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1 Introduction

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

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

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

For technical support and FAQs for specific functions of the Colorado CTE Gateway, please visit:

http://coloradostateplan.com/administrator/coloradocte-com-faq/

For technical support on Secondary CTE Programs of Study (Courses), please visit:

http://coloradostateplan.com/secondary-pathways/

For access to the Colorado CTE Strategic Plan, please visit:

https://coloradostateplan.com/wp-content/uploads/2024/07/CTE-Strategic-Plan-2024-2029-Jun-14-24-EN-v2-digital.pdf

For more information on Colorado Career and Technical Education, please visit: www.cteincolorado.org

1.1 Key Dates for Colorado CTE

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

Please note, in order to submit a CTA report, a secondary program must submit enrollment data by the deadline as well as active teachers by the deadline in the Data module. Once these two actions are complete, the teacher as well as the courses in a Program Approval will be visible for reporting CTA in that module.

CTA Dates

Month	Date	Event
July	1	Opening of CTA reporting for prior FY financials
September	1	Deadline for submission of CTA prior FY final financials
December	~31	CTA 1st and 2nd Quarter payments distributed
March	~31	CTA 3rd Quarter payments distributed
April	1	Deadline to submit DCTS applications to have approved by June 30 of current fiscal year
April-May		CTA training workshops begin
June	~30	CTA 4th Quarter payments distributed

Data Dates

Month	Date	Event
March	31	Deadline for submission of secondary and postsecondary Follow-up data to CCCS
July	31	Deadline for submission of CTE enrollment data to CCCS (middle & secondary)
August	31	Deadline for submission of CTE enrollment data to CCCS (non-system postsecondary & Dept. of Corrections)
August	31	Deadline for submission of Active Teachers

Program Approval Dates

Month	Date	Event
October	15	Program Approval Fall Window Opens
December	1	Program Approval Fall Window Closes (Time to report Follow-up)

March	1	Deadline to Request New School Codes and New CIP code additions to the Colorado CTE Gateway for 24-25 – submit to cte@cccs.edu
March	1	Deadline for a Program Approval to be manually opened via help ticket by Colorado CTE for revision or renewal for 24-25 academic year
April	1	Deadline for new programs for the current Academic Year to be submitted to CCCS for secondary and non system colleges. (System colleges need to consider additional elements. Please reference the Dean & Faculty Vault for more information.)
		Program Approval Spring Window Opens
May	15	Program Approval Spring Window Closes. Deadline for program renewals for programs expiring before or on June 30 of the current fiscal year, revisions, and deadline for "Information Needed" comments to be returned to Colorado CTE.

Perkins Dates (bold denote changes from prior years)

July	1	Fiscal year starts (spending begins except on equipment/undetailed travel if substantially approvable application is submitted by this date)
July	15 (approximate)	First Installment Notification sent by CCCS
August	31	Final voucher for prior fiscal year deadline for both Basic and Innovation grants
September	30	Deadline for Perkins local application submission or funds are de-obligated. If sub-recipient did not complete a local application for formula-based award, but received an Innovations in CTE grant award, the Innovations in CTE grant will also be canceled, as the minimum basic eligibility requirements will not have been met.
October		Award Packet released by CCCS upon receipt of Perkins grant funding
October	15	Voucher 1 Deadline for Innovations in CTE grant recipients
July-December of odd years		Comprehensive Regional Needs Assessments will occur
December	1 (of odd years)	Deadline for submission of Comprehensive Regional Needs Assessment Results

January	15	Voucher 1 Deadline for Perkins Basic Grants
		Voucher 2 Deadline for Innovations in CTE grant recipients
January	15 (approximate)	Intent to Participate in formula grant for next fiscal year released with 4-week response deadline
March	15 (approximate)	Innovations in CTE Grant Call for Proposals window opens
April	1	Deadline for grant revisions
		Deadline for postsecondary grant recipients to provide current Indirect Cost Rates to CCCS for next grant year
April	(Approximate)	Performance metrics are released for prior year
May	15	Voucher 2 deadline (required by all, not just if $100k award)
		Deadline for submission of Innovations in CTE Grant applications
June	15 (approximate)	Initial Award Estimates for formula grant for next fiscal year available
		Award notifications for Innovations in CTE Grant recipients are released by CCCS
June	30	Fiscal year ends – all expenses including equipment must be received by this date.

NOTE: Deadlines for education institutions are established to allow compliance with reporting requirements. If extenuating circumstances arise, please contact the appropriate CCCS staff member to request an extension to the deadline by the date indicated in that functional section. Please also understand that some of the dates for which CCCS has deliverables to the field are target dates. CCCS will work to meet these dates as much as possible but there may be factors outside of our control (for example, when we are released funding to then release to the field).

1.2   Legislation

1.2.1   Federal Legislation: Carl D. Perkins Act as the Strengthening Career and Technical Education for the Twenty First Century Act

Congress reauthorized the Carl D. Perkins Act as the Strengthening Career and Technical Education for the Twenty First Century Act in 2018. This law is still commonly referred to as Perkins, specifically Perkins V. Perkins V was effective July 1, 2019; however, full implementation by Colorado of the state plan required under Perkins V is effective July 1, 2020. As a federal grant, recipients must meet specific Perkins Act requirements as well as adhere to general federal grant requirements.

In addition to this document, the following guidance sources are examples of the guidance that informs the implementation of Perkins V:

- The Strengthening Career and Technical Education for the Twenty First Century Act (Public Law 115-224)
- The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (Uniform Grant Guidance) (2 C.F.R. Part 200)
- Education Department General Administrative Requirements (EDGAR) (34 C.F.R. Parts 75-99), particularly
  - Part 76 State-Administered Programs
  - Part 99 FERPA
- State Perkins Plan (available at www.cteincolorado.org)
- Consolidated Annual Report and State Plan guidance documents issued by the U.S. Department of Education (ED) and other fact sheets and Dear Colleague letters issued by the Office for Career, Technical, and Adult Education (OCTAE)
- Local applications for Perkins funds as approved by CCCS and signed Grant Recipient Agreements

1.2.2 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.

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

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

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

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

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

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

1.4 Compliance

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

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

1. Repetitive errors with reporting.

2. Multiple errors across various areas of CTE reporting, i.e., errors with CTA reporting; errors with CTE enrollment data reporting; errors with Perkins vouchers reporting; errors with Perkins Local Plans preparation; etc.

3. Repetitive inability to meet CCCS reporting deadlines across various CTE deadlines (i.e., CTA deadline; Perkins Local Plan deadlines; enrollment/follow-up deadlines; voucher deadlines; credentialing deadlines, and/or program approval deadlines).

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

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

1. Sending a formal letter from the CTE State Director and Vice Chancellor advising the recipient of the decision to provide enhanced technical assistance, including listing the challenges that triggered the enhanced technical assistance.

2. Applying a temporary probationary status to the institution of question that alerts pertinent CCCS staff of the need for enhanced technical assistance.

3. Providing targeted trainings, workshops, and/or webinars to relevant recipient personnel.

4. Helping the institution develop a stable process for meeting their grant obligations.

5. Sanctions may be considered if challenges persist.

In additional to sanctions for the above compliance, CCCS will issue sanctions and repayment requests if funding recipients have been found to violate any of the "unallowable uses" of funds as outlined in the guidance in Part B – Funding Source Requirements.

1.4.1 Appeals

Unless a more specific appeals procedure is provided for in these rules, a party adversely affected by an action of the SBCCOE under these rules may appeal that action by filing a written complaint sent by certified mail to the System Chancellor or designee within thirty (30) days of the date of written notice of the action which is the subject of the complaint, or within such shorter period of time specified in these rules. The complaint may be accompanied by additional written information supporting the position of the complainant.

The original action or finding will stand if the appeal is not timely or substantively eligible, and the decision is final. The only grounds for appeal are:

1. A procedural or substantive error occurred that significantly impacted the original action or finding (e.g. substantiated bias, material deviation from established procedures). The written complaint shall specify the procedural or substantive error and how it impacted the outcome of the original finding; or
2. To consider new evidence not available at the time of the original action or finding, that could substantially impact the original finding. A summary of this new evidence and its potential impact must be included in the written appeal.

The written complaint must specify the program underlying the appeal and must show error as the original action or finding is presumed to have been decided reasonably and appropriately. The written complaint may be accompanied by additional written information supporting the position of the complaining party. To the extent the information submitted is relevant to another program, it will only be considered as to its impact on the program under appeal.

The written complaint shall be forwarded to a Review Committee composed of three people appointed by the System Chancellor or designee. The Review Committee will consist of three (3) people who have knowledge of Career and Technical Education and Perkins Regulations. If the complaining party is a person whose CTE credential has been denied, revoked, non-renewed or suspended, the Credentialing Board-Designated Oversight Committee shall act as the Review Committee.

The Review Committee will promptly review the complaint and any accompanying materials to determine it meets the grounds for appeal and if so, the Review Committee will issue a response as to the information presented. This response shall be sent via certified mail to the address provided by the complaining party.

SBCCOE review

If the complaining party believes that the decision of the Review Committee is in error, they may appeal to the SBCCOE by filing a written notice of appeal not more than 30 days after receipt of the Review Committee's decision. This written notice of appeal to the SBCCOE must state why and in what way the Review Committee's decision was incorrect based on the grounds for appeal and the information presented. The SBCCOE shall conduct a hearing and make a decision in accordance with C.R.S. 24-4-105 and the SBCCOE's decision shall constitute final agency action.

If at any stage in review of the appeal, it is determined that a new audit is necessary, the complaining party will be responsible for the costs associated with a new audit.

2   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, and Revoked programs, High School Requirements, Postsecondary Requirements, and Middle School Requirements.

2.1   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 Colorado CTE Gateway: www.coloradocte.com – however, please see www.cteincolorado.org for FAQs and guidance on completing Program Approval.

Secondary: School District, Board of Cooperative Services, Colorado Charter School Institute, Facility School and Division of Youth Services. *Note: In the state of Colorado charter schools are public schools that operate via a contract with an authorizer such as the local school district or the Colorado Charter School Institute. District-authorized charter schools are considered part of the School District in which they are authorized for Program Approval and CTE funding purposes. Private schools are not included in CTE funding.

Postsecondary: Colorado Public Community Colleges, Postsecondary Area Technical Colleges, and the Department of Corrections.

In order for a Board of Cooperative Services to be considered as an eligible provider of Career and Technical Education, all programs must be agreed upon by the member district superintendents to ensure there is not duplication of programming in the service area. This must be documented and voted on by member district superintendents. If there is not 100% agreement from the member district superintendents, CCCS will review the request on a case-by-case basis.

As CCCS considers ways to implement CTE without borders, Colorado may enter into agreements with other states or education providers to mutually recognize CTE programs approved by each state's designated CTE approving entity.

2.2   General Procedures & Requirements

Institutions may only have one approved program per school at the secondary level and per institution at the postsecondary level per Classification of Instructional Program (CIP) code. Each qualifying school is required to have its own program approval.

Secondary education providers are eligible for secondary CTE program approval and postsecondary education providers are eligible for postsecondary CTE program approvals only.

Prior to beginning a new postsecondary program (including the program approval process in the Colorado CTE Gateway), institutions should communicate with the Vice Chancellor for Academic Affairs and CTE through email at cte@cccs.edu. Colleges should work with the Career Cluster program director to assist with determining the appropriate CIP code for the new program.

Final CIP code designation for secondary programs will be at the determination of the appropriate Program Director. For postsecondary programs, the Vice Chancellor for Academic Affairs at CCCS has approved a list of CIP codes to be utilized for Program Approval. Program names will be common as determined by the CIP code in the Colorado CTE Gateway, the data system for CTE processes www.coloradocte.com. Beginning fiscal year 2024-25, before entering a program approval, colleges starting new programs will reach out to the CCCS CTE Program Director of the specific content area. Using the current CIP code list provided by the Vice Chancellor for Academic Affairs, the program director will determine the CIP code to be used for a new program. If a CIP code has not been used previously by a college in the Colorado CTE Gateway, it is possible that it will need to be reviewed and added to the system. The deadline to add a new CIP for the 24-25 academic year is March 1, 2025 for high school and non-system community colleges only. Please note, if a Program Approval was previously approved with a CIP that has sunset for use, a new Program Approval must be submitted in the Colorado CTE Gateway with the approved CIP. A new instance of the Program Approval will be open "Under Development" and it is the responsibility of the college to submit the new Program Approval for SBCCOE approval. Program names will be common as determined by the CIP code in the Colorado CTE Gateway, the data system for CTE processes www.coloradocte.com

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 May 15th immediately following its expiration date. System colleges are responsible for submitting new programs in a timely manner to be sure all aspects of the system colleges' Banner updates, codes, and catalogs are in line with the timing they desire for the program. Please reference the Dean & Faculty Vault for more information.

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.

Approval Timeline: In most cases, if a new program request is approved, it will result in an Officially Approved program request status code. This is a four-year approval timeline. Occasionally, a program request may be approved with a Conditionally Approved (One-Year, Two-Year, or Three-Year) program request status code. These programs must meet certain conditions set forward by the Program Director in the documentation in the Colorado CTE Gateway.

Active Program Status: 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.

Revision: If changes do not require a change in the first two digits of the CIP code or substantive credit changes (see more details in this section), a Program Approval REVISION should be submitted for review and approval. For post-secondary, an acceptable revision includes a one or two course change (not

exceeding 8 credits) to existing awards in a Program Approval. If the college will be adding more than 8 credits to an existing award in Program Approval, the program must be submitted as a RENEWAL or a NEW Program Approval depending on the amount of credit changes in the awards. A NEW Program Approval request should also 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.

Addition of Post-secondary Awards – Renewal Required: For post-secondary Program Approval, if a college is adding a new certificate or degree to an existing Program Approval, those must be submitted as a RENEWAL, not a revision, as certificates and degrees are required to be approved by the SBCCOE. This includes any one- or two-course certificates. Revisions containing new awards will be denied. A NEW Program Approval request should also 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.

Revision Timeline: Programs may not be revised for 90 days following new, revision, or renewal approval. Requests for programs to be reopened for modifications before the 90-day period expires must be made by the Vice President of Instruction/Academic Affairs (or similar position if ATC or DOC) for post-secondary and the supervisor of the CTE Director for secondary programs by email to cte@cccs.edu. Programs should be vetted locally prior to being entered into the Colorado CTE Gateway system.

Information Needed Status: If a program approval has a request from Colorado CTE to the local program approval initiator, those requests for information must be submitted back to Colorado CTE in Colorado CTE Gateway system by May 15, for a program to be approved by June 30. Requests that are initiated by Colorado CTE after May 15; are exempt from this date but are required to be addressed by the local program approval initiator within two business days until June 20. After June 20, no further "Information Needed" submissions will be reviewed by Colorado CTE.

Title IX language added around single gender courses: 34 CFR §106.34(b): "(b) Classes and extracurricular activities. (1) General standard. Subject to the requirements in this paragraph, a recipient that operates a nonvocational coeducational elementary or secondary school may provide nonvocational single-sex classes or extracurricular activities, if— (i) Each single-sex class or extracurricular activity is based on the recipient's important objective— "…. There is no provision in this section of guidance that permits a 'vocational' class to be single sex. Extracurricular activities would include clubs, events, field trips, etc.

This guidance pertains to all entities that receive federal funding of any sort from the U.S. Dept. of Education (i.e. funds for special education, English language learners, other ED funds, etc.) and is not specific to Perkins grant funds.

Denied or Revoked: If a program approval is denied or revoked, the requesting institution may appeal in writing to the CCCS Vice Chancellor for Academic & Student Affairs through email at cte@cccs.edu within 60 days of receipt of notification of denial or revocation. The CTE Gateway will send an email for any instance of denial and status of a program in the CTE Gateway will change to "denied" and be archived if the denial is made by the SBCCOE representative will be placed in an "under development" state for all other denials (i.e. of a revision). The most recent active program instance will be reflected in the Gateway.

Inactive Program Status: If a program is not being offered for students or if the active teacher does not hold a credential, that program will need to be placed on Inactive Status.

Automatic Inactive Program Status: 120 days after the program's expiration date (if they have not been opened for renewal or renewed by that date) the program will be placed on "inactive" status. After that time, field users will need to submit an issue ticket through the CTE Gateway support desk to get it opened for renewal.

Data Reporting: All active programs are required to meet annual CTE student enrollment and follow-up reporting requirements by established deadlines. This reporting is required for both program renewals and CTE funding.

Instructor Reporting: All active programs are required to update instructor and administrator contacts in the Universal Contacts section of the Colorado CTE Gateway as contacts change throughout the academic year. A district/institution's current list of instructors can be updated throughout the year in the Active Teachers section of the Gateway.

Student Reporting: Each institution should create its program approval based on what it is able to deliver, including advanced credit options, etc. Each program will report on all learners, regardless of their school of origin, who participate in a CTE program. For example, if one district sends students to another district for CTE learning, their enrollment and placement data will be reported by the district or college in which the students participated in the CTE program. This will ensure non-duplication of a student for the same program/courses and will accurately count individuals where they partook in CTE programming.

Program of Study: A Program of Study is required by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). A Program of Study is a linkage between the different educational levels to demonstrate to a learner and their advisors the connection between the instruction/coursework in a secondary CTE program and a postsecondary CTE program to workforce demand. In the Colorado CTE Gateway, a Program of Study linkage between a secondary CTE program and a postsecondary CTE program must occur for the program to be approved. If the secondary program has a four-year program as a partner, please indicate that partnership in the workflow of the Colorado CTE Gateway prior to submission for the Program Director to review. However, please also select a postsecondary approved program in the Colorado CTE Gateway to demonstrate to learners the "stackablity" of that program approval from high school to a certificate or associates degree, and then to the four-year degree.

All secondary, postsecondary and middle level programs must be entered into the Gateway program-approval system. All instructions and procedures regarding the program approval process can be found on our website at www.cteincolorado.org. All documentation requests, assurances, uploaded materials, etc., must follow current detailed instructions from the website page. Requests for supporting documentation related to verification of program assurances may be made at the discretion of the program review team to support high quality CTE programming, continuous improvement, and coaching or monitoring activities related to the program approval process.

Program Approval Monitoring: In order to verify the assurances noted on the program approval, CCCS may 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.

At this time, Colorado CTE is not accepting Program of Study and Program Approval submissions related to Cannabis as a CTE program. Programs related to Cannabis need to be approved by CCCS for system colleges. Please contact the Vice Chancellor's office for more details on this approval.

Under Development: When a new program is initiated in the CTE Gateway, it will be in a state of "under development". If an entity does not submit the program instance for review within one year from the date it was initially created, the Gateway will automatically delete the program instance and the institution would have to begin again. All programs initiated must be submitted within a year from creation. If a program instance is denied for any reason and goes back to an "under development" state, that instance will also be removed from the Gateway after one year unless it has been resubmitted into the workflow review process.

2.3 Program Renewal Guidelines

In order to allow for official approval at all levels the renewal of Secondary or Post-secondary programs must be submitted to CCCS no later than May 15 (while a new program must be submitted by April 1). This will provide adequate time for all programs to receive official approval before the end of the current 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, 2023; the program may be requested to be opened up for renewal as early as September 30, 2022 through the CTE Gateway ticketing process, but must be approved by June 30, 2023 to ensure no lapse in funding eligibility. Programs expiring within the current fiscal year will have the option for the program owner to open for renewal at any point during the fiscal year without having to submit a CTE Gateway ticket.

2. Renewals are approved based on evaluation of performance against the below criteria. Explanations are required to be submitted if the program has not met the criteria. Program renewal criteria will be analyzed as a whole with a goal of meaningful progress toward continuous improvement, especially in addressing any deficiencies. Deficiencies in criteria without adequate explanation in the workflow by the submitter will result in a conditional approval for one year or two years or three years, depending on the deficiency. Programs receiving conditional approval must produce a timeline with evidence that the program will address those deficiencies within the scope of that conditional approval. In some circumstances, deficiencies in a single criterion may be egregious enough to warrant revocation status. Any indication that student safety and security is in question will result in revocation status.

3. Secondary programs' demographic data will include the applicable school district comparison and postsecondary programs will include same institution demographic data comparisons. In addition, for the secondary placement report, CCCS will continue to use all grades and total positive placement (TPP) will be employed related plus continuing education at either secondary or postsecondary level. For the postsecondary placement report, CCCS will use the Perkins positive placement which includes employed related or unrelated, continuing education at the postsecondary level, and military service.

4. Depending on the program's performance, a program renewal request can result in one of four types of program approval status.

    a. SBCCOE Board Officially Approved

    b. SBCCOE Board Conditionally Approved (Three-year)

    c. SBCCOE Board Conditionally Approved (Two-year)

    d. SBCCOE Board Conditionally Approved (One-year)

5. Programs approved under the Colorado Department of Corrections and/or Division of Youth Services 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.

2.4 Conditional Programs

Programs may be given "Conditional" approval if deficiencies exist in program requirements and/or program performance data or if significant compliance-related issues have been identified. Programs must meet the conditions defined in the workflow of the conditional approval to return to full approved status. Programs will apply for renewal in the Colorado CTE Gateway www.coloradocte.com and provide all required documentation and comments in the workflow.

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. This appeal would need to be emailed to cte@cccs.edu. A one-year conditional approval will not be approved more than twice before a program will be denied until it can fully address the conditions of the previous approvals and will not be eligible to receive CTE funding during that time.

2.5 Program Inactivation

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

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

Four months after the program's expiration date (if they have not been opened for renewal or renewed by that date) the program will be placed on "inactive" status. After that time, field users will need to submit an issue ticket in the CTE Gateway to get it opened for renewal. This will decrease the amount of email notices as well as decrease the amount of time a program needs attention if the field user is not ready to address that program.

To inactivate a program due to teacher credentialing or not offering that program to students this fiscal year, please submit an issue ticket in the CTE Gateway with the program name, program ID, instance ID. Programs may return to Active Status by the action of the authorized local CTE director by contacting the CCCS CTE Program Director and submitting an issue ticket in the Gateway. For system community college programs, schools must also enter a work request ticket separately from the CTE Gateway to the Curriculum Team in Academic Affairs to request and shut down the Banner codes. If you have any questions, please consult Kate Monteith to determine the status of Banner codes and consult regarding deletion of these Banner codes. Please do not inactivate awards or programs in the Gateway without regard to the Banner system.

2.6   Program Closure

2.6.1   Closed by Institution

An educational institution may choose to close a program. For example, a program may be phased out in order to offer a new program designed to better meet the needs of an emerging industry. In this case, the educational institution may want to close the program. Teach out processes are required to be followed to ensure access for all learners to complete their program. Under no circumstances should awards that have not been fully taught out be deleted from an existing program approval.

To close a program, as stated above, submit a ticket to the Curriculum Team in Academic Affairs to begin the Banner process if it is a CCCS college. Then, all institutions should submit a ticket via the CTE Gateway ticketing system with the program name, program base and instance IDs, and school name.

2.6.2   CCCS Closure

For secondary programs, letting the program expire will inactive it 120 days after expiration. For postsecondary schools must put the program or certificate in "teach out" mode, by adding a comment to the administrative comments section of program approval. After the teach out the school can let the program expire.

Any active or inactive approved program that is not renewed by the end of the fiscal year (June 30) of its renewal date will be closed. Programs in the renewal process will be exempted from closure, pending review of the amount of time that said program has been open for renewal. If said program is open for renewal for more than 90 days and it has expired in that period, it will be placed on inactive status and a Gateway issue ticket would be needed to re-open the program to start the renewal process again.

Inactive 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 in the Colorado CTE Gateway www.coloradocte.com

If a program has received a one-year conditional approval, and the reason for the one-year conditional approval has not been addressed, and there has been no progression, the program director can give one more one-year. After the second one-year if sufficient evidence of correction is not provided, the program will be subject to closure.

From time to time, secondary pathways and course sequences are reviewed and updated. This may include teachout of middle or high school courses or pathways, name changes, or the addition of new state course options. In the event a decision is made to sunset a state course or pathway, institutions with those courses or pathways on their program approval will be notified of the change directly by CCCS and the fiscal year in which the change will go into effect. The teachout period will last for two fiscal years following the year in which the change is made to minimize disruption to learners and local processes. This information will also be updated on the CTE website in the pathways area. Programs will not be able to add sunsetting pathways or courses beginning in the fiscal year immediately following the decision. Currently active program approvals containing sunsetting pathways or courses will have the opportunity to remove those elements by the sunset deadline. After that deadline has passed, the courses will be inactivated and removed from any "active" program approvals. Programs up for renewal that include courses or pathways in teachout will not be renewed for longer than the teachout period to provide opportunities for the local institution to review and update their course sequencing or pathways offered.

2.6.3   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 for CCCS colleges that have submitted a ticket to the Curriculum Team. In addition, CCCS will notify CDHE of the change in status of the program. CDHE will leave the SURDS 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.

2.7   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.

2.8   Program Approval Timeline and Review

The typical timeline is 30 days between submission and approval recommendation by the Program Director. Once a Program Approval is submitted by an education institution in the Colorado CTE Gateway, it is possible that the Program Approval will be returned to the education institution in the status "Information Needed for CTE". This requires the education institution to answer questions posed in the workflow by the Program Director for that CTE program area. The typical timeline for SBCCOE Board Officially or Conditionally Approved Program status is 30 days after the recommendation by the Program

Director. The entire cycle of approval varies based on the amount of "Information Needed for CTE". Timeliness of responses to "Information Needed for CTE" by the program requestor also impact the approval cycle.

Programs wishing to be approved by June 30 of the current year for funding purposes, (i.e. new programs that have operated in the prior year &/or programs with revisions that took effect during the year) must be submitted by April 1 and all program renewals requiring approval within the fiscal year must be submitted by May 15. Other requests such as revisions will be handled on a first-come, first-reviewed basis pending administrative capacity.

3   Program Approval Requirements

3.1   Employment Potential/ Occupational Demand

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

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

- Projected employment demand for the program's industry sector, as documented by Colorado Labor Data or verifiable local demand.

- Example occupations trained for both at completion of program (entry level) and occupations requiring advanced training.

** Due to their important focus on general postsecondary and workforce readiness competencies, Alternative Cooperative Education (ACE) programs will use the following language to complete this portion of the Program Approval (this language can be found here too CTE Standards and Program Approval – Colorado Career and Technical Education (www.cteincolorado.org): For **Employment Demand** use: Due to the nature of the ACE CTE Program design, a specific occupational outlook is not applicable. ACE CTE is a multi-occupational pathway that facilitates individualized, developmentally appropriate programming necessary to support CTE students (inclusive of those identified as special populations). ACE CTE students will demonstrate competency in Postsecondary Workforce Readiness (PWR) that lead to technical skill attainment in any chosen occupation with a focus on high wage occupations or high skill, in high demand industries that promote self-sufficiency.

For **Occupational Outlook** use: Due to the nature of the ACE CTE Program design, students will prepare for occupations dependent upon individual students' career interests, aptitudes, abilities, and individual needs. ACE CTE is a multi-occupational pathway that facilitates individualized, developmentally appropriate programming necessary to support CTE students (inclusive of those identified as special populations). ACE CTE students will demonstrate competency in Postsecondary Workforce Readiness (PWR) that lead to technical skill attainment in any chosen occupation with a focus on high wage occupations or high skill, in high demand industries that promote self-sufficiency.

3.2   Qualified & Credentialed Instructors

The instructor(s) has/have the appropriate Career and Technical Education (CTE) credential for the program.

For post-secondary CTE programs, please contact the IHE Credentialing Officer with questions.

For secondary CTE programs, please see: http://www.cde.state.co.us/cdeprof/cte_generalinfo for the application and requirements for CTE secondary credentials. The additional CTE credential is not required for teachers with teaching license endorsements issued by the Colorado Department of Education in Agriculture, Business, Marketing, Entrepreneurship and Finance, and Family Consumer Sciences who are teaching in those specific Program Approval areas. For Information Technology Program Approvals, the additional CTE credential is not required for teachers with teaching license endorsements in Instructional Technology/Computer Science. For all Skilled Trades Program Approvals, the additional CTE credential is not required for teachers with teaching license endorsements in Technology Education. These teaching licenses have been added as sufficient demonstration of teacher qualifications in lieu of CTE credentials.

All applicants with an out of state licensure must pass the Colorado CTE course to receive a professional CTE authorization.

3.2.1   Adjunct Instructor Authorization

Please note: The Adjunct Instructor Authorization from the Colorado Department of Education will not be accepted as a credential/authorization to teach CTE. The credential does not meet the high-quality standards for Career and Technical Education Educators.

The "work-based learning credential" is required for educators who are instructing students across CTE program approval areas. If students are not across CTE program areas, the teacher is not required to hold the work-based learning credential.

Refer to CTA funding FAQ for credential funding answers:

- https://cteincolorado.org/funding/cta/

3.3   Sufficient Size and Scope

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

To be of sufficient size, scope, and quality, a CTE program in Colorado must include the following components:

3.3.1   Sufficient Program Length

For secondary programs, the minimum completion requirement will be equivalent to two year-long courses (i.e. two Carnegie Units of instruction), an optimum program length will be three years of Carnegie Units, and a program may be longer. 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 and will have completed all courses in a pathway in the program. A program concentrator will be equivalent to two courses, with a course being defined as equivalent to one full school year of credit in the specific program pathway (for one Carnegie Unit). Due to the variety of school schedules used across the state, the contact hours for this minimum will be at least 120 hours. A course may count toward completion of multiple pathways and be appropriate on multiple program approvals.

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

An initial certificate in a program area needs to include the skills, knowledge and competencies required for entry-level employment. Other certificates in the same program need to advance that skill level. In addition, to be of sufficient size and scope, a certificate program must at a minimum, consist of:

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

*as determined by CCCNS Course approval process

Any certificate of substantial length i.e. 45 or more credits must have an appropriate general education component. (Source: Higher Learning Commission) Area Technical Colleges are exempt from this requirement. A concentrator is a student who has completed a minimum of 12 credits in the CTE program or who has completed the entire CTE program if it is 12 or fewer credits.

3.3.2   Sequence of Courses

Each CTE program approved at the secondary or postsecondary level will be comprised of courses that include integrated academic, technical and employability (PWR) skills and progress in a sequence toward at least entry-level employment or advanced training. Student learning must be assessed throughout a course as well as the program.

Perkins requires a Program of Study to include a "sequence of courses" for the secondary level and thus, sequencing course levels were identified in the state secondary course development. Secondary Program Approvals cannot be approved without a sequence of courses, for example, concentration cannot occur solely in Level 1 courses. Please review this website for **secondary** courses and Programs of Study: https://cteincolorado.org/program-approval/high-school-pathways/

Additionally, when entering courses into the Gateway system, schools will choose the state course listed in the dropdown menu of the Gateway. If there is an approved differentiated or custom course, schools will upload their syllabus with course competencies/standards into the Gateway system. Please see our CTE website for more detailed information. www.cteincolorado.org

When state courses are discontinued, there will be a notification in the Secondary Pathways document for guidance, changes are updated at the beginning of the fiscal year and announced at the CACTE conference by program directors.   Schools will have two years to sunset the course. When the course is sunset after the two years, the course will drop off of the program approval automatically. Districts and schools are responsible for reviewing the pathways document and the list of inactive courses found on our website (link here). Program Directors will also communicate with programs to help determine alternatives; a final email will be sent out to programs from the Gateway system 90 days? prior to deletion.

3.3.3   Program of Study

The Colorado CTE Programs of Study incorporate secondary education and postsecondary education elements, including coherent and rigorous content aligned and integrated with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education. The Programs of Study are designed to prepare students to succeed in high-skill, high-wage, or in-demand occupations related to postsecondary education. Colleges will be encouraged to recognize prior learning through work experience for adult learners engaged in approved Programs of Study. All types of articulated credit will be identified on the CTE Programs of Study. Each new CTE program must have a Program of Study and every CTE program will develop at least one Program of Study with their relevant secondary and postsecondary partners. Additionally, the approval process for Programs of Study will be part of the Colorado CTE Gateway www.coloradocte.com.

If the secondary program has a four-year program as a partner, please indicate that partnership in the workflow of the Colorado CTE Gateway prior to submission for the Program Director to review. However, please also select a postsecondary approved program in the Colorado CTE Gateway to demonstrate to

learners the "stackability" of that program approval from high school to a certificate or associates degree, and then to the four-year degree.

At this time, Colorado CTE is not accepting Program of Study and Program Approval submissions related to Cannabis or the Cannabis Industry as a CTE program.

3.3.4   Non-Duplicative

Program offerings may duplicate those in other service areas if 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. Designated Career and Technical Schools (DCTS) must have five non-duplicated programs to maintain DCTS status. However, these five may include Program Approvals with the same CIP code as a "home high school" Program Approval. In the application, a district must be able to demonstrate that the Program Approval is different either in the amount of Level 3 or 4 courses included or due to the Work Based Learning opportunities or due to the advanced credit opportunities such as Concurrent Enrollment. Please see the CTA Section for more details on DCTS.

Due to the common program names as defined by CIP code in the Colorado CTE Gateway System the names presented in the DCTS application will likely be duplications of traditional programs. To prove the non-duplication requirement of the DCTS application, please provide a description of the DCTS pathway and how it is unique compared to the other programs offered in the district.

