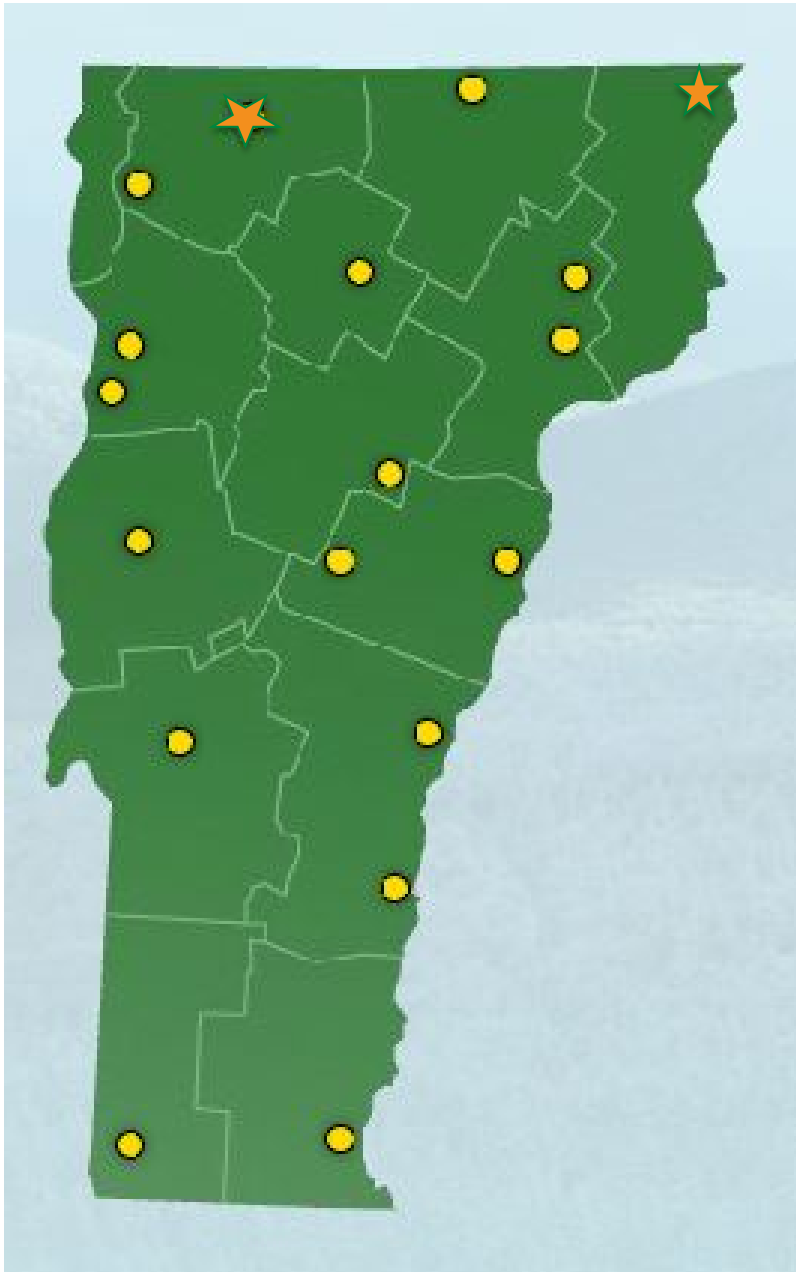


Strategic Direction for CTE

Jay Ramsey
Assistant Director, Student Pathways Division
State Director, CTE

April 17, 2019

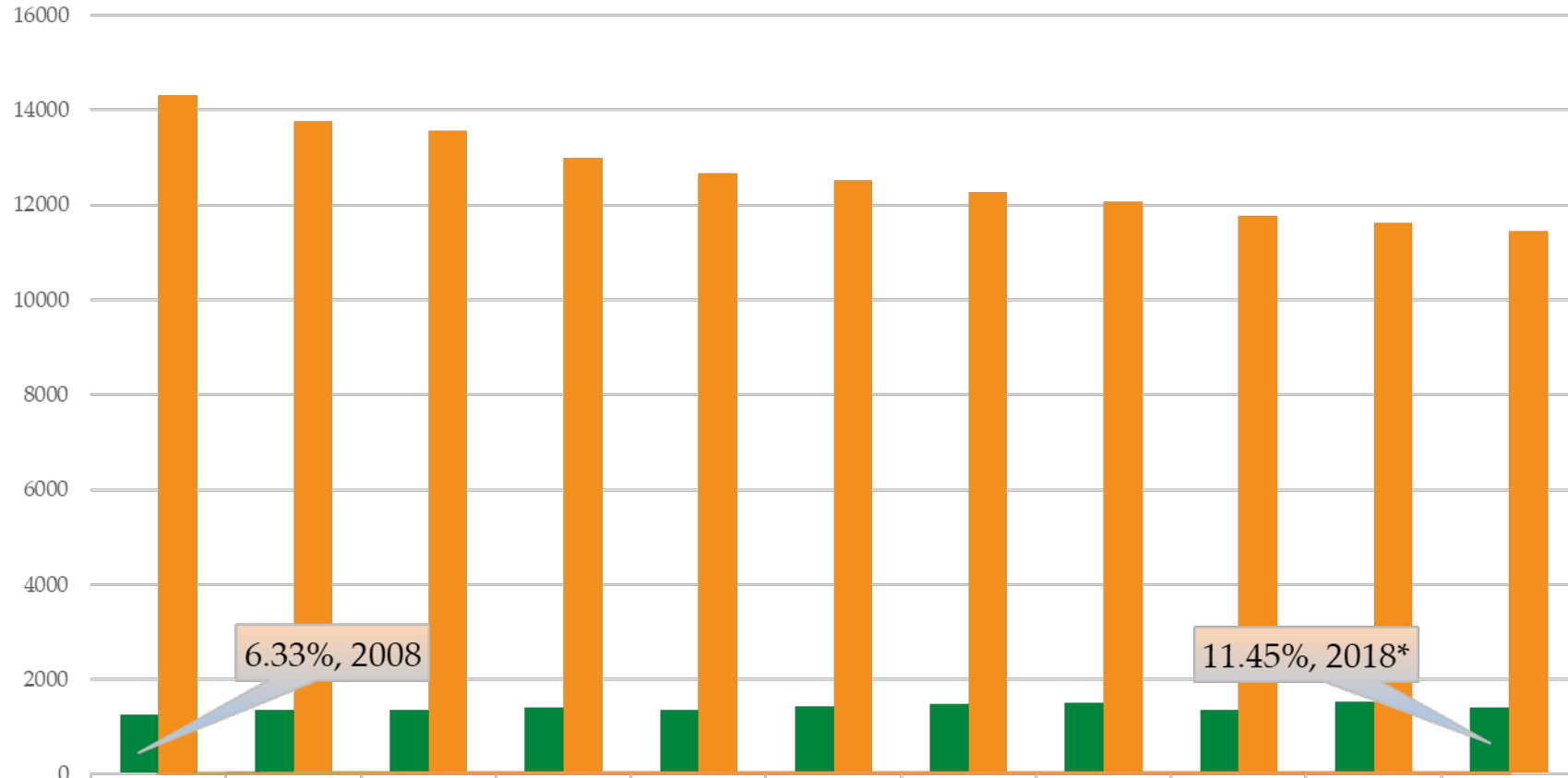


Map of CTE in VT

- “Regional” centers serve multiple high schools
