

COLORADO CONSOLIDATED ANNUAL
REPORT, 2005

SECTION B.

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I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

The staff for the Colorado State Board of Community Colleges and Occupational Education [known as the “Colorado Community College System (CCCS)"] serves a quarter million students through 13 State system community colleges, two local district community colleges, four area vocational schools, one four-year college and career/technical programs in more than 160 school districts throughout the state. Colorado’s unique system of one board having programmatic authority over both community college education and secondary career and technical education (CTE) facilitates seamless collaboration between secondary and postsecondary processes.

B. Organization of Vocational and Technical Education Programs

During the Colorado Fiscal Year 2005, staff was reorganized back to the content specialists system. The experiment of organizing by generalists who either worked on Leadership activities or Compliance activities did not prove to add value. The field did not feel they were provided the level of technical assistance needed. Additionally, with the 35% legislated cuts to the CCCS budget, CCCS faced continued elimination of positions that limited availability of staff to provide enough technical assistance as requested by the field, especially to schools designing new career and technical education programs. To address concerns regarding the service to the field, CCCS negotiated with the Governor’s Task Force an agreement to attribute \$700,000 of Perkins Leadership dollars to field use while still aligning that use to the Leadership requirements of both professional development of teachers and increasing academic rigor. The system’s newly redefined content specialists (program directors) positions provide compliance, content specific technical assistance and content specific state leadership. Colorado has a program director who works with both secondary and postsecondary programs for each of the following categories:

- Business and Marketing Education
- Trades, Technical and Industrial Education, including Pre-Engineering
- Agricultural Education, including Multi-Occupational programs
- Family and Consumer Sciences, including Teacher Cadet
- Health, including Criminal Justice, and ACE/WES (Special Education) programs

Colorado requires all secondary program renewals to be designed with career pathways and allows the completer definition includes pathway completers (as long as the competencies of the pathway still meet industry approval as sufficient for entry-level jobs out.) Colorado requires all secondary programs that have postsecondary counterparts to have articulation agreements. Postsecondary programs must articulate to secondary level programs and to advanced education programs, if available and appropriate. If there are no postsecondary programs for secondary program articulation, the secondary program must align with any available apprenticeship competencies or standards that may be available. The Colorado postsecondary common course numbering system and database facilitates secondary to postsecondary competency alignment. The Colorado Escrow Credit Project is being built on this basis.

The CCCS philosophy is that an important job of secondary CTE is to teach academic skills. Also, in Colorado, we operate career and technical education with the premise that there are few careers now available that require only a high school diploma. We believe most careers require some level of advanced education beyond high school and we expect program competencies and standards to be designed under that premise.

The \$700,000 of leadership funds was distributed via grants that were managed by divisions of the Colorado Association of Career and Technical Education (CACTE) and monitored by CCCS program directors. The results of these grants will be discussed throughout this narrative. The outcomes in terms of numbers of teachers attending and joining the CACTE professional development organization was record setting and the impact seems to be continuing beyond the grant investment. It also was a very productive strategy for connecting with new teachers.

Another change that occurred was the Colorado legislation that allows the four area (postsecondary) vocational schools to call themselves “technical colleges,” if they prefer. These institutions still can award only vocational certificates. They are not degree-granting colleges.

The primary administrative focus for FY2005 was enabling teachers to use data. Data workshops were offered on an “as invited” system. The CCCS Perkins Director and CTE Data and Research Manager were available, upon request, to deliver data workshops to local sites on dates of the local site’s choice. This system increased attendance. As per every year, again we were able to improve the Perkins Performance results report.

The data workshops have empowered teachers to view the data reports as tools for continuous analysis and as guides for program improvement. The workshops were specifically designed to eliminate the concept of data as a threat and to obtain teacher buy-in about seeing data as a tool.

Key CCCS administrative and leadership directions for fiscal year 2005 included:

1. Reinstatement of program content specialists for compliance and leadership roles.
2. Distribution of leadership funds for professional development and academic integration grants in partnership with the Colorado Association for Career and Technical Education (CACTE).
3. Provision of all required services under a 35% mandated reduction to the CCCS budget, which was accounted for in CTE by setting aside \$700,000 of leadership funds for grants to the field as described above.
4. Extensive review of content area standards for updating and alignment with industry-based standards, Colorado academic core standards, and leadership competencies. CCCS staff supported and facilitated the processes of teacher-developed curricula and lesson plans that specifically address these standards and competencies.
5. Continued development of Escrow Credit Project. CCCS and the field believe this project will help motivate secondary students to continue postsecondary education or training and will help assure rigorous secondary curricula.

6. Provision of on-site data workshops that empowered teachers to see data as a tool, not as a threat.
7. Increasing our focus on data auditing and determining how to extend that activity even while under budget constraints.
8. More review of the Perkins data-feedback form to determine if disaggregating the data revealed data errors and to determine if disaggregating the data provided an accurate tool for program evaluative functions.
9. Focus on teacher professional development, especially for new CTE teachers regarding data reporting and value of data, academically rigorous programs, updated curricula, industry based standards, alignment with postsecondary curricula and monitoring processes.
10. Continued improvement on the data reporting website to build in audit and check systems and continued improvement on the program approval website to better facilitate thorough program review and incorporation of career pathways.

II. State Leadership Activities. [Section 124]

A. Required Uses of Funds

1. Assessment of Programs:

The new program content specialists (Program Directors) immediately launched processes to evaluate the CCCS role and mission related to career and technical education, development of a team operational system, and review of current policies and standards. The program approval website is continuously being reviewed and improved. One programming specialist is fully assigned to CTE websites. The trend data included with program renewal requests is updated sooner and includes more information about the data. Program Directors facilitated teacher groups to analyze curricula and competencies for current relevance and academic rigor. This staff also developed web tools to support daily lesson planning that incorporates academic content standards. The Tech Prep competitive grant system was also re-evaluated by staff with input from the Tech Prep Advisory Council regarding invitational grants. The invitational grant process was eliminated and all Tech Prep grants now are competitive. However, each Program Director is allowed, every other year, to select the highest scoring competitive grant that was proposed in his or her content area that did not make the first cut, to determine if that grant could still receive some award amount, under direct supervision of the Program Director.

2. Uses of Technology:

Professional development activities continue to introduce teachers to new technology. The results of this training can be seen through Perkins expenditures that continue to include state-of-the-art technology in all program areas. Many schools are beginning to incorporate software based academics as a tutoring system. Most Colorado secondary schools are now providing students with tools to do web-based research for career exploration, job market trends, high-

demand career assessment and wages/salary information. The State leadership grants provided hundreds of teachers from a variety of CTE content areas with training on the use of IPAQ's as teaching and learning tools.

The CCCS websites for career and technical education continue to be enhanced. More districts are implementing electronic student data systems. Program directors are exploring the development of database websites that could be used for designing lesson plans that incorporate industry competencies, academic competencies and leadership competencies.

Distance learning and online learning continue to be very popular with students. Colleges continue to invest in this style of education delivery. The system colleges' online delivery system is being reviewed for ways to partner and consolidate for efficiency so online education can be made more affordable.

Colorado State University has all CTE teachers' credentialing courses online (Philosophy of CTE; Student Organizations; Work-Based Learning).

3. Professional Development Programs:

CCCS provided \$700,000 to field personnel representing content divisions of the Colorado Association for Career and Technical Education in the form of grants designed in collaboration with program directors with goals of integrating academics and seamless transfer from secondary to postsecondary. One grant was also provided to Department of Corrections CTE faculty for enhancement of curricula so that articulation with community college programs can be implemented.

