

I. STATE ADMINISTRATION

A. Sole State Agency & Governance Structure

The Vermont State Board of Education governs delivery of Career & Technical Education and administers Perkins III. Secondary technical education is provided through 15 Regional Career & Technical Education Centers and 6 comprehensive high schools. Each regional CTE center has a regional board with heavy representation from industry and sending high schools. Secondary CTE programming is available to high school students and adults. Post secondary technical education is provided through Vermont's state colleges and one private college. Both secondary and post-secondary providers of Career & Technical Education (CTE) must submit a plan of services and budget in response to directives of the State Board of Education, must report on performance against set performance targets, and must comply with the CTE standards and procedures (e.g. program competencies; program operating procedures) existing in both statutes and rules. *See organization chart in Appendix B on page 33.*

B. Organization of Vocational and Technical Education Programs

Vermont has organized its CTE programming by the 16 national career clusters. We continue our work to broaden the focus of CTE programming from performance of occupational tasks to performance of the core business functions within an industry. This is leading to more sequential programming. While Vermont CTE is still predominantly an 11th and 12th grade program, we are seeing gradual extension to 10th grade and even now have some 9th grade introductory programs. In conjunction with career clusters, Vermont is also increasing its emphasis on alignment with industry standards and continuing to expand implementation of industry based student assessments linked to certificates of skill proficiency for CTE students. Some of these certificates are national (e.g. NATEF) and others are generated with Vermont businesses and industry associations. Our Tech Prep initiative is also strengthening dual enrollment options for CTE students and enables them to earn PS credits, follow a 2+2 curriculum path, and to have exposure to college campus experiences. We have also tied secondary CTE programs to registered apprenticeships. For example, our Child Care programs use the same assessments administered by our Child Care Apprenticeship Council.

II. STATE LEADERSHIP ACTIVITIES

A. Required Use of Funds

❖ Assessment of CTE Programs

There are several program assessment practices in place. Each CTE Center is required to have an extensive evaluation every five years. This is done on a rotating basis so that approximately three centers receive this evaluation each year. These evaluations review requirements for Perkins, Vermont statutory compliance, and NEASC criteria for schools. Reviews are conducted on site by a team of external evaluators and DOE consultants. A formal evaluation report submitted to the school highlights accomplishments and defines areas for improvement. The center is responsible to complete the required improvements defined in the report.

There is also an annual self-evaluation report that each center submits as part of the annual planning process. Centers are required to assess the performance of each of their CTE programs and identify each programs strengths and objectives for improvement during the year. This is the basis for prioritizing Perkins activities and

budget allocations. An assigned DOE consultant, with an ongoing work relationship with the center, reviews the center's self-evaluation and approves final objectives for program improvements.

❖ Use of Technology

State leadership on the use of technology focuses on ensuring that centers incorporate current workplace technologies in all career cluster programs. This often involves partnerships with industry groups who both advise programs on technology used by the industry and offer industry training of teachers to keep them up to date with current practices. Industry groups also donate state of the art equipment to our centers. Vermont also allocates an annual Equipment Replacement Fund to encourage centers to keep their technology current.

Vermont is also experimenting in the use of Blackboard technology to conduct some of our teacher training.

❖ Professional Development

Annual Statewide Conference - Jointly hosted a fall conference for career and technical educators. Focus of the conference was looking at changes for CTE in the 21st century – strengthened academics, greater linkages with post secondary, high level thinking skills as the new “technical skills” in industry.

High School Reform – Vermont had several high school summits that pulled CTE and high school teachers together to begin working to integrate academic and technical skill development. Several additional technical centers have been exploring High Schools That Work as a model to guide school change.

Technical Assistance – department consultants convened monthly and quarterly meetings with career cluster teachers, center directors, guidance personnel, coop personnel, adult coordinators, and special needs instructors to keep them current with state policy and best practices. These meetings sometimes progress to special technical assistance projects at a specific center or with a specific CTE program. For example, some career clusters worked on revising program competency lists, some centers work on literacy across the curriculum initiatives.

Consortium Mentor Program – secondary local recipients pool funding to operate a statewide Mentoring Program for new teachers who enter technical education without special teacher preparation. This program offers course work through the state colleges and individual mentoring and classroom observation. This program operates under the direction of Vermont Technical College.

❖ Improve Academic & Technical Skills

Industry skill standards – To strengthen the rigor and relevance of technical skills taught in the CTE programs, we continue to expand our use of industry based assessments and linking assessments to credentials and other value added incentives such as PS credits and apprenticeship hours.

Career Clusters – as we move programming from a focus on narrow occupational tasks to the core business functions within a cluster area, curricula is gradually being modified to address broader and higher level academic, workplace and technical skills. Program competency lists now include specific K-12 academic standards, industry standards, and SCANS skills.

Integrating High Schools & Technical Centers – The Department Commissioner has assigned a team to visit every high school and technical center in the state. He personally does a follow up visit two weeks after the team visit to discuss his priority to integrate high school and technical center programming as a way to increase learning for all students. The Commissioner has formed a steering committee to advance this initiative and high schools and technical centers have begun to find new ways to work together – e.g. career academies, satellite CTE programs in the high schools, academic and technical teachers working together to design and deliver instruction.

