



To: House Committee on Commerce and Economic Development

Re: S.313 - Committee Proposal of Amendment - Draft 2.1

Date: April 16, 2026

Good afternoon. My name is Chelsea Myers, Executive Director of the Vermont Superintendents Association (VSA). Thank you for the opportunity to testify on the House Commerce and Economic Development Committee's proposed strike-all amendment to S.313 ([S.313: Draft 2.1, 4-13-2026](#)). I understand that the purpose of the amendment is to keep the intent reflected in S.313 as passed by the Senate while incorporating some of the priorities brought forth by the Vermont Association of Career Technical Education Directors (VACTED).

As you know, the challenges facing public education are increasingly complex, and the policy and operational decisions required across the system reflect that complexity.

VSA has a strong interest in the vitality and viability of Career and Technical Education (CTE) as a core component of Vermont's education system. The work underway to better integrate CTE into the broader delivery system—advancing effectiveness, efficiency, and equity—is both important and timely.

As the General Assembly, state agencies, and school districts consider broader system changes, it is essential that CTE is fully included in that work. We believe S.313, as passed by the Senate, establishes meaningful priorities. We also support the House Commerce Committee's focus on clear and actionable implementation steps.

With respect to Draft 2.1:

Section 1 and 2. VSA supports the intent expressed by the Senate as indicated in the Senate-passed version of S.313 as incorporated within the Committee's proposal of amendment, though we do have questions about how to operationalize each piece within the "education transformation" environment at an efficient and affordable cost to Vermonters.

Section 3. VSA supports directing the State Board of Education to undertake a comprehensive update of the Agency of Education's CTE rules under 3 V.S.A. Chapter 25, with a focus on the areas identified in the draft. This work addresses critical issues. We also support the explicit inclusion of VACTED and VSA as collaborating organizations, given the experience and expertise of our members in these areas.

In addition, we support requiring that proposed rules be shared with the relevant legislative committees prior to filing. This is a prudent step that allows for alignment with legislative intent, given the importance of this work.

Section 4. We support requesting a report from the Agency of Education and the Standards Board for Professional Educators on the licensing of CTE educators.

We acknowledge that the topic of pre-enforcement interventions is an area of interest but don't understand why it is in the section connected to the Standards Board and educator licensing.

Section 5. Requiring the State Board to review and update CTE rules every five years is reasonable. It may be helpful to clarify in statute that updates are not required if, upon review, the rules remain current and effective.

Section 6. Regarding the proposed change to the definition of a Comprehensive High School, we would benefit from greater clarity on legislative intent. How does this change connect to broader education reform efforts? What is the current view on how Comprehensive High Schools function in our delivery system now, and what is the desired future state? This context would help inform our feedback on the definition itself.

Section 8. VSA understands and supports the intent to require sending high schools to award credit for student learning in State Board-approved CTE programs. It is very important to align this work with the State Board's ongoing work on statewide graduation requirements. In recent testimony to the State Board of Education Subcommittee, we noted the need for stronger alignment with best practices and greater continuity of learning for CTE students.

Section 9. Finally, we support the establishment of the Career and Technical Education Governance Study Committee and the charge to develop recommendations to transform Vermont's CTE governance system, including a transition plan that ensures no disruption to safety, access, or programming.

CTE governance is closely connected to the broader organization of Vermont's education system. Any transformation should be comprehensive, clearly defined, and thoughtfully implemented.

Thank you. I am happy to answer any questions.