- Primarily available to 11th & 12th graders
- Introductory courses may be available in 9th and 10th grades
- Envisioned in 1947

State of Vermont

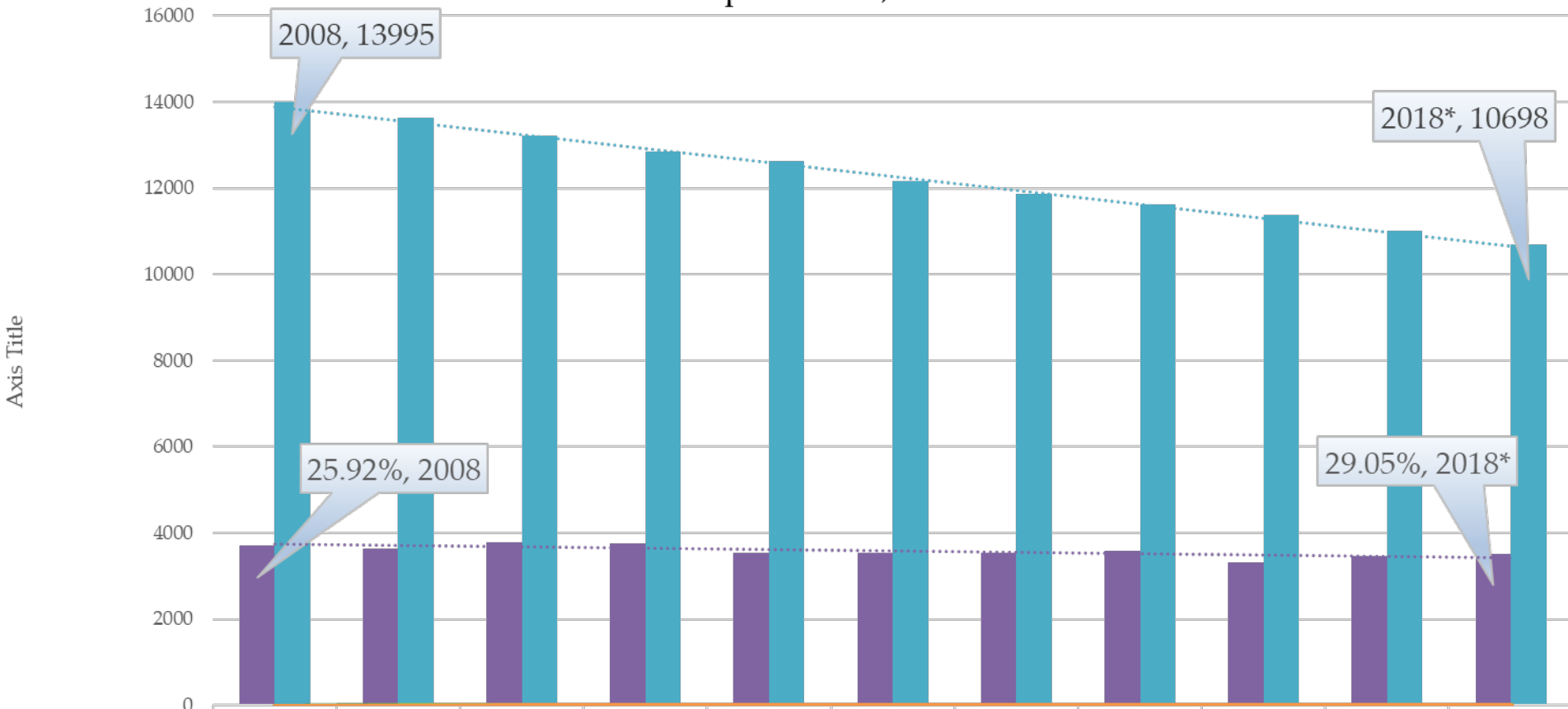
10 Yr. CTE Participation Rate, Grades 9-10



