



Colorado Community College System Career and Technical Education Administrators' Handbook FY2019-2020

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How to Use This Administrators' Handbook

The Carl D. Perkins Act was reauthorized by Congress as the Strengthening Career and Technical Education for the Twenty First Century Act (Perkins V). Perkins V will go into effect July 1, 2019. Colorado will use fiscal year 2020 beginning on July 1, 2019 to transition to the requirements of the new law. Although every effort is made to avoid mid-year guidance changes, please revisit this publication periodically throughout the year as Colorado makes the transition. Key section changes are noted in Appendix G.

Additionally to the Administrators' Handbook, CCCS will issue periodic guidance throughout FY2020 instructing grant recipients on needed transition actions to prepare for full implementation of Perkins V on July 1, 2020. That guidance will relate to activities including, but not limited to, development of the comprehensive local needs assessment required by Perkins V, changes in program evaluation and performance indicators, implementation of the statewide CTE strategic plan and Perkins State Plan, and to the new local application for Perkins funds.

The CTE Administrators' Handbook has been developed to be the main and trusted source of information for CTE administrators in administering CTE programs in Colorado. School districts and colleges are expected to adhere to the policies and procedures discussed in this handbook for audit compliance purposes. CCCS gratefully appreciates any feedback. Please submit your comments to Sarah Heath at sarah.heath@cccs.edu.

The CTE Administrators' Handbook sections are outlined in the Table of Contents and serve as a comprehensive reference guide for CTE administrators on a variety of topics including:

- Program Approval/Credentialing,
- CTA Administration,
- Perkins Administration,
- Data Reporting and Accountability,
- Monitoring/Auditing.

This Handbook has been written assuming that the reader will use each section in a “stand-alone” manner.

Within each section there are several formatting tools designed to make the Handbook easy to use. A sample page is shown below with explanations as follows:

- 1) The section name is provided in the upper left corner of the page.
- 2) For the more process-intensive sections, the type of guidance is defined and may include Process Point Guidance, reference to Technical/Online Account System Guidance and Non-Technical Guidance.
- 3) The section number is provided in the upper right corner.
- 4) Created and Last Modified dates are provided below the section number.

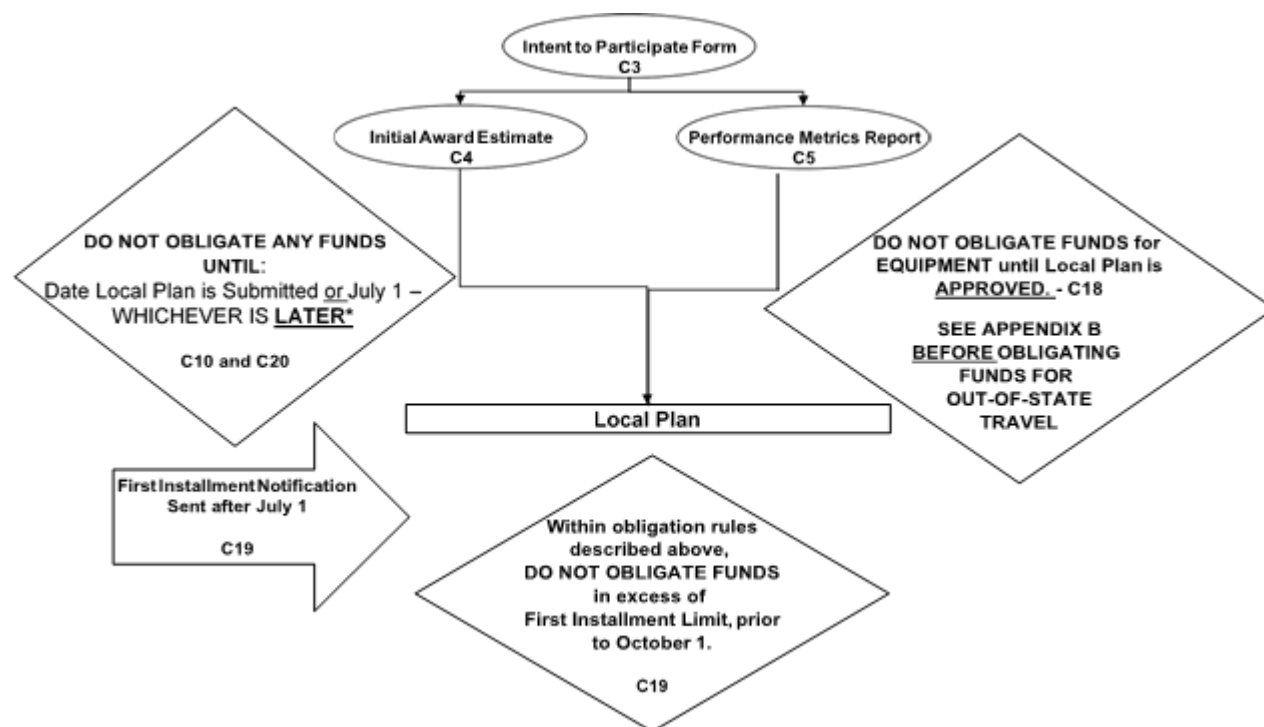
1	Perkins: Intent to Participate Form	Section V Part C3	3
2	PROCESS POINT GUIDANCE	<small>Created: Spring 2008; Last Modified: 8/22/2009</small>	4

Purpose: To provide a suggested process local recipients can use to complete the intent to Participate process.

Overview: Each local recipient must complete an Intent to Participate form annually. In order to receive Perkins funding, a recipient must have at least one CCCS approved CTE program or be contracting with a recipient who does. Perkins funds can also be used, within limitations, to develop CCCS approved CTE programs. The completion of the Intent to Participate form determines whether a recipient will be included in the Perkins allocation formula. **Failure to submit the Intent to Participate Form will cause the recipient to be omitted from the next allocation formula.** Please review

For the more process-intensive sections, the Process Point Guidance section has three parts as described and displayed below.

- 1) Purpose: The section purpose is described here.
- 2) Overview: General background information on the section or process step is provided here.
- 3) Process Point: The specific point in the process is defined here. The following flow chart, for example, is provided to indicate the general process point and the specific process point related to Perkins Administration.



Information/Forms Distribution Dates/Due Dates

July 1st begins the new fiscal year (FY). June 30th is the close of the fiscal year.

Note that for FY20, additional transition dates will be provided by CCCS in addition to these in the Administrators' Handbook and are considered binding.

CTA Dates

Month	Date	Event
September	1	Deadline for submission of CTA prior FY final financials due
December	31 approx.	CTA 1st and 2nd Quarter payments distributed
March	31	CTA 3rd Quarter payments distributed
April-May		CTA training workshops begin
June	30	CTE 4 th Quarter payments distributed

Data Dates

Month	Date	Event
March	31	Deadline for submission of Follow-up data to CCCS July

March	31	Deadline for active teachers data to CCCS
March	31	Deadline for submission of CTE enrollment data to CCCS (middle & secondary)
August	31	Deadline for submission of CTE enrollment data to CCCS (non-system postsecondary & DOC)

Program Approval Dates

Month	Date	Event
April	1	Deadline for new programs to be submitted to CCCS
May	15	Deadline for program renewals for programs expiring before or on June 30 of the current fiscal year

Perkins Dates

July 1, 2019	Fiscal Year 2020 starts No secondary program renewals during FY20 (in current system)
July 31, 2019	Active teachers and secondary 18/19 enrollment data deadline
Aug 30, 2019	Final Perkins vouchers for FY19 deadline
Aug 31, 2019	Postsecondary (non-CCCS) and CDOC 18/19 enrollment data deadline
Sept 1, 2019	CTA reporting (for FY19) deadline
Sept 30, 2019	Deadline for FY20 Perkins local plan submission or funds are de-obligated
Oct 1, 2019	Secondary standardized secondary standardized CTE course names/descriptions be completed for clusters adopting early ; will inform and develop a model program of study for each content area
Sept-Nov 2019	Regional needs assessments conducted Public hearings for state Perkins plan User testing for new CTE system starts
Nov 1, 2019	Last date for new programs and revisions submitted in existing program approval system Last date for active teacher updates Follow-up on 18/19 completers TBD for postsecondary – no follow-up on 18/19 completers required for secondary
Dec 1, 2019	Regional Needs Assessments for Perkins V are due to CCCS
Jan 15, 2019	Perkins voucher 1 deadline for all grant recipients Secondary course standards and pacing guide complete Perkins intent to participate for FY21 (in current system)
Jan-Mar 2020	Perkins voucher 1 deadline for all grant recipients Secondary course standards and pacing guide complete Perkins intent to participate for FY21 (in current system)
Apr 1, 2019	Deadline for Perkins revisions (in current system)
Apr-June 2020	New system opens; update programs, submit Perkins for FY21, enrollment/active teachers submissions open (in new system), user trainings
May 15, 2020	Perkins voucher deadline if award exceeds \$100,000 (in current system)
July 1, 2020	Perkins V starts (officially, for everyone)
July 31, 2020	Secondary enrollment 19/20 closes (in new system)
Aug 31, 2020	Final FY 20 Perkins voucher due (in current system) Postsecondary enrollment 19/20 closes (in new system)

Sept 1, 2020	CTA closes (in new system)
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NOTE: Deadline for education institutions are established to allow compliance with reporting requirements. If extenuating circumstances arise, please contact the appropriate CCCS staff member to request an extension to the deadline. Please also understand that some of the dates for which CCCS has deliverables are target dates. CCCS will work to meet these dates as much as possible but there may be factors outside of our control.

Section I: General Information

The Carl D. Perkins Act was reauthorized by Congress as the Strengthening Career and Technical Education for the Twenty First Century Act (Perkins V). Perkins V will go into effect July 1, 2019. Colorado will use fiscal year 2020 beginning on July 1, 2019 to transition to the requirements of the new law. Although every effort is made to avoid mid-year guidance changes, please revisit this publication periodically throughout the year as Colorado makes the transition. Key section changes are noted in Appendix G.

Additionally to the Administrators' Handbook, CCCS will issue periodic guidance throughout FY2020 instructing grant recipients on needed transition actions to prepare for full implementation of Perkins V on July 1, 2020. That guidance will relate to activities including, but not limited to, development of the comprehensive local needs assessment required by Perkins V, changes in program evaluation and performance indicators, implementation of the statewide CTE strategic plan and Perkins State Plan, and to the new local application for Perkins funds.

1.1 Organizations

Colorado Department of Higher Education

By coordinating policy and state resources for the state's 28 public institutions as well as several hundred proprietary schools and overseeing two key loan programs, the Department seeks to ensure that higher education is accessible and affordable to all Coloradoans. The Department helps bring cultural and artistic education opportunities to citizens in each of Colorado's 64 counties. For more information on the Colorado Department of Higher Education: <http://highered.colorado.gov/>.

The Colorado Community College System (CCCS) and the State Board for Community Colleges and Occupational Education (SBCCOE)

In addition to governing the Colorado Community College System (CCCS), under state statute, the State Board for Community Colleges and Occupational Education (SBCCOE or State Board) is charged with supporting career and technical education (CTE).

Specifically, SBCCOE is charged with coordinating all aspects of Colorado CTE delivered by public secondary and postsecondary entities to assure:

- Quality programming.
- Efficient delivery.
- Development and establishment of optimal statewide policy.
- Appropriate regulation and administration of CTE funds to secondary institutions, system colleges, the legislated area technical colleges, the two local district colleges, Adam State, and Colorado Mesa University's Western Colorado Community College.

SBCCOE delegates to the CCCS Chancellor the authority to administer and promulgate their CTE policies and procedures. CCCS is staffed by fiscal, educational, human resources, legal and information technology professionals that serve the Chancellor, the State Board, the system colleges and CTE programs. CCCS works closely with other education/workforce-oriented state agencies and complies with relevant state and federal legislation, including the requirements of the Colorado Department of Higher Education.

The SBCCOE is comprised of nine members who are appointed for staggered four year terms by the governor with the consent of the Colorado Senate (the board also includes a non-voting faculty member and a non-voting student representative from the system's colleges). SBCCOE's policies may be accessed on the CCCS website at <https://www.cccs.edu/about-cccs/state-board/>

2.1 Legislation

2.2 Federal Legislation: Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins Act)

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 provides federal career and technical education funds to the State. The Perkins Act provides federal assistance to secondary and postsecondary CTE programs during the State fiscal year which is July 1 through June 30 of the each year.

CCCS administers the Perkins Act. The CTE State Director and Assistant Vice Chancellor is responsible for fulfilling the purposes of the Act. The CTE State Director has designated various CCCS staff members to carry out the requirements of the Act.

The purposes of the Perkins Act are to:

- Prepare students for high-skill, high-wage, or high demand occupations in current or emerging professions.
- Increase opportunities for individuals to keep America competitive.
- Develop challenging academic and technical standards and related, challenging integrated (academic and CTE) instruction.

- Promote partnerships between stakeholders (example stakeholders are: educational faculty, workforce boards, business/industry, and counselors).
- Provide technical assistance and professional development to teachers/ instructors, counselors and administrators.
- Increase state and local accountability.

Through a two-year collaborative process, CCCS developed the Colorado Multi-Year State Plan. As part of the State Plan, Colorado is focusing on eight strategic implementation priorities listed below:

- 1) Implement plans of study.
- 2) Strengthen accountability for results.
- 3) Adopt a project-based focus.
- 4) Assess career and technical skills.
- 5) Integrate academic and CTE skills and knowledge.
- 6) Expand Colorado's corps of effective CTE teachers.
- 7) Ensure effective strategies for special populations.
- 8) Connect CTE to employers and workforce priorities.

2.3 State Legislation: Secondary: Career and Technical Act (CTA)

The CTA statute, Article 8, Title 23 of the Colorado Revised Statutes, established that school districts conducting any course of career and technical education, approved by the State Board, are entitled to career and technical education program support from funds appropriated by the general assembly. The State delegated the responsibility for administering CTA to CCCS.

3.1 Postsecondary Institutions

3.2 Colorado Community College System

Section 23 60 102, C.R.S., charges the State Board with developing and establishing state policy for career and technical education and governing the state system of community colleges. The thirteen system colleges are:

- Arapahoe Community College (ACC)
- Colorado Northwestern Community College (CNCC)
- Community College of Aurora (CCA)
- Community College of Denver (CCD)
- Front Range Community College (FRCC)
- Lamar Community College (LCC)
- Morgan Community College (MCC)
- Northeastern Junior College (NJC)

- Otero Junior College (OJC)
- Pikes Peak Community College (PPCC)
- Pueblo Community College (PCC)
- Red Rocks Community College (RRCC)
- Trinidad State Junior College (TSJC)

The community colleges provide educational and training programs for students from all backgrounds to fulfill the occupational needs of youth and adults in career and technical fields, to provide two year transfer education programs to qualify students for admission to the junior year at four-year colleges and universities, to provide concurrent high school and college enrollment, to provide basic skills education that prepares students for college and the workforce and to provide a broad range of lifelong learning opportunities for adults.

3.3 Local District Colleges

Local district colleges are junior colleges as established by Article 23 71, C.R.S. They have their own local tax support and governing bodies in addition to state funding appropriated to the State Board. The two local district colleges are:

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

3.4 Area Technical Colleges

Section 23 60 103, C.R.S. defines area technical colleges as schools offering approved postsecondary CTE programs for credit, operated by a local school district or by a board of cooperative services and designated by the general assembly as an area technical college (ATC)/ in conformity with standards established by the State Board. The three area technical colleges are:

- Technical College of the Rockies (TCR)
- Emily Griffith Technical College (EGTC)
- Pickens Technical College (PTC)

3.5 Colorado Mesa University

Colorado Mesa University, a four-year college, offers career and technical education programs. Section 23 53 101, C.R.S., establishes Colorado Mesa University as a general baccalaureate institution which also maintains a community college role and mission, including CTE programs. As such, the career and technical programs offered must be approved by the State Board but the Trustees of the State Colleges are the governing board responsible for the college's general administration, including appropriations.

4.1 Funding Sources

CCCS administers both state and federal funding for CTE secondary and postsecondary programs. Chart 1 below depicts the sources and types of funding received by CTE programs. CCCS follows a formula for the majority of disbursements.

Chart 1: CTE Funding Sources

Secondary	Federal	State	Formula	Discretionary
Career and Technical Act		X	X	
Carl D. Perkins Career & Technical Education Act of 2006	X			X
Postsecondary	Federal	State	Formula	Discretionary
COF (College Opportunity Fund) Fee for Service	X	X		
Local District Colleges	X	X		
Area Technical Colleges	X	X		
Customized Training – Colorado 1 st	X			X
Colorado Existing Industry Training	X			X
Carl D. Perkins Career & Technical Education Act of 2006	X	X	X	

5.1 Compliance

The Colorado Community College System (CCCS) holds responsibility for compliance to state and federal laws that provide funding for career and technical education. The CCCS employs several processes and relevant staff to meet that responsibility. This is generally sufficient to find and correct problems or errors.

Occasionally, some recipients experience multiple problems that may signal a need for extra technical assistance from CCCS. These multiple challenges could include, but are not limited to, one or more of the following:

- 1) Repetitive errors with reporting;
- 2) Multiple errors across various areas of CTE reporting; i.e., errors with CTA reporting; errors with CTE enrollment data reporting; errors with Perkins vouchers reporting; errors with Perkins Local Plans preparation; etc.
- 3) Repetitive inability to meet CCCS reporting deadlines across various CTE deadlines (i.e., CTA deadline; Perkins Local Plan deadlines; enrollment/follow-up deadlines; voucher deadlines; credentialing deadlines, and/or program approval deadlines.

To best determine whether a recipient may be a candidate for enhanced technical assistance, the above criteria would be confidentially reviewed by the CCCS Administrators' Handbook Task Force, upon request for a review by any one member of the Administrators' Handbook Task Force. Other criteria may also be considered by the Task Force upon request.

Upon related staff review and group agreement, as well as agreement from the related staff supervisors, enhanced technical assistance can include, but is not limited to, these follow-up solutions:

- 1) Sending a formal letter from the CTE State Director and Assistant Vice Chancellor advising the recipient of the decision to provide enhanced technical assistance, including listing the challenges that triggered the enhanced technical assistance.
- 2) Applying a temporary probationary status to the institution of question that alerts pertinent CCCS staff of the need for enhanced technical assistance.
- 3) Providing targeted trainings, workshops, and/or webinars to relevant recipient personnel.
- 4) Helping the institution develop a stable process for meeting their grant obligations.
- 5) Sanctions may be considered if challenges persist. (Appeal information can be found in this handbook in Section II; Section IV; and Section V, Part C1.)

Section II Program Approval

This Program Approval section is organized into five parts: Colorado Community College System Program Approval Authority, General Requirements including Process Requirements for managing Active, Inactive, Closed, and Revoked programs High School Requirements, Postsecondary Requirements, and Middle School Requirements.

1.0 Colorado Community College System Program Approval Authority

The purpose of the program review process is to ensure a program meets the criteria outlined by the SBCCOE in the Colorado Technical Education Act, Colorado Revised Statutes 23-8-103, State System of Community Colleges and Occupational Education 23-60-202, 301-307, Board Policy and the Colorado State Perkins Plan.

The SBCCOE (BP 9-30) requires that all institutions seeking state and/or federal funding for secondary CTE programs or postsecondary CTE degree or certificates shall submit such programs for Board approval. These requirements are met by following the Colorado Community College System (CCCS) CTE Program Approval Process. The CCCS CTE Program Approval Process is facilitated by a web-based application that enables users to enter all program information needed for approval and review. It is accessed through the CCCS home web page at <https://ctep.cccs.edu/>

Secondary: School District, Board of Cooperative Services, Institute Charter School, Facility School and Division of Youth Corrections.

Postsecondary: Colorado public Community Colleges, postsecondary Area Technical Colleges, also called Area Vocational Schools (AVS), Federal Bureau of Prisons and the Department of Corrections.

Current approved programs at institutions beyond this scope will be will be allowed to operate until time of renewal. In order for a Board of Cooperative Services to be considered as an eligible provider of Career and Technical Education, all programs must be agreed upon by the member district superintendents to ensure there is not duplication of programming in the service area. This must be documented. If there is not 100% agreement from the member district superintendents, CCCS will review the request on a case by case basis.

2.0 General Procedures & Requirements

- Academic Year – If a program is approved at any point during the July 1 – June 30 academic year, it is considered approved for the full year and may operate or seek renewal until the June 30 immediately following its expiration date.
- Primary contact – The primary program approval contact for each institution will be the CTE Director for secondary entities and the Vice President of Instruction or their designee for postsecondary institutions.
- Institutions may only have one approved program per school at the secondary and per institution at the postsecondary level per Classification of Instructional Program (CIP) code.
- Final CIP code designation for secondary programs will be at the determination of the appropriate Program Director. For postsecondary programs, appropriate program directors will recommend the CIP code to CDHE for final approval.
- Program names will soon be common as determined by the CIP code.
- If a program approval is denied or revoked, the requesting institution may appeal in writing to the CCCS Vice President for Academic & Student Affairs or their designee within 60 days of receipt of notification of denial or revocation.
- In most cases, if a new program request is approved, it will result in an Officially Approved program request status code. Occasionally, a new program request may be approved with a Conditionally Approved (One-Year) program request status code.
- Once a program request is approved, an Active program status is assigned to the program. Eligible Active programs have full access to Perkins and CTA (secondary only) funds and are subject to approved program requirements.

- Programs may not be revised for 90 days following new, revision, or renewal approval. Exceptions may be granted for exceptional circumstances by the cluster area program director.
- All active programs are required to meet annual CTE student enrollment and follow-up reporting requirements. This reporting is required for both program renewals and CTE funding. (Corrections Exception see 2.02, item 6)
- In order to verify the assurances noted on the program approval CCCS will randomly select ten percent (10%) of the programs due for renewal in each academic year for desktop monitoring. Programs selected for monitoring will be asked to provide evidence of their compliance with each assurance on the program approval for desk top review. Programs found deficient in any of the assurance areas, will be placed on conditional status and must develop and implement an improvement plan to rectify deficiencies.
- Secondary education providers are eligible for secondary CTE program approval and postsecondary education providers are eligible for postsecondary CTE program approvals only. Any exception to this must be requested in writing to the CCCS Associate Vice Chancellor for Career and Technical Education within 60 days of receipt of notification of denial or revocation and will be considered on a case by case basis. Current approved programs not at the same level as the provider will be permitted to expire unless otherwise arranged with the institution holding program approval.

2.1 Program Revisions

A new program approval request should be submitted if the change to an existing program is so extensive in scope that it includes a change to the first two digits of the CIP code. If changes do not require a change in the first two digits of the CIP code a Program Approval REVISION should be submitted for review and approval.

Program revisions may be made up to 180 days prior to program renewal date. Programs wanting to make changes to their approval within 180 days of their expiration date must renew instead of revising the program.

2.2 Program Renewal Guidelines

In order to allow for official approval at all levels the renewal of a program must be submitted to CCCS no later than May 15 (while a new program must be submitted by April 1). This will provide adequate time for all programs to receive official approval before the end of the fiscal year (June 30).

- 1) An existing program may be renewed as early as one year before the expiration date and as late as June 30 following the renewal date. For example, if the original program approval is set to expire on September 30, 2011; the program may be opened up for

- renewal as early as September 30, 2010 but must be approved by June 30, 2012 to ensure no lapse in funding eligibility.
- 2) Renewals are approved based on evaluation of performance against the below criteria. Explanations are required to be submitted if the program has not met the criteria. Program renewal criteria will be analyzed as a whole. Deficiencies in four of the six of the criteria will result in the program being placed on conditional status. In some circumstances, deficiencies in a single criterion may be egregious enough to warrant conditional status.
 - 3) Secondary programs' demographic data will include the applicable school district comparison and postsecondary programs will include same institution demographic data comparisons. In addition, for the secondary placement report, CCCS will continue to use all grades and total positive placement (TPP) will be employed related plus continuing education at either secondary or postsecondary level. For the postsecondary placement report, CCCS will use the Perkins positive placement which includes employed related or unrelated, continuing education at the postsecondary level, and military service.
 - 4) Depending on the program's performance, a program renewal request can result in one of three types of program approval status.
 - a. SBCCOE Board Officially Approved
 - b. SBCCOE Board Conditionally Approved (Three-years)
 - c. SBCCOE Board Conditionally Approved (One-year)
 - 5) If program approval was not renewed by June 30, the program may be closed.
 - 6) Programs approved under the Colorado Department of Corrections and/or Division of Youth Corrections are required to submit enrollment and completion records for students participating in their programs. However, they are encouraged but not required to submit placement data for these students. Program approvals will be evaluated at time of renewal on enrollment and completion data only.

1. Steady, sufficient enrollment or increased enrollment
 - A. Yes-
 - If the total enrollment over 5 year period declines by no more than 30%
 - And the total enrollment between period years (not including Closed or Inactive Years) declines by no more than 30%
 - And at least one value between 5 years/period years is not zero during an active year
 - B. No-
 - If the total enrollment decline over 5 year period is more than 30%
 - Or if the enrollment between period years (not including Closed or inactive Years) declines more than 30%
 - Or the values for each enrollment period are zero during an active year
2. Steady or increased completion rate
 - A. Yes-

- If the completion rate over 5 year period declines by no more than 30%
 - And the completion rate between period years (not including Closed or Inactive Years) Declines by no more than 30%
 - And at least one value between 5 years/period years is not zero during an active year
- B. No-
- If the completion rate declines over 5year period is more than 30%
 - Or the completion rate between period years (Not including Closed or Inactive Years) declines more than 30%
 - Or the values for each enrollment period are zero during an active year
3. Steady or increased Total Positive Placement rate
- A. Yes-
- If the Total Positive Placement rate over 5-year period declines by no more than 30%
 - And the percentage between period years (not including Closed or Inactive Years) declines by no more than 30%
 - And at least one value between 5 years/period years is not zero during an active year
- B. No-
- If the Total Positive Placement rate decline over 5-year period is more than 30%
 - Of the percentage between period years (not including Closed or Inactive Years) declines more than 30%
 - Or the values for each enrollment period are zero during an active year
4. Favorable comparison with like programs in like institutions/ within institution
- A. Enrollment
- Yes-
 - If the 5 year average percent enrollment for Male, Female, Ethnic Minority, disadvantaged, Handicapped and Limited English is no more than 30% less that the same institution 5-year average by subcategory
 - No-
 - If the variance is negative and its absolute value is more than 30%
- B. Completion Rate (Favorable comparison with like programs in like institutions/ within institution)
- Yes-
 - If the variance between 5-year average Institution completion rate and Statewide 5-year average rate is positive or the negative variance is no more than 30%
 - No-
 - If the variance is negative and its absolute value is more than 30%
- C. Total Positive Placement and Respondent Rate (Favorable comparison with like programs in like institutions/ within institution)
- Yes-
 - If the program's Total Positive Placement 5 Year Average Rate is not more than 30% less than the statewide 5 Year Average Rate for the program CIP
 - And the program's 5 Year Average Rate is no more than 30% less that the statewide 5 Year Average Respondent Rate for this CIP

- No-
 - If the program's Total Positive Placement 5 Year Average Rate is more than 30% less than the statewide 5 Year Average Rate for the program CIP
 - Or the program's 5 Year Average Respondent Rate is more than 30% less than the statewide 5 Year Average Respondent Rate for this CIP

2.3 Program Inactivation

An educational institution may need to inactivate a program temporarily. For example, a program may not be offered one year but will be offered in the next year. In this case, the CTE Director will want to inactivate the program (a short-term program status change) rather than close it (a long-term program status change.)

Inactive programs that are eligible may have access to Perkins funds (for program redesign and/or development) but are not subject to data requirements. Such programs must reactivate on or before June 30 immediately following the use of funds. Secondary Inactive programs do not qualify for CTA reimbursement.

Programs may return to Active Status by the action of the authorized local CTE director by contacting CCCS CTE Program Director.

2.4 Program Closure

Closed by Institution

An educational institution may choose to close a program. For example, a program may be phased out in order to offer a new program designed to better meet the needs of an emerging industry. In this case, the educational institution may want to close the program.

To close a program, contact Dr. Sarah Heath, CTE State Director and Assistant Vice Chancellor in writing with the program name, program ID, web ID and school name.

CCCS Closure

Any active or inactive approved program that is not renewed by the end of the fiscal year (June 30) of its renewal date will be closed. Programs in the renewal process will be exempted from closure, pending review of the amount of time that said program has been open for renewal. If said program is open for renewal for more than 90 days and it has expired in that period, it will be closed.

Closed programs are not eligible to receive Perkins or CTA funds. Closed programs can return to active, approved status through successful completion of the renewal process.

CCCS Approval Revocation

A program's approval may also be revoked due to lack of improvement of conditions noted on a conditional approval or due to egregious lack of compliance with approval requirements.

Revoked programs cannot reopen for two years beginning July 1 following date of revocation. After the two year period a program must resubmit for approval through the renewal process. Revoked programs are not eligible for Perkins funding or CTA reimbursement beginning with the date of approval revocation.

2.5 Conditional Programs

Programs may be given "Conditional" approval if deficiencies exist in program requirements and/or program performance data or if significant compliance related issues have been identified. Programs must meet the conditions defined in the workflow of the conditional approval to return to full approved status.

If a program does not meet the conditions of the approval in the time allocated, approval will be revoked. Extensions of conditional status for extreme circumstances may only be granted by the State Board or their designee.

2.6 Managing Programs without Credentialed Instructors

Single Instructor Program:

If a program is found to exist with an instructor* who has not possessed a valid credential at any point during the current fiscal year, the program approval may be placed on inactive status until June 30 of the current fiscal year. This program will not be eligible for CTA reimbursement or Perkins funds until re-activated and returned to full approved status with a credentialed instructor. If a district already has an approved Perkins plan when the program is placed on inactive status, any funds spent on that program are spent at the risk of the district. If no credentialed instructor is hired during the year the district runs the risk of a Perkins audit finding and/or repayment of funds directed to that program. The CTSO connected to the program may continue to operate and participate in state and national activities for the rest of the current year. If not re-activated by June 30, the program will be closed and may only be re-opened through the renewal process at such time as a credentialed instructor is in place.

VE 135 enrollment data will not be collected for an inactive program.

Multi-Instructor Program:

If one or more instructors in the program have the appropriate CTE credential, but one or more instructors* do not possess the appropriate credential, the program will receive a one-year conditional approval to bring all instructors into compliance. CTA reimbursement will only be allowable for courses taught by the credentialed instructor(s). Perkins funds are not directed per class and if the CTE program is approved at any time during the fiscal year, the program can receive Perkins funding the entire fiscal year. If all instructors teaching in the program are not credentialed by the end of the conditional period, the program will be closed and may only be re-opened through the renewal process at such time as credentialed instructors are in place.

VE 135 enrollment and follow-up data will be required for courses taught by credentialed instructors. It will not be collected for courses taught by non-credentialed instructors.

*Substitute teachers are not required to hold a valid CTE credential. However, should a situation arise where the substitute is hired on a long-term basis (more than four consecutive, complete calendar months for the same absent teacher for a fiscal year), then the substitute must be credentialed for the costs to be eligible to claim for CTA reimbursement. For extreme, extenuating circumstances that are beyond the district's control regarding the credential time frame, an emergency request for exemption to extend the allowance of the substitute teacher must be submitted to CCCS before the fourth month is completed. In the event that a district does not meet the four month deadline, or does not receive an exemption, only the substitute costs up to the four complete calendar months may be claimed for CTA reimbursement.

Program with No Instructor and/or Not Being Offered:

If a program is not being offered for a period of time due to an alternating schedule or lack of a qualified instructor, the program should be placed on inactive status by contacting CCCS. This program may be re-activated at any time prior to its expiration date. Until activation, the program will not be eligible for CTA reimbursement. For Perkins funds, if the program is approved at any time during the fiscal year, it can receive Perkins funding for the entire fiscal year. The CTSO connected to the program can continue to operate and participate in state and national activities for the rest of the current academic year. If not re-activated for two full years or by expiration date on June 30 immediately following either of these options, the program will be closed and may only be re-opened through the renewal process.

VE 135 enrollment data will not be collected for an inactive program.

2.7 Review

CCCS will review and respond to each submitted renewal or revision within 90 days.

Programs wishing to be approved by June 30 for funding purposes, (i.e. new programs that have operated in the prior year &/or programs with revisions that took effect during the year) must be

submitted by April 1 and all program renewals must be submitted by May 15. Other requests such as revisions will be handled on a first-come, first-reviewed basis pending administrative capacity.

3.0 Secondary Program Approval Requirements

3.1 Employment Potential/ Occupational Demand

(Board Rule: CTA 3.1E; State Perkins Plan: Section II-Program Administration A2(e); CRS 23-8-103(2)(e))

For new program approval and subsequent renewal*, each program must be able to show**:

- Projected employment demand for the program's industry sector, as documented by Colorado Labor Data or verifiable local demand.
- Example occupations trained for both at completion of program (entry level) and occupations requiring advanced training.

* Not required for program revisions.

** Due to their important focus on general postsecondary and workforce readiness competencies, FACS CORE, World of Work, Alternative Cooperative Education (ACE) and Multi-Occupational Education programs are exempt from this requirement.

3.2 Sufficient Size and Scope

(Board Rule: CTA 3.2I; State Perkins Plan: Section II-Program Administration A2(h); Perkins Act: S135)

Each approved program must provide students with strong experience in and understanding of all aspects of an industry, which includes work-based learning options;

Program Length Set by Completer Definition

Completer definitions within pathways determine the minimum and maximum length of each program. A program completer should be ready for entry-level employment or ready for the next level of advanced training as verified by the Technical Advisory Committee. In order to be of sufficient size and scope, a completer definition must at a minimum be equal to or greater than one (1) academic unit, often referred to as a Carnegie unit, equivalent to one full school year of credit in the specific program pathway. Due to the variety of school schedules used across the state, the contact hours for this minimum will range from 120 to 180 hours. There is no maximum limit on completion hours. A course may count toward completion of multiple pathways and be appropriate on multiple program approvals.

Provides Work-Based Learning Experiences

Work-based experiences provide hands-on or realistic experiences for secondary students that relate to the students' CTE Program of Study. Work-based experience options are required for secondary programs.

For programs that use Supervised Agricultural Experience, Cooperative Education, Internships or Paid or Unpaid Work Experience, adequate instructional time must be allowed for proper placement planning and supervision of students in the workplace.

Allowable Types of Work Experience*:

- Supervised Agricultural Experience (SAE)
- Cooperative Education
- Clinical Internship
- Internship (paid or unpaid)
- Simulation
- School-Based Enterprise
- Laboratory Method
- Paid Work Experience (OJE or OTJ)
- Unpaid Work Experience
- *Work-Based Learning Specific Guidance (Under Development)

Program of Study

CCCS believes that Programs of Study are critical to the success of students and an important component of a quality program. Beginning with the 2009-2010 academic year, assurances that a Plan of Study had been created were required. As of 2016-2017, this has changed to a requirement that a Program of Study has been created and is in place will be required for each new program and renewing program at time of approval. This requirement is in addition to the one approved Program of Study required per Local Eligible Agency (LEA) for Perkins local plan approval. Program of Study assurance is not required for program revisions.
<http://coloradostateplan.com/educator/career-clusters/>

At a minimum each program of study must:

1. Incorporate secondary education and postsecondary education elements; Evidence: Includes secondary course sequence and related postsecondary certificate and degree programs.
2. Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non- duplicative progression of courses; Evidence: Includes appropriate academic courses that lead to college readiness and connections to relevant CTE courses.

3. Align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; Evidence: Includes opportunities for advanced learning and/or alignment of instruction to provide a seamless path for students.
4. Include the opportunity for secondary education students to acquire postsecondary education credits; Evidence: Includes opportunities for advanced learning.
5. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Evidence: Shows opportunities for earning industry credential or licensure and path to additional certificates or degrees.
6. Be complete, including signed off by both the secondary and postsecondary partner(s).

3.3 Technical Advisory Committee

(Board Rule: CTA 3.1C; State Perkins Plan: Section II-Program Administration A2(e); CRS 23-8-103(c))

All approved programs must have a technical advisory committee that functions at the state, regional, or local level to assist education providers in planning, conducting and evaluating their program curricula and operation. Advisory Committee Handbook:

<http://coloradostateplan.com/administrator/advisory-committee/>

Each program is encouraged to have a local committee focused specifically on their program. However, district or regional committees are acceptable as long as each program is receiving independent review and guidance each year and committee membership includes adequate (two or more) business & industry representation from each program area for which the committee offers guidance (this includes Sector Partnerships).

Each Advisory Committee must include:

- 51% of voting members from related business and industry occupations
- An educational administrator, a counselor and/or a special population's representative.
- Membership representative of both genders and reflective of the ethnic diversity of the community.
-

Each Committee must:

- Meet a minimum of two times annually (Electronic meetings are acceptable; however surveys in lieu of meetings are not) Advisory Committee meeting minutes (with program specific guidance) must be kept on file for the previous five years or back to date of approval for new programs. It is imperative that the advisory committee review

- the program's Five Year Plan as well as the program data and that those activities are reflected in the minutes.
- Programs found not to be in compliance with these requirements may be placed on a one-year conditional approval. If conditional requirements are not met, approval will be revoked.

3.4 Facilities

Approved programs must be conducted in appropriate facilities that are sufficiently equipped to permit adequate training and education.

Facility space and equipment requirements are noted in each set of Cluster and/or Pathway Specific Program Requirements. Programs not meeting these requirements may request a waiver which will be reviewed jointly by the appropriate CTE Program Director and CTE State Director/Assistant Vice Chancellor.

Safety

Approved programs must ensure instruction in the safe use of facilities, equipment and materials is provided prior to the time students will use such facilities, equipment, and/or potentially hazardous materials.

In addition, approved programs will ensure that state and federal safety standards are instituted including the following provisions:

- Safety rules are posted in the facilities and are enforced.
- Fire extinguishers (must be updated and within expiration limits) and emergency exits from the facilities are identified and evacuation routes are posted.
- The Colorado Eye Protective Devices Act (CRS 22-3-101 to 104) is adhered to at all times.
- Labels on containers of hazardous chemicals are not removed or defaced. Programs must also retain Material Safety Data Sheets (MSDS) on incoming hazardous chemicals and make them available to students. An MSDS contains precautions for handling and using harmful substances and includes information such as health hazards, fire and explosion hazards, physical characteristics, hazardous ingredients, personal protective equipment, and spill procedures. <http://www.osha.gov/>

NOTE: CCCS Program Directors and or the CTE State Director and Assistant Vice Chancellor may revoke program approval if a program is observed to be operating in an unsafe manner that could result in injury to student or instructor.

3.5 Student Rights & Other Compliance Factors

Approved programs must assure and have strategies in place to ensure that no student is unlawfully:

- Discriminated against the basis of age, race, religion, color, national origin, sex/gender, pregnancy status, gender identity, sexual orientation, or disability in its activities or programs as required by Title VI, Title IX, and Section 504, Age Discrimination Act, and Title II of the Americans with Disabilities Act.
- Denied an equal opportunity to benefit from occupational education solely on the basis of race, color, religion, national origin, sex, age, or disability. Additionally, CTE staff must work with students with qualified disabilities (including the learning disabled and those with physical, sensory, and temporary disabilities) to provide appropriate assistance to students so that they may participate in approved CTE programs as fully as possible.

Each program is responsible for providing evidence of each of these in the case of an audit or upon CCCS request. Keep this evidence on file.

3.6 Allowable Courses & Academic Alignment

A. Career & Technical Education Standards

Courses included in programs for approval must provide instruction aligned to the state approved occupational standards and competencies for the appropriate Career Cluster or Pathway and/or Postsecondary and Workforce Readiness Essential Skills. These standards are available at: <https://cocteststandards.cccs.edu/>.

B. Academic Alignment

Academic alignment of CTE courses is a priority of both the Perkins Act as well as Colorado's State Plan for Career & Technical Education.

CCCS requires programs to align occupational standards and competencies with at a minimum the Academic Model Content standards in Math, Science, Reading, and Writing & Communication. State validated alignments are posted at: <https://cocteststandards.cccs.edu/>. CCCS supports programs in the pursuit of dual (academic and CTE) credit for these courses through their district process.

CTE courses whose credits may be allocated by the district for academic credit must include in the course description section of the program approval the total credits awarded for the course and

how they will be allocated to the student. Example: on a Health Science Program Approval when putting in the course Health Science I the following text would be included at the end of the course description: Students completing this CTE course will receive .5 Health Science Credit and .5 credits of ENG 11B and .5 credit of Anatomy/Physiology B.

C. Academically Enhanced CTE Courses

CCCS will not approve traditional academic courses within any CTE program. However, academically enhanced CTE courses that can document and demonstrate that 80% of course content is directly aligned to state approved CTE occupational standards for the program in which the course is delivered are acceptable for CTE approval. These courses will need a separate name designation other than the traditional academic course existing within the district. If approved and taught by an instructor with the appropriate CTE credential, these courses would be eligible for Perkins funds and for reimbursement through CTA. Final determination of the percent alignment of CTE content standards rests with the appropriate CCCS CTE Program Director and/or CTE State Director/Assistant Vice Chancellor.

CTE courses receiving academic credit must note that in the course description on the program approval. See item “B” for an example.

D. Concurrent Enrollment Courses

If a program offers students concurrent enrollment options as a method toward completion of a program of study, CTE concurrent enrollment courses are allowable for inclusion on a program approval.

This does not apply to contract programs where students are pursuing a program of study through an approved program offered by another institution.

E. Courses Applicable to Multiple Programs

Certain CTE courses are applicable to multiple traditional CTE programs (i.e. CADD, Entrepreneurship, etc.) When a course is appropriate for more than one program (as determined by the appropriate Program Director), and is currently approved within another program at the same school, it may be included on an affiliated program approval. In these situations, the name and Web ID of the program approval where the course originates must be included in the course description on the affiliated program approval. The instructor teaching the course that is now listed on multiple program approvals must have a valid credential appropriate for one of the programs in which the course is approved.

For example, a CADD course that exists on an Architecture & Construction Program Approval could be added to a Landscape Horticulture, Manufacturing or Engineering Program approval, taught by the Architecture & Construction instructor and be allowable.

F. Career or Program Advisement

Many programs are starting to include courses that include advisement. These courses are an allowable part of a program approval. A district may not request CTA reimbursement for advisement courses unless they are included on a program approval.

3.7 Evaluation and Continuous Improvement

Program renewal requires each program to develop, maintain and keep on file a five- year plan that describes the program's strengths and weaknesses, defines the program's goals and action steps, and includes an annual review and response by the Technical Advisory Committee to program trend data. 5 Year Plan Template:

<http://coloradostateplan.com/educator/cte-standards-program-approval/>

3.8 Articulation

Colorado believes in the development and improvement of a seamless system of education that ensures ease in student transition from secondary to postsecondary education levels and from one educational system to another. Articulation options are required for secondary program approval.

Resources: <http://coloradostateplan.com/administrator/articulation/>

Students must have access to advanced learning through one or more of the following methods: Articulation Agreements, Concurrent Enrollment & Advanced Credit Pathways.

If articulation agreements are the option used, they must be reviewed and verified annually by each participating institution.

ACE, FACS Core, World of Work and Multi-Occ programs are encouraged, but not required, to utilize articulation methods where practical.

3.9 Colorado Career and Technical Student Organizations (CTSOs)

(Board Rule: CTA 3.1F; CRS 23-8-103 (2)(d))

According to Board Rule each CTE program must provide leadership training opportunities by establishing and maintaining all appropriate CTE student leadership organizations as listed herein, or such other leadership organization as may be approved by the Board in special circumstances: Recognized State and Nationally Affiliated CTSO's: Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Family Career and Community Leaders of America (FCCLA), HOSA: Future Health Professionals, Technology Student Association (TSA), Skills USA, Recognized State Only CTSO's: ((SC)2) Successful Career Students of Colorado and (CCSO) Creative Career Student Organization.

Each secondary program must establish and maintain either a state and nationally affiliated CTSO, a State Only CTSO, or a Local CTSO, related to their instructional area, both inner curricular and instructor credential based. Resources: <http://coloradostateplan.com/educator/career-and-technical-student-organizations/>

If a state or nationally affiliated CTSO or a State Only CTSO is used, it must be related to the Career Cluster as defined in the following list.

Agriculture, Natural Resources & Energy

Agriculture, Food & Natural Resources	FFA
Energy	FFA, SkillsUSA, or TSA

Business, Marketing & Public Administration

Management and Administration	FBLA
Marketing	DECA
Finance	FBLA
Government & Public Administration	FBLA

Health Science, Criminal Justice & Public Safety

Health Science	HOSA: Future Health Professionals
Law, Public Safety, Corrections & Security	HOSA: Future Health Professionals

Hospitality, Human Services & Education

Hospitality & Tourism	FCCLA
Hospitality & Tourism (Marketing/Mgt.)	DECA
Human Services	FCCLA
Cosmetology	SkillsUSA
Education & Training	FCCLA

Skilled Trades & Technical Sciences

Architecture & Construction	SkillsUSA or TSA
Manufacturing	SkillsUSA
Transportation, Distribution & Logistics	SkillsUSA

STEM, Arts, Design & Information Technology

STEM	SkillsUSA or TSA
Audio/Video Technology & Film	CCCSO, SkillsUSA, or TSA
Journalism & Broadcasting	FBLA, SkillsUSA, or TSA
Performing Arts	CCCSO
Printing/Publishing	SkillsUSA or TSA
Visual & Design Arts	CCCSO, SkillsUSA, or TSA
Interior Design & Fashion Design	FCCLA
Information Support and Services	SkillsUSA or TSA
Interactive Media	SkillsUSA or TSA
Network Systems and Telecommunications	SkillsUSA or TSA
Programming & Software Engineering	SkillsUSA or TSA

Postsecondary & Workforce Readiness

Alternative Cooperative Education (ACE) (SC)2
FACS CORE & World of Work FCCLA

Alternative CTSO options will be considered under special circumstances. They must receive approval of the content area CTE Program Director and CTE State Director/Assistant Vice Chancellor.

Areas where no relevant student organization exists are working to create a state and national affiliation option. Programs in these areas must select the local CTSO as defined below.

