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TESTIMONY PROVIDED TO: House Education Committee
FROM: John Fischer, Deputy Secretary
TOPIC: Career Technical Education in Vermont
DATE: January 21, 2015

Career Technical Education in Vermont

Vermont Statute: Title 16, Chapter 37, Subchapter 1, §1522 defines Secondary Career Technical Education as:

- an educational program leading to a high school diploma, designed to provide students with technical knowledge, skills and attitudes that will prepare them for further education, enhance their employment options, or lead to an industry-recognized credential.

Vermont State Board of Education Rules: State Board Rule (2370) defines Technical Education as:

- any career and technical education programming designed to teach the academic, workplace, and occupational skills necessary for employment.
- Course (aka Program) of Study - the units of academic, workplace, and occupational skill instruction of a career and technical education program that teach to the approved competency list and an appropriate student organization that supports the program and teaches citizenship and leadership skills.

Carl Perkins Act of 2006

“(5) CAREER AND TECHNICAL EDUCATION

The term ‘career and technical education’ means organized educational activities that—

- A. offer a sequence of courses that—
 - i. provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
 - ii. provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
 - iii. may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

- B. include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Structure and Funding:

CTE is delivered in Vermont in a “shared time regional center model” in most cases:

- At the high school level through 17 regional technical education centers – each has a designated service region with “sending schools”.
- This includes 2 independent comprehensive high schools (Lyndon Institute and St Johnsbury Academy) serving the region as a CTE center
- Additionally, there are 2 comprehensive high schools offering CTE programs on a limited basis.
- At the post-secondary level there are two institutions qualified to accept Federal funding for CTE (CCV & VTC).

Funding:

1. State Funds, Secondary CTE - Title 16, Chapter 37, Subchapter 5, §1561
 - Tuition (6 semester average FTE count for state approved tuition)
 - Tuition-87% of the base education amount paid by AOE to CTE centers “on behalf of” the sending schools. The CTE center may invoice the sending schools for any remaining amount. §1561 (b)
 - 35% Tuition Reduction §1561 (c)
2. State Funds, Secondary CTE - Title 16, Chapter 37, Subchapter 5, §1563
 - Transportation of students to CTE programs and centers
3. State Funds, Secondary CTE - Title 16, Chapter 37, Subchapter 5, §1565
 - Salary Assistance provided Centers for required positions to operate a regional service CTE center.
4. Federal Perkins Grant- \$4.2 million distributed by formula allocation (determined by poverty and census) to each CTE center and two qualified colleges.
5. Equipment and program development grants

The Future of Program of Study (POS) Design:

Programs of study at a minimum will:

- Incorporate and align secondary and postsecondary education elements,
- Include academic and CTE content in a coordinated, non-duplicative progression of courses,

- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Additionally, to guide the State-wide development of common career technical programs of study, the following design framework identifies a system of 10 components that support the development and implementation of effective programs of study.

1. Legislation and Policies

State, legislation and local administrative policies promote POS development and implementation.

2. Partnerships

Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.

3. Professional Development

Sustained, intensive, and focused opportunities for administrators and faculty foster POS design, implementation, and maintenance.

4. Evaluation Systems

Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.

5. Career Readiness Standards

Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS. (Common Career Technical Core)

6. Course Sequences

Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.

7. Articulation Agreements and Dual Enrollment

Credit transfer agreements and dual enrollment provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.

8. Career Guidance and Academic Planning

Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue. These decisions should be documented within a student's personal learning plan.

9. Teaching and Learning Strategies

Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.

10. Technical Skill Assessments

National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.

PROGRAM OF STUDY DESIGN FRAMEWORK

"A program of study is a structured sequence of courses designed to ensure college and career readiness leading to a postsecondary-level credential." - Operational definition

