

VERMONT STATE PLAN (2020-2024)

Strengthening Career and Technical Education for the 21st Century Act (“Perkins V”)

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INTRODUCTION

State Context

This extract from Vermont’s Workforce Innovation and Opportunity Act State Plan provides an overview of Vermont’s economy and labor market:

“Vermont is a small state based on both land size and population. It is predominately rural with a high concentration of forest land. Geographically, the state is bifurcated by a mountain range which can make east to west travel challenging depending on the destination and/or season. The largest population base was established along Vermont’s most prominent water way – Lake Champlain. This area in northwestern Vermont continues to have the highest levels of population density, and diversity, ultimately leading to the highest levels of economic activity in the state as well.

Overall, the Vermont economy is more balanced and diversified than the layperson may realize. Though known for farms and ski resorts, the business composition of Vermont shows a more diversified picture. Based on 2018 data and relative to the United States economy, Vermont has a higher concentration of industry employment in Private Education (NAICS¹ 61), Health Care and Social Assistance (NAICS 62), and Manufacturing (NAICS 31-33). These three industries, plus the more well-known ones of Agriculture and Leisure/Hospitality, offer a wide variety of employment opportunities across the state.

In addition to these private sector activities, government employment is also well represented in the Vermont economy. The combination of an international border (federal government) and dedicated support to public education (local government) add to the stability of the Vermont economy. Vermont’s diverse industry employment buffers the state against the typically wider swings of the United States economy as evidenced by the last economic downturn. During the depths of the last recession, the U.S. economy lost approximately 6 out of every 100 jobs. In Vermont, approximately 4 out of every 100 jobs were lost. This relative moderation is not just on the downside but the upside as well. During the economic recovery, the U.S. economy’s rate of employment growth exceeds Vermont’s.

¹ The North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy. Retrieved 2/24/2020 from:

<https://www.census.gov/eos/www/naics/>

While the Vermont economy is not overly reliant on any one industry, there are areas in the state where high concentrations of specific industry sector employment can be found. In 2018, using Career Technical Education (CTE) center service regions, a report² highlighting large industries by employment and relative concentration in these sub-state areas was created. Like statewide tools, this report was meant to steer discussions of support towards certain well-represented industries as well as identify opportunities by highlighting under-represented industries. From this work, several themes emerged:

Economic Profile: Growing Industries

Health Care and Social Assistance is a significant employer in many parts of the state. This industry sector is projected to grow which will create job openings requiring specialized skills. In addition to growth, many job opportunities will be created by current employees exiting their profession due to retirement or job churn. As such, Health Care and Social Assistance, including early care and learning and care for the elderly, are projected to require a large inflow of employees.

Another sector projected for significant growth is Professional and Business Services, including information technology (IT) and cybersecurity/information assurance occupations. Although not currently heavily concentrated in the state of Vermont, by many accounts this industry represents the future of the American economy. It represents the newest level of specialization and allows individual firms to focus on their core capacities and partner with other firms to handle ancillary business functions. This is a competitive sector and requires talented individuals, but once created, firms in this sector can generate significant economic activity by servicing customers around the globe.

Economic Profile: Projected High Levels of Openings Due to Replacements

As discussed above, the Health Care and Social Assistance sector is expected to be hiring due to growth as well as backfilling positions. As a job seeker, knowing where job openings are can be more important than understanding where job growth is. This section highlights industries that are expected to have above average demand for labor not due to growth but due to replacements.

Manufacturing has a higher concentration in the Vermont economy than in the overall U.S. economy. Although historically this sector has been a generator of wealth for individuals of all skill levels, Manufacturing in the 21st Century is not what it used to be. While still a productive and profitable sector, it no longer requires the same employment

² Vermont Department of Labor. (2017). Career and Technical Education Regions: Distribution and Concentration of Jobs. Retrieved from: <http://www.vtlmi.info/cteind2018.pdf>.

base that it once did. New technology enables manufacturers to produce more products with less labor. A downward decline of employment in Manufacturing over the last 50 or more years has led to a misperception that employment opportunities in Manufacturing are limited. Currently in Vermont, Manufacturing companies of all sizes are reporting openings. These jobs require more technical skills than in past decades as the technology has changed and continues to change. Most jobs in Manufacturing do not require four-year degrees; many entry level positions require a high school education and some post-secondary training. Even though the industry is not technically growing in Vermont, many job openings are projected in manufacturing due to the current workforce retiring.

Like Manufacturing, Construction is not projected to grow but will need new workers to replace retirees and fill openings due to job churn. Construction companies will be looking to fill many positions in the next ten years. Training for these positions, which can include “green” occupations like solar installers and weatherization specialists, can be completed through Career Technical Education centers or through an apprenticeship. In both options, participants can acquire the necessary skills at little to no cost to themselves while preparing themselves for middle-income careers. Construction is an integral part of any economy as it provides valuable services in the creation, remodeling or repair of houses, buildings and infrastructure.

Economic Profile: Regional Distribution

While not specific to any one region, these industry trends are important to the broader state context. Local knowledge is key to any discussion about a sub-state area. Chittenden County is often considered the ‘economic hub’ of Vermont and accounts for over 25% of the state’s population and approximately one-third of all employment opportunities. When the labor market area is extended to include much of Franklin County (to the north), the northwest region comprises one-third of the state’s population and 40% of all employment. This area is understood more broadly in labor market terms as the “Burlington-South Burlington Labor Market Area (LMA)

Consistent with economic history, economic development follows the geography of natural resources and transportation corridors. As the modern economy has moved away from reliance on natural resources for employment, the transportation corridors between housing stock and businesses have become more important. This in part explains the overspill of economic activity out of Chittenden County to the north and the southeast via Interstate 89.

Over the last ten years, the “I-89 corridor” has been a consistent producer of economic activity, in part due to or as the result of population recruitment and retention. The

three-county area comprised of Chittenden, Franklin, and Lamoille counties has shown the largest population increases across the state. Washington County is the next county along the corridor and although it has not experienced dramatic population gains, it does host the state's capital and as such has produced economic gains measured by employment. In total, these four counties account for 83.7% of the statewide employment gains realized between 2009 (trough of the recession) and 2018. This means over 15,000 of the nearly 18,000 jobs that have been added to the Vermont economy during the economic recovery/expansion occurred in this four-county region.

Conversely, seven counties (Bennington, Caledonia, Essex, Orange, Rutland, Windham, and Windsor) have yet to fully recover from the last economic downturn. Geographically, these counties represent the southern and the eastern part of the state. In the past 11 years (2007 to 2018), these areas have possessed both fewer people and fewer jobs - an unfortunate, self-reinforcing economic cycle. In total, 10 out of 14 counties in Vermont have shown population declines (including the aforementioned seven counties plus Grand Isle, Orleans, and Washington Counties). As a small state, resources – particularly employees to fill jobs – can be scarce. The state has continued to promote education and career awareness to all students and job seekers, as outlined and detailed in the State's Workforce Innovation Opportunity Act (WIOA) plan and in this plan. These individuals represent the future of the Vermont workforce.

Economic Profile: Employment Demand

In 2019, the Vermont economy faced tight labor market conditions with labor demand exceeding available labor supply. Nearly all occupations in the state are "in-demand" by some measure. The tension was created by contributing factors on each side of the equation. An ongoing national economic expansion drew down unemployment counts to historical lows as businesses hired job seekers. The continued health of the U.S. labor market has put upward pressure on labor demand. On the flip side, the demographic pressures created by the initial wave of retirements coming from the "Baby Boomer" generation is decreasing labor supply. Employers across the state, in all industries and of all sizes, are reporting job openings.

Demographic Profile: Population Overview

Vermont’s census data shows a population estimate in 2019 of 623,989. This represents a contraction of -0.3%³, as compared to the national population growth rate of 6.3%, over the period of April 1, 2010 – July 1, 2019. Below is a table of select population statistics comparing Vermont to the rest of the nation (U. S. Census Bureau unless otherwise noted):

Data Point	Vermont	United States
GENERAL POPULATION		
Population estimates, July 1, 2019, (V2019)	623,989	328,239,523
Population estimates base, April 1, 2010, (V2019)	625,737	308,758,105
Population, % change - April 1, 2010 to July 1, 2019	-0.3%	6.3%
Female persons	50.6%	50.8%
RACE & HISPANIC ORIGIN		
White alone	94.2%	76.5%
Black or African American alone	1.4%	13.4%
American Indian and Alaska Native alone	0.4%	1.3%
Asian alone	2.0%	5.9%
Native Hawaiian and Other Pacific Islander alone	-- ⁴	0.2%
Two or More Races	2.0%	2.7%
Hispanic or Latino	2.0%	18.3%
White alone, not Hispanic or Latino	92.35%	60.4%
AGE		
Persons under 5 years	4.7%	6.1%
Persons under 18 years	18.5%	22.4%
Persons 65 years and over	19.4%	16.0%
COMPUTER AND INTERNET USE		
Households with a computer, 2014-2018	88.9%	88.8%
Households with a broadband Internet subscription, 2014-2018	80.2%	80.4%
EDUCATION		
High school graduate or higher, percent of persons age 25 years+, '14- '18	92.6%	87.7%
Bachelor's degree or higher, percent of persons age 25 years+, '14- '18	37.3%	31.5%
Credential of Value Attainment (age 25-64) ⁵	50%	No data

³ United States Census Bureau. “Quick Facts: Vermont.” Retrieved 1/3/2020 from: <https://www.census.gov/quickfacts/fact/table/VT/PST120219>

⁴ Value greater than zero but less than half unit of measure shown

⁵ <https://advancevermont.org/data/>

Data Point	Vermont	United States
Total Student Loan Debt	\$2.6 Billion ⁶	\$1.46 Trillion
Women's share of Student Loan Debt Burden (%) ⁷		65%
Graduating College Senior Average Student Debt Burden ⁸	\$31,431	\$29,200
Graduating College Seniors w/ Debt ⁹	63%	65%
HEALTH		
With a disability, under age 65 years, percent, 2014-2018	10.5%	8.6%
ECONOMY		
In civilian labor force, total, percent of population age 16 years+, '14- '18	65.7%	62.9%
In civilian labor force, female, percent of population age 16 years+, '14- '18	63.0%	58.2%
INCOME AND POVERTY		
Median household income (in 2018 dollars), 2014-2018	\$60,076	\$60,293
Persons in poverty, percent	11.0%	11.8%
% of Women with income below \$30,000/yr. ¹⁰	57%	No data

Demographic Profile: Vulnerable Populations

Women:

According to research and analysis conducted by Change the Story VT¹¹, the gender wage gap in Vermont is \$0.16; at the national level, it's \$0.18. Using median household income as a base, a Vermont woman working full-time makes \$41,146 per year while a man, performing the same work makes \$7,881 more per year. Even more striking is the disparity of wages between women and men when race and color are examined.

Using national data¹², for every dollar a man makes on average:

- Black women make \$0.62.
- Hispanic women make \$0.54.
- Asian women make \$0.89.
- Native Hawaiian or Other Pacific Islander women make \$0.61.

⁶ <https://blogs.msn.com/empoweringkids/heres-the-amount-of-student-debt-owed-by-every-us-state-and-dc-in-billions/>

⁷ American Association of University Women. (2019). "Deeper in Debt: Woman and Student Loans." <https://www.aauw.org/research/deeper-in-debt/>

⁸ The Institute for College Access and Success. College Class of 2018. <https://ticas.org/interactive-map/>

⁹ The Institute for College Access and Success. College Class of 2018. <https://ticas.org/interactive-map/>

¹⁰ Change the Story VT. (2019). 2019 Status Report: Women, Work, and Wages in Vermont. Retrieved 2/26/2020 from <https://changethestoryvt.org/wp-content/uploads/2019/12/WomenWorkWages2019.pdf>

¹¹ Ibid.

¹² American Association of University Women. (Fall 2019). "The Simple Truth About the Gender Pay Gap, Fall 2019 Update." https://www.aauw.org/files/2016/02/Simple-Truth-Update-2019_v2-002.pdf

- American Indian or Alaska native women make \$0.57.

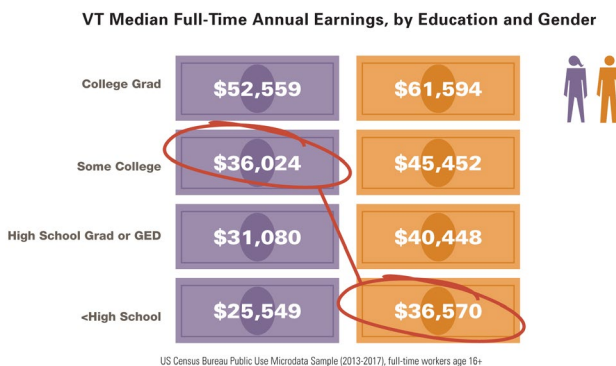


Figure 1: The wage gap narrows significantly if a woman earns a college degree – but women must at least earn some college credits to come close to matching the income of a man without a high school diploma. (Courtesy of Change the Story VT (2019)).

As noted in the Change the Story VT report, and represented in Figure 1: “the wage gap narrows significantly if a woman earns a college degree – but women must at least earn some college credits to come close to matching the income of a man without a high school diploma.” This point may explain why the student loan debt burden is higher for women – to make more than a man does for the same work, a woman must possess a higher level of education.

Some additional statistics presented by Change the Story VT remind us of our obligation to ensure that young women are placed on a path, and have access to supports, that will lead to economic viability for them and their families:

- Women and girls represent half of our population.
- 51% of women are married and are more likely than men to be widowed.
- Outside of married couples, Vermont widowed, divorced, separated, or never-married women shoulder primary responsibility for the care of minor children.
- 65% of adult women participate in Vermont’s labor force, peaking between ages 22 -54, and 8% higher than the national average for women (57%).¹³
- Of the population of individuals who earn less than \$11 an hour¹⁴, women fill a disproportionate share of those jobs (53.5%).

¹³ Change the Story VT. (2019). 2019 Status Report: Women, Work, and Wages in Vermont. Retrieved 2/26/2020 from <https://changethestoryvt.org/wp-content/uploads/2019/12/WomenWorkWages2019.pdf>

¹⁴ As noted in the Change the Story VT 2019 Status Report, under the heading “low-age and tipped occupations,” “many low-wage jobs lack regular schedules, access to health benefits, paid time off, or significant opportunities for advancement. The median age of women holding these jobs is 38 years old and 28% have a least some post-secondary education.

- VT women working in occupations historically filled by women make less than their male counterparts in historically “male” occupations.

English Language Learners:

According to the U. S. Census 2018 American Community Survey 5-year survey, most Vermonters (94.25%) speak only English. The remaining 5.75% speak another language as their primary language. Languages other than English spoken across the state are highly dependent on the location. The Migration Policy Institute ¹⁵ identifies the top non-English primary languages at home as: Nepali (16.5% of English language learners), Chustic, Spanish, and Chinese.

Veterans:

Veterans are valuable contributors to Vermont’s workforce. They bring transferrable skillsets from their military jobs to private and public sector roles. According to data from the U. S. Department of Veterans Affairs¹⁶, it is estimated that by September 30, 2020 Vermont will have 19,726 veterans aged 18-64 (see additional statistics below). This statistic is particularly important for Vermont’s Perkins plan for two reasons:

1. A new special population for added attention at the secondary level is students whose parents are members of the armed services and who are on active duty, and
2. Veterans are a population that may need additional support and consideration at the post-secondary level as they attempt to transfer their experience and training in the military into articulated skill requirements for certificate and degree programs.

Veteran Population (as of 9/30/2017)	Vermont	United States
Number of Veterans	43,191	19,998,799
Percent of Adult Population that are Veterans	8.89%	6.60%
Number of Women Veterans	3,784	1,882,848
Percent of Women Veterans	8.76%	9.41%
Number of Military Retirees	3,904	2,156,647
Percent of Veterans that are Military Retirees	9.04%	10.78%
Number of Veterans Age 65 and Over	21,939	9,410,179

¹⁵ <https://www.migrationpolicy.org/sites/default/files/publications/ELLFact%20Sheet-No4.pdf>

¹⁶ https://www.va.gov/vetdata/docs/SpecialReports/State_Summaries_Vermont.pdf

Incarcerated Individuals:

From publicly available data from the Vermont Department of Corrections, in fiscal year 2019 (FY19), the average daily population of incarcerated Vermonters was 1,746¹⁷. The Department of Corrections operates the Community High School of Vermont which provides general education and career technical education to inmates in prisons across the state. Of male inmates, approximately 85.14% of the population was White, 10.34% of the population was Black and the remaining population was classified as “other” or “unknown.” The Department of Corrections notes that the population of black inmates is an over-representation of Vermont’s general population (1.4%). Of female inmates, approximately 94.7% were White, and approximately 5.3% were all other races combined. The Department of Corrections reports that 805 individuals were served through Education Services, and 171 individuals were involved with Vermont Correctional Industries.

Youth Who Are in or Who Have Aged Out of the Foster Care System:

It is difficult to locate reliable public information on this population. A “Vermont’s Children 2018” report from the Child Welfare League of America,¹⁸ indicates that in 2015, 66 children in Vermont aged out or were emancipated out of the foster care system.

Individuals Experiencing Homelessness:

As reported by the United State Interagency Council on Homelessness:

“As of January 2019, Vermont had an estimated 1,089 experiencing homelessness on any given day, as reported by Continuums of Care to the U.S. Department of Housing and Urban Development (HUD). Of that Total, 128 were family households, 87 were Veterans, 105 were unaccompanied young adults (aged 18-24), and 190 were individuals experiencing chronic homelessness.

“Public school data reported to the U.S. Department of Education during the 2016-2017 school year shows that an estimated 1,098 public school students experienced homelessness over the course of the year. Of that total, 58 students

¹⁷

<https://legislature.vermont.gov/Documents/2020/WorkGroups/House%20Corrections%20and%20Institutions/Department%20of%20Corrections/W~Sarah%20Clark~DOC%20Budget%20Presentation~2-19-2020.pdf>

¹⁸ <https://www.cwla.org/wp-content/uploads/2018/04/Vermont.pdf>

were unsheltered, 146 were in shelters, 224 were in hotels/motels, and 670 were doubled up.”¹⁹

Migrant Youth:

According to information published by the Vermont Agency of Education,²⁰ Vermont’s schools annually serve between 400 and 500 migrant students. Those students have two different characteristics: they are either English or Spanish speaking children (pre-k – 12) of farmworkers, or they are considered Spanish speaking out of school youth. Over half of the student population in the Vermont Migrant Education program are Spanish speakers. One in 10 out-of-school youth farmworkers are female. Ninety-seven percent of students originally come from Mexico and the average level of education completed in their home country is between 6th and 9th grade. A small number of migrant children in Vermont also experience homelessness according to data from the National Center for Homeless Education²¹. The University of Vermont’s Migrant Education Program provides [information and resources for migrant education](#).

Unemployed:

In December 2019, the Vermont Department of Labor reported ²² the following unemployment rate information:

“The Vermont seasonally-adjusted unemployment rate increased [...] to a level of 2.3 percent. The comparable United States rate in November was 3.5 percent, which was a decrease of one-tenth of one-percentage point from the revised October estimate. The seasonally adjusted Vermont data for November show the Vermont civilian labor force decreased by 1,269 from the prior month’s revised estimate. The number of employed persons decreased by 1,359 and the number of unemployed persons increased by 90. The changes to the labor force and the number of employed persons were statistically significant in the seasonally adjusted series.

“The November [2019] unemployment rates for Vermont’s 17 labor market areas ranged from 1.7 percent in White River Junction to 3.6 percent in Derby (note: local labor market area unemployment rates are not seasonally-adjusted). For comparison, the November unadjusted unemployment rate for Vermont was 2.2 percent, which was an increase of six-tenths of one percentage point from the

¹⁹ U. S. Interagency Council on Homelessness. Vermont Homelessness Statistics.

<https://www.usich.gov/homelessness-statistics/vt/>

²⁰ “Characteristics of Vermont’s Migrant Students” <https://education.vermont.gov/student-support/federal-programs/migrant-education>

²¹ <http://profiles.nche.seiservices.com/StateProfile.aspx?StateID=54>

²² <http://www.vtlni.info/press.pdf>

revised unadjusted October level and a decrease of two-tenths of one percentage point from a year ago.”

Individuals with a Disability:

Cornell University maintains national and state-level reports on the prevalence and relative economic status of people with disabilities. The most recent report available is from 2017. The statistics below are extracted from that report²³. The data reference the 2017 American Community Survey data²⁴ from the U. S. Census Bureau.

Employment:

In 2017, the gap in the employment rates between working-age people with and without disabilities was 35.6%; the employment rate of working-age people with disabilities in VT was 45.9% and that of working-age people without disabilities was 81.5%

- Of the six types of disabilities identified in the American Community Survey (ACS):
 - the highest employment rate, at 62%, was for people with a "Visual Disability"
 - the lowest employment rate, at 24%, was for people with a "Self-Care Disability" (refer to footnote 30 for specific definition)

Wages:

From 2017 data, when a household includes a person with a disability, the median annual income of that household is slightly more than a third (36.68%) less than the median income of a household that does not include a person with a disability.

- median income of households that include any working-age people with disabilities in VT was \$41,600.

²³ http://www.disabilitystatistics.org/StatusReports/2017-PDF/2017-StatusReport_VT.pdf?CFID=21217970&CFTOKEN=520b64b8fefaa449-DA5A3CCA-9E5F-ED8D-2BEF79EF4C455F37

²⁴ American Community Survey (ACS) definition of disability is based on six questions. A person is coded as having a disability if he or she or a proxy respondent answers affirmatively for one or more of these six categories. Hearing Disability (asked of all ages): Is this person deaf or does he/she have serious difficulty hearing? Visual Disability (asked of all ages): Is this person blind or does he/she have serious difficulty seeing even when wearing glasses? Cognitive Disability (asked of persons ages 5 or older): Because of a physical, mental, or emotional condition, does this person have serious difficulty concentrating, remembering, or making decisions? Ambulatory Disability (asked of persons ages 5 or older): Does this person have serious difficulty walking or climbing stairs? Self-care Disability (asked of persons ages 5 or older): Does this person have difficulty dressing or bathing? Independent Living Disability (asked of persons ages 15 or older): Because of a physical, mental, or emotional condition, does this person have difficulty doing errands alone such as visiting a doctor's office or shopping?

- the median income of households that do not include any working-age people with disabilities in VT was \$65,700.

Poverty:

The poverty rate of working-age people in Vermont is significantly higher among individuals with a disability. In 2017, the poverty rate of working-age people:

- with disabilities in VT was 27.0%.
- without disabilities in VT was 9.4%.

Educational Attainment:

Disability impacts people's level of educational attainment which ultimately affects their income over a lifetime. In 2017, in Vermont:

- the percentage of working-age people with disabilities with only a high school diploma was 39.2% as compared to those without disabilities at 29.6%.
- the percentage of working-age people with disabilities with only some college or an associate degree was 26.9% as compared to those without disabilities at 25.5%.
- the percentage of working-age people with disabilities with a bachelor's degree or more was 18.8% as compared to those without disabilities at 39.1%.

Veterans:

In 2017, there were 16,000 working-age civilian veterans in VT, of whom 4,000 had a VA service-connected disability.

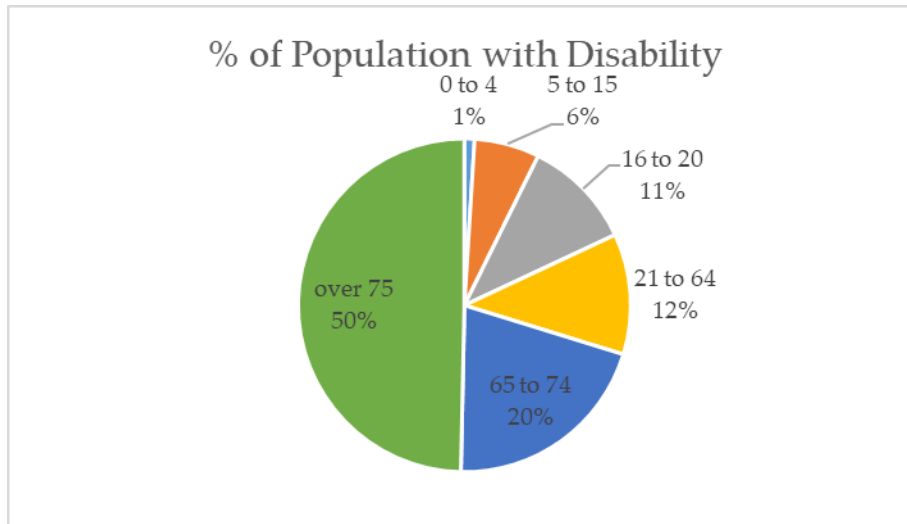
- The percentage of working-age civilian veterans in VT with a VA service-connected disability²⁵ was 25.3%.

1,200 working-age civilian veterans in VT had the most severe service-connected disability rating (70 percent or above).

²⁵ A "service-connected" disability is one that has been determined by the Department of Veterans Affairs (VA) as being a result of disease or injury incurred or aggravated during military service.

Age:

In 2017, the prevalence of disability by age grouping in VT was:



Aging Population:

According to the Vermont State Plan on Aging²⁶:

Vermont is currently the second oldest state in the nation with a median age of 43.1. In general, the reasons for Vermont’s ranking include low birth rates and low migration rates coupled with an aging population that is living longer than past generations. According to the U.S. Census Bureau, Vermont had a population in [2019 of 623,989, of which 19.4%] were age 65 or older.

The State Plan on Aging goes on to point out the rest of the contextual and environment factors impacting older populations:

“[one] factor seriously impacting Vermont’s ability to meet the needs of our aging population is our workforce shortage. With a decreasing labor force and limited in-migration, the lack of workers touches every sector at every level serving older Vermonters across the care continuum. Vermont lacks enough geriatricians and primary care providers, mental health clinicians, nurses, nursing aides, and personal care attendants to name a few. This was highlighted in the statewide needs assessment²⁷ report and is brought up as a serious issue in almost every community meeting.”

²⁶

https://asd.vermont.gov/sites/asd/files/documents/VT%20State%20Plan%20on%20Aging_2018_FINAL%20APPROVED_1.pdf

²⁷

<https://healthcareinnovation.vermont.gov/sites/vhcup/files/documents/Vermont%20Health%20Care%20Demand%20Modeling%20Final%20Report%206-16-17%20FINAL.pdf>

The purpose of providing this information about Vermont’s vulnerable populations is to illustrate why the state is facing a workforce crisis. Not only is there a shrinking population to fill all the openings that exist, but many of our Vermonters face significant barriers to engaging or re-engaging with the workforce.

The Vermont Futures Project ²⁸ estimates an annual workforce gap of 10,000. The economy will falter if this problem cannot be solved and part of the solution is ensuring that these vulnerable populations have access to education, training, and employment. Workforce preparation and workforce development issues are a social justice issue in Vermont. Our economy is only strong when the most vulnerable populations are employed in well-paying jobs that meet their needs.

Federal funds through Perkins should be used to break the cycles of poverty that play out in families and communities, and to level the playing field for vulnerable (special) populations by providing appropriate supports to equitably access and equitably succeed in education and training programs.

SCHOOL AGE POPULATION & ENROLLMENT:

As Vermont’s older population continues to grow, we see a shrinking school age population. Figure 2, below, shows the changes in Vermont’s school age population since the 1940s. Vermont saw its highest school age population (ages 5-19) in the early 2000s. The chart also shows that our recent population estimates (2017) are about the same as they were in our education system during the 1960s.

²⁸ <https://docs.vtfuturesproject.org/VTFutureReport-RackCard-spread.pdf>

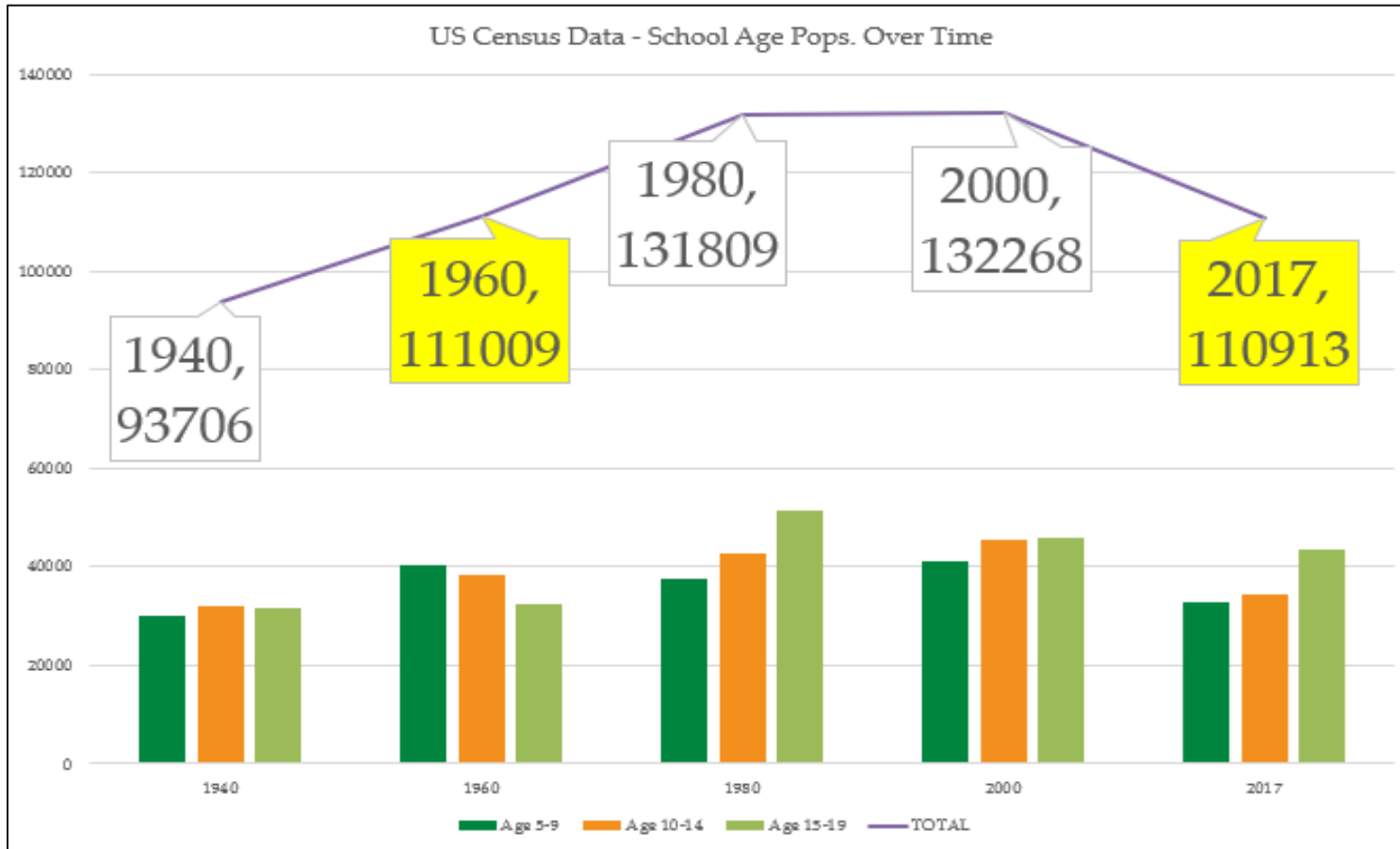


Figure 2: Vermont's school-age population over 80 years

The American Community Survey provides the following demographic profile of Vermont's school aged children:

	Estimate	Margin of Error	Percent
SEX AND AGE			
Total population	97,065	+/-779	n/a
Male	50,170	+/-586	51.7%
Under 5 years	3,435	+/-380	3.5%
5 to 9 years	16,200	+/-489	16.7%
10 to 14 years	17,390	+/-480	17.9%
15 to 17 years	11,210	+/-149	11.5%
18 and 19 years	1,935	+/-246	2.0%
Female	46,900	+/-468	48.3%
Under 5 years	3,210	+/-303	3.3%
5 to 9 years	15,215	+/-566	15.7%
10 to 14 years	16,530	+/-595	17.0%
15 to 17 years	10,665	+/-190	11.0%
18 and 19 years	1,280	+/-202	1.3%
Race alone or in combination with one or more other races			
Total population	97,065	+/-779	n/a
White	92,440	+/-775	95.2%
Black or African American	3,415	+/-173	3.5%
American Indian and Alaska Native	1,600	+/-155	1.6%
Asian	2,965	+/-180	3.1%
Native Hawaiian and Other Pacific Islander	250	+/-94	0.3%
Some other race	540	+/-155	0.6%
HISPANIC OR LATINO AND RACE			
Total population	97,065	+/-779	n/a
Hispanic or Latino (of any race)	2,520	+/-136	2.6%
Mexican	770	+/-156	0.8%
Puerto Rican	695	+/-165	0.7%
Cuban	120	+/-78	0.1%
Other Hispanic or Latino	930	+/-196	1.0%
Not Hispanic or Latino	94,550	+/-759	97.4%
White alone	86,925	+/-744	89.6%
Black or African American alone	1,940	+/-239	2.0%
American Indian and Alaska Native alone	250	+/-98	0.3%

Asian alone	1,680	+/-223	1.7%
Native Hawaiian and Other Pacific Islander alone	15	+/-16	0.0%
Some other race alone	240	+/-109	0.2%
Two or more races	3,500	+/-272	3.6%
Two races including Some other race	10	+/-13	0.0%
Two races excluding Some other race, and Three or more races	3,490	+/-269	3.6%

The figures below show the 9th/10th and 11th/12th grade CTE student count against the count of students in general education, as well as these same data as percentages and participation rates. The reader will notice a decline of the total student population in the state over 13 years, while during the same period students are participating in CTE at increasing rates.

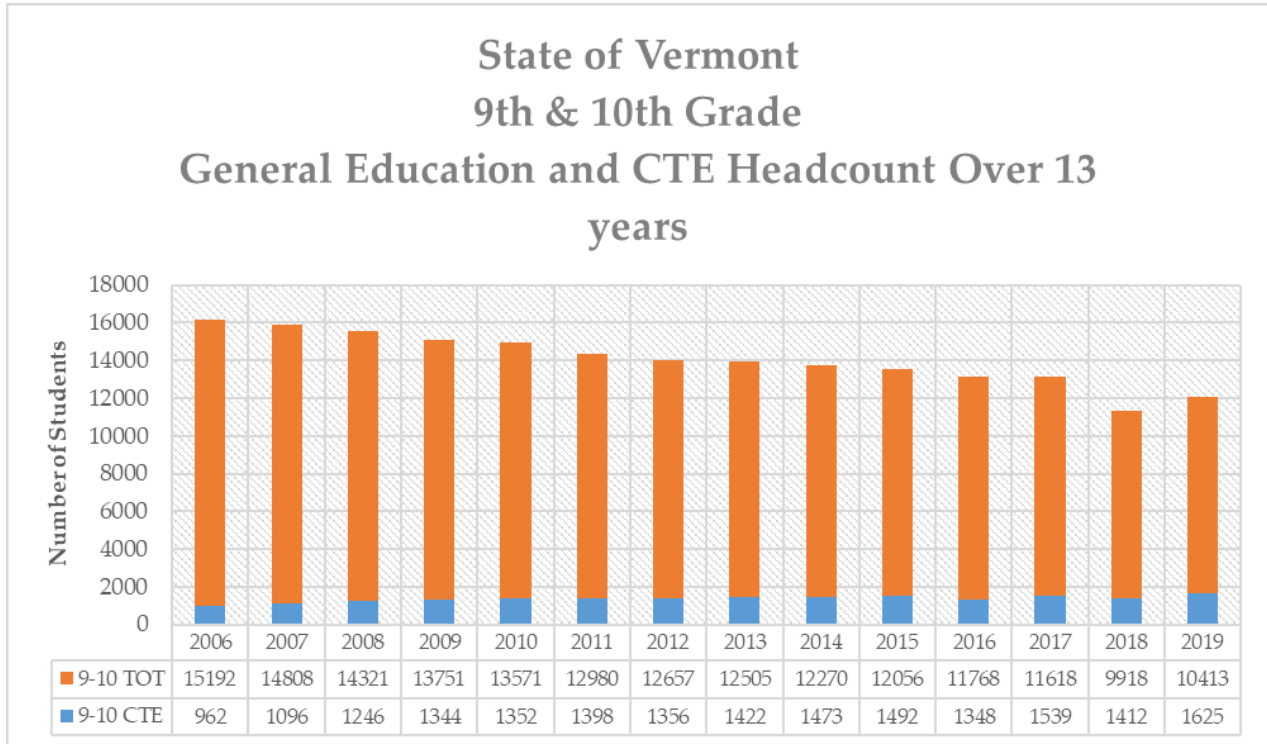


Figure 3: 9th & 10th Grade CTE Headcount compared to General Education headcount from 2006 to 2019.

