

# Consolidated Annual Report, Program Year 2013 - 2014 Connecticut

## Step 3: Use of Funds: Part A

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**1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?**

Yes

The Connecticut Statewide CTE Assessment of the Connecticut State Department of Education is a comprehensive online testing system with required participation from all secondary schools that receive funding/benefits from the Perkins Grant.

1. During the 2013-14 year, CTE teacher and business/industry professionals were convened in all 21 areas of concentration to review the newly released national standards, subsequently revised the Connecticut State Performance Standards and Competencies. Perkins funds from our leadership (professional development) budget category were used to coordinate each of these "PS&C Revision" meetings. The result was the 2015 Connecticut PS&C document that is the instructional competency foundation for the Connecticut CTE Statewide Assessment.

2. During this year, CTE teacher committees were reconvened to review the newly developed "Sample Items" for all 21 areas of concentration that is based on the new 2015 Connecticut PS&C. These sample items for each area representing approximately 40% of all required CTE instructed competencies provide teachers with all variation of test items, including the contextual application of Common Core State Standards for reading and mathematics. The final "sample item" package is made available online to all schools and CTE teachers.

**2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?**

No

# Consolidated Annual Report, Program Year 2013 - 2014 Connecticut

## Step 3: Use of Funds: Part B

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### 1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

All secondary schools receiving Perkins/benefits must test their concentrators in the Connecticut Statewide CTE Assessment. This comprehensive online assessment was administered to all schools during a five week CTE testing window from April 28, 2014 through May 30, 2014.

2014 marked the 14th consecutive year that the State Department of Education has implemented the Connecticut Statewide CTE Assessment. The foundation of the Statewide CTE Assessment are the National Standards for CTE that are developed and revised approximately every 3 years. These national standards are reviewed by our Connecticut CTE Teacher and industry committees. From these meetings, we have developed the Connecticut State Performance Standards and Competencies that is the mandated instructional competency document required of all secondary schools receiving Perkins funds/benefits.

The Connecticut CTE Assessment system tests in an online format 20 areas of concentration, representing the largest areas of CTE enrollment across the state. All competencies in each area of concentration are assessed in the 90 minute on line test. Additionally, as per Connecticut educational priority 25% of the tested items are contextually applied to the Common Core State Standards (CCSS) for reading and mathematics. In 2015 that percentage of CTE/CCSS items will be increased to 40% of all of the 21 tested areas of concentration.

In Connecticut's comprehensive approach to CTE assessment, 2014 marked the final year for version VIII of the statewide CTE assessment. We proceed to the implementation of Version IX in 2015, reflecting the revision of our State Performance Standards and Competencies after the national CTE standards were revised.

The 2014 data from the statewide assessment demonstrates continuous improvement in Connecticut on skill proficiency for "concentrators" on both the CTE and academic standards. In 2014, 10,999 concentrators were tested from 134 secondary schools. This represents the highest number of concentrators in the 14 years of the statewide CTE assessment), a 4.2% increase in the number of concentrators from 2013. Most importantly, Connecticut exceeded its 2014 federally negotiated skill proficiency goal of 47.50%. In 2014 52.14% of Connecticut secondary school students (concentrators) met, or exceeded the 65% threshold score.

The 2014 Connecticut Statewide CTE Assessment score reports represented some significant gains in the number of concentrators and the improvement of concentrator scores, specifically in the area of technology education where the statewide statistics has been lowered that the other CTE program areas. Here is the data on the Connecticut areas of concentration and the 2014 mean score for each.

Area of Concentration	Total Concentrators	Mean Score
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**3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?**

The Connecticut State Department of Education - CTE Unit designed a package of statewide professional development in 2013-14 that provided leadership, guidance and innovation to those CTE goals relative to measured improvement. The following professional development activities were planned and implemented on a statewide basis:

**STUDENT SUCCESS PLANS: CREATING SUCCESS LEARNING ENVIRONMENTS** - This conference held in October, 2013 targeted for both secondary and post-secondary educators as Connecticut's focus on "individualized learning" continues to evolve. Shane Lopez, Gallup Senior Scientist and author of Making Hope Happen in Your School, was the keynote speaker and follow-up workshop leader. His presentation focused on the links between student hope, development, academic success and the overall well-being of each student. Additional speakers included Digital Learning Consultant, Kathleen McClaskey, who offered the presentation "Culture Shift: Personalize Learning for Every Learner." The conference workshops included: 1) Student Success Plans in Middle School; 2) How to Find Success in the Student Success Plans; 3) "How to Guide and Support Your Students to Nontraditional Careers, and Planning for Success".

**CONNECTICUT STATEWIDE CTE ASSESSMENT - 9 REGIONAL WORKSHOPS** The Connecticut Statewide CTE Assessment is a mandated assessment for all schools receiving funds/services/benefits from the Perkins Grant. Due to the large number of schools (134) that participate in the assessment, regional professional development workshops are run for district/school administrators and CTE teachers to interactively brief them on the yearly improvements we make in this comprehensive online Connecticut CTE assessment. These nine workshop were run throughout the month of March, 2014.

Each regional workshop includes instruction/training in the following topics:

- 1) The Principal's Manual - A CTE assessment manual is provided for secondary principals that covers each step of the CTE assessment process, including the data required for participation in the assessment and the resulting function and potential of the school and individual score reports from the CTE assessment;
- 2) Identification of Concentrators in the School - Given the requirement of instructed competencies, leading to concentration, each workshop participant is provided with the variations/options in ensuring that all students who are identified as concentrators have received instruction in all competencies of an area of concentration.
- 3) Proctor Guide - Each year the Connecticut Statewide CTE Assessment Proctor Guide is revised to reflect the improvements made in the testing process. The proctor guide portion of the workshop provides training in the procedures to be followed in entering all required identifiers and data on each student concentrator. The preparation and use of technology is provided for the smooth, efficient implementation of the 90 minute testing period for all areas of concentration. Included in this portion of the workshop are the testing tools built into the Connecticut system that allow for the most efficient use of student time in completing the test.
- 4) Sample Items - Each year, sample test items are developed for each area of concentration representing three critical aspects for IMPROVEMENT. The sample items for each area focus on the lowest performing competencies from the data from the previous year's statewide CTE assessment. Second, the sample items provide each variation or manifestation of item presentation so that teachers may use these sample items for the development of their own incremental formative assessments. Finally, the sample items include the contextual application of the Common Core State Standards for reading and math.
- 5) School Final Briefing Sessions - One of the key components of any testing system is the preparation of students to embrace the actual test. This phase of the workshop provides successful variations for the approach to the CTE assessment by schools across Connecticut to maximize student performance.
- 6) TOOL BOX, SCORE REPORTS & STATE RANKINGS - This final part of the workshop shows the information and materials that are available in the online CTE Assessment Tool Box. Additionally, participants are shown samples of the three score reports that will be available to each school within 48 hours after the completion of all concentrators. These score reports include a) school summary of concentrators by performance standard; b) student concentrator score report by individual competency; and c) summary of Common Core State Standards for reading and math for each concentrator on the Connecticut Statewide CTE Assessment.

