

# **CTE Funding and Governance**

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**Vermont Agency of Education and Vermont Department of Labor –  
Presentation to House Committee on Commerce and Economic  
Development**

**March 26, 2025**

# History – Pre-War

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## Smith-Hughes Act of 1917

- Provided federal funding to establish vocational agriculture, trade, and industrial education programs **in public schools**.
- Vermont began expanding vocational offerings in response, focusing on **agriculture, homemaking, and mechanical trades**.

## Expansion of Vocational Programs

- During the 1920s and 1930s, vocational programs were established in **high schools and rural communities** to serve Vermont's diverse population.
- Programs were designed to:
  - Prepare students for skilled trades.
  - Improve farming practices.
  - Provide workforce readiness for the growing industrial sector.

# History – Post-War

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## GI Bill and Workforce Development

- Returning veterans, supported by the **GI Bill**, sought vocational training and education, increasing the need for technical and trade programs. Expansion into new industries: **construction, automotive technology, and manufacturing.**

## State Leadership and Vocational Schools

- **Governor Mortimer R. Proctor** (1945-1947) made the case for school districts to cooperatively develop regional vocational centers in the publication “Toward a Better Living in Vermont” – aimed at addressing the growing demand for skilled labor.
- Local school districts, with support from the (at the time) **Vermont Department of Education**, developed vocational programs designed to meet regional workforce needs.

## Vocational Education Act of 1963

- The federal **Vocational Education Act of 1963** injected new funding and resources into vocational education across the country.
- Vermont used these funds to enhance existing vocational programs and establish **Regional Vocational Centers** that served multiple school districts.

# How History Informs Vermont's CTE System

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Vermont deliberately established regional CTE centers to provide state approved CTE programs of study.

The recommendations from APA Consulting are designed to strengthen Vermont's existing system and support and strengthen Vermont's existing CTE centers and programs.

# Current CTE System

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- Vermont has 17 regional CTE centers that provide state approved CTE programs.
  - Four regional technical center school districts
  - Twelve CTE centers hosted and governed by a public school district, serving students from multiple high schools and districts. Each of these CTE centers also has a Regional Advisory Board (RAB).
  - Two independent schools that provide state approved CTE programs.
  - Two comprehensive high schools that provide state approved CTE programs:
    - Canaan due to geographic isolation.
    - Missisquoi only provides agriculture programs.

# Goals for CTE System

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Ten recommendations were identified as part of APA's March 2023 Act 127 report

Overarching assumption is CTE is a key part of the workforce development system to meet evolving workforce needs

# Key recommendations that frame the current proposal

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- Key recommendations that frame the most recent proposal include:
  - Design a funding system that treats all CTE students equitably with funding flowing to CTE Centers, eliminating the tension of tuition-based funding
  - Consideration of a single district for CTE to provide a more coordinated and coherent statewide strategy to expand student access to CTE
  - Require career exploration be offered to all middle school students
  - Enhanced alignment of CTE system with K-12, postsecondary, and workforce systems

# Single Governance Entity

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- APA's work over the past 18 months was structured to confirm and design implementation of the 10 recommendations.
- APA worked with a statewide advisory group and undertook additional analysis which is all laid out in the 2025 Vermont CTE Governance and Funding Recommendations.
- The report was done assuming the current K-12 governance structure.
  - It confirmed the need to for a single governance entity, which was called a **district** in the report.
  - The single governance entity would provide a unified voice for CTE and better enable strategic alignment with state workforce priorities across the system.



# BOCES versus District

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- As the report work was mapped to the current K-12 transformation proposal, the type of single governance entity was changed to BOCES, but nearly all responsibilities and requirements were the same between the District or BOCES.
- In an attempt to clarify the separate CTE governance entity from the proposed K-12 districts, BOCES was used rather than district.
- The BOCES language has likely confused the situation and we would recommend going back to the use of District.
- A single CTE District would not be its own LEA, all students would be students of record in their sending district, as is done today in Regional Technical Center School Districts.

