I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

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

B. Organization of Vocational and Technical Education Programs

During the Colorado Fiscal Year 2007, Colorado continued to use content-specific program directors to work with both secondary and postsecondary programs for each of the following categories:

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

Each program director managed leadership fund "grants" for use toward proposals by Colorado Association for Career and Technical Education (CACTE) divisions to address content specific initiatives.

Colorado continues to approve secondary programs designed with career pathways and allows the completer definition to include pathway completers (as long as the competencies of the pathway still meet industry approval.) Colorado continues to require all secondary programs that have postsecondary counterparts to have articulation agreements. Approved postsecondary programs must articulate to secondary level programs and to advanced education programs, if available and appropriate. If there are no postsecondary programs for secondary program articulation, the secondary program must align with any available apprenticeship competencies or industry standards. The Colorado postsecondary common course numbering system and database facilitates secondary to postsecondary competency alignment. It also promotes secondary academic rigor. The Colorado Career and Technical Education Escrow Credit Project was redesigned and renamed the "Advanced Credit Pathway." Secondary CTE courses that align 80% of their competencies with the postsecondary competencies can offer statewide articulation. This system allows students with a grade of B or better in the cross-walked secondary CTE course to articulate "transcripted" credits within two years after the student's high school graduation.

Administrative technical assistance focused on providing local recipient CTE administrators with information about the new Perkins Act, the new local plan format, and suggestions for using

funds to support preparing for Career Clusters, career pathways and CTE programs of study that Colorado is calling "CTE plans of study." Colorado has also increased documentation requirements from the field before reimbursement of their paid expenses is provided. State staff also provided training about the what and why of this increased reporting. Twenty-one workshops were offered between April and June at local sites around the State to introduce local personnel to "Plans of Study," the new Perkins projects format for local plans, and review of added source documentation required for reimbursements.

Administrative staff applied the use of technology to attend "CTE Regional Meetings." These meetings, initiated in Fiscal Year 2005 continue to be a popular workshop led by the CCCS leadership team of CTE Program Directors. One section of each regional workshop, included administrative staff providing compliance updates. To save time and travel costs, this section of the day also included a phone call back to all the compliance staff for local administrators to ask compliance questions. This allowed local administrators to share questions or concerns directly with appropriate state staff about Colorado vocational funds, CTE teacher credentialing, State CTE data reporting, and/or Perkins questions without requiring all of this staff to be out of the office at the same time. Morning sessions included reports from one member of the State administrative staff. In the afternoon teachers separated by content area to meet with CCCS program directors and focused on how to develop five-year improvement plans for their local CTE programs.

II. State Leadership Activities. [Section 124]

A. Required Uses of Funds

1. An Assessment of the Vocational and Technical Education Programs That Are Funded:

The career and technical education programs receiving funding must be approved by CCCS program director staff. Each approved program must reapply for approval after five years. Re-approvals are data-based. Programs with data that do not meet a specific threshold are either not approved or are conditionally approved for a shorter term than the normal five year cycle. Conditionally approved programs have data reviews on an annual basis.

As strong as this system is, the State Auditor's Office' report was the focus of the 2006-2007 program year CCCS CTE work. More CTE personnel have been added to address each finding identified by the State Auditor's Office. The new Associate Vice-President of Compliance and Technical Support worked with her assigned staff to carve out business processes that eliminated any administrative gaps in monitoring or compliance in the following areas: Perkins local plans, CTE teacher credentialing, Colorado Vocational Act (CVA-State vocational funds), CTE data reporting and auditing, Perkins on-site monitoring, and Perkins reimbursement monitoring.

Another position, the Associate Vice-President for Academic and Student Affairs, Provost, oversees our new CTE Dean position and the Dean of Enrollment Services.

Our new CTE Dean oversees all the CTE Program Directors, the CTE Program Assistant Directors [Career and Technical Student Organization (CTSO) advisors], and their administrative support staff. This unit is responsible for:

- Development of and approval of Colorado CTE program "plans of study;"
- Approval of CTE programs, secondary and postsecondary
- Development of and presentation of CTE teachers' and administrators' workshops
- Implementation of CTE strategic initiatives
- Chairing of new CTE Credentialing Oversight Board
- Liaison to the Colorado Association for Career and Technical Administrators (CACTA) and CACTE Boards
- Representative for Colorado CTE at State and National meetings
- Chairing of State-level business and industry advisory councils, State content teams, and CTSO advisory councils
- On-site monitoring of approved CTE programs
- Liaison with the Community Colleges' Educational Services Council
- Development of partnerships with other agencies
- Oversight of the Advanced Credit Pathways process
- Technical assistance to CTE teachers and administrators and the development of a State Professional Development System

The Vice-President of Academic and Student Affairs serves to coordinate, collaborate and unify all of these factions, including the System's "CCCOnline" unit. This strengthens the CTE unit by promoting continuity between postsecondary academics, online technology, student financial aid and postsecondary and secondary Career and Technical Education. Another CCCS unit related to Workforce partnerships further supplements these interactions allowing coordinated strategic initiatives that support building on efforts to develop challenging academic and technical standards including preparation for high skill, high wage or high demand occupations in current or emerging professions. CCCS has named this focus "Bridges to Opportunity" and is orienting the State's multi-year planning around connecting the demand side (workforce needs) to the supply side (CTE and academic education.)

2. Developing, Improving, or Expanding the Use of Technology In Vocational and Technical Education:

CCCS continues to improve our web-based systems for program approval requests and data reporting. Three categories (demographics, completion and placement) of five-year trend data for each approved CTE program in the state is accessible to schools (and the public) through the CCCS website for Career and Technical Education. The data also compares each program to all other programs in the state that have the same CIP code. New additions to this data reporting includes five-year trend data per Institution's or District's program completion and student completers' placement. Other new reports are:

- Approved programs with courses and program pathways
- List of Active Career Pathways
- Approved Advanced Credit Pathways Crosswalks

CTE data reports can be accessed at http://ctep.cccs.edu/reports/report_list.jsp

The program approval website has added functions including automatic performance data review and flagging, automatic e-mail reminders, flagging of unmarked assurances, automatic duplicate program check and an improved course entry process for postsecondary programs. These improvements eliminate monitoring oversights by State staff as well as increase ease of operation by local personnel.

Additionally, our new web-based teacher course building tools continue to be expanded and enhanced. This website, located at http://www.coloradocte.com, provides a system to build courses from a bank of databases including occupational standards/competencies, academic standards/competencies, employability standards/competencies and others. This website has now been expanded to include Family and Consumer Science related course building databases, Health course building databases, Business course building databases, ACE course building databases, as well as the original Agriculture Education course building databases. The ACE website also includes PowerPoints that can be utilized in instruction. Leadership grants helped provide fifteen ACE teachers with laptops in exchange for lesson plans posted to the standards website. This website also includes two Bio-Tech programs that are under development. Content teams composed of both secondary and postsecondary teachers work to build and update the banks of standards and competencies. This process also helps support secondary to postsecondary networking.

Agriculture Education and Family and Consumer Sciences have also developed online discussion boards and e-mail systems or distribution lists to allow sharing of best practices and lesson plans. The ACE faculty are also able to engage in online discussions.

Additionally, the Compliance and Technical Support unit is beginning to develop online training mini-modules, using "Captivate" software so that field personnel can get "just-in-time" training on State required reports, processes, and functions. The CCCOnline staff are volunteering time with CTE personnel to train them on how to build online training modules.

One of the sessions for the 2006-2007 CTE Regional Meetings addressed the newest developments in technology and how this impacts our students and their careers.

3. Professional Development Programs:

Regional workshops continued with much popularity from the field. Attendees reviews of these workshops continue to be very positive. The focus of this fiscal year's regional workshops were about how to design CTE program five-year plans. These plans are part of the program approval assurances and it organizes each CTE programs strengths and weaknesses so that resources can be focused to overcome any discovered gaps. Program Directors also coordinate on-site monitoring around the regional workshops, keeping travel costs more manageable and efficient.

The content area leadership grants implemented by the field but managed by State program directors also support professional development. Leadership grant funds help support new teacher attendance at CACTE and/or Division related workshops. These grants also support resource materials and keynote speakers for these conferences and meetings. Sometimes the grant pays for Division presidents to attend national conferences and to bring back ideas,

materials and strategies that can be used by Colorado CTE teachers and programs. The HelthCare Institute for Educators was co-sponsored with these funds. This one-day workshop for faculty and counselors highlighted health career ladders, emerging healthcare opportunities, bio-technology and simulation labs, and career clusters and pathways.

The leadership grants helped support a Technical Colleges joint meeting. These grants also have supported content team meetings and curricula development teachers' seminars.

Program Directors and Assistant Directors implemented events this year to support new teachers and to recruit students into teaching careers.

Agriculture Education implemented a new event in FY2007. Thirty-one high school juniors and seniors nominated by their instructors participated in a "by-invitation-only" Future Teachers of Agriculture luncheon during the State FFA Convention. The luncheon featured veteran teachers sharing the joys and rewards of being a teacher and Nowtheastern Junior College, Lamar Community College and Colorado State University were all present to highlight educational opportunities that prepares individuals for the agriculture education teacher path. Other CTSOs are considering duplicating this model.

