

**Connecticut State
Perkins Plan
2026-2029
Draft**

Connecticut State Department of Education

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

I. Cover Page

- A. State Name: Connecticut
- B. Eligible Agency (State Board)¹ submitting plan on behalf of the State:
Connecticut State Board of Education
- C. State Agency delegated responsibilities by Eligible Agency under section 131(b) for the administration, operation, or supervision of activities of the State plan (*if applicable*):
Connecticut State Department of Education
- D. Individual serving as the State Director for Career and Technical Education:
1. Name: Kyllie Freeman
2. Official Position Title: Perkins State Director
3. Agency: Connecticut State Department of Education
4. Telephone: (860) 713-6592 5. Email Kyllie.Freeman@CT.gov
- E. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:
☒ New State Plan (FY 2026-29) - *if an eligible agency selects this option, it will then complete Items F, G, and H.*
☐ State Plan Revisions (Please indicate year of submission: _____) - *if an eligible agency selects this option, it will then complete Item F.*
- F. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:
☐ Yes (*If yes, please indicate year of submission: _____*)
☒ No
- G. Governor's Joint Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):
- H. Date that the State Plan was sent to the Governor for signature:

¹ Under section 3(18) the term eligible agency means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

PRELIMINARY DRAFT – DO NOT DISTRIBUTE

☐ The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

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

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

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

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Signature of Authorized Representative	Date:

Introduction

On July 31, 2018, The Strengthening Career and Technical Education (CTE) for the 21st Century Act (Public Law 115-224) (Perkins V) was signed into law and thus reauthorized and amended the Carl D. Perkins CTE Act of 2006.

Section 122(a)(1) of Perkins V requires each eligible agency prepare and submit a *Strengthening CTE for the 21st Century Act (Perkins V) State Plan 2026-2029* (Connecticut CTE State Plan). In compliance with this requirement, the Connecticut State Department of Education (CSDE) created the Connecticut CTE State Plan that provides opportunities to modernize and elevate CTE and enables flexibility to meet the unique needs of our learners, educators, and employers.

Connecticut's CTE State Plan aligns with [the Connecticut State Board of Education's Five-year Comprehensive Plan \(2023–28\): Every Student Prepared for Learning, Life, and Work Beyond School](#) (CSDE State Board plan), adopted November 2023, to ensure that every student is prepared to succeed in lifelong learning and working beyond school. The alignment of these plans provides coherence and leverages education initiatives in Connecticut. Furthermore, the Connecticut CTE State Plan supports the CSDE needs of all learners and includes: (1) CSDE goals and levels of performance of CTE activities, (2) evidence-based and innovative strategies and activities to elevate and modernize CTE to align workforce skills with labor market needs, and (3) a strategic vision and goals for preparing an educated and skilled Connecticut workforce.

II. Narrative Descriptions

A. Plan Development and Consultation

Stakeholder engagement

The development of the plan included the following steps:

Step 1 – Consultations

To assist in developing the Connecticut CTE State Plan, the CSDE met with various stakeholders to support this plan. See [Appendix A](#) for the meeting schedule and topics.

Stakeholders include individuals representing:

- Public Schools including Public Charter Schools, and Connecticut Technical High School System
- School and career counselors
- Students receiving special education services
- Parents, families, and students
- Education and workforce development
- Workforce investment boards
- Career and Technical Student Organizations (CTSOs)
- Institutions of higher education (including public and independent colleges and universities)
- Perkins secondary and post-secondary administrators
- Perkins V Leadership Workgroup
- CSDE Agency Thought Leader Group (Academic Office, Talent Office, Performance Office, Office of Strategic Planning and Partnerships, Bureau of Special Education and Office of Student Supports and Organizational Effectiveness)

- Community Based Organizations
- Connecticut Department of Labor (CTDOL)
- Connecticut Office of Workforce Strategy (OWS)
- Superintendents

Definitions

High-Skill – Occupations located in Connecticut with education and training requirements of the following: any post-secondary education including some college, no degree, post-secondary nondegree award, or associate’s, bachelor’s, master’s, and doctoral or professional degrees; work experience of at least five years or more; or more than twelve months of on-the-job training, an apprenticeship, or an internship/residency.

High-Wage – Annual wage greater than the 2025’s median wage across all occupations (\$57,870).

In-Demand – Top half of occupations within each cluster based on number of openings.

Step 2 – Communications based on stakeholder feedback

The CSDE will provide technical assistance and continue to collaborate with stakeholders to enhance the CTE opportunities for Connecticut learners in the following areas:

Student Success Plans

Integrate the CTE clusters into the Student Success Plans (SSPs), including durable skills, industry relationships, and incorporating advisory board collaborations into the Connecticut CTE State Plan.

Program of Studies

Partner with stakeholders to identify essential cross-sector durable skills for integration across all CTE pathways and programs of study.

Secondary and Post-secondary Partnerships

Develop resources to support secondary and post-secondary institutions in partnering with business and industry. Expand technical assistance, professional learning, and Perkins V Leadership funded grants to support career exploration activities across the middle grades, secondary, and post-secondary education. Revise the program compliance review process to ensure secondary and post-secondary institutions demonstrate universal access, quality, and resources.

Meetings

Facilitate meetings with Perkins V directors, business and industry representatives, and Workforce Investment Boards to identify needs, strengths, challenges, opportunities, and next steps.

Perkins V Funds and Allowable Uses

Allocate Perkins V funds and provide guidance, technical support, and professional development for secondary and post-secondary institutions. This will help in leveraging SSPs, creating pathways and programs of study, and offering students work-based learning opportunities, industry-recognized credentials, and post-secondary credits.

Including size, scope, and quality in:

- Secondary and post-secondary education;
- Student Success Plans;
- Career pathways;
- Work-Based Learning;
- Industry Recognized Credentials and post-secondary credits; and
- Middle school grades (6–8).

CSDE’s Next Generation Accountability System

Provide incentives for high school work-based learning and industry-recognized credential attainment through the [Next Generation Accountability System](#). Update the work-based learning training plan to ensure students develop and master key competencies, aligning with Perkins V program quality measures and Next Generation Accountability Indicator 5 and 6.

Survey Results

Pending posting the state plan ([Appendix B](#))

Step 3 – Resources

The [CSDE CTE website](#) is the primary platform that provides resources that assist eligible Perkins V recipients.

B. Program Administration and Implementation

The CSDE supports a future where all Connecticut students have access to flexible CTE pathways that prepare them to graduate as innovative thinkers equipped with adaptable, transferable skills to support the state’s economy. Connecticut’s education and workforce development strategy prioritizes rigorous pathways that provide graduates with essential knowledge and skills to meet the demands of the state’s expanding industries.

By integrating the Connecticut CTE State Plan with the CSDE State Board Plan, ensures coherence across education. Connecticut’s accountability system, Next Generation Accountability System, incorporates 12 indicators designed for statewide consistency, validated through rigorous data collection processes. The indicators include measures of academic achievement, academic growth, assessment participation rates, growth toward English language proficiency for multilingual learners, chronic absenteeism, on-track to graduation in Grade 9, four- and six-year adjusted cohort graduation rates, post-secondary entrance, physical fitness, and arts access.

The Next Generation Accountability System provides a comprehensive framework designed to tell the story of how well a school is preparing its students for success in college, careers, and life. It focuses on a broader set of indicators, rather than annual assessments alone, provides a more complete picture of a school or district, guards against the narrowing of the curriculum to tested subjects, expands ownership of accountability to more staff, and allows schools to demonstrate progress on “precursors to outcomes,” as well as outcomes.

The synchronization between the Perkins V accountability and Next Generation Accountability System is particularly evident in Indicators 5 and 6, measures of post-secondary preparation and readiness.

Indicator 5:

Post-secondary Preparation is the percentage of students in grades 11 & 12 participating in at least one of the following during high school: Two courses in AP/IB/dual credit; or Two CTE courses in a career cluster; or Two workplace experience “courses” in any area.

Indicator 6:

Post-secondary Readiness is the percentage of students in grades 11 & 12 achieving either the college and career readiness benchmark on at least one of the following: SAT or ACT or AP or IB; **or** earning three or more college credits through dual credit coursework.

Use of Perkins V State Leadership Funds

The CSDE remains committed to modernizing and elevating CTE to ensure students develop the skills and knowledge necessary to meet rigorous state standards and prepare for life and work beyond school.

State leadership funds support initiatives to improve CTE including:

- Preparing students, including special populations, for non-traditional career paths in emerging and evolving industries;
- Developing CTE programs that introduce students to high-skill, high-wage, and in-demand occupations;
- Supporting students in juvenile justice facilities;
- Providing professional learning opportunities; and
- Recruiting, training, and retaining CTE educators through preservice and professional development programs.

Reoccurring Supports

Recurring supports are essential for effective implementation of CTE programs, they are designed to build teacher capacity, expand CTE programs and provide opportunities for CTE students. The CSDE identified the following recurring supports qualify for Perkins Leadership funds: Connecticut Department of Labor (CTDOL) CTE programs, Connecticut Department of Corrections (CTDOC) CTE programs, Agriculture Experience Tracker (AET), and competitive grant opportunities (known as Supplemental Grants).

The CSDE contracts with CTDOL to create CTE programs of studies, to deliver professional development to Connecticut’s CTE community and industry stakeholders and provide structures for work-based learning programs. As part of an annual agreement with CTDOL, they organize and host career-focused professional development in addition to creating a Career Pathways publication that is delivered to all Connecticut public high schools. Included in the agreement, CTDOL provides CSDE with data pertaining to high-skill, high-wage, in-demand occupations used to determine the fundability of career clusters and sub-clusters.

By partnering with the CTDOC, the CSDE has increased CTE opportunities for incarcerated individuals by funding programs in construction, hospitality, events and tourism, advanced manufacturing and human services career clusters.

The Perkins Leadership funds annually support the AET, a comprehensive student-centered agricultural education management system that tracks secondary students’ educational experiences.

When available funds present themselves, the CSDE allows Perkins eligible secondary schools to apply for the Supplemental Grant that will grow and support their CTE programs.

Perkins Leadership Workgroup

The Perkins V Leadership Workgroup meets to advise the CSDE on the planning, implementation, and evaluation of CTE programs throughout the Connecticut CTE State Plan's lifespan. This workgroup consists of the following Connecticut representatives:

- 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);
- Connecticut State Department of Education (CSDE);
- Connecticut Office of Higher Education (OHE);
- Connecticut Department of Labor (CTDOL);
- District Perkins Administration (CTE Instructors);
- Connecticut Office of Workforce Strategy (OWS)
- Parent Organization;
- Regional Education Service Centers (RESC);
- Teachers' Organizations (AFT and CEA); and
- Workforce Investment Boards (WIBs).

Planning Meetings

March 2025, the leadership group examined Connecticut's long-term industry and occupational projections for 2023–2028 identifying key areas of growth and proposing Career Clusters. Following this discussion, Perkins stakeholders reviewed the proposed clusters and provided further feedback.

June 2025, the CSDE convened a core Perkins V leadership group consisting of key stakeholders to analyze Connecticut workforce needs, establish Career Clusters and sub-clusters and inform the Connecticut CTE State Plan.

September 2025, considering the analysis from the Perkins V leadership group, stakeholder input, and the National Forum on Educational Statistics (NCES) alongside the School Courses for the Exchange of Data (SCED) coding system, the final Perkins V Connecticut Career Clusters and sub-clusters were approved. These clusters will shape the pathways and programs of study (POS) to be developed, supported, or enhanced at both the State and local levels.

The Perkins V Leadership Workgroup will remain active, advising CSDE on the planning, implementation, and evaluation of CTE programs throughout the Connecticut CTE State Plan's lifespan. This workgroup consisted of representatives from the Connecticut:

- Association of Boards of Education (CABE);
- Association of Public School Superintendents (CAPSS);
- Association of Schools (CAS);

- Business and Industry;
- Business and Industry Association (CBIA);
- Career and Technical Student Organizations (CTSO);
- Council of Administrators of Special Education (ConnCASE);
- Connecticut State Department of Education (CSDE);
- Connecticut Office of Higher Education (OHE);
- Connecticut Department of Labor (CTDOL);
- District Perkins Administration (CTE Instructors);
- Connecticut Office of Workforce Strategy (OWS)
- Parent Organization;
- Regional Education Service Centers (RESC);
- Teachers' Organizations (AFT and CEA); and
- Workforce Investment Boards (WIBs).

Local Eligible Recipients

The definition of Local Education Agency (LEA) in the context of Perkins V refers to the entities that receive funding to administer CTE programs. Under Perkins V, LEAs are required to conduct a Comprehensive Local Needs Assessment (CLNA), which assesses the local needs for CTE programs and informs funding decisions. This assessment must be completed every two years and is essential for aligning CTE offerings with local labor market needs and student success.

Process

CSDE has implemented a specific process for secondary schools and post-secondary institutions that apply for Perkins funds.

Secondary

Annually, to qualify for Perkins V funding secondary schools must:

- Complete the Intent to Apply Survey
- Meet definitions of size, scope, and quality ([Appendix C](#))
- Have at minimum one (1) CTSO with 10 paid National Members
- Complete and/or revise a Comprehensive Local Needs Assessment (CLNA) ([Appendix D](#) & [Appendix E](#))
- Complete an on-line grant application in eGrants Management System (eGMS)

The secondary institutions are assigned to a Regional Education Service Centers (RESCs) region and a CSDE Perkins Program Manager.

Connecticut emphasizes creating a pipeline from middle school to high school CTE programming. Additional middle School guidance is provided ([Appendix F](#)) with a focus on career ready practices ([Appendix G](#)). The LEAs that do not qualify for the minimum of \$15,000 can enter into a consortium with other LEAs ([Appendix H](#)).

Only CTE certified staff can teach CTE courses to qualify for Perkins V funding. ([Appendix I](#))

Post-Secondary

Annually, to qualify for Perkins V funding post-secondary institutions must follow this process:

- Complete the Intent to Apply Survey

- Meet definitions of size, scope, and quality ([Appendix J](#))
- Complete and/or revise a Comprehensive Local Needs Assessment (CLNA) ([Appendix D](#) & [Appendix E](#))
- Support College and Career Pathways Programs
- Complete an on-line grant application in eGrants Management System (eGMS)

Post-secondary recipients are assigned a CSDE Perkins Program Manager.

Grant Application

The grant application ([Appendix K](#)) for eligible secondary school districts and post-secondary institutions must include a narrative that describes how the CTE programs:

- Provide access for special populations to rigorous academic and high-quality career and technical programs.
- Align with the program of studies (POS) with Connecticut's Career Clusters and local industry needs.
- Collaborate with local workforce development boards and agencies.
- Connect expenditures to the goals of comprehensive local needs assessment.
- Identify performance gaps using disaggregated data.
- Provide opportunities for students to engage in career exploration, work-based learning, credential attainment, and dual/concurrent enrollment.
- Assess the results of the comprehensive needs assessment process.
- Identify the sequencing of academic and technical content across secondary and post-secondary levels in line with Connecticut State Board of Education standards.

Technical Assistance

The CSDE will offer technical assistance, including guidance on:

- Comprehensive Local Needs Assessment Process
- Coordination of CTE Career Clusters and Sub-Clusters
- Program of Studies
- Professional Learning
- Embedding durable skills in curricula
- Work-based learning
- Industry Recognized Credentials
- College Career Pathways
- Dual Credit opportunities
- Accountability

Supplemental Grant Application

When additional funds are available, outside of the secondary school districts original Perkins V allocation, CSDE will communicate the opportunity to apply for the competitive grant process known as the Supplement Grant. This grant is only available to those that received a Perkins V allocation in that same fiscal year.

Application Process

1. Eligible secondary school districts must complete an on-line grant application
2. Must meet the definition of size, scope, and quality
3. Focus on specific areas, such as:
 - Developing courses and experiences that lead to industry-recognized credentials
 - Expanding Dual Credit courses that lead to post-secondary credit

Strengthening Career and Technical Student Organizations (CTSOs)

4. CSDE reviews and notifies applicants of the determination
5. Approved applicants will have supplemental grant funds available in eGMS

Career Clusters, Sub-Clusters, Pathways, and Program of Studies

Career clusters are an organized group of jobs and industries that share common skills. Each cluster and sub-cluster correspond to a collection of courses and training opportunities to prepare students for a chosen career. These pathways are designed to align with the skill needs of industries and prepare students for various levels of education and careers. Advance CTE's [Modernized Career Cluster Framework](#) (Framework) and [Modernized Career Cluster Guidebook](#) (Guidebook) serve as a bridge between education and business and industry.

The Framework and Guidebook and the Connecticut State Board of Education Strategic Board Plan share similar goals and a focus on expanding dual credit current offerings, creating new opportunities for students to earn IRCs, and gain work-based learning experience to prepare for their career pathways.

Career Clusters and Sub-Clusters

The modern Framework consists of 14 Clusters and 72 Sub-Clusters that serve as the primary organizing structures for CTE programs. These structures are supported by five Cluster Groupings aligned to purpose and impact of included careers and 12 Career-Ready Practices to ensure that every program includes the skills that are essential to every career and life.

The CSDE and Perkins Leadership Workgroup reviewed CTDOL's occupational data and determined that the following career clusters and subclusters meet CTDOL's definitions of high-skill, high-wage, and in-demand for secondary and post-secondary Perkins V funding.

Career Cluster and Subcluster Table

Career Cluster	Subcluster
Advanced Manufacturing	<ul style="list-style-type: none"> - Engineering - Industrial Machinery - Production & Automation - Robotics - Safety & Quality Assurance
Agriculture	<ul style="list-style-type: none"> - Agribusiness - Animal Systems - Food Science and Processing - Plant Systems - Water Systems
Arts, Entertainment & Design	<ul style="list-style-type: none"> - Design & Digital Arts - Fashion & Interiors - Lighting & Sound Technology - Media Production & Broadcasting
Construction	<ul style="list-style-type: none"> - Architecture & Civil Engineering - Construction Planning, & Development - Equipment Operation & Maintenance - Skilled Trades
Digital Technology	<ul style="list-style-type: none"> - Data Science & AI - IT Support & Services - Network Systems & Cybersecurity - Software Solutions

Career Cluster	Subcluster
	- Web & Cloud
Education	- Early Childhood Development - Education Administration & Leadership - Learner Support & Community Engagement - Teaching, Training & Facilitation
Energy & Natural Resources	- Clean & Alternative Energy - Conservation & Land Management - Ecological Research & Development - Environmental Protection - Resource Extraction - Utilities
Financial Services	- Accounting - Banking & Credit - Financial Strategy & Investments - Insurance - Real Estate
Healthcare & Human Services	- Behavioral & Mental Health - Biotechnology Research & Development - Community & Social Services - Health Data & Administration - Personal Care Services - Physical Health
Hospitality, Events & Tourism	- Accommodations - Conferences & Events - Culinary & Food Services - Travel & Leisure
Management & Entrepreneurship	- Business Information Management - Entrepreneurship & Small Business - Leadership & Operations - Project Management - Regulation
Marketing & Sales	- Marketing Research, Analytics & Ethics - Marketing & Advertising - Retail & Customer Experience - Strategic Sales
Public Service & Safety	- Emergency Response - Judicial Systems - Local, State, and Federal Services - Military & National Security - Public Safety
Supply Chain & Transportation	- Air & Space Transportation - Ground & Rail Transportation - Maintenance & Repair - Marine Transportation - Planning & Logistics - Purchasing & Warehousing

Career Pathways

A Career Pathway is a coordinated planned progression of CTE, and academic courses paired with supplemental experiences that prepare high school students for post-secondary education and training, industry recognized credentials, and careers. Pathways align the needs of industry, help individuals

advance to higher levels of education, training, and employment, and lead to recognized post-secondary credentials or direct career placements. Supplemental experiences in a Career Pathway can be CTSO participation, WBL opportunities, IRC obtainment, or related activities that support the growth of the student's academic and technical skills focused within an industry sector. LEAs are encouraged to develop Career Pathways that are responsive to local and State industry occupational employment needs and demands.

Program of Studies

In support of Perkins V, secondary and post-secondary institutions' Program of Studies (POS) must

- consist of a non-duplicative sequence of career and technical courses.
- have multiple entry and exit points with a minimum of a two-course sequence in a single CTE content area, defined by subcluster.
- include career-focused and technical training component for each identified Career Pathway.
- progress specifically, beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction.
- offer a minimum of three Career Clusters with at least a two-course sequence in a subcluster that incorporates challenging State academic standards, technical knowledge and skills, including durable skills, that are aligned to the needs of industries in the State's economy, region, Tribal community, or local area.

Post-Secondary Credit and Credential Obtainment

Early college dual enrollment programs offer numerous advantages, primarily enabling students to earn college credit while enrolled in high school and facilitating faster completion of a credential or degree. Long-term economic benefits include financial savings on tuition, reduced time and resources required to complete the credential or degree, and higher career earnings.

1. **College and Career Pathways Program (CCP)** This program is a partnership between LEAs and The Connecticut Community College System (CT State), funded through Perkins V, that offers high school students the opportunity to experience college-credit courses taught by college-approved high school teachers at the high school. Both the secondary and post-secondary partners are required to allocate a minimum of five percent of each of their total grant to support these programs and CTE coursework. For more information on CCP refer to [Appendix L](#).
2. **Dual credit** courses are available in two ways, concurrent and dual enrollment courses.
 - a. **Concurrent enrollment course** defined as a post-secondary education course in any academic subject or career-oriented pathway delivered at a high school through which a high school student is simultaneously enrolled in an institution of higher education and is taught by a high school teacher approved by such institution of higher education.

Secondary schools can leverage Perkins V grant funds to develop, coordinate, implement, or improve CTE courses with IHEs if they are taught by CTE endorsed instructors, for concurrent enrolled courses, are in one of the approved Career Clusters, and are part of a CTE pathway in the CTE Program of Study.

- b. **Dual enrollment course** is defined as a post-secondary education course in any academic subject or career-oriented pathway delivered by an institution of higher education through which a high school student is simultaneously enrolled in such IHEs and is

taught by a faculty member of such institution of higher education. As a point of clarification, dual enrollment courses are not part of the CCP program with CT State.

Post-secondary institutions can leverage Perkins V grant funds for dual enrollment courses that are approved Career Clusters and are part of a CTE pathway in the CTE Program of Study.

Building Credential Currency

Connecticut values student obtainment of credentials as it enhances employability and supports professional growth. The Connecticut CTE State Plan supports the State Board Plan to create multiple career pathways, increase the percentages of high school students earning an IRC, and develop partnerships with business, industry, and IHEs.

