

# Testimony to House Commerce and Economic Development Committee

February 3, 2015

Sec. Rebecca Holcombe

# Demographic Projections

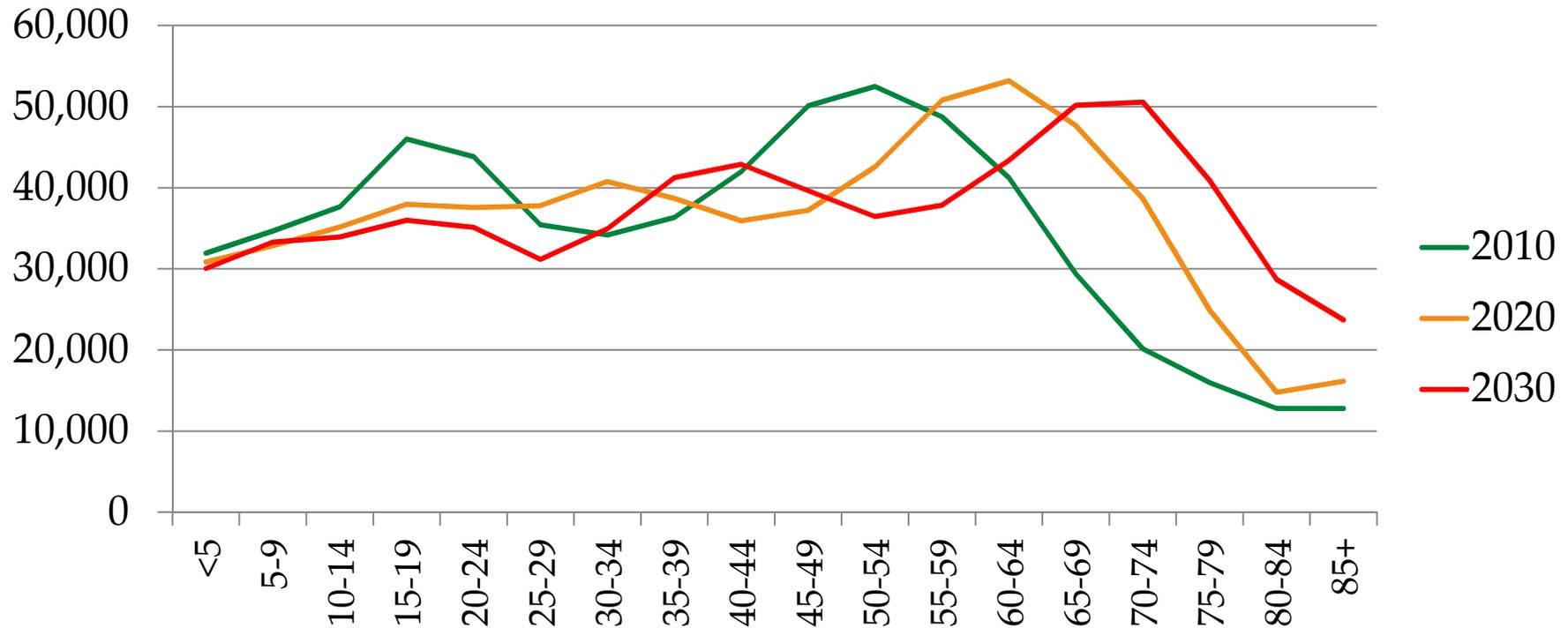
(not predictions, but we need to pay attention)