**CAREER & TECHNICAL EDUCATION - MOVING FORWARD IN CHANGING TIMES** - Offered in November, 2013 this conference was designed to provide a carefully articulated presentation of the current status and philosophical direction of CTE in Connecticut. A focus of the conference was the Connecticut legislated mandate for educator evaluation, specific to the complex and vast CTE elective course offerings in the comprehensive secondary schools of the State. The metrics of CTE teacher evaluation were presented with the options and potentialities of utilizing student scores from the Connecticut Statewide CTE Assessment in the evaluation process. Five additional seminars were offered including: 1) Common Core State Standards Best Practices (CTE); 2) Student Learning Objectives (SLO) Revisions; 3) STEM in CTE; 4) Google Apps for Education; 5) Technology Tools for CTE.

**TEACHING FINANCIAL FITNESS** - Offered in April, 2014, this professional development function focused on the need and process of teaching financial literacy for all students. The keynote speaker was Brian Page, national recognized educator in financial literacy. The name of his presentation was "Bridging Learning to Behavior" The complimentary workshops included 1) Personal Finance; 2) Finance Online; 3) Personal Finance as a Graduation".

**STEM in VOCATIONAL AGRICULTURE** - Attracting educators from all of Connecticut's regional agriculture centers, the professional development day examined the methods by which STEM philosophy, supporting science, technology, engineering, and math encourage teaching and learning that is driven by problem-solving, discovery, and requires students to be more actively engaged. This workshop was administered in April and March, 2014.

**THE ROLE OF CONFERENCING IN THE STUDENT SUCCESS PLAN** - This workshop held in May, 2014 explored how one-on-one and group academic conferencing can be made more effective, offering strategies that support students in engaging with the Student Success Plan while building student skills that impact the culture of school readiness.

**PERKINS 101** - This half day workshop was directed at school district CTE administrators and designed to full explain all required components of the Carl D. Perkins grant process. Given the almost 30% annual turn over of CTE school district CTE administrators, it was necessary to provide this training to new administrators as well as veterans who require clarity in the required aspects of the grant. Included in this workshop was a review of the Connecticut Perkins Innovation Grant, the local district Perkins grant application, the Connecticut CTE Continuous Improvement Plan (CIP), the program compliance review (PCR) process, and the procedure of entering school data on the ED400, and maintaining records so that proper reporting to the State Department of Education is accurate and sustainable.

**COMMON CORE STATE STANDARDS (CCSS), MATH STANDARDS** - Offered twice in May and June, 2014, these professional development workshops provided an introduction to, and an overview of CCSS and instructional practices. CTE teachers were engaged in actual learning tasks designed to deepen their understanding of the common core math standards, contextually applied into their CTE instructed competencies. The redesign of daily lessons was examined and the process of bringing these math common core standards into use on a sequential basis in all CTE courses.

**4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?**

Collaborating with the Connecticut Women's Education & Legal Fund, Inc.,(CWELF), including providing \$20,000 of Perkins funds for services in the improvement of non-traditional fields of employment, the following package of professional development, and college and career readiness student activities were planned and implemented during the 2013-14 school year.

1. **STEM EXPO 1** - This event was a two-day event held at Gateway Community College in New Haven designed for students and teachers from East Haven, Middletown and New Haven secondary schools. This function included a college and career fair with participation from Alexion Pharmaceuticals, Anchor Science, USDA Animal & Plant Health Inspection Service, Connecticut Business & Industry Association, UIL Holdings Corp., and the Wesleyan Women in Science organization.

2. **STEM EXPO 2** - This second STEM event was held at Central Connecticut State University for teachers and students from Hartford, Plainville, East Hartford, and secondary schools from CREC, a consortium of Hartford based magnet schools. The hands-on workshops and presentations for students included simulations from the Connecticut Center for Advanced Technology, The Computer Company, the Employment Information Center (EEIC), Goodwin College, Next Generation of Manufacturing, United Healthcare, and the Women Invigorating Sciences Hope organization.

3. In a coordinated effort, the CWEALF and State Department of Education conducted a needs assessment of secondary and post-secondary education in the Eastern Region of Connecticut to determine the types of technical assistance and improved strategies were necessary for awareness and focused action for awareness of non-traditional professions for gender specific populations. The survey focus included: a) Utilization of data relative to challenges that face participating schools districts and; b) Completion of surveys and interviews of stakeholders to map workforce development activities, education assets and technical assistance options.

4. The following key meetings and training events were held to strength an action plan for activities that will address the preparation of students for non-traditional fields in current and emerging professions:

a) Middletown High School (one of the top performing CTE schools in Connecticut) teachers met with members of the CWEALF staff to articulate strategies that will be utilized to recruit and retain students in CTE classes that are non-traditional by gender.

b) The superintendent and assistant superintend of schools of the East Hartford public schools met with CWEALF staffers to detail the the strategies needed for recruiting female students into STEM and nontraditional CTE classes.

c) Staff members from the Vocational Equity Research and Evaluation Center (VERTEC) were brought together with representatives from Connecticut's chapter of the American Association of University Women to plan and implement the first TECH SAVVY conference for female students, parents, and teachers at Central Connecticut State University. One again, there was a focus on STEM professions that included seminars from Role Models Matters by Techbridge and a panel presentation by successful women in STEM professionals. Among the 18 hands-on workshops that were offered were: Technology Road Show for Medical Devices, Airplace Design, Manufacturing Madness, Physics is Phun, CSI: Tech Savvy, Business Genius, Smart Girls Finish Rich, Be That Engineer - Sink or Swim, and Financial Preparedness.

5. MEN FOR NON-TRADITIONAL PROFESSIONS - On January 30, 2014 a round table conference was held for male secondary students at Capital Community College to discuss the opportunities and access for professions in non-traditional professions. Professionals from a wide range of new and emerging occupations and college majors were in attendance along with current four-year college students to detail the work and challenges required to pursue careers in these professions.

6. STUDENT SUCCESS PLAN CONFERENCE - On October 9, 2013 in Southbury, CWEALF staffers presented a workshop, entitled, "How to Guide and Support Your Students to Nontraditional Careers". This workshop for CTE teachers and guidance counselors provided participants with a variety of materials and resources.

