



# Reimagining Career Technical Education

January 22, 2026

# Timeline

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**The AOE's vision for reimaging 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

# 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

# Equity Challenge

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- Access to CTE 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



# Policy Framework

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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

# 1. Statewide CTE Education Service Agency

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## A Unified Delivery & Governance Backbone

- Education Service Agency (ESA) delivers high-quality CTE statewide
- Directed by the legislature, authorized by AOE; accountable for system quality
- Employs CTE educators and manages curriculum, PD, and oversight
- Oversees programs across centers, high schools, and middle schools
- Access no longer depends on geography or district capacity

## 2. Quality, Curriculum, and Accountability

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### Ensuring Rigor Everywhere

- Industry-aligned curriculum and credentials
- Program approval, review, and continuous improvement
- Professional learning and instructional coaching
- Coordinated student services and equitable access
- Statewide, sector-specific advisory boards

# 3. Middle School & Early High School Exposure

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## Early Exposure, Stronger Pathways

- Career exploration and applied learning begin in middle school
- ESA provides curriculum, training, and guidance
- Districts deliver exposure through the foundation formula
- Stronger career advising and navigation for students and families

## 4. Integrated PK-12 Delivery Model

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### CTE Where Students Are

- CTE infused into all high schools and middle schools
- Reduced reliance on stand-alone centers
- Shared planning for labs, equipment, and safety
- Coordinated transportation for work based learning, early college, credentials
- Regional partnerships with colleges and employers

# 5. Statewide Funding for Universal Access

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## Equitable, Predictable, and Transitional

- Unified statewide CTE appropriation
- Replaces fragmented tuition-based funding
- Program-driven budgets aligned to workforce needs
- Strategic use of Perkins and federal funds
- No new financial burden on local districts

# 6. Staged Transition & Implementation Timeline

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## A Staged, Responsible Approach

- Governance and quality first
- Infrastructure planning follows – buildings take time, students need access now
- Stability for students and educators
- Clarity for employers and partners

# Implementation Timeline

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**Fall 2026:** Legislature directs AOE to establish ESA

**Fall 2027:** ESA Executive Director hired

**Dec 2027:** Central office staffed; frameworks finalized

**July 1, 2028:** ESA “go-live” for CTE delivery

## SY2028-29: Stand Up and Strengthen

- First unified statewide CTE budget
- Standardize quality and curriculum
- Improve equity, data, and student services
- Update programs using advisory board guidance



## SY2029-30: Expand and Modernize

- Expand CTE exposure to grades 6-10 statewide
- Launch new and modernized programs
- Align credentials and postsecondary pathways
- Inform long term infrastructure planning

# Alignment with Vermont Department of Labor

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Throughout development of the AOE's vision for CTE, the VDOL has been a trusted thought partner on key aspects of the proposal, including but not limited to, the following areas:

- State Workforce Development Board and Sector Advisories
- Adult CTE
- Adult Education and Literacy (AEL)



# Questions?