

Illinois Center for
SPECIALIZED PROFESSIONAL SUPPORT

Illinois State University, College of Education

Excellence in Professional Development

705 East Lincoln Street, Suite 313

Normal, IL 61761

Perkins Special Populations Programmatic
Self-Assessment

Sixty percent of Career and Technical Education students fall into one or more of the seven categories of Special Populations defined by Perkins III.

The purpose of this self-assessment is to assist you in identifying areas of need in school programs and direct you in planning enhancements to existing services designed to support the success of special populations learners.

Which special population are you focusing on in this Self-Assessment?

Coordination and Collaboration

1. List the organizations with which your school collaborates regarding this special population.
2. Are the efforts made to involve parents/significant others of this special population enacted with cultural sensitivity? Provide examples.
3. List instances in which CTE and non-CTE instructors collaborate to provide instruction/projects which promote the success of this special population.

Recruitment and Retention

4. Are recruitment materials provided in the dominant languages/reading level of this special population?

5. Do recruitment materials include pictures/language showing this special population taking an active, positive part in CTE?

6. Are recruitment materials provided in a variety of formats to accommodate various learning and cultural styles/differences?

7. Are the needs of the special population studied prior to recruitment efforts? If so, do marketing efforts reflect the results of the study?

8. Do teaching strategies/approaches reinforce the strengths and affirm the cultural background of this population?

9. Do the structures of the institution receive and act on feedback from this population?

Assessment

13. Are the learners in this population assessed by a multiple measures, time frames and/or sizes of groups which allow the individuals to be assessed on their strengths? Do some assessments measure aptitude?
14. Does the transition of an individual in this population receive support from a multi-disciplinary team?
15. Are standards and benchmarks for learners in this population clearly defined and identified?
16. Are individuals in this population assisted in developing a career plan?
17. Are individuals in this population exposed to numerous career choices and experiences before career assessment (e.g. job shadowing)?
18. Are curriculum and support services for this population reflective of feedback from assessment of this population?

Supplementary Support

19. Is information about support services readily available in a format which is accessible to individuals from the selected population?

20. Is information about support services widely distributed to students, parents, faculty and administration?

21. Is information about support service programs available in an ongoing format (e.g. newsletter or website)?

22. Are specific advocates and students organizations provided for this population?

23. Are support services designed flexibly enough to meet the needs of this population?

24. Do support services continue to assist students as they become job seekers (e.g. financial assistance to purchase tools needed on the job)?

25. Are financial services, including tuition, transportation, child care, books and fees, utilized by this population? If not, is access an issue?

26. Are procedures in place that encourage support services personnel and instructors to integrate formal instruction and support service programs?

27. Are referrals to social service agencies both given and taken by school personnel?

Guidance, Counseling, and Transition Support

28. Are procedures in place for special populations personnel to keep guidance counselors informed of issues pertaining to the selected population?

29. Are career and guidance counseling services offered in an equitable manner which is sensitive to cultural or learning differences of this population?

30. Are individuals from this population offered ample opportunities for real world experience (e.g. service learning, part-time employment)?

31. Does the school collaborate with other schools and places of employment to support smooth transitions?

32. Are parents included in dissemination of career information in a manner which is aware of cultural and learning differences?

Professional Development

33. Is the subject of improving services for this special population included in regular professional development for the school?

34. Are funds available for Perkins professionals to attend workshops and courses specializing in improving support for this population?

35. Are resources focused on this population made available to instructors and administrators?

36. Are opportunities available for instructors and students to learn about each others' cultural and learning differences?

37. Is a handbook or website available to instructors and staff on basic guidelines for providing equal access for this population?

Conclusion

38. What areas of strength were revealed by this assessment?

39. What areas of weakness were uncovered by this assessment?

Resource

Supporting Special Populations for Success Brochures and Supplemental Materials CD is a resource which can supply ideas and “goal-starters” for remediation of deficiencies uncovered by this assessment.