Step 3: Use of Funds: Part A

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

Yes

State Coordinator - Connecticut Statewide CTE Assessment

A salaried position of the State Department of Education, funded through the Perkins grant with the primary responsibility to coordinate the CONNECTICUT STATEWIDE CTE ASSESSMENT. The assessment is the centerpiece of the Perkins grant, providing data that includes the measurement of continuous improvement, statewide professional development and use of funds.


Skill Attainment is a centerpiece of Connecticut Career and Technical Education as it has direct impact on all aspects of improving the quality of teaching and learning in CTE.

There is an emphasis placed on the Connecticut Statewide CTE Assessment in all of Connecticut Career & Technical Education because of the need to establish measurable goals for student (concentrator) technical skill attainment in the process of improving the quality of CTE. The statewide assessment is required of every school receiving funding/benefits from the Perkins grant.

The Connecticut Career and Technical Education statewide assessment program was initiated in 2001 after two years of research and testing. For the 2014-15 school year, Version IX of the CTE statewide assessment was implemented, based exclusively on the most recent national performance standards for each area of concentration, assimilated into the 2015 Connecticut State Performance Standards and Competencies. Each CTE competency in each area of concentration is assessed in Connecticut’s mandated electronic assessment of every school’s concentrators.

Areas of Concentration

The Connecticut “areas of concentration” in Career and Technical Education represent the largest course categories across all school districts in Connecticut. Connecticut has identified 21 areas of concentration, general categories of CTE courses, each aligned to national CTE standards. One additional area of concentration was added for the 2014-15 school year in response to statistical analysis that showed that CTE courses related to “food preparation” fell into two categories those with a focus on nutrition and domestic food preparation and those that were identified with the more sophisticated culinary arts.

ACADEMIC INTEGRATION – COMMON CORE

The heavy emphasis of “academic integration” in the Perkins Act of 2006, led to Connecticut’s commitment to integrate the Common Core State Standards (CCSS) for ELA and mathematics into all 21 areas of concentration of the Connecticut Statewide Assessment. Submitted, reference Perkins Act, Section 24, part (aa), states “integrating those programs with academic content standards and student academic achievement standards, as adopted by States under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965”.

Version IX of the CTE Statewide Assessment for each of the 21 areas of concentration includes 40% of all test items to be the contextual application of CCSS math and reading practices (competencies), making the Connecticut Statewide CTE Assessment of the most academically rigorous in the nation.

In 2015, there were 11,490 concentrators in Connecticut (tested in the state CTE assessment), a 4.5% increase in the number of concentrators from 2014. This is the highest number of CTE concentrators in Connecticut history and marks the 7th consecutive year of increased concentrators.

Here are the impact and application points for the Connecticut Statewide CTE Assessment program:
Local Perkins Grant application – The assessment is used to measure the incremental improvement of CTE teaching and learning. As part of the grant review process, State Department of Education – CTE Unit staff correlate the program areas/courses identified for funding, the number of concentrators generated in those courses, and the performance of concentrators from each secondary school over a period of years.

Professional Development – Secondary schools must spend 5% of their Perkins grant on professional development. The school must address the performance of their concentrators (skill attainment) in the planning of their professional development activities.


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 2015 was 44.00%. In 2015, the Connecticut secondary school concentrators scored at a 40.87% of concentrators who met, or exceeded the threshold score. The rigor of the new Version IX test, coupled with the increase in Common Core contextually applied test items is the most significant reason for the missing of the skill attainment target in 2015.

2014-15 Connecticut Statewide CTE Assessment Schedule

June-August, 2015 – Using State CTE Statewide Assessment Data – Prior to the opening of the 2014-15 school year, data reports from the 2015 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.

October 15, 2014 – Connecticut CTE State Conference –

This conference for all CTE teachers in all CTE program areas, was focused on the analysis of Common Core practices (competencies) that are integrated into the Connecticut Statewide CTE Assessment. CTE program area state consultants and mathematics resource experts worked with teachers/administrators in the 21 areas of concentration to analyze state and local test results, resulting in the development of new sample items, designed by teachers for teachers that can be assimilated into local formative CTE assessments.

With the consistent growth and improvement of concentrator and school-wide scores on the Connecticut Statewide CTE Assessment, the top five schools in two categories (those schools with under 100 concentrators, and those with over 100 concentrators), were recognized for having the highest percentage of concentrators to meet/exceed the federally negotiated cut-score of 65%. The top performing school in each of the 21 areas of concentration was honored. These awards were based on the highest mean score in each area of concentration.

January, 2015 - 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 2015 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, 2015 – Electronic Final Commitment of Concentrators Form – Following the receipt of the Memorandum of Testing Agreement from the school principal, the school’s CTE assessment coordinator completed this on-line form, identifying the exact number of students from each of the 21 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, 2015 – TEN 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.

April 1 – 25, 2015 – 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 20 – May 29, 2015 – TESTING WINDOW – The six 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, 2015 – 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, 2015 – 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.

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?

Yes

The item analysis of the Connecticut Statewide CTE Assessment is conducted each July and August. This post-assessment process is designed to disaggregate student performance on each of the practices of the Common Core State Standard for reading and mathematics. This analysis results in a detailed review of the application of CTE competencies captured in instruction with state required Common Core practices.
The Connecticut Statewide CTE Assessment is integrated with the common core state standards (CCSS) for mathematics and reading. As part of our Perkins grant process the State Department of Education, Academic Office - CTE Unit provides professional development on the state and local levels for CTE teachers in all program areas addressing the direct integration of each Common Core practice (competency) in all CTE instruction. Workshops on the local level are often focused on specific practices (CCSS), based upon the data released to each secondary school from the Connecticut Statewide CTE Assessment.

On the state level, the CTE Unit of the State Department of Education provides training for CTE teachers in the use of mathematics and reading in all CTE courses, use of technology and enhancements offered through the Connecticut Career and Technical Education Student Organizations’ competitive events.

The entire process begins with the analysis of data of the academic and CTE competencies addressed in the Connecticut Statewide CTE Assessment.
Step 3: Use of Funds: Part B

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


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2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

The Connecticut Perkins grant process includes a Continuous Improvement Plan that provides opportunities to fund the purchase of technology, the expansion of technology in CTE instruction and professional development activities to keep CTE teachers on the cutting edge of new and emerging technology and applications. All technology/equipment requests for funding from schools must be accompanied by all relative information including vendor, CTE program area, area of concentration, courses in which the technology will be used; and the measurable outcomes of improvement for CTE concentrators.

As part of the grant review, each requested unit of technology and support services is carefully reviewed to ensure that most up-to-date technology is being integrated in our secondary schools for CTE.

A focused initiative for the 2014-15 school year was our emphasis on DIGITAL LEARNING FOR CTE. As part of this statewide CTE initiative, the CTE unit planned and implemented a four-part professional development package, entitled, “Tools for Tomorrow – Digital Learning”. November, 2014 –May, 2015. CTE teachers and administrators from 32 schools participated in the four, half-day sequential workshops.
Each workshop built upon the previous one. The four topics within this package were 1) Cloud-based software for classroom use; 2) Technology concepts in a flipped classroom; 3) managing a paperless classroom; and 4) Digital texts and tools for classroom use.

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?

2014–15 – CONNECTICUT CTE PROFESSIONAL DEVELOPMENT


1. Promote program improvement in Career and Technical Education through professional development for teachers and administrators in secondary and post-secondary education, focusing on the requirements and opportunities afford by the Carl D. Perkins grant.

2. Provide support systems and training for all secondary schools in integrating the State Performance Standards and Competencies into all CTE courses.

3. To enhance incremental CTE instructional improvement leading to higher scores on the required Connecticut Statewide CTE Assessment.

4. Development of the implementation of Connecticut’s SSP system.

5. Promote Personal Finance throughout all Connecticut school districts.

6. Manage Connecticut’s Career Technical Student Organizations (CTSOs) – Co-curricular student organizations designed to enhance the contextual acquisition of CTE performance standards and competencies and leadership understanding/expression.

CONNECTICUT STATEWIDE CTE ASSESSMENT BRIEFING SESSIONS

The continuous improvement plan for each secondary school in Connecticut receiving Perkins funds and benefits centers on the measurement data generated by the Connecticut Statewide CTE Assessment program.

Ten (10) state briefing sessions were held in 2014-15 designed to provide guidance in the implementation of the assessment system and most importantly in the use of disaggregated concentrator performance data. All schools were required to send at least one representative to one of the briefing sessions:

The schedule for these 2 hour briefing sessions is as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 3, 2015</td>
<td>Hampton</td>
<td>24</td>
</tr>
<tr>
<td>March 9, 2015</td>
<td>New Haven</td>
<td>44</td>
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<tr>
<td>March 11, 2015</td>
<td>Danbury</td>
<td>16</td>
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<td>March 13, 2015</td>
<td>Old Lyme</td>
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<td>March 16, 2015</td>
<td>Hartford</td>
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<td>March 25, 2015</td>
<td>Middletown</td>
<td>19</td>
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<tr>
<td>March 27, 2015</td>
<td>Bridgeport</td>
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<td>March 31, 2015</td>
<td>Waterbury</td>
<td>18</td>
</tr>
<tr>
<td>April 6, 2015</td>
<td>Cheshire</td>
<td>13</td>
</tr>
</tbody>
</table>
CONNECTICUT STATE CTE CONFERENCE – October 22, 2014

This is the annual statewide CTE conference for secondary and post-secondary teachers and administrators from all CTE program areas and areas of concentration, designed to bring the family of CTE together for a series of universally applicable professional development. There were 268 Connecticut educators at this conference with the theme, “New Directions in Career and Technical Education.” The following workshops and events were included in the conference program:

Instruction of standards-based competencies;
Developing content area Student Learning Objectives (SLOs); (This was a hands-on work session, developing administrator rubrics for the evaluation of CTE teachers.)
Mastery-based learning;
Capstone projects;
Teaching personal finance online;
Online mentoring;
Assessing CTE through the Statewide CTE Assessment system;
Dual/concurrent enrollment
Recognition Luncheon, honoring the top performing schools in the 2014 Connecticut Statewide CTE Assessment.

