

State of Vermont: 2007 Final Narrative Report

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. Focused on implementation of career clusters.

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. We developed a new program design template that now guides local efforts. We have begun using the new template in select career areas.

Integrating High Schools & Technical Centers –We continued our initiative to support high schools and technical centers 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. There were a number of local projects where CTE and high schools worked together and linked academic and CTE students on a common learning activity.

❖ 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

FY07 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 for a copy of our FY07 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
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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	223,847	Green Mtn. Center	150,722
Riverbend Center	80,294	North Country Center	172,955
Burlington Center	241,646	Stafford Center	308,892
Essex Center	318,472	River Valley Center	121,567
Hannaford Center	135,424		
Randolph Center	133,692	St. Johnsbury Academy	130,828
Northwest Center	153,766	Lyndon Institute	39,510
Hartford Center	139,186	Missisquoi HS	43,575
Southwest Center	183,167	Lake Region HS	7,200
Windham Center	170,341	Canaan HS	13,950
Cold Hollow Center	69,015		

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, \$200,006 was pooled for a Professional Development Consortium to provide in-service and pre-service education to their staff and youth group support on a statewide basis.

Postsecondary Recipients:

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

Champlain College	\$63,656
Community College of Vermont	\$517,614
Vermont Technical College	\$128,242

IV. ACCOUNTABILITY

A. State's Overall Performance Results & Improvement Strategies

Vermont achieved all the FY07 **secondary targets** except for academic attainment.

Core Indicator	Target	Actual 07
1S1 Academic Attainment	14.18%	8.45%
1S2 Technical Skill Attainment	75.56%	76.94%
2S1 Completion	95%	97.22%
2S2 Diploma	45.3%	54.39%
3S1 Placement	95%	98.14%
4S1 NT Participation	14.78%	15.73%
4S2 NT Completion	13.54%	15.10%

All but one of our secondary indicators were achieved. 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 for success. However, 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. Some centers are now using the rigor/relevance framework developed by the International Center for Educational Leadership as a common tool that teachers can use in designing curriculum, instruction and assessment.

The 1S1 Academic Attainment indicator that we failed to meet was largely due to a reduced cohort size. Vermont is transitioning to new academic exams, so no testing was done in FY07. Consequently, many CTE students did not have testing. Our higher scoring students often attend their junior year and because of the testing void were not in the cohort.

Vermont did not achieve every FY07 **post secondary target**.

Core Indicator	Target	Actual 07
1P1 Academic Attainment	87%	86.17%
1P2 Technical Skill Attainment	83.78%	82.21%
2P1 Completion	18.02%	17.65%
3P1 Placement	95%	95.50%
3P2 Retention	91.15%	93.59%
4P1 NT Participation	19.24%	18.36%
4P2 NT Completion	14.73%	14.33%

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. We also have a Community College system that is an open enrollment college so many students that might be screened out at other higher education institutions are admitted to our community college. We will continue work on several improvement 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. We will also be working to include a college readiness course for high school seniors at risk of needing remedial support in college.
 - 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 FY07 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	14.18%	75.56%	95%	45.3%	95%	14.78%	13.54%
All students	8.45%	76.94%	97.22%	54.39%	98.14%	15.73%	15.10%
Males	7.13%	73.98%	97.72	54.26%	98.4%	4.05%	4.87%
Females	10.48%	81.91%	96.36%	54.62%	97.71%	39.37%	35.02%
Persons with Disability	.5%	69.05%	96.22%	55.16%	95.63%	12.31%	12.64%
Economically Disadvantaged	4.1%	70.4%	96.8%	56.19%	97.66%	14.94%	13.33%
Single Parent	NA	NA	NA	NA	100%	18.75%	NA
Displace Homemaker	NA	NA	NA	NA	NA	NA	NA
Educational Barriers	1.27%	74.85%	97.96%	65.47%	97.25%	11.56%	10.03%
LEP	NA	90.91%	NA	NA	NA	33.33%	NA
NT	15.98	77.09%	96.39%	36.10%	98.84%	100%	100%

The shaded cells in the above table show those indicators that are significantly below the state target. The NA indicates when a cohort is 10 or smaller.