The Agriculture Education program director also helped provide twelve new Agriculture Education instructors with a comprehensive mentoring/induction program. Activities included 2 group in-services to provide professional development on common topics. New teachers also received two onsite visits to provide feedback on their instruction and classroom management.

The Colorado Teacher Cadet programs are being expanded to include academic teachers. An academic teacher can develop a CTE Teacher Cadet program if:

- They have at least 3 years teaching experience,
- They have at least a Master's Degree (so that programs articulate to 2-year and 4-year degrees, and
- They have administrative support.

The academic teachers who wish to implement a teacher cadet program must attend Colorado State University CTE courses as required for a CTE credential. New Teacher Cadet teachers must attend a summer 3-day training program. All Teacher Cadet teachers must attend two professional development days per year. Colorado's Teacher Cadet program has been in operation for five years and two high school teacher cadet students are now Family and Consumer Science teachers. This program also received two other grants from foundations.

SkillsUSA conducted a Chapter Management Institute for new advisors this year.

CCCS supported a workshop for new Business Education and Marketing teachers that received very positive evaluations and feedback.

Another "leadership grant" was used for the "LITE Program." This Leadership In Technical Education" program is continuing to prepare current CTE educators to move into administrative roles. This year, 16 new, veteran and prospective CTE leaders became more knowledgeable of CTE programmatic needs, developed management skills, became more culturally effective

leaders, and developed 21st Century leadership skills. The participants were nominated by CCCS Program Directors. The program is designed as a seminar format and includes professional readings and investigation of current research in leadership and CTE. Each participant is required to mentor a new administrator in the future years.

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

Through collaborative efforts from CCCS CTE staff, CACTE, and CACTA the Colorado Department of Higher Education has agreed to list CTE high school courses as academic electives.

The Family and Consumer Sciences program director successfully facilitated seven teams of teachers and business representatives to develop or revise Colorado standards, outlines, and lesson plans for seven programs including: Nutrition and Wellness, Fashion Design and Merchandising, Catering, Wage Earning or World of Work, Interior Design, Food Science, Dietetics and Nutrition Wellness, and Early Childhood Education. All of this work is hosted on the standards website described under the "Use of Technology" section in this report.

The Health program director rolled out a new Health Science Technology Program which is a high level curriculum that is above and beyond med prep programs. The core curriculum was established with areas of emphasis in many allied health modalities. One field program was selected as a pilot program. This program was reviewed and granted one credit for Language Arts and one credit for Science. Another school district and a partner community college are also seeking Language Arts and Science credit for this curriculum.

Agriculture Education supported a meeting of secondary, community college and university instructors. The meeting provided a common understanding of the concept of Career Clusters and pathways. This culminated into meetings by pathways to begin the work on development of "Plans of Study." The next step is to bring business and industry leaders to the table to expand the discussion.

5. Providing preparation for nontraditional training and employment.

Colorado continues to use the $60,000 leadership non-traditional training and employment set aside funds as a competitive grant process available to postsecondary institutions. Each year our community and technical colleges implement strategies to recruit and retain students into non-traditional career areas. In 2007, the proposals from five postsecondary institutions were funded. The work completed with this funding includes:

- An institutional requirement that all promotional materials feature non-traditional enrollees;
- Support for faculty in non-traditional career programs to attend recruitment and retention workshops
- Career fairs that feature non-traditional speakers
- Design of websites that feature non-traditional enrollment

- Direct assistance to non-traditional students
- Support groups for non-traditional students
- Internships for non-traditional students and provision of job placement services
- Collection of data regarding the non-traditional students
- College-wide comprehensive training for each non-traditional career program faculty
- Community-based initiatives
- Mentoring coaches
- Posters, brochures and other media communications
- Middle School Girls Conference
- Industry tours for females
- Summer bridge programs
- Industry mentors

In Colorado, no recipient can use Perkins funds to support out-of-state professional development travel without specific state-level review and approval. One of the major factors for approval includes provision of assurances that the traveler has or will include professional growth in recruitment and retention of the non-traditional student, if applicable.

Additionally, the program directors for Health, Family and Consumer Sciences and Trades, Industrial and Technical Education programs collaborated to offer a two-day workshop for secondary and postsecondary faculty called "Communication, Connections, Careers." This workshop included guest speaker, Mimi Lufkin, from the National Alliance for Partnerships in Equity, who shared analysis and strategies about recruitment and retention of non-traditional students.

CCCS and the Colleges are still finding it difficult to overcome three key barriers: Buy-in from some industries for employment of non-traditional graduates; delay in results from health program recruiting because of waiting lists for these programs; and the lack of wage/salary motivation in the Early Childhood Education programs. Colorado is brain-storming new uses of these funds for FY2008.

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

Colorado was unable to implement the sustaining strategies developed from the FY2006 Linking Languages for Learning Conferences because our priority for FY2007 was to eliminate all audit findings and plug any compliance/monitoring gaps.

However, at the local level, a few districts are pursuing duplication of the Math in CTE processes by use of math and/or language arts coaches; analysis and re-mapping of CTE curricula in collaboration with academic teachers and exploration of pre-post testing of CTE students upon entry and exit into CTE programs. CCCS is exploring ways to highlight these activities as best practices.

Several districts are designing new Geometry classes that model a Construction Technology Geometry class developed by one of the Districts that participated in the Math in CTE study.

Pockets of interest exist but CCCS hopes to revisit initiatives that will increase academic rigor without losing the CTE competencies and curricula that students enjoy. We are exploring methods used by other States, dacum design principles, and trying to improve our partnerships with the Colorado Department of Education. Perkins processes are being re-engineered, additional compliance and monitoring staff have been added and program approval processes may be re-engineered. These steps are achieving the priority of addressing all audit findings. Therefore, it is anticipated that staff can refocus on efforts to facilitate the design, implementation and assessment of more CTE programs' academic and technical skills.

7. Serving individuals in state institutions.

CCCS continues to provide leadership funds to both the Colorado Department of Corrections and to the Division of Youth Corrections. Teachers and administrators from both agencies are included in all professional development activities and are active members of the CACTE and CACTA organizations. The community colleges continue to support articulation agreements with correctional institution CTE programs. The Division of Youth Services has been making concerted efforts to collaborate CTE programs with Language Arts development, using lessons learned from the FY2006 Linking Languages for Learning conference.

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

Continued support for this function includes funding an annual conference for ACE/WES program teachers. The Colorado standards for program renewals includes reviewing demographic data for enrollment in programs by ethnic minorities, students with disabilities, and non-traditional (gender) students. During on-site visits, programs are monitored for diversity in composition of the program's business and industry advisory committees. CCCS continues to follow the MOA standards and monitor recipients' compliance with Title VI, Title IX, and Section 504. Counselors are made aware of career opportunities and programs. Colleges meet with high school parents of special population students to provide information about transitioning to postsecondary education. Both secondary and postsecondary recipients invest extensive amounts of Perkins funds into tutoring programs and, of course, provide adaptive equipment and interpreters as needed. Postsecondary recipients offer numerous types of bridging programs that are especially supportive for single parents and displaced homemakers. Many Colleges are funding special population coordinators who monitor student success with student retention as their priority.

Perkins local plans are reviewed for inclusion of strategies, activities and projects that support special populations and a local special populations' coordinator or similar representative must endorse the plan before it can be submitted to CCCS.

The Perkins Field Council was expanded to include a secondary special population's coordinator and a postsecondary student services' director so that technical assistance can be designed to introduce teachers about improving support for special population CTE students.

Permissible Activities [Section 124]

1. Technical Assistance:
CCCS CTE staff provides continuous guidance for career and technical education quality. Website pages specific to career and technical education are accessible, user-friendly and used extensively. The System is continues to produces a bi-weekly e-newsletter called "CTE Trends" that is sent to hundreds of CTE teachers and administrators. CCCS staff maintains a representative on the Colorado Association of Career and Technical Education (CACTE) board and on the Colorado Association of Career and Technical Administrators (CACTA) board. Program directors collaborate with teacher organizations for meetings, conferences and workshops. The regional meetings provide easy access to all CTE teachers for updates and guidance. In the 2006-2007 program year, CCCS CTE staff presented three full-day regional meetings and an additional four half-day regional meetings. Nearly 500 CTE teachers and administrators attended. Sessions and presentations included Education Reform and CTE; Impact of the New Perkins State Plan; Technology's Impact on Students and Their Careers; Program Data, Program Monitoring and Developing Program Level Five Year Plans. Regional workshop evaluations continue to indicate that the CTE teachers especially appreciate the small group, face-to-face contact with their content specific Program Director during the afternoon sessions. The program directors supplement these trips with on-site monitoring visits to nearby CTE programs.

2. Improve Career Guidance and Academic Counseling:
CCCS continues to have one of the Program Directors serve as a liaison to the State Counselors organization.

3. Establishment of Agreements between Secondary and Postsecondary:
The Escrow Credit Project is continuing and welcomed by secondary and postsecondary recipients. It has been re-engineered to incorporate content teams and to address quality control. It has also been renamed to the "Advanced Credit Pathways (ACP)" system so that it incorporates the Career Clusters/Career Pathways terminology. Program Directors continue to make special efforts to connect secondary and postsecondary teachers and programs. All the Professional Development workshops, seminars and meetings in the State include both secondary and postsecondary level personnel. The Program Directors' Content teams include both secondary and postsecondary faculty and extra effort is made to also insure that both urban and rural representation exists.