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018*
9-10 CTE	1246	1344	1352	1398	1356	1422	1473	1492	1348	1539	1412
9-10 TOT	14321	13751	13571	12980	12657	12505	12270	12056	11768	11618	11442
Overall P. Rate	17.50%	18.20%	19.18%	19.96%	19.36%	20.15%	20.80%	21.40%	20.10%	22.11%	22.29%
9-10 P. Rate	8.70%	9.77%	9.96%	10.77%	10.71%	11.37%	12.00%	12.38%	11.45%	13.25%	12.34%
11-12 P. Rate	26.51%	26.70%	28.64%	29.25%	28.03%	29.19%	29.89%	30.77%	29.05%	31.47%	32.93%

State of Vermont

10 Yr. CTE Participation Rate, Grades 11-12



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018*
11-12 CTE	3710	3638	3786	3756	3536	3549	3549	3574	3305	3464	3523
11-12 TOT	13995	13624	13217	12840	12617	12159	11872	11617	11377	11006	10698
Overall P. Rate	17.50%	18.20%	19.18%	19.96%	19.36%	20.15%	20.80%	21.40%	20.10%	22.11%	22.29%
9-10 P. Rate	8.70%	9.77%	9.96%	10.77%	10.71%	11.37%	12.00%	12.38%	11.45%	13.25%	12.34%
11-12 P. Rate	26.51%	26.70%	28.64%	29.25%	28.03%	29.19%	29.89%	30.77%	29.05%	31.47%	32.93%

CONTEXT

What has changed in 70 years?



1947

- Vision for regional system
- Post-war strategy
- 67% of high schools offered voc. ed.
- 20,000 in secondary ed



1967

- Construction finished on the last regional center
- State Board of Education rules enacted



1998

- Most recent amendments to CTE program standards
- Perkins III enacted
- 2006 – SBE rules modified for Perkins IV



2018

- Personalized Learning
- College while in high school
- 22,140 in secondary ed

Recent Legislative Activity

- 2013
 - Act 77 of 2013 “Flexible Pathways”
- 2014
 - **Workforce Innovation and Opportunity Act – Federal**
- 2015
 - **Every Student Succeeds Act – Federal**
 - Act 51 of 2015 “Economic Development”
- 2017
 - Act 69 of 2017 “Workforce Development”
- 2018
 - Act 173 of 2018 “Enhancing the effectiveness, availability, and equity of services provided to students who require additional support”
 - Act 189 of 2018 “Economic Development”
 - **Strengthening Career & Technical Education Act (2018) – Federal**

Strategic Vision for CTE



Strategic Vision for CTE

Our **vision** for career technical education is:

All Vermont learners attain their post-secondary goals by having access to career and technical education systems that are equitable, efficient, integrated and collaborative.