Also, part of this funding was used to provide six regional workshops, attended by System CTE staff members as a comprehensive overview of Colorado career and technical education. These full day events included CCCS staff presentations regarding new and emerging developments and/or research. The afternoon sessions divided teachers into their content areas. Program Directors led these sessions and worked on curricula enhancement, career pathway development, academic rigor development and other technical assistance. Field personnel were contracted to help design the workshops, giving CCCS staff insight regarding CTE teachers' questions and needs. These workshops were attended by more than 600 Colorado CTE teachers and have received the most accolades of any workshops heretofore provided.

One grant made it possible for the CACTE summer conference to be offered without any registration fee costs to any CTE teacher. CTE teacher attendance at this conference nearly doubled.

Another grant helped fund a summit for area vocational school (Postsecondary) and designated area vocational school (Secondary) directors to discuss the following topics: assessment, work ethics, fiscal/student reporting, student services, customer service, financial aid, and recruitment. Over 60 professionals attended and they are developing 3-5 year action plans for these institutions addressing both curricula and instruction.

The administrators division of CACTE used grant funds to develop the Leadership in Technical Education (LITE) program. Twenty-seven new CTE administrators participated and attended five workshops that covered the following topics: Leadership vs. Management Philosophy; 21st Century Leadership and the Power of Vision; Management Skills, CCCS Information, Perkins Legislation, Colorado Vocational legislation, Tech Prep and professional organizations; culturally effective leadership, demographics, power of beliefs and intercultural skills; and a wrap-up and review. One of the new administrators' workshops was held at the annual CTE administrators' conference (CACTA) and conference registration for the new administrators was paid for those attending the full conference. The CACTA Division has focused on academic integration and how to facilitate change. They have kept informed regarding the latest research with high school reform, Math in CTE, and other strategies for increasing the integration of academics in all CTE programs.

The Business Educators used their grant to fund teachers' attendance at regional workshops and new teachers' memberships in CACTE. They have started projects including exploration of academic competencies in Accounting and Computer Applications curricula; teacher curriculum writing teams to develop lesson plans that integrate academic competencies in these areas; and IPAQ's with training manuals to introduce this new technology as a teaching tool to 30 Business Educators during the CACTE conference. Teachers receiving the IPAQ's and related training are required to implement the training in their classrooms by fall, 2005. They must report on how they utilized the technology in their classrooms at the Business Educators' Conference in the fall, 2005.

The Marketing Division grant focused on the development of new teachers. An intensive 1 and one-half day workshop was held for 20 new teachers. Current marketing teachers were used as mentor/instructors. All material provided at the conference was gathered and is available electronically. An expanded Marketing program was offered at the CACTE Summer Conference, with a 300% increase in attendance.

The Special Needs Division developed curriculum for Colorado Special Needs programs. A fifteen member committee was selected to develop the curriculum. This included the goal of showing the educational community why this subject is important to students. They determined that Alternative Cooperative Education (ACE) programs need to include four one semester classes (a two-year program) and the each class needs to include the following: Introduction, class awareness, self-knowledge/self-assessment, career exploration, skills, application/relevance, and outcomes. The four classes would organize around the following central themes: Work-Study Forms, Get a Job/Internship, Job Retention, and Career Focus. The committee also identified four areas that must be common in the curriculum: Definition of ACE, ACE expectations, course expectations and classroom procedures/policies/ethics. Also, a sub-committee was created to investigate how the ACE standards could be aligned with State academic content standards. This report will be presented at the summer CACTE Conference.

The Health Division was able to grow membership by supporting membership for 30 new teachers out of 36 members. They provided industry specific training in Career Safe, IPAQ training and Spanish Medical Terminology. They set goals of developing a list serve for health

educators, developing an electronic needs assessment survey, developing a leadership training program for health division officers, and developing a leadership/mentoring program.

The Trades, Industrial and Technical Education division increased CACTE membership from approximately 15 members to 80 members by helping with registration and membership dues. Training was provided to these teachers in Career Safe, IPAQ technology, and Solid Works. Members also toured the Colorado State University Mechanical Engineering Motorsports lab. Goals include a teachers' list serve and leadership training. The grant also supported teachers' attendance at regional meetings. IPAQ computers with training on teaching uses and Career Safe memberships were also provided to teachers.

The Agriculture division used their grant funds to write 180 lesson plans for a new AG/Science curriculum. The competencies may be used to satisfy secondary science graduation requirements. Ninety percent of all secondary agriculture education teachers are now utilizing these completed lesson plans. The funds also supported agriculture teachers' attendance at regional workshops and training was provided to 96 of the 105 secondary agriculture programs on the new Agri-science curriculum. The grant also funded rental of equipment and travel for agriculture teachers to dismantle and transport over 90,000 square feet of donated greenhouse structures.

The CCCS staff believes that using leadership grants to fund professional development has resulted in exponential increases in teacher participation in workshops and conferences, buy-in from teachers for the professional development since they helped design it, and opportunity to influence teachers' perspectives of career and technical education so they enhance existing strategies that help meet the No Child Left Behind goals and secondary to postsecondary linkages.

4. Support for vocational and technical education programs that improve the academic and vocational and technical skills of students...through the integration of academics with vocational and technical education.

All of the professional development grants addressed this requirement. Additionally, CCCS continues to use Perkins leadership funds to support career and technical education student organization specialists. These programs and activities continuously test the students' abilities under judgment from business and industry, rather than just teacher assessments. Students also are motivated to seek better writing and speaking skills so they can excel in leadership roles. These students learn how community involvement, team collaboration, and project planning and management lead to success. CTSO state officers annually make formal presentations to the State Board of Occupational Education and Community Colleges. This is a win-win opportunity to polish students' skills and to remind policymakers of the importance of their role in providing the opportunities that produce this high quality end product.

Colorado was one of the states included in the CTE in Math research project and we have already been able to use that learned expertise to provide week-long coursework to CTE and academic teachers on how to develop a new CTE pedagogy. Local grant recipients also used Tech Prep funds to provide additional seminars open to CTE teachers across the state on this

topic. This research-based training helps teachers keep their CTE curriculum but enhances the scope and sequence, in partnership with academic mathematic teachers. We plan to design more workshops on this topic in the future. Teachers completing the training are extremely revitalized about the potential learning this pedagogy can support. The most excited teachers about this new style of CTE teaching are the academic math teachers. One asked if he could use the entire CTE curriculum as his math curriculum!

5. Providing preparation for nontraditional training and employment.

Colorado continues to use the \$60,000 leadership non-traditional training and employment set aside funds as a competitive grant process available to postsecondary institutions. Each year our community and technical colleges implement added and/or refined new strategies to recruit and retain students into non-traditional career areas. In 2005, one recipient planned a workshop for their college staff led by a national expert and opened the workshop to CTE teachers from all across the state and in both secondary and postsecondary levels. Nearly 100 teachers attended and reported that they found the information to be valuable and useful.

This work tends to be our greatest challenge. The following barriers are the hardest to address: lack of support at the jobsite after the completing student graduates with a non-traditional career background; waiting lists in the health industry programs; and lack of wage/salary motivation in the Early Childhood Education programs.

Even though the grants are directed to the postsecondary level, secondary programs are also required to implement strategies as part of their Perkins continuation plans. We hope that stronger involvement at the secondary level will help feed postsecondary program involvement. However, in some industries, until we have better support at the jobsites, our graduates do not stay in the career and by word-of-mouth discourage others from entering the career. This counteracts the efforts the schools implement to promote the career opportunities.

CCCS designated one FTE to facilitate the coordination of all postsecondary health programs. They have developed a statewide waiting list rather than a college by college waiting list; they have developed system wide strategies toward several nursing program issues. Availability of clinical experience slots is being addressed but still continues to limit numbers of students that can be educated while still meeting State Nursing Board clinical requirements.