# Current System and Single District Model - Governance

	Current CTE System	Single District Model
Governance Model	<p>11 CTE centers housed within host district. Center directors report to a district superintendent. Regional Advisory Boards are required.</p> <p>4 Regional Technical Center School Districts. Center directors are also superintendents of the districts.</p> <p>2 independent schools providing public CTE. Regional Advisory Board is required.</p>	<p>One district inclusive of all public CTE centers. Still would have 2 independent schools providing CTE. Center directors report to the director/superintendent of the CTE district.</p> <p>No Regional Advisory Boards.</p> <p>CTE District director/superintendent reports to a governance board.</p>

# Current System and Single District Model – Funding

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<b>Funding Model</b>	<p>Each CTE center establishes a tuition rate based on its budget.</p> <p>Some direct state assistance to CTE centers.</p> <p>Tuition payment from sending schools to CTE centers.</p>	<p>Foundation formula funding model per CTE FTE.</p> <p>Eliminates tuition payments for Vermont students.</p>
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# Current System and Single District Model - Budgets

<p><b>Where is the center budget?</b></p>	<p><b>11 traditional centers: Part of host district's budget.</b></p> <p><b>4 regional technical center school districts: each has its own budget.</b></p>	<p><b>Single aggregate district budget inclusive of all centers, with individual center budgets designed by center directors and district leadership, approved by district board.</b></p>
<p><b>Who votes on the budget?</b></p>	<p>11 traditional centers: only towns in the host district vote on the budget as part of the school district budget.</p> <p>4 regional technical center districts: all towns in each district vote on the CTE district's budget, separate from other education votes.</p>	<p>CTE District's Board votes to approve the district budget, inclusive of all public CTE centers.</p>

# Current System and Single District Model – Other Details

<b>Who employs center staff?</b>	<b>11 traditional CTE centers: host school district</b>  <b>4 technical center districts: each CTE center district</b>	<b>All public center employees employed by the CTE district.</b>
<b>What program advisory committees are in place?</b>	Every center has a program advisory committee for each CTE program.	Statewide program advisory committees, with the ability for local (center or regional) advisory committees specific to local industries/needs.

# Current System and Single District Model – Capital Improvements

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**How do capital improvements/bonds work?**

**11 traditional centers: Voted on by host district. Part of host district's budget.**

**4 technical center districts: all sending towns vote on bonds.**

**Need to consult with Tax on how bond process could work with statewide CTE district.**

# Highlights – Responsibilities under Single District – AOE and CTE District

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**AOE:** Monitoring and compliance related to federal and state requirements and funding; conducting site visits to CTE centers; coordinating state-led professional development and technical assistance; providing curriculum development support and credential mapping; completing required data management, analysis and reporting; state-level coordination with postsecondary and workforce partners; teacher licensure.

**CTE District:** Oversee all CTE centers in the state; working with centers to determine center budgets and distribute funding to centers; enacting systemwide policies; managing district administrative systems; entering into facility use agreements for CTE centers with local districts; coordinating student academic support statewide; submitting a coordinated Perkins Plan; coordinating student transportation; partnering with state and local workforce development groups and employers to balance program offering with workforce needs; developing career exploration materials for middle school and early high school.

# Highlights – Responsibilities under Single District – CTE Governing Board, CTE Centers, and Sending Districts

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**CTE District Governing Board:** Hires Executive Director/Superintendent of CTE district; approves district budget; advises on district policies and program offerings; provides fiscal oversight.

