

Next Generation Workforce Leadership Committee

Goals and Measures Report
2008

Next Generation Workforce Leadership Committee

2008 Annual Report

Act 46 of 2007, the Next Generation legislation, created the Workforce Leadership Committee, a sub-committee of the Workforce Development Council, headed by the Commissioner of Labor. The committee was charged with "developing a limited number of overarching goals and challenging measurable criteria for the workforce development system." This document represents the first full-year report of this Committee.

The task of defining the goals for a workforce development system is daunting. The Committee recognizes that the system reaches far beyond the programs defined in Act 46, so for the purposes of this report, we are defining the workforce development system broadly, to include the public education system, employers, higher education institutions, VSAC, the Departments of Education, Labor, and Economic Development, the Agency of Human Services, and non-profit education and training providers.

Pat Moulton Powden, Commissioner of Labor, designated as the Committee Chair in Act 46, worked with the committee to develop a set of four broad goals for the workforce development system. These goals are intended to support the success of Vermont employers and to provide Vermonters with access to the education and training they need to succeed in the workplace. As specified in the Act the goals designed by the committee "incorporate economic development, workforce development, and education, to provide Vermonters with the best education and training available in order to create a strong, appropriate, and sustainable economic environment."

Creating a highly skilled workforce goes beyond the work of a single organization, so in order to present a more accurate picture of the collaborative efforts of Vermont's many workforce development partners, the Goals,

Strategies, and Measures contained in this report include programs and services beyond those established in Act 46 and the Next Generation funding associated with the Act. It is especially important to recognize that some of the agencies and organizations contributing to this report receive Next Generation funds for activities included in this report, and that others included in the report, such as the Department of Education, received no funding through Act 46. Additionally, the higher education entities in Vermont, including VSAC, dedicate most, if not all, of their state-appropriated resources toward educating students and preparing them for the workforce.

Each of the four goals identified in this report is supported by specific strategies and performance measures. We have chosen to focus on identified gaps in the system and on areas where we believe we can effect positive change within the existing resource base. This report highlights many significant accomplishments and also points to areas where we can and must do better.

The Next Generation programs support innovation and collaboration, and provide flexibility that greatly enhances overall effectiveness. In its first eighteen months the Next Generation programs have served over 100 employers and provided access for thousands of Vermonters to essential workplace education and training. Most importantly, the Act has forged new partnerships between agencies, schools, and colleges, and between the public and private sectors. A comprehensive report of each category of Next Generation funds will be provided by the agencies and institutions receiving funds in subsequent reports to the Legislature.

We welcome a full discussion of this report.

Committee Members:

- **Pat Moulton Powden**, Leadership Committee Chair and Commissioner - Vermont Dept. of Labor
 - **Frank Cioffi**, President - Greater Burlington Industrial Corporation, and Cynosure
 - **Robert Clarke**, Chancellor - Vermont State Colleges
 - **John O'Kane**, Chair WDC and Manager of Government Affairs IBM
 - **Cindy LaWare**, Secretary - Vermont Agency of Human Services
 - **Mary Linterman P.E.**, Vice President - DEW Construction
 - **Mac McLaughlin**, President/Owner - Bread Loaf Corporation
 - **Mike Quinn**, Commissioner - Vermont Department of Economic Development
 - **Bill Talbot**, Interim Commissioner - Vermont Department of Education

Workforce Leadership Committee Report

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- 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.*
- *New programs for which performance data is not yet available are also indicated 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 from each source.*

Goal 1	Strategies:	Actions:	Measures:	Performance Data:																		
The skill set of the Vt. labor force will meet the needs of employers.	A) Assess and understand employer skill needs.	<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><tr><th>Provider</th><th>New Programs</th></tr><tr><td>VSC/TED</td><td>4</td></tr><tr><td>VSC/VMEC</td><td>2</td></tr><tr><td>DOL/WETF*</td><td>13</td></tr></table> <p>b)</p> <table><tr><th>Provider</th><th>Employers</th></tr><tr><td>VSC/TED</td><td>9</td></tr><tr><td>VSC/VMEC</td><td>113</td></tr><tr><td>DOL/WETF*</td><td>39¹</td></tr><tr><td>DED/ VTP*</td><td>81¹</td></tr></table> <p>c) The first Industry Skills Council will be initiated in '09 through a DOL, DOE, State Chamber, NECI partnership.</p>	Provider	New Programs	VSC/TED	4	VSC/VMEC	2	DOL/WETF*	13	Provider	Employers	VSC/TED	9	VSC/VMEC	113	DOL/WETF*	39 ¹	DED/ VTP*	81 ¹
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	B) Identify economic sectors that provide high wages, and are experiencing skill gaps and worker shortages.	Implement training programs in these sectors. (WDC, VSC, DED and Training Providers)	<p>d) <u>Total</u> number of individuals trained through WETF and VTP. (DOL, DED)</p> <p>e) Number of workers <u>trained in high demand/high wage</u> occupations. (DOE, DOL, DED, VSC)</p>	<p>d)</p> <table><tr><th>Program</th><th>Number Trained</th></tr><tr><td>WETF*</td><td>1,314</td></tr><tr><td>VTP*</td><td>4,926</td></tr></table> <p>e)</p> <table><tr><th>Provider</th><th>Individuals Trained</th></tr><tr><td>VSC/TED</td><td>7,000</td></tr><tr><td>VSC/VMEC</td><td>3,300</td></tr><tr><td>DOL/WETF*</td><td>306</td></tr><tr><td>DED/VTP*</td><td>1,644</td></tr><tr><td>DOE/CTE</td><td>1,380</td></tr></table>	Program	Number Trained	WETF*	1,314	VTP*	4,926	Provider	Individuals Trained	VSC/TED	7,000	VSC/VMEC	3,300	DOL/WETF*	306	DED/VTP*	1,644	DOE/CTE	1,380
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	C) Increase the effectiveness of customized training programs statewide.	Work with trade associations and employer groups to develop collaborative training initiatives. (DED, DOL and Others)	f) Number of individuals completing publicly funded customized training that <u>served multiple employers</u> . (DOE, DOL, DED, VSC)	<p>f)</p> <table><tr><th>Provider</th><th>Individuals Trained</th></tr><tr><td>VSC/TED</td><td>800</td></tr><tr><td>VSC/VMEC</td><td>3,300</td></tr><tr><td>DOL/WETF*</td><td>281</td></tr><tr><td>DED/VTP*</td><td>1,976</td></tr></table>	Provider	Individuals Trained	VSC/TED	800	VSC/VMEC	3,300	DOL/WETF*	281	DED/VTP*	1,976								
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Goal 1 Cont.		Ensure that customized workforce training programs are reasonably available in all regions of the state. (DOL, DED, DOE)	g) Geographic distribution of VTP and WETF Training Programs. (DOL, DED) h) Employment outcomes related to WIA financed training (DOL)	g) DOL/WETF*: DED//VTP*: See Appendix h) DOL/ WIA: Average: \$12.43/hr.																				
	D) Develop a workplace readiness credential statewide.	Implement a pilot Work-Keys program in 2009. (DOL, CCV and Others) Imbed pre/post Work-Keys assessments in all applicable WETF programs (DOL)	i) Number of WorkKeys assessments completed and credentials earned. (DOL, VSC) i) Employment outcomes for Work Keys certificate holders (DOL) j) Number/% of Reach-Up participants earning Work-Keys Credential (AHS)	i) Program initiates January '09* i) Program initiates January '09* j) Program initiates January '09																				
	E) Provide programs that prepare Vermonters with barriers to employment with competitive work skills	Increase successful employment outcomes of individuals with disabilities. (AHS/VR)	k) Successful employment outcomes for individuals with disabilities (AHS/VR)	k) Voc Rehab: • Individuals with disabilities <table><tr><td></td><td>Successful Employment - Age: > 24</td></tr><tr><td>'08</td><td>1,524</td></tr><tr><td>'06</td><td>1,452</td></tr><tr><td>'04</td><td>1,335</td></tr><tr><td>'02</td><td>1,222</td></tr></table> <table><tr><td></td><td>Successful Employment - Age: < 24</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></table>		Successful Employment - Age: > 24	'08	1,524	'06	1,452	'04	1,335	'02	1,222		Successful Employment - Age: < 24	'08	461	'06	399	'04	349	'02	285
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1. DOL made 39 training grants and DED made 81 training grants, some of these were to business groups, trade associations or training providers that served multiple employers.

