

**AGENCY OF EDUCATION**

**Barre, Vermont**

**TEAM: Career Technical Education**

**ITEM:** Will the State Board of Education endorse the Strategic Vision and Goals for Career Technical Education?

<p><b>SECRETARY'S RECOMMENDED ACTION:</b> That the State Board of Education endorse the Strategic Vision and Goals for Career Technical Education.</p>
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**STATUTORY AUTHORITY:**

16 V.S.A. §1531(a): The State Board of Education (SBE) has overall responsibility for the effectiveness of career technical education. This requires the SBE to collect suitable information and to take appropriate steps within its legal, financial, and personnel resources to ensure that (1) career technical education is equally available to students and is of consistent quality in all parts of the State; (2) the timing and content of career technical education is properly and flexibly coordinated with academic instruction; (3) career technical education is available to adult students, particularly in areas where unemployment is high or occupational retraining needs are great; 4) career technical education programs and courses of study are demonstrably useful to their graduates; (5) career technical education programs are well coordinated with related State programs in education and training.

**BACKGROUND INFORMATION:**

1. In 1917, Congress authorized the Smith-Hughes Act, the nation's first authorization of Federal funding for vocational education (now termed career technical education (CTE)).
2. In 1947, the administration of Governor Mortimer R. Proctor, envisioned a regionalized delivery system for vocational education – and for training of veterans; prior to this, only 67% of high school students had access to vocational training in agriculture, retail selling, homemaking, auto mechanics, machine shop, carpentry, and printing. By 1968, the system envisioned by Governor Proctor became a reality; the state was divided into 15 regions and the largest high school in each region hosted a technical center to serve the region.
3. In 1973, Congress passed the Vocational Rehabilitation Act.
4. In 1984, Congress passed the Carl D. Perkins Act, which was reauthorized in 1990 as the Carl D. Perkins Vocational and Applied Technology Act (Perkins II) of 1990. The Act was reauthorized in 1998 as the Carl. D Perkins Career and Technical Education Act (Perkins III), and again in 2006 as the Carl D Perkins Career and Technical Education Improvement Act (Perkins IV).
5. Sometime during 2006/2007, the Vermont State Board of Education revised the rules governing CTE to reflect language and trends from Perkins IV – programs of study,

special populations, and career clusters were all concepts introduced in Perkins IV that are reflected in the current rules.

6. At the state and national levels, there is much policy interest in career technical education. The Vermont Legislature has taken some action in each of the last three biennia that impacts CTE, as a component of both the education and the workforce development systems.
7. In February 2018, the Agency of Education (AOE) undertook efforts to engage in a public process of developing a strategic vision and goals – a strategic plan- for CTE. The purpose of the strategic plan was to communicate to Vermonters what the State’s priorities will be related to further policy work in CTE. The effort was also undertaken as a means of helping the State to prioritize investments that would come through a reauthorized Perkins Act.
8. The AOE engaged in a multi-phase process to engage the public and interested stakeholders:
  - a. Ten representative stakeholders were interviewed by phone for 30 minutes. The stakeholders included: 2 CTE students, 1 CTE director/superintendent, 1 superintendent, 1 parent of a CTE student in an apprenticeship program, 1 retired CTE counselor and State Workforce Development Board member, 1 representative from industry, the chair of the House Committee on Education, the Chair of the State Board of Education, and the chair of the State Workforce Development Board.
  - b. A steering committee was formed to help the AOE interpret information and recommend actions. The committee consisted of: 2 technical center directors, 1 superintendent, 1 representative from Vermont State Colleges System, 1 representative from a regional development corporation, and 3 AOE staff.
  - c. In April, 2018 a 50-question survey was widely distributed via social media and other communication channels and was publicly available for 3 weeks. The survey yielded 1,475 responses from around the state. 18% from current high school students, 11% from parents/guardians, 19% from classroom teachers, 13% from non-classroom teachers, 10% from school administrators, and the rest from recent graduates, colleges, businesses, and non-profit organizations.
  - d. In June, 2018 the AOE held a strategic advisory meeting in Burlington. During the day-long meeting, the AOE engaged AdvanceCTE to assist in facilitated activities to interpret the results of the survey, and to help the AOE identify goals. Members of the steering committee were joined by representatives from four key sectors of the economy (construction, health care, advanced manufacturing, business/entrepreneurship), the leaders of education and workforce development committees of the Legislature, the State Board of Education and Workforce Development Board, as well as representatives from the Vermont Chamber of Commerce, Green Mountain Economic Development Corporation, Vermont Departments of Labor, and Economic Development, and the Presidents of Community College of Vermont and Vermont Technical College. Thirty participants in total participated in this meeting. We invited representatives from special education, school counseling, parents, students,

