

AOE Testimony: H. 483 & H. 468

Testimony To: House Committee on Education

Respectfully Submitted by: Jess DeCarolis, Division Director and Jay Ramsey, Assistant Division Director – Student Pathways Division

Date: January 31, 2022

We are pleased to be able to provide testimony related to H. 468 - An act relating to establishing a remote learning pilot program for CTE students, and H. 483 - An act relating to potential new models of funding and governance structures to improve the quality, duration, and access to career technical education in Vermont.

H. 468 - An act relating to establishing a remote learning pilot program for CTE students

H. 468 proposes to establish a remote learning pilot program where a student enrolled in a CTE program could complete the student's non-CTE coursework through a partnership with the Vermont Virtual Learning Cooperative (VTVLC) under which: (1) the student would remain enrolled in the student's sending high school but would not attend classes at that high school; (2) the sending high school would continue to pay tuition to the CTE center for that student as under current law; (3) the sending high school would be responsible for administrative paperwork associated with the student's VTVLC and CTE participation; and (4) the sending high school would continue to count the student for enrollment and average daily membership purposes.

As written, this already exists.

VTVLC operates as a cooperative exchange program across Vermont for K-12, CTE, AEL and other private and home study entities and provides online courses and programs including:

- Traditional Fall/Spring (.5 credit) courses
- Traditional Full-Year (1-credit) courses
- On-Demand courses (introduced in FY16)
- Full-time Program (Grades K-12)
- Custom Programs (for schools needing local solutions for courses where teachers are not available)

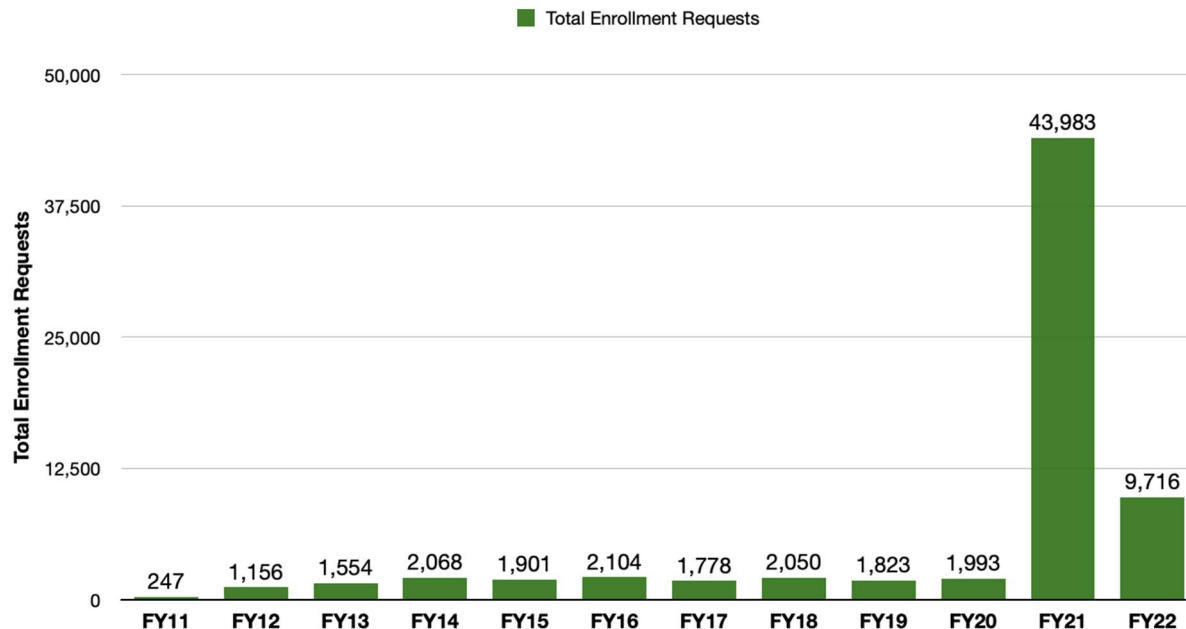
- VTVLC To-GO support for schools needing Canvas (LMS) and licensed course content

For FY22, the Agency worked with VTVLC to identify improvements to support continued expansion as they returned to their historical cooperative model from the FY21 Collaborative School Option (CSO) model. A few (but not all) of these expansion improvements include: the provision of K-6 FTE online learning options; the increase in adjunct teachers to support FTE enrollments; the hiring of a special educator to act as liaison and support to school special educators supporting students in the online environment; contracting with Mastery Connect to provide a proficiency assessment and reporting function to better align with proficiency-based grading and reporting efforts at the local level; a curriculum development project to create “Vermonty,” standards-based, coordinated curricula; expansion of student groups; and most importantly the adoption of Vinnie, their wolf mascot who is also gracing a VTrans snowplow.



Total Enrollment Requests

This table tracks all enrollment requests across all VTVLC programs since inception.



Note, at the time this table was created Spring enrollment had not opened but was anticipated to be 700 or more.