7. THE CONNECTICUT LEARNS AND WORKS CONFERENCE - At this conference on May 16, 2013, Dr. Mary Arico of Hartford presented the workshop entitled, "Women in STEM: from middle school to the workplace". This seminar addressed the conclusions drawn from current data on the enrollment and relative achievement of female students in STEM courses. The presentation included discussion with participants on the best practices designed to support female students at all levels of the education process.

#### **5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?**

During the 2013-14 school, the Connecticut State Department of Education required all secondary schools receiving Perkins funds to provide equal and fair access to all CTE courses for all students, including all special populations groups. As per protocol, Connecticut requires that information on CTE courses and program offerings are fully communicated to students and their parents/guardians with sufficient advance notice to make the elective course decision making process more effective in crafting a student centered learning plan. The following strategies are implemented by the CTE Unit of the State Department of Education for Special Populations:

Perkins fund usage is encouraged for all schools to provide equal access for all CTE course offerings. Among the uses of Perkins funds for 2013-14 for special populations student included equipment, supplies, teacher aides, tutors and school-based enterprises.

Increasing membership and participation for special population students in the Connecticut state associations for CTSO's including Skills/USA, DECA, FBLA, FFA, FCCLA, HOSA and TSA. Additionally, special accommodations are provided by the organizations so that special populations students may fully participate in the competitive events of each CTSO.

Here is the enrollment data for special populations students in CTE courses for Connecticut in 2013-14:

ESEA/IDEA	15,348
Economically Disadvantaged	34,778
Single Parents	1,228
Limited English Proficient	4,413

Special Populations Concentrators (Connecticut Statewide CTE Assessment) – The Connecticut State Department of Education requires that all students who reach the threshold/definition of a CTE concentrator MUST be tested in the Connecticut Statewide CTE Assessment.

## 6. During the reporting year, how did your state offer technical assistance for eligible recipients?

The Connecticut State Department of Education - CTE Unit aggressively provides technical assistance to local school districts with the following strategies as a focal point:

1. Program Compliance Review process - Viewing the PCR as a focused opportunity to review various data streams in terms of CTE course enrollment, identification of concentrators, resulting impacts of Perkins fund usage, academic integration (Common Core State Standards), Career and Technical Student Organization integration, equal and fair access of all CTE courses, special populations enrollment and performance, and the functions of school guidance staff in all aspects of CTE growth and development, the PCR is an important component of technical assistance.
2. Focus on Urban schools - The Connecticut State Department of Education - CTE Unit are committed to improving the quality of teaching and learning in some of our most challenged schools, specifically our urban school districts. During the 2013-14 school year technical assistance workshops and curriculum review professional development activities were conducted by SDE-CTE Unit staff in New Haven, Hartford, Waterbury, and Bridgeport.
3. CTE Teacher Evaluation/Accountability - Public Act 12-116, passed by the CT legislature in the spring of 2012, established the framework for a new evaluation and support system for Connecticut educators, including all CTE educators. It calls for evaluation to be a collaborative process to ensure that evaluation is a process in which teachers are active participants and not merely the recipients of an evaluator's review and rating.

In June, 2012, the State Board of Education approved new draft guidelines for educator evaluation and support, and developed a state model for evaluation.

During the 2012-2013 school year, school districts revised or redesign their educator evaluation and support plans based on the draft guidelines, and implemented their revised plans in the 2013-2014 school year. Many districts that choose to implement the state-developed system for educator evaluation and development (SEED) plan in lieu of one of their own design.

As a result of Public Act 12-116, the CTE Unit of the State Department of Education focused the 2013 Connecticut CTE State Conference on workshops and seminars designed to fully explore the components of the statewide teacher evaluation system and its application to all CTE teachers. Administrators and CTE teachers attended this sold-out conference on November 12, 2013 that provided training for the development of administrator/teacher designed Student Learning Objectives (SLO) that are a major component in the teacher evaluation systems of the schools.

CTE EVIDENCE GUIDES - As a necessary follow-up to the CTE teacher evaluation focus of 2013, the 2014 State CTE Conference for educators, held on October 28, 2014, was designed to provide training and hands-on participation in the design of "evidence guides", carefully crafted observable steps and competencies that CTE teachers must demonstrate in a CTE course period during a CTE teacher evaluation period in from of an administrator who may have no expertise in CTE. The evidence guides are incrementally designed and written so an administrator has a rubric for ascending levels of performance including sub-proficiency, proficient, and exemplary. The evidence guides developed at this conference are a foundation for future summer workshops on new designs on CTE teacher evaluation instruments that are state-of-the-art.

4. Common Core State Standards (CCSS) - The integration of academic Common Core State Standards (CCSS) for mathematics and language arts into all CTE courses is one of the primary goals of the Connecticut State Department of Education - CTE unit. Therefore, the training of CTE teachers to contextually apply mathematics and language arts competencies into CTE instruction is a significant task. Technical assistance is made available for all school districts, provided by all CTE unit members throughout the year to assist CTE teachers design and implement strategies for the contextual application of math and reading standards and to create incremental formative assessments for their CTE courses. During the 2013-14 school year technical assistance was provided on the CCSS in Agriculture Science, Family and Consumer Sciences, Business & Finance, Medical Careers, Technology Education and Marketing Education.

5. Connecticut Statewide CTE Assessment - During the 2013-14 school year ten (10) regional training sessions were provided for all secondary schools in Connecticut to assist them in preparing for the 2014 Connecticut Statewide CTE Assessment. With the emphasis on improving teaching and learning through the use available data and the appropriate use of extensive score reports provided to each school, teacher and student concentrator, the training sessions focused training on the use of technology and a more fluid process for curriculum revision.

## 7. Serving individuals in state institutions

### Part I: State Correctional Institutions

#### Amount of Perkins funds used for CTE programs in state correctional institutions:

3286

#### Number of students participating in Perkins CTE programs in state correctional institutions:

15000

#### Describe the CTE services and activities carried out in state correctional institutions.

The mission of USD #1 is to provide quality education programs for incarcerated individuals so that they can make a successful transition to society. Academic knowledge, vocational competencies, use of technology and life skills integrated with technology are offered to students in a positive environment to foster life-long learning, multicultural awareness.

Academic and vocational training is provided to inmates through a variety of programs flexible enough to accommodate a variety of learning styles. Development of the learner's ability to reason and to know where to seek information through the use of technology and traditional means is considered to be as essential as the mastery of facts.

All professional staff is highly qualified and state certified as required through the Connecticut State Department of Education. On a yearly basis approximately 40% of the inmate population attends some form of educational programming. Daily enrollment is approximately 2,500 students. Participation in 2013-14 in vocational (CTE) programs was approximately 900 students.