DCTS must be able to meet the concentration definition without utilizing courses at a home high school. If this definition cannot be met, Colorado CTE encourages districts and colleges to consider program sharing in order to meet the needs of learners and avoid program duplication. Please see the CTA Section for more details on DCTS.

3.3.5   Charter School Institute

The Charter School Institute serves as the LEA for several schools with the charter school network. It is possible for one charter high school to have multiple campus locations but only have one school code issued from CDE. Due to the unique nature of this reporting relationship, schools within the Charter School Institute with multiple campuses may utilize the same CIP code for multiple programs at each school if a Program Approval varies across the different locations of the same high school.

3.4   Specific Post-Secondary Degree and Course Requirements

Prior to beginning a new postsecondary program (including the program approval process in the Colorado CTE Gateway), institutions should communicate with the Vice Chancellor for Academic Affairs and CTE through email at cte@cccs.edu and with the CCCS Program Director for the new program's content area.

3.4.1   Associate of Applied Science (AAS) Degree

The AAS degree information comes from State Board policy BP9-30 and SP9-40a.

At this time, Colorado CTE is not accepting Program of Study and Program Approval submissions related to Cannabis or the Cannabis Industry as a CTE program.

3.4.1.1   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.

3.4.1.2   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.

3.4.1.3   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.

3.4.2   Associate of General Studies (AGS) Degree – CTE

The AGS degree information comes from State Board policy BP9-30 and SP9-40a. /

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).

3.4.3   Colorado Common Course Numbering System (CCCNS)

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

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

3.4.4   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.

3.4.5   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.

3.4.6   Applied Technology Program Approval

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

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

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

3.5   Secondary Career & Technical Education

3.5.1   Courses Standards

Courses included in programs for approval must provide instruction aligned to the state-approved competencies for the Program of Study reflected in the Program Approval.

a. State level secondary courses were designed in a manner to provide school districts "local control" to add additional content to the approved competencies.

b. To accomplish this, state level secondary courses were designed to include competencies that are intended to cover 60% of the instructional time in a given schedule type; leaving 40% of the overall instructional time open for additional competencies for industry recognized credentials or experiential learning etc.

c. The expectation is that 100% of the state level secondary course competencies are covered in each course in each pathway identified in the Program Approval; again this 100% only covers 60% of the instructional time to leave 40% up to local determination. Please review this website for **secondary** courses: http://coloradostateplan.com/secondary-pathways/

d. Additionally, when entering courses into the Gateway system, schools will choose the state course listed in the dropdown menu of the Gateway. If there is a differentiated or custom course, that is approved by the state program director, schools will upload their syllabus with course competencies into the Gateway system. Please see our CTE website for more detailed information.

3.5.2   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 supports programs in the pursuit of academic credit integration within Career & Technical Education content courses. The integration of academic credit through the local district processes should result in a CTE course that simultaneously offers students both an academic and CTE credit.

Secondary 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. Courses must have all the CTE competencies/standards in the state course scope and sequence guidance with the academic standards integrated into the course. All course competencies must be sent to the program director through the program approval.

3.5.3   Courses Applicable to Multiple Programs

Certain CTE courses are applicable to multiple traditional CTE programs (i.e. CADD, Entrepreneurship, etc.) as determined by the appropriate Program Director in the Colorado CTE Programs of Study. The instructor teaching the course should be on multiple program approvals and must have a valid credential appropriate for one of the programs in which the course is approved.

3.5.4   Access to Advanced Learning

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.

Students must have access to advanced learning through one or more of the following methods: Articulation Agreements, Concurrent Enrollment or Service Area Partnerships with Higher Education or Industry Training Providers.

If articulation agreements are the option used, they must be reviewed and verified annually by each participating institution. If concurrent enrollment is the option used, the CCNS courses must be listed in the program approval as well as information about the institution of higher education.

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

3.6 Colorado Career and Technical Student Organizations (CTSOs)

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

As Career and Technical Student Organizations are intra-curricular or embedded in the course content, Colorado CTSO opportunities are available for learners who attend a school that holds an active Program Approval CTE (or could qualify for Program Approval if a private school or school in which a Program Approval is not submitted by the district). Private schools or other schools that do not hold Program Approval, must contact the Program Director for the respective area to submit documentation or seek exemption from the intra-curricular requirement to have an active chapter each year.

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

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

If a 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. 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 are 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.

CTSO Participation for Students in Online Offerings: Students are allowed to participate in their home high school chapter of their CTSO regardless of modality or platform used for the related instruction of their CTE Program.

3.7   Provide Work-Based Learning Experiences

Another critical component of a CTE program is that it provides appropriate work-based learning. Work-based learning provides hands-on or realistic experiences for secondary learners that relate to the students' CTE Program of Study. Work-based learning options are required for secondary programs. Career exploration experiences are required for middle school programs and work-based learning is strongly encouraged in postsecondary programs. Work-based learning at the secondary level is defined by the continuum from Colorado Workforce Development Council Talent Found as a continuum of activities that occur, in part or in whole in the workplace providing the learner with hands-on real-world experiences. The work-based learning continuum identifies the following components:

Learning Through Work

Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community.

- Clinical Experiences
- Credit-for-work Experiences
- Internships
- Pre-apprenticeship
- Industry Sponsored Project
- Student Based Entrepreneurship (like SAE in Agriculture and School Stores in Business/Marketing/Entrepreneurship/Finance)

Learning at Work

Career training occurs at a work site and prepares individuals for employment.

- Apprenticeship
- On-the-job training
- Employee Development

Access to quality work-based learning is provided to each interested student, especially special populations.

When renewing a program approval, work-based learning evidence should be uploaded to the Gateway system. For high school programs, uploads should include evidence of work-based learning from Learning Through Work and Learning at Work columns of the continuum. These examples should be tied to the specific program. For middle school, evidence should include Learning About Work. For post-secondary programs, documentation on what is currently being done to provide information for coaching and best practice. Please see our website for specific guidance at www.cteincolorado.org.

3.8 Technical Advisory Committee

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

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

Advisory Committee Handbook:

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

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

Each Advisory Committee must include:

1. Individuals from related business and industry occupations aligned to the pathways

2. An educational administrator, a counselor and/or a special population's representative

3. A former or current learner in a CTE pathway

Each Committee must:

- Meet a minimum of two times annually (Electronic meetings are acceptable; however, surveys in lieu of meetings are not). Advisory Committee meeting minutes (with program specific guidance) must be kept on file back to date of approval for new programs. A Program Advisory Committee must review and help identify goals and an action plan to accomplish goals with specific tasks that should be filled out at the bottom of the Program Quality Action Plan. The bottom boxes in the Quality Action Plan will replace the Advisory Program of Work and is required documentation supporting an assurance in Program Approval.

- Programs found not to be in compliance with these requirements may be placed on a one-year conditional approval.

- Best practices should be established around advisory membership. Membership should be representative of genders and reflective of the ethnic diversity of the community.

3.9 Safety

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

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

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

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

3.10 Equal Access and Appropriate Facilities

While equity, access, and inclusion are expected to be embedded in each component of a CTE program of sufficient size, scope, and quality, it is expected that CTE programs will ensure at a local level that learners are aware of the options and benefits of participating in CTE and that each learner has access to do so. This can only happen if CTE programs occur in spaces that are appropriate to the needs of the program and the number of learners served. This includes ensuring sufficient equipment, instruction, and safety protocols are in place.

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

3.11 Student Rights & Other Compliance Factors

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

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

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

3.12 Periodic Evaluation

CTE programs are required to perform a needs assessment by utilizing the ACTE High Quality CTE Framework as part of the program approval process:

- POSTSECONDARY: Colorado Program Self-Evaluation – No CTSO Colorado
- Program Self-Evaluation (Download for fillable fields)

Using the regional needs assessment data to inform areas for growth, your local advisory committee will develop an appropriate Advisory Committee Program of Work each year (see section below). Periodic self-evaluation is strongly encouraged for all CTE programs. Additionally, all Colorado CTE programs will be reviewed for renewal purposes every four years at a minimum. This evaluation will occur through the program approval process and will use data-driven practices as well as a technical assistance and coaching model to ensure quality CTE programs for our learners and industry partners. Please request any technical assistance needed to your cluster area Program Director.

3.13 Specific Program Requirements

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

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

3.14 Middle School Program Additional Guidance

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

For Program Approval assurances, Middle School CTE Programs align to the "Learning About Work" column of the WBL Continuum for the WBL requirement. Additionally, Middle School CTE Programs can meet the Advisory Committee requirement and CTSO requirement by being part of their partner high school's committee and/or chapter.

Middle school students who received transcripted high school credit for high school CTE level 1 courses can be counted for high school reporting associated to the high school program in which they received the credit.

The Career Cluster-based middle school programs have been transitioning to state selected courses and mirror the secondary process. All middle school cluster-based programs will be transitioned to the modernized pathways framework by the 2027-28 school year. Please see our website and slide deck for detailed information on the process. (Middle School Program Updates Slide Deck/Middle School Program Approval Page) There will be two options for middle school programs

The Career Cluster based option will prepare learning for technical and occupational based programs in high school. This program will have at minimum of two courses and two levels in each pathway, similar to our high school pathways. Or one level with two sequential year-long courses that is an introductory secondary level that is a part of a high school pathway. New Middle School pathways document and Scope and Sequence documents have been developed and have been piloted for 2024-25 school year. and are available on our website.

Combined Exploratory Programs will choose from the cluster/pathway-based Scope & Sequences to design the program, as well as an option to select courses in which learners have interest based on their ICAP, courses where qualified teachers also teach the (PWR)- Postsecondary and Workforce Readiness competencies that are not occupationally specific.

During the pilot year of 2024-2025, public feedback and recommendations from the field will be gathered. State CTE staff will conduct improvement processes in each cluster/pathway area for Middle School CTE. Please see our website at coloradostateplan.com for more information.

3.14.1 Qualified Instructors

Every instructor must hold a CTE credential. In the Combined Exploratory Program Model schools can meet this requirement by having one instructor match with the appropriate credential from a CTE content area included in the 'wheel' of cluster areas represented in the Combined Exploratory Program Approval. Any additional instructors teaching in the Combined Exploratory Program can hold any content area endorsement it doesn't have to match the content they are teaching. A Middle School Combined Exploratory 'wheel' program instructor can hold the MS Combined Exploratory Authorization.

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

NEW in 2023! A Combined Exploratory Endorsement Worksheet added to the list of CTE Endorsements allows for teachers who have various life experience, certifications, credentials, badges, etc. that meet or exceed the content area qualifications for teaching in a Combined Exploratory Program. Teachers do NOT need BOTH endorsements (this new one and a content specific one). If a teacher meets the requirements for each specific pathway area, choose that route for endorsement. If not, choose to utilize the new endorsement for Combined Exploratory. It was created to reduce barriers to accessing endorsements based on occupational training and qualifications.

*Each CTE instructor must hold a credential with the following exception: The additional CTE credential is not required for teachers with teaching license endorsements in Agriculture, Business, Family Consumer Sciences, and Marketing who are teaching in those specific Program Approval areas. For Information Technology Program Approvals, the additional CTE credential is not required for teachers with teaching license endorsements in Instructional Technology. For Architecture and Construction Program Approvals, the additional CTE credential is not required for teachers with teaching license endorsements in Technology Education. These teaching licenses have been added as sufficient demonstration of teacher qualifications in lieu of CTE credentials. Teachers who teach any drone course must have the CTE UAS credential.

3.14.2 Sufficient Size and Scope

(Board Rule: CTA 3.2I)

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

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

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

Student Data: Only enrollment data will be collected and reviewed at point of renewal for each middle school program.

3.14.3 Courses Applicable to Multiple School Programs

Middle school programs are encouraged to provide students with exposure to multiple career opportunities by implementing a career Combined Exploratory Program. This provides students the opportunity to explore multiple career clusters by rotating through a series of CTE courses during their time in MS CTE. Combined Exploratory CTE programs must have a determined sequence of courses in place at the time of approval.

Course titles and descriptions are determined by utilizing the Middle School Scope & Sequence and High School Scope and Sequence for each of the pathways.

Career Cluster pathway is designed to seamlessly progress into the high school program of study.
This program will have a minimum of three courses and two levels in each pathway, similar to our high school pathways. New Scope and Sequence documents have been developed and are piloting for 2024-25 school year. Please refer to our website and middle school pathways document for more information. www.cteincolorado.org

Please note: Any drone courses to include custom courses, educators must have the CTE UAS credential.

3.14.4 Technical Advisory Committee and CTSO

Middle School CTE Programs are permitted to connect with their Secondary (High School) CTE Program to which the Program of Study aligns for advisory committee and CTSO activities. All of the assurance documentation for Program Approval must be maintained and submitted in the Colorado CTE Gateway.

Best practices for all Middle Level CTE programs include participation in an Advisory Committee. We recommend collaborating with the HS advisory committee for the relevant course content area. Middle School CTE Programs must incorporate and integrate CTSO student leadership experiences. Programs can

host and deliver a local CTSO and/or participate in a Nationally Affiliated CTSO that our state has available. Students enrolled in MS CTE Programs can engage in multiple CTSO opportunities based on program availability (similar to HS CTSO practices)

3.14.5 Work Based Learning

Work-based learning for middle level programs align to the "Learning About Work" column of the WBL Continuum for the WBL requirement. Examples include: career fairs, industry speakers, mentoring, worksite tours, etc. (please see continuum for more details.)

4 Colorado Community College System Credentialing Authority

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

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

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

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

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

4.1 Post-Secondary CTE Programs

CTE credentials are issued and signed by the Vice President of Instruction or Chief Academic Officer at each postsecondary institution.

There are two levels of postsecondary credentials: Part-time and Full-time. A Full-time credential is required for instructors that teach 450 or more student contact hours annually from July 1 to June 30 within Colorado. Instructors teaching less than 450 contact hours must possess either a Full or Part-time credential.

There are two different types of credentials: initial and professional. The initial credential is a three-year credential that is available to applicants who have not completed the professional development required

for a professional credential. This credential will only be issued one time per applicant's lifetime per credential area and gives the applicant three years to complete the requirements for a professional credential. The professional credential is a five-year credential available to applicants who have completed the required criteria.

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

4.1.1   Postsecondary Credentialing Criteria

Each applicant for a Colorado CTE credential shall have obtained any regulatory license or certificate required for a specific CTE program and shall meet the requirements for specific education and experience set forth in the criteria adopted by each institution per HLC guidance or COE guidance for the Areas Technical Colleges. Each institution of higher education establishes teacher qualifications for their institution based on HLC guidance or COE guidance for the Areas Technical Colleges.

In 2023, the HLC Board of Trustees revised the Assumed Practices to further clarify that an institution must establish and maintain policies and procedures for determining that faculty are qualified; and that an institution could consider a variety of factors as part of these policies and procedures.

The following are only suggested requirements for an initial full-time credential (Valid for 3 years) are as follows (subject to local institution of higher education teacher qualification processes and protocols), please note that institutions may utilize a multiple measures approach by reviewing "a variety of factors":

1. Demonstrate adequate content knowledge by completion of a masters, bachelors, or associates degree in a field related to the credential area. Must include adequate technical preparation (18 Semester Hours of related coursework) for the pathway or possession of valid/current state or national industry license or certification in the appropriate skill or trade area.

   Demonstrate adequate occupational experience by documenting verified, paid or unpaid occupational experience in the credential area or the applicant has participated in CCCS specific professional development (including train-the-trainer models) to achieve professionally required competencies as indicated by industry or the discipline which will be approved by the Vice Chancellor for Academic and Student Affairs.

   a. Suggested general requirements for a Professional full-time credential (valid for 5 years) include items 1 and 2 above and:

2. Demonstrate adequate Career & Technical Education Preparation by completing necessary CTE professional development in Colorado as provided by the Colorado Community College System, CTE Division through an online platform and face to face. Please see www.cteincolorado.org for session dates, registration, and competencies; OR institution-specific and supported professional development that meets the competencies of CTE in Colorado.

The following are only suggested requirements for a part-time credential (valid for 3 years) (part-time instructors have less than 450 student contact hours annually from July 1 to June 30 within Colorado) (subject to local institution of higher education teacher qualification processes and protocols), please note that institutions may utilize a multiple measures approach by reviewing "a variety of factors":

1. Demonstrate adequate content knowledge by documenting an education adequate to carry out, under supervision, the objectives of the program. Applicant must at a minimum possess a high school diploma or GED.
2. Demonstrate adequate Occupational Experience by documenting verified, paid or unpaid occupational experience in the credential area; applicant has participated in CCCS specific professional development (including train-the-trainer models) to achieve professionally required competencies as indicated by industry or the discipline

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

Applicant has:

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

4.1.2 Application Process for a Postsecondary Credential

Each applicant for a Colorado Postsecondary CTE credential must submit a completed application within 60 days from the date of hire documenting that they meet the credentialing requirements. When issued their credential, it will be deemed valid to the beginning of the term. If the applicant fails to meet the credential requirements, they will be allowed to complete the term but not be allowed to continue as an instructor in the program in future terms until they have met the credentialing requirements. Please contact the IHE for the application.

Degrees: The credentialing IHE must verify the institutional accreditation requirements for the applicant's degree issuing institution per the requirements of HLC or COE.

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

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

*The postsecondary credentialing officer will need to carefully evaluate these documents to determine if the actual number of occupational hours worked matches the applicant's stated hours (subject to local institution of higher education teacher qualification processes and protocols):

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.

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

- sufficient documentation exists in the file to support the issuance of the credential and support the correct credential area;
- all information on the credential (name, S-number, credential number, etc.) are correct and completed.
- colleges are expected to reduce the burden on instructors and faculty who teach for multiple institutions. As such, colleges are expected to review the application materials on file with another college without asking for duplicate materials from instructors or faculty to issue the CTE credential.

4.1.3 Credentialing Application Documents

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

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

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

4.1.4 Coursework for an Initial Postsecondary Credential

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

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

4.1.5 Credential Issuance

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

- Initial Credential: An initial credential is issued for a maximum of three years. The initial credential is non-renewable. Upon completion of designated requirements, a request for a five-year, professional credential may be submitted.
- Renewal of Credential: For a part time 5-year credential, a signature from a supervisor is required for renewal. For a full time 5-year credential, in addition to a signature from a supervisor, 6 semester hours of continuing education related to the credential area and verification of current

licensure or certification (if applicable) are needed. For continuing education, fifteen hours of participation in seminars or workshops equals one semester hour credit. Forty hours of related occupational experience (outside teaching) equals one semester hour of credit. Requests to renew a credential made after the credential has expired will be effective on the date the application has been reviewed and verified and will be valid for five years.

- Renewal of an expired Credential: Renewal of a lapsed CTE credential (including credentials for which application was not filed prior to the expiration date) will be granted if the requirements on the expired credential were completed and the applicant meets any other criteria needed. In addition, if the credential has been expired for more than two years, the applicant must document 1,000 hours of related occupational experience within the last five years. For instructors who have been teaching for the past 7 years or more who let their CTE credential lapse for more than two years, 3 school years of full-time instructional experience in the credentialing area can substitute for the otherwise 1,000 hours of relevant occupational experience that is required to renew a lapsed credential. The reinstated credential is effective the date the application and supporting materials have been reviewed and verified.

- Notification of Verification Report: The Vice President of Instruction or Chief Academic Officer from each postsecondary institution must annually submit (July 15th) a CTE Instructor Verification Report for the prior year to CCCS to certify the credentials of their CTE instructors. 5% of CTE credentialed instructors will be chosen at random from each institution and their credentialing documentation will be reviewed for accuracy and consistency with procedural policy. Monitoring reviews will ensure sufficient evidence and documentation has been retained by the institution for all selected CTE credentials. Please submit to cte@cccs.edu.

4.2   Secondary and Middle School CTE Instructor Credentials

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

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

Please see the CTE Credential Evaluation Worksheets for details on requirements.

Please refer to the High School Pathways Page for the list of credentials for each Program of Study.

For secondary CTE programs, the additional CTE credential is not required for teachers with teaching license endorsements in Agriculture, Business, Marketing, Entrepreneurship and Finance, and Family Consumer Sciences who are teaching in those specific Program Approval areas. For Information Technology Program Approvals, the additional CTE credential is not required for teachers with teaching license endorsements in Instructional Technology/Computer Science. For Architecture and Construction Program Approvals, the additional CTE credential is not required for teachers with teaching license

endorsements in Technology Education. These teaching licenses have been added as sufficient demonstration of teacher qualifications in lieu of CTE credentials.

There are two different types of credentials, the initial and professional. The initial credential is a three-year credential that is available to applicants who have not completed the Career & Technical Education Preparation requirements for the professional credential or in cases where the instructor is completing their initial licensure and/or alternative authorization requirements. This credential will only be issued one time per applicant's lifetime and gives the applicant three years to complete the requirements for a professional credential. The professional credential is a five-year credential available to applicants who have completed, specific to the pathway, the required content in Colorado's approved professional program. Coursework sufficient to meet the requirements to move an initial credential to a professional credential is offered three times per year in the CTE in Colorado course and information is available on our website.

Please note: The Adjunct Instructor Authorization from the Colorado Department of Education will not be accepted as a credential/authorization to teach CTE. The credential does not meet the high-quality standards for Career and Technical Education Educators.

Middle level credential: An instructor must hold a valid CTE credential to teach middle level CTE programs, although if teaching exploratory courses, they may apply for the new Combined Exploratory Endorsement.

A Combined Exploratory Authorization Worksheet added to the list of CTE Credentials allows for teachers who have various life experience, certifications, credentials, badges, etc. that meet or exceed the content area qualifications for teaching in a Combined Exploratory Program. If a teacher meets the requirements for each specific pathway area, choose that route for endorsement. If not, choose to utilize the authorization for Combined Exploratory. It was created to reduce barriers to accessing credentials based on occupational training and qualifications. CDE will now award this credential is simply a: Middle School Combined Exploratory authorization

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

4.2.1   Initial to Professional CTE in Colorado course

CCCS CTE offers a free credential course called CTE in Colorado which covers EDU 250,251, 253 & 260. This course covers components including, Foundations of Teaching and Learning: Course 1: Orientation and Assessment of new CTE Teachers/Teaching Strategies, CTE Knowledge: Course 2: Communication strategies/Career advisement/Facilitating CTE Leadership Activities. * The Practicum and Portfolio requirements are done within your district.

Or Course 1: CTE Philosophy, operation and management: Course 2: Student organization/Leadership development

CCCS also offers a unique version of the CTE in Colorado course designed for CTE Specialists, ACE CTE and Middle School CTE that is delivered four times a year: 1) Pre-Conference to the annual PWR Conference 2) Pre-Conference to the annual CSCA Conference 3) Regionally for Douglas County & Littleton 4) Regionally for Poudre School District. Contact the CTE Program Director for Special Populations, Counseling & Career Development for details and planned dates each year.

4.2.2 Secondary local option for CTE in Colorado Courses

If a district selects to run the CTE in Colorado course for their instructors holding an initial CTE credentials, it is required to meet with the current CCCS instructor of CTE in Colorado at the start of each academic year (no later than August 20th). At this meeting, the district must provide detailed plans that demonstrate direct alignment to each CLO and assignment covered in the CCCS CTE in Colorado course. District-developed grading rubrics for coursework and outcomes must also be provided to ensure that the district is including the same rigor as the CCCS courses option. The following must also be incorporated/provided if a district runs its own course:

- At least one session of the course must include a CTE Program Director from the state CTE office at CCCS.
- At least one session of the course must include a CTE Assistant Program Director/CTSO State Advisor from the state CTE office at CCCS
- All CLO's from EDU 2501, EDU 3622, EDU 2531, EDU 2088 and EDU 2089
- Random student work sampling will be provided to the CCCS CTE in Colorado course instructor after each district course offering.

4.3 Exception Requests

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

- Exception on the related degree where the applicant has other means of demonstrating mastery of the knowledge of the credential area.
- Exception if occupational experience requirements are not met where the applicant can provide other means of demonstrating adequate occupational experience.

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

4.4 Board Designated Oversight Committee for Credentialing

4.4.1 Authority

The State Board for Community Colleges and Occupational Education (SBCCOE) Resolution on June 12, 2013 memorialized the Board's delegation of authority for establishing credentialing criteria including review and disposition of exceptions requests to a Board Designated Oversight Committee for Credentialing (BDOC) whose composition and operating procedures will be defined in the CTE Administrators Handbook. The BDOC will possess the ability to delegate exception review and disposition authority to CCCS employees as necessary.

The BDOC will operate in accordance with the Colorado State Plan on Career and Technical Education under the guidelines of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the Colorado Career and Technical Act. The administration of the BDOC will be by the Colorado Community College System office of Career & Technical Education. All communications must be sent to cte@cccs.edu.

4.4.2 Mission, Purpose, and Goals

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

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

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

4.4.3 Membership

Membership of the BDOC shall be a non-discriminatory partnership composed of individuals whose experience and abilities representing experts in the field of credentialing from secondary and post-secondary, and the CCCS CTE State Director and Vice Chancellor as the non-voting administrator of the board.

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

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

4.4.4   Meetings

- The BDOC will meet at a minimum two times per year.
- Meetings occur electronically.
- A simple majority of the current committee membership shall constitute a quorum.
- Meeting dates and materials acceptance deadlines are posted on
- http:\\www.cteincolorado.org

5   Data Reporting & Accountability

This section of the Administrators' Handbook provides an overview on the data reporting and accountability procedures that must be followed by Administrators of CCOE Board-approved CTE programs. You should review all content carefully to ensure that you are reporting accurate and complete data in the CTE data collection system.

You may contact the following CCCS staff with questions regarding student or teacher data reporting:

cte@cccs.edu

5.1   Student & Teacher Reporting Deadlines

5.1.1   Follow-up Deadline

March 31 (placement on secondary concentrators and postsecondary completers from the prior academic year)

5.1.2   Enrollment Deadline

July 31, annually student enrollment for learners participating in CTE for the academic year that just ended must be provided for middle & secondary level programs (CTE student enrollment from academic year just conclued)

August 31, annual enrollment details are due for postsecondary level programs and Dept. of Corrections (CTE student enrollment from academic year just concluded)

- To request a data reporting extension for extenuating circumstances you must submit via email, at least two weeks prior to the specified reporting deadline, a data reporting extension request to the CTE Data Specialist.

5.1.3   Active Teacher Updates

Active teacher updates for teachers should be completed by July 31, annually. If you have faculty changes during the year, you should update your teachers as those occur, as Active Teachers is open throughout most of the year.

Missing reporting deadlines delays the annual accountability process for the entire state and can further delay other important CTE projects and processes. It is critical that you report complete and accurate data by the posted deadlines. Timely and accurate reporting will help your institution and also Colorado to meet federal and state accountability requirements and ensure that valid and reliable data is used to

establish both federal and state CTE policy. Late data will not be accepted, without approval of a documented request prior to the deadline.

5.2   Where Do Programs Report Data?

Enrollment, Follow-Up, and Active Teachers data are reported through the Colorado CTE Gateway. Student records should only be transferred via one of our secure sites; do NOT email student-level data to the system office! Individual student records in the CTE data system are protected in accordance with the Family Education Rights & Privacy Act (FERPA) and other established policies.

5.3   Reporting Requirements

5.3.1   Who is Required to Report Data?

All institutions with CCCS-approved CTE programs are required to report student enrollment, student follow-up (placement), and active CTE teacher data to CCCS every year. Institutions are required to report the data even if they do NOT receive state or federal funding because it is a requirement of the CTE program renewal process. Only middle school level programs and those approved under the Colorado Department of Corrections (DOC) and/or Division of Youth Corrections are waived from the requirement of submitting the follow-up; however, CCCS encourages the correctional facilities to submit follow-up data if possible.

If your institution contracts with another institution and the program approval is held at the host institution, then your institution is required to provide the CTE student enrollment and placement 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.

5.3.2   Why Are Programs Required to Report this Data?

CCCS is required by law to collect CTE enrollment and placement data each year in order to comply with accountability requirements set forth by both the state-funded Colorado Technical Act (CTA) of 2008 (formerly the Colorado Vocational Act of 1970) and the federally funded Strengthening Career and Technical Education for the 21st Century Act (Perkins V). More information follows in this section regarding the main uses of CTE student data.

5.3.3   What Happens if an Active Program Does Not Report Enrollment Data?

Programs are not eligible for Perkins/Innovative grant funds or CTA funding for that year, as they have not demonstrated program enrollment or credentialed instructors. Active programs that do not report enrollment data will be placed on inactive status. If they have not expired, they will be placed on a Conditional status until their next renewal cycle. If they have expired, they will need to renew their program.

5.3.4   How Long Does a Program Need to Retain Data?

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

5.3.5   What is Enrollment Reporting?

The enrollment data reporting process involves collecting demographic information and calculating program participation, concentration, and completion rates for students who are enrolled in CCCS-approved CTE programs during the completed academic year. The collection period typically opens in May and closes July 31 for secondary and August 31 for post-secondary to report on the academic year that is just finishing. To see what fields are required and how to report your students accurately, view the Data Collection page or download them from the Data Collection/Enrollment page in the CTE Gateway. You may also download file reporting templates from this area

5.3.6   What is Follow-up Reporting?

The follow-up data reporting process involves contacting your secondary concentrators or post-secondary completers six months after their concentration or completion respectively to collect information on placement outcomes, including employment status, continuing education, military enrollment, and certificates and exams taken. Students are typically contacted from October 1st through December 31st following the end of the previous academic year. The Gateway site typically opens for collection in December and closes March 31. ; You can download a list of students that you need to complete follow up for from the Gateway under Data Collection/Followup To see what fields are required and how to report your students accurately, view the Follow Up Guidance document on the Data Collection page

Middle school level, Colorado Department of Corrections, and Division of Youth Corrections are waived from the requirement of submitting follow-up data; however, CCCS encourages the DOC to submit it if possible. All other institutions with CCCS-approved CTE programs are required to collect and report follow-up data to CCCS annually.

5.3.7   What is Active Teachers?

This is the list of credentialed, active teachers for your active CTE programs that you submit to CCCS for the current academic year. CCCS uses this list for a few reasons: to ensure your program has teachers associated with your active CTE programs, for communications purposes to keep instructors up to date on relevant information for them and their CTE program, and for CTA salary reimbursement requests for active middle or secondary programs. To see what fields are required and how to report your teachers accurately, view the Active Teacher Guidance document on the Data Collection page or download them from the Data Collection/Active Teachers page in the Gateway. You may also download a template with your current Active Teacher from this area.

5.3.8   Who Should I be Reporting in my Secondary Enrollment Submission?

Any student who has received transcribed credit for a course in your CTE program approval for the academic year. You will then flag if a student is a 'Participant' (completed at least 120 contact hours), 'Concentrator' (completed at least 240 contact hours), and/or 'Completer' (completed required courses in a pathway in your program—a student does not need to be a high school graduate to 'complete' the secondary program's pathway). Courses taken within each CTE program should be totaled from prior years in order to determine the participant, concentrator, or completer status for this current academic year. To see what fields are required and how to report your students accurately, view the Data Collection page or download them from the Data Collection/Enrollment page in the Gateway. You may also download file reporting templates from this area.

5.3.9   Who Should I be Reporting in my Postsecondary Enrollment Submission?

Generally speaking, any student who has received credit in a CTE course for the academic year. This may mean that you will be including students not necessarily enrolled in a CTE program, but they merely completed one or more CTE courses. More detailed information is available in the Enrollment file format guidance documents. To see what fields are required and how to report your students accurately, view the Post-secondary Guidance documents on the Data Collection page or download them from the Data Collection/Enrollment page in the Gateway. You may also download file reporting templates from this area.

5.3.10   What Ways Can a Program Report Student Data?

Depending on the program level, student data can be submitted using manual entry (submitting one student at a time by building profiles directly on the site) OR by building an excel file that complies with that academic year's file format guidance. Consult the middle, secondary, and post-secondary documents previously mentioned to understand how to build your file, see what fields are required, and how to report your students accurately.

- Middle School:
  - May use either manual entry or upload a data file to report enrollment.
- Secondary:
  - May use either manual entry or upload a data file to report enrollment.
  - May use either manual entry or upload a data file to report Follow-up.
- Postsecondary:
  - Upload a data file to report enrollment.
  - May use either manual entry or upload a data file to report Follow-up.

5.4   Main Uses of CTE Student Data

5.4.1   Federal Consolidated Annual Report (CAR) & EDFacts

Student enrollment and placement data is aggregated statewide for the federal CAR accountability report and EDFacts file submissions due to the U.S. Department of Education in December and January of each year. 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.

5.4.2   Perkins Performance Metrics

CTE student enrollment and placement data are calculated into separate core performance indicators for secondary and postsecondary students at a consortium, district, and/or program level. Data is disaggregated by special categories of students. Metrics results are compared to state targets for each indicator. Deficiencies in an indicator require a Perkins recipient to create a local improvement plan. You can view your latest performance results in the Gateway under Menu/Reports. Note that CTE data reporting uses a binary gender field, regardless of what CDE requires since CTE programs are required to report on occupational and programmatic fields for learners in the underrepresented gender. CCCS recommends that entities reporting CTE data have documented business rules such as using sex at birth

in place to ensure consistent reporting of individuals whose records may reflect any gender type other than male or female.