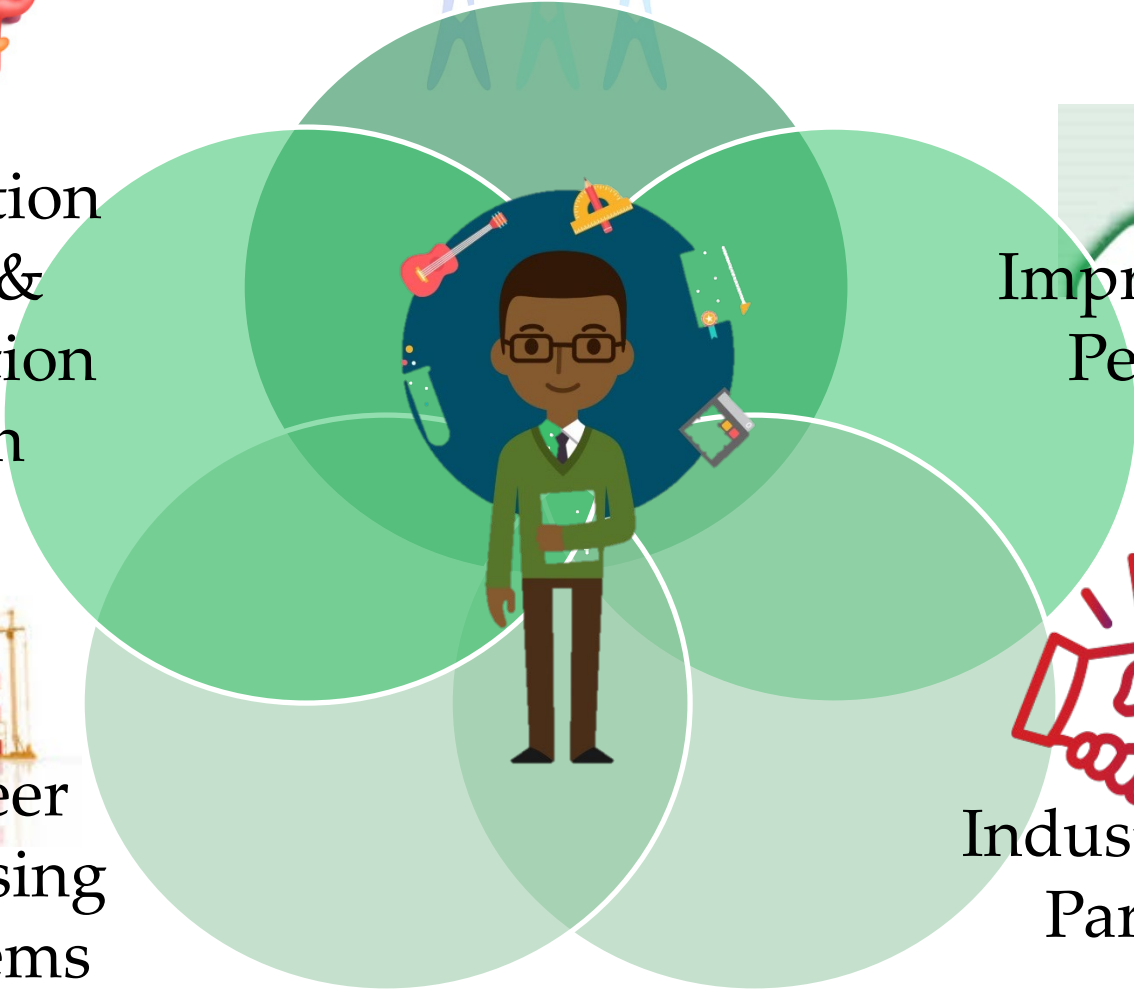
High Quality &
Aligned



Collaboration
Among &
Coordination
Between



Improve Public
Perception



Career
Advising
Systems



Industry as a
Partner

Process Overview



Phase 1:
Information
Gathering

Phase 2:
Advisory
Committee

Information Gathering

30 Minute Phone Interviews:

2 – students

1 – pre-apprenticeship parent

1 – retired CTE counselor

1 – employer

1 – superintendent

1 – CTE director

2 – state board chairs

1 – House committee chair



Information Gathering

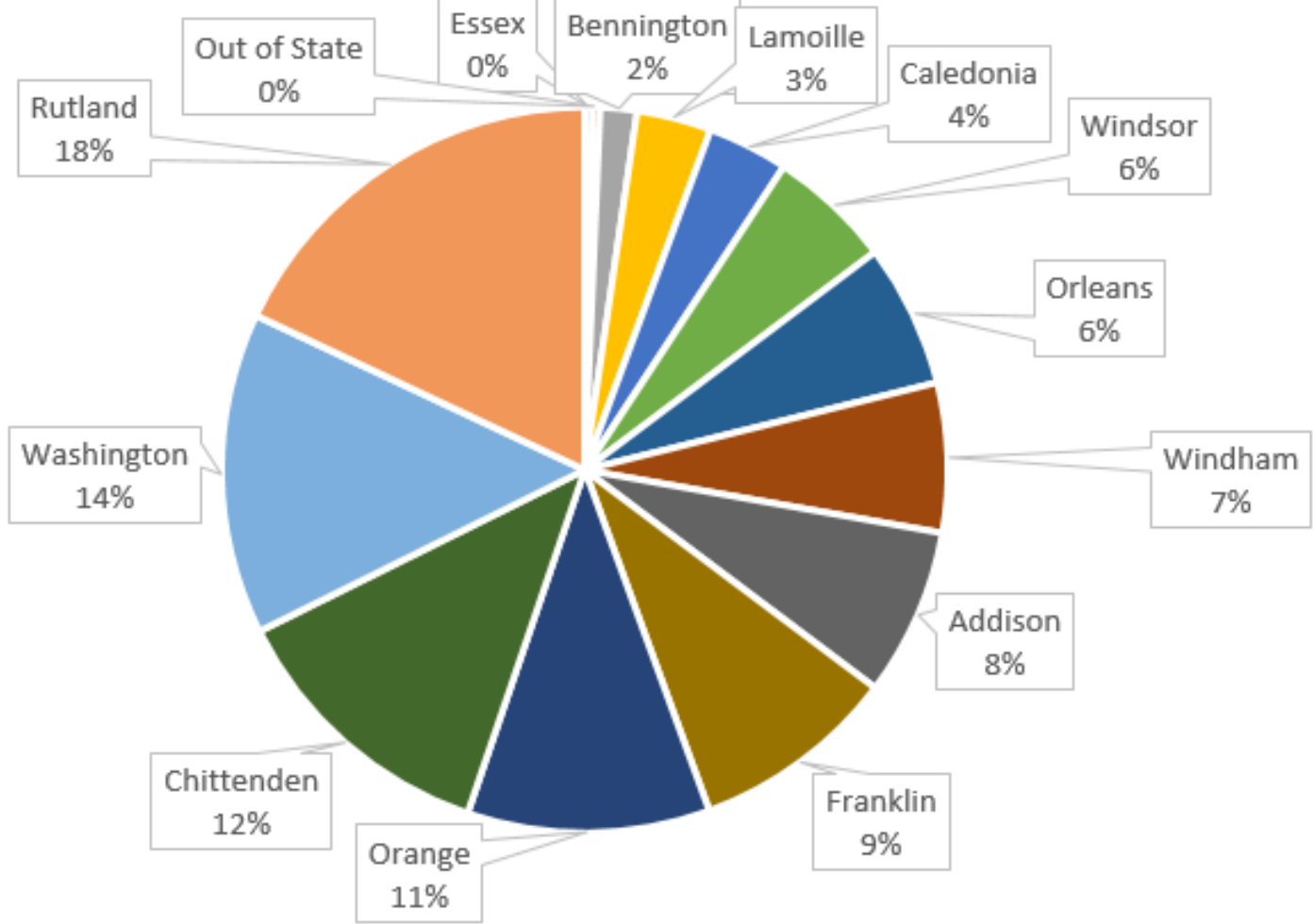
State-wide CTE “Perception” survey:

- 50 questions
- Open for 3 weeks
- Widely disseminated

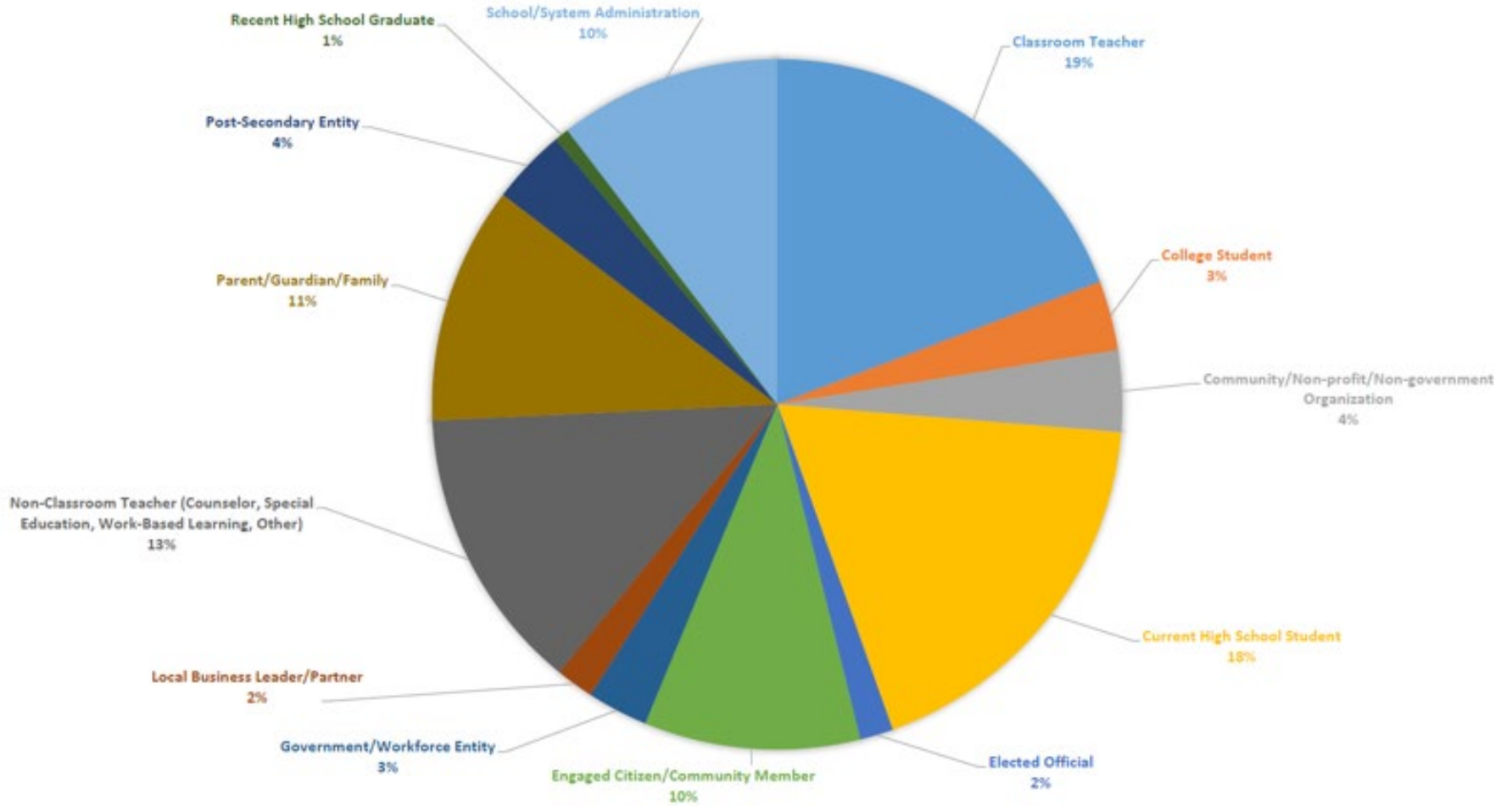
1,472 responses, 600
comments



Response Distribution by County



RESPONSE DISTRIBUTION BY ROLE



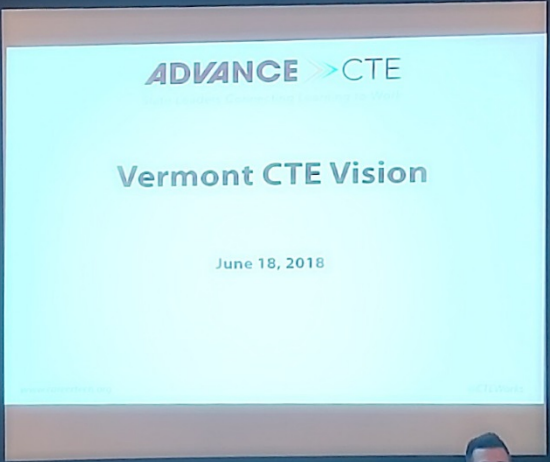
Interpreting Results



Phase 2:

Steering Committee

Advisory Meeting



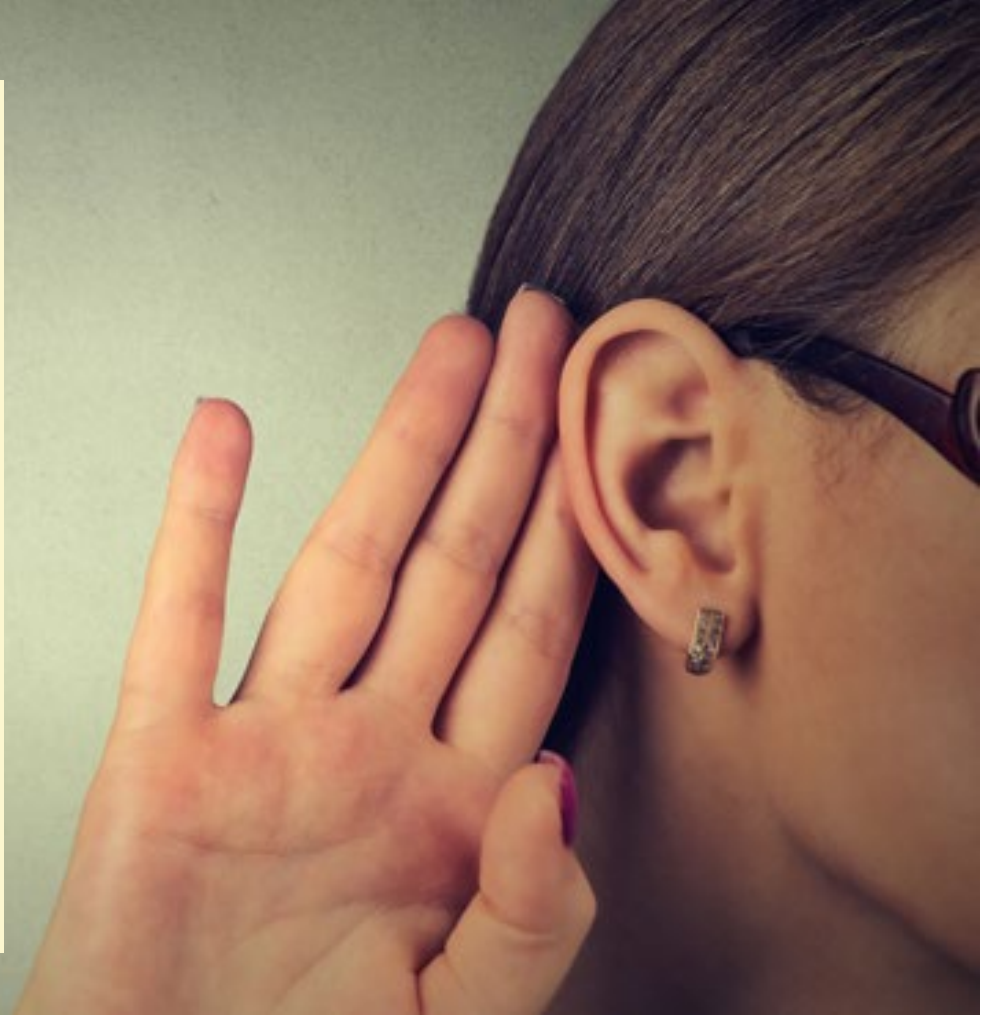
Student Engagement

September 2018

4 technical centers
(Stafford, Hartford,
Middlebury, Essex) from
at least 20 high schools

