

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: December 4, 2019

SUBJECT: Connecticut’s Draft Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan

Executive Summary

Introduction

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) provided a principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education (CTE) programs across the nation. On July 31, 2018, President Trump signed the [Strengthening Career and Technical Education for the 21st Century Act](#) into law. This bill amends the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and this amended act is now referred to as Perkins V. The passage of Perkins V provides new opportunities to improve CTE and enables more flexibility for Connecticut to meet the unique needs of our learners, educators, and employers.

With the passing of Perkins V, states are required to prepare and submit to the United States Department of Education a CTE plan developed in consultation with stakeholders (e.g., business and industry, secondary and postsecondary educators, families, etc.). The completed plan is to be submitted by May 2020.

For the 2019–20 school year, 127 Connecticut districts and 11 Connecticut community colleges receive Perkins V funding.

History/Background

In summer 2015, the Connecticut State Board of Education (Board) recommitted to making academic excellence and educational equity a reality for every Connecticut public school student. The Board’s five-year comprehensive plan, *The Connecticut State Board of Education’s Five-year Comprehensive Plan (2016–21): Ensuring Equity and Excellence for All Connecticut Students* adopted in July 2016, represents the Connecticut State Department of Education’s (CSDE) commitment to Connecticut citizens and communities and to supporting local school districts’ efforts to provide every student in our state an exceptional education in an outstanding school. The plan compels all of us to work together to ensure that every student—regardless of gender, race, ethnicity, family wealth, zip code, or disability status—is prepared to succeed in lifelong learning and work beyond school. In August 2017, the Connecticut

Consolidated State Plan under the Every Student Succeeds Act (CT ESSA Plan) was approved and posted. The implementation of the CT ESSA State Plan coincided with the Board's Plan.

Connecticut's Draft Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan (Draft CTE State Plan) aligns to *The Connecticut State Board of Education's Five-year Comprehensive Plan (2016–21): Ensuring Equity and Excellence for All Connecticut Students* and the CT ESSA Plan. The alignment of these plans provides coherence in Connecticut and leverage major education reforms in Connecticut.

In August 2018, Connecticut elected to submit a one-year CTE Transition Plan for the 2019–20 school year, with full implementation of the CTE State Plan under Perkins V in the 2020–21 school year covering fiscal years 2020–23.

The Draft CTE State Plan ensures the CSDE meets the needs of all learners and includes: (1) CSDE goals and levels of performance of CTE activities, (2) evidence-based and innovative strategies and activities to improve and modernize CTE and align workforce skills with labor market needs, and (3) a strategic vision and goals for preparing an educated and skilled Connecticut workforce.

Next-Steps

The CSDE shall post the Draft CTE State Plan from January 6, 2020–February 6, 2020, for public comment on the devoted Perkins V [Web page](#). In February 2020, the CSDE shall have a meeting with Perkins V Budget Committee to inform the development of the 2020–21 Perkins V budget pertaining to the amount and uses of the proposed funds for secondary and postsecondary CTE. The CSDE shall submit the updated Draft CTE State Plan to the Board for approval prior to sending the CTE State Plan to Governor Lamont for his signature.

Prepared by: Melissa K. Włodarczyk Hickey, Ed.D.
Reading/Literacy Director

**U.S. Department of Education
Office of Career, Technical, and Adult Education
Connecticut’s Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
State Plan Cover Page**

- A. State Name: Connecticut
- B. Eligible Agency (State Board) Submitting Plan on Behalf of Connecticut: State Board of Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
 - 1. Name: Melissa K. Wlodarczyk Hickey
 - 2. Official Position Title: Reading/Literacy Director
 - 3. Agency: Connecticut Department of Education
 - 4. Telephone: (860) 713-6680 Email: Melissa.Hickey@ct.gov
- D. Individual serving as the State Director for Career and Technical Education:
 - ✓ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
- E. Type of Perkins V State Plan Submission – FY 2019 (*Check one*):
 - ✓ 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will then complete Items G and J*
- F. Type of Perkins V State Plan Submission – *Subsequent Years (Check one)*:
 - ✓ State Plan (FY 2020-23) - *if an eligible agency selects this option, it will then complete Items H, I, and J*

Governor’s Joint Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one below*):

Date Governor was sent State Plan for signature:

- The Governor has provided a letter that he is jointly signing the State plan for submission to the Department.
- The Governor has not provided a letter that he is jointly signing the State plan for submission to the Department.

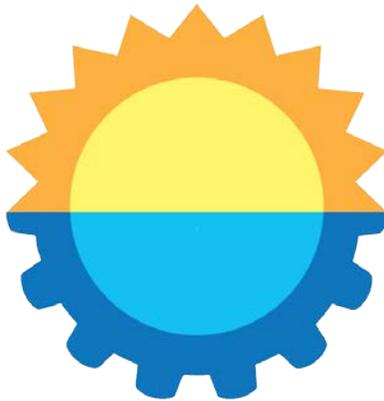
By signing this document, the eligible entity, through its authorized representative, agrees:

- 1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
- 2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above : Melissa K. Wlodarczyk Hickey	Telephone: 860-713-6680
Signature of Authorized Representative	Date:

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TODAY'S SKILLS

TOMORROW'S CAREERS

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Introduction

On July 31, 2018, President Trump signed the [Strengthening Career and Technical Education for the 21st Century Act](#) into law. This bill amends the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and this amended act is now referred to as Perkins V. The passage of Perkins V provides new opportunities to improve Career and Technical Education (CTE) and enables more flexibility for Connecticut to meet the unique needs of our learners, educators, and employers.

In summer 2015, the Connecticut State Board of Education (Board) and former Commissioner of Education Dianna R. Wentzell recommitted to making academic excellence and educational equity a reality for every Connecticut public school student. The Board's five-year comprehensive plan, *The Connecticut State Board of Education's Five-year Comprehensive Plan (2016–21): Ensuring Equity and Excellence for All Connecticut Students* adopted in July 2016, represents the Connecticut State Department of Education's (CSDE) commitment to Connecticut citizens and communities and to supporting local school districts' efforts to provide every student in our state an exceptional education in an outstanding school. The plan compels all of us to work together to ensure that every student—regardless of gender, race, ethnicity, family wealth, zip code, or disability status—is prepared to succeed in lifelong learning and work beyond school. In August 2017, the Connecticut Consolidated State Plan under the Every Student Succeeds Act (CT ESSA Plan) was approved and posted. The implementation of the CT ESSA State Plan coincided with the Board's Plan.

The Connecticut Career and Technical Education Transition Year State Plan (CTE Transition Plan) and Connecticut's Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan (CTE State Plan) align to *The Connecticut State Board of Education's Five-year Comprehensive Plan (2016–21): Ensuring Equity and Excellence for All Connecticut Students* and the CT ESSA Plan. The alignment of these plans provides coherence in Connecticut and leverage major education reforms in Connecticut.

The CTE State Plan ensures the CSDE meets the needs of all learners and includes: (1) CSDE goals and levels of performance of CTE activities, (2) evidence-based and innovative strategies and activities to improve and modernize CTE and align workforce skills with labor market needs, and (3) a strategic vision and goals for preparing an educated and skilled Connecticut workforce.

In August 2018, Connecticut elected to submit a one-year CTE Transition Plan for the 2019–20 school year, with full implementation of the CTE State Plan under Perkins V in the 2020–21 school year covering fiscal years 2020–23.

Narrative Descriptions

Plan Development and Consultation

The CSDE's philosophy of continuous engagement drives the agency's work, setting a foundation of authentic, ongoing engagement with a broad set of stakeholders across a range of key education topics. Stakeholder engagement and communication will remain a strong focus of the CSDE throughout the CTE and Perkins V work.

Stakeholder Engagement Regarding the CTE Transition and State Plans

In November 2018, the CSDE launched an extensive stakeholder engagement effort to inform the development of the CTE Transition and CTE State Plans. The CSDE first created a [Web page](#) for communicating with the public regarding Perkins V. This Web page serves as the primary communication point to provide stakeholder information and resources regarding Perkins V and the CTE State Plan. The CSDE multipronged stakeholder engagement process included the following three steps:

Step 1 – Engaging in the Vision:

- updating the CSDE Perkins V Informational Web page with links to resources, Webinars, surveys;
- creating and posting Webinars to explain new legislation;
- meeting with designated stakeholders to create a budget for the CTE Transition Plan in consultation with other state agency representatives pertaining to the amount and uses of any funds proposed to be reserved for secondary and postsecondary;
- meeting with the Perkins V Leadership Workgroup;
- implementing a series of surveys, focus groups, and forums;
- creating and widely distributing an initial online survey, in both Spanish and English, to gather stakeholder feedback;
- distributing hard copies of documents throughout interagency and intra-agency partners;
- presenting to intra-agency personnel, including special education, school counselors, charter schools, adult education, the Connecticut Technical Education and Career System (CTECS), academic content areas and data accountability; and
- electronically distributing documents to content area teachers, school counselors, Perkins administrators, higher education representatives, the community college system, special populations partners, youth organizations, workforce boards/one-stop operators, the juvenile justice system, business and industry partners, labor organizations, and parent organizations statewide.

Step 2 – Continuing the Conversation:

The CSDE provided additional opportunities for stakeholders to present their views and make recommendations regarding the elements of CTE State Plan, including:

- meeting with the Perkins V Leadership Workgroup;
- gathering additional feedback from individuals representing charter schools, students who are homeless, students receiving special education, parents and families, students, education and

workforce development intermediary organizations, workforce investment board members, Career and Technical Student Organizations (CTSOs), ASTE directors, postsecondary institutions, and Perkins secondary and postsecondary administrators through surveys and focus groups (June 2019–October 2019);

- gathering information on industry-recognized credentials (August 2019–October 2019);
- holding two public hearings (October 29, 2019, and October 30, 2019); and
- providing stakeholders the opportunity to provide written comments to the CSDE regarding how Core Indicators of Performance for CTE Concentrators at the Secondary and Postsecondary Levels: meet the requirements of the law, support the improvement of performance of all CTE concentrators, and support the needs of the local education and business community (September 2, 2019–October 31, 2019).

Step 3 – Posting the CTE State Plan: The CSDE will be posting the CTE State Plan publicly for public comment on the CSDE Web site from January 2, 2020–February 2, 2020. In February 2020, the CSDE will be submitting the CTE State Plan to Governor Lamont.

To assist in developing the CTE Transition and State Plans, the CSDE multipronged stakeholder engagement process included the following three steps: Engaging in the Vision, Continuing the Conversation, and Posting the CSDE Perkins V State Plan. Data were collected through on-line and in-person surveys, presentations, meetings, focus groups, and public hearings (Appendix A). Below are a list of activities that occurred to engage, inform, and collect data from stakeholders pertaining to the CTE State Plan.

Stakeholder Activities

October 2018

- October 22, 2018: Health Sciences Teachers Meeting

November 2018

- November 16, 2018: Business/Marketing Teachers Meeting

February 2019

- February 11, 2019: Perkins V Budget meeting with representatives from the Connecticut Board of Regents, Department of Labor and Technical Education and Career System.
- February 21, 2019: Perkins V Leadership Workgroup analyzed the occupational areas of growth pertaining to Connecticut’s long-term industry and occupational projections for 2016–2026 and proposed clusters.
- February 21, 2019: East Hartford Public Schools Meeting (presentation)
- February 22, 2019: Waterbury Public Schools Meeting (presentation)

March 2019

- March 8, 2019: Education/Industry Collaboration Meetings at the Connecticut Council for Education Reform (now ReadyCT)
- March 11, 2019: CT-DOL reviewed proposed clusters and provided additional feedback.

- March 19, 2019: Daniels Ethics Training Meeting
- March 26, 2019: Perkins V Informational Sessions to Secondary and Postsecondary Staff

April 2019

- April 5, 2019: CWE and School Counselor Meeting (presentation and surveys)
- April 5, 2019: Perkins V Informational Sessions to Secondary and Postsecondary Staff (Connecticut School Counselors)
- April 26, 2019: Learn and Works (presentations and surveys)
- April 30, 2019: RESC Focus Group/Forum Meetings: (Cooperative Educational Services)

May 2019

- May 1, 2019: Workforce Investment Boards
- May 3, 2019: Connecticut Association of School Superintendents (CAPSS)
- May 6, 2019: Perkins V Informational Sessions to Secondary and Postsecondary Staff
- On May 7, 2019: Perkins V Leadership Workgroup
- May 7, 2019: Connecticut Manufacturers Collaborative
- May 10, 2019: Perkins V Informational Sessions to Secondary and Postsecondary Staff
- May 14, 2019: Education/Industry Collaboration Meetings at the Connecticut Council for Education Reform
- May 15, 2019: Family and Community Engagement Partnership Meeting (presentation and focus group questions)
- May 17, 2019: Family Consumer Science Teacher Meeting (presentation and surveys)
- May 17, 2019: Learn and Works (presentations and surveys)
- May 26, 2019: CT Learns (presentation and surveys)

June 2019

- June 25, 2019: Secondary Transition Contacts (surveys)

July 2019

- July 10, 2019: Public Survey

August 2019

- August 16, 2019: State Core Leadership Team for the Connecticut Secondary Transition Community of Practice (presentation)
- August 22, 2019: Homeless Agencies (presentation and questions)
- August 30, 2019: Hartford Parent University (presentation and focus questions)

September 2019

- September 20, 2019: Student Survey (CTSO)
- September 20, 2019: Homeless Agencies Survey
- September 20, 2019: Charter Schools Survey
- September 20, 2019: Connecticut Secondary Transition Community of Practice Survey
- September 24, 2019: Perkins V Leadership Workgroup

October 2019

- October 4, 2019: CT Learns and Works
- October 18, 2019: Personal Finance Workshop
- October 23, 2019: College and Career Postsecondary Meeting
- October 24, 2019: Connecticut Secondary Transition Community of Practice (presentation and survey)
- October 24, 2019: Health Science Workshop
- October 25, 2019: CT Learns and Works
- October 29, 2019: Perkins V Public Hearing*
- October 30, 2019: Perkins V Public Hearing*
- October 30, 2019: ACES CTE Curriculum Meeting

November 2019

- November 1, 2019: Capital Community College Computer Science Retreat
- November 5, 2019: Connecticut Technical Education and Engineering Association
- November 8, 2019: CT Learns and Works
- November 19, 2019: Annual CT CTE Conference

Tribal communities were not surveyed because currently the State of Connecticut does not have a Tribal school system.

*Two public hearings were held on October 29, 2019, from 1:30–3 p.m., at the Capital Region Education Council at 111 Charter Oak Ave, Hartford, Connecticut, and on October 30, 2019, from 4–5:30 p.m. at H.C. Wilcox Technical High School, 298 Oregon Rd, Meriden, Connecticut. The hearings were advertised on Tuesday, October 8, 2019, in the following newspapers:

- Hartford Courant
- New Haven Register
- CT Post
- New London Day
- Waterbury Republican-American
- Danbury News Times
- Willimantic Chronicle
- Torrington Register Citizen
- Manchester Journal Inquirer
- Norwich Bulletin
- Meriden Record-Journal
- Stamford Advocate
- Greenwich Time
- Norwalk Hour
- New Britain Herald
- Bristol Press

Based on findings from all stakeholder input gathered, the CSDE will:

1. Include the Student Success Plans (SSPs), employability skills, relationships with business/industry, and collaborations with advisory boards in the Connecticut State Plan.
2. Create resources to assist secondary and postsecondary institutions in working with business and industry representatives.
3. Organize meetings with secondary and postsecondary Perkins V directors, business and industry, and Workforce Investment Boards to identify needs, strengths, opportunities, barriers/challenges, next steps, clear purpose, and current programs/services.
4. Utilize Perkins V funds to provide guidance, technical support, and professional learning to secondary and postsecondary institutions to assist in utilizing SSPs for students (targeting school counselors), creating pathways and programs of study for students, and offering students opportunities for engaging in work-based learning, earning industry recognized credentials and gaining postsecondary credits.
5. Include the following indicators in size, scope, and quality definitions for secondary and postsecondary institutions: SSPs, creating pathways and programs of study for students, including work-based learning opportunities, earning industry recognized credentials and gaining postsecondary credits.
6. Create a mandated comprehensive needs assessment (CLNA) process that requires eligible recipients to conduct a CLNA process that involves a diverse body of stakeholders including business and industry and Workforce Investment Board representatives.
7. Create a revised program compliance review process that mandates secondary and postsecondary eligible recipients provide evidence of equity through the lens of access, quality, and resources.
8. Provide technical assistance, professional learning, and Perkins V Leadership Funded grants to increase the continuum of career exploration activities offered by secondary and postsecondary eligible recipients.
9. Include middle grades (grades 6–8) in secondary size, scope, and quality.
10. Incentivize work-based learning and industry-recognized credential opportunities for high school students through Perkins V Leadership Funded grants and the Next Generation Accountability System.
11. Partner with the Connecticut Women’s Education and Legal Fund (CWEALF) to provide professional learning, technical assistance, and resources to support secondary and postsecondary institutions to increase special populations and nontraditional students.
12. Collaborate with stakeholders to identify essential cross-sector employability skills for inclusion across all CTE pathways and programs of study.

13. Update work-based learning training plan to ensure practice and mastery of cross-sector competencies in order to meet the Perkins V measure of program quality and Next Generation Accountability Indicator Five.

Continued Stakeholder Communication

The CTE State Plan aligns to The Connecticut State Board of Education’s Five-year Comprehensive Plan (2016–21): Ensuring Equity and Excellence for All Connecticut Students and the CT ESSA Plan. This purposeful alignment of the three plans and the continued involvement of the Board will provide coherence and leverage to the work of the State.

The CSDE Web site will continue to be a necessary communication platform to provide information to stakeholders about CTE. To assist eligible recipients with the implementation of Perkins V, the Web site will provide guiding documents on various topics, including: clusters, programs of study, and career pathways; College and Career Pathways (CCP); CT-DOL workforce data, workforce development boards, and the local comprehensive needs assessment process.

The CSDE will continue to consult with the Perkins V Leadership Workgroup throughout the lifetime of the CTE State Plan.

Program Administration and Implementation

Connecticut’s vision for CTE is that all Connecticut’s students have access today to high-quality, culturally responsive guidance, teaching, and learning that will position them to graduate tomorrow as innovators equipped with adaptable, transferable skills that will contribute to the growth of Connecticut’s high-knowledge economy.

The CSDE’s vision demands that all Connecticut’s students have access today to flexible CTE pathways that will position them to graduate tomorrow as innovators equipped with adaptable, transferable skills that will contribute to the growth of Connecticut’s high-knowledge economy.

Connecticut’s vision for education and workforce development demands schools, districts, and community colleges design rigorous pathways and programs of study from a perspective of bold innovation that fosters deep and long-lasting changes.

This new understanding of CTE, based upon collaborative partnerships, will result in students graduating with the essential knowledge, skills, and employability expertise to successfully meet the demands of Connecticut’s expanding economy.

The CSDE collaborates with outside agencies in order to braid funding, ensure cohesiveness among programs, and educate the whole child from preK–12. Interaction between programs and staff generate improved services to students, schools, and LEAs. This comprehensive thinking locates the intersections and weaves together the strategies, timelines, and funding sources from the multiple programs in order to achieve a cohesive vision.

The CSDE has provided spending guidance on the use of Title funds in order to support the goals of Perkins IV and V. For example, Title I funds can be used to include enrollment and participation in academic courses tied to career and technical education coursework; Title II funds can be used to

provide high-quality professional development integrating career and technical education, work-based learning, and rigorous academic content, as well as training on best practices to understand State workforce needs and transitions to post-secondary education and the workforce.

Furthermore, Workforce Innovation and Opportunity Act (WIOA) and Perkins V goals align to Title IV, Part B in which 21st Century School programs can partner with in-demand fields of the local workforce or build career competencies and career readiness. This funding may provide workforce development boards with additional opportunities to collaborate and leverage resources for in-school youth services. Continued coordination with these programs will help to unify CSDE guidance.

The CSDE's intentional alignment of the CTE State Plan with the Connecticut State Board of Education's Five-year Comprehensive Plan (2016–21) and the CT ESSA Plan provides coherence and leverages major education reforms in Connecticut. The CT ESSA Plan describes Connecticut's accountability system which incorporates 12 indicators. These indicators are valid for their purposes, reliable in their measurement, and are comparable statewide. All indicators use data from statewide, uniform data collection systems. These systems incorporate rigorous checks and validations and require district certification. External data sources are integrated from official and reliable data sources. The indicators were selected after extensive consultation with a wide variety of stakeholders over a two-three year period. Data are reported at the school and district level on an annual basis.

Connecticut's Next Generation Accountability System creates a more comprehensive, holistic picture of how students and schools are performing. Focusing on a broader set of indicators, rather than annual assessments alone, guards against the narrowing of the curriculum to tested subjects, expands ownership of accountability to more staff, and allows schools to demonstrate progress on "precursors to outcomes," as well as outcomes. The indicators include: measures of academic achievement, academic growth, participation rate, chronic absenteeism, on-track graduation rate, four- and six-year adjusted cohort graduation rate, postsecondary entrance, physical fitness, and arts access.

The synchronization between the Perkins V accountability and Next Generation Accountability System is, also, evidenced by Indicators 5 and 6. *Indicator 5: Preparation for Postsecondary and Career Readiness (Coursework)* recognizes the attainment of credits contributing to an associate or baccalaureate degree as part of an early college model. Schools and districts report the percentage of students in grades 11 and 12 participating in at least one of the following during high school: two courses in AP/IB/dual enrollment; or two courses in one of the 16 National Career Clusters categories; or two workplace experience courses in any area. *Indicator 6: Preparation for Postsecondary and Career Readiness (Exams)* recognizes percentage of students in grades 11 and 12 who attained benchmark scores on at least one college/career readiness exam (e.g., SAT, ACT, AP, IB). The CSDE is working to add to Indicator 6 the recognition of students earning a specialized industry-recognized certificate, certification, or license issued by the State of Connecticut.

Building Credential Currency

The CSDE has incentivized districts to offer students opportunities to participate in work-based learning (i.e., Next Generation Accountability System, Perkins V quality measures, and specialized Perkins V competitive grant opportunities) and is developing incentives for high school students to earn Industry-

recognized credentials (IRCs). IRCs are defined as the verification of qualification of competency issued to students certifying they have the necessary knowledge, skills, and competencies to be recruited, hired, retained, or advanced by employers. IRCs include:

- industry-recognized certificate or certification (e.g., Certified Nurse Aid);
- certificate of completion of an apprenticeship or a license issued by a Connecticut State agency (e.g., Registered Nurse); and/or
- associate or baccalaureate degree as part of an early college model.

In an effort to build credential currency, the CSDE developed a process to identify IRCs of value to Connecticut business and industry stakeholders. The process began in February 2019 with the Perkins V Leadership Workgroup and has included the following steps:

1. Identifying Connecticut priorities and clusters using long-term industry and occupational data.
2. Identifying IRCs highly aligned to state/regional workforce needs and carry the highest value among employers.
 - a. Collaborate and coordinate with Connecticut Department of Labor (CT-DOL)
 - b. Collect data from Workforce Investment Boards (WIBs)
 - i. Is it sought or accepted by employers? Preferred/required for hiring
 - c. Analyze certificates or certifications endorsed by a nationally recognized industry association or organization representing a significant part of the industry or sector.
3. Identifying Connecticut valued foundational and specialized industry-recognized certificates
 - a. Use data collected in step two to identify
 - b. Collect data from high schools to analyze the industry-recognized certificates or certifications historically earned.
 - c. Analyze the industry-recognized certificates compiled to date and minimize using the USDOL Job Corps Program list
4. Creating processes to incentivize obtainment of IRCs that demonstrate college/career readiness for Connecticut high school students.
 - a. Review Indicators 5 and 6 of the Next Generation Accountability System.
 - b. Include the report from districts on the percentage of students in grades 11 and 12 earning a specialized industry-recognized certificate and/or participating in two dual enrollment courses.

Use of Perkins V State Leadership Funds

The CSDE will continue to promote reform, innovation, and continuous improvement in CTE to ensure students acquire the skills and knowledge necessary to meet the challenging State standards and be prepared for college, career, and civic life. The CSDE will continue to conduct State leadership activities to improve CTE, including:

- preparing students for non-traditional fields in current and emerging professions,
- creating programs and activities that expose all students to high-skill, high-wage, and in-demand occupations;

- supporting individuals in State juvenile justice facilities and educational institutions that serve individuals with disabilities;
- recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
- providing research-based strategies to assist secondary and postsecondary eligible recipients in the preparation of students for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations

The CSDE CTE Unit was instrumental in the creation and implementation of the State’s Student Success Plan (SSP). The SSP is an individualized student-centered plan that engages every student based on their unique interests and strengths. The SSP assists students in understanding the relevance of education in achieving postsecondary educational and career goals. The SSP begins in Grade 6 and continues through high school. It provides students support and assistance with goal setting in a variety of areas (e.g., academic, career, social, emotional, and physical development).

