

Workforce Leadership Committee 2009 Report
Vermont Workforce Development Council

Index

- Introduction and Committee Membership p. 1
- Goals, Strategies and Measures pp. 2 - 11
- Glossary p. 12
- Appendices / Maps Attachment
- Agency and Partner Narratives Attachment

Note to the reader on using the charts:

- ***The performance data reported includes programs funded from multiple sources, not exclusively Next Generation.***
- ***Programs receiving Next Generation funding are indicated with an asterisk in the right hand column.***
- ***Performance data reporting cycles differ from program to program. Data provided in this report is for the most recent twelve month period available.***

Goal 1		Strategies:	Actions:	Measures:	Performance Data:																				
<p>The skill set of the Vt. labor force will meet the needs of employers.</p>		<p>A) Assess and understand employer skill needs.</p>	<p>Periodically conduct employer needs assessments through surveys and focus groups. (Regional WIBs VSC., DED, DOL, WDC)</p> <p>Establish a pilot in one sector each year that transitions Tech Ed students to higher education beginning in 2009. (DOL, DOL, Colleges)</p>	<p>a) Number of new programs resulting from needs assessments. (DOL, DOE, VSC)</p> <p>b) Number of employer partners in publicly funded custom training projects. (DOL, DED, VSC)</p> <p>c) Number of secondary programs approved by Industry Skills Councils. (DOE)</p>	<p>a)</p> <table border="1" data-bbox="1457 440 1955 639"> <thead> <tr> <th>Provider</th> <th>New Programs</th> </tr> </thead> <tbody> <tr> <td>VSC/TED</td> <td>2</td> </tr> <tr> <td>VSC/VMEC</td> <td>3</td> </tr> <tr> <td>DOL/WETF</td> <td>6</td> </tr> <tr> <td>DOE Tech Ctrs.</td> <td>8</td> </tr> </tbody> </table> <p>b)</p> <table border="1" data-bbox="1457 695 1955 883"> <thead> <tr> <th>Provider</th> <th>Employers</th> </tr> </thead> <tbody> <tr> <td>VSC/TED</td> <td>14</td> </tr> <tr> <td>VSC/VMEC</td> <td>25</td> </tr> <tr> <td>DOL/WETF*</td> <td>37</td> </tr> <tr> <td>DED/ VTP*</td> <td>74</td> </tr> </tbody> </table> <p>c) The first two Industry Skills Councils were initiated in '09 through a DOL, DOE partnership. in Hospitality and Green Construction sectors</p>	Provider	New Programs	VSC/TED	2	VSC/VMEC	3	DOL/WETF	6	DOE Tech Ctrs.	8	Provider	Employers	VSC/TED	14	VSC/VMEC	25	DOL/WETF*	37	DED/ VTP*	74
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		<p>B) Identify economic sectors that provide high wages, and are experiencing skill gaps and worker shortaGoal 1ges.</p>	<p>Implement training programs in these sectors. (WDC, VSC, DED and Training Providers)</p>	<p>d) <u>Total</u> number of individuals trained through WETF and VTP training programs. (VTP. DOL, DED)</p>	<p>d)</p> <table border="1" data-bbox="1457 1198 1965 1323"> <thead> <tr> <th>Program</th> <th>'08</th> <th>'09</th> </tr> </thead> <tbody> <tr> <td>WETF*</td> <td>1,314</td> <td>1,872</td> </tr> <tr> <td>VTP*</td> <td>4,926</td> <td>4,585</td> </tr> </tbody> </table>	Program	'08	'09	WETF*	1,314	1,872	VTP*	4,926	4,585											
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Goal 1 cont.

e) Number of workers trained in high demand/high wage occupations.
(DOE, DOL, DED, VSC)

e)

Provider	'08	'09
VSC/TED	7,000	670
VSC/VMEC	3,300	2,489
DOL/WETF*	306	914
DED/VTP*	1,644	686
DOE/CTE	1,380	1,947

		<p>C) Increase the effectiveness of customized training programs statewide.</p>	<p>Work with trade associations and employer groups to develop collaborative training initiatives. (DED, DOL and Others)</p> <p>Ensure that customized workforce training programs are reasonably available in all regions of the state. (DOL, DED, DOE)</p>	<p>f) Number of individuals completing publicly funded customized training that <u>served multiple employers.</u> (DOE, DOL, DED, VSC)</p> <p>g) Geographic distribution of VTP and WETF Training Programs. (DOL, DED)</p> <p>h) Employment outcomes related to WIA financed training (DOL/WIA)</p>	<p>f)</p> <table border="1" data-bbox="1472 253 1959 440"> <thead> <tr> <th>Provider</th> <th>'08</th> <th>'09</th> </tr> </thead> <tbody> <tr> <td>VSC/TED</td> <td>800</td> <td>269</td> </tr> <tr> <td>VSC/VMEC</td> <td>3,300</td> <td>2,489</td> </tr> <tr> <td>DOL/WETF*</td> <td>281</td> <td>162</td> </tr> <tr> <td>DED/VTP*</td> <td>1,976</td> <td>2,763</td> </tr> </tbody> </table> <p>g) DOL/WETF: DED/VTP: <i>See Appendix Maps</i></p> <p>h)</p> <table border="1" data-bbox="1476 621 1955 716"> <thead> <tr> <th></th> <th>'08</th> <th>'09</th> </tr> </thead> <tbody> <tr> <td>Average Wage</td> <td>\$12.43</td> <td>\$12.18</td> </tr> </tbody> </table>	Provider	'08	'09	VSC/TED	800	269	VSC/VMEC	3,300	2,489	DOL/WETF*	281	162	DED/VTP*	1,976	2,763		'08	'09	Average Wage	\$12.43	\$12.18
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<p>D) Develop a workplace readiness credential statewide.</p>	<p>Implement a pilot Work-Keys program in 2009. (DOL, CCV and Others)</p>	<p>i) Number of WorkKeys and CCV Work Readiness Certificates completers and credentials earned. (DOL, VSC)</p>	<p>i)</p> <table border="1" data-bbox="1476 781 1959 938"> <thead> <tr> <th></th> <th>Completers</th> <th>Certified</th> </tr> </thead> <tbody> <tr> <td>CCV Cert.*</td> <td>127</td> <td>116</td> </tr> <tr> <td>WorkKeys Cert.*</td> <td>127</td> <td>125</td> </tr> </tbody> </table>		Completers	Certified	CCV Cert.*	127	116	WorkKeys Cert.*	127	125														
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Goal 1 cont.			Imbed pre/post Work-Keys assessments in all applicable WETF programs (DOL)	<p>j) Employment outcomes for Work Keys certificate holders (DOL)</p> <p>k) Number/% of Reach-Up participants earning Work-Keys Credential (AHS)</p>	j) Measurement pilot underway throughout 2009																								
		E) Provide programs that prepare Vermonters with barriers to employment with competitive work skills	Increase successful employment outcomes of individuals with disabilities. (AHS/VR)	l) Successful employment outcomes for individuals with disabilities (AHS/VR)	<p>l)</p> <table border="1" data-bbox="1451 667 1955 894"> <thead> <tr> <th></th> <th>Successful Employment - Age: > 24</th> </tr> </thead> <tbody> <tr> <td>'09</td> <td>1,028</td> </tr> <tr> <td>'08</td> <td>1,062</td> </tr> <tr> <td>'06</td> <td>1,053</td> </tr> <tr> <td>'04</td> <td>988</td> </tr> <tr> <td>'02</td> <td>936</td> </tr> </tbody> </table> <table border="1" data-bbox="1451 919 1955 1138"> <thead> <tr> <th></th> <th>Successful Employment - Age: < 24</th> </tr> </thead> <tbody> <tr> <td>'09</td> <td>452</td> </tr> <tr> <td>'08</td> <td>461</td> </tr> <tr> <td>'06</td> <td>399</td> </tr> <tr> <td>'04</td> <td>349</td> </tr> <tr> <td>'02</td> <td>285</td> </tr> </tbody> </table>		Successful Employment - Age: > 24	'09	1,028	'08	1,062	'06	1,053	'04	988	'02	936		Successful Employment - Age: < 24	'09	452	'08	461	'06	399	'04	349	'02	285
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	<p>A) Develop a systemic statewide approach to creating career awareness among middle and high school students.</p>	<p>Imbed career awareness in secondary tech ed and in all 9-12 programs (VSAC, DOE, DOL, WDC)</p> <p>Expand Next generation career awareness initiatives. (DOL, VSAC and others)</p>	<p>a) % of HS Seniors with aspirations for further education, and that actually enroll. (VSAC)</p> <p>b) Number of VT students entering college as freshmen in or out of state. (VSAC/IPEDS)</p> <p>c) Tech Center Students entering postsecondary education or related employment. (DOE)</p> <p>d) N.G. Career Awareness grants and students served in Next Gen. Career Awareness programs (DOL)</p> <p>e) Youth employment rate age 16 to 24, including students. (DOL)</p>	<p>a)</p> <table border="1" data-bbox="1528 370 1955 516"> <thead> <tr> <th></th> <th>Aspire</th> <th>Enrolled</th> </tr> </thead> <tbody> <tr> <td>'08</td> <td>76.3%</td> <td>73.2%</td> </tr> <tr> <td>'05</td> <td>73.0%</td> <td>70.0%</td> </tr> <tr> <td>'03</td> <td>71.0%</td> <td>67.5%</td> </tr> <tr> <td>'01</td> <td>69.5%</td> <td>65.0%</td> </tr> </tbody> </table> <p>b)</p> <table border="1" data-bbox="1528 570 1955 756"> <thead> <tr> <th></th> <th>Public</th> <th>Private</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>'06</td> <td>2,821</td> <td>2,513</td> <td>5,334</td> </tr> <tr> <td>'04</td> <td>2,179</td> <td>2,424</td> <td>4,603</td> </tr> <tr> <td>'02</td> <td>2,612</td> <td>2,428</td> <td>5,040</td> </tr> <tr> <td>'00</td> <td>2,406</td> <td>2,382</td> <td>4,788</td> </tr> </tbody> </table> <p>c)</p> <table border="1" data-bbox="1528 810 1997 911"> <thead> <tr> <th></th> <th>Related Job</th> <th>Post-Sec.</th> </tr> </thead> <tbody> <tr> <td>'09</td> <td>23%</td> <td>51%</td> </tr> <tr> <td>'08</td> <td>29%</td> <td>46%</td> </tr> </tbody> </table> <p>d) DOL/Next Generation*</p> <ul style="list-style-type: none"> • Seven Projects Funded • Estimated participants: 7,014 ('09) <p>NOTE: Program funding eliminated for FY '11</p> <p>e)</p> <table border="1" data-bbox="1528 1235 1961 1352"> <thead> <tr> <th></th> <th>Age16 - 19</th> <th>Age 20 - 24</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>82.5</td> <td>87.8</td> </tr> <tr> <td>Female</td> <td>85.4</td> <td>91.3</td> </tr> </tbody> </table>		Aspire	Enrolled	'08	76.3%	73.2%	'05	73.0%	70.0%	'03	71.0%	67.5%	'01	69.5%	65.0%		Public	Private	Total	'06	2,821	2,513	5,334	'04	2,179	2,424	4,603	'02	2,612	2,428	5,040	'00	2,406	2,382	4,788		Related Job	Post-Sec.	'09	23%	51%	'08	29%	46%		Age16 - 19	Age 20 - 24	Male	82.5	87.8	Female	85.4	91.3
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c) Tech Center Students entering postsecondary education or related employment. (DOE)