If a State Only CTSO or a Local CTSO is established and maintained but is not state and nationally affiliated, it must have (and keep on file copies for the most recent year):

- A constitution and/or set of bylaws, including how membership in the CTSO is determined. In order to be a viable CTSO, the organization must be available to ALL students participating in the program area.
- A list of the current local membership.
- A list of current elected officers.
- Agendas & minutes of business meetings held by the organization for the current and prior year. At minimum the CTSO will meet at least two times per term.
- Documentation that the CTSO is co-curricular. Evidence should include examples of how the CTSO activities and program of work is integrated into the daily curricular plan, i.e. class syllabus.
- Documentation of a Program of Work: Programs are expected to carry out a program of work by using committees to plan and carry out activities. This documentation may be as simple as a narrative describing the local chapter's involvement in their selected areas and may vary with the type of CTSO.

3.10 Qualified & Credentialed Instructors

The instructor(s) has/have the appropriate Career and Technical Education (CTE) credential for the program. http://www.cde.state.co.us/cdeprof/cte_generalinfo.

If an instructor is teaching a CTE course that is included on multiple program approvals, as defined in section 3.06 (e) their credential must be valid for one of the program approvals on which the course resides. They are not required to be credentialed in each independent program.

3.11 Non-Duplicative

Program offerings may duplicate those in other service areas, but still are viable programs because existing programs cannot address all state and local needs, or do not lend themselves to distance delivery. Secondary programs are encouraged to partner with the Community College and/or Technical College in their area to maximize opportunities for students while minimizing duplication of effort.

The appropriate Program Director will make new programs aware of partnership opportunities and encourage collaborative programming.

3.12 Specific Program Requirements

Additional requirements may be necessary within certain industry sectors, clusters and/or pathways.

Programs seeking approval in these areas must meet these requirements in addition to the general requirements for all programs. Waivers may be granted for special circumstances with the approval of the appropriate CTE Program Director and CTE State Director/Assistant Vice Chancellor.

4.0 Postsecondary Program Approval Requirements

4.1 Employment Potential/ Occupational Demand

(State Perkins Plan: Section II-Program Administration A2(e))

For a new program approval and subsequent renewal, each program must be able to show:

- Projected employment demand for the program's industry sector, as documented by Colorado Labor Data or verifiable local demand.
- Example occupations trained for both at completion of program (entry level) and occupations requiring advanced training.

Colorado Labor Demand Information:

<https://www.colmigateway.com/vosnet/Default.aspx>

4.2 Sufficient Size and Scope

(State Perkins Plan: Section II-Program Administration A2(h); Perkins Act: S135)

Each approved program must provide students with strong experience in and understanding of all aspects of an industry, which includes work based learning options. All certificates and degree options within a CTE program must have the same Classification of Instructional Program (CIP)

code. If a certificate is submitted that is best classified under a separate CIP, a different program approval will be required as determined by the appropriate Program Director.

A. Program Length

Certificates

A postsecondary certificate program (with occupational field of study specified) is an organized program of study intended to prepare students to enter skilled and/or paraprofessional occupations or to upgrade or stabilize their employment. This program is not intended for transfer to baccalaureate degree programs but may transfer to Associate Degree Programs.

An initial certificate in a program area needs to include the skills, knowledge and competencies required for entry-level employment. Other certificates in the same program need to advance that skill level.

In addition, to be of sufficient size and scope, a certificate program must at a minimum, consist of:

- Option #1 - Two CTE courses*; or
- Option #2 - One, five credit hour CTE course*

*as determined by CCCNS Course approval process

Any certificate of substantial length i.e. 45 or more credits must have an appropriate general education component. (Source: Higher Learning Commission) Area Technical Colleges are exempt from this requirement.

B. Provides Work-Based Learning Experiences

Work-based experiences provide hands-on or realistic experiences for secondary and postsecondary students that relate to the students' CTE Program of Study. Work-based experience options are required for postsecondary programs.

Allowable Types of Work Experience*:

- Cooperative Education
- Clinical Internship
- Internship (paid or unpaid)
- Simulation
- Laboratory Method
- Paid Work Experience
- Unpaid Work Experience

- *Work-Based Learning Specific Guidance (Under Development)

C. Program of Study

CCCS believes that Programs of Study are critical to the success of students and an important component of a quality program. Beginning with the 2009-2010 academic year, assurances that a Plan of Study had been created were required. As of 2016-2017, this has changed to a requirement that a Program of Study is required for each new program and renewing program at time of approval. This requirement is in addition to the one approved Program of Study required per LEA for Perkins local plan approval and grant eligibility.

Program of Study assurance is not required for program revisions.

Resources: <http://coloradostateplan.com/educator/career-clusters/>

Secondary to Postsecondary Format

Postsecondary programs are required to collaborate with secondary institutions to create programs of study that:

- 1) Incorporate secondary education and postsecondary education elements; Evidence: Includes secondary course sequence and related postsecondary certificate and degree programs.
- 2) Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non- duplicative progression of courses; Evidence: Includes appropriate academic courses that lead to college readiness and connections to relevant CTE courses.
- 3) Align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; Evidence: Includes opportunities for advanced learning and/or alignment of instruction to provide a seamless path for students.
- 4) Include the opportunity for secondary education students to acquire postsecondary education credits; Evidence: Includes opportunities for advanced learning if available.
- 5) Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Evidence: Shows opportunities for earning industry credential or licensure and path to additional certificates or degrees.

4.3 Specific Degree and Course Requirements

A. Associate of Applied Science (AAS) Degree

The AAS degree information comes from State Board policy BP9-40. <https://www.cccs.edu/bp-9-40-associate-degree-and-program-designations-and-standards/>

AAS Degree Standards

The AAS degree (with the occupational field specified) is intended to prepare students to enter skilled and/or paraprofessional occupations or to upgrade or stabilize their employment. Certain courses/certificates within the degree or the entire AAS degree may be accepted toward a baccalaureate degree at some four-year institutions. The program must be consistent with the role and mission of the institution.

Credits

AAS degrees require a minimum of 60 and up to a maximum of 75 semester credit hours. Exceptions to the 75 semester credit hour maximum may be granted by action of the State Board in those fields in which there is a demonstrated need for additional course work.

General Education Requirements

- Include a minimum of 15 semester credit hours of general education course work which must be prescribed and designated in the college catalog.
- Courses with a CTE designation in Banner (such as AGB, MAN and CAD) that are directly related to a student's technical or professional preparation cannot be used as general education in an AAS degree.
- College catalogs must list which courses would fulfill AAS general education requirements.

B. Associate of General Studies (AGS) Degree – CTE

The AGS degree information comes from State Board policy BP9-40. <https://www.cccs.edu/bp-9-40-associate-degree-and-program-designations-and-standards/>

The CTE type of AGS degree is used as a technical pre-professional transfer degree with a major field specified. It is designed for students to transfer into a baccalaureate degree program with junior standing, based on a written articulation agreement with one or more designated institutions.

Requirements:

- Written articulation agreement with one or more designated institutions.
- The course of study for the various fields of specialization must be outlined in the college catalog as well as the identification of the baccalaureate institution(s) that have agreed to accept the program in transfer.

- The AGS Degree is limited to 60 credits, and requires at least 30 semester hours of general education. The other hours will be subject to the terms of the agreement with the baccalaureate institution(s).

C. Colorado Common Course Numbering System (CCCNS)

In accordance with State law (C.R.S. 23-1-108.5) and CCCS'System Chancellor's Procedure 9-71, Community College Course Numbering System, , courses included in CTE degree and certificate programs for all system colleges, local colleges and area technical colleges must be approved courses in the CCCNS system. Exceptions to this rule include:

- Western Colorado Community College programs are waived from this requirement by CDHE due to their unique relationship with Colorado Mesa University. Courses should be CCCNS compliant or a crosswalk to related CCCNS courses must be provided prior to approval.
- Colorado Mountain College and Area Technical Colleges courses must be CCCNS compliant or a crosswalk to related CCCNS courses must be provided prior to approval.
- Programs seeking approval prior to the approval of new courses may operate for 1 year provided the course in question is posted in the CCCNS proposed database. Approvable programs in this situation will receive a One-Year Conditional Approval.

D. Postsecondary Program Closure Process

If an institution wishes to close a program, they must notify CCCS prior to end of the term of closure. CCCS will close the program approval and end term the program in Banner. In addition, CCCS will notify CDHE of the change in status of the program. CDHE will leave the SURD record open for 24 months after the time of closure to allow for the teaching out of those students enrolled in the program.

If a program wishes to remove a certificate or degree from a program approval, the change in certificate status must be noted in the comments submitted with the renewal or revision. At point of approval, the end term will be set in Banner based on the current term for the closed certificate. CCCS will check to see if the eliminated certificate requires a SURDS database change and request the change if necessary. CDHE will leave the SURD record open for 24 months after the time of closure to allow for the teaching out of those students enrolled in the program.

E. Prerequisite Courses

Prerequisite courses for a program should not be included on a program approval unless they are included in the degree or certificate award requirements.

F. Area Technical College Guidance on General Education Courses

Area Technical Colleges may not offer General Education courses as defined at the catalogue level in Banner by the State Faculty Curriculum Committee unless they are specifically required for the certificate to be awarded. Example: Math requirement for the Licensed Practical Nursing Certificate.

G. Applied Technology Program Approval

(C.R.S. 23-60-802, BP 9-72, SP 9-72)

In 2004 the Colorado State Legislature passed legislation requiring that the SBCCOE implement a policy to assure the transfer of post-secondary credits from the three approved Area technical Colleges to any institution within the State System of Community and Technical Colleges. This resulted in the creation of an Applied Technology Program Approval for each of the 13 system colleges.

Due to the expected varied nature of enrollment, completion and placement rates for this Associate of Applied Science degree, these programs will not be subject to the Employment Potential, Program of Study, Facilities, Advisory Committee and data review requirements for approval.

4.4 Technical Advisory Committee

(State Perkins Plan: Section II-Program Administration A2(e))

All approved programs must have a technical advisory committee that functions at the state, regional, or local level to assist education providers in planning, conducting and evaluating their program curricula and operations. Advisory Committee Handbook: <http://coloradostateplan.com/administrator/advisory-committee/>

Each program is encouraged to have a local committee focused specifically on their program. However, district or regional committees are acceptable as long as each program is receiving independent review and guidance each year and committee membership includes business & industry representation from each program area for which the committee offers guidance (this includes Sector Partnerships).

Each Advisory Committee must include:

- 51% of the voting members are from related business and industry occupations
- An educational administrator, a counselor and/or a special populations representative.
- Membership representative of both genders and reflective of the ethnic diversity of the community.

Each Committee must:

- Meet a minimum of two times annually (Electronic meetings are acceptable)
- Advisory Committee meeting minutes (with program specific guidance) must be kept on file from the last approval or renewal date. It is imperative that the advisory committee review the program's Five-Year Plan as well as the program data and that those activities are reflected in the minutes.

Programs found not to be in compliance with these requirements may be placed on a one-year conditional approval. If conditional requirements are not met, approval will be revoked.

4.5 Facilities

Approved programs must be conducted in appropriate facilities that are sufficiently equipped to permit adequate training and education.

Facility space and equipment requirements are noted in each set of Cluster and/or Pathway Specific Program Requirements. Programs not meeting these requirements may request a waiver which will be reviewed jointly by the appropriate CTE Program Director and CTE State Director/Assistant Vice Chancellor.

Safety

Approved programs must ensure instruction in the safe use of facilities, equipment and materials is provided prior to the time students will use such facilities, equipment, and/or potentially hazardous materials.

In addition, approved programs will ensure that state and federal safety standards are instituted including the following provisions:

- Safety rules are posted in the facilities and are enforced.
- Fire extinguishers (must be updated and within expiration limits) and emergency exits from the facilities are identified and evacuation routes are posted.
- The Colorado Eye Protective Devices Act (CRS 22-3-101 to 104) is adhered to at all times.
- Labels on containers of hazardous chemicals are not removed or defaced. Programs must also retain Material Safety Data Sheets (MSDS) on incoming hazardous chemicals and make them available to students. An MSDS contains precautions for handling and using harmful substances and includes information such as health hazards, fire and explosion hazards, physical characteristics, hazardous ingredients, personal protective equipment, and spill procedures. www.osha.gov/

NOTE: CCCS CTE Program Directors and or the CTE State Director/Assistant Vice Chancellor may revoke program approval if a program is observed to be operating in an unsafe manner that could result in injury to student or instructor.

4.6 Student Rights & Other Compliance Factors

Approved programs must assure and have strategies in place to ensure that no student is unlawfully:

- Discriminated against the basis of age, race, religion, color, national origin, sex/gender, pregnancy status, gender identity, sexual orientation, or disability in its activities or programs as required by Title VI of the Civil Rights Act, Title IX of the Education Amendments, and Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act.
- Denied an equal opportunity to benefit from occupational education solely on the basis of race, color, religion, national origin, sex, age, or disability. Additionally, CTE staff must work with students with qualified disabilities (including the learning disabled and those with physical, sensory, and temporary disabilities) to provide appropriate assistance to students so that they may participate in approved CTE programs as fully as possible.

Each program is responsible for providing evidence of each of these in the case of an audit or upon CCCS request. Keep this evidence on file.

4.7 Evaluation and Continuous Improvement

Program renewal requires each program to develop, maintain and keep on file a five- year plan that describes the program's strengths and weaknesses, defines the program's goals and action steps, and includes an annual review and response to program trend data. Five Year Plan template can be found under CTE Resources:

<http://coloradostateplan.com/educator/cte-standards-program-approval/>

4.8 Articulation

Postsecondary programs are strongly encouraged, but not required, to utilize articulation methods where practical.

If Articulation Agreements are used, they must be reviewed and verified annually.

<https://www.cccs.edu/current-students/transfers-articulations/>

4.9 Colorado Career and Technical Student Organizations (CTSOs)

Postsecondary programs are encouraged but not required to offer student organizations as a component of their program. Current postsecondary CTE student organizations recognized by CCCS are:

- Collegiate FFA
- PAS – Postsecondary Agriculture Students
- Collegiate DECA
- HOSA: Future Health Professionals
- PBL – Phi Beta Lambda - Business
- SkillsUSA – Trades and Technical Education
- Other – Only available under special circumstances. Must receive approval of the content area CTE Program Director and CTE State Director/Assistant Vice Chancellor.

Due to the fact that a specific CTSO is currently not available in all postsecondary program areas, programs are allowed to select the CTSO that best meets the needs of their students and program.

4.10 Qualified & Credentialed Instructors

All instructors (full and part-time) must have the appropriate Career and Technical Education (CTE) credential for the program. If an instructor is teaching a CTE course that is included on multiple program approvals, their credential needs to be valid for one of the program approvals on which the course resides. They are not required to be credentialed in each independent program.

For example, a CADD course may exist on an Architecture & Construction Program Approval could be included on a Landscape Horticulture, Manufacturing or Engineering Program approval, taught by the Architecture & Construction instructor.

4.11 Non-Duplicative

Program offerings may duplicate those in other service areas, but still are viable programs because existing programs cannot address all state and local needs, or do not lend themselves to distance delivery. Duplicate programs must document unmet needs to the satisfaction of the appropriate CTE Program Director and/or CTE State Director/Assistant Vice Chancellor.

4.12 Specific Program Requirements

Additional requirements may be necessary within certain industry sectors, clusters and/or pathways.

Programs seeking approval in these areas must meet these requirements in addition to the general requirements for all programs. Waivers may be granted for special circumstances with the approval of the appropriate CTE Program Director and CTE State Director/Assistant Vice Chancellor.

5.0 Middle School Program Approval Requirements

Middle School CTE Programs will only be eligible for CTA reimbursement funding and are not eligible for direct program support through each Local Education Agency's Perkins local plan. Institutions may use Perkins funds for approved high school or for approved postsecondary CTE programs to host events that introduce 7th grade and older students to high school or postsecondary CTE programs [open house, career fair, CTE program tour, etc.]

5.1 Employment Potential/ Occupational Demand

(Board Rule: CTA 3.1E; CRS 23-8-103(2)(e))

To ensure each middle school program advances student learning toward "in demand" industries, verification of an approved high school program (noting verifiable employment demand) accessible within the school district must be provided.

5.2 Sufficient Size and Scope

(Board Rule: CTA 3.2I)

In order to be of sufficient size and scope, each middle school program must be designed to enable a student to seamlessly advance without unnecessary duplication of educational experiences to a high school approved CTE program. Programs may begin as early as 6th grade when located in the same building as and built in conjunction with 7th and 8th grade course options.

In addition, programs must provide access to and assistance with the development of meaningful Individual Career & Academic Plan (ICAP) for each student. Students must have access to at a minimum one (1) appropriate Program of Study for continuation of the pathway(s) in a high school within the district.

Middle School CTE programs are required to include within the curriculum of their approved programs intentional exposure to nontraditional careers within the cluster(s) and instruction in the knowledge and skills that can help overcome gender career stereotypes.

5.3 Technical Advisory Committee

(Board Rule: CTA 3.1C; CRS 23-8-103(2)(c))

All approved programs must have a technical advisory committee that functions at the state, regional, or local level to assist education providers in planning, conducting and evaluating their program curricula and operations. Advisory Committee Handbook:

<http://coloradostateplan.com/administrator/advisory-committee/>

Each program is encouraged to have a local committee focused specifically on their program. However, district or regional committees are acceptable as long as each program is receiving independent review and guidance each year and committee membership includes adequate (two or more) business & industry representation from each program area for which the committee offers guidance. In order to facilitate seamless transitions, middle school programs should seek and receive technical guidance from at least one related high school program advisory committee.

Each Advisory Committee must include:

- 51% of voting members from related business and industry occupations.
- An educational administrator, a counselor and/or a special population's representative.
- Membership representative of both genders and reflective of the ethnic diversity of the community. (Refer to secondary program approval section 3.03.)

Each Committee must:

- Meet a minimum of two times annually (Electronic meetings are acceptable).
- Advisory Committee meeting minutes (with program specific guidance) must be kept on file for the previous five years or back to date of approval for new programs. It is imperative that the advisory committee review the program's Five Year Plan and that activity is reflected in the minutes.

Programs found not to be in compliance with these requirements may be placed on a one-year conditional approval. If conditional requirements are not met, approval will be revoked.

5.4 Facilities

(Board Rule: CTA 3.1D; CRS 23-8-103(2)(d))

Appropriate Facilities

Approved programs must be conducted in appropriate facilities that are sufficiently equipped to permit adequate training and education.

Facility space and equipment requirements are noted in each set of Cluster and/or Pathway Specific Program Requirements. Programs not meeting these requirements may request a waiver which will

be reviewed jointly by the appropriate CTE Program Director and CTE State Director/Assistant Vice Chancellor.

Safety

Approved programs must ensure instruction is provided in the safe use of facilities, equipment and materials prior to the time students will use such facilities, equipment, and/or potentially hazardous materials.

In addition, approved programs will ensure that state and federal safety standards are instituted including the following provisions:

- Safety rules are posted in the facilities and are enforced.
- Fire extinguishers (must be updated and within expiration limits) and emergency exits from the facilities are identified and evacuation routes are posted.
- The Colorado Eye Protective Devices Act (CRS 22-3-101 to 104) is adhered to at all times.
- Labels on containers of hazardous chemicals are not removed or defaced. Programs must also retain Material Safety Data Sheets (MSDS) on incoming hazardous chemicals and make them available to students. An MSDS contains precautions for handling and using harmful substances and includes information such as health hazards, fire and explosion hazards, physical characteristics, hazardous ingredients, personal protective equipment, and spill procedures. <http://www.OSHA.gov>

NOTE: CCCS CTE Program Directors and/or the CTE State Director/Assistant Vice Chancellor may revoke program approval if a program is observed to be operating in an unsafe manner that could result in injury to student or instructor.

5.5 Student Rights & Other Compliance Factors

Approved programs must assure and have strategies in place to ensure that no student is unlawfully:

- Discriminated against on the basis of age, race, religion, color, national origin, sex/gender, pregnancy status, gender identity, sexual orientation, or disability in its activities or programs as required by Title VI of the Civil Rights Act, Title IX of the Education Amendments, and Section 504 of the Rehabilitation Act, Age Discrimination Act, and Title II of the Americans with Disabilities Act.
- Denied an equal opportunity to benefit from occupational education solely on the basis of race, color, religion, national origin, sex/gender, pregnancy status, gender identity, sexual orientation, age, or disability. Additionally, CTE staff must work with students

with qualified disabilities (including the learning disabled and those with physical, sensory, and temporary disabilities) to provide appropriate assistance to students so that they may participate in approved CTE programs as fully as possible.

Each program is responsible for providing evidence of each of these in the case of an audit or upon CCCS request. Keep this evidence on file.

5.6 Allowable Courses & Academic Alignment

Career & Technical Education Standards

Courses included in programs for approval must provide instruction aligned to the state approved occupational standards and competencies for the appropriate Career Cluster or Pathway and/or Postsecondary and Workforce Readiness Essential Skills. Middle school level CTE programs are expected to deliver content identified in the state CTE standards but must ensure that the delivery of such content is developmentally appropriate for the students. These standards can be found at: <https://cocteststandards.cccs.edu/>

Courses Applicable to Multiple Programs

Certain CTE courses are applicable to multiple middle school CTE programs (i.e. CADD, Entrepreneurship, etc.) When a course is appropriate for more than one program (as determined by the appropriate Program Director), and is currently approved within another program at the same school, it may be included on an affiliated program approval. In these situations, the name and Web ID of the program approval where the course originates must be included in the course description on the affiliated program approval. The instructor teaching the course that is now listed on multiple program approvals must have a valid credential appropriate for one of the programs in which the course is approved.

Middle school programs are encouraged to provide students with exposure to multiple career opportunities by implementing a career exploration wheel. This provides students the opportunity to explore multiple career clusters by rotating through a series of CTE courses during their time in MS CTE. Wheel programs must have a determined sequence of courses in place at the time of approval. <http://coloradostateplan.com/educator/middle-school-cte/>

5.7 Evaluation and Continuous Improvement

Program renewal requires each program to develop, maintain and keep on file a five- year plan that describes the program's strengths and weaknesses, defines the program's goals and action steps, and includes an annual review and response by the Technical Advisory Committee to program data. 5 Year Plan template:

<http://coloradostateplan.com/educator/cte-standards-program-approval/>

5.8 Articulation

Middle school programs must provide accessibility to move into an approved high school CTE program within the district into a seamless Program of Study.

5.9 Colorado Career and Technical Student Organizations (CTSOs)

(Board Rule: CTA 3.1F; CRS 23-8-103(2)(d))

According to Board Rule each CTE program must provide leadership training opportunities by establishing and maintaining all appropriate CTE student leadership organizations as listed herein, or such other leadership organization as may be approved by the Board in special circumstances: Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Family Career and Community Leaders of America (FCCLA), HOSA: Future Health Professionals, Technology Student Association (TSA) and Skills USA. Each program must establish and maintain either a state and nationally affiliated CTSO related to their instructional area (both curricular and instructor credential based) or a local CTSO. This may be in conjunction with the high school organization. CTSO Resources:

<http://coloradostateplan.com/educator/career-and-technical-student-organizations/>

If a state and nationally affiliated CTSO is used, it must be related to the Career Cluster as defined in the following list.

Agriculture, Natural Resources & Energy

Agriculture, Food & Natural Resources	FFA
Energy	FFA, SkillsUSA, or TSA

Business, Marketing & Public Administration

Management and Administration	FBLA
Marketing	DECA
Finance	FBLA
Government & Public Administration	FBLA

Health Science, Criminal Justice & Public Safety

Health Science	HOSA: Future Health Professionals
Law, Public Safety, Corrections & Security	HOSA: Future Health Professionals

Hospitality, Human Services & Education

Hospitality & Tourism	FCCLA
Hospitality & Tourism (Marketing/Mgt.)	DECA
Human Services	FCCLA
Cosmetology	SkillsUSA
Education & Training	FCCLA

Skilled Trades & Technical Sciences

Architecture & Construction	SkillsUSA or TSA
Manufacturing	SkillsUSA
Transportation, Distribution & Logistics	SkillsUSA

STEM, Arts, Design & Information Technology

STEM	SkillsUSA or TSA
Audio/Video Technology & Film	CCCSO, SkillsUSA, or TSA
Journalism & Broadcasting	FBLA, SkillsUSA, or TSA
Performing Arts	CCCSO
Printing/Publishing	SkillsUSA or TSA
Visual & Design Arts	CCCSO, SkillsUSA, or TSA
Interior Design & Fashion Design	FCCLA
Information Support and Services	SkillsUSA or TSA
Interactive Media	SkillsUSA or TSA
Network Systems and Telecommunications	SkillsUSA or TSA
Programming & Software Engineering	SkillsUSA or TSA

Postsecondary & Workforce Readiness

Alternative Cooperative Education (ACE)	(SC)2
FACS CORE & World of Work	FCCLA

Alternative options will be considered under special circumstances. They must receive approval of CTE Program Director and CTE State Director/Assistant Vice Chancellor.

*Areas where no relevant student organization exists are working to create a state and national affiliation option. Programs in these areas must select the local CTSO as defined below.

If a local CTSO is established and maintained but not state and nationally affiliated, it must have (and keep on file copies for the most recent year):

- A constitution and/or set of bylaws, including how membership in the CTSO is determined. In order to be a viable CTSO, the organization must be available to ALL students participating in the program area.
- A list of the current local membership.
- A list of current elected officers.
- Agendas & minutes of business meetings held by the organization for the current and prior year. At minimum the local CTSO will meet at least two times per term.
- Documentation that the CTSO is co-curricular. Evidence should include examples of how the CTSO activities and program of work is integrated into the daily curricular plan, i.e. class syllabus.
- Documentation of a Program of Work: Programs are expected to carry out a program of work by using committees to plan and carry out activities. This documentation may

be as simple as a narrative describing the local chapter's involvement in their selected areas and may vary with the type of CTSO.

Programs found not to be in compliance with these requirements may be placed on a one-year conditional approval. If conditional requirements are not met, approval will be revoked.

5.10 Qualified and Credentialed Instructors

The instructor(s) has/have the appropriate Career and Technical Education (CTE) credential for the program. <https://www.colorado.gov/cde/licensing/Lookup/LicenseLookup.aspx>

If an instructor is teaching a CTE course that is included on multiple program approvals, as defined in section 3.06 (e) their credential must be valid for one of the program approvals on which the course resides. They are not required to be credentialed in each independent program. All CTE instructors must hold a credential.

In career exploration wheel programs, all instructors must carry appropriated CTE credentials. Schools can meet this requirement by having one instructor in place with a full credential from a CTE area included in the wheel and utilizing academic CTE credentials for additional instructors teaching wheel courses.

Refer to CTA funding FAQ for credential funding answers. <http://coloradostateplan.com/administrator/career-and-technical-act-cta/>

5.11 Non-Duplicative

Program offerings may duplicate those in other service areas, but still are viable programs because existing programs cannot address all state and local needs, or do not lend themselves to distance delivery.

The appropriate Program Director will make new programs aware of partnership opportunities and encourage collaborative programming.

5.12 Specific Program Requirements

Additional requirements may be necessary within certain industry sectors, clusters and/or pathways.

Programs seeking approval in these areas must meet these requirements in addition to the general requirements for all programs. Waivers may be granted for special circumstances with the approval of the appropriate CTE Program Director and CTE State Director/Assistant Vice Chancellor.

5.13 Other Requirements/ Exemptions for Middle School CTE Programs

In order to facilitate the unique nature of middle school programs, the following additional requirements and or exemptions will also be followed.

1. Student Data: Only enrollment data will be collected and reviewed at point of renewal for each middle school program.
2. Until such time as an online approval system can be implemented, approval will be managed through a common form submitted to the appropriate program director.
3. Program Renewal Qualifications
 - a) Program must meet or exceed program approval assurances at time of renewal
 - b) Program must show active enrollment data.

Section III: Specific CTE Program Requirements

1.0 General Descriptions

Agricultural Education is a systematic program of instruction available to students desiring to learn about the science, business, and technology of plant and animal production and/or about the environmental and natural resources systems. Agricultural education prepares students for successful careers and a lifetime of informed choices. Agricultural education envisions a world where all people value and understand the vital role of agriculture, food, fiber, and natural resources systems in advancing personal and global well-being.

Alternative Cooperative Education (ACE) is a multi-occupational pathway that facilitates individualized, developmentally appropriate programming necessary to support CTE students successfully. This includes students identified as Special Populations. Special Populations (per Perkins Authorization): Is defined as individuals with a disability, in non-traditional fields, are displaced homemakers, economically disadvantaged individuals including youth in foster care, are English language learners, and single (teen) parents.

ACE CTE Programming is developed through collaboration with educators, business representatives and community stakeholders. The collaboration creates locally responsive, relevant work-based & school-based learning experiences. ACE CTE students will demonstrate competency in Postsecondary Workforce Readiness (PWR) skills as defined by the Colorado Department of Education that lead to technical skill attainment as defined in the CCCS CTE Program Approval.

The transition from existing ACE program approval to the new programs under 998005 is determined by when the current program expires. Programs that have a one-year conditional

renewal (those renewed in either FY17 or FY18) will be in their last year of operation during the 2018-2019 school year. These will not be renewed again and will be closed after the end of the 2019 fiscal year (July 2019). This means that these programs will need to submit a new ACE program approval for the 2019-2020 school year. The submission of this new program approval should be done after the end of the 2019 fiscal year. This will avoid having two ACE programs in place for FY19.

Programs that are up for renewal (not conditional) next year will also be in their last year of operation during the 19-20 school year and will be closed in July 2019. These programs should submit the new ACE program approval after the start of the 2020 fiscal year.

Programs that do not expire until after the end of next fiscal year (July 2019) are allowed to have one additional school year (19-20) to offer the existing program. They will be closed in July 2020 and will submit new program approval under 998005 for the 20-21 school year.

There will be no ACE programs in active status with the current CIPS after the 19-20 school year.

Business and Public Administration programs prepare students for the world of work and help students develop leadership, problem-solving, decision-making, critical thinking, communication, technology and academic skills related to a students' chosen career area. Business and Public Administration programs enhance the leadership potential and the essential life skills of students and encourage life-long learning. Information in this section is specific for the Business and Public Administration program area.

Family and Consumer Sciences Education Our students today are the future leaders and members of tomorrow's families, workplaces, and communities. Essential preparation for success includes acquisition of leadership, problem-solving, decision-making, critical thinking, and communication. The Colorado Family and Consumer Sciences (FACS) Core courses focus on providing students foundational knowledge needed to be a productive member of society. The FACS Occupational programs focus on career awareness, occupations available in the job market, and preparation for specific occupational pathways. Family and Consumer Sciences courses are solidly linked to the Colorado Model Content Standards (mathematics, reading and writing, and science) and the Colorado Postsecondary and Workforce Readiness (PWR) descriptors.

Health Science Education programs in Colorado continue to make major curriculum changes to meet the occupational demands of the health care employer. The shift away from acute, in-patient hospital care to community clinics and home health has changed the way health care personnel deliver patient services. Health Science Education continues to accommodate these changes. Secondary Health Science programs have adopted the National Health Care Standards curriculum. This core curriculum emphasizes preventive care and maintenance of health as well as principles and skills. Embedded in all health science courses are academic (mathematics, reading, and writing) skills as well as essential workplace skills such as critical thinking, communication, decision-making and problem-solving.

Marketing programs prepare students for the world of work and help students develop leadership, problem-solving, decision-making, critical thinking, communication, technology and academic skills related to a students' chosen career area. Marketing programs enhance the leadership potential and the essential life skills of students and encourage life-long learning. Information in this section is specific for the Marketing program area.

Skilled Trades & Technical Sciences programs prepare students for the world of work and help students develop leadership, problem-solving, decision-making, critical thinking, communication, technology and academic skills related to a students' chosen career area. Skilled Trades & Technical Sciences programs enhance the leadership potential and the essential life skills of students and encourage life-long learning. Information in this section is specific for the Skilled Trades & Technical Sciences program area.

STEM, Arts, and Information Technology programs prepare students for the twenty-first century workplace by developing skills in critical thinking and reasoning, information literacy, collaboration, self-direction, and invention. Occupational standards within the cluster areas are aligned to Colorado Math, Science, and Language Arts Academic Model Content standards and the Colorado Post-secondary and workplace readiness (PWR) descriptors. STEM, Arts, and IT programs enhance the leadership potential and the essential life skills of students and encourage life-long learning through rigorous and relevant curriculum.

Specific program requirements and quality indicators are organized into the following sections:

- 2.0 Program Content**
- 3.0 Program Facilities**
- 4.0 Business and Industry Involvement**
- 5.0 Guidance and Counseling**
- 6.0 Student Placement and Follow-up**
- 7.0 Administrative Support**
- 8.0 Assessment**

2.0 Program Content

Organization and content of instruction is based on a written course of study that provides the competencies and outcomes needed. The program is designed to meet student needs through clear, attainable objectives. Student progress is assessed and recorded throughout the program using assessments based on industry validated standards.

Every state-approved Career & Technical Education CTE program must have a current Program Approval on file at the Colorado Community College System (CCCS). Program Approvals are granted for a five-year period. Programs found to have Program Approvals that do not meet CCCS CTE Administrators' Handbook

minimum requirements are subject to conditional approval or other action as deemed necessary by the approving agency.

2.1 Organization of Program Content

Each approved program must provide students with strong experience in and understanding of all aspects of their chosen occupational pathway and include work- based learning options. A program completer should be ready for entry level employment or ready for the next level of advanced training or education necessary to create a seamless connection between school and skilled, competitive-wage and high demand employment.

Agriculture

- Agricultural Education programs must provide a sequence of courses which contains technical content from all the 6 recognized AFNR pathways. Four years of coursework is recommended with freshmen and sophomores offered survey type courses covering all pathways. Junior and senior year students have the opportunity to pursue courses focused on specific pathways found in the AFNR cluster. Pathway completer definitions for these programs must at a minimum be equal to or greater than one (1) academic unit, often referred to as a Carnegie unit, equivalent to one full school year of credit in the specific program pathway. Due to the variety of school schedules used across the state, the contact hours for this minimum will range from 120 to 180 hours.
- Postsecondary Instruction: Definition for completion is an award of a certificate or an Associate of Applied Science degree in one of the AFNR pathways.

Alternative Cooperative Education (ACE)

- Secondary Instruction: The secondary instructional ACE pathway must include a completer definition that meets the following criteria. In order to be of sufficient size and scope, a completer definition must at a minimum be equal to or greater than one (1) academic unit, often referred to as a Carnegie unit, equivalent to one full school year of credit in the specific program pathway (Proposed Pathways include: ACE CORE, ACE Cluster-Based, ACE Specialized.). Due to the variety of school schedules used across the state, the contact hours for this minimum will range from 120 to 180 hours. See sample materials on <http://coloradostateplan.com/educator/ace/ace-programming/>

Business and Public Administration

- Secondary Instruction: The secondary instructional Business and Public Administration pathways must include a completer definition that meets the following

- criteria. In order to be of sufficient size and scope, a complete definition must at a minimum be equal to or greater than one (1) academic unit, often referred to as a Carnegie unit, equivalent to one full school year of credit in the specific program pathway. Due to the variety of school schedules used across the state, the contact hours for this minimum will range from 120 to 180 hours.
- Postsecondary Instruction: Definition for completion is an award of a certificate or an Associate of Applied Science degree in one of the Business and Public Administration pathways.

Family and Consumer Science Education:

- Family and Consumer Sciences CORE – CIP 19.0000: A FACS program must offer two of the five courses listed to have an approved CORE program. A student must complete two of the five (Teen Choices, Life Management, Relationships, Child and Adolescent Development, or Nutrition and Wellness) CORE courses for completion status.
- Teen Choices: One-semester course designed for 9th and 10th graders as a feeder to other CORE courses. Focuses on personal power and success, wellness, personal relationships, understanding personal sexuality, and teens and the law.
- Life Management: One-semester course designed for 11th and 12th graders. Purpose is to develop educated consumers with an understanding and academic knowledge of consumer resources and financial organizations. Focuses on personal and family resources, job and career, personal and family finances, and wellness.
- Relationships: One-semester course designed for 11th and 12th graders. Purpose is to acquire academic knowledge and understanding for healthy, respectful, and caring relationships across the life span. Emphasis is placed on family and friend dynamics, effective communication, and healthy interpersonal relationships.
- • Nutrition and Wellness: One-semester course designed for 10th, 11th, and 12th graders. Purpose is to develop lifelong, healthy individuals with an understanding and academic knowledge of wellness as a lifestyle, exercise and fitness, nutrition, and consumer products and services. Emphasis is placed on implementing healthy nutritional choices, developing a fitness plan, integrating science principles as related to nutrition, and practicing wise consumer decisions. This is not intended to incorporate cooking or laboratory experiences.
- Teen parent program (CIP 19.0799): Two-semester program for pregnant and/or parenting teens. Focuses on skill development in the areas of relationships, parenting, life management, and infant and child development. Emphasizes relationship building between parent and child, problem-solving skills, and communication.
- Family and Consumer Sciences Occupational Programs: The following occupational programs are offered as year-long (two semesters) courses. A student must complete

- the entire course to be counted as a completer. Each course is designed for 10th- 12th grades.
- Catering (CIP 19.0599): Two-semester program designed for students with career interests in the food industry as well as owning their own catering business. Purpose is to develop skills in quantity food preparation, safety and sanitation, planning, customer service, business plans and entrepreneurship.
 - Culinary Arts/Food Production (CIP 19.0501): Two-semester program based on National FACS Standards. Incorporates a student-run restaurant open to the public focusing on operation, food preparation, customer service, front/back of the house experiences, food safety, and management.
 - Pro Start (CIP 19.0505): Two to four-semester program based on the National ProStart curriculum with direct involvement with the Colorado/National Restaurant Association. Year one emphasizes culinary management; year two emphasizes hospitality and restaurant management.
 - Food Science, Dietetics, and Nutrition (CIP 19.0504): Two-semester program based on National FACS Standards (may be counted toward a science credit if approved by local school district). Focuses on food safety, principles of nutrition, food and menu planning, and food preparation techniques. This course is intended to offer students laboratory experiences that reflect the science of food and nutrition. Its intention is not to cover the basics of cooking.
 - Wage Earning/World of Work (CIP 19.999): Two-semester course based on National FACS Standards. Focuses on career assessment, job skills, interview skills, finding and keeping a job, researching careers, communication techniques, and work ethics. Students should be employed in a Family and Consumer Sciences related area.
 - Interior Design (CIP 19.0601): Two-semester program based on the industry's professional standards (CIDA – Council for Interior Design Accreditation). Focuses on career paths within the housing, interiors, and furnishings industry (First semester emphasizes residential design and second semester on commercial design).
 - Fashion Design and Merchandising (CIP 19.0901): Two-semester program that exposes students to the numerous careers within the fashion design and merchandising industries. Focuses on fashion selection, principles and elements of design, textiles, textile product construction, and fashion merchandising.
 - Early Childhood Education (CIP 19.0701): Two-semester community college course offered at high schools. Focuses on the child from birth to age 8 and emphasizes child growth and development, health, nutrition, and safety, developmentally appropriate practices, and observation of children in a childcare setting. High schools must coordinate with their local community college to offer this course.
 - Teacher Cadet (CIP 13.1399): Two-semester program based on standards and curriculum from the South Carolina Center for Educational Recruitment, Retention, and Advancement (CERRA). Licensed program that requires training through the CERRA (offered each summer in Colorado). Rigorous honors program for 11th or 12th

graders that explores teaching careers and allows opportunities for mini-teaching experiences.

Health Science Education

Secondary Instruction: The secondary instructional Health Science Education pathway must include a complete definition that meets the following criteria. In order to be of sufficient size and scope, a complete definition must at a minimum be equal to or greater than one (1) academic unit, often referred to as a Carnegie unit, equivalent to one full school year of credit in the specific program pathway. Due to the variety of school schedules used across the state, the contact hours for this minimum will range from 120 to 180 hours.

Postsecondary Instruction: Definition for completion is an award of a certificate or an associate of applied science degree in a health science career pathway.

Marketing

- **Secondary Instruction:** The secondary instructional Marketing pathways must include a complete definition that meets the following criteria. In order to be of sufficient size and scope, a complete definition must at a minimum be equal to or greater than one (1) academic unit, often referred to as a Carnegie unit, equivalent to one full school year of credit in the specific program pathway. Due to the variety of school schedules used across the state, the contact hours for this minimum will range from 120 to 180 hours.
- **Postsecondary Instruction:** Definition for completion is an award of a certificate or an Associate of Applied Science degree in one of the Marketing pathways.

Skilled Trades & Technical Sciences

- **Secondary Instruction:** The secondary instructional Skilled Trades & Technical Sciences pathways must include a complete definition that meets the following criteria. In order to be of sufficient size and scope, a complete definition must at a minimum be equal to or greater than one (1) academic unit, often referred to as a Carnegie unit, equivalent to one full school year of credit in the specific program pathway. Due to the variety of school schedules used across the state, the contact hours for this minimum will range from 120 to 180 hours.
- **Postsecondary Instruction:** Definition for completion is an award of a certificate or an Associate of Applied Science degree in one of the Skilled Trades & Technical Sciences pathways.

STEM, Arts, Information Technology

- Secondary Instruction: The secondary instructional STEM, Arts, and Informational Technology pathways must include a complete definition that meets the following criteria. In order to be of sufficient size and scope, a complete definition must at a minimum be equal to or greater than one (1) academic unit, often referred to as a Carnegie unit, equivalent to one full school year of credit in the specific program pathway. Due to the variety of school schedules used across the state, the contact hours for this minimum will range from 120 to 180 hours.
- Postsecondary Instruction: Definition for completion is an award of a certificate or an Associate of Applied Science degree in one of the STEM, Arts, or Informational Technology pathways.

2.1.1

The program design components must meet all CCCS Program Approval requirements and correspond to the school catalog and/or the student handbook.

2.1.2

Instructional plans will be based on validated competencies and standards and will be developed, maintained, and utilized with clearly stated objectives, activities, resources, and methods of assessment.

2.1.3

The program content must be based on the input of the individual program Advisory Committee. All curriculum competencies and/or program standards must be followed if approval is to be given.

2.1.4

The recommended student-to-teacher ratio:

- Agriculture program is 25 to 1 in a classroom setting and 20-1 for laboratory (computer, shop & greenhouses) settings. Laboratory facilities must provide adequate equipment and educational stations sufficient to engage all students at one time who are enrolled in the course. In facilities where this cannot be met the ratio must be lowered to the level appropriate. Total enrollment in the program should not exceed 80 students per teacher.
- Alternative Cooperative Education (ACE) program, due to the range of abilities and/or needs of students within an ACE program, teacher to student ratio is recommended based on the crosswalk on the <http://coloradostateplan.com/educator/ace/> website. The Program Approval and State CTE Program Director should be referenced if this is in question.
- Marketing programs are 20 to 1 in a computer lab and 25 to 1 for all other Marketing classes. This may vary in isolated program areas. The Program Approval and State CTE Program Director should be referenced if this is in question.

- Business and Public Administration programs are 20 to 1 in a computer lab and 25 to 1 for all other Business and Public Administration classes. This may vary in isolated program areas. The Program Approval and State CTE Program Director should be referenced if this is in question.
- Health Science Education programs student to instructor ratio is not more than the allowable ratio per program specific/accreditation requirement, i.e. Dental assisting is a 1/8 instructor to student ratio for clinic and a 1/6 ratio for lab.
- Skilled Trades & Technical Sciences programs are 16 to 1.
- STEM, Arts, and Information Technology programs are 25 to 1 in a classroom setting and 20-1 for laboratory settings. Laboratory facilities must provide adequate equipment and educational stations sufficient to engage all students at one time who are enrolled in the course.

2.1.5

Curriculum is to be based on validated CTE, academic and workforce readiness standards.

2.1.6

Units of instruction should be appropriately sequenced to enhance student learning.

2.1.7

Course outlines must be kept current within the limitation of the instructional equipment available for use by the students.

2.1.8

Lesson plans shall be developed that clearly state instructional objectives, competencies, activities, academic and CTE standards, resources, and assessments to be utilized during instruction.

2.1.9

Instruction on safety practices must be integrated and provided to each student throughout the total training period. Teachers must maintain documentation of instruction, student mastery of the content and a record of all safety violations and student accidents.

2.1.10

Financial literacy, career and occupational information shall be an integrated part of the hours of instruction.

2.1.11

Entrepreneurship education should be integrated into the curriculum to enable students to explore possible career options.

2.1.12

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Job-seeking skills such as: job interview techniques; written or online application procedures; dressing for success; communication skills; methods to develop an awareness of the type of business and function of the prospective employer; and work related habits are to be integrated into the program.

2.1.13

All purchased and individually-developed instructional materials and textbooks must be bias free. All materials should be reviewed and approved to meet local school policies and advisory committee input

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2.1.14

Instruction must reflect nondiscriminatory practices at all times.

2.1.15

Each program should keep current and accurate reference materials; i.e., texts, workbooks, lab manuals, technical manuals, etc.

2.1.16

The program will have a five-year plan on file that will contain, but will not be limited to, the following areas:

- A. Program mission statement
- B. Program goals and action statements
- C. Facility operation and maintenance requirements
- D. Equipment and material purchase goals
- E. Consumable supplies budget
- F. Staff travel and per diem
- G. Transportation for field trips
- H. Student leadership development activities
- I. Staff in-service educational goals
- J. Instructor professional development

The five-year plan will be revisited and updated as necessary on a yearly basis.

2.2 Program of Study

CCCS believes that Programs of Study are critical to the success of students and an important component of a quality program. Beginning with the 2009-2010 academic year, assurances that a Program of Study has been created and is in place will be required for each new program and renewing program at time of approval. For specific details, see section 3.02-c of the Administrators' Handbook at:

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<http://coloradostateplan.com/administrator/administrators-handbook/>.

2.3 Work-Based Learning Experiences

2.3.1

Workplace learning activities will be in place for students as part of the program curriculum. Work-based experiences provide hands-on or realistic experiences for secondary and postsecondary students relating to the students' CTE Individual Career and Academic Plan (ICAP). The term "work" relates to more formal types of experience, e.g., cooperative education or internships, as well as informal work experiences such as simulations and laboratory methods.

