

**California Department of Education  
Career Technical Education (CTE)  
11 Elements of a High-Quality CTE Program  
Self-Review Tool**

Update 09/15

<b>1. LEADERSHIP AT ALL LEVELS</b>			
<b>Yes</b>	<b>No</b>	<b>What is being Assessed</b>	<b>Evidence</b>
<b>X</b>		1A. The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements and dual enrollment.	<ul style="list-style-type: none"> <li>• Dual Enrollment information</li> <li>• Articulation Agreements</li> </ul>
<b>X</b>		1B. Local district administrators participate in CTE professional development regarding the benefits of CTE and the management of CTE within the larger context of educational improvement to serve all students.	<ul style="list-style-type: none"> <li>• Dates and Names of Activities</li> </ul>
<b>X</b>		1C. Investment is made to provide support for CTE leadership at the local level to ensure that CTE administrators, teacher(s), and counseling and instructional leaders have sufficient time and resources to implement system improvements and work with their counterparts in other programs.	<ul style="list-style-type: none"> <li>• Dates and Names of Activities</li> </ul>
<p>Comments:</p> <p><b>1A:</b> Live Oak High School's welding course is fully articulated with Yuba College, and we are working on an articulation with Shasta College as well. We are also in the process of articulating our Construction class with Consumnes River College as well. Our information support and services pathway will need to renew the articulation with Butte College that we used to have.</p> <p><b>1B:</b> LEA administration and site administration participate in CTE Professional Development. The Tri-County ROP in Sutter County provides many PD opportunities throughout the year for administration, during the Steering Committee Meetings and other after school opportunities as well. Periodically, throughout the year, SCOE provides CTE PD as well on topics such as Cal-Pads processes to Perkins submission information.</p> <p><b>1C:</b> Ample time is given for our CTE teachers have collaboration time. Department meetings are held before the start of the school year and periodically throughout the school year on our minimum days. Our counseling department takes part in PD provided by the Sutter County Office of Education and well as SCOE. The district has certainly made a monetary investment in our CTE program as well.</p>			

<b>2. HIGH-QUALITY CURRICULUM AND INSTRUCTION</b>			
<b>Yes</b>	<b>No</b>	<b>What is being Assessed</b>	<b>Evidence</b>
<b>X</b>		2A. The CTE Model Curriculum Standards are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.	<ul style="list-style-type: none"> <li>• Course Outlines</li> <li>• Course Catalog</li> <li>• Local CTE Plan</li> <li>• Review Curriculum Document</li> </ul>

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<b>X</b>		2B. Career paths have been identified and can be found on a chart or diagram in the CTE Plan.	<ul style="list-style-type: none"> <li>Local CTE Plan</li> </ul>
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<b>2. HIGH-QUALITY CURRICULUM AND INSTRUCTION cont.</b>			
Yes	No	What is being Assessed	Evidence
<b>X</b>		2C. The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with Regional Occupation Center/Program (ROC/P), adult schools, Work Experience Education, and Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.	<ul style="list-style-type: none"> <li>List of Work Based Learning (WBL) Sites</li> <li>Percentage of Students Participating</li> </ul>
<b>X</b>		2D. The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).	<ul style="list-style-type: none"> <li>Master Schedule</li> <li>Course Catalog</li> </ul>
<b>X</b>		2E. Students are provided with a strong experience in and understanding of all aspects of industry.	<ul style="list-style-type: none"> <li>WBL Experiences</li> <li>Review Curriculum Document</li> <li>Lesson Plans</li> </ul>
<b>X</b>		2F. Technology is incorporated into program instruction.	<ul style="list-style-type: none"> <li>Program-Based Software</li> <li>Program-Related Technology and Advanced Equipment</li> </ul>
<b>X</b>		2G. There is collaboration between academic and CTE teachers.	<ul style="list-style-type: none"> <li>Agenda</li> <li>Minutes</li> <li>Sign-In Sheets</li> </ul>
<b>X</b>		2H. CTE courses are industry certified, have been submitted to meet high school graduation requirements, University of California a-g (UC a-g) credit, or articulated with a community college.	<ul style="list-style-type: none"> <li>Copy of Certification or Licensure</li> <li>Copy of UC A-G Approval</li> </ul>

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List; Articulation  
Agreements

Comments:

**2A: Our CTE course outlines address the CTE pathway, CTE anchor and academic standards covered in the course, and we have a pathway course sequence document for all our CTE pathways.**