d) N.G. Career Awareness grants and students served in Next Gen. Career Awareness programs (DOL)

e) Youth employment rate age 16 to 24, including students. (DOL)

a)

	Aspire	Enrolled
'08	76.3%	73.2%
'05	73.0%	70.0%
'03	71.0%	67.5%
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b)

	Public	Private	Total
'06	2,821	2,513	5,334
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c)

	Related Job	Post-Sec.
'09	23%	51%
'08	29%	46%

d) DOL/Next Generation*
 • Seven Projects Funded
 • Estimated participants: 7,014 ('09)
 NOTE: Program funding eliminated for FY '11

e)

	Age 16 - 19	Age 20 - 24
Male	82.5	87.8
Female	85.4	91.3

<p>Goal 2 Cont.</p>	<p>D) Increase opportunities for youth to access innovative alternative HS completion programs</p>	<p>Increase high school completion rate.</p> <p>Increase enrollments in Act 176 High School Completion Program and Adult Diploma Program. (DOE, Learning Works)</p> <p>Expand access to the Next Gen. Alternative and Intensive tech Ed program. (DOL)</p>	<p>k) Cohort completion rates for HS and Tech Center students. (DOE)</p> <p>l) Number of HS dropouts obtaining a diploma: - HS Completion Program - Adult Diploma Program (Learning Works)</p> <p>m) Number of Students in Alternative tech Ed Programs (DOL)</p>	<p>k) DOE: Graduation Rates</p> <table border="1" data-bbox="1444 245 1871 334"> <tr> <td></td> <td>'08</td> <td>'09</td> </tr> <tr> <td>Tech Centers</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>All Public Schools</td> <td>85%</td> <td>*</td> </tr> </table> <p>• Data not available until March 2010</p> <p>;) Learning Works: Alternative Diplomas Granted</p> <table border="1" data-bbox="1444 444 1911 578"> <tr> <td></td> <td>'06</td> <td>'07</td> <td>'08</td> <td>'09</td> </tr> <tr> <td>HSCP</td> <td>N/A</td> <td>52</td> <td>127</td> <td>150</td> </tr> <tr> <td>ADP</td> <td>112</td> <td>106</td> <td>91</td> <td>102</td> </tr> <tr> <td>Total</td> <td>112</td> <td>158</td> <td>218</td> <td>252</td> </tr> </table> <p>m) Alternative/Intensive Tech Ed Enrollments*: 2009: 50 students 2010: 225 students NOTE: Program funding eliminated for FY 2011</p>		'08	'09	Tech Centers	92%	92%	All Public Schools	85%	*		'06	'07	'08	'09	HSCP	N/A	52	127	150	ADP	112	106	91	102	Total	112	158	218	252
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	<p>E) Increase awareness of and participation in workforce preparation programs for adults</p>	<p>Develop a single Web Portal for adult education programs at tech centers with links to the VSC and other providers (ATE Association)</p> <p>Increase enrollment in adult job training programs. (DOL)</p>	<p>n) Utilization of Adult Tech Ed Portal (ATE Association)</p> <p>o) Participation of eligible adults in WIA funded programs. (DOL)</p> <p>p) Total enrollment of adults in non-credit job preparation classes (DOE, DOL)</p>	<p>n) Implemented in November of '09</p> <p>o)</p> <table border="1" data-bbox="1444 1024 1854 1127"> <tr> <td></td> <td>'06</td> <td>'07</td> <td>'08</td> <td>'09</td> </tr> <tr> <td>Number Enrolled</td> <td>466</td> <td>529</td> <td>459</td> <td>724</td> </tr> </table> <p>p) New data system under development.</p>		'06	'07	'08	'09	Number Enrolled	466	529	459	724																			
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<p>Goal 2 Cont.</p>		<p>Provide VSAC non-degree grant opportunities for adults based on economic need. (VSAC)</p>	<p>q) Number of Non-Degree Grants awarded by age group. (VSAC)</p> <p>r) Percent of civilian workforce living in poverty. (DOL)</p> <p>s) Median Hourly Wage of the Vt. Workforce. (DOL)</p>	<p>q)</p> <table border="1" data-bbox="1432 251 1856 511"> <thead> <tr> <th>Age</th> <th>% of Grants '08</th> <th>% of Grants '09</th> </tr> </thead> <tbody> <tr> <td>< 20</td> <td>6%</td> <td>9%</td> </tr> <tr> <td>21 - 30</td> <td>38%</td> <td>42%</td> </tr> <tr> <td>31 - 40</td> <td>27%</td> <td>23%</td> </tr> <tr> <td>41 - 50</td> <td>17%</td> <td>16%</td> </tr> <tr> <td>> 50</td> <td>12%</td> <td>10%</td> </tr> <tr> <td>Total Grants</td> <td>1,128</td> <td>1,218</td> </tr> </tbody> </table> <p>• 86% of Non-Deg. Grants go to individuals with income under \$30,000/yr.</p> <p>r)</p> <table border="1" data-bbox="1432 625 1856 771"> <thead> <tr> <th></th> <th>Workers Below Poverty</th> </tr> </thead> <tbody> <tr> <td>'08</td> <td>4.5%</td> </tr> <tr> <td>'07</td> <td>4.1%</td> </tr> <tr> <td>'06</td> <td>4.1%</td> </tr> <tr> <td>'05</td> <td>4.7%</td> </tr> </tbody> </table> <p>s) 50th Percentile: 2009 - \$15.31/ hr. 2008 - \$14.81/hr.</p>	Age	% of Grants '08	% of Grants '09	< 20	6%	9%	21 - 30	38%	42%	31 - 40	27%	23%	41 - 50	17%	16%	> 50	12%	10%	Total Grants	1,128	1,218		Workers Below Poverty	'08	4.5%	'07	4.1%	'06	4.1%	'05	4.7%
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<p>Increase the quality and capacity of labor force education and training programs</p>	<p>A) Ensure that the educational achievement of the Vt. workforce increases over time.</p>	<p>Develop strategies to maximize the performance of existing workforce development systems by steadily improving successful completion rates. (All WDC Members)</p>	<p>Educational attainment:</p> <p>a) HS Diplomas awarded (DOE)</p> <p>b) Career and Tech Ed Industry Certificates awarded (DOE)</p> <p>c) College Certificates and Degrees granted (VSC)</p> <p>d) Public post-secondary freshman graduation rate (VHEC. VSC)</p> <p>d) Registered Apprenticeship Graduates (DOL)</p>	<p>a) DOE:</p> <table border="1" data-bbox="1409 378 1866 521"> <thead> <tr> <th></th> <th>Cohort Rate</th> <th>Number of HS Grads.</th> </tr> </thead> <tbody> <tr> <td>'09</td> <td>*</td> <td>7,925</td> </tr> <tr> <td>'07</td> <td>86.4%</td> <td>7,245</td> </tr> <tr> <td>'05</td> <td>87.1%</td> <td>7,094</td> </tr> </tbody> </table> <p>* Data available 3/10</p> <p>b)</p> <table border="1" data-bbox="1409 605 1850 781"> <thead> <tr> <th></th> <th>Certificates Awarded</th> </tr> </thead> <tbody> <tr> <td>'09</td> <td>3,040</td> </tr> <tr> <td>'08</td> <td>3,036*</td> </tr> <tr> <td>'07</td> <td>3,364</td> </tr> <tr> <td>'06</td> <td>3,150</td> </tr> <tr> <td>'05</td> <td>3,027</td> </tr> </tbody> </table> <p>* Measurement redefined in 2008</p> <p>c)</p> <table border="1" data-bbox="1409 836 1850 979"> <thead> <tr> <th></th> <th>Certs.</th> <th>2 yr.</th> <th>4yr.</th> </tr> </thead> <tbody> <tr> <td>'08/'09</td> <td>207</td> <td>899</td> <td>894</td> </tr> <tr> <td>'07/'08</td> <td>191</td> <td>865</td> <td>795</td> </tr> <tr> <td>'06/'07</td> <td>148</td> <td>886</td> <td>791</td> </tr> <tr> <td>'05/'06</td> <td>164</td> <td>874</td> <td>781</td> </tr> </tbody> </table> <p>d)</p> <table border="1" data-bbox="1409 1040 1885 1157"> <thead> <tr> <th></th> <th>VTC</th> <th>LSC</th> <th>JSC</th> <th>CSC</th> </tr> </thead> <tbody> <tr> <td>'09</td> <td>61%</td> <td>33%</td> <td>31%</td> <td>47%</td> </tr> <tr> <td>'08</td> <td>51%</td> <td>32%</td> <td>32%</td> <td>44%</td> </tr> </tbody> </table> <p>• UVM Freshman graduation rate: 71%</p> <p>d)</p> <table border="1" data-bbox="1409 1242 1898 1323"> <thead> <tr> <th></th> <th>'06</th> <th>'07</th> <th>'08</th> <th>'09</th> </tr> </thead> <tbody> <tr> <td>Graduates</td> <td>143</td> <td>141</td> <td>266</td> <td>162</td> </tr> </tbody> </table>		Cohort Rate	Number of HS Grads.	'09	*	7,925	'07	86.4%	7,245	'05	87.1%	7,094		Certificates Awarded	'09	3,040	'08	3,036*	'07	3,364	'06	3,150	'05	3,027		Certs.	2 yr.	4yr.	'08/'09	207	899	894	'07/'08	191	865	795	'06/'07	148	886	791	'05/'06	164	874	781		VTC	LSC	JSC	CSC	'09	61%	33%	31%	47%	'08	51%	32%	32%	44%		'06	'07	'08	'09	Graduates	143	141	266	162
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Goal 3 cont.	B) Utilize DOL tracking data to determine placement and earnings outcomes for workforce programs.	Develop procedures for gathering and analyzing data on Next Gen. training participants per Sec. 5.801.1. of the '08 Appr. Bill. (DOL, DED)	e) Wage gains for VTP and WETF trainees. (DOL, DED)	e) Initial run of wage reporting data on WETF and VT will be available in FY '11.															
	C) Increase success in higher education	Improve student success rate in higher education. (VSC, AVIC)	f) Freshman retention rate at the VSC. (VSC)	f) VSC: <table border="1" data-bbox="1423 532 1877 618"> <thead> <tr> <th></th> <th>VTC</th> <th>LSC</th> <th>JSC</th> <th>CSC</th> </tr> </thead> <tbody> <tr> <td>'08</td> <td>73%</td> <td>61%</td> <td>68%</td> <td>69%</td> </tr> <tr> <td>'07</td> <td>72%</td> <td>53%</td> <td>65%</td> <td>66%</td> </tr> </tbody> </table>		VTC	LSC	JSC	CSC	'08	73%	61%	68%	69%	'07	72%	53%	65%	66%
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	D) Increase public awareness of workforce education and training programs.	Develop a Web Portal that provides universal access to Vt. schools, colleges, training programs and career info. VSAC, VSC, DOL)*	g) Vt. Career Gateway utilization rates. (DOL & VSAC)	g) DOL: <ul style="list-style-type: none"> • A new Career Gateway website will be launched in the Spring of 2010. 															

