



Working for Students and Connecticut's Future

STRATEGIC OPERATING PLAN: 2019-2022



Table of Contents

Message from Jeffrey Wihbey, Superintendent of Schools.....	1
Messsages from the CTECS Board.....	2
CTECS Board Members.....	3
Strategic Plan Steering and Subcommittee Members.....	3
Our Vision.....	4
Portrait of a Graduate	5
Foundational Imperatives.....	6
CTECS Career Clusters and Pathways	8
CTECS Adult Education Career Clusters and Pathways.....	9
Schools and Locations	10
District Profile	11
Executive Summary.....	12
Strategic Operating Plan Development.....	14
Goals.....	15
Goal 1: Culture, Climate, Instruction	16
Goal 2: Industry Alignment and Collaboration	17
Goal 3: Access and Opportunities ..	18
Goal 4: Systems of Excellence.....	19
Goal 5: Human Capital.....	20



MESSAGE FROM THE SUPERINTENDENT

Working for Students and Connecticut's Future



JEFFREY WIHBEY
Superintendent of Schools

Working for Students and Connecticut's Future sets the Connecticut Technical Education and Career System (CTECS) in pursuit of our bold vision: to be the best technical education and career system in the United States. It has exciting implications for all of our stakeholders, and I am honored to present it to you on behalf of the numerous individuals who worked tirelessly on its creation, and those that provided input to the plan.

Every step of the strategic planning process was truly an exercise in joint fact-finding and distributive leadership in order to build CTECS capacity for change and improvement. I am very proud of the inclusive and participatory nature of the plans development. I am grateful for the courageous conversations that our students, staff members, school families, and committed community members were willing to engage in that ultimately set the foundation and priorities for this plan. I sincerely appreciate the efforts of the steering and subcommittee members who succinctly incorporated stakeholder feedback into each goal and strategy, and I deeply appreciate the guidance and vision provided by our board members.

This strategic plan is paramount to moving CTECS forward. It provides us a solid vision of where we want to be in three years. Without it, we could lose sight of our ultimate goals: to provide pathways for our students to achieve success while they are with us, and for many years to come after graduation; and to provide a skilled workforce for the state of Connecticut. You'll notice that we have placed a lot of emphasis on building necessary district capacity for human capital systems that support our schools, and ultimately our students.

Understanding and pursuing the five goals set forth in this plan is now the task of all CTECS staff and faculty members. Moving forward, it is up to us to create the accountability structures necessary for this plan to come to life and be a success. This plan and their work will guide us over the next three years as we continue to strive for excellence in career and college readiness for our students.

As we launch *Working for Students and Connecticut's Future* I am truly excited for what the next several years will bring. Thank you for your support of our mission, schools, and most importantly, our students.

Jeffrey Wihbey
Superintendent of Schools

Messages from the CTECS Board

For over 100 years, Connecticut's technical high schools have stood as a model example for career and technical education nationwide. Our schools have kept pace with emerging technologies, new educational methods and standards, and the changing needs of Connecticut's workforce.

Today, there are exciting conversations taking place at the federal, state and local level concerning new investments in education to prepare the next generation of globally-competitive skilled workers. As a leading force in career and technical education in the state of Connecticut, CTECS is poised to be at the epicenter of this fervor. Moreover, as Connecticut's need for a technically trained workforce continues to rise, there has never been a more critical time to evaluate CTECS organizational systems, program delivery models, and priorities.

Given this current climate, ***Working for Students and Connecticut's Future*** is a well-timed plan of action that identifies changes necessary to propel the district forward. It also outlines forward-thinking programs and partnerships that go beyond our traditional service delivery model; ultimately expanding career and technical education access for all learners, before and beyond the high school years.

Above all, the goals and strategies outlined in this strategic plan reaffirm CTECS commitment to its mission of preparing students for successful careers and supporting Connecticut businesses and industries.

Mr. Robert Trefry
Chairperson



Central to ***Working for Students and Connecticut's Future*** is a renewed focus on one of the district's greatest assets – its faculty and staff. Without these individuals, realizing the mission of CTECS would be impossible.

The fresh perspectives on professional development; recruitment and retention; positive school climates; and providing the tools for teachers to do their best work, will lay a strong foundation for accomplishing each goal and strategy within this plan.

I am proud of this strategic plan, not only because its development relied heavily upon input from CTECS faculty and staff, but also because it affirms the district's commitment to investing in its talent for the benefit of students.

