

S.313 – Career Technical Education

Agenda

Reflect on shared vision and intent

Background on AOE Universal CTE Access Proposal

Collaboration with House Commerce Committee

Remaining Feedback

Vision and Intent

- 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 S.313 is being drafted in the context of 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

Existing Challenges in CTE

- Access to CTE is tied to proximity to a technical center
- Inconsistent program quality and availability
- Transportation barriers limit participation
- Too many students miss early exposure and career exploration
- A lack of consistency of policies across the system
- Inconsistency in awarding credit towards graduation for successful completion of a CTE program
- Weak alignment with postsecondary pathways and state economic development goals

The throughline of each of these challenges: **variability in program quality and access across 15 distinct regions with different governance structures under a complex funding system.**

AOE 2026 Proposal

FOR BACKGROUND AND CONTEXT

CTE Vision

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 tech center to access high-quality learning

Timeline

The AOE's vision for reimagining CTE is informed by a multi-year collaborative process:

- **October 2022:** JFO contracted with Augenblick, Palaich and Associates, Inc. (APA) to conduct a study on the funding and governance structures of CTE in Vermont, as authorized in Act 127 of 2022
- **March 2023:** [APA study](#) recommended that Vermont adopt a regional governance structure or a single district for CTE
- **December 2023:** AOE contracted with APA to support the AOE in implementing its state plan to improve career technical education (CTE) in Vermont
- **February 2025:** [Second APA study](#) recommended that Vermont shift to a single CTE district to oversee CTE programs across the state
- **July 2025:** Act 73 signed into law, with a foundation formula that assumes funding for CTE in the base student amount and the intent to expand CTE opportunities
- **Fall 2025:** Ongoing refinement to the proposal based on input from the field and discussions in the 2025 legislative session
- **December 2026:** AOE submitted recommendation for statewide graduation requirements to State Board of Education with an emphasis on CTE