Alternative high school programs such as the External Diploma Program (EDP) and high school completion, vocational education, post-secondary education and enrichment classes, including transition and parenting skills are also offered to eligible students. A comprehensive 21-day Re-entry curriculum is provided in some of our facilities to assist students with their transition back to the community.

Through our vocational classes with support of the Carl D. Perkins grant provided by the Connecticut State Department of Education, incarcerated students earn Connecticut vocational (career & technical education) certificates in:

Auto Body Technology,

Building Maintenance,

Carpentry,

Computer Repair,

Cosmetology,

Drafting CAD/CAM,

Graphics and Printing Technology, and

Culinary Arts.

Career and technical education opportunities at individual correctional institutions include:

Bergin Correctional Institution (Storrs) – The Horticulture Farming Project has been most successful generating large amounts of produce for the inmate kitchen and for donation to local soup kitchens.

Enfield Correctional Institution (Enfield) – The Agriculture program harvested almost 20,000 pounds of fruits and vegetables to supplement inmate meals. Additionally, hundreds of pounds of vegetables were donated because of the CTE student work to charitable organizations including the senior center, food shelf, and local homeless shelter.

WILLARD-CYBULSKI CORRECTIONAL INSTITUTION (Enfield) – The VOC-ED Horticulture Program committed to educating their prison population relative to the occupational potential and joys of gardening. In 2013-14 new fields were plowed to harvest potatoes as well as vegetables and herbs. Basic computer repair skills are offered to inmates at the Willard site.

CHESHIRE CORRECTIONAL INSTITUTION (Cheshire) – The Vocational Education (CTE) programs that are offered include: Commercial Cleaning, Business Education, Wheel Chair Repair, Carpentry and Computer Repair. There are other CTE training opportunities made available through the system wide Correctional Enterprises of Connecticut program that include the market shop (license plates), plastic bag shop, and the graphic arts shop (sign shop).

## **Part II: State Institutions Serving Individuals with Disabilities**

**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

0

**Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:**

0

**Describe the CTE services and activities carried out in institutions serving individuals with disabilities.**

Although no Perkins are allocated to institutions exclusively for individuals with disabilities, the Connecticut State Department of Education requires that all students, regardless of special population designation are given access to all CTE courses.

During the 2013-14 school, the Connecticut State Department of Education required all secondary schools receiving Perkins funds to provide equal and fair access to all CTE courses for all students, including all special populations groups. As per protocol, Connecticut requires that information on CTE courses and program offerings are fully communicated to students and their parents/guardians with sufficient advance notice to make the elective course decision making process more effective in crafting a student centered learning plan. The following strategies are implemented by the CTE Unit of the State Department of Education for Special Populations:

Perkins fund usage is encouraged for all schools to provide equal access for all CTE course offerings. Among the uses of Perkins funds for 2013-14 for special populations student included equipment, supplies, teacher aides, tutors and school-based enterprises.

Increasing membership and participation for special population students in the Connecticut state associations for CTSO's including Skills/USA, DECA, FBLA, FFA, FCCLA, HOSA and TSA. Additionally, special accommodations are provided by the organizations so that special populations students may fully participate in the competitive events of each CTSO.

Here is the enrollment data for special populations students in CTE courses for Connecticut in 2013-14:

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Special Populations Concentrators (Connecticut Statewide CTE Assessment) – The Connecticut State Department of Education requires that all students who reach the threshold/definition of a CTE concentrator MUST be tested in the Connecticut Statewide CTE Assessment.

**8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?**

No

**9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?**

Yes

The Connecticut State Department of Education - CTE Unit funded secondary schools for area of concentrations, courses and professional development for Family and Consumer Sciences. Approximately 350 different course titles in Family and Consumer Sciences were offered by Connecticut secondary schools in 2013-14, making it one of the top three CTE program areas in Connecticut secondary schools.

Perkins funds are used for Family and Consumer Sciences (FCS) for statewide professional development, the salary of the state consultant (supervisor), and the stipend for the FCCLA (the career and technical education student organization) State Advisor.

Family & Consumer Sciences Professional Development ServSafe - This professional development activities was held on June 27, 2014 with statewide FCS teacher participation. This one - day conference provided training and certification in ServSafe practices. Topics included food handling, food safety, pest control ad sanitary practices. Two different tests for certification were offered at the end of the session. One of the tests was for managers/supervisors of culinary arts programs. The second was for teachers who wished to become ServSafe certified instructors.

Local school district Perkins fund grant applications may include the requests for Family and Consumer Sciences areas of concentration and courses. Supplies, equipment, FCS teacher travel and professional development are approval uses of Perkins funds in the program area of Family and Consumer Sciences.

During the 2013-14 school year the three areas of concentration of the Family and Consumer Sciences program area represented the second highest number of total concentrators and the top two areas of concentration in the number of concentrations of the any of the program areas as evidenced in the chart below:

Family and Consumer Sciences Areas of Concentration:		Areas of
Concentration	Number of Concentrators	
Nutrition, Food Production	1305	Early
Childhood Education	1188	Textiles & Design
123		2616
	TOTAL	
Total CTE Program areas comparison:		Technology
Education (5 areas)	3044	
Family & Consumer Sciences (3 areas)	2616	
Business & Finance Education (4 areas)	2537	
Medical Careers (2 areas)	1119	
Marketing Education (1 area)	860	
Agriculture Science Education (5 areas)	571	

**10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?**

Yes

The Connecticut State Department of Education's commitment to improving teaching and learning in career and technical education allocated \$294,657.00 in 2013-14 for CTE Innovation grants. The State Department of Education – CTE unit issued opportunities for secondary school, competitive innovation grants in the general categories of STEM; Family and Consumer Science; Business and Finance Education, specific to E-Commerce; and career development, specific the Connecticut student success plan.

The following school districts were awarded Perkins CTE Innovation grants for the 2013-14:

1. Thompson Public Schools: Development of social, emotional and physical development practices for the student success plan through CTE courses. \$39,000.00
2. West Hartford Public Schools: Innovation project designed to provide experiential learning opportunities in E-commerce, social media and mobile devices for CTE in the two comprehensive secondary schools. \$39,915.00
3. Windsor Public Schools: Innovation project designed to provide experiential learning opportunities in E-commerce, social media and mobile devices for CTE in the two comprehensive secondary schools. \$38,670
4. Seymour Public Schools: Development of the STEM CTE program in rapid/direct digital manufacturing. \$18,999
5. Colchester Public Schools: Development of the STEM CTE program in rapid/direct digital manufacturing. \$19,000.00
6. Windsor Public Schools: Development of the STEM CTE program in rapid/direct digital manufacturing. \$19,000.00
7. Vernon Public Schools: Development of the STEM CTE program in rapid/direct digital manufacturing. \$12,073.00
8. Danbury Public Schools: Development of the STEM CTE program in rapid/direct digital manufacturing. \$19,000.00
9. Simsbury Public Schools: Family and consumer science innovation project focused on "embracing issues and strategies in aging". \$21,000.00
10. Meriden Public Schools: Innovative project for secondary schools on enhancements to early childhood education programs. \$20,000.00
11. Coventry Public Schools: Innovative project for secondary schools on enhancements to early childhood education programs. \$20,000.00
12. Tolland Public Schools: Innovation project designed to provide experiential learning opportunities in E-commerce, social media and mobile devices for CTE in the two comprehensive secondary schools. \$28,000.00