- A. Cooperative Education – through written cooperative agreements between school and employers, students receive CTE and academic instruction in the classroom alternating with a related job experience. The school and job experiences must be planned and supervised by the school and the employer.
- B. Internship – an optional component designed to provide experience with on- the-job activities or projects which are directly related to the student's field of study. May be paid or non-paid.
- C. Simulation – provides realistic representation of a workplace environment and/or situations where student's role play employee functions and activities. May be computer based or paper/pencil activities.
- D. School-Based Enterprise – an actual business is conducted within a school. Services can be provided to school members and/or the community at large.
- E. Laboratory Work Experience – engages students through problems so that students learn knowledge and skills through an inquiry process based on authentic situations.

2.3.2

Work-based experiences should be related to a student's occupational objectives. The instructor shall maintain written records of the formal training agreements and training plan which include essential competencies and experiences that the students are to acquire during the work-based experiences.

2.3.3

Instructors will be provided one period each school day to make on-site visits to the place of employment and/or to provide one-on-one counseling with the students. Appropriate compensation (including travel costs) shall be provided for work-site visits beyond school hours. Due to the significant support recommended for students within the Alternative Cooperative Education program (ACE); ACE instructors may be allotted two periods each school day to address individual student, program, and workforce needs.

2.3.4

The local educational agency will operate under an established policy regarding the granting of academic credit to students participating in supervised work- based experiences.

2.3.5

The Students enrolled in the FACS CORE or the Teen Parenting programs are not required to participate in work-based experiences.

2.3.6

Students enrolled in Agricultural Education programs are required to maintain a Supervised Agricultural Experience Program during their entire time enrolled in the program.

- A. The student's experience program is to be related to those pathways found in the Agriculture, Food and Natural Resources career cluster. It should complement the student's occupational interests and should include technical, academic and employability skills as found in the state approved AFNR content standards. (Additional specifics can be found in Guidelines and Expectations for SAE Programs in Colorado. This document is available to agriculture instructors through the state site or from the program director upon request.).
- B. Students engaged in an SAE program will be under the supervision of the teacher/s/coordinator and will also be supervised by the parent, and or person in charge of the experience.
- C. Students engaged in an SAE program will maintain accurate and up-to-date records including financial transactions and competencies acquired during the program. The Ag Experience Tracker online record system will be provided to each Ag program for student use. This will be included as a component of the annual affiliation fee assessed to each program based on total program enrollment.

2.4 Leadership Development

Leadership development is an integral part of the instructional program.

2.4.1

Secondary level programs funded under the Colorado Technical Act (CTA) will integrate competencies for all students in leadership, citizenship, organization, initiative, personal development and responsibility. The recognized national Career & Technical Organizations (CTSOs) designated:

Agriculture programs shall provide appropriate leadership- /- personal development organization as an integral component of the total program. This organization will be FFA which is provided to each program as a component of the annual affiliation fee. No student may be charged dues for access to the leadership/personal development component of the program.

Alternative Cooperative Education (ACE) has a state recognized Student Organization: Successful Career Students of Colorado (SC)2. As a developing CTSO, the bylaws and handbook of the Colorado ACE Student Leadership Organization are found on the (SC)2 webpage: <http://coloradostateplan.com/educator/ace/ace-ctso/> continue to evolve. This organization shall provide appropriate leadership/personal development as an integral component of the total program. CTSO Chapter submission form is sent to the Program Director for Special Populations, Counseling & Equity. Business and Public Administration programs are Future Business Leaders of America (FBLA). Programs NOT participating in a state or national-affiliated CTSO MUST establish and maintain a local co-curricular student organization available to ALL students participating in the program.

Family and Consumer Sciences All FACS education programs shall provide appropriate leadership organizations as an integral part of the total program. The recognized student leadership organization for FACS education is Family, Career and Community Leaders of America (FCCLA).

Health Science Education The recognized national student leadership organization for Health Occupations is HOSA: Future Health Professionals. Programs NOT participating in a state or national-affiliated CTSO MUST establish and maintain a local co-curricular student organization available to ALL students participating in the program (see the Administrators' Handbook for additional information).

Marketing programs are DECA. Programs NOT participating in a state or national-affiliated CTSO MUST establish and maintain a local co-curricular student organization available to ALL students participating in the program (see the Administrators' Handbook for additional information).

Skilled Trades & Technical Sciences designated CTSO programs are SkillsUSA and the Technology Student Association (TSA).

STEM and Information Technology designated CTSO programs are SkillsUSA and the Technology Student Association (TSA). Programs NOT participating in a state or national-affiliated CTSO MUST establish and maintain a local co-curricular student organization available to ALL students participating in the program (see the Administrators' Handbook for additional information).

Arts, Design & Communication programs must connect with state initiatives in the Colorado Creative Careers Student Organization. Programs NOT connecting to this state initiative MUST establish and maintain a local co-curricular student organization available to ALL students participating in the program (see the Administrators Handbook for additional information).

2.4.2

Students in postsecondary programs develop leadership skills through instructional activities, membership in a recognized career student organization and/or membership in a professional organization related to their career objective. The recognized leadership organization for postsecondary students in:

- a. Business and Public Administration is Phi Beta Lambda (PBL)
- b. Health Science Education is HOSA: Future Health Professionals
- c. Marketing is Collegiate DECA
- d. Skilled Trades & Technical Sciences is SkillsUSA

2.4.3

A record of student participation in leadership development activities shall be maintained by the program.

Programs found not to be in compliance with these requirements may be placed on a one-year conditional approval. If conditional requirements are not met, the Program Approval may be closed.

2.5 Student Records and Evaluation

2.5.1

Student records must be maintained in the program files and be available for review when the program is evaluated.

2.5.2

A criterion referenced assessment system (a predetermined set of objectives and standards) should be used to measure student's competency. Students should be assessed regularly to determine achievement of competency-based objectives to include required skills, knowledge.

2.5.3

Each occupational area may require one or more methods for achieving proper training. Review the individual "facility standards" and "competency standards" for the program in question to determine if the proper instructional methods are incorporated into the program.

2.6 Program Instructors

2.6.1

Secondary instructors will hold all necessary endorsements (credentials), licenses and/or authorizations as required by the Colorado Department of Education (CDE).

2.6.2

Instructors shall develop and participate in a continuing professional development program related to instructional content area, developed with the assistance of the local school administration and CCCS staff.

2.6.3

Program instructors are encouraged to be actively involved in professional organizations related to their area of instruction, i.e., Colorado Association of Career and Technical Education (CACTE).

- Agriculture: Colorado Vocational Agriculture Teachers Association (CVATA)
- Alternative Cooperative Education: Colorado Association of Career and Technical Education (CACTE) – Special Populations Division; Association of Career & Technical Education (ACTE_ - New and Related Division)
- Business and Public Administration: Colorado Business Educators (CBE)
- Family and Consumer Sciences: Colorado Association Teachers of Family and Consumer Sciences (CATFACS); Colorado American Association of Family and Consumer Sciences (CAFCS)
- Health Science Education: Colorado Association of Career & Technical Educators (CACTE) Health Division
- Marketing: Colorado Marketing Education Association (CMEA)
- Skilled Trades & Technical Sciences: Colorado Technology Education Association (CTEA)
- STEM, Arts, and Information Technology: Colorado Association of Career and Technical Education (CACTE) – STEM, Arts, IT Division

2.6.4

Secondary agriculture instructors are to be employed for a minimum of forty (40) days of summer employment beyond the regular teaching contract for nine- month teachers. Contract extensions are needed because agricultural education teachers have responsibilities outside the regular school year assignment. These include:

- summer supervision of SAE's
- management and maintenance of laboratory facilities
- student organization (FFA) activities and events
- involvement in county and state fairs
- advisory committee meetings
- program marketing
- additional responsibilities can be found in the Colorado Agriculture Education Extended Contract Activity Accounting Form

2.6.5

Secondary agriculture instructors will submit to local administration and CCCS a planned and completed calendar and report of extended contract activities.

3.0 Program Facilities

The local education agency shall provide CTE programs with facilities to assure safe, orderly and quality instruction to meet each program's objectives. The program advisory committee shall be consulted regarding plans for new and remodeled facilities.

The instructional environment for Marketing -specific occupational programs should duplicate or simulate the actual workplace environment in which the student may be employed. Equipment and supplies are to be comparable to that used in the workplace. Instruction must be characterized by teaching methods which stress "applied" learning.

Facilities

- The classroom, computer lab, school based enterprise (optional), office and storage room(s) shall be in close proximity of each other and be primarily dedicated to the operation of a high quality program.
- Facilities will meet ALL required safety standards and will be maintained in an orderly, clean and safe condition. Programs must be in compliance with the appropriate state/national regulatory agency policies for that specific program.
- Specialized equipment to enhance technological advances shall be made a part of the facilities and/or equipment.
- Adequate storage shall be provided in close proximity to the classroom/computer lab area.

The following are the suggested minimum recognized standards for the classroom, computer lab:

Utilization	Suggested Minimum Space Requirements
Office	120 sq. feet
Classroom	625 sq. feet*
Computer Lab	500 sq. feet*
*Based upon 25 sq. ft. per student (Classroom – 25, Computer Lab – 20)	

3.1 Agriculture

Utilization	Minimum Space Requirements
Office	120 sq. feet

Classroom	1200 sq. feet *
Classroom Storage	100 sq. feet
Lab/Training Area (Mechanics)	300 sq. feet **
Lab/Training Area (Greenhouse)	1000 sq. feet**
Lab/Training Area (Head House)	500 sq. feet
Lab/Training Area (Storage)	300 sq. feet

*based upon 50 sq. feet per student

**Agricultural Education labs – 150 sq. ft. per student plus work area for equipment

**Lab provides a minimum safety area for all students.

Agriculture program facilities will be determined by the focus of the curriculum. The above facilities are not required for every program depending upon curriculum.

3.2 Alternative Cooperative Education

The instructional area must be accessible to students of all abilities as required by law.

Utilization	Minimum Space Requirements
Office	120 sq. feet
Classroom	900 sq. feet*
Classroom/Lab	1,300 sq. feet
Classroom Storage	80 sq. feet
Culinary Lab**	93 sq. feet per student

*Based on 45 sq. feet per student

**Culinary Labs provide a minimum of one lab (equipment with range, sink, and a minimum of 9 linear feet of workable counter surface) per four students

3.3 Health Science Education Programs

The following are the minimum size standards for Health education facilities. Appropriate classroom/lab requirements might differ according to specific program accreditation/regulatory agency requirements.

Utilization	Minimum Space Requirements
Office	120 sq. feet
Classroom	900 sq. feet*
Classroom/Lab	600 sq. feet
Classroom Storage	100 sq. feet
Lab**	150 sq. ft. per student

*Based upon 45 sq. ft. per student

****Classroom and laboratory space are physically accessible for individuals with disabilities**

3.4 Skilled Trades & Technical Sciences

Utilization	Minimum Space Requirements
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Office	120 sq. feet
Classroom	1200 sq. feet*
Lab/Training Area	1500 sq. feet**

*Based upon 50 sq. ft. per student.

Skilled Trades & Technical Science labs - 150 square feet per student plus work area for equipment**

**Lab provides a minimum safety area for all students.

3.5 STEM, Arts, and Information Technology

Utilization	Minimum Space Requirements
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Office	120 sq. feet
Classroom	1200 sq. feet*
Lab/Training Area	1500 sq. feet**

*Based upon 50 sq. ft. per student

**STEM Science labs - 150 square feet per student plus work area for equipment

**Lab provides a minimum safety area for all students.

Equipment and Supplies

- Tools, equipment, and supplies will be comparable to those currently used in the industry. Maintenance and service records are to be on file and an up-to-date inventory is to be maintained.
- Commercial equipment and supplies shall be utilized in programs where appropriate.
- An appropriate number of workstations shall be provided for each student enrolled in all programs. Space must be sufficient for students to complete designated tasks and acquire necessary skills.

Safety and Housekeeping Practices

- Instruction in safety and assessment of safe practices will be provided in advance of involvement in any laboratory work or other hazardous activities. Documentation of this instruction and assessments must be maintained by the instructor.
- All safety equipment will be accessible to students and must be operational. Students will be trained in the proper operation of all safety equipment.

- Emergency electrical lockout and tag procedures for all broken or disabled equipment must be provided.
- Eye and body wash stations must be available where required.
- Fire extinguishers (must be updated and maintained within expiration limits) and emergency exits from the facilities are identified and evacuation routes are posted.\

4.0 Business and Community Involvement

Instructors shall utilize members within business, industry and community to effectively establish a link with the program. The business/industry/community and educational links will be used to strengthen the program in the following ways:

- Utilize business/industry/community connections in the establishment of the program Advisory Committee (see Advisory Committee role above).
- Develop public relations activities that include program information disseminated through newspaper, visual-audio media, career days, professional organizations, and other published materials. Through an effective public relations program, the faculty, students, parents, employers, advisory council members, and the community understand the educational objectives, major activities and accomplishments of the program.
- Help develop work-based learning and employment opportunities for students.
- Establish a link with postsecondary partners to establish additional educational opportunities for students.

Technical Advisory Committee

All approved programs must have a Technical Advisory Committee that functions at the state, regional, or local level to assist education providers in planning and evaluating curriculum as well as conducting and evaluating their program. Each program is encouraged to have a local committee focused specifically on their program. However, district or regional committees are acceptable as long as each program is receiving independent review and guidance each year and committee membership includes adequate (two or more) representation from each program area for which the committee offers guidance.

Each Advisory Committee must meet these criteria:

- 51% of voting members are from related business and industry occupations.
- Members include educational administrator, a counselor and a special population's representative.
- Membership on the committee is representative of the gender and ethnic diversity in the community.

- The committee must meet a minimum of two times annually (Electronic meetings are acceptable).

4.1

Advisory Committee meeting minutes (with program specific guidance) must be kept on file for the previous five years or back to date of approval for new programs.

4.2

Program Advisory Committee members, program coordinator, instructors, counselors and administrators set goals and evaluate the program as evidenced in the program five-year plan and program evaluation documents.

4.3

There is evidence that the Program Advisory Committee's recommendations are considered and/or implemented.

4.4

Programs found not to be in compliance with these requirements may be placed on a one-year conditional approval. If conditional requirements are not met, the Program Approval may be closed.

5.0 Career Guidance and Counseling

The administration and staff should include an equitable career guidance and counseling process which provides each student with information to make informed career pathway choices and navigational skills regarding available career and technical education programs at secondary and postsecondary levels. One helpful tool to assist in this conversation may be the current Programs of Study on file.

5.1

The faculty and school counselors should be collaborative in implementing recruitment procedures to promote student enrollment including minority, underrepresented, special populations and non-traditional (gender) students.

5.2

The CTE program should provide a catalog/handbook description of the program (aligned to the Colorado Career Cluster Model) and the admission process (including requirements/restrictions) and make it available for each prospective student.

5.3

Access to support personnel such as designated Career and Technical Education Guidance Counselors, School Counselors, Job Development personnel, Supplemental Services personnel, and Financial Aid staff (postsecondary programs) should be provided to each student in approved CTE programs. Said personnel should obtain a CTE Specialist Endorsement.

5.4

Individual students should be selected for enrollment in the program based upon their declaration of interest in a CTE program utilizing the results from their ICAP.

5.5

There should be a nondiscriminatory student admission policy in use by the faculty and staff. Provisions must be made to accommodate students with disabilities or other special education needs.

5.6

Students enrolling in CTE programs should have access to and assistance with developing their Individual Career and Academic Plan (ICAP).

6.0 Student Placement and Follow-up

Effective placement of students in occupations for which they were trained is the result of combined efforts of the administration, faculty and students. The program Advisory Committee will assist in establishing effective business/industry/community linkages for effective student placement. Effective student follow-up and accurate reporting of the results is critical to program credibility and statewide reporting for which the Program Advisory Committees play a vital role.

6.1

The instructor, in cooperation with counselors and administrators, provides assistance in the placement and follow-up of students who exit or complete the program including the development of job-seeking skills.

6.2

A file on student placement and employment records, together with completed one-year follow-ups, is maintained in the department.

6.3

An accurate and documented record of student placement and follow-up information is required to be submitted annually to the local administration and to CCCS.

7.0 Administrative Support

The school administration shall support the program and promote efforts to enhance the instructional process. The instructor shall be provided with adequate time for supervision of students, work-based experience programs, student leadership training and other related program activities.

7.1

A five-year plan for the program shall be developed and include the following: budget, goals/objectives, strengths/weaknesses and learning activities. The plan should be reviewed and updated annually by the administration and program Advisory Committee and be kept on file.

7.2

The approved budget shall contain, but will not be limited to, the following areas:

- Annual staff salary
- Staff compensation for duties performed beyond the standard teaching day and the standard teaching year
- Facility operation and maintenance
- Equipment and material purchase and replacement
- Consumable supplies
- Staff travel and per diem
- Transportation for classroom field trips
- Student leadership development activities
- Staff in-service education
- Instructor professional development

8.0 Assessment

The Perkins Act (section 113(b)(A)(ii)) states that each state must develop an indicator relating to “student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry- recognized standards, if available and appropriate.” This will require a more consistent approach to measuring technical skill attainment, using assessment instruments that are valid and reliable, and that are based upon industry-recognized standards, where they are available. States are not required to use industry-based credentials for every program, nor are they required to use exactly the same measurement approach for all their programs. But whatever assessments approaches are used should be based on standards (when such standards are available) and must meet criteria for validity and reliability. This means that the assessment approaches must accurately and consistently measure the attainment of technical skills across programs in the state.

8.1 Implementation of Specific Program Requirements

These program requirements and quality indicators are identified to assist programs in developing and maintaining high quality CTE programs. If one or more of these requirements are not met and it is determined by CCCS that such non-compliance is jeopardizing the quality of the program, a plan for rectifying the deficiency is required. The plan shall be developed by the instructor in cooperation with local administration and members of the local program advisory committee. This plan shall be submitted to CCCS for review and approval. Failure to submit a plan and/or failure to implement the plan shall be grounds for the withdrawal of state approval and/or funding for the program.

Programs offer pathways in the following cluster areas:

8.2 Agriculture

- Agribusiness Systems
- Animal Science
- Food Products & Processing
- Natural Resources & Environmental Science
- Plant Science
- Power, Structure & Technical Systems

8.3 Alternative Cooperative Education

Pathways include:

- ACE CORE
- ACE Cluster Based
- ACE Specialized

Postsecondary and Workforce Readiness (PWR) Competencies include:

- Entrepreneurial
- Critical thinking and problem solving
- Creativity and innovation
- Inquiry and analysis
- Personal
- Initiative and self-direction
- Personal responsibility and self-management
- Adaptability and flexibility

- Civic
- Core academic foundation
- Collaboration and teamwork
- Communication
- Professional
- Time and work management
- Career literacy
- Grit and resilience
- Academic
- Apply skills and knowledge
- Critical thinking and problem solving
- Inquiry, analysis, and evaluation

8.4 Arts, A/V Technology and Communication

- Audio/Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing/Publishing
- Visual and Design Arts

8.5 Business, Marketing & Public Administration

Finance

- Accounting
- Banking Services
- Corporate Finance
- Insurance
- Securities & Investments

Management and Administration

- Administrative Services
- Business Information Technology
- Corporate/General Management
- Human Resource Management
- Operations Management

Government & Public Administration

- Foreign Service
- Governance
- Legal Services
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

Energy

- Electromechanical Generation & Maintenance
- Electrical Energy Transmission & Distribution
- Energy Efficiency and Environmental Technology
- Fossil Energy Extraction, Processing and Distribution
- Renewable Energy Production

Family and Consumer Sciences Education

- Education & Training
- Foundation, Knowledge and Skills
- Hospitality & Tourism
- Human Services
- Visual Arts & Design

Health Science Education

- Therapeutic Services
- Diagnostic Services
- Biotechnology Research & Development
- Health Informatics
- Support Services

Information Technology

- Information Support and Services
- Interactive Media
- Network Systems & Telecommunications

- Programming & Software Engineering

Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales/Sales Management

Skilled Trades & Technical Sciences Architecture & Construction

- Construction
- Design & Pre-construction
- Maintenance & Operations

Manufacturing

- Production/Process Technology
- Manufacturing Production
- Maintenance, Installation & Repair
- Quality Assurance
- Logistics & Inventory Control
- Health, Safety & Environmental Assurance

Transportation, Distribution & Logistics

- Transportation Operations
- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics, Planning & Management services
- Sales & Service
- Transportation/Systems Infrastructure
- Planning Management & regulations
- Warehousing & Distribution Center Operations

Human Services

- Personal Care Services

- Cosmetology/Hairdresser
- Skin Care Specialist
- Manicurist/Pedicurist

STEM

- Research, Exploration, & Innovation
- Design, Development, & Application

Arts, A/V Technology and Communication

- Audio/Video Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing/Publishing
- Visual & Design Arts

Information Technology

- Information Support and Services
- Interactive Media
- Network Systems & Telecommunications
- Programming & Software Engineering

Section IV: CTE Credentialing (Secondary and Postsecondary)

This CTE Credentialing section is organized into five parts: Colorado Community College System Credentialing Authority, General Credentialing Procedures and Requirements, Credentialing Accountability and Oversight Committee, Secondary Credentialing, and Postsecondary Credentialing.

- 1.00 Colorado Community College System Credentialing Authority**
- 2.00 General Credentialing Procedures and Requirements**
- 3.00 Credentialing Accountability and Oversight Committee**
- 4.00 Secondary Credentialing**
- 5.00 Postsecondary Credentialing**

1.0 Colorado Community College System Credentialing Authority

The Colorado Revised Statutes (C.R.S.) vest the establishment of secondary and postsecondary credentialing criteria in the State Board for Community Colleges and Occupational Education (SBCCOE or State Board), which includes the authority for the issuance of postsecondary credentials (C.R.S 23-60-304 (3)(b)(I), et seq.). Authority for issuance of secondary credentials rests with the Colorado Department of Education (CDE) (C.R.S 23-60-304(3)(b)(II)). The SBCCOE has delegated to the CTE State Director and Assistant Vice Chancellor for Career & Technical Education (CTE) of the Colorado Community College System (CCCS) administration of credentialing pursuant to its policies, including the authority for the issuance of CTE credentials, and to delegate that authority to other CCCS and college employees.

The authority for the issuance of postsecondary CTE credentials may be delegated to the Vice President of Instruction or Chief Academic Officer at each postsecondary institution. The authority will carry the title of Credentialing Officer. It is the responsibility of each Credentialing Officer to ensure that actions are consistent with Federal and/or State Statutes, Board Policy, Higher Learning Commission or other accrediting body, the Criteria and Rules and Regulations set forth by the CTE State Director and Assistant Vice Chancellor and the CTE Administrator's Handbook. The CTE State Director and Assistant Vice Chancellor will promulgate procedures to assure that criteria for credentials are met prior to issuance of the credential. The Credentialing Officer may delegate administrative credentialing responsibilities to a designated credentialing manager at his or her postsecondary institution.

Under these procedures, the Credentialing Officer is the final authority at the institution for the issuance of CTE credentials. Appeals may be heard by the Board Designated Oversight Committee for Credentialing and/or the CTE State Director and Assistant Vice Chancellor only in regards to professional development requirements.

The Colorado Community College System may, from time to time, amend these procedures. Since no rules can cover all eventualities, exceptional cases will be resolved as circumstances and prudent business practices warrant.

2.0 General Credentialing Procedures and Requirements

2.1 Credential Areas and Pathways

With the creation of its Perkins IV State Plan, Colorado adopted a Career Cluster Model organizing CTE programs into 17 Clusters and 81 Pathways. In conjunction with this change in organization, credentials are issued by cluster, pathway and or Pathway Grouping instead of by program area. The following list notes the secondary and postsecondary credentials available (underlined) with their corresponding pathways.

<http://coloradostateplan.com/administrator/credentialing/>

Credential	Pathways included under this credential or explanation of specialized credential
<i>Agriculture, Food and Natural Resources</i>	<ul style="list-style-type: none"> ○ Agribusiness Systems Pathway ○ Animal Science Pathway ○ Environmental Service Systems Pathway ○ Food Products and Processing Systems Pathway ○ Natural Resources Pathway ○ Plant Science Pathway ○ Power, Structural and Technical Systems Pathway
<i>Energy</i>	<ul style="list-style-type: none"> ○ Energy Research Pathway ○ Fossil Energy Production, Transmission, & Distribution Pathway ○ Production Process Technology Pathway ○ Renewable Energy Production Pathway
<i>Business</i>	<ul style="list-style-type: none"> ○ Accounting Pathway ○ Banking Services Pathway ○ Corporate Finance Pathway ○ Insurance Pathway ○ Securities and Investments Pathway ○ Foreign Service Pathway ○ Governance Pathway ○ Legal Services Pathway ○ Planning Pathway ○ Public Management and Administration ○ Regulation Pathway ○ Revenue & Taxation Pathway ○ Administrative Services Pathway ○ Business Information Technology Pathway ○ Corporate/General Management Pathway ○ Human Resource Management Pathway ○ Operations Management Pathway

<i>Marketing</i>	<ul style="list-style-type: none"> ○ Marketing Communications Pathway ○ Marketing Management Pathway ○ Marketing Research Pathway ○ Merchandising Pathway ○ Professional Sales/ Sales Management Pathway
<i>Business/Marketing Combined</i>	<ul style="list-style-type: none"> ○ All Business and Marketing Pathways
<i>Biotechnology Research and Development</i>	<ul style="list-style-type: none"> ○ <i>Biotechnology Research and Development</i>
<i>Emergency and Fire Management Services</i>	<ul style="list-style-type: none"> ○ Emergency and Fire Management Services
<i>Health Science Technology</i>	<ul style="list-style-type: none"> ○ Diagnostic Services Pathway ○ Health Services Pathway ○ Health Informatics Pathway ○ Therapeutic Services Pathway
<i>Law Enforcement Services</i>	<ul style="list-style-type: none"> ○ <i>Law Enforcement Services</i>
<i>Security and Protective Services</i>	<ul style="list-style-type: none"> ○ Corrective Services Pathway ○ Security and Protective Services Pathway
<i>Counseling and Mental Health Services</i> (Postsecondary Only)	<ul style="list-style-type: none"> ○ <i>Counseling and Mental Health Services</i> (Postsecondary Only)
<i>Education and Training</i>	<ul style="list-style-type: none"> ○ Administration and Administrative Support Pathway ○ Professional Support Services Pathway ○ Teaching and Training Pathway ○ Early Childhood Development (Postsecondary Only)
<i>FACS Occupational Areas Combined</i> (Available to Secondary Instructors only)	<ul style="list-style-type: none"> ○ All Visual and Design Arts Pathways ○ All Hospitality and Tourism Pathways ○ All Family, Consumer and Early Childhood Services Pathways
<i>Family, Consumer and Early Childhood Services</i> (Secondary Instructors Only)	<ul style="list-style-type: none"> ○ Consumer Services ○ Early childhood Development ○ Family and Community Services

<i>Hospitality and Tourism</i>	<ul style="list-style-type: none"> ○ Lodging Pathway ○ Recreation, Amusements, and Attractions Pathway ○ Restaurants and Food and Beverage Services Pathway ○ Travel and Tourism Pathway
<i>Architecture and Construction</i>	<ul style="list-style-type: none"> ● Construction Pathway ● Design and Pre-construction Pathway ● Maintenance and Operations Pathway
<i>Distribution and Logistics</i>	<ul style="list-style-type: none"> ○ Health, Safety and Environmental Management Pathway ○ Logistics, Planning and Management Services Pathway ○ Planning Management and Regulation Pathway ○ Transportation/Systems Infrastructure ○ Warehousing & Distribution Center Operations Pathway
<i>Manufacturing Processes</i>	<ul style="list-style-type: none"> ○ Health, Safety and Environmental Assurance Pathway ○ Logistics and Inventory Control Pathway ○ Production/Process Technology Pathway ○ Quality Assurance Pathway
<i>Manufacturing Production and Repair</i>	<ul style="list-style-type: none"> ○ Maintenance, Installation and Repair Pathway ○ Manufacturing Production Pathway
<i>Personal Care Services</i>	<ul style="list-style-type: none"> ○ Personal Care (Cosmetology)
<i>Transportation, Maintenance and Sales</i>	<ul style="list-style-type: none"> ○ Facility and Mobile Equipment Maintenance Pathway ○ Sales and Service Pathway
<i>Transportation Operations</i>	<ul style="list-style-type: none"> ○ Transportation Operations
<i>Audio/Video Technology and Film</i>	<ul style="list-style-type: none"> ○ Audio/Video Technology and Film

<i>Information Technology</i>	<ul style="list-style-type: none"> o Information Support and Services Pathway o Interactive Media Pathway o Network Systems Pathway o Programming and Software Engineering Pathway o Telecommunications
<i>Journalism and Broadcasting/Printing/Publishing</i>	o <i>Journalism and Broadcasting/Printing/Publishing</i>
<i>Performing Arts</i>	o <i>Performing Arts</i>
<i>STEM (Science, Technology, Engineering and Math)</i>	o <i>STEM (Science, Technology, Engineering and Math)</i>
<i>Visual and Design Arts</i>	o <i>Visual and Design Arts</i>
Secondary Specialty Areas (Available to Secondary Instructors/Administrators only)	
<i>ACE</i>	o ACE
<i>CTE Director</i>	o Secondary school district staff who have the job responsibility of administering Career and Technical Education for their district or school
<i>CTE Specialist</i>	o Secondary school district staff who have the job responsibility of career development for Career and Technical Education students
<i>Work Based Learning</i>	o Secondary school district staff with student enrollments (supervision responsibility) in multiple program areas where the students are onsite with business for a work based learning experience
<i>FACS Core</i>	o FACS Core
<i>Integrated Communications</i>	o Secondary school district staff with the job responsibility of working with a specific program and a credentialed instructor on integrating communications into an approved CTE program as either a standalone course or English Language Arts credit integrated into a CTE course
<i>Integrated Mathematics</i>	o Secondary school district staff with the job responsibility of working with a specific program and a credentialed instructor on integrating mathematics into an approved CTE program as either a standalone course or mathematics credit integrated into a CTE course

<i>Integrated Sciences</i>	<ul style="list-style-type: none"> o Secondary school district staff with the job responsibility of working with a specific program and a credentialed instructor on integrating science into an approved CTE program as either a standalone course or science credit integrated into a CTE course
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2.2 Exception Requests

The Colorado Department of Education (CDE) and the Colorado Community College System have the right to deny a credential based on an applicant's inability to meet the required credential criteria. If an educator receives a denial notification from the Colorado Department of Education, they have the option to request an exception. A letter formally requesting the exception must be provided to CDE stating what the educator is requesting an exception for and the basis of that exception. The three areas an exception might be granted for are:

- Exception on the related degree where the applicant has other means of demonstrating mastery of the knowledge of the credential area.
- Exception if occupational experience requirements are not met where the applicant can provide other means of demonstrating adequate occupational experience.
- Exception on the required CTE classes where content has already been learned through demonstrated alternate experiences.

The Board Designated Oversight Committee for Credentialing (BDOC) acts as the ruling body for all credential exception requests. CDE will submit an exception request letter and complete credential application (including college transcripts and occupational verification) to the cte@cccs.edu. This information will then be submitted to the BDOC for a review and vote. The BDOC decision will be determined by majority vote, the CTE State Director and Assistant Vice Chancellor or their designee will notify CDE. All communications are to be sent to cte@cccs.edu.

2.3 Revoking and Suspending Credentials

The Colorado Department of Education and the Colorado Community College System have the right to revoke, annul, or suspend a credential if the applicant obtained the credential through misrepresentation, fraud or misleading information, or on any other grounds outlined in C.R.S. 22-60.5-107. It is under the discretion of the State Board of Education or CCCS to determine whether such actions are deemed appropriate.

2.3.1 Credential Revocation

This is the action of taking away a credential from an educator, either permanently or temporarily. This action may occur if an educator submits false information on his or her credential application, fails to maintain the necessary certifications and/or for other egregious misconduct.

In a temporary revocation the educator can apply for a new credential in the future, if an appropriate application has been approved. The State Board of Education or CCCS determines whether credential revocation is permanent or temporary, and the amount of time the credential is to be revoked if temporary. Credential revocation will be noted with an “R” after the instructor’s credential number in the postsecondary system.

2.3.2 Credential Suspension

This action occurs when a credential is to be revoked for a limited period of time. This may be necessary in circumstances requiring an investigation or review. After this time period has lapsed an educator can have their credential reinstated if the original expiration date has not been reached. If the original expiration date has been reached, then the educator will need to submit a renewal application. Credential suspension will be noted with an “S” after the instructor’s credential number in the postsecondary system.

2.4 Determining the Need for a Secondary or Postsecondary Credential

The credential required for an instructor depends on the type of program approval. If the instructor is teaching and the district is claiming courses on a secondary program approval, then a secondary credential appropriate for the CIP of the program is required. Postsecondary instructors who teach courses listed as “required” and “elective” courses with a CTE attribute in Banner on a CTE program approval need to hold an acceptable CTE credential for the CIP code of the program.

Appropriate CTE credentials for each CIP are available online at:

<http://coloradostateplan.com/administrator/credentialing/> The first paragraph has a hyperlink to an excel file. Finding the CTE program’s corresponding CIP code on the list will show the acceptable (and required) credential(s) for this particular program.

3.0 Board Designated Oversight Committee for Credentialing

3.1 Authority

The State Board for Community Colleges and Occupational Education (SBCCOE) Resolution on June 12, 2013 memorialized the Board’s delegation of authority for establishing credentialing criteria including review and disposition of exceptions requests to a Board Designated Oversight Committee for Credentialing (BDOC) whose composition and operating procedures will be

defined in the CTE Administrators Handbook. The BDOC will possess the ability to delegate exception review and disposition authority to CCCS employees as necessary.

The BDOC will operate in accordance with the Colorado State Plan on Career and Technical Education under the guidelines of the Carl D. Perkins Career and Technical Improvement Act of 2006 and the Colorado Career and Technical Act. The administration of the BDOC will be by the Colorado Community College System office of Career & Technical Education. All communications must be sent to cte@cccs.edu.

3.2 Mission, Purpose, and Goals

The mission of the Board Designated Oversight Committee for Credentialing (BDOC) is to promote and influence Career and Technical Education pathways by providing CTE students with well qualified instructors possessing appropriate occupational and educational experience and to review and recommend revision to update the criteria and process.

The goals of the BDOC are to balance the implementation of credentialing and to create a process for accepting alternative criteria and credit for prior learning from credentialing applicants in order to promote recruitment and retention by eliminating barriers.

Following this mission and goals, it is the purpose of the BDOC to review and approve the criteria, occupational experience and renewal requirements for each type of secondary and postsecondary credential. The BDOC also serves the purpose of making recommendations on individual exceptions requests.

3.3 Membership

Membership of the BDOC shall be a non-discriminatory partnership composed of individuals whose experience and abilities represent a community college vice-president, community college dean, local secondary CTE directors, a secondary teacher, a postsecondary instructor, and the CCCS CTE State Director and Assistant Vice Chancellor and credentialing supervisor as Ex – Officio members.

Membership will consist of a minimum of seven and a maximum of twelve of the representative makeup noted above. Initial members shall be appointed to a one, two or three-year term, based on staggered membership. The members shall have a maximum of two consecutive terms. Upon the event that a member leaves before the end of their term, the CTE State Director and Assistant Vice Chancellor will recommend to the SBCCOE a replacement to complete the remaining term.

A membership year shall be from July 1st through June 30th, and once appointed by the BDOC, all members must be approved by the SBCCOE.

3.4 Meetings

- The BDOC will meet at a minimum two times per year.
- Meetings may occur face-to-face, conference call, or online.
- A simple majority of the current committee membership shall constitute a quorum.
- Meeting dates and materials acceptance deadlines are posted on
- <http://www.coloradostateplan.com>

3.5 Finances

Travel expenses will be reimbursed by Colorado Community College System in accordance with state fiscal rules.

4.0 Secondary Credentialing

Under the SBCCOE Rules and Regulations (Colorado Career and Technical Education Act 8 CCR 1504-2 section 5) governing credentialing, all CTE personnel employed in an approved CTE program (except short-term substitute instructors, instructor aides, and paraprofessionals) must hold a valid CTE credential. A credential ensures that the CTE program provides students with well-qualified instructors possessing appropriate occupational and educational experience (Career and Technical Act).

CDE verifies that the instructor meets the criteria set by the Board for the CTE career pathway. The instructor who holds a valid credential may instruct in the pathway or pathways as supported by related occupational experience and related coursework. The CTE credential belongs to the individual instructor who is responsible for meeting all CTE credentialing conditions. It is also the responsibility of the individual instructor to renew the credential within six months prior to the expiration date.

4.1 Issuance of the CTE Credential

CTE credentials are issued by CDE effective July 1, 2009. CDE uses the language credential and endorsement interchangeably. This document refers to credentials, but the language at CDE might refer to a CTE endorsement.

There are two different types of credentials, the initial and professional. The initial credential is a three year credential that is available to applicants who have not completed the Career & Technical Education Preparation requirements for the professional credential or in cases where the instructor is completing their initial licensure and/or alternative authorization requirements. This credential

will only be issued one time per applicant's lifetime and gives the applicant three years to complete the requirements for a professional credential. The professional credential is a five year credential available to applicants who have completed, specific to the pathway, the required content in Colorado's approved professional program.

For CTA purposes, if an instructor has a valid credential at any point during the fiscal year, the credential shall be considered valid for the entire academic year unless revoked or suspended.

4.1.1 Secondary Credentialing Criteria

All secondary credentialing applicants must meet the following minimum criteria:

- A. Demonstrate adequate content knowledge by completion of 24 semester hours of related postsecondary coursework, attainment of a passing score on a related PRAXIS test or possession of valid/current state or national industry license or certification in the appropriate skill or trade area. Examples can be found: <http://coloradostateplan.com/administrator/credentialing/>. Please note that these three options for demonstration of content knowledge are specific to each credential area. To see which options are applicable to each credential check the evaluation sheets on the CDE Licensure website.
- B. Demonstrate adequate Occupational Experience by documenting 2,000 hours (applicants with a Bachelor's degree or higher) or 4,000 hours (applicants for Health Science Technology and/or with less than a Bachelor's degree) of verified occupational (non-teaching) experience in content area or 3 years of full-time teaching (51% of the teaching schedule) in content area within the last 7 years (5 years for Health Science Credentials). Credit for student teaching in content area up to 800 hours may be applied to either occupational or teaching experience in all areas except Health Science Technologies.
- C. Demonstrate adequate Career & Technical Education Preparation by completing necessary coursework – CTE in Colorado as provided by the Colorado Community College System, CTE Division through an online platform and face to face. Please see <http://www.coloradostateplan.com> for session dates, registration, and competencies.

4.1.2 Application Process for a Credential

All CTE credentialing applications (including those for new, renewing, and reinstating applicants) are available at the CDE website: http://www.cde.state.co.us/cdeprof/Licensure_CTEApp.asp. CDE will review application materials and supporting documents to determine if the required criteria have been met for an initial credential. If so, an initial credential will be processed.

Information regarding additional requirements to obtain a professional credential will be included with the initial credential. After an instructor completes the additional requirements for the professional credential, the instructor must apply for a professional credential. If all the credentialing criteria are met, a professional credential will be issued.

4.1.3 Renew an Existing Five Year or Professional Secondary Credential

A professional credential must be renewed every five years. The requirement to renew an existing credential is six semester hours of college coursework or professional development training (15 hours of seminar time equals 1 semester hour). To renew a credential, submit the completed forms and paperwork to CDE. A person with a professional teaching license/authorization and a professional credential will have one expiration date for both documents as determined by the teaching license/authorization. A person with an initial license/authorization or initial credential will maintain two separate documents until they are able to move to BOTH a professional license/authorization and professional credential.

4.1.4 Reinstatement of a Secondary Credential

Reinstatement of an expired CTE credential (including credentials for which application was not filed prior to the expiration date) will be granted if the requirements on the expired credential were completed and the applicant meets any other criteria needed. In addition, if the credential has been expired for more than two years, the applicant must document 1,000 hours of related occupational experience within the last five years. For instructors who have been teaching for the past 7 years or more who let the CTE credential expire for more than two years, 3 school years of full time instructional experience in the credentialing area could be substituted for the otherwise 1,000 hours of relevant occupational experience that is required to renew an expired credential.

For audit purposes – credentials cannot be retroactively applied to CTA audits after the audit report has been issued. If a person did not hold a credential during the reporting period, reinstating or receiving it after the reporting period does not allow the district to amend their CTA report.

4.1.5 Looking Up Secondary Credentials

Secondary credential information can be looked up online at:

<https://apps.colorado.gov/cde/licensing/Lookup/LicenseLookup.aspx>

5.0 Postsecondary Credentialing

Under SBCCOE rules, all instructors who instruct in a CCCS approved postsecondary CTE program must hold a valid postsecondary CTE credential for the applicable program area as issued by the specific postsecondary institution's credentialing officer. A credential ensures that the CTE program provides students with well qualified instructors possessing appropriate occupational and

educational experience. The Vice President of Instruction, Chief Academic Officer, or designee at each postsecondary institution verifies that the instructor meets the criteria set by the BDOC for the CTE credential area.

The CTE credential belongs to the individual instructor who is responsible for meeting all CTE credentialing conditions. It is also the responsibility of the individual instructor to renew the credential within six months prior to the expiration date. All postsecondary credentials are issued at postsecondary institutions and are transferable to other Colorado institutions that offer CCCS approved postsecondary CTE programs.

5.1 Issuance of the CTE Credential

CTE credentials are issued and signed by the Vice President of Instruction or Chief Academic Officer at each postsecondary institution who acts as a designee of CCCS.

There are two levels of postsecondary credentials: Part-time and Full-time. Criteria for each level will be determined by the Board Designated Oversight Committee for Credentialing and may vary by level. A Full-time credential is required for instructors that teach 450 or more student contact hours annually from July 1 to June 30 within Colorado. Instructors teaching less than 450 contact hours must possess either a Full or Part-time credential.

There are two different types of credentials: initial and professional. The initial credential is a three year credential that is available to applicants who have not completed all of the criteria required for a professional credential. This credential will only be issued one time per applicant's lifetime per credential area and gives the applicant three years to complete the requirements for a professional credential. The professional credential is a five year credential available to applicants who have completed the required criteria.

If an instructor has a valid credential at any point during the fiscal year, the credential shall be considered valid for the entire academic year unless revoked or suspended.

5.1.1 Postsecondary Credentialing Criteria

Each applicant for a Colorado CTE credential shall have obtained any regulatory license or certificate required for a specific CTE program, and shall meet the requirements for specific education and experience set forth in the criteria adopted by the Credentialing Accountability and Oversight Committee for each type of credential area. Applicants meeting the requirements shall be issued a credential when all credential application information has been reviewed and appropriately verified.

General requirements for an initial full-time credential (Valid for 3 years) are as follows:

1. Demonstrate adequate content knowledge by completion of a masters, bachelors, or associates degree in a field related to the credential area. Must include adequate technical preparation (18 Semester Hours of related coursework) for the pathway or possession of valid/current state or national industry license or certification in the appropriate skill or trade area.
2. Demonstrate adequate occupational experience by documenting verified, paid or unpaid occupational experience in the credential area within the last 7 years – except for applicants in the Health Sciences area where experience must be 4000 hours of paid experience within the past 5 years.

An applicant with a related bachelor's degree or higher – 2,000 hours; an applicant with a related associate's degree or Industry license or certification – 4,000 hours

General requirements for a Professional full-time credential (Valid for 5 years) Include items a and b above and:

3. Demonstrate adequate Career & Technical Education Preparation by completing necessary CTE professional development CTE in Colorado as provided by the Colorado Community College System, CTE Division through an online platform and face to face. Please see www.coloradostateplan.com for session dates, registration, and competencies.

General requirements for an Initial part-time credential (Valid for 3 years) (part-time instructors have less than 450 student contact hours annually from July 1 to June 30 within Colorado) are as follows:

1. Demonstrate adequate content knowledge by documenting an education adequate to carry out, under supervision, the objectives of the program. Applicant must at a minimum possess a high school diploma or GED.
2. Demonstrate adequate Occupational Experience by documenting verified, paid or unpaid occupational experience in the credential area within the last 7 years – except for applicants in the Health Sciences area

Where experience must be 4000 hours of paid experience within the past 5 years.

An applicant with a related bachelor's degree or higher – 2,000 hours; an applicant with a related associate's degree or Industry license or certification – 4,000 hours.

If an applicant does not meet all of the criteria but meets one of the following scenarios, they are still eligible for an initial credential with the noted additional renewal requirements:

Applicant has:

- Completed a related degree but have less than the required occupational hours.
 - Requirement to be met by end of 3 year initial credential period: Applicant will need to complete missing occupational hours.
- Not completed a related degree but has at least 4,000 hours of verified occupational experience and a high school diploma or GED.
 - Requirement to be met by end of 3 year initial credential period: Applicant will need to complete a related degree.
- No related degree but has a current state, national industry military or union license or certification as appropriate for the skill/trade and has at least 4,000 hours of occupational experience* and a high school diploma or GED.
 - Requirement to be met by end of 3 year initial credential period: No degree will be required in this case.
- Related degree, correct number of occupational hours but they are older than 5 or 7 years AND they have been teaching in the content area.
 - Requirement to be met by end of 3 year initial credential period: Full time applicants – 3 years full time teaching can substitute for the recent occupational hours provided the hours can be documented at some point in the career. For part time applicants – 6 years part time teaching can substitute.

*Licenses and certifications used in lieu of education must be kept current for the credential to remain valid and be renewed. Credentialing officers must verify that the licensure or certification is valid at the time of credential issuance and renewal.

<http://coloradostateplan.com/administrator/credentialing/credentialing-postsecondary-criteria/>

5.1.2 Application Process for a Postsecondary Credential

Each applicant for a Colorado Postsecondary CTE credential must submit a completed application within 60 days from the date of hire documenting that they meet the credentialing requirements. When issued their credential, it will be deemed valid to the beginning of the term. If the applicant fails to meet the credential requirements, they will be allowed to complete the term but not be allowed to continue as an instructor in the program in future terms until they have met the credentialing requirements. CTE credentialing applications are available at the CCCS credentialing website. <http://coloradostateplan.com/administrator/credentialing/>

Degrees; All accepted degrees must be from an institution accredited by a regional accrediting association.

