uncertain _____

What are your educational goals?

Certificate Bachelors Degree Other
 Associates Degree Masters Degree Uncertain

Support Services

While you attend the College Connection Program and transition into community college, an advisor or “Navigator” is available to support you on a one-on-one, confidential basis.

If you would like assistance, please check any of the areas of support below that you would like help with. If a support area is not listed, please check “other” and fill in the type of assistance that would be helpful to you.

<input type="checkbox"/> Childcare	<input type="checkbox"/> Learning Disability	<input type="checkbox"/> Tutoring/Mentoring
<input type="checkbox"/> Transportation	<input type="checkbox"/> Physical Disability	<input type="checkbox"/> Other _____
<input type="checkbox"/> Financial Aid	<input type="checkbox"/> Other Medical	<input type="checkbox"/> Other _____
<input type="checkbox"/> Employment	<input type="checkbox"/> Career Counseling	<input type="checkbox"/> Other _____
<input type="checkbox"/> Housing	<input type="checkbox"/> Personal Counseling	<input type="checkbox"/> Other _____

How did you hear about the College Connection Program?

Why did you decide to join this program?

What do you hope to gain from this program?

**Thank you for providing information about yourself.
We hope you enjoy the College Connection program!**

Monthly Navigator Report

College Connection Program

Navigator Name:

ASE Site:

Local Community College:

Reporting Month:

Student Outreach: Recruiting, Motivation, Enrollment in Intensive			
Action	Progress/Outcomes	Challenges	Success Strategies
Community Services Research: Childcare, Transportation, Disabilities/Medical, Academic Support, Housing, Employment, other			
Action	Progress/Outcomes	Challenges	Success Strategies
Advising: Community Service Connections, Academic Support, Community College Services/Processes, Career Awareness/Planning Tools, other			
Action	Progress/Outcomes	Challenges	Success Strategies
Community College Enrollment Process: Course Scheduling, FA, Tuition, Books, Academic Support/Advising, Disability Support, other			
Action	Progress/Outcomes	Challenges	Success Strategies
College Persistence: Motivation, Identification of Challenges, Support Services, other			
Action	Progress/Outcomes	Challenges	Success Strategies
Research/Resources: Local, State, National (for dissemination to other SUN sites)			
Source:		Description:	
Planning:			
Promising Practices:			
Lessons Learned:			

ASE Center/Community College Site Director Quarterly Report

College Connection Program

ASE Site: Click here to enter text.	
Community College: Click here to enter text.	
Quarter Ending: Click here to enter text.	Date: Click here to enter text.

College Connection Program Implementation – Please provide responses for the following areas of the College Connection program implementation.

Progress to Date: Click here to enter text.
Obstacles/Barriers to Program Implementation: Click here to enter text.
Successes: Click here to enter text.
Policy Issues Related to Successes or Challenges: Click here to enter text.
Comments, Questions, and Requests for Technical Assistance: Click here to enter text.

In-Kind Contributions – Please check any in-kind contributions related to implementation and support for the College Connection program. Provide specific descriptions if necessary, and give estimated values if possible.

	Description	Estimated Value
	Personnel	
	Workspace	
	Other Facilities	
	Equipment	
	Supplies/Materials	
	Travel	
	Other	
	Other	
	Other	

ASE Center/Community College Site Director Final Report

College Connection Program

ASE Site:
Community College:
Date:

Please provide responses to the following questions concerning the Colorado SUN college transition program. Please write N/A if a question does not apply.

- 1. What do you see as the greatest benefit(s) of the College Connection college transition model?**

- 2. What successful strategies in your local program contribute to our understanding of an effective college transition model?**

- 3. What obstacles in program operation have been the most challenging to address?**

- 4. If applicable, what adaptations to your College Connection program did make from year one to year two?**

- 5. Please discuss program implementation/operation issues in regard to relationships between adult secondary education centers (AEFLA) and community colleges.**

- 6. Please describe observable differences in your Center / staff / students since the implementation of the College Connection program(s).**

- 7. Describe any communications/collaborations that have been developed between adult education staff and community college faculty and staff through this program.**

- 8. Do you plan to continue offering a college transition program? If so, what adaptations will you make, based on what you learned from Colorado SUN? If not, please share the reason(s).**

- 9. Do you have any other insights or thoughts that you would like to add?**

OVAE Colorado SUN Program Reimbursement Request Form

ASE Center Name
Community College Name

College Connection - Round I (Dates...)

BUDGET CATEGORIES	BUDGET Rd IV	PREVIOUS EXPENDITURES Rd IV	CURRENT EXPENDITURES Rd IV	REMAINING BALANCE Rd IV
Personnel-Institutional Research Support	....00			....00
Personnel-Navigator	....00			....00
Fringe-Navigator	....00			....00
Travel-Navigator Outreach	....00			....00
Testing Incentives	....00			....00
ASEC-College Connection Program	....00			....00
TOTAL SUN BUDGET	....00	-	-	....00

NOTE: Please submit backup documentation for all expenditures.

Local Site Financial Officer Signature _____

Date _____

CCCS/OVAE Project Director Signature _____

Date _____

File: xcel/OVAE SUN Reimb Form/

Useful *College Connection* Documents

Class Schedule

SAMPLE

College Connection Program
Community College of Denver – Summer 09

	Mon	Tues	Wed	Thurs	Fri
8:30 – 10:15	-Math -Study Group	-Math -Study Group	-Math -Study Group	-Math -Study Group	AAA 101 College and Career Success Study Skills (8:30-12:00)
10:30 – 12:45	-Reading/Writing -Study Group	-Reading/Writing -Study Group	-Reading/Writing -Study Group	-Reading/Writing -Study Group	

Student Testing Results College Connection Program

To be completed by Program Staff

Student Name _____ **Banner#** _____

GED

Preparation Site	
Testing Site	
Program Completion Date	
Reading Score	
Writing Score	
Math Score	
Social Studies Score	
Science Score	
Total Score	

College Connection PRE-TESTS	College Connection POST-TESTS
TABE – Reading	TABE – Reading
Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:	Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:
TABE - Math	TABE – Math
Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:	Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:
Accuplacer	Accuplacer
Testing Date: Reading score: Sentence Skills score: Arithmetic score: Elem Algebra score: Notes:	Testing Date: Reading score: Sentence Skills score: Arithmetic score: Elem Algebra score: Notes:

Exit Checklist

College Connection Program Community College of Denver

Student Name _____ **Banner #** _____

Action	Status	Still to do/Date for completion
Returned reading textbook		
Returned other books or materials loaned to me		
Completed all sections of Accuplacer re-test		
Completed reading TABE		
Completed math TABE		
Completed FAFSA application		
Completed FAFSA verification, if required		
Completed scholarship essay and application		
Visited Financial Aid office to make payment arrangements until FAFSA completed/awarded		
Completed application for special programs, e.g. TRIO Scholars, DTI		
Provided GED scores		
Completed resume and provided to Rosalinda		
Selected school site for fall term		
Determined number of credit hours for fall term		
Made an appointment with CCD program advisor		
Completed appointment with CCD program advisor		
Requested advisor contact/info about other school of choice		
Created tentative course registration schedule based on Accuplacer scores		
Identified additional courses for fall term		
Registered for fall term		
Reviewed student email for remaining messages		

College Connection Orientation Agenda

The Durango Adult Education Center
Friday, August 21, 2009

- 9:00-9:15 **Paulette, Stephanie, Nan, and Tim:** Introductions **Location-- Sue's room**
- 9:15-9:30 **Tim:** Icebreaker: Group Juggle name game activity w/tennis balls **Location: Sue's room**
- 9:30-9:35 **Tim:** "Now that you know each others' names, WITHOUT TALKING arrange yourselves in alphabetical order by first name." **Location— Sue's room**
- 9:35-10:15 **Tim:** Big Learning Experience **Location— Sue's room**
- a) Match up with partner (draw slips of paper)
 - b) Identify a Big Learning Experience in your life (Childbirth? Travel? Other?)
 - c) In which 'zone' did you learn best? (comfort; challenge/risk; panic) refer to flipchart
 - d) Informal assessment (respond to the following words by standing *here* for 'comfort'; *here* for challenge/risk; and *here* for panic)
 - e) Research shows that we learn best when we're in the Challenge/Risk zone... but you can't go directly from "Panic" to "Challenge/Risk"; you have to move from "Panic" to "Comfort", and THEN to "Challenge/Risk". Your job is to let your teachers know, and let me know, where you are on any given day. If you're feeling like you're in the Panic Zone, you've got to tell us so we can help you move through the Comfort Zone and into Challenge/Risk.
- 10:15-10:30 Break **Location—Commons restrooms**
- 10:30-11:00 **Tim:** Team Building activity: Helium Hoop **Location— Sue's room**
- a) What was the initial reaction of the group?
 - b) How well did the group cope with the challenge?
 - c) What skills did it take to be successful as a group?
 - d) What creative solutions were suggested, and how were they received?
 - e) What would an outside observer have seen as the strengths and weaknesses of the group?
 - f) What did each group member learn about her/himself as an individual?
 - g) What other situations (home, school, work) are like the helium stick?
- 11:00-12:00 **Stephanie and Nan:** Review the Vocabulary of College; Review syllabus; Students enter important dates into personal planners <Tim has them> **Location— Sue's room**
- 12:00-12:30 **Lunch** Catered: Zia Taqueria (\$150 + tip; we pick up and we return equipment) **Location— Sue's room or Multipurpose Room.**
- 12:30-1:30pm **Q&A with past graduates:**
- Student name... **CONFIRMED 12/2. Reconfirmed 1/7/09.**
 - Student name... **CONFIRMED 11/24. Reconfirmed 1/7/09.**
 - Student name... GED grad, non-traditional student at FLC. **CONFIRMED 12/2. Reconfirmed 1/6/09.**
- 1:30pm End

Student Orientation

COLLEGE CONNECTION SUMMER 2008 Community College of Denver

SAMPLE

May 30, 2008
9:00 – 12:00
Classroom: So 118

Agenda

- 9:00 – 09:15** Welcome new College Connection students
- 9:15 – 09:30** Warm-up activity #1
- 9:30 – 10:00** Complete intake and participation forms
- 10:00 – 10:15** Warm-up activity #2
- 10:15 – 10:45** Introduction of faculty (math; reading/writing; AAA 101)
- 10:45 – 11:00** Q & A with 2007 College Connection graduates; Student Ambassadors
- 11:00 - 11:10** Review results of Accuplacer
- 11:10 – 11:40** Campus Tour: South Classroom, Library, & Tivoli
Complete campus map and floor plan worksheet
- 11:40 – 12:00** Lunch

NOTE:

Students who still need an ID or Accuplacer test can complete these tasks today.

Student Orientation Packet Checklist

College Connection Program

Community College of Denver

- _____ College logo pocket folder
- _____ Student Intake Form (if not completed during 1:1 meeting)
- _____ Student Background Information Form
- _____ Participation Agreement
- _____ IRB Approved Consent Form
- _____ Important Contacts – College Connection staff and selected numbers on campus
- _____ FAQ's
- _____ List of enrolled students (students can share phone numbers or email addresses as they become comfortable with establishing a communication/support web
- _____ Transportation and parking options
- _____ Course schedule
- _____ Accuplacer/DevEd matrix
- _____ Tote Bag, pen, other
- _____ Campus map
- _____ SCFD Free Day Schedule
- _____ Other
- _____ Other

“Ready for College” Colorado SUN (Success UNlimited) Navigator Position

Information about the Colorado Community College System

The Colorado Community College System is the state’s largest and fastest growing system of higher education. We are unique in the country in terms of our governance and oversight responsibilities. The System has governance responsibility for 13 state community colleges offering a variety of a career and academic programs. Additionally, the System assists the State Board for Community College and Occupational Education in exercising certain curriculum and funding authority over 4 area vocational schools, 2 local district community colleges, and career and technical programs in over 150 school districts throughout the state.

Job Summary

The Colorado Community College System (CCCS) seeks a *Navigator* for the “Ready for College” - Colorado SUN (Success UNlimited) grant, a collaboration with the Colorado Department of Education’s Adult Education and Family Literacy program. This position will serve as the primary contact between GED/transitioning students, directors of AEFLA funded programs (ASE centers), high schools, and community colleges.

