

Consolidated Annual Report, Program Year 2015 - 2016 Vermont

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Yes. The state of Vermont used Perkins funds to pay for staff time to develop and enhance an existing data collection system and to pay for staff time to contribute to planning for data collection under the state-wide longitudinal data system that is under development.

Consolidated Annual Report, Program Year 2015 - 2016

Vermont

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Vermont State Board of Education rule requires evaluations of schools (including regional CTE centers) every 5 years. The New England Association of Schools and Colleges (NEASC) performed evaluations of two centers in Vermont during the PY. The evaluations of the CTE centers combine a program evaluation, based on CTE program standards of VT Agency of Education (AOE), with a monitoring and compliance review of the recipients' local application activities. The regional center must respond to the required improvements and/or corrective actions defined in these reports.

This program year six of 17 regional centers worked with Southern Regional Education Board's (SREB) Technology Centers That Work (TCTW) program. Part of this work involved and will continue to involve evaluating available CTE student performance data and supplementing that with baseline measures of student and staff attitudes. The data are used to create a continuous improvement plan. The Agency of Education used Perkins funds to provide access to the mathematics design collaborative and the literacy design collaborative, both programs through TCTW. The Agency of Education intends to continue as a state member in PY 2017 so that more resources will be available to the centers that engage in the TCTW program.

Vermont requires each center to submit an annual self-assessment and improvement planning process as part of their annual Perkins application. The improvement plan compels the centers to compare each CTE program performance data to the state thresholds, Federal Perkins performance targets, and to State Board of Education rules. Areas that a center identifies as not meeting the standard require an improvement plan.

Funding needed to implement the improvement plan is prioritized by the centers in their local plan submissions. This analysis includes disaggregation of data to identify special populations in need of additional support, and requires plans to address the needs of those special populations.

Centers submit a mid-year report which is the point at which technical assistance can be given if it appears as though the center is off-plan. Centers submit an end of year report.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Vermont AOE administers a State-funded Equipment Replacement Fund. Each CTE center receives an allocation each year. The goal of the fund is to assist in the purchase, replacement or upgrade of equipment and technology. Technology purchases can include new or replacement computer labs, mobile computing carts, SMART boards, to virtual classroom tools like a virtual welder or a virtual heavy equipment simulator.

Vermont's 2012-2015 "Educational Technology Plan" supports various models of technology for personalized learning including one-to-one computing. Some centers have decided to implement components of the Educational Technology Plan by providing iPads for every student and by training teachers on how to best utilize this opportunity for personalized learning.

Perkins Reserve grants issued in PY 2016 served again to strengthen STEM/Engineering programs through technical equipment purchases (i.e. Robotics, 3D printer, CNC machine, etc.). The Agency of Education is interested in encouraging the use of maker spaces in CTE centers as resources for general education teachers and in furtherance of our policy of personalized/proficiency based learning. The Agency of Education used funds to support attendance by CTE teachers at the conferences that are geared towards assisting teachers integrate technology into their classrooms.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Vermont has an alternative licensure program for CTE teachers that uses SREB curriculum. This program is linked to the BA/MA degree programs so CTE teachers can easily transfer credits. All positions required by statute and State Board of Education rule (e.g. directors, co-op coordinator, guidance coordinator, special populations coordinator, adult technical education coordinator) maintain professional associations that meet on a monthly basis. These meetings are generally attended by a representative from the CTE workgroup at the Vermont Agency of Education.

The CTE Workgroup at the Agency of Education expanded the number of teacher topic area groups that met. In PY '17 the Agency of Education and VACTED intend to meet in a more focused and intentional way with target program area teachers to focus on instructional improvement and development of programs of study and identification of rigorous industry recognized credentials. The goal of these meetings is to inform the teachers about new and upcoming policy changes and to empower the teachers to work collectively to further develop their programs of study and expand opportunities for students.

As part of the state's improvement plan for 1S2, Vermont contracted with the National Research Center for CTE and partnered with Castleton University in Rutland, VT to offer Math-in-CTE training/curriculum development during the summer of 2015 and throughout the school year. The program required 10 days in person and additional contact through asynchronous online interactions. All construction trades teachers were required to participate with a math teacher partner. Teachers that participated were able to receive graduate or undergraduate credit for their work.

The state also engaged in additional efforts to connect middle and high school academic teachers with CTE teachers in agriculture related programs to help the academic teachers understand the context for some of their teaching, and to assist the CTE teachers in incorporating more rigorous academics into their programs.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

Support was provided for the non-profit organization Vermont Works for Women to provide activities for females to explore careers in fields non-traditional to their gender. Vermont Works for Women conducts an annual conference called "Women Can Do!" This conference reaches over 500 female students in grades 9-12 and is intended to expose girls to career opportunities in high-skill, high wage, high demand occupations and to support girls who are already enrolled in non-traditional programs in the tech centers.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Support was provided for the non-profit organization Vermont Works for Women to provide activities for females to explore careers in fields non-traditional to their gender. Vermont Works for Women conducts an annual conference called "Women Can Do!" This conference reaches over 500 female students in grades 9-12 and is intended to expose girls to career opportunities in high-skill, high wage, high demand occupations and to support girls who are already enrolled in non-traditional programs in the tech centers.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Technical assistance is generally provided in person or via telephone.

