

# **Perkins IV Consolidated Annual Report (CAR)**

*Program Year (PY) 2009  
(July 1, 2008-June 30, 2009)*

## **A. Cover Sheet (attached)**

## **B. Narrative Performance Information**

### **B1. Implementation of State Leadership Activities**

#### **Required Uses of Funds**

##### **❖ Assessment of CTE Programs**

Each CTE regional center is required, by State Board of Education rule, to have an evaluation every five years. These evaluations review requirements for Perkins, Vermont statutory compliance, and the New England Association of Schools and Colleges (NEASC) accreditation criteria for schools. Reviews are conducted on site by a team of external evaluators and a Vermont Department of Education (VT DOE) representative. The review combines a program evaluation, based on CTE program standards of VT DOE, with a monitoring and compliance review of the recipients' local application activities. Formal evaluation reports are submitted to the regional center from the NEASC team and the VT DOE review, highlighting accomplishments and identifying areas for improvement. The regional center must respond to the required improvements and/or corrective actions defined in these reports.

There is also an annual self-assessment report that each center submits as part of the annual monitoring and review process. Centers are required to assess the performance of each of their CTE programs in relation to state thresholds and Federal Perkins performance targets. Each regional center must identify each program's objectives for improvement during the year. This is the basis for prioritizing Perkins activities and fund allocations. An assigned VT DOE coordinator reviews the center's self-evaluation and approves final objectives for program improvements, providing technical assistance to achieve these improvements. End of Year reports provide an additional reporting event for monitoring of activities.

VT DOE has also revised the process for new program approval in CTE centers. This process includes the required elements for the development of a Program of Study, including the sequence of courses from Grade 9-14 and development of a valid and reliable program assessment.

❖ Use of Technology

State leadership on the use of technology focuses on ensuring that centers engage stakeholder communities on a regular basis to identify current workplace technologies in all career education programs. Programmatic improvements must demonstrate community and business/industry engagement. Through this engagement, many industry groups donate state of the art equipment to our centers. Vermont DOE administers a State-funded Equipment Replacement Fund to encourage centers to keep their technology current. VT DOE has deployed updated distance learning equipment to facilitate “real time” collaborative instruction between high schools, regional career centers and postsecondary providers.

❖ Professional Development

*Statewide Transformation* – VT DOE continued the Statewide discussion of school transformation with high school and regional CTE educators. Focusing on the 21<sup>st</sup> Century Vermont high school, the DOE strives to ensure that each student can succeed in college, careers and citizenship. Vermont DOE has been studying specific ways to bring more flexibility and innovation to the Vermont’s secondary school model, including the regional CTE centers. During the reporting period, VT DOE convened stakeholder groups and ultimately a State Board of Education Policy Commission. While the work of this group started in the reporting year, they did not submit their findings until December 2009 to the State Board.

Vermont continues participation in a New England Secondary School Collaborative which includes Maine, New Hampshire and Rhode Island. The Career and Technical Education representatives from these States also met 3 times during the program year to collaborate on CTE assessment issues and Program of Study initiatives.

Regional CTE center sub-recipients provide funding to operate a statewide Mentoring Program for new teachers who enter technical education without teacher preparation. This program offers course work through the State colleges and individual mentoring and classroom observation. This program operates under the direction of the regional CTE Directors’ Association.

During the program year, VT DOE and CTE sub recipients conducted needs analysis with CTE faculty and Staff aligned to Perkins accountability data. Using this data, a two-day conference was planned and later implemented in August 2009. Intensive professional development sessions were provided in areas such as academic integration, program of study development, use of

assessment data for program improvement and 21<sup>st</sup> Century Skills integration to address “all aspects of the industry”.

VT DOE sponsored additional professional development opportunities for faculty in entrepreneurship education and middle school career awareness.

❖ Improve Academic & Technical Skills

To strengthen the rigor and relevance of technical skills taught in the CTE programs, we continue to convene industry stakeholders to review and update the learning standards of the programs. During this reporting period, VT DOE provided targeted support to programs in Construction, Automotive, Engineering, Hospitality and Tourism, Public Safety, Business Management, Marketing, Finance, Human Services and Information Technology. We identified the competency areas for focus in our 21<sup>st</sup> Century Skills in preparation for collaborative professional development with the VT State College System and the VT Student Assistance Corporation which actually occurred in November 2009. This work provided the “next step” in implementation of 21<sup>st</sup> Century standards and assessments.