The wages/salaries for Early Childhood Educators and Cosmetologists cannot be controlled by CCCS nor program teachers. They are making efforts to be sure their programs welcome male students.

6. Supporting partnerships to enable students to achieve State academic standards and vocational and technical skills

CCCS staff attended the High School summit and a CCCS staff member is a member of the State high school reform committee. CCCS staff have added membership in the Colorado Association of School Executives to their professional organization memberships. Colorado has encouraged the use of Perkins funds and Tech Prep funds to support attendance by high school principals and

superintendents at CTE related conferences. CCCS maintains a business and industry advisory council to work with the Tech Prep coordinator.

The newly developing work that partners CTE teachers and math teachers is showing great promise for expansion and sustainability.

CTE local administrators and CCCS staff have met with the Colorado Commission of Higher Education regarding high school graduation requirements and the role of CTE in supporting those requirements.

The Agriculture educators developed their Agri/Science curriculum in partnership with academic science teachers.

CTE local administrators and CCCS staff provided a session at the CASE conference regarding the Escrow Credit Project.

Each of the leadership grants discussed under Item 3. addressed this requirement.

7. Serving individuals in state institutions.

CCCS expanded this in 2005 by adding the Department of Corrections to the leadership grants. They used those funds to support their teachers' memberships in CACTE and to continue their work in aligning DOC curriculum to community college curriculum for articulation purposes.

Also, Colorado was the host this year of a regional meeting of DOC teachers and CCCS career and technical education staff provided seminars at that meeting.

CCCS continues to provide \$60,000 annually to the Colorado Department of Corrections and the Colorado Department of Youth Services.

8. Support for programs for special populations that lead to high skill, high wage careers

Again, the leadership grants enhanced support for the Special Needs programs and teachers. Additionally, CCCS annually supports the ACE Conference and provides a Program Director who has ACE programs as part of her responsibility.

Every Perkins continuation plan must be approved by a Special Populations representative and many college special populations support staff are partially supported with Perkins funds. Colorado has major concern regarding graduation rates and college entrance/graduation rates of Latino males. CCCS staff is exploring more ways that CTE could address this challenge. At the regional meetings, CTE teachers were reminded that CTE probably has more potential to address this issue than any other educational delivery system.

Monitoring of programs includes review of demographics of enrollment, specifically regarding ethnic minorities, gender and disabilities. Programs with unacceptable enrollment

demographically may be denied approval of renewal or may receive only conditional approval for a shortened period. Programs under conditional renewal status are monitored annually.

B. Permissible Activities

1. Technical Assistance:

Colorado redesigned the career and technical education state staff to content specialists who are constantly available for technical assistance to teachers. This assistance also included the formation of content teams to finalize the postsecondary common course numbering project and to organize common course numbering so that the new Escrow Credit Project can proceed. Program Directors design and organize faculty workshops and provided oversight of the leadership grants that were specifically oriented toward faculty professional development. The leadership grants allowed the field to access and design professional development to meet the needs of the field. The program director initiated workshops allows State staff to introduce national and/or research based innovations.

2. Improve Career Guidance and Academic Counseling:

With the reinstatement of Program Directors, it was possible to assign one Program Director the role of liaison between CCCS and secondary school counselors.

3. Establishment of Agreements between Secondary and Postsecondary:

An extensive state-wide articulation project continues development. The Escrow Credit Project is complex but commitment exists from both the secondary and the postsecondary levels toward implementing this system of virtual credit for high school students who successfully complete an escrowed course. In a pilot phase, the project's foundations are being constructed so that once completed, the online process will be seamless, convenient and reliable. Hurdles have been overcome regarding responsibility for continued quality of secondary programs, definitions of successfully completing, and some technology programming. However, more programming complexity exists and clarity of use is still being worked out.

Another powerful connection that occurs in Colorado is the historical process of community college staff serving as Perkins administrators and coordinators for Perkins secondary consortia. Colleges provide this service because of the link it gives them to secondary teachers and their CTE programs. Six of the seventeen secondary Perkins consortia are managed by community college or technical college staff.

5. Support for CTSO's:

Colorado continues to provide strong leadership through the Colorado Community College System staff for career and technical student organizations. The state system funds state student organization specialists for each of the following: FCCLA (Consumer and Occupational), FFA, DECA, FBLA, PBL, SkillsUSA-VICA, and HOSA. CCCS also added support for a TSA specialist. Colorado student organizations continued to grow in membership and continued sharing projects for efficiency and quality. State officers from each organization meet all together as a planning team. New state officer training is done so that all student organization officers participate. The annual state officers' presentation to the State Board is planned by all of the various organization state officers working together. This team approach helps minimize

costs and provides continuous improvement of overall quality. The students also develop respect for team dynamics and production. Colorado sees the CTSOs as the recommended process for teaching leadership competencies. Leadership competencies are required for each CCCS approved career and technical education program.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

- A. Summary of State’s eligible recipients, listing number of secondary local eligible agencies, area vocational and technical education agencies, postsecondary agencies, and consortia.

Postsecondary Community Colleges: (15 recipients)

AIMS COMMUNITY COLLEGE
ARAPAHOE COMMUNITY COLLEGE
COLORADO MOUNTAIN COLLEGE
COLORADO NORTHWESTERN COMMUNITY COLLEGE
COMMUNITY COLLEGE OF AURORA
COMMUNITY COLLEGE OF DENVER
FRONT RANGE COMMUNITY COLLEGE
LAMAR COMMUNITY COLLEGE
MORGAN COMMUNITY COLLEGE
NORTHEASTERN JUNIOR COLLEGE
OTERO JUNIOR COLLEGE
PIKES PEAK COMMUNITY COLLEGE
PUEBLO COMMUNITY COLLEGE
RED ROCKS COMMUNITY COLLEGE
TRINIDAD STATE JUNIOR COLLEGE

Postsecondary Area Vocational Schools (Technical Colleges) (4 recipients)

T. H. PICKENS TECHNICAL CENTER
DELTA / MONTROSE TECHNICAL COLLEGE
EMILY GRIFFITH OPPORTUNITY SCHOOL
SAN JUAN BASIN TECHNICAL COLLEGE

Postsecondary Other (1 recipient)

MESA STATE COLLEGE

Postsecondary total number of recipients = 20

Secondary School Districts – Stand Alone (33 recipients)

ADAMS 1 – MAPLETON
ADAMS 12 – NORTHGLENN/THORNTON
ADAMS 14 – COMMERCE CITY
ADAMS 27J – BRIGHTON
ADAMS 50 – WESTMINSTER
ARAPAHOE 1 – ENGLEWOOD
ARAPAHOE 5 – CHERRY CREEK
ARAPAHOE 28J – AURORA
BOULDER RE-1J – ST. VRAIN VALLEY
BOULDER RE-2 – BOULDER VALLEY
DELTA 50J-DELTA
DENVER 1 – DENVER
DOUGLAS RE-1 – DOUGLAS COUNTY
EL PASO 2 – HARRISON
EL PASO 3 – WIDEFIELD
EL PASO 8 – FOUNTAIN
EL PASO 11 – COLORADO SPRINGS
EL PASO 20 – ACADEMY
EL PASO 49 – FALCON
FREMONT RE-1 - CANON CITY
JEFFERSON R1 – LAKEWOOD/GOLDEN
LARIMER R-1 – Poudre (FORT COLLINS)
LARIMER R-2J – THOMPSON (LOVELAND)
LAS ANIMAS 1 – TRINIDAD
LOGAN RE-1 – VALLEY (STERLING)
MESA 51 – MESA COUNTY VALLEY (GRAND JUNCTION)
MONTROSE RE-1J – MONTROSE
MORGAN RE-3 – FORT MORGAN
PROWERS RE-2 – LAMAR
PUEBLO 60 – (CITY) PUEBLO
PUEBLO 70 – (COUNTY) PUEBLO
WELD 6 – GREELEY
WELD RE-8 – FORT LUPTON