Technical assistance was provided to CTE directors and staff in the development of Perkins Plans and Program Innovation Grants to advance programming priorities that are aligned with six priority sectors of Vermont's economy.

Technical assistance was generally provided on the development of new programs of study, and on the evolution of existing programs/program of study. TA was provided with relation to dual enrollment and articulation agreements at the post-secondary level; on compliance with civil rights laws and the development of voluntary correction plans; on the selection and approval of industry recognized credentials.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

42149

Number of students participating in Perkins CTE programs in state correctional institutions:

317

Describe the CTE services and activities carried out in state correctional institutions.

The Department of Corrections received Perkins funding to support technical education programs in all correctional facilities across the State. The Community High School of VT (CHSVT) operates as an accredited independent high school in our correctional facilities, delivering training and education leading to high school completion, industry certification, and/or employment. Perkins funding supports the high schools construction, safety, and fabrication programs through National Center for Construction Education and Research curriculum and standards, auto technician and small engines through National Automotive Technician Education Foundation and Automotive Service Excellence curriculum and standards, and agriculture/culinary farm to plate program through National Restaurant Association and UVM Master Gardener curriculum and standards. Through Perkins funding, CHSVT, continues to enhance programing and maintain industry standards which allows for increased opportunities for students and collaboration with regional CTE Centers in the state.

Part II: State Institutions Serving Individuals with Disabilities**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

NA

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

No

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

Yes

Each year the Vermont Legislature allocates approximately \$200,000 to a program innovation fund for career technical education programs. The Agency of Education uses this money in conjunction with Perkins Reserve funds to encourage development of new programs of study or the evolution of existing and out-dated programs. The projects range from development of programs in Hospitality and Tourism, Diversified Agriculture, and Mechatronics to implementation of Product Design and Robotics programs.

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Yes

Vermont residents of any age who have not graduated high school are entitled to participate in career technical education programs in their regional technical centers. All regional technical centers receive Perkins funds. Because of the entitlement, adults and school dropouts are the beneficiaries of Vermont's Perkins funds.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

Consolidated Annual Report, Program Year 2015 - 2016

Vermont

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

CTE centers in the state make use of academic teachers that are solely employees of the centers or that are shared with the attached high school. These teachers work in the classrooms to deliver relevant integrated academic content.

Vermont supports regional centers who wish to participate in the Technology Centers That Work (TCTW) program. This program through Southern Regional Education Board provides professional development for teachers related to the integration of academics in the CTE programs. All centers are being encouraged to sign on with TCTW. Notwithstanding all other goals, the primary objective of this initiative is to provide additional supports to the CTE centers in Vermont in the development, review, and implementation of the actions the centers need to take to ensure they are producing graduates who will be leaders in high-wage, high-demand fields.

In this program year, Vermont utilized the Math-in-CTE model to train construction trades teachers to help them improve their confidence and competence at integrating, enhancing, and teaching the math that already exists in the curriculum.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

The Agency of Education included representatives from Perkins eligible and in-eligible institutions in end of program performance assessment development meetings to help them understand the goals of the portfolios and to advise teachers in setting higher standards for the portfolios. The goal is to have the portfolios assist in the post-secondary institution's process of recognizing student performance and achievement by awarding for it.

The Agency of Education contracted Vermont Sustainable Jobs Fund to utilize the employer and educational resources of the Farm to Plate network to create a community of practice between middle school, high school, and CTE agriculture teachers. The goals of this community were to share best practices for application of science concepts in an agriculture related classroom setting, and to learn about the Next Generation Science Standards.

The New Skills for Youth project afforded us the opportunity to convene state agencies and the state workforce development board as a starting point to discuss and plan for the future of CTE and career readiness in Vermont.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

No

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Activities which support development of articulation agreements are included as part of the responsibilities of CTE consultants within the Agency of Education. Consultant salaries, or parts thereof, are funded through Perkins. Perkins funds were also used to facilitate dual enrollment opportunities for students in CTE programs.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Vermont supports CTSOs in two different ways: 1) the Agency of Education contributes state money to fund the Executive Directors of the four CTSO that operate in Vermont. 2) the VACTED consortium pools a portion of Perkins funds to enable student participation in CTSOs.

The pooled funds are used to pay for conference space rentals and supplies needed for state-wide conferences for four CTSOs that are integrated into the curriculum of CTE programs in Vermont.

CTSO participation is a required component of any new program approval. CTSOs are available to all students who wish to participate.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

No

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

No

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Vermont committed \$300,000 (\$200k of which were state funds) to fund several program innovations. These funds are made available based on priority area. Vermont's identified priority sectors/clusters are: Travel/Tourism and Business Systems (culinary, hospitality, accounting, management, entrepreneurship); Manufacturing/Engineering (STEM); Construction/Green Building & Design; Local Food Systems, Natural Resources (sustainable food and value added systems, forestry); Information Technology (networking, website design); Health/Medical.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

The VACTED consortium contributes funds toward the mentor program which assists individuals making the transition from business and industry to career and technical education. All teachers that make the transition are involved in the mentor and new teacher training program.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No