- Norwich University, the superintendent's association, and the principal's association but due to timing none of those individuals were able to attend.
- e. The strategic advisory committee, informed by the June stakeholder meeting, recommended 6 goals, with the final goal related to equity. In the end, only five goals were identified; equity is a critical and cross-cutting component to the vision and is integrated as strategies under each goal, rather than as a separate goal.
  - f. In August, 2018 the steering committee met to finalize the vision statement, goals, and to brainstorm and agree on strategies to support attainment of each goal.
  - g. In September, 2018 the AOE engaged CTE students. The AOE spoke to 165 second year/returning students at four technical centers, representing 27 different high schools from areas around Essex, Middlebury, Rutland, and White River Junction. The AOE also spoke with 43 faculty members as part of this process. Students agreed that the goals that impacted them most (collaboration & coordination, and career counseling) made sense, and were able to provide great examples of how our school systems make it difficult for students to participate in CTE.
9. In July 2018, Congress passed the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V). Each Act, including Perkins V, required the states to develop a state plan that identified how the state would invest the Federal funds. The state plan development process is outlined in the law and is intended to be a collaborative, transparent process that will be rooted in the strategic vision and goals.

## **VISION & GOALS:**

**Our vision for career technical education is that all Vermont learners attain their post-secondary goals by having access to career and technical education systems that are equitable, efficient, integrated and collaborative.**

**We will achieve this by working toward these aspirational goals. Each goal will have a number of strategies:**

- a. **Supporting only high-quality, rigorous, aligned CTE career pathway programs that are informed by available state, New England regional, and national labor market data.**
- b. **Engaging industry as a full partner in the creation, validation and maintenance of CTE programs.**
- c. **Developing and implementing career advisement systems that support career exploration and that allow all learners to be successful in pathways of interest.**
- d. **Supporting collaboration among systems and promoting coordination between systems as a means of ensuring equity and of providing students with a high-quality experience.**

**e. Improving the public perception of CTE.**

**POLICY IMPLICATIONS:**

The Vision & Goals for CTE will provide guide posts for future policy decisions.

As the AOE begins the process of developing a state plan that outlines our implementation of the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V), the vision and goals will serve as the guide posts to ensure Federal investments are supporting Vermont's priorities for CTE.

The vision statement captures the state's essential education philosophy: personalized and proficiency-based learning as a means of helping students be career and college ready. The vision directly addresses two of the concerns articulated in the State Board of Education's 2015-2019 Strategic Plan: Equity and Efficiency. The vision, by addressing integration (of curriculum) and collaboration, indirectly addresses equity, efficiency, and stability. The vision aligns well with the State Board of Education's statutory charge for career technical education under Title 16, Chapter 37.

**Section 1531. Responsibility of State Board**

- (a) The State Board has overall responsibility for the effectiveness of career technical education.

More specifically, the goals align with the Board's responsibilities in these ways:

Goal A, supporting only high-quality, rigorous, aligned CTE career pathway programs that are informed by available state, New England regional, and national labor market data, aligns with these responsibilities of the Board:

"To ensure that":

- Career technical education programs and courses of study are demonstrably useful to their graduates in obtaining employment or improving the quality of their employment (16 V.S.A. 1531(a)(4)).

"The State Board shall adopt by rule:"

- Standards for student performance based on the standards adopted by the State Board under subdivision 164(9) of [Title 16] and standards for industry recognized credentials (16 V.S.A. 1532(a)(2)).
- Procedures and requirements for measurement of student knowledge and skill upon entry into and exit from the career technical programs. The purpose of the measurement shall be to determine student achievement in relation to the standards for academic and career technical competence as adopted under subdivision (2) of this subsection (16 V.S.A. 1532(a)(8)).
- Competencies that graduates of each kind of career technical program should be able to demonstrate, including career technical

competencies necessary for the student's intended employment (16 V.S.A. 1532(b)(1))

"The State Board by rule shall prescribe the method for conducting {...} evaluations (16 V.S.A. 1534):

16 V.S.A. 1532 (b) The following shall be adopted by procedure or rule:

(4) requirements for career technical centers to provide programs designed to acquaint prospective students with career technical courses of study;

(5) procedures by which the Secretary will review and approve use of course of study credits in career technical education to meet State graduation requirements

Goal B, engaging industry as a full partner in the creation, validation and maintenance of CTE programs, aligns with these responsibilities of the Board:

16 V.S.A. 1533 (b) Evaluations of career technical centers shall consider at least the following areas:

(2) the condition and suitability of the facility and its equipment;

(4) the overall success of the center at combining academic education, skill training, and employability trait development into its program;

(6) the satisfaction of the center's customer groups, including graduates, sending schools, and local industry

16 V.S.A. 1534 (b) Evaluations of courses of study shall consider at least the following areas as they apply in every center offering that course:

(3) the adequacy of equipment used in the course;

(4) the appropriateness of the program and its content in light of later career and higher education choices made by recent graduates;

(5) the usefulness of the program to recent graduates

Goal C, developing and implementing career advisement systems that support career exploration and that allow all learners to be successful in pathways of interest, aligns with these responsibilities of the Board:

16 V.S.A. 1532 (a) The State Board shall adopt by rule:

(1) Minimum standards for the operation and performance of career technical centers that include the education quality standards adopted by the State Board under subdivision 164(9) and section 165 of this title.

16 V.S.A. 164(9) Implement and continually update standards for student performance in appropriate content

areas and at appropriate intervals in the continuum from kindergarten to grade 12 and methods of assessment to determine attainment of the standards for student performance. The standards shall be rigorous, challenging, and designed to prepare students to participate in and contribute to the democratic process and to compete in the global market place.

16 V.S.A. 165 (a) In order to carry out Vermont's policy that all Vermont children will be afforded educational opportunities that are substantially equal in equality, each Vermont public school, including each career technical center, shall meet the ... education quality standards

- (2) The school, at least annually, reports to community members in a format selected by the school board. In the case of a regional career technical center, the community means the school districts in the service region. The school report shall include:
- (H) a description of how the school ensures that each student received appropriate career counseling and program information regarding availability of education and apprenticeships program offerings at career technical centers

Education Quality Standard 2120.3 requires schools to ensure that students receive appropriate career counseling and program information regarding the availability of education and apprenticeship program offerings at career and technical centers.

Education Quality Standard 2121.5 requires that the school counseling services support the mission and vision of the school, that they are available to students in grades k-12 and that the services offered address the students' career development needs, among others. There are no formal counseling standards that help schools implement this rule.

Goal D, supporting collaboration among systems and promoting coordination between systems as a means of ensuring equity and of providing students with a high-quality experience, aligns with these responsibilities of the Board:

"To ensure that:"

"Career technical education is equally available to students and is of consistent quality in all parts of the State, including areas remote from career technical centers (16 V.S.A. 1531 (a)(1))."

16 V.S.A. 1531 (a) The State Board has overall responsibility for the effectiveness of career technical education. This requires the Board

to collect suitable information and to take appropriate steps within its legal, financial, and personnel resources to ensure that:

- (1) Career technical education is equally available to students and is of consistent quality in all parts of the State, including areas remote from career technical centers.
- (5) Career technical education programs are well coordinated with related State program in education and training. This includes ensuring that career technical education graduates receive appropriate credit toward requirements in apprenticeship programs and professional licensing programs

16 V.S.A. 1532 (a) The State Board shall adopt by rule:

- (1) minimum standards for the operation and performance of career technical centers that include the education quality standards adopted by the State Board under subdivision 164(9) and section 165 of this title.
- (6) procedures, including communications with sending school districts, to identify unique or specific circumstances relative to a students' progress or safety.

Education Quality Standard 2120.3 requires schools to ensure that demonstrations of learning such as credits or grades earned in an approved career and technical education course or program are subject to the requirements of 16 V.S.A. §1545 which says that grades earned in a course offered within a CTE program approved by the State Board shall not be altered by any public school or approved or recognized independent school and shall be applied by the school toward any State graduation requirements. Any State Board rules regarding earning of credits shall allow flexibility with respect to the integration of CTE education and other academic courses; the credits earned for a CTE program approved by the State Board shall be honored by any public or independent school within Vermont.

Education Quality Standard 2121.5 requires that the school counseling services support the mission and vision of the school, that they are available to students in grades k-12 and that the services offered address the students' career development needs, among others.

Goal E, Improving the public perception of CTE, is not related to the roles of the Board. There are no statutory requirements that direct the Agency of Education or the State Board of Education in this area.

## **EDUCATION IMPLICATIONS:**

The vision and goals have the potential to create an environment around the state where school systems and technical education systems are more closely connected, and working more collaboratively in the interests of every student.

**FISCAL IMPLICATIONS:**

Minimal; any implications would be related to changing practices with and among school systems.

**STAFF AVAILABLE:**

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