

WHEREAS, it is imperative to have a skilled workforce to support Vermont's economy, and;

WHEREAS, Vermont has as a goal of 70% of the Vermont workforce having a credential of value by 2025, and;

WHEREAS, most of current and future jobs will require some education beyond high school, and;

WHEREAS, approximately 40% of Vermont high school graduates do not pursue education beyond high school, and;

WHEREAS, a growing percentage of the Vermont workforce is in need of skills attainment or upgrade, and;

WHEREAS, college has become increasingly less affordable to Vermonters, and; (Pat – not sure this is productive here, but the affordability piece is fair game.)

WHEREAS, Vermont Technical College (VTC) and Vermont's Career and Technical Centers (CTE) desire a stronger partnership to foster pathways for CTE and high schools students to attend college, and;

WHEREAS, there is a desire to initiate assessment and planning for the delivery of accredited college education at CTE's in Vermont as a means of enabling more Vermonters to access quality, college level technical education that will lead to well paying jobs/careers.

Therefore is hereby enacted....

VTC will begin a study to determine how to best deliver all or a portion of fully accredited, Vermont Technical College (VTC) certificate and/or degree programs at Career and Technical Education Centers (CTE) in Vermont, with the goals of:

- Enabling more students to access education beyond high school.
- Provide pathways to Vermont Technical College.
- Enable more students to obtain a degree from Vermont Technical College
- Meet economic development and workforce education needs.

The study shall examine the following, including but not limited to investigating:

- existing models around the US or internationally that deliver all or a portion of accredited college programs at high school and/or secondary technical centers, with a special focus on rural and regions with declining populations
- Determining appropriate VTC programs to deliver, considering but not limited to the following:
  - Labs, equipment, faculty and support needs.
  - Potential for partnerships with local employers.
  - Bargaining unit impacts.

- Staffing.
- Level of faculty involvement required.
- Determining appropriate CTE's to potential pilot a program(s) considering but not limited to the following;
  - Labs, equipment, faculty, and supports available.
  - Demographics of existing CTE programs.
  - Local employer partners.
  - Process for selecting CTE's for a possible pilot.
- Determining any financial risks to any institutions of programmatic and/or funding models with an understanding there is no ability to risk either accreditation or the finances of any institution at this time; including consideration of:
  - long and short term financial impacts to all institutions.
  - State funding projections.
- Meeting accreditation standards and what approvals are required of accrediting bodies, including but not limited to:
  - Meeting faculty degree requirements,
  - Providing the same supports to all students, all modalities, all locations;
  - Transfer of credits,
  - Assessing learning outcomes,
  - Advising needs,
  - Meeting disability and other equity requirements.
  - Tutoring.
  - Intellectual property.
- Funding models to including costs for students, institutions, and adults; considering but not limited to the following:
  - CTE funding
  - Early college funding
  - Federal assistance.
  - Non-degree grants.
  - Costs for fees, books, lab fees, etc.
  - Access to college-level co-curricular activities.
  - Career placement support.
- Managing scheduling considering but not limited to the following:
  - Enabling CTE seniors to complete their high school credits while obtaining college credits in the same academic year.
  - Opportunities or needs to extend to high school juniors.
  - Enabling working adults opportunities to access accredited, college level programs.
  - Incorporating needed labs and/or clinical placements.
  - Alternative delivery modalities.

- Determine resources needed for the best financial and academic outcomes for students and all institutions involved.

Any funding associated with this study shall be granted to Vermont Technical College to hire appropriate expertise to provide a comprehensive evaluation of the opportunities, challenges, outcomes and road map for piloting Vermont Technical College complete or partial degree delivery at select CTE's.

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