

Engage Students to Pursue STEM and Trades Careers:

Next Steps after Vermont's Women Can Do Conference, a Student Event



NAPE
National Alliance for
Partnerships in Equity

Resources from the 11/13/2014 Webinar

Thank you for participating in the STEM Equity Pipeline Complimentary Webinar Series!

Webinar Summary

This webinar empowered participants to effectively communicate to students the breadth of opportunities and pathways in STEM careers through the use of NAPE's STEM Career Toolkit. In addition, practical and effective statewide and local strategies from Vermont were presented as examples of ways to encourage young women and girls to consider and pursue rewarding careers in high-wage, high-demand technology and trade careers.

NAPE's STEM Career Toolkit

The NAPE STEM Career Toolkit is designed to effectively reach and encourage every student to consider a future career in STEM. The toolkit provides an overview of STEM careers, introduces positive language for talking with students, and connects the effective messaging with tools, activities, and resources. Learn more at napequity.org/counselors, or refer to the order form included in this document.

Key Takeaways from the Webinar

1. Explain the value of STEM careers using positive messaging that is attractive to (and equitable for) a diverse group of students.
2. Incorporate the benefits of STEM careers into discussions that will appeal to the work values of students of different class, race, and gender.
3. Advise a diverse group of students into a variety of pathways of opportunity in STEM careers.

What's Inside This Document?

Super Strategies, notes on key takeaways from the webinar, shared links and resources, presenter contact information, information on ordering STEM career toolkits, reports from VT Works for Women, upcoming events, and contact information for VT Technical Centers.

NAPE is an alliance of federal and state agencies, local school districts, colleges, universities, businesses, and corporate foundations working to ensure that every student can realize his or her potential in high-wage, high-skill, high-demand careers.

Webinar Facilitators

Meagan Pollock, PhD
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Vermont Works for Women



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Super Strategies

Activities

- ✓ Conduct STEM Career Activities from the NAPE Toolkit.

Kudos Cards

- ✓ Use Kudos cards to write personal notes to students, helping them to picture themselves in STEM.
- ✓ Mail home, hand out, or create bulletin boards.

Role Models

- ✓ Expose students to diverse STEM professionals through posters, books, and websites.
- ✓ Invite a guest speaker to talk to your class.
- ✓ Pair students with mentors from the workforce

Key Messages for STEM

Use these positive and effective messages when talking about STEM with your students.¹

STEM Professionals
make a world of difference and help shape the future.

STEM Careers
are essential to our health, happiness, and safety.

STEM Professionals
are creative & collaborative problem-solvers.

¹ engineeringmessages.org

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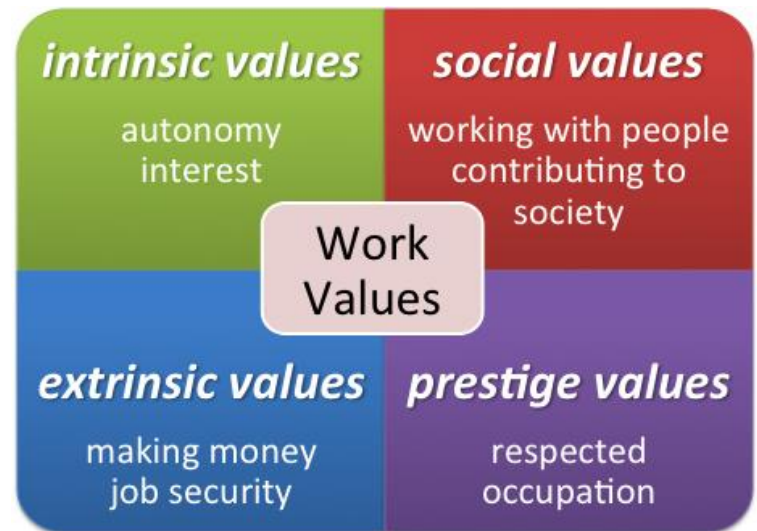
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Resources from the 11/13/2014 Webinar

Four Key Work Values

There are four key work values from which we make decisions on our careers. Every person is likely to have motivations and values from each of the work value quadrants, and priorities can change over time. Therefore, there are different ways of talking about careers in STEM to attract and appeal to students.

STEM careers are interesting, and their many roles can allow for independence. STEM careers are highly collaborative and make significant contributions to society. STEM careers are high-paying, in high demand, and are prestigious and respected.