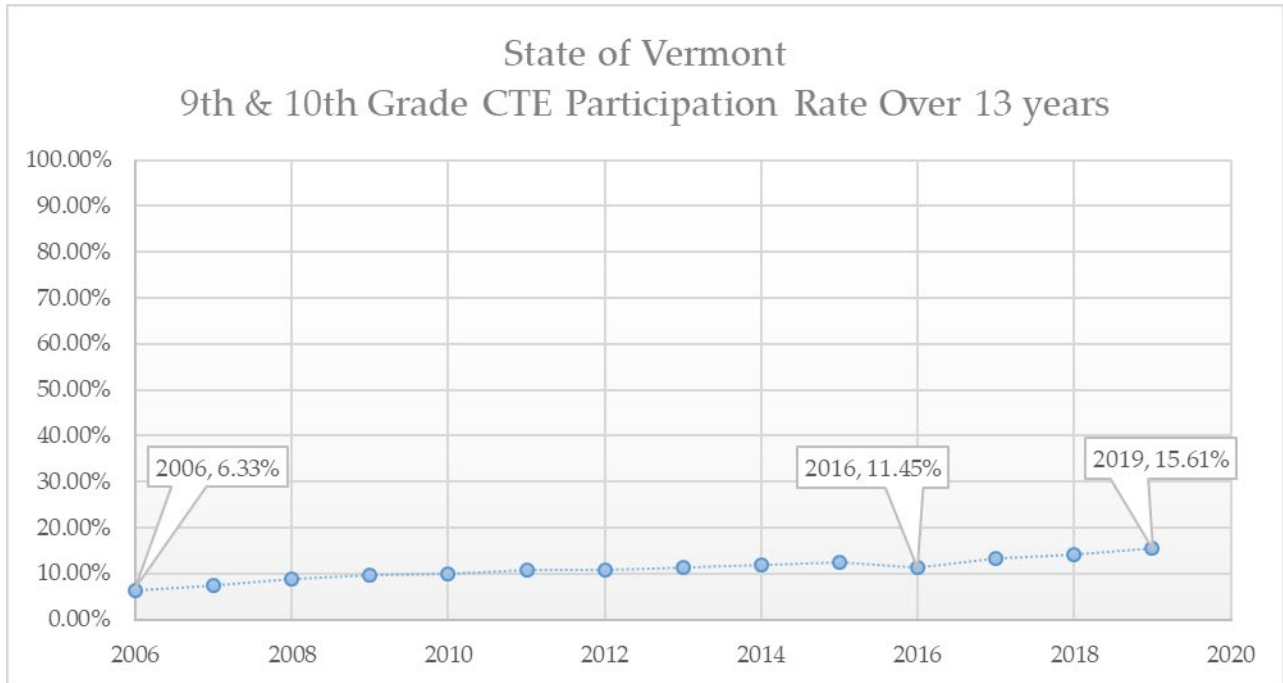


Figure 4: 9th & 10th Grade CTE participation rate changes over 13 years.

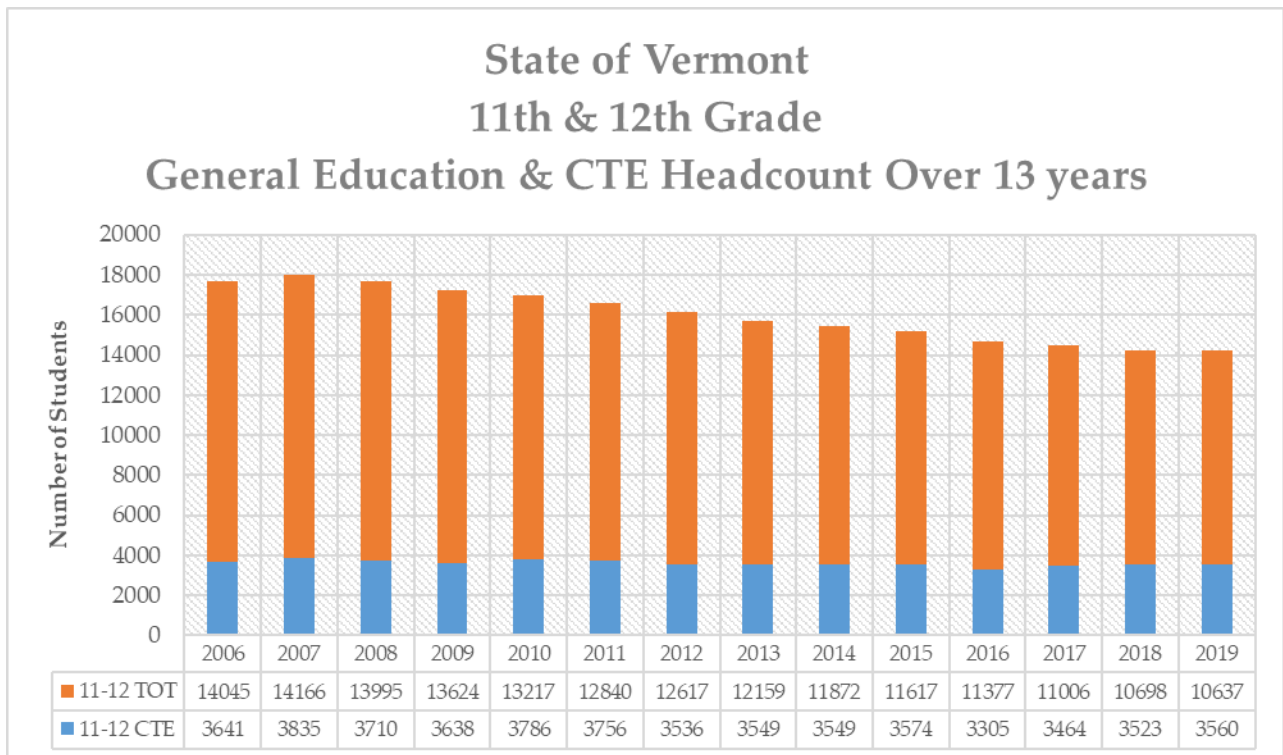


Figure 5: 9th & 10th Grade CTE Headcount compared to General Education headcount from 2006 to 2019.

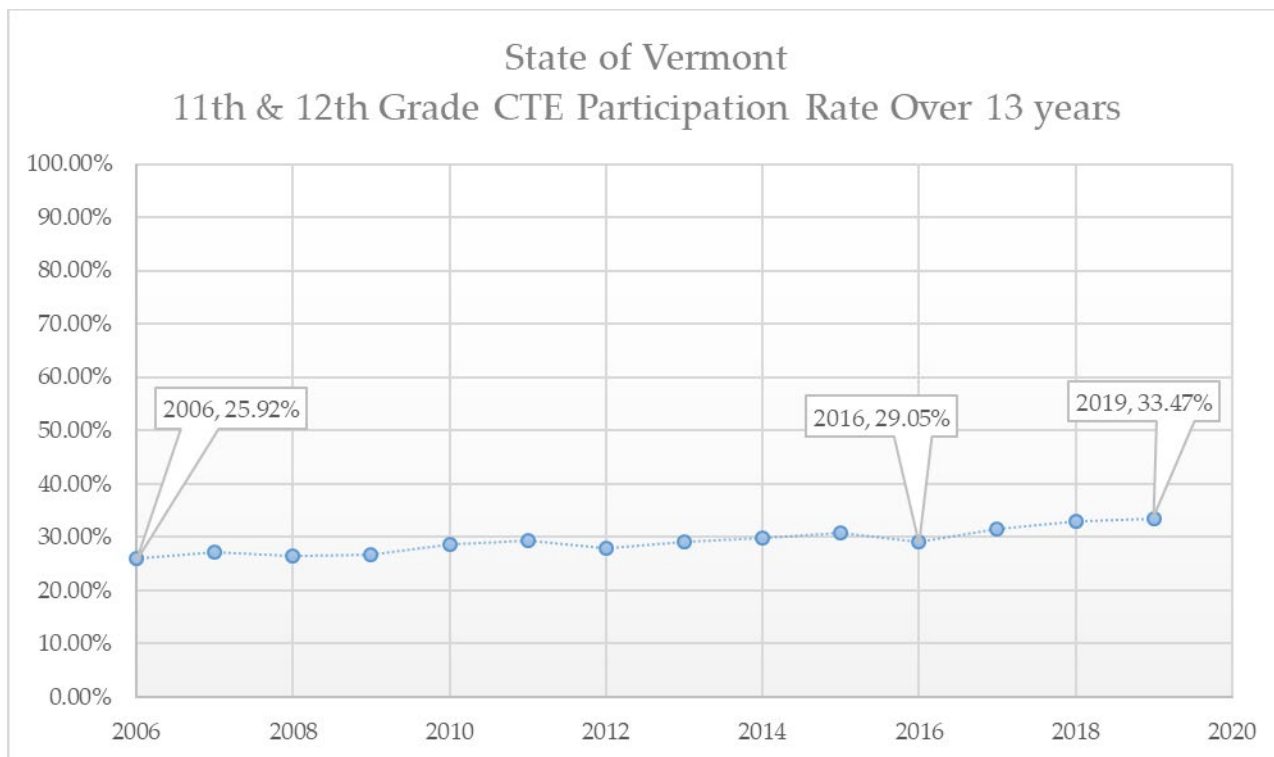


Figure 6: 9th & 10th Grade CTE participation rate changes over 13 years.

At the post-secondary level, the Community College of Vermont (CCV) and Vermont Technical College (VTC) -- entities that deliver post-secondary technical education and recipients of Perkins funds -- report enrollments for fall 2019 of 5,539 (CCV)²⁹ and 1,621 (VTC)³⁰. Aggregate enrollment trends for these two colleges over the last ten years shows fluctuation in enrollments over time. The following data are pulled from Perkins IV performance data reported to the U. S. Department of Education³¹:

²⁹ <https://ccv.edu/learn-about-ccv/facts-figures/>

³⁰ <https://www.vtc.edu/meet-vtc/fast-facts>

³¹ <https://perkins.ed.gov/pims/DataExplorer/CTEParticipant>

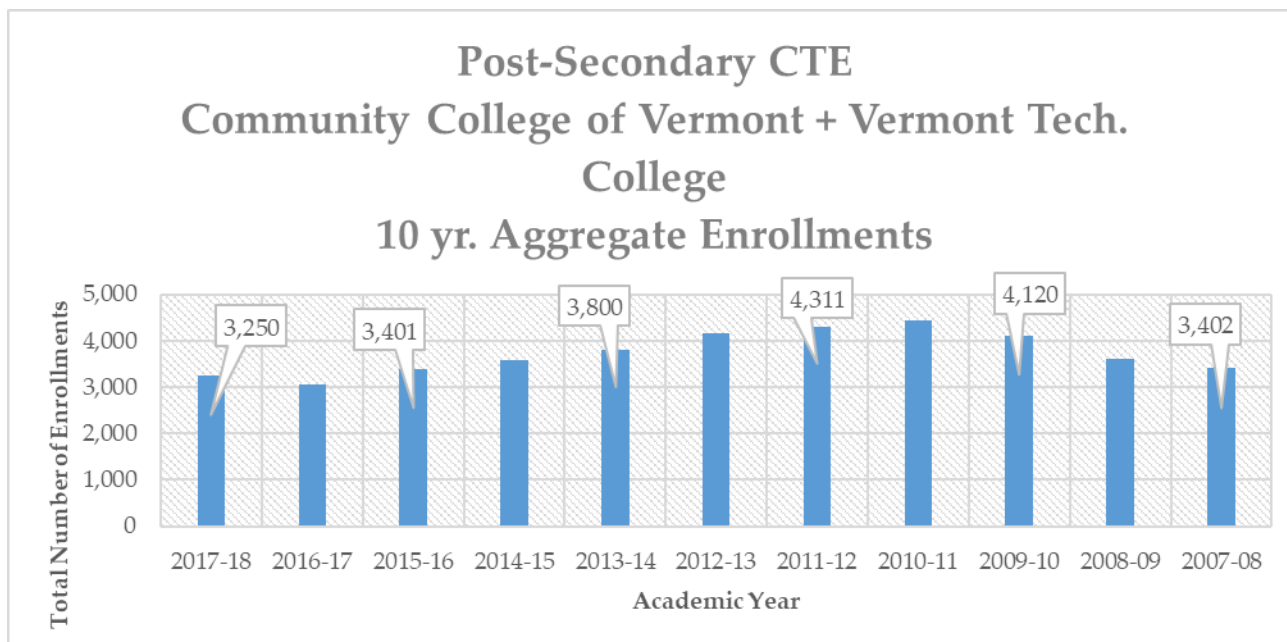


Figure 7: Aggregate enrollments over 10 years for Community College of Vermont and Vermont Technical College.

In addition to the Vermont Technical College matriculated student enrollments detailed above, the College’s Office of Continuing Education and Workforce Development provides technical training, industry recognized certifications, post-secondary credentials, incumbent worker training, and courses for the related training component of registered apprenticeships. Vermont Technical College reports that it serves over 3200 Vermonters each year in these non-matriculated offerings, many of which are held at CTE centers.

Vision for Education and Workforce Development

State-supported Workforce Development Activities [Required Narrative B: [1][a]]

Policy Ecosystem

In 2013, Vermont passed Act 77 (The Flexible Pathways Initiative) that was aimed at ensuring our students have personalized learning experiences, flexible pathways to graduation, and documented personalized learning plans (PLP) beginning no later than grade 7. This law created a dual enrollment program for publicly-funded students who have completed 10th grade; expanded early college programs for Vermont’s high school seniors; encouraged high schools to begin implementing work-based learning programs and offering online, blended and expanded learning opportunities; incorporated a High School Completion Program for disengaged youth at least 16 years of age; and included CTE as part of the flexible pathway framework. Shortly thereafter, the Vermont State Board of Education adopted the Education Quality Standards (EQS) that provided the necessary regulations that, among other things, moved the state from a Carnegie Unit/seat time education system to a proficiency-based system

requiring all school districts to establish proficiency-based graduation requirements aligned to adopted national standards.

The EQS also provide the basis for Vermont's accountability system under Every Student Succeeds Act (ESSA) of 2015. Vermont's ESSA state plan represents a significant policy document that has the potential to change the way students, families, and the general education system view workforce preparation activities. The approved state plan's performance indicators include "college and career ready" measures that value, on equal footing, college-ready assessments like ACT and SAT with career-ready assessments like industry recognized credentials (IRCs). The accountability system also values, on equal footing, student outcomes ranging from college to trade school enrollment.

Over the course of the last four years, Vermont has been focused on improving our education and workforce development systems, including improving the connections between education and workforce training providers, in the interest of ensuring our students are well-prepared for college and the career pathways and employment opportunities available in Vermont.

In 2015, Act 51 required the Agency of Education, working with the Agency of Commerce and Community Development, the Department of Labor, and the Vermont State colleges to "convene, develop suggestions, and report on how Vermont's CTEs can be better utilized to provide training aligned with high-wage, high-skills, high-demand employment opportunities in Vermont." The report³² that resulted from this legislative mandate details a series of coordinated efforts among state agencies and partners in the interest of both increasing career technical center utilization and in advancing the career pathways/priority programs of study implementation model in Vermont. The report also provides a set of policy recommendations relating to entitlement, funding, governance, and implementation of career pathways/programs of study.

In 2017, Act 69 designated the Commissioner of Labor as the leader of workforce education and training in the state. It directed the Commissioner to work with the State Workforce Development Board (SWDB) to assess Vermont's current system of workforce education, development, and training programs to identify inefficiencies in the system, and design and propose solutions to reimagine the system including certain elements related to expanding access to CTE. As official policy, this law defined career pathways for the state to include grade 7 and beyond. It directed the Agency of Education to provide technical assistance to school districts to avoid replication and duplication of efforts in the implementation of work-based

³² Act 51 of 2015. Vermont Agency of Education Report to the Legislature.

<https://legislature.vermont.gov/assets/Legislative-Reports/edu-legislative-report-act51-career-technical-education.pdf>

learning programs as part of career development and the personalized learning planning process. The Act, and the approved budget, provided authorization for the hiring of the state's first career pathways coordinator. The position at the Agency of Education was created to develop state-wide career pathways/programs of study³³ in priority sectors, in keeping with the priorities set forth in Act 51. The career pathways coordinator is currently leading the state through employer informed processes to develop pathways in:

- Computer Science/Information Assurance/Cybersecurity
- Advanced Manufacturing
- Construction, and
- Health Science.

In 2018, Act 189 authorized the Agency of Education to approve up to four pilot projects, proposed by regional CTE centers and their partner high schools, to examine a new funding formula, new governance structures, or both. It required the Agency of Education to report on the status of the pilots and make policy recommendations that would help both expand introductory CTE courses to 9th and 10th graders and provide access to career development programming in 7th and 8th grade. The law also targeted workforce development efforts on expansion of apprenticeship and other work-based learning programs. The law also authorized the SWDB to create new committees on Career Pathways and on Training and Credentialing.

The SWDB created a working group to determine the charge and membership of the new committee. The State CTE Director served as a co-chair of this working group that subsequently proposed a definition for 'credential of value' to the SWDB. The State Director for CTE now also serves on a newly formed committee charged with identifying and approving trainings and certifications that meet the 'credential of value' definition. The Vermont Department of Labor and Division of Vocational Rehabilitation have been leading efforts in the state to increase understanding of credentials of value/industry recognized credentials to help inform future policies. The Agency of Education's CTE team and the Adult Education and Family Literacy team are both participating with other state government partners in a credential attainment cohort training offered by the Employment and Training Administration of the U. S. Department of Labor.

In 2019, Act 80 directed the Commissioner of Labor to hire an outside consultant to study the universe of post-secondary CTE in the state and to make recommendations for how to improve its efficiency and equity of availability across the state. The law also authorized the appropriation of \$200,000 to Vermont Technical College to study the feasibility of, and to design and begin to offer, an early associate degree program for students in CTE programs. The goal was to have a high school senior complete the first year of the program in high school and then

³³ Agency of Education, Career Pathways, <https://education.vermont.gov/student-learning/flexible-pathways/career-pathways>

finish the second year at Vermont Technical College. The law also set a 70% attainment goal for post-secondary credentials of value.

State Supported Activities

Annually, the Vermont Legislature allocates \$750,000 in state funds to support grants for improving secondary CTE. The Technology, Innovation, Modernization, and Equipment (T. I. M. E.) grant program is a competitive opportunity available to the state's 15 regional CTE centers as well as two independent schools that offer state approved CTE programs. The program is intended to support equipment purchases and any activity that helps achieve the State's strategic vision, including activities focused on supporting the systemic implementation of career guidance and counseling for students starting not later than 7th grade. Projects funded in the 2019-2020 school year included implementing satellite introductory courses, purchasing equipment and technology upgrades related to state-wide career pathways/programs of study in advanced manufacturing and cybersecurity, and designing and implementing an HVAC-R module for a high school construction technology program.

Over the last several school years, as a means of supporting the implementation and expansion of rigorous and meaningful standards-based³⁴ work-based learning (WBL) programs, the Agency of Education provided an ongoing professional learning series for secondary school and CTE work-based learning coordinators from across the state. This resulted in an increase in licensed WBL coordinators in the state.

Since the creation of the Vermont Dual Enrollment program in 2013, the State annually contributes approximately \$1.7 million³⁵ to fund the program which provides all public high school juniors and seniors with two college course vouchers to be used while students are still in high school. The state also funds the Vermont Early College program with a budget of approximately \$2.6 million, which includes the budgeted amount for the Vermont Academy of Science and Technology (VAST), Vermont's sole early college high school.

As mentioned in the previous section, the Legislature and Governor supported funding for a full-time career pathways coordinator position at the Agency of Education that works on the CTE team. The Legislature and Governor supported providing \$200,000 to Vermont Technical College to study the feasibility of an early Associate's program for CTE students.

³⁴ <https://education.vermont.gov/sites/aoe/files/documents/Work-Based%20Learning%20Manual-112918.pdf>

³⁵ Agency of Education Budget Book FY20, pg. 60
https://lifo.vermont.gov/assets/Uploads/8a7c55b35a/AOE-2020_Budget_Book-v2.pdf

Strategies for any joint planning, alignment, coordination, and leveraging of funds [Required Narrative B: [1][c]]

As a small state, and as evidenced by this summary of recent state laws passed by the Legislature, Vermont enjoys and expects a level of collaboration and coordination in state-level education and workforce development planning efforts:

Act 51 of 2015 required “[t]he Agency of Education, the Department of Labor, the Agency of Commerce and Community Development, and the Vermont State Colleges shall convene, develop suggestions, and report on or before December 1, 2015 to the House Committees on Commerce and Economic Development and on Education and the Senate Committees on Economic Development, Housing and General Affairs and on Education on how Vermont’s CTEs can be better utilized to provide training aligned with high-wage, high-skills, high-demand employment opportunities in Vermont.”

Act 69 of 2017 created the Agency’s Career Pathways Coordinator position that serves as the interagency point person for the development of a State-approved Career Pathways System with the authority to “convene stakeholders across the Department of Labor, the Agency of Commerce and Community Development, the Agency of Education, the Agency of Human Services, the Statewide Workforce Development Board, Career Technical Education Centers, employers, post-secondary partners and related entities in order to create a series of career pathways.”

Act 189 of 2018 required the Agency of Education to collaborate with the State Workforce Development Board to recommend policies to the General Assembly that would change the funding system for CTE and that would expand equitable access to pre-technical and other introductory CTE courses.

Act 80 of 2019 required the Vermont Department of Labor to collaborate with the Agency of Education, Vermont State Colleges, and the Vermont Adult Technical Education Association on the work of a consultant to be hired to advise on the design, implementation, and costs of an integrated post-secondary career technical education system. The law also required Vermont Technical College to collaborate with Vermont’s CTE centers and the Agency of Education in studying how best to deliver all or a portion of associate degree programs at CTE centers in the state.

Acts 69, 80, and 189 are all leveraging and building from existing investments in flexible pathways – including career technical education. These Acts also have the result of encouraging communities and schools to make local investments (e.g., WBL position expansion, etc.).

The Deputy Secretary of Education serves on the State Workforce Development Board with the Commissioner of Labor, the Commissioner of the Department of Corrections, the Director of Vocational Rehabilitation, the Commissioner of the Department of Economic Development, the Secretary of Commerce and Community Development, and the Presidents of the Community College of Vermont and Vermont Technical College.

The State CTE Director serves on the State Apprenticeship Council, the state's apprenticeship expansion committee, and the Training and Credentialing Committee of the State Workforce Development Board and is part of the grant review process for workforce development grants from both the Department of Labor and the Department of Economic Development.

In the last two years, the Vermont Department of Labor developed and published labor market information analysis organized by CTE region³⁶. Also, the Department of Labor and the J. Warren & Lois McClure Foundation collaborated to create a "Pathways to Promising Careers"³⁷ brochure that is used widely in schools across the state. Both documents are source documents that Perkins applicants are encouraged to reference in their Comprehensive Local Needs Assessments.

The Vermont Department of Labor and the State Workforce Development Board, working with regional development corporations, hosted a series of regional workforce summits in the fall of 2019. The summits were a goal of the WIOA state plan but also served the purpose of starting structured conversations between employers, educators, and training providers. The kick-off year for these events was 2019 but they are planned to continue into the foreseeable future. Applicants for Perkins V funds are strongly encouraged to reference the results of these summits in their Comprehensive Local Needs Assessments.

Together, education and workforce stakeholders formally and informally share strategies and actively seek out opportunities to plan, collaborate, coordinate, and align initiatives.

Strategic vision and goals for preparing an educated and skilled workforce [Required Narrative B: [1][b]]

In late winter 2018, in anticipation of Congress passing a reauthorized version of the Perkins Act, the Vermont Agency of Education (AOE) engaged in a six-month long multiphase process to involve the public and interested stakeholders in developing a strategic vision and aspirational goals for CTE in Vermont. During this process the AOE:

³⁶ <http://www.vtlmi.info/cteind2018.pdf>

³⁷ <https://www.vermontcf.org/McClureFoundation/Initiatives/PathwaystoPromisingCareers.aspx>

(1) interviewed a cross-section of Vermonters including students, parents, CTE administrators, school administrators, industry representatives, workforce development partners, and policy makers;

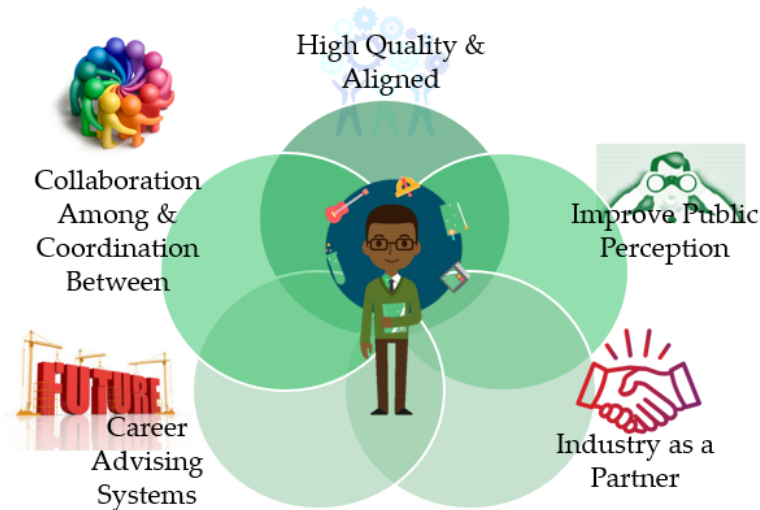
(2) deployed a fifty-question online survey with more than 40% of the responses obtained from students and families; and

(3) held an all-day, in-person meeting with a broad group of stakeholders who helped the Agency to interpret the data collected and distill the vision and goals for CTE in Vermont. Finally, we further validated these results by meeting with focus groups of CTE students and teachers in four regions of the state.

The State Board of Education (SBE) endorsed the new strategic vision and goals for CTE on May 15, 2019:

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 several strategies:



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

Vermont’s strategic vision and goals for CTE act as guideposts for the Perkins V State Plan development, the framework for alignment to existing education initiatives, and guardrails for any new legislation, initiatives, and policy priorities.

The Federal government’s investment of Perkins funds in the CTE system represents an investment in building, expanding, and improving a bridge from secondary education to the workforce. The Federal government also invests in Vermont’s education system and in our workforce development system. The education system investments come via the Every Student Succeeds Act (ESSA) and the workforce development system investments are made primarily through WIOA. Each federal investment has an accompanying state plan that has a guiding vision and goals. It is critical to the success of the state’s efforts that there is alignment and ultimately coherence across the vision and goals of each program’s investments.

Alignment with the ESSA State Plan is integrated into the Comprehensive Local Needs Assessment by requiring our regional CTE centers and other recipients to examine the performance results of students in their service areas and by requiring the recipients to identify the professional development investments being made by the LEAs in their service area. Additional alignment exists in the accountability section of this plan, but generally is represented by the following academic and college and career ready³⁸ performance indicators:

- Academic:
 - Graduation rate – both cohort and extended rates
 - Academic proficiency in English language arts
 - Academic proficiency in mathematics
 - Academic proficiency in science
- College & Career Ready:
 - Industry recognized credential attainment
 - Work-based Learning (as part of flexible pathway participation)
 - Dual and concurrent enrollment

The State Workforce Development Board recently updated Vermont’s strategic vision and goals as part of updating our Workforce Innovation and Opportunity Act (WIOA) state plan. The

³⁸ Pages 53 & 54 of Vermont’s approved ESSA plan state: “We are proposing two indicators of Career and College Readiness [one] looks at how students are performing while still in school. “Fifth” Indicator 3: Are students’ career and college ready prior to graduation? Consistent with Vermont’s Act 77 and the Education Quality Standards, stakeholders were interested in a summative measure that could capture the broad range of outcomes we work to prepare our graduates for. Building on our commitment to flexible pathways, we leveraged students personalized learning plans to identify the assessments students could take in order to demonstrate that they are career and college ready prior to graduation. This indicator also meets ESSA goal for a unique indicator not used in other measures.” Industry Recognized Credential is included in the list of acceptable assessments of college and career readiness in Vermont’s approved ESSA state plan (p. 54).

strategic vision for our workforce development system is to meet Vermont’s employment demands “through a statewide, coordinated, and integrated system of workforce education, training, and development where all Vermonters can connect to robust career pathways, advance along career ladders, and quickly secure employment with a Vermont employer.”

The goals that have been identified to help us achieve the WIOA state plan vision include:

Goal 1: Connect Vermonters to the education, training, and supportive services needed to enter and advance along a career pathway that leads to greater financial independence.

Goal 2: Increase the number of women, minorities, people with disabilities, and other underrepresented people employed in the skilled trades, science, technology, engineering, and mathematics fields, advanced manufacturing, and other priority industry sectors in Vermont.

Goal 3: Increase the number of Vermonters with barriers to employment who complete high school, earn a post-secondary credential – including an industry-recognized certificate, registered apprenticeship, or post-secondary degree program – and become employed in occupations that align with the needs of Vermont’s employers.

Goal 4: Improve Vermont’s workforce development system by continuously aligning, adapting, and integrating workforce education and training programs and career and supportive services to meet the needs of all participants.

Goal 5: Expand Vermont’s labor force by helping more Vermonters enter the labor market and assisting out-of-state workers in securing employment with Vermont employers and relocating to Vermont.

The Vermont CTE, Perkins, workforce development and WIOA vision statements, and their underlying goals and principles, share a unifying purpose. The vision statements are all focused on helping people attain their career goals while simultaneously supporting Vermont’s economic sustainability.

Collective goals across CTE, Perkins, Workforce Development, and WIOA speak to:

1. Protecting vulnerable populations and providing avenues for all Vermonters to access meaningful and relevant post-secondary education in order to advance along a career path to employment with self-sustaining wages;
2. Using current labor market information to inform policy, regulation, and programmatic decisions;

3. The need for collaboration and coordination to ensure all aspects of the education and workforce development systems can function efficiently and equitably;
4. The critical role that business and industry plays in these systems;
5. The importance of visibility and promotion of these systems and the programs that comprise them; and
6. The importance of robust career advising and other support services for participants of all programs.

In addition, we highlight additional alignment opportunities involving Vermont’s approved ESSA state plan. The ESSA plan provides for a broad range of college and career ready outcomes that are an extension of the state’s flexible pathways policies and that reflect the differing life goals and educational pathways of each student. The college and career ready measures include, among others, attainment of an industry recognized credential, which offers the greatest alignment opportunity between our Federally funded education and workforce preparation/development programs.

For additional information, please refer to the crosswalk of State Plan vision and goals in Appendix C.

Specific Perkins Goals and Strategies

By 2024, Vermont plans to use its federal investments under Perkins V to achieve four high leverage goals:

- 1) Offer high quality Career Pathways/Programs of Study aligned with high skill, or high wage, or in-demand occupations.
 - a) Continue and expand upon the State’s existing work to develop a State-approved Career Pathways System.
 - b) Revise State Board of Education rules governing CTE in Vermont to be more reflective of other education and workforce development policies passed in the last five years.
 - c) Review and revise secondary CTE program standards, with the following considerations:
 - i) CTE program standards will be updated to:
 - (1) Ensure greater equity in the awarding of credits/graduation proficiencies for CTE students regardless of their home high school;
 - (2) Allow for state-wide rather than individual technical center-based articulation agreements with post-secondary institutions;
 - (3) Include concepts related to green and sustainable practices related to environmental impacts.
 - ii) To do this work, the Agency will:
 - (1) Convene meetings by career cluster, or pathway when appropriate to allow for instructor input and cultivate instructor buy-in;

- (2) Coordinate with middle and high schools to ensure consistency in documenting CTE learning on proficiency-based transcripts;
 - (3) Coordinate with business, industry, and post-secondary³⁹ partners to help ensure program content standards offer credentials that align with pathways to high-skill, or high wage, or in demand occupations after graduation.
 - iii) Related to this work, the Agency will lead efforts to ensure the standards are consistently implemented and that the CTE programs are organized by explicit courses.
 - iv) The Agency will support professional development aimed at ensuring teachers and other professionals can implement the new standards with fidelity.
 - v) By working to ensure coherence among secondary education, career technical education, and post-secondary education systems, we will increase student aspirations and participation in post-secondary education and training pathways.
 - vi) By providing sense-making for students, families, and educators, of all the available local, state, and Federal funding options related to post-secondary education, we aspire to reduce the overall burden of student loan debt.
- 2) Ensure the CTE teacher and leader workforce is prepared for a student-centered education landscape and supported in a continuous improvement environment.⁴⁰
- a) The Agency will support the development and implementation of an annual state-wide conference for CTE.
 - b) The Agency will strongly encourage districts to provide up to two common professional development days for CTE during the school year.
 - c) Secondary and post-secondary CTE teachers will be better prepared through ongoing and annual professional development focused on ensuring they have the most up-to-date technical knowledge and skills in their industries.
 - d) Secondary and post-secondary CTE teachers will receive opportunities for collaboration with secondary educator colleagues, professional learning, and supports to ensure they are adequately prepared to provide academically rich proficiency-based instruction.
- 3) Through professional development initiatives, secondary and post-secondary CTE teachers and administrators will be more fully able to effectively support historically marginalized populations.

³⁹ It should be noted that during the public comment period, one post-secondary institution said that currently it would be virtually impossible to implement state-wide articulation agreements in most program areas because there is no standardization across like programs in our CTE centers. The work of updating standards will aim to bring some standardization to like programs across the regional centers in order to accomplish the goals of this plan.

⁴⁰ This strategy represents opportunities for alignment with the State's ESSA plan.

- 4) Build on career and academic advising across the continuum of secondary to post-secondary education.
 - a) The Agency will expand upon previous work with Vermont’s teacher preparation programs to ensure content related to career technical education and to integrating career awareness and career development across the curriculum are incorporated into the programs.
 - b) The Agency will, with partners, identify and publish on its website recommended course taking (including dual and concurrent enrollment courses) from grades 9 to 14 via a formal program (plan) of study document to assist in advising students, based on their career interests and aspirations.
 - c) The Agency will initially focus on understanding existing career and academic advising practice across our secondary education and CTE systems. The Agency will then work to support and expand implementation of comprehensive career guidance systems in high schools, in partnership with regional CTE centers and related Perkins investments.
 - d) The Agency will initially focus on understanding existing career and academic advising practice across our secondary education and CTE systems.
 - e) The Agency will support ongoing professional development, particularly related to developing equity literacy⁴¹ in both formal and informal advising and counseling capacities, as well as classroom teachers. It is important that adults recognize and manage their own biases, to better help students and families challenge societal and cultural pressures, understand the opportunities in the labor market and post-secondary education, and meaningfully connect all the pieces.
 - f) Every school district serving students in grades 7-12 will have the opportunity to benefit directly or indirectly from Perkins and existing state funds in some way, primarily through improvements or expansions upon career guidance systems and career development activities in coordination with the regional CTE system.
 - g) The Agency will ensure that every student can participate in and succeed in all aspects of a CTE program, should they choose to participate in one, including introductory programs.
 - (1) One access point is offering multiple modalities for access and participation. One such instance is distance CTE offered through Vermont Virtual Learning Collaborative - a resource for delivering introductory CTE programs to at least half of the regions of the state. In offering expanded virtual and distance learning, it will be important to ensure that IEP teams contemplate the

⁴¹ “Equity literacy is a framework for cultivating the knowledge and skills that enable us to be a threat to the existence of inequity in our spheres of influence. More than cultural competence or diversity awareness, equity literacy prepares us to see even subtle ways in which access and opportunity are distributed unfairly across race, class, gender identity, sexual orientation, (dis)ability, language, and other factors.” Equity Literacy Institute.

accommodations and modifications that will be necessary for students with disabilities to be successful.

- 5) Ease and simplify transition points.
 - a) Through quarterly Perkins coordinating meetings, there will be an increase in state-wide collaboration and coordination between secondary CTE, including Career Technical Student Organizations (CTSOs), and post-secondary education.
 - (1) The membership of these meetings may expand to include middle and high school partners.
 - b) As part of the state’s anticipated career advising and ongoing Career Pathways development work, partners across the K-12 and post-secondary education systems will establish common processes and supports to reduce barriers to employment and continued training and education.
 - c) The Agency will work to ensure new opportunities for collaboration and coordination are explored and can be supported with Perkins or state funds, including the formation and support of consortia.
 - d) The Agency will require state level articulation agreements to be in place for state developed career pathways programs and will require programs of study to be implemented at the local level.
 - e) The Agency will create, publish, and train education stakeholders on state-wide credit transfer agreements.
 - f) As part of the Agency’s broader implementation of flexible pathways, the Agency will work to improve and expand career and college counseling and career exploration programming through technical guidance such as the Flexible Pathways Implementation toolkit.⁴²
 - i) The Agency will develop criteria for recognizing secondary CTE programs as “pre-apprenticeship.” Through promotion of these programs and their connections to state Registered Apprenticeship programs, we will see an increase in registered apprentices.
 - g) The Agency and partner post-secondary institutions will ensure that dual/concurrent enrollment courses in CTE centers are accessible to students, regardless of the qualifications of their teacher or the location of the CTE center.
 - h) Earlier exposure to career development activities is essential to our success. Students in 7th and 8th grades should have exposure to career exploration and career development activities that involve the regional CTE centers. Students in 9th and 10th grade, regardless of their zip code, should have access to introductory CTE programs, whether they are provided via distance learning platforms like Vermont Virtual Learning

⁴² <https://education.vermont.gov/student-learning/flexible-pathways>

Cooperative (VTVLC), provided by a CTE center at the partner high school, or via some other delivery model.

- i) The Agency will continue to provide support and guidance to IEP teams working to support students transitioning into CTE and into the workforce after high school.

These goals will be achieved by paying particular attention to special populations in the accountability process, as described subsequently. At a minimum, by requiring program improvement plans oriented to the special populations identified in the law we serve to close equity, opportunity and achievement, gaps⁴³ for those vulnerable populations. The accountability system requires a continuous improvement process (i.e., comprehensive local needs assessment) that encourages data and evidence-based reflections on student needs and informs improvement strategies linked with investment in specific programs and services that more effectively support every student.