Goal 2	Strategies:	Actions:	Measures:	Performance Data:																																	
The education and work readiness of the Vermont labor force will prepare them for good jobs.	A) Develop a systemic statewide approach to creating career awareness among middle and high school students.	<p>Imbed career awareness in secondary tech ed and in all 9-12 programs (VSAC, DOE, DoL, WDC)</p> <p>Utilize Next Generation resources to expand 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. (VSAC)</p> <p>c) % of Tech Center Grads entering 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) VSAC:</p> <ul style="list-style-type: none">Vt. HS Seniors Post-secondary Aspiration and Enrollment ² <table><tr><td></td><td>Aspire</td><td>Enrolled</td></tr><tr><td>'05</td><td>73%</td><td>70%</td></tr><tr><td>'03</td><td>71%</td><td>67.5%</td></tr><tr><td>'01</td><td>69.5%</td><td>65%</td></tr></table> <p>b) VHEC:</p> <ul style="list-style-type: none">Vt. Students Entering College* <table><tr><td></td><td>Public</td><td>Indep.</td><td>Total</td></tr><tr><td>'05</td><td>15,263</td><td>4,180</td><td>19,443</td></tr><tr><td>'03</td><td>14,705</td><td>4,473</td><td>19,178</td></tr></table> <p>c) DOE/CTE:</p> <ul style="list-style-type: none">29% Entered related work.46% Enrolled in post-sec. <p>d) DOL/Next Generation*</p> <ul style="list-style-type: none">Seven Projects FundedEstimated participants: 3,000 <p>e) DOL:</p> <ul style="list-style-type: none">Youth <u>Employment</u> Rate - <table><tr><td></td><td>Age 16- 19</td><td>Age 20 - 24</td></tr><tr><td>Male</td><td>54.8%</td><td>84.4%</td></tr><tr><td>Female</td><td>36.3%</td><td>68.8%</td></tr></table>		Aspire	Enrolled	'05	73%	70%	'03	71%	67.5%	'01	69.5%	65%		Public	Indep.	Total	'05	15,263	4,180	19,443	'03	14,705	4,473	19,178		Age 16- 19	Age 20 - 24	Male	54.8%	84.4%	Female	36.3%	68.8%
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	B) Link Vt. students with career opportunities through the Next Generation Internship Program.	<p>Develop the Next Gen. college internship program through employers, trade associations, and colleges. (DOL)*</p> <p>Develop the Next Gen. secondary internship program into a system that provides access for students statewide. (DOL)</p>	<p>f) Number of college interns enrolled, through Act 46 and number of institutions. (DOL)</p> <p>g) Number of secondary interns enrolled, and number of schools. (DOL)</p>	<p>f) & g) DOL*:</p> <table><tr><td>Number of:</td><td>Secondary</td><td>Post Sec.</td></tr><tr><td>Schools / Colleges</td><td>47</td><td>9</td></tr><tr><td>Interns</td><td>238</td><td>214</td></tr></table>	Number of:	Secondary	Post Sec.	Schools / Colleges	47	9	Interns	238	214																								
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Goal 2 Cont.	C) Develop programs of study that provide for career pathways from high school to further education and college that lead to good jobs in Vt..	<p>Organize Tech Ed Programs of Study into Career pathways (DOE)</p> <p>Establish Industry Skills panels for each career pathway (DOE, DOL)</p> <p>Increase participation in Dual Enrollment Programs (VSC, AVIC, UVM)</p> <p>Increase enrollment in Intro to College Studies (VSC, AVIC)*</p>	<p>h) Number of Programs of Study and Career Pathways approved by DOE, and number of students enrolled. (DOE)</p> <p>i) Number of Industry Skills Panels established.</p> <p>j) Number of students in Dual Enrollment programs (VSC, DOE)</p> <p>k) Number if students in Introduction to College Studies (VSC)</p>	<p>h) DOE/CTE:</p> <ul style="list-style-type: none">• Progs. approved - 295• Career pathways - 27• Students enrolled - 5000 <p>i) To be initiated in '09</p> <p>j) VSC*, DOE*: (Duplicated Count)</p> <table><tr><th>Prvovider</th><th>Dual Enrollments</th></tr><tr><td>VSC</td><td>736</td></tr><tr><td>Tech Centers</td><td>412</td></tr><tr><td>High School</td><td>351</td></tr></table> <p>k) VSC*:</p> <ul style="list-style-type: none">• Intro to Coll. Studies. Enrollments - 672	Prvovider	Dual Enrollments	VSC	736	Tech Centers	412	High School	351								
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	D) Increase opportunities for youth to access innovative alternative HS completion programs.	<p>Increase high school completion rate.</p> <p>Increase enrollments in the Act 176 High School Completion Program and Adult Diploma Program in all regions. (DOE, Learning Works)</p> <p>Expand access to Next Gen. Alternative & Intensive Tech Ed programs statewide with start-up funding (DOL)*</p>	<p>l) Completion rates for HS and Tech Center students (DOE)</p> <p>m) Number of HS dropouts obtaining a diploma - HS Completion Program - Adult Diploma Program (Learning Works)</p> <p>n) Number of students participating in Act 46 Alt. and Intensive Tech-Ed Programs (DOL)</p>	<p>l) DOE:</p> <ul style="list-style-type: none">• High Schools - 85%• Tech Centers - 92% <p>m) Learning Works: Alternative Diplomas Granted</p> <table><tr><td></td><td>'06</td><td>'07</td><td>'08</td></tr><tr><td>HSCP</td><td>N/A</td><td>52</td><td>127</td></tr><tr><td>ADP</td><td>112</td><td>106</td><td>91</td></tr><tr><td>Total</td><td>112</td><td>158</td><td>218</td></tr></table> <p>n) '08 Alternative/Intensive Tech Ed Enrollments*: 50 students</p>		'06	'07	'08	HSCP	N/A	52	127	ADP	112	106	91	Total	112	158	218
	'06	'07	'08																	
HSCP	N/A	52	127																	
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	E) Increase awareness of and participation in workforce preparation programs for adults.	Develop a single web portal for adult education programs at tech centers with links to the VSC and other providers (ATE Assoc.)	o) Utilization of adult tech ed web portal. (DOL)	o) To be developed in '09*																

Goal 2 Cont.

Provide VSAC non-degree grant opportunities for adults based on economic need.
(VSAC)

- p) Participation of eligible adults in WIA funded programs. (DOL)
- q) Total enrollment of adults in non-credit job preparation classes. (DOE)
- r) Number of Non-Deg. grants awarded by age group. (VSAC)
- s) Percent of workforce living below the Fed. poverty line. (DOL)
- t) Median Hourly Wage of the Vt. workforce. (DOL)

q) Total enrollment of adults in non-credit job preparation classes. (DOE)

Category	Number of Non-Deg. grants awarded by age group. (VSAC)
18-24	1
25-34	1
35-44	1
45-54	1
55-64	1
65-74	1
75-84	1
85-94	1
95-104	1
105-114	1
115-124	1
125-134	1
135-144	1
145-154	1
155-164	1
165-174	1
175-184	1
185-194	1
195-204	1
205-214	1
215-224	1
225-234	1
235-244	1
245-254	1
255-264	1
265-274	1
275-284	1
285-294	1
295-304	1
305-314	1
315-324	1
325-334	1
335-344	1
345-354	1
355-364	1
365-374	1
375-384	1
385-394	1
395-404	1
405-414	1
415-424	1
425-434	1
435-444	1
445-454	1
455-464	1
465-474	1
475-484	1
485-494	1
495-504	1
505-514	1
515-524	1
525-534	1
535-544	1
545-554	1
555-564	1
565-574	1
575-584	1
585-594	1
595-604	1
605-614	1
615-624	1
625-634	1
635-644	1
645-654	1
655-664	1
665-674	1
675-684	1
685-694	1
695-704	1
705-714	1
715-724	1
725-734	1
735-744	1
745-754	1
755-764	1
765-774	1
775-784	1
785-794	1
795-804	1
805-814	1
815-824	1
825-834	1
835-844	1
845-854	1
855-864	1
865-874	1
875-884	1
885-894	1
895-904	1
905-914	1
915-924	1
925-934	1
935-944	1
945-954	1
955-964	1
965-974	1
975-984	1
985-994	1
995-1004	1
1005-1014	1
1015-1024	1
1025-1034	1
1035-1044	1
1045-1054	1
1055-1064	1
1065-1074	1
1075-1084	1
1085-1094	1
1095-1104	1
1105-1114	1
1115-1124	1
1125-1134	1
1135-1144	1
1145-1154	1
1155-1164	1
1165-1174	1
1175-1184	1
1185-1194	1
1195-1204	1
1205-1214	1
1215-1224	1
1225-1234	1
1235-1244	1
1245-1254	1
1255-1264	1
1265-1274	1
1275-1284	1
1285-1294	1
1295-1304	1
1305-1314	1
1315-1324	1
1325-1334	1
1335-1344	1
1345-1354	1
1355-1364	1
1365-1374	1
1375-1384	1
1385-1394	1
1395-1404	1
1405-1414	1
1415-1424	1
1425-1434	1
1435-1444	1
1445-1454	1
1455-1464	1
1465-1474	1
1475-1484	1

s) Percent of workforce living below the Fed. poverty line. (DOL)

t) Median Hourly Wage of the Vt. workforce. (DOL)

p) DOL:

- WIA Adult Enrollments

	'05	'06	'07	'08
Number Enrolled	361	466	529	459

q) DOE/Adult*:

- Adult Ed classes - 700
- Locations - 16
- Enrollments - 6,300
- Instruction hrs.- 303,000

r) VSAC: Non-Deg Grants*

Age	# of Grants	% of Grants
< 20	69	6%
21 - 30	429	38%
31 - 40	302	27%
41 - 50	197	17%
> 50	131	12%
Total	1,128	

- 81% of Non-Deg. Grants go to individuals with income under \$30,000/yr.

s) DOL:

	Workers Below Poverty
'07	6.2%
'06	5.9%
'05	6.5%

t) DOL:

- 50th Percentile '07 - \$14.81/hr.