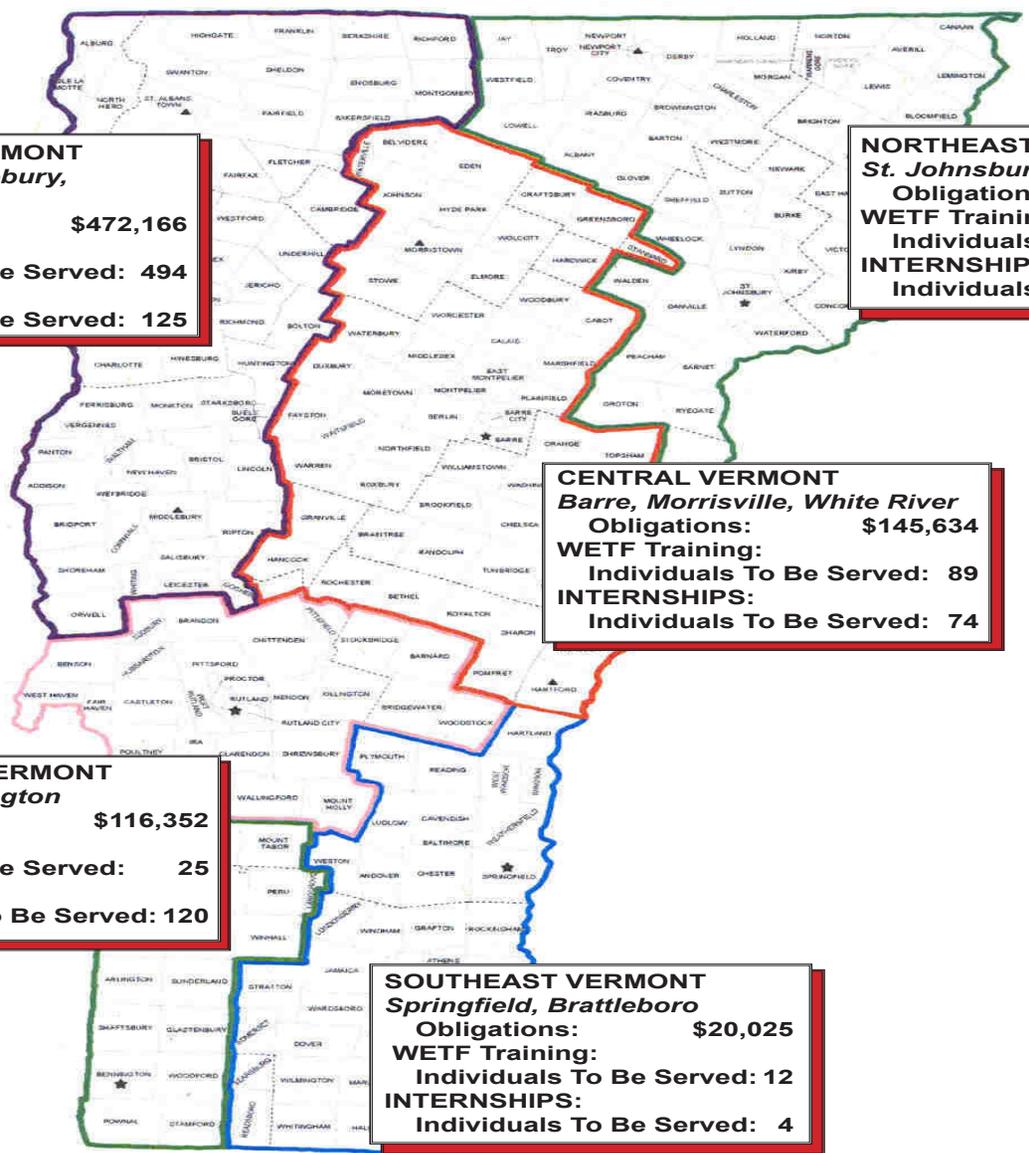
	Strategies : D) Provide growing employers with qualified and productive employees A) Improve training program response to business needs in high growth industries.	Action: Identify businesses that are growing or have potential and meet their training needs. (ALL Survey all WETF and WDC Member Agencies) VTP training grantees for data on satisfaction responsiveness. (DOL, DED)	Measures: d) Rate of business growth (DOL) d) Satisfaction of employers with publicly funded training programs (DOL, DED, VSC) e) Per Capita Gross State product (DOL)	Performance Data: d) <table border="1" data-bbox="1436 256 1881 594"> <thead> <tr> <th></th> <th>GSP (Millions)</th> <th>Pvt. Sector Jobs</th> </tr> </thead> <tbody> <tr> <td>'08</td> <td>\$21,900</td> <td>250,295</td> </tr> <tr> <td>d) Employer Satisfaction</td> <td>\$ 21,170</td> <td>251,534</td> </tr> <tr> <td>'06</td> <td>\$ 20,387</td> <td>251,380</td> </tr> <tr> <td>WETF'05</td> <td>\$ 19,655</td> <td>249,792</td> </tr> <tr> <td>WIA'04</td> <td>\$ 18,912</td> <td>88% 248.094</td> </tr> <tr> <td>DED/VTP*</td> <td colspan="2">99%</td> </tr> <tr> <td>VSC/TED</td> <td colspan="2">90%</td> </tr> <tr> <td>e) DOL: 2008 -</td> <td colspan="2">\$34,294 per resident</td> </tr> <tr> <td>VSC/VMEC 2007 -</td> <td colspan="2">\$34,197 per resident</td> </tr> </tbody> </table>		GSP (Millions)	Pvt. Sector Jobs	'08	\$21,900	250,295	d) Employer Satisfaction	\$ 21,170	251,534	'06	\$ 20,387	251,380	WETF'05	\$ 19,655	249,792	WIA'04	\$ 18,912	88% 248.094	DED/VTP*	99%		VSC/TED	90%		e) DOL: 2008 -	\$34,294 per resident		VSC/VMEC 2007 -	\$34,197 per resident	
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	B) Implement a workplace readiness credential that is valued by employers.	Determine employer interest in a workplace readiness credential. (DOL)	b) Number of employers involved and the extent of their support. (DOL, VSC, Learning Works))	b) Data available in 2010*																														
	C) Expand the Registered Apprenticeship Program into new occupational areas.	Identify at least two new Apprenticeship program areas with potential for growth. (DOL/Appr. Council)	c) Enrollments and completion of apprentices in new fields. (DOL)	c) <table border="1" data-bbox="1436 857 1881 945"> <thead> <tr> <th></th> <th>Apprentices</th> <th>Completers</th> </tr> </thead> <tbody> <tr> <td>'09</td> <td>20</td> <td>10</td> </tr> <tr> <td>'08</td> <td>10</td> <td>0</td> </tr> </tbody> </table>		Apprentices	Completers	'09	20	10	'08	10	0																					
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Workforce Leadership Committee Report