Occupational Experience: All occupational experience must be verified and reviewed for applicability to the instructional duties by completing the occupational experience verification form as part of the credential application. If an employer cannot sign off on the form other types of experience verification include:

- Letters of reference from employers stating employment dates and duties.
- Military discharge papers (DD 214) or other military verification of duties performed and dates.
- Self-employment* – complete the entire occupational experience verification form and include copies of a Schedule C or Schedule C-EZ, the first page of an income tax statement showing self-employment income, or letters of reference from customers that include the dates/services rendered.
- Proof of Professional Status * - Verifiable exhibition record or representation by a third party.
- Letters of reference or other documentation from gallery(s), shops, or sites where work is available for sale.
 - Contract for representation.
 - Printed materials from professional venues (postcards, ads, etc.)
 - Statement of sales provided by the representing third party.

*The postsecondary credentialing office will need to carefully evaluate these documents to determine if the actual number of occupational hours worked matches the applicant's stated hours. Assistance regarding this can be provided by the CCCS Coordinator for CTE Credentialing.

The credentialing office at each postsecondary institution will review application materials and supporting documents to determine if the required criteria have been met for an initial three year credential. If so, an initial credential will be processed. Information regarding additional requirements to obtain a professional credential will be included with the initial credential. After an instructor completes the additional requirements for the professional credential, the instructor must apply for the professional credential.

Upon completion of designated requirements, a request for a five-year, professional credential may be submitted.

Each postsecondary institution should perform a final review of every credential before issuance to ensure:

- sufficient documentation exists in the file to support the issuance of the credential and support the correct credential area;
- all information on the credential (name, S-number, credential number, etc.) are correct and completed.

5.1.3 Credentialing Application Documents

The Colorado Department of Education and Colorado Community College System must adhere to the retention requirements of the Colorado State Archives Records Management Manual, Schedule 8. Specifically, all credentialing applications, verification materials, and related credentialing documents must be retained for a minimum of 7 years.

The following are a list of documents to be maintained by postsecondary credentialing offices.

- Pre-hire checklist that lists the hiring requirements established by the college as well as requirements for a credential.
- Credential application including applicant's demographic information.
- Educational experience support (transcripts). Included with this is verification of school accreditation.
- Occupational experience verification form.
- Credential validation form (if credential was issued at another college or secondary institution).
- BDOC approval letter or e-mail (if an exception request was necessary).
- Renewal requirement verification to include: EDU courses support, continuing education support, and/or administrator signature to document acceptable level of performance as an instructor.

5.1.4 Coursework for an Initial Postsecondary Credential

The credentialing office at each postsecondary institution may assign the instructor coursework to complete before the initial credential expires. For full-time faculty, there are two professional development requirements that must be completed before the 3-year initial credential expires, CTE in Colorado and Teaching Pedagogy. CTE in Colorado (EDU 250) was created to give all new postsecondary instructors an understanding of policies and practices for Career and Technical Education in our state. The Teaching Pedagogy (EDU 260) was created to provide an understanding of methods of teaching. The institution may elect to use professional development in lieu of these requirements.

For part-time faculty, coursework will be required and assigned by the credentialing officer. The professional development for CTE content knowledge is CTE in Colorado (as specified above). Please note that each applicant may have different requirements to be completed before the initial credential expires (i.e. an additional requirement to obtain 500 related occupational experience hours outside teaching).

If an educator has met all of the criteria for a professional credential and completed the necessary professional development, the initial credential can be bypassed, and the instructor can be issued a professional credential immediately.

5.1.5 Credential Issuance

All postsecondary credentials will be issued through the instructor's home institution credentialing office and will be based on the criteria and rules and regulations set forth by the BDOC. A credential that is issued at any point during an academic term will be valid for that entire term.

- **Initial Credential.** An initial credential is issued for a maximum of three years. The initial credential is non-renewable. Upon completion of designated requirements, a request for a five-year, professional credential may be submitted.
- **Renewal of Credential.** Appropriate criteria on renewing a credential will be established and updated by the BDOC. For a part time 5 year credential a signature from a supervisor is required for renewal. For a full time 5 year credential in addition to a signature from a supervisor, 6 semester hours of continuing education related to the credential area and verification of current licensure or certification (if applicable) are needed. For continuing education, fifteen hours of participation in seminars or workshops equals one semester hour credit. Forty hours of related occupational experience (outside teaching) equals one semester hour of credit. Requests to renew a credential made after the credential has expired will be effective on the date the application has been reviewed and verified and will be valid for five years.
- **Renewal of an expired Credential.** Renewal of a lapsed CTE credential (including credentials for which application was not filed prior to the expiration date) will be granted if the requirements on the expired credential were completed and the applicant meets any other criteria needed. In addition, if the credential has been expired for more than two years, the applicant must document 1,000 hours of related occupational experience within the last five years. For instructors who have been teaching for the past 7 years or more who let their CTE credential lapse for more than two years, 3 school years of full time instructional experience in the credentialing area can substitute for the otherwise 1,000 hours of relevant occupational experience that is required to renew a lapsed credential. The reinstated credential is effective the date the application and supporting materials have been reviewed and verified.
- **Recognition of Secondary Credential** If an instructor holds a secondary CTE credential, they will need to go through the postsecondary credentialing process.
- **Notification of Verification Report** the Vice President of Instruction or Chief Academic Officer from each postsecondary institution must annually submit (July 15th) a CTE Instructor Verification Report for the prior year to CCCS to certify the credentials of their CTE instructors. 5% of CTE credentialed instructors will be chosen at random from each institution and their credentialing documentation will be reviewed for accuracy and consistency with procedural policy. Monitoring reviews will ensure sufficient evidence and documentation has been retained by the institution for all selected CTE credentials. Please submit to cte@cccs.edu

Any processes and practices discovered in the reviews that do not adhere to SBCCOE credentialing policies will be addressed with the individual institution. Clear expectations, guidance and training will be provided to the institution to impact CTE credentialing procedures moving forward. If deemed necessary institutions may be asked to develop a credentialing improvement plan to improve process and practice. The results of these monitoring reviews as well as remediation efforts will be documented and housed at CCCS.

5.1.6 Other Important Credentialing Items to Notes

- General Education courses listed on a CTE program approval do not require a CTE credentialed instructor. This will include math instruction required in some certificates at the area technical colleges.
- Courses designated with a CTE attribute in Banner on a program approval will require a credentialed instructor.
- If an educator is not employed at a postsecondary institution in Colorado, they cannot apply for or renew a postsecondary credential.
- To move from a part-time to a full-time credential, a new application must be completed and all criteria required for a full-time credential must be met.
- To move from a full-time to a part-time credential, a request for the change must be made to the postsecondary credentialing office if the full-time credential has not expired. If the full-time credential has expired, then a new application for a part-time credential must be completed and all part-time criteria requirements must be met.
- All secondary credentials that were issued by the Colorado Community College System are no longer valid and cannot be honored at the postsecondary level. In order for a postsecondary institution to honor a secondary credential it will have to be a current and valid credential issued by the Colorado Department of Education.
- Listings of postsecondary continuing education courses:
- https://erpdnssb.cccs.edu/PRODCCCS/ccns_pub_controller.p_command_processor

Section V: Part A Funding Source Requirements: Overview

1.0 Overview of Funding Sources

Secondary and postsecondary educational institutions that have SBCCOE approved CTE programs can qualify for different funding sources, depending on source requirements. This section of the handbook will address the following sources:

- State Career and Technical Education Act (CTA) funds for secondary educational institutions that have, or that contract with, SBCCOE-approved CTE programs.
- State Colorado First and Existing Industries Grants for postsecondary educational institution grants. <https://www.cccs.edu/partnering-for-success/training-funds/>
- Federal Perkins Formula Grant Funds for secondary and postsecondary institutions that have SBCCOE approved CTE programs as provided by the Perkins Act.
- Federal Perkins Non Traditional Careers Grant Funds for postsecondary educational institutions that have SBCCOE approved CTE programs as provided by the Perkins Act.
- Federal Perkins Funds for State correctional institutions that have SBCCOE approved CTE programs as provided by the Perkins Act.
- Federal Perkins Reserve Grant Funds for secondary and postsecondary institutions that have SBCCOE approved CTE programs as provided by the Perkins Act and parameters set by CCCS.

2.0 CCCS Roles and Contacts

2.1 State Career and Technical Act Funds

- The SBCCOE approves and renews CTE programs. The SBCCOE establishes the standards for approval and renewal of programs. CCCS is required to collect and report to the Colorado legislature data related to the effectiveness of these programs. CCCS is required to audit secondary districts receiving the CTA funds.
- Current staff contact: Jacqui Geiselman, 720-858-2595.

2.2 State Colorado First and Existing Industry Grant Funds

- Colorado companies which meet certain baseline criteria are eligible to apply for Colorado First and Existing Industry funds in a competitive grant process. The first step in the process is to contact your local customized training community college representative for assistance. Companies moving to Colorado or existing Colorado companies who are adding new employees are eligible for Colorado First Funds. Companies adding technology or changing their business strategies in an effort to stay competitive in the market can expand the capabilities of their workforce with Existing Industry Funds.
- Current staff contact: Yvonne Gilstrap, 303-595-1607.

2.3 Federal Perkins Formula Grant Funds

- CCCS staff administers the Perkins Act funds. Administration of the funds includes monitoring, supervision and evaluation of activities and programs; coordination, CCCS CTE Administrators' Handbook

development and implementation of the state plan; data collection and reporting of the program; recordkeeping; fiscal management and technical assistance as well as consultation with other stakeholders regarding planning, administration, evaluation and coordination of programs funded. Up to five percent of the state award may be used to support administration.

- CCCS staff must also perform required leadership tasks including professional development, technical assistance, programs for special populations, expanding use of technology, non-traditional training and employment, supporting partnerships and articulation and serving selected correction institutions. Other state leadership activities that are permitted by the Act include: improvement of career guidance and academic counseling programs; articulation agreements; support for cooperative education; support for Career and Technical Student Organizations (CTSOs); CTE programs for adults and school dropouts; and assistance to CTE students for job placement and/or continuing education. Up to ten percent of the state award may be used to fund state leadership activities and programs.
- CCCS is also required to conduct Civil Rights Monitoring (also referred to as Method of Administration (MOA)) monitoring for adherence to civil rights legislation including Title II of the Americans with Disabilities Act, Title VI of the Civil Rights Act, Title IX of the Equal Opportunity Education Amendments and Section 504 of the Rehabilitation Act.

2.4 Federal Perkins Non Traditional Careers Grant Funds

- The Perkins Act requires the State to expend at least \$60,000 of the state leadership funds on activities that support non-traditional careers. CCCS staff administers and determines the most effective way to expend these funds each year.
- Current staff contact: Victoria Crownover, 303-595-1565.

Section V: Part B Funding Source Requirements: CTA

1.0 General Requirements Career and Technical Act (CTA)

The basic requirements for a school district or eligible facility to receive financial support for incremental CTE program costs are to:

- Develop and maintain a CCCS approved Program Approval for meeting the CTE needs of the students in the district.
- Ensure that the school district's request for reimbursement is for approved CTE programs. Only approved CTE programs are eligible for financial support.
- Ensure that expenses reported for CTA reimbursement are not reimbursed through another funding source.
- Operate CTE programs in accord with the state approved Program Approval Forms - Parts I and II, and in accordance with the published Standards for Quality Career and Technical Education.
- Provide enrollment, student profile, placement and follow-up and other reports as requested by CCCS.
- Claim only costs related to reported student FTE with the exception of administrative costs.
- Provide final year-end expenditure reports for all approved CTE programs and the related FTEs for the programs.
- Participate in the required evaluation of approved CTE programs in cooperation with the System staff.

For more information on CTA requirements please reference the SBCCOE Rules and Regulations.

2.0 Eligible Costs

2.1 CTA Eligible Costs

The following costs are eligible to claim under the CTA and are subject to audit:

- Instructional Costs (including administrator/specialist costs)
- Equipment (costing \$5000 or greater per unit)
- Supplies (costing less than \$5000 per unit)
- Contracted Programs

2.1.1 Instructional Costs

Instructional costs are the costs, paid by the district, associated with the instruction conducted in a state approved CTE program. Instructional costs are generated by credentialed teachers, CTE administrators and specialists. In addition, the district may claim the costs generated by substitutes, teacher aides and paraprofessionals working with a credentialed CTE teacher or program.

The general guidelines to be followed in determining the reportable instructional costs are:

Reportable instructional costs are:

- Salary – as a percent of the teacher teaching in an approved program or an administrator/specialist working with approved CTE programs (CTE percentage)
- Benefits – a flat rate of 30% of salary for all compensation (including extra duty/substitute instructors)
- Substitute teacher costs
- Additional CTE duties – instruction outside the classroom
- Department head duties

Valid CTE Credentials

Any person the district reports instructional costs for must have a valid CTE credential (either an Initial or Professional), issued by CDE. Teacher aides, paraprofessionals and substitute teachers are exempt from this requirement. Valid is defined as:

- The credential effective dates for each person must be effective for some period of time during the reporting period for which the district is reporting costs.
- The teacher's credential must be issued for an instructor at the secondary level.
- The credential must be issued to include the pathways/programs taught by the teacher for whom the district is reporting costs. For more information please reference: <http://coloradostateplan.com/administrator/credentialing/>.
- Administrators/specialists must be credentialed as such to be reportable if they are not teaching in an approved CTE program. If a teacher is teaching in an approved program and performs as the CTE Director, job development or job placement specialist, the CTE Director/CTE Specialist credential is not needed. Costs generated by personnel (administrative assistants, secretaries, or clerks) working for the administrator are not reportable.

In the event that a teacher or administrator does not have a valid CTE credential, the instructional costs generated by that person are not reportable. In addition, since an approved program requires the teacher to have a valid credential, the enrollment, equipment costs and supply costs generated by this teacher's classes would also not be reportable.

For more credentialing information, go to the Credentialing Section in the Administrators' Handbook.

Salary Amounts

The salary that will be subject to the CTE percentage is the lesser of the following:

- The teacher's/administrator's contractual annual base salary (regular salary) for the reporting period (not including extra duty pay); or

- The teacher's/administrator's actual salary earned for services rendered during the reporting period regardless of date paid (as most districts operate, work nine months and pay twelve). The salary reported should always be the salary earned between July 1 through June 30, which is not always the same as the salary paid during that period. If you have questions regarding the difference between cash versus accrual accounting, contact your accounting office or the CCCS, CTA Manager for assistance.

Note: Only extra duty pay, related to an approved CTE program, is 100% claimable (ex: CTSO Advisor). If not, it is 0% claimable (ex: Tennis Coach).

Salary Schedule Example 1

2020 July	2020 Aug.	2020 Sept.	2020 Oct.	2020 Nov.	2020 Dec.	2021 Jan.	2021 Feb.	2021 March	2021 April	2021 May	2021 June	2021 July
Reporting Period – CTA Fiscal Year												
	Work Completed – School Year											
	Annual Salary Paid											

Benefits; Subject to the CTE Percentage

Benefit costs will automatically calculate at a standard rate of 30% of the reported salary subject to the CTE percentage. This is in lieu of reporting PERA, Medicare and other benefits paid by the district.

Expenditures for actual payments for Workmen's Compensation or Unemployment benefits to current or former employees are not reportable. Any payouts of annual or sick leave are not reportable. These costs are included in the flat rate charged as a percentage of salary.

Substitute Teacher Costs

Reportable substitute teacher costs are the number of days taken by an absent credentialed teacher. Substitute costs for sick and annual are reported separately from the CTE related substitute costs in the reporting database. The district needs to retain records to document that the absence is CTE related. The database will automatically calculate substitute costs at a standardized rate of \$150/day. Substitute days may be reported in whole or half day increments. The costs will be automatically calculated based on the same CTE percentage of the absent teacher for absences

related to sick or annual leave. If a teacher is absent for a CTE activity then the substitute costs will be automatically calculated at 100%.

Substitute teachers are not required to hold an active CTE credential. However, should a situation arise where the substitute is hired on a long-term basis (more than four consecutive, complete calendar months for the same absent teacher for a fiscal year), then the substitute must be credentialed for the costs to be eligible to claim. For extreme, extenuating circumstances that are beyond the district's control regarding the credential time frame, an emergency request for exemption to extend the allowance of the substitute teacher must be submitted to the CCCS, CTA Manager, before the fourth month is completed. In the event that a district does not meet the four month deadline, or does not receive an exemption, only the substitute costs up to the four complete calendar months may be claimed.

The exemption request must include the date the substitute started, the date the district is requesting the exemption and a description of the extreme, extenuating circumstances involving the substitute.

Contract Extra pay CTE Duties Some districts pay credentialed teachers for work performed outside their regularly assigned duties during the academic year and/or in the summer. Additional CTE duties are reportable when the teacher is paid, in addition to regular salary for duties such as CTSO sponsor, assigned summer work in the Agriculture program CTE Department Head, or preparing CTE reports for CCCS.

Program specific contracted costs should be reported in the appropriate program area. Contracted costs that impact multiple CTE program areas should be reported in the Administrative area. These costs are 100% claimable for CTA purposes when they are supported by an Extra Duty Pay contract which notes the scope of the work, the amount the instructor should be paid for the CTE-related duties, and the timing of when the tasks should be completed. The contract(s) should be signed by the appropriate authority that is authorized to approve salary decisions. The costs should be reported separately as Contract Extra Pay CTE Duty. The benefits associated with these costs will be automatically calculated at 30% of the additional CTE duty costs.

For districts that have additional compensation for work that will be completed in the summer, to be performed by a teacher, it must be explicitly documented in the Extra Duty Pay contract as noted above. These documents do not have to be titled "Extra Duty Pay Contract," but should include the noted information.

Any work completed after June 30 would be claimed to CTA for the subsequent fiscal year starting July 1.

Note: Some compensation received by teachers is not reportable including but not limited to: pay for being a coach, class sponsor, or substitute for a non-CTE teacher. Unnecessary space and I do not know why!

Extra Pay CTE Duty for Non-Program Instructors

Districts are allowed to claim Instructional costs for credentialed teachers providing non-teaching duties in an approved CTE program. For example, Teacher A, who teaches business for a district, does not advise FBLA. Teacher B, who teaches for the history department and holds a business credential, has an extra duty contract to advise FBLA. The cost associated with this extra duty contract will be claimed under Extra Pay CTE Duty for Non-Program Instructors under Teacher A.

CTE Percentage

The teacher's CTE percentage is an important component in determining the instructional costs. This percentage determines the portion of each teacher's costs that can be claimed. The percentage is automatically calculated by determining the CTE ratio of a teacher's instructional load for each approved program. The percentage is calculated for the academic year, excluding summer.

For each instructor, all classes (both CTE and NON-CTE) must be entered into the database separately. The database will then calculate the instructor's CTE percentage. If one instructor teaches the same class for multiple periods, each instance should be entered individually. To be considered CTE, a class must be listed in the current Program Approval. This includes such classes as Cooperative Education (COOP), On the Job Training (OJT) and Applied Academics courses. The only course that may be offered for credit and not counted in the CTE percent would be a student aide/student assistant class unless it is listed on a valid program approval. Advisory or homeroom (or any equivalent) for which transcribed credit is assigned must be entered as NON-CTE. District staff should ask the appropriate CCCS Program Director to determine which specific classes are claimable if it is not clear from the courses listed on the program approval.

CTE Percentage for Teachers

CTE percentage will be determined by entering each instructor's full teaching workload (both CTE and NON-CTE classes) into the online CTA database.

The calculation that will be used for each teacher each year is:

Number of Transcribed CTE approved credits (numerator)	÷	Total Number of Transcribed credits (denominator)	=	Teacher CTE Percentage
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If the teacher instructs in more than one approved CTE program, this calculation is performed for each approved program. When this happens, the denominator is the same, only the numerator will change as applicable for each approved program.

The elements of this calculation are determined as follows:

Number of Transcribed CTE approved credits (numerator)

Each CTE approved transcribed credit is defined as the number of CTE credits one student would receive on their transcript upon successful completion of the approved CTE class under consideration. For example, if an instructor teaches three approved CTE classes within the same approved CTE program during each semester, and 1 credit is given per class, then the numerator would be: 3 approved CTE classes per semester x 2 semesters x 1 credit per class = 6 CTE credits.

Total Number of Transcribed credits (denominator)

Each transcribed credit is defined as the number of credits one student would receive on their transcript upon successful completion of the class under consideration. For example, if the same instructor teaches six classes during each semester, and 1 credit is given per class, then the denominator would be:

6 classes per semester x 2 semesters x 1 credit per class = 12 credits Therefore the vocational percentage in this example would be as follows:

Number of Transcribed CTE approved credits (numerator)	÷	Total Number of Transcribed credits (denominator)	=	Teacher CTE Percentage
6	÷	12	=	50%

- Transcribed credits are defined by the course catalog, or as issued on transcripts, and are defined by the school and/or district policy.
- The method of calculating credit must be consistent within the school, with the school policy, and must be the same between CTE classes and non-CTE classes.
- For the calculation, the total number of transcribed credits is the total number of credits taught by each teacher during the academic year, excluding summer.
- When credit is granted in a course through Independent Study, the credit is handled the same as any other credit.
- In a case where an instructor has a class that has variable transcribed credit granted to COOP students based on hours worked, the credit used as applicable to the denominator and/or the numerator of the CTE percentage calculation will be the minimum amount of credit that can be granted for the COOP class.
- For each teacher, use the number of credits one student would receive if taking the class.

- The total number of credits in the numerator or denominator may exceed the total number of periods in each day. This arises when more than one class is taught during the same period. However, the numerator will never exceed the denominator (there will never be a CTE percentage greater than 100%).

Paraprofessionals in CTE Programs

An Instructional paraprofessional is an individual who provides instruction and support for classroom teachers. In order to be claimable, an instructional paraprofessional must be classified and paid as a paraprofessional that is under the direct supervision of a licensed teacher. The reportable portion of each paraprofessional employee's costs must be determined by considering what portion of the employee's day was spent working directly with CTE students. For example, if a teacher aide worked in an Early Childhood Education center for five hours a day, but only one hour a day was spent working directly with the CTE students, then only 1/5 of the paraprofessional's personnel costs could be included in the reported program costs. The database will automatically calculate paraprofessional benefits at 30% of the paraprofessional's eligible salary.

Academic Instructors Conducting CTE Instructor Professional Development

Some districts encourage academic instructors to spend professional development and planning time to work with CTE instructors to develop curriculum and integrate math and language arts competencies in CTE coursework. Districts that have teachers do this kind of professional development can have academic instructors maintain timesheets to document time spent in CTE development. Academic instructors should be treated the same as paraprofessional staff for reporting purposes. The benefits associated with these costs will be automatically calculated at 30%.

CTE Director and Specialist District Limitation Statement

The intention behind this credentialed role is to be a CTE key contact for a district's CTE staff and students. To allow these roles to fulfill their duties completely a limit of one credentialed CTE Director's will be allowed per district/school and a limit of one CTE Specialist will be allowed per school. All records must be kept, and percentages reported must be justified, documented and available upon request. For Districts that have an approved DCTS an additional CTE Director and CTE Specialist will be allowed per SBCCOE requirements.

Determining CTE Percentage for a CTE Director, CTE Specialist, and Claimable paraprofessionals

Determining CTE Percentage for a CTE Director, CTE Specialist, and Claimable paraprofessionals

Districts that have a credentialed CTE Director, credentialed CTE Specialists, or paraprofessionals assisting with CTE instruction must provide a rationale and verifiable method of allocation if the Director/Specialist/Paraprofessional does not teach in a class which results in transcribed credit, a timesheet reflecting 100% of work time is the preferred method of demonstration.

Reporting CTE courses that are eligible for CTE and Academic Credit

In a case where academic credit is awarded toward CTE courses based on proven integration of academic content, this must be explicitly outlined in the course description section of the specific program approval that includes such courses. When counting that particular course for FTE and CTE percent, submit each credit (academic and CTE) as a CTE approved course. All of the credit awarded for the approved, integrated, course can be applied to both the numerator and denominator of the CTE percentage calculation as well as the FTE calculation. If it is not explicitly noted in the program approval that a particular course is an integrated CTE course (where a student will receive both academic and/or CTE credit), then the academic credit would only be applicable to the denominator. In addition, such dual credit must be awarded consistent with the same transcribed credit per clock hour equivalent as all other coursework in the school.

No Transcribed Credits

For any district or eligible facility that does not issue transcribed credits, contact the CCCS, CTA Manager for an alternative calculation before submitting your Financial Data Report.

Administrative Costs

CTA automatically calculates an additional 6% of its total eligible costs to defray the administrative costs of operating its CTE programs. Total eligible costs are all allowed, including:

- Program costs (Instructor/Equipment/Books and Supplies).
- Contract costs.
- Costs for credentialed CTE administrators and CTE specialists.

Designated Career and Technical School (DCTS) Administrative Costs

School districts that have a Designated Career and Technical School (DCTS) receive 16% of the direct eligible costs generated by that DCTS. The 16% administrative cost will be automatically calculated on all eligible instructional, equipment, supplies, and any contract expenses the DCTS might incur. A DCTS must employ at least one specialized student support services staff (CTE – counselor and/or job development specialist credentialed as a CTE specialist) and a principal credentialed as a CTE administrator.

In order to be eligible to claim the DCTS administrative cost, the district must apply for recognition of a particular school as a DCTS, as detailed in Section 4.0 of the SBCCOE rules governing the Career and Technical Education Act.

2.1.2 Equipment – For Approved CTE Courses Only

The costs of purchasing equipment for CTE programs are reportable only when associated with a program for which the school reports student FTE. When distributing costs between multiple programs, districts should base the cost on each program's proportional use, unless another methodology can be shown to be more accurate. The general guidelines to be followed in determining the eligibility for such costs are:

Approved Equipment Expenses

Equipment is defined as a functional unit costing \$5,000 or greater. Equipment costs must be allocated based on CTE usage.

The following list details the items which may properly be reported as equipment purchases:

- Equipment maintenance costs of \$5,000 or more per unit. Any amount less than \$5,000 per unit should be reported as Books and Supplies.
- Equipment (including computer cable) to establish local/wide area networks to support the CTE programs. A reasonable basis of allocating the costs between CTE and non-CTE usage must be agreed to by the CCCS, CTA Manager and documented.
- Leases or installments for at least \$5,000 annually per unit.
- Equipment to ensure student safety or to provide safety instruction to students that costs \$5,000 or more per unit.

Expenditure Reported in Year of Purchase

The expenditure must be reported in the year purchased. If the district does not report the expenditure in the year purchased, the expenditure may not be reported in any other year. To claim the item, both of the following conditions must be met:

- The item was received by the school district by June 30th of the reported year and
- The item was either paid for, or the purchase was accrued in the district's financial accounting records by June 30th of the reported year.
 - For example, computers that were received on June 1, 2006 and the purchase amount was accrued in the financial accounting system by June 30, 2006 would be reportable for the 2006 reporting year, even if the district did not pay for

them until after June 30, 2006. However, if the purchase had not been received and accrued as of June 30, 2006, the expenditure would be reportable for the 2007 reporting year.

Period of Use

Purchased equipment must remain in a CCCS approved CTE program for at least four (4) years after the date of purchase. For extenuating circumstances if the district must replace the item, a formal request must be submitted and approved by CCCS prior to purchase.

2.1.3 Books and Supplies

The following list details the items that may be reported as Books and Supply purchases (Note: the costs claimed must be less any trade-ins or discounts). Books and Supplies for approved programs may be claimed for reimbursement only when student FTE is reported by the school for the same program. When distributing costs between multiple programs districts should base the cost on each program's proportional use, unless another methodology can be shown to be more accurate. These items must be directly related to operating the CTE program:

- Leases for less than \$5,000 annually per unit;
- CTE travel (see below)
- Teacher professional development;
- Consumable supplies;
- Small tools;
- Instructional materials;
- Supplies/food for advisory council/program committee meetings;
- Advertising and publicity including printing costs;
- Student organization activities paid for by the district. This includes travel (if not reimbursed by another funding stream), meals lodging and conference expenses. Items that become the property of the student, such as jackets and livestock, are not reportable;
- Student organization projects paid for by the district, as long as the proceeds of such projects remain with the student organization. If any of the proceeds revert to the district, then the amount of the reportable expenditure shall be the original district expenditure reduced by the amount reverting to the district;
- Supplies to ensure the safety of students and to provide instruction in safety for students;
- Telephones and cell phones for CTE teachers for CTE purposes while maintaining a call log to segregate personal use from CTE use, reporting only the amount that is CTE related;
- Operating and maintenance costs of vehicles operated by teachers for CTE purposes. Only actual costs to provide gasoline, oil, tire, insurance, etc. are allowed reportable costs for the vehicle;

- Computer software, if purchased separately;
- Only supplies and travel used directly by a CTE Administrator/Specialist may be claimed under Administrator Books and Supplies.

CTE Travel

Expenditures incurred by the district for CTE travel (such as hotel, meals, mileage, etc.), in accordance with district policies, for credentialed instructors, administrators and job placement/development specialists are reportable.

Personal activities are not a claimable expense.

Teacher Professional Development

Expenditures incurred by the district for teacher professional development are claimable. Reportable expenditures would include any organized activity attended by the CTE teacher, who the district paid for, in order to improve teaching skills. This includes attendance at CTE conferences and competitions.

Expenditure Reported in Year of Purchase of Books and Supplies

The expenditure must be reported in the year purchased. If the district does not report the expenditure in the year purchased, the expenditure may not be reported in any other year. Purchased for CTA purposes is defined as the year in which both of the following conditions are met:

- The item is received by the school district.
- The item is either paid for or the purchase is accrued in the district's financial accounting system by the end of the reporting year.
 - For example, textbooks that were received on June 1, 2006 and the purchase amount was appropriately accrued in the financial accounting system by June 30, 2006 would be reportable for the 2006 reporting year, even if the district did not pay for them until after June 30, 2006. However, if the purchase had not been received and accrued as of June 30, 2006, the expenditure would be reportable for the 2007 reporting year.

Period of Use

The purchased item must be used in a CTE program for a minimum of two (2) years from the date of purchase, unless it is a consumable item which should be fully utilized by a CTE program within one year.

Rules for Equipment, & Book and Supplies Purchases Unit, Unit Cost

Per unit is defined for CTA purposes as those components which are necessary to make the item function. For example, a CPU, monitor and keyboard are part of one computer, while a printer would be a separate unit, even if purchased on the same invoice as the CPU, monitor and keyboard.

Use by Staff or Students

Equipment must be for use by CTE-credentialed staff (teachers, administrators and job placement/development specialists) or students in CTE-claimable class within an approved CTE program.

Furniture

Furniture such as desks, chairs, tables, filing cabinets, etc. are considered to be items that the district should supply in order to run any class and are not claimable items, except for the following two instances:

- The item is necessary to allow a special needs student to participate in the learning activities in an approved class.
- The item is specially designed to accommodate another CTE instructional device and the device cannot otherwise be used.

Permanent Construction

Any types of permanent construction such as walls, buildings or permanently- affixed greenhouses are not reportable.

Bond Proceeds

The expenditure of bond proceeds for the purchase of equipment, books and supplies is a claimable cost. The reporting of the expenditure is subject to all other guidelines.

Use by Classes

The purchases for teachers/students must be used in learning activities in the CTE claimable classes. For example, promotional items or gifts (including cash equivalents) with no associated learning activity are non-allowable.

CTE vs. Non-CTE Purchases

A secondary school district or eligible facility that, due to its accounting system, does not separate purchases for approved CTE classes from those made for non-CTE classes must provide a rational method of allocation of expenses of these purchases. This must be done on a program-by-program basis.

2.1.4 Contracted Programs

The costs and enrollments generated by a school district when it sends students to another institution (another secondary school district, an area CTE school, a proprietary school, or a community college) for CTE instruction are claimable to CTA. In order to be reportable, costs and student FTE must be generated by students taking CTE courses that are part of a CCCS approved program at the contracting or hosting institution. It is the school district's responsibility to verify that the contracted program offered by the hosting institution is a CCCS approved program being taught by credentialed instructors. For reporting purposes, the CTA database will use the maximum number of terms and the minimum number of contact hours for any of the high schools in the district.

Contracted Costs and Host Revenues

Costs are only allowable if the course(s) are part of a CCCS approved program and the instructor maintains a credential in the area of the class being taught. Contracting districts that claim CTA costs for contracted courses/programs, must also report related Student FTE.

Host institutions revenue received from contracting institutions will be deducted from their total program costs therefor must report related Student FTE on their CTA final report. Revenues and expenses must both be reported for the fiscal year during which the services were provided or received, which is not necessarily when the cash is received or paid

Reportable Contract costs

- Tuition as determined in the agreement between the home and the host school.
- Any charges for additional CTE costs provided by the host school. This should be clearly defined in the contract agreement.
- The contract must include a clear definition of all items that are being listed as CTE affiliated costs, mandated fees such as library or bus fees, and must relate directly to the CTE approved program

Non-reportable Contract costs

- Reportable costs do not include the cost of transportation.
- Any costs that the district receives payment (including revenue), a reimbursement for, or receives as a donation or a gift.

- Legal mandates or general education needs identified for all students.
- Concurrent enrolment costs that the district receives any payment for such as for the use of staff, facilities, or other costs (payments include but are not limited to revenue, reimbursement, payment, or “check swapping”).

2.2 Closing a Program

If a district closes a program and had previously claimed supplies and/or equipment for CTA reimbursement purposes:

- The item(s) should be reallocated to another CTE program in the district until the period of use is expired.
- If no other suitable program exists in the district, the district should attempt to provide the item to another district with a comparable program, for the balance of the non-reimbursed cost.
 - For example, if a district purchased a tractor for \$10,000 and the program was eligible for \$4000 in CTA reimbursement the year the tractor was claimed then the tractor should be offered to other CTE programs in the state for \$6000. If a district did purchase the tractor for \$6000 they would be eligible to claim that amount for their CTE report in the year the item was purchased. If no other district was interested in the tractor for \$6000 then the first district could follow its own procedures to reallocate the tractor to another area.

3.0 Student FTE

3.1 Definition of Student FTE (Full Time Equivalent)

The CTA System calculates this information based on the class rosters and Master Schedules submitted. Student enrollment in CTE programs is reported in terms of a student Full Time Equivalent (FTE).

- One FTE is defined as 1,080 student/ teacher contact hours.
- The 1,080 hours is based on the definition of a full-time student as one who attends class six hours per day, five days per week, for the entire school year ($6 \times 5 \times 36 = 1,080$).

If an instructor teaches the same course multiple times, each instance must be entered individually. Course titles must match what is in the program approval.

3.2 FTE Guidelines

3.2.1 Approved Programs

- Enrollment should be reported only for classes which have been approved to claim by CCCS.
- If the district is claiming an approved program (by school), they must include all classes within the program.
- These classes must be listed in the current Program Approval.
- If the name of the classes changes in the district, the name must be updated on the program approval by submitting a program revision (see section for Program Approval).
- The CTE classes used to determine the teacher's CTE percentage and the classes for which enrollment is reported should be the same classes.

3.2.2 Student Count

- All students enrolled in an approved course must be reported including independent study students receiving transcribed credits.
- The student count, used as a basis for determining each class' enrollment, for all districts, will be taken on the last day of full class each term.
- If a student is enrolled in more than one approved class, the student must be reported for each class (this is a duplicative enrollment count).
- When calculating student FTE for a COOP, OJT, etc., use a student enrollment of two (2) in all cases.
- Student aides/student assistants are not reportable as enrollment for student FTE purposes unless it is part of a valid program approval.

3.2.3 Student FTE by Term- Semester, Trimester, Quarter, Hexter

In order to ensure consistency across school districts, student counts for schools operating under the semester system must be determined for each semester. For schools operating on the quarter system, student counts must be determined for each quarter. The same is necessary for districts operating on a trimester, hexter, etc. Enrollment at schools using some other method, such as an alternative school with student contracts, should be calculated after discussion with CCCS.

3.2.4 Student FTE Calculation

The CTA System calculates this information based on the class rosters and Master Schedules submitted. For the purpose of CTA reporting, 120 hours for one transcribed credit per academic year will be used in lieu of individual districts calculating contact hours. For example, if a student earns .5 credits per semester, or 1 accredit per year, a district would enter the contact hours of 120.

However, if a student earns 1 credit per semester, or 2 credits per year, the district would enter the contact hours of 60. The student FTE is calculated for each CTE instructor's class, and the entire student FTE for each approved program is added together for reporting purposes.

As a reminder, the district must complete the student count and student FTE calculation for each of the terms (2 for semesters, 4 for quarters, etc.). The form of the general calculation is as follows (the system will calculate it per instructor with totals accumulated by program for the year for the district):

Credits that one student would receive for successful completion of the class X

The number of contact hours per credit defined by 120 contact hours per 1 credit per year.

X

1 student FTE per 1,080 hours (a constant used due to definition of FTE by CCCS; represented as a fraction of 1/1080)

X

The number of students enrolled in the class for example:

A district has determined that 1 credit = 60 contact hours

To calculate the student FTE for a CTE class for a CTE instructor, assume that the class is a single semester class that meets for a one-hour period each day within the semester. By the definition given above, this class will be worth one credit as it is also the number of credits a student will receive upon successful completion of the class.

Here is the student FTE calculation in the case where the enrollment in the class is 9 students:

1 credit x 60 hrs/credit x 1 FTE/1080 hours x 9 students = 0.5 student FTE's

When entering the district information, the number of contact hours per credit would be entered one time by the appropriate person in Student Records at the district. After this, for each CTE class, there would be two entries by the district:

1. The number of credits a single student would receive upon successful completion of the class.
2. The number of students enrolled in the class.

Please note: The district will report the student FTE in the corresponding program for each class listed. With this information, the total student FTE within each approved program will be automatically calculated by the CTA Report using the formula above. If more than one CTE class meets in the same period, each class is calculated separately. If a non-CTE class meets with a CTE class in the same period, the non-CTE enrollment is excluded from the student count by definition but must be listed separately in the non-CTE reporting section.

For CTA, contact hours will be reported using the above methodology regardless of district policy or program approval.

No Transcribed Credits

For any district or eligible facility that does not issue transcribed credits, contact the CCCS, CTA Manager for an alternative calculation before submitting your Financial Data Report.

3.2.5 Valid CTE Credentials

In the event that a teacher does not have a valid CTE credential, the Student FTE generated by that teacher's CTE classes, and any costs associated with that teacher's classes is not claimable to CTA.

3.2.6 Applied Academics Courses

To be reportable, any applied academics course must be specifically listed as a course in an approved CTE program. The teacher of the course must hold a valid CTE credential for that course/program.

Reportable costs and enrollment would be determined in the same manner as any other claimable class. However, if the same applied academics course is approved in more than one CTE program, then the costs and enrollment would have to be allocated between the programs.

4.0 CTA Payments and Reporting

4.1 About CTA Payments

School districts are paid quarterly based on their previous year financial reporting including student FTE and actual costs related to the CCCS approved CTE program(s). If an adjustment is necessary due to an overpayment to the district, the district may receive an invoice requesting repayment for settlement. If an adjustment is necessary due to underpayment CCCS will include, to the extent possible within available funds, the underpayment on the payment made in December.

The final costs and student FTE reported each fiscal year is due September 1st.

4.2 Program Reportability

School districts have the option of not reporting a program for funding on the Final Financial Report. This choice can be made for an approved program only, not for individual classes or students. Generally, if a program has high enrollment and low costs, the possibility exists that CTA funding could be reduced (due to the funding formula) by including that program in the district's reported numbers. Districts may therefore choose to not report a program. Districts with programs

approved at more than one high school must make this decision on a high school by high school basis.

4.3 CTA Audit Adjustments

For districts that owe money back as a result of CTA audit findings invoices will be sent to those districts by October 30th annually. Current year CTA funds will not be released until outstanding audit invoices are paid. For districts that are owed money as a result of CTA audit findings, monies will be paid on a prorated basis of available funds from the pool of money generated from invoices sent October 30th.

4.4 Gathering Documentation

4.4.1 Documents Maintained and Available at District

- Maintain records from CTA reports for seven years.
- Program Approvals for each program.
- Copies of each teacher's CTE credential.
- Master schedule (fall and spring semesters or each enrollment period) for each and school and a list of students for each approved CTE class (by enrollment period).
- Accounting records for the reporting year (fiscal year, June 30 -July 1).
- Payroll records for each CTE teacher (plus the contract for the reporting year).
- List of expenses for each approved CTE program (may be by department; if so, you will have to separate the cost information for the approved classes).
- List of equipment purchases and location of the equipment and a method of unique identification i.e. tag or serial number to help ensure item is being used for a CTE program (may be included in above listings by department).
- Supporting documentation for any allocations that were used.
- Supporting documentation that demonstrates substitutes were paid for absences and also documents the purpose for the absence (CTE or non-CTE)
- Copy of contract with other school districts/area CTE school/community college so your students can attend CTE classes at other institutions (need to find evidence of payments made during reporting year) and support for student FTE calculation.

4.4.2 Resources Provided by CCCS

- Resources can be accessed at: <http://coloradostateplan.com/administrator/career-and-technical-act-cta/cta-reports/>
- The CTA Reporting site opens July 1st each year. If July 1st falls on a weekend, it will open the next business day.

Section V: Part C Funding Source Requirements: Perkins

The Carl D. Perkins Act was reauthorized by Congress as the Strengthening Career and Technical Education for the Twenty First Century Act (Perkins V). Perkins V will go into effect July 1, 2019. Colorado will use fiscal year 2020 beginning on July 1, 2019 to transition to the requirements of the new law. Although every effort is made to avoid mid-year guidance changes, please revisit this publication periodically throughout the year as Colorado makes the transition. Key section changes are noted in Appendix G.

In addition to the Administrators' Handbook, CCCS will issue periodic guidance throughout FY2020 instructing grant recipients on needed transition actions to prepare for full implementation of Perkins V on July 1, 2020. That guidance will relate to activities including, but not limited to, development of the comprehensive local needs assessment required by Perkins V, changes in program evaluation and performance indicators, implementation of the statewide CTE strategic plan and Perkins State Plan, and to the new local application for Perkins funds.

C1 – Perkins Overview

Process Point Guidance

Purpose: Section V, Part C1 outlines the processes to access, use and report the annual allocation of Perkins Funds.

Overview: Federal Perkins funds are only available to local recipients that develop and administer CCCS approved CTE Programs (Section II. As a Federal grant, recipients must meet specific Perkins Act requirements as well as adhere to general Federal grant requirements.

- Use of Perkins federal funds requires attention to:
- Required uses of Local Funds;
- Perkins Performance Metrics;
- Uniform Administrative Requirements, Cost Principles, and Audit Requirements;
- Long-term and short-term strategic planning for Career and Technical Education; and
- Understanding the use of the CTE Online Account

Process: Access to Perkins funds involves processes that are repeated each fiscal year. The allocation is only available for one fiscal year. The Perkins fiscal year is defined as the date the Local Plan (via the CTE Online Account System) is submitted in substantially approvable format or July 1, whichever is later, and June 30 of the following year. For a Local Plan to be considered substantially approvable, the grant recipient should have provided a response to each of the required components of the Local Plan. Responses that are 'to be determined' or are functioning

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as placeholders for general categories of spending or decisions to be made at a later point are not acceptable except in extreme circumstances and should be communicated to the Perkins Plan Manager prior to submission of the Local Plan.

The following Flow Chart 1 summarizes the overall process for initiating participation in Perkins. Flow Chart 2 summarizes the elements of a Local Plan and the use of strategy to develop it. Flow Chart 3 summarizes the processes following the initial submittal of the new fiscal year's Perkins Local Plan and processes following the first approval of the Local Plan. "C" numbers are shown to indicate specific parts of Section V that provide more detail on these processes. Cautions and external notifications aligned to these processes are also shown.

In general, the process works as follows:

- 1 Complete Intent to Participate Form.
- 2 Receive and review Initial Award Estimates.
- 3 Receive and review Performance Metrics Reports.
- 4 Strategically develop new annual Local Plan, including evaluation of previous Local Plan, if applicable.
- 5 Submit Local Plan and respond to "Information Needed" requests until new Local Plan is approved.
- 6 Complete and submit the Award Packet as soon as it is posted.
- 7 Complete and submit Vouchers for reimbursement of approved costs that have been paid.
- 8 Subsequent revisions to approved Local Plans, if needed.

