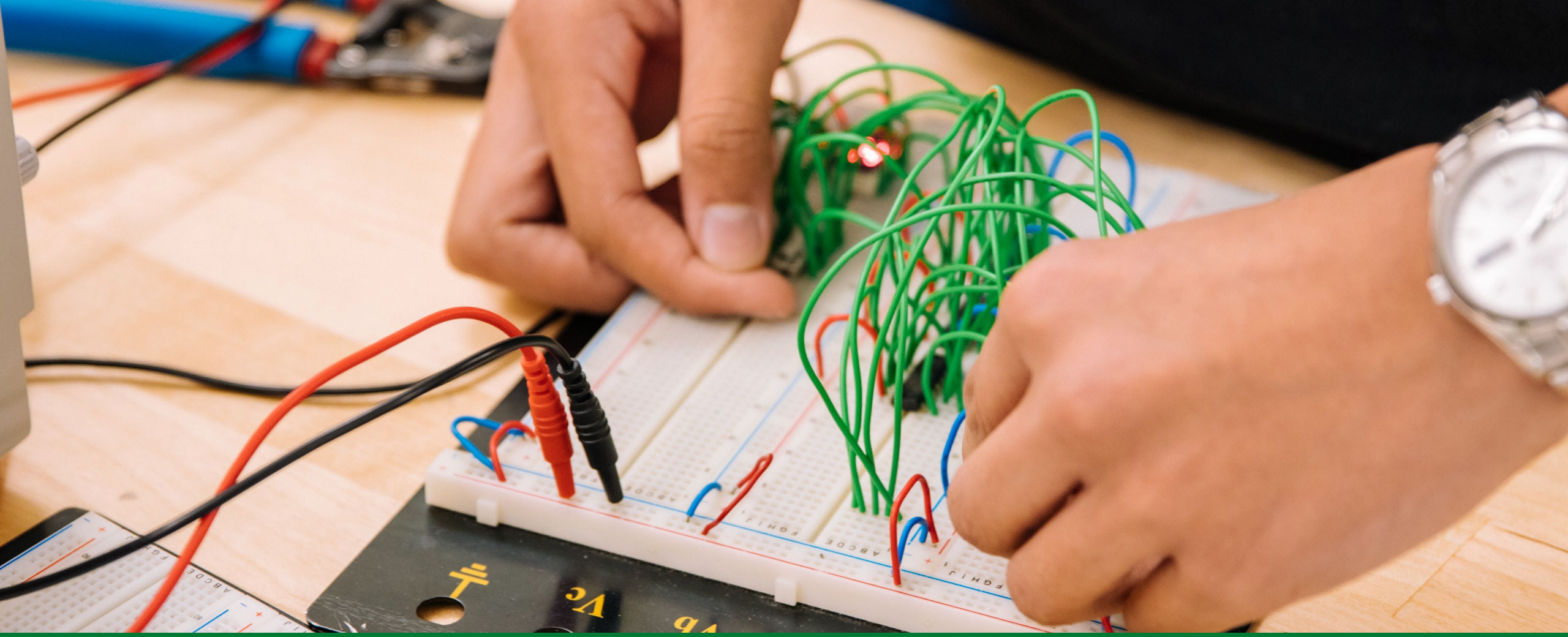


Reimagining Career Technical Education

March 11, 2026

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National Context

Governance Models in Other States

- **3** states (including VT) deliver CTE using a regional system
  - In Vermont the regional system contains 3 different models including: CTE Centers operated by a local school board, comprehensive high schools, and Regional Career Technical Center School Districts
- **21** states deliver at the district level
- **26** states use a mixed model combining district based and regional CTE delivery
  - ✓In these scenarios districts join together to offer CTE across their districts (often in areas of the state with scattered population or many small districts unable to fund robust programs)
  - ✓Another approach is a statewide regional governance structure for schools that takes on the role of overseeing CTE in all or some cases (**what AOE has proposed**)
- **Data Source**: Funding and Governance Study (page 12)

