

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

**Carl D. Perkins Continuous Improvement Plan
Completion Forms
Secondary and Postsecondary Education
2011-12**

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

Due: June 1, 2011

**Division of Teaching, Learning and Instructional Leadership
Bureau of Teaching and Learning
Hartford, Connecticut**

**Carl D. Perkins Grant
Secondary Continuous Improvement Plan**

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 of the 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. The section also references consequence when there is failure to make substantial progress to meet the purpose of the Act or to implement responsibilities under the Act.

Listed below are the academic performance targets utilized for Perkins and the No Child Left Behind (NCLB) Act. Below are the levels negotiated with the U.S. Department of Education through 2014. Data derived from the Connecticut Academic Performance Test (CAPT) provides student performance data for reading and mathematics.

Academic Core Indicator Performance Targets for Secondary Schools

State Response and State Activities for Meeting Standards				
CAPT				
Reading			Mathematics	
	AYP Level	Suggested Annual Targets	AYP Level	Suggested Annual Targets
2002-03	62%	62%	59%	59%
2003-04		65%		62%
2004-05		72%		69%
2005-06	72%	75%	69%	73%
2006-07		78%		76%
2007-08		81%		80%
2008-09	81%	84%	80%	83%
2009-10		88%		87%
2010-2011		91%		90%
2011-12	91%	96%	90%	95%
2012-13		99%		98%
2013-14	100%	100%	100%	100%

To continue funding for FY 2011-12, each district/community college is required to complete a Continuous Improvement Plan (CIP) for core indicators where performance levels for 2009-10 were **not** met. In addition, each district/community college must modify or complete a plan to show enhancement to the existing Perkins Five-Year Plan under the expansion section located on page 6. Indicate N/A if no change is planned.

Instructions to complete the CIP are located on the Connecticut State Department of Education (CSDE) Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320802&sdePNavCtr=#45488>, titled *Continuous Improvement Plan Guide*. Each district/community college must submit the CIP by, **Tuesday, June 1, 2011**, at the following address:

June Sanford, Perkins Program Manager
Connecticut State Department of Education
Bureau of Teaching and Learning
165 Capitol Avenue, Room #205
Hartford, Connecticut 06106

**Carl D. Perkins Continuous Improvement Plan 2011-12
Cover Sheet**

Grantee: _____
(District or Community College)

Contact: _____

Address: _____

E-mail: _____ Phone: _____

Continuous Improvement Team (identify district/community college team leader):

Administrators: _____

Teachers: _____

School Counselors: _____

Other: _____

CIPs attached for the following career pathways/areas of concentration-assessment/clusters:

Pathways/Areas of Concentration (Secondary)

- Accounting
- Agriculture Mechanics
- Animal Science
- Aquaculture and Marine-Related Technologies
- Automotive Technology
- Business Management
- Certified Nursing Assistant (C.N.A.)
- Computer Aided Drafting and Design
- Computer Information Systems
- Cooperative Work Education (C.W.E.)
- Early Childhood Education and Services
- Marketing Education
- Medical Careers Education
- Natural Resources and Environmental Science
- Nutrition, Food Production and Services
- Plant Science
- Pre-Engineering Technology
- Video Production Systems
- Non-assessed career pathway:

Clusters (Secondary and Postsecondary)

- Agriculture and Natural Resources
- Arts, Audio Video Tech, and Communication Services
- Business and Administrative Services
- Construction
- Education and Training services
- Financial Services
- Health Services
- Human Services
- Hospitality and Tourism
- Information Technology Telecom Services
- Legal and Protective Services
- Manufacturing
- Public Administration/Government Services
- Scientific Research Engineering and Technical Services
- Transportation, Distribution and Logistics Services
- Wholesale/Retail Sales and Services

**Secondary Continuous Improvement Plan Template: 2011-12
Carl D. Perkins IV**

Core Indicators: State targets for 2009-10, for secondary schools, are listed below. Utilizing the data provided by the state located at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320802&sdePNavCtr=#45488>, enter your actual performance levels for 2008-09 and 2009-10.

District: _____ Date: _____

Career pathway/area of concentration identified for improvement: _____ Cluster: _____

Core Indicator Data	State Target 2009-10	Actual Perf. 2008-09	Actual Perf. 2009-10	Strategies for Improvement	Professional Development
Academic Attainment (CAPT)					
Reading	81.00%*				
Math	80.00%*				
Technical Skill Attainment	44.00%				
Graduation/Completion	70.00%*				
Placement (Military, Employment, Advanced Placement)	58.78%				
Nontraditional Participation	39.00%				
Nontraditional Completion	35.00%				

*NCLB targets for math, language arts and high school graduation.

