

# Perkins/CTE

Carl D. Perkins Act of 2006/Career and Technical Education

LEA

Program Monitor

Date

Item	Description	Evidence	Determination	Actions Required	Comments
12.1	<b>Assurances</b> <i>The LEA complies with the assurances for state and federal funds. State CTE Standards and Perkins Act of 2006 (Voc. Ed. State Enhancement Funds, Carl D. Perkins Act of 2006) Sec 134 (b)(6)</i>	<b>LEA Level</b> <input type="checkbox"/> A. Signed and dated copy of current year Perkins Assurances. <input type="checkbox"/> B. Copy of minutes from School Board meeting in which Perkins Local Plan was approved.	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A		
12.2	<b>Frameworks</b> <i>Improve academic and technical skills of students enrolled in career and technical education programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs. Sec 134(b)(3)(B)</i>	<b>LEA Level</b> <input type="checkbox"/> A. Copy of the current year course catalog(s) identifying CTE courses. <input type="checkbox"/> B. Locally completed and modified frameworks with appropriate signatures and all required components (including relevant GLEs, EALRs, and/or CCSSs) for ALL approved CTE courses taught in the LEA ( <i>must provide one sample framework for each program area offered within the LEA</i> ).	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A		
12.3	<b>Community and Educational Partnerships</b> <i>Community and educational partnerships. The LEA ensures that parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs. Sec 134(b)(5)</i>	<b>LEA Level</b> <input type="checkbox"/> A. Membership roster list that reflects representatives from the program specific business, industry, and community agencies. (List must include the program specific committee title, member names, specific industry/business they are representing, and/or community agency they represent). <input type="checkbox"/> B. Advisory committee meeting minutes and copy of approved minutes from previous meetings. <input type="checkbox"/> C. Signed attendance sheet.	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A		

<p>12.4</p>	<p><b>Special Populations</b>  <i>The LEA reviews CTE programs, and identifies and adopts strategies to overcome barriers that result in lowering rates of access to, or lowering success in the programs, for special populations; and provides programs that are designed to enable the special populations to meet the local adjusted levels of performance. Individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.</i>  <i>Sec 134(b)(8&amp;9)(A-B)</i></p> <p><i>Special Populations as defined in Perkins Act of 2006: The Official Guide—</i></p> <ul style="list-style-type: none"> <li>• <i>Individuals with disabilities</i></li> <li>• <i>Individuals from economically disadvantaged families, including foster children.</i></li> <li>• <i>Individuals preparing for non-traditional fields.</i></li> <li>• <i>Single parents, including single pregnant women.</i></li> <li>• <i>Individuals with limited English proficiency.</i></li> </ul>	<p><b>LEA Level</b></p> <p><input type="checkbox"/> A. Copy of current year, class/course level CTE Enrollment Report. Report must identify gender, race, and special population.</p> <p><input type="checkbox"/> B. Examples of evidence include: tutorial services; language assistance; 504 plans; IEPs; or achievement evaluations for special population students (LEP, foster children, individuals preparing for non-traditional fields, etc.).</p> <p><input type="checkbox"/> C. Evidence of how the LEA is addressing barriers to enrollment in CTE courses, for special populations. May include:</p> <ul style="list-style-type: none"> <li>• Photographic evidence of modifications, ensuring ADA accommodations are met, (lab stations, equipment adaptations, classroom accessibility, etc.)</li> <li>• Documentation of availability of supportive personnel</li> <li>• Instructional aids and devices</li> <li>• Samples of modified curriculum (e.g., ELLs, SPED)</li> <li>• Samples of targeted announcements to students or families</li> <li>• Copies of transition plans</li> <li>• Samples of targeted career guidance</li> <li>• Documentation of internship or work experience</li> <li>• Documentation of targeted professional development.</li> </ul>	<p><input type="checkbox"/> Compliant  <input type="checkbox"/> Action Plan Approved  <input type="checkbox"/> Evidence Needed  <input type="checkbox"/> Noncompliant  <input type="checkbox"/> N/A</p>		
<p>12.5</p>	<p><b>Professional Development / CTE Personnel</b>  <i>LEA provides professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs and supports education programs for teachers of CTE in</i></p>	<p><b>LEA Level</b></p> <p><input type="checkbox"/> A. List of all CTE staff (teachers, administrators and counselors) involved in professional development opportunities (list must include names of CTE teachers, teacher assignments, dates of the PD, and conference/workshop titles).</p>	<p><input type="checkbox"/> Compliant  <input type="checkbox"/> Action Plan Approved  <input type="checkbox"/> Evidence Needed  <input type="checkbox"/> Noncompliant  <input type="checkbox"/> N/A</p>		

	<i>public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. Sec 135(5)(A-B)</i>	<input type="checkbox"/> B. Copies of Professional Growth Plans for all instructors on conditional or probationary teaching certificates.			
12.6	<b>Leadership and Employability</b> <i>LEA provides students with leadership skill development opportunities available at the local, state, national, and international level. Sec 124 and Sec 135(c)</i>	<b>LEA Level</b> <input type="checkbox"/> A. List of student leadership opportunities (CTSOs & Equivalents) by program area available in building(s). <input type="checkbox"/> B. Copy of affiliated membership rosters or a program of work for CTSO-equivalent leadership (aligned with the content standards of the courses).	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A		
12.7	<b>Links to Post-Secondary Opportunities</b> <i>LEA develops and implements a Program of Study that includes academic standards and relevant CTE content in a coordinated, non-duplicated sequence of courses from secondary to postsecondary.</i>  <i>Leads to an industry-recognized credential or certificate, employment, or degree.</i>  <i>May include opportunities to participate in dual or concurrent enrollment programs. Sec 122(c)(1)(A)(i-iv)</i>	<b>LEA Level</b> <input type="checkbox"/> A. One signed Program of Study Assurance Checklist form. <input type="checkbox"/> B. Completed Program of Study template aligned with the Perkins 5-Year Application Plan (on page 9). <input type="checkbox"/> C. Evidence that the courses within the identified Program of Study (career cluster and pathways) have been approved by OSPI (e.g., the identified course approvals). <input type="checkbox"/> D. Evidence that the instructor holds a current CTE certificate to teach the identified classes as referenced on the LEA's Program of Study (e.g., teacher certification with V-Code).	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A		
12.8	<b>Extended Learning Opportunities</b> <i>LEA provides students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. Sec 135(b)(3)</i>	<b>LEA Level</b> <input type="checkbox"/> A. Documentation that learning is extended into the community (e.g., Supervised Agricultural Experience (SAE) documentation, service learning activities, Work-Based learning, or cooperative worksite learning activities). <input type="checkbox"/> B. Documentation that time is allowed for staff coordination of extended learning.	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A		

12.9	<b>Program Evaluation</b> <i>LEA evaluates annually, using the LEA's local adjusted levels of performance and CTE activities in its program. Sec 123(b)(1)</i>	<b>LEA Level</b> <input type="checkbox"/> A. Program Specific evaluations are to be conducted yearly and approved by Advisory Committee Chair. <input type="checkbox"/> B. Copy of LEA-wide Plan approved by school board. <input type="checkbox"/> C. Evidence that the LEA has implemented the approved Perkins Performance Improvement Plan (applicable only if an LEA did not meet one or more of the performance measures).	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A		
------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--