Mrs. Patricia Keavney-Maruca
Vice Chairperson

Connecticut Technical Education and Career System Board

Robert J. Trefry, Chairperson
Former Chief Executive Officer, Bridgeport Hospital

Patricia Keavney-Maruca, Vice Chairperson
Former State Board of Education Member

Dr. Daisy Cocco De Filippis
President, Naugatuck Valley Community College

Maura Dunn
Vice President of Human Resources & Administration, General Dynamics Electric Boat

Karen Eichstaedt
Retired Vice President of Human Resources, United Community and Family Services

Peter Hoecklin
President and Chief Executive Officer, TRUMPF, Inc.

Lindy Lee Gold
Community Development Specialist, Department of Economic and Community Development, Designee of DECD Commissioner

Commissioner Kurt Westby
Department of Labor

Fitz Walker
President and Chief Executive Officer, Bartron Medical Imaging



Strategic Plan Steering and Subcommittee Members

Jeffrey Wihbey
Superintendent

Robert Trefry
Chairperson

Patricia Keavney-Maruca
Vice Chairperson

Ed Leavy
President, State Vocational Federation of Teachers

Richard Cavallaro
Assistant Superintendent for School Development and Accountability

Dr. Nikitoula Menounos
Assistant Superintendent for Teaching and Learning

George Ballard
Electrical Department Head, Henry Abbott Technical High School

Jim Bondi
Director of Nutrition

Jousette Caraballo
Dean of Students, Howell Cheney Technical High School

Pat Ciarleglio
Education Consultant, Architecture and Construction, Adult Education

Don Concascia
Assistant Principal, Ella T. Grasso Technical High School

Michelle DelleVecchia
Director of Counseling and Admissions, H.C. Wilcox Technical High School

Ryan Howe
Human Resources

Laurie LeBouthillier
Principal, Emmett O'Brien Technical High School

Richard Lemons
Connecticut Center for School Change

Kerry Markey
Director of Communications

Brent McCartney
Associate Education Consultant, Architecture and Construction

James Mindek
Director of Technology

Robert Sartoris
Principal, Howell Cheney Technical High School

Wanda Scott
Human Resources

David Telesca
Principal, Platt Technical High School

Joseph Uccello
Management Analyst



OUR VISION:

To be the best
technical education and career system
in the United States.

CTECS priority is to graduate students who are life ready by providing numerous opportunities unlike those found in a traditional high school. Our students graduate with certifications; real-life work experience in their trade; soft-skills highly sought after by employers; college readiness; and a high school diploma."

– Dr. Niki Menounos
Assistant Superintendent for Teaching and Learning

The MISSION of the Connecticut Technical Education and Career System is to provide a world-class, unique and rigorous learning environment for high school students and adult learners that:

- Ensures both student academic success and career technical education mastery, as well as promotes enthusiasm for lifelong learning.
- Prepares students for post-secondary education, including apprenticeships and immediate productive employment.
- Engages regional, state, national and international employers and industries in a vibrant collaboration to respond to current, emerging and changing global workforce needs and expectations.
- Pursues and participates in global partnerships that provide CTECS students with international exposure and experience.



Portrait of a Graduate

All CTECS students receive a dual curricular career- and college-ready high school education and graduate with a Connecticut high school diploma, CTE certificate in their field of study and multiple stackable credentials giving them the "competitive edge." These credentials include but are not limited to state occupational licensure, national technical skill competency certifications and industry-recognized credentialing.

Graduates of CTECS are empowered to pursue post-secondary educational opportunities and training at four-year higher educational institutions, two-year community college programs or two-year occupational certificate programs; pursue apprenticeships; or enter the global workforce.

Upon graduation, a CTECS student is ready in four distinct areas:

WORK READY

They meet the basic expectations regarding workplace behavior and demeanor.

JOB READY

They possess specific knowledge to begin a job in an entry-level position.

COLLEGE READY

They are prepared to succeed in general education courses at a 2- or 4-year college or university.

CAREER PATHWAY READY

They have the knowledge and learning skills necessary for success in a certificate program.



"The success of our students depends on the strength, quality and cohesiveness of our organizational systems. They are the foundation on which our schools rest. As we move towards independence as an agency we must establish new systems, and fortify the old, to ensure the attainment of our mission. Adequate staffing, implementing best practices across departments, and developing systems of accountability are the first steps."

– Richard Cavallaro
Assistant Superintendent for School Development and Accountability

Foundational Imperatives

The following set of foundational imperatives, developed by the CTECS Board, establishes a common focus that will drive the strategic vision of CTECS.

