

**CONNECTICUT
STATE DEPARTMENT OF EDUCATION**



**CONNECTICUT ANNUAL PERFORMANCE REPORT
Career and Technical Education State-Administered Programs
The Carl D. Perkins Vocational and Technical Education
Act of 1998 (P. L. 105-332)**

School Year 2005-2006

**Division of Teaching and Learning Programs and Services
165 Capitol Avenue
Hartford, CT 06106**

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Attachments:

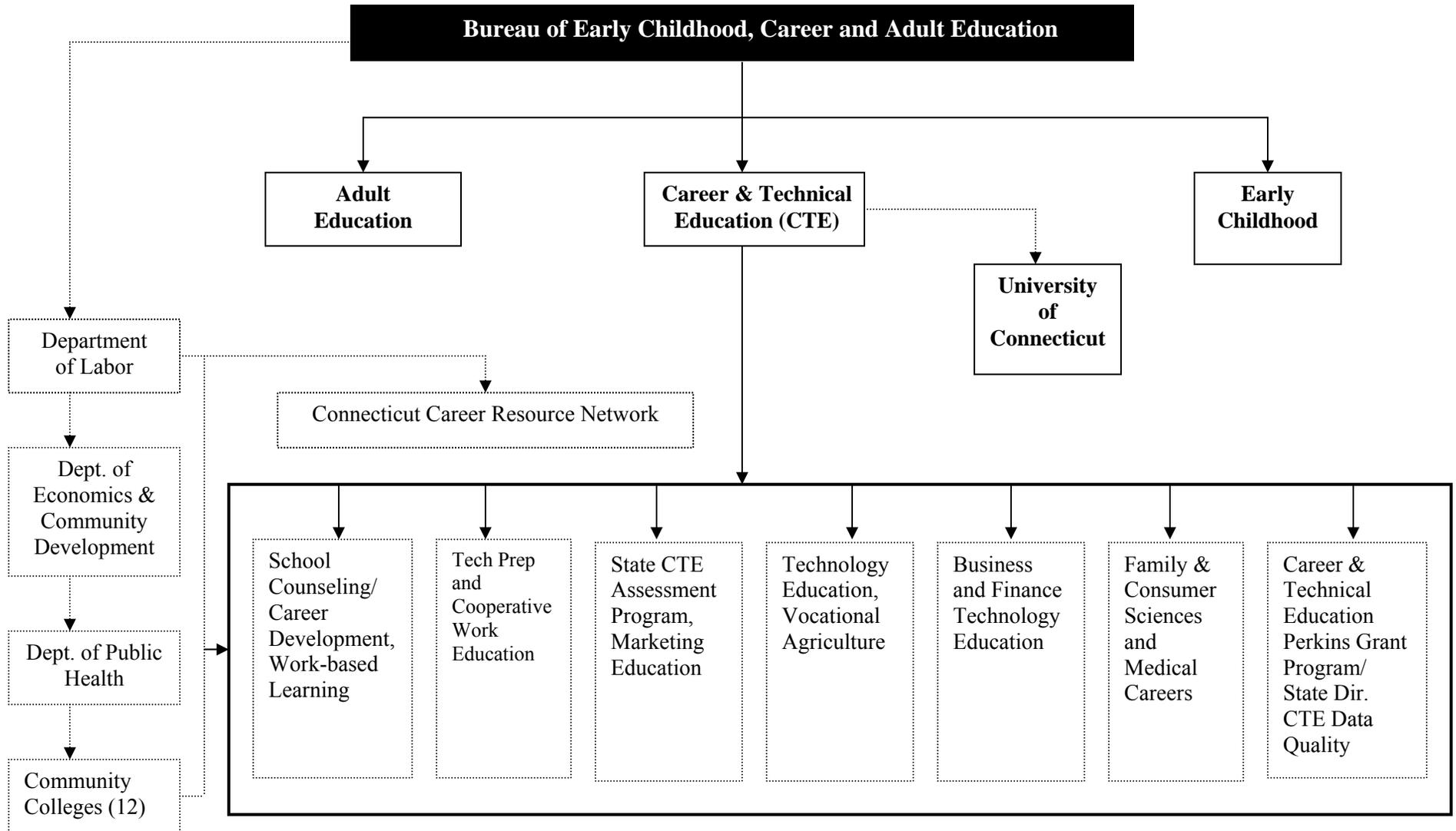
- Connecticut Career and Technical Education 2005 Statewide Assessment Report

Career and Technical Education:

- Secondary Request for Proposals
- Postsecondary Request for Proposals
- Tech Prep Program Continuation Request for Proposals
- Teacher Preparation Tech Prep Program Request for Proposals
- Rural Competitive Request for Proposals

