



## S.313 – Career Technical Education

# Vision and Intent

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- The AOE shares and supports the committee's intent to provide universal access to CTE
- S.313 represents progress this session in recognizing the existing challenges in the variability of CTE delivery and availability, which should provide urgency to holistically address funding, governance, and quality
- While the AOE has presented a comprehensive roadmap for achieving our collective vision of universal CTE access, we recognize that the House Commerce Committee is awaiting resolution on outstanding questions around Vermont's broader education transformation under consideration in different committees.
- After five years of studying CTE, the AOE is prepared for next steps and looks forward to working with the legislature to realize the vision of universal CTE access

# S.313 Draft 3.1 Feedback

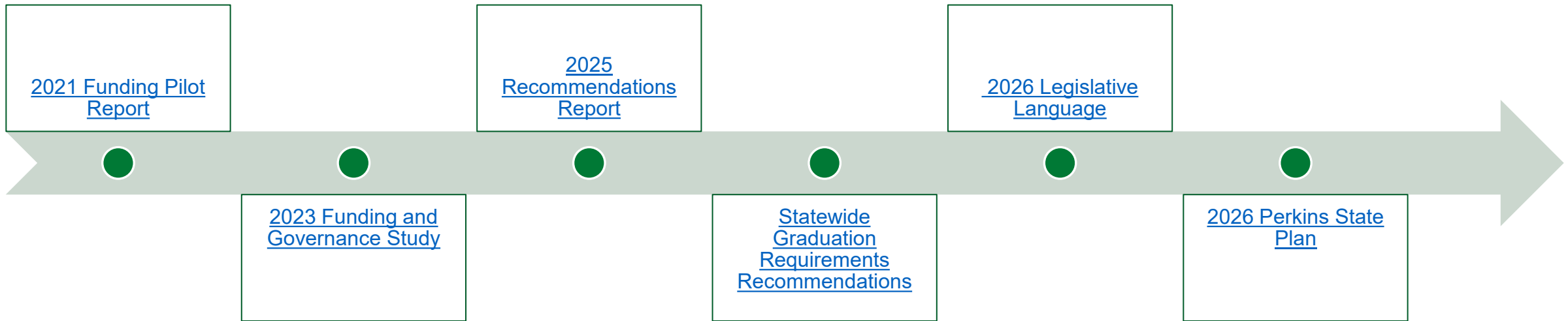
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- **Sec. 3** – The State Board of Education has delayed engaging in rulemaking until after reform decisions are finalized, to avoid duplicating efforts and creating confusion and fragmentation of rules.
- **Sec. 5** – The Agency supports establishing a scheduled review of all CTE rules, but only after reforms have been implemented so their effectiveness can be evaluated and any remaining gaps identified. The Agency supports recommendations for a statewide framework for career navigation, provided these recommendations are aligned to broader efforts, including graduation requirements, strengthening flexible pathways, PLP pilot, etc., as well as Vermont’s CTE strategy. The AOE will propose revisions to the timeline and scope.
- **Sec. 6** – The Agency recommends delaying substantive changes to statutory definitions until the fiscal and programmatic implications are clear, and until future changes in CTE delivery are understood.
- **Sec. 8** – The Agency supports aligning credits and graduation requirements for CTE students; this work is underway with the statewide graduation requirements work.
- **Sec. 9** – As written, we have concerns with a working group solely focused on governance without considering funding and quality. Without funding and quality parameters, it will be challenging to generate meaningful recommendations.
- **Sec 10** – The Agency does not recommend statutory changes to allow ADP students to enroll in CTE

# Past Studies

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- Given that the challenges of the current system have been extensively documented, the AOE supports advancing solutions without committing additional state resources to further study or establishing another workgroup, particularly while students continue to lose valuable opportunities



# Adult Education and Literacy and Adult Diploma Program Eligibility

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- Following the passage of Act 113 of 2024, the Agency released the [Adult Diploma Program Frequently Asked Questions](#) document to address the transition from the High School Completion Program to the Adult Diploma Program.
- AEL programs are designed for individuals **not enrolled in school**, offering flexible scheduling and support to transition into employment or postsecondary education.
- Students in the Adult Diploma Program who want concurrent training can access local Adult CTE courses or other WIOA, Title I programs.
- Given existing alternatives, the Agency **does not recommend** statutory changes to allow ADP students to enroll in CTE and advises maintaining current eligibility rules under 16 V.S.A. § 945. at this time
- Making this changes could create a perverse incentive for students to unenroll from their high school and cause a drastic decline in high school enrollment.