# We are not just losing students.

Vermont Population Projections. 2010 Census, 2020, 2030

Ken Jones, Ph.D., Economic Research Analyst

Vermont Agency of Commerce and Community Development

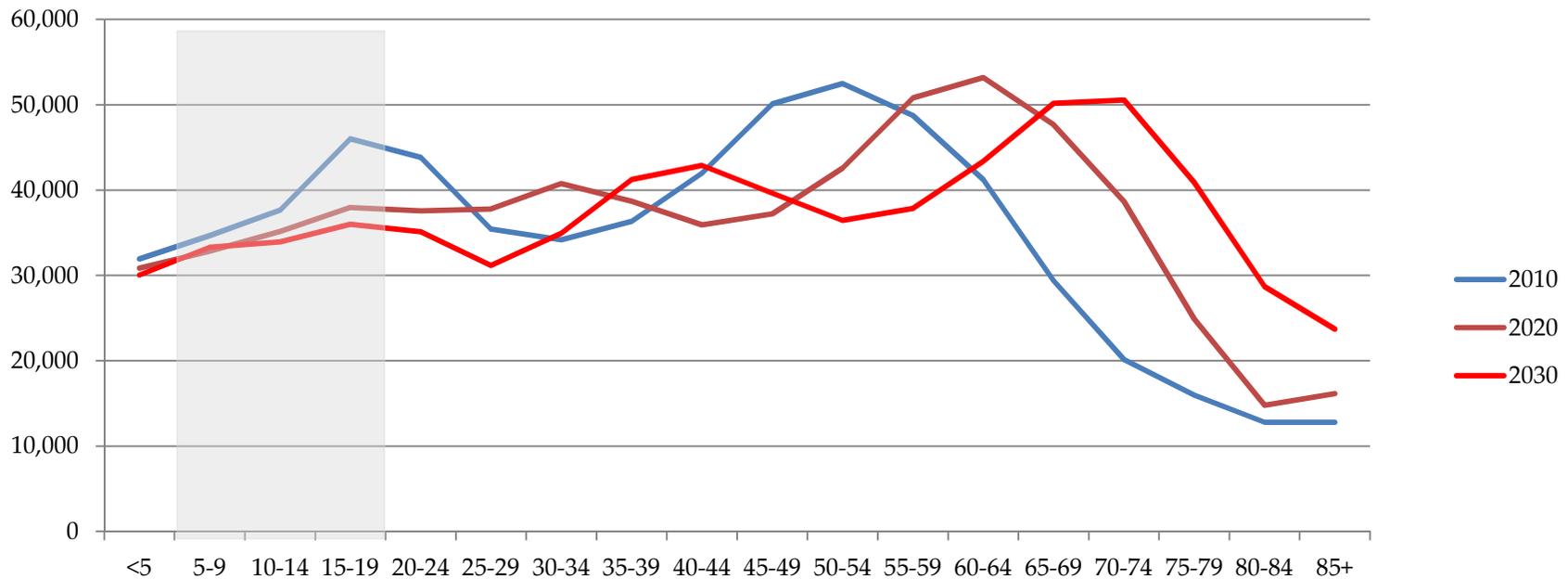


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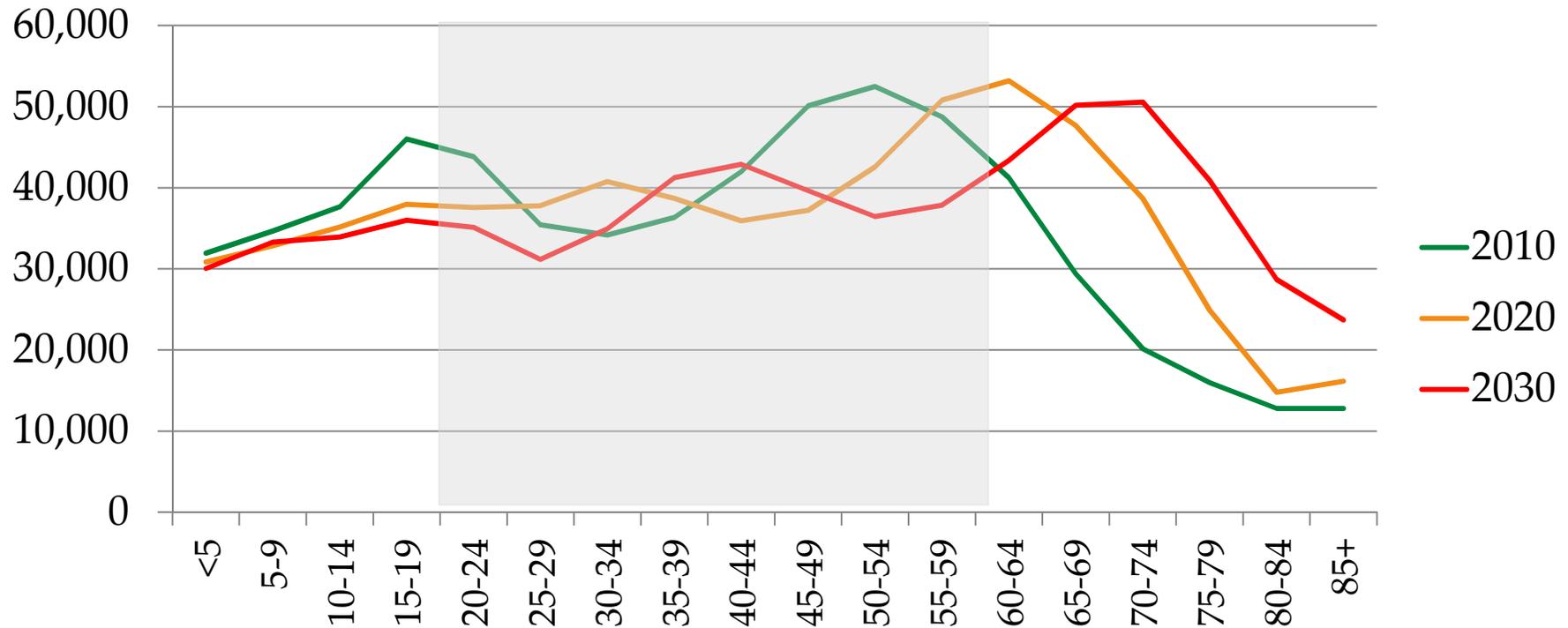