⁴³ Vermont Agency of Education. "Equity Lens Tool." <https://education.vermont.gov/documents/edu-equity-lens-tool>

COLLABORATION AND COORDINATION: STATE PLANNING

Plan Development and Consultation with Stakeholders [Required Narrative A: [1]]

As mentioned previously, in anticipation of Congress passing a reauthorized version of Perkins, the AOE engaged in a six month long multi-phase process to involve the public and interested stakeholders in developing a strategic vision and aspirational goals for CTE in Vermont. We conducted interviews of a cross-section of people including students, parents, CTE administrators, school administrators, industry representatives, workforce development partners, and policy makers; we conducted a fifty question online survey over a three-week period with more than 40% of the responses coming from students and families; and we held an all-day in-person meeting with a broad group of stakeholders who helped us interpret the data we had collected and who helped us form the vision and goals for CTE in Vermont. We validated our results by meeting with focus groups of CTE students and teachers in four randomly selected regions of the state.

During the late spring and summer of 2019, the Agency formed four working groups: secondary CTE, post-secondary CTE, joint secondary/post-secondary CTE, and comprehensive local needs assessment (CLNA). The post-secondary CTE working group met more frequently to capitalize on the opportunity to better define post-secondary CTE in this Perkins plan. The Vermont Department of Labor and Vermont Student Assistance Corporation also participated in the post-secondary meetings.

The Agency meets at least annually, by career cluster, with secondary CTE teachers; in a few instances we meet twice each school year. The secondary CTE administrators convene monthly and the Agency of Education participates in their meetings. The strength of our on-going connections to these groups over the last five years decreased the need for intensive consultation on this plan. The group that advised on the comprehensive local needs assessment was a cross-section of secondary and post-secondary educators, non-profits, regional development corporations, and the State Workforce Development Board to help us design the process and content for the CLNA.

Statewide surveys of special populations coordinators, CTE counseling coordinators, and adult CTE coordinators were conducted to develop a better understanding of the special populations they serve, the needs of those students, and the professional development needs of secondary CTE program teachers. The survey results were also used to develop a better understanding of special populations data collection protocols within the CTE system, and how they can be used to inform training and support of administrators and data coordinators across the state to increase accuracy and consistency.

All in all, 379 individuals⁴⁴, many of whom were teachers, were involved in the process of developing Vermont's Perkins state plan. Refer to Appendix A to see a full account of who participated in the process.

Plan Development and Consultation with other State Agencies [Required Narrative A: [2]]

The Deputy Secretary of Education was the primary gubernatorial appointee overseeing the development of this plan. Governor Scott was kept abreast of all facets of statewide CTE vision setting, stakeholder engagement and public comment, and both development and writing of the plan via regular written communications from the Secretary of Education. As required, Governor Scott had 30 calendar days, starting March 6, 2020, to fully review the final plan. During the Governor's review period, the response to the COVID-19 pandemic required his full attention.

Other partners and state agencies also helped develop the plan and its contents. Representatives from Vermont State Colleges, Community College of Vermont and Vermont Technical College participated in the post-secondary working group over the summer of 2019. There was additionally some participation from the University of Vermont. The State CTE Director, as well as other AOE leadership, met with staff from the Vermont State College's Chancellor's Office and the presidents of both colleges on an on-going basis to discuss the direction of the state plan and to create an open line of communication regarding any concern the colleges might have had about the plan.

In addition, members of the State Workforce Development Board were consulted individually, as part of a working group, and as a whole Board, on different aspects of the plan including the budget and plan priorities. Data coordinators for the post-secondary entities likely to receive funds convened to develop better and consistent operational definitions for all indicators and special populations, and to reach consensus on any reporting lags.

Agency staff also met formally and informally with the Director of Workforce Development at the Department of Labor initially to discuss opportunities for overlap between Perkins and WIOA, and then finally to plan opportunities for further collaboration on the use of WorkKeys and alignment among the various "career counseling" roles and responsibilities across state and Federal programs as part of the overall workforce development plan.

The State CTE Director presented to the full membership of the State Workforce Development Board on December 5, 2019 and provided opportunity for questions and input. Various

members from the SWDB were engaged in the process through the summer and into fall of 2019.

Opportunities for public comment in person and in writing [Required Narrative A: [3]]

The AOE created an e-mail address to receive comments and directed interested parties to our website and the e-mail address. The public were also encouraged to submit written comments via U. S. Mail. The public comment period was open from January 22, 2020 to February 21, 2020. Information about the comment period was posted on the AOE website, placed in both the Agency’s weekly field memo and the SWBD’s monthly workforce newsletter, and announced via social media. As part of the public comment process, direct solicitations for feedback were also sent from the Agency’s CTE team to relevant individuals and organizations.

Public hearings were held in four regions of the state, and warned in accordance with state law in newspapers in surrounding communities:

North Country Career Center, Community Room, Newport, VT 05855

Jan. 23, 2020 6:30 p.m. – 8 p.m.

Howard Dean Education Center, Atrium, Springfield, VT 05156

Jan. 27, 2020 6 p.m. – 8 p.m.

Bellows Free Academy, Auditorium, St Albans, VT 05478

Jan. 28, 2020 6 p.m. – 8 p.m.

Central Vermont Career Center, Conference Room 136, Barre, VT 05641

Jan. 30, 2020 6 p.m. – 8 p.m.

Parents, students, community members and business partners were encouraged to participate. Food was provided to allow families to participate in the hearings. An informative 30-minute presentation was delivered at the beginning of each hearing. Interested parties were encouraged to drop off written comments or to sign up to speak and be heard.

State partners like the Vermont Department of Labor, Agency of Commerce and Community Development, and Vermont State Colleges were provided an opportunity to respond to the draft plan at the beginning of the public comment period.

On Thursday, March 5, 2020, the State CTE Director transmitted, via e-mail, the final draft state plan, along with an executive summary, and a request to submit any objections to the plan to the Agency of Education (the eligible agency) no later than noon on April 6, 2020. The e-mail was sent to:

Jeb Spaulding, Chancellor of the Vermont State Colleges System

Joyce Judy, President of Community College of Vermont

Patricia Moulton, President of Vermont Technical College

Sarah Buxton, Director, Workforce Development, Vermont Department of Labor

Michael Harrington, Acting Commissioner, Vermont Department of Labor

The Agency of Education received no objections.

PURPOSE, INTENT, AND IMPLEMENTATION

Preparing Teachers & Faculty [Required Narrative B: [4]]

The General Authority provision of Perkins V State Leadership Activities requires both states and recipients of Perkins funds to engage in activities that improve career and technical education, including support for recruiting, preparing, or retaining career and technical teachers with pre-service, professional and leadership development, and development opportunities for universal design for learning (UDL).

In some states, the State Education Agency (SEA) plays an important role in recruiting teachers. However, in Vermont, the Agency of Education does not play a direct role in this process in deference to local education agency (LEA) control. The Agency licenses teachers on behalf of and implements the rules of the Vermont Standards Board for Professional Educators (VSBPE); from that perspective, the Agency assures that the teachers who are recruited by local entities possess the appropriate knowledge and skills to, at a minimum, do no harm to students.

Vermont maintains an alternative route to CTE teacher licensure. Industry professionals are granted an apprenticeship license and complete required educator training coursework while teaching at the secondary level. The rules governing this apprenticeship license were updated in the last five years. Due to Vermont's skilled workforce shortage, business and industry entities that partner with CTE often compete for the same pool of candidates who possess the technical knowledge and skills necessary to educate CTE students. One solution is to revise the current CTE teaching endorsements to make teaching a more appealing prospect for skilled individuals interested in transitioning out of industry. These revisions, as outlined by the VSBPE, will begin in 2020.

When industry professionals first begin teaching CTE, they may need supports to become licensed and maintain both their educator license and other professional or technical credentials related to their CTE program area. The Agency recognizes the importance of supporting these professionals as evidenced by our high leverage goals:

1. Offer high quality Career Pathways/Programs of Study aligned with high skill, or high wage, or in-demand occupations;
2. Ensure the CTE teacher and leader workforce is prepared for a student-centered education landscape and supported in a continuous improvement environment;
3. Build career and academic advising systems across the continuum of secondary to post-secondary education; and
4. Ease and simplify transition points.

Supporting the transition to teaching:

The Vermont Association of Career Technical Education Directors (VACTED), the statewide association of CTE center administrators, has established and will maintain a collaborative agreement, with voluntary membership, to support the professional development of teachers. We anticipate this consortium will continue to voluntarily adopt the practices and procedures required by federal and state law. As such, members will enter into a formal agreement, updated every year, and pool Perkins or other funds to pay for the CTE teacher preparation program offered by the Continuing Education and Workforce Development Division of Vermont Technical College. The program is a cohort model and can take up to four years to complete. The program is approved by the Agency of Education to recommend teacher candidates for licensure once they have completed the requirements of the program and the CTE teaching endorsement they seek.

The Agency is also interested in exploring, with education and business and industry partners, the concept of externships⁴⁵ for CTE teachers who need to remain current on technical and workplace skills.

Ongoing Professional Development

The Agency of Education and the VACTED Consortium will collaborate on efforts to support ongoing teacher professional development over the life of this plan. A major concern is a lack of shared professional development days for CTE educators across the state. The Agency will work with the Vermont Superintendent's Association to advocate for school districts to provide up to two common professional development days for CTE during each school year. In order to understand what teachers most need, the Agency will issue a survey every two years as part of a state-wide needs assessment. Information gathered will be used to develop a state-wide professional development plan and to allow the Agency to identify the need for internal or external expertise and guidance.

The Agency is interested in understanding the self-reported needs of CTE teachers and leaders at various stages on their professional path. The needs of mid-career teachers, new teachers, and experienced teachers are very different, and the needs of secondary and post-secondary

⁴⁵ The goal is to offer 2 – 4 week paid externships for teachers with employers during the summer months. Teacher externships offer a unique professional development opportunity connecting the classroom to the workplace. They provide an experience in which teachers spend time in a workplace to learn through direct experience about trends, skill requirements and opportunities in industries related to their subject in order to enrich and strengthen their teaching and bring relevance to student learning. University of Berkeley, Teacher Externship Guide. https://casn.berkeley.edu/wp-content/uploads/resource_files/teacher_externship_guide.pdf

teachers are also different. Similarly, the needs of teachers in architecture and construction programs are different than the needs of human services teachers.

The state-wide professional needs assessment will guide and focus the state's efforts. Those efforts include:

- Supporting the implementation of an annual CTE conference aimed at connecting teachers (CTE technical, academic, secondary, post-secondary, and corrections) with business and industry, addressing professional development needs identified in the state survey, and celebrating and highlighting the accomplishments of the CTE system;
- Continuing to support annual, or more frequent, teacher meetings by career cluster with a stronger focus on sharing of best practices, integration of rigorous academic content, and structured professional learning.

We've specifically identified the following opportunities in the strategies of the high leverage goals:

- The Agency will support professional development aimed at ensuring teachers and other professionals can implement new standards with fidelity.
- Secondary and post-secondary CTE teachers will be better prepared through ongoing and annual professional development to ensure they have the most up-to-date technical knowledge and skills in their industries.
- Secondary and post-secondary CTE teachers will receive opportunities for collaboration with secondary general education colleagues, professional learning, and supports to ensure they provide academically rich and proficiency-based instruction.
- Secondary and post-secondary CTE teachers and administrators will be better prepared through ongoing or annual professional development focused on supporting historically marginalized populations.
- The Agency will expand upon previous work with Vermont's teacher preparation programs to ensure that content related to career technical education, including career awareness and career development across the curriculum, are incorporated into the programs.
- The Agency will support ongoing professional development to develop greater equity literacy in both formal and informal advising and counseling capacities. It is important for adults to be able to recognize and manage their own biases, help students and families challenge societal and cultural pressures, understand the opportunities in the labor market and post-secondary education, and meaningfully connect all the pieces.

- Through quarterly Perkins coordinating meetings, we will see an increase in state-wide collaboration and coordination between secondary CTE, including CTSOs, and post-secondary education.
- The membership of the quarterly Perkins coordinating meetings may expand to include middle and high schools.
- As part of the Agency's broader implementation of flexible pathways, we will work to improve and expand career and college counseling and career exploration programming through technical guidance such as the Flexible Pathways Implementation toolkit.⁴⁶
- The Agency will facilitate professional development for faculty and staff regarding the use of Vermont Virtual Learning Cooperative's system for distance learning and career exploration and development, including the best ways to support every learner in an online course.
- The Agency will facilitate professional development for teachers that focuses on expanding participation and partnership with 21C Community Learning Centers and after school personnel.
- The Agency will facilitate professional development for faculty on the integration of CTSOs into the curriculum.

The CLNA will drive the priorities of each recipient's Perkins application. As required by the law, the application will cover four years, and as required by this state plan, all approved applications must include professional development plans developed to address the local needs of each center. Needs identified in the CLNA will be used to inform and prioritize professional development activities that create high quality programs of study leading to high skill, or high wage or in-demand occupations, and that help staff and faculty remove barriers to access and success for special populations.

Any use of funds for professional development in local applications must meet the requirements established in the law - in particular - that it is sustained and not stand-alone, 1-day, or short-term workshops, and align with the Required Uses of Funds in Section 135(b) of the Act. Professional development plans at the state and local levels will be achieved by a strong relationship and reliance on Vermont Technical College. There are two private schools that offer state approved CTE programs. As required in Section 217⁴⁷, at the written request of

⁴⁶ <https://education.vermont.gov/student-learning/flexible-pathways>

⁴⁷ An eligible recipient that uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers,

the private schools, and so long as it is practicable, any recipient of Perkins funds is required to allow CTE teachers of these private schools to participate in Perkins funded professional development. This includes participation in the CTE teacher preparation program, if it is supported with Perkins funds.

Implementing CTE Programs/of Study

Dual and Concurrent Enrollment [Required Narrative B: [2][d]]

Under existing Vermont law, high school juniors and seniors approved to participate in the Vermont Dual Enrollment Program as a component of their personalized learning plan (PLP), including those students in CTE, have access to two state-funded vouchers for dual enrollment courses. CTE students have access to additional concurrent enrollment classes made available only at CTE centers. Vermont also makes available funds to support early college programs for eligible high school seniors that allow students to substitute their final year of high school with a full freshman year of college courses at an in-state, participating college.

Our efforts over the course of this state plan will be to align and crosswalk dual/concurrent offerings to our state-level career pathways initiatives. Vermont also allows eligible students in the Early College program to simultaneously participate in CTE programs provided those programs are half-day or part-time, in order to ensure the student can manage the workload of two different programs.

As part of our ongoing career pathways work, and to eliminate some amount of guess work on the part of parents, students, and adults in advising capacities, we will identify and publish specific dual or concurrent enrollment courses that fit within a pathway and that serve to accelerate a student's path to post-secondary education and into high skill, or high wage, or in-demand occupations.

Programs/of study supported, developed, or improved at the state level [Required Narrative B: [2][a]]

In the process of developing our strategic vision and goals, we confirmed that students, families, and teachers need to have information about state-wide programs of study to help them accelerate their progress along a path to a career, to have a better understanding of in- and out-of-state options, and to ensure everyone can ultimately make informed decisions, particularly those decisions of consequence that can have a lasting impact on a student's financial well-being (e.g., student loan debt).

administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

In the last two years, Vermont has targeted significant resources to the development of career pathways⁴⁸; the key resource is the addition of a state-funded career pathways coordinator position to the Agency of Education. This position plays a statewide role in convening relevant parties to agree on key development areas, developing curriculum and delivery models, and supporting the local implementation of state-wide programs of study. The work involves expanding CTE offerings into grades 7 and 8, assisting in the development of introductory programming for 9th and 10th graders, and ensuring rigorous, relevant programming for 11th and 12th graders that leads to post-secondary education and training opportunities. The work of the career pathways coordinator is informed by both business and industry needs and available labor market information, and closely links to the work of WIOA core partners.

The Agency of Education has heretofore organized on-going series of meetings by career cluster and will continue to convene employers, technical centers, schools, and post-secondary institutions in order to identify skills and competencies needed in the workforce. As a result, the Agency of Education is in a strong position to endorse career pathways aligned with the content that technical centers need to teach students.

As identified in Vermont's WIOA State Plan, in alignment with our Strategic Goal to only support high-quality, rigorous programs that are informed by available labor market data, the Agency of Education, in partnership with regional technical centers, middle and high schools, employers, and post-secondary entities, is currently developing, implementing, modifying, and sustaining career pathways programs of study in:

- Construction Trades
- Advanced Manufacturing
- Computer Science/Information Assurance/Cybersecurity
- Health Science

As there is a workforce shortage in Vermont, and employers in all sectors report difficulty finding workers, much less qualified workers, strengthening workforce development in all sectors is important. Nonetheless, in order to best target resources, Vermont has made a strategic decision to focus on three areas where infrastructure and training programming already exists (Construction Trades, Advanced Manufacturing, and Health Science) and to transform existing or add new programs in computer science and cybersecurity. We plan to continue our focus on these specific sectors in our Perkins V work in order to ensure solid frameworks for continuous improvement, program sustainability, and adequate tracking of progress through key performance indicators, before moving on to new sectors.

⁴⁸ <https://education.vermont.gov/student-learning/flexible-pathways/career-pathways>

Construction Science

In 2018, Vermont's state construction industry collaborative endorsed the core curriculum from the National Center for Construction Education and Research (NCCER). As a result, every regional CTE center offering a construction trades program must use this curriculum and resulting credential as part of their program of study. This was a sea change development within our state; traditionally, LEAs and regional CTE centers have operated entirely independently from one another, adopting their own local curricula and credentials of value.

Our next steps are to (1) develop a formal credit transfer agreement with Vermont Technical College, Department of Labor Registered Apprenticeship programs, and other post-secondary programs; (2) begin expanding integrated coursework into 7th grade; and (3) increase student interest in (and family support of) studies in other construction trades such as electrical, plumbing, HVAC-R, and masonry. These activities are all critical for achieving our ultimate goals of both ensuring consistency statewide in construction trades training and solving some of our state's biggest workforce challenges.

Cybersecurity/Information Assurance

As a result of the Agency's leadership in identifying cybersecurity as an important new focus for CTE programs of study, participating regional CTE centers will begin implementing the National Initiative for Cybersecurity Education-Research Center framework and corresponding curriculum by the beginning of the 2020 – 2021 school year. This curriculum will take time to implement because it requires broad transformation and implementation of employability/transferrable skills curricula, STEM, and computer science curricula across the state. The Agency will rely heavily on existing sample proficiencies in Transferable Skills and its Work-Based Learning Standards. In addition, the new focus on the cybersecurity domain has introduced new partnerships for the Agency of Education with the state Agencies for both Digital Services and Commerce and Economic Development, which have also been working on building talent pipelines in this area. These new partnerships will be important for achieving the broad scope and coherence that Vermont needs to fully realize our goals regarding cybersecurity workforce preparation.

Health Science

The State has yet to undertake any formal work related to health science career pathways, although many CTE centers have robust programming in place. Our work moving forward will focus on scaling up existing local programming that aligns with statewide goals. One promising area that the Agency will focus on is working with Vermont Technical College on their accelerated associate's degree program to ensure that more students have information about and access to the opportunity. In particular, the Agency is interested in developing an accelerated path for high school students who are enrolled in health science career pathway

programs. This work will likely leverage existing state investments in the Vermont Dual Enrollment and Early College programs.

Advanced Manufacturing

The State has also worked to develop a state-wide Career Pathway program of study in advanced manufacturing. Employers and both secondary and post-secondary educators have met with the Agency and industry representatives to identify necessary skills and standards, and to identify appropriate curriculum that both address those skills and standards and articulate well to post-secondary education.

In school year 2020 – 2021, participating secondary CTE centers will begin implementing aspects of the state-wide program of study that is aligned with national manufacturing education standards. Advanced Manufacturing is broadly defined as manufacturing that uses new technologies and new materials and is actively engaged with the community and suppliers. This is important for the state of Vermont, where approximately 50% of the jobs in the manufacturing sector are in Advanced Manufacturing.

The Agency of Education is also working with middle schools located near regional CTE centers adopting the Advanced Manufacturing career pathway to develop new curricula or STEM content that ensures alignment and supports students who may transition to the Advanced Manufacturing, Cybersecurity, Construction or other CTE programs. These intersectional, cross-sector training opportunities are important as they parallel the emergent characteristics and needs of our 21st century workforce system.

Necessary Systemic Practices

Several components, not yet consistently in place across the state, are necessary to sustain the implementation of all Career Pathways programs of study. One key component, identified in our strategic goals, is to develop and implement career advisement systems that support career exploration and foster all learners' success in pathways of interest. Another key component is a focus on development of math skills early on as part of the career pathways initiatives. Currently, the Agency is in its third year of a partnership with the Vermont State Colleges and Vermont Student Assistance Corporation to develop and implement a math program that delivers essential mathematical content to senior high school students to ensure they enter post-secondary education without the need for remediation and improve their readiness to engage in advanced mathematical study. This year's pilot schools have included both high schools and CTE centers. Additionally, the Agency has offered two years of statewide training as part of the All Learners Math Network to ensure rigorous and effective mathematical instruction for all students in grades K – 3.

The Agency plans to continue providing cross-disciplinary professional development for teachers, particularly those in the middle grades and high schools, with their colleagues in CTE. Other state-level initiatives that provide additional support to the development of programs of study include (1) adding CTE components to 7th and 8th grade programming, (2) expanding implementation of introductory programs for 9th and 10th graders, and (3) leveraging our substantial State and local investments in secondary school work-based learning coordinators by ensuring alignment of opportunities across contexts and within pathways.

Joint professional development between secondary CTE and post-secondary CTE teachers is also a priority, especially professional development that sustains our focus on consistent implementation of program of study from grades 7 to 16, and across all education providers.

Leadership & Reserve Fund Use

Leadership Funds Availability and Alignment with Section 124 [Required Narrative B: [1][d]]

The bulk of Leadership funds are used for salary, benefits, and travel-related expenses of Agency staff who provide leadership for certain areas of the Perkins program. Leadership funds are also used for grants to the field and to pay for contracted services, both administered according to the State of Vermont Agency of Administration guidelines and procedures.

CORRECTIONS EDUCATION (Section 112(a)(2)(a)):

The State of Vermont will annually allocate 1% (approximately \$50,373) of the total state allocation to support activities for individuals in the Community High School of Vermont (CHS-VT) and the related CTE programs offered in the State's correctional institutions. Any use of funds must be specifically authorized under Section 124 of the law.

CHS-VT will submit a four year plan in the spring of 2020 that will demonstrate how Perkins funds are part of larger strategies funded by other Federal (WIOA or otherwise) and state funds aimed at reducing recidivism and increasing employability and other opportunities for success for incarcerated individuals after they are released. CHS-VT will identify in this plan the target populations (those without a high school diploma, those with a diploma, or those with some post-secondary education) and strategies supported by Perkins funds, and may identify systems-level improvement strategies that are supported by Perkins.

CHS-VT will work toward designing and implementing programs of study related to their programs to help the incarcerated individuals, and those individuals who support them, understand how their experiences and credentials earned while incarcerated will translate or transfer to careers and further education and training. As part of

collaborative efforts, the educators in corrections will be afforded the opportunity to participate in all professional development opportunities related to career technical education in Vermont.

NON-TRADITIONAL PREPARATION (112(a)(2)(b)):

The State will assign \$60,000 for services that prepare individuals for non-traditional fields. This activity will focus in part on sustained professional development related to reducing overt and implicit bias for all professionals across secondary education to post-secondary education and including those working in career technical education. , in part on providing technical assistance to recipients of funds, and in part on supporting initiatives aimed at exposing young women to various non-traditional career and related post-secondary options

RECRUITMENT OF SPECIAL POPULATIONS (Section 122(a)(2)(c)):

The State will assign 0.1% (\$504) to the recruitment of special populations to enroll in CTE programs. These funds will be braided with other funds to allow for greater impact.

Reserve Fund Award Process and Criteria [Required Narrative C: [8]]

The reserve amount of \$400,000 will be split 50/50 between “secondary reserve” and “post-secondary 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 reserve funds for secondary will be granted on a competitive basis and will be based in part on the criteria provided in the law⁴⁹ and on the demonstration of need which will be in part based on the population of students enrolled in CTE provided by the eligible recipient.

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 eligible institutions in Vermont will use the funds to develop curricula that can be taught by secondary CTE teachers in their own classrooms or online. The courses will be developed to align with career pathways and programs of study that lead to high-skill, or high-wage, or in-demand occupations.

The reserve funds for secondary are supplementary to \$750,000 in state funds allocated by Vermont's Legislature for the T. I. M. E grant program.

Defining "Size, Scope, and Quality" [Required Narrative B: [2]]

These criteria are provided to guide the investment decisions of recipients of Perkins funds. The criteria apply both to "CTE programs" in the traditional sense, and to "activities" or "services" which may also be integrated into or be provided in support of students in CTE programs. Examples of "activities" or "services" include activities in support of career counseling and advising or a program of services intended to support non-traditional students.

⁴⁹ in— rural areas; areas with high percentages of CTE concentrators or CTE participants; areas with high numbers of CTE concentrators or CTE participants; and areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II)

Note that each column stands on its own.
 This chart should not be read as rows and columns being interdependent.

SIZE (numerical value)	SCOPE (curricular considerations)	QUALITY (measurable results)
		Meets minimum requirements established in Statute and SBE rules 2380 and others.
1. Minimum number of programs: As required in Perkins, recipients must operate at least 3 Perkins-eligible programs to be eligible to receive funds.	1. The written and implemented curriculum reflects a progression from grade 7 to 14, including elements of career counseling/advising and development activities across the grade span, and is based on state-approved standards and competencies.	1. Students and systems are achieving program goals and objectives; and making progress with respect to the Federal and State indicators.
2. Minimum number of students: The minimum number of students in a funded program, activity, or service is 7.	2. The curriculum offers academic, technical and employability/transferrable skills (work-based, distance learning, etc.) that have been consistently and equitably aligned to graduation requirements across the high schools in the region. Secondary and post-secondary programs/pathways are connected by articulation agreements and dual/concurrent enrollment courses.	2. The program has appropriately licensed and endorsed teachers providing effective instruction. These teachers also possess appropriate industry certifications aligned with stated program outcomes.
3. Minimum amount of equipment and materials needed to operate the program as evidenced by Regional Advisory Board (secondary) and ongoing program advisory committee review of local program input needs and outcome expectations (secondary and post-secondary).	3. The curriculum is aligned to the needs of industry and is aligned to high skill, or high wage, or in-demand occupations, and opportunities to pursue post-secondary education.	3. Program participation results in dual enrollment credit / concurrent enrollment course passing; multiple current articulation agreements exist with in-state and out-of-state institutions, including Registered Apprenticeship programs. Programs (designated pre-apprenticeship) connected to Registered Apprenticeship include recommended hours toward

		program completion as well as related instruction that will be recognized by post-secondary as credit towards an associate degree or certificate.
4. Minimum number of staff: Program teaching staff number must adhere to student ratio outlined in State Board of Education rules. Student support program/ “services” are staffed consistently with appropriately trained or licensed/certified individuals.	4. The curriculum provides opportunities to obtain recognized post-secondary credentials (industry recognized credentials, certificates, licenses or degrees) aligned with the career pathway.	4. Students consistently earn pre-determined recognized post-secondary credentials (industry recognized credentials, certificate, licenses or degrees) during or within 6 months of program completion.
5. Minimum number of internships, practicums, Career Work Experiences, Cooperative Technical Education experiences, or Student Apprenticeships or other work-based learning experiences, not counting job shadows, and following established guidelines is 2.	5. The curriculum shows a progression, and breadth and depth of instruction, towards an occupation or profession; has related counseling and advising; and integrates CTSOs.	5. The Regional Advisory Board is actively involved in reviewing the center and its programs and services for quality and equity of access.

CLNA Content & Process

During the past three years, significant Agency resources have been dedicated to the creation of school resources⁵⁰ fostering compliance with the continuous improvement processes required under ESSA. It is within this same framework that we situate the Comprehensive Local Needs Assessment. Perkins has provided states with a framework from which to understand how continuous improvement in career technical education can be applied and connected with needs outside the walls of the school – needs that few may have identified had they not engaged in this process. Figure 8 depicts Vermont’s vision of the continuous improvement process. More specifically, key elements of the “plan, do, check, act” framework are mapped to the CLNA, the grant application, and the accountability/program improvement requirements:

⁵⁰ <https://education.vermont.gov/education-quality-assurance/continuous-improvement>

Continuous Improvement Cycles

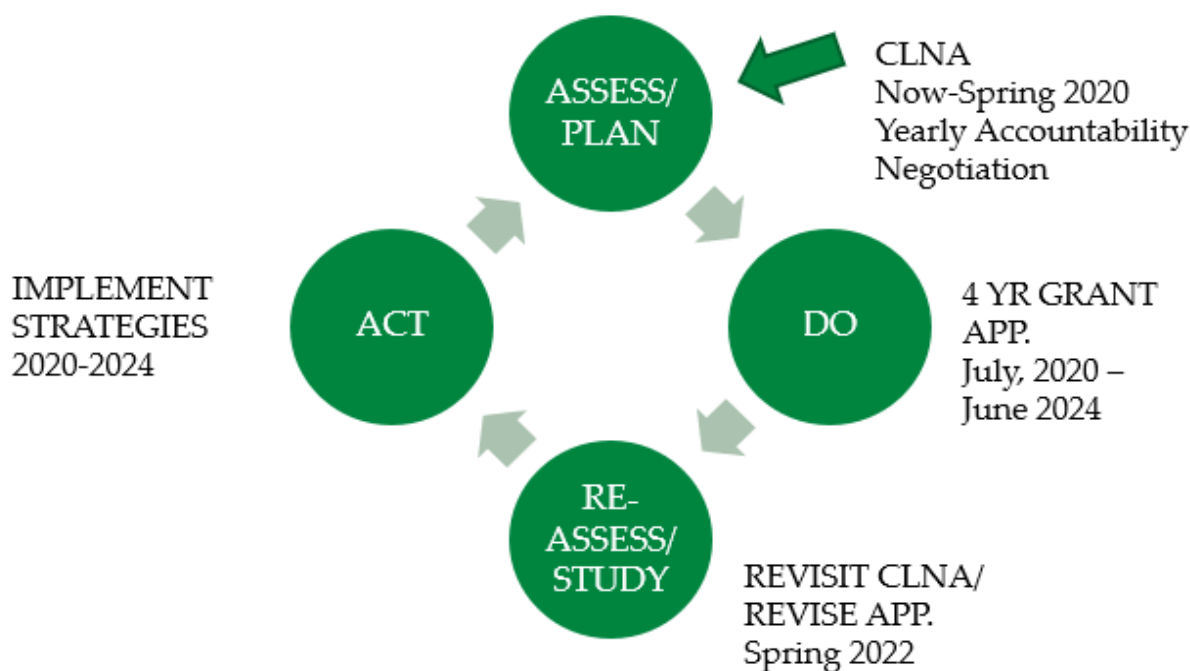


Figure 8. This image shows the continuous improvement cycle in terms of key milestones in the life of the Perkins grant.

Content:

By law, to receive financial assistance an eligible recipient shall conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The law requires the comprehensive local needs assessment to address the following areas:

- a. (Section 134 (c)(2)(A)) - An **evaluation of the performance of the students** served by the eligible recipient with respect to State determined and local *levels of performance established*;
- b. (Section 134 (c)(2)(B)) - A **description of how career and technical education programs** offered by the eligible recipient are –
 - i. *Sufficient in size, scope, and quality* to meet the needs of all students served by the eligible recipient; and
 - ii. *Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations* identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in the section as the ‘State board’ or local workforce development board), including career pathways where appropriate; or
 - iii. *Designed to meet local education or economic needs* not identified by State boards or local workforce development boards.

- c. (Section 134 (c)(2)(C)) - An **evaluation of progress** toward the implementation of career and technical education **programs, career pathways, and programs of study**;
- d. (Section 134 (c)(2)(D)) - A **description** of how the eligible recipient will *improve recruitment, retention, and training* of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions;
- e. (Section 134 (c)(2)(E)) - A **description of progress** toward implementation of *equal access* to high-quality career and technical education courses, career pathways, and programs of study for all students, including –
 - i. **Describe strategies to overcome barriers** that result in lower rates of access to, or performance gaps in, the *courses and programs for special populations*;
 - ii. **Providing programs that are designed** to *enable special populations* to meet the local levels of performance; and
 - iii. **Providing activities to prepare special populations** for *high-skill, high-wage, or in-demand industry sectors or occupations* in competitive, integrated settings that will lead to self-sufficiency.

Based on our collective state vision, Vermont has identified additional foci and requirements beyond what the Perkins Act requires. To facilitate coherence and clarity, we organize both federal and state requirements into six overarching content areas:

- I. Student Performance
- II. Labor Market Need
- III. Program Implementation
- IV. Progress Toward Implementing Programs of Study
- V. Recruitment, Retention and Training of CTE Educators
- VI. Progress Toward Improving Equity and Access

Process:

While the content of the CLNA is broken into the six required areas, assessments of each area should follow the same steps delineated below, which are reflective of a continuous improvement cycle:

- 1) **Needs Analysis** – determining needs by understanding target, quality, and performance thresholds to meet standards;
- 2) **Gap Analysis** -- measuring, assessing, and analyzing what the current state of performance, output and capacity is within the subject region, and identifying where the current state falls short of needs; and finally,
- 3) **Local Plan Development** – identifying and prioritizing strategies that will address the performance gaps to meet standards.

As an example of prompting questions within each step:

- a. **Needs Analysis** – What are the in-demand, or high skill or high wage areas in the local region and state? What are the emerging economic needs within the community? What programs do parents and students find of most interest? What are the key elements that define quality programming, career exploration and awareness, work-based learning, access, etc.?
- b. **Gap Analysis** – How well does the current center programming align with identified high skill, or high wage, or in-demand areas; economic opportunities; emerging technologies; student access and demand; quality programming; work-based learning, etc.?
- c. **Local Plan Development** – What strategies and resources will be required within the region to adequately address the gaps identified in the CLNA by both the CTE centers and eligible colleges within the region? How will you balance the needs of industry with parent and student interest? What strategies will you employ to better align these needs and interests?

The answers to these questions will inform each CTE center and college four-year Local Plan.

Who must be included in the assessment?

The following individuals and organizations must be consulted in determining local needs, performance gaps, and options for corrective action to address performance gaps. Each of the six required areas to be assessed indicate positions and organizations that would be best suited for consultation.

- Representatives of career and technical education programs in a local educational agency or educational service agency, including **teachers, career guidance and academic counselors, administrators and other school leaders, specialized instructional support personnel and paraprofessionals;**
- Middle and high school teachers and administrators from all of the schools in the service region;
- Representatives of career and technical education programs at post-secondary educational institutions, including **faculty and administrators;**
- Representatives of the State or local workforce development boards and a range of local or regional businesses or industries;
- Members of Regional Advisory Boards and Program Advisory Committees;
- Parents and students;
- Representatives of **special populations;**
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
- Representatives of **Indian Tribes and Tribal organizations** in the State, where applicable; and
- And any other stakeholders the eligible recipient may deem necessary to consult.

Self-Assessment Rubric

Vermont has created a self-assessment rubric (see Appendix C), organized by the content areas, and detailed further by specific questions that are provided as a minimum level of assessment.

Record Keeping: Eligible recipients and institutions wishing to receive funds must complete and document this process. The Agency of Education will not require submission of the work of the CLNA unless our regular monitoring process has revealed concerns about the center's previous performance and/or insufficient progress. However, the plan requires that all eligible recipients and eligible institutions maintain a file of the completed form with documentation (sign-in sheets, meeting minutes, e-mail exchanges) of who participated in or contributed to the process, and copies of any data that were reviewed in the process. The local application will require applicants to summarize the results of their CLNA and detail each year of their four-year plan.

At present, some areas of the CLNA process and documents lack adequate information; for instance, in some cases performance/metric baselines are currently impossible because we will be using measurement instruments and definitions for the first time. In the second round of CLNAs, we will accordingly have more and better data available to inform decisions. Anticipating that the Perkins Act is extended, we expect the CLNA process to change and evolve during each 2-year iterative cycle.

The law does not clearly define certain terms and leaves it to states to provide the clarity from its own context. The Agency worked with the Vermont Department of Labor's Labor Market Information Chief to develop criteria for how we define high wage, high skill, and in-demand occupations in Vermont:

- High-skill Occupations: Occupations with a typical entry-level educational requirement of post-secondary training (non-degree) or higher (50%+ in VT), OR occupations with an apprenticeship as the "typical on-the-job training" level, OR occupations typically needing related work experience or long-term on-the-job-training (OJT) for entry and post-secondary training (non-degree) or above as competitive. (Medium prep needed or above.)
- High-wage Occupation: Occupations paying more than the all-industry, all ownership median wage statewide (\$19.10/hr.) for a particular region. (Occupational Employment & Wages)
- In-demand Occupation: Occupations having more than the median number of total openings (growth plus replacement) [generally, 24] statewide or for a particular region. (Occupational Project - Long Term)

ACCOUNTABILITY

Program Quality Indicators [Required Narrative D: [1]]

The Agency of Education selects attainment of recognized post-secondary credentials as our Federal program quality indicator. The Agency also selects attainment of post-secondary credits and participation in qualifying work-based learning experiences as state level program quality indicators.