Secondary School Districts – Granted Exemption from Consortia (20 recipients)

BACA RE-4 – SPRINGFIELD
BACA RE-5 – VILAS
BENT RE-2 – MCCLAVE
CHAFFEE R-32J – SALIDA
CLEAR CREEK RE-1 – IDAHO SPRINGS
CONEJOS RE-1J – NORTH CONEJOS (LA JARA)
CUSTER C-1 – CUSTER COUNTY
DOLORES RE-2J – DOLORES COUNTY
ELBERT C-1 – ELIZABETH
FREMONT RE-2 – FLORENCE
GILPIN RE-1 – GILPIN COUNTY (BLACK HAWK)_
GUNNISON RE-1J – GUNNISON
HUERFANO RE-1 – WALSENBURG
OURAY R-1 – OURAY
PARK 1 – PLATTE CANYON (BAILEY)
PROWERS RE-3 – HOLLY
PROWERS RE-13JT – WILEY
SAN MIQUEL R-1 – TELLURIDE
SAN MIGUEL R-2J – NORWOOD
SUMMIT RE-1 – SUMMIT COUNTY (FRISCO)

Secondary Consortia (17 recipients)

CAVOC CONSORTIUM (8 DISTRICTS)
EAST CENTRAL BOCS CONSORTIUM (17 DISTRICTS)
TRINIDAD STATE JUNIOR COLLEGE CONSORTIUM (5 DISTRICTS)
LITTLETON CONSORTIUM (2 DISTRICTS)
MOUNTAIN BOCS CONSORTIUM (5 DISTRICTS)
NORTHEAST BOCS CONSORTIUM (12 DISTRICTS)
NORTHWEST BOCS CONSORTIUM (9 DISTRICTS)
PIKES PEAK COMMUNITY COLLEGE CONSORTIUM (10 DISTRICTS)
ROARING FORK CONSORTIUM (2 DISTRICTS)
SOUTHEAST BOCS CONSORTIUM (4 DISTRICTS)
SAN JUAN BOCS CONSORTIUM (4 DISTRICTS)
SAN JUAN BASIN TECHNICAL COLLEGE CONSORTIUM (3 DISTRICTS)
SAN LUIS VALLEY CONSORTIUM (13 DISTRICTS)
SOUTH PLATTE VALLEY BOCS CONSORTIUM (3 DISTRICTS)
WINDSOR/ESTES PARK CONSORTIUM (2 DISTRICTS)
CENTENNIAL BOCS CONSORTIUM (7 DISTRICTS)
SOUTH WELD CONSORTIUM (2 DISTRICTS)

Secondary total number of recipients = 70**Total Secondary and Postsecondary recipients = 90**

The latest version of the Colorado local plan (Perkins continuation plan) document is included at the end of this narrative report, in Appendix A. The related Excel workbook of Perkins Budget forms was e-mailed to Perkins2005@ed.gov.

IV. Accountability [Section 113]

A. State's Overall Performance Results and Program Improvement Strategies

Colorado met or exceeded all performance goals except for 4P1 and 4P2. We believe that several efforts supported exceeding the goals, including:

1. Data Workshops that stimulated teachers to use the data as a tool for self-analysis and continuous improvement. We purposely avoided a tone of threat and designed workshops that were interactive and fun! By the end of the workshops teachers were intensely involved in discussions of data and how to get more data!
2. Incorporating more data checks within the reporting website. This helped us prevent data reporting errors in real-time.
3. Providing disaggregated sub-indicator results per recipient, per program and per sub-population.
4. Careful review of Perkins continuation plans to be sure any performance indicators that did not meet the State goals were addressed in the upcoming year's plan.

Colorado did not meet the goals for Postsecondary Enrollment or Postsecondary Completion of non-traditional careers. We believe that the barriers to achieving this goal include:

1. Difficulty in recruiting men into Early Childhood Education and Cosmetology professions due to the relatively low pay of these jobs.
2. Showing the results of recruiting men into Health Careers due to waiting lists.
3. Difficulty in recruiting women into Construction Technology careers due to worksite conditions.
4. Difficulty of recruiting women into trades areas due to age of students.

Strategies that will be implemented to improve these results:

1. For Colorado Fiscal Year 2007, end local Non-Traditional Training and Employment Grants and use the funds for a State Summit Meeting with mandated attendance by teachers of non-traditional career programs.
2. For Colorado Fiscal Year 2007, disallow any out-of-state conference attendance by any faculty of programs who have not improved these results.
3. For Colorado Fiscal Year 2006, each recipient must address each sub-population that did not meet the state goals in their continuation plans.
4. For Colorado Fiscal Year 2006, out-of-state travel for postsecondary faculty of non-traditional career areas is only approved if they assure attendance at non-traditional career recruitment and retention sessions and/or assure attendance of another conference that addresses non-traditional recruitment and retention.
5. For Colorado Fiscal Year 2007, share results and possible strategies with Presidents' Council, Executive Vice-Presidents of Instruction Council, special population coordinators and CCCS Senior staff.

6. For Colorado Fiscal Year 2006, some colleges that were awarded NTTE grants are taking their strategies to the secondary middle-school level.

B. State Performance Results for Special Populations and Program Improvement Strategies

Special populations exceeded most of the state goals. Strategies that supported this achievement include:

1. Providing disaggregated reports to the field that demonstrated how special populations performed per program area.
2. Data Workshops that helped teachers know how to read the data and to develop theories for improvement.
3. A long-time history in Colorado of support for special populations.
4. A state-level concern for graduation and college attendance rates of minorities.

The following sections discuss the special populations that did not meet state goals.

(1S1 and 2S1)

At the secondary level, only one special population did not meet 1S1 or 2S1 (same measurement definitions.) Students with “Other Educational Barriers” missed the state goal by 2.92%. This population is defined in Colorado as students with a cumulative grade point average of 2.0 or less. Some of the factors that may cause this failure include:

1. Students are incapable of meeting graduation requirements. We do not count certificates of completion as meeting the graduation from high school definition.
2. Students may have graduated by the end of summer school. We only count students as graduating if they graduate by June of the reporting year.
3. Academically disadvantaged students may be transferred to alternative high schools that do not have career and technical education programs.
4. It seems the number of ACE (alternative cooperative education) or WES (Work Experience Study) programs are decreasing. We believe this may be due to funding challenges but that has not been researched.

Strategies to improve graduation rates of 12th grade program completers who have “Other Educational Barriers.”

1. Share this challenge with the Perkins Field Council, the Data Field Council, the faculty who attend the annual ACE Conference, and with CTE administrators at the annual CACTA Conference to brainstorm theories of the cause.
2. Determine what other data may be needed to analyze the theories.
3. Implement a strategy based on steps one and two.
4. For Colorado Fiscal Year 2006, each recipient was asked to address any sub-populations that did not meet or exceed the state goals.

(1S2)

All special populations met or exceeded the State goal for 1S2.

(3S1)

All special populations were over 90% for this subindicator so we believe that this is not an issue. We are planning to watch and advise the field to watch the placement rates of “Individuals

with Disabilities.” There is work being done in Colorado at the local level to improve transition activities of students with disabilities and we are seeing some improvement in this percentage.

