

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education
FROM: Dr. Miguel A. Cardona, Commissioner of Education
DATE: November 4, 2020
SUBJECT: Connecticut Technical Education and Career System (CTECS) Annual Report

Executive Summary

Introduction

We are honored to present you with the Connecticut Technical Education and Career System (CTECS) 2019-2020 Annual Report. Within this report are summary highlights of the work accomplished over the last year toward achieving CTECS's five agency goals, as outlined in CTECS Strategic Operating Plan. This reflects a sampling of our best efforts to deliver high-quality instruction to nearly 11,000 Connecticut students, while supporting the workforce needs of Connecticut business and industry.

Recommendation and Justification:

The Superintendent, the CTECS Staff, and the CTECS Advisory Board support the 2019-2020 Annual Report. The next step is to present and seek the support of the State Board of Education.

Prepared by: Jeffrey Wihbey, Superintendent of Schools
Connecticut Technical Education and Career System

Approved by: Robert J. Trefry, Chairperson
Connecticut Technical Education and Career System Board

CTECS

CONNECTICUT
TECHNICAL EDUCATION
AND CAREER SYSTEM

ANNUAL REPORT



2019 -20

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NEASC (NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES) ACCREDITED

The CTECS is committed to a policy of affirmative action/equal opportunity for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. The CTECS does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

MESSAGE FROM THE BOARD

First, we want to thank Superintendent Wihbey, the leadership team, faculty, staff, students and families, and state and community partners for their flexibility, resilience, and dedication to keeping everyone safe during this COVID-19 pandemic. We know it has not been easy. Your efforts are much appreciated.

This pandemic also comes at a time when we as a state and nation continue to grapple with ongoing systemic racial inequalities and the resulting turbulence we have seen unfolding on the streets of our cities and towns as individuals protest.

This year has reaffirmed that the best way to navigate challenging situations is to work together, listen to each other, and advocate for what is fair and just. With that in mind, over the next year, the CTECS Advisory Board is reaffirming our commitment to improving racial equity and diversity, and inclusive cultures in our schools. Our schools must remain havens of respect where differences are embraced and celebrated.

We will also double down on our efforts to build district capacity, including efforts to redesign the CTECS operational model to achieve success as a new independent agency in July of 2022.

We know there will be obstacles to overcome in all of our efforts. Still, we will meet them head-on in our quest for excellence and safety in achieving the best possible outcomes for students, and achieving our mission to meet Connecticut's growing need for a technically trained workforce. Now is the time to take action.

As you read this report, I think you'll find there is a lot worth celebrating from the past year, and the Board is enthusiastic about supporting CTECS toward a new phase of growth. We know there will be hard times and challenging problems to solve in the future, but the stakes are too high, and the issues are too important not to keep moving forward.

To our advocates, partners, staff, families, and friends, thank you for your collaboration. We look forward to working side-by-side with you over the next year.

Our focus remains steadfast - preparing students for successful careers and supporting Connecticut business and industry.

Robert Trefry, Chairperson **Patricia Keavney, Vice-Chairperson**

BOARD MEMBERS

Robert J. Trefry, Chairperson
*Former Chief Executive Officer,
Bridgeport Hospital*

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Bartron Medical Imaging*

Commissioner Kurt Westby
Department of Labor



Jeffrey Wihbey, Superintendent
*Connecticut Technical Education
and Career System*

MESSAGE FROM THE SUPERINTENDENT

I am honored to present you with the Connecticut Technical Education and Career System's (CTECS) 2019-20 annual report. Within this report are summary highlights of the work accomplished over the last year toward achieving CTECS' five agency goals. This reflects a sampling of our best efforts to deliver high-quality instruction to nearly 11,000 Connecticut students, while supporting the workforce needs of Connecticut business and industry.

As you would imagine, the COVID-19 global pandemic meant significant adaptations to many of our routine practices, and shut down several new initiatives that were underway. Fortunately, CTECS is a resilient school system and we were well positioned to re-imagine our educational delivery model during this unprecedented time. The rapid response of CTECS faculty and staff has been a source of tremendous pride for me, as I have witnessed first-hand their dedication, innovation and flexibility as they worked tirelessly to ensure minimal disruption to students' education.

During this time of crisis, I am acutely aware of the critical importance of CTECS' core mission. Not only were many of our students prepared with the skills to support their communities and serve in essential worker roles during the pandemic, but I am reminded that we are preparing all students with the problem solving and leadership skills to adapt to and weather these types of storms in the future.

While the 2019-20 school year was not without setbacks, CTECS also made significant strides.

For example, Work-based Learning opportunities for students increased 16%; revenue from CTECS' Student Workforce increased 3.3%, four Career Academy programs launched, providing high school students access to Career Technical Education programming outside of the regular school day; adult education expanded course offerings and added an additional location to serve the needs of licensed apprentices; and with an eye towards inclusion, we enrolled 463 special education students statewide, an increase of nearly 100 over the prior year, with revised procedures that ensured flexibility and safeguards for families, and consistency across all schools.

