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How to Use This CTE Administrators’ Handbook

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 Casey Sacks casey.sacks@cccs.edu or Juliey Eddy at julie.eddyt@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, CTA administration, Perkins administration and data collection and reporting. 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.

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.

**PROCESS POINT GUIDANCE**

**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...
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. A flow chart is provided that indicates the general process point (with shading) and the specific process point (with *italics*).
<table>
<thead>
<tr>
<th>Mon</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul</td>
<td>1</td>
<td>Open new fiscal year</td>
</tr>
<tr>
<td>Jul</td>
<td>15</td>
<td>CCCS posts 1st Perkins Grant Award Notice</td>
</tr>
<tr>
<td>Aug</td>
<td>last business day of the month</td>
<td>Deadline for submission of Perkins Prior Fiscal Year Final Voucher to CCCS</td>
</tr>
<tr>
<td>Sep</td>
<td>1</td>
<td>Deadline for submission of CTA prior fiscal year final financials due</td>
</tr>
<tr>
<td>Sep</td>
<td>30</td>
<td>Deadline for submission of Perkins Local Plans to CCCS</td>
</tr>
<tr>
<td>Oct</td>
<td>1</td>
<td>CCCS begins distribution of Perkins Award Packets with 2nd Grant Award Notices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCCS begins accepting signed Perkins Award Packets with 2nd Grant Award Notices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCCS begins posting of Perkins Voucher 1 to CTE Online Accounts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCCS begins accepting Perkins Voucher 1</td>
</tr>
<tr>
<td>Nov</td>
<td>15</td>
<td>CCCS completes distribution of Perkins Award Packets and 2nd Grant Award Notices</td>
</tr>
<tr>
<td>Dec</td>
<td>1</td>
<td>Deadline for submission of Perkins Award Packets with 2nd Grant Award Notices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCCS completes posting of Perkins Voucher 1 to CTE Online Accounts</td>
</tr>
<tr>
<td>Dec</td>
<td>31</td>
<td>Deadline for submission of Perkins Voucher 1 to CCCS</td>
</tr>
<tr>
<td>Dec</td>
<td>31st aprx.</td>
<td>CTA 1st and 2nd quarter payments distributed</td>
</tr>
<tr>
<td>Jan</td>
<td>15th aprx.</td>
<td>CCCS posts Perkins Initial Local Improvement Plans to Recipients’ Local Plans if Performance Metrics Deficiencies exist with most recent data</td>
</tr>
<tr>
<td>Jan</td>
<td>25+4th aprx.</td>
<td>CCCS posts Perkins Intent to Participate Letters to CTE Online Accounts</td>
</tr>
<tr>
<td>Feb</td>
<td>15th aprx.</td>
<td>Deadline for submission of Perkins Intent to Participate Letters (4 weeks after posted) to CCCS</td>
</tr>
<tr>
<td>Mar</td>
<td>1</td>
<td>CCCS begins hosting “Friday Work Sessions” for Perkins Local Plans</td>
</tr>
<tr>
<td>Mar</td>
<td>1st aprx.</td>
<td>CTA training workshops begin</td>
</tr>
<tr>
<td>Mar</td>
<td>30</td>
<td>Deadline for submission of VE-135 Follow Up data to CCCS</td>
</tr>
<tr>
<td>Mar</td>
<td>31st aprx.</td>
<td>CTA 3rd quarter payments distributed</td>
</tr>
<tr>
<td>Apr</td>
<td>30</td>
<td>CCCS posts Initial Award Estimates for next fiscal year to CTE Online Accounts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCCS posts Performance Metrics Reports for prior fiscal year to CTE Online Accounts</td>
</tr>
<tr>
<td>May</td>
<td>1</td>
<td>Deadline for submission of Perkins Budget Revisions to CCCS</td>
</tr>
<tr>
<td>May</td>
<td>15</td>
<td>Deadline for submission of Perkins voucher 2/3 for recipients with awards of $100,000 or more</td>
</tr>
<tr>
<td>Jun</td>
<td>30</td>
<td>Close fiscal year</td>
</tr>
<tr>
<td>Jun</td>
<td>30th aprx.</td>
<td>CTA 4th quarter payments distributed</td>
</tr>
<tr>
<td>Jul</td>
<td>10</td>
<td>Deadline for submission of VE-135 enrollment data to CCCS (excludes postsecondary data from System colleges, Aims, CMC, WCCC, Pickens Tech, Delta Montrose, and Emily Griffith)</td>
</tr>
</tbody>
</table>

Deadlines for educational 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 or inputs outside of our control.
Section I: General Information

1.0 Organizations

Colorado Department of Higher Education

By coordinating policy and state resources for the state’s 2728 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 Coloradans. 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 please click here: [http://highered.colorado.gov/](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) 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 and Colorado Mesa University’s Western Colorado Community College.

SBCCOE delegates to the CCCS president 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 president, the 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 [www.cccs.edu](http://www.cccs.edu).
2.0 Legislation

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

The Carl D. Perkins  Vocational-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 each year.

CCCS administers the Perkins Act. The Vice President for Academic and Student Affairs at the CCCS is the state director responsible for fulfilling the purposes of the Act. The Vice President 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

2.02 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 administrating CTA to CCCS.

3.0 Postsecondary Institutions

3.01 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.

3.02 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)

3.03 Area Vocational Schools/Technical Colleges
Section 23 60 103, C.R.S. defines area vocational schools/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/area vocational school (AVS) in conformity with standards established by the State Board. The four-three area vocational schools/technical colleges are:
3.04 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.

4.0 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.

<table>
<thead>
<tr>
<th>Secondary</th>
<th>Federal</th>
<th>State</th>
<th>Formula</th>
<th>Discretionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Technical Act</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl D. Perkins Career &amp; Technical Education Act of 2006</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Postsecondary</td>
<td>Federal</td>
<td>State</td>
<td>Formula</td>
<td>Discretionary</td>
</tr>
<tr>
<td>COF (College Opportunity Fund)/Fee for Service</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System Community Colleges</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local District Colleges</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area Technical Colleges</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customized Training - Colorado 1st</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado Existing Industry Training</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl D. Perkins Career &amp; Technical Education Act of 2006</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Section II: CTE 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.

1.00 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 Statues 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 http://ctep.cccs.edu/energizer/progappr/login.jsp.

Eligible institutions to seek program approval include:

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, Vocational Schools (AVS), also called Area Vocational Schools (AVS)-Technical Colleges, 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.

2.00 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.
Program Approval

Section II

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 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 Dean of Career & Technical Education.

All active programs are required to meet annual VE-135 student enrollment and follow-up reporting requirements. This reporting is required for both program renewals and CTE funding. ( Corrections Exception see 2.12, 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 desktop 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.
2.11 Program Approval Status Management

2.12 Program Revisions

Note: 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.

If a program open for revision is not modified or submitted for review by the user for 90 days prior to June 1 it will be returned to its prior approved state and status.

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 revise the program.

2.13 Program Renewal Guidelines

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. In order to allow for official approval at all levels the renewal or new program must be submitted to CCCS no later than May 15. 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) If a program open for renewal that is not modified or submitted for review by the user for within 90 days prior to June 1, it will be returned to its prior approved state and status. If program approval was not renewed by June 30, the program will be closed.

3) All of the information previously submitted and approved will be presented for confirmation and/or update; program location and changes to the first two digits of the CIP number may not be made.

4) 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 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.
5) 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 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.

1. **Steady, sufficient enrollment or increased enrollment**
   - **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
   - **No** -
     - If the total enrollment declines over 5 year period is more than 30%
     - or 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**
   - **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
   - **No** -
     - If the completion rate declines over 5 year 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**
   - **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
   - **No** -
     - If the Total Positive Placement rate declines over 5-year period is more than 30%
     - or 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

- Yes -

i. Steady or increased enrollment
   - Total enrollment over the period remains the same, increases or the decline is no more than 30% and total enrollment between period years remains the same, increases or the decline is no more than 30%.

ii. Steady or increased completion rate
   - Completion rate over the period remains the same, increases or the decline is no more than 30% and completion rate between period years remains the same, increases or the decline is no more than 30%.

iii. Steady or increased continuing education and/or related employment placement rates of program completers
   - Placement rate over the period remains the same, increases or the decline is no more than 30% and placement rate between period years remains the same, increases or the decline is no more than 30%.
   - Respondent rate over the period remains the same, increases or the decline is no more than 30%.

iv. Favorable comparison with general institution population—special populations, students with disabilities & nontraditional students enrollment rate
   - The system will compare five year average program enrollment rates by sub population to school(Sec.)/institution(PS) five year enrollment rates by sub population; all program to school(Sec.)/institution(PS) comparisons must be positive, or if negative, the variance must be no more than 30%.

v. Favorable comparison with like programs in like institutions—completion rate
   - The system will compare the program's five year average completion rate to the program's statewide five year average completion rate; the variance must be positive or if negative, it must be no more than 30%.

vi. Favorable comparison with like programs in like institutions—placement rate
   - The system will compare the program’s five year average of related placement and continuing education rates to the program's statewide five year average of related placement and continuing education rates; the variance must be positive, or if negative, it must be no more than 30%.
   - The system will compare the program’s five year average of respondent rates to the program's statewide five year
Depending on the program’s performance, a program renewal request can result in one of three types of program approval status.

i. CCCOES Board Officially Approved.

ii. CCCOES Board Conditionally Approved (Three-years)

iii. CCCOES Board Conditionally Approved (One-year)

If a program open for renewal is not modified or submitted for review by the user for 90 days prior to June 1, it will be returned to its prior approved state and status. If program approval was not renewed by June 30, the program will be closed.

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.

### 2.14 Program Inactivation

Under certain circumstances, 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.)

In addition to CCCS System staff, users will be able to place a program on Inactive status by choosing this option from the dashboard page if the current program status is Active.

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 or CCCS System staff.

### 2.15 Program Closure

1) Closed by Institution

Under certain circumstances, 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 permanently close the program.

In addition to CCCS System staff, a field user can permanently close a program by choosing this option from the Work Areas page if the current program status is Active or Inactive.

2) 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.

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.

3) 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.

2.16 Conditional Programs

Programs may be given “Conditional” approval if deficiencies exist in program requirements and/or program performance data. 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.

2.17 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 will 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 anytime 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 **inactivate** 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 anytime 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.

### 2.18 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. Other requests will be handled on a first-come, first-reviewed basis.

### 3.00 Secondary Program Approval Requirements

#### 3.01 Employment Potential/Occupational Demand

(Board Rule: CTA 3.1E; State Perkins Plan: Page 17; CRS: 23-8-103 2e)

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.

Colorado Labor Demand Information available at http://lmigateway.coworkforce.com/lmigateway/

#### 3.02 Sufficient Size and Scope

(Board Rule: CTA 3.2I; State Perkins Plan: Page 22; 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;

##### a) 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.

b) Provides Work-Based Learning Experiences

Work-based experiences provide hands-on or realistic experiences for secondary students that relate to the students’ CTE Plan 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)

c) Plan of Study

CCCS believes that Plans 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 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 Plan of Study required per Local Eligible Agency (LEA) for Perkins local plan approval.

Plan of Study assurance is not required for program revisions. Plan of Study Resources:
http://www.coloradostateplan.com/default_cluster.htm

At a minimum each plan 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.

3.03 Technical Advisory Committee
(Board Rule: CTA 3.1C; State Perkins Plan: Page 17; 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 operations. Advisory Committee Handbook:
http://www.coloradostateplan.com/CTE/AdvisoryCommitteeHandbook7-08.pdf

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.

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)

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.

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.

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

**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 Program Director and Dean of Career & Technical Education.

These requirements will take effect July 1, 2010 (or as the Specific Program Requirements are approved) for all new programs. For existing programs, they will be required at time of renewal.

**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 Program Directors and or the Dean of Career & Technical Education 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.

### 3.05 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, 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 ADA.
- 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.

### 3.06 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: www.coloradostateplan.com/content_standards.htm

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 www.coloradostateplan.com/content_standards.htm. 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 Program Director and/or Dean of Career & Technical Education.

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 plan of study, CTE concurrent enrollment courses are allowable for inclusion on a program approval. Instructors of these courses must have a valid secondary CTE credential valid for the area of instruction.

This does not apply to contract programs where students are pursuing a plan 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.

### 3.07 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. Plan Template: [www.coloradostateplan.com](http://www.coloradostateplan.com)

### 3.08 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://www.coloradostateplan.com/articulation.htm](http://www.coloradostateplan.com/articulation.htm)

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.

3.09 Colorado Career and Technical Student Organizations (CTSOs)

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

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), Health Occupation Students of America (HOSA), Technology Student Association (TSA) and Skills USA;

Each secondary 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. Resources: http://www.coloradostateplan.com/ctso.htm

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
- Law, Public Safety, Corrections & Security: HOSA

**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**

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<td>• Journalism &amp; Broadcasting</td>
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<td>• Performing Arts</td>
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<td>• Printing/Publishing</td>
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<td>• Interior Design &amp; Fashion Design</td>
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**Information Technology**

| Information Support and Services | SkillsUSA or TSA |
| Interactive Media | SkillsUSA or TSA |
| Network Systems & Telecommunications* | SkillsUSA or TSA |
| Programming & Software Engineering* | SkillsUSA or TSA |

**Postsecondary & Workforce Readiness**

Alternative Cooperative Education (ACE) Under Development*

FACS CORE & World of Work  | FCCLA

**Other**

Alternative options will be considered under special circumstances. They must receive approval of Program Director and Dean of Career & Technical Education

*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.

This requirement will be effective from July 1, 2009 for all programs at time of renewal.

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.
3.10 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/htm

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. www.coloradostateplan.com

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 Program Director and Dean of Career & Technical Education.

These requirements will take effect July 1, 2010 (or as the Specific Program Requirements are approved) for all new programs. For Existing programs, they will be required at time of renewal.
4.00 Postsecondary Program Approval Requirements

4.01 Employment Potential/Occupational Demand
(State Perkins Plan: Page 17)

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 available at http://lmigateway.coworkforce.com/lmigateway/

4.02 Sufficient Size and Scope
(State Perkins Plan: Page 22; 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

**Note:** Any certificate under 12 semester credits may not qualify a student for financial aid. Any college that offers certificates which may not qualify for financial aid need to put a statement in their catalog stating this fact.

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 Plan 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) Plan of Study**

CCCS believes that Plans 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 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 Plan of Study required per LEA for Perkins local plan approval. Postsecondary programs have two formats to choose from.

Plan of Study assurance is not required for program revisions.

Resources: [http://www.coloradostateplan.com/default_cluster.htm](http://www.coloradostateplan.com/default_cluster.htm)
Secondary to Postsecondary Format

Postsecondary programs are encouraged to collaborate with secondary institutions to create plans 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.

Postsecondary Format

However, they may also use the Postsecondary Plan of Study targeted to adult and other nontraditional students that:

1. Incorporate **credit for prior learning** opportunities;
2. **Align** education path from **certificate, AAS and AGS to baccalaureate degree** (if appropriate) to adequately prepare students to succeed; **Evidence:** Includes opportunities for advanced learning and/or and alignment of instruction to provide a seamless path for students.
3. Include **support structures** available at the institution to assist nontraditional students; **Evidence:** Includes opportunities for financial aid, career counseling and non-traditional student support systems.
4. 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.
4.03 Specific Degree and Course Requirements

a) Associate of Applied Science (AAS) Degree
   The AAS degree information comes from the following State Board policy: http://www.cccs.edu/SBCCOE/Policies/BP/PDF/BP9-40.pdf

   **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 the following State Board policy: http://www.cccs.edu/SBCCOE/Policies/BP/PDF/BP9-40.pdf

   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 Board Policy 9-40, 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. However, where applicable, 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 State Board of Community Colleges and Occupational Education 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, Plan of Study, Facilities, Advisory Committee and data review requirements for approval.

4.04 Technical Advisory Committee
(State Perkins Plan: Page 17)

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://www.coloradostateplan.com/CTE/AdvisoryCommitteeHandbook7-08.pdf

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.
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.

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.

4.05 Facilities

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 Program Director and Dean of Career & Technical Education.

These requirements will take effect July 1, 2010 (or as the Specific Program Requirements are approved) for all new programs. For existing programs, they will be required at time of renewal.

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 Program Directors and or the Dean of Career & Technical Education 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.

4.06 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, 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 ADA.
- 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.

4.07 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. Plan Template: www.coloradostateplan.com

4.08 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.


### 4.09 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:

- **CYFEA** – Colorado Young Farmers Education Association
- **Collegiate FFA**
- **PAS** – Postsecondary Agriculture Students
- **DEC** – Delta Epsilon Chi
- **HOSA** – Health Occupations Education
- **PBL** – Phi Beta Lambda - Business
- **SkillsUSA** – Trades and Technical Education
- **Other** – Only available under special circumstances. Must receive approval of Program Director and Dean of Career & Technical Education

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.

If a postsecondary institution is operating a secondary program it must meet the CTSO requirements for secondary programs. See - [http://www.coloradostateplan.com/ctso.htm](http://www.coloradostateplan.com/ctso.htm)

### 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 Program Director and/or Dean of Career & Technical Education.

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 Program Director and Dean of Career & Technical Education.

5.00 Middle School CTE Program Approval Requirements

IMPORTANT NOTE:
Middle School 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 continue to utilize Perkins funds for eligible activities for middle school students. [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.].]

5.01 Employment Potential/Occupational Demand

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

5.02 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.

Students must have access to at a minimum one (1) appropriate Plan 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.

In addition, programs must provide access to and assistance with the development of each student’s Individual Career & Academic Plan (ICAP).

5.03 Technical Advisory Committee
(Board Rule: CTA 3.1C; 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 operations. Advisory Committee Handbook:
http://www.coloradostateplan.com/CTE/AdvisoryCommitteeHandbook7-08.pdf

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, it is required that the high school advisory committee provide technical guidance to both the high school and any related middle school programs.

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)

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.

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.

5.04 Facilities
(Board Rule: CTA 3.1D; CRS: 23-8-103 (2d))
Approved 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 Program Director and Dean of Career & Technical Education.

These requirements will take effect July 1, 2010 (or as the Specific Program Requirements are approved) for all new programs. For existing programs, they will be required at time of renewal.

**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. [www.osha.gov](http://www.osha.gov)

NOTE: CCCS Program Directors and/or the Dean of Career & Technical Education 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.

### 5.05 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, 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 ADA.
- 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.

### 5.06 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. These standards are available at: www.coloradostateplan.com/content_standards.htm

NOTE: Currently Middle School specific standards are under development for Family and Consumer Sciences and Technology Education. Middle School Programs will be aligned to these standards as they are approved or aligned to appropriate high school standards.

g)h) 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.

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.

5.07 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. Plan Template: www.coloradostateplan.com

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

5.09 Colorado Career and Technical Student Organizations (CTSOs)
(Board Rule: CTA 3.1F; CRS: 23-8-103 (2d))
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), Health Occupation Students of America (HOSA), 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. Resources: http://www.coloradostateplan.com/ctso.htm

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
- Law, Public Safety, Corrections & Security: HOSA

**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 or TSA
- Transportation, Distribution & Logistics: SkillsUSA or TSA

**STEM, Arts, Design & Information Technology**
- STEM: SkillsUSA or TSA
- Arts, A/V Technology and Communication: SkillsUSA or TSA
  - Audio/Video Technology & Film: SkillsUSA or TSA
  - Journalism & Broadcasting: FBLA, SkillsUSA or TSA
  - Performing Arts: Under Development*
  - Printing/Publishing: SkillsUSA or TSA
  - Visual & Design Arts: SkillsUSA or TSA
    - Interior Design & Fashion Design: FCCLA
- Information Technology
  - Information Support and Services: SkillsUSA or TSA
  - Interactive Media: SkillsUSA or TSA
  - Network Systems & Telecommunications*: SkillsUSA or TSA
  - Programming & Software Engineering*: SkillsUSA or TSA

**Postsecondary & Workforce Readiness**
- Alternative Cooperative Education (ACE) Under Development*
- FACS CORE & World of Work: FCCLA
Other
Alternative options will be considered under special circumstances. They must receive approval of Program Director and Dean of Career & Technical Education.

