

District Name: Brookfield Public Schools

**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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Levy Gillespie  
Equal Employment Opportunity Director  
Connecticut State Department of Education  
Office of Affirmative Action  
450 Columbus Boulevard, Suite 607  
Hartford, CT 06103-1841  
860-807-2071  
[Levy.Gillespie@ct.gov](mailto:Levy.Gillespie@ct.gov)

**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**

<b>Grantee (School District):</b> Brookfield Public Schools	
<b>Contact Name:</b> Shannon Lungariello	
<b>Contact Address (include Street, Town and Zip Code):</b> Brookfield High School, 45 Longmeadow Hill Road, Brookfield, CT 06804	
<b>Contact E-mail:</b> lungariellos@brookfieldps.org	<b>Contact Phone Number:</b> 203-775-7725 Ext. 7746

**Continuous Improvement Team (\*identify district team leader)**

<b>Administrators</b>	Marc Balanda, Principal
<b>Teachers (Include Career Cluster or CTE program area)</b>	Fiona Docherty, Business and Finance Technology, Marketing Education Lee Gregoras, Family and Consumer Sciences Stacia Nicholson, Business and Finance Technology, Marketing Education Rob Zapor, Technology Education
<b>School Counselors</b>	Shannon Lungariello, College & Career Counselor*
<b>Other (community, business/industry members)</b>	Scott Farrell, Assistant Director of Admissions, Naugatuck Valley Community College Susan Queenan, Marketing Professional, Former Executive Director of Brookfield Chamber of Commerce Devon Scanlon, Local Restaurant Owner

## 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 rout 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 &amp; 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?
Continue to align programs with state and national standards	All areas	<ol style="list-style-type: none"> <li>1. Review state and national standards</li> <li>2. Review and revise curricula and programs during teachers' Common Learning Time so that it aligns with state and national standards</li> </ol>	No funding needed	Revised curricula and programming that are aligned with state and national standards will provide students with the most up-to-date knowledge and skills so they can enter the workforce or postsecondary education upon graduation from high school.
Increase the number of students becoming certified in various CTE areas using Precision Exams.	All areas	<ol style="list-style-type: none"> <li>1. Use pre testing in the following areas to gauge students' knowledge and skill level: Culinary I, CAD, Electronics, Personal Finance, Business Management, Marketing, Accounting, Business Law</li> <li>2. Utilize assessment data and knowledge gained from professional development activities to design lessons that will lead students to mastery of the necessary skills for certification</li> <li>3. Use post testing in the aforementioned areas to lead to student certification</li> </ol>	Funding will be used for certification testing.	By attaining professional training and certification, students will gain the knowledge and ability to go directly into the workforce or postsecondary educational opportunities.
Update equipment and training materials to align with industry standards	All areas	<ol style="list-style-type: none"> <li>1. Purchase state-of-the-art equipment (e.g., Simulator baby for Child Development, CNC</li> </ol>	Funding will be used for new equipment and training materials.	By utilizing state-of-the art equipment and training materials, students will gain the knowledge and ability to go

		<p>Router, Business Startup Kit) that reflect current industry standards</p> <p>2. Revise curriculum to reflect new equipment and training materials that will allow students to use authentic materials in real-world applications.</p>		<p>directly into the workforce or postsecondary educational opportunities.</p>
<p>Continue professional development for CTE teachers</p>	<p>All areas</p>	<p>1. Attend professional development events (e.g., business - Adobe photoshop training; technology education - Corel draw for lasers, Wire bending CNC).</p> <p>2. Utilize new knowledge and skills to inform instruction and assessment.</p>	<p>Funding will be used for professional development events.</p>	<p>Teachers will be better able to assist students with classroom projects and school-based business projects. Additionally, teachers will become proficient with the use of relevant software programs.</p>
<p>Expand and Increase involvement with CTE Advisory Committee</p>	<p>All areas</p>	<p>1. Expand advisory board to include members from industry (specifically, technology education) to represent all CTE areas offered at our school.</p> <p>2. Invite advisory board members to present at high school Career Fair and meet with students regarding shadowing and internship opportunities.</p>	<p>No funding needed</p>	<p>Teachers and students will benefit from interaction with industry professionals.</p>

## 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:

In the last year, the CTE Department started a laser engraving business that works with DECA and FBLA to design and create products and ultimately produce items for sale. New state-of-the-art equipment was purchased for this venture, and the students have begun producing quality products to sell within the school and local community. Ultimately, the CTE program aims to create a “How to Start Your Own Business” course, and they have already started developing the curriculum with the Perkins funding for this year. In this planned course, students will develop and run a business as they learn real-world business and technical skills. Students will be required to research, develop, create, and market a product, and through this process, they will learn the multiple aspects of starting and running a business, including but not limited to, creating a business plan, organizing implementation, becoming familiar with forms of ownership, calculating start-up costs and pricing, creating intellectual property, developing promotional materials, completing accounting to track costs, and becoming adept at other relevant technical skills. Any profits earned will be put into the business and DECA program to offset the cost of future field trips, conferences, and other extracurricular activities. The current laser engraving business has already allowed students to hone many important technical skills, and the development of the new “How to Start Your Own Business” course will support this goal even more.

