

Roles and Responsibilities within the Career and Technical Education (CTE) Proposal (3.17.25)

This document represents initial thinking on roles within the proposed CTE statewide governance structure. The exact nature and name of the governance entity may vary based on the K-12 system governance undergirding the system. The AOE is currently engaging stakeholders to help inform the delineation of roles and responsibilities. The proposal assumes a state-created Board of Cooperative Educational Services (BOCES) inclusive of all sending districts, that maintains all current CTE centers, and a 2-year transition period to finalize specifics of the shift.

Proposed Roles of a Statewide CTE Governance Entity, Regardless of Governance Changes

- Developing a unified vision and statewide priorities for Career and Technical Education, including consultation with the State Workforce Development Board and other workforce development entities
- Create Statewide federal Perkins Plan inclusive of all centers in the state, if possible
- Providing CTE curriculum development support and CTE professional development to CTE educators across the state
- Providing mentoring and induction support to new CTE educators
- Developing career exploration materials, training and support for expansion into middle school, and supported expanded high school access (*may require AOE developing standards and oversight)
- Establishing consistent enrollment/admissions policies
- Establishing consistent policies and procedures for data collection and reporting
- Operating within a reformed and consistent funding model

Key decision point: Are CTE center staff employed by the Statewide Governance Entity (SGE), or by local districts? This determines where many roles/responsibilities fall. APA recommendation is that staff are employed by the SGE, for consistency in expectations, streamlining of processes, and a true statewide approach to CTE.

	Roles and Responsibilities – CTE BOCES Proposal	Current State	5 Districts	Other Future Configurations
AOE	The AOE remains responsible for state-level oversight of CTE, strengthening program quality, improving system monitoring, and	- Same roles, but AOE has less capacity to	- Same as current, but potential reduction in	- Same as current, unknown impact based on number

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	<p>ensuring equity of CTE access. Responsibilities include:</p> <ul style="list-style-type: none"> Monitoring and compliance related to federal and state requirements and funding Conducting site visits to CTE centers Coordinating state-led professional development and technical assistance Providing curriculum development support and credential mapping Completing required data management and analysis Coordination with postsecondary and workforce partners, as appropriate Teacher licensure 	<p>implement currently than the recommendations</p>	<p>administrative burden with fewer districts *Additional AOE staffing considered to increase capacity to support CTE</p>	<p>of districts in future configurations, the larger the number, the more complexity and potentially higher administrative burden *Additional AOE staffing considered to increase capacity to support CTE</p>
CTE BOCES	<p>The role of the BOCES is to oversee and coordinate the delivery of CTE in the state, through CTE programs offered at the CTE centers statewide, as well as additional CTE coursework and career exploration at high schools and middle schools. Responsibilities of the BOCES Executive Director and staff include:</p>	<p>Delivery of CTE managed by 17 CTE centers residing in 11 SUs, 4 tech center school districts, 2 independent schools; uneven access to pre-tech in high school and middle school exploration</p>	<p><u>Decision Point:</u> Delivery of CTE managed by the BOCES or by the 5 districts. If the districts, where do the tech center school districts land? Still have independent providers</p>	<p><u>Decision Point:</u> Delivery of CTE managed by the BOCES or by other district configurations – the larger the number of districts, the more complex</p>
	<ul style="list-style-type: none"> Distributing funding to CTE centers, working with CTE center directors to develop center budgets as components of the overall BOCES budget 	<p>Tech centers develop budgets, establish tuition rates, budgets are part of SU/SD budget or center district budget,</p>	<p><u>Decision Point:</u> Funding goes to the BOCES or to the districts? Budgets would be developed by the entity receiving</p>	<p><u>Decision Point:</u> Funding goes to the BOCES or to the districts? Budgets would be developed by the entity receiving</p>

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		depending on center governance model	dollars in conjunction with Center leaders.	dollars in conjunction with Center leaders.
	<ul style="list-style-type: none"> Enacting policies for enrollment/admissions, student information systems/data, CTE center calendars, CTE teacher compensation, system-wide professional development, curriculum development, teacher preparation and induction/mentoring. 	Tech centers develop admissions criteria aligned with requirements; SU/SDs determine calendars and PD days, student data systems; curriculum developed locally (some collaboration); induction/mentoring/licensure support varies by SU and tech center district	<u>Decision Point:</u> Common enrollment/admissions policies for the system or determined by each district for their tech centers; BOCES-provided CTE professional development, district-provided PD or a combination?	
	<ul style="list-style-type: none"> Developing career exploration materials, training and support for expansion into middle school, and supported expanded high school access (<i>*may require AOE developing standards and oversight</i>) 	Variation in pre-tech opportunities, middle school outreach, limited expansion into high schools (typically pilot programs)	BOCES coordinates development of middle school career exploration materials, training and support for district use <u>Decision Point:</u> expansion into high schools coordinated by BOCES or individual districts?	BOCES coordinates development of middle school career exploration materials, training and support for district use <u>Decision Point:</u> expansion into high schools coordinated by BOCES or individual districts?