PERKINS GRANT ADMINISTRATORS CONFERENCE – November 13, 2014

This full-day conference led by the Connecticut State Department CTE Unit included local school administrators for 68 school districts.

The conference agenda:
1. Purposes of the Perkins Grant focusing on measured instructional improvement and student performance outcomes;
2. A detailed explanation of the entire Connecticut Perkins grant process including:
   a. Fiscal opportunities;
   b. Fiscal requirements as to set-asides, and stipulations for funding; and
   c. Budget Buddy – a self-help document listing permissible and impermissible expenditure requests;
3. Local Planning for Professional Development, leading to program improvement.

TEACHING FINANCIAL LITERACY – April 8, 2015

There were 116 Connecticut educators attending this full-day statewide professional development event on teaching financial literacy. Four 75-minute sequenced workshops in multiple rotations were included in this training session that included the following topics:

“Personal Finance in the Paperless Classroom,”
“Teaching Personal Finance Online,”
“Curriculum Resources for Middle School Educators Teaching Personal Finance; and
INVESTING AND PERSONAL FINANCE – offered in November, 2014 and May, 2015
The State Department of Education offered follow-up workshops for 12 schools adding new Personal Finance courses during the 2014-15 school year. The agenda of these training sessions included topics: personal finance initiatives; sharing best practices and discussion sessions on addressing instructional obstacles for Personal Finance.

B.CREC will implement a series entitled – “Tools for Tomorrow: Digital Learning for CTE.”

1. Said series will consist of four (4) half-day technology workshops for approximately 20 CTE teachers and administrators each.

2. Each workshop shall cover one of the following four (4) topics: cloud-based software for classroom use, technology concepts in a flipped classroom, managing a paperless classroom and digital texts and tools for classroom use.

3. CREC shall hold these sessions at 111 Charter Oak Avenue, Hartford, Connecticut (or other location approved by the CSBE) in November of 2014 and February, April and May of 2015.

REGIONAL WORKSHOPS – ONLINE PERSONAL FINANCE

Three regional workshops were implemented by the State Department of Education, Business and Finance state supervisor to introduce methodology for the introduction of On-line Personal Finance Courses. Workshops ran in September, December, 2014 and May, 2015. There were 23 schools that attended these events.

MEDICAL CAREERS PROFESSIONAL DEVELOPMENT

There were 42 medical careers teachers who attend the spring, 2015 conference on innovations in Medical Careers Education. The conference included the following topics:

Recent innovations in healthcare industry careers;

National Consortium for Health Science Education (NCHS);

Curricular resources for medical careers teachers; and

Using Technology in the medical careers classroom.

AGRICULTURE SCIENCE and TECHNOLOGY EDUCATION (ASTE)

The professional development for Agriculture for 2014-15 included two major PD venues:

1. Under the leadership of the state Agriculture Education supervisor, 23 ASTE educators attended the session on the topic: “How to offer Early College Experience (ECE) courses”. Leading with a presentation by the State University of New York-Cobleskill, the workshop included two important topics:

   statewide articulation agreements; and

   Establishing connections between experienced and new ECE teachers.

2. The second half-day workshop, attended by 21 ASTE educators centered on changes in the Future Farmers of America (FFA) programs and updated rules/regulations.

TECHNOLOGY EDUCATION PROFESSIONAL DEVELOPMENT

STEM LESSON PLANS FOR TECHNOLOGY EDUCATION
This workshop for 87 technology teachers provided a hands-on approach to lesson plan development that addressed critical components of STEM, including:

Digital animation;

Graphic design;

3-dimensional design;

Manufacturing; and

Transportation.

STUDENT SUCCESS PLAN - PROFESSIONAL DEVELOPMENT

With the state legislated mandate for all students to have a student success plan, the CTE unit continues to keep our CTE courses as a focal point for the SSP. The professional development workshop developed through the collaboration of the State Department of Education – CTE Unit and the Capitol Region Education Center (CREC) was made available to all schools across the state through the other regional education service centers (RESC). The professional development activities include:

Steps for the development and maintenance of a district wide SSP;

Sample materials for other school districts;

Evaluation methods to gauge the value and improvement of your SSP

As part of this professional development plan for the Student Success Plan, CREC developed and conducted a survey of Student Success Plan (SSP) grant recipients for 2014 to identify progress made in the implementation of SSP’s.

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?

The Connecticut State Department of Education, Academic Office – CTE UNIT in direct collaboration with the Vocational Equity Research, Training and Evaluation Center (VERTEC) and the Connecticut Women’s Education and Legal Fund (CWEALF), completed an aggressive year of gender equity activities, professional development opportunities and CTE student training conferences.

To begin the goal of the Vocational Equity Research, Training and Evaluation Center (VERTEC) is to expand and improve the educational and economic opportunities available to females through education and training programs and to assist educators and administrators in providing equitable, non-discriminatory programs. The purpose of these efforts is to increase the success of all students, particularly females, in obtaining education, training and employment leading to self-sufficiency, particularly in nontraditional, high-skill occupations.

During the 2014-15 school year, CWEALF engaged in activities, as approved by the CTE Unit of the State Department of Education designed to encourage and promote the educational and economic opportunities available to gender nontraditional (underrepresented) students in Career and Technical Education (CTE). CWEALF assisted educators and administrators in providing equitable, nondiscriminatory programs to CTE students, encouraging enrollment.

TWO FULL DAY CTE GENDER EQUITY EXPOS

The CWEALF staff implemented two full-day expos in the spring of 2015 for gender non-traditional high school students and educators 227 participants. The expos were held at Gateway Community College (GCC) and at Central Connecticut State University (CCSU). The expo agendas included the following components:

Two workshops in the fields in which women are underrepresented, Bimolecular Science and Mechanical Engineering;

A college and career fair with women representing many nontraditional fields of study and occupations;

A workshop for educators on strategies to enhance enrollment, and student success in nontraditional CTE course work;
Student and teacher materials related to college and career planning for all participants; and

A post activity survey to all participants after each expo.

TWO FULL DAY STEM EXPOS FOR GIRLS

Two full-day STEM EXPOS for high school girls and STEM Expos were held.

The first Expo was held at Gateway Community College (GCC) in New Haven on Friday, March 27, 2015. Ninety (90) students and fourteen (14) educators attended from the following schools:

Cooperative Arts and Humanities High School, New Haven
East Haven High School, East Haven
Engineering Science University Magnet School, New Haven
Hamden High School, Hamden
Hyde School of Health Science and Sports Medicine, New Haven
International Academy of Digital Arts and Sciences at Wilbur Cross, New Haven
Terryville High School, Terryville
West Haven High School, West Haven

This first STEM Expo agenda consisted of:

Two hands-on scaled workshops led by current female STEM professionals, addressing student college research for locating colleges with STEM majors; and


The second Expo was held at Central Connecticut State University in New Britain on Friday, April 10, 2015. Ninety three (93) girls and ten (10) educators attended from the following schools:

Bloomfield High School, Bloomfield
CREC Two Rivers Magnet High School, Hartford
Farmington High School, Farmington
Hartford Public High School Law and Government Academy, Hartford
Hartford Public High School Nursing Academy, Hartford
Plainville High School, Plainville

The second Expo included a college and career fair with STEM recruiters from Albertus Magnus College, Central Connecticut State University, Connecticut Center for Advanced Technology/Dream It. Do It., Education and Employment Information Center (EEIC), ManyMentors, Next Generation Manufacturing Center, Pennsylvania Globe, Pfizer, Pratt & Whitney, Society of Women Engineers Hartford, United Illuminating, United Healthcare, Women Invigorating Sciences Hope, and Women's Transportation Seminar.

MIDDLE SCHOOL CTE GENDER EQUITY EXPOS (not funded by Perkins funds)
Recognizing the need to reach females at a must younger age to introduce them to the opportunities afforded through CTE courses, the CWEALF staff implemented Expos for middle school girls, teachers and counselors at Manchester Community College, Mitchell College, Naugatuck Valley Community College, and the University of Saint Joseph.

A total of 460 students and educators attended from the following towns and cities:

Brookfield,
Deep River,
East Hartford,
East Windsor,
Granby,
Groton,
Hebron,
Manchester,
Mystic,
Newington,
Norwich,
Pawcatuck,
Plainfield,
Plainville,
South Windsor,
Storrs,
Waterbury,
Waterford, and
Woodbury.

ADDRESSING WORKPLACE SEXUAL HARASSMENT AWARENESS CONNECTICUT COOPERATIVE WORK EDUCATION (CWE) programs

As part of the gender equity agenda for the 2014-15 school year, CWEALF staff worked with secondary schools across Connecticut to promote the awareness of workplace sexual harassment. The strategies presented to each schools to carry out this awareness objective included:

Designing an outreach campaign for students and faculty in schools with cooperative work education (CWE) programs that included:

Two audio files, along with written outreach materials, that were disseminated through 11 secondary schools with cooperative work education programs; and

A CWEALF sponsored follow-up evaluation to assess the success of the outreach efforts.

A revision of the CWEALF/G2O website with referral information for use by CWE teachers. These enhancements will be announced via CWEALF’s social media platforms (Facebook and Tumbler). CWEALF staff monitored social media usage for numbers of visitors to the website.
Enhancing training of CWEALF Information and Referral (I&R) staff on sexual harassment of teens in the workplace. All staff will be provided with information about the laws and policies related to the sexual harassment of youth in the workplace so they can best guide callers to positive resolutions.