❖ Non-traditional Preparation

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

- Annual “Women Can Do” conference supported over 300 young women to have hands-on experience with nontraditional career options. This has become an important recruitment mechanism for bringing young women into nontraditional CTE programs.
- Each center had to evaluate nontraditional participation at their centers and to identify strategies for increasing NT participation and completion in their annual Perkins plan.
- Many centers employed a gender equity consultant to provide NT student support and to lead in-service workshops for teachers.
- Our civil rights monitoring reviews for any barriers to NT participation.

❖ Educational Partnerships

With Perkins post secondary and Tech Prep funding, Vermont has a strong partnership with post secondary. This year, PS faculty worked with secondary teachers and provided training in both academic and technical skill areas. Curriculum alignment meetings were conducted in several program areas, dual enrollment options were provided, student assessments shared, and exchange visits for both students and teachers occurred. We also worked to better align data systems so students could be more easily tracked across systems.

Efforts to better integrate high school and technical education programming increased this year. We have one region that has completely integrated their campus so technical education and high school academics are no longer operating as separate educational tracks.

Partnerships with business and industry resulted in teacher training in technical skills and current industry practices, student and teacher internships with industry, and industry involvement with teaching and assessing students.

Adult students in technical education receive academic support from Vermont's Adult Education & Literacy system.

❖ Serving Individuals in State Institutions

The Department of Corrections used Perkins funding to support technical education programming at correctional facilities.

❖ 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.

Centers were asked to evaluate their success with special populations and identify improvement objectives as part of their annual plan. DOE staff monitored implementation of these objectives.

The department drafted guidelines to resolve difficulties with admission practices that could have negative consequences for enrollment of special populations.

B. Permissive Use of Funds

Vermont's major permissive uses included cooperative education, vocational student organizations, programs for adults, and career guidance.

- ❖ The variety and quality of coop placements continues to improve. Most centers employ a coop coordinator to maintain ties to local business and to locate and support students in coop placements. They worked this year to up date their protocols for work experience placements. They also began to define a structure for in-depth, longer term apprenticeships.
- ❖ Student organizations worked to strengthen their local chapters and conducted all of the annual skill competitions throughout the year.
- ❖ Adult technical education continued its work to establish certificate programs that could be completed by students over a sequence of workshops.
- ❖ Most centers employ a career guidance counselor. DOE meets with these counselors monthly to keep them informed on policy and practice.

III. DISTRIBUTION OF FUNDS AND LOCAL PLAN

FY05 Perkins funds were distributed after local recipients had completed the required annual CTE plan. The annual plan consisted of a self-evaluation of individual CTE programs and overall center performance, identification of improvement objectives, and budgets for intended use of Perkins funds within the parameters of required and permissive uses. *See Appendix A pages 13-32 for a copy of our local application.*

Below is a breakdown of how Perkins funds were distributed on the state and local levels.

Funds Available to Vermont under section II	\$4,214,921
---	-------------

State Level Allocation:

Administration 5%	\$250,000
State Leadership 10% (Gender Equity - \$60,000) (Corrections - \$42,149)	\$417,360
TOTAL	\$667,360

Secondary & Postsecondary Recipients (85%)

Secondary Recipients	\$2,838,049
Postsecondary Recipients	\$709,512
TOTAL	\$3,547,561

Secondary Recipients:

Secondary schools received 80% of funds allocated for sub-recipients. These funds were awarded to 15 regional technical centers and 6 comprehensive high schools.

Barre Center	190,923	Green Mtn. Center	167,790
Riverbend Center	71,197	North Country Center	185,666
Burlington Center	236,827	Stafford Center	315,777
Essex Center	297,351	River Valley Center	107,211
Hannaford Center	136,457		
Randolph Center	135,381	St. Johnsbury Academy	148,277
Northwest Center	174,740	Lyndon Institute	39,415
Hartford Center	133,769	Missisquoi HS	47,362
Southwest Center	189,642	Lake Region HS	8,699
Windham Center	174,521	Canaan HS	14,033
Cold Hollow Center	63,717		

Canaan and Lake Region were able to be awarded less than the \$15,000 minimum because of a waiver based on their rural, isolated locations. Of the amount awarded the secondary recipients, \$195,135 was pooled for a Professional Development Consortium to provide in-service and pre-service education to their staff on a statewide basis.

Postsecondary Recipients:

Postsecondary institutions received 20% of the funds allocated to local recipients. Three colleges received these funds.

Champlain College	\$108,238
Community College of Vermont	\$495,918
Vermont Technical College	\$105,357

IV. ACCOUNTABILITY

A. State's Overall Performance Results & Improvement Strategies

Vermont achieved each of the FY05 **secondary targets**.

Core Indicator	Target	Actual 05
1S1 Academic Attainment	13.18%	17.72%
1S2 Technical Skill Attainment	72.37%	75.96%
2S1 Completion	96.52%	98.39%
2S2 Diploma	31%	45.54%
3S1 Placement	95.51%	97.90%
4S1 NT Participation	13.8%	15.17%
4S2 NT Completion	12.08%	17.19%

Our efforts with standards based education, IRC's, career academies, integration with high school academics, use of scenario assessments, and postsecondary linkages were effective strategies. However, while our targets were achieved, we realize they are quite low. These strategies must continue and be strengthened in order for CTE in Vermont to truly raise academic and technical achievements for students. In addition, we must put greater emphasis on teacher training in instructional techniques that raise the rigor and relevance of CTE programs. We are exploring use of the rigor/relevance framework developed by the International Center for Educational Leadership as a common tool that all teachers can use in designing curriculum, instruction and assessment.

