

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Career and Technical Education (CTE)

**Carl D. Perkins Continuous Improvement Plan
Completion Forms
Secondary and Postsecondary Education
2016 -17**



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

Due: June 30, 2016

RFP 116

**Academic Office
Connecticut State Department of Education
165 Capitol Avenue
Hartford, Connecticut**

CONNECTICUT 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/Postsecondary 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 2016-17, each district/community college 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 2015-16 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; and
- fails to meet at least 90 percent of a performance for the same performance indicator three years in a row.

CONTINUOUS IMPROVEMENT PLAN SUMMARY

The Continuous Improvement Plan (CIP) Summary should provide details for a comprehensive plan that describes how the high school or college 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/community college must submit the CIP and proposals, ***irrespective of means of transmittal or postmark date, by 4:30 p.m. on Thursday, June 30, 2016.*** Proposals submitted become the property of the CSDE 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 or delivered to **Lori Matyjas** at the address below.

| Mailing Address | Delivery Address |
|--|--|
| Lori Matyjas, Program Manager Connecticut State Department of Education Academic Office P.O. Box 2219, Hartford, CT 06145 | Lori Matyjas, Program Manager Connecticut State Department of Education Academic Office 165 Capitol Avenue, Room 215, Hartford, CT 06106 |

Carl D. Perkins Grant Secondary/Postsecondary Continuous Improvement Plan

II: COVER SHEET

| | |
|--------------------------------|--------|
| Grantee (District or College): | |
| Contact: | |
| Address: | |
| E-mail: | Phone: |

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

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

| | CAREER CLUSTER | AREA OF CONCENTRATION |
|------|---|---|
| XANR | AGRICULTURE AND NATURAL RESOURCES | AGRICULTURE MECHANICS ANIMAL SCIENCE AQUACULTURE NATURAL RESOURCES AND ENVIRONMENTAL PLANT SCIENCE |
| XAVC | ARTS, AUDIO VIDEO TECH, AND COMM. SERVICES | DIGITAL VIDEO PRODUCTION |
| XBAS | BUSINESS AND ADMIN. SERVICES | BUSINESS MANAGEMENT |
| XCON | CONSTRUCTION | COMPUTER AIDED DRAFTING WOOD TECHNOLOGY |
| XETS | EDUCATION AND TRAINING SERVICES | EARLY CHILDHOOD EDUCATION (OR UNDER HUMAN SERVICES) |
| XFS | FINANCE | ACCOUNTING PERSONAL FINANCE |
| XHS | HEALTH SERVICES | MEDICAL CAREERS |
| XHSS | HUMAN SERVICES | EARLY CHILDHOOD EDUCATION (OR UNDER EDUCATION AND TRAINING) |
| XHT | HOSPITALITY & TOURISM | CULINARY AND FOOD PRODUCTION NUTRITION, FOOD PRODUCTION & SERVICES |
| XITS | INFORMATION TECHNOLOGY | COMPUTER INFORMATION SYSTEMS |
| XMAN | MANUFACTURING | ENGINEERING TECHNOLOGY |
| XTDL | TRANSPORTATION, DIST. AND LOGISTICS SVCS. | AUTOMOTIVE TECHNOLOGY |
| XWRS | WHOLESALE/RETAIL SALES AND SERVICES | COOPERATIVE WORK EDUCATION MARKETING EDUCATION TEXTILES AND DESIGN |

Carl D. Perkins Grant Secondary/Postsecondary Continuous Improvement Plan

III: PERKINS GRANT CIP SUMMARY

Please provide a summary in the grid on page 8 of your school district's/college's plan for career & technical education improvement 2016-17, including the use of Perkins grant funds. Plans must target funds to:

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

IV: QUESTIONS for PLANNING and SAMPLE CIP IMPROVEMENT PLAN

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 2016-17?
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 utilize 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

| 2016-17 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 | <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 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 BOE for Automotive pathway</p> <p>Courses are listed in 2017-18 Program of Studies and offered for 2017-18 school year</p> <p>In spring 2017, students are scheduled into new classes for fall 2017 and spring 2018</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 2016 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 2016-17.</p> <p>Accounting Resources completed and utilized in lessons.</p> <p>Culinary equipment purchased, installed and utilized in culinary labs.</p> |

| 2016-17 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 Programs of Study (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 2017-18</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 2016-17. 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

| 2016/17 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 |
|--|---|-------------------------------|---|--|
| | | | | |
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**Continuous Improvement Plan Templates
X: CONCENTRATION & CONCENTRATORS**

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 2017

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

| Name of Secondary School: | | |
|--|---|---|
| 2016 Areas of Concentration | Number of Concentrators in this area of concentration (students tested) 2016 | 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 2017; or • Add additional area(s) of concentration in 2017. |
| | | |
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Continuous Improvement Plan Templates
XI: CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSOS)
(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 2015-16 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 2016-17 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 2016-17 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 2015-16 paid state/national student memberships | Number of 2015-16 paid CTSO members who attended the annual CTSO state conference. | Name(s) of Chapter Advisors |
| | | | |
| | | | |
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Continuous Improvement Plan Templates

XII: SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

Core Indicators: State targets for 2014-15 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 2013-14 and 2014-15.