I. State Administration

A. Sole State Agency and Governance Structure



B. Organization of Vocational and Technical Education Programs

The Connecticut State Department of Education, Career and Technical Education Unit is organized around seven program areas: Agriculture Education, Business and Finance Technology Education, Cooperative Work Education, Family and Consumer Sciences, Marketing Education, Medical Education and Technology Education. However, plans are underway to align the existing seven programs to the federally recognized 16 career clusters. All Career and Technical Education secondary and postsecondary courses have been aligned to the 16 career clusters. Annually, local school district grantees and the community colleges are required to submit student enrollment and performance data under the 16 career clusters. Some schools districts have begun to develop career pathways particularly in the area of health occupations. An Innovation competitive grant will provide funding for the grantee(s) to develop a career pathway system to serve as a model replicable throughout the state. Plans are underway to design a high school/postsecondary career pathway with a state community college and the University of Connecticut that clearly has accomplished a dual/concurrent credit program that includes academic and career and technical education coursework. This model will be replicated by other postsecondary institution(s) in Connecticut. The Connecticut Department of Labor has developed career materials including occupational videos for the 16 career clusters.

Under the Tech Prep program, community colleges are required to fully articulate Tech Prep students by establishing a program to include dual credit for: a career and technical education course, and a corresponding math, science and language arts course. This state policy was implemented to reduce academic remediation at the college level and to improve college retention. The current Tech Prep articulation with the University of Connecticut provides Family and Consumer Sciences high school students' dual/concurrent credit for further study as Family and Consumer Sciences Teachers.

Bureau professional development activities throughout all 16 career clusters is provided to increase curricula academic integration by utilizing models such as Project Lead the Way and The Center for Leadership in Education. Intensive professional development has been provided for districts identified as needing improvement of academic and CTE skill performance.

II. State Leadership Activities

A. Required Uses of Funds and B. Permissible Use of Funds

Below is a list provided by each program/cluster area relative to state initiatives in response to Section 124, Required and Permissible Use of Funds. The state requires districts to set aside five percent of the district Perkins allocation to be used for state offered and/or approved professional development activities. The approved professional development guidelines are goal driven based on the academic, skill, and labor needs of Connecticut.

Family and Consumer Sciences (FCS)

- Two Perkins Rural Competitive Grants (Reserve Grant) were awarded in Family and Consumer Sciences this year.
- Westbrook High School and Nonnewaug High School were each awarded \$75,000 to develop innovative culinary programs through commercial kitchen. Their facilities were
- A new Family, Career and Community Leaders of America (FCCLA) state advisor was hired.
- FCCLA membership increased.
- The FCCLA CT State President was elected to First Vice President of the national FCCLA organization, the first time a CT state FCCLA officer has held a national office in recent memory.

Medical Careers

- The State Department of Education (SDE) has partnered with Project Lead the Way (PLTW) and five other states to develop a new Biomedical Sciences curriculum. It will model the PLTW Pre-engineering curriculum program (frameworks and standards) already in existence in CT schools. An exemplary biology teacher from Farmington High School is the participating CT member on the curriculum team. Not only will CT be involved on the ground floor to give input in developing the curriculum. A teacher will also serve as a Master Teacher to other teachers in summer institutes so that the curriculum can be implemented in CT comprehensive high schools.
- A new Connecticut Health Occupation Students of America (HOSA) organization was started this school year.
- A new HOSA state advisor was hired.
- Medical Careers Education Frameworks were updated by committees.
- New versions of the Nurse's Aide written test and skills assessment were developed and administered to students in May in the state's comprehensive and technical high schools with certified nurse's aide training programs.

Business Finance and Technology Education

- The SDE is part of the CT Jumpstart Coalition for Personal Financial Literacy. The coalition's task is to educate students on making financial decisions concerning credit cards, loans, savings, and other money matters. The Coalition is comprised of the State Treasurer's Office, CT State Department of Education, the Banking Commission, Junior Achievement, the Connecticut Consumer Credit Council and Bank of America. A Youth Personal Finance conference was provided by the SDE on May 2006.
- Northwestern Regional High School received the Personal Finance Perkins Rural Grant that was used to fund a new honors Money and Banking Course team taught by business and math teachers. The high school already had a personal finance course where students would learn basic personal finance concepts so the addition of the honors course enhanced their personal finance program. The students enrolled in this program have the opportunity to work in the in-school branch bank of Northwest Community Bank and also off-site at the bank's main branch. Students will learn about finance, business and career opportunities through the course curriculum and their mentored work experienced. This personal finance program will serve as a model for school districts.

Vocational Agriculture

- Eighty percent of the Connecticut Agriculture teachers were trained on the Work Safe curriculum.
- Agricultural teachers from across the state participated in the revision of the Connecticut Testing Standards for Agricultural Education.
- The requirements, documentation and timelines for Supervised Agriculture Experience (SAE) has been revised based upon input from the State Department of Education, Connecticut Department of Transportation and the National Department of Labor.