Vermont did not achieve each of the FY05 **post secondary targets**.

Core Indicator	Target	Actual 05
1P1 Academic Attainment	84.78	87.26%
1P2 Technical Skill Attainment	84.95	82.52%
2P1 Completion	17.25	16.82%
3P1 Placement	96.11	93.98%
3P2 Retention	94.00	79.13%
4P1 NT Participation	20.00	19.62%
4P2 NT Completion	16.40	14.50%

Perkins funding levels for postsecondary make it difficult to have a strong performance. It also makes it difficult to complete good data collection. The efforts of Community College of Vermont, with its higher funding level, are stronger. We have tried to operate postsecondary Perkins as a consortium to make the capacity stronger overall, but this has proven difficult to

accomplish across the three institutions. We believe that part of the below target PS performance results from CTE secondary graduates who enter PS unprepared and are required to take remedial courses. To overcome some of these difficulties, we have initiated several strategies:

- ❖ Improve college readiness of CTE graduates
 - Broad scale college admission testing early in the secondary CTE program so there is time for follow-up instruction and support for those who are not demonstrating college readiness. Early identification and intervention through required extra help is a strategy we are about to undertake.
 - Strengthening reading and writing in secondary technical education to improve college readiness and college performance.
 - Provide more college campus experiences during secondary CTE to assist with some of the social issues that can inhibit performance once at college – e.g. meet the faculty, interact with college students, get acquainted with the campus, practice self-management and prioritizing use of time
- ❖ Strengthen college supports for postsecondary students
 - Strengthen early identification of students at-risk of not meeting college expectations and link to support resources such as mentors and academic support.
 - Improve occupational skill attainment through work based learning with industry and by linking PS course work to industry based credentials
 - Improve reporting and data quality from colleges.

B. State Performance for Special Populations & Improvement Strategies

Here are statistics showing actual FY05 performance of special populations on the indicators.

Secondary Technical Education:

Population	Academic 1S1	Technical 1S2	Completion 2S1	Diploma 2S2	Placement 3S1	NT Participation 4S1	NT Completion 4S2
TARGET	13.18%	72.37%	96.52%	31%	95.51%	13.80%	12.08%
All students	14.94%	76.26%	96.52%	48.28%	98.50%	15.75%	15.62%
Males	13.23%	72.63%	97.35%	46.99%	98.43%	4.83%	4.37%
Females	17.96%	82.50%	98.47%	50.52%	98.61%	39.16%	37.23%
Persons with Disability	2.29%	66.77%	96.09%	50.61%	94.26%	9.65%	10.58%
Economically Disadvantaged	8.91%	77.12%	97.75%	49.38%	96.39%	14.68%	14.44%
Single Parent	0	76.47%	100%	29.41%	100%	14.71%	25%
Displace Homemaker	0	100%	100%	0	66.67%	0	0
Educational Barriers	5.23%	73.43%	93.94%	48.28%	96.89%	12.65%	12.80%
LEP	0	60.00%	100%	31.25%	100%	21.05%	28.57%
NT	20.86%	76.81%	98.30%	32.85%	100%	100%	100%

The shaded cells in the above table show those indicators that are either significantly below the state target or significantly below the actual FY05 performance.

Because of Vermont's small enrollments, some special populations do not have sufficient size to justify any conclusions. Single parents (12), displaced homemakers (3), and limited English proficiency (26) student groups SHOULD NOT be interpreted because of this problem. For this reason, there are no observations made regarding these three special populations.

Conclusions regarding Vermont's success with special populations that can be inferred from the data include:

- Vermont is quite successful in enrolling and serving special populations students and has some specific areas for improvement.
- Far fewer males than females enroll in CTE programs non-traditional to their gender.
- Fewer students with disabilities and educational barriers enroll in CTE programs NT to their gender.
- Students with higher academic attainment are more likely to enroll in CTE programs NT to their gender.
- Students enrolled in CTE programs NT to their gender are less likely to attain an industry based credential.
- There is an achievement gap in academic attainment for students with disabilities and for students who have economic and educational disadvantages.
- There is an achievement gap in technical skill attainment for students with disabilities.

Our success in working with special populations stems from small learning communities, close personal relationships between teachers and students, focused support services for persons in special populations, and use of applied learning techniques. However, we also have significant challenges. Over half of all CTE students enter with low academic skills that inhibit their learning in CTE programs. It is not uncommon for students to struggle reading CTE textbooks and technical manuals.

For this reason, our primary improvement strategy is to focus on strengthening academics essential to learning more rigorous technical skills. We are working to:

- Conduct more teacher training in literacy skill development and in effective instructional techniques
- Establish better student assessment practices in both academics and technical skills to quickly identify students at-risk and needing extra help
- Assess current CTE programming to analyze if programs NT for males are sufficiently available and if there are inappropriate social or other barriers limiting male enrollments; share and discuss findings with centers.
- Train and engage guidance counselors in appropriate placement of special populations in CTE.