Because of Vermont's small enrollments, some special populations do not have sufficient size to justify any conclusions. Single parents, displaced homemakers, and limited English proficiency 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 and complete 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 who have economic disadvantages. Males have a bigger academic attainment gap than females.
- 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 1P1	Technical 1P2	Completion 2P1	Placement 3P1	Retention 3P2	NT Participation 4P1	NT Completion 4P2
TARGET	87%	83.78%	18.02%	95%	91.15%	19.24%	14.73%
All students	86.17%	82.21%	17.65%	95.50%	93.59%	18.36%	14.33%
Males	82.40%	78.78%	16.60%	94.78%	91.97%	16.53%	11.34%
Females	89.50%	84.54%	18.37%	95.94%	95.22%	19.45%	15.94%
Persons with Disability	81.25%	78.57%	18.06%	94.74%	94.12%	13.64%	NA
Economically Disadvantaged	84.60%	78.36%	14.82%	93.68%	93.69%	19.59%	14.5%
Single Parent	NA	66.67%	27.27%	NA	NA	NA	NA
Displace Homemaker	NA	NA	NA	NA	NA	NA	NA
Educational Barriers	85.93	78.57%	10.48%	100%	96.39%	19.66%	17.39
LEP	93.88%	86.41%	15.91%	90%	NA	31.94%	NA
NT	85.06%	80.84%	13.86%	96.43%	79.41%	18.36%	39.76%

The shaded cells in the above table show those indicators that are significantly below the state target. The NA indicates when a cohort is 10 or smaller.

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

- Males appear to participate less frequently in non-traditional programs than females.
- Males are somewhat less successful than females in academic and technical skill attainment and in program completion.
- Persons with disabilities are less successful than traditional students in academic and technical skill attainment and in participation in programs non-traditional to their gender.
- Students with educational barriers show lower performance than all students in academic and technical skill attainment and program 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 still need to strengthen our data collection mechanisms for tracking postsecondary performance.

Improvement strategies will focus on:

- Continue improving data collection methods. We have already begun to explore better data sharing methods and have made significant improvements.
- 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 attained an industry recognized credential</i> <i>Denominator: # of completers</i>	National/state standards and assessment systems – state approved national and state assessments, including licensing exams

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

Postsecondary Technical Education:

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

	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

We have been working to refine our accountability systems for the new Perkins IV. Some of the improvements include:

- 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
- 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 and move us toward compliance with the higher bar set by Perkins IV
- 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; we have reviewed all current IRC's reported and have established a list of state approved IRC's by CTE career cluster
- increasing 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 data exchange between the secondary and post secondary levels; we will now include all students and not just tech prep students so that the cohort is larger and we can draw more meaningful conclusions

V. Monitoring Follow Up

Vermont did not have a monitoring visit in 2007.

VI. Workforce Investment Act Incentive Grant Award Results

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

Career & Technical Education

FY07 Post Secondary Perkins Plan

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

Cover Sheet

Part I – Evaluation of Perkins 06 Grant Performance

Part II – Perkins 07 Sub-grants & Funding Summary Sheet

To avoid interruption of your funding, your Perkins Plan must be submitted by June 1, 2006 and officially approved by July 1, 2006. 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 FY07 Perkins funds may be expended prior to the date your Perkins Plan is approved or reviewed as “substantially approvable”. Substantially approvable is defined as:

- ❖ All parts of Perkins Plan are predominantly complete and accurate
- ❖ All budget items are in compliance with legislation
- ❖ Minor errors or omissions needing technical correction

If you need another copy of this application, contact Beth Ducolon at 828-5137.

When you have complete your Perkins Plan:

1. email an electronic copy of your complete plan to bducolon@doe.state.vt.us
2. Mail one hard copy and an original signature page for your Perkins Plan to:

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

Cover Sheet

**FY 2007 PS Perkins Plan
Career & Technical Education**

**PLEASE FILE THE PLAN WITH ORIGINAL SIGNATURES BY
JUNE 1, 2006.**

College – **Community College of Vermont**

Total Perkins funds Allocated **\$517,614**

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 2007 Perkins funds are correct and that the document has been authorized by the governing body of the applicant agency.