Governance Models by State

Table 3. Governance Model by State

CTE Governance Model	
District-based	CO, DE, FL, GA, HI, KS, LA, MD, MN, MS, MT, NE, NV, NM, NC, OH, OR, TN, WV, WI, WY
Regional-based	ME, NH, VT
Mixed	AL, AK, AZ, AR, CA, CT, ID, IL, IN, IA, KY, MA, MI, MO, NJ, NY, ND, OK, PA, RI, SC, SD, TX, UT, VA, WA

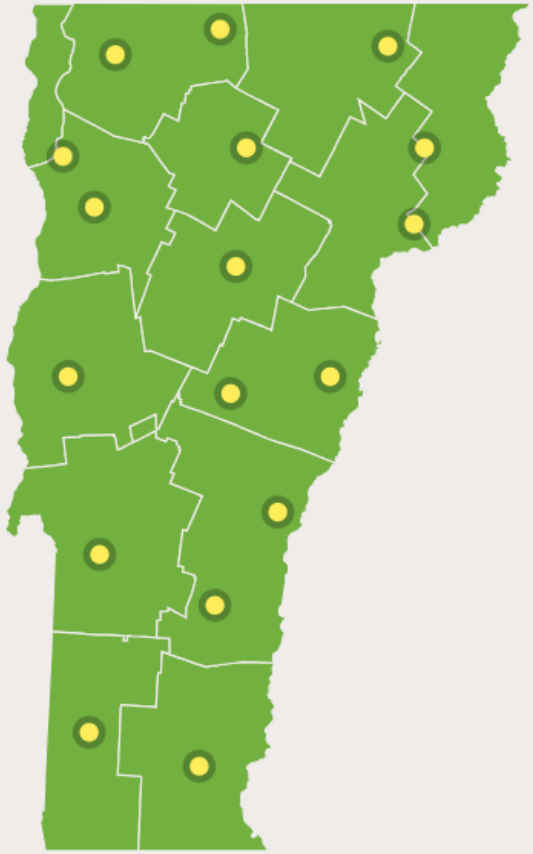
Funding Models in Other States

- Among the 45 states that provide state funding for CTE through their school funding formula, the most common approaches include weighted funding within the state's education funding formula, categorical funding, unit-based funding, and reimbursement.
- **Data Source**: Funding and Governance Study (page 15)

Table 4. Funding Approach by State

Funding Approach	States
Weighted Funding or Foundation Formula	AK, AZ, CA, IN, KS, FL, GA, KS LA, MA, MI, ND, NM, NY, PA, SC, TX, VT, WA, WY
Categorical Funding	AR, CO, CT, HI, KY, ME, MA, MS, MT, NH, NJ, NV, RI, UT, VA, VT
Unit-based or Resource-Based Funding	AL, DE, ID, IL, TN
Reimbursement	IA, ME, MN, MO, NY, OK, VA
Other	NC (minimum district allocation and enrollment-based), WV (block grant)
No State Funding Specific to CTE in Formula	MD, NE, OR, SD, WI