Glossary

AHS	-	Agency of Human Services
CCV	-	Community College of Vermont
CTE	-	Career and Technical Education
DED	-	Department of Economic Development
DOE	-	Department of Education
DOL	-	Department of Labor
TED	-	VTC Tech Extension Division
VHEC	-	Vermont Higher Education Council
VMEC	-	Vermont Manufacturing Extension Center
VR	-	Department of Vocational Rehabilitation
VSAC	-	Vermont Student Assistant Corporation
VSC	-	Vermont State Colleges
VTP	-	Vermont Training Program
WDC	-	Workforce Development Council
WETF	-	Workforce Education Training Fund
WIA	-	Workforce Investment Act

VERMONT DEPARTMENT OF LABOR NEXT GENERATION TRAINING AND INTERNSHIP PROGRAMS FY 2009



NORTHWEST VERMONT
Burlington, Middlebury, St. Albans
Obligations: \$472,166
WETF Training:
Individuals To Be Served: 494
INTERNSHIPS:
Individuals To Be Served: 125

NORTHEAST VERMONT
St. Johnsbury, Newport
Obligations: \$90,075
WETF Training:
Individuals To Be Served: 136
INTERNSHIPS:
Individuals To Be Served: 40

CENTRAL VERMONT
Barre, Morrisville, White River
Obligations: \$145,634
WETF Training:
Individuals To Be Served: 89
INTERNSHIPS:
Individuals To Be Served: 74

SOUTHWEST VERMONT
Rutland, Bennington
Obligations: \$116,352
WETF Training:
Individuals To Be Served: 25
INTERNSHIPS:
Individuals To Be Served: 120

SOUTHEAST VERMONT
Springfield, Brattleboro
Obligations: \$20,025
WETF Training:
Individuals To Be Served: 12
INTERNSHIPS:
Individuals To Be Served: 4

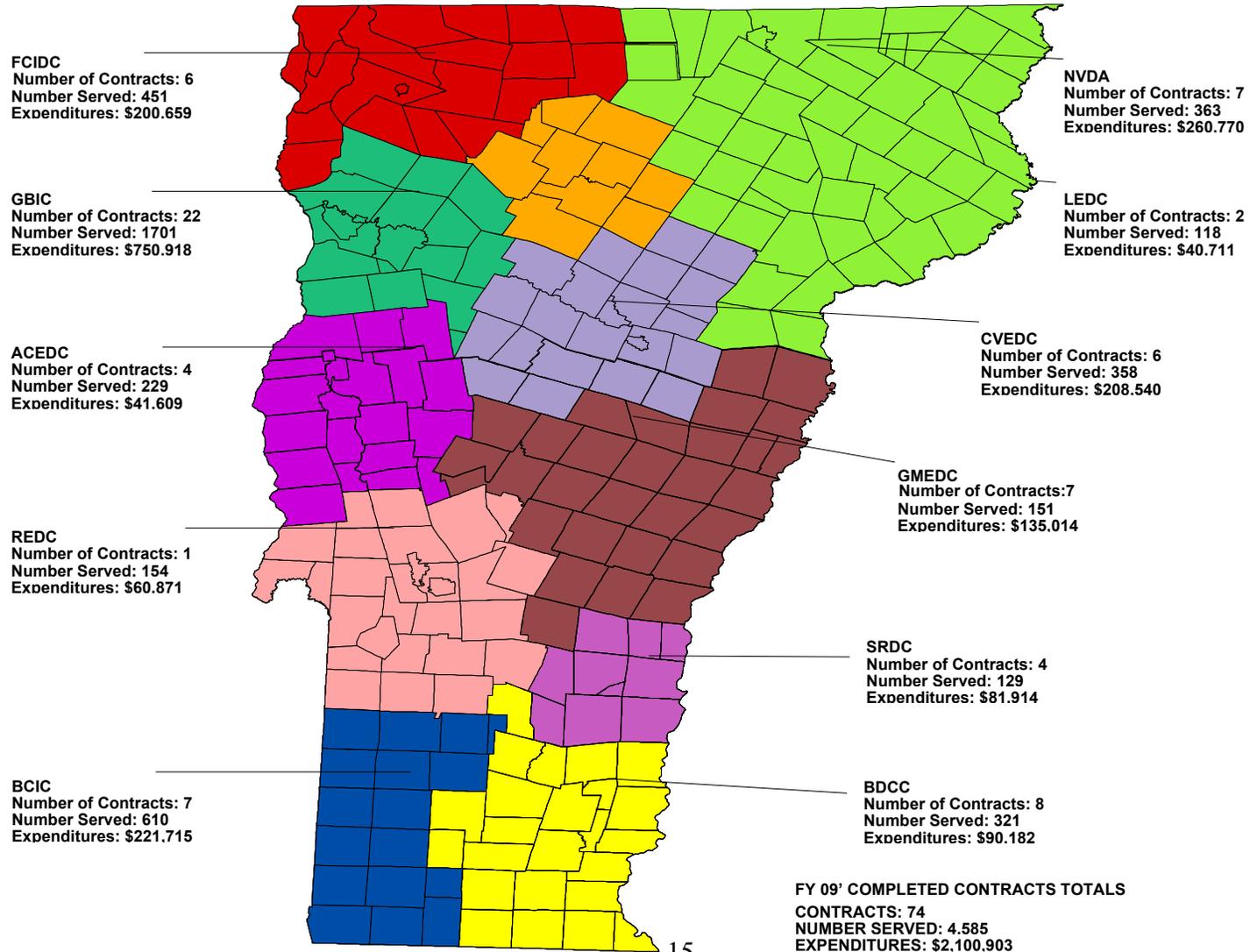
PROGRAMS WITH STATEWIDE IMPACT
Obligations: \$1,215,051
WETF Training:
Individuals To Be Served: 1,924
INTERNSHIPS:
Individuals To Be Served: 64

TOTALS
Obligations: \$2,059,303
WETF Training:
Employers To Be Served: 500
Individuals To Be Served: 2,680
INTERNSHIPS:
Employers To Be Served: 290
Individuals To Be Served: 427

VERMONT TRAINING PROGRAM

Annual Report FY 2009
1 July, 2008 - 30 June, 2009

Geographic Services by Regional Development Corporation (RDC's)



**Act 46 Leadership Committee
Agency/Institution Annual Report**

Agency: Department of Education-Lifelong Learning Div.,
Program Career and Technical Ed

Year: 2009

Individual Completing Report: John Fischer

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals (beyond those included on the data report) (use N/A where appropriate)	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
<p><i>Students in regional career and technical education centers will:</i></p> <ol style="list-style-type: none"> 1. Experience strong career guidance services that include career development plans which articulate a multi-year sequence of academic and technical courses as a program of study leading to a student's career goals. 2. Gain proficiency in the employability skills demanded by 21st century workplaces. 3. Participate in programs which will be shaped by industry standards, educational quality, academic rigor and measured by valid and reliable technical skill assessments that offer value to students (e.g. dual enrollment opportunities, higher wages and certifications). 4. Have the opportunity to transition efficiently from secondary to post secondary programs or employment. 5. Experience an increase in the quantity and quality of workplace learning experiences in industry settings pertinent to their career cluster/pathway. 	<p><u>Overarching Goal 1)</u> A team consisting of DOE CTE, VT State Colleges and VSAC attended a training workshop covering the integration of 21st Century Skills in the secondary education.</p> <ul style="list-style-type: none"> • DOE CTE and postsecondary partners with the regional centers are continuing the work on Programs of Study (POS) in Business, Information Technology and Health Sciences. These POS will identify grade 9-12 sequence of courses leading to postsecondary enrollment. Opportunities for dual enrollment, industry certifications and apprenticeships will be identified. • Common assessments measuring student technical skill attainment were developed and implemented in Automotive, Culinary Arts and Carpentry. Other assessments were approved by VT DOE in the following areas: <ul style="list-style-type: none"> -Residential Electricity-using State Apprenticeship Exam -Health Sciences-using LNA Licensing Exam -Cosmetology-using the State certification exam <p><u>Overarching Goal 2)</u> In addition to the development of programs of study listed in Overarching Goal 1 (above),</p> <ul style="list-style-type: none"> ○ VT DOE in collaboration with VT DOL established an Industry and Education Center 	<p><i>In response to industry needs within the auto service industry in VT,</i></p> <ul style="list-style-type: none"> • Regional tech centers have adopted a new assessment/certification program titled VT General Service Technician. Modeled from the NATEF General Service Technician program, VT students now receive education in eight systems of the automobile and demonstrate their knowledge and skill attainment through participation in a minimum of 9 practical and written assessments. These assessments are recognized by the VT Automotive Dealers Association. <p><i>Similarly,</i></p> <ul style="list-style-type: none"> • Students in the regional center carpentry programs will demonstrate their attainment of technical knowledge and skills through participation in the National Construction Careers Test. Through collaboration with the Associated General Contractors and DOE, this test was selected by the regional center faculty. Certification will be endorsed by AGC after successful completion of these assessments. <p><i>Culinary Arts students at the regional centers piloted a State Hospitality Certification</i></p>

