

# Update and Highlights: Secondary and Adult Education

Presented to House Committee on  
Education, 1/19/16

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# Brief Overview

- Introduction
  - Background and work in VT
- Primary Areas of Oversight
  - **Flexible Pathways Leg/Act 77 (PLPs, Dual Enrollment, Early College, ELOs, Online learning)**
  - **Adult Education and Literacy (AEL)**
  - **Career and Technical Education (CTE)**
- Current work and planned initiatives

# Act 77 – Personalization

- Personalized Learning Plan (PLP) sample documentation, planning materials
  - In collaboration with VSAC, Middle Schools Collaborative, Up with Learning
  - Observations to date, needed “upgrades”
- New England Consortium of Secondary Schools (NECSS)
  - Proficiency-Based Learning series
  - League of Innovative Schools (LIS)
- Upcoming FAFSA event

# Act 77 – Dual Enrollment (DE)

- Update on enrollment data

# Data – Dual Enrollment

**Table 1. Total Voucher s Used, by Fiscal Year**

Semester	FY 14 <sup>1</sup>	FY 15 <sup>2</sup>
Summer	453	530
Fall	249	722
Spring	590	913
<b>TOTAL</b>	1292	2165

- 1. Year one of Act 77 implementation*
- 2. Second Year under Act 77*

**Table 2. Total Vouchers Used, by Fiscal Year and Student Subgroup**

	FY 14	FY 15
Male	448	750
Female	844	1371
Did not choose		44
FRL <sub>1</sub>	353	542
Special Education	43	76
ELL <sub>2</sub>	86	57

See map handout

# Summary of DE findings to date

- Modest growth in DE
- Subgroup trends noted; important to track and address
- Some (limited) evidence that affluent students are enrolling at higher numbers than their economically disadvantaged counterparts, even when we factor in the existing proportion of low-income students in the state; modest geographic disparity
- Important implications for how we use PLPs and DE as we move forward, particularly if we want to reach “70% post-secondary degree or high-value credential” by 2025 (Lumina)



# Act 77 – Dual Enrollment (cont.)

- Update on enrollment/data
- Oversight and monitoring moved to AOE
  - Current RFP for platform vendor)
- FAQs
- Moving forward
  - Analyze data even further (predictive models; outcomes = grades, postsec enrollment and persistence)
  - Strengthen media/advertising

# Act 77 – Expanded Learning Opportunities (ELO)

- ELO workgroup of Pk-16 council
- New RFP to curate/archive statewide ELOs, how they link to PBGRs, what structures needed to ensure access via PLPs, equity is big concern, funding?
- New, exciting area; needs careful, well-monitored approach

# Adult Education and Literacy

- Adults 16+ years old, not enrolled in secondary school, and lacking a high school diploma or equivalent, or lacking equivalent skills; or who are English language learners.
- Instruction from lowest skill level (adult basic ed) to adult secondary ed, as well as English to speakers of other languages in the basic skills of reading, writing, math, and speaking/listening.
- The purposes of the program are to help individuals increase their academic skills, to obtain a high school diploma or GED, to obtain employment, and to successfully enter post-secondary education or training.
- AOE staff work with and supervise funding for **four direct service providers**, with ten full-service centers and several satellite locations statewide.

