

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

S.313

An act relating to transforming Vermont’s career technical education system

It is hereby enacted by the General Assembly of the State of Vermont:

Sec. 1. FINDINGS

The General Assembly finds that:

(1) Vermont has unmet workforce needs and skills gaps, while a growing percentage of the decreasing school-aged population is not continuing on to higher education. Career technical education (CTE) creates a bridge between education and career that is valuable to all Vermont students, whether they are entering the workforce immediately after graduation, continuing their education immediately, or joining the military. For Vermont to have student outcomes that match students’ individual aspirations and to prepare the workforce of the future, every Vermont high school student should have access to career technical education.

(2) A thriving prekindergarten through grade 12 education system is one that prepares every student to graduate prepared for what comes next after high school, whether that is continued education or training, military service, or entering the workforce.

(3) Creating and maintaining a thriving education system requires intentional, coordinated, and equitable local, regional, and statewide

1 programming from elementary school through high school. The education  
2 system should ensure that students gain awareness of post-high school career  
3 and education opportunities through career exploration, personalized guidance,  
4 work-based learning, flexible pathways programming, and credentials of value  
5 that support successful transitions beyond high school.

6 (4) CTE is an essential tool to realize this vision. CTE engages students  
7 in hands-on instruction and applied learning that builds practical skills,  
8 develops career readiness, and provides pathways to industry-recognized  
9 credentials and postsecondary credit. Vermont's CTE system must ensure that  
10 every student, regardless of geography, identity, or school, has access to high-  
11 quality career technical education opportunities.

## 12 Sec. 2. CAREER TECHNICAL EDUCATION SYSTEM

### 13 TRANSFORMATION; LEGISLATIVE INTENT

14 To realize a strong statewide career preparation system, it is the intent of the  
15 General Assembly to transform Vermont's career technical education (CTE)  
16 system as follows:

17 (1) Provide universal access to CTE, ensuring that every student can  
18 participate in CTE programming, including pretech and foundations courses,  
19 by:

20 (A) increasing access to CTE in middle school and the first two years  
21 of high school;

1           (B) addressing barriers such as transportation, scheduling conflicts,  
2           and awareness;

3           (C) providing consistency in admissions policies across all CTE  
4           centers; and

5           (D) ensuring that no student may be placed on a waitlist or prevented  
6           from accessing CTE for lack of capacity when there is a viable alternative to  
7           the locally accessible program through the provision of transportation.

8           (2) Enable flexible delivery models, expanding beyond regional  
9           technical centers to offer multiple pathways for students to access CTE  
10           programming and graduate with required high school courses by:

11           (A) delivering programs at sending high schools or in a hybrid format  
12           where appropriate to improve accessibility; and

13           (B) utilizing shared resources and technology to improve educational  
14           access and limit transportation needs.

15           (3) Align the CTE system with workforce needs by designing and  
16           evaluating programs based on current and emerging Vermont labor market  
17           demands, continue robust evaluation of the system through the Comprehensive  
18           Local Needs Assessment process, and utilize statewide research from  
19           Vermont's Most Promising Jobs and VT Labor Market Information to assess  
20           student outcomes in continuing to the workforce.

1           (4) Create a sustainable, student-centered funding system that removes  
2           disincentives for participation and supports program growth and innovation.  
3           Flexible delivery models and access must be taken into consideration to ensure  
4           the sustainability of program delivery.

5           (5) Explore the viability and impact of CTE centers becoming diploma-  
6           conferring institutions or comprehensive high schools. In situations where this  
7           is not possible, high schools shall be required to award the credits  
8           recommended by a CTE center.

9           (6) Maintain a strong adult CTE system by building robust adult and  
10           continuing education pathways within CTE that meet Vermont's upskilling,  
11           reskilling, and workforce development needs while connecting seamlessly with  
12           secondary programs and regional workforce partners. Such a system shall  
13           have a governance and funding model that promotes coordination, quality,  
14           program consistency, and sustainability.

15           (7) Coordinate CTE governance by establishing governance approaches  
16           that strengthen collaboration across districts, improve consistency and program  
17           quality, and better support positive student outcomes. CTE governance should  
18           align with the ongoing education transportation process, with the above goals  
19           as the lens through which decisions are made.

20           Sec. 3. EFFECTIVE DATE

21           This act shall take effect on July 1, 2026.