(4S1)

The only population that did not meet the State goal in this subindicator is females. The reasons for not meeting this goal for females include:

1. Lack of role-models on television or magazines.
2. Shortage of Trades and Technical faculty and especially a shortage of female faculty in these areas.
3. Student perception that working in these careers makes a girl unattractive.
4. Surveys at schools have noted the following:
 - a. Do not want to get their clothing dirty.
 - b. Do not want their hair to smell.
 - c. Do not realize the variety of opportunities.
5. CTE teachers rarely have the opportunity to access general student body to provide more information.
6. Secondary CTE teachers rarely are released for out-of-state conference attendance.
7. Most national conference training of trades and technical teachers do not include recruitment and retention of females in their training (e.g., AYES).
8. Lack of student interest in the occupation.

Strategies for improvement include:

1. For Colorado Fiscal Year 2006, each recipient must address each sub-population that did not meet the state goals in their continuation plans.
2. Research the possibility of collaborating with SkillsUSA (VICA) at both the national and the state levels to develop strategies for improvement.
3. Share the problem with Trades and Technical secondary teachers at CCCS Regional meetings and the CACTE summer conference and brainstorm solutions.
4. Design a survey for middle school and high school girls to research barriers.

(4S2)

Two populations did not meet the goals for 4S2: females and economically disadvantaged. The female’s reasons for failure and strategies for improvement are addressed in the discussion for 4S1. The reason for not meeting this goal with economically disadvantaged is puzzling. This population exceeds the (4S1) goal so it would seem that this population is getting recruited into the initial course or courses of a program but are not remaining in the program. Reasons could be:

1. Lack of access to tools often required in trades programs.
2. Lack of access to computers required in technical programs.
3. Not comfortable once they are in the program.
4. Realization of the investment in tools that will be required if they stay in the career field.
5. Not being made aware of income potential of these career areas (trades and technical).
6. Not oriented toward career planning.

Some strategies to address retention of economically disadvantaged non-traditional students include:

1. For Colorado Fiscal year 2006 each recipient must address each special population that does not meet state goals.
2. Research possible causes through survey of teachers.
3. Ask teachers in non-traditional career areas to do a standardized exit survey for all students who leave the program.

(1P1, 1P2, 2P1)

Three special populations did not meet the State goals for 1P1, 1P2, and 2P1 (all the same measurement definitions): Displaced homemakers, other educational barriers, and Tech Prep.

Possible reasons for failure to reach the State goals by these groups include:

1. No extra set aside funding directed toward support for displaced homemaker programs.
2. Delays, cost and/or personal frustration with having to add remedial courses (other educational barriers) to the college program.
3. Ineffective tutoring.
4. Limited financial resources of displaced homemakers preventing continuation in college.
5. Colorado did not collect displaced homemaker data previously so this is the first year that the colleges were provided performance data of this special population.
6. Colorado had not measured postsecondary Tech Prep prior to this year so the colleges will not get data feedback of this special population until next year's data results reports.
7. Tech Prep students (first year of measuring by matching) are only in their first year of college.

Possible strategies to address these issues include:

1. Confer with college special populations coordinators to develop the following:
 - a. Design an electronic survey for college special population coordinators to assess their insights of what may be the barriers to displaced homemakers and students in remedial courses (Colorado's definition for "other educational barriers.")
 - b. Design a student survey regarding the student's perception of barriers and the student's ideas about how to improve tutoring and support services.
 - c. Use the survey results to develop a strategies guide for community colleges and technical colleges.
2. Research ways to measure tutoring effectiveness.
3. Explore with a college advisory group how to measure and improve tutoring and student services.
4. For Colorado Fiscal Year 2007, provide data results reports to colleges that include the Tech Prep special population.
5. Explore the feasibility of providing colleges the names of the Tech Prep student matches so they can track those students and determine appropriate strategies to improve the 2 + 2 system.
6. Expand the remedial courses modules (developed with incentive funds for special populations.)
7. Advocate for re-investment of funds for displaced homemaker programs at postsecondary institutions.
8. Review postsecondary data results and possible strategies with Vice-Presidents of Instruction executive council.

An interesting side note that we should keep in mind as we research strategies is that the students with educational barriers who do complete a program have the highest percentage of placement in advanced training!

(3P1)

All subpopulations except two achieved a level of performance higher than 90%. Statistically and economically, Colorado will focus on these two groups: Asian or Pacific Islander and Individuals with Disabilities. Possible reasons for these two groups failing to meet the state goals include:

1. With the Asian or Pacific Islander population the low actual count numbers cause a skew when these are converted to percentages.
2. Business and industry lacks understanding, education and awareness regarding employing individuals with disabilities.
3. Transition plans for individuals with disabilities need improvements.

Possible strategies to improve these results include:

1. Explore possibility of college's doing more follow-up with students with disabilities to see if they can determine barriers and thus plan strategies for improvement.
2. Continue to require Perkins recipients to address in their continuation plans each sub-populations' performance data results if that population does not meet the State goals.
3. Determine what program areas Asian and Pacific Islander populations are completing and determine if those are career areas that are in high demand. Do the same analysis with Individuals with Disabilities.
4. Share these results and possible strategies with postsecondary institution special populations' coordinators and Vice-Presidents of Instruction executive council to solicit more ideas.
5. Explore possibility of special populations division leadership grant including projects to address better placement of individuals with disabilities.

(3P2)

The special populations that did not meet the State goal for this performance subindicator are: Males, Black-non-Hispanic, Hispanic, Unknown/Other, Displaced Homemakers, and students with other education barriers (students enrolled in remedial courses). Possible reasons for these groups falling below the state goal include:

1. Males may be changing jobs quickly in order to advance to best pay.
2. Blacks and Hispanic populations may be facing discrimination or an unwelcoming environment in the business and industry workforce.
3. Displaced homemakers may be challenged with child care issues and costs.
4. Students with other educational barriers may not be meeting business and industry requirements.
5. A slowly recovering economy, that is an employer's market rather than an employee's market, may lead to hiring practices that eliminate these populations.
6. Men may expect higher wages than the market currently supports.
7. State goal for retention may be reaching a statistical maximum because some lack of retention may be due to producing excellent graduates who are highly recruited from one business to another.

Strategies to improve these results include:

1. Presentation of results and possible strategies to community college Vice-Presidents of Instruction executive council and special population coordinators from postsecondary institutions.
2. Explore possibility of Program Directors analysis of programs to include determination that the following topics are part of the learning: Diversity in the workforce, sexual harassment on the job site, total life management skills, goal setting in career management.
3. Ask that local programs share these data results and brainstorm for more possible strategies with their business/industry advisory committees.
4. Continue to require that recipients address special population results with performance data when they write their Perkins continuation plans.
5. Use many of the same strategies under 3P1 to help address underperformance in 3P2.

(4P1)

Colorado did not meet our State goal overall with this sub-indicator so several populations fell below the performance goal. The two populations that are performing the lowest on this subindicator include: Males and Hispanics. Reasons for these results could be:

1. Difficulty of advising males to seek low wage careers such as Early Childhood Education and Cosmetology.
2. Delay in seeing results of efforts for recruiting males into Health careers due to extensive waiting lists.
3. Lack of exposure to role models.
4. Lack of support from home and family environment.
5. Hispanic populations may have a fear of college in general, much less the courage to pursue a non-traditional career area.
6. Lack of general media portrayals of individuals in non-traditional careers.
7. Difficulty of Hispanics to try to overcome double prejudice regarding both their race and their gender in some career fields.
8. Inadequate career advising.
9. Lack of support from business and industry.

Strategies to address these issues are a repeat of those listed on page 13 with the addition of:

1. Extra attempt to introduce students to Hispanic role-models in non-traditional careers.
2. Currently, Colorado is conducting an informal statewide survey of Latino males to try to assess their perceptions regarding both high school and college graduation. One of the questions is "If you plan to go to college, what do you plan to study?" We will review those results to determine middle school and high school Latino males' interest in non-traditional careers.
3. Attempt to determine and have influence on making sure that college programs include competency development in areas of diversity in the workforce and sexual harassment.
4. Ask programs to brainstorm for strategic activities with their business and industry advisory committees.