	<p><i>to provide valuable interaction and information with this critical economic sector of VT</i></p> <ul style="list-style-type: none"> ○ <i>VT DOE and VT DOL also completed phase one of an investigation into the Green Technologies. Upon receipt of the phase one report, future directions in the green industries will be determined.</i> ○ <p><i>Overarching Goal 3) In collaboration with VT Small Business Development Center, DOE CTE sponsored the creation of entrepreneurship standards for CTE center programs, assessment tools and a faculty manual. This project aligns with the National Entrepreneurship Standards and utilizes the REAL Entrepreneur materials.</i></p> <p><i>Overarching Goal 4) DOE CTE is working with Associated General Contractors in the development of green building competencies and assessment/certification. Training occurred in December 2009 for faculty in carpentry programs at regional career centers. in the Green Advantage Certification. Students will be able to learn green building strategies beginning in Spring 2010.</i></p>	<p><i>sponsored by DOE, NE Culinary Institute and the VT Chamber Hospitality Management Council. The students participated in a practical cooking assessment in the kitchens of NECI as well as a written assessment of knowledge. This year, a written assessment will be piloted for all Culinary programs which will identify high performing students who will participate in the cooking assessment.</i></p>
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<p>d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.</p>	<p>e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.</p>	<p>f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.</p>
<p><i>Overarching Goal 1) • Work will continue on technical skill assessment development. This is a long term project addressing all CTE programs throughout the State.</i></p> <p><i>Overarching Goal 2)</i></p> <ul style="list-style-type: none"> • <i>All current programs will be re-designed into Programs of Study covering grades 9-12 and postsecondary, providing a sequence of courses leading to a degree, certificate or industry certification.</i> <p><i>Overarching Goal 3) As a means of providing greater breadth of education within a career field, DOE CTE continue to assist in the implementation of “All Aspects of the Industry” criteria including business enterprise/entrepreneurship and 21st Century Skills competencies in all regional career center programs.</i></p> <p><i>Overarching Goal 4)see #3 above</i></p>	<ul style="list-style-type: none"> • <i>The strengthening of collaborative relationships with DoL, WDC, Vermont Chamber of Commerce, Associated General Contractors, VT Auto Dealers Association and NECI have been very productive and beneficial for secondary school students.</i> • <i>New collaborations were initiated between the Agency of Agriculture and DOE to strengthen agriculture education programs, pursuant to Act 154. DOE is currently completing an economic cluster analysis of the agriculture and natural resources sectors of VT. Upon completion, this study will provide a clear plan to strengthen this sector and provide new areas for program of study development and improvement.</i> 	<p><i>We anticipate further development and implementation of work/college readiness standards.</i></p> <p><i>We plan to continue to implement additional strategies that would provide smooth transitions to continuing education after high school/regional career center completion. Academic preparedness and financial resources continue to hamper some students. Strong programs of study at regional centers, providing rigorous academic preparation will aide this goal.</i></p> <p><i>VT DOE/CTE is discussing a collaborative relationship with VSAC to strengthen career awareness and exploration activities and opportunities for high schools and middle schools. This initiative would provide greater exposure of VT priority careers to students.</i></p>

**Workforce Leadership Committee
Agency/Institution Annual Report**

Agency/Institution: Vermont Department of Labor

Year: 2009

Program: Workforce Development Division **Individual Reporting:** Jim Greenwood

<p>a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers.</p>	<p>b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals</p>	<p>c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.</p>
<p>Mission: The mission of the Vermont Department of Labor, Workforce Development Division, is to promote the building of public and private partnerships that advance workforce education and training to enhance the quality of the Vermont workforce. The education and training initiatives will increase the number of highly skilled workers to satisfy current and future needs of Vermont employers, while improving the quality of life for Vermont's working families.</p> <p>Programs:</p> <ul style="list-style-type: none"> - Workforce Investment Act (WIA) <ul style="list-style-type: none"> • On-the-job training • Classroom training • Work experience - Registered Apprenticeship - Next Generation Funded Training <ul style="list-style-type: none"> • WETF training, including internship • Career and alternative workforce 	<ul style="list-style-type: none"> • All 37 WETF grants awarded were designed with employer input and participation in training design/delivery. • Eight WETF grants were awarded to trade associations, or other entities serving multiple employers, resulting in customized training for more than 400 individuals. • Approximately 800 individuals participated in registered apprenticeships in approximately 35 occupations. All are employed full time, and the vast majority are employed in high skilled, high wage, high demand occupations. Numbers declined significantly due to the recession. • Approximately 1,870 individuals were trained under the 37 WETF training grants approved this year, and WETF projects approved in FY 08 that continued into this year. WETF projects must include a firm commitment to hire or upgrade training graduates, and (with limited exceptions) post-training jobs must meet stringent wage requirements. • 328 post-secondary and 445 secondary students completed internships with Vermont businesses, an initiative designed to connect students with employers who are hiring. • Services to dislocated workers, other adults and older youth are measured by entered employment rates, employment retention rates and average earnings/ earnings change. All performance 	<ul style="list-style-type: none"> • The WETF application/review process was further simplified, with local VDOL representatives continuing to be the point person for promoting and developing local training projects. Increased local responsibility strengthens the VDOL/employer connection and helps ensure that training leads directly to new or better jobs. • Central office staff retained responsibility for promoting and developing statewide or multi-region WETF programs, and for providing timely, comprehensive technical assistance for VDOL staff and WETF applicants. • Next Generation programs like Alternative Technical Education, Internship and Career Awareness allowed VDOL to offer workforce development initiatives to secondary and post-secondary students. • Next Generation funding allowed us to

<p>education, including career exploration, and alternative & intensive vocational/academic initiatives</p> <ul style="list-style-type: none"> • Adult technical education <p>- Reach Up</p> <ul style="list-style-type: none"> • Job development • Individual training contracts • Community service placements • Work experience 	<p>levels were at 90% or more of goal and 6 of 9 were at greater than 100%</p> <ul style="list-style-type: none"> • During FY 2009, VDOL awarded more than 2 million dollars for WETF Training and Internship initiatives • Also, under Act 46, in FY VDOL received approximately \$359,920 to support new initiatives for youth in Career Exploration, and Alternative and Intensive Vocational/academic programs. • As noted above, the Registered Apprenticeship program was impacted by the recession, and many apprentices were temporarily cancelled, reducing our active numbers to approximately 800 at the end of FY 2009. As the economy improves, we expect that most will be re-registered in their respective trades, and the department is doing everything possible to keep apprentices enrolled in their technical instruction. • Employer satisfaction with WIA services, as measured by the American Consumer Satisfaction Index, exceeded our negotiated goal with over 75% of employers surveyed participating. 	<p>implement a statewide “work readiness” initiative, a first step in developing a permanent statewide model for delivering career/work readiness training – something that employers in every sector consistently identify as a basic, critical need.</p> <ul style="list-style-type: none"> • In FY 08, VDOL partnered with VR, ESD and United Way of Chittenden County to pilot a program that places a “resource coordinator” on-site, rotating among three large Chittenden County employers, to help employees resolve non-work issues that interfere with their attendance or ability to be fully engaged while at work. The first year of the project has already proven its effectiveness in reducing turnover and increasing workplace productivity.
<p>d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.</p>	<p>e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.</p>	<p>f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.</p>
<ul style="list-style-type: none"> • VDOL has partnered with Community College of Vermont and the Dept. of Economic Development to create and deliver Career Readiness Certificate training (CCV CRC) at up to eight CCV sites statewide. We are in the second year of this initiative, and have established relationships with two 	<ul style="list-style-type: none"> • At the local level, VDOL Reach Up staff is being re-directed to concentrate on job development for work ready Reach Up participants. This represents a move away from case management toward activities that are more directly focused on job training and placement. • As described in (d), the partnership among VDOL, CCV and DED that established Career Readiness Certificate training should continue to produce better prepared entry-level workers, and 	<p>FY '08:</p> <ul style="list-style-type: none"> • Next Gen. Internships: 31 requests totaling \$2,293,326 in funding. \$801,400 was available, leaving a gap of \$1,491,926.00. 19 programs were fully or partially funded.; • Next Gen. Career Exploration: 18

<p>large businesses who are using the program to train incumbent workers and to screen potential new hires.</p> <ul style="list-style-type: none"> • We continue to work with our State Apprenticeship Council, VTC and other partners to explore ways to incorporate “green technology” into our existing programs for Plumbers, Carpenters and Electricians. Also in apprenticeship, we are exploring options for online training, particularly in our Line Maintainer Program. • Beginning July 1, 2008, we require WETF training grantees to provide VDOL with the SSNs of all WETF trainees. We will use VDOL’s wage reporting system to track wages over time, as a measure of training effectiveness. • VDOL has contracted with an outside consultant to develop a model for tracking “return on investment” for all WETF training projects. 	<p>provide employers with a resource that can help to re-train workers who might otherwise face termination.</p> <ul style="list-style-type: none"> • After two years of successfully implementing a statewide secondary internship program, Linking Learning to Life was awarded a performance based three year grant to expand their program. 	<p>requests totaling \$840,000. \$376,650 was available. Eleven requests were funded.</p> <ul style="list-style-type: none"> • Next Gen. Alternative and Intensive Tech Ed: 7 requests totaling \$805,600. \$370,350 was available. Four requests were partially funded. • FY 2009: Requests mirrored 2008’s with over \$512,000 in applications for Career Exploration and \$191,148 available. Internship applications totaled over \$1.3 million; \$530,000 was available for grants. • In some circumstances we need a way to provide at least basic “living stipends” to support individuals while they participate in training. • Lack of reliable public transportation and lack of affordable, quality child care continue to limit work opportunities for many families.
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**Leadership Committee
Agency/Institution Annual Report**

Agency/Institution: VSAC

Year: FY09

Program: Career & Education Outreach

Individual Completing Report: Don Vickers, President/CEO

Note: The programs and activities included in this report are primarily funded by Federal GEAR UP and TRIO grants.