Vermont CTE Current State



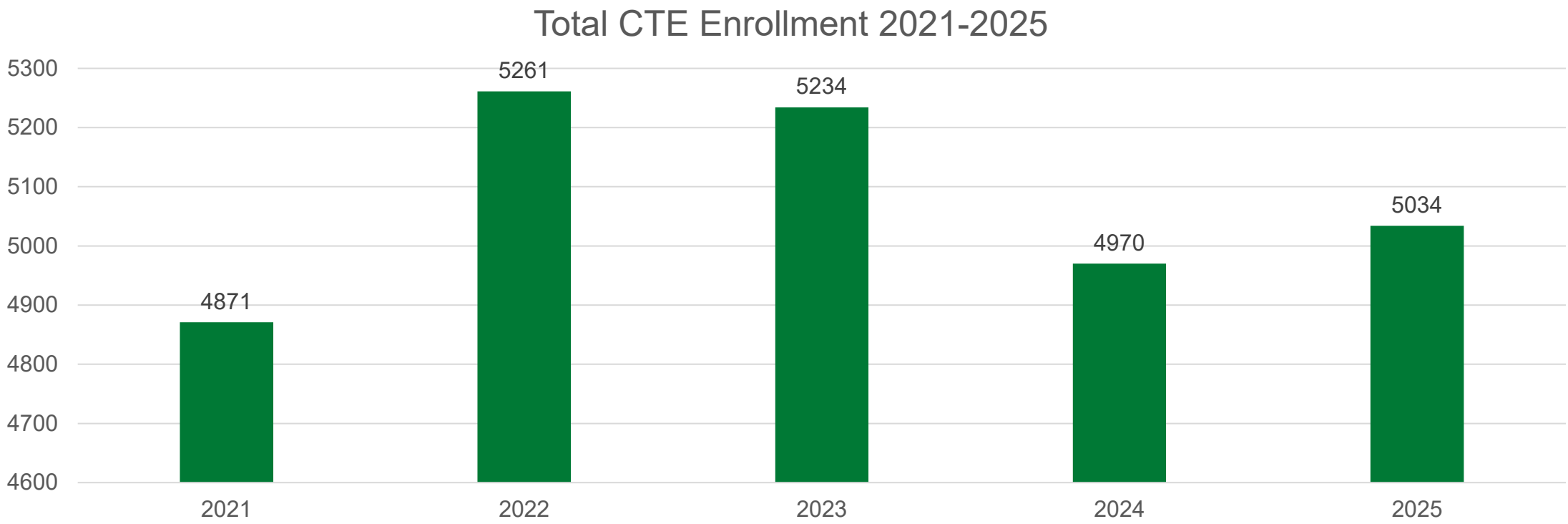
LOCAL LOCATIONS THROUGHOUT VERMONT

- → Burlington Technical Center
- → Center for Technology, Essex
- → Central Vermont Career Center
- → Cold Hollow Career Center
- → Green Mountain Technology & Career Center (GMTCC)
- → Hartford Area Career & Technology Center (HACTA)
- → Lyndon Institute
- → North Country Career Center
- → Northwest Career & Technical Center
- → Patricia A. Hannaford Career Center
- → Randolph Technical Career Center (RTCC)
- → River Valley Technical Center
- → Riverbend Career and Technical Center
- → Southwest Tech
- → Stafford Technical Center
- → St. Johnsbury Academy
- → Windham Regional Career Center

Current State

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Enrollment



Data Source: School District Redistricting Taskforce Database

Enrollment Patterns by Program Area

- The four clusters with the highest percentages of CTE student enrollment statewide are:
  - Architecture and Construction
  - Transportation, Distribution and Logistics
  - Health Sciences
  - Arts, AV Technology and Communications

- The four clusters with the lowest percentage of CTE student enrollment statewide are:
  - Marketing, Sales, and Service
  - Finance
  - Information Technology
  - Education and Training