5.4.3   Perkins Formula Allocations

CTE student enrollment data is used as part of the formula which calculates the distribution of federal Perkins funds to participating secondary and postsecondary institutions within Colorado. Perkins formula allocation results are released by CCCS in the spring of each year. Non-system colleges are asked to report social security numbers for as many students as possible as part of their enrollment reporting file. If these data aren't provided to CCCS, we are unable to match records to other state datasets, which will result in severely decreased Perkins formula awards. While reporting SSN is optional, not reporting is a college choice to reduce its grant award. CCCS will not recalculate postsecondary awards if social security data are not reported.

5.4.4   Colorado Career and Technical Act (CTA)

Secondary level student data is used to generate the annual Colorado Career and Technical Act (CTA) report. This report contains information describing the effectiveness of CTE programs including enrollment, completion, placement, program costs, and FTE. CTE programs cannot be reported for CTA reimbursement unless student enrollment data and active teachers have been reported for the applicable period.

5.4.5   Program Renewal Process

The CTE student enrollment and follow-up data populates trend reports used by CCCS to evaluate existing CTE programs as set forth by the State Board for Community Colleges and Occupational Education.

5.4.6   Civil Rights Compliance Monitoring

The CCCS Internal Audit department uses CTE student data as one component in the process to determine which educational institutions will receive a monitoring visit as mandated by the U.S. Department of Education, Office for Civil Rights.

5.4.7   Data Accountability Monitoring

Risk-based data monitoring is included as a part of the CCCS monitoring visits and audits annually at selected secondary and postsecondary institutions. CTE student data that is reported to CCCS is verified for accuracy and completeness by comparing source documentation at the institutions. On-site monitoring visits may also cover Perkins monitoring, Civil Rights monitoring, and CTE program monitoring.

5.4.8   Other CCCS Reports

Other reports may be produced internally from aggregated CTE student data throughout the year for CCCS staff in order to maintain, improve, and develop policy related to CTE in the state of Colorado or at the national level.

2025-2026 Secondary Performance Metric Definitions

(Perkins Fiscal Year 2025-2026)

Enrollment data used will be from academic year 2024-2025

Placement data used will be from academic year 2023-2024

Secondary Student Definitions:

Participants – A secondary student who has earned credit for one (1) or more courses within any CTE program where course is defined as one Carnegie Unit of credit.

Concentrators – A secondary student who has earned credit for two (2) or more Carnegie Units within a CTE program as defined in the program approval documentation. (Typically, one Carnegie Unit is the equivalent of one year-long course.)

Completers – A secondary student who has earned credit for the required minimum courses within a CTE program as defined in the program approval documentation.

METRIC	METRIC DEFINITION
(1S1) **Four-Year Graduation Rate**	**Numerator:** Number of CTE **concentrators and** CTE **completers** who, in their 4th high school year, have met locally defined requirements for a high school diploma in the reporting year, and were included in the state's computation of its four-year adjusted graduation rate pursuant to Section 8101(25) of the ESSA. **Denominator:** Number of CTE **concentrators and** CTE **completers** who, in their 4th high school year in the reporting year, were included in the state's computation of its four-year adjusted graduation rate pursuant to Section 8101(25) of the ESSA.
(2S1) **Academic Proficiency In Reading/Language Arts**	**Numerator:** Number of CTE **concentrators and** CTE **completers** in their 4th or greater high school year who have met the ESSA-proficient level on the statewide high school **Reading/Language Arts** assessment (11th grade SAT) and who, in the reporting year, have met locally defined requirements for a high school diploma. **Denominator:** Number of CTE **concentrators and** CTE **completers** in their 4th or greater high school year who took the assessment in **Reading/Language Arts** (11th grade SAT) and who, in the reporting year, have met locally defined requirements for a high school diploma.

(2S2) **Academic Proficiency in Mathematics**	**Numerator:** Number of CTE **concentrators and** CTE **completers** in their 4th or greater high school year who have met the ESSA-proficient level on the statewide high school **Mathematics** assessment (11th grade SAT) and who, in the reporting year, have met locally defined requirements for a high school diploma. **Denominator:** Number of CTE **concentrators and** CTE **completers** in their 4th or greater high school year who took the assessment in **Mathematics** (11th grade SAT) and who, in the reporting year, have met locally defined requirements for a high school diploma.
(2S3) **Academic Proficiency in Science**	**Numerator:** Number of CTE **concentrators and** CTE **completers** in their 4th or greater high school year who have met the ESSA-proficient level on the statewide high school **Science** assessment (11th grade CMAS) and who, in the reporting year, have met locally defined requirements for a high school diploma. **Denominator:** Number of CTE **concentrators and** CTE **completers** in their 4th or greater high school year who took the assessment in **Science** (11th grade CMAS) and who, in the reporting year, have met locally defined requirements for a high school diploma.
(3S1) **Post-Program Placement**	**Numerator:** Number of previous year CTE **concentrators and** CTE **completers** who graduated high school and are placed in employment, postsecondary education, apprenticeship or advanced training, military service, AmeriCorps or Peace Corps two quarters after the end of the academic reporting year (i.e., CTE concentrators are assessed between October 1 and December 31 following high school graduation). **Denominator:** Number of previous year CTE **concentrators and** CTE **completers** placement respondents who completed high school that academic year (excluding respondents 'unemployed and not actively seeking employment').
(4S1) **Non-Traditional Concentration**	**Numerator:** Number of CTE **concentrators** from underrepresented gender groups enrolled in non-traditional programs during the reporting year. **Denominator:** Number of CTE **concentrators** enrolled in non-traditional programs during the reporting year.
(5S3) **Program Quality -** **Participated in Work-Based Learning**	**Numerator:** Number of CTE **concentrators** graduating from high school during the current academic year having participated in work-based learning* in any year as part of the CTE program. **Denominator:** Number of CTE **concentrators** graduating from high school during the current academic year. *WBL includes: Apprenticeship On-the-job training Clinical experience Credit-for-work experience

2025-2026 <u>Postsecondary</u>

Perkins Performance Metric Definitions

(Perkins Fiscal Year 2025-2026)

Enrollment data used will be from academic year 2024-2025

Placement data used will be from academic year 2023-2024

Note: These are the definitions that will be submitted to the U.S. Department of Education for approval and are not final at this point.

Postsecondary Student Definitions:

Participants – A postsecondary student who has completed at least one (1) CTE course in a CTE program (defined by CIP code) within the reporting year.

Concentrators – A postsecondary student who, within the reporting year, has:

- earned at least twelve (12) CTE credits within a *single* CTE program (defined by CIP code), or
- completed such a program if the program is twelve (12) or fewer credits.

Completers – A postsecondary student who has completed the required minimum credits within a CTE program and has received a certificate or degree.

METRIC	METRIC DEFINITION
(1P1) **Postsecondary Retention and Placement**	**Numerator:** Number of previous year CTE **completers** who were placed in employment, continuing education, apprenticeship or advanced training, military service, AmeriCorps or Peace Corps programs two quarters after the end of the academic reporting year (i.e., for students who completed a CTE program in AY19-20, what were they doing between October 1, 2020 and December 31, 2020). **Denominator:** Number of respondent CTE **completers** from the previous reporting year.

(2P1)

Earned Recognized Postsecondary Credential

Numerator: Number of CTE **concentrators or** CTE **completers** who received a recognized postsecondary credential* during participation in or within one year of program completion.

Denominator: Number of CTE **concentrators or** CTE **completers** who completed an approved CTE program during the previous reporting year.

*Recognized postsecondary credential to include an industry-recognized certificate/certification including certificates earned for completion of CTE program at a community or technical college, a certificate of completion of an apprenticeship, an occupational licensure, an associate degree, or a bachelor's degree.

(3P1)

Non-Traditional Program Concentration

Numerator: Number of CTE **concentrators** from underrepresented gender groups enrolled in non-traditional programs during the reporting year.

Denominator: Number of CTE **concentrators** enrolled in non-traditional programs during the reporting year.

5.6 Data Quality & Best Practices

CTE, just as all other educational programs, is increasingly scrutinized on accountability. That's why it is essential that all data reported for enrollment or follow-up be complete, valid and reliable at the time that it is submitted. All data reported is subject to verification for completeness and accuracy during scheduled audits, monitoring visits, and technical assistance visits by CCCS and by state- and federal-level agencies.

CTE student enrollment and placement data collected across the state form much of the framework for the performance metrics used for Perkins and the trend reports used for program renewal evaluations. Beyond compliance purposes, student data can be used to help you understand many aspects of your programs and think about how to best support your students and develop your programs. Each district receives an Opportunity Gap Analysis (OGA) Dashboard with goal setting functionality annually in March which contains enrollment, follow up, and performance data for the previous year. These dashboards can greatly help you to analyze your data. See the training videos on our website for instructions on how to read and use the OGA Dashboards.

- How are my students performing in comparison to students in other CTE programs or not in CTE programs (e.g., graduation rates, SAT)?
- How are specific populations within my CTE program doing in comparison to other students (e.g., English Language Learners, students with disabilities, by race/ethnicity, by gender)?
- Are students progressing through the sequence of courses in my CTE program? Are there issues I need to pinpoint to help advance my students or grow my program?
- Are students of the non-traditional gender in relation to my program (e.g., males in nursing, females in automotive) enrolling in my program? Are they progressing and completing the sequence of courses?

5.6.1 How do I Improve Data Quality?

Consider the following questions/suggestions:

- Have a clearly defined, formal, documented process for reporting your CTE data and keep it up to date. Revisit the process as a team at the beginning of each school year.
- Key players in reporting CTE data should know each other and their roles, including who the CTE manager/director is and who collects and reports the data. Key players, regardless of the number or their position, should function as a team in reporting CTE data.
- Educate your team on the following:
    - What data is collected, when it is due, and who is responsible.
    - How the data is used by CCCS and the state for accountability purposes.
    - How the data can affect funding if not reported.
    - How CTE policy is driven by student data and performance.
- Validate your CTE data **BEFORE** submitting and **VERIFY** after entry and before certifying as complete in the CTE Gateway. CTE instructors should be part of this process. Have them review the data **BEFORE** it is submitted for enrollment and follow-up. Get an enrollment dataset from them before they leave for the summer of who was in their classroom—they can often help verify who was a participant, concentrator or completer, per the pathway listed in your program approval. 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 program renewal time and find that their data has not been reported correctly, possibly leading to a conditional status or closure of the program.

- Plan ahead! Enter data reporting dates on your electronic calendar AND add your own additional reminder and preparation deadlines.

5.6.2   How do I Learn More about Data Reporting?

Data reporting training webinars and workshops are offered throughout the year. Information on upcoming trainings and previously recorded sessions can be found on our website, www.cteincolorado.org. In addition, CCCS staff often hold open help desks and are available for immediate technical assistance via phone or email and 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.

6   Managing CTE Contacts

Each district or postsecondary institution will designate one primary CTE contact. This contact will serve as that district/college's primary CTE contact and 'power user' within the centralized ColoradoCTE.com website. This primary contact will be able to set up all of their colleagues' log-ins and determine what type of access they should have. As we continue to build out the centralized Colorado CTE Gateway, new permission types will be available. Your district/college will have flexibility with how you will assign access to the various modules.

6.1   Log-ins are Not to be Shared by Multiple People

The permissions will be highly customizable for each user, so do not share log-ins. This is especially important, as we are also housing access to student data within this site, to which the power user will be able to permit access on an individual user basis. Log-ins are the user's email.

Whoever is tied to actions taken when a log-in is used is held accountable for those actions. Your log-in account is a legal sign-off, so if you share your account with another individual, you will be liable for whatever they do in your account.

If you are found to have shared passwords:

We will immediately reset the email log-in password. All of your entity's programs will be placed on conditional status. Programs can only be on conditional for one approval cycle.

6.2   Designating a New Primary CTE Contact (Power User) for a District or College

The process will be the same as it has been historically for designating your primary Perkins contact. Send a letter via e-mail to cte@cccs.edu , on District or College letterhead, with the following contact information:

- Name of the previous primary contact
- Name of the new primary CTE contact
- Title of the new primary CTE contact
- School mailing address for the new primary CTE contact
- School e-mail address for the new primary CTE contact
- Business phone number and fax number for the new primary CTE contact.
- A statement designating that this user will be the district/institution's primary contact for Colorado CTE.

The letter must be signed by someone at least one supervisory level above the new primary CTE contact or by the superintendent if the superintendent is taking over as the primary CTE contact. E-mails will continue to go to the old primary contact until this letter is received.

6.3   Continuous Management of Users

As your college/district's power user, we recommend that you review your users and their permissions each fall and when personnel changes, in order to ensure that access to your CTE modules is up to date. You will be able to remove and add various permissions as needed at any time throughout the year in Universal Contacts. If there are contacts that need to be removed from the database for some reason, please send a list with an explanation as to why the removal is needed to cte@cccs.edu or submit an issue ticket through the Gateway.

6.4   Resetting Multi-factor Authentication

With the implementation of multi-factor authentication, if a user experiences login issues, we recommend submitting a ticket for assistance or contacting the CTE Gateway Customer Support Specialist. If you delete the authenticator application on your phone or have a new phone, you may need your account reset so that the authentication method can be set up again. Please email cte@cccs.edu or submit an issue ticket asking for an account reset and we will address that as quickly as possible.

7   Part B Funding Source Requirements: CTA

7.1   General Requirements Career and Technical Act (CTA)

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

- Develop and maintain a CCCS-approved CTE Program Approval with an appropriately credentialed teacher to meet the CTE needs of the students in the district.
- Ensure that the school district's request for reimbursement is for active and approved CTE programs. Only active and approved CTE programs are eligible for financial support.
- Ensure that expenses reported for CTA reimbursement are affiliated with and used in a CTE program and not reimbursed through another funding source.
- Operate CTE programs in accordance 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 required by CCCS.
- Claim only costs related to reported student FTE with the exception of administrative costs.
- Report final year-end expenditures through the CTE Gateway for all approved CTE programs and the related student FTEs for the programs.
- Participate in the required evaluation of approved CTE programs in cooperation with the System staff.
- The district's eligible costs per student FTE in each approved CTE program reported exceeds 70% of the district's PPOR for the fiscal year.

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

7.2 Eligible Costs

7.2.1 CTA Eligible Costs

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

- Instructional Costs (including CTE Administrator and CTE specialist costs)
- Equipment (costing $5,000 or greater per unit)
- Supplies (costing less than $5,000 per unit)
- Contracted Programs

7.2.1.1 Instructional Costs

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

Online and Hybrid Platforms for Secondary CTE Instruction: If a district is providing approved CTE program instruction via an online or hybrid platform, the instructional costs will be tied to the teacher of record at the school and on the participating students' transcripts. As long as the teacher of record is appropriately credentialed, all the affiliated instructional costs (see CTA instructional cost) will be allowable."

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

- Salary – as a percent of the teacher teaching in an approved program or an administrator/specialist working with approved CTE programs (CTE percentage)
- Benefits – automatically calculated and added in the Gateway, a flat rate of 30% of salary for all compensation (including extra duty/substitute instructors)
- Substitute teacher costs
- Additional CTE duties – in addition to classroom instruction, often related to being a CTSO Advisor
- Department head duties - for CTE pathways or cluster areas

Valid CTE Credentials

Any person for whom the district reports instructional costs must have a valid CTE credential (either an Initial or Professional), issued by CDE. For secondary CTE programs, the additional CTE credential is not required for:

- teachers with teaching license endorsements in:
  - o Agriculture,
  - o Business, Marketing, Entrepreneurship and Finance,
  - o Family Consumer Sciences who are teaching in those specific Program Approval areas.

For Information Technology Program Approvals, the additional CTE credential is not required for teachers with teaching license endorsements in Instructional Technology/Computer Science.

For Architecture and Construction Program Approvals, the additional CTE credential is not required for teachers with teaching license endorsements in Technology Education. These teaching licenses have been added as sufficient demonstration of teacher qualifications in lieu of CTE credentials. Teachers hired as long-term substitutes by the district as they are completing an apprenticeship program toward teaching licensure

(also known as Apprentice Teachers) with documentation of participation in a registered apprenticeship program are also exempt from the credentialing requirement. 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/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.

Salary costs and schedules for work-based learning instruction should be entered under the same guidance as for CTE Instructors. WBL instructors and courses designated as CTE must be listed on all relevant program approvals and learners should be enrolled in the section of the WBL course that correlates to their WBL experience and CTE program. If the work-based learning instructor is supervising courses for non-CTE students, those will be reported as a non-CTE section/course. Each section and course that a work-based learning instructor supervises should be included in the CTA report to accurately determine the individual's CTE percentage. WBL Coordinator that is not directly connected to CTE courses or student enrollment is not claimable for CTA reimbursement.

Instructors with an Integrated CTE credential can be included under Instructional Costs if the instructor is listed on all relevant CTE program approvals and courses are identified as awarding academic credit. Additionally, the instructor with the integrated credential would only be delivering the academic portions of the courses/program in cooperation and under the supervision of an appropriately credentialed CTE instructor. The instructor's complete schedule, CTE and Non-CTE, should be entered to accurately determine the CTE percentage. If the instructor is not reported on Active Teachers for the district, the instructional costs are not claimable for CTA. (See Reporting CTE Courses for CTE and Academic credit in this section.)

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

Salary Amounts

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

- The teacher's/administrator's contractual annual base salary (regular salary) for the reporting period (not including extra duty pay); or
- The teacher's/administrator's actual salary earned for services rendered during the reporting period regardless of date paid (as most districts operate, work nine months and pay twelve). The salary reported should always be the salary earned between July 1 through June 30, which is not always the same as the salary paid during that period. If you have questions regarding the

difference between cash versus accrual accounting, contact your accounting office or the CCCS, CTA Manager for assistance.

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

Salary Schedule Example

2020 July	2020 Aug.	2020 Sept.	2020 Oct.	2020 Nov.	2020 Dec.	2021 Jan.	2021 Feb.	2021 March	2021 April	2021 May	2021 June	2021 July

Reporting Period – CTA Fiscal Year

Work Completed – School Year

Annual Salary Paid

The graphic above is an example of a district that operates on 9-month work schedule, August through May, but is paid out over 12 months August - July. The actual amount earned that should be reported is depicted in the second bar "work completed – school year" (most districts pay teacher contracts on the August to July schedule). Regardless of the pay schedule the actual amount earned is for work completed during the CTA timeline. The contracted amount and actual amount earned are often the same and should be noted if there is a difference.

Benefits; Subject to the CTE Percentage

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

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

Substitute Teacher Costs

Substitute teacher costs are reported as the number of days taken by an absent credentialed CTE teacher. Substitute costs for sick and annual/personal days are reported separately from the CTE-related substitute costs in the Gateway. The district needs to retain records to document that the absence is CTE-related. The Gateway will automatically calculate substitute costs at a standardized rate of $150/day. Substitute days may be reported in whole or half day increments. The costs will be automatically calculated based on the same CTE percentage of the absent teacher for absences related to sick or annual/personal leave. If a teacher is absent for a CTE activity, then the substitute costs will be automatically calculated at 100%.

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

Use of Substitutes in Online or Hybrid Delivery of Secondary CTE: If a district is providing approved CTE program instruction via online or hybrid platform utilizing substitute teachers for a portion of the instruction (for example: students are being supervised by a substitute in either the online component of the program or the face to face component of the program) while the teacher of record is facilitating the other component of the program (either the online or the face to face – if current health concerns or restrictions prevent them from being in the face to face lab), the substitute's costs are allowable as an instructional cost (see CTA instructional cost).

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.

Allowable Extra Pay for CTE Duties

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

Program-specific extra duty pay should be reported by teacher in Instructional Costs for the appropriate program area as Extra CTE Duty Stipend. However, if a teacher's additional duties impact multiple CTE program areas the extra duty pay should be reported as Extra Administrative Stipend in Instructional Costs. For example, if a teacher is acting as the "CTE Director" for a district to complete reporting or grant management, but does not hold a CTE Director credential, the extra pay aligned to the duties is reported in the Extra Administrative Stipend in Instructional Costs. If the teacher is also paid for CTSO Advisor responsibilities that pay is reported as Extra CTE Duty Stipend in Instructional Costs. These costs are 100% claimable for CTA purposes when they are supported by an Extra Duty Pay contract which notes the scope of the work, the amount the instructor should be paid for the CTE-related duties, and the timing of when the tasks should be completed. The contract(s) should be signed by the appropriate authority that is authorized to approve salary decisions.. The benefits associated with these costs will be automatically calculated in the Gateway at 30%.

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

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

Note: Some compensation received by teachers is not reportable including but not limited to: pay for being a coach, class sponsor, or substitute for a non-CTE teacher.

Extra Pay CTE Duty for Non-Program Instructors

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

CTE Percentage

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

For each instructor, all classes (both CTE and NON-CTE) must be entered into the report separately. The database will then calculate the instructor's CTE percentage. If one instructor teaches the same class for multiple periods, each section should be entered individually with the corresponding credits awarded and counted. To be considered CTE, a class must be listed in the current Program Approval. This includes such classes as Cooperative Education (COOP), On the Job Training (OJT) and Applied Academics courses. The only course that may be offered for credit and not counted in the CTE percentage would be a Teacher's Aide or student assistant class unless it is listed on a valid program approval. Advisory or homeroom (or any equivalent) for which transcribed credit is assigned must be entered as a NON-CTE class. 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.

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

Number of Transcribed CTE-course credits (numerator)	÷	Total Number of Transcribed credits (denominator)	=	Teacher CTE Percentage

If a teacher instructs in more than one approved CTE program, this calculation is performed for each approved program. When this happens, the denominator is the same; only the numerator will change as applicable for each approved program.

The elements of this calculation are determined as follows:

Number of Transcribed CTE-course credits (numerator):

Each CTE-approved transcribed credit is defined as the number of CTE credits one student would receive on their transcript upon successful completion of the approved CTE class under consideration.

Total Number of Transcribed credits (denominator):

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

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

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

- Transcribed credits are defined by the course catalog, or as issued on student transcripts, and are defined by the school and/or district policy.
- The method of calculating credit must be consistent within the school, with the school policy, and must be the same between CTE classes and non-CTE classes.
- For the calculation, the total number of transcribed credits is the total number of credits taught by each teacher during the academic year, excluding summer.
- When credit is granted in a course through Independent Study, the credit is handled the same as any other credit.
- In a case where an instructor has a class that has variable transcribed credit granted to WBL or 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 passing the class.
- *For shared or split programs where there are multiple credentialed teachers of record for an approved CTE class the student enrollment will be split appropriately as supported by the district documentation.*
- 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%).

Support personnel in CTE Programs

Support staff such as paraprofessionals and interpreters are individuals who provide instruction and support for classroom teachers. In order to be claimable, the support staff must be a classified employee paid as such and under the direct supervision of a CTE credentialed teacher. The reportable percentage (CTE%) of each support staff's costs must be determined by considering what portion of the employee's day or work duties was spent working directly with CTE students and supervised by a CTE credentialed teacher. For example, if a teacher aide worked in an Early Childhood Education center for five hours a day, but only one hour a day was spent working directly with the CTE students, then only 1/5 of the paraprofessional's personnel costs could be included in the reported program costs. The Gateway will automatically calculate paraprofessional benefits at 30% of the paraprofessional's eligible salary.

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 percentage, 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 indicated 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 and be reported as a Non-CTE course. In addition, such dual credit must be awarded consistent with the same transcribed credit per clock hour equivalent as all other coursework in the school.

No Transcribed Credits

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

7.2.2   Administrative Costs

CTA automatically calculates an additional 6% of a district's 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.

CTE Director and Specialist District Limitation

- o The intention behind this credentialed role is to be a CTE key contact for a district's CTE staff and students. To allow these roles to fulfill their duties completely, a limit of one credentialed CTE Director will be allowed per district and a limit of one CTE Specialist will be calculated per school regardless of how many individuals are entered into the Gateway. All records must be kept, and percentages reported must be justified, documented and available upon request. For Districts that have an approved DCTS, an additional CTE Director and CTE Specialist will be allowed.

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

Designated Career and Technical School (DCTS) Administrative Costs

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

In order to be eligible to claim the DCTS administrative cost, at the district must submit an application for recognition of a particular school as a DCTS by April 1 of the fiscal year, as detailed in Section 4.0 of the SBCCOE rules governing the Career and Technical Education Act. DCTS status must be renewed periodically once approved and should also be submitted by April 1 in the renewal year. Program approvals for the building should be in place and students enrolled before an application is submitted to CCCS for DCTS recognition. DCTS status is specific to the high school programs. For more details on the DCTS application process and timeline, see the CTA page on the CTE website.

7.2.2.1 Equipment

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

Approved Equipment Expenses

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

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

- Equipment maintenance costs of $5,000 or more per unit. Any amount less than $5,000 per unit should be reported as Books and Supplies.
- Equipment (including computer cable) to establish local/wide area networks to support the CTE programs. A reasonable basis of allocating the costs between CTE and non-CTE usage must be agreed to by the CCCS, CTA Manager and documented.
- Leases or installments for at least $5,000 annually per unit.
- Equipment to ensure student safety or to provide safety instruction to students that costs $5,000 or more per unit.
- Equipment purchases where the CTE portion is less than $5k, this purchase should be maintained as equipment (4 years), but should be reported in the appropriate books and supplies section.
- While permanent capital construction is not allowable to report for CTA, some elements of construction that relate to safety or industry functionality may be allowable to be reported in either equipment or books and supplies. Examples would include, vent hoods, commercial appliances installed as part of a construction contract, technical theater sound and lighting systems, etc. A construction contract would not be sufficient documentation to support the allowability unless it (or the invoices) are itemized to denote the specific actual costs of CTE equipment or materials that are being claimed for reimbursement. Also, any items claimed under these parameters must also be received in the period reported (i.e. by June 30) and sufficient documentation to verify receipt must be maintained.

Expenditure Reported in Year of Purchase

The expenditure must be reported in the fiscal year purchased. If the district does not report the expenditure in the fiscal 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 purchased and 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.

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.

7.2.2.2 Books and Supplies

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

Approved Books, Supplies, and Other Expenses

- Leases for less than $5,000 annually per unit;
- CTE travel (see below);
- Teacher professional development;
- Consumable supplies;
- Small tools;
- Instructional materials;
- Supplies/food for advisory council/program committee meetings;
- Advertising and publicity expenses can include the cost of printing. Items that transfer ownership like flyers, pamphlets, or brochures are not to be included.;
- Student organization or CTSO 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;
- While permanent capital construction is not allowable to report for CTA, some elements of construction that relate to safety or industry functionality may be allowable to be reported in either equipment or books and supplies. Examples would include, vent hoods, commercial appliances installed as part of a construction contract, technical theater sound and lighting systems, etc. A construction contract would not be sufficient documentation to support the allowability unless it (or the invoices) are itemized to denote the specific actual costs of CTE equipment or materials that are being claimed for reimbursement. Also, any items claimed under these parameters must also be received in the period reported (i.e. by June 30) and sufficient documentation to verify receipt must be maintained.
- Computer software, if purchased separately;
  - Items that become the property of the student, such as jackets and livestock, are not reportable.
  - Only supplies and travel used directly by a CTE Administrator/Specialist may be claimed under Administrator Books and Supplies.

CTE Travel

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

Personal activities are not a claimable expense.

Teacher Professional Development

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

Work Based Learning Affiliated costs

Work Based Learning affiliated books, supplies and other costs should be appropriately reported as Administrative Costs as Work Based Learning programs impact many approved programs and program areas. The amount reported should be documented by the district and provided upon request.

Expenditure Reported in Year of Purchase of Books and Supplies

The expenditure must be reported in the fiscal year purchased. If the district does not report the expenditure in the fiscal 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 purchased and 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.

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.

7.2.2.3 Rules for Equipment, & Book and Supplies Purchases

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.

Reportable Cost

If the cost of the equipment to be reported is less than the total cost of $10,000.00, the cost should be reported under the appropriate program under books and supplies. All rules still apply to this item as equipment and should be treated as so.

Use by Staff or Students

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

Furniture

Furniture such as desks, chairs, tables, filing cabinets, etc. are considered 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 and other General Funds

The expenditure of bond proceeds and other General Fund proceeds such as Career Development Incentive Program proceeds for the purchase of equipment, books and supplies for a CTE program is a claimable cost. The reporting of the expenditure is subject to all other guidelines.

Use by Classes

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

CTE vs. Non-CTE Purchases

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

7.2.2.4   Contracted Programs

The costs and enrollments generated by a school district when it sends students to another institution (another secondary school district, an area CTE school, a proprietary school, or a community college) for CTE instruction are claimable to CTA. In order for it to be reportable, costs and student FTE must be generated by students taking CTE courses that are part of a CCCS-approved program at the contracting or hosting institution. It is the school district's responsibility to verify that the contracted program offered by the hosting institution is a CCCS-approved program being taught by credentialed instructors. For reporting purposes, the Contracting section of the Gateway will use the maximum number of terms and the minimum number of contact hours for any of the high schools in the district. Approved postsecondary CTE programs are offered by public two-year Colorado institutions. Four-year institutions are not eligible to hold CTE program approvals.

Contracted Costs and Host Revenues

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

Host institutions revenue received from contracting institutions will be deducted from their total program costs and therefore must report related Student FTE on their CTA final report. Revenues and expenses must

both be reported for the fiscal year during which the services were provided or received, which is not necessarily when the cash is received or paid.

Reportable Contract Costs

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

Non-reportable Contract costs

- Reportable costs do not include the cost of transportation.
- Any costs for which the district receives payment including revenue, a reimbursement, or receives as a donation or a gift.
- Legal mandates or general education needs such as fees identified for all students.
- Concurrent enrollment (ASCENT) costs for which the district receives any payment such as for the use of staff, facilities, or other costs (payments include but are not limited to revenue, reimbursement, payment, or "check swapping").

7.2.3   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.

7.2.4   Definition of Student FTE (Full Time Equivalent)

The CTA report in the Gateway calculates this information based on the class counts and instructor schedules submitted. Student enrollment in CTE programs is reported in terms of a student Full Time Equivalent (FTE).

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

If an instructor teaches the same course multiple times, each instance or section must be entered individually. Course titles on schedules and transcripts must match what is in the CTE program approval.

7.2.5   3.1 FTE Guidelines

7.2.5.1   *Approved Programs*

- Enrollment should be reported only for classes which are part of an approved program by CCCS.
- If the district is claiming any costs for 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.
- A maximum of 50 students may be reported as enrolled in any CTE course section.

7.2.5.2   Student Count

- All students enrolled in an approved course must be reported including independent study students receiving transcribed credits.
- The student count, used as a basis for determining each class's enrollment, for all districts, will be taken on the last day of full class day each term for all students including seniors.
- If a student is enrolled in more than one approved class, the student must be reported for each class.
- When entering student enrollment for a COOP, OJT, work-based learning, etc. course, enter the actual enrollment and the system will calculate FTE based on an enrollment of two (2).
- Student aides/student assistants are not reportable as enrollment for student FTE purposes unless it is part of a valid program approval.
- *For shared or split programs where there are multiple credentialed teachers of record for an approved CTE class, the student enrollment should be split equally between the 2 teachers. For odd numbered classes the additional student should be recorded under the higher paid teacher.*

7.2.5.3   Student FTE by Term- Semester, Trimester, Quarter, Hexter, and other

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.

7.2.5.4   Student FTE Calculation

The CTA report in the Gateway calculates student FTE based on entries in the Instructional Cost section including instructor schedules (CTE and NonCTE) class counts and course credits. For the purpose of CTA reporting, 120 hours for one transcribed credit per academic year will be used in lieu of individual districts calculating contact hours. For example, if a student earns .5 credits per semester, or 1 credit per year, a district will see contact hours of 120. However, if a student earns 1 credit per semester, or 2 credits per year, the district will see contact hours of 60. The student FTE is calculated for each CTE course entered in the instructor's schedule, and the entire student FTE for each approved program is added together for reimbursement calculations.

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

Credits that one student would receive for successful completion of the class	x	The number of contact hours per credit defined by 120 contact hours per 1 credit per year	x	1 student FTE per 1,080 hours (a constant used due to definition of FTE by CCCS; represented as a fraction of 1/1080)	x	The number of students enrolled in the class

For example:

A district has determined that 1 credit = 60 contact hours

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

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

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

When entering the district information, the number of contact hours per credit would be entered one time for each school being reported in the General Settings section of the CTA report in the Gateway.   After this, for each CTE class entered in Instructional Costs, there would be two entries by the district:

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

2. The number of students enrolled in the class.

Please note: The district will report the student FTE in the corresponding program for each class listed. With this information, the total student FTE within each approved program will be automatically calculated by the CTA Report using the formula above. If more than one CTE class meets in the same period, each section of the class is reported and calculated separately. If a non-CTE class meets with a CTE class in the same period, the non-CTE enrollment is not reported, but credit awarded must be reported separately in the non-CTE section.