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
<p><u>Career Planning Initiative (CPI)</u> <i>Early career awareness and postsecondary aspiration are vital to Vermont’s economic growth and vitality; therefore, it is imperative that statewide career awareness and planning be made available to all students, starting in 7th grade. From curriculum that emphasizes critical life skills and postsecondary education opportunities, to job shadowing and dual enrollment, Vermont students need to be more aware of how the choices they make today affect their lives tomorrow (such as making class choices with interests and future goals in mind). As a state, we must invest in our youth today, so that we have better prepared graduates progressing onto postsecondary education, especially considering the economic challenges we face together at this time. Even with higher tuition and other costs, postsecondary education is as important today as a high school diploma was twenty years ago. Education beyond high school is likely to mean:</i></p> <ul style="list-style-type: none"> • More job opportunities. <i>Most good jobs require more than a high school diploma. A college degree or other postsecondary training will open more doors for Vermont students because employers need people who can think critically, communicate well, and solve problems creatively.</i> 	<p><i>VSAC is working together with Vermont school counselors, educators, and parents to help Vermont students develop the knowledge and skills that will support their plans for the future.</i></p> <p><i>Eighty-nine percent (89%) of students who received VSAC career and education outreach services were enrolled in a postsecondary education program in the fall of 2009.</i></p> <p><u>Middle school:</u> <i>11,068 students in grades 5-8 received individual counselor contact or participated in a classroom workshop. (FY09)</i></p> <p><u>High school:</u> <i>28,423 students in grades 9-12 received individual counselor contact or participated in a classroom workshop. (FY09)</i></p> <p><u>Adults:</u> <i>Counselors provided 7,312 counseling sessions. (FY09)</i></p> <p><u>CPI Consultations and Trainings:</u> <i>46 schools (elementary to high schools) and 1,540 professionals across Vermont are benefitting from VSAC CPI consultation and training services, ranging from an overview of the program, to full, ongoing</i></p>	<p><i>Career exploration resources are available to all Vermonters, as well as training and support in the use of these resources to school counselors, teachers, and other professionals involved in career education and guidance.</i></p> <p><u>Career and education consultations (CPI & Adult Counseling Services)</u></p> <p><u>Internet-based Career Tools</u></p> <ul style="list-style-type: none"> • <i>Vermont Guidance Central, a career and college planning tool with electronic portfolio</i> • <i>Vermont Career Gateway, an online career planning resource library for education/agency professionals that serve Vermonters</i> • <i>Start Where You Are, a fun and engaging tool created to spark the interest of youth to pursue higher education or training beyond high school</i> <p><u>Statewide career fairs:</u> <i>such as the</i></p>

<ul style="list-style-type: none"> • Financial rewards. Over a lifetime, a person with a four-year degree can earn twice as much as someone with only a high school diploma, according to the U.S. Census Bureau. • A sense of accomplishment. Increased educational attainment provides the satisfaction of personal growth. Vermonters need education beyond high school if they are to realize life's opportunities – sustainable incomes, career advancement, self-fulfillment, and effective citizenship – and for Vermont to survive and thrive in the future. <p><u>Adult Career and Education Counseling</u> It is important that we not stop at high school graduation when it comes to career education and guidance. Many adult Vermonters already in the labor force find themselves seeking assistance when faced with such circumstances as job loss or change. To be successful in today's job market, individuals often must update their skills or attain additional education to increase overall employability.</p> <p>VSAC staff provide counseling and objective information on career development, education options, and financial aid to Vermonters in communities around the state in individual and group sessions. Forty-four percent (44%) of the adults are referred by human services agencies and colleges. Also offered are career and education planning workshops for the general public, and specialized workshops to meet the needs of partner agencies.</p>	<p>consultations, and creation of a career awareness program for their students.</p>	<p>Northeast Kingdom Career Fair held annually at Lyndon State College in Lyndon for 14 years</p> <p><u>Career conferences for professionals:</u> such as the conference sponsored by VSAC and the VT Dept. of Labor, held annually at Vermont Technical College in Randolph Center</p> <p><u>Career and Education Pathfinders:</u> Guides on career and general topics to help individuals navigate information available at the VSAC Resource Center and the internet.</p> <p><u>VSAC Resource Center:</u> Counselors are available to work with individuals on a walk-in basis, or by appointment. Also, more than 7,000 books, CDs, and other resources, as well as nine computers, are available for public use.</p>
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<p>d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.</p>	<p>e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.</p>	<p>f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.</p>
<p><i>VSAC career and education outreach services have been funded by certain Federal grants with specific student eligibility requirements, based on socioeconomic status (i.e., GEAR UP and TRIO). At present, VSAC is only able to reach about fifteen percent (15%) of the students in grades 6-12 who are eligible for these programs, leaving many otherwise eligible students without services.</i></p> <p><i>State funding to incubate career awareness and planning programs in communities around the state has been available in the form of Next Generation mini-grants for the past two years. While these investments may be successful on a small-scale, what is really needed and would provide a more substantial return on the State's investment is support for a statewide initiative, such as VSAC's Career and Education Outreach programs.</i></p>	<p><i>VSAC continues to build partnerships with human service agencies and education institutions and programs across Vermont. One of the reasons that the Career and Education Outreach Program has been so successful is the network, of which we are a part, working together to better the lives of Vermonters and Vermont as a whole.</i></p> <p><u><i>A partial list of partner agencies and institutions:</i></u></p> <p><i>Vermont Department of Labor Department for Children and Families Department of Education Vermont State College System Workforce Development Council Regional WIBS Ready to Work Partnerships Coalition for Workforce Solutions Vermont School Counselors Association</i></p>	<p><i>Individuals who receive career awareness and planning services are more likely to continue their education after high school graduation. For Vermont to achieve economic growth and security in the knowledge economy of the 21st century, we must have a well-educated, highly-skilled workforce – a level of preparedness that requires planning for education beyond high school. The key to this is increasing statewide career awareness and planning efforts, so that all Vermont students have the tools they will need to navigate life after high school.</i></p>

Please refer to our website for more detailed information: <http://www.services.vsac.org>

**Act 46 Leadership Committee
Agency/Institution Annual Report**

Agency/Institution: Vermont State Colleges

Year: 2008-09

Program: VSC System

Individual Reporting: Chancellor's Office

<p>a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers</p>	<p>b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals (beyond those included on the data report) (use N/A where appropriate)</p>	<p>c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.</p>
<p><u>VSC's Mission:</u> For the benefit of Vermont, the Vermont State Colleges provide affordable, high quality, student-centered and accessible education, fully integrating professional, liberal, and career study.</p> <p>This integrated education, in conjunction with applied learning experiences, assures that graduates of VSC programs will:</p> <ol style="list-style-type: none"> 1. Demonstrate competence in communication, research and critical thinking, 2. Practice creative problem-solving both individually and collaboratively, 3. Be engaged, effective, and responsible citizens, 4. Bring to the workplace appropriate skills and an appreciation of work quality and ethics, 5. Embrace the necessity and joy of lifelong learning. <p>• Sample Professional Programs: Agribusiness Management Technology Automotive Technology Business Criminal Justice & Fire Science Computer Software Engineering Construction Practice & Management Dairy Farm Management Technology Dental Hygiene Digital Media</p>	<ol style="list-style-type: none"> 1) Increased enrollment in targeted economic development and employment shortage areas 2) 80% of VSC graduates are employed /continuing education in VT. (This figure includes graduates and continuing students who are going to school or working in Vermont [even if they reside in another state], and graduates who reside in Vermont and are working out-of-state.) 3) Accreditation with national and institutional professional groups and licensure examination scores well above the national average ensure employers highly trained and competent employees. 4) 96% of VMEC clients report they are "satisfied" or "very satisfied" with services they receive; 90% of employers using TED services report that training services received are "excellent" or "very good." 	<p><u>CCV Career Readiness Certificate:</u> The certificate program is designed to help unemployed and underemployed Vermonters improve their basic work skills and their general employability. The project is a partnership with DOL's Next Generation Program</p> <p>Participants will be trained in six core areas: mathematics, reading for information, teamwork, work ethics, and computer skills. Each participant's skills will be assessed before starting the program, and they will then work on the specific areas where they need the most help.</p>

<p>Graphic Design Mechanical Engineering Technology Network Administration Nursing Science, Mathematics, Engineering & Technology Ski Resort Management Special Education Sports Management Sustainable Design & Technology Teacher Education Veterinary Technology</p> <p>• Workforce Training: Technology Extension Division—Vermont Technical College Vermont Manufacturing Extension Center Vermont Small Business Development Center</p>		
<p>d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.</p>	<p>e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.</p>	<p>f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.</p>
<p>Strategic Priorities: 2008-2013:</p> <p>• Access and Affordability</p> <ol style="list-style-type: none"> 1. Expand dual enrollment opportunities for the full range of high school students to raise postsecondary aspirations, increase rigor in the senior year and reduce time to and costs associated with a college degree. 2. Lead the development of a statewide preK-16 partnership to improve postsecondary aspiration, continuation and completion rates. 3. Design long-term tuition-setting and institutional aid strategies to ensure affordability, recognizing the unique characteristics of each college. <p>• Academic Quality and Success</p> <ol style="list-style-type: none"> 1. Improve program outcomes assessment at the colleges and through VSC academic program review to provide the basis 	<p>VSC's Dual Enrollment Program allows students enrolled in high schools and tech centers to earn college credit while still in school or the summer after they graduate. Successful students earn from 3 to 18 college credits, reducing the time it takes to get a degree. In addition, the VT Academy of Science and Technology (VAST) offers a full-year alternative to those students who show aptitude in math, science and technology, allowing students to complete their senior year of high school and freshman year of college simultaneously. Next Generation funding expanded the program to post-secondary partners outside the VSC.</p>	<p>Funding. Increased funding based on the recommendations and findings of the Commission of Higher Education Funding would provide VSC with the financial resources necessary to meet its strategic goals, serve its students, and improve workforce productivity and the needs of Vermont employers.</p>

for ongoing program improvement.

