

**PERKINS PROGRAM SELF-ASSESSMENT (POSTSECONDARY)**

**School District/PS Institution:** \_\_\_\_\_ **Completed By:** \_\_\_\_\_

**Perkins Grant:** \_\_\_\_\_ **Date of Assessment:** \_\_\_\_\_

**Core Indicators of Performance -- Documentation is on file locally that verifies the following performance requirements for the Perkins grant**

Item	Recommended Documentation	Yes	No
Criteria to become a Concentrator	List of credentials, certificates, or degrees the concentrators should earn		
Level of performance for 1P1 Technical Skill Attainment is being met	List of technical skill assessments given by program area		
Level of performance for 2P1 Credential, Certificate, or Degree is being met	List of credentials, certificates, or degrees earned by the concentrators who left		
Level of performance for 3P1 Student Retention or Transfer is being met	List of steps taken to determine if students are retained or transferred		
Level of performance for 4P1 Student Placement is being met	List of steps taken to contact students to determine their placement		
Level of performance for 5P1 Nontraditional Participation is being met	List of steps taken to promote nontraditional programs		
Level of performance for 5P2 Nontraditional Completion is being met	List of steps taken to promote nontraditional programs		

**Core Indicators of Performance Comments:**

**Local Plan and Uses of Funds -- Documentation is on file locally that verifies the following programmatic requirements from the Perkins grant**

Item	Recommended Documentation	Yes	No
Academic and career/technical skills of students are strengthened through the integration of academics with career and technical education programs through a coherent sequence of courses	List of integration activities; embedded credit/dual credit policies and procedures; list of embedded credit/dual credit offerings		
CTE is linked at the secondary level and postsecondary level, including by offering the relevant elements of not less than one career/technical program of study	Checklist for Development and Implementation of Programs of Study (one checklist for each program of study)		
Students are provided with strong experience in and understanding of all aspects of industry	List of work-based learning experiences; documentation that demonstrates the infusion of "all aspects" into curricula and services		
Students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students	Programs of study templates; documentation that demonstrates collaboration with career education and academic teachers; course content aligned with recognized technical standards		
CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects	Programs of study templates		
Professional development programs are provided to teachers, faculty, administrators, and counselors	Professional development plan; list of professional development activities and teachers that participated in the activities		
Parents, businesses, labor organizations, and other stakeholders are involved in the development, implementation, and evaluation of CTE programs	List of program advisory committees or other stakeholder committees; minutes of advisory committee meetings		
Services and activities are provided that are of sufficient size, scope, and quality to be effective	Description of services and activities provided		
Evaluations of the CTE programs are developed and implemented including an assessment of how the needs of special populations are being met	Copy of current annual program evaluation for each career education program		
CTE programs are initiated, improved, expanded, and modernized	Description of improvements, expansions, and technology upgrades		
Strategies to overcome barriers for special populations are identified and adopted	Description of specific strategies that have been adopted		
Programs are designed to enable special populations to meet the levels of performance	Description of services provided to special populations		
Activities are provided to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations	Description of services provided to special populations		
Individuals who are members of special populations are not discriminated against	Description of services provided to special populations		
Training and activities (such as mentoring and outreach) in nontraditional fields are supported	Description of services provided on nontraditional careers		
Career guidance and academic counseling are provided to CTE students	Description of guidance and counseling services		
Recruitment and retention of CTE teachers, faculty, and counselors, including individuals in groups underrepresented in the teaching profession and the transition to teaching from business to industry, is improved	Description of recruitment and retention activities		
Technology in CTE is developed, improved, and expanded	Description of improvements, expansions, and technology upgrades		
Consortium requirements in Section 131 and 132 of the Perkins Act have been met	Copy of signed written consortium agreement		

**Local Plan and Uses of Funds Comments:**