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

No Transcribed Credits

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

7.2.5.5   Valid CTE Credentials

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

For CTA purposes, an instructor at a postsecondary institution who teaches in a secondary program offered by that institution and maintains an appropriate postsecondary credential for the program and has documented that they meet (or are in the process of meeting via an initial credential) the Content Knowledge and CTE Coursework requirements for the appropriate secondary credential, will be considered adequately credentialed for instruction in the secondary program and will not need to seek credentialing through the Colorado Department of Education.

7.2.5.6   Applied Academics Courses

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

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

7.3   CTA Reimbursement, Payments and Reporting

7.3.1   About Reimbursement Calculations

An estimated, initial reimbursement based on costs reported is calculated for the district in the CTE Gateway once the report is submitted by the CTA Supervisor. The initial estimate, or amount received in the automated email after submission, reflects the reimbursements if paid at 100%. Since costs reported for the state exceed the yearly allocation for CTA, reimbursements are paid at a prorated percentage that will allow the full distribution of CTA allocated funds. The proration rate varies year to year based on total costs reported for the state and funds appropriated to CTA.

The reimbursement formula set in legislation is a calculation of total CTE reported costs, student FTE, and District PPR with a threshold that costs per FTE must be in excess of 70% of a district's PPOR for the fiscal year. Programs with cost per FTE below the 70% of PPR threshold may be optimized out of the calculation so the district receives the highest reimbursement possible.

Final, prorated reimbursement totals are calculated once the reporting window is closed, and all reports have been reviewed for either approval or closure by the CTA Manager. The State Board of Community Colleges and Occupational Education must review and approve the reimbursement amounts for distribution before quarterly payments can be sent, typically in late December.

7.3.2   About CTA Payments

School districts are paid quarterly based on their previous year CTA financial reporting and reimbursement calculation 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 are due September 1st.

The Per Pupil Revenue (PPR) used in the reimbursement calculation will be the same as the reported fiscal year.

7.3.3   Program Reporting

School districts have the option of not reporting a program on their CTA 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 the program could be optimized out and CTA reimbursement funding could be reduced (due to the funding formula) by including that program in the district's reported numbers. Therefore, districts may choose not to report a program. Districts with programs approved at more than one school must make this decision on a school-by-school basis. If any costs are claimed for a program, then all information must be reported for the program.

7.3.4   CTA Audit Adjustments

For districts that undergo a CTA audit, a Final Report will be provided to identify any audit findings for the reporting year under review. The audit adjusted totals for Total Costs and student FTE will be used to recalculate the district's reimbursement for the reporting year under audit. If the district owes money back as a result of CTA audit findings, invoices will be sent to the district by October 30th annually. Current year CTA will not be released until outstanding audit invoices are paid. For districts that are to receive additional reimbursement based on CTA audit findings, monies will be paid on a prorated basis of available funds from the pool of money generated from invoices sent on October 30th.

7.3.5   Appeals
Eligible recipients have the right to appeal the actions of CCCS specific to the program at issue and on specific grounds as further outlined in section 1.4.

7.3.6   Gathering Documentation

7.3.6.1   Documents Maintained and Available at District

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

- [CTA Training and Resources Page](#)
- The CTA Reporting site opens July 1st each year. If July 1st falls on a weekend, it will open the next business day.

8 Funding Source Requirements: Perkins

8.1 Overview of Perkins Grant

Congress reauthorized the Carl D. Perkins Act as the Strengthening Career and Technical Education for the Twenty-First Century Act in 2018. This law is still commonly referred to as Perkins, specifically Perkins V. Perkins V was effective July 1, 2019; however, full implementation by Colorado of the state plan required under Perkins V was effective July 1, 2020. As a federal grant, recipients must meet specific Perkins Act requirements as well as adhere to general federal grant requirements. In addition to this document, the following guidance sources are examples of the guidance that informs the implementation of Perkins V:

- The Strengthening Career and Technical Education for the Twenty First Century Act (Public Law 115-224)
- The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (Uniform Grant Guidance) (2 C.F.R. Part 200)
- Education Department General Administrative Requirements (EDGAR) (34 C.F.R. Parts 75-99), particularly
  - Part 76 State-Administered Programs
  - Part 99 FERPA
- General Education Provisions Act
- State Perkins Plan (available at www.cteincolorado.org)
- Consolidated Annual Report and State Plan guidance documents issued by the U.S. Department of Education (ED) and other fact sheets and Dear Colleague letters issued by the Office for Career, Technical, and Adult Education (OCTAE)
- Local applications for Perkins funds as approved by CCCS

8.2 Grant Type and CFDA Number

The Perkins assistance listing number is 84.048. Perkins is primarily a reimbursement-based formula grant, distributed annually to eligible recipients by the Colorado Community College System. Noncompliance with grant requirements may result in conditions on future grant awards and/or some grant reimbursement requests being deemed unallowable.

Per updates to Federal guidance, each grant recipient is required to provide CCCS their Unique Entity Identifier (UEI) to demonstrate eligibility to receive federal grant funds.

8.3 Purposes of Perkins Grant

"The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in" CTE (Section 2 of the Perkins Act) by:

- Developing challenging CTE standards (academic & technical) to prepare the future workforce
- Better linking secondary & postsecondary CTE programming

- Improving CTE in each state
- Promoting partnerships between education, industry, and workforce investment boards, and other partners
- Providing opportunities for every learner to access lifelong learning to keep the US competitive
- Serving special populations & working toward increased opportunities for these populations
- Providing technical assistance at the federal and state levels

CCCS offers technical assistance and a variety of workshops, webinars, and other training opportunities each year to help local personnel better understand proper use and management of Perkins funds. CCCS staff is also available, upon request, to provide individualized technical assistance including on-site as is necessary and as capacity permits. Examples of the types of technical assistance that may be requested include grant management topics (i.e. allowable activities and costs, supplement versus supplant, equipment tracking and disposal, time and effort reporting), local application development (i.e. development of a strategic plan, improvement plan development), and support with performance (i.e. interpreting data results and developing action plans).

8.4 Types of Perkins grant funds distributed in Colorado

Colorado receives one Perkins grant and there are some stipulations on how the grant is divided. A portion of the funds is retained by the Colorado Community College System for the management and oversight of the grant as well as for implementation of various leadership activities at the state level. In Perkins V, some of the leadership funds are specifically used for activities to support students in CTE programs nontraditional to their gender and the recruitment of special populations into CTE programs. Additionally, $60,000 of leadership dollars are awarded to state institutions that provide CTE programming approved by the state.

There are two types of funds distributed to local grant recipients that are often referred to as Basic and Reserve. Basic grant funds are the majority of the dollars that are distributed and are awarded through the federal formula outlined in the Perkins law. The Perkins formula is different for secondary and postsecondary recipients, but in both instances is largely based on populations served, with special emphasis given to those served who are economically disadvantaged. The number of CTE programs or teachers a grant recipient has is not a factor in the formula.

Reserve funds are fifteen percent of the grant funds distributed to local recipients. These funds are distributed two ways. One-third are divided among eligible grant recipients that are classified as 'rural'. These dollars are added to those awarded through the basic formula and under Perkins V, may be spent on the same types of activities that are included in the required uses of funds (Section 135) section of the law. The remaining two-thirds of Reserve dollars are awarded as Innovations in CTE Grants, which is a competitive process detailed later in this document.

All subrecipient grant awards, whether of Basic or Reserve funds, are one-year awards. The allocation is only available for one fiscal year. The Perkins fiscal year is defined as the date the Local Application is submitted in *substantially approvable* format or July 1, whichever is later, and June 30 of the following year. For Innovations in CTE Grants, recipients would also have to receive notification that their proposal had been selected. For a basic formula grant Local Application to be considered substantially approvable, the grant recipient should have provided a response to each of the required components of the Local Application in the

Colorado CTE Gateway. Although individual components of the local application are individually submitted in the Colorado CTE Gateway, the local application is not considered substantially approvable until each of the required components of the Local Application listed has been submitted for review:

- Four-Year Strategic Plan
- Two-Year Action Plan
- Annual Reflection
- Annual Spending Plan
- Improvement Plan (if applicable)
- Assurances and Signatures

Additionally, a local application would not be considered substantially approvable if responses are 'to be determined' or are placeholders for activities or general categories of spending. Responses indicating decisions to be made at a later point are not acceptable except in extreme circumstances and should be communicated to the Assistant State Director for CTE Accountability prior to submission of the Local Application.

8.5   Colorado CTE Gateway

The Colorado CTE Gateway (www.coloradocte.com) is the single site in which all CTE program management and reporting, including for funding, is housed. All activities related to Perkins basic grant activities will be maintained in this system, which is the system of record for CTE-related activities. Each eligible recipient will have a primary contact designated in this site and it is each district, college, and fiscal agent's responsibility to keep their contact current. Failure to do so may result in exclusion from the Perkins grant for the following year. CCCS staff will make a good faith effort to verify accuracy of the list of Perkins contacts annually.

It is also each district, college, state institution, and fiscal agent's responsibility to appropriately maintain internal contacts and permission levels. Sharing of passwords is strictly prohibited as the various permission levels available in the Colorado CTE Gateway may provide access to student, personnel, and financial data not appropriate for every user.

Grants-related permissions for eligible recipients in Colorado CTE Gateway

Permission	Who may grant permission	Access provided
Perkins Primary Contact	Universal Contacts Power User at each eligible entity	The system permits only one contact per district/college/consortium/state institution to be flagged as the Perkins Primary contact. This individual is considered the official representative on behalf of the organization for Perkins grant-related activities and communications.
Grants Local - Standalone Primary Contact	Universal Contacts Power User at each eligible entity	Permission to edit and submit Intent to Participate forms, grant applications, award packets, and vouchers.
Grants Local - Consortium Fiscal Agent Contact	Universal Contacts Power User at each eligible entity	Permission to edit and submit Intent to Participate forms, grant applications, award packets, and vouchers.
Grants Local - Perkins Support	Universal Contacts Power User at each eligible entity; also the Standalone Primary Contact or Consortium Fiscal Agent Contact	This is an edit only role. Permission to edit grant applications, award packets, and vouchers. A user with these permissions does not have the ability to submit Intent to Participate forms or other grant-related documentation.
Grants Local - Consortium Member	Consortium member status is determined for the entity as part of the Intent to Participate process; however, members of consortia still need some level of access. Universal Contacts Power User at each eligible entity; also, the Consortium Fiscal Agent Contact (for individuals associated with the fiscal agent entity in Universal Contacts only)	Consortium members must still submit their individual Intent to Participate forms and provide (edit) award packet documentation. A user with these permissions does not have edit or submit rights for the actual grant application or vouchers but does have read-only access to view the application and vouchers.
Grants Local - Finance Rep	Universal Contacts Power User at each eligible entity; also the Standalone Primary Contact or Consortium Fiscal Agent Contact for individuals associated with their entity in Universal Contacts	Permission to edit award packet documentation, but not submit it. Also permission to edit and submit vouchers.

*Note that the Permissions for members in districts other than that of the fiscal agent in a consortium must be assigned by the Universal Contacts Power User for each member district. The fiscal agent will not have the ability to grant permissions for individuals not associated with their entity in Universal Contacts.

8.6   Perkins Basic Grant Process

In general, the basic Perkins grant process is as follows:

1. Eligible recipient completes annual Intent to Participate form.
2. Performance is reviewed and improvement plans are completed as applicable.
3. Initial award estimates are provided for the next fiscal year.
4. Local application is developed (strategic sections reviewed and annual sections completed) and submitted.
5. Respond to 'information needed' requests from CCCS reviewers timely until local application is in 'approved' or 'conditionally approved' state.
6. Complete and submit the Award Packet as soon as it is posted.
7. Complete and submit vouchers (reimbursement requests) for reimbursement of approved expenses that have been received and paid.
8. Submit revisions to the local application as appropriate.
9. *In odd-numbered years, eligible recipients must also participate in and submit a needs assessment as part of the Comprehensive Regional Needs Assessment process required by Perkins V.*

8.7   Perkins Innovations in CTE Grant Process

In general, the Innovations in CTE grant process is as follows:

1. Annual Intent to Participate in basic Perkins grant is completed and submitted by eligible recipient.
2. Innovations in CTE Grant proposal is submitted by posted deadline and according to instructions in call for proposals.
3. Recipients selected for funding are notified.
4. Grant Award Packet is completed and submitted.
5. Vouchers for reimbursement of approved expenses that have been received and paid are submitted. As long as recipients have met conditions of the grant agreement and complied with requirements of the Perkins basic grant process, vouchers will be processed by CCCS.

These processes will be further detailed throughout this Perkins section of the Administrators' Handbook.

9 Perkins Basic Grant

9.1 Eligible Grant Recipients

Federal Perkins funds are available to Colorado public secondary LEA's (school districts, school district consortia, and boards of cooperative educational services [BOCES])** and postsecondary institutions of higher education (technical and community colleges) with CCCS-approved CTE programs or that contract with another eligible recipient for CTE programs. Districts that contract for CTE programming are eligible to participate in the basic Perkins formula grant if they submitted a CTA report for those contracted costs. 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 state institutions, specifically the Colorado Department of Corrections and the Colorado Division of Youth Services, when these state institutions indicate their intent to participate in Perkins for the applicable fiscal year and have CTE programs approved by CCCS. In Colorado, Perkins funds are not available to middle level approved CTE programs (under 9th grade) or to Baccalaureate level CTE programs.

**In order for a BOCES to be considered as an eligible provider of CTE and eligible Perkins recipient, all programs must be agreed upon by the member district superintendents to ensure there is not duplication of programming in the service area. This must be documented.

Additionally, to be eligible to receive Perkins funds, entities noted above must have participated in the most recent comprehensive regional needs assessment process as required by Perkins V. All grant recipients must have at least one CTE program approved and at least one CTE program of study on record. Each fiscal year, CCCS will confirm that these eligibility requirements have been met as part of the Intent to Participate process. Participants without a CTE program currently approved by CCCS may participate as part of a consortium with the understanding that they must have a CTE program approved by the end of the fiscal year or that they will contract for CTE with another district and file a CTA report.

Entities eligible to participate in the basic Perkins formula are also eligible to submit a proposal for the Innovations in CTE grants; however, funding for innovations grants is contingent upon satisfactorily completing the requirements for the basic grant process (submitting and implementing an application).

9.2 Intent to Participate

Annually, each potentially eligible Perkins grant recipient is required to complete and submit an Intent to Participate form via the Colorado CTE Gateway by the required deadline. This form tells CCCS whether a recipient will be included in the Perkins allocation formula for basic funds. Failure to submit the Intent to Participate form by the deadline will cause the recipient to be omitted from the next allocation formula. This process is kicked off by an email from the Colorado CTE Gateway to the contact designated as the primary Perkins contact for each district, college, state institution, and consortium. This email provides instructions and deadlines for completing this critical process. CCCS provides reminders before the deadline; however, 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. Note that fiscal agents for consortia have a later response deadline to ensure that districts have time to submit Intent to Participate forms by their deadline and fiscal agents still have sufficient time to confirm consortium membership and the group's intent to participate.

In the Intent to Participate process, postsecondary and state institution entities indicate whether they are participating or not. Although there are consortium requirements in the law for postsecondary grant recipients that qualify for less than $50,000 in basic grant funds, Colorado currently does not have any grant

recipients to whom this would apply. Secondary LEAs indicate both whether and how they will participate in the Perkins grant for the next year. Secondary districts have the option of participating in the grant as a standalone recipient on their own, or in collaboration with other districts through a consortium. In some instances, a district may not be eligible to participate as a standalone. It is not a requirement for grant recipients to participate in the Perkins grant in any given year and it is permissible for recipients to change how they participate (i.e. standalone or in consortium) from year to year as meets the guidelines noted below.

9.3   Standalone participation

Secondary districts that met all eligibility requirements and independently qualified for at least $15,000 in basic grant funds in the prior year may elect to participate in the Perkins basic formula grant as a standalone grant recipient. Rural reserve grant funds and any competitive innovation awards received in the prior year do not count toward this total. Districts that do not meet all eligibility requirements (i.e. do not have an approved CTE program or Program of Study) by the time the formula is run but did participate in the most recent needs assessment process may still participate in Perkins as part of a consortium as long as a consortium can be identified that will include the district.

Although the Perkins Act outlines those districts receiving less than $15,000 in basic funds must participate in the grant via consortium, there are certain limited instances where an exemption may be approved by CCCS. In this case, the subrecipient would be considered a standalone exempt participant. To qualify to submit an exemption request to CCCS, the district must meet all other Perkins eligibility requirements outlined above. In order to comply with the spirit of the Perkins Act, the waiver may not be granted unless the district making the request has been able to demonstrate that its circumstances fully comply with the waiver requirements in Section 131(c)(2) of the Act. All such requests must be submitted annually and will be reviewed by CCCS annually to determine a recipient's continued eligibility for an exemption. Exempted status from a consortium is not a guarantee and does not exclude those districts from any of the requirements of effectively managing the Perkins grant.

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

9.4   Consortium participation

The administration of the Perkins grant is extensive. In a consortium, the consortium director, also known as a fiscal agent, manages the grant administration. The fiscal agent of a consortium may be a district that is also a member of the consortium, a postsecondary Perkins recipient managing the grant on behalf of a group of school districts, or a BOCES. Entities not eligible to participate in the Perkins grant are also not eligible to serve as a consortium fiscal agent. Districts may not change consortium arrangements (i.e. join a different one) once the Intent to Participate process has closed for the year.

Annually, the fiscal agent of a consortium must indicate the consortium's intent to participate in the formula grant for the next fiscal year as well as confirm consortium membership for that year. In the Intent to Participate process, districts participating in consortia indicate of which one they will be a member. In the

Colorado CTE Gateway, consortium fiscal agents will review which districts submitted an Intent to Participate in their consortium and ensure that all expected members have submitted their Intent to Participate before submitting the consortium's form. The Colorado CTE Gateway will automatically copy the consortium director on each participating district's Intent to Participate form. Districts may participate in a consortium regardless of whether they currently offer CTE programs but will only generate dollars for the allocation if they are contracting for CTE with a college or another school district and have also applied for CTA reimbursement for the contract costs.

The Perkins law requires that districts that participate in the grant as a part of a consortium determine projects and spending that are mutually beneficial to all members and that the grant not be subdivided by any subsequent formula or similar method. Specifically, the law states in §131(f)(2) that "Funds allocated to a consortium...shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only one member of the consortium." If the local grant application appears to be noncompliant in this regard, CCCS will take steps to educate the consortium members and fiscal agent before enacting conditions on the grant to ensure compliance with federal requirements.

9.4.1   How to Join a Consortium

The appropriate timeframe to contact CCCS about changing, starting or joining a consortium is late fall or earlier. If the consortium is new and has not previously existed, prior to the close of the Intent to Participate process, the entity wishing to serve as the fiscal agent should contact the CCCS Assistant State Director for CTE Accountability to discuss, and because there is some documentation that must be submitted to set up a new consortium in the Colorado CTE Gateway. To join a consortium that already exists, districts should contact the closest or most appropriate consortium director to request approval for joining the consortium. If the district is not sure who that individual is or would like to discuss its options, it may also contact CCCS for a recommendation. The consortium director may wish to meet with existing members to ensure approval of new membership. The consortium director may also provide information about required meetings, forms, procedures, deadlines, etc., that the consortium has established and ask the district to commit to following those procedures. Once the consortium director approves the addition of a new member, the consortium director contacts CCCS to indicate the approval and preferably the new member district is copied on the communications.

9.5   Initial Award Estimate

The Perkins Act requires federal Perkins funds to be distributed to approved local participants through an allocation formula. Several types of information are needed to calculate this formula and CCCS cannot run the formula until all the data are received and cleaned. The chart below summarizes the information, where it comes from, and the timelines when the information is received. Colorado's state Perkins plan has details on the allocation formula, which is slightly different for secondary and postsecondary.

Information Inputs for Initial Award Estimates

Data	From Whom	Normal Date Received
Intent to Participate forms	Each Colorado Perkins recipient	February
CTE Enrollment	CTE Data System	February
CTE Program Counts	CO CTE Gateway	March
Urban/Rural Designation	CCCS/Colorado Department of Education	March
State Award Total Estimate	U.S. Department of Education, Office for Career, Technical, and Adult Education	March-June
Financial Aid Data	CCCS colleges, Banner, Non-CCCS colleges' IR departments	April
Ages 5-17 Census Data	U.S. Census Bureau	April
Social Services Matches	Colorado Department of Human Services	May
Indirect Cost Rates	Each postsecondary participant; CDE	May

Annually, CCCS runs the calculation as early as is feasible given the many data sources and different timing. 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 Colorado CTE Gateway and recipients are notified of their initial award estimate.

For planning purposes, although it is quite common for Perkins awards to fluctuate, CCCS recommends using the current year's award amount as a basis for planning, and to know what projects, or portions thereof, would be cut or expanded should it be necessary.

9.6   Comprehensive Regional Needs Assessment Process

One significant change by Congress in Perkins V is the requirement for each grant recipient to participate in a comprehensive needs assessment process, which is completed regionally in Colorado. This comprehensive regional needs assessment process presents an unprecedented opportunity to implement the goals of the new Colorado CTE Strategic Plan; create CTE programs and opportunities to ensure access and success for each learner that lead to high wage, high skill or in-demand occupations; ensure CTE programs of study are aligned to and validated by local workforce needs and economic priorities; set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and regularly engage in conversation with stakeholders around the quality and impact of CTE programs and systems. A wide variety of stakeholder groups is required by the law to be engaged as part of the needs assessment process.

Each district, college and state corrections institution in Colorado desiring to operate an approved CTE program is required to actively participate in the comprehensive needs assessment process. At the local level, colleges, districts and consortia will still have local items to prepare and bring to the larger regional process. There are multiple benefits to a regional approach to the comprehensive needs assessment: the advantage of working with shared stakeholder groups, including secondary and postsecondary faculty and administration, representatives of special populations, state or local workforce boards, parents and students, business and industry, Tribal organizations and government agencies representing a common region;

increases the focus on collaboration, including secondary/postsecondary alignment, program quality and alignment to labor market needs; identifies similar needs and data to meet the needs within the economic region; and is a more efficient use of resources in preparing for and completing the comprehensive needs assessment. The chart below details the various areas of analysis included in the comprehensive regional needs assessment process and the corresponding strategic plan for CTE goals.

Element 1

Career Advisement & Development

Goal 1: Career Advisement & Development

Element 2

Local Workforce Alignment

Goal 3: Parnerships
Goal 4: Quality Programs

Element 3

Size, Scope, & Quality & Implementing CTE POS

Goal 4: Quality Programs

Element 4

Student Performance Data

Goal 4: Quality Programs
Foundational Element: Equity, Access & Inclusion

Element 5

Improving Access & Equity

Foundational Element: Equity, Access & Inclusion

Element 6

Recruitment, Retention, and Training of Faculty and Staff

Goal 2: Instructor Recruitment & Retntion

Element 7

Work-Based Learning

Goal 5: Work-based Learning

Districts and colleges generally fall within the identified economic development regions. Where districts or Perkins consortia membership bridged a boundary, districts were assigned to the region of the fiscal agent or to a single economic development region. Where postsecondary institution service areas crossed multiple economic development regions, colleges generally were assigned to participate in each applicable region. The Charter School Institute serves as the local education agency for public charter schools in Colorado and has charter schools in multiple economic development regions. In any region where the Charter School Institute has public charter schools, those schools will be included in the regional needs assessment process as stakeholders. Colorado's Department of Corrections will similarly participate as an educational partner in region seven where its CTE program approvals are housed, and will participate as a stakeholder in other needs assessment conversations around Colorado, as resources permit. Should the Colorado Division of Youth Services elect to participate in CTE and the grant in the future, it will participate as an education partner in region three and as a stakeholder in communities in other regions around Colorado where it chooses.

CCCS will provide a standard comprehensive needs assessment template to be used across Colorado and trained facilitation teams upon request. CCCS will also provide current and accurate economic and workforce data (i.e., anticipated growth in high wage, high skill, in-demand occupations) statewide and by region. Data dashboards supporting opportunity gap analysis and goal setting are provided to local districts, colleges, and

consortia annually and should be used for grant planning as well as needs assessment review processes. The final product of Colorado's regional approach will be the completion of the needs assessment results. The needs assessment results will identify the significant priorities Perkins-eligible recipients will use funds for in the local application. Alignment with needs assessment results and the state's strategic CTE plan will also be critical for successful competitive applications for reserve fund awards.

It is expected that, in addition to the needs assessments occurring locally, grant recipients will continue the dialogue with their partners and respond to questions in the local grant application indicating how funding may be used to help address some of the gaps identified. Additionally, this needs assessment process is required to be revisited every two years. In Colorado, that will be in odd-numbered years as the first comprehensive regional needs assessment process occurred in fall 2019.

9.7   Perkins Performance Indicator Overview

 The Perkins Act (§113) requires states and locals to assess their effectiveness "in achieving statewide progress in career and technical education, and to optimize the return of investment of federal funds in career and technical education activities." With input from a variety of stakeholders, including local recipients, Colorado has established a state-determined level of performance (also known as a performance target) for each core indicator of performance required by the Perkins Act. Core indicators are also referred to in this document as performance indicators, indicators of performance, performance metrics or measures, and accountability measures. Since each core indicator of performance's state-determined level of performance was determined through a collaborative approach, Colorado does not further negotiate performance targets with local recipients over the life of the state plan. Rather, as indicated by the Act (§113(b)(3)(A)(i)(I)), the level of performance for core indicators is the same for all CTE concentrators in the state, and local recipients agree to accept the state-determined levels of performance. Each time the state revises a performance target, local recipients will be invited to provide input. If no response is received by the designated deadline for feedback to be provided, the lack of response will be considered an approval of the state's outlined plan. The Act also requires that grant recipients review disaggregated data for each indicator of performance, identify and quantify disparities or gaps in performance between subgroups or special populations, and describe progress in supporting each learner group in meeting performance targets. In Perkins V, there is a new requirement that local grant recipients, along with state agencies, widely distribute data on learners' levels of performance. Communications of local and state performance must be distributed to students, parents, educators, and the public through a variety of formats (i.e. electronic and other), and in languages and formats that are easily accessible.

Annually, each CTE program and Perkins recipient must submit to CCCS data sufficient to determine actual performance levels for each required indicator. The data reporting section of the Administrators' Handbook covers this requirement in greater depth; however, programs are not eligible for Perkins or Innovation grant funds if the program is inactive. Active CTE programs for which enrollment data are not reported may be placed on inactive status. The annual reflection component of the local application contains initial questions required from each local recipient on the subrecipient's progress toward achieving performance targets, including for subgroups and special populations. Additionally, CCCS processes the student data reported by CTE programs to provide sub-recipients with disaggregated data reports for each of the performance indicators to assist with this analysis. There is always an unavoidable lag between when the data are measured and when the disaggregated data reports are provided to sub-recipients. Although not ideal, the data are still incredibly useful in decision-making processes, particularly when the data set is considered over a period of time and used in identifying trends.

These reports include both percentage and actual counts and disaggregated data per recipient and by subgroup as well, in many instances, as by CTE program area. These types of reports were developed so that teachers and administrators can use the Perkins performance metrics reports as a tool to help the recipients determine where to focus continuous improvement strategies, activities, and Perkins funds. Correctional institutions must report enrollment data. Because of the level of disaggregation in some of the data reports, data may be FERPA protected and should not be made public according to the local recipient's policies.

Standalone grant recipients (secondary and postsecondary) can access CTE program level data reports. Consortia can access per member district performance metric reports. Districts that are members of consortia can access district level data and program level data through the Colorado CTE Gateway.

9.8   Perkins Performance Indicators

9.8.1   Postsecondary

Postsecondary entities have three required performance indicators, which are briefly summarized below. Refer to the State Perkins V Plan at www.cteincolorado.org for performance targets by year and more specific definitions of the indicators.

1P1 measures postsecondary retention and placement. This measure is similar to the follow-up, or placement indicator under Perkins IV. Colleges report follow-up placement outcomes on students two quarters after they have completed the CTE program.

The 2P1 indicator measures the percentage of postsecondary CTE concentrators who have completed a CTE certificate or degree program or earned an industry-recognized credential within one year of having completed the CTE program.

Lastly, the 3P1 performance indicator measures non-traditional program concentration. This indicator is related to the previous non-traditional measures in Perkins IV and looks at the number of CTE students who are concentrating in CTE programs non-traditional for their gender. Programs designated as non-traditional are defined at the federal level and are periodically updated. In the CCCS program approval process, CIP codes are classified as non-traditional and the underrepresented gender is identified. In the local application, the two-year action plan section provides an opportunity for local recipients to identify which non-traditional CTE programs will receive focus through the implementation of the grant.

9.8.2   Secondary

Secondary entities have seven required performance indicators, which are briefly summarized below. Refer to the State Perkins V Plan at www.cteincolorado.org for performance targets by year and more specific definitions of the indicators.

- 1S1 - Four-year Graduation Rate: measures the percentage of CTE concentrators who graduate high school as part of Colorado's four-year adjusted cohort rate reported under the Every Student Succeeds Act (ESSA).
- 2S1 – Academic Proficiency in Reading/Language Arts: measures the percentage of CTE concentrators in their fourth year of high school (seniors) who demonstrated proficiency on the state's 11th grade reading/language arts assessment.
- 2S2 – Academic Proficiency in Mathematics: measures the percentage of CTE concentrators in their fourth year of high school (seniors) who demonstrated proficiency on the state's 11th grade mathematics assessment.

- 2S3 – Academic Proficiency in Science: measures the percentage of CTE concentrators in their fourth year of high school (seniors) who demonstrated proficiency on the state's 11th grade science assessment.
- 3S1 – Post-Program Placement: measures the percentage of students who concentrated in a CTE program at the secondary level, and two quarters after graduation, were placed in employment, postsecondary education, apprenticeship, military service, or AmeriCorps or Peace Corps volunteer service.
- 4S1 – Non-traditional Concentration. This indicator is related to the previous non-traditional measures in Perkins IV and looks at the number of CTE students who are concentrating in CTE programs non-traditional for their gender. Programs designated as non-traditional are defined at the federal level and are periodically updated. In the CCCS program approval process, CIP codes are classified as non-traditional and the underrepresented gender is identified. In the local application, the two-year action plan section provides an opportunity for local recipients to identify which non-traditional CTE programs will receive focus through the implementation of the grant.
- 5S3 – Program Quality – Work-Based Learning: measures the percentage of secondary CTE concentrators who participated in work-based learning (learning through work or learning at work activities on Colorado's WBL continuum) by the time they graduated from high school.

9.9   Deficiencies in Performance and Gaps in Performance

In the event that a subrecipient does not meet at least 90 percent of the performance target for one or more performance indicators (secondary or postsecondary), an improvement plan will be required as a component of the local application. An improvement plan will also be required if any subgroup or special population's performance in one or more indicators indicates a disparity of 30 percent or higher where the denominator is greater than 30 students.

If the deficiency or disparity persists for two years, additional detail and a formal improvement plan, signed by the subrecipient's chief academic officer (or equivalent) is required. CCCS staff will offer to meet with the subrecipient to review program progress, data, and planned strategies for addressing the deficiency or deficiencies. The improvement plan will result in a requirement for a minimum of 20 percent of the local recipient's basic Perkins formula grant award to be spent enacting the strategies included in the improvement plan. Sub-recipients have until October 1 to submit the improvement plan for review as part of the grant application.

Under certain circumstances, if a local recipient fails to make necessary improvements in performance, CCCS is authorized to implement various levels of sanctions on all Perkins grant funds awarded under sections 131, 132 and 112 of the Act. CCCS may impose further requirements if the state's grant has special conditions placed on it for consecutive years for deficiencies.

9.10 Local Application

While the Comprehensive Regional Needs Assessment outlines broad areas of strength as well as gaps in CTE systems and programs across a section of the state and is both informed and validated by partners and stakeholders, the Perkins local application serves a more targeted purpose. The local application serves as the grant recipient's theory of action for CTE by detailing which strengths will be reinforced and which gap areas or weaknesses will be addressed, and identifies the specific solutions, strategies and investments will be funded by federal grant funds versus another funding source. The Perkins V local application was developed in collaboration with grant recipients and CCCS staff to not only meet compliance requirements in the law, but also provide a foundation for communicating about the successes related to Perkins funded

activities. A copy of each of the sections of the local application, questions, and crosswalk to Perkins-related requirements is included in the Administrators' Handbook at Appendix B.

Perkins V requires that the local application cover the same period as the state's plan, which is four years. As such, the foundation of the application is the local recipient's narrative of its four-year strategic plan for CTE, how that plan aligns to the state's strategic goals and Perkins plan, and to local goals. This section of the application is not required to be updated every year in the four-year period; however, it is a living document, so if changes are needed, local recipients are provided the opportunity annually to evaluate progress via the annual reflection portion of the local application as well as the opportunity to make edits to the strategic plan itself. The first four-year strategic plan to implement Perkins V was submitted by local grant recipients for FY21. A new one will be required in FY25. To support the four-year strategic plan, the local application includes a two-year action plan that coincides with the needs assessment process and provides an opportunity for local recipients to break out in greater detail how they are continuing to improve CTE in their organization with regards to Perkins performance indicators, CTE program development, and activities that support students participating in CTE programs non-traditional for their gender.

