

1 **Sec. 3 rewrite of H.919**

2 * * * Career Pathways * * *

3 Sec. 1. CAREER PATHWAYS

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

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

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

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

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

19 (5) includes, as appropriate, education offered concurrently with, and in
20 the same context as, workforce preparation activities and training for a specific
21 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 ~~August 15,~~
11 ~~2021,~~ January 15, 2020, the Agency of Education shall recommend to the
12 House and Senate Committees on Education, the House Committee on
13 Commerce and Economic Development, and the Senate Committee on
14 Economic Development flexible and student-centered policies that support
15 equitable access and opportunity to participate in CTE pre-tech foundation and
16 exploratory programs for students in grades 9 and 10. This recommendation
17 shall include building such activities into students' personalized learning plans
18 when appropriate, so that students are exposed to a wide variety of career
19 choices in their areas of interest. In making its recommendation, the Agency
20 shall consider such things as:

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

3 (2) the results of the collaborative efforts made between CTE and
4 middles schools as outlined in sub-section (b) of this section

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

6 (d) Technical assistance.

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

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

16 (3) The Agency of Education shall offer technical assistance to local
17 education agencies to ensure that each high school student has the opportunity
18 to experience meaningful work-based learning when included in the student's
19 personalized learning plan, and that high schools coordinate effectively with
20 regional CTE centers to avoid unnecessary duplication of **student placements**
21 and programs of study already provided by the centers.

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

3 * * * Adult Training Programs**

4 Sec. 3 ADULT TRAINING PROGRAMS

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

11 (b) Delivery of training programs. Training programs delivered by career
12 technical education centers, nonprofit and private entities, and institutions of
13 higher education shall be included in the system.

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

18 *** Adult Career Technical Education * *

19 Sec. 4. ADULT CAREER TECHNICAL EDUCATION

20 ~~(a) Adult career technical education programs offered by regional career~~
21 ~~technical education (CTE) centers.~~ **Each regional CTE center will employ an**

1 Assistant Director for Adult Education whose primary responsibility will be to
2 ensure that Vermont’s regional CTE centers shall offer adult CTE programs
3 that:

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

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

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

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

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

18 (b) Evaluation of technical and occupational training. The State Workforce
19 Development Board shall review how technical and occupational training is
20 delivered to adults throughout the State and consider how adult CTE programs,

Comment [E11]: According to VSA 16 1522(2) adult students means those with a high school diploma. What about high school drop outs or those doing high school completion through VAEL? We need to broaden the category, not limit it.

1 delivered through the 17 regional CTE centers, contribute to this system. ~~The~~

2 ~~Board shall make recommendations on:~~

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

5 ~~(2) optimal hours of operation and facility availability for adult~~
6 ~~programs; and~~

7 ~~(3) any other issues it finds relevant to enhancing support for adult~~
8 ~~technical education.~~

9 (c) Reporting. On or before January 15, 2019, the Board shall report its
10 findings and ~~make~~ recommendations ~~regarding the effectiveness of the current~~
11 ~~system~~ to the House Committees on Education and on Commerce and
12 ~~Economic Development and the Senate Committees on Education and on~~
13 ~~Economic Development, Housing and General Affairs.~~

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

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

Comment [E12]: The SWDB does not have the capacity for this review or authority to make changes to how and when CTE centers deliver classes and programs, so why single out this particular part of the system to make recommendations?