- WIA Adult Enrollments

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Total	1,128	

- 81% of Non-Deg. Grants go to individuals with income under \$30,000/yr.

s) DOL:

	Workers Below Poverty
'07	6.2%
'06	5.9%
'05	6.5%

t) DOL:

- 50th Percentile '07 - \$14.81/hr.

2. The aspiration and continuation rates are based on student responses to the VSAC Senior Survey. Students are counted as "aspiring to" or "continuing" their education after high school if they plan to (aspire) or actually enroll (continue) in any form of postsecondary education or training program in the United States or abroad in the fall following high school graduation. This would include enrolling at 4-year and 2-year colleges, as well as vocational or certificate programs and taking courses not leading to a degree or certificate (non-degree course). The Senior Survey has been administered biennially since 2001.

Goal 3	Strategies	Action	Measures:	Performance Data:																																																												
Increase the quality & capacity of labor force education and training opportunities.	A) Ensure that the educational achievement of the Vt. workforce exceeds that of other states and increases over time.	Develop strategies to maximize the performance of existing workforce development systems by steadily improving successful completion rates. (All WDC Members)	<p>a) Educational attainment:</p> <ul style="list-style-type: none">• HS Diploma (DOE)• Tech Ed Industry Certificates (DOE)• College Certificates and Degrees (DOE, DOL, VSC, AVIC)• Apprenticeship Graduates (DOL)	<p>a) DOE:</p> <ul style="list-style-type: none">• HS Graduation: <table><tr><th></th><th>9th Grade Cohort Rate</th><th>Number of HS Grads.</th></tr><tr><td>'07</td><td>86.4%</td><td>7,245</td></tr><tr><td>'06</td><td>84.9%</td><td>7,113</td></tr><tr><td>'05</td><td>87.1%</td><td>7,094</td></tr></table> <p>• DOE/CTE:</p> <ul style="list-style-type: none">• Tech-Ed Student Industry Certifications <table><tr><th></th><th>Certificates Awarded</th></tr><tr><td>'08</td><td>3,036²</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></table> <p>VSC:</p> <ul style="list-style-type: none">• Degrees Granted: <table><tr><th></th><th>Certs.</th><th>2 yr.</th><th>4yr.</th></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><tr><td>'04/'05</td><td>137</td><td>847</td><td>762</td></tr></table> <p>• VSC Freshman Graduation Rate '08:</p> <table><tr><th>VTC</th><th>LSC</th><th>JSC</th><th>CSC</th></tr><tr><td>51%</td><td>32%</td><td>32%</td><td>44%</td></tr></table> <p>• UVM Freshman Graduation Rate - 71%</p> <p>DOL:</p> <ul style="list-style-type: none">• Registered Apprenticeship <table><tr><th></th><th>'04</th><th>'05</th><th>'06</th><th>'07</th></tr><tr><td>Graduates</td><td>151</td><td>143</td><td>141</td><td>266</td></tr></table>		9th Grade Cohort Rate	Number of HS Grads.	'07	86.4%	7,245	'06	84.9%	7,113	'05	87.1%	7,094		Certificates Awarded	'08	3,036 ²	'07	3,364	'06	3,150	'05	3,027		Certs.	2 yr.	4yr.	'07/'08	191	865	795	'06/'07	148	886	791	'05/'06	164	874	781	'04/'05	137	847	762	VTC	LSC	JSC	CSC	51%	32%	32%	44%		'04	'05	'06	'07	Graduates	151	143	141	266
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² Decline in '08 due to redefinition of "Industry Certificate".

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)	b) Wage gains for VTP and WETF trainees. (DOL, DED)	b) Data on WETF and VTP quarterly earnings and wage gains will be available beginning in FY '10*.								
	C) Increase access to higher education.	Improve student success rate in higher education. (VSC, UVM, AVIC) Address financial barriers to college entry. (VSC, UVM, AVIC)	d) Retention rate of Vt, higher ed Institutions. (VSC)	d) VSC: • One Year Freshman Retention '06: <table><tr><td>VTC</td><td>LSC</td><td>JSC</td><td>CSC</td></tr><tr><td>72%</td><td>53%</td><td>65%</td><td>66%</td></tr></table>	VTC	LSC	JSC	CSC	72%	53%	65%	66%
VTC	LSC	JSC	CSC									
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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)* Develop public events that highlight successful WETF/ VTP programs. (DOL, DED, VTP) Seek press opportunities to promote Next Generation program opportunities to employers and the public. (All NG Agencies, Institutions and Grantees)	e) Vt. Career Gateway utilization rates. (DOL VSAC) f) Number of public events held. (DOL) g) Number of press releases printed. (DOL) h) Extent of media coverage in major papers. (DOL)	e) DOL: • Career Gateway Use - 57,796 Pageviews f) DOL: • Events held: 25 - 30 g) DOL: • Releases printed: 16 h) To be tabulated beginning in 2009								

Goal 4	Strategies :	Action:	Measures:	Performance Data:															
Vermont employers are successful because of the quality of the VT workforce.	A) Improve training program response to business needs in high growth industries.	Survey all WETF and VTP training grantees for data on satisfaction responsiveness. (DOL, DED)	d) Satisfaction of employers with publicly funded training programs (DOL, DED, VSC)	d) Employer Satisfaction: <table><tr><td></td><td>% satisfied/Very Sat.</td></tr><tr><td>WETF*</td><td>Beginning in '09</td></tr><tr><td>WIA</td><td>79.8%</td></tr><tr><td>DED/VTP*</td><td>99%</td></tr><tr><td>VSC/TED</td><td>90%</td></tr><tr><td>VSC/VMEC</td><td>93%</td></tr></table>		% satisfied/Very Sat.	WETF*	Beginning in '09	WIA	79.8%	DED/VTP*	99%	VSC/TED	90%	VSC/VMEC	93%			
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	A) 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)	b) Preliminary meetings held in '08 Data available in '09*															
	B) Imbed workplace readiness curriculum in all secondary programs.	Implement the Workplace Readiness Credential in Secondary Schools (DOE)	c) Number of Students achieving workplace readiness credentials (DOE)	c) Data available in '09*															
	C) Expand the Registered Apprenticeship program in new occupational areas.	Identify at least two new Apprenticeship program areas with potential for growth. (DOL/Appr. Council)	d) Enrollments and completion of apprentices in new fields. (DOL)	d) DOL: <ul style="list-style-type: none">•10 students in new fields in '08•0 completions in '08															
	D) Provide growing employers with qualified and productive employees.	Identify business that are growing or that have potential, and meet their training needs. (All WDC Members)	e) Rate of business growth (DOL)	e) DOL: <table><tr><td></td><td>Gross State Product (Millions)</td><td>Pvt. Sector Employment</td></tr><tr><td>'07</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>'05</td><td>\$ 19,655</td><td>249,792</td></tr><tr><td>'04</td><td>\$ 18,912</td><td>248.094</td></tr></table>		Gross State Product (Millions)	Pvt. Sector Employment	'07	\$ 21,170	251,534	'06	\$ 20,387	251,380	'05	\$ 19,655	249,792	'04	\$ 18,912	248.094
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			f) Per capita gross state product (DOL)	f) DOL: '07 \$34,197 per resident															

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

Act 46

AN ACT RELATING TO THE NEXT GENERATION INITIATIVE OF WORKFORCE DEVELOPMENT THROUGH WORKFORCE DEVELOPMENT PROGRAMS AND INTERNSHIPS

Sec. 6. WORKFORCE DEVELOPMENT LEADER; LEADERSHIP COMMITTEE; CREATED

The commissioner of labor shall be the leader of workforce development strategy and accountability. The commissioner of labor shall consult with and chair a subcommittee of the workforce development council consisting of the secretary of human services, the commissioner of economic development, the commissioner of education, four business members appointed by the governor, and a higher education member appointed by the governor. Membership on the subcommittee shall be coincident with the members' terms on the workforce development council. The workforce development council shall provide administrative support. The subcommittee shall assist the leader. The duties of the leader include all the following:

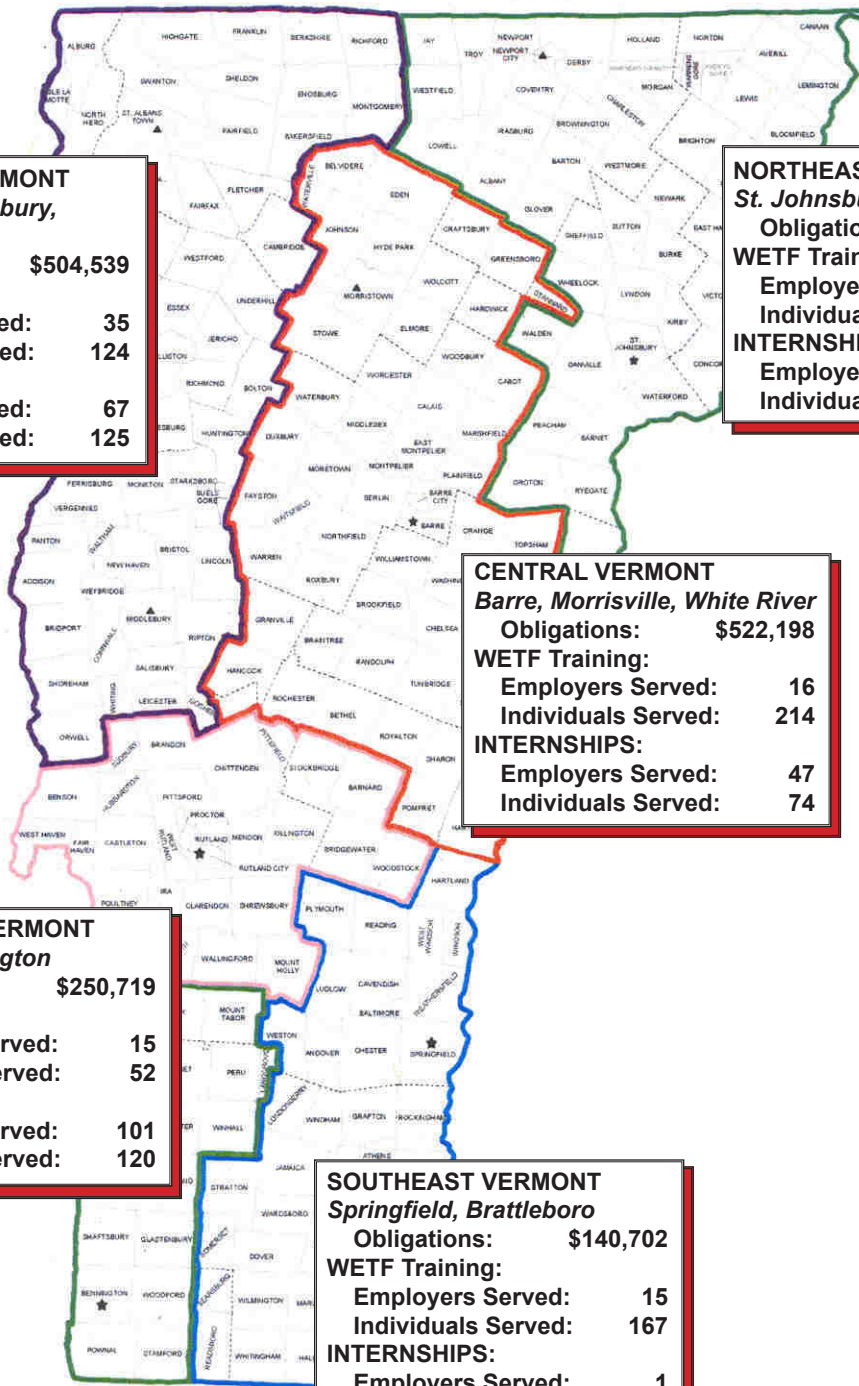
- (1) developing a limited number of overarching goals and challenging measurable criteria for the workforce development system that supports the creation of good jobs to build and retain a strong, appropriate, and sustainable economic environment in Vermont;
- (2) reviewing reports submitted by each entity that receives funding. The reports shall be submitted on a schedule determined by the committee and shall include all the following information:
 - (A) a description of the mission and programs relating to preparing individuals for employment and meeting the needs of employers for skilled workers;
 - (B) the measurable accomplishments that have contributed to achieving the overarching goals;
 - (C) identification of any innovations made to improve delivery of services;
 - (D) future plans that will contribute to the achievement of the goals;
 - (E) the successes of programs to establish working partnerships and collaborations with other organizations that reduce duplication or enhance the delivery of services, or both; and
 - (F) any other information that the committee may deem necessary and relevant.
- (3) reviewing information pursuant to subdivision (2) of this section that is voluntarily provided by education and training organizations that are not required to report this information but want recognition for their contributions;
- (4) issuing an annual report to the governor and the general assembly on or before December 1, which shall include a systematic evaluation of the accomplishments of the system and the participating agencies and institutions and all the following:

- (A) a compilation of the systemwide accomplishments made toward achieving the overarching goals, specific notable accomplishments, innovations, collaborations, grants received, or new funding sources developed by participating agencies, institutions, and other education and training organizations;
 - (B) an evaluation of each provider's contributions toward achieving the overarching goals;
 - (C) identification of areas needing improvement, including time frames, expected annual participation, and contributions, and the overarching goals; and
 - (D) recommendations for the allocating of next generation funds and other public resources.
- (5) developing an integrated workforce strategy that incorporates economic development, workforce development, and education to provide all Vermonters with the best education and training available in order to create a strong, appropriate, and sustainable economic environment that supports a healthy state economy; and
- (6) developing strategies for both the following:
- (A) coordination of public and private workforce programs to assure that information is easily accessible to students, employees, and employers, and that all information and necessary counseling is available through one contact; and
 - (B) more effective communications between the business community and educational institutions, both public and private.

VERMONT DEPARTMENT OF LABOR

NEXT GENERATION TRAINING AND INTERNSHIP PROGRAMS

FY 2008



NORTHWEST VERMONT
Burlington, Middlebury, St. Albans
 Obligations: \$504,539
 WETF Training:
 Employers Served: 35
 Individuals Served: 124
 INTERNSHIPS:
 Employers Served: 67
 Individuals Served: 125

NORTHEAST VERMONT
St. Johnsbury, Newport
 Obligations: \$71,235
 WETF Training:
 Employers Served: 2
 Individuals Served: 73
 INTERNSHIPS:
 Employers Served: 6
 Individuals Served: 40

CENTRAL VERMONT
Barre, Morrisville, White River
 Obligations: \$522,198
 WETF Training:
 Employers Served: 16
 Individuals Served: 214
 INTERNSHIPS:
 Employers Served: 47
 Individuals Served: 74

SOUTHWEST VERMONT
Rutland, Bennington
 Obligations: \$250,719
 WETF Training:
 Employers Served: 15
 Individuals Served: 52
 INTERNSHIPS:
 Employers Served: 101
 Individuals Served: 120

SOUTHEAST VERMONT
Springfield, Brattleboro
 Obligations: \$140,702
 WETF Training:
 Employers Served: 15
 Individuals Served: 167
 INTERNSHIPS:
 Employers Served: 1
 Individuals Served: 4

PROGRAMS WITH STATEWIDE IMPACT
 Obligations: \$632,695
 WETF Training:
 Employers Served: 115
 Individuals Served: 636
 INTERNSHIPS:
 Employers Served: 68
 Individuals Served: 64

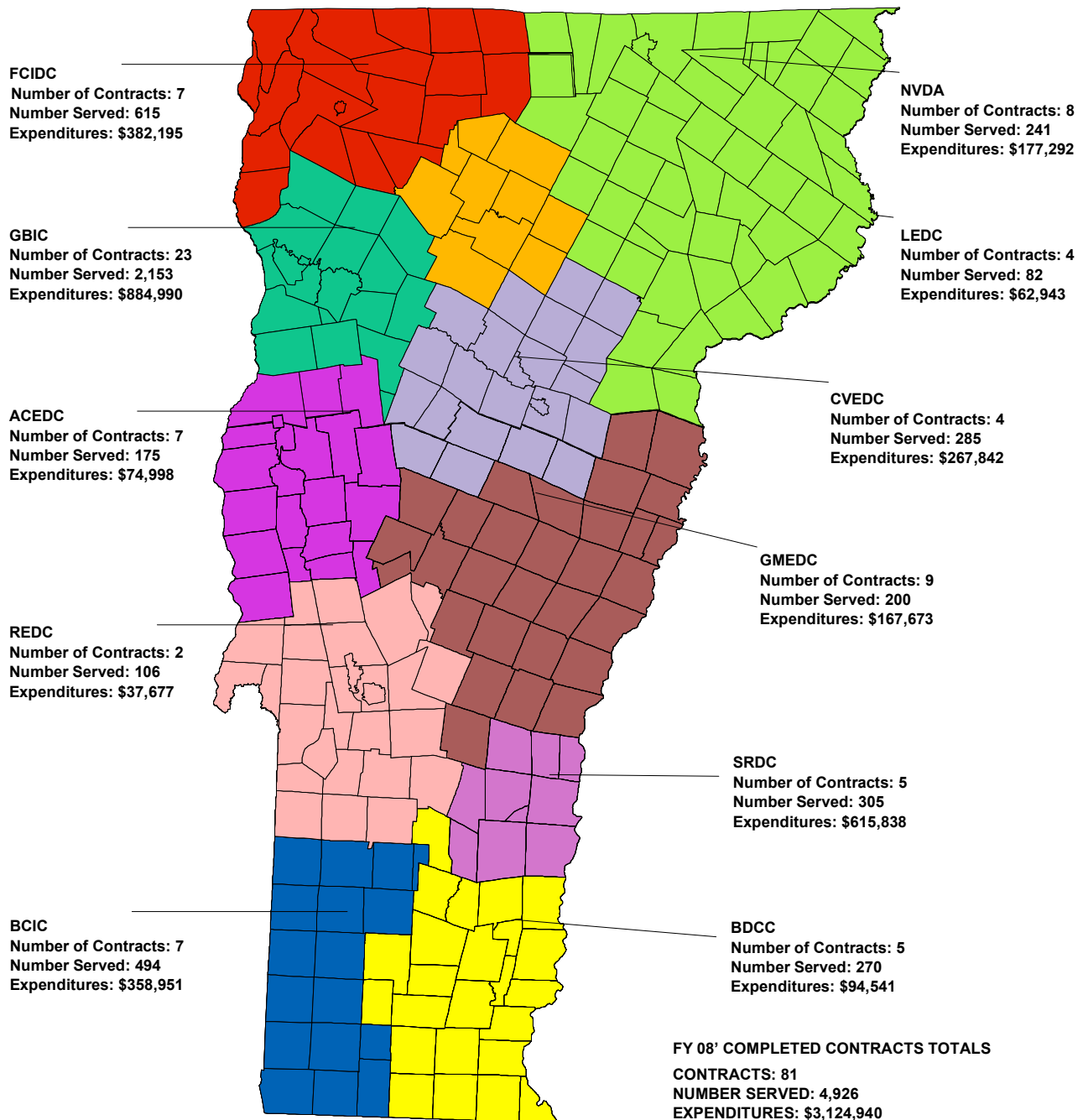
TOTALS
 Obligations: \$2,092,088
 WETF Training:
 Employers Served: 198
 Individuals Served: 1,266
 INTERNSHIPS:
 Employers Served: 290
 Individuals Served: 427