**2B: Career paths have been identified. Our course outlines highlight some of the career paths, and we have numerous flyers and brochures that we use to advertise and expose our students to the career options available. Our career technician is also a valuable resource when it comes to exposing students to their career options.**

**2C: Our school has a symbiotic relationship with Tri-County ROP. Tri-County ROP has and will continue to provide “Virtual Job Shadow” instruction for our students, and our career technician provides “Career Cruising” for our students. Sutter County One Stop does provide some work experience education as well. Due to Master Schedule conflicts, we are not able to offer internships during the school year at this time, but we are working with ROP to ensure summer internship opportunities.**

**2D: Our Master Schedule does allow ALL of our students the opportunity to choose and complete the pathway of their choice.**

**2E: Our motto is to expose the students to as many opportunities as possible. We bring industry representatives into the classroom and we take our students on trips to industries such as: Universal Technical Institute, Holt of California, Weiss-McNair, COE Manufacturing, SHOEI Foods and more. Virtual Job Shadow also allows us to bring industry into our students. We also expose our students to SP2 training as well. Our construction class takes part in Design and Build annually which exposes them to the construction trade. We attend a minimum of three Weld Camps annually, and we always attend the Colusa Farm and Equipment Show.**

**2F: Our advanced Ag Mechanics students use CAD software to create metal processes and then they actually create those metal works on our plasma cutter. The CTE department has a chrome cart that provides chrome books for them to use as well. Our advanced construction class also uses program-based software to create wood-based items.**

**2G: Due to the small size and intimate nature of our school, informal collaboration happens quite often through conversations, and we do provide formal opportunities for collaboration during various meetings as well.**

**2H: All of our CTE courses meet high school graduation requirements. Our Floral Design course is A-G approved, and our welding course is articulated with Yuba College.**

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<b>3. CAREER EXPLORATION AND GUIDANCE</b>			
<b>Yes</b>	<b>No</b>	<b>What is being Assessed</b>	<b>Evidence</b>
<b>X</b>		3A. Students are counseled regarding: <ul style="list-style-type: none"> <li>• CTE career opportunities.</li> <li>• CTE and academic courses necessary to complete career pathway offerings.</li> <li>• Post-secondary education and training options.</li> </ul>	<ul style="list-style-type: none"> <li>• List of Activities</li> <li>• List of Career Path Information Sent to Parents, Counselors and Students</li> </ul>
<b>X</b>		3B. All students have a completed a four year career plan that is updated annually.	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Example of Student Four Year Plan</li> </ul>
Comments: <b>3A: Administration, CTE teachers, counselor and career technician work diligently to expose our students to CTE career opportunities through activities such as: Field trips: Universal Technical Institute, Holt of California, Weiss-McNair, COE Manufacturing, SHOEI Foods and more. Virtual Job Shadow and Career Cruising, Design and Build also highlight career opportunities. Information dissemination in the forms of Power Point presentations, flyers and brochures are shared with parents, students and staff to engage and motivate pathway participation. Lastly, local community colleges and trade school representatives visit our campus often to expose our kids to the career options they have.</b> <b>3B: Our counseling department DOES provide a 4 year plan, and it is update annually. We also have developed a 6 year plan with some local colleges for our CTE pathways. Presently, our career technician is brainstorming ways to start a college and career plan as early as 7<sup>th</sup> grade.</b>			

<b>4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT</b>			
<b>Yes</b>	<b>No</b>	<b>What is being Assessed</b>	<b>Evidence</b>
<b>X</b>		4A. An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.	<ul style="list-style-type: none"> <li>• CTSO Document</li> <li>• Agenda/Minutes/Sign-In Sheets</li> </ul>
<b>X</b>		4B. A local CTSO work plan is developed annually and a copy is furnished to local administration.	<ul style="list-style-type: none"> <li>• CTSO Work Plan</li> </ul>