Some of the key values of one board and one agency having programmatic authority over both secondary and postsecondary career and technical education programs are the inherent structure to co-align standards, to facilitate events with both levels of personnel in attendance, and thus, to work collaboratively on initiatives.

The CTE Regional meetings were held at Postsecondary institutions and tours of the campuses were provided.

Linkages are also supported by using postsecondary faculty to teach secondary faculty. The secondary teachers Catering workshop was held at Pikes Peak Community College with college

faculty teaching the day. A two-day training for secondary Early Childhood Education teachers was taught by community college faculty. CCCS also facilitated and supported an Advanced Interior Design course offered at Colorado State University for our CTE teachers. This same Program Director completed the process to develop a statewide Teacher Cadet articulation agreement for EDU 221 between secondary schools and community colleges.

5. Support for CTSO's:
Colorado continues to provide strong leadership through the Colorado Community College System staff for career and technical student organizations. Leadership competencies are part of the required assurances for approved CTE programs. The student organization state advisors continue to work closely with program directors and are now called assistant program directors.

Some of the CTSO accomplishments this year include:

- The Future Teachers of Agriculture luncheon featuring veteran teachers sharing the joys and rewards of being a teacher with a nominated group of high school juniors and seniors enrolled in Agriculture Education programs.
- Colorado FFA has two National Officers in two consecutive years.
- Colorado FFA had a twenty percent membership increase with ninety percent of Agriculture Education students as paid FFA members.
- The 2007-2008 International DECA President is from Colorado.
- Colorado DECA raised $10,000 for Project Mercy, money for a school in Ethiopia. (Colorado was devastated this year by the death of our DECA State Advisor. In his honor, the teachers and students continued to commit to the ideals and goals he so aptly led.) One of Colorado's marketing teachers received the National DECA Outstanding Service award.
- Colorado FBLA was instrumental in supporting U.S. Attorney General, Alberto Gonzalez' priority of internet safety through Project Safe Childhood. A first program of its type in the country was located at Monarch High School and it involved community, school officials, local business and law enforcement. Additionally, Colorado hosted the first Internet Safety Summit, planned and led by the Colorado FBLA president. The Attorney General visited with this CTE student and graduate. Colorado FBLA also raised over $11,000 for the March of Dimes Foundation.
- One Colorado student completed his term as a national PBL officer and Colorado PBL was 11th in the nation for receiving awards at the National PBL Conference.
- Colorado TSA raised over $1500 for the American Cancer Society and Colorado TSA was selected to host the 2009 National TSA Conference.

Each CTSO provides a student leadership conference that focuses on soft skills including project management, time management, team building, meeting management, goal-setting, community service and fund-raising. Students are challenged to enter new horizons including public speaking, running for office and networking with business and industry.

CTSO conferences help provide camaraderie and mentoring for new teachers. It connects teachers and challenges teachers to update and improve programs. CTSOs also provide our strongest direct link to business and industry partners. The CTSO events also provide a format for secondary and postsecondary faculty interaction.

The State president from each student organization serves on a collaboration group that helps the CTSOs operate in conjunction with each other. Annually, this group does a presentation to the State Board and it continues to be one of the Boards' favorite meetings.

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

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

Postsecondary Community Colleges:

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

Postsecondary Area Technical Colleges

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

Secondary School Districts – Stand Alone

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

Secondary School Districts – Granted Exemption from Consortia

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

Secondary Consortia

CAVOC CONSORTIUM (8 DISTRICTS)
EAST CENTRAL BOCS CONSORTIUM (19 DISTRICTS)
TRINIDAD STATE JUNIOR COLLEGE CONSORTIUM (5 DISTRICTS)
LITTLETON CONSORTIUM (2 DISTRICTS)
MOUNTAIN BOCS CONSORTIUM (5 DISTRICTS)
NORTHEAST BOCS CONSORTIUM (12 DISTRICTS)
NORTHWEST BOCS CONSORTIUM (9 DISTRICTS)
PIKES PEAK COMMUNITY COLLEGE CONSORTIUM (10 DISTRICTS)
ROARING FORK CONSORTIUM (2 DISTRICTS)
SOUTHEASTERN BOCS CONSORTIUM (6 DISTRICTS)
SAN JUAN BOCS CONSORTIUM (4 DISTRICTS)
SAN JUAN BASIN TECHNICAL COLLEGE CONSORTIUM (3 DISTRICTS)
SAN LUIS VALLEY CONSORTIUM (13 DISTRICTS)
WINDSOR/ESTES PARK CONSORTIUM (2 DISTRICTS)
CENTENNIAL BOCS CONSORTIUM (10 DISTRICTS)
SOUTH WELD CONSORTIUM (2 DISTRICTS

The latest version of the Colorado local plan (Perkins continuation plan) document and the related budget forms workbook have been e-mailed to Perkins2006@ed.gov.

IV. Accountability [Section 113]

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

Colorado exceeded all **secondary** performance goals and all but two **postsecondary** performance goals. We believe that several efforts supported exceeding the goals, including:

1. Rigorous review of Continuation plans, holding recipients tightly accountable to activities that address the sub-indicators.
2. Field familiarity with the goals and better understanding of how to use the data to direct program improvement activities.
3. Providing performance results in both percentage form and actual count form.
4. CTE Regional meetings that assured better outreach to teachers, rather than just administrators.
5. Continuous technical assistance that provided increased understanding about data reporting.
6. Close relationship between Perkins performance sub-indicators and already existing Colorado CTE program trend data.
7. Extensive technical assistance providing ideas and suggestions for strategies to address performance targets.
8. Streamlined paperwork to free up administration time for implementation of innovative programs and systems.
9. Long-term opportunity to develop field capacity (eight years).
10. Later data results reflecting earlier years' project implementation (many strategies focused toward younger students will not show as data results until the students are older.)
11. Repetition of training, long-term commitment by CCCS to technical assistance, and "buy-in" from the field.
12. More secondary school districts investing in data software.
13. Continuously improving data check systems at CCCS.
14. Using performance measurement definitions that can be clearly and concisely reported; are indicators within the CTE programs' realm of influence; and that did not overburden local resources.
15. Using the data reports as tools rather than as hammers.
16. Performance measures that align with overall State educational goals and State Board strategic plans.

The two performance goals that Colorado did not reach were the two postsecondary non-traditional careers goals, Non-Traditional Participation and Non-Traditional Completion.

We believe that the barriers to achieving the Postsecondary Non-Traditional Enrollment and Non-Traditional Completion continue to be:

1. Difficulty in recruiting men into Early Childhood Education and Cosmetology professions due to the relatively low pay of these jobs.
2. Showing the results of recruiting men into Health Careers due to waiting lists.
3. Lack of industry support for the non-traditional gender employee.
4. Lack of national models on popular media – for example: The current television advertisements for Amoco, a vehicle transmissions repair franchise, show a female customer

5. Limited sphere of influence of postsecondary faculty and advisors over postsecondary student career choices.
6. Limited resources to overcome historic and widespread perceptions of genders and careers.
7. High cost of tools required for many male-dominated technical careers.
8. Performance targets set too high in respect to available funding.
9. Large numbers of baby boomer age faculty and administrators.
10. These performance goals are not seen as a priority compared to other goals.

Since these two performance goals continue to be a performance accountability measure under the new Perkins Act, Colorado is continuing to explore new strategies. The previous use of the State's non-traditional careers set-aside funds are being replaced by broader scope, state-level activities during the 2007-2008 program year. A state-level advisory group composed of individuals currently working in non-traditional careers will review 2008-2009 proposals for non-traditional career grants. CCCS will design and disseminate a media campaign related to non-traditional careers and analyze the effect of this investment. CCCS has expanded compliance staff to allow more availability by Perkins staff for research and technical assistance regarding non-traditional career participation and completion strategies.

CCCS now has nine years of data for the 1998 Perkins Act performance indicators. The trends of each sub-indicator's performance are included in Appendix B of this report.. In general, the secondary trends indicate improvements but a "flattening" effect in the later years. The secondary non-traditional completers shows continuous improvement. This could be a reflection of where resources are focused and the impact of limited resources. Also the ceiling effect plays a role.

The postsecondary trends indicate strong growth in students' completion of certificates and degrees but the 2006-2007 data deviates from that growth trend and bears watching. Again, this may illustrate refocus of limited resources. The postsecondary institutions continue to need updated equipment to keep graduate competencies current with rapid industry development. Placement trends are as variable as the Colorado economy. The Retention in Employment trend is not a trend but illustrates confusion about the collection and reporting of this data. Colorado did not find this to be useful information. The non-traditional careers trends for postsecondary seem to indicate effort and improvement to a level but then extra efforts seem to actually cause decreases in performance. This is a puzzle that will require longer-term investigation and analysis.

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

Factors contributing to Special Populations meeting **secondary** performance levels:

1. Colorado asked sub-recipients to provide strategies for meeting performance targets for both the overall population results but also for each sub-population that did not meet targets.
2. Colorado reviews CTE program trend data for program approval including demographic enrollment data.