Postsecondary Technical Education:

Population	Academic IP1	Technical IP2	Completion 2P1	Placement 3P1	Retention 3P2	NT Participation 4P1	NT Completion 4P2
TARGET	84.78%	84.95%	17.25%	96.11%	94.00%	20.00%	16.40%
All students	87.26%	82.52%	16.82%	93.98%	79.13%	19.62%	14.50%
Males	82.98%	79.04%	15.67%	93.85%	72.77%	19.36%	17.95%
Females	91.11%	84.64%	17.57%	94.12%	85.14%	19.76%	12.75%
Persons with Disability	0	0	0	0	0	0	0
Economically Disadvantaged	85.83	79.52%	16.90%	NP	NP	19.88%	11.83%
Single Parent	0	0	0	0	0	0	0
Displace Homemaker	0	0	0	0	0	0	0
Educational Barriers	82.54%	77.23%	7.87%	NP	NP	21.51%	11.34%
LEP	81.48%	78.95%	14.88%	NP	NP	15.15%	0
NT	81.38%	80.84%	14.91%	NP	NP	25.73%	80.52%

Conclusions regarding Vermont's success with special populations in postsecondary that can be inferred from the data include:

- Males and females appear to participate equally in non-traditional programs, yet females are somewhat less successful in completing their NT studies.
- Males are somewhat less successful than females in academic and technical skill attainment and in program completion.
- Students with educational barriers show significantly lower performance in academic and technical skill attainment, program completion, and in NT completion.
- NT students have markedly higher success in completing their programs than traditional students.

Our primary postsecondary provider, Community College of Vermont, provides individualized support to at-risk students. However, the postsecondary indicator data shows we have significant challenges to bring our performance to a satisfactory level. Our community college has an open admissions policy and consequently many students enroll with low level skills. We also have weak data collection mechanisms for tracking postsecondary performance.

Improvement strategies will focus on:

- Improving data collection methods. We have already begun to explore better data sharing methods.
- Asking the postsecondary providers to give more focus to student support services and to establishing early identification protocols so at-risk students can be offered support early in the year.
- Strengthen student assessments so academic and technical skill attainment is more frequently tracked.

C. Definitions

Vermont's data on the core indicators for student performance complies with the following definitions.

Secondary Technical Education:

Vocational participant – a high school student who is enrolled in a state approved technical education program that addresses the core academic and technical competencies identified as necessary to prepare an individual for employment and/or further education in a career cluster.

Vocational concentrator/Vermont completer – a vocational participant who has completed instruction in all of a program's competencies and workplace skills OR has attended one technical education program (other than pre-vocational) for at least 80 minutes per day for two years (or its equivalent).

Tech Prep student – is a student who is enrolled in a secondary technical education program that has an articulation with one or more postsecondary programs.

Postsecondary Technical Education:

Vocational participant – secondary CTE graduates who have declared a career major and enrolled in at least a two year vocational education degree or certificate program offered through a postsecondary institution and who are taking courses that meet the requirements of that program.

Tech Prep student – is a student who had been enrolled in a secondary technical education program leading up to their enrollment in his/her postsecondary technical education program.

D. Measurement Approaches

Secondary Technical Education:

Indicator	Measure	Approach
1S1 Academic Attainment	<u>Numerator: # of CTE students who have met state academic standards</u> <u>Denominator: all CTE students</u>	State academic assessment scores in reading, writing, and math
1S2 Technical Skill Attainment	<i>Numerator: # of completers who score 3 or above in 90% of the competencies on the competency list and have left technical education in the reporting year.</i> <i>Denominator: # of completers who have left technical education in the reporting year.</i>	State approved technical standards and local teacher assessment against common scoring rubrics
2S1 Completion	<i>Numerator: # of 12th grade completers who attain a secondary school diploma</i> <i>Denominator: # of 12th grade completers</i>	Completion based on state and local requirements for high school graduation
2S2 Diploma	<i>Numerator: # completers who have</i>	National/state standards and

	attained an industry recognized credential <i>Denominator: # of completers</i>	assessment systems – state approved national and state assessments, including licensing exams
3S1 Placement	<i>Numerator: # of completers leaving secondary education who were placed in PS education or advanced training, employment or military</i> <i>Denominator: # of completers leaving secondary education</i>	Telephone surveys using state developed criteria administered by schools.
4S1 NT Participation	<i>Numerator: # of students in underrepresented gender who enrolled in a NT secondary program in the reporting year</i> <i>Denominator: # of students enrolled in a NT secondary program in the reporting year</i>	State uses national data to identify NT programs and schools report enrollments by gender
4S2 NT Completion	<i>Numerator: # of students in underrepresented gender who completed a NT program in the reporting year</i> <i>Denominator: # of students who completed a NT program in the reporting year</i>	Local schools report program completion data through state data system

Postsecondary Technical Education:

Indicator	Measure	Approach
1P1 Academic Attainment	<i>Numerator: all students enrolled in technical programs who passed the writing and math courses required by the program in the reporting year.</i> <i>Denominator: all students enrolled in technical programs who have taken writing and math courses required by the program in the reporting year</i>	PS data system and student records
1P2 Technical Skill Attainment	<i>Numerator: all students who passed the technical education courses required by the program</i> <i>Denominator: all students enrolled in the technical education courses required by the program</i>	PS data system and student records
2P1 Completion	<i>Numerator: all students who earned a degree or credential in the reporting year</i> <i>Denominator: all students enrolled in technical education programs</i>	PS data system and student records
3P1 Placement	<i>Numerator: all graduates during a fiscal year who, 6 months after the end of the fiscal year were contacted and were employed, enrolled in PS or advanced training, or entered the military</i> <i>Denominator: all graduates during a fiscal year who were contacted 6 months after graduation</i>	Surveys using state developed criteria administered by schools
3P2 Retention	<i>Numerator: # graduates who were identified in the placement survey as employed, continuing education or advanced training, or in the military</i>	Surveys using state developed criteria administered by schools

