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Sec. 3 rewrite of H.919

* * * Career Pathways * * *

Sec. 1. CAREER PATHWAYS

(a) Definition. As used in this section, “career pathways” means a combination of rigorous and high-quality educational, training, and other experiences and services, beginning not later than seventh grade, that:

(1) at the secondary level, integrates the academic and technical skills required for postsecondary success;

(2) is developed in partnership with business and industry and aligns with the skill needs of industries in the local, regional, and State economies;

(3) prepares an individual to transition seamlessly from secondary to postsecondary or adult technical education experiences and be successful in any of a full range of secondary, postsecondary, or adult technical education options, including registered apprenticeships;

(4) includes career counseling and work-based learning experiences to support an individual in achieving the individual’s educational and career goals;

(5) includes, as appropriate, education offered concurrently with, and in the same context as, workforce preparation activities and training for a specific occupation or occupational cluster;

1 (6) organizes educational, training, and other experiences and services,
2 with multiple entry and exit points along a training progression, to meet the
3 particular needs of an individual in a manner that accelerates the educational
4 and career advancement of the individual to the extent practicable;

5 (7) enables an individual to gain a secondary-school diploma or its
6 recognized equivalent and allow postsecondary credit and industry
7 certifications to be earned in high school; and

8 (8) prepares an individual to enter, or to advance within, a specific
9 occupation or occupational cluster.

10 (b) Development of career pathways. The Agency of Education shall
11 implement a process for developing career pathways that considers:

12 (1) State and local labor market demands;

13 (2) the recommendations of regional career technical education advisory
14 boards or other employer-based boards;

15 (3) alignment with postsecondary education and training
16 opportunities; and

17 (4) students' ability to gain credentials of value, dual enrollment credits,
18 postsecondary credentials or degrees, and employment.

19 (c) Reporting. The Agency of Education shall report its progress in
20 developing career pathways to the Board on an annual basis.

1 * * * Career Technical Education * * *

2 Sec. 2. CAREER READINESS; CTE PILOTS

3 (a) Collaboration. The Agency of Education shall promote collaboration
4 among middle schools and regional career technical education (CTE) centers
5 to engage in activities such as, but not limited to:

6 (1) developing and delivering introductory CTE courses or lessons to
7 middle school students that are part of broader career education, exploration,
8 and development programs and that are connected to career pathways and CTE
9 programs, as appropriate;

10 (2) increasing student exposure to local career opportunities through
11 activities such as business tours, guest lectures, career fairs, and career-
12 awareness days; and

13 (3) increasing student exposure to CTE programs through activities such
14 as tours of regional CTE centers, virtual field trips, and CTE guest visits.

15 (b) Pilot projects. The Agency of Education shall approve up to four pilot
16 projects in a variety of CTE settings. These pilot projects shall propose novel
17 ways of integrating funding for CTE and general education and new
18 governance structures for regional CTE centers, including unified governance
19 structures between regional CTE centers and high schools, or both. Pilot
20 projects shall require both high school and regional CTE center involvement,
21 and shall be designed to enhance the delivery of educational experiences to

1 both high school students and CTE students while addressing the current
2 competitive nature of funding CTE programs.

3 (1) A pilot project shall extend not longer than two years.

4 (2) The Agency shall establish guidelines, proposal submission
5 requirements, and a review process to approve pilot projects.

6 (3) On or before January 15, 2020, the Agency shall report on the
7 outcomes of the pilot projects to the House and Senate Committees on
8 Education, the House Committee on Commerce and Economic Development,
9 and the Senate Committee on Economic Development.

10 (c) Recommendation on CTE pre-tech programs. On or before January 15,
11 2020, the Agency of Education shall recommend to the House and Senate
12 Committees on Education, the House Committee on Commerce and Economic
13 Development, and the Senate Committee on Economic Development flexible
14 and student-centered policies that support equitable access and opportunity to
15 participate in CTE pre-tech foundation and exploratory programs for students
16 in grades 9 and 10. This recommendation shall include building such activities
17 into students' personalized learning plans when appropriate, so that students
18 are exposed to a wide variety of career choices in their areas of interest. In
19 making its recommendation, the Agency shall consider:

1 (1) the existing practices of regional CTE centers currently offering
2 CTE pre-tech foundation and exploratory programs for students in grades 9
3 and 10;

4 (2) the results of the collaborative efforts made between regional CTE
5 centers and middle schools as required under subsection (a) of this section; and

6 (3) the results of the pilot projects under subsection (b) of this section.