Essential Functions

- Develop and implement processes for out-of-school youth and adults to transition into community college coursework and career pathways
- Articulate processes in written format with adherence to established timelines
- Recruit youth and adults to participate in the transition program
- Establish positive and trusting relationships with students
- Facilitate student transitions into college by creating informational and social networks, and escort them through college admissions processes, including financial aid and student services, and connect students with campus support programs
- Identify support resources and success strategies for academic success
- Travel to participating AEFLA funded programs at ASE centers
- Provide curricular support
- Counsel students with goal setting, career awareness, and career aspirations
- Troubleshoot life barriers to support academic success
- Foster motivational skills within the students in relation to college persistence
- Follow up with students after skill enhancement program

Essential Qualifications

- Education and Training: Graduation from a college/university
- Proficiency working in one-on-one situations
- Experience with non-traditional students (adult basic education / GED include non-traditional/ academically under-prepared/ high school graduates)
- Strong organizational skills
- Experience with tracking outcomes and/or writing reports
- Ability to identify realistic goals/expectations with/for students
- Attitude of optimism/able to inspire confidence
- Strong knowledge of financial aid processes
- Experience with at-risk populations
- Strong interpersonal skills

Preferred Qualifications

- Basic knowledge of data collection methods in relation to program evaluation

- Two years of responsible professional experience that includes implementation of new processes and communication systems
- Experience teaching in secondary and/or post-secondary adult education systems

Other Qualifications

- Ability to communicate effectively, verbally and in writing
- Strong sense of responsibility, particularly in building relationships and completing assignments
- Strong interpersonal skills

Application Process

Submit a current resume and cover letter addressing the position requirements, and a list of three professional references and phone numbers to:

Email: kendra.rodriquez@cccs.edu or

US Mail: Colorado Community College System, 9101 E. Lowry Blvd., Denver, CO 80230

A review of applications will begin immediately and will continue until the position is filled.

Candidates will be evaluated on the basis of their qualifications as related to the duties and responsibilities of the position.

Equal Opportunity Employer

- The Colorado Community College System is an equal opportunity employer and does not discriminate on the basis of age, race, religion, color, national origin, sex, or disability in its activities, programs or employment practices as required by Title VI, Title IX, and Section 504, Age Discrimination Act, and Title II of the ADA. Written inquiries may be referred to the Director of Affirmative Action, 9101 E. Lowry Blvd., Denver, Colorado 80230-6011, or by phone at 303-620-4000.
- Former employees of the Colorado Community College System or one of its 13 colleges who were disciplinarily terminated or resigned in lieu of termination, must disclose this within your application materials.
- This position may require irregular hours, including nights and week-ends, as well as working more than eight (8) hours per day at certain times.
- Candidates must successfully pass a criminal background check prior to hire.

Colorado Community College System Foundation Roles and Responsibilities

Communication:

Monthly conference calls and/or video conferences with local sites will be arranged by the SUN Project Manager.

Reporting Documents:

Required forms and report templates will be provided by the SUN management team and forwarded to the Evaluator.

College Connection Coordination Support:

Support for *College Connection* planning and implementation will be provided by the SUN Project Director and SUN Project Manager.

Navigator Coordination and Support:

Navigator coordination and support will be provided by the SUN Project Manager.

Curriculum support:

Critical Thinking Skill curriculum enhancement documents will be provided to sites by the SUN Curriculum Specialist.

Support for developmental education curriculum planning will be provided by the SUN Curriculum Specialist.

Data Collection:

Access to the SUN student database will be arranged by the SUN Project Manager (in conjunction with the CCCS IT department). Explanation of the database and a data dictionary will be provided by the SUN Project Manager.

Reimbursement:

A reimbursement request form will be provided by the CCCS Foundation after the MOU has been signed by all parties and is booked by the CCCS Foundation fiscal administrator. Reimbursement for implementation costs per *College Connection* program is as follows:

Category I

Data Collection/Entry

Navigator: salary per assigned FTE and fringe

Navigator travel: mileage (SUN grant adheres to State of Colorado rates)

TABE testing incentives

Category II

College Connection Intensive Training program

Professional Development:

The SUN management team will coordinate and arrange professional development opportunities related to curriculum and transition strategies.

Travel Expenses:

Travel expenses related to professional development events and SUN staff meetings will be provided by the grant. Specific costs will be specified and communicated to local staff by SUN Project Manager well in advance of events/meetings.

External Evaluation and Data Collection

An objective and requirement of the Colorado SUN grant is the development of an external evaluation that assesses the impact of the educational strategies developed to improve the ability of *College Connection* students to transition to postsecondary education. Dr. Debra Bragg, the external Evaluator of the grant will develop a written evaluation that

- documents the extent to which Colorado SUN strategies result in transition to postsecondary education among out-of-school youth and adults;
- assesses whether the Colorado SUN program strategies enhance learning for participating out-of-school youth and adults, demonstrate measurable college readiness, and determine the retention of program participants;
- qualitatively measures improvement in adult secondary education instruction in participating local programs;
- documents and facilitates the implementation of continuous process improvement of programs and practices; and
- compiles project findings for national audiences.

Each site is required to participate in the evaluation in the following ways:

- comply with data collection procedures, including human subjects consent, protocols, and procedures;
- collect and submit *College Connection* student data (treatment group) per the Colorado SUN database;
- submit control group data per the comparison database; and
- participate in Evaluator interviews, focus groups, assessment activities, and site visits

Student Consent Form:

A STUDENT CONSENT FORM (FOR DATA COLLECTION/SHARING) HAS BEEN APPROVED BY THE CCCS INSTITUTIONAL RESEARCH BOARD AND WILL BE PROVIDED TO EACH PARTICIPATING SITE. **IT IS IMPORTANT THAT AS MANY STUDENTS AS POSSIBLE SIGN THIS FORM, AS THE EVALUATOR IS UNABLE TO USE STUDENT DATA WITHOUT THIS CONSENT.** (Note: personally identifiable data is not provided to the Evaluator; rather a random SUN identification number is assigned to each student (by the CCCS management staff), which becomes the tracking tool used by the Evaluator.

Data Collection:

As part of the data collection process, all sites are required to maintain *College Connection* and comparison student records in the Colorado SUN database as specified by the SUN management team and the Evaluator. Required data includes identification numbers, student demographics; testing information (dates, pre- and post-TABE scores, GED scores, pre- and post-Accuplacer); education goals; career goals; support services requested; barriers to success, and individual student notes.

Local sites are responsible for identifying and managing data collection staff. Compensation for data entry is supported by the grant.

Each participating site will have its own data file on a secure server on the CCCS IT system (for security purposes). Sites will input student data and submit it to the Project Manager to compile into the comprehensive SUN database. **STUDENT DATA MAY NOT BE TRANSFERRED VIA EMAIL. IT MUST REMAIN ON THE SECURE SERVER AND MAY NOT BE PLACED ON ANY INDIVIDUAL'S PC OR LAPTOP COMPUTER.**

Data Dictionary:

A SUN data dictionary will be provided to each *College Connection* site. The data dictionary identifies the fields that local sites are responsible for along with field descriptors, data options, and notes. The local staff member responsible for entering student data should refer to the data dictionary to ensure appropriate and accurate data is entered as required for the grant.

