

Perkins V Organized by Parts: A-E



PART A – Student Achievement

- Robust data review
 - Special Populations
 - District Wide
 - School Wide
 - Race / Gender
 - Attendance
 - Other local sources
 - Anecdotal
- Core performance indicators
 - 1S1/1S2: Graduation Rate
 - 2S1: Reading/Language Arts
 - 2S2: Mathematics
 - 2S3: Science
 - 3S1: Post-secondary placement
 - 4S1: Non-Traditional program concentration
 - 5S1: Recognized Post Secondary Credential
 - 5S2: Postsecondary Credit (optional)
 - 5S3: Work-Based Learning (Optional)



PART B – Program Quality

- Overall Program
 - description and number/variety/alignment of CTEPS and courses
 - sustainability (instructors, facilities, equipment, funding, etc.)
 - community support
 - student attendance
 - CTSOs in place
- Labor Market Alignment
 - Industry support/involvement
 - Program leads to local/regional employment
 - Work-Based Learning opportunities



PART C – CTE Programs of Study (CTEPS)

- Standards (industry and academic) embedded into courses and taught with fidelity
- Post-secondary alignment and partnerships
- Dual-Credit opportunities
- Recognized Postsecondary Credential (RPC) opportunities (Certifications)



PART D – Recruitment, Retention, Training of CTE Educators

- Recruitment planning
- Sustainability planning given turnover
- Professional development planning
 - CTE teachers
 - CTE Administrators
 - CTE Counselors
- PLCs or cross-curricular planning (i.e. Math and Construction teachers plan some curriculum together)



Part E – Equity and Access

- Organized career & academic guidance system
- PLCP for each student
- Communicate to Students:
 - in-demand careers
 - courses and CTEPS
 - dual credit
 - work based learning
 - CTSOs
 - Postsecondary opportunities
- Communication – Counselors, CTE instructors, core content teachers, school administrators
- Special Populations (extra strategies for special populations students to participate equitably in all of the above)