3. Colorado allows Perkins funds to be used for supplemental student services including tutoring, counseling and other student support services.
4. The secondary CTE business programs are considered female dominant due to national data regarding the predominant gender of administrative assistants. However, many Colorado CTE business programs have extended their course offerings to include entrepreneurship, business law and software applications which includes content attractive to male students.
5. Sub-recipients have implemented training and special program strategies to address success for all populations.
6. Colorado educators historically have worked with diversity and the Colorado education industry takes pride in continuing to provide equal opportunity to all Colorado populations.

Factors contributing to Special Populations meeting **postsecondary** performance levels:

1. Colorado asked sub-recipients to provide strategies for meeting performance targets for both the overall population results but also for each sub-population that did not meet targets.
2. Colorado reviews CTE program trend data for program approval including demographic enrollment data.
3. Colorado allows Perkins funds to be used for supplemental student services including tutoring, counseling and other student support services.
4. Colorado State legislation also set similar accountability requirements for postsecondary institutions.
5. Colorado did not allow use of Perkins funds for faculty out-of-state conference attendance unless their programs addressed the Perkins performance sub-indicators at the sub-population levels.
6. Colorado postsecondary institutions continue to invest large amounts of resources into student support and supplemental services.
7. The legislated role and mission of Colorado community colleges is providing college access to underrepresented populations.
8. The State Board mission included increasing college student success and access for the underrepresented populations.
9. At the postsecondary level, students self-identify as a Special Population so some of these individuals may not be represented in the data.

Secondary Special Populations Not Meeting Performance Levels:

(1S1-Secondary Academic Attainment and 2S1-Completion of High School Diploma)
At the secondary level, three special populations did not meet 1S1 or 2S1 (same measurement definitions): Students with "Other Educational Barriers,". " Individuals with Disabilities," and "American Indian or Alaska Native." Students with Other Educational Barriers is defined in Colorado as students with a cumulative grade point average of 2.0 or less. Some of the factors that may cause this failure include:

1. Students with more severe academic barriers and learning disabilities may be physically incapable of meeting graduation requirements. These students are awarded certificates of completion in Colorado. More focus on these students may have increased. However, for the career and technical education data, we do not count certificates of completion as meeting the graduation from high school definition.

2. Students may have graduated by the end of summer school. We only count students as graduating if they graduate by June of the reporting year.
3. High school education may not be able to overcome elementary or middle school education that did not provide students with enough academic skills to keep grade point averages at or above average levels.
4. Increased graduation requirements may be overwhelming to these populations.
5. The data actual count is such a small number that the percentage results are misleading (American Indian or Alaska Native).

Strategies to improve graduation rates of these populations include:

1. Analyze the new NCLB Completion rates to see if it is more inclusive of actual results of some special populations.
2. Use the new Perkins Field Council with its increased membership of special population experts to provide more specific strategies and ideas for CTE programs to support student success.
3. Provide a counselors workshop on how to use the new Career Clusters, Career Pathways and Plans of Study as tools to motivate students to stay in school and finish their plan of study.
4. Promote more academic/CTE teacher collaboration projects to assure student success in academic courses.
5. Assess whether a combination of strategies including academic integration, academic/CTE teacher collaboration, and earlier age enrollment into CTE courses will help improve high school graduation rates.

(1S2- Secondary Skill Proficiencies)
Colorado's resources only allow the measurement of students' skill proficiencies by reporting the number of 12th grade CTE program enrollees who also are CTE program completers. A program completer is a student who attained a defined percentage of competencies through satisfactory completion of a sequence of courses that lead to a job out.

Last year only one special population did not meet the State goal for 1S2. We believe that was a statistical phenomenon that caused a misleading percentage simply because the actual count numbers of that population were so small.

This year four sub-populations did not meet the performance target: American Indian or Alaska Native, Unknown/Other, Students with Other Educational Barriers and the Non-traditional (by gender) enrollees. Two of these populations are small actual counts and thus a misleading percentage exists. The "Other educational barriers" students only missed the goal by three tenths of one percent so we interpret that as positive improvement. The reason this is still positive is that the target increased and yet the population most susceptible to failing at this target only missed the increased goal by three tenths of one percent! Also, since this same population had the lowest of the high school graduation rates, it is still positive that CTE teachers were able to keep these students in school long enough to, at least, complete a CTE program. This may indicate that students with lower GPAs are not graduating due to academic course challenges and that CTE programs help keep this students in school longer. The non-traditional population in 1S2 represents only 12th graders. The non-traditional completion performance 4S2 is all grades.

This seems to indicate that younger populations in non-traditional program areas are completing the programs and that field implemented strategies are beginning to provide positive impact. It also may indicate that a number of 12th graders were inspired to investigate some non-traditional career choices but did not make that choice until their senior year and were thus, unable to complete the CTE program. However, it may be positive evidence that more students were interested in non-traditional career exploration.

Colorado will continue to report program completion data and has found it useful as an indication of the quality of programs. However, looking only at 12th grade completers does not truly represent program quality. We have found that this may represent lack of early grade career counseling, difficulties by smaller districts in providing schedules that allow student course continuation, and lack of long-term planning regarding class schedules. It is expected that the implementation of student plans of study will address most of these challenges. Also, Colorado plans to explore the value of program completion. At the secondary level, it may be a better service for youth that they change CTE programs, indicating career exploration, career awareness, and engaged decision-making about career options.

(3S1- Secondary Placement)
All but one special populations were over 90% for this subindicator so we believe that this is not an issue. Because of the statistical "ceiling effect," we allow recipients to consider any performance data higher than 90% as satisfactory. The population that fell below 90% is the Tech Prep sub-group. In Colorado, data collection and data definition of secondary Tech Prep students was cumbersome. We defined the secondary tech prep student as any CTE student who benefited from Tech Prep funds. Since the Tech Prep funds were allocated via competitive grants, this was an ever-changing population. We believe this confused the field regarding data reporting and that the Tech Prep data is not clear enough to use for strategic planning. Colorado believes all CTE programs should reflect the characteristics of Tech Prep and has chosen to merge the Tech Prep funds with the formula funds as allowed under the new Perkins Act. Colorado is especially pleased with our placement rates for Individuals with Disabilities.

(4S1- Secondary Participation in Non-Traditional Careers)
The only population that continues to not meet this State goal is females. The reasons include:

1. Lack of role-models in public media and shortage of female faculty in Trades and Technical programs.
2. Most national conferences and training of trades and technical teachers only includes technical content topics.
3. Industry standards and national curricula for trades and technical programs do not address gender enrollment and retention issues.
4. National media continues to propagate out-dated perceptions of female careers.
5. Other performance goals take priority.
6. Few other grants or entitlements provide support for this performance, especially at the secondary level.
7.

Strategies for improvement will continue:

1. The Colorado Local Plan is being redesigned to organize funded projects within one of the performance metrics.

2. Continue to research the possibility of collaborating with SkillsUSA (VICA) at both the national and the state levels to develop strategies for improvement.
3. Encourage the National SkillsUSA Organization to share the problem with Trades and Technical industry representatives and ask industries to consider updating their training, conferences, and standards so that this issue is addressed.
4. Re-explore the use of the non-traditional training and employment set aside funds to provide a Colorado media campaign about non-traditional career choices.
5. Implement a non-traditional careers working group advisory council.
6. Give existing state staff more time to do on-site technical assistance with programs not meeting this performance goal.

(4S2- Secondary Completion of Non-Traditional Careers)
The same two populations that did not meet the goals for 4S2 last year also did not meet the performance goals this year: females and individuals with disabilities. The female's reasons for failure and strategies for improvement are addressed in the discussion for 4S1. The individuals' with disabilities barriers and strategies for improvement. requires more investigation and more time to see results from newly implemented strategies. This year's performance is only about one tenth of one percent short of meeting last year's target. The individuals with disabilities population exceeds the (4S1) goal so it continues to seem that this population is getting recruited into the initial course or courses of a program but are not remaining in the program. Reasons could be:

1. Lack of access to tools or not enough availability of adaptive tools.
2. Not enough awareness of the broader scope of career options within a program.
3. Lack of role models.
4. Some program areas have safety issues that require extensive student oversight. This may not be popular with the students.

Some strategies to address retention of individuals with disabilities into non-traditional programs include:

1. More research about why the students are not completing the non-traditional career programs.
2. More specific technical assistance about how to work with special populations.
3. More time to see if any strategies are causing improvement. This year's results are nearly a full 3% improvement over last year's performance.
4. Review of targets.

(1P1-Postsecondary Academic Attainment, 1P2-Postsecondary Skill Proficiencies, and 2P1- Postsecondary Completion of Certificates or Degrees)

This year, only three populations did not meet the State goals for 1P1, 1P2, and 2P1 (all the same measurement definitions): "Black, non-Hispanic, Nontraditional Enrollees, and Other Educational Barriers. For postsecondary data, "Other Educational Barriers" are students who are required to participate in remediation classes. Possible reasons for failure to reach the State goals by these groups include:

1. Misleading percentage due to low actual counts for Black, non-Hispanic. Certificate or Degree completion by 48 more would have exceeded the target.
2. Delays, cost and/or personal frustration with having to add remedial courses (other educational barriers) to the students' certificate or degree program.
3. Lack of personal support systems or role models.
4. General overall decline in these performance rates from the previous year.
5. Limited resources to provide student supplemental services and support.
6. Student economic barriers.
7. Rigorous CTE programs.
8. Enticement by a strong economy to return to full-time employment rather than completion of educational goals.
9. Limited funds forcing a focus on some populations at the expense of losing a needed focus on other populations.