**11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

No

**13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?**

No

# Consolidated Annual Report, Program Year 2013 - 2014 Connecticut

## Step 3: Use of Funds: Part C

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### 1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

The Common Core State Standards,(CCSS) adopted by Connecticut's State Board of Education in 2010, provide teachers, students and families with expectations and explanations of what students should know and be able to do at each grade level. These clearer, fewer and higher standards are designed to prepare students to meet the demands of 21st Century careers and the challenges of college. Career and Technical Education (CTE) was at the forefront of the planning for the full implementation of the CCSS in Connecticut since 2010.

The Common Core State Standards (CCSS) are a set of academic standards in mathematics and English language arts/literacy that are grounded in evidence and designed to ensure that all students have the academic knowledge and skills they need in these core subjects to succeed after high school. The CCSS were developed in a state-led process under the leadership of governors and chief state school officers with participation from 48 states. The process included the involvement of state departments of education, districts, teachers, community leaders, experts in a wide array of fields, and professional educator organizations.

In English language arts/literacy, students will be exposed to a balance of literary and informational texts to build a growing base of knowledge and will be expected to cite evidence from within the texts in order to answer questions and develop written or verbal responses. Students will also be expected to develop facility with academic language and read texts that increase in complexity as they progress so that all students are ready for the demands of college- and career-level reading no later than the end of high school.

Focus and coherence are the two major evidence-based design principles of the Common Core State Standards for Mathematics. These principles are meant to fuel greater achievement in a deep and rigorous curriculum, one in which students acquire conceptual understanding, procedural skill and fluency, and the ability to apply mathematics to solve problems.

The Connecticut State Department of Education – CTE Unit that planned and implemented yearly increases in strategies and statewide CTE initiatives to increase the integration of academic competencies into CTE instruction since the advent of the Perkins legislation in 1998, moved rapidly to become the first state to fully incorporate the CCSS into the Connecticut Statewide CTE Assessment in 2011.

The integration of academic Common Core State Standards (CCSS) for mathematics and language arts into all CTE courses is one of the primary goals of the Connecticut State Department of Education - CTE unit. Therefore, the training of CTE teachers to contextually apply mathematics and language arts competencies into CTE instruction is a significant task. Technical assistance is made available for all school districts, provided by all CTE unit members throughout the year to assist CTE teachers design and implement strategies for the contextual application of math and reading standards and to create incremental formative assessments for their CTE courses. During the 2013-14 school year technical assistance was provided on the CCSS in Agriculture Science, Family and Consumer Sciences, Business & Finance, Medical Careers, Technology Education and Marketing Education.

Recognizing the need to more fully train CTE teachers in the potential of CTE contextualization of the CCSS for mathematics and reading, professional development provided by the SDE – CTE Unit staff members almost during the 2013-14 school year with specific attention paid to those CTE teachers in the urban schools districts. Technical assistance was provided to individual local secondary schools, district-wide training sessions and through statewide CTE professional development activities.

As part of the annual planning for the Connecticut Statewide CTE Assessment, 25% of all items in the 2014 statewide assessment for student concentrators were the contextualize application of CCSS for math and reading into the Connecticut CTE competencies.

The following data is provided that illustrates the performance of concentrators in the 2014 Connecticut Statewide CTE Assessment, relative to the contextual application of the CCSS into the Connecticut CTE Performance Standards and Competencies:

2014 Connecticut Statewide CTE Assessment: 10,999 concentrators

CCSS Math Standards	percentage met/exceeded goal
CCM-01 Explain the meaning of a problem ...	55.14
CCM-02 Make sense of quantities ...	56.45
CCM-03 Interpret and use state assumptions ...	55.33
CCM-04 Apply the mathematics learned ...	56.06
CCM-05 Consider the available tools ...	60.14
CCM-06 Communicate precisely to others ...	58.43
CCM-07 Examine mathematic problems ...	48.48
CCM-08 Determine if calculations are repeated ...	52.44
CCSS English Language Arts Standards	
CC-ELA-01 Cite specific text evidence	64.42
CC-ELA-02 Determine the central ideas or conclusions ...	63.95
CC-ELA-03 Follow precisely a complex multistep ...	63.21
CC-ELA-04 Determine the meaning of symbols ...	57.78
CC-ELA-05 Analyze text structures ...	66.27
CC-ELA-06 Analyze the author's purpose ...	68.72
CC-ELA-07 Integrate and evaluation multiple sources ...	64.49
CC-ELA-08 Evaluate the hypotheses, data ...	63.66
CC-ELA-09 Synthesis information from a range ...	72.14
CC-ELA-10 Read and comprehend science/technical ...	60.24

**2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.**

Institutions of higher education - The State Department of Education - CTE Unit encourages relations with 2-year and 4-year colleges that provide college credit for articulated courses by mutual agreement between the colleges and secondary schools representatives. The models of Tech Prep and College Career Pathways are used as foundation for planning the articulation of courses leading to college credit.

College Career Pathways (CCP), an early college initiative funded through Carl D. Perkins, is a partnership between a Connecticut community college or the University of Connecticut and high schools in their service area that offer college-level courses taught at the high school by high school teachers for academic and CTE college credit. Over 6,000 high school students participated in CCP during 2013-14.

In March 2014, the New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education adopted a new policy on dual enrollment programs in an effort to ensure consistent practices, teacher credentialing and program rigor among early college programs. The Connecticut Board of Regents asked community colleges with dual enrollment programs to comply with the new NEASC policy by beginning an accreditation process through the National Alliance of Concurrent Enrollment Partnerships (NACEP), the accrediting organization for concurrent enrollment programs. NACEP standards will assist programs in optimizing program quality and aligning with requirements of NEASC. As a first step in the process, NEASC is requiring colleges to select, supervise and evaluate all dual enrollment instructors, including CCP teachers in the high schools. Prior to this year, the local school district was solely responsible for ensuring that dual enrollment teachers were qualified to teach college-level courses. High school teachers will now need to meet the criteria that adjunct professors on the college campus are required to meet. Each college will decide on the faculty criteria based upon each program area.

