

Appropriation Sub Committee on Secondary Education 3/7/2023

I. Please provide a copy of CTECS Strategic Operating Plan.

Connecticut Technical Education and Career System Strategic Plan 2022-2025

A Skilled Workforce Starts Here.

Vision

We envision CTECS as the primary pipeline for Connecticut's skilled labor workforce.

Mission

Through exemplary trade and academic programming, CTECS prepares trade-bound students to meet the skilled workforce needs in Connecticut.

Strategic Goals

1. School Environment and Safety
2. Trade and Academic Programming
3. Student Recruitment and Access
4. Talent Management

Strategic Goal 1 - School Environment and Safety

CTECS provides a welcoming environment that is safe, equitable, and supportive of students' development into productive citizens with the skills necessary for success.

Focus Area 1 - Safe environments both physically and emotionally

- All schools will form a C.A.R.E.S. committee to support the integration of social-emotional learning strategies aimed at fostering positive relationships.
- Create and implement equity and diversity training aligned to State mandated standards.
- Complete a district-wide School Security and Safety Assessment and develop a remediation plan.
- An evaluation will be conducted of all HVAC and mechanical systems and a capital repair, replacement, and preventative maintenance plan will be created.

Focus Area 2 – Student growth in leadership, character, and citizenship.

- Incorporate the elements of the CTECS Vision of a Graduate into all student experiences.
- Increase student participation in Skills USA, Student Council, and community service.
- Formalize Student Council procedural guidelines for recruitment, student and staff communication, and council operations.

Focus Area 3 – Collaboration Opportunities

- Increase opportunities for parent involvement to facilitate a partnership in their child's education.
- Revise and implement policies and procedures for school-based Professional Learning Communities (PLCs).

Strategic Goal 2 - Trade and Academic Programming

Develop programming, career pathways, and experiential opportunities, aligned to industry needs, that cultivate workforce-ready students.

Focus Area 1 – Trade Programming

- Review Program Advisory Committees (PAC) feedback, assessment data, and teacher needs to guide programming.
- CTECS students in grades 10, 11, & 12 will earn one industry credential annually.
- CTECS students will participate in a minimum of 3 career-focused events during their high school career.

Focus Area 2 – Academic Programming

- Incorporate literacy and numeracy standards common to CTE areas, in academic curricula and instruction.
- Provide numeracy support and co-teaching opportunities for CTE areas.
- Increase course offerings, student enrollment, and teacher credentialing in ECE and AP STEM.

Focus Area 3 – Industry Outreach and Involvement

- Increase network of industry partners to create a pipeline for students to direct employment, apprenticeship, and post-secondary programming.
- Develop and implement a formalized process for partnering with industry stakeholders.

Strategic Goal 3 - Student Recruitment and Access

Target promotional efforts to attract students with true trade interests and expand trade and academic learning opportunities for Connecticut residents.

Focus Area 1 – Recruitment

- CTECS schools will offer a variety of in-person and virtual information sessions to promote awareness and interest in a technical education program.
- Offer after-school and summer programs focused on trade recruitment, career pathways, and CTECS CTE programming.
- Deploy a state-wide marketing strategy targeting middle school students and families with a genuine interest in technical education and promote a deep understanding of a CTECS education.

Focus Area 2 – Application

- Revise admissions policy and procedures with a focus on trade interest, equity, and timeliness.

Focus Area 3 – Access

- Increase opportunities for extracurricular activities.
- Expand CTE training opportunities for Connecticut residents.

Strategic goal 4 - Talent Management

Recruit and hire a diverse, highly qualified CTECS workforce and provide opportunities for ongoing training and leadership.

Focus Area 1 – Staff Training

- Develop and implement a comprehensive onboarding plan for all newly hired CTECS staff.
- Ensure professional development is relevant to specific staff needs.

- Provide formal and informal leadership pathways for staff at all levels.

Focus Area 2 – Hiring Practices

- Develop, document, and implement a formalized process for the recruitment and hiring of staff that ensures equity and timeliness.
- Target recruitment and outreach strategies to attract highly qualified applicants and promote diversity.

II. *What is the “actual complement” of positions (listed on budget as 1511), how many are filled and how many are vacant? (Rep Walker)*

As of today’s date, the current vacancies stand at 78 and the current filled are 1433.