Fast Facts: Demand

Workforce Growth

The science and engineering (S&E) workforce has grown at 5 times (5.9%) the rate of the general workforce since 1950 (from 2000 to 2009, 1.4% vs. 0.2%).²

Retirement

Many S&E workers are reaching traditional retirement age (33% were older than age 50 in 2010).³

Fastest Growing

7 out of 10 of the fastest growing occupations, requiring at least an associate degree, are in STEM fields.⁴

2-Year Degrees

One-half of all STEM jobs are available to workers without a 4-year college degree.⁵

STEM Knowledge

As of 2011, 26 million U.S. jobs—20% of all jobs—require a high level of knowledge in any one STEM field.⁵

² National Science Board. *Science and Engineering Indicators 2012*. Arlington, VA: National Science Foundation, 2012.

³ National Science Board. *Science and Engineering Indicators 2014*. Arlington, VA: National Science Foundation, 2014.

⁴ Bureau of Labor Statistics. *Occupational Outlook Handbook*. 2012. Available from: <http://bls.gov/ooh/>.

⁵ Rothwell, J., *The Hidden STEM Economy*, 2013, Brookings.

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Resources from the 11/13/2014 Webinar

Shared Links & Resources

From Meagan Pollock

Messaging

- engineeringmessages.org
- engineeringchallenges.org

Explore Careers

- bls.gov/ooh
- sciencebuddies.org/science-engineering-careers

STEM Activities

- [National Girls Collaborative Project](#)
- [Discover Engineering](#)
- [Try Engineering](#)
- [Educating Engineers](#)

Resources for Students

- [Siemens STEM Academy](#)
- [Black Girls Code](#)
- [Engineer Your Life](#)

Role Models

- www.spark101.org
- www.nepris.com
- www.stemfire.com
- www.stemrolemodels.org
- [Million Women Mentors](#)
- [ACE Mentor Program](#)

General Resources

- [STEM Connector](#)
- stemequitypipeline.org

From Lynn and Kelly

- Vermont Works for Women
www.vtworksforwomen.org
- Center for Technology, Essex
www.gocte.org
- Women Can Do Conference
www.vtworksforwomen.org/womencando
- Vermont Agency of Education
<http://education.vermont.gov/>
- VT Agency of Education – Personalized Learning Plans
<http://education.vermont.gov/plp-working-group/main>
- Vermont Technical College www.vtc.edu
- Rosie's Girls Summer Program
www.rosiesgirls.org
- Enough Said report
<http://vtworksforwomen.org/enoughsaid/>
- Change the Story: 15 Things You Can Do
<https://www.dropbox.com/s/b75ko3kxcot4wd/Task%20Force%20on%20Young%20Women%20%26%20VT%20Economy%20-%20Let%27s%20Change%20the%20Story%20Together%2012.3.13.pdf>
- Instagram photos from 2014 Women Can Do Conference, posted by students, chaperones, volunteers, & instructors
<http://eventstagr.am/view/women-can-do-2014>
- National Alliance for Partnerships in Equity (NAPE) www.napequity.org
- NAPE Affiliate Membership Information
<http://www.napequity.org/member-services/membership-types-and-benefits/>

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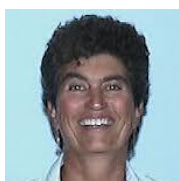
Resources from the 11/13/2014 Webinar

About the Webinar Facilitators



Meagan Pollock, PhD
Director of Professional Development
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512.739.0774

Dr. Meagan Pollock is the Director of Professional Development for the National Alliance for Partnerships in Equity. Before turning her focus on the intersection of education and equity, Meagan worked as an engineer for Texas Instruments. Meagan was a National Science Foundation Graduate Research Fellow, and she holds a PhD in engineering education from Purdue University, a MS in electrical engineering from Texas Tech University, and a BS in computer science from Texas Woman's University. Meagan currently develops programs and products that help educators improve equity in the classroom, ultimately to increase the participation of women and minorities in high-demand, high-wage careers. As an engineer turned educator, Meagan is focused on engineering equity into education.



