# CTE Recovery Plans
# Summary of Best Practices and Common Concerns and Needs

## Effective Practices

### Data Collection

- Partner schools were given a form to complete for each first year CTE student; forms collected data on SEL, mental health, wellness, engagement and attendance, and academic/proficiency concerns. A Recovery Dashboard was developed that disaggregates data by partner high school and CTE program. (Stafford[i])
- Student concern forms used by all center staff with training for staff on what to look for and how to use the forms (multiple centers).
- At the beginning, middle, and end of each school year CTE students take three Panorama surveys that gauge social/emotional/wellbeing. Data is then reviewed by the leadership team and classroom teachers to identify students who need support (HACTC).
- Student Climate Survey is used to generate classroom-specific and school-wide data about how safe students feel in school. Data is reviewed by Student Advisory Board to develop strategies to improve statistically noticeable areas of concern (HACTC).

### SEL and Wellness

- Wellness survey administered monthly by school counselors (Stafford).
- Wellness survey administered in September (CHCC).
- Counselors conduct on-line check-ins and individual student meetings (Stafford).
- SEL screening with access to sending school-based clinicians and supports (multiple centers).
- Development of an SEL Action Plan informed by data from partner schools (GMTCC).

### MTSS/EST Teams

- Weekly meetings to review student attendance, engagement, and academic and technical performance. Early identification of needs. Targeted interventions. Sharing of information with partner schools, families, pertinent CTE center staff, and community resources. (RTCC, Stafford, HACTC, RVTC, NCCC, RBCTC)
- Meetings every two weeks with the same goals as above (BTC, PAHCC, CTE Essex, CHCC).

## Contact Information:

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- Center's guidance coordinator is part of the EST/SST team at the two partner high schools in the service region (CHCC).
- MTSS/EST Team meets on regularly scheduled basis with each CTE program instructor to review progress and identify concerns:
  - Every three weeks team plus academic teachers meet with each program instructor (RTCC).
  - Every five weeks for CTE Essex.
- Team provides weekly reminders and tips to all staff on Level 1 interventions, ways to support students that are struggling, and how to keep themselves (staff) balanced (Stafford).
- Staff meetings include focus on SEL awareness/strategies (NCCC).

## Counselors

- Monthly meetings of all partner school counselors (RBTC, RVTC).
- CTE Counseling Coordinator meets every week with partner schools' directors of guidance (CHCC).
- CTE Guidance Coordinator meets 1 on 1 with each CTE student by October 15; follow up meetings are held after the end of Semester 1. Identified student goals are shared with appropriate staff. Customized supports are developed and provided (CHCC).
- School counselor website with calming room and resources for mental health and well-being (Stafford).
- School counselors administer on-line check-ins with all students; based on responses to the on-line check ins, individual student meetings are then scheduled (Stafford).
- CTE student access to host district mental health clinicians (GMTCC, RTCC).
- In response to increased substance use across partner schools, collaboration with partner schools to develop a referral system for out of school resources; research prevention curriculums; access to attached high school-based substance abuse counselor (GMTCC).

## WorkKeys

- Data will be shared with CTE and academic program teachers (HACTC, NCCC, RTCC, Stafford, St. Johnsbury, Lyndon Institute).
- Data will be used to set goals for student academic growth (multiple centers).
- Academic teachers will create lessons targeting identified areas of need (Stafford, RTCC).
- Data will be shared with partner schools and used to identify students who need academic supports which will then be developed and provided (PAHCC, NCCC).
- WorkKeys assessments will be administered during the first six weeks of the school year to develop baseline math and literacy data (CTE Essex).

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- Staff will be trained on interpreting WorkKeys scores and how to adapt their instruction accordingly (HACTC).

**Attendance policies**

- Revised attendance policy to focus on supporting students in attending (WRCC).
- Policy designed to identify root causes of absences, particularly student well-being, and develop plans of support (HACTC).
- Policy designed to find balance between support and accountability with multiple opportunities for formal and informal interventions and supports (CHCC).
- Work is underway to create consistent methods to track attendance and develop systems and procedures to allow for consistent response to absenteeism through an equity lens and with the goal of decreasing absenteeism (GMTCC).