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# People are the driver of economic vitality:

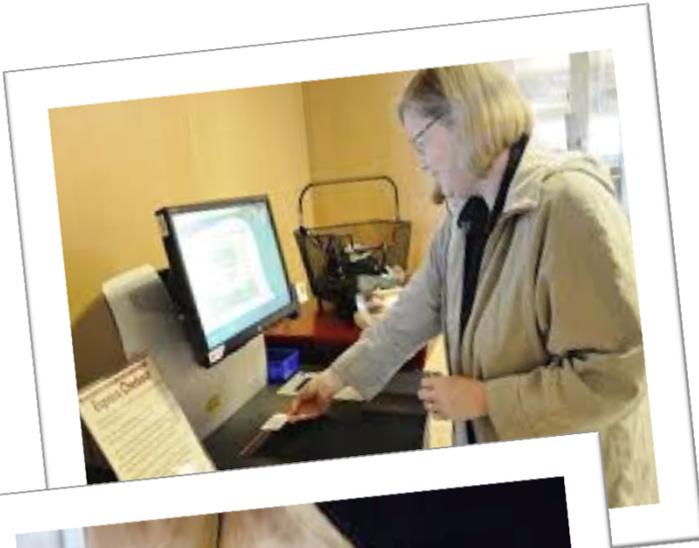
Our job:

- Getting people to come
- Getting people to stay
- Educating the people we have
  - All of them
  - To much higher levels

