



STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

Department of Administration
 BUDGET OFFICE
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MEMORANDUM

To: The Honorable Marvin L. Abney
 Chairman, House Finance Committee

The Honorable Daniel DaPonte
 Chairman, Senate Finance Committee

From: Thomas A. Mullaney *Thomas A. Mullaney*
 Executive Director/State Budget Officer

Date: February 23, 2017

Subject: Amendments to Article 3 of the FY 2018 Appropriations Act
 (17-H-5175)

The Governor requests that the original Article 3 entitled "Relating to Rhode Island Promise Scholarship" be replaced with the attached version. The new version includes a few technical clarifications and sets forth a means of gathering additional enrollment data but makes no changes to the fundamental structure and policy intent of the original Article 3. Changes from the original article are indicated by grey-shading, and are as follows:

SECTION 1

Section 16-107-3: Reference to "a restricted receipt account at each postsecondary institution" is removed and new language allowing (but not requiring) supplementary financing of the RI Promise program beyond actual scholarship expense(s) is added. This amending language eliminates confusion regarding the potential establishment of bona-fide "restricted receipt" accounts at each school (there was no such intent) and allows for state appropriations in support of RI Promise that are not specifically targeted toward tuition/fee subsidies. The Governor's FY 2018 recommendation that \$7.0 million in general revenue be allocated toward RI Promise preparedness efforts and outreach activities is one example of this type of adjunct financing.

Section 16-107-4: For completeness and consistency, definitions of the terms "good academic standing" and "recipient-student" are added as subsections (c) and (g), respectively. Further, the definition of "mandatory fees and tuition" is expanded to specifically exclude program fees for certain majors and course fees for specific courses, as was originally intended. Lastly, the definition of "on track to graduate on time" is expanded to include a provision recognizing that certain courses of study (such as double majors, professional programs, and developmental education) may require additional time beyond the 2-year and 4-year limitations designated in the original article.

Section 16-107-6: Modifications to this section are largely technical in nature, including a re-assignment of subsection numbers and additional language further clarifying the conditions of eligibility for the Scholarship. New subsection (5) replaces original subsection (v), replacing the eligibility condition requiring a recipient-student to maintain a 2.0 grade point average with “good academic standing,” as was the original intent. Presently, “good academic standing” at the institutions is a 2.0 grade point average, which is why it was originally worded this way. However, making the reference “good academic standing” will allow for differing and/or shifting “good standing” criteria among the three eligible postsecondary institutions, as is common within some specific degree programs. The intent of this requirement was to make sure that a student met the academic requirements of earning a degree at each of the institutions. This change will better enable that policy intent.

New Section 16-107-7: This new section, entitled “Reporting and Disbursement”, replaces original Section 16-107-7 (now Section 16-107-8). This section establishes a biannual reporting process whereby RI Promise enrollment statistics and associated financial estimates for the both current fiscal year and the budget year are transmitted from each eligible postsecondary institution to the Office of Management and Budget, the House Fiscal Advisor, the Senate Fiscal Advisor, the Commissioner of Postsecondary Education, and the chair of the Council on Postsecondary Education. Submission of these reports will coincide with the Revenue and Caseload Estimating Conferences held in both early November and early May.

If you have any questions regarding this amendment, please feel free to call me or my staff at 222-6300.

TAM:sma 18-Amend-7

cc: Sharon Reynolds Ferland, House Fiscal Advisor
Stephen Whitney, Senate Fiscal Advisor
Michael DiBiase, Director of Administration
Kevin J. Gallagher, Office of the Governor
Jonathan Womer, Director, Office of Management and Budget
Gregory Stack, Supervising Budget Analyst
Daniel R. Orgel, Supervising Budget Analyst

1 ARTICLE 3

2 RELATING TO RHODE ISLAND PROMISE SCHOLARSHIP

3 SECTION 1. Title 16 of the General Laws entitled "Education" is hereby amended by adding
4 thereto the following chapter:

5 CHAPTER 16-107

6 Rhode Island Promise Scholarship

7 16-107-1 Short title. – This chapter shall be known and may be cited as the
8 “Rhode Island Promise Scholarship Act.”

9 16-107-2 Legislative findings and purpose. – (a) The general assembly finds and declares that:

10 (1) Education is critical for the state’s young people to achieve their dreams and develop their
11 talents;

12 (2) The state’s economic success depends on a highly educated and skilled workforce; and

13 (3) The state’s future prosperity depends upon its ability to make educational opportunities beyond
14 high school available for all students as part of a free public education.

15 (b) In order to address the findings set forth in subsection (a), the purposes of this chapter are to
16 increase:

17 (1) the number of students enrolling in and completing degrees from the Community College of
18 Rhode Island, Rhode Island College, and the University of Rhode Island; and

19 (2) the number of students who complete their degree on-time at these institutions.

20 16-107-3 Establishment of scholarship program. – Beginning with the high school graduating
21 class of 2017, it is hereby established the Rhode Island Promise scholarship program. The general assembly
22 shall annually appropriate the funds necessary to implement the purposes of this chapter. Additional funds
23 beyond the scholarships may be appropriated to each eligible postsecondary institution to support and
24 advance the Rhode Island Promise scholarship program. In addition to appropriation by the general
25 assembly, charitable donations may be accepted into the scholarship program.

