

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Career and Technical Education (CTE)

Carl D. Perkins Continuous Improvement Plan
Completion Forms
Secondary Education
2017-18



Carl D. Perkins Career and Technical Education
Improvement Act of 2006
Public Law 109-270

Due: June 30, 2017

RFP 116

Academic Office
Connecticut State Department of Education
450 Columbus Boulevard, Suite 603
Hartford, CT 06103-1841



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Dianna R. Wentzell
Commissioner of Education

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CARL D. PERKINS BASIC GRANT APPLICATION
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Carl D. Perkins Grant Secondary Continuous Improvement Plan

I: GENERAL INFORMATION

Per Section 123 of the Carl D. Perkins Career and Technical Improvement Act of 2006, the state is responsible to monitor and hold accountable all grant recipients for performance on all core indicators. Section 123 requires implementation of program improvement plans which address failure of eligible agencies to meet the state adjusted performance levels of any of the core indicators of performance. To continue funding for FY 2017-18, each district is required to complete a Continuous Improvement Plan (CIP) for the improvement of career and technical education programs and the core indicators where performance levels for 2016-17 were **not** met. If the local recipient fails to meet at least 90 percent of an agreed upon performance level for any of the indicators of performance, it will have to develop and implement an improvement plan. The State may, after an opportunity for a hearing, withhold all or part of a local recipient's funding if the local meets any one of the three criteria below:

- fails to implement the required improvement plan;
- makes no improvement within one year of implementing the improvement plan; or
- fails to meet at least 90 percent of a performance for the same performance indicator three years in a row.

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 is awaiting federal reauthorization. In the meantime, the federal government will continue to provide funds under a Continuing Resolution for eligible recipients that continue to meet the nine requirements of Sec. 134 (b) below:

1. Strengthen the academic and career and technical skills of students participating in CTE programs through integration of academics with CTE programs.
2. Link CTE at the secondary and the postsecondary level, including by offering the relevant elements of not less than one program of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and preservice professional development to teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated CTE programs.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Sec. 311 (a) Supplement not Supplant - Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities and tech prep program activities.

The Continuous Improvement Plan (CIP) Summary should provide details for a comprehensive plan that describes how the high school will use Perkins funds to improve career and technical education (CTE) programs. The funds must be targeted to specific, measurable goals and objectives for the systemic improvement of student achievement and improvement of CTE programs.

Summary should articulate how the funds will be used to:

- promote accountability and program improvement at all levels;
- create stronger integration of academic and career technical teaching and learning;
- increase alignment of secondary and postsecondary education;
- strengthen links to postsecondary education, business and industry;
- improve computer and technology skills across all CTE program areas;
- review CT CTE Assessments and create strategies to improve student achievement;
- promote preparation for non-traditional fields;
- make available information about postsecondary CTE programs of study;
- provide awareness of careers associated with all CTE program areas;
- use the CTE Advisory Board to guide and improve the relevance of all CTE programs; and
- ensure that all CTE programs provide students with the skills needed to succeed in high-skill, high-wage, or high-demand occupations.

Each district, including each member of a consortium must submit the CIP, ED 114 and budget narrative, ***irrespective of means of transmittal or postmark date, by 4:30 p.m. on Friday, June 30, 2017.***

Proposals submitted become the property of the Connecticut State Department of Education and a part of the public domain. **One original** and **one copy** of all sections of the grant with **original signatures**, including the ED 114 and budget narrative, must be mailed to **Suzanne Alicea** at the address below.

Mailing Address

Suzanne Alicea
Connecticut State Department of Education
Academic Office, Suite 603
P.O. Box 2219
Hartford, CT 06145-2219

Carl D. Perkins Grant Secondary
Continuous Improvement Plan
II: COVER SHEET

Grantee :	
Contact:	
Address:	
E-mail:	Phone:

Continuous Improvement Team (*identify district team leader)

Administrators	
Teachers (Include Career Cluster or CTE program area)	
School Counselors	
Other (community, business/industry members)	

Carl D. Perkins Grant Secondary Continuous Improvement Plan

III: PERKINS GRANT CONTINUOUS IMPROVEMENT PLAN SUMMARY

Please provide a summary in the grid on page 8 of your district's plan for career & technical education improvement in 2017-18, including the use of Perkins grant funds. Plans must target funds to:

- address specific strategies for improvement;
- address low core indicator performance levels; and
- assure that the program is such size, scope, and quality to improve the quality of career and technical education.

IV: QUESTIONS for PLANNING

Effective planning for program improvement and allocation of funds includes a critical review of all CTE programs and should be performed with input from all career and technical education staff from the district, consortium or college, and other key partners. Funds should be targeted to specific program improvements and are not meant to supplement all CTE program areas every year or the same programs every year.