*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 & 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/htm](http://www.cde.state.co.us/cdeprof/cte/htm)

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.

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. www.coloradostateplan.com

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 Program Director and Dean of Career & Technical Education.

These requirements will take effect July 1, 2010 (or as the Specific Program Requirements are approved) for all new programs. For Existing programs, they will be required at time of renewal.

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. Pilot Year Implementation:
   a. From May 1, 2011 through June 30, 2012, each district may submit up to two middle school program approvals for review and approval as a pilot project with approval granted until June 30, 2012.
   b. By June 30, 2011 CCCS will convene a Middle School CTE Taskforce to:
      i. Review implementation progress and suggest requirement additions and updates
      ii. Make recommendations on approval forms and processes
      iii. Recommend performance metrics for review at point of renewal
      iv. Advise on role of Student Organization in Middle School program.
      v. Conduct a review of existing approved and non-approved middle school programs to identify quality indicators.
      vi. Identify best practices for dissemination
   c. On or before April 30, 2012 CCCS will:
      i. Review and revise requirements taking into consideration any recommendations from the Middle School CTE Taskforce
      ii. Review and revise approval forms and resources
      iii. Plan for implementation beyond the pilot year
Section III: Specific CTE Program Requirements

SPECIFIC PROGRAM REQUIREMENTS & QUALITY INDICATORS

General Description

**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.

**Business and Public Administration**
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**
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**
Marketing programs prepare students for the world of work and help students develop leadership, problem-solving, decision-making, critical thinking, communication, technology and
Specific Program Requirements

Section III

Specific Program Requirements

Section III

Created: Spring 2008; Last Modified: 5/31/2012

1/11/2012

5/31/2012

1/3/2012

1.00 Program Content

2.00 Program Facilities

3.00 Business and Industry Involvement

4.00 Guidance and Counseling

5.00 Student Placement and Follow-up

6.00 Administrative Support

7.00 Assessment

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

A. 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.

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 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.

- 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...
Specific Program Requirements

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 child care 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 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. 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 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. 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 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. Due to the variety of school schedules used across the state, the contact hours for this minimum will range from 120 to 180 hours.
Specific Program Requirements

Section III

- **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 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. 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.

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

1.01 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.

1.02 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.

1.03 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.

* **Marketing** programs is 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 is 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 is 16 to 1.
STEM, Arts, and Information Technology programs is 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.

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

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

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

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

1.08 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.

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

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

1.11 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.

1.12 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.

1.13 Instruction must reflect nondiscriminatory practices at all times.

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

1.15 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.

B. Plan of Study

CCCS believes that Plans 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 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 Administrative Handbook at the following link:

http://www.coloradostateplan.com/admin_handbook.htm

C. Work-Based Learning Experiences

1.18 Work-based 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.

1.19 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.

1.20 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.

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

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

1.23 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.

D. Leadership Development

Leadership development is an integral part of the instructional program.

1.22 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.

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 (see the Administrators Handbook for additional information).

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 Health Occupations Students of America (HOSA). 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).

1.23 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

Business and Public Administration is Phi Beta Lambda (PBL). Health Occupations Science Education is HOSA.
Marketing is Collegiate DECA.
Skilled Trades & Technical Sciences is SkillsUSA

1.24 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.

E. Student Records and Evaluation

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

1.26 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.

1.27 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.

F. Program Instructors

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

1.29 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.

1.30 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)  
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)
Specific Program Requirements

**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

1.31 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:

   a. summer supervision of SAE’s  
   b. management and maintenance of laboratory facilities  
   c. student organization (FFA) activities and events  
   d. involvement in county and state fairs  
   e. advisory committee meetings  
   f. program marketing  
   g. additional responsibilities can be found in the Colorado Agriculture Education Extended Contract Activity Accounting Form

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

2.00 Quality Indicator - 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.

A. Facilities

2.00 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.

2.01 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.

2.02 Specialized equipment to enhance technological advances shall be made a part of the facilities and/or equipment.
2.03 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:

<table>
<thead>
<tr>
<th>Utilization</th>
<th>Suggested Minimum Space Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>120 sq. feet</td>
</tr>
<tr>
<td>Classroom</td>
<td>625 sq. feet*</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>500 sq. feet*</td>
</tr>
</tbody>
</table>

(*) Based upon 25 sq. ft. per student (Classroom – 25, Computer Lab – 20)

For 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.

<table>
<thead>
<tr>
<th>Utilization</th>
<th>Minimum Space Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>120 sq. feet</td>
</tr>
<tr>
<td>Classroom</td>
<td>900 sq. feet (*)</td>
</tr>
<tr>
<td>Classroom/Lab</td>
<td>600 sq. feet</td>
</tr>
<tr>
<td>Classroom Storage</td>
<td>100 sq. feet</td>
</tr>
<tr>
<td>Lab**</td>
<td>150 sq ft/student</td>
</tr>
</tbody>
</table>

(*) Based upon 45 sq. ft. per student
(**) Classroom and laboratory space are physically accessible for individuals with disabilities.

Minimum size standards for FACS education facilities:

<table>
<thead>
<tr>
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<th>Minimum Space Requirements</th>
</tr>
</thead>
<tbody>
<tr>
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<td>120 sq feet</td>
</tr>
<tr>
<td>Classroom</td>
<td>900 sq feet*</td>
</tr>
<tr>
<td>Classroom/Lab</td>
<td>1,300 sq feet</td>
</tr>
<tr>
<td>Classroom Storage</td>
<td>80 sq feet</td>
</tr>
<tr>
<td>Culinary Lab**</td>
<td>93 sq feet per student</td>
</tr>
</tbody>
</table>

*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
Specific Program Requirements

Skilled Trades & Technical Sciences

<table>
<thead>
<tr>
<th>Utilization</th>
<th>Minimum Space Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
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</tr>
<tr>
<td>Classroom</td>
<td>.......................................................... 1200 sq. feet*</td>
</tr>
<tr>
<td>Lab/Training Area</td>
<td>.......................................................... 1500 sq. feet**</td>
</tr>
</tbody>
</table>

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

(*) Based upon 50 sq. ft. per student
(**) Lab provides a minimum safety area for all students

Agriculture

<table>
<thead>
<tr>
<th>Utilization</th>
<th>Minimum Space Requirements</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Classroom</td>
<td>.......................................................... 1200 sq. feet*</td>
</tr>
<tr>
<td>Classroom Storage</td>
<td>.......................................................... 100 sq. feet</td>
</tr>
<tr>
<td>Lab/Training Area (mechanics)</td>
<td>.......................................................... 3000 sq. feet**</td>
</tr>
<tr>
<td>Lab/Training Area (greenhouse)</td>
<td>.......................................................... 1000 sq. feet**</td>
</tr>
<tr>
<td>Lab/Training Area (Head house)</td>
<td>.......................................................... 500 sq. feet</td>
</tr>
<tr>
<td>Lab/Training Area (storage)</td>
<td>.......................................................... 300 sq. feet</td>
</tr>
</tbody>
</table>

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

(**) Agricultural Education labs - 150 square feet per student plus work area for equipment

(*) Based upon 50 sq. ft. per student
(**) Lab provides a minimum safety area for all students

STEM, Arts, Information Technology

<table>
<thead>
<tr>
<th>Utilization</th>
<th>Minimum Space Requirements</th>
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</thead>
<tbody>
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<td>Lab/Training Area</td>
<td>.......................................................... 1500 sq. feet**</td>
</tr>
</tbody>
</table>

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

(*) Based upon 50 sq. ft. per student
**Lab provides a minimum safety area for all students**

B. Equipment and Supplies

2.04 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.

2.05 Commercial equipment and supplies shall be utilized in programs where appropriate.

2.06 An appropriate number of work stations shall be provided for each student enrolled in all programs. Space must be sufficient for students to complete designated tasks and acquire necessary skills.

C. Safety and Housekeeping Practices

2.07 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.

2.08 All safety equipment will be accessible to students and must be operational. Students will be trained in the proper operation of all safety equipment.

2.09 Emergency electrical lockout and tag procedures for all broken or disabled equipment must be provided.

2.10 Eye and body wash stations must be available where required.

2.11 Fire extinguishers (must be updated and maintained within expiration limits) and emergency exits from the facilities are identified and evacuation routes are posted.

3.00 Quality Indicator - 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.

A. 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)

3.00 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.

3.01 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.

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

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.

4.00 Quality Indicator - Guidance and Counseling

The administration and staff should include a guidance and counseling process which provides students with information to make career choices and information regarding available career and technical education programs at secondary and postsecondary levels.

4.00 The faculty and school counselors should implement recruitment procedures to promote student enrollment including minority and non-traditional (gender) students.
Specific Program Requirements

4.01 The program shall provide a catalog/handbook description of the program and the admission process (including requirements/restrictions), and make it available for prospective students.

4.02 The following support personnel should be provided as appropriate: Career and Technical Education Guidance Counselor, Job Development personnel, Supplemental Services personnel, Financial Aid staff (postsecondary programs), etc., to all students in approved CTE programs.

4.03 Individual students should be selected for enrollment in the program based upon their declaration of interest in a career program.

4.04 There shall be a nondiscriminatory student admission policy in use by the faculty and staff.

4.05 Provisions must be made to accommodate students with handicaps or other special education needs.

4.06 Students enrolling in program must have a written Individual Career and Academic Plan (ICAP).

5.00 Quality Indicator - 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.

5.00 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.

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

5.02 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.

6.00 Quality Indicator - 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.
6.01 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.

6.02 The approved budget shall contain, but will not be limited to, the following areas:
   a. Annual staff salary
   b. Staff compensation for duties performed beyond the standard teaching day and the standard teaching year
   c. Facility operation and maintenance
   d. Equipment and material purchase and replacement
   e. Consumable supplies
   f. Staff travel and per diem
   g. Transportation for classroom field trips
   h. Student leadership development activities
   i. Staff in-service education
   j. Instructor professional development

7.00 Quality Indicator # 7-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 assessment 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.

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:

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

**Arts, A/V Technology and Communication:**
- Audio/Video technology and film
- Journalism and broadcasting
- Performing arts
- Printing/publishing
- Visual and design arts

**Business and 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
Specific Program Requirements

- 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
Specific Program Requirements

- 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

STEM
- Research, exploration, and innovation
- Design, development, and application

I. Secondary Family and Consumer Sciences Education

I. Secondary Family and Consumer Sciences Education

SPECIFIC PROGRAM REQUIREMENTS AND QUALITY INDICATORS IN COLORADO SECONDARY FACS EDUCATION

(Revised 2010)

GENERAL DESCRIPTION:
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. All approved Colorado FACS courses are eligible for valid expense reimbursement through the Colorado Technical Act (CTA) and funding through the Carl Perkins Act.

Family and Consumer Sciences education offers pathways in the following areas:

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

Colorado Family and Consumer Science Education approved course offerings:

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 out 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.
Child and Adolescent Development

- One-semester course designed for 10th, 11th, and 12th-graders
- Purpose is to acquire knowledge and understanding of child and adolescent development necessary for strengthening the well-being of children and families.
- Focuses on perspectives of human development, research and theories, understanding and nurturing development, and challenges.

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.

- Statewide articulation agreement with community colleges
- Statewide articulation agreement with community colleges and four year universities

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

ProStart (CIP 19.0505)*

- Two to four-semester program based on the National ProStart curriculum with direct involvement with the Colorado/National Restaurant Association.
Specific Program Requirements

Year one emphasizes culinary management; year two emphasizes hospitality and restaurant management.

**Food Science, Dietetics, and Nutrition (CIP 19.0504)**
- A 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 19.9999)**
- A 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)**
- A 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)**
- A 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)**
- A 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 child-care setting.
- High schools must coordinate with their local community college to offer this course.

**Teacher Cadet (CIP 13.1399)**
- A 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.

**ESSENTIAL PROGRAM STANDARDS:**
1. A credentialed and licensed instructor shall be employed in any approved program.
2. The student leadership organization shall be an integral part of each approved program.

3. All approved programs must be operated under the auspices of a program advisory committee.

4. Approved programs must be offered in accordance with policies and requirements of the Colorado Technical Act and the Colorado Community College System (CCCS) approved program process.

QUALITY INDICATORS

QUALITY INDICATOR #1—PROGRAM CONTENT
Organization and content of instruction are based on a written course of study which 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 competency measures. Documentation is available that the length of instruction is adequate to assure the mastery of skills necessary for entry level employment.

A. Organization of Content of Study

1. Instructional plans will be based on validated competencies and outcomes will be developed, maintained, and utilized which clearly state objectives, activities, resources, and the method of evaluation.

2. Students enrolling in FACS education programs will explore occupational interests in family and consumer sciences.

3. Students enrolling in approved FACS education programs must be at least in the ninth grade. It is recommended that enrollment in the FACS specific occupational programs (ProStart, Early Childhood Education, Teacher Cadet) be accessible to only 11th and 12th graders.

4. Career information, entrepreneurship and job seeking skills shall be integrated into the curriculum.

5. Leadership development activities will be an integral part of the instructional program.

6. Instructional materials are up-to-date and technically accurate and are free of discriminatory concepts.

B. Five Year Plan

1. 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

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2. The five-year plan will be revisited and updated as necessary on an annual basis.

**C. Plan of Study**

1. CCCS believes that Plans 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 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 Administrative Handbook at the following link: http://www.coloradostateplan.com/admin_handbook.htm

2. At a minimum each plan of study must:
   a. Incorporate secondary education and postsecondary education elements; **Evidence:** Includes secondary course sequence and related postsecondary certificate and degree programs.
   b. Align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; **Evidence:** Includes opportunities for recognition for advanced learning and/or alignment of instruction to provide a seamless path for students.
   c. Include the opportunity for secondary education students to acquire postsecondary education credits; **Evidence:** Includes opportunities for recognition for advanced learning if available.
   d. 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.

**D. Student Records and Evaluation**

1. Individual student files/ICAPs shall be maintained for appropriate FACS programs (Catering; Culinary Arts/Food Production; Early Childhood Education; Fashion Design and Merchandising; Food Science, Dietetics, and Nutrition; Interior Design; ProStart; Teacher Cadet; World of Work) and may include the following components:
   a. student long-term educational plans
   b. student data sheet
   c. student occupational interest objective
   d. student achievement of competencies
   e. work-based experience reports

2. A criterion referenced evaluation system (based on predetermined competencies/outcomes and/or objectives) will be used to measure student progress.

**E. Work-Based Experiences**

1. Opportunities exist for students to participate in work-based learning experiences. Work-based experiences provide hands-on or realistic experiences for secondary and postsecondary students relating to the students’ CTE program of study. The term "work" relates to more formal types of experience, e.g. cooperative education or internships, as well as informal work experience such as simulations and laboratory methods.
Specific Program Requirements

Section III

a. Cooperative Education—Cooperative education is a method of instruction of vocational education for individuals who, through written cooperative agreements between school and employers, receive vocational 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. The cooperative education component is sponsored by the educational institution and delivered in cooperation with local business and/or any governmental organization or agency through specialized in-school instruction provided by qualified teachers and on-the-job training.

c. The sponsoring educational institution and the employer will cooperatively develop a written training agreement, which includes a plan for the expected achievements of the student during on-the-job training experiences.

d. Requirements of all cooperative education (work-based learning) experiences:
   - The student is directly supervised by a CTE endorsed instructor and on-site employer
   - Students must be a completer of or concurrently enrolled in an approved CTE program
   - Individualized training plan will include general work-based competencies and specific occupational competencies in the student’s related CTE pathway
   - The individualized training plan will be developed and evaluated in collaboration with a vocational credentialed instructor in the student’s occupational area
   - The student is assigned specific activities/projects and is indirectly supervised by the employer
   - To earn one credit in a semester, a student should work an average of 15 hours a week.

e. Clinical Internship—Clinical internships are generally used in a health occupations program which provides a non-paid supervised work experience at a health care facility under the supervision of a credentialed health occupations instructor. For credit purposes, 45 hours of on-site work is equal to one credit hour.

f. Internship—An internship is an optional component of any CTE program which is designed to provide experience with on-the-job activities or projects which are directly related to the students’ field of study. An internship may be paid or non-paid.

g. Simulation—A simulation provides a realistic representation of a workplace environment and/or situations where students role-play employee functions and activities. A simulation may be computer-based or classroom activities.

h. School-Based Enterprise—A school-based enterprise is where an actual business is conducted within a school. Services can be provided to school members and/or to the community at large.

i. Laboratory Method—The laboratory method engages students through problems so that students learn knowledge and skills through an inquiry process based on
authentic situations. For credit purposes, 30 hours of lab work is equivalent to one credit hour.

j. Portfolio—A portfolio can include attendance documentation, observation forms, enrichment journal, extended learning experience reflective essay and professional dispositions personal evaluation related to the course material and outside experiences.

2. Students that are enrolled in the FACS CORE or the Teen Parenting program are not required to participate in work-based experiences.

3. Students are engaged in work-based experiences which are related to their occupational objective. The instructor maintains written records of the formal training agreement and training plan which included essential competencies and experiences that the student is to acquire during the work-based experience.

4. Instructors shall be provided one period each school day to make on-site visits to the place of employment/internship to provide one-on-one instruction with the student. Appropriate compensation (including travel costs) shall be provided for work-site visits beyond school hours.

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

F. Leadership Development

1. 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).

a. The RULES OF THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION UNDER THE COLORADO VOCATIONAL EDUCATION ACT 8 CCR 1504-2 require that at a minimum an approved program must “provide leadership training opportunities by establishing and maintaining all appropriate vocational student leadership organizations as listed herein, or such other leadership organization as may be approved by the Board in special circumstances:—DECA, Future Business Leaders of America, FFA, Family, Career and Community Leaders of America (Consumer and Occupational), Health Occupations Students of America, Skills USA and Technology Students of America”.

2. Approved curriculum will include instruction in leadership training and development for all secondary FACS education students.

3. FACS education instructors will encourage and assist all students to participate in leadership activities and to obtain recognition beyond the local level.

4. The leadership instructional program must be advised and delivered by the credentialed FACS education instructor who is employed to operate the approved program.
5. If a program chooses to hold only a Local FCCLA organization (does not have State or National affiliation) they must demonstrate the establishment and maintenance of the local student organization. All documents on file for audit purposes.
   - The program has a local student organization.
   - The program has a constitution and/or bylaws
   - The program has elected officers
   - The program has a Program of Work
   - The program has minutes of meetings
   - The program has agendas of meetings
   - The program has a list of the current membership.

G. Secondary Instruction
1. The secondary instructional pathway will be a minimum of two semesters or 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.
2. Specific time requirements for the instructional program(s) are not applicable if a competency-based instructional format has been implemented. In such cases, the program advisory committee must verify that the length of instruction is adequate to assure the mastery of skills.
3. Units of instruction are appropriately sequenced to facilitate maximum student learning.
4. For completion status, a student must complete two of the five CORE semester courses (Teen Choices, Life Management, Relationships, Child and Adolescent Development, and Nutrition and Wellness) or one full year/two semesters of an Occupational course.

G. Program Instructors
1. Secondary instructors will hold all necessary credentials, license and/or authorizations as required by the Colorado Department of Education (CDE). Postsecondary instructors will hold all necessary CTE credentials as required by the State Board for Community Colleges and Occupational Education (SBCCOE).
2. The instructor is engaged in a continuing professional development program, planned with the assistance of the local school administration and CCCS staff.
3. The program instructor is encouraged to be actively involved in professional teacher organizations related to their teaching area, i.e. Colorado Association Teachers of Family and Consumer Sciences (CATFACS); Colorado American Association of Family and Consumer Sciences (CAFCS).
4. A student teacher ratio of 25 to 1 is desirable for FACS Education Core classes and a ratio of 20 to 1 for all FACS Occupational courses unless otherwise specified by lab space.

QUALITY INDICATOR # 2—PROGRAM FACILITIES
The local education agency shall provide career and technical education programs with facilities to assure safe, orderly, and quality instruction to meet each program’s objectives. The appropriate state supervisors shall be consulted regarding plans for new and remodeled facilities.
The instructional environment for FACS 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 “hands-on” learning. Effective housekeeping and safety practices will be an integral part of the training of each student.