Evaluator Site Visits:

The Evaluator will visit all local sites at least once, and staff participation in interviews, focus groups, and assessment activities are required during the visit. Site visits are coordinated between the local Site Director and the Evaluator. A site visit planning worksheet will be provided to help organize the visit with the Evaluator.



Colorado Community College System Foundation
Colorado Department of Education

Ready for College – Colorado Success UNlimited Project

Informed Consent

Dear Student,

As a student of the College Connection program, you are invited to participate in a research project that is being conducted by the Colorado Community College System and the Colorado Department of Education. The project is funded by the U.S. Department of Education's Office of Vocational and Adult Education. The purpose is to study strategies for assisting GED students transitioning to college.

The research project begins this summer with the College Connection program and concludes September 27, 2010. By participating you will help us to gain a greater understanding of how to serve GED students who want to go to college. There is no risk to you. Your participation is voluntary, and you may withdraw at any time without negative consequences.

Your participation in the research will entail responding to questions through surveys and utilizing your student records from the Colorado Department of Education in a database maintained on a secure server at the Colorado Community College System. All student information obtained from this research study will be kept confidential. Any information released to the general public (for example, statistical tables) will be designed so that it is not possible to identify specific individuals. The data will be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose.

I understand that the purpose of the release of my personally identifiable information is to assist in obtaining and reporting information regarding the transition of students from GED completion to community college.

I understand that the Colorado Department of Education will share my information with the Colorado Community College System.

I understand that the report will contain information and statistics about the post-secondary education of students in Colorado, and that no specific or personal information about me will appear in any report.

I am 18 years of age or older and I agree to participate in the study.

Name (print)

Date

Signature

This disclosure statement fulfills the requirement of 34 CFR 99.32(a)(6) pursuant to the Family Educational Rights and Privacy Act of 1974 [20 United States Code 1232g]. For questions or concerns regarding this study, please contact Kendra Rodriguez, Colorado Success UNlimited Project Manager, 720-858-2787, or the Colorado Community College System Institutional Review Board, Office of the Provost, at 720-858-2759.



Colorado SUN Data Dictionary 2007-2010

The following data dictionary is for use with the Colorado Success UNlimited (SUN) database. It provides field names/color codes, data options (drop-down menu items), field descriptors, and notes.

All data must be entered into the Colorado SUN database that is located on a secure server managed by the CCCS IT department. No personally identifiable data (SSN's, last names, first names, addresses, phone numbers, dates of birth) may be placed on a PC, laptop computer, flash drive, CD, or other portable memory device.

For access to the database or questions, please contact Kendra Rodriguez at kendra.rodriquez@cccs.edu or 720-858-2787.

Data Key

N/A = Not Applicable

Not Avail = No information/record available

CC = College Connection

Color Codes:

	Data to be entered by local <i>College Connection</i> provider
	Data to be provided by SUN Management Team and/or CCCS Institutional Research Department

College Connection Database

Color Code	Field Name	Field Descriptor	Data Options (Drop-down Menus)	Notes
Identifiers				
	SSN	Social Security Number		<i>PLEASE KEEP THIS INFORMATION ON THE SECURE SERVER ONLY.</i>
	SUN ID	A random number assigned to each SUN student by Project Manager and for use by the SUN evaluator		Provided to SUN evaluator to ensure student anonymity; replaces social security number
	Banner ID	"S" number assigned to student upon enrollment in community colleges within the System		Students should obtain this number upon enrollment in AAA 101 or other credit-bearing community college course.
	OVAE Qualified	Students who were between the ages of 18 and 24 when they signed the consent form, completed a GED or HS diploma, pretested between grades 6 and 12.9 on the TABE on either or both the reading and math TABE tests and attended 60% or more of the program.	-Yes -No	
	Treatment (SUN) or Comparison Group		-S -C	

Consent				
	Consent Signed	Date and year consent form signed or other option - enter one of the following: Month/Yr, Dropped CC, Under 18, Refused		Information obtained from form approved by the CCCS Institutional Research Board

Demographics

	Last Name	Last name as reported by student on SUN student background form		
	First Name	First name as reported on SUN student background form		
	Middle Initial	Middle initial as reported on SUN student background form		
	Address	Address as reported on SUN student background form		
	Telephone - Home	Home telephone number as reported on SUN student background form		
	Telephone - Cell	Cell phone number as reported on SUN student background form		
	Personal email	Personal email address as reported on SUN student background form		Helpful for future contact
	College email	Electronic address provided by college upon enrollment		Can be used for contact by instructors, navigator, A+dvancer staff, etc.
	Gender	Gender as reported on SUN student background form M = Male F = Female		
	Date of Birth	Date of birth as reported on SUN student background form		
	Race/Ethnicity	Race/Ethnicity as reported on SUN student background form Select from drop-down menu.	-African Am./Black -White -Nat. Am. Ind/Alask. Nat. -Hispanic -Asian -Haw. Pacific Islander -Other	
	Native Language English	Native Language as reported on SUN student background form Enter yes or no whether English is native or dominant language.	-Yes -No	

High School

	High School Graduation Year	High school graduation year or N/A Please enter one of the following: -Year of Graduation -N/A		
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Testing - GED

	GED Completion	GED diploma obtained Select from drop-down menu	-Yes -No -In progress -N/A	
	GED Diploma Date	Full date on diploma		Enter "Not Avail" if no records available
	Highest GED LA Writing	Score on diploma		
	Highest GED Soc. Studies	Score on diploma		
	Highest GED Science	Score on diploma		
	Highest GED LA Reading	Score on diploma		
	Highest GED Math	Score on diploma		
	GED Total	Score on diploma		

Testing – TABE Reading

Pre TABE Reading Test Date	Month and year only of date tested by AE center for College Connection program		
Pre TABE Reading Version	Version of TABE test used Select from drop-down menu.	-7/8 -9/10	
Pre TABE Reading Form	Form of TABE test used Select from drop-down menu.	-7 -8 -9 -10	
Pre TABE Reading Level	Level of TABE test used Select from drop-down menu.	-L -E -M -D -A	
Pre TABE Scaled Score	Reading score – scaled only		
Pre TABE Reading Grade Level	Grade level equivalency – not EFL		
Post TABE Reading Test Date	Month and year only of date tested by AE center for College Connection program		
Post TABE Reading Version	Version of TABE test used Select from drop-down menu.	-7/8 -9/10	
Post TABE Reading Form	Form of TABE test used Select from drop-down menu.	-7 -8 -9 -10	
Post TABE Reading Level	Level of TABE test used Select from drop-down menu.	-L -E -M -D -A	
Post TABE Reading Scaled Score	Post TABE Reading score – scaled only		
Post TABE Reading Grade Level	Grade level equivalency – not EFL		
TABE Reading Score Change	Difference between pre- and post-TABE math scaled scores		
TABE Reading Grade Level Change	Difference between pre- and post-TABE grade levels		