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

| Core Indicator Data | State Target 2014-15 | Actual Perf. 2013-14 | Actual Perf. 2014-15 | 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 2014-15 or 2015-16 were <u>not</u> met.) |
|--|----------------------|----------------------|----------------------|--|
| Academic Attainment: | | | | |
| Reading | N/A | | | |
| Math | N/A | | | |
| Technical Skill Attainment | 44.00% | | | |
| Graduation/Completion | 94.00% | | | |
| Placement (Military, Employment, Advanced Placement) | 52.5% | | | |
| Nontraditional Participation | 40.2% | | | |
| Nontraditional Completion | 33.00% | | | |

Continuous Improvement Plan Templates

XIII: POSTSECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

All Core Indicators: Utilizing the data provided by the community college system, enter actual performance levels for the year 2014-15. Identify and include professional development activities designed to improve these specific areas.

| | |
|--|----------|
| College Career Pathways Institution: | Date: |
| Cluster area identified for Improvement: | Cluster: |

| Core Indicator Data | State Target 2014-15 | Actual Performance 2013-14 | Actual Performance 2014-15 | Will funds 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 2014-15 or 2015-16 were not met.) |
|------------------------------------|-----------------------------|-----------------------------------|-----------------------------------|--|
| Technical Skill Attainment | 93.22% | | | |
| Credential, Certificate, or Degree | 10.00% | | | |
| Student Retention or Transfer | 76.66% | | | |
| Student Placement | 72.80% | | | |
| Nontraditional Participation | 33.63% | | | |
| Nontraditional Completion | 30.00% | | | |

CTE Career Clusters and Pathways

F - Programs where females are considered non-traditional

M - Programs where males are considered non-traditional

| | National Career Clusters | Connecticut Career Pathways | CTE Program Areas | Assessed CTE Areas (High School Only) |
|----------|---|--|---|--|
| F | Agriculture, Food and Natural Resources | • Animal Science | Agriculture Science Education | Animal Science |
| | | • Environment & Natural Resources | | Natural Resources and Environmental |
| | | • Plant Science | | Plant Science |
| | | • Power, Structural and Technical Systems | | Agriculture Mechanics |
| | | • Aquaculture | | Aquaculture |
| F | Architecture and Construction | • Design/Pre-construction | Technology Education | Computer Aided Drafting and Design Wood Technology |
| M | Arts, Audio/Video Technology and Communications | • Audio Visual Tech & Film | Technology Education | Video Production Systems |
| M | Business, Management and Administration | • Accounting • Business Management | Business and Finance Technology Education | Business Management |
| M | Education and Training | • Teaching/Training | Family and Consumer Sciences | Early Childhood Education and Services |
| F | Finance | • Investing and Personal Finance • Entrepreneurship | Business and Finance Technology Education | Accounting Personal Finance |
| M | Health Sciences | • Therapeutic Services • Health Information • Supportive Services • Diagnostic Services • Biotech Research & Dev. | Medical Careers Education | Medical Careers Education |
| M | Hospitality and Tourism | • Restaurants/Food Marketing and Management | Family and Consumer Sciences | Nutrition, Food Production and Services Culinary and Food Production |
| M | Human Services | • Early Childhood Dev & Services • Family and Community Services | Family and Consumer Sciences | Early Childhood Education and Services |
| F | Information Technology | • Computer Info Systems and Communication • Computer Program/Software Development | Business and Finance Technology Education | Computer Information Systems |
| F | Manufacturing | • Manufacturing Production Process Development | Technology Education | Engineering Technology |
| M | Marketing, Sales and Service | • Distribution & Logistics • Marketing Info, Management and Research • International Marketing • Retail Merchandising | Marketing Education Family and Consumer Sciences | Marketing Education Textiles and Design Cooperative Work Education |
| F | Science, Technology, Engineering and Mathematics (STEM) | • Engineering and Technology | Technology Education | Engineering Technology |
| F | Transportation, Distribution and Logistics | • Transportation, Dist. And Logistics | Technology Education | Automotive Technology |