A. Facilities
   1. The classroom, shop, laboratory, office, and storage room(s) shall be a cohesive unit and be primarily dedicated to the operation of a quality FACS education program.
   2. Facilities will meet the required safety standards and will be maintained in an orderly, clean, safe, and attractive condition. Programs must be in compliance with OSHA standards and safety requirements.
   3. Specialized equipment to enhance technological advances shall be made a part of the facilities and/or equipment
   4. Adequate walk-in storage shall be provided in the classroom.
   5. The following are the minimum size standards for FACS education facilities.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Minimum Size Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>120 sq feet</td>
</tr>
<tr>
<td>Classroom</td>
<td>900 sq feet*</td>
</tr>
<tr>
<td>Classroom/Lab</td>
<td>1,300 sq feet</td>
</tr>
<tr>
<td>Classroom Storage</td>
<td>80 sq feet</td>
</tr>
<tr>
<td>Culinary Lab**</td>
<td>93 sq feet per student</td>
</tr>
</tbody>
</table>

*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

B. Equipment and Supplies
   1. Tools, equipment, and supplies will be modern and comparable to those currently used in the industry. Maintenance and service records are on file and an up-to-date inventory is maintained.
   2. Commercial kitchen equipment and supplies shall be utilized in culinary programs where appropriate.
   3. One work station (that may include a sewing machine, one tote tray, and cutting area) will be provided for each student enrolled in the Fashion Design and Merchandising program. A fitting room with closure and hanging storage shall be provided for the classroom.

C. Safety and Housekeeping Practices
   1. Instruction in safety and assessment of safe practices will be provided in advance of involvement in any laboratory work or other hazardous activities.
   2. All safety equipment will be accessible to students and operational. Students will be trained in the proper operation of all safety equipment.
3. Fire extinguishers are fully charged and bear evidence of being inspected annually.

4. Safety rules are posted in appropriate locations and are enforced.

D. Early Childhood Education Facilities

1. Early Childhood Education (ECE) facilities must be licensed by the Colorado Department of Human Services.

2. Laboratory space meets state requirements.

QUALITY INDICATOR # 3—BUSINESS AND COMMUNITY INVOLVEMENT

FACS education instructors will utilize program advisory committees to effectively establish, operate, and evaluate their FACS programs. The business-industry-school linkages developed through program advisory committees are of paramount importance for effective programs. The program advisory committee will formulate recommendations to local school administrators, instructor(s), and the local vocational education advisory council. (Board Rule: CTA 3.1C; State Perkins Plan: Page 17; CRS: 23-8-103 c) 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.

A. Advisory Committee must:

1. Include 51% of voting members from related business and industry occupations

2. Include an educational administrator, a counselor and/or a special population’s representative.

3. Include membership representative of both genders and reflective of the ethnic diversity of the community.

4. Each Committee must:

   a. Meet a minimum of two times annually (Electronic meetings are acceptable)

   b. 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.

   e. 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. The program advisory committee membership will be representative of a cross-section of the family and consumer sciences industry in the local community.

6. The program advisory committee will function under written guidelines and/or operating procedures approved by the local board of education which will specify the length of a member’s term, responsibilities, and rules for conducting the business of the committee.

7. The program advisory committee will meet a minimum of two times per year. Advisory committee minutes will be recorded and kept on file and are to be distributed to the local school administration, board of education, and advisory committee members. Minutes should be kept on file for a minimum of five years.

8. The program advisory committee will assist in establishing effective business/industry linkages for effective student placement.
QUALITY INDICATOR #4—CAREER AND TECHNICAL EDUCATION GUIDANCE AND COUNSELING
The administration and staff have in place a guidance and counseling process which provides students with information to make career choices and information regarding available career and technical education programs at secondary and postsecondary levels.

A. All students and potential students have the assistance of qualified guidance and counseling staff as well as FACS education instructors in making career choices.
B. Students enrolling in FACS Education programs must have a written ICAP.
C. Students enrolling in FACS Education must be at least in the ninth grade.
D. All persons involved with the career and technical education programs work with feeder schools and their students to facilitate articulation and insure that prospective career and technical education students are aware of the benefits of enrolling in the programs.

QUALITY INDICATOR #5—STUDENT PLACEMENT AND FOLLOW-UP
Effective placement of students in family and consumer sciences 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 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.

A. 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.
B. A file on student placement and employment records together with completed one-year follow-ups is maintained in the department.
C. An accurate and documented record of student placement and follow-up information is required to be submitted annually to the local administration and to the CCCS.

QUALITY INDICATOR #6—ADMINISTRATIVE SUPPORT
The administration will support the program and promote efforts to enhance the instructional process. The instructor will be provided with adequate time for supervision of students, work-based experience programs, student leadership training, and other related program activities.

A. The annual and five-year plans for the program, including goals/objectives, strengths/weaknesses and activities will be developed and approved by the local administration and kept on file for the CCCS Career and Technical Education Team.
B. The approved budget will contain, but will not be limited to, the following areas:
   1. Annual staff salary
   2. Staff compensation for duties performed beyond the standard teaching day and the standard teaching year
   3. Facility operation and maintenance
   4. Equipment and material purchase and replacement
5. Consumable supplies
6. Staff travel and per diem
7. Transportation for classroom field trips
8. Student leadership development activities
9. Staff in-service education

QUALITY INDICATOR #7—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.

IMPLEMENTATION OF THE SPECIFIC PROGRAM REQUIREMENTS
These secondary program requirements in FACS education are identified to assist in developing and maintaining high quality career and technical FACS programs. If one or more of these requirements are not met and it is determined by the CCCS that such non-compliance is jeopardizing the quality of the program, the program shall be place on a one year conditional approval. A plan for remedying 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 the 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.
Part A: 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 or in a secondary local CTE Director role (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.

1.00 Issuance of the CTE Credential

SBCCOE adopted the qualifications and requirements for issuance of a CTE credential. CCCS is charged with the responsibility for interpreting these criteria. Secondary 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 all of the criteria required for Colorado’s approved professional credential. 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.

1.01 Secondary Credentialing Criteria

Each secondary credential has specific criteria that must be met prior to issuance. An example of the criteria would be that an applicant must show evidence of a related 4-year degree and 2,000 hours of related occupational experience.

1.02 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.

1.03 Coursework for an Initial Credential
There are several courses that must be completed before the initial credential expires. This coursework is specific to the pathway of an instructor’s credential. There are several options for completing this coursework including courses at local community colleges, coursework at Colorado State University, and professional development seminars that meet the training and hour requirements of the coursework required.

1.04 Renew an Existing Five Year or Professional Credential
A professional credential must be renewed every five years. Appropriate criteria on renewing a credential will be established and continuously updated by the SBBCOE Designated Oversight Committee. 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 and a professional credential will have one expiration date for both documents as determined by the teaching license. A person with an initial license or initial credential will maintain two separate documents until they are able to move to BOTH a professional license and professional credential.

1.05 Reinstatement of a 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. The reinstated credential is effective the date of receipt.

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.

1.06 Denial and Revocation of a Credential
CDE and CCCS have the right to deny a credential based on the applicant’s inability to meet the criteria for the credential applied for. CDE and CCCS have the right to revoke, annul, or suspend a credential if the applicant obtained the credential through misrepresentation, fraud or misleading information.
Part B: Postsecondary Credentialing Criteria
Under SBCCOE rules and regulations governing credentialing, all instructors who instruct in a CCCS approved CTE program must hold a valid CTE credential for the applicable program area. A credential ensures that the CTE program provides students with well qualified instructors possessing appropriate occupational and educational experience (CRS 23-60-304). The CTE Credentialing Officer at each post-secondary institution verifies that the instructor meets the criteria set by the SBCCOE designated Oversight Committee for the CTE career pathway. The instructor who holds a valid credential may instruct in the pathway or pathways as supported by their 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. All postsecondary credentials are issued at postsecondary institutions and are transferable to other community colleges in Colorado.

1.00 Issuance of the CTE Credential
CTE credentials are issued by credentialing officers at each postsecondary institution who act as a designee of the CCCS credentialing officer. 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 all of the criteria required for a professional credential. 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 the required criteria for their approved professional program.

1.01 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 SBCCOE designated Oversight Committee for each type of occupational credential. Applicants meeting the requirements shall be issued a credential effective from the date of application receipt.

Each postsecondary credential has specific criteria that must be met prior to issuance. An example of the criteria would be that an applicant must show evidence of a related 4-year degree and 4,000 hours of related occupational experience in the pathway area. Credentials are issued by pathway or cluster groupings as defined in the criteria. Specific criteria for postsecondary credentials can be found at:
http://www.coloradostateplan.com/criteria_postsecond.htm

1.02 Application Process for a Postsecondary Credential
Each applicant for a Colorado CTE credential must submit a completed application and supporting materials to the home institution credentialing office. All CTE credentialing applications are available at the CCCS credentialing website:
Degrees; All accepted degrees must be from an institution accredited by a regional accrediting association.

Occupational Experience; Appropriate criteria on occupational experience will be established and continuously updated by the SBCCOE Designated Oversight Committee.

The credentialing officer 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.

1.03 Coursework for an Initial Credential
The credentialing officer at each postsecondary institution may assign the instructor coursework to complete before the initial credential expires. For full-time faculty, there are two (2) classes that must be completed before the 3-year initial credential expires, EDU 250 and EDU 260. The EDU 250 class was created to give all new postsecondary instructors an understanding of CTE in Colorado. The EDU 260 class was created to provide an understanding of methods of teaching.

For part-time faculty, coursework may be required and will be noted on the credential. Course options are EDU 250 as described above, EDU 222, or EDU 266 which are focused mini courses based on EDU 260. 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).

The EDU 250 and EDU 260 classes are offered at several Colorado Community Colleges; see college catalogues for details.

1.04 Issuance of Credentials
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 SBCCOE Designated Oversight Committee.

- 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 continuously updated by the SBCCOE Designated Oversight Committee.
Committee. Fifteen hours 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 of receipt of the application 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 of receipt.

- **Recognition of Secondary Credential.** Instructors who hold a valid secondary credential from the CDE may have this credential honored at the postsecondary level as a postsecondary credential. These instructors must provide documentation of a valid CDE credential to the home institution postsecondary credentialing office.

**1.07 Denial and Revocation of a Credential**
The credentialing officers and SBCCOE Designated Oversight Committee have the right to deny a credential based on the applicant’s inability to meet the criteria for the credential applied for. The credentialing officers and SBCCOE Designated Oversight Committee have the right to revoke, annul, or suspend a credential if the applicant obtained the credential through misrepresentation, fraud or misleading information.
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 Act** 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 [http://www.cccs.edu/Workforce/TrainingFunds.html](http://www.cccs.edu/Workforce/TrainingFunds.html)
- **Federal Perkins Formula Grant Funds** for secondary and postsecondary institutions that have SBCCOE approved CTE programs as provided by the Perkins Act. (Note that for the 2006 Perkins Act, the State of Colorado has chosen to roll Perkins Title II Tech Prep funds into Perkins Title I funds.)
- **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.

CCCS Roles and Contacts

**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: Casey Sacks, 720-858-2841, Laura Speaker, 720-858-2745.

**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.

**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, 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) that monitors Colorado Perkins recipients for adherence to civil rights legislation including Title II, Title VI, Title IX and Section 504.

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: Lorrie Toni, 303-595-1565.
Section V: Part B Funding Source Requirements: CTA

Career and Technical Act (CTA)

1.00 General Requirements

1.01 CTA Requirements

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 state approved school district Local Application 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.
- Provide an annual statement of estimated expenditures for the eligible costs of approved CTE programs in the school district and the number of student full-time equivalents (FTEs) to be served.
- 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.
- 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.

2.00 Eligible Costs

2.01 CTA Eligible Costs

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

- Instructional Costs
- Equipment (costing $5000 or greater per unit)
- Supplies (costing less than $5000 per unit)
- Contracted Programs

2.01.01 Instructional Costs

Instructional costs are the costs, paid by the district, associated with the instruction conducted in a state approved CTE 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 (CTE percentage)
- Benefits – a flat rate of 30.28% of salary
- Substitute teacher costs
- Additional CTE duties – instruction outside the classroom
- Department head duties

**Salary**

Instructional costs are generated by credentialed teachers, CTE administrators and counselors. In addition, the district may claim the costs generated by substitutes, teacher aides and paraprofessionals working with a credentialed CTE teacher.

**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.
- Administrators and job development/job placement 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 base salary (regular salary) for the reporting period (not including extra duty pay); or
- The teacher's/administrator's actual salary paid for services rendered during the reporting period regardless of date paid (as most districts operate, work nine months and pay twelve).

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

**Benefits; Subject to the CTE Percentage**
Benefit costs should be reported at a standard rate of 30\% of the reported salary subject to the CTE percentage. This 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.

**Substitute Teacher Costs**

Reportable substitute teacher costs (salary and benefits) are the amounts incurred by the district due to an absent credentialed teacher. The district will report the substitute benefits by taking 30\% of the reported substitute pay. The reportable costs will use 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 should be claimed at 100\%. The district needs to retain records to document that the absence is CTE related.

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 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.

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.

**Paraprofessionals in CTE Programs**

**Early Childhood Education and/or Teen Parenting Programs**

Some school districts offer Early Childhood Education and/or Teen Parenting Programs. Generally, these programs are offered in some type of daycare setting and involve students working with infants/ toddlers under the guidance of a credentialed teacher. In the event that the program employs a Day Care Director and/or aides, the personnel costs associated with such employees are reportable. The reportable portion of each employee’s costs must be determined by considering what portion of the employee’s day was spent working directly with vocational students. For example, if a teacher aide worked at the center for five hours a day, but only one hour a day was spent working directly with the vocational students, then only 1/5 of the aide’s personnel costs could be included in the reported program costs.

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.

**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. Using the district hourly rate districts can claim money spent on the salary of these academic instructors on their CTA reports. Academic instructors should be treated the same as paraprofessional staff for reporting purposes.

**Additional 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, CTE Department Head, assigned summer work in the Agriculture program, or preparing CTE reports for CCCS. These costs are 100% claimable for CTA purposes and should be reported separately on the Instructor Costs Worksheet in the column titled “Extra Duty Pay”. The benefits associated with these costs will be calculated at 28% 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 official records or as an addendum held by the district. Any work completed after June 30 would be claimed to CTA for the subsequent fiscal year starting July 1.

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.

**CTE Percentage**

The teacher's CTE percentage is an important component in determining the reportable instructional costs. This percentage determines the portion of each teacher's costs that can be claimed. The percentage is 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.

To determine which classes are claimable, district staff should refer to the current Program Approval for each program. To be claimable, 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. If a CTE instructor teaches a student aide/assistant class this should be omitted from the CTE percent calculation unless it is listed on a valid program approval. 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.
Determining CTE Percentage for Teachers

Once the claimable classes are identified, staff should determine the CTE percentage, or teacher's load, for each program. The percentage must be calculated to four decimal places, using standard rounding guidelines.

The calculation to be used for each teacher each year is:

\[
\text{Number of Transcripted CTE approved credits (numerator)} \div \text{Total Number of Transcripted credits (denominator)} = \text{Teacher CTE Percentage}
\]

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 Transcripted CTE approved credits (numerator)**

Each CTE approved transcripted 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 Transcripted credits (denominator)**

Each transcripted 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:

\[
\text{Number of Transcripted CTE approved credits (6 credits is the numerator)} \div \text{Total Number of Transcripted credits (12 credits is the denominator)} = \text{Teacher's CTE Percent is 50% for the entire year}
\]

- Transcripted 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 transcripted 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 transcripted 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. For non-instructional periods, use zero (0) as a place holder.
• 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%).

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 rational method of allocation if the Director/Specialist/Paraprofessional does not teach in a class which results in transcripted credit. The rational allocation must be included with the final report.

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 transcripted credit per clock hour equivalent as all other coursework in the school.

No Transcripted Credits
For any district or eligible facility that does not issue transcripted credits, contact the CTA Manager at CCCS for an alternative calculation.

2.01.02 Equipment – for Approved CTE Courses Only
The costs of purchasing equipment for CTE programs are reportable. The general guidelines to be followed in determining the eligibility for such costs are:

Approved Equipment Expenses
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 and documented.

- Leases 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 Report 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.

**2.01.03 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). These items must be directly related to operating the CTE program:

- Leases for less than $5,000 annually per unit.
- CTE travel.
- 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.

CTE Travel
Expenditures incurred by the district for CTE travel (such as hotel, meals, etc.), in accordance with district policies, for credentialed instructors, administrators and job placement/development specialists are reportable. Reportable expenditures would include but are not limited to:

- The expenditure made to reimburse a teacher for the costs of using the teacher’s vehicle to visit students at a work site.
- The expenditure for travel costs for the teacher to attend CTE conferences or competitions.

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.

2.01.04 Expenditure Report 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.

### 2.01.05 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.

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.

2.02 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 their own procedures to reallocate the tractor to another area.

2.03 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.

Contracted Costs

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 must deduct the payment received from contracting institutions from their total program costs and must not report related Student FTE on their CTA final report.
Reportable costs

- Tuition as determined in the agreement between the home and the host school.
- Any charges for Supplementary Services provided by the host school.

Non-reportable costs

- Reportable costs do not include the cost of transportation.

Administrative Costs

A school district may claim an additional 5% 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.

For example, if a school district were reporting $100,000 in eligible program costs, $10,000 in contract costs and $5,000 in CTE administrator costs, the reportable administrative cost would be: $(100,000 + 10,000 + 5,000) \times 0.05$, or $5,750$.

Designated Career and Technical School (DCTS) Administrative Costs

School districts that have a Designated Career and Technical School (DCTS) may claim 15% of the direct eligible costs generated by that DCTS. The 15% administrative cost can be included on all eligible instructional, equipment, supplies, and any contract expenses the DCTS might incur.

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.

3.00 Student FTE

3.01 Definition of Student FTE (Full Time Equivalent)

Student enrollment in CTE programs is reported in terms of a student Full Time Equivalent (FTE).

- One FTE is defined as 1080 student/teacher contact hours.
- The 1080 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 ($6 \times 5 \times 36 = 1,080$).

3.02 FTE Guidelines

Reported student enrollment is a critical element in determining inputs to the CTA funding formula. The following guidelines must be adhered to in calculating the reportable student FTE in CTE program. If the program is claimed at a school, all classes within the program at that school must be claimed.
3.02.01 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.

3.02.02 Student Count

- All students enrolled in an approved course must be reported including independent study students receiving transcripted credits.
- 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.
- For an eligible facility an average of all daily enrollment numbers must be reported for a given term.

3.02.03 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.

The student count day, used as a basis for determining each class’ enrollment, for all districts, will be taken on the last day of each term.

3.02.04 Calculating Student FTE

Each district must provide documented evidence of the minimum classroom contact hours that are equivalent to a credit granted on a student’s transcript (note: contact hours per credit must be the same for CTE classes and traditional academic classes at each school). Once this is determined, 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 (to be calculated 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 the district or school

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 = a minimum of 90 contact hours (5 hrs/week x 18 weeks)

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 90 hrs/credit x 1 FTE/1080 hours x 9 students = 0.75 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 can be automatically calculated 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.

If a district does not have a policy about the number of contact hours required per credit use the following method for calculation for each high school:

- Take the minutes in a course period, times days the course meets in the week, times weeks in the school year, divided by 60 to get the answer in hours. So for a 55 minute schedule where students earn 1 credit a year: 55 minute periods * 5 days a week * 36 weeks = 9900/60(minutes in an hour)=165 hours required per transcripted credit.

3.02.05 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.

3.02.06 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.

4.00 CTA Payments and Reporting

4.01 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.

4.02 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.

4.03 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.