The outlook for the 2020-21 school year is promising, but does present some challenges. Of utmost importance, the foundation for our success is a strong base of human capital. Unfortunately, staff positions continue to not be filled in a timely manner. The hurdles to altering the long-standing practices that lead to this current circumstance are great, and require a shift in mindset and culture that will only be possible with the support of all stakeholders. My greatest hope for this coming school year is to see renewed collaborative efforts that lead to greater capacity at CTECS, and ultimately better outcomes for students.

As always, I thank you for your support and partnership.

Jeffrey Wihbey

OUR MISSION

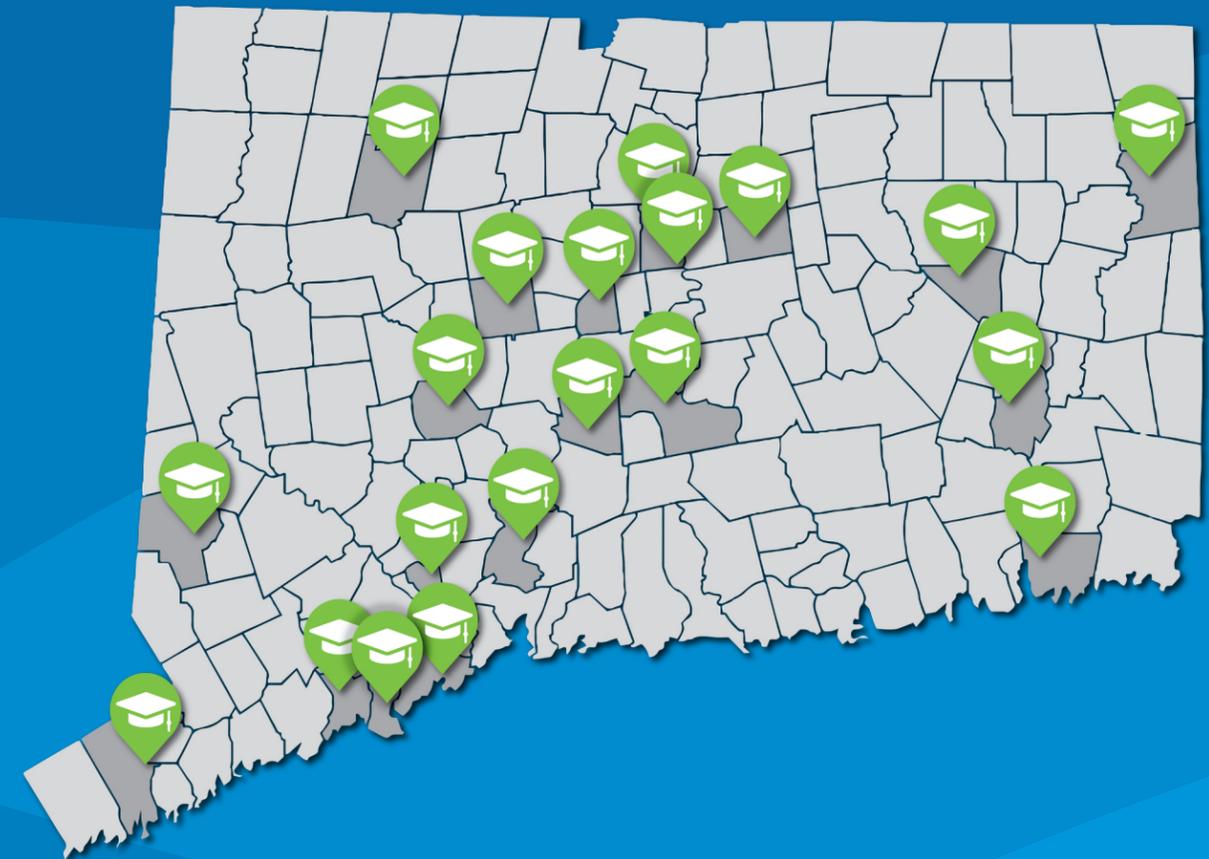
The mission of the Connecticut Technical Education and Career System is to provide a world-class, unique and rigorous learning environment for high school students and adult learners that:

- Ensures both student academic success and career technical education mastery, as well as promotes enthusiasm for lifelong learning.
- Prepares students for post-secondary education, including apprenticeships and immediate productive employment.
- Engages regional, state, national and international employers and industries in a vibrant collaboration to respond to current, emerging and changing global workforce needs and expectations.
- Pursues and participates in global partnerships that provide CTECS students with international exposure and experience.

OUR VISION

The vision of the Connecticut Technical Education and Career System is to be the best technical education and career system in the United States.