Technology Education

- Project Lead the Way expanded to include over 50 Connecticut middle and high schools.
- The teacher preparation program at Central Connecticut State university has been revised to align with the DRAFT standards for Technology Education developed through the SDE.
- Technology Education teachers from across the state participated in the revision and creation of the Testing Standards used to develop the Connecticut CTE assessment in the areas of automotives, CADD, pre-engineering and video production.
- Five Connecticut technology education programs were featured in a “BEST Practices in Technology Education”, book published by the Technical Foundation of America.

Nontraditional Occupations

- Provided pre-service to students in teacher preparation programs with models to attract and retain secondary students into nontraditional career and technical education programs.
- Reviewed documentation submitted by local school districts under program compliance review to determine need for nontraditional plan development.
- Researched the effectiveness on CTE (PLTW) in attracting and retaining non-traditional students.

Work-based Learning and Career Development

- Awarded 392 Connecticut Career Certificates, endorsed by the Connecticut Departments of Education and Labor, to graduating seniors (along with their diplomas) representing twenty-one (21) schools where they were enrolled in SDE-approved school-to-career initiatives;
- The Connecticut SDE is part of an interagency team in cooperation with the Department of Labor and the Department of Health that received national recognition for the “Connecticut Worker Safety” program.
- Connecticut Career Certificates were awarded, endorsed and signed by Sikorsky Aircraft, to thirty-one (31) students who successfully completed the 2005-2006 Sikorsky School-to-Work Union Internship Program; subsequently, 21 of the 31 students were hired as full-time employees;
- Tours were organized and conducted of Sikorsky Aircraft for administrators, counselors and teachers from three new partner districts/high schools: Stratford, Shelton and Bridgeport;

- CT Learns and Works Conference, a joint effort by SDE and DOL was held in May 2006, featuring several workshops including Project Lead the Way, Sikorsky’s Aircraft Company’s Union Internship Program and CT’s new Youth Vision Team, and
- Offered four regional training sessions and numerous customized training sessions, on “*WorkSafe!*”, Connecticut’s young worker safety curriculum.

See Appendix I for the Professional Development End of Year Report 2005-2006.

Please note that the Professional Development Conferences and Workshops are related to the state response to Section 124, Required and Permissible Use of Funds.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

Community(ies) Served:

Formula Grantees:

- Secondary Schools: 138 Schools including consortia and The Community Technical High School System (CTHSS)
- Post secondary Community Colleges: 12 Community Colleges and CTHSS
- Tech Prep: 12 Community Colleges
- Teacher Preparation University of Connecticut
- 1% Grant: 13 Correctional Facilities and the Department of Children and Families

Competitive Grantees:

- Teacher Preparation Grant: University of Connecticut
- Non-Traditional Grant: Connecticut Women’s Education and Legal Fund
- Career and Technical Education (CTE) Professional Development and Technical Assistance: RECS Agency (CREC for 2005-2009)
- Rural Competitive Grant: 2005-2006 (One Year Grant)

Students Served (#):

2005-06 Secondary Enrollment (9-12)	116,270
2005-06 CTHSS Enrollment	10,836
2005-06 Community College	26,209
2005-06 Unified School District	<u>2,467</u>
Total	155,782

A hard copy of Connecticut’s Requests for Proposals: Secondary, Postsecondary, Non-Traditional, Tech Prep, Teacher Preparation Tech Prep and Reserve (Rural Competitive) Requests for Proposals will be mailed under separate cover.

IV. Accountability

A. State's Overall Performance Results and Program Improvement Strategies

Core Indicator	Measurement Approach	Final Agreed-Upon Performance Levels for 2005-2006	Actual Performance for 2005-2006
1S1	Academic Attainment	21.18%	70.30%
1S2	Skill Attainment	51.43 %	49.46%
2S1	Diploma/Credential (Completion)	46.01% 94.21	%
3S1	Total Placement	95.00%	96.10%
4S1	Nontraditional Participation	39.96%	38.12%
4S2	Nontraditional Completion	36.55%	34.09%
1P1	Academic Attainment	20.52%	18.25%
1P2	Skill Proficiency	90.23%	91.35%
2P1	Diploma/Credential (Completion)	23.54% 22.14	%
3P1	Total Placement	79.19%	79.14%
3P2	Placement and Retention	87.65%	87.60%
4P1	Nontraditional Participation	28.44%	31.44%
4P2	Nontraditional Completion	33.99%	28.68%

Secondary Core Indicators

1S1, Academic Attainment

In 2005-2006, the CTE approach to measure academic approach was redefined to align to state reporting for No Child Left Behind (NCLB). The agency measures districts using proficiency performance for NCLB; therefore, for purposes of CTE reporting districts are now measured on “proficiency” rather than “goal”. This change in performance level has led to higher CTE state performance for this core indicator.

