

## Connecticut Technical Education and Career System



### **At a glance:**

**Executive Director:** Dr. Alice Pritchard

**Superintendent of Schools:** Michael Crocco

**Established:** 2022

**Statutory Authority:** Con. Gen, Stat. § 10- 95

**Number of employees:** 1609

**Recurring operating expenses:** \$207,516,119

### [Statutory Responsibility/Organizational Structure](#)

Under Conn. Gen. Stat. § 10-95, CTECS is a public, state-wide system of technical education and career schools that offer full-time comprehensive secondary education, as well as part-time and evening programs in vocational, technical, technological, and postsecondary education and training. CTECS consists of 17 diploma granting technical high schools across the state, one technical education center, and two post graduate schools for airframe mechanics and aircraft maintenance technology. The school system serves approximately 11,200 high school students and offers 31 career technical education programs providing a direct employment pipeline for students and adult learners. CTECS serves over 1500 adult education learners in aviation mechanic/maintenance and apprenticeship programs. Nearly every town in Connecticut, 166 in total, are represented within the CTECS student body.

The Executive Director is the agency head responsible for the system's operation, administration and financial accountability. The Superintendent reports to the Executive Director and remains responsible for the operation and administration of the system's schools and all other educational matters.

The Executive Director and the Superintendent oversee CTECS administration, Legal, Labor Relations, Affirmative Action, Personnel, Communications, Legislative Affairs, Pupil Services, Fiscal Administration, Facilities, Curriculum and Instruction, and School Development and Accountability. Information Technology and Human Resources services are centralized and provided through the Department of Administrative Services (DAS).

## Mission

We envision CTECS as the primary pipeline for Connecticut's skilled labor workforce. Through exemplary trade and academic programming, CTECS prepares trade-bound students to meet the skilled workforce needs in Connecticut.

## Public Service

CTECS provides a unique and rigorous learning environment that: (1) ensures student academic success and trade/technology mastery; (2) prepares students for postsecondary education, including apprenticeships, and immediate productive employment; and (3) responds to employers' and industries' current and emerging global workforce needs and expectations through business/school partnerships.

CTECS operations are guided by four goals set forth in the Strategic Operating Plan. These goals areas encompass School Environment and Safety; Student Recruitment and Access; Trade and Academic Programming; and Talent Management. These goals along with numerous educational benchmarks are used to measure the effectiveness of CTECS programming. Additional benchmarks include state-mandated assessments, work-based learning (WBL) participation and industry-recognized credentials earned.

WBL is offered as a way for students in grades 11 and 12 to gain real-world experience, work in teams, solve problems, and meet employers' expectations. Through partnerships with local companies, students work on real projects, gaining hands-on career development experience.

Unique to CTECS is the Student Workforce – a business run by students and faculty providing students with real projects for real customers here in Connecticut. A wide range of services are offered to the public at a fraction of the market price. The work helps prepare students for the transition from high school to the workforce.

Industry input is vital to providing quality and relevant Career and Technical Education programs that prepare students to enter the workforce. All trade areas hold program advisory committee meetings with local business and industry partners. Employers collaborate with educators to ensure CTECS curriculum, facilities, and credentials align with the latest industry

trends and needs. Participation also allows employers to identify potential interns, pre-apprentices, or future employees who have been trained according to industry standards.

To provide the public with convenient access to information about CTECS programming and ease of communication, CTECS maintains websites for each of its 20 locations and central office. The websites contain directory information, program information, news, policies and a contact form. Additionally, CTECS utilizes a school-to-home communication system to regularly update stakeholders. Social media (Facebook, X, Instagram, YouTube and LinkedIn) is also utilized as a communication tool.

## Improvements/Achievements in fiscal year 2024-2025

### Admissions

For the 2025 fall enrollment, CTECS transitioned to a lottery admissions process. CTECS now institutes a computer-based system to ensure an unbiased, randomized selection process. Using this method for seating students allows CTECS to comply with all state and federal regulations, removes all subjectivity, and aligns with all Connecticut State Department of Education for public school choice practices.

