

**The Vermont Association of Career and Technical Education Directors (VACTED)
Act 127 - White Paper**

The Vermont Legislature passed Act 127 in the spring of 2022. The act is “An act relating to improving student equity by adjusting the school funding formula and providing education quality and funding oversight.” Section 17 includes language related to “Funding and Governance Structures of Career Education in Vermont.” The Vermont Association of Career and Technical Education Directors (VACTED) supports the following actions to realize the vision that “all Vermont learners attain their post-secondary goals by having access to career and technical education systems that are equitable, efficient, integrated and collaborative.”

Historical Links Link in Chat:

February 2014 - [Rockefeller Dartmouth Report](#)

January 2015 - [Act 51 Recommendations](#)

November 2017 - White Paper #1 [Vermont CTE Final.docx](#)

May 2018 - [Act 189 Report](#)

November 2018 - White Paper #2 [Vermont CTE: A Path Forward 2](#)

RVTC Act 189 Pilot Proposal - [RVTC Pilot Proposal](#)

Southwest Act 189 Pilot Proposal - [Southwest Pilot Proposal](#)

February 2020 - Links to Talbot/Brighton Recommendations

Slide Presentation - [CTE Funding Proposal2.pptx](#)

Proposal for Equalizing Funding - [Proposal for Equalizing Technical Center Funding Dbrighton.docx](#)

Funding Model Summary - [Model summary.docx](#)

CTE Funding Proposal - [CTE Funding Proposal February 2020](#)

November 2022 - White Paper #3 [VACTED White Paper ACT 127](#)

- Implementation of a new CTE funding system which does not impact sending schools in any way; thus removing a barrier to access. Deb Brighton, Consultant - Joint Fiscal Office, and Bill Talbot, former Vermont Agency of Education CFO, have developed a proposed model which has promise under Act 189. -
- Full implementation and empowerment of flexible career pathways across grades 7-14, the following actions as suggested:
 - Full execution, across the whole system, of a common Student Personal Learning Plan with a focus on experiences and curriculum to inform each student's career goals in full partnership with all potential stakeholders. For example, a statewide portrait of a graduate that includes CTE to create a vision. Student career pathways, experiences and curriculum are to be considered just as important as all other ‘required’ curriculum; and no longer being considered as just an elective within the system for students.

- Support a common CTE curriculum and experiences in middle and early high school through a collaborative process which informs all Vermont students of career pathways within a systemic process which guides their academic decisions.
- Common graduation requirements across the system with full acceptance by sending high schools of students learning (proficiencies or credits) while enrolled at a Career and Technical Center that meaningfully advance towards graduation. This should be based on CTE proficiency work that has already been completed and would move toward equalizing all student learning across all settings.
- Establish a defined role and relationship with the Vermont State College system in support of Adult CTE, dual enrollment/fast forward, certificate and associate degrees via a consistent partnership resulting in a seamless experience for all students throughout the state.
- Enforcement of current and creation of new statutes, rules, and regulations which increase student access to CTE, implementation of a statewide calendar with aligned professional development days, required coordination of regional schedules to support access to Career and Technical Education/Career Pathways.
- Support recruitment and retention of qualified CTE Instructional staff with recognition of industry certifications and experiences on par with bachelors and masters degrees or the standard for their industry, whichever is greater.
- Any governance model change should significantly and positively impact student access to CTE. VACTED recommends a focus on the systemic improvements suggested above to fully empower CTE to deliver on its vision. The changes suggested will allow Vermont CTE centers to serve students, and our state, as a fully integrated education partner in developing the next generation of Vermont's citizen workforce.