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Lynn Vera has lived in the Burlington, VT, area for more than 40 years. Lynn has worked as a carpenter and construction laborer, taught in secondary public school education, special education, and adult education, and worked as a Gender Equity Specialist in Technical Education. Currently she is a school counselor at the Center for Technology, Essex, where students prepare for work in allied health, mechanical and construction trades, human services, culinary arts, digital design and multimedia, and many technical areas. She is active in statewide and national efforts/organizations that support diversity and respect in schools and the workplace and encourage training for women in "nontraditional" areas.



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Resources from the 11/13/2014 Webinar

Looking for more?

[Order a toolkit](#) that builds on the information shared in this webinar. It includes lesson plans and activities for sharing with students, too! Learn more at napequity.org/counselors, or refer to the order form included in this packet.

In addition, NAPE offers [professional development](#) on this topic and others. Contact us to learn more!

Online: www.napequity.org

Office: (717) 407-5118

Join our Mailing List: www.napequity.org/stem/stem-equity-project/pipeline-press-signup/

Attachments

1) STEM Career Toolkit Information and Order Form	Pg	7 - 8
2) NAPE Focus on Counselors Initiative – Information Sheet	Pg	9
3) Vermont Works for Women: Enough Said Report Summary	Pg	10 - 13
4) VT Works for Women Upcoming Events	Pg	14
5) Change the Story: 15 Things You Can Do – VT Works for Women	Pg	15 - 16
6) VT Technical Centers	Pg	17 - 18

STEM COUNSELOR TOOLKIT

ORDER FORM



Counselor Toolkit

Designed to effectively reach and encourage all students to consider a future career in STEM, the toolkit provides an overview of STEM careers, introduces positive language for talking with students, and connects the messaging with tools, activities, and resources.

- One Exploring STEM Careers booklet
- Three lesson plans
 - STEM careers scavenger hunt
 - STEM careers are essential to our health happiness and safety
 - Engineering our world
- 100 Kudos Cards (Set of five designs)
- One desktop Kudos Cards holder

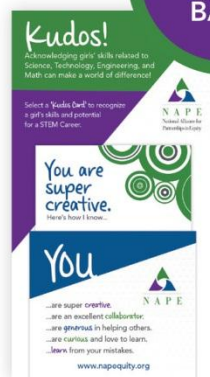


A world-class Science, Technology, Engineering, and Math (STEM) workforce is essential to virtually every goal we have as a nation—whether it's broadly shared economic prosperity, international competitiveness, a strong national defense, a clean energy future, or longer, healthier, lives for all Americans. That's why the National Alliance for Partnerships in Equity (NAPE) has designed these tools and resources for counselors to use in educating students about career opportunities in STEM.

Kudos Card Set

Acknowledging girl's skills related to Science, Technology, Engineering, and Math can make a world of difference! Use Kudos Cards to recognize girls' skills and potential for a STEM career.

- 100 Kudos Cards (Set of five designs)
- One desktop holder



ORDER FORM ON BACK



Funded by a grant from the National Science Foundation, GSE/EXT:STEM

Equity Pipeline Project, Grant No. HRD-1203121

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Developed by Meagan Pollock

Kudos Card Replacement

Recognizing the role of creativity, collaboration, generosity, curiosity, and the ability to learn from failures never goes out of style. Use this form to order replacement Kudos Cards for your holder. Replacements come in packs of 100, 20 cards of each design.



National Alliance for Partnerships in Equity

91 Newport Pike, Suite 302, Gap, PA 17527 | 717.407.5118 | www.napequity.org

STEM COUNSELOR TOOLKIT

ORDER FORM



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Order Tools and Resources

Toolkits are shipped after payment has been received, but generally expect a 3-5 business day turnaround.

		0-99 Pieces	100-499 Pieces	Total
Counselor Toolkit	Member	\$45.00 x _____	\$40.00 x _____	\$ _____
	Non-Member	\$65.00 x _____	\$60.00 x _____	\$ _____
Kudos Cards Set	Member	\$20.00 x _____	\$20.00 x _____	\$ _____
	Non-Member	\$25.00 x _____	\$25.00 x _____	\$ _____
Kudos Cards Replacement	Member	\$15.00 x _____	\$15.00 x _____	\$ _____
	Non-Member	\$20.00 x _____	\$20.00 x _____	\$ _____
Subtotal				\$ _____

NOTE: Shipping and handling charges will be computed once completed order form is received. A final invoice with payment instructions will be sent to the contact listed below.

