

(5) equitable access to employment and training opportunities for women and underrepresented populations in Vermont; and

(6) best practices aligned with a two-generation approach to eliminating poverty, as identified by the Vermont Work Group on Whole Family Approach to Jobs.

(i) The Department of Labor, with assistance from the Board, shall facilitate the sharing of information among workforce development and training-delivery organizations so they may stay current with initiatives and plans related to building an effective workforce development system.

Sec. 3. STATE WORKFORCE DEVELOPMENT; CAREER PATHWAYS;

CAREER TECHNICAL EDUCATION RECOMMENDATIONS

(a) 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, with multiple entry and exit points that:

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

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

(3) prepare an individual to transition seamlessly from secondary to postsecondary experiences and be successful in any of a full range of

secondary or postsecondary education options, including registered apprenticeships;

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

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

(6) organize educational, training, and other experiences and services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

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

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

(b) The Agency of Education, in partnership with the State Workforce Development Board, shall promote policies that support introduction of Career Technical Education (CTE) opportunities of study to middle school students, along with career-readiness and career-awareness activities.

(c) The Agency of Education, in partnership with the Board, shall promote collaboration among middle schools and regional CTE centers that may result in:

(1) development and delivery of introductory CTE courses or lessons to introduce middle school students to Career Pathways and CTE programs, as appropriate;

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

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

(d) The Agency of Education shall approve up to four pilot projects in a variety of CTE settings that model a unified funding structure or a unified governance structure, or both, designed to streamline the delivery of educational experiences to both high school students and CTE students, consistent with the following:

(1) a pilot project shall extend not longer than two years;

(2) the Agency shall establish guidelines, proposal submission requirements, and a review process to approve pilot projects; and

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

(e) Based on the results of the pilot projects approved under subsection (d) of this section, the Agency of Education shall recommend flexible and student-centered policies that support equitable access and opportunity to participate in CTE pre-tech foundation and exploratory programs for students in grades 9 and 10, including building such activities into students' personalized learning plans when appropriate, so that students are exposed to a wide variety of career choices in their areas of interest.

(f) The Agency of Education, in partnership with the Board, shall ensure that CTE centers provide rigorous programs of study to students that are aligned with an approved Career Pathway and in combination with a registered apprenticeship when appropriate.

(g) The Agency of Education, in partnership with the Department of Labor and the Agency of Commerce and Community Development, shall implement a process for reviewing Career Pathways that considers:

(1) the program's relevance to the needs of State and regional employers;

(2) the participation of regional advisory boards or other boards with employers;

(3) pathways to postsecondary education and training; and

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

(h) The Agency of Education shall report on its Career Pathways review process, findings, and recommendations to the Board on a regular basis.

(i) The Board may identify opportunities to leverage Workforce Innovation and Opportunity Act funds, Carl D. Perkins Act postsecondary funds, Next Generation funds, Vermont Training Program funds, and other relevant funding to develop community-based Career Pathways that respond to local occupational demands.

(j) The Agency of Education shall ensure that every high school student has the opportunity to experience meaningful work-based learning when supported by the personalized learning plan, and that high schools work with regional CTE centers to avoid unnecessary duplication of programs of study already provided by the centers.

(k) The Agency of Education and the Department of Labor shall support coordination and alignment of Career Pathways programs of study delivered by the regional CTE centers and the State's postsecondary institutions so that education and training opportunities that are available to secondary and adult students lead to a degree or stackable credential of value.

(1) The Department of Labor shall be responsible for the oversight and coordination of adult career technical education in the State. The Agency of Education shall provide technical and programmatic assistance, as necessary, to the Department to ensure alignment between secondary and postsecondary institutions, programs, policies and funding.

Sec. 4. STATE WORKFORCE DEVELOPMENT BOARD;  
STRENGTHENING AND ALIGNING WORKFORCE  
TRAINING PROGRAMS

(a) The State Workforce Development Board shall take steps to encourage, promote, and support the creation of registered apprenticeship programs, preapprenticeship programs, paid internships, occupational trainings, and other work-based and on-the-job learning opportunities that lead to industry-recognized certificates and credentials. The Board shall consider ways to meet employers' immediate and long-term employment needs in a variety of ways that can include:

- (1) expanding the number and diversity of employer-sponsored registered apprenticeships;
- (2) promoting the development of and access to preapprenticeship programs in high schools and career and technical education centers;
- (3) engaging Vermont's colleges and universities in delivering the related instructional components of registered apprenticeship programs;
- (4) expanding the number of internships and returnships available in current and new sectors;
- (5) developing partnerships and alignment between training programs offered in correctional facilities and those offered in business or community settings; and