(4P2)

Again, Colorado did not meet our goal with this performance indicator overall. Several populations did not meet the standard. The populations that “scored” the lowest on this indicator are: Hispanics, Single Parents and Displaced Homemakers. Reasons for these inadequate results could be:

1. Low number of Hispanics enrolled skews the percentage results.
2. Displaced Homemakers and Single Parents data results were not shared with the field until the current year.
3. Populations may have financial challenges that prevent them from staying in college long enough to complete the program.
4. Single Parents and Displaced Homemakers may have child care challenges.
5. Faculty may not be providing a safe and welcoming environment.
6. Faculty may need more training regarding working with non-traditional genders in their career program areas.

Ideas for strategies to improve these results are addressed on pages 13 and 18. Colorado has seen a strong commitment from the colleges to address the non-traditional goals and yet they still continue to miss this goal. It may be that due to the already engrained attitudes that exist when students reach college age, Colorado’s goals for this performance may have exceeded the realm of possibility. The State has put more focus on college entrance and completion by minority populations. The State priorities do not include a focus on non-traditional training and employment. Since the bulk of college’s funding comes from the State, this NTTE performance is a lower priority than other goals. Until there is more national advertising and media attention to individuals pursuing non-traditional careers, we may have reached our ultimate potential. However, Colorado will continue to implement the strategies listed in this document.

C. Definitions

1. Vocational Participant – Secondary

Any student enrolled in one of the courses of a CCCS approved career and technical education program.

2. Vocational Participant – Postsecondary

Any student enrolled in an average of at least 6 semester credits per number of terms attended for the academic year in a vocational CIP.

3. Vocational Concentrator

The Colorado Community College System has not developed a unique state definition of a vocational concentrator. The state does have a definition of a “Partial Completer” but these students are not counted in the measurement approaches. In Colorado, a Partial Completer is an individual who has been reported on the VE-135 and has demonstrated attainment of more than 50% of the completer requirements as identified in the program approval.

4. Program Completer - Secondary

An individual who has been reported as a completer on the VE-135 and has demonstrated attainment of the competencies identified in the program's Measures and Standards of Performance.

5. Program Completer – Postsecondary

A postsecondary completer has attained a certificate or Associate Degree in the program.

6. Tech Prep student – Secondary

A Secondary learner enrolled in a Tech Prep articulated sequence of study that is nonduplicative and contains a common core of required courses leading to proficiency in math, science, communications, technologies and technical skills designed to lead to the associate degree or 2-year certificate or apprenticeship, and ultimately employment. For data reporting purposes, the survey instrument indicates that the student should be identified as a Tech Prep student, if Tech Prep funds benefited the student that year. If a secondary teacher attended a workshop that was funded by Tech Prep funds, the students in that teacher's program should be identified as Tech Prep students.

7. Tech Prep student – Postsecondary

Previous to this year's report Colorado did not report postsecondary Tech Prep students due to the multiple barriers in determining this data. However, due to the OVAE Conditional Revision mandate, Colorado had to provide a postsecondary Tech Prep measurement and the definition was approved as follows.

Postsecondary Tech Prep students for Colorado are matched as 12th graders identified as secondary Tech Prep students, by either social security number or first name, last name and birth date, to the following year's community colleges' and postsecondary area vocational schools' (technical colleges') enrollment data for full-time, career and technical education students.

D. Measurement Approaches

Core Sub-Indicator	Measurement Definition
1S1 Academic Attainment	Numerator: Statewide number of 12 th grade graduates who have completed Career/Technical education Denominator: Statewide number of 12th graders who have completed Career/Technical education
1S2 Skill Proficiencies	Numerator: Statewide number of 12 th graders who have completed Career/Technical education Denominator: Statewide number of 12th graders who have participated in Career/Technical education
2S1 Completion	Numerator: Statewide number of 12 th grade graduates who have completed Career/Technical education Denominator: Statewide number of 12th graders who have completed Career/Technical education
2S2 Diploma Credential	Colorado does not award any diplomas or certificates other than high school completion/graduation diplomas.
3S1 Placement	Numerator: Number of 12th grade program completers placed in postsecondary education, advanced training, military service, or employment Denominator: Number of available respondent 12th grade completers
4S1 Participate Non-Trad	Numerator: Total number of males and females participating in programs leading to occupations which are non-traditional for their gender Denominator: Total number of participants in secondary Career/Technical education
4S2 Completion Non-Trad	Numerator: Total number of males and females completing programs leading to occupations which are non-traditional for their gender Denominator: Total number of completers of secondary Career/Technical education programs

Core Sub-Indicator	Measurement Definition
1P1 Academic Attainment	Numerator: Number of students completing approved postsecondary Career/Technical programs Denominator: Total enrollment in postsecondary Career/Technical programs
1P2 Skill Proficiencies	Numerator: Number of students completing approved postsecondary Career/Technical programs Denominator: Total enrollment in postsecondary Career/Technical programs
2P1 Completion	Numerator: Number of students completing approved postsecondary Career/Technical programs Denominator: Total enrollment in postsecondary Career/Technical programs
3P1 Placement	Numerator: Number of postsecondary program completers placed in advanced postsecondary education or training, military service, or employment Denominator: Number of available respondent postsecondary completers
3P2 Retention	Numerator: Number of available respondent postsecondary completers placed in employment who are retained after 6 months, after the end of the academic year. Denominator: Number of available respondent postsecondary completers placed in employment
4P1 Participate Non-Trad	Numerator: Total number of males and females participating in postsecondary programs leading to occupations which are non-traditional for their gender Denominator: Total number of participants in postsecondary Career/Technical education programs
4P2 Completion Non-Trad	Numerator: Total number of males and females completing programs leading to occupations which are non-traditional for their gender Denominator: Total number of completers of postsecondary Career/Technical education programs

Colorado has not renegotiated its measurement approaches since Round 1 and the state plan.

E. Improvement Strategies

Colorado would like to, if resources permit, focus more on data auditing of recipients. We are hopeful that most recipients are now properly trained in data reporting, data measurement definitions, and use of data for program improvement. It is our hope that we will need less time invested in data workshops and thus can commit more time to data auditing.

V. Monitoring Follow-up

Non-applicable for this program year.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

For the incentive grant that Colorado received this past program year, several functions addressed activities allowable under Perkins III; however, the clients were primarily workforce clients. The results of the activities did still contribute, we believe, to performance results in Perkins performance subindicators. The projects funded with this program year's incentive grant included:

- The Academic-to-Career Continuum
- Curriculum for Skills Academy
- Competitive proposals for local offices or institutions that demonstrate true innovation regarding college and employment success of targeted populations.

This is the second incentive grant for Colorado and it builds on foundations that had been started with the first incentive grant. The projects implemented with these funds are being accessed by low skill/low wage workers to bridge their academic and career gap. These projects probably will contribute to our Perkins performance for Displaced Homemakers. The function of the projects is to target and transition individuals previously left behind by programs due to funding and programmatic constraints. The project is a collaboration among the 3 agencies involved with vocational and technical education, workforce development and adult education. Each agency plays a role in helping adults transition from adult basic education to community college courses and success. Workforce and adult education clients have access through a common e-portal website to a self-paced set of learning modules (Skills Academy) that cover the following topics:

- Personal Growth and Development
- Academic Assessment Preparation
- Required Education and Training for Colorado Career Pathways
- Professional Growth and Development
- Employer/Employee Relations

These projects represent some of the proposed strategies for improving Perkins performance results related to postsecondary indicators.