- The CTECS provides a healthy, safe and supportive environment in which students pursue their college and career pathways while developing leadership skills essential for their success.
- The CTECS strives to recruit, retain and advance students and staff of all backgrounds who share a wide range of perspectives and who contribute to the system's core mission of creating a talented and diverse workforce for the state of Connecticut.
- The CTECS will focus on attracting students who have an interest, affinity and aptitude for careers in business and industry.
- The CTECS program offerings will lead to a career in business and industry or post-secondary learning pathways in a high-demand job, which results in a high living wage.
- The CTECS will work closely with the Board of Regents and establish partnerships that create a clear and integrated pathway for students through post-secondary education, leading to licensure, certifications or degrees.
- CTECS students will graduate with a strong academic background and the technological, problem-solving, team-building, communication and competitive skills required for success in life and careers.
- The CTECS will be aligned with and responsive to the needs of employers and the economic development priorities of the state through the development of corporate partnerships.
- CTECS graduates will be academically prepared, so they have the option to attend college immediately after graduation or at some time in the future.
- The core of the CTECS education is STEM (Science, Technology, Engineering and Mathematics). All students will receive a relevant integrated education that connects science, technology, engineering and

math to every area of learning as it pertains to every curriculum in all career clusters.

- In order to respond to employer needs and to provide adult learning opportunities, the CTECS will develop additional career technical education programs for committed adult students.
- In order to provide learning opportunities for a wider population of high school students, the CTECS will develop opportunities, including alternative part-time career technical education (CTE) programs for committed high school students who do not meet the current entrance requirements for traditional CTECS enrollment.



- The recruitment, retention and professional development of highly talented and skilled administrators, teachers, consultants and staff is the cornerstone of student success and the CTECS being able to meet its goals. Assuring this requires continuous professional learning options, including coaching, mentoring, modeling and providing adequate resources, materials and equipment.
- The CTECS will increase its visibility and be recognized nationally and internationally for its high-quality and innovative programs, along with its outstanding graduates. Relationships will be established locally, regionally, nationally and globally with employers, governmental agencies and other partners.



The core mission of the CTECS is to provide world-class career technical and academic education in preparation for careers in business and industry.

CTECS Career Clusters and Pathways

CTECS is the leading force in Career Technical Education (CTE) in the State of Connecticut. CTECS currently operates 17 diploma-granting technical high schools, serving approximately 11,000 full-time high school students in 31 occupational careers within 12 career clusters as defined by the National Association of Career Technical Education Consortium.



Agriculture, Food and Natural Resources Cluster

- Bioscience and Environmental Technology



Architecture and Construction Cluster

- Sustainable Architecture
- Carpentry
- Electrical
- Facilities Management
- Heating, Ventilation and Air Conditioning (HVAC)
- Masonry
- Plumbing and Heating
- Plumbing, Heating and Cooling



Arts, Audio/Visual Technology and Communications Cluster

- Digital Media
- Sound Production Technology



Health Technology Cluster

- Health Technology
- Biotechnology



Hospitality and Tourism Cluster

- Culinary Arts
- Tourism, Hospitality and Guest Service Management
- Culinary Arts and Guest Services



Human Services Cluster

- Hairdressing & Cosmetology



Information Technology Cluster

- Electronics Technology
- Graphics Technology
- Information Systems Technology



Law, Public Safety, Corrections & Security Cluster

- Criminal Justice and Protective Services



Manufacturing Cluster

- Automated Manufacturing Technology
- Mechanical Design & Engineering Technology
- Mechatronics
- Precision Machining Technology
- Welding and Metal Fabrication



Marketing, Sales and Service Cluster

- Marketing, Management and Entrepreneurship



Science Technology, Engineering and Mathematics (STEM) Cluster

- Pre-Electrical Engineering and Applied Electronics Technology



Transportation Distribution and Logistics Cluster

- Automotive Collision Repair and Refinishing
- Automotive Technology
- Diesel and Heavy-Duty Equipment Repair

CTECS Adult Education Career Clusters and Pathways

Whether a grade 11 or 12 student, a recent high school graduate looking to enter the workforce or someone seeking a career change, CTECS adult education opportunities help individuals accomplish their career goals. CTECS serves adult day-students in a variety of high-demand fields and aviation. Our students are highly sought after upon graduation, and employment opportunities for our graduates have never been better.

“I wanted to get into the manufacturing field, but without experience I could not get my foot in the door. I heard about Bristol T.E.C....and started the precision machining program. Through the class, I have been presented with many opportunities. Employers regularly contact the school looking for qualified employees. I was able to start the Work-Based Learning program and now work three days a week and attend class two days. Upon graduation I am planning on staying with the [Work-Based Learning] company. My future looks much brighter.”

– Michael Gregerick
Bristol Technical Education Center, Class of 2019



Our long-time partnerships with area employers give students a unique pathway to employment and internships.



