

VERMONT CTE PROFILE

1. Governance Structure/Delivery Model

The philosophy and mission of career and technical education in Vermont has been developed and articulated by the Vermont Legislature with the Vermont Agency of Education being charged with the oversight of this component of public secondary education. The agency meets this responsibility and supports continuous improvement in career technical education by:

- Establishing high learning standards that incorporate academic and occupational competencies with 21st century skill standards
- Developing student assessments that validate student learning to provide smooth transitions to careers and college
- Supporting the upgrade of programs to provide students with skills leading to high skill, high wage and high demand careers
- Providing professional development for faculty to stay current with new approaches to instructional strategies, technological developments in business and industry
- Developing collaborative relationships between educators, business/industry stakeholders, students and community members.

CTE is deployed state-wide through fifteen service regions. Each service region is served by a technical center(s) and/or comprehensive high school(s) with every school district and independent high school being assigned to a technical education service region. Before a school operates a technical education program/s, it obtains the support of the regional board overseeing technical education in the region and approval from the state board. All technical education programs approved by the Agency of Education are accessible to all students within the region and the state as stipulated by these regulations.

The majority of CTE programs are housed in their own buildings. However, there are examples of programs that share a common campus with the high school in the host district.

2. CTE Program Models

In the state of Vermont, a person is entitled to enroll in and complete a CTE program if the following criteria are met:

- The individual is a Vermont resident of any age
- The individual is at least in the 11th grade in a graded school, or is at least 16 in a non-graded situation
- The individual does not have a high school diploma
- The individual applies for the program
- The individual meets the admissions criteria set forth in the admissions policies of the technical center and the technical education program
- The individual is accepted into the program.

Adult students who have not earned a high school diploma, unenrolled students, out-of-state students, and students at private schools serving a specific region are also permitted to apply for admission on a “space available” basis.

Many of Vermont’s career centers offer short term introductory or “exploratory” programs to students enrolled in grade nine. Most CTE schools also offer academic classes to their students, and usually in the subject areas that support most of the CTE programs offered in the career center. Some schools offer CTE programs for a full day each day of the school year, while other schools deliver curricula through a half-day program each day throughout the school year. In order to successfully complete a CTE program of study, students must attend an approved CTE program course of study for a minimum of 240 minutes per day for a school year. They must also be judged to be competent in 90% of the core competencies included on the competency list approved for each program by the Vermont State Board of Education. In nearly all of the Vermont career centers, athletics and the other more “traditional” co-curricular activities are accessed by CTE students through their home sending high schools.

3. Funding Models

The Vermont Legislature makes it the responsibility of the local school board that operates each regional career and technical center to set the budget and establish the tuition for that particular center. Local budgeting allows each school board to determine the total amount of shared costs and assessments from the host district in its tuition formula. This includes outlining the process for each independent technical center district board to establish a budget and schedule a vote so that residents in that region may evaluate and vote on its annual budget. CTE tuition is based upon the actual cost of operating individual centers. This calculation is derived after removing supplemental assistance grants that each school receives, and allows the CTE center to announce its “in-state” tuition amount to its sending high schools as well as enabling the Legislature to determine the Base Education Amount paid by the state of Vermont on behalf of the district. Each district receives 87% of the Base Education Amount for each student in a six semester FTE average. CTE centers are also eligible to receive federal Perkins funding, Vermont State Equipment Reimbursement funds, Vermont State Program Innovation awards, Vermont State Transportation Reimbursement funds, and Vermont State Salary Assistance through competitive and non-competitive grant cycles. Specific details regarding the formula that is used to fund CTE in Vermont as well as descriptions of supplemental state funds for CTE that are available through the Vermont Agency of Education can be found at the following link:

<http://legislature.vermont.gov/assets/Documents/2018/WorkGroups/House%20Education/Career%20and%20Technical%20Education/W~William%20Talbot~Career%20Technical%20Education%20-%20CTE%20-%20in%20Vermont%20-%20Funding%20Overview~1-17-2017.pdf>

4. Student Transportation

Transportation to nearly all of the career and technical centers in Vermont are the responsibility of each of the sending schools, school district(s), or in some cases the parent or legal guardian of the individual student. While at the career center, students who participate in programs where off-campus learning is taking place are transported by the instructors of that program or by buses provided by the host school district.

5. School Calendar

There is no single statewide school calendar in the state of Vermont. Start and finish dates are determined regionally, with each school district being permitted to develop its own school calendar so long as it delivers 175 days of instruction. This autonomy in scheduling by CTE sending schools can have a dramatic impact on its ability to provide synchronous, universal instruction to all of its students over the course of the school year.