Possible strategies to address these issues include:

1. Counselors/Advisors conference about use of Plans of Study for career guidance tools.
2. Implementation of Plans of Study at the high school level so that students take more math and science in their later high school years, avoiding the need for remedial courses.
3. Academic integration and collaboration to help students be more college ready upon high school graduation.
4. Work with College administrators and Deans about the feasibility of apprenticeship programs (earn as you learn).
5. Encourage college program teachers to seek advisory council members who will support paid internships for students.
6. Sharing best practices for college student retention strategies.
7. Continue to keep college tuition rates as low as possible.
8. Continue to design alternative college course delivery methods.
9. Continue to organize degree programs that build from certificate options.
10. Continue to partner with high school programs for articulation agreements and other dual credit options.
11. Continue to advocate for state funding increases in higher education.

(3P1- Postsecondary Placement)

As last year, all subpopulations except Single Parents and Individuals with Disabilities achieved a level of performance higher than 90%. The actual counts of these populations are small numbers so the lower percentage is more a data phenomenon than a program weakness. Also, some of the challenges may be industry related, beyond the sphere of influence of the educational institutions. Both of these populations show high rates of placement in Advanced Training but lower rates in placement for Employment and Military. Colorado is continuing to

build partnerships with the Department of Labor and may be able to explore strategies to influence the practices of business and industry.

(4P1- Postsecondary Participation in Non-Traditional Careers and 4P2- Postsecondary Completion of Non-Traditional Careers)

Colorado did not meet our State goals overall with these two sub-indicator. Several of the sub-populations that fell below the performance goals have such small actual counts that the percentages may be misleading. Populations of significant denominator size that did not meet either of the goals include: Males and the Hispanic population. Females did not meet the 4P2 goal.

1. Difficulty of advising males to seek low wage careers such as Early Childhood Education and Cosmetology.
2. Delay in seeing results of efforts for recruiting males into Health careers due to extensive program entry waiting lists.
3. Lack of exposure to role models.
4. Lack of support from home or family environment.
5. Cultural customs.
6. Lack of public media portrayals of individuals in non-traditional careers.
7. Difficulty of Hispanics to try to overcome double prejudice regarding both their race and their gender in some career fields.
8. Inadequate career advising.
9. Lack of support from business and industry.
10. Limited openness of college age students to changing their career choice.
11. Target being too high.

Strategies to address these issues are a repeat of those listed under 4S1 and 4S2 and in the 1P1, 1P2 and 2P1 completion strategies.

C. Definitions

1. Vocational participant – Secondary

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

2. Vocational participant – Postsecondary

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

3. Vocational concentrator

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

4. Vocational (Program) Completer - Secondary

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

5. Vocational (Program) Completer – Postsecondary

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

6. Tech prep student – Secondary

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

7. Tech Prep student – Postsecondary

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

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

D. Measurement Approaches

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

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

E. Improvement Strategies

Colorado is reassessing all of its monitoring procedures, including data monitoring. Process reengineering of all CCCS CTE related practices will be a major focus of the 2007-2008 program year.

Colorado also received OVAE sponsored technical assistance to obtain guidance about improving our data system.

Colorado is establishing MOU's with other State agencies to obtain data.

Colorado intends to research methods of developing valid and reliable technical assessments.

CCCS plans to hire more personnel to help with data systems.

Colorado policymakers are supporting exploration of better ways to measure student competencies.

V. Monitoring Follow-up

Non-applicable for this program year.

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

CCCS did not participate directly with the last Incentive Grant awarded to Colorado. The following information was provided by the Colorado Department of Labor.

The PY04 Performance Incentive Grant is titled "Going the Distance, Achieving Innovation." The purpose of this grant is to create an innovative data sharing environment and build relationship with multiple agencies in an effort to share data and information, and avoid duplication. A comprehensive data sharing warehouse system will help Colorado design and develop more efficient programs that enable us to collect data more effectively and measure outcomes on a great scale.

The data sharing project is designed to review the political, social, legal and technology barriers that inhibit Colorado from taking steps toward a more comprehensive data system. Bringing the barriers to the forefront and discussing strategies across agencies to come up with solutions to those barriers, will help us help our customers by sharing information. Sharing crucial data elements among state agencies could lead to return on investment studies, efficiency studies and multiple collaborations that will benefit the citizens of Colorado.

APPENDIX A

COLORADO LOCAL CONTINUATION PLAN

FOR COLORADO FISCAL YEAR 2007

(PROGRAM YEAR 2006-2007)

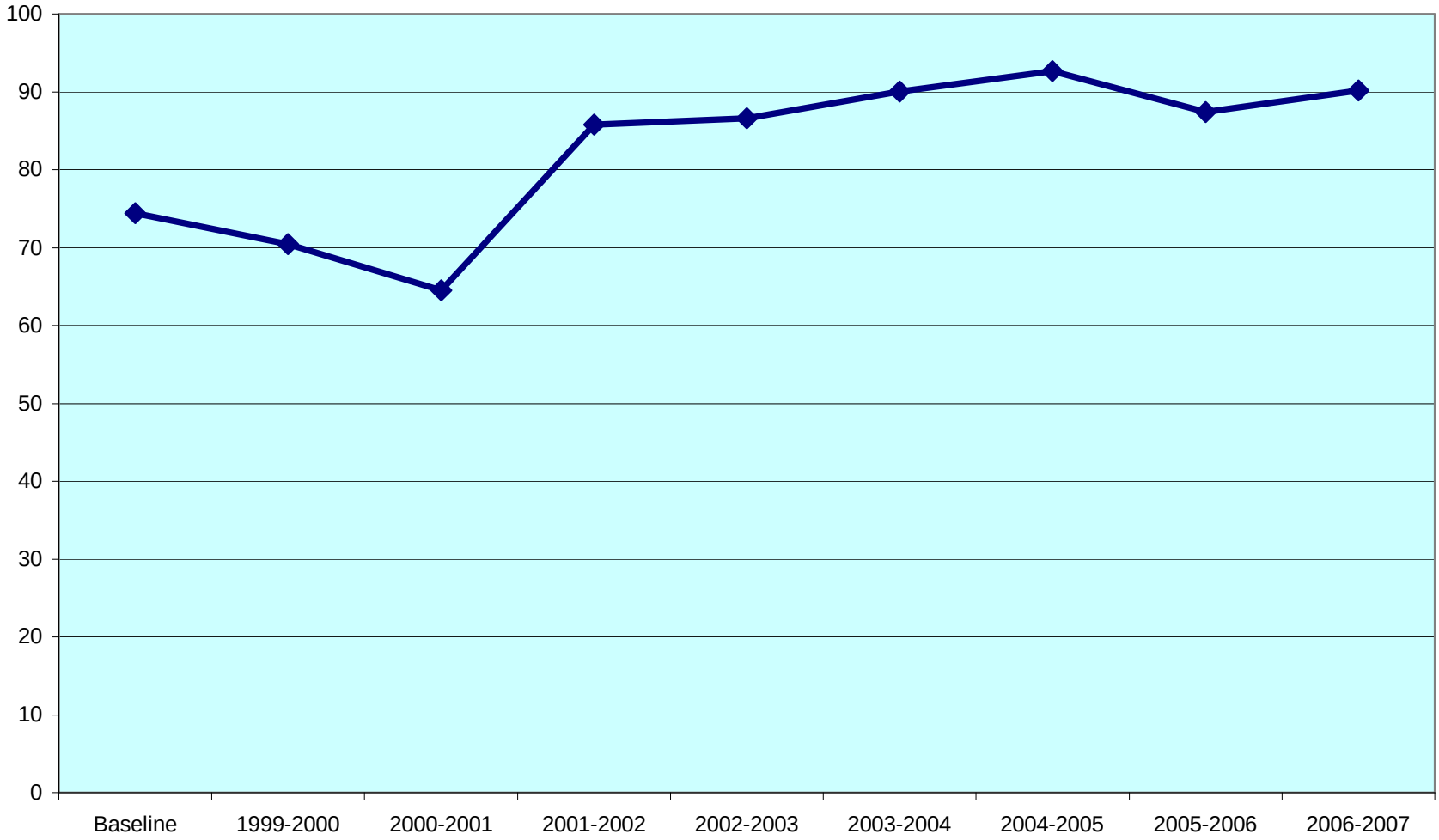
This document consists of two documents and were e-mailed separately to Perkins2007@ed.gov