At least 150 second
year/returning students

30 teachers

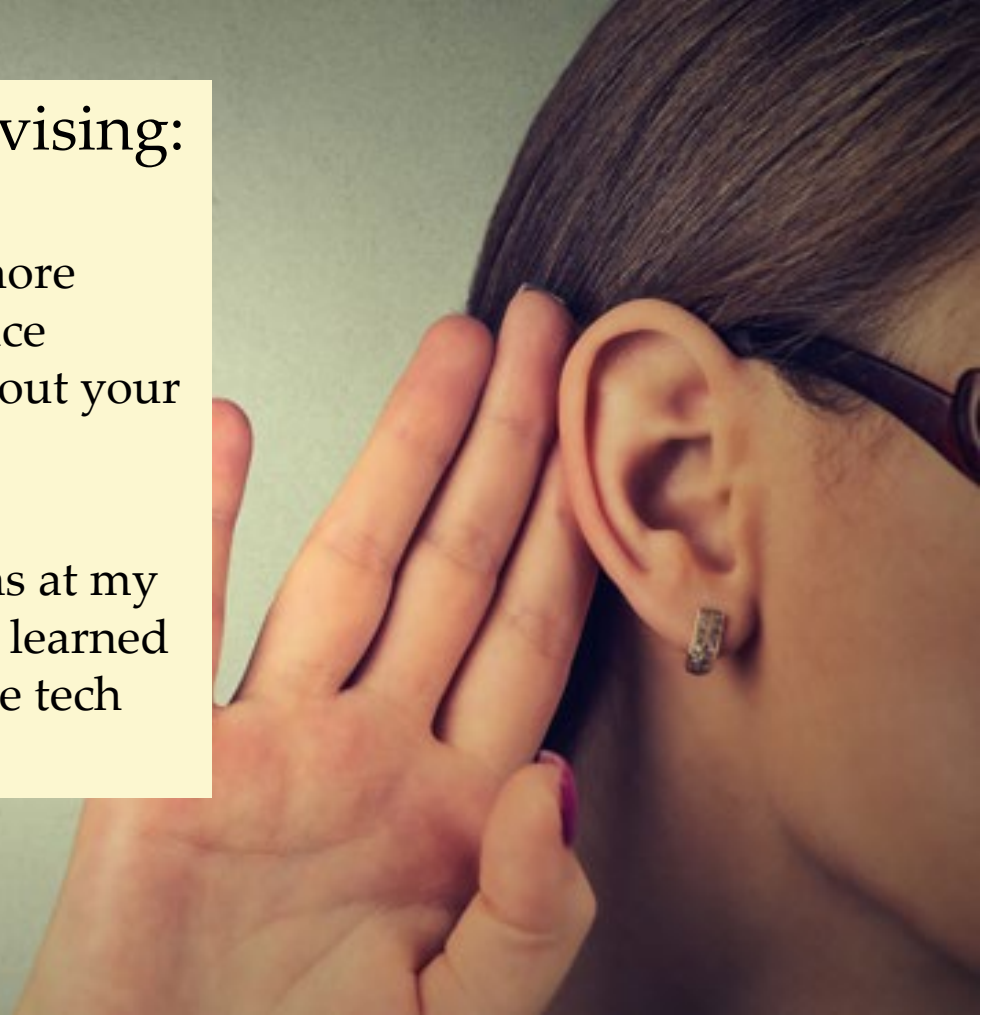


Student Voice

Thoughts about career advising:

“In high school they should talk more about life related things but it is nice having one place you can focus about your career.”

“Career counseling hardly happens at my high school. The first time I really learned about careers was when I got to the tech center.”

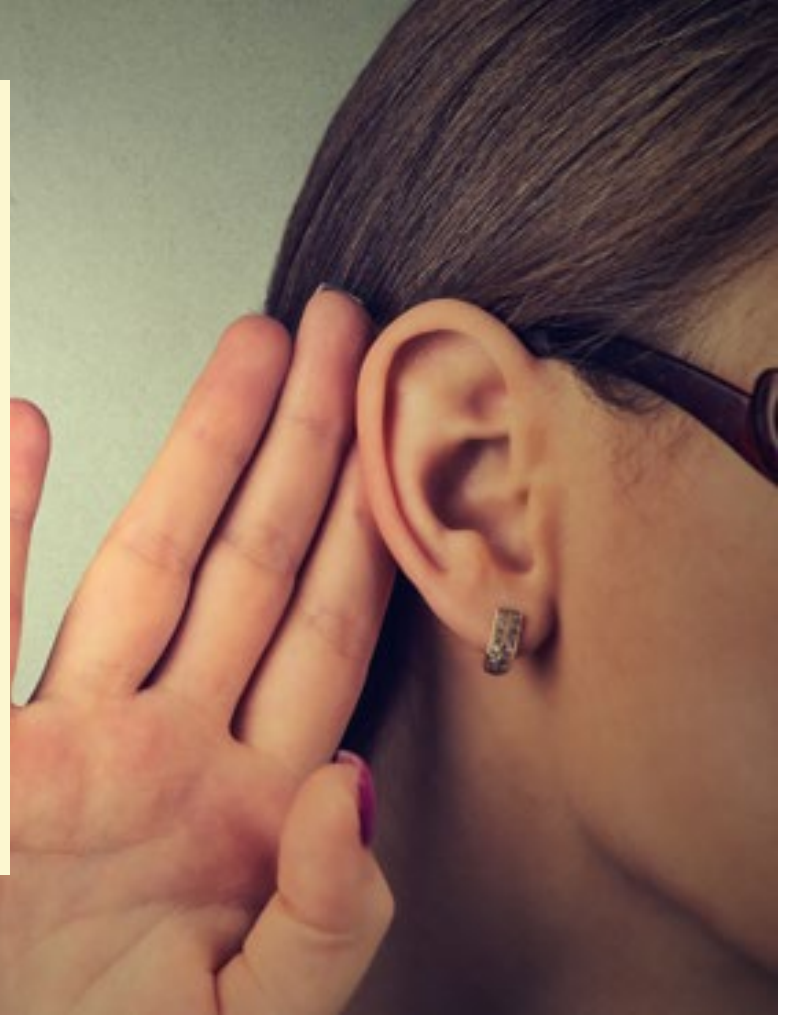


Student Voice

Thoughts about coordination and collaboration:

“My high school’s science requirement, even though I’m in culinary arts which includes science, means I have to leave my class to take the high school’s class.”

“It’s like “CTE” is a magic word you have to use with your guidance counselor to get them to talk about it with you. Why don’t they just talk to everyone about it?”



Supporting only high-quality rigorous, aligned CTE career pathway programs that are informed by available state, new England regional, and national labor market data.

- AOE develop and communicate rigorous career pathway programs
- AOE conduct state-wide outcome reviews on programs
- AOE develop and recommend statewide standards and evaluative tools to determine the level of quality, rigor, and alignment
- Local school systems more purposefully integrate their curriculum with and to the CTE centers and their programs



Engaging industry as a full partner in the creation, validation and maintenance of CTE programs.



- AOE and CTE centers will seek out involvement from business and industry leaders in key sectors to validate the academic, technical, and professional competencies of CTE programs
- Asked to assist in career guidance and exploration activities, up to and including work-based learning
- Asked to assist in the identification and valuation of credentials both as part of pathway development and articulation and as part of their overall recruiting and organizational development strategies

Developing and implementing career advisement systems that support career exploration and that allow all learners to be successful in pathways of interest.