APPENDIX A

LATEST VERSION OF COLORADO LOCAL APPLICATION USED TO FUND ELIGIBLE RECIPIENTS AND RELATED APPENDICES OF THIS APPLICATION

CARL D. PERKINS VOCATIONAL-TECHNICAL EDUCATION ACT OF 1998

**LOCAL CONTINUATION AND PERFORMANCE PLAN AND FUNDING
APPLICATION FOR FISCAL YEAR 2006**

(July 1, 2005 -- June 30, 2006)

State Board for Community Colleges and Occupational Education

Colorado Community College System

9101 East Lowry Boulevard

Denver, CO 80230-6011

303-620-4000

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FISCAL YEAR 2006 PERKINS CONTINUATION PLAN COVER SHEET

Institution/District Name_____

Directions: Using no more than one page, summarize how your Fiscal Year 2006 activities and purchases support the following:

1. Increasing academic rigor in career and technical education programs;
2. Linking secondary and postsecondary programs;
3. Preparing students for in-demand occupations that pay family-supporting wages;
4. Investing in effective, high-quality local programs (evaluating programs).
5. Improving Perkins sub-indicator performance results that did not meet the Colorado Perkins Performance Goals.
6. The overall role, mission and/or strategic plans of your district, your consortium or your institution.

FISCAL YEAR 2005 (Previous fiscal year) PERKINS YEAR END NARRATIVE REPORT

(Must be submitted with the FY2006 Perkins Continuation Plan)

All questions on this previous year’s year-end narrative report relate to the Perkins Sub-indicator data results for your district/institution that was mailed with your Fiscal Year 2006 allocation estimate amount. You do not need to return the data reports with this narrative. Answer the following 3 questions from the overall district/institution results, not from per program results. (You may want your faculty to do a similar analysis of their specific program data for your own use but you do not need to send per program data analysis to the State.)

1. What did you predict would happen with your data? What assumptions did you use to make these predictions?

PREDICTIONS	ASSUMPTIONS

(Add more rows to this table as needed.)

2. As you look at your data, what important points seem to “pop-out?”

3. For any subindicators that are below the Performance Goal, select at least two theories as to why these subindicators are below the Performance Goal. Indicate what other data you may need to test your theories. If you meet or exceed the State Performance goals, you may skip this step.

THEORIES	OTHER DATA NEEDED

(Add more rows to this table as needed.)

LOCAL PLAN AUTHORIZATIONS

Institution/District Name_____

We, the undersigned, hereby certify that the information provided in this local continuation and performance plan for Perkins federal 2006 funding is true and correct to the best of our knowledge, information and belief, and that the required federal assurances from 1998 continue to be in place. All approved programs, services and activities will be conducted in accordance with state and federal laws, rules and regulations; and in accordance with the Colorado State Board for Community Colleges and Occupational Education (SBCCOE) and the Colorado Community College System policies and program standards.

President/Vice President/Executive Director or Superintendent

Career and Technical Education Vocational Director/Designee

Local Plan Development Committee:

*Vocational Teacher
Representative (**Required**)*

Special Population Director/Coordinator or

Fiscal Representative or Controller

*Workforce Regional Development Board Representative or Designee (**Postsecondary – Required**)*

External School Representative(s) [Business and Industry]

FISCAL YEAR 2006 PERKINS CONTINUATION AND PERFORMANCE PLAN

(Column 1) ACTIVITY	(Column 2) SCHOOL AND/OR SITE AND/OR PROGRAM	(Column 3) WHICH REQUIREMENT, PERMISSABLE ACTIVITY AND/OR PERFORMANCE INDICATOR DOES THIS ACTIVITY ADDRESS? (Use Numbers from Appendix A)	(Column 4) OUTCOMES -- HOW WILL THIS IMPROVE THE PROGRAM AND BENEFIT STUDENTS IN TERMS OF TREND DATA OR SUB-INDICATOR DATA?

Institution/District Name _____

Duplicate this form as needed.

APPENDIX A

REQUIREMENTS, PERMISSIBLE ACTIVITIES, AND PERFORMANCE INDICATORS

DO NOT RETURN – FOR YOUR REFERENCE WHEN
COMPLETING THE CONTINUATION AND PERFORMANCE
PLAN COLUMN 3

Requirements	
1.	<p>Strengthen the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;</p> <p><i>(On Itemized Budget – Academic Integration)</i> Examples: Integration conferences, curriculum redesign, academic/CTE joint projects, etc.</p>
2.	<p>Provide students with strong experience in and understanding of all aspects of an industry; (Definition: strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.) Permissible activities include: Provide work related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;</p> <p><i>(On Itemized Budget -- All Aspects of Industry)</i> Examples: Field trips, worksite learning, CTSO conferences, co-op learning, internships, externships, etc.</p>
3.	<p>Develop, improve, or expand the use of technology in vocational and technical education, which may include -</p> <ol style="list-style-type: none"> a. training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning; b. providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology; and c. encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs; <p>Permissible activities include: Improve or develop new vocational and technical education courses for a new program. (A request for a new program approval must be submitted within the year); and lease, purchase, upgrade or adapt equipment, including instructional aides;</p> <p><i>(On Itemized Budget -- Uses of Technology)</i> Examples: Adding computer estimating to welding or construction curricula; electronic inventory management in catering or marketing; website courses; distance learning projects; implementing high tech teaching, learning or visual aids; etc.</p>

4.	<p>Provide professional development programs to teachers, counselors, and administrators, including -</p> <ul style="list-style-type: none"> a. inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement; b. support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry; c. internship programs that provide business experience to teachers; and d. programs designed to train teachers specifically in the use and application of technology; <p>Permissible activities include: Assist vocational and technical student organizations as they support leadership development. Also permissible are: Teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry. (Note: paying college tuition is not allowed.);</p> <p><i>(On Itemized Budget -- Professional Development)</i></p> <p>Examples: Conferences, workshops, approved academic courses, visiting other schools, Tech Prep TARPs, observing a CCCS on-site monitoring visit, in-services, etc.</p>
5.	<p>Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;</p> <p>Permissible activities include: Involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs, including establishing effective programs and procedures to enable informed and effective participation in such programs;</p> <p><i>(On Itemized Budget -- Evaluations)</i></p> <p>Examples: Advisory committees, data collection/analysis; relevant meetings; etc.</p>
6.	<p>Initiate, improve, expand, and modernize quality vocational and technical education programs;</p> <p><i>(On Itemized Budget -- Modernization & Expansion)</i></p> <p>Examples: Upgrade existing computers, machinery, equipment and/or teaching aids; expand existing programs due to increased enrollment.</p>

7.	<p>Provide services and activities that are of sufficient size, scope, and quality to be effective; Permissible activities include: Provide career guidance and academic counseling for students participating in vocational and technical education programs and for mentoring and support services; and provide assistance to students in vocational and technical education programs who have participated in services and activities to find an appropriate job and continue their education; <i>(On Itemized Budget -- Services & Activities)</i> Examples: Career counseling; student support services, pre-CTE applied academics; collaborative projects with other partners; placement services and counseling; student advising; tutoring, etc.</p>
8.	<p>Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech prep programs; <i>(On Itemized Budget -- Secondary/Postsecondary Linkages)</i> Escrow credit projects; curricula development; meetings with other level faculty; college entrance testing; remedial support, etc.</p>
<u>Permissible Activities</u>	
9.	<p>Provide programs for special populations; <i>(On the Itemized Budget – Special Populations)</i> Adaptive equipment/software; programs for special pops; interpreters; testing; advising; counseling; support services; tutors, etc.</p>
10.	<p>Nontraditional training and employment activities; <i>(On the Itemized Budget -- Non traditional Training & Employment)</i> <i>Brochures, guest speakers, career fairs, guest speakers,*direct support (special restrictions apply), tools, support services, etc.</i></p>
11.	<p>Provide partnerships with One Stop Centers. <i>(On Itemized Budget – One Stop Centers. Identify all costs in the line-item budget.)</i> Staff sharing, office sharing, career fairs, other shared employment projects, etc.</p>
12.	<p>Each eligible recipient receiving funds shall not use more than 5 percent of the actual expended funds for administrative costs associated with the administration of activities assisted under this section. <i>(On the Itemized Budget – Administrative (5%))</i></p>