1. Program Improvement - Does our district have a systematic process that brings together the entire CTE department and other key partners to identify and target funds to improve quality CTE programs? If not, how will we change the process this year?

Note: Funding shall not be for a random wish list of isolated, unmeasurable expenditures or activities that are unrelated to program improvement goals.

2. Core Indicators - How will we utilize funds to improve core indicator performance levels for 2017-18?
3. Advisory Boards - How can we better engage our CTE advisory board to assist in establishment, improvement and evaluation of our CTE programs?
4. Programs of Study (POS)/ Career Pathways - What POS do we have that link CTE at the secondary and postsecondary level? What additional POS/career pathways will we add to offer students more exposure to careers and college?
5. Work-Based Learning Experiences - What opportunities do we provide to help students gain strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences?
6. Assessments - How will we utilize funds to develop and implement evaluations of the CTE programs including an assessment of how the needs of special populations are being met? Are we targeting funds for teachers to evaluate CTE assessment results to be utilized for CTE program improvement?
7. Labor Needs - What activities does our district provide to prepare students who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations? How can funds be targeted to address those needs?
8. Professional Development - Can our professional development and staff/student travel be targeted to measurable program and student improvement?

V: SAMPLE CONTINUOUS IMPROVEMENT PLAN SUMMARY

2017-18 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	Measurable Improvement Outcomes
Develop new career pathway	Technology Education (TE)	<p>Develop two new courses as part of a new Transportation Pathway</p> <p>We will establish a new Automotive Advisory Committee that meets quarterly to advise on development of new auto program, provide input on curriculum and provide internship opportunities for students</p>	<p>Curriculum Development for Automotive 1 and Automotive 2</p> <p>Spring General Motors (GM) Training for TE teacher</p>	<p>Four meetings are held with new Automotive Advisory Board</p> <p>The two new curricula are developed and approved by Board of Education (BOE) for Automotive pathway</p> <p>Courses are listed in 2018-19 Program of Studies and offered for 2018-19 school year</p> <p>In spring 2018, students are scheduled into new classes for fall 2018 and spring 2019</p> <p>Automotive teacher completes GM training</p>
Core Indicator Performance: Increase Technical Skill Attainment in low performing CTE assessments	Family and Consumer Sciences and Business Education	<p>Review Culinary and Accounting 2017 CTE Assessment Results</p> <p>Develop Culinary and Accounting resources-sample assessment questions to study and review</p> <p>Update to state-of-the-art culinary equipment</p>	<p>Curriculum Revision to incorporate strategies for low performing Performance Standards & Competencies in Culinary & Food Production and Accounting</p> <p>Stipends to develop accounting resources</p> <p>Culinary equipment to meet industry needs</p>	<p>Curriculum revision completed and incorporated into lessons for 2017-18</p> <p>Accounting Resources completed and utilized in lessons.</p> <p>Culinary equipment purchased, installed and utilized in culinary labs.</p>

2017-18 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	Measurable Improvement Outcomes
Strengthen POS/ Career Pathways for CCP by increasing offerings	Hospitality and Tourism	<p>Increase course sequences in two pathways because we only have one articulated course in each of our Early Childhood Education and Hospitality CCP Programs with two high schools</p> <p>Take part in Professional Development between high school and college faculty</p>	<p>Curriculum development/alignment with Early Childhood Education and Hospitality CCP high school and college faculty- Stipends Substitute pay Travel to meetings</p> <p>Textbooks Supplies and state-of-the-art equipment for both pathways</p>	<p>Meetings held with Early Childhood and Culinary secondary and postsecondary faculty Curriculum developed Course articulations completed. Joint meetings held for use of Perkins funds Texts, supplies and equipment approved and purchased. Students registered for both courses for 2018-19</p>
Increase involvement with our CTE Advisory Committee	All CTE Program Areas	<p>Reestablish advisory board to include members from industry to represent all CTE areas at our school.</p> <p>Plan at least 2 meetings/year with goals and outcomes</p> <p>Invite advisory board members to present at high school Career Day</p>	No funds needed	<p>Advisory meetings scheduled for 2017-18 Invitations for new and existing members sent Agendas set and advisory member roles established Two advisory meetings held, minutes and action taken on meetings</p>

VI: CONTINUOUS IMPROVEMENT PLAN SUMMARY TEMPLATE

2017-18 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	Measurable Improvement Outcomes

Continuous Improvement Plan Templates

VII: REQUIRED USES OF FUNDS

Each local recipient receiving Carl D. Perkins funds must use the funds to improve CTE programs as described in Section 135 below:

1. Strengthen the academic and career and technical skills of students participating in CTE programs through integration of academics with CTE programs.
2. Link CTE at the secondary and the postsecondary level, including by offering the relevant elements of not less than one program of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and preservice professional development to teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated CTE programs.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

