



CONNECTICUT  
TECHNICAL EDUCATION  
AND CAREER SYSTEM

# The Connecticut Technical Education and Career System (CTECS)

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*A skilled workforce starts here.*

# Agenda

About CTECS

Authentic Learning Aligned  
with Industry

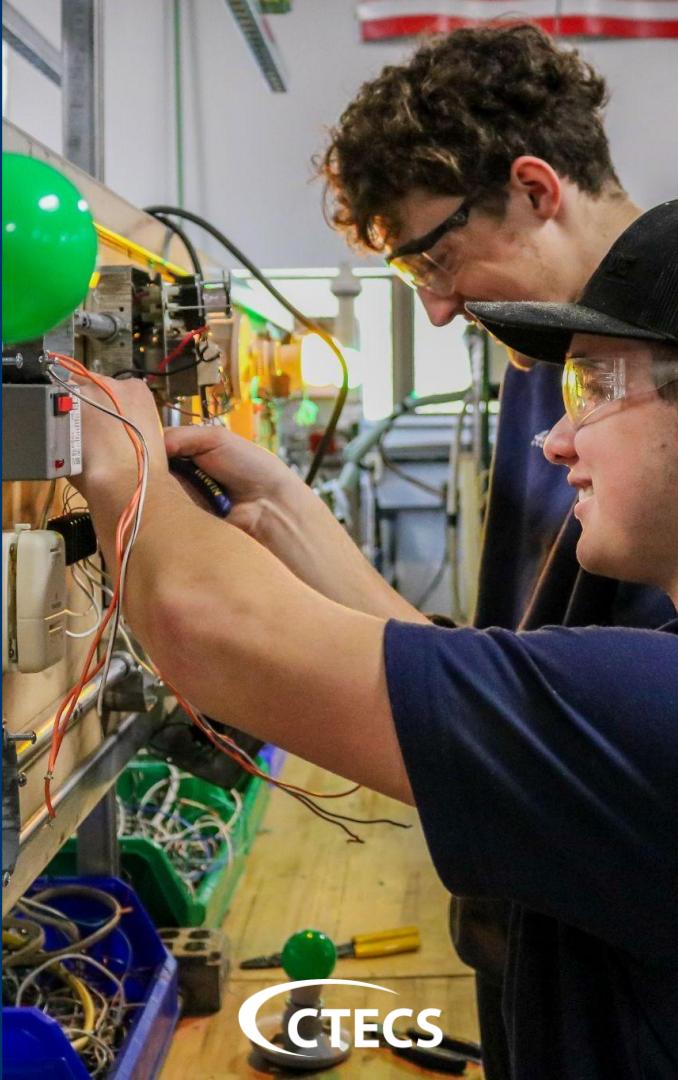
How To Get Involved

Why are  
we here?

# Who Are We?

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For over 100 years, **Connecticut Technical Education and Career System (CTECS)** has been the leading force in Career and Technical Education.



# Our Mission

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CTECS prepares trade-bound students to meet the skilled workforce needs of Connecticut employers.