**Instruction and support**

- All juniors will have science instruction at the CTE center (RTCC).
- Master schedule has been revised to include literacy instruction for all students in every program; intervention blocks on Wednesdays (CTE Essex).
- Students can schedule appointments with teachers for extra help (NCCC).
- Teachers to offer office hours (Stafford).
- Canvas is used as the curriculum delivery platform in all programs to increase engagement by ensuring access to organized materials and assessments. Lesson plans in Canvas are shared with students and partner school support staff on Sunday nights to identify learning objectives for the upcoming week (HACTC).
- Any student whose grade falls below a C is placed on a Support Team member's caseload (HACTC).
- The Curriculum, Instruction, and Assessment Coordinator works closely with all instructors to ensure lesson planning aligns with specific, measurable objectives and that assessments are practical and appropriate to adjust instruction (HACTC).
- Math/Data Coach will work with teachers to integrate math into CTE programs to enhance student academic progress (HACTC).
- Implement a math coaching model using center math specialist; cultivate expertise at the program level; differentiated professional learning for program instructors; ensuring consistency of math instruction for student needs in each program (GMTCC).

**Staff Professional Development**

- Trauma informed practices (multiple centers).
- Impact of stress (RVTC); misbehavior vs. stress behavior (NCCC).
- SEL (CHCC).
- Universal Design for Learning (HACTC, WRCC – with focus on IRC attainment).
- Justice, Equity, Diversity and Inclusion (HACTC, GMTCC).
- Restorative practices (GMTCC, BTC).
- Behavioral supports (GMTCC).

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- NAPE Micromessaging & Equity Leadership (NCCC).
- NAPE Realizing Potential with Mindset (NCCC).

**Community Building, Community Service, Student Leadership and Voice**

- Many good strategies at most centers.

**Other things of note**

- Student led conferences in early November for all first-year students (CHCC).
- CTE Coop Coordinator is the WBL Coordinator for both partner schools (CHCC).
- Alumni have been invited to return for help with post-secondary planning (CHCC).
- Weekly update is mailed to all students, families, staff, partner school principals and RAB members that includes links to resources for SEL, mental health, and wellbeing activities (Stafford).
- Offering private spaces for students to access tele-med and other services (WRCC).
- Providing transportation to mental health services for students who could not otherwise access services (RBCTC).
- Providing mental health services on-site whenever feasible (multiple centers).
- Using restorative practices, including when possible, appropriate sending school personnel (CVCC).
- Equity audits to assess curriculum; examine and evaluate schedules through an access equity lens (CHCC).

# Identified Needs

**Staffing**

- Funding for on-site mental health staff (RTCC, CTE Essex).
  - Expanded capacity for home visits (RTCC).
- Social worker for the center (RTCC).
- Funding for contract with regional mental health agency to provide additional mental health services (Southwest Tech).
- Funding to provide access to needed mental health supports (PAHCC).
- Additional supports for programs with large percentage of students with SEL, mental health, and/or well-being concerns (Stafford).
- Additional paraeducators to provide academic support (RTCC).
- Additional supports for programs with large percentage of students that are identified with a decline in academic proficiency (Stafford).
- Funding for additional literacy and math intervention services (PAHCC, RBCTC)
- Funding for additional EL and paraeducator staffing (BTC).
- Additional special needs/special education personnel (Southwest Tech)
- Funding for CTE system wide EST Coordinator (PAHCC).

- Funding for a curriculum coordinator to work with teachers and partner schools to ensure student academic progression/crediting of CTE learning to partner schools' PBGRs (RVTC).
- Funding for staff person to provide student transportation:
  - to mental health services
  - to allow for more flexible scheduling
  - to support students who need extended time in program
  - to support student attendance at enrichment activities to make up for lost learning due to hybrid scheduling (RBCTC).
- Resources to provide student transportation (CVCC, CHCC).

**SEL**

- Funding to purchase SEL screening tool (CTE Essex).

**Facilities**

- Significant facilities needs (RTCC).
- Update Health Sciences classroom to offer LNA courses on campus instead of in the community (RBCTC).

**Food**

- Funding for healthy snacks (RBCTC).

**Professional Development**

- Funding for PD on trauma informed practices and strategies to support every student (PAHCC).

**Instructional Resources**

- Funding for students to earn IRCs that were not earned in FY 21 due to hybrid scheduling, including LNA, Game of Logging, CPR/First Aid (RBCTC).
- Funding for purchase of online resources for credit recovery plus staff person to coordinate credit recovery work for the region (RBCTC).
- Funding to support enrichment activities (RBCTC).
- Funding for WorkKeys math intervention model, either locally developed or through VTVLC (CTE Essex).
- Funding for partnership with Up for Learning (CVCC).

