

Logic Model for Vermont Partnership to Strengthen Flexible Pathways for College and Career Success

Problem Statement: Currently, the Vermont Agency of Education (AOE) has little statewide information about access to and participation in career and technical education (CTE) and work-based learning (WBL) but suspects that there are inequities in access and participation by region and student groups. The regional clustering of job opportunities also means that access to onsite WBL opportunities varies geographically.

General inputs: Existing research and evidence-based practices; state regulations, statutes, and guidance; REL Northeast & Islands and partners' engagement and expertise; connections to other networks and stakeholder groups; REL Northeast & Islands' commitment to equity and culturally responsive practices; collaboration tools.

Activity-specific inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> Facilitation, project management, content experts. 	<p>(Y1) Develop partnership (Y2-5) Sustain partnership through quarterly meetings to review logic model, plan and execute activities, and monitor progress.</p>	Sustained partnership with engaged members.	Partners build connections across agencies/ organizations.	<p>AOE develops policies and guidance to support improved data collection about student CTE and WBL access, participation, and success.</p> <p>Districts implement improved processes for CTE and WBL data collection and reporting.</p>	<p>Increased student participation and success in CTE and WBL.</p> <p>Increased percentages of high school students completing a CTE program and participating in a WBL experience.</p>
<ul style="list-style-type: none"> Facilitation, project management, content experts. 	<p>(Y1-2) TCTS CTE & WBL Data Inventory: REL Northeast & Islands will collaborate with partners to inventory available data elements and how they can be used to address policy decisions about VT's CTE and WBL pathways.</p>	Meeting materials, data catalog, SFS data.	<p>Partners increase their knowledge about the CTE and WBL data elements available in their data systems and existing opportunity gaps related to CTE programs and WBL activities.</p> <p>Partners increase their capacity to understand how to conduct data inventories and how to use the inventory to improve data collection practices and identify barriers to access.</p>		<p>Increased percentages of students in underrepresented groups and those in rural locations taking at least one course in a CTE program.</p> <p>Increased number of LEAs offering CTE and WBL pathway opportunities, including those in rural LEAs, and an increased number of LEAs offering more advanced forms of WBL.</p>
<ul style="list-style-type: none"> Project management, content experts, dissemination team. 	<p>(Y2) Dissemination</p>	Infographic, fact sheet, or another practice-focused document.	Partners will increase their resource capacity to share best practices for CTE and WBL data collection.		