We supplement the attainment of post-secondary credits at the secondary level with a state level measure of how students with those credits are transitioning into post-secondary placements. This indicator looks at all students, not just CTE students who: (1) graduated high school within the last two years, (2) entered Perkins eligible programs at Community College of Vermont or Vermont Technical College, and (3) transferred in with at least 6 post-secondary credits. This allows us to measure the success of Vermont’s dual and concurrent enrollment programs and their connection to Perkins eligible institutions.

Measurement Definitions [Required Narrative D: [1]]

Secondary

The Table below summarizes information for all required and optional indicators.

Code	Indicator	Numerator	Denominator	Rules/comments
1S1	Graduation Rate: Four Year	CTE concentrators who were part of the 4-year graduating cohort who graduated	CTE Concentrators who were part of the 4-year graduation cohort	Non-diploma CTE Concentrators, in State approved CTE programs
1S2	Graduation Rate: Extended* <i>This indicator is new under ESSA; there are currently no available data from which to establish a baseline</i>	CTE concentrators who were part of the extended cohort who graduated	CTE concentrators who were part of the extended 6-year graduation cohort	Same as above
2S1	Academic Proficiency: English Language Arts ⁵¹	CTE Concentrators whose highest score was silver, gold, or platinum on	CTE concentrators who took the WorkKeys Workplace	Same as above Assessment offered at both beginning

⁵¹ Note: We are proposing use of ACT’s WorkKeys assessment in this plan. However, we must follow our established procurement protocols for open competition regarding state and federal funds. It is possible

Code	Indicator	Numerator	Denominator	Rules/comments
		WorkKeys Workplace Documents	Documents assessment	of program and end of program for one- year programs; and at end of first year for two-year programs. Reported every year a student is a concentrator until they graduate.
2S2	Academic Proficiency: Mathematics (Applied Mathematics)	CTE Concentrators whose highest score was silver, gold or platinum on the WorkKeys Applied Mathematics	CTE concentrators who took the WorkKeys Applied Mathematics assessment	Assessment offered at beginning of program, and end of program for one- year programs; and at end of first year for two-year programs. Same as above Reported every year they are a concentrator until they graduate.
2S3	Academic Proficiency: Science	CTE Concentrators who scored proficient on the Next Generation Science Standards assessment	CTE concentrators who took the Next Generation Science Standards assessment	Assessment taken in 11 th grade.
3S1	6 Month Post- Program Placement	CTE concentrators for whom data were available, who in the 2 nd quarter after exiting secondary education, were placed	CTE concentrators for whom data were available, who exited secondary education the previous academic year	Non-diploma CTE Concentrators, in State approved CTE programs

that this process will result in a product selected other than WorkKeys, but any product or vendor selected will meet both the required Perkins criteria and state need.

Code	Indicator	Numerator	Denominator	Rules/comments
4S1	Non-Traditional Program Concentration	CTE concentrators enrolled in programs leading to a non-traditional field for their gender, as well as all gender non-binary, gender non-conforming and transgender students. ⁵²	All CTE concentrators enrolled	Non-diploma CTE Concentrators, in State approved CTE programs
5S1	Program Quality: Recognized Post-secondary Credential Attainment	CTE Concentrators who graduated in the reporting year, who have earned a recognized post-secondary credential from the list of approved credentials maintained by the AOE or the SWDB or from the required outcome of a program or program of study.	CTE concentrators who graduated in the reporting year.	Same
VT-5S1a	Attained Post-secondary Credits	CTE Concentrators who graduated in the reporting year who have earned post-secondary credits through dual or concurrent enrollment courses	CTE concentrators who graduated in the reporting year.	Same
VT-5S1b	Participation in Work-Based Learning	CTE concentrators who graduated in the reporting year,	CTE concentrators who graduated in the reporting year.	Same

⁵² Refer to Agency of Education policy guidance document "Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students" available at: <https://education.vermont.gov/sites/aoe/files/documents/edu-best-practices%20-for-schools-regarding-transgender-and-gender-nonconforming-students.pdf>

Code	Indicator	Numerator	Denominator	Rules/comments
		who have participated in a qualifying Work-Based Learning experience, (defined as a Career Work Experience, a Cooperative Technical Education experience, or a Student Apprenticeship).		
VT-S1	Introductory course participation rate	Number of 9-10 th grade students who are participating in Career and Technical Education	Number of available 9-10 th grade students	
VT-S2	Continuation rate	CTE participants enrolled in a non-introductory course in the reporting year who took a pre-tech course any time in the previous 3 school years	All CTE participants enrolled in non-introductory courses in the reporting year.	
VT-S3	Program participation rate	Number of 11-12 th grade students who are participating in Career and Technical Education	Number of eligible 11-12 th grade students, from sending schools in assigned region	
VT-2S1	ELA Assessment Participation Rate	CTE concentrators who took WorkKeys Workplace Documents	All CTE concentrators in the reporting year	
VT-2S2	Mathematics Participation Rate	CTE concentrators who took WorkKeys Applied Mathematics	All CTE concentrators in the reporting year	

Post-Secondary

Code	Indicator	Numerator	Denominator	Rules/comments
1P1	6-month Post-Program Placement	Of the cohort of CTE concentrators who completed their program during the program year [calculated as reporting year minus 2] and for whom 2nd quarter post-program completion retention and placement data could be collected: the number of CTE concentrators who either remain enrolled in post-secondary education, are in advanced training, military service, a service program, or are placed or retained in employment	CTE concentrators who completed their program during the program year [calculated as the reporting year minus 2]	2-year lag (refer to Appendix B for Graphic Representation) remain enrolled in post-secondary education, [DATA SOURCE: NSC Data & internal college enrollment data] are in advanced training, military service [DATA SOURCE: internal college graduate survey] or a service program that receives assistance under title I of the National and Community Service Act of 1990, are volunteers as described in section 5(a) of the Peace Corps Act, or are placed or retained in employment. [DATA SOURCE: internal college survey]
2P1	Earned Recognized Post-Secondary Credential	Of the CTE concentrators for whom data could be collected, those who received a recognized post-secondary credential	CTE Concentrators who completed their program in the program year (calculated as reporting year minus 2) and	2-year lag (refer to Appendix B for Graphic Representation); Cohort model approach to 2P1 – we are interested in the

		either during their participation in the program year (calculated as reporting year minus 2), or within 1 year after completing [meeting all graduation requirements and graduating] the program, excluding programs that are ending or have ended.	excludes programs that are ending or have ended	students who were concentrators AND who earned a credential both during their program and up to 1 year after completion. This is accomplished by reporting on a 2-year lag
3P1	Non-Traditional Program Concentration	CTE concentrators who are males, females, or who identify as non-binary who are enrolled in programs designated by the NAPE crosswalk as being non-traditional for their gender.	CTE concentrators enrolled in programs that are non-traditional for males or females	
VTP1	Pathway/Academic Momentum	Of those students in the denominator, the number of students entering with at least 6 post-secondary credits awarded prior to entry.	All first-year students who were in high school in the last 24 months.	relies on data from Vermont's Dual Enrollment system.

State Determined Levels of Performance (SDLP) Procedure [Required Narrative D: [3]]

Criteria 1: Describe the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance⁵³:

In order to develop the accountability proposals included in the draft plan for public comment, the Agency of Education organized work and focus groups with representatives of secondary CTE programs, including administrators, CTE teachers, CTE school counseling coordinators and special populations coordinators, and post-secondary CTE program administrators beginning in late spring through fall of 2019. These meetings were convened to develop an understanding of new requirements, determine the best approach for interpreting and implementing the new definition of concentrator, determine the most practical indicator of program quality in secondary programs, develop operational definitions for each special population and the numerator and denominator for each accountability measure, and explore any additional state indicators of performance – in keeping with Vermont’s strategic goals for CTE -- that would serve to deepen the public's understanding of career technical education.

The Agency of Education is responsible for the development and implementation of both the ESSA State Plan and the Perkins V State Plan, as well as a Core Partner involved in the development and implementation of the WIOA State Plan. Cross-agency teams identified accountability linkages between ESSA and Perkins V and discussed opportunities for programmatic collaboration, including ways to identify and support special populations, particularly those students experiencing homelessness while they are in CTE programs. These ongoing conversations will help us collect accurate data, better understand the situations our students are facing, and coordinate services and programs to benefit special populations in Vermont.

⁵³ PUBLIC COMMENT. –

(i) IN GENERAL. – Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).

(ii) WRITTEN COMMENTS. – Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)–

(I) meet the requirements of the law; (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and

(III) support the needs of the local education and business community.

(iii) ELIGIBLE AGENCY RESPONSE. – Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

The Vermont Department of Labor's Director of Workforce Development, who oversees most of the state's Workforce Innovation and Opportunity Act, was consulted about linkages between the WIOA accountability system and the requirements of Perkins V. Internal conversations at the Agency regarding linkages to Title II of WIOA also occurred.

From January 22, 2020 to February 21, 2020, the Agency of Education released the draft state plan and the draft baseline accountability measures for public comment. The plan was available on the Agency website throughout the public comment period. A special e-mail inbox was created to receive and acknowledge receipt of public comment submissions. The Agency of Education also held public hearings in four regions of the state at the end of January 2020. The Chancellor's Office of the Vermont State Colleges system, the partnering state level agency, was also given the opportunity to comment on the draft plan via a separate communication and for the entire length of the comment period.

There were limited comments in general, but more specifically there were only five specific comments directed at the accountability system.

Criteria 2: [Provide] an explanation for the State determined levels of performance:

The State used the last three years' worth of available data, along with new definitions of concentrator at the secondary and post-secondary levels to establish the baseline for the State determined levels of performance. In some cases, we were limited to only two years of data, or no data at all, to draw on. In instances where no data were present because a new assessment was being used, or in the case of some related ESSA measures, the performance had yet to be calculated, we established a baseline of zero with a targeted adjustment in the second or third year of the state plan.

For the three LEAs in the St. Johnsbury/Lyndon region that serve K-8 and K-12 populations, we will use ESSA performance data for academic proficiency in English language arts and mathematics. We will also report back to those LEAs the performance of their students once they participate in state approved CTE programs at the private schools in the region. This will allow for additional targeted, early interventions to ensure students are successful.

As we projected performance forward for each year of the plan, we focused on defining meaningful progress and established some parameters about reasonable target growth or restriction based on historic performance.

Generally, the state's guidelines for "meaningful progress" are based on the actual performance, which is differentiated by banding of the performance levels, due to the relatively small numbers of students participating in CTE in Vermont. We base our growth targets on both meaningful improvement and what appears realistic in practical terms. Accordingly, we

propose higher rates of growth for those entities that need the most improvement and lower rates of growth for those entities that are already close to the ceiling on performance. This model still requires growth for all entities:

Baseline/Actual Performance Band	Negotiated Target Annual Growth
0% – 30%	+ 2%
30% - 50%	+ 4%
50% - 75%	+ 3%
75% - 95%	+ 2%
95% - 98%	+ 0.5%
98% - 99.9%	+ 0.3%

In instances where meaningful progress has not been made for a minimum of two years in a row, or where the indicator has been exceeded by 10% (cumulatively) for two years in a row, the local performance indicator targets (state and federal) will be renegotiated/reset. The new target will be at minimum the average of the last three years of actual performance. When two successive years of actual local performance data are not available under the current state plan, the average of most recently available actual local performance data will be used.

In the event of an unmet performance indicator, the first target reset will require at least 30% of the recipient’s allocation to be dedicated to improvement strategies or new programs aimed at improving performance on that unmet indicator, as well as targeting any specific populations of students that are not meeting meaningful progress expectations, so long as the improvement strategies/programs are of sufficient size, scope, and quality as defined in this plan. The State will require that the use of funds be directly tied to improving outcomes for underperforming student populations. Subsequent performance indicator target resets will require increasing amounts of the recipient’s funds to be dedicated to performance improvement strategies.

Note that informational indicators are provided for informational purposes only, and for the length of this state plan there is no requirement for recipients to allocate funds to improve these indicators, unless the comprehensive local needs assessment indicates improvement in this area is necessary. These additional indicators track student performance and outcomes that are important for their success as well as the linkages and connections within and between secondary and post-secondary education systems. Although these data are not held to the same performance or improvement standards as federal indicators, they may be used to inform future performance indicators.

Criteria 3: Describe how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives [of] other Federal and State laws.

The inclusion of both the four-year and extended graduation rates align with the State of Vermont’s ESSA reporting requirements. Their inclusion will assist the state in comparing CTE and non-CTE students across the state by increasing alignment in data definitions and reporting and increasing coherence across Federal programs for schools and communities.

In alignment with Vermont’s approved ESSA State Plan^{54, 55}, English Language Arts and Mathematics proficiency are assessed using the computer adaptive Smarter Balanced Assessment for English language arts (ELA) and mathematics in grades 3-9.⁵⁶ This decision was made in order to reduce the assessment burden on students in 11th and 12th grade, as well as mitigate student apathy to academic assessment that tends to be displayed in later grade levels. The result of this policy decision is that the final time that students are assessed statewide for English language arts and mathematics is during 9th grade. However, Vermont’s CTE programs primarily serve students in grades 11 and 12.

If the State were to use the assessment data from its approved ESSA English language arts and mathematics accountability measures, they would be at least two years old. Accordingly, they would not reflect any impact of CTE programs on students’ academic proficiency and would therefore provide only limited actionable information for CTE educators. As such, Vermont’s approved ESSA indicators in mathematics and ELA for high school are wholly illogical and inappropriate indicators for our Perkins V plan.

In order to make assessment data more actionable, reflect the impact of CTE on student academic proficiency, and hold CTE centers sufficiently accountable for their role in developing academic skills in the context of technical content, Vermont proposes to use an additional assessment of academic proficiency in both English language arts and mathematics that is aligned with Vermont’s rigorous academic standards. Notably, this assessment is already an approved component of our ESSA plan.

As part of the State’s approved career and college ready indicators for ESSA (i.e., fifth indicator), a menu of options is available including industry recognized credentials (IRCs). The “National Career Ready Certificate,” as measured by ACT’s “WorkKeys” assessments is a recognized post-secondary credential (RPC) in Vermont. Three different assessments constitute

⁵⁴ <https://education.vermont.gov/sites/aoe/files/documents/edu-essa-state-plan-recommendation-point-7.pdf>

⁵⁵ <https://education.vermont.gov/sites/aoe/files/documents/edu-essa-vermont-state-plan-final-20180705.pdf>

⁵⁶ ESSA A Title I, Part A, Improving Basic Programs Operated by Local Education Agencies (1) Challenging State Academic Standards and Assessments (ESEA 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8) (1) and (2)

this credential which evaluates certain job and workplace readiness skills – in both mathematics and in English language arts. Vermont plans to use WorkKeys assessments to measure academic proficiency in CTE concentrators.⁵⁷ Vermont will use these assessments to both measure growth in proficiency of CTE students during the time in which they are enrolled in CTE programs, and to provide a value-added assessment to students’ experience in CTE programs, to the workforce of Vermont, and potentially to the transition of students from secondary to post-secondary education⁵⁸. Vermont’s previous academic proficiency measures assessed academic proficiency of CTE concentrators before they were CTE students, didn’t measure growth, and thus was a poor indicator of academic quality in CTE centers.

The use of WorkKeys also means that many more students will have the chance to earn a recognized post-secondary credential and will increase the visibility and use of recognized post-secondary credentials in the workforce/industry. The use of WorkKeys presents the State and local secondary CTE programs with an opportunity to articulate the credential with post-secondary recipients.

Public comments revealed a need for us to address how the needs of students with disabilities would be addressed in this assessment layout. WorkKeys, unlike ACT, does not have a mechanism to approve or govern the process of accommodations. Accommodations are provided at the local level and should be reflective of those delineated in a student’s IEP or 504 Plan. There are also administrative resources that discuss the types of accommodations available during the assessment. In the interest of ensuring consistency across CTE centers about what accommodations can be made and how they can be made when using the assessments, the Agency will work with LEAs and CTE centers to ensure students have appropriate accommodations.

The choice of recognized post-secondary credential (RPC) (discussed earlier) as the indicator of quality for CTE programs is based on the RPC being the most equitably distributed and accessible quality indicator across the state. Vermont’s intention to select WorkKeys assessments as a measure of academic proficiency means that the “National Career Ready Certificate” will also count in the program quality indicator. Vermont’s WIOA state plan also measures attainment of recognized post-secondary credentials, including in Title II adult education and literacy programs.

Vermont’s Legislature, in Act 80 of 2019, set a goal of 70% for post-secondary credential attainment. The State’s Workforce Development Board has created a “training and credentialing committee” to develop policy and processes to help the Department of Labor, Agency of

⁵⁷ Note: We are proposing use of ACT’s WorkKeys assessment in this plan. However, we must follow our established procurement protocols for open competition regarding state and federal funds. It is possible that this process will result in a product selected other than WorkKeys, but any product or vendor selected will meet both the required Perkins criteria and state need.

⁵⁸ ACT WorkKeys: Awarding College Credit through the ACT National Career Readiness Certificate. <http://www.act.org/content/dam/act/unsecured/documents/WK-Brief-NCRC-for-Credit.pdf>

Education, and other State-level, one-stop partners manage approval of recognized post-secondary credentials, which is particularly important in helping to determine which credentials have value and which credentials will count for accountability purposes.

The inclusion of additional state measures for student attainment of post-secondary credits will help Vermont measure the connection between secondary and post-secondary CTE programs, and the availability of post-secondary credits to CTE students. Vermont has also elected to develop a state-level post-secondary metric that looks at recent high school graduates who enter Community College of Vermont and Vermont Technical College with at least 6 post-secondary credits, a metric that communicates the importance of the State's investments in dual and concurrent enrollment programs as a means of elevating and advancing students along the pathway to post-secondary education. A 2016 study⁵⁹ from the Journal of Career and Technical Education suggests that CTE students who take dual enrollment courses in high school are more likely than their non-CTE peers to continue into and to complete associate degree programs at the community college level.

Vermont has identified, as state level indicators of program quality, Work-Based Learning participation, and attainment of recognized post-secondary credentials. The work-based learning measure helps Vermont assess whether quality work-based learning experiences, oriented to the State's work-based learning standards⁶⁰ and the State Board of Education rules governing work-based learning in CTE (Rule 2385), are equitably available across the state, as well as making sure that Vermont captures what we consider to be the most important measures of student outcomes (Credentials, Post-secondary Credits, and Work-Based learning experiences).

A quality WBL experience is defined as a work-based learning experience within an occupational field related to the student's CTE Program or secondary school WBL program that has been planned and supervised by CTE instructors, high school WBL coordinators, or other professionals based in the CTE center, secondary school, and worksite. Participation in this experience includes a WBL agreement that specifies the type of WBL experience, contact information, and the roles and responsibilities of the school, student, employer, and/or other partners. This agreement also defines the relationship between the WBL experience and the student's academic and career goals as outlined in the student's personalized learning plan. Students engaging in Internships, Paid Work Experiences, Cooperative Technical Education, and Student Apprenticeships are also required to have a training plan. The broader version of program quality also includes a variety of Career Awareness WBL experiences embedded into elementary and middle grade curricula and student participation in introductory or Pre-Tech courses in 9th and 10th grades.

⁵⁹ Dietrich, Cecile; Lichtenberger, Eric; Kamalludeen, Rosemaliza. (2016). "Predicting Community College Outcomes: Does High School CTE Participation Have a Significant Effect?" Journal of Career and Technical Education, Volume 31, Number 1.

⁶⁰ <https://education.vermont.gov/student-learning/flexible-pathways/work-based-learning>

The measurements of the participation rates of 9-10th graders and 11-12th graders will help Vermont communities understand access to CTE programs for middle grade students, and will help to inform the State's policies on access to CTE, as well as to measure how individual centers and sending schools are meeting the strategic goal to promote collaboration among and coordination between education contexts.

The measure of CTE students who took a pre-tech program will help Vermont assess the efficacy of our work to expand introductory CTE programs in the context of career preparation activities aimed at helping students understand themselves, their pathways to high quality career and technical education programming, and related career opportunities.

Addressing Disparities and Gaps in Performance [Required Narrative D: [5]]

At the state level, the Agency of Education will analyze data on the core indicators of performance to identify gaps in performance across student groups, across programs at CTE centers, and across each CTE center. The gaps in performance, particularly of special populations, and of historically marginalized populations, will be examined for trends across the state. Vermont's small population size, particularly in schools, and relatedly due to the small numbers of racially and ethnically diverse populations, makes it difficult to analyze data for policy-related decisions. For this reason, and consistent with our approved ESSA plan, Vermont will use a broader umbrella category called "historically marginalized students." We define historically marginalized students as those who have been historically underserved by educational institutions for any one, or more than one, characteristic including ethnic and racial minorities, English learners, students who qualify for free and reduced lunch, students with disabilities, and students who are migrant, who are in foster care or who have aged out, or who experience homelessness.

The addition of CTE students who are historically marginalized to our data collection and analysis processes, will allow for another way to compare student populations, close achievement and performance gaps and improve educational equity. The performance of historically marginalized students is tracked, reported, and compared to historically privileged students (another umbrella term) in Vermont's state snapshot report under ESSA and will be included in local and state level reports for Perkins.

Consistent with requirements for LEAs, recipients of Perkins funds will be required to report on these populations in the accountability model, including data-informed improvement planning via the CLNA. Any population that is not performing well when compared to the larger population will require additional support and such needs shall be identified either in the Comprehensive Local Needs Assessment, or the annual accountability determinations, or both. This will assure the use of the Federal funds on programs and services that are aimed at closing performance gaps and ensuring that appropriate resources are assigned to support our most vulnerable populations.

Each recipient will analyze their own performance information and identify gaps in performance to be addressed in annual updates to their four-year Perkins local application. Each recipient will be expected, in the comprehensive local needs assessment, to consider their performance metrics and any performance gaps that exist and adjust their plans based on that performance and gaps.

Any trends in performance or persistent gaps in performance will be discussed in Perkins quarterly planning meetings with all subrecipients, in order to develop targeted interventions that advance economies of scale for statewide and state-level intervention (e. g., professional development), and in order to identify and discuss scalable best practices.

Programs and services supported by Federal funds as a result of improvement plans under the accountability section must meet the parameters established for size, scope, and quality.

Process and Criteria for Approving Locally Developed Programs/CPS [Required Narrative B [2][b]]

Vermont has an existing review process (State Board of Education (SBE) Rule 2380) for state approval of locally developed programs of study/career pathways. The criteria include, but are not limited to, demonstration that the content is based on industry standards including occupational, workplace, and academic skills; the program’s competencies are aligned with Vermont’s rigorous academic standards as required by the Every Student Succeeds Act; the program prepares students for one or more industry recognized credentials upon completion and/or is articulated with a post-secondary program that offers such a credential; the program has one or more articulation agreements with post-secondary education and training programs; the program has a career technical student organization (CTSO) as an integral part of its course of studies; and the program has strategies to achieve gender equity in enrollments and outcomes.

Vermont has adopted the Common Core State Standards and the Next Generation Science Standards. In addition, Vermont’s State Board of Education has adopted “Education Quality Standards” that require all schools to ensure their curriculum is aligned with the rigorous standards approved by the Board (see SBE rules 2111 and 2120.5) and all students, including those who qualify for either 504 or IEP plans, must meet the same state standards. State Board of Education rule also requires that the regional advisory board that supports the regional technical center, as well as the school board for the LEA that operates the center, jointly approve the offering of the program.

The regional CTE center must submit a justification of why a particular program is necessary in the local economy. The applicant must analyze local and state labor market information to justify the investment of funds in the program. As mentioned previously, the Vermont Department of Labor recently published labor market analysis that is aligned to the boundaries

of each technical center region to better inform the types of programs that should be offered in each region.

Our approach to program of study implementation relies on an underlying theory of action that successful program implementation includes age-appropriate career exploration and development activities that consider pre-technical (introductory) CTE programming in the context of career readiness. Offerings of pre-technical exploratory and foundations courses needs must be considered as part and parcel of career development, which also includes career counseling and advising.

Vermont's model of career development is outlined in the [Career Development Progression](#) which organizes career development activities into four categories: career awareness, career exploration, career preparation, and career training. Career counseling and advising, generally a responsibility of school counselors, is one of the activities schools engage in to help students understand themselves, their aspirations, and to begin to understand the world of work, and the academic and technical skill requirements of various careers in which the student may be interested. Gone are the days where each school offered industrial arts and home economics. These courses started to be removed from the curriculum in the early 2000s to make room for more math and English instruction in response to Federal policies (No Child Left Behind Act). In the 21st century, there is great potential for schools to implement makerspaces⁶¹, and schools around the state are doing that both with and without collaboration or coordination with the CTE centers. From the Agency's perspective, any local decision-making that improves cohesion and integration of students' educational opportunities, avoiding unnecessary duplication and confusion, is ideal.

Career development activities help ensure students take the right sequence of courses to achieve their goals. In Vermont, some larger schools employ flexible pathways coordinators and work-based learning coordinators as part of their counseling and advising programs. The activities of these positions also fit under the umbrella of the career development progression and help to inform a student's pathway to graduation and ultimate readiness for careers and college.

As we consider career counseling and advising as part of a more comprehensive solution to career readiness, we must be aware of national research that suggests career counseling and advising at the middle school level is critically important, as students are beginning to make decisions about themselves and their abilities that will affect the rest of their lives. Based on social and cultural pressures, at this time in their lives, students begin to develop a perception

⁶¹ "Makerspaces come in all shapes and sizes, but they all serve as a gathering point for tools, projects, mentors, and expertise. A collection of tools does not define a makerspace. Rather, we define it by what it enables: making." Makerspace Playbook School Edition 2013

of what they can and can't do based in part on perceived and real cultural limitations and biases. At the same time, there is a risk of disengagement. Young women, minorities, and other historically marginalized groups are particularly at risk of disengagement and in some cases of dropping out of school⁶² entirely.

Middle school is the best time to ensure that young women understand and have the support to develop aspirations for the opportunities in Vermont and beyond in science, technology, engineering, and math (STEM) fields and other fields that pay a livable wage. This means that adults in both formal and informal advising and counseling capacities, including classroom teachers need to be able to manage their own bias, understand the opportunities in the labor market and post-secondary education, and be able to meaningfully connect all the pieces, including CTE, for students and their families.

The Council of Chief State School Officers in partnership with the American School Counselor Association, et. al recently released a document entitled The State of Career Technical Education: Career Advising and Development⁶³. This report states that only 27% of middle school counselors connect students with CTE coursework or career pathways, but of those who did report using it as a strategy, 9 out of 10 reported it as effective or extremely effective.

Our strategic vision speaks to the need for systems to be equitable, efficient, integrated, and collaborative as values and strategies to achieving all the goals, but notably, the goals that are related to collaboration and coordination, and to comprehensive counseling and advising.

Vermont currently has 52 distinct school districts or supervisory unions, with 60 public high schools⁶⁴ throughout the state. Our regional CTE centers were developed largely to serve those high schools, including navigating the needs and geography of different high schools within the CTE service region. Issues such as collaborative scheduling and calendar alignment, differing local graduation requirements, and coordination of other programs and services can be points of frustration between high school and CTE center administrators. However, working together to build regional, high-quality career counseling and advising programs doesn't have to be one of these challenge areas.

⁶² Association for Career and Technical Education. "Career Exploration in Middle School: Setting Students on the Path to Success." Retrieved December 2, 2019 from: https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf

⁶³

https://www.schoolcounselor.org/asca/media/asca/Publications/State_of_CTE_Career_Advising_Development_2018.pdf

⁶⁴ Vermont Education Directory, 2019-2020

The Agency of Education will be undertaking work with policy makers to revise the existing set of statutes and SBE rules that govern pre-technical/“try-out” courses to allow for more flexibility in serving as many students as possible in as creative a way as possible while still ensuring students have a high quality experience. Additionally, and as is mentioned throughout this plan, we plan to work with middle level, high school, and CTE teachers in a coordinated way to make system wide improvements to mathematics instruction. We learned from Perkins IV that continuous improvement related to math instruction is difficult and requires a coordinated approach among multiple districts and across multiple regions of the state. The Agency is working with partners including Vermont Student Assistance Corporation and the Vermont State Colleges System to implement and sustain a math bridge course in high schools and CTE centers as a means of ensuring students have the essential math skills to succeed after high school.

Career Pathways

Involving Partners in Planning, Developing, Implementing, and Evaluating CTE programs
[Required Narrative B: [2][e]]

First and foremost, parents and students and all other named parties in the law will be required to be involved in the Comprehensive Local Needs Assessment process. Secondly, as part of our program quality improvement process, we will involve students, parents, teachers, administrators, faculty, counselors, and local businesses and labor organizations, as appropriate in the review of any program that is not meeting the standard established in Perkins, state law, or the SBE rules.

Partners that are named as part of a program of study will be key to the review of programs in need of improvement, as will the partners, particularly post-secondary partners, who could be a part of the program of study but are not. This approach will have implications for the quality review of post-secondary programs, especially those that are funded under Perkins.

In terms of development of a career pathway/program of study, currently business and industry, post-secondary partners, and CTE administrators and teachers are involved in the process. We will rely on the primary partners in the program of study – regional CTE centers, middle grade teachers, and high school administrators, teachers, and counselors - to help engage families in the implementation stage of the programs, especially in terms of helping to design materials that will be accessible to families.

As the state works to implement state-level strategies for comprehensive career advising systems, we have a significant opportunity to begin the work with families of middle grade students, and to expand on useful tools and resources we have developed with state and Federal funds that help schools communicate options and families make informed pathway decisions. Some of these additional tools and resources include graphic representations of the

program of study/career pathways; access to labor market information that is easily understood by a lay person, and identification of dual enrollment courses aligned with the career pathway. The end user – parents and students – play an important role in ensuring our tools are meaningful and usable to the general public.

Making Information Available to the Public [Required Narrative B: [2][c]]

The Agency of Education will continue to publish on its website and use other mechanisms to reach communities of interest, the information about the statewide career pathways/programs of study that are being developed or that are currently available. The Agency already uses its website and other communication mechanisms to provide information about work-based learning program standards and dual/concurrent enrollment and early college programs.

The Agency of Education, with stakeholder partners, will develop guidance and advising resources about career pathways and programs of study and general tools for those involved with guiding and advising students in the process of developing personalized learning plans, as required by State law. In the past year, Vermont’s Legislature authorized the creation of a standing Career Pathways committee of the State Workforce Development Board. When the committee convenes, AOE staff work closely with members to secure statewide approval of Career Pathways. This process is not specific to only secondary and post-secondary CTE programs, but certainly includes them. We expect that each career pathway will have a plan of study, intended to complement the personalized learning process, that identifies courses/experiences from grades 7 through 14, and that includes pre-identified dual/concurrent enrollment courses that will advance a student along their chosen path.

We expect to increase our engagement with the Vermont School Counselor’s Association so that their members have a deeper understanding of career pathways and of career technical education, and so that they can advise us on the state-wide implementation of career guidance systems.

The Agency of Education ensures that its materials are compliant with Section 508 of the Rehabilitation Act of 1973 so that individuals with disabilities can access information. Consistent with our U.S. Department of Education’s Office for Civil Rights approved plan, all documents published by the AOE are run through native accessibility checkers in our word processing software. Any accessibility issues with documents are resolved prior to their public release. All staff are trained to review documents in this way. The Agency’s communication standards ensure that the content of all pages, including images and video, are accessible to individuals with disabilities.

According to U. S. Census information, in the general population, Vermont has a very small population of English Learners—about 5.75%, and in our school age population, the percentage is even lower. Except for Nepali, Cushitic, Spanish, and Chinese, no other languages are

significantly represented in our student population. Our refugee and immigrant patterns differ significantly from year to year based on changing geo-political issues, resulting in a fairly fluid representation of native languages in our schools and communities. In our state ESSA plan, Vermont defines languages as being present to a significant extent when the language represents 10% or more of the population or is the most prevalent language if none are greater than 10%. We follow guidance from the U.S. Department of Education’s Office for Civil Rights regarding the what constitutes a “community of non-English speakers.” The guidance includes the presence of print or stream media specific to the speakers of a specific language.

We regularly make use of translation services in order to translate written materials in various languages. In addition to the languages that are the most wide-spread in the state, we will work with local Perkins administrators on a regular basis to ensure that the needs of all non-English speaking communities are met in our published materials. We will also permit recipients of Perkins funds to use the funds to develop and translate materials and resources at the local level so that communities of non-English language speakers have equal access to information about CTE programs, as required in the 1979 Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap.

**Facilitating Collaboration Among Eligible Recipients & Institutions [Required Narrative B:
[2][c][2]]**

As required by the law, the Agency will convene quarterly meetings to ensure a more coordinated, streamlined approach to implementing both Perkins and the programs of study requirements. Our career pathways coordinator, working in partnership with secondary and post-secondary CTE administrators, teachers, and business and industry has the overall responsibility for facilitating collaboration and developing implementation plans for all state developed career pathways/programs of study.

Our current and ongoing approach is to permit local administrators to make the decision to participate in the development and delivery of state developed career pathways. We rely on post-secondary partners, regardless of whether they receive Perkins funds, to voluntarily participate in the development of the pathways and to assist us in identifying opportunities for articulation. Through the work on career pathways, the Agency of Education has been coordinating with post-secondary education institutions -- some Perkins recipients and some not -- to establish alignment with degree granting programs and also with programs resulting in certificates and certifications. One key element of this work is collaborating to build apprenticeships that are in the area of the relevant career pathways (e.g., high school Electrical Technology program alignment with registered apprenticeship for Electricians). To that end, the work on career pathways has expanded to include colleges and universities in Vermont (e.g., Norwich University, Champlain College, the University of Vermont) that were not

traditionally involved with career pathways or CTE but are interested in providing more options to students for their continued professional preparation and a path to high skill, or high wage, or in-demand careers.

As a means of furthering the implementation of our programs of study/career pathways work, Vermont will permit the formation of programmatic consortia that meet the requirements established in Perkins.

Under the overarching goal of ensuring the CTE teacher and leadership workforce is supported and prepared we will provide ongoing professional learning opportunities to teachers, leaders, and partners related to the standards and specific functioning of each career pathway and the multiple on- and off- ramps available to students.

Labor Market and Program Alignment [Required Narrative B: [2][c][3]]

As identified in the strategic vision and goals for CTE and the workforce development system, alignment of programs with labor market data is a top priority. We will leverage the Comprehensive Local Needs Assessment as the start of a process of local reflection on program effectiveness and alignment. The burden will be on applicants to demonstrate alignment by answering this question and others: To what career paths and post-secondary opportunities are their programs aligned as supported by qualitative and quantitative student outcome data? The burden will be on applicants to demonstrate that their programs meet program quality criteria and standards established by the Legislature and the State Board of Education. Agency staff will provide technical assistance and support to applicants as they prepare these aspects of their grant proposals.

Vermont is a small state, surrounded by an international border to the north, New Hampshire to the east, Massachusetts to the south, and New York to the west. The proximity to our neighboring states means that commuting to work in another state is an option for many Vermonters. It also means that communities in Vermont serve communities in those other states. To inform the work on career pathways, the Agency of Education has relied on labor market information to expand the geographical areas that may offer job opportunities for students. In that sense, the Agency of Education is looking at our in-state labor market information but also to data and opportunities for students in neighboring states where employers within a reasonable commute are also located.

The Agency of Education will publish program level Perkins performance data for secondary CTE programs over the course of the four years of the state plan. Recipients of Perkins funds will be required to submit program level improvement plans. If, after two years, programs do not demonstrate improved alignment with the labor market and/or improvement on the primary indicators or for the indicators of specific student populations, the recipient will receive

a warning that their program will be ineligible for Perkins funds. This warning will trigger a state-level program quality review that examines the program's compliance with state statute and State Board Rules. The program will receive a corrective action letter, outlining the areas in need of improvement. The recipient will create a corrective action plan and if, at the end of a 12-month period, the actions have not been completed or there is no improvement in the program's outcomes, the Secretary of Education will be asked to revoke state approval for the program, effective the beginning of the next school year.

Ensuring Equal Access for Special Populations [Required Narrative B: [2][c][4]]

Each school district in Vermont has the benefit of being served by a regional CTE center. Our existing statute allows students to attend a CTE center outside of their region when they wish to attend a program not available in their region.

We are always committed to ensuring equitable access to CTE programs, and recent data indicate that we are doing well in this arena. In particular, CTE participation rates for 11th and 12th graders have steadily increased to roughly 33% despite declining enrollment in our overall K-12 system. That said, however, Vermont's rural geography can present a barrier to access for some students, as can equitable access to information about CTE programs. Our proposed investment of resources in developing comprehensive career guidance systems and related supports are designed to assist in how students and families obtain access to information about CTE and programs of study.

In some instances, the way programs are structured or delivered (all-day or part-/half-time) can also pose challenges, as young adults are required to prioritize one thing (i.e., CTE program) over another. Unfortunately, their day can be unduly shortened, or they can experience barriers such as inefficient use of time if high schools are located quite a distance from their regional CTE center. Access to reliable transportation can also be an issue for students who want to participate in work-based learning as part of their CTE program.

We have created a requirement in the Comprehensive Local Needs Assessment process to consider the access and success needs of special populations. When this requirement is paired with the State Determined Levels of Performance and the local performance target negotiation process, addressing the needs of special populations will be front and center.