SCHOOLS & LOCATIONS



- | | |
|---|---|
| 1. A.I. Prince Technical High School
Hartford | 11. Henry Abbott Technical High School
Danbury |
| 2. Bristol Technical Education Center
Bristol | 12. Howell Cheney Technical High School
Manchester |
| 3. Bullard-Havens Technical High School
Bridgeport | 13. J.M. Wright Technical High School
Stamford |
| 4. Connecticut Aero Tech School
Hartford | 14. Norwich Technical High School
Norwich |
| 5. E.C. Goodwin Technical High School
New Britain | 15. Oliver Wolcott Technical High School
Torrington |
| 6. Eli Whitney Technical High School
Hamden | 16. Platt Technical High School
Milford |
| 7. Ella T. Grasso Technical High School
Groton | 17. Stratford School for Aviation Maintenance
Stratford |
| 8. Emmett O'Brien Technical High School
Ansonia | 18. Vinal Technical High School
Middletown |
| 9. Harvard H. Ellis Technical High School
Danielson | 19. W.F. Kaynor Technical High School
Waterbury |
| 10. H.C. Wilcox Technical High School
Meriden | 20. Windham Technical High School
Willimantic |

DISTRICT AT A GLANCE

20 SCHOOLS & LOCATIONS

12
CAREER CLUSTERS

97%
GRADUATION RATE

31
TRADES

166
SENDING CT TOWNS

10,870
TOTAL STUDENTS
40.3% FEMALE
59.7% MALE

1,000+
STUDENTS ENROLLED
IN COLLEGE COURSES

1,201
FULL-TIME FACULTY

PARTNER LIST

The Connecticut Technical Education and Career System is proud of the relationships that we have built with our incredible partners. With them by our side, we are able to provide our students with real-world experience that's crucial in preparing them for Connecticut's 21st century workforce needs.

Aerospace Component Manufacturers Inc.
AirGas®
Albert Kemperle, Inc.
Albertus Magnus College
Alloy Engineering
Alpha Q, Inc
Alta Strada Restaurant
American Honda
Appleby Plumbing Company
Association for Career and Technical Education (ACTE)
Auto Body Association of Connecticut (ABAC)
Bald Hill Automotive Group
Barker Specialty Company
Beckett Corporation
Big Y®
Bob's Discount Furniture
Bricklayers and Allied Craftworkers Local 1 CT
Bridgeport Fittings, Inc.
Burmax Company
Carhartt®
Carrier Corporation
Central Connecticut State University (CCSU)
Central CT OBGYN Women's Health Group
Charlotte Pipe and Foundry Company
Cengage Learning
CIBF
City of Middletown
Coca-Cola®
Collins & Jewell Co.
Comfort Inn®
Connecticut AFL-CIO
Connecticut Army National Guard
Connecticut Association of Plumbing, Heating & Cooling Contractors (CT-PHCC)
Connecticut Automotive Retailers Association
Connecticut Business and Industry Association (CBIA)
Connecticut Center for Advanced Technologies (CCAT)
Connecticut DECA
Connecticut Department of Labor
Connecticut Geo-Thermal Association
Connecticut Green Bank
Connecticut Heating and Cooling Contractors Association (CHCC)
Consolidated Electrical Distributors (CED)
Covidien-Surgical Solutions®
CREC: Soundbridge
Crowley Auto Group
Crowne Plaza
CT Carpenters Apprentice & Training Fund
CT- Department of Consumer Protection (DCP)
CT Juvenile Training School

Culinary Institute of America®
Delcam
Derick Home Improvement
Dewalt Tools®
Discount Trophy
Dominion®
Dot Generation of Connecticut, Inc.
e-Stem Solutions, LLC
Eastern CT Workforce Investment Board (EWIB)
Emerson Swan, Inc.
Energize Connecticut
Ensign-Bickford
Eversource Energy
F.W. Webb Company®
Federal Occupational Safety and Health Administration (OSHA)
Financial Plus Retirement Solutions
Flagship Electrical & Telecom, LLC
Gateway Community College (GCC)
General Dynamics Electric Boat
Grainger Industrial Supply
Granite City Electric Supply
Granite Group
Great Beginnings Preschool
Great Clips®
Hair Plus of Waterbury
HJL Custom Software, LLC
Hobson & Motzer, Inc.
Hoffman Auto Group
IBEW (Electricians) Locals 35, 90, and 488
Infinity Printing
Intelitek®
International Association of Machinists and Aerospace Workers
International Union of Operating Engineers Local 478
Apprenticeship Iron Workers Locals 15 & 424
Irwin Industrial Tools®
Jackson Hewitt®
Jessica's Color Room
Johnson and Wales University (JWU)
KBE Building Corporation
Lincoln Electric®
Local 478 Operating Engineers Training Center
Lowe's®
Managed Air Systems, LLC
Manchester Community College (MCC)
Marion Manufacturing
Marriott International®
Mercedes-Benz of New London
Middlesex Community College
Middletown Fire Department
MJ Martin Woodworking, LLC
Mohegan Sun Casino
NASA

National Association for Workforce Improvement (NAWI)
National Association of Manufacturers
National Coalition of Certification Centers (NC3)
Naugatuck Valley Community College
New England Institute of Technology (NEIT)
New England Spring and Metal Stamping Association
New Haven Manufacturers Association
Norwich Police Department
Noujaim Tools Company
Painters & Allied Trades District Council 11 PPG
Pratt & Whitney
Primo Pizza
Sassu Cuts
Sheet Metal Workers Local #40
Sikorsky Aircraft
Smaller Manufacturers Association of CT
Snap-on Tools®
Solar Connecticut
SolarCity
Sound Spectrum Entertainment
Southern Connecticut State University (SCSU)
St. Josephs Living Center
Stanley Works®
Staples®
State Department of Education
State Department of Social Services
State Department of Transportation
Subaru of New England
Subway®
Super Cuts®
System Aire Supply Co., Inc.
Technical Education Solutions
The Institute for Sustainable Energy at Eastern Connecticut State University
The Inter-Industry Conference on Auto Collision Repair (I-CAR)
The Ocean House
The United Illuminating Company
Thinklogical
Trinity Solar
United Association-Local 777 Plumbers & Pipefitters
Universal Technical Institute (UTI)®
University of Connecticut (UConn)
University of Northwestern Ohio (UNOH)
US Air National Guard
US Army National Guard
WCCC-FM
Westminster Tool Inc.
Whelen Engineering Company, Inc.®
Yale University

And many more!