For 2017-18, please provide details specifically related to how you implement requirements in your CTE programs for the following:

Section 135 (7) Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

Continuous Improvement Plan Templates

VII: REQUIRED USES OF FUNDS continued

Section 135 (9) Provide activities to prepare special populations* including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Address one or more of the following:

- how your programs are designed to enable the special populations to meet the core indicator performance levels;
- how funds provide activities to prepare special populations for high skill, high-wage or high-demand occupations that lead to self-deficiency. Refer to <http://www1.ctdol.state.ct.us/lmi/index.asp>; and
- how your district ensures that individuals who are members of special populations will not be discriminated against based on their status as members of the special population.

Note:

* The term includes individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents**, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

** single parents refer to students that are single parents

Continuous Improvement Plan Templates
XI: CTE CONCENTRATION & CONCENTRATORS INFORMATION CHART

Overview:

1. All secondary schools receiving Perkins funds must align CTE courses with the Connecticut State Performance Standards and Competencies, if applicable, positioning all CTE courses to provide instruction in a portion, if not all, of the competencies in a specific Area of Concentration.
2. A concentrator is any student who has received instruction in all of the competencies of one of the Connecticut-recognized Areas of Concentration as identified in the 2015 Connecticut State Performance Standards and Competencies.
3. To continue to be eligible for Perkins funds, a secondary school must have:
 - a. At least one area of concentration resulting in tested students (concentrators);
 - b. A minimum of ten (10) concentrators (unless justification for less is provided in this template); and
 - c. A plan, if not already addressed in the CIP Summary Template, for the continuous improvement of:
 - concentrator scores (skill attainment) in the Connecticut Statewide CTE Assessment; and
 - the number of concentrators to be tested in 2018

Please complete the following concentration/concentrator template by secondary school.

Name of Secondary School:		
2017 Areas of Concentration	Number of Concentrators in this area of concentration (students tested) 2017	If not already addressed in the CIP Summary Template, submit a brief description of your Continuous Improvement Plan, relative to Concentration/Concentrators for one or more of the following goals: <ul style="list-style-type: none"> • improve concentrator scores; • increase percentage of concentrators who meet or exceed the federally negotiated cut score of 65 percent; • increase tested concentrators for 2018; or • add additional area(s) of concentration in 2018.

Continuous Improvement Plan Templates
XII: CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSOs) INFORMATION CHART
(DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, TSA)

Overview:

In order to receive Perkins funding, a secondary school must have a functioning chapter of at least one of the seven national CTSO's listed above. It is required that a school have national organization documentation that national and/or state dues were paid during the 2016-17 school year. A CTSO is not considered valid unless a minimum of ten (10) members are paid members of the associated national organization.

If a school is starting a new chapter of a CTSO for the 2017-18 school year, a separate commitment letter on school letterhead must be submitted with this CIP. The letter must state the name of the CTSO and advisor(s), the date by which the minimum of ten (10) national student dues will be paid and a schedule of activities for the 2017-18 school year.

Perkins funds cannot be approved for any school that does not have at least one CTSO consisting of paid national members.

The current Perkins legislation restricts the use of funds for CTSO's. Connecticut stipulates that funds under the category of CTSO may only be used for:

- The purchase of organizational CTE instructional or leadership materials; or
- The cost of student bus transportation for a CTSO leadership training event that is open to all students from the school, where paid membership is not a requirement for participation; or
- The payment of a stipend to each CTSO chapter advisor (not to exceed \$1,500.00 per organization);

Name of Secondary School:			
Name of CTSO	Number of 2016-17 paid state/national student memberships	Number of 2016-17 paid CTSO members who attended the annual CTSO state conference.	Name(s) of Chapter Advisors

Continuous Improvement Plan Templates

XIII: SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

Core Indicators: State targets for 2015-16 for secondary schools are listed below. Utilizing the data provided by the state (located on the [Carl D. Perkins Information page](#)) enter your actual performance levels for 2014-15 and 2015-16.

District:	Date:
Career Pathway/Area of Concentration:	Cluster:

Core Indicator Data	State Target 2015-16	Actual Perf. 2014-15	Actual Perf. 2015-16	Will funds need to be targeted for performance data improvement? If so, how? (Each district/community college is required to target funding to improve the core indicators where performance levels for 2015-16 or 2016-17 were <u>not</u> met.)
Academic Attainment:				
• Reading	53			
• Math	30			
Technical Skill Attainment	45.00%			
Graduation/Completion	95.00%			
Placement (Military, Employment, Advanced Placement)	88.00%			
Nontraditional Participation	40.00%			
Nontraditional Completion	33.00%			