As we developed the state plan it became clear that, due to turnover of key personnel in the CTE centers across the state, there is an inconsistent base of, or sometimes siloed, knowledge and understanding about the needs of special populations. Special populations coordinators and CTE school counseling coordinators frequently share the responsibility of supporting students in some centers. In other centers, the special populations coordinator seems to be focused on only supporting the needs of students with an IEP. Over the course of the state

plan, the Agency will provide professional learning opportunities and technical assistance to both recipients and partners to better ensure the needs of every student are met as effectively and efficiently as possible.

The Agency is also currently working to align each LEA's implementation of education quality standards,⁶⁵ including multi-tiered systems of support (MTSS). This state-level focus will help ensure that all students receive the support they need, whether⁶⁶ they are at their home high school or a CTE center. The Education Quality Standards and MTSS will also be used as levers to increase communication and coordination for the delivery of services, both formal and informal, to students. This effort combined with increased training and professional development of CTE personnel will ensure that special population coordinators have the time and knowledge/skills to focus on all special populations and not just students with an IEP.

Coordination to Support the Local Development and Articulation of Career Pathways [Required Narrative B: [2][c][5]]

Vermont's State Board of Education rules governing CTE programs require state-level approval of all programs/programs of study/career pathways. Funding of CTE programs is contingent upon this state-level approval. Local recipients are encouraged to work on the unique access and articulation requirements that may exist with a region, especially those related to how partner high schools will recognize a student's CTE experience on their transcripts. Members of local workforce development boards and related entities are among the list of suggested participants in the CLNA process.

Supporting Effective and Meaningful Collaboration Among Education Systems [Required Narrative B: [2][c][6]]

The Agency of Education has created a manual and standards for work-based learning programs⁶⁷ in the state. We have provided technical assistance and professional development to practitioners which has increased the number of licensed work-based learning coordinators across the state, primarily in middle and high schools, over the last two years. We will continue to provide state-supported leadership and technical assistance on matters related to work-based learning. Specific to adopting career pathways, a key aspect of including employers in the process has been to cultivate relationships that grow the potential for those employers to offer work-based learning opportunities in those career pathways, including options for middle school students.

⁶⁵ <https://education.vermont.gov/education-quality-assurance/education-quality-standards>

⁶⁶ <https://education.vermont.gov/student-support/vermont-multi-tiered-system-of-supports>

⁶⁷ <https://education.vermont.gov/student-learning/flexible-pathways/work-based-learning>

Successful work-based learning programs require positive working relationships between schools and employers at the local level. As the state moves to a more comprehensive approach for career counseling, advising and development, the model will incorporate work-based learning. Under this state plan, recipients of the funds will be authorized to use them in support of development and implementation of regional career counseling and advising, including work-based learning program coordination with partner middle and high schools.

As mentioned previously, the required Perkins quarterly meetings will facilitate high level collaboration between secondary and post-secondary partners. Joint professional development between secondary CTE and post-secondary CTE teachers, especially professional development about programs of study will help us re-focus on ensuring that all elements of a program of study are implemented across all education providers.

Finally, the Agency is identifying, developing and nurturing collaborations among other ESSA funded federal programs, particularly within those systems and schools that are leveraging and integrating out of school time hours in support of our goals. For example, the Nita M. Lowey 21st Century Community Learning Centers program offers flexible opportunities for work-based learning programs across multiple age groups in about a third of Vermont communities. Opportunities exist and are being explored to provide additional pathways for career exploration, new technical center and innovative business partnerships, and strategic and flexible funding partnerships across this and other ESSA funding streams.

Meeting the Needs of Special Populations

Improving Outcomes and Reducing Performance Gaps for Special Populations [Required Narrative B: [2][c][7]]

There are three checkpoints for Vermont's CTE system to ensure it has positive outcomes for CTE concentrators and for our most vulnerable/special populations:

- i. The Comprehensive Local Needs Assessment requires applicants to explore and reflect on their student level data – in particular, that of their students in special populations. The high schools that students originate from, their level of preparation, and what supports will be needed when they get to CTE centers are central themes that applicants will be required to address. For the purposes of receiving funds under the Act, Section 131(e) requires area career and technical education schools to either form a consortium with partner high schools or to enter into a cooperate arrangement. These formal arrangements will provide an opportunity for partner high schools and their CTE centers to come to some agreement about data sharing and more effective coordination in the interests of students.
- ii. The State Determined Levels of Performance and local target negotiation will also focus on special populations. Vermont is adding an element that data will

be reported at the program level to help recipients better target interventions on CTE program improvement and on closing performance gaps for special populations

- iii. The two-year update to the Comprehensive Local Needs Assessment is an opportunity for recipients to check in on the continuous improvement cycle they started two years prior. Were their assumptions and interventions correct? Did the selected strategies have the intended impact on special populations? What will they change as a result? What new local indicators should be employed to track progress?

Access [Required Narrative B: [3][a][1]]

As required by the U. S. Department of Education’s Guidelines for Eliminating Discrimination based on Race, Color, National Origin, Sex, and Disability, the Agency maintains a process of civil rights compliance reviews for all recipients of Federal funds that offer CTE. Vermont will maintain this process and use Perkins performance metrics, disaggregated by student groups, to ensure equal access to activities funded under the Act. As Vermont is only required to conduct two reviews a year, the local performance data will also provide information about who is and is not being served well. Recipients will be charged with fixing or sufficiently addressing any findings within a reasonable timeframe, consistent with current practice. Should the recipient fail to address such findings, the Agency will move to more severe monitoring protocols including the potential for ineligibility for funds. AOE also has a robust grant risk management process in place that annually identifies any concerns about specific eligible entities. CTE staff engage in the process annually to identify LEAs or eligible entities requiring a closer monitoring look.

Nondiscrimination [Required Narrative B: [3][a][2]]

Vermont will require each applicant, as part of their Comprehensive Local Needs Assessment, to conduct a review of their own student demographic data compared to the broader demographic data of their service region and partner high schools.

Vermont requires each applicant and the superintendent of the LEA that hosts the CTE center to sign assurances indicating that they will not discriminate based on race, color, national origin, sex, disability, or age.

As part of program quality improvement processes and civil rights reviews, the Agency will regularly conduct anonymous surveys with students in CTE programs and special population support programs to gather information on student perceptions of discrimination. The AOE will also provide ongoing professional development and support to administrators and teachers about the requirements of the law and how best to meet the needs of special populations.

Vermont will provide professional development opportunities related to the needs of special populations. The Agency of Education will also provide additional support as needed to any CTE centers struggling to implement multi-tiered systems of support as required in the Education Quality Standards.

The Vermont Multi-tiered System of Supports (MTSS) is a systemic approach to decision-making for excellence and equity within a culture of continuous improvement that focuses on successful outcomes for all students. This systemic approach:

- Supports the collaboration of all adults to meet the academic, behavioral, social and emotional needs of all students,
- Provides a layered system of high-quality, evidence-based instruction, intervention, and assessment practices that are matched to student strengths and needs,
- Relies on the effective and timely use of meaningful data,
- Helps districts and their schools organize resources to accelerate the learning of every student, and
- Engages and develops the collective expertise of educators, students, family and community partnerships.

Professional learning offerings will focus on ensuring that CTE administrators, educators and staff members are fully aware of MTSS and associated practices such as PBIS. Our Agency MTSS team will offer technical assistance to CTE centers as needed.

Programs [Required Narrative B: [3][a][3]]

Most students falling into the category of special populations are students with a disability. Each student's LEA is responsible for the special education services required in the IEP. The CTE center, as a provider of career technical education, but not acting as an LEA according to State Board of Education Rule 2387(3), must provide accommodations and other services required by special populations students to successfully complete their program. CTE centers and special populations coordinators and school counselors support teachers and students, including those students with a disability under IDEA or Section 504 of the Rehabilitation Act. CTE center staff help determine appropriate placement in a CTE program as part of the IEP/504 Team, providing appropriate accommodations and modifications, interpreting the results of academic and vocational assessments, and designing remedial academic exercises.

Over the last seven years, the AOE has worked to increase special educators' understanding of what makes a CTE education unique, provided guidance and development on accommodations and modifications that allow students with disabilities to access CTE programs, and worked with centers and instructors to determine what modifications and accommodations are possible without changing the essential nature and critical skills and competencies of CTE programs.

Part of this work is also to help LEAs increase their understanding of what CTE is and to support appropriate advising regarding flexible pathways, including CTE, for all students, including students with disabilities. The Agency will continue to provide technical assistance and support to the field in this area, helping special educators and school counselors understand appropriate placement in CTE programs and the plethora of other supports and resources available in Vermont if CTE isn't an appropriate placement.

In terms of criteria for programs intended to support other special populations, readers are directed to the requirements for size, scope, and quality which are provided as baseline considerations for the use of Perkins funds.

Providing Appropriate Accommodations [Required Narrative B: [3][a][4]]

As the special education monitoring team at the Agency works with the CTE team, we strive to provide guidance to special education/IEP teams, high schools, and CTE centers on the appropriate placement of students in CTE, blind admissions processes, and the differences and applications of accommodations versus modifications in CTE programs. We will continue to meet with special education and CTE administrators. We will provide technical assistance as appropriate and when requested.

Providing Instruction and Access to Work-Based Learning [Required Narrative B [3] [a][5]]

Vermont acknowledges there are several new categories identified as "special populations" in Perkins V. In our efforts to ensure that the needs of these new groups are met, we are working to modify our data collections and related guidance to ensure these categories are well-defined. As we make changes to our data systems, we will provide training to local Perkins administrators, counselors, and data managers to ensure the populations are correctly identified.

As required by the Guidelines for Eliminating Discrimination on the Basis of Race, Color, National Origin, Sex, and Disability, Vermont will continue its efforts to monitor the civil rights compliance of Perkins recipients.

Within the Agency, Vermont's CTE team will continue cross-function efforts with colleagues on the Special Education team to ensure that school professionals working in special education and in CTE have the support they need so students with disabilities have equal access to programs funded under the Act. In 2018, we issued guidance for schools to help them navigate special education rules and the rules governing CTE in Vermont. As part of this effort, we provided professional development on accommodations and modifications so that school level professionals could better understand the difference between accommodations and

modifications, and so that they could understand types of accommodations that were appropriate in the CTE environment.

As required under existing Vermont law, each area career technical education center must employ a full-time special populations coordinator whose role is to ensure all special populations receive the support they need to access and be successful in CTE programs. These coordinators are also the primary resource for supporting students on IEPs, and for coordinating with the local education agency in the provision of additional supports.

Vermont expects to continue to provide technical assistance to recipients in these areas and to improve reporting data back to schools on these populations as part of their comprehensive local needs assessment and accountability processes.

TRANSPARENCY

Section 111 Allocation Distribution Process [Required Narrative C [2]]

Section 111 of the law requires the Secretary of Education (U.S.) to allot to Vermont an amount that is not less than that received in FY18. In FY18, Vermont received \$5,037,372 (the “Perkins V allocation”).

From that allocation, and according to requirements and formulas described in Section 112 of the law, Vermont assigns 85%⁶⁸ of its allocation to be distributed to eligible secondary and post-secondary recipients by processes described in Sections 131 and 132 of the law and addressed later in this section. Of the 85%, the budget will reserve⁶⁹ \$400,000 (9.34%) for a 50%/50% split between “secondary reserve” and “post-secondary reserve.”

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 can access dual/concurrent enrollment offerings, especially in rural areas.

The Agency of Education will award funds under section 112(c) using a competitive process. The maximum annual award for secondary will be \$25,000; for post-secondary it will be \$100,000.

The reserve funds for secondary will be granted on a competitive basis and will be based in part on the criteria provided in the law⁷⁰ and on the demonstration of need which will be based on the population of students enrolled in CTE provided by the eligible recipient.

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 eligible institutions in Vermont will use the funds to develop curricula that can be taught by secondary CTE teachers in their own

⁶⁸ Section 112(a)(1): “From the amount allotted to each State..., the eligible agency shall make available – not less than 85% for distribution under section 131 or 132, of which not more than 15% of the 85% may be used in accordance with Section 112(c).”

⁶⁹ Section 112(c)

⁷⁰ in— rural areas; areas with high percentages of CTE concentrators or CTE participants; areas with high numbers of CTE concentrators or CTE participants; and areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II)

classrooms or online. The courses will be developed to align with career pathways and programs of study that lead to high-skill, or high-wage, or in-demand occupations.

Vermont will divide the remainder of the 85% into “Perkins Basic – Secondary” and “Perkins Basic – Post-secondary” budget lines via a 75%/25% split, respectively. As noted above, the process for calculating the distributions are discussed later in this section. As compared to Perkins IV, the State increased the amounts available for both secondary and post-secondary recipients in the reserve. We believe strongly that by assigning the majority of funds to programs that serve high school students we will have a greater impact on post-secondary career and college aspirations of those high school students, improve career and college readiness and reduce the need for remediation at the post-secondary level (and thus potentially reduce student loan burdens), improve transition points between secondary and post-secondary, and have a longer-lasting, positive effect on our students and citizens.

The law allows up to 10% of the Perkins V allocation be held for “leadership” activities, these were addressed earlier in the plan, and are summarized here. Vermont will use the maximum of 10% to fund the following activities required or permitted by law:

- 1% of the Perkins V allocation (\$50,374) to serve individuals in State correctional institutions;
- \$60,000 for services that prepare individuals for non-traditional fields;
- 0.1% of the leadership fund⁷¹ (\$504) to help recruit special populations to enroll in CTE programs;
- Remaining funds (\$392,859), in addition to those outlined above, will be used in accordance with requirements established in the law and as detailed earlier in this plan. Leadership funds are used to pay for staff salary, benefits, and travel expenses related to the leadership funds eligible purposes and may be used on contracts and grants for activities required or permitted in Section 124.^{72,73}

⁷¹ Section 112(a)(2)(C): an amount shall be made available for the recruitment of special populations to enroll in career and technical education programs, which shall be not less than the lesser of (i) an amount equal to 0.1%; or (ii)\$50,000.

⁷² Section 124(a): From amounts reserved under section 112(a)(2), each eligible agency shall (1) conduct State leadership activities to improve career and technical education; (2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

⁷³ Section 124(b): The State leadership activities described in subsection (a) may include up to 24 defined permissive uses, with the 25th being “other State leadership activities that improve career and technical education.”

The Agency of Education, as the eligible entity that receives these funds, retains 5% of the Perkins V allocation for administration of this plan. The administration line of the budget is used to fund contracts, grants, and Agency staff salaries, benefits, and other expenses that are related to the administration⁷⁴ of the plan.

Criteria for Approving Eligible Recipients [Required Narrative C [1]

At the secondary level, career and technical education⁷⁵ in Vermont is primarily delivered through regional shared-time career technical education centers, what the law defines as “area career and technical education schools (Section 3(3)).” Area career and technical education schools are included in the definition of eligible recipient (Section 3(21)).

In order to comply with the requirements in Section 131(e) that apply to allocations to “area career and technical education schools” the Agency will support recipients in the development of a regional template “cooperative arrangement/agreement⁷⁶.” Although the law doesn’t specifically require an agreement, a formal document is the best way to demonstrate that an arrangement exists and that there is some understanding among the parties to the agreement about their roles and expectations.

⁷⁴ Section 112(a)(3): “which may be used for the costs of (A) developing the State plan; (B) reviewing local applications; (C) monitoring and evaluating program effectiveness; (D) assuring compliance with all applicable Federal laws; (E) providing technical assistance; and (F) supporting and developing State data systems relevant to the provisions of [the] Act.”

⁷⁵ Section 8(5): Career and technical education means organized educational activities that (a) offer courses that (i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by [the] State...; (ii) provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; (b) include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual; (c) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide post-secondary credit or advanced standing; and (d) may include career exploration at the high school level or as early as the middle grades [further defined in the state plan]

⁷⁶ Public comments noted that, as required in the CLNA, the regional CTE centers have no way of requiring or getting partner high schools to respond to requests for data or to disclose their Federal grant program plans. A formal cooperative agreement could potentially address data sharing needs, as well as provide opportunities to formally coordinate career pathway/programs of study, and to identify roles and responsibilities for regional coordination of career counseling and development opportunities.

Vermont is a small state and eligible recipients for Section 131 (Perkins Basic – secondary) funds remain generally the same as they were in Perkins IV, with two exceptions. With support and guidance from Vermont’s Perkins Regional Coordinator and other Department of Education staffers, Vermont examined the criteria for eligible recipients and for area career and technical education schools to ensure that our list of eligible recipients⁷⁷/area career and technical education schools ⁷⁸ met those criteria. Any entity that did not strictly meet the criteria was deemed ineligible to receive Perkins funds.

The Saint Johnsbury/Lyndon region of the state is the exception to the rule of how CTE is delivered at the secondary level in Vermont. In this region, the Vermont State Board of Education (SBE) has designated two private schools as the providers of publicly funded CTE programs in the region, which are accessible to both publicly funded high school students, and privately funded students attending the private schools. As required by the Strengthening Career and Technical Education for the 21st Century Act (Act), and according to the definition of “eligible recipient,” private schools may not be recipients of Federal funds.

This change means that the State must address how the region gains access to the funds that are allocated to it. The eligible recipients in this region, Caledonia Central Supervisory Union (K-12), Kingdom East Supervisory District (K-8), and St. Johnsbury School District (K-8) will receive the funds. Due to restrictions in the law and in the state plan of how funds may be used, the K-8 district may only use Perkins funds on activities for 7th and 8th graders, though they may also use funds to support the grade 9-12 population that the districts are tuitioning to either of the private schools in the region that offer CTE. The funds may be issued by contract or through some other means, but not via a sub-grant. Caledonia Central Supervisory Union (CCSU), the only K-12 district in this region also operates high schools, and the supervisory union splits CTE service regions between St. Johnsbury and Central Vermont Career Center’s region. CCSU may use its funds to support CTE programs and initiatives, as long as they meet the requirements for CTE established in the law, in the high schools that it operates, and/or it may use funds to support students who wish to attend state approved CTE programs in a regional CTE center. These three entities may also enter into a collaborative agreement or a

⁷⁷ Section 3(21): For Vermont’s purpose, “eligible recipient means (a) a LEA, an area career and technical education school, [...], or consortium, eligible to receive assistance under section 131; or (b) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

⁷⁸ Section 3(3): For Vermont’s purpose, “Area career and technical education school means a specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market.” High schools may not receive funds due to additional requirements that the eligible recipients provide CTE in not less than three career fields.

consortium to pool funds, if the requirements of the law are met. The Agency of Education will be available to provide technical assistance as these entities work to implement Perkins.

The State of Vermont notes the requirement of the law under Section 217 to ensure that students of private schools be allowed to participate in “career and technical education programs and activities, including programs of study” that are funded under the Act. This means that there are certain requirements which must be met under Section 217 of the Act. The State also notes the requirement that CTE teachers, administrators, and other personnel of the private schools be allowed to participate in in-service and preservice CTE professional development programs⁷⁹funded under the Act after written request.

The State of Vermont, as required under the law, requires that the private schools provide written requests to any of the Perkins recipients that neighbor the private schools, should the private schools wish to have their CTE students participate in Perkins funded activities, or to have their CTE teachers participate in Perkins funded professional development.

There are only a small number of entities in Vermont that deliver “career and technical education,” that serve post-secondary populations and that meet the definition of eligible institution. Vermont conducted an analysis of the requirements of the law against the list of entities that received funds under Perkins IV to determine the list of eligible recipients of Perkins V funds and communicated the eligibility to those institutions.

Allocation Processes

Secondary [Required Narrative C [3]]

For the upcoming program year, the amount of Section 131 funds for secondary programs and programs of study (Perkins Basic – Secondary) is \$2,911,325.

Vermont is divided geographically into 15 technical center (area career and technical education schools) service regions, with every town in the state assigned to a regional technical center. Per requirements for allocation of funds to area career and technical education schools (Section 131(e)), the regional technical centers and high schools/LEAS in Vermont will be required to enter into a cooperative arrangement across a region for the purpose of receiving funds under Section 131, that generally outlines the services and programs funded by Perkins funds invested in the region.

⁷⁹ Including the CTE teacher preparation program so long as it is payed for with Perkins funds by the Vermont Association of Career Technical Education Directors.

Vermont uses the most recently available NCES/SAIPE population estimate data, as required in Section 131, which is received from the U. S. Department of Education for ESSA Title allocations. In our allocation calculation spreadsheet, we maintain a listing of all regional technical centers with nested management unit assignments under each⁸⁰. The spreadsheet calculates 30% of the allocation based on population estimates aged 5-17 in the districts of the service region, and 70% of the allocation for population estimates aged 5-17 living below the poverty line in the districts of the service region.

Vermont has several instances of exceptions in the handling of allocations in order to maintain compliance with the law while continuing to provide career technical education around the state. For instance, Canaan Memorial High School, a comprehensive high school that is geographically remote, cannot directly receive funds due to the size of their allocation; however, because they are geographically remote and consistent with criteria in the law, the Agency would allow an exception so that they could directly receive the grant. They are assigned to a larger region, and their Perkins allocation is sub-granted through the larger recipient, North Country Career Center.

In another exception, the Vermont SBE has identified that students in certain regions (Springfield and Brattleboro) have choice about which technical center to attend. In this situation, the count of students is split equally between the two regions.

In yet another exception to the process, the Chittenden County region of the state is served by two technical centers (Essex and Burlington). To ensure equitable distribution of funds, the State takes the aggregate of full-time equivalent (FTE) students (a figure that is calculated as part of the state funding formula for CTE) between the two centers and divides the Perkins student counts proportionally between the two centers based on the center's share of FTEs to the aggregate.

In a final exception, addressed to some degree earlier in this section, one region of the state is served by two private schools that host state approved CTE programs. These private schools are ineligible to receive funds. The funds will be directed, based on the factors discussed above, to the local education agencies (LEA) in the region that meet requirements established in the Act:

- Section 131(c): minimum LEA allocation is \$15,000 unless the LEA is part of a consortium, discussed in subsection f, or unless the LEA is in a rural, sparsely populated area and demonstrates an inability to enter a consortium.

⁸⁰ As required in Section 131(e)(2): "If an area career and technical education school...meets the requirements...then the amount that would otherwise be distributed to the local educational agency shall be allocated to the area career and technical education school, and the local educational agency based on each school, agency or entity's relative share of students who are attending."

- Section 131(d): only LEAs that provide secondary school services to secondary school students in the same attendance area may receive funds.
- Parameters for use of funds by these LEAs are addressed in the Purpose and Intent section.

The three LEAs in this region of the state may all elect to form a consortium, or two of them may elect to form a consortium. The purpose of the consortia would be to focus on career counseling and advising or other purposes as described in the Act and as outlined in the PURPOSE AND INTENT section of this state plan. The Agency will provide technical assistance to help these three LEAs move forward in the best way to serve students.

It is important to note that any amount of formula funds allocated to an eligible recipient does not guarantee that the eligible recipient will receive those funds. As required by Section 134(a), “any eligible recipient desiring financial assistance...shall, submit a local application to the [Agency of Education].” The local application will cover the span of the State plan, four years, with opportunities for minor modifications each year. The minimum contents of the local application are provided in the law, and the Agency of Education’s sample application is available in the Appendix C. In the event an eligible recipient does not wish to receive funds in any given year, the recipient will be removed from the allocation calculation and the funding formula will be re-run without them.

In February 2020, eligible recipients and eligible institutions were asked to submit a letter of interest. This process assisted the Agency of Education in determining allocations. Vermont’s application for secondary and post-secondary Perkins funds is handled through an electronic grants management system.

The local application and any requests for Perkins funded activities must be informed by the comprehensive needs assessment and performance related data. Eligible recipients who contest that their application was not approved for funding may file a grievance with the Secretary of the Agency of Education.

Adjustments to School District Boundaries [Required Narrative C [5]

Since 2015, Vermont’s district and school governance landscape has changed considerably due to a state legislative initiative called Act 46⁸¹. As a result, management unit boundaries have

⁸¹ Act 46 of 2015 provided opportunities for school districts to unify existing disparate governance structures into sustainable systems of education delivery that are designed to meet identified State goals while recognizing and reflecting local priorities. The law established a multi-year process with incentives for communities that voluntarily merge into the most common governance models. Districts that did not pursue or achieve a voluntary merger were required to evaluate their ability to meet or exceed State

also changed. We anticipate additional changes to continue into at least 2020. These changes involve governance and management unit mergers, as well as changes to the geographic boundaries of the old management units. In some instances, the new management units do not align to existing technical center service region boundaries.

In our allocation calculation spreadsheet, we maintain a listing of all regional technical centers with nested management unit assignments under each. In the spring of each year we will review the changes to the management units and make changes to regional technical center assignments as needed. In the 2019 – 2020 program year, Vermont identified occurrences of management unit mergers causing town school districts to be assigned to a technical center that had not historically been associated with the technical center. We will use more current merger activity data to inform assignments of new management units when the newer data were not reflected in the NCES/SAIPE data.

Refer to Appendix D for the NCES/SAIPE summary sheet which is provided as a sample.

Post-Secondary [Required Narrative C [4]]

The amount of funds, under Section 132, assigned for distribution to post-secondary education programs is \$970,442. These funds are distributed to the post-secondary eligible institutions according to the distribution of Pell recipients across the institutions.

Vermont developed a “Perkins Pell Grant Recipient Count” (see Appendix D) form for eligible institutions to report their Pell grant count to us. The form includes relevant definitions and information about program eligibility and requirements for use of funds in Section 135. Vermont has adopted post-secondary program eligibility criteria, identified in the Purpose and Intent Section. Any post-secondary program determined to not meet the program eligibility criteria may be removed from the eligible program list, with the consequence being two-fold: the Pell recipients in that program may not be counted for fund distribution purposes, and allocated Perkins funds may not be used to support the activities of that program.

Eligible recipients are required to report Pell recipient student counts for the previous fiscal year and must provide counts by eligible program area. We also ask for identified career cluster and the program’s “recognized post-secondary credential” outcome – industry recognized credential, certificate, and/or associates degree.

Pell counts for eligible post-secondary recipients are aggregated and the assignment of funds is calculated based on each institution’s proportional (percentage) contribution to the aggregate. For instance, if one institution reports 100 Pell recipients in eligible programs, and the other institution reports 50 Pell recipients in eligible programs, the recipient count is totaled (150) and

goals, to talk with other districts, and to present proposals to the State Board of Education by December 26, 2017. <https://education.vermont.gov/vermont-schools/school-governance/options#act46>. The SBE ruled on final alternative governance structures in November 28, 2018.

each institution's count is divided into that total to determine the proportional contribution to the count (institution 1 = 66.6% and institution 2 = 33.6%).

AOE monitors changes in Pell count by institution over time to flag potential reporting and validation errors. The Pell grant program has strict criteria and each eligible institution maintains its own compliance with the granting requirements established by the U. S. Department of Education (DOE).

It is important to note that any amount of formula funds allocated to an eligible post-secondary recipient does not guarantee that the eligible recipient will receive those funds. As required by Section 134(a), "any eligible recipient desiring financial assistance...shall, submit a local application to the [Agency of Education]." The local application will cover the span of the State plan, four years, with opportunities for minor modifications each year. The contents of the local application are driven in part by the comprehensive local needs assessment and by the state determined levels of performance. The minimum contents of the local application are provided in the law, and the Agency of Education's sample application is available in the Appendix C.

The local application and any requests for Perkins-funded activities must be informed by the comprehensive local needs assessment and performance-related data. Eligible institutions who contest the decision that their application was not approved for funding may file a grievance with the Secretary of the Agency of Education.

Limitations on Uses of Funds

While Section 215 of the Act allows funds to be used for activities beginning as early as 5th grade, Vermont will permit secondary recipients to use funds for activities beginning in 7th grade. This practice will be consistent with other state requirements and statute, including a requirement that all 7th grade students have a personalized learning plan (PLP) aimed toward high school completion. We are interested in shoring up services and activities for 7th through 9th grade students statewide. Similarly, to ensure coordination and efficiency across secondary and post-secondary contexts, and to reduce duplication of efforts, Vermont will also restrict the use of post-secondary entities' Perkins funds to certain activities beginning in 10th grade.

Funds will not be used to replace a reduction of funding at the local level. Section 211 of the law states that funds made available under the act shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.

The required uses of funds list, outlined in Section 135, provides the primary guide for the types of activities that may be funded under Perkins. Generally, the list breaks down into six broad categories:

- Providing career exploration and career development activities through an organized, systematic framework designed to aid students, including in the

middle grades [down to grade 7], before enrolling and while participating in a career and technical education program. The State Board of Education's rules (2386(2))⁸² already contemplate the role the technical centers should play in career counseling advising and development. In order to expand the impact of the Federal investments in Vermont's CTE system, eligible recipients are strongly encouraged to supplement existing efforts in career development, and to use these funds on activities that would primarily benefit students at their home middle and high schools. This can be accomplished through a variety of approaches, including forming a consortium for the region so that Federal, state, and local funds can be pooled and braided.

- Providing professional development⁸³ for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. Vermont requires that professional development needs are considered in the comprehensive local needs assessment and will require a four-year professional development plan be submitted with the local application in order to ensure the use of funds meets the requirements of the law. This requirement aligns with our state Education Quality Standards that require LEAs to engage in needs-based professional learning aligned to their continuous improvement plans.
- Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
- Support integration of academic skills into career and technical education programs and programs of study (POS) to support secondary CTE participants in meeting the challenging academic standards adopted by Vermont and that will be measured by WorkKeys and the NGSS assessment, and to support CTE participants at the post-secondary level in achieving academic skills beyond remedial courses.
- Plan and carry out elements that support the implementation of CTE programs and POS and that result in increasing student achievement in the Perkins accountability system.
- Develop and implement evaluations of activities carried out with funds under this part, including evaluations necessary to complete the comprehensive local needs assessment required by the law.

⁸² "Technical centers shall be a regional resource for career development and provide information and training to middle and high schools in their region on applied academics, work-based learning, career exploration, and career decision making."

⁸³ The definition of professional development is provided for in the law for the first time.

Section 135(c) allows eligible recipients to pool funds with one or more recipients. The activities of the pooled funds must align with the required uses of funds listed above. Eligible recipients will be permitted to pool funds when they form a consortium with a formal agreement that outlines, at a minimum, the fiscal agent, the period of the agreement, the parties to the agreement, the purpose and use of the pooled funds, and the budget for the pooled funds. The agreement should also detail how each members' contribution to the pool will be calculated and should outline how disagreements among the consortium members will be handled. Agency personnel will encourage consortia development and will provide relevant technical assistance to interested parties.

Section 135(d) limits the use of funds for combined costs associated with direct and indirect administration of the grant to 5%. The Agency of Education maintains a formal process for approval of indirect rates. Many activities and uses of funds fall under direct administration of the grant. A non-exhaustive list of such activities and uses of funds includes:

Indirect Cost	Direct Cost	Excluded Cost for the whole application
Organizational Wide Data, IT (Salary and Benefits, Contracted Services, Data)	Direct Instruction/ Support Services	Equipment cost that exceeds \$5,000.
Administration Salary, Benefits, PD, Supplies, Travel In the Business Office Only – HR, AP, PR, Accounting	Wages, Benefits, Supplies, Travel, Professional Development (PD)	Indirect costs recovered
Occupancy and Space cost for Business Office – Cost	Transportation- Contracted or Salary and Benefits	Contracted Services/Subgrants expenditures that exceed \$25,000
	Food Service - Salary Benefits, supplies/PD, Travel	The cost of all the Food
	Direct Admin Charges- Admin that works with the students - Salaries/ Benefits, Travel, PD	
	Maintenance, Plant, Repairs, Supplies, Salary and Benefits	Capital Outlay Expenditures/ Construction and Renovations
	Media, Books, Supplies	Transfer of funds
	Board wages and benefits	Debt/Penalties/Fees
	Superintendent	Entertainment

Regardless of the use of funds, eligible recipients must ensure that the services and activities (“programs”) funded under the act meet the “size, scope, and quality” criteria established in this plan. Any “program” that does not meet the criteria established in all three categories may not be funded with Perkins funds.

Administrators should consider:

- if the use of funds is driven by the CLNA
- whether or not the use of funds is the “highest and best” use of limited Federal investments

- the degree to which the funded “programs” contribute to achieving the vision and goals established for CTE in Vermont
- whether the use of funds contributes to a CTE system that is equitable, efficient, integrated, and collaborative
- whether the best use of funds should be expended on a program inside the regional technical center, or within the region at a partner middle or high school.

Funds may not be used to pay for individual student needs/costs or for expenses that benefit one student more than another. An exception to this is outlined in Section 135(b)(5)(S), and allows the funds to provide support to reduce or eliminate out-of-pocket expenses for special populations⁸⁴ participating in CTE, including dual or concurrent enrollment programs, and supporting costs associated with fees, transportation, child care, or mobility challenges. An important consideration before Federal funds are used for these purposes is to determine whether the student is eligible for other state supports (e.g., state VSAC stipend for dual/concurrent enrollment courses). Use of this provision will be minimal and should not exceed more than 1% of an eligible recipient’s total allocation each year.

In instances where Federal funds are used to deliver summer camps, after school programs, or similar activities to introduce students to CTE, or to provide career awareness, the experiences should be provided at no cost to students and families.

State's Aggregate Expenditures [Required Narrative C [9]]

In the transition year, Vermont established a new baseline for its fiscal effort related to career technical education using aggregate expenditures. For the fiscal year ending June 2018, Vermont’s aggregate expenditures totaled \$12,264,089.38.

⁸⁴ The nine categories of special populations covered by Perkins are (Section 3(48): individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents including single pregnant women, out-of-workforce individuals, English learners, homeless individuals described in McKinney-Vento Homeless Assistance Act, youth who are in, or have aged out of, the foster care system, and youth with a parent who is a member of the armed forces and is on active duty.

APPENDIX A: PLAN DEVELOPMENT AND PUBLIC COMMENT

Required Narrative D: [4] include a description of any changes made as a result of the comments

Compilation of Public Comments and Responses About Perkins V during the Public Comment Period Ending Friday, February 21 at 4:30pm

NOTE: Agency of Education responses use following abbreviations:

- CLNA – Comprehensive Local Needs Assessment
- WIOA – Workforce Innovation and Opportunity Act
- AOE – Agency of Education
- IRC – Industry Recognized Credentials

Section/Topic	Public Comment – <u>NOTE:</u> ALL comments below are <u>directly quoted</u> from written public comments or from written versions of testimony (emphasis is in the original)	Response
Required Narrative B (1.b.) – <i>School Age Population and Enrollment</i>	...enrollments for CCV and VTC are mentioned for matriculated students, however, the Vermont Technical College Office of Continuing Education and Workforce development also serves over 3200 Vermonters provided post-secondary credentials, technical training, industry recognized certification, incumbent worker training, credit and non-credit class and apprenticeship courses. We have over 700 participants registered in an apprenticeship program, which are offered statewide. We offer many of our classes at Tech Centers. (MH)	Clarification to be provided. This information will be updated.
Required Narrative C (3)	...on the chart under quality - “3. Program participation results in dual credit / concurrent enrollment course passing; multiple current articulation agreements exist with in-state and out-of-state institutions, including Registered Apprenticeship programs.” To be a registered apprentice a participant needs to be hired by an employer who will	Information to be changed in both CLNA tables.

Section/Topic	Public Comment – NOTE: ALL comments below are directly quoted from written public comments or from written versions of testimony (emphasis is in the original)	Response
	sponsor the apprentice and provide on the job training as well as the related instruction. At the Tech Center level, they would be considered a pre-apprentice until they are employed. This curriculum at the secondary level must be aligned with the post-secondary program. (MH)	
Professional Development	Following the meeting, I was thinking about one specific comment that you made about the ability or challenge to bring in new CTE instructors from the industry. In essence, you are making every effort to bring the industry into the classroom along with the legacy knowledge from the industry. It got me thinking about another possible approach. Instead of bringing the person from the industry, is there any mechanism in place where your instructors can be embedded inside of industry for 1-2 or even 4 weeks? I know there may be contract implications. It would seem to me that this would create a very important and very valuable bridge between CTE and the industries that CTE wants their students transitioning to. There are a whole host of benefits that I could see by doing this or something similar. (SL)	Information about externships to be added to state plan.
Career Guidance	My primary feedback is just a suggestion to a shift in some of the language. It would be wonderful to realize the goal of reaching 100% of our students regarding career awareness and the setting of reasonable, well-informed career and education goals and have our graduates arrive with a plan to get them there with a minimum of debt. To that end, it is	This language should exist in the plan, but if it doesn't, it will be added.

Section/Topic	Public Comment – NOTE: ALL comments below are directly quoted from written public comments or from written versions of testimony (emphasis is in the original)	Response
	important that the language in the plan have a focus of collaboration with all educators. (KC)	
Counseling in remote high schools	Page 12, halfway down, 1. B. "...primarily through implementing comprehensive career guidance systems and career development activities operated through or in collaboration with the regional CTE system." My chief concern here is whether or not the Perkins grant itself would be sufficient for CTE centers to reach out to those high schools that are remote from their regional CTE . Do CTE centers have the staff, the money, or the infrastructure to reach out to the remote high schools? If not, then implementing this part of the plan would mean leveraging a different pool of money. I am concerned that this feels more territorial than it does collaborative. The state has invested a great deal of funds in the high school WBL system. This raises the question of whom the WBL personnel at the high schools are answerable to their principals, or CTE Directors. (KC)	The state plan does discuss the feasibility of counseling in remote high schools. This will be clarified.
Professional Development/RNR	Generally, I would encourage CTE centers use their expertise around career readiness and focused post-secondary ed plans to reach out to our teacher training centers in the state of Vermont – UVEL, UVM, Castleton, St. Michael’s, etc., and try to get some degree of requirement for how to build career awareness pedagogy for all high school educators as part of the teacher-training curriculum . That would	This was discussed in previous meetings. It should be explicitly stated in the plan. The plan should also include language around updating teacher licensure standards.