Next year, the CTE Department plans to engage students in many authentic projects that will lead to increased technical skill attainment and also help them develop important college and career readiness skills. These authentic projects and activities include student-led workshops on management topics, an H&R Block Budget Simulation, 3d modeling and printing tasks, cumulative accounting simulations, child development lessons with preschool students, and an interior design project working with a professional designer. Students will be tested for certification for Precision Exams.

Furthermore, as outlined in the Continuous Improvement Plan summary, teachers will continue to align curricula with state and national standards so that students are working toward attaining important technical skills that meet current industry standards. Purchasing new equipment will enhance students’ abilities to master these skills, and these new materials will provide students with the learning experience and training necessary to enter high-skill, high-wage, and high-demand occupations.

CTE programming is an important part of students’ path to graduation, and in recent years the school has increased the number of CTE credits that students are required to take for graduation. All students in CTE courses will develop the important skills required under the instructional strategy of Gradual Release of Responsibility, a key component of our district’s improvement plan. This strategy develops the students’ communication and problem solving skills, and allows the student to take responsibility for the outcome of their work and projects. This model is exemplified in the new laser engraving business, which tasks students with creating a business model, implementing the plan, and managing the finances, sales, and marketing. Within Culinary courses, students learn how to create nutritious meals and develop important cooking skills and techniques, while maintaining safe food preparation and handling. Likewise, in the Interior Design course student use computer software to design rooms.

**VIII: CTE ADVISORY BOARD INFORMATION CHART**

<b>Name of Advisory Committee Member</b>	<b>Organization/Agency Member Represents</b>  <b>*Indicate if parent or student</b>	<b>Career and Technical Area Represented by This Member</b>
Ed Bednarik (served during 2017-18 but will not during 2018-19)	Brookfield High School (Assistant Principal & Parent)	Secondary Education
Fiona Docherty	Brookfield High School (CTE Department)	Business and Finance Technology, Marketing Education
Scott Farrell	Naugatuck Valley Community College (Director of Admissions)	Postsecondary Education
Lee Gregoras	Brookfield High School (CTE Department)	Family & Consumer Sciences
Shannon Lungariello	Brookfield High School (Counselor)	College & Career Planning
Stacia Nicholson	Brookfield High School (CTE Department)	Business and Finance Technology
Susan Queenan	Marketing Professional, Former Executive Director of Brookfield Chamber of Commerce & Parent	Marketing
Devon Scanlon	Owner Chic-fila and Alumna of BHS	Business, Marketing, & Hospitality
Robert Zapor	Brookfield High School (CTE Department)	Technology Education

<b>Dates 2017-18 Advisory Committee Meetings were Held and Focus/Topics</b>	<b>Meeting Dates Scheduled for 2018-19 <u>and</u> Focus/Topics</b>
<b>April 11, 2018 – 1. Changes &amp; accomplishments within CTE Program, 2. 2017-18 Perkins funding, 3. Increase Advisory Board representation</b>	<b>October 2018 – Review Perkins Funding Received and 2018-19 Program Improvement Goals</b>
<b>June 13, 2018 – 1. Program Goals for 2018-19, 2. Perkins Requests for Budget Narrative</b>	<b>March 2019 – Discuss progress regarding 2018-19 Program Improvement Goals; Identify Future Program Improvement Goals; Discuss How 2019-2020 Perkins Requests Can Support Program Improvement Goals</b>

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

Our CTE Advisory Board is comprised of administrators, teachers, counselors, parents, community members, and representatives from business and industry. During our first meeting, we discussed the recent changes, developments, and accomplishments of the CTE Department, which focused largely on the creation of the Laser Engraving Business. The CTE Department is particularly proud that this new venture—which will hopefully turn into a course—combines many CTE pathways, including technology education, business and finance technology, and marketing education. Members of our Advisory Board who do not work in the school offered many ideas for how to use this school-sponsored activity to connect with local businesses and individuals who might want to purchase the products that are produced.

The Advisory Board also plays an important role in examining current CTE programming, identifying areas of need, and discussing how Perkins funding and/or the Advisory Board can address these areas of need. For example, during a meeting this year, the board identified a need for someone in the Family and Consumer Sciences/Hospitality field to join the board. Following this meeting, a teacher reached out to a local restaurant owner, who agreed to join the Advisory Board for the 2018-2019 school year.