STRATEGIC GOALS



The following five strategic goals drive CTECS' day-to-day work. Collectively, these goals will ensure that we meet our most pressing mandate: to equip our students with the skills to succeed in career or college, and provide a talented workforce that is responsive to state and industry needs. A variety of performance measures will be used to monitor progress to achieving our goals over the three-year period. These measures will help us stay on track, identify strengths and weaknesses, and inform any adjustments needed to the plan.



CULTURE, CLIMATE, INSTRUCTION

Cultivate and sustain safe, effective, collaborative schools for staff and students.



INDUSTRY ALIGNMENT & COLLABORATION

Collaborate with key regional employers to enhance and expand a coordinated statewide effort to develop curriculum, career pathways and experiential opportunities that cultivate highly-employable, workforce-ready students; respond to industry needs; and prioritize economic development.



ACCESS & OPPORTUNITIES

Partner and strengthen relationships with K-12 school districts and colleges to create clearly articulated career and technical education pathways and opportunities for a broader set of students and adult learners.



SYSTEMS OF EXCELLENCE

Redesign CTECS' operational model to facilitate flexibility, innovation and responsive education, to achieve success as a new independent agency.



HUMAN CAPITAL

Recruit, hire, develop and retain a diverse and high-quality CTECS workforce.

01 CULTURE, CLIMATE, INSTRUCTION

Cultivate and sustain safe, effective, collaborative schools for staff and students.

Safe and Inclusive Schools

Staff and faculty professional development focused on ensuring safe and inclusive schools that support social-emotional needs of staff and students. Topics included transforming school culture; educating the whole child, which covered motivation, socio-emotional learning and youth mental health; building relationships with students, parents and the community; constructive non-evaluative and evaluative feedback; solution focused brief counseling and data collection.

The District has been involved with Marzano Research to create High Reliability Schools. A High Reliability School focuses on factors influencing student achievement, organized into five levels. Level One certification addresses a safe and collaborative culture that schools need for teaching and learning to take place. Five schools have begun the process to achieve Level One certification: A.I. Prince Tech, Bullard-Havens Tech, Howell Cheney Tech, H.H. Ellis Tech and Norwich Tech.

District leaders are researching best practices for schools to use in addressing cultural competency. This comes on the heels of a culture and climate plan that was developed specifically for Wilcox Tech. Plan components included student and staff training with the National Conference for Community Justice, meetings with school stakeholders, and consistent and frequent health and safety messaging. The timing could not have been more relevant for this type of work.

Guaranteed and Viable Curriculum

Utilizing industry input from Career Technical Education

Advisory Committee (CTEAC) members, occupational outlook data, and Department of Labor and Department of Economic and Community Development data, a standards-based curriculum was completed in the following Career and Technical Education (CTE) clusters: Architecture and Construction Law, Public Safety, Corrections and Security; Health Science; Human Services; and Hospitality. Curriculum in these areas was revised to reflect changing standards in industry, align to high-stakes testing, and to ensure rigorous and relevant content for students entering the workforce and post-graduate study.

Departing from basic portfolio-based checklists, CTE areas are now using comprehensive competency checklists tied directly to curriculum to monitor student achievement in performance- and theory-based tasks. These new checklists allow for a hyper-targeted mechanism that pinpoints areas of student success or weakness, and allows for more meaningful differentiated instruction. Additionally, summative assessment questions now connect back to the goal and competency areas within each CTE area curriculum.

An audit of the Literacy Lab structure and instructional model led to the creation of the CTECS Multi Tiered Systems of Support (MTSS) Framework, which outlines a tiered intervention model of support for students who are not meeting proficiency in reading. Through this revised Framework, a cohesive system is being put into place in all schools to more effectively identify students who are at-risk and provide the appropriate interventions to meet their individual needs.

Professional Learning Communities (PLC's) have been implemented in all 18 schools this year. PLC's are collaborative administrator and teacher teams that focus on student learning and growth. These teams analyze student data, set goals, select strategies and develop action plans for how students will achieve their goals.

Ambitious Instruction

Over 75 teachers participated in the New Art and Science of Teaching workshops where they improved their instructional practices by examining research-based instructional strategies that improve student outcomes.

The theme for professional development this year was Educating the Whole Child. A teacher choice day for professional development took place in September featuring 71 workshops, 42 educational topics and 4 keynote speakers. Notably, CTECS teachers conducted the majority of the workshops.

With a focus on improving instruction, CTECS is using the Explicit Direct Instruction (EDI) program, which emphasizes strategies for all learners to access content taught by teachers. Seven (7) schools are part of this initiative. Grasso Tech is training some teachers as EDI coaches.