4.04 Gathering Documentation

4.04.01 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.
Career and Technical Act (CTA)

4.03.02 Documents Provided by CCCS

These documents can be accessed at http://www.coloradostateplan.com/CVAforms.htm

- CTA final signature page.
- Financial Reporting Form
- FTE and Teacher CTE Percent Worksheet
- Instructional Costs Worksheet
- Equipment Worksheet
- Books and Supplies Worksheet
- Contract Information Worksheet
Section V Part C – Perkins Funding

PROCESS POINT GUIDANCE

Purpose: To provide a suggested process that local recipient’s can use to plan for, expend, track and evaluate the use of their Perkins award dollars.

Overview: Local recipients must develop and administer CTE programs supported by Perkins funds in a complex environment. This highlights a need for more specific guidance on how to plan for and use Perkins awards. At the same time, the implementation of the new CTE Online Account System (online system) provides an opportunity to provide guidance on how to document, submit, and track Perkins-funded plans and projects.

Process: The diagram in Chart 1 summarizes a suggested overall process for strategy development and use of the CTE Online System to define, document, submit and track Perkins-funded plans and projects. 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) Develop, update and evaluate the Local Plan. Strategically develop new Local Plan, which includes evaluation of previous Local Plan.
4) 5) Submit Local Plan and respond to “Information Needed” requests until new Local Plan is approved.
5) 6) Complete and submit the Award Packet as soon as it is posted.
6) 7) Complete and submit Vouchers for reimbursement of costs paid as approved in the Local Plan.

The diagram in Chart 1 shows the general order to follow as you develop, update and evaluate the Local Plan with the online system. Some exceptions to this are Strategy Development which is completed outside the online system and certain aspects of completing and submitting the Award Packet and Vouchers which each require signatures or original documents to be submitted. Oval shaped processes in the diagram generally represent inputs to or outputs of the Local Plan whereas processes in the square shape represent the main steps for developing, updating and evaluating the Local Plan itself.

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,
3) The process point is explained and sign-posted with shading and italics of the relevant step in the flow chart, and
4) 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.
Additionally, for some process steps, a non-technical guidance section is also included.

Chart 1: Perkins Local Plan Process

- Intent to Participate Form
  - Initial Award Estimate
  - Performance Metrics Report

Local Plan

- DEVELOP
  - Strategy Development
  - Five-Year Long-Term Strategic Local Plan
  - Local Improvement Plan
- One-Year Short-Term Strategic Local Plan
- Funded Projects Information
- Requirements Assurance Information
- General Assurance Information
- Summary, Authorization & Signature
- Review and Approval

UPDATE: Local Plan Revision
- EVALUATE: Funded Projects & Local Improvement Plan Year End Analyses

Award Packet

Vouchers

Award Packet (After Oct. 1)

Vouchers
NON-TECHNICAL GUIDANCE

Eligible Recipients

Federal Perkins funds are available to Colorado public secondary LEA’s (school districts, school district consortia) and postsecondary SEA’s (technical and community colleges) Colorado educational institutions with CCCS approved CTE programs or that contract with another educational institution 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 will are not be available to middle school CTE approved programs.

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

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. CCCS offers Perkins workshops each year to help new personnel better understand proper use of Perkins funds. CCCS staff are also available to provide on-site technical assistance.

Records should be stored for 7 years and need to include:
- 1st Installment Grant Award Notification
- Award packet copies
- Last edition of approved Local Plan
- Local Plan signature—Signature sheet—Sheet with general—General assurances
- Source documents for all costs reimbursed
- Voucher copies, especially vouchers requesting reimbursement for equipment (= or > $5,000 per unit).

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 President 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 President 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.

Complaint Procedures

CCCS will investigate any written signed complaint from any interested party that a Perkins local recipient has violated any part of the Act. If warranted, an on-site investigation will be conducted and appropriate action will be taken to bring the Perkins local recipient into compliance.
PROCESS POINT GUIDANCE

Purpose: To provide a suggested process local Perkins recipients can use to log onto CTE online accounts.

Overview: The online system was designed to facilitate an easier and more efficient process for local Perkins recipients to develop, implement, track and analyze their Local Plans. 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.

TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for Technical/Online System Guidance:

PROCESS POINT GUIDANCE

**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, and must also have at least one approved Plan of Study in use or be contracting with a recipient that does must be on record for Perkins purposes. Each fiscal year, recipients with an approved plan of study must confirm that the current approved plan of study 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.

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 the Information/Forms Distribution/Due Dates table found at the beginning of this Administrators’ Handbook for the due date of the Intent to Participate form. 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 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 unless they have at least one SBCCOE CTE-approved program approved by the SBCCOE by March 1st of the year the formula is run.

**Perkins funds can also be used, within limitations, to develop CCCS approved CTE programs.**

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 include this funding as a part of the consortium’s Perkins Local Plan.

Any recipient that funds development of a new program must submit a new program approval request before the end of the same fiscal year the development was supported with Perkins monies or the expenses will not be allowable and the recipient will be responsible for the developmental costs.

**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.** A recipient that has no approved CTE programs by March 1st of the year the formula is run would be allowed, upon approval by other consortia members to fund
a new program for development IF they are a member of a consortium AND IF the other consortium members include this funding as part of the consortium’s Perkins Local Plan.)

The new program must be developed and submitted as a new program approval request before the end of the same fiscal year it was supported with Perkins monies.
Process Point: This guidance covers the first input into the Local Plan process, completing and submitting the intent to participate form.

Chart 1: Intent to Participate
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),
- 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.

The Perkins Act strongly encourages a secondary recipient to join or form a Perkins consortium if the Basic (non-reserve) formula allocation is less than $15,000. The Act also encourages postsecondary recipients to join or form a Perkins consortium if the Basic (non-reserve) allocation is less than $50,000. Since the consortia alternative is suggested, not mandated, and since Colorado, geographically, presents challenges that can make travel for planning/collaboration meetings difficult, membership in a consortium is not always logistically feasible. Therefore, a recipient can request exemption from consortia membership, even if their formula funds falls below the thresholds indicated above. (Since none of Colorado’s postsecondary recipients fall below the $50,000 formula allocation threshold, the following discussion will focus only on secondary exemption from consortia membership).

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 Director will contact the district for additional document requirements as described below:
o Must have an approved CTE program by March 1 preceding the fiscal year of participation.

o Must have at least one CCCS approved CTE “Plan of Study” for at least one approved CTE program, and

o Must complete a letter to the CCCS Perkins Director stating why participation in a consortium is not practical for the district.

o Must have a CCCS approved CTE “Plan of Study,” Contact the CCCS Perkins Director before submitting the change via the Intent to Participate form:
  - The CCCS Perkins Director will try to convince small districts not to participate as a Stand-Alone Exempt participant.\(^1\)
  - The CCCS Perkins Director will e-mail a description of additional steps and additional forms that must be completed if the district still wants to become a Stand-Alone Exempt participant.

o Complete the Intent to Participate form to indicate the participation change 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. To make this change a secondary institution will need to follow the process described below:

o Contract with a college or school district with a signed agreement to send students to an approved CTE program.

o Submit for CTA funds.

o 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, 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 Director to indicate the approval.

o 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.

o The CTE online system automatically provides a copy of the intent to participate form to the consortium director.

\(^{1}\) Refer to “Disadvantages of Participating as a Stand-Alone Exempt Participant” at the end of this Part C3.
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 Director before submitting the change via the Intent to Participate form;
  - The CCCS Perkins Director will try to convince you—the district not to withdraw from the consortium,
  - The CCCS Perkins Director will e-mail a description of additional steps and additional forms that must be completed if the district still wants to become a standalone exempt participant.
- 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 a lot of work 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 exempt status withdrawn if the district is late in submitting required documents and/or reports.
- Most late, incomplete, or incorrect Perkins reporting comes from stand-Stand-alone Alone exempt Exempt districts.
- If the district later decides it wants to rejoin the consortium, there is no guarantee that the consortium will approve readmission.
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

<table>
<thead>
<tr>
<th>What</th>
<th>From Whom</th>
<th>Deadline or Normal Date Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intent-To-Participate Forms</td>
<td>Each Colorado Perkins recipient</td>
<td>February</td>
</tr>
<tr>
<td>CTE Enrollment</td>
<td>VE-135 Data System</td>
<td>February</td>
</tr>
<tr>
<td>CTE Program Counts</td>
<td>CCCS Program Approval System</td>
<td>February</td>
</tr>
<tr>
<td>Urban/Rural Designation</td>
<td>CCCS</td>
<td>February</td>
</tr>
<tr>
<td>State Award Total Estimate</td>
<td>U.S. Department of Education, OVAE</td>
<td>February, March or April</td>
</tr>
<tr>
<td>Financial Aid Data</td>
<td>CCCS colleges: Banner, Non CCCS colleges: IR Depts.</td>
<td>Mid March</td>
</tr>
<tr>
<td>Ages 5-17 Census Data</td>
<td>U.S. Census Bureau</td>
<td>April</td>
</tr>
<tr>
<td>Social Services Matches</td>
<td>Colorado Department of Human Services</td>
<td>April</td>
</tr>
</tbody>
</table>
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.

**Chart 2: Initial Award Estimate**
TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance:
PROCESS POINT GUIDANCE

Purpose: To provide a suggested process local recipients can use to receive and review the performance metrics report.

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 some 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 are exempt from the performance metrics.

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

Chart 1: Performance Metrics Report

DEVELOP
Strategy Development
Five-Year Long-Term Strategic Local Plan
Local Improvement Plan
One-Year Short-Term Strategic Local Plan
Funded Projects Information
Requirements Assurance Information
General Assurance Information
Summary, Authorization & Signature
Review and Approval
UPDATE Local Plan Revision
EVALUATE: Funded Projects & Local Improvement Plan Year End Analysis

Award Packet
(After Oct. 1)

Vouchers

May obligate so funds but LIMIT

Intent to Participate Form

Initial Award Estimate

Performance Metrics Report

Local Plan
TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance:

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 new 2006 Perkins Act. All eight secondary and six postsecondary performance metrics will be reported in the FY2009-2010 Perkins Local Plans but five of the eight secondary and all six of the postsecondary represent a beginning benchmark.

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). The targets for S1, S2, and S5 are for the academic year 2007-08 data. (There was no target for the academic year 2006-07 data since it represents a beginning benchmark).

3) Row 3: This row on the report contains the actual level of each performance metric for the educational institution based on data from the previous academic year. There is always an unavoidable lag between data measured and data reported. For example, the academic year 2007-08 data appears on Row 3 with the posting of the performance metric reports aligned with the FY 2009-10 accounts. The targets are the current school year targets; the actuals are one year in arrears is the negotiated state performance target upon which the educational institution was measured.
against for the previous academic year (the data recorded in the Perkins Performance Metric Report, disaggregated 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.

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.

3) 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, “2009-2010 Colorado Secondary (or Postsecondary) Performance Metrics Data,” the academic year 2009-10 data appears on Row 6 with the posting of the performance metric reports aligned with the FY2011-12 Perkins Local Plans.

It is important to address the performance metrics as objectives of any Perkins funded projects (see Part C10) and to annually note your data in comparison to the posted targets. Academic year 2007-08 data (S1, S2, S5) Individual Perkins Performance metrics that does not meet 90% of the performance target shown on Row 32 in the FY 2009-2010 performance metrics report will trigger a Local Improvement Plan (see Section C8) for the FY 2009-10 current Local Plan.

Postsecondary performance metrics work the same way. Please note: missed targets (90% of the target) for the six postsecondary performance metrics and the remaining five secondary performance metrics will trigger a Local Improvement Plan for the FY 2010-11 Local Plans.

4) The remaining rows represent the overall institutional results but disaggregated for various sub-populations that are important to Perkins and educators. Again, this disaggregated data should serve as a useful tool to help recipients strategically focus their funds.

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. 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 2: Performance Metrics Report

Chart 3: 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.

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<th>Migrant Student</th>
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<td>281</td>
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<td>1287</td>
<td>2850</td>
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</table>

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 1.250.0% of the defined target level and the total underlying student population (denominator) is greater than 50.
- If an institution's performance data is missing, 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 completions.
- Specific measurement definitions can be found in Secondary Performance Measurement Definitions and Postsecondary Performance Measurement Definitions.
2009-2010 Colorado Secondary Performance Metrics Data

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2010-2011 State Performance Target</th>
<th>2009-2010 State Performance Target</th>
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<td>Reading/Language Arts</td>
<td>Academic Attainment</td>
</tr>
<tr>
<td>Language Arts Attainment</td>
<td>Technical Skill Attainment</td>
<td>Secondary School Completion</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Placement</td>
<td>Non-Traditional Participation</td>
</tr>
<tr>
<td>50.3%</td>
<td>71.4%</td>
<td>85.5%</td>
</tr>
</tbody>
</table>

Population

<table>
<thead>
<tr>
<th>2009-2010 Institution Actual Level</th>
<th>Num</th>
<th>Denom</th>
<th>%</th>
<th>Num</th>
<th>Denom</th>
<th>%</th>
<th>Num</th>
<th>Denom</th>
<th>%</th>
<th>Num</th>
<th>Denom</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>387</td>
<td>497</td>
<td>78.1%</td>
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<td>387</td>
<td>497</td>
<td>78.1%</td>
<td>387</td>
<td>497</td>
<td>78.1%</td>
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Notes:

- The Actual Levels for Performance Metrics 21 and 22 include CTE students who scored "Proficient" and above; therefore, these figures cannot be directly compared to School Accountability Reports from CDE. Students with scores of "Proficient" and above.
- A performance data is highlighted in red if it is not equal to or greater than the defined target level and the total student population (denominator) is greater than 30.
- The reports are based on the most recently available full data sets. Specifically, for this report, metrics based on enrollment data reflect activity for the 2007-2008 academic year and metrics based on placement data reflect activity for 2006-2007 program completions.
- Specific measurement descriptions can be found in Secondary Performance Measurement Definitions and Postsecondary Performance Measurement Definitions.
- To allow recipients to begin audits of National Plans prior to July 1, previous year data is compared to current year targets.
Negotiating a Performance Target Different than the State Performance Target

If the educational institution prefers to negotiate a performance target that is different than the state’s target, the process below must be followed:

- 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 state adjusted levels of performance as their adjusted level of performance, or cannot due to unusual circumstances, must submit the following for state review:
  1) The nature and extent of the unanticipated circumstances, if applicable,
  2) Statistically valid data to support the proposed target,
  3) Timeline of when the recipient can return to the State adjusted level of performance,
  4) 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.

- **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. Year-one target: 65%. Year-two target: 85%. Year-three target: 90%. Year-four target: 90%. Year-five target: 89.83%. Year-six target: 94.92%.
- **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. Year-one target: 25.70%. Year-two target: 60%. Year-three target: 74%. Year-four target: 74%. Year-five target: 73.50%. Year-six target: 86.75%

- **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. Year-one target: Not applicable. Year-two target: 60%. Year-three target: 61%. Year-four target: 62%. Year-five target: 61%. Year-six target: 61.5%.

- **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. Year-one target: Not applicable. Year-two target: 78%. Year-three target: 79%. Year-four target: 80%. Year-five target: 85%. Year-six target: 86%.

- **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. Year-one target: 59.5%. Year-two target: 59.5%. Year-three target: 59.5% Year-four target: 61.6%. Year-five target: 65%. Year-six target: 65%.

- **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). Year-one target: Not applicable. Year-two target: 91.3%. Year-three target: 91.3%. Year-four target: 91.5%. Year-five target: 93%. Year-six target: 93%.

- **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. Year-one target: Not applicable. Year-two target: 50.6%. Year-three target: 50.6%. Year-four target: 50.7%. Year-five target: 50.8%. Year-six target: 50.9%.

- **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. Year-one target: Not applicable. Year-two target: 61.6%. Year-three target: 61.6%. Year-four target: 61.75%. Year-five target: 45%. Year-six target: 42.25%.

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**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. Year-one target: Not applicable. Year-two target: 56%. Year-three target: 57%. Year-four target: 58%. Year-five target: 59.85%. Year-six target: 60%.

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. Year-one target: Not applicable. Year-two target: 56%. Year-three target: 57%. Year-four target: 58%. Year-five target: 59.85%. Year-six target: 60%.

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 and concentrators within the current reporting year who were enrolled 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 and concentrators within the current reporting year who were enrolled in postsecondary education in the previous reporting year who did not earn a certificate or degree in the previous reporting year. Year-one target: Not applicable. Year-two target: 55%. Year-three target: 58%. Year-four target: 60%. Year-five target: 43.5%. Year-six target: 44%.

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). Year-one target: Not applicable. Year-two target: 95.5%. Year-three target: 95.7%. Year-four target: 95.5%. Year-five target: 95%. Year-six target: 95%.

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. Year-one target: Not applicable. Year-two target: 15.5%. Year-three target: 15.5%. Year-four target: 15.6%. Year-five target: 17.35%. Year-six target: 17.5%.

P6 Non Traditional Completion: 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. Year-one target: Not applicable. Year-two target: 12.3%. Year-three target: 12.4%. Year-four target: 12.5%. Year-five target: 14.2%. Year-six target: 14.5%.

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 recipients level (secondary or postsecondary) in any year, beginning with FY2011 will generate a Local Improvement Plan (and, beginning in FY2012, an Initial Local Improvement Plan) within the recipient’s Perkins Local Plan that requires completion in order to submit a Perkins Local Plan. (Note: Secondary recipients could have been—were required to submit a Local Improvement Plan in FY2010 if they did not meet 90% of the State target for Performance Metrics S1, S2 or S5.) 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.

- Each recipient that completed a Local Improvement Plan will also be required to complete a Local Improvement Plan Year-End Analysis as part of the following year’s Perkins Local Plan. Please refer to Section V Part C-13 of this Administrators’ Handbook for more Process Point Guidance about the Local Improvement Plan—Year-End Analysis.

- Under certain circumstances, if a local recipient fails to make necessary improvement against the Performance Indicators, CCCS is authorized (but not required) to implement various levels of sanctions on all funds – Non-reserved awarded under Sections 131 and 132 and Reserved awarded under Section 112 of Perkins IV. For the FY2012-2013 Local Plans, a recipient who did not meet 90% of the state target for the same performance metric for three consecutive years must, in the Local Improvement Plan, provide stronger justification for their chosen strategies by including compelling relevant data that shows progress or by citing resources that indicate the strategies selected are research-based.
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. However, CTE administrators do not need to follow the strategic planning process described in this section of the Handbook. 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. However, CTE administrators do not need to follow the strategic planning process described in this section of the Handbook. 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.
**Chart 1: Developing the Local Plan**

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<thead>
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</tr>
</thead>
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</tr>
<tr>
<td>Five-Year Long-Term Strategic Local Plan</td>
</tr>
<tr>
<td>Local Improvement Plan</td>
</tr>
<tr>
<td>One-Year Short-Term Strategic Local Plan</td>
</tr>
<tr>
<td>Funded Projects Information</td>
</tr>
<tr>
<td>Requirements Assurance Information</td>
</tr>
<tr>
<td>General Assurance Information</td>
</tr>
<tr>
<td>Summary, Authorization &amp; Signature</td>
</tr>
<tr>
<td>Review and Approval</td>
</tr>
<tr>
<td>UPDATE: Local Plan Revision</td>
</tr>
<tr>
<td>EVALUATE: Funded Projects &amp; Local Improvement Plan Year End Analyses</td>
</tr>
<tr>
<td>APPROVAL</td>
</tr>
<tr>
<td>UPDATES/REVISIONS</td>
</tr>
</tbody>
</table>

### 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.
   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 - http://www.coloradostateplan.com/Perkins/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 (previously called performance sub-indicator Reports). Identify and document the metrics which the educational institution has achieved. Also identify any metrics which the educational institution has not yet achieved. Note: the new Perkins Act has new performance metrics – be sure to include this in the discussion even if the reports haven’t been received yet.