The CSDSE defines an **Industry Recognized Credential (IRC)** as a certification that validates an individual's knowledge, skills, and competencies within a specific industry. Developed, offered, or endorsed by nationally or regionally recognized industry associations or organizations representing a substantial portion of the industry sector, IRCs set industry standards and serve as benchmarks for employers. It also enhances employability and supports professional growth.

The CSDE encourages LEAs to utilize the [Industry Recognized Credentials Registry](#) to expand their CTE programming for students, work-based learning (WBL) opportunities and the obtainment of IRCs.

Worked Based Learning

To assist LEAs in expanding WBL opportunities, the CSDE will provide guidance and technical assistance on how to adopt and implement a K-12 career development continuum model executed through provided examples of WBL opportunities. The guidance provides LEAs resources in the career development continuum in four areas, career awareness, career exploration, career planning and preparation, and career training and workplace experiences. For more information see [Appendix M](#).

Meeting the Needs of Special Populations

Perkins V definitions of special populations are:

- 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 CSDE acknowledges that ensuring universal access to a well-rounded education is a shared responsibility. To support eligible secondary and post-secondary recipients in delivering quality instruction, CSDE has developed numerous tools and resources.

Providing professional learning (PL) opportunities for teachers on developing career based, academically challenging, and industry supported curriculum for Special Populations is a CSDE priority. One supported

teacher PL opportunity is The Institute for Real World Education and Curriculum Advancement (IRWECA) is a partnership between the Office of Research and Innovation at Southern Connecticut State University and the CSDE. Interdisciplinary educator teams from schools and districts across Connecticut are invited to apply to the IRWECA program. Districts create interdisciplinary teams of at least three educators, one must be CTE, and another must be STEM (i.e., Math, Science, or Computer Science). School counselors, administrators and educators from other disciplines are also encouraged to be part of the team.

Teams select from among one of the CTE career clusters including but not limited to Agriculture, Manufacturing, or Health Care, and are supported in their work to develop and implement industry-aligned curriculum modules that include resources for the recruitment and retention of Special Population and nontraditional students.

IRWECA is designed to be flexible. Individual teams get to schedule when to meet in coordination with their industry partner and the curriculum facilitator, both of whom are retained to support each team for up to 30 hours per year. It is expected that district teams meet regularly, at least three hours per month, and work to develop and implement one or more industry-aligned curriculum modules.

Advanced Manufacturing in Connecticut is a Career Cluster that is high wage and in-demand due to the large number of military contracts in the State, these include, but are not limited to, Sikorsky, Electric Boat Pratt and Whitney, Colt, and Ruger providing PL for teachers in this field to increase skills and knowledge is provided by Connecticut Center for Advanced Technology (CCAT). CCAT provides training on equipment and machines within Industry 4.0 technologies and careers in Advanced Manufacturing. CCAT works with teachers and administrators to incorporate skills into the curriculum and provides support and knowledge on the recruitment and retention of Special Populations and nontraditional students.

- Recognizing the crucial role school counselors play in guiding students toward college and career success, CSDE highlights their involvement in the development of individualized Student Success Plans (SSPs). These plans help students select courses aligned with their academic and career goals. Students with disabilities receive additional support through Individual Education Plans (IEPs), which focus on their strengths, educational objectives, courses, activities, and accommodations to eliminate barriers to success.

The Connecticut Comprehensive School Counseling Framework provides a structured K-12 approach that is comprehensive, developmental, data-driven, and student-centered. It incorporates the American School Counselor Association (ASCA) model, emphasizing four key components: foundation, delivery, management, and accountability. Connecticut school counselors are tasked with supporting students in their personal, social, academic, and career development.

CTE Program Evaluation Process

The CSDE remains committed to fostering an inclusive and effective educational environment that prepares students for future success. Under Perkins V, eligible recipients must establish and implement evaluations of CTE programs [Section 135(b)(6)]. To ensure compliance, secondary and post-secondary institutions should use the Compliance Review Process ([Appendix N](#)) framework to verify that local Perkins V funds are used appropriately and that recipients are meeting performance goals.

All secondary and post-secondary institutions are subject to a compliance review. The institutions that have an increased likely of being selected for a Tier Two and/or a Tier Three review are those that have been identified as high risk, which may include:

- 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.

Tier Two and Teir Three reviews will include secondary and post-secondary Perkins V eligible recipients evaluating program strategies for members of special populations through the lens of providing:

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

Preparing Teachers and Faculty

The Connecticut State Board of Education is dedicated to ensuring an outstanding education for current and future generations through its Five-Year Comprehensive Plan (2023-28), *Every Student Prepared for Learning, Life, and Work Beyond School*. This plan prioritizes high expectations for every student, exceptional educators, and strong schools.

The Board's approach to improving teaching and learning spans the entire educator career cycle, including recruitment, preparation, evaluation, support, retention, and advancement. Through strategic allocation of federal funds, including Perkins V and Title II, Part A, the Board and the CSDE reinforce efforts to cultivate a high-quality and diverse educator workforce.

Talent Office

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

- The Talent Office continues its commitment to increasing the racial, ethnic, and linguistic diversity of the educator workforce and diminishing vacancies in persistent shortage areas. The racial/ethnic composition of the educator workforce is increasingly diverse. The percentage of educators of color has increased from 9.0 percent (4,727 educators) in 2018-19 to 11.7 percent (6,314 educators) in 2023-24 and 12.1 percent (6,506 educators) in 2024-25. The number of full-time-equivalent certified staff grew from 2022-23 to 2023-24, with the largest increases (by

percent) in counselors, social workers, and school psychologists, school-level administrators, and other certified non-instructional staff. Efforts to engage broad stakeholder groups to achieve collective impact are ongoing.

- Continued efforts to expand TEACH Connecticut.org, a digital recruitment platform, aimed at attracting educators to the teaching profession. The platform has expanded to include a “Talk to a Teacher” option for aspiring educators to get first-hand information on a variety of pathways into the profession and certification options. New resources are available for aspiring educators to include preparation program application checklists, one to one coaching, best practice guides, and an opportunity to win a \$1000 scholarship. Currently, 17 educator preparation programs and 80 school districts are committed partners in the program.
- Established and advanced the 6–16 Educator Pipeline Pathway, beginning in 6th grade with Educators Rising and continuing through the NextGen Educators initiative in college. Expanded middle and high school exposure to education careers through internships, mentorship, early college credit, and direct connections to educator preparation programs. Grew “grow-your-own” teacher pathways by adding 18 partner districts and partnered with Central Connecticut State University to place education majors in K-12 settings, strengthening hands-on experience and diversifying the teacher pipeline.
- Established and scaled the Connecticut Teacher Registered Apprenticeship Program (T-RAP) under Conn. Gen. Stat. Sec. 10-146j(a) in partnership with the Connecticut Department of Labor, creating a paid, job-embedded pathway to certification. Launched in FY 2024 with 5 registered apprentices in 2 districts (Waterbury and New Britain), the program now serves 40 apprentices across 5 districts (Waterbury, New Britain, Bridgeport, East Haven, and Danbury), offering structured mentorship, classroom experience, and direct entry into the teaching profession. T-RAP is a key component of the CSDE 6–16 Educator Pathway, designed to address teacher shortages, fill high-need areas, and diversify the educator workforce.
- Continued efforts to strengthen Connecticut Educator Preparation and certification with the recently created Connecticut Educator Preparation and Certification Board created pursuant to Public Act 24-41. This board is responsible for modernizing and aligning educator preparation and certification to ensure that policies are optimized to attract and retain effective and diverse professionals for employment in the state’s public schools. The Board is composed of voting members representing a diverse group of educational stakeholders, all serving three-year terms. It includes public school classroom teachers, educator preparation program representatives, school administrators from urban, rural, and suburban districts, and appointees from key education-related organizations. Additionally, representatives from state agencies, including the Commissioners of Education and Early Childhood and the Technical Education and Career System, serve on the Board or appoint designees.
- Continue to provide ongoing support to both traditional and alternate route educator preparation programs specific to persistent shortage areas and/or align with the CSDE SBE Comprehensive Plan to Ensure that every student is prepared for learning, life and work beyond school. The State Board of Education granted full approval to new educator preparation programs to prepare certified educators in shortage areas:
 - Quinnipiac University: Initial Certification Program in Special Education

- Quinnipiac University: Initial Certification Program in Chemistry
 - Sacred Heart University: Initial Certification Program in Special Education
 - Sacred Heart University: Advanced Certification in School Counseling
 - Central Connecticut State University: Initial Undergraduate Certification Program in Special Education
 - University of New Haven: Advanced Certification Program in Speech and Language Pathology
 - University of Saint Joseph: Initial Certification in Integrate Early Childhood Education
 - The Capitol Region Education Council (CREC): Alternate route to certification (ARC) residency programs: Middle School Mathematics and Special Education
 - Southern Connecticut Certification Initial Certifying TESOL
- Coordinate statewide recognition and professional learning events as part of an effort to both recognize excellent educators and to elevate the image of the teaching profession as a recruitment strategy. These events include the Connecticut State Teacher of the Year process, Milken Educator Award and the Anne Marie Murphy Paraeducator of the Year.
 - Continue ongoing efforts to support Connecticut’s Teacher Education and Mentoring (TEAM) Program through partnerships with the RESC Alliance leadership, District TEAM Facilitators, and TEAM stakeholder groups to support individual educators and local district staff support early career educators.
 - Continue to provide technical assistance to support implementation of Connecticut’s educator evaluation and support system in all local and regional school districts and Connecticut Approved Private Special Education Facilities under which every Connecticut teacher and leader is evaluated by a standards-based system based on multiple measures of growth and development.

Alternative Route to Certification

The Alternate Route to Certification (ARC) Program, administered by the Connecticut Office of Higher Education and nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP), is a nine-month, accelerated, hybrid teacher preparation program for highly motivated adults seeking to enter the teaching profession. Designed for individuals who already hold a bachelor’s degree and beyond, ARC offers a lower-cost pathway to certification with classes held virtually two evenings per week and in person, in Hartford, CT, on Saturdays making it accessible for working adults.

The mission of Connecticut’s Alternate Route to Certification (ARC) Program is to provide a time-condensed pathway to teaching credentials for adults who have a strong desire to become teachers and who possess strong academic and content backgrounds as well as a wide array of life and professional experiences. Over the past five years, ARC has averaged 84 graduates annually, contributing to its goal of diversifying and strengthening Connecticut's teacher workforce. To date, more than 5,500 alumni have gone on to become classroom teachers, school and district administrators, and higher education leaders.

Established to address teacher shortages, ARC offers certification in designated, high-need subject areas including Mathematics, Science, Technology Education, and World Languages. ARC also offers certification in Business, English Language Arts, Music, and currently, the state’s only certification program in Family & Consumer Sciences. CTE programming, especially the Family and Consumer

Science program, is seen as a priority at the Office of Higher Education. Family and Consumer Science Teachers are specifically trained by us and hired by school districts in Connecticut to prepare k-12 students for pathways to careers in hospitality, culinary arts, education, human services, and fashion. Additionally, FCS educators are playing a larger role in high school education over time as, often times, school districts will utilize courses in the FCS catalog to support mandated graduation credit requirements needed in Career and technical education areas for earning a high school diploma.

C. Fiscal Responsibility

The approval process for eligible secondary and post-secondary recipients receiving Perkins V funding in the Connecticut CTE State Plan (2026–2029) years will begin with each eligible recipient submitting an application to the CSDE.

Funds made available under Perkins V for CTE shall supplement and 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 industry-recognized credentials and dual/concurrent enrollment credits;
- the CTE advisory board and how their work assists in the establishment, improvement and evaluation of CTE programs;
- student participation and teacher advisement of CTSOs;
- 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 CTE teachers, school counselors, administrators, and career guidance counselors, 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 Connecticut CTE State Plan Application, eligible recipients will explain the strategies, structures, and processes that will be implemented to increase core indicator performance levels. If an eligible recipient fails to meet at least 90 percent of an agreed upon performance level for any of the core indicators of performance, it will have to develop and implement a program improvement plan in consultation with the CSDE and others during the first succeeding program year. The CSDE may, after an opportunity for a hearing, withhold all or part of a local recipient's funding if the local meets any one of the three criteria below:

- fails to implement the required improvement plan;

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

Eligible recipients will complete a CLNA when they first take funding and complete a CLNA update no less than every two (2) years.

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

The CSDE will distribute the portion of the funds made available under section 112(a)(1) to carry out this section to eligible post-secondary 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 post-secondary 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 post-secondary 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 manufacturing, Information Technology 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 for CTE and for students who are members of groups underrepresented in such subject fields.

Specific Dollar Allocations

February 2025, 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 Connecticut CTE State plan relating to the amount and uses of 2026–29 funds proposed to be allocated too secondary and post-secondary. 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 2026. This budget form provides the specific dollar allocations to be made available by the CSDE for secondary and post-secondary CTE programs and programs of study. Allocations are distributed to eligible recipients by formula.

If a secondary eligible recipient has a CCP, or 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 post-secondary eligible recipients must use a minimum of 5% of their Perkins allocation in support of CCP. Thus, all eligible recipients that have CCP are using funds to support CTE programming.

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

The state adjusts the data used to make the allocation to reflect any change in school district boundaries by utilizing the prior year enrollment and other statistics used to determine a per pupil grant. This grant is then assigned to the district/school where the pupils are located in the current year. At this time, Connecticut has no plans to utilize an alternative allocation formula.

Maintenance of Effort

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

Part 1 – Compile MOE Account Totals

Run a Commitment Control Budget Status Report on CORE-CT for each of the departments below, using the following parameters:

- **Departments:**
 - **TEC** – Connecticut Technical Education and Career System (CTECS)
 - Fund – 11000
 - Department ID – TEC64601 to TEC64646
 - Special ID
 - 10010 (Salaries)
 - 10020 (Other Expenses)
 - Budget Period – Use the state fiscal year that MOE is being calculated for
 - Project – All
 - **SDE** – State Department of Education
 - Fund – 11000
 - Department ID – SDE64050 to SDE64551
 - Special ID
 - 17017 (Agriculture Science and Technology Education “ASTE” Grant)
 - Budget Period – Use the state fiscal year that MOE is being calculated for

- Project – All
- **Steps**
 - Open each file from the process monitor in the .csv format and immediately save to an .xlsx file.
 - Transfer/copy the information from each sheet into one spreadsheet.
 - Re-sort the entire sheet by SID, Project, and Department, in that order.
 - Total the sheet for all SIDs.

Part 2 – Administrative Match

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

Part 3 – Adjustments

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

Part 4 – Aggregate MOE Total

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

Part 5 – MOE Per-Student Basis

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

Methodology Of MOE

This MOE calculation uses the following methodology:

- All state appropriated funds in a fiscal year that were expended for:
 - The Connecticut Technical Education and Career System (CTECS);

- The Agriculture Science and Technology Education (ASTE) Grant; and
- Connecticut’s Administrative Match for the Perkins Grant.

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

Description	Fiscal Year 2024	Fiscal Year 2025
SID 10010 - Regional Vocational-Tech Schools - CTECS	\$164,829,644.03	\$175,896,568.62
SID 10020 - Technical High Schools CTECS - Other Expenses	\$28,404,875.23	\$33,797,435.70
SID 17017 - Vocational Agriculture - ASTE	\$19,583,200.00	\$18,824,200.00
MOE Account Totals (Part 1, Step 6)	\$212,817,719.26	\$228,518,204.32
State Administrative Match (Part 2, Step 3)	\$611,163.45	\$623,671.91
Adjustment for Match costs already in MOE (Part 3, Step 1)	\$480,000.00	\$496,520.72
Adjustment for One-time Costs/Pilot Programs - (Part 3, Step 2)		-
Adjustment for Infrastructure /Capital Costs (Part 3, Step 3)	\$115,550.80	\$36,903.86
Total Adjustments/Exclusions	\$595,550.80	\$533,424.58
Total Aggregated MOE	\$212,833,331.91	\$228,608,451.65

PER-STUDENT CALCULATION

CTECS enrolled students 10/2023 & 10/2024	11,194.00	11,296.00
ASTE enrolled students	3,765.00	3,722.00
Total Enrolled Students Previous Oct. 1	14,959.00	15,018.00
PER-STUDENT MOE	14,228.00	15,222.00

Accountability for Results

1. Core Indicator of Performance 5S1

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

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

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

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

- **Numerator:** Number of CTE concentrators graduated from high school having participated in an approved work-based learning experience.
- **Denominator:** Number of CTE concentrators who, in the reporting year, graduated from high school.

2. Connecticut Core Indicators of Performance for CTE Students

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

Connecticut's core indicators of performance measurements are based on the secondary and post-secondary participant and concentrator definitions.

- **CTE participant:** The term "CTE participant" means an individual who completes not less than one course in a career and technical education program of study of an eligible recipient.
- **CTE concentrator:** The term "CTE concentrator" means:
 - (A) At the secondary school level, a student served by an eligible recipient who has completed at least two courses* in a single career and technical education program of study.
 - (B) At the post-secondary level, a student enrolled is an eligible recipient who has
 - (i) Earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) Completed a program that includes fewer than 12 credits or the equivalent in total.

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

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

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

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

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

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

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

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

5. Core Indicator of Performance 2S2: Academic Proficiency in Mathematics

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

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

6. Core Indicator of Performance 2S3: Academic Proficiency in Science

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

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

7. Core Indicator of Performance 3S1: Post-secondary Placement

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

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

8. Core Indicator of Performance 4S1: Non-traditional Enrollment

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

- **Numerator:** Number of CTE concentrators who are non-traditional for the field.
- **Denominator:** Number of CTE concentrators in that program or programs of study that lead to non-traditional field.

9. Core Indicator of Performance 1P1: Post-secondary Retention and Placement

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

- **Numerator:** Number of CTE concentrators who remained enrolled in post-secondary education, are in advanced training, military service or a service program, that receives assistance under title I of the National Community Service Act or are placed or retained in employment in the 2nd quarter following completion of the CTE program.
- **Denominator:** Number of CTE completers who left post-secondary education in the reporting year.

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

The percentage of CTE concentrators who receive a recognized post-secondary credential during participation in or within 1 year of program completion.

- **Numerator:** Number of CTE concentrators who have received a degree, certificate, or industry credential up to the reporting year.
- **Denominator:** Number of CTE concentrators who completed a program during the prior reporting year.

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

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

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

Addressing Disparities and Gaps in Perkins V

Connecticut is committed to the Perkins V vision of ensuring all students, particularly those in special populations, have equal access and opportunity to and success in high-quality Career and Technical Education (CTE) programs. Our efforts to address disparities and gaps in performance are multifaceted, extending from statewide data analysis to local-level implementation and targeted support.

Perkins V emphasizes the importance of addressing disparities and gaps in performance within CTE.

1. Data-Driven Identification and Analysis

- **Disaggregated Performance Data:** CT regularly disaggregates performance data by all required student populations including those defined under special populations. This granular analysis allows the department to pinpoint where specific gaps in participation, retention, and program completion exist.
- **Gap Analysis Workshop:** Connecticut's participation in the AdvanceCTE gap analysis workshop in the 2024-2025 school year was a cornerstone of our strategic planning. This intensive analysis enabled the department to:
 - **Benchmark Performance:** Compare subgroup performance and participation against state and national benchmarks.

- Identify Root Causes: Move beyond surface-level data to explore potential contributing factors to performance gaps, such as program design, access to support services, and instructional practices.
 - Develop Targeted Strategies: Translate data insights into actionable, evidence-based strategies to close identified gaps.
2. State Level Strategic Interventions
- **Strategic Action Plan:** The findings from our data analysis and the AdvanceCTE workshop informed the development of a state-level action plan to address performance gaps. This plan includes:
 - Professional Learning
 - Resource Allocation
 - Collaboration
3. Local-Level Accountability and Support
- **Comprehensive Local Needs Assessment (CLNA):** The CLNA is the foundational tool for local-level gap analysis. LEAs are not only required to conduct a CLNA every two years but are also given extensive guidance and support to ensure the process is meaningful. This guidance includes:
 - Data Tools
 - Stakeholder Engagement
 - **Strategic Planning and Goal Setting:** Based on their CLNA findings, LEAs are mandated to create SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals and develop actionable activities to address identified gaps. Our state office provides ongoing technical assistance to LEAs to ensure these plans are:
 - Evidence-Based: Aligned with research-backed strategies for improving student outcomes.
 - Monitored for Progress: Subject to regular review and feedback to ensure activities are being implemented effectively and goals are being met.
 - **Targeted Technical Assistance:** Our state team provides targeted technical assistance to LEAs that demonstrate significant or persistent performance gaps. This support may include one-on-one consultations, peer learning networks, and connecting LEAs with resources or expertise to help them improve.

Connecticut’s approach to addressing disparities and gaps under Perkins V is systemic and sustained. It is an ongoing cycle of data analysis, strategic planning, and targeted implementation at both the state and local levels. By empowering LEAs with tools and support they need to identify and address their unique challenges; we are creating a more equitable CTE system that ensures all learners have the access and opportunity to succeed.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment⁹ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission

- to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V).
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V).
 3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)
 4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V).
 5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V).
 6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V).

B. EDGAR Certifications

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

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

C. Other Forms

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

1. [Assurances for Non-Construction Programs \(SF 424B\) Form \(OMB Control No. 0348-0040\)](#)
2. [Disclosure of Lobbying Activities \(SF LLL\) \(OMB Control No. 4040-0013\)](#)
3. [Certification Regarding Lobbying \(ED 80-0013 Form\)](#)
4. [General Education Provisions Act \(GEPA\) 427 Form \(OMB Control No. 1894-0005\)](#)

IV. BUDGET

Budget Form

State Name: _____

Fiscal Year (FY): _____

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

V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

Procedure for Determining State Determined Levels of Performance

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

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

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

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

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

State Determined Performance Levels

Secondary Indicators	Baseline Level	Performance Level	Performance Level	Performance Level	Performance Level
		FY2026	FY2027	FY2028	FY2029
1S1: Four-Year Graduation Rate	81%	96.64%	96.74%	96.84%	96.94%
2S1: Academic Proficiency in Reading Language Arts	61%	73%	73.1%	73.2%	73.3%
2S2: Academic Proficiency in Mathematics	38%	50%	50.1%	50.2%	50.3%
2S3: Academic Proficiency in Science	44%	56%	56.1%	56.2%	56.3%
3S1: Post-Program Placement	62%	74%	74.5%	75%	75.5%
4S1: Non-traditional Program Concentration	37%	49%	49.1%	49.2%	49.3%
5S3: Program Quality – Participated in Work-Based Learning	4%	16%	16.1%	16.2%	16.3%

Post-secondary Indicators	Baseline Level	Performance Level	Performance Level	Performance Level	Performance Level
		FY2026	FY2027	FY2028	FY2029
1P1: Post-Program Placement	89.4%	95.4%	95.9%	96.4%	96.9%
2P1: Earned Recognized Post-Secondary Credential	14.7%	93.45%	93.5%	94%	94.4%
3P1: Non-traditional Program Concentration	11.5%	30.65%	31.15%	31.65%	32.15%

VI. Affirmative Action Statement

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of: race; color; religious creed; age; sex; pregnancy; sexual orientation; workplace hazards to reproductive systems; gender identity or expression; marital status; national origin; ancestry; retaliation for previously opposed discrimination or coercion; intellectual disability; genetic information; learning disability; physical disability (including, but not limited to, blindness); mental disability (past/present history thereof); military or veteran status; status as a victim of domestic violence; or criminal record in state employment, in accordance with applicable statutes unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Attorney Louis Todisco, Connecticut State Department of Education, by mail 450 Columbus Boulevard, Hartford, CT 06103-1841; or by telephone 860-713-6594; or by email louis.todisco@ct.gov.