# Student Participation and Outcomes

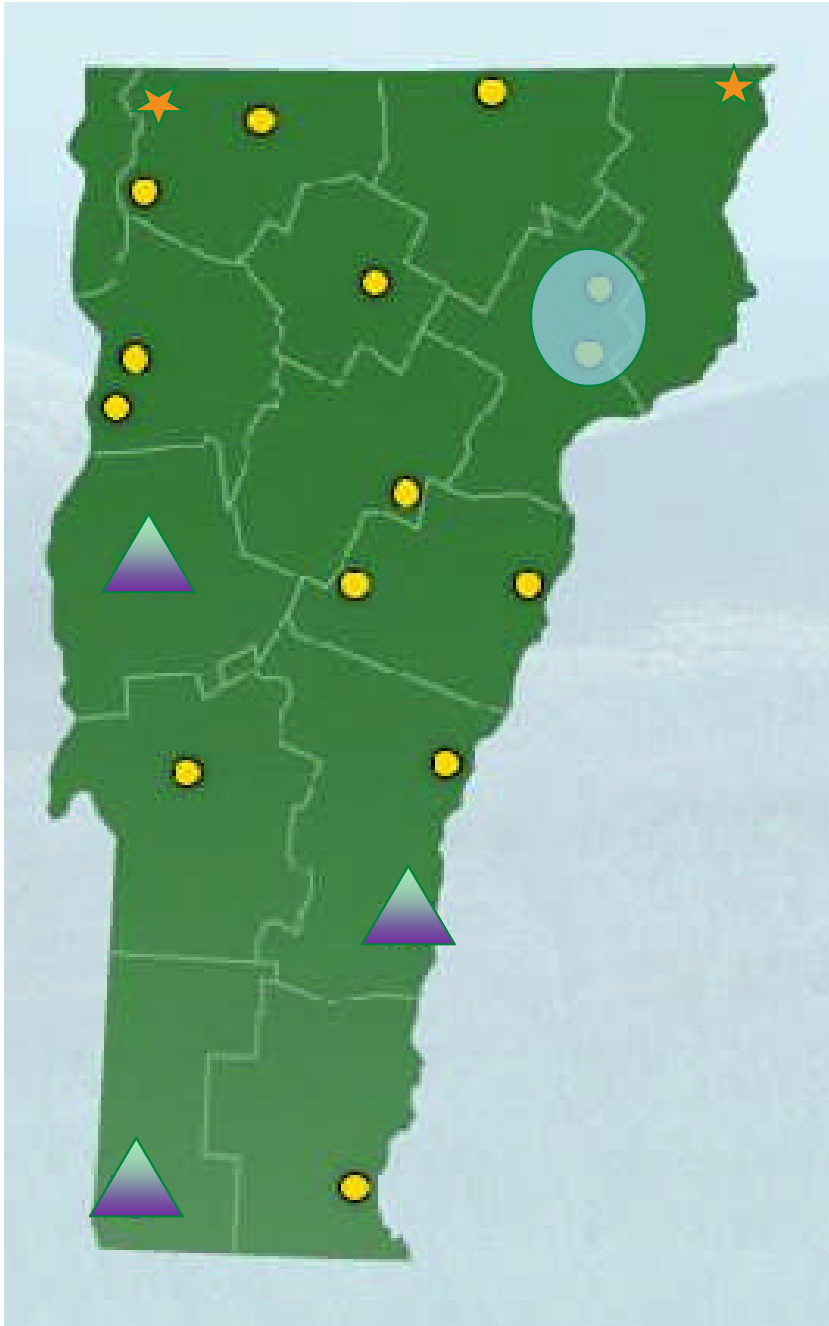
## For program year 2013–2014

- 3,400 students served. Large portion were under 24 years old and approximately 50% functioned with a reported disability.
- 363 entered employment, 731 retained employment.
- 753 obtained a high school diploma or GED, 142 entered post-secondary education