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**

<table>
<thead>
<tr>
<th>I: Define future state</th>
<th>Perkins Implementation Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Renewing Career and Technical Education in Colorado” — Colorado Perkins Implementation Strategies:</td>
</tr>
<tr>
<td></td>
<td>1) Implement Plan of Study</td>
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<td></td>
<td>2) Strengthen accountability for results</td>
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<td></td>
<td>3) Adopt a project-based focus</td>
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<td></td>
<td>4) Assess career and technical skills</td>
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<td></td>
<td>5) Integrate academic and CTE skills and knowledge</td>
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<tr>
<td></td>
<td>6) Expanding Colorado’s corps of effective CTE teachers</td>
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<td></td>
<td>7) Ensuring effective strategies for special populations</td>
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<td></td>
<td>8) Connecting CTE to employers and workforce priorities</td>
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</tbody>
</table>
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:
- Specific
- Measurable
- Achievable
- Relevant
- Time bound (1)
- Information Grid

| II: Define current state | Educational institution’s most recent Local Plan.  
|                         | Educational institution’s most recent Year End Analysis.  
|                         | Educational institution’s most recent Performance Metrics Report.  
|                         | Local area labor market information:  
|                         | http://lmigateway.coworkforce.com  
|                         | Educational institution’s Initial Award Estimate.  
|                         | Information Grid. |
### Effective Meeting Management

- **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 coming.

### 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:
  - Focus on quantity of ideas
  - Put "criticism" of ideas "on hold"
  - Welcome unusual ideas
  - Combine and improve ideas

- **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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2. Ideas sourced from: [http://www.managementhelp.org/misc/mtgmnt.htm#anchor632336](http://www.managementhelp.org/misc/mtgmnt.htm#anchor632336)
## Chart 2: Perkins Local Plan Strategy Development Information Grid

### Phase I: Define Future State

<table>
<thead>
<tr>
<th>Institution's Vision / Mission Statement (1a)</th>
<th>Colorado Perkins Strategies (1b)</th>
<th>Commonalities (1c)</th>
<th>Differences (1c)</th>
<th>CTE Vision Statement (1d)</th>
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### Phase II: Define Current State

<table>
<thead>
<tr>
<th>Prior Perkins Spending (2a)</th>
<th>Prior Successes (2b)</th>
<th>Prior Learnings (2b)</th>
<th>Metrics Achieved (2c)</th>
<th>Metrics Not Yet Achieved (2c)</th>
<th>Key Labor Markets (2d)</th>
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### Phase III: Define Strategies to Close Future / Current State Gap

<table>
<thead>
<tr>
<th>Use Strength (3e)</th>
<th>Stop Weakness (3e)</th>
<th>Exploit Opportunity (3e)</th>
<th>Defend Threat (3e)</th>
<th>Prioritized Spending List (4)</th>
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Chart 3: SWOT Analysis

<table>
<thead>
<tr>
<th>Internal Factors</th>
<th>External Factors</th>
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<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Opportunities</strong></td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td><strong>Threats</strong></td>
</tr>
</tbody>
</table>

Helpful to Achieving CTE Mission  Harmful to Achieving CTE Mission

1. Ideas sourced from: http://en.wikipedia.org/wiki/SWOT_analysis
PROCESS POINT GUIDANCE

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

Overview: Just as CCCS must complete a five-year plan for the State, each local recipient must complete a 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.

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 are to be completed for 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 will be 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.
Chart 1: Developing the Local Plan

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TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for Technical/Online System Guidance:

NON-TECHNICAL GUIDANCE

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<tbody>
<tr>
<td>1</td>
<td>How will the educational institution offer the appropriate courses of not less than one CTE plan of study?</td>
<td>Perkins Act, Section 134 (b) (3) (A)</td>
<td>Each local recipient must have at least one plan of study developed and available for use for the 2008-2009 fiscal year. This answer should briefly describe how the educational institution went about developing the plan of study and how it will be offered</td>
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Perkins: Five-Year Long-Term Strategic Local Plan

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<tr>
<td>2</td>
<td>How will the educational institution improve the academic and technical</td>
<td>Perkins Act, Section 134 (b)</td>
<td>This answer should briefly describe the efforts the educational institution will undertake, over the next 5 years, to integrate &quot;coherent and rigorous content aligned with challenging academic standards&quot; between core and CTE subjects.</td>
</tr>
<tr>
<td></td>
<td>skills of students participating in CTE programs through integration?</td>
<td>(b) (3) (B)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>How will the educational institution provide students with strong</td>
<td>Perkins Act, Section 134 (b)</td>
<td>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.</td>
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<td></td>
<td>experience in, and understanding of, all aspects of an industry?</td>
<td>(b) (3) (C)</td>
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<td>4</td>
<td>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?</td>
<td>Perkins Act, Section 134 (b) (3) (D)</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>How will the educational institution encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects?</td>
<td>Perkins Act, Section 134 (b) (3) (E)</td>
<td>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.</td>
</tr>
<tr>
<td>6</td>
<td>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?</td>
<td>Perkins Act, Section 134 (b) (4)</td>
<td>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.</td>
</tr>
<tr>
<td>7</td>
<td>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?</td>
<td>Perkins Act, Section 134 (b) (5)</td>
<td>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.</td>
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<td>8</td>
<td>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?</td>
<td>Perkins Act, Section 134 (b) (8)</td>
<td>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.</td>
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<td>9</td>
<td>How will individuals who are members of special populations not be discriminated against based on this status?</td>
<td>Perkins Act, Section 134 (b) (9)</td>
<td>This answer should describe the efforts the educational institution will undertake, over the next 5 years, or is already undertaking to ensure non discrimination against special populations.</td>
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<td>10</td>
<td>How will funds be used to promote preparation for non-traditional fields?</td>
<td>Perkins Act, Section 134 (b) (10)</td>
<td>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 mean 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.</td>
</tr>
<tr>
<td>11</td>
<td>How will career guidance and academic counseling be provided to CTE students, including linkages to future education and training opportunities?</td>
<td>Perkins Act, Section 134 (b) (11)</td>
<td>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.</td>
</tr>
<tr>
<td>12</td>
<td>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?</td>
<td>Perkins Act, Section 134 (b) (12)</td>
<td>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.</td>
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</table>

Appendix A of this Administrators’ Handbook also includes samples and ideas for how to answer the 12 questions in the Five-Year Long-Term Strategic Local Plan (five-year plan.)
PROCESS POINT GUIDANCE

Purpose: To provide a suggested process local recipients can use to complete the Local Improvement Plan if a 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 the defined performance metrics.

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

Chart 1: Developing the Local Plan

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APPROVAL

UPDATES/REVISIONS

Initial Local Improvement Plan

TECHNICAL/ONLINE SYSTEM GUIDANCE
Please click here for technical/online system guidance:

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.

Chart 1: Developing the Local Plan
**TECHNICAL/ONLINE SYSTEM GUIDANCE**

Please click here for technical/online system guidance:


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**NON-TECHNICAL GUIDANCE**

**Chart 1: Answer Guidance**

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<td>1</td>
<td>Which requirements outlined in the five-year long term strategic Local Plan will be addressed through the funded projects worksheet this year?</td>
<td>It is not expected that an educational institution will be able to address all 12 of the <strong>required-content areasrequirements</strong> in one or two years; instead five years are given. Accordingly, this answer should describe which of the <strong>content areasrequirements as</strong> described in the five-year plan will be addressed in this particular year.</td>
</tr>
<tr>
<td>2</td>
<td>How did the educational institution’s advisory committee(s) determine the need for the projects?</td>
<td>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).</td>
</tr>
<tr>
<td>3</td>
<td>How do the projects relate to the Colorado Perkins Implementation Strategies?</td>
<td>This answer here describes how the chosen projects support, enhance or further develop the Colorado Perkins implementation strategies. A-The document listing and describing these strategies is linked on the One-Year Short-Term Strategic Local Plan page</td>
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<td>4</td>
<td>If applicable, how are other initiatives addressed by the projects (for example, high school reform, Colorado Paradox, minority graduation/college entrance, state board priorities, college strategic institution priorities, NCLB, IDEA/ADA projects, etc.)</td>
<td>This answer is optional and need only be addressed if applicable.</td>
</tr>
<tr>
<td>5</td>
<td>For consortia, how are the projects mutually beneficial to all members of the consortium?</td>
<td>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.</td>
</tr>
</tbody>
</table>
PROCESS POINT GUIDANCE

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

Overview: The Funded Projects Information pages provide a vehicle for annually planning and tracking educational institutions’ chosen projects 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 through FY2012-2013. 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.

Chart 1: Developing the Local Plan

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TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance:


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.

Allowable & Unallowable Costs and Activities

Rules and regulations for the use and management of Perkins funds come from several sources including the Education Department’s General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) Circulars, policies as established by CCCS, and the Perkins Act itself. OMB circulars can be located at http://www.whitehouse.gov/OMB/circulars/index.html. Links to these documents can be found at http://www.coloradostateplan.com/monitoring.htm. Different circulars are provided for each institution type:

- States, local governments (includes secondary school districts and correctional facilities) and Indian tribes follow:
  - A-87 for cost principles
  - A-102 for administrative requirements
  - A-133 for audit requirements

- Educational institutions (even if part of a State or local government) (includes community colleges, Colorado Mesa University and DTCs) follow:
  - A-21 for cost principles
  - A-110 for administrative requirements
  - A-133 for audit requirements

- Non-Profit Organizations (depending on structure – could apply to student organizations) follow:
  - A-122 for cost principles
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 supplant 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.)

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 Director to request guidance.

**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 Local Plan submittal – whichever date is later. No funds can pay for purchases obligated later that 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.)
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. If a local recipient, through within the Funded Projects Information, defines spending plans projects that cover only permissible local uses of funds, the local recipient is required to complete and submit 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 spending plans 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.

Chart 1: Developing the Local Plan
TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance:

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 Director the results of the prior year’s planned projects and the impact on each performance metric objective and defined goal. Similarly, a Local Improvement Plan Year End Analysis is completed for those local recipients who submitted a Local Improvement Plan in the prior year.

Process Point: This guidance covers the EVALUATE phase, completing the Funded Projects and Local Improvement Plan Year End Analyses, section of the Local Plan process. Note that while from a chronological perspective this step comes after the UPDATE phase, in the CTE Online Account System, this “look-back” evaluation is completed after the Requirements Assurance step.

Chart 1: Evaluating the Local Plan

![Diagram of Local Plan process]

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Colorado Community College System CTE Administrators’ Handbook

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TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance:

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.

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TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance and to see the list of assurances:

**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 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 review is complete, the page is printed, signed and mailed or faxed to CCCS as a hard copy. (At this time, an electronic copy cannot be accepted.)

**Process Point**: This guidance covers the eighth step, completing the Summary, Authorization and Signature page of the DEVELOP phase of the Local Plan process.

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## Chart 1: Developing the Local Plan

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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 sheet must be submitted via fax or mail to the Perkins Director:

- 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 investment representative (postsecondary only),
- Other (optional)
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 Director to have a dialogue regarding the Local Plan once submitted. Through the course of this dialogue, the local recipient and the CCCS Perkins Director will, as necessary, edit, refine and finalize the Local Plan for approval. All correspondence between the local recipient and the CCCS Perkins Director 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 the ninth step, completing the Review and Approval process, of the DEVELOP phase of the Local Plan process.

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TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance:


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.

- For Colorado local recipients, the initially required pages and/or forms include:
  - 5 year, long term strategic Local Plan (for FY2008-2009 only),
  - local improvement plan (if the educational institution has been requested to complete one),
  - 1 year, short term strategic Local Plan,
  - Funded projects Projects worksheet,
  - Requirements assurance form (if the educational institution is addressing only permissible activities),
  - General assurance-Assurances form,

- For Colorado local recipients, the final date to submit a Local Plan is September 30th.

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.

- 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.
**PROCESS POINT GUIDANCE**

**Purpose:** To provide a suggested process local recipients can use to make revisions to an approved Local Plan by submitting a Local Plan Revision.

**Overview:** A Local Plan Revision may be submitted by updating an editable copy of the originally submitted and opening an approved Local Plan for revision and editing the approved Local Plan. It may be submitted to the CCCS Perkins Director any time during the fiscal year, but all major revisions must be submitted prior to May 1st for major budget revisions if the local recipient wants to. A major revision includes:

- **Spending** 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
- Spending 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
- **Planning** for an equipment purchase that was not previously approved and/or
- **Provide** Providing out-of-state travel 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. 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 May 1.

**Note:** In some cases, out-of-state travel details are not available by May 1st. For out-of-state travel details that are not available until after May 1st, contact the Perkins Director or Service Manager 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 UPDATE/REVISIONS phase, submitting a Local Plan Revision, of the Local Plan process.

Chart 1: Updating the Local Plan

<table>
<thead>
<tr>
<th>Local Plan</th>
</tr>
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<tbody>
<tr>
<td>DEVELOP</td>
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<tr>
<td>Strategy Development</td>
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<tr>
<td>Five-Year Long-Term Strategic Local Plan</td>
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<tr>
<td>Local Improvement Plan</td>
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<td>Requirements Assurance Information</td>
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<tr>
<td>General Assurances Information</td>
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<tr>
<td>Summary, Authorization &amp; Signature</td>
</tr>
<tr>
<td>Review and Approval</td>
</tr>
<tr>
<td>UPDATE: Local Plan Revision</td>
</tr>
<tr>
<td>EVALUATE: Funded Projects &amp; Local Improvement Plan Year End Analyses</td>
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</tbody>
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<tr>
<th>APPROVAL</th>
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<tr>
<td>UPDATES/REVISIONS</td>
</tr>
<tr>
<td>Initial Local Improvement Plan</td>
</tr>
</tbody>
</table>

TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance:

NON-TECHNICAL GUIDANCE

Budget / Local Plan Revisions

The last date to submit a budget revision is May 1st. A budget revision must be submitted for approval. With only two 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 are reported.

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 desires to purchase equipment that was not previously approved prior to issuance of a purchase order, reimbursement will be denied. Revisions are also needed to provide 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 will be denied.

Chart 1: When Budget / Local Plan Revision Requires Approval

Unfortunately, due to the extensive programming requirements that will need to determine if there is a variance 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. If non-threshold changes are made to the Local Plan, provide clear information regarding what changes were made, in which project(s) the changes were made, and to which action steps the changes were made before submitting the revision. This allows 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,” after non-threshold changes are made.
Although only threshold changes require submittal and approval, if the Local Plan is being used as your grant management tool, it is best to keep the Local Plan current with actual costs and actual expenditures through May 1st. This also prevents misinformation if auditors compare plans to actual purchases.

On occasion, especially with out-of-state travel, some revisions are necessary after May 1st. The CTE Online Account freezes the revisions link in the plan after May 1st but provides a link to e-mail the Perkins Director or the Office-CTE Service Manager. Send this e-mail requesting CCCS to open your Local Plan for revisions. This e-mail must include the Local Plan Reference Number, and the reason for the need for a late revision, why the revision was not submitted prior to May 1, and a summary description of the revision that needs to be submitted. If the revision is one that exceeds the threshold and requires CCCS approval, the e-mail needs to also explain why the revision was not submitted prior to May 1st. Major revisions requested after May 1st may be denied. CCCS reserves the right to reject a request for opening a Local Plan for revision after May 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-general 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.
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 Director 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

Mail a letter to the attention of the CCCS Perkins Director, on District or College letterhead, with the following contact information:

- 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.

The letter must be signed by someone at least one supervisory level above the new Perkins contact. All CTE Online System e-mails will go to the old Perkins contact until this letter is received.
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 by submitting an equipment information update.

Overview: The Department of Education’s Office of Management & Budget (OMB), through Cost Circulars A-21, A-87 and A-133 and the EDGAR publication, 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 Perkins 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 >=$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.

TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance regarding initial planning for equipment as part of a funded project:


Please click here and go to part 5.d. for technical/online system guidance regarding claiming reimbursement for equipment in a voucher:


NON-TECHNICAL GUIDANCE

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 Director 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.
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 Director. 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 Director 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 Director. 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.

**NO** items purchased with Perkins funds should ever be **sold** without consulting with the CCCS Perkins Director for procedural guidance.
PROCESS POINT GUIDANCE

Purpose: To provide a suggested process local recipients can use to view the 1st and 2nd grant award notices, review and submit the award packet.

Overview: CCCS typically receives the 1st official grant award notice from the Office of Vocational and Adult Education (OVAE) 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 year (October 1st – June 30th). Award packets (2nd installment notifications) are distributed 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.

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.

Process Point: This guidance covers the first output of the Local Plan, reviewing and submitting the Award Packet.

Chart 1: Award Packet
TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance:

First Installment Grant Award Notification:


Award Packet (second installment grant award notification):


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. 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 the recipient of an approved Perkins Local Plan recipients of the documents that represent the Second Installment Notification and the actual total award. It requires the recipient to print, sign and return original hard copies of three documents, via regular mail as soon as possible 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 is sent. It is essential that the Award Packet be processed immediately upon posting and notification of posting.

- 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. The Award Packet forms cannot be faxed. Electronic copies cannot be accepted. Original hard copies 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 subrecipients 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 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.

- A-133 Audit Assurance

The Department of Education’s Office of Management and Budget (OMB) formalized audit guidelines for educational institutions receiving federal funds by publishing OMB Circular A-133. This circular describes the recommended audit guidelines in detail and also states that any educational institution that receives and spends $500,000 or more in total federal funding (not just Perkins funding) is required to have an OMB A-133 Single 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 A-133 audit, a signed “Certificate of Exemption From OMB A-133 Audit” form must be submitted to CCCS with the Grant Recipient Agreement. Check http://harvester.census.gov/sac/ to see if your district should submit an A-133 single audit.

In the case of consortia, the agency that manages the consortia must comply as the above paragraph indicates. Also, any district member within the consortium that meets the threshold requiring an A-133 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 A-133 Audit form should be submitted and signed by someone who has the authority to represent the district.

Perkins CFDA Number

The Perkins CFDA Number is 84.048A.
PROCESS POINT GUIDANCE

Purpose: To provide a suggested process that local recipients can use to request reimbursement for expenses incurred by completing and submitting a voucher.

Overview: 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 they may begin to request reimbursement for their incurred expenses. CCCS requires a signed Quarter 1 (Q1) voucher from every Perkins local recipient each year even if $0 were spent in Q1. This is to comply with the federal regulation that Colorado only spends the amount awarded to them for the period July 1st through September 30th. For award recipients receiving a total award of $100,000 or more, the next required voucher is due no later than May 15th for the time period January-October 1st through March 30th. It is important that Perkins funds awarded are spent within the grant year. This second voucher allows the CCCS Office to monitor the use of funds and ensure that funds are maximized for the year prior to the year-end variance report to avoid reversion of these Federal funds. The only other required voucher is the final voucher which must be submitted by the last working day in August. In total, recipients are encouraged to submit four vouchers per grant year.

Process Point: This guidance covers the second output of the Local Plan, completing and submitting Vouchers.

Chart 1: Vouchers

Development Strategy
Five-Year Long-Term Strategic Local Plan
One-Year Short-Term Strategic Local Plan
Funded Projects Information
Requirements Assurance Information
Summary Authorization & Signature
Review and Approval
UPDATE: Local Plan Review
EVALUATE: Local Improvement Plan & Funded Projects Year End Analyses

Obligation: Pay within 30 days of submission or remain within the allotment limit.
TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for Technical/Online System Guidance:


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 regarding when they are “obligated”. Chart 1 provides selected examples of these definitions.

Chart 1: Selected Examples of When Funds Are Obligated

<table>
<thead>
<tr>
<th>If the obligation is for:</th>
<th>The obligation is made:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition of real or personal property</td>
<td>On the date on which the local Perkins subrecipient makes a binding written commitment to acquire the property</td>
</tr>
<tr>
<td>Personal services by a contractor who is not an employee</td>
<td>On the date on which the local Perkins subrecipient makes a binding written commitment to obtain the services</td>
</tr>
</tbody>
</table>
Perkins: Vouchers

When the travel is taken
When the property is used
When the registration is paid
When services are performed

Funds that are not obligated by the end of the fiscal year cannot be carried over to the next fiscal year. **Funds for the next fiscal year cannot be pre-obligated before the beginning of the new fiscal year and not before the submittal of a Perkins Local Plan, whichever is later.**

### Allowable and Unallowable Costs and Activities

Rules and regulations for the use and management of Perkins funds come from several sources including the Education Department’s General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) Circulars, policies as established by CCCS and the Act itself. OMB circulars can be located at [http://www.whitehouse.gov/OMB/circulars/index.html](http://www.whitehouse.gov/OMB/circulars/index.html). Different circulars are provided for each institution type. Links to the Circulars, EDGAR, and the Perkins Act are also available at [http://www.coloradostateplan.com/monitoring.htm](http://www.coloradostateplan.com/monitoring.htm).