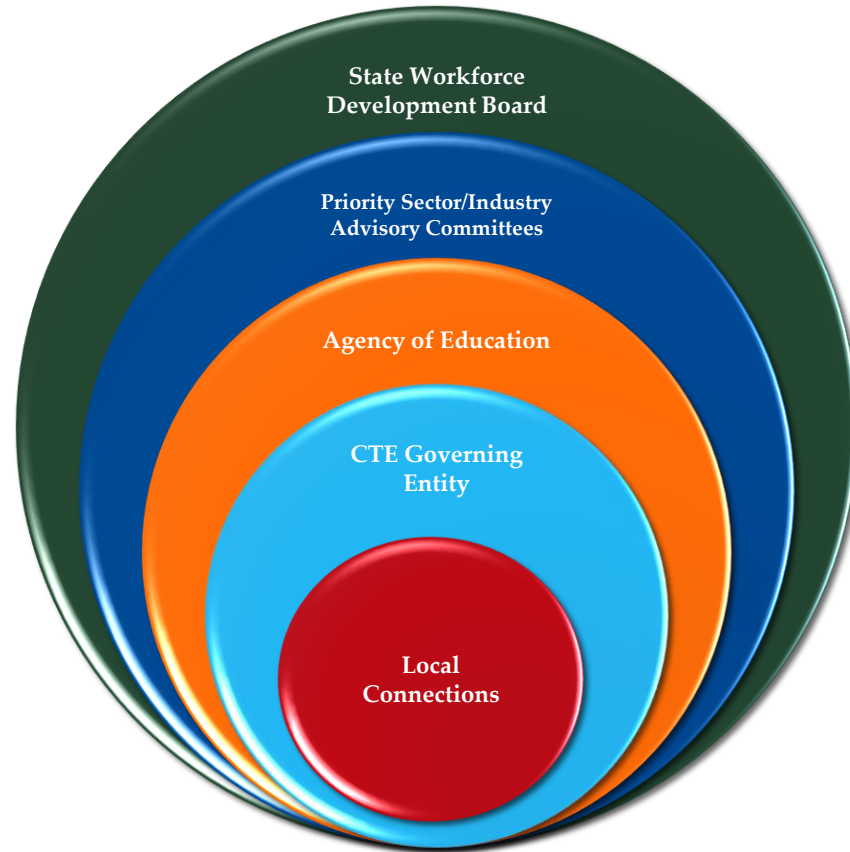
**CTE Centers:** Led by center directors; oversee all center programs and service delivery for students; oversee all center-based staff; manage center budgets; contribute to Perkins Plan and CLNA; manage local partnerships and opportunities for students.

**Sending Districts:** Sending districts retain students as students of record; provide counseling services, coordinating special education and English language services, providing access to extracurriculars/athletics, and granting high school diplomas; coordinate transportation with CTE district.



# CTE in the Public Workforce System Governance Context

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# CTE in the Public Workforce System – ILLUSTRATIVE EXAMPLE

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## SWDB

SWDB identifies a statewide need for more healthcare workers.

## AOE

AOE review CTE standards for health science pathways, and engages with healthcare industry advisory committee to identify new and additional pathways to be developed. Monitors to ensure high quality implementation.

## INDUSTRY ADVISORY

SIACs advises the AOE and other workforce partners to ensure that the curricula are up to date, aligned with current occupational and industry practices and includes industry-recognized credentials.

## CTE GOVERNING ENTITY

CTE **Governing Entity** implements the new/revised curriculum across the CTE centers and that changes are communicated across the system to partner high schools. Ensures adult and professional education programming is updated and is promoted to adults and health care entities in the community.

## LOCAL CONNECTIONS

**Local Businesses and Community Partners** provide job shadowing, internships, and mentorship opportunities for CTE students pursuing healthcare careers.

# Perkins

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- Vermont's FY 2025 Perkins allocation: **\$5,909,176**
  - 15% stays at VT Agency of Education for grant administration and statewide CTE leadership. Of that 15%:
    - \$59,092 must be provided to Vermont Department of Corrections to support CTE programs in correctional facilities.
    - \$60,000 must be used for efforts that prepare students for non-traditional fields.
    - \$590 must be used to recruit special populations to enroll in CTE programs. Vermont braids these funds with the \$60,000 nontraditional funds.
  - The remaining 85% must be granted to eligible recipients, as defined by Perkins V.

# Perkins Special Populations

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Perkins defines Special Populations to include:

- Individuals with disabilities.
- Individuals from economically disadvantaged families, including low-income youth and adults.
- Single parents and single pregnant students
- English learners
- Homeless individuals – as defined in the McKinney-Vento Act
- Youth who are in or have aged out of the foster care system
- Youth with a parent in the military who is on active duty
- Students preparing for nontraditional fields

# Perkins Allocations

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85% of Vermont's Perkins allocation must be provided to eligible recipients. Eligible recipients include Vermont's regional CTE centers and Community College of Vermont.