My Access Writing Program is used to assist teachers, especially those in the trade areas, with developing writing assignments, creating rubrics and scoring assignments. Two new schools were trained this year, bringing the total to six schools using this program.

CTECS has always supported Advanced Placement (AP) offerings, and this year a pilot program was developed with MassInsight. Professional development was provided for a teacher at Kaynor Tech to offer an English Language AP course. 19 students took the course, 13 students received a qualifying score to earn college credit. Due to the program's success, it will be implemented in other technical high schools.

Effective Leadership

Engaged the CT Center for School Change for executive principals/executive assistant principal's professional development to foster coherence and align leadership practices across schools. This professional learning



enhances the instructional expertise of existing school leaders in order to raise student achievement. This work will address a multiplicity of topics including teacher supervision and evaluation, student-centered learning, high-quality instruction, differentiation, professional learning communities, developing school-based teams and using data to improve instruction.

For the second year, school administrators were offered National SAM Innovation Project training. This program provides professional development for school leaders that encourages a shift in focus from school management tasks to instructional leadership. Four schools volunteered for training, bringing the total to 9 schools and 12 administrators trained.

Parent Engagement

21% of parents/guardians responded to the National School Climate Center's annual survey. This survey includes questions pertaining to safety, teaching and learning, relationships, and the environment. Of note, parents/guardians were most positive about safety rules and norms, social support available, and school engagement.

CTECS family engagement committee engaged the National Network of Partnership Schools (NNPS) at Johns Hopkins University to develop an action oriented approach to strengthen family and community partnerships that contribute to student success in school.



Results from the Next Generation Accountability Index ranked J.M. Wright Technical High School as a **School of Distinction** based on student growth.

During the 2019 Connecticut Student Attendance Symposium II, the Connecticut State Department of Education showcased CTECS' approach to reducing chronic absenteeism.

CTECS saw a **23% DECREASE** bringing the district rate below the state average.



02

INDUSTRY ALIGNMENT & COLLABORATION



Collaborate with key regional employers to enhance and expand a coordinated statewide effort to develop curriculum, career pathways and experiential opportunities that cultivate highly-employable, workforce-ready students; respond to industry needs; and prioritize economic development.

Work-Based Learning (WBL)

CTECS was on track to surpass its District Improvement Plan goal of increasing WBL by 20% in the 2019-20 academic year. Due to COVID-19, all WBL placements were suspended as of April 1, 2020. However, at the time of suspension there was already an increase of 16% district wide. Historically, the last marking period holds the largest growth in WBL as seniors are entering the job market. For example, in the 2018-19 school year, there was a 36% increase in WBL placements between March and July.



Twenty-three (23) students in the Electrical, Plumbing and Carpentry trades were selected to participate in a new partnership with Yale University, leading to full-time employment with the institution after graduation. Culinary will be added in the 2020-21 academic year.

A new partnership with Subaru of New England has students at Abbott Tech, Prince Tech, Cheney Tech, Norwich Tech, and O'Brien Tech accessing technical information and training provided to the professional dealerships, along with new WBL opportunities. This Subaru specific training will carry over when the student gains employment at any Subaru retailer. Five (5) additional schools will be added to the program in the 2020-21 academic year.

In efforts to increase WBL participation at Title I schools, the Drive to Work program was established. Drive to Work will provide the 8-hour Drug/Alcohol Safe Driving required for first time drivers, including the 2-hour parent course.

In conjunction with the Connecticut International Auto Show, the Connecticut Auto Retailers Association

(CARA) and their supporting members held a career fair exclusively for students of Connecticut's technical high schools, providing an opportunity for students to network with potential employers and for businesses to fill positions. Over 300 students participated.

Student Workforce

CTECS' Student Workforce revenue totaled \$134,767, a 3.3% increase over the 2018-19 academic year. 570 applications for jobs were submitted. Of note, Student Workforce production ceased in March due to COVID-19.

Efforts to expand the Student Workforce program led to the development of a user-friendly application platform; a new social media presence; and innovative outreach strategies, including Student Workforce lawn signs at off-campus job sites.

Workforce Projections

Based on the projected employment demand for students enrolled, including consideration of the employment of graduates of the program during the preceding five years;

anticipated technological changes; the availability of qualified instructors; the existence of similar programs at other educational institutions; and student interest in the trade program, and pursuant to Section 10-95i (b) of the Connecticut General Statutes, CTECS approved the following trade reauthorizations for the period January 2020 to January 2025: Automotive Collision Repair and Refinishing, Automotive Technology, Diesel and Heavy Equipment Repair, Automated Manufacturing, Mechatronics, Mechanical Design and Engineering Technology, Precision Machine Technology, and Welding and Metal Fabrication.

Superintendent Jeffrey Wihbey was named to Governor Ned Lamont's Workforce Council. This historic group of leaders is tasked by the governor to improve the state's education and training pipeline so that all residents are able to access high quality, affordable training and education that is aligned to the needs of businesses.



Student Workforce revenue totaled

\$134,767

a **3.3% increase** over the 2018-19 academic year.

712

students participated in Work-based Learning



03

ACCESS & OPPORTUNITIES

Partner and strengthen relationships with K-12 school districts and colleges to create clearly articulated career and technical education pathways and opportunities for a broader set of students and adult learners.



