

Vermont Career Technical Education Recovery Plan

CTE Center: _____

CTE Center Recovery Coordinator: _____

Sending School Liaisons: *The CTE Center's Recovery Team must include representation from each high school in the CTE Center's designated service region.*

Additional Stakeholders Serving on the Center's Recovery Planning Team: *List the names and roles of representative stakeholders involved in developing the plan (e.g., RAB members, students, parents, teachers, administrators, program advisory committee members, mental health agency representatives, and other community members). Strive to ensure diverse voices are part of the planning process.*

Phase 1: Initial Needs Assessment

Submit by June 30, 2021

1. Gather and begin to analyze existing or easily obtainable Student Status, Demographic, and Center Data, and Sending School/LEA Process Data to determine initial, highest priority recovery needs. Pay particular attention to the status of historically marginalized students (students in different racial/ethnic groups, English learners, students with disabilities, students in poverty, migrant students, military-affiliated students, homeless students, students in foster care). Draw on your learning from the data literacy professional development series to consider new and existing data sources for understanding needs.
2. In the corresponding table below, for each of the recovery areas (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success), identify or describe:
 - a. Data sources used.
 - b. Interpretation of student needs based on these data sources.

- c. Preliminary thoughts on how to address identified needs.
- d. Whether you would benefit from state partner assistance in this area.

See [Suggested Key Indicators](#) and [QuickScan tool](#) for data sources you may wish to use in determining the status of your recovery areas and Act 173 levers.

Phase 2: Recovery Planning and Implementation

Submit by June 30, 2021

1. It is expected that planning activities will be largely completed by May 15, 2021 (see [Guidance: Education Recovery No.1](#)). This allows ample time to finalize the plan and move toward implementation by June 1, 2021.
2. Based on the needs identified in Phase 1, generate specific strategic actions to address those needs.
3. Develop a Theory of Improvement or Logic Model to link the identified needs to specific activities. Determine steps you will take throughout the year to implement and evaluate the impact of these activities. Consider potential additional future data sources needed to answer emergent questions on student success and wellbeing.
4. Identify the specific human and material resources that will be necessary to implement your strategies and how you will pay for those resources. Refer to AOE guidance on use of ESSER funds and other relevant funding.
5. Complete the table below for each sending high school. For each of the Key Student Indicators (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success) identified for recovery planning describe:
 - a. identified student needs.
 - b. the selected strategies and activities, including any problems of practice to be addressed.
 - c. the logic model underlying their selection.
 - d. your plan for implementation and evaluation of your activities.
 - e. the resources you will need to enact this plan and how you intend to pay for those resources.
 - f. how information will be shared between the high school and the CTE center.
 - g. how and by which school (CTE center and/or sending high school) students will be supported.

Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools, Act 173 lever one-pagers](#), as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work.

Phase 3: Evaluation and Refinement of Plan

Submit by June 1, 2022

6. Explain the effectiveness of the implementation of the strategic actions and activities you engaged in during the 2021-2022 school year and what modifications to those strategies you intend to make based upon this analysis moving forward.
 - a. Determine your plan for sustaining practices that have achieved desired results.
 - b. Describe any new activities you will pursue regarding Key Student Indicators.
7. In the corresponding table below, for each of the Key Student Indicators (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success) identified for recovery planning describe
 - a. what you learned about the effectiveness of your implemented strategies/activities.
 - b. intended modifications to your theory of improvement, including change ideas or activities you intend to continue pursuing and those you intend to modify or replace.
 - c. how you will resource sustainability of change ideas and strategic activities.

Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools, Act 173 lever one-pagers](#), as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work. [Act 173 lever one-pagers](#), as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work.

Table 1 - Phase 1: Initial Needs Assessment

Sending High School:

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)
<i>SEL, Mental Health and Well-Being</i>			
<i>Engagement/Truancy</i>			
<i>Academic Achievement and Success</i>			

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Sending High School (duplicate as many times as is necessary):

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<i>Engagement/Truancy</i>			
<i>Academic Achievement and Success</i>			

Table 2-Phase 2: Recovery Planning and Implementation: Complete a chart for each sending high school. For each box in the chart, identify information that will be shared, including how and by whom (CTE center and/or sending high school) students will be supported.

Sending high school:

Recovery Domain	Problem of Practice (from Needs Assessment)	Goal/Strategy	Specific activities	Implementation and evaluation plans	Human and material resources required and how to pay for them
<i>SEL, Mental Health and Well-Being</i>					
<i>Engagement/Truancy</i>					
<i>Academic Achievement and Success</i>					

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<i>Engagement/Truancy</i>					
<i>Academic Achievement and Success</i>					

Table 3-Phase 3: Plan Evaluation and Refinement: Complete a chart for each sending high school. For each box in the chart, identify information that will be shared, including how and by whom (CTE center and/or sending high school) students will be supported.