# Workforce Innovation Opportunity Act (WIOA)

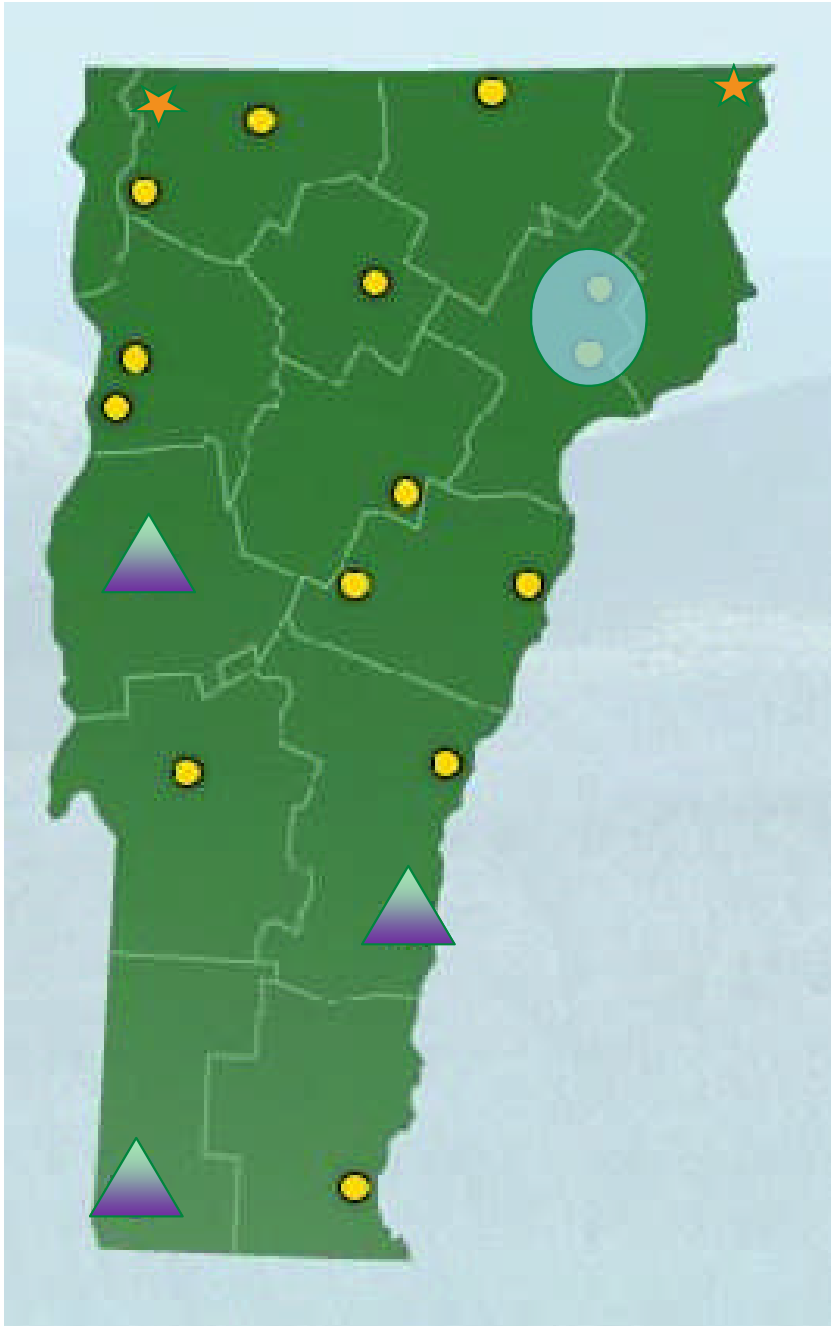
- Align systems and programming with Departments of Labor, Vocation Rehabilitation, business/industry needs
- Co-enrollment, joint referral system as part of unified state plan
- Ensure AEL providers are aware of state workforce needs, high-priority and high-demand industries and employment sectors, and postsecondary opportunities
- Development of career pathways that have clear on-ramps for lower skilled adults

# Career and Technical Education (CTE)



## Where is CTE located?

-  Independent Technical Center Districts
-  Satellite location/comprehensive high school
-  Independent Schools hosting technical education programs
-  Full or part-time regional career centers