7 (d) Technical assistance.

8 (1) The Agency of Education shall provide technical assistance to
9 schools to help them develop career education, exploration, and development,
10 beginning in middle school, and introduce opportunities available through the
11 regional CTE centers.

12 (2) The Agency of Education shall offer technical assistance so that
13 regional CTE centers provide rigorous programs of study to students that are
14 aligned with approved career pathways. Such programs of study may be
15 combined with a registered apprenticeship program when the registered
16 apprenticeship program is included in a student’s personalized learning plan.

17 (3) The Agency of Education shall offer technical assistance to local
18 education agencies to ensure that each high school student has the opportunity
19 to experience meaningful work-based learning when included in the student’s
20 personalized learning plan, and that high schools coordinate effectively with

1 regional CTE centers to avoid unnecessary duplication of programs of student
2 placements and study already provided by the centers.

3 (e) Definition. As used in this section, “career pathways” shall have the
4 same meaning as in Sec. 1 of this act.

5 * * * Adult Training Programs * * *

6 Sec. 3 ADULT TRAINING PROGRAMS

7 (a) Effective use of State investments. The Department of Labor shall
8 ensure that the State’s investments in adult training programs are part of a
9 system that is responsive to labor-market demands, provides equitable access
10 to a broad variety of training opportunities, and provides to those jobseekers
11 with barriers to employment the accommodations or services they need to be
12 successful.

13 (b) Delivery of training programs. Training programs delivered by
14 regional CTE centers, nonprofit and private entities, and institutions of higher
15 education shall be included in the system.

16 (c) Technical assistance. The Agency of Education shall provide technical
17 and programmatic guidance and assistance, as appropriate, to the Department
18 of Labor to ensure alignment between secondary and postsecondary programs,
19 policies, funding, and institutions.

20 * * * Adult Career Technical Education * * *

21 Sec. 4. ADULT CAREER TECHNICAL EDUCATION

1 (a) Regional career technical education (CTE) centers. Vermont’s regional
2 CTE centers shall offer adult CTE programs that:

3 (1) develop technical courses for adults, aligned with a career pathway
4 when possible, that support the occupational training needs of Vermonters
5 seeking to up-skill, re-skill, and obtain credentials leading to employment;

6 (2) ensure that new and existing training responds to local or Statewide
7 labor market demands;

8 (3) coordinate with State and regional partners, including other CTE
9 centers, high schools, postsecondary educational institutions, and private
10 training providers, to assure quality, consistency, efficiency, and efficacy of
11 State and federally funded training opportunities;

12 (4) support expansion of adult work-based learning experiences, such as
13 registered apprenticeships, by providing related instruction, as appropriate; and

14 (5) maximize use of federal and State funds by aligning with the State’s
15 goals, priorities, and strategies outlined in Vermont’s Workforce Innovation
16 and Opportunity Act Unified plan.

17 (b) Evaluation of technical and occupational training. The State Workforce
18 Development Board shall review how technical and occupational training is
19 delivered to adults throughout the State and consider how adult CTE programs,
20 delivered through the regional CTE centers, contribute to this system. The
21 Board shall make recommendations on:

1 (1) staffing levels and structures that best support a strong adult
2 technical education system;

3 (2) optimal hours of operation and facility availability for adult
4 programs; and

5 (3) any other issues it finds relevant to enhancing support for adult
6 technical education.

7 (c) Reporting. On or before January 15, 2019, the Board shall report its
8 findings and recommendations to the House Committees on Education and on
9 Commerce and Economic Development and the Senate Committees on
10 Education and on Economic Development, Housing and General Affairs.

11 (d) Partnering with employers. Nothing in this section shall prevent an
12 adult CTE program or regional CTE center from partnering directly with
13 employers to design and deliver programs meeting specific needs of employers
14 or provide additional courses that meet a State or community need.

15 (e) Definition. As used in this section, “career pathways” shall have the
16 same meaning as in Sec. 1 of this act.