# About CTECS:

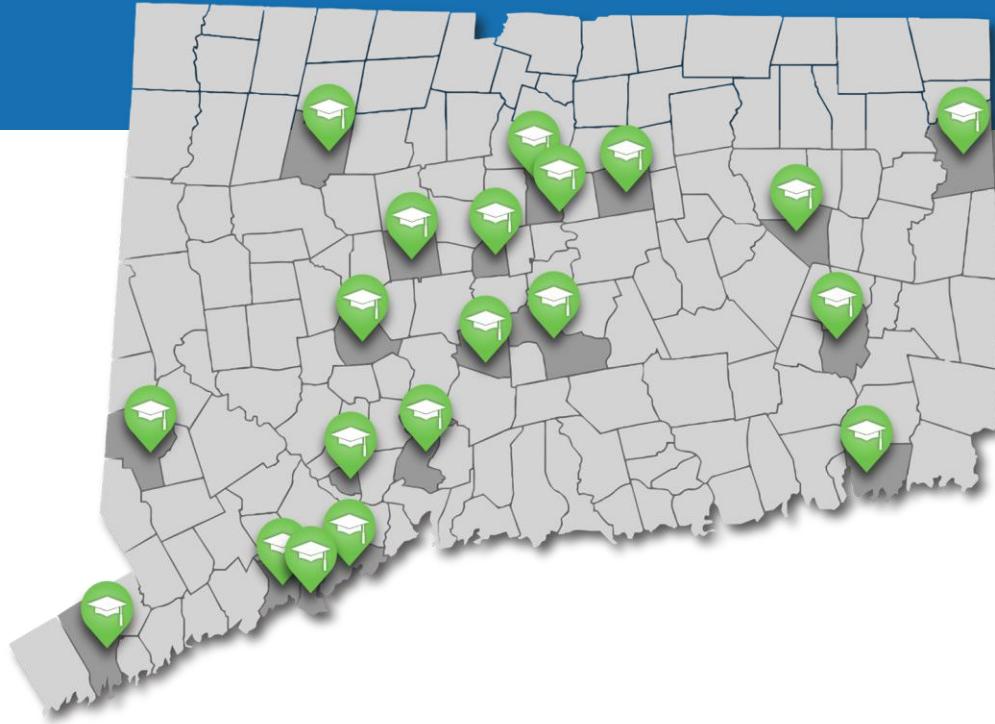
## The Experience



# CTECS Schools

The Connecticut Technical Education and Career System (CTECS) has **17 technical high schools** across the state, **one technical education center** for grade 11 and 12 and adult learners, and two **aviation maintenance training schools**.

Each school offers a variety of Career and Technical Education (CTE) programs to choose from.



**20**  
LOCATIONS



**166**  
SENDING  
TOWNS



**31** TRADE  
PROGRAMS

**~11,000**

GRADE 9-12 STUDENTS



62% MALE | 38% FEMALE

**1,264**

STUDENTS ENROLLED  
IN WORK-BASED LEARNING



**1,500+**

WORK-BASED LEARNING  
EMPLOYER PARTNERS

**3,315**

ADULT APPRENTICESHIP  
STUDENTS

**204**

ADULT LEARNERS  
(AVIATION & BRISTOL TEC)



**1,703**

STUDENTS ENROLLED  
IN COURSES FOR  
COLLEGE CREDIT



**95.9%**

GRADUATION RATE  
(2022-23)

**18,053**

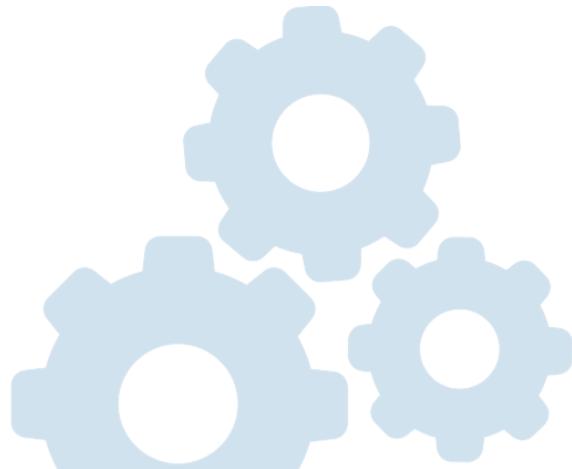
CREDENTIALS EARNED  
(2023-24)



**2,556**

GRADUATES  
(JUNE 2024)

# Trade Programming & Clusters



**10 career clusters organize 31 trade career pathways at CTECS**

Programming is selected to match geographical employer needs

Industry helps to inform curriculum

Industry partnerships allow for relevant professional development for teachers

Teachers have 8+ years experience in field, plus associated licensure and credentials