	Roles and Responsibilities – CTE BOCES Proposal	Current State	5 Districts	Other Future Configurations
	<ul style="list-style-type: none"> Managing centralized systems for contracting, human relations, finance, payroll, benefits, and related functions 	Admin functions performed by SUs for 11 centers, 4 tech center districts perform these functions	<u>Decision Point:</u> Centralize systems for CTE centers in the BOCES or managed through the districts? Would be best to align with the funding policy.	<u>Decision Point:</u> Centralize systems for CTE centers in the BOCES or managed through the districts? Would be best to align with the funding policy. The more districts, likely more variation
	<ul style="list-style-type: none"> Coordinating facility use agreements with SU/SDs for CTE centers, other shared facility spaces, maintenance and operations 	Tech center school districts each have agreements with the SUs where they are located	Determination of need for facility use agreements based on governance of CTE	Determination of need for facility use agreements based on governance of CTE
	<ul style="list-style-type: none"> Creating a coordinated Perkins Plan, including the Community Local Needs Assessment (CLNA), in consultation with centers 	Each center develops Perkins Plan	<u>Decision Point:</u> Single Perkins Plan developed by BOCES? One plan per district, for all centers in the district?	<u>Decision Point:</u>
	<ul style="list-style-type: none"> Coordinating student academic support across centers 	Variation in the level of student academic support at centers statewide	<u>Decision Point:</u> Consistent academic support through BOCES or district/center decision	<u>Decision Point:</u> Consistent academic support through BOCES or district/center decision
	<ul style="list-style-type: none"> Ensuring consistent and high-quality program implementation 	Centers responsible for program implementation; Perkins metrics are one measure	<u>Decision Point:</u> BOCES provides expectations, guidance, and support	<u>Decision Point:</u> BOCES provides expectations, guidance, and support

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	<ul style="list-style-type: none"> Coordinating transportation with sending districts 	Responsibility of sending districts	<u>Decision Point:</u> Transportation responsibility of BOCES or districts? (both require coordination)	<u>Decision Point:</u> Transportation responsibility of BOCES or districts? (both require coordination)
	<ul style="list-style-type: none"> Partnering with state and local workforce development officials, boards, and employers to balance program offerings statewide with workforce needs 	Each center has a RAB or governing board, CLNA process each year to inform needs; teacher-led program advisory boards at each center	BOCES to develop statewide goals in consultation with centers for program offerings balanced with state and local workforce need	BOCES to develop statewide goals in consultation with centers for program offerings balanced with state and local workforce needs
	<p>CTE BOCES will have a governing board that:</p> <ul style="list-style-type: none"> Hires and evaluates the BOCES Executive Director Advises on BOCES policies, CTE program offerings, and provides financial oversight Could include representation from the five new districts, Vermont Department of Labor, State Workforce Board, AOE and other stakeholders as appropriate 			<u>Decision Point:</u> Hard to have representation from each district on the board if get too far beyond 5 districts, so would have to decide how district level representation is chosen.
CTE Centers	<p>CTE centers will continue to be led by site-based directors:</p> <ul style="list-style-type: none"> Overseeing all center programs and service delivery for students Overseeing all center-based staff Managing center budgets and personnel 	CTE directors oversee center program delivery, staff and budgets. Centers create individual Perkins Plans; conduct	<u>Decision Point:</u> Previous decision point around Perkins Plan – coordinated single plan or district/center plans/CLNA	<u>Decision Point:</u> Previous decision point around Perkins Plan – coordinated single plan or district/center plans/CLNA

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	<ul style="list-style-type: none"> Contributing to the coordinated Perkins Plan Managing local partnerships and opportunities for students Coordinating transportation with the BOCES 	CLNA, manage partnerships;		
Sending Districts	<p>Local districts will retain CTE students as students of record. Sending district responsibilities include:</p> <ul style="list-style-type: none"> Providing counseling services, coordinating special education and English language services, providing access to extracurriculars/athletics, and granting high school diplomas Working with the BOCES to coordinate transportation of students 	Responsible for counseling, issuing of diplomas, special education, transportation of students; administrative/central functions (HR, payroll, contracting, etc.)	<u>Decision point:</u> See previous decision points	<u>Decision point:</u> See previous decision points