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<b>4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT cont.</b>			
<b>Yes</b>	<b>No</b>	<b>What is being Assessed</b>	<b>Evidence</b>
<b>X</b>		4C. Leadership activities are embedded in the CTE curriculum.	<ul style="list-style-type: none"> <li>• List of Leadership Activities               <ul style="list-style-type: none"> <li>○ Lesson Plans</li> <li>○ Curriculum</li> </ul> </li> <li>• Percentage of Students Participating</li> <li>• Evidence of Student Achievement</li> <li>• List of Student Organization Involvement In Community or School Related Activities</li> </ul>
<b>X</b>		4D. All students enrolled in CTSO's are affiliated with the State Association.	<ul style="list-style-type: none"> <li>• Local CTSO Roster</li> </ul>
<b>X</b>		4E. Program meets the needs of special population students (including special education, english learners, non-traditional students, and the general student population).	<ul style="list-style-type: none"> <li>• Student Completion Rates</li> <li>• Student Placement Results</li> <li>• Catalog of Support Services</li> <li>• Retention Rates</li> <li>• Mentors, Role-Models, Etc</li> </ul>
<b>X</b>		4F. Students are made aware of non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.	<ul style="list-style-type: none"> <li>• Promotional Materials</li> <li>• Student Placement Results</li> <li>• Counseling Materials</li> </ul>
<p>Comments:</p> <p><b>4A: Live Oak High School has had an official state chartered Future Farmers of America chapter for many years.</b></p> <p><b>4B: Our Future Farmers of America chapter provides administration with a plan of all events, fundraising and chapter pursuits annually.</b></p> <p><b>4C: Live Oak High School has a stand only "Leadership" class in its master schedule. This class has a leadership curriculum and this class provides all of the student led CTE activity leadership, and it also assists our ASB in leadership endeavors as well. Our CTE classes are very</b></p>			

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**robust, and many students are given the opportunity to grow in their leadership capacity.**

**4D: Our FFA students are indeed affiliated with the State Association.**

**4E: Our CTE pathways provide equal access to all populations. All of our subgroups utilize CTE training, and we even offer our CTE pathways to our local alternative students as well. Our completion rates are in the mid 30%, and often times our special population of students thrive the most.**

**4F: Through programs such as Virtual Job Shadow and our career technician, non-traditional and high demand careers are exposed to our students.**

**5. INDUSTRY PARTNERSHIPS**

	Yes	No	What is being Assessed	Evidence
<b>X</b>			5A. The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California <i>Education Code</i> §8070 and meets at least once a year.	<ul style="list-style-type: none"> <li>• List of Advisory               <ul style="list-style-type: none"> <li>○ Members</li> <li>○ Titles</li> <li>○ Industry</li> </ul> </li> <li>• List of Educators</li> <li>• Agenda/Minutes/Sign-In</li> <li>• E-mails</li> </ul>
<b>X</b>			5B. Business/industry is involved in student learning activities.	<ul style="list-style-type: none"> <li>• List of Activities –               <ul style="list-style-type: none"> <li>○ Job Shadowing</li> <li>○ Speakers</li> </ul> </li> <li>• Percent of Industry Participation</li> </ul>
<b>X</b>			5C. Business/industry is involved in the development and validation of the curriculum.	<ul style="list-style-type: none"> <li>• List of Advisory Members and Industries</li> <li>• Agenda/Meeting Minutes/Sign-In Sheets</li> </ul>
<b>X</b>			5D. Labor market demand has been documented for the Program.	<ul style="list-style-type: none"> <li>• Labor Market Projections</li> </ul>

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<b>X</b>		5E. There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.	<ul style="list-style-type: none"> <li>• Copy of Certification Standards</li> <li>• Percentage of Students Receiving Certification</li> </ul>
<p>Comments:</p> <p><b>5A: Our local CTE Advisory Committee is sound and operational and they meet a minimum of two times per year. The committee is composed of industry representatives, CTE teachers and students.</b></p> <p><b>5B: Many industry representatives speak to our students in class, and often we take our students to industries for educational opportunities as well. Virtual job shadow is the avenue we want to use mostly in regards to job shadowing opportunities.</b></p> <p><b>5C: Our advisory members are actively involved in supplementing our teachers curriculum.</b></p> <p><b>5D: Labor market demands formally taught by our teachers, and industry representatives offer insight on these demands as well.</b></p> <p><b>5E: We do have some industry certifications offered in our Agriculture Mechanics pathway: SMAW (Shielded metal arc welding), 3/8" plate certification, GMAW (Gas metal arc welding) and a sheet metal certification. We are actively pursuing other certification options.</b></p>			
<b>6. SYSTEM ALIGNMENT AND COHERENCE</b>			
<b>Yes</b>	<b>No</b>	<b>What is being Assessed</b>	<b>Evidence</b>
<b>X</b>		6A. A Program of Study, with a post-secondary institution, has been developed.	<ul style="list-style-type: none"> <li>• Industry Sector/Career Pathway Identified</li> <li>• Articulation, UC A-G, Technical School Sequence Documents</li> </ul>
<b>X</b>		6B. Sufficient time is provided for faculty to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs, as well as models, tools, and professional development to facilitate pathway development.	<ul style="list-style-type: none"> <li>• Meeting Dates for Collaboration Time with Others in Identified Sequence</li> <li>• Documents Identifying Sequence</li> </ul>
<b>X</b>		6C. Each CTE program sequence will include at least one district-funded CTE course in the industry sector.	<ul style="list-style-type: none"> <li>• Local CTE Plan</li> <li>• Fiscal Records</li> </ul>
<p>Comments:</p>			