26 16-107-4 Definitions. – When used in this chapter, the following terms shall have the following

1 meanings:

2 (a) “Eligible postsecondary institution” means the University of Rhode Island, Rhode Island
3 College or the Community College of Rhode Island;

4 (b) “FAFSA” means the Free Application for Federal Student Aid form;

5 (c) “Good academic standing” means meeting satisfactory academic progress as defined by each
6 eligible postsecondary institution;

7 (d) “Mandatory fees and tuition” are the costs that every student is required to pay in order to enroll
8 in classes at the eligible postsecondary institutions, and does not include room and board, textbooks,
9 program fees that may exist in some majors, course fees that may exist for some specific courses, meal
10 plans or travel;

11 (e) “On track to graduate on time” means the standards determined by the applicable eligible
12 postsecondary institution in establishing the expectation of a student to graduate with an associate’s degree
13 within 2 years of enrollment and a bachelor’s degree within 4 years of enrollment (recognizing that some
14 students, including students who require developmental education, are double majors, or are enrolled in
15 certain professional programs may require an extended time period for degree completion);

16 (f) “Scholarship program” means the Rhode Island promise scholarship program that is established
17 pursuant to § 16-107-3;

18 (g) “Recipient-student” means a student attending an eligible postsecondary institution who
19 qualifies to receive the Rhode Island promise scholarship pursuant to § 16-107-6; and

20 (h) “State” means the State of Rhode Island and Providence Plantations.

21 **16-107-5 Administration of scholarship program.** – (a) The financial aid office in conjunction
22 with the office of enrollment management, or their respective equivalent offices, at the applicable eligible
23 postsecondary institution, under the supervision of the Council on Postsecondary Education, shall
24 administer the scholarship program for state residents seeking associate and bachelor degrees at eligible
25 postsecondary institutions who meet the eligibility requirements in this chapter.

26 (b) An award of the scholarship program shall cover the cost of two years of tuition and mandatory

1 fees at the eligible postsecondary institution less federal and all other financial aid monies available to the
2 recipient-student.

3 (c) The scholarship program is limited to one award per student as described in 16-107-5(b).

4 **16-107-6 Eligibility for scholarship.** – (a) Beginning with the students who enroll at an eligible
5 postsecondary institution in fall of 2017, to be considered for the scholarship, a student:

6 (1) Must qualify for in-state tuition and fees pursuant to the *Residency Policy* adopted by the
7 Council on Postsecondary Education, as amended, supplemented, restated or otherwise modified from time
8 to time (“residency policy”); *provided, that,* the student must have satisfied the high school
9 graduation/equivalency diploma condition prior to reaching 19 years of age; *provided, further, that in*
10 addition to the option of meeting the requirement by receiving a high school equivalency diploma as
11 described in the residency policy, the student can satisfy the condition by receiving other certificates or
12 documents of equivalent nature from the state or its municipalities as recognized by applicable regulations
13 promulgated by the Council on Elementary and Secondary Education;

14 (2) (i) In the case of a recipient-student with regard to the Community College of Rhode Island,
15 must be admitted to, and must enroll to attend the institution on a full-time basis by the fall immediately
16 following high school graduation or the semester immediately following receipt of a high school
17 equivalency diploma; or

18 (ii) In the case of a recipient-student with regard to Rhode Island College or the University of
19 Rhode Island, must be a currently enrolled full-time student in good academic standing who has declared a
20 major and earned a minimum of 60 credit hours towards a bachelor’s degree within their first two years as
21 a first-time, full-time student at their current institution;

22 (3) Must complete the FAFSA and any required FAFSA verification by the deadline prescribed by
23 the applicable eligible postsecondary institution for each academic year in which the student seeks to
24 receive funding under the scholarship program;

25 (4) Must continue to be enrolled on a full-time basis;

26 (5) Must remain in good academic standing at the applicable eligible postsecondary institution;

1 (6) Must remain on track to graduate on time at the applicable eligible postsecondary institution;

2 and

3 (7) Must not have already received an award under this scholarship program.

4 (b) Notwithstanding the eligibility requirements under §§ 16-107-6(a) (“specified conditions”):

5 (i) In the case of a recipient-student who has an approved medical or personal leave of absence
6 from an eligible postsecondary institution and is unable to satisfy one or more specified conditions because
7 of the student’s medical or personal circumstances, the student may continue to receive an award under the
8 scholarship program upon resuming the student’s education at the eligible postsecondary institution so long
9 as the student continues to meet all other applicable eligibility requirements; and

10 (ii) In the case of a recipient-student who is a member of the national guard or a member of a
11 reserve unit of a branch of the United State military and is unable to satisfy one or more specified conditions
12 because the student is or will be in basic or special military training, or is or will be participating in a
13 deployment of the student’s guard or reserve unit, the student may continue to receive an award under the
14 scholarship program upon completion of the student’s basic or special military training or deployment.

15 **16-107-7 Reporting and Disbursement.** - (a) On or before November 10 and May 10 of each
16 fiscal year following fiscal year 2017, each eligible postsecondary institution shall submit a report to the
17 Director of the Office of Management and Budget, the State Budget Officer, the House Fiscal Advisor, the
18 Senate Fiscal Advisor, the Commissioner of Postsecondary Education, and the chair of the Council on
19 Postsecondary Education detailing the number of students eligible to participate in the scholarship program,
20 the amount of federal and Institutional financial aid anticipated to be received by recipient-students, the
21 aggregate tuition and mandatory fee costs attributable to recipient-students, and the resulting total cost of
22 the scholarship program to the state. The report shall contain such data for both the current fiscal year and
23 the most up-to-date forecast for the following fiscal year. Data reported by each eligible postsecondary
24 institution shall be subdivided by student year cohort and shall be accompanied by a written explanation
25 detailing the estimating methodology utilized and any impact(s) the forecasted data may present to
26 institutional capacity, operational costs, and the tuition/fee revenue base of the institution.