Appendix B

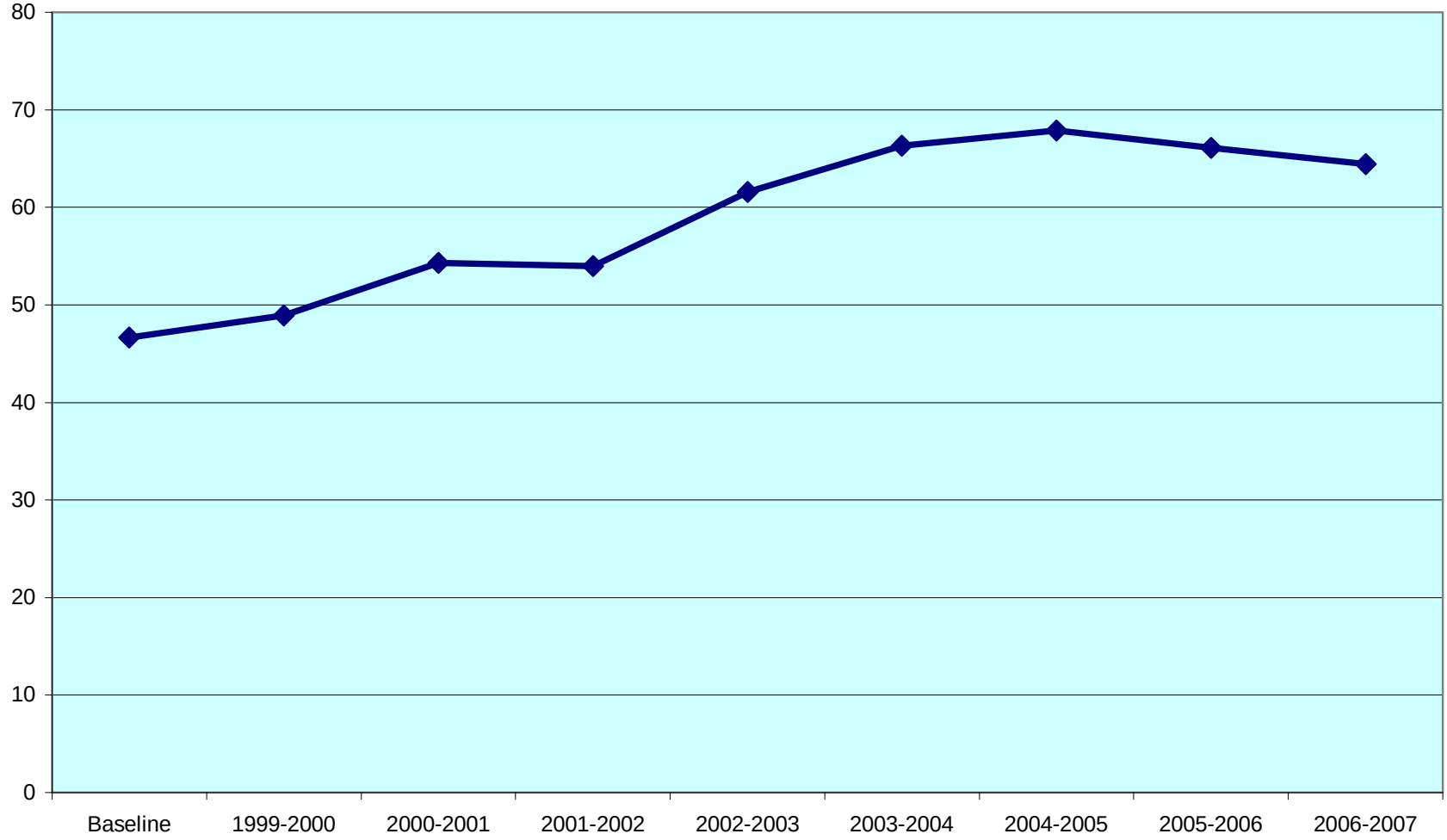
Appendix B-1

GRAPHS OF TRENDS OF ACTUAL RESULTS FOR SECONDARY SUB-INDICATORS FOR NINE YEARS OF DATA

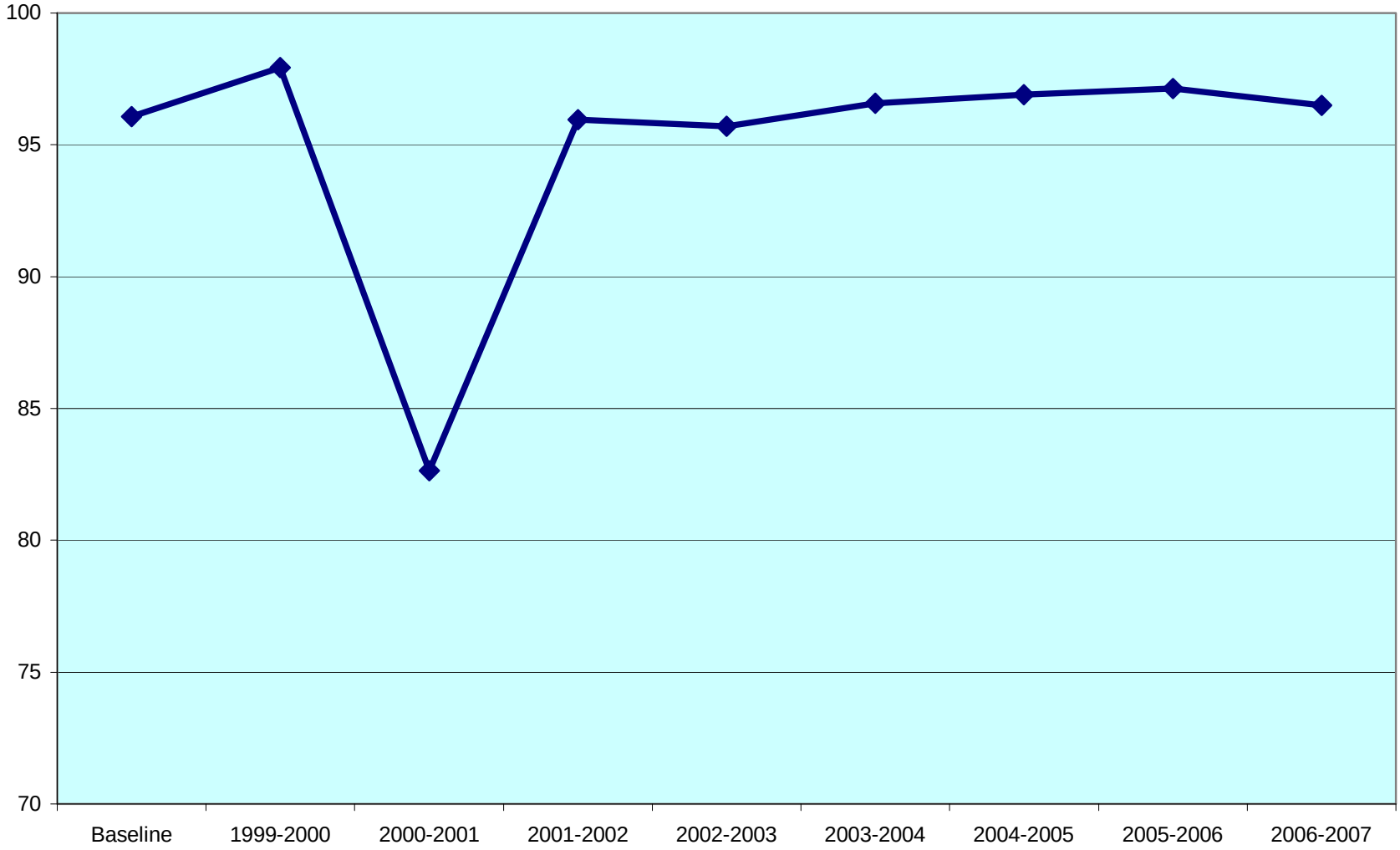
1S1 & 2S1 TREND LINE
(H.S. Diploma)