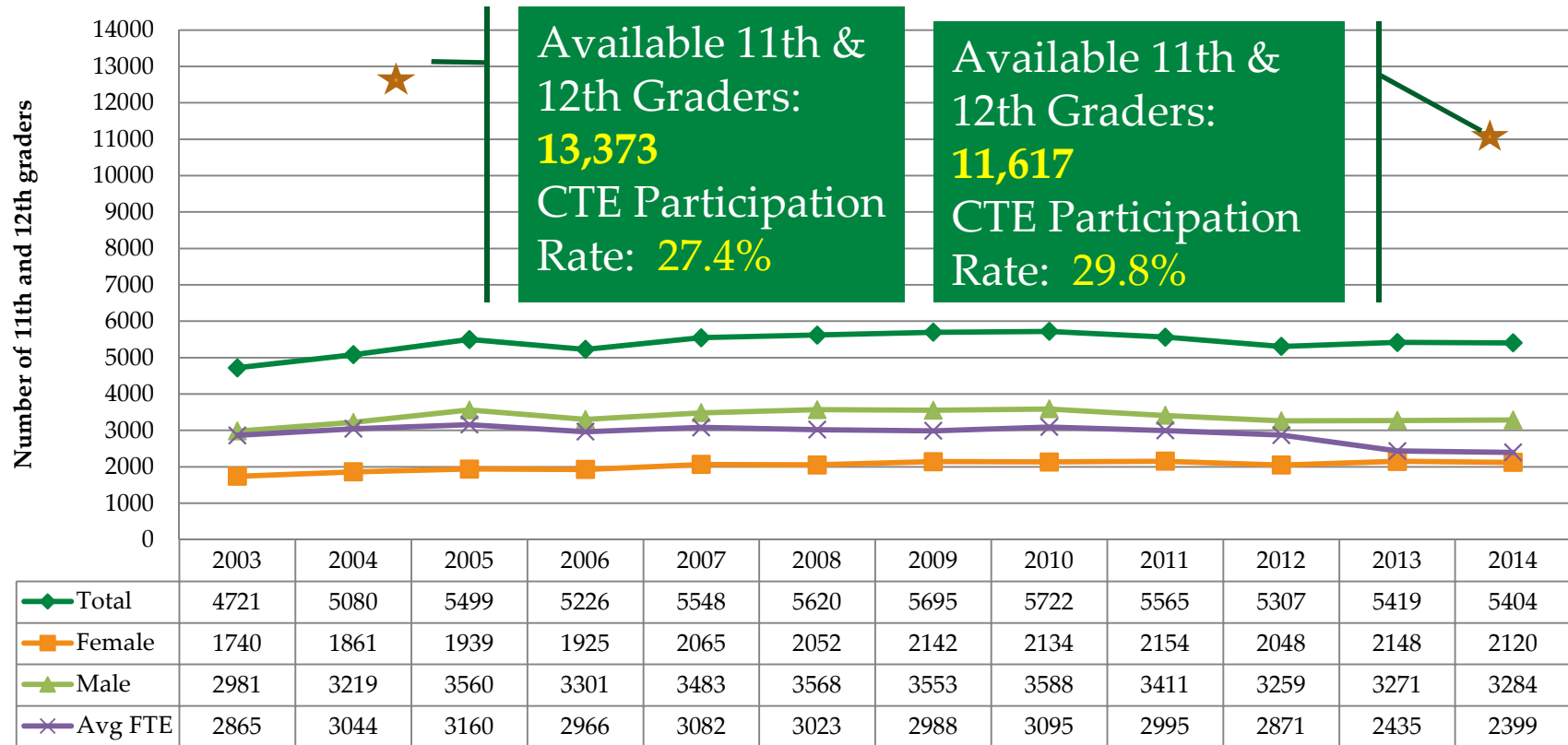


# How many students?

- For the 2014-2015 school year:
  - 5,404 Vermont high school students in grades 11 & 12



## State of Vermont 10 Year Secondary CTE Participation Rate Trend



# Snapshots: Innovation and Success

- Innovation Grants help centers develop and offer new programs
- Activities also focus on partnering with high schools and middle schools
- Examples

