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Act 189 CTE Innovation Pilot Project Proposals

Questions & Answers

[CLICK HERE TO ACCESS THE RECORDED CALL.](#)

Question 1: On page 4, at the end of the first bullet, one of the suggestions for the pilot is to provide "centralized offering of advanced courses." Is this a description of adult education or regular education partnered with post-secondary?

Answer 1: The suggestion of "centralized offering of advanced courses" was intended to address potential equity issues wherein small schools in each region of the state may not be able to offer the breadth and depth of advanced courses that other, larger, high schools do. We heard Governor Scott present a similar issue in his inaugural address on January 10, 2019. The Every Student Succeeds Act identifies advanced course work as including Advanced Placement, International Baccalaureate, dual- and concurrent-enrollment, and early college high schools. This definition could be expanded to include adult technical education. Pilot projects could consider addressing advanced offerings within the CTE center in service to the region.

Question 2: Are there specific statutes, rules, or other existing requirements that would require state waivers? Is there any guidance as to where we would be looking that are not obvious to regular educators?

Answer 2: Proposals are limited to state statutes and State Board of Education (SBE) policies. Proposals should examine existing statutes and SBE policies that regional communities identify as limiting student access to CTE, or that serve to limit delivery of educational experiences to both high school students and CTE students.

Title 16 (see Appendix).

The State Board of Education rules 2370 through 2398 provide further standards for CTE. Rule series 2200, also known as the Education Quality Standards also apply to CTE centers.

The U. S. Department of Education has conducted research on how other states fund CTE. Find the report [HERE](#).

Question 3: Our main focus is on the change of funding for CTE. As a pilot that begins in April of this year, our taxpayers will have already voted on the 2020 budget. What does that mean for an entirely different funding process?

Answer 3: The purpose of the funds associated with proposals that are selected is to support the further development and implementation of your proposed idea. Those proposals that are selected to be implemented have the spring, summer, and fall of 2019 to develop new budgets for taxpayers to vote on in spring 2020, with full implementation and study in the 2020-2021 school year.

Question 4: Can there be more than one project within a grant?

Answer 4: There is no limit on the number of projects within a proposal. However, we will be evaluating proposals on the feasibility of implementation.

Question 5: Can one technical center submit two separate grants (due to working with other school districts)?

Answer 5: No, there are a maximum of four projects that can be authorized, one technical center may only submit one proposal which could incorporate multiple projects.

Question 6: Will there be subsequent funding after the study to support implementation and sustainability?

Answer 6: Without knowing the intent of the question, we want to remind potential applicants that the purpose of this opportunity is to have applicants propose solutions that enhance the implementation and sustainability of career technical education in Vermont. The State remains committed to supporting the career technical education system in the state.

****the General Assembly committed to the idea of the pilots. We cannot commit funds on their behalf, but they may be inclined to offer funding when the results of the two year pilots are evidenced.****

Question 7: Is transportation an allowable expense?

Answer 7: No, new funds available under this project cannot be used for transportation. If transportation is a barrier, we encourage applicants propose creative approaches using existing transportation funds.

Question 8: Is it an even amount of funds over two years, or can the budget be frontloaded?

Answer 8: It is an even amount over the two years.

Question 9: Is anyone else grappling with supervision and evaluation between districts (if staff is shared)?

Answer 9: The proposals should aim to address the issues that interfere with the efficiency of the education systems, or that prevent effective coordination and collaboration of the systems. We encourage you to access the professional learning network (PLN) of Vermont and the available networking and professional development opportunities that can connect you with schools sharing similar problems.

Question 10: Can funds be used for curriculum stipends?

Answer 10: The purpose of these funds are to support implementation of an approved plan. Paying stipends for work identified in an approved plan is permissible.

QUESTIONS ASKED DURING THE TECHNICAL ASSISTANCE CALL

QUESTION: Is the list of detailed actions, benchmarks, partners letter of support included in the 10 page narrative or is that beyond that?

ANSWER: These other items may be included as appendices and not included in the page count for the narrative.

QUESTION: Is 10 to 15 pages the narrative and a rewrite of the statutes, or should there be appendices?

ANSWER: You should just be citing the actual number and what the statute is. You might print and pull out a phrase or a few phrases but we're not anticipating that you would actually have to rewrite the entire piece of the statute in your proposal. It would be fine if you felt comfortable putting that in an appendix or an additional attachment that wouldn't count toward your narrative.

If you can be detailed in your narrative with "this is the existing law" and describe what the problem is that you've identified and what your potential solution is short of providing some very specific legal language.

QUESTION: If we propose a different or novel funding approach will we be able to exercise that approach to see data during year two? Correct or not correct?

ANSWER: Yes. That's the whole point that you'll be using the first year to plan, come up with a concrete idea. Second year to implement.

APPENDIX:

[Title 16 Vermont Statutes Annotated](#) addresses all of the education laws in the state. Proposals should identify specific statutory requirements that are being target to change or modify:

Chapter 3 addresses the role of the State Board of Education; Section 165 addresses education quality standards;

Chapter 7 addresses Supervisory Unions; Section 301 addresses the apportionment of expenses to member districts;

Chapter 9 addresses School Districts;

Chapter 11 addresses Union Schools and School Districts and Joint Schools;

Chapter 13 addresses Interstate High School Districts

Chapter 15 addresses New Hampshire-Vermont Interstate School Compact

Chapter 17 addresses new York-Vermont Interstate School Compact

Chapter 21 addresses Maintenance of Public Schools, sections 824 – 828, and 836 pertain to tuition and other considerations.

Chapter 23 addresses Courses of Study, including minimum course of study, and flexible pathways to graduation

Chapter 37 addresses Career Technical Education. Subchapters 4 and 5 address how CTE tuition is calculated and state financial assistance

Chapter 39 addresses the Vermont Student Apprenticeship Program