

Report to the Vermont House Education Committee

Submitted by D. Lynn Coale – Superintendent – Patricia A. Hannaford Regional Technical School District

Follow-up to Testimony of February 23, 2015

INTRODUCTION

I would like to again thank the committee for inviting me and for their continued support of Career and Technical Education in the State of Vermont. We are indeed fortunate to have such a robust system of CTE across the entire state. I have been a career center director in Vermont for the last 14 years and I was involved with the transition in governance structure at my regional technical school district. Since that change in governance in 2004, I have been the superintendent of that school district. I am also a past president of the Vermont Career and Technical Education Directors Association, and a past member of the Vermont Principal's Association Executive Committee. I currently serve as co-chair of the Addison County Regional Workforce Development Board and as the CTE Directors Association's representative to the Pre K- 16 Council. In addition, I am a member of the UVM Continuing and Distance Education Advisory Board

STUDY OF CAREER AND TECHNICAL EDUCATION

I have been asked to testify as part of a study of career and technical education. Specifically, the bill proposed to direct the Pre-Kindergarten-16 Council to review the governance, funding and higher education pathways for career and technical education and recommend a new model for career and technical education and to establish a new staff position in the Agency of Education. As part of the directive to the Pre-K-16 Council, House Education recommends that one or more governance, funding, and pathways model be developed with one of those models exploring a model where career and technical centers would come under the governance of the Vermont State Colleges.

TESTIMONY

First, I should disclose that I am here today representing my own views and qualify those views solely on the basis of my role as the superintendent of the Patricia A. Hannaford Regional Technical School District. As listed above, I am a member of a variety of organizations that will be impacted by this legislation but I am not here representing the views of any of those organization.

GOVERNANCE

15 years ago, there was an extensive study of governance of CTE Center's conducted in Vermont and several pilot projects were funded by the legislature to exam different structures. From those pilots and studies, 5 centers out of the 16 took voter action to separate their governance from the traditional governance of a local high school board. Voters in all five service areas voted overwhelmingly to separate governance. Two of those centers, Burlington Technical Center and Center for Technology Essex later determined because of other concerns to return to their traditional governance model. Three centers, Southwest Vermont Career Development Center in Bennington, Patricia A. Hannaford Career Center in Middlebury, and River Valley Technical Center in Springfield chose to remain separated and continue that structure to this day.

Our district is very happy with this structure. It has provided us the autonomy needed to move forward with building projects, curriculum development, meaningful professional development, rigorous academics, and an extensive offering of “dual enrollment” credit. (See PowerPoint presentation pg. 6 – Case Study – Diesel Power Technology.)

Given changes in governance of high schools in the state brought on by Act 46, I do believe that a new review of CTE governance is warranted. My district is happy to participate in any way possible in this study.

Funding

My district again has complete autonomy in the development and presentation to the voters of our budget. 17 towns representing 36,000 voters have the opportunity to vote on our budget each year via Australian ballot. We have been very fortunate to have passed each of our 11 budgets as well as passing a 4.5 million dollar building project with overwhelming numbers. Usually by a comfortable 3 to 1 margin. We never however take this support lightly nor do we take it for granted. Because of this support, we are able to offer a variety of programs in high need industry even as we face declining enrollments.

In light of Act 77 and personal learning plans as well as Act 46 I do have concerns that the present funding model in which the money follows the student may be obsolete and may be a challenge for both CTE Centers and smaller high schools. Therefore, I do believe that a study in this area is warranted but I would encourage the education committee to look at all secondary school funding in this proposed study.

Governance via the Vermont State College System

I am not sure that this is a viable approach to the governance of the CTE Centers across the state. As I said before, my district is quite happy with our present structure. However, I very much support the idea of viewing CTE through the lens of “post-secondary education” as opposed to “secondary education”. When we are seen as the place to go to get college credit, to gain industry recognized credentials, and to participate in meaningful apprenticeship programs then we are also viewed as a valuable link to workforce development and as a value added alternative to a high school education. When we are viewed via the lens of secondary education, we are viewed as an alternative for “those kids”. **Our students are viewed as “hands on learners” and we are flooded with students that the traditional high schools struggle to accommodate.**

If our CTE Centers were in Northern Ireland, we would be independent community colleges that would be offering students the opportunity to earn an Associate’s Degree by age 18 at no expense to that student. I believe that is one reason that Northern Ireland has one of the youngest well-educated workforces in the world and also one of the reasons that we are not. I believe that with some slight tweaking to Title 16, CTE Centers could also provide college credit up to and including Associate Degrees to Vermont students at no cost to that student and no additional costs to the Ed Fund. (Title 16 Ch. 37 sec 1522. 3) In addition, I believe that it is vital to the state of Vermont that we offer college level opportunities to the adult workforce on a regional basis utilizing the facilities and expertise of our 16 CTE Centers. Again a tweak of Title 16 would allow that to happen. (Title 16 Ch. 37 sec 1522.3) I would welcome the opportunity to share these strategies with a study committee.