# STEM Equity Pipeline

- Four pilot centers
- Action based research in their regions
- Increase the number of young women in STEM related programs
- Finding: Capture interest in science and technology early – CTE engagement at elementary level



**NAPE**  
National Alliance for  
Partnerships in Equity  
STEM Equity Pipeline

# Math-in-CTE

- Research Based
- Math & CTE teacher partners
- Math “enhanced” lessons
- Coaching & feedback process
- Partner with Castleton University



# Modularization



- Shorter programs
- Treated more like explicit courses
- Allows students to participate who might have opted not to attend
- Fewer students “complete” programs

# Pre-Technical Programming

- Allows students to be introduced, in a formal way, to the world of work through education
- Explore careers and necessary skills
- Capture interest
- Provide context to learning



# Student Outcomes

Graduation Rate: 99% of CTE students who “concentrated” [completed at least half of the required sequence of instruction] their studies in technical education graduated from high school.

Industry Recognized Credentials: 67% of concentrators left with an industry recognized credential, such as an LNA (Licensed Nurse Assistant), Game of Logging, or Cisco Networking Certification.

Dual Enrollment: 10.78% of CTE students received at least one transcribed course through dual enrollment (2014-15).

College Enrollment: 41% of Vermont students who had participated in CTE were enrolled in post-secondary education.



# Moving forward: Work on Priority Sectors

Workforce education and training within **six priority sectors** to ensure long-term economic vitality

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



# Career Pathways

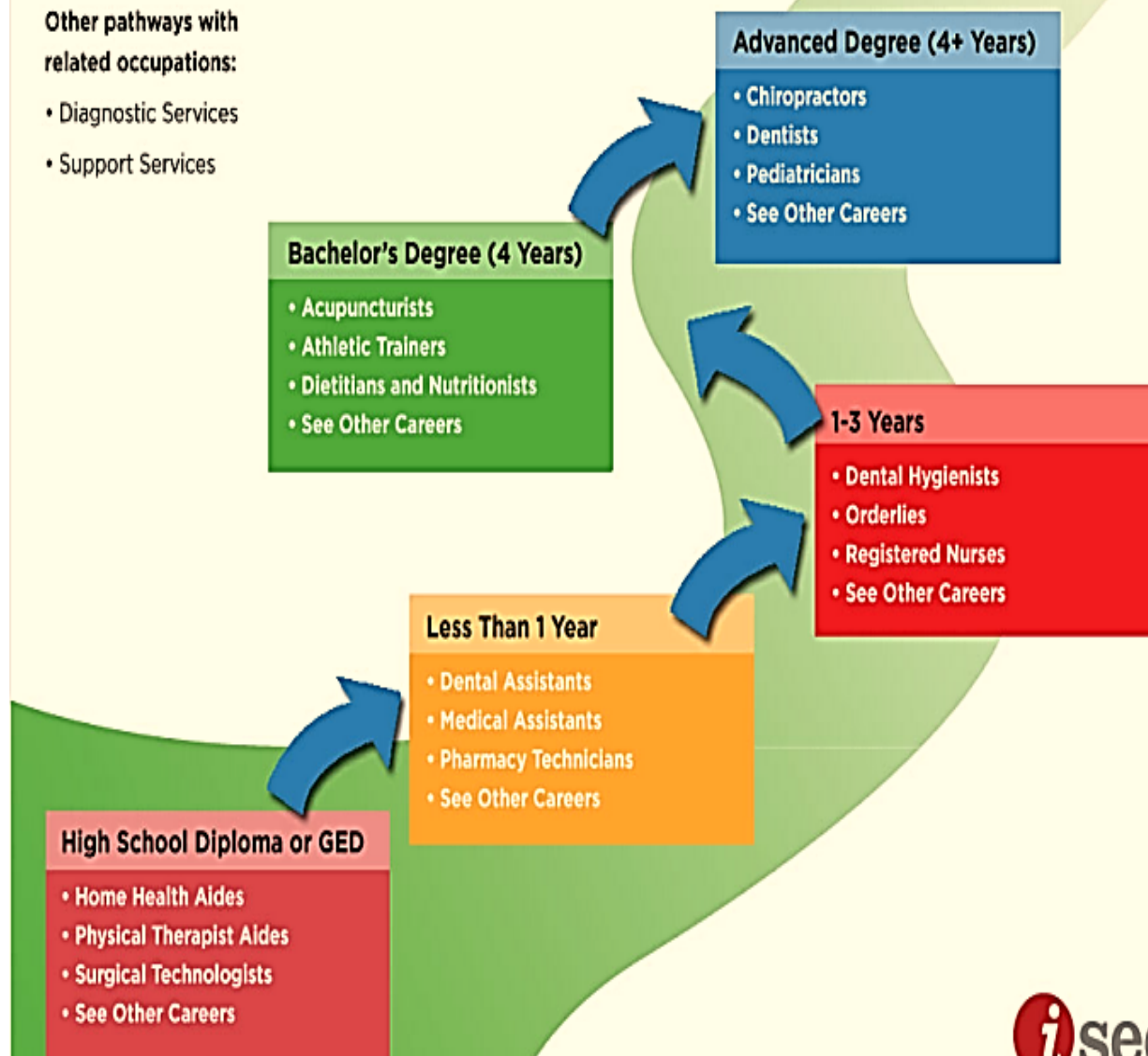
Series of interconnected education and training strategies, and support services, that enable individuals to

