

**Connecticut State Department of Education
Academic Office**

Career and Technical Education (CTE)

Carl D. Perkins Program Review Questions Template 2017-2018 for LEAs

Instructions: Please enclose the documents requested and respond to the corresponding questions. This information should be forwarded to the Connecticut State Department of Education two weeks prior to the on-site visit. The check-off box should be utilized by high schools to ensure that all documents have been submitted.

Section	Legislative Requirements	Related Documents and Questions	School District <input checked="" type="checkbox"/>	SDE <input checked="" type="checkbox"/>	SDE Notes
A	Curriculum: Sections 134(b)(6) and 135(b)(8) – The grantee shall provide a CTE program that is of sufficient size, scope and quality to bring about improvement in the quality of CTE programs.	Documents: 1. Submit a copy of one course curriculum from one of the CTE career cluster areas in which you have current enrollment. Questions: 1. Have the Connecticut CTE Performance Standards and Competencies (PSC) been integrated into all CTE course curricula? If not, please explain reasons. 2. Have all CTE course curricula been reviewed and mapped to indicate where specific Connecticut PSCs are located leading to concentration? If not, please explain reasons.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
A	Enrollment: Same legislation as above.	Questions: 1. By career cluster area, please describe how your CTE courses have changed, if at all, during the past three years? Please include in your description such factors as teacher turnover, budgetary impact, and competition with other non-CTE elective courses, student demographics and philosophical changes.	<input type="checkbox"/>	<input type="checkbox"/>	

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		2. Submit the CTE courses listed in your Programs of Study that are in danger of not operating due to low or fluctuating enrollment on a year-to-year basis. 3. List your highest enrollment CTE courses and reason(s) for popularity of each.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
A	Concentration: Same legislation as above.	Questions: 1. List all of the CTE state-recognized areas of concentration that are currently identified in your high school. 2. How have the Common Core State Standards (CCSS) been integrated into CTE?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
A	Other: Connecticut Education Law 2001–Sec. 10-220d. Student recruitment by regional and interdistrict specialized schools and programs. Recruitment of athletes prohibited. Information re and notice of availability of certain schools and education centers. Each local and regional board of education shall provide full access to technical high schools, regional agricultural science and technology education centers, interdistrict magnet schools, charter schools and interdistrict student attendance programs for the recruitment of students attending the schools under the board’s jurisdiction, provided such recruitment is not for the purpose of	Document: 1. Provide documents that describe how the board provides students and parents with information relating to technical high schools, regional agricultural science and technology education centers, interdistrict magnet schools, charter schools, alternative high schools and interdistrict student attendance (provide web link if available). Questions: 1. Provide a list of all Career and Technical Student Organizations (CTSOs) operating in your school (DECA, FBLA, FFA, FCCLA, HOSA, Skills USA and TSA). 2. Describe how your CTOSs impact program quality and student performance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

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	<p>interscholastic athletic competition. Each local and regional board of education shall provide information relating to technical high schools, regional agricultural science and technology education centers, interdistrict magnet schools, charter schools, alternative high schools and interdistrict student attendance programs on the board's Web site. Each local and regional board of education shall inform students and parents of students in middle and high schools within such board's jurisdiction of the availability of (1) vocational, technical and technological education and training at technical high schools, and (2) agricultural science and technology education at regional agricultural science and technology education centers.</p>	<p>3. Describe your plan to enhance existing or start new CTSOs.</p> <p>4. Explain the process for CTE and academic teachers to collaborate.</p> <p>5. Describe your CTE staff and administration planning process used to develop your Perkins proposal and the most effective use of Perkins funding.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
B	<p>Secondary and Postsecondary Linkages: P.L. 105-332 – Link secondary CTE and postsecondary CTE, including implementing college career pathways programs.</p>	<p>Documents:</p> <p>1. Provide the number of students enrolled in dual concurrent courses by course name and college.</p> <p>Questions:</p> <p>1. Describe activities linking secondary and postsecondary education.</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
C	<p>Academic Integration: Section 134(b)(3)(B)</p>	<p>Document:</p> <p>1. Submit one CTE sample curriculum aligned to CCSS (ELA, Mathematics, Social Studies and Sciences).</p>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<p>their status as members of special populations.</p> <p>The special needs of special population students participating in programs receiving Perkins funds shall be assessed to ensure their successful participation in CTE in the most integrated setting possible.</p>	<p>2. List professional development offerings attended by CTE teaching staff pertaining to special needs students</p> <p>3. Were any concentrators afforded special accommodations for the most recent CTE assessment?</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
G	Nontraditional Participation: Section 134(b)(10)	List and describe the activities/materials used to promote student participation in nontraditional CTE programs. For example, female participation in pre-engineering programs or males in child development programs.	<input type="checkbox"/>	<input type="checkbox"/>	
H	Teacher Recruitment and Retention: Sections 134(b)(11) and 134(b)(12)	Question: 1. Describe what measures are taken by administration and CTE staff to recruit and retain CTE teachers.	<input type="checkbox"/>	<input type="checkbox"/>	
I	All Aspects of an Industry: Section 135 (b)(2) – Provide students with strong experience in, and understanding of, all aspects of an industry.	<p>Documents:</p> <p>1. Provide a current list of your CTE Advisory Board members and the schedule/topics of this year’s board meetings. Please provide a copy of the minutes from the two most recent advisory board meetings.</p> <p>2. Provide a sample of your student success plan.</p> <p>Questions:</p> <p>1. Describe your students’ work-based activities and opportunities, i.e., job shadowing, internships, field trips, etc.</p> <p>2. Describe how CTE students are provided career development instruction.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