	and who were identified as retained in these activities 6 months after the placement survey <i>Denominator:</i> # graduates identified in the placement survey as employed, pursuing further education or advanced training, or in the military	
4P1 NT Participation	<i>Numerator:</i> # students in underrepresented gender groups who participated in a NT PS program <i>Denominator:</i> # students who participated in a NT PS program	State uses national data to identify NT programs and schools report enrollment data
4P2 NT Completion	<i>Numerator:</i> # students in underrepresented gender groups who graduated from a NT PS program <i>Denominator:</i> # students who graduated from a NT PS program	State/local administrative data reports

E. Improvement Strategies for Accountability Data

While we are not planning any changes for this fiscal year, we will be working to refine our accountability systems for the start of the new Perkins once it is re-authorized by Congress. Some of the improvements we are exploring include:

- adding more formative academic assessments in secondary technical education to support our growing emphasis on strengthening reading, writing, and math in CTE programs; our goal would be to measure skill gains during CTE participation as well as to continue reporting our current measure on students meeting academic standards
- establishing common end of course assessments for technical skills attainment rather than relying on teacher generated evaluations using the current state rubrics; this would improve both the reliability and validity of technical skill measures
- establish policy and incentives to encourage students to earn industry recognized credentials that are more rigorous and relevant than some currently in use; this could result in an interim decrease in the number of students reported as earning IRC's but would be a more accurate reflection of students earning meaningful credentials
- increase the percentage of PS students that are tracked and contacted for placement and retention data; currently the small sample size used to calculate these measures raises questions about their reliability and validity
- improve the focus and definition of tech prep programs at both the secondary and post secondary levels; current definitions are so broad that often the cohort is too diverse to track and draw meaningful conclusions

V. Monitoring Follow Up

Vermont did not receive a monitoring visit during the past program year. We are scheduled for a monitoring visit in August 2006.

VI. Workforce Investment Act Incentive Grant Award Results

Vermont did not receive an incentive grant award during the past program year.

Career & Technical Education

FY06 Secondary Local Plan

To receive federal or state funding for Career & Technical Education, your submitted Local Plan must be approved by the Department of Education. Your Local Plan must address federal and state requirements and priorities and follow the prescribed format:

Cover Sheet

Part I – Program Profiles for each of your CTE programs

Part II – Center Performance Profile

Part III – Perkins Sub-grants & Funding Summary Sheet

To avoid interruption of your funding, your Local Plan must be submitted by June 1, 2005 and officially approved by October 15, 2005. Within two weeks of the June 1 submission, you will be notified of your application's status:

1. Plan Approved
2. Plan 'substantially approvable' with minor corrections
3. Plan not approvable and must be re-submitted following required revisions.

No federal or state funds may be expended prior to the date your Local Plan is approved or reviewed as "substantially approvable". Substantially approvable is defined as:

- ❖ All parts of Local Plan are predominantly complete and accurate
- ❖ All budget items are in compliance with legislation
- ❖ Minor errors or omissions need technical correction (e.g. program with no identified teacher; incorrect CIP Code; lacking a needed waiver)

Additional copies of these Local Plan forms can be obtained by calling your Center Consultant at the Department of Education.

When you have completed your Local Plan:

1. email an electronic copy to your Center Consultant
2. Mail a signed cover sheet with signatures to:

Grants Desk

Division of Lifelong Learning
Vermont Department of Education
120 State Street
Montpelier, Vermont 05620

Cover Sheet
**FY 2006 Local Plan
Career & Technical Education**

**PLEASE FILE THE PLAN WITH ORIGINAL SIGNATURES BY
JUNE 1, 2005.**

School -

Total Perkins funds Allocated \$_____

Certification -

I certify, to the best of my knowledge and belief, that data and statements contained in this technical education plan which include the FY 2006 Perkins funds are correct and that the document has been authorized by the governing body of the applicant agency.

Signature of Administrative Officer Date

Type or Print Name of Administrative Officer & Title

Regional Board Signature -

I have read and agree with the data and statements contained in this FY 2006 Local Plan for Career & Technical Education.

Signature of Regional Board Chairperson Date

Type or Print Name of Regional Board Chairperson

Part I – Program Profile

Name of Program:																																									
State Competency List:				CIP Code:																																					
Required Teacher Licensure:																																									
State Embedded Credit:																																									
Additional Local Credits: <i>(explain what and how determined)</i>																																									
Program Status:	<p style="text-align: center;"><i>Circle one choice in A and one choice in B.</i></p> <p style="text-align: center;">A. state approved OR not state approved</p> <p style="text-align: center;">B. operated in 04/05 OR new program</p>																																								
Name of Program Instructor:																																									
List the VT teacher license held by instructor:																																									
Professional Development:	<p style="text-align: center;"><i>Check professional development this instructor completed last year.</i></p> <p style="text-align: center;"> <input type="checkbox"/> strengthen/update technical skills (____ hours) <input type="checkbox"/> strengthen academic skills (____ hours) <input type="checkbox"/> strengthen teaching methods (____ hours) <input type="checkbox"/> state, federal, school policy & procedures (____ hours) </p> <p style="text-align: center;"><i>List areas where this instructor could benefit from professional development opportunities.</i></p>																																								
# of times <u>this</u> instructor will deliver this program in 05/06	<input type="checkbox"/> Once <input type="checkbox"/> Twice																																								
Program Class Schedule:	<p style="text-align: center;"><i>Record start and end times for both morning and afternoon.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>AM</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PM</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"><i>If program operates on different schedules in different semesters, indicate second semester schedule below.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>AM</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PM</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Monday	Tuesday	Wednesday	Thursday	Friday	AM						PM							Monday	Tuesday	Wednesday	Thursday	Friday	AM						PM					
	Monday	Tuesday	Wednesday	Thursday	Friday																																				
AM																																									
PM																																									
	Monday	Tuesday	Wednesday	Thursday	Friday																																				
AM																																									
PM																																									
Average minutes per day:																																									