CWEALF staff and interns conducted an outreach campaign in the fall of 2014 that involved disseminating a sexual harassment audio, and a training module to Cooperative Work Education (CWE) programs across the state via a series of emails and phone calls. Teachers from the 11 schools with CWE program were contacted and asked to incorporate the materials into their curriculum.

Sexual Harassment instructional materials were incorporated into the workplace curriculum with the five regional workforce invest boards to be used during the orientation session of the summer youth programs.

DIRECT TECHNICAL ASSISTANCE TO CTE PROGRAMS – Gender Equity

East Hartford School District

Gender Equity Technical Assistance (for CTE teachers) was provided to the East Hartford School District for schools, East Hartford High School and Synergy High School, on the topic of nontraditional student recruitment, retention, career awareness that included a series of industry tours in health care, manufacturing and transportation. All tours included a presentation by the industry representative on their workforce needs, workplace culture and job readiness requirements followed by a tour of their facilities.

The technical assistance plan included:


January 29, 2015- Postsecondary Training tour at Goodwin College Tour, East Hartford.

February 13, 2015- Industry Tour and Professional Panel at CTFastrak, West Hartford.

March 12, 2015- Industry Tour to Flanagan Industries, East Hartford.

Howell Cheney Technical High School, November 19, 2014

Technical assistance was provided to Howell Cheney Technical High School in Manchester to educate their students about the benefits of non-traditional careers. A workshop, attended by 47 female students, was offered to all freshman girls, titled Non-traditional Careers: What YOU Might Want to Know. Grade-specific focus groups for 10th, 11th, and 12th grade girls to learn what challenges they face as it relates to non-traditional careers, gender equity, and harassment were held in the school.

Harris AgriScience & Technology Center, April 6, 2015

Technical assistance was provided to the Director of the Harris AgriScience & Technology Center in Bloomfield to discuss collaborating on its Girls Gone Wild for Science event. CWEALF helped recruit female STEM professionals to present workshops at the event which took place on May 15, 2015.

Trinity College, TECH SAVV, May 2, 2015

Partnering with the Connecticut chapter of the American Association of University Women and Trinity College of Middletown technical assistance was provided for female students, parents and CTE teachers in implementing the second TECH SAVVY workshop. The event was held at Trinity College on Saturday, May 2, 2015. Attended by 192 female students and parents from 41 schools from across Connecticut, the participants cycled through three hands-on STEM workshops. Parent seminars included presentations from Lucy Brakoniecki of CWEALF and Donna Haghighat of CT AAUW, entitled Why So Few and two panel discussions, with female college students pursuing STEM degrees.
Additionally, Girls and adults participated in a College and Career Corner activity in which they met representatives from colleges and STEM companies and discussed careers in STEM and the educational pathways that would lead to STEM professions. The girls completed short mock interviews with each representative to practice their interviewing and communication skills. The second half of the TECH SAVVY CONFERENCE included the following workshops:

Technology Roadshow for Medical Devices: Dr. Marisha Godek;
Take Water Apart: Dr. Michelle Kovarik, Trinity College;
Computer Dissection: Ashley Nelson, CWEALF;
Synthesizing Everyday Commodities: Dr. Cheyenne Brindle, Trinity College;
Let’s do the Jitterbug!: Megan Hislop, CCSU School of Engineering & Technology;
Touchdown!: Carolyn Begnoche, Society of Women Engineers Hartford;
Alien Invaders! Tawny Virgilio, Massachusetts Department of Conservation & Recreation and Audra Baker, U.S. Department of Agriculture;
CSI: Tech Savvy: Jani Pallis, University of Bridgeport;
DNA Extraction: Dr. Myrna Watanabe, Naugatuck Valley Community College;
Smart Girls Finish Rich: Nichelle Maynard-Elliot, Praxair;
Solving a Mystery: Furahi Achebe, Metropolitan Business Academy;
Leg Savvy: Alison Koerkenmeier, Jacqueline Maynard, Johanna Owens and Janet Zapor;
No Fuss App Creation: Dr. Chinma Uche, Academy of Aerospace and Engineering High School and Barbara DeLoureiro, Babson College; and
3D Modeling and Prototyping: Dr. Luz Amaya-Bower, Central Connecticut State University;

Additionally, Girls’ Savvy Skills workshops provided for delegates included:
Social Media: Holly Lauridsen, ManyMentors
Interview Skills: Lisa Esneault and Vanessa Abrahams-John, Praxair, Inc.
Critical Thinking: Laura Garza, Praxair, Inc.
Leadership and Teamwork: Kristina Newman Scott
Winning Isn’t the Point: Cynthia Townshend-Lacock

CAPITAL COMMUNITY COLLEGE – February 10 & 12, 2015

Technical assistance was provided to Capital Community College (CCC) to coordinate two panel discussions, one for males and one for females. The purpose of the events was to bring students onto the CCC campus, and to expose them to professionals and college students to discuss their experiences pursuing a nontraditional career path. An outstanding team of male and female professionals from nontraditional careers in public health, social work, and youth programming participated.

CTSO – Family, Career and Community Leaders of America Conference

On October 27, 2014, CWEALF staff presented a workshop, entitled Non-traditional Careers, “What YOU Might Want to Know”. The workshop was designed to educate FCCLA members about the types of non-traditional careers and the benefits to pursuing a non-traditional career pathway.

PERSONAL FINANCE CONFERENCE – April 8, 2015
Continuing on the year-long mission to provide awareness to gender equity and non-traditional career pathways, a workshop, entitled Financial Security for Women was presented at the statewide Personal Finance Conference for CTE teachers on April 8, 2015. The purpose of this workshop was to develop a higher awareness level to some of the financial challenges that their female students will face when they enter the workforce, including issues relating to the gender wage gap, salary negotiation, working in a non-traditional career, and college debt. Attendance at this workshop was to a capacity level with requests for a repeat presentation at future Personal Finance Seminars for CTE teachers.

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 2014-15 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 2014-15 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.

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.

Here is a summary Special Populations Concentration for 2015:

<table>
<thead>
<tr>
<th>Category</th>
<th>Concentrator</th>
<th>No. Meeting/Exceed Goal</th>
<th>Percentage</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>145</td>
<td>9</td>
<td>23.08%</td>
<td>504</td>
</tr>
<tr>
<td>201</td>
<td></td>
<td></td>
<td>38.88%</td>
<td>517</td>
</tr>
</tbody>
</table>

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

Technical Assistance in CTE

The State Department of Education, Academic Office – CTE Unit conducted a complete package of Technical Assistance on the local and state level in each of the CTE program areas of Business & Finance Education, Family and Consumer Sciences, Agriculture Education, Technology Education, Marketing Education, Medical Careers and Cooperative Work Education.

Perkins Grant Review and Approval Process

The review of all applications from local school districts is viewed as a technical assistance process. Through the Continuous Improvement Plan, required of each secondary school requesting funding, the CTE unit examines the specific strategies that a school has submitted for the measurable improvement of CTE. Each course is reviewed for its instructional alignment with the 2015 State Performance Standards and Competencies. With submitted enrollment data, we are able review the process by which each course in each program area contributes mandated instructional competencies, leading to concentration. In grant reviews where we do not find adequate documentation, we require grant rewrites that address the CTE programmatic shortcomings.

The Perkins grant review process requires that each school utilizes the data from the Connecticut Statewide CTE Assessment to show measured improvement in student performance (skill attainment). The disaggregated data for each school’s concentrators from the statewide assessment is sent to each school as part of the review process. This data is used to reference and cross-reference a school’s stated goals from the previous and current school years, requesting additional benchmarks for improvement.
Program Compliance Review

During the 2014-15 school year eight school-wide program compliance reviews (PCR) were conducted by the CTE unit staff of the State Department of Education. The comprehensive PCR was designed to provide “program improvement” in all phases of a local CTE program. After examining all data related to a school’s CTE operations, the CTE unit conducts its day-long review that includes, but limited to the following activities:

Review of CTE Foundations with school district and school administrators;

Review of all CTE course descriptions and enrollment-equal access procedures for students with school guidance staff;

Meetings with student focus groups, regarding CTE courses;

Meetings with each CTE teacher by program area, reviewing statewide CTE assessment data of their students (concentrators);

Sight review of all equipment purchased in Perkins grant funds; and

A comprehensive report that includes commendations and recommendations for the improvement of infrastructure, teaching and learning in CTE for that school.

Local Secondary School Professional Development

During the 2014-15 school year, State Department of Education – CTE Unit members conducted approximately 55 professional development workshops for CTE teachers for individual secondary schools. These professional development sessions made at the request of school CTE teachers or administrators were focused on the following topics:

Creation of new courses or restructuring of CTE program areas;

Improved teaching strategies for the instruction of mandated Performance Standards;

Integration of Common Core Mathematics and ELA practices into CTE instruction;

Integrating Entrepreneurship in CTE courses;

Capstone Project Concepts for CTE;

Starting a CTSO in a co-curricular approach; and

Utilizing data/score reports from the Statewide CTE Assessment to improve instruction.

Statewide Professional Development

The individual career and technical education program areas, collaborating with the respective state CTE teachers’ organization, along with representatives from business and labor, planned and implemented 16 professional development conferences for their respective teachers. These subject area conferences provide technical assistance in key improvement areas including as the revision of curriculum; availability of new technology/software/equipment; and innovative teaching techniques and practices.