Adult Education Providers - The Connecticut State Department of Education CTE Unit and the Adult Education Bureau participate in the process of aligning work-based programs with the State Department of Labor. Although no CTE Perkins funds are provided for adult education programs as they are state funded programs, statewide CTE professional development activities are open to state and local adult education staff members.

Revision of the Connecticut State Performance Standards and Competencies for Career and Technical Education - During the 2013-14 school year statewide revision committees were assembled to review the new national standards for the 21 areas of concentration. These committees included members of the private sector, secondary CTE teachers and post-secondary educators and representatives of the state CTE teacher organizations. Each one of the 21 area of concentration committees reviewed the national standards and through the process of unanimous consent established the 2015 Revision of the Connecticut State Performance Standards and Competencies, the governing document for all CTE assessment in Connecticut.

**3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?**

Yes

The Student Success Plan (SSP), articulated in Public Act No. 11-135, is an individualized student driven plan that will be developed to address every student's needs and interests to help every student stay connected in school and to achieve postsecondary educational and career goals. The SSP will begin in the 6th grade and continue through high school to provide the student support and assistance in setting goals for social, emotional, physical and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests. The Student Success Plan and supporting structures such as student portfolios and academic/personal records should be electronic and portable following the student from school to school and district to district.

As result of the SSP each and every guidance department of Connecticut's secondary schools has reviewed their CTE courses offerings and linked them their academic course package, providing a vastly improved approach to college and career guidance.

A number of school districts have utilized Perkins funds to develop a broad roll-out plan for the implementation of the Student Success Plan that includes all aspects of Career and Technical Education including curriculum revision, professional development, student organization utilization and improvement of skill attainment scores in the Connecticut Statewide CTE assessment.

**4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

No

**5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

No

**6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?**

Yes

The Connecticut State Department of Education fully supports the nationally recognized career and technical student organizations and their continued growth and development. Here are the strategies implemented by the CTE Unit of the State Department of Education.

Perkins Grant - As a requirement of the local school district grant application, every school secondary school must have at least one chapter or any of the following CTSO's: DECA, SkillsUSA, FCCLA, FFA, HOSA, FBLA and TSA. The chapter(s) of these local school CTSO's must have at least ten paid state and national members. Each Perkins grant recipient may allocate a maximum of \$1,500.00 of Perkins funds as a stipend for each CTSO chapter's advisor(s) the school has chartered with the national organizations. If the school has multiple advisors for a student organization, they may divide the stipend, but the total amount may not exceed \$1,500.00 per organization. As per federal Perkins legislation, no Perkins funds can be used for advisor or student travel to a competitive event CTSO conference.

State CTSO Advisors/Administrators - Connecticut does not employ any full-time State Department of Education staff members to administer CTSO's. Therefore, utilizing a small portion of Perkins leadership funds, a modest stipend is allocated to pay for the State CTSO advisors of DECA, FBLA, FFA, HOSA, FCCLA and HOSA. SkillsUSA is administered in a technical high school system wide model.

No Perkins funds are provided for any statewide CTSO conference or function.

**7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

Yes

As per our Perkins Grant process, we ask our school districts to design their local CTE courses on two basic building blocks. First, that the foundation package of instructed competencies are the newly revised Connecticut State Performance Standards and Competencies. Second, taking into consideration the limited capacity, facility and instructional time of elective courses, that all CTE courses are in Connecticut, we ask that local CTE course design reflect experience in, and understanding of, all aspects of an industry for which students may choose to enter.

With some exceptions, comprehensive secondary schools with their limitations of elective courses are not able to provide what is otherwise termed, occupational training. Therefore, our courses focus on the state performance standards and competencies and those manifestations of new and emerging industries that generally align with career pathways/cluster categories.

Innovation Grants - To provide opportunities for more intensive focused instruction with greater emphasis on experience in, and understanding of, all aspects of an industry for which students are preparing to enter the Perkins Innovation grants have been successfully implemented for 2013-14.

The Connecticut State Department of Education's commitment to improving teaching and learning in career and technical education allocated \$294,657.00 in 2013-14 for CTE Innovation grants. The State Department of Education – CTE unit issued opportunities for secondary school, competitive innovation grants in the general categories of STEM; Family and Consumer Science; Business and Finance Education, specific to E-Commerce; and career development, specific the Connecticut student success plan.

The following school districts were awarded Perkins CTE Innovation grants for the 2013-14:

1. Thompson Public Schools: Development of social, emotional and physical development practices for the student success plan through CTE courses. \$39,000.00

2. West Hartford Public Schools: Innovation project designed to provide experiential learning opportunities in E-commerce, social media and mobile devices for CTE in the two comprehensive secondary schools. \$39,915.00

3. Windsor Public Schools: Innovation project designed to provide experiential learning opportunities in E-commerce, social media and mobile devices for CTE in the two comprehensive secondary schools. \$38,670

4. Seymour Public Schools: Development of the STEM CTE program in rapid/direct digital manufacturing.  
\$18,999
5. Colchester Public Schools: Development of the STEM CTE program in rapid/direct digital manufacturing.  
\$19,000.00
6. Windsor Public Schools: Development of the STEM CTE program in rapid/direct digital manufacturing.  
\$19,000.00
7. Vernon Public Schools: Development of the STEM CTE program in rapid/direct digital manufacturing.  
\$12,073.00
8. Danbury Public Schools: Development of the STEM CTE program in rapid/direct digital manufacturing.  
\$19,000.00
9. Simsbury Public Schools: Family and consumer science innovation project focused on "embracing issues and strategies in aging". \$21,000.00
10. Meriden Public Schools: Innovative project for secondary schools on enhancements to early childhood education programs. \$20,000.00
11. Coventry Public Schools: Innovative project for secondary schools on enhancements to early childhood education programs. \$20,000.00
12. Tolland Public Schools: Innovation project designed to provide experiential learning opportunities in E-commerce, social media and mobile devices for CTE in the two comprehensive secondary schools. \$28,000.00

**8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

Yes

Since the 1977-78 school year, Connecticut has included in its package of career and technical education program offerings, Cooperative Work Education (CWE). As one of the seven general programs of CTE, secondary schools with CWE may use Perkins funds to improve teaching and learning. This program area provides opportunities for students to receive credit towards graduation in paid employment in a part-time, after school job. Students in CWE are enrolled in a classroom CWE course in addition to the employment phase with a curriculum based on the State Performance Standards and Competencies for CWE.

In 2014-15 as one of the seven general program areas of CTE in Connecticut, CWE held enrollment in twelve secondary schools, including Central High School (Bridgeport), Danbury High School, Derby High School, E.O. Smith High School (Storrs), Mark T. Sheehan High School (Wallingford), Nathan-Hale Ray High School (Moodus), Newtown High School, Pomperaug High School, Shelton High School, South Windsor High School, an

**9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

Yes

NEW CAREER ACADEMIES - The State Department of Education - CTE Unit has worked extensively with our urban school districts to assist them in planning and developing new CTE courses and career academies that focus increased teaching and learning time on specific career cluster areas that address local employment opportunities.