Signature of College President

Date

Type or Print Name of College President

Part I: Evaluation of Performance Against FY06 Perkins Plan

This section gives you the opportunity to report on accomplishments and challenges under last year's Perkins grant. You should consider such issues as performance on the federal indicators and completion of planned activities and objectives for each of last year's sub-grants.

1. College Performance Against Perkins Indicators¹

Here is your college's FY05 performance. Below target indicators are shaded.

Indicator	State 05 Target	05 Actual CCV	State 06 Target
Academic Attainment	84.78%	84.18%	85.97%
Technical Attainment	84.95%	79.1%	83.89%
Degree/Credential	17.25%	7.01%	17.84%
Placement	96.11%	91.62%	96.03%
Retention	94%	96.26%	94.4%
NT Participation	20%	22.56%	18.73%
NT Completion	16.4%	21.82%	14.26%

Vermont is eligible for Perkins incentive funding when both the secondary and post secondary targets are achieved. Vermont has historically met its secondary Perkins targets, but post secondary performance has been below Perkins targets for many years. Please give special emphasis on how this can be avoided in FY07. For any indicator where your performance was below target, explain factors influencing results. (e.g. ineffective measurement approach; poor data collection; ineffective recruitment; lack of student supports; weak programming) Describe an improvement plan for raising performance as needed to meet targets in FY07. Your plan for improvement needs to have specific objectives and planned activities for attaining them.

2. College Performance Accomplishing Your FY06 Sub-grant Objectives

In your approved FY06 Perkins Grant application, you identified specific sub-grant projects you would complete with the use of Perkins funding. Briefly describe your success in completing planned activities of each sub-grant and your evaluation of specific outcomes of these efforts. You must address all objectives you identified in your original application

¹ See appendix for definition of each federal indicator.

Part II: Priority Improvement Projects for FY07

College Projects for Improving Your Technical Education Programs

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. Therefore, you must plan projects that address substantive improvement objectives. Such project objectives will require multiple work activities to be fully accomplished. 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 activities not linked to substantive improvement efforts should not be identified as projects .**

Describe your FY07 projects for improving the quality of your technical education programs. Do not include more than 6 different improvement projects. These projects will be the basis for your Perkins budget request. Each project described in this section will become a sub-grant in Part III. Identify specific goals for each project. Also identify key strategies and work activities you will complete for accomplishing the goals of each improvement project. Relate your project goals, strategies, and work activities to the 8 Perkins requirements:

1. Integration of Academics
2. Industry Standards
3. Program Development
4. Use of Technology
5. Professional Development
6. Evaluation & Planning
7. Secondary/post secondary technical education linkages
8. Equity in Enrollment

Part III – Perkins Sub-grants

Now that you have completed Part II, you are ready to identify how to best use your Perkins funding to support your planned projects. Vermont funding allocations for FY07 Perkins funds **are estimated** at \$709,512. Actual funding level may be adjusted once the federal award is finalized. Based on your submitted Pell counts, your estimated Perkins grant is

Community College of Vermont	\$517,614
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Complete a sub-grant form for each FY07 Perkins improvement project you described in PartII. **All expenditures in a sub-grant must directly contribute to the goals and objectives of the project.**

Use the EXCEL sheets to enter your sub-grants. The EXCEL format allows you to submit up to 6 sub-grants. Remember, one sub-grant for each project. Each itemized cost in your budget must be identified as a required or permissive expenditure. EXCEL will automatically calculate summary funding sheets for each sub-grant and for the entire budget by expenditure category and required and permissive expenditures.

Most of the budget sheets will complete automatically as you fill in your sub-grant budgets. You can enter data only in the white cells – colored cells fill in automatically.