Connecticut continues to incentivize reform, innovation, and continuous secondary and postsecondary improvement through the awarding of competitive and statewide grants. Upcoming grant opportunities include: the creation of courses and opportunities that support students in obtaining industry-recognized credentials; improving Career and Technical Student Organizations (CTSOs); increasing nontraditional participation in CTE Career Clusters and eliminating barriers for special populations to access CTE programs.

Connecticut believes all students deserve the opportunity to explore career options and receive informed guidance to plan multiple and flexible pathways leading to future careers. Through the SSP career advisement process all students will be provided experiences in a variety of work experiences, pathways and course options. The SSP assists in bringing together school counselors, college advisors, CTE instructors, and community members to collaboratively construct and support experiences in nontraditional fields as well as in current and emerging professions.

Through the development and delivery of a variety of on-line and in-person professional learning, the CSDE will support secondary and postsecondary eligible recipients in being better prepared to guide students with and assist parents/guardians in understanding viable pathways, programs of study, and career choices.

Connecticut is partnering with the Connecticut Department of Labor (CT-DOL) and the State’s Workforce Investment Boards (WIBs) to provide secondary and postsecondary eligible recipients with access to current and relevant workforce data and student work-based learning opportunities. This work will assist in developing opportunities for special populations to have meaningful work-based learning opportunities in occupations that are high-skill, high-wage, or in-demand.

The Connecticut Women’s Education and Legal Fund (CWEALF) is contracted to work with all eligible recipients to encourage and promote the educational and economic opportunities available to nontraditional students in CTE at the secondary and postsecondary levels. The services CWEALF will provide includes, but is not limited to:

- presenting at the Annual Connecticut CTE Conference on the recruitment and retention of nontraditional students;
- conducting targeted workshops for school counselors on nontraditional and special populations;
- working with the postsecondary dual enrollment programs in the development of best practices and supports to increase nontraditional recruitment, retention, and completion;
- creating professional learning for the Connecticut Technical Education and Career System (CTECS) high school faculty on recruitment and retention for nontraditional students;
- working with secondary students and staff in the Connecticut Alliance Districts; and
- vetting and sharing research-based interventions and strategies pertaining to supporting nontraditional students and special populations.

Unified School District #1 (USD1) is a legally vested school district within the Connecticut Department of Correction (DOC). The mission of USD1 is to provide quality education programs for incarcerated individuals so that they can make a successful transition to society. Academic knowledge, vocational competencies, use of technology and life skills integrated with technology are offered to students in a positive environment to foster life-long learning, multicultural awareness. Academic and vocational training is provided to inmates through a variety of programs flexible enough to accommodate a variety of learning styles. Development of the learner's ability to reason and to know where to seek information through the use of technology and traditional means is considered to be as essential as the mastery of facts. The CSDE is partnering with USD1 through a memorandum of agreement to assist in improving student outcomes and providing students who are temporarily under the care of the DCF for transition into productive lives and rewarding careers.

USD1 has an established two-course pathway in Automotive technology that provides learners with marketable skills and knowledge to be gainfully employed upon release from incarceration. Students that are successful in the program have an opportunity to work at a non-profit auto shop that provides further training and advancement including a route for individuals to be Automotive Service Excellence (ASE) certified mechanics.

Providing technical assistance to Perkins Grant eligible recipients remains a strength of the CSDE. The CSDE hosts dedicated, comprehensive [Web pages](#) for CTE that include a variety of resources including Webinars and guiding documents.

The State of Connecticut is divided into six regional education service centers (RESCs). Every school district in Connecticut is assigned to a RESC region to have access to collaborative programs and initiatives. The CSDE has a unit comprised currently of three education consultants and each consultant has been assigned to support two RESCs. In this way, eligible secondary recipients will be provided with more personalized technical assistance. Eligible postsecondary recipients are, also, supported by one of

the three consultants. In Connecticut, the five regional WIBs are geographically aligned to the six RESCs across the state. The CSDE partnered with the CT-DOL and the Perkins V Leadership Workgroup to create a map that shows WIB/RESC alignment (Appendix F).

Working with the CSDE Performance Office, CT-DOL, and the Board of Regents, the CSDE CTE Unit will gather, analyze, and distribute data to all eligible secondary and postsecondary recipients to assist in driving their curricula, instruction, and assessment processes. As part of the eligible recipients Perkins V application, all eligible recipients must disaggregate data for the indicators of performance for each subgroup of students. Eligible recipients must provide a written report with SMART goals for using their Perkins V funds to reduce and eliminate disparities or gaps in performance levels for all sub groups.

The CTE Unit will work closely with the eligible recipients to analyze data and assist in preparing all students, including special populations, to meet the educational and skill requirements required to meet the needs of employers in existing and emerging in-demand industry sectors and occupations.

Clusters, Pathways, Programs of Study

In September 2018, the CSDE met with the CT-DOL to discuss Connecticut long-term industry and occupational projection data. In November 2018, the Assistant Director of Research and Information in the Office of Research and Information at the CT-DOL matched Connecticut industry and occupational data and projections to the National Career Clusters Framework. The CSDE examined each of the five WIBs occupational areas of growth and utilized an article published by the CT-DOL and the Connecticut Department of Economic and Community Development (CDECD) pertaining to Connecticut's long-term industry and occupational projections for 2016–2026. Through a triangulation of these data, and knowing the data are most complete for industries having payroll employment covered by unemployment insurance, top clusters for Connecticut emerged.

In February 2019, the CSDE convened a core Perkins V leadership group consisting of key stakeholders to: analyze Connecticut Workforce Needs, establish Program Career Clusters and Pathways, and inform the CTE Transition and State Plans. This workgroup consisted of representatives from the Connecticut:

- Association of Boards of Education (CABE);
- Association of Public School Superintendents (CAPSS);
- Association of Schools (CAS);
- Business and Industry;
- Business and Industry Association (CBIA);
- Career and Technical Student Organizations (CTSO);
- Council of Administrators of Special Education (ConnCASE);
- Council for Education Reform (CCER);
- Department of Economic and Community Development (CDECD);
- Department of Education (CSDE);
- Department of Higher Education (DHE);
- Department of Labor (CT-DOL);

- District Perkins Administration;
- Office of Workforce Competitiveness;
- Parent Organization;
- Regional Education Service Centers (RESA);
- State Department of Education (CSDE);
- Teachers' Organizations (AFT and CEA);
- Women's Education and Legal Fund (CWELF); and
- Workforce Investment Boards (WIBs).

On February 21, 2019, the leadership group analyzed the occupational areas of growth pertaining to Connecticut's long-term industry and occupational projections for 2016–2026 and proposed clusters. After this meeting, Perkins stakeholders reviewed proposed clusters and provided additional feedback.

After consideration of the Perkins V leadership group analysis, stakeholder feedback, and the National Forum on Educational Statistics (NCES) and the School Courses for the Exchange of Data (SCED) coding system, the approved Perkins V Connecticut Career Clusters that will drive the pathways and programs or programs of study (POS) to be supported, developed or improved at the State and local levels are:

- Agriculture, Food and Natural Resources;
- Architecture and Construction;
- Business Management and Administration;
- Family and Consumer Sciences;
- Finance;
- Health Science;
- Hospitality and Tourism;
- Information Technology;
- Manufacturing;
- Marketing;
- Science, Technology, Engineering and Mathematics; and
- Transportation, Distribution, and Logistics.

Eligible secondary and postsecondary recipients shall only utilize their Perkins V funds for programs and activities that support the above Program Career Clusters.

Funding is intended to improve or develop new CTE programs that lead to employment in high-skill, high-wage, and/or in-demand careers as defined below:

- High-Skill: The occupation requires a bachelor's or advanced degree or advanced training beyond a high school diploma (e.g., a license, certificate, apprenticeship).
- High-Wage: The wages are equivalent to the Connecticut's median hourly wage of \$22.55 or mean annual wage of \$46,900 or above (Connecticut Department of Labor. "Labor Market Information." April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)

- In-Demand: The occupation is projected to grow more than 6 percent in a 10-year period or the rate of retirements/turnover in a particular occupation is projected to create more job opportunities. (Connecticut Department of Labor. “Labor Market Information.” April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)

Although Connecticut is a local control state, Section 10-221a of the Connecticut General Statutes states:

that commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics (STEM); (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.

Therefore, the decision as to which learning opportunities or courses are eligible to be part of the humanities or STEM pathway is a local one. However, to assist eligible recipients with the requirements of Perkins V, the CSDE has developed model pathways and POS for each of the Program Career Clusters for Connecticut. These models included in the [*Today’s Skills, Tomorrow’s Careers: Career Clusters, Pathways, Sample Occupations, and Programs of Study*](#) document posted on the dedicated CSDE Perkins V Web page for eligible recipients to consider for adoption.

In Connecticut, it is a requirement that each local and regional board of education create an SSP for each student enrolled in a public school, beginning in grade six. The SSP is an individualized student driven plan that addresses every student’s needs and interests to help every student stay connected in school and to achieve postsecondary educational and career goals. The SSP continues through high school to provide the student support and assistance in setting goals for social, emotional, physical, and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests. The SSP and supporting structures such as student portfolios and academic/personal records are most often electronic and portable following the student from school to school and district to district.

The SSP is an integral part of career exploration and career. With an SSP, students have personalized pathways to achieving their career and education goals. In their Perkins V applications eligible secondary and postsecondary recipients will be encouraged to utilize students’ SSPs when developing pathways and POS under each of the career clusters. In October 2019, the CSDE began gathering information from stakeholders regarding their SSP processes to update SSP guidance.

Eligible secondary and postsecondary recipients shall submit an online CTE State Plan (2020–2024) application to the CSDE in order to receive Perkins V funds (Appendix B). The Connecticut eGrants Management System will automate the application submission and review process and allow secondary and postsecondary applicants to enter budget data and define program-specific activities. Additionally,

the system will track the progress of grants through the approval process. This process will Perkins V funds are spent in accordance with federal and state guidelines. The CSDE provided a [Webinar](#) to assist eligible recipients in completing their applications.

In their CTE State Plan (2020–2024) applications, eligible secondary and postsecondary recipients shall describe:

- POS alignment to the Program Career Clusters for Connecticut and the needs of the local industries;
- POS inclusion of employability skills;
- POS sequencing regarding the coordinated, non-duplicative academic and technical content at the secondary and postsecondary levels in accordance with the challenging state-wide subject matter content standards adopted by the Connecticut State Board of Education (Board);
- the comprehensive needs assessment process and results;
- collaboration occurring with local workforce development boards, agencies, and one-stop delivery systems;
- disaggregated performance data gaps in performance years;
- opportunities available to students to experience career exploration and work-based learning, attain recognized industry-recognized credentials and dual/concurrent enrollment credits; and
- opportunities for special populations to access both challenging academic courses and quality career and technical programs.

Annually eligible recipients shall prepare and submit data to the CSDE on their actual performance levels including their progress in achieving the local levels of performance on the core indicators of performance. Eligible recipients must use these data to drive program decisions and focus shall be on increasing opportunities for special population subgroups.

The CSDE will continue to provide technical assistance and professional learning opportunities to eligible recipients to assist in the transition from the previous Perkins IV application process to the Perkins V State Plan application process. Eligible secondary and postsecondary recipients will be supported in a variety of areas including the Comprehensive Local Needs Process (Appendices C and D) and the development of the coordination of CTE clusters, programs, and POS. The Perkins V Leadership Workgroup will continue to meet and, as appropriate, guide the CSDE in the planning, development, implementation, and evaluation of CTE throughout the lifetime of the CTE State Plan.

Perkins V specifically supports the inclusion of employability skills into programs of study and career pathways. There are many sources of employability skills for educators to draw upon to meet this requirement. The Common Career Technical Core (CCTC), the Perkins Collaborative Resource Network (PCRN), The partnership for 21st Century Skills, and National Association of Colleges and Employers (NACE) have all produced high-quality standards and associated competencies to guide educators in the quest to provide their students with the highly relevant skills that are essential to job success but remain the most challenging for employers to find in qualified job candidates. While the above-referenced frameworks differ, they all share a cohesive thread and fall into three buckets:

- Relational Skills (communication, interpersonal, relationships, and decision making);
- Reflective Skills (self-awareness, self-management, mindsets, and values); and
- Applied Skills (critical thinking, applied academics, systems thinking, information use, and technology use).

Based on the recommendations of stakeholders, the CSDE will be collaborating with stakeholders to identify essential cross-sector employability skills for inclusion across all CTE pathways and programs of study and update work-based learning training plan to ensure practice and mastery of cross-sector competencies in order to meet the Perkins V measure of program quality and Next Generation Accountability Indicator Five. The following recommendations will be shared with eligible recipients for effective instruction in cross-sector employability skills:

1. Embed employability skills across all PK-12 curricula.
2. Integrate employability skills into daily instruction.
3. Explicitly teach cross-sector employability skills to students so they can apply them to their own education.

Dual Concurrent Opportunities for High School Students

The CSDE remains committed to its efforts to ensure that every student is provided opportunities to earn college credit in high school. The mission of the College Career Pathways (CCP) program in Connecticut will continue to be to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom. The CCP program continues to be funded through Perkins and offer high school students the opportunity to experience college-credit bearing courses taught by college-approved high school teachers. The Connecticut College Career Pathways Guidelines (Appendix E) were revised to incorporate Perkins V changes. The goals for the CCP program include:

1. Increase college and career readiness of participating secondary students by providing firsthand experience with the increased workload and personal responsibility required for successful college study.
2. Provide content-related professional development that improves classroom instruction and supports collaboration between high school and college faculty.
3. Ensure that students who pursue CTE are counseled into career pathways and earn college credit towards careers in high-skill, high-wage, in-demand careers.
4. Increase awareness of Career Clusters, POS, and Career Development in collaboration with K-12 partners, business and industry, and other stakeholders.
5. Maintain/increase the number of high school students who successfully complete courses within a POS that award postsecondary credits or lead to an industry-recognized credential or certificate.

The Connecticut Community College System has consolidated its 12 semi-independent colleges and now consists of three regional colleges. This new configuration allows more consistency between secondary and postsecondary eligible recipients in developing pathways, POS and articulation agreements that prepare students for high-skill, high-wage and in-demand occupations. Under Perkins V, community colleges must partner with their regional partner community colleges when conducting

the Comprehensive Local Needs Assessment (CLNA). As a region, community colleges shall analyze regional data and create strategies that benefit the region as a whole. Below is a list of the three regions and the corresponding community colleges:

- Capital-East Region
 - Capital Community College
 - Manchester Community College
 - Middlesex Community College
 - Quinebaug Valley Community College
 - Three Rivers Community College
- North-West Region
 - Asnuntuck Community College
 - Naugatuck Valley Community College
 - Northwestern Community College
 - Tunxis Community College
- Shoreline-West Region
 - Gateway Community College
 - Housatonic Community College
 - Norwalk Community College

During the quarterly CCP meetings with postsecondary constituents, the CSDE will offer professional learning to community colleges to support their work of articulation and their program alignment with high schools.

Partnering in CTE

In Connecticut, the five regional WIBs are geographically aligned to the six RESCs across the state. The CSDE partnered with the CT-DOL and the Perkins V Leadership Workgroup to create a map that shows WIB/RESC alignment (Appendix F). The CSDE is working with the CT-DOL to establish a communications pipeline between WIBs and eligible recipients to stay up-to-date with workforce data, pathway and POS development, and high-skill, high-wage and in-demand industry sectors and occupations.

Size, Scope, and Quality

Funding is intended to improve or develop new CTE programs that lead to employment in high-skill, high-wage, and/or in-demand careers as defined:

- High-Skill: The occupation requires a bachelor's or advanced degree or advanced training beyond a high school diploma (e.g., a license, certificate, apprenticeship).
- High-Wage: The wages are equivalent to the Connecticut's median hourly wage of \$22.55 or mean annual wage of \$46,900 or above (Connecticut Department of Labor. "Labor Market Information." April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)
- In-Demand: The occupation is projected to grow more than 6 percent in a 10-year period or the rate of retirements/turnover in a particular occupation is projected to create more job opportunities. (Connecticut Department of Labor. "Labor Market Information." April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)

The CSDE redefined “size, scope, and quality” to better meet the Perkins V requirements:

Secondary Size, Scope, and Quality

Perkins V supports CTE that prepares students for postsecondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, and/or in-demand careers. To be eligible for funding of their CTE programs, Connecticut high schools must meet both federal and state requirements under the law. In the Perkins applications, all eligible secondary recipients shall provide assurances that all CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

Size: All districts must

- Offer at least three of the 12 funded Connecticut CTE Career Clusters:
 - Agriculture, Food and Natural Resources;
 - Architecture and Construction;
 - Business Management and Administration;
 - Education and Training;
 - Finance;
 - Health Science;
 - Hospitality and Tourism;
 - Information Technology;
 - Manufacturing;
 - Marketing;
 - Science, Technology, Engineering, and Mathematics; and
 - Transportation, Distribution, and Logistics.
- Qualify for a minimum allocation of \$15,000 or join in a consortium to meet the minimum allocation requirement, including charter and magnet schools.
- Identify and report a substantial number of CTE concentrators each year.

Scope: All districts must

- Have student success plans in place for each student identifying recommended academic and career and technical courses, and connecting to postsecondary education and credentials.
- Coordinate secondary and postsecondary education programs through programs of study, which may include articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing.
- Offer a minimum of one CTE pathway in each funded Connecticut CTE Career Cluster.
- Each pathway must have at least one sequenced program of study that consists of a minimum of two CTE course sequence providing students with rigorous academic content and relevant career and technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.
- Provide students the opportunity to earn an industry-recognized credential consisting of:
 - credit(s) towards an associate degree;

- a certificate or certification;
- a certificate of completion of a pre-apprenticeship; and/or
- a license endorsed by Connecticut.
- Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, pre-apprenticeships, school-based enterprises, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
- CTE middle school (grades 6-8) programs may be funded with the following restrictions:
 - A maximum of 10% of the total District Perkins allocation or \$3,000, whichever is greater.
 - The middle school program must include career exploration in Connecticut CTE Career Clusters taught at the district high school.
 - Middle school CTE courses must be taught or co-taught by a CTE certified teacher to receive Perkins funding.
- Establish a minimum of one Career and Technical Student Organization (CTSO) with at least 10 state and national paid memberships. Participation in at least one leadership conference is strongly encouraged but not required.

Quality: All districts must

- Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
- Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program’s occupational area.
- Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and be comprised of a diverse body of stakeholders including business and industry partners. Meeting minutes and attendance must be on file.
- Meet at least 90% of the required level of performance for any of the core indicators.
- Complete work place safety training for students and staff.
- Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.
- Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.

Postsecondary Size, Scope, and Quality

Perkins V supports CTE that prepares students for postsecondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, and/or in-demand careers. To be eligible for funding of their CTE programs, Connecticut community colleges must meet both federal and state requirements under the law. Perkins V funds are awarded to Connecticut community colleges through formula funds. The CSDE and community colleges remain committed to their efforts to ensure that each student is provided opportunities to earn college credit

while in high school. The mission of the CCP program in Connecticut will continue to be to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom. In the Perkins applications, all eligible postsecondary recipients shall provide assurances that all CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

Size: All community colleges must

- Offer at least three of the 12 funded Connecticut CTE Career Clusters:
 - Agriculture, Food and Natural Resources;
 - Architecture and Construction;
 - Business Management and Administration;
 - Education and Training;
 - Finance;
 - Health Science;
 - Hospitality and Tourism;
 - Information Technology;
 - Manufacturing;
 - Marketing;
 - Science, Technology, Engineering and Mathematics; and
 - Transportation, Distribution, and Logistics.
- Each college must qualify for a minimum allocation of \$50,000 or join in a consortium with another eligible community college to meet the minimum allocation requirement.
- Identify and report a substantial number of CTE concentrators each year. The term “CTE concentrator” means a student enrolled is an eligible recipient who has:
 - Earned at least 12 credits within a career and technical education program or program of study; or
 - Completed a program that includes fewer than 12 credits or the equivalent in total.

Scope: All community colleges must

- Provide high-quality CCP programs that align secondary and postsecondary CTE by:
 - Allocating a minimum of \$20,000;
 - Executing articulation agreements, Memoranda of Understanding (MOU) and/or Memoranda of Agreement (MOA) between the community college and all partnering high schools;
 - Allotting of a minimum of 5% towards professional development for partnering high schools’ faculty with the community college faculty; and
 - Utilizing each high school student success plans (SSP) to coordinate intentional programmatic decisions and seamless transitions.
- Offer a minimum of one CTE pathway in each funded Connecticut CTE Career Cluster.
- Each pathway must have at least one sequenced program of study that consists of a minimum of two CTE courses with the exception of a course that leads to a certification. Academic courses do not count as part of the two-course sequence.

- Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, apprenticeships, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
- Provide postsecondary students the opportunity to earn an industry-recognized credential consisting of:
 - registered apprenticeships;
 - a certificate or certification;
 - a certificate of completion of a pre-apprenticeship; and/or
 - a license endorsed by Connecticut.

Quality: All community colleges must

- Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
- Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program’s occupational area.
- Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and records of meeting minutes and attendance must be on file.
- Meet at least 90% of the required level of performance for any of the core indicators.
- Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.
- Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.

Meeting the Needs of Special Populations

Perkins V has expanded the definition of special populations to include:

- individuals with disabilities;
- individuals from economically disadvantaged families;
- low- income youth and adults; individuals preparing for non-traditional fields
- single parents, including single pregnant women;
- out-of-workforce individuals;
- English learners;
- homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- youth who are in, or have aged out of the foster care system; and
- youth with a parent who is a member of the armed forces and is on active duty.

The Board is committed to ensuring that every student—regardless of gender, race, ethnicity, family wealth, zip code, or disability status—is prepared to succeed in lifelong learning and work beyond

school. The CTE State Plan will purposely align to *The Connecticut State Board of Education's Five-year Comprehensive Plan (2016-21): Ensuring Equity and Excellence for All Connecticut Students* and the CT ESSA Plan. The alignment of these plans will provide coherence and leverage in implementing major education reforms in Connecticut.

The CSDE knows that the work of providing equitable access and a well-rounded education to every student is a collective endeavor. There are many helpful tools and resources that have been created across the CSDE to assist eligible secondary and postsecondary recipients with providing appropriate instruction. For example, eligible secondary recipients are encouraged to use the early indication tool (EIT) developed by the Performance Office from the Connecticut EdSight Data warehouse to identify appropriate accommodations and/or immediate intervention in areas including, but not limited to: student attendance, bullying incidents, suspensions, course failure, academic test results and student mobility. Also, the CSDE Office of Student Supports and Organizational Effectiveness in the Bureau of Health/Nutrition, Family Services and Adult Education provides statewide training for teachers, principals, superintendents, school nurses, school counselors, school social workers, other school support staff, and community-based support service staff working directly with students who are homeless. Efforts also place emphasis on providing guidance and training that targets subset populations such as runaway and homeless youth, pregnant and parenting homeless youth and homeless children and youth with disabilities.

The CSDE recognizes that school counselors play important roles in providing valuable college and career assistance to secondary and postsecondary students. Counselors assist students with creating their individualized SSPs and in selecting courses that complement their plans. Students with disabilities have a detailed Individual Education Plan (IEP) that focus on their strengths, educational goals, courses, activities and accommodations that remove barriers to their success. [The Connecticut Comprehensive School Counseling Framework](#) is an articulated, sequential kindergarten-through-grade 12 framework that is comprehensive in scope and sequence, preventative in design, developmental in nature, driven by data, and student centered. The Connecticut framework model reflects a systemic approach to build an accountable and sustainable model based on the ASCA's four components; foundation, delivery, management, and accountability. Connecticut school counselors are responsible for assisting every student in their personal, social, academic, and career development.

Perkins V mandates that each eligible recipient receiving funds under Perkins develop and implement evaluations of the CTE programs carried out with Perkins funds [Section 135(b)(6)], including an assessment of how the needs of special populations are being met. Because of Perkins V, the CSDE is instituting a new program compliance review process to assist in determining secondary and/or postsecondary compliance with the requirements of Perkins V, ensuring local Perkins awards are used appropriately and local performance goals are achieved.

The CSDE Program Compliance Review Process will consist of three tiers:

- Tier One: Self-Assessment
 - All secondary and postsecondary eligible recipients receiving Perkins funds must attest to conducting a yearly self-assessment of the implementation of Perkins V statutory requirements and compliance with State and Federal expectations. Secondary and

postsecondary institutions shall use the results of the self-assessment to ensure compliance with State and Federal program responsibilities and to identify areas of needed improvement.