- **Data Source:** Appendix B6 of the Recommendations Report

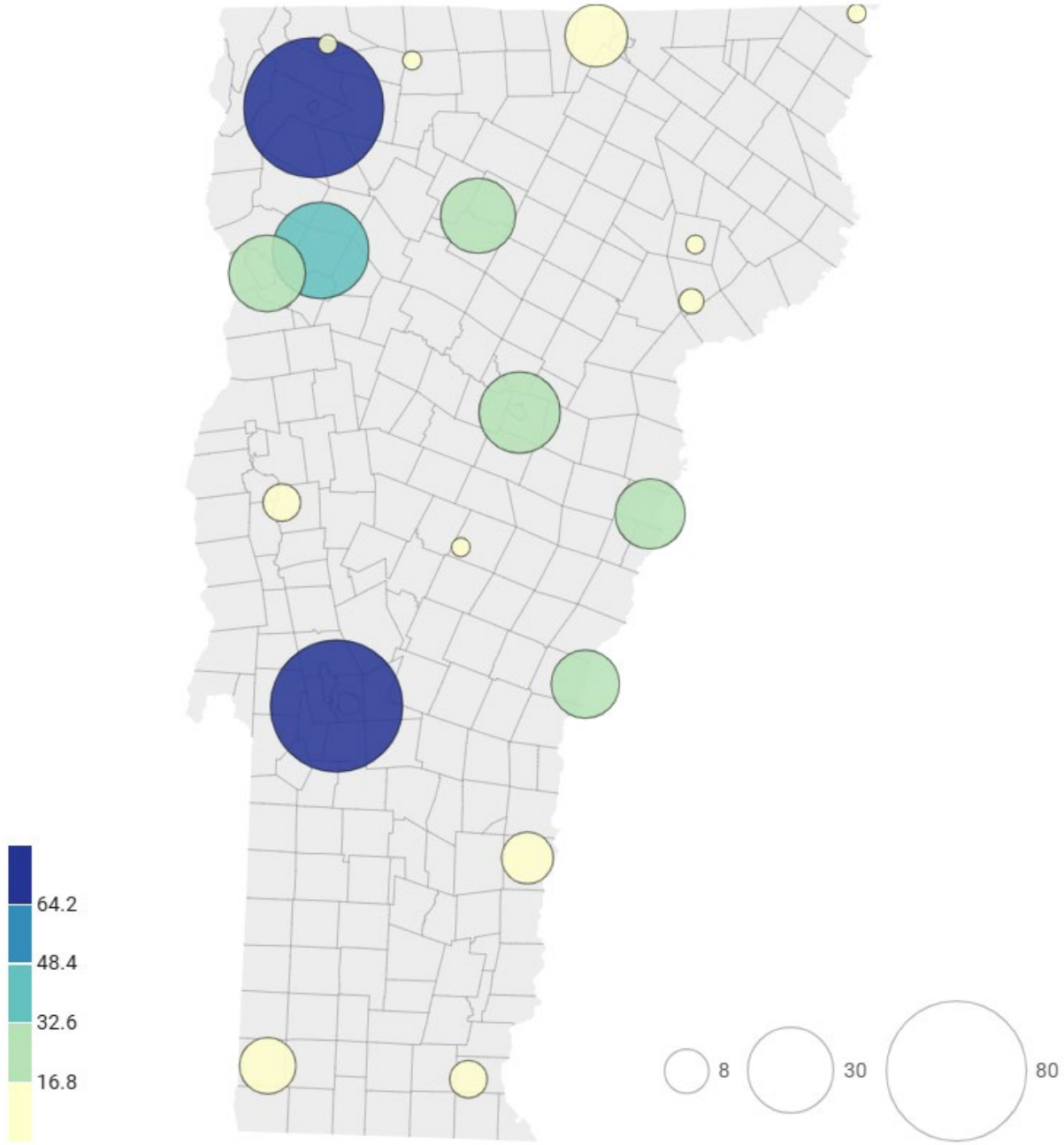
Program Waitlists

CTE Center	# of Students on Waitlists	# of Programs with Waitlists
Burlington Technical Center	23	6
Canaan Technical Center	0	0
Central Vermont Career Center	26	5
Cold Hollow Career Center	0	0
Essex Center for Technology	37	6
Green Mountain Technology Center	22	6
Hartford Area Career and Tech	18	2
Windham Regional Career Center	5	2
Lyndon Institute	0	0

Program Waitlists (con.)

CTE Center	# of Students on Waitlists	# of Programs with Waitlists
Missisquoi Valley	0	0
North Country Career Center	15	5
Northwest Tech Center	80	7
Patricia Hannaford Career Center	5	2
Randolph Career Technical Center	0	0
Riverbend Career Center and Tech	19	5
River Valley Technical Center	10	2
St Johnsbury Academy CTE	2	1
Southwest Vt Career Dev Center	12	4
Stafford Tech	71	15

Number of Students on CTE Waitlists by Location



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Salary Information

- The mean wage for teachers in Vermont is **$68,080** which is slightly higher than the mean wage for CTE teachers nationally which is **$67,610**
- Vermont CTE teacher salaries are higher than in neighboring states Maine and New Hampshire, but substantially lower than New York and Massachusetts
- CTE Centers are required to hire directors, each center determines its director's salary; salary assistance for directors is provided by the state
- The salary of CTE teachers, like other educators, is set locally; there is no state policy in this area.
- State Board Rules allow for a CTE with 5 or more programs and a 6 semester average enrollment of 150 FTE to offer salary assistance
- **Data Source**: Appendix B3 of the Recommendations Report

