



# CONNECTICUT

## ★ State Highlight

**Department resources for middle school.** The Connecticut State Department of Education (CSDE) maintains a list of a variety of resources for [CTE in middle school](#) on its website. The department also lists resources for [implementation guidance](#) for the Student Success Plans, including a handbook, sample templates, district exemplars, and best practices.



### VISION



**Gubernatorial Leadership.** The Governor's [Workforce Council Strategic Plan](#) states that an integrated statewide career pathways system starts with learning about careers in elementary and middle school.

Connecticut has yet to define career exploration.



### POLICY



**Student Success Plan.** Through statute, every student must complete a [Student Success Plan \(SSP\)](#) to help every student stay connected in school and achieve postsecondary educational and career goals. The SSP will begin in the 6th grade and continues through high school to support the student in setting goals for social, emotional, physical, and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests.

Connecticut has yet to formally include middle school career exploration in state or federal accountability systems.



### INFRASTRUCTURE



**Career Exploration Professional Development.** The Connecticut Department of Education maintains a list of resources for [self-guided professional development](#) on career exploration.

**District Partners.** United Way of Southeastern CT's [SOAR](#) (Students, Out-Front, Active & Ready) program is an after-school career exploration club at Kelly STEAM Magnet Middle School and Teacher's Memorial Global Studies Magnet Middle School. Boy Scouts of America and Avelo Airlines partnered to create the [Exploring Aviation Open House](#), where 100 middle school students participated in an aviation career exploration program.

Connecticut has yet to include middle school career exploration into data collection processes and provide dynamic training opportunities to staff related to middle school career exploration.





# CONNECTICUT • VISION

Category	Status	Description
<b>Leadership</b> Does the state leadership include career exploration as a valued or prioritized component of students' middle school experience?	 Building      Emerging      Advanced	From the Governor's <a href="#">Workforce Council Strategic Plan</a> , an integrated statewide career pathways system starts with learning about careers in elementary and middle school, includes career exploration and work-based learning in high school and college, and provides supports that enable any adult to capitalize on a well-articulated system of learning, training, and job opportunities.
<b>Career Exploration Definition</b> Does the state formally define career exploration for middle school students?	 Building      Emerging      Advanced	CT defines career-related concepts, such as work-based learning, but does not have a specific definition for middle school career exploration.
<b>Advocacy</b> Are there organizations within the state that are advocating for middle school career exploration?	 Building      Emerging      Advanced	CT does not have any organizations advocating for career exploration that rose to recognition within the landscape.



# CONNECTICUT • POLICY

Category	Status	Description
<b>Standards</b> Does the state have policies that establish standard practices for career exploration in middle schools?	 Building Emerging Advanced	Through statute, each school must create a <u>Student Success Plan (SSP)</u> for each student enrolled in public school beginning in 6th grade. The SSP is an individualized student-driven plan that was developed to help every student stay connected in school and achieve postsecondary educational and career goals. The SSP begins in the 6th grade and continues through high school to support the student in setting goals for social, emotional, physical, and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests. The SSP and supporting structures, such as student portfolios and academic/personal records, should be electronic and portable, following the student from school to school and district to district.
<b>Accountability</b> Does the state integrate career exploration into their accountability systems?	 Building Emerging Advanced	The state does not integrate career exploration into its ESSA state plan. However, middle school career exploration activities are formally included in <u>CT's Perkins V Plan</u> .
<b>Student Requirements</b> Does the state have policies that require middle school students to complete career exploration activities?	 Building Emerging Advanced	Students are required to complete their <u>Student Success Plan (SSP)</u> in the 6th grade and continue through high school to support them in setting goals for social, emotional, physical, and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests.
<b>Incentives</b> Does the state have policies that incentivize career exploration in middle schools?	 Building Emerging Advanced	CT does not have any incentives directly related to middle school career exploration.



# CONNECTICUT • INFRASTRUCTURE

Category	Status	Description
<b>Funding</b> Does the state use state or federal funding sources to support career exploration for middle school students?	 Building Emerging Advanced	CT leverages <a href="#">Perkins V funds</a> to support career exploration in middle school, including developing and improving CTE programs.
<b>Professional Development</b> Does the state support the training of school counselors (and other school staff) in career exploration?	 Building Emerging Advanced	CSDE compiled resources for <a href="#">self-guided professional development</a> on career exploration.
<b>Material Supports</b> Does the state provide material supports on the implementation of middle school career exploration?	 Building Emerging Advanced	CSDE lists <a href="#">resources</a> for Career and Technical Education in Middle School on its website. This includes publications from other sources, such as the Association for Career and Technical Education, and links to career exploration websites. The department also has a list of <a href="#">resources</a> for implementation guidance for the Student Success Plans.
<b>Data Collection</b> Does the state collect data on middle school career exploration opportunities in the state?	 Building Emerging Advanced	There are no formal state-level data collection practices related to middle school career exploration.
<b>CTSOs</b> Does the state support student participation in career and technical student organizations?	 Building Emerging Advanced	CT does not support middle school chapters of CTSOs.
<b>Organizations</b> Are there organizations within the state that support career exploration in middle schools?	 Building Emerging Advanced	United Way of Southeastern CT's <a href="#">SOAR</a> (Students, Out-Front, Active & Ready) program is an after-school career exploration club at Kelly STEAM Magnet Middle School and Teacher's Memorial Global Studies Magnet Middle School. Boy Scouts of America and Avelo Airlines partnered to create the <a href="#">Exploring Aviation Open House</a> , where 100 middle school students participated in an aviation career exploration program.