With the collaboration of the SDE - CTE Unit staff, and support of Perkins funds, the following urban secondary schools created new CTE course offerings and/or academies during the 2013-14 school year:

1. **NEW MEDICAL CAREERS ACADEMIES** - New academies in medical careers opened during the 2013-14 school that included: Waterbury Medical Careers Academy, New Britain CREC Medical Careers Academy, and Warren Harding High School (Bridgeport) Medical Careers Academy.
2. **RESIGNED BUSINESS & FINANCE TECHNOLOGY DEPARTMENTS** - The following schools utilized Perkins funds and the leadership of the SDE-CTE Unit staff members to redesign the overall business and finance technology philosophy with BFT new department course offerings and overall West Haven High School completed the new design for all Business & Finance Education that included the creation of courses in Personal Finance, Multimedia, E-Commerce, and Accounting II.
3. **PERSONAL FINANCE ON-LINE COURSE** - One of the important initiatives in Career and Technical Education in Connecticut in the last five years has been need for Personal Finance instruction for every student. To maximize instructional time with the limitations presently felt by need for additional certified CTE business and finance technology teachers in our secondary schools, the State Department of Education - CTE Unit initiated the creation of a Personal Finance ON LINE course. During the 2013-14 school year, five school districts received funding through the Perkins Innovation Grant that included Waterford, Brookfield, Ledyard, Meriden, and New Britain. To fully communicate with these secondary schools, administrators, teachers, students and parents, an Edmodo site and a Google site were created to provide all the information pertaining to the new on-line Personal Finance course. These sites included comprehensive information on the course, including weekly instructional schedules, course curriculum, course calendar, sample letters to students and parents. The course competencies are those contained in the newly revised (completely during the 2013-14 school year) Connecticut State Performance Standards and Competencies for CTE.
4. **NEW HAVEN SECONDARY SCHOOLS CTE REDESIGN** - The Connecticut State Department of Education - CTE Unit has collaborated with administrators and CTE teachers to redesign their CTE program. There are many innovations and alterations in the CTE offerings of New Haven, one of our largest urban centers. Here are the more significant innovations:

Wilbur Cross High School - A new Introduction to Business course has been introduced for freshmen and sophomore students with focus on those baseline competencies of the following areas of concentration: Computer Information Systems, Marketing Education, Personal Finance and Business Management. The CTE "Step Four" program has been renovated to include internships, independent study, a school based enterprise, the new Digital Media seminar course.

Hill Regional Career High School - An almost totally new configuration of CTE courses were introduced that completely align with the 2015 Connecticut State Performance Standards and Competencies. The newly revised or created courses include: Marketing Education I and II, Accounting I and II, Medical Careers Education with emphasis on MRT and EMT certifications; Advanced Computer Concepts, Hospitality and Tourism, and college level - Anatomy & Physiology,

Engineering, Science University Magnet School (ESUMS) - Conceptually developed and constructed during the 2012-13 and 2013-14 schools years, this magnet school includes students from New Haven and West Haven with a partnership with the University of New Haven. The CTE focus of this new magnet school is robotics, digital media and 3D modeling and animation. Additionally, the school plans to offer certifications during the 2014-15 school that include advanced robotics, Autodesk Inventor, and CISCO CCNA.

**CINNOVATION** The Connecticut State Department of Education's commitment to improving teaching and learning in career and technical education allocated \$294,657.00 in 2013-14 for CTE Innovation grants. The State Department of Education – CTE unit issued opportunities for secondary school, competitive innovation grants, creating **NEW COURSES** in the general categories of STEM; Family and Consumer Science; Business and Finance Education, specific to E-Commerce; and career development, specific the Connecticut student success plan.

The following school districts were awarded Perkins CTE Innovation grants for the 2013-14:

1. Thompson Public Schools: Development of social, emotional and physical development practices for the student success plan through CTE courses. \$39,000.00

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**10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?**

Yes

Although no Perkins go directly to any statewide activity expressly for the support of entrepreneurship, Perkins funds are allocated by secondary schools for the improvement of teaching and learning in CTE program areas/courses that address the performance standards and competencies indigenous to entrepreneurship. Here are the major initiatives to instruct and enhance entrepreneurship education.

Through the Business & Finance Technology, Marketing Education and Agriculture Science CTE program areas, entrepreneurship is an instructed performance standard with enhancement activities through the career and technical education student organizations of DECA, FBLA and FFA and were emphasized during the 2013-14 school year, with the highest participation rate in four years.

In marketing education, 9 secondary schools included E-Commerce as an elective course. In Business and Finance Technology Perkins Innovation grants were awarded for E-Commerce.

In the newly revised (2015) Connecticut CTE Performance Standards and Competencies, entrepreneurship performance standards/competencies are part of required instruction in Marketing Education, subsequently tested in Version IX of the Connecticut CTE Assessment.

With Connecticut's focus on entrepreneurship in all of the CTE areas, the following instructional enhancements were, and continue to be, available in statewide competitive events for students:

DECA - The following competitive events were planned and implemented for the 2014 State DECA Conference:

Entrepreneurship—Growing Your Own Business

Entrepreneurship Innovation Plan

Entrepreneurship Participating—Creating a Franchise

Entrepreneurship Participating—Creating an Independent

Entrepreneurship Promotion Project

Entrepreneurship Written

International Business Plan

FBLA - As part of the FBLA State competitive event program, Virtual Business Management Challenge was implemented in 2014 that focused on the principles of entrepreneurship.

Agriculture Science - As part of the core curriculum of Agriculture, entrepreneurship principles are taught and assessed in all regional agriculture programs.

NIFTY NETWORK FOR TEACHING ENTREPRENEURSHIP (NFTE) - The New Haven secondary schools with career and technical programs, specific to marketing education and business and finance technology participate in the NFTE entrepreneurship competition. NFTE works with schools in low-income communities that are often plagued by crime, violence and high dropout rates. The focus of the NFTE entrepreneurship competitive event is students actually starting their own business with emphasis on financial literacy skills, making and managed money.

**11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?**

No

**12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

No



Connecticut requires the testing of all CTE concentrators in the 20 areas of concentration, identified by the State Department of Education. The foundation of the current statewide CTE assessment instrument is the 2011 Connecticut Performance Standards and Competencies that detail the specific competencies to be tested in each of the areas of concentration. The areas of concentration have been selected based upon two factors, 1) CTE instructional categories with high levels of enrollment throughout Connecticut; and 2) CTE instructional categories that represent State Department of Education focus areas of CTE program development. With the exception of Cooperative Work Education (a CTE program area indigenous to Connecticut), all areas of concentration are aligned with existing and current national performance standards and competencies.

