

Consolidated Annual Report, Program Year 2017 - 2018

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

The State of Vermont used Perkins funds to pay for staff time to support and enhance an existing data collection system and to pay for staff time to contribute to user acceptance testing of the state-wide longitudinal data system that is under development. Some staff time was paid from Perkins funds to initiate exploratory conversations with Vermont Department of Labor on data matching protocols, and to support testing and final stage implementation of the CTE specific data portions statewide longitudinal data system.

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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. Perkins program and fiscal monitoring continued during this program year from last year and will continue with a more targeted approach in subsequent reporting years.

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.

During the 2017-18 year, the Agency of Education started developing Perkins specific applications using a new grant management platform. As a result of the new grant management platform and the design of a new Perkins local plan application we were able to address concerns from OCTAE's 2016 monitoring visit. We are now able to incorporate historic performance data for each applicant in their application.

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.

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 teacher preparation program for CTE teachers that uses SREB curriculum. Vermont's 17 regional CTE centers fund the CTE teacher preparation program through a consortium. 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 Agency of Education.

The technical center administrator's association (VACTED) convenes CTE teachers by topic area at least twice a year. The goal of these meetings is to create professional networks and to engage teachers at a state-level for maximum impact with program changes, and connections with post-secondary programming via dual enrollment or articulation agreements. Teachers collectively identify their professional development needs and the State is involved to troubleshoot and assist in other issues that may arise.

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.

In June, 2018 the Agency of Education released additional additional guidance for sending school special education teams to help ensure students with disabilities are appropriately placed in a range of learning environments, including CTE 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/career pathways. 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:

925

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

Community High School of Vermont (CHSVT) provides opportunities in National Construction Education and Research (NCCER) and National Restaurant Association Educational Foundation (NRAEF) curricula. In addition, we provide OSHA and First Aid/CPR training. These programs enhance CHSVT's ability to provide industry recognized credentials (IRC's) in broad workforce readiness skills that are sought by current Vermont economic development projects and Vermont employers. These programs are stepping stones for CHSVT students to go on to post-secondary education and employment in specific trades.

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 federally funded projects were to develop a medical professions program, and a programming and computer science program; the state funded programs included developing introductory courses in Agriculture, STEM, and to expand an existing introductory/exploratory course offering.

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

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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.

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 career pathway/program of study development in construction, advanced manufacturing, and computer science/cybersecurity

In the construction realm, the AOE coordinated with the Vermont Talent Pipeline Management project, to engage employers in the construction industry, to have them review and endorse the NCCER core curriculum and ultimately these employers made commitments to recognize the credential in a number of ways. For the first time ever, the construction programs across the state are teaching the same curriculum and working on having students earn the same credential, and employers know what to look for.

Our state-funded career pathways coordinator has also held meetings with secondary and post-secondary institutions, and facilitated meetings between educational institutions and employers in advanced manufacturing and cybersecurity. The purpose of these meetings is to identify employer desired competencies in order to develop a state-wide program of study in those areas.

The State CTE Director also serves on the State Apprenticeship Council, and a newly created inter-agency apprenticeship team, supported by a grant from the US DOL. The work of the team is to increase our understanding of apprenticeships in order to increase apprenticeship offerings in the state. The State CTE Director also served as co-chair of a training and credentialing workgroup of the State Workforce Development Board.

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 CTSOs that operate in Vermont. 2) the CTE administrator 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?

Yes

Vermont supported partnerships by paying for some staff time to develop resources for work-based learning, including registered apprenticeships and cooperative education to help standardize school level implementation of work-based learning.

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?

No

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

Yes

Perkins funds paid for staff time to provide technical assistance to the Vermont Department of Labor's Labor Market Information division. The TA was provided to help them understand the CTE regions. The end result was that the DOL is now publishing labor market projections by CTE center region. This will assist local administrators better understand where the needs and opportunities are in their communities so that CTE programs can be designed and offered to help meet those needs.