

## MEMORANDUM

TO: CTE Directors, Superintendents, and CTE Regional Advisory and Governance Boards

FROM: Daniel M. French, Ed.D., Secretary of Education *DMF*

SUBJECT: Career Technical Education Recovery Planning Guidance

DATE: May 6, 2021

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Each regional CTE center must establish its own Recovery Planning Team<sup>1</sup>, complete a [Vermont Career Technical Education Recovery Plan](#) and submit it to [ruth.durkee@vermont.gov](mailto:ruth.durkee@vermont.gov) by June 30, 2021.

### Required Coordination with Sending Districts/High Schools

- Each sending high school will designate a person to serve as its primary liaison to the CTE center's recovery planning process.
- The CTE center will coordinate with each of its sending high schools in the development of its plan; coordination must ensure that every CTE student is properly supported. This may require levels of coordination that may not have previously existed.
- The CTE center's Recovery Plan must identify, for each sending district, how information will be shared and how and by whom students will be supported for each of the three domains of the plan: Social Emotional Learning, Engagement and Truancy, and Academic Achievement and Success.

### Approval by the CTE Center's Regional Advisory Board

- The CTE center's Recovery Plan must be presented to its Regional Advisory Board (RAB) for discussion and formal approval. If necessary, a special RAB meeting will be called for this purpose.
- The minutes of the RAB meeting where the CTE center's Recovery Plan is discussed and approved must accompany the Recovery Plan when it is submitted to the Agency of Education (AOE). Meeting minutes must include a listing of RAB members in

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<sup>1</sup> For CTE Centers that are schools operated and governed by a LEA, a CTE Center representative should also serve on the LEA's Recovery Planning Team. However, the CTE Center must also convene its own Recovery Planning Team with representatives from each of its sending districts and other key stakeholders.

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### Contact Information:

If you have questions about this document or would like additional information please contact:  
Ruth Durkee, Student Pathways Division, at [ruth.durkee@vermont.gov](mailto:ruth.durkee@vermont.gov) or (802) 828-1078

attendance, including the role in which they serve (e.g. superintendent, principal, business representative, etc.)

## Additional Information

- CTE centers and their sending high schools should ensure that they follow existing special AOE guidance when a student with an IEP or 504 plan applies to and is accepted by a CTE center: [Special Education and CTE - Non-Regulatory Guidance Companion](#) and [Career Technical Education Admissions Decision Tree](#). CTE centers and their sending high schools may find it helpful to use a similar process for all students who will be new to the CTE center during the 2021-2022 school year, not only students with IEP or 504 plans.
- CTE Center Recovery Plans will identify processes for welcoming and building relationships with new CTE students.
- CTE centers and their sending high schools are required to ensure that student scheduling is designed to ensure students' full access to and participation in CTE (See State Board Rule 2371 (8)).
- CTE centers and high schools should coordinate to address and resolve any concerns about students' ability to meet proficiency-based graduation requirements. In so doing, they should:
  - Identify the applied learning in math, science and literacy integrated into rigorous CTE programs of study and ensure that CTE learning is applied to meeting high school proficiency-based graduation requirements;
  - Identify summer learning opportunities that would help students demonstrate gain and demonstrate proficiency;
  - Work collaboratively to ensure a student is not precluded from attending a CTE program because they lost ground during remote or hybrid learning. CTE provides applied, contextualized learning that can often help students gain core academic skills.
  - Previously issued guidance can help inform this process: [A Strong and Healthy Start: Access to Career and Technical Education](#) and [Memo: Strong and Healthy Start Reopening Considerations Specific to Career Technical Education](#).

CTE centers, host LEAs and sending districts are encouraged to determine if additional CTE center staffing, including mental health professionals, will be required to ensure that students are fully supported. Sending districts' ESSER funds can be used to support additional CTE staffing.