The Annual Connecticut CTE Conference was held on October 22, 2014. The agenda of this conference was focused on providing technical assistance to school administrators from across the state in the development of rubric for CTE teacher evaluation. Teacher evaluation is a legislative mandate in Connecticut and helping school administrators develop a rubric that will help them look critically at a CTE teacher’s instructional performance and progress. There were 57 secondary schools in attendance with administrators for the important state CTE conference.
Statewide Briefing Sessions for CTE Assessment

In 2015 the Connecticut State Department of Education, CTE unit provided intensive technical assistance for all secondary schools through 10 regional statewide briefing sessions in preparation for the first year of implementation of the Connecticut CTE Statewide Assessment. These sessions provided detailed strategies in the instruction and review of the competencies for the 2015 Connecticut CTE Assessment that includes 21 (tested) areas of concentration. Individual teacher coaching techniques were included in all briefing session as CTE administrators and teachers learned of the revised protocols that were critical to the successful completion of the statewide online CTE assessment. Special attention was paid to the proper use of sample test items that address the individual competencies of new Version IX of the mandatory state CTE assessment for all concentrators.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

0

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

0

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

CORRECTIONS Section

The Connecticut Correctional agencies and facilities provide protection, programming, and education (vocational education) for those with special needs including prisoners who have physical or mental disabilities or communicable diseases, and prisoners who are under the age of eighteen or geriatric. Where applicable law does not provide for all such prisoners to be transferred to the care and control of a juvenile justice agency, a correctional agency should provide specialized facilities and programs to meet the education, special education, and other needs of this population. Correctional officials implement a protocol for identifying and managing prisoners whose behavior is indicative of mental illness, mental retardation, or other cognitive impairments.

After consultation with each prisoner, correctional authorities develop an individualized programming plan for the prisoner, in accordance with which correctional authorities and should provide each prisoner access to appropriate programs, including educational opportunities, mental health and substance abuse treatment and counseling, vocational and job readiness training, personal financial responsibility training, parenting skills, relationship skills, cognitive or behavioral programming, and other programs designed to promote good behavior in the facility and reduce recidivism.

Correctional authorities should afford every prisoner an opportunity to obtain a foundation in basic literacy, numeracy, and vocational skills.

Each sentenced prisoner should be employed substantially full-time unless there has been an individualized determination that no work assignment for that prisoner is consistent with security and safety. Correctional authorities are permitted to assign prisoners to community service; to jobs in prison industry programs; or to jobs useful for the operation of the facility, including cleaning, food service, maintenance, and vocational agricultural programs. Prisoners’ work assignments, including community service assignments, and teach vocational skills that will assist them in finding employment upon release, should instill a work ethic, and should respect prisoners’ human dignity.

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.
Connecticut does not utilize Perkins funds for schools that are designed exclusive for those with disabilities. We encourage the use of Perkins funds to provide equal access to CTE courses for secondary students with disabilities. In our process for local secondary school program compliance reviews (PCR) each year, we include in our agenda discussions with guidance staff to ensure open and equal access for students with disabilities. As evidence of Connecticut's equal access for students with disabilities in our CTE programs throughout Connecticut, the following represents the total 2015 concentrators of students in areas of disability categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Concentrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>504 Students</td>
<td>517</td>
</tr>
<tr>
<td>Disabilities ESEA/IDEA</td>
<td>479</td>
</tr>
<tr>
<td>LEP</td>
<td>145</td>
</tr>
</tbody>
</table>

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

2014-15 marked the 4th consecutive year that approximately 60% of all secondary schools with career and technical education programs included the program area of Family and Consumer Sciences in their CTE package of courses. All eligible secondary schools for Perkins grant funds may utilize such funds for Family and Consumer Sciences.

As evidence of the high levels of student enrollment and (concentrator) performance in Family & Consumer Sciences programs, more students reached the threshold of a concentrator in the areas of concentration of Family & Consumer Sciences than any of the other CTE program areas.

FC&S CONCENTRATORS

In the 2015 Connecticut Statewide CTE Assessment, the areas of concentration in Family and Consumer Sciences performed at these high levels of achievement as evidence in the following data:

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>total concentrators</th>
<th>% at/above goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary &amp; Food Production</td>
<td>978</td>
<td>31.90%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>1,242</td>
<td>68.68%</td>
</tr>
<tr>
<td>Nutrition &amp; Food Production</td>
<td>685</td>
<td>40.80%</td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>134</td>
<td>29.85%</td>
</tr>
</tbody>
</table>

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
For the 2014-15 school year, the State Department of Education, Academic Office, CTE Unit provided eligible school districts with opportunities to develop innovative grant applications under the Perkins Grant in the following six categories:

Development of Agricultural Biotechnology Project

Development of 3-D Design projects

Embracing Issues in Aging

On-line Personal Finance Course

Career Technical Education Mastery-based Learning Curriculum Units

Student Success Plan Accountability and Evaluation

There were 14 Innovative Grants awarded, totaling $154,063.00.

INNOVATIVE CTE GRANTS FUNDED for 2014-15

Development of 3-D Design Projects

Program Area: Technology Education Funding:

Grant awards up to $40,000

Purpose: To develop a model project to engage students in 3-D Design process that will provide basic skills and knowledge to be successful in post-secondary education and/or career. A plan development must include, but is not limited to:

1. Alignment of 3-D Design performance standards and competencies with district curriculum;

2. Creation of a 3-D Design curriculum that would encompass a culminating project;

3. acquisition of equipment for the shop/lab/classroom appropriate to deliver the curriculum and complete the culminating project;

4. development of a career pathway and SSP for all students benefiting from funding of this initiative; and

5. acquisition of professional development in skills and competencies of 3-D Design.
Rationale: 3-D Design education process stems from the advent of a proliferation of industries involved in the development and creation of 3-D Design products. 3-D Design is used in a wide range of areas including, but not limited to, video gaming, animation, visual effects, product development, graphic communications, architecture and engineering. 3-D design education engages students by making learning relevant to their real world experiences while teaching students 21st century skills, career ready skills and knowledge and provides foundations for future learning opportunities.

Secondary School awards for 2014-2015:

<table>
<thead>
<tr>
<th>School</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Killingly High School</td>
<td>$39,940.00</td>
</tr>
<tr>
<td>Enfield High School</td>
<td>$40,000.00</td>
</tr>
<tr>
<td>Stratford High School</td>
<td>$39,387.00</td>
</tr>
<tr>
<td>Milford High School</td>
<td>$34,736.00</td>
</tr>
</tbody>
</table>

Online Personal Finance Course

Program Area: Business and Finance Technology Education

Grant awards up to $40,000

Purpose: To develop a mastery based online personal finance course that will provide students with basic financial skills that will enable them to apply effective financial decision making as they make the transition into post-secondary education. This course will expose students to technology; and expand opportunities for additional students to take a personal finance course.

Students must have access to computers in school or at home and be highly motivated learners who understand that an online course requires commitment to self-directed learning. This course will allow students to explore career options in the financial field. To accomplish this task a successful award will:

- Align district Business and Finance Technology performance standards and competencies to district’s curriculum;
- Create a personal finance online course using a classroom webpage and e-mail system using cloud based software such as Edmodo or Moodle;

Innovative Grants in this category must have:

1. Course instruction and interaction will take place online with periodic student meetings throughout the semester if necessary;
2. Ongoing teachers’ professional development training of online course instruction;
3. Additional training on cloud based software such as Edmodo or Moodle is required; and
4. Experts on online personal finance course set-up, instructional strategies, and financial career opportunities will be consulted.

Rationale: Growing evidence suggests that many students who graduate from high school lack basic skills in the management of personal finance affairs. Many students are unable to balance a checkbook and lack insight into the basic principles involved with earning, spending, saving and investing. Many young people fall in the management of their first consumer credit experience, establish bad financial management habits and stumble through life learning by trial and error.

Secondary School awards for 2014-2015:

<table>
<thead>
<tr>
<th>School</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookfield High School</td>
<td>$6,366.00</td>
</tr>
<tr>
<td>Ledyard High School</td>
<td>$20,000.00</td>
</tr>
</tbody>
</table>
Grant Program

Program Title: Career Technical Education - Mastery-Based Learning Curriculum units
Program Area: All CTE Program Areas

Grant awards up to $40,000

Purpose: To develop a Mastery-Based Learning curriculum unit(s) in a CTE program area that meets the definition stated below that has the potential for replication in other CTE program areas and/or shared with other Connecticut secondary schools.

CTE plays an important role in student college- career-readiness through acquisition of career-related skills and integration of academic standards. Students who are enrolled in CTE courses allow them to learn and demonstrate knowledge in state mandated performance standards and competencies. Mastery-Based Learning may be developed based on a personalized learning environment that is a student-centered, focusing on course content competencies and learning strategies designed by the student with the support of the teacher as facilitator.

Students may have identified career interests or other areas of interest through the development of a Student Success Plan. Connecticut has legislation that encourages school districts to design Mastery-Based Learning under Public Act No. 13-108, An Act Unleashing Innovation in Connecticut Schools. The unfunded bill “permits a nontraditional method for high school students to earn academic credits towards graduation by demonstrating mastery on competency in accordance with guidelines adopted by the State Board of Education.

Students may earn credit toward graduation through the completion of coursework, earning credit at a Connecticut institution of higher education or online, in accordance with local or regional board of education policy.”

Rationale: Mastery of academic/CTE competencies regardless of time, place, or pace of learning, (learning is the constant; time is the variable) includes, but is not limited to:

1. Flexibility of assessed mastery of competencies;
2. Relevant content related to student interest, tailored to their specific needs;
3. Multiple pathways to graduation;
4. Use of technology as a tool to enhance student learning and to engage students for learning outside the classroom, i.e. on-line, blended and distance learning; and
5. Learning opportunities outside of the classroom through dual concurrent credit or work experience.

