

# Consolidated Annual Report, Program Year 2017 - 2018 Connecticut

## Step 3: Use of Funds: Part A

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

No

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

No

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## Step 3: Use of Funds: Part B

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

Connecticut uses a system that starts assess secondary and postsecondary programs use of Perkins funding. All eligible recipients must submit a budget and budget narrative that includes an explanation on why an expenditure is being made and how the expenditure is improving the CTE program. Along with the budget and budget narrative the eligible recipient must explain and justify changes to their 5 year plan and demonstrate efforts to improve the require performance levels.

All eligible recipients that failed to meet a core indicator must submit a plan that states how they will be using their Perkins funds to improve and increase the level of achievement in the missed core indicator. All submitted Continuous Improvement Plans and Budget Narratives are reviewed by all CTE unit staff. Comments, corrections and errors are reported back to the eligible recipients and corrections must be made before grants are awarded.

A Perkins Compliance Review system has been developed that requires selected eligible recipients to conduct a self evaluation based on past and present performance within a CTE program area. A pre visit monitoring guide is sent to all programs that are to be reviewed that requires evidence that is to be submitted showing the following:

Enrollment, Number of Concentrators by Program, Collaboration between CTE and Academic Staff, Academic Achievement by CTE students, CTSO support, Postsecondary linkages, Skill Attainment and Assessment, Professional Development for Teachers, showing how Special Populations are recruited and accommodated, Increased use of Technology, Equipment needs and plans; and curriculum that covers all aspects of an industry.

After a review of the submitted evidence an onsite review is conducted by the Connecticut State Department of Education (CSDE). The eligible recipient will make available for interviews members of the school administration, CTE and Academic teachers, counselors, Special Population Administrators, students, parents, and advisory board members.

After the on-site visit a final report is provided to the eligible recipient which has 30 days to respond with a plan to make any corrections required by the review team.

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

Through the Budget Narrative process, eligible recipients are encourage to develop plans to adopt new technology and to update older technology. With the purchase of new technology the eligible recipient is required to provided professional development for the teacher in order that students receive the best instruction.

Using the reserve funds, the CSDE sent out a Supplemental Enhancement grant specifically for a eligible recipient to create a project that lead to an increase in technology to improve a program area. The CSDE award 9 grants that provided new technology in CNC milling, lathes, etching and engraving machines; was used to provide scientic testing equipment in agriculture and provide for high end computers for app and game design.

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

The CSDE offers a wide variety of professional development programs for all CTE program areas in the state. Below is a list of PD that was provided this past year.

Connecticut CTE Conference- Annual program that provides speakers and panels on new Perkins V, work based learning as well as breakout sessions.

Breakout Sessions include

Creating Skills Based Assessment Rubrics for Medical Careers Standards

Growing a Culinary Arts Catering Program in an Urban Setting

Innovative Community Partnerships for Students

Virtual Reality in a Video Production Classroom

Using Robotics for Engineering and Iteration

Industry Recognized Credentials in Cooperative Work Education

Six Simple Steps for Project- Based Learning

CTE and Pre-apprenticeship Integration

Food, Farm, Community

School-Based Enterprises

Tunxis Community College: A Case Study in Dual Enrollment - College Career Pathways (CCP)

Other PD provided throughout the year:

SERVSAFE Train the Trainer- Provided teachers with the ability to provide SERVSAFE credentials to students

NIMS Training- Provide Teachers with the ability to provide students with NIMS credentials

Agricultural Science and Technology Education (ASTE) new teachers workshop- provided resources on SAE, FFA, Curriculum, work\life balance, etc., for new teachers and teacher with less than 5 years of experience in the classroom.

UCONN Teacher Ed PD- Provided an overview to teacher candidates on what the CSDE does for ASTE programs in the State.

Personal Finance workshop for Business teachers- PD on using project based learning programs in the classroom

Perkins Grant workshop- Provided participants which included teachers, counselor, and administrators from secondary and postsecondary eligible recipients, with instructions and assistants on completing Connecticut Perkins Budget Narrative and Continuous Improvement Plan

Medical Careers workshop- Professional development on apprenticeships, and online health resources

**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?**

Working with the Connecticut Women's Education and Legal Fund (CWEALF), the CSDE conducted quarterly workshops on recruiting and retaining non-traditional students in CTE programs. CWEALF also worked with individual eligible recipients to examine barriers to nontraditional student success and development of plans to eliminate the barriers.

CWEALF also puts on Women in STEM programs, "Equal Pay for Equal Work" Presentations and Apprenticeship for Women presentations.

In the Continuous Improvement Plan, each eligible recipient was required to explain how Perkins funding was to be utilized in the support of nontraditional students.

**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?**

The CSDE in the Continuous Improvement Plan requires all eligible recipients to address the two questions below:

How will the you provide activities to prepare special populations including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency?

How will utilize utilize funds to develop and implement evaluations of the CTE programs including an assessment of how the needs of special populations are being met?

Furthermore, in Reserve money grants, eligible recipients must address the following: "Describe how this grant will be utilized to ensure that individuals who are members of special populations will not be discriminated against based on this status."

