

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

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



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

**Due: POSTSECONDARY June 1, 2017**

**RFP 116**

**Connecticut State Department of Education  
Academic Office, Suite 603  
450 Columbus Boulevard  
Hartford, Connecticut, 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 Postsecondary Continuous Improvement Plan

### I: GENERAL INFORMATION

Per Section 123 of the Carl D. Perkins Career and Technical Education 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 community college is required to complete a Continuous Improvement Plan (CIP) for the improvement of career and technical education (CTE) 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 Section 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.

**Section 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 CIP Summary should provide details for a comprehensive plan that describes how the community college will use Perkins funds to improve 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 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 community college, 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 Thursday, June 1, 2017.***

Proposals submitted become the property of the Connecticut State Department of Education (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 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 Postsecondary**

**Continuous Improvement Plan**

**II: COVER SHEET**

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

**Continuous Improvement Team (\*identify community college team leader)**

Administrators	
Instructors (Include Career Cluster or CTE program area)	
Community College Counselors	
Other (community, business/industry members)	

## Carl D. Perkins Grant Postsecondary Continuous Improvement Plan

### III: PERKINS GRANT CONTINUOUS IMPROVEMENT PLAN SUMMARY

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

- address specific strategies for College and Career Pathways (CCP);
- 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 CTE staff from the consortium or community college, partnering high schools, 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 community college 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. Labor Needs - What activities does our community college 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?
7. Professional Development - Can our professional development and staff/student travel be targeted to measurable program and student improvement?
8. CCP – How are we providing opportunities for high school students to successfully complete courses within a program of study that award postsecondary credits or lead to an industry recognized credential or certificate?

**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	Family and Consumer Sciences	<p>Update curriculum to meet needs of business and industry</p> <p>Update to state-of-the-art culinary equipment</p>	<p>Stipends to develop curriculum that meets needs of business and industry</p> <p>Culinary equipment to meet business and industry needs</p>	<p>Curriculum revision completed and incorporated into lessons for 2017-18</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 of POS/ Career Pathways for CCP by increasing offerings	Hospitality and Tourism	Take part in Professional Development between high school and community college faculty	Curriculum development/alignment with CTE high school and college faculty- Stipends Substitute pay Travel to meetings  Textbooks Supplies and state-of-the-art equipment for CTE pathways	Meetings held with CTE secondary and postsecondary faculty. Curriculum developed Course articulations completed. Joint meetings held for use of Perkins fund Texts, supplies and equipment approved and purchased Students registered for both courses for 2018-19
Increase involvement with our CTE Advisory Committee	All CTE Program Areas	Reestablish advisory board to include members from industry to represent all CTE areas at our community college.  Plan at least 2 meetings/year with goals and outcomes	No funds needed	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

**VI: CONTINUOUS IMPROVEMENT PLAN SUMMARY TEMPLATE**

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

## 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

### IX: 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 2015-16. 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 2015-16	Actual Performance 2014-15	Actual Performance 2015-16	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 2015-16 or 2016-17 were <u>not</u> met.)
Technical Skill Attainment	93.00%			
Credential, Certificate, or Degree	19.00%			
Student Retention or Transfer	65.00%			
Student Placement	78.00%			
Nontraditional Participation	33.00%			
Nontraditional Completion	30.00%			