# Clusters



## Agriculture, Food and Natural Resources

**Bioscience and Environmental Technology**

**Biotechnology**

**Veterinary Science**

## Arts, Audio/Video Technology and Communications

**Digital Media**

## Architecture and Construction

**Architecture**

**Building and Civil Construction**

**Carpentry**

**Electrical**

**Heating, Ventilation and Air Conditioning (HVAC)**

**Landscape Design, Installation and Equipment**

**Masonry**

**Plumbing and Heating**

**Plumbing, Heating and Cooling**

## Health Science

**Health Technology**

## Hospitality and Tourism

**Culinary Arts**

**Tourism, Hospitality and Guest Services Management**

# Clusters



## Human Services

**Hairdressing and Cosmetology**

## Manufacturing

**Aerospace Component Manufacturing Technology**

**Mechanical Design and Engineering Technology**

**Precision Machining Technology**

**Robotics and Automation**

**Welding and Metal Fabrication**

## Information Technology

**Graphic Design**

**Information Technology**

## Law, Public Safety, Corrections and Security

**Criminal Justice and Protective Services**

## Transportation, Distribution and Logistics

**Automotive Collision, Repair and Refinishing**

**Automotive Technology**

**Aviation Maintenance (post-graduate)**

**Diesel and Heavy-Duty Equipment Repair**

# Real-Life Learning

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# Connecticut Technical Education and Career System

# Vision of a Graduate

*A CTECS Graduate is...*

## A Problem Solver

- Collaborative
- Practices creative, outside of the box thinking
- Can persevere and adapt
- Able to determine the root cause of issues
- Identifies multiple solutions and selects the most sensible approach
- Always follows through



## Respectful

- Embraces cultural diversity
- Practices kindness and consideration
- Understands and respects organizational structures
- Demonstrates professionalism
- Communicates with care and professionalism



## A Critical Thinker

- Applies unbiased analysis and evaluation
- Evaluates sources of information for reliability
- Innovates
- Willing to adapt to new information and question things
- Makes rational decisions based on application of evidence and observation



## An Effective Communicator

- Clearly and concisely conveys information for shared understanding
- Able to use multiple modes of communication
- Command of the language; written and verbal
- Actively listens



## Skilled Socially

- Uses effective verbal and non-verbal communication skills
- Ability to work as part of a team
- Interacts with diverse audiences in a manner appropriate for the setting
- Empathizes with and values others



## Work Ready

- Motivated to continue learning
- Possess the knowledge and skills for industry area
- Models employability skills; i.e. punctual, dressed appropriately, dependable, good attitude and time management
- Strong work ethic



## State-of-the-Art Shops

# Authentic Workplace Settings: Student Workforce

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## Student Production

A business run by students and faculty at CTECS. Students complete real jobs for real customers both on and off campus.



### Student Workforce Stories

*Wright Tech Carpentry, Wilton Addition*

# A day in the life: Work-based Learning



# Authentic Workplace Settings: Student Workforce

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Learn more: [cttech.org/WBL](http://cttech.org/WBL)

## Work-Based Learning (WBL)

WBL allows a student to work for an employer during their trade instructional time. Students not only receive credit toward their career technology, but also get paid.

Through legislation created in partnership between the Department of Labor and the Department of Education, students can participate in WBL as early as **16 years of age**, even in occupations labeled hazardous, such as construction, manufacturing, and automotive.

# Authentic Workplace Settings: Student Workforce

Learn more: [cttech.org/WBL](http://cttech.org/WBL)

## WBL School Release Hours

### Semester 1

**11th Graders** – 14 hours per week during the trade cycle

**12th Graders** – 21 hours per week during the trade cycle

### Semester 2

**11th Graders** – 28 hours per week during the trade cycle.

**12th Graders** – no restriction on hours as long as shop theory, trade related electives, and graduation requirements are being met.

Through approved WBL placements, students have the ability to work during non-school hours, such as before/after school, weekends, school breaks, and holidays, in compliance with the legal per day/per week maximum established by State statute and the Department of Labor ([Chapter 557 - Employment Regulations](http://www.dol.gov/regs/compliance/child-labor/557.htm)).