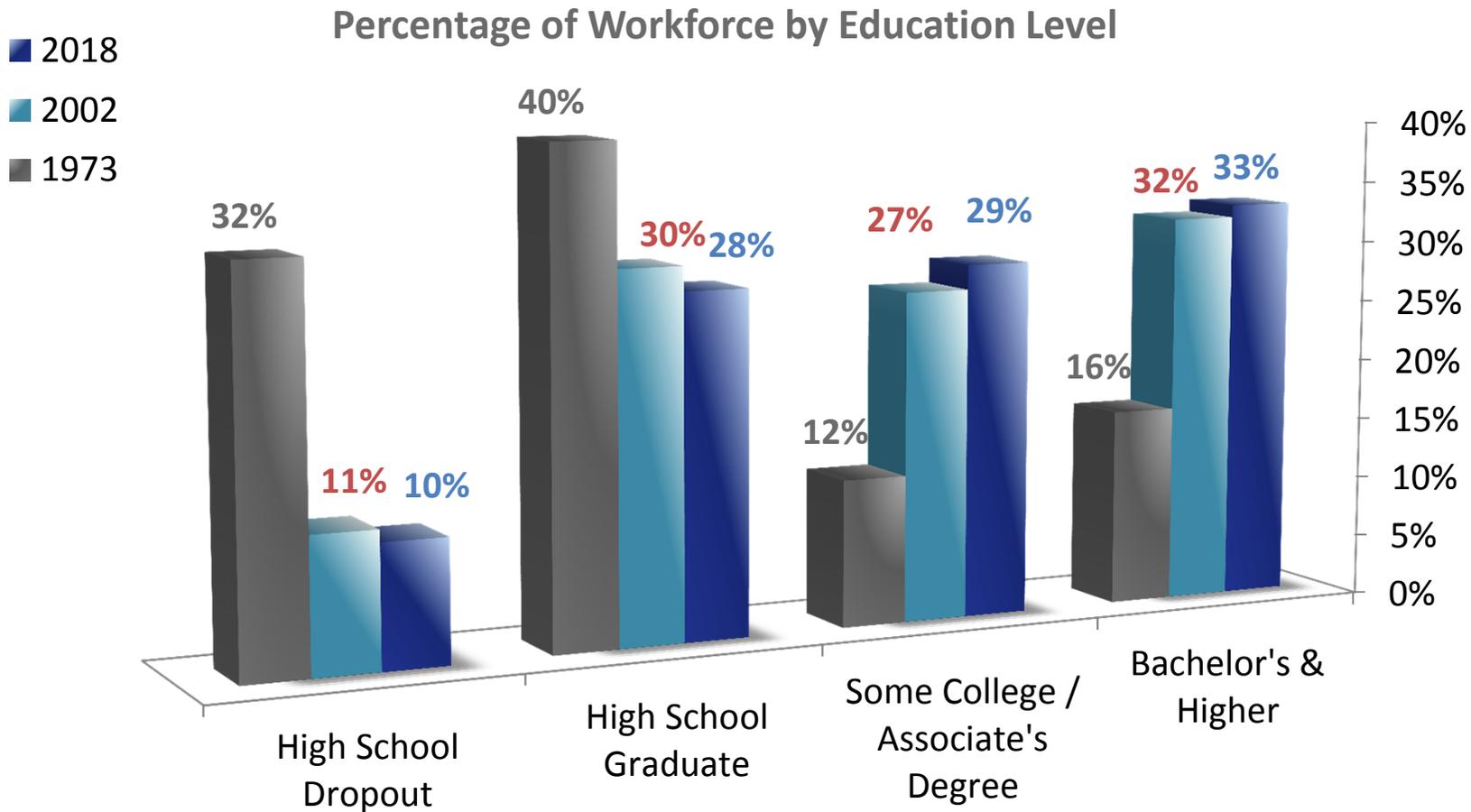
# The New Basic Skills

a.k.a. what computers can't do [yet]

- ❑ Solve unstructured problems
- ❑ Work with new information and reason from evidence
- ❑ Complete non-routine tasks
- ❑ Communicate and persuade
- ❑ Collaborate on complex tasks
- ❑ Exercise judgment