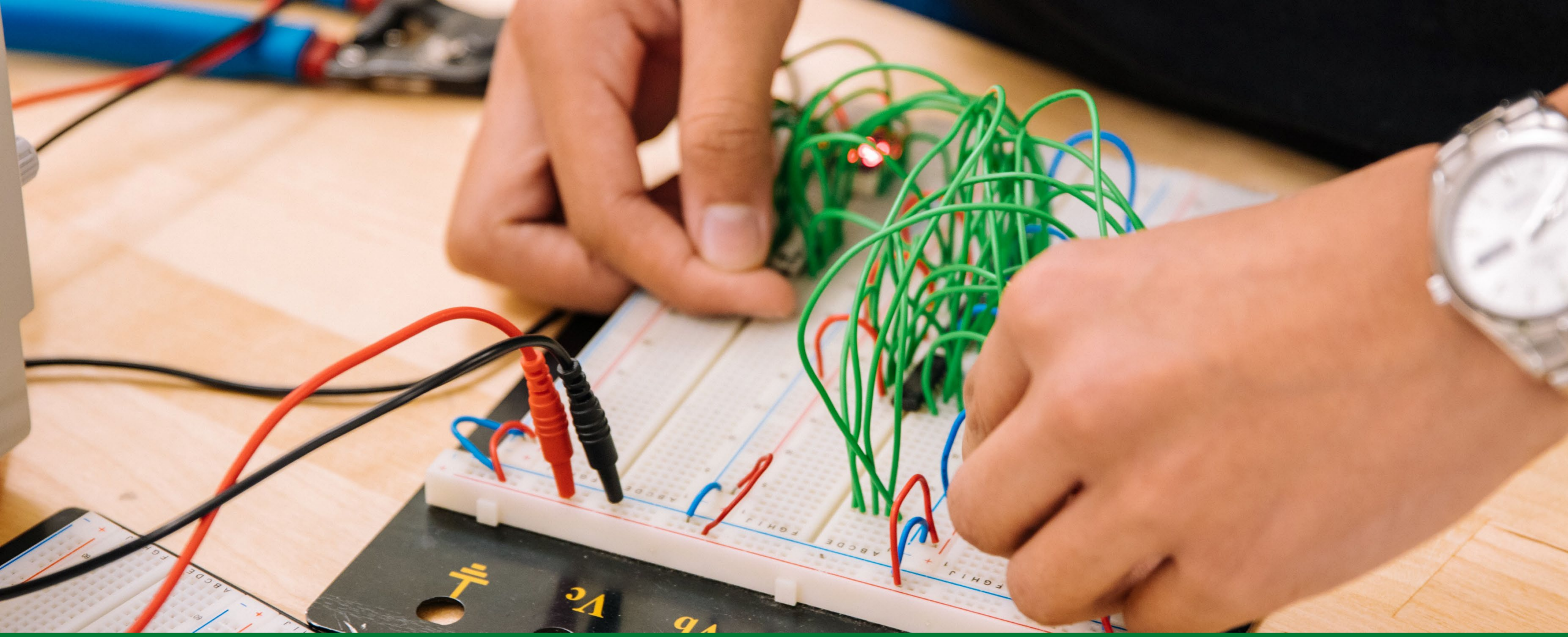
System Disincentives

- The tuition-based model can create a disincentive for schools to send students to CTE centers
- Difficulty attracting and retaining qualified CTE teachers, pay parity out of industry
- Economies of scale challenges in small settings
- Alignment issues between CTE centers and sending schools including calendars, daily schedules, and graduation requirements

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Education Quality Standards

- **Legislative Report:** Statewide Graduation Requirements Recommendations
- Due to the high variability of credit for CTE experiences, there was a clearly stated need from stakeholders for uniform credit attainment for CTE program of study completion that is required to be recognized by all sending high schools rather than only counting toward electives or creating an extensive additional set of requirements
- AOE recommends making technical corrections as needed to section 2383.3 of the State Board Rules to more fully recognize CTE learning as it aligns to content areas and sending high schools
- State Board Rules currently state that one content credit must be provided upon program completion of specified CTE programs (SBR 2383.3)
- This does not reflect current federal Perkins V program quality and student outcomes requirements and the rigor of Vermont's CTE program content