VT DOE collaborated with the VT Chamber of Commerce and a postsecondary partner in the creation of the State’s first Industry and Education Center of Excellence (IECE). This concept provided a venue for engagement of the Hospitality and Tourism community to continue the initial work in State assessment and certification in our Culinary programs of study. Tourism industry leaders were convened to create new work-based learning opportunities, provide feedback to the State competencies, validate depth of knowledge goals for secondary and postsecondary programs and determine adult education training needs. This IECE continues and a second IECE was initiated in the Green Technologies with initial focus on green building and efficiency.

VT DOE collaborated with trade associations to provide faculty with the latest training in order to keep their programs of study up to date. Associated General Contractors, VT Auto Dealers Association and the VT Small Business Development Center were valuable partners with VT DOE supported professional development activities. During the program year, we also created a partnership with the VT Business Teachers Association and the Agency of Agriculture to assist in our program of study development as well as our development and implementation of valid and reliable assessments.

❖ Non-traditional Preparation

Perkins funds continue to support gender equity work. These efforts included:

- The annual “Women Can Do” conference which attracted young women to have hands-on experience with nontraditional career

options. Workshops were offered with a focus on Green Technologies and high skills/high wage non traditional opportunities in fields such as Information Technology and STEM related careers. This has become an important recruitment mechanism for bringing young women into nontraditional CTE programs and has grown annually with VT DOE support.

- Each regional center had to evaluate nontraditional participation at their centers and to identify strategies for increasing NT participation and completion in their annual Perkins plan.
- Our civil rights monitoring reviews are conducted annually and identify any barriers to NT participation.
- The VT DOE “High Skill and High Wage or High Demand Occupations” criteria and data provide a valuable resource for program development and career guidance professionals to identify careers for students.

#### ❖ Educational Partnerships

Perkins and Tech Prep funding have provided an action-oriented collaboration between VT DOE, regional CTE centers and the Vermont State College System. State workforce development funding was approved to expand dual enrollment opportunities for secondary students, including on-site options for regional CTE centers. A State Dual Enrollment Advisory Board continues to coordinate and increase dual enrollment opportunities for VT students.

As we implement broader programs of study to cover grades 9-14, it requires greater collaboration of sending high schools and regional CTE centers. VT DOE has supported these initiatives through technical assistance and leveraged funding. State funded grants for Program Innovation have focused on the need for higher level skills and greater span of grade levels. Availability of our “Pre-Tech Foundations” programs for 10<sup>th</sup> graders has increased and pilot programs have been offered on site at sending high schools, allowing some regional centers to deliver programs outside of the traditional center system.

Other partnerships include:

- VT Associated General Contractor-implementation of a National assessment instrument (National Construction Career Test), delivery of professional development to Construction Cluster faculty, identification of Green Building/Design Competencies, sponsorship of Skills USA competition, Construction Career Day with emphasis on non traditional recruiting.
- VT Chamber of Commerce-collaboration with the Chamber and their VT Hospitality Management Councils and Hospitality Management Education Foundation, and the New England Culinary Institute, hosted

Pro Start activities, participated in Skill Standards alignment and endorsement,

- Vermont Automotive Dealers Association-assisted in the final development and implementation of the VT DOE approved assessment for Auto Technology programs throughout the State. This instrument consists of over 600 test items and 18 practical skills scenario assessments in the General Service Technician curriculum
- Regional Technology Strategies Inc.-prepared initial proposal to study Vermont's economic clusters in Agriculture/Natural Resources in collaboration with the VT Agency of Agriculture and the VT Sustainable Jobs Council. The actual study is scheduled for completion in February 2010 and is expected to provide specific directions for VT educational program of study development aligned to the future of VT's agriculture/natural resources workforce needs.

❖ Serving Individuals in State Institutions

The Department of Corrections received Perkins funding to support technical education programming at a number of correctional facilities in the State. The Community High School of VT operates as an accredited independent high school in our correctional facilities, delivering training and education leading to high school completion and employment.

❖ Special Populations

Perkins funds were used to employ licensed Special Populations teachers at our regional centers. These specialists assist in the appropriate placement of special needs students and in their ongoing support for successful participation in their CTE programs.

The department drafted guidelines to resolve difficulties with admission practices that could have negative consequences for enrollment of special populations. The VT DOE CTE Coordinator continues to collaborate with the State's Career Start Team, providing multi-agency opportunities in support of Vermont's special population students.

Technical Assistance

VT DOE consultants work closely with career cluster teachers, center directors, guidance personnel, coop personnel, adult coordinators, and special needs instructors to assist them with the implementation of improvement practices.