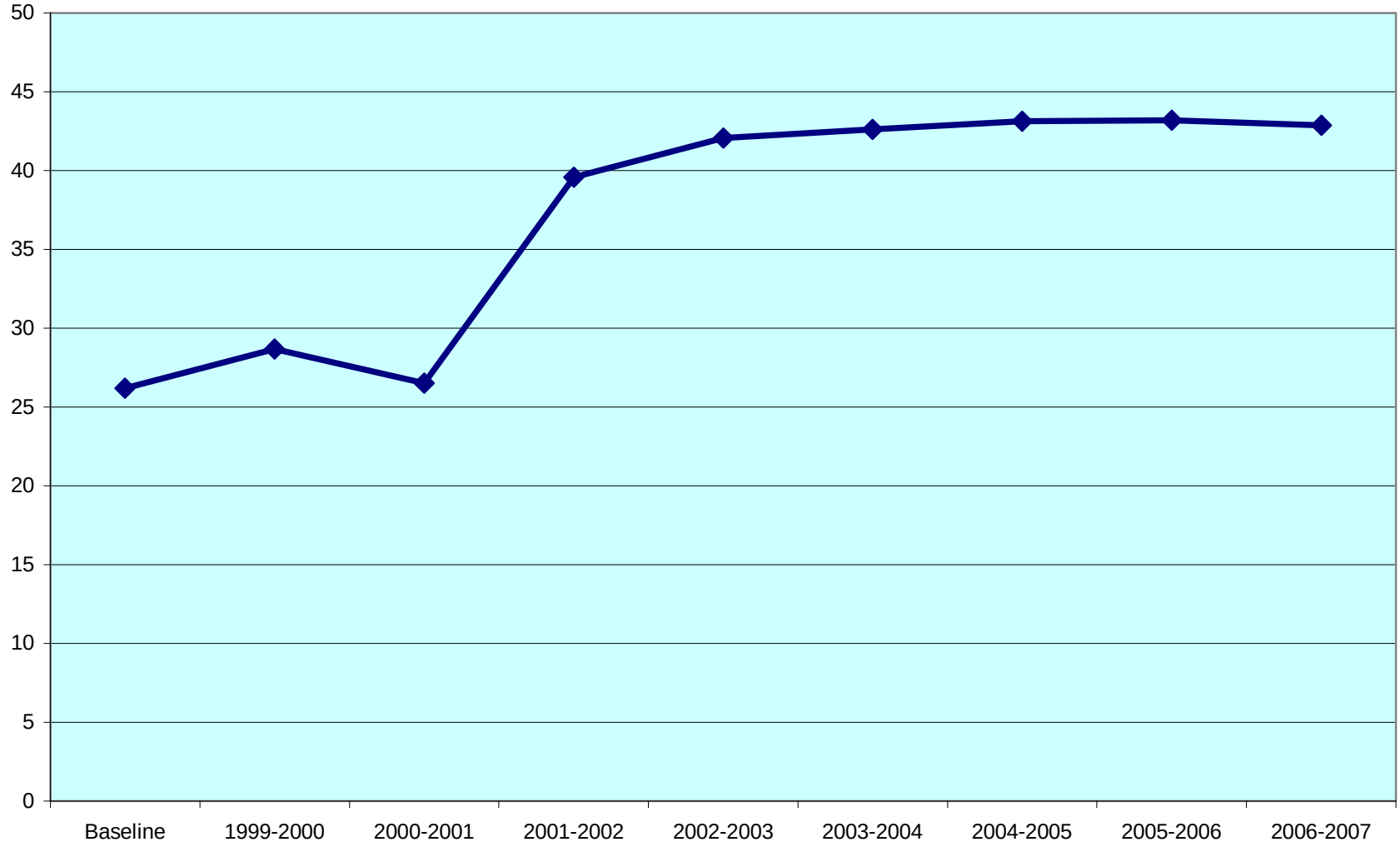
1S2 TREND LINE
(Completers)



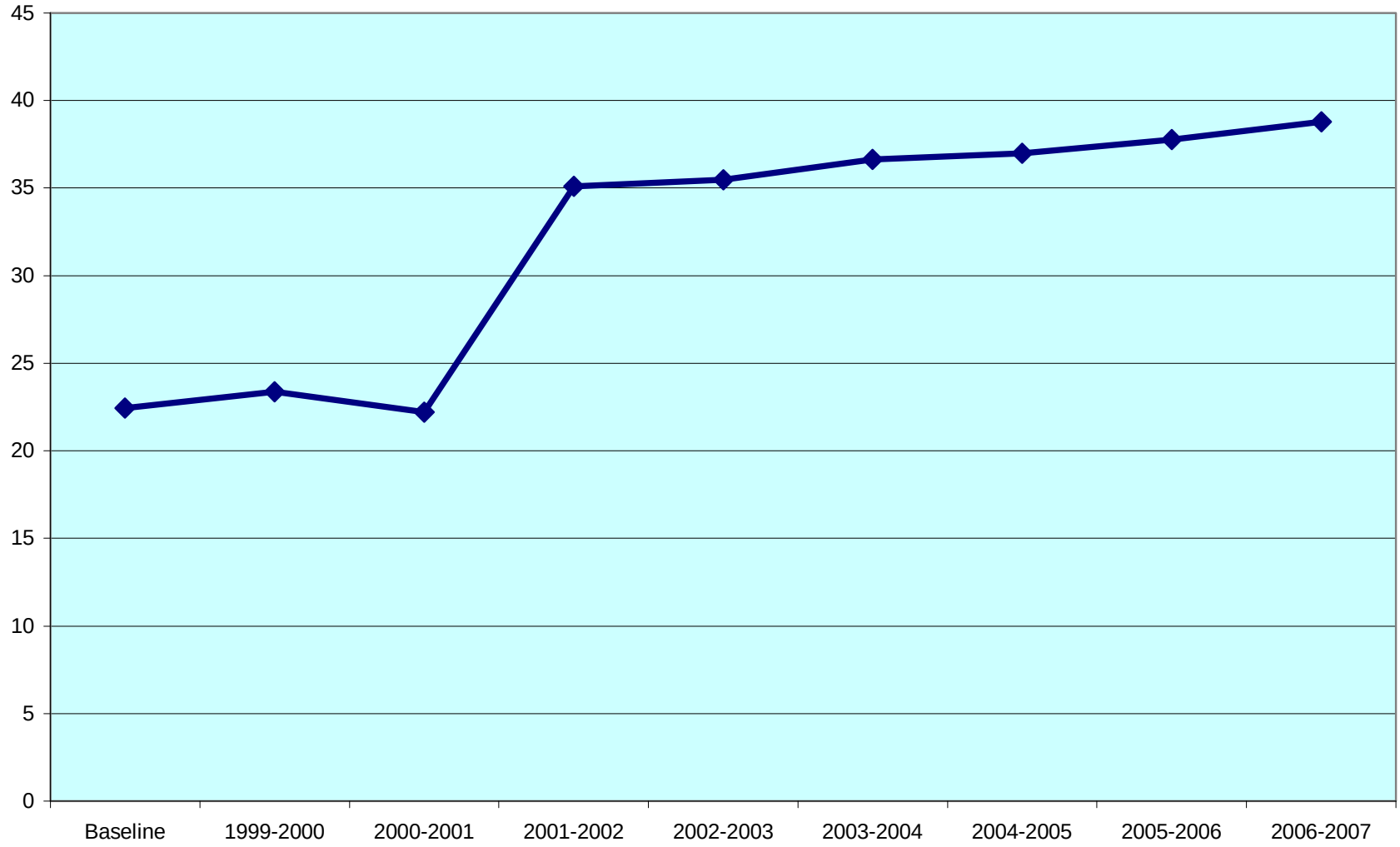
3S1 TREND LINE (Placement)



4S1 TREND LINE (Non-Traditional [Gender] Enrollment)



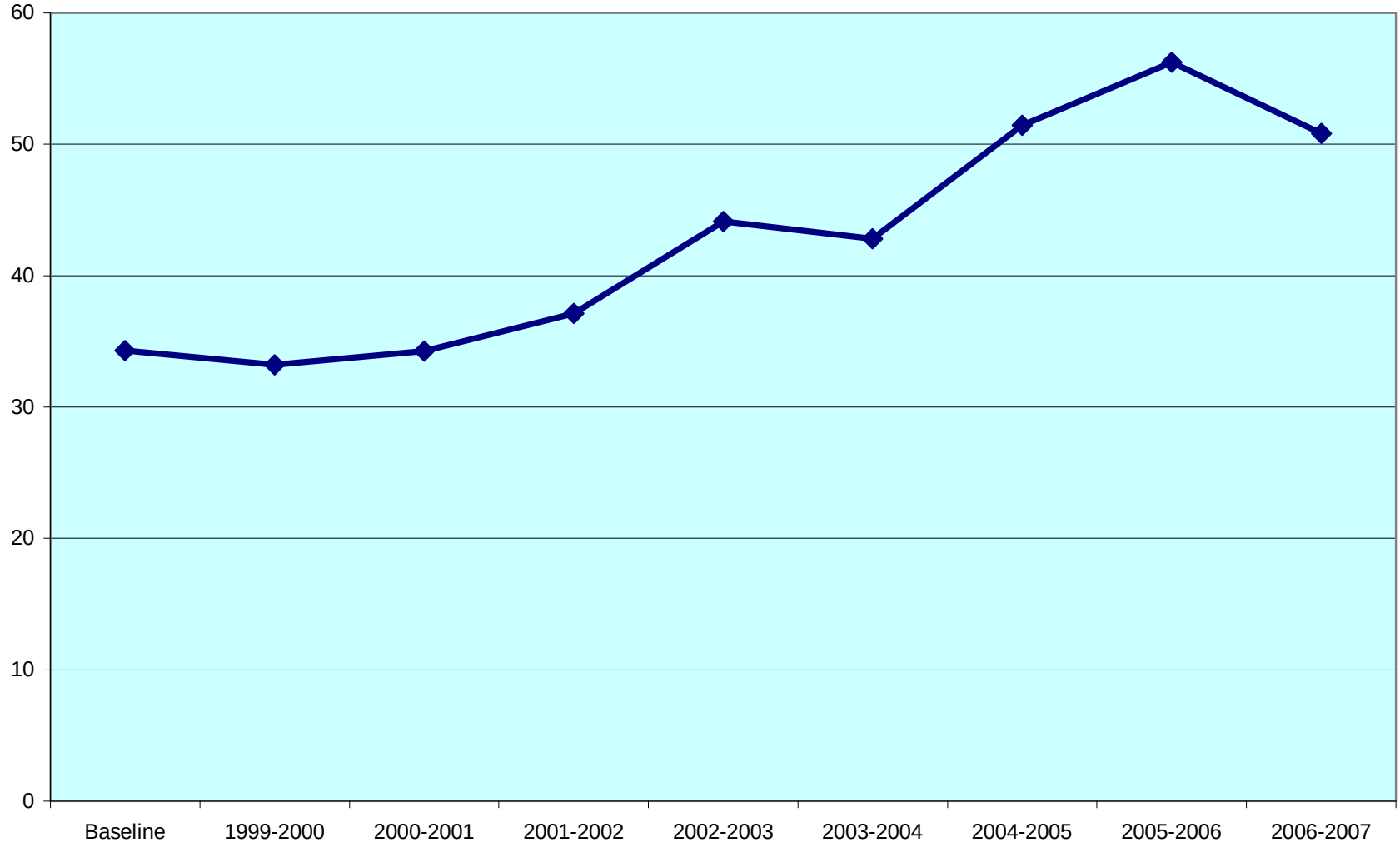
4S2 TREND LINE (Non-Traditional [Gender] Completers)