- States, local governments (includes secondary school districts and correctional facilities), and Indian Tribes follow:
  - A-87 for cost principles
  - A-102 for administrative requirements
  - A-133 for audit requirements
- Educational institutions (even if part of a State or local government) (includes community colleges, Colorado Mesa University and area vocational schools/technical colleges) follow:
  - A-21 for cost principles
  - A-110 for administrative requirements
  - A-133 for audit requirements
- Non-Profit Organizations (depending on structure – could apply to student organizations) follow:
  - A-122 for cost principles
  - A-110 for administrative requirements
  - A-133 for audit requirements

Please see Appendix C for further guidance on allowable and unallowable costs and activities.

### 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”. In essence, educational
institutions may use federal Perkins funds 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: Please be sure that you don’t use Perkins funds to supplant any funds from other sources currently used to support CTE programs.

**Suspended and Debarred Service Providers:**

It is the responsibility of the local recipient to check the Excluded Parties List System website at [http://www.epls.gov](http://www.epls.gov) to assure that any vendor with which you do business is not on this suspended and debarred list.
PROCESS POINT GUIDANCE

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 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.

Chart 1: Initial Local Improvement Plan

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<tr>
<td>UPDATES/REVISIONS</td>
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Initial Local Improvement Plan
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TECHNICAL/ONLINE SYSTEM GUIDANCE

Please click here for technical/online system guidance:

VE135 & VE130 Data

GENERAL DATA REPORTING OVERVIEW

This section (VI) of the Administrators’ Handbook provides an overview on the 2011-2012-2013 CTE 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 VE-135/VE-130 system.

You may contact the following CCCS staff with questions regarding the VE-135 or VE-130:

Julie Eddy, CTE Accountability Director
julie.eddy@cccs.edu or 303-595-1527

Tim Cousineau, CTE Programmer/Analyst
tim.cousineau.cccs.edu or 720-858-2843

2011-2012-2012-2013 REPORTING DEADLINES

<table>
<thead>
<tr>
<th><strong>VE-135 Follow-up Deadline:</strong></th>
<th>March 30, 2012-2013 (placement on 10-11-12 completers)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VE-135 Enrollment Deadline:</strong></td>
<td>July 30, 2013 (*124-132 CTE student enrollment)</td>
</tr>
<tr>
<td>*Exception: Postsecondary level data for all System colleges, Aims, WCCC, CMC, Pickens Tech, and Emily Griffith</td>
<td></td>
</tr>
</tbody>
</table>

To request a data reporting extension for extenuating circumstances you must submit a VE-135 Reporting Extension Request Form available under the Data Reporting Training Materials at http://www.coloradostateplan.com/admin_handbook.htm. Extension requests need to be submitted by the deadline dates posted on the request form.

**VE-130 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 VE-130 updates/additions by September 30, 2012. If you have faculty changes during the year, you should then update the VE-130 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.

---Thank you for your attention to this important matter---

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 programs approved under the Colorado Department of
Corrections and/or Division of Youth Corrections are waived from the requirement of submitting the follow-up; however, CCCS encourages them to do so 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 VE-135 student enrollment and placement 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 Public Law 109-270 Carl D. Perkins Career and Technical Education Act of 2006.

**VE-135 Records Retention**

Source data used to create annual VE-135 enrollment and follow-up submissions should be kept for 7 years. Source data would include such items as individual VE-135 enrollment forms, rosters, electronic data files, follow-up survey forms, etc.

**VE-135 and VE-130 Data Collection System**

CTE student enrollment and placement data reported to CCCS are stored in the "VE-135" data system, a database maintained by CCCS containing demographic and programmatic information for 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. The VE-130 is part of the VE-135 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.

**How to Report the VE-135 Data**

Most institutions will report both their enrollment and follow-up data via the VE135 Data Collection website at [https://ve135.cccs.edu](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 and some area technical college postsecondary level programs requires special import processes. Postsecondary institutions will still need to report their VE-135 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 VE-135 reporting are divided into: 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 list below).

**Website logins:**

Each school has at least one unique login to the VE-135 website. Each school has at least one designated VE-135 contact on record with CCCS and that contact is given a login account to the VE-135 website. If your school has not designated an official VE-135 contact(s) to our office, then, in most cases, the district Perkins contact or superintendent is considered the main VE135 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-designated VE-135 main contact(s). Anyone
logging into the VE-135 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 VE-135 website is personally identifiable and falls under FERPA regulations. When a VE-135 contact leaves the school or no longer needs a login, the school must contact 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 VE-135 Data Collection Website at https://ve135.cccs.edu and also linked to under the Data Reporting Training Materials at http://www.coloradostateplan.com/admin_handbook.htm. You should only use guidance written specifically for the current academic reporting year. Each document will be labeled with the current academic reporting year.

We recommend that you monitor the CTE Trends e-newsletter for VE-135 announcements throughout the reporting year. To sign up to receive the CTE Trends, send a request to joe.marquez@cccs.edu.

### 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:

<table>
<thead>
<tr>
<th>Secondary Schools</th>
<th>Area Technical Colleges</th>
<th>Community Colleges</th>
<th>Other (Federal and State Correctional Facilities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• May use EITHER direct individual entry or a data file to report the VE-135 enrollment for secondary level programs.</td>
<td>• May use EITHER direct individual entry or a data file to report the VE-135 enrollment for BOTH secondary and postsecondary level programs. NOTE: Pickens and FGTC/EGOS must use a special postsecondary data file format designed specifically for their data reporting needs.</td>
<td>• May use direct individual entry or a data file to report the VE-135 enrollment ONLY for secondary level programs.</td>
<td>• May use EITHER direct individual entry or a data file to report the VE-135 enrollment or follow-up for secondary and postsecondary level programs.</td>
</tr>
<tr>
<td>• May use EITHER direct individual entry or a data file to report the VE-135 follow-up for secondary level programs.</td>
<td>• May use EITHER direct individual entry or a data file to report the VE-135 follow-up for BOTH secondary and postsecondary level programs.</td>
<td>• The VE-135 enrollment data for postsecondary level programs at community colleges reporting on the CCCS Banner system and Aims, CMC, and WCCC is imported by CCCS staff from SURDS data files.</td>
<td>• May use EITHER direct individual entry or a data file to report the VE-135 follow-up for BOTH secondary and postsecondary level programs.</td>
</tr>
</tbody>
</table>

### VE-135 Direct Individual Entry

For 2012-2013, you will still be able to enter your VE-135 enrollment and follow-up via individual record entry on the website at https://ve135.cccs.edu. Many small schools with small programs find

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this process more efficient than building a data file and uploading it to the website. Simply follow the directions provided on the VE-135 website.

**VE-135 Data File Reporting**

For 2012-2013, files will still be uploaded via the VE-135 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 VE-135 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 VE-135 website. Do NOT use VE-135 file layout documentation from previous reporting years. Note: Pickens and Emily Griffith will receive instructions directly from CCCS on building their 2012-2013 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 the VE-135 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.

VE-135 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 of them 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 they attend trainings provided by CCCS on VE-135 data reporting?
- Do you have a process to validate your CTE data BEFORE submissions? One 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 VE-135 reporting dates on your electronic calendar AND add your own additional reminder and preparation deadlines.
CCCS Training

CCCS staff conduct VE-135 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 VE-135 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://www.ed.gov/offices/OM/fpco/ferpa/index.html.

Main VE-135 Data Uses

- **Federal Consolidated Annual Report (CAR) & EDFacts**: VE-135 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. VE-135 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**: VE-135 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**: VE-135 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 VE-135 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 VE-135 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, SBCCOE). The first report shows minority, disadvantaged, disability, and limited English speaking populations and a breakout by gender. The second report shows the 5-year trend for student completion counts, enrollment counts, and adjusted completion rate. The third report shows the 5-year employment and continuing education trend data gathered from the student follow-up process. All of these reports show a 5-year average and also show the statewide information for programs with the same CIP code at the same level (see Section II of this Administrators’ Handbook for information about the CTA).

- **Civil Rights Compliance Monitoring**: The CCCS CTE Monitoring & Internal Audit
department uses the VE135 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. VE-135 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 VE-135 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.

### VE-135 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 2011-2012-2013 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 website at [https://ve135.cccs.edu](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 VE-135 data reported by your institution will be verified for completeness and accuracy during scheduled monitoring visits.

If you are an institution that must report data directly to CCCS, then you should familiarize yourself with the attribute fields that must be reported for VE135 enrollment. **The best place to start is to review the current year enrollment file layout documentation that is available under the Documents section of the Help page on the VE-135 website at [https://ve135.cccs.edu](https://ve135.cccs.edu) or linked to under the training materials of the Data Reporting section at [http://www.coloradostateplan.com/admin_handbook.htm](http://www.coloradostateplan.com/admin_handbook.htm).** Keep in mind that enrollment data attributes can change from year to year, so always review the current academic year documentation.

For those institutions reporting student data in the CCCS Banner system plus Aims, CMC, and WCCC, their postsecondary VE-135 enrollment data will be imported internally by CCCS staff. Pickens Tech and EGTC will be contacted directly by CCCS staff with instructions on preparing a specially designed file format to collect their postsecondary level enrollment data. All of these postsecondary institutions should use the standard methods of individual student record entry or file upload for all of their secondary level enrollment data.

**You should count coursework taught only by credentialed instructors for the VE-135 enrollment. You cannot count coursework taught by non credentialed instructors. Furthermore, CTE programs must have an “Active” status to report the VE-135 enrollment.**
Determining Which Students to Report in the VE-135 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 VE-135 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. You will then be required to identify if the student was a concentrator and/or a completer in their CTE program. Please note that concentrators and completers are attributes of the enrollment records. They are statuses that are given to each student entered into the VE-135 enrollment. The “Concentrator” and “Completer” definitions are as follows:

- **Concentrator** – A secondary student who has completed at least one half of the credits required within any CTE program where credit, course(s), and academic term are defined in the program approval documentation.
- **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 2011-2012 academic year.

Determining Which Students to Report in the VE-135 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).

**VE-135 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 program in the previous school year.

Only programs approved under the Colorado Department of Corrections (DOC) and/or Division of Youth Corrections (DYC) are waived from the requirement of submitting the follow-up; however, CCCS encourages them to do so 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. Therefore, for the 2012-2013 school year, the students that you will see listed in your VE-135 follow-up report are the students that were marked as “Completers” in the VE-135 enrollment in the 2011-2012 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.

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 VE-135 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 VE-135 website at [https://ve135.cccs.edu](https://ve135.cccs.edu) for information on the current reporting year follow-up questions, specific file layout documentation, and best practices.

**VE-135 Follow-up Process Timeline**

CCCS requires that you not begin your follow-up survey process until December 15, 2012.

The US Department of Education, Office for Vocational and Adult Education (OVAE) has provided guidance on when the data collection effort for VE-135 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 VE-135 Follow-up Survey**

If you do not already have a list of students you marked as completers in the VE135 enrollment for the 2010-2011-2011-2012 reporting year, then you may log onto the VE135 data collection website and retrieve a report of the students from the Follow-up section. The website is expected to open the first week of December for the 2011-20122012-2013 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 VE-135 website at [https://ve135.cccs.edu](https://ve135.cccs.edu) or linked to under the training materials of the Data Reporting section at [http://www.coloradostateplan.com/admin_handbook.htm](http://www.coloradostateplan.com/admin_handbook.htm). 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.

**VE-130 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 VE-130 updates/additions completed by, and if you have faculty changes during the year, you should update the VE-130 as those occur.

All VE-130 active teacher data must be reported directly onto the VE-135 Website. The official website rollover for the 2011-2012 2012-2013 academic year will not occur until December of 2011, but you can still begin your teacher updates within the 2010-2011 2011-2012 version of the VE-135 website and they will roll into the 2011-2012 2012-2013 version when it launches.

The VE-130 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.

The VE-130 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 the VE-130. More specific instructions on adding/modifying VE-130 records is found within the VE-130 section of the website at https://ve135.cccs.edu.

It’s extremely important that your institution keep the VE-130 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)

A. Statutory Requirements

1. 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—
   a. Will be provided with equal access to activities assisted under the Act.
   b. Will not be discriminated against on the basis of their status as members of Special Populations; and
   c. 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

<table>
<thead>
<tr>
<th>Describes how programs will be reviewed to identify and adopt strategies to overcome barriers of access or barriers of success for Special Populations.</th>
<th>Includes differentiated learning as part of professional development teaching skills for differentiated instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide frequent in-services on diversity, sexual harassment, discrimination, and Section 504/ADA.</td>
</tr>
<tr>
<td></td>
<td>Actively seek diversity when hiring.</td>
</tr>
<tr>
<td></td>
<td>Provide systems for open communications.</td>
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<tr>
<td></td>
<td>Review demographic data annually.</td>
</tr>
<tr>
<td></td>
<td>Provide support services and analyze results.</td>
</tr>
<tr>
<td></td>
<td>Present industry guests who represent diversity.</td>
</tr>
<tr>
<td></td>
<td>Review demographics of participation in CTSOs.</td>
</tr>
<tr>
<td></td>
<td>Conduct student exit interviews.</td>
</tr>
<tr>
<td></td>
<td>Acquaint counselors with CTE opportunities for Special Populations</td>
</tr>
<tr>
<td></td>
<td>Include a Special Populations expert on your Perkins planning committee</td>
</tr>
<tr>
<td>Describes projects that will prepare Special Populations for high skill, high wage or high demand occupations that will lead to self-sufficiency.</td>
<td>Gathers wage-rates on placement student surveys.</td>
</tr>
<tr>
<td></td>
<td>Describes processes that will use labor and employment statistical analysis.</td>
</tr>
<tr>
<td></td>
<td>Uses labor demand statistics to help evaluate program quality.</td>
</tr>
<tr>
<td></td>
<td>Annually uses business/industry advisory committee to review course competencies.</td>
</tr>
<tr>
<td>Creative curricula designs that adapt to student needs while still aligning to industry needs with job site development for special needs students.</td>
<td></td>
</tr>
<tr>
<td>Review exit points in programs for potential certificates for high demand skills.</td>
<td></td>
</tr>
</tbody>
</table>

| 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. |
| 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. |
| Describe how funds will be used to promote preparation for non-traditional fields. | • 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: CTE Technical Assistance and Civil Rights Monitoring

In Fiscal Year 2007-08, CCCS introduced an updated technical assistance compliance monitoring program. CCCS conducts monitoring activities for educational institutions to evaluate the effectiveness of their compliance with all relevant rules and regulations that relate to a) the Carl D. Perkins Act, b) Career and Technical Education programs c) the Career and Technical Act and d) Compliance with Title II, VI, IX and Section 504 (MOA). The compliance program is supported and guided by four tools:

Compliance Monitoring Strategy: The compliance monitoring strategy focuses on using the compliance program and tools to monitor and evaluate the activities of educational institutions in order to, where appropriate, provide increased and more focused technical assistance, tools and training.

Feedback Grid: CCCS developed a Feedback Grid to guide the selection of the educational institutions that might benefit from an on-site monitoring visit. The grid incorporates feedback from a wide variety of Subject Matter Experts (SMEs) who interact daily with educational institutions. For example, the Perkins Director provides feedback about the Local Plans reviewed and approved and the Budget Analyst provides feedback about the vouchers reviewed and approved.

Office-Based Monitoring Checklists: These are a series of checklists that are used to evaluate and monitor the educational institutions’ activities at the CCCS office on a regular daily basis by SMEs.

On-Site Monitoring Checklist: This is one comprehensive on-site checklist that will be used to evaluate and monitor the educational institutions’ activities at their location on a more targeted basis through a scheduled on-site monitoring visit.

To ensure that the design of the program was comprehensive, CCCS followed this step by step development process:

1) Define the Technical Assistance Monitoring Strategy.
2) Develop the Office-Based and On-Site Monitoring Checklists.
   a. Identify and review all relevant program and cost guidance materials including:
      i. Office of Management & Budget A-21 Cost Circular
      ii. Office of Management & Budget A-87 Cost Circular
      iii. Office of Management & Budget A-133 Compliance Supplement
      v. EDGAR (Education Department General Administration Regulations) Parts 76 and 80
      vi. GEPA
      vii. Grant Recipient Agreement Letter
   b. Define the critical guidelines and requirements that must be met by educational institutions.
c. Segment these guidelines and requirements into two checklists:
   i. A series of office-based checklists that can be used to evaluate and monitor the educational institution’s activities at the CCCS office on a regular daily basis by SMEs, and
   ii. One comprehensive on-site checklist that can be used to evaluate and monitor the educational institution’s activities at their location on a more targeted basis.

3) Create a Feedback Grid. The Feedback Grid captures subjective and objective input from each of our SMEs. For example, a subjective piece of feedback from our Perkins Director is “How well was the Local Plan written?” An objective piece of feedback from our CTA Manager is by how much did the amount claimed on the Final Financial Report change from the time it was submitted to the time it was finalized by the CTA Manager.

**Office-based Monitoring**

CCCS performs extensive monitoring of educational institutions through regular ongoing contact with the educational institution. This informs the Feedback Grid for on-site monitoring but also provides the state with the function of ongoing, high-touch monitoring of each educational institution. CCCS uses office-based “actionable items checklist” monitoring that includes specific actionable items that must be reviewed by the SME to assist with risk assessment. Each subject matter expert records his/her objective and subjective analysis of the submitted document and this serves to inform ongoing monitoring activities.

**On-site Monitoring Activities and Timeline**

Using the Feedback Grid, CCCS determines a schedule of on-site visits for each fiscal year. A CCCS compliance officer will perform the on-site visit using a pre-defined on-site monitoring checklist. CCCS typically conducts on-site monitoring visits from late September through July. CCCS will work to avoid on-site monitoring visits during particularly busy times of the year:

- School Districts: CCCS will work to avoid the weeks of the beginning and end of terms, the months of May and June and during CSAP testing.
- Colleges: CCCS will work to avoid the weeks of the beginning and end of each term.

From August to September, CCCS will update the office-based and on-site monitoring checklists, feedback grid, workload estimate and schedule and begin to work with educational institutions on scheduling logistics. The suggested activities and related timeline for an on-site visit is listed below:
## Perkins Monitoring Timeline

<table>
<thead>
<tr>
<th>Timing Goals</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 30 business days prior to visit</td>
<td>CCCS notifies educational institution that it has been selected for monitoring. CCCS and educational institution selected define specific dates and agree upon specific documents that will be provided to CCCS before and during the monitoring visit.</td>
</tr>
<tr>
<td>For approximately 1 week</td>
<td>CCCS conducts on-site monitoring visit.</td>
</tr>
<tr>
<td>At completion of monitoring visit</td>
<td>CCCS conducts an exit meeting with the educational institution and informs them of the preliminary findings that will be included in the draft monitoring report.</td>
</tr>
<tr>
<td>Within 30 business days of visit</td>
<td>CCCS conducts an exit conference by phone or on-site and goes over the draft monitoring report with the educational institution. Once the report is final, it is sent to the educational institution.</td>
</tr>
<tr>
<td>Within 90 calendar days of receipt by educational institution of final monitoring report</td>
<td>Educational institution prepares a Corrective Action Plan (CAP) addressing all required issues identified in the final report. The CAP must be dated and signed by an official representative of the educational institution.</td>
</tr>
<tr>
<td>Within 60-90 calendar days of receipt of CAP from educational institution</td>
<td>CCCS reviews CAP and determines if a CTE Management Improvement Team needs to visit the educational institution to provide the technical assistance in areas needed.</td>
</tr>
<tr>
<td>Within 180 calendar days</td>
<td>CCCS monitors educational institution’s progress in meeting the objectives of the CAP. If no progress is made, CCCS will determine what sanctions are appropriate.</td>
</tr>
</tbody>
</table>

The on-site monitoring visits are managed by a CCCS compliance officer. The compliance officer uses the on-site Monitoring Checklist to perform the on-site monitoring. At the completion of each on-site monitoring visit, the compliance officer meets with the educational institution’s administrators to review the progress of the monitoring visit thus far. Within thirty (30) days, the compliance officer will provide the
final monitoring report to the educational institution. Within thirty (30) days of receipt of the final report, the educational institution will develop a Corrective Action Plan (CAP) that lists the actions the educational institution will take to achieve the recommended changes.