First Name Last Name

Shipping Address

City State Zip

Email Address

Phone Number

Send completed order form to

National Alliance for Partnerships in Equity
91 Newport Pike, Suite 302
Gap, PA 17527

For additional information, call 717-407-5118
or email krutt@napequity.org.

Focus on

COUNSELORS

Initiative™



NAPE
National Alliance for
Partnerships in Equity
STEM Equity Pipeline

The Issue

Careers in Science, Technology, Engineering, and Math (STEM) are in demand, yet largely misunderstood by the general public.

Pathways to STEM careers are more numerous than typically assumed. Workers equipped with varying levels of STEM skills and knowledge are needed to fill a broad continuum of high-wage and high-demand careers. In fact, when we look at all STEM jobs, half are available to workers without a 4-year college degree.¹ However, many people misconstrue STEM jobs as all requiring advanced math and science skills, and years of education.

In essence, STEM jobs are not as tangible and easy to understand as many jobs, and thus opportunities are missed. Increasing student awareness of and interest in STEM careers is imperative to meeting workforce demands.

NAPE's Solution

NAPE recognizes that counselors are a valuable and untapped resource for increasing student awareness and interest in STEM careers.

To meet the needs of counselors, NAPE has developed research-based workshops, webinars, and a turn-key toolkit to aid counselors in introducing a variety of STEM careers and opportunities to students using positive and effective messaging.

¹ Rothwell, J., *The Hidden STEM Economy*, 2013, Brookings.

NAPE Resources and Products

NAPE offers three key resources for counselors:

Workshops - Workshops present an overview of STEM careers, introduce positive messages for talking with students and parents, and connect the messaging with tools, activities, and resources, particularly targeting females. These workshops can be offered in-person in a variety of lengths and formats—typically 1-3 hours long.

STEM Career Toolkit - This turn-key STEM Career Exploration Toolkit is designed to effectively reach and encourage every student to consider a future career in STEM. The toolkit includes a booklet that describes the research, rationale, and purpose of the toolkit; four interactive career exploration activities for student engagement with explicit lesson plans for implementation; and specific resources and tools for recruitment of girls.

Webinars - Webinars are available for counselors on a variety of topics to support students' interests in courses and programs for both CTE and STEM.

Application

NAPE proudly provides counselors with specific STEM career guidance solutions—optimized to prepare and support counselors in advocating STEM careers to every student.



Learn more at napequity.org/counselor

Enough Said

Young Women Talk About School, Work, and Becoming Adults: *Why We Should Listen and What We Can Do*

Many young women in Vermont describe themselves as ill-equipped and under-prepared for the challenges of school, work, career, economic independence, and adulthood—absolutes that await them in the not-too-distant future.

Reflecting upon their educational experiences and job histories in nine listening sessions and in written surveys, two hundred young women, ages 15-25 from Brattleboro to St. Johnsbury, the majority from families of limited financial means, articulated a host of concerns:

- minimal exposure to a broad range of careers and professional female role models
- few personal allies to provide support
- lack of practical skills related to personal finance
- fears around how to live independently
- relational aggression among their peers
- limited expectations for work that taps into talent and passion

continued from cover

While Vermont should be proud of its high school graduation rate – at 91.4% the highest in the country – a number of signs indicate that we have more to do to ensure that the next generation is ready for college and/or work. This report, *Enough Said*, considers how well we’re preparing young women, who are twice as likely to live in poverty as their male counterparts, to make informed, deliberate choices about education and work and to shoulder the financial responsibilities of adulthood. The unfortunate answer: not well enough

Young Women Told Us...

**...they are ILL-EQUIPPED TO
MANAGE WORK & MONEY**

“I don’t have a clue what kind of income I need to be bringing home weekly/monthly in a job in order to have my own apartment, buy food and necessities.”

Most young women with whom we spoke expressed feeling unprepared for the most basic tasks of adulthood – writing cover letters and resumes, researching careers, making a budget and living within it, opening a bank account and balancing a checkbook, shopping for groceries, buying a car and renting an apartment, filling out tax or financial aid forms.

**...that ALLIES &
SUPPORTIVE NETWORKS
ARE IN SHORT SUPPLY**

“I get along better with guys...girls are just horrible to each other.”