Secondary School awards for 2014-2015:

- Windsor Locks High School $10,625.00
- Brookfield High School $25,392.00
- Tourtellotte Memorial High School $30,000.00

Program Title: Student Success Plan Accountability and Evaluation
Program Area: All CTE Program Areas
Grant awards up to $40,000
Purpose: To establish an accountability process to evaluate the effectiveness of the Student Success Plan (SSP) for students participating in career technical education in grades 9-12. The overall goal for districts will be to develop a system to determine the impact of SSP implementation on student academic, career, and social, emotional and physical development.

As legislated by Public Act 11-135 districts are required to implement the SSP for all students in grades 6-12. Many students have developed their SSP over the last two years; therefore, there may or may not be adequate empirical data to make reliable conclusions at this time.

Districts may use a variety of proof points to determine academic, career, and social, emotional, and physical development success as long as the outcomes can be directly correlated to the SSP. Relative to the three major components of the SSP, districts may consider, but are not limited to, the following performance outcomes:

Grade level promotion or graduation rates;
Attendance;
Decrease in Infractions/Suspensions;
Career Pathway Identification;
Transition to Higher Education;
Student Engagement;
21st Century Skill Development;
Student Leadership Skill Development;
Healthy Behaviors;
Civic-mindedness;
Social Responsibility;
Resiliency/Persistence;
Parental Involvement;
Decrease in Bullying; and
Student participation in CTSOs and other extra-curricular activities.

Secondary School awards for 2014-2015:

- Brookfield High School $14,106.00
- Waterford High School $36,550.00

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
Step 3: Use of Funds: Part C

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?

ACADEMIC INTEGRATION Section

The Common Core State Standards, 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.

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 2014-15 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 ELA, professional development provided by the SDE – CTE Unit staff members almost during the 2014-15 school year with specific attention paid to those CTE teachers. Technical assistance was provided to individual local secondary schools, district-wide training sessions and through statewide CTE professional development activities.

As part of the sequential improvement plan for the Connecticut Statewide CTE Assessment, the NEW Version IX of the Connecticut Statewide CTE Assessment was implemented with 40% of all items on the 2015 statewide assessment for student concentrators being the contextualized application of math and reading practices into the Connecticut CTE required competencies.
The following data is provided that illustrates the performance of concentrators in the 2015 Connecticut Statewide CTE Assessment, relative to the contextual application of the CCSS into the Connecticut CTE Performance Standards and Competencies:

(2015 Connecticut Statewide CTE Assessment: 11,490 concentrators)

<table>
<thead>
<tr>
<th>CCSS Math Standards</th>
<th>Percentage met/exceeded goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCM-01 Explain the meaning of a problem ...</td>
<td>53.96</td>
</tr>
<tr>
<td>CCM-02 Make sense of quantities ...</td>
<td>54.32</td>
</tr>
<tr>
<td>CCM-03 Interpret and use state assumptions ...</td>
<td>46.93</td>
</tr>
<tr>
<td>CCM-04 Apply the mathematics learned ...</td>
<td>52.01</td>
</tr>
<tr>
<td>CCM-05 Consider the available tools ...</td>
<td>55.76</td>
</tr>
<tr>
<td>CCM-06 Communicate precisely to others ...</td>
<td>56.96</td>
</tr>
<tr>
<td>CCM-07 Examine mathematic problems ...</td>
<td>53.66</td>
</tr>
<tr>
<td>CCM-08 Determine if calculations are repeated ...</td>
<td>50.17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCSS English Language Arts Standards</th>
<th>Percentage met/exceeded goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC-ELA-01 Cite specific text evidence</td>
<td>66.49</td>
</tr>
<tr>
<td>CC-ELA-02 Determine the central ideas or conclusions ...</td>
<td>57.85</td>
</tr>
<tr>
<td>CC-ELA-03 Follow precisely a complex multistep ...</td>
<td>59.23</td>
</tr>
<tr>
<td>CC-ELA-04 Determine the meaning of symbols ...</td>
<td>58.10</td>
</tr>
<tr>
<td>CC-ELA-05 Analyze text structures ...</td>
<td>67.10</td>
</tr>
<tr>
<td>CC-ELA-06 Analyze the author’s purpose ...</td>
<td>61.87</td>
</tr>
<tr>
<td>CC-ELA-07 Integrate and evaluation multiple sources ...</td>
<td>67.29</td>
</tr>
<tr>
<td>CC-ELA-08 Evaluate the hypotheses, data ...</td>
<td>61.07</td>
</tr>
<tr>
<td>CC-ELA-09 Synthesis information from a range ...</td>
<td>67.05</td>
</tr>
<tr>
<td>CC-ELA-10 Read and comprehend science/technical ...</td>
<td>56.63</td>
</tr>
</tbody>
</table>

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.

The ongoing partnership between Connecticut educational entities on the local and state levels is of the most consistent of Connecticut’s CTE efforts.

1. The key to measured improvement on the state and local level is the consistency by which we implement academic standards. Connecticut is committed to the teaching and learning of the Common Core State Standards (CCSS), beginning with reading and mathematics. On the secondary level all 11th grade students are required to take the SAT test as it is aligned with the CCSS. This test directly connected to requirements for college review and subsequent matriculation is an expanding partnership with our state post-secondary institutions.
2. The statewide role of the CCSS in every school district in Connecticut is further enhanced by the commitment of the State Department of Education - CTE Unit to align our mandated Connecticut Statewide CTE Assessment with the CCSS. Version IX of our CTE Assessment system includes the direct integration of the CCSS on 40% of all test items in all 21 areas of concentration.

3. Furthering the partnership is the mandated state legislation for teacher evaluation. Teacher evaluation measures "education learning objectives" are tied directly to student performance on state assessments. In terms of Connecticut secondary schools, 57% of all schools use the statewide CTE assessment data for the evaluation of CTE teachers.

4. All school districts requesting funds from the Perkins Grant must organize and maintain a regular schedule of meetings with a Continuous Improvement Team (advisory committee). The local school districts are encouraged to include on their CTE advisory committee roster business and industry leaders, post-secondary representatives, guidance staff, CTE teachers and administrators. The design of local these committees has led to significant improvements in CTE program infrastructure, new courses and the updating of course curricula and instruction.

5. Connecticut recognizes the importance of a focused, wrap-around effort to connect academic and CTE achievement to a meaningful, sustainable career for each student. The Student Success Plan (SSP) enacted into law in 2012, 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.

Public Act No. 11-135 · Section 2(j)

An act concerning implementation dates for the Secondary School Reform, exceptions to the school governance council requirement and the inclusion of continuous employment in a cooperative arrangement as part of the definition of teacher tenure.

"For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive."

6. Through the Perkins grant process, the Connecticut State Department of Education - CTE Unit provides school districts with the option to enter into a consortium with other districts. When a school district does not reach the threshold of the minimum $15,000 Perkins entitlement or due to other circumstances is unable to offer a sufficient size, scope and quality of CTE that Connecticut requires through the Perkins grant requirements, consortium is an option. These partnerships provide opportunities for regional CTE professional development and collaboration in designing measurable improvement methods in CTE teaching and learning. Post-secondary institutions and local business and industry often play an important role is the development of CTE consortium.

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

Yes

FUNDS FOR GUIDANCE – MUST BE FOR CTE ONLY

During the 1914-15 school year, secondary schools and school districts were permitted to request funds for career guidance from their Carl D. Perkins grant with the stipulation that any request for funds in guidance related functions MUST be used exclusively for Career and Technical Education courses and students.

CONNECTICUT STUDENT SUCCESS PLAN
With the advent of the Connecticut non-funded mandate of the Student Success Plan, requiring all students to have a career objective, we have encouraged all secondary schools to increase the communication between career guidance staff, CTE teachers, parents and students. Some local secondary schools utilized funds for the development of materials to more fully articulate the content of CTE courses, their respective connection to career clusters and potential career opportunities. The student success plan is not a CTE initiative per se, so the State Department of Education, Academic Office, CTE Unit encouraged schools to consider the use of funds for linkage activities.

CONNECTICUT STATEWIDE CTE ASSESSMENT

As a result of the assessment protocols of local school districts, guidance personnel participate in the administration of the Connecticut CTE Statewide Assessment. The time spent in the coordination of the state CTE assessment requires that guidance personnel are actively engaged in the preparation of CTE students for the on-line assessment and the required submission demographic data on each student (concentrator) tested.

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?

Yes

The Connecticut State Department of Education, Academic Office – CTE Unit has encouraged the use of College Career Pathways the current program that replaced Tech Prep. Working in collaboration with the Connecticut community college system, we have achieved carefully crafted articulation agreements between the state’s community colleges and our secondary schools. Within our College Career Pathway initiative, CTE students are provided with opportunities to gain proficiency in core competencies that are a requisite for college level work.

CONNECTICUT COMMUNITY COLLEGE SYSTEM

Eleven post-secondary state community colleges receive Perkins grant funds with the stipulation that each college will develop an implementation program of College Career Pathways. Each institution has articulated CTE courses.

The following charts lists the Connecticut College Pathway programs of each community college as each relates to a career cluster and the subsequent course that are articulated with local secondary schools.