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VII. Appendix

A. Stakeholder meeting schedule

Topic	Meeting
Career Clusters	CTE Summit, October 2024 Secondary Success Workgroup, October 2024 Career Workforce Readiness Council, October 2024 Post-secondary Success Workgroup, November 2024 Career Cluster Update at Shelton Advisory Board Meeting, December 2024 CT Transition Taskforce (Special Populations), December 2024 Industry Partners in Manufacturing, December 2024 Electric Boat Advisory Board, December 2024 CSDE Academic Office Meeting, January 2025 Connecticut Department of Labor, March 2025 Credentialing Advisory Committee, April and July 2025 Office Workforce Strategies, June 2025
Industry Recognized Credentials	Career Workforce Readiness Council, November 2024 Office Workforce Development, February 2025
Perkins V Budget	Perkins Leadership Workgroup, December 2024 Representatives from the Connecticut Board of Regents, Connecticut Department of Labor and Connecticut Technical Education and Career System, February 2025
CTE Teacher Certification	Career Readiness Workforce Council December 2024
CT Department of Labor Occupation Data	Post-secondary Readiness Council, December 2024 Perkins V Leadership Workgroup analyzed the occupational areas of growth pertaining to Connecticut's long-term industry and occupational projections for 2016–2026 and proposed clusters, February 2025 Occupation Data at CSDE CSU Secondary Success Workgroup, February 2025
Perkins V Information	Education/Industry Collaboration Meeting, March 2025 Secondary and Post-secondary Meeting, March 2025 Secondary and Post-secondary Staff (Connecticut School Counselors), April 2025 CSDE Certification Meeting, April 2025 CT Department of Labor Learns and Works Conference, May 2025 Credentialing Advisory Committee, May 2025 Career Academies Partners, May 2025 Adult Education, May 2025 Perkins Leadership Workgroup, September 2025 Governor's Workforce Council, September 2025 Workforce Development Boards, September 2025 Public Hearing, October 2025 Public Comment Period, October 2025 School and Career Counselors, October 2025 CSDE Performance Matters Conference, October 2025 Community Based Organizations, October 2025 Institutes of Higher Education, October 2025 School Districts, October 2025

Topic	Meeting
	Governor’s Workforce Cabinet, November 2025 Regional Sector Partnerships, November 2025 CSDE Agency Thought Leader Group, November 2025
Public Comment Period	The CSDE sent a media press release to inform stakeholders that the Perkins Plan was posted publicly for comments on the CSDE Web site from October 2025–February 2026. On March 1, 2026, the CSDE submitted the Connecticut CTE State Plan to Governor Lamont.

B. Survey Results - Will be populated after 30-day public comment period.

C. Size, Scope, and Quality Secondary

Perkins V supports career and technical education (CTE) that prepares students for post-secondary 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. All CTE programming funded through Perkins V must be taught by a CTE certified and endorsed educator.

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

Size

- Offer at least three of the 14 funded Connecticut CTE Career Clusters taught by a CTE certified teacher:
 - Advanced Manufacturing;
 - Agriculture;
 - Arts, Entertainment & Design;
 - Construction;
 - Digital Technology;
 - Education;
 - Energy & Natural Resources;
 - Financial Services;
 - Healthcare & Human Services;
 - Hospitality, Events & Tourism;
 - Management & Entrepreneurship;
 - Marketing & Sales;
 - Public Service & Safety; and
 - Supply Chain & Transportation.
- Qualify for a minimum allocation of \$15,000 or join a consortium to meet the minimum allocation requirement, including charter and magnet schools.
- Identify and report a substantial number of CTE concentrators each year. The term “secondary CTE concentrator” means a student served by an eligible recipient who has completed at least two courses in a single career and technical education program of study. This means that once a student completes two courses in a single CTE program or program of study, that student is counted as a CTE concentrator.

Scope

- Have student success plans in place for each student.
- Coordinate secondary and post-secondary education programs through aligned programs of study when offering articulated coursework.
- Offer at least three of the 14 funded Connecticut CTE Career Clusters (Clusters) with a minimum of one CTE two-course sequence in a single CTE content area, defined by subcluster for each offered CTE pathway per Cluster. The non-duplicative CTE courses within structured career pathways must be from the same subcluster and consist of a minimum of a two-course sequence.
- Create and name a CTE program of study that represents the courses and experiences offered by the eligible recipient.
- Incorporate relevant national career and technical standards that prepare students for careers in current or emerging professions in each Cluster for which funding is requested.

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- Make meaningful improvement progress towards increasing the opportunities for students to participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, pre-apprenticeships, school-based enterprises, and simulated work environments) that support the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, durable skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
- Establish a minimum of one Career and Technical Student Organization (CTSO) with at least 10 state and national paid memberships.
- Encouraged but not required:
 - Participation in at least one CTSO leadership conference.
 - Opportunities for students to earn industry-recognized credentials including:
 - 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.
 - Career exploration in middle school (grades 6-8) aligned to the Clusters taught at the district high school, designated Agricultural Science and Technology Education (ASTE) program/center, and/or regional Connecticut Technical Education and Career System high school. Middle school requirements include:
 - An allocation not to exceed 10% of the total District Perkins entitlement or \$3,000, whichever is greater.
 - Courses taught or co-taught by a CTE certified teacher.

Quality

- Conduct biennial comprehensive local 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.
- Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.

D. CLNA

Connecticut Perkins V Secondary and Post-secondary Comprehensive Local Needs Assessment Process



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Introduction

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

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

The purpose of the CLNA is to support data-driven decision-making and more closely align planning, spending, and accountability activities under Perkins V. The results of the CLNA form the foundation of the local application and drive local spending decisions. The strengths and weaknesses identified in the CLNA should seamlessly connect to the strategies and activities outlined in the Connecticut Perkins V Local Application. The Connecticut State Department of Education (CSDE) has created this guide to assist eligible secondary and post-secondary recipients with the CLNA process.

The CLNA Process

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

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

Step One: Organize a Group of Stakeholders

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

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

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

Required documentation:

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

Questions to consider:

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

Step Two: Analyze Student Data

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

Secondary

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

Post-secondary

- 1P1: Post-secondary Retention and Placement
- 2P1: Credential, Certificate, or Diploma
- 3P1: Nontraditional Program Enrollment

Required documentation:

- Appendix C: Secondary Performance Data Overview Template
- Appendix C: Post-secondary Performance Data Overview Template
- Appendix D: Secondary Student Data Template
- Appendix D: Post-secondary Student Data Template

Questions to consider:

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

Step Three: Analyze Labor Market Data

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

Required documentation:

- Appendix E: Analyze Labor Market Trends Template

Suggested resources:

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

Questions to consider:

- What occupations are projected to grow the most in Connecticut and in your workforce development region?
- Which of these occupations meet the following Connecticut definition of high-skill, high-wage, and/or in-demand?
- *High-Skill* – Occupations located in Connecticut with education and training requirements of the following: any post-secondary education including some college, no degree, post-secondary nondegree award, or associate's, bachelor's, master's, and doctoral or professional degrees"; work experience of at least five years or more; or more than twelve months of on-the-job training, an apprenticeship, or an internship/residency.
- *High-Wage* – Annual wage greater than the 2025's median wage across all occupations (\$57,870).
- *In-Demand* – Top half of occupations within each cluster based on number of openings.

Step Four: Evaluate Current CTE Programs

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

Questions to consider:

- How does your current program align to Connecticut's size, scope, and quality indicators? What changes need to occur to ensure alignment?
- How are you currently coordinating secondary and post-secondary education programs (e.g., articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide post-secondary credit or advanced standing)? How will you be expanding on these opportunities for students?
- What opportunities do students currently have to earn an industry-recognized credential (IRC)? How will you be expanding on these opportunities for students?
- What opportunities do students currently have to participate in work-based learning (e.g., cooperative work education, supervised agricultural 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, durable skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry?

- What is the involvement of secondary partners, post-secondary partners, and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs?
- How are you being intentional about educating and providing supports for learners with disabilities, English learners, part-time students and other special populations in programs and programs of study leading to high-skill, high-wage or in-demand industry or occupations?
- How is your CTE program aligned to state and local labor market needs? To what degree do your CTE program offerings expose learners to the emerging high-skill, high-wage and in-demand industry or occupations in your region?
- Based on labor market analysis, which career clusters should be developed, supported, or phased out?
- Are students able to select academic and CTE courses through purposely planned career pathways? How is your CTE programs of study part of fully encompassing career pathways?
- How are recent high school graduates' student success plans being utilized? (post-secondary only)
- How are students informed about CTE programs and courses beneficial to their desired career? (post-secondary only)
- How fully are your programs aligned and articulated across secondary and post-secondary education? Across four-year institutions? (post-secondary only)

Questions to consider regarding school counseling:

- How are student success plans being utilized?
- How are students informed about academic courses that compliment or benefit the student's career goals?
- How are students informed about CTE programs and courses beneficial to their desired career?
- What barriers impede students from enrolling in CTE courses (e.g., program/course requirements, fees, equipment needs, scheduling conflicts, class capacity limitations)?

Questions to consider regarding programs of study:

- To what degree do your CTE programs of study have intentional course sequences that begin with introductory content and progress to more occupationally specific content?
- To what degree do your programs of study have multiple entry and exit points? How does this vary across programs or career clusters? Do programs incorporate opportunities to earn industry-recognized credentials?
- How fully are your programs of study aligned and articulated across secondary and post-secondary education? Across non-credit and credit programs? Across two- and four-year institutions?
- How many career pathways and programs of study are currently offered?

Step Five: Create Strategies and Actionable Activities

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

Suggested resource:

- Appendix F: Current CTE Program Evaluation Template

Required documentation:

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

Questions to consider:

- What are your top (three to five) priorities over the next four years?

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

Appendix A: Stakeholder Template

The CSDE created the following Stakeholder Template to assist eligible recipients in organizing a robust stakeholder consultation group that must include, at a minimum, the following required stakeholder groups per Perkins V Sec. 134(d):

- **Secondary schools and districts** (e.g. teachers, counselors, administrators, support personnel, paraprofessionals)
- **Post-secondary institutions** (e.g. faculty, administrators, career placement personnel)
- **Local or State workforce development boards and a range of local or regional businesses or industries** (e.g. workforce board members, business and industry representatives)
- **Parents and students** (e.g. parents, legal guardians, students)
- **Special populations** (e.g. individuals with disabilities, economically disadvantaged, students pursuing careers in nontraditional fields, single parents, including single pregnant women, out-of-workforce individuals, English learners, homeless individuals, youth who are in, or have aged out of, the foster care system, and youth with a parent who is a member of the armed forces and is on active duty)
- **Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth** (e.g. School district programs, community action agencies, homeless and runaway programs, mental and behavioral health providers, workforce development organizations, shelter and housing service providers, community-based youth development organizations, juvenile justice and court-involved youth providers)

Required stakeholder group per Perkins V Sec. 134(d)	Classification of stakeholder representative	Name	Organization/Title	Email/Contact Information
Choose an item.	Choose an item.			
Local or State workforce development boards and a range of local or regional businesses or industries	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			

Appendix B: Stakeholder Meeting Documentation

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

Meeting Location:	
Meeting Date:	

Stakeholder Name:	Role:	Organization/Title:	Contact:

(add more rows to this table if needed)

Meeting Details:

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

Appendix C: Performance Data Overview Template

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

Secondary Performance Data Overview Template

Totals, Male, Female, Special Populations, Race and Ethnic Diversity	1S1 Four year graduation rate Year 1	1S1 Four year graduation rate Year 2	1S1 Four year graduation rate Year 3	Trend	2S1 Reading/Language arts proficiency Year 1	2S1 Reading/Language arts proficiency Year 2	2S1 Reading/Language arts proficiency Year 3	Trend	2S2 Mathematics proficiency Year 1	2S2 Mathematics proficiency Year 2	2S2 Mathematics proficiency Year 3	Trend	2S3 Science proficiency Year 1	2S3 Science proficiency Year 2	2S3 Science proficiency Year 3	Trend	3S1 Post-secondary placement Year 1	3S1 Post-secondary placement Year 2	3S1 Post-secondary placement Year 3	Trend	4S1 Nontraditional enrollment Year 1	4S1 Nontraditional enrollment Year 2	4S1 Nontraditional enrollment Year 3	Trend	5S3 Work-based learning participant Year 1	5S3 Work-based learning participant Year 2	5S3 Work-based learning participant Year 3	Trend
Totals																												
Male																												
Female																												
English Learners																												
Homeless individuals																												
Youth in or aged out of foster care																												
Economically disadvantaged																												
Individuals with disabilities																												
Individuals out of the workforce																												
Single parents, including pregnant students																												
Students in nontraditional fields																												

Youth with parents in the armed forces																												
African American/Black																												
American Indian/Alaska Native																												
Asian																												
Caucasian/White																												
Hispanic/Latino																												
Native Hawaiian or other Pacific Islander																												
Two or more races																												

Post-secondary Performance Data Overview Template

Totals, Male, Female, Special Populations, Race and Ethnic Diversity	1P1: Post-secondary retention and placement Year 1	1P1: Post-secondary retention and placement Year 2	1P1: Post-secondary retention and placement Year 3	Trend	2P1: Credential, certificate, or diploma Year 1	2P1: Credential, certificate, or diploma Year 2	2P1: Credential, certificate, or diploma Year 3	Trend	3P1: Nontraditional program enrollment Year 1	3P1: Nontraditional program enrollment Year 2	3P1: Nontraditional program enrollment Year 3	Trend
Totals												
Male												
Female												
English Learners												
Homeless individuals												
Youth in or aged out of foster care												
Economically disadvantaged												
Individuals with disabilities												

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Individuals out of the workforce												
Single parents, including pregnant students												
Students in nontraditional fields												
Youth with parents in the armed forces												
African American/Black												
American Indian/Alaska Native												
Asian												
Caucasian/White												
Hispanic/Latino												
Native Hawaiian or other Pacific Islander												
Two or more races												

Appendix D: Analyze Student Data Template

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

Secondary Level Performance Indicators:

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

Post-secondary Level Performance Indicators:

Indicator	Trend	Meeting or not meeting performance indicators, list causes	Strategies to address causes and support learners, include timeline	Special populations comparison	Race and diversity comparison
Post-secondary retention and placement					
Credential, certificate or diploma					
Non-traditional program enrollment					

Appendix E: Analyze Labor Market Trends Template

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

Industry Projected Employment Forecasts:

[illegible]

(add more rows to this table if needed)

Appendix F: Current CTE Program Evaluation Template (Secondary and Post-secondary)

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

Secondary SWOT Analysis

Size:

Criteria	Strengths	Weaknesses	Opportunities	Threats
At least 3 funded Connecticut CTE career clusters				
Number of CTE concentrators				

Scope:

Criteria	Strengths	Weaknesses	Opportunities	Threats
Student success plans in place for every student				
High quality dual and concurrent enrollment programs that align secondary and post-secondary CTE				
Secondary and post-secondary programs of study alignment				
A minimum of 1 subcluster each funded cluster				
Each subcluster has at least 1 sequenced program of study that consists of a minimum of 2 CTE courses				
Work-based learning opportunities				
Industry recognized credentials opportunities				

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CTE career exploration in the middle grades				
At least 1 CTSO with at least 10 paid national and state memberships				

Quality:

Criteria	Strengths	Weaknesses	Opportunities	Threats
Biennial needs assessment conducted with a diverse body of stakeholders				
CTE clusters, subclusters, pathways, or programs of study based on labor market data				
CTE advisory meetings (2 per year, minutes and attendance included)				
90% of the required level of performance for any of the core indicators				
Workplace training for students and staff				
Professional learning opportunities				
Equal access to high-quality CTE courses for all students				

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Post-secondary SWOT Analysis

Size:

Criteria	Strengths	Weaknesses	Opportunities	Threats
At least 3 funded Connecticut CTE career clusters				
Number of CTE concentrators				

Scope:

Criteria	Strengths	Weaknesses	Opportunities	Threats
High quality CCP programs that align to secondary and post-secondary CTE				
A minimum of 1 subcluster each funded cluster				
Each subcluster has at least 1 sequenced program of study that consists of a minimum of 2 CTE courses				
Work-based learning opportunities				
Industry recognized credentials opportunities				

Quality:

Criteria	Strengths	Weaknesses	Opportunities	Threats
Biennial needs assessment conducted with a diverse body of stakeholders				
CTE clusters, subclusters, pathways, or programs of study based on labor market data				

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CTE advisory meetings (2 per year, minutes and attendance included)				
90% of the required level of performance for any of the core indicators				
Workplace training for students and staff				
Professional learning opportunities				
Equal access to high-quality CTE courses for all students				

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

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

Actionable Plan:

Actionable Plan Topic:	Strategies
Vision statement	
Top priorities	
Areas of strength/needed improvement	
Performance indicator needs	
Workforce partnership	
Professional learning	
Staff recruitment/retainment	

S.M.A.R.T. Goals

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

Initial Goal (Goal you want to achieve)
Specific (What do you want to accomplish and when? Why is this a goal?)
Measurable (How can you measure progress, impact or success? What data will be used to measure this?)
Attainable (Targeted objectives are doable and realistic)
Relevant (Why am I setting this goal? Is it aligned with overall objectives?)
Time frame (When will it be accomplished or measured to determine impact?)
Revised Goal in S.M.A.R.T. format

(copy and paste table for additional S.M.A.R.T. Goals for all Actionable Plan Strategies)

E. Connecticut Perkins V Comprehensive Local Needs Assessment (CLNA) Update

Name of Local Eligible Recipient: _____

Individual Completing Form: _____

Email: _____

Date(s) of CLNA Update mandatory meeting(s): _____

Expanded group of mandatory stakeholders included: _____ yes _____ no

Instructions: Using bulleted formatting, please complete the following sections:

I. Alignment to local labor market needs (analyze local labor market data, cite sources)

II. Size, scope and quality of programs offered (goals, strategies, and actionable activities)

III. Progress toward implementing programs of study (goals, strategies, and actionable activities)

IV. Progress on federal accountability indicators (goals, strategies, and actionable activities)

V. Progress on improving access and equity (goals, strategies, and actionable activities)

VI. Progress on Recruitment, Retention, and Training of Faculty and Staff (goals, strategies, and actionable activities)

F. Executive Summary: Integrating Career Ready Practices and Durable Skills into Middle School CTE Career Development

The integration of Advance CTE's Career Ready Practices with targeted durable skills provides a comprehensive framework for middle school career development. This approach strengthens the foundation for student success across all three stages of the career development model. The twelve Career Ready Practices span from foundational professional behaviors such as leading as a contributing employee and communicating effectively, to advanced competencies including critical thinking, digital literacy, and ethical decision-making. When aligned with specific durable skills, these practices create measurable learning targets that can be authentically embedded within career awareness, career exploration, and initial career planning activities. This alignment ensures that students not only discover career possibilities but simultaneously develop the essential workplace readiness skills that employers consistently identify as critical for success in any career pathway.

The durable skills matrix provides concrete, age-appropriate examples of how these workplace competencies can be meaningfully integrated into middle school CTE classroom and laboratory experiences. Skills such as active listening are demonstrated when students engage with guest speakers and follow multi-step technical procedures, while adaptability becomes evident when students adjust to new tools or modified project parameters. Complex competencies like analytical thinking are developed through authentic activities such as analyzing customer survey data or examining prototype failures, making abstract workplace concepts tangible and relevant for middle school learners. This hands-on, experiential approach to skill development aligns perfectly with the middle school career development model's emphasis on intentional, equitable, and age-appropriate learning experiences that bridge academic learning with real-world applications.

The strategic integration of Career Ready Practices and durable skills throughout the three-stage middle school career development model creates a seamless progression from broad career awareness to focused career preparation. During the career awareness stage, students develop foundational skills like teamwork, communication, and cultural awareness while exploring diverse career options across industry clusters. As students' progress to career exploration, they engage in more sophisticated skill development including critical thinking, problem-solving, and self-assessment while identifying personal interests and potential pathways. The transition to initial career planning and preparation is strengthened by students demonstrated proficiency in advanced competencies such as project management, leadership, and industry-specific technical skills. This comprehensive approach ensures that students enter high school not only with clarity about their career interests but with a robust foundation of durable skills that will enhance their success in advanced CTE coursework, work-based learning experiences, and eventual entry into post-secondary education or the workforce.