None of us “makes it” without allies – peers, parents, teachers, mentors, and others from whom we can accept criticism and who believe in our talent, and inspire our best effort. Indeed, when asked about the

factors most important to their future success, 60% of survey respondents identified “a supportive network of family and friends.” Yet concerns about relational aggression among girls and young women emerged over and over again as a serious impediment to developing needed self-confidence and supportive networks.

**...that they have
LIMITED EXPOSURE
TO WORK AND CAREER
OPTIONS**

“There’s the tech center where you can get a taste of a trade and learn things that can help you in the future but it’s not like they are making you (try it) so enrolling has to come from your own self-awareness...it’s all on your own shoulders.”

Indeed, how *does* one know she wants to be an auto mechanic if she hasn’t handled a socket wrench or crawled under a car? The obvious answer: exposure. In all of the listening sessions we conducted, participants talked about wanting to interact more with “real people, to hear their stories about what they do, and what they feel passionately about.”





...that they are **SHORT ON EXPERIENCES THAT ENGAGE AND MOTIVATE**

“I didn’t go out of my way in high school to try new things or to figure out what makes me tick. I never really connected to much of anything.”

Those with whom we spoke found it very hard to talk about careers and education in anything but imprecise terms. Although they could list fields in which they were interested, or certifications or apprenticeships that seemed intriguing, few could say very much about *why* they were of interest. Most could not articulate what they ultimately wanted from a career. Overall, it was hard to keep the discussion focused on the topic. Their vagueness reflects more than lack of exposure. It reflects limited experience in activities that engage talent and passion and inspire their best effort.

What We Can Do

Nurturing the full potential of Vermont’s native talent requires that we redouble our commitment to what young women told us they *need*:

-  **practical skills related to personal finance and living independently;**
-  **allies who will provide support and advice;**
-  **exposure to a broad range of careers and professional role models;**
-  **real-world opportunities that challenge, stretch, and engage**

Why We Should Listen

Tomorrow’s economy will demand individuals who think expansively, solve problems, are comfortable with ambiguity and can work collaboratively. Vermont will need a workforce that is persistent in the face of failure and flexible in the wake of change. The creative forces that underpin a robust economy – entrepreneurial innovation, scientific discovery, a willingness to take risks – are fueled by emotional engagement, the freedom to experiment and fail, and a clear sense of purpose.

The full report (**which can be found at our site www.vtworksforwomen.org**) offers recommendations for how we can do more to help young women realize their personal potential – and maintains that we *must* do more if Vermont is to realize its full economic promise. Our state is too small, and frankly too gray, to waste a single drop of talent.

This report was researched and written by **Vermont Works for Women** with support from the **Vermont Women’s Fund**, the **Serena Foundation**, and **Bari and Peter Dreissigacker**, our strong partners in understanding and addressing the needs of women and girls.

Call To Action

The title of this report, Enough Said, reflects the fact that much of what it says isn't new. We have heard these themes before – through our own experiences, through our children's experiences and from what we have read in the media. It reflects our sense that it is time to stop talking and take action.

The ultimate value of this report lies in its ability to prompt action. Some of the recommendations demand strategic investments in programming or changes in policy or priorities. Many cost nothing and require only our steady and firm resolve – as parents, teachers, policy makers, business leaders, community based organizations and neighbors – to nurture the potential in our midst.

The first step is for each of us to tell our own story about our work and interests, about the regrets or unanticipated joys that have punctuated our work lives. Our stories can prompt young women to think differently or to bolster their resolve when patience wears thin. Story telling is an act of communion; it can forge relationships that sustain our energies and leaven our perspective.

In the coming months, Vermont Works for Women and the Vermont Women's Fund will launch an initiative we're calling **The 50% Solution**. Women now provide almost 50% of the nation's labor – and 36% of an average family's income. Addressing women's poverty isn't just a women's issue – it's an economic one. Vermont will reach its full potential only when women and girls can live up to theirs.

To find out more about how *you* can be part of **The 50% Solution**, contact Tiffany Bluemle, VWW's Executive Director, at 802.655.8900. Or send an email to us at tbluemle@vtworksforwomen.org.