### Student Outcomes

For the 2024-2025 school year, 2589 students graduated from CTECS. Additionally, 8,307 students in grades 9 through 12 were reported as earning one or more credentials in 2024-25. In total, 16,411 credentials were earned by students.

### Work-based Learning (WBL)

Worked-based learning allows students to work during their trade instructional time. Students not only receive credit toward their career technology, but also get paid by their employers. Across the district, 1,371 CTECS students participated in Work-based Learning during the past school year.

### Student Competitions

Over 900 CTECS students competed in the annual SkillsUSA state conference, as well, numerous CTECS students demonstrated their talent and technical expertise at the 2025 SkillsUSA National Leadership & Skills Conference. CTECS proudly celebrated *seven gold medalists*, which included both individual champions and a team honored in the Models of Excellence category. As well, *four* students earned a top five national placements with another *four* placing in the top ten and *six* more securing spots in the top twenty.

Twenty-four CTECS students from six schools showcased their skills in the project manufacturing Student Maritime Welding Competition with General Dynamics Electric Boat, the Alliance for Defense Tech, Talent and Innovation. The event brought together future ship builders for a welding and fabrication challenge that highlighted the skill and precision demanded in submarine manufacturing. The top two competitors went to the National Maritime Welding Championship.

## CTECS News and Events

This past school year, over 300 CTECS students have earned the Seal of Biliteracy, proving their fluency in English and a second language including Spanish, Turkish, Haitian, Creole, Hindi, Polish and Portuguese and entering the workforce with a bilingual edge.

The Connecticut Construction Industries Association (CCIA) made a \$100,00 donation to CTECS to support transformation of Vinal Technical High School's Carpentry shop into a new Building and Civil Construction program.

Wolcott Technical High School was named one of 24 SkillsUSA Models of Excellence for 2025 and recognized specifically for Workplace Skills. This is the highest national honor a SkillsUSA chapter can earn, celebrating how our students lead chapter activities, build strong communication, teamwork, and problem-solving skills.

Grasso Tech was featured in CBS Evening News "Eye on America" segment highlighting the growing nationwide demand within the naval industry, where skilled welders and machinists are needed to build nuclear submarines.

CTECS Vinal Technical High School Criminal Justice and Protective Services Program hosted a landmark event unveiling the superlative upgrade to its Emergency Operation Center (EOC). In addition to the EOC upgrade, the program launched a free student-developed daily intelligence briefing for first responders nationwide.

Henry Abbott Technical High School became the first technical high school to expand real world learning for hairdressing and cosmetology students by promoting pre-apprenticeships with participating partner salons. This is the first step on the path for local salons to becoming a registered apprentice sponsor with the Connecticut Department of Labor Office of Apprenticeship.

CTECS schools hosted DAS Talent Solutions workshops for interested students on state employment career path opportunities across multiple public service sectors.

## Information Reported as Required by State Statute

The Connecticut Technical Education and Career System (CTECS) is committed to a policy of affirmative action/equal opportunity for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. The CTECS does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, status as a victim of domestic violence, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

The Affirmative Action Office, under the direction of the Executive Director, is responsible for ensuring the agency's compliance with a wide variety of federal and state laws and department policies relative to affirmative action and equal opportunity employment. This includes the investigation and resolution of discrimination complaints.

During the reporting period, the Department hired 141 employees: 51 White males, 53 White females, 4 Black males, 10 Black females, 6 Hispanic males, 11 Hispanic females, 0 AAIANHNPI males, 1 AAIANHNPI female, 0 (2 or more races) males and 5 (2 or more races) females. There were 48 goal candidates hired: 4 White males, 20 White females, 2 Black males, 6 Black females, 3 Hispanic males, 8 Hispanic females, 0 (2 or more races) males and 4 (2 or more races) females.