

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006
STATE PLAN COVER PAGE**

State Name: Connecticut

Eligible Agency Submitting Plan on Behalf of State: Connecticut State Department of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

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Type of State Plan Submission (check *all* that apply):

Five-Year Plan

One-Year Transition

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

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PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

In 2007, Connecticut elected to submit a one-year Transition Plan for Connecticut's six-year Career Pathways Initiative. That plan was approved by the Connecticut State Board of Education and subsequently by the U.S. Department of Education, Office of Vocational and Adult Education. It addressed year one transitional activities designed to begin the state's evolution from traditional Career and Technical Education to Connecticut's Career Pathways Initiative. Now in 2008, which is year two of Connecticut's Career Pathways Initiative, the state is submitting its full Carl D. Perkins Five-Year State Plan 2008-13. This plan builds upon the initial strategies and activities contained in the 2007-08 Transition Plan to fully implement Career Pathways for all students with statewide support at the state, regional and local level.

A. Statutory Requirements

1. Public Hearings

The State Department of Education (SDE) has conducted two face-to-face public hearings to gather comments and input into the Carl D. Perkins Five-Year State Plan. The first hearing was held at the Connecticut State Legislative Office Building in Hartford, CT on January 28, 2008, from 2-4 p.m., and the second was held on January 29, 2008, from 5-7 p.m. at the Area Cooperative Education Center, a Connecticut regional educational service center located in Hamden, CT. Public hearing notices were posted in the five major state newspapers: The Hartford Courant, The New Haven Register, The New London Day, The Connecticut Post and The Waterbury Republican American. The Public Hearing announcement read as follows:

Public Hearing

Connecticut State Department of Education
Hartford, CT
Carl D. Perkins Five-Year State Plan

Pursuant to P.L. 109-270, the Carl D. Perkins Career and Technical Education Improvement Act of 2006, two public hearings are scheduled to gather input for the Carl D. Perkins Five-Year State Plan. The Carl D. Perkins Act provides funding for the improvement of career and technical education programs offered in public high schools and community colleges statewide.

Locations and Dates

January 28, 2008, 2-4 p.m.

Legislative Office Building
Hartford, CT 06106
Hearing Room #1A

January 29, 2008, 5-7 p.m.

Area Cooperative Education Services
205 Skiff Street
Hamden, CT 06517
Room location will be posted on-site.

The Connecticut State Perkins Transition Plan precursor to the Five-Year State Plan is located at:
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320802>

2. Public Hearing Results

Comments gathered from the two public hearings identified the need for increased collaboration between secondary education and workforce development, as well as with four-year postsecondary institutions, including private colleges and universities. Under College Career Pathways, which is the postsecondary component of Connecticut's Career Pathways Initiative that has replaced Tech Prep, Connecticut has partnerships with all of the colleges within the state community college system, as well as the University of Connecticut (UConn). Beyond the nonprofit postsecondary system, Connecticut has collaborated with several private colleges that offer career and technical education (CTE) teacher preparation programs and content majors. However, one private university expressed interest in working more closely with SDE to develop Career Pathways opportunities for students planning on careers in business, marketing and allied health.

Other discussion during the hearings identified the need to strengthen collaboration between business and industry and education to ensure that students are fully prepared to meet the challenges of the high-skill, high-wage Connecticut workforce. Comments focused specifically on the critical role of career development for all students enrolled in Connecticut's secondary schools and the need for school counselors, in addition to career development professionals, to help guide all students to explore career interest areas. Recommendations were made regarding state focus to increase the role of school counselors to work with career specialists, teachers and mentors to provide career counseling in conjunction with academic counseling. However, concern was voiced that Perkins funding be allowed to continue to help support high school career counselors who provide individual counseling to Career Pathways students. In addition, concern was expressed that high school is too late to address career development. Suggestions were made that the SDE expand its Career Pathways focus to include middle school students in career exploration.

Comments from business and industry representatives present at one hearing identified a shortage of qualified workers in the manufacturing cluster in the state. It was recommended that a plan be developed to attract students to the field. This plan should inform students and parents of the professional/technical nature of the manufacturing environment, and also debunk the myth of manufacturing as a low-skilled, low-demand field.

Other suggestions included offering comprehensive professional development in Career Pathways not only for teachers and administrators but for business partners and parents as well. All suggestions and comments voiced at these public forums have been shared with the Career Pathways staff and will be addressed in the ongoing development of Career Pathways and Student Success Plans.

3. Development of State Plan

In winter 2007, the SDE sent a Connecticut Career Pathways team to the Career Pathways Institute in Washington, D.C. This team consisted of the SDE state director of CTE; the SDE Career Pathways consultant for career development and work-based learning; an SDE grants consultant; the workforce development director from the community college system and Connecticut's Career Resource Network program director. The team was sponsored by America's Career Resource Network and the Office of Vocational and Adult Education. The purpose

of the institute was to assist states in identifying strategies for implementing Career Pathways and to allow state teams time outside of their day-to-day responsibilities to develop an initial implementation plan that would form the basis of the Five-Year State Plan. Part of the work that was begun by Connecticut's state leadership team at the institute was the identification of stakeholders, their potential role in the Career Pathways implementation and the identification of a preliminary plan for moving the state through the transition phase into full implementation. The identification of stakeholders was accomplished by first identifying existing partnerships, followed by a gap-analysis.

Upon returning to Connecticut, this implementation team immediately convened a core leadership workgroup of key stakeholders to address the promotion and marketing of Career Pathways to secondary and postsecondary educators, business and industry and students and parents. Consisting of the Department of Labor, the Department of Economic and Community Development, the Department of Education, the Department of Higher Education, the Connecticut Career Resource Network, the Connecticut Business and Industry Association and the Office of Workforce Competitiveness, this group operated from the outset on the basis of leveraging resources that each brought to the table in order to develop materials to promote and support Career Pathways. This partnership has endeavored to establish a "single voice" in driving an educational focus aligning education to the current and projected needs of labor and industry in Connecticut. As a result of the members' initial collaboration, the following products are under development to promote Career Pathways:

- cluster-focused compact discs with teacher guides for statewide distribution, beginning with health occupations, finance and insurance, engineering technology, environmental and natural resources;
- a revised Department of Labor/Connecticut Career Resource Network publication "Career Paths," which will adopt the 16 federal clusters aligned to Connecticut's "high-skill, high-wage" careers identified by the Department of Labor's Office of Labor and Research, and which will include Career Pathways information for distribution to all schools, libraries and one-stop career centers in May 2008;
- an SDE publication on Career Pathways for educators and parents; and
- a pilot career development project involving the six regional educational service centers and 12 school districts.

In addition, a comprehensive list of stakeholders was developed who will comprise Connecticut's Career Pathways Advisory Board (see Appendix B). Stakeholders include leaders from secondary education, postsecondary education, business and industry, workforce development, parent groups and student groups at the state, regional and local level. The list serves as a guide to ensure outreach and involvement from all strategically necessary (and required) stakeholders. Part four, below, identifies initial opportunities for involvement in the development of Connecticut's Five-Year State Plan 2008-13. Each individual listed as a stakeholder has had one or more initial opportunities to review and comment on the emerging plan, either in writing or in person.

As the lead Career Pathways agency, the SDE Career Pathways Unit has successfully implemented the initial strategies outlined in its 2007-08 Career Pathways One-Year Transition Plan. During winter and spring of that transition year, CTE consultants, as well as career and technical secondary and postsecondary education partners/grantees, participated in professional development designed to

evolve CTE leadership from its traditional role of content experts in seven elective areas to 34 Career Pathways aligned to the 16 federal career clusters. As a result of these professional development leadership institutes, CTE consultants became CTE/Career Pathways leaders who had expanded their own professional knowledge and understanding from their former traditional CTE areas. The consultants developed model Programs of Study in related career pathways aligned to additional clusters relevant to their respective areas of expertise. This was an important and strategic first “transition” step to take if consultants were to be able to assist districts in making the same transition from traditional CTE to Career Pathways.

In spring 2007, Connecticut Perkins-eligible districts received the 2007-08 Perkins Request for Proposals (RFP), which required that prospective grantees adopt and include plans for implementing a Program of Study in at least one of the 34 Career Pathways adopted by the state. Applicants were able to use the appropriate model Program of Study, created by the respective state CTE/Career Pathways consultant and receive technical assistance from the consultants in the process of adopting the Program of Study to their school’s curriculum. Throughout spring 2007, additional professional development was offered by the Career Pathways Unit, successfully assisting districts in taking the first step in moving into the future with Career Pathways.

Two factors have provided momentum to the emerging Career Pathways Initiative in Connecticut. The first is the dedication on the part of the SDE Career Pathways staff to the evolution of CTE to meet the challenges of Connecticut’s economy in the 21st century. Career Pathways consultants have historically maintained existing close partnerships with other secondary and postsecondary CTE proponents, the Department of Labor and leaders in business and industry.

The second factor contributing to the Career Pathways momentum is the positioning of the Career Pathways Student Success Plan as a central component to SDE’s Proposal for Secondary School Reform that has been developing at the same time that CTE was evolving into Career Pathways. In an effort to meet the demands of the changing global economy in an increasingly diverse society, the SDE began to reform the secondary comprehensive schools to better prepare all students for success. During this process, the compatibility of Career Pathways and secondary school reform became more and more clear: common objectives; shared outcomes; strategies to connect learning with doing (“minds on” along with “hands on”); commitment to data-driven decision-making; and commitment to engage all of Connecticut’s students in an active and challenging education. The Ad Hoc Committee on Secondary Education, at the direction of the Commissioner of Education, adopted the Career Pathways Programs of Study, aligned to Career Pathways and clusters, for all students in Connecticut, re-naming it the Student Success Plan. Under Connecticut’s Proposal for Secondary School Reform, the Student Success Plan incorporates high academic rigor, elective courses, dual concurrent postsecondary linkages, experiential learning and a capstone project, organized as an individual student learning plan aligned to a career pathway or area of interest (see **Appendix C**). As a result, the term Student Success Plan has replaced Connecticut’s Career Pathways earlier term, Programs of Study, in the Five-Year Plan (see **Figure 4 and 5** on pages 32 and 33). In addition, the reform initiative has been redefined as the Proposal for Secondary School Reform, reflecting the SDE’s belief that introducing students to Career Pathways and the requisite, rigorous academic coursework, must start earlier than Grade 9.

4. Stakeholder Participation in the Development of the State Plan

In addition to the two public hearings described on page 4, the state gathered input to the development of its Five-Year State Plan in various ways:

- distribution of hard copies of documents throughout interagency and intra-agency partners (see **Appendix A**);
- formal stakeholder forums notified by mail (see **Appendix B**);
- presentations to intra-agency personnel, including special education, school counselors, charter schools, adult education, CTE, the technical high school system, academic content areas and data accountability;
- presentations to education and workforce development intermediary organizations, including workforce investment board directors, youth council program directors and state youth serving organizations; and
- electronic distribution of documents to content area teachers, school counselors, Perkins administrators, higher education representatives, the community college system, non-traditional partners, youth organizations, workforce boards/one-stop operators, the juvenile justice system, business and industry partners, labor organizations and parent organizations statewide (see **Appendix C**).

Summary of Stakeholder Participation in Initial Development of the Five-Year Plan

On the morning of January 22, 2008, interagency SDE personnel met with Career Pathways staff to discuss implications of the Five-Year State Plan. Discussion focused on a full spectrum of support for all levels of students in Connecticut, including: special needs students; adult education students; and Connecticut technical high school students. Highlights of that discussion include:

- The **transition consultant for special education** suggested that Career Pathways professional development plans must not only provide training and technical assistance to secondary education teachers in “effective teaching strategies,” which is included in the professional development plan of the Five-Year State Plan, but that it must also provide training opportunities in “differentiated instruction” across all curricula.
- **Connecticut’s school counseling consultant** commented on the alignment of Career Pathways procedures to the current revision of Connecticut’s Comprehensive School Counseling Program Model of 2008, which has been updated to include information on Career Pathways and the Student Success Plan. The revised program, which was reviewed and commented upon by Career Pathways staff, includes models of individual learning portfolios which may be used by school counselors, career center specialists, teachers, mentors, students and parents, to collect, document and review activities and school work reflecting students’ career exploration activities and related academic work. This tool will enhance the Student Success Plan and assist each student in making informed decisions regarding further education and/or work.
- The **transition consultant for special education** responded to the Student Success Plan component of Career Pathways by suggesting that it be compared and matched to requirements for an Individual Education Plan established under special education legislation that addresses transition planning for students with disabilities, including students classified as 504.

- The grants coordinator from **Connecticut's Technical High School System**, which comprises a single district that receives Perkins funding for CTE offered in its 17 technical high schools, in addition to the CTE offered in the state's comprehensive high schools, agreed to align, as closely as possible, their occupational-based trade areas with the Career Pathways Student Success Plan established under the comprehensive school model. As of the submission of this plan, the system has completed their realignment with the 16 federal clusters (see **Figure 3** on page 31).
- The consultant for **adult education**, who is also the adult education liaison to CTE, felt that the career development approach towards education and career planning makes sense for all learners. The adult education consultant agreed with the consultant for school counseling that an individual learning portfolio, as a student's personal extension of the Student Success Plan, is a portable tool that students could use for further education/career decision-making in: a community college; a four-year college; a one-stop career center; and a job.

During the afternoon of January 22, 2008, a student/teacher forum was facilitated by state Career Pathways staff. School administrators, teachers and career counselors from comprehensive high schools and regional aqua/agriculture schools, as well as students and a graduate student officer from a Career and Technical Student Education Organization, participating in paid internships, were in attendance. Overall, their comments supported the importance of CTE for all students. They voiced support for the value and credibility of CTE to district administrators. Discussion focused on student awareness of Career Pathways and the need for school counselors and career staff to provide career counseling and management of related experiential learning. The necessity to reach essential district and college staff with professional development was also discussed. School counselors must be provided with information on Career Pathways if they are going to assist all students in establishing a Student Success Plan.

On January 24, 2008, a meeting between the state director for CTE and the SDE accountability staff included discussion on how the CTE data accountability will become a part of the department-wide accountability plan. Currently, Perkins data are collected through a number of instruments from within and outside the agency. SDE is working on Phase I of the system plan to be orchestrated by an outside data vendor. The Perkins data collection process will be integrated during Phase II. There will, however, be a lag time while the process is developed and debugged in retrieving and reporting the data required under Perkins IV.

On February 7, 2008, College Career Pathway directors, formerly Tech Prep, met to provide input to the implementation of Career Pathways in Connecticut, and to the Five-Year State Plan, in particular. While Connecticut's Career Pathways/College Career Pathways Plans were generally endorsed, suggestions were made to strengthen articulation of content between secondary and postsecondary courses, as well as collaboration between district and college administrative and teaching staff. An issue that impedes closer collaboration is the discrepancy between secondary and postsecondary school calendars.

On February 19, 2008, the state Career Pathways consultant for career development and work-based learning met with the **directors of the state's five workforce boards**, who also oversee the **one-stop career centers and youth councils, established under the Workforce Investment Act**, to discuss the

implications of the Career Pathways Initiative on the youth programs operated by the boards and their respective youth councils. Career Pathways materials had been sent electronically prior to the meeting, so that the discussion could focus on the shared positive youth development objectives of the Career Pathways Initiative and Workforce Investment Act-established program guidelines and outcomes. There is already a conscious alignment between the Workforce Investment Act-Youth RFP of the Workforce Alliance and the school-to-work/CTE structure. There is a precedent established that could be shared as a best practice and replicated or customized in other youth councils. Additional strategies included making career development facilitator training available to Workforce Investment Act counselors in the workforce boards and in the one-stop career centers, which would establish a systematic and consistent approach to guiding and assisting young people seeking the services of the centers and/or participants in the Workforce Investment Act Youth Council-funded programs.

On March 5, 2008, the Five-Year State Plan was reviewed by the **Connecticut State Board of Education for approval**.

As a result of the **electronic distribution of Career Pathways materials**, a wide spectrum of responses was received. The response from **Connecticut's Juvenile Justice System** included an appeal to the state to expand the College Career Pathways statewide to be offered in all high schools. In addition, their response stressed the importance of the district advisory committee, more opportunities for student/teacher internships and district career fairs. Finally, echoing other responders, they emphasized the need for professional development to teach strategies to engage all students.

Comments from **district administrative staff** include an endorsement of Career Pathways as the catalyst to move CTE forward. As Career Pathways becomes included in the state's Proposal for Secondary School Reform, opportunities to align academic and CTE teaching and learning will become more prevalent. The challenge of keeping Career Pathways viable, along with the additional academic requirements of the Proposal for Secondary School Reform, is to create innovative ways of imparting career and technical skills to all students. These may include awarding credits through internships, online courses, independent demonstration projects and/or dual concurrent CTE college credits. CTE responders feel that the biggest boost to school decision-makers for the future of CTE is their exposure to the tenants of Connecticut's Career Pathway Initiative.

One **stakeholder at the district level**, in response to the invitation to review and comment on the Career Pathways Initiative, commented that, "Education must present a complete picture of preparation for each student leading to a life of Career Pathways."

5. State Plan Governance

As the fiduciary for the Carl D. Perkins Grant, the SDE establishes the funding level for postsecondary partners and the community college system for implementing College Career Pathways. The state's funding plan identifies the funds to be reserved for each partner's respective portion of the plan, and the responsibilities tied to the funds. SDE College Career Pathways staff works with the respective representatives from the community college system to ensure reliable data collection, program improvement and postsecondary articulation. In addition, the SDE currently provides Perkins funding to UConn for teacher preparation in

early childhood education, as a part of the state's family and consumer science programs. All postsecondary stakeholders were given the opportunity to review and comment on the state's College Careers Pathway funding plan on February 7, 2008 (see page 9 for a summary of that meeting).

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. Connecticut is submitting a Five-Year State Plan for the years 2008-13 to the Secretary of Education pursuant to Sec. 122(a)(1) of the Carl D. Perkins Career and Technical Education Act of 2006.

Connecticut's Five-Year State Plan for CTE is designed as a full expression of the foundation established in the One-Year Transition Plan for 2007-08. The full implementation plan will continue to expand Connecticut's seven traditional CTE program content areas to the 34 career pathways that have been aligned to the 16 federal clusters, and which have been identified by current economic projections to lead to high-skill, high-wage careers. Connecticut's Five-Year State Plan focuses initially on the development of an individualized Student Success Plan (formerly the Program of Study) for all CTE students, and when the Proposal for Secondary School Reform is enacted, the development of a Student Success Plan for every Connecticut student (see **Appendix D**.)

2. Connecticut's Five-Year State Plan will support the following CTE activities that are designed to meet or exceed the state-adjusted levels of performance:

(a) Align and expand Connecticut's seven traditional CTE program content areas to the 16 federal career clusters and to the identification of related career pathways in order to develop and implement programs of study.

In Connecticut, CTE is offered as electives to all public secondary school students, including those enrolled in comprehensive high schools, technical high schools and those students within the Department of Corrections USD #1, and to postsecondary students at the community college level in a career-focused certificate or two-year degree program. CTE/Career Pathways consultants from the SDE, Bureau of Curriculum and Instruction, are certified program-area specialists in their respective, traditional CTE disciplines. They provide ongoing content-area leadership and technical assistance to CTE districts in the following seven program areas: Agriculture Education, Business and Finance Technology, Cooperative Work Education, Family and Consumer Sciences, Marketing Education, Medical Careers Education and Technology Education. These program areas are aligned to the 16 federal career clusters. In addition, each CTE/Career Pathways consultant has taken on the development of other career pathways related to their area of expertise and respective clusters and have created a Student Success Plan (Programs of Study) models for use by districts/schools implementing these pathways. A total of 34 Student Success Plan models, reflecting Connecticut's 34 career pathways, have been developed by CTE/Career Pathways consultants (see **Figure 1** on page 29).

Key to Connecticut's 2008-13 Five-Year State Plan, is the ongoing development and implementation of the Career Pathways Initiative and the continued adoption of the Student Success Plan (Programs of Study) model for every Connecticut CTE student. During the 2007-08 transition year, CTE state, regional and local

education leaders began implementing changes to align CTE with career pathways. These changes focused on aligning the state's seven traditional program content areas found in the comprehensive high schools to the federally recognized 16 career clusters (see **Figure 2** on page 30) and the subsequent development of 34 related career pathways (see **Figure 1** on page 29).

In addition, technical assistance has been given to other SDE districts who offer alternative education to their students and who receive Perkins funding. These districts include the Connecticut Technical High School System, which is comprised of regional technical high schools focused primarily on vocational trades, USD #1, and the Department of Children and Families USD #2. The Connecticut Technical High School System has recently realigned its vocational trade areas as closely as possible to Connecticut's pathways and to the 16 federal clusters (see **Figure 3** on page 31). They are in the process of developing Student Success Plans and adapting Connecticut's existing models as closely as possible to the trade areas. USD #1 is developing a similar alignment between their highly successful culinary program and the related pathways. They are also comparing the Student Success Plan to their Individualized Transition Plan that is developed for each pre-released student, for possible alignment. Similar conversations, and an initial meeting, have taken place with USD #2, to explore how their site-based experiential learning components could align with Career Pathways.

Connecticut's comprehensive districts will continue to realign their CTE content areas and expand the pathway options available to students. This ongoing shift from career and technical program areas to Career Pathways will guide the development of the Student Success Plan, resulting in increased opportunities for students to explore potential careers while establishing strong academic and technical foundation skills. See **Figures 6 and 7** on pages 35 and 36 for illustrations of the components of the Student Success Plan developed by the Career Pathways Unit and included in the SDE's Proposal for Secondary School Reform (see **Appendix C** on page 78).

Connecticut is committed to the ongoing implementation of the Student Success Plan (Programs of Study) as the foundation of the Career Pathways Initiative because it:

- incorporates secondary education and postsecondary education elements;
- includes coherent and rigorous content, aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- includes the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- leads to industry-recognized credential or certificate at the postsecondary level.

In order to fully evolve from traditional CTE to Career Pathways, Connecticut focused first on redefining leadership in CTE at the state, regional and local levels during the critical 2007-08 transition year. The three-stage Professional Leadership In-service Plan, described fully in the Transition Plan, was implemented by the SDE CTE Unit in winter and spring 2007 to address fundamental leadership transition issues and to establish a foundation for the Career Pathways Initiative

activities planned for the 2007-08 transition year and beyond. The purpose and outcome of each of the three stages of the plan were:

Stage I: An Overview of Career Pathways/Programs of Study for the SDE Bureau Chief, SDE State Director for CTE, CTE Consultants and District Leaders. The first successful professional leadership in-service activity resulted in the districts having a more complete understanding of the federal 16 clusters and the Career Pathways Student Success Plan (Programs of Study) model.

Stage II: Cluster Alignment and Identification of Initial Programs of Study for Bureau Chief, State Director for CTE and CTE Consultants. This second successful professional leadership in-service activity resulted in the broadening of the role of the consultants by cluster focus and career pathways, rather than the traditional seven career and technical education program areas. Of the possible 81 career pathways identified by the Office of Vocational and Adult Education, Connecticut aligned 34 pathways to the clusters. **Figure 1** on page 29 presents Connecticut's Career Cluster Wheel that identifies the 34 career pathways aligned with the 16 federal career clusters for which CTE/career cluster consultants have taken responsibility. A crosswalk of Connecticut's 16 clusters, the 34 pathways and the 18 CTE areas of assessment is illustrated in **Figure 4** on page 32.

Stage III: Technical Assistance to Secondary and Postsecondary Educators in the Development of Programs of Study for the State Director for CTE, CTE Cluster Consultants, District CTE Representatives and State Career Cluster Leaders. The third and final two-day professional leadership in-service activity was held in late April 2007 to offer hands-on technical assistance in the design of actual Programs of Study customized to the specific career cluster focus identified within each participant's school or college, expanding upon existing and viable building blocks already in place at the local level. Secondary and postsecondary CTE leaders came together in teams, which included school counselors, to design and develop the plan for implementation of the Programs of Study (since re-named the Student Success Plan) model in preparation for the 2007-08 Carl Perkins RFP which required the development and implementation of at least one career pathway.

Stage IV: A Fourth Leadership Activity to Address Leveraging Resources for Marketing Purposes. The State Leadership Advisory Group for Marketing Career Pathways, was convened by CTE, hosted by the Connecticut Business and Industry Association, and included lead staff from the Association, the Department of Labor, the Connecticut Career Resource Network, the Department of Community and Economic Development, postsecondary education and Career Pathways. Resources were identified from each group that could be used or pooled to design promotional material for Career Pathways and the 16 clusters. This group continued to meet through summer 2007 and into year two of the Five-Year State Plan as projects were developed and launched. Projects brought before the group for discussion that promote Career Pathways and are funded through leveraged resources include:

- The Connecticut Business and Industry Association will be revising/updating the eight school-to-career cluster videos/compact discs and Teachers' Guides to reflect the 16 federal clusters.
- The Department of Labor/Connecticut Career Resource Network will continue plans with the SDE and CTE to revise the biannual Connecticut Career Resource Network publication, "Career Paths," to reflect the 16 federal clusters (rather than the previous linkage to the school-to-career

clusters) aligning them with the projected high-skill, high-wage jobs in Connecticut. The publication will also include information on Connecticut's 34 Career Pathways and the Student Success Plan. Also, the Connecticut Career Resource Network quarterly newsletter will highlight Career Pathways and related projects. Finally, the annual Connecticut Learns and Works Conference, established 15 years ago under the school-to-career program, will again highlight promising practices and labor market information at the spring conference. (An SDE Career Pathways/career development consultant is on the Planning Committee.)

- The Department of Economic and Community Development, along with the Office of Workforce Competitiveness and the regional educational service centers, will plan a career development pilot project with 12 pilot districts titled, "Next Generation Career Development" to be offered through the regional educational service centers and facilitated by an independent career development consultant.

Connecticut will continue to build upon a strong CTE foundation in its implementation of the Career Pathways Student Success Plan (Programs of Study) model to enhance and improve student performance in all content areas. CTE in Connecticut has elevated the expectations for all students by offering a curriculum that is academically rich and also aligned to performance levels established under No Child Left Behind (NCLB), as well as to national standards for CTE. CTE curricula have been matched with state and national math and language arts standards, with student performance in 2006-07 exceeding the negotiated NCLB math and language arts targets. Taking ownership of those results and designing improvement strategies at the state, regional and local levels is ongoing.

In addition, a comprehensive CTE assessment system has been in place for seven years in Connecticut, yielding longitudinal student performance data and a platform for more effective data-driven decision-making (see **Figure 4** on page 32 for CTE areas of concentration and assessment aligned with the state's 34 pathways and 16 clusters). The annual CTE skill assessment system measures math and language arts performance aligned to the Connecticut Academic Performance Test, a standardized test administered to all Grade 10 students. This process allows the state to determine the proficiency level and academic performance of CTE students. Version IV of the Connecticut CTE assessment system tests for skill attainment and academic acquisition. This is made possible under an assessment design that integrates "academic power standards" throughout all content areas of CTE concentration. While the Connecticut CTE assessment measures a full body of knowledge within an area of concentration, the state is now determining the best approach to add performance-based elements to content areas more conducive to this approach.

Project Lead the Way (PLTW) is a "promising practice" in the science, technology, engineering and mathematics (STEM) cluster and is currently being implemented as a Career Pathway. PLTW is also a nationally-identified pre-engineering career pathway that incorporates rigorous academic and CTE curricula in the STEM content areas that lead to postsecondary education and prepare students for high-skill, high-wage careers (see **Figure 7** on page 36). There are currently 65 Connecticut schools participating in PLTW; one year ago, when the Transition Plan was written, there were 56.

PLTW curriculum is aligned with both the two-year community colleges, as well as the four-year university system in Connecticut. The University of New Haven

(UNH) is the sole authorized higher education PLTW affiliate in Connecticut. UNH is responsible for providing training required of teachers and counselors from all PLTW schools.

This year, Engineering by Design was introduced at a state technology forum as a more basic but challenging foundation course for all STEM-based career pathways. Currently, 10 schools have elected to offer Engineering by Design as a strong foundation curriculum for technology education. The regional educational service centers will be utilized as trainers for the curriculum, beginning with the Capitol Region Education Council as the pilot in the Hartford area. In addition, Central Connecticut State University (CCSU) will include training in Engineering by Design as part of its graduate training for technology teachers next year.

PLTW is currently expanding into the health/science cluster in Connecticut. The focus on coherent and rigorous content, aligned with challenging academic standards and relevant career and technical content, will be replicated in the medical careers pathways under the Career Pathways Initiative. Both PLTW Programs of Study exemplify pathways that offer the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways for students to acquire postsecondary education credits. In addition, both lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

(b) Develop and implement technical programs of study described in (a) above, in consultation with eligible recipients.

The RFP for the secondary and postsecondary Perkins grant awards for 2007-08 required that applicants address the development of the Connecticut Career Pathways Initiative as the platform for CTE within their institution and adopt the Student Success Plan (Programs of Study) format for planning and implementation. The initial Professional Leadership In-service Plan, described in (a) above, was designed specifically to introduce the emerging Connecticut Career Pathways Initiative to the leadership of all present or potential Perkins Grant award recipients, as well as relevant state and regional leaders. Examples of secondary/postsecondary pathways and Programs of Study from within and outside the state were shared, enabling Connecticut to customize and create its own Student Success Plans (Programs of Study) (see **Figure 6** for an example of the STEM Student Success Plan).

(c) Support eligible recipients in developing and implementing articulation agreements between secondary and postsecondary institutions.

In Connecticut's Career Pathways Initiative, Connecticut will no longer offer a separate Tech Prep grant opportunity. Instead, funds once awarded separately to implement secondary/postsecondary transition strategies and articulation processes will become part of the basic secondary and postsecondary grants and will be referred to as College Career Pathways. The secondary and postsecondary RFP for 2007-08 required that applicants include in their grant proposals a clearly-defined plan to provide College Career Pathways as a seamless, coordinated transition from secondary to postsecondary educational opportunities utilizing the Program of Study format. During the transition year, the grant was utilized to support professional development activities designed to strengthen secondary/postsecondary partnerships and develop and implement articulation agreements that support seamless career pathways between high school and

postsecondary educational opportunities. (See Section (j) below for a description of “promising practices” in the implementation of secondary/postsecondary Programs of Study that have emerged out of Connecticut’s recent College Career Pathways program.)

(d) Provide information to students, parents and faculty at the secondary level about CTE programs offered by eligible recipients.

Connecticut successfully implemented the Initial Transition Year In-Service Plan, outlined in 2(a), to provide baseline information about the Career Pathways Initiative to lead faculty at the secondary and postsecondary level. SDE also offered assistance on the Career Pathway System and the Student Success Plan (Programs of Study) model in spring 2007, prior to the release of the RFP for the 2007-08 program year. During fall 2007, Connecticut focused much of its professional development for the current year (year two of Career Pathways implementation) on providing technical assistance for teachers and counselors/career specialists in the implementation of the Student Success Plans (Programs of Study) developed in the 2007-08 RFP. Assistance was focused on establishing core academic courses aligned to elective CTE courses in students’ career pathway.

Through state funds earmarked each year since 2002 for the continuation of school-to-career, the CTE/Career Pathways Unit has been able to offer annual professional development in the three basic school-to-career components of academic integration, career development and work-based learning. Since these components are also the building blocks of Career Pathways, these resources have helped to support the implementation of the Career Pathways Initiative. Each consultant is given a budget for his/her focus area, while a portion of the monies are pooled for major events to support the ongoing implementation of Career Pathways, such as: identification/alignment of Student Success Plans (Programs of Study) at the local level; alignment of performance standards to curriculum to increase student performance on the annual CTE assessment; effective teaching strategies and differentiated learning strategies; engagement of school counselors and transition coordinators in the alignment of the Student Success Plan to the Individual Education Plan; counselors’ role in the implementation of the Student Success Plan; and work-based learning. The Capitol Region Education Council administers the CTE/Career Pathways professional development budget.

School counselors are essential partners in providing information on the implementation of Connecticut’s Career Pathway Initiative to students and parents. Concomitantly, the Career Pathways model offers CTE/career cluster consultants the opportunity to partner with school counselors in the implementation of Connecticut’s Revised Comprehensive School Counseling Program Model for 2008, the state-recommended model school counseling curriculum for all public school counselors in Connecticut, Grades K-12. The Comprehensive School Counseling Program Model for 2008 is aligned to the National Standards for School Counseling Programs developed by the American School Counselors Association, the competencies identified by the goals of the Connecticut School Counseling Association and Connecticut’s Common Core of Learning. This Comprehensive School Counseling Program Model identifies grade-appropriate lesson plans, activities and interventions in three broad domains of student development: academic development; career development; and personal/social development (see **Figure 8** on page 37).

At the time that the One-Year State Transition Plan 2007-08 was developed, an agreement was reached between the Career Pathways/career development consultant and staff, and the SDE school counseling consultant that the Career Pathways Initiative should connect with, and not be developed parallel to, the Comprehensive School Counseling Program. Following the submission of the Transition Plan, the Career Pathways and counseling consultants met to plan opportunities for ongoing collaboration and to inform school counselors of the common objectives of Connecticut's Comprehensive School Counseling Program and the Career Pathways Initiative. These opportunities include:

- an RFP in late winter 2007 for the Carl Perkins Competitive Innovative Grant in the "Career Development within Career Pathways" category, reviewed by the SDE counseling consultant;
- a subsequent opportunity in winter 2008 to participate in the review and recommendation for funding of Innovation Grant applicant(s), this time in the "Counseling Leadership in Career Pathways" category;
- an invitation to present Career Pathways and the Student Success Plan (Programs of Study) to school counselors at the annual Connecticut School Counselors' Association Conference in October 2007;
- an invitation during fall and winter 2008 to submit material regarding Career Pathways and the Student Success Plan for inclusion in the revised Connecticut Comprehensive School Counseling Program Model of 2008;
- an invitation to make recommendations to the school counselor leadership group on the creation of a portable individual student learning plan that would connect the Connecticut Comprehensive School Counseling Program Model of 2008 and the student's career development experiences related to his/her Career Pathways Student Success Plan;
- the opportunity to review and comment upon the revised Connecticut Comprehensive School Counseling Program Model of 2008; and
- ongoing opportunities to make presentations at graduate-level classes in school counseling, held at CCSU.

In addition, the Career Pathways consultant for career development and work-based learning has proposed to the SDE consultant for school counseling the possibility of holding a professional development event for school counselors in 2008-09, focused on the use of the Student Success Plan as a student planning and counseling tool.

(e) Identify secondary and postsecondary programs of study to be carried out, including those that develop, improve and expand the use of technology.

Connecticut high schools collaborate with the community colleges and four-year postsecondary institutions to develop, improve and expand the use of technology within the Career Pathways/College Career Pathways they have selected for implementation. All 34 of the 81 secondary/postsecondary Programs of Study have been identified by Connecticut's career cluster consultants for initial use and adaptation during Connecticut's Career Pathways Initiative Transition phase (see **Figure 1** on page 29).

Connecticut has had a very long and active partnership with the community colleges through its Tech Prep program, now the College Career Pathways program. Thousands of students participate in this program, where students choose a career pathway plan of study that includes both secondary and postsecondary course work. Students have an opportunity in this program to earn college credit

through dual or concurrent enrollment. Students enroll in a program that includes math, science, communications and CTE courses. Through Connecticut's College Career Pathways program, students participate in a coordinated, non-duplicative progression of academic and technical courses that align with both secondary and postsecondary standards. The colleges that participate in this program provide career development, academic support and advisement, joint professional development for the secondary and postsecondary faculty and outreach to students in non-traditional career areas.

With the passage of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Connecticut has expanded its partnership with the four-year public institutions of postsecondary education. In addition, partnerships have been articulated with the four-year public and private colleges to offer options for students to pursue a career pathway beginning in high school and graduating with a bachelor's degree. The community colleges have also strengthened existing partnerships and formed new partnerships with the four-year colleges for students who earn their associate degree and choose to continue on to earn a baccalaureate degree.

(f) Determine criteria used to approve eligible recipients for funds under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, including criteria to assess the extent to which the local plan will:

i. Promote continuous improvement of academic achievement

Ongoing professional development efforts to integrate academic standards continue throughout all CTE areas. The CTE assessment under Version IV includes academic "power" standards throughout all assessment areas. The assessment is under revision under Version V to refine academic questions and augment with performance-based modules. CTE has been charged with developing project-based assessments for testing 21st Century Skills.

ii. Promote continuous improvement of technical skill attainment

All secondary schools receiving funding from the Carl D. Perkins legislation are required to achieve annual levels of improvement in core indicators of technical skill attainment. The level of secondary school achievement in the Connecticut CTE assessment program will be based upon aggregate data for all concentrators for each school. Each secondary school will annually increase the percentage of concentrators who achieve a threshold score of 65 percent or better on one of the 18 areas of concentration tests. With the first implementation of Version V of the statewide CTE assessment scheduled for the spring of 2008, each school will annually increase the percentage of concentrators who achieve the threshold score of 65 percent by a minimum of 1 percent per year over the previous year's results, each year, beginning in 2009.

iii. Identify and address current or emerging opportunities.

In the annual Perkins RFP, CTE applicants have been required to report on their district's progress on Connecticut's core indicators and to develop and include the district's plan and timeline to improve those areas that are in need of improvement.

In response to the need for continuous improvement, Career Pathways consultants have begun training districts to become more aware of progress on attaining their respective core indicators and on documenting their own challenges and successes utilizing the existing and evolving Career Pathways Program Review Process and the RFP preparation process. To transform this continuous improvement process from the traditional “state review/district response” process to a “district-directed/self-review and assessment process” is challenging. However, by teaching career and technical educators in the districts to use the information and resources that they generally put together for an outside reviewer, can actually help them to construct a grant proposal that reflects continuous improvement and to begin to own their outcomes and be able to control them. Rather than looking at the continuous improvement grid in the RFP as a stand-alone requirement of the application, districts need to adopt a results-based accountability approach to their own, ongoing program review and improvement process that will become a tool that they can use for the state’s RFP and annual program review, as well as for their district use (see **Figure 5** on pages 33-34). A series of professional development activities that would facilitate the understanding and application of this continuous improvement approach is being developed for the 2008-09 year of the Five-Year State Plan.

Secondary and postsecondary grantees identified Career Pathways in areas identified by labor market information for their region of the state as high-growth, high-skill areas. Connecticut is rich in information sources for this purpose, including a variety of resources and activities developed collaboratively through a partnership created under school-to-career 14 years ago between the SDE and Department of Labor. These resources and events include: the annual Connecticut Learns and Works Conference; the “Career Paths” booklets published by Connecticut’s Career Resource Network, which is the state affiliate of America’s Career Resource Network housed at the Department of Labor; the Career Bus Express, which is a free resource that visits schools by appointment; a youth-friendly website for career exploration; and the availability of a labor market economist for statewide conferences. In addition, five Connecticut regional Workforce Investment Boards, established under the Workforce Investment Act, prepare annual labor market reports for their respective workforce development regions. Collaborating with these workforce boards can result in accessibility to regional labor market information, as well as contacts with local, regional and state business and industry partners. For example, each year, the Region F Career Pathways/school-to-career partnership, which has been on-going since 1994, invites the Workforce Alliance which is the Workforce Investment Board serving South Central Connecticut, to present labor market information and projections regarding the region to its education and community partners from the 13 districts/16 towns that it serves.

(g) Design and develop programs at the secondary level that will prepare CTE students, including special populations, to graduate from secondary school with a diploma.

[(See Section III Provision of Services for Special Populations.)]

(h) Design and develop programs that will prepare CTE students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage or high-demand occupations in current or emerging occupations, and how students will be made aware of such opportunities.

With the guided assistance of school counselors, transition specialists, teachers and advisors, every Career Pathways student, including “special populations,” will select career pathways, based upon his/her interests, abilities and talents. All of Connecticut’s career pathways have been identified by a CTE/Career Pathways consultant as a career path within their respective clusters that leads to a high-growth, high-skill business or industry as indicated by labor market projections. The Student Success Plan (Programs of Study) will identify and record the academic, career-oriented and elective courses in which the student will matriculate and ideally master in order to be successful in the career area selected for exploration. In addition, career exploration activities and structured work-based learning opportunities will further assist students in making ongoing informed decisions about courses and careers. The Student Success Plan, which should be reviewed at least annually, has absolute flexibility in the selection/exploration of career pathways. As the student’s experience encourages or discourages interest in a particular pathway, the Student Success Plan will reflect that fact and other career pathway options may be explored.

In addition, the state supports student leadership by encouraging student participation and teacher advisement of Career and Technical Education Student Organizations. The state provides financial support limited to local advisor stipends and instructional materials related to Career and Technical Education Student Organizations curricula pursuant to federal regulations as stated in Vol. 56, No. 198, Oct. 11, 1991, 403.71.

(i) Under Connecticut’s Career Pathways Initiative, funds will be used to improve or develop new CTE courses.

CTE curriculum committees, convened and facilitated by their respective CTE cluster consultant, currently address continuous improvement of CTE from the state level, adjusting and revising curriculum and assessment, and offer advice on labor market trends within the state. Examples of their adopted and implemented advisement include the addition of career pathways in broadcast media/AV technology and film under the arts cluster and pre-engineering under the STEM cluster. The pre-engineering pathway is exemplified by PLTW. Focusing on the STEM cluster, the PLTW Student Success Plan is aligned with the rigorous and challenging academic content standards and student academic achievement standards in the STEM content areas adopted by the state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (see **Figure 7** on page 37). These examples will serve as models for the creation of Programs of Study under Connecticut’s Career Pathways Initiative that:

- ***are aligned at the secondary level with rigorous and challenging academic content standards and student academic achievement standards adopted by the state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;***
 - ***are relevant and challenging at the postsecondary level; and***
 - ***lead to employment in high-skill, high-wage or high-demand occupations.***
- (j) Facilitate and coordinate communications on promising practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement.***

Three Connecticut Tech Prep programs were recognized by the National Association for Tech Prep Leadership in the publication, *“Best Practices: Tech Prep across the United States”* distributed in 2006. Areas of leadership recognized as outstanding in Connecticut include: Accountability and Data Collection; Innovative Program Delivery; and Outreach Activities. Connecticut has historically recognized promising practices and utilized peer leaders in a professional development strategy to assist in the replication or customization of such promising practices in its CTE professional development plan. For example, during one of the initial professional leadership in-service activities from the transition year cited in A2(a), a Student Success Plan (Programs of Study) example, implemented by a community college and a surrounding district, was highlighted as a “promising practice” in the emerging Connecticut Career Pathway Initiative for students starting in Grade 9 and continuing through Grade 16. In addition, a team of secondary and postsecondary educators presented the strategies utilized to implement an initial career pathway in the business, management and administration cluster. The program incorporates non-duplicative, sequential academic work in language arts, math, science and social studies complimented by a CTE course in a career pathway of interest.

Under the College Career Pathways model, CTE high school students are eligible simultaneously to receive high school, community college and four-year college credit. The current program articulated with the UConn allows high school business students, who have received concurrent college credit, immediate acceptance into their highly competitive business program. Connecticut will continue to highlight such emerging promising practices during professional development sessions offered throughout the Five-Year State Plan 2008-13.

(k) Effectively link academic and CTE at the secondary level and at the post secondary level in a manner that increases student academic and CTE achievement.

[(See 3(a).)]

(l) Evaluate and report on the integration of coherent and rigorous content aligned with challenging academic standards in CTE programs.

In 1999, the SDE worked with teams of educators throughout all CTE disciplines to examine national standards in order to establish state standards and competencies. Each year, Connecticut’s CTE students who are designated as concentrators participate in the state CTE assessment. The assessment is based upon a framework of standards and competencies that is continuously re-evaluated and validated by business and industry. Student performance data are collected annually by districts and utilized to identify professional development needs, best practices and districts in need of program review and technical assistance. Presently, the assessment system is under revision to include assessment items aligned to state standards in math and language arts in an effort to measure the effect of academic integration in CTE.

[(For additional information, refer to **Section IV Accountability and Evaluation, Subsection 8: Reporting Student Data.**)]

3. In preparation for the development and implementation of a comprehensive professional development plan for CTE teachers, faculty, administrators and counselors, Connecticut successfully implemented an initial three-part Professional

Leadership In-service Plan during the transition year 2007-08 that focused on building the leadership capacity of state, regional and local administrators and staff in order to successfully implement the new Connecticut Career Pathway Initiative. As reported earlier in this plan, in Subsection A2 (a) of **Section II Program Administration**, all three activities of the initial Professional Leadership Plan were successfully implemented, resulting in Career Pathways/CTE leadership strengthened and mobilized at both the secondary and postsecondary levels to embrace and promote Career Pathways. Career Pathways consultants were equipped to offer guidance and technical assistance to Perkins secondary and postsecondary implementers during the period of transition from the seven CTE content areas to the 34 Career Pathways/Student Success Plans.

Subsequently, a five-year professional development plan was developed. One critical component in this plan is the focus on the academic integration critical to the successful implementation of Student Success Plans (Programs of Study), as well as the ultimate performance of Career Pathways students on assessments, in postsecondary education and careers. In providing statewide professional development and technical assistance for CTE skill assessment and academic integration, sessions are planned to provide Career Pathways teachers with the latest model curricula that directly incorporate the use of academic competencies contained in the statewide CTE assessment with data reports that identify those academic and CTE competencies requiring instructional attention and student improvement.

For the purposes of maximizing Career Pathways professional development funding, while enhancing communication between district administrators and teachers, the Career Pathways Unit is exploring the use of a regional professional development delivery system. Under school-to-career, the state was divided into eight technical assistance regions (lettered A-H). This regional structure offers the foundation for expanded professional development activities, coordinated through the Career Pathways Unit of the Bureau of Curriculum and Instruction, in collaboration with the regional educational service centers.

A pilot program addressing academic integration was developed and implemented in Region F during the 2006-07 program year, utilizing the state's results-based accountability system, "Connecticut Accountability for Learning Initiative (CALI)" customized to CTE subject-area teachers. The objective of the pilot professional development sessions was to align CTE performance standards and competencies, developed by the state assessment consultant with the input of CTE content area consultants, with the academic "power standards" found in the state's Connecticut Academic Performance Test assessment to ensure academic integration. CTE teachers from 13 districts and 19 schools served by the Area Cooperative Education Services participated in three, two-day "CALI" sessions during the winter and spring facilitated by Area Cooperative Education Services CALI-certified trainers.

The purpose of the pilot was to: level the teaching and learning playing field by utilizing the same curriculum alignment standards for training CTE teachers as utilized for teachers from the academic content areas; leverage the resources of the regional educational service centers whose role is to provide professional development to *all* content area teachers in their respective regional educational service center; improve CTE curriculum thereby improving student outcomes; and expand knowledge of CTE. The pilot was successful, judging from the evaluations submitted by CTE teachers at the conclusion of each two-day session. During spring 2007-08, and at the request of the Region F Partnership, Part II of the CALI

professional development series, “Effective Teaching Strategies” will be offered utilizing a similar format.

Career Pathways staff, and professional development directors of the regional educational service centers, are exploring the possible replication of the Region F model for the provision of regional professional development. An initial proposal has been prepared for review and discussion by the professional development staff from the regional educational service centers. This proposal identifies plans to replicate the CALI training statewide, as well as offer professional development in other areas in which the regional educational service centers are currently involved. For example, the centers are currently facilitating a career development pilot project with 12 school districts and are exploring the possibility of providing initial training in Engineering by Design for the Career Pathways technology consultant.

Career Pathway/CTE staff, along with the CTE professional development coordinator from the Capitol Region Education Council who has historically planned and facilitated professional development for CTE and school-to-career, will continue to meet to finalize plans for the regional delivery model collaborating with the regional educational service centers. Meanwhile, a comprehensive professional development draft plan has been created for implementation of the five-year roll-out of Career Pathways (see **Appendix E**). The plan is comprised of four non-duplicative delivery models:

- statewide Career Pathways conferences planned by Career Pathways consultants and facilitated through the Capitol Region Education Council;
- regional professional development facilitated by the regional educational service centers with consultant involvement;
- consultant-directed professional development, delivered either locally or regionally; and
- related professional development sponsored by other organizations with collaborative planning in many cases.

Topics addressed in the plan include conferences on structured work-based learning, all aspects of the industry, youth workplace-safety training, comprehensive career development, integration of postsecondary transition strategies emerging from the state’s Tech Prep experience, the implementation of seamless secondary/postsecondary Programs of Study, technical assistance on continuous program improvement and training on administering the CTE assessment. As Career Pathways evolves, additional professional development activities that fall under one of the four categories above, and are designed to support the implementation and continuous improvement of Connecticut’s career cluster initiative, will be added to the plan. The Capitol Region Education Council has developed a new Career Pathways webpage on their website, with linkage to the SDE website, where all CTE/Career Pathways professional development events and related activities will be posted. That website is: www.crec.org.

4. Under the Carl D. Perkins Five-Year State Plan, Connecticut will revise its current strategy for the recruitment of CTE teachers. The former strategy utilized a Tech Prep Demonstration Grant, awarded to UConn for the purpose of recruiting and training CTE teachers. Since Connecticut will no longer fund stand-alone Tech Prep programs, this CTE recruitment strategy will be revised to become a competitive grant available through Connecticut’s CTE Innovation Grant Program. The RFP will require that applicants target those CTE positions that appear on the state list of teaching shortage areas and include strategies for recruiting potential

teachers from business and industry. However, other pathway-specific strategies, listed below, have been identified for the recruitment of CTE teachers.

- A day-long conference for new and first-year teachers in the marketing pathway addresses a step-by-step “how-to” for implementing the national model curriculum with instructional resources for all performance standards. The conference is open to teachers who are seeking certification in marketing; out-of-state marketing education college students seeking employment in Connecticut; and business persons who are exploring the marketing teaching profession.
- UConn has hired a retired Family and Consumer Sciences (FCS) teacher to develop a teacher program within the Schools of Family Studies and Nutrition. The program would prepare students for teaching through its Teacher Certification Program for College Graduates. In addition, a College Career Pathways program for high school students at UConn prepares students for careers in teaching. High school FCS teachers attend UConn training in order to teach Human Studies/Family Studies (HS/FS 101) to Grades 10 and 11 students. Job-shadowing and internship opportunities are offered for students to explore FCS or other career pathways. Students receive college and high school credits for successful completion. Career development guidance programs and advisement is offered as well. UConn also offers an Alternate Route to Certification program which prepares the majority of new FCS teachers to Connecticut schools. Finally in this content area, Saint Joseph’s College is the only Connecticut postsecondary institution to offer a four-year FCS teacher prep program.
- In the business pathway, five universities in Connecticut offer a teacher prep program. In addition, a new program at Albertus Magnus College in New Haven, offers an under-graduate and graduate program in business education; this is the only graduate business education program in the state.
- In the STEM pathway, CCSU will offer curriculum in Engineering by Design to technology education teachers starting in 2008-09.
- CCSU continues to offer certification in Cooperative Work Education (CWE), which provides CTE teachers the opportunity to learn about the 21st Century Skills so that they may integrate them into their CWE curriculum or embed them into any curriculum.

In addition, Career Pathways consultants will continue to encourage schools to offer pre-teacher prep intern programs at the middle and high school levels. Connecticut Technology Student Education Organizations also offer a potential audience in which to promote teaching careers in Career Pathways content areas. Finally, in the area of career development, Connecticut has endorsed the Career Development Facilitator (CDF) Training Program, a certification program in career development that is aligned to the national career development standards developed by the National Career Development Association. There are currently two nationally-certified CDF trainers in the state who each offer several training sessions per year. Connecticut Career Pathways allows the use of Perkins funds to support the training of local Career Pathways staff to work with CTE students who wish to attain this standardized career development counseling certification.

5. In order to improve the transition of CTE students from high school into associate degree and baccalaureate degree programs at two-year and four-year colleges and universities, Connecticut’s CTE career cluster consultants will continue to promote contextual teaching strategies, guided career exploration, the development of a

postsecondary education and career plan, and structured work-based learning in conjunction with the Student Success Plan (Programs of Study).

6. Key to building a strong Career Pathways Initiative will be the engagement of all stakeholders at the local, regional and state level including parents, teachers, counselors, administrators and local business and industry leaders. Quarterly statewide practitioners meetings will be scheduled, as well as opportunities to meet with members of the Connecticut Career Pathways Leadership Board comprised of representatives from the stakeholders list (see **Appendix C**). Engagement does not happen solely because of informational meetings or electronic distribution of materials. Although presentations will continue to be arranged for students, parents, secondary and postsecondary educators, business and industry when requested or when the opportunity arises, it will be critical to ensure that engagement happens in the classroom, the career center, the counselors' office, the home and the workplace. Professional development activities focused on building the capacity of lead stakeholders will identify promising practices of teachers, counselors, employers and others who have successfully engaged students in the implementation of the Student Success Plan tied to projected high-skill, high-wage career paths in Connecticut. In addition, a leadership development model focused on engaging parents, titled, "Developing the Ultimate Parent Plan," offered by one Career Pathways consultant, will be presented through the Career Pathways professional development plan.
7. The professional development plan described above outlines the efforts that the SDE Career Pathways consultants and eligible recipients will make to improve the academic and technical skills of students participating in Career Pathways. These efforts include:
 - Strengthening the academic and career and technical components of the Career Pathways programs through the integration of academics with CTE to ensure learning in the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended) and CTE subjects.
 - Opportunities to experience all aspects of an industry in a number of ways, including the CWE program which provides paid co-op experiences for students to explore a universe of occupations while earning classroom and work credit, pathway-specific paid internships or other work-based learning activities that are part of the Career Pathways Student Success Plan.
 - Opportunities to align curriculum with Connecticut's performance standards and competencies for CTE, which are those basic tenants of CTE teaching and learning required of all secondary schools. Central to the performance standards and competencies are five reading and five mathematics competencies that are Academic Foundation Standards. These are the same academic competencies tested in the two statewide academic assessments, the Connecticut Mastery Test and the Connecticut Academic Performance Test. The Connecticut CTE statewide assessment, which is the comprehensive testing program for all CTE concentrators, includes the contextual assessment of each of the reading and mathematics competencies in each tested area of concentration (see **Figure 4** on page 32 for the alignment of CTE assessment areas with career pathways and clusters).

8. Connecticut's seven Career Pathways consultants (five career cluster consultants, one consultant for career development/work-based learning and the state director of CTE) are each assigned as the regional technical assistant to one of seven regions of the state. As regional technical assistants, CTE consultants disseminate information, review and recommend grants for funding, facilitate information and training meetings, identify promising practices and assist CTE partners in addressing challenges in the implementation of Connecticut's Career Pathways Initiative.
9. Connecticut CTE collaborates with Connecticut's Career Resource Network, housed at the Connecticut Department of Labor, on joint initiatives targeted at increasing awareness of labor market trends and the growth patterns of statewide business and industry. The most prominent of these collaborations include the annual planning and implementation of the Connecticut Learns and Works Conference, which has attracted over 300 educators and workforce development professionals annually since 1995 to engage in workshops and information that highlight promising practices in education and workforce development; the biennial publication of "Career Paths" and subsequent distribution of 10,000 copies to schools libraries, community centers and one-stop career centers; and the popular Career Bus Express, which visits schools and campuses on pre-scheduled basis. During 2007-08, Connecticut's Career Resource Center and the SDE/Career Pathways Unit will revise "Career Paths" to incorporate and promote the Connecticut Career Pathway Initiative.
10. Career Pathways is represented on the state's Youth Vision Team (YVT), which is a sub-committee of the Connecticut Employment and Training Commission's Youth Committee. The purpose of the YVT is to develop collaborative youth initiatives that utilize braided funding sources to deliver seamless, non-duplicative youth services, promote promising practices and engage youth leadership for in-school and out-of-school youth. Several prototype programs have come out of the YVT, exemplifying the above-stated purpose: one such program engages youth within the foster care system; and a second program will engage young men and women who are parents. The YVT is currently reviewing documents regarding Career Pathways and has been asked to comment on areas for collaboration within the YVT members' youth serving agencies and organizations.
11. In addition, Career Pathways regional consultants facilitate system-building activities within their regions to connect youth development initiatives with information and resources. During the Five-Year State Plan, regional consultants will become more familiar with youth service bureaus, youth opportunities funded under the Workforce Investment Act System and the One-Stop System for the purpose of addressing and facilitating programs that empower at-risk and out-of-school youth.

B. Other Departmental Requirements

1. Connecticut's secondary and postsecondary grant applications for 2007-08 that met the requirements in Section 134(b) of the Carl D. Perkins Act were forwarded to the Office of Vocational and Adult Education under the Consolidated Annual Report in December 2007. For 2008-13, Connecticut will offer a five-year RFP to secondary and postsecondary partners.

2. The governance structure for CTE in Connecticut is illustrated in **Appendix A**. In 2006-07, the approximate number of eligible recipients for Carl D. Perkins funding under Career Pathways at the secondary level was 105, while the number of eligible recipients at the postsecondary level was 13.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Connecticut's Career Pathways embraces program strategies that ensure that special populations will be served (as listed in Section 3(29) of the Carl D. Perkins Act). Students identified as belonging to special populations are provided equal opportunities to participate in and complete CTE courses leading to postsecondary education and/or work as described under Section 3(29) of the Carl D. Perkins Act. Under Connecticut's Comprehensive School Counseling Program Model revised in 2008, school counselors are responsible for assisting every student in their personal, social, academic and career development (see **Figure 8** page 37). Counselors assist each student in identifying an individualized education and career plan and in selecting courses that compliment the plan. In addition, for students with disabilities, education goals, courses, activities and accommodations that remove barriers to their goals are outlined in an Individual Education Plan. SDE intends to align the Career Pathways Student Success Plan with the transition plan component of the Individual Education Plan. Historically, the customization of education to meet the specific needs of the learner has been led by special education and there are excellent teaching and learning "best practices" within the state that engages students with different learning styles in a challenging education process. Collaboration with leaders who work specifically with students identified as special populations is a priority at the state, regional and local level, and Connecticut will continue to include these practitioners, as well as best practices, to implement the Career Pathways Initiative.

CTE gathers information annually to evaluate the participation and progress of special populations. Schools undergoing a program compliance review are evaluated on the effectiveness of their CTE programs in making accommodations when necessary for special populations. Faculty and staff are required to provide information on instructional strategies for all levels of students. The administration is required to provide documentation on accommodations provided. Where improvements are needed, recommendations are made in writing to the administration. Districts must address these recommendations in their written continuous improvement plans. The SDE encourages professional development opportunities be made available to staff that address teaching strategies for differentiated instruction and strategies for attracting students to non-traditional programs.

Under Perkins IV, each district will continue to monitor the performance of all special population sub-groups in meeting state-adjusted performance levels. Districts are accustomed to evaluating and reporting special population data annually in the district plan included in the RFP and in the end-of-the year report.

2. The Student Success Plan component of the Career Pathways Initiative and the Proposal for Secondary School Reform is for all students. Therefore, districts are encouraged to develop plans to implement Student Success Plans for all students to the extent practicable, including students enrolled in their alternative schools.

3. To address gender equity within the state, CTE provides an annual competitive non-traditional grant. There are several objectives of the grant:
 - provide CTE with an analysis-based gender perspective;
 - monitor performance on state CTE core indicators relating to gender equity;
 - identify research-based strategies for continuous improvement in the recruitment and retention of students to classes and careers non-traditional to their gender; and
 - provide technical assistance relating to gender equity to districts and to CTE.

To provide services directly to school districts, priority is given to districts whose performance on the core indicators in non-traditional areas is in need of improvement. By reviewing performance data reported by districts to SDE, the gender equity grantee is able to identify those districts most in need. Targeted technical assistance is provided in several ways:

- participation by the gender equity grantee staff in annual district-level CTE program reviews;
- administration of a survey to evaluate the effectiveness of attracting students into non-traditional programs; and
- development of continuous improvement strategies with local educators to identify, address and improve gender equity.

In addition, the gender equity grantee also addresses issues of public policy relating to equal access. For example, under the current grant, three focused objectives are listed:

- Provide statewide in-service activities to the Alternate Route to Certification candidates and traditional route students enrolled in CTE teacher preparation programs. Additionally, provide in-service activities focused on state and national models for attracting and retaining secondary students into non-traditional CTE programs and careers, as well as improving academic achievement.
 - Provide a trend analysis of the non-traditional enrollment of all Perkins local grantees over the last five years, ending with 2006-07 numbers. Based upon this research, the practices of those programs which are in the top 15 percent of schools with the lowest non-traditional enrollment numbers will be explored. Assistance will be given in developing and implementing a formal written plan with professional development targeted at overcoming gender-related obstacles (such as gender-based guidance counseling and teaching practices, facility design and resource material selection).
 - Research and report on the effectiveness of model science, technology, engineering and math (STEM) programs in attracting and retaining non-traditional students and promoting academic and skill level achievement based on statewide testing.
4. Connecticut's youth-serving correctional institutions comprise an established school district. USD #1 receives a Perkins allocation and is included on the list of Career Pathways stakeholders. Since the programs that USD #1 offers differ in structure from those in the comprehensive high schools, as well as the Connecticut Technical High School System, they have been contacted and encouraged to align their program to Career Pathways as closely as possible. Technical assistance has been offered to assist in this alignment process. USD #1 has a well-established and successful culinary program which is a school-to-career "best practice," as well as, a well-structured pre-release transition process.

Figure 1: Connecticut Career Cluster Wheel

The Connecticut Career Pathways Initiative 2007-2008

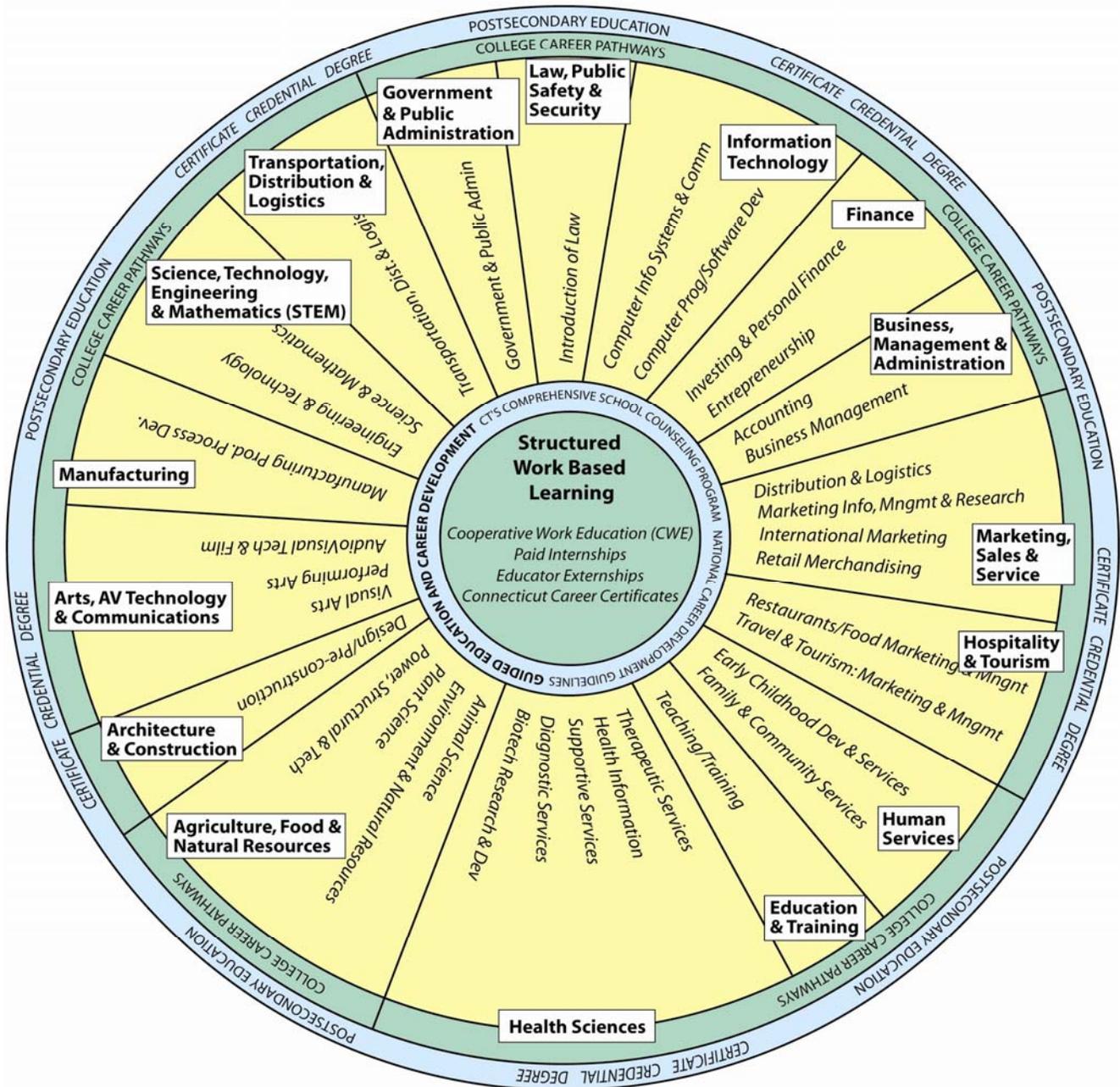


Figure 2: Re-alignment of Connecticut’s Original Seven Career and Technical Education Program Areas to Sixteen Federal Career Clusters (February, 2007)

CT Career and Technical Education Original Seven Program Areas	Sixteen Career Clusters
Agriculture Education	Agriculture, Food, & Natural Resources
Business Finance and Technology Education	<ul style="list-style-type: none"> • Business Management and Administration • Finance • Information and Technology • Law, Public Safety and Security • Government and Public Administration
Family and Consumer Sciences	<ul style="list-style-type: none"> • Education and Training • Human Services
Cooperative Work Education	<ul style="list-style-type: none"> • Related to all 16 clusters
Marketing Education	<ul style="list-style-type: none"> • Marketing, Sales and Services • Hospitality and Tourism
Medical Careers	<ul style="list-style-type: none"> • Health Science
Technology Education	<ul style="list-style-type: none"> • Architecture and Construction • Arts, A/V, Technology and Communications • Manufacturing • Science, Technology, Engineering and Mathematics • Transportation, Distribution and Logistics

Figure 3: Alignment of the Connecticut Technical High School System Trade Technology Pathways to Connecticut Career Clusters (February 2008)

CTHSS CTE Trade Technology Pathways	CT Career Clusters
Architectural Technology	Architecture and Construction
Carpentry	
Computer Aided Drafting and Design	
Electrical	
General Drafting and Design	
Heating, Ventilation and Air Conditioning	
Masonry	
Plumbing and Heating	
Plumbing, Heating and Cooling	
Bioscience Environmental Technology	
Fashion Technology	Arts
Electronics Technology	Engineering and Technology
Certified Nurse Assistant	Health Science
Dental Assistant	
Dental Laboratory Technician	
Health Technology	
Licensed Practical Nurse Education	
Medical Assistant	
Surgical Technology	
Commercial Baking	Hospitality
Culinary Arts	
Hairdressing/Barbering	
Hotel/ Hospitality Technology	
Early Care and Education	Human Services
Graphics Technology	Information Technology
Information Systems Technology	Manufacturing
Electromechanical Technology	
Manufacturing Technology	
Welding and Metal Fabrication	
Retail Management	Marketing
Automotive Collision Repair and Refinishing	Transportation
Automotive Technologies	
Aviation Mechanics –Airframe and Power plant	
Diesel and Heavy Duty Equipment Repair	

(Programs in **Bold Type** are Post-graduate Programs)

Figure 4: Connecticut Career Cluster Pathways Crosswalk to Areas of Concentration and Assessment Career and Technical Education 2007 – 08

		16 Career Clusters	34 Career Pathways	Areas of Concentration/Assessment
CT Comprehensive School Counseling Program	F	Agriculture, Food and Natural Resources	• Animal Science	Animal Science Aquaculture and Marine-Related Technologies
			• Environment & Natural Resources	Natural Resources and Environmental Aquaculture and Marine-Related Technologies
			• Plant Science	Plant Science
			• Power, Structural and Tech	Agriculture Mechanics
	F	Architecture and Construction	• Design/Pre-construction • Visual Arts	Computer Aided Drafting and Design
	M	Arts, Audio/Video Technology and Communications	• Performing Arts • Audio Visual Tech and Film	Video Production Systems
	M	Business, Management and Administration	• Accounting • Business Management	Accounting Business Management
	M	Education and Training	• Teaching/Training	Early Childhood Education and Services
	F	Finance	• Investing and Personal Finance • Entrepreneurship	Business Management
	M	Government and Public Administration	• Government and Public Administration	N/A
	M	Health Sciences	• Therapeutic Services • Health Information • Supportive Services • Diagnostic Services • Biotech Research and Dev.	Medical Careers Education
	M	Hospitality and Tourism	• Restaurants/Food Marketing and Management • Travel & Tourism: Marketing and Management	Nutrition, Food Production and Services Marketing Education
	M	Human Services	• Early Childhood Dev and Services • Family and Community Services	Early Childhood Education and Services
	F	Information Technology	• Computer Info Systems and Communication • Computer Program/Software Development	Computer Information Systems
	M	Law, Public Safety, Corrections and Security	• Introduction of Law	Business Management
	F	Manufacturing	• Manufacturing Production Process Development	Computer Aided Drafting and Design
M	Marketing, Sales and Service	• Distribution and Logistics • Marketing Info, Management and Research • International Marketing • Retail Merchandising	Marketing Education	
			Fashion Marketing and Merchandising	
F	Science, Technology, Engineering and Mathematics (STEM)	• Engineering and Technology • Science and Mathematics	Pre-Engineering Technology	
F	Transportation, Distribution and Logistics	• Transportation, Dist. And Logistics	Automotive Technology	

Structured Work-based Learning/Cooperative Work Education

Key: M = Males F = Females (F/M indicates areas that are non-traditional to the gender listed.)

Figure 5: Carl D. Perkins Continuous Improvement Plan

District: _____ **Date:** _____

Reviewer: _____

Core Indicator Performance	State Target 2006-2007	Actual Performance	Strategies for Improvement
Academic CAPT			
Reading	78.00%		
Math	76.00%		
Skill Attainment CTE Assessment # of CTE students (unduplicated) _____ # of CTE concentrators Tested _____	40.00%		
# of Concentrators Completers who graduated _____ # of 12 th Concentrators _____	59.71%		
Placement (Military, Employment, Advanced Performance)	95.00%		
Non-traditional Participation	39.96%		
Non-traditional Completion	36.61%		

Program Compliance Review Report

Recommendations

Strategies for Improvement

1.

2.

3.

4.

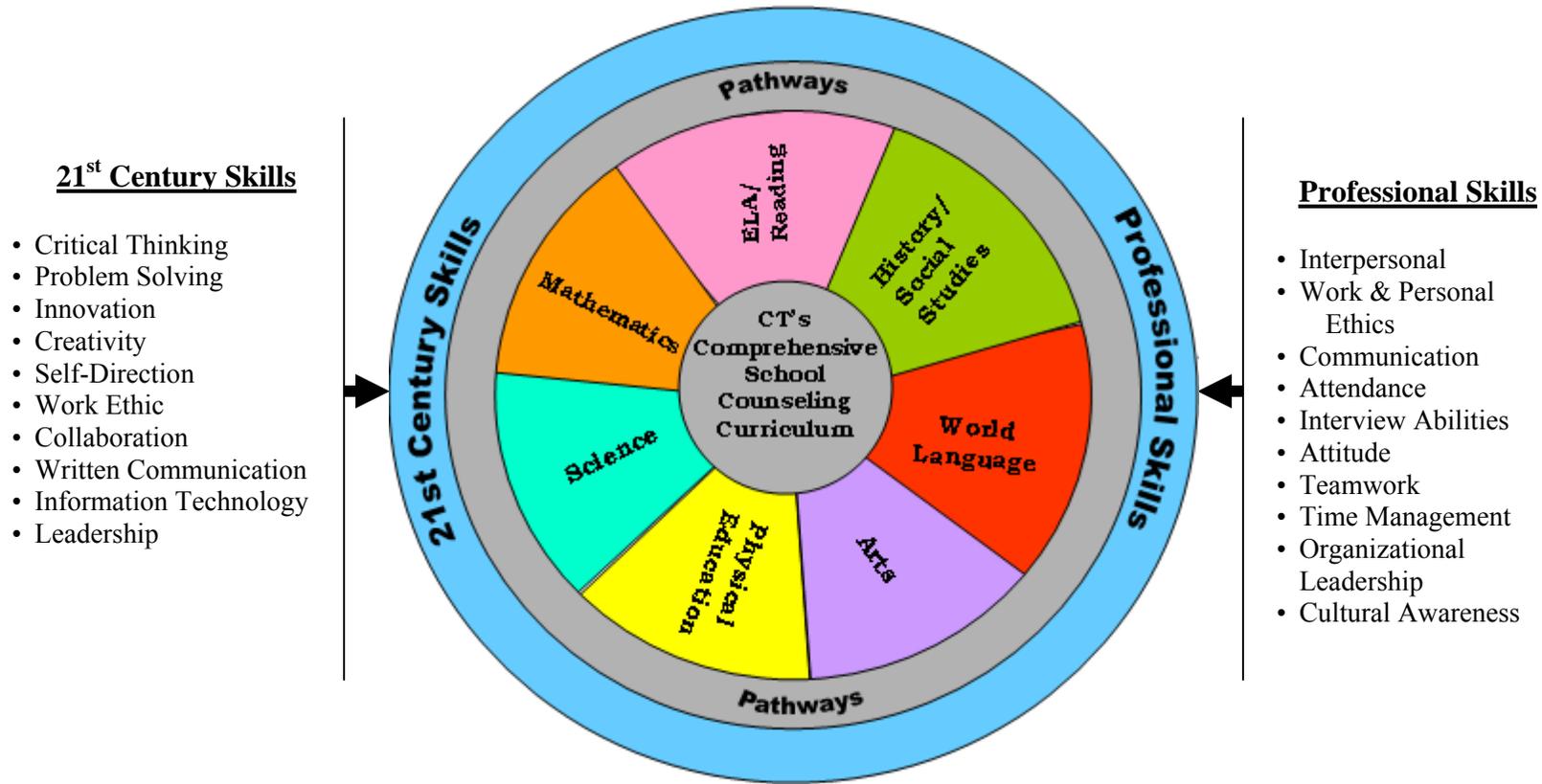
5.

6.

7.

Figure 6: Components of the Student Success Plan (Formerly the Program of Study)

Components of Student Success Plan



Foundation: Rigorous academic courses and a related sequence of elective courses aligned to a specific career pathway in providing:

- Experiential Learning:** Job Shadows, Internships, Community Service
- Dual/Concurrent Credit**
- Senior Project Design**

- **21st Century and Professional Skills across-the-curriculum**
- **Evolving post-secondary plan**

June Sanford
11/19/2007

Figure 3: Connecticut Career Pathways Initiative Transition Plan

SAMPLE STUDENT SUCCESS PLAN



Name: _____

Learner ID: _____

School/College/University: _____

Cluster: Science, Technology, Engineering and Mathematics (STEM) Pathway: Engineering and Technology
 Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway (PEP) (based on the Science, Technology, Engineering and Mathematics Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner’s educational and career goals. *This PEP, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

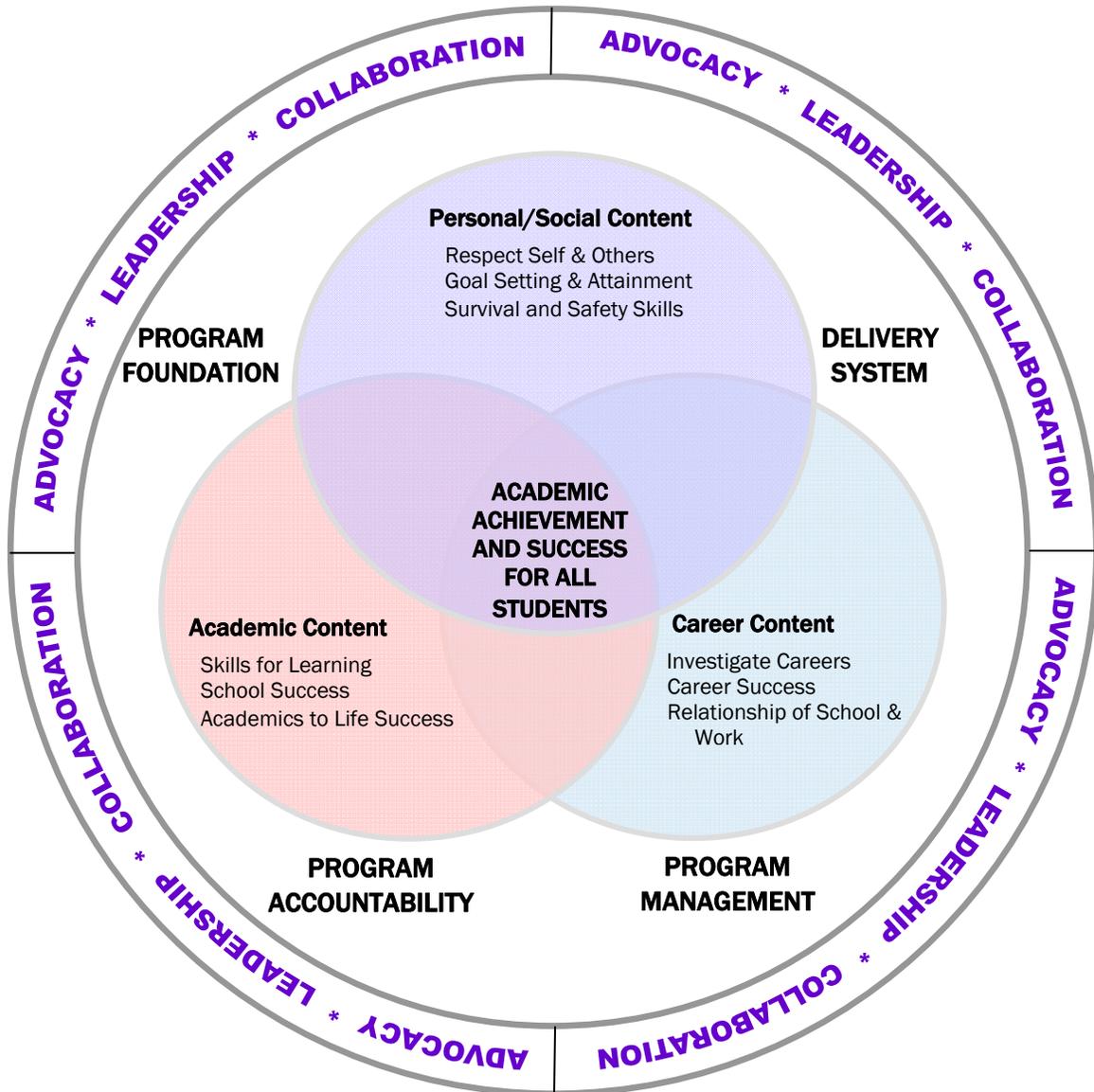
Education Levels	Grade	English/Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Engineering and Technology Pathway	SAMPLE Occupations Relating to This Pathway	
SECONDARY	6 & 7	Interest Inventory Administered and Plan of Study Initiated for all Learners						Exploratory Courses	
	8	English	Pre-Algebra or Algebra I	Integrated Science	American History	First Robotics	The Magic of Electronics		
	9	English Composition	Algebra I or Geometry	Earth Science	Social studies 9	<ul style="list-style-type: none"> • Experiential Learning • A/P,Dual/Concurrent credit • 21st Century and • Professional skills • Capstone Projects • Related extra-and-co-curricular • Arts elective • Physical Education • World Language 	Introduction to Engineering Design	2-vr College Degree ► Manufacturing Technician ► Electronic Technician ► Survey Technician ► CAD Technician 4-vr College Degree ► Aerospace Engineer ► Civil Engineer ► Biomedical Engineer ► Computer Engineer	
	10	English Literature	Geometry or Algebra II	Biology	Modern Europe		Principles of Engineering Information Technology Application		
	11	Literature and Composition	Pre-Calculus or Trigonometry	Chemistry	U.S. History		Product Engineering and Development Digital Electronics		
	College Placement Assessments-Academic/Career Advisement Provided								
12	English Composition	Intermediate Algebra or Trig or Calculus or Math Analysis	Physics, Advanced Chemistry or Organic Chemistry	World Issues	Civil Engineering and Architecture Engineering Innovation				
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes									
POST SECONDARY	Year 13	English Composition	Algebra or Trig Calculus I Calculus II	Physics or Chemistry	American Government Global Issues	<ul style="list-style-type: none"> • Experiential Learning • Practicum • Portfolio • 21st Century • Professional Skills • Internship • Related extra- & co-curricular 	Engineering Analysis Engineering Design		
	Year 14	Speech/Oral Communication or Technical Writing	Intro to Differential Equations Calculus & Statistics	Organic Chemistry Microbiology	Modern Western Traditions Ethics/Legal Issues		Engineering Processes		
	Year 15	Literature	Statistical or Tri	Chemistry	Economics or Geography		Continue Courses in Area of Specialization		
	Year 16	Technical Writing	Math	Physics	Psychology or Anthropology		Complete Engineering and Technology Major (4-Year Degree Program)		

CT Comprehensive School Counseling Program

Connecticut State Department of Education
 Division of Teaching and Learning

Figure 8: Excerpt from Connecticut’s Comprehensive School Counseling Program

**CONNECTICUT MODEL
COMPREHENSIVE SCHOOL COUNSELING PROGRAM
CONNECTICUT MODEL
COMPREHENSIVE SCHOOL COUNSELING PROGRAM**



**Connecticut State Department of Education
2008**

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. *Procedures to Obtain Input from Eligible Recipients in Establishing Measurement Definitions*

The SDE has an established CTE Advisory Committee that meets three to four times each year with an agenda prepared to structure responses to current state needs and policy revision. The committee is comprised of secondary teachers, administrators and community college administrators, as well as representation from the regional educational service centers located throughout the state. Discussions include legislative updates, information pertaining to program administration, advocacy and information on the core indicators. The SDE will continue to obtain input from eligible recipients through this process, as well as through regional career and technical meetings. A CTE Leadership Committee has been established to support the state implementation of the Career Pathway (Programs of Study) plans; this committee will also serve as a sounding board for input to the Five-Year State Plan, core indicator performance and data accountability.

2. *Procedures to Obtain Input from Eligible Recipients in Establishing State-Adjusted Levels of Performance*

Since 2003, the SDE has required local grantee performance comparison to the state agreed-upon performance levels for all core indicators. The information is required when eligible applicants complete the RFP for secondary and postsecondary education. On the grid provided by the state, applicants must insert their actual performance levels and compare their performance to state-negotiated levels for each core indicator district/college and respond to each core indicator with planned improvement strategies. Additionally, the SDE offers technical assistance workshops to discuss the core indicators and performance levels. The CTE Advisory Committee and the CTE Leadership Committee will provide input to strategies utilized in raising core indicator performance levels.

Program Compliance and Continuous Improvement Methods

In addition to annual Program Compliance Review policies, the state has developed policies for negotiation, follow up and continuous improvement. See **Figure 5** on pages 33-34 for the newly developed Continuous Improvement Plan to be utilized with districts and colleges to review and address core indicator performance levels.

3. *Measurement and Definition Approaches*

The state has established performance levels aligned to the state Annual Measurable Objectives (AMOs) or targets for graduation rate and academic performance (math and reading/language arts) under the Elementary and Secondary Education Act (ESEA) of 1965. The SDE has pre-populated performance levels for 1S1 Academic Attainment – Reading/Language Arts, 1S2 Academic Attainment – Mathematics and 4S1 Student Graduation Rates to mirror the state ESEA/NCLB academic and graduation proficient levels. In addition, under Part III of this plan, valid and reliable measurement definitions and approaches are provided. The definitions for 1S1, 1S2 and 4S1 have been aligned to the NCLB

Accountability Workbook that has been accepted and approved by the U.S. Department of Education. See completed forms in Part III of this plan.

Pertaining to skill proficiency, all Connecticut secondary schools receiving funding through the Carl D. Perkins grant are required to: (a) align local CTE curricula with the state CTE performance standards and competencies; and (b) identify any of the state CTE areas of concentration that exist in their schools, based upon the curricular inclusion of specific CTE competencies and the overtly instructed CTE competencies, located in the school's CTE and academic courses. Having identified any of the 18 CTE areas of concentration, secondary schools will identify those Career Pathways students who accumulate a minimum of two credits of courses that specifically include those competencies of one of the 18 state areas of CTE concentration. All Career Pathways students, taking the courses that include the specific CTE competencies of any of the areas of concentration, and who accumulate a minimum of two credits in the process, must be tested on the state CTE assessment. Once tested, these Career Pathways students are recognized as concentrators.

The Connecticut CTE statewide assessment includes a mandated written test for each of the 18 areas of concentration, fully-based on all the 2007 performance standards and competencies. Version V of the statewide CTE assessment, to be implemented in spring 2008, reflects the collective data, recommendations of the statewide pilot year (2007), a comprehensive item analysis and the review of the validation committees for each area of concentration that includes teachers and business/industry professionals. See **Figure 4** on page 32 for Connecticut Career Clusters Crosswalk to Areas of Concentration and Assessment.

Score reports for all schools, delineated by individual concentrator, area of concentration with performance data by performance standard and academic foundation competency, are electronically- generated for all secondary principals.

4 Core Indicator of Performance Alignment to ESEA

As described earlier, Connecticut has pre-populated the Final Agreed-Upon Performance Levels (FAUPL) form for 1S1 and 1S2 Academic Attainment and 4S1 Graduation Rates with state- established ESEA targets/performance levels. The state received approval from the Office of Vocational and Adult Education on the above targets in the state transition plan submitted in 2007.

5. See Part C for Performance Levels

Connecticut CTE will adopt the “challenging academic content standards” and “student academic achievement standards” that the state adopted pursuant to section 1111 (b)(1) of the Elementary and Secondary Education Act of 1965 for CTE student concentrators statewide.

The state has adopted the secondary “student graduation rates as described in section 1111(b)(2)(C)(vi) of the ESEA” for CTE student concentrators statewide. However, it should be noted that the graduation rates by subgroup will not be available until **2010**.

State Response and State Activities for Meeting Requirements

Connecticut has implemented a public school information system that allows for the collection of individual student information at three points during the school year. Using this system, the SDE will be able to calculate a graduation rate using the following definition for the class of 2010 and each class following. *The rate will be calculated as follows:*

Number of June 2010 four-year graduates, with regular diploma (may include special education students who have until age 21 to earn a regular diploma).

Number of June 2010 graduates; plus number of 2009 Grades 10-12 dropouts; plus number of 2008-09 Grade 11 dropouts; plus number of 2007-08 Grade 10 dropouts; plus number of 2006-07 Grade 9 dropouts.

Connecticut currently will not have the ability to report on the subgroups of race, gender and special education. The SDE has requested an extension of the date for which the SDE originally anticipated reporting a graduation rate for each subgroup, from the graduating class of 2006 to the graduating class of 2010.

State Response and State Activities for Meeting Standards				
	CAPT			
	Reading		Mathematics	
	AYP Level	Suggested Annual Targets	AYP Level	Suggested Annual Targets
2002-03	62%	62%	59%	59%
2003-04		65%		62%
2004-05		72%		69%
2005-06	72%	75%	69%	73%
2006-07		78%		76%
2007-08		81%		80%
2008-09	81%	84%	80%	83%
2009-10		88%		87%
2010-11		91%		90%
2011-12	91%	96%	90%	95%
2012-13		99%		98%
2013-14	100%	100%	100%	100%

In the interim, Connecticut plans on using an alternative measure based on schools' reported aggregate graduation data that is currently collected and has been collected and reported for over a decade. The graduation rate will be calculated as described above but will be based on aggregate data reported by districts and used in the determination of Adequate Yearly Progress for high schools.

6. Process for Reaching Agreement on Local Adjusted Levels of Performance

The SDE will adopt the ESEA performance targets for academic proficiency and graduation for students who are considered CTE concentrators. In alignment to ESEA, all grantees will be held to the state performance levels as negotiated with the Office of Vocational and Adult Education represented in the FAUPL. The

expectation is that all students, including CTE student concentrators, should be held to the same rigorous and challenging performance levels. Under the Five-Year Plan, if an eligible recipient does not accept the state levels of performance under section 113 (b)(3) of the Carl D. Perkins Act, the state will work with the eligible recipient(s) to establish a continuous improvement plan with technical assistance targeted to specific areas of need. The objective is to assist the districts in achieving the state ESEA targets/levels.

7. Eligible Recipient Requests for Revision to Levels of Performance

If necessary, a district/college must make a request for revision in writing to the Associate Commissioner of Education explaining the specific reason(s) and details for adjustments to local levels of performance.

8. Reporting Student Data

While the agency develops the new agency-wide data collection system, Connecticut will report data relating to students participating in CTE programs in order to adequately measure the progress of the students, including special populations by utilizing several agency data collection processes:

Connecticut CTE Reporting Mechanisms	Core Indicators	CTE Students
Career and Technical Education State Skill Assessment (NOCTI)	Career and Technical Skill Attainment	Concentrators
Connecticut Academic Performance Test (CAPT)	Academic Attainment (Mathematics and Reading/Language Arts)	Concentrators
ED400 Locally Reported Student Data by the 16 Career Clusters	Basic Enrollment Graduation Non-traditional Retention and Placement	Participants Concentrators Participants and Concentrators Concentrators

The Bureau of Data Collection, Research and Evaluation will continue to collect data directly from local recipients via a data collection system (the ED400 described above) that gathers participating and Career Pathways student concentrator performance under the 16 federally recognized career cluster areas. Eligible recipients are required to report data on participating Career Pathways students Grades 9-12 by: concentration and completion, disaggregated by special populations, ethnicity and gender. District superintendents are required to certify the validity of all data submitted.

Beginning in 2001, the SDE annually conducts a CTE assessment administered to CTE student concentrators (see **Figure 4** page 32). Since its implementation, the CTE assessment has grown in excess of 10,000 students each year. The student demographic data from the CTE assessment provides disaggregate data which is matched to the Connecticut Academic Performance Test. A data plan is underway to manage all data elements required for agency accountability under one system. The effort is aimed at easing district requirements to provide repeated data to the state and to streamline data duplication within the SDE.

9. Consortium Agreements

The SDE requires that consortium members mesh overall objectives to develop a plan that is mutually beneficial to all partners. The consortia leads typically meet periodically to share performance data and to work on strategies for improvement. This approach provides opportunity for members to showcase “best practice” strategies. Professional development plans are developed to address those needs. In addition, the regional educational service centers provide professional development sessions for support and technical assistance to consortia and regional partners.

Consortia members are individually responsible for core indicator performance levels in meeting eligibility requirements of the state and federal legislation.

10. Evaluating Effective of CTE Programs

The state annually evaluates the effectiveness of CTE programs through:

- data derived from the Connecticut Academic Performance Test administered to Grade 10 students and utilized for CTE academic performance;
- results of the annual CTE assessment administered to CTE student concentrators which represent CTE skill proficiency;
- CTE data matched with agency ESEA data for NCLB requirements to provide data on graduation rates for CTE student concentrators; and
- data collected by an agency instrument, the ED400, from local recipients provides data to support program effectiveness for the remaining core indicators.

As the national standards are revised and updated, the SDE revises and updates our state performance standards and competencies, ensuring full alignment with national standards. After the performance standards and competencies are revised, a new version of the state CTE assessment is created. The 2007 edition of the Connecticut performance standards and competencies, led to the creation of Version IV of the state assessment (pilot year). A comprehensive item analysis of the entire state CTE assessment was conducted in summer 2007, leading to a series of recommendations. These recommendations were used to develop Version V of the state CTE assessment that will be implemented in spring 2008. The analysis of all pilot year data, specifically the discrimination index and the student performance on the academic foundation standards, provided the most in-depth evaluation of any previous version of the state CTE assessment.

State CTE assessment results are electronically reported to each high school principal in Connecticut. Each high school score report provides individual student scores that are used as final examinations or the waiver of final examinations. As per protocol, the composite score reports are available by secured site and password to each principal so that they can be utilized for the development or revision of local curricula and the planning of professional development. The local score reports provide data for each student by individual performance standard and academic competency with state mean comparisons. The SDE collects and maintains all school score reports/data used for the development of statewide professional development, program compliance reviews and federal reporting. The

SDE is required as per the Carl D. Perkins Act to report the skill attainment of all CTE concentrators annually.

The SDE is designing a plan whereby all bureaus will identify federal grant sources to avoid duplication of funding, data collection, curriculum support, improvement plans and compliance reviews. The anticipated results will be more efficient use of federal funding, non-duplicative requests for local information and collaborative state efforts for technical assistance to districts and colleges.

B. Other Department Requirements

1. *Student Definitions, Baseline Data and Performance Levels are Found Elsewhere in this Document Under Part C.*
2. *Assessment*

The SDE, through research and analysis of all high schools CTE courses, has identified common course titles in CTE, leading to the establishment of 18 areas of concentration. Each of these areas is aligned with national performance standards and competencies. Statewide committees of CTE teachers, business and industry professionals for each area of concentration were required to review and validate the state performance standards and competencies that are the foundation of each test, along with the academic foundation standards. In accordance with the federal Carl D. Perkins legislation, the SDE mandates that every public high school receiving funding from the Perkins grant will test each CTE student who reaches the threshold of a concentrator. Connecticut has developed its own state CTE assessments for each area of concentration, fully-based on the national and state performance standards and competencies.

In Connecticut's comprehensive high schools, CTE has traditionally been a vast array of elective courses from seven basic CTE program areas including; Agriculture Education, Business and Finance Education, Cooperative Work Education, Family and Consumer Sciences, Marketing Education, Medical Careers and Technology Education. Under Career Pathways, the seven basic CTE program areas have been aligned to the 16 federally-recognized career clusters and the state-established 34 career pathways. In addition, the 18 areas of assessment are matched to the 34 pathways. In some cases, one category assessment may test multiple pathways (see **Figure 4** on page 32). Through research focused on the course titles of all CTE courses in all high schools, the SDE identified 18 general categories of CTE offerings. These categories represent the largest classification of CTE instruction in each program area. It is important to note that these categories of courses overlap traditional CTE program areas. In accordance with the Carl D. Perkins legislation, Connecticut has labeled these categories as areas of concentration. All secondary schools are encouraged to increase the number of concentrators each year. Since the advent of the statewide CTE assessment program in 2000, the number of Connecticut CTE concentrators has increased each year. These are the current CTE areas of concentration, all aligned with Connecticut performance standards and competencies with a comprehensive assessment as part of the Connecticut CTE Statewide Assessment:

- Accounting
- Agriculture Mechanics
- Animal Science
- Aquaculture and Marine-Related Technologies
- Automotive Technology
- Business Management
- Computer Aided Drafting and Design
- Computer Information Systems
- Cooperative Work Education
- Natural Resources and Environmental
- Plant Science
- Early Childhood Education and Services
- Nutrition, Food Production and Services
- Textiles and Design
- Marketing Education
- Medical Careers Education
- Pre-Engineering Technology
- Video Production Systems

V. COLLEGE CAREER PATHWAYS (FORMERLY TECH PREP)

Connecticut has merged Perkins Title I and Title II and no longer operates a separate Tech Prep program. The postsecondary component of Connecticut's Career Pathways Initiative is College Career Pathways.

Funds once awarded separately to implement secondary/postsecondary transition strategies and articulation processes have become part of the basic secondary and postsecondary grants and will be referred to as College Career Pathways. As stated earlier, the secondary and postsecondary RFP for 2007-08 required that applicants include a clearly defined plan to provide College Career Pathways as a seamless, coordinated transition from secondary to post-secondary educational opportunities utilizing the Program of Study format. The grant could be utilized to support professional development activities designed to strengthen secondary/postsecondary partnerships and develop and implement articulation agreements that support seamless career pathways between high school and postsecondary educational opportunities.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Allocation and Consolidation of Funds: District Eligibility

The SDE has consolidated the Perkins Title I funds with the Title II funds. Funding will be provided by formula to secondary schools and colleges. In addition, competitive grants will be provided, by utilizing the reserve section of the law, to both secondary and postsecondary eligible institutions. Justification for the merge of Title I and Title II funds is the:

- alignment of programmatic objectives with related Tech Prep elements, now known as College Career Pathways, in each community college;
- increased core indicator student performance;

- more efficient and collaborative use of funds among college partners; and
- establishment of a systemic Career Pathways System.

2. and 3. Secondary and Postsecondary Allocations See Appendix A

4. and 5. Allocation of Funds to Consortia

As authorized under Sections 122(c)(6)(B) and 202(c) of the Carl D. Perkins Act, 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 SDE assists in establishing consortiums that will fulfill legislative requirements and work together on projects in achieving state goals.

6. Allocations for Changes in School Boundaries

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.

7. Alternative Allocation Formula(s)

At this time the state has no plans to utilize an alternative allocation formula.

B. Other Department Requirements

1. See Part B for state-detailed budget.
2. See **Appendix D**, Secondary and Postsecondary Preliminary Allocations 2007-08.
3. The following are the secondary and postsecondary formulas.

Postsecondary Allocation Formula:

Each eligible postsecondary institution or consortium of eligible postsecondary institutions shall be allocated an amount that is the ratio of its Pell Grant recipients enrolled in programs meeting Section 135 in the preceding fiscal year to the total State Pell Grant recipients enrolled in such programs in that year.

Postsecondary and adult funds shall be allocated to the state's community-technical colleges and to adult vocational and technical programs conducted by the Connecticut Technical High School System qualifying for the \$50,000 minimum grant. Postsecondary and adult institutions may form consortia in order to qualify for the \$50,000 minimum grant.

Pell Grant recipients enrolled in programs meeting the requirements of Section 135 in the preceding fiscal year to the total state Pell Grant recipients enrolled in such programs in that year.

Secondary Allocation Formula:

Eligible recipients include agencies administering local and regional secondary schools, USD #1, USD #2, the endowed academies serving public school children, charter schools and the regional educational service centers.

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 the Carl D. Perkins Act.

Thirty percent shall be allotted to each eligible local education agency or consortium of eligible local education agencies based on enrollment as defined by the National Center for Education Statistics for all grade levels and un-graded levels and all students both present and absent on October 1 of the previous year. Seventy percent shall be allotted to each eligible local education agency or consortium of eligible local education agencies as a ratio of the number of the individuals ages 5-17 from families with incomes below the poverty line who resided in the school district(s) served by that local education agency or consortium to the total number of such individuals who resided in the state in that year.

4. Reserve Competitive Awards

The SDE will utilize Sec. 112 (c) of the Carl D. Perkins Act Reserve to award competitive grants to eligible recipients as described in Section 135 for secondary schools, community colleges, and state four-year colleges. The applicants will respond to state projects established to fulfill Connecticut occupational areas of high-need, high-demand or high-skill areas such as education, engineering, finance and health careers. Under the Five-year State Plan, the reserve funds will continue to provide opportunities to school districts allocated lesser formula allocations to bolster district efforts in improving and enhancing CTE through Innovation Projects.

5. Procedures to Rank Eligible Recipients

Eligible recipients for the reserve competitive grants are qualified by meeting high numbers or high percentage of CTE students as determined by the state. State data derived from the Bureau of Data Collection, Research and Evaluation provides CTE student enrollment in verifying eligibility for the reserve funding. Once the district/college is pre-qualified to apply, proposals are submitted to an outside evaluation team to be ranked by a rubric scoring system.

6. Awards to Rural Populations

Under the Five-Year State Plan some of the rural districts will benefit from eligibility under the Reserve Innovation Grant distributed each year.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

On behalf of the State Board of Education, I hereby certify:

- a. that the plan is submitted by the State Board of Education that is eligible to submit the plan;
- b. that the State Board of Education has authority under state law to perform the functions of the state under the program;
- c. that the state legally may carry out each provision of the plan;
- d. that all provisions of the plan are consistent with state law;
- e. that the Commissioner of Education, specified by total in the certification, has authority under state law to receive, hold and disburse federal funds made available under the plan;
- f. that the Commissioner of Education, specified by title in the certification, has authority to submit the plan;
- g. that the State Board of Education has adopted or otherwise formally approved the plan,
and
- h. that the plan is the basis for state operation and administration of the program.

Dr. Mark K. McQuillan
Commissioner of Education

Date

B. Other Assurances

On behalf of the Connecticut State Board of Education, I hereby assure:

1. that the state will comply with the requirements of the Carl D. Perkins Act and the provisions of the Five-Year State Plan, including the provision of the financial audit of funds received under the Act which may be included as part of an audit of other federal or state programs;
2. that none of the funds expended under the 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;
3. that the state will waive the minimum allocation as required in Section 131 (c)(1) in any case in which the local education agency is located in a rural, sparsely populated area or is a public charter school operating secondary school CTE programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act;
4. that the state will provide, from non-federal sources, for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year;
5. that the state and eligible recipients that use funds under this Act for in-service and pre-service CTE professional development programs for CTE teachers, administrators and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of CTE secondary school teachers, administrators and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area surveyed by such eligible agency or eligible recipient;
6. that, except as prohibited by the state or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient;
7. that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in a geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under the Act, of secondary school students attending nonprofit private schools.

Dr. Mark K. McQuillan
Commissioner of Education

Date

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>_____</p> <p>Dr. Mark K. McQuillan</p>	<p>TITLE: Commissioner, State Department of Education</p>
<p>APPLICANT ORGANIZATION: Connecticut State Department of Education</p>	<p>DATE SUBMITTED: _____</p>

Standard Form 424B (Rev. 7-97) Back

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<p>1. Type of Federal Action: a. contract <u>_b_</u> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p>	<p>2. Status of Federal Action: a. bid/offer/application <u>_b_</u> b. initial award c. post-award</p>	<p>3. Report Type: a. initial filing <u>_a_</u> b. material change For material change only: Year _____ quarter _____ Date of last report _____</p>
<p>4. Name and Address of Reporting Entity: <u>_x_</u> Prime _____ Subawardee Tier _____, if Known: Connecticut State Department of Education 165 Capitol Avenue Hartford, CT 06106 Congressional District, <i>if known:</i></p>		<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, <i>if known:</i></p>
<p>6. Federal Department/Agency: U.S. Department of Education</p>	<p>7. Federal Program Name/Description: Carl D. Perkins Career and Technical Educ. Improvement Act of 2006 CFDA Number, <i>if applicable:</i> _____</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known: \$ _____</p>	
<p>10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i></p>	<p>b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i></p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Signature: _____ Print Name: <u>Dr. Mark K. McQuillan</u> Title: Commissioner, Connecticut State Department of Education Telephone No.: (860) 713-6502 Date: _____</p>	
<p>Federal Use Only</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Connecticut State Department of Education	Carl D. Perkins Career and Technical Education Improvement Act of 2006
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Dr. Mark K. McQuillan, Commissioner State Department of Education	
SIGNATURE	DATE

PART B: BUDGET FORMS

PRELIMINARY PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State		<u>\$10,056,520</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds		<u>\$ 868,931</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	<u>\$10,925,451</u>	
D. Local Formula Distribution (not less than 85%) (Line C x 85%)	<u>\$ 9,286,633</u>	
1. Reserve (not more than 10% of Line D)		<u>\$ 928,663</u>
a. Secondary Programs (60% of Line D)	<u>\$ 557,198</u>	
b. Postsecondary Programs (40% of Line D)	<u>\$371,465</u>	
2. Available for formula allocations (Line D minus Line D.1)	<u>\$8,357,970</u>	
a. Secondary Programs (81% of Line D.2)	<u>\$6,769,956</u>	
b. Postsecondary Programs (19% of Line D.2)	<u>\$1,588,014</u>	
E. Leadership (not more than 10%) (Line C x 10%)		<u>\$1,095,545</u>
a. Nontraditional Training and Employment (\$60,000)		
b. Corrections or Institutions (\$85,000)		
F. State Administration (not more than 5%) (Line C x 5%)		<u>\$ 546,273</u>
G. State Match (from non-federal funds) ¹¹¹		<u>\$23,854,805</u>

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participant – A student who takes at least one career and technical education course.

Concentrators – A concentrator is a CTE student who is enrolled in a final course of a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one of Connecticut's 18 CTE areas of concentration. To address the acquisition of competencies, courses included in a sequence may be academic and/or from different CTE programs. A student may be a concentrator for more than one year if that student continues to take courses that address the performance standards and competencies in one of the areas of concentration.

B. Postsecondary/Adult Level

Participant – A student who is enrolled in a program of study leading to an occupational degree or certificate (excludes all liberal arts and general studies students).

Concentrators – A concentrator is defined as any student in a given year who is enrolled in a program of study leading to an occupational degree or certificate (excludes all liberal arts and general studies students) and has completed at least 15 semester hours worth of course work.

11a. FINAL-AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) Perkins IV

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</p>	<p>Numerator: Number of concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the ESEA. Denominator: Number of concentrators who took the ESEA assessments in reading/language arts and who have left secondary education in the reporting year.</p>	<p><i>State and Local Administrative Records</i></p>	<p>B:</p>	<p>L: Will request OVAE to pre-populate with state ESEA/-NCLB Targets A:</p>	<p>L: Will request OVAE to pre-populate with state ESEA/NCLB Targets A:</p>
<p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: Number of concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the ESEA. Denominator: Number of concentrators who took the ESEA assessments in mathematics and who have left secondary education in the reporting year.</p>	<p><i>State and Local Administrative Records</i></p>	<p>B:</p>	<p>L: Will request OVAE to pre-populate with state ESEA/-NCLB Targets A:</p>	<p>L: Will request OVAE to pre-populate with state ESEA/NCLB Targets A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: Number of CTE student concentrators meeting assessment goal on the CTE assessment tests. Denominator: Number of CTE education student concentrators taking the CTE assessment tests.	<i>State Career and Technical Education Assessment System</i>	B:	L: A:	L: A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	Numerator: N/A Denominator: N/A	<i>Connecticut does not offer a career and technical education diploma</i>	B:	L: A:	L: A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of concentrators reported as graduated using your state's approved calculation for graduation rate as defined in your state's ESEA accountability workbook. Denominator: Number of concentrators who have left secondary education in the reporting year.	<i>State Administration Data</i>	B:	L: Will request OVAE to pre-populate with state ESEA/-NCLB Targets A:	L: Will request OVAE to pre-populate with state ESEA/-NCLB Targets A:
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator: Number of completer respondents. Denominator: Total number of completers.	<i>State/Local Administration Data</i>	B:	L: A:	L: A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	Numerator: Number of non-traditional CTE concentrators in all programs that have been defined as occupations where one gender comprises less than 25% of employment. Denominator: Total number of CTE concentrators in all programs that have been defined as occupations where one gender comprises less than 24% of employment.	<i>State and Local Administrative Records</i>	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of non-traditional completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.</p> <p>Denominator: Total number completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.</p>	<i>State and Local Administrative Records</i>			

IIa. FINAL AGREED-UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of CTE concentrators who graduate with a degree or certificate in a given year with a GPA of 2.5 or higher. Denominator: Number of CTE concentrators who graduate with a degree or certificate in a given year.	<i>Connecticut Community Colleges Banner Information System</i>	B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators who graduate with a degree or certificate in a given year. Denominator: Number of CTE concentrators who are enrolled in a given year.	<i>Connecticut Community Colleges Banner Information System</i>	B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Number of CTE concentrators who were employed within 6 months of graduation and still employed 12 months later. Denominator: Number of CTE concentrators who were employed within 6 months of graduation.	<i>Connecticut Community Colleges Banner Information System and Labor Wage Record System</i>	B:	L: A:	L: A:
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Number of CTE concentrators who graduate with a degree or certificate in a given year and are employed within 6 months of graduation. Denominator: Number of CTE concentrators who graduate with a degree or certificate in a given year.	<i>Connecticut Community Colleges Banner Information System and Labor Wage Record System</i>	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>5P1 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE non-traditional participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment.</p> <p>Denominator: Total number of CTE participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment.</p>	<p><i>Connecticut Community Colleges Banner Information System and State Department of Education Classification System and Calculation</i></p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>5P2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of non-traditional CTE graduates in all programs that have been defined as occupations where one gender comprises less than 25% of employment.</p> <p>Denominator: Total number of CTE graduates in all programs that have been defined as occupations where one gender comprises less than 25% of employment.</p>	<p><i>Connecticut Community Colleges Banner Information System and State Department of Education Classification System and Calculation</i></p>			

Iib: Final Agreed-Upon Performance Levels (End of Perkins III)

Proposed levels of performance for program year 8 (FY 2006-2007) that requires the State to continually make progress toward improving the performance of vocational and technical education students as required by section 113(b)(3)(A)(i)(II) of Perkins III. Please complete column 11 only. (*see note below).

A. Secondary Core Indicators

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-6/30/05	7/01/05-6/30/06	7/01/06-06/30/07
1S1 Secondary Academic Attainment	Numerator: Number of vocational and technical education participants who reach goal on all four sections of CT academic proficiency test. Denominator: Number of vocational and technical education participants taking the CT academic proficiency test.	State Academic Assessment System	B: 10.40%	L: 11.40% A: 18.76%	L: 11.90% A: 19.53%	L: 12.40% A: 21.01%	L: 12.90% A: 23.01%	L: 19.74% A: 28.93%	L: 21.18% A: 70.30%	L: 24.32% AGREED
1S2 Secondary Technical Attainment	Numerator: Number of vocational and technical education student concentrators meeting assessment goal on CTE assessment tests. Denominator: Number of vocational and technical education student concentrators taking the CTE assessment tests.	State Academic Assessment System	B: 46.58%	L: 47.08% A: 49.89%	L: 47.58% A: 52.93%	L: 48.08% A: 52.41%	L: 48.58% A: 48.96%	L: 51.74% A: 49.90%	L: 51.43% A: 44.48%	L: 40.00% (OVAE accepts State suggestive target.) AGREED
2S2 (optional) Secondary Completion & Certification	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2S1 Secondary High School	Numerator: Number of 12 th grade CTE concentrators/	Sate/Local Administrative Data	B: 53.85%	L: 54.35%	L: 54.35%	L: 55.85%	L: 55.85%	L: 50.13%	L: 46.01%	L: 59.71%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-6/30/05	7/01/05-6/30/06	7/01/06-06/30/07
Completion	completers. Denominator: Number of all 12 th Grade CTE concentrators. (revision requested)			A: 56.42%	A: 45.46%	A: 48.51%	A: 44.06%	A: 86.55%	A: 94.21% (justification has been provided by the State.)	AGREED
3S1 Secondary Placement	Numerator: Number of completers respondents. Denominator: Total number of completers.	State/Local Administrative Data	B: 93.36%	L: 93.36% A: 88.71%	L: 93.36% A: 96.38%	L: 93.36% A: 93.81%	L: 93.36% A: 98.46%	L: 93.36% A: 94.43%	L: 95.00% A: 96.10%	L: 95.00% AGREED
4S1 Secondary Non-traditional Participation	Numerator: Number of non-traditional CTE concentrators in all programs that have been defined as occupations where one gender comprises less than 25% of employment. Denominator: Total number of CTE concentrators in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	State/Local Administrative Data	B: 31.23%	L: 31.48% A: 37.36%	L: 31.98% A: 38.65%	L: 32.48% A: 44.20%	L: 32.98% A: 37.02%	L: 33.48% A: 37.43%	L: 39.96% A: 38.12%	L: 39.96% AGREED
4S2 Secondary Nontraditional Completion	Numerator: Number of non-traditional completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment. Denominator: Total number of completers in all programs that have been defined as	State/Local Administrative Data	B: 31.23%	L: 31.48% A: 34.06%	L: 31.98% A: 34.43%	L: 32.48% A: 39.80%	L: 32.98% A: 35.42%	L: 33.48% A: 34.61%	L: 36.55% A: 34.09%	L: 36.61% AGREED

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-6/30/05	7/01/05-6/30/06	7/01/06-06/30/07
	occupations where one gender comprises less than 25% of employment.									

B. Postsecondary Core Indicators

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Baseline	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-06/30/05	7/01/05-6/30/06	7/01/06-6/30/07
1P1 Academic Attainment	<p>Numerator: Number of CTE Concentrators Who Graduate with a Degree in a Given Year</p> <p>Denominator: Number of CTE Concentrators Who Are Enrolled in a Degree Program in a Given Year</p>	Connecticut Community Colleges Banner Information System	B: 11.42%	L: 11.92% A: 23.40%	L: 12.42% A: 15.81%	L: 12.92% A: 15.28% *See Attachment	L: 13.42% A: 13.96%	B: 20.02% <i>(State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)</i>	L: 20.52% A: 18.25%	L: 21.02%
1P2 Skill Proficiency	<p>Numerator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year with a GPA of 2.5 or higher</p> <p>Denominator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year</p>	Connecticut Community Colleges Banner Information System (Baseline: Class of 05/ Enrollment 04-05)	B: 11.42%	L: 11.92% A: 23.40%	L: 12.42% A: 15.81%	L: 12.92% A: 15.28%	L: 13.42% A: 13.96%	B: 89.98% <i>(State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)</i>	L: 90.23% A: 91.35%	L: 90.48%
2P1	<p>Numerator: Number of CTE Concentrators Who</p>	Connecticut Community Colleges	B: 11.42%	L: 11.92%	L: 12.42%	L: 12.92% A: 15.28%	L: 13.42%	B: 23.04%	L: 23.54% A:	L: 24.04%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Baseline	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-06/30/05	7/01/05-6/30/06	7/01/06-6/30/07
High School Completion	Graduate with a Degree or Certificate in a Given Year Denominator: Number of CTE Concentrators Who Are Enrolled in a Given Year	Banner Information System (Baseline: Class of 05/ Enrollment 04-05)		A: 23.40%	A: 15.81%		A: 13.96%	(State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)	22.14%	
2P2 Diploma Credential	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3P1 Placement	Numerator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year and are Employed Within 6 Months of Graduation Denominator:: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year	State-Developed, School-Administered Surveys/ Placement Records	B: 92.25%	L: 92.25% A: 82.15%	L: 92.25% A: 97.06%	L: 92.25% A: 97.44%	L: 92.25% A: 91.30%	B: 79.14% (State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)	L: 79.19% A: 79.14%	L: 79.24%
3P2 Retention	Numerator: Number of CTE Concentrators Who Were Employed	Connecticut Community Colleges Banner	B: 55.03%	L: 55.53% A:	L: 56.03% A:	L: 56.53% A: 76.19%	L: 57.03% A:	B: 87.60%	L: 87.65% A: 87.60%	L: 87.70%

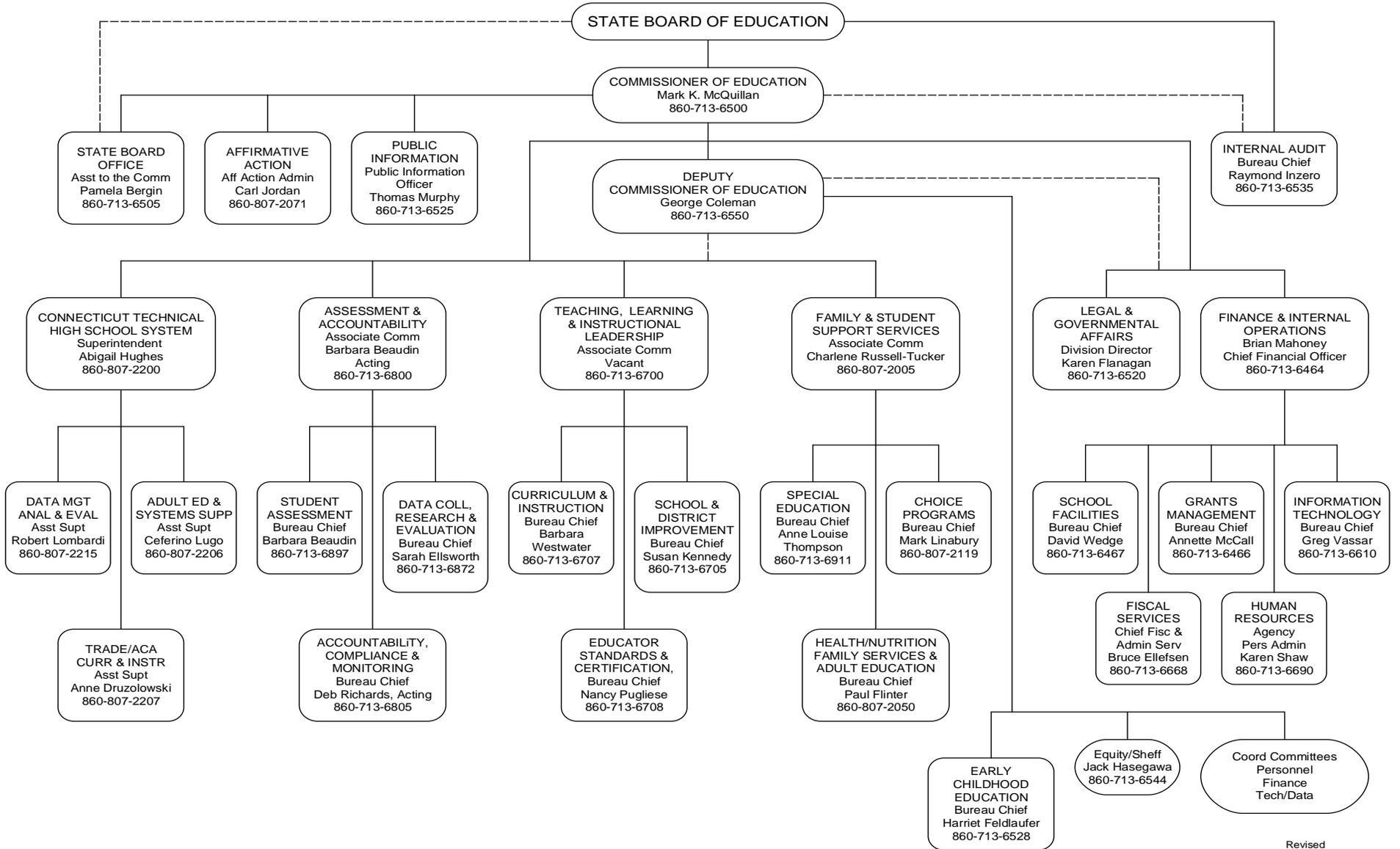
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Baseline	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-06/30/05	7/01/05-6/30/06	7/01/06-6/30/07
	Within 6 Months of Graduation and still employed 12 Months Later Denominator: Number of CTE Concentrators Who Were Employed Within 6 Months of Graduation	Information System and State Department of Labor Wage Record System (Baseline: Class of 04)		93.15%	87.50%		74.07%	(State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)		
4P1 Non-trad. Participation	Numerator: Number of CTE non-traditional participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment. Denominator: Number of CTE participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	Connecticut Community Colleges Banner Information System and State Department of Education Classification System and Calculation (Baseline: 04-05 Enrollment)	B: 15.44%	L: 15.94% A: 33.06%	L: 16.44% A: 31.07%	L: 16.94% A: 27.57%	L: 17.44% A: 29.76%	B: 28.39% (State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)	L: 28.44% A: 31.44%	L: 28.49%
4P2 Non-trad. Completion	Numerator: Number of non-traditional CTE graduates in all programs that have	Connecticut Community Colleges Banner Information	B: 15.00%	L: 15.50% A: 33.16%	L: 16.00% A: 32.79%	L: 16.50% A: 30.69%	L: 17.00% A: 33.61%	B: 33.49% (State realized	L: 33.99% A: 28.68%	L: 34.496%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Baseline	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-06/30/05	7/01/05-6/30/06	7/01/06-6/30/07
	been defined as occupations where one gender comprises less than 25% of employment. Denominator: Total number of CTE graduates in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	System and State Department of Education Classification System and Calculation (Baseline: Class of 05)						<i>their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)</i>		

* Note: The information in columns 2-9 is based on the most recent negotiations between your State and the department. If there is an error in any of these columns, please notify your Regional Accountability Specialist to resolve the inaccuracy.

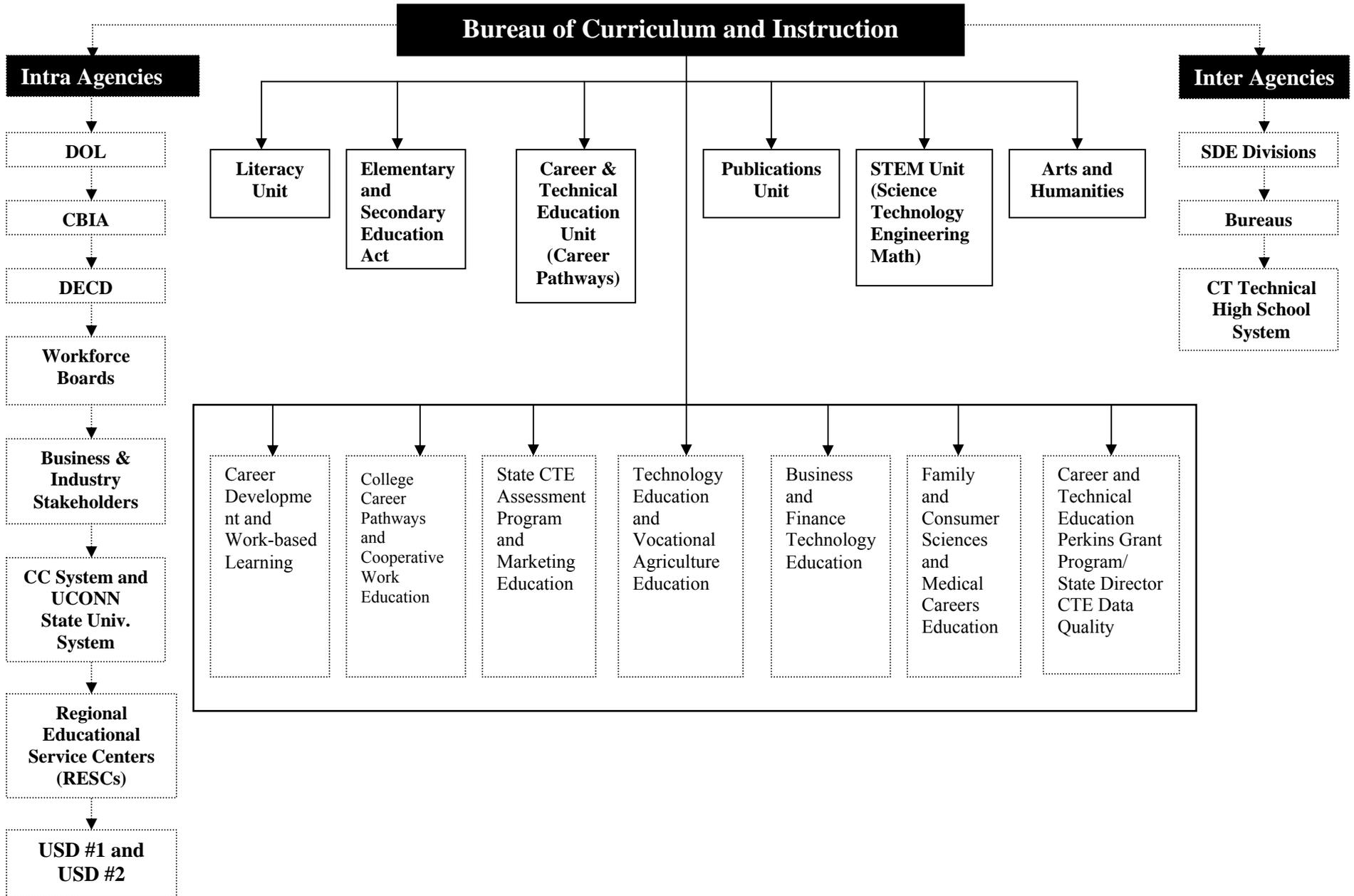
B = Initial baseline, L = Negotiated performance level, and A = Actual performance

ORGANIZATION CHART FOR THE STATE DEPARTMENT OF EDUCATION



Revised
February 22, 2008

CONNECTICUT STATE DEPARTMENT OF EDUCATION 2008
Bureau of Curriculum & Instruction – Partnership Structure



APPENDIX B
CAREER PATHWAYS ADVISORY
BOARD/STAKEHOLDERS

Appendix B

Career Pathways Advisory Board/Stakeholders Carl D. Perkins Five-Year State Plan

State Organizations	Regional Organizations	Local Organizations
Secondary Education	Secondary Education	Secondary Education
Dr. Mark K. McQuillan Commissioner of Education	Craig Edmondson, Executive Director Area Cooperative Education Services	All Connecticut superintendents
George A. Coleman Deputy Commissioner of Education	Marjorie Anctil Professional Dev./School Improvement Area Cooperative Education Services	All Perkins administrators
Jay Voss State Board of Education Chair, Ad Hoc Committee on Secondary School Reform	Leslie Abbatiello Certified CALI Trainer Area Cooperative Education Services.	All CTE teachers
Barbara Beaudin Acting Associate Commissioner Bureau of Assessment and Accountability	Barbara Green Special Education Career Specialist Area Cooperative Education Services	
Sarah Ellsworth, Chief Bureau of Data Collection, Research and Evaluation	Dr. Bruce Douglas, Executive Director Capitol Region Education Council	
VACANT, Associate Commissioner Division of Teaching , Learning and Instructional Leadership	Andy Tyskiewicz, Consultant Professional Development and Adult Education Capitol Region Education Council	
	Anne Raymond Professional Development Coordinator Capitol Region Education Council	
Barbara Westwater, Chief Bureau of Curriculum & Instruction	Evan Pitkoff, Executive Director Cooperative Educational Services	
June Sanford, State Director, CTE Bureau of Curriculum and Instruction	Esther Bobowick Professional Development Coordinator Cooperative Educational Services	
Judith Andrews, Consultant Career Development/Work-Based Learning Bureau of Curriculum and Instruction	Paula M. Colen, Executive Director EASTCONN	
Lee Marcoux, Consultant, Business and Finance Bureau of Curriculum and Instruction	Dr. Danuta Thibodeau, Executive Director Education Connection	
Dr. Stephen Hoag, Consultant Marketing & CTE Assessment Bureau of Curriculum and Instruction	Kathleen McClellan Professional Development Coordinator Education Connection	
Dr. Diane Ross Gary, Consultant CWE & College Career Pathways Bureau of Curriculum and Instruction	Dr. Virginia Seccombe, Executive Director LEARN	

State Organizations	Regional Organizations	Local Organizations
Secondary Education	Secondary Education	Secondary Education
Gregory Kane, Consultant Technology Ed. & Ag/Aquaculture Education Bureau of Curriculum and Instruction	Lynmarie Thompson Professional Development Coordinator LEARN	
	Postsecondary Education (Community Colleges)	Postsecondary Education (Community Colleges)
Lori Matyjas, Consultant Medical Careers and Family Consumer Sciences Bureau of Curriculum and Instruction	Dr. Dorsey L. Kendrick, President Gateway Community College	Joseph Magyar, Dean Gateway Community College
Karen Kaplan, Executive Director, CET Educational Technology Bureau of Curriculum and Instruction		Robert Miles, Director Career Services Gateway Community College
Charlene Russell-Tucker Associate Commissioner Division of Family & Student Support Services	Dr. Margaret Bauer, Dean Research and Development Gateway Community College	Kim Shea, Admissions Director Gateway Community College
Ann Louise Thompson, Chief Bureau of Special Education	Dr. Anita T. Gliniecki, President Housatonic Community College	
Patricia Anderson, Consultant Secondary Transition, Rehabilitation Services Bureau of Special Education	Dr. Cheryl L. Shain Coordinator, College Careers Pathway Housatonic Community College	
Paul Flinter, Chief Bureau of Health/Nutrition, Family Services and Adult Education	Jonathan M. Daube, President Manchester Community College	
Nancy Aleman, Consultant Bureau of Health/Nutrition, Family Services and Adult Education	Wilfredo Nieves, President Middlesex Community College	
Valerie Marino, Consultant Bureau of Health/Nutrition, Family Services and Adult Education	Wilfredo Nieves, Acting President Naugatuck Valley Community College	
Louis Tallarita Family Support Services Unit	Dr. David L. Levinson, President Norwalk Community College	
Agnes Quinones Family Support Services Unit		
Mark Linabury, Acting Chief Bureau of Choice Programs		
Ann Gaulin, Grants Manager Bureau of Curriculum and Instruction	Gail Howard, Director Academic & Community Partnerships Norwalk Community College	
Donald Goranson, Jr. Publications Unit Bureau of Curriculum and Instruction	Dr. Barbara Douglass, President Northwestern Connecticut Community College	
Laura L. Anastasio, Attorney Office of Legal and Governmental Affairs	Denise Linden, Director Academic Skills Center Northwestern Connecticut Community College	
Katherine T. Nicoletti, Attorney Office of Legal and Governmental Affairs	Dianne E. Williams, President Quinebaug Valley Community College	

Secondary Education	Postsecondary Education (Community Colleges)	Postsecondary Education (Community Colleges)
Dr. Abigail Hughes, Superintendent Connecticut Technical High School System	Pamela B. Brown, Director Outreach & Employment Quinebaug Valley Community College	
Sandi Casberg, Manager, Consolidated Grants Connecticut Technical High School System	Nora Butts, Coordinator Perkins College Career Pathways Quinebaug Valley Community College	
Laurence Eiden, Consultant Work-Based Learning Connecticut Technical High School System	Grace S. Jones, President Three Rivers Community Technical College	
William B. Barber, Superintendent Department of Corrections Unified School District #1	Ann Branchini, Dean Three Rivers Community Technical College	
Diana Pacetta-Ullmann, Director Curriculum and Transition Services Department of Corrections Unified School District #1	Cathryn L. Addy, President Tunxis Community Technical College	
John W. Sullivan, Superintendent Department of Children and Families Unified School District #2	Susan Dantino, Associate Dean Institutional Development Tunxis Community Technical College	
Allen Taylor, Chair State Board of Education	Judith Reilly-Roberts, Counselor Institutional Development Tunxis Community Technical College	
CT Association of Boards of Education (CABE)		
CT Technical Student Organizations (CTSO)		
CTE Professional Organizations		
CT Association of Schools (CAS)		
Mary Anne Kirner, Director State Education Resource Center (SERC)		
Post-Secondary Education – Four year Colleges and Universities		
University of Connecticut		
CT State University System		
University of New Haven		
Community College System		
Paul Sussen, Academic Officer CT Community College System Office		
Gail O’Keefe Workforce Development Specialist CT Community College System Office		
Students	Students	Students
		Alfredo Olivier, President, CTSO
		Candace Galante, Vice President, CTSO
		Andrew Ehrlickman, Vice President, CTSO

		Students
		Christopher Haxhi, Secretary, CTSO
		Katherine Aiello, Treasurer, CTSO
		Tyler August, President, CTSO
		Christopher Puerta, Treasurer, CTSO
		Alexander Tremblay, Parliamentarian, CTSO
		Emily Kalenauskas, Secretary, CTSO
		Sarah Davis, Vice President, CTSO
		Michael Masulli, Sentinel, CTSO
		Tina Bownes, Intern, Yale New Haven Hospital New Haven Public Schools
		Elvin Sanabria, Intern, Sykorsky Aircraft Bridgeport Public Schools
		Casey Hurlbert, Intern, Sykorsky Aircraft Connecticut Technical High School System
Business and Industry	Business and Industry	Business and Industry
Patricia Mayfield, Commissioner Department of Labor	William P. Villano, Chair Executive Committee Workforce Investment Boards (Six Regions)	William Villano, Executive Director Workforce Alliance New Haven, CT
Jack Guerera, Director Office of Apprenticeship Training Department of Labor	Andrew J. King Human Resources General Dynamics/Electric Boat	Frank Milone, Director Youth Services Workforce Alliance
Jon Swift, Program Director Office of Workforce Competitiveness	Dr. Vincent Wilczynski Mechanical Engineering U.S. Coast Guard Academy	Matt Starkey, Engineer Northeast Utilities
Jon Swift, Chair Youth Council Program Operators Department of Labor	Robert Heffernan Connecticut Florists Association	Lori Longi, Owner Longi Farms
John Tirinzonie, Director Job Development Unit Department of Labor	Steve Carter, Owner Carter Chevrolet	Paul S. Timpanelli President and Chief Executive Officer Bridgeport Regional Business Council
Roger Theirein, Director of Research Department of Labor	Nancy Bulkely Communications Specialist Dominion Millstone Power Plant 475/5	Kym Goddu, Vice President Pfizer, Inc.
Carol Bridges, Program Manager CT Career Resource Network Department of Labor	Robert Kurzawa, Vice President Sonalysts, Inc.	Mary Signorino Manager of Recruitment Mohegan Sun
Susan DesChamplain, Youth Services Department of Labor	Ken Zane ICHM	Bill Williams, Director Workforce Development CT Hospitality Educational Foundation
Lauren Kaufmann, Executive Director Education Foundation Connecticut Business and Industry Association	Petra Clark Dufner CT Allied Health Education Center University of Connecticut Health Center	Jill A. Wise Academic and Student Relations Associate Connecticut Society of CPAs
Lauren Kaufmann Connecticut Business & Industry Association	Susan Rottner Connecticut Market President Bank of America	Carolyn A. Bacote Executive Administrative Assistant The Hartford

Business and Industry	Business and Industry	Business and Industry
Michael Killian, Vice President Meriden Record Company	J. Allen Lamb, President System Air Supply	Chandler J. Howard, President Liberty Bank
Pat Worthy Director of Diversity Yale-New Haven Hospital	Joe Grabinski Chief Union EH&S Steward	Michael L. Savenelli, Sr. Savenelli Consulting Services. L.L.C.
John R. Ursone President/Chief Executive Officer Northwest Community Bank	Tom Curtin Corporate Director Ulbrich Stainless Steels and Special Metals, Inc.	Susan C. Winkler, Executive Director Connecticut's Insurance & Financial Services Cluster
Sue O'Connor, President The Greater Manchester Chamber of Commerce	Lois A. Krause Human Resources Manager Capewell Components Company, L.L.C.	Jennifer Hite Human Resource Manager Turbine Engine Components Technologies Corporation
Greg Piwonski Imperial Nurseries Human Resources Representative	Elizabeth A. Ceriello, Vice President Entrepreneurs NOW, Inc.	
Economic Development	Economic Development	Economic Development
Patricia Downs, Executive Director Dept. of Economic and Community Development		
Other State Organizations Stakeholders*		
Dr. Alice M. Pritchard, Executive Director CT Women's Education and Legal Fund		
Marion Storch, Chair CT Young Worker Safety Team CT Department of Public Health		
Jill Spinetti, Director CT Mentoring Partnership CT School Counselors Association		
Linda Kobylarz, Consultant for Career Development Kobylarz & Associates		
Mark Danaher, President CT Counselors For Career Development (CCCDA)		
Mary Devanby NFS Grant Coordinator Connecticut Business & Industry Association		
Nancy Aleman, President CT School Counselor Association (CSCA)		

APPENDIX C

**PROPOSAL FOR SECONDARY
SCHOOL REFORM**

Appendix C: Connecticut Secondary School Redesign

Building Blocks of Reform

Engagement

- Extensive Professional Development (Engaging Instructional Practices, Technology, nurturing positive school culture, differentiated instruction)
- Expanded Learning Options (internships, online classes, courses taking 2 years instead of 1, graduating in 3 – 5 years...)
- Increased Supports/Programs for Remediation and Strengthening Skills
- Student Success Plans with Career Path Options (based on interests and unique abilities)
- Smaller Learning Communities and Increased Adult-Student Connections (every student has connections with an adult in the building – no one gets lost)

Rigor

- 24 Credits: Includes a Core Curriculum of Required Courses
- End-of-Course Assessment Examinations and Performance Tasks

21st Century Learning

- Technology and other 21st Century Learning Skills Embedded in State-Developed Model Curricula
- A Senior Demonstration Project



APPENDIX D

SECONDARY AND POSTSECONDARY
2008-09 PRELIMINARY GRANT
ALLOCATIONS

Connecticut Preliminary Perkins Allocation 2008 - 2009

Code	Town	Grant allotted 2008 - 2009
00002	Ansonia	39,091
00007	Berlin	15,613
00009	Bethel	16,684
00011	Bloomfield	36,500
00012	Bolton - Consortium - CREC	3,857
00014	Branford	27,069
00015	Bridgeport	670,248
00017	Bristol	107,963
00018	Brookfield	19,251
00023	Canton - Consortium - CREC	11,005
00025	Cheshire	31,347
00027	Clinton	21,648
00028	Colchester	20,360
00032	Coventry	15,899
00033	Cromwell - Consortium with Reg. 13	15,979
00034	Danbury	125,453
00037	Derby	23,428
00041	East Haddam- Consortium with LEARN	9,495
00043	East Hartford	129,834
00044	East Haven	34,248
00045	East Lyme - Consortium with LEARN	23,441
00047	East Windsor - Consortium CREC	8,736
00048	Ellington	19,598
00049	Enfield	45,282
00051	Fairfield	66,366
00052	Farmington	26,232
00054	Glastonbury	35,279
00056	Granby - Consortium - CREC	13,599
00057	Greenwich	80,238
00058	Griswold	21,983
00059	Groton	55,136
00062	Hamden	86,996
00064	Hartford	911,715
00069	Killingly	32,411
00071	Lebanon-Consortium-Woodstock Academy, Thompson, Reg 11 & 19	8,299
00072	Ledyard - Consortium with LEARN	22,320
00074	Litchfield	10,441
00076	Madison	16,390

00077	Manchester	107,448
00080	Meriden	167,198
00083	Middletown	73,279
00084	Milford	59,944
00085	Monroe	25,077
00086	Montville	24,347
00088	Naugatuck	62,295
00089	New Britain	276,022
00090	New Canaan	24,215
00091	New Fairfield	16,200
00093	New Haven* {(\$550,810 from CCP (Tech Prep Funds))}	68,515
00094	Newington	31,939
00095	New London	87,293
00096	New Milford	36,433
00097	Newtown	36,585
00099	North Branford	12,707
00101	North Haven	17,759
00102	North Stonington - Consortium	8,338
00103	Norwalk	164,742
00106	Old Saybrook - Consortium with LEARN	11,367
00108	Oxford - Consortium with Ed. Connection	10,347
00109	Plainfield	28,749
00110	Plainville	16,904
00111	Plymouth - Consortium with Ed Connection	11,823
00113	Portland - Consortium-Reg#13	14,689
00116	Putnam	25,015
00118	Ridgefield	28,060
00119	Rocky Hill - Consortium - CREC	13,096
00124	Seymour	17,624
00126	Shelton	39,952
00128	Simsbury	26,887
00129	Somers - Consortium - CREC	11,915
00131	Southington	43,722
00132	South Windsor	22,681
00134	Stafford	19,372
00135	Stamford	192,140
00137	Stonington	23,014
00138	Stratford	72,514
00139	Suffield	16,029
00140	Thomaston - cons. with Watertown	14,061
00141	Thompson-Consortium with Lebanon	11,430
00142	Tolland	18,234

00143	Torrington	67,407
00144	Trumbull	39,941
00146	Vernon	44,185
00148	Wallingford	58,730
00151	Waterbury	414,239
00152	Waterford	28,040
00153	Watertown- Cons. with Thomaston	15,003
00154	Westbrook - Consortium with LEARN	6,719
00155	West Hartford	71,905
00156	West Haven	105,127
00158	Westport	37,388
00159	Wethersfield	29,310
00161	Wilton	24,006
00162	Winchester	20,210
00163	Windham	81,597
00164	Windsor	34,309
00165	Windsor Locks	16,085
00166	Wolcott	18,654
00204	Reg. Dist. #4 - Consortium with LEARN	13,443
00205	Reg. Dist. #5	35,620
00206	Reg. Dist. #6	11,781
00207	Reg. Dist. #7 (#7+RSD #6+Litchfield) - 10,441 + 11,781 + 12,234)	12,234
00208	Reg. Dist. #8	21,558
00209	Reg. Dist. #9 consortium with Ed Connection	4,609
00211	Reg. Dist. #11-Consortium - Lebanon	5,645
00212	Reg. Dist. #12 consortium with Ed Connection	7,984
00213	Reg. Dist. #13 - 9,389 Portland-14,689, Cromwell - 15,979	9,389
00214	Reg. Dist. #14	20,324
00215	Reg. Dist. #15	27,706
00216	Reg. Dist. #16 0 Consortium with Ed Connection	21,338
00217	Reg. Dist. #17	17,334
00218	Reg. Dist. #18 - Consortium with LEARN	11,407
00219	Reg. Dist. #19-Consort. Lebanon	9,584
00241	Great Path Academy, CREC	37,819
00241	CREC-SDE00006 - Consortium	74,435
SDEM1	CTHSS	196,762
DOCM1	USD#1 DOC. - Consortium - CREC	12,227
00901	Norwich Free Academy	39,972
00903	Woodstock Academy-Consortium with Lebanon	11,702
	Total	6,565,123

**PRELIMINARY PERKINS SECONDARY AND POSTSECONDARY BASIC GRANT
2008-2009 CONSORTIUMS**

FINAL DISTRIBUTION		
JUDITH ANDREWS	LEE MARCOUX	LORI MATYJAS
Branford Branford 27,069 North Branford <u>12,707</u> \$39,776	RSD #7 12,234 Litchfield 10,441 RSD #6 <u>11,781</u> \$34,456	Lebanon 8,299 Woodstock Academy. 11,702 Thompson 11,430 RSD #11 5,645 RSD #19 <u>9,584</u> \$46,660
STEPHEN HOAG	June Sanford	
RSD #13 9,389 Portland 14,689 Cromwell <u>15,979</u> \$40,057	Watertown 15,003 Thomaston <u>14,061</u> 29,064	
DIANE ROSS GARY	LEE MARCOUX	GREGORY KANE
LEARN East Haddam 9,495 East Lyme 23,441 Ledyard 22,320 Old Saybrook 11,367 Westbrook 6,719 RSD #4 13,443 RSD #17 17,334 RSD #18 <u>11,407</u> \$115,726	Ed Connection Oxford 10,347 Plymouth 11,823 RSD #9 4,609 RSD #12 7,984 RSD #16 <u>21,338</u> \$56,101	CREC I Bolton 3,857 Canton 11,005 East Windsor 8,736 Granby 13,599 Rocky Hill 13,096 Somers 11,915 Unified Sch Dist I <u>12,227</u> \$74,435
	DIANE ROSS GARY	
	Postsecondary Northwestern CC \$38,522 Asnuntuck CC <u>\$30,626</u> \$69,148	

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APPENDIX E

CAREER PATHWAYS PROFESSIONAL DEVELOPMENT

Appendix E: Career and Technical Education Professional Development for Teachers, Counselors and Administrators

Career Pathways Implementation

Statewide Implementation Conference
Regional District/Community College Follow-up Workshops

Assessment

Regional Assessment Overview Sessions
In-district and Regional Data Analysis Sessions

Career Development

SDE Career Pathways/School Counselors State-Sponsored Forum
Connecticut School Counselors Association Annual Conference
Connecticut Counselors for Career Development Association Annual Event
Next Generation Career Development Regional Workshops (RESC-Facilitated)

Standards-based Instruction (RESC Sponsored)

Making Standards Work Regional Workshops
Data-Driven Decision-Making Regional Workshops
Instructional Strategies Regional Workshops

Work-based Learning

Youth Safety Regional Workshops
Regional Technical Assistance
Connecticut Works and Learns Annual Conference (DOL Sponsored)

Business/Finance Pathways

Personal Finance Conference
Skill Proficiency Workshops
Leadership Conference (Vendor Sponsored)
In-district and Regional Technical Assistance
Connecticut Business Educators Association Conference
(CBEA Sponsored)

Education & Training, Human Services Pathways

Annual Teachers' Conference
In-district and Regional Technical Assistance

Marketing Pathway

Annual Teachers' Conference
First Year Teachers' Workshop

Health Sciences Pathway

Annual Teachers' Conference
In-district and Regional Technical Assistance

Stem, Transportation and Manufacturing Pathways

Engineering by Design Workshops

Automotive Teacher Workshop

CT-TSA Teacher Workshop

In-district and Regional Technical Assistance

PLTW Teacher Conference (PLTW Sponsored)

PLTW School Counselor Conference (PLTW Sponsored)

Teacher Pre-service Workshops (CCSU Sponsored)

Professional Business & Industry Workshops (Sponsored by Business and Industry)

Agriculture/Aquaculture Pathways

Teacher Workshops

Team AG ED Workshops

New Teacher Workshops

FFA Advisor Teacher Training (FFA Sponsored)