Architecture and Construction Cluster

- Heating, Ventilation & Air Conditioning (HVAC)

Hospitality and Tourism Cluster

- Culinary Arts

Manufacturing Cluster

- Precision Machining Technology
- Welding and Metal Fabrication
- Mechatronics

Transportation, Distribution and Logistics Cluster

- Automotive Technology
- Aviation Maintenance Technician



Schools and Locations

- | | |
|--|--|
| 1. A.I. Prince THS, Hartford | 11. Henry Abbott THS, Danbury |
| 2. Bristol Technical Education Center, Bristol | 12. Howell Cheney THS, Manchester |
| 3. Bullard-Havens THS, Bridgeport | 13. J.M. Wright THS, Stamford |
| 4. Connecticut Aero Tech School, Hartford | 14. Norwich THS, Norwich |
| 5. E.C. Goodwin THS, New Britain | 15. Oliver Wolcott THS, Torrington |
| 6. Eli Whitney THS, Hamden | 16. Platt THS, Milford |
| 7. Ella T. Grasso THS, Groton | 17. Stratford School for Aviation Maintenance, Stratford |
| 8. Emmett O'Brien THS, Ansonia | 18. Vinal THS, Middletown |
| 9. Harvard H. Ellis THS, Danielson | 19. W.F. Kaynor THS, Waterbury |
| 10. H.C. Wilcox THS, Meriden | 20. Windham THS, Willimantic |



DISTRICT PROFILE



12
Career
Clusters

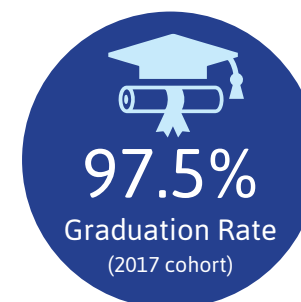
31
Trades



10,870
Total Students

10,714
High School Students
58
Bristol TEC Adult
Learners
98
Aviation Maintenance
Students

1,743
Total Faculty & Staff
97% School-Based
vs.
3% Non-School Based



37.8%
Free or Reduced-Price Meals
9.6%
Special Education
44%
College Entrance Immediately
After Graduation



750+
Students Enrolled in
Work-Based Learning
600+
Work-Based Learning
Industry Partners
1,200
SkillsUSA Student
Participants

1,000+
Students Enrolled in
College Courses for Credit

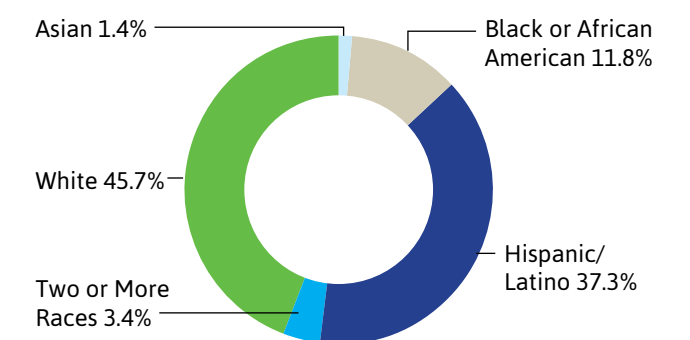
Gender – High School Students



“As a business owner I look for employees who have competed at SkillsUSA. It is the elite who compete. I know that they have passion and drive, and that’s what I want in an employee. The competition prepares students for what they will be doing in real life.”

– Nicole LaTerra
Vinal Tech Hairdressing Alum,
Salon Owner, SkillsUSA Volunteer

Race/Ethnicity – High School Students



FY 2019 Operating Budget:
\$170,715,042

Executive Summary

Working for Students and Connecticut's Future, the Connecticut Technical Education and Career System's (CTECS) 2019-2022 strategic plan, is driven by the organization's vision, mission and foundational imperatives. It is a product of one-and-a-half years of gathering data, soliciting input, and reaching shared consensus with our stakeholders – staff, students, parents and partners.

This plan is a three-year road map that will inform our decision making and daily work. It outlines what we want to achieve, how we will achieve it, and how we will measure our success.

Each of the five goals in the plan are accompanied by a set of strategies (beginning on pg. 15), which are the action steps we will take to achieve each goal. A number of performance measures will be used to monitor our progress.

OUR GOALS AND STRATEGIES ARE ORGANIZED AROUND FIVE THEMES:

- Culture, Climate, Instruction
- Industry Alignment and Collaboration
- Access and Opportunities
- Systems of Excellence
- Human Capital

CULTURE, CLIMATE, INSTRUCTION

CTECS will continue to create environments where students, staff and families feel valued, comfortable and free to express their ideas and ask questions. We will nurture a culture of emotional safety where students can take academic risks in school buildings.

In collaboration with teachers, we will develop curriculum that serves as a playbook for instructors – giving them the flexibility to teach how they choose, course correct when necessary, and devote their energies entirely to effective instruction for all students. We will purposefully plan for teacher collaboration within academics, across trade areas and between schools. Collectively these actions will contribute to positive cultures and climates. Students in these school environments often perform better academically and teachers reach their highest potential.