Proposed Policy Framework

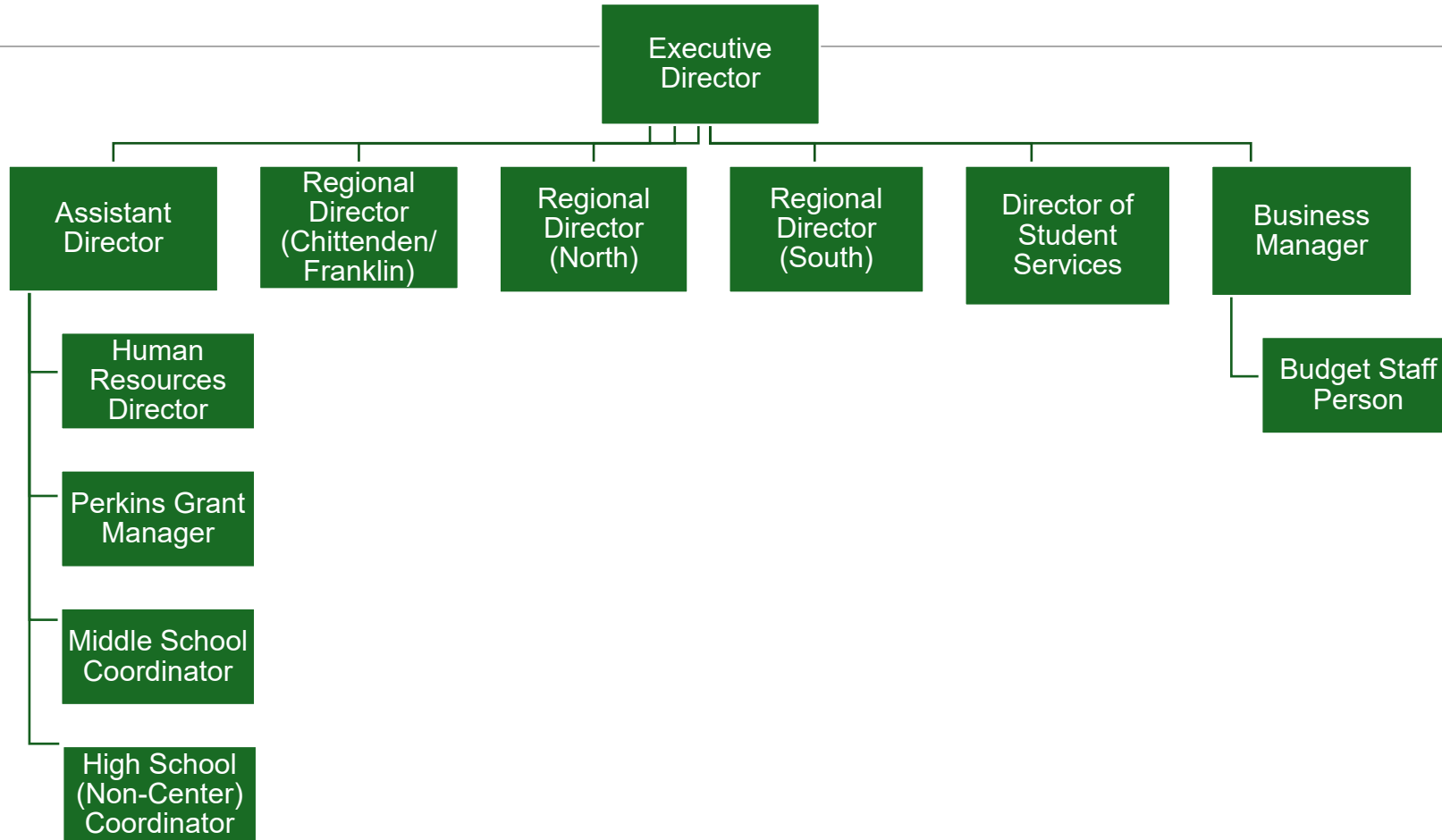


1. Statewide CTE Education Service Agency (ESA)
2. Quality, Curriculum & Accountability Framework
3. Middle School & Early High School Exposure
4. Integrated PK–12 Delivery Model
5. Statewide Funding for Universal CTE Access
6. Staged Transition & Implementation Timeline

Goals and Benefits of an ESA

- Oversight of the 15 CTE Centers and independent school CTE programs, allowing for a more effective and efficient statewide CTE system aligned to both student and statewide workforce development needs.
 - ESA will be tasked with aligning programming to best serve students statewide, including increasing capacity in programs with large waitlists or areas needed for workforce development.
 - ESA will align quality and cost structures of programs to ensure common educational experiences for students across the state.
- The expansion of CTE programming for all high school students with a target of every student taking at least one CTE course during high school.
- The expansion of CTE exposure for middle school students, ensuring exposure in every middle school in the state, with a common curriculum and professional development system.
- Statewide leadership for CTE through the ESA, including:
 - Conducting, in collaboration with each CTE center, the required Perkins Comprehensive Local Needs Assessment and annually submitting one federal Perkins grant application for the ESA inclusive of all centers;
 - Overseeing all program substantive change requests and new program approval requests to the AOE; and
 - Overseeing all program closure decisions, in accordance with a policy to be adopted by the ESA governance board and the AOE.
- A funding system that provides stability of funding for CTE while allowing for adjustments as governance changes are implemented.

Sample Staffing Matrix



ESA Financing

To support a statewide CTE delivery system, the AOE proposed a unified statewide appropriation for the ESA:

- A statewide appropriation would provide predictable system-level financing consistent with current statewide CTE spending levels
- Districts would not be required to pay individual CTE tuition or reallocate local budgets to provide access—reducing inequities created by geography, enrollment, and fiscal capacity
- This funding model in conjunction with a new ESA does not preclude changes to the CTE structure in the future: the ESA is intended to be put in place as a necessary first step to increase quality and programming in the system
- As the ESA builds CTE capacity across the state, other governance structures or opportunities for CTE delivery may evolve; in the future the ESA could be replaced and the CTE funding incorporated directly into district budgets, assuming they achieve the appropriate scale

Collaboration with House Commerce

Collaboration with House Commerce Committee



Productive and generative planning sessions with House Commerce Committee that has strengthened the proposal



Shift in focus given stalled progress on governance reform outlined in Act 73 and pending funding study from JFO scheduled for December 2026

Focus on College & Career Navigation System

- Aligned to intent of the AOE's original proposal
- Supportive of AOE's focus and work underway at the Agency:
 - Established a College and Career Readiness Director (new position; under recruitment) to support systems level alignment from pre-k to adult education.
 - Completed a professional learning series to understand the barriers and success factors for effective implementation of Personalized Learning Plans.
 - Piloting a new system of coordinated college and career supports based on input gathered from the PLP professional learning series. The focus is on reimagining PLPs in keeping with the intent of S.313.
 - Recommended statewide graduation requirements with emphasis on CTE that creates a guidepost for a coherent framework of content standards with embedded career focus.

Status of Policy Choices



Quality: Establishing new standards through statewide graduation requirements and statewide calendar



Governance: Policy Choice Outstanding



Funding: Under review through JFO study and contingent on larger districts. Intent to fund CTE but question on how.

Feedback on S.313 and Next Steps

- S.313 is the result of thoughtful collaboration between the AOE, the field, and House Commerce



- Though it does not make decisions around governance and funding, it does maintain momentum around improving the system and allows the AOE to come back next session with an update on the work underway and detailed recommendations to inform further decision making



- **Section 8** – The Agency does not recommend another working group. However, if a working group is established the AOE respectfully requests that the membership be expanded to include the following stakeholders:

- AOE representative
- VDOL representative
- CTE director nominated by VACTED
- Superintendent nominated by VSA

- The perspective of these stakeholders will ensure that the legislation produced is implementable and has been meaningfully informed by on the ground expertise

Resources and Past Testimony

- March 2023 [Study on the Funding and Governance of CTE in Vermont](#)
- February 2025 [Vermont CTE Recommendations](#)
- [Statewide Graduation Requirements Recommendations](#)
- [January 22, 2026](#)
- [February 26, 2026](#)
- [March 11, 2026](#)
- [March 18, 2025](#)
- [March 26, 2026](#)
- [April 22, 2026](#)



Questions?