Testing – TABE Math

Pre TABE Math Test Date	Month and year only of date tested by AE center for College Connection program		
Pre TABE Math Version	Version of TABE test used Select from drop-down menu.	-7/8 -9/10	
Pre TABE Math Form	Form of TABE test used Select from drop-down menu.	-7 -8 -9 -10	
Pre TABE Math Level	Level of TABE test used Select from drop-down menu.	-L -E -M -D -A	
Pre TABE Math Scaled Score	Pre TABE math score – scaled only		
Pre TABE Math Grade Level	Grade level equivalency – not EFL		
Post TABE Math Test Date	Month and year only of date tested by AE center for College Connection program		
Post TABE Math Version	Version of TABE test used Select from drop-down menu.	-7/8 -9/10	
Post TABE Math Form	Form of TABE test used Select from drop-down menu.	-7 -8 -9 -10	
Post TABE Math Level	Level of TABE test used Select from drop-down menu.	-L -E -M -D -A	
Post TABE Math Scaled Score	Post TABE math score – scaled only		
Post TABE Math Grade Level	Grade level equivalency – not EFL		
TABE Math Score Change	Difference between pre- and post-TABE math scaled scores		
TABE Math Grade Level Change	Difference between pre- and post-TABE grade levels		

Testing – Accuplacer – Testing Dates

	Pre Accuplacer Test Date	Date student took Accuplacer prior to College Connection		Month/Year only; due to possibility of students taking different sections of the test on different dates
	Post Accuplacer Test Date	Date student took Accuplacer upon completion of College Connection		Month/Year only; due to possibility of students taking different sections of the test on different dates or taking the post test more than once N/A if no post test was required

Testing – Accuplacer – Reading

	Pre Accuplacer Reading Score	Score on Accuplacer reading section		
	Pre CC Dev Ed or College Reading Placement	Level of Developmental Ed or college that student placed into based on pre-Accuplacer score prior to College Connection		
	Post Accuplacer Reading Score	Score on Accuplacer reading section upon completion of College Connection		N/A if no post test was required
	Post CC Dev Ed or College Reading Placement	Level of Development Ed or college that student placed into based on post-Accuplacer score upon completion of College Connection		
	Reading Placement Change	Placement level change based on pre- and post-Accuplacer reading score: Options: -1, -2, 0, 1, 2, 3		

Testing – Accuplacer – Sentence Skills/English

Pre Accuplacer Sentence Skills Score	Score on Accuplacer sentence skills section		
Pre CC Dev Ed or College English Placement	Level of Developmental Ed or college that student placed into based on Accuplacer score prior to College Connection		
Post Accuplacer Sentence Skills Score	Score on Accuplacer sentence skills section upon completion of College Connection		N/A if no post test was required
Post CC Dev Ed or College English Placement	Level of Development Ed or college that student placed into based on Accuplacer score upon completion of College Connection		
English Placement Change	Placement level change based on pre- and post-Accuplacer reading score: Options: -1, -2, 0, 1,2, 3		

Testing – Accuplacer – Math

Pre Accuplacer Arithmetic Score	Score on Accuplacer math section		
Pre Accuplacer Elem. Alg. Score	Score on Accuplacer math section		
Pre CC Dev Ed or College Math Placement	Level of Developmental Ed or college that student places into based on pre-Accuplacer score prior to College Connection		
Post Accuplacer Arithmetic Score	Score on Accuplacer math section		N/A if no post test was required
Post Accuplacer Elem. Alg. Score	Score on Accuplacer math section		N/A if no post test was required
Post CC Dev Ed or College Math Placement	Level of Developmental Ed or college that student places into based on pre-Accuplacer score upon completion of College Connection		
Math Placement Change	Placement level change based on pre- and post-Accuplacer score: Options: -1, -2, 0, 1,2, 3		

College Connection – Recruitment through Completion

High School or GED Prep Site	Name of high school graduation site or Adult Education center		
College Connection Site	Name of site offering College Connection Select from drop-down menu	-CCD -FRCC-Ctr Adult Ed -LCC-Adult Trans -MCC-Adult Ed -NJC-Adult Ed -PCC-SW-DAEC -RRCC -TSJC	
Recruitment Source	Main recruitment method/source Select from drop down menu. Use "Notes" field if additional info. necessary	-Flyer/Brochure -Poster -Cold Call -Referral – ASE Center -Referral – Community College -Referral-Community Resource -Referral – Friend/Family -Special Event -Other	
Term Enrolled	Term enrolled in College Connection – Select from drop down menu	-Summer 08 -Fall 08 -Winter 09 -Spring 09 -Summer 09 -Fall 09	
Attendance 60% or higher	Attendance rate based on number of hours attended vs. number of total instructional hours Select from drop down menu.	-Yes -No	Instructional hours include math, reading/writing, college and career success course, and study group combined

	Reason for Leaving College Connection (if applic.)	Reason for leaving College Connection prior to completion if provided by student Select from drop-down menu.	<ul style="list-style-type: none"> -N/A -Medical -Employment Obligations -Family Obligations -Surpassed Program Goals -Lack of Interest -Other -Not Avail 	
	Enrolled in Comm Coll	Student enrolled in community college during or upon completing College Connection Select from drop-down menu.	<ul style="list-style-type: none"> -Yes -No 	

College Connection – Student Background Information

Certificate	Name of certificate held prior to College Connection – if applicable		Enter 'No' if no certificate held prior to College Connection
Highest Education Goal	Highest goal reported on SUN student background form Select from drop-down menu.	-Certificate -Associate -Bachelor -Master -Other -Uncertain	
Primary Career Goal	Goal reported on SUN student background form		
Secondary Career Goal	Goal reported on SUN student background form		
Public Assistance 1	Assistance requested on SUN student background form Select from drop-down menu.	-None -Social Security -TANF -Unemployment -Medicaid -Food Stamps -Other	Use "None" from drop-down menu if no assistance was requested.
Public Assistance 2	Assistance requested on SUN student background form Select from drop-down menu.	-None -Social Security -TANF -Unemployment -Medicaid -Food Stamps -Other	Use "None" from drop-down menu if no assistance was requested.