## NEGOTIATED PERFORMANCE LEVELS

Under sub-indicator (1S2) Technical Skill Attainment, Connecticut has negotiated the annual performance levels for the statewide CTE assessment program. These performance levels represent the percentage of all statewide CTE concentrators who should score at, or above, the 65% cut score (threshold score) in order for Connecticut to reach its annual federal goals. Connecticut's federal negotiated performance goal for 2014 was 47.50%. In 2014, the Connecticut secondary schools exceeded the federal goal with a score of 52.14% of concentrators who met, or exceeded the threshold score.

## 2013-14 Connecticut Statewide CTE Assessment Schedule

June-September, 2013 – Using State Assessment Data – Prior to the opening of the 2013-14 school year, data reports from the 2013 Connecticut Statewide CTE Assessment are utilized by teachers, administrators and local CTE Perkins grant managers to: a) plan the use of Perkins funds, directing funds at the lowest tested performance standard and competencies for the areas of concentration in which the school tested; b) mapping of instructional strategies for the coming school year; c) planning of professional development activities to improve instruction in low performing areas; and d) revision of local CTE curriculum, addressing standards and competencies in need of strengthening concentrator performance.

January, 2014 - Memorandum of Testing Agreement – All secondary school principals, including those districts that may not receive Perkins/benefits, were electronically sent the Connecticut Statewide CTE Assessment program package. Included in this introduction to the 2014 Connecticut Statewide CTE Assessment was the Memorandum of Testing Agreement. This signed document is required of all principals, stipulating that all protocols relating to the CTE assessment will be followed and meet timeline requirements.

February, 2014 – Final Commitment of Concentrators Form – Following the receipt of the Memorandum of Testing Agreement from the school principal, the school's CTE assessment coordinator will complete this form, indentifying the exact number of students from each of the 20 areas of concentration who have met the instructional requirements to be considered a concentrator. NOTE: To be considered a concentrator, a student MUST be tested in the Connecticut Statewide CTE Assessment.

March, 2014 – Regional Briefing Sessions – All secondary schools receiving Perkins funds/benefits must test their students who have been identified as concentrators (to be a concentrator, a student must test). Given the annual improvements we make in the online testing program of the Connecticut Statewide CTE Assessment, all secondary schools must send representatives to at least one regional briefing session. Here is the 2014 schedule of regional briefing sessions: March 4 – Region D, EASTCONN; March 5 – Region C, Education Connection; March 10 – Region G, LEARN; March 11 – Region B, Hartford CREC; March 12 – Region H, Wolcott High School; March 12 – (special district briefing session), Meriden Public Schools; March 14 – Region A, Bridgeport Aquaculture; March 17 – Region E, Middletown SDE; March 21 – Region F, Gateway Community College.

April 1 – 25, 2014 – USER CODING/DATA ENTRY – During this four week period, all secondary schools are required to assign the students to be tested with user codes and enter all categories of required for each student. Beyond the required data cohorts of the Perkins legislation, Connecticut requires data entry on each student in the categories of CTSO participation/membership; structured work-based learning; and college career pathways.

April 28 – May 30, 2014 – TESTING WINDOW – The five week testing window was designed to provide maximum coverage so that all students who reach the instructional threshold will be tested, becoming concentrators.

April – June, 2014 – SCORE REPORTS – The importance of data being provided to all school, administrators and CTE teachers in the most timely manner possible is a priority of the Connecticut Statewide CTE Assessment. As per protocol, schools that complete the testing of all students, including the pre-population of all student data will receive their complete Score Report Package within 48 hours.

SCORE REPORTS – Each principal receives three different score reports at the conclusion of the Connecticut Statewide CTE Assessment. They include:

CONCENTRATOR COMPETENCY SCORE REPORT – Each concentrator has a score report by individual competency. This report is an instructionally directed report that illustrates how each concentrator performed on each competency within a performance standard. Combined together the concentrator competency score reports for all concentrators provide a concise review of how effectively a competency was taught to students.

COMMON CORE SCORE REPORT – During the 2013-14 school year, 25% of all items on the Connecticut Statewide CTE Assessment were the contextual application of Common Core, reading and mathematics competencies to CTE competencies. The principal receives a report for all concentrators for each of the reading and math competencies, providing an illustrative chart of how academic competencies are being integrated into CTE instruction.

SUMMARY PERFORMANCE STANDARD REPORT – This report provides the principal with a more holistic review of student (concentrator) performance by each of the general performance standard categories.

June – August, 2014 – STATE RANKINGS/ITEM ANALYSIS – At the end of the testing window with the release of all score reports to all schools, two important tasks were completed:

State Rankings – Each secondary schools are ranked, based upon a) the percentage of concentrators who met/exceed the federally negotiated cutscore of 65%; and b) each of the 20 areas of concentration by the mean score of concentrators. These rankings are posted on our client services website.

Item Analysis – Following the completion of the End of the Year Report for the Connecticut Statewide CTE Assessment, we identify those competencies by area of concentration that were the lowest in terms of concentrator performance. These competencies become the focus of much of our professional development/technical assistance. Additionally, we use these lowest performed competencies as the target of our Sample Items for the ensuing assessment year.

**Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.**

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	10999	10999	100
Postsecondary Students	5307	29087	18.2452642073779

# Consolidated Annual Report, Program Year 2013 - 2014 Connecticut

## Step 8: Program Improvement Plans

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### Extension Requested?

No

### Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
3P1	no categories of students achieved this indicator - there were no disparities in performance	During periodic meetings of community college coordinators, the state coordinator will inform them of system's initiatives to improve student retention via student success center and enhanced student advisements.	State's community college coordinator - Arthur Poole	12-11-15
5P1	Only Asian, Native Hawaiian... and Displaced Homemaker students achieved 90% of the adjusted level of performance.	During periodic meetings of community college coordinators, the state coordinator will facilitate or arrange for facilitation of workshops to inform coordinators of advisements to students regarding high wage and high demand occupations in the state and the absence of barriers to gender participation	Arthur Poole	12-11-15
5P2	Only American Indian..., Asian and Limited English student groupings achieved the state level of performance; given their small numbers.	During workshops and other presentations, community college coordinators will learn of techniques to inform and advise students of opportunities in occupations perceived to prefer one gender over the other.	Arthur Poole	12-11-15

### Local Program Improvement Plans

Among the 11 participating community colleges; 2 failed to achieve 2P1, all failed to achieve 3P1, 7 failed to achieve 5P1 and all failed to achieve 5P2.