1S2, Skill Attainment

The 2005-2006 negotiated performance level for Skill Attainment was 51.43% and the actual performance level was 49.46%. Since implementation of the Career and Technical Education Annual Assessment, the state has worked to increase the number of concentrators each year to reach a level that would accurately represent Career and Technical Education in Connecticut. This past year the number of concentrators grew by 10% to a current number of 10,110. The state push to dramatically increase in concentrators has resulted in a learning curve situation for school districts that are in the process of aligning to state curriculum and the assessment standards. See the 2005-2006 Career and Technical Education Skill Assessment Report attached.

2S1, Diploma/Credential (Completion)

Connecticut CTE has far outperformed the agreed upon level due to a change in the denominator. The state is now measuring the number of 12th grade completers over the number of 12th concentrators.

3S1, Total Placement

Connecticut CTE has exceeded the agreed upon level of performance of 95.00%. The actual performance level was 96.10% for 2005-2006.

4S1:4S2, Nontraditional Participation/Completion

Connecticut CTE fell slightly short of meeting the non-traditional participation agreed upon 39.96% level of performance with an actual performance level of 38.12%. The state also underperformed in the area of non-traditional completion with an actual performance level of 34.09%, 2.46% short of goal. The state is bringing in a national expert as part of the state professional development plan for 2006-2007.

Postsecondary Core Indicators

1P1, Academic Attainment (Degrees)

The community college system has reported that they miscalculated their information when establishing the baseline percentage for this measure. Recently, they have reported that their original numerators and denominators were incorrect. Using the 2004-2005 academic year as an example, the numerator should have been 2,766 and the denominator should have been 13,813. The actual performance level was therefore 20.02%. The community college should have established the targeted performance level at 20.52%, not 33.81% as originally submitted to the U.S. Department of Education.

Even with this correction, the community college system did not attain the targeted performance level. Instead of 20.52% the state achieved 18.25% a difference of 2.27%. The Connecticut Community College system is an active participant in the national "Achieving the Dream" project designed to bridge the achievement gap for low socio-economic and minority students. As a result, the community college system should begin to see overall increases in degree attainment rates.

1P2, Skill Proficiency

The community college system exceeded the performance target of 15.02% with an actual performance of 91.35% due to the piloted changes negotiated with the U.S. Department of Education.

2P1, Completion

The community college system has reported that they miscalculated their information when establishing the baseline percentage for this measure. Recently, they have reported that their original numerators and denominators were incorrect. Using the 2004-2005 academic year as an example, the numerator should have been 3,542 and the denominator should have been 15,376. The actual performance level was therefore 23.04%. The established target should have been 23.54% and not 39.26% as submitted.

Despite this correction, targeted performance level was not achieved. Instead of 23.54% the community college system achieved 22.14% a difference of 1.4 percentage points. As stated previously, the community college system is an active participant in the national “Achieving the Dream” project designed to bridge the achievement gap for low socio-economic and minority students. As a result of this participation, over a period of time, there should be an increase in the completion rates.

2P2, Diploma Credential

The community college system does not offer Diplomas.

3P1:3P2, Placement/Retention

While acknowledging there is room for improvement, the community college system is within 0.05 percentage points of the goal.

NOTE: The community college system negotiated with the Office of Vocational and Adult Education to collect and report placement and retention for employment only; therefore, no data are reported for advanced education or the military. (See newly established numerators and denominators on attached Final Agreed Upon Performance Levels (FAUPL) grid.)

4P2, Non-Traditional Participation

The community college system has exceeded the negotiated levels of performance for participation in non-traditional programs by 1.97%.

4P1, Non-Traditional Completion

The community college system under performed the non-traditional completion indicator by 3.68%. The state will host professional development workshops in 2006-2007 for both secondary and post secondary Perkins grantees.

B. State’s Performance Results for Special Populations and Program Improvement Strategies

1S1 and 1P1, Academic Attainment

The state special population subgroups have outperformed the actual levels of performance for both secondary and postsecondary. As usual professional development will continue to effect increase performance.

1S2 and 1P2, Skill Attainment

The secondary special population subgroups have not attained the performances for 1S2 overall. State CTE standards are currently being revised realigned to a new version of the CTE assessment system (vendor NOCTI) and workshops will be provided in an attempt to increase performance levels. All special population subgroups outperformed the negotiated performance level for postsecondary education.

2S1 and 2P1, Completion

All special population subgroups met performance levels for secondary completion. All special population subgroups met performance levels for postsecondary with the exception of the economically disadvantaged. It is difficult to determine why this subgroup was lower by the three percentage points than the agreed level of performance.

3S1 and 3S2, Total Placement

Special populations in secondary education fell short of goal. The measurement is based on respondent rates but it should be noted that the response rate for the economically disadvantaged, individuals with disabilities and single parents did not respond to survey at the same frequency as other subgroups Overall, with an aggregate education/advanced training actual performance level of 68.76%, the special population subgroups performed in the 53-61% range, which is not totally unfavorable. Hopefully, measures in establishing career pathways will provide better transition plans for all populations affected in the future.