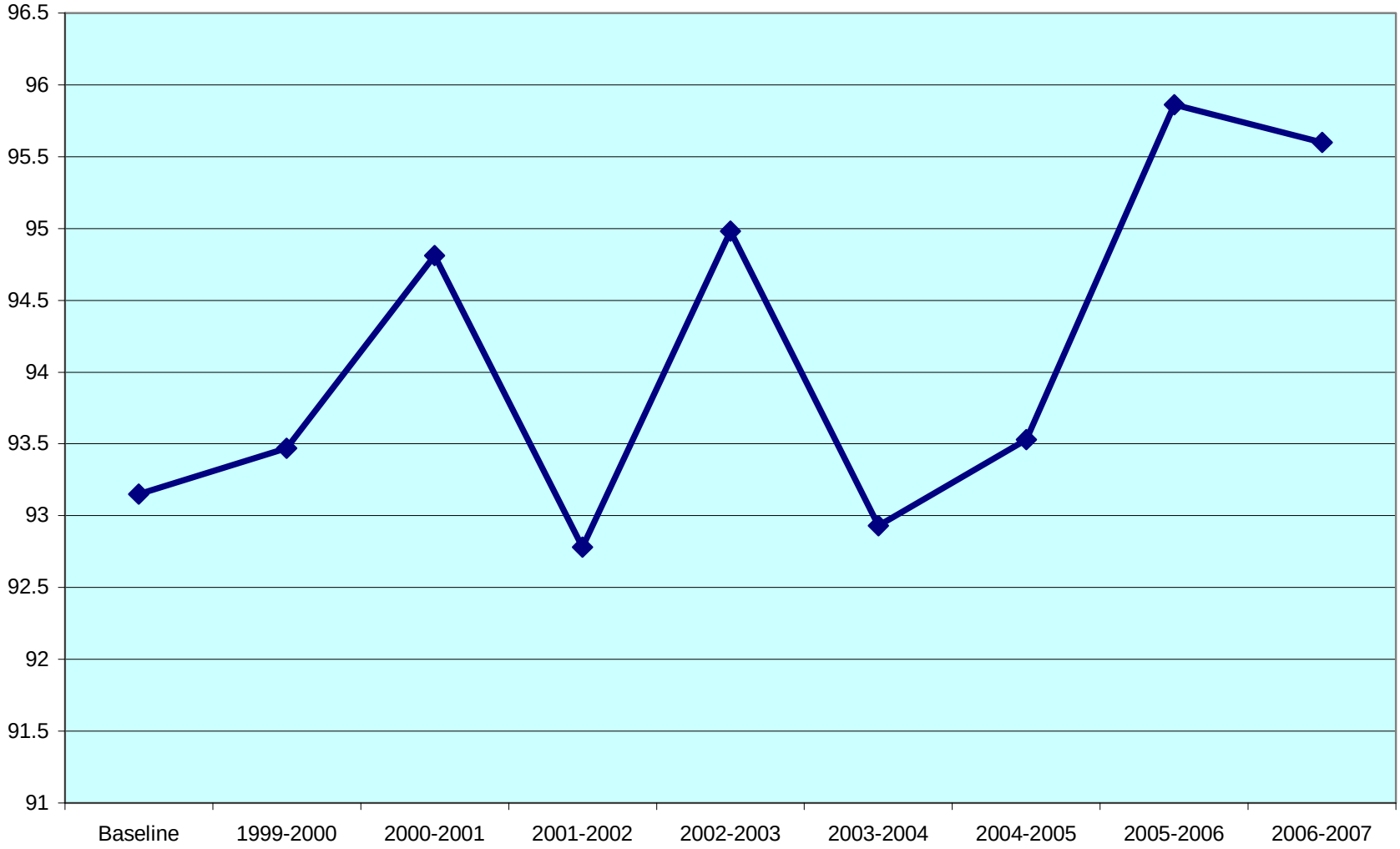
Appendix B-2

GRAPHS OF TRENDS OF ACTUAL RESULTS FOR POSTSECONDARY SUB-INDICATORS FOR NINE YEARS OF DATA

1P1, 1P2, 2P1 TREND LINE (Completers)

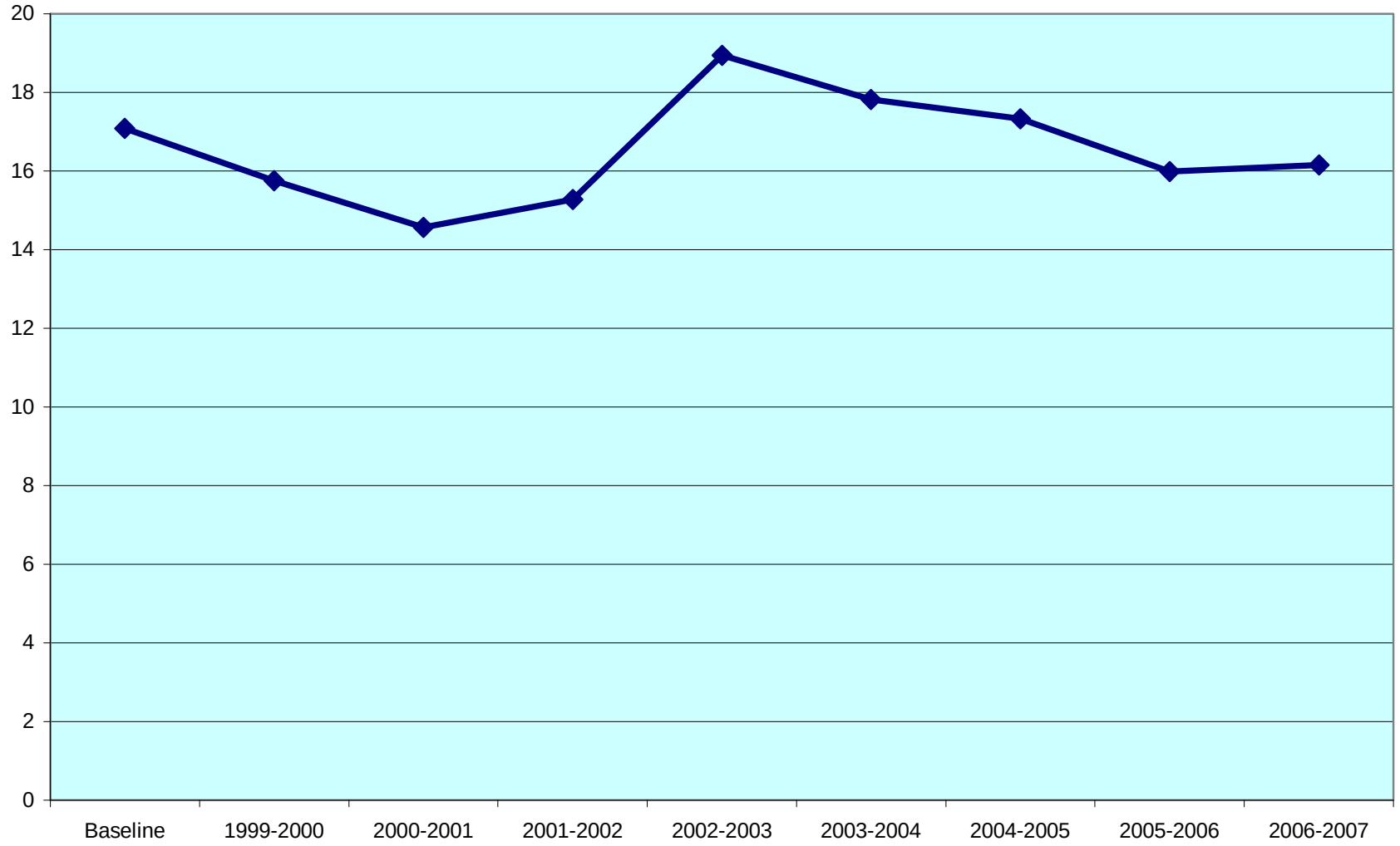


3P1 TREND LINE (Placement)



3P2 TREND LINE (Retention in Employment)

4P1 TREND LINE (Non-Traditional [Gender] Enrollment



4P2 TREND LINE (Non-Traditional [Gender] Completers)