Expanding Opportunities

Groundwork was laid to add an additional nine (9) Advanced Placement (AP) courses in the 2020-21 academic year at Norwich Tech, Goodwin Tech, Vinal Tech, Windham Tech and Kaynor Tech.

CTECS created new, innovative educational pathways that align with the needs of regional employers, and are accessible to a larger segment of the population. Connecticut high school students can now access high-quality career technical education pathways through the Career Academy, also known as Tier III programming. The Career Academy is offered to grade 10-12 students at two (2) CTECS locations, with an additional three (3) slated to open in the 2020-21 school year.



Currently offered:

Grasso Tech - Guest Services Management; **Wright Tech** - Facilities Carpentry and Information Technology.

Opening in 2020-21:

Wilcox Tech - Facilities Carpentry, Manufacturing and Culinary; **Vinal Tech** - Manufacturing and Facilities Carpentry; **Grasso Tech** - Culinary, Digital Media, and Mechanical Design and Engineering Technology.

Adult Learning Opportunities

13.54% enrollment increase over school year 2018-19 across CTECS' seven adult apprenticeship and extension programs. 2,725 students enrolled in the 2019-20 school year.

As a result of a data analysis provided by the Connecticut Department of Labor, which identified a training gap in the Waterbury region, CTECS opened an apprenticeship training school at Kaynor Technical High School, providing related instruction for license categories in Electrical, Barbering, Heating\Cooling, Plumbing, and Sheet Metal. 21 students enrolled.

Expanded adult apprenticeship and extension course offerings at multiple locations to include barbering, multiple welding courses, CNC Machining and MasterCam.

Admissions

For the second year in a row, CTECS three Hartford region technical high schools, A.I. Prince Tech, Howell Cheney Tech, and E.C. Goodwin Tech, participated in the Regional School Choice Office's (RCSO) online student selection process. Parents were able to select their priority list of trades within their preferred high school choice. In addition, through this process, parents were able to hold their seat at CTECS until they received a separate magnet offer, thus continuing to ensure parents have two choices for their child. CTECS received over 1400 applicants through the RSCO application in the 2019-20 school year for less than 650 available student seats at the three Hartford region technical high schools.

A team of stakeholders across CTECS developed a new admissions policy and procedure, currently under consideration of the Superintendent and Board. The team included principals, guidance department heads, special services consultants, and central office personnel. This new policy will ensure all student applicants are evaluated for admission consistently across CTECS schools while increasing process transparency. Additionally, new students entering CTECS in the fall of 2021 will complete all admissions application components in an online platform, helping to eliminate errors in data processing and saving staff transcription time.

CTECS Admissions and Communications departments collaborated on a new marketing approach for the next

student application cycle, focusing on a new timeline sensitive to the online application, strategies that highlight trades, and messaging to create excitement and enthusiasm for CTECS' ability to serve student aspirations in the trades.

Special Services

In collaboration with the Connecticut State Department of Education, CTECS Special Services developed and distributed specific guidance for all students entering CTECS with an IEP or 504 plan. This comprehensive guidance provided flexibility for families and districts during COVID-19 closures. The guidance focused on rising ninth grade students, ensured all procedural safeguards and provided a clear appeal process for all students. Of note, CTECS enrolled 463 special education students in the 2019-20 school year.

A district-wide Social Emotional Learning (SEL) screening was implemented. Without in-person student contact since March 2020, and in anticipation of students returning with more significant emotional needs, an online SEL screening tool was offered to all students. The BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) is a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of adolescents in high school. This information will assist our Student Assistance Teams respond to students needs quickly and in a targeted manner.

13.54%

enrollment increase over school year 2018-19 in CTECS' seven apprenticeship programs.

SYSTEMS OF EXCELLENCE

Redesign CTECS operational model to facilitate flexibility, innovation and responsive education, to achieve success as a new independent agency.

Organizational Systems

As CTECS moves towards separation from the State Department of Education (SDE), an ongoing comprehensive review of SDE functions is taking place, and a transfer of functions list has been created. The assessment of a number of anticipated obstacles and possible solutions are being considered.

Identified and hired employees to lead critical departments within CTECS, including: Chief Fiscal Administrative Officer, Director of Talent Management, Assistant Superintendent for School Development and Accountability, and Director of Admissions.

High-Quality Customer Service

Numerous technology upgrades took place that streamlined operations by saving time and dollars; and enhanced CTECS' ability to provide high-quality customer service to all stakeholders, including:

- Rewrote, upgraded & stream-lined the Student Workforce application and project tracking system, saving thousands of hours in staff time.
- Implemented a single sign-on system (SSO) which enhanced security and saved processing time.
- Increased network connectivity to support more internet traffic for distance learning and online educational resources.

CTECS launched new websites with cleaner, leaner pages, and more user-friendly features including improved navigation. A non-proprietary content management system is now used which is easier to support in-house.



HUMAN CAPITAL

Recruit, hire, develop and retain a diverse and high-quality CTECS workforce.

Research suggests that among school-related factors, student achievement is most positively affected in schools with the highest levels of instructional leadership and teacher capacity. These things however, do not occur by happenstance, but with a well structured talent management plan. As such, CTECS established a talent management office.