The CTE Coordinator at VT DOE offered numerous workshops during the reporting year to inform and support sub recipients with the Perkins IV

accountabilities. Regional professional development days as well as center-wide seminars were provided to coordinate activities in support of the implementation of technical skill assessments, integrated academics, community engagement and postsecondary transitions.

## **Permissive Uses of Funds**

### ❖ Improving Career Guidance and Academic Counseling Programs

The Department supported the “Career Pathways” conference with the Vermont Student Assistance Corporation, designed to promote career awareness and counseling in pathway programs with rigorous academics and postsecondary transitions. The coordinator of CTE Professional Development became a member of the State Guidance Consortium and has been instrumental in creating opportunities for engagement between middle school and high school guidance with the CTE community.

### ❖ Support for Entrepreneurship Education and Training & Support for All Aspects of the Industry

VT DOE is a partner in the National Consortium for Entrepreneurship and has endorsed the use of these competencies in Programs of Study in Business Cluster as well as in the fulfillment of incorporating the “All Aspects of the Industry” competencies. During this program year, training and certification workshops were offered to provide teacher certification in entrepreneurship for implementation in Programs of Study.

### ❖ Improvement and Development of New CTE Course

The Department supported the implementation of new programs in Public Safety, Alternative Energy/Electricity and Information Technology. VT DOE participates on the national board of the National Partnership for Careers in Law, Public Safety and Corrections and the National Entrepreneurship Consortium. As mentioned earlier in this document, the VT DOE engaged in skill standards development for Entrepreneurship to address “All Aspects of the Industry” in all Programs of Study.

### ❖ Development of Valid and Reliable Assessments of Technical Skills

VT DOE continued rigorous activities in the development and implementation of CTE Technical Skill Assessments. These included:

- Implemented the new VT General Service Automotive Technician Program Assessment with the assistance of the VT Automotive Dealers Association. Utilizing scenario assessments and a 600+ test

item bank, the CTE office deployed the new assessment as a common State DOE assessment to all regional centers offering Automotive programs.

- Culinary Arts/Professional Foods faculty implemented the VT DOE common assessment in Culinary. This instrument was developed with engagement and endorsement of the VT Chamber of Commerce, VT Hospitality Management Council and the NE Culinary Institute.
- Faculty from all business clusters programs

❖ Supporting Occupational and Employment Information Resources

VT DOE established State definitions for High Skill and High Wage or High Demand Occupations in Vermont. VT DOE compiled valuable data regarding Vermont's high skill, high wage and high demand occupations in collaboration with the VT Department of Labor. This extensive project provided regional career centers and postsecondary sub recipients with critical employment and wage data for program planning and career counseling purposes.

We are investigating how this data could incorporate in to the new Longitudinal Data System in the future.

## **B2. Progress in Developing and Implementing Technical Skill Assessments**

### 1. Current State of Assessments

Beginning in 2006, VT DOE began addressing the Perkins IV requirement of States to measure technical skill attainment through a multi-faceted plan. Approved CTE programs could assess student proficiency through the use of the following:

- VT DOE approved industry recognized certification which measured appropriate scope of the program's standards and included a valid/reliable assessment instrument.
- State of Vermont certification or license required for the career field
- Third party developed and VT DOE approved assessment instrument
- VT DOE developed assessment instruments, validated by a recognized business/industry organization or group appropriate for the CTE program area.

During this program year, VT DOE implemented State developed and approved common assessments in Automotive, Culinary, Carpentry programs. Additionally, VT DOE approved the use of 3<sup>rd</sup> party assessments such as State Licensure Exams in Nursing, Cosmetology and Electrical programs. A total in excess of 700 concentrators participated in these assessments.

The table below summarizes VT DOE Technical Skill Assessment Plan status and projections.

<b>Vermont CTE Technical Skill Assessment 2009</b>		
<b>Program Area</b>	<b>Assessment Strategy</b>	<b>Timeline</b>
Health-Nursing	Utilize LNA State License	Implemented
Carpentry	Utilize National Construction Careers Test (NCCT)	Implemented Spring 2009
Cosmetology	Utilize State Cosmetologist License	Implemented
Automotive Technology	Vermont DOE developed General Service Technician Automotive Assessment	Implemented Spring 2009
Culinary Arts	Vermont DOE developed Culinary Arts Assessment	Implemented Spring 2009
Business Management Finance Marketing	Conducted skill standards review	Completed Fall 2008
	Blueprinting of program standards	Completed Spring 2009
	Final agreement on program standards	Completed Fall 2009
	Proposed implementation	Spring 2009
Information Technology	Secondary-Postsecondary Alignment	Completed November 2009
	Validate IT skill standards, curriculum alignment	January 2010
	Create new program of study design	Summer 2009
	Test item development	Fall 2009
	Implementation of assessment instrument	Spring 2010
Health Sciences	Secondary-Postsecondary alignment	January 2010
	Blueprint Standards	April 2010
	Implement Assessment	May 2011
Agriculture & Natural Resources	Secondary-Postsecondary alignment	January 2010
	Blueprint Standards	April 2010
	Implement Assessment	May 2011