For each process step, there is a corresponding guidance section which takes the following format:

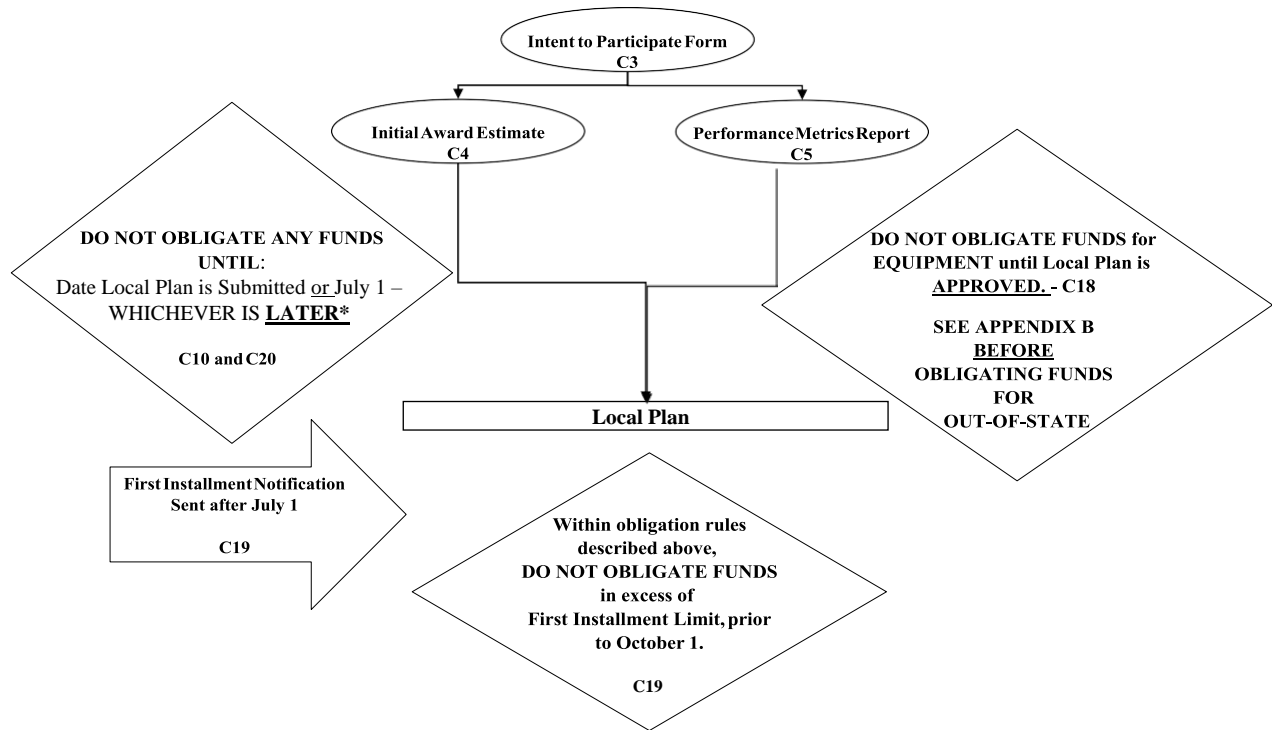
- 1 The purpose is defined,
- 2 An overview is presented,

A step by step process is outlined in the "Perkins CTE Online Technical Guides". These guides are separate documents located on the same webpage as this Administrators' Handbook (under the Training Materials column) and are also linked in this Handbook under the "Technical/Online System Guidance" section.

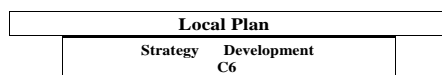
Additionally, for some process steps, a non-technical guidance section is also included.

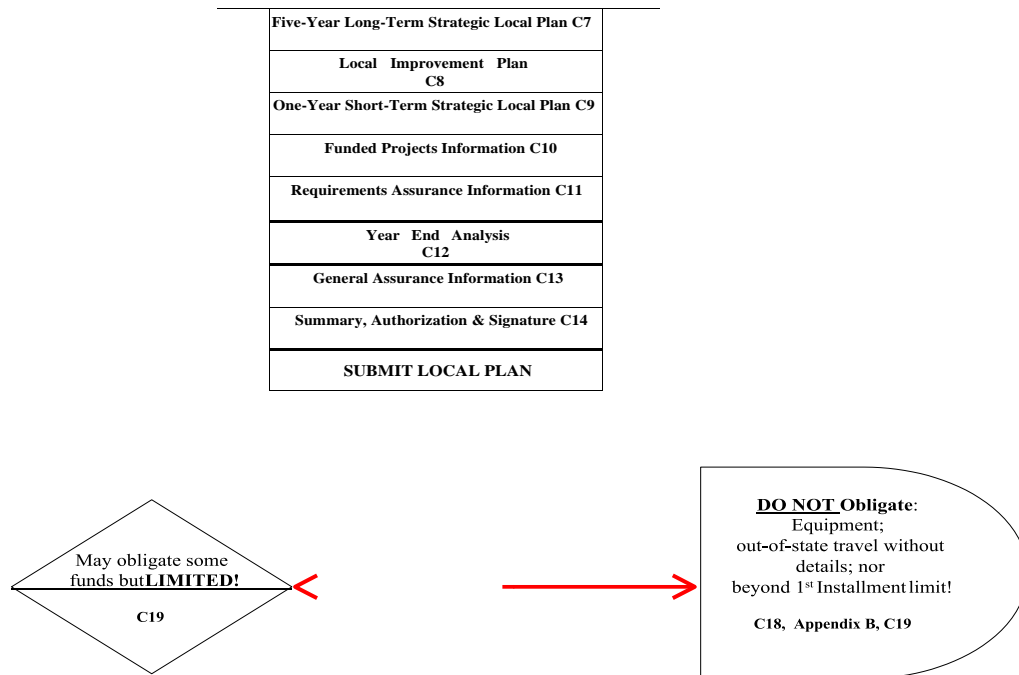
Flow Chart 1

PRIOR TO LOCAL PLAN DEVELOPMENT:



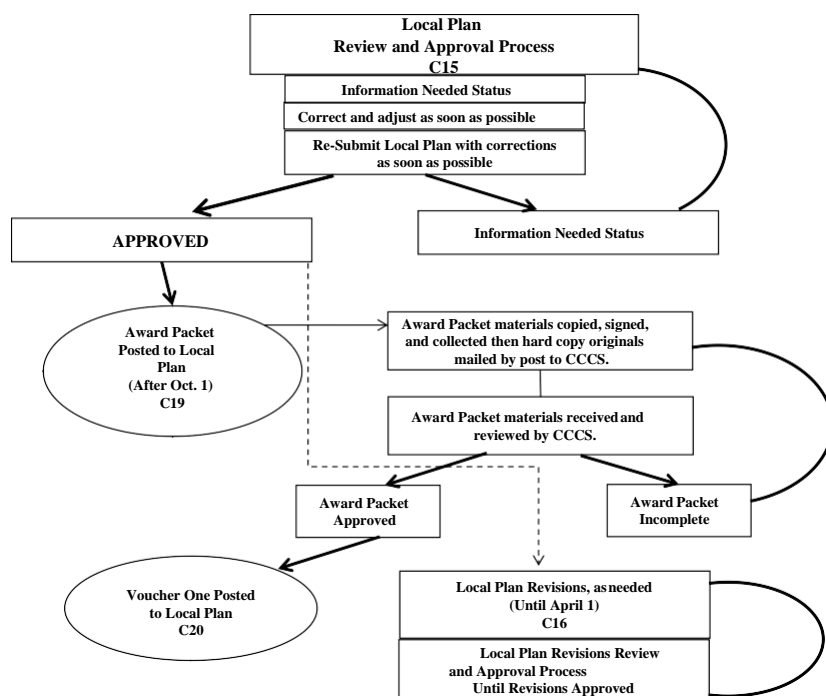
Flow Chart 2





Flow Chart 3

AFTER LOCAL PLAN IS SUBMITTED:



Non-Technical Guidance

Eligible Recipients

Federal Perkins funds are available to Colorado public secondary LEA's (school districts, school district consortia, and boards of cooperative educational services (BOCES))* and postsecondary SEA's (technical and community colleges) with CCCS approved CTE programs or that contract with another eligible recipient for CTE programs. Colorado also provides federal Perkins funds to Colorado Mesa University (Western Colorado Community College) for CCCS approved CTE programs. Per the Perkins Act, Colorado also provides some state leadership funds to two state correctional facilities for CTE programs: the Colorado Department of Corrections and the Colorado Division of Youth Corrections. **Perkins funds are not available to middle school CTE approved programs.**

CCCS offers Perkins technical assistance and workshops each year to help local personnel better understand proper use and management of Perkins funds. CCCS staff is also available, upon request, to provide on-site technical assistance.

* In order for a Board of Cooperative Services (BOCES) to be considered as an eligible provider of Career and Technical Education and eligible Perkins recipient, all programs must be CCCS CTE Administrators' Handbook

agreed upon by the member district superintendents to ensure there is not duplication of programming in the service area. This must be documented.

Perkins Act Purposes

- Increase opportunities for individuals to keep America competitive.
- Develop challenging academic and technical standards and related challenging, integrated (academic and CTE) instruction.
- Prepare students for high skill, high-wage, or high demand occupations in current or emerging professions.
- Promote partnerships between stakeholders (example stakeholders are: educational faculty, workforce boards, business/industry, and counselors).
- Provide technical assistance and professional development to teachers/ instructors and administrators.
- Increase state and local accountability.

Central Filing and Contact

Perkins local recipients must have centralized accounting and filing systems as well as one Perkins contact person for CCCS. This person is responsible for reviewing all communications from CCCS regarding Perkins policies, processes and procedures. This person is provided the password that allows access to the institution's CTE Online account.

Records should be stored for 6 years plus the current year and need to include:

- 1st Installment Grant Award Notification
- Award packet copies
- Last edition of approved Local Plan
- Local Plan Signature Sheet with General Assurances
- Source documents for all costs reimbursed
- Voucher copies, especially vouchers requesting reimbursement for equipment (= or > \$5,000 per unit).
- Data records that indicate reported enrollment/follow-up data is valid and reliable. (See Section VI.)

Equipment (a single unit with a useful life of > 1 year and an acquisition cost = or > than \$5,000) information forms (vouchers) should be retained for five years after the disposition, transfer or replacement of the equipment.

Appeal Process

Eligible recipients may appeal actions of CCCS that influence the character of programs under the Perkins Act. The full appeal process involves an initial, committee and final review.

- Initial Review
 - An eligible recipient adversely affected by an action of CCCS regarding Perkins funds may appeal that action by filing a written complaint sent by certified mail to the System Chancellor or designee within thirty (30) days of the date of written notice of the action which is the subject of the complaint. The complaint may be accompanied by additional written information supporting the position of the complainant.
- Committee Review
 - A review committee composed of three people appointed by the System Chancellor or designee will review the complaint and any accompanying materials and will respond promptly to the complaining party by certified mail sent to the address identified in the complaint.
- Final Review
 - An eligible recipient who believes that the decision of the review committee is in error may appeal to the Board by filing a written notice of appeal, stating why and in what way the committee decision was incorrect. The notice must be mailed or delivered not more than 30 days after receipt of the notice of the review committee's decision. The Board shall conduct a hearing and make a decision in accordance with CRS 24-4-105 and the Board's decision shall constitute final agency action.

Secondary Competitive Reserve Grant Award

Beginning fiscal year 2019, CCCS will award up to 10% of the secondary Perkins reserve funds to eligible secondary recipients on a competitive basis. For FY19, any eligibility requirements, requests for proposals, award requirements, reimbursement processes, and other competitive secondary reserve award information will be provided separately in addition to the guidance laid out in the Administrators' Handbook.

C2 – CTE Account Log On

PROCESS POINT GUIDANCE

Purpose: The process local Perkins recipients and/or consortium member districts can use to log onto CTE online accounts.

Overview: The CTE Online Account system is designed to facilitate an easier and more efficient process for local Perkins recipients to develop, implement, track and analyze their Local Plans

and/or to access their institution's disaggregated Perkins Performance Metrics Reports. This section describes, in brief, how to access and open CTE online accounts.

Process Point: This guidance describes, in brief, how to access and open CTE online accounts. Note: Consortium member districts can view:

- The member district's Intent-to-Participate form (In February)
- The consortium's current fiscal year total allocation estimate amount;
- The member district's disaggregated Perkins Performance Metrics Report
- The member district's CTE program's Perkins Performance Metrics Reports

Technical/Online System Guidance:

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C2_CTE_AccountLogOn_TechGuide_112612.pdf

C3 – Intent to Participate Form

PROCESS POINT GUIDANCE

Purpose: To provide a process local recipients can use to complete the intent to Participate form.

Overview: Each local recipient must complete an Intent to Participate form annually. In order to receive Perkins funding, a recipient must have at least one CCCS approved CTE program. Additionally, at least one current, approved Program of Study must be on record for each participating college or district with a CTE program for Perkins purposes. Each fiscal year, recipients must confirm that the current approved program of study, on file for Perkins purposes, is still valid and available to students. A local recipient is also eligible if they are contracting with a recipient that does have a CCCS approved CTE program and if they submitted a CTA report for those contracted costs. Participants without a CTE program currently approved by CCCS may participate as part of a consortium with the understanding that they must have a CTE program approved by the end of the fiscal year or that they will contract for CTE with another district and file a CTA report.

The completion of the Intent to Participate form determines whether a recipient will be included in the Perkins allocation formula. Failure to submit the Intent to Participate Form by the deadline will cause the recipient to be omitted from the next allocation formula. Please review the Information/Forms Distribution/Due Dates table found at the beginning of this Administrators' Handbook for the general due date of the Intent to Participate form. Please read the Intent to Participate notification e-mail for the specific due date. Attempts are made to ensure that all Intent to Participate forms have been received, but CCCS reserves the right to run the formula when necessary to ensure timely posting of the initial award estimates. In particular, CCCS will not

CCCS CTE Administrators' Handbook

conduct follow up calls to secondary educational institutions that have not previously received Perkins funds and that do not return an Intent to Participate form.

Notes: A recipient cannot qualify for any funds as a standalone exempt entity unless they have at least one CTE program approved by the SBCCOE by March 1st of the year the formula is run. A recipient that has no approved CTE programs by March 1st of the year the formula is run would be allowed to fund development of a new program IF they are a member of a consortium AND IF the other consortium members agree to include this funding as a part of the consortium's Perkins Local Plan.

Perkins funds can also be used, within limitations described here, to develop new CCCS approved CTE programs. For new program development, Perkins funds can only be used for personnel or independent contractor (consultant) costs and/or for related travel or training costs needed by that personnel or independent consultant. Purchases of tangible items (the Other spending category except independent contractors and/or the Equipment spending category) cannot be purchased with Perkins funds until AFTER the newly developed CTE program is approved by CCCS.

Contracting recipients that do not have any approved CTE programs can only qualify for Perkins funds if they have submitted a CTA final report in the previous fiscal year.

Process Point: This guidance covers the first input into the Local Plan process, completing and submitting the intent to participate form.

Technical/ Online System Guidance

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C3_IntentToParticipateTechnicalGuide011111.pdf

Non-Technical Guidance

Types of Formula Participation

A recipient receives funds as one of four Perkins formula participation options:

- Stand-alone recipient (only available if the secondary institution qualifies independently for at least \$15,000 in Non-Reserve (Basic), funds or the postsecondary institution qualifies independently for at least \$50,000 in Non- Reserve (Basic) funds per Section 131(c) of the Perkins Act,
- Member of a consortium (strongly encouraged if the secondary institution qualifies independently for less than \$15,000 in Non-Reserve (Basic) funds,
- Stand-Alone Exempt recipient (exempt from consortium), See special processes below.

- Non-participating.

With limited exceptions, the Perkins Act requires a secondary recipient to join or form a Perkins consortium if the Non-Reserve (Basic) formula allocation is less than \$15,000. The Act also requires postsecondary recipients to join or form a Perkins consortium if the Non-Reserve (Basic) allocation is less than \$50,000. Geographically, Colorado may present challenges to participation in a consortium, such as through challenges with travel for planning/collaboration. As such, a waiver to the consortium requirement may be requested in limited instances in which participation in a consortium is not logistically feasible. Therefore, a recipient can request exemption from consortia membership, even if their formula funds fall below the thresholds indicated above. In order to comply with the spirit of the Perkins Act, the waiver may not be granted unless the district making the request has been able to demonstrate that its circumstances fully comply with the waiver requirements in Section 131 (c)(2) of the Act. (Since none of Colorado's postsecondary recipients fall below the \$50,000 formula allocation threshold at this time, the following discussion will focus only on secondary exemption from consortia membership). All such requests will be reviewed by CCCS annually to determine a recipient's continued eligibility for an exemption. Exempted status from a consortium is not a guarantee and does not exclude those districts from any of the requirements of effectively managing the Perkins grant.

To request an exemption from consortium participation, a letter on district letterhead, signed by the superintendent and outlining why it is logically infeasible to participate in a consortium may be requested by February 1 as part of the intent to participate process. CCCS will base its approval of the exemption on the merits of the district's statement as well as on other applicable factors such as, but not limited to whether the recipient has demonstrated sound grant management practices, and met required deadlines, or maintained all components of CTE program approval. If an exemption request is denied and the district cannot find a consortium to be a member of for the subsequent fiscal year, participation in the Perkins grant will be forfeited for the year.

Changing a Secondary School District's Type of Participation

A secondary institution may change its participation option each year through the Intent to Participate process. Below are the three change options available.

- **From non-participating to Stand-Alone Exempt:** Annually, when the Intent to Participate form is submitted, a non-participating district can elect to become a participating district as a Stand-Alone Exempt participant. The Intent to Participate form must be appropriately completed to indicate this change. When CCCS receives an Intent to Participate form that has been fully completed and indicates this type of participation change, the CCCS Perkins Plan Manager will contact the district for additional document requirements as described below:

- Must have an approved CTE program by March 1 preceding the fiscal year of participation,
 - Must have at least one CCCS approved CTE “Program of Study” for at least one approved CTE program, and
 - Must indicate in the Intent to Participate form why participation in a consortium is not practical for the district. Additional documentation may be requested from the district to support the selection in the Intent to Participate form for consideration by CCCS.
 - Contact the CCCS Perkins Plan Manager before submitting the change via the Intent to Participate form;
 - The CCCS Perkins Plan Manager will try to convince small districts not to participate as a Stand-Alone Exempt participant,¹
 - The CCCS Perkins Plan Manager will try to determine if at least one CTE Program will be approved by March 1.
 - Complete the Intent to Participate form and submit it to CCCS.
- **From non-participating to member of consortium:** Annually, when the Intent to Participate form is submitted, a non-participating district can elect to become a participating district as a member of a consortium. Secondary institutions can select this option even if there is no approved CTE program. However, to add dollars to the consortium’s formula allocation, the new member district must be contracting with a college or another school district for enrollment of the district’s students to attend CTE programs. The new member district must also apply for CTA funds for the contract costs. Or the new member district must have an approved CTE Program by March 1st. To make this change a secondary institution will need to follow the process described below:
 - Contract with a college or school district with a signed agreement to send students to an approved CTE program.
 - Submit for CTA funds.
 - **Contact the closest or appropriate consortium director to request approval for joining the consortium.**
 - The consortium director may wish to meet with existing members to formulate this approval.
 - The consortium director may indicate required meetings, forms, procedures, deadlines, etc. that the consortium has established and ask the district to commit to following the consortium procedures, etc.
 - Once the consortium director approves the addition of a new member, the consortium director contacts the CCCS Perkins Plan Manager to indicate the approval.
 - Complete the Intent to Participate form to indicate the participation change, to indicate which consortium approved the district’s membership and submit it to CCCS.

¹ Refer to “Disadvantages of Participating as a Stand-Alone Exempt Participant” at the end of this Part C3.

- The CTE online system automatically provides a copy of the Intent to Participate form to the consortium director.
- **From member of consortium to Stand-Alone Exempt participant:** Annually, when the Intent to Participate form is submitted, a district that is a member of a consortium may elect to become a participating district as a Stand-Alone Exempt participant. To make this change, a secondary institution needs to take the following steps:
 - Contact the CCCS Perkins Plan Manager before submitting the change via the Intent to Participate form;
 - The CCCS Perkins Plan Manager will likely contact the consortium to understand the implications of the request,
 - The CCCS Perkins Plan Manager may request additional documentation from the district to support the request for exemption from the consortium for consideration by CCCS,
 - The CCCS Perkins Plan Manager will determine if the institution will have an approved CTE Program by March 1st,
 - The CCCS Perkins Plan Manager will notify the district as to whether its request for exempt participant status is approved.
- Complete the Intent to Participate form to indicate the participation change and submit it to CCCS.
- The CTE online system automatically provides a copy of the Intent to Participate form to the consortium director.

Disadvantages of Participating as a Stand-Alone Exempt Participant

- The administration of the Perkins grant is extensive. In a consortium, the grant administration is managed by the consortium director. The same processes must be followed, no matter the amount of the allocation.
- Documents must be maintained and available in an organized manner for seven years regardless of personnel changes within the district.
- The district will never have access to any more funds than the formula allocation. In a consortium, there could be agreements in some fiscal years that would allow the district to occasionally have larger amounts of funds than what the formula amount would equal.
- The district could have the Stand-Alone Exempt status withdrawn if the district is late in submitting required documents and/or reports.
- If the district later decides it wants to rejoin the consortium, there is no guarantee that the consortium will approve readmission.

C4 – Initial Award Estimate

PROCESS POINT GUIDANCE

Purpose: To provide a suggested process local recipients can use to receive and review the initial award estimate.

Overview: The Perkins Act requires Perkins federal funds to be distributed to approved local participants through an allocation formula. Several types of information are needed to calculate this formula. CCCS cannot run this formula until all the data are received and cleaned. Chart 1 below summarizes the information, where it comes from, and the deadlines/timelines when the information is received. Please see the Colorado multi- year plan, Section VI for details on the allocation formula.

Chart 1: Information Inputs for Initial Award Estimates

What	From Whom	Deadline or Normal Date Received
Intent-To-Participate Forms	Each Colorado Perkins recipient	February
CTE Enrollment	CTE Data System	February
CTE Program Counts	CCCS Program Approval System	February
Urban/Rural Designation	CCCS/Colorado Department of Education	February
State Award Total Estimate	U.S. Department of Education, OCTAE	March, April, May or June
Financial Aid Data	CCCS colleges: Banner, Non CCCS colleges: IR Depts.	April
Ages 5-17 Census Data	U.S. Census Bureau	April
Social Services Matches	Colorado Department of Human Services	May

Annually, CCCS aims to run the calculation for the initial award estimate in April. Given the multitude of inputs, CCCS must delay the completion of the calculation until all inputs are ready. As soon as the resulting recipient award estimates are complete and after the recipient's Perkins Performance Metrics are complete, CCCS loads them into the CTE online system and recipients are notified of the posting via two e-mails from the CTE Online Account system. Recipients may then view this information through their CTE Online Account. One e-mail notifies that the allocation estimate is posted. However, access is not possible until the second e-mail (the Perkins Performance Metric Report – see next section, C5) is also posted and e-mailed. These two e-mails normally occur within minutes of each other.

Process Point: This guidance covers the second input into the Local Plan process, receiving and reviewing the initial award estimate.

Technical/Online System Guidance:

CCCS CTE Administrators' Handbook

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C4_InitialAwardEstimate_TechGuide.pdf

C5 – Perkins Performance Metrics

Process Point Guidance

Purpose: Notify local recipients that the disaggregated Perkins Performance Metrics Report is posted to their CTE Online Account.

Overview: The Perkins Act requires activities funded by Perkins to support improvement of the Perkins performance metrics. CCCS has developed Perkins performance metrics reports that disaggregates data per recipient/per subpopulation and, for most recipients disaggregates data per CTE program. This data is reported in both percentage and actual count format. These types of disaggregated reports were developed so that the Perkins performance metrics report could be used by teachers and administrators as a tool to help the recipients determine where to focus continuous improvement strategies, activities and Perkins funds. Correctional institutions must report enrollment.

Process Point: This guidance covers the third input into the Local Plan process, receiving and reviewing the performance metrics reports.

Technical/Online System Guidance:

www.coloradostateplan.com/wp-content/uploads/2015/03/C5_PerformanceMetricsReport_TechGuide_082009.pdf

Non-Technical Guidance

Understanding the Performance Metrics Report

- 1 Row 1: This row on the report contains the names of the required performance metrics against which the educational institution will be measured as long as the educational institution receives Perkins funds. There are a total of eight secondary performance metrics and six postsecondary performance metrics under the 2006 Perkins Act.
- 2 Row 2: This row on the report is the negotiated state performance target upon which the educational institution will be measured against for the most recent academic year. CCCS negotiates these rates for Colorado with the federal government. (See the non-technical guidance at the end of this section for the process to negotiate a target different than the state target and for information about how a local recipient can provide input on the negotiation of the state target).

- 3 Row 3: This row on the report is the negotiated state performance target upon which the educational institution was measured against for the previous academic year (the data just posted and posted for reference when developing a new Perkins Local Plan).
- 4 Row 4: This row on the report contains the actual level of each performance metric for the entire state's CTE programs based on data from the previous academic year.
- 5 Row 5: This row provides titles for each column (numerator, denominator, percentage).
- 6 Row 6: This row contains the actual level of each performance metric for the Perkins receiving institution overall, and each metric data is reported as actual counts in the numerator, actual counts in the denominator and the percentage the numerator represents of the denominator.
- 7 Rows 7 – 19: These rows contain the actual level of each performance metric for the institution overall, disaggregated by the sub-populations, again reporting numerator, denominator and the percentage (numerator divided by the denominator.)

Because of the level of the disaggregation of these data reports, this data is FERPA protected information and should not be made public.

There is always an unavoidable lag between data measured and the disaggregated data reported. For example, if the title of the report reads, "2014-2015 Colorado Secondary (or Postsecondary) Performance Metrics Data," the academic year 2014-15 data appears on Row 6 with the posting of the performance metric reports aligned with the FY2015-16 Perkins Local Plans.



It is important to address the performance metrics as objectives of the Perkins funded projects (see Part C10) and to annually note your data in comparison to the posted targets. Individual Perkins Performance metrics that do not meet 90% of the performance target shown on Row 3 in the performance metrics report will trigger both an Initial Local Improvement Plan (see Section C21) as soon as the data is submitted to the federal agency for the current Local Plan and a Final Local Improvement Plan (see Section C8) for the next fiscal year Local Plan. Postsecondary performance metrics work the same way.

Note: Stand-Alone districts and postsecondary recipients can access per CTE program Perkins Performance Metrics Reports. Consortia can access per member district Perkins Performance Metrics reports. Districts that are members of a consortium can access district level, per population data and per program data by logging in to their district CTE Online Account. (See section C2.) The disaggregated data, per sub- population, per CTE program, and/or per member district is provided as a diagnostic tool to help the Perkins recipient plan strategic uses of the Perkins funds that lead to continuous improvement of the metric results.

Chart 1: Performance Metrics Report and how to locate CIP level (program level) data

Chart 2: How to locate specific measurement descriptions

The performance metrics measurement definitions can be accessed via link on the report or they are also described later in this Part C5.

 **2009-2010 Colorado Secondary Performance Metrics Data** 

District Name:
 Click [here](#) to view district program level data

1	S1	S2	S3	S4	S5	S6	S7	S8
Academic Year	Academic Attainment (Reading/Language Arts)	Academic Attainment (Mathematics)	Technical Skill Attainment	Secondary School Completion	Graduation Rate	Placement	Non-Traditional Participation	Non-Traditional Completion
2010-2011 State Performance Target	90.0 %	74.0 %	62.0 %	80.0 %	63.0 %	91.5 %	50.7 %	44.8 %
2009-2010 State Performance Target	90.0 %	74.0 %	61.0 %	79.0 %	59.5 %	91.3 %	50.6 %	44.5 %
4 2009-2010 State Actual Level	93.3 %	71.5 %	55.4 %	84.1 %	84.3 %	96.9 %	47.6 %	42.8 %
Population	Num / Denom %	Num / Denom %	Num / Denom %	Num / Denom %	Num / Denom %	Num / Denom %	Num / Denom %	Num / Denom %
6 2009-2010 Institution Actual Level	591 707 83.6	367 714 51.4	2716 3716 73.1	812 937 86.7	1252 1735 72.2	429 452 94.9	1287 2980 43.2	827 2042 40.5
7 Male	302 377 80.1	201 383 52.5	1478 2026 73.0	438 515 85.0	632 927 68.2	249 264 94.3	1008 1701 59.3	587 1196 49.1
Female	289 330 87.6	166 331 50.2	1238 1690 73.3	374 422 88.6	620 808 76.7	180 188 95.7	279 1279 21.8	240 846 28.4
American Indian or Alaskan Native	5 8 62.5	3 9 33.3	35 44 79.5	11 13 84.6	11 22 50.0	4 4 100.0	14 30 46.7	9 22 40.9
Asian or Pacific Islander	24 25 96.0	19 25 76.0	110 159 69.2	26 29 89.7	44 56 78.6	21 21 100.0	71 142 50.0	44 93 47.3
Black	132 165 80.0	69 166 41.1	491 742 66.2	197 228 86.4	279 385 72.5	93 99 93.9	272 597 45.6	157 365 43.0
Hispanic	292 355 82.3	160 356 44.9	1337 1806 74.0	395 453 87.2	635 887 71.6	188 199 94.5	615 1463 42.0	411 1027 40.0
White	138 154 89.6	116 156 74.4	743 965 77.0	183 214 85.5	283 385 73.5	123 129 95.3	315 748 42.1	206 535 38.5
Unknown Race	0 0 0.0	0 0 0.0	0 0 0.0	0 0 0.0	0 0 0.0	N/A	0 0 0.0	0 0 0.0
Disabled	32 86 37.2	7 88 8.0	318 416 76.4	103 146 70.5	135 263 51.3	80 96 83.3	95 224 42.4	56 151 37.1
Economically Disadvantaged	265 364 73.3	150 368 40.8	1370 1838 74.5	398 461 86.3	848 1221 69.5	202 218 92.7	628 1468 42.8	414 1028 40.3
Limited English	124 159 78.0	71 159 44.7	876 886 98.9	186 218 85.3	118 187 63.1	112 116 96.6	311 708 43.9	310 703 44.1
Migrant Student	0 1 0.0	0 1 0.0	13 19 68.4	2 5 40.0	41 53 77.4	2 3 66.7	8 14 57.1	5 8 62.5
Non-Traditional	178 482 36.9	100 488 20.5	827 2980 27.8	240 646 37.2	470 648 72.5	105 281 37.4	1287 2980 43.2	827 2042 40.5

Note:

Limited English	124	159	78.0	71	159	44.7	876	886	98.9	186	218	85.3	118	187	63.1	112	116	96.6	311	708	43.9	310	703	44.1
Migrant Student	0	1	0.0	0	1	0.0	13	19	68.4	2	5	40.0	41	53	77.4	2	3	66.7	8	14	57.1	5	8	62.5
Non-Traditional	178	482	36.9	100	488	20.5	827	2980	27.8	240	646	37.2	470	648	72.5	105	281	37.4	1287	2980	43.2	827	2042	40.5

Note:

- The Actual Levels for Performance Metrics S1 and S2 include CTE students who scored "Partially Proficient" and above, therefore these figures cannot be directly compared to School Accountability Reports from CDE that includes just those who scored "Proficient" and above.
- A performance data is highlighted in red if it is not equal to or greater than at least 90.0% of the defined target level and the total underlying student population (denominator) is greater than 30.
- M means the performance data is missing in our system because it has not been reported to us by this institution.
- N/A means there is no performance data either because it is not applicable or available for the specific cell.
- These reports are based on the most recently available full data sets. Specifically, for this report, metrics based on enrollment data reflect activity for the 2009-2010 academic year and metrics based on placement data reflect activity for 2008-2009 program completers.
- Specific measurement descriptions can be found in [Secondary Performance Measurement Definitions](#) and [Postsecondary Performance Measurement Definitions](#).

Negotiating a Performance Target Different than the State Performance Target

Each time the state negotiates a performance target, local recipients are allowed to have input. Colorado will seek this input via an e-mail from the CCCS Perkins Plan Manager or State CTE Director. If no response is received by the designated deadline, the response will be considered an approval of the target.

- Whereas, Colorado local Perkins recipients have been required to annually include activities and strategies that address any Perkins performance deficiencies since Colorado fiscal year 2002;
- Whereas, Colorado can only meet the state performance adjusted levels of performance through the work and efforts of local projects; and
- Whereas, Colorado negotiates the state adjusted levels of performance with the use of valid and reliable measures;
- Any recipient that does not accept the finally negotiated, federally-approved state adjusted levels of performance as their adjusted level of performance, or cannot due to unusual circumstances, must submit the following for state review:
 - a) The nature and extent of the unanticipated circumstances, if applicable,
 - b) Statistically valid data to support the proposed target,
 - c) Timeline of when the recipient can return to the State adjusted level of performance,
 - d) Individual's name and title who is accountable for managing the timeline.
- Based on the objective criteria determined by CCCS, the request will either be approved, denied or an alternative performance level will be established.

Secondary performance Metric Definitions and Goals

Listed below are the eight secondary performance metrics. For specific year targets, refer to the annual state plan.

- **S1 Academic Attainment** – Reading/Language Arts: Numerator: Number of CTE concentrators and completers who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) based on scores included in State's computation of AYP, and who, in the reporting year, have met locally defined requirements for a high school diploma. Denominator: Number of CTE concentrators and completers who took the assessments described in the numerator, whose scores were included in the States computation of AYP, and, who, in the reporting year, have met locally defined requirements for a high school diploma.
- **S2 Academic Attainment** – Mathematics: Numerator: Number of CTE concentrators and completers who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) based on scores included in State's computation of AYP, and who, in the reporting year, have met locally defined

requirements for a high school diploma. Denominator: Number of CTE concentrators and completers who took the assessments described in the numerator, whose scores were included in the States computation of AYP, and, who, in the reporting year, have met locally defined requirements for a high school diploma.

- **S3 Technical Skill Attainment:** Numerator: Number of CTE concentrators who completed their program and who met stat-recognized CTE standards in CCCS-approved programs. Denominator: Number of CTE concentrators and completers enrolled in CCCS-approved programs.
- **S4 Secondary School Completion:** Numerator: Number of CTE concentrators and completers in their 4th or greater high school year who have met locally defined requirements for a high school diploma in the reporting year. Denominator: Number of CTE concentrators and completers in their 4th or greater high school year in the reporting year.
- **S5 Student Graduation Rates:** Numerator: Number of CTE concentrators and completers who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. Denominator: Number of CTE concentrators and completers who, in the reporting year, were included in the States computation of its graduation rate as defined in the State's Consolidated Accountability plan.
- **S6 Secondary Placement:** Numerator: Number of previous year CTE completers placed in advanced postsecondary education or training, military service, or employment, six months (CTE students who completed by June 30 would be surveyed beginning the following Dec. 1) after leaving secondary education during the reporting year. Denominator: Number of respondent previous year CTE completers (excluding respondents not seeking employment).
- **S7 Non Traditional Participation:** Numerator: Total number of CTE participants from underrepresented gender groups enrolled in non-traditional programs. Denominator: Total number of CTE participants enrolled in non-traditional programs.
- **S8 Non Traditional Completion:** Numerator: Total number of CTE completers from underrepresented gender groups in non-traditional programs. Denominator: Total number of CTE completers in non-traditional programs.

Postsecondary Performance Metric Definitions and Goals

Listed below are the six secondary performance metrics.

- **P1 Technical Skill Attainment:** Numerator: Number of CTE concentrators who completed an approved CTE program during the reporting year. Denominator: Total CTE concentrators in approved CTE programs during the reporting year.

- **P2 Credential, Certificate, or Degree:** Numerator: Number of CTE concentrators who completed an approved CTE program during the reporting year. Denominator: Total CTE concentrators in approved CTE programs during the reporting year.
- **P3 Student Retention or Transfer:** (This measurement was revised as follows and the new definition applies beginning with the 2010-2011 academic year data.) Numerator: Number of CTE participants within the current reporting year who were participants in postsecondary education in the previous year and did not earn a certificate or degree in the previous reporting year. Denominator: Number of CTE participants in postsecondary education the previous reporting year who did not earn a certificate or degree in the previous reporting year.
- **P4 Student Placement:** Numerator: Number of previous year CTE completers who were placed in employment, continuing education, or placed in military service or apprenticeship programs six months following the program year in which they left postsecondary education (CTE students who completed by June 30 would be surveyed beginning the following Dec. 1st). Denominator: Number of respondent CTE completers from the previous reporting year (excluding those unemployed not seeking employment).
- **P5 Non Traditional Participation:** Numerator: Number of all enrolled CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.
- **P6 Non Traditional Completion:** Numerator: Number of CTE completers from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE completers who completed a program that leads to employment in nontraditional fields during the reporting year.

Meeting or Exceeding the Performance Metrics Goals (Targets)

The Perkins Act expects the State and its Perkins recipients to meet 90% of each of the appropriate targets described above.

- Failure to meet 90% of any one Perkins target, as appropriate for the recipient's level (secondary or postsecondary) in any year will generate an Initial Local Improvement Plan followed by a Final Local Improvement Plan within the recipient's Perkins Local Plans that requires completion. Please refer to Section V Part C8 of this Administrators' Handbook for more Process Point Guidance about Local Improvement Plans. Please refer to Section V Part C21 for more Process Point Guidance about Initial Local Improvement Plans. Under certain circumstances, if a local recipient fails to make necessary improvement against the Performance Indicators, CCCS is authorized to implement various levels of sanctions on all

funds – Non-Reserve (Basic) awarded under Sections 131 and 132 and Reserve awarded under Section 112 of Perkins IV. CCCS may impose further requirements if the state is placed on Special Condition for consecutive years for deficiencies. Also, CCCS may impose further requirements if a local recipient has 4 consecutive years or more of a deficiency in the same metric.

C6 – Perkins: Strategy Development

Process Point Guidance

Introduction: This Strategy Development section of the Handbook is provided as a tool for CTE administrators to help with the strategic planning process. While CTE administrators do not need to follow the specific strategic planning process described in this section of the Handbook, a strategic approach to use of funds for meeting the requirements of the Perkins Act is most effective. Each local Perkins recipient must complete a Five-Year, Long-Term Strategic Local Plan; Local Improvement Plan (as required); One-Year, Short-Term Strategic Local Plan; and Local Plan Funded Projects sections of the CTE Online Account System. CCCS encourages all local Perkins recipients to strategically use Perkins funds to improve Perkins performance metrics. Strategic planning is an important part of determining how to use these funds.

Purpose: To provide processes local Perkins recipients can use to optimally plan for the expenditure of Perkins funds.

Overview: Since Perkins funds are grant funds, rather than entitlement funds, a Local Plan must be submitted by each local Perkins recipient, each year, that indicates how the funds will be used. This strategy development process will feed the key components of the Local Plan:

- The Five-Year, Long-Term Strategic Local Plan,
- One-Year Short-Term, Strategic Local Plan,
- Funded Projects.

This guidance provides a list of steps a CTE administrator can take as he or she prepares for a strategic planning meeting of a local Perkins planning group. An information grid (see Chart 2: Perkins Local Plan Strategy Development Information Grid in the non- technical guidance of this section) is also provided at the end of this section to help track the information gathered.

Process Point: This guidance covers the first step, Strategy Development, of the DEVELOP phase of the Local Plan process.

Non-Technical Guidance

Step by Step Process: Please follow these steps to develop a strategy.

1. Define the educational institution's desired future state:
 - a. Locate, review and document the educational institution's mission and/or vision statement.
 - b. Review the "Colorado Perkins Implementation Strategies" document which summarizes Colorado's plans for implementing the Carl D. Perkins Career and Technical Education Act of 2006 (the Perkins Act) by summarizing the eight Colorado Perkins implementation strategies.
 - c. Identify and document key commonalities and differences between the educational institution's mission and/or vision statement and the Colorado Perkins implementation strategies.
 - d. Craft a CTE-based vision statement for the educational institution that links the most important concepts of the educational institution's mission and/or vision statement(s) and the Colorado Perkins implementation strategies. The CTE vision statement will be more specific in nature but will also support and further the vision and goals of the educational institution and the Colorado Perkins Implementation Strategies. If several different types of statements that could be effective, write several statements. Bring each of the proposed statements to the Perkins planning group meeting and have the group decide which is most appropriate or have them redefine a new CTE vision statement. Consider the SMART guidance provided for vision statements (see Chart 1: Suggested Tools & Resources for Perkins Local Plan Strategy Development at the end of this section).
 - e. An information grid is provided along with this guidance (see Chart 2: Perkins Local Plan Strategy Development Information Grid at the end of this section) to help document and organize all of the information that will be gathered prior to and for use in your Perkins planning group meeting. The CTE vision statement is the first piece of information that should be recorded in the Information Grid.
2. Define the educational institution's current state.
 - a. Locate and review a copy of the educational institution's most recent Perkins Local Plan. Identify and document the ways in which the educational institution planned to spend the Perkins funds. To make the information more useful for the Perkins planning group meeting, summarize the planned spending in terms of promoting one of the Perkins Act's required uses of funds (see Section 135 of the Act) OR <http://www.coloradostateplan.com/wp-content/uploads/2015/11/PerkinsAct.pdf>
 - b. Locate and review a copy of the educational institution's most recent Perkins Local Plan year end analysis. Identify and document the key successes the educational institution achieved. If any, identify key learning opportunities the educational institution experienced.
 - c. Locate and review a copy of the educational institution's most recent performance metrics report. Identify and document the metrics which the educational institution

- has achieved. Also identify any metrics which the educational institution has not yet achieved.
- d. Locate and review a copy of the area's labor market information (see Chart 1: Suggested Tools & Resources for Perkins Local Plan Strategy Development at the end of this section). Identify and document the strongest labor markets/industries or those with the most projected growth.
 - e. Locate and review the educational institution's initial award estimate. Document the total estimated award amount.
3. Define strategies for the educational institution to close the gap between the future and current state.
- a. Plan a meeting (see Chart 1: Suggested Tools & Resources for Perkins Local Plan Strategy Development at the end of this section) with the Perkins planning group. Provide the group with a copy of the information grid that has been completed (as well as the supporting documents) prior to the meeting so that the group may come prepared with ideas and insights.
 - b. After opening the meeting, ask the council to advise of any errors, omissions or differences of opinions the council has on the information that has been documented on the Information Grid.
 - c. Initiate a brainstorming session (see Chart 1: Suggested Tools & Resources for Perkins Local Plan Strategy Development at the end of this section) with your Perkins planning group and have them complete a SWOT analysis (see Chart 3: SWOT Analysis at the end of this section) by identifying key strengths, opportunities, weaknesses and threats based on their experience, the information presented in the information grid, or (for the external factors) any social, legal, economic, political and/or technological factors they feel may be relevant.
 - d. Once completed, have the Perkins planning group review the ideas presented in the context of the stated and agreed upon CTE mission. Have the group confirm, given the SWOT analysis, the CTE mission is attainable. If it is not, consider redefining the CTE mission.
 - e. With an attainable CTE mission confirmed and supporting SWOT analysis completed, have the group consider Perkins spending by answering the below questions for each SWOT. Guide the group to answer the questions with actionable steps. Document the answers in the appropriate columns of the information grid.
 - i. How can we use each strength?
 - ii. How can we stop, change or lessen each weakness?
 - iii. How can we exploit each opportunity?
 - iv. How can we defend against each threat?
4. Once each proposed strength, weakness, opportunity or threat has been addressed with an actionable step, have the group develop a prioritized spending list.

Chart 1: Suggested Tools & Resources for Perkins Local Plan Strategy Development

I: Define future state	<ul style="list-style-type: none"> • Educational institution's vision and/or mission statement • Colorado Perkins Implementation Strategies: <ol style="list-style-type: none"> 1) Implement Program of Study 2) Strengthen accountability for results 3) Adopt a project-based focus 4) Assess career and technical skills 5) Integrate academic and CTE skills and knowledge 6) Expanding Colorado's corps of effective CTE teachers 7) Ensuring effective strategies for special populations 8) Connecting CTE to employers and workforce priorities • SMART vision statements: A vision statement outlines what your educational institution wants to be. It concentrates on the future, may provide inspiration and provides a clear framework for decision-making. An effective vision statement is SMART: <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time bound² • Information Grid
II: Define current state	<ul style="list-style-type: none"> • Educational institution's most recent Local Plan. • Educational institution's most recent Year End Analysis. • Educational institution's most recent Performance Metrics Report. <ul style="list-style-type: none"> • Local area labor market information: https://www.colmigateway.com/vosnet/Default.aspx • Educational institution's Initial Award Estimate. • Information Grid.

² Ideas sourced from: http://en.wikipedia.org/wiki/Strategic_planning
 CCCS CTE Administrators' Handbook

<p>III: Define strategies to close future / current state gap</p>	<ul style="list-style-type: none"> • Effective Meeting Management <ul style="list-style-type: none"> • Select participants: Aim for a wide variety of stakeholders and send meeting invite with defined meeting purpose, agenda and any desired pre-work for the meeting participants to do. • Develop agenda: State expected meeting outcome and, along with each discussion topic, the type of action needed, specific expected outcome and time estimate. • Open meeting: Welcome meeting participants and thank them for their time, review the agenda and ask for agreement or adjustments, clarify roles and assign someone to take notes. • Establish ground rules: Choose the recipients' own or consider these basic but effective rules: participate, focus, maintain momentum and reach closure. • Time Management: Consider appointing a timekeeper or ask participants to help you keep track of time. • Evaluations of meeting process: Check in with meeting participants a few times throughout the meeting to get opinions on how the meeting is going and if there are suggested changes. • Evaluate the overall meeting: Leave a few minutes at the end to get feedback from the participants on how effective the meeting was; ask what went well and what could be done better next time. • Close the meeting: Try to end the meeting on time, review any follow up actions or assignments, remind participants that a meeting summary will be sent out and thank them for coming³. • SWOT Analysis. • Brainstorming: Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution to a problem. The following four basic rules will help your brainstorming sessions be more productive: <ul style="list-style-type: none"> • Focus on quantity of ideas • Put criticism of ideas on hold • Welcome unusual ideas • Combine and improve ideas⁴ • Renewing CTE in Colorado: Colorado Perkins Strategies. • Information Grid (See the following Chart 2: Perkins Local Plan Strategy Development Information Grid)
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³ Ideas sourced from: <http://www.managementhelp.org/misc/mtgmgmnt.htm#anchor632336>

⁴ Ideas sourced from: <http://en.wikipedia.org/wiki/Brainstorming>

Phase I: Define Future State					
Institution's Vision / Mission Statement (1a)	Colorado Perkins Strategies (1b)	Commonalities (1c)	Differences (1c)	CTE Vision Statement (1d)	
Phase II: Define Current State					
Prior Perkins Spending (2a)	Prior Successes (2b)	Prior Learnings (2b)	Metrics Achieved (2c)	Metrics Not Yet Achieved (2c)	Key Labor Markets (2d)
Phase III: Define Strategies to Close Future / Current State Gap					
Use Strength (3e)	Stop Weakness (3e)	Exploit Opportunity (3e)	Defend Threat (3e)	Prioritized Spending List (4)	

Chart 3: SWOT Analysis

Phase III: Define Strategies to Close Gap: SWOT Analysis (3c)

	Helpful to Achieving CTE Mission	Harmful to Achieving CTE Mission
Internal Factors	Strengths	Weaknesses
External Factors	Opportunities	Threats

C7 – Five-Year Long-Term Strategic Plan

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to complete the Five-Year Long-Term Strategic Local Plan (Perkins five-year plan).