INDUSTRY ALIGNMENT & COLLABORATION

CTECS has a dual mission – equip our graduates with a high school diploma and skills for lifelong success, and support the economic development needs of the state of Connecticut. The latter requires close collaboration with various industries throughout the state, and ample opportunities for students to engage in hands-on, career development experience.

Our Work-Based Learning (WBL) program is intended to prepare students for transition from high school to the workforce, and is an invaluable career training experience. However, WBL can also be fraught with barriers, such as lack of transportation. We need to eliminate this barrier, among others, and invest our resources in providing real-life work experiences for all students.

Preparing our students for career success also means keeping close connections with industry partners through our Connecticut Technical Education Advisory Committees (CTEAC). Members of these committees are invaluable resources for our schools as they provide expert insights into industry trends and needs. We must work to make these relationships stronger, more meaningful and coherent across the state.

ACCESS AND OPPORTUNITIES

For over 100 years, CTECS' grade 9 through 12 education model has been the leading force in career technical education in the State of Connecticut, and it will continue to be the backbone of our operations. However, as the demand for skilled workers continues to rise, we are seeing too many good paying jobs going unfilled. We need to meet that demand by systematically and coherently creating new and innovative educational pathways that align with the needs of regional employers, and are accessible to a larger segment of the population, in high school and beyond.

We will work tirelessly to expand our offerings to include more adult education options, grade 11 and 12 experiences, and opportunities for the community to make use of our state-of-the-art facilities. CTECS is poised to ensure a skilled Connecticut workforce, help keep jobs in the state, and ultimately, bolster the economy.

SYSTEMS OF EXCELLENCE

Among CTECS' many stakeholders, the district serves students first, and our systems must be developed with the flexibility to meet their needs. As we move towards separation from the State Department of Education, we will begin laying the groundwork for CTECS' unique operational needs with the development of standard operating procedures aligned with best practices for 21st century schools. In our quest for systemic excellence as an independent agency, we must continually look



for ways to be more effective and efficient, support all schools equitably, make decisions based on data, and formalize accountability measures.

HUMAN CAPITAL

Research suggests that among school-related factors, student achievement is most positively affected in schools with the highest levels of instructional leadership and teacher capacity. These things however, do not occur by happenstance, but with a well structured talent management plan. CTECS must endeavor to keep our talent engaged, focused and supported throughout all stages of their career – whether a new teacher, the tradesperson entering a classroom for the first time, or a seasoned administrator. Most importantly, all positions must be filled in a timely manner and with candidates that fit the profile of the ideal CTECS staff or faculty member.

As with any strategic plan of a dynamic organization, the goals and strategies within will evolve to meet the changing needs our students, staff and stakeholders. This is a “living document,” but regardless of future changes, it will continue to maintain its one major focus – the success of all students.

Strategic Operating Plan Development

January to March 2018: The Superintendent embarked on a listening and learning tour to learn of stakeholder aspirations for CTECS. Over the course of 100 days, the Superintendent conducted nearly 140 focus groups with parents, certified staff, students, administrators, trade advisory members, union stewards, and community representatives at each CTECS location. During this time an audit of district documentation and operational procedures was conducted, as well as a review of the organizational structure. From this, eight strategic plan priority areas were identified.