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- 6A: We have a program of study with a secondary institution for all of our CTE pathways.**
- 6B: We have collaboration time built into our school calendar through pre-school in service days and minimum days throughout the year.**
- 6C: Our CTE program is fully funded by our district.**

<b>7. EFFECTIVE ORGANIZATIONAL DESIGN</b>			
<b>Yes</b>	<b>No</b>	<b>What is being Assessed</b>	<b>Evidence</b>
<b>X</b>		7A. Opportunities provide for better use of after-school, extended-day, and out-of-school time for career exploration, projects, and WBL connected to in-class curricula.	<ul style="list-style-type: none"> <li>Percentage of Students Who Participate</li> <li>List of WBL Activities</li> <li>Signed WBL Agreements</li> </ul>
<b>X</b>		7B. There are open-entry/open-exit strategies where feasible, in ways that maintain the integrity of CTE courses and course sequences and comply with industry requirements; structure and sequence curriculum in modules or “chunks” tied to jobs with multiple entry and exit points, and with multiple levels of industry-recognized credentials built into the sequencing of the pathway.	<ul style="list-style-type: none"> <li>Program Plans</li> <li>Counseling Materials</li> <li>Programs of Study Documents</li> </ul>

<b>7. EFFECTIVE ORGANIZATIONAL DESIGN cont.</b>			
<b>Yes</b>	<b>No</b>	<b>What is being Assessed</b>	<b>Evidence</b>
<b>X</b>		7C. Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.	<ul style="list-style-type: none"> <li>Distance Learning Activities</li> <li>Internet CTE Research Project Completed by Students</li> </ul>

Comments:

**7A: A decent percentage of our students take advantage of after-school and out-of-school time to work on projects etc. Our students work hand in hand with our teachers on any project in the shops or on the farms, and those are typically done after school or oftentimes during summer or other breaks.**

**7B: We are able to maintain the integrity of our courses and still employ open-entry/open-exit strategies.**

**7C: Our Virtual Job Shadow is very convenient for the employers and our students have access to a chrome book that they can take home and**



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**use for convenience purposes.**

**8. SYSTEM RESPONSIVENESS TO CHANGING ECONOMIC DEMANDS**

Yes	No	What is being Assessed	Evidence
<b>X</b>		8A. Mechanisms are in place that systematically track labor market demands, maintain the currency of occupational classifications, and ensure that teachers and counselors are informed of new developments in their fields.	<ul style="list-style-type: none"> <li>Minutes Showing Business/Industry Input Into Curriculum And Programs</li> </ul>
<b>X</b>		8B. There is sufficient funding to cover costs of necessary equipment and facilities.	<ul style="list-style-type: none"> <li>Documented Costs Over Last 2 Years</li> <li>Assessment of Ongoing Costs</li> </ul>
<b>X</b>		8C. There is a partnership among local businesses and local workforce development and educational organization to provide consistent and reliable data about the regional economic and labor markets for planning programs.	<ul style="list-style-type: none"> <li>Labor Market Reports for both Regional and Global</li> <li>Advisory Committee Minutes/Agendas</li> </ul>

Comments:

**8A: We use our Agriculture Advisory Committee and our local industry representatives to keep our stakeholders involved and up to date.**

**8B: The large infusion of CTEIG grant funds, coupled with Perkins funds and district funds have allowed us to make major enhancements to our entire CTE department in infrastructure, machinery, supplies, teacher professional development and student engagement opportunities.**

**8C: CTE teachers subscribe to magazines that help predict market reports on a local and global level, and our advisory committee provides input in that regard as well.**

**9. SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT**

Yes	No	What is being Assessed	Evidence
<b>X</b>		9A. Every CTE teacher has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught.	<ul style="list-style-type: none"> <li>Approved by Local Credential offices</li> </ul>