VERMONT TRAINING PROGRAM

Annual Report FY 2008

1 July, 2007 – 30 June, 2008

Geographic
Regional Development Corporation
(RDC)



Workforce Leadership Committee
Agency/Institution Annual Report

Agency/Institution: Vermont Department of Labor (VDOL)

Year: 2008

Program: Workforce Development Division

Individual Reporting: Jim Greenwood

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>Mission: <i>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.</i></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 education, including career exploration, and alternative and intensive vocational/academic initiatives • Adult technical education 	<ul style="list-style-type: none"> • <i>All 39 WETF grants awarded were designed with employer input and participation in training design/delivery.</i> • <i>Seven WETF grants were awarded to trade associations, or other entities serving multiple employers, resulting in customized training for more than 475 individuals.</i> • <i>Over 1,000 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.</i> • <i>Approximately 1,400 individuals were trained under the 39 WETF training grants approved. WETF projects must include a firm commitment to hire or upgrade training graduates, and (with limited legislatively enabled exceptions) post-training jobs must meet stringent wage requirements.</i> • <i>117 post-secondary and 206 secondary students completed internships with Vermont businesses, an initiative designed to connect students with employers who are hiring.</i> • <i>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 levels were at 90% or more of goal and 6 of 9 were at greater than 100%</i> 	<ul style="list-style-type: none"> • <i>The WETF application/review process was revised and simplified, making local VDOL representatives the point person for promoting and developing local training projects. Increased local responsibility strengthened the VDOL/employer connection and helped ensure that training leads directly to new or better jobs.</i> • <i>Central office staff was assigned responsibility for promoting and developing statewide or multi-region WETF programs. Renewed emphasis on timely, comprehensive technical assistance for WETF applicants</i> • <i>Next Generation programs like Alternative Technical Education, Internship and Career Awareness allowed VDOL to offer workforce development initiatives to secondary and post-secondary students for the first time. These programs have expanded employer connections with secondary and post-secondary educational institutions.</i> • <i>Next Generation funding allowed us to pilot two local "work readiness" initiatives, a first step in developing a statewide model for delivering career/work readiness training – something that employers in every sector have identified as a basic, critical need.</i>

<p>DOL Cont.</p> <p>- Reach Up</p> <ul style="list-style-type: none"> • Individual training contracts • Community service placements • Work experience 	<p>DOL Cont.</p> <ul style="list-style-type: none"> • For the first year of Act 46, VDOL received the equivalent of two years of funding, totaling 2.2 million dollars for the WETF, and the program was expanded to include internships for VT secondary and post-secondary students, in addition to the traditional WETF training projects. • Also, under Act 46, VDOL received approximately \$750,000 to support new initiatives for youth in Career Exploration, and Alternative and Intensive Vocational/academic programs. • The Registered Apprenticeship program also expanded significantly during FY 2008 despite several years of level funding, growing approximately 15%, to over 1,000 apprentices registered at the end of FY 2008. • The ability to provide customized training is crucial to business growth, and is proving to be very effective. For example, one innovative IT-based business in Chittenden County has grown its workforce from 35 to nearly 200 high skilled, high wage positions over a four year period, thanks to the combined resources of WETF, WIA and Registered Apprenticeship. • 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>DOL Cont.</p> <ul style="list-style-type: none"> • VDOL expanded our existing partnership with VR and ESD by partnering with 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. Success will be measured in decreased turnover and increased 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. In the first two years, VDOL will recruit and 	<ul style="list-style-type: none"> • At the local level, VDOL Reach Up staff in 4 regions are active partners in “Job Developer Coalitions” that bring together all public and private entities engaged in job placement and training. This new initiative is intended to reduce duplication of employer services, and improve communication. 	<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.;

<p>DOL Cont.</p> <p><i>screen candidates for 30 eighty-hour sessions that will train approximately 450 individuals for entry level employment.</i></p> <ul style="list-style-type: none"> • <i>We are working with our State Apprenticeship Council and VTC 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.</i> • <i>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.</i> • <i>VDOL has contracted with an outside consultant to develop a model for tracking “return on investment” for all WETF training projects.</i> 	<p>DOL Cont.</p> <ul style="list-style-type: none"> • <i>In partnership with the DOE, the State Chamber, and NECI, we are establishing a Statewide IECE to meet needs in the Hospitality and Tourism sector, including Vermont foods sectors, guided by a Committee of industry leaders. New pathway programs leading to skilled employment and postsecondary education will be developed.</i> • <i>The partnership among VDOL, CCV and DED that established Career Readiness Certificate training should result in better prepared entry-level workers, and provide employers with a resource that can help to re-train workers who might otherwise face termination.</i> • <i>We have expanded the VR and ESD partnership to include United Way of Chittenden County to provide a resource coordinator on site, rotating amongst certain employers in Chittenden County to provide on site assistance to employees for non work related issues and emergencies.</i> • <i>Through the variety of Next Generation programs administered by VDOL, we have expanded the number of types of partnerships and organizations we partner with to deliver needed training. These include state agencies such as DCF/ESD, corrections, economic development, education, as well as additional non profit organizations, higher educational institutions, employers and other community based organizations.</i> 	<p>DOL Cont.</p> <ul style="list-style-type: none"> • <i>Next Gen. Career Exploration:</i> <i>18 requests totaling \$840,000. \$376,650 was available. Eleven requests were funded.</i> • <i>Next Gen. Alternative and Intensive Tech Ed:</i> <i>7 requests totaling \$805,600. \$370,350 was available. 4 requests were partially funded.</i> • <i>FY 2009:</i> <i>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.</i> • <i>In some circumstances we need a way to provide at least basic “living stipends” to support individuals while they participate in training.</i> • <i>Lack of reliable public transportation and lack of affordable, quality child care continues to limit work opportunities for many families.</i>
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Workforce 46 Leadership Committee
Agency/Institution Annual Report

Agency: DOE - Lifelong Learning Division
Program: Career and Tech Ed

Year: 2008
Individual Reporting: John Fisher

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>Students in regional career and technical education centers will:</u></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>New Programs of Study (POS):</u></p> <ol style="list-style-type: none"> 1) A team consisting of DOE/CTE, VTC and CCV attended a training workshop in Washington, designed to develop a State plan for program development. 2) DOE/CTE and postsecondary partners and the regional centers are designing new POS in Business, Information Technology and Health Sciences. These POS will identify grade 9-12 sequence of courses leading to postsecondary enrollment in the VT State College System. Opportunities for dual enrollment, industry certifications and apprenticeships will be identified. 3) Common assessments measuring student technical skill attainment will be identified or if unavailable, will be developed. 4) When completed, these new POS opportunities will be documented and promoted for use by middle school and high school guidance, parents, community stakeholders. <p><u>New Industry Education Center (IECE):</u></p> <ol style="list-style-type: none"> 1) In partnership with DOL, the State Chamber and NECI, we are establishing a Statewide IECE to meet needs in the Hospitality and Tourism sector, including Vermont foods sectors, guided by a Committee of industry leaders. New pathway 	<p><u>New student skill certifications:</u></p> <ol style="list-style-type: none"> 1) 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. The program is recognized by the VT Automotive Dealers Association. 2) Through collaboration with the Associated General Contractors and DOE, students in the regional center carpentry programs will demonstrate their attainment of technical knowledge and skills through participation in the National Construction Careers Test. Student certification will be endorsed by AGC after successful completion of these assessments. 3) Culinary Arts students at the regional centers piloted a State Hospitality Certification 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.

