



## Vermont Association of Career and Technical Directors

April 17, 2026

Dear Chair Marcotte and Vice Chair Graning,

Thank you for the opportunity to review Draft 2.1 of S.313 and for your continued work to strengthen career technical education (CTE) in Vermont.

On behalf of the Vermont Association of Career and Technical Education Directors (VACTED), I want to express our strong support for the direction of the bill, particularly its focus on expanding access to CTE while addressing near-term system needs and allowing time for thoughtful consideration of longer-term governance.

As requested, I am providing section-specific feedback intended to help ensure the bill can be implemented effectively and sustainably.

### **Sec. 2 (1)(A) – Middle School / Early Access**

The intent to expand awareness of CTE is appreciated. Clarifying this as exposure and early awareness, rather than full programmatic access at the middle school level, would better reflect current capacity and resource realities.

*Suggested refinement:*

“...increasing exposure to and early awareness of career technical education...”

### **Sec. 2 (1)(C) – Admissions Consistency**

The reference to consistent admissions policies may be interpreted as requiring uniform admissions criteria.

*Suggested clarification:*

“...providing consistency in admissions policies while allowing for program-specific requirements related to readiness, sequencing, and safety.”

### **Sec. 2 (1)(D) – Waitlists / “Viable Alternatives”**

We strongly support the goal of reducing waitlists and expanding access. As written, this section may create an expectation of placement without sufficient clarity around what constitutes an appropriate alternative.

*Suggested clarification:*

“...where there is a viable alternative program that aligns with the student’s intended program of study and meets program requirements, including sequencing and safety considerations.”

This will help ensure that expanded access results in meaningful and successful student placement.

### **Sec. 2 (1)(D) – Transportation**

This section appears to rely on transportation as a mechanism to support access to alternative programs.

*Suggested clarification:*

“...through the provision of transportation, supported through a state-level funding or coordination mechanism...”

A state-level approach will help ensure that expanded access does not create unintended operational or financial pressures on individual CTE centers.

### **Sec. 2 (2)(A) – Delivery Models**

The encouragement of expanded and flexible delivery models is appreciated. It will be important to ensure that program quality and industry alignment are maintained.

*Suggested clarification:*

“...where appropriate, provided that program quality, industry alignment, and access to necessary equipment and facilities are maintained.”

### **Sec. 2 (5) – Credit Recognition**

VACTED strongly supports the bill’s direction on credit recognition and transcription and appreciates the committee’s attention to ensuring that students receive appropriate credit for their CTE coursework.

### **Sec. 2 (6) – Adult CTE**

As adult CTE is considered, clarifying funding expectations will help ensure that expanded responsibilities are supported in a sustainable manner.

### **Sec. 4 (1) – Licensure / AOE Report**

This section introduces a new policy area related to licensure.

*Clarification requested:*

Ensure that any recommendations support expanding the CTE educator pipeline and do not unintentionally create additional barriers or complexity.

### **Sec. 4 (2) – Pre-Enforcement / Intervention Pathway**

The inclusion of a pre-enforcement intervention pathway is a positive step and is strongly supported.

*Clarification requested:*

Further detail on where this function will be housed and how it will operate within existing structures will help ensure it is effective and actionable.

**Sec. 8 (b) – Credit Determination**

Clarifying that credits earned through a CTE program are determined by the CTE center would help ensure consistency in how student achievement is recognized across systems.

**Funding Stability**

As access expands, program stability will be critical. A near-term adjustment to the funding model, such as using a six-semester average or current enrollment, whichever is higher, would provide stability as participation fluctuates.

Thank you again for your thoughtful work on this legislation and for the opportunity to provide input. VACTED looks forward to continuing to work with you to ensure S.313 achieves its goals in a way that is practical, sustainable, and supports strong outcomes for students across Vermont.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Erik Remmers", with a long horizontal line extending to the right.

Erik Remmers

Director, Green Mountain Technology & Career Center

President, Vermont Association of Career and Technical Education Directors (VACTED)