## 2. Estimated Percent of Student Concentrators

At present, we have implemented assessments in 5 secondary program areas, representing approximately 13% of the student concentrator population. We are in the process of implementing additional assessments in program areas which, by June 2009, would increase this figure to approximately 23%.

The proposed assessment development for June 2011 would encompass a student concentrator population of over 38% participation rate.

### 3. State Plan to Increase Participation and Coverage

Due to the nature of Vermont's shared time regional CTE center system, it was determined that most commercially available assessments did not align well with the depth of Vermont CTE programs. Typical of many small States, Vermont's volume of students is quite small compared to most other States. The capacity to address the measurement of technical skill attainment in a timely manner will be challenged if Vermont did not investigate all available resources.

Within New England, there are a number of multi-State DOE initiatives which we will strengthen and build upon over the next year. Vermont, New Hampshire and Rhode Island collaborate in the use of the New England Comprehensive Assessment Project (NECAP), our NCLB State Assessment.

These States with the addition of Maine have formed a High School Transformation collaborative to "transform secondary education for the 21st century." The CTE staff have been involved in this collaboration and have discussed collaboration in support of Program of Study development and assessment resources.

See # 2 above and the related table regarding Vermont's planned assessment development and implementation.

### **B3. Implementation of State Program Improvement Plans**

#### POSTSECONDARY INDICATORS OF PERFORMANCE

Postsecondary indicators were met at the Statewide level except for 5P1 Non Traditional Participation. The target was 18.5% and our actual performance level was 16.09, 0.51 short of 90% of the target. In many categories, Vermont numbers (N) are quite small. The difference in reaching this target is 5 students. Each of our sub recipients achieved 90% or more of their target. We will continue to require services for non traditional students at our postsecondary institutions, specifically addressing sub groups with identified performance gaps such as Gender (male).

While the State performance in the other Federal Performance Indicators met or exceeded the target, we have identified student sub groups that did not fare nearly as well. Sub recipient improvement plans will emphasize these sub groups for performance improvement activities and services. Note: These numbers are mostly quite small (less than 11) and may not be statistically significant but nevertheless will be noted for local activities.

Our approach for improvement of these performance levels and the identified sub groups is to work with the postsecondary sub recipients in these areas. Since Vermont only has two postsecondary sub recipients, the data is quickly disaggregated and both institutions can address these issues on the campuses, within their local improvement plans.

Person Responsible: John Fischer, Director of Secondary Education Support and Improvement, VT Department of Education

## SECONDARY INDICATORS OF PERFORMANCE

*Note: While Vermont met or exceeded most State Performance Levels for this reporting year, we realize that the future is challenging. The FAUPL targets set by OVAE for the next reporting year are substantially higher, particularly in Mathematics performance.*

Vermont met all Secondary performance indicators except 1S2, our New England Common Assessment Program-Math (NECAP).

Due to the timing of the NECAP assessments in grade 11, measuring end of grade 10 student proficiency, CTE students are just beginning their CTE program. Academic proficiency measured at this time is a reflection of pre-CTE academic achievement. Improvement activities will need to focus on 9<sup>th</sup> and 10<sup>th</sup> grade strategies and will be differentiated by State initiated activities, secondary sending school activities and regional CTE center activities. While regional CTE centers are required to foster collaborative relationships and course development aimed at improving student preparedness to enter CTE 11<sup>th</sup> grade programming, the actual results of these collaborations may vary by the readiness and willingness of all partners. Regional CTE center sub-recipients are also encouraged to develop and implement plans to promote academic gain of students within the CTE programs in grade 11 and 12 in order to achieve college/career readiness. These efforts will likely be more fruitful within the CTE regional center and will provide a smooth transition for students to the workforce or to postsecondary. Thus the more productive efforts to improve “end of 10<sup>th</sup> grade” academic proficiency will rest with the VT DOE and the administration of the secondary sending schools.