	<p><i>DOE Cont.</i> <i>programs leading to skilled employment and postsecondary education will be developed.</i></p> <p><u><i>New Entrepreneurship teachers manual:</i></u> <i>In collaboration with VT Small Business Development Center, DOE CTE is sponsoring the creation of entrepreneurship competency list, assessment tools, certification and teachers's manual for tech centers and high schools. This project will align with the National Entrepreneurship Standards and will utilize the REAL Entrepreneur materials.</i></p> <p><u><i>Green Building Skill Standards:</i></u> <i>DOE CTE is working with Associated General Contractors in the development of green building competencies and assessment/certification. Development will be completed by June 2009 and initially implemented in the Carpentry/Building Trades programs at regional career centers.</i></p>	
d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	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.	f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
<p>1) <i>Work will continue on technical skill assessment development. This is a long term project addressing all CTE programs throughout the State.</i></p> <p>2) <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> <p>3) <i>As a means of providing greater breadth of education within a career field, DOE CTE</i></p>	<p>1) <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></p> <p>2) <i>New collaborations were initiated between the Agency of Agriculture and DOE to strengthen agriculture education programs, pursuant to Act 154. DOE and the Agency of Agriculture have convened agriculture stakeholders to formulate strategies to provide greater educational and work based opportunities for Vermont students.</i></p>	<p>1) <i>We anticipate further collaboration with CCV with their development and implementation of the work/college readiness initiative. If this program could be offered at each regional center, students would be able to access college readiness services prior to high school graduation; creating a more seamless transition to postsecondary education in Vermont.</i></p> <p>2) <i>We plan to continue to implement additional strategies that would provide smooth transitions to continuing education after high</i></p>

<p>DOE Cont. <i>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>DOE Cont. <i>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>3) As program competencies are developed for regional center programs, collaborations will need to be developed with high schools and middle schools to adopt transitional coursework and create a sequential series of courses for students to gain greater depth of knowledge. Engagement of the guidance community will be critical to the sustainability and promotion of these opportunities.</i></p>
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Workforce Leadership Committee
Agency/Institution Annual Report

Agency/Institution: Vermont State Colleges **Year:** 2007-08

Program: VSC System

Individual Reporting: Chancellor's Office

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>VSC's Mission:</u> <i>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.</i></p> <p><i>This integrated education, in conjunction with applied learning experiences, assures that graduates of VSC programs will:</i></p> <ol style="list-style-type: none"> <i>1. Demonstrate competence in communication, research and critical thinking,</i> <i>2. Practice creative problem-solving both individually and collaboratively,</i> <i>3. Be engaged, effective, and responsible citizens,</i> <i>4. Bring to the workplace appropriate skills and an appreciation of work quality and ethics,</i> <i>5. Embrace the necessity and joy of lifelong learning.</i> <p><u>Sample Professional Programs:</u> <i>Agribusiness Management Technology</i> <i>Automotive Technology</i> <i>Business</i> <i>Criminal Justice & Fire Science</i> <i>Computer Software Engineering</i> <i>Construction Practice & Management</i> <i>Dairy Farm Management Technology</i> <i>Dental Hygiene</i> <i>Digital Media</i> <i>Graphic Design</i> <i>Mechanical Engineering Technology</i> <i>Network Administration</i></p>	<ol style="list-style-type: none"> <i>1) Increased enrollment in targeted economic development and employment shortage areas</i> <i>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.)</i> <i>3) Accreditation with national and institutional professional groups and licensure examination scores well above the national average ensure employers highly trained and competent employees.</i> <i>4) 93% 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."</i> 	<p><u>CCV Career Readiness Certificate:</u> <i>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</i></p> <p><i>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.</i></p>

<p>VSC Cont. Nursing Science, Mathematics, Engineering & Technology Ski Resort Management Special Education Sports Management Sustainable Design & Technology Teacher Education Veterinary Technology</p> <p><u>Workforce Training:</u> Technology Extension Division—VTC 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: Access and Affordability 1. Work with external partners to develop an affordability “guarantee” to all Vermonters by creating and funding scholarship programs to eliminate 100% of unmet need for low-income households. 2. 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. 3. Work with external partners to expand early outreach to K-12 students and their families, and to improve outreach to adults.</p> <p>Academic Quality and Success 1. Increase enrollment, retention and graduation rates. 2. Improve student advising, with a particular focus on implementation of research based practices to</p>	<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>

VSC Cont.

promote retention and success.

- 3. Develop precise and meaningful articulation agreements across VSC colleges and introduce new ways to move students to degree completion.*
- 4. Develop college-wide strategies to promote high academic standards.*

Financial Strength

- 1. Maximize efficiency and effectiveness through fully implemented consolidation and collaboration in key business operations.*
- 2. Enhance revenues through a wider range of public and private sources at each of the colleges and at the system level.*
- 3. Strengthen programs and services to all students, faculty and staff by a radical upgrade and investment in technology infrastructure; redesign IT organizational structure as necessary to reach this goal.*

Economic Development

- 1. Develop a coordinated system-wide approach to supporting specific economic sectors identified as important for the economic vitality of the State.*
- 2. Strengthen local, regional and statewide partnerships to advance workforce development initiatives.*
- 3. Continue to support the success and growth of Vermont employers and entrepreneurs.*
- 4. Devise an action plan to expand the VSC's role in meeting State needs for allied health and health-related programs.*

Employee Development and Support

- 1. Expand professional development to faculty and staff particularly focused on pedagogy for student success.*
- 2. Enter a training and communications partnership with faculty, staff and students that recognizes technology as essential to successful teaching, learning and professional/ life skills.*
- 3. Review and improve the current classification system.*

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

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>The mission of VocRehab Vermont (DVR) is to help Vermonters with disabilities prepare for, obtain, and maintain meaningful employment and to help employers recruit, train and retain employees with disabilities.</i></p> <ul style="list-style-type: none"> ▪ General VR services offer expert vocational assessment, counseling support, and funding resources to Vermonters with disabilities to gain employment, pursue post-secondary training and progress in their careers. ▪ Transition Counselors serve a youth-only caseload (mostly under age 21 and in high school) and maintain a vital role in local high schools and Core Transition Teams. ▪ Supported Employment grants to the designated developmental services/mental health agencies promote an emphasis on work as an important goal and outcome for Vermonters with significant disabilities, including traumatic brain injury and emotional behavioral disabilities. ▪ ReachUp Counselors serve welfare recipients who face multiple hurdles in the job market and often have hidden disabilities. ▪ Benefits Counselors helps Social Security Disability beneficiaries—many of whom have strong work histories—overcome barriers and use work incentives to return to work. ▪ Several other initiatives address the unique situations of offenders, veterans, and particular disability groups. 	<ul style="list-style-type: none"> ▪ VR devotes a third of its case services spending to post-secondary education and vocational training structured to meet vocational goals, and at least another third for on-the-job training and employment supports. ▪ The proportion of youth under age 25 in VR active caseload has grown from 22% to 33% in the past eight years, as the number of transition counselors has grown to 16 serving all Vermont high schools ▪ VR manages nearly 40 grants to designated developmental services/mental health agencies to provide supported employment services; this commitment has brought national recognition for Vermont's high rate of employment among people with developmental and other disabilities. ▪ VR has expanded its vocational evaluation capacity; the value and quality of these services has been recognized in a grant from DCF to do vocational assessment and employment counseling for DCF customers who are not VR consumers. ▪ Benefits counseling has been shown to result in a 20% increase in employment rate and near doubling of income for employed participants; Vermont ranks high in the number of SSA beneficiaries who work and use work incentives. 	<p><i>After a decade integrating the values of consumer choice into its practices, DVR is embarking on a new paradigm shift to embrace a dual-customer focus that recognizes the crucial importance of employers in meeting our mission on behalf of Vermonters with disabilities. As a result, DVR is expanding and refining services to employers through improved employer outreach, engagement, and services designed with employer needs in mind. These include:</i></p> <ul style="list-style-type: none"> ▪ Creating Job Developer Coalitions to establish a coordinated and consistent process for managing job placement requests from multiple agencies. ▪ Piloting a worksite-based Resource Coordinator to provide social work services for employees from poverty cultures to prevent situations, behaviors, and communication conflicts that lead to high staff turnover for employers. ▪ Establishing an Alternative Placement Fund to increase use of "alternative placement strategies" as a tool to help employers offer opportunities in a "low risk" environment supported by VR staff. These funds are used for arrangements such as work trials, internships, on-the-job training, which often lead to paid employment.