- AOE to ensure the EQS are implemented with fidelity, particularly Rule 2120
- AOE will design and develop, and CTE centers and their partners will implement, career pathways programs that are intended to complement personalized learning plans
- AOE will assist in the coordination of professional learning opportunities that will support schools' implementation of career counseling in order to ensure students are able to benefit and be advantaged by the state's efforts to implement career pathways programs



Supporting collaboration among systems and promoting coordination between systems as a means of ensuring equity and of providing students with a high-quality experience.



- AOE will address systemic and institutional inequities and barriers that result in serving multiple high schools, including transcription of CTE program experience, transportation, meals, communication between schools, and other inequities that limit student access and opportunities
- AOE will address funding and governance challenges by seeing Act 189 pilots all the way through and into new legislation
- Regional CTE centers and partner high schools, through cross-system curriculum coordination, career pathway program implementation, dual and concurrent enrollment, and credit transfer agreements, will ensure students are able to achieve their post-secondary goals
- Regional CTE centers will impact the lives of more students by ensuring CTE related offerings are available in locations other than the CTE center

Improving the public perception of CTE.

- AOE will coordinate communication to the public in partnership with DOL, SWDB, and regional CTE centers
- AOE will publish an annual report on CTE
- AOE will establish parameters for measuring rigor and value of CTE programs, conducting review of programs and making results public
- School system administrators will be asked to ensure the professionals working in their system have a deep and consistent understanding of CTE programs as a means of helping students pursue continued studies in an area of interest that their regional CTE center.



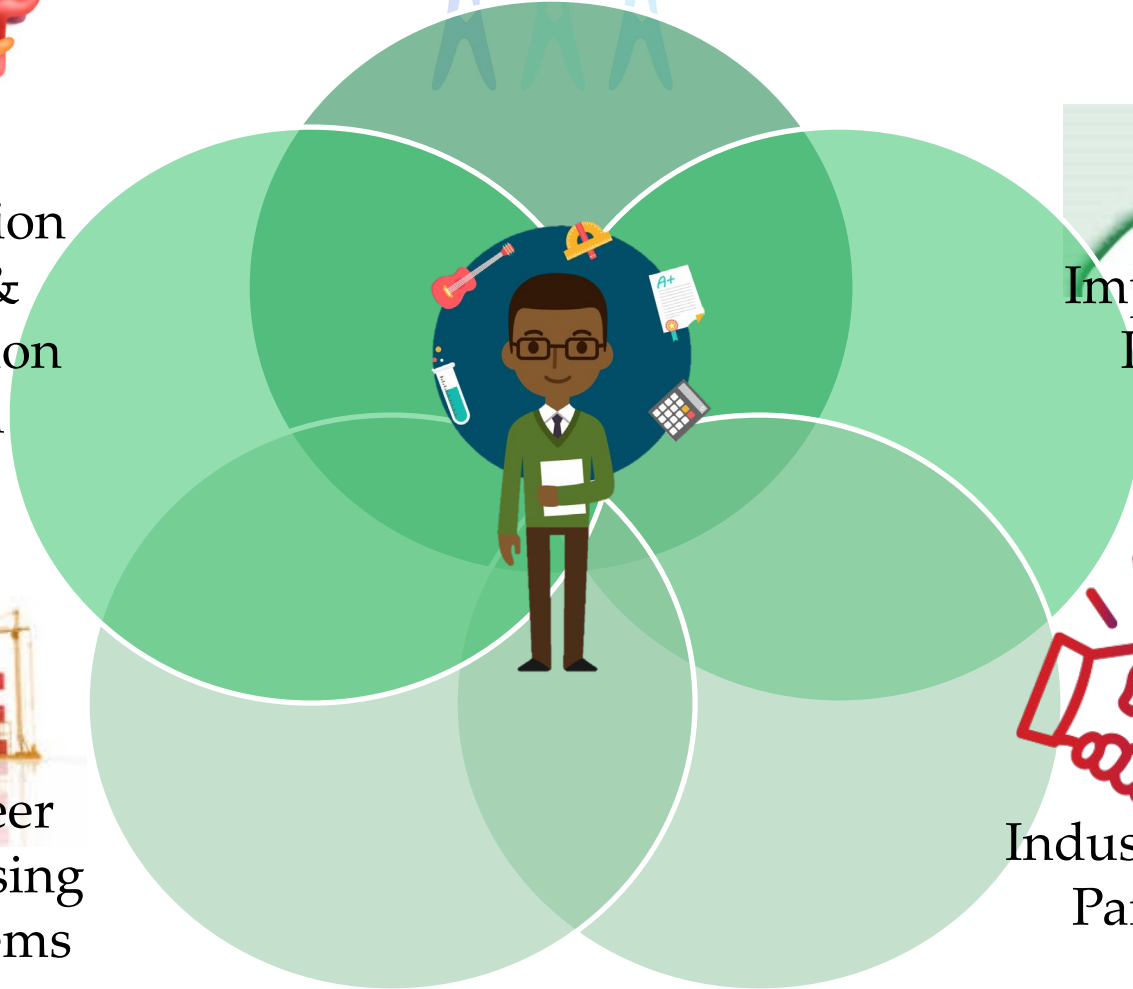


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QUESTIONS?

Jay Ramsey
Assistant Director, Student Pathways Division
State Director, CTE

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