WHO WE ARE

Since 1987, Vermont Works for Women has offered opportunities for women and girls to discern their potential and explore their interests; to build confidence through mentoring, coaching, and embracing new challenges; to develop skills through hands-on training; and to navigate the often difficult transition home from prison. Each year, our programs enroll close to 1,000 women and girls, ages 11-60, from diverse backgrounds, living in Vermont communities. State and national organizations – among them the US Department of Housing and Urban Development, the National Transitional Jobs Network, KeyBank, the Vermont Housing and Conservation Board, The Lake Champlain Regional Chamber of Commerce and the John Merck Fund – have recognized VWW as a leader in innovative program development. Four programs have been featured in national publications; two have been replicated in other states.

**Please join us. Together,
we can make Vermont
Work for *all* Women!**



32A Malletts Bay Avenue, Winooski, VT 05404
Phone: 802.655.8900 • Toll Free: 800.639.1472

www.vtworksforwomen.org

Building Confidence • Teaching Skills • Changing Lives



TRY A MAJOR DAY

VERMONT TECH

Williston | November 14, 2014
Randolph Center | May 1, 2015
FOR STUDENTS 10TH-12TH GRADES

➔ vtc.edu/tamd | tamd@vtc.edu

Experience Vermont Tech program majors first-hand!

The
**GOVERNOR'S
INSTITUTES
of VERMONT**

The **Governor's Institutes of Vermont (GIV)** creates prestigious, fun, accelerated learning summer residencies for highly-motivated Vermont teenagers.

GIV: Entrepreneurship – Bring your ideas, your passion and curiosity about business/entrepreneurship to this exciting, innovative, experiential week-long Institute. A summer opportunity to fire your imagination and feed your brain.

GIV: Entrepreneurship

FOR STUDENTS ENTERING 10TH-12TH GRADES
Vermont Tech | Randolph Center
July 6-12, 2015 ➔ giv.org


**ROSIE'S
GIRLS**

Rosie's Girls STEM Leadership Overnight Camp – A brand new fun, creative “hands-on” summer camp experience; leadership, skilled trades, and STEM (science, technology, engineering & math) fields, activities and training.

STEM Leadership Overnight Camp

FOR GIRLS ENTERING 9TH-10TH GRADES
Vermont Tech | Randolph Center
June 22-26, 2015 ➔ vtc.edu/rosies

CHANGE THE STORY

Let's Change the Story Together

It's not rocket science. The vitality of our communities hinges upon nurturing and supporting every drop of native talent. For young women to play their full role in Vermont's economic success, they will need to possess the tools required to make sound decisions about money. They will need to be encouraged to consider careers in which women are still an exception. And they will need adult and peer allies whose support can fuel both aspiration and resolve.

In the end, the horizon for young women and girls will only expand when **all of us** – teachers, parents, employers, neighbors and friends – recognize the immense social benefit to *changing the story* and take an active role in making that happen.

YOU can help change the story by:

- 1 **Using your influence** – your professional and social relationships and networks – **to radically expand the roles and opportunities that young women have available to them.**
- 2 **Modeling and encouraging supportive behavior** so that girls can see and experience its benefits. Intervening in relationships where peer aggression undermines girls' belief in their own worth and competence.
- 3 **Enlarging the world for young men and women** by asking them more questions about their career interests and listening carefully; sharing your own personal stories of work; and offering them meaningful opportunities to practice leadership.



15 Things YOU Can Do

- 1 Download a copy of the **ENOUGH SAID** report and have your book group discuss it.
- 2 Teach the young people in your life the things we all need to know – how to balance a checkbook, what to consider before getting a credit card, and how to create a personal budget.
- 3 Specifically invite a girl to help you change a tire, fix a leaking pipe, or update a program on your computer.
- 4 Encourage young women to apply for jobs for which you think they're qualified but they're likely to dismiss as beyond their experience.
- 5 Practice “no-body-talk” – find other ways to give compliments that focus on attributes related to character and personal strength, rather than someone’s “good hair day” or great outfit.
- 6 Reach out to younger colleagues who are beginning their careers. Ask them questions about what led them to your field, what they like about their work, and where they'd like to be in 10 years.
- 7 Give young women meaningful opportunities to lead and have a voice in decision-making by inviting them to serve on advisory committees and boards of directors.
- 8 Invite 1-2 young women to attend a business or social event with you; expose them to new connections and widen their professional circles.
- 9 Compose a listserv of young women you want to support informally and forward articles of interest to them and their generation, inviting reactions and feedback (to stay connected to their visions and viewpoints).
- 10 Share your own stories – successes, pitfalls, and unanticipated discoveries – with those in your midst; they can inspire, provide perspective, and encourage persistence.
- 11 Offer direct practical support to a young woman interviewing for jobs – by purchasing her work attire or tools for the job, offering to conduct a mock interview, reviewing a resume and cover letter, or babysitting while she attends an interview.
- 12 When you notice that a young woman in your workplace is not taken seriously, let your colleagues know that this behavior is disrespectful and unacceptable.
- 13 Be an ambassador for inclusion – reach out to a new person in your workplace and help her settle in. When you see people practicing intentional exclusion, look for subtle ways to change it up.
- 14 Nurture and model positive relationships with the women in your life. When interpersonal ‘drama’ arises, don’t take the bait!
- 15 Enlist others – copy a stack of “talk bubbles” and invite family members, friends, and colleagues to write a commitment they can make to help Change the Story.

