

District Name: _____

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Career and Technical Education (CTE)

**Carl D. Perkins Continuous Improvement Plan
Completion Forms
Secondary Education
2018-19**



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

Due: June 29, 2018

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 2018-19, 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 2017-18 were **not** met. If the local recipient fails to meet at least 90 percent of an agreed upon performance level for any of the core indicators of performance, it will have to develop and implement a program improvement plan in consultation with the State and others during the first succeeding program year. 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 in meeting of the agreed upon performance levels within one year of implementing the improvement plan; or
- fails to meet at least 90 percent of an agreed upon level of 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 College Career Program activities.

The 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;
- 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 Friday, June 29, 2018.***

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 (School District):	
Contact Name:	
Contact Address (include Street, Town and Zip Code):	
Contact E-mail:	Contact Phone Number:

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 2018-19, 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 2018-19?
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?
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

2018-19 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this Goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	How will this improve the CTE program?
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>Courses are listed in 2019-20 Program of Studies and offered for 2019-20 school year</p> <p>In spring 2019, students are scheduled into new classes for fall 2019 and spring 2020</p>	<p>Curriculum Development for Automotive 1 and Automotive 2</p> <p>Spring General Motors (GM) Training for TE teacher</p>	<p>Automotive industry occupations are expected to increase by 4%. This pathway provides our students another route to be successful in their future.</p> <p>Establishing an advisory board with industry representative will help ensure that our students are being taught the current industry standards with industry equivalent equipment.</p> <p>Internships will allow students to gain the skill and knowledge in an actual automotive business.</p> <p>Providing industry professional development to the instructor will ensure that the instructor is prepared to provide quality, industry based instruction.</p>
Core Indicator Performance: Increase Technical Skill Attainment.	Family and Consumer Sciences and Business Education	<p>Develop Culinary and Accounting resources- lessons and activities to increase technical skill of students</p> <p>Update to state-of-the-art culinary equipment</p> <p>Curriculum revision completed and incorporated into lessons for 2018-19</p>	<p>Curriculum Revision to incorporate strategies improving student technical skill scores in Culinary & Food Production and Accounting</p> <p>Stipends to develop accounting resources</p> <p>Culinary equipment to meet industry needs</p>	<p>By improving lessons and activities for technical skills, our students will be given the knowledge and ability to go directly into the workforce or postsecondary educational opportunities.</p> <p>The new culinary equipment will simulate and duplicate what is being used by the industry. Our students will be learning on the same, or very similar equipment as used in culinary establishments.</p>

2018-19 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this Goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	How will this improve the CTE program?
Strengthen Program of Study/Career Pathways for College Career Pathways (CCP) by having more courses articulated with the community college.	Early Childhood Education 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 our two high schools</p> <p>Meetings held with Early Childhood and Culinary secondary and postsecondary faculty</p> <p>Meetings with the community college will be held to decide what material texts, supplies and equipment will be needed for courses to be articulated</p> <p>Signed articulation agreements</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>Providing articulated courses allows our students to gain college credit while still in high school. These types of course help eliminate barriers students may have as related to traveling to the college for courses and the lack of funding to pay tuition. Many of our students will be the first in their family to receive college credit.</p> <p>Articulating the courses to the college curriculum ensures that we are providing students with rigorous, industry related instruction.</p>
Increase involvement with our Career and Technical Education Advisory Committee	All CTE Program Areas	<p>Increase advisory board to include members more members that represent industry.</p> <p>Plan at least 2 meetings per year with goals and outcomes</p> <p>Invite advisory board members to present at high school Career Day</p>	No funds needed	<p>Advisory committees are important in order that the CTE staff may be kept abreast of changes within industry.</p> <p>Advisory board members also provide students with internships, job shadows.</p>

VI: CONTINUOUS IMPROVEMENT PLAN SUMMARY TEMPLATE

2018-19 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this Goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	How will this improve the CTE program?

VII: Accountability

Section 113 (2) State Performance Measures, (ii) Technical Skill Attainment and (iv) Graduation Rates. In the space below please provide a description of strategies that include activities and lessons that will lead to more students meeting the state goals for technical skill attainment and graduation rate.

Technical Skill Attainment:

Graduation Rate:

**XI: 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 2017-18 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 2018-19 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 2018-19 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:

1. The purchase of organizational CTE instructional or leadership materials;
2. 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
3. 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 2017-18 paid state/national student memberships	Number of 2017-18 paid CTSO members who attended the annual CTSO state conference.	Name(s) of Chapter Advisors

XII: SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

Core Indicators: State targets for 2016-17 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 2015-16 and 2016-17.

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

Core Indicator Data	State Target 2017-18	Actual Perf. 2015-16	Actual Perf. 2016-17	Explain how funds will be targeted to improve core indicators. (Each district is required to target funding to improve the core indicators where performance levels for 2015-16 or 2016-17 were not met.)
Academic Attainment:				
• Reading	64			
• Math	38			
Technical Skill Attainment	45.00%			
School Completion	94.00%			
Student Graduation Rates	96.00%			
Placement (Military, Employment, Advanced Placement)	88.00%			
Nontraditional Participation	40.00%			
Nontraditional Completion	33.00%			