At the second meeting, members collaborated to develop concrete goals for the 2018-19 school year, which informed the writing of the Continuous Improvement Plan and Perkins ED 114 and Budget Narrative. A continued goal of the Advisory Board for the 2018-19 school year will be to identify ways to connect teachers and students with local industry representatives and business leaders who can provide real-world learning opportunities for students and staff.

All members of our Advisory Board play an important role. Teachers, administrators, and counselors share their vision and goals for the BHS CTE program, and business and postsecondary education representatives contribute their insight based on current industry demands. All members offer ways that the program could be improved in the future to better prepare students for high-skill, high-demand occupations.

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

**IX: CTE COURSE INFORMATION CHART**

1. Please list all Career & Technical Education courses offered in your district by secondary school – complete a separate form for each school.
2. List each Cluster and/or Area of Concentration, with all associated courses for that area listed.
3. Enrollment should be a total of all students in each course and is a total of enrollment in all sections of that course.

Courses should not be combined if they are separate titles, i.e., CAD1 and CAD2 should not be listed simply as “CAD.”

<b>Name of Secondary School:</b>		
<b>Career Cluster/Area of Concentration Alignment</b> For all CTE courses (if applicable) specify the Area of Concentration to which the course is aligned that includes the instructions of the competencies of the 2015 CT Performance Standards and Competencies	<b>Title of CTE Course</b>	<b>2017-18 Enrollment</b> What was the total enrollment for this course? (Count by <u>course</u> , i.e., total combined enrollment of all sections.)
Architecture and Construction / Computer Aided Drafting and Design (CAD)	Architecture & Design	46
Architecture and Construction / Computer Aided Drafting and Design (CAD)	Computer Aided Drafting	24
Arts, Audio/Video Technology and Communications / Video Production	Video Production	44
Business Management / Business Management	Business Management	20
Business Management / Business Management	Accounting	26
Business Management / Business Management	Introduction to Business	80
Business Management / Business Management	Business Law	21
Business Management / Business Management	Personal Finance	71
Hospitality and Tourism / Nutrition & Food	Culinary Art	101
Hospitality and Tourism / Nutrition & Food	Culinary Art II	26
Human Services / Early Childhood Ed & Services	Child Development	16
Marketing, Sales and Service / Marketing Ed	Interior Design	17
Marketing, Sales and Service / Marketing Ed	Marketing and DECA I	11
Marketing, Sales and Service / Marketing Ed	Sports & Entertainment Marketing	77
STEM / Pre-Engineering Technology	Electronics	16
STEM / Pre-Engineering Technology	Introduction to Technology	14
STEM / Pre-Engineering Technology	Robotics Engineering	14



**X: CTE TEACHERS AND CERTIFICATION  
INFORMATION CHART**

Please list all CTE teachers for all CTE courses offered in your school district by school. Include each CTE teacher's certification number and e-mail address. Create a separate chart for each school.

<b>Name of Secondary School:</b>			
<b>Name of CTE Teacher</b>	<b>CT Certification Endorsement number(s)</b>	<b>CTE Courses Taught</b>	<b>Teacher E-mail</b>
Fiona Docherty	010, 102, 092	Marketing and DECA I, Business Management, Sports & Entertainment Marketing, Business Law	dochertyf@brookfieldps.org
Lee Gregoras	045	Child Development, Culinary Art, Culinary Art II, Interior Design	gregorasl@brookfieldps.org
Stacia Nicholson	010	Accounting, Sports & Entertainment Marketing, Personal Finance, Introduction to Business	nicholsons@brookfieldps.org
Robert Zapor	047	Computer Aided Drafting, Video Production, Robotics Engineering, Introduction to Technology, Architecture & Design, Electronics	zaporr@brookfieldps.org

**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).

<b>Name of Secondary School:</b>			
Name of CTSO	Number of 2017-18 <b>paid</b> state/national student memberships	Number of 2017-18 <b>paid</b> CTSO members who attended the annual CTSO state conference.	Name(s) of Chapter Advisors
DECA	56	19	Fiona Docherty
FBLA	0	0	Stacia Nicholson

**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: Brookfield Public Schools	Date: June 15, 2018
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 <u>not met.</u> )
Academic Attainment:				Data is not available on the CSDE website for Brookfield's 2015-16 and 2016-17 performance levels; however, CTE teachers are currently working to revise curricula to ensure it aligns with state/national standards and the district's improvement plan. Teachers are also designing authentic experiences and assessments for students to help them develop important college and career readiness skills.
• 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%			