3P1, 3P2, Total Placement

The community college system does not provide disaggregate data on special populations for placement or retention.

4S1/4S2, Nontraditional Participation/Completion

Presently, the secondary data collection system cannot disaggregate for nontraditional special populations. Hopefully, under the new state student identification system, once the system has been debugged and is running more efficiently, these data will become available.

4P1/4P2, Nontraditional Participation/Completion

The community college system has not provided data used in determining nontraditional special population data.

C. Definitions

Secondary:

Concentrator- A concentrator is a student who is enrolled, or has been enrolled in a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one Connecticut's 18 areas of concentration. To address the acquisition of competencies, courses included in a sequence may be combinations of academic CTE programs. Once a student has qualified as a concentrator in a cluster, they remain a concentrator in that cluster for the remainder of their high school career, even if they stop taking courses in that cluster. A student can become a concentrator in multiple clusters, but when the student graduates and becomes a completer, the student will be identified under only one cluster.

Completer- a completer is a student who is a concentrator who graduates. A completer who concentrated in more than one cluster can only be reported as a completer in one cluster.

Tech Prep Student – a student that has indicated an intent to pursue, and is enrolled in a sequential program of study that includes mathematics, science, communication and a career course within a recognized tech prep education plan that consists, at a minimum of two years of secondary and two years of post secondary study; is carried out under a written articulation agreement; may allow the student to earn post secondary credit while in high school; and leads to a specific two-year certificate, associate degree or a bachelor's degree in a career and technical education field.

Postsecondary

Concentrator- any student in a given year who is enrolled in a program of study leading to an occupational degree or certificate (excludes all liberal arts and general studies students) and has completed at least 15 semester hours worth of course work.

D. Measurement Approaches

See the following FAUPLs for secondary and postsecondary education.

STATE NAME: CONNECTICUT

Agreed upon performance for program year 8 (FY 2006-2007) that requires the State to continually make progress toward improving the performance of vocational and technical education students as required by section 113(b)(3)(A)(i)(II) of Perkins III. Please complete column 11 only

(*see note below).

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-6/30/05	7/01/05-6/30/06	7/1/06-6/30/07
1S1 Secondary Academic Attainment	Numerator: Number of career and technical education concentrators who reach goal on all four sections of CT academic performance test. Denominator: Number of career and technical education concentrators taking the CT academic performance test.	State Academic Assessment System	B: 10.40%	L: 11.40% A: 18.76%	L: 11.90% A: 19.53%	L: 12.40% A: 21.01%	L: 12.90% A: 23.01%	L: 19.74% A: 28.93%	L: 21.18% A: 70.30%	L: 24.32% AGREED
1S2 Secondary Technical Attainment	Numerator: Number of career and technical education student concentrators meeting assessment goal on CTE assessment tests. Denominator: Number of career and technical education student concentrators taking the CTE assessment tests.	State Academic Assessment System	B: 46.58%	L: 47.08% A: 49.89%	L: 47.58% A: 52.93%	L: 48.08% A: 52.41%	L: 48.58% A: 48.96%	L: 51.74% A: 49.90%	L: 51.43% A: 49.46%	L: 40.00% (OVAE accepts state suggested target.) AGREED
2S1 Secondary High School Completion	Numerator: Number of 12 th grade CTE concentrators/completers. Denominator: Number of all 12 th Grade CTE concentrators.	Sate/Local Administrative Data	B: 53.85%	L: 54.35% A: 56.42%	L: 54.85% A: 54.35%	L: 55.85% A: 48.51%	L: 55.85% A: 44.06%	L: 50.13% A: 86.55%	L: 46.01% A: 94.21%	L: 59.71% AGREED
2S2 (optional) Secondary Completion	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-6/30/05	7/01/05-6/30/06	7/1/06-6/30/07
& Certification										
3S1 Secondary Placement	Numerator: Number of completers respondents. Denominator: Total number of completers.	State/Local Administrative Data	B: 93.36%	L: 93.36% A: 88.71%	L: 93.36% A: 96.38%	L: 93.36% A: 93.81%	L: 93.36% A: 98.46%	L: 93.36% A: 94.43%	L: 95.00% 96.10%	L: 95.00% AGREED
4S1 Secondary Nontrad. Participation	Numerator: Number of non-traditional CTE concentrators in all programs that have been defined as occupations where one gender comprises less than 25% of employment. Denominator: Total number of CTE concentrators in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	State/Local Administrative Data	B: 31.23%	L: 31.48% A: 37.36%	L: 31.98% A: 38.65%	L: 32.48% A: 44.20%	L: 32.98% A: 37.02%	L: 33.48% A: 37.43%	L: 39.96% A: 38.09%	L: 39.96% AGREED
4S2 Secondary Nontrad. Completion	Numerator: Number of non-traditional completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment. Denominator: Total number of completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	State/Local Administrative Data	B: 31.23%	L: 31.48% A: 34.06%	L: 31.98% A: 34.43%	L: 32.48% A: 39.80%	L: 32.98% A: 35.42%	L: 33.48% A: 34.61%	L: 36.55% A: 34.09%	L: 36.61% AGREED