**Hold Harmless FTE Provision**

- Lack of hold harmless provision has resulted in:
  - WBL Coordinator position to be reduced to half-time (RBCTC).
  - Technology Coordinator position reduced to half-time (RBCTC).
  - RVTC needs $75,000 to maintain existing programming/staffing.

**Other:**

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- Eligibility criteria for placing students in WBL, informed by WorkKeys scores, IRC and dual enrollment credit attainment, and others TBD (RBCTC).
- Updated attendance procedures (RBCTC).
- Strategies to benefit the health and well-being of all students, faculty, and staff (PAHCC).
- More flexible scheduling (RBCTC).
- Calibrated attendance parameters to best evaluate attendance data. Need for a model policy with regard to secondary school attendance counting and intervention protocols.
- Working toward having each sending school provide one contact for credit recovery and proficiency progress and one IEP case manager for all CTE students (CVCC).
- Ensure access to partner school supports for students at half-day centers.
- Re-establish the culture of the center after a year of hybrid scheduling with social distancing/health and safety precautions (multiple centers).
- Outreach and recruitment challenges with impacts still being assessed (multiple centers).
- The AOE work on identifying technical and academic proficiencies "was needed and appreciated. It would be helpful to have statewide curriculum coordination. Statewide CTE cluster work is an excellent first step, but there is a need to cross-walk this with each sending district's graduation requirements" (RVTC).
- Post-secondary support and access to resources; a record number of students have decided not to pursue college due to the unknown of what that could look like; also strategies to address decline in student motivation to plan for post-secondary opportunities and look for a job (CHCC).
- Would like statewide or uniform PBGRs and uniform grading and reporting systems (CHCC).
- Remote learning worked well for some technology programs. Some centers are now prepared to have programs be virtual CTE programs (RBCTC articulated, but they are not the only center interested in this).
- BTC's plan details all it did to ensure students' needs were met in 20-21, including:
  - $40,000 spent to provide taxis to students who could not otherwise participate in in-person learning due to sending school schedules, family obligations, and other logistical challenges caused by the closure of the BTC campus and re-location of all BTC programs to multiple locations in Chittenden County.
  - Daily food delivery for students at all re-located program facilities
  - Additional supports to facilitate the success of EL students, including playing a key role in educating students and families about COVID 19 guidelines, resources, supports, etc. in a culturally informed manner.
  - Teachers facilitated conversations in class about the virus and vaccines, using data to show the effectiveness and risks of the vaccine and the virus. Students were able to share cultural perspectives on vaccinations in general.
  - BTC student helped in the filming and editing of a video by a local Swahili-speaking singer that encouraged vaccinations for the benefit of the community.

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- o Alternative ways for students to meet classroom objectives and demonstrate learning were implemented when needed.
- o Instructors used the knowledge and expertise of multilingual liaisons to understand cultural concerns or prohibitions when planning instruction and communicating with students.
- o Instructors intentionally grouped students in different ways throughout the year to encourage existing friendships and encourage new connections.
- o Instructors (accompanied by translators for EL students) made home visits to check in with students who were absent or not engaged (outside the student's home, in keeping with COVID-19 guidelines).
- o Wednesday make up day, when students could attend in person even though schedules were remote.
- o Adjusting schedules based on student needs; instructor flexibility in offering multiple days, times, and ways for them to meet with students.
- o Teachers helped students contact sending school IT departments to repair or replace problematic technology and picked up replacement computers from district/IT offices when students did not have transportation to do so themselves.

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[i] Most CTE centers names are abbreviated throughout the document. Abbreviations of CTE Center names are as follows:

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| BTC | Burlington Technical Center |
| CHCC | Cold Hollow Career Center |
| CTE Essex | Center for Technology, Essex |
| CVCC | Central Vermont Career Center |
| GMTCC | Green Mountain Technology and Career Center |
| HACTC | Hartford Area Career and Technology Center |
| NCCC | North Country Career Center |
| PAHCC | Patricia A. Hannaford Career Center |
| RBCTC | River Bend Career and Technical Center |
| RTCC | Randolph Technical Career Center |
| RVTC | River Valley Technical Center |
| Southwest Tech | Southwest Vermont Regional Technical Center |
| Stafford | Stafford Technical Center |
| St. Johnsbury | Applied Technology Center at St. Johnsbury Academy |
| WRCC | Windham Regional Career Center |

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