Overview: Just as CCCS must complete a five-year plan for the State, each local recipient must complete a Five-Year Long-Term Strategic Local Plan (five-year plan). This plan may be updated or changed each year as it is intended to be an organic document. The five-year plan serves as a long term vision statement of how the educational institution plans to achieve its CTE goals. Since the five-year long-term strategic plan serves as a long-term vision, updates to the five-year long-term plan are not required. However, every five years, a new five-year long-term plan must be prepared.

The components of the five-year plan generally comprise the required nine Local Plan content areas defined in Section 134 of the Perkins Act. Four exceptions are descriptions of:

- How the Perkins funds will be used (1),
- How activities funded will be carried out to meet performance goals (2),
- How CTE programs will be of sufficient size and scope (6) and
- The process that will be used to continuously improve performance (7).

Plans for these four content areas are more appropriately communicated via funded projects information.

To begin this work, institutions should have a defined CTE mission and a prioritized list of projects or spending areas (assuming strategy development guidance was followed). Since the content areas addressed in the five-year plan are required, these activities are addressed first if funding is going to be used for the activities. After this, any additional spending that has been prioritized should be integrated. Five-year plans began with the FY2008-2009 Local Plan submission. Local recipients new to Perkins after this fiscal year must also complete a five-year plan.

The five-year plan automatically carries forward to the next fiscal year. However, it can be revised as needed. A new five-year plan was required with the FY2013-2014 Local Plan submission.

Process Point: This guidance covers the second step, creating the five-year plan, of the DEVELOP phase of the Local Plan process.

Technical/Online System Guidance

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C7_Five-YearPlan_TechGuide.pdf

Non-Technical Guidance

Chart 1: Answer Guidance

#	Question	Reference	Answer Guidance
1	How will the educational institution offer the appropriate courses of not less than one CTE Program of Study?	Perkins Act, Section 134 (b) (3) (A)	Each local recipient must have at least one Program of Study developed and available for use in the current fiscal year. This answer should briefly describe how the educational institution went about developing the Program of Study and how it will be offered. Guidance (http://coloradostateplan.com/educator/career-clusters/) on developing the Program of Study.
2	How will the educational institution improve the academic and technical skills of students participating in CTE programs through integration?	Perkins Act, Section 134 (b) (3) (B)	This answer should briefly describe the efforts the educational institution will undertake, over the next 5 years, to integrate “coherent and rigorous content aligned with challenging academic standards” between core and CTE subjects.
3	How will the educational institution provide students with strong experience in, and understanding of, all aspects of an industry?	Perkins Act, Section 134 (b) (3) (C)	This answer should describe the efforts the educational institution will undertake, over the next 5 years, to provide students with strong experience in and understanding of the following aspects of the industry: planning, management, finance, technical and production skills, underlying principles of technology, labor, community issues and health, safety, and environmental issues.

4	How will the educational institution ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students?	Perkins Act, Section 134 (b) (3) (D)	This answer should describe the efforts the educational institution will undertake, over the next 5 years, to ensure provision of consistently challenging academic standards throughout CTE programs.
5	How will the educational institution encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects?	Perkins Act, Section 134 (b) (3) (E)	This answer should describe the efforts the educational institution will undertake, over the next 5 years, to publicize and encourage enrollment in challenging core academic subjects by CTE students.
6	How will comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel be provided to promote the integration of coherent and rigorous content aligned with challenging academics?	Perkins Act, Section 134 (b) (4)	This answer should describe the efforts the educational institution will undertake, over the next 5 years, to provide comprehensive professional development for CTE, academic, guidance and administrative personnel that will promote the “coherent and rigorous content aligned with challenging academics” concept of the Perkins Act.
7	How will a wide variety of stakeholders be involved in the development, implementation and evaluation of CTE programs and how will such individuals and entities be informed about, and assisted in understanding the requirements of Perkins, including CTE plans of study?	Perkins Act, Section 134 (b) (5)	This answer should describe the efforts the educational institution will undertake, over the next 5 years, to incorporate the input of a wide variety of stakeholders in the development of CTE programs, plans of study and Perkins Local Plans.

8	How will the educational institution review CTE programs, identify and adopt strategies to overcome barriers for special populations, provide programs that enable special populations to meet local performance levels, and provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency?	Perkins Act, Section 134 (b) (8)	This answer should describe the efforts the educational institution will take, over the next 5 years, to enhance CTE programs to better meet the training, development and career placement needs of special populations. Special populations means individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.
9	How will individuals who are members of special populations not be discriminated against based on this status?	Perkins Act, Section 134 (b) (9)	This answer should describe the efforts the educational institution will undertake, over the next 5 years, or is already undertaking to ensure nondiscrimination against special populations.
10	How will funds be used to promote preparation for non-traditional fields?	Perkins Act, Section 134 (b) (10)	This answer should describe the efforts the educational institution will undertake, over the next 5 years, to promote student preparation for non-traditional fields. Non-traditional fields means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

11	How will career guidance and academic counseling be provided to CTE students, including linkages to future education and training opportunities?	Perkins Act, Section 134 (b) (11)	This answer should describe the efforts the educational institution will undertake, over the next 5 years, to provide academic counseling to CTE students including training on available postsecondary opportunities
12	What efforts will be made to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups; and to facilitate the transition to teaching from business and industry?	Perkins Act, Section 134 (b) (12)	This answer should describe the efforts the educational institution will undertake, over the next 5 years, to improve recruitment and retention of CTE teachers, faculty and career guidance and academic counselors. This answer should also discuss how the institution facilitates the transition to teaching from business and industry.
13	Describe how the career and technical education programs will be carried out to meet the Perkins funds requirements for this Perkins grant.	Perkins Act, Section 134(b)(1) and Section 135(b)	This answer should describe how the CTE programs will meet approval requirements, i.e., conduct 5-year plans; conduct advisory committees, meet approval assurances, etc.
14	Describe the process that will be used to evaluate and continuously improve the local performance of your institution.	Perkins Act, Section 134(b)(2)	This answer should describe systematic approaches to data analysis, funding choices, professional development choices, and priority choices.

Appendix A of this Administrators' Handbook also includes samples and ideas for how to answer the 14 questions in the Five-Year Long-Term Strategic Local Plan (five-year plan.)

C8 – Final Local Improvement Plan

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to complete the Final Local Improvement Plan if a Final Local Improvement Plan is required.

Overview: The Perkins Act requires CCCS to request a Local Improvement Plan for any local recipient who does not meet at least 90% of the agreed upon performance level target for each of CCCS CTE Administrators' Handbook

the defined performance metrics. Each recipient that was deficient in the most recent data had an INITIAL Local Improvement Plan posted to their existing Local Plan approximately 6 months following the school/academic year of that data. (See Section C21). The following fiscal year, the local recipient must prepare another, more in-depth, local improvement plan. It is called the FINAL Local Improvement Plan and it continues the progress from the Initial Local Improvement Plan using the disaggregated data now available.

Process Point: This guidance covers the third step of a new Local Plan, if appropriate, creating a Final Local Improvement Plan, of the DEVELOP phase of the Local Plan process. Note that not all local recipients are required to complete Local Improvement Plans.

Technical/ Online System Guidance

www.coloradostateplan.com/wp-content/uploads/2015/03/C8_LocalImprovementPlan_TechGuide2.pdf

In the previous fiscal year Perkins Local Plan, an INITIAL Local Improvement Plan was posted to the existing Local Plan approximately mid-fiscal year of the grant (January or February). The Perkins Performance Metric data available at that time was limited and reflected only institution over-all data results without disaggregated information per sub- populations or per CIPs. The INITIAL Local Improvement Plan meets the Perkins Act requirement for same year notification of data results and prepares the institution for early planning of improvement strategies.

The FINAL Local Improvement Plan is included in the next fiscal year's new Local Plan to allow more detailed strategies focused toward sub-population data and CIP level data. It is addressing the same data that was in the previous fiscal year's Initial Local Improvement Plan but now the disaggregated data can be viewed.

This Final Local Improvement Plan must address sub-populations and should be more detailed toward particular CIPs at the institution that are more challenged with particular metrics.

The Local Plan writer should review what was written in the previous fiscal year's Initial Local Improvement Plan to reassess or build on the general strategies indicated in the early improvement plan. It is required that the Final Local Improvement Plan speak to the sub-population data results.

NOTE: Local recipients with multiple, consecutive years of deficiency in the same metric may be requested to participate in further state developed processes outside of the CTE Online Account Local Plan reporting to help ensure success in overcoming data deficiencies.

C9 – One-Year Short-Term Strategic Local Plan

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to complete the One-Year Short-Term Strategic Local Plan (one-year plan.)

Overview: The components of the one-year plan are required by CCCS to clarify the linkage between the five-year plan and the funded projects information. If the initial guidance for strategy development and for developing the five-year plan was followed, there should be, as this work begins, a five-year plan that incorporates the educational institution's defined CTE mission as well as a prioritized list of projects or spending areas. Also, if a Local Improvement Plan was completed, these strategies should be incorporated into the one-year plan.

Process Point: This guidance covers the fourth step, creating the One-Year Short-Term Strategic Local Plan, of the DEVELOP phase of the Local Plan process.

Technical/Online System Guidance: www.coloradostateplan.com/wp-content/uploads/2015/03/C9_OneYearPlan_TechGuide.pdf

Non-Technical Guidance

Question & Answer Guidance

1. Which requirements outlined in the five-year long term strategic Local Plan will be addressed through the funded projects worksheet this year?
 - a. It is not expected that an educational institution will be able to address all 12 of the requirements in one or two years; instead five years are given. Accordingly, this answer should describe which of the requirements as described in the five-year plan will be addressed in the Funded Projects of this particular year.
2. How did the educational institution's advisory committee(s) determine the need for the projects?
 - a. This answer should incorporate the input provided by your Perkins Local Planning group or the work your Perkins Local Planning group completed to identify the chosen projects. If the strategy development guidance was followed, the answer will come directly from the notes from key meeting(s). This should also summarize how business and industry advisory committees had input.
3. How do the projects relate to the Colorado Perkins Implementation Strategies?
 - a. This answer describes how the chosen projects support, enhance or further develop the Colorado Perkins implementation strategies. The document listing and describing these strategies is linked on the One-Year Short-Term Strategic Local Plan page within the Perkins Local Plan.

4. Describe the process that will be used to evaluate and continuously improve the performance of your institution.
 - a. This answer should reflect a systematic approach toward analysis of performance metrics; the role that analysis plays in making funding decisions; the role that analysis plays regarding professional development decisions; how the analysis is shared with advisory committees; and how new strategies or methodologies are researched and piloted to address deficiencies. Section 134(b)(7)
5. For consortia, how are the projects mutually beneficial to all members of the consortium?
 - a. This content area will only be presented if the recipient is the consortium. Mutually beneficial projects for all consortium members are required per Section 132 (a) (3) (B) of the Perkins Act.

C10 – Funded Projects Information

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to provide Funded Projects details.

Overview: The Funded Projects Information pages provide a vehicle for annually planning and tracking educational institutions' chosen projects and each Funded Projects' action steps as well as for analyzing them at year end. If the initial guidance for strategy development and developing the five-year and one-year plans was followed, there should be, as work begins:

- A five-year plan that incorporates the educational institution's defined CTE mission as well as a prioritized list of projects or spending areas, and
- A one-year plan that defines this year's chosen projects and how they link to the five-year plan and the Colorado Perkins implementation strategies.
- The five-year plan automatically carries forward to the next fiscal year for five years. However, it can be revised earlier, as needed.

Process Point: This guidance covers the fifth step, providing funded projects information, of the DEVELOP phase of the Local Plan process.

Technical/Online System Guidance:

www.coloradostateplan.com/wp-content/uploads/2015/03/C10_FundedProjectsInformation_TechnicalGuide_012511.pdf

Non-Technical Guidance

It is quite important to review and follow information in the technical guidance linked above for understanding Funded Projects.

A Funded Project is a set of action steps designed to reach a Project Objective. Each project must have a unique first objective and each action step within that project must indicate how the action step supports that first objective. Clear, specific, well-written action steps are key to good management and use of Perkins funds.

The name of the Funded Project must exactly match the name of the Perkins Performance Metric selected as the first Funded Project Objective.

Allowable & Unallowable Costs and Activities

Rules and regulations for the use and management of Perkins funds come from several sources including the Federal requirements including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200), The Carl D. Perkins Career and Technical Education Improvement Act, policies as established by CCCS in this Administrators' Handbook. Links to these documents can be found at <http://coloradostateplan.com/administrator/perkins/perkins-data-collection/>.

Please note that Perkins funds are a federal grant and must follow federal grant rules and regulations.

Please see the Appendix B for additional guidance on Perkins Grant travel policy.

Please see the Appendix C for additional guidance on allowable and unallowable costs and activities. Please see Appendix E for additional guidance on Perkins Program Income. Please see Appendix F for additional guidance on Perkins Public Announcements.

Supplement not Supplant

Section 311 of the Perkins Act states that Perkins funds “shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities”. Supplement means “to add to, to enhance, to expand, to increase, to extend”. Supplant means “to take the place of, to replace.” Educational institutions may use federal Perkins fund only to supplement, and to the extent practical, increase the level of funds that would, in the absence of the federal funds, otherwise be made available from non-federal sources for the education of participating CTE

students. Tip: Perkins funds are not used to replace any funds from other sources currently used to support CTE programs.

Use of Reserve Funds for Required Uses of Funds

For all eligible recipients, reserve funds must be used on at least one of the nine required career and technical education activities under Section 135 of Perkins IV. Or, stated another way, if a Funded Project is not addressing at least one of the nine required career and technical education activities, then no reserve funds can be used to fund any part of that Funded Project.

Limiting Selection of CCCS Approved CTE Programs

Any CCCS approved high school or postsecondary CTE Program indicating an expiration date earlier than July 1 of the current fiscal year may not be selected as part of a Funded Project until after that program's renewal request is approved and an expiration date later than July 1 of the current fiscal year is reflected in the approved programs list (visible within the CTE Online Account, Funded Projects page.) Perkins funds are to be used to support activities for current, approved CTE programs, activities related to current, approved CTE programs, or for new program development as described below.

No funds can be used to:

- a. Require any secondary student to choose or pursue a specific career path or major
- b. Mandate that any individual participate in CTE programs
- c. Fund CCCS approved middle school CTE programs
- d. Provide CTE programs to students prior to seventh grade (Title III, Part A, Section 314)

Perkins funds are to support high school and postsecondary CTE approved programs, taught by appropriately CTE credentialed instructors. Perkins funds cannot be used to fund 100% of the cost of an activity that is designed for all students. Perkins can fund the percent of the cost that is equal to the percent of CTE students engaged in the activity if the cost meets other Perkins rules. Perkins funds are not available to fund CCCS approved middle school CTE programs. However, Perkins funds can be used by high school and/or postsecondary CTE programs to fund CTE related activities or events for 7th grade and advanced students. For example: Perkins funds could help with costs for 7th grade and advanced students to do on-site visits and tours of high school or postsecondary CTE programs. No Perkins funds can be used to fund activities for students enrolled in any grades previous to 7th grade.

If searching through the noted guidelines does not clearly explain the allowability of a particular purchase, administrators are encouraged to e-mail the Perkins Plan Manager to request guidance.

Timing of Obligating Perkins Funds:

Perkins funds cannot be pre-obligated nor post-obligated. No funds can pay for purchases obligated prior to July 1 of the fiscal year, nor prior to completed Local Plan submittal – whichever date is later. No funds can pay for purchases obligated later than June 30 of the fiscal year. Items purchased with Perkins funds must be delivered on site by June 30.

It is critical that the recipient clearly understand the definitions of obligate (see Section V, Part C20.)

C11 – Requirements Assurance Information

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to provide Requirements Assurance Information.

Overview: The Perkins Act defines a set of nine required local uses of funds and an additional set of twenty permissible local uses of funds. Although this rarely happens, if a local recipient, within the Funded Projects, defines projects that cover only permissible local uses of funds, the local recipient is required to complete and submit this Requirements Assurance Information. This step requests an explanation of how each required use of funds has already been completed or addressed. (Any Funded Project that is using Reserve funds must define projects that cover required local uses of funds.) This process can be avoided completely by defining Funded Projects that address at least one of the Perkins Requirements.

Process Point: This guidance covers the sixth step, providing Requirements Assurance Information, of the DEVELOP phase of the Local Plan process.

Technical/Online System Guidance:

www.coloradostateplan.com/wp-content/uploads/2015/03/C11_RequirementsAssuranceInformation_TechGuide.pdf

C12 – Year End Analysis

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to complete the Funded Projects Year End Analysis.

Overview: The Funded Projects Year End Analysis serves as a mechanism to allow the local recipient to communicate to the CCCS Perkins Plan Manager the results of the prior year's planned projects and the impact on each performance metric objective and defined goal.

Process Point: This guidance covers completing the Funded Projects Year End Analyses section of the Local Plan process.

Technical/Online System Guidance:

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C12_FundedProjects-YearEndAnalysis-TechGuide_082009.pdf

It is important to follow the bulleted directions listed on the Year-End Analysis page in the Local Plan. Recipients are strongly encouraged to do an historical review of two or three previous year's Local Plans to avoid continuation of ineffective strategies and spending.

Note: Never try to enter information into one Local Plan when another Local Plan is also open.

C13 – General Assurance Information

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to provide General Assurances Information.

Overview: The General Assurances Information page defines a variety of assurances that are intended to ensure that the local recipient has a full understanding of how Perkins award dollars are to be used and managed and to ensure that, given this understanding, the local recipient accepts responsibility for the proper management of the funds and projects to be supported. The General Assurances Information page also allows CCCS to understand which stakeholders were involved in the development of the Local Plan.

Process Point: This guidance covers the seventh step, providing General Assurances Information, of the DEVELOP phase of the Local Plan process.

Technical/ Online System Guidance

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C13_GeneralAssurancesInformation_TechGuide.pdf

The General Assurances a Perkins recipient agrees to are:

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- a. We will administer each program covered by this application in accordance with all applicable statutes, regulations, program plans and applications.
- b. We assure that the control of funds provided to the local educational agency under this plan and title to property acquired with these funds, will be in a public agency and that a public agency will administer these funds and property.
- c. We assure that we will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and account for, Federal funds paid to the agency under this plan.
- d. We assure that we will make reports to CCCS, as is reasonably necessary, to enable this agency to perform its duties. This includes:
 - 1. All communications/completion of processes as necessary to assure funds are only applied toward CCCS approved career and technical education programs;
 - 2. All communications/completion of processes as necessary to assure compliance with the standards of program approvals including employment of a credentialed teacher;
 - 3. Annual Perkins local plan with all required sections completed submitted by deadline;
 - 4. Grant Recipient Agreement letter and related documents, including a copy of our latest, completed, (within last 2 years) A-133 Single Audit Report, as applicable;
 - 5. Signed vouchers and required supporting source documents when requesting reimbursements per deadlines and limits;
 - 6. Out-of-state travel request details prior to departure of travelers;
 - 7. Local Plan revision requests;
 - 8. Pre-approval for all equipment purchases (items costing \$5,000 or more per one unit);
 - 9. All career and technical education enrollment and follow-up data reporting) and that the data is valid and reliable; and
 - 10. Perkins voucher 1 by deadline and Perkins final voucher by deadline.
- e. We assure that we provide reasonable opportunities for the participation of teachers, parents, and other interested agencies, organization and individuals in the planning for and operation of this plan.
- f. We assure that we have adopted effective procedures for acquiring and disseminating to teachers and administrators participating in these programs' significant information from educational research, demonstrations and similar projects and for adopting, where appropriate, promising educational practices developed through such projects.
- g. We assure that none of the funds expended under this plan will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing interests of the purchasing entity or its employees or any affiliate of such an organization.

- h. We assure that we will keep records that fully disclose the amount and disposition of these funds, and such other records as will facilitate an effective financial or programmatic audit and that these records will be accessible for seven years.
- i. We assure that the Secretary of the United States Department of Education, the Comptroller General of the United States, or any of their duly authorized representatives, shall have access, for the purpose of audit examination, to these records.
- j. We understand that Perkins Federal funds are a grant, not an entitlement, representing an agreement with the State, aligned to our approved Perkins Local Plan, and that grant oversight and management are necessary.
- k. We understand that Perkins Federal funds cannot be used for expenses related to competitive events.
- l. We understand that Perkins Federal funds must supplement, not supplant non-federal funds.

We assure that we will provide a career and technical education program or career and technical education programs that are of such size, scope and quality to bring about improvement in the quality of career and technical education.

C14 – Summary, Authorization & Signature

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to complete the summary, authorization and signature step.

Overview: The summary, authorization and signature step is the final step of the Local Plan's initial submission process and allows the local recipient to review the Local Plan as documented and to identify individuals who will authorize and sign the Local Plan and who authorize and sign the General Assurances. Once this section of the Local Plan is completed, the pages are printed, signed by the various designated staff and/or entities and mailed, faxed or e-mailed to CCCS. The original hard copy must be kept on file locally if it was not mailed to CCCS. The authorization and Local Plan Signature sheet should be sent to CCCS shortly after the initial submittal of a new Local Plan. A Local Plan cannot be approved without CCCS receipt of this document.

This document is only processed and submitted one time each fiscal year. Subsequent revisions to the Local Plan do not require another submittal of this document.

Process Point: This guidance covers the eighth step, completing the Summary, Authorization and Signature page of the DEVELOP phase of the Local Plan process.

Technical/Online System Guidance:

[www.coloradostateplan.com/wp-content/uploads/2015/03/C14_SummaryAuthorizationSignature- TechGuide.pdf](http://www.coloradostateplan.com/wp-content/uploads/2015/03/C14_SummaryAuthorizationSignature-TechGuide.pdf)

Non-Technical Guidance

In order to receive final approval of the Local Plan, signatures must be obtained from the people listed below. After the signatures are obtained, the signature/authorization sheet must be submitted via fax or mail to the Perkins Plan Manager:

- Perkins Contact,
- Fiscal agency person of authority (Controller, Chief Financial Officer, Business Officer, or a person of authority that can enter into a financial agreement for the institution), (Controller is required for postsecondary institutions.)
- Representative/advocate for special populations,
- Counselor or Advisor,
- Controller, Business Manager (to verify the accuracy of the numbers),
- Workforce Innovation and Opportunity Act representative (postsecondary only),
- Other(optional)

C15 – Review and Approval Process

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to follow the review and approval step.

Overview: The review and approval process allows local recipients and the CCCS Perkins Plan Manager to have a dialogue regarding the Local Plan once submitted. Through the course of this dialogue, the local recipient and the CCCS Perkins Plan Manager will, as necessary, edit, refine and finalize the Local Plan for approval. All correspondence between the local recipient and the CCCS Perkins Plan Manager must take place through the online System. This allows for comprehensive tracking of all decisions and helps protect the local recipient and CCCS during future audits.

Process Point: This guidance covers completing the Review and Approval process, of the DEVELOP phase of the Local Plan process.

Technical/Online System Guidance:

www.coloradostateplan.com/wp-content/uploads/2015/03/C15_ReviewApprovalProcess_TechGuide.pdf

Non-Technical Guidance

Substantially Approvable

A “substantially approvable” Local Plan includes all initially required pages and/or forms, properly completed and submitted to CCCS by the due date. Responses in any initially required page or form that are “to be determined” or are functioning as placeholders for general categories of spending or decisions to be made at a later point are not acceptable except in extreme circumstances that have been communicated to the Perkins Plan Manager prior to submission of the Local Plan.

- For Colorado local recipients, the initially required pages and/or forms include:
- 5-year, long term strategic Local Plan,
- Final local improvement plan (if the educational institution has been requested to complete one),
- 1-year, short term strategic Local Plan,
- Funded Projects,
- Requirements assurance form (if the educational institution is addressing only permissible activities),
- General Assurances form,
- Year-end Analysis
- Signature/Authorization sheets (after printed and signed).
- For Colorado local recipients, the final date to submit a Local Plan is September 30th or Perkins funds will be de-obligated.

Local recipients may not begin to obligate funds until the later of the following two dates:

- The date that the state may begin to obligate funds, or
- The dates that the local recipient submits a Local Plan to the state in substantially approvable form as described above.

Obligations for Equipment (Acquisition cost = or > \$5,000 for one unit, as defined in Part C18) **cannot occur until AFTER the Local Plan is APPROVED.**

Management of the Local Plan Process

Although a September 30 deadline is allowed, most submittals received this late in the fiscal year are at risk of not meeting the Voucher One deadline as described in Section V, Part C20. To facilitate quality grant management, the following are recommended:

CCCS CTE Administrators’ Handbook

- Do strategic planning prior to June for the next fiscal year's funds.
- Submit the new Local Plan in June or July.
- Respond to "Information Needed" statuses immediately.
- Open and read all CTE Online Account e-mails and respond early if action is needed.
- Process any newly posted sections of the Local Plan immediately.
- Set internal deadlines for CTE programs to complete action steps described within the Funded Projects.

C16 – Local Plan Revision

Process Point Guidance

Purpose: To make changes to an approved Local Plan by submitting a Local Plan Revision.

Overview: A Local Plan Revision may be submitted by opening an approved Local Plan for revision and editing the approved Local Plan. It may be submitted to the CCCS Perkins Plan Manager any time during the fiscal year, but revisions must be submitted prior to April 1st. In addition to the variance instances noted below, any time activities not initially included in the Local Plan are anticipated, a revision is required. Revisions to the Perkins Local Plan should be submitted and approved prior to obligating any grant funds. It is important that the Local Plan be reconciled to actual costs on a regular basis. This will better allow full use of all the annual allocation. It will also help prevent a Local Plan variance report. A variance report is triggered if the recipient:

- Spends 10% of the allocation amount or \$25,000, whichever is smaller, in a manner different than what was originally budgeted at the spending category level (personnel, equipment, other, travel) and/or
- Spends 10% of the allocation amount or \$10,000, whichever is smaller, within one action step that is in a manner different than what was originally described and budgeted and/or
- Makes an equipment purchase that was not previously approved and/or
- Spends funds on out-of-state travel without approval of all required details. (See below for May 1 exception regarding out-of-state travel.)

Since Perkins funds are a federal grant, it is expected that thoughtful, strategic planning was incorporated to develop the original Perkins Local Plan and therefore, revisions would rarely be needed. Strategic use of Perkins funds should entail sufficient size, scope and quality action steps toward reaching accountability objectives within assorted projects. Applying the principles of enhancement and supplemental use of these funds should prevent the need for extensive revisions.

Perkins Local Plans represent deliberate approaches toward improving Career and Technical Education programs through quality management support. However, it is understood that situations change so revisions are allowed. Excessive or frequent revisions can be an indication of poor grant development, poor grant management or both. However, it is best to keep the Local Plan reconciled to actual costs on a regular basis. Some programming errors may occur if Equipment actual costs are not reconciled prior to voucher reimbursement requests of that equipment. Lack of early and frequent reconciling to actual costs can cause the recipient to not use the fullest possible total allocation amount. The first and easiest step of Local Plan Revisions is to use strategic planning processes and project management techniques.

Note: It is strongly recommended that the Perkins Local Plan reflect actual costs and actual purchases prior to April 1. It is also best practice to make any revisions to action steps to reflect actual purchases PRIOR to requesting reimbursement of those costs. (General action steps for in-state travel, substitute teachers can be requested for reimbursement before all needs in these action steps are completed.)

Note: In some cases, out-of-state travel details are not available by April 1st. For out-of- state travel details that are not available until after April 1st, contact the Perkins Plan Manager or designee to open the Local Plan for the revision. Be sure to submit out-of- state travel revisions early enough to meet the requirement of Local Plan Approval with out-of-state travel details at least 15 days prior to travel.

Note: The recipient must be cautious regarding issuing purchase orders for items late in the fiscal year. Items purchased with Perkins funds must be received, on site, by June 30 of the fiscal year. Process Point: This guidance covers the UPDATES/REVISIONS phase of the Local Plan process.

Technical/Online System Guidance:

www.coloradostateplan.com/wp-content/uploads/2015/03/C16_LocalPlanRevision_TechGuide_021709.pdf

Non-Technical Guidance

Budget / Local Plan Revisions

The last date to submit a budget revision is April 1st. With only three months remaining in the fiscal year, it is assumed that the recipient has finalized all details of their Funded Projects' action steps. Updating the Local Plan is important in order to prevent a budget variance. A budget variance could occur when the final voucher is submitted, and actual costs reported are different than what was included in the Local Plan.

It is possible that planned costs not obligated until May or June come in under budget. If these saved funds are not spent, the recipient loses these saved funds for the fiscal year. Therefore, some minor purchases of items not in the Local Plan may occur late in the fiscal year. However, the following parameters must be considered:

If the local recipient spends 10% of the allocation amount or \$25,000, whichever is smaller, in a manner differently than what was originally budgeted at the spending category level (personnel, equipment, other, travel), reimbursement of non-articulated purchases are at risk of being denied.

If the local recipient spends 10% of the allocation amount or \$10,000, whichever is smaller, in a manner differently than what was originally budgeted within one action step, reimbursement of non-articulated purchases are at risk of being denied.

More importantly, if the local recipient purchases equipment that was not approved prior to issuance of a purchase order, reimbursement will be denied.

If the recipient requests reimbursement for out-of-state travel and the details have not been added to the Perkins Local Plan and the Local Plan approved at least 15 days prior to travel, travel cost reimbursement requests may be denied. (See Appendix B for complete details.)

Due to the extensive programming requirements that would be needed to calculate variance thresholds prior to receiving a variance report, all revisions that are submitted, even minor actual cost updates, require CCCS approval to return the Local Plan to the “Local Plan Approved” status. All Perkins Local Plans should be in the “Local Plan Approved” status before submitting a final voucher.

After making revisions to an approved Local Plan and before submitting the revised plan for review, the recipient needs to list the revisions made, by Funded Project name or number and Action Step number, in the revisions summary box next to the “SUBMIT” button. This helps assure that new action steps will be reviewed for allowability. If a revision is made but never listed in the summary box, it could be a denied reimbursement later. Summarizing each revision also allows CCCS to quickly review revisions and return the Local Plan status to “Local Plan Approved.”

On occasion, especially with out-of-state travel, some revisions are necessary after April 1st. The CTE Online Account freezes the revisions link in the plan after April 1st but provides a link to e-mail the Perkins Plan Manager or the CTE Operations Manager. Send this e-mail requesting CCCS to open your Local Plan for revisions. This e-mail must include the Local Plan Reference Number, the reason for the need for a late revision, why the revision was not submitted prior to April 1, and a summary description of the revision that needs to be submitted. CCCS reserves the right to reject a request for opening a Local Plan for revision after April 1 based on:

- a. non-emergency or insufficient justification for a late revision or,
- b. a revision that demonstrates supplanting or,
- c. a revision involving unallowable expenses, or
- d. a revision involving expenditures that could not be completed by June 30 of the current fiscal year.

CCCS reserves the right to deny reimbursement for purchases submitted for reimbursement on final vouchers that are not included in the Local Plan based on:

- a. Purchase causes the budget variance to exceed the variance threshold described above or,
- b. Purchase is not an allowable Perkins expense or,
- c. It is not clear how the purchase supports the recipient's Funded Projects' objectives or,
- d. Purchase represents supplanting of non-federal funds.

Although the recipient is ultimately responsible for costs of unallowable purchases, a purchase without the review that occurs with Local Plan submittals, means that the recipient could be at greater risk of possible unallowable expenses.

C17 – Contact Information Revision

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to make revisions to their key contact information.

Overview: Local recipients must have one primary contact person for Perkins. This contact person may be changed at any time by following the process outlined below. Once submitted, the CCCS Perkins Plan Manager will update the revisions in the Universal Contacts Database and provide the new Perkins contact with a new password for access to the CTE Online Account.

Non-Technical Guidance

Send a letter via e-mail, fax, or postal mail to the attention of the CCCS Perkins Plan Manager, CCCS, 9101 E. Lowry Blvd., Denver, CO 80230, on District or College letterhead, with the following contact information:

- Name of the previous Perkins contact
- Name of the new Perkins contact
- Title of the new Perkins contact
- School mailing address for the new Perkins contact

- School e-mail address for the new Perkins contact
- Business phone number and fax number for the new Perkins contact.
- If the new contact will also be the primary contact for any other CTE application (program approval, data reporting, CTA), please indicate that as well so that the contact change can be appropriately routed.

The letter must be signed by someone at least one supervisory level above the new Perkins contact or by the superintendent if the superintendent is taking over as the Perkins contact. All CTE Online System e-mails will go to the old Perkins contact until this letter is received.

C18 – Equipment

Process Point Guidance

Purpose: To provide a suggested process local recipients can use to provide additional information and request reimbursement after equipment has been purchased. Equipment purchases require prior approval and follow-up information through the CTE Online Account system.

Overview: The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, defines certain requirements for pre-approval of equipment purchases and equipment tracking. The equipment information step provides a mechanism for local recipients to provide the CCCS Grant Accountant with detailed transaction information, once an equipment purchase has been completed and reimbursement is being requested.

Note that federal laws define equipment as a single unit with a useful life of greater than one year and an acquisition cost of greater than or equal to \$5,000.

Acquisition cost of equipment means the net invoice price of the equipment, including the cost of modifications, attachments, accessories, or auxiliary apparatus necessary to make the property usable for the purpose for which it was acquired. Other charges, such as the cost of installation, transportation, taxes, duty, or protective in-transit insurance, shall be included or excluded from the unit acquisition cost in accordance with the recipient's regular accounting practices. (2 C.F.R. § 200.33 and 200.2)

Purchase orders for equipment should not be issued until the equipment is included as an Equipment spending category action step within an APPROVED Local Plan relevant to the year of the purchase and receipt of the equipment.

Technical/Online System Guidance:

Regarding initial planning for equipment as part of a funded project.

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C10_FundedProjectsInformation_TechnicalGuide_012511.pdf

Part 5.d. for Technical/Online System Guidance regarding claiming reimbursement for equipment in a voucher:

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C20_Vouchers_Technical-Guide_010815.pdf

Non-Technical Guidance

The Perkins designated contact should review and approve all purchase orders being charged to Perkins. This is especially important when an item in the Local Plan was estimated to cost less than \$5,000 but the requisition reflects costs equal to or greater than \$5,000. If that situation occurs, the requisition should not be approved and forwarded until AFTER the Local Plan is revised and APPROVED with the relevant action step changed to an “Equipment” spending category and the cost corrected.

It is also necessary in the reverse. If an item is listed in an approved Local Plan as equal to or greater than \$5,000 and thus listed as an “Equipment” spending category, yet the requisition indicates a cost less than \$5,000, the Local Plan should be revised and approved with the relevant action step changed to an “Other” spending category and the cost corrected.

No revisions can be made to Equipment Action Steps if the equipment is already included in a voucher claiming reimbursement for that unit. The Local Plan equipment action step needs to match the submitted voucher equipment information.

Disposal of Equipment

Occasionally, Perkins recipients no longer need equipment that was funded or partially funded with Perkins monies. No items purchased with Perkins funds should be sold without consulting the CCCS Perkins Plan Manager for procedural guidance. Equipment that met the definition of equipment at the time of acquisition needs to be currently valued before disposal; transfer or trade-in. Documentation of the current fair market value of the equipment must be submitted to the CCCS Perkins Plan Manager and must be maintained by the recipient.

- If the item has a current fair market value that equals or exceeds \$5,000, the recipient needs CCCS approval to proceed. The equipment information form should be updated with the disposition details.

- If the item's current fair market value is less than \$5,000, the recipient may dispose of, transfer or trade-in the item without CCCS approval. However, the recipient should NOT SELL any Perkins funded items without guidance from the CCCS Perkins Plan Manager.

Documentation evidencing the current fair market value must be maintained by the recipient. Although not required, if a local recipient is ready to part with Perkins purchased equipment or any other items that may still be useful to a CTE program, the State encourages the giving of items to another CCCS approved CTE program. If assistance is needed with this process, please contact the CCCS Perkins Plan Manager by e-mail, describing the items. CCCS can forward this information to all local Perkins recipients and request a response to the original recipient by the recipient interested in the items. The receiver of the items is responsible for the cost of transporting the items.

If any Perkins funded equipment is stolen, the local recipient needs to advise the CCCS Perkins Plan Manager. This advisement must include a copy of the police report.

Perkins funded items that were less than \$5,000 for the total unit, at the time of purchase, and, thus, do not meet the definition of equipment, can be disposed of without CCCS approval. HOWEVER, it is strongly recommended that all Perkins funded items are recorded on a spreadsheet that includes columns of: Reason for disposal; how it was disposed; and date of disposal. If any Perkins funded items are stolen, a police report must be filed, and documentation of that report kept on file.

NO items purchased with Perkins funds should ever be sold without consulting with the CCCS Perkins Plan Manager for procedural guidance.

C19 – Award Packet

Process point Guidance

Purpose: To view and copy the 1st grant award notification (first installment) and to review and submit the award packet (2nd grant award notification).

Overview: CCCS typically receives the 1st official grant award notice from the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE) by July 1st and the 2nd official grant award notice by October 1st. Once CCCS has official notice, CCCS validates the allocation formula previously used to provide initial award estimates and is able to provide local recipients with official 1st and 2nd grant award notices. Typically, the 1st installment is approximately 25% of the total annual award and the 2nd installment is approximately 75% of the

total annual award. Local recipients can only spend up to the first installment in the first quarter (July 1st – September 30th) if the recipient's Local Plan is submitted prior to obligating the funds. Any part of the first installment not spent during the first quarter as well as the full amount of the second installment may be spent during the final three quarters of the fiscal year (October 1st – June 30th). Award packets (2nd installment notifications) are distributed only after a Local Plan has been approved and after CCCS has received the 1st and 2nd official grant award notices – typically by October 1st. This award packet is retroactive to the beginning of the fiscal year (July 1st) or the date of the Local Plan submittal, whichever is later. Once the Perkins Local Plan is approved and the Award Packet is received, whichever is later, the recipient may begin obligating remaining award amounts (2nd installments).

Note: That allocation amount posted in the Local Plan is an estimate and can be altered by Congress. The first installment amount is assured when the first installment notification is posted. However, the second installment amount is not assured until the Award Packet is posted. Even after the Award Packet is posted, allocation amounts are subject to congressional action.

Process Point: This guidance covers the first output of the Local Plan, reviewing and submitting the Award Packet.

Technical/Online System Guidance:

First Installment Grant Award Notification: (First Installment)

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C19a_FirstInstallmentGrantAwardNotification_TechGuide_021709.pdf

Second Installment Grant Award Notification: (Award Packet)

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C19b_AwardPacket_TechGuide_082009.pdf

Non-Technical Guidance

First Installment Notification

This is an e-mail from the CTE Online System that advises the recipient of the dollar amount of the first installment or the maximum dollar amount that can be obligated in the first quarter. (No funds can be obligated until after a substantially approvable Local Plan is submitted. Equipment cannot be obligated until after a Local Plan is approved. See Appendix B for out-of-state travel pre-approval information). This constitutes the first installment of your Perkins grant award and

this form, accessible in the recipient's CTE online account, should be printed and saved for your records.

AWARD PACKET (Second Installment):

This is an e-mail from the CTE Online System, sent shortly after October 1 that advises approved Perkins Local Plan recipients that the Award Packet documents representing the Second Installment Notification and the actual total award are posted and ready to be printed, signed and mailed to CCCS. It requires the recipient to print, sign and return original hard copies of as many as three documents, via regular mail immediately. Directions should be followed very carefully to avoid delays. Recipients who do not have an approved Local Plan by October 1 or by the date the Award Packet notification e-mail is sent will not have an Award Packet posted until their Perkins Local Plan is approved. For these recipients, only one e-mail is sent, advising that the Local Plan is approved and that the Award Packet is posted in the same single e-mail. It is essential that the Award Packet be processed immediately upon posting. Once the Award Packet notification and Local Plan approval has been received, a recipient may begin obligating the total remainder of its award. However, reimbursement is not guaranteed unless the Award Packet documents accepting the award are returned timely.

Award Packet Documents:

Grant Recipient Agreement

The Grant Recipient Agreement constitutes the second installment of your Perkins allocation. It cannot be posted until after October 1 and not until after your Local Plan is approved. It must be printed and signed and returned to CCCS along with the following documents, as appropriate. It must be signed by persons of authority who can meet and follow the conditions and assurances incorporated into the agreement. For Colorado Community College System colleges, this agreement **MUST** be signed by the College President as stipulated by System President's Procedure (SP 8-60b) related to the "Delegation of Signature Authority". The Award Packet forms cannot be faxed. Electronic copies cannot be accepted. Original hard copies of the Grant Recipient Agreement must be mailed. Plans that are approved before October 1 will automatically receive the Award Packet posted e-mail after October 1. Local Plans not yet approved by the time the Award Packet posted e-mail is sent to approved recipients, will have their Award Packet posted at the same time their plan is approved. In either case, it is very important to process these documents immediately upon posting.

If congress changes the allocation amount, different than the allocation amount estimate originally posted in the Local Plan, all plans will change to "Information Needed" status. The Funded Projects will need to be edited and resubmitted for review and approval before an Award Packet can be posted.

Civil Rights (MOA) Assurance

The Department of Education's Office for Civil Rights (OCR) oversees a program to monitor federal grant sub recipients for compliance with Title II of the Americans with Disabilities Act, Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act, the Age Discrimination Act of 1975 and if applicable, the Boys Scouts America Equal Access Act of 2001. These regulations prohibit discrimination and denial of services on the basis of sex, race, color, national origin, ethnic background, age or handicap in CTE programs and services.

As part of this program, local recipients who operate at least one CTE program are subject to Civil Rights monitoring and are required to complete and annually submit to CCCS the Assurance of Compliance – Civil Rights Certificate. This assurance provides CCCS with evidence of the commitment and responsibility of each educational institution receiving federal funds and administering at least one CTE program that students, faculty and staff are provided equal opportunities regardless of their sex, race, color, national origin, ethnic background, age or handicap.

Each district that is a member of a consortium should submit a signed civil rights assurance form with the award packet. The form should be signed by someone with authority to represent the school district. This form should be completed and submitted annually and does not need to be submitted with an original signature.

Single Audit Assurance

Subpart F of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards formalized audit guidelines for educational institutions receiving federal funds. This Subpart describes the recommended audit guidelines in detail and also states that any educational institution that receives and spends \$750,000 or more in total federal funding (not just Perkins funding) is required to have a single or program specific audit completed. A copy of this audit report must be mailed to CCCS with the Grant Recipient Agreement and the Civil Rights Assurance. If the local recipient is not required to arrange for an annual single audit, a signed "Certificate of Exemption from Single Audit" Form must be submitted to CCCS with the Grant Recipient Agreement.

In the case of consortia, the agencies that manage the consortia must comply as the above paragraph indicates. Also, any district member within the consortium that meets the threshold requiring an annual single audit must submit a copy to CCCS. For any district in a consortium that is exempt from the audit, the Certificate of Exemption from the Single Audit form should be submitted and signed by someone who has the authority to represent the district. As with the Civil

Rights Assurance, the exemption form or audit must be provided annually and does not need to be submitted with an original signature.

Perkins CFDA Number

The Perkins CFDA Number is 84.048A.

C20 – Vouchers

Process Point Guidance

Purpose: To request reimbursement for expenses incurred by completing and submitting a voucher.

Overview: Perkins is a reimbursement grant, requiring the recipient to request reimbursement through a voucher process for costs incurred as budgeted in the Local Plan. Once a local recipient's Award Packet agreements have been signed, submitted, received and approved, the local recipient's Voucher 1 will be posted and the recipient may begin to request reimbursement for their incurred expenses. Federal regulations (EDGAR) require that the State, as the primary recipient of Federal funds, have procedures in place to review and approve sub-recipient grant spending in order to ensure compliance with applicable statutes and regulations.

Process Point: This guidance covers the second output of the Local Plan, completing and submitting Vouchers.

Technical/Online System Guidance:

http://www.coloradostateplan.com/wp-content/uploads/C20_Vouchers_Technical-Guide_010815.pdf

Non-Technical Guidance

Obligation of Award Funds

Funds must be obligated by the end of the fiscal year and according to definitions outlined in EDGAR (34 C.F.R. § 76.707) regarding when they are “obligated”. Chart 1 provides selected examples of these definitions.

Chart 1: Selected Examples of When Funds Are Obligated

If the obligation is for:	The obligation is made:
Acquisition of real or personal property	On the date on which the local Perkins subrecipient makes a binding written commitment to acquire the property
Personal services by a contractor who is not an employee	On the date on which the local Perkins subrecipient makes a binding written commitment to obtain the services. The work described in the contract must be completed by June 30
Travel	When the travel is taken
Rental of real or personal property	When the property is used
Conference or event registration	On the date on which the local Perkins subrecipient makes a binding written commitment to attend the event
Personal services by an employee	When services are performed

Allowable and Unallowable Costs and Activities

Rules and regulations for the use and management of Perkins funds come from several sources including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Funds, this Administrators' Handbook, policies as established by CCCS and the Act itself.

Please see Appendix C for further guidance on allowable and unallowable costs and activities.

Suspended and Debarred Service Providers

It is the responsibility of the local recipient to check the Excluded Parties List System website at <https://www.sam.gov/portal/SAM/> to assure that any vendor with which you do business is not on this suspended and debarred list.

Required Vouchers

In order for CCCS to monitor the use of funds and ensure that funds are maximized for the year the following vouchers are required. Please note that recipients are encouraged, but not required, to submit vouchers on a quarterly basis. It is important that Perkins fund are spent within the grant year and quarterly vouchers allow CCCS to monitor spending to avoid reversion of Federal funds.

Vouchers deadlines noted below are the dates by which CCCS must receive both the electronic submission in the CTE Online Account System as well as the supporting documentation that is mailed to CCCS.

- Voucher 1 requests reimbursement for expenses paid after July 1st, or the plan submission date if later. Voucher 1 is required of all recipients even if the voucher is zero dollars. The deadline for submission is January 15th. All documentation supporting the voucher request should be received by this date.
 - The award packet must be submitted and approved before Voucher 1 is posted to the sub-recipient's online account.
- Recipients receiving a total award of \$100,000 or more are required to have submitted an additional voucher (may be voucher 2 or may be voucher 3) by May 15th and should reflect expenses through the end of the month prior to when the voucher is submitted.
- The only other required voucher is the final voucher which must be submitted and supporting documentation received by CCCS by the last working day of August.