- \$650,000 Reserve Fund, used for:
  - Statewide CTE professional development, including TEC meetings and CTE summer conference.
  - WorkKeys curriculum for all CTE centers
  - Some costs of the CTE Teacher Preparation Program (VTSU)
  - Fast Forward dual enrollment courses offered in CTE centers and programs
- Of the remaining \$4,372,800:
  - 78% is directly granted to CTE centers, based on a federal formula established in law.
  - 22% is directly granted to CCV.

# 2024 – 2025 Perkins Secondary CTE Grants

CTE Center	SY 2024 – 2025 Perkins Allocation
Burlington Technical Center	\$208,977.00
Canaan High School	\$0
Center for Technology Essex	\$594,105.00
Central Vermont Career Center	\$250,950.00
Cold Hollow Career Center	\$79,974.00
Green Mountain Technology & Career Center	\$183,114.00
Hartford Technology & Career Center	\$151,139.00
North Country Career Center	\$228,255.00
Northwest Career and Technical Center	\$173,991.00
Patricia Hannaford Career Center	\$130,094.00
Randolph Technical Career Center	\$159,342.00
River Bend Career & Technical Center	\$86,689.00
River Valley Technical Center	\$136,546.00
Southwest Tech	\$268,561.00
Stafford Technical Center	\$346,833.00
Windham Regional Career Center	\$229,827.00
Northeast Kingdom Consortium	\$182,387.00

# Perkins Comprehensive Local Needs Assessment (CLNA)

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To receive Perkins funds, each eligible institution must complete a Comprehensive Local Needs Assessment (CLNA) at least once every two years.

Grant expenditures must align with the CLNA findings and be used to ensure continuous improvement.

The CLNA has 6 areas of required analysis.

# Perkins Comprehensive Local Needs Assessment (CLNA)

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## Student performance on Perkins indicators:

- 4 Year Graduation Rate
- Academic Proficiency in Reading Language Arts (WorkKeys)
- Academic Proficiency in Mathematics (WorkKeys)
- Academic Proficiency in Science (VT Science Assessment – 11<sup>th</sup> grade)
- Post Program Placement (October after graduation)
- Nontraditional Program Concentrators
- Earned Postsecondary Credentials
- Earned Postsecondary Credits
- Participation in Work-Based Learning

Each recipient must negotiate performance targets for each indicator for each school year.



# Components of the CLNA

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## **CTE Program Alignment to Labor Market Information**

All CTE programs must lead to high-skill, high-wage, or in-demand occupations.

## **Program Size, Scope, and Quality**

Perkins funds can only be spent on programs that meet program size, scope and quality requirements.

- [Program Quality Minimum Requirements](#)
- [Postsecondary Credentials by CTE Program Area](#)

## **Progress in Implementing CTE Programs of Study**

## **Faculty and Staff Recruitment, Retention, and Training**

# CLNA Components (continued)

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**Progress toward Ensuring Equal Access to High-quality CTE programs of Study for all students, including:**

- Strategies to overcome barriers in access and gaps in performance for special populations students.
- Designing CTE programs to enable special populations students to meet the local levels of performance.
- Providing activities to prepare special populations for high-skill, high-wage, or in demand industry sectors that lead to self-sufficiency.

# Perkins Application for a Single Governance Entity

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If a single CTE district is formed, AOE would be required to draft a new Perkins State Plan.

The Perkins State Plan process requires input from key stakeholders and a public comment process.

The State Plan would address how the CLNA would be conducted and how performance targets would be set for the single CTE district and each CTE center.

AOE would provide technical assistance to the district as it conducts the CLNA and writes the grant application.

# Other CTE Grant Funds

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Other Grant Funds available to CTE centers include:

- TIME Grants. Competitive grants. State funded; annual legislative appropriation of \$725,000. Used for program equipment, new program start up costs, or program modernization.
- GEER – Governor’s discretionary COVID relief funds. Governor Scott provided multiple rounds of GEER funding to CTE centers over a 4-year period. These funds are no longer available.

# For CTE programs and content – what is required?

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- State approved CTE programs must use and align with Vermont's [CTE Program Proficiency Documents](#).
- All state approved CTE programs must meet program quality requirements, including offering postsecondary credentials and/or postsecondary credits.

Each CTE program teacher determines how to meet these requirements. A single district could provide new opportunities for program teachers to work more collaboratively on program curricula and assessments.