Column 1	Column 2	Column 3	Column 3	Column 4	Column 5	Column 6	Column 7
Core Sub-Indicator	Measurement Definition	Measurement Approach	Baseline	Year 7	Year 8	Year 9	Year 10
			7/1/04– 6/30/05	7/1/05 – 6/30/06	7/1/06 – 6/30/07	7/1/07-6/30/08	7/1/08-6/30/09
1P1 Academic Attainment	Numerator: Number of CTE Concentrators Who Graduate with a Degree in a Given Year Denominator: Number of CTE Concentrators Who Are Enrolled in a Degree Program in a Given Year	Connecticut Community Colleges Banner Information System	B: 33.31% B: 20.02	L: 33.81% L: 20.52 A: 18.25	L: 34.31% L: 21.02 A:	L: 34.81% L: 21.52 A:	L: 35.31% L: 22.02 A:
1P2 Skill Proficiency	Numerator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year with a GPA of 2.5 or higher Denominator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year	Connecticut Community Colleges Banner Information System (Baseline: Class of 05/ Enrollment 04-05)	B: 89.98%	L: 90.23 A: 91.35	L: 90.48 A:	L: 90.73 A:	L: 90.98 A:
2P1 Post Secondary Completion	Numerator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year Denominator: Number of CTE Concentrators Who Are Enrolled in a Given Year	Connecticut Community Colleges Banner Information System (Baseline: Class of 05/ Enrollment 04-05)	B: 39.26% B: 23.04	L: 39.76 L: 23.54 A: 22.14	L: 40.26 L: 24.04 A:	L: 40.76 L: 24.54 A:	L: 41.26 L: 25.04 A:
2P2 Diploma Credential	Not applicable – we do not offer diplomas	N/A	N/A	N/A N/A	N/A	N/A	
3P1 Placement	Numerator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year and are Employed Within 6 Months of Graduation Denominator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year	Connecticut Community Colleges Banner Information System and State Department of Labor Wage Record System (Baseline: Class of 05)	B: 79.14%	L: 79.19% A: 78.84%	L: 79.24% A:	L: 79.29% A:	L: 79.34% A:
3P2 Retention	Numerator: Number of CTE Concentrators Who Were Employed Within 6 Months of Graduation and still employed 12 Months Later Denominator: Number of CTE Concentrators Who Were Employed Within 6 Months of Graduation	Connecticut Community Colleges Banner Information System and State Department of Labor Wage Record System (Baseline: Class of 04)	B: 87.60%	L: 87.65% A: 87.60%	L: 87.70% A:	L: 87.75% A:	L: 87.80% A:

Column 1	Column 2	Column 3	Column 3	Column 4	Column 5	Column 6	Column 7
Core Sub-Indicator	Measurement Definition	Measurement Approach	Baseline	Year 7	Year 8	Year 9	Year 10
			7/1/04 – 6/30/05	7/1/05 – 6/30/06	7/1/06 – 6/30/07	7/1/07-6/30/08	7/1/08-6/30/09
4P1 Non-Trad. Participation	<p>Numerator: Number of CTE non-traditional participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment.</p> <p>Denominator: Number of CTE participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment.</p>	<p>Connecticut Community Colleges Banner Information System and State Department of Education Classification System and Calculation</p> <p><i>(Baseline: 04-05 Enrollment)</i></p>	B: 28.39%	L: 28.44% A:31.44%	L: 28.49% A:	L: 28.54% A:	L: 28.59% A:
4P2 Non-Trad. Completion	<p>Numerator: Number of non-traditional CTE graduates in all programs that have been defined as occupations where one gender comprises less than 25% of employment.</p> <p>Denominator: Total number of CTE graduates in all programs that have been defined as occupations where one gender comprises less than 25% of employment.</p>	<p>Connecticut Community Colleges Banner Information System and State Department of Education Classification System and Calculation</p> <p><i>(Baseline: Class of 05)</i></p>	B: 33.49%	L: 33.99% A:28.68%	L: 34.49% A:	L:35.99% A:	L36.49%: A:

E. Improvement Strategies

- 1) The agency has made a trial attempt in utilizing student identification numbers matched with the CTE assessment (NOCTI) and the state academic standardized testing systems. Partial data was retrieved using this process. It is hoped that once the system is debugged, increased reliability and disaggregate data will improve.
- 2) In addition, to #1 above, a parallel system has been in place for many years, which is a data collection instrument that is completed by each district and submitted electronically to the SDE Bureau of Research, Evaluation and Student Assessment. The collection instruments are continually revised to reflect and adjust to changes or refinements to the data collection process.
- 3) In light of the increasing accountability requirements, additional staff with data and programming experience would greatly improve the data collection process and reliability of data. In the future, greater staff coordination will be available to improve the Perkins collection data process.