1 **(b) The Office of Management and Budget, in consultation with the Office of the Postsecondary**
2 **Commissioner, shall oversee the apportionment and disbursement of all funds appropriated for the purpose**
3 **of the scholarship program.**

4 **16-107-8 Rules and procedures.** – The Council on Postsecondary Education is hereby authorized
5 **to promulgate rules to effectuate the purposes of this chapter and each institution shall establish appeal**
6 **procedures for the award, denial or revocation of funding under the scholarship program. The rules shall**
7 **be promulgated in accordance with § 16-59-4.**

8 SECTION 2. Section 16-59-9 of the General Laws in Chapter 16-59 entitled “Board of Governors
9 for Higher Education” is hereby amended to read as follows:

10 **16-59-9 Education budget and appropriations.** – (a) The general assembly shall annually
11 appropriate any sums it deems necessary for support and maintenance of higher education in the state and
12 the state controller is authorized and directed to draw his or her orders upon the general treasurer for the
13 payment of the appropriations or so much of the sums that are necessary for the purposes appropriated,
14 upon the receipt by him or her of proper vouchers as the council on postsecondary education may by rule
15 provide. The council shall receive, review, and adjust the budget for the office of postsecondary
16 commissioner and present the budget as part of the budget for higher education under the requirements of
17 § 35-3-4.

18 (b) The office of postsecondary commissioner and the institutions of public higher education shall
19 establish working capital accounts.

20 (c) Any tuition or fee increase schedules in effect for the institutions of public higher education
21 shall be received by the council on postsecondary education for allocation for the fiscal year for which state
22 appropriations are made to the council by the general assembly; provided that no further increases may be
23 made by the board of education or the council on postsecondary education for the year for which
24 appropriations are made. Except that these provisions shall not apply to the revenues of housing, dining,
25 and other auxiliary facilities at the University of Rhode Island, Rhode Island College, and the Community

1 Colleges including student fees as described in P.L. 1962, ch. 257 pledged to secure indebtedness issued at
2 any time pursuant to P.L. 1962, ch. 257 as amended.

3 (d) All housing, dining, and other auxiliary facilities at all public institutions of higher learning
4 shall be self-supporting and no funds shall be appropriated by the general assembly to pay operating
5 expenses, including principal and interest on debt services, and overhead expenses for the facilities, with
6 the exception of the mandatory fees covered by the Rhode Island Promise scholarship program as
7 established by § 16-107-3. Any debt-service costs on general obligation bonds presented to the voters in
8 November 2000 and November 2004 or appropriated funds from the Rhode Island capital plan for the
9 housing auxiliaries at the University of Rhode Island and Rhode Island College shall not be subject to this
10 self-supporting requirement in order to provide funds for the building construction and rehabilitation
11 program. The institutions of public higher education will establish policies and procedures that enhance the
12 opportunity for auxiliary facilities to be self-supporting, including that all faculty provide timely and
13 accurate copies of booklist for required textbooks to the public higher educational institution's bookstore.

14 (e) The additional costs to achieve self-supporting status shall be by the implementation of a fee
15 schedule of all housing, dining, and other auxiliary facilities, including but not limited to, operating
16 expenses, principal, and interest on debt services, and overhead expenses.

17 (f) The board of education is authorized to establish a restricted-receipt account for the Westerly
18 Higher Education and Industry Center (also known as the Westerly Job Skills Center or Westerly Higher
19 Education Learning Center) and to collect lease payments from occupying companies, and fees from room
20 and service rentals, to support the operation and maintenance of the facility. All such revenues shall be
21 deposited to the restricted-receipt account.

22 SECTION 3. This article shall take effect upon passage.

University of Rhode Island
RI Promise

The University of Rhode Island strongly supports Governor Raimondo's proposed expansion of the RI Promise Scholarship. The RI Promise Scholarship Preparedness Grants, when moved to the University's general state appropriation, will provide critical resources to support the implementation of the RI Promise Scholarship expansion. Specifically, this ongoing operating funding will support Academic Affairs, Student Experience and Admissions Recruitment; all vital to the success of the RI Promise Scholarship program.

The proposed \$2 million in preparedness grants, once moved to state appropriations will provide for partial funding of the following which was part of the University's FY2018 Budget Request and will be vital to the success of RI Promise Scholarship implementation

- New Initiatives, fourteen (14) faculty positions (part of the four year 55 faculty initiative), a Veterinarian to assist in obtaining accreditation and a Housekeeper for the new Gateway to URI Welcome and Visitor Center
- COLA's, Faculty Promotions, Associated Fringe Benefits, Benefit Rate Changes
- Operation of the RI Nursing Education Center
- Student Aid
- Increase in Waivers that are administered in accordance with RIGL and Council on Postsecondary Education policies

In Academic Affairs, our focus is on student engagement, learning, and success as well as on student recruitment, quality, yield, retention, and graduation rates. In our experience, when we foster student engagement and learning, it leads to the success evidenced by the retention and graduation of students. These efforts will contribute significantly to maintaining our students' eligibility for the RI Promise Scholarship. This commitment is reflected in on-going efforts to engage faculty and staff from across the University in addressing student learning outcomes. The funding of new items in the FY2018 budget is linked to the implementation of the strategic priorities that are outlined in the Academic Strategic Plan: *Innovation with Impact*, which guides all university investments.

It is our goal as the flagship public research university and Rhode Island's Land and Sea Grant Institution to thoroughly and effectively fulfill our mission as a premier learning centered research university. The future health, vitality, and productivity of the University and the learning experiences of our students depends on sufficient faculty resources, the added value to the student experience, our commitment to research, scholarship and enhancement of the knowledge and innovation economy and quality of life throughout RI. Responding to this challenge and achieving the goals of RI Promise Scholarships requires bold action, firm institutional commitment, and a greater number of full-time faculty to carry out the important work of learning, discovery, and engagement associated with a flagship university.