APPENDIX

Definition of federal indicators:

Indicator	Definition
IPI Academic Attainment	<p>Numerator: All students who are enrolled in programs and who passed the writing and mathematics courses required by the programs in the reporting year</p> <p>Denominator: All students who are enrolled in programs and who have taken writing and mathematics courses required by the programs in the reporting year.</p>
IP2 Technical Attainment	<p>Numerator: All students who passed the vocational and technical education courses required by the program in which they are enrolled in the reporting year.</p> <p>Denominator: All students enrolled in vocational-technical education courses.</p>
2PI Degree Credential	<p>Numerator: All students who earned a degree or credential in the reporting year.</p> <p>Denominator: All students who are enrolled in programs in the reporting year.</p>
3PI Placement	<p>Numerator: All graduates during a fiscal year who, six months after the end of that fiscal year were contacted in the placement survey and were employed, enrolled in postsecondary education or advanced training, or entered the military.</p> <p>Denominator: All graduates during a fiscal year who were contacted six months after graduation.</p>
3P2 Retention	<p>Numerator: Number of graduates who were identified in the placement survey (six months after the end of the fiscal year in which they graduated) as employed, continuing education or advanced training, or in the military and who were identified as retained in these activities six months after the placement survey.</p> <p>Denominator: Number of graduates who responded to the placement survey six months after the end of the fiscal year in which they graduated as employed, pursuing further education or advanced training, or in the military and responded to the retention survey.</p>
4PI Non-traditional Participation	<p>Numerator: # of students in underrepresented gender groups enrolled in programs for non-traditional occupations</p> <p>Denominator: # of students enrolled in programs for non-traditional occupations</p>
4P2 Non-traditional Completion	<p>Numerator: # of students in underrepresented gender groups who completed a program for non-traditional occupations</p> <p>Denominator: # of students who completed a program for non-traditional occupations</p>

SAMPLE EXCERPT-Secondary Level Recipients 2007 Local Plan Part 1 - Programs Existing in 2005

For local planning purposes only, not a public document

Instructions

Part 1 asks you to evaluate past performance and identify improvement objectives for each of your programs. The format of Part 1 largely follows the content of the 2006 plan but has been improved to provide you with more historical performance data to better clarify the focus of your responses. This year we have created different forms for existing technical educational programs, pre-tech foundation programs, pre-tech exploratory programs, and for new programs.

You must complete a Part I plan form for each program you will operate during the 06/07 school year. Only programs described in this local plan will be eligible for the student FTE count. We have made a form for each of your programs that existed in 2005 and have provided blank forms for your use with new programs.

Each form is password protected, which means that you cannot enter anything except in the allowed areas. The tab key or down arrow key will move your cursor from field-to-field. The responses that you submit will be uploaded into a database that will feed numerous reports. Please help us make this data transfer work successfully.

- Avoid using terms like “see above” or “see previous” because fields may be separated or re-arranged in these reports
- The uploading process will convert your responses into text files. To prevent errors in field conversion please do not use any:
 - carriage returns “”
 - tab characters “”
 - quotation marks “””.
- Avoid using multiple space characters as they create strange holes when your text shows up in reports.
- Do not rename the files or attempt to connect them together into one file

Your responses can be entered in the grey boxes, check boxes or drop-downs starting on the next page. They will appear blue on your screen. Some of the responses that you enter will be restricted to numbers, short responses, or drop-down choices. Questions that start with “If” should be left blank unless data shows that an answer is necessary.

800 Barre Technical Center

Local Program Name: (the name you will call this program in 2007) Please limit response to 30 characters. Abbreviations are acceptable.

T1

CIP Code, Competency List Name and State Mandated Embedded Credit

10.0305 Graphic Arts Mathematics

If this CIP Code and Competency List name is not correct for 2007, Please look at the website http://www.state.vt.us/educ/new/html/pgm_teched/programs/competencies.html, choose the CIP code and Competency list name and briefly explain why your program should be different than the designation above. T2

Name of Program Instructor List the name of the primary teacher for this program. If there is more than one program instructor list additional names. Do not list instructors with inappropriate endorsements: T3