- 1

Recruit, hire, develop, retain the best certified staff
- 2

Engage industry & labor coherently
- 3

Stronger communication of vision
- 4

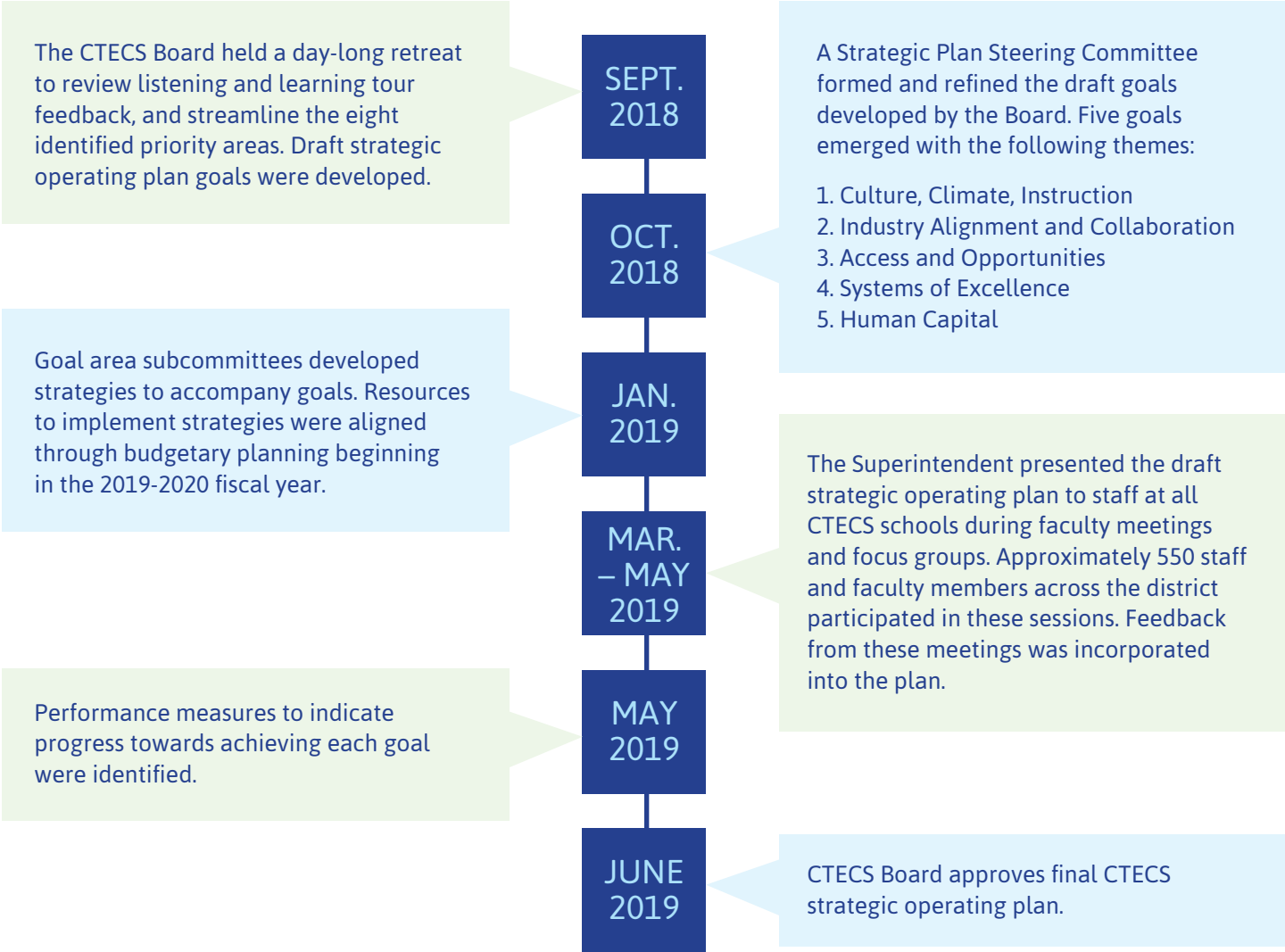
Design a high-leverage central office
- 5

Prepare career and college-ready graduates
- 6

Focus on Scientific Researched Based Interventions (SRBI)
- 7

Better student recruitment according to true trade and technical interest
- 8

Prepare for CTECS separation from the State Department of Education



Goals

The following goals will drive CTECS day-to-day work over the next three years. Collectively, these goals will ensure that we meet our most pressing mandate: to equip our students with the skills to succeed in career or college, and provide a talented workforce that is responsive to state and industry needs.

A variety of performance measures will be used to monitor progress to achieving our goals over the three-year period. These measures will help us stay on track, identify strengths and weaknesses, and inform any adjustments needed to the plan. While there are numerous data points that we could use to measure progress, the performance measures chosen best align with our mission, five goals, and the strategies we will implement.

- ✓

GOAL 1: CULTURE, CLIMATE, INSTRUCTION
Cultivate and sustain safe, effective, collaborative schools for staff and students.
- ✓

GOAL 2: INDUSTRY ALIGNMENT AND COLLABORATION
Collaborate with key regional employers to enhance and expand a coordinated statewide effort to develop curriculum, career pathways and experiential opportunities that cultivate highly-employable, workforce-ready students; respond to industry needs; and prioritize economic development.
- ✓

GOAL 3: ACCESS AND OPPORTUNITIES
Partner and strengthen relationships with K-12 school districts and colleges to create clearly articulated career and technical education pathways and opportunities for a broader set of students and adult learners.
- ✓

GOAL 4: SYSTEMS OF EXCELLENCE
Redesign CTECS operational model to facilitate flexibility, innovation and responsive education, to achieve success as a new independent agency.
- ✓

GOAL 5: HUMAN CAPITAL
Recruit, hire, develop and retain a diverse and high-quality CTECS workforce.

GOAL

1

CULTURE, CLIMATE, INSTRUCTION

Cultivate and sustain safe, effective, collaborative schools for staff and students.