Public Assistance 3	Assistance requested on SUN student background form Select from drop-down menu.	-None -Social Security -TANF -Unemployment -Medicaid -Food Stamps -Other	Use "None" from drop-down menu if no assistance was requested.
Requested Support during CC 1	Support requested on SUN student background form Select from drop-down menu.	-None -Social Security -TANF -Unemployment -Medicaid -Food Stamps -Other	Use "None" from drop-down menu if no assistance was requested.
Requested Support during CC 2	Support requested on SUN student background form Select from drop-down menu.	-None -Social Security -TANF -Unemployment -Medicaid -Food Stamps -Other	Use "None" from drop-down menu if no assistance was requested.
Requested Support during CC 3	Support requested on SUN student background form Select from drop-down menu.	-None -Social Security -TANF -Unemployment -Medicaid -Food Stamps -Other	Use "None" from drop-down menu if no assistance was requested.
Requested Support during CC 4	Support requested on SUN student background form Select from drop-down menu.	-None -Social Security -TANF -Unemployment -Medicaid -Food Stamps -Other	Use "None" from drop-down menu if no assistance was requested.
Requested Support during CC 5	Support requested on SUN student background form Select from drop-down menu.	-None -Social Security -TANF -Unemployment -Medicaid -Food Stamps -Other	Use "None" from drop-down menu if no assistance was requested.

Financial Aid

	Financial Aid – Pell Eligible	Student submitted FAFSA and is eligible for the Pell grant	-Yes -No -Didn't Apply -N/A	Please fill in this information if obtained after College Connection completion if necessary
	Financial Aid – Pell Awarded	Student submitted FAFSA and was awarded a Pell grant for either College Connection term or subsequent term	-Yes -No -Didn't Apply -N/A	Please fill in this information if obtained after College Connection completion if necessary
	Other Financial Aid Awarded	Student awarded financial in addition to or other than Pell grant	-Yes -No -Didn't Apply -N/A	Please fill in this information if obtained after College Connection completion if necessary

Notes

	Navigator/Instructor Notes	Qualitative information that would be useful for evaluation purposes - reported by student, instructor, navigator, or other		
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Color Code	Field Name	Field Descriptor	Data Options (Drop-down Menus)	Notes
CCCS Banner Data – By Term				
	Credit Hours Dev Ed Attempted	Total number of credit hours of developmental education attempted by term (courses below 100 and MTH 106)		
	Credit Hours Dev Ed Earned	Total number of credit hours of developmental education earned by term (courses below 100 and MTH 106; with satisfactory grade);		
	Term GPA – Dev Ed Courses	Grade point average for developmental education courses by term; include A-F grades only, not “S” or “U”		
	Credit Hours College Attempted	Total number of college-level credit hours attempted by term (courses 100 and above)		
	Credit Hours College Earned	Total number of college-level credit hours earned by term (courses 100 and above)		
	Term GPA – College Courses	Grade point average for college courses by term; Grades A-F		
	Gatekeeper Math Cr. Hrs. Attempted	Number of credit hours attempted by term in Math 120 or 121		
	Gatekeeper Math Cr. Hrs. Earned	Number of credit hours earned by term Math 120 or Math 121		
	Gatekeeper Math - Grade	Grades A-F, W, or I		
	Gatekeeper English Cr. Hrs. Attempted	Number of credit hours attempted by term in English 121		
	Gatekeeper English Cr. Hrs. Earned	Number of credit hours earned by term in English 121		
	Gatekeeper English - Grade	Grades A-F, W, or I	-A, B, C, D, F, W, or I	
	CTE Cr. Hrs. Attempted	Number of credit hours attempted by term in courses marked as CTE in catalog		
	CTE Cr. Hrs. Earned	Number of credit hours earned by term in courses marked as CTE in catalog		
	Term GPA – CTE Courses	Grade point average for CTE courses by term; Grades A-F	- A, B, C, D, F, W, or I	

CCCS Banner Data – Cumulative (200910 – 201020)

Credit Hours Dev Ed Attempted	Total number of credit hours of developmental education attempted (courses below 100 and MTH 106)		
Credit Hours Dev Ed Earned	Total number of credit hours of developmental education earned (courses below 100 and MTH 106; with satisfactory grade)		
Dev Ed Cumulative GPA	Cumulative grade point average for developmental education courses; include A-F grades only, not “S” or “U”		
Credit Hours College Attempted	Total number of college-level credit hours attempted (courses 100 and above)		
Credit Hours College Earned	Total number of college-level credit hours earned (courses 100 and above)		
College Cumulative GPA	Cumulative grade point average for all college level courses (100 and above)		
Gatekeeper Math Cr. Hrs. Attempted	Total number of credit hours attempted in Math 120 or 121		
Gatekeeper Math Cr. Hrs. Earned	Total number of credit hours earned Math in 120 or Math 121		
Gatekeeper English Cr. Hrs. Attempted	Total number of credit hours attempted by term in English 121		
Gatekeeper English Cr. Hrs. Earned	Total number of credit hours earned by term in English 121		
CTE Cr. Hrs. Attempted	Total number of credit hours attempted by term in courses marked as CTE in catalog		
CTE Cr. Hrs. Earned	Total number of credit hours earned by term in courses marked as CTE in catalog		
CTE Cumulative GPA	Cumulative grade point average for CTE courses; Grades A-F		
Total Credits Attempted	Total number of credit hours attempted for all developmental education and college level courses		
Total Credits Earned	Total number of credit hours earned for all developmental education and college level courses		

	Total Cumulative GPA	Cumulative grade point average for all developmental education and college level courses		
	Certificate Earned	Name and date of certificate	-Yes -No	
	Assoc Degree Earned	Name and date of certificate	-Yes -No	
	Transfer to 4 Year	Name of institution	-Yes -No	Provide if student able to be tracked by local site or through NRS
	Transfer Degree Earned	Name and date of degree	-Yes -No	Provide if student able to be tracked by local site or NRS

Comparison Student Data

Color Code	Field Name	Field Descriptor	Data Options (Drop-down Menus)	Notes
Reporting Site				
	College Connection Site Providing Data	Name of College Connection program provider. Select from dropdown menu.	-CCD -FRCC-Ctr Adult Ed -LCC-Adult Trans -MCC-Adult Ed -NJC-Adult Ed -PCC-SW-DAEC -RRCC	

Identifiers				
	SSN	Social Security Number		
	Banner ID	"S" number assigned to student upon enrollment in community colleges within the System		

Demographics

	Last Name	Last name as reported by student		Last Name
	First Name	First name as reported by student		First Name
	Middle Initial	Middle initial as reported by student		
	Address	Address as reported by student		
	Gender	Gender as reported by student M = Male F = Female	-M -F	
	Date of Birth	Date of birth as reported by student		
	Race/Ethnicity	Race/Ethnicity as reported by student Select from drop-down menu.	-African Am./Black -White -Nat. Am. Ind/Alask. Nat. -Hispanic -Asian -Haw. Pacific Islander -Other	
	Native Language English	Native Language as reported by student Enter yes or no whether English is native or dominant language.	-Yes -No	
	Public Assistance	Public Assistance as reported by student (only yes or no)	-Yes -No	