2. Improve student advising to promote retention and success.
3. Improve the use of technology as one component of a full range of strategies to improve recruitment, retention and degree completion.

- **Financial Strength**
 1. Invest in and upgrade technology infrastructure to strengthen programs and services to all students, faculty and staff.
 2. Maximize efficiency and effectiveness through further consolidation and collaboration in key business operations.
 3. Strengthen market position through long-term facilities planning, investment and enhancement.
 4. Enhance revenues through a wider range of public and private sources at each of the colleges and at the system level.
- **Economic Development**
 1. Maximize the impact and visibility of college and system workforce development programs, including SBDC and VMEC.
 2. Strengthen local, regional and statewide partnerships to meet the needs of business and industry, and support key economic sectors in Vermont.
 3. Strengthen the VSC's role in meeting State needs for allied health and health-related programs.
- **Employee Development and Support**
 1. Enhance professional development for faculty and staff focused on improving college-wide strategies for student success.
 2. Improve training and communications to maximize the capacity for technology to support college and system priorities.
 3. Support employee wellness through college and system initiatives.
 4. Review and improve employee hiring and development systems to meet the needs of the colleges.

Please refer to the following websites:
www.vsc.edu, www.vtsbdc.org, and
www.vtcted.org.

**Workforce Leadership Committee
Workforce Development Partner Annual Report**

Agency/Institution: NNEC Apprentice & Training **Year:** 2009
Individual Completing Report: Dana Goldsmith, Training Coordinator

<p>a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers.</p>	<p>b) Highlight measurable accomplishments that have contributed to achieving each of the four overarching goals. (Please refer to the Overarching Goals Chart)</p>	<p>c) Describe any innovations that you have developed.</p>
<p><i>The Northern New England Carpenter Apprentice & Training Fund This a 4 year carpentry program that prepares men & women for a career in commercial & industrial construction. Our training follows the United Brotherhood of Carpenters curriculum and covers everything from OSHA classes to blue print reading. The training has been developed and improved to keep up with new technology from both Labor and Management.</i></p>	<ul style="list-style-type: none"> • <i>Our signatory contractors make a commitment to the training and play an active role in the type of training the carpenters receive. With technology in construction constantly changing, communication between both parties is a key element. In addition there are owners and superintendents of major construction companies on the Board of Trustee’s for the NNEC Apprentice & Training Fund.</i> • <i>Currently our VT membership is two hundred fifty carpenters; all members are eligible and encouraged to attend all training. Training ensures our contractors of a work force the is well trained and as a result of the training, the contractors are constantly bidding on more projects, therefore presenting more opportunities for employment.</i> •) <i>When a journeyperson attends training, it increases their knowledge and confidence. Carpentry has many different categories and training opens many opportunities for steady employment. Construction projects are requiring certification cards showing that the members have taken the required training. The certification training our VT members receives helps secure employment across the country when things are slow in our area.</i> 	<p><i>Going forward the UBC has developed a new class in ‘Best Practices in Healthcare Construction: In Occupied Facilities’. These classes will teach a member how to guard against the spread of secondary infections.</i></p> <p><i>In addition the UBC is developing a ‘Sustainable Green Building’ training program.</i></p> <p><i>Best Practices in Health Care Construction; in Occupied Facilities was offered at the Burlington Training Center in January</i></p>

	<ul style="list-style-type: none"> • <i>There is no other training like this available. The UBC training is constantly keeping up with new technology and improving the training on a continuing basis. Construction is fast pace and training in the field is not always an option, that is what makes these training opportunities so important.</i> 	
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d) Identify any new agency/institution or private sector collaborations that you are part of.	e) Describe anything you have learned through your work that you believe can benefit the broader system.	f) Any other comments:
<p><i>NNEC Apprentice & Training has been participating in 'Career Days' and doing presentations at Tech Schools around the State. Helping with the 'Women Can Do' project sponsored by VT Works for Women</i></p>	<p><i>The training schedule must be flexible in order to meet the needs of the members attending the classes. Our classes are usually held on weekends and evenings or when the carpenters find themselves between jobs.</i></p>	<p><i>The NNEC Apprentice & Training Fund WEFT Grant begin on May 1, 2005 .</i></p> <p><i>Since then we have been able to hold training classes totaling 6,670 hrs. and 276 members attending classes at the So. Burlington, VT Training Center.</i></p> <p><i>Everyone in the VT Department of Labor office concerning our Grant has been a pleasure work with.</i></p> <p><i>On behalf of the Trustee's and all the members of Vermont LU 1996 THANK YOU, very much for the support and the confidence you have shown. All this training would not have been possible without your help!</i></p>

**Workforce Leadership Committee
Agency/Institution Annual Report**

Agency/Institution: AHS
Program: Child Development Division

Year: 09
Individual Reporting: Jan Walker

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals.	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
<p>A primary goal of the Child Development Division (CDD) is to improve the quality of child development services. To achieve this goal a well trained and competent workforce is critical. Programs that prepare individuals and meet employers needs include:</p> <p>1) Industry Recognized Certificates of Proficiency for technical school students entering the early education field</p> <p>2) Registered Apprenticeship and 1,000 hour On The Job certificates (in partnership with DOL and the Vermont Child Care Industry and Careers Council, Inc.)</p> <p>3. Certificates for achievements on the Vermont Career Ladder for Early Childhood and Afterschool Professionals and for specific credentials such as the Vermont program director credential</p>	<p>Goal 1 Employers, program directors and others have developed the coursework embedded in the statewide Career Ladder. Curricula and the ladder is available at www.northernlightscdc.org</p> <p>Goal 2 Workforce may freely move into well paid positions in public school settings due to CDD professional development infrastructure. Others may remain in high quality programs with higher salaries because of Vermont’s Program Quality Recognition and Improvement System “STARS”</p> <p>Goal 3 More than 200 Individuals received Degrees Credentials and Certificates in ‘09. The Child Care Industry and Careers Council documents and supports attainment of Certificates of Proficiency .www.vtchildcareindustry.org</p> <p>Goal 4)Increased STARS participation and staff qualifications and training www.STARSstepahead.org</p>	<p>Active outreach through email, regional workshops and other strategies has contributed to increased awareness by the workforce of the career ladder and the related certificates and bonuses.</p> <p>The career ladder supports and recognizes national as well as state certificates/credentials. Independent third party observation of individuals participating in course work is a major improvement. This has added to the number of ways that formal observation and feedback are integrated into Vermont’s system of preparation and development of the workforce. Other examples include: registered apprenticeship, the on- the-job training certificate program and the technical school Certificates of Proficiency Program which includes participation of industry representatives.</p>
<p>d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.</p>	<p>e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.</p>	<p>f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.</p>
<p>Expansion of Registered Apprenticeship and Certificate of Proficiency programs Complete Infant Toddler Professional Credential</p>	<p>1) New targeted committees noted on www.northernlightscdc.org.</p>	<p>Need more technology based learning opportunities as well as on-site assurance that learning is being applied in practice</p>

**Workforce Leadership Committee
Agency/Institution Annual Report**

Agency/Institution: AHS

Year : '09

Program: DCF- Economic Services Division **Individual Reporting:** Paul Dragon

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
<p><i>DCF Economic Services Division administers Vermont's Temporary Assistance to Needy Families Program (TANF), Reach Up and three other related programs. A primary goal of Reach Up is to assist families to gain and retain employment. .</i></p> <p>1) Reach First: Provides short-term financial supports so families can maintain financial stability during short breaks in employment. Participants are supported with benefits, job search activities, career exploration and vocational assessments.</p> <p>2) Reach Up: Provides on-going financial supports to families while they participate in activities that will address the impact of barriers to gaining and retaining employment. Educational and training activities along with case management services are provided to help participants achieve stated employment goals.</p> <p>3) Reach Ahead: Reach Ahead provides a supplemental food benefit to support working families leaving Reach Up who continue to meet a TANF work requirement in an effort to support job retention.</p> <p>4) Post Secondary Education: Reach Up</p>	<ul style="list-style-type: none"> • Number of families engaged in work activities at a TANF countable level. • Number of families with some wages. • Number of families who receive a vocational or post-secondary credential. • Reach Up and Public Service Employment Leavers study. 	<p>1) ESD has expanded its job development efforts by partnering with the Departments of Labor and Vocational Rehabilitation, as well as with community-based providers.</p> <p>2) ESD offers individual training contracts to employers in order to mitigate the additional cost and risk in hiring a candidate that does not have a solid work history and/or does not meet the minimum qualifications of the position.</p> <p>3) Through the Reach Up programs, ESD offers enhanced access to vocational evaluations.</p> <p>4) ESD is currently developing a service delivery model that will utilize the Boys and Girls Club infrastructure and programming in 22 sites across the state to create supported work sites for training and employment.</p> <p>5) ESD developed pilots to work specifically with individuals who have not successfully engaged in the services component of the program and individuals who have significant mental health issues.</p> <p>6) ESD utilizes mental health and substance use screens to assist people in overcoming barriers to work.</p>