ASNUNTUCK COMMUNITY COLLEGE

1. Career Cluster: Arts, Audio/Video Technology and Communications

2. Career Cluster: Human Services
   Articulated Courses of Pathway: Early Childhood Education

3. Career Cluster: Information Technology
   Articulated Courses of Pathway: Information Technology

   Articulated Courses of Pathway: Environmental Science

CAPITOL COMMUNITY COLLEGE

   Articulated Courses of Pathway: Architecture

2. Career Cluster: Arts, Audio/Video Technology and Communications
   Articulated Courses of Pathway: Audio/Visual/Film Technology
3. Career Cluster: Business Management and Administration  
Articulated Courses of Pathway: Finance
4. Career Clusters: Human Services and Education & Training  
Articulated Courses of Pathway: Early Childhood Education
5. Career Cluster: Information Technology  
Articulated Courses of Pathway: Computer Science, Computer Web Design and Software Applications
Articulated Courses of Pathway: Criminal Justice

GATEWAY COMMUNITY COLLEGE
Articulated Courses of Pathway: Architecture
2. Career Cluster: Business Management and Administration  
Articulated Courses of Pathway: Finance, Marketing
3. Career Clusters: Education & Training  
Articulated Courses of Pathway: Early Childhood Education
4. Career Cluster: Health Science  
Articulated Courses of Pathway: All health related courses
5. Career Cluster: Hospitality & Tourism  
Articulated Courses of Pathway: Culinary courses
6. Career Cluster: Manufacturing  
Articulated Courses of Pathway: Manufacturing
Articulated Courses of Pathway: CADD, Electricity
8. Career Cluster: Transportation, Distribution and Logistics  
Articulated Courses of Pathway: Automotive Technology

HOUSATONIC COMMUNITY COLLEGE
1. Career Cluster: Business Management and Administration  
Articulated Courses of Pathway: Accounting
2. Career Cluster: Human Services  
Articulated Courses of Pathway: Early Childhood Education
3. Career Cluster: Health Science
Articulated Courses of Pathway: All health related courses

4. Career Cluster: Marketing, Sales and Service
Articulated Courses of Pathway: Marketing

MANCHESTER COMMUNITY COLLEGE
1. Career Cluster: Arts, Audio/Video Technology and Communications
Articulated Courses of Pathway: Video/Film-making, Electronic Publishing, Broadcast/TV Production, Reporting

2. Career Cluster: Business Management and Administration
Articulated Courses of Pathway: Entrepreneurship, Computer Applications, Web Design

3. Career Clusters: Education & Training
Articulated Courses of Pathway: Early Childhood Education

4. Career Clusters: Finance
Articulated Courses of Pathway: Accounting

5. Career Cluster: Health Science
Articulated Courses of Pathway: All health related courses

6. Career Cluster: Hospitality & Tourism
Articulated Courses of Pathway: Culinary courses

7. Career Cluster: Information Technology
Articulated Courses of Pathway: Web Design

8. Career Cluster: Law, Public Safety, Corrections and Security
Articulated Courses of Pathway: Criminal Justice

9. Career Cluster: Manufacturing
Articulated Courses of Pathway: Manufacturing

MIDDLESEX COMMUNITY COLLEGE
1. Career Cluster: Arts, Audio/Video Technology and Communications
Articulated Courses of Pathway: Digital Arts, Computer Graphics, Broadcast Communications

2. Career Cluster: Business Management and Administration
Articulated Courses of Pathway: Business Computers

3. Career Clusters: Finance
Articulated Courses of Pathway: Accounting

4. Career Cluster: Human Services
Articulated Courses of Pathway: Early Childhood Education
5. Career Cluster: Manufacturing
   Articulated Courses of Pathway: Manufacturing, CADD

NORWALK COMMUNITY COLLEGE
1. Career Cluster: Hospitality & Tourism
   Articulated Courses of Pathway: Culinary
2. Career Cluster: Information Technology
   Computer Programming

NAUGATUCK VALLEY COMMUNITY COLLEGE
   Articulated Courses of Pathway: Architecture
2. Career Cluster: Business Management and Administration
   Articulated Courses of Pathway: Marketing, Consumer Economics
3. Career Clusters: Education & Training
   Articulated Courses of Pathway: Early Childhood Education
4. Career Cluster: Health Science
   Articulated Courses of Pathway: All health related courses
5. Career Cluster: Hospitality & Tourism
   Articulated Courses of Pathway: Culinary courses
   Articulated Courses of Pathway: CADD, Computers

QUINEBAUG VALLEY COMMUNITY COLLEGE
1. Career Cluster: Agriculture, Food and Natural Resources
   Articulated Courses of Pathway: Environmental Science
   Articulated Courses of Pathway: Construction, CADD
3. Career Cluster: Arts, Audio/Video Technology and Communications
   Articulated Courses of Pathway: Arts Graphics, Photography
   Articulated Courses of Pathway: Computer Application, Accounting
5. Career Cluster: Health Science
Articulated Courses of Pathway: Medical Terminology, Health Careers

6. Career Cluster: Human Services

Articulated Courses of Pathway: Early Childhood Education

7. Career Cluster: Information Technology

Articulated Courses of Pathway: Computer Science, and Software Applications


Articulated Courses of Pathway: CADD, Intro Engineering

THREE RIVERS COMMUNITY COLLEGE


Articulated Courses of Pathway: Architectural Design, CADD

2. Career Cluster: Business Management and Administration

Articulated Courses of Pathway: Accounting, Marketing, Management

3. Career Clusters: Finance

Articulated Courses of Pathway: Finance

4. Career Cluster: Hospitality & Tourism

Articulated Courses of Pathway: Culinary courses

5. Career Cluster: Human Services

Articulated Courses of Pathway: Early Childhood Education

6. Career Cluster: Information Technology

Articulated Courses of Pathway: Computer Science, Computer Web Design and Software Applications

7. Career Cluster: Law, Public Safety, Corrections and Security

Articulated Courses of Pathway: Criminal Justice, Fire Technology

8. Career Cluster: Manufacturing

Articulated Courses of Pathway: Manufacturing

9. Career Cluster: Marketing, Sales and Service

Articulated Courses of Pathway: Marketing


Articulated Courses of Pathway: CADD, Intro Engineering-Fundamentals, Electronics

TUNXIS COMMUNITY COLLEGE

1. Career Cluster: Business Management and Administration

Articulated Courses of Pathway: Accounting, Marketing
2. Career Clusters: Education & Training

Articulated Courses of Pathway: Early Childhood Education

3. Career Cluster: Health Science

Articulated Courses of Pathway: All health related courses

4. Career Cluster: Information Technology

Articulated Courses of Pathway: Computers, Computer Graphics

**CONNECTICUT STATEWIDE CTE ASSESSMENT**

Students receiving college credit as a result of the College Career Pathways program were tested in the Connecticut Statewide CTE Assessment.

Here are the results of the 2015 Statewide CTE Assessment as it relates to College Career Pathways students:

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>Concentrators No.</th>
<th>Meeting/Ex Goal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>194</td>
<td>57</td>
<td>29.38</td>
</tr>
<tr>
<td>Agriculture Mechanics</td>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Animal Science</td>
<td>10</td>
<td>3</td>
<td>30.00</td>
</tr>
<tr>
<td>Aquaculture</td>
<td>44</td>
<td>9</td>
<td>20.45</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>7</td>
<td>3</td>
<td>42.86</td>
</tr>
<tr>
<td>Business Management</td>
<td>23</td>
<td>14</td>
<td>60.87</td>
</tr>
<tr>
<td>Computer Aided Drafting CADD</td>
<td>85</td>
<td>14</td>
<td>16.47</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>47</td>
<td>8</td>
<td>17.02</td>
</tr>
<tr>
<td>Cooperative Work Education</td>
<td>4</td>
<td>2</td>
<td>50.00</td>
</tr>
<tr>
<td>Culinary and Food Production</td>
<td>154</td>
<td>55</td>
<td>35.71</td>
</tr>
<tr>
<td>Digital Video Production</td>
<td>50</td>
<td>22</td>
<td>44.00</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>265</td>
<td>205</td>
<td>77.36</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>121</td>
<td>97</td>
<td>80.17</td>
</tr>
<tr>
<td>Marketing Education</td>
<td>141</td>
<td>78</td>
<td>55.32</td>
</tr>
<tr>
<td>Medical Careers Education</td>
<td>195</td>
<td>122</td>
<td>62.56</td>
</tr>
<tr>
<td>Natural Resources/Environment</td>
<td>13</td>
<td>5</td>
<td>30.46</td>
</tr>
<tr>
<td>Nutrition &amp; Food Production</td>
<td>38</td>
<td>13</td>
<td>34.21</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>97</td>
<td>48</td>
<td>49.48</td>
</tr>
<tr>
<td>Plant Science</td>
<td>13</td>
<td>7</td>
<td>53.50</td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>7</td>
<td>1</td>
<td>14.29</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>154</td>
<td>55</td>
<td>35.71</td>
</tr>
</tbody>
</table>
Summary Statement of College Career Pathway Assessment Data

13.5% of all Connecticut Concentrators in 2015 were students participating in the College Career Pathways program.

49.68% of all College Career Pathways Program students tested in the 2015 Connecticut Statewide Assessment met or exceeded goal.

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?

Yes

The Connecticut State Department of Education, Academic Office – CTE Unit has worked collaboratively with our state community colleges to development a system of college career pathways, enabling students to earn college credit at one of our state community colleges and the University of Connecticut, enhancing their career preparation. Due to this partnership with the state’s community colleges there has been a steady increase in the number of students taking articulated college courses. Working in collaboration with the Connecticut community college system, we have achieved carefully crafted articulation agreements between the state’s community colleges and our secondary schools. Within our College Career Pathway initiative, CTE students are provided with opportunities to gain proficiency in core competencies that are a requisite for college level work.

Eleven post-secondary state community colleges receive Perkins grant funds with the stipulation that each college will develop an implementation program of College Career Pathways. Each institution has articulated CTE courses.

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

Yes

OVERVIEW

The Connecticut Career and Technical Education Student Organizations (CTSO’s) are a long standing integral part of CTE/Vocational Education in this state since the 1920’s. The CTSO’s are experiencing the largest increases in membership since the mid-1970’s.

CTSO’S in the PERKINS GRANT

As part of the requirements to receive funds from the Carl D. Perkins grant, a secondary school MUST have at least one of the seven of Connecticut’s chartered CTSO’s. Connecticut holds a charter from seven organizations that include: DECA (formerly known as the Distributive Education Clubs of America); TSA (Technology Student Association); HOSA (Future Health Professionals); FCCLA (Family, Career and Community Leaders of America); SkillsUSA (formerly VICA); FFA (formerly Future Farmers of America); and FBLA (Future Business Leaders of America).