Questions?

# CTE Vision

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## Every Vermont Student, Ready for Life After Graduation

- Every student, regardless of geography can discover strengths and pursue interests
- Graduates prepared for college, careers, and life
- Learning is meaningful, hands-on, and connected to the real world
- Clear, supported pathways from school to adulthood

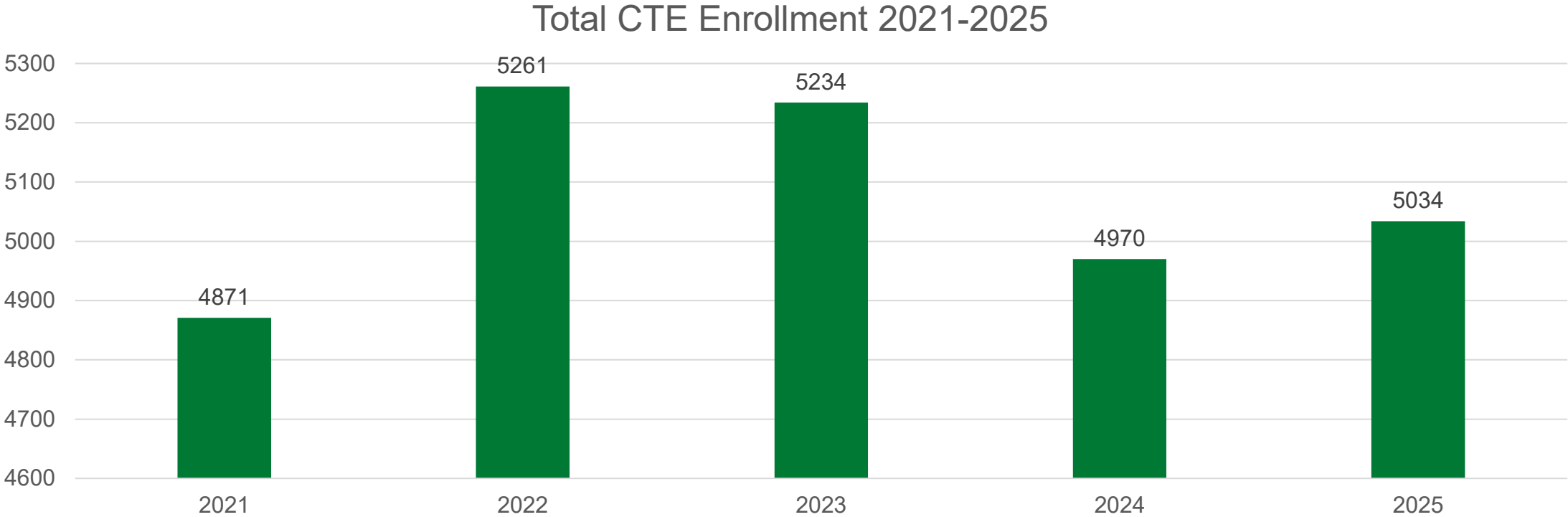
## CTE as a Foundation, Not an Alternative Option

- CTE embedded in middle schools and high schools statewide
- Blended pathways: rigorous academics + applied learning
- Learning happens in classrooms, labs, job sites, and college campuses
- Students no longer forced to choose “academic” *or* “technical”

## Establish State-of-the-art Regional Comprehensive High Schools

- Technical centers infused into the school experience itself
- Students no longer rely on physical proximity to a tech center to access high-quality learning

# Enrollment



Data Source: [School District Redistricting Taskforce Database](#)

# Enrollment Patterns by Program Area

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- The four clusters with the highest percentages of CTE student enrollment statewide are:

- Architecture and Construction
- Transportation, Distribution and Logistics
- Health Sciences
- Arts, AV Technology and Communications

- The four clusters with the lowest percentage of CTE student enrollment statewide are:

- Marketing, Sales, and Service
- Finance
- Information Technology
- Education and Training

- **Data Source:** [Appendix B6 of the Recommendations Report](#)

