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Career and Technical Education (CTE) Student Organizations



Connecticut FBLA and FCCLA Fall Leadership

Career and Technical Student Organizations (CTSOs) are a co-curricular, integral part of the local, state and national CTE programs. The development of individual student leadership skills is the keystone of these organizations. In Connecticut, these organizations can be found in the comprehensive high schools and the Connecticut Technical High Schools. They are committed to providing students with the best contextual learning experiences through hands-on applications, recognition through competition and awards for achievement, real-world experiences and other individual and team-building activities. CTSOs build bridges between the school, family and community that give students positive, powerful experiences in civic responsibility. The Connecticut CTSOs are as follows: DECA (An Association of Marketing Students); FBLA (Future Business Leaders of America); FCCLA (Family, Career and Community Leaders); FFA (An Association of Agriculture Education Students); HOSA (Future Health Professionals); and TSA (Technology Student Association). Each organization holds a Fall Leadership Conference and in the spring, a competitive event conference that qualify students to compete at the national conference. The upcoming spring conferences are as follows: DECA—February 25, FBLA—March 30, FCCLA—March 16, FFA—March 17, HOSA—March 13 and TSA—to be determined. For more information about a particular CTSO, please contact the designated consultant.

CTSOs Contacts

DECA—Stephen Hoag
FBLA—Lee Marcoux
FCCLA—Lee Marcoux
FFA—Harold Mackin
HOSA—Lori Matyjas
TSA—Harold Mackin

College Career Pathways

College Career Pathways (CCP), an early college initiative funded through Carl D. Perkins, is a partnership between a Connecticut community college or the University of Connecticut and high schools in their service area that offer college-level courses taught at the high school by high school teachers for academic and CTE college credit. Over 6,000 high school students participated in CCP during 2013-14.

In March 2014, the New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education adopted a new policy on dual enrollment programs in an effort to ensure consistent practices, teacher credentialing and program rigor among early college programs. The Connecticut Board of Regents asked community colleges with dual enrollment programs to comply with the new NEASC policy by beginning an accreditation process through the National Alliance of Concurrent Enrollment Partnerships (NACEP), the accrediting organization for concurrent enrollment programs. NACEP standards will assist programs in optimizing program quality and aligning with requirements of NEASC. As a first step in the process, NEASC is requiring colleges to select, supervise and evaluate all dual enrollment instructors, including CCP teachers in the high schools. Prior to this year, the local school district was solely responsible for ensuring that dual enrollment teachers were qualified to teach college-level courses. High school teachers will now need to meet the criteria that adjunct professors on the college campus are required to meet. Each college will decide on the faculty criteria based upon each program area. Further steps will be taken to comply with NEASC by 2015-16. For more information about CCP, please contact Lori Matyjas.

CTE Assessment

Overview

The Connecticut CTE Statewide Assessment was initiated in 2001 after two years of research and testing. Connecticut requires the testing of all CTE concentrators in the 21 areas identified by the CSDE. Carl D. Perkins Legislation of 1998, Public Law 105-332, required all funded states to design and implement a statewide assessment system for CTE.

Revised - 2015 State Performance Standards and Competencies (PS&C)

The foundation of the CTE Statewide Assessment is the newly revised 2015 Connecticut State Performance Standards and Competencies that detail the specific CTE competencies to be tested in each of the 21 areas of concentration, along with the Common Core State Standards for reading and mathematics that are contextually integrated into the CTE competencies.

With appreciation to the many CTE teachers from across the state who participated in the review of the national standards documents during the 2013-14 school year, leading to the revision of the State PS&C, the 2015 Revision of the PS&C is the document that is the basis of Version IX of the Connecticut CTE Statewide Assessment.

VERSION IX – Connecticut CTE Statewide Assessment

The new online Version IX of the Connecticut CTE Statewide Assessment will be implemented during the testing window of April 20 – May 29, 2015. Version IX is designed to assess the 2015 CTE PS&C for all 21 areas of concentration.

Regional Briefing Sessions

Early in January 2015, the schedule for the regional briefing sessions will be sent to all secondary school principals. These briefing sessions are designed to review the preparations and required protocols for participation in the Connecticut CTE Statewide Assessment. Among the revised protocols for 2015 will be a new electronic Final Commitment of Concentrators form. These sessions are open to all school personnel. For more information, please contact Stephen Hoag.

New CTE Staff

Marcy Reed joined our staff on October 31 after fourteen years serving as Technology Coordinator at Ellington High School. Marcy will be working in the ever-evolving area of Digital Learning. She will serve as the Carl D. Perkins Grant Consultant for the LEARN district schools. Her goal is to increase the level of technology use at the CSDE, and to serve as a resource for digital learning across the state.

Suzanne Loud joined us on November 28 after seventeen years in the Connecticut Technical High School System. Suzanne will be working on the Mastery-Based Learning initiative, Cooperative Work Education (CWE) and will serve as the Carl D. Perkins Grant Consultant for the CES district schools. She will work with CSDE colleagues and educators across the state as they seek to improve instruction in the areas of Mastery-Based Learning.



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