Indirect Cost Recovery

The indirect cost recovery (ICR) cannot exceed the lesser of the recipient's negotiated rate or 5%. Please refer to the funded projects list page within the local plan for your ICR. The total "direct administrative" and "ICR" cannot exceed 5% of the allocation.

Annually, postsecondary recipients must provide documentation to CCCS of their negotiated Indirect Cost Rate. This documentation must be provided by the last business day in August or the ICR will be set at 0% for that fiscal year.

Tutoring Expenses

Tutoring expenses submitted for reimbursement must meet and be documented for the following requirements:

Individual tutoring: Expenses must be supported by a timesheet. Documentation must demonstrate that each hour charged to Perkins was spent with a CTE student (see definition below). If a student does not qualify as a CTE student, but is in any CTE course(s), the student may only receive tutoring charged to Perkins in the CTE course(s) in which s/he is enrolled.

Group tutoring: Payroll expenses related to group tutoring may be charged to Perkins if at least one of the students in the group session meets the definition of a CTE student (see definition below).

Please submit documentation sufficient to:

- Match the hours worked to the students served
- Confirm that students meet the definition of a CTE student*
- Match the hours spent tutoring CTE students to Perkins payroll costs

*For tutoring purposes, a postsecondary CTE student is defined as:

- A postsecondary student enrolled in 6 or more credit hours of any CTE approved program courses during the semester they receive tutoring services; or
- A postsecondary student who is a declared CTE major/minor; or
- A postsecondary student, in the semester they receive tutoring services, that 50% of their total enrollment that semester is in CTE approved program courses.

A defined postsecondary CTE student may receive tutoring services for any credit-bearing course.

*For tutoring purposes, a secondary CTE student is defined as any student enrolled in a CTE course. A defined secondary CTE student may receive tutoring services for their CTE course(s) and/or for any course needed to meet graduation requirements.

References

For other useful information in preparing vouchers refer to the following within this handbook.

- Variances – Section V Part C16
- Equipment – Section V Part C18
- Travel – Appendix B

C21 – Initial Local Improvement Plan

Process Point Guideline

Purpose: To provide a suggested process local recipients can use to complete the Initial Local Improvement Plan if an Initial Local Improvement Plan is required.

Overview: The Perkins Act requires CCCS to request an Initial Local Improvement Plan for any local recipient who does not meet at least 90% of the agreed upon state performance level target for each of the defined performance metrics from data of one year prior to the fiscal year of the Local Plan.

Process Point: This guidance covers creating an Initial Local Improvement Plan which would follow the approval phase of the Local Plan process. Note that not all local recipients are required to complete an Initial Local Improvement Plan.

In January or after the State has reported the most recent Perkins Performance Metrics data to the U.S. Dept. of Education, institutional level Perkins Performance Metrics Reports will be prepared and posted to recipients' Local Plans, if the recipient did not meet the performance target as described above. This will change the status of the Local Plan to "Initial Local Improvement Plan Required." The recipient should complete the Initial Local Improvement Plan immediately upon being notified of this new status.

Technical/Online System Guidance

http://www.coloradostateplan.com/wp-content/uploads/2015/03/C21_InitialLocal_ImprovementPlan_TechnicalGuide_011813-2.pdf

Section VI: Data Reporting & Accountability

1.1 General Data Reporting Overview

This section (VI) of the Administrators' Handbook provides an overview on the data reporting and accountability procedures that must be followed by Administrators of CCCS Board approved CTE programs. You should review all content carefully to ensure that you are reporting accurate and complete data in the CTE data collection system.

You may contact the following CCCS staff with questions regarding student or teacher data reporting:

Lauren Victor, Director of CTE Accountability, [mailto: Lauren.victor@cccs.edu](mailto:Lauren.victor@cccs.edu) or 303-595-1527

2019-2020 REPORTING DEADLINES

Follow-up Deadline: March 31, 2020 (placement on 18-19 completers)

Enrollment Deadline:

July 31, 2020 for middle & secondary level programs (19-20 CTE student enrollment)

August 31, 2020 for postsecondary level programs & Dept. of Corrections (19-20 CTE student enrollment)

To request a data reporting extension for extenuating circumstances you must submit via email, two weeks prior to the specified reporting deadline, a data reporting extension request to the Director of CTE Accountability.

Active Teacher Updates: We realize there are a number of fall start up times across the state, but we ask that you complete your bulk teacher updates/additions by July 31, 2020. The active teacher section of the website is typically closed from August 1 through October due to internal CTA reporting processes. If you have faculty changes during the year, you should then update your teachers as those occur.

Missing reporting deadlines delays the annual accountability process for the entire state and can further delay other important CTE projects and processes. It is critical that you report complete and accurate data by the posted deadlines. Timely and accurate reporting will help your institution and also Colorado to meet federal and state accountability requirements and ensure that valid and reliable data is used to establish both federal and state CTE policy. Late data will not be accepted, without approval of a documented request prior to the deadline.

Institutions Required to Report Data

All institutions with CCCS approved CTE programs are required to report student enrollment, student follow-up (placement), and active CTE teacher data to CCCS every year. Institutions are required to report the data even if they do NOT receive state or federal funding because it is a requirement of the CTE program renewal process. Only middle school level programs and those approved under the Colorado Department of Corrections (DOC) and/or Division of Youth Corrections are waived from the requirement of submitting the follow-up; however, CCCS encourages the correctional facilities to submit follow-up data if possible.

If your institution contracts with another institution and the program approval is held at the host institution, then your institution is required to provide the CTE student enrollment and placement

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data to the host institution and they in turn are responsible for reporting the data to CCCS. Both institutions are responsible for implementing a system between them in order to submit the data to CCCS. This also includes colleges and districts with concurrent enrollment agreements.

Federal and State Data Reporting Mandates

CCCS is required by law to collect CTE enrollment and placement data each year in order to comply with accountability requirements set forth by both the state funded Colorado Technical Act (CTA) of 2008 (formerly the Colorado Vocational Act of 1970) and the federally funded Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Records Retention

Source data used to create annual CTE enrollment and follow-up submissions should be kept for 7 years. Source data would include such items as individual enrollment forms, rosters, electronic data files, follow-up survey forms, etc.

CTE Data Collection System

CTE student enrollment and placement data reported to CCCS are stored in the CTE data system, a database maintained by CCCS containing demographic and programmatic information for middle school, secondary, and postsecondary level CTE students. It is primarily used to report both enrollment and follow-up information on CTE students, but information for postsecondary students having academic and undeclared majors is also collected. Active teacher reporting is part of the CTE data system maintained by CCCS that records contact information on secondary and postsecondary teachers and identifies what CTE programs they are actively teaching for the current reporting year. Only IP addresses within the State of Colorado will be granted access to the data collection system to adhere to security protocols.

How to Report the Student and Teacher Data

Most institutions will report both their enrollment and follow-up data via the CTE Data Collection website at <https://ve135.cccs.edu>. This may involve direct input of individual student records onto the website or upload of a data file containing the student records. Enrollment data for community college, area technical college, and DOC postsecondary level programs requires special import processes. Postsecondary institutions will still need to report their follow-up like all other institutions. If you are unsure of the process for your institution, contact CCCS staff for guidance.

Institution types for the purposes of the data reporting are divided into: Middle Schools, Secondary Schools, Area Technical Colleges, Community Colleges, and Other (Federal and State

Correctional Facilities). Your institution type, which data you are reporting on, and whether you are reporting for secondary or postsecondary level CTE programs will determine the data reporting options you need to follow (see the Reporting Options Rules and Limitations section below).

Website Logins

Each school has at least one designated data contact on record with CCCS and that contact is given a login account to the data collection website. If your school has not designated an official CTE data contact(s) to our office, then, in most cases, the district Perkins contact or superintendent is considered the main data contact. It is at the school's discretion whether or not they choose to share the website login information with other staff. CCCS policy is to give the login information only to the account holder. Anyone logging into the CTE data collection website is required to agree to a Terms and Conditions notice, including an agreement to comply with FERPA regulations.

Each person assigned a login is **responsible for retaining their User ID and Password and for keeping them in a safe place**, keeping in mind that the data on the website is personally identifiable and falls under FERPA regulations. When a data reporting contact leaves the school or no longer needs a login, the school is responsible for contacting CCCS so that we can remove that person's login.

This section (VI) of the Administrators' Handbook is to be used as an overview of the required CCCS data reporting. Guidance for specific data reporting processes is posted under the Documents section of the Help page of the CTE Data Collection Website at <https://ve135.cccs.edu/> and also linked to under the Data Reporting Training Materials at <http://coloradostateplan.com/administrator/administrators-handbook/>. You should only use guidance written specifically for the current academic reporting year. Each document will be labeled with the current academic reporting year. For security reasons, all specific reporting documents are stored on the Help page of the data collection website which cannot be accessed without first logging in.

Reporting Options and Rules

Please review the following table to see which options your educational institution may use and what limitations may be in place.

Reporting Options Table

Middle Schools

• May use EITHER direct individual entry or a data file to report the <i>enrollment</i> for middle school level programs.
Secondary Schools
• May use EITHER direct individual entry or a data file to report the <i>enrollment</i> for secondary level programs.
• May use EITHER direct individual entry or a data file to report the <i>follow-up</i> for secondary level programs.
Area Technical Colleges
• May use EITHER direct individual entry or a data file to report the <i>enrollment</i> for secondary level programs. ATCs must use a special postsecondary data file format designed specifically for their data reporting needs.
• May use EITHER direct individual entry or a data file to report the <i>follow-up</i> for BOTH secondary and postsecondary level programs.
Community Colleges
• May use direct individual entry or a data file to report the <i>enrollment</i> ONLY for <i>secondary</i> level programs.
• The <i>enrollment</i> data for postsecondary level programs at community colleges reporting on the CCCS Banner system is imported by CCCS staff from SURDS data files. Aims, CMC, and WCCC must use a special postsecondary data file format designed specifically for their data reporting needs.
• May use EITHER direct individual entry or a data file to report the <i>follow-up</i> for BOTH secondary and postsecondary level programs.
Other (Federal, State and Youth Correctional Facilities)
• May use EITHER direct individual entry or a data file to report the <i>enrollment or follow-up</i> for secondary level programs. The DOC must use a special postsecondary data file format designed specifically for their data reporting needs.

Enrollment and Follow-up Direct Individual Entry

You may enter your student enrollment and follow-up via individual record entry on the CTE data collection website at <https://ve135.cccs.edu>. Many small schools with small programs find this process more efficient than building a data file and uploading it to the website. Simply follow the directions provided on the website.

Enrollment and Follow-up Data File Reporting

Data Files may be uploaded via the CTE data collection website at <https://ve135.cccs.edu>. NEVER email your files to the system office. The most secure file transfer method is to upload to the website. Also, your files will be validated for accuracy during the upload process. Your data files must be in the format specified in the data file layout for the current academic year. You will find directions in the enrollment section of the data collection website for uploading files. There are specific file layouts for both enrollment and follow-up that you must use each year. These are available on the Help page of the website. Do NOT use file layout documentation from previous reporting years. Note: Aims, CMC, WCCC, the DOC, the DYC and the ATCs will receive

instructions directly from CCCS on building their postsecondary enrollment, but they should follow the standard secondary file format for students in their secondary level programs.

CTE Data Quality

CTE, just as all other educational programs, is increasingly scrutinized on accountability. That's why it is essential that all data reported for enrollment or follow-up be complete, valid and reliable at the time that it is submitted. All data reported is subject to verification for completeness and accuracy during scheduled audits, monitoring visits, and technical assistance visits by CCCS and by state and federal level agencies.

CTE student enrollment and follow-up data collected across the state form much of the framework for the performance metrics used for Perkins and the 5-year trend reports used for program renewal evaluations.

Questions/suggestions to help you with improving CTE data quality:

- Do you have a clearly defined, formal process for reporting your CTE data? You definitely should develop one if you don't already have one in place and also keep it up to date.
- Do you have a clear picture of who the key players are in reporting your CTE data? Do they know each other or who the process manager is? Key players, regardless of the number or their position, should function as a team in reporting CTE data.
- Familiarize all key players involved with CTE data reporting on the high stakes nature of the data.
 - Do they understand:
 - How the data is used by CCCS internally for accountability purposes?
 - How the data can affect funding?
 - How CTE policy is driven by student data?
- Do you provide internal training to key players on CTE data reporting?
- Do you have a process to validate your CTE data BEFORE submissions? Some of the most important key players you have are your CTE instructors. Have them review the data BEFORE it is submitted. If they have left for the summer, get an enrollment dataset from them before they leave of who was in their classroom and who became a concentrator or a completer at a minimum so that you can verify your final data set. CCCS has found that most teachers never see the data until they are told to conduct follow-ups on previous year completers and too often, they find that the data submitted in the enrollment was incorrect. Likewise, they may never see the data until renewal time of their program and find that their data has not been reported correctly, possibly leading to a conditional status or closure of the program.

- Plan ahead! Enter data reporting dates on your electronic calendar AND add your own additional reminder and preparation deadlines.

CCCS Training

Data reporting training webinars and workshops are offered throughout the year. In addition, CCCS staff is always available for immediate technical assistance via phone or email and also for onsite assistance by request. Please refer to the contact information at the beginning of this handbook section if you wish to explore this option. We highly encourage you to do so.

Privacy of Student Data

Individual student records in the CTE data system are protected in accordance with the [Family Education Rights & Privacy Act \(FERPA\)](#) and other established policies. The official FERPA website is at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Main CTE Student Data Uses

- **Federal Consolidated Annual Report (CAR) & EDFacts:** Student enrollment and placement data is aggregated statewide for the federal CAR accountability report and EDFacts file submissions due to the U.S. Department of Education in December of each year. Student data are reported under the negotiated performance metric measurements. The report is used to evaluate the effectiveness of CTE in Colorado and as criteria to determine the total state Perkins allocation amount for the next fiscal year. In addition, the data is aggregated into a nationwide report for submission to Congress for the evaluation of continued CTE funding and support.
- **Perkins Performance Metrics:** CTE student enrollment and placement data are calculated into separate core performance indicators for secondary and postsecondary students at a consortium, district, and/or program level. Data is disaggregated by special categories of students. Metrics results are compared to state targets for each indicator. Deficiencies in an indicator require a Perkins recipient to create a local improvement plan (see Section V Part C of this Administrators' Handbook for more information on the release of performance metric results).
- **Perkins Formula Allocations:** CTE student enrollment data is used as part of the formula which calculates the distribution of federal Perkins funds to participating secondary and postsecondary institutions within Colorado. Perkins formula allocation results are released by CCCS in the spring of each year (see Section V Part C of this Administrators' Handbook for more information on the release of allocation results).

- **Colorado Technical Act (CTA):** Secondary level student data is used to generate the annual Colorado Technical Act (CTA) report required by the state legislature each year. This report contains information describing the effectiveness of CTE programs including enrollment, completion, placement, program costs, and FTE year (see Section V Part B of this Administrators' Handbook for information about the CTA).
- **Program Renewal Process:** The CTE student enrollment and follow-up data populates three separate 5-year trend reports used by CCCS to evaluate existing CTE programs as set forth by the State Board for Community Colleges and Occupational Education (see Section II of this Administrators' Handbook for information about Program Renewal Guidelines).
- **Civil Rights Compliance Monitoring:** The CCCS CTE Internal Audit department uses the CTE student data as one component in the process to determine which educational institutions will receive a monitoring visit as mandated by the U.S. Department of Education, Office for Civil Rights (see Section VIII of this Administrators' Handbook for information about CTE monitoring and audits).
- **Data Accountability Monitoring:** Risk-based data monitoring is included as a part of the CCCS monitoring visits and audits annually at selected secondary and postsecondary institutions. CTE student data that is reported to CCCS is verified for accuracy and completeness by comparing source documentation at the institutions. On-site monitoring visits may also cover Perkins monitoring, Civil Rights monitoring, and CTE program monitoring (see Section VIII of this Administrators' Handbook for information about CTE monitoring and audits).
- **Other CCCS Reports:** Other reports may be produced internally from aggregated CTE student data throughout the year for CCCS staff in order to maintain, improve, and develop policy related to CTE in the state of Colorado or at the national level.

2.1 CTE Student Enrollment Data Collection

The enrollment data reporting process involves reporting demographic and program concentration and completion information for all students who are enrolled in CCCS approved CTE programs during the current academic year.

See the first page of this section (VI) of this Administrators' Handbook for the enrollment deadline date. Missing reporting deadlines delays the annual accountability process for the entire state and can further delay other important CTE projects and processes. It is critical that you report accurate and complete data by the posted deadlines!

Whether you report individual student records or by data file via the CTE data collection website at <https://ve135.cccs.edu>, you must report ALL required enrollment information. Data requested in the VE-135 is required under Perkins and for program renewal processes and is expected to be complete and accurate. Reporting on all special population fields such as migrant student (secondary only), limited English, disadvantaged, disability, single parent (postsecondary only), and displaced homemaker (postsecondary only) is NOT optional. If you need help with obtaining special population data from your district or institution, you should contact CCCS for assistance.

The CTE student data reported by your institution will be verified for completeness and accuracy during scheduled monitoring visits.

The CDE Race/Ethnicity field was expanded (now 6 total data fields) in 2011 to conform to the U.S. Office of management and Budget (OMB) Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity. You will be reporting this data the same as you do to CDE. You must report the ethnicity in the “Hispanic” field for all records AND you must report at least one race. Ethnicity and race are separate reporting fields. You cannot report Hispanic for a student and not report a race.

You should count coursework taught **only by credentialed instructors** for CTE enrollment. You cannot count coursework taught by non-credentialed instructors. However, like the rule for CTA, beginning in the 2012-2013 reporting year, an instructor only has to be credentialed for part of the school year. Furthermore, CTE programs must have an “Active” status within the reporting year to report the CTE enrollment.

Determining Which Students to Report in CTE Enrollment (Secondary)

You should report all secondary students in the enrollment who meet the “Participant” definition as defined below. This is the minimum threshold for determining if a secondary level student should be given a record in the CTE student enrollment for the year.

Participant: All secondary students who have completed one (1) or more credits or courses within any CTE program where credit, course(s), and academic term are defined in the program approval documentation.

For the students you add to the enrollment who meet the participant definition, you must fill in all required demographic information. For secondary and postsecondary programs, you will then be required to identify if the student was a concentrator and/or a completer. This is not required for middle school programs. Please note that concentrators and completers are attributes of the enrollment records. They are statuses that are given to each student entered into enrollment. The “Concentrator” and “Completer” definitions are as follows:

- **Concentrator:** A secondary student who has completed two (2) or more Carnegie Units within a CTE program as defined in the program approval documentation. (Typically, one Carnegie Unit is the equivalent of one year-long course.)
- **Completer:** A secondary student who has completed the required minimum credits within a CTE program where credit or courses is defined in the program approval documentation.

Important Notes:

Completer defines CTE program completion. High school graduation is NOT required for program completion.

Credits accumulated within each CTE program should be totaled from prior years in order to determine the concentrator or completer status for a student this current academic year.

Determining Which Students to Report in the CTE Student Enrollment (Postsecondary)

Most postsecondary level data requires a special import process for different types of institutions. Contact CCCS staff directly for instructions on the process that your institution should use to report postsecondary level data (refer to the beginning of this section (VI) of the Administrators' Handbook for CCCS staff contact information).

3.1 Student Follow-Up Data Collection

See the first page of this section (VI) of this Administrators' Handbook for the follow-up deadline date. Missing reporting deadlines delays the annual accountability process for the entire state and can further delay other important CTE projects and processes. It is critical that you report accurate and complete data by the posted deadlines.

To assess the quality of student preparation, CCCS is required to report on the outcomes of CTE completers. The follow-up data collection process involves gathering placement information for CTE students who have completed a secondary or postsecondary level program in the previous school year.

Middle school level programs and also programs approved under the Colorado Department of Corrections (DOC) and Division of Youth Corrections (DYC) are waived from the requirement of submitting the follow-up; however, CCCS encourages the DOC to submit the follow-up if possible. All other institutions with CCCS approved CTE programs are required to collect and report the follow-up data to CCCS annually. One exception to this rule is for colleges with programs attended by DOC or DYC inmates. Colleges are waived from having to report follow-up on the DOC and DYC inmates.

The students who were marked as completers in the previous reporting year are those that you will be collecting the follow-up on. For example, in the 2019-2020 school year, the students that you see listed in your VE-135 follow-up report are the students that were marked as “Completers” in the enrollment in the 2018-2019 school year.

Important Notes

The process is NOT limited to just seniors who graduated from the previous year. You are required to include completers from all grades in your follow-up surveys for all secondary and postsecondary level programs.

If a program is not running this current academic year and there were previous year completers, you are required to follow-up on the students in those programs.

CCCS cannot change student data for the previous year if it was reported incorrectly by your institution. Therefore, it is critical that your institution report students with the correct completion status in your enrollment submission the previous year in order to conduct an accurate follow-up. Your enrollment data should not be submitted until you have conducted a thorough internal review to ensure that it is accurate and complete, including a review to make sure you have flagged all completers correctly. In addition, there are multiple means with which to review your enrollment data immediately after submission. Contact CCCS staff if you are unsure of how to do this (refer to the beginning of this section (VI) of the Administrators’ Handbook for CCCS staff contact information).

You may submit your follow-up data to CCCS via the CTE data collection website by entering the data for each student individually or you may upload a data file of the student records. Whether you report via the website or by data file, you should be familiar with the follow-up data attributes. See the follow-up specific process documents posted on the Help page of the CTE data collection website at <https://ve135.cccs.edu> for information on the current reporting year follow-up questions, specific file layout documentation, and best practices.

CTE Student Follow-Up Process Timeline

CCCS requires that you not begin your follow-up survey process until December 15, 2019.

The US Department of Education, Office for Vocational and Adult Education (OVAE) has provided guidance on when the data collection effort for student follow-up should be conducted so that national CTE placement data is more consistent. There is a specific window of time that the employment, military, apprenticeship, and continuing education follow-up questions will apply to. This window is October 1st through December 31st. It is our expectation that, by collecting data from all students at the same time, we will increase the consistency and therefore the reliability of our data.

If your institution expects to have difficulty working within the data collection window, then you can request technical assistance from CCCS to help streamline your follow-up process (refer to the beginning of this section (VI) of the Administrators' Handbook for CCCS staff contact information).

Preparing for the Student Follow-Up Survey

If you do not already have a list of students you marked as completers in the CTE enrollment for the 2018-2019 reporting year, then you may log onto the CTE data collection website and retrieve a report of the students from the Follow-up section. The website is expected to open in early January of 2020 for the 2019-2020 reporting year.

You should read the current year documentation on “How to Fill out Your Follow-up” available under the Documents section of the Help page on the CTE data collection website at <https://ve135.cccs.edu> or linked to under the training materials of the Data Reporting section under the Administrators' Handbook. If you choose not to read this important document, then you risk reporting incomplete and inaccurate data. You will find a wealth of guidance and best practices in conducting your follow-up in this documentation.

It is often helpful to include more than one person in the coordination role of the follow-up process. In addition to spreading the weight of this responsibility, this may reduce the likelihood of missing the deadline due to personal or unrelated emergencies.

It is always helpful to begin your data collection process effort sooner rather than later. In particular, this may reduce the likelihood of missing the deadline due to personal or unrelated emergencies.

4.1 CTE Active Teacher Data Collection

See the first page of this section (VI) of this Administrators' Handbook for the requested date that you have your bulk teacher updates/additions completed by, and if you have faculty changes during the year, you should update the CTE active teachers as those occur.

All CTE active teacher data must be reported directly onto the CTE data collection Website. The official website rollover for the new academic year will not occur until early January of 2020, but you can still begin your teacher updates within the current version of the CTE data collection website and they will roll into the new year when it launches.

The CTE active teachers' section is designed to record which CTE programs an instructor is actively teaching for the current school year. You can upload a file of your data or update/add individual records.

CTE active teachers requires the following minimum demographic information in order to create a teacher record: name; date of birth (DOB); and work email. You will not be able to save a record without this information. We have to require the DOB because we cannot require a personally identifiable ID number. We use the combination of name and the DOB to try to limit the number of duplicate entries created in active teachers. More specific instructions on adding/modifying teacher records are found within the active teachers' section of the CTE data collection website at <https://ve135.cccs.edu>.

It's extremely important that your institution keep CTE active teacher records up to date with the most accurate information. Please ensure that work emails are up to date. This assures that teachers receive important correspondence from CCCS relating to their program areas.

Section VII: Special Populations

Purpose: To provide guidance on the inclusion of components for serving Special Populations in Local Plans.

Overview: Perkins IV requires that State and Local Plans contain components on how these Plans will serve Special Populations.

Provision of Services for Special Populations (from State Plan)

Statutory Requirements

The state must describe the program strategies for Special Populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the Special Populations:

1. Will be provided with equal access to activities assisted under the Act.
2. Will not be discriminated against on the basis of their status as members of Special Populations; and
3. Will be provided with programs designed to enable the Special Populations to meet or exceed State adjusted levels of performance, and how you will prepare Special Populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Perkins IV identifies the following students as "Special Populations":

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;

- individuals preparing for non-traditional fields, (for their gender)
- single parents, including single pregnant women;
- displaced homemakers, and
- individuals with limited English proficiency.

Reporting and Compliance: We are expected to report Special population data and data systems need to be able to identify these subpopulations of students including those who self-identify. Failure to provide this data may result in an audit finding.

Please refer to Section VI of this Administrative Handbook regarding data reporting specifications.

Further, the Plans must comply with Title VI, Title IX and Section 504. Please see Section IX of this handbook for further details on these compliance requirements.

Recommendations: Many resources exist for understanding how to work with Special population students. The following is a list of sample activities designed as a guide from Special Populations' experts on how to include services to Special Populations in Perkins Local Plans.

Special Populations Local Plan Sample Activities

<p>Describes how programs will be reviewed to identify and adopt strategies to overcome barriers of access or barriers of success for Special Populations.</p>	<ul style="list-style-type: none"> ○ Includes differentiated learning as part of professional development teaching skills for differentiated instruction. ○ Provide frequent in-services on diversity, sexual harassment, discrimination, and Section 504/ADA. ○ Actively seek diversity when hiring. ○ Provide systems for open communications. ○ Review demographic data annually. ○ Provide support services and analyze results. ○ Present industry guests who represent diversity. ○ Review demographics of participation in CTSOs. ○ Conduct student exit interviews. ○ Acquaint counselors with CTE opportunities for Special Populations ○ Include a Special Populations expert on your Perkins planning committee
<p>Describes projects that will prepare Special Populations for high skill, high wage or high demand occupations that will lead to self-sufficiency.</p>	<ul style="list-style-type: none"> ○ Gathers wage-rates on placement student surveys. ○ Describes processes that will use labor and employment statistical analysis. ○ Uses labor demand statistics to help evaluate program quality. ○ Annually uses business/industry advisory committee to review course competencies. ○ Creative curricula designs that adapt to student needs while still aligning to industry needs with job site development for special needs students. Review exit points in programs for potential certificates for high demand skills.

<p>Described how individuals who are members of Special Populations will not be discriminated against on the basis of their status as members of the Special Populations.</p>	<ul style="list-style-type: none"> ○ Clearly describes transition projects for students with disabilities. ○ Frequently reviews classroom environment for tone. ○ Reviews texts and materials for diversity. ○ Demonstrates advisory committee membership of underrepresented populations. ○ Provides assistive tools, resources and services. ○ Reviews demographics of CTSO memberships. Specific services are described. ○ Offer training to business and industry on how to successfully integrate Special Populations into their workforce ○ Includes a Special Populations' needs assessment and plan development. ○ Curriculum helps all students recognize and value individuals. ○ Collaboration with Vocational Rehabilitation agencies. ○ Linkage of student completers to SWAP/Rehab program as a link to the workplace. ○ Job coaching exists. ○ All aspects of industry address life skills to support success at work. ○ Transition programs with clear, pro-active functions.
<p>Describe how funds will be used to promote preparation for non-traditional fields.</p>	<ul style="list-style-type: none"> ○ Environment analysis. ○ Advisory committee diversity ○ Workshops for instructors specific to non-traditional recruitment and retention. ○ Curricula that addresses barriers. ○ Faculty training ○ Exit interviews ○ Role models introduced ○ Environment and classroom tone analyzed

Section VIII: Monitoring/ Auditing

CCCS conducts monitoring activities for educational institutions to evaluate compliance with relevant rules and regulations that relates to:

- The Carl D. Perkins Act,
- Career and Technical Education programs
- The Career and Technical Act and
- Compliance with Title II, VI, IX and Section 504 (Methods of Administration).

Compliance Monitoring Strategy

The compliance monitoring strategy focuses on using the compliance program to monitor and evaluate the activities of educational institutions in order to, where appropriate, provide increased and more focused technical assistance, tools and training. Reviews are based on State and/or Federal requirements related to the program under review.

Monitoring Procedures

For each type of monitoring review conducted by CCCS, standard procedures are used to evaluate and monitor the educational institution's compliance. Procedures are designed to address material compliance requirements and may include other requirements not considered material, but significant to compliance with the program. Procedures are reviewed periodically for effectiveness.

Remote and On-Site Monitoring

Monitoring reviews are conducted remotely, as well as on-site, depending on factors such as the type of review and procedures performed. On-site monitoring reviews are conducted for all reviews related to compliance with Title II, Title VI, Title IX, and Section 504. Sub-recipients have an obligation to be familiar and compliant with requirements related to the programs that they operate. Below is a list of federal guidance for referencing Federal requirements. This list is not all-inclusive and additional State and program specific requirements may apply.

- Carl D. Perkins Career and Technical Education Act of 2006
- Education Department General Administration Regulations (EDGAR) (34 CFR § 75-77, 79, 81-82, 84-86, & 97-99)
- Office of Management & Budget Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards as codified at 2 CFR § 200

- including the Compliance Supplement (effective December 26, 2014 unless otherwise noted)
- Title II of the Americans with Disabilities Act of 1990 (28 CFR § 35)
 - Title VI of the Civil Rights Act of 1964 (34 CFR Part 100)
 - Title IX of the Educational Amendments of 1972 (34 CFR § 106)
 - Section 504 of the Rehabilitation Act of 1973 (34 CFR § 104)

Office-Based Monitoring and Technical Assistance:

CCCS performs monitoring of educational institutions through regular ongoing contact with the educational institution. CCCS performs office-based monitoring when possible. For example, Perkins local plans and vouchers are reviewed upon submission. Feedback received from office-based monitoring may be considered in making selections for monitoring reviews conducted by Internal Audit. Additionally, CCCS may consider providing targeted technical assistance to sub-recipients based on feedback from office-based monitoring.

Perkins Act Monitoring

Colleges, school districts, and consortia receiving Perkins funds are subject to monitoring reviews or audit by CCCS. The CCCS monitoring staff considers feedback from Program and Fiscal staff who have frequent interaction with sub-recipients in the selection of the educational institutions that might benefit from a monitoring review. For example, the Perkins Plan Manager provides feedback about the Perkins Local Plans and fiscal staff provide feedback about voucher timeliness and accuracy.

Material compliance factors and program-specific requirements are reviewed for compliance with the Perkins Act, federal regulations, and grant agreements. Sub-recipients of Perkins funds are notified in advance with a notification letter and a personal contact from the Internal Audit department. During that communication, a date for the review will be established. Sub-recipients are provided with a listing of items to be made available for the review, which may be conducted on-site or remotely by CCCS personnel. After the fieldwork is complete, Internal Audit issues a draft report and provides the sub-recipient with the specific observations noted during the review. The sub-recipient then has the opportunity to produce additional documentation or clarify information if it was not understood correctly. Upon resolution, an exit conference is held and a final report is issued. Responses to findings are requested from sub-recipients in the form of a corrective action plan and follow-up measures may be taken, including the provision of additional targeted technical assistance, or CCCS may invoice the educational institution for the amount of any unallowable costs identified during the review.

Record retention requirements for Perkins related records are outlined in this Handbook in Section V Part C1. CCCS is committed to providing the tools and training needed to assist educational CCCS CTE Administrators' Handbook

institutions in succeeding in maintaining compliance. Therefore, CCCS will provide a Management Improvement Team, when deemed necessary, comprised of Subject Matter Experts, to the educational institution to provide technical assistance in the subject areas identified in the monitoring visit. This technical assistance is meant to provide additional information and training to the educational institution in order to assist them in complying with areas identified in any part of the monitoring processes outlined above.

Career and Technical Act (CTA) Audits

School districts that receive CTA funding are subject to regular audits. Each year a selection of school districts is made as part of the annual audit planning process and selected districts are notified, in advance, that they have been selected for audit. All of the data entered into the database is subject to verification, although primary focus is placed on data that impacts the financial allocation.

The audit process begins with a notification letter which is followed up by a personal contact from the Internal Audit department. During that communication a date for the audit is established. Depending on the size of the district and the number of documents required for the audit, audits are either done as “desk audits” from the CCCS office, or on-site at the district.

A list of items to be made available for review is sent to the district. CTA recipients are required to retain support for data submitted for CTA reimbursement for seven years, although the audits generally do not involve more than two years’ data. After the fieldwork is complete, Internal Audit issues a draft report and provides the district with the specific observations noted during the audit. The district then has the opportunity to produce additional documentation or clarify information if it was not understood correctly. Upon resolution, an exit conference is held, and a final report is issued.

All final reports are sent to fiscal for adjustment, where applicable.

Please see section 7.8 Audit and section 8.0 Appeals in the State Board for Community Colleges and Occupational Education *Rules for the Administration of the Colorado Vocational Act* for additional information.

Civil Rights (MOA) Monitoring

The Department of Education’s Office for Civil Rights oversees a program to monitor federal grant sub recipients for compliance with Title II of the Americans with Disabilities Act, Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the Rehabilitation Act of 1973. These regulations prohibit discrimination and denial of services on the basis of race, color, national origin, ethnic background, sex, and disability/handicap.

As part of this program, educational institutions that operate at least one approved CTE program and receive ANY federal funding (not limited to Perkins) from the U.S. Department of Education are subject to Civil Rights monitoring.

Also as part of this program, CCCS is required to conduct on-site visits for a select number of entities each year to ensure compliance with federal civil right regulations. The criteria which determine the selection include criteria required in federal guidance and are reviewed by the U.S. Department of Education's Office for Civil Rights. For purposes of these monitoring reviews, the review is conducted at a specific school location within a district at the secondary level and at an individual campus at the postsecondary level.

Upon selection, the educational institution is notified, in writing, of an on-site review. The administrator of the school or campus as well as the district chief educational officer or college president will be the recipients of the notification. Prior to going on-site, the educational institution will be asked to provide certain information to CCCS.

Reviews of civil rights compliance include two components: a documentation review of publications, policies and procedures which generally includes interviews with a variety of functional areas; and an accessibility review of the facilities at the site. For the facilities component, all buildings and portions therein which are accessed by CTE students in the completion of a diploma, degree, or certificate are reviewed. For example, this would include: classrooms, restrooms, assembly areas, libraries, physical education facilities (as applicable), financial aid offices, counseling/advising centers, and parking lots.

At the conclusion of the review, a draft report is provided to the educational institution documenting the specific findings. The educational institution then has the opportunity to verify the information reported. Once the facts or errors are agreed to, an exit conference is held and a final report is issued. If the report contains any findings of noncompliance, the educational institution must submit a voluntary compliance plan indicating how compliance will be achieved for each finding as part of the report finalization process. Voluntary compliance plans must include the action that will be taken and how those actions will achieve compliance as well as provide a timeframe for completion of each action. These plans must be received by CCCS within 14 days of the final report in order to meet a federal deadline. Once finalized, voluntary compliance plans must also be signed by a representative of the educational institution (typically the chief educational officer or president) authorized to enter into an official agreement.

Final reports and voluntary compliance plans are reviewed by the U.S. Department of Education's Office for Civil Rights. Upon implementation of corrective action, CCCS will follow-up with the educational institution to ensure implementation is complete as was indicated in the compliance plan. Educational institutions should notify CCCS of any changes in actions or time frames in the voluntary compliance plan so that CCCS may follow-up appropriately. If the educational institution does not comply, CCCS will refer the recipient to the U.S. Department of Education's CCCS CTE Administrators' Handbook

Office for Civil Rights. If the educational institution still does not comply, they may lose their eligibility to receive federal funds from the Department of Education.

Section IX: Administrators' Handbook Task Force

The Department of Education's Office for Civil Rights oversees a program to monitor federal grant sub recipients for compliance with Title II of the Americans with Disabilities Act, Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the Rehabilitation Act of 1973. These regulations prohibit discrimination and denial of services on the basis of race, color, national origin, ethnic background, sex, and disability/handicap.

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CTE Administrators' Handbook Section Owners Date: July 1, 2017

Section	Section Name	Section Owner
I	General Information	CTE State Director and Assistant Vice Chancellor
II	Program Approval	CTE State Director and Assistant Vice Chancellor
III	Specific Program Requirements	CTE State Director and Assistant Vice Chancellor
IV	Credentialing	Credentialing Manager
V – A	Funding Source Requirements	Perkins Grant Accountant
V – B	CTA	CTA Manager
V – C	Perkins	Perkins Plan Manager
VI	CTE Data Reporting & Accountability	CTE Accountability Director
VII	Special Populations	CTE State Director and Assistant Vice Chancellor
VIII	Monitoring/Auditing	Internal Audit Director
IX	Administrators' Handbook Task Force	CTE State Director and Assistant Vice Chancellor
Appendix A	Perkins 5-year Long Term Strategic Plan	Perkins Plan Manager
Appendix B	Perkins Travel Policy	Perkins Plan Manager
Appendix C	Perkins Allowable and Unallowable Expenses	Perkins Plan Manager
Appendix D	Board Policies	CTE State Director and Assistant Vice Chancellor
Appendix E	Perkins Program Income	Perkins Plan Manager
Appendix F	Perkins Public Announcements	Perkins Plan Manager
Appendix G	Administrators' Handbook Revision Matrix	CTE State Director and Assistant Vice Chancellor

Participants in the Task Force

Each CTE Administrators' Handbook section owner sits on the task force as does one representative from the fiscal department, one representative from the legal department and one representative from the internal audit department (a non-voting member). Although a person may represent more than one Section, the person represents one vote. A quorum (three-quarters of voting members – one vote per person) must be present before a vote may take place. The CTE State Director and Assistant Vice Chancellor is the Chairperson of the Task Force.

Purpose of the Task Force

The Task Force is required to convene quarterly. The purpose of this meeting is for the Task Force to review any suggested changes to the CTE Administrators' Handbook. The CTE State Director and Assistant Vice Chancellor must approve each change. If the CTE State Director and Assistant Vice Chancellor does not approve of a change, the CTE State Director and Assistant Vice Chancellor overrules the Task Force and the change will not be made.

- **Mid-year Changes:** If a Section Owner or other member of the Task Force suggests a mid-year change to the CTE policies and procedures as established by the CTE Administrators' Handbook, the Task Force must review and analyze each suggested change. A vote that addresses the content of the change and the timing of when the change takes effect (mid-year, retroactive to the beginning of the year, or year-end) must be taken and recorded in the minutes of the meeting. Only if the change is passed by two-thirds of the voting members will it become effective by being recorded in the CTE Administrators' Handbook.
- **Annual Changes:** Prior to the end of the fiscal year, the Task Force will convene to review any changes to any section of the CTE Administrators' Handbook. A two-thirds vote that addresses the content of the change must be taken and recorded in the minutes of the meeting. All changes made in preparation for the next version of the Handbook go into effect July 1 of the next fiscal year.
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Any changes (mid-year or annual) to the CTE Administrators Handbook must be reflected in the training materials used in the field. All changes to the CTE Administrators Handbook and training materials should be made public on the CTE website within 30 calendar days of the Task Force meeting. Section owners will make the changes to their section of the Handbook but all changes will be compiled and coordinated through the VP's designee.

For audit purposes, minutes of each meeting must be taken and stored so that CCCS CTE personnel and external auditors can conveniently access them. Finally, each version of the CTE Administrators' Handbook and training materials must be stored so that CCCS CTE personnel and external auditors can conveniently access them.

The CTE State Director and Assistant Vice Chancellor may make changes to the policies and procedures by which this Task Force functions.

Appendix A: Sample Five-Year Long-Term Strategic Local Plan Answers

The following ideas for developing a Five-Year Local Plan were compiled with use of samples developed in collaboration from attendees of The Perkins Administrator's Camp IV on December 4, 2007 and updated in January 2013 for the next five-year plan cycle.

These ideas and samples are NOT mandatory items for your educational institution – they are only samples that would be appropriate strategies to address the Five-Year Long-Term Strategic Local Plan questions. This list of samples does not include every possible option so please know that items on your list of strategic plans may be items that have not been listed in this guide. And many of the items listed in this guide might be adopted as a strategic plan for your programs, but at different percentages than the samples.

It is our hope that this list of sample ideas serves to help you understand the intent of a Perkins 5-year, long-term strategic local plan and helps you understand the questions that frame this part of a Perkins local plan. The questions that make-up the framework for the 5-year, long-term strategic local plan are copied out of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 134.

CCCS staff is available to provide further guidance and help with this and all parts of your Perkins local plan. Training sessions can be requested by contacting the CCCS Perkins Plan Manager. Staff contact information is available at <https://www.cccs.edu> or by calling 303-620-4000.

The Perkins Five-Year Plan is a part of your Perkins Local Plan but it only was completed once (for fiscal year 2008-2009 plans) during the operation of the new Perkins Act-2006. The subsequent fiscal years of the authorization of the Perkins-2006 Act, if you chose, you were able to update or change this part of your Perkins Local Plan. CCCS staff reviewed updates or changes if they occurred.

Beginning with Fiscal Year 2013-2014, a new Five Year Long Term Strategic Local Plan will be required. The FY2013-2014 Five-Year Plan will be stored in your CTE Online Account for the subsequent Fiscal Years until a new Perkins Act is authorized. CCCS staff will review updates or changes if they occur. Since the Local Plan online account for FY2013-2014 will have no text in the Five Year Long Term Strategic Local Plan section, in order to see the previous year's edition of the Five Year Plan, you would need to return to the FY2012-2013 Local Plan which can be accessed from the Work Area page in your CTE Online Account. The CTE Online Account "Local Plan Approved" e-mails for your FY2012-2013 Local Plan will also include the text of your previous five year plan.

There are 12 questions to be addressed in the Five-Year Plan. The questions are in bold. Beneath each question are bulleted lists of examples of how that question could be addressed. Your Five-Year Plan should be based on what works best for your college's, district's, or consortium's strategic visions and resources. Section V, Part C6 of this Administrators' Handbook provides guidelines and suggestions for strategic planning development.

Also, remember, these are five year goals. The items you list in this plan do not have to be accomplished in one year! Any items listed should be measurable outcomes.

Question 1: How will your educational institution offer the appropriate courses of not less than one CTE Program of Study?

Note: The wording of this question sounds cumbersome since it is duplicating the wording from the Perkins Act 2006, Section 134. The Act lists specific characteristics of a "Program of Study." CCCS CTE staff developed a Program of Study template that meets these characteristics. Now CCCS requires all CTE programs to have an approved Program of Study as part of the Program Approval process. Key points to indicate to update the part of the Five Year Plan include:

What are your measurable goals regarding:

- a. Adding more than one Program of Study to approved CTE Programs;
- b. Expanding Plans of Study use: by counselors/advisors; online; by middle school students or as a guide for ICAPS;
- c. connecting the CTE courses to relevant postsecondary or advanced educational opportunities; and
- d. Sharing information about these opportunities with your students, parents, the community and other relevant stakeholders?

Possible items to list:

- At least two direct methods of communication will be put into place for parents, PTA, School Board, and community/business partners to learn about CTE Career Pathways.
- Two new opportunities or events for career awareness and exploration will be provided to middle schools.
- During the fall of the school year, secondary CTE students will develop and review their plans of study.
- A seamless transition for all secondary CTE Programs to postsecondary education or apprenticeships will be developed.
- A list of all secondary CTE programs and their Plans of Study will be provided to all incoming freshman and new students.

- All CTE courses will be reviewed for up-to-date content in alignment with the relevant postsecondary program and business and industry skill needs.
- All relevant district personnel will receive training/professional development about plans of study.
- All secondary students will develop career and academic plans for graduation and postsecondary education.
- CTE Program Advisory Committees will review and suggest updates to current curricula and competencies for 100% of the CTE programs.
- 75 percent of secondary CTE program completers will be continuing their education at a postsecondary institution.

Related websites:

- <http://coloradostateplan.com/educator/career-clusters/>
- <http://www.careertech.org/career-clusters>
- Colorado LMI Gateway at <https://www.colmigateway.com/vosnet/Default.aspx> (go to labor market information link and then to the respective county in Colorado).

Question 2: How will your educational institution improve the academic and technical skills of students participating in CTE programs through integration?

Possible items to list:

Integration

- 100% of all CTE teachers will integrate literacy and math standards within the CTE curricula and will receive training about learning strategies that can be used to enhance students' learning to the level of these standards.
- 100% of CTE curricula maps at the secondary level will include both academic and technical (specific occupational) knowledge and skills.
- 50% of all CTE programs will implement an academic crosswalk process with core academic curriculum experts to identify academic assessments at grade-level.
- 50% of the CTE Programs will work with academic faculty to organize integrated curricula.

Credit

- 50% of CTE programs will explore options for offering academic credit embedded in technical content.

Evaluation

- 90% of CTE program completers will pass a valid and reliable assessment of their technical skills.
- 90% of CTE program completers will obtain a high school diploma.
- 60% of CTE program participants will complete the CTE program.

Professional

- 100% of CTE teachers will participate in workshop/classes that teach integration of academics.
- For CTE programs that grant academic credits, collaborative workshop/training models will be used that include both CTE and academic staff. CTE teachers will team up with academic faculty to reinforce academic content. This will be done either through team teaching or teaching coordinated lessons plans. For example, students will be performing “real world” workplace problem scenarios in their math classes.