Recruitment

Implemented several new recruitment initiatives including: hosted three (3) trade teacher recruitment fairs; solicited teacher applications through CTECS alumni and current families; prioritized minority teacher outreach through the Historically Black Colleges and Universities and targeted job ad placement in prominent publications in Puerto Rico; collaborated with Troops to Teachers to connect with qualified veterans; and utilized the State's registered licensed tradesperson mailing list to target trade professionals.

Hiring

Progress made in reducing the delays caused by DCF background checks by enabling recommended candidates who come directly from other schools to start working while DCF checks are processed, and also working with DCF to prioritize CTE candidates.

Developed an internal hiring protocol aligned with human resources and affirmative action practices. Of note, in response to COVID-19, new virtual and in-person interview procedures were developed.

Increased SVFT member hires from 92 in school year 2018-19 to 122 in 2019-20 as a result of improved

processes, including weekly position meetings, staffing plans and the new Talent Management Office.

Development

Nearly 100 new teachers participated in New Teacher Orientation where group sessions allowed teachers to learn from and collaborate with colleagues. Intensive training on curriculum delivery and lesson planning strategies were provided.

Nationally renowned speaker, Tina H. Boogren, presented Succeeding as a Beginning Teacher to new faculty, covering instructional, self-care and reflection strategies that correlate with each phase of being an educator.

18 CTECS educators are participating in the Central Connecticut State University 6th Year in Education Leadership program. A strand in Special Education Leadership was added this year.

Two (2) teachers are participating in the UCONN cohort to obtain their Remedial Reading (102) CT Certification. Increasing the expertise for teaching literacy in secondary schools is one of the most reliable strategies for raising the quality and intensity of instruction across content areas.

New this year, a Training Portal Committee formed and developed a comprehensive list of district level trainings. Topics included: Human Trafficking, Title IX report writing and conducting investigations.

Retention

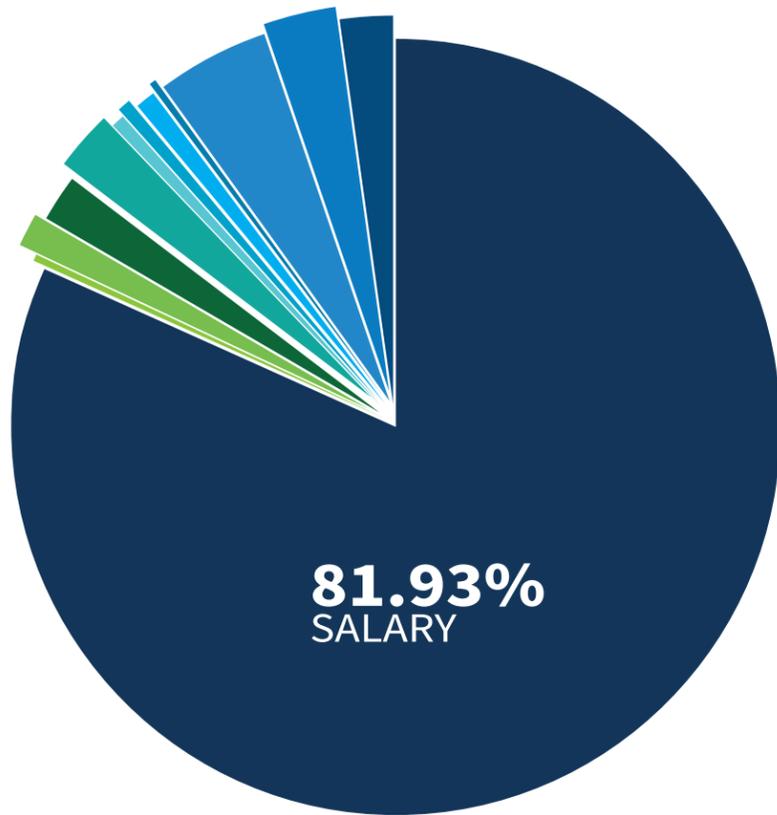
CTECS hosted the first ever in-district TEAM Mentor training facilitated by CTECS' Master Mentors who have completed a mentoring train-the-trainer.



18 CTECS educators are participating in the Central Connecticut State University (CCSU) 6th Year in Education Leadership Program.

FINANCIAL REPORT

2019-2020 TOTAL OPERATING BUDGET = \$156,688,552



0.12%
ADVERTISING & MARKETING

1.47%
TECHNOLOGY EQUIPMENT,
PROPERTY & SOFTWARE

1.94%
PROFESSIONAL SERVICES

2.57%
SUPPLIES

0.41%
FEES & PERMITS

0.60%
TRANSPORTATION & TRAVEL

0.94%
PUBLICATIONS, SUBSCRIPTIONS, DUES

0.20%
STUDENT AID

4.74%
UTILITIES

2.88%
PREMISES REPAIR & MAINTENANCE

2.22%
GRANT SALARIES & FRINGE

FINANCIAL REPORT

Financial resources in the 2019-20 school year were allocated to most effectively help reach CTECS' strategic goals. Some highlights:

01 CULTURE, CLIMATE, INSTRUCTION

- Using Title I funding, provided staff training in research based instructional strategies that support safe and inclusive schools (Marzano), and increase the quality of time spent in the classroom (SAM Time Management). Additional staff and student training topics included classroom instruction, racism, diversity, leadership, interpersonal skills and climate.
- Strategically engaged and supported families through increased availability of bilingual materials, open houses, events with school administration, training on the financial aid

02 INDUSTRY ALIGNMENT & COLLABORATION

- Helped decrease barriers to Work-based Learning for students at Title I schools by funding the Safe Drivers course required to obtain a driver's license.
- Purchased equipment, software and curriculum, including online materials for distance learning, for various trade and academic areas to reflect industry/workforce projections.