Academic Partners

List any academic teacher that co-teaches or significantly coordinates his/her academic curriculum with the technical education teacher. (e.g. jointly teach specific units of study during program; share student projects with program so students get graded for project in both courses; co-design curriculum; coordinate content and schedule of curriculum between courses)

T4

Program Advisory Board

Programs are required to have at least 5 members from postsecondary or business/industry and must meet at least twice a year. Do not include the program instructor, paraeducators or current students in this list:

	Member's Names & Titles	Member's Role – Choose from dropdown list
1	T5	Full-time secondary technical education staff
2	T6	Full-time secondary technical education staff
3	T7	Full-time secondary technical education staff
4	T8	Full-time secondary technical education staff
5	T9	Full-time secondary technical education staff

Number of times these individuals have met since Feb 1, 2005. Please enter a whole number:

T10

Check **three** key actions and accomplishments of the board since Feb 1, 2005. Please do not check more than three.

- Reviewed and evaluated program's performance
- Reviewed and evaluated program competencies and curriculum
- Recommended changes to program design
- Arranged for teacher inservice with industry
- Reviewed and evaluated student portfolios, projects or other accomplishments
- Provided student opportunities for co-ops and job shadowing

- Offered or participated in assessments for industry related credentials
- Offered or sponsored CTSO or similar skill competitions for students
- Conducted a business/industry survey or other activity to identify industry training needs
- Arranged for guest speakers
- Contributed facilities, equipment, materials, or other resources to program

Program Class Schedule

Record start and end times for both morning and afternoon.

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	T11	T12	T13	T14	T15
PM	T11	T17	T18	T19	T20

If program operates on different schedules in different semesters, indicate second semester schedule below.

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	T21	T22	T23	T24	T25
PM	T26	T27	T28	T29	T30

Average **number** of minutes per day a student will attend this program in 2007. Please enter a whole number. T31

Program Enrollment Trend

Enrollment, FTEs, Minutes of Instruction and Program Completion

	Enrollment	Sem 1 FTEs	Sem 2 FTEs	Sem 1 Average student attendance per day in minutes	Sem 2 Average student attendance per day in minutes
2003	21	17.0	14.0	194.3	160.0
2004	11	7.4	8.0	160.0	174.5
2005	17	5.6	5.6	80.0	80.0

If the program enrollment is low or declining or program FTEs are low or declining, describe how you will correct enrollment problems in 2007. T32

If the average student attendance per day was less than the 120/240 minutes expected in half-day and full-day state approved programs, please explain how this will be corrected in 2007.

T33

Number of Program Completers	Percentage of Enrollment Completing Program in 2005
8	47.1%

If the program completion is less than 45% for half-day programs or less than 90% for full-day programs, please explain how you will increase program completion in 2007. T34

Integration of Academics

Data on National Standards Reference Exam results for all 2005 enrolled students who reached standards. Statewide 74.6% of enrolled students had all 7 scores. 17 students or 100.0% in your program had all 7 scores.

	Reading Analysis	Reading Basic U.	Writing Conventions	Writing Effectiveness	Math Concepts	Math Prob. Solv.	Math Skills
Program Number of Students reaching standard	6	10	14	7	8	7	12
Program Percentage reaching standard	35.3%	58.8%	82.4%	41.2%	47.1%	41.2%	70.6%
Statewide Tech Ed Percentage reaching standard	26.8%	39.0%	61.8%	28.2%	26.5%	26.6%	49.4%

Academic Skills – Federal Indicator

All students with NSRE scores on all 7 standards	Students who reached standard in Reading AND Writing AND Math	Percentage
17	3	17.6%

If the percentage for the Federal Indicator on academic skills was under 50% in 2005, check **two** strategies you will focus on in 2007 to help students improve their academic skills.