As such, the University is committed to hiring 55 faculty over four years (FY2016-2019). Relative to the FY2018 Request and the RI Promise Preparedness Grants, fourteen (14) new ten tenure track and lecturer faculty positions are requested. The plan is to establish and fill a combination

of tenure-track and lecturer positions to achieve this goal. Importantly, both the lecturer positions and the tenure-track positions are viewed as critical to the institution's teaching, research, and outreach mission. Filling both types of positions is critical to this investment and the success of RI Promise Scholarships.

The faculty positions will be allocated across colleges and disciplines with an emphasis on strategic allocation primarily in response to student demand evidenced by growth in majors and/or program, student credit hour production, contributions to innovation and excellence in general education, transformation of existing programs or majors to new high demand areas, potential to enhance research, scholarship and creative contributions of the University, and with attention to increasing diversity. New faculty positions will need to contribute critical and important teaching across levels within the university; including introductory, general education, advanced undergraduate, and/or graduate courses, depending on programmatic and institutional needs. Workloads associated with the new and existing positions will be consistent with current College priorities and plans, but positions will need to have carefully defined teaching assignments and research expectations for positions to be allocated. The details of the process of resource and position allocation will be established in discussion with the Council of Deans and informed directly by documented unit priorities in a transparent manner. It will be essential that the allocation of these positions ensure responsible and accountable investment in student learning and promise of scholarly contributions. With new full-time faculty hires, we will have a larger proportion of full-time faculty contributing to student learning and engagement goals and a more robust research enterprise.

The University is requesting two new staff positions in FY2018 that will also support the implementation of RI Promise Scholarships. The first is for a veterinarian. All major research universities carrying out animal research have a full-time veterinarian. These include: the University of Pittsburgh, the University of Louisville, Binghamton University (SUNY), Stony Brook University (SUNY), the University of Buffalo (SUNY), Clemson University, The University of California Davis, The University of Texas Houston, and Stanford University. These institutions are all Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) accredited while the University of Rhode Island is not accredited by AAALAC. Hiring of the full time veterinarian will assist the University of Rhode Island in obtaining accreditation, which is of particular importance given the addition of the George and Anne Ryan Institute for Neuroscience and the likely increase in enrollment in the sciences as a result of RI Promise Scholarships. As a result, the University is requesting funding for a full-time Veterinarian.

The University's vision is to be "the institution of first choice for students and faculty with a passion for inquiry." To meet this vision, success in recruitment and yield of students is paramount. It is well documented that the campus visit and experience is one of the main factors influencing students as they choose one institution over other(s). As a tuition-dependent institution, URI needs to locate and highlight the welcome/tour portion of the Admissions operation as the "open and welcoming front door of the institution" and offer sufficient space and facilities to create a one-stop shop of information and programs for prospective students and their families. It will be important to continually provide housekeeping services to this facility. As a result, one new Housekeeper position is reflected in the Budget Request.



**COMMUNITY COLLEGE
OF RHODE ISLAND**

CCRI: RI Promise Preparedness Grant – FY18 and FY19

The Community College of Rhode Island is encouraged by the Governor’s proposal to offer two years of free tuition to new high school graduates. CCRI is committed to offering the support and services needed to provide all of these students with a clear pathway to a certificate or degree.

The following initiatives reflects CCRI’s focus for the expenditure of the \$2 million grant to address both the academic and student support needs of these students to assist them in achieving their academic goals – graduation from CCRI, employment in Rhode Island, and transfer to a 4-year institution.

Initiative #	Description	FY 2018		FY 2019	
		Budget	FTE Cap Increase	Budget	FTE Cap Increase
1	Accelerated Study in Associate Program (ASAP) Model	\$500,000	5.0	\$500,000	5.0
2	On-line Educational Programming	\$500,000	1.0	\$500,000	1.0
3	Guided Pathways	\$450,000		\$450,000	
4	Expand Co-Requisite Models	\$250,000	2.0	\$250,000	2.0
5	Student Services Technology Support	\$250,000		\$250,000	
6	Faculty Salary Survey	\$ 50,000		\$ 50,000	
TOTAL		\$2,000,000	8.0	\$2,000,000	8.0



COMMUNITY COLLEGE
OF RHODE ISLAND

Initiative #1 – ASAP Model - \$500,000:

- **Summary:** CCRI will implement a new Pilot Accelerated Study in Associate Program (ASAP) initiative. ASAP is a nationally proven approach for improving student outcomes. Funding will support 5 new, dedicated ASAP student service staff FTE's as well as directed student resources.
- **Rationale:** CCRI is committed to increasing graduation rates and dedicated to learning from national evidence-based models that will support this effort. Our current three-year first-time, full-time student graduation rate is 16.5%, which is below the national community college average of 21%. We believe that the CUNY ASAP model is a proven practice for supporting students. ASAP provides students with structured schedules, intensive advising, a cohort of peers and additional supports as needed (e.g. transportation and book allowances). This level of support is critical in enabling students to maintain the full-time course load that is required in the RI Promise Program. Funding and support would also be made available for summer semesters when RI Promise Funding is not available thus improving on-time graduation outcomes. The nationally recognized research firm, MDRC, has evaluated the ASAP model and deemed it "a highly promising strategy to markedly accelerate students' progress, increase graduation rates, and build human capital among educationally and economically disadvantaged populations." Since 2007, the CUNY system has enrolled 20,000 students in the ASAP program and the three-year graduation rates for CUNY ASAP students have been double those of a comparison group. CCRI will pilot an ASAP-like model beginning in the fall of 2017.
- **Expenditure Categories:**
 - Summer scholarships \$100,000
 - 5.0 FTE Dedicated ASAP student support staff \$300,000
 - Student resources (book, transportation allowances, stipends) \$100,000