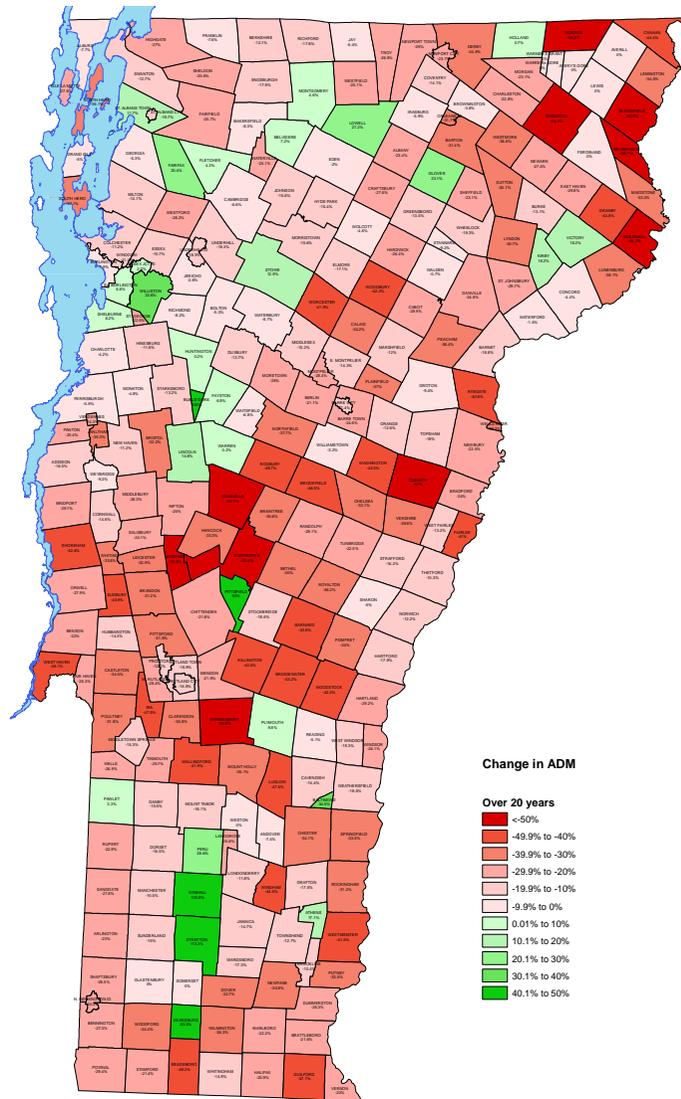
# Employer Expectations



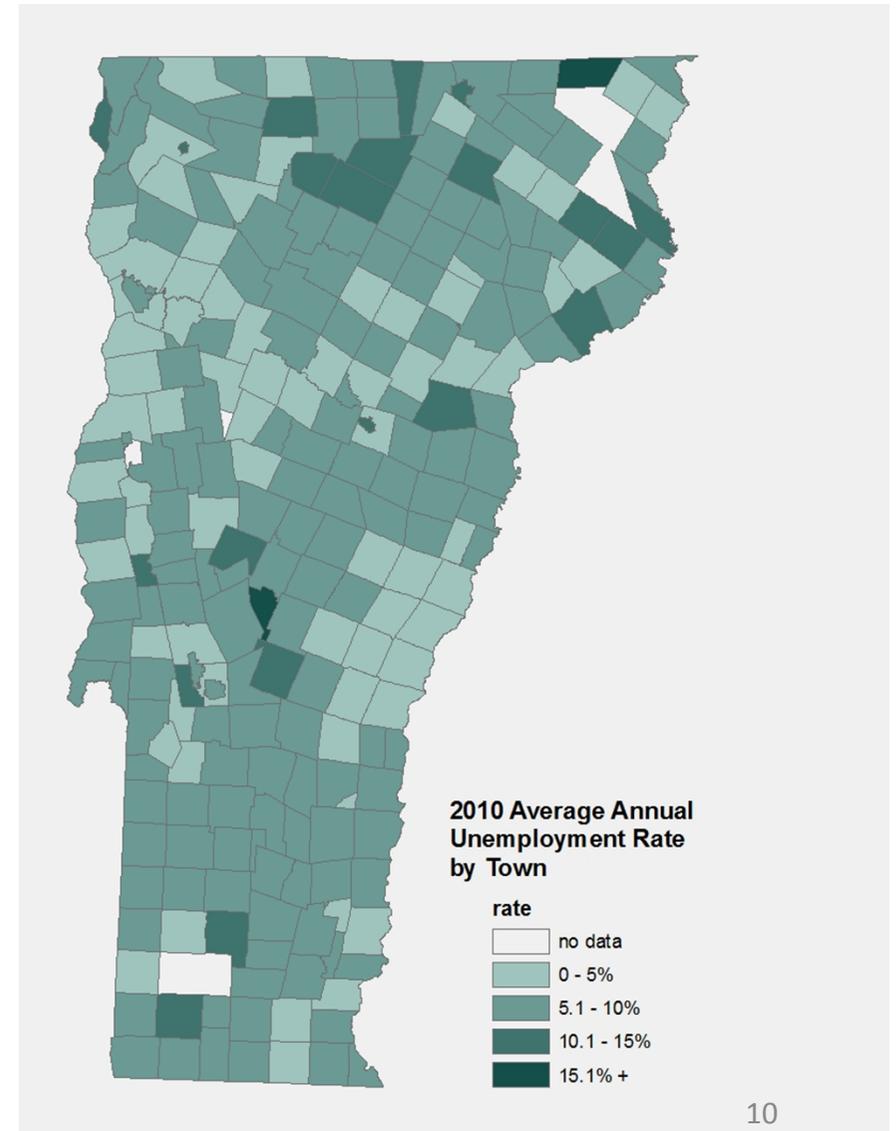
# New Attention on Career & Tech Education (CTE):

- CTE develops skills that are in demand in today's marketplace (Relevance)
- CTE provides pathways to postsecondary credentials that lead to skilled jobs
- CTE has the potential to keep more students engaged in school (real world learning, personalization)