Testing GED

GED Completion	GED diploma obtained Select from drop-down menu	-Yes -No -In progress -N/A	
GED Diploma Date	Full date on diploma		Enter "Not Avail" if no records available
Highest GED LA Writing	Score on diploma		
Highest GED Soc. Studies	Score on diploma		
Highest GED Science	Score on diploma		
Highest GED LA Reading	Score on diploma		
Highest GED Math	Score on diploma		
GED Total	Score on diploma		
GED Completion	GED diploma obtained Select from drop-down menu	-Yes -No -In progress -N/A	

Testing and Placement – Most Recent TABE Reading

TABE Reading Test Date	Month and year only of most recent date tested by AE center		
TABE Reading Version	Version of TABE test used Select from drop-down menu	-7/8 -9/10	
TABE Reading Form	Form of TABE test used Select from drop-down menu.	-7 -8 -9 -10	
TABE Reading Level	Level of TABE test used Select from drop-down menu	-L -E -M -D -A	
TABE Scaled Score	Reading score – scaled only		
TABE Reading Grade Level	Grade level equivalency – not EFL		

Testing and Placement – Most Recent TABE Math

TABE Math Test Date	Month and year only of most recent date tested by AE center		
TABE Math Version	Version of TABE test used Select from drop-down menu.	-7/8 -9/10	
TABE Math Form	Form of TABE test used Select from drop-down menu.	-7 -8 -9 -10	
TABE Math Level	Level of TABE test used Select from drop-down menu.	-L -E -M -D -A	
TABE Math Scaled Score	TABE math score – scaled only		
TABE Math Grade Level	Grade level equivalency – not EFL		

Testing Other than TABE

CASAS or Other	Name of test Select from dropdown menu.	-CASAS -Other -N/A	
Test Form	Name or number of test form		
Test Level	Testing level		
Scaled Score	Scaled score		

Additional Notes:

Assessment Data Notes for SUN and comparison groups:

Comparison TABE data reflects the most recent TABE score and correlates to the College Connection pre-TABE score as comparison data students have not had opportunity to receive SUN intervention and a post-TABE.

Accuplacer: The pre-ACCUPLACER score for the SUN treatment group correlates to the comparison data ACCUPLACER score taken before the first community college term (just prior to enrollment).



Site Visit Planning Worksheet College Connection Program

AE Ctr./Comm. College _____ **Site Visit Date** _____
Site Director _____
Site Director Contact Information _____
Evaluator Contact Information _____

I. Initial Arrangements					
	Site Director aligns site visit with College Connection session to ensure full opportunity for classroom observation and personal interviews with all stakeholders. (See staff listed in Interview Schedule below.)				
	Site Director confirms site visit date/s and communicates site visit schedule with Evaluator (both parties need to review and agree on schedule.)				
	Site Director provides recommendations on local hotel, directions, maps and other logistics.				
	Students are informed of site visit date/s and purpose (data for grant reporting, program improvement, future programs).				
	Students are informed of the importance of their feedback on College Connection surveys (for evaluation).				
	Students are informed of the importance of their feedback through personal interviews with the Evaluator.				
	Students are informed that Evaluator will be observing classes.				
	Student consent forms are signed prior to site visit.				
	Navigator is informed of site visit date/s and available for interview with Evaluator.				
	Instructors (Math, Reading, English, AAA) are informed of site visit date/s and available for interview with Evaluator.				
	Copies of current course syllabi are e-mailed to Evaluator at least 5 days prior to visit.				
II. Student Surveys					
	Photocopies made				
	Students informed of survey process				
	Completed surveys sent to SUN Project Manager				
III. Class Observation Schedule					
	Class Name	Date	Time		Location
			From	To	
	Math				
	Reading				
	English				
	AAA				
	Study Skills				
	Other				

Implementation Fidelity Plan

A formative evaluation of the Colorado SUN initiative began at the inception of the project in late 2007. Throughout the project, quantitative and qualitative data have been collected and analyzed in order to provide on-going feedback of program efficacy to participating sites and the project management team. Preliminary results indicate that the Colorado SUN program has developed into an effective model, demonstrating promising and successful practices and proof of concept now considered replicable.

In disseminating and bringing to scale the Colorado SUN model, it is important to consider a **fidelity plan** to implement the model as it is intended by providing a secure setting to hone promising practices and ensure adherence to successful practices.

Defining Implementation Fidelity¹

The concept of implementation fidelity, sometimes called adherence or integrity, is a determination of how well a program is being implemented in comparison with the original program design. The definition put forth by CSAP (2001)² is: the degree of fit between the developer-defined elements of a prevention program, and its actual implementation in a given organization or community setting. Evidence-based programs are developed and tested over time using theory to build the program components. It is implementation of these program components that is expected to influence program outcomes. Fidelity is the faithful implementation of the program components. Deviations from, or dilution of the program components, could have unintended consequences on program outcomes. There are five primary components examined when considering program fidelity (Dane and Schneider, 1998):³

1. **Adherence** (or integrity, fidelity) refers to whether the program service or intervention is being delivered as it was designed or written, i.e., with all core components being delivered to the appropriate population; staff trained appropriately; using the right protocols, techniques, and materials; and in the locations or contexts prescribed.
2. **Exposure** (or dosage) may include any of the following: the number of sessions implemented, length of each session, or the frequency with which program techniques were implemented.
3. **Quality of Program Delivery** is the manner in which a teacher, volunteer, or staff member delivers a program (e.g., skill in using the techniques or methods prescribed by the program, enthusiasm, preparedness, attitude).
4. **Participant Responsiveness** is the extent to which participants are engaged by and involved in the activities and content of the program.
5. **Program Differentiation** identifies the unique features of different components or programs that are reliably differentiated from one another.

Colorado SUN Implementation Fidelity Plan

The Colorado SUN replication process will apply the above concepts and components to its implementation fidelity plan through required technical assistance and professional development programs. The following tools, activities, and resources will support the plan:

¹ Mihalic, S., Fagan, A., Irwin, K., Ballard, D. Elliott, D. (August 2002), Blueprints for Violence Prevention Replications: Factors for Implementation Success, 2.1, Institute of Behavioral Science, Regents of the University of Colorado at Boulder.

² CSAP (2001). Finding the balance: Program fidelity and adaptation in substance abuse prevention, Executive summary of a state-of-the-art review. Rockville, MD: Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention.

