

Community College: _____

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Career and Technical Education (CTE)

**Carl D. Perkins Continuous Improvement Plan
Completion Forms
Postsecondary 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 Postsecondary Continuous Improvement Plan

I: GENERAL INFORMATION

Per Section 123 of the Carl D. Perkins Career and Technical Improvement Act of 2006, the Connecticut State Department of Education (CSDE) is responsible for monitoring and holding 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 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 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 indicators of performance, it will have to develop and implement an improvement plan. The CSDE may, after an opportunity for a hearing, withhold all or part of a community college's funding if the college 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. 135 (b) below:

1. Strengthen the academic and career and technical skills of students participating in Career and Technical Education (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 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 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 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 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 (e.g., CIP, ED 114 and budget narrative) with **original signatures** must be mailed to **Suzanne Alicea** at the address below. For questions, contact Suzanne Loud at Suzanne.Loud@ct.gov.

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

Continuous Improvement Team

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

Carl D. Perkins Postsecondary Grant Continuous Improvement Plan

III: PERKINS GRANT CONTINUOUS IMPROVEMENT PLAN SUMMARY

Please provide a summary in the grid on page 8 of the community college's plan for CTE improvement in 2018-19, 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 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 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? Is the plan for continuous improvement related to program development and not a list of isolated, unmeasurable 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. 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 leads to an industry recognized credential or certificate?

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>We will 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 technical education (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 representatives 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>We will develop Culinary and Accounting resources-lessons and activities to increase technical skill of students.</p> <p>We will update to state-of-the-art culinary equipment.</p> <p>Curriculum revision will be 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 and Hospitality and Tourism	<p>We will 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 will be 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>Articulation agreements will be established with partnering high schools.</p>	<p>Curriculum development/alignment with Early Childhood Education and Hospitality CCP high school and college faculty</p> <p>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 courses 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>Courses with partnering high schools will be established and aligned to the college curriculum to ensure 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>Advisory board membership will be expanded to include members more members that represent industry.</p> <p>At least 2 meetings per year will be held with measurable goals and outcomes.</p> <p>Advisory board members will be invited 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, (3P1) Student retention or transfer and (5P2) Nontraditional completion. In the space below please provide a description of strategies that include tasks and activities that will lead to more students meeting the state goals for student retention or transfer and nontraditional completion.

Student retention or transfer:

Nontraditional completion:

VIII: CTE ADVISORY BOARD INFORMATION CHART

Name of Advisory Board:		
Name of Advisory Committee Member	Organization/Agency Member Represents	Career and Technical Area Represented by This Member

Dates 2017-18 Advisory Committee Meetings were Held and Focus/Topics	Meeting Dates Scheduled for 2018-19 and Focus/Topics

In what ways does your advisory board assist in the establishment, operation and evaluation of your CTE programs?

If more than one CTE advisory board is active, then please fill additional copies of this page.

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 2016-17. Identify and include professional development activities design to improve these specific areas.

College Career Pathways Institution:	Date:
Cluster area identified for Improvement:	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 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%			
Credential, Certificate, or Degree	19%			
Student Retention or Transfer	65%			
Student Placement	78%			
Nontraditional Participation	33%			
Nontraditional Completion	30%			