Middle School CTE Durable Skills Resource

Skill	Description	What It Looks Like in a Middle School CTE Classroom or Lab
Active Listening	Focusing attention on a speaker, asking clarifying questions, and responding appropriately.	Students listen to a guest entrepreneur and ask follow-up questions, follow multi-step oral directions for taking vital signs, listen to a peer explain a 3D printing process before attempting it, take detailed notes during a law enforcement career panel, or carefully follow instructions in a culinary demonstration.
Adaptability	Adjusting quickly to new tools, procedures, or roles.	Students switch from planting in soil to using a hydroponic system when the seasons change, update a table setting design when a menu changes, adapt to using a new coding platform after a software update, adjust camera settings when filming outdoors, or

Skill	Description	What It Looks Like in a Middle School CTE Classroom or Lab
		modify construction plans when materials are unavailable.
Analytical Thinking	Breaking down information to identify patterns and relationships.	Students analyze customer survey data to decide on a product change, examine why a prototype fails a quality test, compare fuel efficiency data for different vehicle types, review patient symptom logs to identify trends, or compare marketing engagement data from two different ad campaigns.
Brainstorming	Generating many creative ideas without judgment.	Students brainstorm business ideas for a school enterprise, generate concepts for a public service announcement video, propose solutions to improve playground safety, list ideas for a new mobile app design, or suggest multiple layouts for a floral arrangement project.
Budgeting	Planning and tracking how money is used to meet goals.	Students budget for ingredients for a catering event, calculate material costs for a woodworking project, plan expenses for a community garden, manage funds for a school robotics competition, or allocate marketing funds for a product launch simulation.
Collaboration	Working productively with others toward a shared goal.	Students work in pairs to perform a patient assessment, share tasks in maintaining a greenhouse, prepare different components of a group meal, co-write a podcast script, or jointly design a set for a stage production.
Community Awareness	Understanding local needs and resources.	Students plan a coat drive for a local shelter, meet with firefighters to learn about emergency response, design a garden for a food pantry, develop a tourism brochure highlighting local attractions, or research the impact of a new business on the local economy.
Conflict Resolution	Addressing disagreements constructively.	Students decide between two competing designs for a project, resolve differences on banquet table decoration, mediate disagreements in a marketing plan, negotiate roles in a group project, or agree on camera angles for a media project.
Continuous Improvement	Seeking ways to improve work based on feedback.	Students refine a bridge model to support more weight, edit a podcast episode after peer review, adjust a recipe after a taste test, improve a sales pitch based on audience feedback, or enhance a computer game design after user testing.
Creativity	Using imagination to create new ideas or products.	Students create a custom logo for a fictional company, design an innovative recycling bin, develop a themed menu for an event, design clothing from repurposed materials, or build a digital display for a trade show booth.

Skill	Description	What It Looks Like in a Middle School CTE Classroom or Lab
Critical Thinking	Evaluating evidence to make decisions.	Students choose the best crops based on soil test results, select the best first-aid response for scenarios, choose the most effective ad campaign from data, evaluate architectural designs for efficiency, or assess which materials are best for a structural project.
Cultural Awareness	Respecting different perspectives and traditions.	Students prepare dishes from multiple cultures, study how heritage influences design, learn how beliefs affect healthcare practices, research traditional building methods from other countries, or compare agricultural practices across regions.
Data Analysis	Interpreting information to make decisions.	Students review sales reports to find best-selling items, analyze temperature readings in a greenhouse, compare delivery routes for travel time, interpret patient health data to recommend follow-up, or evaluate social media engagement statistics.
Decision Making	Choosing the best course of action from options.	Students decide on cost-effective construction materials, select the best design for a solar-powered car, choose the most effective advertising medium, pick the safest tool for a job, or determine which crops to plant for maximum yield.
Delegation	Assigning tasks based on strengths.	Students assign baking tasks to the most skilled members, divide greenhouse duties among team members, assign coding, building, and testing roles for robotics, assign research tasks in a business plan project, or split duties in a media production team.
Design Thinking	Problem-solving through empathy, ideation, prototyping, and testing.	Students design an accessible playground, develop a product to meet teen needs, create a school nutritional wellness program, redesign a space's layout for better access, or develop a sustainable water filtration system.
Digital Safety	Using technology responsibly and securely.	Students follow secure login protocols, check copyright rules before using images, securely store and back up video files, use appropriate online etiquette in a virtual CTSO meeting, or ensure customer data is encrypted in a simulated sales system.
Emotional Intelligence	Recognizing and managing emotions to work effectively with others.	Students manage stress during a timed sales pitch, respond empathetically in patient role-play, address guest complaints calmly, encourage a struggling teammate in a group robot build, or remain composed while troubleshooting equipment failures.
Empathy	Understanding and sharing others' feelings or perspectives.	Students role-play counseling scenarios, listen to and address a patient's concerns, adjust a product pitch to meet customer needs, adapt design elements for accessibility, or film and edit a story from the perspective of a historical figure.
Ethical Decision Making	Choosing actions that are fair, honest, and responsible.	Students choose eco-friendly pest control, reject misleading ads, select safe materials for building project, report safety hazards in a lab, or follow fair trade guidelines in a business simulation.

Skill	Description	What It Looks Like in a Middle School CTE Classroom or Lab
Flexibility	Willingness and ability to change plans when needed.	Students adapt recipes for dietary restrictions, change planting schedules due to weather, adjust project plans when a tool is unavailable, modify a film script to fit time limits, or redesign a product when new materials arrive.
Goal Setting	Creating clear and achievable objectives.	Students set milestones for a robotics competition, set sales goals for a school store, set growth targets for greenhouse crops, create a savings plan to purchase a desired item within a set timeframe, or aim to finish a presentation by a set date.
Inclusivity	Ensuring all members feel valued.	Students rotate tasks so everyone cooks and preps, ensures all voices are heard in design meetings, includes diverse perspectives in a CTSO community service project, provide translation for group members, or adapt activities to include students with different abilities.
Industry-Specific Skills	Technical skills needed for a career field.	Students use measuring tools to cut wood, take vital signs, operate greenhouse controls, edit digital photos for print, or maintain small engines in a marine mechanics unit.
Initiative	Acting without being prompted.	Students restock utensils without being asked, update sales data independently, troubleshoot equipment on their own, clean up a workspace before being prompted, or start preparing materials for the next project step.
Integrity	Acting according to strong moral principles.	Students report measurement errors, admit when designs fail, credit all sources, decline to copy someone's work without permission, or return found items to their owner.
Interpersonal Communication	Interacting effectively through verbal and nonverbal means.	Students greet guests professionally, give clear instructions during an assembly process, use positive tone in customer service role-play, provide constructive peer feedback, or negotiate shared space in a lab.
Lifelong Learning	Continuously seeking new skills and knowledge.	Students explore new coding languages, learn sustainable farming methods, research global food trends, practice new welding techniques, or learn how to perform routine maintenance on a small engine.
Logical Reasoning	Using clear thinking to solve problems.	Students explain why one robot design works better, justify why a joint type is best, explain why a marketing strategy will succeed, choose the safest wiring method in an electrical project, or decide which medical test to run based on symptoms.
Networking	Building professional connections.	Students exchange contact info with a guest speaker, connect with local EMTs, join an online design competition, participate in a virtual career fair, or follow up with a mentor via email.

Skill	Description	What It Looks Like in a Middle School CTE Classroom or Lab
Organization	Structuring materials, time, and tasks.	Students store tools in labeled bins, keep financial records organized, set up a workstation with needed tools, label chemical containers in a lab, or maintain an updated task board.
Persistence	Continuing toward a goal despite setbacks.	Students redesign a bridge repeatedly, remake a recipe after failure, replant after frost, keep coding after repeated errors, or retry a lesson plan activity until it successfully engages the preschool children they are working with.
Presentation Skills	Delivering engaging, clear information to an audience.	Students pitch a product idea, demonstrate how a robot works, present a digital portfolio, lead a workshop for peers, or explain a plant growing system to visitors.
Prioritization	Deciding which tasks are most important.	Students cook food that needs the most time first, complete reports before optional tasks, water plants before less urgent lab related tasks, service critical machinery before routine cleaning, or address safety hazards before starting production.
Problem Solving	Finding and implementing solutions to challenges.	Students fix a broken circuit, find ingredient substitutes, design an irrigation system, reroute wiring in a lab, or identify the cause of equipment malfunctions.
Professionalism	Meeting workplace behavior standards.	Students arrive prepared for CTSO meetings, wear protective equipment and maintain hygiene, follow safety protocols, use respectful language in all settings, or respond promptly to communications.
Project Management	Planning and overseeing a project.	Students create a Gantt chart for a robotics build, plan a banquet, organize a plant sale, coordinate preparation for a preschool classroom activity, or manage media production deadlines.
Reliability	Consistently meeting expectations.	Students complete inventory on time, show up for event volunteer shifts, feed animals daily, log attendance accurately, or return borrowed equipment promptly.
Resource Management	Using materials and time efficiently.	Students cut materials with minimal waste, ration water in a greenhouse, reuse scraps for stock, repurpose stage props for multiple productions, or conserve electricity by shutting off idle equipment.
Resilience	Bouncing back from challenges.	Students keep working after failed tests, recover from burnt batches, adjust planting plans after pest damage, restart a video project after file loss, or return to competition after losing a round.
Research Skills	Gathering and analyzing information.	Students research nursing requirements, investigate target markets, study soil types, compare tourism trends, or look up building code standards.

Skill	Description	What It Looks Like in a Middle School CTE Classroom or Lab
Safety (Physical)	Following rules to prevent injury.	Students wear protective equipment while cutting wood, use knife safety techniques, follow lockout procedures, secure loose clothing when using machinery, or check tool condition before use.
Self-Advocacy	Speaking up for personal needs and goals.	Students request assignment clarification, ask for extra lab practice, request to try advanced tasks, seek feedback from mentors, or suggest alternate roles better suited to their skills.
Self-Awareness	Recognizing strengths and weaknesses.	Students reflect on bedside manners, assess public speaking skills, identify coding strengths, reflect on their ability to manage a group of young children during a classroom activity, or recognize areas for technical skill improvement.
Self-Assessment	Evaluating one's work to improve.	Students taste-test dishes, score projects using a rubric, review audio voiceover recordings, compare work to professional examples, or adjust designs after performance reviews.
Stress Management	Handling pressure calmly.	Students remain polite during banquet service, stay focused after prototype failure, reorganize during busy meal service, keep calm during timed welding tasks, or maintain composure in a debate.
Sustainability	Using practices that reduce environmental impact.	Students compost food waste, use recycled materials, plan waste-minimizing menus, install energy-efficient lighting, or design packaging from biodegradable materials.
Task Management	Completing all necessary steps in a project.	Students follow baking steps in order, complete a checklist before rocket launch, verify reports are submitted, inspect safety equipment before events, or test all circuits before powering a system.
Teamwork	Cooperating to reach a goal.	Students care for animals together, assemble a robot, coordinate meal prep, set up an art exhibit, or manage event logistics.
Technical Problem Solving	Fixing or improving systems using specialized tools.	Students repair a machine belt, recalibrate a 3D printer, troubleshoot a model car, fix a sewing machine, or restore a damaged instrument.
Technology Use	Operating and applying technology effectively.	Students program microcontrollers, design flyers using desktop publishing software, enter patient data into an electronic health record, operate CNC machinery, or create animations in a digital design platform.

G. Career Ready Practices Descriptions and Skills Matrix

Advance CTE Career Ready Practice	Description (from Advance CTE)	Aligned Durable Skills
Lead as a Contributing & Professional Employee	Career-ready individuals understand the role and responsibilities of their position and contribute to the success of their organization. They are reliable and lead by example through work ethic and professionalism, modeling strong morals, motivation, and consistency.	Reliability, consistency, leadership, ethics, professionalism, work effort
Communicate Clearly, Effectively, & With Reason	Career-ready individuals can communicate thoughts, ideas, and action plans with clarity in written, verbal, and visual formats, actively listening to others and tailoring communication to meet audience needs.	Verbal, written, and visual communication; active listening; presentation skills; persuasion; interpersonal communication
Think Critically to Make Sense of Problems & Persevere in Solving Them	Career-ready individuals recognize problems, understand their nature, and plan effective solutions. They research, analyze, evaluate options, and use lessons learned to improve future outcomes.	Analytical thinking, problem solving, logical reasoning, decision making, persistence, research skills
Collaborate Productively While Using Cultural & Global Competencies	Career-ready individuals work effectively in diverse teams, respect different perspectives, and create inclusive environments that leverage team strengths for better problem-solving and innovation.	Teamwork, collaboration, conflict resolution, cultural awareness, empathy, networking, inclusivity
Use Digital Skills & Technologies to Enhance Productivity & Make Data-Informed Decisions	Career-ready individuals are digitally literate, proficient in relevant workplace technologies, and use them to enhance productivity, analyze data, and make informed decisions while maintaining digital security and professionalism.	Technology use, data analysis, adaptability to new tools, continuous learning, digital safety
Remain Resilient in a Changing Workplace & World of Work	Career-ready individuals adapt to change, maintain a positive attitude under pressure, embrace feedback, and focus on well-being for sustained productivity and satisfaction.	Resilience, adaptability, flexibility, stress management, self-advocacy, lifelong learning
Manage Time & Space Effectively	Career-ready individuals use organizational skills to prioritize tasks, manage workloads, and maintain efficient workspaces in physical and virtual environments.	Time management, organization, prioritization, goal setting, delegation, project management
Demonstrate a Creative & Innovative Mindset	Career-ready individuals think creatively, use innovation to solve problems, and embrace continuous improvement, experimentation, and calculated risk-taking.	Creativity, brainstorming, design thinking, creative problem-solving
Act as a Good Steward of Organizational & Personal Finances & Resources	Career-ready individuals demonstrate financial literacy by managing resources effectively, budgeting, and making informed, cost-effective decisions.	Budgeting, financial planning, resource management, cost-benefit analysis

Advance CTE Career Ready Practice	Description <i>(from Advance CTE)</i>	Aligned Durable Skills
Navigate an Education & Career Path Aligned to Strengths, Work Style, Interests, & Goals	Career-ready individuals are self-aware of strengths and growth areas, set realistic goals, and seek opportunities to develop skills aligned with career aspirations.	Self-awareness, self-assessment, goal setting, self-advocacy, emotional intelligence
Consider the Environmental & Social Impacts of Decisions	Career-ready individuals understand the broader impacts of their actions and make ethical decisions that support people, communities, and the environment.	Ethical decision making, integrity, sustainability, community awareness
Apply Appropriate Academic & Technical Skills	Career-ready individuals apply relevant knowledge, tools, and technical skills effectively in workplace situations, staying current with industry standards.	Industry-specific skills, technical problem solving, continuous improvement, physical safety

H. Perkins V Consortium Guidance

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 post-secondary 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. All funds allocated to consortia must be used to meet requirements of Section 135 (Local Use of Funds) and for the purposes of the subsection, must be used only for purposes and programs that are mutually beneficial to all members of the consortium. They cannot be reallocated to individual members of the consortium. The CSDE assists in establishing consortiums that will fulfill legislative requirements and work together on projects in achieving state goals.

Consortium Comprehensive Local Needs Assessment (CLNA)

The [CLNA](#) steers CTE program improvement through meaningful goal setting and continuously evaluating the effectiveness of CTE programming with an expanded group of stakeholders. All funds spent must have a direct connection to the consortium's CLNA goals and strategic plans. It is the responsibility of each consortium participating member to contribute towards the consortium's initial CLNA and a biannual update with an expanded group of stakeholders representing the entire consortium. The consortium members should provide program performance information to the consortium lead in the form of student concentrator data and CLNA goal progress and obtainment. Each of the consortium's members are not responsible for also conducting their own CLNA. However, they are encouraged to have institutional CTE program missions and goals that are locally specific.

Perkins Funding Allocations, Decisions, and Requirements

The consortium members must review the career and technical education needs of all the schools across the consortium and have input on the allocation of funds. Joint planning by all consortium members should result in the most effective use of funds for Career and Technical Education (CTE) and programs that are sufficient size, scope, and quality to be effective. At a minimum, the use of consortium funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium, reflect CLNA defined CTE program improvements, as well as enhance teaching and learning outcomes.

The compiled consortium's program and student data in addition to CLNA goal progress or obtainment should guide decisions regarding strategies that will improve performance across the consortium. Consortia may support, with the grant funds, only approved, agreed-upon, CTE programs. Funding decisions should result in program improvements that are sufficient size, scope, and quality to be effective.

Funding a single CTE program area, career pathway, or technology in a particular year is allowable if joint planning of consortium members results in a determination that a single program area, career pathway, or technology is the best use of Perkins funds for that year.

Example: If a consortium reviews the needs identified in the collective CLNA and determines that the funds should be focused on program improvement of business education, then all business education programs in the consortium must have the opportunity to participate and other program areas may not receive funding that year. Those funded expenditures could include sub coverage for curriculum revision of business programs, FBLA advisor stipends, professional development (PD) for business teachers or supplies and equipment for business programs.

Example: If the total funds in the consortium are \$23,710, the consortium could allocate funds of \$4,500 on training teachers in the use of the new technology (to meet the 5% minimum requirement for professional development); \$8,000 for Chromebooks for all consortium CTE programs; \$10,000 computer software and licensing; and \$1,210 (Maximum 5%) consortium indirect and administrative costs.

Consortiums and Required Spending Percentages

All required percentages that are applicable to single district grant recipients are also true for consortiums. A consortium can be compared to a large district with several high schools, where all participating schools must meet the minimum size, scope, and quality requirements in order to be funded. This concept is also applied to the required minimum and maximum spending percentages found in the Perkins grant, (i.e., administrative cap, PD, College Career Pathways (CCP), Industry Recognized Credentials (IRC), middle school career exploration, student transportation for competitive CTSO or other competitive events, etc.)

The 5% administrative cap can entail costs of grant management, administrative duties, writing the budget narratives and collective CLNA, record keeping, program reports, and all indirect costs.

A minimum of 5% of the consortium's total allocation must fund both CCP and PD.

If the consortium elects to fund middle school career exploration, IRCs, or student transportation for competitive events, then a maximum of 10% of the total allocation or \$3000, whichever is greater can be allocated to each of these initiatives.

Consortiums and Advisory Boards

Advisory committees or boards for all consortia members are required. The consortium has the autonomy to use whatever committee or board structure that works best for them. This may be accomplished through a single advisory committee that serves all members in the consortium or through individual committees at each participating school.

Prohibited Practices

A consortium is precluded from allocating resources to members in amounts equal to their original allocations or for purposes and programs that are not mutually beneficial. The consortium cannot "grant back" the money to the individual LEA. Perkins legislation is clear that a grant back situation can cause the entire amount to be reclaimed by the U.S. Department of Education.

Example: If the funding formula determines a district's allocation to be \$12,357, they cannot receive \$12,357 back from the consortium to use in their CTE programs. They can receive more or less than \$12,357, but not the exact amount.

Even though a consortium can allocate all its funds towards a single CTE program area, career pathway, or technology in a particular year, this exact investment practice should not be repeated in subsequent years. One entity cannot dominate funds year after year.

Example: If the consortium decided to allocate the majority of its funds towards manufacturing in the current fiscal year, then in the following fiscal year they may not allocate the majority of funds towards this same programming.

Example Consortium Participating Member Responsibilities

- Contribute to the Consortium's CLNA (i.e. CTE student concentrator data, progress towards meeting goals and program improvement strategies, advisory board information, etc.)

- Submit required spending requests and budget narrative documentation to the Fiscal Agent by the requested deadlines.
- Collaborate with the Fiscal Agent and all member institutions to determine joint needs and formulate budget proposals that address those needs; and
- Participate fully in consortium planning meetings and professional development.

Example Consortium Fiscal Agent or Lead Agency Responsibilities

- Address the needs of every member LEA/College in the consortium;
- Arrange consortium planning meetings for use of funds;
- Account for all funds received and disbursed by members and maintain all records;
- Gather all required information from Consortium participating members (i.e., CTE student concentrator data, progress towards meeting goals and program improvement strategies, advisory board information, spending requests, and budget narrative documentation etc.); and
- Submit the grant application, revisions if applicable, and complete all required reports.

I. CTE Common Certifications

Career Cluster & CTE Certification	Subcluster
Advanced Manufacturing 047 Technology Education 098 Trade and Industrial Occupations 090 Occupational Subject	<ul style="list-style-type: none"> - Engineering - Industrial Machinery - Production & Automation - Robotics - Safety & Quality Assurance
Construction 047 Technology Education 090 Occupational Subject 098 Trade & Industrial Occupations	<ul style="list-style-type: none"> - Architecture & Civil Engineering - Construction Planning & Development - Equipment Operation & Maintenance - Skilled Trades
Supply Chain & Transportation 047 Technology Education 098 Trade and Industrial Occupations 090 Occupational Subject 040 Agriculture 041 Vocational Agriculture	<ul style="list-style-type: none"> - Air & Space Transportation - Ground & Rail Transportation - Maintenance & Repair - Marine Transportation - Planning & Logistics - Purchasing & Warehousing
Art, Entertainment & Design 047 Technology Education 045 Home Economics 062 School Library Media Specialist 110 Unique Subject Area-Endorsement 098 Trade and Industrial Occupations 090 Occupational Subject	<ul style="list-style-type: none"> - Design & Digital Arts - Fashion & Interiors - Lighting & Sound Technology - Media Production & Broadcasting
Hospitality, Events & Tourism 045 Home Economics 046 Vocational Home Economics 098 Trade and Industrial Occupations 090 Occupational Subject	<ul style="list-style-type: none"> - Accommodations - Conference & Events - Culinary & Food Services - Travel & Leisure
Financial Services 010 Business 089 Marketing 045 Family and Consumer Science 098 Real Estate	<ul style="list-style-type: none"> - Accounting - Banking & Credit - Financial Strategy & Investments - Insurance - Real Estate
Education 045 Home Economics 098 K-12 Education	<ul style="list-style-type: none"> - Early Childhood Development - Education Administration & Leadership - Teaching, Training & Facilitation - Learner Support & Community Engagement

Career Cluster & CTE Certification	Subcluster
Healthcare & Human Services 103 Health Occupations 109 Health Occupations 098 Trade and Industrial Occupations 090 Occupational Subject 068 School Counselor 098 Biotechnology	<ul style="list-style-type: none"> - Behavioral & Mental Health - Biotechnology Research & Development - Community & Social Services - Health Data & Administration - Personal Care Services - Physical Health
Public Service & Safety 098 Trade and Industrial Occupations 047 Technology Education (engineering) ROTC JROTC 098 Judicial Studies 098 Public Safety 041 Vocational Agriculture 110 Unique Subject Area Endorsement	<ul style="list-style-type: none"> - Emergency Response - Judicial System - Local, State & Federal Services - Military & National Security - Public Safety
Agriculture 040 Agriculture 041 Vocational Agriculture 098 Aquaculture 110 Unique Subject Area-Endorsement	<ul style="list-style-type: none"> - Agribusiness - Animal Systems - Food Science & Processing - Plant Systems - Water Systems
Energy & Natural Resources 040 Agriculture 041 Vocational Agriculture 047 Technology Education 098 Trade and Industrial Occupations 090 Occupational Subject	<ul style="list-style-type: none"> - Clean & Alternative Energy - Conservation & Land Management - Ecological Research & Development - Environmental Protection - Resource Extraction - Utilities
Digital Technology 010 Business 089 Marketing 047 Technology Education 098 Trade and Industrial Occupations 090 Occupational Subjects 062 School Library Media Specialist 110 Unique Subject Area-Endorsement	<ul style="list-style-type: none"> - Data Science & Artificial Intelligence - Information Technology Support & Services - Network Systems & Cybersecurity - Software Solutions - Web & Cloud
Marketing & Sales 089 Marketing Education 010 Business	<ul style="list-style-type: none"> - Market Research, Analytics & Ethics - Marketing & Advertising - Retail & Customer Experience - Strategic Sales
Management & Entrepreneurship 010 Business 089 Marketing Education	<ul style="list-style-type: none"> - Business Information Management - Entrepreneurship & Small Business - Leadership & Operations - Project Management

J. Size, Scope, and Quality - Post-Secondary

Perkins V supports CTE that prepares students for post-secondary 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, post-secondary institutions must meet both federal and state requirements under the law. Perkins V funds are awarded to post-secondary through formula funds. The CSDE remains committed to ensuring each student is provided opportunities to earn college credit while in high school. The mission of the CCP program in Connecticut will continue to be to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom. In the Perkins applications, all eligible post-secondary recipients shall provide assurances that all CTE programs provide equal access and are sufficient in size, scope, and quality to meet the needs of all students.