Section/Topic	Public Comment – NOTE: ALL comments below are directly quoted from written public comments or from written versions of testimony (emphasis is in the original)	Response
	be the best way to reach 100% of our students before they graduate. (KC)	
Required Narrative B (1.b.) – <i>School Age Population and Enrollment</i>	Finally, I think the visual graphs...are mislabeled . The graphs themselves reflect student enrollment, not participation rates. A glance at the graphs would suggest that CTE Participation Rate is going down (blue) or remaining steady (purple). In fact, the rate is going up, as shown by the table below. This is great, in my opinion, it’s just evident through the visual graph unless a person is reading very closely and is doing some calculations. A suggestion would be to move the title of this graph outside the graph box. (KC)	These graphs will be reviewed and clarification will be added if deemed necessary.
Vermont Future’s Project – Skill Gaps	Mitigating the skills gap through tailored engagement with vulnerable populations is a particularly exciting element of the draft plan. The Vermont Chamber has long believed that no single demographic can fully satisfy our State’s workforce needs. Therefore, it is essential that CTE programs are crafted in a way that accounts for the needs of underrepresented and vulnerable populations. Doing so ensures an optimized workforce and helps to secure Vermont’s economic wellbeing. CTE is a tool for improving student outcomes, while also preparing both secondary and post-secondary students with the necessary academic, technical, and employability skills required for successful entry into the workforce. Indeed, CTE prepares students for both additional education and career entry. (VCC)	There is a reference to this at the beginning of the plan, but there is a limited amount of information about this to include. May be included in CLNA as a resource.

Section/Topic	Public Comment – NOTE: ALL comments below are <u>directly quoted</u> from written public comments or from written versions of testimony (emphasis is in the original)	Response
Introduction	Description of counties: there is some concern about inconsistent descriptions of Vermont’s counties. It is important not to make some look “better” than others. (VCSEA)	This language was taken directly from WIOA. It will be made clear that this is the source.
Required Narrative B (1.b.) – <i>Specific Perkins Goals and Strategies</i>	Are school counselors aware of this document to weigh in? (VCSEA)	The AOE will ensure that school counselors are included.
Required Narrative B (1.b.) – <i>Specific Perkins Goals and Strategies</i>	Wondering if there is room to add collaboration between IEP/Transition process and the CTE to Post-secondary process. (VCSEA)	IEP teams will be included in objective #3.
Required Narrative B (1.b.) – <i>Vulnerable populations: Women</i>	When talking about women making less than \$30,000 per year we wonder if that is a jump. Is it possible that some of these women are living with a partner that brings income into the home. (VCSEA)	This statistic may be removed due to the source material lacking an explanation.
Required Narrative B (1.b.) – <i>Vulnerable populations: Persons with a Disability</i>	“Types of disabilities” is vague - how do they align with state and federal definitions? (VCSEA)	Will include the definition of disabilities from the report that is referenced.
Required Narrative B (4) – “General populations will include...”	Special Populations Coordinator should be changed to Student Services Director or similar (VCSEA)	“Special Populations Coordinator” will be kept and a footnote will be added to clarify that this language comes from the state board rules.
Required Narrative D (3) – WorkKeys	Additional clarification is needed for students with disabilities and graduation readiness with respect to “WorkKeys” (VCSEA)	The AOE will provide additional clarity.
Required Narrative B (2.c.1.) – Grades 7-14	Should be grades 7-12 instead of 7-14 to clarify that “grades 13 and 14” are post-14	A footnote will be added to clarify that the purpose of including

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	secondary rather than an entitlement. (VCSEA)	grades 7-14 is to help with transitions.
Required Narrative B (3.a.5.) – Special Education Coordinators	What PDL and tech assistance will AOE provide special pop coordinators to ensure they better support the needs of every student? (VCSEA)	Additional language will be added to identify how the AOE will support Special Education Coordinators.
Required Narrative B (3.a.1.) – MTSS	If CTEs are going to be expected to provide additional services via MTSS, would that impact how LEAs are providing services? How/what will AOE do to support MTSS structure at CTE? This appears to be something that continues existing practices. As long as this is okay, VCSEA is okay with it. If there are shifts, we would be concerned. (VCSEA)	Language will be added to clarify that this is a collaborative process.
Required Narrative C – Other pathways	How will the AOE ensure students with accommodations/ modifications receive some other pathway for career/tech training if unable to receive it in CTE? (VCSEA)	Language will be included that we’re providing technical assistance to help Special Education coordinators understand the options that students have.
Required Narrative C (2) – Spending	How will AOE use only \$504.00 (.1% of leadership fund) dollars to recruit special populations? (VCSEA)	The AOE will discuss this further.
Required Narrative C (1) - Funding	CCSU, KESD, St. J what are their limits? Can they get funds? Would the LEA be responsible for managing the funds? Could they start career centers? More clarity needed around independent school funding. (VCSEA)	Clarifying language to be included.
Required Narrative B (1.b.) - <i>Specific</i>	I find this statement to be vague. It would be helpful to understand which SBE rules	Language will be included to clarify that

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<i>Perkins Goals and Strategies 4. c.</i>	will be revised to meet what particular policies in the pursuit of offering “high quality, standards based CTE career pathways/programs of study . . .” (BT)	this statement is referencing all polices.
Required Narrative B (2.b.)	I support the idea of improved efforts for career counseling at the middle and high school level. There is nothing explicit in this document that causes partner schools to participate or comply with CTEs efforts to expand middle/high school offerings. This becomes a greater difficulty for centers that serve large regions, for instance the Chittenden County region includes 28 middle school partners and 9+ high school, so placing the burden and accountability solely on the centers is a setup for failure. Language needs to be crafted to hold the middle/high school partners in compliance. Solely relying on relationships and the willingness of schools to partner has historically been only marginally successful. (BT)	Clarifying language will be included around Act 173. Additionally, more information about what the AOE will be doing within the next year.
Required Narrative B (2.c.7.)	In general, I believe we need a clearer and more systematic way to "explore and reflect on (our) student level data-in particular the students of special populations. Where they are coming from, how well prepared are they, and what supports will they need when they get to us are central themes to the questions applicants will need to ask." The AOE needs to be more prescriptive about what particular data points should be required of sending schools. For example, now that the SBAC is delivered	Comment accepted. Language will be added regarding the requirement for cooperative arrangement, as required by section 131 E.

Section/Topic	Public Comment – NOTE: ALL comments below are directly quoted from written public comments or from written versions of testimony (emphasis is in the original)	Response
	<p>in the 9th grade, that information could be given to CTE centers to know performance levels of in-coming students. This data point will help to inform what groups of students may need interventions.</p> <p>The historical special education file on students once accepted can provide valuable information about the student's capacity and would allow centers to better understand and target learning interventions. Too often we learn about significant changes in services/supports just prior to the student transitioning to the center. Having access only to the most current IEP, especially when it is updated just prior to the student's entrance does not allow for a complete understanding of the student's learning needs. One way to enable quicker and clearer data is to establish a common on-line system, much like districts employ for their IEP management like Goal View or DocuSped.</p> <p>Additional consideration for statewide student data systems should be considered in the scope of addressing this area. Each center should have a system for reviewing student data that is robust and connected to the statewide data system so that real-time monitoring and reporting can take place. There should be training for site-based registrars and administrators. (BT)</p>	
Required Narrative B (3.a.3.)	This needs clarification. I've had a series of conversations with my district-level Director of Special Education. We are unsure what the intent of this statement is.	Clarifying language will be added.

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	<p>One interpretation could be that by describing CTE centers as “service providers” special educators at sending high schools will assume that CTE centers are now responsible for executing the services on the service page of IEPs. The phrase the CTE center “implements aspects of the IEP” does not clarify the intent of the sentence. If this means that we must ensure accommodations and consider modifications, I believe that reflects the current relationship. If it means we will ensure that services are delivered in the future, I think further conversation must happen. All this said, I fully support the need for centers to improve our multi-tiered systems of support and to develop and provide interventions for all our students. (BT)</p>	
ESSA	<p>... the VT ESSA Plan has very little language which "encourages" collaboration with existing workforce systems including CTE. We are encouraging a system which is a "tail wagging the dog" scenario where its left to CTE / Workforce to entice collaboration with sending high schools. With CTE/Workforce trying to "pull" collaboration without the "push" from ESSA / AOE with regulatory or plan goals. (SF)</p>	<p>AOE’s ESSA goals will be included in the map of goals from Workforce Development.</p>
Required Narrative B (2.c.6.)	<p>Suggest adding my paragraph 4 below or something like it on page 58...</p> <p>Finally, the Agency is finding synergies and systemic collaborations among other ESSA funded federal programs,</p>	<p>This language will be added. A mention to the 21st Century program will also be included in the CLNA section.</p>

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	<p>particularly within those systems and schools that are leveraging and integrating out of school time hours in support of our goals as part of number 1b and 3c. For example, the Nita M. Lowey 21st Century Community Learning Centers program offers flexible opportunities for work-based learning programs across multiple age groups in about a third of Vermont communities. Opportunities exist and are being explored to provide additional pathways for career exploration, new technical center and innovative business partnerships, and strategic and flexible funding partnerships across this and other ESSA funding streams. (EB)</p>	
<p>Required Narrative B (1.b.) – <i>Specific Perkins Goals and Strategies</i> – Vermont Virtual Learning Collaborative</p>	<p>Where does this money come from? Are they looking at additional money? What does introductory CTE classes mean? How do their classes fit into the pathway? (RD)</p>	<p>More language will be added. This will be an option for technical centers to pay for using Perkins funds. Vermont Virtual Learning Collaborative will not be receiving funding directly from AOE.</p>
<p>Required Narrative B (1.b.) – <i>Specific Perkins Goals and Strategies</i> – CTE standards</p>	<p>State-Level Articulation Agreements: Unless we are misinterpreting the definition of a state level articulation agreement, a one-size fits all model does not fit everyone. This is primarily due to inconsistencies in curriculum delivery at CTEs across the state; making it difficult to standardize curriculum evaluations to meet the goal of one state-level articulation agreement. (RD)</p>	<p>Language will be included to say: One of the AOE’s goals is to implement a standardized approach or curriculum that you agree to.</p>

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Required Narrative C (8) – Reserve funds	There is confusion as to what the State’s goal is for the Reserve Funds, so we would like more clarity on the application process and potential funding split? (RD)	Language will be added to clarify how the reserve funds will work.
Required Narrative D (3) – <i>Measurement Definitions, Post-Secondary</i> – 1P1, 2P1	We are opposed to a 2-year lag. If the indicator is 6 month post program placement, then it should be within that time frame. If you start collecting data on a student that finished out that program year, but 2 years later... their profile could have changed within that 2-year period due to other influencers, i.e. further education, training, job changes, etc. (RD)	The AOE is going to maintain the 2-year lag as was agreed upon during discussions around the accountability system over the summer.
Required Narrative D (3) – <i>Measurement Definitions, Post-Secondary</i> – VTP1	We recommend 6 credits, not 9 as traditionally only 2 vouchers are available to students. (RD)	The AOE accepts this change. The correction will be made
Required Narrative D (3) – WorkKeys	We need to clarify how the implementation of the WorkKeys equivalency would take place? Is its use for placement or credit bearing outcomes? (RD)	The AOE expects that WorkKeys will be recognized for credit and/or serve as some sort of post-secondary placement.
Required Narrative B (2.b.) – Funding allowances	We need clarification of allowable Perkins funds usage by post-secondary institutions for Middle school and 9 th & 10 th grade students. (RD)	Perkins funds are only allowed for students beginning in 10 th grade. Language which clarifies this will be added.
Required Narrative C (2) – Reserve fund	We question the specific reference above to the “...improving post-secondary curriculum and instruction aligned to career pathways...” What we do support is centralizing the professional development opportunities for Vermont’s CTE instructors through Vermont Tech’s CTTEP. This could help CTE instructors	The purpose of this fund is to support the development of new programs and courses and improve post-secondary curriculums. More clarification will be

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	gain higher degrees, including further collaboration regarding affordable professional development for CTE instructors. (RD)	provided around reserve fund.
CTE Distance Learning	First, preparing middle school students to more fully understand the role, programs, and opportunities of their regional technical center through interactive online curriculum. VTVLC urges the development and promotion for all CTE centers to collaborate and to develop an online course which can provide a wide variety of information pertaining to their center. (JR)	Language to be included to discuss how Vermont Virtual Learning Cooperative could support CTE career development.
Professional Development	...much like the academic partnership VTVLC has with middle and high schools to offer courses/programs for any school, VTVLC can create a “Virtual GTE Center” for Vermont; identifying specific career pathways, especially those under the category of critical to Vermont’s workforce, and developing them as distance learning programs. This would require the instructors, or new instructors for those programs, to become endorsed with the Online Teaching Specialist (OTS) endorsement. (JR)	Language will be added to include Online Teaching Specialist endorsements.
Inclusivity	With nontraditional students, you said that they would include nonbinary, what about gender fluid or transgender? (BPH)	The AOE is looking into the data collection of this information.

List of Individuals Contributing to the Development of the Plan with Role Identification (Section 122(c)(1)(A))

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Commty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Doug Heavisides	7/29/19 7/30/19 11/12/19	Hartford Area Career & Technology Center	x				x									
Nate Demar	7/29/19 7/30/19 8/12/19	Cold Hollow Career Center	x				x									
Brian Emerson	7/29/19 7/30/19 9/13/19	River Bend Career & Technology Center	x		x		x									
Karen Conroy	7/29/19 7/30/19	Essex North Supervisory Union	x				x									
Nancy Wiese	7/29/19 7/30/19	Windham Regional Career Center	x				x									
Derek Williams	7/29/19 7/30/19 9/13/19	River Valley Technical Center	x		x		x									

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Chris Damato	7/29/19 7/30/19 9/13/19	Green Mountain Technology & Career Center	x		x		x									
Penny Chamberlin	7/29/19 7/30/19 8/29/19 9/6/19	Central Vermont Career Center	x				x									
Scott Griggs	7/29/19 7/30/19	Central Vermont Career Center	x				x									
Scott Farnsworth	7/29/19 7/30/19	Hartford Area Career & Technology Center	x				x									
Dana Peterson	7/29/19 7/30/19 8/29/19 9/6/19	Patricia A. Hannaford Career Center	x				x									
Scott Farr	3/18 7/29/19 7/30/19 11/12/19	River Valley Technical Center	x				x									

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Jason DiGiulio	6/18/18	Technical Center at Lyndon Institute	x				x									
Jason Gingold	6/18/18	Randolph Technical Career Center	x				x									
Meg Powden	6/18/18 7/16/18	Two Rivers Supervisory Union					x		x							
Mike Redington	7/29/19	VT Assoc. of CTE Directors									x					
Lyle Jepson	7/29/19	Vermont Tech									x					
Felicia Allard	7/29/19 7/30/19 12/4/19	Stafford Technical Center	x				x									
Melissa Connor	7/29/19 7/30/19 12/4/19	Stafford Technical Center	x				x									
Leeann Wright	6/18/18 7/16/18 7/29/19	Northwest Technical Center	x				x									

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	7/30/19															
Dan Harvey	6/19/19	University of Vermont					x									
Steven Airoidi	6/19/19 7/8/19 8/29/19 9/6/19	Vermont Tech	x	x												
Rosemary Distel	6/19/19 7/17/19 9/6/19	Vermont Tech		x												
Ana Gaillat	6/19/19 7/8/19 7/17/19 9/6/19	Vermont Tech		x												
Laura Massell	6/19/19 8/29/19 9/6/19	Community College of VT		x												
Maureen Hebert	7/8/19 7/17/19	Vermont Tech		x	x											

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Kirstin Boehm	7/8/19 8/29/19	Vermont Student Assistance Corporation							x				x			
Natalie Searle	6/19/19 7/8/19 7/23/19 8/29/19 9/6/19 9/9/19	Community College of VT	x	x												
Deb Stewart	6/19/19 7/8/19 7/9/19 7/17/19 8/20/19 8/29/19 9/6/19	Community College of VT		x												
Tiffany Keune	6/19/19 7/8/19 7/17/19	Community College of VT		x	x											

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Candace Lewis	7/8/19 7/17/19	Community College of VT		x	x											
Sarah Buxton	6/18/18 6/14/19 7/8/19 8/29/19	Vermont Department of Labor			x										x	
Mat Barewicz	6/14/19 7/23/19	Vermont Department of Labor													x	
Hugh Bradshaw	9/6/19	Vermont Department of Labor			x										x	
Kate McDonald	7/23/19 9/9/19 9/27/19	Center for Technology, Essex	x										x			
Alex Beck	6/18/18 7/16/18 7/23/19 8/12/19 9/9/19	Brattleboro Development Credit Corporation (RDC)										x		x		

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Kris Breen	7/23/19 9/9/19	Burlington Technical Center	x				x									
Steve Dellinger-Pate	7/23/19	U-32 High School					x					x				
Roxanne Vought	7/23/19 8/12/19 9/9/19 9/13/19	Advance Vermont									x					
Charles Martin	7/23/19 8/12/19 9/9/19	Vermont Chamber of Commerce									x			x		
Joyce Judy	6/18/18 7/9/19 8/20/19 9/12/19 12/5/19	Community College of VT		x								x				
Pat Moulton	6/18/18 7/9/19 8/20/19 9/12/19	Vermont Tech		x												

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Yasmine Zeisler	7/9/19 8/20/19	Vermont State Colleges		x												
Paula Lavassar	9/18/19	Stafford Technical Center	x			x										
Tricia Coates	6/18/18 7/16/18 7/9/19 8/20/19 9/12/19	Vermont State Colleges		x												
Adam Grinold	8/30/19 12/5/19	Brattleboro Development Credit Corporation										x		x		
Stacey Dunham	9/18/19	Hartford Area Career & Technology Ctr.	x			x										
Ashley Duncan-Aubin	9/18/19	Northwest Technical Center	x			x										
Christina Currier	9/18/19	Central Vermont Career Center	x			x										

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Jennifer Konrad	9/18/19	Northwest Technical Center	x			x										
Cindy MacRitchie	9/18/19	Central Vermont Career Center	x			x										
Sue Densmore	9/18/19	Stafford Technical Center	x			x										
Jennifer McGarvin	9/18/19	St. Johnsbury Academy	x			x										
Nancy Hutchinson	9/18/19	Randolph Technical Career Center	x			x										
Betty Popple	9/18/19	Center for Technology	x			x										
Lissa Bogner	9/18/19	Center for Technology	x			x										
Yvonne Wolfer	9/18/19	Center for Technology	x			x										
Courtney Lihatch	9/18/19	River Valley Technical Center	x			x										

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Lori Hebert	9/18/19	Central Vermont Career Center	x			x										
Patti Eaton	9/18/19	River Bend Career & Technical Center	x			x										
Laura Shrewsbury	9/18/19	River Bend Career & Technical Center	x			x										
Amy Prentiss-Rogers	9/18/19	Southwest VT Regional Career Dev. Ctr.	x			x										
Jen Morgan-Hall	9/18/19	Southwest VT Regional Career Dev. Ctr.	x			x										
Linda Randall	9/18/19	Burlington Technical Center	x			x										
Ultima Danforth	9/18/19	Patricia A Hannaford Career Center	x			x										

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Lorin Gides	9/27/19	Stafford Technical Center						x					x			
Kathi Fuller	9/13/19 9/27/19	Central Vermont Career Center			x			x					x			
Mike Adaman	9/27/19	Hannaford Career Center						x					x			
Kristin Vicere	9/27/19	Windham Regional Career Center						x					x			
Cynthia Mischel	9/27/19	River Valley Technical Center						x					x			
Aron Brophy	9/27/19	Cold Hollow Career Center						x					x			
James Chartrand	9/27/19	Green Mtn. Technology & Career Ctr.						x					x			
Dan Anderson	9/27/19	Hartford Area Career & Technology Ctr.						x					x			

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Commty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Jenn Champagne	9/27/19	Northwest Technical Center						x					x			
Mike Abadi	9/27/19	Randolph Technical Career Center						x					x			
Elizabeth Towle	9/27/19	River Bend Career & Technical Center						x					x			
Robbe Marra	9/27/19	Southwest VT Career Development Ctr.						x					x			
Rick Hayden	6/18/18	Hazelett Corporation												x		
Pam Benoit	6/18/18	Benoit Electric												x		
Paul Millman	6/18/18	Chroma Technology												x		
Peter Rowan	6/18/18	Hazelett Corporation												x		
Rebecca Kapsalis	6/18/18	UVM Medical Center												x		

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Comnty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Bob Haynes	6/18/18	Grn. Mtn. Econ. Dev. Corp.												x		
Mike Marcotte	6/18/18	Vermont General Assembly									x			x		
Chad Ahearn	6/18/18	Vermont Chamber/VT Futures Project												x		
Stephanie Peters	6/18/18	Southwest VT Career Dev. Center							x							
Dave Sharpe	3/18 6/18/18	Vermont General Assembly									x					
John Young	6/18/18	Agcy. of Commerce & Community Dev.												x		
Alison Clarkson	6/18/18	Vermont General Assembly									x	x				
Krista Huling	3/18 6/18/18	State Board of Education				x					x					

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Commtty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Frank Cioffe	3/18 6/18/18	State Workforce Development Board										x				
Lindsay Kurrle	6/18/18	Vermont Department of Labor										x		x	x	
Laurel Butler	6/18/18	Small Business Development Corp.												xx		
Eileen Illuzzi	7/16/18	North Country Career Center	x		xx		xx					xx				
Student	3/18	St. Johnsbury Academy	x								x					
Student	3/18	River Bend Career & Technical Center	x								x					
Parent	3/18	Central Vermont Career Center	x								x					
Lynn Vera	3/18	Retired CTE Counselor	x						x			x	x			

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Comnty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Jeff Wimette	3/18 12/5/19	IBEW										x		x		
[100] Mary Moran	3/18	Rutland City Schools	x								x					
Students (31)	9/18	Stafford Technical Center									31					
[201] Students (70)	9/18	Hartford Area Career & Technology Ctr.									70					
Students (30)	9/18	Hannaford Career Center									30					
Students (34)	9/18	Center for Technology, Essex									34					
Faculty (20)	9/18	Stafford Technical Center	20													
[295] Faculty (10)	9/18	Hartford Area Career & Technology Ctr.	10													
Faculty (11)	9/18	Hannaford Career Center	11													

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Commty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Faculty (2)	9/18	Center for Technology, Essex	2													
Lori Simpson	9/13/19	Technical Center at Lyndon Institute			x											
Marni Leikin	9/13/19	Burlington Technical Center			x											
Lisa Duroscher	9/13/19	Northwest Technical Center			x											
Len Schmidt	9/13/19	Hannaford Career Center			x											
Rob Bonny	9/13/19	Southwest VT Career Dev. Center			x											
Joe Teegarden	9/13/19	Center for Technology, Essex			x											
Charley Reibel	9/13/19	Hartford Area Career & Tech. Center			x											

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Commty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Marina Cole	9/13/19	St. Johnsbury Academy			x											
Gwen Bailey-Rowe	9/13/19	North Country Career Center			x											
Tracy Puffer	9/13/19	River Bend Career & Technical Center			x											
Lance Johnson	10/2/19	Hartford Area CTC	x			x										
Tim Murphy	10/2/19	Randolph Technical Career Center	x			x										
Steve Coultas	10/2/19	Central Vermont Career Center	x			x										
Travis Bugbee	10/2/19	Lyndon Institute Technical Center	x			x										
Chris Welch	10/2/19	Center for Technology, Essex	x			x										
Erin Hunter	10/2/19	River Valley Technical Center	x			x										

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Commty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Greg Stokes	10/2/19	Green Mountain Tech. & Car. Ctr	x			x										
Clifton Long	10/2/19	Central Vermont Career Center	x			x										
Michael Howe	10/2/19	River Bend Career & Technology Center	x			x										
Lance Mills	10/2/19	River Bend Career & Technology Center	x			x										
Seth Hungerford	10/2/19	Cold Hollow Career Center	x			x										
Ross Lavoie	10/2/19	Northwest Technical Center	x			x										
John Dimate	10/2/19	Windham Regional Career Center	x			x										
Chris Tooley	10/2/19	Stafford Technical Center	x			x										

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Comnty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Jeff Fowler	10/2/19	Stafford Technical Center	x			x										
Shawn Rouleau	10/2/19	Center for Technology, Essex	x			x										
Eugene Reid	10/2/19	Canaan Memorial High School	x			x										
Brian Loon	10/2/19	Southwest VT Career Dev. Ctr.	x			x										
Karen Reilly	12/4/19	Killington Mountain Resort												x		
Cindy Dunigan	12/4/19	Stafford Technical Center	x													
Blair Enman	12/4/19	EnmanKessdring Consulting Engineers												x		
Thomas Dunbar - STUDENT	12/4/19	Stafford Technical Center	x													
William Lucci	12/4/19	Stafford Technical Center			x											
Aaron Pratt	12/4/19	General Electric												x		

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Comnty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Kenneth Lynch – STUDENT	12/4/19	Stafford Technical Center	x													
Bill Ackerman	12/4/19	Green Mountain Marketing & Adv												x		
Mallory Ezequelle	12/4/19	Omya												x		
James Eckhardt	12/4/19	Censor Security, Inc												x		
Dave Wolk - SUPERINTENDENT	12/4/19	Rutland City Schools	x		x		x									
Brennan Duffy	12/4/19	Rutland Redevelopment Authority									x					
Dave Younce - SUPERINTENDENT	12/4/19	Mill River Unified Union School District					x									
Scott Richards	12/4/19	Rutland Regional Medical Center												x		

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Commty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Ginger Gellman	12/4/19	Community College of Vermont		x												
Erin Shimp	12/4/19	Echo Ridge E.N.T.												x		
Wendy Morse	12/4/19	Vermont Department of Labor			x									x		
Brooke Farrell - SUPERINTENDENT	12/4/19	Slate Valley Unified Union School Dist.					x									
Eliot Mason – STUDENT	12/4/19	Stafford Technical Center	x													
George Ambrose	12/4/19	Mill River Unified U. S. D. Board									x					
Marsha Bruce	12/4/19	Rutland Northeast Supervisory Union	x				x	x								
Bob Flint	11/12/19	Springfield Regional Dev.Corp.									x			x		

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Comnty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Kelly Hersey	11/12/19	Lebanon (NH) School Board									x					
Amanda Isabelle SUPERINTENDENT	11/12/19	Mascoma School District					x									
Hope Stragnall	11/12/19	Mascoma School Board									x					
Peter Merrill	11/12/19	Hartford School Board									x					
Tom DeBalsi – SUPERINTENDENT	11/12/19	Hartford School District	x				x									
Mary Beth Banios SUPERINTENDENT	11/12/19	Windsor Central Supervisory Union					x									
David Baker – SUPERINTENDENT	11/12/19	Windsor Southeast Supervisory Union					x									
Gerry Ghazi/ Steve Lutton	12/5/19	Vermont HiTec										x	x			
Scott Giles/ Patrick Leduc	12/5/19	Vermont Student Assistance Corporation								x		x				

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Commty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Michael Harrington	12/5/19	Vermont Department of Labor										x				
Tom Longstreth	12/5/19	ReSOURCE										x	x		x	
Chris Loso	12/5/19	Loso's Professional Janitorial Svcs										x		x		
Dale Miller/ Patty Shirk	12/5/19	GlobalFoundries										x		x		
Mike Touchette/ Kim Bushey	12/5/19	Department of Corrections										x	x			
Dave Wheel	12/5/19	Vermont Employer Support of the Guard and Reserve										x	x			
Janette Bombardier	12/5/19	Chroma Technology										x		x		
Diane Dalmasse/ Rich Tulikangas	12/5/19	Vocational Rehabilitation										x	x			

Name	Dates	Entity	Secondary CTE	Post-Secondary CTE	Adult CTE Providers	Teacher/ Faculty	School Leader	Specialized Instr. Support	Career & Academic Guidance	Paraprofessionals	Interested Comnty Reps	State Workforce Dev. Board	Reps of Special Pops.	Reps of Business and Industry	Agencies serving out of school youth/homeless	Reps of Indian Tribes or organizations
Melissa Hersh	12/5/19	Answers Within VT										x		x		
Ellen Kahler	12/5/19	Vermont Sustainable Jobs Fund										x		x		
Jeb Spaulding	12/5/19	Vermont State Colleges		x								x				
Pat Elmer	12/5/19	Associates for Training & Development										x		x		

APPENDIX B: Accountability

Required Narrative D: [2] For each year covered by the State plan, the State Determined Performance Level (SDPL) for each secondary and post-secondary core indicator

STATE DETERMINED PERFORMANCE LEVELS (SDPL) FORM

State Name: Vermont

SECONDARY INDICATORS:

Indicator	Baseline	Performance Levels 2020 - 2021	Performance Levels 2021 – 2022	Performance Levels 2022 - 2023	Performance Levels 2023 - 2024
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OUTCOMES: *(any indicator with a “VT” is a state level indicator)*

Indicator	Baseline	Performance Levels 2020 - 2021	Performance Levels 2021 – 2022	Performance Levels 2022 - 2023	Performance Levels 2023 - 2024
1S1 Graduation Rate: Four Year	93.66%	95.53% (+2%)	96.00% (+0.5%)	96.48% (+0.5%)	96.96% (+0.5%)
1S2 Graduation Rate: Extended*	0% ⁸⁵	TBD	TBD	TBD	TBD
3S1 6 Month Post-Program Placement	96.7%	97.18% (+0.5%)	97.67% (+0.5%)	98.16% (+0.5%)	98.45% (+0.3%)
4S1 Non-Traditional Program Concentration	11.71%	11.94% (+2%)	12.18% (+2%)	12.42% (+2%)	12.67% (+2%)
5S1 Program Quality – Attained Recognized Post-Secondary Credential	22.3%	22.75% (+2%)	23.21% (+2%)	23.67% (+2%)	24.14% (+2%)

⁸⁵ No baseline data are currently available from which to calculate a target. This measure will be reassessed at the end of the first program year, when Vermont calculates its first Extended Graduation Rate under ESSA.

Indicator	Baseline	Performance Levels 2020 - 2021	Performance Levels 2021 – 2022	Performance Levels 2022 - 2023	Performance Levels 2023 - 2024
VT-5S1a: Attained Post-secondary Credits	19.86%	20.25% (+2%)	20.66% (+2%)	21.07% (+2%)	21.49% (+2%)
VT-5S1b: Participation in Work-Based Learning	44.59%	46.37% (+4%)	48.22% (+4%)	50.15% (+4%)	51.65% (+3%)

ACADEMIC INTEGRATION:

Indicator	Baseline	Performance Levels 2020 - 2021	Performance Levels 2021 – 2022	Performance Levels 2022 - 2023	Performance Levels 2023 - 2024
2S1 Academic Proficiency: English Language Arts	0% ⁸⁶	TBD	TBD	TBD	TBD
VT-2S1: Percent of CTE concentrators who took Academic Assessment (Workplace Documents)	0% ⁸⁷	TBD	TBD	TBD	TBD
2S2 Academic Proficiency: Mathematics (Applied Mathematics)	0% ⁸⁸	TBD	TBD	TBD	TBD
VT-2S2: Percent of CTE concentrators who took Academic Assessment (Applied Mathematics)	0% ⁸⁹	TBD	TBD	TBD	TBD

⁸⁶ No baseline data were available from which to calculate a target, due to new measurement approach. This measure will be reassessed at the end of the first program year.

⁸⁷ No baseline data were available from which to calculate a target, due to new measurement approach. This measure will be reassessed at the end of the first program year.

⁸⁸ No baseline data were available from which to calculate a target, due to new measurement approach. This measure will be reassessed at the end of the first program year.

⁸⁹ No baseline data were available from which to calculate a target due to new measurement approach. This measure will be reassessed at the end of the first program year.

Indicator	Baseline	Performance Levels 2020 - 2021	Performance Levels 2021 – 2022	Performance Levels 2022 - 2023	Performance Levels 2023 - 2024
2S3 Academic Proficiency: Science	0% ⁹⁰	TBD	TBD	TBD	TBD

INFORMATIONAL INDICATORS: Access

Indicator	Baseline	Performance Levels 2020 - 2021	Performance Levels 2021 – 2022	Performance Levels 2022 - 2023	Performance Levels 2023 - 2024
VT-S1 Percentage of available 9 th & 10 th grade students that participate in CTE	12.34%	13.57% (+10%)	14.93% (+10%)	16.42% (+10%)	20%
VT-S2 Percent of Pre-Tech participants who later enroll in regular CTE program	41.61%	44.11% (+6%)	46.76% (+6%)	49.57% (+6%)	50%
VT-S3 Percent of available 11 th & 12 th grade population that participate in CTE	31.2%	33.07% (+6%)	35.05% (+6%)	37.15% (+6%)	40%

⁹⁰ No baseline data were available from which to calculate a target due to new measurement approach. This measure will be reassessed at the end of the first program year.

POST-SECONDARY INDICATORS:

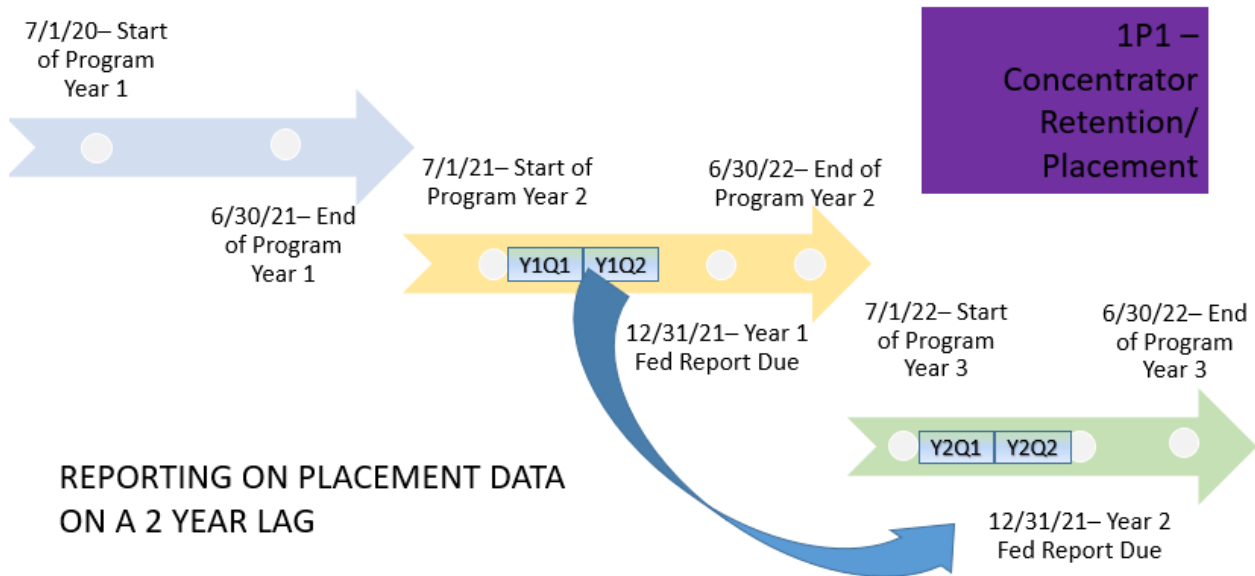
Indicator	Baseline	Performance Levels 2020 - 2021	Performance Levels 2021 – 2022	Performance Levels 2022 - 2023	Performance Levels 2023 - 2024
1P1 6 month Post-Program Placement	77.12%	78.66% (+2%)	80.23% (+2%)	81.83% (+2%)	83.47% (+2%)
2P1 Earned Recognized Post-Secondary Credential	68.35%	70.40% (+3%)	72.51% (+3%)	74.69% (+3%)	76.93% (+3%)
3P1 Non-Traditional Program Concentration	14.75%	15.05% (+2%)	15.35% (+2%)	15.66% (+2%)	15.97% (+2%)

INFORMATIONAL INDICATORS: Post-secondary Access

Indicator	Baseline	Performance Levels 2020 - 2021	Performance Levels 2021 – 2022	Performance Levels 2022 - 2023	Performance Levels 2023 - 2024
VTP1 Pathway/Academic Momentum	20.88%	21.92% (+5%)	23.02 (+5%)	24.17 (+5%)	25%

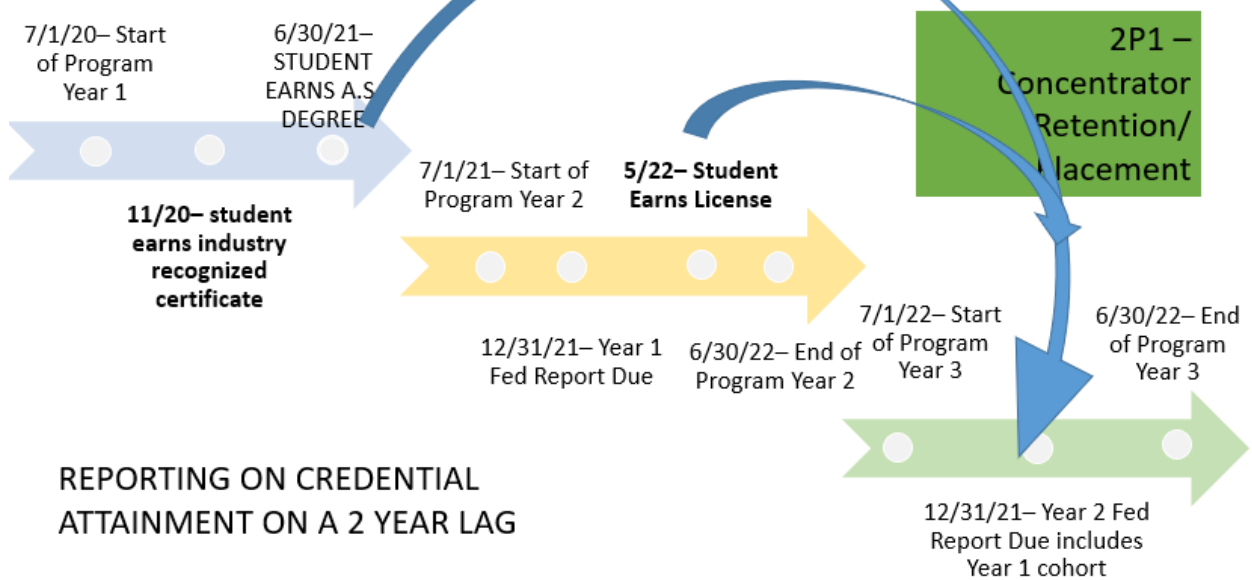
1P1 Reporting Timeline

TIMELINE EXAMPLE – for each year after 2020-2021



1P2 Reporting Timeline

TIMELINE EXAMPLE – for each year after 2020-2021



Written Response to Public Comments on State Determined Performance Levels [Required Narrative D: [4]]

Public comment period on accountability was open from January 21, 2020 to February 24, 2020. The Agency received several comments about the accountability system. As a result of these comments the following changes were made from the draft to the final version:

- Provided additional clarity in the secondary academic measures, particularly related to students with disabilities
- Clarified expectations about how WorkKeys and the National Career Ready Certificate could and should articulate to post-secondary education.
- Changed the number of credit hours in post-secondary state measure VT-P1 from 9 to 6.

