

## CTE Talking points

My background –I have spent the last 9 years on the Royalton School Board, the last several years on the Orange Windsor supervisory union board, also serving a term on the executive committee, the past 16 months serving on the Transition Board for the newly formed White River Valley SU including committee work and the last 9 years teaching Building Trades at Randolph Technical Career Center.

I am more than familiar with the goals of Act 46, Quality, Equity, Opportunity and Efficiency (sustainability)

- Provide substantial equity in the variety of curriculum and educational opportunities statewide.
- Lead students to achieve or exceed the State's Education Quality Standards
- Maximize operational efficiencies

I am very happy we have are looking at Tech Ed in the same light. I believe attempts to improve tech ed have not been comprehensive enough and with the implement of PLP's, PBGR's and the need for a skilled workforce here in Vt the time has come to look a tech ed as a system. The goals of Act 46 need to apply to tech ed as well.

Some of the challenges our students face –

The majority of our students want to stay in Vermont, yet it is easier to form dual enrollment and articulation agreements with schools outside the State of Vt. This is troubling when Vermont State colleges need students. It would be much easier financially for our students to attend if he or she could live at home saving room and board while attending a Vt State college or university. Keep in mind

most of these students are first in the family post-secondary students. We need to bridge that transition.

Types of agreements -

An **articulation agreement** is a legal document produced when two or more academic institutions follow a process leading to a partnership to provide a formalized pathway for student transfer.

**Concurrent enrollment** allows high school students, typically juniors and seniors, to be enrolled and receive college credit in college level courses. These courses are often taught by college-approved high school teachers, though some states have concurrent programs where courses are taught by college professors.

**Dual enrollment** involves students being **enrolled** in two separate, academically related institutions. Generally, it refers to high school students taking college courses. Benefits of Dual Enrollment to students: more apt to go to college, more apt to stay in college, free credits, more wrap around services if student takes course in high school, VT wants more students to go to college, , financially beneficial, more opportunities for students Potential post-secondary agreements

We should look at removing the silo's we currently work in-

- Remove the financial disincentive between school districts and tech centers. Currently upwards of 87% of tech ed tuition comes from the students home district and while safe guards are in place they fall short.

- Re-define post-secondary education to include IRC's, industry apprenticeships, certifications etc...
- Building a system that supports relationships between tech centers and Vt post-secondary institutions.

I would suggest we consider -

Study creating one career and technical education school district.

All 16 technical centers would be in that one district, with one superintendent, its own central office staff with skills in career & technical education (i.e. special education director, curriculum coordinator, etc.)

- It could allow for: Mentoring career and Tech Ed leadership at the supervisory union level.
- Superintendent and central office staff with a background in and commitment to tech ed.
- More efficiencies related to purchasing. ie strategic plan for group purchasing equipment
- Coordinating State assessments across programs
- Coordinating Math, Science, Art and other "embedded" credits to better align with the rigors of post-secondary schools.
- Coordinated Industry Recognized Certifications (IRC's) across programs.
- Increase the horsepower in Guidance departments. Collaborate more!
- Coordinated articulation, concurrent, dual agreements between Tech Centers and Colleges
- Coordinate best practices for Work Based Learning
- Professional development across administration, instructors and staff

- Opportunity for collaboration between Advisory Boards, perhaps share a broader community
- Collaborated outreach to non-traditional students, ie recruiting female students for non-traditional career exploration
- Expanded curriculum around workplace behavior
- Collaborative grant writing
- Consistency while allowing for traditional programs ie half and full day programs, innovative programming, and model opportunities for Special Education.

There are challenges, it seems like this is the time to explore this idea.

The 10 communities of the White River Valley SU recently hosted a community forum on education.

This is the feedback we received –

Students –

“Make learning meaningful”, “integrate more technology”, “expand offerings”, “give us flexible pathways instead of rigid measures of learning”

Community members, Administrators and Teachers –

“Create hands on and applied learning opportunities based on student interests,” “Integrate learning that is relevant to today’s world through authentic community experiences”

Technical Center's need to be evaluated on the learning that is student demonstrated; the Personalized Learning plan that can involve IRC's, Job Shadows, Work based learning, dual enrollment, skills & proficiency in a career rather than federal mandated testing (SBAC)

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