Entrance/ Exit Exams

- 50% of CTE program faculty, in partnership with academic faculty, will construct an entry/exit exam that measures students’ academic and technical skills.
- 50% of CTE programs will have a pre/post-test for academic skills or for technical skills in place to document student growth.
- 100% of secondary CTE program completers will take the Accuplacer test to analyze students’ readiness for postsecondary education.
- 50% of the CTE programs will use the college Accuplacer test for both pre- and post-documentation of students’ learning.
- 75% of CTE program completers who obtain a high school diploma will not need remedial education courses the following year upon entry into postsecondary education.
- 20% of CTE students who obtain a certificate or degree will pursue advanced postsecondary education.
- 70% of CTE students who obtain a certificate or degree will successfully pass an industry-based assessment.

Proficiencies

- 70% of secondary CTE students will pass Algebra II and Geometry.
- Secondary CTE programs/courses will be reviewed for alignment to relevant postsecondary CTE programs/courses.

- We will keep our secondary CTE faculty aware of the graduates' remediation rate.
- 80% of secondary CTE program completers will be reading at grade level as measured by TABE or other district assessment.

Question 3: How will your educational institution provide students with strong experience in, and understanding of, all aspects of an industry?

Note: The following document is an excellent description of what constitutes “all aspects of an industry:” Center for Law and Education, Inc. Newsnotes, Vocational Education: A New Opportunity for Educational and Community Change, Cambridge, MA, 1991.

Possible items to list:

Graduate Placement

- 80% of secondary CTE program completers will be employed, in the military or continuing their education within six months of high school graduation.
- 80% of postsecondary CTE graduates will be employed, in the military or continuing their education within six months of certification or degree completion.
- 80% of high school seniors who are CTE program completers will have used a Program of Study to plan their postsecondary education.
- All CTE programs will explore strategies that keep program graduates or completers connected as alumni advisory council members or to be able to contact for long-term follow-up surveys.
- As required for accreditation reporting, postsecondary graduates will be tracked for employment placement relative to the graduate's program.

Graduate Success Measures

- 80% of employers surveyed will report CTE postsecondary graduates to be competent.
- 80% of graduates from CTE programs that have state/national industry-based assessments for credentials, certificates or licenses will successfully complete the exams.
- 50% of CTE program completer graduating seniors will successfully complete an exit project with industry mentors.
- 30% of business and industries in Colorado will seek employees from CTE Program graduates.

Programs

- CTE programs will explore the option of the use of employed graduates of the CTE programs as mentors for current students (preceptors). For example, in health programs, a graduate who is now employed will be trained as a “mentor” that works with the school’s clinical supervisor to ensure the current students’ outcomes are satisfactorily completed during the clinical (internship).
- All CTE program curricula will be reviewed to assure inclusion of planning skills, problem-solving skills, employability skills and career planning skills.
- All CTE programs will explore options and costs for pre- and post- testing students using industry-based assessments such as WorkKeys or similar industry-based employability testing.
- 70% of all CTE students will participate in some form of relevant hands- on, job related experience (e.g. internships, job shadowing, co-operative learning, simulation labs, etc.).
- At least 2 career days per year will be set aside for representatives from various sectors of business and industry to interact with CTE students (for example: career fairs, guest speakers, mock interviews, skill contests, etc.).
- All CTE programs will have industry appropriate interview practice sessions.
- In addition to the required CTE program business and industry advisory committees, we will establish a Perkins economic and workforce development planning committee.
- Each CTE Program will provide 2 guest speakers from business and industry per year as part of classroom activities.
- Each CTE Program will experiment with “problem-based learning” to provide students practice in solving industry-relevant problems.

Question 4: How will your educational institution ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students?

- Align all CTE program curricula with the common core state standards & industry standards in collaboration with academic and CTE faculty and business and industry subject matter experts;
- Develop (or adopt) assessment tools the CTE Programs. (Note: Accuplacer pre- and post-tests could work well here if it is administered to both CTE and non CTE students to provide comparison data.)
- Collect and analysis test data annually.
- Adjust teaching methods, curricula, and/or learning activities as needed to increase student outcomes.
- Collect and analyze students’ test scores of other standardized tests to determine levels of proficiency of CTE program completers, including industry certifications, etc.
- At least two CTE and academic teachers will be provided extra-duty time to collaborate curriculum mapping each year.

- At least two CTE Program faculty or teachers will consult with academic faculty or core teachers to consult regarding validation of academic rigor in CTE teacher-developed CTE program assessments or tests.
- CTE/academic teachers will form “communities of learning” teams to explore collaborative strategies for coordinating standards and timing of teaching, matching concepts for at least one CTE program per year.
- At least two CTE/academic teachers will attend national training about the Math in CTE Research.
- 50% of secondary CTE program completers who graduate from high school and who are attending postsecondary education will be surveyed to determine if they needed remedial courses.
- 70% of Business and industry surveys will report satisfaction with CTE program graduates.
- At least 75% of secondary CTE students will take College Accuplacer tests in the 11th grade and use the results to review their Program of Study.
- 70% of 11th grade CTE program completers will score “college ready” on the 11th grade ACT tests.
- All CTE programs will ask the business and industry advisory council to review the course curricula.
- 40% of our College’s postsecondary CTE program faculty will seek partnerships with developmental education faculty, GED teachers, and/or Adult Basic Education teachers to determine how they can help each other; i.e., what contexts can CTE share with academic learning; what academic rigor can academicians share with CTE learning?

Question 5: How will your educational institution encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects?

Vision, Background, and Knowledge

- All CTE programs will provide information to local policymakers about the standards of the CTE curricula, the alignment with postsecondary programs and current and emerging workforce trends.
- CTE program faculty will seek opportunities to collaborate with academic faculty about curricula, instructional strategies, learning communities, communities of practice, collaborative training, etc.
- All CTE programs will pursue the implementation of plans of study. Postsecondary CTE faculty will work with corresponding secondary CTE teachers to develop both secondary and postsecondary plans of study.
- All counselors/advisors will attend CTE workshops/conferences related to the use of plans of study to help students organize their schedules and to learn how the CTE plans of study support the ICAP requirements.

- Each college dean with CTE programs will attend a CTE workshop/conference related to the use of plans of study.
- Each postsecondary CTE program will have electronic plans of study posted on the College's website.

Business Partnerships

- All CTE programs will ask local business members to come and speak in classrooms, emphasizing the need for academic skills to be successful in the industry.
- All CTE programs will provide students the opportunity for industry visitations focusing on the need for strong academic skills at the workplace.
- 30% of the core academic instructors will tour business and industry sites to see how academic skills are applied at the workplace.
- CTE instructors will distribute applicable scholarship opportunities to students who have gained academic levels of performance.
- All CTE programs will explore strategies to strengthen the business/industry partnerships, in order to assess academic skills in industry.

Collaboration

- All CTE programs will collaborate with academic core instructors in the development of plans of study.
- 30% of the core academic instructors will integrate CTE terminology into their classrooms.
- 70% of CTE instructors will integrate academic terminology into their classrooms.
- At least two CTE teachers will help core academic teachers with demonstrating how academic skills are used in career related environments.
- We will offer at least two in-service workshops that provide opportunities for both CTE and core academic teachers to partner on curriculum and instruction.
- At least two CTE programs will identify academic prerequisites needed for students to be successful in the program and in the industry and share this information with other teachers, CTE students, parents, and counselors.
- 40% of the CTE teachers will partner with core academic instructors to present collaborative lessons.
- Assessments will be used to provide evidence that all CTE programs are aligned and coordinated with college level programs to ensure high school graduates' college readiness and transferability.
- All CTE programs, if applicable, will have [articulation methods](#) established with one or more college partners (i.e., concurrent enrollment, Advanced Credit Pathways, articulation agreements, early college/middle college, etc.) (More opportunities for secondary students

to accelerate learning can be found at <http://coloradostateplan.com/administrator/articulation/>.)

- Because cross training and joint training of secondary and postsecondary CTE faculty is essential, 35% of faculty/teachers will be trained annually.
- 70% of our College CTE programs will include a related CTE program secondary teacher on the advisory committee. (Or 70% of our secondary CTE programs will include a related CTE Program postsecondary faculty member on the advisory committee.)
- Students who are struggling in academic courses will be encouraged to enroll in rigorous CTE courses and faculty will confer regarding the students learning needs.

Question 6: How will comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel be provided to promote the integration of coherent and rigorous content aligned with challenging academics?

Administrators

- CTE administration will present information about CTE academic integration to department or school level administration, clarifying how this curricular approach supports student achievement.
- CTE administration will collect and analyze academic attainment as indicated by pre- and post-assessments of CTE students and share this information with other administration personnel.
- 100% of all middle and high school assistant principals will be introduced to the CTE Plans of Study system.

CTE Teachers

- 20% of CTE instructors per year will be provided funding to complete additional core academic coursework from our local community college.
- Secondary CTE completers who are graduates will be given academic exit assessments and these results will be analyzed to determine teachers', counselors' and administrators' professional development projects.
- Secondary administrators will meet regularly with area postsecondary remedial faculty to help develop professional development plans for secondary teachers, counselors and administrators.
- 100% of all new CTE teachers will receive training in Plans of Study.
- 100% of CTE teachers will have professional development plans which include integration of academic activities and skills.

- 20% of academic faculty will be funded extra-duty hours to observe CTE program curriculum mapping.
- Academic faculty and CTE faculty who choose to partner with and coordinate their curriculum with CTE curriculum will be provided extra-duty funding for this work, up to 10% of annual Perkins funds per year.
- National conference agendas and programs will be reviewed for alignment to individualized professional development plans before being approved for Perkins funding.
- CTE faculty will develop a professional development framework that will then be used to develop customized professional development goals and to organize professional development priorities.
- 100% of CTE teachers will use the CCCS Content Standards/CTE Standards Website when building their curricula and courses <https://cocteststandards.cccs.edu/>.

Core Academic Teachers

- 100% of middle and high school teachers, counselors and administrators will be trained to effectively use <http://www.collegeincolorado.org/> to work with students on Plans of Study and career counseling.
- At least 20% of all academic core teachers will be trained annually in Plans of Study.
- 100% of teachers will be aware of CTE programs and the Plans of Study offered.
- All faculty and staff will be introduced to the CTE faculty professional development framework.
- 35% of the core academic teachers will be introduced to the Content Standards/CTE Standards Website.

Counselors

- 100% of middle and high school counselors will be trained in Plans of Study and how they relate to the ICAP requirement.
- Guidance counselors will be invited to annual district-wide updates on CTE programs and Plans of Study.

Collaboration

- At least 10 academic teachers will attend CTE professional conferences.
- 100% of CTE courses will include math, Language Arts, and/or science standards within the curriculum and include summative and formative assessments. Analysis of the assessment results will be used to help determine professional development needs.

- Academic faculty in-services will include demonstration of examples of how CTE problems and solutions can be introduced within academic classes. Subsequent in-services will include academic faculty feedback about the effectiveness of implementing these examples.
- Faculty professional development plans will include gaining information about co-teaching/collaboration between CTE & core content teachers.
- At least 10 teams of math & CTE teachers will complete training using the Math-in-CTE Research model.

Question 7: How will a wide variety of stakeholders be involved in the development, implementation and evaluation of CTE programs and how will such individuals and entities be informed about, and assisted in understanding the requirements of Perkins, including CTE plans of study?

Development

- Advisors, case-managers, and counselors will be included on CTE Program advisory committees.
- An on-going collaboration group of secondary and postsecondary CTE education representatives and counselors/advisors will be implemented.
- Counselors/advisors will be invited to be involved in work sessions for Perkins and CTE Plans of Study.
- 100% of CTE faculty will understand the Perkins process and will be able to develop strategic-based action step descriptions that affect Perkins Performance Metrics for their funding applications.
- All local secondary district school board members will be provided copies of the district's annual Perkins Local Plan and provided the opportunity to provide feedback about the Local Plan.
- A Perkins council will be developed to include representation from economic development, business and industry, and special needs populations. This council will help develop and review annual Perkins Local Plans.
- A Perkins Local Plan analysis tool will be developed based on our strategic goals and directions for the planning council.
- Perkins Local Plans will be shared with PTAs or school improvement teams for feedback.
- Each CTE program will share their strategic-based action step descriptions with their program's business and industry advisory councils for review and feedback.
- Perkins annual Local Plans will be posted on the institution's website.

Implementation

- Annual parents'/students advising events and Parent/teacher conferences will include demonstrations of the CTE plans of study.
- High schools will partner with local colleges and businesses annually to plan career/college fairs and CTE plans of study will be demonstrated. These events and the plans of study, as appropriate, will also include information about apprenticeship opportunities.
- CTE Plans of Study will be posted on each high school's and middle school's website.
- 50% all staff members will have been on the district's Perkins planning committee.
- All CTE programs will maintain active business and industry advisory committees composed of local representatives that visit programs annually to update teachers and students about job needs and career opportunities in the area/county and work with teachers to validate curricula accordingly.
- 100% of CTE faculty will know and support the implementation of the annual Perkins Local Plan.

Evaluation

- As resources allow, we will attempt to survey graduate cohorts for five years to analyze the success rates of CTE plans of study.
- 80% stakeholders surveyed will respond positively about CTE programs.
- 100% of students in CTE programs will have designed a customized Program of Study.
- CTE administration will collaborate with CTE faculty to development a pre and post evaluation metric of CTE advisory committees.
- CTE administrators will seek to have input on counselors/advisors professional development plans.
- 80% of all district staff will be able to name at least two career pathways in our district.
- 100% of all students will have a personal CTE Program of Study or an ICAP.
- All 7 – 12 grade students will be trained in the use of College in Colorado <http://www.collegeincolorado.org/>
- 100% of district administrators will access the College in Colorado website and have knowledge of plans of study.

Question 8: How will your educational institution review CTE programs, identify and adopt strategies to overcome barriers for special populations, provide programs that enable special populations to meet local performance levels, and provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency?

- We will seek input from special services staff at both the secondary and postsecondary levels. These experts will have the most knowledge and be able to help collaborate for effective outcomes. We will include these experts as part of the Perkins planning committee.
- Faculty/staff professional development framework will include training about differentiation learning and teaching special populations.
- All CTE program demographic trend data will be reviewed annually for inclusion of special populations.

Measurable Outcomes

- 100% of 8th – 11th grade students' homes will be mailed information regarding the CTE programs available.
- 90% of CTE advisory committees will ensure special population representatives are included on the committee.
- 100% of brochures and promotional materials will feature special populations and contain a non-discrimination statement.
- Special population instructors/directors will be part of the CTE advisory committee.
- 80% of special populations will be enrolled in a CTE class.
- We will provide employees who are special populations as models at career fairs.

Data

- Placement rates for special populations CTE completers will increase by 10%.
- 95% of special population students will complete their CTE program.

Placement/ Employment Skills

- All special population students will have an IEP transition plan from high school to postsecondary education.
- 100% of eighth graders, including special populations, will have the opportunity to attend a career fair.
- 80% of special populations will participate in mock interviews with an industry representative.
- 80% of special populations will have an OJT experience.
- 75% of special population students will have a Program of Study in place.
50% of 9th graders, including special populations, will participate in industry job shadows.

- CTE teachers will partner with SWAP program staff or other special population experts to provide individuals with special needs specific occupational skills related to jobs where these special needs students are working.

Academic Attainment

- 80% of special population students in CTE Programs will increase TABE scores by a minimum of one academic year of growth.
- A special population teacher will provide services to 100% of special populations students enrolled in the CTE programs.
- Special population CTE students will meet at least 50% of core academic standardized state tests' performance levels.

Modifications/ Accommodations

- 100% of CTE programs will identify barriers to special population students.
- 100% of CTE programs will adopt strategies to overcome barriers for special population students.

Question 9: How will individuals who are members of special populations not be discriminated against based on this status?

(Note: The Perkins Act of 2006 defines special populations as: Individuals with disabilities; Individuals from economically disadvantaged families, including foster children; Individuals preparing for non-traditional fields; Single parents, including single pregnant women; Displaced homemakers; and Individuals with limited English proficiency.)

- We will seek input from special services staff at secondary and postsecondary levels.
- We will seek to facilitate monthly meetings at the school/campus-level between special education/special populations and education staff.
- 100% of all CTE students will be proficient in Math and English.
- The percentage of enrollment and completion of CTE programs by special populations will correspond to the overall percentage of enrollment and completion of special population students.
- 100% of CTE classes will be part of a career Program of Study and thus can dovetail with individualized educational plans.
- 75% of special populations will attend a least 1 career fair to gain a basic understanding of career opportunities and related CTE programs.
- Special services staff will be trained about the CTE career clusters and career plans of study.

- The high school dropout rate for CTE special populations will be reduced by 50%.
- We will provide college/work transition activities for students of special populations and their families.
- All students will complete a career survey to help identify possible pathways.
- All CTE programs will seek members to their advisory committees who are special populations and invite special population guest speakers to help serve as a model for special population students.
- We will explore opportunities to train business and industry about hiring and supporting special populations.
- We will organize a special populations support group and web chat site.
- Our professional development plan for all CTE teachers will include knowledge and skills to better serve special populations.
- We will provide in-service workshops about Title VI, Title IX and Section 504 law and regulations.
- We will abide by Title VI, Title IX and Section 504 law and regulations.
- We will update all CTE brochures to include the non-discrimination statement.
- We will explore providing a special populations parents'/families' support group or training session.
- We will conduct surveys of special populations to determine their satisfaction with the CTE programs.
- We will make every effort possible to locate and hire teachers who are special populations.
- We will review and analyze CTE program enrollment data to identify disparities and determine ways to ensure equal access for special populations.

Question 10: How will funds be used to promote preparation for non-traditional fields?

Student Support

- We will create support groups for the underrepresented gender students in CTE programs that are non-traditional career fields.
- Each CTE program that is a nontraditional career field will address 3 activities per year for non-traditional students.
- Faculty, advisors, and special services personnel will seek mentors to help support any non-traditional students enrolled in a non-traditional career field to serve as role-models.
- CTE faculty of non-traditional career areas will meet bi-weekly with non-traditional enrolled students to assess satisfaction and comfort with the program.

Institutional

- We will establish an advisory council to specifically address action/strategic plan goals, activities, timelines, resources and responsibility specific to recruitment and retention of underrepresented genders in non-traditional career CTE programs.
- Each nontraditional career CTE program advisory committee will address nontraditional issues and develop strategies for increasing participation and completion by the underrepresented gender.
- Professional development plans will include gaining knowledge and skills about recruitment and retention of underrepresented genders.
- 100% of our non-traditional careers CTE programs will review and implement appropriate steps as found in the [Recruitment and Retention Checklist](#) and/or the Recruitment and Retention Rubric.

Data

- Underrepresented gender students will be surveyed about their perceptions of local CTE programs.
- Non-traditional student enrollment will increase 2% each year.
- We will research at least three nationally recognized strategies per year to choose implementation of at least one new strategy per year from best practices and exemplary models.
- We will use CTE plans of study to help underrepresented genders have more information about career opportunities and incomes and to introduce students to more career options.
- We will provide career fairs and/or career tours that feature underrepresented gender employees who are working in non-traditional career fields.

Marketing

- Every non-traditional career CTE program will research and prepare a brochure depicting underrepresented gender students in non-traditional career fields and include the non-discrimination assurance.
- Marketing material for 100% of CTE programs will depict non-traditional genders, persons of color, and persons with disabilities.
- We will host “women in CTE” college night for high school women and their mothers; and track inquiry and enrollment ratios.
- High School recruiters will hold conversations with CTE department chairs regarding non-traditional populations in each program. Recruiters will monitor numbers of inquiries from underrepresented populations. Recruiters will share students concerns about non-traditional careers with CTE program faculty and chairs.
- Each program will bring in non-traditional graduates as guest speakers.

- Each non-traditional career CTE program will ask representatives of the underrepresented gender to tour the program facilities and make recommendations about how the facility could be made more inviting to the underrepresented gender.
- Each non-traditional career CTE program will have at least one member from business and industry who is the underrepresented gender and will actively seek that individual's recommendations to increase enrollment and retention.
- Teachers/faculty of non-traditional career CTE program areas will obtain professional development training about research-based techniques for successful student retention.
- Marketing/recruitment visits or efforts will be conducted by diverse individuals and groups.

Question 11: How will career guidance and academic counseling be provided to CTE students, including linkages to future education and training opportunities?

- Counselors will attend workshops about CTE plans of study and how they can be used by counselors in conjunction with ICAPS.
- CTE plans of study will be available in counselors' or advisors' offices.
- Counselors will visit one business or industry in our local area per year to learn about the careers, incomes, and career opportunities.
- Counselors will help facilitate career/college fairs.
- Counselors will learn how to use the [College in Colorado](#) website and how to facilitate student use of that website.
- High school counselors will meet annually with community college advisors to stay updated about current CTE programs, current special population services, processes for financial aid applications and other programs that might help support new incoming students.
- CTE teachers will survey their school counselors to determine what challenges they face and explore strategies to be supportive of the counselors.
- Counselors/advisors will be invited to CTE program advisory committee meetings.
- Junior high and/or middle school counselors will be invited to hands-on tours of CTE programs and career/college fairs.
- CTE program teachers and/or CTE students will offer to help counselors/advisors with parent career awareness programs, student career exploration programs, parent/student college exploration activities and other guidance functions.
- Counselors/advisors will be invited as co-sponsors and/or judges for CTE student organization functions.
- Professional development plans for counselors will include increasing knowledge and skills about career clusters and career pathways and visiting workplaces.

Question 12: What efforts will be made to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups; and to facilitate the transition to teaching from business and industry?

- We will explore with our business partnerships collaborative recruiting and retention strategies, including possible shared externships.
- Each year business and industry leaders serving on our CTE program advisory committees will be provided documentation about teacher licensing and/or CTE teacher credentialing processes.
- We will explore teaching internship options and job shadowing opportunities for current CTE students.
- We will work with the career and technical student organizations to implement strategies for introducing student members to education career pathways.
- We will include a teaching career pathway for each of our CTE programs.

Retention

- We will direct 25% of each annual Perkins allocation toward teacher support and professional development plans.
- We will survey our teachers regarding career satisfaction and their suggestions for improvement and implement at least one identified improvement strategy.
- We will develop learning communities that allow teachers to plan learning in partnership with other teachers.
- Our professional development plan will include participation at state and national workshops and trainings.
- We will continue our mentorship program for new teachers.
- We will facilitate a new teachers' support group and "chat" website.
- We will implement customized professional development planning in partnership with our teachers.
- We will encourage our business partnerships to offer support services or resources to our teachers and their programs.
- We will provide technology and software to expedite student record- keeping and record management.
- We will employ faculty/staff brainstorming techniques to develop strategies for school improvement.

Underrepresented Populations

- We will continuously seek qualified CTE teachers, faculty, and counselors that mirror the school's student demographics and who represent special populations.
- We will encourage and include as part of our professional development plan the understanding of collaborative efforts with local business members/mentors who do represent the student demographics and special populations.
- We will prioritize our selections of guest speakers toward representation from "underrepresented" groups and/or special populations.
- We will work with extra-curricular student clubs to be sure they are introduced to the Education career cluster and to the Teaching and Training career pathway, including offering each club a presentation on how to construct a customized Program of Study toward the Teaching and Training career pathway.
- We will help students from underrepresented groups search for scholarships.
- We will constantly seek opportunities, in all classes, that allow students from underrepresented groups to experience teaching and training projects.
- All CTE programs will offer career and technical student organization activities as graded, curricular requirements.
- We will explore development of a collaborative CTE Program/Language Arts capstone project that engages the student in a teaching or training experience.

Transition to Teaching

- We will include teacher's aides as an internship opportunity for students.
- We will work with business partners to develop a "substitute teachers' pool" consisting of subject matter experts from the workforce. We will provide this "pool of substitutes" with teacher skills documents and guides, an interactive website, quarterly workshops about teaching and a feedback system that allows them to share their questions and concerns. We will allow students who show interest to also participate in the quarterly workshops.
- We will be sure that career guidance/academic counselors and their career materials include information about the Education career clusters, the Teaching and Training career pathway and career and technical education teaching/training as a Program of Study.
- We will assure that our Teacher Cadet program includes exploration of and opportunity to intern or job shadow in career and technical education and special education.
- We will provide industry personnel assistance toward meeting CDE licensing/authorization/credentialing requirements.
- CTSOs will develop competitions or activities that encourage and support students exploring CTE teaching careers.

Career/ Academic Guidance Counseling

- 100% of all counselors will be trained in use of the College in Colorado website.
- All 9th grade students will explore careers via programs such as the [College in Colorado](#) website and develop a flexible Program of Study.
- All students will complete a career assessment at least once during their high school career.
- We will assure that career/college fairs include information about the Teaching and Training career pathway.

Question 13: Describe how the career and technical education programs will be carried out to meet the Perkins funds requirements for this Perkins grant.

The nine Perkins funds requirements from the Perkins Act are:

- Academic Rigor
- Secondary/Postsecondary Linkages
- All Aspects of Industry – in Colorado we use this definition for all aspects of industry: Provide students with strong experience in and understanding of the following aspects of the industry: planning, management, finance, technical and production skills, underlying principles of technology, labor, community issues and health, safety, and environmental issues. Includes work-based learning experiences (internships, labs, clinicals, field trips, job-shadowing, etc.), leadership skills, soft skills, Secretary's Commission on Achieving Necessary Skills (SCANS), and transferable skills.
- Use of Technology
- Professional Development
- Evaluations
- Expand and Modernize
- Sufficient Size, Scope and Quality to be Effective
- Special Populations

We will map the CTE curricula so that it aligns with both industry and academic standards. Our CTE students will be assessed accordingly. We will compare pre-entry into the program assessment outcomes with completers' assessment outcomes and analyze that data and multi-year trends. We will provide frequent opportunities for CTE and academic teachers to collaborate.

After our mapping is complete and vetted with the advisory committee we will meet with relevant postsecondary (or secondary) CTE programs to find crosswalks or articulation competencies. We will explore concurrent enrollment goals and develop plans to prepare secondary level teachers to meet HLC requirements.

Our curricula mapping will incorporate key aspects of the work world beyond technical and academic skills. Students will also experience planning, finance and management related projects.

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We will review the curricula maps for leadership and soft skills and help students understand effective entrepreneurship.

We will use our advisory committee to inform our need for modernizing training labs and tools to assure alignment to latest industry technology.

We will implement strategic professional development plans per CTE teacher aligned to data analysis, advisory committee feedback, and most recent research regarding equity, brain functioning, and pedagogy (or andragogy).

We will keep collections of data; teacher professional development planning; advisory committee minutes; and CTE Program five year plans to use as a portfolio system of CTE Program evaluation and planning. These records will be central office records but annually reviewed as part of the teacher evaluation process; the hiring new teachers' process; the advisory committee management process; and the school report card. We will use the latest developed national definition of high quality CTE as our standard of excellence.

We will organize our advisory committee meetings using the Perkins 9 requirements as our agenda headings and respond as funds allow when business and industry request modernizing and expanding.

We believe that incorporating all the 9 Perkins requirements as a framework for evaluating CTE goals for our district (or college), business and industry relations, teacher evaluations, teacher professional development, and program planning will assure appropriate use of Perkins funds for sufficient size, scope and quality to be effective.

We will assure that CTE Program enrollments and completion by special populations is aligned to our local demographics. We will include diversity training, teamwork, and workplace social skills as part of the students' competencies. Students will know and understand civil rights laws and will develop cohort friendships through frequent interactions in groups, in career and technical student organization projects, and personal story-sharing times at least once per week.

Question 14: Describe how the career and technical education activities will be carried out with respect to meeting State and local performance metrics targets.

We will use the High Quality CTE national descriptions as our standard and include CIP level Perkins Performance Metrics in our Evaluations portfolio. Each year all the elements of the evaluation portfolio will be compared to the quality CTE standards and adjustments will be discussed, shared with the advisory committee and piloted. We will establish a culture that encourages trying new ideas, reflecting on what worked and what didn't and redesigning the new activity until it proves to add the value we seek. Teachers will not be evaluated negatively for

trying something new that failed. They will be evaluated for trying something new and adapting it until they find something that works. We will honor persistence and encourage innovation.

We believe high quality CTE will attract grants, industry support, parental/student support and will build a reputation for excellence.

Appendix B: Perkins Grant Travel Policy

Research indicates that one of the most effective strategies for improving education is to provide professional development opportunities to teachers, faculty, administrators and other support staff who serve students. Often professional development opportunities involve travel costs including event registration costs, mileage or airfare, lodging, meals and other travel related expenses.

As good stewards of tax dollars, it is important that travel costs are relevant, reasonable, documented in detail and completely transparent. Without detailed documentation, travel to Las Vegas for a professional conference could easily be misperceived as a pleasure junket. So it is very important with all costs, but especially true with travel costs, to have consistent and reliable internal controls.

Travel expense source documents should reflect, at a minimum, the following information: Traveler's name and title, purpose of the trip and how it relates to Perkins, dates of travel, location, and event details. The travel should be approved by someone who has supervisory authority over the traveler. Consistency should apply whether paying by per diem or for receipts for meals and should follow the recipients travel policy. Perkins funds cannot be used to pay for any alcoholic beverages so, if the recipient reimbursement policy is to use receipt documentation, detailed receipts are necessary, not just totals.

Event details provide information that can help an administrator decide whether the event fits within the Perkins strategies, performance metrics and the local mission and vision. For example, a trade show usually only offers technical workshops and would not be a location to send faculty who need more development in the area of teaching methods. A trade association conference rarely provides workshops about recruiting and retaining the underrepresented gender into a career field educational program. If the performance metrics are not meeting targets for non-traditional career enrollments and completions, the recipient may want to send this teacher to a different conference. Conversely, a teacher who needs updated technical skills may gain more benefit from a trade-related conference than an education-related conference. Remember, CTE teachers need both kinds of skills: content and teaching/learning methods.

Checking an event programs allows the recipient to direct teachers toward specific sessions that would add value within the overall priorities and enables the recipient to determine if any of the registration costs are funding continuing education credits or "teacher-owned" certifications, licenses or credentials. These "personal benefit" costs should not be paid with Perkins funds. Including copies of conference programs as part of the expense source documents enhances the validation and justification for the travel expenses.

Any travel funded by Perkins should be justifiable within the strategic plan of Perkins and should be reviewed for how its alignment with the overall vision for CTE before it is submitted for state approval.

Perkins funds cannot be used for lobbying; therefore, it is important that travelers using Perkins funds for travel to Washington D.C. not engage in lobbying activities. Colorado does not allow the use of Perkins funds for travel to the ACTE policy seminar for this reason. Colorado has also elected not to allow Perkins funds for out-of-country travel.

Travel costs that span two fiscal years such as the state CTE educator conference in July must be included in two years' Local Plans if paid for using Perkins funds in order to follow federal guidance for the period of obligation. For example, registration costs may be paid in year one (current year) to take advantage of an early bird rate as long as the travel/registration is included in the current year's Local Plan. Unless it is possible to cancel registration and receive a full refund, registration is considered obligated at the time it is completed. That is when the hosting organization accepts your institution's commitment to send a person to the event. To be allowable, the registration must be both obligated and show on the institution's general ledger system for the same fiscal year in which the funds were obligated (year 1 in this example).

Travel costs through June 30 would also be permitted in the first year's Local Plan.

Travel costs that occur in the next fiscal year (July 1 or later) such as hotel, mileage, and per diem may not be included in the current year's plan. Those costs are obligated at the time the travel occurs and may be included in the second year's Local Plan and paid for using Perkins funds as long as the Local Plan is submitted in substantially approvable form prior to the travel occurring. As with all travel, reimbursement for trips crossing fiscal years is contingent upon plan approval. Trips that are bundled and advertised for one all-inclusive price should be itemized if possible, to ensure that pre- payment of costs such as lodging and food are not paid for in year one. If there is an issue with this, please contact the Perkins Plan Manager for further guidance.

This same procedure would apply to out-of-state travel that spans multiple years as well. For out-of-state travel, ALL required travel details would be required to be included in the Local Plan at the time of submission for the travel to be an allowable use of Perkins funds.

At the state level, for Local Plan Perkins funding purposes, CCCS separates travel into the following categories:

DESCRIPTION OF TRAVELER(S)	EXTENT OF TRAVEL	PRE-APPROVAL BY CCCS THROUGH THE CTE ONLINE SYSTEM REQUIRED AND EXTRA INFORMATION NEEDED
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Personnel: faculty, teachers, administrators, etc.	In-state	Should be a logical action step within a Funded Project that addresses the first project objective in the Funded Project where the travel action step description is located.
Personnel: faculty, teachers, administrators, etc.	Out-of-state	<p>**Specific details must be approved at least 15 days prior to departure:</p> <p>Name & website of event, location, dates, how travel improves CTE programs, and how travel helps address performance metrics.</p> <p>The action step description should specify how the event provides professional growth and how it supports the first Project Objective of the Funded Project where the action step description is located.</p>
Students	Field Trips	Travel needs to occur within the school day timeframe and should include a classroom type activity (assignment, report, fact-finding worksheet, reflection paper, etc.)

Note: Perkins funds may not be used for out-of-country travel.

Note: Perkins funds may not be used to fund student travel costs to CTSO activities.

Appendix C: General Allowable & Unallowable Perkins Costs and Activities

Allowable Costs/Activities	Unallowable Costs/Activities
<p>*Administrative Costs</p> <p>Advertising to recruit personnel</p> <p>Advisory councils</p> <p>Audit costs in accordance with the Single Audit Act (OMB Circular A-133)</p> <p>Career guidance and counseling</p> <p>Communication costs (telephone, postage, fax, etc.)</p> <p>CTSO competitive events faculty / chaperone travel (not recommended)</p> <p>Education programs for personnel to stay current with all aspects of industry</p> <p>**Equipment for instruction (includes leasing, purchasing, upgrading, adapting)</p> <p>Employee morale, health, and welfare costs</p> <p>*Indirect Costs</p> <p>Legal expenses for administration of the Perkins award</p> <p>Maintenance, operations and repairs</p> <p>Materials and supplies</p> <p>Meetings and conferences to provide or gain technical information directly relevant to the grant</p> <p>Membership in business, technical, and professional organizations</p> <p>Mentoring and support services</p> <p>Personnel costs (salaries, wages, and fringe benefits)</p> <p>Professional and consultant services</p> <p>Professional development/training</p> <p>Publication and printing costs</p> <p>Rental costs of buildings and equipment</p> <p>**Scholarships and student aid costs for special populations</p> <p>**Specialized service facilities</p> <p>Student assessment costs to assess pre/post performance and growth</p> <p>Subscriptions to business, technical, and professional periodicals</p> <p>Travel Costs (**Out-of-state travel)</p>	<p>*** Accreditation Costs</p> <p>ACTE policy seminar</p> <p>Activities for students younger than 7th grade</p> <p>Advertising and public relation costs (includes memorabilia and displays)</p> <p>Alcoholic beverages</p> <p>Alumni/ae activities</p> <p>Bad debts (losses from uncollectable accounts)</p> <p>Capital expenditures (general purpose equipment, buildings, land improvements) Cash</p> <p>Equivalents (i.e. gift cards)</p> <p>Commencement/convocation costs</p> <p>Contingency provisions</p> <p>Contract/award with suspended and debarred parties (see Administrator's Handbook)</p> <p>CTSO competitive events student travel</p> <p>Donations and contributions</p> <p>Entertainment (amusement and social activities)</p> <p>Expenditures that supplant (see Administrator's Handbook for definition)</p> <p>Fines and penalties</p> <p>Fundraising</p> <p>Goods or services for personal use (including gifts)</p> <p>Greenhouses</p> <p>Housing and personal living expenses for faculty</p> <p>Incentive for business relocation</p> <p>Labor relations costs</p> <p>Legal expenses for criminal proceedings and claims against the federal government</p> <p>Lobbying</p> <p>Losses on other sponsored agreements or contracts</p> <p>Membership in civic or community organizations</p> <p>Membership in country club, social, or dining clubs</p> <p>Membership in lobbying organizations</p> <p>Pre-award costs</p> <p>Program costs for CCCS approved Middle School level CTE Programs</p> <p>Religious worship, instruction, or proselytization</p> <p>Student certification costs unless as part of an assessment development process</p> <p>Travel out of the country</p>

* The aggregate "direct administrative and indirect costs" cannot exceed 5% of the allocation; the indirect cost portion cannot exceed the recipient's negotiated rate. WIOA Infrastructure costs paid by postsecondary recipients may not exceed 5% of the grant and would reduce the funds available for direct or indirect administrative costs.

** Expenditures only allowable after pre-approval by the Perkins Plan Manager through the Local Plan or direct approval.

*** Accreditation costs may be allowed in rare circumstances – contact Perkins Plan Manager for further discussion.

Note: All costs must relate to approved high school and postsecondary Career and Technical Education programs and the students, teachers, and administrators they serve.

Appendix D: Board Policies

Board Policies are created and administered by the SBCCOE to assist with the oversight and management of CCCS. Several SBCCOE policies are relevant for CTE administrators and can be accessed and reviewed by clicking on the relevant links.

Board Policies:

[BP 9-30 Approval of Education Programs](#)

[BP 9-40 Associate Degree and Program Designations and Standards](#)

[BP 9-41 Basic Skills Assessment](#)

[BP 9-42 Credit for Prior Learning](#)

[BP 9-47 Review of Existing Programs BP 9-71 Transfer of Credit](#)

[BP 9-72 Transfer of postsecondary credits from Area Vocational Schools to Community Colleges](#)

System President's Procedures:

[SP 9-41 Basic Skills Assessment](#)

[SP 9-42 Credit for Prior Learning](#)

[SP 9-47 Program Review and Evaluation](#)

[SP 9-71 Community College Course Numbering System](#)

[SP 9-72 Transfer of postsecondary credits from Area Vocational Schools to Community Colleges](#)

Appendix E: Perkins Program Income

Consistent with 2 CFR 200.80, “program income” means gross income earned by the recipient or sub recipient that is directly generated by a federally supported activity or earned as a result of the award during the grant period. This can include, but is not limited to, income from fees for services performed.

The United States Department of Education (the Department) has carefully reviewed the three options of deduction, addition, and/or cost-sharing in the context of formula grant programs such as Perkins and has determined that only the addition and/or cost-sharing options apply to eligible recipients and sub recipients. The deduction option, as described in 2 CFR 200.307(e)(1) does not apply because the allotment of funds to eligible recipients and sub recipients is based on a statutory formula, in the case of Perkins IV under sections 131 and 132, and program income funds may not be deducted from those allocations without undermining the statutorily required formula.

Appendix F: Perkins Public Announcements

There are special conditions for disclosing federal funding in public announcements.

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all recipients shall clearly state:

1. The percentage of the total costs of the program or project which will be financed with Federal money;
2. The dollar amount of Federal funds for the project or program; and
3. Percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Public Law 110-497.

Appendix G: Administrators' Handbook Revision Matrix

CCCS has developed a Revision Matrix as a reference to guide and assist recipients in finding all changes, additions and deletions to the CTE Administrators' Handbook. Recipients are encouraged to consistently refer to the Revision Matrix to help facilitate and manage changes in administering CTE programs in Colorado.

Effective Date	Reference	Description
July 2019	All	Notice that due to passage of Perkins V in 2018, FY20 will be a transition year to the new law. As such, mid-year guidance changes may be made to Administrators' Handbook and also issued by CCCS outside of the Handbook during the transition year.
July 1, 2018	Section V, B	Clarification around extra duty pay, reportable time for credentialed staff who are not CTE instructors, and contract costs for CTA
July 1, 2018	Section V, C	Clarification around consortium participation requirements and introduction of secondary competitive reserve grants for Perkins
July 1, 2018	All	Clarification on BOCES offering CTE Programs
July 1, 2018	All	Calendar dates updated.
July 1, 2018	Section III	Added update on ACE re-design, including identification of new CIP code for all ACE programs.
July 1, 2017	All	Calendar dates updated.
July 1, 2017	Section III	Added update on ACE re-design, including identification of new CIP code for all ACE programs.
July 1, 2017	Section V, B 2.03	Changed how contact hours are calculated and clarified that contract costs for CTA will consider the lowest contact hours at a high school.
July 1, 2017	Section V, C	Perkins sections updated – Voucher 1 due by January 15; substantially approvable plan clarified; postsecondary recipients must submit indirect cost rate documentation annually; added example to Appendix B; and changes to Appendix C.
July 1, 2016	All	Added ACE Program redesign statement added throughout handbook.
July 1, 2016	Section V, B2	Clarified that a DCTS Principal is required to hold CTE Director credential in order to qualify as a DCTS

July 1, 2016	Section V, C18	Removed old OMB and EDGAR with new Uniform Administrative Requirements. Added that equipment cannot be revised if already claimed on a voucher.
July 1, 2016	Section V, Part C	Revised section to reflect OCTAE monitoring requirements for recipient input on state targets, local improvement plans, and local plan language.
July 1, 2014	Section I	Added new item 5.0 Compliance to provide guidance on assisting recipients that that struggle with accurate and timely reporting.
July 1, 2014	Section II	Updates to Secondary and Postsecondary CTSOs
July 1, 2014	Section IV	Clarified allowability of postsecondary instructors with a Full-time Credential to teach part-time.
July 1, 2014	Section V, Part A & B	Added clarifying language throughout CTA section based on training questions and audit findings.
July 1, 2014	Section V, Part C 20	Adjusted definition of a student for tutoring purposes.
July 1, 2014	Section VIII	Revised to reflect changes in practice and updated federal guidance.
July 1, 2013	Section IX	Clarification that Board approval of Handbook no longer needed with 13-14 version moving forward.
July 1, 2013	Section III	Expanded to include Alternative Cooperative Education (ACE) policies.
July 1, 2013	Section VI	Revised data reporting section for 2013-2014 reporting year. Is first year that VE-135 middle school enrollment will be collected.
July 1, 2013	Section IV	Revised entire credentialing section.
July 1, 2013	Appendix B	Amended Perkins grant travel policies.
July 1, 2013	Appendix C	Revised Perkins allowable and unallowable costs and activities.
June 30, 2013	Section V C20	Updated Voucher processing section. Added clarifications on Required Vouchers, Indirect Cost Recovery, and Tutoring Expenses
January 21, 2013	Section II	Updated link to CDE credentialing site in 3.10 Qualified & Credentials Instructors
January 21, 2013	Section V Part B CTA	Increased the CTA reportable administrative cost percentage from 5% to 6% and the DCTS reportable administrative cost percentage from 15% to 16%; Web link to CTA resources updated

January 21, 2013	Appendix A	Completely new
July 1, 2012	Section IX	Updates to section owners table
July 1, 2012	Section VI	Revised data reporting section for 2012-2013 reporting year.
July 1, 2011	Section II	May 15 th deadline for submission of renewals or new programs for approval by end of fiscal year (June 30)
July 1, 2011	Section II	Renewals not submitted within 90 days will be returned to prior approved state and status
July 1, 2011	Section II	Modifications to program renewal criteria
July 1, 2011	Section II	Clarification of permissive use of Perkins funds through secondary and postsecondary programs for middle school students
July 1, 2011	Section II	Expanded Specific Program Requirements and Quality Indicators with additional program areas and revised FCS area
July 1, 2011	Perkins	Clarification retention of equipment information forms
July 1, 2011	Perkins	Clarification to obligation of Perkins funds
July 1, 2011	Perkins	New initial local improvement plans
July 1, 2011	Advisement course	Clarification on program approval requirements for advisement courses
July 1, 2011	Section III	Specific Program requirements new section
July 1, 2011	Section V part 20	At least 3 vouchers must be submitted for recipients that receive \$100,000 or more
July 1, 2011	Section V part B	Clarification on how to claim paraprofessionals and academic instructors who do CTE professional development
July 1, 2011	Section II	For a course to be claimed for CTA it must appear on the program approval
July 1, 2011	Throughout	Name change from Mesa State College to Colorado Mesa University
July 6, 2011	General information	Add CMC to list of CCCNS exempt institutions
July 6, 2011	CTA	Change benefits amount claimable from 28% to 30%
July 6, 2011	CTA	Clarification about how to determine contact hours per credit when there is no policy.
July 1, 2011	Data Reporting	New section

July 1, 2011	CTA	Added language to exclude teaching assistant courses from CTE percent calculations
July 1, 2011	Appendix C	Middle school programs exclusion and CTSO exclusion
April 6, 2011	Program approvals	Added middle school programs section
July 1, 2011	Credentialing	Added language at the secondary level that credentials are not effective retroactively for audit purposes
July 1, 2011	Section V Part B	Added language to include DCTS administrative costs
July 1, 2011	Section V Part C19	For award packet submissions – all districts that are members of a consortium need to submit a Civil Rights assurance form, and either an A-133 single audit or audit exemption form.
July 1, 2010	Section V part C1	Perkins records retention clarification.
July 1, 2010	Section V Part B	Added language to CTA substitutes to allow CTE related absences to be claimed at 100%.
July 1, 2010	Section II	Guidance on what to do with a program without credentialed instructors
July 1, 2010	Credentialing	Amend definition of a valid credential to include people who have held a credential for any part of the fiscal year.
July 1, 2010	Calendar, Perkins vouchers	Final Perkins vouchers are due the last working day in August.
July 1, 2010	Section II	Program Approval - new
July 1, 2010	CTA	Added information about closing a program
July 1, 2010	Section III	Completely new
July 1, 2010	Appendix B	Updated for FY10 reporting
July 1, 2009	Appendix C	Deletion and Editing of Allowable Costs/Activities. Deleted from allowables: Depreciation and use allowances, Reconversion costs, Routine homeland security costs. Clarified Rearrangement & alteration costs to apply only to those costs that do not add capital value.
March 3, 2010	Old Appendix E	VE-135 extension request form was removed from the handbook and will be available on the CCCS website under training materials for VE-135

July 1, 2009	Appendix E	New Appendix to explain Perkins rules regarding Program Income
July 1, 2009	Appendix F	New Appendix to explain Perkins rules regarding Public Announcements.
July 1, 2009	Section IV part A	Amended secondary credentialing to reflect change in issue body from CCCS to CDE
July 1, 2009	Section IV part B	Separated out postsecondary credentialing from secondary credentialing.
July 1, 2009	Section IV part B	Secondary credentials can be honored at the postsecondary level
July 1, 2009	Section V part C10	New policies included: reserve funds must be spent on requirements, cannot select an expired program in a funded project.