Annually, the bulk of the work in submitting the local application lies in the development of the annual spending plan. The annual spending plan functions as the budget for the grant year and details the specific projects for which Perkins basic grant funds will be leveraged. Spending not outlined in the annual spending plan will not be considered allowable to the grant and may not be reimbursed by CCCS. Additionally, if expenses associated with an annual spending plan are not clearly related to allowable activities and uses of funds linked to a CTE program, the costs may not be reimbursed. Although the CCCS Assistant State Director of CTE Accountability serves as a second set of eyes to help review allowability and approve grant applications, it is ultimately the local recipient's responsibility to comply with federal Perkins and grant requirements as detailed in the assurances and signatures section of the local application and in the Grant Recipient Agreement.

The local application also includes general assurances information and a signature and authorization page. The general assurances include 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 included in the local application. This signature and authorization page also allows CCCS to understand which stakeholders were involved in the development of the local application. In order to receive final approval of the local application, signatures must be obtained from the people listed below. After the signatures are obtained electronically, this section of the local application must be submitted in the Colorado CTE Gateway. It is the local grant recipient's responsibility to ensure that each individual electronically assuring and 'signing' off on the local application is given the appropriate level of permission to do so and is the one actually typing their name in the signature box. CCCS can and will track whether local recipients are signing on behalf of the names listed in the applicable boxes, which may result in serious consequences for the grant recipient. Required signatures include:

- Perkins contact
- CTE Director if different from Perkins Contact, who is responsible for ensuring programmatic assurances are met and priorities of the application are implemented
- Fiscal agency person with authority to enter into official, binding agreements on behalf of the institution (i.e. Controller, Business Officer/CFO)
- Advocate for special populations who served on institution planning team for Perkins application and is knowledgeable of the application

- Counselor or Advisor who served on institution planning team for Perkins application and is knowledgeable of the application
- Controller/business manager responsible for validation of financial accuracy in reporting
- Workforce Innovation and Opportunity Act (WIOA) representative who is knowledgeable of how postsecondary institution is leveraging Perkins funds to help serve CTE and workforce needs. This person shall not be a college employee. (Postsecondary only)
- Consortium Member from a district who served on institution planning team for Perkins application and is knowledgeable of the application (Consortia only)
- Other (optional)

9.11 Annual Spending Plan

When developing the annual spending plan, grant recipients may have a variety of projects that they wish to fund; however, every project must directly relate to one of the regionally identified priority strategies from the needs assessment process. Perkins V requires that all grant expenses directly relate to CTE programming and the results of the needs assessment process. In the Colorado CTE Gateway, local recipients will select the regional strategy to which the project relates and provide a narrative overview of the CTE project that will be funded, including which CTE programs and an outline of the goals of that project as it pertains to the overall strategic plan outlined in the application. Then, individual expenses will be entered that should clearly and directly relate to the project as outlined. Each expense must be correctly categorized as 'other', 'travel', 'equipment', or 'personnel' and all required information, including to which CTE program(s) the expense relates. If it is a new program (not previously offered) that will be approved by the end of the fiscal year, there is a toggle in the Gateway to indicate that. The Colorado CTE Gateway permits both budgeting and reimbursement to be entered in dollars and cents. It is not recommended that the annual spending plan be developed to cents as this is a budget and a local recipient may not submit the annual spending plan until it balances, or the entire grant allocation has been budgeted (to the penny). When developing projects for the grant year, each strategy from the regional needs assessment process may only be selected one time (one strategy equals one project) in a given year.

If a project, narrative description, or any individual expense does not clearly link to the needs assessment priority being addressed as part of the annual spending plan or four-year strategic plan, CCCS may deny the proposal and require the local recipient to submit a revision. Additionally, if the local recipient has a project that has a large number of expenses that exceed the grant award, the local recipient may, in the Colorado CTE Gateway, enter 'backup expenses'. These expenses do not subtract from the award amount and may be included at the time of submission of the annual spending plan so that CCCS may conceptually approve them. As the grant year progresses, if grant funds become available (i.e. other expenses were under budget), the local recipient may use its leftover grant funds for the approved backup expense items and request reimbursement on a voucher without doing a revision to the local application. Reconciliation of actual spending or costs to the amounts budgeted in the annual spending plan is not desired nor required. That takes place in through the voucher reimbursement process. If an entity attempts to revise an expense in its annual spending plan that has already been requested for reimbursement on a voucher, either in whole or in part, the Gateway will not permit editing. Caution and review are expected prior to submission of the budget to ensure accuracy, especially in terms of allowability and expense category (personnel, travel, equipment, other).

9.12 Limiting Selection of CCCS-Approved CTE Programs

Perkins funds are to be used to support activities for current, approved CTE programs, activities related to current, approved CTE programs, or for new program development as permitted by Section 135 of the law

and also as described below. The list of CTE programs to which any particular expense may be linked is populated from the programs module of the Colorado CTE Gateway and is limited to those that are currently in an active, approved status. 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.

No funds can be used to:

- Require any secondary student to choose or pursue a specific career path or major
- Mandate that any individual participate in CTE programs
- Fund CCCS-approved middle school CTE programs or postsecondary baccalaureate programs
- Provide CTE activities for students prior to fifth grade (Perkins §215)

Perkins funds are to support high school and postsecondary approved CTE 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 fifth grade and advanced students. For example: Perkins funds could help with costs for sixth to eighth grade students to do on-site visits and tours of high school or postsecondary CTE programs if it also aligns to a priority identified in the needs assessment process. No Perkins funds can be used to fund activities for students enrolled in any grades earlier than fifth grade.

If searching through the noted guidelines does not clearly explain the allowability of a particular purchase, administrators are encouraged to e-mail the Assistant State Director for CTE Accountability to request guidance. Teachers and other district or college staff members seeking information about Perkins are encouraged to peruse the Administrators' Handbook and other noted guidance and then direct any questions to their organization's primary Perkins contact as some decisions about grant implementation are made locally.

9.13 Fund Pooling

Each state is required to identify in its state plan and have approved by the U.S. Department of Education, a defined split in the basic grant funds designating which are distributed through the secondary formula and which are distributed through the postsecondary formula. Once the grant funds had run through the applicable formula, no mixing of dollars across secondary and postsecondary programs or entities was permitted in previous iterations of the Perkins law. Colorado's Perkins V state plan does permit the pooling of funds between secondary and postsecondary entities in order to expand CTE opportunities for learners. Not only is it allowable, it is encouraged. The Perkins Act (§ 135(c) and 135(b)(2)) stipulates that fund pooling must be for activities related to the provision of professional development for teachers, faculty, career guidance and academic counselors or other CTE-related staff. A long list of types of professional development that may be funded is listed in the law, which is a great reference point when developing a fund-pooled project.

Perkins funds that are pooled will lose their individual identity as secondary or postsecondary funds and may be used for approved CTE programs and programs of study that benefit all partners involved in the pooling of funds. While pooled funds lose their individual identity, they will maintain their identity as federal Perkins

funds and are subject to Perkins V usage, tracking and reporting requirements. To pool funds between two eligible recipients, the secondary and postsecondary partners involved must have a formal agreement in place. The formal agreement can be, but is not required to be, a Memorandum of Understanding. The agreement must be signed by both parties and will detail the district or institution acting as the fiscal agent for the pooled funds, as well as the responsibilities and expectations of each entity involved in the pooling of funds. The intent to pool funds will be included in the local Perkins application, specifically in the annual spending plan. The entity serving as the fiscal agent that will be responsible for requesting reimbursement for the pooled funds will create the shared project, note that it is a fund-pooled project and with whom, upload the agreement, and indicate its own contribution toward the project. The partnering entity will see the project name appear in its annual spending plan and will, on the main project overview screen, enter the amount of its grant award it will contribute toward the shared project. It will be able to see the project details, but not edit them. Once both contributions are designated in the respective annual spending plans, the fiscal contact will be able to budget for all agreed-upon expenses and request reimbursement through the normal voucher process.

9.14 Timeline for local application

It may be possible for CCCS to release some portions of the local application prior to the initial award estimate for local grant recipients to begin working on particular sections. Annually, local recipients have the opportunity to review and revise certain sections of the application that may not be required in a given year (i.e. the four-year strategic plan and two-year action plan sections of the local application). Additionally, if there has been a performance-related deficiency, the local recipient may be required to complete an improvement plan as part of its annual reflection on the prior year's grant. Performance data are generally expected to be released to local recipients by mid-April to assist with the planning process for the next award year.

In developing the local application, grant recipients are encouraged to follow a strategic planning process. For example, the organization should define its desired future state concerning CTE programming, analyze the current state of CTE programming and services to learners and instructors, and then identify strategies to close any gaps between the current and desired states. While Perkins funds are one resource to help implement the strategies identified, it is likely these grant funds will not be sufficient to fully address the need. As such, grant recipients will have to further strategize the appropriate use of the Perkins basic grant to help leverage progress.

9.15 Submission of the Local Application

While it may be possible and even encouraged to complete and submit individual components of the local application at different times, the local application is not considered 'submitted' and substantially approvable until every component has been fully completed and submitted in the Colorado CTE Gateway. The local application is comprised of the following components:

- Four-year Strategic Plan
- Annual Reflection on Progress Toward Four-year Strategic Goals
- Two-year Action Plan
- Improvement Plan (if applicable)
- Annual Project Plan
- General Assurances Information
- Signature Page (Summary Authorization, Signature)

Perkins funds may not be pre-obligated nor post-obligated. No funds can pay for purchases obligated prior to July 1 of the fiscal year, nor prior to completed local application submittal, whichever is later. Equipment that costs $10,000 or more per unit may not be obligated until the local application is in an approved state (for all components). No funds can be used to pay for purchases obligated later than June 30 of the fiscal year. Additionally, items purchased with Perkins funds must be delivered onsite by June 30. It is critical that grant recipients understand the definitions of obligate (see Grant Management section).

For Colorado basic Perkins formula grants, the final date that a local recipient may submit a grant application is September 30. After that date, Perkins funds are de-obligated from any grant recipients with incomplete local applications and the local recipient is deemed to be 'not participating' in the grant for the fiscal year. If the local recipient, or in the event of a consortium, any member district, has been selected to receive an Innovations in CTE grant for the fiscal year, that award will also be de-obligated, and no funds will be reimbursed. This will transpire regardless of whether funds have been expended or not as the local recipient has not met the requirements for eligibility for the innovations grant funded with reserve dollars.

9.16 Local Application Review Process

Prior to submitting any component of the local application for review by CCCS, the local recipient should review its work. Once the component of the local application has been submitted for review, CCCS will review the section of the local application. This review process is an opportunity for local grant recipients and CCCS to have a dialogue regarding the local application to refine, edit, and finalize the local application, as appropriate. All correspondence between the local recipient and CCCS must take place through the Colorado CTE Gateway. This allows for comprehensive tracking of all decisions and helps protect the local recipient and CCCS during future audits. If there is ever a question that is easier to discuss as a part of this dialogue, don't hesitate to contact the CCCS Assistant State Director of CTE Accountability to set up an individual appointment as that individual is reviewing over eighty local applications and may not fully grasp a local recipient's unique situation and goals. The clearer the local recipient is in communicating the information requested by the local application, generally the easier and more timely the review process.

The local application is not approved until each component of the local application is approved. In the Colorado CTE Gateway, there is a current status card for each grant application that indicates the status of each progress step (component). All steps must indicate 'approved' or 'conditionally approved' for the overall status of the application to show 'approved' on the main grant dashboard. Components of the local application may be 'conditionally approved' or 'approved'. Conditional approval will have comments noted in the workflow in the Colorado CTE Gateway. An example of a conditional approval could be if the annual spending plan includes several expenses that are unallowable to the Perkins grant. If those expenses are determined to be immaterial to the overall grant award, may not require a specific revision to be made to the annual spending plan but would note them for the local applicant in the workflow and conditionally approve the annual spending plan overall. It is important for local recipients to review any instances of conditional approval and determine if future action, such as through the revision process or elimination of planned expenses tagged as unallowable, would be appropriate.

9.17 First Installment and Award Packet

After the fiscal year has begun in July, an email will be sent via the Colorado CTE Gateway notifying local recipients of their award's first installment amount. CCCS typically receives the state's first official grant award notice from the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) by July 1. This first grant award from OCTAE is for approximately 25 percent of the overall award estimate for the state. Since the federal fiscal year ends September 30 and does not coincide with the state's fiscal year

or the Perkins grant award period, only a portion of the state's grant award is available from July to September 30. Consequently, local grant recipients may not spend more than the state's current award, so a first installment notification is sent to local grant recipients as well. If a grant recipient chooses to disregard this guidance and obligate more than its first installment amount prior to receiving the award packet, any funds obligated are subject to whether the state's second award notification is received by CCCS and includes additional grant funds.

Any part of the first installment not spent during the first quarter of the fiscal year as well as the full amount of the second installment, which is conveyed via the award packet in late fall, may be spent during the final three quarters of the fiscal year (October 1 to June 30). Award packets, which are the second installment notification, are distributed only after the local application has been fully approved and after CCCS has received the second official award notice from OCTAE, which is after Congress has approved a budget. Generally, the timeframe for the award packet release is early October but has been frequently delayed in recent years by continuing resolutions and government shutdowns.

Award packets are retroactive to the beginning of the fiscal year (July 1) or the date the complete local application was submitted, whichever is later. Once the Perkins local application is approved and the award packet is complete and submitted, whichever is later, the local recipient may begin obligating remaining award amounts. Recipients who do not have an approved local application by the time the award packet notification is released will not have an award packet posted until their local application is fully approved. If an award packet is not submitted and approved, the recipient will not be eligible to have grant funds reimbursed, regardless of whether the local recipient has obligated Perkins funds. Allocation amounts posted in the local application are estimates and can be altered by Congress at any point although this is generally uncommon. The first installment amount is generally assured when the first installment notification is posted and the remainder of the grant is generally assured when the second installment, or award packet, is posted. Any subsequent alteration of award amounts would require submission of a new award packet and may require review and revision of local application budgets to ensure spending does not exceed the new award amount.

9.18 Award Packet Documents

The award packet is comprised of three documents. These documents may vary slightly by grant recipient and in the case of consortia, each participating member district must provide at least two documents in addition to the fiscal agent. The fiscal agent submits the award packet on behalf of the consortium and is responsible for compiling all required documentation for submission via the Colorado CTE Gateway. Additionally, the signatures required for the documents will be collected as digital authorizations in the Colorado CTE Gateway. Individuals at the local level responsible for authorizing these documents should be given appropriate access and instruction as to where to type in their name, title, and date in the system. The database collects the information as to which local user was logged in and completed the signature boxes. CCCS staff has access at any point to validate that the name typed into the applicable fields was the same as the name of the user who typed the name. It is a violation to fill in names on behalf of individuals required to sign the award packet documentation and may result in consequences up to and including the termination of the grant award. The email notification from the Colorado CTE Gateway releasing the award packet will include helpful reminders of the requirements and the award packet documentation should be gathered and submitted promptly as obligation of remaining grant funds should not commence until the award packet has been submitted to CCCS.

9.19 Grant Recipient Agreement

The grant recipient agreement is the official, formal document accepting Perkins formula grant funds and the associated conditions of the grant. Persons of authority who can meet and follow the conditions and assurances incorporated into the agreement must sign it. For Colorado Community College System colleges, this agreement MUST be signed by the College President as stipulated by System President's Procedure (SP 8-60b) related to the "Delegation of Signature Authority". The College Controller must also sign postsecondary grant recipient agreements.

9.20 Civil Rights Methods of Administration Compliance Assurance

The Department of Education's Office for Civil Rights (OCR) oversees a program to monitor federal grant sub-recipients for compliance with Title II of the Americans with Disabilities Act, Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act, the Age Discrimination Act of 1975 and if applicable, the Boys Scouts America Equal Access Act of 2001. These regulations prohibit discrimination and denial of services on the basis of sex, race, color, national origin, ethnic background, age or handicap in CTE programs and services.

As part of this program, local recipients (secondary and postsecondary) who operate at least one CTE program are subject to Civil Rights monitoring and are required to complete and annually submit to CCCS the Assurance of Compliance – Civil Rights Certificate. This assurance provides CCCS with evidence of the commitment and responsibility of each educational institution receiving federal funds and administering at least one CTE program that students, faculty and staff are provided equal opportunities regardless of their sex, race, color, national origin, ethnic background, age or disability.

Each district that is a member of a consortium must submit a signed civil rights assurance form with the award packet. The form will be digitally authorized by someone with authority to represent the school district. Consortium fiscal agents are also required to submit this document.

9.21 Single Audit or Certificate of Exemption from Single Audit

Subpart F of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards formalized audit guidelines for educational institutions receiving federal funds. This Subpart describes the recommended audit guidelines in detail and states that any educational institution that receives and spends $1,00,000 or more in total federal funding (not just Perkins funding) in a fiscal year 2026 or later ($750,000 prior to FY26) is required to have a single audit or program-specific audit completed. Single audits completed with one of the two prior years are permitted per the federal guidance. A copy of this audit report must be submitted to CCCS with the Grant Recipient Agreement and the Civil Rights Assurance. Colorado Community College System colleges are part of CCCS' annual audit process, so no single audit upload is required as CCCS has the most recent report on file.

If the local recipient is not required to arrange for an annual single audit, a signed "Certificate of Exemption from Single Audit" Form must be submitted to CCCS with the Grant Recipient Agreement and Civil Rights Assurance. In the case of consortia, the agencies that manage the consortia must comply as the above paragraph indicates. In addition, any district member within the consortium that meets the threshold requiring an annual single audit must submit a copy to CCCS. For any district in a consortium that is exempt from the audit, the Certificate of Exemption from the Single Audit form should be submitted and digitally authorized by someone who has the authority to represent the district. As with the Civil Rights Assurance, the exemption form or audit must be provided annually. In the Colorado CTE Gateway, each district or college will upload a copy of the audit, as applicable, or sign off on the exemption form. The CCCS Finance office will

review all award packets for completeness and appropriate signatures as well as reviewing single audits and exemption certifications. In any instance where it may be appropriate to approve a local recipient's award packet with conditions, these conditions will be noted in the workflow in the Colorado CTE Gateway.

9.22 Vouchers

Perkins is a reimbursement grant, requiring the recipient to request reimbursement through a voucher process for costs incurred as budgeted in the annual spending plan portion of the local application. Once a local recipient's award packet has been completed, submitted, reviewed, and approved (or conditionally approved), the local recipient's first voucher (Voucher 1) will be posted in the Colorado CTE Gateway and the recipient may begin to request reimbursement for their incurred expenses. Requests for reimbursement must be for costs incurred related to expenses, including backup expenses, approved in the local application. Expenses submitted for reimbursement may be submitted to the penny. No local recipient will be reimbursed for more than the grant award amount. Since the Colorado CTE Gateway permits annual spending plans to include backup expenses, it is critical that local recipients periodically evaluate their grant budget to actual spending to ensure that they have not exceeded their Perkins allocation. If this happens, CCCS will only reimburse up to the award allocation for allowable expenses. Federal regulations (EDGAR) require that the State, as the primary recipient of federal funds, have procedures in place to review and approve subrecipient grant spending in order to ensure compliance with applicable statutes and regulations.

9.23 Required Vouchers

In order for CCCS to monitor the use of funds and ensure that funds are maximized for the year, a minimum of three vouchers are required. Local recipients are encouraged, but not required, to submit vouchers on a quarterly basis for a total of four vouchers. While not required, this schedule of voucher submission is strongly encouraged and considered a best practice. A maximum of four vouchers is permitted. Because grant funds are only locally available for one fiscal year, it is important that Perkins funds are expended within the grant year and quarterly vouchers allow grant recipients to more effectively monitor spending and avoid reversion of federal funds. In addition to monitoring budgeted expenses to actual expenses and meeting voucher deadlines, CCCS recommends spending Perkins funds as soon as the local application and award packet are approved to ensure implementation of grant-funded projects and timely reimbursement.

Although local recipients receiving basic formula grant funds may also receive limited reserve grant funds for having a designation as a rural district or college, voucher requests do not differentiate between basic and reserve funds. Since local applications do not differentiate types of Perkins funds in the budgeting and reimbursement process, Colorado has a process wherein basic grant funds are reimbursed first from an accounting perspective. Any unspent reserve funds at the end of the fiscal year may be distributed through the Innovations in CTE grant process.

Vouchers will be submitted electronically in the Colorado CTE Gateway beginning in FY21 and deadlines noted in the table below are the dates by which CCCS must receive the electronic submission, which includes the supporting documentation required. To the extent possible, vouchers should include all expenses through the end of the month prior to when the voucher is submitted. Incomplete voucher requests (i.e. supporting documentation was not provided) will not be reviewed and will be returned to local recipients as 'information needed'. Requests from CCCS for additional supporting documentation or information related to vouchers should be attended to promptly or processing of the local recipient's voucher may be delayed.

Required supporting documentation for vouchers includes provision of:

- General ledger from the local recipient's accounting system for Perkins expenses,
- Payroll registers as applicable,
- Invoices and supporting documentation for any equipment as well as expenses over $10,000 unless the local recipient has additional conditions on its grant award that may indicate a different threshold, and
- Supporting documentation for transactions that may be generic or unclear in the general ledger description.

This is minimum required documentation and must be uploaded into the Colorado CTE Gateway as a single file in the voucher section. Please do not provide documentation not listed above unless requested by CCCS. Additional information may be requested by CCCS as it reviews the voucher. Additionally, voucher submission should reflect appropriate internal controls at the local recipient including that one individual may prepare the voucher, but a different individual should review each voucher prior to submission. This is a feature available within the Colorado CTE Gateway, but only to the extent that each local recipient appropriately manages permissions and sign-offs within the voucher section of Grants.

Perkins Basic Formula Grant Voucher Deadlines and When Vouchers Are Available

Voucher Number	Required? (Y/N)	When available in CO CTE Gateway	Deadline for Submission
1	Yes	Upon approval of Award Packet	January 15
2	Yes	Upon approval of Voucher 1	May 15
3	Yes	Upon approval of Voucher 2	August 31
4	Optional. Required if Voucher 3 was not flagged as the final voucher.	Upon approval of Voucher 2	August 31 if Voucher 3 was not flagged as the final voucher.

9.23.1 Voucher 1

Voucher 1 is required for all grant recipients and should include expenses through at least September 30. If no grant funds were expended in the first quarter of the award year (i.e. local application was not submitted until September 30), voucher 1 is still required and must be submitted with a request for $0. Voucher 1 will not be available until the award packet is approved by CCCS for the grant recipient, so local recipients should complete that process timely to ensure they meet the January 15 voucher deadline.

9.23.2 Voucher 2

Voucher 2 is required for all grant recipients and is automatically released to local recipients in the Colorado CTE Gateway upon approval of Voucher 1. Although Voucher 2 may certainly be submitted to CCCS prior to

May 15, a second voucher must be submitted by that date. This voucher should include expenses through the end of the month prior to when the voucher is submitted.

9.23.3 Vouchers 3 and 4

Vouchers 3 and 4 are both automatically released in the Colorado CTE Gateway upon approval of the second voucher. Only one shall be submitted at a time to CCCS for review and it is recommended that it reflect expenses through the end of the month prior to when the voucher is submitted. Local recipients will have the option with either Voucher 3 or 4 to indicate that it is the final voucher for the grant period. If this option is selected, no additional voucher submissions will be permitted. If the final voucher option is not selected for Voucher 3, a fourth and final voucher is required. The deadline for the final voucher is August 31 and may only reflect expenses that fall within the applicable period of obligation, which ends at the end of the fiscal year on June 30.

9.24 Administrative cost recovery

Section 135(d) of Perkins V stipulates that each local recipient receiving funds "shall not use more than 5 percent of such funds for costs associated with the administration of activities" related to the grant. These grant administration charges may be direct or indirect and must be outlined in the local application. It is optional whether a local recipient decides to seek administrative cost recovery; however, the total direct administrative and indirect costs recovered cannot exceed 5% of the allocation. Additionally, the amount of administrative costs reimbursed is calculated based on the total grant funds actually expended, not on budgeted amounts included in the annual spending plan.

9.24.1 Indirect Cost Recovery

Indirect costs are essentially the costs of overhead associated with managing a federal grant without the need to directly account for them in the voucher request. The indirect cost rate helps ensure local recipients that elect to take it are compensated through one convenient rate for costs like office space for grant accountants, copies, grant accountant time, postage, writing the local application, etc. Indirect costs are calculated for budgeting as the total award estimate minus any equipment costs and that amount is then multiplied by the ICR to determine the maximum indirect costs that may be budgeted. For reimbursement through vouchers, actual grant expenses minus equipment expenses are multiplied by the ICR to determine the amount that can be requested.

The indirect cost rate (ICR) cannot exceed the lesser of the recipient's negotiated rate or 5%. The annual spending plan portion of the local application lists each local recipient's ICR on file. Secondary and technical college rates are negotiated and provided by the Colorado Department of Education. Annually, postsecondary recipients must provide documentation to CCCS of their negotiated Indirect Cost Rate. Beginning in FY22, this documentation must be provided by April 1 or the ICR will be set at 0% for that fiscal year.

9.25 Direct Administrative Costs

Direct administrative costs are budgeted in the annual spending plan, essentially as a project that is not designated to a particular CTE program. These costs must be built into the local application as individual expenses and would be reimbursed as such up to the maximum of five percent of grant funds expended. Examples of direct administrative costs include things like sending the local Perkins contact to Perkins or federal grant management training, Perkins-related supplies (i.e. Perkins book), travel to attend Perkins-related training, and personnel costs associated with managing the Perkins grant that can be directly

attributed to that and are not part of the entity's indirect cost rate (note time and effort must be tracked for this).

Costs associated with the comprehensive regional needs assessment process may, but are not required to be considered direct administrative costs and are also required to be detailed in the annual spending plan section of the local application.

9.26 Nonpayment of requested expenses

CCCS reserves the right to deny reimbursement for expenses submitted for reimbursement that are not included in the local application in these circumstances:

- Purchase causes the budget variance to exceed the variance threshold described in the Revisions section of the Administrators' Handbook, or
- Purchase is not an allowable Perkins expense, or
- It is not clear how the purchase supports the recipient's priorities and projects outlined in the local application, or
- It is not clear how the purchase relates to the results of the required regional needs assessment process, or
- Equipment was purchased that was not approved prior to issuance of a purchase order, or
- Documentation is insufficient to support payment requested, or
- Reimbursement is requested for out-of-state travel for which the required details were not provided in advance of the annual spending plan at least 15 days prior to travel, or
- Purchase represents supplanting of non-federal funds.

10 Perkins Grant Management

Local grant recipients are expected to effectively manage the many federal and state requirements associated with accepting a federal Perkins grant award. This section of the Administrators' Handbook provides a helpful point of reference for some common areas of Perkins grant management in addition to the sources of guidance noted in the Perkins overview section. While CCCS staff are available for technical assistance and can provide helpful references to guidance, the Perkins primary contact at each local grant recipient also serves as a subject matter expert for their organization and has a gatekeeping role to help ensure both strategic implementation of Perkins awards and compliance. Unless otherwise specified, Perkins grant management topics included in this section pertain to both basic formula and Innovations in CTE grants.

10.1 Allowable & Unallowable Costs and Activities

Rules and regulations for the use and management of Perkins funds come from several sources including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200), The Strengthening Career and Technical Education for the Twenty First Century Act, policies as established by CCCS in this Administrators' Handbook, Colorado's State Perkins Plan, and your grant recipient agreement. Perkins funds are a federal grant and must follow federal grant rules and regulations.

To understand whether an activity is allowable under Perkins V, local grant recipients should refer to Section 135 of the Perkins Act, which outlines the types of things for which Perkins funds are required to be used at the local level. Additionally, the Uniform Grant Guidance provides insight as to whether specific purchases to implement the activities planned are allowable. For example, it may be an allowable activity under the Perkins Act to teach students in a culinary program how to flambé, which requires the use of alcohol; however, the Uniform Grant Guidance prohibits using federal funds to purchase alcohol, so that cost would ultimately be

unallowable to the Perkins grant. Appendix C provides a general outline of guidance on allowable and unallowable costs and activities; however, it may still be necessary to refer to the sources of guidance noted above. Please see Appendix F for additional guidance on Perkins Public Announcements as well.

10.2 Supplement not Supplant

Section 211 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, and 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. Perkins funds are not used to replace any funds from other sources currently used to support CTE programs.

10.3 Period of Obligation

Funds must be obligated by the end of the fiscal year and according to definitions outlined in EDGAR (34 C.F.R. § 76.707) regarding when they are "obligated". Chart 1 provides selected examples of these definitions.

Selected Examples of When Funds Are Obligated

If the obligation is for:	The obligation is made:
Acquisition of real or personal property	On the date on which the local Perkins subrecipient makes a binding written commitment to acquire the property
Personal services by a contractor who is not an employee	On the date on which the local Perkins subrecipient makes a binding written commitment to obtain the services. The work described in the contract must be completed by June 30
Travel	When the travel is taken
Rental of real or personal property	When the property is used
Conference or event registration	On the date on which the local Perkins subrecipient makes a binding written commitment to attend the event
Personal services by an employee	When services are performed

Funds that are not obligated and disbursed or accrued by the end of the fiscal year cannot be carried over to the next fiscal year. The new 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 substantially approvable Perkins local application, whichever is later. Equipment may not be obligated until the local application is approved, which includes conditional approval.

10.4 Use of Perkins Funds for New CTE Program Development

For new CTE Program development, Perkins funds can only be used for personnel or independent contractor (consultant) costs and/or related travel of the personnel or independent consultant. Purchases of tangible items (the Other spending category except independent contractors and/or the Equipment spending

category) cannot be purchased with Perkins funds until AFTER the newly developed CTE program is approved by CCCS and is linked to the expense in the annual spending plan.

10.5 Suspended and Debarred Service Providers

It is the responsibility of the local recipient to check the Excluded Parties List System website at https://www.sam.gov/portal/SAM/ to assure that any vendor with which you do business is not on this suspended and debarred list. The check of this system should be documented in procurement records, or it is as if it never happened.

10.6 Individual Elements of Cost

10.6.1 Equipment

The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, defines certain requirements for pre-approval of equipment purchases and equipment tracking. Federal guidance defines equipment as a single unit with a useful life of greater than one year and an acquisition cost of greater than or equal to $10,000.

Acquisition cost of equipment means the net invoice price of the equipment, including the cost of modifications, attachments, accessories, or auxiliary apparatus necessary to make the property usable for the purpose for which it was acquired. Other charges, such as the cost of installation, transportation, taxes, duty, or protective in-transit insurance, shall be included or excluded from the unit acquisition cost in accordance with the recipient's regular accounting practices. (2 C.F.R. § 200.33 and 200.2)

Purchase orders for equipment should not be issued until the equipment is included as an Equipment spending category expense within an APPROVED local application relevant to the year of the purchase and receipt of the equipment. No revisions can be made to equipment expenses in either the annual spending plan or the voucher once an equipment expense has been submitted for reimbursement.

The Perkins designated contact should review and approve all purchase orders being charged to Perkins. This is especially important when an item in the local application was categorized as equipment, regardless of what the estimated Perkins portion of the expense was and when the requisition reflects costs equal to or greater than $10,000. If either situation occurs, the requisition should not be approved and forwarded until AFTER the local application is APPROVED with the relevant expense listed as equipment. In the Colorado CTE Gateway, it is possible to list something as equipment even if the total cost of the unit is shared across multiple funding sources and the Perkins-funded portion is less than $10,000. This helps the local recipient identify, track, and dispose of equipment that was purchased in whole or in part with federal funds.

10.6.2 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 Assistant State Director for CTE Accountability for procedural guidance. Equipment that met the definition of equipment **at the time of acquisition** (i.e. acquisition cost of $5,000 or greater prior to FY26 or $10,000 FY26 or later) needs to be currently valued before disposal, transfer, or trade-in. Documentation of the current fair market value of the equipment must be submitted to the CCCS Assistant State Director for CTE Accountability and must be maintained by the recipient.

- If the item has a current fair market value that equals or exceeds $10,000, 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 $10,000, 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 Assistant State Director for CTE Accountability. The recipient must maintain documentation evidencing the current fair market value.

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 Assistant State Director for CTE Accountability 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 Assistant State Director for CTE Accountability. This advisement must include a copy of the police report.

Perkins-funded items that were less than $10,000 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. This would not apply to equipment that was purchased across multiple funding sources. HOWEVER, it is strongly recommended that all Perkins-funded items are recorded on a spreadsheet that includes columns of: Reason for disposal; how it was disposed; and date of disposal. If any Perkins-+funded items are stolen, a police report must be filed and documentation of that report kept on file.

NO items purchased with Perkins funds should ever be sold without consulting with the CCCS Assistant State Director for CTE Accountability for procedural guidance.

10.6.3 Personnel

As with any expense, personnel-related costs must directly link to the needs assessment process and the overall priorities outlined in the local application. Personnel paid with Perkins grant funds should not, except in unique circumstances, be funded by the grant for more than three fiscal years whether funded in whole or in part. Because the needs assessment must be updated every two years, local recipients will need to ensure that any third year of funding for positions still aligns directly to the priorities identified.

