

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.

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

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

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

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

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

2 (A) supporting interpretation and implementation of CTE rules and
3 statute;

4 (B) providing early-state mediation between CTE centers and
5 sending districts;

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

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

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

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

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

20 (ii) evidence-informed educational resources, activities, and
21 curricula that support opportunities for awareness and exploration of and

1 planning for career and education pathways both in and out of the classroom
2 setting;

3 (B) recommendations for statewide professional development
4 programming to help individuals within the public education system who have
5 direct contact with students build role-specific knowledge and skills necessary
6 to support students in developing post-high school career and education plans;

7 (C) recommendations for a model career navigation policy that is
8 integrated within comprehensive system improvement efforts to strengthen
9 prekindergarten through grade 12 academic proficiency and that:

10 (i) establishes a framework for school districts to embed grade-
11 level competencies related to career exploration directly into core academic
12 instruction, ensuring that career-aligned learning supports the attainment of
13 rigorous student performance standards;

14 (ii) ensures that students engage in meaningful career education
15 exploration and planning activities that reinforce academic growth and the
16 real-world application of classroom learning; and

17 (iii) utilizes a process by which each student develops and updates
18 a personalized learning plan in accordance with 16 V.S.A. § 941(b)(2), serving
19 as a primary tool for tracking both academic proficiency and evolving career
20 interests; and

1 (D) an analysis of data collection system capabilities and gaps related
2 to flexible pathways, personalized learning plans, and college and career
3 readiness.

4 Sec. 6. COMPREHENSIVE HIGH SCHOOLS REDEFINED; INTENT

5 (a) 16 V.S.A. § 1522(14) defines a comprehensive high school as “a public
6 or independent school other than a career technical center that provides
7 secondary career technical education approved under section 1533 of this
8 title.” As Vermont works to transform its career technical education (CTE)
9 system to increase the access, quality, and opportunity of CTE programming
10 available to Vermont students, the concept of a comprehensive high school
11 could be expanded to achieve these goals. It is the intent of the General
12 Assembly to move toward a model of comprehensive high schools that would
13 offer all opportunities available to students within the public education system,
14 to be defined as “a public or independent school other than a career technical
15 center that fully integrates the provision of career technical education with the
16 provision of general education in one school building or on one school campus,
17 with a single budget for both CTE education and general education.”

18 (b) Any recommendations issued to the General Assembly regarding how
19 to achieve regional high schools, how to achieve more comprehensive high
20 schools, or how to embed career technical education within secondary schools
21 shall consider the definition of comprehensive high school the General

1 Assembly intends to move toward pursuant to subsection (a) of this section, or
2 any other model that creates high schools that share operational costs, expand
3 opportunities, and improve educational equity across a broad geographical
4 area, to guide such recommendations.

5 Sec. 7. 16 V.S.A. § 1545 is amended to read:

6 § 1545. CREDITS AND GRADES EARNED

7 (a) ~~Grades~~ Credits or proficiencies and grades earned in a course offered
8 within a CTE program approved by the State Board shall not be altered by any
9 public school or approved or recognized independent school in Vermont and
10 shall be applied by the school toward any State graduation requirements in
11 accordance with rules adopted by the State Board. Any State Board rules
12 regarding earning of credits or proficiencies shall allow flexibility with respect
13 to the integration of CTE education and other academic courses.

14 (b) The credits or proficiencies earned for a career technical education
15 program approved by the State Board shall be honored by any public or
16 independent school within Vermont. If necessary to enable a student to
17 participate in career technical education and graduate with ~~his or her~~ the
18 student's class, the credits or proficiencies earned shall be applied toward any
19 school district or independent school graduation requirements exceeding the
20 minimum number of credits or proficiencies required by the State Board. The
21 school board of the high school from which the student wishes to graduate

1 shall ~~make a determination as to whether the credits shall be applied~~ apply
2 credits or proficiencies earned for a career technical education program
3 approved by the State Board toward graduation requirements. A decision of a
4 school board may be appealed to the Secretary who shall construe this section
5 to favor participation in career technical education.

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

12 Sec. 8. CAREER AND TECHNICAL EDUCATION GOVERNANCE
13 LEGISLATIVE WORKING GROUP; DRAFT LEGISLATION

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

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

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

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

2 (B) one member of the House Committee on Commerce and

3 Economic Development;

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

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

6 (2) four current members of the Senate, not all from the same political

7 party, who shall be appointed by the Committee on Committees as follows:

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

9 (B) one member of the Senate Committee on Economic

10 Development, Housing and General Affairs;

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

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

13 (c) Powers and duties. The Working Group, in consultation with the
14 Agency of Education, Vermont Association of Career and Technical Directors,

15 and any other relevant stakeholders, shall study and make recommendations

16 regarding how to incorporate Vermont’s career technical education (CTE)

17 governance system within the larger education governance system. The

18 recommendations shall include:

19 (1) a transition plan that ensures no disruption to safety, access, or

20 programming, including recommendations for whether the transition shall

21 maintain the four separate CTE governance models while working towards one

1 education governance system, or whether some other governance model or
2 models should be used during the transition to one governance system and, if
3 so, the transition costs and sources of funding associated with such a transition;

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

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

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

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

14 (6) recommendations for how to fund and integrate adult career
15 technical education into the education system in a way that allows for robust
16 programmatic offerings open to all adult learners without a high school
17 diploma;

18 (7) recommendations for ensuring that students will not be placed on a
19 waitlist or prevented from accessing CTE due to lack of capacity where there is
20 a viable alternative program that aligns with the student's intended program of

1 study and meets program requirements, including sequencing and safety
2 concerns, through the provision of coordinated transportation; and

3 (8) recommendations for ensuring Adult Diploma Program participants
4 have access to the educational programs that best serve their needs, including
5 career technical education, while also complying with federal and State
6 requirements for adult education, as well as recommendations for how access
7 to such educational programs shall be funded.

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. 9. EFFECTIVE DATE

9 This act shall take effect on passage.

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1 (Committee vote: _____)

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Representative _____

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FOR THE COMMITTEE