# Program Waitlists

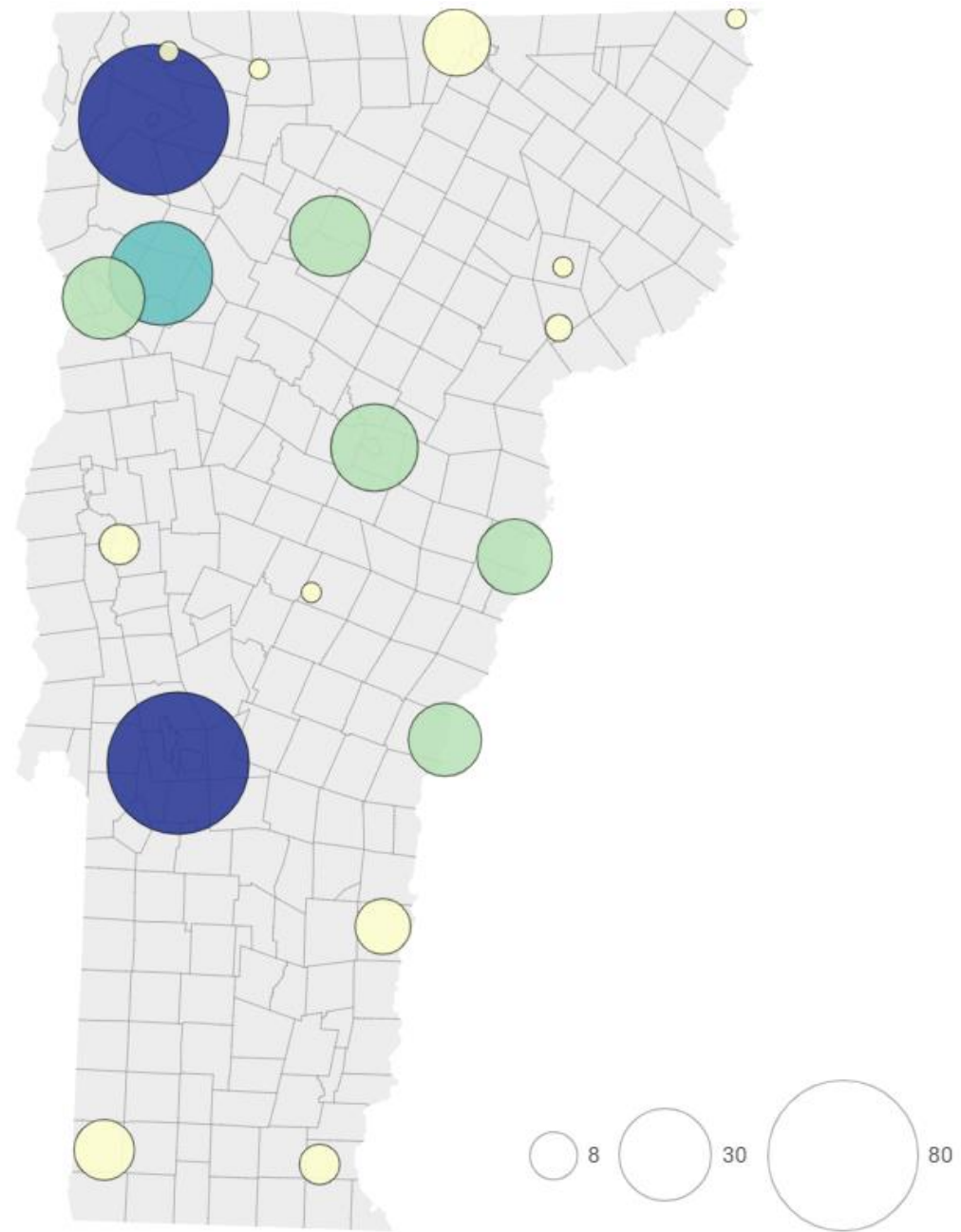
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CTE Center	# of Students on Waitlists	# of Programs with Waitlists
Burlington Technical Center	23	6
Canaan Technical Center	0	0
Central Vermont Career Center	26	5
Cold Hollow Career Center	0	0
Essex Center for Technology	37	6
Green Mountain Technology Center	22	6
Hartford Area Career and Tech	18	2
Windham Regional Career Center	5	2
Lyndon Institute	0	0

# Program Waitlists (con.)

CTE Center	# of Students on Waitlists	# of Programs with Waitlists
Missisquoi Valley	0	0
North Country Career Center	15	5
Northwest Tech Center	80	7
Patricia Hannaford Career Center	5	2
Randolph Career Technical Center	0	0
Riverbend Career Center and Tech	19	5
River Valley Technical Center	10	2
St Johnsbury Academy CTE	2	1
Southwest Vt Career Dev Center	12	4
Stafford Tech	71	15

# Number of Students on CTE Waitlists by Location



Get the data • Created with Datawrapper