**Postsecondary Continuous Improvement Plan Template: 2011-12
Carl D. Perkins IV**

All Core Indicators: Utilizing the data provided by the community college system, enter your actual performance levels for the year 2009-10. Identify and insert professional development activities that will be utilized to improve performance in core indicators.

College Career Pathways Institution: _____ Date: _____

Cluster area identified for improvement: _____

Core Indicator Data	State Target 2009-10	Actual Performance 2008-09	Actual Performance 2009-10	Strategies for Improvement	Professional Development
Technical Skill Attainment	91.66%				
Credential, Certificate, or Degree	25.00%				
Student Retention or Transfer	65.22%				
Student Placement	70.08%				
Nontraditional Participation	33.06%				
Nontraditional Completion	25.25%				

Identify plans for expansion: (include plans for additional pathways/clusters, identifying activities, professional development and resources to support the expansion):

**Connecticut Career and Technical Education 2008-2013:
Crosswalk to 16 Federal Clusters, 34 Career Pathways and 20 Areas of Concentration and Assessment**

		16 Career Clusters	34 Career Pathways	Areas of Concentration/Assessment
CT Comprehensive School Counseling Program	F	Agriculture, Food and Natural Resources (Harold Mackin)	<ul style="list-style-type: none"> Animal Science Environment & Natural Resources Plant Science Power, Structural and Tech Aquaculture & Marine Sciences 	Animal Science Aquaculture and Marine-Related Technologies Natural Resources and Environmental Aquaculture and Marine-Related Technologies Plant Science Agriculture Mechanics
	F	Architecture and Construction (Harold Mackin)	<ul style="list-style-type: none"> Design/Pre-construction Visual Arts 	Computer Aided Drafting and Design Wood Technology*
	M	Arts, Audio/Video Technology and Communications (Harold Mackin)	<ul style="list-style-type: none"> Performing Arts Audio Visual Tech and Film 	Video Production Systems
	M	Business, Management and Administration (Lee C. Marcoux)	<ul style="list-style-type: none"> Accounting Business Management Entrepreneurship 	Accounting Business Management
	M	Education and Training (Lori J. Matyjas)	<ul style="list-style-type: none"> Teaching/Training 	Early Childhood Education and Services
	F	Finance (Lee C. Marcoux)	<ul style="list-style-type: none"> Investing and Personal Finance 	Personal Finance*
	M	Government and Public Administration (Lee C. Marcoux)	<ul style="list-style-type: none"> Government and Public Administration 	N/A
	M	Health Sciences (Lori J. Matyjas)	<ul style="list-style-type: none"> Therapeutic Services Health Information Supportive Services Diagnostic Services Biotech Research and Dev. 	Medical Careers Education Certified Nurse Assisting (CNA)
	M	Hospitality and Tourism (Lori J. Matyjas and Dr. Stephen Hoag)	<ul style="list-style-type: none"> Restaurants/Food Marketing and Management Travel & Tourism: Marketing and Management 	Nutrition, Food Production and Services Marketing Education
	M	Human Services (Lori J. Matyjas)	<ul style="list-style-type: none"> Early Childhood Dev and Services Family and Community Services 	Early Childhood Education and Services
	F	Information Technology (Lee C. Marcoux)	<ul style="list-style-type: none"> Computer Info Systems and Communication Computer Program/Software Development 	Computer Information Systems
	M	Law, Public Safety, Corrections and Security (Lee C. Marcoux)	<ul style="list-style-type: none"> Introduction of Law 	Business Management
	F	Manufacturing (Harold Mackin)	<ul style="list-style-type: none"> Manufacturing Production Process Development 	Computer Aided Drafting and Design
	M	Marketing, Sales and Service (Dr. Stephen Hoag)	<ul style="list-style-type: none"> Distribution and Logistics Marketing Info, Management and Research International Marketing Retail Merchandising 	Marketing Education Textiles and Design
	F	Science, Technology, Engineering & Mathematics –STEM (Harold Mackin)	<ul style="list-style-type: none"> Engineering and Technology Science and Mathematics 	Pre-Engineering Technology
	F	Transportation, Distribution and Logistics - (Harold Mackin)	<ul style="list-style-type: none"> Transportation, Dist. And Logistics 	Automotive Technology

Structured Work-based Learning/Cooperative Work Education

Key: M = Males F = Females (F/M indicates areas that are non-traditional to the gender listed.)

*New areas of concentration beginning 2010-2011.