# Relationship between population trends and access to jobs?

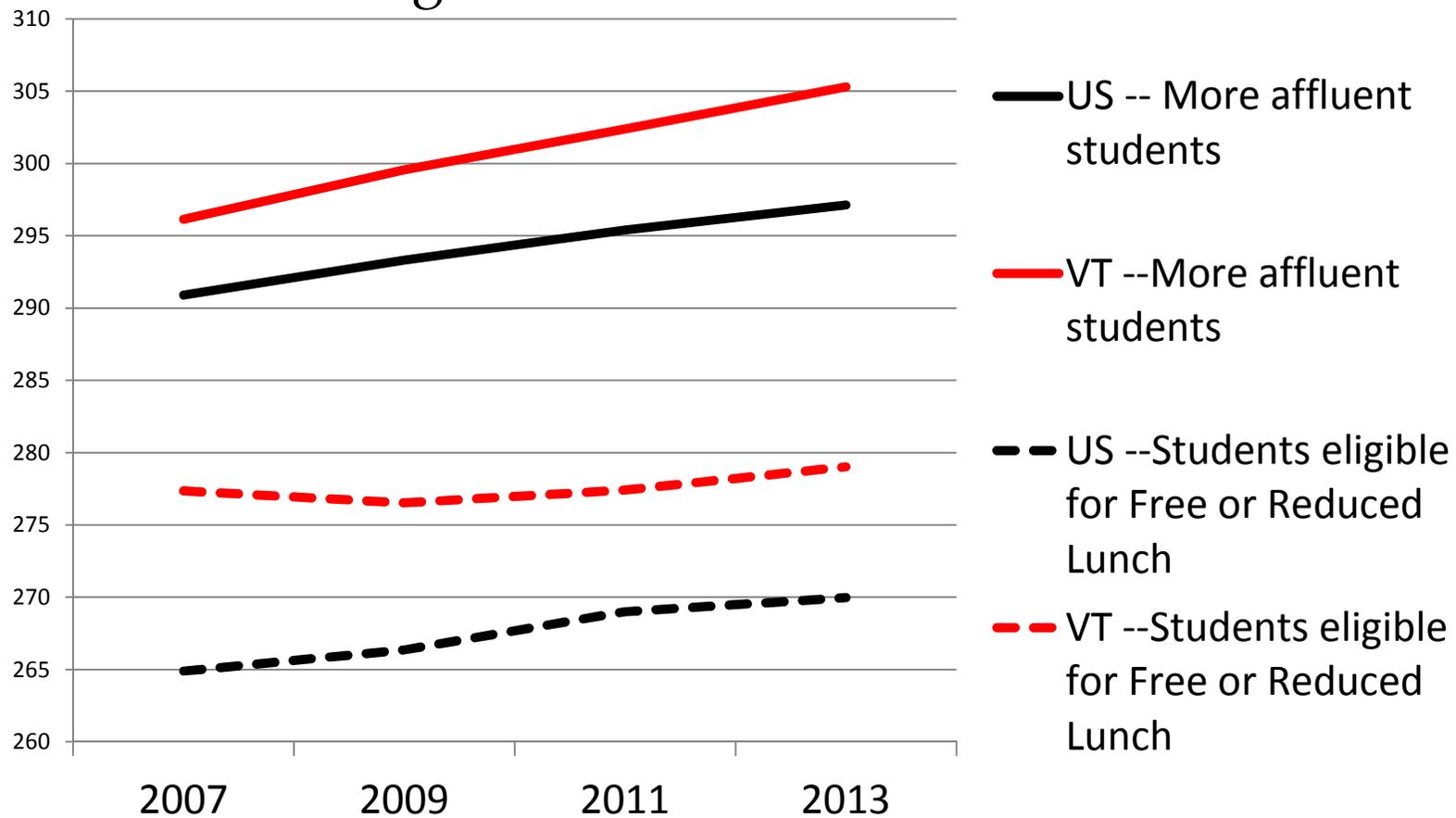


Change over 20 years

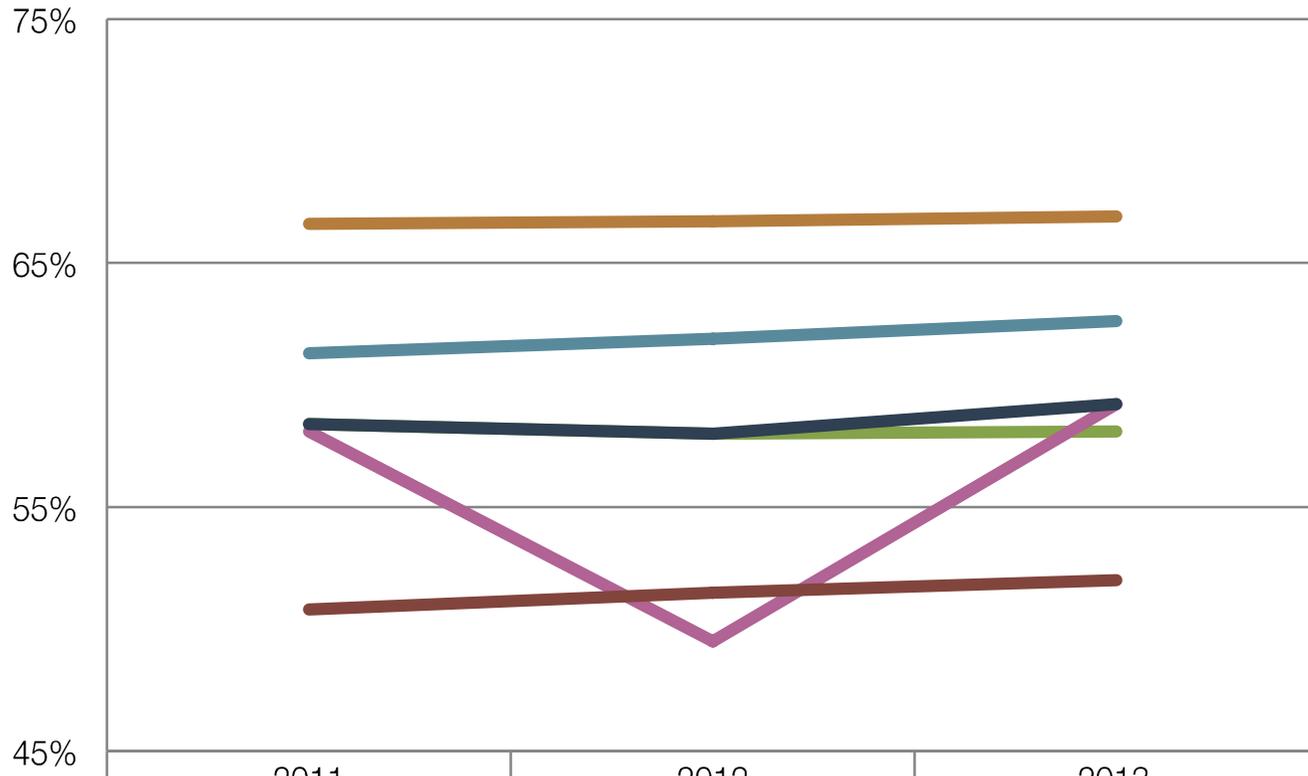


# How are Vermont students doing?

## NAEP 8<sup>th</sup> grade math scores for students eligible and ineligible for free or reduced lunch



### 2013 College Enrollment: Three-Year Trend



	2011	2012	2013
CT	66.6%	66.7%	66.9%
ME	61.3%	61.9%	62.6%
NH	58.4%	58.0%	58.1%
RI	58.1%	49.5%	59.2%
VT	50.8%	51.5%	52.0%
NESSC	58.4%	58.0%	59.2%

# Flexible pathways, project-based learning and a focus on application:



## [Mechatronics at North Country CTE](#)

“I realized people used to do the work machines like this do. Now people write programs that make the machines do the work people used to do.”

-Boy at North Country Career and Technical Center

<http://vimeo.com/100144145>

# Rigor: Vermont Education Quality Standards:

*“College and Career Readiness means the student’s ability to enter the workforce or pursue postsecondary education or training without the need for remediation.*

The student must possess the foundational skills and learning strategies necessary to begin studies in a career pathway in order to be considered college and career ready.”

**Same standards for all students!**

# Relevance:

## VT Priority Career Clusters

- Travel/Tourism and Business Systems (Culinary, Hospitality, Accounting, Management, Entrepreneurship)
- Manufacturing/Engineering (STEM)
- Construction/Green Building and Design
- Local Food Systems, Natural Resources (Sustainable Food and Value-added Systems, Forestry)
- Information Technology (Networking, Software Development, Website Design)
- Health/Medical

# Relevance: Career Guidance

Bauer & Michael, 1993: a guidance model using career interest inventories and job readiness training can **increase at-risk student school engagement 35%**.