Towards this end, VT DOE has implemented the following improvement strategies:

- A revised procedure for identified high schools to include CTE regional centers in the development of improvement plans.
- Development of tools for secondary schools and regional career centers such as a diagnostic test item database aligned to the VT Grade Expectations for academic performance.
- CTE performance data will be disaggregated by sending high school to identify gaps in student performance areas. This data will be used by VT DOE school support and improvement staff to monitor and assist high schools in addressing these performance issues.
- Proof of concept models that have shown promising results will be scaled for Statewide implementation. For example, 11<sup>th</sup> grade use of NECAP sample test items for use in preparation for the NCLB assessment, results of surveys of 11<sup>th</sup> graders following NECAP to plan improvements, 11<sup>th</sup> grade advisory groups staffed with math faculty to provide daily small group learning in preparation of the assessment.

While most of our disaggregated categories of students are small N's, there are some gaps nevertheless that we will address as a State. While we are prohibited by the State of Vermont to report numbers less than 11, the table below represents a summary of the areas where small numbers of student sub groups showed gaps in performance.

Special Note: Effective March 2010, the VT DOE will complete the initial phase of the reorganization of the Department’s divisions. A new division for Secondary Education Support and Improvement will be formed to focus on secondary/CTE improvement strategies in a collaborative and sustainable manner. The focus of this division will be to support all Vermont students in achieving “college and career readiness”. This new approach will integrate CTE and high school improvement strategies and will more effectively address Vermont’s CTE shared-time, regional model. The State Director for CTE will be the new Division Director.

Person Responsible: John Fischer, Director of Secondary Education Support and Improvement, VT Department of Education

	Sub Group Performance Gaps	Improvement Strategies	Timeline
<b>1S1</b>	Males, ESEA/IDEA, LEP	VT DOE will include these sub groups in the Departments Student Support and Improvement initiatives with sub recipients and their sending high schools. See note above regarding VT DOE reorganization and proposed strategies.	<ul style="list-style-type: none"> <li>o Reorganization Implementation March 2010</li> <li>o Design of Concept August 2010</li> <li>o Proof of Concept Implementation-PY 2010</li> </ul>
<b>1S2</b>	ESEA/IDEA		
<b>2S1</b>	Males, ESEA/IDEA		
<b>3S1</b>			
<b>4S1</b>			
<b>5S1</b>	Single Parents	VT DOE will include these sub groups in the Departments Student Support and Improvement initiatives with sub recipients and their sending high schools. See note above regarding VT DOE reorganization.	<ul style="list-style-type: none"> <li>o Reorganization Implementation March 2010</li> <li>o Design of Concept August 2010</li> <li>o Proof of Concept Implementation-PY 2010</li> </ul>
<b>6S1</b>			
<b>6S2</b>	Males	VT will include this sub-group in a comprehensive career planning initiative focused on middle school and early high school career awareness and planning activities. This initiative will be a collaborative project with VT DOE, VT Student Assistance Corporation, the State College System and State Guidance Collaborative.	<ul style="list-style-type: none"> <li>o Design of Concept-April 2010</li> <li>o Proof of Concept Implementation-Fall 2010</li> </ul>

#### **B4. Implementation of Local Program Improvement Plans**

##### Local Recipient Data-Secondary

A total of ten secondary sub recipients failed to meet at least 90% of one or more performance indicators. The table below illustrates the Secondary recipients, the performance indicator(s) not met and the sub groups where gaps have been identified. Improvement plans will be required of these sub-recipients to address these gaps in performance.

## Secondary Sub Recipient Local Performance Summary

X=Failed to Meet 90% of Target

CTR	1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2	Sub Groups
800									
<b>804</b>			X						Males, Economically Disadvantaged, Single Parent, Limited English Proficiency
<b>805</b>			X						Males, ESEA/IDEA, Non Traditional
<b>806</b>			X						ESEA/IDEA, Economically Disadvantaged
807									
<b>815</b>		X	X						Males
<b>077</b>	X	X	X	X				X	All Students
809									
<b>812</b>		X							Females, ESEA/IDEA, Limited English Proficiency
808									
810									
<b>802</b>			X					X	All Students
<b>814</b>			X						Males, Non Traditional
813									
811									
<b>801</b>								X	Males
<b>803</b>			X						All Students

### Local Recipient Data-Post-Secondary

One postsecondary sub recipient did not meet their performance target for 5P2. The recipient will be required to submit and improvement plan for this indicator. The non-traditional completion target was 22.5% while the actual performance was 15.24%. A sub group, Gender (female), has been identified as a performance gap.