

Introduction

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

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

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

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

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

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients (Section 122(d)(4)(A) of Perkins V).*

In September 2018, the CSDE met with the Connecticut Department of Labor (CT-DOL) to discuss Connecticut long-term industry and occupational projection data. In November 2018, the Assistant Director of Research and Information in the Office of Research and Information at the CT-DOL matched Connecticut industry and occupational data and projections to the National Career Clusters Framework. The CSDE examined each of the five (5) Workforce Investment Boards (WIBs) occupational areas of growth and utilized an article published by the CDOL and the Connecticut Department of Economic and Community Development (CDECD) pertaining to Connecticut's long-term industry and occupational projections for 2016–2026. Through a triangulation of these data, and knowing the data are most complete for industries having payroll employment covered by unemployment insurance, top clusters for Connecticut emerged.

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

- Association of Boards of Education (CABE);
- Association of Public School Superintendents (CAPSS);
- Association of Schools (CAS);
- Business and Industry;
- Business and Industry Association (CBIA);
- Career and Technical Student Organizations (CTSO);
- Council of Administrators of Special Education (ConnCASE);
- Council for Education Reform (CCER);
- Department of Economic and Community Development (CDECD);
- Department of Education (CSDE);
- Department of Higher Education (DHE);
- Department of Labor (CDOL);
- District Perkins Administration;
- Office of Workforce Competitiveness;
- Parent Organization;
- Regional Education Service Centers (RESC);
- State Department of Education (CSDE);
- Teachers' Organizations (AFT and CEA);
- Women's Education and Legal Fund (CWELF); and

- Workforce Investment Boards (WIBs).

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

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

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

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

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

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

Therefore, the decision as to which learning opportunities or courses are eligible to be part of the humanities or STEM pathway is a local one. However, to assist eligible recipients with the requirements of Perkins V, the CSDE will develop model pathways and POS for each of the Program Career Clusters for Connecticut. These models will be posted on the dedicated CSDE Perkins V Webpage for eligible recipients to consider for adoption.

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

The SSP is an integral part of career exploration and career. With an SSP, students have personalized pathways to achieving their career and education goals. In their Perkins V applications eligible secondary and postsecondary recipients will be encouraged to utilize students' SSPs when developing pathways and POS under each of the career clusters.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—*
 - i. promote continuous improvement in academic achievement and technical skill attainment;*
 - ii. expand access to career and technical education for special populations; and*
 - iii. support the inclusion of employability skills in programs of study and career pathways (Section 122(d)(4)(B) of Perkins V).*

Eligible secondary and postsecondary recipients shall submit a local application to the CSDE in order to qualify to receive Perkins V funds. The application corresponding to the period covered by the CTE Transition Plan (2019–2020) will differ from the application corresponding to the period covered by the CTE State Plan (2020–2024).

The application that corresponds to the CTE Transition Plan (2019–2020) will require eligible secondary and postsecondary recipients to analyze and incorporate local and State workforce development and education needs. In this way, eligible secondary and postsecondary recipients will be required to begin the needs assessment process required for the CTE State Plan (2020–2021). For the CTE Transition Plan (2019–2020) Application, eligible secondary and postsecondary recipients must also include opportunities for special populations to access both challenging academic courses and quality career and technical programs. The CSDE will provide technical assistance and professional learning opportunities to eligible recipients to assist in the transition from the previous Perkins IV application process to the Perkins V State Plan application process.

Although not required in the CTE Transition Plan (2019–2020) Application, the CTE State Plan (2020–2024) Application shall include a description of the results of a comprehensive needs assessment conducted as outlined under Section 134(c). In conducting the comprehensive needs assessment under subsection (c), an eligible recipient shall involve a diverse body of stakeholders and consult with the stakeholders on an ongoing basis. This consultation will ensure pathways and POS are responsive to community employment needs and aligned to the Program Career Clusters for Connecticut.

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

- POS alignment to the Program Career Clusters for Connecticut and the needs of the local industries;
- POS inclusion of employability skills;
- POS sequencing regarding the coordinated, non-duplicative academic and technical content at the secondary and postsecondary levels in accordance with the challenging state-wide subject matter content standards adopted by the Connecticut State Board of Education (Board);
- the opportunities available to students to experience career exploration, work-based learning and attainment of postsecondary credentials; and
- opportunities for special populations to access both challenging academic courses and quality career and technical programs.

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

- c. Describe how the eligible agency will—*
- make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;*
 - facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;*
 - use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;*
 - ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;*
 - coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;*
 - support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and*

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V).*
- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V.*
- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)*

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

Stakeholder Engagement Regarding the CTE Transition and State Plans

In November 2018, the CSDE launched an extensive stakeholder engagement effort to inform the development of the CTE Transition and State Plans. The CSDE first created a [Webpage](#) for communicating with the public regarding Perkins V. This Webpage serves as the primary communication point to provide stakeholder information and resources regarding Perkins V and the CTE State Plan. All communication resources and webinars will continue to be posted to this site. Additionally, the site will allow stakeholders to submit their feedback electronically via a survey that will be available in English and Spanish. The CSDE will communicate broadly about the plan process via its Facebook and Twitter social media channels, e-mail listservs, news releases, and announcements at professional group meetings and a variety of other events where stakeholders will be present. The CSDE multipronged stakeholder engagement process includes the following three (3) steps:

Step 1 – Engaging in the Vision:

- updating the CSDE Perkins V Informational Webpage with links to resources, Webinars, and ways to get involved in the stakeholder process;
- creating and posting a Webinar for eligible recipients to explain new legislation;
- meeting with designated stakeholders to create a budget for the CTE Transition Plan in consultation with other state agency representatives pertaining to the amount and uses of any funds proposed to be reserved for secondary and postsecondary;
- meeting with the Perkins V Leadership Workgroup;
- implementing a series of focus groups/forums;
- creating and widely distributing an online survey to gather stakeholder feedback;
- coordinating media and social network outreach and engagement effort;
- distributing hard copies of documents throughout interagency and intra-agency partners;

- presenting to intra-agency personnel, including special education, school counselors, charter schools, adult education, the CTECS, academic content areas and data accountability;
- presenting to parents and families, education and workforce development intermediary organizations, including workforce investment board directors, CTSOs, ASTE directors, and Perkins administrators; and
- electronically distributing documents to content area teachers, school counselors, Perkins administrators, higher education representatives, the community college system, special populations partners, youth organizations, workforce boards/one-stop operators, the juvenile justice system, business and industry partners, labor organizations and parent organizations statewide.

Step 2 – Continuing the Conversation: The CSDE will provide additional opportunities for stakeholders to present their views and make recommendations regarding the CTE State Plan, including:

- continued Perkins V Leadership Workgroup Meetings;
- holding two public hearings in June 2019; and
- providing stakeholders the opportunity to provide written comments to the CSDE regarding how the levels of performance: meet the requirements of the law, support the improvement of performance of all CTE concentrators, and support the needs of the local education and business community (July 1, 2019 – August 1, 2019).

Step 3 – Posting the CTE State Plan: The CSDE shall post the CTE State Plan publicly for public comment by electronic means from December 1, 2019 – January 1, 2020. On March 1, 2020, the CSDE will submit the CTE State Plan to Governor Lamont.

Continued Stakeholder Communication

The CTE State Plan will align to the Board’s Plan and the CT ESSA Plan. This purposeful alignment of the three plans and the continued involvement of the Board will provide coherence and leverage to the work of the State.

The CSDE Website will be a necessary communication platform to provide information to stakeholders about CTE after the creation of the CTE Transition and State Plans. The Website will have examples of programs of study and career pathways, updated information on College and Career Pathways (CCP), links to CDOL workforce data, postsecondary credential information, WIBs and other helpful resources.

Dual/Concurrent Enrollment

The CSDE remains committed to its efforts to ensure that every student is provided opportunities to earn college credit in high school. The mission of the CCP program in Connecticut will continue to be to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom. The CCP program will continue to be funded through Perkins and offer high school students the opportunity to experience college-credit bearing courses taught by college-approved high school teachers. The goals for the CCP program will include:

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

The plan for the Connecticut Community College System is to consolidate its 12 semi-independent colleges to three (3) regional colleges. This new configuration should allow more consistency between secondary and postsecondary eligible recipients in developing pathways, POS and articulation agreements that prepare students for high-skill, high-wage and in-demand occupations. During the quarterly CCP meetings with postsecondary constituents, the CSDE will offer professional learning to community colleges to support their work of articulation and alignment with high schools.

In Connecticut, the five (5) regional WIBs are geographically aligned to the six (6) RESCs across the state. This close alignment assists in providing eligible recipients a communications pipeline to staying up-to-date with workforce data and projections for CTE program planning, pathway and POS development, and high-skill, high-wage and in-demand industry sectors and occupations. The CSDE will foster and support this communications pipeline.

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Secondary Size, Scope, and Quality

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

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

Size: All districts must

- Offer at least three of the 12 funded Connecticut CTE Career Clusters:
 - Agriculture, Food and Natural Resources;
 - Architecture and Construction;
 - Business Management and Administration;

- Education and Training;
 - Finance;
 - Health Science;
 - Hospitality and Tourism;
 - Information Technology;
 - Manufacturing;
 - Marketing;
 - Science, Technology, Engineering, and Mathematics; and
 - Transportation, Distribution and Logistics.
- Qualify for a minimum allocation of \$15,000 or join in a consortium to meet the minimum allocation requirement, including charter and magnet schools.
 - Identify and report a substantial number of CTE concentrators each year.

Scope: All districts must

- Have student success plans in place for each student identifying recommended academic and career and technical courses, and connecting to postsecondary education and credentials.
- Coordinate secondary and postsecondary education programs through programs of study, which may include articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing.
- Offer a minimum of one (1) CTE pathway in each funded Connecticut CTE Career Cluster.
- Each pathway must have at least one (1) sequenced program of study that consists of a minimum of two (2) CTE course sequence providing students with rigorous academic content and relevant career and technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.
- Provide students the opportunity to earn an industry-recognized credential consisting of:
 - credit(s) towards an associate degree;
 - a certificate or certification;
 - a certificate of completion of a pre-apprenticeship; and/or
 - a license endorsed by Connecticut.
- Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, pre-apprenticeships, school-based enterprises, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
- CTE middle school (grades 6-8) programs may be funded with the following restrictions:
 - A maximum of 10% of the total District Perkins allocation or \$3,000, whichever is greater.

- The middle school program must include career exploration in Connecticut CTE Career Clusters taught at the district high school.
- Middle school CTE courses must be taught or co-taught by a CTE certified teacher to receive Perkins funding.
- Establish a minimum of one (1) Career and Technical Student Organization (CTSO) with at least 10 state and national paid memberships. Participation in at least one (1) leadership conference is strongly encouraged.

Quality: All districts must

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

Postsecondary Size, Scope, and Quality

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

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

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

Size: All community colleges must

- Offer at least three of the 12 funded Connecticut CTE Career Clusters:
 - Agriculture, Food and Natural Resources;
 - Architecture and Construction;
 - Business Management and Administration;
 - Education and Training;
 - Finance;
 - Health Science;
 - Hospitality and Tourism;
 - Information Technology;
 - Manufacturing;
 - Marketing;
 - Science, Technology, Engineering and Mathematics; and
 - Transportation, Distribution and Logistics.
- Each college must qualify for a minimum allocation of \$50,000 or join in a consortium with another eligible community college to meet the minimum allocation requirement.
- Identify and report a substantial number of CTE concentrators each year.

Scope: All community colleges must

- Provide high-quality CCP programs that align secondary and postsecondary CTE by:
 - Allocating a minimum of \$20,000;
 - Executing articulation agreements, Memoranda of Understanding (MOU) and/or Memoranda of Agreement (MOA) between the community college and all partnering high schools;
 - Allotting of a minimum of 5% towards professional development for partnering high schools' faculty with the community college faculty; and
 - Utilizing each high school student success plans (SSP) to coordinate intentional programmatic decisions and seamless transitions.
- Offer a minimum of one (1) CTE pathway in each funded Connecticut CTE Career Cluster.

- Each pathway must have at least one (1) sequenced program of study that consists of a minimum of two (2) CTE courses with the exception of a course that leads to a certification. Academic courses do not count as part of the two-course sequence.
- Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, apprenticeships, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
- Provide postsecondary students the opportunity to earn an industry-recognized credential consisting of:
 - registered apprenticeships;
 - a certificate or certification; and/or
 - a license endorsed by Connecticut.

Quality: All community colleges must

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

3. *Meeting the Needs of Special Populations*

- a. *Describe its program strategies for special populations, including a description of how individuals who are members of special populations—*
 - i. *will be provided with equal access to activities assisted under this Act;*
 - ii. *will not be discriminated against on the basis of status as a member of a special population;*
 - iii. *will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;*
 - iv. *will be provided with appropriate accommodations; and*
 - v. *will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)*

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

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

The Board is committed to ensuring that every student—regardless of gender, race, ethnicity, family wealth, zip code, or disability status—is prepared to succeed in lifelong learning and work beyond school. The CTE State Plan will purposely align to *The Connecticut State Board of Education’s Five-year Comprehensive Plan (2016-21): Ensuring Equity and Excellence for All Connecticut Students* and the CT ESSA Plan. The alignment of these plans will provide coherence and leverage in implementing major education reforms in Connecticut.

The CSDE knows that the work of providing equitable access and a well-rounded education to every student is a collective endeavor. There are many helpful tools and resources that have been created across the CSDE to assist eligible secondary and postsecondary recipients with better understanding providing appropriate instruction. For example, eligible secondary recipients are encouraged to use the early indication tool (EIT) developed by the Performance Office from the Connecticut EdSight Data warehouse to identify appropriate accommodations and/or immediate intervention in areas including, but not limited to: student attendance, bullying incidents, suspensions, course failure, academic test results and student mobility. Also, the CSDE Office of Student Supports and Organizational Effectiveness in the Bureau of Health/Nutrition, Family

Services and Adult Education provides statewide training for teachers, principals, superintendents, school nurses, school counselors, school social workers, other school support staff, and community-based support service staff working directly with students who are homeless. Efforts also place emphasis on providing guidance and training that targets subset populations such as runaway and homeless youth, pregnant and parenting homeless youth and homeless children and youth with disabilities.

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

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

The CSDE Program Compliance Review Process will consist of three (3) tiers:

- Tier One: Self-Assessment
 - All secondary and postsecondary recipients receiving Perkins funds must attest to conducting a yearly self-assessment of the implementation of Perkins V statutory requirements and compliance with State and Federal expectations. Secondary and postsecondary institutions shall use the results of the self-assessment to ensure compliance with State and Federal program responsibilities and to identify areas of needed improvement.
- Tier Two: Desk Review
 - Selected secondary and postsecondary institutions receiving Perkins funds shall be monitored with a rigorous desk review. The desk review process includes secondary and postsecondary institutions organizing and providing specific documentation and data to the CSDE for review.
- Tier Three: Onsite Compliance Review
 - Selected secondary and postsecondary institutions receiving Perkins funds shall be monitored with an onsite compliance review. Technical assistance is simultaneously provided during an onsite compliance review.

- This tier includes a review of documentation and data maintained by the secondary or postsecondary institution, information obtained in interviews, and information obtained through direct observation.

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

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

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

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

C. Fiscal Responsibility

1. *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—*
 - a. *each eligible recipient will promote academic achievement;*
 - b. *each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and*
 - c. *each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5 of Perkins V)*

The approval process for eligible secondary and postsecondary recipients receiving Perkins V funding in the CTE Transition Plan (2019–2020) and the CTE State Plan (2020–2024) years will begin with each eligible recipient submitting an application to the CSDE. The CTE Transition Plan (2019–2020) and the CTE State Plan (2020–2024) Applications will include the submission of a comprehensive budget, budget narrative, and an improvement plan.

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

- the needs assessment process that occurred and informed the local application including a list of the diverse body of stakeholders contributing to this work;
- the strategies that will be utilized to overcome lower rates of access to, or performance gaps in, the courses and programs for special populations;
- the alignment of local CTE programs to Connecticut, regional, or local in-demand industry sectors and occupations;
- programs of study that allow for multiple entry and exit points;
- opportunities for work-based learning and the attainment of recognized postsecondary credentials and dual/concurrent enrollment credits;
- the CTE advisory board and how their work assists in the establishment, improvement and evaluation of CTE programs;
- student participation and teacher advisement of Career and Technical Education Student Organizations (CTSOs);
- the Work-based Learning experiences available for students to gain strong experience in and understanding of all aspects of an industry;
- proposed professional learning targeted to measurable program and student improvement including the training of teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act; and
- specific, measurable goals and objectives for the systemic improvement of student achievement and improvement of CTE programs.

In the CTE Transition Plan (2019–2020) and the CTE State Plan (2020–2024) Applications, eligible recipients will explain the strategies, structures and processes that will be implemented to increase core indicator performance levels. If an eligible recipient fails to meet at least 90 percent of an agreed upon performance level for any of the core indicators of performance, it will have to develop and implement a program improvement plan in consultation with the CSDE and others during the first succeeding program year. The CSDE may, after an opportunity for a hearing, withhold all or part of a local recipient’s funding if the local meets any one of the three criteria below:

- fails to implement the required improvement plan;
- makes no improvement in meeting of the agreed upon performance levels within one year of implementing the improvement plan; or
- fails to meet at least 90 percent of an agreed upon level of performance for the same performance indicator three years in a row.

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

2. *Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—*
 - a. *among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and*
 - b. *among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Sec. 122(d)(8) of Perkins V).*

Eligible recipients means a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency or a consortium.

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

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

As authorized under sections 131(c)(1) and 132(c)(1) of Perkins V, secondary school recipients with an allocation less than \$15,000, and postsecondary recipients with an allocation less than \$50,000, must become part of a consortium that shall operate joint projects that provide services

to all partners in the consortium and are of sufficient size, scope, and quality to be effective. All consortium goals must be mutually beneficial to all members of the consortium. The CSDE assists in establishing consortiums that will fulfill legislative requirements and work together on projects in achieving state goals.

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

3. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V).*
4. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.*

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

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

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

5. *Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)*

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.

6. *If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—*
 - a. *include a proposal for such an alternative formula; and*
 - b. *describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State (Section 131(b) of Perkins V).*

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

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

7. *If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—*
 - a. *include a proposal for such an alternative formula; and*
 - b. *describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution (Section 132(b) of Perkins V).*

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

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

8. *Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year (Section 211(b)(1)(D) of Perkins V).*

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

The CSDE Bureau of Fiscal Services created the following five (5)-part procedure to be completed annually for the state fiscal year and recorded in the Perkins Grant MOE file to ensure the maintenance of effort meets or exceeds the requirements of the federal grant.

PART 1 – Compile MOE Account Totals

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

PART 2 – Administrative Match

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

PART 3 – Adjustments

1. Identify if any of those expenditures for Perkins Match existed in any of the three SIDs used for MOE in PART 1 above. If so, make a separate line for each SID to reduce that amount from the total shown in Step 6 of PART 1 above, and label accordingly.
2. Identify any expenditures in any of the three SIDs used for MOE in PART 1 above that are classified as Capital Equipment (note, for this purpose, this should not include trade

equipment, but rather building or infrastructure related expenses that are a capitalized cost), and make a separate line for each SID to reduce the total shown in Step 6 of PART 1 above, and label accordingly.

3. Identify any expenditures in any of the three SIDs used for MOE in PART 1 above that are classified as Pilot Programs, one time project costs, tuition, or student fees, and make a separate line for each SID to reduce the total shown in Step 6 of PART 1 above, and label accordingly.

PART 4 – Aggregate MOE Total

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

PART 5 – MOE Per-Student Basis

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

Methodology

This MOE calculation uses the following methodology:

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

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

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

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

Description	Fiscal Year 2017	Fiscal Year 2018
SID 12519 - Regional Vocational-Tech Schools - CTECS	153,787,366	124,711,224
SID 12602 - Technical High Schools CTECS - Other Expenses		21,978,228
SID 17017 - Vocational Agriculture - ASTE	10,228,588	9,972,874

MOE Account Totals (Part 1, Step 6)	164,015,954	156,662,326
State Administrative Match (Part 2, Step 3)	507,573	524,193
Adjustment for Match costs already in MOE (Part 3, Step 1)	424,229	429,062
Adjustment for One-time Costs/Pilot Programs (Part 3, Step 2)	-	-
Adjustment for Infrastructure /Capital Costs (Part 3, Step 3)	1,171,027	230,575
Total Adjustments/Exclusions	1,595,256	659,63
Total Aggregated MOE (Percentage of Reduction from 2017 to 2018 3.93%)	162,928,272	156,526,881
PER-STUDENT CALCULATION		
CTECS enrolled students	10,555	10,729
ASTE enrolled students	3,532	3,518
Total Enrolled Students Previous Oct. 1	14,087	14,247
PER-STUDENT MOE	11,566	10,987



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



December 4, 2018

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

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

Dear Mr. Miller,

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

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

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

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

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