

1 TO THE HOUSE OF REPRESENTATIVES:

2 The Committee on Commerce and Economic Development to which was
3 referred Senate Bill No. 313 entitled “An act relating to transforming
4 Vermont’s career technical education system” respectfully reports that it has
5 considered the same and recommends that the House propose to the Senate that
6 the bill be amended by striking out all after the enacting clause and inserting in
7 lieu thereof the following:

8 **Sec. 1. FINDINGS**

9 The General Assembly finds that:

10 (1) Vermont has unmet workforce needs and skills gaps, while a
11 growing percentage of the decreasing school-aged population is not continuing
12 on to higher education. Career technical education (CTE) creates a bridge
13 between education and career that is valuable to all Vermont students, whether
14 they are entering the workforce immediately after graduation, continuing their
15 education immediately, or joining the military. For Vermont to have student
16 outcomes that match students’ individual aspirations and to prepare the
17 workforce of the future, every Vermont high school student should have access
18 to career technical education.

19 (2) A thriving prekindergarten through grade 12 education system is one
20 that prepares every student to graduate prepared for what comes next after high

1 school, whether that is continued education or training, military service, or
2 entering the workforce.

3 (3) Creating and maintaining a thriving education system requires
4 intentional, coordinated, and equitable local, regional, and statewide
5 programming from elementary school through high school. The education
6 system should ensure that students gain awareness of post-high school career
7 and education opportunities through career exploration, personalized guidance,
8 work-based learning, flexible pathways programming, and credentials of value
9 that support successful transitions beyond high school.

10 (4) CTE is an essential tool to realize this vision. CTE engages students
11 in hands-on instruction and applied learning that builds practical skills,
12 develops career readiness, and provides pathways to industry-recognized
13 credentials and postsecondary credit. Vermont’s CTE system must ensure that
14 every student, regardless of geography, identity, or school, has access to high-
15 quality career technical education opportunities.

16 **Sec. 2. CAREER TECHNICAL EDUCATION SYSTEM**

17 **TRANSFORMATION; LEGISLATIVE INTENT**

18 To realize a strong statewide career preparation system, it is the intent of the
19 General Assembly to transform Vermont’s career technical education (CTE)
20 system as follows:

1 (1) Provide universal access to CTE, ensuring that every student can
2 participate in CTE programming, including pretech and foundations courses,
3 by:

4 (A) increasing access to CTE in middle school and the first two years
5 of high school;

6 (B) addressing barriers such as transportation, scheduling conflicts,
7 and awareness;

8 (C) providing consistency in admissions policies across all CTE
9 centers; and

10 (D) ensuring that no student may be placed on a waitlist or prevented
11 from accessing CTE for lack of capacity when there is a viable alternative to
12 the locally accessible program through the provision of transportation.

13 (2) Enable flexible delivery models, expanding beyond regional
14 technical centers to offer multiple pathways for students to access CTE
15 programming and graduate with required high school courses by:

16 (A) delivering programs at sending high schools or in a hybrid format
17 where appropriate to improve accessibility; and

18 (B) utilizing shared resources and technology to improve educational
19 access and limit transportation needs.

20 (3) Align the CTE system with workforce needs by designing and
21 evaluating programs based on current and emerging Vermont labor market

1 demands, continue robust evaluation of the system through the Comprehensive
2 Local Needs Assessment process, and utilize statewide research from
3 Vermont’s Most Promising Jobs and VT Labor Market Information to assess
4 student outcomes in continuing to the workforce.

5 (4) Create a sustainable, student-centered funding system that removes
6 disincentives for participation and supports program growth and innovation.
7 Flexible delivery models and access must be taken into consideration to ensure
8 the sustainability of program delivery.

9 (5) Explore the viability and impact of CTE centers becoming diploma-
10 conferring institutions or comprehensive high schools. In situations where this
11 is not possible, high schools shall be required to award the credits
12 recommended by a CTE center.

13 (6) Maintain a strong adult CTE system by building robust adult and
14 continuing education pathways within CTE that meet Vermont’s upskilling,
15 reskilling, and workforce development needs while connecting seamlessly with
16 secondary programs and regional workforce partners. Such a system shall
17 have a governance and funding model that promotes coordination, quality,
18 program consistency, and sustainability.

19 (7) Coordinate CTE governance by establishing governance approaches
20 that strengthen collaboration across districts, improve consistency and program
21 quality, and better support positive student outcomes. CTE governance should

1 align with the ongoing education transportation process, with the above goals
2 as the lens through which decisions are made.

3 **Sec. 3.** CAREER TECHNICAL EDUCATION; RULEMAKING

4 (a) The State Board of Education shall engage in a comprehensive update
5 to Agency of Education, Career and Technical Education State Board
6 Regulations (CVR 22-000-007) (CTE rules) in accordance with 3 V.S.A.
7 chapter 25. In collaboration with the Vermont Association of Career and
8 Technical Directors and the Vermont Superintendents Association, the Board
9 shall update the CTE rules to address the following to reflect the current career
10 technical education system as it exists on July 1, 2026:

11 (1) updates to definitions, including definitions for “CTE programs,”
12 “credentials,” “embedded academics,” and “satellite models”;

13 (2) credit standards and competency-based pathways;

14 (3) work-based learning sequencing aligned with Occupational Safety
15 and Health Administration standards and federal hazard orders;

16 (4) minimum safety, space, and equipment standards;

17 (5) data and reporting alignment with Perkins V;

18 (6) explicit allowance for differentiated regional delivery models; and

19 (7) a clearly defined implementation, intervention, and escalation
20 pathway.

1 (b)(1) On or before January 15, 2027, the Board shall submit a copy of the
2 proposed CTE rules developed pursuant to subsection (a) of this section to the
3 House Committees on Commerce and Economic Development and on
4 Education and the Senate Committees on Economic Development, Housing
5 and General Affairs and on Education.

6 (2) The Board shall not file the final proposal of the rules required
7 pursuant to subsection (a) of this section in accordance with 3 V.S.A. § 841
8 until at least 120 days from submission of the proposed rules to the General
9 Assembly as required under this subdivision or July 1, 2027, whichever date
10 occurs first.

11 **Sec. 4. AGENCY OF EDUCATION RECOMMENDATIONS; LICENSING**
12 **OF CAREER AND TECHNICAL EDUCATION EDUCATORS;**
13 **ENFORCEMENT INTERVENTION PATHWAY; REPORT**

14 On or before January 15, 2027, the Agency of Education, in collaboration
15 with the Standards Board for Professional Educators, shall submit a written
16 report to the House Committees on Commerce and Economic Development
17 and on Education and the Senate Committees on Economic Development,
18 Housing and General Affairs and on Education, with recommendations for the
19 following:

20 (1) career technical education (CTE) educator endorsement
21 requirements that will balance the need for increased access to CTE educators

1 with industry expertise and experience with the need for ensuring CTE
2 educators are qualified to provide education in their specialty fields. Such
3 recommendations shall include both necessary statutory changes as well as
4 recommended changes to applicable State Board of Education rules; and

5 (2) a pre-enforcement intervention pathway that is responsible for:

6 (A) supporting interpretation and implementation of CTE rules and
7 statute;

8 (B) providing early-state mediation between CTE centers and
9 sending districts;

10 (C) documenting patterns of noncompliance or systemic barriers; and

11 (D) escalating unresolved or repeated issues for formal enforcement.

12 Sec. 5. 16 V.S.A. § 1532 is amended to read:

13 § 1532. MINIMUM STANDARDS; MEASUREMENT OF STANDARDS;

14 RULES

15 (a) The State Board shall adopt by rule:

16 * * *

17 (b) The following shall be adopted by procedure or rule:

18 * * *

19 (c) The State Board shall review and update the rules and procedures
20 adopted pursuant to this section not less than every five years.

1 **Sec. 6.** 16 V.S.A. § 1522 is amended to read:

2 § 1522. DEFINITIONS

3 As used in this chapter:

4 * * *

5 (14) “Comprehensive high school” means a public or independent
6 school other than a career technical center that ~~provides secondary career~~
7 ~~technical education approved under section 1533 of this title~~ fully integrates
8 the provision of career technical education with the provision of general
9 education in one school building or on one school campus, with a single
10 budget for both CTE education and general education.

11 **Sec. 7.** LEGACY COMPREHENSIVE HIGH SCHOOLS

12 A public school other than a career technical center that provided secondary
13 career technical education approved under 16 V.S.A. § 1533 as of June 30,
14 2026, and therefore qualified as a comprehensive high school under the
15 definition of comprehensive high school in effect on June 30, 2026, under
16 16 V.S.A. § 1522(14), shall continue to be considered a comprehensive high
17 school until further action by the General Assembly.

18 **Sec. 8.** 16 V.S.A. § 1545 is amended to read:

19 § 1545. CREDITS AND GRADES EARNED

20 (a) Grades earned in a course offered within a CTE program approved by
21 the State Board shall not be altered by any public school or approved or

1 recognized independent school in Vermont and shall be applied by the school
2 toward any State graduation requirements in accordance with rules adopted by
3 the State Board. Any State Board rules regarding earning of credits shall allow
4 flexibility with respect to the integration of CTE education and other academic
5 courses.

6 (b) The credits earned for a career technical education program approved
7 by the State Board shall be honored by any public or independent school
8 within Vermont. If necessary to enable a student to participate in career
9 technical education and graduate with ~~his or her~~ the student's class, the credits
10 earned shall be applied toward any school district or independent school
11 graduation requirements exceeding the minimum number of credits required by
12 the State Board. The school board of the high school from which the student
13 wishes to graduate shall ~~make a determination as to whether the credits shall be~~
14 ~~applied~~ apply credits earned for a career technical education program approved
15 by the State Board toward graduation requirements. A decision of a school
16 board may be appealed to the Secretary who shall construe this section to favor
17 participation in career technical education.

18 (c) For any student attending the Vermont Academy for Science and
19 Technology pursuant to subsection 4011(e) of this title, the credits and grades
20 earned shall, upon request of the student or the student's parent or guardian, be

1 applied toward graduation requirements at the Vermont high school that the
2 student attended prior to enrolling in the Academy.

3 **Sec. 9.** CAREER AND TECHNICAL EDUCATION GOVERNANCE

4 LEGISLATIVE WORKING GROUP; DRAFT LEGISLATION

5 (a) Creation. There is created the Career and Technical Education
6 Governance Legislative Working Group to study and make recommendations
7 to transform Vermont's career and technical education governance structure.

8 (b) Membership. The Working Group shall be composed of the following
9 members:

10 (1) four current members of the House of Representatives, not all from
11 the same political party, who shall be appointed by the Speaker of the House as
12 follows:

13 (A) one member of the House Committee on Appropriations;

14 (B) one member of the House Committee on Commerce and
15 Economic Development;

16 (C) one member of the House Committee on Education; and

17 (D) one member of the House Committee on Ways and Means;

18 (2) four current members of the Senate, not all from the same political
19 party, who shall be appointed by the Committee on Committees as follows:

20 (A) one member of the Senate Committee on Appropriations;

1 (B) one member of the Senate Committee on Economic
2 Development, Housing and General Affairs;

3 (C) one member of the Senate Committee on Education; and

4 (D) one member of the Senate Committee on Finance.

5 (c) Powers and duties. The Working Group, in consultation with the
6 Agency of Education and the Vermont Association of Career and Technical
7 Directors, shall study and make recommendations regarding how to
8 incorporate Vermont’s career technical education (CTE) governance system
9 within the larger education governance system. The recommendations shall
10 include:

11 (1) a transition plan that ensures no disruption to safety, access, or
12 programming, including recommendations for whether the transition shall
13 maintain the four separate CTE governance models while working towards one
14 education governance system, or whether some other governance model or
15 models should be used during the transition to one governance system and, if
16 so, the transition costs and sources of funding associated with such a transition;

17 (2) a timeline to move from the current public education governance and
18 CTE systems to one system that incorporates governance for both general
19 education and CTE;

20 (3) recommendations for how State aid to school construction may be
21 leveraged to achieve one education governance system;

1 (4) recommendations for locations of comprehensive high schools, as
2 that term is defined in 16 V.S.A. § 1522(14); and

3 (5) recommendations for how to fund and integrate adult career
4 technical education into the education system in a way that allows for robust
5 programmatic offerings open to all adult learners without a high school
6 diploma.

7 (d) Assistance. For purposes of scheduling meetings, preparing
8 recommended legislation, and fiscal analysis, the Working Group shall have
9 the assistance of the Office of Legislative Operations, the Office of Legislative
10 Counsel, and the Joint Fiscal Office.

11 (e) Proposed legislation. On or before December 15, 2026, the Working
12 Group shall submit its findings and recommendations in the form of proposed
13 legislation to the General Assembly.

14 (f) Meetings.

15 (1) The Office of Legislative Counsel shall call the first meeting of the
16 Working Group to occur on or before August 15, 2026.

17 (2) The Working Group shall select co-chairs from among its members
18 at the first meeting, one a member of the House and the other a member of the
19 Senate.

20 (3) A majority of the membership shall constitute a quorum.

21 (4) The Working Group shall cease to exist on January 15, 2027.

1 (g) Compensation and reimbursement. For attendance at meetings during
2 adjournment of the General Assembly, a legislative member of the Working
3 Group serving in the member’s capacity as a legislator shall be entitled to per
4 diem compensation and reimbursement of expenses pursuant to 2 V.S.A. § 23
5 for not more than six meetings. These payments shall be made from monies
6 appropriated to the General Assembly.

7 **Sec. 10.** EFFECTIVE DATE

8 This act shall take effect on July 1, 2026.

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(Committee vote: _____)

Representative _____

FOR THE COMMITTEE