COMMUNITY COLLEGE
OF RHODE ISLAND

Initiative #2 – Expand online educational programming - \$500,000:

- **Summary:** CCRI will expand online course and program offerings. This sector of the College has shown steady growth and CCRI is looking to expand opportunities for students to complete degrees online. Funding will support scaling up capacity including faculty professional development and technology investments.
- **Rationale:** There has been an increased demand for online learning across the country and at CCRI. The sector grew despite dropping enrollments and despite limited investments at CCRI. The college is now looking to not only transition currently available online degree programs, but to add degrees online, which will require significant investment. We will need to train faculty to teach online, develop policies and procedures related to online learning, and develop standardized platforms to support online learning. We have already seen that online courses fill quickly when offered and students view them as a way to fit higher education into their busy lives and schedules. Currently, more than 70% of our students are part time and the vast majority are working in addition to going to school. We believe that increased online learning is essential to supporting our students' success. Offering robust on-line courses and programs is an important scheduling mechanism for students to maintain full-time enrollment status.
- **Expenditure Categories:**
 - Increased investment in IT infrastructure \$300,000
 - 1.0 FTE – Director of Instructional Technology and Online Learning \$120,000
 - Faculty professional development \$80,000



COMMUNITY COLLEGE
OF RHODE ISLAND

Initiative #3 – Implement Guided Pathways - \$450,000:

- **Summary:** CCRI will implement a Guided Pathways model to provide students with the structure and support they need to progress toward certificates and degrees. Guided Pathways is a proven national model with a strong evidence base. Funding will support a Guided Pathways implementation consultant, an internal implementation team comprised of faculty and staff, and the advisors and technology required for success.
- **Rationale:** CCRI currently offers more than 100 degree and certificate programs. While this broad set of offerings provides students with extensive choice, it is often so much choice that students find it daunting. As a result, the majority of CCRI's students enroll in our General Studies program and lack a specific area of educational or career focus. Within General Studies, students often accumulate excess credits, remain unfocused for several semesters and struggle to graduate. Many community colleges across the country face this same challenge. High-performing community colleges have adopted the Guided Pathways approach. Guided Pathways aims to simplify choices, increase structure and provide all students with a clear road map from enrollment to completion. Instead of having 100+ options at the outset, students are encouraged to align with a desired area of interest (e.g. healthcare, business, STEM, social sciences). This approach provides on and off ramps within those disciplines and creates common core courses within each pathway. Our goal is to have Guided Pathways implemented by the fall 2018 semester. Development of these pathways will be coordinated with the curriculums of RIC and URI to ease transitioning for students from their 2-year degree to a 4-year degree program thus reducing their time to degree and their overall cost of education.
- **Expenditure Categories:**
 - Guided Pathways implementation consultant \$140,000
 - Faculty and staff Pathways Design Teams \$115,000
 - Faculty Pathway-specific advising \$125,000
 - New web site design and communication \$70,000



COMMUNITY COLLEGE
OF RHODE ISLAND

Initiative #4 – Expand Co-requisite Model- \$250,000:

- **Summary:** CCRI will expand co-requisite course models in English and Math. This is a nationally proven model for addressing remediation needs, which are present in 65% of the College's incoming students. Funding will primarily support faculty planning and professional development.
- **Rationale:** Today, the majority of CCRI's student entering need some form of developmental coursework, in Reading, Writing or Math. These courses delay their progress toward graduation, are often discouraging, have a significant impact on student persistence and add to the cost of higher education. Again, this issue is not unique to CCRI. It is a national challenge facing community colleges. The most promising reform to address this challenge is co-requisite remediation. This approach pairs developmental coursework and college-level coursework in the same semester, which facilitates students' progress toward graduation and is far less discouraging. CCRI has begun to pilot co-requisite remediation in both English and Math on a small scale and now needs to increase the number and diversity of co-requisite models made available to students. The plan is to significantly increase the number of students served by co-requisite remediation over the next three years.
- **Expenditure Categories:**
 - Co-requisite lead faculty member for Math 1.0 FTE \$100,000
 - Co-requisite lead faculty member for English 1.0 FTE \$100,000
 - Faculty professional and curriculum development \$50,000



COMMUNITY COLLEGE
OF RHODE ISLAND

Initiative #5 – Leverage Technology in Student Services - \$250,000:

- **Summary:** CCRI will implement new technology platform to enhance student services. This platform will include better academic and degree planning tools, new career assessments, improved scheduling technologies and better means of communication with students (e.g. text, mobile apps).
- **Rationale:** The majority of CCRI's students are first generation college students and are looking for the college to provide structured onboarding. Today, the college sees thousands of incoming students each fall, many of whom register for classes in the month prior to the start of classes. Our advising and counseling team works extremely hard to meet with all students during these peak registration times, but it remains challenging to serve them well. Often this means students end up selecting courses that are not the best fit for their goals and missing out on opportunities to learn about college systems, supports and services. One way that other colleges have begun to address this type of challenge is to meet students where they are. In reality, many students do not want to have to do everything in-person. Because of their busy lives and schedules, students are looking for more self-service models to learn about how to navigate college and make key decisions including career interest assessments, course selections and creating a schedule. There are many new software platforms that are built to provide exactly these services for students. Not only do these software packages support better initial onboarding, but they also help the college to track students' progression toward degrees and provide them with useful updates and reminders via text, email, mobile app notification, etc. All of these steps translate to constructing better full-time student schedules on a semester to semester basis thus increasing on-time completion.
- **Expenditure Categories:**
 - Student onboarding and support software platform \$250,000



COMMUNITY COLLEGE
OF RHODE ISLAND

Initiative #6 – Faculty Salary Survey - \$50,000:

- **Summary:** CCRI will conduct a Faculty Salary for the first time in the college’s 52-year history. Competitive and comparable compensation and benefits are critical to the community college recruiting and retaining a qualified faculty. Diversity is another important element – a faculty body that is reflective of our student population.
- **Rationale:** This study would be implemented over fiscal year 2018 and 2019 with a goal toward the development of a strategic plan that would address the college’s need to address faculty compensation that addresses changing academic programming, the business and economic needs of the state, the diversity of our students, as well as the changing modes of delivering higher education.
- **Expenditure Categories:**
 - Faculty Salary Survey \$250,000



RHODE ISLAND COLLEGE

Rhode Island College
Rhode Island Promise Preparedness Grant Preliminary Plan
FY 2018 and FY 2019

Submitted to:

Office of the Governor
Office of Management and Budget (OMB)
RI Office of the Postsecondary Commissioner

February 10, 2017

Executive Summary

Rhode Island College wholeheartedly supports Governor Raimondo's effort to expand access to postsecondary education through the proposed Rhode Island Promise Scholarship program. This effort will significantly increase access to a college education for Rhode Islanders, provide greater social mobility for all students, and help meet the demands for a highly skilled workforce and the needs of a 21st century economy. This program is especially meaningful at RIC, since 70 percent of graduates stay, live, and work in Rhode Island.

The Governor's Recommended FY 2018 Budget includes funding in the Office of the Postsecondary Commissioner's budget for the implementation of this program with RI Promise Scholarship Preparedness Grants. The encompassing plan below identifies how Rhode Island College will utilize these grant funds to invest in preparedness activities and further the goals of the RI Promise Scholarship program.

Rhode Island College is requesting to target the following investments with the Preparedness Grant funds totaling \$2.1 million in both FY 2018 and FY 2019, along with an FTE authorization increase of 18.30 positions:

Item No.	Description	FY 2018		FY 2019	
		Budget	FTE Cap Increase	Budget	FTE Cap Increase
1	Professional Advising: 15.0 Advisors	\$ 1,285,000	15.00	\$ 1,300,000	15.00
2	Student Experiential Learning Program	\$ 150,000	1.00	\$ 150,000	1.00
3	Enhance Math Learning Center in OASIS	\$ 90,000	1.30	\$ 90,000	1.30
4	Increase Enrollment Capacity with Disability Services	\$ 75,000	1.00	\$ 75,000	1.00
5	Learning for Life Continuation Funding	\$ 500,000	-	\$ 500,000	-
		\$ 2,100,000	18.30	\$ 2,115,000	18.30

Appendix I includes a breakdown of each initiative with assumptions and costs.

Proposal Item Number 1: Professional Student Academic Advisors

Summary

Currently at Rhode Island College, all students other than those in Exploring Majors are advised by faculty in their major. This involves all types of advising, trying to integrate career and academic advising as well as trying to assist students by advising or directing them to resources for special needs, counseling, financial aid, etc.

The college engaged an advisement committee in Spring 2016, which included faculty and faculty advising staff. The recommendation of the committee cited advantages of creating a hybrid professional-faculty advising system.

The proposed advising system is a redesign of RIC's current system to move from a faculty-only model to a hybrid professional-faculty model. During a student's first two years, a professional academic advisor would be assigned to help the student navigate a path toward graduation. Subsequent to the second year, students will have a faculty advisor within their field of study.

This program will allow for more intensive advisement during the student's crucial first two years. Research has indicated that this new approach will increase retention and graduation rates, which is currently at a 4-year average of 19.6%.

Financial Assumptions

The new hybrid academic advising program is projected to cost \$1,285,000 in FY 2018 and \$1,300,000 in FY 2019. This includes the hiring of 15.0 non-classified Academic Advisors beginning 7/1/2017, which would provide sufficient time for training before the fall semester. Advisors will need to be competent in not only the academic curriculum, but also be knowledgeable about the other student support services on campus (i.e. Financial Aid). An FTE increase of 15.0 positions is requested for the college's FTE authorization to support this initiative.

RI Promise Policy & Preparedness Objectives Accomplished

As identified with the committee's advising recommendation report, this new hybrid professional advisor/faculty system would have the following impacts:

- Will help RIC achieve increasing its proposed performance based funding metric of first-time full-time students graduating in 4-years to 25% by 2021;
- Increased retention as students make not one, but two important connections with adults; first-generation and low income students who meet with advisors more often are more likely to persist;
- Improved (developmental) advising. Faculty currently cannot provide excellent advising to 50, 100, or 150 advisees unless advising is the only responsibility of the faculty member; and
- Professional advisors could work with faculty mentors during orientation and could handle the advising of transfer students when faculty are not on campus.

The specific advantages of professional advisors are:

- Will provide students with a consistent knowledge-base about specific resources including: academic curriculum, financial aid help, disabled student services, counseling, etc.;
- Provide intrusive advising for such students (i.e., advisors can seek out students on probation or with poor reading or writing skills, or who need help in a particular subject area). They can also be proactive with sessions on issues like academic success, academic persistence, career development and helping students identify and build on their strengths and interests.
- Liaise between faculty and students, logging information in advising log or notes;
- Provide basic career counseling;
- Communicate with advisors at CCRI and URI; and
- Advise during times faculty are unavailable (e.g. early spring session, summer, etc.).

Proposal Item Number 2: Student Experiential Learning

Summary

The second initiative is to support the design and implementation of expanded experiential learning offerings. As a mid-sized teaching institution, RIC is uniquely positioned to become a statewide and regional leader in experiential learning. The college is currently studying the feasibility of requiring all students to have some type of experiential learning prior to graduation, such as internships, capstone projects, study abroad and other independent study. This will help ensure that every graduate will have the skills they need to succeed in the workplace or graduate school.