VERMONT TECHNICAL CENTERS

...every high school has at least one!

WOMEN CAN DO 2014

October 16, 2014
Vermont Works for Women

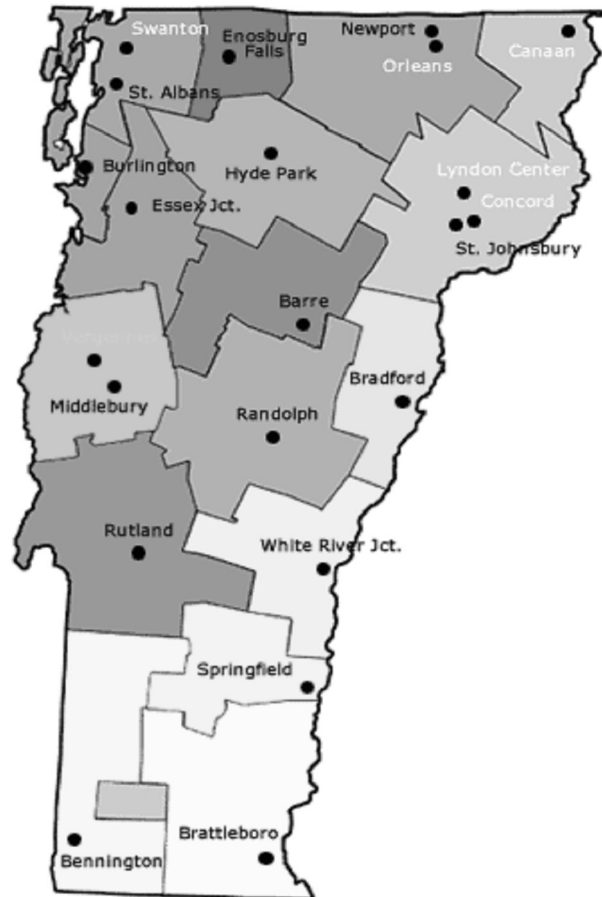
Did you try something exciting at Women Can Do today? What's next?!

Every high school student in Vermont (and on the New Hampshire border) can attend a technical center and study a career while still in high school. You can take academic classes along with the technical program and earn many credits towards graduation. In many cases, you can even earn **college credit & industry certifications** for what you do in a technical center, and get a head start toward your degree or career.

Why wait?

Technical centers are an excellent complement to high school—Don't miss out!

- Hands-on learning with top teachers
- Lots of interaction
- Internships & job shadows for career work experience
- College courses/credits
- Industry certifications



FIND YOUR TECH CENTER AND GET IN TOUCH!

Check out the website to see what career majors are available. Call today! Now is the time to plan for next year!

BARRE TECHNICAL CENTER BARRE, VT barretechnicalcenter.org

Sending Schools — Harwood, Montpelier, Spaulding, Twinfield, Cabot, U32

Contact Person — Amy Lester, 802-476-6237 x1156 alestbtc@u61.net

BURLINGTON TECHNICAL CENTER BURLINGTON, VT burlingtontech.info

Sending Schools — Essex, Mt. Mansfield, Winooski, S. Burlington, Burlington, Colchester, Milton, Champlain Valley Union, BFA-FX, Rice

Contact Person — Lise Bruder, 802-864-8431 lbruder@bsdvt.org

CENTER FOR TECHNOLOGY, ESSEX ESSEX, VT gocte.org

Sending Schools — Essex, Mt. Mansfield, Winooski, S. Burlington, Burlington, Colchester, Milton, Champlain Valley Union, BFA-FX, Rice