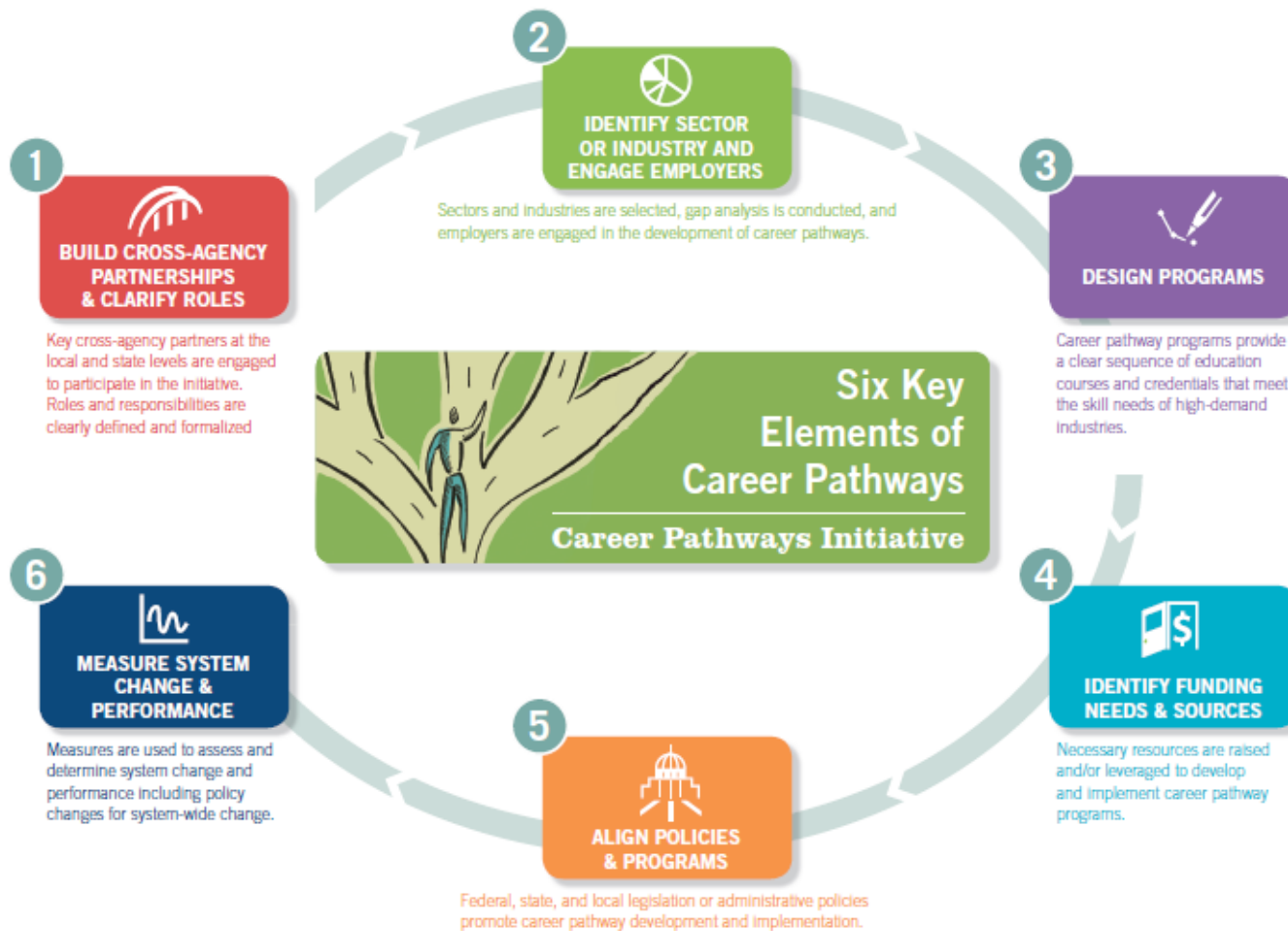
- secure industry relevant certification
- obtain employment within an occupational area, and
- advance to higher levels of future education and employment in that area.