Size

- Offer at least three of the 14 funded Connecticut CTE Career Clusters taught by a CTE certified teacher:
 - Advanced Manufacturing;
 - Agriculture;
 - Arts, Entertainment & Design;
 - Construction;
 - Digital Technology;
 - Education;
 - Energy & Natural Resources;
 - Financial Services;
 - Healthcare & Human Services;
 - Hospitality, Events & Tourism;
 - Management & Entrepreneurship;
 - Marketing & Sales;
 - Public Service & Safety; and
 - Supply Chain & Transportation.
- Each college must qualify for a minimum allocation of \$50,000 or join a consortium with another eligible college to meet the minimum allocation requirement.
- Identify and report a substantial number of CTE concentrators each year. The term “CTE concentrator” means a student enrolled is an eligible recipient who has:
 - Earned at least 13 credits within a career and technical education program or program of study; or
 - Completed a program that includes fewer than 12 credits or the equivalent in total.

Scope

- Coordinate secondary and post-secondary education programs through aligned programs of study when offering articulated coursework and:
 - Allocate a minimum of 5%;

- Execute articulation agreements, Memoranda of Understanding (MOU) and/or Memoranda of Agreement (MOA) between the post-secondary institution and all partnering high schools;
 - Allot of a minimum of 5% towards professional development for partnering high schools' faculty with the post-secondary institution faculty; and
 - Utilize each high school student success plans (SSP) to coordinate intentional programmatic decisions and seamless transitions.
- Offer at least three of the 14 funded Connecticut CTE Career Clusters (Clusters) with a minimum of one CTE two-course sequence in a single CTE content area, defined by subcluster for each offered CTE pathway per Cluster. The non-duplicative CTE courses within structured career pathways must be from the same subcluster and consist of a minimum of a two-course sequence.
 - Create and name a CTE program of study that represents the courses and experiences offered by the eligible recipient.
 - Incorporate relevant national career and technical standards that prepare students for careers in current or emerging professions (e.g., National Consortium for Health Science Education) in each Cluster for which funding is requested.
 - Provide credit-bearing programming in which students attain industry-recognized credentials (e.g., associate degree or sub-baccalaureate certificate, registered apprenticeship, certificate or certification, license endorsed by Connecticut).

Quality

- 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.
- Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.

K. Application

Sections

Description	Validation	Print Select Items
All		Print
History Log		Print
History Log		Print
Create Comment		
Allocations		Print
Allocations		Print
Contacts		Print
Contacts		Print
Perkins Consortia Intent to Participate		Print
Perkins Consortium Intent to Participate		Print
Perkins Secondary Grant (20742)		Print
Program Instruction and Guidance		Print
Comprehensive Local Needs Assessment (CLNA) Initial Report		Print
Comprehensive Local Needs Assessment (CLNA) Biannual Update		Print
Secondary Program Details		Print
Middle Grades (Grades 6-8) CTE Program(s)		Print
CTE Advisory Board Information Chart		Print
CTE Course Information Chart		Print
CTE Teachers and Certification Information Chart		Print
Career & Technical Student Organizations (CTSOs) Information Chart		Print
Budget Narrative Pages Guidance		Print
111A Non-Instructional		Print
111B Instructional		Print
200 Personal Services - Employee Benefit		Print
320 Professional Education Services		Print
322 In-service (Instructional Program Improvement Services)		Print
330 Employee Training and Development Services		Print
510 Student Transportation Services		Print

580 Travel		Print
600 Supplies		Print
700 Property		Print
917 Indirect Cost		Print
Secondary Grant Budget		Print
Secondary Grant Budget Overview		Print
Secondary Grant Assurance		Print
Related Documents		Print
Grant Award Letter		Print
Assurances		Print
Assurances		Print
Equal Opportunity Affirmative Action Statement		Print
CSDE Application Review Status Checklist		Print
CSDE Application Review Status Checklist		Print
All		Print

Program Instruction and Guidance

[General Education Provision Act \(GEPA\) 427 Form \(OMB Control No. 1894-0005\)](#)

[Connecticut Standard Assurances](#)

[Perkins V Application General Information, Requirements, and Local Uses of Funds](#)

Comprehensive Local Needs Assessment (CLNA) Initial Report

20 U.S.C. 2301 Strengthening Career and Technical Education for the 21st Century Act (PL 115-224) aka PERKINS V. Section 134(c) of Perkins V outlines specific requirements regarding the CLNA.

☐ * Check the box if the District/Community College completed the initial CLNA.

* What year was the initial CLNA completed?

Documents		
Type	Document Template	Document/Link
Initial (Year 1) CNLA	N/A	

Comprehensive Local Needs Assessment (CLNA) Biannual Update

20 U.S.C. 2301 Strengthening Career and Technical Education for the 21st Century Act (PL 115-224) aka PERKINS V. Section 134(c) of Perkins V outlines specific requirements regarding the CLNA.

* What year was your last biannual CLNA update completed?

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Documents		
Type	Document Template	Document/Link
Most recent CLNA update	N/A	

☐ Check the box if you are completing the biannual CLNA update during the current fiscal year. Do NOT check the box if you are completing the Initial CLNA (Year 1) in this application or if you completed a CLNA or CLNA update last year and do not have any updates/revisions to it.

Meetings

Date(s) of CLNA Update mandatory meeting(s):

Expanded group of mandatory stakeholders included:

☐ Yes ☐ No

Meeting type

☐ in-person

☐ virtual

☐ conference call

☐ other

Please complete **only** the sections that you are updating/revising. The use of bulleted information is encouraged. Please note that the sections referencing strategies and actionable activities should delineate between the two. A **strategy** defines your long-term goals and how they will be achieved. An **actionable activity** is concrete and involves best practices, specific plans, resources, etc.

I. Alignment to local labor market needs (analyze local labor market data, cite sources, e.g. CT DOL statistics, ONET, etc. Do not use national statistics)

II. Size, Scope and quality of programs offered (strategies and actionable activities)

III. Progress toward implementing programs of study (strategies and actionable activities)

IV. Progress on federal accountability indicators (analyze student performance data - secondary use only)

V. Progress toward improving access and equity (strategies and actionable activities)

VI. Progress on district/community college recruitment, retention and training of faculty and staff (strategies and actionable activities)

Program Details

Per Perkins V, districts and community colleges applying for Perkins V funds are labeled "eligible recipients." In the spaces below, answer each of the questions to describe how your district will utilize the current school year's Perkins V allocation to meet the requirements of Perkins V.

☐ Check if your district has a College Career Pathways (CCP) program with The Connecticut State Community College.

List the Connecticut State Community College campus location(s) that you have CCP articulation agreements and list the specific requested course information. List each individual articulated course on its own row.

CT-State Campus	CT-State Course Name & Number	Articulated High School Course Name	CTE Career Cluster
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1. Eligible recipients must offer at least three of the 13 Perkins V funded Connecticut CTE Career Clusters. Perkins V encourages eligible secondary recipients to build sustainable relationships among education, business and industry, and other community stakeholders to carry out elements that support the implementation of CTE clusters, pathways and programs of study.

a. For the current school year, which Connecticut CTE Career Clusters (a minimum of three) will be offered or developed in your district's CTE Program of Study to prepare students for high skill, high wage, and/or in-demand industry sectors and occupations?

Career Cluster (Select a minimum of three)

☐ Advanced Manufacturing

☐ Agriculture

☐ Arts, Entertainment & Design

☐ Construction

☐ Digital Technology

☐ Education

☐ Energy & Natural Resources

☐ Financial Services

☐ Healthcare & Human Services

☐ Hospitality, Events & Tourism

☐ Management & Entrepreneurship

☐ Marketing & Sales

☐ Public Service & Safety

☐ Supply Chain & Transportation

* b. Describe how the Perkins V funds shall be used to support CTE programs that are of sufficient size, scope and quality to be effective as defined in Size, Scope and Quality-[Secondary](#) and [Post-secondary](#).

* c. If you participate in a consortium, describe the process used to determine the overarching theme of how funds will be allocated to be mutually beneficial to all members, reflects CTE program improvements as well as enhance teaching and learning outcomes across the consortium. - (Enter NA if not applicable)

2. Perkins V [Sec. 134(C)] requires each eligible recipient to conduct a Comprehensive Local Needs Assessment ([CLNA](#)) and biannual updates with a diverse body of stakeholders.

* a. Evaluate how the CLNA and the most recent biannual update were conducted and explain how the results informed selection of the specific CTE programs and activities selected to be funded.

* b. Identify goals from your most recent Comprehensive Local Needs Assessment (CLNA) or biannual update that this fiscal year's grant will assist in creating progress towards accomplishing. Provide a description of how funds will be used to help work towards or accomplish goals set through the CLNA process.

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

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

* a. Describe how you will expand opportunities for special populations to access both challenging academic courses and quality career and technical programs. Identify specific methods in which your district will provide students, including members of special populations, opportunities to learn about CTE course offerings, pathways, and programs of study.

* b. Describe how you will help prepare CTE participants for non-traditional fields.

* c. Describe how your existing mission, policies, or commitments will ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations and ensure equitable access to, and equitable participation in all aspects of CTE programming for all students.

* 4. The Federal government highlights six types of barriers that can impede equitable access to participation: gender, race, national origin, color, disability, or age. What barriers may impede equitable access and participation of students, educators, or other beneficiaries in all aspects of your CTE programming? Describe the steps your district will take to overcome these barriers and ensure equitable access to, and participation in, the Perkins V funded CTE program for students, teachers, and other program beneficiaries with special needs. Identify your timeline, including targeted milestones, for addressing these identified barriers? Refer to [General Education Provisions Act \(GEPA\) 427 Form \(OMB Control No. 1894-0005\)](#) for some examples of how an applicant might satisfy this Federal requirement.

* 5. Perkins V requires each recipient to evaluate the performance of CTE students within the local needs assessment, this information is collected using the performance data overview template relative to your institution. Describe the process you will use to assess all CTE students, including members of special populations, to ensure that they are prepared for high-skill, high-wage and/or in-demand industry sectors, or occupations.

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

* a. career exploration and career development coursework, activities, or services;

* b. career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment;

* c. an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.

* 7. Perkins V focuses on work-based learning opportunities and industry-recognized credentials (e.g. cooperative work education, entrepreneurship, internships, unpaid experiential learning programs, mentorships, pre-apprenticeships, school based enterprises, simulated work environments, supervised agricultural experiences, apprenticeships, certificate/certification or license endorsed by Connecticut) that support the development of academic knowledge, higher-order reasoning, problem-solving skills work attitudes durable skills, technical skills, occupation-specific skills and knowledge of all aspects of an industry. Describe work-based learning opportunities that will be provided to students participating in CTE programs and how the districts will work with representatives to develop or expand work-based learning or opportunities for CTE students.

* 8. Perkins V emphasizes coordination of secondary and post-secondary education programs through programs of study which may include articulation agreements, early college experiences, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide post-secondary credit or advanced standing. Describe the opportunities that students have to gain CTE post-secondary credit while attending high school in your district (e.g. College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities).

* 9. As a function of completing an initial CLNA and biannual update, Perkins V requires eligible recipients to analyze disaggregated performance data to ensure that CTE programs are rigorous and impactful for all students. Perkins funds must be used for those areas that have the most need to close achievement gaps. Describe how you have addressed disparities or gaps in performance over the course of the previous three years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities and gaps.

* 10. Describe how you will improve the recruitment, retention, and training of educational staff, including individuals from groups underrepresented in the teaching profession.

Middle Grades (Grades 6-8) CTE Program(s)

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

<input type="checkbox"/> My program will include a Middle Grades CTE Program.				
List all Perkins funded middle school CTE teachers' names as they appear on their Educator Certificate for the State of Connecticut. Include each CTE teacher's certification endorsement code and E-mail address. If a middle school CTE teacher holds more than one CTE endorsement and is teaching in more than one endorsement area, create a separate row for each endorsement code.				
Name of Middle School	Name of CTE Instructor	Instructor CT Certification Endorsement Code(s)	Instructor Email	
List all Perkins funded middle school career exploration courses at each Perkins funded middle school. Include the CTE Career Cluster alignment offered at the corresponding high school(s). Provide the CLNA goal or strategy that best aligns with enhancing middle school career exploration programming.				
Name of Middle School	Name of Middle School Career Exploration Course	CTE Career Cluster Offered at District High School	High School CTE Course Name	List goal or strategy in your CLNA that best aligns with enhancing middle school career exploration programming

CTE Advisory Board Information Chart



The current CTE Advisory Board membership shall consist of multiple stakeholder groups in order to take advantage of any opportunity afforded to eligible recipients in the development of the establishment, operation, and evaluation of the CTE programming. A diverse group of educators, both secondary and post-secondary, students and their families, including representative from special populations, representatives from business and industry, and community partners will ensure a robust CTE Advisory Board that can be leveraged by the eligible recipient in order to improve learner outcomes and build strong pathways.

Name of Advisory Board - required if more than one advisory board is active	Advisory Committee Member Name	Role at their institution	Organization - Indicate if parent or student
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Please upload advisory board template and the previous and current year's advisory board meeting minutes

Documents		
Type	Document Template	Document/Link
Perkins Advisory Board Meeting Minutes Template [Upload at least 1 document(s)]	N/A	

Dates the previous school year's Advisory Committee Meetings were Held and Focus/Topics - (minimum of two)

Name of Advisory Board	Meeting Date	Meeting Focus/Topics
*		*
*		*

Meeting Dates Scheduled for the current school year and Focus/Topics - (minimum of two)

Name of Advisory Board	Scheduled Meeting Date	Focus/Topics
*		*

* How does/do your advisory board(s) assist in the establishment, operation, and evaluation of your CTE programs?

CTE Course Information Chart

INSTRUCTIONS
1. Please list only CTE courses that fall within the 14 CT approved Career Clusters. List the grant recipient's entire CTE catalog in this section even if courses are not currently funded with this fiscal year's grant. If the LEA has multiple schools, please group all courses within that school together.
2. For each CTE course, list aligned Perkins V Connecticut CTE Career Clusters and Pathways and designated in Connecticut's Today's Skills Tomorrow's Careers Program of Study . Group all courses for each cluster, pathway, and program of study together. When more than one school is listed, please also group by Clusters and Pathways.
3. Programs must have a CTE two-course sequence, with the exception of a course that leads to a certification. Academic courses do not count as part of the two-course sequence. However, If you are developing the second CTE course to create a Pathway in the current school year it may be included but must be in place for students in the next school year. Indicate that this course is being developed by selecting "Check if New Program of Study" in the chart below.
4. Not all listed and offered courses need to be funded each fiscal year. Indicate which courses are being funded in this year's grant by selecting "Check if Course is Perkins Funded this Fiscal Year".
5. Often CTE courses articulate with Institutions of Higher Education (IHE) for students to earn dual credit. Designate if a listed course is either CCP through CT-State or Dual Enrollment through a different IHE by selecting either "Check if CCP" or "Check if Dual Enrollment".
6. Enrollment should be a total of all students enrolled in all sections of the course. For example, you have 10 sections of the same course and each section has 20 students. The total enrollment of this course equals 200 students.
<p>Example: Business Management and Administration Connecticut CTE Career Cluster, General Management Pathway, Principles of Business Program of Study, Courses:</p> <ul style="list-style-type: none"> • Business Communications, 100 enrolled • Introduction to Business, 75 enrolled • Business Management, 50 enrolled
7. Use a new row for each course listed. Courses should not be combined if they are separate titles (i.e., CAD1 and CAD2 should not be listed simply as "CAD").

Check if New Program of Study	Check if CCP Course	Check if Dual Enrollment Course	Check if Course is Perkins Funded this Fiscal Year	Name of High School:	Perkins V Connecticut CTE Career Cluster - Pathway	Title of CTE Course	Previous School Year's Enrollment - What was the total enrollment for this course? (Count by

							course, i.e., total combined enrollment of all sections)
--	--	--	--	--	--	--	--

Provide the name of the credit awarding Institution of Higher Education with the high school course name if "Dual Enrollment Course" was selected above. Complete this prompt only if this is applicable to your CTE Program of Study.

Upload your current CTE Program of Studies		
Documents		
Type	Document Template	Document/Link
CTE Program of Studies	N/A	

CTE Teachers and Certification Information Chart

Please list all CTE teachers' names as they appear on their Educator Certificate for the State of Connecticut for all CTE courses offered in your school district organized and grouped by school for the current year. Include each CTE teacher's certification endorsement code and E-mail address. If a CTE teacher holds more than one CTE endorsement and is teaching in more than one endorsement area, create a separate row for each endorsement code.

Name of Secondary School	Name of CTE Teacher	CT Certification Endorsement code(s) - (Secondary schools only)	CTE Courses Taught	Teacher E-mail
Enter the name of the teacher and the classification of the Occupational Subject or Unique Endorsement if 098 or 110 is selected above. - Complete this ONLY if 098 or 110 is chosen as a certification.				
Enter the name of the teacher and the type of certification if Other is selected above. Complete this ONLY if Other is chosen as a certification.				

Career & Technical Student Organizations (CTSOs) Information Chart

Overview:
(DECA, Educators Rising, FBLA, FCCLA, FFA, HOSA, ProStart, Skills USA, TSA) Eligible Secondary Recipients Only
In order to receive Perkins funding, a secondary school must have a functioning chapter of at least one (1) of the nine (9) Connecticut recognized CTSO's listed above. It is required that a school have national

organization documentation that national and/or state dues were paid during the previous school year. A CTSO is not considered valid unless a minimum of ten (10) members are paid members of the associated national organization and the chapter advisor holds a Connecticut CTE Certificate in one of the CTSO's related content area(s).

If a school is starting a new chapter of a CTSO for the current school year, a separate commitment letter on school letterhead must be uploaded below. The letter must state the name of the CTSO and advisor(s), the date by which the minimum of ten (10) national student dues will be paid and a schedule of activities for the current school year.

Perkins funds cannot be approved for any school that does not have at least one (1) CTSO consisting of at least 10 paid national members.

The Perkins funds allocated to the payment of a stipend to each CTSO chapter advisor is not to exceed \$1,500 per organization.

Name of School	Name of CTSO	CTE CTSO Supporting Pathway Courses (minimum of two courses)	Number of previous school year's paid state/national student memberships	Number of previous school year's paid CTSO members who attended the annual CTSO state conference.	Name(s) of Chapter Advisors

Upload your current CTE Program of Studies

Documents

Type	Document Template	Document/Link
Perkins Commitment for New CTSO	N/A	

Budget Narrative Pages Guidance

Budget Narrative Instructions

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

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

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

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

PERKINS V LOCAL APPLICATION

As defined by the Carl D. Perkins Act, funds must be expended only for CTE programs, services, and activities that align to high-need, high-wage, and in-demand industry sectors or occupations. All aspects of use of Perkins V funds must be supported by data and the district/college must have the capacity to measure improvement resulting from the use of Perkins V funds. For the current school year's Perkins V, the CSDE is requiring the following:

- Secondary schools with College Career Pathways (CCP) programs must allocate a minimum of **5% to fulfill the CCP Program**, preferably towards professional development for high school faculty with the affiliated community college faculty;
- A portion of Perkins V funds must be used to improve performance levels in any core indicator area that a CTE program has failed to meet minimum levels for the prior academic year. For example, if the post-secondary institution has low performance in percentage of concentrators in CTE programs and programs of study that lead to nontraditional fields the institution must use the funds to improve this core indicator;
- Post-secondary institutions must spend a minimum of 5% of the total allocation for CCP;
- A minimum of 5% of the total allocation should be allocated for professional development;
- A maximum of 5% of the total allocation towards administrative costs;
- A maximum of 10% of total allocation or \$3000 whichever is greater can be allocated towards middle school career exploration;

- A maximum of 10% of total allocation or \$3000 whichever is greater can be allocated towards Student Transportation for competitive events; and
- A maximum of 10% of total allocation or \$3000 whichever is greater can be allocated towards Industry Recognized Credential (IRC) test access.

Programs must have a CTE two-course sequence, with the exception of a course that leads to a certification, in order to fund any expenditures in a Perkins V Connecticut CTE Career Cluster, pathway or program of study. Academic courses do not count as part of the two-course sequence. Single course programs of study cannot receive funding, with exception noted above. However, expenses for developing the second course may be funded for curriculum development and faculty collaboration over the course of current school year and may include funding equipment, supplies, or other related expenditures. The second course must be in place for students in the next school year.

☐ * I have read the guidance above and agree to adhere to the included requirements.

