



Reimagining Career Technical Education

January 22, 2026

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

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 a tech center to access high-quality learning

Equity Challenge

- 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



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

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

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

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

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

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

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

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

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?