

## The Vermont Agency of Education seeks public comments on a proposed revision to its 2020 Perkins V State Plan

The Vermont Agency of Education (AOE) proposes to change language on page 53 of Vermont's Perkins V State Plan ([Vermont's Perkins State Plan](#)) that details how Vermont will allocate secondary and postsecondary Perkins Reserve grant funds.

The period of public comment is from Tuesday, April 19, 2022 through Wednesday, May 18, 2022 at 4:30 p.m. Comments must be submitted in writing on this [Public Comment Form](#).

The State Plan currently provides:

The reserve amount of \$400,000 will be split 50/50 between "secondary reserve" and "postsecondary reserve." The grants from the reserve funds will be focused on important aspects of dual and concurrent enrollment programs for CTE students. Specifically, post-secondary partners identified updated post-secondary curriculum and delivery as a priority, and secondary partners identified as a priority ensuring equitable access and participation of vulnerable populations and historically marginalized students in dual/concurrent enrollment offerings, especially in rural areas. The Agency of Education will award funds under section 112(c) using a competitive bidding process.

The maximum annual award for secondary will be \$25,000; for post-secondary it will be \$100,000. The grants from the reserve funds will be focused on important aspects of dual and concurrent enrollment programs for secondary CTE students. Specifically, post-secondary partners identified the priority of updating post-secondary curriculum and delivery, and secondary partners identified the priority of ensuring vulnerable populations and historically disadvantaged/marginalized students are able to access dual/concurrent enrollment offerings, especially in rural areas.

The Agency of Education proposes to keep the language below:

The reserve amount of \$400,000 will be split 50/50 between "secondary reserve" and "postsecondary reserve." The grants from the reserve funds will be focused on important aspects of dual and concurrent enrollment programs for CTE students. Specifically, post-secondary partners identified updated post-secondary curriculum and delivery as a priority, and secondary partners identified as a priority ensuring equitable access and participation of vulnerable populations and historically marginalized students in dual/concurrent enrollment offerings, especially in rural areas. The Agency of Education will award funds under section 112(c) using a competitive bidding process.

### Contact Information:

If you have questions about this document or would like additional information please contact: Ruth Durkee, Student Pathways Division, at [ruth.durkee@vermont.gov](mailto:ruth.durkee@vermont.gov)

The Agency of Education then proposes to remove the existing caps on the amount of grant funds any eligible institution can receive in one year and to broaden the allowable uses of Perkins Reserve funds with the following proposed new language:

The grants from the reserve funds will be focused on important aspects of dual and concurrent enrollment programs for secondary CTE students and strengthening secondary CTE students' readiness for college and careers.

The reserve funds for secondary will be granted on a competitive basis for initiatives to strengthen students' academic readiness for college and careers, provide professional development to CTE teachers to further integrate rigorous academic content in CTE programs of study, coordinate statewide teacher professional development by program clusters, and build institutional and statewide capacity to close opportunity and achievement gaps. The reserve funds for post-secondary will be granted on a competitive basis and will focus on improving transition of secondary CTE students to post-secondary CTE through dual and concurrent enrollment, particularly in rural areas. The two post-secondary institutions will be encouraged to submit proposals focused on innovative delivery models and the expansion of dual/concurrent courses available to CTE students, for courses aligned with CTE programs of study that lead to high-skill or high-wage or in-demand occupations.