- Tier Two: Desk Review
 - Selected secondary and postsecondary eligible recipients receiving Perkins funds shall be monitored with a rigorous desk review. The desk review process includes secondary and postsecondary institutions organizing and providing specific documentation (e.g., CLNA) and data to the CSDE for review.
- Tier Three: Onsite Compliance Review
 - Selected secondary and postsecondary eligible recipients receiving Perkins funds shall be monitored with an onsite compliance review. Technical assistance is simultaneously provided during an onsite compliance review.
 - Tier Three includes a review of documentation and data maintained by the secondary or postsecondary institution, information obtained in interviews, and information obtained through direct observation.

Although all secondary and postsecondary institutions are eligible and at some point will be selected for a Tier Two and/or a Tier Three review, those institutions exhibiting any of, but not limited to, the following conditions below are deemed at higher risk and may experience more frequent desk and/or onsite compliance reviews:

- discrimination against members of special populations;
- evidence of serious or chronic compliance problems;
- Perkins V funds not expended;
- complaints from parents and/or other stakeholders; and
- lack of attainment and/or performance progress as evidenced by core indicator data.

Each tier will include secondary and postsecondary Perkins V eligible recipients reviewing program strategies for members of special populations through the lens of providing:

- equal access to activities;
- programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance;
- special populations further learning for high-skill, high-wage, or in-demand industry sectors or occupations;
- appropriate accommodations; and
- instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment [Section 122(d)(9)(E)].

Preparing Teachers and Faculty

The Board is committed to securing an excellent education for current and future generations of students in Connecticut through the intentional focus on the following three areas highlighted in *The Connecticut State Board of Education's Five-year Comprehensive Plan (2016–21): Ensuring Equity and Excellence for All Connecticut Students*: high expectations for every student, great teachers and leaders,

and great schools. The Board’s strategy for improving teaching and learning covers the full continuum of an educator’s career—spanning recruitment, selection, preparation, evaluation, support, retention, and advancement of effective, diverse teachers and leaders—so that every student has access to excellent educators. The Board and the CSDE are committed to supporting the recruitment and preparation of teacher and braiding Federal funds including the allocation of Perkins V and Title II, Part A funds for state level strategies to ensure that all students are supported by great teachers and leaders.

The mission of the CSDE’s Talent Office is to develop and deploy talent management and human capital development strategies to districts and schools statewide so that each and every student is ensured equitable access to effective teachers and school/district leaders in order to be prepared for success in college, career, and life. The Talent Office is focusing on attracting, preparing, inducting, evaluating, supporting, and advancing a strong workforce composed of effective educators who represent the racial, ethnic, and linguistic diversity of the state’s student population. Specific Talent Office initiatives and goals to address the full continuum of an educator’s career are identified below:

- The Talent Office continues its commitment to increasing the racial, ethnic, and linguistic diversity of the educator workforce and diminishing vacancies in persistent shortage areas. Since 2015-16, the percentage of educators of color in the Connecticut workforce has increased from 8.3% to 8.9%. The percentage of administrators of color has also increased, over that same period, from 12.24% to 13.5%. Efforts to engage broad stakeholder groups to achieve collective impact are ongoing.
- Continued efforts to expand TEACH Connecticut.org, a digital recruitment platform, aimed at attracting educators to the teaching profession. The platform has expanded to include a “Talk to a Teacher” option for aspiring educators to get first-hand information on a variety of pathways into the profession and certification options. New resources are available for aspiring educators to include preparation program application checklists, one to one coaching, best practice guides, and an opportunity to win a \$1000 scholarship. Currently, 15 educator preparation programs and 68 school districts are committed partners in the program.
- Continued efforts to take actions aligned to the six high-level principles for the transformation of educator preparation programs for both teachers and school leaders recommended by the Educator Preparation Advisory Council (EPAC) and approved by the Connecticut State Board of Education (SBE), including development of a public facing Educator Preparation data system, a new teacher/employer survey, a new principal survey, successful phased implementation of a new administrator licensure assessment, edTPA, and the review and approval of new, innovative educator preparation programs.
- Continue to provide ongoing support to both traditional and alternate route educator preparation programs specific to persistent shortage areas and/or align with the CSDE/SBE goal to increase the racial, ethnic, and linguistic diversity of Connecticut’s educator workforce. During 2018-2019, the State Board of Education granted full approval to new educator preparation programs to prepare certified educators in shortage areas:
 - The University of Hartford (UHART): Initial certification program in special education;

- Southern Connecticut State University: Integrated Elementary/Bilingual program at the graduate level;
 - Teach For America: Bilingual Education, cross endorsement with Elementary Education, alternate route to certification program;
 - Fairfield University: Comprehensive Special Education, K-12, undergraduate level (initial certificate) program to create a 5-year integrated bachelor's/master's degree; and
 - The Capitol Region Education Council (CREC): Alternate route to certification (ARC) residency program leading to an endorsement in elementary education with a specific focus on recruiting and preparing candidates of color.
- Implement the third round of funding provided by the Office of Special Education Programs (OSEP) to partner with the Collaboration for Effective Educator Development and Reform (CEEDAR) Center in continuing efforts around reforming Connecticut educator preparation provider (EPP) programs. This continued funding will support the work of the faculty at seven EPPs: Central, Southern, Eastern and Western Connecticut State Universities, University of Bridgeport, Fairfield University, and Sacred Heart University and five local school districts in aligning the training and support of Connecticut educators from pre-service to in-service, specifically focusing on using edTPA, Connecticut's pre-service performance assessment, as a bridge between student teaching and TEAM, Connecticut's induction program for beginning educators.
 - Continue our third year of a partnership with the University of Connecticut (UConn) on the University Principal Preparation Initiative (UPPI), through a grant funded by the Wallace Foundation, to transform principal preparation. In its second year, the focus of UPPI is to engage with a preparing institution, state and district partners to improve the effectiveness of principals, specific to raising the quality of urban schools. To meet the aims of UPPI, UConn formed a Networked Improvement Community (NIC) to draw upon the knowledge and expertise of leaders from partner districts (Hartford, New Haven, and Meriden), state-level administrators, and university faculty. NIC's goal is to make significant changes to the (1) content and pedagogy of principal preparation instruction, (2) supervised clinical practice, and (3) measure graduates' impact. Connecticut has eight administrator preparation programs all of which are invited to the table to contribute to the work of "transforming the Connecticut principalship" through several joint convening. Year three will be a continued focus on developing school leaders to support Family, School, and Community Partnerships, Equity Frameworks for Culturally Responsive Teaching and Learning and Leadership through an Equity Lens.
 - Entered into a 'Teacher Table' partnership with Council for Chief State School Officers (CCSSO), the Coalition to Elevate Teaching (CET), and the College Football Playoff Foundation (CFPF) to investigate Connecticut's persistent shortage areas, particularly in the areas of Special Education and Bilingual Education. As a result of the partnership, the Rockefeller Institute of Government published The State of Connecticut Teacher Workforce report (public release fall 2019) and the Talent Office has partnered with University of Connecticut (UConn) to host two 'Teacher Tables' during 2019-20, focused on addressing Special Education and Bilingual Education shortage areas.

- Coordinate statewide recognition and professional learning events as part of an effort to both recognize excellent educators and to elevate the image of the teaching profession as a recruitment strategy. These events include the Connecticut State Teacher of the Year process, Milken Educator Award and the Anne Marie Murphy Paraeducator of the Year.
- Continue ongoing efforts to support Connecticut’s Teacher Education and Mentoring (TEAM) Program through partnerships with the RESC Alliance leadership, District TEAM Facilitators, and TEAM stakeholder groups to support individual educators and local district staff support early career educators.
- Continue to provide technical assistance to support implementation of Connecticut’s educator evaluation and support system in all local and regional school districts and Connecticut Approved Private Special Education Facilities under which every Connecticut teacher and leader is evaluated by a standards-based system based on multiple measures of growth and development.

Fiscal Responsibility

The approval process for eligible secondary and postsecondary recipients receiving Perkins V funding in the CTE State Plan (2020–2024) years will begin with each eligible recipient submitting an application to the CSDE. The CTE State Plan (2020–2024) Application includes the submission of a comprehensive budget, budget narrative, and an improvement plan.

Funds made available under Perkins V for CTE shall supplement, and shall not supplant non-federal funds expended to carry out CTE and CCP activities. Eligible recipients must justify their funding requests using data and provide a detailed description of each of the following:

- the needs assessment process that occurred and informed the local application including a list of the diverse body of stakeholders contributing to this work;
- the strategies that will be utilized to overcome lower rates of access to, or performance gaps in, the courses and programs for special populations;
- the alignment of local CTE programs to Connecticut, regional, or local in-demand industry sectors and occupations;
- programs of study that allow for multiple entry and exit points;
- opportunities for work-based learning and the attainment of recognized industry-recognized credentials and dual/concurrent enrollment credits;
- the CTE advisory board and how their work assists in the establishment, improvement and evaluation of CTE programs;
- student participation and teacher advisement of Career and Technical Education Student Organizations (CTSOs);
- the Work-based Learning experiences available for students to gain strong experience in and understanding of all aspects of an industry;
- proposed professional learning targeted to measurable program and student improvement including the training of teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with

disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act; and

- specific, measurable goals and objectives for the systemic improvement of student achievement and improvement of CTE programs.

In the CTE State Plan (2020–2024) Application, eligible recipients will explain the strategies, structures, and processes that will be implemented to increase core indicator performance levels. If an eligible 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 CSDE and others during the first succeeding program year. The CSDE 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.

Eligible recipients will update the comprehensive needs assessment not less than every two (2) years.

Secondary-level funds shall be allocated to local education agencies and to consortia qualifying for the \$15,000 minimum grant award by the formula criteria established by Perkins V. Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the State for such preceding fiscal year, as determined on the basis of the student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system. Seventy percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 112(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year.

The CSDE will distribute the portion of the funds made available under section 112(a)(1) to carry out this section to eligible postsecondary institutions or consortia of eligible institutions within Connecticut. Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding fiscal year bears

to the sum of the number of such recipients enrolled in such programs within Connecticut for such year.

As authorized under sections 131(c)(1) and 132(c)(1) of Perkins V, secondary school recipients with an allocation less than \$15,000, and postsecondary recipients with an allocation less than \$50,000, must become part of a consortium that shall operate joint projects that provide services to all partners in the consortium and are of sufficient size, scope, and quality to be effective. All consortium goals must be mutually beneficial to all members of the consortium. The CSDE assists in establishing consortiums that will fulfill legislative requirements and work together on projects in achieving state goals.

The CSDE will utilize section 124(b) Perkins V to award incentive grants to eligible recipients as described in section 135 for secondary schools and postsecondary institutions. The applicants will respond to state projects established to fulfill Connecticut occupational areas of high-skill, high-wage, or in-demand areas such as business, manufacturing, and health careers. Under Perkins V, the reserve funds will continue to provide competitive opportunities to school districts allocated lesser formula allocations to bolster district efforts in improving and enhancing CTE through innovative programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields.

Specific Dollar Allocations

On February 11, 2019, consistent with section 122(e)(1) of Perkins V, the CSDE met with representatives of three (3) state agencies to develop the portion of the CTE Transition plan relating to the amount and uses of 2019–20 funds proposed to be allocated to secondary and postsecondary. The following agencies were represented at this meeting: Connecticut Board of Regents, Connecticut Department of Labor, and Connecticut Technical Education and Career System. After a line-by-line analysis, representatives approved the proposed Perkins budget for Fiscal Year 2020 (B: Budget Form, page 23). This budget provides the specific dollar allocations to be made available by the CSDE for secondary and postsecondary CTE programs and programs of study. Allocations are distributed to eligible recipients by formula.

If a secondary eligible recipient has a College Career Pathway (CCP), dual enrollment, articulation agreement with a community college, a minimum of 5% of the secondary's program allocation must be used in support of the CCP. All postsecondary eligible recipients must use a minimum of \$20,000.00 of their Perkins allotment in support of CCP. Thus, all eligible recipients that have CCP are using funds to support the program.

After a careful analysis, the CSDE has determined that a 75%, 25% split between secondary and postsecondary eligible recipients is equitable and supports CTE students' ability to prepare for high-skill, high-wage, and in-demand pathways, program of studies and occupations.

The state adjusts the data used to make the allocation to reflect any change in school district boundaries by utilizing the prior year enrollment and other statistics used to determine a per pupil grant. This grant is then assigned to the district/school where the pupils are located in the current year.

For example, if a charter school was located in Hamden in the data year, an allocation would be derived based on that data but if the school moved to New Haven, New Haven would receive the entitlement for the current year.

At this time, Connecticut has no plans to utilize an alternative allocation formula.

On December 17, 2018, Mr. John Miller, Audit Liaison Officer for the Office of Career, Technical and Adult Education (OCTAE), approved Connecticut’s proposed policies and procedures pertaining to Maintenance of Effort (MOE) calculation and fiscal effort per student (Appendix G).

The CSDE Bureau of Fiscal Services created the following five-part procedure to be completed annually for the state fiscal year and recorded in the Perkins Grant MOE file to ensure the maintenance of effort meets or exceeds the requirements of the federal grant.

Part 1 – Compile MOE Account Totals

- Run a Commitment Control Budget Status Report on CORE-CT for each of the Special IDs listed in Step b below, using the following parameters:
 - Fund – 11000
 - Special ID
 - 12519 (Salaries - CT Technical Education and Career System “CTECS”)
 - 12602 (Operations – CTECS)
 - 17017 (Agriculture Science and Technology Education “ASTE” Grant)
- Budget Period – Use the state fiscal year that MOE is being calculated for
 - Project – All
 - Department – SDE64000 to SDE64551
 - Open each file from the process monitor in the .csv format and immediately save to an .xlsx file.
- Transfer/copy the information from each sheet into one spreadsheet.
- Re-sort the entire sheet by SID, Project, and Department, in that order.
- Subtotal the sheet by SID.
- Total the sheet for all SIDs.

Part 2 – Administrative Match

- Collect the administrative match for all state salaries and expenditures identified by the program office as Perkins Match by running a payroll report in CORE/Access payroll database (not including fringe) for the fiscal year being calculated and extracting the identified personnel.
- Multiply the payroll charges, per person, times the level of effort percentage associated with the Perkins Match for each individual as identified by the program office. This will give the payroll portion of those salaries that are applied to the Perkins Match.
- Add the cumulative amount from Step 2 above as a separate line item to the bottom line of the spreadsheet from Part 1, Step 6, and label it “Administrative Match”.

Part 3 – Adjustments

- Identify if any of those expenditures for Perkins Match existed in any of the three SIDs used for MOE in Part 1 above. If so, make a separate line for each SID to reduce that amount from the total shown in Step 6 of Part 1 above, and label accordingly.
- Identify any expenditures in any of the three SIDs used for MOE in Part 1 above that are classified as Capital Equipment (note, for this purpose, this should not include trade equipment, but rather building or infrastructure related expenses that are a capitalized cost), and make a separate line for each SID to reduce the total shown in Step 6 of Part 1 above, and label accordingly.
- Identify any expenditures in any of the three SIDs used for MOE in Part 1 above that are classified as Pilot Programs, one time project costs, tuition, or student fees, and make a separate line for each SID to reduce the total shown in Step 6 of Part 1 above, and label accordingly.

Part 4 – Aggregate MOE Total

- Calculate the total from above Parts 1, 2, and 3 to determine MOE for the fiscal year in which you are processing the report.

Part 5 – MOE Per-Student Basis

- Obtain from CTECS the total number of students enrolled as of October 1 of the previous year.
- Obtain from the CSDE Academic Office the number of students enrolled in the ASTE programs, statewide, as of the previous year's October 1 reporting.
- Add the CTECS enrollment to the ASTE enrollment.
- Divide the total MOE calculated in PART 4 above by the total students calculated in Step 3 above. This is the per-student MOE for the fiscal year.

Methodology

This MOE calculation uses the following methodology:

- All state appropriated funds in a fiscal year that were expended for:
 - The Connecticut Technical Education and Career System (CTECS);
 - The Agriculture Science and Technology Education (ASTE) Grant; and
 - Connecticut's Administrative Match for the Perkins Grant.

Note: This does not include capital expenditures as part of overall MOE calculation as spelled out in section 211(b)(1)(B) of Perkins V. Further, it does not include costs for Pilot Programs, one time project costs, tuition payments or student fees.

The baseline used for the transition year and subsequent CTE State Plan, will be a continuation of the base line approved by OCTAE on December 17, 2018. See table below for the CSDE Perkins MOE calculation/re-calculations for fiscal years 2017 and 2018.

Table: CSDE Perkins MOE Calculation/Re-calculations for Fiscal Years 2017 and 2018

Description	Fiscal Year 2017	Fiscal Year 2018
SID 12519 - Regional Vocational-Tech Schools - CTECS	153,787,366	124,711,224
SID 12602 - Technical High Schools CTECS - Other Expenses		21,978,228
SID 17017 - Vocational Agriculture - ASTE	10,228,588	9,972,874
MOE Account Totals (Part 1, Step 6)	164,015,954	156,662,326
State Administrative Match (Part 2, Step 3)	507,573	524,193
Adjustment for Match costs already in MOE (Part 3, Step 1)	424,229	429,062
Adjustment for One-time Costs/Pilot Programs (Part 3, Step 2)	-	-
Adjustment for Infrastructure /Capital Costs (Part 3, Step 3)	1,171,027	230,575
Total Adjustments/Exclusions	1,595,256	659,63
Total Aggregated MOE (Percentage of Reduction from 2017 to 2018 3.93%)	162,928,272	156,526,881
PER-STUDENT CALCULATION		
CTECS enrolled students	10,555	10,729
ASTE enrolled students	3,532	3,518
Total Enrolled Students Previous Oct. 1	14,087	14,247
PER-STUDENT MOE	11,566	10,987

Accountability for Results

1. Core Indicator of Performance 5S1

Identify and include at least one (1) of the following indicators of CTE program quality:

- a. the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;
- b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning.

Core Indicator of Performance 5S1: Program Quality – Participated in Work-based Learning

The percentage of CTE concentrators graduating from high school having participated in work-based learning

Numerator: Number of CTE concentrators graduated from high school having participated in an approved work-based learning experience

Denominator: Number of CTE concentrators who, in the reporting year, graduated from high school

2. Connecticut Core Indicators of Performance for CTE Students

- a. **Measurement Definitions:** Connecticut has established the following measurement definitions for each of the core indicators of performance for CTE students at the secondary and postsecondary levels:

Connecticut’s core indicators of performance measurements are based on the secondary and postsecondary participant and concentrator definitions.

CTE participant: The term “CTE participant” means an individual who completes not less than one course in a career and technical education program of study of an eligible recipient.

CTE concentrator: The term “CTE concentrator” means:

- (A) At the secondary school level, a student served by an eligible recipient who has completed at least two courses* in a single career and technical education program of study.
- (B) At the postsecondary level, a student enrolled is an eligible recipient who has
 - (i) Earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) Completed a program that includes fewer than 12 credits or the equivalent in total.

* This means that once a student completes 2 courses in a single CTE program or program of study, that student is counted as a CTE concentrator.

- b. In addition to Core Indicator of Performance 5S1: Program Quality – Participated in Work-Based Learning, Connecticut has established the following core indicators of performance for CTE students at the secondary and postsecondary levels:

Core Indicator of Performance 1S1: Four-Year Graduation Rate

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in four years in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its four-year adjusted cohort graduation rate as defined in in Section 1111(b)(2)(C)(vi) of the ESEA

Core Indicator of Performance 2S1: Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

Numerator: Number of CTE concentrators who met or exceeded expectations on the Statewide high school reading/language arts assessment as administered by the State under Section 1111(b)(3) of the *Elementary and Secondary Education Act* (ESEA) as amended by the *Every Student Succeeds Act* (ESSA) and who, in the reporting year left secondary education

Denominator: Number of CTE concentrators who took the Statewide high school reading/language arts assessment as administered by the State under Section 1111(b)(3) of the ESEA as amended by ESSA and who, in the reporting year, left secondary education

Core Indicator of Performance 2S2: Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

Numerator: Number of CTE concentrators who met or exceeded expectations on the Statewide high school mathematics assessment as administered by the State under Section 1111(b)(3) of the *Elementary and Secondary Education Act* (ESEA) as amended by the *Every Student Succeeds Act* (ESSA) and who, in the reporting year, left secondary education

Denominator: Number of CTE concentrators who took the Statewide high school mathematics assessment as administered by the State under Section 1111(b)(3) of the ESEA as amended by ESSA and who, in the reporting year, left secondary education

Core Indicator of Performance 2S3: Academic Proficiency in Science

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

Numerator: Number of CTE concentrators who met or exceeded expectations on the Statewide high school science assessment as administered by the State under Section 1111(b)(3) of the *Elementary and Secondary Education Act* (ESEA) as amended by the *Every Student Succeeds Act* (ESSA) and who, in the reporting year, left secondary education

Denominator: Number of CTE concentrators who took the Statewide high school science assessment as administered by the State under Section 1111(b)(3) of the ESEA as amended by ESSA and who, in the reporting year, left secondary education

Core Indicator of Performance 3S1: Postsecondary Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

Numerator: Number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed

Denominator: Number of CTE concentrators who exited from secondary education during the reported year

Core Indicator of Performance 4S1: Non-traditional Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Numerator: Number of CTE concentrators who are non-traditional for the field

Denominator: Number of CTE concentrators in that program or programs of study that lead to non-traditional field

Core Indicator of Performance 1P1: Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

Numerator: Number of CTE concentrators who remained enrolled in postsecondary education, are in advanced training, military service or a service program, that receives assistance under title I of the National Community Service Act or are placed or retained in employment in the 2nd quarter following completion of the CTE program

Denominator: Number of CTE completers who left postsecondary education in the reporting year

Core Indicator of Performance 2P1: Credential, Certificate, or Degree

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion

Numerator: Number of CTE concentrators who have received a degree, certificate, or industry credential up to the reporting year

Denominator: Number of CTE concentrators who completed a program during the prior reporting year

Core Indicator of Performance 3P1: Non-traditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields for their gender.

Numerator: Number of under-represented CTE concentrators based on gender in non-traditional CTE programs during the reporting year

Denominator: Number of CTE concentrators in non-traditional CTE programs during the reporting year

Connecticut's Determined Performance Levels (SDPL) Form

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	81%	82%	83%	84%	85%
2S1: Academic Proficiency in Reading Language Arts	61%	62%	63%	64%	65%
2S2: Academic Proficiency in Mathematics	38%	39%	40%	41%	42%
2S3: Academic Proficiency in Science	44%	45%	46%	47%	48%
3S1: Post-Program Placement	62%	63%	64%	65%	66%
4S1: Non-traditional Program Concentration	37%	38%	39%	40%	41%
5S3: Program Quality – Participated in Work-Based Learning	4%	5%	6%	7%	8%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Post-Program Placement	89.4%	89.9%	90.4%	90.9%	91.4%
2P1: Earned Recognized Postsecondary Credential	14.7%	15.2%	15.7%	16.2%	16.7%
3P1: Non-traditional Program Concentration	11.5%	11.8%	12.0%	12.3%	12.5%

Procedure for Determining State Determined Levels of Performance

Per Perkins V, Connecticut is required to identify core indicators of performance for CTE students identified as CTE concentrators at the secondary and postsecondary level. The CSDE sought feedback to assist in the development of the indicators. Indicator performance levels were developed by the CSDE and the Connecticut Board of Regents, taking into account how the levels of performance compare with the Connecticut levels of performance identified under ESSA as well as considering factors including the characteristics of actual CTE concentrators and services provided. The indicators and survey were posted on the dedicated Web page for 60 days for public comment. The survey offered stakeholders an opportunity to provide feedback regarding how the levels of performance:

- meet the requirements of the law;
- support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
- support the needs of the local education and business community.

Stakeholders did not provide feedbacks or comments.

With Perkins V, Connecticut will be implementing some significant changes to its methodology for CTE accountability. These include the following:

- The CSDE will begin using CTE course completion data at the student level to establish concentrator status when in the past, program-reported aggregate data were used.
- Work-based learning is a new indicator that is also being determined using student participation in workplace experience courses.
- Connecticut implemented a new science assessment starting with 2019.
- The CSDE is also expecting to make some adjustments to the occupation clusters that would count as non-traditional for specific genders.

To establish the performance levels for the state plan, Connecticut re-analyzed past data using the new methodologies to the best of its ability to determine an estimated baseline level of performance. To demonstrate the state's commitment toward meaningful progress pursuant to Section 113(b)(3)(A)(i)(III), the CSDE projected incremental annual improvement for each indicator.

The CSDE will analyze data on the core indicators of performance based on different student groups to identify gaps in performance. Based on those and other analyses, the CSDE will provide targeted technical assistance and professional learning opportunities to educators in that will connect educators to evidence-based approaches. The CSDE's [evidence-based practice guides](#) will serve as a foundational resource for this effort. They will be supplemented with other CTE specific resources. The CSDE will also learn from practitioner wisdom and experience, especially in areas where no definitive evidence exists.

Perkins V mandates that each eligible recipient receiving funds develop and implement evaluations of the CTE programs carried out with Perkins funds [Sec. 135(b)(6)]. With Perkins V, the CSDE has instituted a three-tiered program compliance review process to assist in determining secondary and/or postsecondary eligible recipients' compliance with the requirements of Perkins V, ensuring local awards

are used appropriately and local performance goals are achieved. The CSDE program compliance review process consists of three tiers:

- Tier One: Self-Assessment;
- Tier Two: Desk Review; and
- Tier Three: On-site Compliance Review.

Tier One: Self-Assessment

Eligible recipients receiving Perkins funds must conduct a yearly self-assessment of the implementation of the Perkins V statutory requirements. Eligible recipients will attest to their compliance through the assurances portion of the Perkins V Local Application. Secondary and postsecondary eligible recipients shall use the results of the self-assessment to ensure compliance with State and Federal program responsibilities and identify areas of needed improvement.

Tier Two: Desk Review

Selected secondary and postsecondary eligible recipients receiving Perkins funds shall be monitored with a desk review. The desk review process includes secondary and postsecondary eligible recipients organizing and providing specific documentation and data to the CSDE for review.

Tier Three: On-site Compliance Review

Selected secondary and postsecondary eligible recipients receiving Perkins funds shall be monitored with an on-site compliance review. Technical assistance is simultaneously provided during an on-site compliance review. Tier Three includes:

- a review of documentation and data maintained by the secondary or postsecondary eligible recipient;
- information obtained in interviews; and
- information obtained through observation.

Although all secondary and postsecondary eligible recipients are eligible and will be selected for a tier two and/or a tier three review, those institutions exhibiting any of the following conditions are deemed at higher risk and may be required to complete more frequent desk or on-site compliance reviews:

- evidence of serious and/or chronic compliance problems;
- funds not expended;
- complaints from parents and/or other stakeholders; and
- lack of attainment and/or progress as evidenced by core indicator data.

Assurances, Certifications, and Other Forms

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment⁹ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

⁹ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a publiccomment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

B. EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Budget Form

State Name: _____

Fiscal Year (FY): _____

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$
2	State Administration	%	\$
3	State Leadership	%	\$
4	• Individuals in State Institutions	%	\$
4a	- Correctional Institutions	Not required	\$
4b	- Juvenile Justice Facilities	Not required	\$
4c	- Institutions that Serve Individuals with Disabilities	Not required	\$
5	• Non-traditional Training and Employment	Not applicable	\$
6	• Special Populations	%	\$
7	Local Formula Distribution	%	\$
8	• Reserve	%	\$
9	- Secondary Recipients	%	\$
10	- Postsecondary Recipients	%	\$
11	• Allocation to Eligible Recipients	%	\$
12	- Secondary Recipients	%	\$
13	- Postsecondary Recipients	%	\$
14	State Match (from non-federal funds)	Not applicable	\$

**Appendix A: CSDE Perkins V Plan Process:
Stakeholders Engaging in the Vision**

CSDE Perkins V Plan Process: Stakeholders Engaging in the Vision

To assist in developing the CTE Transition and State Plans, the CSDE multipronged stakeholder engagement process included the following three steps: Engaging in the Vision, Continuing the Conversation, and Posting the CSDE Perkins V State Plan. Data were collected through on-line and in-person surveys, presentations, meetings, focus groups, and public hearings. Over 2,500 individuals participated.

The CSDE developed the following questions for use during the in-person data collection opportunities (e.g., presentations, meetings, focus groups) to assist in developing the State Plan:

- How can students explore careers?
- How we can ensure equal opportunities for all Connecticut students in career and technology education?
- What specific skills would you like students to learn in their K-12 educational experience to graduate ready for college and career?
- What does “rethinking CTE” mean?
- How can Connecticut ensure equity in career and technical education for all students?
- How can high schools and community colleges recruit “special populations” to enroll in career and technical classes?
- What are ways in which districts can effectively collaborate with local workforce boards?

The CSDE developed the following questions in Spanish and English for use during the online survey data collection:

- What is your role?
- How can student exploration of careers in Connecticut be expanded?
- What specific skills should students learn in their K-12 educational experience to ensure they graduate ready for their chosen careers?
- How can equity in Career and Technical Education be ensured for all Connecticut students?
- What factors are most important to building a quality Career and Technical Education program?
- What suggestions do you have to shape the vision of Career and Technical Education in Connecticut?

The CSDE developed the following questions for use during the online student survey data collection:

- How did your high school introduce you to various careers?
- What skills are you learning to help you be successful after graduation?
- What high school classes have you taken that have best prepared you for the success after you graduate?
- What do you think will give students more opportunities to explore careers?

Summary of Findings from Surveys

Characteristics of participants taking the surveys.

31 members of the manufacturing industry responded to the surveys disseminated by the CSDE. At the time of the analysis, 64.5% (n = 20/31) were presidents/owners; 6.5% were vice presidents (n = 2/31); 6.5% were sales managers (2/31); 6.5% were human resource directors (2/31); and 16% were other (e.g., a director of quality assurance, a design engineer, a representative from Aero Gear, a representative from the ACM Workforce Team and an AMC advisory board member).

26 members within the School Community responded to the surveys disseminated by the CSDE. At the time of the analysis, 50% were teachers (n=13/26) of those were 7 Career and Technical Education Teachers, 3 Career and Technical Education Teachers/Parents, 2 Career and Technical Education Teachers/Directors/Parents, and 1 Special Education teacher; 27% were Career and Technical Education Director, Program Coordinator or Facilitator (n= 7/26) of those 1 was also a School Counselor and 2 were also Business Industry Representatives; 15% were Counselors (n=4/26) of those 2 were Career Counselors, 1 was a School Counselor and 1 a School Counselor/Parent; 8% were Administrators (n=2/26) 1 was at the District level and 1 was at the School Level.

117 members responded to the Public Survey put forth by the CSDE. At the time of analysis, 30.17% members were General Education Teachers (n=35/117) , 20.69% were District Level Administrators (n=24/117), 8.624% were Special Education Teachers (n=9/117), 7.76% were State Employees (n=9/117), 5.175% were School Level Administrators (n=6/117), .86% was a School Counselor (n=1/117), .86% was a Postsecondary Representative (n=1/117), 12.963% were other (Industry School Partner, Transition Coordinator, Nonprofit Leader, CAPSS, Board of Education, District College and Career Readiness Coordinator, Disability Advocate, General Education Teacher/parent, Trade School Instructor, Community Member, Library Media Specialist, School Psychologist, Career Services and ELO representative).

Eight parents 80% (n=8/10) and two parent coordinators 20% (n=2/10) were present for a focus group regarding Perkins V and provided responses to the questions disseminated by the CSDE.

39 members of the Connecticut Secondary Transition Community of practice responded to the surveys disseminated by the CSDE.

Two Charter School representatives responded to the surveys disseminated by the CSDE.

678 students responded to the surveys disseminated by the CSDE.

Data Gathered from Student Survey

1. Courses and skills students reported as preparing them for success after graduation:
 - Agriculture, Food, and Natural Resources
 - Skills: ag production and education, livestock, animal behaviors, tree identification

- Courses: agriculture, veterinary science, Vo-Ag exploratory, Ag production, natural resources, UCONN ECE Horse Management, vet science, aquaculture
- Architecture and Construction
 - Skills learned: wood working, small tool usage
 - Courses: architectural design, drafting, construction, wood shop
- Business Management and Administration
 - Skills learned: how to run a business
 - Courses: intro to business, entrepreneurship, business 101, international business, business concepts
- Education and Training
 - Skills learned: child care, how to work with children
 - Courses: early childhood, child development
- Finance
 - Skills learned: financial literacy, investments, starting up a business, pay, check writing
 - Courses: personal finance, financial accounting, money management, accounting I, accounting II, advanced accounting
- Health Science
 - Skills learned: medical terms, patient care, patient contact, CPR, stop the bleed, nursing, physical therapy, CNA
 - Courses: medical careers, pharmacy technician, physical therapy, foundations of health, medical assistant, allied health professionals, medical assistance
- Hospitality and Tourism
 - Skills learned: culinary
 - Courses: foods I, foods II, culinary arts, hospitality management
- Information Technology
 - Skills learned: digital art, technology, computer skills, Microsoft, computer science, software, coding, JAVA, gaming, programming, web design
 - Courses: computer graphics, computer science, web design, game design, certified Microsoft office professional, computer essentials, information technology
- Manufacturing
 - manufacturing
- Marketing
 - Skills learned: marketing, sports marketing
 - Courses: marketing, advertisement marketing
- STEM
 - Skills learned: engineering, drafting, CAD, welding
 - Course: engineering
- Transportation, Distribution, and Logistics
 - Skills learned: mechanics, engine repair, small engines, engine maintenance, preventative maintenance

- Courses: mechanics, automotive
- Overarching themes: safety, OSHA and apprenticeships
- Math
 - calculus, geometry, algebra, pre-calculus, pre-algebra, statistics
- Science:
 - biology, chemistry, anatomy, marine biology, earth science, environmental science, forensics
- English
 - AP research, journalism, American literature
- Social Studies
 - AP government, modern history, world history, current events, European history, western civilization, macroeconomics
- Foreign Language
 - Spanish, French, Chinese, Latin
- Other
 - art, music, orchestra, psychology, sociology, broadcast news, criminal justice

2. Skills students reported as helping them be successful after they graduate:

Personal Skills

- Communication, social skills, people skills, listening skills, Being Mature, Time management, kindness and organization, adaptability, determination, perseverance, self-advocate, responsibility, and independence

Readiness Skills

- Leadership skills , how to be prepared for college, taking college type classes, interview skills, resume writing, networking, professionalism, widened perspective, collaboration, public speaking, skills learned from core classes, filling out paper work , employability skills, and work ethics

Non-CTE

- Foreign language, math skills, reading skills, writing skills, and science skills

3. What do student think will give students more opportunities to explore careers?

Students reported the following four areas **opportunities to explore careers reported their responses and these four areas were almost equally important.**

- Provide students opportunities to work or do a pre-apprenticeship during the school day
- Provide students with more information about careers available in Connecticut
- Provide students opportunities to earn college credit while in school
- Provide students opportunities to earn work-related certificates or licenses

How did your high school introduce you to various careers?

- People: Teachers, Guidance

- Platforms: Naviance, Career Videos, Career Tests, Personality Tests, PowerPoints, Conferences, Surveys, Advisory, School to Career, Career Center, Linked In
- Programs: Clubs, College Fairs, Career Day, Career Fairs, Summer Camp, Internships, Job Walks, Job Shadows, Volunteer Opportunities, Speakers Presentations, Junior/Senior Seminars, Representatives from College and Industry, Assemblies
- Courses: Career Pathways, CTE Courses, Career Based Courses

Data* Collected from Surveys and Focus Groups Organized by Theme

*Note: Many of the statements below are direct quotes. However, for deriving themes, identical statements were bundled.

Exposure

- Broad exposure over middle schools and year to many different industries Narrow exposure to areas of interest in high school junior and senior
- all of these need to be expanded early and often
- There needs to be multiple checkpoints
- continuum
- embed in curriculum
- make district to district practices known,
- partner with other agencies such as DOC
- More CTE course offerings at various types of schools
- Track and present data
- Offer CTE courses on a rotation basis and require 1 course from each cluster so students can get a feel for each genre
- Leverage SSP and imbed in schools culture

Exploration

- career expos/fairs
- Workplace visits/job shadowing
- “Manufacturing Day” experiences (and other industries)
- 2 days exploration in trades @ Tech and Vo-Ag schools, 8th grade “camp” experiences – Title I ventures
- Community projects
- Student interest surveys
- Virtual, chat online with professional
- Career field trips to community
- Bring experts in from community
- Researching current professionals
- Reach out to community: visitors to classroom
- Business on-site visits- internships

- Teacher/students brainstorming
- career web
- Parents' Night – 8th grade and even earlier
- Women only apprenticeship cohort
- Bring in AARP mentors from nontraditional background in schools ex. Wallingford model math with nontraditional needs
- Should have “life skills” and “agency” classes
- summer jobs
- Work-based learning
- Student work experiences
- College/career readiness courses
- Release them out on a WPL internship (ex. Senior year ½ day release, part time WPL work)

Recruitment

- Seeing is believing...if you meet someone that looks like you can be most powerful thing
- Make videos of people who are successful and post on our website for schools,
- Social media- e.g. Twitter
- Focus on peer to peer recruitment
- Recruitment in community (churches)
- More diverse teachers (ethnic, gender, etc.)
- give information to students/families on CTE
- Strong storytelling across social channels
- Influence from diverse professionals
- Integrate college into schools and out to campuses and employees
- WIOA-Out of school youth work and learn 18-24 ages
- Bring successful special population to speak/mentor

Strategies

- Help teachers adjust curricula to ensure that learners can
- Contextualized learning/how studies translate into jobs/applied learning
- Make sure teachers, families, counselors, etc. have the communications tools necessary
- Reframe language- nontraditional
- Reframe the way we talk about “readiness”
- Data sharing with community
- Map students extracurricular from younger age like NT pathways
- IEP ID needs- teachers qualified and trained to deal with special needs and disabilities
- ID special population is- expanded over past who are these students (ex. Foster students),
- Offer stackable credentials
- Clearly define career pathways (HS-CC-Industry)
- Using opportunity to create intro classes that are shorter than a semester

- Develop urban initiatives
- Supporting our technical school systems and programs,
- Formal structure needs to connect schools and businesses
- More opportunities and travel for students to explore other communities
- Identifying barriers

Teachers/school counselors/schools/districts

Teacher

- Internships
- Use data and identify those populations may be difficult due to privacy, so look at all
- Work with family members and current pipeline to determine how to engage their kids- 2 BEU Approach
- Micro-credentialing/Badging
- Need repository of creative ideas/interactive
- Leverage existing infrastructure and resources in new innovative ways e.g. school libraries
- Curriculum connected to careers
- afforded opportunities for professional learning
- Educate teacher, parents, admin, on different career clusters
- Community members coming in to talk about careers
- Collect data and needs assessment – district goals for special pops
- Certification of CTE teachers
- Diverse offerings
- Diverse teachers- work w/ trade unions to focus on retention efforts w/ climate, Exposure/awareness of career possibilities
- Externships/help teachers understand job opportunities better,
- Dedicated leader/respect for CTE (Accountable for data)
- Barrier (B/C of privacy concerns)
- IDing students in target populations
- Employment materials for counselor, teachers, district leaders
- Indicators and transparency in data sharing and accountment (sic)
- School/business meetings
- Connect with local chamber of commerce to be bridge to WIB,
- Greater articulation in coursework/alignment w/ potential careers
- Create more Career Counselor positions so they can help bridge the gap between districts, students and industry
- Create and share a database of professionals willing to come into schools
- Establish student ambassadors to increase recruitment and retention
- Every district needs to have coordinated career DEU in kindergarten
- Every district needs to have a qualified Transition Coordinator

- Presentations to BOE; collaboration w/ superintendents
- Cross pollination of practices

Business, Industry, and Community College Involvement

- Enable industry to create programs,
- Mutual trust between industry, districts and community colleges
- Employer engagement aligned to workforce needs and reflected in curricula
- Opportunities for teachers to go on externships in summer to visit actual companies/opportunities
- Town-wide community exposure challenge w/ local businesses
- Use ambassador program from businesses to reach out to schools, Industry associations outreach/partnership w/ schools
- Open lines of communication between students, parents, k-12, colleges and industry
- Provide incentives to for local communities/businesses to mentor/hire young adults with or without disabilities

Ensuring Equal and equitable opportunities in CTE

- Identifying population targeted
- Sharing data and best practices on how programs are doing
- Who has post-graduation data?
- Define equity goals w/ data and needs assessment- set expectations across districts
- Disclosure of special population/learning disability so support services can be provided
- No discrimination against participation based on 504, IEP, gender, race and age
- If you don't know who they are and what they need how do you help
- ID gaps in achievement rates
- Access: awareness, exposure, enrollment
- Transportation (e.g. DOT CT transit)
- Resources
- Provide support for all stakeholders
- Having diversity in teaching staff and staffing
- Certifying CTE teachers/remove barriers and fast-track teachers
- Diverse offerings
- Indicators and transparency in data sharing and accountment (sic)
- CTE classes counts as some credit weight- effects GPA
- Advocacy at local district level on graduation requirement policy
- Include DCF in discussions
- Transparency about earnings/salary possibilities/expectations
- Elevate student voice
- Access/parity to guidance counselors
- SEL/life skills training

- Opportunities and options in courses should be available at student scheduling time, which will allow more purposeful placement of CTE students
- Work with families to change the perception of CTE careers
- Whole school exposure programs
- Create an easier process to provide students with real world experiences
- Open lines of communication between students, parents, k-12, colleges and industry
- Willingness for all parties to invest
- Create pathways to expand electives
- Revise the student success plans and hold schools accountable via Perkins Funds
- CTE should be folded into all other aspects of core classes
- State should encourage retirees and career changes to pursue CTE certification
- Provide grants to current CTE certificate holders to obtain 092/093 so that puts CTE people in positions of support
- Proper training for school counselors, transition coordinators, teachers and administrators

What are ways in which districts can effectively collaborate with local workforce boards?

- Inform districts of WIBS
- Identify what they need from one another
- Set minimum standards and fulfill workforce board expectation for advisory boards
- Add K-12 educators on WIB boards
- ID business associations in the region- Broker relationships w/ ed.
- Cross-pollination on Board of Directors- Ed on WIB, industry on Ed. And WIB Boards
- Scale effective models and standard processes of relationship
- What is the portrait of an effective student graduate
- Resource toolkits
- Opportunities for teachers (externships in the summer)
- Toolkits for teacher enablement
- Curriculums and experience mapping to industry
 - Connect w/ business and industry needs- starting @ younger grades
 - Model curriculum bill currently before the state
- Employer engagement should align deeply to workforce
 - Use the relationship to enhance curriculum
- Convene industry/schools to get \$ for training off
- WIBS = Talent pipeline
- Create synergy in regions to coordinate and increase equity
- Connect with Chamber of Commerce
- Contacts
- Clear purpose
- Industry start the conversation (WIB)

- Identify current program/services
- Mutual trust w/ industry, school district, community college, etc.
- Willingness to invest
- Get rid of lottery system because all school should provide access to all skills
- Coordinated and collaborative effort across stakeholders.
- Job acquisition skills
 - how to apply for a job
 - job application process
 - resume development
 - interview skills, workplace attire,
 - workplace expectations
 - work ethic
 - professionalism
 - networking
- Experiential
 - required short term internship for all high school students in grades 9-12 each year of high school
 - hands on experiences
 - computer apprenticeships
 - real world experiences
 - community involvement
 - building strong families
- Concept skills
 - Literacy
 - Numeracy
 - career specific technology
 - data analytics
 - career development and exploration
 - technical skills in engineering
 - consumer math
 - finance management
 - financial literacy
 - business knowledge
 - related skills research and writing skills
 - using current technology
 - nutrition courses
 - digital ethics and citizenship
 - STEM skills
- Personal Skills
 - critical thinking

- problem solving
- self-regulation
- Adaptability
- Humility
- tolerance to stress
- self-advocacy
- effective communication
- Independence
- Accountability
- Responsibility
- Flexibility
- soft skills
- social skills
- conflict resolution skills
- time management
- study skills
- internet safety
- following procedures
- creative thinking
- executive functioning
- accept and implement constructive criticism
- cultural awareness
- public speaking
- social roles
- ethics
- practical life skills including nutrition, wellness cooking, and taking care of vehicles
- commitment to lifelong learning
- environmental awareness
- test taking strategies

What does “rethinking CTE” mean?

- Change mindset to higher learnings and professional jobs
- Change the way CTE careers are viewed
- How schools work with industry – collaboration
- Preparing students for careers – everyone needs a career
- ID/Awareness of programs students/staff
- Rebranding- learn from CBIA w/ manufacturing
- Career Education (teachers, counselors, admins, etc.)
- Identify career plan benefits
- Governance model: consistent approach and clear ownership./accountability

- Statewide talent management strategy
- Cross-discipline teaching
- Coordination/collaboration across various stakeholders
- Redefine CTE more broadly
- Strategic alignment of funding
- CTE paraprofessional
- Integrate STEM into CTE branding
- Ask the students! They need to be part of the planning
- Focus design thinking and growth mindset
- Align with industry partners to ensure curriculum meets the needs
- Develop and implement pathways
- Coordinated activities of best practices across districts, community colleges and WIBS
- 11th and 12th grade apprenticeships, increased opportunities
- Align student success plans
- Revamp graduation requirements
- Industries need to be encouraged to offer initiatives
- Conversation/partnerships between all stakeholders
- Infuse career/tech in all disciplines
- Stackable credentials
- Expand certification avenues
- Focus on areas with the most anticipated career opportunities
- Increase CTE offerings
- Making work-based opportunities feasible

Conclusions and Next Steps Derived from All Stakeholder Engagement Activities

Conclusions. Data were interpreted and analyzed to derive the following themes found within the reports of the Connecticut stakeholders:

1. Stakeholders reported that all students should begin the exploration of careers in Kindergarten and continue through grade 12.
2. Stakeholders reported a continuum of career exploration activities that may be organized into the following stages: exposure/awareness (e.g., field trips, industry site visits, themed events, open houses, presentations, speakers), engagement (e.g., summer/after school programs, courses, site-based opportunities/job shadowing) and college/career readiness (e.g., dual credit programs, CTE concentration/pathways, work-based learning experiences, career counseling).
3. Stakeholders reported the need for students to connect with professionals (e.g., AARP, alumni, business and industry) through opportunities (e.g., research, online videos, experiential and in-person mentorships) that enable students to “see themselves” in careers and believe in their own career success.

4. Stakeholders reported the need for career exploration to include relevant work-based/experiential learning experiences (e.g., internships, pre-apprenticeships, summer programs) to provide students authentic opportunities to develop career and employability skills.
5. Stakeholders reported the need for promoting career and technical education and educating the public (e.g., students, parents, guidance counselors, and teachers) on career and technical education through a rebranding effort using social media and the distribution of promotional materials.
6. Stakeholders reported the need for schools and districts to create career-related, employability skill-related curricula as well as providing staff professional learning (e.g., micro credentials, cluster awareness) and experiences with local business/industry (e.g., externships, meetings, visits) to increase staff knowledge of business, industry, and careers.
7. Stakeholders reported local business and industry should establish mutually beneficial, collaborative partnerships with districts and postsecondary institutions to create programs for students and teachers/professors to better prepare students for the workforce.
8. Stakeholders reported workforce investment board members and Chamber of Commerce members should be represented on district advisory boards and district staff should be represented on workforce investment boards and Chamber of Commerce.
9. Stakeholders reported students should learn the following skills in their K-12 educational experience to ensure they graduate ready for their chosen careers: advanced technology skills; applied thinking; citizenship/civic skills; creative thinking; critical thinking; communication skills; critical literacy skills; cultural awareness and responsiveness; digital citizenship; employability skills/cross-sector transferable skills; environmental awareness; financial literacy; growth/lifelong learning mindset; independence; interpersonal skills/emotional intelligence; knowledge of personal health and wellness; persistence; personal life skills; problem-solving skills; science, technology, engineering, arts and mathematics (STEAM) skills; social emotional skills; and teamwork/collaboration.
10. Stakeholders reported looking transparently at equity through the lenses of: access (e.g., transportation, student awareness/exposure, student enrollment in CTE, opportunity to rigorous curricula, instruction), quality (e.g., post-graduation data, student achievement, student data) and resources (e.g., funding, instructional materials, qualified teachers).
11. Stakeholders reported the need for CTE classes to be weighted equitably with academic courses and be included with the local high school graduation requirements.
12. Stakeholders reported the importance of every child having access to school counselors knowledgeable about Connecticut clusters and student success plans.

Next Steps. Based on the findings from all of the stakeholder engagement activities, the CSDE will:

1. Include the Student Success Plans (SSPs), employability skills, relationships with business/industry, and collaborations with advisory boards in the Connecticut State Plan.
2. Create resources to assist secondary and postsecondary institutions in working with business and industry representatives.

3. Organize meetings with secondary and postsecondary Perkins V directors, business and industry, and Workforce Investment Boards to identify needs, strengths, opportunities, barriers/challenges, next steps, clear purpose, and current programs/services.
4. Utilize Perkins V funds to provide guidance, technical support, and professional learning to secondary and postsecondary institutions to assist in utilizing SSPs for students (targeting school counselors), creating pathways and programs of study for students, and offering students opportunities for engaging in work-based learning, earning industry recognized credentials and gaining postsecondary credits.
5. Include the following indicators in size, scope, and quality definitions for secondary and postsecondary institutions: SSPs, creating pathways and programs of study for students, including work-based learning opportunities, earning industry recognized credentials and gaining postsecondary credits.
6. Create a mandated comprehensive needs assessment (CLNA) process that requires eligible recipients to conduct a CLNA process that involves a diverse body of stakeholders including business and industry and Workforce Investment Board representatives.
7. Create a revised program compliance review process that mandates secondary and postsecondary eligible recipients provide evidence of equity through the lens of access, quality, and resources.
8. Provide technical assistance, professional learning, and Perkins V Leadership Funded grants to increase the continuum of career exploration activities offered by secondary and postsecondary eligible recipients.
9. Include middle grades (grades 6–8) in secondary size, scope, and quality.
10. Incentivize work-based learning and industry-recognized credential opportunities for high school students through Perkins V Leadership Funded grants and the Next Generation Accountability System.
11. Partner with the Connecticut Women’s Education and Legal Fund (CWEALF) to provide professional learning, technical assistance, and resources to support secondary and postsecondary institutions to increase special populations and nontraditional students.
12. Collaborate with stakeholders to identify essential cross-sector employability skills for inclusion across all CTE pathways and programs of study.
13. Update work-based learning training plan to ensure practice and mastery of cross-sector competencies in order to meet the Perkins V measure of program quality and Next Generation Accountability Indicator Five.

Appendix B: Secondary and Postsecondary Application Template

Secondary and Postsecondary Application Template

Eligible secondary and postsecondary recipients shall submit an online CTE State Plan (2020–2024) application to the CSDE in order to receive Perkins V funds (Appendix B). The Connecticut eGrants Management System will automate the application submission and review process and allow secondary and postsecondary applicants to enter budget data and define program-specific activities. Additionally, the system will track the progress of grants through the approval process. This process will Perkins V funds are spent in accordance with federal and state guidelines. The CSDE provided a [Webinar](#) to assist eligible recipients in completing their applications. The CSDE is not able to provide log-in access, therefore, the following template was created in font Times New Roman to show the elements of the secondary and postsecondary application.

I: GENERAL INFORMATION

Connecticut’s vision is that schools and districts boldly provide each student access to rigorous pathways and programs of study that result in students graduating with the essential knowledge, skills, and employability expertise to successfully meet the demands of Connecticut’s expanding economy. The Connecticut State Department of Education (CSDE) supports the creation of innovative, flexible pathways and programs of study, designed in partnership with stakeholders, which focus on building the critical skills necessary to advance existing and emerging high-skill, high-wage and/or in-demand Connecticut industry sectors and occupations.

This application will demonstrate how your district/community college will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

This application serves as evidence that each eligible recipient will:

- offer CTE courses and activities which include not less than one (1) program of study approved by the CSDE including how students, including students of special populations, will learn about their school’s CTE offerings and whether each course is part of a CTE program of study.
- in collaboration with local workforce development boards and other local workforce agencies and other partners provide: career exploration and career development coursework, activities or services; career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, and/or in-demand industry sectors or occupations; an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE education program.
- provide activities to prepare special populations for high-skill, high-wage, and/or in-demand industry sectors or occupations that will lead to self-sufficiency; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
- provide students participating in CTE programs work-based learning opportunities and explain how the recipient will work with representatives from employers to develop or expand work-based learning opportunities.
- provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.

- coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.
- address disparities or gaps in performance, and if no meaningful progress has been achieved prior to the 2022–23 year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

Per Section 135 of Perkins V, each eligible recipient shall use Perkins V funds to develop, coordinate, implement, or improve CTE programs. Funds made available to eligible recipients shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective and:

- Offer CTE courses and activities which include not less than one (1) program of study approved by the CSDE including how students, including students of special populations, will learn about their school’s CTE offerings and whether each course is part of a CTE program of study.
- Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include:
 - introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - readily available career and labor market information including:
 - occupational supply and demand,
 - educational requirements,
 - other information on careers aligned to State, local, or Tribal (as applicable) economic priorities, and
 - employment sectors;
 - programs and activities related to the development of student graduation and career plans;
 - career guidance and academic counselors that provide information on postsecondary education and career options;
 - providing students with strong experience in, and comprehensive understanding of, all aspects of an industry; or
 - any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields.
- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and/or paraprofessionals, which may include:
 - professional development on supporting individualized academic and CTE instructional approaches, including the integration of academic and CTE standards and curricula;
 - professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students;
 - providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and/or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest

workplace equipment, technologies, standards, and credentials;

- supporting school leaders and administrators in managing CTE programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
 - supporting the implementation of strategies to improve;
 - student achievement and close gaps in student participation and performance in CTE programs;
 - providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, and/or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
 - training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
 - training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.
- Provide the skills necessary to pursue careers in high-skill, high-wage, and/or in-demand industry sectors or occupations.
 - Support integration of academic skills into CTE programs and programs of study to support CTE participants at the secondary school level in meeting Connecticut academic standards and at the postsecondary level in achieving academic skills.
 - Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement including:
 - a curriculum aligned with the requirements for a program of study;
 - sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, and other appropriate organizations, including community-based and youth-serving organizations;
 - expanding opportunities, where appropriate, for CTE concentrators to participate in accelerated learning programs including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a CTE program of study;
 - appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
 - a continuum of work-based learning opportunities, including simulated work environments;
 - industry-recognized certification examinations or other assessments leading toward a recognized

postsecondary credential;

- efforts to recruit and retain CTE program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
- coordination, where applicable, with other education and workforce development programs and initiatives, including career pathways and sector partnerships;
- expanding opportunities for students to participate in distance CTE and blended learning programs;
- expanding opportunities for students to participate in competency-based education programs;
- improving career guidance and academic counseling;
- programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling;
- supporting the integration of employability skills into CTE programs and programs of study, including through family and consumer science programs;
- supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
- providing CTE, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
- supporting career and technical student organizations (CTSOs), including student preparation for and participation in technical skills competitions aligned with CTE program standards and curricula;
- making all forms of instructional content widely available, which may include use of open educational resources;
- supporting the integration of arts and design skills, when appropriate, into CTE programs and programs of study;
- partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE; and
- support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or other activities to improve CTE programs.

Per Sec. 211(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 local application should provide the details that describes how secondary and postsecondary eligible recipients will utilize Perkins funding to improve career and technical education programs and start the transition to Perkins V legislation. The funds must be targeted to specific, measurable goals and objectives for a systematic improvement that provided quality CTE programs for all students.

Per Perkins V, districts and community colleges applying for Perkins V funds are labeled “eligible recipients.” Answer each of the questions to describe how your district/community college will utilize the 2020–21 Perkins V allocation to meet the requirements of Perkins V.

1. Eligible recipients must offer at least three (3) of the 12 Perkins V funded Connecticut CTE Career Clusters:

- Agriculture, Food and Natural Resources;
- Architecture and Construction;
- Business Management and Administration;
- Education and Training;
- Finance;
- Health Science;
- Hospitality and Tourism;
- Information Technology;
- Manufacturing;
- Marketing;
- Science, Technology, Engineering and Mathematics; and
- Transportation, Distribution, and Logistics.

Perkins V encourages eligible secondary and postsecondary eligible recipients to build sustainable relationships among education, business and industry, and other community stakeholders to carry out elements that support the implementation of CTE clusters, programs and programs of study.

- a. For 2020–21 which Connecticut CTE Career Clusters (a minimum of three) will be supported or developed in your district/community college to prepare students for high skill, high wage, and/or in-demand industry sectors and occupations?
- b. Describe the process your district/community college utilized the comprehensive needs assessment to select the Connecticut Career Clusters (e.g., Connecticut Department of Labor data, local Workforce Development Board data).
- c. Describe how the Perkins V funds shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective.

2. Perkins V [Sec. 134 C] requires each eligible recipient to conduct a comprehensive needs assessment with a diverse body of stakeholders. Evaluate how the comprehensive needs assessment was conducted and explain how the results of the comprehensive needs assessment informed selection of the specific CTE programs and activities selected to be funded. Please list the meeting dates and which stakeholders were involved.

3. Perkins V requires each eligible recipient describe how, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide:

- a. career exploration and career development coursework, activities, or services;
- b. career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment and
- c. an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.

4. Perkins V focuses on equal access to high-quality CTE courses for all students and increasing employment opportunities for chronically unemployed or underemployed populations. In Perkins V, these populations are entitled “special populations” and include the following:

- individuals with disabilities;
- individuals from economically disadvantaged families, including low-income youth and adults;

- individuals preparing for non-traditional fields;
 - single parents, including single pregnant women;
 - out-of-workforce individuals;
 - English learners;
 - homeless individuals;
 - youth who are in, or have aged out of, the foster care system; and
 - youth with a parent who is a member of the armed forces and is on active duty.
- a. Describe how your district/community college will expand opportunities for special populations to access both challenging academic courses and quality career and technical programs. Specify ways in which your district/community college will provide students, including members of special populations, opportunities to learn about CTE course offerings, pathways, and programs of study.
 - b. The Federal government highlights six (6) types of barriers that can impede equitable access of participation: gender, race, national origin, color, disability, or age. Describe the steps your district/community college will take to overcome these barriers and ensure equitable access to, and participation in, the Perkins V funded CTE program for students, teachers, and other program beneficiaries with special needs. Refer to *General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005)* for some examples of how an applicant might satisfy this Federal requirement.
 - c. Describe how your district/community college will ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
5. Perkins V requires each recipient to evaluate the performance of CTE students within the local needs assessment, this information is collected using the performance data overview template relative to your intuition. Describe the process you will use to assess all CTE students, including members of special populations, to ensure that they are prepared for high-skill, high-wage and/or in-demand industry sectors, or occupations.
 6. Perkins V focuses on work-based learning opportunities and industry-recognized credentials (cooperative work education, entrepreneurship, internships, mentorships, pre-apprenticeships, school based enterprises, simulated work environments, apprenticeships, certificate/certification or license endorsed by Connecticut) that support the development of academic knowledge, higher-order reasoning, problem-solving skills work attitudes employability skills, technical skills, occupation-specific skills and knowledge of all aspects of an industry. Describe work-based learning opportunities that will be provided to students participating in CTE programs and how the school will work with representatives to develop or expand work-based learning or opportunities for CTE students.
 7. Perkins V emphasizes coordination of secondary and postsecondary education programs through programs of study which may include articulation agreements, early college experiences, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing. Describe the opportunities that students have to gain postsecondary credit while attending high school at your institution.
 8. Perkins V requires eligible recipients to analyze disaggregated performance data to ensure that CTE programs are rigorous and impactful for all students. Perkins funds must be used for those areas that have the most need to close achievement gaps. Describe how you will address disparities or gaps in performance in each of the plans years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities and gaps.

New Middle Grades (Grades 6–8) CTE Program(s)*

Eligible Secondary Recipients Only

Name of School, Name and Certificate of Instructor(s)	Name of Career Exploration Course	Connecticut CTE Career Cluster Course	How will these middle grade level courses improve the overall CTE program according to Section 134(b) Perkins V?
Name of School(s): Name and Certificate of Instructor(s):	Name of Career Exploration Course:	Name of CTE Career Cluster Course: Name of CTE Career Cluster:	
Name of School(s): Name and Certificate of Instructor(s):	Name of Career Exploration Course:	Name of CTE Career Cluster Course: Name of CTE Career Cluster:	
Name of School(s): Name and Certificate of Instructor(s):	Name of Career Exploration Course:	Name of CTE Career Cluster Course: Name of CTE Career Cluster:	
Name of School(s): Name and Certificate of Instructor(s):	Name of Career Exploration Course	Name of CTE Career Cluster Course: Name of CTE Career Cluster:	

***Districts may use a maximum of 10% of their Perkins V grant or \$3,000, whichever is higher to support career exploration in the middle grades. Specific Connecticut CTE Career Clusters must be aligned to Connecticut CTE Career Clusters offered at the district high school(s)**

CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSOs) INFORMATION CHART
(DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, TSA)
Eligible Secondary Recipients Only

Overview:

In order to receive Perkins funding, a secondary school must have a functioning chapter of at least one (1) of the seven (7) 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 2019–2020 school year. A CTSO is not considered valid unless a minimum of 10 members are paid members of the associated national organization.

If a school is starting a new chapter of a CTSO for the 2020–21 school year, a separate commitment letter on school letterhead must be submitted. 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 2020–21 school year.

Perkins funds cannot be approved for any school that does not have at least one (1) CTSO consisting of at least 10 paid national members. The Perkins funds allocated to the payment of a stipend to each CTSO chapter advisor is not to exceed \$1,500 per organization. Districts may use their own funds to allocate addition payments to each CTSO chapter advisors.

Name of Secondary School:			
Name of CTSO	Number of 2020–21 paid state/national student memberships	Number of 2019–20 paid CTSO members who attended the annual CTSO state conference.	Name(s) of Chapter Advisors

BUDGET NARRATIVE INSTRUCTIONS

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes being used including:

- Program improvement line items in the budget narrative must stipulate the CTE program area and the course(s) being funded.
- Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. The personnel costs should be shown by the number of positions, time involved, and hourly rate.
- Only institutions that have submitted indirect cost proposals for 2019–20 may apply for indirect costs. Community colleges cannot charge indirect costs.
- Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**

Administrative costs include all non-instructional stipends, salaries and benefits, and all clerical support. Staff travel is considered an administrative cost if the travel is solely related to grant administration. The total combined cost for all duties and expenses that are administrative, including indirect costs, may not exceed 5%. See below:

- Eligible recipients at the secondary and postsecondary levels must ensure proper funding alignment to CSDE object codes (e.g., 111A, 111B, 200, 320, 322, 330, 510, 580, 600, 700).
- Eligible recipients must confirm total of all administrative costs do not exceed the five percent cap.
- Eligible recipients shall not sub-award Perkins grant funds to other grantees (e.g., It is not allowed for community colleges to sub-award CCP funds to high schools).
- All purchases for goods and services for CCP programs on behalf of a cooperating school shall be conducted following the community college's goods and services procurement policies.
- Only those goods and services that are allowable expenditures as approved by both Federal and State policy and guidelines are eligible for Perkins funding.
- Fiscal control and accounting procedures shall be used by the community college to ensure proper accounting of all CCP expenditures on behalf of cooperating CCP schools.
- Property as defined by the Connecticut State Comptroller's definition of equipment, includes all items of equipment with a value of over \$5,000 and the useful life of more than one year; including computers and peripheral, (regardless of cost), purchased for use by a CCP cooperating school title remains with the community college regardless of where the property is housed.
- All expenditures by the community college on behalf of a cooperating CCP school shall be used to supplement not supplant non-federal funds.
- All CCP funds shall be used to provide each student, including members of special populations as defined by Section 3(48) of the Perkins V law, in CCP with high quality career and technical education programs, pathways and programs of study that lead to high skill, high wage and/or in-demand industry sectors and occupations.

PERKINS V LOCAL APPLICATION FOR 2020–21

As defined by the Carl D. Perkins Act, funds must be expended only for CTE programs, services, and activities. All aspects of use of Perkins V funds must be supported by data and the district/college must have the capacity to measure improvement resulting from the use of Perkins V funds. For the 2020–21 Perkins V, the CSDE is requiring the following:

- A portion of Perkins V funds must be used to improve performance levels in any core indicator area that a CTE program has failed to meet minimum levels for the prior academic year. For example, if the district/community college has low performance in percentage of concentrators in CTE programs and programs of study that lead to nontraditional fields the district/community college must use the funds to improve this core indicator;
- Secondary schools with College Career Pathways (CCP) programs must allocate a minimum of **5% to fulfill the CCP Program**, preferably towards professional development for high school faculty with the affiliated community college faculty;
- Community colleges must spend a minimum of \$20,000 for CCP;
- Programs must have a **CTE two-course** sequence, with the exception of a course that leads to a certification, in order to fund any expenditures in a Perkins V Connecticut CTE Career Clusters, pathway or program area. Academic courses do not count as part of the two-course sequence. Single course “programs” cannot receive funding, with exception noted above. However, expenses for developing the second course may be funded for curriculum development and faculty collaboration over the course of 2020–21 but cannot include funding equipment, supplies, or other related expenditures. The second course must be in place for students in the 2021-22 school year;
- CTE advisory boards must be active, meet at least twice a year and include business and industry partners. Evidence of advisory board activity should be provided in the 2020–21 school year; and
- Priority funding must be given to programs that lead to an industry-recognized credential, certificate, or associate degree for high-skill, high-wage, and/or in-demand industry sectors or occupations careers and/or for closing performance gaps within special populations.

Object Code Descriptions and Budget Narrative

Code	Object				Amount of Code Line
111A	<p align="center">Non-Instructional</p> <p>Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.</p> <p><i>Line item 111A is considered an administrative cost, and administrative expenses in other budget code lines such as 200, 322, and 580 must be calculated into the 5% administrative cap.</i></p> <p><u><i>Eligible secondary recipients only: No more than 5% of the total grant may be used for administrative purposes including indirect costs (917).</i></u></p>				\$ _____
Check if CCP	Name of Position and Name of Staff Receiving Salary/Stipend	Description of Duties	Compensation Formula: Hourly Rate x Total Hours	How will this improve the overall CTE program according to Section 134(b) Perkins V?	Total
	Name of Staff Receiving Salary/Stipend: Name of Position:				
	Name of Staff Receiving Salary/Stipend: Name of Position:				
	Name of Staff Receiving Salary/Stipend: Name of Position:				
	Name of Staff Receiving Salary/Stipend: Name of Position:				

Code	Object				Amount of Code Line
111B	<p align="center">Instructional</p> <p>Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals <u>while they are on the grantee payroll</u> including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Individuals whose services are acquired through a contract are <u>not included</u> in the category. A person for whom the grantee is paying employee benefits and who is on the grantee payroll is included in this budget code; a person who is paid a fee (such as a private consultant) with no grantee obligation for benefits is not included.</p>				\$_____
Check if CCP	Name of Staff and Name of Position	Detailed Description of Duties Including Percent of Time Providing Direct Instruction/Counseling to Students and Number of Students Served	Compensation Formula: Hourly Rate x Total Hours or Set Stipend	How will this improve the overall CTE program according to Section 134(b) Perkins V?	Total
	Name of Staff: Name of Position:				
	Name of Staff: Name of Position:				
	Name of Staff: Name of Position:				
	Name of Staff: Name of Position:				
	Name of Staff: Name of Position:				
	Name of Staff: Name of Position:				

Code	Object				Amount of Code Line
200	<p align="center">Personal Services - Employee Benefits</p> <p>Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and while not paid directly to employees, these payments are nevertheless part of the cost of personnel services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation, and workers compensation insurance.</p> <p>Secondary: Benefits may not exceed 25% of the total salary/stipend paid. Postsecondary: Benefits may not exceed 100% of the total salary/stipend paid.</p>				\$ _____
Check if CCP	Name of Staff and Name of Position	Perkins V Connecticut CTE Career Cluster/ CTE Program Area	Type of Benefits	Compensation Formula	Total
	Name of Staff: Name of Position:				
	Name of Staff: Name of Position:				
	Name of Staff: Name of Position:				
	Name of Staff: Name of Position:				
	Name of Staff: Name of Position:				
	Name of Staff: Name of Position:				

Code	Object			Amount of Code Line
320	Professional Education Services Service supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling, and guidance services, library and media support, contracted instructional services, and substitute services (e.g., Kelly Services).			\$_____
Check if CCP	Individual and/or Organization Providing Service	Description of Service	How will this improve the overall CTE program according to Section 134(b) Perkins V?	Total Cost
	Individual/Organization Name:			

Code	Object				Amount of Code Line
322	In-service (Instructional Program Improvement Services) Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll. List each contractor separately.				\$ _____
Check if CCP	Name of Individual/Organization Providing Service	Who will be receiving training? Include # of Staff	Title of Event, Location and Date	How will this improve the overall CTE program according to Section 134(b) Perkins V?	Per Person x Cost=Total
	Name:	Name of Staff: # of Staff:	Title of Event: Date: Location:		
	Name:	Name of Staff: # of Staff:	Title of Event: Date: Location:		
	Name:	Name of Staff: # of Staff:	Title of Event: Date: Location:		
	Name:	Name of Staff: # of Staff:	Title of Event: Date: Location:		
	Name:	Name of Staff: # of Staff:	Title of Event: Date: Location:		

Code	Object				Amount of Code Line
330	<p align="center">Employee Training and Development Services</p> <p>Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.</p>				\$ _____
Check if CCP	Name of Individual/Organization Providing Service	Who will be receiving training? Include # of Staff	Title of Event, Location and Date	How will this improve the overall CTE program according to Section 134(b) Perkins V?	Per Person x Cost=Total
	Name:	Name of Staff: # of Staff:	Title of Event: Date: Location:		
	Name:	Name of Staff: # of Staff:	Title of Event: Date: Location:		
	Name:	Name of Staff: # of Staff:	Title of Event: Date: Location:		
	Name:	Name of Staff: # of Staff:	Title of Event: Date: Location:		

Code	Object				Amount of Code Line
510	Student Transportation Services Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.				\$_____
Check if CCP	Faculty Supervisor(s) of Student Travel	Courses Utilizing Student Transportation Estimated # of Students	Title of Event, Date and Location	How will this improve the overall CTE program according to Section 134(b) Perkins V?	Transportation Company Cost/per Unit =Total
	Name of Staff:	Course Title: # of Students:	Title of Event: Date: Location:		
	Name of Staff:	Course Title: # of Students:	Title of Event: Date: Location:		
	Name of Staff:	Course Title: # of Students:	Title of Event: Date: Location:		
	Name of Staff:	Course Title: # of Students:	Title of Event: Date: Location:		

Code	Object				Amount of Code Line
580	<p align="center">Travel</p> <p>Expenditures for transportation, hotel and other expenses associated with staff travel.</p> <ul style="list-style-type: none"> • Travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5% cap. • Travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds. • Perkins cannot pay for parking, rental cars, boat slips, or docking fees. • Meals are not fundable expenses. 				\$_____
Check if CCP	Name of Staff	Courses to be Improved by Attendance	Title of Event, Date and Location	How will this help the CTE program meet goals of Perkins V?	Cost per Unit- (list hotel, transportation, shuttles, etc.) x pp =Total
	Name of Staff:	Course Title:	Title of Event: Date: Location:		
	Name of Staff:	Course Title:	Title of Event: Date: Location:		
	Name of Staff:	Course Title:	Title of Event: Date: Location:		
	Name of Staff:	Course Title:	Title of Event: Date: Location:		

Code	Object				Amount of Code Line
600	Supplies Expenditures for non-consumable items purchased for instructional use or for items that are worn out, or deteriorated through use. List each item separately.				\$ _____
Check if CCP	Career Pathway/ Perkins V CT CTE Cluster	Name of Course(s)	List Each Supply Item, Including Description of Supply and Vendor	How will this help the CTE program meet goals of Perkins V?	Quantity x Cost per Unit = Total
	Pathway/ CT CTE Cluster:	Name of Course(s):	Supply Item Name: Supply Item Description: Supply Item Price: Supply Item Vendor:		
	Pathway/ CT CTE Cluster:	Name of Course(s):	Supply Item Name: Supply Item Description: Supply Item Price: Supply Item Vendor:		
	Pathway/ CT CTE Cluster:	Name of Course(s):	Supply Item Name: Supply Item Description: Supply Item Price: Supply Item Vendor:		
Consumable items are not funded by the Perkins V grant. Refer to Budget Buddy to see list of unacceptable items.					

Code	Object				Amount of Code Line
700	<p align="center">Property</p> <p>In accordance with the Connecticut State Comptroller’s definition of equipment, included in this category are all items of equipment (machinery, tools, apparatus, etc.) with a value of over <u>\$5,000</u> and the useful life of more than one year and computers (desktop, laptop, tablets, etc.), and computer peripherals (printers, scanners, etc.). No vehicles or drive-able equipment may be purchased with Perkins funds.</p> <p>Equipment Request Form must be completed for requested property by Connecticut CTE Career Clusters.</p>				\$ _____
Check if CCP	Career Pathway/ Perkins V CT CTE Cluster:	Name of Course(s)	List Each Item, Including Description and Vendor	How will this help the CTE program meet goals of Perkins V?	Quantity x Cost per Unit = Total
	Pathway/ CT CTE Cluster:	Name of Course(s):	Property Item Name: Property Item Description: Property Item Price: Property Item Vendor:		
	Pathway/ CT CTE Cluster:	Name of Course(s):	Property Item Name: Property Item Description: Property Item Price: Property Item Vendor:		
	Pathway/ CT CTE Cluster:	Name of Course(s):	Property Item Name: Property Item Description: Property Item Price: Property Item Vendor:		

General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005)

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. All applicants for new awards must include information in their applications to address this new provision in order to receive funding under this program

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.

In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- 1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- 2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- 3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- 4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

STATEMENT OF ASSURANCES

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS**

PROJECT TITLE: _____

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

- A.** The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B.** The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C.** The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D.** The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E.** Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G.** The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H.** The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I.** If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

- J.** The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K.** At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. “Commission” means the Commission on Human Rights and Opportunities;
- ii. “Contract” and “contract” include any extension or modification of the Contract or contract;
- iii. “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.
- v. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. “marital status” means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- viii. “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
- ix. “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and

- x. “public works contract” means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3), or (4).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract,

municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this

section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.

- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56 as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

**Equipment Request Form
Grant Period 2020–21**

1. Prepare a separate Equipment Request Form for each Perkins V Connecticut CTE Career Clusters cluster.
2. Single component items under \$5,000 (with the exception of computers) should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one (1) year or more.
3. Items that do not meet the definition of equipment are to be coded as instructional supplies.

Grantee:	Address:	Date Submitted:
Name of Person Completing Forms:	Title:	Telephone:

Check the Perkins V Connecticut CTE Career Cluster for which equipment is being requested.

- | | | |
|---|--|---|
| <input type="checkbox"/> Agriculture, Food, and Natural Resources | <input type="checkbox"/> Health Science | <input type="checkbox"/> Science, Technology, Engineering and Mathematics |
| <input type="checkbox"/> Architecture and Construction | <input type="checkbox"/> Hospitality and Tourism | <input type="checkbox"/> Transportation, Distribution, and Logistics |
| <input type="checkbox"/> Business Management and Administration | <input type="checkbox"/> Information Technology | |
| <input type="checkbox"/> Education and Training | <input type="checkbox"/> Manufacturing | |
| <input type="checkbox"/> Finance | <input type="checkbox"/> Marketing | |

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item Number	Description	Quantity	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment (What CTE area/room)

TOTAL EQUIPMENT REQUEST: \$ _____ TOTAL EQUIPMENT APPROVED: \$ _____

Approved by SDE Consultant

Date

Original Requested Amount

Amended Requested Amount

Appendix C: Connecticut Perkins V Secondary Comprehensive Local Needs Assessment Process

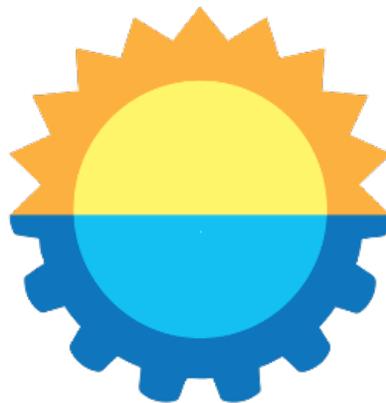
Connecticut Perkins V Secondary Comprehensive Local Needs Assessment Process



Connecticut State Department of Education

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TODAY'S SKILLS

TOMORROW'S CAREERS

Connecticut Perkins V Comprehensive Local Needs Assessment Guidelines

The Connecticut State Department of Education is committed to a policy of equal opportunity/ affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, Connecticut State Department of Education, 450 Columbus Blvd, Suite 607, Hartford, CT 06103-1841, 860-807-2071, Levy.Gillespie@ct.gov.

Introduction

On July 31, 2018, President Trump signed the [Strengthening Career and Technical Education for the 21st Century Act](#) into law. This bill amends the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and this amended act is now referred to as Perkins V.

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA). Specifically, the law states that to receive Perkins V funds, an eligible recipient shall conduct a CLNA related to career and technical education (CTE) and update the CLNA not less than once every two years.

The purpose of the CLNA is to support data-driven decision-making and more closely align planning, spending and accountability activities under Perkins V. The results of the CLNA form the foundation of the local application and drive local spending decisions. The strengths and weaknesses identified in the CLNA should seamlessly connect to the strategies and activities outlined in the Connecticut Perkins V Local Application.

The Connecticut State Department of Education (CSDE) has created this guide to assist eligible recipients with the CLNA process.

The CLNA Process

Section 134(c) of Perkins V outlines specific requirements regarding the CLNA. Secondary and postsecondary eligible recipients must include the following steps in the CLNA process:

1. Organize group of stakeholders.
2. Analyze student data.
3. Analyze labor market data.
4. Evaluate current CTE programs.
5. Create strategies and actionable activities.

Step One: Organize a Group of Stakeholders

Perkins V provides a powerful opportunity to consult and coordinate with stakeholders. Meaningful engagement with stakeholders during the CLNA process not only enhances local plans and but also builds partnerships that help CTE programs.

Perkins V requires eligible recipients to conduct a CLNA involving a diverse body of stakeholders, including, at a minimum:

- representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- representatives of Connecticut workforce development boards and a range of local or regional businesses or industries;
- parents and students;
- representatives of special populations;

- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- any other stakeholders that the eligible agency may require the eligible recipient to consult.

Required documentation:

- Appendix A: Stakeholder Template
- Appendix B: Stakeholder Meeting Documentation

Questions to consider:

- How will you leverage your CTE Advisory Board to assist in the development of the establishment, operation, and evaluation of the CTE programs?
- How will you share information in advance of meetings with stakeholders so they come prepared?
- How will you build an internal system to ensure that stakeholder input is reviewed and incorporated?
- How will you create accessible materials for different stakeholder groups aligned to their interest, needs, and expertise? In what language(s) will documents be translated?
- What meeting locations and times have you identified that are easy for stakeholders to reach and keep them at ease?

Step Two: Analyze Student Data

Perkins V requires eligible recipients and their stakeholder group to evaluate student levels of performance, including an evaluation of performance for special populations and each subgroup. The following are the [new secondary level core indicators of performance](#):

- 1S1: Four-Year Graduation Rate
- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Postsecondary Placement
- 4S1: Nontraditional Program Enrollment
- 5S3: Program Quality – Participated in Work-Based Learning

Required documentation:

- Appendix C: Performance Data Overview Template

Suggested resource:

- Appendix D: Analyze Student Data Template

Questions to consider:

- Which performance accountability indicator targets are being met at the eligible recipient, career cluster, and program levels? What are the root causes for meeting or not meeting these targets?
- Which student groups are struggling the most in your programs? Which programs or program elements are the least accessible to particular student groups?

- What are the potential root causes of inequities in your CTE system? Which of these root causes can be addressed immediately? Which ones need a more comprehensive long-term plan?
- What strategies do you plan to employ now and over the next four years to support learners?
- How are learners from different genders, races, and ethnicities performing in the current CTE programs in each career cluster, particularly in programs leading to high-skill, high-wage or in-demand industry or occupations?
- How are learners from each special population performing in comparison to students without identified needs at the career cluster and program levels, particularly in programs leading to high-skill, high-wage, or in-demand industry sectors or occupations?

Step Three: Analyze Labor Market Data

Perkins V requires eligible recipients and their stakeholder groups to analyze labor market data and evaluate the alignment between CTE programs offered and the labor market needs of the local area, state and/or region — now and in the future.

Required documentation:

- Appendix E: Analyze Labor Market Trends Template

Suggested resources:

- The CSDE Connecticut Career Clusters Book ([link](#))
- [Partners in Careers Maps](#): The CSDE and the Connecticut Department of Labor (CT-DOL) created two maps to assist eligible recipients in locating their local RESC, Workforce Development Boards, community college, and the top occupations in their areas.
- [Connecticut Department of Labor Projections](#): Every two years, the CT-DOL Department of Research creates ten-year industry employment forecasts. Their [Web page](#) includes detailed job descriptions for all occupations, number employed in the base year and the projected year, total job openings, openings by growth, occupations in demand, Connecticut occupational employment and wages, and minimum education required.

Questions to consider:

- What occupations are projected to grow the most in Connecticut and in your workforce development region?
- Which of these occupations meet the following Connecticut definition of high-skill, high-wage, and/or in-demand?
 - High-Skill: The occupation requires a bachelor’s or advanced degree or advanced training beyond a high school diploma (e.g., a license, certificate, apprenticeship).
 - High-Wage: The wages are equivalent to the Connecticut’s median hourly wage of \$22.55 or mean annual wage of \$46,900 or above (Connecticut Department of Labor. “Labor Market Information.” April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)
 - In-Demand: The occupation is projected to grow more than 6 percent in a 10-year period or the rate of retirements/turnover in a particular occupation is projected to create more job opportunities. (Connecticut Department of Labor. “Labor Market Information.” April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)

Step Four: Evaluate Current CTE Programs

Perkins V requires eligible recipients and their stakeholder groups to evaluate whether their current CTE programs meet Connecticut's definition of size, scope, and quality. Using the data collected and analyzed in Steps Two and Three, eligible recipients and their stakeholder groups need to identify gaps, areas of improvement, and investigate root causes. To assist in this process, recipients may want to utilize a SWOT analysis.

Suggested resource:

- Appendix F: Connecticut Secondary Size, Scope, and Quality Requirements

Questions to consider regarding the current program:

- How does your current program align to Connecticut's size, scope, and quality indicators? What changes need to occur to ensure alignment?
- How are you currently coordinating secondary and postsecondary education programs (e.g., articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing)? How will you be expanding on these opportunities for students?
- What opportunities do students currently have to earn an industry-recognized credential? How will you be expanding on these opportunities for students?
- What opportunities do students currently have to participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, pre-apprenticeships, school-based enterprises, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry?
- What is the involvement of secondary partners, postsecondary partners, and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs?
- How are you being intentional about educating and providing supports for learners with disabilities, English learners, part-time students and other special populations in programs and programs of study leading to high-skill, high-wage or in-demand industry or occupations?
- How is your CTE program aligned to state and local labor market needs? To what degree do your CTE program offerings expose learners to the emerging high-skill, high-wage and in-demand industry or occupations in your region?
- Based on labor market analysis, which career clusters should be developed, supported, or phased-out?

Questions to consider regarding school guidance:

- How are student success plans being utilized?
- How are students informed about CTE programs and courses beneficial to their desired career?
- What is impeding students from enrolling in CTE courses (e.g., program/course requirements, fees, equipment needs, scheduling conflicts, class capacity limitations)?

Questions to consider regarding programs of study:

- To what degree do your CTE programs of study have intentional course sequences that begin with introductory content and progress to more occupationally specific content?

- To what degree do your programs of study have multiple entry and exit points? How does this vary across programs or career clusters? Do programs incorporate opportunities to earn industry-recognized credentials?
- How fully are your programs of study aligned and articulated across secondary and postsecondary education? Across non-credit and credit programs? Across two- and four-year institutions?
- How many programs and programs of study are currently offered?

Step Five: Create Strategies and Actionable Activities

The CLNA process guides the 2020–21 Perkins V application content and assists eligible recipients in the creation of an actionable plan and vision for CTE. From this process, eligible recipients create strategies and actionable activities that will be included in their Perkins V application. The CLNA must be updated every two years.

Suggested resource:

- Appendix G: Current CTE Program Evaluation Template

Required documentation:

- Appendix H: Action Plan Template and S.M.A.R.T. Goals

Questions to consider:

- What are your top (three to five) priorities over the next four years?
- Across the board, which are the areas of strength? Which are areas of needed improvement? What is your plan for continuing to support or expand programs? What is your plan for transforming others?
- Which performance indicators are you struggling with the most? What strategies do you plan to employ to address those needs?
- To what degree are there immediate employment needs in your community that you can help meet? What about longer term needs toward which you can start building a pipeline?
- What structures will be put into place to encourage workforce partners to provide career exploration and career development coursework, activities, or services; career information on employment opportunities; and career guidance to students?
- Which professional learning needs are most pressing? What strategies will you use to recruit, retain and support instructors and staff over the next four years to ensure that your programmatic and performance goals can be met?

Appendix A: Stakeholder Template

The CSDE created the following Stakeholder Template to assist eligible recipients in organizing a robust stakeholder consultation group that must include, at a minimum, the following:

Required stakeholder group per Perkins V Sec. 134(d)	Examples of stakeholder representatives	Name	Organization/Title	E-mail/Contact information
Secondary schools and districts	Teachers			
	Counselors			
	Administrators			
	Support personnel			
	Paraprofessionals			
Postsecondary institutions	Faculty			
	Administrators			
Local or State workforce development boards and a range of local or regional businesses or industries.	Workforce board members			
	Business and industry			
	Business and industry			
Parents and students	Parents			
	Students			
5. Special populations (e.g., individuals with disabilities; economically disadvantaged; nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals;	Members of organizations representing special populations			
	Members of special populations			

English learners; homeless individuals; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty)				
Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth	Out-of-school youth representative			
	Homeless youth representative			
	At-risk youth rep			
Other				

Appendix C: Performance Data Overview Template

The CSDE created the following template to assist eligible recipients in organizing their student data.

	Secondary performance data Overview template	1S1 Four year graduation rate				2S1 Reading/Language arts proficiency				2S2 Mathematics proficiency			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	Totals												
	Male												
	Female												
Special Populations	English Learners												
	Homeless individuals												
	Youth in or aged out of foster care												
	Economically disadvantaged												
	Individuals with disabilities												
	Single parents, including pregnant students												
	Students in nontraditional fields												
	Youth with parents in the armed forces												
Race and Diversity	African American/Black												
	American Indian/Alaska Native												
	Asian												
	Caucasian/White												
	Hispanic/Latino												
	Native Hawaiian or other Pacific Islander												
	Two or more races												

		2S3 Science proficiency				3S1 Postsecondary placement				4S1 Nontraditional enrollment			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend

	Totals												
	Male												
	Female												
Special Populations	English Learners												
	Homeless individuals												
	Youth in or aged out of foster care												
	Economically disadvantaged												
	Individuals with disabilities												
	Single parents, including pregnant students												
	Students in nontraditional fields												
	Youth with parents in the armed forces												
Race and Diversity	African American/Black												
	American Indian/Alaska Native												
	Asian												
	Caucasian/White												
	Hispanic/Latino												
	Native Hawaiian or other Pacific Islander												
	Two or more races												

		5S3 Work-based learning participant			
		Year 1	Year 2	Year 3	Trend
	Totals				
	Male				
	Female				
Special Populations	English Learners				
	Homeless individuals				
	Youth in or aged out of foster care				
	Economically disadvantaged				
	Individuals with disabilities				
	Single parents, including pregnant students				
	Students in nontraditional fields				
	Youth with parents in the armed forces				
Race and Diversity	African American/Black				
	American Indian/Alaska Native				
	Asian				
	Caucasian/White				
	Hispanic/Latino				
	Native Hawaiian or other Pacific Islander				
	Two or more races				

Appendix D: Analyze Student Data Template

Perkins V requires eligible recipients and their stakeholder group to evaluate levels of performance, including special populations for each subgroup.

Secondary Level Performance Indicators					
Indicator	Trend	Meeting or not meeting performance indicators, list causes	Strategies to address causes and support learners, include timeline	Special populations comparison	Race and diversity comparison
Four-year graduation rate					
Academic proficiency in reading/ language arts					
Academic proficiency in mathematics					
Academic proficiency in science					
Postsecondary placement					
Nontraditional program enrollment					
Program quality-participated in work-based learning					

Appendix E: Analyze Labor Market Trends Template

Perkins V requires eligible recipients and their stakeholder group to analyze both present and future labor market data and evaluate alignment between CTE programs offered and local/state labor market needs.

Industry Projected Employment Forecasts				
Industry/occupation	Projected percentage growth	State how this occupation meets the state determined definition of high-skill, high-wage, and/or in-demand (include data and reasoning)	State how this industry/occupation aligns with current programming	Strategies to transform current programming

Appendix F: Secondary Size, Scope, and Quality

Perkins V supports career and technical education (CTE) that prepares students for postsecondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, and/or in-demand careers. To be eligible for funding of their CTE programs, Connecticut high schools must meet both federal and state requirements under the law.

In the Perkins applications, all eligible secondary recipients shall provide assurances that all CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

Size: All districts must

- Offer at least three of the 12 funded Connecticut CTE Career Clusters:
 - Agriculture, Food and Natural Resources;
 - Architecture and Construction;
 - Business Management and Administration;
 - Education and Training;
 - Finance;
 - Health Science;
 - Hospitality and Tourism;
 - Information Technology;
 - Manufacturing;
 - Marketing;
 - Science, Technology, Engineering, and Mathematics; and
 - Transportation, Distribution, and Logistics.
- Qualify for a minimum allocation of \$15,000 or join in a consortium to meet the minimum allocation requirement, including charter and magnet schools.
- Identify and report a substantial number of CTE concentrators each year.

Scope: All districts must

- Have student success plans in place for each student identifying recommended academic and career and technical courses, and connecting to postsecondary education and credentials.
- Coordinate secondary and postsecondary education programs through programs of study, which may include articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing.
- Offer a minimum of one CTE pathway in each funded Connecticut CTE Career Cluster.
- Each pathway must have at least one sequenced program of study that consists of a minimum of two CTE course sequence providing students with rigorous academic content and relevant career and technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.
- Provide students the opportunity to earn an industry-recognized credential consisting of:

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- credit(s) towards an associate degree;
 - a certificate or certification;
 - a certificate of completion of a pre-apprenticeship; and/or
 - a license endorsed by Connecticut.
- Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, pre-apprenticeships, school-based enterprises, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
 - CTE middle school (grades 6-8) programs may be funded with the following restrictions:
 - A maximum of 10% of the total District Perkins allocation or \$3,000, whichever is greater.
 - The middle school program must include career exploration in Connecticut CTE Career Clusters taught at the district high school.
 - Middle school CTE courses must be taught or co-taught by a CTE certified teacher to receive Perkins funding.
 - Establish a minimum of one Career and Technical Student Organization (CTSO) with at least 10 state and national paid memberships. Participation in at least one leadership conference is strongly encouraged but not required.

Quality: All districts must

- Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
- Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program's occupational area.
- Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and be comprised of a diverse body of stakeholders including business and industry partners. Meeting minutes and attendance must be on file.
- Meet at least 90% of the required level of performance for any of the core indicators.
- Complete work place safety training for students and staff.
- Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.
- Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.

Appendix G: Current CTE Program Evaluation Template

Perkins V requires eligible recipients and their stakeholder groups to evaluate whether their current CTE programs meet Connecticut’s definition in size, scope and quality. Using the data collected in steps one, two and three identify gaps, weaknesses and investigate root causes.

Secondary SWOT Analysis				
	Strengths	Weaknesses	Opportunities	Threats
Size				
At least 3 funded Connecticut CTE career clusters				
Number of CTE concentrators				
Scope				
Student success plans in place for every student				
High quality dual concurrent programs that align secondary and postsecondary CTE				
Secondary and postsecondary programs of study alignment				
A minimum of 1 CTE pathway in each funded cluster				
Each pathway has at least 1 sequenced program of study that consists of a minimum of 2 CTE courses				
Work-based learning opportunities				

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Industry recognized credentials opportunities				
CTE career exploration in the middle grades				
At least 1 CTSO with at least 10 paid national memberships				
Quality				
Needs assessment conducted with a diverse body of stakeholders				
CTE cluster, pathways, or programs of study based on labor market data				
CTE advisory meetings (2 per year, minutes and attendance included)				
90% of the required level of performance for any of the core indicators				
Work place training for students and staff				
Professional learning opportunities				
Equal access to high-quality CTE courses for all students				

Appendix H: Action Plan Template with S.M.A.R.T. Goals

Section 134(c) of Perkins V outlines specific requirements regarding the CLNA. To support this process include S.M.A.R.T. Goals for each strategy listed in the plan, for guidance refer to the next page.

Actionable Plan: Strategies and S.M.A.R.T. Goals	
Vision statement	
Top priorities	
Areas of strength/needed improvement	
Performance indicator needs	
Workforce partnership	
Professional learning	
Staff recruitment/retainment	

S.M.A.R.T. Goals

S.M.A.R.T. goals help you identify if what you want to achieve is realistic and determines a deadline.

Initial Goal (Goal you want to achieve):

Specific (What do you want to accomplish and when? Why is this a goal?):

Measurable (How can you measure progress, impact or success? What data will be used to measure this?):

Attainable (Targeted objectives are doable and realistic):

Relevant (Why am I setting this goal? Is it aligned with overall objectives?):

Time frame (When will it be accomplished or measured to determine impact?):

Revised Goal in S.M.A.R.T. format:

Connecticut Perkins V Comprehensive Local Needs Assessment Guidelines

This guide was designed to assist eligible recipients with assembling stakeholders, conducting and analyzing stakeholder feedback, and completing the 2020–21 Perkins V Local Application. For additional assistance, please contact your regional CSDE Education Consultant:

- ACES
[Suzanne Loud](#)
860-713-6746
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[Kyllie Freeman](#)
860-713-6592
- LEARN
[Harold Mackin](#)
860-713-6779

The CSDE used the following resources when compiling this guide:

- AdvanceCTE: [Comprehensive Local Needs Assessment Template](#); and
- Council of Chief State School Officers (CCSSO): [Stakeholders and Perkins V: Meaningful Engagement for Student Success](#).

Appendix D: Connecticut Perkins V Postsecondary Comprehensive Local Needs Assessment Process

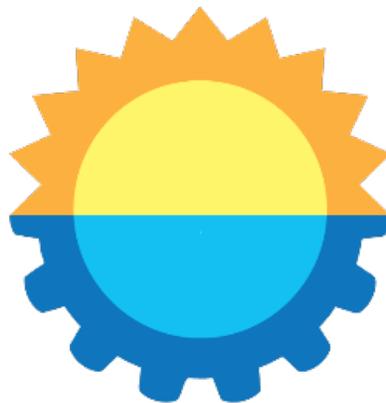
Connecticut Perkins V Postsecondary Comprehensive Local Needs Assessment Process



Connecticut State Department of Education

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TODAY'S SKILLS

TOMORROW'S CAREERS

Connecticut Perkins V Comprehensive Local Needs Assessment Guidelines

The Connecticut State Department of Education is committed to a policy of equal opportunity/ affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, Connecticut State Department of Education, 450 Columbus Blvd, Suite 607, Hartford, CT 06103-1841, 860-807-2071, Levy.Gillespie@ct.gov.

Introduction

On July 31, 2018, President Trump signed the [Strengthening Career and Technical Education for the 21st Century Act](#) into law. This bill amends the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and this amended act is now referred to as Perkins V.

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA). Specifically, the law states that to receive Perkins V funds, an eligible recipient shall conduct a CLNA related to career and technical education (CTE) and update the CLNA not less than once every two years.

The purpose of the CLNA is to support data-driven decision-making and more closely align planning, spending and accountability activities under Perkins V. The results of the CLNA form the foundation of the local application and drive local spending decisions. The strengths and weaknesses identified in the CLNA should seamlessly connect to the strategies and activities outlined in the Connecticut Perkins V Local Application.

The Connecticut State Department of Education (CSDE) has created this guide to assist eligible recipients with the CLNA process. Colleges must partner with their regional partner community colleges when conducting the CLNA process. As a region, community colleges shall analyze regional data and create strategies that benefit the region as a whole. Below is a list of the three regions and the corresponding community colleges.

- Capital-East Region
 - Capital Community College
 - Manchester Community College
 - Middlesex Community College
 - Quinebaug Valley Community College
 - Three Rivers Community College
- North-West Region
 - Asnuntuck Community College
 - Naugatuck Valley Community College
 - Northwestern Community College
 - Tunxis Community College
- Shoreline-West Region
 - Gateway Community College
 - Housatonic Community College
 - Norwalk Community College

The CLNA Process

Section 134(c) of Perkins V outlines specific requirements regarding the CLNA. Regions must include the following steps in the CLNA process:

1. Organize group of stakeholders.
2. Analyze student data.
3. Analyze labor market data.
4. Evaluate current CTE programs.
5. Create strategies and actionable activities.

Connecticut Perkins V Comprehensive Local Needs Assessment Guidelines

Step One: Organize a Group of Stakeholders

Perkins V provides a powerful opportunity to consult and coordinate with stakeholders. Meaningful engagement with stakeholders during the CLNA process not only enhances local plans and but also builds partnerships that help CTE programs.

Perkins V requires eligible recipients to conduct a CLNA involving a diverse body of stakeholders, including, at a minimum:

- representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- representatives of Connecticut workforce development boards and a range of local or regional businesses or industries;
- parents and students;
- representatives of special populations;
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- any other stakeholders that the eligible agency may require the eligible recipient to consult.

Regions may want to consider including a statistics or institutional research expert.

Required Documentation:

- Appendix A: Stakeholder Template
- Appendix B: Stakeholder Meeting Documentation

Questions to Consider:

- How will you leverage your CTE Advisory Board to assist in the development of the establishment, operation, and evaluation of the CTE programs?
- How will you share information in advance of meetings with stakeholders so they come prepared?
- How will you build an internal system to ensure that stakeholder input is reviewed and incorporated?
- How will you create accessible materials for different stakeholder groups aligned to their interest, needs, and expertise? In what language(s) will documents be translated?
- What meeting locations and times have you identified that are easy for stakeholders to reach and keep them at ease?

Step Two: Analyze Student Data

Perkins V requires eligible recipients and their stakeholder group to evaluate student levels of performance, including an evaluation of performance for special populations and each subgroup. The following are the [new core indicators of performance for postsecondary](#):

- 1P1: Postsecondary Retention and Placement
- 2P1: Credential, Certificate or Diploma

Connecticut Perkins V Comprehensive Local Needs Assessment Guidelines

- 3P1: Nontraditional Program Enrollment

Required Documentation:

- Appendix C: Postsecondary Performance Data Overview Template

Suggested Resource:

- Appendix D: Analyze Student Data Template (Postsecondary)

Questions to consider:

- Which performance accountability indicator targets are being met at the eligible recipient, career cluster, and program levels? What are the root causes for meeting or not meeting these targets?
- Which student groups are struggling the most in your programs? Which programs or program elements are the least accessible to particular student groups?
- What are the potential root causes of inequities in your CTE system? Which of these root causes can be addressed immediately? Which ones need a more comprehensive long-term plan?
- What strategies do you plan to employ now and over the next four years to support learners?
- How are learners from different genders, races, and ethnicities performing in the current CTE programs in each career cluster, particularly in programs leading to high-skill, high-wage or in-demand industry or occupations?
- How are learners from each special population performing in comparison to students without identified needs at the career cluster and program levels, particularly in programs leading to high-skill, high-wage, or in-demand industry sectors or occupations?

Step Three: Analyze Labor Market Data

Perkins V requires eligible recipients and their stakeholder groups to analyze labor market data and evaluate the alignment between CTE programs offered and the labor market needs of the local area, state and/or region — now and in the future.

Required Documentation:

- Appendix E: Analyze Labor Market Trends Template

Suggested Resources:

- The CSDE Connecticut Career Clusters Book ([link](#))
- [Partners in Careers Maps](#): The CSDE created two maps to assist eligible recipients in locating their local RESC, Workforce Development Board, community colleges, and the top occupations in their areas.
- [Connecticut Department of Labor Projections](#): Every two years, the CT-DOL Department of Research creates ten-year industry employment forecasts. Their [Web page](#) includes detailed job descriptions for all occupations, number employed in the base year and the projected year, total job openings, openings by growth, occupations in demand, Connecticut occupational employment and wages, and minimum education required.

Questions to consider:

- What occupations are projected to grow the most in Connecticut and in your workforce development region?

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- Which of these occupations meet the following Connecticut definition of high-skill, high-wage, and/or in-demand?
 - High-Skill: The occupation requires a bachelor's or advanced degree or advanced training beyond a high school diploma (e.g., a license, certificate, apprenticeship).
 - High-Wage: The wages are equivalent to the Connecticut's median hourly wage of \$22.55 or mean annual wage of \$46,900 or above (Connecticut Department of Labor. "Labor Market Information." April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)
 - In-Demand: The occupation is projected to grow more than 6 percent in a 10-year period or the rate of retirements/turnover in a particular occupation is projected to create more job opportunities. (Connecticut Department of Labor. "Labor Market Information." April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)

Step Four: Evaluate Current CTE Programs

Perkins V requires eligible recipients and their stakeholder groups to evaluate whether their current CTE programs meet Connecticut's definition of size, scope, and quality. Using the data collected and analyzed in Steps Two and Three, eligible recipients and their stakeholder groups need to identify gaps, areas of improvement, and investigate root causes. To assist in this process, recipients may want to utilize a [SWOT](#) analysis.

Suggested Resource:

- Appendix F: Postsecondary Size, Scope, and Quality Requirements

Questions to consider:

- How does your current program align to Connecticut's size, scope, and quality indicators? What changes need to occur to ensure alignment?
- How are you currently coordinating secondary and postsecondary education programs (e.g., articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing)? How will you be expanding on these opportunities for students?
- What opportunities do students currently have to earn an industry-recognized credential? How will you be expanding on these opportunities for students?
- What opportunities do students currently have to participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, pre-apprenticeships, school-based enterprises, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry?
- What is the involvement postsecondary and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs?
- How are you being intentional about educating and providing supports for learners with disabilities, English learners, part-time students and other special populations in programs and programs of study leading to high-skill, high-wage or in-demand industry or occupations?

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- How is your CTE program aligned to state and local labor market needs? To what degree do your CTE program offerings expose learners to the emerging high-skill, high-wage and in-demand industry or occupations in your region?
- Based on labor market analysis, which career clusters (e.g., Manufacturing, Health Science) should be developed, supported, or phased-out?
- How are recent high school graduates' student success plans being utilized?
- How are students informed about CTE programs and courses beneficial to their desired career?
- How fully are your programs aligned and articulated across secondary and postsecondary education? Across four-year institutions?

Step Five: Create Strategies and Actionable Activities

The CLNA process guides the 2020–21 Perkins V application content and assists eligible recipients in the creation of an actionable plan and vision for CTE. From this process, eligible recipients create strategies and actionable activities that will be included in their Perkins V application. The CLNA must be updated every two years.

Suggested resource:

- Appendix G: Current CTE Program Evaluation Template

Required documentation:

- Appendix H: Action Plan Template and S.M.A.R.T. Goals

Questions to consider:

- What are your top (three to five) priorities over the next four years?
- Across the board, which are the areas of strength? Which are areas of needed improvement? What is your plan for continuing to support or expand programs? What is your plan for transforming others?
- Which performance indicators are you struggling with the most? What strategies do you plan to employ to address those needs?
- To what degree are there immediate employment needs in your community that you can help meet? What about longer term needs toward which you can start building a pipeline?
- What structures will be put into place to encourage workforce partners to provide career exploration and career development coursework, activities, or services; career information on employment opportunities; and career guidance to students?
- Which professional learning needs are most pressing? What strategies will you use to recruit, retain and support instructors and staff over the next four years to ensure that your programmatic and performance goals can be met?

Appendix A: Stakeholder Template

The CSDE created the following Stakeholder Template to assist eligible recipients in organizing the legislated stakeholder consultation group that must include, at a minimum, the following:

Required stakeholder group per Perkins V Sec. 134(d)	Examples of stakeholder representatives	Name	Organization/Title	E-mail/Contact information
Secondary schools and districts	Teachers			
	Counselors			
	Administrators			
	Support personnel			
	Paraprofessionals			
Postsecondary institutions	Faculty			
	Administrators			
Local or State workforce development boards and a range of local or regional businesses or industries.	Workforce board members			
	Business and industry			
	Business and industry			
Parents and students	Parents			
	Students			
5. Special populations (e.g., individuals with disabilities; economically disadvantaged; nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals;	Members of organizations representing special populations			
	Members of special populations			

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English learners; homeless individuals; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty)				
Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth	Out-of-school youth representative			
	Homeless youth representative			
	At-risk youth rep			
Other				

Appendix B: Stakeholder Meeting Documentation

The CSDE created the following Stakeholder Meeting Documentation Template to assist eligible recipients in organizing their stakeholder engagement process.

Meeting Location:		Date:	
Stakeholder Name:	Role:	Organization/Title:	Contact:

Meeting Details	
Objectives:	
Focus/topics:	
Outcomes:	
Next steps:	
How will this information assist in the establishment, operation, and evaluation of CTE programs for all students?	

Connecticut Perkins V Comprehensive Local Needs Assessment Guidelines

Appendix C: Performance Data Overview Template

The CSDE created the following template to assist eligible recipients in organizing their student data.

	Postsecondary performance data overview template	1P1: Postsecondary retention and placement				2P1: Credential, certificate, or diploma				3P1: Nontraditional program enrollment			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	Totals												
	Male												
	Female												
Special Populations	English Learners												
	Homeless individuals												
	Youth in or aged out of foster care												
	Economically disadvantaged												
	Individuals with disabilities												
	Individuals out of the workforce												
	Single parents, including pregnant students												
	Students in nontraditional fields												
	Youth with parents in the armed forces												
Race and Diversity	African American/Black												
	American Indian/Alaska Native												
	Asian												
	Caucasian/White												
	Hispanic/Latino												
	Native Hawaiian or other Pacific Islander												
	Two or more races												

Appendix D: Analyze Student Data Template

Perkins V requires eligible recipients and their stakeholder group to evaluate levels of performance, including special populations for each subgroup.

Postsecondary Level Performance Indicators					
Indicator	Trend	Meeting or not meeting performance indicators, list causes	Strategies to address causes and support learners, include timeline	Special populations comparison	Race and diversity comparison
Postsecondary retention and placement					
Credential, certificate or diploma					
Nontraditional program enrollment					

Appendix E: Analyze Labor Market Trends Template

Perkins V requires eligible recipients and their stakeholder group to analyze both present and future labor market data and evaluate alignment between CTE programs offered and local/state labor market needs.

Industry Projected Employment Forecasts				
Industry/occupation	Projected percentage growth	State how this occupation meets the state determined definition of high-skill, high-wage, and/or in-demand (include data and reasoning)	State how this industry/occupation aligns with current programming	Strategies to transform current programming

Appendix F: Postsecondary Size, Scope, and Quality

Perkins V supports career and technical education (CTE) that prepares students for postsecondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, and/or in-demand careers. To be eligible for funding of their CTE programs, Connecticut community colleges must meet both federal and state requirements under the law.

Perkins V funds are awarded to Connecticut community colleges through formula funds. The CSDE and community colleges remain committed to their efforts to ensure that each student is provided opportunities to earn college credit while in high school. The mission of the College Career Pathways (CCP) program in Connecticut will continue to be to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom.

In the Perkins applications, all eligible postsecondary recipients shall provide assurances that all CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

Size: All community colleges must

- Offer at least three of the 12 funded Connecticut CTE Career Clusters:
 - Agriculture, Food and Natural Resources;
 - Architecture and Construction;
 - Business Management and Administration;
 - Education and Training;
 - Finance;
 - Health Science;
 - Hospitality and Tourism;
 - Information Technology;
 - Manufacturing;
 - Marketing;
 - Science, Technology, Engineering and Mathematics; and
 - Transportation, Distribution, and Logistics.
- Each college must qualify for a minimum allocation of \$50,000 or join in a consortium with another eligible community college to meet the minimum allocation requirement.
- Identify and report a substantial number of CTE concentrators each year. The term “CTE concentrator” means a student enrolled is an eligible recipient who has:
 - Earned at least 12 credits within a career and technical education program or program of study; or
 - Completed a program that includes fewer than 12 credits or the equivalent in total.

Scope: All community colleges must

- Provide high-quality CCP programs that align secondary and postsecondary CTE by:
 - Allocating a minimum of \$20,000;
 - Executing articulation agreements, Memoranda of Understanding (MOU) and/or Memoranda of Agreement (MOA) between the community college and all partnering high schools;
 - Allotting of a minimum of 5% towards professional development for partnering high schools’ faculty with the community college faculty; and
 - Utilizing each high school student success plans (SSP) to coordinate intentional programmatic decisions and seamless transitions.

Connecticut Perkins V Comprehensive Local Needs Assessment Guidelines

- Offer a minimum of one CTE pathway in each funded Connecticut CTE Career Cluster.
- Each pathway must have at least one sequenced program of study that consists of a minimum of two CTE courses with the exception of a course that leads to a certification. Academic courses do not count as part of the two-course sequence.
- Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, apprenticeships, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
- Provide postsecondary students the opportunity to earn an industry-recognized credential consisting of:
 - registered apprenticeships;
 - a certificate or certification;
 - a certificate of completion of a pre-apprenticeship; and/or
 - a license endorsed by Connecticut.

Quality: All community colleges must

- Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
- Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program's occupational area.
- Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and records of meeting minutes and attendance must be on file.
- Meet at least 90% of the required level of performance for any of the core indicators.
- Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.
- Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.

Appendix G: Current CTE Program Evaluation Template

Perkins V requires eligible recipients and their stakeholder groups to evaluate whether their current CTE programs meet Connecticut’s definition in size, scope and quality. Using the data collected in steps one, two and three identify gaps, weaknesses and investigate root causes.

Postsecondary SWOT Analysis				
	Strengths	Weaknesses	Opportunities	Threats
Size				
At least 3 funded Connecticut CTE career clusters				
Number of CTE concentrators				
Scope				
High quality CCP programs that align to secondary and postsecondary CTE				
At least 1 CTE pathway funded Connecticut CTE career cluster				
At least 1 sequenced program of study that consists of a minimum of 2 CTE courses				
Work-based learning opportunities				
Industry recognized credentials opportunities				
Quality				
Needs assessment conducted with a diverse body of stakeholders				

Connecticut Perkins V Comprehensive Local Needs Assessment Guidelines

CTE cluster, pathways, or programs of study based on labor market data				
CTE advisory meetings (2 per year, minutes and attendance included)				
90% of the required level of performance for any of the core indicators				
Professional learning opportunities				
Equal access to high-quality CTE courses for all students				

Appendix H: Action Plan Template with S.M.A.R.T. Goals

Section 134(c) of Perkins V outlines specific requirements regarding the CLNA. To support this process include S.M.A.R.T. Goals for each strategy listed in the plan, for guidance refer to the next page.

Actionable Plan: Strategies and S.M.A.R.T. Goals	
Vision statement	
Top priorities	
Areas of strength/needed improvement	
Performance indicator needs	
Workforce partnership	
Professional learning	
Staff recruitment/retainment	

S.M.A.R.T. Goals

S.M.A.R.T. goals help you identify if what you want to achieve is realistic and determines a deadline.

Initial Goal (Goal you want to achieve):

Specific (What do you want to accomplish and when? Why is this a goal?):

Measurable (How can you measure progress, impact or success? What data will be used to measure this?):

Attainable (Targeted objectives are doable and realistic):

Relevant (Why am I setting this goal? Is it aligned with overall objectives?):

Time frame (When will it be accomplished or measured to determine impact?):

Revised Goal in S.M.A.R.T. format

Connecticut Perkins V Comprehensive Local Needs Assessment Guidelines

This guide was designed to assist eligible recipients with assembling stakeholders, conducting and analyzing stakeholder feedback, and completing the 2020–21 Perkins V Local Application. For additional assistance, please contact [Suzanne Loud](#).

The CSDE used the following resources when compiling this guide:

- AdvanceCTE: [Comprehensive Local Needs Assessment Template](#); and
- Council of Chief State School Officers (CCSSO): [Stakeholders and Perkins V: Meaningful Engagement for Student Success](#).

Appendix E: Connecticut College Career Pathways Guidelines

Connecticut College Career Pathways Guidelines



Revised September 2019

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Career Pathways Program

The College Career Pathways program (CCP) in Connecticut gives high school students the opportunity to experience college-credit bearing courses taught by college-approved high school teachers.

Mission Statement

CCP aims to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom.

CCP Goals

1. Increase college and career readiness of participating secondary students by providing firsthand experience with the increased workload and personal responsibility required for successful college study.
2. Provide content-related professional learning that improves classroom instruction and supports collaboration between high school and college faculty.
3. Ensure that students who pursue Connecticut Career and Technical Education (CTE) are counseled into career pathways and earn college credit towards careers in high-skill, high-wage, and/or in-demand careers.
4. Increase awareness of Connecticut Career Clusters, programs of study (POS), and career development in collaboration with K-12 partners, business and industry, and other stakeholders.
5. Maintain/increase the number of high school students successfully completing courses within a POS that award postsecondary credits or lead to an industry-recognized credential or certificate.

Perkins V and College Career Pathways

High schools and community colleges receive funding to support CCP programs through the [Strengthening Career and Technical Education for the 21st Century Act](#) (Perkins V). Perkins V funds are awarded to Connecticut community colleges through formula funds and may only be directed toward articulated CTE courses aligned to the twelve Connecticut CTE Career Clusters:

- Agriculture, Food and Natural Resources;
- Architecture and Construction;
- Business Management and Administration;
- Education and Training;
- Finance;
- Health Science;
- Hospitality and Tourism;
- Information Technology;
- Manufacturing;
- Marketing;
- Science, Technology, Engineering, and Mathematics; and

- Transportation, Distribution, and Logistics.

Funding is intended to improve or develop new CTE programs that lead to employment in high-skill, high-wage, and/or in-demand careers as defined below:

- High-Skill: The occupation requires a bachelor’s or advanced degree or advanced training beyond a high school diploma (e.g., a license, certificate, apprenticeship).
- High-Wage: The wages are equivalent to the Connecticut’s median hourly wage of \$22.55 or mean annual wage of \$46,900 or above (Connecticut Department of Labor. “Labor Market Information.” April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)
- In-Demand: The occupation is projected to grow more than 6 percent in a 10-year period or the rate of retirements/turnover in a particular occupation is projected to create more job opportunities. (Connecticut Department of Labor. “Labor Market Information.” April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)

It is the policy of the CSDE that students enrolled in CCP courses do not incur any cost for potential college credit awarded. In consideration of the increasing costs to community colleges for the oversight and maintenance of CCP programs, each partnering high school must dedicate a percentage of its Perkins V funds to support such programs. This minimum percentage will be specified in each Perkins Grant request for proposals (RFP). This percentage may be adjusted each year as required. Academic courses are not fundable.

CCP Funding Requirements for Community Colleges

1. Community Colleges must ensure proper funding alignment to the proper Connecticut State Department of Education (CSDE) object codes (e.g., 111A, 111B, 200, 320, 322, 330, 510, 580, 600, 700).
2. Community Colleges must confirm total of all administrative costs do not exceed the five percent cap.
3. Community Colleges shall not sub-award Perkins grant funds to other grantees (e.g., It is not allowed for community colleges to sub-award CCP funds to high schools).
4. All purchases for goods and services for CCP programs on behalf of a cooperating school shall be conducted following the community college’s goods and services procurement policies.
5. Only those goods and services that are allowable expenditures as approved by both Federal and State policy and guidelines are eligible for Perkins funding.
6. Fiscal control and accounting procedures shall be used by the community college to ensure proper accounting of all CCP expenditures on behalf of cooperating CCP schools.
7. Property as defined by the Connecticut State Comptroller’s definition of equipment, includes all items of equipment with a value of over \$5,000 and the useful life of more than one year; including computers and peripheral, (regardless of cost), purchased for use by a CCP cooperating school title remains with the community college regardless of where the property is housed.

8. All expenditures by the community college on behalf of a cooperating CCP school shall be used to supplement not supplant non-federal funds.
9. All CCP funds shall be used to provide each student, including members of special populations as defined by Section 3(48) of the Perkins V law, in CCP with high quality CTE programs, pathways and programs of study that lead to high skill, high wage and/or in-demand industry sectors and occupations.

Each high school and community college must continually meet all Connecticut size, scope, and quality requirements (Appendices A and B).

In implementing CCP, the community college is encouraged to coordinate Perkins V funds and Basic funds in its activities in order to achieve program goals. Each community college participating in CCP must provide an end-of-year report to the CSDE by July 1 of the current grant year.

Each partnering high school is required to utilize a portion of its Perkins funds for the implementation of CCP programs provided to its students.

College Career Pathways Partnerships

Administration and supervision of a CCP program is performed by the community college's chief academic officer. College Career Pathways proposal applications should reference data (from the Department of Labor or other appropriate source) supporting each proposed career pathway leading to high-skill, high-wage, and/or in-demand careers.

The community college is required to form a contractual and functioning partnership with each of its participating high schools. The partnership agreement may be implemented as a Memorandum of Understanding (MOU). Any agreement must firmly establish the policies, practices, processes, and protocols for effective programming of concurrent enrollment, while being flexible enough to meet the needs of the targeted students.

Key topics to be addressed in the agreement include, but are not limited to:

- Articulation agreements;
- Student qualification, recruitment, and selection;
- Faculty selection, monitoring, professional learning, and evaluation;
- Academic standards, curricula, and evaluation; and
- Student support services.

Each CCP partnership is encouraged to involve local/regional workforce development agencies and business and industry partners pertinent to the career pathways. Other organizational entities that contribute resource support and/or providers of additional services to participating students, under the supervision of the college or high school, may become contractual members of the partnership.

Articulation Agreements

An articulation agreement is a written commitment between a community college and partnering high school(s). Community colleges implementing the CCP may enter into articulation agreements regarding dual enrollment programming only with those high schools physically located within their designated service areas. An Allowable Exception to this procedure shall only occur per a directive from the System Office or in those instances wherein the community college does not offer the specific course with which the high school desires to formulate an articulation agreement (Appendix C).

Articulation agreements are approved and signed by the chief academic officer of the community college and the principal of each partnering high school. The articulation agreement must state student learning outcomes and describe how those outcomes are appropriate for a course for which collegiate-level credit will be awarded in a CCP program. An articulated high school course may not align exactly with the respective college course, but the articulation process ensures that the high school course is equivalent.

Articulation Agreements should be entered into with the goal of creating a true career pathway for students, and should be clearly written with regard to course requirements and accountability.

Student Qualification, Recruitment, and Selection

In accordance with institutional and New England Association of Schools and Colleges (NEASC) policies and standards, a college must define the characteristics of participating students. The college must clearly state the process and procedures it has established with its partnering high schools for the recruitment and admission of participating CTE students. High school students need not possess the level of preparedness that would qualify them for college admission. However, they should demonstrate a sufficient level of academic readiness for the articulated course.

High school students who have demonstrated an interest in exploring or pursuing a CTE pathway to a career are eligible to participate in CCP courses. Junior and senior students must meet the college's established placement (course entrance) criteria prior to enrolling in the CCP courses. Freshman and sophomore students deemed socially and cognitively ready for college-level coursework may also be enrolled in CCP courses. Course enrollment of freshman and sophomores will be considered on a case-by-case basis. In addition to meeting placement criteria, freshman and sophomores must demonstrate sufficient maturity and motivation.

The Board of Regents, the governing body of the community colleges, authorizes the Connecticut State Colleges and Universities (CSCU) to utilize their choice of commonly-accepted multiple measures of skill level to determine student preparedness for admission to the community college and to enroll in credit-bearing courses (Appendix D).

The college's admission policy and procedures for CCP should recognize that the articulated high school course may not align exactly with the respective college course, but the articulation process ensures that the high school course is equivalent. The significant difference in seat time between a year-long high school course and a semester college course affords the high school course opportunities to include additional

course content. Therein, students are provided with opportunities to gain the necessary foundation – the core competencies that are requisite for the collegiate-level work.

A high school may consider employing one or more of the Board of Regent’s multiple measures for admission in addition to locally-developed school-based criteria. These selection process measures should be designed collaboratively with the college partner to ensure alignment with the Board of Regents and NEASC policy, in order to best determine that a student has the desire, aptitude, and work ethic needed to successfully complete a concurrent enrollment course and receive both, college and high school credit. The process should not be so rigorous as to exclude the very students who would most benefit from the opportunity to experience college and earn commensurate credit.

In addition to the aforementioned measures, high schools may wish to consider the following measures for selecting students to participate in CCP programs:

- Teacher recommendations;
- Completion of pre-requisite coursework with a C or better; or
- Student essays or interviews.

Faculty Selection, Monitoring, Professional Learning, and Evaluation

In accordance with institutional and NEASC policies and standards, colleges must identify who will teach the dual enrollment courses, what qualifications are required, and how dual enrollment faculty will be selected, supervised and evaluated by the college (Appendix E).

Program guidelines for the development, implementation, and evaluation of concurrent enrollment programs should clearly state the collaborative process and procedures it has established with its partnering high schools to jointly:

- Select who will teach each dual enrollment course, with documentation of their qualifications;
- Supervise the teachers of each dual enrollment course, with documentation of their compliance with both the high school’s and the program’s curricular and pedagogical provisions; and
- Evaluate the teachers of each dual enrollment course, with documentation of their effectiveness and continued professional development.

Community college faculty members, with administrative support, have the primary responsibility to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of the community college’s academic programs, credits, and degrees awarded.

For CCP courses to be eligible for Perkins funding, participating high school faculty must hold one of the Connecticut CTE teaching certifications:

010 Business, 7–12

040 Agriculture, Pre-K–12

041 Vocational Agriculture, 7–12

- 045 Home Economics, PK–12
- 046 Vocational Home Economics, PK–12 (no longer issued, but acceptable)
- 047 Technology Education, PK–12
- 089 Marketing Education, 9–12
- 090 Occupational Subject (Technical High Schools Only)
- 098 Trade & Industrial Occupations – Comprehensive High School
- 103 Health Occupations – Comprehensive High School
- 104 Cooperative Work Education/Diversified Occupations

NEASC requires that colleges have policies consistent with NEASC Accreditation, Standard 5: Faculty. The need for strong collaboration among high schools and community colleges requires:

- Faculty engagement in regular professional development related to college and career pathways; and
- Regular collegial interactions between high school instructors and college faculty, faculty site visits, and discipline/course-specific professional development.

Faculty quality is part of each college’s accreditation process; therefore, hiring criteria and decisions are made by the respective department chair of each college. If a high school wishes to apply for a reconsideration of a teacher approval, that appeal should go to the chief academic officer of the college in question.

Academic Standards, Curricula, and Evaluation

Because college credit is awarded for CCP courses, the NEASC Commission on Institutions of Higher Education expects that dual enrollment programs will be implemented in a manner consistent with its standards and policies, including the Policy on Credits and Degrees. Community colleges are encouraged to review and/or incorporate the standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) which provide useful insight in the areas of curriculum, faculty, students, assessment and program evaluation. Further information is available at <http://www.nacep.org>.

One or more college faculty members must oversee the development and implementation of each articulated dual enrollment course. That oversight must include the following:

- Review and approve the articulated course’s syllabus; culminating in a formal documentation of the high school course as being comparable in terms of content, quality, rigor, and student learning outcomes as those offered by the sponsoring college;
- Meet at least once annually with high school teacher(s) implementing the articulated course for course alignment of high school and college courses, and discipline-specific professional development;
- Conduct regularly scheduled classroom or laboratory observation(s) of the high school teacher(s) implementing the articulated course;

- Ensure the high school teacher(s) implementing the articulated course utilizes the college course's mid-term and final exams and other assessment methods or comparable instruments and methods approved by the college faculty member(s) to assess students' learning in order to document that the high school students are held to the same standards of achievement as students on the college's campus; and
- Ensure the high school teacher(s) implementing the articulated course employ grading standards comparable to those utilized by the sponsoring college.

College credit shall be awarded to the participating high school student upon successful completion of the concurrent enrollment course by the community college in compliance with its instructional policies and procedures and appropriate accrediting standards. High school credit also shall be awarded to the participating high school student upon successful completion of the concurrent enrollment course by the partnering high school in compliance with state standards.

Articulated CTE courses must be reviewed at least every three years in cooperation with the partner community college in order to verify continuing alignment of college and high school course content and assessment practice. Granting of college credit by the partnership college is to be based upon the high school student's successful mastery of course content as demonstrated by:

- Completion of coursework and assignments at a college level of proficiency; and
- Passing an equivalent end-of-course exam or other required demonstration of content mastery.

Student Support Services

Perkins V, Section 3(7) defines guidance and counseling as:

- providing access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual's occupational and academic future;
- providing information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and
- providing assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

It is essential that the partnership agreement acknowledges that student support services play a major role in promoting students' successful outcomes. The MOU should specify how the community college and partnering high school will jointly integrate and implement a comprehensive array of student supportive services designed to advance participating students' successful completion of concurrent enrollment courses, completion of a high school diploma and transition to college or career.

Program guidelines for the development, implementation, and evaluation of concurrent enrollment programs should clearly state the collaborative programming and services established with partnering high

schools for the joint provision of services that assist students in successful completion of CCP courses and ultimately achievement of their postsecondary and career aspirations.

Community colleges and high schools should collaborate to ensure that at a minimum such programming and services include:

- High School Counseling Services that includes career information and materials career explorations and advisement particularly on CTE programs of study/career pathways;
- College Success instruction that furthers students' development of habits and techniques to learn and apply a variety of active learning strategies to maximize their learning potential; and
- Transition to College specialized information and assistance on navigating the college and financial aid application procedures, and life management tools.

Each partnering high school should have in place processes that include access to career information related to CTE areas leading to high-skill, high-wage, and/or in-demand careers, and include the following:

- Career options aligned with current Department of Labor projections for future career demand;
- Effective alignment between CTE programs and the skills needed by the labor market;
- POS that list courses from Grade 9 through community college (9-16); and
- Access to all services designed to promote completion of studies resulting in industry certifications or licensures and postsecondary certificates or degrees.

Appendix A: Secondary Size, Scope, and Quality

Perkins V supports career and technical education (CTE) that prepares students for postsecondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, and/or in-demand careers. To be eligible for funding of their CTE programs, Connecticut high schools must meet both federal and state requirements under the law.

In the Perkins applications, all eligible secondary recipients shall provide assurances that all CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

Size: All districts must

- Offer at least three of the 12 funded Connecticut CTE Career Clusters:
 - Agriculture, Food and Natural Resources;
 - Architecture and Construction;
 - Business Management and Administration;
 - Education and Training;
 - Finance;
 - Health Science;
 - Hospitality and Tourism;
 - Information Technology;
 - Manufacturing;
 - Marketing;
 - Science, Technology, Engineering, and Mathematics; and
 - Transportation, Distribution, and Logistics.
- Qualify for a minimum allocation of \$15,000 or join in a consortium to meet the minimum allocation requirement, including charter and magnet schools.
- Identify and report a substantial number of CTE concentrators each year. Identify and report a substantial number of CTE concentrators each year. The term “CTE concentrator” means a student enrolled is an eligible recipient who has:
 - Earned at least 12 credits within a career and technical education program or program of study; or
 - Completed a program that includes fewer than 12 credits or the equivalent in total.

Scope: All districts must

- Have student success plans in place for each student identifying recommended academic and career and technical courses, and connecting to postsecondary education and credentials.
- Coordinate secondary and postsecondary education programs through programs of study, which may include articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing.

- Offer a minimum of one CTE pathway in each funded Connecticut CTE Career Cluster.
- Each pathway must have at least one sequenced program of study that consists of a minimum of two CTE course sequence providing students with rigorous academic content and relevant career and technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.
- Provide students the opportunity to earn an industry-recognized credential consisting of:
 - credit(s) towards an associate degree;
 - a certificate or certification;
 - a certificate of completion of a pre-apprenticeship; and/or
 - a license endorsed by Connecticut.
- Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, pre-apprenticeships, school-based enterprises, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
- CTE middle school (grades 6-8) programs may be funded with the following restrictions:
 - A maximum of 10% of the total District Perkins allocation or \$3,000, whichever is greater.
 - The middle school program must include career exploration in Connecticut CTE Career Clusters taught at the district high school.
 - Middle school CTE courses must be taught or co-taught by a CTE certified teacher to receive Perkins funding.
- Establish a minimum of one Career and Technical Student Organization (CTSO) with at least 10 state and national paid memberships. Participation in at least one leadership conference is strongly encouraged but not required.

Quality: All districts must

- Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
- Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program's occupational area.
- Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and be comprised of a diverse body of stakeholders including business and industry partners. Meeting minutes and attendance must be on file.

- Meet at least 90% of the required level of performance for any of the core indicators.
- Complete work place safety training for students and staff.
- Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.
- Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.

Appendix B: Postsecondary Size, Scope, and Quality

Perkins V supports career and technical education (CTE) that prepares students for postsecondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, and/or in-demand careers. To be eligible for funding of their CTE programs, Connecticut community colleges must meet both federal and state requirements under the law.

Perkins V funds are awarded to Connecticut community colleges through formula funds. The CSDE and community colleges remain committed to their efforts to ensure that each student is provided opportunities to earn college credit while in high school. The mission of the College Career Pathways (CCP) program in Connecticut will continue to be to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom.

In the Perkins applications, all eligible postsecondary recipients shall provide assurances that all CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

Size: All community colleges must

- Offer at least three of the 12 funded Connecticut CTE Career Clusters:
 - Agriculture, Food and Natural Resources;
 - Architecture and Construction;
 - Business Management and Administration;
 - Education and Training;
 - Finance;
 - Health Science;
 - Hospitality and Tourism;
 - Information Technology;
 - Manufacturing;
 - Marketing;
 - Science, Technology, Engineering and Mathematics; and
 - Transportation, Distribution, and Logistics.
- Each college must qualify for a minimum allocation of \$50,000 or join in a consortium with another eligible community college to meet the minimum allocation requirement.
- Identify and report a substantial number of CTE concentrators each year. Identify and report a substantial number of CTE concentrators each year. The term “CTE concentrator” means a student enrolled is an eligible recipient who has:
 - Earned at least 12 credits within a career and technical education program or program of study; or
 - Completed a program that includes fewer than 12 credits or the equivalent in total.

Scope: All community colleges must

- Provide high-quality CCP programs that align secondary and postsecondary CTE by:
 - Allocating a minimum of \$20,000;

- Executing articulation agreements, Memoranda of Understanding (MOU) and/or Memoranda of Agreement (MOA) between the community college and all partnering high schools;
 - Allotting of a minimum of 5% towards professional development for partnering high schools' faculty with the community college faculty; and
 - Utilizing each high school student success plans (SSP) to coordinate intentional programmatic decisions and seamless transitions.
- Offer a minimum of one CTE pathway in each funded Connecticut CTE Career Cluster.
 - Each pathway must have at least one sequenced program of study that consists of a minimum of two CTE courses with the exception of a course that leads to a certification. Academic courses do not count as part of the two-course sequence.
 - Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, apprenticeships, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
 - Provide postsecondary students the opportunity to earn an industry-recognized credential consisting of:
 - registered apprenticeships;
 - a certificate or certification;
 - a certificate of completion of a pre-apprenticeship; and/or
 - a license endorsed by Connecticut.

Quality: All community colleges must

- Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
- Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program's occupational area.
- Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and records of meeting minutes and attendance must be on file.
- Meet at least 90% of the required level of performance for any of the core indicators.
- Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.
- Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.

Appendix C: Connecticut State Colleges and Universities College Career Pathways Administrative Procedures: Service Area Partnerships

Connecticut State Colleges and Universities College Career Pathways Administrative Procedures: Service Area Partnerships

Community colleges implementing the College Career Pathways program may enter into partnership agreements regarding dual enrollment programming only with those high schools physically located within their designated service areas.

An Allowable Exception to this procedure shall only occur per a directive from the System Office or in those instances wherein the community college does not offer the specific course with which the high school desires to formulate an articulation agreement. In the latter instances:

- The program coordinator of the remote college receiving the high school's request must forward the request to that college's chief academic officer.
- If that chief academic officer deems it to be in the best interest of both the college and students that might be served by such an agreement, he/she shall endorse the request and forward it to the chief academic officer and program coordinator of the service area college.
- If the chief academic officer and program coordinator of the service area college endorse the request, the program coordinator of the remote colleges shall be advised that he/she may proceed with the articulation process.

In all instances where a high school seeks to enter into an articulation agreement with a remote college, the program coordinator shall first bring the matter to the attention of the program coordinator of the service area college. In those instances where the allowable exception does not exist, the program coordinators shall come to a mutual decision as to the response to the requested articulation agreement. If they do not agree, the respective chief academic officers shall come to a mutual decision. A positive response to the request shall be deemed a Negotiated Exception. If the colleges involved fail to achieve a resolution, the matter shall be decided by the staff member within the System's Office of Academic Affairs assigned to oversight of the College Career Pathways program. Similarly, if an Allowable Exception is not granted by the service area college, the matter shall be referred to the System Office.

In all instances where a high school seeks to enter into an articulation agreement with a remote college, the matter and its disposition(s) shall be reported in writing to the staff member within the System's Office of Academic Affairs assigned to oversight of the College Career Pathways program, by the program coordinator receiving the request.

This administrative procedure shall be effective September 15, 2014

Michael Gargano, Provost and Senior Vice President for Academic Affairs
Connecticut State Colleges and Universities
Connecticut Board of Regents for Higher Education

Appendix D: Connecticut State Colleges and Universities College Career Pathways Administrative Procedures: Multiple Measures for Student Assessment

Connecticut State Colleges and Universities College Career Pathways
Administrative Procedures: Multiple Measures for Student Assessment

Pursuant to Public Act No. 12-40, An Act Concerning College Readiness and Completion, the Board of Regents, in June 2014, enacted a Resolution that approved a list of multiple commonly accepted measures of skill level with the understanding that CSCU institutions...determine which measures of student assessment are most appropriate for student placement at the individual institutions. Thus, each College Career Pathways (CCP) Program has the option of utilizing the measures selected by its community college for the placement of students in the Program's Career and Technical Education courses for college credit.

As college access and preparatory programs for open-access institutions, a core goal of CCP is to maximize students' access to its courses. Each CCP should ascertain in collaboration with partnering high schools the most appropriate measures to determine student readiness for each course offered. The U.S. Department of Education (USDOE) has observed that there is "growing awareness that a single placement test may not provide a perfect measure of college readiness or predict success in a college-level class." One way to improve measurement and more appropriate placement for students may be to assess readiness multiple ways - a study employing a predictive placement algorithm, found that combining test scores, high school achievement, and proxies for student motivation to be an effective assessment. Furthermore, this USDOE report noted that "there is growing evidence that high school GPA is a superior indicator of preparation for college."

The Board of Regents' Resolution included the following list:

Multiple Measures for Student Assessment Fall 2014

The following is a list of multiple commonly accepted measures of skill level as determined by the PA 12-40 advisory council from information supplied by CSCU remediation summit on April 11 2014. This list is provided with the understanding that CSCU institutions have until no later than Fall of 2015 to determine which of these agreed upon multiple measures of student assessment are most appropriate for student placement at the individual institutions.

CLEP/AP/DANTES	Accuplacer WritePlacer
ACT Scores	Local Challenge Essay
SAT Scores	Non-Cognitive Questionnaire
High School Transcript	Student Interview
Accuplacer	Local Math Exam
SBAC (Smarter Balanced Assessment Consortium)	

This administrative procedure shall be effective November 17, 2017

Dr. Jane M. Gates, Provost and Senior Vice President for Academic Affairs
Connecticut State Colleges and Universities
Connecticut Board of Regents for Higher Education

Appendix E: Connecticut State Colleges and Universities College Career Pathways Administrative Procedures: Alternative Minimum Qualifications and Exceptions

Connecticut State Colleges and Universities College Career Pathways Administrative Procedures: Alternative Minimum Qualifications and Exceptions

The standard minimum qualification for teaching positions at community colleges in the Connecticut State Colleges and Universities System as an adjunct faculty member is a master's degree in the discipline or a related field with zero to two years of experience teaching in the discipline at the college level.

High school teachers who lack the minimum qualification but desire to teach a Career and Technical Education course for college credit within a College Career Pathways (CCP) Program may apply for approval through Alternative Minimum Qualifications.

Department chairs or corresponding officials of academic department or division participating in a CCP Program are encouraged to anticipate requests for Alternative Minimum Qualifications and accordingly clarify in writing proposed alternative minimum credentials deemed necessary for a particular course; applying differentiated qualifications based on the level of the course being taught (100-level, 200-level or sub-specialty within the discipline). Such an alternative may be developed in consultation with the department's or division's faculty members. Before they are enacted, proposed alternatives must be approved by the institution's chief academic officer and president, respectively.

In the absence of an established Alternative Minimum Qualification, a high school teacher or his/her supervisor or principal may submit the teacher's resume, a cover letter and a supervisory approval to the institution's chief academic officer via the CCP coordinator, requesting an Exception to the standard minimum qualification based upon the credentials presented in the resume and stipulations stated in the cover letter and supervisory approval. The cover letter should include assurance that the teacher would actively participate in any professional development and in-service activities and teacher supervision implemented by the department or division.

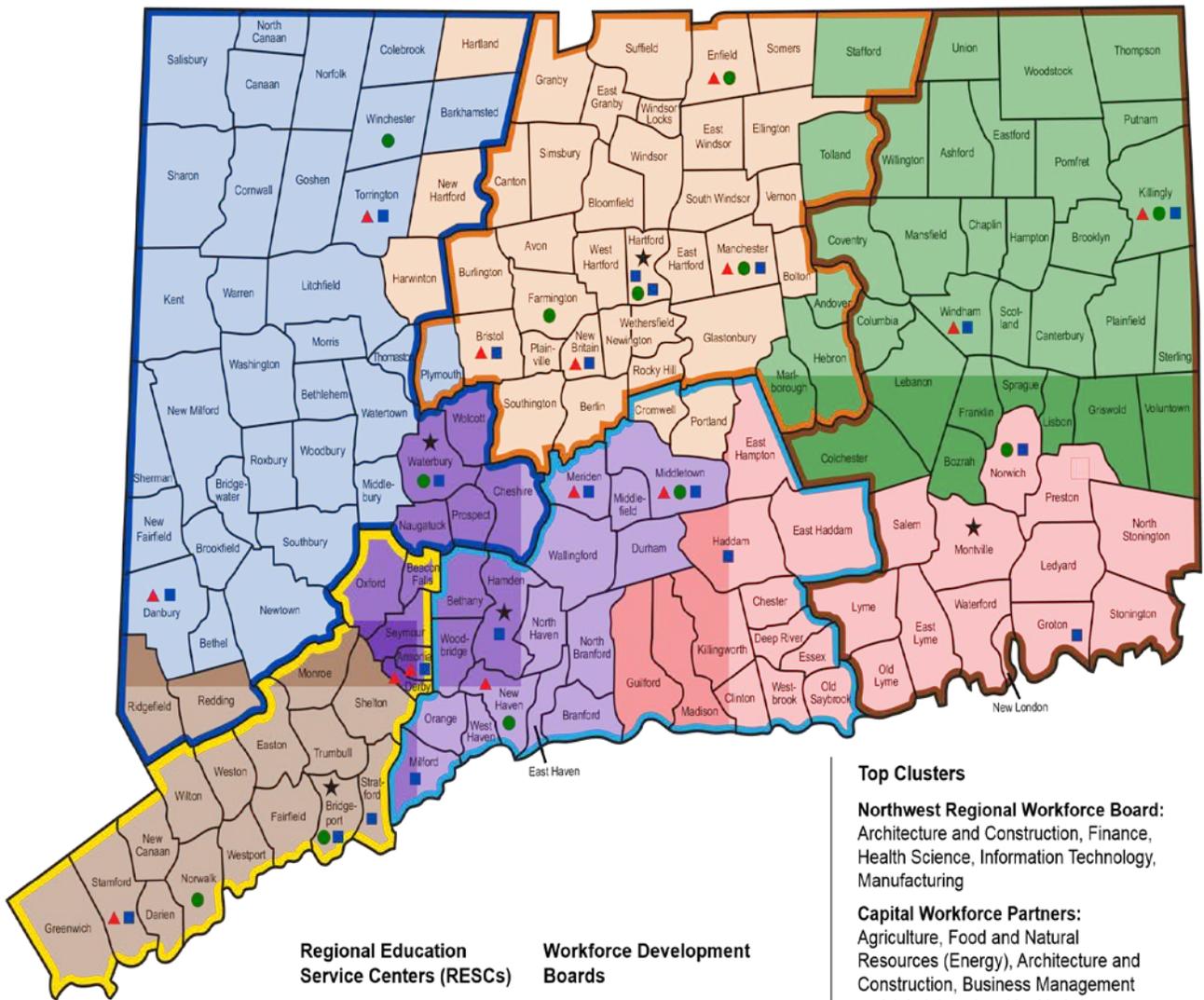
Exceptions will be at the discretion of the chief academic officer in consultation with the relevant department or division; in consideration of the NEASC dual enrollment policy that all high school teachers qualified to teach a course for which college credit is granted must be "selected, supervised and evaluated by the institution providing the credit."

This administrative procedure is based on the Clarifying Guidance on Minimum Qualifications for Adjunct Faculty Teaching on the Community College Campuses which was endorsed by the CSCU Academic Council on March 11, 2015.

This administrative procedure shall be effective November 17, 2017

Dr. Jane M. Gates, Provost and Senior Vice President for Academic Affairs
Connecticut State Colleges and Universities
Connecticut Board of Regents for Higher Education

Appendix F: Regional Education Service Centers & Workforce Development Boards: Partnering in Career and Technical Education



- ★ Comprehensive American Job Centers
- ▲ Affiliate American Job Centers
- Connecticut Community Colleges
- Connecticut Technical Education and Career System (CTECS)

Regional Education Service Centers (RESCs)

- EdAdvance
- CREC
- EASTCONN
- LEARN
- ACES
- CES

Workforce Development Boards

- Northwest Regional Workforce Board
- Capital Workforce Partners
- Eastern CT Workforce Investment Board (EWIB)
- Workforce Alliance
- The Workplace

Top Clusters

Northwest Regional Workforce Board:
Architecture and Construction, Finance, Health Science, Information Technology, Manufacturing

Capital Workforce Partners:
Agriculture, Food and Natural Resources (Energy), Architecture and Construction, Business Management and Administration, Health Science, Manufacturing

Eastern CT Workforce Investment Board (EWIB):
Health Science, Manufacturing

Workforce Alliance:
Architecture and Construction, Education and Training, Finance, Health Science, Hospitality and Tourism, Information Technology, Manufacturing

The Workplace:
Architecture and Construction, Business Management and Administration, Health Science, Hospitality and Tourism, Manufacturing, Marketing



Partnering in Career and Technical Education

CTECS Names and Locations

- A.I. Prince Technical High School (Hartford)
- Bristol Technical Education Center (Bristol)
- Bullard-Havens Technical High School (Bridgeport)
- CT Aero Tech School for Aviation Maintenance Technicians (Hartford)
- E.C. Goodwin Technical High School (New Britain)
- Eli Whitney Technical High School (Hamden)
- Ella T. Grasso Technical High School (Groton)
- Emmet O'Brien Technical High School (Ansonia)
- H.C. Wilcox Technical High school (Meriden)
- Harvard H. Ellis Technical High School (Danielson)
- Henry Abbott Technical High School (Danbury)
- Howell Cheney Technical High School (Manchester)
- Norwich Technical High School (Norwich)
- Oliver Wolcott Technical High School (Torrington)
- Platt Technical High School (Milford)
- Stratford School for Aviation Maintenance (Stratford)
- Vinal Technical High School (Middletown)
- W.F. Kaynor Technical High School (Waterbury)
- Windham Technical High School (Willimantic)

Connecticut Manufacturer Associations and Locations

- Connecticut Business and Industry Association (CBIA) and CONNSTEP (Hartford)
- Eastern Advanced Manufacturing Alliance (EAMA)
- Aerospace Components Manufacturers (ACM)
- Smaller Manufacturers Association of Connecticut, Inc. (SMA)
- Connecticut Tooling and Machining Association (CTMA)
- New Haven Manufacturers Association (NHMA)
- New England Spring and Metalstamping Association (NESMA)

Regional Education Service Centers (RESCs) - There are six (6) RESCs established in accordance with a Connecticut legislative mandate (Section 10-66a). These centers have a regional focus and provide Connecticut school districts a wide range of educational programs and services to assist in improving teaching and learning.

- Area Cooperative Education Services (ACES)
- Capitol Region Education Council (CREC)
- Cooperative Educational Services (CES)
- EASTCONN
- EdAdvance
- LEARN

Workforce Development Boards - There are five (5) Connecticut Regional Workforce Development Boards established by the Connecticut General Assembly. The boards have a regional focus and serve many functions including coordinating policy and programs, assessing employment and training needs and priorities, and coordinating programs that address regional needs. To contact the Board nearest to you, refer to the Directory of Regional Workforce Development Boards.

Connecticut Manufacturers' Collaborative - The Connecticut Business and Industry Association (CBIA) and CONNSTEP organized the Connecticut Manufacturers' Collaborative (CMC), to bring together manufacturing representatives from all the major manufacturers associations in Connecticut. This group represents the following regional manufacturing organizations: Eastern Advanced Manufacturing Alliance (EAMA), Aerospace Components Manufacturers (ACM), Smaller Manufacturers Association (SMA), Connecticut Tooling and Machining Association (CTMA), New Haven Manufacturers Association (NHMA), Metal, New England Spring and Metalstamping Association (NESMA).

**Appendix G: Letter to CSDE from Mr. John Miller,
Audit Liaison Officer for the Office of Career,
Technical and Adult Education (OCTAE)**



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



December 4, 2018

TO: John W. Miller
Audit Liaison Officer
Office of Career, Technical, and Adult Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202
202-245-7713; John.Miller@ed.gov

Re: Audit Control Number 01-17-88660
State of Connecticut Single Audit Report for the Period of July 1, 2016 to June 30, 2017,
Finding 2017-305

Dear Mr. Miller,

The following response includes what was required in the PDL dated September 24, 2018, related to the Maintenance of Effort (MOE) calculation for the Perkins Grant for the State of Connecticut.

I have included the following .pdf attachments as requested in the PDL:

- Procedure to Calculate the Perkins MOE 11-27-18.pdf
- Program Narrative – Connecticut Technical Education and Career System (CTECS)
- Program Narrative – Agriculture Science and Technology Education (ASTE)
- MOE Calculation – As proposed in the new procedures

Regarding the attached MOE calculation procedure, it includes three major components:

1. The total expenses of the CTECS - This was determined because the historic methodology to individually determine each program to be used in the calculation gave no consistency to the methodology. The system is a secondary career and technical education system that serves over 11,000 students statewide, in 17 high schools. Disaggregating the expenses of the system to determine which programs should be used to determine MOE is inappropriate when 100 percent of the expenses of the system are devoted to career and technical education. More information on the system can be found at www.cttech.org.
2. The total expenses of the Agriculture Science and Technology Education Grant – This grant is supplied by the state to 19 designated regional agricultural science and technology centers across the state.
3. The Administrative Match – This is calculated annually and currently uses salaries of staff members who are connected to the administration of the Perkins Grant or allowable Perkins administrative activities.

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