# School Calendar

Student attend school 182 days a year

- 91 full days in Academics
- 91 full days in Trade

WBL participation is on the Trade cycle

- A Cycle (shaded) – 11<sup>th</sup> grade
- B Cycle (non-shaded) – 12<sup>th</sup> grade

Prince THS - Calendar 2024-25									
AUGUST-SEPTEMBER (25)(21)					FEBRUARY (17)				
M	T	W	TH	F	M	T	W	TH	F
19	20 NTO	21 NTO	22 NTO	23					
26 SPD	27 DPD	28 SPD	29 SPD	30	3 L	4	5	6 W	7
2 H	3	4	5	6	10	11	12 H	13 L	14 ED
9	10	11	12	13	17 H	18	19	20	21
16	17	18	19	20	24	25	26 pd	27	28
23	24	25 SPD	26	27					
30									
OCTOBER (22)(21)						MARCH (20)			
M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4	3	4	5	6	7
7	8	9	10	11	10	11	12	13	14
14 H	15	16	17	18	17	18	19 pd	20	21
21	22	23 SPD	24	25	24	25	26	27	28 Skills
28	29	30	31		31				
NOVEMBER (18)(17)						APRIL (17)			
M	T	W	TH	F	M	T	W	TH	F
				1		1	2	3	4
4	5 DPD	6	7	8	7	8	9	10	11 ED
11 H	12	13	14	15	14 V*	15 V*	16 V*	17 V*	18 H
18	19	20	21	22	21	22	23	24	25
25	26	27 ED	28 H	29 V	28	29	30 pd		
DECEMBER (15)						MAY (21)			
M	T	W	TH	F	M	T	W	TH	F
2	3	4	5 L	6	5	6	7	8	9
9	10	11	12	13	12	13	14	15	16
16 L	17	18	19	20 ED	19	20	21	22	23 ED
23 V	24 V	25 H	26 V	27 V	26 H	27	28	29	30
30 V	31 V								
JANUARY (21)						JUNE (12)			
M	T	W	TH	F	M	T	W	TH	F
		1 H	2	3		2	3	4	5
6	7	8 pd	9	10	9	10	11	12	13
13	14	15	16	17	16	17 TLD	18	19 H	20 (185)
20 H	21	22	23	24	23	24	25	26	27
27	28 S-2	29	30 pd	31					

CYCLE SCHEDULE (15 Trades)									
A Cycle (9/12- Academics & 10/11- Trade)									
B Cycle (10/11- Academics & 9/12- Trade)									
Exploratory Phase 1- Cycles 2, 4 & 6									
Exploratory Phase 2- Cycle 8									
Cycle	Dates		Days						
1	A	8/29 - 9/9		7					
2	B	9/10 - 9/24		11					
3	A	9/26 - 10/4		7					
4	B	10/7 - 10/21		10					
5	A	10/22 - 11/1		8					
6	B	11/4 - 11/19		10					
7	A	11/20 - 12/3		8					
8	B	12/4- 12/20		13					
9	A	1/2 - 1/22		14					
10	B	1/23 - 2/4		9					
11	A	2/5 - 2/21		10					
12	B	2/24 - 3/5		8					
13	A	3/6 - 3/24		13					
14	B	3/25 - 4/4		8					
15	A	4/7 - 4/23		8					
16	B	4/24 - 5/6		9					
17	A	5/7 - 5/16		8					
18	B	5/19 - 5/28		7					
19	A	5/29 - 6/9		8					
20	B	6/10 - 6/17		6					
TOTALS									
91									
A Cycle Total									
91									
B Cycle Total									
91									
REPORTING QUARTERS									
#	Dates	A Cycle	B Cycle	Total					
1st	8/29 - 11/6	22	23	45					
2nd	11/7 - 1/27	22	24	46					
3rd	1/28 - 4/4	23	22	45					
4th	4/7 - 6/17	24	22	46					
		91	91	182					

LEGEND
New Teacher Orientation (NTO)
Student's First Day (SPD)
District Professional Development - Full Day (DPD)
School Professional Development - Full Day (SPD)
School Professional Development - Half Day (pd)
Holiday (H)
Vacation (V)
Early Dismissal (ED)
Early Dismissal (ED) (Give-back Day)
Semester 2 (S-2)
Skills USA
Tentative Last Day (TLD) - Day 182/188
Half Day - Students / Full Day - Staff
Original 185th day - June 18
W - Weather Closure
E - Emergency Closure
L - Late Opening
ED - Early Dismissal

**School Closure Make-Ups** - The first five school closures will be added to the end of the year. After the initial five, closures will be made up during the April Vacation, starting at the beginning. Further closure will be made up at the end of the year.