- Raise the academic prerequisites for admission to program
- Require students to take certain academic courses while attending program
- Provide extra academic help to individual students who are below academic standards
- Include weekly instructional activities and student assignments that require more reading, writing, and math into the learning of technical skills
- Make direct links between this technical program and specific academic classes and teachers (e.g. co-teach some lessons with an academic teacher; arrange for a CTE project to also be conducted as part of an academic class and therefore students are given a grade for the project in both their technical program and in the academic class)
- Use academic assessments (e.g. Accuplacer, TABE, teacher generated) during the technical program so students and teachers track academic performance.
- Include clear academic criteria in the grading of student work in the program: students participate in monthly performance assessments that provide opportunity for students to demonstrate both occupational and academic standards
- Strengthen professional development to support program faculty to embed more rigorous academics in their instruction

For the two strategies you have selected above, use the drop-downs to select your choices and identify 3 actions you will take to implement the strategy. These actions should be specific and produce measurable results. Provide enough information so who, what and when are clear as well as how progress will be made and how progress will be measured. (Sample action: By Oct. 1, all students below academic standards in reading, writing, or math will be identified and an individual plan in place for required extra help)

Strategy #1	raise prerequisites
	Action 1: T35
	Action 2: T36
	Action 3: T37
Strategy #2	raise prerequisites
	Action 1: T38
	Action 2: T39
	Action 3: T40

High School Graduation – Federal Indicator

Number of 12 th Grade Completers	Number of 12 th Grade Completers who Graduated High School	Percentage
7	7	100.0%

If the percentage of 12th grade completers graduating is less than 85%, check **two** strategies you will focus on in 2007 to help students improve their academic skills.

- Work with guidance counselors and sending schools to identify any senior at risk of not graduating early in the school year, identify why they are at risk, and develop an individual graduation plan.
- Establish a teacher/advisor/mentor/advocate for each at risk senior.
- Provide and require at risk seniors to participate in extra help and tutoring.
- Strengthen rigorous work experiences with industry for at risk seniors.
- Support seniors with post high school transition planning – including job searches and college entry.

For the two strategies you have selected above, use the drop-downs to select your choices and identify 3 actions you will take to implement the strategy. These actions should be specific and produce measurable results. Provide enough information so who, what and when are clear as well as how progress will be made and how progress will be measured.

Strategy #1	identify seniors at risk
	Action 1: T41
	Action 2: T42
	Action 3: T43
Strategy #2	identify seniors at risk
	Action 1: T44
	Action 2: T45
	Action 3: T46

Industry Standards

Technical/Occupational Skills – Federal Indicator

	All Completers	All completers with usable competency scores	Completers attaining entry level in at least 90% of their competencies	Percentage attaining entry level in at least 90% of their competencies
Statewide	2,096	2,078	1,577	76.3%
Program	8	8	6	75.0%

Students with Technical Skills Assessed

	Total Enrollment	Percentage of enrolled students with usable competency scores
Statewide	5,499	37.8%

Program	17	47.1%
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Placement of 2004 Completers six months after leaving high school – Federal Indicator - If the program was new in 2005 data will not be available

Number of Completers who have left high school	Number of Completers who are in Postsecondary, Employed or in Military	Percentage
4	4	100.0%

Placement of Completers in relevant employment or relevant military service six months and three years after leaving high school – If the program was new in 2005 data will not be available

	All Completers	Number of completers who have left high school (denominator)	Related employment or Military (numerator)	Percentage of completers who have left high school in relevant employment
2004 Completers 6 month placement	3	4	0	0.0%
2002 Completers 3-year placement	10	5	0	0.0%

Completers with Industry Recognized Credential² - Federal Indicator

Program Completers	Students who earned IRCs	Program Completers who earned IRCs	Percentage of completers earning IRCs
8	1	1	12.5%

Check **two** strategies that you will focus on in 2007 to help your students gain more rigorous and relevant technical skills.

- Modify curriculum and improve units of study that focus on most important skills
- Strengthen student work experiences in industry
- Upgrade equipment & tools so students learn state of the art practices
- Improve student assessments to better track & document competencies gained
- Identify low performing students & provide them with required extra help
- Raise expectations & support so the majority of students attain IRC's relevant to career area
- Establish student incentives for high achievements
- Engage teacher in industry internships & professional development

For the two strategies you have selected above, use the drop-downs to select your choices and identify 3 actions you will take to implement the strategy. These actions should be specific and produce measurable results. Provide enough information so who, what and when are clear as well as how progress will be made and how progress will be measured.