<u>SECONDARY Performance Sub-indicators</u>	
1S1	<p align="center">Academic Attainment</p> <p>Numerator: Statewide number of 12th grade graduates who have completed Career/Technical education</p> <p>Denominator: Statewide number of 12th graders who have completed Career/Technical education</p>
1S2	<p>Skill Proficiencies</p> <p>Numerator: Statewide number of 12th graders who have completed Career/Technical education</p> <p>Denominator: Statewide number of 12th graders who have participated in Career/Technical education</p>
2S1	<p>Completion</p> <p>Numerator: Statewide number of 12th grade graduates who have completed Career/Technical education</p> <p>Denominator: Statewide number of 12th graders who have completed Career/Technical education</p>
3S1	<p>Placement</p> <p>Numerator: Number of 12th grade program completers placed in postsecondary education, advanced training, military service, or employment</p> <p>Denominator: Number of available respondent 12th grade completers</p>
4S1	<p>Participate Non-Trad</p> <p>Numerator: Total number of male and females participating in programs leading to occupations which are non-traditional for their gender</p> <p>Denominator: Total number of participants in secondary Career/Technical education</p>
4S2	<p>Completion Non-Trad</p> <p>Numerator: Total number of males and females completing programs leading to occupations which are non-traditional for their gender</p> <p>Denominator: Total number of completers of secondary Career/Technical education programs</p>

	<u>POSTSECONDARY Performance Sub-indicators</u>
1P1	<u>Academic Attainment</u> Numerator: Number of students completing approved postsecondary Career/Technical programs Denominator: Total enrollment in postsecondary Career/Technical programs
1P2	Skill Proficiencies Numerator: Number of students completing approved postsecondary Career/Technical programs Denominator: Total enrollment in postsecondary Career/Technical programs
2P1	<u>Completion</u> Numerator: Number of students completing approved postsecondary Career/Technical programs Denominator: Total enrollment in postsecondary Career/Technical programs
3P1	<u>Placement</u> Numerator: Number of postsecondary program completers placed in advanced postsecondary education or training, military service, or employment Denominator: Number of available respondent postsecondary completers
3P2	Retention Numerator: Number of available respondent postsecondary completers placed in employment who are retained after 6 months, after the end of the academic year Denominator: Number of available respondent postsecondary completers placed in employment
4P1	Participate Non-Trad Numerator: Total number of males and females participating in postsecondary programs leading to occupations which are non-traditional for their gender Denominator: Total number of participants in postsecondary Career/Technical education programs
4P2	Completion Non-Trad Numerator: Total number of males and females completing postsecondary programs leading to occupations which are non-traditional for their gender Denominator: Total number of completers of postsecondary Career/Technical education programs

APPENDIX B

**SAMPLES OF
CONTINUATION AND
PERFORMANCE PLANS**

SAMPLE 1 PERKINS CONTINUATION AND PERFORMANCE PLAN

ACTIVITY	SITE AND/OR PROGRAM	WHICH REQUIREMENT, PERMISSABLE ACTIVITY AND/OR PERFORMANCE INDICATOR DOES THIS ACTIVITY ADDRESS?	OUTCOMES -- HOW WILL THIS IMPROVE THE PROGRAM AND BENEFIT STUDENTS?
Continue to upgrade existing curriculum, purchase appropriate software, modules, and hardware, and deliver high quality instruction.	EGOS Automotive Technician	Requirement 6 Performance Indicators 1P1, 1P2	Placement rates will be maintained or increased.
Provide supplementary services to offer academic and career/technical reinforcement through a lab with resources including internet, web databases, CD ROMS, videos, multimedia software, and other high tech capabilities. Provide tutors to work directly with students to ensure student retention of subject matter, completion, and placement.	EGOS Instructional Resource Center and Learning Center	Requirement 1 Performance Indicators 1P2, 2P1, 3P1	Completion and placement rates will be maintained or increased.
Provide advising, counseling, and ongoing support to students enrolled in career and technical programs. Provide job placement support to students by identifying businesses and developing job listings.	EGOS Advising and Job Placement Offices	Requirement 7 Performance Indicator 3P1	Completion and placement rates will be maintained or increased.

SAMPLE 2 PERKINS CONTINUATION AND PERFORMANCE PLAN

ACTIVITY	SITE AND/OR PROGRAM	WHICH REQUIREMENT, PERMISSABLE ACTIVITY AND/OR PERFORMANCE INDICATOR DOES THIS ACTIVITY ADDRESS?	OUTCOMES -- HOW WILL THIS IMPROVE THE PROGRAM AND BENEFIT STUDENTS?
Provide vocational assessment, vocational ESL class, and computer lab assistance for limited English proficient students	EGOS ESL Department	Permissible Activity 9	Enrollment, completion and placement rates of English-language challenged students will be maintained or increased.
Administer the Carl D. Perkins Continuation Grant relative to compliance with legislation and budget accountability	EGOS Special Projects	Permissible Activity 12	No audit or monitoring findings will occur for Perkins funds, programs or civil rights.
Provide a staff member to serve as a liaison between secondary and post secondary programs. Advise and assist students to transition from high school by speaking to classes, holding career fairs, and serving on advisory committees.	EGOS Advising Department	Requirement 8	Placement rates will be maintained or increased. Non-Traditional (gender) Enrollment will be maintained or increased.
Recruit students and promote programs that are not gender-balanced through bulletin boards and catalogs.	EGOS All Departments	Performance Indictors 4P1, 4P2	Increase the nontraditional (gender) enrollment and completion rates by 1 percent.

APPENDIX C

BUDGET FORMS

**(For December 2005 CAR, this document was e-mailed to
Perkins2006@ed.gov)**

(To request electronic copy of Excel spreadsheets, e-mail: lorrie.toni@cccs.edu
or download from website: <http://www.cccs.edu/CTE/PerkinsForms.html>)

APPENDIX D

CHECKLIST:

**DO NOT RETURN – FOR
YOUR USE ONLY**

Before mailing your FY2006 Perkins Continuation and Performance Plan, please check the following:

1. _____ Included one-page cover sheet summarizing 6 points.
(See page 3.)
2. _____ Included previous fiscal year's "Year-End Narrative Report." (See page 4.)
3. _____ Local Plan Authorizations (Signature sheet) is complete
and original is being sent with plan. (See page 5.)
4. _____ The Continuation and Performance Plan is complete.
(See page 6.)

(More on next page)

5. _____ Budget Sheets are completed with correct totals as allocated and include:
- a. Itemized Basic
 - b. Itemized Reserve (if receiving Reserve funds)
 - c. Equipment Request (if requesting to purchase equipment that costs more than \$5,000 per item.)
 - d. Line Item Budget lists details of all purchases planned.
 - e. Budget Summary with correct total that matches allocation amount.

(These forms are in an Excel workbook that can be downloaded from the website: <http://www.cccs.edu/CTE/PerkinsForms.html>)

6. _____ Copies of 1., 2., 3., 4. and 5. are in our files; the originals are being mailed to CCCS.