Section V. and VI. Non-applicable

Appendix I
Professional Development
Career and Technical Education
End of Year Report - 2005/2006

Overview:

Carl D Perkins funding was used in 2005/2006 to provide a variety of workshops and conferences to audiences identified by the Connecticut State Department of Education. These activities were provided for teachers, counselors, and administrators in Career and Technical Education, Cooperative Work Education, Adult Education programs, and Regional Vocational Technical Schools.

Information on each of the events is provided below including the title, a description, the date, location, audience, attendance and a summary of participant evaluations. These activities were well attended and well received.

Critical Pathways - Tech Prep and Cooperative Work Education

November 9, 2005 – Connecticut Convention Center, Hartford

For: CT Tech Prep and Cooperative Work Education teachers (academic and career and technical education), administrators, curriculum leaders, and guidance staff in high schools, community colleges and four year colleges.

Keynote Address: *Investing in the Work Force of the Future*, Chandler J. Howard, President and Executive Director, Connecticut Innovations, Rocky Hill, CT

Afternoon Address: *The Future of Tech Prep Under Perkins Reauthorization*, Michael Brustein, Esq., Partner, Brustein & Manasevit, Washington, D.C.

Participants attended the following workshops: Grant Writing; CWE 101; Best Practices in Tech Prep (CT Tech Prep Consortia); Student Paths; Ethics in the Workplace; Student Banking; Q&A Session with Michael Brustein, Esq.; and the Career Express Bus: Connecticut's Mobile Career Center. In addition, the conference featured presentations and displays of Tech Prep and CWE resources that educators can use to integrate and strengthen their programs.

Technology Training

Microsoft Office Specialist Certification Training

November 19, 2004 – Rensselaer, Hartford

Designed for Business and Finance Technology Education teachers, this training offered: an overview of MOS Certification; over three hours of hands-on MOS training using Skills Assessment Manager (SAM) and Training Online Manager (TOM), an MOS exam prep tool; and training in any of the applications (Word, Excel, Access, PowerPoint) for Microsoft Office XP or Office 2003.

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 iber 8, 2005 – Rensselaer
ge DesignWorkshop
 , 2006 – Rensselaer
edia Workshop

and Consumer Sciences Curriculum Sessions

Date	Location
November 16, 2005	CREC, Hartford
January 11, 2006	ACES, Hamden
February 9, 2006	LEARN, Old Lyme
March 22, 2006	Education Connection, Litchfield
March 28, 2006 - April 3, 2006	EASTCONN, Hampton CES, Trumbull

Youth Safety – Worksafe! Training

Feb. 9, 2006 – Gateway Community College, New Haven
 April 6, 2006 – Courtyard by Marriot, Waterbury
 April 12, 2006 – CREC, Hartford

This training and curriculum is available to anyone who works with youth and is interested in teaching them about safety in the workplace and child labor laws. Participants receive a copy of the *Work Safe!* Curriculum (developed by the Labor Occupational Health Program at the University of California, Berkeley) and learn how to use it by participating in hands-on activities designed for their students.

The Next Steps to SAE Certification – Automotive Teacher Conference

December 13, 2005 – Gateway Community College, North Haven Campus

This conference is a follow up to the CT Auto Teachers’ NATEF/AYES Conference held last year. Teachers learned about Faculty ASE Certification, NATEF/ASE Educational Institution Certification, and toured Gateway’s Automotive Facilities.

Keynote: *NATEF / ASE Educational Institution Certification*, Roy Francis, Ed.D., ABD

CT Project Lead the Way Teachers’ Conference

January 24, 2006 – United States Coast Guard Academy, New London, CT

The first annual Connecticut Project Lead the Way Teachers’ Conference was hosted by the School of Engineering at the U.S. Coast Guard Academy in New London. The conference covered such topics as: best practices in established CT PLTW programs, the UpAerospace Project, requirements for becoming a Certified PLTW program, how to establish a Partnership Team and future plans for professional development.

CTE Professional Development Series for :

Introductory Event: November 10, 2005; Concentration Session; Academic Integration

For teams of: Teachers, Counselors, Administrators/Curriculum Directors, and Department Chairs from the following SDE identified districts: Amity, Ansonia, Bloomfield, Bristol, Coginchaug, Coventry, Derby, East Hampton, East Haven, Hartford, Naugatuck, New Haven, Plainfield, Putnam, Thomaston, Valley Regional and Waterford.

Introductory Event

November 10, 2005 – CCSU – ITBD Center, New Britain

Keynote speaker: Michael Brustein, Esq., Partner, Brustein & Manasevit, Washington, D.C.