<p>Program Enrollment Trend:</p>	<p><i>Circle one of the following trends for this program's enrollment trend:</i></p> <p style="text-align: center;">Growing Steady Declining/or less than 5</p> <p><i>Supply supporting data from last 5 years (if available) and comment on factors you think are impacting the trend.</i></p>
<p>Program Advisory Board:</p>	<p><i>List Board members, with identifying title:</i></p>
	<p><i># of Board meetings annually:</i></p>
	<p><i>Key Actions & Accomplishments of Board in past year. (If new program, state expected actions and accomplishments for upcoming year.)</i></p> <p style="text-align: center;"> <input type="checkbox"/> reviewed & evaluated program's performance <input type="checkbox"/> strengthened industry linkages <input type="checkbox"/> garnered resources for program <input type="checkbox"/> strengthened PS linkages <input type="checkbox"/> other, please specify </p>
<p>Student Assessment & Grading System:</p>	<p><i>Describe how student performance is assessed, including frequency.</i></p>
	<p><i>Describe how attainment of CTE competencies is measured and grades assigned..</i></p>

Program Evaluation:

Complete the attached evaluation sheets(pp6-9) to reflect on this program's practices and results. Then, rate this program against the 4 measures stated below. The completed evaluation sheets should justify your ratings.

To what degree does this program provide . . .

1. students with rigorous academic skills.

LOW MODERATE STRONG HIGH

2. students with rigorous and relevant technical skills essential for successful entry to an expanding career within the industry.

LOW MODERATE STRONG HIGH

3. provide students with strong post secondary linkages.

LOW MODERATE STRONG HIGH

4. provide special populations and non-traditional students with extra help and support needed for them to complete the program and achieve skills.

LOW MODERATE STRONG HIGH

Priority Areas
for Improvement

Identify 2 areas for program improvement. For each, describe key objectives for attaining the improvement.

Improvement Area 1: _____

Objective:

Objective:

Objective:

Improvement Area 2: _____

Objective:

Objective:

Objective:

Program Evaluation Sheets for Part I

Name of Program: _____

Integration of Academics			
1. We have identified and communicated to high schools a prerequisite and concurrent academic course of study for students enrolled in this program.	Yes	No	Describe:
2. Over 50% of enrolled students have completed prerequisite academics and are enrolled in required concurrent academics.	Yes	No	Comments:
3 This program is part of a career academy with a defined course of study involving high school classes.	Yes	No	Describe:
4. Program curriculum includes study units and student assignments that address essential content from the embedded credit subject area.	Yes	No	Describe:
5. Students complete at least 2 projects during program for which they receive a grade in both CTE and in a concurrent academic class.	Yes	No	Describe:
6. Students in program research, read, and interpret career relevant materials at least 2 hours each week.	Yes	No	Describe:
7. Students in program complete a one page writing assignment weekly. Grading criteria include both career content and writing effectiveness.	Yes	No	Describe:
8. Students in program complete at least one research paper (of 5+ pages) that links a career topic and the embedded academic area.	Yes	No	Describe:
9. What % of enrolled students meet state standards in: <div style="text-align: center; padding-left: 40px;"> Reading Analysis Reading Basic Understanding Writing Conventions Writing Effectiveness Math Concepts Math Problem Solving Math Skills Science </div>			Describe how this effects program instruction.
10. Program provides focused remediation and extra help for students who are below academic standards.	Yes	No	Describe:
11. Program has units of study taught jointly by a CTE teacher and an academic teacher.	Yes	No	Describe:

12. Students participate in performance assessments monthly that provide an opportunity for students to demonstrate both occupational and academic standards through completing tasks/projects.	Yes	No	Describe:
13. Program instructor is highly qualified in area of embedded academic credit.	Yes	No	Comments:
14. Program instructor passed PRAXIS II exam in area of embedded academic credit.	Yes	No	Comments:
15. Program instructor designs and uses classroom assessments that directly measure student's performance against technical and academic standards.	Yes	No	Describe:
16. Program measures and tracks academic gains of students throughout the year.	Yes	No	Describe:

Industry Standards

1. % of students gaining proficiency in competency list skills. (state target is 71%.)			Compare actual performance to expectations.
2. Program offers career relevant and high value industry recognized credential(s).	Yes	No	List IRC's offered to students.
3. % of enrolled students who earn a career relevant IRC (state target is 21%.)			Show # of students who earned each IRC listed above:
4. Program exposes students to all aspects of the industry, not just narrow technical skills.	Yes	No	Comments:
5. Students receive a direct industry experience via:			Describe and provide statistics:
coop placement	Yes	No	
internship	Yes	No	
industry mentors	Yes	No	
produce industry products for actual customer	Yes	No	
students assessed by industry professionals	Yes	No	
6. Program has strong advisory committee that ensures industry relevance.	Yes	No	Comments:

7. Program instructor has completed extended industry internship or was professionally employed in industry in last 5 years.	Yes	No	Describe:
8. Program instructor holds relevant industry license/certification.	Yes	No	Describe:
9. % of enrolled students who are members in industry relevant CTSO.			Describe:
10. # of enrolled students who compete in CTSO industry skill competitions.			Describe:
11. Program uses state of the art industry technology, equipment, tools, and materials.	Yes	No	Describe:
12. % of program completers who secure relevant employment in industry.			Use 6 month and 3 year data:
13. Program focuses on preparing students to enter high wage occupations in industry. (use \$12 entry wage as standard)	Yes	No	List several occupations with median wage data.
14. Program focuses on industry that is a priority for Vermont economic development and/or high demand labor markets. (i.e. financial services; manufacturing; Health; IT; "green" technologies)	Yes	No	Describe:
15. Rubrics define competency expectations for program and student assessments continuously measure student attainment of career and technical competencies	Yes	No	Describe:
17.	Yes	No	

Postsecondary Linkages			
1. Program curriculum is aligned and articulated to a college degree program.	Yes	No	List PS programs with which program is aligned:
2. Program has a PS articulation that provides students with college credit on admission.	Yes	No	List PS institutions offering credit at admission. Give # of credits awarded. How many students have earned these credits?
2. Program grants transcribed credit. (<i>dual enrollment</i>)	Yes	No	List PS institutions offering transcribed credit. Give # of credits awarded. How many students have earned these credits?

4. % of students who enroll in PS by 6 month and 3 year placement data		Describe:
5. Students in program routinely given college placement exam to identify areas where they are not ready for PS study so we can give extra help and adjust our curriculum.	Yes No	Comments:
6. Students in program given academic guidance to ensure students have math and science classes needed for PS entry.	Yes No	Comments:

Special Populations ¹		
1. % of special population students in program.		# of students by categories in footnote:
2. % of special population students who complete program and attain skills.		Describe comparison with % of non-special population students who complete program and attain skills:
3. Program makes extra effort to recruit and accommodate special populations.	Yes No	Describe how:
4. Program offers extra help and support for special population students.	Yes No	Describe how:
5. Participation and completion for non-traditional students meets or exceeds state targets, 14% and 12% respectively.	Yes No	Comment if below state targets.
6.	Yes No	Describe:

¹ The term special populations means a) individuals preparing for non-traditional training/employment b) individuals with economically disadvantaged families c) individuals with disabilities d) single parents & single pregnant women e) displaced homemakers and f) individuals with other barriers to educational achievement, including limited English proficiency.

Part II – Center Profile

This section gives you the opportunity to identify center wide improvement areas. You should consider such issues as center performance against the federal indicators, guidance services, adult/dropout programs, professional development in relation to overall center performance and priorities, center wide gender equity initiatives, program evaluation and quality improvement initiatives, etc. Five areas that must be addressed are included below. You may add other areas as desired.

1. Center Performance Against Indicators

Fill in your center's performance in chart below:

Indicator	State 04 Target	04 Actual	03 Actual	02 Actual
Academic Attainment	12.68%			
Technical Skills	71.37%			
HS Completion	93.76%			
IRC's	20.80%			
Placement	95.51%			
NT Participation	13.8%			
NT Completion	11.58%			

Select an indicator you are interested in raising. Describe factors you believe influence the results on this indicator at your center. What improvement strategies do you see as having the highest potential for gains.

2. Professional Development

Describe (in box below) any center wide professional development activities you will conduct during FY06. For example, you must include the Mentor Program. You might also include *Take the Helm*. And there may be other professional development initiatives you are planning – e.g. literacy across the curriculum, designing and using performance assessments. **Show how your professional development plan responds to student achievement data and improvement priorities.**

3. Center Work Relations with High Schools

Describe enrollment patterns and the extent of student participation from each of your high schools. Describe any joint initiatives, with a special focus on curriculum and instruction. How would you most like to improve work relations with your high schools? What would be the resulting benefits?

4. Special Populations

Describe (in box below) participation rates and success of special population students at your center. How can your center prevent discrimination against special populations and provide services that meet the needs of special populations.

5. Gender Equity

Describe (in box below) participation rates and success of students enrolled in programs leading to employment non-traditional for their gender. How does your center provide services and support to encourage NT participation and success.

6. Name of Other Center Wide Issue: _____

Describe the issue and why it is important for your center? What improvements are most needed?

If you would like to add other center initiatives, simply add extra pages using the format above.

Part III – Perkins Sub-grants

Now that you have completed the program evaluations and center evaluation in Parts I & II, you are ready to identify how to best use your Perkins funding. We have estimated Perkins funding levels and have entered an estimated allocation in your center's EXCEL budget forms. These allocations may need to be amended once Vermont receives its final Perkins allocation award.