The Agency received comments about the proposed 2-year lag in reporting 1P1 and 1P2, but ultimately decided to keep the lag. The lag was discussed and agreed to by both post-secondary institutions over the summer. Changing to a real time reporting would place an undue burden on the largest post-secondary recipient of funds and, due to the nature of the primarily part-time students that institution serves, a lag would allow for the measure to accurately represent student outcomes.

APPENDIX C

TOOLS, APPLICATIONS, TEMPLATES

Crosswalk of Education and Workforce Development Program Vision and Goals

	Career Technical Education & Perkins	Workforce Development & WIOA
Vision	<p>Our vision for career technical education is:</p> <p>all Vermont learners attain their post-secondary goals by having access to career and technical education systems that are equitable, efficient, integrated and collaborative.</p> <p>We achieve the vision by:</p>	<p>The strategic vision for our workforce development system is to meet Vermont’s employment demands “through a statewide, coordinated, and integrated system of workforce education, training, and development where all Vermonters, including new Americans, can connect to robust career pathways, advance along career ladders, and quickly secure employment with a Vermont employer.”</p>
Protecting vulnerable populations	<p>Ensuring that funds are directed to programs and services intended to assist and support special populations as defined in the law.</p>	<p>Increase the number of women, minorities, people with disabilities, and other underrepresented people employed in the skilled trades, science, technology, engineering, and mathematics fields, advanced manufacturing, and other priority industry sectors in Vermont.</p>
Use of LMI	<p>Supporting only high-quality, rigorous, aligned CTE career pathway programs that are informed by available state, New England regional, and national labor market data</p> <p>Ensuring that secondary and post-secondary programs offered and supported by Perkins are aligned with high skill, or high wage, or in-demand occupations in the region, state, or New England regional area.</p>	<p>Increase the number of Vermonters with barriers to employment who complete high school, earn a post-secondary credential – including an industry-recognized certificate, registered apprenticeship, or post-secondary degree program – and become employed in occupations that align with the needs of Vermont’s employers.</p>
Role of Industry	<p>Engaging industry as a full partner in the creation, validation and maintenance of CTE programs.</p>	<p>Industry serves in the majority (over 60%) on the State Workforce Development Board.</p>

	Career Technical Education & Perkins	Workforce Development & WIOA
	<p>Industry partners participate in the comprehensive local needs assessments, contribute expertise and knowledge to help steer programs, and/or help to provide opportunities for students during or after programs, and are available to ensure CTE teachers understand changes within an industry.</p>	
<p>Counseling & Advising/ Access & Understanding</p>	<p>Developing and implementing career advisement systems that support career exploration and that allow all learners to be successful in pathways of interest.</p> <p>CTE centers and middle and high schools in a region will coordinate and collaborate to ensure students have access to and can benefit from academic and career advising and workforce preparation programs (career exploration programs, including work-based learning programs).</p>	<p>Connect Vermonters to the education, training, and supportive services needed to enter and advance along a career pathway that leads to greater financial independence.</p>
<p>Collaboration, coordination, non-duplication</p>	<p>Supporting collaboration among systems and promoting coordination between systems as a means of ensuring equity and of providing students with a high-quality experience.</p> <p>Ensure alignment and coordination among middle and high schools, CTE centers, and post-secondary recipients. Alignment and coordination is reached via state-developed and approved career pathways programs of study, locally/regionally developed programs of study, and through</p>	<p>Improve Vermont’s workforce development system by continuously aligning, adapting, and integrating workforce education and training programs and career and supportive services to meet the needs of all participants.</p>

	Career Technical Education & Perkins	Workforce Development & WIOA
	<p>formal agreements intended to address how graduation requirements are met, how course, program, and service offerings are coordinated, and how student experiences are recognized to reduce duplication and expense.</p> <p>Require participation in quarterly “Perkins” coordination meetings.</p>	
Visibility	<p>Improving the public perception of CTE.</p> <p>Publish an annual report at the local level; publish an annual report at the state level</p>	<p>Expand Vermont’s labor force by helping more Vermonters enter the labor market and assisting out-of-state workers in securing employment with Vermont employers and relocating to Vermont.</p>

Local Application Template – Required Narrative B[2][f]

Vermont’s secondary and post-secondary formula grant applications are handled in a grant management system. It is difficult to include a copy of an electronic application. What is provided below, is an outline of the content the application captures:

In the application, vertically, across the top are these tabs and the content that is collected under each tab:

- OVERVIEW
- CONTACT INFORMATION
- CLNA
 - Process
 - Accountability
 - Background
 - Narrative
 - Negotiated Targets
- FOUR YEAR PLAN
 - Plan
 - Budget
- CURRENT YEAR PROJECTS
 - Project 01
 - ...
 - Project 20
- CURRENT YEAR BUDGET
 - Allocations
 - Budget Detail
 - Budget Summary
- ASSURANCES
 - Program Specific Assurances
 - Assurances Summary
- SUBMIT
- AMENDMENT DESCRIPTION
- APPLICATION HISTORY
- APPLICATION PRINT

Below is a description of the content and purpose of each tab/content area:

OVERVIEW:

This tab/page provides a summary of the purpose of Perkins funds, and outlines the major objectives of Vermont’s state plan.

CONTACT INFORMATION:

Eligible recipients/institutions enter the contact information for any staff person that should have access to the plan, or whom should be notified of actions and status updates related to their application.

CLNA:

Process

This section and related tabs/pages requires eligible recipients/institutions to summarize the finding of their Comprehensive Local Needs Assessment (CLNA) process, aligned with the six sections that are required in Vermont's CLNA template and process (Accountability/Student Performance, Labor Market Information/Community Needs, Program Implementation, Programs of Study, Professional Development/Recruitment/Retention, and Equity/Access). Applicants are also required to identify the audience they sought information/input from. Applicants will describe ways performance gaps are to be addressed in their Four-Year Plan.

Accountability

Background

This page has explanatory text about CLNA accountability:

Vermont's Comprehensive Local Needs Assessment information is completed by eligible recipients/institutions either individually or in collaboration between secondary career technical centers/recipients and/or post-secondary institutions in close proximity.

Narrative

A comprehensive needs assessment is required by all Perkins V eligible recipients/institutions. Please provide a narrative for the following:

Section 1: Student Performance: Based on the performance information provided in Performance Detail, Appendix C, how do you define your areas of highest need and greatest deficiency? What are the areas of strength and accomplishment? How do you best articulate weaknesses that you want to address in your four-year performance plan and grant application? (0 of 8000 characters used)

Of the six Perkins V Required Uses and the State of Vermont’s CTE Vision & Goals, which of the following strategies will address the identified areas of concern? Choose no more than four.

- | | |
|---|--|
| <input type="checkbox"/> Career Exploration and Development | <input type="checkbox"/> Improve Public Perception |
| <input type="checkbox"/> Professional Development | <input type="checkbox"/> Industry as a Partner |
| <input type="checkbox"/> Provide Programs that serve High Skill, High Wage, or High Demand Work | <input type="checkbox"/> Career Advising Systems |
| <input type="checkbox"/> Integrated Academics | <input type="checkbox"/> Collaboration or Coordination |
| <input type="checkbox"/> Program of Study | <input type="checkbox"/> High Quality and Aligned |
| <input type="checkbox"/> Evaluation | |

Section 2: Labor Market and Community Needs Information: Based on information provided by the Vermont Department of Labor and associated reports referenced in the CLNA Guideline document, articulate how well the programs of study align to and support these needs. What are the gaps in alignment? What case can be made for support of high need areas by programs not aligned by course/program title however alignment and well suited by content? If any, which programs should be phased out or significantly changed and in what ways? (0 of 8000 characters used)

Of the six Perkins V Required Uses and the State of Vermont’s CTE Vision & Goals, which of the following strategies will address the identified areas of concern? Choose no more than four.

- | | |
|---|--|
| <input type="checkbox"/> Career Exploration and Development | <input type="checkbox"/> Improve Public Perception |
| <input type="checkbox"/> Professional Development | <input type="checkbox"/> Industry as a Partner |
| <input type="checkbox"/> Provide Programs that serve High Skill, High Wage, or High Demand Work | <input type="checkbox"/> Career Advising Systems |

- Integrated Academics
- Collaboration or Coordination
- Program of Study
- High Quality and Aligned
- Evaluation

Section 3: Program Implementation: Based on the table and criteria in the CLNA Guideline document, describe how well your programs align to the SSQ criteria. Which programs fall short and in what ways? Which programs align and support labor market and community needs, however do not have sufficient enrollment? Which programs require scope adjustment to better align with labor market and community needs? (0 of 8000 characters used)

Of the six Perkins V Required Uses and the State of Vermont’s CTE Vision & Goals, which of the following strategies will address the identified areas of concern? Choose no more than four.

- Career Exploration and Development
- Improve Public Perception
- Professional Development
- Industry as a Partner
- Provide Programs that serve High Skill, High Wage, or High Demand Work
- Career Advising Systems
- Integrated Academics
- Collaboration or Coordination
- Program of Study
- High Quality and Aligned
- Evaluation

Section 4: Progress toward Programs of Study: Based on guiding criteria in the CNA Guideline document, which elements are absent or missing from each program area? Are all the elements included in the program of study realistic and likely students will participate? To what degree is the program of study elements labeled however few if any students do or will participate? Clearly identify the gaps in program of study effectiveness. (0 of 8000 characters used)

Of the six Perkins V Required Uses and the State of Vermont’s CTE Vision & Goals, which of the following strategies will address the identified areas of concern? Choose no more than four.

- | | |
|---|--|
| <input type="checkbox"/> Career Exploration and Development | <input type="checkbox"/> Improve Public Perception |
| <input type="checkbox"/> Professional Development | <input type="checkbox"/> Industry as a Partner |
| <input type="checkbox"/> Provide Programs that serve High Skill, High Wage, or High Demand Work | <input type="checkbox"/> Career Advising Systems |
| <input type="checkbox"/> Integrated Academics | <input type="checkbox"/> Collaboration or Coordination |
| <input type="checkbox"/> Program of Study | <input type="checkbox"/> High Quality and Aligned |
| <input type="checkbox"/> Evaluation | |

Section 5: Recruitment, Retention and Training of CTE Educators: Based on the prompts in the CNA Guiding document, to what degree does the CTE center have a recruitment issue? What about a retention issue? What are the areas that require further professional development to maximize staff and faculty effectiveness? How did you determine these needs? (0 of 8000 characters used)

Of the six Perkins V Required Uses and the State of Vermont’s CTE Vision & Goals, which of the following strategies will address the identified areas of concern? Choose no more than four.

- | | |
|---|--|
| <input type="checkbox"/> Career Exploration and Development | <input type="checkbox"/> Improve Public Perception |
| <input type="checkbox"/> Professional Development | <input type="checkbox"/> Industry as a Partner |
| <input type="checkbox"/> Provide Programs that serve High Skill, High Wage, or High Demand Work | <input type="checkbox"/> Career Advising Systems |
| <input type="checkbox"/> Integrated Academics | <input type="checkbox"/> Collaboration or Coordination |
| <input type="checkbox"/> Program of Study | <input type="checkbox"/> High Quality and Aligned |

Evaluation

Section 6: Lowering Barriers to Access and Improving Equity: Based on prompts in the CNA Guiding document, what are the barriers to access for students to participate in programs and services offered by your center? Are there any groups you can identify who are more privileged than others? Based on prior performance, which student groups exist in the center and what professional development needs do teachers have regarding the best way to support these students. Any results from an MOA review could be incorporated here and supported through Perkins. (0 of 8000 characters used)

Of the six Perkins V Required Uses and the State of Vermont’s CTE Vision & Goals, which of the following strategies will address the identified areas of concern? Choose no more than four.

- | | |
|---|--|
| <input type="checkbox"/> Career Exploration and Development | <input type="checkbox"/> Improve Public Perception |
| <input type="checkbox"/> Professional Development | <input type="checkbox"/> Industry as a Partner |
| <input type="checkbox"/> Provide Programs that serve High Skill, High Wage, or High Demand Work | <input type="checkbox"/> Career Advising Systems |
| <input type="checkbox"/> Integrated Academics | <input type="checkbox"/> Collaboration or Coordination |
| <input type="checkbox"/> Program of Study | <input type="checkbox"/> High Quality and Aligned |
| <input type="checkbox"/> Evaluation | |

Overarching: State the overarching goals of the federal investment in your school over the next 4 years (what is the ideal future state). (0 of 8000 characters used)

Negotiated Targets

This page will be an information display of performance targets negotiated between the State and the eligible recipient/institution outside the grant management system. It will be a read-only page in which the previously negotiated targets, will be displayed for reference purposes.

FOUR YEAR PLAN

The purpose of this section of the application is to have eligible recipients/institutions outline their plans over the next four years. Each year, the eligible recipient/institution must submit an application for funds that must be driven by what is in their four year plan, and that may be revised based on actual performance or after two years when the CLNA process is completed again.

Plan Projection

Based on Student Performance section of CLNA, what needs to change in professional development? Recruitment? Retention? Program of study development? Access? (0 of 8000 characters used)

Based on LMI/Community Needs section of CLNA, what changes are required in program size? Scope? Quality? (0 of 8000 characters used)

Given gaps identified in both section 1 (performance) and section 2 (LMI/community needs), how do you plan to address within the required uses, i.e., Career Exploration and Development, Professional Development, Program Implementation and High Skill, High Wage, or High Need,

Integrated Academics, Program of Study Development, and Equity/Access? (0 of 8000 characters used)

List your activities (use only as many as you need):

All numeric fields are in whole dollars, no pennies. Activities here are read-only copies of those on the previous page. If an activity name is filled in, there must be a dollar amount in at least one of the four years (that is, that row's total must be non-zero). There's no validation comparing the Year 1 total to anything else though.

CURRENT YEAR PROJECTS:

Projects

There will be twenty identical pages for Project 01 through Project 20.

Project Page Mock-up

Project Title:

In years 2-4 there will be a read-only copy of the same project from last year displayed here.

List the programs that will be most affected by the project during the grant year:

Comprehensive Needs Assessment finding being addressed in this project:

Specific performance indicators to be addressed within this project:

Provide a brief description of the projects your center will implement, including the specific challenge(s) you are attempting to address (0 of 4000 characters used)

Provide a description of expected outcomes that will address current program challenges (0 of 4000 characters used)

Activities and expected completion months:

- #1
- #2
- #3
- #4
- #5
- #6

1 Year ▾

1 Year

2 Years

3 Years

4 Years

Duration of this project:

Project will be carried out in: Year 1 Year 2 Year 3 Year 4

Visible in year 2-4 only:

How has this project changed since previous years? (0 of 4000 characters used)

CURRENT YEAR BUDGET:

Allocations

This page displays the total allocation and any amount of funds available for budgeting.

Budget Detail

This page includes object code, function code, associate project number, required use of fund categories and space for description of what the budget line will pay for.

Budget Summary

This page outlines and analyzes the budget by object code and function code.

Assurances

Program Specific Assurances

This page requires sign off on Program Specific Assurances.

Assurances Summary

This page summarized when assurances were signed off by the authorized representative of the eligible recipient/institution.

Actual Performance Detail

The State Determined Levels of Performance and locally negotiated performance targets and actual performance detail will be displayed on this page after the first year and will include each measure, disaggregated by demographic groups.

CLNA Template – Required narrative B[2][g]: Perkins V Comprehensive Local Needs Self-Assessment

Purpose

Vermont’s Comprehensive Local Needs Assessment (CLNA) will be completed by eligible recipients/institutions either individually or in collaboration between secondary career and technical centers/LEAs and/or post-secondary institutions in close proximity. Cross region and border collaboration are encouraged for Section 2, Parts A (employer needs) and B (community needs), while all other sections should be, in large part, conducted independently. Exceptions include collaboration identifying professional development needs and sharing ways to maximize use of the CLNA process. While Vermont statute and rules describe quality criteria for CTE programs, not all parameters may be defined. For example, while Perkins V calls for career exploration and development as a required use, quality definitions are modest in State statute and rules. Consequently, the first round of CLNA may not have all performance and quality thresholds articulated; however, the Agency of Education will lead conversations to establish, define, and quantify these criteria throughout the four-year grant cycle. This memo describes the new CLNA requirements under Perkins V, phases in the development and implementation of these requirements, and describes processes to be used that will ultimately determine the allocation of resources to close gaps in performance across regional areas. The CLNA is the driver for the local Perkins V application and approval process.

Acronyms

CIP = Continuous Improvement Plan

CLNA = Comprehensive Local Needs Assessment

CTE = Career and Technical Education

ESSA = Every Student Succeeds Act

FRL = Free or Reduced Lunch

LMI = Labor Market Information

PBGR = Proficiency-Based Graduation Requirements

PD = Professional Development

POS = Program of Study

SSQ = Size, Scope and Quality

WIOA = Workforce Innovation and Opportunity Act

Documents and Information you will need:

We have listed out the documents and resources in respective sections eligible recipients will need to complete the CLNA.

Requirements/Statutory Authority (required by Federal Law)

Perkins V Section 134 (b) Local Application Contents states: The eligible agency shall determine the requirements for local application, except that each local application shall contain a description of the results of the comprehensive needs assessment in Perkins V Section 134 (c)(2) conducted which states the following:

To be eligible to receive financial assistance, an eligible recipient shall conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The comprehensive local needs assessment shall include each of the following:

1. (Perkins V Section 134 (c)(2)(A)) - An **evaluation of the performance of the students** (Perkins V Section 134 (c)(2)(A)) served by the eligible recipient with respect to State determined and local *levels of performance established*;
2. (Perkins V Section 134 (c)(2)(B)) – A **description of how career and technical education programs** offered by the eligible recipient are –
 - a. *Sufficient in size, scope, and quality* to meet the needs of all students served by the eligible recipient; and
 - b. *Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations* identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in the section as the ‘State board’ or local workforce development board, including career pathways where appropriate; or
 - c. *Designed to meet local education or economic needs* not identified by State boards or local workforce development boards.

3. (Perkins V Section 134 (c)(2)(C)) - An **evaluation of progress** toward the implementation of career and technical education **programs, career pathways, and programs of study**;
4. (Perkins V Section 134 (c)(2)(D)) – A **description** of how the eligible recipient will *improve recruitment, retention, and training* of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions;
5. (Perkins V Section 134 (c)(2)(E)) – A **description of progress** toward implementation of *equal access* to high-quality career and technical education courses, career pathways, and programs of study for all students, including –
 - a. **Describe strategies to overcome barriers** that result in lower rates of access to, or performance gaps in, the *courses and programs for special populations*;
 - b. **Providing programs that are designed** to *enable special populations* to meet the local levels of performance; and
 - c. **Providing activities to prepare special populations** for *high-skill, high-wage, or in-demand industry sectors or occupations* in competitive, integrated settings that will lead to self-sufficiency.

For the purpose of clarity, the six required assessment areas in the Comprehensive Local Needs Assessment are identified as follows in this document:

- I. Student Performance
- II. Labor Market Need
- III. Program Implementation
- IV. Progress Toward Implementing Programs of Study
- V. Recruitment, Retention and Training of CTE Educators
- VI. Progress Toward Improving Equity and Access

Who must be included in the assessment? (required by Federal Law – must document who was consulted in local application)

The following individuals and organizations must be consulted in determining local needs, performance gaps and options for corrective action to address performance gaps. Each of the six required areas to be assessed suggests positions and organizations that would be best suited for consultation.

- Representatives of career and technical education programs in a local educational agency or educational service agency, including **teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;**
- Representatives of career and technical education programs at post-secondary educational institutions, including **faculty and administrators;**
- Representatives of the **State Board or local workforce development boards and a range of local or regional businesses or industries;**
- **Parents and students;**
- Representatives of **special populations;**
- Representatives of regional or local agencies serving **out-of-school youth, homeless children and youth, and at-risk youth;**
- Representatives of **Indian Tribes and Tribal organizations** in the State, where applicable;
- And any other stakeholders the eligible recipient may deem necessary to consult.

Three Phases of Vermont’s Comprehensive Local Needs Assessment

While the CNA will include the six required areas, assessments of each area should progress in three phases or steps:

1. **Needs Analysis** – determining needs by understanding target, quality, and performance thresholds to meet standards;
2. **Gap Analysis** – measuring, assessing, and analyzing what the current state of performance, output and capacity is within the subject region, as compared to the results of the needs analysis; and finally,
3. **Local Plan Development** – identifying and prioritizing strategies that will address the performance gaps to meet standards.

As an example:

- a. **Needs Analysis** – what are the high demand, high skill or high wage areas? What are the emerging economic needs within the community? What programs do parents and students find of most interest? What are the key elements that define quality programming, career exploration and awareness, work-based learning, access, etc.
- b. **Gap Analysis** – how well does the current center programming align with identified high skill, or high wage, or in-demand areas, economic opportunities, emerging technologies, student demand, quality programming, access, career exploration and awareness, work-based learning?

- c. **Local Plan Development** – what strategies and resources will be required within the region to adequately address the gaps identified in the analysis by both the CTE centers and eligible colleges within the region? How will you balance the needs of industry with parent and student interest? What strategies will you employ to better align these needs and interests? This will be what makes up each CTE center and college four-year Local Plan.

Needs Assessment Rubric

The following rubric describes the six required areas to be assessed and provides a list of materials to be reviewed, persons and organizations to be consulted, and questions that should be asked. While the collection of information is important, acceptable levels of performance need to be established along the way to determine if and at what level Perkins V funds should be applied. At present, many areas lack even suggested definitions of quality and performance thresholds. For example, what does quality, adequate access, and equity to Career Exploration activities look like across a region? How do you define it? For this reason, each eligible recipient should attempt to follow the three-step process outlined above to determine what constitutes quality; determine the gaps in programming at their respective institution or center; and be able to prioritize allocation of resources to help close identified gaps over a four-year period.

NOTE: while most required areas are geared toward secondary CTE, post-secondary CTE need only address areas that apply to post-secondary.

2020 Comprehensive Needs Assessment Perkins V Application Instructions

1. For each LNA area, read each question and provide evidence of your answers
2. Based on the evidence, assign a score for each required area;
3. Provide a description of why you chose that particular score;
4. For areas assigned a score of 2 or lower, provide a description of how you plan to address/improve that area.

Self-Assessment Scoring

- 1 = Not meeting the desired outcomes, incomplete, requires assistance;
- 2 = Meeting some but not all of the desired outcomes;
- 3 = Meets the desired outcomes;

4 = Exceeding the desired outcomes, should be considered exemplary, shared with other recipients

I. Student Performance (Perkins V Section 134 ©(2)(A))

For the first round of Local Needs Assessment, a compilation of student performance data based on historic information gathered and displayed within the Perkins V performance indicator framework will be made available to eligible recipients. In future years, to instill ownership and effective use of data and information by eligible recipients, professional development will be provided to eligible recipients on how to collect, synthesize, manage and display data and information for real-time intervention.

What materials should be reviewed?

- Perkins performance data for the past several years (3 years minimum), disaggregated by CTE program and subpopulation groups;
- ESSA indicators (see definition crosswalk included in CLNA Appendix);
- Sending school PBGRs (for alignment and evaluation of student attainment);
- CIPs (Continuous Improvement Plans) for each sending school in the CTE region. (AOE will provide technical assistance.)

Whom should be consulted?

All stakeholders required by law, particularly administrators, secondary teachers, post-secondary faculty and representatives of special populations, data staff.

Prompts	Justification	Score	Proposed action steps if score 1, 2
1. How are students in our CTE programs performing on federal accountability indicators in comparison to non-CTE students? Use State data, local sources and other applicable			

Prompts	Justification	Score	Proposed action steps if score 1, 2
<p>available information over 2-3-year period. For post-secondary, what are the differences between non degree and degree students, adult versus high school transitioning students, and performance among participating populations?</p>			
<p>2. To what degree do partner school district's educational priorities align and support CTE needs?</p> <p>At post-secondary, what is the degree of awareness and coordination of other Federal funds that can align with or be coordinated with Perkins?</p>			
<p>3. How well are students in special populations performing in comparison to non-special population peers?</p>			

Prompts	Justification	Score	Proposed action steps if score 1, 2
Compare over 3-4-year period. See Perkins V list of special populations in appendices.			
4. How well does the CTE program plan address gaps in student performance across student groups? To what degree does the plan need to be updated?			
5. How well have CTE programs with the highest-level outcomes been identified? Which have the lowest and why? What do we mean by highest level – attainment of recognized post-secondary credential – but other things that are defined by the college or school – and related to accountability measures. (example related to strategic plan)			

Prompts	Justification	Score	Proposed action steps if score 1, 2
<p>6. How well are potential root-causes of inequities in CTE programs identified? Evidence?</p> <p>Example: rural students lack access to WBL because of transportation and limited employer availability – use technology to solve the problem.</p>			
<p>7. How well do sending schools understand CTE performance metrics, coordination of curriculum, collaboration among student placement, standards, programs of study development, etc.? Program of study/career pathways connection? For post-secondary, how well do CTE centers understand these attributes?</p>			

II. LABOR MARKET NEEDS (Perkins V Section 134 (c)(2)(B))

The geographic region will be self-determined. However, it is recommended that Part II Labor Market Needs include 1) workplace situations of up to a one-hour commuting distance, including data and information across state and county lines, and/or 2) include information within one of four quadrants of the state (e.g., northeast, northwest, central and southern areas of the state). In addition, Part II Labor Market Part A involves review of Vermont Department of Labor Market Information (LMI), while Part B involves determining community/economic needs based on a selection of other available information and reports as well as from local and regional consultation (see recommended consultation in respective sections). See links to all reports below.

Information for both Part A and Part B

In addition, for the purposes of the 2020 Local Needs Assessment, the following should be considered for determining high skill, or high wage, or in-demand occupation thresholds:

The occupation for which the training program prepares the student must be, at minimum, high-wage, high-demand, or high-skill occupation in the state of Vermont, as defined below:

High-wage Occupation: Occupations paying more than the all-industry, all-ownership median wage for statewide or a particular region. (\$19.10/hour)

High-demand Occupation: Occupations having more than the median number of total (growth plus replacement) openings for statewide or a particular region of 24 or more.

High-skill Occupations: Occupations that require education and training beyond high school, related work experience, OR long-term on the job training.

And, eligible recipients should note that under Perkins V definitions for high-wage, high-demand and high-skill the operative word is “or,” not “and.” Consequently, while a combination of two or all categories would be considered ideal, justification for program offerings that meet the defined threshold is sufficient.

Additional information and justification can be found on MIT’s [Living Wage Calculation for Vermont](#) webpage.

Statewide, Regional and Industry Reports and Resources

Statewide

Date	Organization	Link to Resource
Ongoing	VDOL	2 & 10 year Occupational Projections based on BLS data
Ongoing	VBR & EPR	Quarterly Business Conditions Survey
Ongoing	McClure & VDOL	Pathways to Promising Careers: Vermont's High-Pay, High-Demand Jobs

Industry/Sector-Specific

Date	Organization	Link to Resource
2019	Clean Energy Development Fund, Vermont Department of Public Service	Vermont Clean Energy Industry Report
2013	Farm to Plate	Charting a Path: Food System Workforce Needs Assessment
2016	Farm to Plate	Food System Career Profiles and Pathways
2017	VTPM/Collaboratives	Vermont Talent Pipeline Construction Industry Needs Assessment
2017	Vermont Housing and Conservation Board	Vermont Farm and Forest Viability Program Annual Report
2018	VTPM/Collaboratives	Vermont Talent Pipeline Healthcare Industry Needs Assessment
2018	VTPM/Collaboratives	Vermont Talent Pipeline Advanced Manufacturing Industry Needs Assessment
2018	VDOL	Technology in Vermont (also in 2015)
2019	VtTA	Vermont Science and Technology Plan

Date	Organization	Link to Resource
2018	University of Vermont Extension and the Vermont Housing & Conservation Board	A 2018 Exploration of the Future of Vermont Agriculture
2019	Vermont Department of Labor	Annual Workforce Development Report
2017	Outdoor Industry Association	Vermont Outdoor Recreation Economy Report
2020	Agency of Commerce and Community Development	Comprehensive Economic Development Strategy (CEDS)

Regional

Date	Organization	Link to Resource
2019	Vermont Department of Labor and State Workforce Development Board	2019 Regional Workforce Summit Report
2014	BDCC & SeVEDS	2014 Workforce Report (Windham County)
2017	VDOL	Distribution and Concentration of Jobs by Industries and Career and Technical Education Regions
2018	Mt Auburn and Futureworks NEK -- <i>this is the executive summary; see pages 8-14 for goals and recommended actions that reference CTE and workforce development</i>	NEK Executive Summary

Other Related Sources

Date	Organization	Link to Resource
2019	Change the Story	Woman, Work and Wages in Vermont
2018	VDOL	Occupational Projections Data
2019	VDOL	Industry Projections Data
2019	VDOL	ELMI Business Finder
2019	VDOL	Economic and Demographic Profile of Vermont
2016	Vermont Arts Council/Futureworks	Statewide Snapshot of Vermont's Creative Economy
2009-2019	Vermont Arts Council/Vermont Creative Network	Vermont Creative Network Research (Multiple documents)

A. LMI Data

The Vermont Department of Labor is available to assist in defining labor market and community needs. In addition to listed reports, you may contact Mat Barewicz at Mathew.barewicz@vermont.gov

What materials should be reviewed?

- Results of any available gap analysis on educational outcomes and employment needs (from the state or separately commissioned)
- State and locally defined lists of in-demand industry sectors and/or occupations
- State and local LMI
- Real-time job postings data from online search engines
- Labor market information that identifies work and occupations suitable for special populations

Who should be consulted?

- Input from business and industry representatives, with reference to opportunities for special populations;
- Alumni employment and earnings outcomes from a state workforce agency or state longitudinal data system, or findings from a follow-up survey of alumni;
- All participants required by law, particularly secondary and post-secondary administrators, career guidance and advisement professionals, business and community partners, local workforce investment/economic development boards, and representatives of special populations; and
- Data staff.

Prompts	Evidence	Score	Proposed action steps if score 1,2
<p>1. To what degree does the CTE SU/SD board (supporting councils and administration in post-secondary), program advisory board and faculty and staff, including guidance counselors, understand industry and occupational projected growth? How is that information used to make decisions? Generalized for post-secondary in the connection</p>			

Prompts	Evidence	Score	Proposed action steps if score 1,2
to secondary but also to adult students across the state.			
2. How aligned are the CTE programs and course enrollments with projected job openings? How broad is the definition of transferable skills? How well is this articulated to students? For example, to what degree do automotive technology students articulate with further education in related areas such as construction, manufacturing, or engineering?			
3. How well do programs align with emerging occupations in our community and to what degree should students be exposed?			

Prompts	Evidence	Score	Proposed action steps if score 1,2
4. How do we know which CTE graduates are thriving in the labor market? How can this information be used to inform program improvements?			
5. What is the gap between industry skill needs compared to what is being delivered in our programs? If a significant void exists, what changes can be made in terms of other delivery options or outreach strategies?			
6. To what degree do our CTE programs collectively address the high need industry sectors and occupations in our region?			

Prompts	Evidence	Score	Proposed action steps if score 1,2
7. To what degree is there low student demand for in demand, high skill or high wage programs? How will the plan address this?			

B. Community Needs

Our mandate is to prepare Vermont’s students for their future. Many workforce reports are now available that consider green and future jobs. See reports above.

What materials should be reviewed?

- Research of emerging technologies, practices and businesses that have positive impact on food, energy, carbon capture or drawdown
- Regional workforce and economic development meeting notes and published materials
- State Agency of Commerce and Community Development publications on economic growth sectors

Who should be consulted?

- Business and industry representatives
- Entrepreneurs who have successfully launched businesses in the region
- People who have created something new that is changing the world
- Regional and state economic and workforce boards
- Leading university research units
- Investment firms and banks

- City and town leaders
- Non-profit entities
- Philanthropic entities
- Adult Education and Literacy providers

Prompts	Evidence	Score	Proposed action steps if scored below 3
<p>1. To what degree is the eligible recipient aware of the resources within our community that could support startups and entrepreneurship?</p> <p>For example, what is available in the community regarding research, finance, technologies, market networks, natural resources, existing knowledge networks and expertise, entrepreneurship mechanisms that, if properly aligned, could create new businesses and industries?</p>			

Prompts	Evidence	Score	Proposed action steps if scored below 3
<p>2. For occupational areas not included or captured in labor market information, e.g., agriculture, entrepreneurship, part time jobs, etc., with input from your community (see consultation list), what areas could be developed/expanded?</p>			
<p>3. To what degree are programs able to adapt to emerging technologies?</p> <p>For example, if/when electric cars out-number gas cars produced, how will this impact technology, business or other programs?</p>			

Prompts	Evidence	Score	Proposed action steps if scored below 3
<p>4. To what degree does programming consider all aspects of industry, entrepreneurship, and technology convergence? How equitable is access across programs? For example, IT in construction and/or healthcare? Electronics and/or humanities in manufacturing and design?</p>			
<p>5. To what degree do our programs address critical thinking skills that incorporate open ended problem solving, innovation, and creativity?</p>			

Prompts	Evidence	Score	Proposed action steps if scored below 3
<p>6. What level of opportunities exist in the local labor market for students with disabilities, English learners or other special populations? Are support services being adequately utilized? (DOL does not collect this information. Need to rely on employer input directly.)</p>			
<p>7. To what degree do programs integrate sustainability and social responsibility that minimize environmental impact?</p>			

III. PROGRAM IMPLEMENTATION (Perkins V Section 134 (c)(2)(B))

Refer to the size, scope and quality criteria table in the State Plan. Use the information to evaluate and score the prompting questions below.

Who should be consulted?

All participants required by law, particularly administrators, secondary teachers, post-secondary faculty, career guidance and advisement professionals, representatives of special populations, and parents and students, data staff.

Prompts	Evidence	Score	Proposed action steps if scored below 3
1. Are programs being offered where targeted occupations are in demand but have low enrollment?			
2. Are enough courses being offered to meet employer demand? What considerations should be made to expand programs to meet employer needs?			
3. Are there students who want to enroll in programs who can't due to available space?			
4. How easily can students complete a grade 9-14 program of study within the service area?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
5. Do any programs lack opportunities for skill development compared to others in either classroom/laboratory or through extended learning experiences?			
6. How do programs compare to a set of quality standards developed by the state or by a relevant third party?			
7. What are the factors that contribute to variation in program quality among programs?			
8. To what degree are there gaps in the quality of specific components of programs, such as work-based learning or instruction?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
9. How well do CTE programs and services aimed at supporting special populations align to all three elements of Size, Scope and Quality?			

IV. PROGRESS TOWARD IMPLEMENTING PROGRAMS OF STUDY (Perkins V Section 134 (c)(2)(C))

What materials should be reviewed?

- Documentation of course sequences and aligned curriculum
- Curriculum standards for academic, technical and employability skills
- Credit transfer agreements
- Data on student retention and transition to post-secondary education within the program of study
- Descriptions of dual/concurrent enrollment programs, and data on student participation
- Data on student credential attainment
- Data on PLP and PBGR alignment to CTE center programs
- Standards for POS development
- Agendas and minutes from program advisory meetings

Who should be consulted?