Sessions were held on:

- An orientation to the PCR process
- Perkins update
- Developing an Advisory Committee
- Career Development / Counseling & Structure Work-based Learning
- Comparative Data Analysis -

CTE Concentration and Curriculum Alignment Session

February 14, 2006 – Rensselaer, Hartford –

Academic Integration

April 3, 2005 – Central Connecticut State University, Institute of Technology and Business Development, New Britain –

After an opening panel discussion participants attended one in-depth national CTE model curriculum workshop of their choice: Center for Occupational Research and Development (CORD), Project Lead the Way (PLTW), or the Center for Performance Assessment's Data Driven Decision Making/Making Standards Work model (presented by CREC).

Data Driven Decision Making

February 2 & February 9, 2006 – CREC, Hartford

For: Administrators and teachers who wish to focus on specific career and technical education and school-level data, for the purpose of improving curriculum, instruction, and student achievement. This was a hands-on results-oriented workshop.

This workshop taught participants how to:

- Focus on student achievement and other data common in the district;
- Develop career and technical education goals;
- Define classroom strategies based on real, local data;
- Foster critical understanding of the meaning of data provided by standardized tests.

Making Standards Work

March 23, 2006; April 7, 2006; May 5, 2006 - CREC, Hartford

For: Administrators and teachers who wish to focus on specific career and technical education and school-level data, for the purpose of improving curriculum, instruction, and student achievement. This was a hands-on results-oriented workshop.

Effective implementation of standards helps to improve student attainment of challenging, state established, academic and career and technical education skill proficiencies. During this three-day workshop, participants worked with academic and career and technical education content standards to identify “Power Standards” and the critical content and skills contained within them. They then developed big ideas, wrote essential questions, and designed fair and rigorous standards-based performance assessments that will encourage students to reach proficiency.

Personal Finance

April 5, 2006 – Crowne Plaza Hotel, Southbury

For: Business Education Teachers, FCS Teachers

Keynote Address: Ten Critical Steps to Financial Health, Jill Schlesinger, CFP, Executive Vice President and Chief Investment Officer of Strategic Point Investment Advisors, RI

Afternoon Address: Mickie Siebert, President and Chairwoman, Muriel Siebert & Co., Inc., New York, NY

As a result of teachers’ participation in the conference, they:

- have new strategies to integrate and strengthen personal finance concepts across the high school curriculum;
- know how the integration of personal finance into their curriculum can support Connecticut Common Core of Learning and CTE; and
- learned about information, resources, and materials required to meet the increasing need of our students for knowledge of basic financial concepts

Participants attended the following workshops:

- Question and Answer Session with Keynote Jill Schlesinger, CFP
- How Much Debt is Too Much Debt – The Student Loan Question
- Welcome to the Real World
- Riding the Financial Rollercoaster
- Bringing Financial Education to the classroom with *Money Smart*
- NEFE High School Financial Planning Program® (HSFPP)
- Preventing Identity Theft
- Money, Banking, and Business
- Teaching Students to Take Care of Themselves: Financial Literacy Curriculum, “Me, Myself, Money”
- CT JumpStart Coalition for Youth Financial Literacy
- Program Training, Resource Materials and Events
- Skills for Financial Independence

- Economic Education Laboratory at the Boston Federal Reserve Bank
- Be Credit Wise
- Junior Achievement Personal Finance – What’s In It for Your Students?

Core Indicator Workshop – ED 400

April 26 & 28, 2006 - CREC, ACES and Three Rivers Community College

Changing Times Career and Technical Education Annual Conference

May 2, 2006 – Crowne Plaza Hotel, Cromwell, CT

For: Connecticut’s Career and Technical Education teachers, administrators, and counselors at the high school and college level.

Keynote Address: *Preparing Students for their Future*, Dr. Willard Daggett, President, International Center for Leadership in Education.

By participating in this conference, attendees: understood the risks and opportunities for Career and Technical Education programs in these days of budget cuts, increased accountability, and focus on academics; learned what Career and Technical Education teachers and administrators must do to succeed in these changing times; and heard about model programs that meet changing requirements and result in increased student achievement.

Keynote Address Workshops:

- Student Paths
- Rigor and Relevance (ICLE)
- Perkins 101
- Work based learning
- Perkins Reauthorization: New Focus on Academics
- The Future of Technology Education

Vocational Agriculture Director’s Meeting

June 26, 2006 – CREC Coltsville

For: Vocational Agriculture Center Directors –Tiffany Sanderson, National FFA Education Specialist presented an overview of and materials for the REV IT UP program as well as an update on other FFA materials.

Donna, Michelle, and Shelly McKenzie and Anne Raymond (CREC) presented Youth Safety training which provided those present with a copy of the *Work Safe!* Curriculum developed by the Labor Occupational Health Program at the University of California, Berkeley and a hands-on opportunity to try some the activities designed to teach youth about safety hazards and labor law.

REV IT UP (National FFA Presentation)
 FFA Materials Update (National FFA Presentation)
 Youth Safety Training