CCCS is committed to providing the tools and training needed to assist educational institutions in succeeding in meeting their CAP goals. 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 on-site 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 the resulting recommendations and CAP.

**Civil Rights (MOA) Monitoring**

The Department of Education’s Office for Civil Rights oversees a program to monitor federal grant subrecipients for compliance with Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973, 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.

As part of this program, local subrecipients that operate at least one CTE program are subject to Civil Rights monitoring and are required to complete and 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.

Also as part of this program, CCCS is required to conduct on-site visits for a select number of recipients to assure compliance with federal civil right regulations. The following criteria determine the selection each year:

- Sub recipient’s enrollment by race compared to sub recipient’s vocational enrollment by race
- Sub recipient’s enrollment by sex compared to sub recipient’s vocational enrollment by sex
- Sub recipient’s enrollment by disability compared to sub recipient’s vocational enrollment by disability
- Time since last MOA review

The local recipient is notified, in writing, of an on-site review. Prior to going on-site, the educational institution will be asked to provide certain information to CCCS. At the conclusion of the review, a written report is issued to the local recipient and to the U.S.
Department of Education. The local recipient must take remedial action, including the submission of a compliance plan, if found by CCCS to not be in compliance with any part of the civil rights regulations. If the recipient does not comply, CCCS will refer the recipient to the U.S. Department of Education. If the local recipient still does not comply, they may lose their eligibility to receive federal funds.

### Office of Civil Rights (OCR) Monitoring Timeline

<table>
<thead>
<tr>
<th>Timing</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required: At least 30 business days prior to visit</td>
<td>CCCS notifies educational institution that it has been selected for an on-site monitoring visit.</td>
</tr>
<tr>
<td>Goal: At least 30 business days prior to visit</td>
<td>CCCS and educational institution selected define specific dates and agree upon specific documents that will be provided to CCCS before the visit.</td>
</tr>
<tr>
<td>Goal: Duration of monitoring visit will generally be one week or less.</td>
<td>CCCS conducts on-site monitoring visit.</td>
</tr>
<tr>
<td>At completion of monitoring visit</td>
<td>CCCS conducts an exit meeting with the educational institution and informs them of the preliminary findings that will be included in the draft Letter of Findings (LOF).</td>
</tr>
<tr>
<td>Goal: Within 30 business days of visit</td>
<td>CCCS conducts an exit conference by phone or on-site and goes over the draft LOF with the educational institution. Once the LOF is final, it is sent to the educational institution.</td>
</tr>
<tr>
<td>Required: Within 90 business days of receipt by educational institution of final LOF</td>
<td>Educational institution prepares a Voluntary Compliance Plan (VCP) addressing all required issues identified in the final LOF. The VCP must be dated and signed by an official representative of the educational institution.</td>
</tr>
<tr>
<td>Goal: Within 60-90 calendar days of receipt of VCP from educational institution</td>
<td>CCCS reviews VCP and determines if a CTE Management Improvement Team needs to visit the educational institution to provide the technical assistance in areas needed.</td>
</tr>
<tr>
<td>Required: Before 120 calendar days of receipt by educational institution of final LOF</td>
<td>CCCS must notify OCR if the VCP submitted is inadequate, but the educational institution is working in good faith with CCCS to remedy the deficiencies.</td>
</tr>
<tr>
<td>Goal: Within 180 calendar days</td>
<td>CCCS monitors educational institution’s progress in meeting the objectives of the VCP. If no progress is made, OCR will ultimately follow up.</td>
</tr>
</tbody>
</table>
Career and Technical Act (CTA) Auditing

Audits of school districts receiving funds under the CTA are conducted approximately once every five years. Audits may occur more often, if deemed necessary. School districts receiving funds under the CTA are subject to audit by CCCS. The reported CTE costs, related FTE and compliance with the provisions of the CTA statute are reviewed during the audit. School districts are notified in advance of the audits and are provided with a listing of items to be made available for the audit. Any differences between originally reported amounts and audited amounts are adjusted in accordance with Section 7 of the “Rules of the State Board for Community Colleges and Occupational Education under the Colorado Career and Technical Education Act.”

Recipients are required to have copies of all related CTA documents, including fiscal documentation, on file for seven years. These documents should be organized and accessible. Fiscal documents should be kept for seven years. Equipment (a single item with a useful life of > 1 year and an acquisition cost of >= $5,000) information forms should be retained for five years after the disposition, transfer or replacement of the equipment.

Perkins Act Auditing

The Internal Audit department began detailed Perkins auditing in spring 2008.
Section IX: Administrators’ Handbook Task Force

Background – In 2008, the CCCS office revised and re-wrote all sections of the CTE Administrators’ Handbook. CCCS agrees that it will officially update the Handbook once a year. Each year during the June meeting of the SBCCOE, CCCS will present the updated handbook to the Board for approval. This becomes the trusted source of information for the upcoming fiscal year for the field, CCCS, and auditors as to the guidance that CTE provides for its programs. All training in the field will be based solely on this approved Handbook and training will not stray from the essence of the information provided in the Handbook. CCCS agrees that this is necessary in order to provide consistency and clarity to the field and for the review and use of auditors.

Each section of the Handbook has an owner who is responsible for the continuous upkeep of the content. Below is a list of sections and section owners:

**CTE Administrators’ Handbook Section Owners**

Date: July 1, 2009

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<thead>
<tr>
<th>Section</th>
<th>Section Name</th>
<th>Section Owner</th>
</tr>
</thead>
<tbody>
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<td>I</td>
<td>General Information</td>
<td>Assistant Provost</td>
</tr>
<tr>
<td>II</td>
<td>CTE Program Approval</td>
<td>Assistant Provost</td>
</tr>
<tr>
<td>III</td>
<td>CTE Program Standards</td>
<td>Assistant Provost</td>
</tr>
<tr>
<td>IV</td>
<td>CTE Credentialing</td>
<td>CTA &amp; Credentialing Manager</td>
</tr>
<tr>
<td>V – A</td>
<td>CTE Funding</td>
<td>Perkins Grant Accountant</td>
</tr>
<tr>
<td>V – B</td>
<td>CTA</td>
<td>CTA &amp; Credentialing Manager</td>
</tr>
<tr>
<td>V – C</td>
<td>Perkins</td>
<td>Perkins Director</td>
</tr>
<tr>
<td>VI</td>
<td>CTE Data Reporting</td>
<td>CTE Accountability Director</td>
</tr>
<tr>
<td>VII</td>
<td>CTSO</td>
<td>Assistant Provost</td>
</tr>
<tr>
<td>VIII</td>
<td>Student Services</td>
<td>Assistant Provost</td>
</tr>
<tr>
<td>IX</td>
<td>CTE Monitoring</td>
<td>CTE Monitoring Manager</td>
</tr>
<tr>
<td>X</td>
<td>Administrators’ Handbook Task Force Policies</td>
<td>CTA &amp; Credentialing Manager</td>
</tr>
<tr>
<td>Appendix A</td>
<td>Perkins 5-year Long Term Strategic Plan</td>
<td>Perkins Director</td>
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<td>Appendix B</td>
<td>Perkins Travel Policy</td>
<td>Perkins Grant Accountant</td>
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<td>Appendix C</td>
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<td>Perkins Grant Accountant</td>
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<td>Appendix D</td>
<td>Board Policies</td>
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<td>Appendix E</td>
<td>VE-135 Extension Request Form</td>
<td>CTE Accountability Director</td>
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<tr>
<td>Appendix E</td>
<td>Perkins Program Income</td>
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<td>Appendix F</td>
<td>Perkins Public Announcements</td>
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</tr>
<tr>
<td>Appendix G</td>
<td>Administrators’ Handbook Revision Matrix</td>
<td>Provost</td>
</tr>
</tbody>
</table>

Participants in 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 Provost 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 Vice President (VP) of Academic and Student Affairs must approve each change. If the VP does not approve of a change, the VP 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.

- **Changes for June Board Meeting:** Prior to the annual June Board Meeting of the SBCCOE, 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 June Board Meeting go into effect July 1 subsequent to the June Board Meeting.

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.

For audit purposes and ease of understanding in the field, any changes to the CTE Administrators’ Handbook and training materials should be appropriately flagged as “new” and an indicator of the timing of the change. 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.

Additionally, 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 VP may make changes to the policies and procedures by which this Task Force functions.
The following ideas for developing a five-year Local Plan were compiled with collaboration from attendees of The Perkins Administrator’s Camp IV on December 4, 2007.

These ideas are NOT mandatory items for the plan – they are only samples of items that would be appropriate strategies to address the framework questions. This list of samples does not include every possible option so please know that items on the list of strategic plans may be items that have not been listed in this guide. Many of the items listed in this guide might be adopted as a strategic plan for programs, but at different percentages than the samples. This document also mentions a few “exemplary models” and which recipient has implemented them. Recipients are welcome to contact the CTE Administrator where these models exist if more information is needed. Also, many more “exemplary models” exist throughout Colorado CTE that are not featured in this document. Please refer frequently to the CCCS CTE website in the future, where descriptions of numerous best practices will be posted.

This list of sample ideas should serve to help recipients understand the intent of a Perkins five-year, long-term strategic Local Plan and should help recipients to understand the questions that frame this part of a Perkins Local Plan. The questions that make-up the framework for the five-year, long-term strategic Local Plan is described in 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. Friday mini-group training sessions can be scheduled and/or recipients can directly contact the CCCS Perkins Director at any time. Staff contact information is available at www.cccs.edu or by calling 303-620-4000.

The Perkins five-year plan is a part of the Perkins Local Plan but it only has to be completed once (for fiscal year 2008-2009 plans) during the operation of the new Perkins Act-2006. In future years of the authorization of the Perkins-2006 Act, if recipients choose, recipients may update or change this part of the Perkins Local Plan. Five-year plans will be stored in the recipients CTE online account. CCCS staff will review updates or changes when appropriate.

Below, in bold, there are 12 questions to be addressed in the five-year plan. Beneath each question are bulleted lists of examples of how that question could be addressed. Five-year plans should be based on what works best for the recipient’s college, district or consortium’s strategic visions and resources. Remember, these are five-year goals; the items listed in this plan do not have to be accomplished in one year! Any items listed should be measurable outcomes. For more examples of measurable outcome samples, please see the “Samples of Measurable Outcomes” document located at http://www.coloradostateplan.com/Library.htm in the “Relevant Documents” section.
Submittal of this form for FY2009 Local Plans will be completed through the online system. Please contact the CCCS Perkins Director for more details about available training for this new website.

**Question 1: How will the recipient’s educational institution offer the appropriate courses of not less than one CTE plan of study?**

Note: The wording of this question sounds cumbersome since it is duplicating the wording from the Perkins Act 2006, Section 134. It is a difficult point to simplify since the Act lists specific characteristics of a “plan of study”. Essentially, what this question is asking would be as follows:

*How is the recipient proceeding with:*

  a. Aligning at least one CTE approved program to the CCCS plan of study template;
  b. Offering the courses in a manner that allows students to pursue the plan of study sequence;
  c. Connecting the CTE courses to relevant postsecondary or advanced educational opportunities; and
  d. Sharing these opportunities with students, parents, the community and other relevant stakeholders?

**Possible items to list:**

- Methods of communication will be put into place for parents, PTA, school board, and community/business partners to learn about CTE Career Pathways.
- Opportunities 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 will be provided to all incoming freshman and new students.
- All CTE courses are 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.
- 50 percent of 9th grade students will be introduced to a plan of study.
- 80 percent of the community/business partners (CTE advisory committee members) will receive an explanation of the plans of study.
- 50 percent of CTE program completers will continue with education.
- Policies will be reviewed for alignment with opportunities for students to continue CTE programs and plans of study.
All CTE programs will have at least one plan of study template completed by program year 2012-2013.

Related websites:

- http://www.coloradostateplan.com/default_cluster.htm
- www.careerclusters.org
- http://lmigateway.coworkforce.com/lmigateway/timeout.asp (go to labor market information link and then to the respective county in Colorado).

Question 2: How will the recipient’s 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.

- **Credit**
  - 50% of CTE programs will explore options for offering academic credit embedded in technical content.

- **Evaluation**
  - An exploration of whether CTE teacher evaluations can include review of strategies used to introduce, reinforce and/or teach academic skills will be conducted.

- **Professional Development**
  - 100% of CTE teachers will participate in workshop/classes that teach integration of academics.
  - For CTE programs that grant academic credit, 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 math classes.

- **Exemplary model**: In Jefferson County, Process Technology is taught by science faculty who have received CTE credentials because of the commitment of industry paying science faculty as externs in the workplace during the summers.

- **Entrance/Exit Exams**
o 50% of CTE program faculty, in partnership with academic faculty, will construct an entry/exit exam that measures students' academic and technical skills.

o 50% of CTE programs will have a pre/post-test for academic skills in place to document growth.

o 100% of secondary CTE program completers will take the Accuplacer test to analyze students’ readiness for postsecondary education.

o 50% of the CTE programs will use the college Accuplacer test for both pre/post-documentation of students’ learning.

**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.

- Secondary CTE faculty will be aware of graduates’ remediation rate.

- 80% of secondary CTE program completers will be reading at grade level as measured by TABE or other district assessment.

- 100% of our CTE programs will have the curricula reviewed by business/industry advisory committees.

**Exemplary model:** In the new Algebra II for Process Industries course in Jefferson County and in the new Geometry in Construction course in the Thompson Valley school district, real world problem solving scenarios are used to reinforce math competencies that also transfer to college level coursework.

**Question 3:** How will the recipient’s 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, p. 1):


**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 plan of study to plan postsecondary education.
All CTE programs will explore strategies that keep program graduates or completers connected as alumni advisory council members or able to be contacted 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.

- **Programs**
  - CTE programs will explore the option of having employed graduates of 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/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 (example: internships, job shadowing, co-operative learning, simulation labs).
  - At least two career days per year will be set aside for representatives from various sectors of business and industry to interact with CTE students (example: career fairs, guest speakers, mock interviews, skill contests).
  - All CTE programs will have industry appropriate interview practice sessions.
  - In addition to the required CTE program business and industry advisory committees, a Perkins economic and workforce development planning committee will be established.
  - Each CTE Program will provide two guest speakers from business and industry per year as classroom activities.

**Question 4:** How will the recipient’s 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?

*One possible approach*

- **STAGE ONE**
The first year, 50% of CTE programs will:

- identify and align the Colorado State Academic Standards & industry standards of one core discipline for a program area in collaboration with postsecondary academic and CTE faculty and business and industry subject matter experts;
- develop (or adopt) assessment tools for the selected core discipline; (note: Accuplacer pre/post-tests could work well here if it is administered to both CTE and non-CTE students to provide comparison data);
- collect data to create a baseline.

Annually, the number of CTE programs participating will be increased by 25%.

**STAGE TWO**

The second year, the CTE programs that completed stage one will:

- repeat assessment, data collection, and analysis of the first core discipline;
- identify and align the Colorado State Academic Standards & industry standards;
- add a second core discipline for the program area;
- develop assessment tools for the selected core discipline;
- collect data to drive progressive change.

**STAGE THREE**

The third year, the CTE programs that have completed stage two will:

- repeat assessment, data collection, and analysis of the first two core disciplines;
- identify and align the Colorado State Academic Standards & industry standards;
- add a third core discipline for the program area;
- develop assessment tools for the selected core discipline;
- collect data to drive progressive change.

**AND CONTINUE THE PATTERN**

*Other possible items to list*

- CTE and academic teachers will be provided extra-duty time to collaborate curriculum mapping.
- Academic faculty will be consulted regarding validation of academic rigor in 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.
- CTE/academic teachers will attend national training about Math in CTE Research.
Secondary CTE program completers who graduate from high school and who are attending postsecondary education will be surveyed to determine if the need for remedial courses.

70% of business and industry surveys will report satisfaction with CTE program graduates.

Secondary CTE students will take college Accuplacer tests in the 11th grade and use the results to review the plan 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.

Question 5: How will the recipient’s 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.
- All 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.
- All counselors/advisors will attend CTE workshops/conferences related to the use of plans of study to help students organize schedules.
- Each college dean with CTE programs will attend a CTE workshops/conferences related to the use of plans of study.

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 to learn about foundational academic skills of careers.
- 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.
- 50% of the core academic instructors will integrate CTE terminology into the classroom.
Sample Five-Year Long-Term Strategic Local Plan Answers

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/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 local community colleges.
  - 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.

- Exemplary model: CTE programs that use the “Project Lead The Way” model recommends students to progress to higher level courses within the sequence or meet Algebra II level or higher.
o 100% of all new CTE teachers will receive training in plans of study.

o 100% of CTE teachers will have professional development plans which include integration of academic activities and skills.

o 20% of academic faculty will be funded extra-duty hours to observe CTE program curriculum mapping.

o Academic and CTE faculty who choose to partner with and coordinate curriculums will be provided extra-duty funding for this work; up to 10% of annual Perkins funds per year.

o National conference agendas and programs will be reviewed for alignment to individualized professional development plans before being approved for Perkins funding.

o 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.

- **Core academic teachers**
  - 100% of middle and high school teachers, counselors and administrators will be trained to effectively use [www.collegeincolorado.org](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.

- **Counselors**
  - 100% of middle and high school counselors will be trained in plans of study.
  - Guidance counselors will be invited to annual district-wide updates on CTE programs and plans of study.

- **Collaboration**
  - At least ten academic teachers will attend CTE professional conferences.
  - 100% of CTE courses will include math, language arts, and science standards within the curriculum to 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 and core academic teachers.
  - At least ten teams of math and 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 informed and prepared within 2 years.
  - 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 all CTE faculty will understand the Perkins process and will be able to develop strategic-based projects that affect Perkins performance metrics for funding applications.
  - All local secondary district school board members will be provided copies of the district’s annual Perkins plan and provided the opportunity to provide feedback about the plan.
  - A Perkins council will be developed to include representation from economic development, business and industry that develops and reviews annual local Perkins plans.
  - A Perkins Local Plan analysis tool will be developed based on the 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 strategic-based projects with the program’s business and industry advisory councils for review and feedback.
  - Perkins annual Local Plans will be posted on the website.

- Implementation
  - Annual parents’/students advising events 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 fairs will include information about apprenticeship opportunities.
  - CTE plans of study will be posted on each high schools and middle schools 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 job needs and career opportunities in the area/county and validate curricula accordingly.
  - 100% of CTE faculty will know and support the implementation of the annual Perkins plan.
**Evaluation**

- As resources allow, attempts to survey graduate cohorts for five years to analyze the success rates of CTE plans of study will be conducted.
- 80% stakeholders surveyed will respond positively about CTE programs.
- 100% of students in CTE programs will have designed a customized plan of study.
- CTE administration will collaborate with CTE faculty to develop a pre/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 the district.
- 50% of all students will have a personal plan of study.
- All 7th – 12th grade students will be trained in the use of www.collegeincolorado.org.
- 100% of school administrators will access the College in Colorado website to have knowledge of plans of study by 2009.

**Question 8**: How will the recipients 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?

- Input from special services staff at both the secondary and postsecondary levels will be sought. These experts will have the most knowledge and be able to help collaborate for effective outcomes. Include these staff 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:**

- Access to Programs.
  - 100% of 8th – 11th grade students’ homes will be mailed information regarding the CTE programs available.
- 90% of CTE advisory committees will insure special population representatives are included on the committee.
- 100% of brochures and promotional materials 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.