111A Non-Instructional

111A	Non-Instructional	\$ Total All 111A
<p>Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.</p> <p>Line item 111A is considered an administrative cost, and administrative expenses in other budget code lines such as 200, 322, and 580 must be calculated into the 5% administrative cap.</p> <p>No more than 5% of the total grant may be used for administrative purposes including indirect costs (917).</p> <p>Only check CCP box if expenditure is directly related to career pathway dual enrollment programming in partnership with CT-State.</p> <p>There must be a clear link between the Comprehensive Local Needs Assessment (CLNA) and how funds are spent.</p> <p>Please use whole dollar amounts only.</p>		

Only Check if CCP Related Expense	Name of Staff	Name of Position	Description of Duties	Hrly Rate/Stipend	Total Hrs - enter 1 for stipend	What CLNA goal or strategy does this best align with to help the overall CTE program develop, coordinate, implement,	How does this use of funds support effective CTE programs according to Section 135(b) of Perkins V?	Total

						or improve CTE programs?		
*	*	*		* \$	*	*	*	\$

111B Instructional

111B	Instructional	\$ Total All 111B
<p>This category is used for CTE instructors, school counselors, and professors performing duties that help the overall CTE program develop, coordinate, implement, or improve CTE programs in addition to their regularly compensated contracted role. Only include full-time individuals who are on the grantee payroll. Substitute teachers for CCP high schools or instructors attending professional development may be entered in this object code. The Perkins funds allocated to the payment of a stipend to each CTSO chapter advisor is not to exceed \$1,500 per organization.</p> <p>Only check CCP box if expenditure is directly related to career pathway dual enrollment programming in partnership with CT-State.</p> <p>111B Instructional funds do not contribute towards the 5% Professional Development requirement.</p> <p>There must be a clear link between the Comprehensive Local Needs Assessment (CLNA) and how funds are spent.</p> <p>Please use whole dollar amounts only.</p>		

Only Check if CCP Related Expense	Name of Staff:	Name of School: Name of Position:	Description of Duties	Hrly Rate/Stipend	Total Hrs - enter 1 for stipend	What CLNA goal or strategy does this best align with to help the overall CTE program develop, coordinate, implement , or improve CTE programs?	How does this use of funds support effective CTE programs according to Section 135(b) of Perkins V?	Perkins V Connecticut CTE Career Cluster - Pathway	Total
	*	*	*	* \$	*	*	*	*	\$

200 Personal Services - Employee Benefit

200	Personal Services - Employee Benefits	\$ Total All 200
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Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and while not paid directly to employees, these payments are nevertheless part of the cost of personnel services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation, and workers compensation insurance.

Secondary: Benefits may not exceed 25% of the total salary/stipend paid.

Only check CCP box if expenditure is directly related to career pathway dual enrollment programming in partnership with CT-State.

Only Check if CCP Related Expense	Name of Staff	Name of Position	Type of Benefits	Compensation Formula	Total
	*	*	*	*	* \$

320 Professional Education Services

320	Professional Education Services	\$ Total All 320
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Service supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling, and guidance services, library and media support, contracted instructional services, and substitute services (e.g., Kelly Services).

Only check CCP box if expenditure is directly related to career pathway dual enrollment programming in partnership with CT-State.

There must be a clear link between the Comprehensive Local Needs Assessment (CLNA) and how funds are spent.

Please use whole dollar amounts only.

Only Check if CCP Related Expense	Individual and/or Organization Providing Service	Description of Service	What CLNA goal or strategy does this best align with to help the overall CTE program develop, coordinate, implement, or	How does this use of funds support effective CTE programs according to Section 135(b) of Perkins V?	Perkins V Connecticut CTE Career Cluster - Pathway	Total

			improve CTE programs?			
	*	*	*	*	*	* \$

322 In-service (Instructional Program Improvement Services)

322	In-service (Instructional Program Improvement Services)	\$ Total All 322
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Payments for professional development services qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

List each contractor separately.

Only check CCP box if expenditure is directly related to career pathway dual enrollment programming in partnership with CT-State.

There must be a clear link between the Comprehensive Local Needs Assessment (CLNA) and how funds are spent.

Please use whole dollar amounts only.

Only Check if CCP Related Expense	Name of Individual/Organization Providing Service	Who will be receiving training? Name of School: Name of Staff:	Title of Event: Date: Location:	What CLNA goal or strategy does this best align with to help the overall CTE program develop, coordinate, implement, or improve CTE programs?	How does this use of funds support effective CTE programs according to Section 135(b) of Perkins V?	Perkins V Connecticut CTE Career Cluster - Pathway	Per Person x Cost=Total
	*	*	*	*	*	*	* \$

330 Employee Training and Development Services

330	Employee Training and Development Services	\$ Total All 330
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Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.

Only check CCP box if expenditure is directly related to career pathway dual enrollment programming in partnership with CT-State.

There must be a clear link between the Comprehensive Local Needs Assessment (CLNA) and how funds are spent.

Please use whole dollar amounts only.

Only Check if CCP Related Expense	Name of Individual/Organization Providing Service	Who will be receiving training? Name of School: Name of Staff:	Title of Event: Location: Date:	What CLNA goal or strategy does this best align with to help the overall CTE program develop, coordinate, implement, or improve CTE programs?	How does this use of funds support effective CTE programs according to Section 135(b) of Perkins V?	Perkins V Connecticut CTE Career Cluster - Pathway	Per Person x Cost=Total
	*	*	*	*	*	*	* \$

510 Student Transportation Services

510	Student Transportation Services	\$ Total All 510
Expenditures for transporting college or high school students to and from school and other activities. A maximum of 10% of the total Perkins V allocation or \$3,000, whichever is greater, can be used for bus transportation to competitive events. (e.g., CTSO's Spring Conference, CTSO Nationals airport/hotel bus transfers, CT Electrathon, Student Home Design Competitions, etc.). Other CSTO-related student transportation costs do not contribute towards this threshold.		
Only check CCP box if expenditure is directly related to career pathway dual enrollment programming in partnership with CT-State.		

There must be a clear link between the Comprehensive Local Needs Assessment (CLNA) and how funds are spent.

Please use whole dollar amounts only.

Only Check if CCP Related Expense	Faculty Supervisor(s) of Student Travel	Name of School: Name of Course(s) Utilizing Student Transportation: Estimated # of Students:	Title of Event: Date: Location: - (Placeholder dates are acceptable and can be revised)	What CLNA goal or strategy does this best align with to help the overall CTE program develop, coordinate, implement, or improve CTE programs?	How does this use of funds support effective CTE programs according to Section 135(b) of Perkins V?	Transportation Company Cost/per Unit =Total
	*	*	*	*	*	*
						\$

580 Travel

580	Travel	\$ Total All 580
<p>Expenditures for transportation, hotel and other expenses associated with staff travel.</p> <p>Travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5% cap.</p> <p>Travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds.</p> <p>Meals are not fundable expenses. Itemize travel costs by providing the total sum of each permissible expense.</p> <p>Only check CCP box if expenditure is directly related to career pathway dual enrollment programming in partnership with CT-State.</p> <p>There must be a clear link between the Comprehensive Local Needs Assessment (CLNA) and how funds are spent.</p> <p>Please use whole dollar amounts only.</p>		

Only Check if CCP	Name of Staff	Name of School: Name of Course(s)	Title of Event: Date: Location:	What CLNA goal or strategy does this	How does this use of funds support	Perkins V Connecticut CTE Career	Cost per Unit - (listed hotel, airfare, ground
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Related Expense		Improved by Attendance:	Total Travel Cost Breakdown:	best align with to help the overall CTE program develop, coordinate, implement, or improve CTE programs?	effective CTE programs according to Section 135(b) of Perkins V?	Cluster - Pathway	transportation or shuttle to and from airport, etc.) x pp =Total - (list hotel, ground transportation or shuttle to and from airport, etc.) x pp =Total
	*	*	*	*	*	*	* \$

600 Supplies

600	Supplies	\$ Total All 600
<p>Expenditures for non-consumable items purchased for instructional use under \$5,000. Site licenses and access to online curricula regardless of cost are constituted as supplies. A maximum of 10% of the total Perkins V allocation or \$3,000, whichever is greater, can be used for student Industry Recognized Credentials. Common examples of non-consumable supplies are as follows:</p> <ul style="list-style-type: none"> • Textbooks for new courses; • Site licenses/software including test access for industry-recognized certification examinations or other assessments leading toward a recognized post-secondary credential; • Industry specific furniture; and • Appropriate supplies, technology, and instructional materials aligned with business and industry needs. <p>Shipping costs must be included in the bundled price. Warranties may only be included if they are part of the package price and are not a separate expense.</p> <p>All supplies funded through Perkins V should help to modernize and elevate CTE programming. Perkins should not fund supplies that are worn out or need replacements.</p> <p>Only check CCP box if expenditure is directly related to career pathway dual enrollment programming in partnership with CT-State.</p> <p>If items are being purchased for multiple high schools within a district or multiple schools within a consortium, please indicate which school the item is for.</p> <p>There must be a clear link between the Comprehensive Local Needs Assessment (CLNA) and how funds are spent.</p>		

Please use whole dollar amounts only.

Only Check if CCP Related Expense	Perkins V Connecticut CTE Career Cluster - Pathway	Name of School: Name of Course(s):	List Each Supply Item's Name: Description: Price: Quantity: Vendor:	What CLNA goal or strategy does this best align with to help the overall CTE program develop, coordinate, implement, or improve CTE programs?	How does this use of funds support effective CTE programs according to Section 135(b) of Perkins V?	Quantity x Cost per Unit = Total
	*	*	*	*	*	* \$

700 Property

700	Property	\$ Total All 700
<p>In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, apparatus, etc.) with a value of over \$5,000 and the useful life of more than one year. Computers (desktop, laptop, tablets, etc.), and computer peripherals (printers, scanners, etc.) are included in this category regardless of price.</p> <p>Individual computers or computer peripherals for teacher use cannot be funded.</p> <p>No vehicles that are eligible to be registered and licensed to legally drive on CT's roadways may be purchased with Perkins funds. All other vehicles require CSDE approval.</p> <p>Shipping costs must be included in the bundled price.</p> <p>Warranties may only be included if they are part of the package price and are not a separate expense.</p> <p>If items are being purchased for multiple high schools within a district or multiple schools within a consortium, please indicate which school the item is for.</p> <p>Only check CCP box if expenditure is directly related to career pathway dual enrollment programming in partnership with CT-State.</p> <p>There must be a clear link between the Comprehensive Local Needs Assessment (CLNA) and how funds are spent.</p> <p>Please use whole dollar amounts only.</p>		

Only Check if CCP Related Expense	Perkins V Connecticut CTE Career Cluster - Pathway	Name of School: Name of Course(s):	List Each Equipment Item's Name: Description: Price: Quantity: Vendor:	What CLNA goal or strategy does this best align with to help the overall CTE program develop, coordinate, implement, or improve CTE programs?	How does this use of funds support effective CTE programs according to Section 135(b) of Perkins V?	Quantity x Cost per Unit= Total
	*	*	*	*	*	\$

917 Indirect Cost

917	Indirect Cost	\$ Total All 917
<p>Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate.</p> <p>Only grantees that have received rate approvals are eligible to claim indirect costs. Please use whole dollar amounts only.</p>		

Calculation Formula	Total
	\$

Grant Budget

View All	Object	Total
View	111A - Non-Instructional Salaries	\$0.00
View	111B - Instructional Salaries	\$0.00
View	200 - Personal Services > Employee Benefits	\$0.00
View	320 - Professional Education Services	\$0.00
View	322 - In Service	\$0.00
View	330 - Employee Training (Non-Direct Services)	\$0.00
View	510 - Student Transportation Services	\$0.00
View	580 - Travel	\$0.00
View	600 - Supplies	\$0.00
View	700 - Property	\$0.00
View	917 - Indirect Costs	\$0.00
Total		\$0.00
Allocation		\$0.00

Remaining	\$0.00
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Grant Budget Overview

Purpose Object	Total
Total	0.00
Allocation	0.00
Remaining	0.00

Grant Assurance

Institutions may refer to the [\(Perkins V\) Three-Tiered Program Compliance Review Process \(Secondary\)](#) document as guidance.

☐ * My district has completed a self-assessment of its implementation of Perkins V Federal statutory requirements and compliance with State and Federal expectations. The results of the self-assessment will be used to help ensure compliance with the district's federal program responsibilities and to identify areas of needed improvement.

Related Documents

Required Documents		
Type	Document Template	Document/Link
Perkins Advisory Board Meeting Minutes Template [Upload at least 1 document(s)]	N/A	
Perkins Advisory Board Minutes [Upload at least 2 document(s)]	N/A	
Most recent CLNA update	N/A	
CTE Program of Studies		

Conditional Documents		
Type	Document Template	Document/Link
Initial (Year 1) CNLA	N/A	

Optional Documents		
Type	Document Template	Document/Link
Perkins Commitment for New CTSO	N/A	
Other Perkins Documentation	N/A	

Connecticut College Career Pathways Guidelines

Revised July 2025

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College and Career Pathways Program

The history of College and Career Pathways (CCP) in Connecticut dates back to the Carl D. Perkins Career and Technical Education Improvement Act of 2006. This act provides funding for the CCP program, which aims to increase college and career readiness by providing high school students with a college-credit bearing experience. The program has been instrumental in increasing the number of high school students who successfully complete courses that lead to post-secondary credits or industry-recognized credentials. This program continues to evolve to align with current and future educational and workforce demands. The CCP program is designed to encourage students to concentrate on specific pathway interests that will continue in their post-secondary education.

The CCP program allows students to earn CT State Community College credit while completing courses in high school. The program is tuition-free and is offered in various career and technical education courses. Upon completion of a CCP course, students may request an official transcript directly from CT State Community Colleges.

CCP Goals

- Increase awareness of Connecticut Career Clusters, programs of study (POS), and career development in collaboration with K-12 partners, business and industry, and other stakeholders;
- Ensure that students who pursue Connecticut Career and Technical Education (CTE) are counseled into career pathways and earn college credit towards careers in high-skill, high-wage, and/or in-demand careers;
- 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;
- Maintain/increase the number of high school students successfully completing courses within a POS that awards an industry-recognized credential, certificate, or college credit; and
- Provide content-related professional learning that improves classroom instruction and supports collaboration between high school and college faculty.

Perkins V and College Career Pathways

High schools and Connecticut State Community College (CT State) receive funding to support CCP programs through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Perkins V funds are awarded to CT State through formula funds and may only be directed toward articulated CTE courses aligned to the fourteen Connecticut CTE Career Clusters:

- Advanced Manufacturing;
- Agriculture;
- Arts, Entertainment & Design;
- Construction;
- Digital Technology;
- Education;
- Energy & Natural Resources;
- Financial Services;
- Healthcare & Human Services;
- Hospitality, Events & Tourism;
- Management & Entrepreneurship;
- Marketing & Sales;
- Public Service & Safety; and

- Supply Chain & Transportation.

Funding is intended to improve or develop new CTE programs that lead to employment in high-skill, high-wage, and/or in-demand careers as defined below by the Connecticut Department of Labor (DOL).

CCP Funding Requirements

- CT State and Secondary partner schools must meet the definitions of size, scope, and quality for [post-secondary](#) and [secondary schools](#).
- CT State and each CCP partner secondary school must assign the proper funding code to the appropriate Connecticut State Department of Education (CSDE) object code (e.g., 111A, 111B, 200, 320, 322, 330, 510, 580, 600, 700);
- Each CCP partner secondary school and CT State is required to utilize a minimum of 5% of the total Perkins Funds allocation for the implementation of CCP programs;
- CT State must confirm the total of all administrative costs does not exceed the 5% cap (sum of the total allocation);
- CT State will not sub-award Perkins grant funds to other entities;
- All purchases for goods and services for CCP programs on behalf of the CCP partner secondary school shall be conducted following CT State's goods and services procurement policies;
- Only those goods and services that are allowable expenditures as approved by both Federal and State policy and guidelines are eligible for Perkins funding;
- Fiscal control and accounting procedures shall be used by CT State to ensure proper accounting of all CCP expenditures on behalf of CCP partner secondary schools;
- Property as defined by the Connecticut State Comptroller's definition of equipment purchased for use by a CCP partner secondary school remains with CT State regardless of where the property is housed;
- All expenditures by CT State on behalf of a CCP partner secondary school shall be used to supplement not supplant non-federal funds;
- All CCP funds shall be used to provide each student, including members of special populations as defined by Section 3(48) of the Perkins V law, with high quality CTE programs, pathways and programs of study that lead to high skill, high wage and/or in-demand industry sectors and occupations;
- Each CCP partner secondary school and CT State must continually meet all Connecticut [size, scope, and quality](#) requirements ([Appendix A](#) and [Appendix B](#));
- Each CCP partner secondary school teacher must hold the appropriate Connecticut CTE certification;
- In implementing CCP, CT State is encouraged to leverage Perkins V funds in its activities to achieve program goals; and
- CT State must provide CSDE an end of year report by July 1, of the current grant year, which includes the following, CCP participating campus location, partnering high school, Career Cluster, course title, enrollment and pass rates

College Career Pathways Partnerships

Administration and supervision of a CCP program is performed by CT State's Chief Academic Officer or designee. CCP applications should reference data (from DOL) supporting each proposed career pathway leading to high-skill, high-wage, and/or in-demand careers.

CT State is required to form a contractual and functioning partnership with each of its participating CCP partner secondary schools. The partnership agreement may be implemented as a Memorandum of Understanding (MOU). Any agreement must detail the policies, practices, processes, and protocols for effective programming of dual/concurrent enrollment, while being flexible enough to meet the needs of the enrolled students.

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

- Articulation agreements;
- Student qualification, recruitment, and selection;
- Faculty selection requirements, monitoring, professional learning, and evaluation;
- Nationally recognized standards and competencies to align curricula and related instruction and assessments (not including general education courses); and
- Student support services.

Articulation Agreements

An articulation agreement is a written commitment between CT State and the CCP partner secondary school(s) and must include the following:

- Should be clearly written with regard to course requirements and accountability for career and technical education courses;
- Stated student learning outcomes and describe how those outcomes are appropriate for a course for which industry-recognized credential, certificate or college credit will be awarded in a CCP program. (Course may not align exactly with the respective college course, but the articulation process ensures that the high school course is equivalent); and
- Be signed by the CT State Chief Academic Officer or designee and the CCP partnering secondary school principal.

One or more college faculty members must oversee the development and implementation of each articulated course. Each CCP partnership is encouraged to involve local and/or regional workforce development agencies, and business and industry partners pertinent to the career pathways. Community based organizations that contribute resource support and/or providers of additional services to participating students, under the supervision of the college or high school, may become contractual members of the partnership.

That oversight must include the following:

- Articulated CTE courses and MOUs must be reviewed at least every three years in cooperation with CT State in order to verify continuing alignment of college and high school course content and assessment practice.
- Review and approve the articulated course's syllabus; culminating in a formal documentation of the high school course as being comparable in terms of content, quality, rigor, and student learning outcomes as those offered by the college;

- Meet at least once annually with CCP partner secondary school teacher(s) implementing the articulated course for course alignment of high school and college courses, and CTE program specific professional development;
- Conduct regularly scheduled classroom or laboratory observation(s) of the CCP partner secondary school teacher(s) implementing the articulated course;
- Ensure the CCP partner secondary school teacher(s) implementing the articulated course utilizes the college course's assessment methods or comparable instruments approved by the college faculty member(s) to assess students' learning in order to document that the high school students are held to the same standards of achievement as students on the college's campus;
- Ensure the CCP partner secondary school teacher(s) implementing the articulated course employs grading standards comparable to those utilized by CT State; and
- Granting and the reporting of college credit is based upon the high school student's successful mastery of course content.

Additional requirements outlined in the CSU Dual/Concurrent Enrollment Policy (adoption date of June 26, 2025) must be met and include student admissions; student access to resources and service; academic advising; teacher credentialing; and standard responsibilities.

Academic Standards, Curricula, and Evaluation

Because college credit is awarded for CCP courses, The New England Commission of Higher Education (NECHE) expects that dual enrollment programs will be implemented in a manner consistent with its [Policy on Dual Enrollment Programs](#). Colleges are encouraged to review and/or incorporate the standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) which provide useful insight in the areas of curriculum, faculty, students, assessment and program evaluation. Further information is available at <http://www.nacep.org>.

Student Support Services

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

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

CT State and high schools will collaborate to ensure that at a minimum such programming and services include:

- High School Counseling Services that include career exploration and advisement for CTE courses/programs;

- All CCP enrolled students are entitled to access all academic resources and services provided to fully matriculated CSCU students. These resources include, but are not limited to, library access, advising services, accessibility and disability services, and tutoring;
- College Success instruction that furthers students' development of habits and techniques to learn and apply a variety of active learning strategies to maximize their learning potential; and
- Transition to College specialized information and assistance on navigating the college and financial aid application procedures, and life management tools

Appendix A: CSCU Dual/Concurrent Enrollment Policy

Policy #	Policy Name	BOR Resolution	Adoption Date	Next Review Date
2-08	CSCU Dual/Concurrent Enrollment Policy		June 26, 2025	June 26, 2028

Policy Owner(s):

CSCU System Chief Academic Affairs Officer; Institutional Provosts;

Applicability:

This policy applies to all employees including administrators, staff, and faculty at all institutions within the CSCU system.

Effective Date: June 26, 2025

Purpose

The Connecticut State Colleges and Universities (CSCU) have a strong tradition of providing dual/concurrent enrollment programs statewide. These programs are designed to help students accelerate their degree completion, gain advanced career training, and reduce educational costs for both students and their families. By participating in these programs, high school students can earn college credits and access career-focused training before graduating. This policy sets a unified framework for dual/concurrent enrollment programs offered by CSCU institutions, ensuring consistent implementation across campuses and equitable access for all students, with a particular focus on those historically underrepresented in higher education and dual /concurrent enrollment opportunities.

This policy sets forth core principles and baseline standards for CSCU dual/concurrent enrollment programs, in alignment with the recommendations and accreditation standards from the New England Commission on Higher Education (NECHE) and the National Alliance of Concurrent Enrollment Partnerships (NACEP). The primary objectives of this policy are to:

- Ensure high standards, equitable access, and the sustainability of CSCU dual/concurrent enrollment programs.
- Create consistency in programming and structure across CSCU institutions.
- Allow institutional autonomy within a unified framework, supporting the diversity of program types, modalities, and structures.
- Develop systemwide pricing models to ensure equitable access to programs.

Definitions

Dual Enrollment Courses: refers to a post-secondary education course in any academic subject or career-orientated pathway that is delivered by an institution of higher education through which a high school student is simultaneously enrolled in [an] such institution of higher education and is taught by a faculty member of such institution of higher education.

Concurrent Enrollment Courses: refers to when a high school student is simultaneously enrolled in an institution of higher education (IHE), taking a college course taught by a certified high school teacher approved by the institution of higher education to offer the course at the high school site. These courses can be in traditional academic areas or in a career-oriented pathways.

Early College: refers to a partnership between at least one institution of higher education and a school district where they have aligned the use of dual and/or concurrent enrollment courses to be offered to students beginning as early as 9th grade to provide a specific courses aligned to a college program of study, resulting in ability to simultaneously earn up to a college certificate or degree while dually enrolled in high school.

Middle College: refers to a partnership located on a college campus between at least one institution of higher education and a school district where they have aligned the use of dual and concurrent enrollment courses to be offered to students beginning as early as 11th grade to provide a specific sequence of courses aligned to a college program of study, resulting in ability to simultaneously earn up to a college certificate or degree while dually enrolled in high school.