III. *How many world language positions included in FY 23 have been filled? (Sen Osten)*

There are 11 world languages teachers currently employed at CTECS. 8 of those teachers were hired this year.

6 additional world language teachers are slated to be hired for the 23-24 school year.

The design of the Spanish credit program for CTECS strives to meet college credit requirements for World Languages based on Common Core Standards and Spanish World languages course standards.

IV. *What are our plans with respect to admissions to enable students who do not want to go to college to get seats? (Sen Osten)*

CTECS Strategic Operating Plan clearly states in its mission and vision, seeking student applicants who are “trade bound.” As an outcome, we have recrafted the 2022-23 CTECS student admissions application with a focus on trade bound education, including a student applicant essay, and a parent sign off, asking them to recognize the mission of CTECS and the commitment to the pursuit of a trade focused four year high school experience.

V. *What is the number of applicants on the wait list or denial rate? (Rep Nuccio)*

CTECS has a rolling admissions process with waiting lists. To provide an actual number is complex. CTECS is currently in the midst of the admissions process. On average, there

are 3,348 seats across the district for the incoming 9th grade freshman class. There are currently 6953 applicants. These figures are subject to fluctuation.

6,673 Total 8th grade applicants for 2023-2024

3,343 Available seats

3,097 Current waiting list as of 2/28/23

VI. What is the number of students currently served? (Rep. Nuccio)

School	9-12 Full Enrollment	9-12 March Enrollment	9-12 Available Seats
ABBOTT TECH	818	699	119
BULLARD HAVENS TECH	1028	801	227
CHENEY TECH	820	648	172
ELLIS TECH	792	653	139
GOODWIN TECH	758	638	120
GRASSO TECH	792	646	146
KAYNOR TECH	946	785	161
NORWICH TECH	800	656	144
O'BRIEN TECH	728	625	103
PLATT TECH	920	780	140
PRINCE TECH	956	729	227
VINAL TECH	730	513	217
WHITNEY TECH	828	603	225
WILCOX TECH	960	752	208
WINDHAM TECH	593	460	133
WOLCOTT TECH	720	609	111
WRIGHT TECH	656	430	226

Totals	13845	11027	2818
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VII. Please elaborate on the 22 fiscal positions. (Rep. Nuccio)

The Governor's Budget provides funding for the following 22 positions. Many of these have been established and recruited for already out of existing resources. Additional funding is being added to ensure that CTECs can continue to onboard these administrative positions, without having to hold back on instructional staff.

Position Title	Suggested Increase	Salaries
Fiscal Administrative Assistant	2	\$62,799.21
Fiscal Administrative Office	4	\$74,522.03
Assistant Fiscal Administrative Officer	2	\$85,957.22
Fiscal Administrative Supervisor	2	\$95,678.16
Fiscal Administrative Manager 1	1	\$101,610.00
Seretary 2	1	\$52,585.24
Storekeeper	1	\$42,676.11
Associate Accountant	1	\$85,957.22
Accountant	2	\$74,522.03
Payroll Officer 2	1	\$81,920.07
Payroll Officer 1	1	\$69,251.00
Payroll Clerk	2	\$52,585.24
Chief Of Fiscal/Administrative Services 1	1	\$123,629.00
Executive Director	1	\$197,204.03
Total FY 24 Cost	22	\$1,796,004.51

VIII. What are the various pathways for students with disabilities? (Rep. McCarty)

Identified students have the same opportunities as non-disabled peers. Students with disabilities are in trade-related programs that prepare students to be work, job, career, and college ready in relation to their selected career paths. Students who meet work-ready expectations are matched in Work Based Learning (WBL) experiences and Job Shadows. Students who meet basic industry expectations and have earned the necessary credentials are placed in entry-level positions through WBL. Students with disabilities can elect to take Advanced Placement (AP) courses or college-bearing credited technology courses through the same process as their non-disabled peers.

Guidance counselors work through the personalized learning plans of all students to identify interest, timing, and need for post-secondary college entry.

IX. What is the number of students who achieve early college credit? (Rep. McCarty)

CTECS students have the opportunity, in their high school classes or on the college campus, to earn college credit leading to a post-secondary certificate.