<p><i>VR cont.</i> d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.</p>	<p><i>VR cont.</i> 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><i>VR cont.</i> 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"> ▪ Increased use of vocational evaluation capacity to determine interests, skill sets and to identify areas for training and/or education. ▪ Surveys of Vermont businesses (one of current VR business partners, the other a random sampling of businesses statewide) to identify services and supports that help them to recruit, train and retain workers with disabilities. ▪ Continued use of alternative placement strategies, such as job shadows, on-the-job training, internships and other “low risk” opportunities that allow employers to try out workers prior to permanent hire. ▪ Development and marketing of services designed to support employers with: <ul style="list-style-type: none"> ♦ an aging workforce who may develop disabilities; ♦ re-training and/or accommodating injured workers; ♦ disability-related training and support for owners, managers and supervisors. ▪ Increasing the number and membership of local Business Advisory Councils to gather business input on key skill requirements, training needs etc.; ▪ Develop mechanisms to bring current, relevant labor market information to VR Counselors and consumers in order to better inform career choice, training options and educational plans. 	<ul style="list-style-type: none"> ▪ VR has been closely engaged with the Youth in Transition Leadership Team—a collaborative effort among DOC, DOE, DCF/FS, DMH, DOL, VCRHYP, VR, parents and youth. This group seeks to improve services and coordinate resources and initiatives among these stakeholders to yield better outcomes for youth transitioning to adulthood ▪ VR is fostering the development of local Business Advisory Councils—chapters of the statewide Business Leadership Network—to improve DVR’s connections in the employer community. These business leaders provide feedback and advice on ways to engage employers, what kinds of services would be attractive to them, key skill requirements for various occupations and other information that helps us develop programs and services matched to employer needs. They also act as “ambassadors” for VocRehab Vermont, sharing their expertise and testimonials with employers across the state. ▪ VR is supporting several Employment Coalitions in communities across Vermont. These Coalitions gather key workforce partners in a given community in order to streamline and coordinate outreach to employers. ▪ Development of Leadership Committees for both Developmental and Mental Health Supported Employment Programs. The Leadership Committees are made up of key decision-makers and will be charged with developing and implementing strategies to improve and enhance supported employment services. 	<ul style="list-style-type: none"> ▪ Youth have very specific developmental needs as they enter the world of work. VR has seen promise in developing dedicated Youth Employment Specialists equipped to provide intensive job development, placement, and retention support services with youth along the continuum of work-based experiences. ▪ Many individuals with disabilities do not qualify for Medicaid case management, but have a significant need for ongoing support to keep their jobs as they cope with homelessness, mental illness, substance abuse issues, borderline IQs, and traumatic brain injuries. VR counselors try to fill the gap currently, but have neither the time nor resources to effectively provide targeted case management for underserved groups.

Workforce Leadership Committee
Agency/Institution Annual Report

Agency/Institution: AHS
Program: DCF- Economic Services Division

Year : '08
Individual Reporting: Diana Carminati

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. Currently, two other programs also support workforce preparation; one scheduled to begin 4/1/09 will address job retention.</i></p> <ol style="list-style-type: none"> 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. 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 are also provided to help participants achieve stated employment goals. 3) Reach Ahead: Reach Ahead will provide 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. 4) Post Secondary Education: Reach Up 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. 5) Support Services: 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. 	<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. 	<ol style="list-style-type: none"> 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. 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. 3) Through the Reach Up programs, ESD offers enhanced access to vocational evaluations. 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. 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><i>AHS Cont.</i></p> <p>d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.</p>	<p><i>AHS Cont.</i></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><i>AHS Cont.</i></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>1) MOUs with VDOL and VR for job training, development 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>An in-depth analysis of caseload information is being conducted to offer us information on current needs and upcoming trends.</i></p>

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

Agency/Institution: AHS

Program: DCF- Family Services Division

Year '08

Individual Completing Report Dana Lawrence

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)	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
<p><i>DCF Family Services, as the legal parent for youth in the foster care system, takes very seriously its responsibility to help youth in their care enter adulthood successfully. The key elements of that effort are supporting the connections youth have with family and caring adults, helping them deal with the trauma they have experienced as children, and helping them access the keys to self-sufficiency in adulthood; employment, affordable housing, and healthcare.</i></p> <p><i>For children and youth who have been removed from their home, DCF Family Services has negotiated a memorandum of understanding with the Department of Education to grant permission for children and youth to remain in their current schools when removed from their homes and placed out of their communities.</i></p>	<ul style="list-style-type: none"> • <i>A program run by the FSD which directly targets improved employability preparation for youth in custody and those entering adulthood is the statewide Youth Development Program which provides life skills education, and links to services supporting employment like Vocational Rehab, JOBS, Northland Job Corps, DOL, and private community employers.</i> • <i>Family Services in their partnership with VSAC through their TRIO programs is providing career exploration, preparation, and ongoing support to youth in custody.</i> • <i>Finally, as part of the life skills curriculum conducted by the Youth Development Program, the Ansell-Casey Life Skills Assessment is conducted on all youth in custody.</i> 	<p><i>The Youth Development Program has been in existence for less than a year and has already seen significant participation from youth in foster care.</i></p>

AHS Cont. d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	AHS Cont. 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.	AHS Cont. f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
<p><i>1) Expand outreach to youth in foster care to encourage TRIO program participation.</i></p> <p><i>2) Utilize the collaboration at the state level at the Youth in Transition Leadership Team to identify opportunities for youth in foster care to access and benefit from the Next Generation initiatives of DOL.</i></p> <p><i>3) Maximize recruitment and retention of youth in foster care for post-secondary education through the VSAC partnership and the Chafee Foster Care Independence Act Education and Training Vouchers Program and the Emily Lester Opportunities Grant Program.</i></p> <p><i>4) We will continue our interagency work on data sharing and expand our efforts at linking workforce preparation to assessment and training delivery.</i></p>	<p><i>DCF Family Services has been actively involved in the collaborative efforts of both the Youth in Transition Leadership Team and the newly formed Shared Youth Vision formed at the federal level. These collaborations have identified target outcomes for youth transitioning to adulthood. Representatives from DOC, DOE, DCF/FS.DMH, DOL, VCRHYP, Voc Rehab, parents and youth are working on improving information sharing to inform decision making about what works and what does not in order to to improve services and allocate resources to activities yielding the best outcomes.</i></p>	<p><i>A significant barrier to collaboration with other departments and our ability to measure the success of our own efforts is the lack of IT resources for data collection, analysis and data sharing between Departments. This makes it difficult to measure the interactive effect of respective efforts or to identify the most efficient ways to target resources.</i></p>

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

Agency/Institution: AHS
Program: DCF -Child Development Division

Year: '08
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><i>A primary goal of the Child Development Division is to improve the quality of child development services. In order to achieve this goal, a well trained and competent workforce is critical. Professional Development routinely includes::</i></p> <ol style="list-style-type: none"> <i>1) Professional advancement along standards-based career pathways promoting a high quality workforce and increased retention.</i> <i>2) Recognition for early childhood and after-school professionals including levels, credentials, and degrees.</i> 	<ol style="list-style-type: none"> <i>1) Numbers of participant and completion of certificate and degree programs</i> <i>2) STARS data/BFIS data</i> <i>3) Observation feedback</i> <i>4) Success in achieving STARS/degrees and Northern Lights Professional Development levels</i> 	<ol style="list-style-type: none"> <i>1) Using a variety of venues available to us through our community partners, CDD has developed formats for training, on site observation and feedback as well as a strengthening mentoring system.</i> <i>2) Grants issuance for community providers is based on adherence to the Vermont Professional Development System key principles and current CDD operating principles with the intention to actively align our funding, service delivery and professional development.</i>
d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	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.	f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
<p><i>Further development of the innovations for training and feedback as noted in the item above.</i></p>	<p><i>The CDD works to partner directly with community providers and creates grant opportunities that require a reduction in duplication and the enhancement of service delivery as a component of achieving grant work specifications.</i></p>	<p><i>N/A</i></p>

Workforce Leadership Committee
Agency/Institution Annual Report

Agency/Institution: AHS Dept. of Corrections
Program: Workforce Dev.

Year: 2008
Individual Completing Report: S. Johnson

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>AHS - Dept of Corrections:</i> Create a workforce strategy within Corrections' existing infrastructure that supports a strength-based, transition-focused approach utilizing facility and community partners and resources.</p>	<ul style="list-style-type: none"> • Meeting held August 20, 2008 between partnering agencies. Hosted 42 participants from 8 different agencies to share workforce development efforts, enhance collaboration and minimize duplication. • Women and Work Training September 24th and 25th, 2008, total of 74 participants. The training focused on gender-responsive/strength-based approaches to employment for criminal justice involved females. • Partnered with and provided training for Voc. Rehab, VSAC, DOL, Community Justice Centers, VT Works for Women, and others around Habits of Mind (HOM) and DOC workforce programs, so community agencies understand our approaches 	<ul style="list-style-type: none"> • Aligned Community High School of Vermont's (CHSVT) vocational education offerings with the Vermont Offender Work Program (VOWP) shops at the three correctional facilities that host VOWP (St Albans, Newport and Windsor) • Created a CHSVT Career Development team within CHSVT. Many of the team members have recently obtained certification as Career Development Facilitators. This team meets monthly with community partners at the various Career Resource Centers (CRC's) located at CHSVT campuses throughout the state.
d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	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.	f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
<ul style="list-style-type: none"> • Build a Workforce Readiness Team that will coordinate efforts and align outcomes to enhance workforce readiness as individuals transition from corrections. This team will bring together a variety of viewpoints across programs and disciplines within DOC, and work to enhance the DOC 	<ul style="list-style-type: none"> • Offender Work Programs are combining resources to deliver career readiness skills • Voc. Rehab, Economic Services, DOL and other community partners are coming into the Career Resource Centers in the facilities and are meeting with offenders prior to their release date. These meetings are to schedule intakes, assess needs and 	<ul style="list-style-type: none"> • DOC hired its first Workforce & Employment Chief this year, to focus solely on offender workforce development and readiness and the building of partnerships. The DOC, like other state agencies, can be difficult to partner with if the partnership isn't focused and community partners don't know where to