College and Career Pathways: (CCP) is a specific concurrent enrollment program that allows high school students the opportunity to build a portfolio of college courses at CT State in a technical pathway, resulting in a certificate or degree. CCP is a federal Perkins V-funded program, making it free for students in a partnership. While funding streams may differ, CT State administers and advertises the program along with all dual and concurrent enrollment programs.

a) Student Admissions Requirements

Each CSCU institution offering dual/concurrent enrollment programs must establish and publish clear student admission requirements, including necessary forms and documentation for enrollment. Dual/concurrent enrollment program students are classified as non-degree-seeking students and should not be subject to additional admission requirements beyond those specified in this policy. Admission requirements should include multiple pathways for entry, such as GPA thresholds, course prerequisites, or/and test scores. Early or Middle College programs will follow their own published admission requirements.

b) Student Access to Resources and Services

Dual/concurrent enrollment program students are entitled to access all academic resources and services provided to fully matriculated CSCU students. These resources include, but are not limited to, library access, advising services, accessibility and disability services, and tutoring. Families and students must be informed of the benefits and implications of dual credit courses through public materials and/or orientation programs.

c) Academic Advising

CSCU institutions offering dual/concurrent enrollment programs must provide academic advising materials and annual professional development for high school counselors to support dual/concurrent enrollment program students. Advising resources may include written guides, pathway crosswalks, videos, and in-person training to help students understand how dual/concurrent programs courses fulfill general education, major prerequisites, or certificate requirements. Students taking courses on a CSCU campus may access additional advising resources as available.

d) Teacher Credentialing

Each CSCU institution is responsible for establishing and publishing certification criteria for high school teachers participating in concurrent enrollment programs, ensuring compliance with CSCU's minimum hiring standards. In accordance with NECHE standards and NACEP guidelines, the IHE certifies and approves instructor credentials for concurrent and dual enrollment courses. To teach an IHE curriculum, a K-12 instructor must hold a master's degree in the field, a master's in education with 18 credits in the field, or, in cases where no master's degree is available in the field, the terminal degree in that discipline or industry certification.

The CSCU institution and/or department are required to make periodic evaluations of the course, program, and professional development. CSCU institutions must develop and execute MOUs with high school partners to ensure that concurrent enrollment instructors maintain their professional credentials, attendance at required meetings, and connection to the CSCU program. Institutions must provide onboarding and annual discipline-specific professional development for high school instructors to maintain course comparability and foster partnerships. CSCU's standards for teacher credentialing must be publicly available and shared with high school partners.

e) Consistent and Sustainable Pricing Model

CSCU institutions offering dual/concurrent enrollment programs must collaborate to create and publish a consistent, sustainable pricing model (excluding the federally funded CCP program). This model should aim to ensure equitable access across Connecticut and prevent confusion among high school partners, students and families.

The cost of concurrent credit courses will not exceed \$50.00 per credit. Revenue from enrollments should fund program operations, faculty stipends, and program investments. Fee waivers may be provided for students in the Federal Free and Reduced Lunch program and for students at Title I high schools to support equitable access. CSCU institutions will work with high school partners to ensure fee waivers are appropriately managed.

Systemwide pricing models will require Board of Regents (BOR) approval and annual reporting to the BOR Finance Committee.

IV. CSCU Dual Credit Advisory Body Establishment

Within six months of this policy's adoption, CSCU through nominations of the provost of each institution, will establish a Dual/Concurrent Enrollment Advisory Body. The CSCU Dual/Concurrent Enrollment Advisory Body is a collaborative team composed of representatives from each CSCU institution. Its primary mission is to ensure institutional compliance with the CSCU Dual/Concurrent Enrollment Policy and to provide regular updates to the CSCU Academic and Student Affairs Office. The Advisory Body is responsible for submitting reports each semester, with a comprehensive annual report due at the end of the spring semester. To facilitate consistency in reporting, the CSCU Academic and Student Affairs Office will create a standardized report template, including identified metrics for evaluation.

The Advisory Body includes one representative from each CSCU institution and meets regularly to maintain alignment across CSCU dual credit programs. Its role extends beyond compliance oversight to include problem-solving and program improvement. This includes reviewing institutional websites, identifying inconsistencies, and working to develop unified systems for student registration and data tracking.

To foster shared leadership and diverse perspectives, the Advisory Body will elect a chair and a secretary, with these roles rotating on a set schedule. Term limits will be established, and elections for these positions will be conducted by the Advisory Body, with final approval by the CSCU Chief Academic Affairs officer or their designee.

The chair and secretary are responsible for compiling and submitting an annual report to the Chief Academic Affairs Officer or their designee by June 1st of each year. This report will summarize the Advisory Body's activities, highlight achievements, address challenges, and propose recommendations to enhance the effectiveness and alignment of dual/concurrent enrollment programs across CSCU institutions.

V. Standard Responsibilities

All CSCU institutions are responsible for developing institutional procedures to implement, monitor, and ensure compliance with the standards outlined in this policy. Institutional and system leadership will oversee the evaluation and continuous improvement of these procedures. Course offerings, pricing, eligibility criteria and program requirements will be posted on the CSCU dual credit website and on each campus website.

Standardized registration forms and processes will be created and implemented.

A unified procedure for how dual/concurrent enrollment credentialing will appear on CSCU transcripts.

Coding of dual/concurrent enrollment offerings within Bannerweb will be established.

Each CSCU institution offering dual enrollment courses will submit a report to the Dual/Concurrent Enrollment Advisory Board annually, using the Dual/Concurrent Enrollment Report Template found on the CSCU webpage.

VI. Enforcement

All CSCU administrators, faculty, and staff involved in dual/concurrent enrollment programs must adhere to the requirements of this policy. Non-compliance could:

- Lead to inconsistent standards and perceived variations in program quality among CSCU institutions.
- Create a perception of superiority or inferiority between institutions in the eyes of stakeholders, affecting program reputation.
- Damage CSCU's brand, potentially influencing future decisions made by state leaders, high school staff, students, and families.

M. Work-based Learning

The Career Development Continuum and Work Based Learning

What is Career Development?

Career development is the intentional, systematic, and developmental process through which learners gain the knowledge, skills, and experiences necessary to understand themselves, explore careers, make informed decisions, and transition successfully into post-secondary education, training, or the workforce. In Career and Technical Education (CTE) under Perkins V, career development is learner-centered and progressive across grade levels. Through a continuum, career development is integrated into a broader educational ecosystem that includes CTE programs of studies, academic instruction, career and school counseling, and work-based learning opportunities. Career development opportunities must be accessible to all students, especially special populations. Finally, career development empowers students to make informed choices about post-secondary and workforce options by providing structured opportunities across a continuum.

What is Work-Based Learning?

Work-based learning (WBL) is defined by the Strengthening Career and Technical Education for the 21st Century Act, commonly referred to as Perkins V, as sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Career development is the broader systematic framework and process for career preparation, while WBL serves as a key delivery mechanism that brings real-world authenticity to the career development process. WBL makes career development tangible and meaningful through sustained interactions with industry professionals and workplace environments.

Who Benefits from WBL?

Students:

Students explore and learn about various fields and careers, enabling them to make more informed decisions about their goals in life and the education they need to reach those goals. These experiences allow students to establish and network with professional contacts in various career fields while increasing their motivation and appreciation for staying in school and pursuing post-secondary education and career opportunities.

Students observe the demeanor and procedures of workplace professionals, developing and practicing positive work-related habits and attitudes including the ability to think critically, solve problems, work in teams, and resolve issues. WBL supports student success through experiences and opportunities that bridge academic learning with real-world application and professional preparation.

Schools and CTE Programs:

School districts and CTE programs meet the needs of diverse student populations by providing WBL opportunities that help students identify, plan, and prepare for career options while making education more relevant and valuable to students. WBL increases awareness of occupations and available support services schoolwide, contributing to increased student retention, course placement and graduation rates across the district.

WBL promotes and fosters school-to-community interaction while exposing students to state-of-the-art equipment, technology, and techniques that prepare them for modern workplace environments. WBL allows school districts to create meaningful connections between academic instruction and career preparation that benefit both students and the broader educational community.

Industry Partners:

Business and industry partners encourage and assist students in understanding the education and skills they need to secure jobs and be successful employees. Simultaneously, providing their own employees

with recognition and valuable opportunities to serve as ambassadors for the company by developing their public speaking, communications, and leadership skills. These collaborations form stronger partnerships with local schools and help ensure that the curriculum is supporting the development of Career Ready Practices that align with industry standards and expectations.

Industry partners create opportunities for training a pool of skilled and motivated potential future employees while reducing training and recruitment costs. These partnerships establish meaningful connections between educational institutions and the workforce. Students develop relevant skills and industry knowledge while companies invest in developing their future talent pipeline through structured, mutually beneficial relationships.

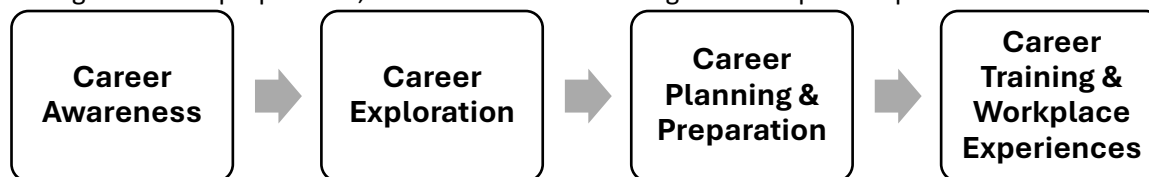
Family and Communities:

WBL creates an environment of collaboration and cooperation among the school, employers, families, and the community. These experiences encourage respect, tolerance and understanding among different groups. They contribute to building a more productive and diverse economy by connecting various stakeholders in meaningful educational and workforce development partnerships.

Families and communities foster confidence in the school system as practical and beneficial results are observed, while actively aiding in supporting the career choices of young people. These collaborative efforts strengthen community bonds and ensure that career development becomes a shared responsibility that benefits both individual students and the broader community through enhanced economic development and community engagement.

What is the Career Development Continuum?

The career development continuum is a band and range of experiences that progress in intensity and immersion into the workplace over time. It starts with awareness, grows through exploration, strengthens with preparation, and culminates in training and workplace experiences.



Career Awareness (Grades K-12)

The focus of Career Awareness is broad exposure through introductory experiences that help students learn about career fields, workplace expectations, and potential career pathways. These low-intensity, short-duration, observational activities help students understand the concept of work and why it matters to society. Through this exposure, students learn about the vast diversity of industries, occupations, and work environments, how jobs, careers, and occupations connect to everyday life, and the basic skills and education needed for different roles.

Career Awareness activities connect classroom learning to real-world work activities, enabling students to reflect on how their skills and preferences match with various careers and think about their interests and strengths. This broad exposure to careers essentially introduces students to the career options available across industries and supports them in making informed decisions about which career opportunities they'd like to explore in greater detail.

Examples of Low-Intensity Career Awareness WBL Opportunities

Career-Based Service Learning	Career Days	Career Fairs
Guest Speakers	Interactive, Online, or Video Career Tools	Lunch and Learn

Career Exploration (Grades 5-12)

Career Exploration is where students follow a process to identify their personal interests, skills, and values while discovering potential career pathways through structured activities that allow them to investigate specific careers, industries, or career clusters more deeply. These structured learning activities provide short-term job experiences with interactions with professionals (in-person or virtually). Through these experiences, learners get a glimpse into job trends, real-world work environments, and the skills needed to succeed within a field, helping students narrow their interests and understand career pathways.

Career Exploration serves as a bridge between academic learning and real-world opportunities, preparing students for both the workforce and future educational decisions. This process is intentional, accessible to all students, and begins early to support informed decision-making for long-term educational and career planning. Career Exploration learning activities should use age-appropriate ways to expose middle school and high school students to labor market information, how to determine what type of training or education is needed for a chosen career and introduce information on the post-secondary admission process and costs. Career Exploration in middle school should result in students looking closer at what career fields might fit them best and being more self-aware to be informed on how to make important decisions to support future career goals. Career Exploration in high school is more intensive and requires the students to begin making informed choices on what careers fit their personal and technical skill sets. Career and Technical Student Organizations (CTSOs) also provide an authentic Career Exploration experience.

Examples of Middle-Intensity Career Exploration WBL Opportunities

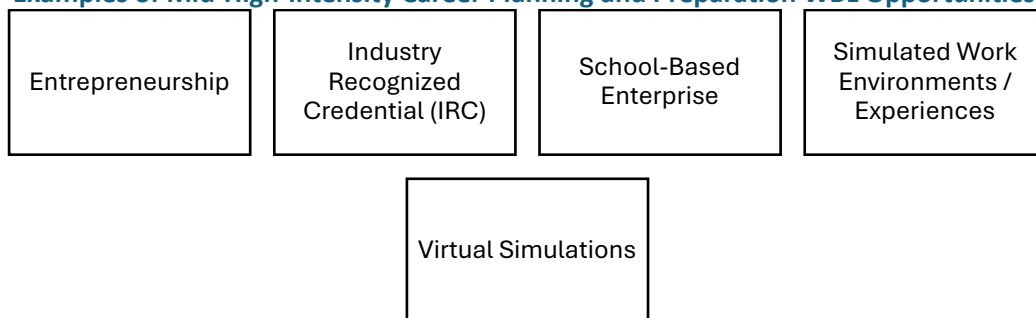
Career Connected Project-Based Learning	Career-Related Service Learning	CTSO Participation	Job Shadowing
Mentorships	Personal and Career Skills Inventory	Team-Based Challenges	Workplace Tours

Career Planning and Preparation (Grades 9-12)

The Career Planning and Preparation stage of the career development model begins to take place during the student's middle and high school transition period where students make informed and intentional decisions about a specific career pathway and take action to prepare for their chosen post-secondary option through hands-on exposure to workplace skills and environments. These structured, medium-to-high intensity experiences connect temporary employment positions and structured workplace training with related learning activities. Students will further develop both technical and durable skills tied to particular careers while expanding career-focused experiences, often engaging in sustained experiences that involve real work or high-fidelity simulations where they may begin to earn credentials, credit, or recognition. These experiences progress in intensity through grade levels.

Through these opportunities, learners gain essential employability and technical skills, professional contacts, and work experience needed to enter their chosen careers. Students should use the information they learned about industries and themselves to move from awareness to exploration to now initiating taking action in this often times final stage of career development. The Career Planning and Preparation middle to high school transition process should include pathway selection, initial post-secondary planning, further technical and durable skill development, experiential learning opportunities, and initial CTE portfolio development. These efforts should be supported by CTE educators, counselors, professional industry mentors, and family engagement, with experiences that may lead to longer-term training, additional education, or directly to employment.

Examples of Mid-High-Intensity Career Planning and Preparation WBL Opportunities:

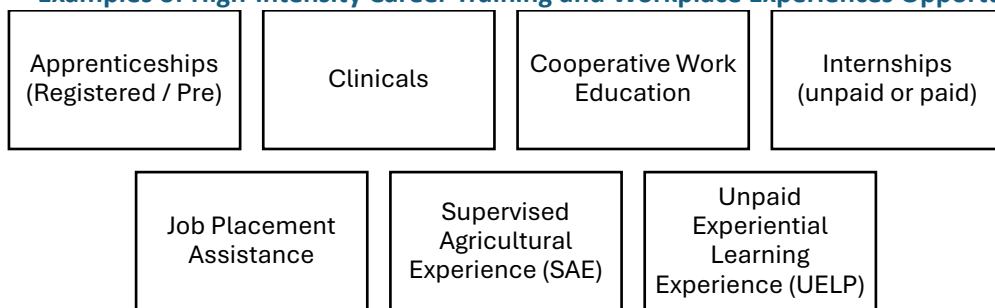


Career Training and Workplace Experiences - (Grades 11-12)

Career Training and Workplace Experiences represent the final and most intensive stage of the career development continuum where students transition into authentic work roles. They perform meaningful work tasks under supervision in sustained workplace settings that connect paid and unpaid employment with contextual and career-aligned learning. These high-intensity experiences align closely with students' CTE program of study and industry standards. Students perform substantive work in the field, often for pay, with real responsibilities and deeper integration into workplace operations. These WBL experiences build both technical and durable skills through experiences that are sustained over time, often spanning a semester or full school year.

These opportunities integrate classroom instruction with real work responsibilities, enabling learners to strengthen existing skills while developing new skills under employer mentorship with structured performance feedback and tasks that mirror entry-level responsibilities. Students apply technical, academic, and professional skills in real settings, receive performance evaluations, and build professional networks that can open doors for advancement. Career training and workplace experiences should lead to meaningful outcomes such as credit, credentials, direct employment eligibility, or preparation for higher-level training. This tier embodies the full promise of career preparation by bridging the school-to-career divide and positioning learners for success in post-secondary training or workforce entry, with compensation adhering to labor regulations and equity standards where paid positions are involved.

Examples of High-Intensity Career Training and Workplace Experiences Opportunities



WBL Models Defined

Apprenticeship (Pre-Apprenticeships)

Career Development Tier: Career Training & Workplace Experiences

Grades: 9-12

Ages: 16–18

A work-based learning program that combines on-the-job training with related classroom instruction, designed to help students learn and acquire the skills of a specific trade or craft. The program cannot exceed 2,000 hours or 2 years in duration, and participants must be paid at least minimum wage. Upon completion, they can transition to registered apprentice status, with their pre-apprenticeship hours credited toward their full apprenticeship requirements.

Apprenticeship (Registered Apprenticeship)

Career Development Tier: Career Training & Workplace Experiences

Grades: 9–12

Ages: 16–18

A formal training program registered with the Connecticut Department of Labor that combines supervised, structured on-the-job training with related classroom instruction. It is based on an employer-employee relationship where the apprentice has voluntarily entered into a mutual agreement with an employer regarding training. Programs generally range from one to four years and require a minimum of 144 hours per year of related instruction.

Apprentices receive progressive wage increases throughout their training period, and upon completion, registered apprentices receive an industry-recognized credential that certifies completion of the program and makes them eligible to take any state occupational licensing exams. Applicants must be at least 16 years of age to enter a registered apprenticeship program.

Career and Technical Student Organization (CTSO) Participation

Career Development Tier: Career Exploration

Grades: 9-12 (could be as early as grade 5)

Student-centered co-curricular organizations that connect students, educators, and industry partners to enhance technical knowledge, leadership, and workplace readiness. Through hands-on activities such as competitions, team-based challenges, projects, and service learning, students apply classroom learning in real-world contexts, develop critical skills like communication, problem-solving, and collaboration, and gain exposure to professional standards and networks.

Participation in CTSOs prepares students for post-secondary education, careers, and work-based learning experiences such as internships, apprenticeships, and cooperative education.

Career Days

Career Development Tier: Career Awareness

Grades: K–12

Structured events where employer representatives from various industries share information with students about career pathways, workplace expectations, and the skills required for success in their fields. These activities are designed to spark interest and inform career exploration rather than recruit immediate candidates.

Pre- and post-event activities such as discussions or written assignments help students reflect on career options and assess their own interests, supporting career exploration and readiness goals.

Career Fair

Career Development Tier: Career Awareness**Grades:** K–12

Events where multiple employers, training providers, or post-secondary institutions present information about career opportunities, allowing students to explore occupations, ask questions, and exchange information with potential employers. While traditional career fairs often serve as recruiting events for near-future employment, they can also be informational for younger students to spark interest and inform career exploration.

The depth of engagement varies by student level, with younger students focusing on exposure and information gathering, while more advanced students may seek deeper professional connections and employment opportunities.

Career-Based Service Learning**Career Development Tier:** Career Awareness**Grades:** K–12

A work-based learning approach where students engage in meaningful community service while developing career readiness skills and applying academic and technical knowledge from their career and technical education programs. Students learn about durable skills and understand the mission and needs of the organizations or recipients they serve. Students participate in activities that may be directly serving recipients, indirectly by supporting service organizations, or can be advocacy-focused by raising awareness.

These experiences can range from simple projects to more complex, credit-bearing workplace learning activities integrated into higher levels of the work-based learning continuum, with students potentially participating in the identification and selection of service opportunities.

Career-Related Service Learning**Career Development Tier:** Career Exploration**Grades:** 5–12

A structured, hands-on work-based learning method where students apply academic knowledge and technical skills from their program of study to address authentic community needs through sustained service projects. These experiences extend beyond simple community service by intentionally integrating career exploration, skill development, and professional practice, requiring students to plan, execute, and reflect on complex projects that develop durable skills and Career Ready Practices.

This more intensive type of service learning requires students to apply technical competencies, manage the lifecycle of the project and interact with real clients. Career-related Service Learning prepares students for post-secondary education, careers, and progression to higher-level work-based learning experiences such as internships, apprenticeships, and cooperative education.

Clinicals**Career Development Tier:** Career Training & Workplace Experiences**Grades:** 9-12**Ages:** 16–18

A structured, supervised, hands-on learning experience in healthcare settings where students apply technical skills, knowledge, and industry standards under the guidance of qualified instructors or healthcare professionals. These experiences integrate classroom learning with clinical practice by providing direct exposure to patients, healthcare environments, and professional expectations across various medical settings. Clinicals develop critical durable skills and are typically required components of professional certification or licensure in health professions.

Cooperative Work Education (CWE)**Career Development Tier:** Career Training & Workplace Experiences**Grades:** 9-12**Ages:** 16–18

A structured, paid work-based learning arrangement where students enrolled in a CTE program of study alternate between classroom instruction and related work experience that is coordinated between the school and employer. Students practice advanced occupational competencies learned in the CTE classroom while gaining practical work experience that relates directly to their individual interests, abilities, career goals, and CTE coursework.

Guided by a formal training plan that defines specific academic and workplace skills to be mastered, cooperative education combines rigorous and relevant curriculum with industrial specific occupational skills to position students for either direct employment or continued post-secondary education and training upon graduation. CT-DOL and CSDE have a process and forms to allow CWE to occur in hazardous occupations. Cooperative Work Education experiences range from 200 – 400 total hours of student employment.

Entrepreneurship**Career Development Tier:** Career Planning & Preparation**Grades:** 9-12

A work-based learning experience where students explore entrepreneurial concepts by designing, launching, and managing their own business venture, from the initial idea through business planning, operation, and growth. Students plan, implement, and operate a business that produces goods or delivers services, assuming financial risks, owning business assets, and maintaining financial records to determine return on investment. This experience develops essential skills such as problem-solving, financial literacy, business management, and decision-making, often incorporating a formal business plan and guidance from a business mentor.

Entrepreneurship experiences can also be school-based or supervised enterprise projects where the students are not assuming financial risks and are under the guidance and direction of CTE instructors or advisors. All entrepreneurship experiences prepare students to become established in their own business or gain employment.