STRATEGY	PERFORMANCE MEASURE
Strategy 1.1: Ensure safe and inclusive schools that support social-emotional needs of staff and students.	<ul style="list-style-type: none"> • Student-reported social-emotional safety scores • System-wide student chronic absenteeism reduction • Out-of-school suspension incident reduction • Student expulsion incident reduction
Strategy 1.2: Develop a guaranteed and viable system-wide curriculum.	<ul style="list-style-type: none"> • Percentage of system-wide curriculum on regular revision cycles • Percentage of assessments aligned to curriculum • Annual improvement targets met in the areas of rigor, student engagement and research-based instructional strategies
Strategy 1.3: Support teachers in delivering ambitious instruction for all students.	<ul style="list-style-type: none"> • Staff climate survey results regarding professional development • Percentage of schools participating in regular professional coaching and collaboration
Strategy 1.4: Ensure that each school is led by a highly effective principal supported by a leadership team.	<ul style="list-style-type: none"> • Evidence of Performance Management System development
Strategy 1.5: Support schools in creatively and strategically engaging parents.	<ul style="list-style-type: none"> • Parent climate survey results • Parent participation in engagement events



“We grow the most when we are working with our peers bouncing ideas off each other, and giving and getting feedback. If people aren’t given opportunities to collaborate, we’ll lose the synergy we strive for across our district.”

– Jeffrey Wihbey
Superintendent

GOAL

2

INDUSTRY ALIGNMENT AND COLLABORATION

Collaborate with key regional employers to enhance and expand a coordinated statewide effort to develop curriculum, career pathways and experiential opportunities that cultivate highly-employable, workforce-ready students; respond to industry needs; and prioritize economic development.



“They teach you all the basics, but you also get prepared to go to work. You learn work ethic, how to be prepared and how to be respectful.”

– Tajaa Williams
Cheney Tech Student, Electrical



STRATEGY	PERFORMANCE MEASURE
Strategy 2.1: Convene a centralized Career Technical Education Advisory Committee (CTEAC).	<ul style="list-style-type: none"> • Evidence of established centralized CTEAC with representation from all CTE areas • Annual growth of CTEAC membership
Strategy 2.2: Revamp the school-based Career Technical Education Advisory Committees (CTEAC) meeting process to streamline industry input into curriculum and programs.	<ul style="list-style-type: none"> • Evidence of CTEAC operating manual and best practices • Annual CTEAC membership growth within CTE areas • Job placements related to membership
Strategy 2.3: Increase the participation rate of students in Work-Based Learning (WBL).	<ul style="list-style-type: none"> • Increase in student WBL participation • Evidence of district action to reduce barriers to WBL; i.e. transportation
Strategy 2.4: Develop a CTECS graduate tracking system to identify what alumni do after graduation.	<ul style="list-style-type: none"> • Director of Outreach is hired and partnerships with DOL and universities are created • Graduate data collection process created and implemented
Strategy 2.5: Formalize, expand and publicize Production/Student Workforce opportunities.	<ul style="list-style-type: none"> • Increase in Student Workforce revenue • Increased public awareness as measured by media coverage, website hits, social media impressions, publication distribution • Student internship hours • Students signing with trade unions
Strategy 2.6: Support statewide curriculum, assessment and data teams to reflect industry/workforce projections and guide curriculum.	<ul style="list-style-type: none"> • CTE curricula updated with increased citations from CTEAC members • Curriculum, formative assessment, grading rubrics and summative assessment artifacts

GOAL

3

ACCESS AND OPPORTUNITIES

Partner and strengthen relationships with K-12 school districts and colleges to create clearly articulated career and technical education pathways and opportunities for a broader set of students and adult learners.

STRATEGY	PERFORMANCE MEASURE
Strategy 3.1: Expand coherent articulations between CTECS schools and the local colleges.	<ul style="list-style-type: none"> • Increase in college courses (ECE/AP) offered • Increase in college career pathway courses offered • Increase in teachers eligible to teach ECE courses • Increase in teachers eligible to teach at community colleges and universities
Strategy 3.2: Increase the availability of career and technical education (CTE) experiences beyond the school day.	<ul style="list-style-type: none"> • Hours of weekend, after-school, and summer facility utilization • Number of weekend, after-school, and summer programs
Strategy 3.3: Create partnerships with pre K-8 schools to encourage young students to view CTECS as a viable educational pathway.	<ul style="list-style-type: none"> • CTE events held involving K-8 students • Evidence of a pre-K to grade 8 communication campaign
Strategy 3.4: Offer additional adult learning opportunities to address regional labor shortage areas and industry needs.	<ul style="list-style-type: none"> • Increase in adult courses available • Increase in adult participants • Increase in short-term certification courses • Increase in community college courses taught at CTECS facilities
Strategy 3.5: Implement a four-tiered system of student programming to better meet the academic needs of the incoming student body and support Connecticut labor and economic development needs.	<ul style="list-style-type: none"> • Evidence of new student programming related to four-tiered system

“Having clear articulation between CTECS and our local colleges is essential to provide a coherent educational experience for our students. If students receive college credit in recognition of the skills they receive from CTECS, and are able to transition directly to advanced college courses, they can graduate college with even greater skills, and become even more valued contributors in their chosen fields.”