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

Technical assistance to eligible recipients is an ever changing process. While the CSDE does provide technical assistance through our Perkins grant workshop, quarterly meetings with the postsecondary eligible recipients, through the program compliance reviews and with the work done by CWAELF now a days the assistance is mostly done by phone call and through e-mail.

The state six Regional Education Service Districts, that cover 100% of the eligible recipients have been divided by the two CTE Consultants. with each consultant responsible for 60 plus schools, it is important to be efficient when working with the eligible recipients.

The consultants have made a minimum of 5 technical assistance visits to eligible recipient campuses. These visit have been mainly held with the larger schools or with schools that have new Perkins Administrators.

**7. Serving individuals in state institutions**

**Part I: State Correctional Institutions**

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

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

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

Funding was used with juvenile offenders providing them with career exploration opportunities in a wide varitey of occupations.

**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.**

No funding went to state institutions serving individuals with disabilities as these programs that the CSDE worked with in past were closed.

**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

All eligible recipients that have programs in Family and Consumer Sciences are allowed to use their basic Perkins grants to improve the local program of study.

**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

Through the Supplemental Enhancement Grant eligible recipients were provided funding for innovative ideas. Grants were awarded to schools to provide technology in natural resources programs, improve technical skill attainment in animal sciences; create 3-D modeling labs and to create lessons with drones.

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

No

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

No

# Consolidated Annual Report, Program Year 2017 - 2018 Connecticut

## Step 3: Use of Funds: Part C

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

The CSDE knows that to be successful, today's students need a strong foundation in core academic skills to be successful in their chosen career path. The effort to ensure that there is a strong effort to integrate academics and CTE is with the Connecticut State Board of Education (CSBOE) adoption of frameworks and standards.

In 2018, the CSBOE adopted the Agriculture, Food and Natural Resources (AFNR) frameworks. This set of nationally recognized standard is aligned to the Connecticut Core in mathematics, English/language Arts and Reading. In addition to the afore mention core academics the AFNR frameworks have been aligned to the Next Generation of Science Standards, Green/Sustainability Knowledge and Skill Statements, and the National Standards for Financial Literacy. All other standards for CTE on the CSDE web site have been aligned to the Connecticut Common Core standards and practices.

All eligible recipients must address how, at the local level, they are integrating core academics with CTE in order to insure that students are truly college and career ready.

Through the Perkins Program Compliance Review process the eligible recipients must explain and provide evidence that the CTE curriculum has been aligned to core academics and that CT Common Core standards have been cross referenced in their lesson plans.

### **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.**

Connecticut has strong relationships with our higher education system through the office of Higher Education and the Connecticut Board of Regents. We work closely with higher education boards to ensure secondary students have opportunities to pursue postsecondary credits.

The CTE Unit meets quarterly with the community college system, to align and work towards strong career college pathways that are tied to high wage, high skill, and/or in demand occupations. CTE Consultants work with teacher training programs at the University of Connecticut, Central Connecticut State University and St. Joseph University to try and assist in meeting the teachers needed for secondary CTE programs.

The CTE Unit also works with the University of Connecticut (UConn) and CTE staff in secondary schools through the Early College Experience (ECE) which allows schools to offer UConn credit for eligible courses within the curriculum. Connecticut has several secondary CTE programs that offer up to 12 UConn credits for CTE courses taught at the local high school.

The CTE unit has always had a strong relationship working with the Connecticut State Department of Labor (CDOL), to ensure that students have had opportunities for work based learning programs. The two agencies have also held joint conferences and workshops on labor market demands, work safety for minors, etc. This past year a strong emphasis with the CDOL has been to provide more pre-apprenticeship programs for secondary students. Currently several secondary CTE manufacturing programs have students receiving up to 400 apprenticeship hours through their CTE coursework. We have begun the work to soon offer pre-apprenticeship hours in the medical and financial fields.

CTE Consultants attend and are active in several business groups, New Have Manufacturers, Connecticut Business and Industry Association, etc. There are state wide advisory boards for individual CTE program like the Connecticut State Consulting Committee for Agriculture Science and Technology Education.

Of course, each eligible recipient is required to form an active advisory committee that must meet a minimum of twice each year.

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

No

**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

Perkins funds are used in the support of College Career Pathways and to assist eligible secondary recipients to form ECE and other articulated agreements with postsecondary programs.

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

No

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

Yes

All secondary eligible recipients must support at least one CTSO in order to receive Perkins funding. Perkins funds are utilized to pay an advisor stipend, buy curriculum supplies and equipment. State Leadership funds are used to pay for State Advisors in SkillsUSA, FFA, DECA, HOSA, TSA, FBLA, and FCCLA.

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

Yes

All eligible recipients are required to report how they will utilize their Perkins funds to provide experiences and an understanding of aspects of an industry in each program area that is taught at the local school.

**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

Perkins pays for substitutes, text books and supplies for all CTE articulation programs either through CCP, ECE and/or individually created programs.

**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?**

No

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

No

**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