<ul style="list-style-type: none"> • DOC Cont. • • <i>workforce readiness programs, as well as the workforce culture within the department.</i> • <i>Strengthen workforce development and vocational/technical efforts and partnerships at CHSVT community campuses and probation and parole offices.</i> • <i>CHSVT students and offenders transitioning back into the community from correctional facilities will complete a career readiness portfolio.</i> 	<ul style="list-style-type: none"> • DOC Cont. • • <i>prepare offenders to enter the workforce.</i> • <i>Community employers who are interested in employing offenders are invited to come into the VOWP shops, attend HOM application group meetings and discuss employment topics with offenders. This has been positive for employers, staff, and offenders</i> • <i>The DOC Vocational Education and Workforce Development Chief is meeting with local WIB's, CJC's, VABIR, and other workforce agencies and individuals to educate them about DOC workforce efforts, determine employer and community workforce needs and expand or build new partnerships.</i> <p><i>DOC is exploring the use of Work-Keys certification as a next step for offenders who have participated in DOC workforce programs.</i></p>	<ul style="list-style-type: none"> • DOC Cont. • • <i>go. The idea of offender employment as a</i> • <i>culture and a specific strategy for DOC programs has moved beyond the facility walls. The concepts and strategies from the 2003 Workforce Development Program have proven to be effective tools for offenders. Those concepts and lessons learned are now being developed into a focused approach to offender workforce readiness. The critical connection with education has led to the evolution of this position, now aligned with CHSVT as the Vocational Education and Workforce Development Chief.</i> <p><i>Corrections Workforce programs must remain current with VT workforce needs, including technology, green employment and nationally recognized certifications.</i></p>
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Workforce Leadership Committee
Agency/Institution Annual Report

Agency/Institution: VSAC
Program: Career & Education Outreach

Year: FY08
Reporting: Don Vickers, President/CEO

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).</i></p> <p><i>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"> <i>• More job opportunities. 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>Nearly 90% of students who received VSAC career and education outreach services in grades 6-12 continued on to postsecondary education, as compared to 68% of Vermont graduates overall.</i></p> <p><u>Middle school:</u> <i>10,301 students in grades 5-8 received individual counselor contact or participated in a classroom workshop. (FY07)</i></p> <p><u>High school:</u> <i>26,982 students in grades 9-12 received individual counselor contact or participated in a classroom workshop. (FY07)</i></p> <p><u>Adults:</u> <i>Counselors provided 6,670 counseling sessions. (FY07)</i></p> <p><u>CPI Consultations and Trainings:</u> <i>33 schools (elementary to high schools) and 1,261 professionals across Vermont are benefitting from VSAC CPI consultation and training services, ranging from an overview of the program, to full, ongoing consultations, and creation of a career awareness program for their students.</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 Northeast Kingdom Career Fair held annually at Lyndon State College in Lyndon for 13 years</i></p> <p><u>Career conferences for professionals:</u> <i>such as the conference sponsored by VSAC and the VT Dept. of Labor, held annually at Vermont Technical College</i></p>

<p>VSAC Cont.</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> <p><u>Adult Career and Education Counseling</u> <i>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.</i></p> <p><i>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 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.</i></p>	<p>VSAC Cont.</p>	<p>VSAC Cont. <i>in Randolph Center</i></p> <p><u>Career and Education Pathfinders:</u> <i>Guides on career and general topics to help individuals navigate information available at the VSAC Resource Center and the internet.</i></p> <p><u>VSAC Resource Center:</u> <i>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.</i></p>
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VSAC Cont. d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	VSAC Cont. 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.	VSAC Cont. f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
<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 3,300 of the students in grades 6-12 who are eligible for these programs, leaving up to 23,250 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> <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> <p>Please refer to our website for more detailed information: http://www.services.vsac.org</p>

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

Workforce Leadership Committee
Workforce Development Partner Annual Report

Agency/Institution: NNEC Apprentice & Training

Year: 2008

Individual Reporting: Dana Goldsmith, Training Coordinator

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 Northern New England Carpenter Apprentice & Training Fund</i></p> <p><i>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> <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> 	<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>

NNEC Cont. d) Identify any new agency/institution or private sector collaborations that you are part of.	NNEC Cont. e) Describe anything you have learned through your work that you believe can benefit the broader system.	NNEC Cont. 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> <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</i> <i>THANK YOU, very much for the support and the confidence you have shown. All this training would not have been possible with out your help!</i></p>

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

Agency/Institution: Champlain College
Individual Reporting: Melissa Hersh

Year: 2008

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. 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>Online Marketing Boot Camp</i> <i>Certified Computer Examiner (CCE) Boot Camp</i> <i>HR Online Workshops</i> <i>Management Excellence Seminar Series</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>

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 will commence in January 2009.</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>	

Workforce Leadership Committee
Workforce Development Partner Annual Report

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

Year: 2008

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 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.</i></p> <p><i>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>
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>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>	

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

Agency/Institution: Linking Learning to Life, Inc. **Year:**2008
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> 	<ul style="list-style-type: none"> • <i>The TIPS internship program model was expanded from Chittenden County to 6 additional workforce regions of Vermont; 147 high school students from 30 high schools participated statewide working with 140 businesses.</i> • <i>2,368 middle and high school students participated in Learn to Earn presentations with 80 employers</i> • <i>18 high school juniors from 3 Chittenden County High Schools completed the first year of PILOT; the program includes individual career exploration with area businesses in addition to leadership development and community exploration activities</i> • <i>8 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>5 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> • <i>6 Burlington HS students who are English Language Learners gained hands on experience through internships with local employers through L-Works</i> 	<ul style="list-style-type: none"> • <i>PILOT is a new 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 new 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>

LLL Cont. d) Identify any new agency/institution or private sector collaborations that you are part of.	LLL Cont. e) Describe anything you have learned through your work that you believe that you believe can benefit the broader system.	LLL Cont. 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: Vermont Youth Conservation Corps **Year:** 2008
Individual Reporting: Harry Frank

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 Vermont Youth Conservation Corps mission is to teach individuals to take responsibility for all of their actions.</i></p> <p><i>The VYCC runs three field programs:</i></p> <ul style="list-style-type: none"> <i>-Wilderness, Roving and Community Crews (June-August)</i> <i>-Park Crews (March-October)</i> <i>-School Crews (September-June)</i> <i>-Green Mountain Internships (year round)</i> 	<p><i>The skill set of the Vermont labor force will meet the needs of employers.</i></p> <p><i>-We have placed interns with businesses in green technology. Interns have gone on to full employment with those and other businesses.</i></p> <p><i>The education, and work readiness of the Vermont labor force will prepare them for good jobs.</i></p> <p><i>-We measure work readiness skills – in terms of attendance, timeliness, preparation, performance, attitude and learning - in all of our field programs.</i></p> <p><i>Increase the quality & capacity of labor force ed. & training opportunities.</i></p> <p><i>-We recruit participants from all over the state of Vermont. We balance our hiring to achieve gender, economic and geographic diversity. We regularly evaluate program and participant performance.</i></p>	<ul style="list-style-type: none"> <i>- Designed Leadership Development Curriculum to support all field programs.</i> <i>- Piloted School Crews for 10th grade students at risk of dropping out of school.</i> <i>- Expanded School Partnerships in each of first three years. New partners on board for 2009-2010 school year.</i> <i>- Placed interns in green businesses.</i>

<p><i>VYCC Cont.</i> d) Identify any new agency/ institution or private sector collaborations that you are part of.</p>	<p><i>VYCC Cont.</i> e) Describe anything you have learned through your work that you believe can benefit the broader system.</p>	<p><i>VYCC Cont.</i> f) Any other comments:</p>
<p>- <i>High Schools and Career and Technical Centers around the state.</i></p> <p>2007-2008 <i>Lamoille Union High School Mount Mansfield Union High School Center for Technology, Essex</i></p> <p>2008-2009 <i>Champlain Valley Union High School Woodstock Union High School</i></p> <p>2009-2010 <i>Barre Technical Center Windham Regional Career and Technical Center</i></p> <p><i>Green businesses</i></p>	<p>- <i>Innovation takes time, patience and dedication.</i></p> <p>- <i>The conversation must address all the questions and concerns especially with respect to funding.</i></p> <p>- <i>A compelling vision will inspire people.</i></p> <p>- <i>Young people will step up to high expectations.</i></p>	<p>More information is available at : vycc.org</p>