– David Telesca
Principal, Platt Technical High School



GOAL

4

SYSTEMS OF EXCELLENCE

Redesign the CTECS operational model to facilitate flexibility, innovation and responsive education, to achieve success as a new independent agency.



“People here are kind and respectful. There is always someone that you can trust, and the teachers are really here to help you reach your goals.”

– Marinés Arroyo
A.I. Prince Tech Student,
Bioscience & Environmental Technology

STRATEGY	PERFORMANCE MEASURE
Strategy 4.1: Conduct audit of organizational systems and functions necessary to efficiently run CTECS as an independent school district.	<ul style="list-style-type: none"> • Evidence of audit, needs document and organizational chart detailing CTECS staffing/department needs • Evidence of a master schedule class size minimums and master schedule annual audit process
Strategy 4.2: Identify/Hire employees to lead each department.	<ul style="list-style-type: none"> • Decreased vacancy rates
Strategy 4.3: Articulate standard operating procedures for each department.	<ul style="list-style-type: none"> • Evidence of the creation and distribution of standard operation procedure manuals for each department
Strategy 4.4: Identify legislation to be amended or created as a result of transitioning to an independent agency.	<ul style="list-style-type: none"> • Evidence of 3-6 legislative agenda items developed annually in accordance with CTECS Board priorities
Strategy 4.5: Maintain commitment to high-quality customer service to all stakeholders.	<ul style="list-style-type: none"> • Survey participation rates (parent, student, and staff) • Number of community events offered in schools • Evidence of the development and utilization of data dashboards • Evidence of two-way communication methods between district administration, building-level leadership and all stakeholders
Strategy 4.6: Develop a performance management system to monitor quality and produce continuous improvement.	<ul style="list-style-type: none"> • Evidence of analysis and implementation of best practices from other states' vocational school systems • Evidence of evaluations and performance expectations aligned with state accountability index metrics, District Improvement Plan (DIP), school improvement plans

GOAL

5

HUMAN CAPITAL

Recruit, hire, develop and retain a diverse and high-quality CTECS workforce.

STRATEGY	PERFORMANCE MEASURE
Strategy 5.1: Establish and staff a CTECS Talent Management Office.	<ul style="list-style-type: none"> Evidence of a fully staffed Talent Management Office
Strategy 5.2: Create CTECS staff recruitment protocol.	<ul style="list-style-type: none"> Evidence of recruitment manual, updated postings, and talent pool database
Strategy 5.3: Revise and implement new hiring process and protocols.	<ul style="list-style-type: none"> Hiring process reduced from 180 to 45 days Reduction of vacancy rate
Strategy 5.4: Develop and implement formal and ongoing induction programs for entry into the CTECS system, school and position.	<ul style="list-style-type: none"> Evidence of written curriculum/scope and sequence of onboarding process Evidence of employee handbooks Retention rate of staff
Strategy 5.5: Create a leadership pipeline.	<ul style="list-style-type: none"> Evidence of building capacity/leadership in School Improvement Plans Evidence of an administrator mentor program Participation rates in CCSU/CTECS leadership program
Strategy 5.6: Align professional development from the district, to schools and differentiate for staff needs.	<ul style="list-style-type: none"> Professional development catalogue created and updated annually Staff climate survey results regarding professional development

“Relevant and coherent professional development is a key component in improving student achievement. The investment in quality instructional learning garners a heavy return when effective professional development is provided. Professional development equips educators with a vast skill set to be able to anticipate and effectively respond to the needs of the 21st century learner.”

– Tonya Stoute
Supervisor of Professional Development



“The majority of Connecticut’s workforce in the skilled trades is at, or near retirement age. CTECS is in a position to address the issue by providing business and industry with highly-qualified workers who have the 21st century skillset needed to succeed in today’s competitive marketplace. Because of the partnerships fostered with our business and industry partners, and the input they provide to our curricula, CTECS students will be best positioned to secure high-wage jobs over the next decade.”

– Pat Ciarleglio
Education Consultant, Architecture and Construction Careers

“I applaud the decision to involve all stakeholders in developing the plan. Including representation for the teachers through their elected union leadership guarantees the teachers’ voice will be heard in the creation of the plan. As importantly, it fosters the climate of collaboration and cooperation necessary for the plan, and our system, to succeed.”

– Ed Leavy
President, State Vocational Federation of Teachers



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