Specific to CTE, and based on data currently available, there are nine CTEs with student enrollments via VTVLC (academic or CTE-related) and 1,839 CTE-specific course enrollments for the FY22.

- General Information on Agency website:
<https://education.vermont.gov/continuity-of-learning/vermont-virtual-learning-cooperative>
- [Online and Blended Opportunities for Students 2021 -2022](#) – This document clarifies how VTVLC fits with current guidance about attendance, provision of online learning opportunities for students and families, as well as implications for ADM.
- [VTVLC's partner page](#) for administrators

H. 483 - An act relating to potential new models of funding and governance structures to improve the quality, duration, and access to career technical education in Vermont.

Regarding H. 483, which we see as a culmination of work started under Act 189 of 2018, we provide the following status update for the activities the Agency outlined in its Act 189 report “[Career Technical Education Funding Pilot Projects and Middle School Collaboration.](#)”

Act 189 Activity	Status
<p>The AOE included language about career counseling in the Perkins V state plan and encourages regional CTE centers to use Perkins funds on these activities when indicated in their 2-Year Comprehensive Local Needs Assessments.</p>	<p>Approximately four centers have used these Federal funds to purchase consulting services that have resulted in increased applications. These services include a model for career counseling called “career trees.”</p> <p>Perkins V accountability requires the use of academic assessments for students in CTE programs. We have been focused for the last three years on implementing WorkKeys assessments across the state. These assessments are supplemented in some CTE centers by a curriculum and other tools that assist students in connecting academic skills and careers.</p> <p>The Agency made available to all schools a new social-emotional learning (SEL) platform to support pandemic related needs.</p> <p>The Agency also makes available to all schools, including CTE centers, the Lexile and Quantile career databases. These databases, through MetaMetrics, allow educators and parents to “identify the reading (and mathematics) demands needed for entry into a desired career to inform goal setting.”</p>
<p>The AOE has established a dedicated workflow to develop a statewide approach to career and college advising.</p>	<p>See below.</p>
<p>The AOE has established a more formal relationship with the Vermont School Counselor Association.</p>	<p>The Agency is invited to participate in the Vermont School Counselor Association quarterly leadership meetings.</p> <p>To facilitate more direct, timely communication with school counselors, the Agency created a</p>

	<p>list-serve that includes all school counselors in the pk-12/CTE system.</p> <p>The Agency supported a public comment period of the School Counselor Association’s newly drafted “Developmental Counseling Framework for Vermont Schools.” The Agency is supporting modifications to this Framework before advancing it for consideration for adoption.</p>
<p>The AOE deployed the first ever state-wide School Counseling Survey in February 2021 and will release the findings Summer 2021.</p> <p>The AOE will use the findings of the survey to inform policy priorities related to school counselors and career and college counseling for the next 5 years.</p>	<p>The Agency released the results of the survey in the fall, and held listening sessions focused on better understanding the results related to career counseling.</p> <p>Key findings include:</p> <ul style="list-style-type: none"> • Secondary school counselors said they wanted more training and resources to help them advise students on college and career options. • Many secondary school counselors said they lacked information about some flexible pathway options, primarily work-based learning and community-based learning. Some counselors reported engaging with other staff in schools who may serve in flexible pathways advising functions. • Secondary school counselors reported spending less time on the career development component of their jobs as social/personal student needs and school support activities required an increasing share of time during COVID. • Counselors said they had several non-counseling responsibilities before the pandemic. The most commonly cited non-counseling responsibilities were: <ul style="list-style-type: none"> ○ Education support team involvement ○ Test coordination ○ Section 504 (disability) coordination ○ Remote learning site coordinator ○ Substitute back-up teacher

	<ul style="list-style-type: none"> ○ Anti-bullying/harassment coordinator <p>Summarized results are available HERE. Full results are available HERE.</p>
The AOE will adopt and revise standards for introductory CTE programs.	We contracted out for this work using Federal Perkins funds. The contractor works directly with teacher groups in each content area. This work is currently under way this year and will continue into the summer. We will be able to report out next fall.
<p>The AOE will update CTE program content standards, including standards for pre-tech/introductory programs.</p> <p>The AOE is working to identify critical proficiencies/student learning for each CTE program of study, aligned to proficiency-based graduation requirements (PBGRs), to ensure high quality, rigorous program curricula.</p>	<p>We contracted out for this work using Federal Perkins funds. Program proficiency work was completed last year for all program areas except for three stand-alone programs: Aviation, Outdoor Recreation Management, Aviation Technology. The work on these three areas will be completed in the next year.</p> <p>All updated standards are available on the Agency’s website, HERE under Program Proficiencies, and are included in meetings with each teacher group.</p>
The AOE will begin the work of revising the State Board of Education (SBE) rules, including the rules pertaining to pre-technical programs.	To ensure proper timing and coordination of policy changes in the State Board rules, work here is on hold because pending changes to the funding and governance of CTE which will have significant implications for any re-write of the rules.