## **In Vermont:**

- Personalized Learning Plans in Grades 7-12
- Naviance to support Success Planning, Career Planning, College Planning, Course Planning, and a Learning Styles Inventory
- Opportunities for work-based learning during High School

# Act 77: Education is no longer just grades K-12



Stafford Career and Technical Center Health Careers Academy

Indicator	Low	High
Class of 2012 post secondary enrollment (includes students from historical academies)	36.7%	77.3%

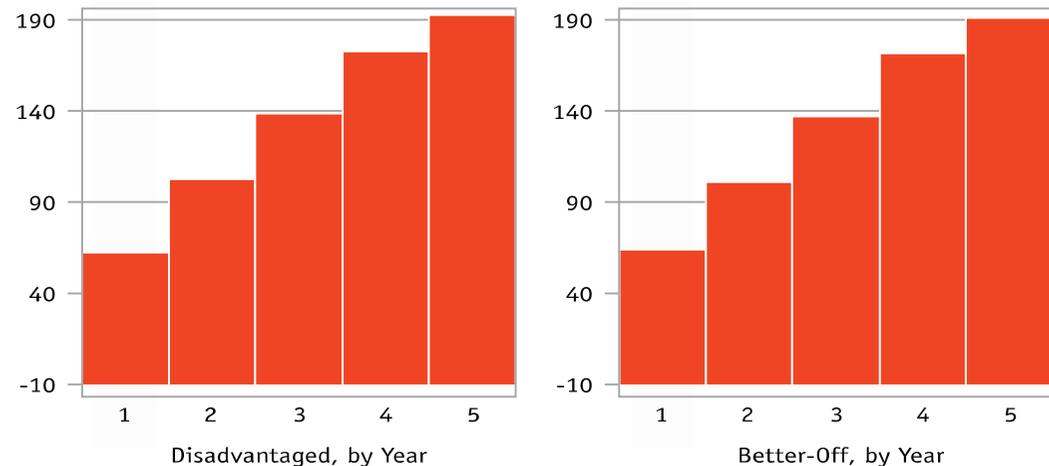
# Opportunity Cost to Equity: Which do we want?

## Classes of 2-9 students or summer learning?

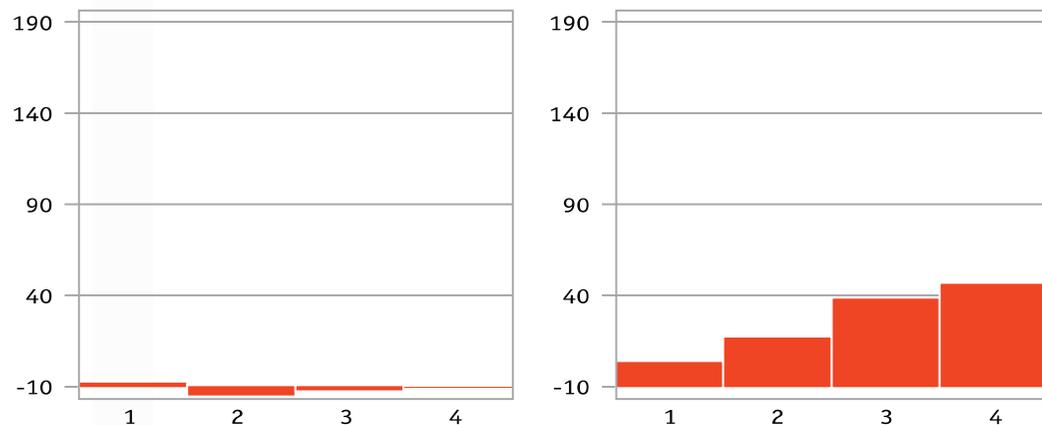
Cumulative gains on California Achievement Test in reading:

- During the school year, children in poverty learn as much as their affluent peers.
- Over the summer, the skills of children in poverty do not improve, but the skills of more affluent students do.

**School Year Cumulative Gains**



**Summer Cumulative Gains**



Source: Entwisle, Alexander, and Olson (1997), Table 3.1

Note: From "Summer learning and its implications: Insights from the Beginning School Study," by K. L. Alexander, D. R. Entwisle, and L. S. Olson, 2007b, *New Directions for Youth Development*, 114, p. 18. Copyright 2007. Reprinted with permission of John Wiley & Sons, Inc.

How do we afford this?

# NY experience: merging districts can yield substantial cost savings for very small districts

Two districts,  
300 pupils each

= **31%** cost savings



Two districts,  
1500 pupils each  
= **14%** cost savings



Duncombe, W., & Yinger, J. (2007). *Does school district consolidation cut costs?* Education, 2(4), 341-375.