**Data**
Sample Five-Year Long-Term Strategic Local Plan Answers

Position rates for special populations CTE completers will increase.
95% of special population students will complete a 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 plan of study in place.
- 50% of 9th graders, including special populations, will participate in industry job shadows.

**Academic Attainment**
- 80% of special population students 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 center.
- Special population students will meet 50% of performance levels.

**Modifications/Accommodations**
- 100% of programs will identify barriers to special population students.
- 100% of 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 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.*

- Input from special services staff at secondary and postsecondary levels will be sought.
- For secondary districts, monthly meetings at the school-level between special education and general education staff will be facilitated.
- 100% of 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 plan of study and thus can dovetail with individualized educational plans.
- 75% of special populations will attend at least one 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%.
- Transition activities for students and families of special populations will be provided.
- All students will complete a career survey to help identify possible pathways.
- All CTE programs will seek members for advisory committees who are special populations and invite special population guest speakers to help serve as a model for special population students.
- Opportunities to train business and industry about hiring and supporting special populations will be explored.
- A special population’s support group and web-chat site will be organized.
- The professional development plan for all CTE teachers will include knowledge and skills to better serve special populations.
- In-service workshops about Title VI, Title IX and Section 504 law and regulations will be provided.
- Title VI, Title IX and Section 504 law and regulations will be abided by.
- All CTE brochures will include the non-discrimination statement.
- Providing a special populations parents’/families’ support group or training session will be explored.
- Surveys of special populations to determine the satisfaction with the CTE programs will be conducted.
- Every effort possible will be made to locate and hire teachers who are special populations.

**Question 10: How will funds be used to promote preparation for non-traditional fields?**

- **Student Support:**
  - Support groups for the underrepresented gender students in CTE program that are non-traditional career fields will be created.
  - Each CTE program that is a non-traditional 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:**
  - 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 will be established.
Each non-traditional career CTE program advisory committee will address non-traditional 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.

**Data:**
- Underrepresented gender students will be surveyed about perceptions of local CTE programs.
- Non-traditional student enrollment will increase 1% each year.
- At least three nationally-recognized strategies will be researched per year to choose implementation of at least one new strategy per year from best practices and exemplary models.
- CTE plans of study will be used to help underrepresented genders have more information about career opportunities and incomes and to introduce students to more career options.

**Marketing:**
- Every non-traditional career CTE program will research and prepare a brochure depicting underrepresented gender students in non-traditional career fields.
- Marketing material for 100% of CTE programs will depict non-traditional genders, persons of color, and persons with disabilities.
- “Women in CTE” college night for high school women and their mothers, track inquiry and enrollment ratios will be hosted.
- 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.

**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, and how to use CTE plans of study.
- CTE plans of study will be available in counselors’ or advisors’ offices.
- Counselors will visit one business or industry in the 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 [www.collegeincolorado.org](http://www.collegeincolorado.org) website and how to facilitate student use of the 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 school counselors to determine what challenges are 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 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.

**Exemplary model:** Jefferson County’s “Links for Learning” is a yearlong program that engages counselors and teachers with industry through monthly workforce visits and speakers from industry. The program is supported by the West Chamber, Cathy Rock, and RCCC Construction Tech. The district has accomplished collaboration between counselors and industries with hands-on trips to industry for high school teachers and counselors. Cathy also arranges industry speakers for counselor meetings.

**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?

- Collaborative recruiting and retention strategies to include possible shared externships will be explored with business partnerships.
- Annually, business and industry leaders serving on CTE program advisory committees will be provided documentation about teacher licensing and/or CTE teacher credentialing processes.
- Teaching internship options and job shadowing opportunities for current CTE students will be explored.
- Collaboration with the career and technical student organizations to implement strategies for introducing student members to education career pathways will take place.
- Teaching of each CTE program as a career pathway plan of study will be included.
• Retention
  o 25% of each annual Perkins allocation is directed toward teacher support and professional development plans.
  o Teachers will be surveyed regarding career satisfaction and their suggestions for improvement.
  o Learning communities that allow teachers to plan learning in partnership with other teachers will be developed.
  o The professional development plan will include participation at state and national workshops and trainings.
  o The mentorship program for new teachers will continue.
  o A new teachers’ support group and “chat” website will be facilitated.
  o Customized professional development planning in partnership with teachers will be implemented.
  o Business partners will be encouraged to offer support services or resources to teachers and programs.
  o Technology and software to expedite student record-keeping and record management will be provided.
  o Faculty/staff brainstorming techniques will be employed to develop strategies for school improvement.

• Underrepresented populations
  o Qualified CTE teachers, faculty, and counselors that mirror the school’s student demographics and who represent special populations will be continuously sought.
  o Collaborative efforts with local business members/mentors who represent the student demographics and special populations will be encouraged and included as part of the professional development plan.
  o Selections of guest speakers toward representation from “underrepresented” groups and/or special populations will be the priority.
  o Extra-curricular student clubs will be worked with to insure the introduction of the education career cluster and to the teaching and training career pathway, including offering each club a presentation on how to construct a customized plan of study toward the teaching and training career pathway.
  o Students from underrepresented groups will be helped in searching for scholarships.
  o Opportunities, in all classes, will constantly be sought that allow students from underrepresented groups to experience teaching and training projects.
  o All CTE programs will offer career and technical student organization activities as graded, curricular requirements.
  o Development of a collaborative CTE Program/Language Arts capstone project that engages the student in a teaching or training experience will be explored.

• Transition to teaching
  o Teacher’s aids will be an internship opportunity for students.
We will work to collaborate with business partners to develop a "substitute teachers' pool" consisting of subject matter experts from the workforce will take place. This "pool of substitutes" will be provided with teacher skills documents and guides, an interactive website, quarterly workshops about teaching and a feedback system that allows the sharing of questions and concerns. Students who show interest will be allowed to participate in quarterly workshops.

- Career guidance/academic counselors and career materials will include information about education career clusters, the teaching and training career pathway and CTE teaching/training as a plan of study.
- The Teacher Cadet program will include exploration of and opportunities to intern or job shadow in CTE and special education.
- Innovative options for providing industry personnel assistance toward meeting CDE licensing requirements will be explored.
- Advocacy for CDE to review licensing requirements for industry/business individuals with advanced degrees in CTE content areas will take place.

### Career/Academic Guidance Counseling

- 100% of all counselors will be trained in use of the [www.collegeincolorado.org](http://www.collegeincolorado.org) website.
- All 9th grade students will explore careers via programs such as the College in Colorado website and develop a flexible plan of study.
- All students will complete a career assessment at least once during high school.
- Career/college fairs will include information about the teaching and training career pathway.

### Transition to Postsecondary

- 25% more CTE students will take advantage of ACP credit above the initial benchmark.
- 80% of CTE completers will have conducted a visit of a technical, community, or 4-year college.
- All students in CTE programs will be administered the Accuplacer during 11th grade.
- Students who participate in CTE will show a 50% reduction in high school drop out rates.

### Secondary/Postsecondary Linkages

- Secondary CTE teachers will meet with postsecondary teachers at least once per school year.
- From initial baseline data there will be a 10% increase in concurrent enrollment.
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 Grant Travel Policy

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.

IMPORTANT UPDATE: Beginning in FY2011, the following portion of the Travel Policy will be revised, not allowing the use of Perkins funds for travel costs of students to attend CTSO activities.

At the state level, for Local Plan Perkins funding purposes, CCCS separates travel into the following categories:

<table>
<thead>
<tr>
<th>DESCRIPTION OF TRAVELER(S)</th>
<th>EXTENT OF TRAVEL</th>
<th>PRE-APPROVAL BY CCCS THROUGH THE CTE ONLINE SYSTEM REQUIRED AND EXTRA INFORMATION NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel: faculty, teachers, administrators, etc.</td>
<td>In-state</td>
<td>Should be a logical action step within a project that addresses one of the performance metrics (in the Local Plan).</td>
</tr>
<tr>
<td>Personnel: faculty, teachers, administrators, etc.</td>
<td>Out-of-state</td>
<td>**Specific details at least 30 days prior to departure: Name &amp; website of event, location, dates, how travel improves CTE programs, and, if applicable, how travel helps address performance metrics.</td>
</tr>
<tr>
<td>Students</td>
<td>Field Trips</td>
<td>Travel needs to occur within the school day timeframe and should not be related to CTSO events.</td>
</tr>
</tbody>
</table>

*Perkins funds can only be used to support leadership development events or activities, not competitive events or activities.

**One exception to these requirements does exist. Some Perkins local recipients are geographically located near one of Colorado’s four borders. If a border recipient is expensing travel, by car, to a border state, out-of-state travel approval is not required unless the travel is beyond 300 miles, one way.

Note: Perkins funds may not be used for out-of-country travel.

Note: Beginning in FY2011, Perkins funds may not be used for student travel to CTSO activities.
### General Allowable & Unallowable Perkins Costs and Activities

<table>
<thead>
<tr>
<th>Allowable Costs/Activities</th>
<th>Unallowable Costs/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Administrative Costs</td>
<td>Activities for students younger than 7th grade</td>
</tr>
<tr>
<td>Advertising for job openings</td>
<td>Advertising and public relation costs</td>
</tr>
<tr>
<td>Advisory councils</td>
<td>Alumni/ae activities</td>
</tr>
<tr>
<td>Audit costs in accordance with the Single Audit Act (OMB Circular A-133)</td>
<td>Alcoholic Beverages</td>
</tr>
<tr>
<td>Basic personnel recruiting costs</td>
<td>Bad debts (losses from uncollectable accounts)</td>
</tr>
<tr>
<td>Career guidance and counseling</td>
<td>Capital expenditures (general purpose equipment, buildings, land)</td>
</tr>
<tr>
<td>Communication costs (telephone, postage, fax, etc.)</td>
<td>Commencement/convocation costs</td>
</tr>
<tr>
<td>Education programs for personnel to stay current with all aspects of industry</td>
<td>Contingency provisions</td>
</tr>
<tr>
<td>Equipment for instruction (includes leasing, purchasing, upgrading, adapting)</td>
<td>Contract/award with suspended and debarred parties (see Administrator's Handbook)</td>
</tr>
<tr>
<td>Employee morale, health, and welfare costs</td>
<td>CTSO Competition Costs</td>
</tr>
<tr>
<td>*Indirect Costs</td>
<td>Donations and contributions</td>
</tr>
<tr>
<td>Internship programs for personnel that provide relevant business experience</td>
<td>Entertainment (amusement and social activities)</td>
</tr>
<tr>
<td>Legal expenses for administration of the Perkins award</td>
<td>Expenditures for programs below the 7th grade</td>
</tr>
<tr>
<td>Local education and business partnerships</td>
<td>Expenditures that supplant (see Administrator's Handbook for definition)</td>
</tr>
<tr>
<td>Maintenance, operations and repairs</td>
<td>Fines and Penalties</td>
</tr>
<tr>
<td>Materials and supplies</td>
<td>Fundraising</td>
</tr>
<tr>
<td>Meetings and conferences</td>
<td>Goods or services for personal use (including gifts)</td>
</tr>
<tr>
<td>Membership in business, technical, and professional organizations</td>
<td>Housing and personal living expenses for faculty</td>
</tr>
<tr>
<td>Mentoring and support services</td>
<td>Incentive for business relocation</td>
</tr>
<tr>
<td>Personnel costs (salaries, wages, and fringe benefits)</td>
<td>Labor relations costs</td>
</tr>
<tr>
<td>Professional and consultant services</td>
<td>Legal expenses for criminal proceedings and claims against the federal government</td>
</tr>
<tr>
<td>Professional development/training</td>
<td>Lobbying</td>
</tr>
<tr>
<td>Programs for personnel in use and application of technology</td>
<td>Losses on other sponsored agreements or contracts</td>
</tr>
<tr>
<td>Publication and printing costs</td>
<td>Membership in civic or community organizations</td>
</tr>
<tr>
<td>**Rearrangement and alteration costs that do not add capital value</td>
<td>Membership in country club, social, or dining clubs</td>
</tr>
<tr>
<td>Rental costs of buildings and equipment</td>
<td>Membership in lobbying organizations</td>
</tr>
<tr>
<td>**Scholarships and student aid costs for special populations</td>
<td>Pre-award costs</td>
</tr>
<tr>
<td>Specialized service facilities</td>
<td>Program costs for CCCS approved Middle School level CTE Programs</td>
</tr>
<tr>
<td>Subscriptions to business, technical, and professional periodicals</td>
<td>Religious worship, instruction, or proselytization</td>
</tr>
<tr>
<td>Travel Costs (**Out-of-state travel)</td>
<td>Student travel costs for CTSO events</td>
</tr>
</tbody>
</table>

* The aggregate "direct administrative and indirect costs" cannot exceed 5% of the allocation

** Expenditures only allowable after pre-approval by the Perkins Director through the Local Plan or direct approval.

Note: All costs must relate to approved high school and postsecondary Career and Technical Education programs and the students, teachers, and administrators they serve.
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
http://www.cccs.edu/SBCCOE/Policies/BP/PDF/BP9-42.pdf

BP 9-47 Review of Existing Programs
http://www.cccs.edu/SBCCOE/Policies/BP/PDF/BP9-47.pdf

BP 9-71 Transfer of Credit

BP 9-72 Transfer of postsecondary credits from Area Vocational Schools to Community Colleges

System President Policies:

SP 9-41 Basic Skills Assessment
http://www.cccs.edu/SBCCOE/Policies/SP/PDF/SP9-41.pdf

SP 9-42 Credit for Prior Learning
http://www.cccs.edu/SBCCOE/Policies/SP/PDF/SP9-42.pdf

SP 9-47 Program Review and Evaluation
http://www.cccs.edu/SBCCOE/Policies/SP/PDF/SP9-47.pdf

SP 9-71 Community College Course Numbering System
http://www.cccs.edu/SBCCOE/Policies/SP/PDF/SP9-71.pdf

SP 9-72 Transfer of postsecondary credits from Area Vocational Schools to Community Colleges
http://www.cccs.edu/SBCCOE/Policies/SP/PDF/SP9-72.pdf
Appendix E: Perkins Program Income

In projects that generate program income, the recipient calculates the amount of program income according to guidance given in:

- 34 CFR 74.20(f)
  - As defined in Sections 74.2 and 80.25(b) of the Education Department General Administrative Regulations (EDGAR)
- 34 CFR 80.25(c)
  - As defined in Sections 74.2 and 80.25(b) of the Education Department General Administrative Regulations (EDGAR)

The recipient may exercise any of the options or combination of options, as provided in EDGAR [74.24(a)-(h) – higher education, or 80.25(a)-(h) – State or school districts.

Definition of Program Income: Gross income received by the recipient directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period. (EDGAR, 80.25(b)).

- Recipients must account for program income
- Program income must be retained by the recipient and used in one or more of the following ways for the purposes and under the conditions of the grant agreement:
  - Added to federal funds committed to the project or program
  - Used to finance the non-Federal share of the project or program
  - Deducted from the federal allocation amount
- Costs incident to the generation of program income may be deducted from gross income to determine program income

Program income from the sale of Perkins purchased items is strongly discouraged and recipients should contact the Perkins Director for further guidance. Perkins purchased equipment (acquisition cost of $5,000 or more for one item) disposal options must be processed through the Perkins Director. Refer to Section V Part C20 of this Administrators’ Handbook for more guidance.
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.

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>Reference</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2012</td>
<td>Data Reporting</td>
<td>Revised section for 2012-2013 reporting year</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section II</td>
<td>May 15th deadline for submission of renewals or new programs for approval by end of fiscal year (June 30)</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section II</td>
<td>Renewals not submitted within 90 days will be returned to prior approved state and status</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section II</td>
<td>Modifications to program renewal criteria</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section II</td>
<td>Clarification of permissive use of Perkins funds through secondary and postsecondary programs for middle school students</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section II</td>
<td>Expanded Specific Program Requirements and Quality Indicators with additional program areas and revised FCS area</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Perkins</td>
<td>Clarification retention of equipment information forms</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Perkins</td>
<td>Clarification to obligation of Perkins funds</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Perkins</td>
<td>New initial local improvement plans</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Advisement course</td>
<td>Clarification on program approval requirements for advisement courses</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section III</td>
<td>Specific Program requirements new section</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section V part 20</td>
<td>At least 3 vouchers must be submitted for recipients that receive $100,000 or more</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section V part B</td>
<td>Clarification on how to claim paraprofessionals and academic instructors who do CTE professional development</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section II</td>
<td>For a course to be claimed for CTA it must appear on the program approval</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Throughout</td>
<td>Name change from Mesa State College to Colorado Mesa University</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>General information</td>
<td>Add CMC to list of CCCNS exempt institutions</td>
</tr>
<tr>
<td>July 6, 2011</td>
<td>CTA</td>
<td>Change benefits amount claimable from 28% to 30%</td>
</tr>
<tr>
<td>Date</td>
<td>Section/Appendix</td>
<td>Revision Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>July 6, 2011</td>
<td>CTA</td>
<td>Clarification about how to determine contact hours per credit when there is no policy.</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Data Reporting</td>
<td>New section</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>CTA</td>
<td>Added language to exclude teaching assistant courses from CTE percent calculations</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Appendix C</td>
<td>Middle school programs exclusion and CTSO exclusion</td>
</tr>
<tr>
<td>April 6, 2011</td>
<td>Program approvals</td>
<td>Added middle school programs section</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Credentialing</td>
<td>Added language at the secondary level that credentials are not effective retroactively for audit purposes</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section V Part B</td>
<td>Added language to include DCTS administrative costs</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Section V Part C19</td>
<td>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.</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>Section V Part C1</td>
<td>Perkins records retention clarification.</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>Section V Part B</td>
<td>Added language to CTA substitutes to allow CTE related absences to be claimed at 100%.</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>Section II</td>
<td>Guidance on what to do with a program without credentialed instructors</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>Credentialing</td>
<td>Amend definition of a valid credential to include people who have held a credential for any part of the fiscal year.</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>Calendar, Perkins vouchers</td>
<td>Final Perkins vouchers are due the last working day in August.</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>Section II</td>
<td>Program Approval - new</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>CTA</td>
<td>Added information about closing a program</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>Section III</td>
<td>Completely new</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>Appendix B</td>
<td>Updated for FY10 reporting</td>
</tr>
<tr>
<td>July 1, 2009</td>
<td>Appendix C</td>
<td>Deletion and Editing of Allowable Costs/Activities. Deleted from allowables: Depreciation and use allowances, Reconversion costs, Routine homeland security costs. Clarified Rearrangement &amp; alteration costs to apply only to those costs that do not add capital value.</td>
</tr>
<tr>
<td>March 3, 2009</td>
<td>Old</td>
<td>VE-135 extension request form was</td>
</tr>
<tr>
<td>Year</td>
<td>Section/Appendix</td>
<td>Updates</td>
</tr>
<tr>
<td>--------</td>
<td>------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2010</td>
<td>Appendix E</td>
<td>removed from the handbook and will be available on the CCCS website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>under training materials for VE-135</td>
</tr>
<tr>
<td>July 1, 2009</td>
<td>Appendix E</td>
<td>New Appendix to explain Perkins rules regarding Program Income</td>
</tr>
<tr>
<td>July 1, 2009</td>
<td>Appendix F</td>
<td>New Appendix to explain Perkins rules regarding Public Announcements.</td>
</tr>
<tr>
<td>July 1, 2009</td>
<td>Section IV</td>
<td>Amended secondary credentialing to reflect change in issue body from</td>
</tr>
<tr>
<td></td>
<td>part A</td>
<td>CCCS to CDE</td>
</tr>
<tr>
<td>July 1, 2009</td>
<td>Section IV</td>
<td>Separated out postsecondary credentialing from secondary credentialing.</td>
</tr>
<tr>
<td></td>
<td>part B</td>
<td>Secondary credentials can be honored at the postsecondary level</td>
</tr>
<tr>
<td>July 1, 2009</td>
<td>Section V</td>
<td>New policies included: reserve funds must be spent on requirements,</td>
</tr>
<tr>
<td></td>
<td>part C10</td>
<td>cannot select an expired program in a funded project.</td>
</tr>
</tbody>
</table>