

Prioritizing APA Recommendations for Vermont Career Technical Education

Dear Vermont Career Technical Education Stakeholders,

VACTED firmly believes that the findings of the APA study accurately pinpoint areas for improvement within Vermont CTE. However, we are reaching out to underscore the importance of prioritizing recommendations derived from the recent Augenblick, Palaich and Associates (APA) study on the Funding and Governance of Career Technical Education in Vermont for more immediate impact.

Immediate Action Items to Positively Impact Vermont CTE

Develop Non-Competitive Funding ASAP - APA Recommendation #3:

Implement funding mechanisms fostering collaboration, mitigating tension between CTE programs and traditional high schools by avoiding competitive funding structures. A block funding via the ed fund until a longer-term solution is found, CTE funding should not be accounted for in the sending school budgets.

Common Statewide Calendar - APA Recommendation #4:

Establish a unified professional development calendar for Career and Technical Education (CTE) staff aligned with the common school year calendar statewide and regional scheduling that allows equitable access to Vermont's students.

Infrastructure Plan for Facilities and Equipment Growth - APA Recommendation #2:

Develop a comprehensive plan for facilities and equipment that supports reduction of student waitlists, and future growth, ensuring a robust infrastructure for Career and Technical Education.

Recognition of CTE-Embedded Academics Towards Graduation - APA Recommendation #4:

Acknowledge and fully accept embedded academics in technical programs designated by the Vermont Agency of Education, including recognizing CTE-embedded academic credits/proficiencies toward graduation. Remove barriers to access for high school students. We believe this can be accomplished via changes in the State Board Rule.

Agency of Education Staffing - APA Recommendation #6:

Adequate staffing at the Agency of Education is crucial to support Vermont's CTE and the education system as a whole. This is needed to facilitate the delivery of an equitable system, and we hope for a prompt resolution.

More Time Needed for Planning and Coordination

Coordination with Middle Schools and Post-Secondary - APA Recommendations #7 and #8:

To facilitate seamless coordination among various educational entities. It is imperative for the CTE Center to deploy capable personnel who can strategically craft integrated pathways extending from the CTE to middle schools in sending districts. This initiative encompasses early high school career awareness and exploration, marking a significant recommendation for systemic change.

Coordinated Governance Structure - APA Recommendation #10:

Thoughtfully investigate and evaluate governance structures for Vermont CTE with input from stakeholders for the best possible CTE delivery model. More time is needed as this represents a larger system change impacting the whole education system.

CTE Teacher Preparation Programming and Compensation - APA Recommendation #5:

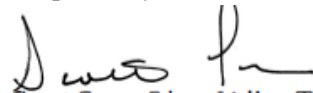
While recent changes in the current CTE teacher preparation program have been viewed favorably, maximizing flexibility and creativity in all teacher preparation programs to address the looming teacher shortage should be considered, as the impacts will be on the system as a whole. CTE teacher compensation remains challenging because it is determined via locally bargained agreements.

Funding for Specific Programming and Distribution - APA Recommendations #1 and #9:

Effective coordination among various educational entities is crucial, demanding additional time allowing for the intricacies of implementing broader systemic changes. Programming within schools in the service region should avoid duplication and form an integral part of a well-considered, progressive career pathway—spanning from Career Awareness and Career Exploration to Career Preparation.

Our state's CTE system graduates are becoming increasingly essential in a time of abundant career opportunities across all the pathways we serve. The recommendations presented in this letter focus on areas where we believe immediate impact is achievable. We are optimistic that the four proposed immediate action items will be addressed, as they have been under discussion and consideration for several years. The remaining suggestions will necessitate additional time to be developed into actionable plans. VACTED eagerly anticipates collaboration with all stakeholders in shaping the future of CTE in the State of Vermont.

Respectfully,



Scott Farr - River Valley Technical Center

President

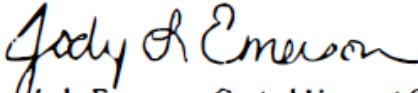
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Melissa Connor - Stafford Technical Center

Past President

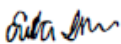
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Jody Emerson - Central Vermont Career Center

Vice President

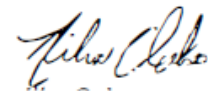
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