# Process Overview

## Employer Provides

- Company Name and Address
- Mentor Name, Contact Info and D.O.B.
- Career Learning Tasks (what the student will be doing)
- Certification of Insurance (Workman's Compensation)

The Dean of Students will use this information to complete the appropriate paperwork.

- LED-75 – regular employment
- AT-7 – pre-apprenticeship
- Internship Form – unpaid experiences (rare)
- Job Shadowing

Once approved, the WBL schedule can be developed.

## Connecticut Technical Education and Career System Employer Form

Student Name	Preferred Email
Parent Name	Preferred Email

Work Site Information (please type or print neatly)		
Work Site Name		
Street Address		
City, State, Zip		
Mentor Name	D.O.B.	
Phone Number	Email	
State Date	End Date	Starting Wage

Career Learning Tasks (to be filled out by employer)	Curricular Alignment (to be filled out by Trade Instructor)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Trade DH Name	Trade
Phone Number	Email

# WBL Journal

WBL Journals must be submitted at the end of each cycle, so trade teachers can verify attendance and evaluate performance. This is the communication device for schools and employers.

## Student Portion – Cycle Log

- Documents each day worked during the cycle, including the date, time, and description of job tasks.

## Employer Portion – Mentor Feedback and Verification

- Reviews the Cycle Log for accuracy
- Rate the student on a 1-3 scale in eight workforce skill categories and provide comments relevant to performance.

**This form can be completed manually or digitally**



Connecticut Technical Education and Career System  
Work-based Learning Journal

Student Name:		Mentor Name:	
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**To be Completed by Student**

**Cycle Log** – Students must record the date, time, and description of job tasks for each day worked.

**To be Completed by Mentor**

**Mentor Feedback and Verification** – The mentor must review and verify the hours and job tasks above, and provide feedback on the student's performance, which is vital for ensuring alignment to trade program and the growth of the student.

*Please rate the student in the following areas on a scale of Good (3) to Needs Improvement (1).*

Punctuality	Preparedness	Effort	Communication
Safety	Trade Knowledge	Job Performance	Productivity

**Comments:**

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Ways to Get Involved

*There are several ways to get involved with CTECS!*

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# Program Advisory Committee (PAC)



**Work with educators to ensure our curriculum, facilities, and credentials align with the latest industry trends and needs.**



**Identify potential interns, pre-apprentices, or future employees who have been trained according to industry standards.**



**Contribute to your community by supporting the growth and development of local construction professionals.**

Your expertise is invaluable in shaping the education and career readiness of our future workforce. PAC's meet twice per year.



# Connect with our Students



Participate in a career fair



Come speak to our students  
about your industry



Host a class visit or allow a student  
to shadow at your business



# Donations/ Scholarships



Consider establishing a scholarship



Make an equipment donation to our trade programs



# Hire our Students



Post a job to our online job board



Hire a student through the Work-based Learning Program



# CTECS Career Center

CTECS' comprehensive hub designed to connect employers, students, and alumni with career opportunities and resources.

**Learn more:** [cttech.org/careercenter](http://cttech.org/careercenter)

## Benefits to employers:

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- Streamlined communication and recruitment processes between employers and CTECS' 20 locations.
- Unlimited free job postings. Our job board is searchable by trade and location, ensuring your postings reach the right candidates.
- Access to a pool of talented students and grads actively looking for jobs.
- Exclusive invites to Program Advisory Committee meetings, career fairs, and other events. You can even request virtual or in-person hiring events.
- Platform to increase brand visibility.



**Need More Info? Click Below**

**General Information**

**Trade Programming**

**Work-based Learning**

**Career Center**

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**Thank You & Questions**