³ Dane, A. V., and Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: Are implementation effects out of control? *Clinical Psychology Review*, 18, 23-45

- **Implementation Readiness Assessment** – to determine level of readiness and specific professional development and technical assistance needs
- **Implementation and Management Workshops** – to ensure understanding of implementation fidelity, protocol, and processes per the grant
- **Regularly scheduled conference calls and/or video conferences** – to ensure efficient and effective communication among participants and the management team
- **Semi-annual all-staff meetings** – to provide evaluation feedback; offer professional development; give opportunity to share challenges, success, and resources; and support implementation processes
- **Annual reporting to executive administration** – to provide evaluation results and share local progress, challenges, and successes
- **College Transition Curriculum and Pedagogy Workshops** – to train teachers in quality college transition instruction methods and study skills strategies
- **Navigator Workshops** – to train navigators in recruiting, financial aid, case management, and persistence support strategies and share college and career success resources
- **Site Visits** – to provide local technical assistance and management support in all areas of need as identified in the implementation readiness assessment and by the management team
- **Resources** – to support implementation efforts and build program awareness
 - Implementation/management resources**
 - Colorado SUN Implementation Guide
 - Implementation fidelity resources

 - Navigator resources**
 - Colorado SUN Navigator Manual
 - Financial aid documents

 - Curriculum resources**
 - College transition curriculum guides and activities
 - Critical thinking skill lesson planning and instructional tools
 - Career exploration and planning tools
 - College success strategies
- **Sponsorship to college transition-related conferences** – to extend professional development opportunities and build awareness of national best practices in college transition
- **Other** – to be identified as needs arise

Technical assistance and professional development activities will be coordinated by the management team and delivered by college transition professionals. All program staff members are required to participate. The table below outlines the technical assistance and professional development activities, the staff required to attend, and the location of the activities.

Professional Development and Technical Assistance Guide

PD or TA Activity	Required Staff	Location
Implementation Readiness Assessment	Local Site Director, Partnering Institution Administrators	Local site
Implementation and Management Workshops	Local Site Director	CCCS, Denver
Conference Calls/Video Conferences	Local Site Director, Navigator	Local site
Semi-annual All-staff Meetings	Local Site Director, Navigator, all Instructors, Partnering Institution Administrators	CCCS, Denver
Annual Reporting to Executive Administration	Local Site Director, Partnering Institution Administrators	CCCS, Denver
College Transition Curriculum and Pedagogy Workshops	All Instructors	Regional site, CCCS, Denver, or local site (video conferencing)
Navigator Workshops	All Navigators	Regional site, CCCS, Denver, or local site (video conferencing)
Site Visits (Technical Assistance)	All Local Staff	Local site
Sponsorship to college transition-related conferences	TBD	TBD

College Connection Implementation Readiness Assessment

Please answer each question by marking and X in the appropriate box to the right. In the last column indicate whether you feel professional development and/or technical assistance would be required for that area of implementation readiness.

Area of Readiness		Yes – already in place or completed	Yes – Just need to make arrangements or minor improvements	Somewhat – but need further development or research	No – but believe this is achievable	No – would not be achievable	Professional Development or Technical Assistance Required Yes/No
1	Does your institution currently offer a college transition program?						
2	Have you researched other college transition programs?						
3	Does complete buy-in for <i>College Connection</i> program implementation exist with your organization’s executive administration (including fiscal)?						
4	Does complete buy-in for <i>College Connection</i> program implementation exist with the partnering organization’s executive administration (including fiscal)?						
5	Does a collaborative relationship currently exist between the ASE center and community college?						
6	Do collaborative relationships currently exist between your institution and local high school/s or CBOs (for recruiting purposes)?						
7	Does your organization have the ability to recruit students in the target group?						

Area of Readiness		Yes – already in place or completed	Yes – Just need to make arrangements or minor improvements	Somewhat – but need further development or research	No – but believe this is achievable	No – would not be achievable	Professional Development or Technical Assistance Required Yes/No
8	Do you anticipate successful recruitment of at least 10 students in the target group for each cohort?						
9	Does the local site director have experience with grant management processes (MOUs, budgeting, reimbursement requests, etc.)?						
10	Is a transition math instructor for <i>College Connection</i> identified at this time?						
11	Does existing or prospective math instructional staff have experience with transition curriculum?						
12	Has existing or prospective math instructional staff taken the ACCUPLACER?						
13	Is a transition English/reading instructor for <i>College Connection</i> identified at this time?						
14	Does existing or prospective reading/English instructional staff have experience with transition curriculum?						
15	Has existing or prospective English/reading instructional staff taken the ACCUPLACER?						
16	Do you currently incorporate study skills into the curriculum?						
17	Does your institution currently incorporate a Learning Community approach?						

Area of Readiness		Yes – already in place or completed	Yes – Just need to make arrangements or minor improvements	Somewhat – but need further development or research	No – but believe this is achievable	No – would not be achievable	Professional Development or Technical Assistance Required Yes/No
18	Does your site currently offer AAA 101 (college and career success)?						
19	Is a AAA 101 instructor identified for <i>College Connection</i> at this time?						
20	Is a navigator identified (.4 FTE) for <i>College Connection</i> at this time?						
21	Does the current or prospective navigator have recruiting experience?						
22	Does the current or prospective navigator have case management experience?						
23	Does the current or prospective navigator have financial aid experience?						
24	Does the current or prospective navigator have experience with relationship-building between the community college (advising, enrollment, financial aid, etc.) and the ASE center, high school, or CBO?						
25	Are private office space and equipment (computer, printer, fax machine, photocopier, etc.) available for the navigator?						
26	Is a staff member identified for data collection/entry per grant requirements?						
27	Does your organization/department have a relationship with the (community college) testing center?						

	Area of Readiness	Yes – already in place or completed	Yes – Just need to make arrangements or minor improvements	Somewhat – but need further development or research	No – but believe this is achievable	No – would not be achievable	Professional Development or Technical Assistance Required Yes/No
28	Are weekly staff meetings currently an established communication strategy within your organization?						
29	Is there availability in the schedule for <i>College Connection</i> classes as specified in the model?						
30	Is classroom space currently available for <i>College Connection</i> ?						
31	Does buy-in exist with all current or prospective program staff members?						
32	Are all current or prospective program staff members willing to adhere to the grant reporting requirements?						
33	Are all current or prospective program staff members willing to participate in required Evaluator site visits?						
34	Does the schedule allow for regular professional development workshops and technical assistance?						
35	Are all current or prospective program staff members willing to commit to a required professional development and technical assistance program?						

Notes: