

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 further their education.

13 (2) To help reverse these trends, every student should graduate with a
14 plan for what comes next after high school, whether that is continued education
15 or training, military service, or entering the workforce.

16 (3) A growing body of research shows that the fulfillment of this vision
17 requires the creation of a career navigation system that includes intentional,
18 coordinated, and equitable local, regional, and statewide programming from
19 elementary school through high school. The system should ensure that
20 students gain awareness of post-high school career and education opportunities
21 through career exploration, personalized guidance, work-based learning,

1 flexible pathways programming, and credentials of value that support
2 successful transitions beyond high school.

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

9 Sec. 2. CAREER TECHNICAL EDUCATION SYSTEM

10 TRANSFORMATION; LEGISLATIVE INTENT

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

14 (1) Provide universal access to CTE, ensuring that every student can
15 participate in CTE programming, including pretech and foundations courses,

16 by:

17 (A) increasing exposure to and early awareness of CTE in middle
18 school and the first two years of high school;

19 (B) addressing barriers such as transportation, scheduling conflicts,
20 and awareness;

1 (C) providing consistency in admissions policies while allowing for
2 program-specific requirements related to readiness, sequencing, and safety;
3 and

4 (D) ensuring that no student may be placed on a waitlist or prevented
5 from accessing CTE for lack of capacity where there is a viable alternative
6 program that aligns with the student’s intended program of study and meets
7 program requirements, including sequencing and safety concerns, through the
8 provision of transportation, supported through a state-level funding or
9 coordination mechanism.

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

13 (A) delivering programs at sending high schools or in a hybrid format
14 where appropriate, provided that program quality, industry alignment, and
15 access to necessary equipment and facilities are maintained; and

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

18 (3) Align the CTE system with workforce needs by designing and
19 evaluating programs based on current and emerging Vermont labor market
20 demands, continue robust evaluation of the system through the Comprehensive
21 Local Needs Assessment process, and utilize statewide research from

1 Vermont’s Most Promising Jobs and VT Labor Market Information to assess
2 student outcomes in continuing to the workforce.

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

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

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

17 (7) Coordinate CTE governance by establishing governance approaches
18 that strengthen collaboration across districts, improve consistency and program
19 quality, and better support positive student outcomes. CTE governance should
20 align with the ongoing education transportation process, with the above goals
21 as the lens through which decisions are made.

1 Sec. 3. CAREER TECHNICAL EDUCATION; RULEMAKING

2 (a) On or before September 18, 2026, the Agency of Education, in
3 collaboration with the Vermont Association of Career Technical Directors and
4 the Vermont Superintendents Association, shall submit a proposed draft rule to
5 the State Board of Education to update Agency of Education, Career and
6 Technical Education State Board Regulations (CVR 22-000-007) (CTE rules)
7 in accordance with 3 V.S.A. chapter 25. The State Board shall consider the
8 Agency’s proposed draft rules and shall file proposed rules with the Legislative
9 Committee on Administrative Rules (LCAR) on or before November 27, 2026.
10 Both the Agency’s proposed draft rules and the State Board’s submission to
11 LCAR shall reflect updates to the CTE rules to address the following topics,
12 which shall reflect the current career technical education system as it exists on
13 July 1, 2026:

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

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

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

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

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

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

1 (7) a clearly defined implementation, intervention, and escalation
2 pathway.

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

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

13 Sec. 4. 16 V.S.A. § 1532 is amended to read:

14 § 1532. MINIMUM STANDARDS; MEASUREMENT OF STANDARDS;

15 RULES

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

17 * * *

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

19 * * *

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

1 Sec. 5. AGENCY OF EDUCATION RECOMMENDATIONS; LICENSING
2 OF CAREER AND TECHNICAL EDUCATION EDUCATORS;
3 ENFORCEMENT INTERVENTION PATHWAY; FLEXIBLE
4 PATHWAYS; REPORT

5 On or before January 15, 2027, the Agency of Education shall submit a
6 written report to the House Committees on Commerce and Economic
7 Development and on Education and the Senate Committees on Economic
8 Development, Housing and General Affairs and on Education, with
9 recommendations for the following:

10 (1) In collaboration with the Standards Board for Professional
11 Educators, recommendations regarding career technical education (CTE)
12 educator endorsement requirements that will balance the need for increased
13 access to CTE educators with industry expertise and experience with the need
14 for ensuring CTE educators are qualified to provide education in their specialty
15 fields, without unintentionally creating additional barriers or complexity. Such
16 recommendations shall include both necessary statutory changes as well as
17 recommended changes to applicable State Board of Education rules.

18 (2) A pre-enforcement intervention pathway that is responsible for:

19 (A) supporting interpretation and implementation of CTE rules and
20 statute;

1 (B) providing early-state mediation between CTE centers and
2 sending districts;

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

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

5 (3) Updates to the Flexible Pathways Initiative created within the
6 Agency pursuant to 16 V.S.A. § 941 that alleviate statewide inconsistencies
7 with how flexible pathways are accessed and how personalized learning plans
8 are created, updated, and utilized, including:

9 (A) recommendations for a statewide framework for career
10 navigation consistent with the requirements of 16 V.S.A. chapter 23,
11 subchapter 2, including:

12 (i) grade-level competency standards for students in
13 prekindergarten through grade 12 related to career exploration and planning
14 that are designed to ensure that each student develops the knowledge, skills,
15 and experiences necessary to graduate with a clear, actionable, and adaptable
16 plan for career and educational next steps; and

17 (ii) evidence-informed educational resources, activities, and
18 curricula that support opportunities for awareness and exploration of and
19 planning for career and education pathways both in and out of the classroom
20 setting;

1 ~~technical education approved under section 1533 of this title~~ fully integrates
2 the provision of career technical education with the provision of general
3 education in one school building or on one school campus, with a single
4 budget for both CTE education and general education.

5 Sec. 7. LEGACY COMPREHENSIVE HIGH SCHOOLS

6 A public school other than a career technical center that provided secondary
7 career technical education approved under 16 V.S.A. § 1533 as of June 30,
8 2026, and therefore qualified as a comprehensive high school under the
9 definition of comprehensive high school in effect on June 30, 2026, under
10 16 V.S.A. § 1522(14), shall continue to be considered a comprehensive high
11 school until further action by the General Assembly.

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

13 § 1545. CREDITS AND GRADES EARNED

14 (a) ~~Grades~~ Credits or proficiencies and grades earned in a course offered
15 within a CTE program approved by the State Board shall not be altered by any
16 public school or approved or recognized independent school in Vermont and
17 shall be applied by the school toward any State graduation requirements in
18 accordance with rules adopted by the State Board. Any State Board rules
19 regarding earning of credits or proficiencies shall allow flexibility with respect
20 to the integration of CTE education and other academic courses.

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

14 (c) For any student attending the Vermont Academy for Science and
15 Technology pursuant to subsection 4011(e) of this title, the credits or
16 proficiencies and grades earned shall, upon request of the student or the
17 student's parent or guardian, be applied toward graduation requirements at the
18 Vermont high school that the student attended prior to enrolling in the
19 Academy.

20 Sec. 9. CAREER AND TECHNICAL EDUCATION GOVERNANCE

21 LEGISLATIVE WORKING GROUP; DRAFT LEGISLATION

1 (a) Creation. There is created the Career and Technical Education
2 Governance Legislative Working Group to study and make recommendations
3 to transform Vermont’s career and technical education governance structure.

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

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

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

10 (B) one member of the House Committee on Commerce and
11 Economic Development;

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

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

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

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

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

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

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

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

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

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

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

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

1 (5) recommendations for the funding of adult education and secondary
2 credential program participants' access to secondary career technical
3 education, including the source of funding and the flow of funds; and

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

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

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

15 (f) Meetings.

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

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

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

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

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

8 **Sec. 10. 16 V.S.A. § 1551a is amended to read:**

9 § 1551a. SECONDARY STUDENTS NOT ENROLLED IN A HIGH
10 SCHOOL

11 (a) Enrollment in a high school shall not be a precondition for enrollment
12 in a career technical center for a student of any age without a diploma. For the
13 purposes of this section, a general education development credential shall not
14 be considered a high school diploma.

15 (b) A school district may establish reasonable procedures to require its
16 resident students to discuss educational opportunities within career technical
17 centers or the high school. Procedures shall not interfere with enrollment in a
18 career technical center. If a student without a diploma who is not enrolled in a
19 high school enrolls in a career technical center, within 10 days ~~of~~ following
20 enrollment, the career technical center shall notify the school district of
21 residence of the enrollment.

1 (c) A Vermont resident participating in the adult education and secondary
2 credential program pursuant to section 945 of this title shall be eligible to
3 enroll in a career technical center pursuant to this section.

4 **Sec. 11. ADULT EDUCATION PROGRAM CTE FUNDING**

5 The Agency of Education may request additional appropriations if it is
6 determined that such funds are necessary to ensure compliance with 16 V.S.A.
7 § 1551a(c).

8 **Sec. 12. EFFECTIVE DATE**

9 This act shall take effect on passage.

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19 (Committee vote: _____)

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Representative _____

FOR THE COMMITTEE