Documentation must be retained to support personnel-related costs. Timesheets are considered best practice for documenting time and effort and are required for all CCCS colleges unless an approved waiver is on file with the CCCS finance office prior to the request for reimbursement. The Uniform Grant Guidance details standards required for time and effort reports, also known as personnel activity reports. Before including any personnel expenses in the local application, it is recommended that local recipients become familiar with federal guidance on this topic. CCCS reserves the right to closely scrutinize personnel costs for any grant recipient as a significant portion of local awards are used for personnel. If documentation provided by the local entity does not fully satisfy CCCS reviewers and a timesheet meeting the specifications for a personnel activity report cannot be provided timely to further support reimbursement requests, risk associated with the reimbursement will be considered and the costs may not be reimbursed to the local entity. Timesheets are strongly recommended as support for all personnel costs for Perkins.

10.6.4 Tutors

Tutoring expenses submitted for reimbursement must be documented and meet the following requirements:

- Individual tutoring: Expenses must be supported by a timesheet. Documentation must demonstrate that each hour charged to Perkins was spent with a CTE student (see definition below). If a student does not qualify as a CTE student, but is in any CTE course(s), the student may only receive tutoring charged to Perkins in the CTE course(s) in which s/he is enrolled.
- Group tutoring: Payroll expenses related to group tutoring may be charged to Perkins if at least one of the students in the group session meets the definition of a CTE student (see definition below).

Please submit documentation sufficient to:

- Match the hours worked to the students served
- Confirm that students meet the definition of a CTE student*
- Match the hours spent tutoring CTE students to Perkins payroll costs

*For tutoring purposes, a postsecondary CTE student is defined as:

A. A postsecondary student enrolled in one or more credit hours of any courses in an approved CTE program during the semester they receive tutoring services; or

B. A postsecondary student who is a declared CTE major/minor; or

C. A postsecondary student, in the semester they receive tutoring services, that 50% of their total enrollment that semester is in CTE approved program courses.

A defined postsecondary CTE student may receive tutoring services for any credit-bearing course.

*For tutoring purposes, a secondary CTE student is defined as any student enrolled in a CTE course. A defined secondary CTE student may receive tutoring services for their CTE course(s) and/or for any course needed to meet graduation requirements.

10.6.5 Marketing

While Perkins funds may, in limited instances, be allowable for use in marketing activities, the following must be closely observed and preferably spelled out in the grant application or project proposal.

- Marketing and outreach activities must be specific to CTE programs, not the institution broadly.
- Giveaway items, cash equivalents, or other branded materials such as t-shirts, pens, or backpacks are not allowable.
- If marketing activities are funded in whole or in part with federal Perkins dollars, there must somehow be a note to that effect. For example, at the bottom of printed materials, the end of radio announcements, etc.
- All written materials created must include the institution's complete policy of nondiscrimination.
- Institutions should consider whether they serve any communities of non-English speakers and, if so, should provide the marketing materials in the language(s) of those communities.

10.7 Perkins 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. Therefore, 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 is recommended), purpose of the trip and how it relates to Perkins, dates of travel, location, and event details. Someone who has supervisory authority over the traveler should approve the travel. Consistency should apply whether paying by per diem or for receipts for meals and should follow the recipient's 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 the non-traditional indicator, 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.

Checking an event program 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.

Any travel funded by Perkins should be justifiable within the Perkins local application and should be reviewed for its alignment with the needs assessment process and overall vision for CTE before it is submitted for state approval.

Perkins funds cannot be used for lobbying; therefore, it is important that travelers using Perkins funds for travel to Washington D.C. not engage in lobbying activities. Colorado does not allow the use of Perkins funds for travel to the ACTE policy seminar for this reason. Colorado has also elected not to allow Perkins funds for out-of-country travel.

Travel costs that span two fiscal years such as the state CTE educator conference in July must be included in two years' Local Applications if paid for using Perkins funds in order to follow federal guidance for the period of obligation. For example, registration costs may be paid in year one (current year) to take advantage of an early bird rate as long as the travel/registration is included in the current year's local application and aligns with needs assessment priorities. Unless it is possible to cancel registration and receive a full refund, registration is considered obligated at the time it is completed. That is when the hosting organization accepts your institution's commitment to send a person to the event. To be allowable, the registration must be both obligated and show on the institution's general ledger system for the same fiscal year in which the funds were

obligated (year 1 in this example). Travel costs through June 30 would also be permitted in the first year's local application.

Travel costs that occur in the next fiscal year (July 1 or later) such as hotel, mileage, and per diem may not be included in the current year's application. Those costs are obligated at the time the travel occurs and may be included in the second year's local application and paid for using Perkins funds as long as the local application is submitted in substantially approvable form prior to the travel occurring. As with all travel, reimbursement for trips crossing fiscal years is contingent upon application approval. Trips that are bundled and advertised for one all-inclusive price should be itemized if possible, to ensure that pre- payment of costs such as lodging and food are not paid for in year one. If there is an issue with this, please contact the Assistant State Director for CTE Accountability for further guidance.

This same procedure would apply to out-of-state travel that spans multiple years as well. For out-of-state travel, ALL required travel details must be included in the local application at the time of submission for the travel to be an allowable use of Perkins funds.

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

Description Of Traveler(s)	Extent Of Travel	Pre-Approval Required By CCCS Through The Colorado CTE Gateway And Extra Information Needed
Personnel: faculty, teachers, administrators, etc.	In-state	Should be a logical expense within a Project that addresses priorities related to the needs assessment process.
Personnel: faculty, teachers, administrators, etc.	Out-of-state	**Specific details must be approved at least 15 days prior to departure: Name & website of event, location, dates, how travel improves CTE programs. The expense description should specify how the event provides professional growth and how it relates to the overall goals of the project.

Students	Field Trips	Travel needs to occur within the school day timeframe and should include a classroom-type activity (assignment, report, fact-finding worksheet, reflection paper, etc.). Out of state or overnight trips may be permitted with prior approval in the grant application, must still include a classroom type activity, proper supervision and documentation in place at the district or college level and may not be for CTSO activities or college visits, but may include other technical skill building activities.

** There are two exceptions to these requirements:

1. 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.

2. For out-of-state travel that will be taken between July 1 and December 31 -- IF the travel details are in the Perkins local application prior to departure, we will not require a minimum 15-day advance approval. This 15-day requirement can ONLY be waived IF THE FOLLOWING STEPS ARE TAKEN:

    a. The travel details are submitted in the Perkins Local Plan prior to departure.

    b. All the required travel details are included in the local application the FIRST time the application is submitted to CCCS.

    c. Last minute requests for out-of-state travel will be denied.

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

Note: Perkins funds may not be used to fund student travel costs to CTSO activities or other competitive events.

10.8 Program Income

Consistent with 2 CFR 200.80, "program income" means gross income earned by the recipient or subrecipient that is directly generated by a federally-supported activity or earned as a result of the award during the grant period. This can include, but is not limited to, income from fees for services performed.

The United States Department of Education has carefully reviewed the three options of deduction, addition, and/or cost sharing in the context of formula grant programs such as Perkins and has determined that only the addition and/or cost- sharing options apply to eligible recipients and sub-recipients. The deduction option, as described in 2 CFR 200.307(e)(1) does not apply because the allotment of funds to eligible recipients and sub-recipients is based on a statutory formula, in the case of Perkins IV under sections 131 and 132, and program income funds may not be deducted from those allocations without undermining the statutorily required formula.

In plain language, CTE programs are permitted to generate program income, which may be in addition to its Perkins grant award. Program income generated does not decrease the local Perkins grant allocation. CTE programs that generate program income are required to comply with requirements to track income

generated and apply it back to the CTE program(s). Additionally, CTE programs generating income through activities such as school-based enterprises may not compete with local businesses. Where it directly links to strategies identified in the needs assessment process, Perkins local recipients may generally use grant funds to support the establishment of a school-based enterprise; however, Perkins funds may not be used for consumable items needed for the enterprise.

10.9 Revisions

Local applications represent deliberate approaches toward improving CTE programs; however, recipients may periodically need to revise their local application, specifically the annual spending plan. This pertains to basic Perkins formula grants only. The Innovations in CTE section of the Handbook contains revision details specific to those awards. For a basic Perkins formula award, a revision may be submitted opening an approved local application for revision, editing, and resubmitting the application.

Frequent revisions to the local application, particularly the annual spending plan may indicate poor grant development, poor grant management practices or both. It is expected that grant recipients begin the fiscal year ready to implement the grant application that they developed through thoughtful, strategic planning. To the extent possible, revisions to the annual spending plan should be minimal. The last date to submit a budget revision is April 1. With only three months remaining in the fiscal year, it is assumed that the recipient has finalized all details of the projects included in the annual spending plan.

To revise any section of the local application, local recipients must email the Assistant State Director for CTE Accountability to request the specific section(s) of the application be open' in the Colorado CTE Gateway. The emailed request should specify the application section to be opened as well as the reason a revision is needed. It is helpful to include a hyperlink to the specific section of the application that needs revised. Revisions may be submitted to CCCS any time during the fiscal year, but revisions must be submitted prior to April 1. Revisions are required in the following instances and should be submitted and approved prior to obligating any grant funds. Revisions are necessary when:

- Planned activities are not included in the local application
- Planned expenses included in the local application are expected to exceed the initially budgeted amount for the expense by 10% of the total grant award amount or by $10,000, whichever is less (for example, if the grant award is $80,000 and the single expense will exceed the budgeted amount by $8,000, a revision would be necessary)
- Equipment purchases are planned that were not previously approved,
- An equipment reclassification is needed (either to designate something as equipment or to remove the designation if the unit(s) cost less), or
- Out-of-state travel details are available and were not previously provided.

Unlike in the former CTE Online Account System, outside of the above situations, it is not necessary to update the annual spending plan to reflect actual costs of planned purchases. This will occur in the voucher section of the Colorado CTE Gateway. In doing revisions, an entity should NOT delete expenses from its annual spending plan, especially if said expense(s) have been partially implemented. If this occurs, reimbursement will not be able to be requested in the voucher process and it will impede reimbursement if the expense deleted had previously been requested for reimbursement.

10.10 Backup Expenses in Annual Spending Plan

In the Colorado CTE Gateway, annual spending plans permit local recipients to fully develop individual projects, including adding backup expenses that are included at the time this component of the local application is submitted for initial review. Recognizing that Perkins grant awards are finite amounts, backup expenses permit local recipients to detail activities that would be funded if there were sufficient funds to do so. While no local recipient will be reimbursed more than the amount awarded in the allocation, as the year progresses, if some activities either cannot be implemented (i.e. due to turnover or timing) or were under budget, backup expenses may be obligated without requiring a revision to the annual spending plan.

Revisions are often a cumbersome process as it can be difficult to accurately track and review all changes made by a local recipient. All revisions submitted, even minor changes, require CCCS approval to return the local application to an approved status. All Perkins local applications must be in an approved status prior to submitting a final voucher. Other than the final voucher, there is no impact on either the voucher or application if these processes occur simultaneously. After revising a local application, the recipient must list the revisions made with an indicator as to which projects were impacted and provide the explanation of changes as part of the submission process. This helps assure the new expenses or other changes will be reviewed for allowability. If a revision is made but never listed in the summary box, it could be denied reimbursement later. Summarizing each revision also allows CCCS to quickly review revisions and return the local application status to approved.

Very rarely, it is not possible to provide some out-of-state travel details prior to April 1 or a significant, unexpected event occurs and a revision is needed after April 1. In those instances, the same process outlined above should be followed and the CCCS Assistant State Director of CTE Accountability contacted. CCCS reserves the right to reject a request for opening a local application for revision after April 1 based on:

- non-emergency or insufficient justification for a late revision or,
- a revision that demonstrates supplanting or,
- a revision involving unallowable expenses, or
- a revision involving expenditures that could not be completed by June 30 of the current fiscal year.

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.

Recipients 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 to be reimbursable.

Although the recipient is ultimately responsible for costs of unallowable purchases, a purchase without the review that occurs during review of the revision, means that the recipient could be at greater risk of possible unallowable expenses.

10.11 Recordkeeping and Documentation

Documenting grant-related decisions is critical from a perspective of continuity of operations should personnel turn over, as a method to demonstrate the existence of the organization's internal control framework, and for internal planning as well as audit preparation. Records adequate to demonstrate effective internal controls should support Perkins grant expenses. Examples of controls that should be documented are signoffs by the primary grant contact on hiring requisitions, equipment or supply requisitions, indicating review of Perkins-related data, etc. Both having these types of processes in place and retaining grant-related

documentation helps increase the likelihood that grant reporting is accurate and expenses that are not included in the local application are not mistakenly charged to the grant.

Perkins (formula and innovations grants) are required to maintain grant-related records for six years plus the current year. At a minimum, these records include:

- Award Notifications (i.e. Award Estimate, First Installment, selection of funding notifications, etc.)
- Award Packet Copies
- Approved Local Applications or Innovation Grant proposals including signature pages and letters of support
- Records related to grant expenditures including source files for all costs reimbursed
- Voucher records, especially requests related to reimbursement of equipment
- Records related to students, specifically what was reported for enrollment and follow-up to support that reporting was accurate and reliable (see section 5 in the Handbook).
- Records related to assessment and reporting of funded projects (i.e. relative to innovation grants)

10.12 Appeal Process

Eligible recipients have the right to appeal the actions of CCCS specific to the program at issue and on specific grounds as further outlined in section 12.8.

10.12.1   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.

11 Innovations in CTE Grants

The Innovations in CTE grant program was new in FY21 and is funded by Perkins reserve dollars through a competitive proposal process. For more details, please also reference the Colorado State Perkins V Plan on www.cteincolorado.org. The purposes of the Innovations in CTE grant are to: foster innovations in CTE that align to the Colorado CTE Strategic Plan and to the comprehensive regional needs assessment process; address gaps in service or performance for CTE learners; and better distribute federal Perkins Reserve dollars throughout the state. This initiative will help distribute federal CTE dollars broadly across Colorado to deserving applicants who may not otherwise have had the resources to implement significant innovations in CTE with just the funds generated through the Perkins formula grant. Over time, best practices will be identified along with opportunities to appropriately scale successful strategies across the state. Two thirds of Colorado's Perkins Reserve dollars are invested in this grant program and those funds are open to both secondary and postsecondary eligible applicants. In fact, one goal of the Innovations in CTE grant is to foster deeper collaboration and joint applications for shared secondary/postsecondary projects. Additionally, any of the remaining one-third of Perkins Reserve dollars that are distributed to rural basic formula grant recipients that are left unspent at the end of the prior fiscal year will be carried forward into the Innovations in CTE grant process to fund additional projects.

Innovations in CTE grants will be initiated each spring, approximately March 15, with a call for proposals for the next fiscal year. Grants awarded will be one year in length and must be for projects that can be completed (at least the Perkins funded portion) in one fiscal year. The call for proposals will be advertised on the Colorado CTE website (www.cteincolorado.org) and communications broadly across the state. Applications that are incomplete or are not received by the posted deadline will not be considered.

11.1 Eligibility Requirements

- Each applicant (and partner education institution in the application) must be participating in the regular, formula-based Perkins grant program for the fiscal year of the application.
- Each education institution (i.e. district, consortium, or college) must meet at least one of the following criteria as outlined in the Perkins Act:
  - o Qualify as a rural recipient (secondary district designations align with the Colorado Department of Education's rural list);
  - o Have a high percentage of CTE participants compared to the overall student population (This is defined as having at least 15% participation in CTE in the last academic year);
  - o Have a high number of CTE participants (defined as 1,000 or more CTE participants in the last academic year); or
  - o Be submitting an application in order to directly address an area with an identified deficiency or gap in performance as described in Section 113(b)(3)(C)(ii) in the Perkins Act.

Only one application per project will be accepted; however, the application may include multiple partners and should be submitted by the program lead/fiscal agent. Applications should be approved by the applicant's appropriate levels of administration before submission. Multi-partner grant applications that highlight new or existing collaborations are encouraged; however, partners not meeting the eligibility requirements may not serve as the project lead or fiscal agent nor may they receive grant funding directly. Independent applications will be considered the lowest priority in funding. If an Innovations in CTE grant is funded, but the fiscal agent becomes ineligible (i.e. fails to submit a Basic Perkins Grant Local Application), all Innovations in CTE grants awarded to that applicant will be canceled and any funds reimbursed must be returned in full to CCCS.

11.2 Innovations in CTE Grant Application

Given the goals of the Innovations in CTE Grant process, there is an expectation that funded Innovations grants will align to Colorado's Strategic CTE Plan and the goals outlined in the State Perkins V Plan. Each application must clearly outline how the project proposed addresses a minimum of two of Colorado's CTE goals in addition to the partnership goal. Partnership is a strategic priority for Colorado CTE. This includes partnership of all types, including, for example: secondary, postsecondary, industry, and other demonstrations of partnership. In the event that multiple eligible institutions (see eligibility requirements section) decide to collaborate to submit a grant application proposal collectively, the partner institutions will need to agree on a program lead/fiscal agent who will be the primary point of contact for all grant-related communications, project coordination, and coordination of financial reimbursement requests.

Grant ranges vary depending on the scope of the grant and proposals of up to $250,000 will be accepted. Applicants may also apply for smaller grants such as to conduct feasibility studies or do other analysis that will lead to innovation; however, such applications must include a timeline and plan to scale that approach. While any proposal that meets the criteria, eligibility, and application requirements of this request for proposals will be considered, some examples of possible proposal activities may include:

- Feasibility studies and development of comprehensive action plans to address CTE teacher shortages on a regional basis;
- Projects that expand access to CTE programming such as through creation of a mobile lab, shared instructor, or regionally coordinated CTE program;
- Development of shared resources within a community to increase capacity or quantity in the number of work-based learning experiences available to CTE students

The Innovations in CTE Grant application must include each of the elements listed below, and be submitted to CCCS via email at cte@cccs.edu. The subject line of the email must include 'Innovations in CTE Grant FYxx' to ensure it is appropriately processed. The application should not exceed eight pages. The only exceptions to this eight-page requirement are for letters of support and the detailed budget, which should be submitted in Excel if submissions are not accepted in the Colorado CTE Gateway. Required application components include:

- Project name
- Project lead (single person who will serve as the primary point of contact)
- Fiscal agent (institution name)
- Project partners (collaborating partners and role definitions)
    - Letters of support from project partners are a permitted attachment in excess of the eight-page application limit.
- Eligibility (detail how applicant meets eligibility requirements and which ones)
- Project description (overview of project and how it aligns to Colorado's Strategic CTE Plan)
- Data (discussion of relevant data that will inform the project and decision-making processes)
- Definition of success for the project
- Scaling (If the project is successful, how can/will the work be scaled or institutionalized?)
- Buy-in (detail how partners are involved)

- Reporting (how results will be reported out at the end of the project)
    - All grant recipients will be required to share their results at the Summer CACTE conference upon completion of the project and will be required to submit at least one photo, quotation from a student impacted by the project, appropriate releases, and article that can be used to promote the project.
- Timeline and implementation plan (outline key activities, implementers, stakeholders, timing, completion, and outcomes)
- Budget (detailed budget narrative that responds to required questions noted in the call for proposals such as around sustainability of the project, matching or in-kind support, flexibility in the budget, etc.)
    - Indirect costs are allowed at the fiscal agent's negotiated rate up to a maximum of 5% for this grant. Note that federal requirements in Perkins and Uniform Grant Guidance at 2 CFR Part 200 will apply.
    - Direct administration costs will not be allowed.
    - Budgets must include a line item to attend the Summer CACTE Conference to present on the outcomes of the grant project in the year following the project.
    - A budget template is provided as part of the call for proposal process. This template must be used and may be expanded upon as needed. The detailed budget in Excel is one of the permitted attachments that does not count toward the eight-page application maximum.

Eventually, Innovations in CTE Grant submissions, including related process documentation (award packets, vouchers, etc.) are expected to be housed in the Colorado CTE Gateway; however, that functionality is still under construction in the site. As such, while the current Call for Proposals and grant application format is available on the Colorado CTE website (www.cteincolorado.org), some revisions are anticipated for future years.

11.3 Unallowable Activities

Since the Innovations in CTE Grant funds come from Colorado's federal Perkins grant award, there are several activities that are unallowable and would therefore be unallowable in an Innovations in CTE application.

- Capital construction or building improvement projects
- Supplanting (The Perkins Act requires that grant funds are supplemental and may not be used for activities that supplant)
- Non-CTE projects or projects that are not related to CTE programs
- CTE program development activities (setting up a program, equipping a lab, etc.) for middle grades or lower
- Activities that result in discrimination based on protected or special population status would not be permitted
- Activities that are not permitted by federal grant requirements (i.e. Uniform Grant Guidance or the Perkins Act)

CCCS staff will review the detailed budgets submitted to preliminarily identify any unallowable activities or costs included in the proposal.

11.4 Review of Innovations in CTE Grant Applications

For each proposal received by the submission deadline, the CCCS Assistant State Director for CTE Accountability will conduct an initial review to determine that the applicant has met required eligibility

criteria, the application is complete, and there are no significant issues, especially from a budget or allowability perspective, of which the evaluation team needs to be made aware. A group of evaluators will read and score the proposals against a standard rubric. The evaluation team will meet to collectively review results and make recommendations to CCCS as to which proposals should be funded. In addition to this feedback, in making award selections, priority and preference will be given to: collaborations that include rural partners; geographic location and/or size of participating institutions, to ensure equitable access to funds and diverse representation across the state; alignment to CTE Strategic Plan; applications that include specific strategies designed to erase equity gaps and increase access for special populations in CTE; and alignment to comprehensive regional needs assessment results. Rurality is determined based on CDE's designations at the secondary level and at the postsecondary level is based on whether the school district in the town of the college's primary campus is considered rural by CDE.

Initial notification to grant applicants will be made and any needed adjustments to submitted budgets will be negotiated with grant recipients. For example, if the project is selected, but the budget includes planned expenses that are unallowable uses of Perkins funds, those expenses must be removed from the Perkins-funded portion of the grant project. It may also be necessary to negotiate a budget reduction with a grant recipient if CCCS does not have enough funds to fully fund a project, but the grant recipient believes it can successfully implement most or all of its project with a lesser budget. By mid-June, grant applicants will be notified by CCCS as to whether or not their proposal was funded, and Grant Recipient Agreements will be sent to recipients for completion along with a finalized statement of work for the project.

Once the awards have been made, grant recipients may begin obligating funds on the later of July 1 or the date that the Grant Recipient Agreement is completed and submitted to CCCS. The Grant Recipient will likely include a first installment amount. As with the Perkins basic formula grant, grant funds in excess of the first installment may not be obligated prior to October 1 or receipt of the Second Installment Notification from CCCS, whichever is later. This is due to the difference in federal fiscal year dates and the fact that Colorado's full Perkins grant is not available until after Congress passes a budget on or around October 1.

Since Innovations in CTE Grant recipients are already participating in the basic Perkins formula grant, the other documentation normally required for award packets will be submitted as part of that process. Grant Recipient Agreements for Innovations in CTE grants are required to be electronically signed via DocuSign. In the event this is not possible, they will be mailed, with **original** signatures to CCCS, c/o Assistant State Director for CTE Accountability at 9101 E. Lowry Blvd, Denver, CO 80230.

11.5 Revisions

Revisions to Innovations in CTE Grants will not be permitted except in the most extreme circumstances. This includes revisions to project scope, budget, or other aspects of the project. This restriction is because the Innovations in CTE grants process is a competitive one and the evaluation team selected specific projects to fund while having to reject other proposals. Should it become impossible to implement the project funded (in whole or in part), sub-recipients must contact the CCCS Assistant State Director for CTE Accountability as soon as is reasonably possible and provide an explanation as to the unique circumstances that would require a revision or forfeiture of all or a portion of the grant funds. CCCS staff will make a determination as to the allowability of a revision (in scope or budget) or otherwise determine next steps. For any changes to the application, grant recipient agreement, or grant statement, the Vice Chancellor for Academic Affairs and CTE must approve. If a grant recipient disagrees with CCCS' decision, it may follow the appeals process outlined in the Administrators' Handbook.

11.6 Finance and Close-Out Requirements for Innovation Grants

Innovations in CTE Grants are reimbursement-based grants and will be reimbursed through a voucher process as is used with the basic Perkins grant application. Like Perkins formula grants, the federal identifier is 84.048; however, these grant awards must be tracked separately from the formula grant funds. We suggest using the CDE chart of accounts code 5048. Grant recipients must be able to pay expenses and submit for reimbursement at a later date. As with basic Perkins formula grants, up to four vouchers requesting reimbursement for grant-related expenses included in the project budget may be submitted to CCCS. Vouchers will be submitted by email to cte@cccs.edu with the subject line 'Innovation Grant Voucher'. CCCS will provide grant recipients with the appropriate cover sheet and grant recipients will complete the cover sheet as well as provide a general ledger, payroll register, as applicable, and supporting documentation for all equipment and any single invoice over $10,000. CCCS reserves the right to request additional supporting documentation to approve payment of the voucher.

A minimum of three vouchers is required and no zero-dollar vouchers should be submitted unless it is the final voucher and all approved activities have been completed and reimbursed in the first two vouchers. A new voucher request may not be submitted until the previous voucher has been approved via email from the CCCS Finance office. Because grant recipients have limited time to demonstrate project outcomes, Innovations in CTE grant deadlines may differ from the basic Perkins formula grant voucher deadlines.

- Voucher 1 is due October 15
- Voucher 2 is due January 15
- Voucher 3 is due August 31
- A fourth voucher may be completed at an interim timeframe determined by the grant recipient.

Additionally, payment of the final voucher request will be contingent upon successful closeout of the grant, which requires each of the following:

- Submission of a report as detailed in the project's proposal
- Presentation of the project and results at the annual CACTE conference (CACTE should be included in the Grant Application budget as noted below)
- Conformance to the applicable grant requirements, including those listed in this document and the Grant Recipient Agreement signed upon award of the grant funds.

Innovations in CTE grant recipients should refer to the Grants Management section of the Administrators' Handbook for questions related to grant management on topics including suspension and debarment, supplement versus supplant and more. Since Innovations in CTE grants are funded by the federal Perkins grant reserve funds, the same grants management guidance is pertinent. For example, since Innovations in CTE grant recipients participate in the basic Perkins formula grant as an eligibility requirement, any materials or equipment purchased for the Innovations in CTE grant project are still funded by Perkins grant funds and must be tracked and utilized for CTE-related purposes upon the conclusion of the award year.

11.7 Innovations in CTE Grants Recordkeeping

Federal guidance requires the retention of Perkins grant-related records for six years plus the current year. At a minimum, these records include:

- Award Notifications (i.e. Award Estimate, First Installment, selection of funding notifications, etc.)
- Award Packet Copies
- Approved Local Applications or Innovation Grant proposals including signature pages and letters of support
- Records related to grant expenditures including source files for all costs reimbursed
- Voucher records, especially requests related to reimbursement of equipment
- Records related to students, specifically what was reported for enrollment and follow-up to support that reporting was accurate and reliable (see section 5 in the Handbook).
- Records related to assessment and reporting of funded projects (i.e. relative to innovation grants)

12 Monitoring/ Auditing

CCCS conducts monitoring activities for educational institutions to evaluate compliance with relevant rules and regulations that relate to:

- The Carl D. Perkins Act,
- Career and Technical Education programs
- The Career and Technical Act and
- Compliance with Title VI, Title IX, and Section 504 (Methods of Administration).

12.1 Compliance Monitoring Strategy

The compliance monitoring strategy focuses on using the compliance program to monitor and evaluate the activities of educational institutions to, where appropriate, provide increased and more focused technical assistance, tools and training. Reviews are based on state and/or federal requirements related to the program under review.

12.2 Monitoring Procedures

For each type of monitoring review conducted by CCCS, standard procedures are used to evaluate and monitor the educational institution's compliance. Procedures are designed to address material compliance requirements and may include other requirements not considered material, but significant to compliance with the program. Procedures are reviewed periodically for effectiveness.

12.3 Remote and On-Site Monitoring

Monitoring reviews are conducted remotely, as well as on-site, depending on factors such as the type of review and procedures performed. Sub-recipients have an obligation to be familiar and compliant with requirements related to the programs that they operate. Below is a list of federal guidance for referencing federal requirements. This list is not all-inclusive and additional state- and program-specific requirements may apply.

- Strengthening Career and Technical Education for the Twenty-First Century Act (Perkins V)
- Education Department General Administration Regulations (EDGAR) (34 CFR § 75- 77, 79, 81-82, 84-86, & 97-99)
- Office of Management & Budget Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards as codified at 2 CFR § 200 including the Compliance Supplement
- Title VI of the Civil Rights Act of 1964 (34 CFR Part 100)
- Title IX of the Educational Amendments of 1972 (34 CFR § 106)
- Section 504 of the Rehabilitation Act of 1973 (34 CFR § 104)

12.4 Monitoring and Technical Assistance

CCCS performs monitoring of educational institutions through regular ongoing contact with the educational institution. CCCS performs office-based monitoring when possible. For example, Perkins local plans and vouchers are reviewed upon submission. Feedback received from office-based monitoring may be considered in making selections for monitoring reviews conducted by Internal Audit. Additionally, CCCS may consider providing targeted technical assistance to sub-recipients based on feedback from office-based monitoring.

12.5 Perkins Act Monitoring

Colleges, school districts, and consortia receiving Perkins funds are subject to monitoring reviews by CCCS. The CCCS monitoring staff consider feedback from Program and Fiscal staff who have frequent interaction with sub-recipients in the selection of the educational institutions that might benefit from a monitoring review. For example, the Assistant State Director for CTE Accountability provides feedback about the Perkins Local Plans and CCCS Fiscal staff provide feedback about voucher timeliness and accuracy.

Material compliance factors and program-specific requirements are reviewed for compliance with the Perkins Act, federal regulations, and grant agreements. Sub-recipients of Perkins funds are notified in advance of a review with a notification letter and a personal contact from the Internal Audit department. During that communication, a date for the review will be established. Sub-recipients are provided with a list of items to be made available for the review, which may be conducted on-site or remotely by CCCS personnel. After the fieldwork is complete, Internal Audit issues a draft report and provides the sub-recipient with the specific observations noted during the review. The sub-recipient then has the opportunity to produce additional documentation or clarify information if it was not understood correctly. Upon resolution, an exit conference is held, and a final report is issued. Responses to findings are requested from sub-recipients in the form of a management action plan and follow-up measures may be taken, including the provision of additional targeted technical assistance, or CCCS may invoice the educational institution for the amount of any unallowable costs identified during the review.

Record keeping and documentation requirements for Perkins related records are outlined in this Handbook in Section 10.11. CCCS is committed to providing the tools and training needed to assist educational institutions in succeeding in maintaining compliance. Therefore, CCCS will provide a Management Improvement Team, when deemed necessary, comprised of Subject Matter Experts, to the educational institution to provide technical assistance in the subject areas identified in the monitoring review. This technical assistance is meant to provide additional information and training to the educational institution to assist them in complying with areas identified in any part of the monitoring processes outlined above.

12.6 Career and Technical Act (CTA) Audits

School districts that receive CTA funding are subject to regular audits of their CTA funding. Each year a selection of school districts is made as part of the annual audit planning process and selected districts are notified, in advance, that they have been selected for audit. All the reported data entered into the CTE Gateway is subject to verification, although primary focus is placed on data that impacts the financial allocation.

The audit process begins with a notification letter, which is followed up by a personal contact from the Internal Audit department. During that communication, a date for the audit is established. Depending on the size of the district and the number of documents required for the audit, audits are either done as "desk audits" from the CCCS office, or on-site at the district. A list of items to be made available for audit is sent to the district. CTA recipients are required to retain support for data submitted for CTA reimbursement for seven years, although the audits generally do not involve more than two years' data. After the fieldwork is complete, Internal Audit issues a draft report and provides the district with the opportunity to produce additional documentation or clarify information if it was not understood correctly. Upon resolution, an exit conference is held, and a final audit report is issued.

All final audit reports are sent to CCCS Fiscal staff for invoicing or additional payment, where applicable. Please see Section 7.3 Audit and Section 8.0 Appeals in the State Board for Community Colleges and Occupational Education Rules for the Administration of the Colorado Vocational Act for additional information.

12.7 Civil Rights (MOA) Monitoring

The Department of Education's Office for Civil Rights oversees a program to monitor federal grant sub-recipients for compliance with Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the Rehabilitation Act of 1973. These regulations prohibit discrimination and denial of services on the basis of race, color, national origin, ethnic background, sex, and disability/handicap.

As part of this program, educational institutions that operate at least one approved CTE program and receive any federal funding (not limited to Perkins) from the U.S. Department of Education are subject to Civil Rights monitoring.

CCCS is required to conduct monitoring reviews for a select number of entities each year to ensure compliance with Federal Civil Right regulations. The criteria which determine the selection include an evaluation of data collected under Perkins V as well as an evaluation of the age of facilities and ongoing Civil Rights complaints. For purposes of these monitoring reviews, the review is conducted at a specific school location within a district at the secondary level and at an individual campus at the postsecondary level.