<p><i>supports a post-secondary education program which provides financial supports and case management services to income eligible families with dependent children to gain degrees and credentials.</i></p> <p>5) Support Services: <i>Participants in any of the programs described can receive support services. Examples of eligible support services include car repairs and insurance, work clothes, tuition and other training fees, and performance incentives.</i></p>		<p><i>7) ESD has created a teaming model with partnering agencies to provide comprehensive employment services and supports to participants.</i></p> <p><i>8) ESD Reach Up Staff have been trained in Process Improvement techniques to provide continuous improvement to the delivery of employment and support services.</i></p>
<p>d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.</p>	<p>e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.</p>	<p>f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.</p>
<p><i>1) Create stronger connections between community-based, work experience sites and our educational placements with existing, community job development and placement services.</i></p> <p><i>2) Evaluate and expand car loan/car brokering service to remove transportation barriers to successful, competitive employment.</i></p> <p><i>3) Implement a subsidized employment program to give employers incentives to hire Reach Up workers</i></p>	<p><i>1) MOUs with VDOL and VR for job training, development, job coaching and placement.</i></p> <p><i>2) Grant agreements with parent child centers, adult education providers, transportation providers, community action agencies, colleges, VSAC, and housing services providers to offer the necessary support services which allow individuals to maintain employment.</i></p> <p><i>3) A pilot is being developed in the Northeast Kingdom that changes how services are being delivered. This effort is part of a federally supported TANF Rural Communities Initiative.</i></p> <p><i>4) Identify opportunities to co-locate supports necessary to maintain employment with job training and job experiences in central and accessible locations.</i></p> <p><i>5) Partnership with Community Mental Health Agencies to provide services to Reach Up participants.</i></p>	<p><i>Transportation, childcare and access to mental health and substance use service are gaps that need to be addressed.</i></p>

**Workforce Leadership Committee
Workforce Development Partner Annual Report**

Agency/Institution: Champlain College **Year:** 2009
Individual Reporting: Melissa Hersh

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers.	b) Highlight measurable accomplishments that have contributed to achieving each of the four overarching goals.	c) Describe any innovations that you have developed
<p><i>The Champlain College Workforce Development Center was founded in January 2006 to serve as the business-to-business provider of education and training for the College.</i></p> <p><i>As a part of the Continuing Professional Studies Division, the target audience is employers and their employees. The Center markets credit and non- credit programs to employers in the healthcare, information technology, professional services, and law enforcement industries.</i></p>	<p><i>Our programs include:</i></p> <p><i>Certified Computer Examiner (CCE) Boot Camp</i> <i>HR Management Online Workshops – pre-approved by SHRM for PHR, SPHR & GPHR Re-certification credits</i></p> <p><i>Management Excellence Seminar Series</i> <i>Certificate in Nonprofit Management</i> <i>Excellence in Executive Leadership (ExcEL)</i></p>	<p><i>Through market research and focus groups, we have developed programs that meet the specific needs of employers in Vermont.</i></p> <p><i>We offer high-tech boot camps that are new and not offered anywhere else in the state.</i></p> <p><i>We also offer management and HR training for new managers so that they have the skills to succeed.</i></p> <p><i>In collaboration with Marlboro College, we offer a Certificate in Nonprofit Management to support the nonprofit community in Vermont.</i></p> <p><i>Also, this fall, we will launch a new executive leadership program in collaboration with the Lake Champlain Regional Chamber of Commerce, Excellence in Executive Leadership (ExcEL).</i></p>

d) Identify any new agency/ institution or private sector collaborations that you are part of.	e) Describe anything you have learned through your work that you believe can benefit the broader system.	f) Any other comments:
<p><i>We receive Vermont Training Program dollars for tuition reimbursement to eligible employers for all our programs.</i></p> <p><i>We are named as the provider in a recent WETF grant submitted by Dealer.com. This customized training program started in October 2009 and will continue through September 2010.</i></p>	<p><i>There is a gap in incumbent workforce training for new managers and high tech professionals seeking certifications, which we have now filled.</i></p> <p><i>We have also learned recently that there is a need for executive succession planning within businesses and leadership development is needed for senior leaders seeking "C" level positions. We are meeting that need with our ExcEL program.</i></p>	

**Workforce Leadership Committee
Workforce Development Partner Annual Report**

Agency/Institution: Linking Learning to Life, Inc. **Year:**2009
Individual Reporting: Rich Tulikangas

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers.	b) Highlight measurable accomplishments that have contributed to achieving each of the four overarching goals. (Please refer to the Overarching Goals Chart)	c) Describe any innovations that you have developed
<p><i>The mission of Linking Learning to Life is to improve the educational success and career prospects for K-12 aged youth through school, business and community partnerships.</i></p> <p><i>Programs that prepare individuals for employment and meet the needs of employers for skilled workers:</i></p> <ul style="list-style-type: none"> • <i>Learn to Earn</i> • <i>Program to Inspire Leadership, Opportunity & Thought (PILOT)</i> • <i>Ready, Set, Work!</i> • <i>Training Interns & Partnering for Success (TIPS)</i> • <i>Youth Employment Services (YES)</i> • <i>Learn, Earn & Prosper (LEAP)</i> • <i>L-Works</i> • <i>College Connections</i> 	<ul style="list-style-type: none"> • <i>The TIPS internship program model was carried out statewide for the second year in 6 workforce regions of Vermont; 150 high school students from 30 high schools participated statewide working with 140 businesses.</i> • <i>2,437 middle and high school students from 23 schools participated in Learn to Earn presentations with 47 employers</i> • <i>20 high school juniors from 4 Chittenden County High Schools completed the second year of the PILOT program; the program includes individual career exploration with area businesses in addition to leadership development and community exploration activities</i> • <i>15 at-risk Burlington High School students completed the Ready, Set, Work! Program including paid work experience</i> • <i>Over 50 Burlington School District students with disabilities in grades 9 – 12 received intensive career exploration, work-based learning and job placement assistance through the YES program – a partnership between LLL and VocRehab</i> • <i>4 blind and visually impaired high school students from around Vermont completed the LEAP program which includes work experience at ReCycle North or with the VT Youth Conservation Corps. and transition assistance from LLL</i> 	<ul style="list-style-type: none"> • <i>PILOT is a program model created with the Lake Champlain Regional Chamber of Commerce and modeled largely on its successful Leadership Champlain program for adult professionals</i> • <i>LEAP is an innovative summer program specifically for blind & visually impaired youth who often have a very difficult time transitioning into employment and post secondary education</i> • <i>L-Works was designed specifically for new American ESL students to increase their skills and ability to secure employment</i> • <i>College Connections is a unique model to support student post secondary success for those who most need it. We also track post secondary enrollment and continuation rates after high school.</i>

	<ul style="list-style-type: none"> • 12 Burlington HS students who are English Language Learners gained hands on experience through internships with local employers through L-Works • College Connections includes intensive individual support for students for students with barriers to pursuing post secondary education. 201 dual enrollment courses were taken by students from 7 high schools and 3 alternative education programs at 6 colleges through the program. 93% of students met 1 or more target criteria and achieved an 89% successful course completion rate. 	
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d) Identify any new agency/institution or private sector collaborations that you are part of.	e) Describe anything you have learned through your work that you believe that you believe can benefit the broader system.	f) Any other comments:
<p><i>The new collaborations are the TIPS partnership with the WIB's in Franklin Grand Isle, Rutland, Bennington, Central VT and the Upper Valley Business/Education Partnership. We have worked with all before but the TIPS part is the addition. I don't know if that helps.</i></p>	<ul style="list-style-type: none"> • <i>At risk students can be successful in real world work situations - IF the right preparation and supports are provided.</i> • <i>Many employers are willing to provide opportunities for these youth.</i> • <i>Success in the workplace can lead to success in school.</i> 	

**Workforce Leadership Committee
Workforce Development Partner Annual Report**

**Agency/Institution: Norwich University
Program: Next Generation Internship Program**

**Year: 2009
Cary Brown**

<p>a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers.</p>	<p>b) Highlight measurable accomplishments that have contributed to achieving each of the four overarching goals. (Please refer to the Overarching Goals Chart)</p>	<p>c) Describe any innovations that you have developed</p>
<p><i>The WETF Internship award from the Vermont Department of Labor Internship Program has supported the creation and staffing of an Internship Coordinator Office at Norwich University.</i></p>	<p><i>This office manages internships and matches Norwich students with Vermont employers. Through classroom presentations, faculty meetings, attendance at recruiting functions and campus events, the use of electronic marketing tools, and direct student contact, the number of students seeking internships has, in the first three months of the fall semester, already surpassed the total number in all of the previous school year.</i></p>	<p><i>The Norwich University Internship Program has increased the number of students doing internships, broadened the opportunities for Vermont internships available, as well as significantly expanded the awareness of the value and benefit of internships among the students and faculty.</i></p>
<p>d) Identify any new agency/institution or private sector collaborations that you are part of.</p>	<p>e) Describe anything you have learned through your work that you believe can benefit the broader system.</p>	<p>f) Any other comments:</p>
<p><i>Hundreds of employer contacts have resulted in an extensive database of opportunities in all fields, and alumni collaborations have yielded further, new opportunities.</i></p>	<p><i>Having an Internship Coordinator in place has allowed a level of personal attention and follow-through that connects more students with internships than before. For instance, the accounting major who had had a successful internship in Montpelier over the summer and was looking for a new challenge, also in Montpelier, but was having a hard time finding one on her own – the Coordinator was able to forge new connections within the business community that led to an organization that was not currently sponsoring internships, but happily worked with us to develop one in response to this student’s interest.</i></p>	