Requirement for Perkins Grant fund eligibility:

For a secondary school to be eligible for Perkins funds, the school must have an active chapter of at least one of the seven chartered CTSO’s. Active status includes that dues are paid to the state association and national organization of the selected CTSO(s), and that the local chapter has a planned program of work for the school year.

Funding Limits

The Connecticut Perkins Grant funding of CTSO’s includes: a) a $5,000 stipend for each State Advisor for each of the seven CTSO’s; b) a stipend limit of $1,500 for each local chapter advisor per organization, budgeted from the school district’s Perkins allocation; and c) local CTSO chapters may utilize their Perkins funds for CTSO in-state conference travel for non-competitive event conferences.

Membership Growth in 2014-15
The following data represents the increase/decrease in CTSO membership from 2013-14 to 2014-15:

<table>
<thead>
<tr>
<th>CTSO</th>
<th>Chapters</th>
<th>2014 Membership</th>
<th>2015 Membership</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECA</td>
<td>52</td>
<td>2,276</td>
<td>2,539</td>
<td>+263</td>
</tr>
<tr>
<td>FBLA</td>
<td>60</td>
<td>1,689</td>
<td>1760</td>
<td>+71</td>
</tr>
<tr>
<td>FFA</td>
<td>20</td>
<td>2,802</td>
<td>3,021</td>
<td>+219</td>
</tr>
<tr>
<td>FCCLA</td>
<td>7</td>
<td>0</td>
<td>150</td>
<td>+150</td>
</tr>
<tr>
<td>HOSA</td>
<td>13</td>
<td>385</td>
<td>534</td>
<td>+149</td>
</tr>
<tr>
<td>SKILLSUSA</td>
<td>15</td>
<td>10,961</td>
<td>10,721</td>
<td>-240</td>
</tr>
<tr>
<td>TSA</td>
<td>20</td>
<td>195</td>
<td>268</td>
<td>+73</td>
</tr>
<tr>
<td>Total</td>
<td>187</td>
<td>18,308</td>
<td>18,993</td>
<td>+685</td>
</tr>
</tbody>
</table>

**CTSO IMPACT ON ASSESSMENT**

The rigorous Connecticut Statewide CTE Assessment, the required test for all Connecticut concentrators, in each of the 21 areas of concentration, is connected to our Connecticut CTSO's as most of our CTSO's align their competitive events with the Connecticut P. Listed below is one of the impact-data streams for CTSO's, illustrating the percentage of concentrators who met/exceed goal in the Connecticut Statewide CTE Assessment for concentrators who COMPETED in their respective organizational STATE CONFERENCE, compared to non-CTSO concentrators:

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>Non-CTSO Concentrators</th>
<th>CTSO Competing Concentrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Mechanics</td>
<td>11.36%</td>
<td>14.29%</td>
</tr>
<tr>
<td>Science</td>
<td>38.14%</td>
<td>42.92%</td>
</tr>
<tr>
<td>Animal Science</td>
<td>59.62%</td>
<td>74.42%</td>
</tr>
<tr>
<td>Aquaculture</td>
<td>28.85%</td>
<td>36.36%</td>
</tr>
<tr>
<td>Plant Science</td>
<td>24.62%</td>
<td>16.67%</td>
</tr>
<tr>
<td>Business Management</td>
<td>23.84%</td>
<td>50.00%</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>60.43%</td>
<td>72.92%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>68.51%</td>
<td>79.05%</td>
</tr>
<tr>
<td>Culinary &amp; Food Production</td>
<td>30.46%</td>
<td>50.00%</td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>31.58%</td>
<td>43.86%</td>
</tr>
<tr>
<td>Marketing Education</td>
<td>71.43%</td>
<td>27.56%</td>
</tr>
<tr>
<td>Medical Careers Education</td>
<td>70.90%</td>
<td>27.56%</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>71.43%</td>
<td>27.56%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>78.43%</td>
<td>70.90%</td>
</tr>
</tbody>
</table>

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?

No
Connecticut State Performance Standards and Competencies (PS&C)

The State Department of Education, Academic Office – CTE Unit is committed to the alignment of our State Performance Standards and Competencies with the most current CTE national standards.

Every three years the national standards for the program areas of CTE are revised by the national organizations that provide leadership in these CTE program areas. These national organizations include, but are not limited to, the National Association of Agricultural Educators, MBA Research and Curriculum Center, National Business Educators Association, and the American Association of Family & Consumer Sciences. Each of these organizations utilizes business, industry and labor to establish the highest of industry/profession/career standards that translates into state-of-the-art CTE instruction.

Connecticut applies these National Standards to the 3-year cyclical revision of the Connecticut State Performance Standards and Competencies. The state revision process includes CTE teacher committees in each of the 21 areas of concentration. The statewide CTE teacher committees include Connecticut business and industry representatives. Each committee reviews the national performance standards and competencies and establishes a core package of performance standards and competencies for all Connecticut secondary schools providing CTE courses. The latest revision of the Connecticut PS&C was completed in 2015.

PERKINS GRANTEES – Requirement to Teach the PS&C

The secondary schools of Connecticut requesting funds/benefits of the Carl D. Perkins grant are required to provide instruction in the Connecticut State Performance Standards and Competencies. CTE courses, regardless of course title are aligned with 21 areas of concentration. All competencies are taken directly from the national standards from national and state organizations/committees that have direct participation with professionals from business, industry and labor.

The mandated instruction of the Connecticut CTE Performance Standards and Competencies leads to the testing of all concentrators in the Connecticut Statewide CTE Assessment.

The Connecticut Statewide CTE ASSESSMENT (2015)

Aligned with INDUSTRY STANDARDS

Skill Attainment is a centerpiece of Connecticut Career and Technical Education as it has direct impact on all aspects of improving the quality of teaching and learning in CTE.

There is an emphasis placed on the Connecticut Statewide CTE Assessment in all of Connecticut Career & Technical Education because of the need to establish measurable goals for student (concentrator) technical skill attainment in the process of improving the quality of CTE. The statewide assessment is required of every school receiving funding/benefits from the Perkins grant.

The Connecticut Career and Technical Education statewide assessment program was initiated in 2001 after two years of research and testing. For the 2014-15 school year, Version IX of the CTE statewide assessment was implemented, based exclusively on the most recent national performance standards for each area of concentration, assimilated into the 2015 Connecticut State Performance Standards and Competencies. Each CTE competency in each area of concentration is assessed in Connecticut’s mandated electronic assessment of every school’s concentrators.

Areas of Concentration

The Connecticut “areas of concentration” in Career and Technical Education represent the largest course categories across all school districts in Connecticut. Connecticut has identified 21 areas of concentration, general categories of CTE courses, each aligned to national CTE standards. One additional area of concentration was added for the 2014-15 school year in response to statistical analysis that showed that CTE courses related to “food preparation” fell into two categories those with a focus on nutrition and domestic food preparation and those that were identified with the more sophisticated culinary arts.

ACADEMIC INTEGRATION – COMMON CORE
As per the overwhelming charge of Connecticut business, industry and labor, we are committed to the integration of academic knowledge and skill into all aspects of CTE. We, the CTE unit, of the State Department of Education have committed our every CTE effort to include emphasis on the improvement of instruction and learning as it relates to the intentional integration of Common Core State Standards for reading in mathematics in all aspects of CTE.

The heavy emphasis of “academic integration” in the Perkins Act of 2006, led to Connecticut’s commitment to integrate the Common Core State Standards (CCSS) for ELA and mathematics into all 21 areas of concentration of the Connecticut Statewide Assessment. Submitted, reference Perkins Act, Section 24, part (aa), states “integrating those programs with academic content standards and student academic achievement standards, as adopted by States under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965”.

Version IX of the CTE Statewide Assessment for each of the 21 areas of concentration includes 40% of all test items to be the contextual application of CCSS math and reading practices (competencies), making the Connecticut Statewide CTE Assessment of the most academically rigorous in the nation.

STATE PROFESSIONAL DEVELOPMENT

In 2014-15 statewide professional development was planned and implemented that included workshops from professionals of business, industry and labor. Each of our statewide program area professional development included sessions conducted by professionals who demonstrated new procedures, methodologies and use of technology that may translate to our CTE classrooms. The use of state-of-the-art software was a focus of many of our professional development activities.

CTSO COMPETITIVE EVENT DESIGN AND AJUDICATION

A function of our state career and technical education student organizations is to implement competitive events in many career specific areas. Through a consensus of effort of all 7 organizations, we recruited the most knowledgeable professional members of business, labor and industry to designed competitions that challenged students to perform to the current and highest standards of skill performance. Other members of the private sector served as adjudicators for our competitive events such as business owners for competitions in entrepreneurship; construction experts/carpenters for carpentry competitions; and chiefs and restaurant owners for culinary competitions.

Approximately, 800 professionals from business, industry and labor served as judges in our 2015 CTSO competitive events, ensuring that all aspects of an industry would be tested and that students would be exposed to these high occupational standards.

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

COOPERATIVE WORK EDUCATION - SECONDARY SCHOOLS

One the seven Connecticut general program areas for CTE operating in the State’s secondary schools, requiring State certification is Cooperative Work Education (CWE). This CTE program area, indigenous to Connecticut has been a CTE programmatic option since 1972. The State Department of Education, Academic Office - CTE Unit encourages schools to have a CWE program, despite the additional burdens it places of school districts.