Upon selection, the educational institution is notified, in writing, of a review. The administrator of the school or campus as well as the district superintendent or college president will be the recipients of the notification. Prior to beginning the review, the educational institution will be asked to provide certain information to CCCS.

Reviews of Civil Rights compliance may include a documentation review of publications, policies and procedures which generally includes interviews with a variety of functional areas, and an accessibility review of the facilities at the site. For the facilities component, all buildings, and portions therein which are accessed by CTE students in the completion of a diploma, degree, or certificate may be reviewed. For example, this could include classrooms, restrooms, assembly areas, libraries, physical education facilities (as applicable), financial aid offices, counseling/advising centers, and parking lots.

At the conclusion of the review, a draft letter of findings is provided to the educational institution documenting the specific findings. The educational institution then has the opportunity to verify the information reported. Once the observations are agreed to, an exit conference is held, and a final letter of findings is issued. If the report contains any findings of noncompliance, the educational institution must submit a voluntary compliance plan indicating how compliance will be achieved for each finding as part of the report finalization process. Voluntary compliance plans must include the action that will be taken and how those actions will achieve compliance, as well as provide a timeframe for completion of each action. These plans must be received by CCCS within 14 days of the final report to negotiate timely corrective action. Once finalized, voluntary compliance plans must also be signed by a representative of the educational institution (typically the chief educational officer or president) authorized to enter into an official agreement.

School districts and colleges may also request a technical assistance review of documentation or facilities. Requests for technical assistance can be submitted via the Methods of Administration website (https://www.cccs.edu/internal-audit/methods-of-administration/)

Final letters of findings and voluntary compliance plans are reviewed by the U.S. Department of Education's Office for Civil Rights. Upon implementation of corrective action, CCCS will follow up with the educational institution to ensure implementation is complete as was indicated in the compliance plan. Follow-up may involve reviewing documentation, photos or videos or consist of an on-site visit. Educational institutions should notify CCCS of any changes in corrective actions or timeframes in the voluntary compliance plan so that CCCS may follow up appropriately. If the educational institution does not comply, CCCS Internal Audit Department will refer the sub-recipient to the CCCS' CTE team who will evaluate the entities' future eligibility

for approved CTE programs. Continued non-compliance may result in loss of CTE program approval and associated Perkins and Career and Technical Act funding.

13 Administrators' Handbook Task Force

For FY21, there were substantive changes throughout the CTE Administrators' Handbook. For FY22 and forward, CCCS will develop a Revision Matrix as a reference to guide and assist recipients in finding all changes, additions and deletions to the CTE Administrators' Handbook in subsequent years.

13.1 Administrators' Handbook Taskforce

CTE Administrators' Handbook	Section Owners	Date: July 1, 2025
	Section Name	Section Owner
I	Introduction	CTE State Director and Vice Chancellor
II	Program Approval	CTE State Director and Vice Chancellor
III	Credentialing	CTE State Director and Vice Chancellor
IV	CTE Data Reporting & Accountability	CTE Data Specialist
V	CTA	CTA Manager
VI	Perkins	Assistant State Director for CTE Accountability
VII	Monitoring/Auditing	Internal Audit Director
VIII	Administrators' Handbook Task Force	CTE State Director and Vice Chancellor

13.1.1 Participants in the Task Force

Each CTE Administrators' Handbook Section owner sits on the task force as does one representative from the fiscal department, one representative from the legal department and one representative from the internal audit department (a non-voting member). Although a person may represent more than one section, the person represents one vote. A quorum (three-quarters of voting members – one vote per person) must be present before a vote may take place. The CTE State Director and Vice Chancellor is the Chairperson of the Task Force.

13.1.2 Purpose of the Task Force

The Task Force is required to convene quarterly. The purpose of this meeting is for the Task Force to review any suggested changes to the CTE Administrators' Handbook. The CTE State Director and Vice Chancellor must approve each change. If the CTE State Director and Vice Chancellor does not approve of a change, the CTE State Director and Vice Chancellor overrules the Task Force and the change will not be made.

- Mid-year Changes: If a Section Owner or other member of the Task Force suggests a mid-year change to the CTE policies and procedures as established by the CTE Administrators' Handbook, the Task Force must review and analyze each suggested change. A vote that addresses the content of the change and the timing of when the change takes effect (mid-year, retroactive to the beginning of the year, or year-end) must be taken and recorded in the minutes of the meeting. Only if the change is passed by two-thirds of the voting members will it become effective by being recorded in the CTE Administrators' Handbook.
- Annual Changes: Prior to the end of the fiscal year, the Task Force will convene to review any changes to any section of the CTE Administrators' Handbook. A two-thirds vote that addresses the content of the change must be taken and recorded in the minutes of the meeting. All changes made in preparation for the next version of the Handbook go into effect July 1 of the next fiscal year.

Any changes (mid-year or annual) to the CTE Administrators Handbook must be reflected in the training materials used in the field. All changes to the CTE Administrators Handbook and training materials should be made public on the CTE website within 30 calendar days of the Task Force meeting. Section owners will make the changes to their section of the Handbook but all changes will be compiled and coordinated through the VP's designee.

The CTE State Director and Vice Chancellor may make changes to the policies and procedures by which this Task Force functions.

14 Appendix A: Assignment of Regions for Perkins V Needs Assessments

This appendix is the assignment of each eligible Perkins recipient to the region in which they would participate for the Needs Assessment process. If a new consortium or eligible recipient is not listed in this table, please contact the Assistant State Director for CTE Accountability at CCCS for assignment to a region.

Assignment of Regions for Perkins V Needs Assessment

District/College Name	City	Standalone or Consortium Name	Final Assignment off Econ. Dvpt. Region
Northeastern Junior College	Sterling	college	1
Fort Morgan RE-3	Fort Morgan	District	1
Julesburg RE-1	Westminster	District	1
Valley RE-1	Sterling	District	1
Akron R-1	Akron	NE BOCES	1
Buffalo RE-4	Merino	NE BOCES	1
Frenchman RE-3	Fleming	NE BOCES	1
Haxtun RE-2J	Haxtun	NE BOCES	1
Holyoke RE-1J	Holyoke	NE BOCES	1
Lone Star 101	Otis	NE BOCES	1
Northeast BOCES Consortium	Haxtun	NE BOCES	1
Otis R-3	Otis	NE BOCES	1
Plateau RE-5	Peetz	NE BOCES	1
Revere School District (Platte Valley RE-3)	Ovid	NE BOCES	1
Wray RD-2	Wray	NE BOCES	1
Yuma 1	Yuma	NE BOCES	1
Morgan Community College	Fort Morgan	college	1
Aims Community College	Greeley	college	2
Ault-Highland RE-9	Ault	Centennial BOCES	2
Briggsdale RE-10J	Briggsdale	Centennial BOCES	2
Brush RE-2J	Brush	Centennial BOCES	2
Centennial BOCES Consortium	Greeley	Centennial BOCES	2
Eaton RE-2	Eaton	Centennial BOCES	2
Johnstown-Milliken RE-5J	Milliken	Centennial BOCES	2
Pawnee RE-12	Grover	Centennial BOCES	2
Platte Valley RE-7	Kersey	Centennial BOCES	2
Prairie RE-11J	New Raymer	Centennial BOCES	2
Weldon Valley RE-20J	Weldona	Centennial BOCES	2
Wiggins RE-50J	Wiggins	Centennial BOCES	2
Estes Park R-3	Estes Park	District	2
Greeley 6	Greeley	District	2
Poudre R-1	Fort Collins	District	2
Thompson R-2J	Loveland	District	2
Weld County RE-8	Ft. Lupton	District	2
Windsor RE-4	Windsor	District	2
Gilcrest RE-1	Gilcrest	South Weld	2
Keenesburg RE-3J		South Weld	2
South Weld Consortium	Gilcrest	South Weld	2
Front Range Community College	Westminster	college	2

District/College Name	City	Standalone or Consortium Name	Final Assignment of Econ. Dvpt. Region
St. Vrain Valley RE-1J	Longmont	District	2
Charter School Institute	Denver	District	2
Emily Griffith Technical College	Denver	Atc	3a
Pickens Technical College	Aurora	Atc	3
Arapahoe Community College	Littleton	college	3
Community College of Aurora	Denver	college	3
Community College of Denver	Denver	college	3a
Red Rocks Community College	Lakewood	college	3
Adams 12	Thornton	District	3
Adams County 14	Commerce City	District	3
Adams-Mapleton 1	Denver	District	3
Arapahoe 28J	Aurora	District	3
Boulder Valley RE-2	Boulder	district	3
Brighton 27J	Brighton	district	3
Cherry Creek 5	Greenwood Village	district	3
Denver County 1	Denver	district	3a
Douglas County RE 1	Castle Rock	district	3
Elizabeth C-1	Elizabeth	district	3
Englewood 1	Englewood	district	3
Jefferson County R-1	Lakewood	district	3
Westminster Public Schools	Westminster	district	3
Littleton 6	Littleton	Littleton Consortium	3
Littleton Consortium	Littleton	Littleton Consortium	3
Sheridan 2	Denver	Littleton Consortium	3
Clear Creek		Not Participating in Perkins	3
Gilpin County		Not Participating in Perkins	3
Front Range Community College	Westminster	college	3
Platte Canyon 1	Bailey	district	3
Pikes Peak Community College	Colorado Springs	college	4
Academy 20	Colorado Springs	district	4
Colorado Springs 11	Colorado Springs	district	4
Falcon 49	Peyton	district	4
Fountain 8	Fountain	district	4
Harrison 2	Colorado Springs	district	4
Widefield 3	Colorado Springs	district	4
Edison 54JT		Not Participating in Perkins	4
Calhan RJ1	Calhan	Pikes Peak Regional Consortium	4
Cheyenne Mountain 12	Colorado Springs	Pikes Peak Regional Consortium	4
Cripple Creek-Victor RE-1	Cripple Creek	Pikes Peak Regional Consortium	4
Ellicott 22	Ellicott	Pikes Peak Regional Consortium	4
Hanover 28	Colorado Springs	Pikes Peak Regional Consortium	4
Lewis-Palmer 38	Monument	Pikes Peak Regional Consortium	4
Manitou Springs 14	Manitou Springs	Pikes Peak Regional Consortium	4
Miami/Yoder 60 JT	Rush	Pikes Peak Regional Consortium	4
Peyton 23 JT	Peyton	Pikes Peak Regional Consortium	4
Pikes Peak Regional Consortium	Peyton	Pikes Peak Regional Consortium	4
Woodland Park RE-2	Woodland Park	Pikes Peak Regional Consortium	4
Arapahoe 32J	Byers	EC BOCES	5
Arickaree R-2	Anton	EC BOCES	5

District/College Name	City	Standalone or Consortium Name	Final Assignment of Econ. Dvpt. Region
Arriba-Flagler C-20	Flagler	EC BOCES	5
Bennett 29J	Bennett	EC BOCES	5
Big Sandy 100J	Simla	EC BOCES	5
Burlington RE-6J	Burlington	EC BOCES	5
Cheyenne RE-5	Cheyenne Wells	EC BOCES	5
Deer Trail 26J	Deer Trail	EC BOCES	5
East Central BOCES Consortium	Limon	EC BOCES	5
Elbert 200	Elbert	EC BOCES	5
Genoa-Hugo C113	Hugo	EC BOCES	5
Idalia RJ-3	Idalia	EC BOCES	5
Karval RE-23	Karval	EC BOCES	5
Kit Carson R-1	Kit Carson	EC BOCES	5
Kit Carson R-23 High Plains	Seibert	EC BOCES	5
Liberty J-4	Joes	EC BOCES	5
Limon RE-4J	Limon	EC BOCES	5
Strasburg 31J	Strasburg	EC BOCES	5
Stratton R-4	Stratton	EC BOCES	5
Woodlin R-104	Woodrow	EC BOCES	5
Agate (Elbert 300)		Not Participating in Perkins	5
Bethune	Bethune	Not Participating in Perkins	5
Kiowa		Not Participating in Perkins	5
Morgan Community College	Fort Morgan	college	5
CAVOC Consortium	La Junta	CAVOC	6
Crowley County RE-1-J	Ordway	CAVOC	6
East Otero R-1	La Junta	CAVOC	6
Fowler R-4J	Fowler	CAVOC	6
Las Animas RE-1	Las Animas	CAVOC	6
Manzanola 3J	Manzanola	CAVOC	6
Otero 31 - Cheraw	Cheraw	CAVOC	6
Rocky Ford R-2	Rocky Ford	CAVOC	6
Swink 33	Swink	CAVOC	6
Lamar Community College	Lamar	college	6
Otero Junior College	La Junta	college	6
Lamar RE-2	Lamar	district	6
Wiley RE-13 JT	Wiley	district	6
Campo		Not Participating in Perkins	6
Vilas		Not Participating in Perkins	6
Eads RE-1	Eads	SE BOCES	6
Granada RE-1	Granada	SE BOCES	6
Holly RE-3	Holly	SE BOCES	6
Kim Reorganized 88	Kim	SE BOCES	6
McClave RE-2	McClave	SE BOCES	6
Pritchett RE-3	Pritchett	SE BOCES	6
Southeast BOCES Consortium	Lamar	SE BOCES	6
Springfield RE-4	Springfield	SE BOCES	6
Walsh RE-1	Walsh	SE BOCES	6
Plainview		Not Participating in Perkins	6

District/College Name	City	Standalone or Consortium Name	Final Assignment of Econ. Dvpt. Region
Pueblo City 60	Pueblo	district	7
Pueblo County Rural 70	Pueblo	district	7
Pueblo Community College	Pueblo	college	7
Colorado Department of Corrections	Colorado Springs	postsecondary correctional	7
Centennial		Not Participating in Perkins	8
Moffat 2		Not Participating in Perkins	8
Alamosa RE-11J	Mosca	San Luis Valley Consortium	8
Center 26 JT	Center	San Luis Valley Consortium	8
Chaffee R-31 - Buena Vista	Buena Vista	San Luis Valley Consortium	8
Creede Consolidated 1	Creede	San Luis Valley Consortium	8
Del Norte C-7	Del Norte	San Luis Valley Consortium	8
Monte Vista C-8	Monte Vista	San Luis Valley Consortium	8
Mountain Valley RE1	Saguache	San Luis Valley Consortium	8
North Conejos RE-1J	La Jara	San Luis Valley Consortium	8
San Luis Valley Consortium	Trinidad	San Luis Valley Consortium	8
Sanford 6J	Sanford	San Luis Valley Consortium	8
Sangre De Cristo RE-22J	Mosca	San Luis Valley Consortium	8
Sargent RE-33J	Monte Vista	San Luis Valley Consortium	8
Sierra Grande R-30	Blanca	San Luis Valley Consortium	8
South Conejos RE-10	Antonito	San Luis Valley Consortium	8
Trinidad State Junior College	Trinidad	college	8
Dolores County RE No.2	Dover Creek	district	9
Durango 9-R	Durango	district	9
Silverton		Not Participating in Perkins	9
Archuleta County 50 JT	Pagosa Springs	San Juan BOCES Consortium	9
Bayfield 10 JT-R		San Juan BOCES Consortium	9
San Juan Boces Consortium	Durango	San Juan BOCES Consortium	9
Montezuma Cortez RE-1	Cortez	SW Consortium	9
Montezuma Dolores RE-4A	Dolores	SW Consortium	9
Montezuma Mancos RE-6	Mancos	SW Consortium	9
Southwest Consortium	Cortez	SW Consortium	9
Pueblo Community College	Pueblo	college	9
Technical College of the Rockies	Delta	atc	10
Delta County 50 J	Delta	district	10
Gunnison Watershed RE1J	Gunnison	district	10
Montrose County RE-1J	Montrose, CO 81401	district	10
Ouray R-1	Ouray	district	10
Telluride R-1	Telluride	district	10
Hinsdale County		Not Participating in Perkins	10
Ridgway		Not Participating in Perkins	10
Norwood R-2J	Norwood	SW Consortium	10
West End RE-2	Nucla	SW Consortium	10
Colorado Northwestern Community College	Rangely	college	11
Western Colorado Community College	Grand Junction	college	11
Mesa County Valley 51	Grand Junction	district	11
Plateau Valley 50	Collbran	district	11
Roaring Fork		Not Participating in Perkins	11
East Grand 2	Granby	NW BOCES	11

District/College Name	City	Standalone or Consortium Name	Final Assignment of Econ. Dvpt. Region
Hayden RE-1	Hayden	NW BOCES	11
Moffat County RE-1	Craig	NW BOCES	11
North Park R-1		NW BOCES	11
Northwest Colorado Boces Consortium	Steamboat Springs	NW BOCES	11
South Routt RE-3	Oak Creek	NW BOCES	11
Steamboat Springs RE-2	Steamboat Springs	NW BOCES	11
West Grand 1-JT	Kremmling	NW BOCES	11
Meeker RE-1	Meeker	Rio Blanco BOCES	11
Rangely RE-4		Rio Blanco BOCES	11
Rio Blanco BOCES Consortium		Rio Blanco BOCES	11
Colorado Mountain College - Glenwood	Glenwood Springs	college	11
Summit RE-1	Frisco	district	12
Aspen 1	Aspen	High Country Consortium	12
De Beque 49JT	DeBeque	High Country Consortium	12
Eagle County RE 50	Gypsum	High Country Consortium	12
Garfield RE-2	Rifle	High Country Consortium	12
High Country Consortium	Gypsum	High Country Consortium	12
Lake County R-1	Leadville	High Country Consortium	12
Park County RE-2	Fairplay	High Country Consortium	12
Colorado Mountain College - Glenwood	Glenwood Springs	college	12
Canon City RE-1	Canon City	district	13
Salida R-32J	Salida	district	13
Cotopaxi		Not Participating in Perkins	13
Custer		Not Participating in Perkins	13
Colorado Mountain College - Glenwood	Glenwood Springs	college	13
Fremont RE-2	Florence	district	13
Pueblo Community College	Pueblo	college	13
Aguilar Reorg 6	Aguilar	TSJC Consortium	14
Branson Reorg 82	Branson	TSJC Consortium	14
Hoehne Reorganized 3		TSJC Consortium	14
Huerfano RE-1	Walsenburg	TSJC Consortium	14
La Veta RE-2	LaVeta	TSJC Consortium	14
Primero Reorg 2		TSJC Consortium	14
Trinidad 1	Trinidad	TSJC Consortium	14
TSJC Consortium	Trinidad	TSJC Consortium	14
Trinidad State Junior College	Trinidad	college	14
Morgan Community College	Fort Morgan	college	1/5
Colorado Mountain College - Glenwood	Glenwood Springs	college	11/12/13
Front Range Community College	Westminster	college	2/3
Pueblo Community College	Pueblo	college	7/9/13
Trinidad State Junior College	Trinidad	college	8/14

15 Appendix B: Colorado Perkins Local Application

15.1 Sections of the new application:

- Four-year Local Application – Strategic Goals
- Annual Reflection on Progress Toward Four-Year Strategic Goals
- Improvement Plan (if applicable)
- Two-year Action Plan
- Annual Project Overview
- General Assurances Information
- Signature Page (Summary, Authorization, Signature)

15.2 Four-Year Local Application – Strategic Goals

Perkins local applications and needs assessment processes align with Colorado's Strategic Plan for CTE. The applicable goals are listed below as a reference.

GOAL 1	**Career Advisement & Development** – Ensure each Colorado Learner has access to ongoing career advisement and development.	
GOAL 2	**Instructor Recruitment & Retention** – Develop and ensure a viable pipeline of CTE instructors to fill the educator positions at the middle school, secondary, and postsecondary levels.	
GOAL 3	**Partnerships** – Prepare Colorado's future workforce through transformational partnerships.	
GOAL 4	**Quality Programs** – Elevate the quality of CTE programs to support each learner's skill development and meet industry needs.	
GOAL 5	**Work-Based Learning** – Ensure access to meaningful work-based learning opportunities for each CTE learner.	

FOUNDATIONAL ELEMENTS	**EQUITY & ACCESS**
	Create opportunities for each learner to access quality CTE programs and distribution of CTE programs throughout the state.
	INCLUSIVITY
	Provide each learner with the opportunity to participate in a CTE program and decrease the gaps of CTE participation for target populations, non-traditional occupations, and geographic areas.

The Perkins law requires that the application include a summary of results from the most recent regional needs assessment process.

Identify and elaborate on which key strategies from the regional needs assessment will be the primary focus for your institution's Perkins funded projects for this four year period?
Broadly describe how Perkins funds will be used to help move these priorities forward.
Briefly describe how these CTE strategies and priorities for the next four years support or align the broader strategic goals or priorities of your institution/or region.
How will your institution make learners, including those represented in special populations, aware of available CTE offerings AND how each course fits into a CTE Program of Study?
Career Advisement and Development

The intent of Goal 1 is to ensure each Colorado learner has access to ongoing career advisement and development, including through training educators as career coaches. Perkins V requires communication about CTE offerings as well as the provision of "career exploration and career development, information on employment, and career guidance and academic counseling", including in partnership with local workforce. (Goal 1)

1. With whom does your institution partner to ensure learners have access to career exploration and career development opportunities as well as career guidance and academic counseling both before and during participation in CTE programs? Ensure strategies noted relate to the results of the needs assessment process.
2. Describe how this collaboration benefits learners, including their access to up-to-date information about high wage, high skill, and in-demand occupations.

Quality Programs

The intent of Goal 4 is to elevate the quality of CTE programs to support each learner's skill development and meet industry needs. Perkins V broadly provides support for quality CTE programs and programs of study and requires alignment with results of the comprehensive regional needs assessment. (Goal 4)

3. Describe how your institution, over the next four-year period, will continue to ensure that academic, technical and employability skills (PWR or essential skills) in CTE will be strengthened and aligned to appropriate standards. Note that CTSO plays a role in leadership development as well.
4. (Secondary only question) How are opportunities to participate in a CTE program reflected in your district or consortium's graduation guidelines? For example, is capstone an option for students or a minimum number of CTE courses?
5. How will your institution ensure students will be provided an opportunity to gain postsecondary CTE credit in high school (i.e. concurrent enrollment)? Identify at least two strategies for expanding opportunities to students, including who your institution might collaborate on those strategies with to achieve success.

Instructor Recruitment and Retention

The intent of Goal 2 is to develop and ensure a viable pipeline of CTE instructors at all levels. Perkins V requires recipients to "support the recruitment, preparation, retention and training" of CTE educators. (Goal 2)

6. How will your institution collaborate with the Colorado Community College System and other secondary, postsecondary, or industry partners to support recruitment, preparation, retention, training, and professional development of CTE staff? For example, this would include instructors, administrators, paraprofessionals, specialized instructional support, and advisors.

Partnerships

The intent of Goal 3 is to increase and strengthen partnerships with industry associations, advisory committees and sector partnerships; and increase instructor participation in externships. Perkins V requires "continued consultation" with broad groups of stakeholders within education, industry, and the community. (Goal 3)

7. In addition to facilitating advisory board meetings for your CTE programs, describe how your institution engages stakeholders on an ongoing basis to strengthen your CTE programs. For example, to what extent do you coordinate with secondary/postsecondary partners to update programs of study; engage with employers and other partners regarding work-based learning; coordinate and leverage other partners and sources for funding to support CTE priorities, etc.?

Work-Based Learning

The intent of Goal 5 is to increase the number of secondary students' participation in work-based learning by 5% by 2024.

8. Explain how your institution will support the expansion of work-based learning opportunities for learners over the four-year period. (Goal 5) Consider the results of the regional needs assessment priorities in your response. Work-based learning is defined as the 'Learning Through Work' and 'Learning At Work' columns on our statewide framework.
Identify any special supports that will be implemented or are currently in place to ensure special populations have access to work-based learning opportunities described above. (Goal 5.2)
9. Describe how CTE programs intentionally connect classroom instructions with workplace skills, duties, and responsibilities (Goal 5.3)
10. Describe how you have identified key stakeholders required to engage business and industry in order to increase the number of WBL experiences. (Goal 5.7)

Equity and Access and Inclusivity

This is foundational to all Colorado CTE goals and Perkins requires recipients to "address disparities or gaps in performance".

1. To ensure equity and access to career pathways beyond the CTE program, programs should look not only at enrollment demographics, but also at the success of students across demographics within the program. Describe how your institution evaluates (or will evaluate) CTE programs to ensure that equal access is provided to each learner, including those identified as a member of a special population. For example, describe how nondiscriminatory practices are ensured, the frequency of review of admissions criteria, review of student success data based on student demographics and barriers to success for these populations caused by institutional or program policies or practices, etc.
2. What actions are taken as a result of the evaluation?
3. Outline your institution's (or consortium's) process for reviewing disparities and gaps in performance in CTE programs, including within program-specific areas as well as reviewing subgroup performance. Include in the response an explanation of the institution's process for developing an action plan to improve disparities and close gaps based on evidence learned.

15.3 Annual Reflection on Progress Toward Four-Year Strategic Goals

1. To what extent did our institution make progress toward our four-year strategic goals and the priorities outlined in our two-year action plan?
2. In terms of meeting one of Colorado's CTE goals, what was the biggest success Perkins funds helped achieve last year?
3. What project or program needs specific focus to achieve stated goals for the upcoming grant award year? For example, was any project unfinished or unsuccessful, but is still a priority?
4. Are we making satisfactory progress toward achieving CTE student performance targets and Colorado's CTE goals? Why or why not? *Performance information will be included in this consideration as we start to implement Perkins V (and report on it).*
5. Describe how your entity's existing mission, policies or commitments ensure equitable access to, and equitable participation in CTE programs.
6. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
7. Based on the barriers identified, what steps will you (your institution) take to address such barriers to equitable access and participation in CTE programs?
8. What is your timeline, including targeted milestones, for addressing these identified barriers?

15.4 Improvement Plan

For each Perkins performance indicator, disaggregated data with subgroups will be reviewed by local grant recipients. For each indicator, any subgroup with a deficiency (meaning that does not meet 90% of the state target) will appear in red in the Perkins web portal. There will be a text box for each indicator for the grant recipient to complete the following. Applicants will only complete this information in the event of a deficiency or gap in performance from the most recent data set.

Describe the strategies that will be used to address this deficiency or gap in performance. If some progress has been made in performance since the data set available, please provide that information, and include it in this reflection.

If the gap/deficiency has persisted for more than two years, a corrective action plan will need to be provided and a minimum of 30% of the grant recipient's award allocation will be used to implement the corrective action plan.

15.5 Two-year Action Plan

1. Is the institution on track to meet at least 90% of each performance indicator, including for each subgroup? If not, which subgroups and programs are areas of concern? *(CCCS recognizes that we are just beginning to collect Perkins V data, so there will be no performance data to review in answering these questions initially, but some general consideration of the topic and historical areas of weakness will still be helpful as you are setting expectations in your institutions.)*
   a. What actions will be included in the Perkins two-year action plan to ensure sufficient performance?

2. What new CTE programs, which include programs of study, if any, will be funded by the Perkins grant or developed during the two-year period covered by the current regional needs assessment? Please indicate if this new program development is in response to any gaps identified as part of the regional needs assessment process.
3. What activities are planned in this two-year period to prepare CTE students for careers in occupations considered non-traditional for their gender? It may be helpful to specify if activities will be funded by Perkins or the institution.
4. Briefly describe your institution's internal process for developing its Perkins local application. (Note that the signature portion of the local application requires the grant recipient to have multiple types of positions sign off on the application indicating that they have served on the institution planning team for the Perkins application and are knowledgeable of the application.)
5. (Consortium question only) How are the projects in the local application determined to be beneficial to all members of the consortium?

15.6 Annual Project Overview

15.6.1 Projects Overview

This section notes planned annual projects and spending. In the Perkins online portal where this is submitted, there would be a project summary and budget information. Additionally, there will be some 'general' types of spending that will be included on this front section, such as indirect and direct admin costs, etc.

- Is the grant recipient budgeting indirect costs (Y/N)? Enter amount (basic/reserve).
- Is the grant recipient budgeting direct administrative costs to the grant? *System will cap total for these budget items at 5% of total grant award and additional detail as to admin expenses will be requested.*
- Is the grant recipient reserving funds to support the needs assessment process (Y/N)? *(Additional detail will be requested if 'yes')*
- Is the grant recipient doing a project that involves fund pooling? (Y/N)

Description of project in a text box

Needs assessment strategy project relates to	Education entities participating in project Also detail as to the schools/CTE programs included in project	Total Perkins $ amount budgeted for project (across all partners)

Item	Budgeted Amount	Spending category (drop down)	CTE program(s)	Extra Explanation (as necessary)

Individual funded projects:

The details of what this will look like in the system are still being determined, but the following information will be requested in some fashion.

Project: (Comes from needs assessment/strategic CTE Plan element) For example: Work Based Learning element **(Note this is just a completely made up example. Bolded components are the 'questions' that a local applicant would be responding to)**

Strategy of focus: (Comes from the regional needs assessment) For example: Ensure CTE programs that don't have work-based learning opportunities outside the classroom have access to school based enterprise opportunities within the school or institution.

Project Description: *(This would be a narrative box to outline how institution plans to address the strategy/goal.)* **The project description must include: Reason project is a priority, explanation of planned activities, desired outcomes, links to performance and special populations where appropriate, and how it relates to institution's overall goals (CTE or otherwise).**

(For example) In this project, district will do a local level analysis across the district to determine which CTE programs currently offer WBL eligible opportunities for secondary students and the extent to which students are participating. For programs where WBL partnerships are not sufficient to ensure x% of students have access, the district will develop an action plan for implementing school-based enterprise, including equipping instructors, coordinating with advisory committees, developing curriculum to support student operation of the enterprise and assess performance, etc. Initial programs where school-based enterprise activities will be enhanced and/or started during the next two years include: East, North, and Uptown high school Construction technology programs. Info about how expanding school-based enterprise not only provides students with access to WBL, but provides an opportunity for the CTE program to generate program income to offset costs of the program such as for lumber, etc. If there is anything about how implementing school-based enterprise connects to increasing opportunities for the underrepresented gender or other special populations (i.e. the school's ability to offer WBL opportunities at times that work for students with special needs (i.e. English language learners, economically disadvantaged, etc.) that would go here.

Project budget table

Item	Budgeted Amount	Spending category	Extra Explanation (if needed, such as a more complete list of supplies being purchased, etc.)	CTE program(s)
Point of sale system (all text in the table is for example only)	$600	Other		Construction technology at East, West, Uptown
Training for teacher on setting up school based enterprise	$450	Travel (In-state)		

*Additional projects can be added, as determined appropriate.

15.7 General Assurances Information

The assurances below outline basic expectations of the eligible entity and checking the box for each assurance constitutes an initial commitment by the entity at the time of submission of the local application to meet the requirements set forth. Signatures by the Perkins contact, CTE Director, and appropriate fiscal personnel signify as such on the next screen. The award packet documentation required during the grant period is a reiteration of these and additional compliance related requirements resulting from the acceptance of these federal grant funds.

Programmatic Assurances

1. We will administer each program covered by this application in accordance with all applicable statutes, regulations, program plans and applications.
2. We assure that we provide reasonable opportunities for the participation of teachers, parents, and other interested agencies, organization, and individuals in the planning for and operation of this plan.
3. We assure that we have adopted effective procedures for acquiring and disseminating to teachers and administrators participating in these programs significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
4. We assure that none of the funds expended under this plan will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

5. We assure that we will provide a career and technical education program or career and technical education programs that are of such size, scope and quality to bring about improvement in the quality of career and technical education.
6. Perkins grant funds will not be spent on activities or costs that cannot be directly linked to the regional needs assessment process required by Perkins V.
7. We understand that Perkins Federal funds cannot be used for expenses related to competitive events, to fund middle school programs, or Bachelor of Applied Science programs.
8. We understand and assure that we will make information on approved CTE programs, programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand. This includes in the language(s) of any identified communities of non-English speakers in our service area.

Financial Assurances

9. We assure that the control of funds provided to the eligible entity under this application, and title to property acquired with these funds, will be in a public agency and that a public agency will administer these funds and property.
10. We assure that we will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and account for, Federal funds paid to the agency under this plan.

Crosscutting Assurances

11. We understand that Perkins Federal funds are a grant, not an entitlement, representing an agreement with the State, aligned to our approved local plan, and that grant oversight and management is necessary.
12. We understand that Perkins Federal funds must supplement, not supplant non-federal funds.
13. We assure that we will make reports to CCCS, as is reasonably necessary, to enable this agency to perform its duties. This includes:

    a. All communications/completion of processes as necessary to assure funds are only applied toward CCCS approved career and technical education programs;
    b. All communications/completion of processes as necessary to assure compliance with the standards of program approvals including employment of a credentialed teacher;
    c. Annual Perkins local application with all required sections completed submitted by deadline;
    d. Grant Recipient Agreement letter and related documents, including a copy of our latest Single Audit Report, as applicable.
    e. Signed vouchers and required supporting source documents when requesting reimbursements per deadlines and limits;
    f. Out-of-state travel request details prior to departure of travelers;

g. Budget revision requests if above directed threshold amounts;
h. Pre-approval for all equipment purchases (Units costing $5,000 or more, per one unit.)
i. All career and technical education enrollment and follow-up data reporting (VE-135 enrollment and VE-135 follow-up) and that the data is valid and reliable.
j. Year-end Perkins local plan analysis report by deadline.
k. Year-end Perkins final voucher by deadline.