AOE Proposal to Achieve Universal CTE

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Timeline

The AOE's vision for reimagining CTE is informed by a multi-year collaborative process:

- **October 2022**: JFO contracted with Augenblick, Palaich and Associates, Inc. (APA) to conduct a study on the funding and governance structures of CTE in Vermont, as authorized in Act 127 of 2022
- **March 2023**: APA study recommended that Vermont adopt a regional governance structure or a single district for CTE
- **December 2023**: AOE contracted with APA to support the AOE in implementing its state plan to improve career technical education (CTE) in Vermont
- **February 2025**: Second APA study recommended that Vermont shift to a single CTE district to oversee CTE programs across the state
- **July 2025**: Act 73 signed into law, with a foundation formula that assumes funding for CTE in the base student amount and the intent to expand CTE opportunities
- **Fall 2025:** Ongoing refinement to the proposal based on input from the field and discussions in the 2025 legislative session

CTE Vision

Every Vermont Student, Ready for Life After Graduation

- Every student, regardless of geography can discover strengths and pursue interests
- Graduates prepared for college, careers, and life
- Learning is meaningful, hands-on, and connected to the real world
- Clear, supported pathways from school to adulthood

CTE as a Foundation, Not an Alternative Option

- CTE embedded in middle schools and high schools statewide
- Blended pathways: rigorous academics + applied learning
- Learning happens in classrooms, labs, job sites, and college campuses
- Students no longer forced to choose “academic” *or* “technical”

Establish State-of-the-art Regional Comprehensive High Schools

- Technical centers infused into the school experience itself
- Students no longer rely on physical proximity toa tech center to access high-quality learning

Equity Challenge

- Access to CTE tied to proximity to a technical center
- Inconsistent program quality and availability
- Transportation barriers limit participation
- Too many students miss early exposure and career exploration



Policy Framework



1. Statewide CTE Education Service Agency (ESA)
2. Quality, Curriculum & Accountability Framework
3. Middle School & Early High School Exposure
4. Integrated PK–12 Delivery Model
5. Statewide Funding for Universal CTE Access
6. Staged Transition & Implementation Timeline

1. Statewide CTE Education Service Agency

A Unified Delivery & Governance Backbone

- Education Service Agency (ESA) delivers high-quality CTE statewide
- Directed by the legislature, authorized by AOE; accountable for system quality
- Employs CTE educators and manages curriculum, PD, and oversight
- Oversees programs across centers, high schools, and middle schools
- Access no longer depends on geography or district capacity

2. Quality, Curriculum, and Accountability

Ensuring Rigor Everywhere

- Industry-aligned curriculum and credentials
- Program approval, review, and continuous improvement
- Professional learning and instructional coaching
- Coordinated student services and equitable access
- Statewide, sector-specific advisory boards

3. Middle School & Early High School Exposure

Early Exposure, Stronger Pathways

- Career exploration and applied learning begin in middle school
- ESA provides curriculum, training, and guidance
- Districts deliver exposure through the foundation formula
- Stronger career advising and navigation for students and families

4. Integrated PK–12 Delivery Model

CTE Where Students Are

- CTE infused into all high schools and middle schools
- Reduced reliance on stand-alone centers
- Shared planning for labs, equipment, and safety
- Coordinated transportation for work based learning, early college, credentials
- Regional partnerships with colleges and employers

5. Statewide Funding for Universal Access

Equitable, Predictable, and Transitional

- Unified statewide CTE appropriation
- Replaces fragmented tuition-based funding
- Program-driven budgets aligned to workforce needs
- Strategic use of Perkins and federal funds
- No new financial burden on local districts

6. Staged Transition & Implementation Timeline

A Staged, Responsible Approach

- Governance and quality first
- Infrastructure planning follows – buildings take time, students need access now
- Stability for students and educators
- Clarity for employers and partners