Work-Based Paid Employment (Co-op)

In addition to specific CTE teacher certification for any teacher charged with the coordination of a CWE program, schools are encouraged to provide early release from school for those students enrolled. This is for the work-based, paid employment component of the program. Students must have a structured workplace plan that includes the specific competencies and job responsibilities/tasks that they the student will be required to complete. Based upon the student’s performance on these tasks, the employer will provide a brief narrative, culminating in quarterly grade that will appear on the student's report card. The successful completion of all tasks will result in the awarding of credit toward graduation.

The certified CWE teacher/coordinator will monitor the employed student on a quarterly basis and conduct an interview with student and employer, to ensure progress at the workplace.

CWE Instruction
Students enrolled in CWE will be required to take the CTE course known as Cooperative Work Education during the school day. Course instruction must be aligned with the Connecticut State Performance Standards and Competencies (2015 edition). Major emphasis will be placed on the instruction of employability skills, personal finance and current labor laws. Each student is required to keep accurate records of their employment while engaged as a CWE employed student.

Testing as a Concentrator

All CWE students are required to be tested in the Annual Connecticut Statewide CTE Assessment that is implemented the last two weeks in April and the entire month of May.

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

The Connecticut State Department of Education, Academic Office - CTE Unit annually seeks to provide leadership in improving the quality of teaching and learning. Two of the major initiatives in 2014-15 was to 1) increase participation in the career and technical education student organizations; and 2) develop distance learning models.

Online Personal Finance Course

Through Perkins grant funds, allocated in the innovative projects category, the State Department of Education provided grants up to $40,000 for the development in CTE Distance Learning for the delivery of instruction in Personal Finance. We chose to focus our online instructional projects on Personal Finance for 2014-15 because evidence suggests that many students who graduate from high school lack basic skills in the management of personal finance affairs. Many students are unable to balance a checkbook and lack insight into the basic principles involved with earning, spending, saving and investing. Many young people fail in the management of their first consumer credit experience, establish bad financial management habits and stumble through life learning by trial and error. Therefore, Personal Finance is a CTE course that has relevance to every student.

The purpose of this innovation grant was to develop a mastery based online personal finance course that will provide students with basic financial skills that will enable them to apply effective financial decision making as they make the transition into post-secondary education. This course will expose students to technology; and expand opportunities for additional students to take a personal finance course.

Students must have access to computers in school or at home and be highly motivated learners who understand that an online course requires commitment to self-directed learning. This course will allow students to explore career options in the financial field. To accomplish this task a successful award will:

- Align district Business and Finance Technology performance standards and competencies to district’s curriculum;

- Create a personal finance online course using a classroom webpage and e-mail system using cloud based software such as Edmodo or Moodle;

- Course instruction and interaction will take place online with periodic student meetings throughout the semester if necessary;

- Ongoing teachers’ professional development training of online course instruction;

- Additional training on cloud based software such as Edmodo or Moodle is required;

- Experts on online personal finance course set-up, instructional strategies, and financial career opportunities will be consulted.

Secondary School awards for 2014-2015:

- Brookfield High School $6,366.00
- Ledyard High School $20,000.00
Meriden (Maloney & Platt)  $15,500.00
New Britain High School  $20,000.00
Waterford High School  $20,000.00

CTSO GROWTH AND DEVELOPMENT

Our data collection provided clear evidence that CTE concentrators (To be a concentrator a student must be tested in the Connecticut Statewide CTE Assessment.) performed at a higher level if the student participated in the competitive events program of the CTSO. Throughout our statewide professional development activities, we encouraged greater enrollment (membership) in every CTSO and worked with the State Advisors of our CTSO's to make state competitive events conferences more accessible for students throughout the state. In 2014-15, the largest three student conferences of any kind in Connecticut, relative to student participation were three of our CTSO's (DECA, SkillsUSA, and FBLA).

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

Yes

The Connecticut State Department of Education, Academic Office - CTE Unit, stresses the importance of entrepreneurship in all seven program areas of CTE. The utilization of entrepreneurial knowledge and skill allow a CTE student, especially those who reach the threshold of concentrator, to consider the development of their own businesses in the future.

The Agri-Entrepreneurship Education Program

The Agri-Entrepreneurship Education Program is designed to increase the amount of entrepreneurship being taught in local agriculture programs across the country. With this information, students will be better prepared to become entrepreneurs and will begin to perceive entrepreneurship as a viable career choice. The Agri-Entrepreneurship Education Program is designed to increase the amount of entrepreneurship being taught in local agriculture programs across the country. With this information, students will be better prepared to become entrepreneurs and will begin to perceive entrepreneurship as a viable career choice.

Marketing Education

As part of the mandated state Marketing Education performance standards and competencies, entrepreneurial competency instruction is required for all 52 schools that include marketing education in their local CTE package.

Entrepreneurship Enhancing Competitive Activities

As part Connecticut's commitment to teaching entrepreneurship in all CTE program areas, all Connecticut career technical student organizations include competitive events focused on entrepreneurship. DECA, marketing education's CTSO, includes six different competitions in entrepreneurship including, Innovation Plan (concepts and creations), Start-Up Business Plan (fundamental techniques of entrepreneurship), Independent Business Plan, International Business Plan, Business Growth Plan, and Franchise Business Plan. The partnership with the Connecticut business community in the planning and implementation of these events is such that there were 39 sole-proprietorship or partnership business owners, serving as judges for these entrepreneurship competitive activities. The following other CTSO organizations included entrepreneurship in their competitions in 2015: FFA, FBLA, SkillsUSA, FCCLA, and HOSA.

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
Step 4: Technical Skills Assessment

Provide a summary of your state’s plan and timeframe for increasing the coverage of programs entered above.

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.

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of Students in the Numerator</th>
<th>Number of Students in the Denominator</th>
<th>Percent of Students Assessed</th>
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</thead>
<tbody>
<tr>
<td>Secondary Students</td>
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<tr>
<td>Postsecondary Students</td>
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</table>
### Step 8: Program Improvement Plans

**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.

<table>
<thead>
<tr>
<th>Core Indicator</th>
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<td>Connecticut's community colleges are developing and implementing student success initiatives, including guided pathways, to increase students' persistence and graduation rates. The state program coordinator will keep the campus coordinators informed of these activities and advise them of their potential involvement and impact upon Perkins program students. A special focus will be placed on improving the impact of student advisement.</td>
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## Core Indicator

| 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 | Timeline |
|----------------|--------------------------------------------------------------------------------|
| 5P2            | In addition to those steps discussed for 5P1, the Perkins post-secondary programs will enhance supportive services for students enrolled in programs leading to non-traditional occupations and attempt to increase the involvement of these students in relevant internships and other exploratory learning experiences. | Arthur Poole | 12-01-16 |

### Local Program Improvement Plans

**Secondary:**

1S1- 114 eligible recipients failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator

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</table>

1S2- 114 eligible recipients failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator.
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<th>Disaggregated categories of implementing student success initiatives, including guided pathways, to increase students' persistence and graduation rates. The state program coordinator will keep the campus coordinators informed of these activities and advise them of their potential involvement and impact upon Perkins program students. A special focus will be placed on improving the impact of student advisement.</th>
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<td>Stephen Hoag</td>
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2S1- 57 eligible recipients failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator

3S1- 5 eligible recipients failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator

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| 5P1 | The state's post-secondary and secondary coordinators will advance greater collaboration and integration between high school and college coordinators of Perkins programs. Greater emphasis will be placed upon informing students of career opportunities in nontraditional occupations and helping them to | Arthur Poole | 12-01-16 |

### 4S1 - 97 eligible recipients failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator

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5S1- 1 eligible recipient failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator

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6S2- 54 eligible recipients failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator.

Postsecondary:

3P1. 11 of the 11 eligible recipients failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator and will be required to implement a local program improvement plan for the succeeding program year.

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4P1. 3 of the 11 eligible recipients failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator and will be required to implement a local program improvement plan for the succeeding program year.
5P2 | In addition to those steps discussed for 5P1, the Perkins post-secondary programs will enhance supportive services for students enrolled in programs leading to non-traditional occupations and attempt to increase the involvement of these students in relevant internships and other exploratory learning experiences. | Arthur Poole | 12-01-16

4S1 | Beginning in 2016, we will add to protocols for principals for our mandated concentrator testing a stipulation that all SASID numbers for all students (concentrators) be maintained by the school guidance staff, in addition to the CTE Perkins support staff. | Stephen Hoag

5P1. 7 of the 11 eligible recipients failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator and will be required to implement a local program improvement plan for the succeeding program year.

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<th>Core Indicator</th>
<th>Disaggregated categories of potential involvement and impact upon Perkins program students. A special focus will be placed on improving the impact of student advisement.</th>
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<td>The state’s post-secondary and secondary coordinators will advance greater collaboration and integration between high school and college coordinators of Perkins programs. Greater emphasis will be placed upon informing students of career opportunities in nontraditional occupations and helping them to explore such opportunities in high school and during the early stages of college.</td>
<td>Arthur Poole</td>
<td>12-01-16</td>
<td></td>
</tr>
<tr>
<td>5P2</td>
<td>In addition to those steps discussed for 5P1, the Perkins post-secondary programs will enhance supportive services for students enrolled in programs leading to non-traditional occupations and attempt to increase the involvement of these students in relevant internships and other exploratory learning experiences.</td>
<td>Arthur Poole</td>
<td>12-01-16</td>
<td></td>
</tr>
<tr>
<td>4S1</td>
<td>Beginning in 2016, we will add to protocols for principals for our mandated concentrator testing a stipulation that all SASID numbers for all students (concentrators) be maintained by the school guidance staff, in addition to the CTE Perkins support staff.</td>
<td>Stephen Hoag</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5P2. 6 of the 11 eligible recipients failed to meet at least 90 percent of the agreed upon local adjusted level of performance for this indicator and will be required to implement a local program improvement plan for the succeeding program year.