All participants required by law, particularly administrators, secondary teachers, post-secondary faculty, and career guidance and advisement professionals

Prompts	Evidence	Score	Proposed action steps if scored below 3
1. How fully are programs aligned and articulated across secondary and post-secondary education?			
2. To what degree do programs incorporate relevant academic, technical and employability skills at every learner level?			
3. To what degree are there credit transfer agreements in place to help students earn and articulate credit?			
4. To what degree do students continue in the same program of study?			
5. How well and widespread do programs of study have multiple entry and exit points? This includes but is not limited to non-degree credentials such as apprenticeships, adult			

Prompts	Evidence	Score	Proposed action steps if scored below 3
technical education and/or certification programs.			
6. How broadly are students in programs earning college and career ready recognized post-secondary credentials?			
7. How well do middle, junior, and high schools collaborate and coordinate quality career exploration and awareness programming within the region?			
8. To what degree do opportunities exist to expand career pathways to attract a broader array of students?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
<p>9. To what degree do sending schools and the center coordinate graduation requirements, PLP development, and recognition/transcribing of student experiences by the high school? What information is available to support POS development?</p>			
<p>10. To what degree have program advisory committees evolved to align with current LMI/community needs data?</p>			
<p>11. How well does post-secondary and secondary education collaborate in POS development?</p>			

Prompts	Evidence	Score	Proposed action steps if scored below 3
12. How well does the broader education community coordinate curriculum, joint professional development, articulation agreements, career counseling/exploration and work-based learning in relation to ESSA and WIOA requirements?			

V. RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS (Perkins V Section 134 (c)(2)(D))

What materials should be reviewed?

- Data on faculty, staff, administrator and counselor preparation; credentials; salaries and benefits; and demographics
- Description of recruitment and retention processes
- Descriptions of professional development, mentoring and externship opportunities
- Data on educator participation in professional development, mentoring and externship
- Findings from teacher evaluations
- Findings from surveys/focus groups of educators’ needs and preferences
- Data on educator and staff retention
- Information about teacher shortage areas and projections of future staffing needs

Who should be consulted?

All participants required by law, particularly administrators, secondary teachers, post-secondary faculty, career guidance and advisement professionals, HR in the district, and representatives of special populations.

In addition to the prompts below, what else should be considered?

- a. Self-assessment of professional development needs;
- b. Leadership assessment of guidance, teacher, paraprofessionals, and support staff professional development needs;
- c. Synthesis of Local Needs Assessment findings where professional development of personnel is needed and can help to close any outstanding gaps in student performance, program size scope and quality alignment to labor market and economic needs, gaps in program of study development, and access especially for special populations;
- d. Human resources and center/college leadership assessment of gaps in instructor availability comparing supply and demand across program areas and identification competitive wage targets for positions in low supply;
- e. Leadership assessment of employee turnover rates and causes, wellness and satisfaction status, and ways to improve retention of personnel.

Prompts	Evidence	Score	Proposed action steps if scored below 3
1. How diverse is the center staff? To what degree does it reflect the demographic makeup of the student body?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
2. To what degree are processes in place to recruit new teachers and staff? Are the processes efficient and effective, especially for teachers coming from industry?			
3. Are all educators appropriately credentialed?			
4. To what degree is regular, substantive professional development offered internally and jointly with other CTE programs and with academic teachers within the region?			
5. How well do educators report their needs and preferences for professional development, benefits, retention, and more?			
6. How clear is the need to develop and recruit more educators and in what areas?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
7. To what degree do staff and faculty wages reflect prevailing wages within the region?			
8. How well do current professional development practices align with LMI/ community needs data?			
9. How often and used is a professional development needs assessment.			
10. To what ways is the CLNA process going to inform the Perkins V four-year professional development plan? How will responses in all sections of the CLNA be utilized to create a professional development, recruitment and retention plan?			

VI. PROGRESS TOWARD IMPROVING EQUITY AND ACCESS (Perkins V Section 134 (c)(2)(E))

What materials should be reviewed?

- Promotional materials

- Recruitment activities for special populations
- FRL school lists
- Parental status
- Career guidance activities for special populations
- Processes for providing accommodations, modifications and supportive services for special populations
- Information on accelerated credit and credentials available for special populations
- Procedures for work-based learning for special populations
- Data on participation and performance for students from special populations
- Findings from the root causes and strategies analysis from the Student Performance component
- Findings from surveys/focus groups with students, parents (if applicable) and community representatives from special populations

Who should be consulted?

All participants required by law, particularly administrators, secondary teachers, post-secondary faculty, career guidance and advisement professionals, representatives of special populations, and parents and students.

Prompts	Evidence	Score	Proposed action steps if scored below 3
1. To what degree is there parity in representation across student groups, including marginalized groups, in the CTE program??			

Prompts	Evidence	Score	Proposed action steps if scored below 3
2. To what degree is there parity in enrollment across student groups in programs related to high-wage, high-skill occupations?			
3. To what degree have barriers to access to CTE programming by special populations been addressed?			
4. To what degree have the needs of special population groups been identified, including regular review of quantitative and qualitative data to ensure every student is adequately supported?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
5. How effective are the accommodations, modifications and support services we currently provide to special population groups – across center and program specific?			
6. To what degree are services coordinated across State agencies?			
7. To what degree are transportation and/or food access issues addressed?			

SUMMARY

Based on the CLNA analysis, what are the top four needs?

Based on top four needs identified, what strategies will be considered?

**APPENDIX D
TRANSPARENCY**

Budget for Upcoming Year

Line Number	Funding	Budget Account	Specified Purpose	Funding Amount	Percentage of Funding	Allocation Multiplier
1	TOTAL ALLOCATION TO THE STATE					
2			Total Perkins V Allocation	\$ 5,037,372.00		\$ (0.80)
3	LOCAL FORMULA DISTRIBUTION					
4			Local Formula Distribution (not less than 85% of line 2)	\$ 4,281,766.20	85.00%	
5		RESERVE				
6			Funds for Secondary Recipients	\$ 200,000.00	50.0%	
7			+ Funds for Post-secondary Recipients	\$ 200,000.00	50.0%	
8			Total Reserve	\$ 400,000.00	9.34% (of line 4)	
9		FORMULA ALLOCATIONS				

10			Funds for Secondary Recipients	\$ 2,911,325.00	75.00%	
11		+	Funds for Post-secondary Recipients	\$ 970,442.00	25.00%	
12			Total Available for Formula Allocation (line 4 - line 8)	\$ 3,881,766.20	90.66% (of line 8)	
			TOTAL FORMULA DISTRIBUTION	\$ (0.80)		
13	STATE LEADERSHIP					
14			Corrections or Institutions	\$ 50,374.00		
15		+	Juvenile Justice Facilities	\$ -		
16		+	Institutions that Serve Individuals with Disabilities	\$ -		
17			Total for Individuals in State Institutions (not more than 2% of line 2)	\$ 50,374.00	1.00%	
18			Non-Traditional Training and Employment (between \$60,000 and \$150,000)	\$ 60,000.00		
19			Other State Leadership	\$ 392,859.00		

20			Special Populations Recruitment (the lesser of not more than 0.1% of line 21 or \$50k)	\$ 504.00	0.1%	
21			Total State Leadership (not more than 10% of line 2 less line 4 less line 23)	\$ 503,737.00	10%	
22	STATE ADMINISTRATION					
23			State Administration (the greater of not more than 5% of line 2 or \$250k)	\$ 251,869.00	5.00%	
24	STATE ADMINISTRATION MATCH					
25			State Match (from non-federal funds)	\$ 251,869.00		

SECONDARY ALLOCATIONS [Required Narrative C: [3]]

Eligible Recipient:	ESTIMATED ALLOCATION
CENTRAL VT CAREER CENTER	\$ 224,549.33
CALEDONIA CENTRAL SUPERVISORY UNION (K-12)	\$ 54,923.89
SAINT JOHNSBURY SCHOOL DISTRICT (K-8)	\$ 50,603.77
KINGDOM EAST SUPERVISORY DISTRICT	\$ 70,064.82
SOUTHWEST VT CAREER DEVELOPMENT CENTER	\$ 187,599.07
RIVER BEND CAREER & TECHNICAL CENTER	\$ 87,510.06

Eligible Recipient:	ESTIMATED ALLOCATION
WINDHAM REGIONAL CAREER CENTER	\$ 157,376.04
BURLINGTON TECHNICAL CENTER	\$ 167,509.21
CENTER FOR TECHNOLOGY, ESSEX	\$ 441,143.50
COLD HOLLOW CAREER CENTER	\$ 66,281.55
HARTFORD AREA CAREER & TECHNOLOGY CENTER	\$ 120,525.37
GREEN MOUNTAIN TECHNOLOGY & CAREER CENTER	\$ 168,876.94
PATRICIA HANNAFORD CAREER CENTER	\$ 111,668.83
NORTH COUNTRY CAREER CENTER	\$ 173,055.84
CANAAN MEMORIAL HIGH SCHOOL	\$ 23,254.50
RANDOLPH TECHNICAL CAREER CENTER	\$ 129,341.44
STAFFORD TECHNICAL CENTER	\$ 325,705.94
NORTHWEST TECHNICAL CENTER	\$ 219,196.27
RIVER VALLEY TECHNICAL CENTER	\$ 132,137.46
GRAND TOTAL	\$ 2,911,323.83

SAIPE DATA

SBE region exception based on Act 46 merger				
ELIGIBLE RECIPIENT	LEA/CTE - Member Towns From SBE	DATA SOURCE LEA NAME	5-17 POP.	CENSUS 2018 POVERTY
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Montpelier	MONTPELIER-ROXBURY SUPERVISORY UNION	1,040	97
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Roxbury	MONTPELIER-ROXBURY SUPERVISORY UNION	1,040	97
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Berlin	WASHINGTON CENTRAL SUPERVISORY UNION	1,455	112
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Calais	WASHINGTON CENTRAL SUPERVISORY UNION	1,455	112
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	East Montpelier	WASHINGTON CENTRAL SUPERVISORY UNION	1,455	112
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Middlesex	WASHINGTON CENTRAL SUPERVISORY UNION	1,455	112
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Worcester	WASHINGTON CENTRAL SUPERVISORY UNION	1,455	112

CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Barre City	BARRE SUPERVISORY UNION	2,413	364
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Barre Town	BARRE SUPERVISORY UNION	2,413	364
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Duxbury	HARWOOD UNIFIED SCHOOL DISTRICT	1,891	142
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Fayston	HARWOOD UNIFIED SCHOOL DISTRICT	1,891	142
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Moretown	HARWOOD UNIFIED SCHOOL DISTRICT	1,891	142
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Waitsfield	HARWOOD UNIFIED SCHOOL DISTRICT	1,891	142
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Warren	HARWOOD UNIFIED SCHOOL DISTRICT	1,891	142
CENTRAL VERMONT CAREER CENTER (HOST LEA: BARRE UNIFIED UNION SCHOOL DISTRICT)	Waterbury	HARWOOD UNIFIED SCHOOL DISTRICT	1,891	142
			6,799	715
CHIT: BURLINGTON TECHNICAL CENTER (HOST LEA: Burlington School District)	Bolton	MOUNT MANSFIELD SUPERVISORY DISTRICT (formerly Chittenden East Supervisory Union)	2,732	85

CHIT: BURLINGTON TECHNICAL CENTER (HOST LEA: Burlington School District)	Huntington	MOUNT MANSFIELD SUPERVISORY DISTRICT (formerly Chittenden East Supervisory Union)	2,732	85
CHIT: BURLINGTON TECHNICAL CENTER (HOST LEA: Burlington School District)	Jericho	MOUNT MANSFIELD SUPERVISORY DISTRICT (formerly Chittenden East Supervisory Union)	2,732	85
CHIT: BURLINGTON TECHNICAL CENTER (HOST LEA: Burlington School District)	Richmond	MOUNT MANSFIELD SUPERVISORY DISTRICT (formerly Chittenden East Supervisory Union)	2,732	85
CHIT: BURLINGTON TECHNICAL CENTER (HOST LEA: Burlington School District)	Underhill	MOUNT MANSFIELD SUPERVISORY DISTRICT (formerly Chittenden East Supervisory Union)	2,732	85
CHIT: BURLINGTON TECHNICAL CENTER (HOST LEA: Burlington School District)	Buels Gore	MOUNT MANSFIELD SUPERVISORY DISTRICT (formerly Chittenden East Supervisory Union)	2,732	85
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Essex Town	ESSEX-WESTFORD EDUCATIONAL COMMUNITY UNIFIED S. D.	3,631	204
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Essex Junction	ESSEX-WESTFORD EDUCATIONAL COMMUNITY UNIFIED S. D.	3,631	204
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Westford	ESSEX-WESTFORD EDUCATIONAL COMMUNITY UNIFIED S. D.	3,631	204
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford)	Charlotte	CHAMPLAIN VALLEY UNIFIED UNION SCHOOL DISTRICT	4,348	192

[student counts are split 50/50 in this region]				
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Hinesburg	CHAMPLAIN VALLEY UNIFIED UNION SCHOOL DISTRICT	4,348	192
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Shelburne	CHAMPLAIN VALLEY UNIFIED UNION SCHOOL DISTRICT	4,348	192
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	St. George	CHAMPLAIN VALLEY UNIFIED UNION SCHOOL DISTRICT	4,348	192
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Williston	CHAMPLAIN VALLEY UNIFIED UNION SCHOOL DISTRICT	4,348	192
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Burlington	BURLINGTON SCHOOL DISTRICT	3,638	530
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Fairfax	FRANKLIN WEST SUPERVISORY UNION	1,860	94
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford)	Fletcher	FRANKLIN WEST SUPERVISORY UNION	1,860	94

[student counts are split 50/50 in this region]				
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Georgia	FRANKLIN WEST SUPERVISORY UNION	1,860	94
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Colchester	COLCHESTER SCHOOL DISTRICT	2,207	154
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Milton	MILTON SCHOOL DISTRICT	1,772	123
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	South Burlington	SOUTH BURLINGTON SCHOOL DISTRICT	2,322	123
CHIT: CENTER FOR TECHNOLOGY, ESSEX (HOST LEA: Essex-Westford) [student counts are split 50/50 in this region]	Winooski	WINOOSKI INCORPORATED SCHOOL DISTRICT	779	207
			23,289	1,712
			11644.5	856
			11644.5	856
COLD HOLLOW CAREER CENTER (HOST LEA: Franklin Northeast SU)	Bakersfield	FRANKLIN NORTHEAST SUPERVISORY UNION	1,578	231
COLD HOLLOW CAREER CENTER (HOST LEA: Franklin Northeast SU)	Berkshire	FRANKLIN NORTHEAST SUPERVISORY UNION	1,578	231

COLD HOLLOW CAREER CENTER (HOST LEA: Franklin Northeast SU)	Montgomery	FRANKLIN NORTHEAST SUPERVISORY UNION	1,578	231
COLD HOLLOW CAREER CENTER (HOST LEA: Franklin Northeast SU)	Sheldon	FRANKLIN NORTHEAST SUPERVISORY UNION	1,578	231
COLD HOLLOW CAREER CENTER (HOST LEA: Franklin Northeast SU)	Enosburgh	FRANKLIN NORTHEAST SUPERVISORY UNION	1,578	231
COLD HOLLOW CAREER CENTER (HOST LEA: Franklin Northeast SU)	Richford	FRANKLIN NORTHEAST SUPERVISORY UNION	1,578	231
			1,578	231
	Belvidere	LAMOILLE NORTH SUPERVISORY UNION	1,871	221
	Cambridge	LAMOILLE NORTH SUPERVISORY UNION	1,871	221
	Eden	LAMOILLE NORTH SUPERVISORY UNION	1,871	221
	Hyde Park	LAMOILLE NORTH SUPERVISORY UNION	1,871	221
	Johnson	LAMOILLE NORTH SUPERVISORY UNION	1,871	221
	Waterville	LAMOILLE NORTH SUPERVISORY UNION	1,871	221
	Elmore	LAMOILLE SOUTH SUPERVISORY UNION	1,629	197
	Morristown	LAMOILLE SOUTH SUPERVISORY UNION	1,629	197
	Stowe	LAMOILLE SOUTH SUPERVISORY UNION	1,629	197
	Greensboro		1,199	139
	Hardwick		1,199	139
	Woodbury		1,199	139
	Greensboro		1,199	139
	Hardwick		1,199	139
	Stannard		1,199	139
	Woodbury		1,199	139
				557

HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Hartford	HARTFORD SCHOOL DISTRICT		95
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Barnard	WINDSOR CENTRAL SUPERVISORY UNION		116
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Bridgewater	WINDSOR CENTRAL SUPERVISORY UNION		116
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Killington	WINDSOR CENTRAL SUPERVISORY UNION		116
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Pittsfield	WINDSOR CENTRAL SUPERVISORY UNION		116
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Plymouth	WINDSOR CENTRAL SUPERVISORY UNION		116
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Pomfret	WINDSOR CENTRAL SUPERVISORY UNION		116
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Reading	WINDSOR CENTRAL SUPERVISORY UNION		116
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Sherburne	WINDSOR CENTRAL SUPERVISORY UNION		116

HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Woodstock	WINDSOR CENTRAL SUPERVISORY UNION		116
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Hartland	WINDSOR SOUTHEAST SUPERVISORY UNION	1,389	115
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Weathersfield	WINDSOR SOUTHEAST SUPERVISORY UNION	1,389	115
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	West Windsor	WINDSOR SOUTHEAST SUPERVISORY UNION	1,389	115
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Windsor	WINDSOR SOUTHEAST SUPERVISORY UNION	1,389	115
HARTFORD AREA CAREER & TECHNOLOGY CENTER (HOST LEA: Hartford School District)	Norwich	NORWICH SCHOOL DISTRICT	600	23
			4,397	349
NEK – Caledonia Central Supervisory Union	Marshfield	CALEDONIA CENTRAL SUPERVISORY UNION (formerly Washington Northeast for Cabot and Twinfield)	1,682	174
NEK – Caledonia Central Supervisory Union	Twinfield	CALEDONIA CENTRAL SUPERVISORY UNION (formerly Washington Northeast for Cabot and Twinfield)	1,682	174
NEK – Caledonia Central Supervisory Union	Plainfield	CALEDONIA CENTRAL SUPERVISORY UNION (formerly Washington Northeast for Cabot and Twinfield)	1,682	174

NEK – Caledonia Central Supervisory Union	Cabot	CALEDONIA CENTRAL SUPERVISORY UNION (formerly Washington Northeast for Cabot and Twinfield)	1,682	174
NEK – Caledonia Central Supervisory Union	Danville	CALEDONIA CENTRAL SUPERVISORY UNION (formerly Washington Northeast for Cabot and Twinfield)	1,682	174
NEK – Caledonia Central Supervisory Union	Peacham	CALEDONIA CENTRAL SUPERVISORY UNION (formerly Washington Northeast for Cabot and Twinfield)	1,682	174
NEK – Caledonia Central Supervisory Union	Barnet	CALEDONIA CENTRAL SUPERVISORY UNION (formerly Washington Northeast for Cabot and Twinfield)	1,682	174
NEK – Caledonia Central Supervisory Union	Walden	CALEDONIA CENTRAL SUPERVISORY UNION (formerly Washington Northeast for Cabot and Twinfield)	1,682	174
NEK – Caledonia Central Supervisory Union	Waterford	CALEDONIA CENTRAL SUPERVISORY UNION (formerly Washington Northeast for Cabot and Twinfield)	1,682	174
			1,682	174
NEK - Kingdom East Supervisory District	Burke	KINGDOM EAST SUPERVISORY DISTRICT	1,758	240
NEK - Kingdom East Supervisory District	Concord	KINGDOM EAST SUPERVISORY DISTRICT	1,758	240
NEK - Kingdom East Supervisory District	Lunenburg	KINGDOM EAST SUPERVISORY DISTRICT	1,758	240
NEK - Kingdom East Supervisory District	Newark	KINGDOM EAST SUPERVISORY DISTRICT	1,758	240
NEK - Kingdom East Supervisory District	Sheffield	KINGDOM EAST SUPERVISORY DISTRICT	1,758	240

NEK - Kingdom East Supervisory District	Sutton	KINGDOM EAST SUPERVISORY DISTRICT	1,758	240
NEK - Kingdom East Supervisory District	Wheelock	KINGDOM EAST SUPERVISORY DISTRICT	1,758	240
NEK - St. Johnsbury School District	St. Johnsbury	ST. JOHNSBURY SCHOOL DISTRICT	1,019	185
			2,777	425
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Brighton	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Charleston	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Coventry	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Derby	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Holland	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Jay	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Lowell	NORTH COUNTRY SUPERVISORY UNION	2,725	350

NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Morgan	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Newport City	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Newport Town	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Troy	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Westfield	NORTH COUNTRY SUPERVISORY UNION	2,725	350
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Albany	ORLEANS CENTRAL SUPERVISORY UNION	1,075	268
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Barton	ORLEANS CENTRAL SUPERVISORY UNION	1,075	268
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Brownington	ORLEANS CENTRAL SUPERVISORY UNION	1,075	268
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Glover	ORLEANS CENTRAL SUPERVISORY UNION	1,075	268
	Irasburg	ORLEANS CENTRAL SUPERVISORY UNION	1,075	268

NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Orleans	ORLEANS CENTRAL SUPERVISORY UNION	1,075	268
NORTH COUNTRY CAREER CENTER (HOST LEA: North Country Supervisory Union)	Westmore	ORLEANS CENTRAL SUPERVISORY UNION	1,075	268
			3,800	618
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Averill	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Avery's Gore	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Bloomfield	ESSEX NORTH SUPERVISORY UNION	404	88

NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Brunswick	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Canaan	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	East Haven	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Ferdinand	ESSEX NORTH SUPERVISORY UNION	404	88

NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Granby	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Guildhall	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Kirby	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Lemington	ESSEX NORTH SUPERVISORY UNION	404	88

NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Lewis	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Maidstone	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Norton	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Victory	ESSEX NORTH SUPERVISORY UNION	404	88

NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Warner's Grant	ESSEX NORTH SUPERVISORY UNION	404	88
NORTH COUNTRY CAREER CENTER - CANAAN (HOST LEA & Subgrant to: Essex North Supervisory Union) [student counts are included with North Country Career Center, but are treated separately to determine the subgrant amount for Canaan]	Warren's Gore	ESSEX NORTH SUPERVISORY UNION	404	88
			404	88
NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	Fairfield	MAPLE RUN UNIFIED SCHOOL DISTRICT	2,328	314
NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	St. Albans City	MAPLE RUN UNIFIED SCHOOL DISTRICT	2,328	314
NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	St. Albans Town	MAPLE RUN UNIFIED SCHOOL DISTRICT	2,328	314
NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	Alburgh	GRAND ISLE SUPERVISORY UNION	985	108

NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	Grand Isle	GRAND ISLE SUPERVISORY UNION	985	108
NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	Isle La Motte	GRAND ISLE SUPERVISORY UNION	985	108
NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	North Hero	GRAND ISLE SUPERVISORY UNION	985	108
NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	South Hero	GRAND ISLE SUPERVISORY UNION	985	108
NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	Franklin	FRANKLIN NORTHWEST SUPERVISORY DISTRICT	2,291	324
NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	Highgate	FRANKLIN NORTHWEST SUPERVISORY DISTRICT	2,291	324
NORTHWEST TECHNICAL CENTER (HOST LEA: Maple Run Unified School District)	Swanton	FRANKLIN NORTHWEST SUPERVISORY DISTRICT	2,291	324
			5,604	746
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Bridport	ADDISON CENTRAL UNIFIED SCHOOL DISTRICT	1,637	123
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A.	Cornwall	ADDISON CENTRAL UNIFIED SCHOOL DISTRICT	1,637	123

Hannaford Career Center School District)				
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Middlebury	ADDISON CENTRAL UNIFIED SCHOOL DISTRICT	1,637	123
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Ripton	ADDISON CENTRAL UNIFIED SCHOOL DISTRICT	1,637	123
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Salisbury	ADDISON CENTRAL UNIFIED SCHOOL DISTRICT	1,637	123
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Shoreham	ADDISON CENTRAL UNIFIED SCHOOL DISTRICT	1,637	123
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Weybridge	ADDISON CENTRAL UNIFIED SCHOOL DISTRICT	1,637	123
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Addison	ADDISON NORTHWEST UNIFIED SCHOOL DISTRICT	1,087	71
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Ferrisburgh	ADDISON NORTHWEST UNIFIED SCHOOL DISTRICT	1,087	71

Hannaford Career Center School District)				
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Panton	ADDISON NORTHWEST UNIFIED SCHOOL DISTRICT	1,087	71
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Vergennes	ADDISON NORTHWEST UNIFIED SCHOOL DISTRICT	1,087	71
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Waltham	ADDISON NORTHWEST UNIFIED SCHOOL DISTRICT	1,087	71
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Bristol	MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT	1,508	122
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Lincoln	MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT	1,508	122
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Monkton	MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT	1,508	122
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	New Haven	MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT	1,508	122

Hannaford Career Center School District)				
PATRICIA A. HANNAFORD CAREER CENTER (HOST LEA: Patricia A. Hannaford Career Center School District)	Starksboro	MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT	1,508	122
			4,232	316
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Braintree	ORANGE SOUTHWEST UNIFIED SCHOOL DISTRICT	933	128
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Brookfield	ORANGE SOUTHWEST UNIFIED SCHOOL DISTRICT	933	128
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Randolph	ORANGE SOUTHWEST UNIFIED SCHOOL DISTRICT	933	128
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Bethel	WHITE RIVER VALLEY SUPERVISORY UNION	1,584	163
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Chelsea	WHITE RIVER VALLEY SUPERVISORY UNION	1,584	163
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange	Granville	WHITE RIVER VALLEY SUPERVISORY UNION	1,584	163

Southwest Unified Union School District)				
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Hancock	WHITE RIVER VALLEY SUPERVISORY UNION	1,584	163
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Rochester	WHITE RIVER VALLEY SUPERVISORY UNION	1,584	163
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Royalton	WHITE RIVER VALLEY SUPERVISORY UNION	1,584	163
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Sharon	WHITE RIVER VALLEY SUPERVISORY UNION	1,584	163
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Stockbridge	WHITE RIVER VALLEY SUPERVISORY UNION	1,584	163
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Stafford	WHITE RIVER VALLEY SUPERVISORY UNION	1,584	163
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Tunbridge	WHITE RIVER VALLEY SUPERVISORY UNION	1,584	163

Southwest Unified Union School District)				
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Northfield	CENTRAL VERMONT SUPERVISORY UNION	1,353	123
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Orange	CENTRAL VERMONT SUPERVISORY UNION	1,353	123
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Washington	CENTRAL VERMONT SUPERVISORY UNION	1,353	123
RANDOLPH TECHNICAL CAREER CENTER (HOST LEA: Orange Southwest Unified Union School District)	Williamstown	CENTRAL VERMONT SUPERVISORY UNION	1,353	123
			3,870	414
RIVER BEND CAREER & TECHNOLOGY CENTER (HOST LEA: Orange East Supervisory Union)	Bradford	ORANGE EAST SUPERVISORY UNION	1,795	260
RIVER BEND CAREER & TECHNOLOGY CENTER (HOST LEA: Orange East Supervisory Union)	Corinth	ORANGE EAST SUPERVISORY UNION	1,795	260
RIVER BEND CAREER & TECHNOLOGY CENTER	Groton	ORANGE EAST SUPERVISORY UNION	1,795	260

(HOST LEA: Orange East Supervisory Union)				
RIVER BEND CAREER & TECHNOLOGY CENTER (HOST LEA: Orange East Supervisory Union)	Newbury	ORANGE EAST SUPERVISORY UNION	1,795	260
RIVER BEND CAREER & TECHNOLOGY CENTER (HOST LEA: Orange East Supervisory Union)	Ryegate	ORANGE EAST SUPERVISORY UNION	1,795	260
RIVER BEND CAREER & TECHNOLOGY CENTER (HOST LEA: Orange East Supervisory Union)	Thetford	ORANGE EAST SUPERVISORY UNION	1,795	260
RIVER BEND CAREER & TECHNOLOGY CENTER (HOST LEA: Orange East Supervisory Union)	Topsham	ORANGE EAST SUPERVISORY UNION	1,795	260
RIVER BEND CAREER & TECHNOLOGY CENTER (HOST LEA: Orange East Supervisory Union)	Wells River	ORANGE EAST SUPERVISORY UNION	1,795	260
RIVER BEND CAREER & TECHNOLOGY CENTER (HOST LEA: Orange East Supervisory Union)	Fairlee	RIVENDELL INTERSTATE SCHOOL DISTRICT	288	45
RIVER BEND CAREER & TECHNOLOGY CENTER	Vershire	RIVENDELL INTERSTATE SCHOOL DISTRICT	288	45

(HOST LEA: Orange East Supervisory Union)				
RIVER BEND CAREER & TECHNOLOGY CENTER (HOST LEA: Orange East Supervisory Union)	West Fairlee	RIVENDELL INTERSTATE SCHOOL DISTRICT	288	45
			2,083	305
RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Andover	TWO RIVERS SUPERVISORY UNION	1,070	124
RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Baltimore	TWO RIVERS SUPERVISORY UNION	1,070	124
RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Cavendish	TWO RIVERS SUPERVISORY UNION	1,070	124
RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Chester	TWO RIVERS SUPERVISORY UNION	1,070	124
RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Ludlow	TWO RIVERS SUPERVISORY UNION	1,070	124
RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Mount Holly	TWO RIVERS SUPERVISORY UNION	1,070	124
RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Springfield	SPRINGFIELD SCHOOL DISTRICT	1,246	222

RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Athens	WINDHAM NORTHEAST SUPERVISORY UNION (Split Counts 50/50 with WINDHAM REGIONAL CAREER CENTER)	1,338	244
RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Granton	WINDHAM NORTHEAST SUPERVISORY UNION (Split Counts 50/50 with WINDHAM REGIONAL CAREER CENTER)	1,338	244
RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Rockingham	WINDHAM NORTHEAST SUPERVISORY UNION (Split Counts 50/50 with WINDHAM REGIONAL CAREER CENTER)	1,338	244
RIVER VALLEY TECHNICAL CENTER (HOST LEA: River Valley Independent Technical Center School District)	Westminster	WINDHAM NORTHEAST SUPERVISORY UNION (Split Counts 50/50 with WINDHAM REGIONAL CAREER CENTER)	1,338	244
			3,654	590
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District)	Halifax	WINDHAM SOUTHWEST SUPERVISORY UNION	746	83
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District)	Readsboro	WINDHAM SOUTHWEST SUPERVISORY UNION	746	83
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District)	Searsburg	WINDHAM SOUTHWEST SUPERVISORY UNION	746	83

SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District	Stamford	WINDHAM SOUTHWEST SUPERVISORY UNION	746	83
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District	Whitingham	WINDHAM SOUTHWEST SUPERVISORY UNION	746	83
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District	Wilmington	WINDHAM SOUTHWEST SUPERVISORY UNION	746	83
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District	Arlington	BATTENKILL VALLEY SUPERVISORY UNION	345	34
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District	Sandgate	BATTENKILL VALLEY SUPERVISORY UNION	345	34
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career	Bennington	SOUTHWEST VERMONT SUPERVISORY UNION	3,156	547

Development Center Independent Technical School District				
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District	Glastenbury	SOUTHWEST VERMONT SUPERVISORY UNION	3,156	547
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District	N. Bennington	SOUTHWEST VERMONT SUPERVISORY UNION	3,156	547
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District	Pownal	SOUTHWEST VERMONT SUPERVISORY UNION	3,156	547
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District	Shaftsbury	SOUTHWEST VERMONT SUPERVISORY UNION	3,156	547
SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER (HOST LEA: Southwest Vermont Career Development Center Independent Technical School District	Woodford	SOUTHWEST VERMONT SUPERVISORY UNION	3,156	547
			4,247	664

STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Rutland City	RUTLAND CITY SCHOOL DISTRICT	2,059	371
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Brandon	RUTLAND NORTHEAST SUPERVISORY UNION	1,518	172
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Chittenden	RUTLAND NORTHEAST SUPERVISORY UNION	1,518	172
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Goshen	RUTLAND NORTHEAST SUPERVISORY UNION	1,518	172
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Leicester	RUTLAND NORTHEAST SUPERVISORY UNION	1,518	172
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Mendon	RUTLAND NORTHEAST SUPERVISORY UNION	1,518	172
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Pittsford	RUTLAND NORTHEAST SUPERVISORY UNION	1,518	172
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Sudbury	RUTLAND NORTHEAST SUPERVISORY UNION	1,518	172
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Whiting	RUTLAND NORTHEAST SUPERVISORY UNION	1,518	172

STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Ira	GREATER RUTLAND COUNTY SUPERVISORY UNION	1,732	139
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Middletown Springs	GREATER RUTLAND COUNTY SUPERVISORY UNION	1,732	139
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Poultney	GREATER RUTLAND COUNTY SUPERVISORY UNION	1,732	139
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Proctor	GREATER RUTLAND COUNTY SUPERVISORY UNION	1,732	139
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Rutland Town	GREATER RUTLAND COUNTY SUPERVISORY UNION	1,732	139
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Wells	GREATER RUTLAND COUNTY SUPERVISORY UNION	1,732	139
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	West Rutland	GREATER RUTLAND COUNTY SUPERVISORY UNION	1,732	139
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Clarendon	MILL RIVER UNIFIED SCHOOL DISTRICT	812	71
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Shrewsbury	MILL RIVER UNIFIED SCHOOL DISTRICT	812	71

STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Tinmouth	MILL RIVER UNIFIED SCHOOL DISTRICT	812	71
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Wallingford	MILL RIVER UNIFIED SCHOOL DISTRICT	812	71
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Benson	ADDISON RUTLAND SUPERVISORY UNION (May also be referred to as "Slate Valley Unified School District)	1,301	159
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Castleton	ADDISON RUTLAND SUPERVISORY UNION (May also be referred to as "Slate Valley Unified School District)	1,301	159
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Fair Haven	ADDISON RUTLAND SUPERVISORY UNION (May also be referred to as "Slate Valley Unified School District)	1,301	159
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Hubbardton	ADDISON RUTLAND SUPERVISORY UNION (May also be referred to as "Slate Valley Unified School District)	1,301	159
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Orwell	ADDISON RUTLAND SUPERVISORY UNION (May also be referred to as "Slate Valley Unified School District)	1,301	159
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	West Haven	ADDISON RUTLAND SUPERVISORY UNION (May also be referred to as "Slate Valley Unified School District)	1,301	159
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Danby	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145

STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Dorset	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Landgrove	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Londonderry	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Manchester	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Mount Tabor	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Pawlet	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Peru	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Rupert	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Sunderland	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145

STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Weston	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145
STAFFORD TECHNICAL CENTER (HOST LEA: Rutland City School District)	Winhall	BENNINGTON-RUTLAND SUPERVISORY UNION	2,012	145
			9,434	1,057
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Brattleboro	WINDHAM SOUTHEAST SUPERVISORY UNION	2,642	329
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Dummerston	WINDHAM SOUTHEAST SUPERVISORY UNION	2,642	329
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Guildford	WINDHAM SOUTHEAST SUPERVISORY UNION	2,642	329
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Putney	WINDHAM SOUTHEAST SUPERVISORY UNION	2,642	329
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Vernon	WINDHAM SOUTHEAST SUPERVISORY UNION	2,642	329
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Brookline	WINDHAM CENTRAL SUPERVISORY UNION	1,048	69
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Dover	WINDHAM CENTRAL SUPERVISORY UNION	1,048	69

WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Jamaica	WINDHAM CENTRAL SUPERVISORY UNION	1,048	69
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Marlboro	WINDHAM CENTRAL SUPERVISORY UNION	1,048	69
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Newfane	WINDHAM CENTRAL SUPERVISORY UNION	1,048	69
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Stratton	WINDHAM CENTRAL SUPERVISORY UNION	1,048	69
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Townshend	WINDHAM CENTRAL SUPERVISORY UNION	1,048	69
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Wardsboro	WINDHAM CENTRAL SUPERVISORY UNION	1,048	69
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)	Windham	WINDHAM CENTRAL SUPERVISORY UNION	1,048	69
WINDHAM REGIONAL CAREER CENTER (HOST LEA: Windham Southeast Supervisory Union)		HALF OF COUNT FROM WINDHAM NORTHEAST (River Valley Technical Center)	1,048	69
			3,690	398

POST-SECONDARY ALLOCATIONS [Required Narrative C: [4]]

Eligible Institution	Pell Count Total	FY 2020	
		Total Funds	Percentage Split
Community College of Vermont	1,080	\$740,019	75%
Vermont Technical College	360	\$246,673	25%
TOTAL	1,440	\$986,692	

Post-Secondary Eligible Program Pell Reporting Form [Required Narrative C]

STUDENT PATHWAYS DIVISION

Perkins V State Planorm Title:	Perkins State Plan
ELIGIBLE INSTITUTION:	enter name here
NAME & SIGNATURE OF PERSON COMPLETING FORM:	
FISCAL YEAR:	FY '21 (2020-2021)

			RECOGNIZED POST-SECONDARY CREDENTIAL OUTCOME (enter "XX" where applicable) (Programs with an outcome beyond associate degree may not be included)	RECOGNIZED POST-SECONDARY CREDENTIAL OUTCOME (enter "XX" where applicable) (Programs with an outcome beyond associate degree may not be included)	RECOGNIZED POST-SECONDARY CREDENTIAL OUTCOME (enter "XX" where applicable) (Programs with an outcome beyond associate degree may not be included)
PROGRAM NAME	Career Cluster-Pathway (Enter as "TDL: Facility & Mobile Equipment Maintenance")	Number of Pell Recipients	Industry Recognized Credential	Certificate	Associate Degree