# Therapeutic Services

Other pathways with related occupations:

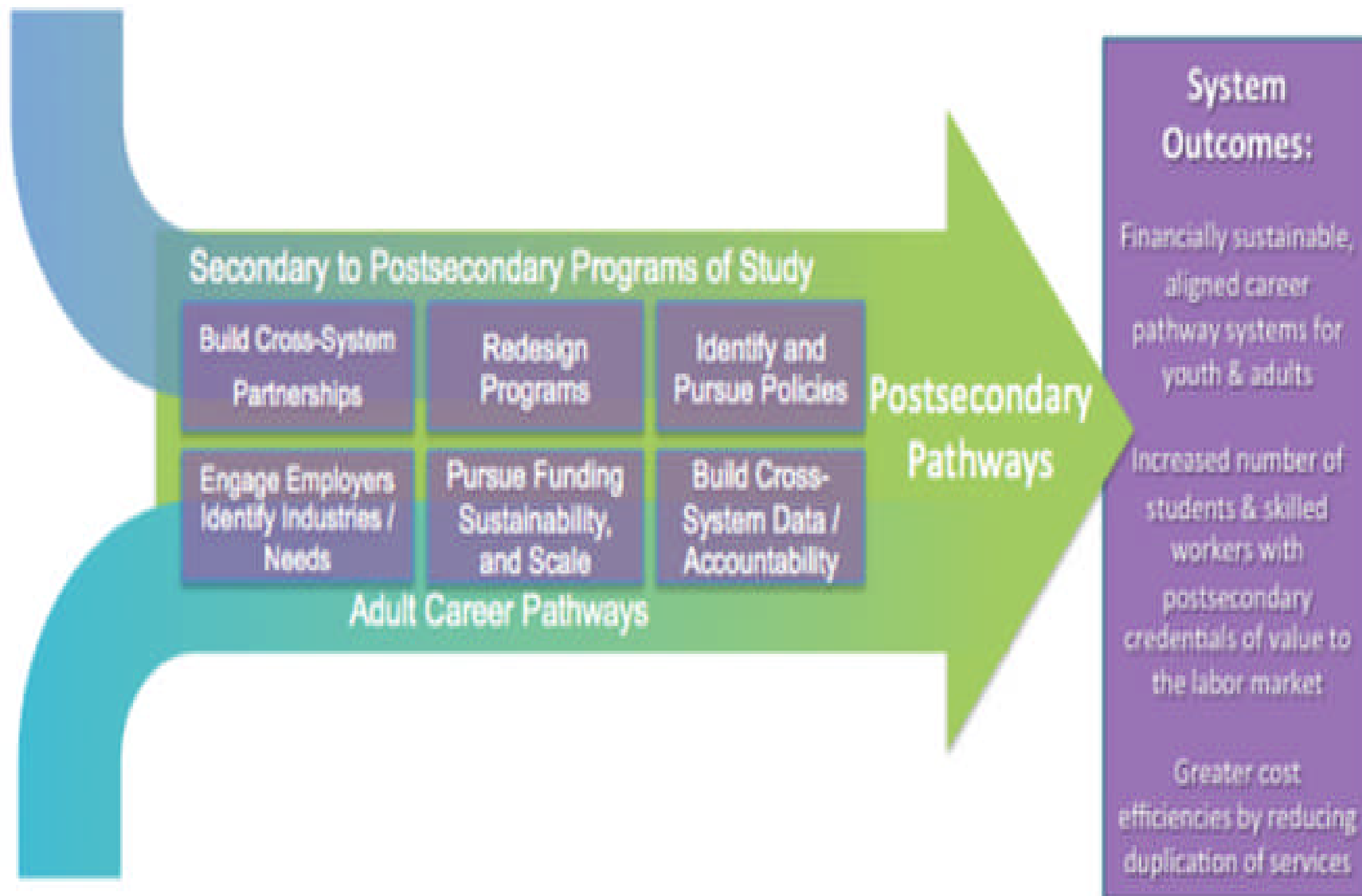
- Diagnostic Services
- Support Services





# Programs of Study (POS)

- Incorporates secondary education and postsecondary education elements
- Includes coherent and rigorous content
  - Aligned with challenging academic standards and relevant career and technical content
  - Coordinated and non-duplicative progression of courses that align secondary to postsecondary education
- Provides opportunity for secondary students to gain postsecondary credits through dual or concurrent enrollment programs or other means;
- Leads to an industry-recognized credential (IRC), postsecondary certificate, or an associates or baccalaureate degree.



# Proposed AOE Action Plan, 2016-2017

- (1) Set up **consortium** of CTE educators, gen Ed, higher ed, industry experts, and other stakeholders who will co-design first **statewide POS**
  - Both secondary and postsecondary stackable credentials
  - Healthcare sector first, followed by manufacturing;
- (2) Conduct **statewide review** of existing CTE programs
  - Will include 1-2 center reviews,
  - Serve as launching pad for additional priority sector POS to be designed
- (3) Expand the piloted math CTE/gen Ed construction sciences **instructional enhancement** model to ELA
- (4) Provide guidance to field on how PLPs can/should be used as part of a **comprehensive career guidance system** for all students
  - Recommends consideration/inclusion of CTE experiences, opportunities, and courses;
  - Equity

# Proposed AOE Action Plan, 2016-2017

- (5) Develop clear **benchmarks for success** and **monitoring plan**
- Track where we are in the process; record lessons learned, what worked, what didn't, etc.
  - Share and use statewide for subsequent round of priority sector POS
  - Help sustain and replicate this work

# Concluding Points

- Breadth in scope and history of on-going work (e.g., long-standing versus new)
- Multifaceted, involves extensive coordination between/among state agencies and external partners (k-12, higher ed, non-profit sectors)
- Streamlined, data-driven, conceptual approach(es)
- Key indicators and monitoring of success



Thank you.

Questions?