Guest Speakers**Career Development Tier:** Career Awareness**Grades:** K-12

An entry-level career awareness activity where industry professionals, business representatives, or community experts deliver presentations to students in classroom, virtual, or on-site settings. Guest speakers share insights about their career paths, describe typical workdays, explain how to prepare for careers in their industry, and highlight important skills and characteristics students should develop. This activity introduces students to experts in the field and provides foundational exposure to workplace experiences and career options.

Industry Recognized Credentials**Career Development Tier:** Career Planning & Preparation**Grades:** 9-12

A certification that validates an individual's knowledge, skills, and competencies within a specific industry. Developed, offered, or endorsed by nationally or regionally recognized industry associations or organizations representing a substantial portion of the industry sector, IRCs set industry standards and

serve as benchmarks for employers. It also enhances employability and supports professional growth. The CSDE has a registry of the most current endorsed IRCs [found here](#).

Interactive, Online, or Video Career Tools

Career Development Tier: Career Awareness

Grades: K-12

Digital and multimedia resources that actively engage students in exploring careers, pathways, and workplace environments while building self-awareness and career readiness. These tools include career exploration software, interactive websites, online modules, virtual workplace tours, and simulation-based experiences that demonstrate real-world tasks and skills. They often incorporate interest inventories, skills assessments, and scenario-based exercises to help students identify their strengths, preferences, and potential career matches.

By combining assessment, reflection, and immersive interaction, these tools prepare students to make informed decisions about education and career pathways and enhance readiness for higher-level work-based learning experiences such as internships, apprenticeships, and job shadowing.

Internships

Career Development Tier: Career Training & Workplace Experiences

Grades: 9-12

Structured, supervised work-based learning experiences that place students in real-world workplace environments to develop and practice career-related knowledge, skills, and competencies. Internship placements should be aligned with their career interests, abilities, and their Student Success Plan (SSP). These paid or unpaid experiences occur in non-hazardous occupations and allow students to apply classroom learning while developing entry-level employment skills. Internships operate under the guidance of a formal training plan that defines specific academic and workplace skills to be mastered. Internships are connected to classroom instruction, accompanied by structured reflection activities, and designed to position students for advancement along their chosen career pathway, often leading to course credit.

Job Placement Assistance

Career Development Tier: Career Training & Workplace Experiences

Grades: 9-12

Ages: 16–18

Services and support provided by schools, CTE programs, or workforce partners to help students successfully transition into employment after completing high school or post-secondary training. These services directly connect learners with job opportunities and equip them with tools to secure and sustain meaningful work through activities such as résumé and cover letter development, mock interviews, job search strategies, career readiness workshops, and networking opportunities.

Job Shadow

Career Development Tier: Career Exploration

Grades: 5-12

A short-term career exploration experience where students observe and interact with one or more employees in an authentic workplace setting to learn about job tasks, required skills, workplace culture, and the education and training needed to succeed in a specific career. These experiences typically range from a few hours to a day. They may be in-person, virtual, one-on-one, or group-based. Job Shadows allow students to ask questions, observe common job tasks, and evaluate career interests based on firsthand observations; developing an understanding of career readiness skills.

Job shadowing occurs in non-hazardous areas, is supervised by a worksite mentor, and often includes a reflective component such as a written artifact or presentation that contributes to course credit, helping students make informed decisions about potential career pathways.

Lunch and Learn

Career Development Tier: Career Exploration

Grades: K-12

A short-term, structured career awareness activity where students meet with business or industry professionals, typically during a mealtime or designated class period, to learn about specific career fields, workplace expectations, and professional experiences in a relaxed, interactive atmosphere.

These on-site or in-school events allow students to hear firsthand accounts of career pathways, industry trends, and skills needed for success. Students and industry professionals engage in question-and-answer sessions that help them make personal connections between the student's education and potential career goals. A meal is typically provided to create an informal setting that fosters discussion and relationship-building between students and professionals.

Mentorships

Career Development Tier: Career Exploration

Grades: 5-12

A long-term work-based learning relationship where students are paired with experienced industry professionals who have recognized achievements and firsthand experience in the student's occupational field or career cluster of interest to support their personal and career development. Mentors serve as sources of guidance, motivation, wisdom, teaching, role modeling, and support. Mentors share knowledge, advice, and resources that provide personal and professional benefits to students, leading to improved workplace performance.

Mentorships are often paired with other higher intensive WBL experiences where students are actively in a workplace environment like in a CWE or Internship. Mentorships can also occur outside formal workplace where students work with mentors through CTE courses or CTSO participation. This can be conducted on a one-on-one, small group, in-person, virtual, or hybrid basis.

School Based Enterprises (SBE)

Career Development Tier: Career Planning & Preparation

Grades: 5-12

A student-led, simulated or actual business operation conducted within a school setting that produces goods or services for sale to or use by target markets including students, teachers, administrators, parents, community members, and organizations. These ongoing enterprises replicate specific businesses or industry segments to provide authentic, hands-on learning where students manage operations, finances, marketing, customer service, and leadership functions.

SBE allow students to acquire work experience related to their chosen career cluster while integrating classroom instruction with practical business skills. SBE may operate through school store locations, mobile units, or websites. Students take the primary responsibility for management and operations under the guidance of CTE instructors who integrate technical content and skills. These career exploration experiences help students develop entrepreneurial, technical, and professional competencies while exploring different pathways into employment. SBE typically build knowledge in areas such as marketing, finance, hospitality, and business management.

Simulated Work Environments / Experiences

Career Development Tier: Career Planning & Preparation

Grades: 9-12

A classroom-based career preparation activities that provide immersive learning in protected educational settings designed to replicate authentic workplace tools, processes, environments, and conditions. These experiences transform CTE classrooms into work-like environments where students practice technical and durable skills through activities that mirror current industry practices. Simulated work environments require close and continued collaboration between educators and industry partners to ensure alignment with current industry standards and practices, with external industry participation essential to maintaining the authenticity and relevance of the learning experience.

Supervised Agriculture Experiences (SAE)

Career Development Tier: Career Training & Workplace Experiences

Grades: 9-12

Hands-on, work-based learning opportunities for students in agricultural education programs, designed to provide practical skills, career exploration, and leadership development. They are a fundamental part of agricultural education, complementing classroom instruction and FFA, and allow students to apply their knowledge in a real-world or simulated work setting, leading to measurable outcomes and a deeper understanding of the agriculture, food, and natural resources industry.

Team-Based Challenges

Career Development Tier: Career Exploration

Grades: 5-12

Structured career exploration experiences where students work in small groups to solve real-world problems or complete work-simulation projects designed in collaboration with business, industry, or community partners under CTE instructor supervision. These challenges mirror workplace scenarios by requiring students to apply academic knowledge, technical skills, and employability competencies to address authentic industry problems related to areas like efficiency, safety, or innovation.

The experiences include significant interaction with industry partners who serve as mentors, judges, or project advisors, providing feedback that helps students connect their solutions to industry standards and expectations, along with related classroom instruction and opportunities for structured reflection.

Unpaid Experiential Learning Experience (UELPE)

Career Development Tier: Career Training & Workplace Experiences

Grades: 9-12**Ages: 16-18**

A structured, supervised, career-related work-based learning experience where students learn by working in business or community settings without pay for skill-building and career exploration purposes, designed not to displace paid workers. These experiences enable Local Education Agencies (LEAs) and individual high schools, in partnership with business and industry, to place students in unpaid work-based learning opportunities for up to 120 hours per year through an approved waiver application that provides exemption from minimum wage requirements while maintaining all other employment laws and regulations for minors.

The UELP program supports efforts to expand and build new career pathways for students while allowing for career skill development in authentic workplace settings that meet the standards for unpaid internships under the Fair Labor Standards Act.

Virtual Simulations

Career Development Tier: Career Planning & Preparation

Grades: 9-12

Technology-enabled career exploration experiences that immerse students in realistic workplace environments using tools such as virtual reality (VR), augmented reality (AR), or artificial intelligence (AI) platforms to practice technical skills, explore workplace settings, and engage in problem-solving activities. These simulations replicate authentic workplace tasks and environments, allowing students to build confidence, develop competencies, and gain exposure to industries that may otherwise be difficult to access in a safe, accessible classroom setting.

Virtual simulations provide hands-on learning opportunities without the constraints of physical location or workplace availability, enabling students to experience diverse career pathways and practice real-world skills in immersive digital environments.

Workplace Tours

Career Development Tier: Career Planning & Preparation

Grades: 9-12

Organized, short-term career exploration visits to business and industry sites where students observe daily operations, interact with employees, and learn about industries, careers, workplace expectations, and educational pathways. These group or class experiences typically occur during a single visit, allowing students to spend time with industry representatives and various employees to ask questions about the company, work experience, and career opportunities, sometimes participating in work-based problems or activities. Workplace tours are designed to increase the relevance of education, provide insight into possible careers, and forge relationships between employers and schools, with pre- and post-visit assignments and discussions often incorporated to help connect the experience to coursework and college and career options.

N. Compliance Review Process

Connecticut Education

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Three-Tiered Program Compliance Review Process

Perkins V mandates that each eligible recipient receiving funds develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met [Sec. 135(b)(6)].

The Connecticut State Department of Education (CSDE) has instituted a three-tiered program compliance review process to assist in determining secondary and/or post-secondary eligible recipients' compliance with the requirements of Perkins V, ensuring local awards are used appropriately and local performance goals are achieved. The CSDE program compliance review process consists of three tiers:

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

Tier One: Self-Assessment

Eligible recipients receiving Perkins funds must conduct a yearly self-assessment of the implementation of the Perkins V statutory requirements. Eligible recipients will attest to their compliance through the assurances portion of the Perkins V Local Application. Secondary and post-secondary eligible recipients shall use the results of the self-assessment to ensure compliance with State and Federal program responsibilities and identify areas of needed improvement. When performing the self-assessment eligible recipients may want to utilize the Tier Two: Desk Review Checklist.

Tier Two: Desk Review

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

Tier Three: On-site Compliance Review

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

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

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

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

CONNECTICUT EDUCATION
Academic Office
Career and Technical Education (CTE)
Information Form
Perkins V Program Compliance Review

District/College:

Address:

Web site:

Principal/Chief Administrative Officer:

Superintendent/College President:

Perkins Administrator:

E-mail :

Phone # : _____ Fax # : _____

I, _____, the undersigned authorized administrative official, submit these desk audit documents on behalf of the district, attest to the appropriateness and accuracy of the information contained herein, and comply with all relevant requirements of the state and federal laws and regulations.

Administrative Official: _____ Date: _____
Name (typed)

Signature of Administrative Official: _____ Date: _____

Connecticut Education
The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Tier Two: Desk Review for Eligible Recipients

The Strengthening Career and Technical Education Act for the 21st Century (Perkins V) mandates that each eligible recipient receiving funds develop and implement evaluations of the CTE programs supported by Perkins V, including an assessment of how the needs of special populations are being met [Sec. 135 (b)(6)]. The Connecticut State Department of Education (CSDE) has instituted a program compliance review process to assist in determining compliance with the requirements of Perkins V, ensuring funds are used appropriately, and local performance goals are achieved.

Steps for Desk Review

1. Career and Technical Education (CTE) teachers must complete a CTE Teacher Survey which will be supplied by the CSDE Education Consultant. The CTE Teacher Survey will assist the consultant in measuring the overall effectiveness of the CTE program.
2. Each eligible recipient that receives Perkins funds must use attached Tier Two: Desk Review Checklist to identify, review, and organize all available documentation addressing at a minimum the required evidence cited in this document. Previous year's information should guide the review.
3. Submit documents and evidence electronically to your Perkins Grant Application Program Manager. t

Please direct all questions to your Perkins Grant Application Program Manager

Connecticut Education
The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Tier Two: Desk Review Checklist for Eligible Recipients

Program Improvement, Procedural, and Fiscal Elements	Required Evidence	Notes
A. Academic integration: Rigorous course standards and progressive, sequenced courses		
A.1 Rigorous course standards [Sec. 135(b)(1)]	<ul style="list-style-type: none"> List of the state/national standards utilized in each CTE program. Describe the curriculum development improvement process for CTE career clusters, pathways and programs of study 	
A.2 Progressive, sequenced courses [Sec. 135(b)(1)]	<ul style="list-style-type: none"> Document detailing progressive, sequenced courses available to students (e.g., career cluster, pathway, and programs of study) Explain how school counselors use student success plans, career clusters, pathways, and programs of study to guide students into CTE coursework, college or other post-secondary preparation, and careers Describe how students, including members of special populations, learn about CTE course offerings 	
A.3 Career technical student organizations [Sec. 135(b)(5)]	<ul style="list-style-type: none"> List of CTSOs for this school year and CTE staff members and endorsements associated with CTSOs (minimum of one with at least 10 state and national paid memberships) List of CTSO activities showing how CTSOs contribute to learner's experience and instruction 	
A.4 Professional learning plan [Sec. 135(b)(2)]	<ul style="list-style-type: none"> List of professional learning activities and dates List of participants and professional learning opportunities completed in the past year including opportunities for administrators and school counselors. 	
A.5 District and school staff collaboration [Sec. 135(b)(2)]	<ul style="list-style-type: none"> Evidence of staff meeting together to evaluate and create interdisciplinary goals, objectives, and/or activities (e.g., list of meetings) 	

B. Stakeholder engagement		
B.1 Students have opportunities in work-based learning within their career interests [Sec. 124(b)(5); Sec. 135(b)(3); Sec. 135(b)(5)]	<ul style="list-style-type: none"> Appendix A: Work-based Learning Opportunities Information Sheet 	
B.2 A formalized relationship between secondary and post-secondary in place that includes regular interactions and mutual planning [Sec. 135(c)(8); Sec. 122(c)(1)(A)]	<ul style="list-style-type: none"> Post-secondary agreements through aligned programs of study (e.g., CCP, ECE) Have student success plans in place for each student to coordinate intentional programmatic decisions and seamless transitions 	
B.4 Advisory boards [Sec. 135(b)(5)]	<ul style="list-style-type: none"> Meeting minutes and agendas (minimum of two per year) Comprised of a diverse body of stakeholders (e.g., business and industry) 	
B.5 Industry collaboration [Sec. 135(b)(1); Sec. 135(b)(2)]	<ul style="list-style-type: none"> List opportunities for collaboration with industry to design, and implement courses or programs of study aligned to labor market needs in new or emerging fields 	
B.6 Needs assessment and multiple stakeholder feedback used to guide learner outcomes [Sec. 134(d)]	<ul style="list-style-type: none"> Appendix B: Stakeholder Meeting Documentation Template Appendix C: Action Plan Template with S.M.A.R.T Goals Appendix D: Performance Data Overview Template 	
C. Instructional materials, supplies, equipment		
C.1 Equipment inventoried	<ul style="list-style-type: none"> Inventory list and sample equipment label List of disposed equipment 	
C.2 Program improvement [Sec. 135(b)(1); Sec. 135(b)(4); Sec. 135 (b)(5)]	<ul style="list-style-type: none"> Plan for long-term equipment upgrades and replacements 	
D. Special populations and nontraditional completion and participation		
D.1 A plan is in place to ensure the success of special needs students in CTE programs and prepare for high-skill, high-wage, and/or in-demand industry or occupation [Sec. 135(b)(1); Sec. 135(b)(5)]	<ul style="list-style-type: none"> Appendix E: Special Populations and Equal Access Question Template 	
D.2 A plan is in place to promote CTE programs to nontraditional students. [Sec. 135(b)(1); Sec. 135(b)(5)]	<ul style="list-style-type: none"> Describe how nontraditional students are recruited and retained in CTE programs 	
E. Fiscal compliance		
E.1 Funds are used to improve CTE programs [Sec. 135]	<ul style="list-style-type: none"> Appendix F: Financial Review Form 	

Appendix A: Work-based Learning Opportunities Information Sheet

Directions:

Please complete the following form, print, and attach to the Tier Two: Desk Review Checklist.

Section I

Name of Eligible Recipient: _____

Person Completing Form: _____

Contact Information: _____

Section II

Directions: Please complete the table below.

Check if opportunity is offered to students	Work-Based Learning Model	Number of students involved
<input type="checkbox"/>	Apprenticeship	
<input type="checkbox"/>	Business/industry field trips	
<input type="checkbox"/>	Career fair	
<input type="checkbox"/>	Career related speakers	
<input type="checkbox"/>	Cooperative Work Education (CWE)	
<input type="checkbox"/>	Job placement assistance	
<input type="checkbox"/>	Job shadow	
<input type="checkbox"/>	Paid internships	
<input type="checkbox"/>	School based enterprises	
<input type="checkbox"/>	Service learning	
<input type="checkbox"/>	Simulated work experiences	
<input type="checkbox"/>	Supervised agriculture experiences	
<input type="checkbox"/>	Supervised entrepreneurial experiences	
<input type="checkbox"/>	Unpaid Experiential Learning Program (UELPP)	
<input type="checkbox"/>	Industry Recognized Credentials	
<input type="checkbox"/>	Other, please list:	

Section III

Directions: In the space provided, please give a brief explanation about the work-based learning programs at the school or college. What are the objectives and goals? How do you evaluate the program? What were the successes? What are the areas that need improvement? What areas do you require assistance?

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Appendix B: Stakeholder Meeting Documentation

The CSDE created the following Stakeholder Meeting Documentation Template for the Comprehensive Local Needs Assessment to assist eligible recipients in organizing their stakeholder engagement process. This document is required for the CSDE Local Application, Comprehensive Local Needs Assessment and Perkins V Program Compliance Review.

Meeting Location:	
Meeting Date:	

Stakeholder Name:	Role:	Organization/Title:	Contact:

Meeting Details:

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

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

Section 134(c) of Perkins V outlines specific requirements regarding the Comprehensive Local Needs Assessment. To support this process, include S.M.A.R.T. Goals for each strategy listed in the plan, for guidance refer to the next page. This document is required for the CSDE Local Application, Comprehensive Local Needs Assessment and Perkins V Program Compliance Review.

Actionable Plan: (copy and paste for additional topics)

Actionable Plan Topic:	Strategies
Vision statement	
Top priorities	
Areas of strength/needed improvement	
Performance indicator needs	
Workforce partnership	
Professional learning	
Staff recruitment/retainment	

S.M.A.R.T. goals help you identify if what you want to achieve is realistic and determines a deadline. (copy and paste table for additional goals)

Initial Goal (Goal you want to achieve)
Specific (What do you want to accomplish and when? Why is this a goal?)
Measurable (How can you measure progress, impact or success? What data will be used to measure this?)
Attainable (Targeted objectives are doable and realistic)
Relevant (Why am I setting this goal? Is it aligned with overall objectives?)
Time frame (When will it be accomplished or measured to determine impact?)
Revised Goal in S.M.A.R.T. format

Appendix D: Performance Data Overview Template

The CSDE created the following template to assist eligible recipients in organizing their student data. This information is required for the Perkins V Local Application, Comprehensive Local Needs Assessment, and Perkins V Program Compliance Review.

Totals, Male, Female, Special Populations, Race and Ethnic Diversity	1S1 Four year graduation rate Year 1	1S1 Four year graduation rate Year 2	1S1 Four year graduation rate Year 3	Trend	2S1 Reading/Language arts proficiency Year 1	2S1 Reading/Language arts proficiency Year 2	2S1 Reading/Language arts proficiency Year 3	Trend	2S2 Mathematics proficiency Year 1	2S2 Mathematics proficiency Year 2	2S2 Mathematics proficiency Year 3	Trend	2S3 Science proficiency Year 1	2S3 Science proficiency Year 2	2S3 Science proficiency Year 3	Trend	3S1 Post-secondary placement Year 1	3S1 Post-secondary placement Year 2	3S1 Post-secondary placement Year 3	Trend	4S1 Nontraditional enrollment Year 1	4S1 Nontraditional enrollment Year 2	4S1 Nontraditional enrollment Year 3	Trend	5S3 Work-based learning participant Year 1	5S3 Work-based learning participant Year 2	5S3 Work-based learning participant Year 3	Trend
Totals																												
Male																												
Female																												
English Learners																												
Homeless individuals																												
Youth in or aged out of foster care																												
Economically disadvantaged																												
Individuals with disabilities																												
Individuals out of the workforce																												
Single parents, including pregnant students																												
Students in nontraditional fields																												
Youth with parents in the armed forces																												

African American/Black																											
American Indian/Alaska Native																											
Asian																											
Caucasian/White																											
Hispanic/Latino																											
Native Hawaiian or other Pacific Islander																											
Two or more races																											

Appendix E: Special Populations and Equal Access Question Template

The CSDE created the following Special Populations and Equal Access Question Template based on responses provided in the local application. This document is required for the CSDE Local Recipient Perkins V Program Compliance Review. Perkins V focuses on equal access to high-quality CTE courses for all students and increasing employment opportunities for chronically unemployed or underemployed populations. In Perkins V, these populations are entitled “special populations” and include the following:

- individuals with disabilities;
- individuals from economically disadvantaged families, including low-income youth and adults;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- out-of-workforce individuals;
- English learners;
- homeless individuals;
- youth who are in, or have aged out of, the foster care system; and
- youth with a parent who is a member of the armed forces and is on active duty.

List how your district/community college expanded opportunities for special populations to access both challenging academic courses and quality career and technical programs.
List the ways in which your district/community college provided students, including members of special populations, opportunities to learn about CTE course offerings, pathways and programs of study.
The Federal government highlights six types of barriers that can impede equitable access of participation: gender, race, national origin, color, disability, or age. List the steps your district/community college implemented to overcome these barriers and ensured equitable access to, and participation in, the Perkins V funded CTE program for students, teachers, and other program beneficiaries with special needs. Refer to General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005) verify this I for some examples of how an applicant might satisfy this Federal requirement.
List how your district/community college ensured that members of special populations were not discriminated against on the basis of their status as members of special populations.

Appendix F: Financial Review Form

GRANTEE NAME:				
GRANT PERIOD:			AUTHORIZED AMOUNT:	
OBJECT CODE	DESCRIPTIONS	APPROVED BUDGET	DESCRIPTION OF ACTUAL EXPENDITURE CHANGES	ACTUAL FINAL BUDGET
111A	NON-INSTRUCTIONAL			
111B	INSTRUCTIONAL			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
320	PROFESSIONAL EDUCATION SERVICES			
322	IN SERVICE			
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES			
510	STUDENT TRANSPORTATION			
580	TRAVEL			
600	SUPPLIES			
700	PROPERTY			
917	INDIRECT COSTS			
	TOTAL			

If your institution did not expend all grant funds, please provide reason(s) for returning money to the Connecticut State Department of Education below:

Business/Fiscal Manager Signature: _____ Date: _____