Strategy #1	modify curriculum and improve units
	Action 1: T47
	Action 2: T48
	Action 3: T49
Strategy #2	modify curriculum and improve units
	Action 1: T50
	Action 2: T51

² Because students may have earned credentials as a result of being enrolled in other programs, these numbers may be slightly inflated

Action 3: T52

Postsecondary Linkages

Placement of 2004 completers in Postsecondary 6 months after leaving high school and 3 years after leaving high school - If the program was new in 2005 data may not be available

	Program enrollment	Completers who have left high school	Completers who have left high school in Postsecondary	Percentage
2004 Completers	11	4	3	75.0%
2002 Completers	21	5	5	100.0%

Articulations and Postsecondary Credits Earned³

Number of Program Completers	Number of Students Earning Postsecondary credits	Percentage
8	0	0.0%

Check **two** strategies you will focus on in 2007 to help your students gain more rigorous and relevant skills and experiences to prepare them for entry into postsecondary.

- Establish or strengthen postsecondary articulations
- Support students to prepare for and take college entry exams
- Establish or strengthen student opportunities for on-campus college experiences
- Modify curriculum to better align with PS course of study
- Improve student guidance on what high school courses are needed for college entry
- Expand teaching of academic and study skills critical for success in college (e.g. information literacy; writing papers; analysis and critical thinking skills; computer technology)
- Adjust grading criteria and student assessments to reflect college performance expectations

For the two strategies you have selected above, use the drop-downs to select your choices and identify 3 actions you will take to implement the strategy. These actions should be specific and produce measurable results. Provide enough information so who, what and when are clear as well as how progress will be made and how progress will be measured.

Strategy #1	est. or strengthen postsec articulations
	Action 1: T53
	Action 2: T54
	Action 3: T55
Strategy #2	est. or strengthen postsec articulations
	Action 1: T56
	Action 2: T57
	Action 3: T58

Special Populations

³ Because students may have earned postsecondary credits as a result of being enrolled in other programs, these numbers may be slightly inflated

Special Pops⁴ Enrollment Collated

Program Enrollment	Total students in at least 1 Special Pops category	Percentage of enrolled students with at least 1 special pop designation
17	15	88.2%

Special Pops Program Completion and Skill Attainment

Special Pop Completers	% Special Pop Completers	% Non-special pop completers	Special Pop Completers who scored at entry level in at least 90% of the competencies for which they are responsible	Non-special pop completers who scored at entry level in at least 90% of the competencies for which they are responsible
7	87.5%	12.5%	5	1

Non-Traditional Participation (enrollment) in programs leading to non-traditional occupations

Enrollment	Number of Non-Traditional Students	Percentage
17	8	47.1%

Non-Traditional Completion in programs leading to non-traditional occupations

Program Completers	Number of Non-Traditional Completers	Percentage
8	5	62.5%

If the performance statistics for program completion or attainment of program competencies is lower for special population/non-traditional students than for non-special population students, check **two** strategies you will focus on to improve options for special population students in 2007.

- Improve marketing and recruitment of students for program
- Expand extra help provided to special populations/non-traditional students
- Improve classroom layout and culture to be more supportive of special populations
- Provide more non-traditional mentors and models for students
- Create peer support groups for non-traditional students
- Modify curriculum to better meet unique learning needs of special populations
- Strengthen student assessment to better track performance of special population students.
- Strengthen personal learning plans and teacher advisory activities with special population students to more closely guide their success

For the two strategies you have selected above, use the drop-downs to select your choices and identify 3 actions you will take to implement the strategy. These actions should be specific and produce measurable results. Provide enough information so who, what and when are clear as well as how progress will be made and how progress will be measured.

Strategy #1	improve recruitment of students for program
	Action 1: T59
	Action 2: T60
	Action 3: T61
Strategy #2	improve recruitment of students for program

⁴ 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.

	Action 1: T62
	Action 2: T63
	Action 3: T64

Appendix B:

ORGANIZATION CHART OF KEY AGENCIES PROVIDING CTE