Pre-K-16 Council as Review Body

As mentioned above, I am a member of this body. However, I have only participated in meetings with the Council since November and I do not view myself as an expert in the workings of the Council. I further would not be able to comment on whether or not the Council had the capacity nor the will to address these concerns. I would suggest that all of the parties effected by any change would be represented by the Council and the purpose of the Council is: to help coordinate and better align the efforts of the prekindergarten-12 educational system with the higher education community in order to increase:

1. Post-secondary aspirations.
2. The enrollment of Vermont high school graduates in higher education program.
3. The post-secondary degree completion rates of Vermonters.
4. Public awareness of the economic, intellectual, and societal benefits of higher education.

Using CTE to Get to 70% by 2025

70% of Vermont Workforce Earning a College Degree by 2025

- WHY
 - 87% of highest paying highest demand jobs will require an Associate's Degree or more
 - The remaining 13% will require an advanced Industry Recognized Credential
 - 57% of jobs will be in a STEM related field and will require a Bachelor Degree or better

- PRESENT REALITY - VERMONT
 - Vermont school age population is declining very rapidly
 - The number of K-12 students coming from economically disadvantaged homes is growing rapidly
 - 87% of Vermont student graduate on time from high school
 - 60 % of those students enter post secondary immediately (fall of year of graduation)
 - 14% of those students will drop out their first year
 - Economically disadvantaged students do far worse with economically disadvantaged males being least college bound
 - Females are underrepresented in STEM courses

- PRESENT REALITY – PAHCC AND ADDISON COUNTY
 - **50% of PAHCC students are not meeting state standard in math and language arts upon entrance**
 - **A third of PAHCC students are on plans (IEP, 504s)**
 - **47% of PAHCC students are female**
 - 87% of Addison County students graduate on time
 - **98% of PAHCC students graduate on time**
 - 54% of first generation and 73% of non first generation Addison County Students enroll in college
 - **87% of PAHCC students enroll in college**
 - 36% of Addison County students complete an on time post secondary degree
 - **65% of PAHCC students complete an on time post secondary degree**
 - **50 Licensed Nursing Assistants completed the credential via Adult Technical Education but were unable to receive college credit towards a degree.**

- WHAT WORKS
- Dual Enrollment
 - Dual Enrollment students are 11% more likely to persist through the second year of college

- Dual Enrollment students are 12% more likely to enter college within 7 months of high school graduation
- Dual Enrollment students who do enter college within 7 months are 16-20 % more likely to complete a BA
- Dual Enrollment students who had not anticipated earning a BA are 12% more likely to graduate with a BA than non-participating students who had originally intended to earn a BA
- Source: AN ANALYSIS OF THE IMPACT OF HIGH SCHOOL DUAL ENROLLMENT COURSE PARTICIPATION ON POST-SECONDARY ACADEMIC SUCCESS, PERSISTENCE AND DEGREE COMPLETION. (Swanson, Joni, University of Iowa, College of Education, May 2008)
- Mentorship and Early Intervention
 - Summer Tech Camp
 - Lunch Bunch Maker Space
 - After School Coding Class (Parents are welcome)
- Working on long term real world problems that incorporate math, science, and language arts (Enhanced CTE Projects)
- Coach classes in math and language arts associated with programs of study
- COOPs, Apprenticeship, Job Shadows

- FINAL THOUGHTS

To Truly Transform Education

- **A college and career ready system approach built on functional partnerships among K-12, post-secondary and business and industry that offer;**
- **High quality programs that link college ready academics with rigorous technical education delivered by;**
- **Skilled educators with deep knowledge of the career field and skilled in effective pedagogies.**
- **Includes apprenticeships and “Stacked Credentials”;**
- **That are aligned to college credit leading to degrees**