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<b>X</b>		9B. Based on the previous year's records, every CTE teacher, teaching at least half time CTE, attends a minimum of four professional development activities.	<ul style="list-style-type: none"> <li>List of Teacher Technical Development Activities Such as Staff Exchange, Technical Conferences, Industry Certification Training, Etc.</li> </ul>
<b>X</b>		9C. The CTE staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable.)	<ul style="list-style-type: none"> <li>Staff Meeting Minutes</li> </ul>
<b>X</b>		9D. A written record of minutes of action taken during CTE staff meetings is kept in Department files.	<ul style="list-style-type: none"> <li>Staff Meeting Minutes</li> </ul>
<p>Comments:</p> <p><b>9A: All of our CTE are appropriately credentialed and approved by our local credential office.</b></p> <p><b>9B: Our CTE teachers do attend a minimum of four PD activities per year. PD ranges from industry based PD to enhancing literacy in the class to integrating ELD into their curriculum.</b></p> <p><b>9C: Our CTE department meets weekly on Mondays.</b></p> <p><b>9D: CTE staff meeting minutes are kept in Department files.</b></p>			

<b>10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT</b>			
<b>Yes</b>	<b>No</b>	<b>What is being Assessed</b>	<b>Evidence</b>
<b>X</b>		10A. A District CTE Plan is on file with the local administration and a copy is retained in the local department files.	<ul style="list-style-type: none"> <li>Local Plan Files</li> </ul>
<b>X</b>		10B. Updates of the CTE Plan are sent to the local administrator by February. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) CTSO Program of Work; (4) Advisory Committee Roster.	<ul style="list-style-type: none"> <li>Meeting Notes</li> <li>Improvement Plan</li> </ul>

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<b>10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT cont.</b>			
<b>Yes</b>	<b>No</b>	<b>What is being Assessed</b>	<b>Evidence</b>
<b>X</b>		10C. Enrollment report (CDE 101-E1) <ul style="list-style-type: none"> <li>• All CTE courses are properly identified in data system (including new courses).</li> <li>• Enrollment figures and reports are reviewed by:               <ul style="list-style-type: none"> <li>○ Site Staff and district CTE staff</li> <li>○ Site and district advisory committees</li> </ul> </li> <li>• Completed and submitted by <b>October 15 to the CDE.</b></li> </ul>	<ul style="list-style-type: none"> <li>• CDE Records</li> <li>• Local Data System</li> <li>• Meeting Notes/Minutes</li> </ul>
<b>X</b>		10D. A follow-up system (including membership in California Partnership for Achieving Student Success [CALPASS]) is used which gathers the following information from program completers: <ul style="list-style-type: none"> <li>• Student placement status in postsecondary education or advanced training, in military service, or in employment.</li> <li>• Opinion regarding the value and relevance of the CTE program.</li> <li>• Suggestions for improving the CTE program.</li> </ul>	<ul style="list-style-type: none"> <li>• CDE Records</li> <li>• Meeting Notes/Minutes</li> </ul>
<b>X</b>		10E. Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE <b>by March 15.</b>	<ul style="list-style-type: none"> <li>• CDE Records</li> </ul>
<b>X</b>		10F. The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.	<ul style="list-style-type: none"> <li>• Meeting Notes</li> <li>• Advisory Agenda/Minutes</li> </ul>
<b>X</b>		10G. All Core Indicators meet or exceed the State level targets.	<ul style="list-style-type: none"> <li>• Meeting Dates, Discussion Points</li> </ul>
<b>X</b>		10H. The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.	<ul style="list-style-type: none"> <li>• CDE Records</li> <li>• Interview of District Fiscal Representative</li> </ul>
Comments: <b>10A &amp; 10B: The district CTE plan has/is being developed and updated to reflect all of the criteria mentioned in this tool.</b> <b>10C – 10H: Our counselor working in conjunction with our LEA’s IT manager ensure compliance of all of the above reports.</b>			

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11. CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION			
Yes	No	What is being Assessed	Evidence
<b>X</b>		11A. The CTE program has a recruitment brochure or similar document used to promote the program.	<ul style="list-style-type: none"> <li>Copy of Plan</li> <li>Date and Type of Activities such as Web Page, Career Fairs, Open House, Serving on Program Related Committees, Etc.</li> </ul>
<b>X</b>		11B. The CTE Department(s) conduct recruitment activities.	<ul style="list-style-type: none"> <li>Copy of Plan such as Feeder School Meetings</li> </ul>
<p>Comments:</p> <p><b>11A: We have a Web Page to promote and disseminate CTE information. We have a bi annual college and career fair. We have flyers and brochures that promote our pathways that we disseminate at 8<sup>th</sup> grade orientation and throughout the year.</b></p> <p><b>11B: Annually, our CTE programs send students to our feeder schools to promote the programs. On an informal level, our feeder school students get to witness all of the many events put on by our CTE program, and that in itself truly promotes our programs.</b></p>			