Implementation Timeline

Fall 2026: Legislature directs AOE to establish ESA

Fall 2027: ESA Executive Director hired

Dec 2027: Central office staffed; frameworks finalized

July 1, 2028: ESA “go-live” for CTE delivery

SY2028-29: Stand Up and Strengthen

- First unified statewide CTE budget
- Standardize quality and curriculum
- Improve equity, data, and student services
- Update programs using advisory board guidance



SY2029-30: Expand and Modernize

- Expand CTE exposure to grades 6-10 statewide
- Launch new and modernized programs
- Align credentials and postsecondary pathways
- Inform long term infrastructure planning

Alignment with Vermont Department of Labor

Throughout development of the AOE's vision for CTE, the VDOL has been a trusted thought partner on key aspects of the proposal, including but not limited to, the following areas:

- State Workforce Development Board and Sector Advisories
- Adult CTE
- Adult Education and Literacy (AEL)

Roles & Responsibilities

Role of State Board of Education

- Establish statewide graduation requirements (by July 1, 2027)
- Modernize CTE rules
- Review CTE rules on a regular cadence

Role of the AOE

The AOE remains responsible for state-level oversight of CTE, strengthening program quality, improving system monitoring, and ensuring equity of CTE access. Responsibilities include:

- Monitoring and compliance related to federal and state requirements and funding
- Conducting site visits to CTE centers
- Approving curriculum development and credential mapping
- Completing required data management and analysis
- Coordination with postsecondary and workforce partners, as appropriate
  - Preparing guidelines and best practices
  - Establishing clear quality measures for programs and centers, including requirements for administering assessments and accountability for student outcomes
- Teacher licensure

Role of ESA

The role of the CTE ESA is to oversee and coordinate the delivery of CTE in the state, through supporting CTE centers statewide in offering CTE programs, as well as additional CTE coursework and career exploration at high schools and middle schools. Responsibilities of the ESA Executive Director and staff include:

- Distributing funding to CTE centers, working with CTE center directors to develop center budgets as components of the statewide budget
- Enacting policies for enrollment/admissions, student information systems/data, CTE center calendars, CTE teacher compensation, system-wide professional development, curriculum development, teacher preparation and induction/mentoring.
- Developing career exploration materials, training and support for expansion into middle school, and supported expanded high school access (*may require AOE developing standards and oversight)

Role of ESA - Continued

- Managing centralized systems for contracting, human relations, finance, payroll, benefits, and related functions
- Coordinating facility use agreements with SU/SDs for CTE centers, other shared facility spaces, maintenance and operations
- Creating a coordinated annual Perkins application, including the federally required Comprehensive Local Needs Assessment (CLNA), in consultation with centers.
- Coordinating student academic support across centers and in coordination with the LEA who maintains responsibility for special education delivery.
- Ensuring consistent and high-quality program implementation.
- Coordinating transportation with sending districts. (Would require other policy choices from the legislature)
- Partnering with state and local workforce development officials, boards, and employers to balance program offerings statewide with workforce needs

Role of CTE ESA Governance Board

- Hires and evaluates the CTE ESA Executive Director.
- Advises on CTE ESA policies, CTE program offerings, and provides financial oversight.

Role of CTE Centers

- CTE centers will continue to be led by site-based directors:
  - Overseeing all center programs and service delivery for students
  - Overseeing all center-based staff who are employees of the ESA (similar to current framework where CTE staff are employees of the district)
  - Managing center budgets (developed by ESA and approved by ESA Board) and personnel
  - Participating in Comprehensive Local Needs Assessment
  - Coordinating Work-Based Learning opportunities as part of each CTE program of study and ongoing local employer engagement
  - Managing enrollment and course selection within the established protocols of the ESA
  - Ensuring sufficient counseling services for CTE students within the resources available of the ESA in collaboration with sending districts
  - Maintain day to day operations of CTE center (half day and full day programs)

Role of Sending Districts

Local districts will retain CTE students as students of record. Sending district responsibilities include:

- Providing counseling services, coordinating special education and English language services, and providing access to extracurriculars/athletics
- Working with the ESA to coordinate transportation of students
- Granting high school diplomas



Questions?

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