Contact Person — Lynn Vera, 802-879-8152 lvera@ccsuvt.org

COLD HOLLOW CAREER CENTER ENOSBURG FALLS, VT chccvt.net

Sending Schools — Enosburg Falls, Richford

Contact Person — Mary Lynn Reid, 802-933-4003 x14 mreid@chccvt.net

GREEN MOUNTAIN TECHNICAL & CAREER CENTER HYDE PARK, VT gmtcc.info

Sending Schools — Stowe, Hazen, Lamoille, Peoples Academy, Craftsbury Academy

Contact Person — Chris Miller, 802-851-1573 cmiller@gmtcc.net

HARTFORD AREA CAREER & TECHNOLOGY CENTER WHITE RVR JCT, VT hartfordschools.net

Sending Schools — Mascoma NH, Lebanon NH, Hanover NH, Thetford Academy, Windsor, Hartford, Woodstock, Rivendell

Contact Person — Bev Kerr, 802-359-4722 kerrb@hartfordschools.net

LYNDON INSTITUTE LYNDON, VT lyndoninstitute.org

Sending Schools — Lyndon, St. Johnsbury, Danville, Concord

Contact Person — Adam Norwood, 802-626-6171 adam.norwood@lyndoninstitute.org

NORTH COUNTRY CAREER CENTER NEWPORT, VT nc3.ncsuvt.org

Sending Schools — North Country Union, Lake Region Union, Canaan

Contact Person — Gillian Staniforth, 802-334-5469 gillian.staniforth@ncsuvt.org

NORTHWEST TECHNICAL CENTER ST. ALBANS, VT nwtconline.org

Sending Schools — Missisquoi, BFA St. Albans

Contact Person — Susan Bosland, 802-527-6512 sbosland@fcsuvt.org

PATRICIA A. HANNAFORD CAREER CENTER MIDDLEBURY, VT hannafordcareercenter.org

Sending Schools — Middlebury, Mt. Abraham, Vergennes

Contact Person — Michael Adaman, 802-382-1007 madaman@pahcc.org

RANDOLPH TECHNICAL CAREER CENTER RANDOLPH, VT randolphtech.org

Sending Schools — Randolph, Northfield, Williamstown, Chelsea, S. Royalton, Whitcomb, Rochester

Contact Person — Pat Halpin, 802-728-9595 x 407 phalpin@myrtcc.org

RIVERBEND CAREER & TECHNICAL CENTER BRADFORD, VT rbctc.org

Sending Schools — Blue Mountain Union, Thetford Academy, Oxbow, Rivendell, Woodsville

Contact Person — Karen Collman, 802-222-5212 x135 kcollman@rbctc.org

RIVER VALLEY TECHNICAL CENTER SPRINGFIELD, VT rvtc.org

Sending Schools — Springfield, Bellows Falls, Green Mtn Union, Black River, Fall Mtn Regional, Compass

Contact Person — Diane Gomes, 802-885-8304 dgomes@rvtc.org

SOUTHWEST VERMONT CAREER DEVELOPMENT CENTER BENNINGTON, VT svcdc.org

Sending Schools — Mt. Anthony, Arlington, Hoosick Falls, NY, Grace Christian, Burr & Burton, Twin Valley

Contact Person — Rebecca Jones, 802-447-0220 x138 rjones@svcdc.org

STAFFORD TECHNICAL CENTER RUTLAND, VT staffordonline.org

Sending Schools — Rutland, Fair Haven, Otter Valley, Proctor, Poultney, West Rutland, Mill River, MSJ

Contact Person — Lori Cillo, 802-770-1050 lcillo@rutland.hs.k12.vt.us

ST. JOHNSBURY ACADEMY ST. JOHNSBURY, VT stjademy.org

Sending Schools — Lyndon Institute, Concord, Danville, St. Johnsbury

Contact Person — Kathy Daley, 802-751-7738 kdaley@stjademy.org

WINDHAM REGIONAL CAREER CENTER BRATTLEBORO, VT wrcvt.com

Sending Schools — Leland and Gray, Twin Valley, Hinsdale, NH, Bellows Falls, Austine School, Brattleboro

Contact Person — Anne Doran, 802-451-3900 x3586 anne_doran@wsesu.org