Sending High School:

Recovery Domain	Effectiveness of strategy/activity (include supporting data)	Identified additional or modified problem(s) of practice	New or modified change ideas/activities	Refined goal/theory of improvement	Human and material resources required and how to pay for them
<i>SEL, Mental Health and Well-Being</i>					
<i>Engagement/Truancy</i>					
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Suggested Key Indicators

Refer to the following list of metrics for possible use in your Needs Assessment and planning activity. It is neither anticipated nor expected that any CTE center or LEA will have access to or use all the indicators, but we believe that all CTE centers and LEAs have information on and will use at least some of them.

Additional recommendations:

- Record both the number and percentage of students to assist your planning activity.
- When relevant, examine comparisons to SY 2018-2019.
- To the extent practicable, break down results by historically marginalized groups, including students with disabilities (IEPs), students with 504 plans, English learners, students of different racial or ethnic backgrounds, students in poverty, migrant students, homeless students, etc.

8. Mental Health and Well Being (MH/WB)

- a. Students who experienced decline in MH/WB
 - i. Physical Health
 - ii. Socioemotional (peers, relationships, social emotional learning/SEL)
 - iii. Internalizing problems (i.e., anxiety, depression, etc.)
 - iv. Externalizing problems (i.e., acting out, behavioral challenges, etc.)
- b. Students requiring MH supports
 - i. One-on-one counseling/therapy
 - ii. Group counseling/therapy
 - iii. Behavioral intervention
 - iv. Universal SEL approaches (Tier 1)
 - v. Other (Identify what)
- c. Students requiring additional supports for well-being, including targeted assistance for physical health
- d. Students who are doing well in terms of well-being and mental health

9. Engagement/Truancy

- a. Students who remain fully engaged in school activities, by type of learning experience
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote
- b. Students who CTE or LEA is unable to locate/contact/ascertain status
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote
- c. Students significantly absent/disengaged from school
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote
- d. Students engaged in extracurricular offerings
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote

10. Academic Success and Achievement

- a. Students proficient in
 - i. ELA
 - ii. Math
 - iii. Science
 - iv. Social sciences
 - v. Other
- b. Students showing decline in proficiency from last year (i.e., erosion in performance, opposite of growth):
 - i. ELA
 - ii. Math
 - iii. Science

- iv. Social sciences
- v. Flexible Pathway: CTE
- vi. Flexible Pathway: WBL
- vii. Flexible Pathway: DE/EC
- viii. Other
- c. Students qualifying for an IEP
- d. Students qualifying for 504 plans (with academic accommodations)
- e. Students who advanced (grew in proficiency) from last year

Potential Data Sources

Student Status or Outcomes

- State assessments
- Local assessments
- WorkKeys assessments
- Formative assessment measures
- Curriculum based measures
- Mental health/wellbeing screening measures
- Other student self-reports/referrals re: mental health/well being
- Grades/proficiency
- Graduation rate
- Dropout rate
- Attendance/truancy data
- Student portfolio measures
- College readiness measures
- Career readiness measures
- School climate surveys
- Physical education data
- Nurse referrals
- Counselor referrals
- Teacher absences
- Parent requests for mental health supports for child
- EST data
- Behavior data
- Exclusionary discipline practices

- Youth Risk Behavior Survey data
- English proficiency data

Demographic

- School enrollment
- Transience
- Homelessness
- Migrant status
- Socio-economic status
- Age
- Grade
- Gender
- Race
- Ethnicity
- Language
- Disability
- Students preparing for nontraditional fields
- Parent profiles

Perceptions

- Student, parent, teacher interviews
- Student, parent, teacher focus groups
- Student, parent, teacher questionnaires
- Student, parent, teacher surveys
- Communication records
- Meeting notes

CTE Center and High School/LEA Processes:

- Local comprehensive assessment systems and practices*
- Curriculum coordination/alignment*
- EST functioning*
- Perkins V Comprehensive Local Needs Assessment
- Professional development planning process*
- Instructional practices /walkthrough data
- VTmtss Survey
- Integrated Field Review (IFR) report
- Analyses of technology integration practices and infrastructure
- Staff evaluations
- Mentoring practices
- Parent involvement rates
- Leadership strategies
- Data use and literacy practices
- Scheduling practices
- Planning practices
- Hiring practices
- Staff retention
- Staff credentials
- Staff vacancies
- Continuous improvement practices
- Professional learning outcomes