The USDOE is putting more and more emphasis on ensuring that Perkins funded projects are of a 'size, scope and quality' to have significant impact on program improvement. We are, therefore, encouraging you to fund projects that address priority improvement objectives with substantive and strategic actions. For example, to accomplish substantive improvement in a program you may need to invest in new curriculum, design assessments, offer professional development for teachers, purchase new equipment, etc. **Isolated expenditures not linked to substantive improvement efforts will not be approved.**

There are two types of sub-grants:

1. Program Improvement Sub-grants

These sub-grants focus on accomplishing substantive improvements in a specific program or career cluster. For example, you may have identified a need to substantively improve your manufacturing program and plan to invest Perkins monies to develop new lessons, provide professional development to the teacher, design performance assessments, and update some equipment.

2. Center Initiatives Sub-grants

These sub-grants focus on accomplishing substantive center wide improvements. For example, you may have identified strengthening academic and technical teachers working together on curriculum and instruction. Project activities would involve teachers from multiple programs.

Complete a sub-grant form, selecting either Center Initiative or Program Improvement, for each Perkins improvement project you will undertake in FY06. Each project should be clearly linked to the evaluations and improvement objectives you described in Parts I and II. **All activities and expenditures in a sub-grant must directly contribute to common objectives and improvement goals of the project.**

Use the EXCEL sheets to enter your subgrants. The EXCEL format allows you to submit 6 sub-grants. EXCEL will automatically calculate summary funding sheets by expenditure category and required and permissive expenditures. A hard copy version of sub-grant format is attached.

Name of Technical Center: _____

- 1. **Name of Project** _____
- 2. **Name of Person directly responsible** _____
- 3. **Type of Project:** ____ program improvement ____ center wide improvement
- 4. **Primary Goal of Project is to strengthen:**
 - ____ student achievement of academics
 - ____ student achievement of technical skills
 - ____ industry linkages
 - ____ PS linkages
 - ____ Gender Equity
 - ____ student guidance & support
 - ____ teacher/staff skills
 - ____ administrative structures & procedures
 - ____ collaboration with high schools

5. Give a short description of this project: (i.e. purpose & strategies)

6. Objectives & Activities

Objectives	Activities

7. Gender Equity

If any of the programs involved with this project are non-traditional for males or females OR if this is a center wide project, describe how you will ensure equitable participation and student success for non-traditional students.

7. **Budget Detail** - List itemized expenditures. Give specific information for each planned expenditure for this sub-grant, such as name and job title for salary costs, names of seminars to be attended, or description of equipment.

Salaries Code 100	Amount	Perkins		Description (how does this expenditure support your objectives)
		Required Use	Permissive Use	
Benefits Code 200		<i>Code from list</i>		
Purchased Professional Services Code 300		<i>Code from list</i>		
Purchased Property Services Code 400		<i>Code from list</i>		
Other Purchased Services Code 500		<i>Code from list</i>		
Supplies & Materials Code 600		<i>Code from list</i>		
Property Code 700		<i>Code from list</i>		
Other Code 800		<i>Code from list</i>		

Perkins Required Use: 1. Integrated Academics 2. Industry Standards 3. Use of Technology 4. Professional Development 5. Program Evaluation 6. Upgrade Programs 7. PS Linkages	Perkins Permissive Use: A. Upgrade equipment B. Community Involvement C. Guidance D. Business/Educ Partnerships E. Work related experiences F. Support NT G. Special Populations H. CTSO I. New Courses J. Adult/dropout programs K. Placement Services L. Mentoring/support M. Teacher Pre-service N. Family Consumer Science
---	---

Continuation of Program Improvement Sub-grant for: _____

List cumulative amount for each **required use category** (see bottom of page 15) in your budget.

Required Use/s	Amount
Integrated Academics	
Industry Standards	
Use of Technology	
Professional Development – MENTOR PROGRAM	
Professional Development - other	
Program Evaluation	
Upgrade Programs	
PS Linkages	
TOTAL	

List cumulative amount for each **permitted use category** (see bottom of page 15) in your budget.

Permitted Use/s	Amount
Upgrade equipment	
Community involvement	
Guidance	
Business/Education Partnerships	
Work related experiences	
Support Non-Traditional	
Special Populations	
CTSO	
New course/curriculum development	
Adult & dropout programs	
Placement Services	
Student mentoring/support	
Teacher Pre-service	
Family & Consumer Sciences	
TOTAL	

FY06 Funding Summary Sheet

Totals From All Sub-Grants

Required Use of Funds	Salaries 100	Benefits 200	Professional Services 300	Purchased Property Services 400	Other Purchased Services 500	Supplies & Materials 600	Property 700	Other 800	TOTALS
Integrated Academics									
Industry Standards									
Strengthen use of technology									
Professional Development									
Program Evaluation									
Upgrade Programs									
PS Linkages									
Sub-total									
Permissive Use Of Funds									
Upgrade Equipment									
Community Involvement									
Guidance Career/Academic									
CTSO									

Work related Experiences									
Support NT									
Special Populations									
Business Education Partnerships									
Curriculum & Course Development									
Adult/dropout Programs									
Placement Services									
Mentoring & Support Services									
Teacher Pre-service									
Family Consumer Sciences									
Sub-totals									
TOTALS									

	Amounts
Administration (up to 5%)	
Mentoring Program	

Required Use (must be 75+%)	
Permissive Use (no more than 25%)	
CTSO Contribution	
TOTAL Perkins Allocation	

Appendix B:

ORGANIZATION CHART OF KEY AGENCIES PROVIDING CTE