Financial Assumptions

RIC is projecting that this program will cost \$150,000 in FY 2018 and FY 2019 (see Appendix I). These costs include \$92,000 to hire a coordinator position to administer the program, and a consultant to complete a study on best practices on how to implement this program. The study would also include assistance with program design and for the acquisition of student-friendly technology to facilitate access and participation. An FTE increase of 1.0 position is requested for the college's FTE authorization to support this initiative.

RI Promise Policy & Preparedness Objectives Accomplished

- Preparing students who are highly educated and have the skills sets to compete for jobs in the 21st century workforce;
- This program focuses on helping students complete their degree with skills, a goal of the RI Promise Scholarship program;
- The program will also create supportive partnerships with community-based organizations and businesses to help provide learning opportunities and services to students; and
- Will help RIC achieve increasing its proposed performance based funding metric of the percent of students engaged in at least one high impact practice.

Proposal Item Number 3: Enhance Math Learning Center in OASIS

Summary

Math is the single largest academic barrier for students pursuing a degree at Rhode Island College. About a quarter of RIC freshmen place into developmental Math 010. Approximately 38 percent of students who place into Math 010 cannot complete the course. Similarly, 36 percent of the students who attempt the gateway math courses do not successfully complete their courses. This includes Math 120 (Algebra), Math 139 (Gen. Ed. Math), Math 143-144 (ELED Math), Math 177 (Business), and Math 240 (Statistics).

In order to train and ensure our incoming freshmen can successfully complete these math gateway courses, RIC is proposing two items in the Math Learning Center in OASIS (Office of Academic Support and Information Services):

- Upgrade the part-time Math Learning Center coordinator position to full-time; and
- Add an additional professional staff to support the program.

This increased enhancement of the Math Learning Center will allow students to get the tools they need to navigate these gateway courses and ensure they are able to stay on-track with their degree completion.

Financial Assumptions

The cost of upgrading the current Math Learning Center Coordinator position is \$20,000 in FY 2018 (see Appendix I). The cost of adding an additional professional staff position is projected to be \$70,000. The total net cost of both items is \$90,000 in FY 2018. An FTE increase of 1.3 positions is requested for the college's FTE authorization to support this initiative.

RI Promise Policy & Preparedness Objectives Accomplished

- Provides additional academic support and tools for students to ensure they successfully navigate and stay on track to degree completion. Will help break down road blocks and barriers math gateway courses for freshmen enrolling at RIC.

Proposal Item Number 4: Increase Enrollment Capacity with Disability Services

Summary

As RIC anticipates an increased enrollment, the college projects an increased demand on the services provided by the Disability Services Center on campus. The office currently only has 3.0 full-time positions, including the Director, to provide accommodations for students with disabilities and support them in achieving their academic goals. In 2007, there were 376 students registered with the Disability Services Center on campus. In January 2017, the Disability Services Center now serves nearly 900

students with disabilities. It is anticipated that the need for disability services will increase in conjunction with increased enrollments at RIC from the RI Promise Scholarship.

The college is requesting to fund a new professional staff member to serve the anticipated increased caseloads for the Disability Services Center.

Financial Assumptions

The cost of a new professional staff member would be approximately \$75,000 in FY 2018 (see Appendix I). An FTE increase of 1.0 position is requested for the college's FTE authorization to support this initiative.

RI Promise Policy & Preparedness Objectives Accomplished

- Similar to enhancing the Math Learning Center in OASIS, this initiative will provide key additional academic support and tools to students who have disabilities and keep them on-track to degree completion. It will allow the Disability Services Center to handle an increased enrollment and keep caseload totals manageable for staff members.

Proposal Item Number 5: Learning for Life

Summary

Learning for Life is a program at Rhode Island College that networks students to a wide range of services, supports, and opportunities for college success. It works to remove challenges and obstacles that prevent students from persisting and graduating. Initiatives are focused on students most at-risk of not persisting.

This program has been primarily funded through federal grants (College Access Challenge Grant), but these resources will no longer be available in FY 2018. RIC is requesting \$500,000 in FY 2018 and FY 2019 to continue operations for the Learning for Life program. This will help continue the program at its current capacity and an anticipated potential increase in enrollments through the RI Promise Scholarship program. It will assist low-income and disadvantaged students to successfully navigate and obtain a degree.

Financial Assumptions

Of the \$500,000 in funding requested, \$400,000 will fund the continuation of all 6.0 FTE positions of the Learning for Life program. The federal College Access Challenge Grant funding had previously supported these key positions that operate the program. Continuing these positions will allow RIC to help continuing managing the students enrolled in the program to get the tools they need for degree completion. The remaining \$100,000 will be used towards programs such as navigator internships, graduate assistantships, professional development, training for staff, and other operational program costs.

The 6.0 FTE positions discussed are already included in RIC's FTE authorization and in the Governor's FY 2018 Recommended Budget. Therefore, no increase is needed in RIC's FTE authorization. The college is requesting that this initiative be funded by the RI Promise Preparedness Grant.

RI Promise Policy & Preparedness Objectives Accomplished

- Academic support, counseling, and advice for at-risk and disadvantaged students to help navigate through to degree completion. The Learning for Life program is critical for the support and success of these students.

Conclusion

RIC is anticipating an increased enrollment of 240 students in FY 2018 and 350 students in FY 2019. These preparedness grants will allow RIC to ensure students will be able to navigate through to degree completion. RIC also anticipates that additional revenues generated from freshmen and sophomores enrolling above and beyond our projections would be used for other capacity items such as faculty, admissions staff, and financial aid staff.