14. We assure that we will keep records that fully disclose the amount and disposition of these funds, and such other records as will facilitate an effective financial or programmatic audit and that these records will be accessible for seven years.
15. We assure that the Secretary of the United States Department of Education, the Comptroller General of the United States, or any of their duly authorized representatives, shall have access, for the purpose of audit examination, to these records.
16. We understand and agree that grant conditions may be placed on our award in the event that sufficient performance is not maintained.

15.8 Signature Page (Summary, Authorization, Signature)

The grant application will require signature by:

- **Perkins contact**
- **CTE Director** if different from Perkins Contact, who is responsible for ensuring programmatic assurances are met and priorities of the application are implemented
- **Fiscal agency person with authority** to enter into official, binding agreements on behalf of the institution (i.e. Controller, Business Officer/CFO)
- **Advocate for special populations** who served on institution planning team for Perkins application and is knowledgeable of the application
- **Counselor or Advisor** who served on institution planning team for Perkins application and is knowledgeable of the application
- **Controller/business manager** responsible for validation of financial accuracy in reporting
- **WIOA representative** who is knowledgeable of how postsecondary institution is leveraging Perkins funds to help serve CTE and workforce needs. This person shall not be a college employee. (postsecondary only)
- **Consortium** Member from a district who served on institution planning team for Perkins application and is knowledgeable of the application (Consortia only)
- **Other** (optional)

16 Appendix C: General Allowable & Unallowable Perkins Costs and Activities

Allowable Costs/Activities	Unallowable Costs/Activities
	***Accreditation Costs
	ACTE policy seminar
	Activities for students younger than 7th grade
*Administrative Costs	
Advertising to recruit personnel	Advertising and public relation costs (includes memorabilia and displays)
Advisory councils	Alcoholic beverages
Audit costs in accordance with the Single Audit Act (OMB Circular A-133)	Alumni/ae activities
	Bad debts (losses from uncollectable accounts)
	Capital expenditures (general purpose equipment, buildings, land improvements)
Career guidance and counseling	Cash Equivalents (i.e. gift cards)
Communication costs (telephone, postage, fax, etc.)	
CTSO competitive events faculty / chaperone travel (not recommended)	Commencement/convocation costs
Drones must comply with National Defense Authorization Act for Fiscal 2024	Contingency provisions
Education programs for personnel to stay current with all aspects of industry	
**Equipment for instruction (includes leasing, purchasing, upgrading, adapting)	Contract/award with suspended and debarred parties (see Administrator's Handbook)
Employee morale, health, and welfare costs	CTSO competitive events student travel
*Indirect Costs	Donations and contributions
	Entertainment (amusement and social activities)
Legal expenses for administration of the Perkins award	Expenditures that supplant (see Administrator's Handbook for definition)
	Fines and penalties
	Firearms or simulated firearms
Maintenance, operations and repairs	Fundraising
	Goods or services for personal use (including gifts)
Materials and supplies	Greenhouses or sheds**
Meetings and conferences to provide or gain technical information directly relevant to the grant	Housing and personal living expenses for faculty
Membership in business, technical, and professional organizations	Incentive for business relocation
Mentoring and support services	Labor relations costs
Personnel costs (salaries, wages, and fringe benefits)	Legal expenses for criminal proceedings and claims against the federal government
Professional and consultant services	Lobbying
Professional development/training	Losses on other sponsored agreements or contracts
	Membership in civic or community organizations
Publication and printing costs	Membership in country club, social, or dining clubs
	Membership in lobbying organizations
Rental costs of buildings and equipment	Pre-award costs
**Scholarships and student aid costs for special populations	Program costs for CCCS approved Middle School level CTE Programs
	Religious worship, instruction, or proselytization
**Specialized service facilities	Student certification costs unless as part of an assessment development process
Student assessment costs to assess pre/post performance and growth	Travel out of the country
Subscriptions to business, technical, and professional periodicals	
Travel Costs (**Out-of-state travel)	

* The aggregate "direct administrative and indirect costs" cannot exceed 5% of the allocation; the indirect cost portion cannot exceed the recipient's negotiated rate. WIOA Infrastructure costs paid by postsecondary recipients may not exceed 5% of the grant and would reduce the funds available for direct or indirect administrative costs.

** Expenditures only allowable after pre-approval by the Assistant State Director for CTE Accountability through the Local Plan or direct approval.

*** Accreditation costs may be allowed in rare circumstances – contact Assistant State Director for CTE Accountability for further discussion.

Note: All costs must relate to approved high school and postsecondary Career and Technical Education programs and the students, teachers, and administrators they serve.

17 Appendix D: Board Policies

Board Policies are created and administered by the SBCCOE to assist with the oversight and management of CCCS. Several SBCCOE policies are relevant for CTE administrators and can be accessed and reviewed by clicking on the relevant links.

17.1 Board Policies:

BP 9-30 Approval of Education Programs
BP 9-40 CCCS Designated Statewide Service Area
BP 9-41 Assessment for College Readiness
BP 9-42 Prior Learning Assessment Credit
BP 9-47 Review of Existing Programs
BP 9-72 Transfer of Credits from Area Technical Colleges

17.2 System President's Procedures:

SP 9-41 Assessment for College Readiness
SP 9-42 Prior Learning Assessment Credit
SP 9-47 Program Review and Evaluation
SP 9-71 Community College Course Numbering System
SP 9-72 Transfer of Credits from Area Technical Colleges

18 Appendix E: 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.

18.1 Leadership Development

Leadership development is an integral part of the instructional program.

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. (See CCCS website for more information and details). 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.

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

a. Business, Marketing, Entrepreneurship and Finance and Public Administration the organizations are Collegiate FBLA and DECA
b. Health Science Education is HOSA: Future Health Professionals
c. Skilled Trades & Technical Sciences is SkillsUSA
d. Engineering, Technology and Media Artss designated CTSO programs are SkillsUSA, FBLA and the Technology Student Association (TSA).

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.

18.2 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 School Based Enterprise 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.

18.2.1 Facilities

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

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

Utilization	Suggested Minimum Space Requirements
Office	120 sq. feet
Classroom	625 sq. feet*
Computer Lab	500 sq. feet*

18.2.1.1 Alternative Cooperative Education

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

Utilization	Minimum Space Requirements
Office	120 sq. feet
Classroom	900 sq. feet*
Classroom/Lab	1,300 sq. feet
Classroom Storage	80 sq. feet
Culinary Lab**	93 sq. feet per student
*Based on 45 sq. feet per student	
**Culinary Labs provide a minimum of one lab (equipment with range, sink, and a minimum of 9 linear feet of workable counter surface) per four students	

18.2.1.2 Hospitality and Food Production and Interior Design/Fashion Design Merchandising

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

Utilization	Minimum Space Requirements
Office	120 sq. feet

Classroom	900 sq. feet*
Classroom/Lab	1,300 sq. feet
Classroom Storage	80 sq. feet
Culinary Lab**	93 sq. feet per student
*Based on 45 sq. feet per student	
**Culinary Labs provide a minimum of one lab (equipment with range, sink, and a minimum of 9 linear feet of workable counter surface) per four students	

18.2.1.3 Health Science Education Programs

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

Utilization	Minimum Space Requirements
Office	120 sq. feet
Classroom	900 sq. feet*
Classroom/Lab	600 sq. feet
Classroom Storage	100 sq. feet
Lab**	150 sq. ft. per student
*Based upon 45 sq. ft. per student	
**Classroom and laboratory space are physically accessible for individuals with disabilities	

18.2.1.4 Skilled Trades & Technical Sciences

Utilization	Minimum Space Requirements
Office	120 sq. feet
Classroom	1200 sq. feet*
Lab/Training Area	1500 sq. feet**
*Based upon 50 sq. ft. per student	
Skilled Trades & Technical Science labs - 150 square feet per student plus work area for equipment**	
**Lab provides a minimum safety area for all students	

Utilization	Minimum Space Requirements
Office	120 sq. feet
Classroom	1200 sq. feet*
Lab/Training Area	1500 sq. feet**
*Based upon 50 sq. ft. per student	
**150 square feet per student plus work area for equipment	
**Lab provides a minimum safety area for all students.	

18.2.2 Equipment and Supplies

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

18.3 Student to Teacher Ratio

- Agriculture program is 25 to 1 in a classroom setting and 20 to 1 for laboratory (computer, shop & greenhouses) settings. Laboratory facilities must provide adequate equipment and educational stations sufficient to engage all students at one time who are enrolled in the course. In facilities where this cannot be met, the ratio must be lowered to the level appropriate. Total enrollment in the program should not exceed 80 students per teacher.
- Alternative Cooperative Education (ACE) program: due to the range of abilities and/or needs of students within an ACE program, teacher to student ratio is recommended based on the crosswalk on the http://coloradostateplan.com/educator/ace/ website. The Program Approval and State CTE Program Director should be referenced if this is in question.
- Business, Marketing, Entrepreneurship and Finance (BMEF) programs are 20 to 1 in a computer lab and 25 to 1 for all other Marketing classes. This may vary in isolated program areas. The Program Approval and State CTE Program Director should be referenced if this is in question.
- Health Science Education programs student to instructor ratio is not more than the allowable ratio per program specific/accreditation requirement, i.e. Dental assisting is a 1/8 instructor to student ratio for clinic and a 1/6 ratio for lab.
- Skilled Trades & Technical Sciences programs are 16 to 1.
- Engineering, Technology, and Media Arts programs are 25 to 1 in a classroom setting and 20 to 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.

18.4 CTE Educators Professional Associations

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

- Agriculture: Colorado Vocational Agriculture Teachers Association (CVATA)
- Alternative Cooperative Education: Colorado Association of Career and Technical Education (CACTE) – Special Populations Division; Association of Career & Technical Education (ACTE- New and Related Division – subdivision of CTE for All
- Business, Marketing, Entrepreneurship and Finance and Public Administration: Colorado Business and Marketing Educators
- 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
- Skilled Trades & Technical Sciences: Colorado Technology Education Association (CTEA)
- Engineering, Technology, and Media Arts: Colorado Association of Career and Technical Education (CACTE) – STEM, Arts, IT Division
- Counseling & Career Development (CCD) Division of CACTE/ACTE: for our CTE Specialist Endorsed School Counselors, Meaningful Career Conversationalists and those in Career Development & Advisement roles

18.5 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.

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.

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

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

19 Appendix F: Agriculture

- Agricultural Education programs must provide a sequence of courses that contain technical content from all the six recognized AFNR pathways. AFNR programs must provide a sequence of courses in a minimum of one AFNR recognized pathway. This program of study must provide at least two full years of instruction resulting in two transcripted credits. Four years of coursework is recommended, with freshmen and sophomores offered survey-type courses covering all pathways. Sophomore, 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. Pathway concentrators will complete a minimum of two credits (years) of coursework in a single pathway. Students attaining completer status if during the reporting year they have completed all or 100% of the courses and requirements of **at least one pathway** on the program approval. 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.

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

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. This content is defined in the scope and sequence documents provided for each of the state-approved CTE courses for AFNR programs.

The program content pathways offered in the program should 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.

The recommended student-to-teacher ratio:

- Agriculture program is 25 to 1 in a classroom setting and 20 to 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.

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

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

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

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

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.

Financial literacy, career and occupational information shall be an integrated part of the hours of instruction. These components are readily delivered through the implementation of the SAE for All program into each AFNR course delivered.

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

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.

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.

Instruction must reflect nondiscriminatory practices at all times.

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

The program will have a five-year current growth plan on file based on the continuous use of the National Quality Program Benchmarks provided by the National Council for Agricultural Education. Benchmarks:

- Benchmark 1: Classroom
- Benchmark 2: FFA
- Benchmark 3: SAE (Supervised Agricultural Experience)
- Benchmark 4: Educator success
- Benchmark 5: Facilities
- Benchmark 6: Overall Program

Each benchmark should be revisited by advisory committee, administration and instructors within a three-year period.

Students enrolled in Agricultural Education programs are required to maintain a Supervised Agricultural Experience Program during their entire time enrolled in the program. WBL will be reported in the form of SAE's in the online platform AET through the teacher account.

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.

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

- Summer supervision of SAE's
- Management and maintenance of laboratory facilities
- Student organization (FFA) activities and events (i.e. State competitions, Fall Leadership Conference, State FFA Convention, etc,)
- Involvement in county and state fairs
- Advisory committee meetings
- Program marketing
- Additional responsibilities can be found in the Colorado Agriculture Education Extended Contract Activity Accounting Form
- Professional Development (CVATA, NAAE, ACTE, etc)

Secondary agriculture instructors will submit to local administration and CCCS a planned and completed calendar and report of extended contract activities. 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. The Local teacher Success Program will be available for the 1st through 3rd year teachers which includes a Boot Camp training in July and 2-3 LTS program visits throughout the year.

Instruction in safety and assessment of safe practices will be provided in advance of involvement in any laboratory work or other hazardous activities. Documentation of this instruction and assessments must be maintained by the instructor.

All safety equipment will be accessible to students and must be operational. Students will be trained in the proper operation of all safety equipment.
Eye and body wash stations must be available where required.
Fire extinguishers (must be updated and maintained within expiration limits) and emergency exits from the facilities are identified and evacuation routes are posted
The faculty and school counselors should be collaborative in implementing recruitment procedures to promote student enrollment including minority, underrepresented, special populations and nontraditional (gender) students.
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.

The approved classroom/lab budget (+ recommendation of $100-200 per student.) shall contain, but will not be limited to, the following areas:

- Facility operation and maintenance
- Equipment and material purchase and replacement
- Consumable supplies
- Transportation for classroom field trips
- Student leadership development activities (not paid through an activity account)
- Instructor professional development (CVATA, New Teacher Boot Camp, LTS Support etc)

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.

19.1 Agriculture Leadership Development

Agriculture programs shall provide an 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.

Program affiliation allows students who are enrolled in an agricultural education program to be eligible for the benefits and opportunities of FFA as a part of the total program delivery. This plan also focuses on the development of essential employability, participative and attitude development skills as called for in the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) Report. Under program affiliation, all students enrolled in an agriculture education class are FFA members.

All students in the local agricultural education program are enrolled using a scaled affiliation fee.

19.2 Agriculture Facilities

Utilization	Minimum Space Requirements
Office	120 sq. feet
Classroom	1200 sq. feet *
Classroom Storage	100 sq. feet
Lab/Training Area (Mechanics)	3000 sq. feet **
Lab/Training Area (Greenhouse)	1000 sq. feet**
Lab/Training Area (Head House)	500 sq. feet
Lab/Training Area (Storage)	300 sq. feet
*based upon 50 sq. feet per student	
**Agricultural Education labs – 150 sq. ft. per student plus work area for equipment	
**Lab provides a minimum safety area for all students	

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

20 Appendix G: 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.

21 Appendix H: Administrators' Handbook Revision Matrix

CCCS has developed a Revision Matrix as a reference to guide and assist recipients in finding all changes, additions and deletions to the CTE Administrators' Handbook. Recipients are encouraged to consistently refer to the Revision Matrix to help facilitate and manage changes in administering CTE programs in Colorado.

Effective Date	Reference	Description
June 2025	Various	Updates to CTA, especially integrated credentials, work-based learning, equipment thresholds (throughout document). Updates for DCTS applications including timelines; updates for middle school program approval and credentialing; timesheets may be required for Perkins; single audit threshold increased to $1M for FY26 audits forward.
June 2024	Various	Updates to CTA and clarification on construction costs; Drone updates; updates for Postsecondary credentialing; updates for Middle school PA; update that CIPS must be approved by CCCS Program Director before opening a new program for creation
June 2021	Various	Updates and revisions in each of the sections: Data; Perkins requirements; Added Appendix, Program Approvals, CTA and Credentialing. Numbering of sections has also been updated.
June 2020	Various	Significant updates and revisions to the following sections: Data; Perkins requirements; Appendices; Program Approvals; Credentialing
July 2019	All	Notice that due to passage of Perkins V in 2018, FY20 will be a transition year to the new law. As such, mid-year guidance changes may be made to Administrators' Handbook and also issued by CCCS outside of the Handbook during the transition year.

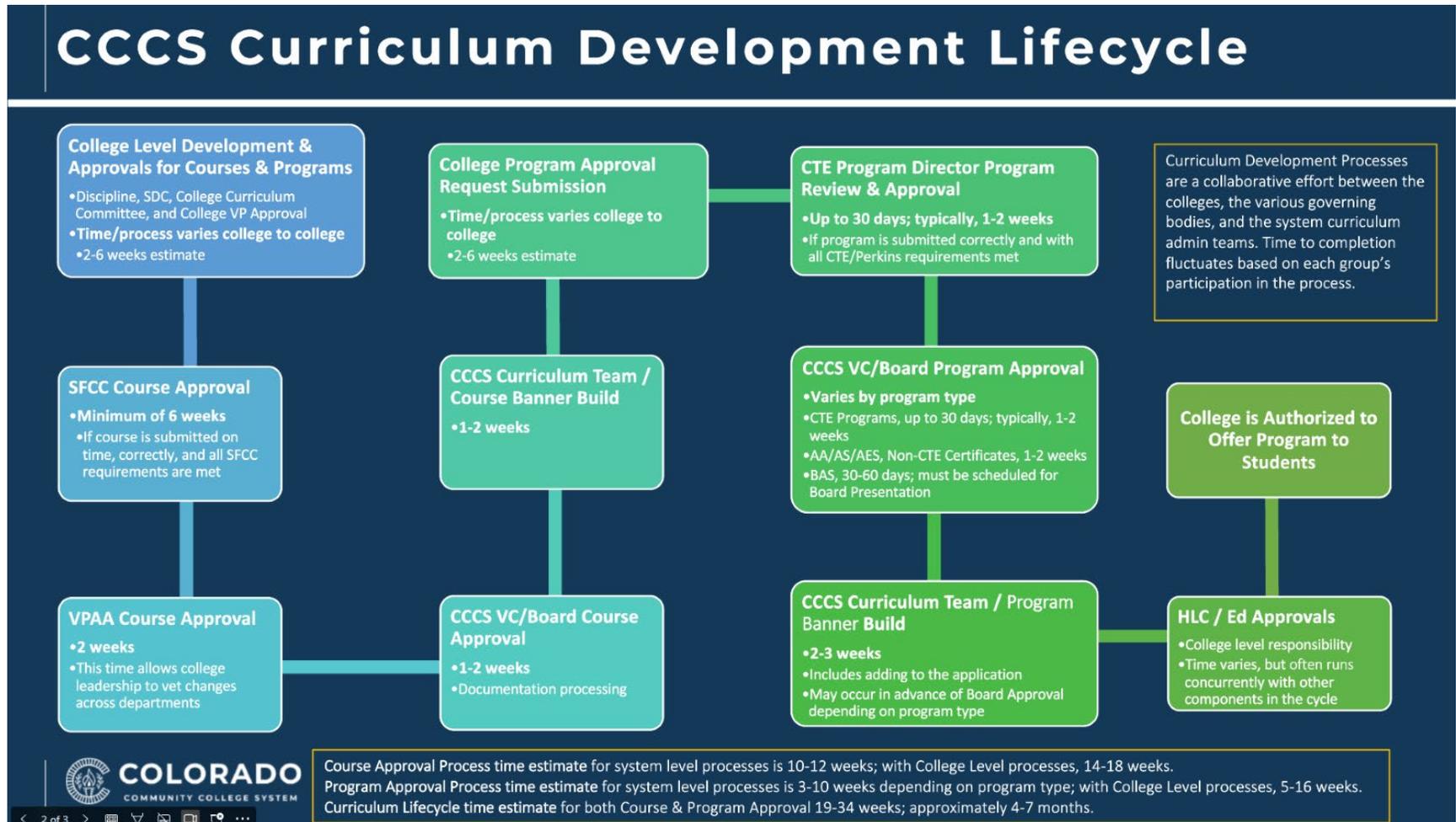| July 1, 2018	Section V, B	Clarification around extra duty pay, reportable time for credentialed staff who are not CTE instructors, and contract costs for CTA
July 1, 2018	Section V, C	Clarification around consortium participation requirements and introduction of secondary competitive reserve grants for Perkins
July 1, 2018	All	Clarification on BOCES offering CTE Programs
July 1, 2018	All	Calendar dates updated.
July 1, 2018	Section III	Added update on ACE re-design, including identification of new CIP code for all ACE programs.
July 1, 2017	All	Calendar dates updated.
July 1, 2017	Section III	Added update on ACE re-design, including identification of new CIP code for all ACE programs.
July 1, 2017	Section V, B 2.03	Changed how contact hours are calculated and clarified that contract costs for CTA will consider the lowest contact hours at a high school.
July 1, 2017	Section V, C	Perkins sections updated – Voucher 1 due by January 15; substantially approvable plan clarified; postsecondary recipients must submit indirect cost rate documentation annually; added example to Appendix B; and changes to Appendix C.
July 1, 2016	All	Added ACE Program redesign statement added throughout handbook.
July 1, 2016	Section V, B2	Clarified that a DCTS Principal is required to hold CTE Director credential in order to qualify as a DCTS

July 1, 2016	Section V, C18	Removed old OMB and EDGAR with new Uniform Administrative Requirements. Added that equipment cannot be revised if already claimed on a voucher.
July 1, 2016	Section V, Part C	Revised section to reflect OCTAE monitoring requirements for recipient input on state targets, local improvement plans, and local plan language.
July 1, 2014	Section I	Added new item 5.0 Compliance to provide guidance on assisting recipients that that struggle with accurate and timely reporting.
July 1, 2014	Section II	Updates to Secondary and Postsecondary CTSOs
July 1, 2014	Section IV	Clarified allowability of postsecondary instructors with a Full-time Credential to teach part-time.
July 1, 2014	Section V, Part A & B	Added clarifying language throughout CTA section based on training questions and audit findings.
July 1, 2014	Section V, Part C 20	Adjusted definition of a student for tutoring purposes.
July 1, 2014	Section VIII	Revised to reflect changes in practice and updated federal guidance.
July 1, 2013	Section IX	Clarification that Board approval of Handbook no longer needed with 13-14 version moving forward.
July 1, 2013	Section III	Expanded to include Alternative Cooperative Education (ACE) policies.
July 1, 2013	Section VI	Revised data reporting section for 2013-2014 reporting year. Is first year that VE-135 middle school enrollment will be collected.
July 1, 2013	Section IV	Revised entire credentialing section.
July 1, 2013	Appendix B	Amended Perkins grant travel policies.
July 1, 2013	Appendix C	Revised Perkins allowable and unallowable costs and activities.
June 30,2013	Section V C20	Updated Voucher processing section. Added clarifications on Required Vouchers, Indirect Cost Recovery, and Tutoring Expenses

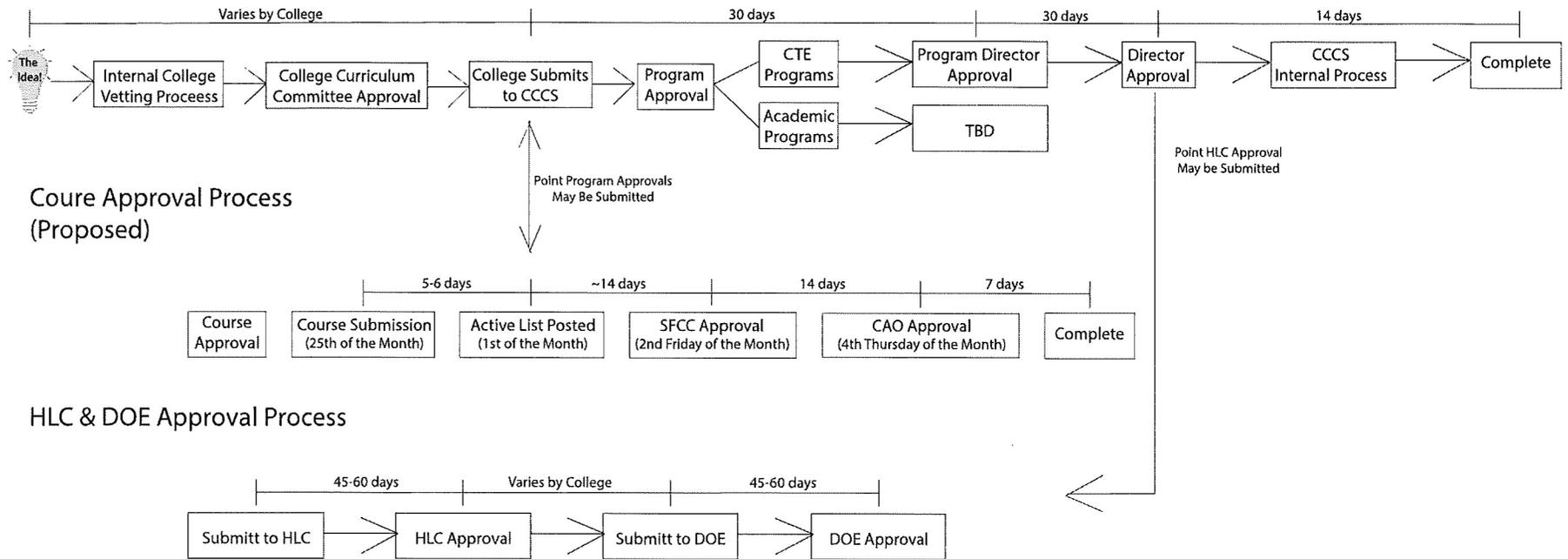| January 21, 2013	Section II	Updated link to CDE credentialing site in 3.10 Qualified & Credentials Instructors
January 21, 2013	Section V Part B CTA	Increased the CTA reportable administrative cost percentage from 5% to 6% and the DCTS reportable administrative cost percentage from 15% to 16%; Web link to CTA resources updated
January 21, 2013	Appendix A	Completely new
July 1, 2012	Section IX	Updates to section owners table
July 1, 2012	Section VI	Revised data reporting section for 2012-2013 reporting year.
July 1, 2011	Section II	May 15th deadline for submission of renewals or new programs for approval by end of fiscal year (June 30)
July 1, 2011	Section II	Renewals not submitted within 90 days will be returned to prior approved state and status
July 1, 2011	Section II	Modifications to program renewal criteria
July 1, 2011	Section II	Clarification of permissive use of Perkins funds through secondary and postsecondary programs for middle school students
July 1, 2011	Section II	Expanded Specific Program Requirements and Quality Indicators with additional program areas and revised FCS area
July 1, 2011	Perkins	Clarification retention of equipment information forms
July 1, 2011	Perkins	Clarification to obligation of Perkins funds
July 1, 2011	Perkins	New initial local improvement plans
July 1, 2011	Advisement course	Clarification on program approval requirements for advisement courses
July 1, 2011	Section III	Specific Program requirements new section
July 1, 2011	Section V part 20	At least 3 vouchers must be submitted for recipients that receive $100,000 or more

July 1, 2011	Section V part B	Clarification on how to claim paraprofessionals and academic instructors who do CTE professional development
July 1, 2011	Section II	For a course to be claimed for CTA it must appear on the program approval
July 1, 2011	Throughout	Name change from Mesa State College to Colorado Mesa University
July 6, 2011	General information	Add CMC to list of CCCNS exempt institutions
July 6, 2011	CTA	Change benefits amount claimable from 28% to 30%
July 6, 2011	CTA	Clarification about how to determine contact hours per credit when there is no policy.
July 1, 2011	Data Reporting	New section
July 1, 2011	CTA	Added language to exclude teaching assistant courses from CTE percent calculations
July 1, 2011	Appendix C	Middle school programs exclusion and CTSO exclusion
April 6, 2011	Program approvals	Added middle school programs section
July 1, 2011	Credentialing	Added language at the secondary level that credentials are not effective retroactively for audit purposes
July 1, 2011	Section V Part B	Added language to include DCTS administrative costs
July 1, 2011	Section V Part C19	For award packet submissions – all districts that are members of a consortium need to submit a Civil Rights assurance form, and either an A-133 single audit or audit exemption form.
July 1, 2010	Section V part C1	Perkins records retention clarification.
July 1, 2010	Section V Part B	Added language to CTA substitutes to allow CTE related absences to be claimed at 100%.

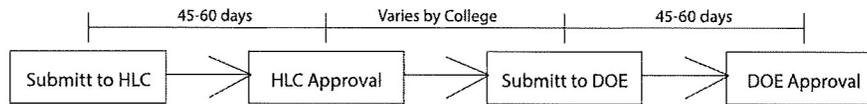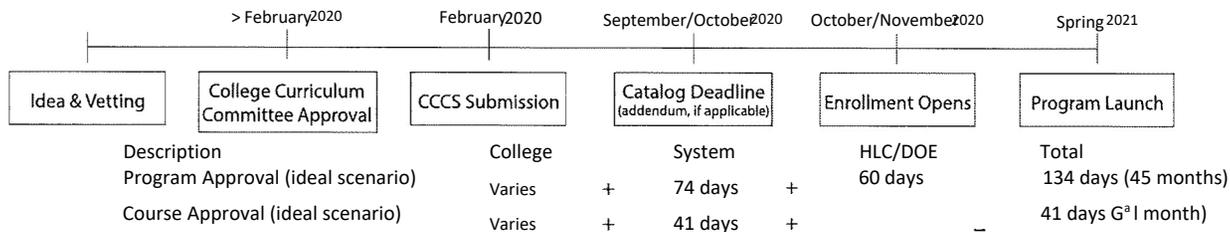| July 1, 2010	Section II	Guidance on what to do with a program without credentialed instructors
July 1, 2010	Credentialing	Amend definition of a valid credential to include people who have held a credential for any part of the fiscal year.
July 1, 2010	Calendar, Perkins vouchers	Final Perkins vouchers are due the last working day in August.
July 1, 2010	Section II	Program Approval - new
July 1, 2010	CTA	Added information about closing a program
July 1, 2010	Section III	Completely new
July 1, 2010	Appendix B	Updated for FY10 reporting
July 1, 2009	Appendix C	Deletion and Editing of Allowable Costs/Activities. Deleted from allowables: Depreciation and use allowances, Reconversion costs, Routine homeland security costs. Clarified Rearrangement & alteration costs to apply only to those costs that do not add capital value.
March 3, 2010	Old Appendix E	VE-135 extension request form was removed from the handbook and will be available on the CCCS website under training materials for VE-135
July 1, 2009	Appendix E	New Appendix to explain Perkins rules regarding Program Income
July 1, 2009	Appendix F	New Appendix to explain Perkins rules regarding Public Announcements.
July 1, 2009	Section IV part A	Amended secondary credentialing to reflect change in issue body from CCCS to CDE
July 1, 2009	Section IV part B	Separated out postsecondary credentialing from secondary credentialing.
July 1, 2009	Section IV part B	Secondary credentials can be honored at the postsecondary level
July 1, 2009	Section V part C10	New policies included: reserve funds must be spent on requirements, cannot select an expired program in a funded project.

(Proposed)

| Varies by College | | 30 days | 30 days | 14 days |

The Ideal → Internal College Vetting Process → College Curriculum Committee Approval → College Submits to CCCS → Program Approval → CTE Programs → Program Director Approval → Director Approval → CCCS Internal Process → Complete

Academic Programs → TBD

Point Program Approvals May Be Submitted

Point HLC Approval May be Submitted

Coure Approval Process (Proposed)

| 5-6 days | ~14 days | 14 days | 7 days |

Course Approval — Course Submission (25th of the Month) — Active List Posted (1st of the Month) — SFCC Approval (2nd Friday of the Month) — CAO Approval (4th Thursday of the Month) — Complete

HLC & DOE Approval Process

| 45-60 days | Varies by College | 45-60 days |

Submitt to HLC → HLC Approval → Submitt to DOE → DOE Approval

Academic Year Planning Timeline

| > February 2020 | February 2020 | September/October 2020 | October/November 2020 | Spring 2021 |

Idea & Vetting — College Curriculum Committee Approval — CCCS Submission — Catalog Deadline (addendum, if applicable) — Enrollment Opens — Program Launch

Description	College		System		HLC/DOE	Total
Program Approval (ideal scenario)	Varies	+	74 days	+	60 days	134 days (4.5 months)
Course Approval (ideal scenario)	Varies	+	41 days	+	=	41 days (~1 month)

- Curriculum Management Resources: [BP 9-30 Approval of Academic Programs](#) and SP 9-30 a, b, c, d, e govern approval processes. [SP 9-71 Community College Course Numbering System](#) gives authority to SFCC to develop processes for managing the Common Course Numbering System.
- [CCCS Program Approval Website](#) – provides best practices, a detailed overview of processes by program type, access to the program approval form links for non-CTE, links to CTE resources, and variety of self-help resource links.
- [Curriculum Management Resources](#) – Dean & Faculty Vault SharePoint page provides access to all necessary training and resources for college faculty who work in curriculum development.
  o [Curriculum Calendar](#)
- [CTE Standards and Program Approval](#)
- [CTEinColorado.org](#) - new CTE site has soft launched and is expected to be ready to go by Fall 2025
- Individual college processes vary widely college to college and make up a large percentage of the overall time to completion. We can make those individual processes available upon request.