03 ACCESS & OPPORTUNITIES

- Supported a new college advancement platform that will be used in the 2020-21 school year to bring Advance Placement (AP) courses to more students.

04 SYSTEMS OF EXCELLENCE

- Contracted with the Connecticut Center for School Change to help facilitate CTECS' separation from the State Department of Education.

05 HUMAN CAPITAL

- Invested in new teacher recruitment strategies with a focus on increasing racial and cultural diversity in the classroom.

2020-21 CHALLENGES

- Assumed the projected cost of hiring world language teachers to meet Connecticut's mandate of world language instruction. Without additional funding to support this mandate, **\$1.4 million** will be diverted from CTE programming.
- Enrolled 463 special education students district wide, an increase of nearly 100 over the prior year. Without additional budgetary support to provide services to these students, current program budgets will be impacted.

CORONAVIRUS RESPONSE

On March 13, 2020, the Connecticut Technical Education and Career System announced that all schools were canceling in-person classes due to the public health effects of the Coronavirus (COVID-19) disease. As schools across the nation and throughout Connecticut shuttered their doors, CTECS responded by rapidly redesigning their instructional model, re-imagining graduation for the class of 2020, and redeploying resources in the fight against COVID-19.

APRIL CONT.

- Teachers are engaging students in creative ways! Many film how-to videos and schedule **virtual field trips** with industry partners.
- CTECS donates all remaining goggles, gloves, and respirators to **first responders and health care professionals** statewide.
- Over **1,000 lbs of food** is donated to communities in need throughout Connecticut.



February 28, 2020

CTECS actively monitors public health data in response to COVID-19 cases throughout the country.

March 17, 2020

CTECS announces free meal locations and supports families signing up for additional EBT benefits through the Supplemental Nutrition Assistance Program (SNAP).

March 30, 2020

CTECS launches a Distance Learning program using Google Classroom. CTECS was in a good position to provide distance learning to students through the 1:1 Chromebook device program. Extra steps were taken to ensure all students had functioning Chromebooks and access to the internet, providing hotspots if needed.

April 9, 2020

Governor Lamont extends school closures until at least May 20, 2020. The May administration of the SAT is canceled.

Throughout May

Grade 11 and 12 students in CTECS health technology program are meeting the need for skilled healthcare workers during this pandemic, securing employment at long-term care facilities and providing care to vulnerable populations.

FEBRUARY

MARCH

APRIL

MAY

JUNE

March 13, 2020

All CTECS locations cancel in-person classes.

March 26, 2020

The CT State Department of Education request for a waiver from the federal government pertaining to standardized testing is approved. All regularly scheduled assessments were negatively impacted by the school closures, with many assessments not taking place in Spring 2020.

April 1, 2020

Manufacturing, and Mechanical Design and Engineering teachers from across CT's technical high schools volunteered to use in-house 3D printing equipment to manufacture face masks for hospitals across Connecticut.

April 17, 2020

CTECS adapts grading policy to align with SDE recommendations; allowing for extra flexibility for students and families.

Throughout June

Schools celebrated and recognized the class of 2020 using social media campaigns, personal delivery of lawn signs, exterior school building decor with inspirational messages and much more. Masks were mandatory as was social distancing. Graduation ceremonies looked different, but were no less meaningful. Schools graduated students by trade areas, virtual ceremonies and even some drive-in theater celebrations.

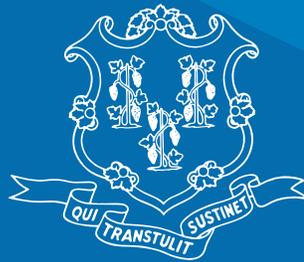
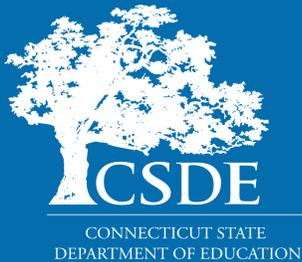
MARCH CONT.

- Vinal Technical High School's Criminal Justice and Protective Services students provide weekly situation reports to over 10,000 state and federal responders, as well as a daily situation report to their teacher who was deployed to Travis Air Force Base supporting a medical mission for the Grand Princess cruise ship response.
- Information Technology staff deployed several hundred laptops and vpn keys to allow for an enhanced mobile workforce.



CTECS

CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM



CTECS is established and maintained by the Connecticut State Board of Education and advised by the CTECS Board whose chairperson is appointed by the Governor.

GOVERNOR

Ned Lamont

COMMISSIONER OF EDUCATION

Miguel Cardona

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