Appendix I

RI Promise Scholarship - Preparedness Grants FY 2018 and FY 2019
 RIC Preparedness Initiatives to Fund with Grants

Last Updated: 2/10/17

Item No.	Description	FY 2018		FY 2019	
		Budget	FTE Cap Increase	Budget	FTE Cap Increase
1	Professional Advising: 15.0 Advisors	\$ 1,285,000	15.00	\$ 1,300,000	15.00
2	Student Experiential Learning Program	\$ 150,000	1.00	\$ 150,000	1.00
3	Enhance Math Learning Center in OASIS	\$ 90,000	1.30	\$ 90,000	1.30
4	Increase Enrollment Capacity with Disability Services	\$ 75,000	1.00	\$ 75,000	1.00
5	Learning for Life Continuation Funding	\$ 500,000	-	\$ 500,000	-
		\$ 2,100,000	18.30	\$ 2,115,000	18.30

RIFANS	620400	626400	621110	626100	619000	624110	624121
Peoplesoft	60286	60292	60281	60283	60274	60295	60297
Rate	9.00%	4.36%	7.65%	4.75%	0.40%	\$ 19,066	\$

Grade	000011	Union	PSA	FY 2018 Salary	\$ 60,000	TIAA Retirement	\$ 5,400	BOG Retiree Health	\$ 2,616	FICA (w/ Medicare)	\$ 4,590	AFB	\$ 2,850	Accrual	240	Co-Pay %	20%	Medical	\$ 15,253	Dental	\$
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RIFANS	620400	626400	621110	626100	619000	624110	624121
Peoplesoft	60286	60292	60281	60283	60274	60295	60297
Rate	9.00%	4.50%	7.65%	4.80%	0.40%	\$ 20,117	\$

Grade	000011	Union	PSA	FY 2019 Salary	\$ 60,000	TIAA Retirement	\$ 5,400	BOG Retiree Health	\$ 2,700	FICA (w/ Medicare)	\$ 4,590	AFB	\$ 2,880	Accrual	240	Co-Pay %	20%	Medical	\$ 16,094	Dental	\$
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RIFANS	620400	626400	621110	626100	619000	624110	624120
Peoplesoft	60286	60292	60281	60283	60274	60295	60297
Rate	9.00%	4.36%	7.65%	4.75%	0.40%	\$ 19,066	\$ 8,495

Grade	Union	FTE	FY 2018 Salary	TIAA Retirement	BOG Retiree Health	FICA (w/ Medicare)	AFB	Accrual	Co-Pay %	Medical	Dental
00008	PSA	0.70	\$ 31,827	\$ 2,864	\$ 1,388	\$ 2,435	\$ 1,512	\$ 127	20%	\$ 6,796	\$
	PSA	0.30	\$ 13,000	\$ 1,170	\$ 567	\$ 994	\$ 617	\$ 52	20%	\$	\$
	Sub-Total	1.00	\$ 44,827	\$ 4,034	\$ 1,954	\$ 3,429	\$ 2,129	\$ 179	0	\$ 6,796	\$
	PSA	1.00	\$ 42,000	\$ 3,780	\$ 1,831	\$ 3,213	\$ 1,995	\$ 168	20%	\$ 15,253	\$
	Total Net Add Cost	1.30	\$ 55,000	\$ 4,950	\$ 2,398	\$ 4,207	\$ 2,612	\$ 220		\$ 15,253	\$

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 0.71 1.00

RIFANS	620400	626400	621110	626100	619000	624110	624120
Peoplesoft	60286	60292	60281	60283	60274	60295	60297
Rate	9.00%	4.50%	7.65%	4.80%	0.40%	\$ 20,117	\$ 8,963

Grade	Union	FTE	FY 2019 Salary	TIAA Retirement	BOG Retiree Health	FICA (w/ Medicare)	AFB	Accrual	Co-Pay %	Medical	Dental
00008	PSA	0.70	\$ 31,827	\$ 2,864	\$ 1,432	\$ 2,435	\$ 1,528	\$ 127	20%	\$ 7,170	\$
	PSA	0.30	\$ 13,000	\$ 1,170	\$ 585	\$ 995	\$ 624	\$ 52	20%	\$	\$
	Sub-Total	1.00	\$ 44,827	\$ 4,034	\$ 2,017	\$ 3,429	\$ 2,152	\$ 179	0	\$ 7,170	\$
	PSA	1.00	\$ 42,000	\$ 3,780	\$ 1,890	\$ 3,213	\$ 2,016	\$ 168	20%	\$ 16,094	\$
	Total Net Add Cost	1.30	\$ 55,000	\$ 4,950	\$ 2,475	\$ 4,208	\$ 2,640	\$ 220		\$ 16,094	\$

Disability Services

RIFANS 621110 626100 619000 624110 624120
 Peoplesoft 60281 60283 60274 60295 60297
 Rate 25.00% 5.98% 4.75% 0.40% \$ 19,066 \$

Grade	Union	FTE	FY 2018 Salary	ESRI Retirement	ESRI Retiree Health	FICA (w/ Medicare)	AFB	Accrual	Co-Pay %	Medical	Dental
Technician I	Classified	1.00	\$ 40,000	\$ 10,000	\$ 2,392	\$ 3,060	\$ 1,900	\$ 160	20%	\$ 15,253	\$

RIFANS 621110 626100 619000 624110 624120
 Peoplesoft 60281 60283 60274 60295 60297
 Rate 25.50% 6.00% 4.80% 0.40% \$ 20,117 \$

Grade	Union	FTE	FY 2019 Salary	ESRI Retirement	ESRI Retiree Health	FICA (w/ Medicare)	AFB	Accrual	Co-Pay %	Medical	Dental
Technician I	Classified	1.00	\$ 40,000	\$ 10,200	\$ 2,400	\$ 3,060	\$ 1,920	\$ 160	20%	\$ 16,094	\$