

1 Introduced by Committee on Commerce and Economic Development
2 Referred to Committee on
3 Date:
4 Subject: Commerce and trade; workforce development
5 Statement of purpose of bill as introduced: This bill proposes to provide a
6 framework for a public engagement process and succeeding steps to modernize
7 the State workforce development system.

8 An act relating to workforce development

9 It is hereby enacted by the General Assembly of the State of Vermont:

10 Sec. 1. FINDINGS AND INTENT

11 (a) Findings. The General Assembly finds:

12 (1) A skilled and productive workforce is critical for the economic
13 vitality of Vermont. However, our State currently faces several key labor
14 market challenges:

15 (A) Employers throughout our State are in the midst of a skills crisis
16 due to the lack of qualified workers to fill a wide range of jobs across multiple
17 sectors, today and into the future.

18 (B) Vermont has maintained one of the lowest unemployment rates in
19 the country, and there are not enough workers at all skill levels to fill current
20 job vacancies.

1 (C) Many Vermonters are underemployed and it is not uncommon to
2 hear eligible workers indicate they struggle to find a job that matches their
3 training or interests, or both.

4 (D) Parents, youths, and families are increasingly anxious about a
5 future where the next generation of workers may not have the same
6 opportunities to prosper as the previous one.

7 (2) A major part of the solution to these challenges lies in Vermont’s
8 building an effective and efficient State workforce development system that is
9 a diverse public-private partnership between employers, government, and
10 education and training providers designed to ensure that individuals have the
11 skills needed by businesses.

12 (b) Intent. In adopting this act, it is the intent of the General Assembly:

13 (1) to commit to a redesign of Vermont’s workforce development and
14 training system through a concerted three-year effort led by the State
15 Workforce Development Board, in partnership with key administration
16 partners, as well as stakeholders from the business, government, nonprofit
17 training provider, and the education communities; and

18 (2) to create a framework for this three-year process that will ultimately
19 result in:

1 (A) a workforce development system under which all Vermonters
2 who want to work, and all employers who want workers, can connect with
3 what they need to thrive; and

4 (B) greater stakeholder connectivity, program alignment, both inside
5 and outside State government; and high impact projects, leading to a more
6 coherent and effective system that equally serves Vermont employers,
7 employees, and job seekers.

8 Sec. 2. STATE WORKFORCE DEVELOPMENT; PUBLIC ENGAGEMENT
9 PROCESS; DUTIES

10 (a)(1)The State Workforce Development Board, in cooperation with the
11 Department of Labor, Agencies of Commerce and Community Development,
12 Education, Human Services, Agriculture, Natural Resources, and
13 Transportation, shall conduct a public engagement process consistent with 20
14 C.F.R. §679.100, 679.130 and 10 V.S.A. §541a to establish a vision and shared
15 goals for meeting Vermont’s 21st century workforce education, training,
16 recruitment, and retention needs.

17 (2) The public engagement process will be designed to inform
18 workforce-related aspects of other state strategic plans and reports, including
19 the Workforce Innovation and Opportunity Act State Plan, the State Economic
20 Development Marketing Plan, and the Statewide Comprehensive Economic
21 Development Strategy.

1 (3) In evaluating the current workforce service delivery system, the
2 Board must use a data-driven process and solicit the perspectives of job-
3 seekers, incumbent workers, employers, industry representatives, program
4 administrators, and workforce service delivery providers.

5 (4) The State Workforce Development Board shall adopt a vision and
6 describe the state’s collective goals by February 1, 2020. The vision, goals, and
7 any findings or recommendations shall be posted online and made publicly
8 available.

9 (b) The State Workforce Development Board may create a social network
10 map of workforce service delivery providers, employers, workforce program
11 administrators, and industry representatives to: :

12 (1) develop a baseline analysis of all stakeholders, both within and
13 outside State government, involved with workforce development and training
14 around the State;

15 (2) identify areas of program duplication and gaps across the State;

16 (3) analyze the relative level of connectivity and alignment across
17 programs managed inside and outside State government;

18 (4) identify ways of strengthening the connectivity to achieve greater
19 program alignment toward the Board’s vision for a redesigned workforce
20 development and training system; and

1 (5) identify what resources must exist for the Board to be able to
2 maintain the network map over time and track changes in levels of
3 connectivity and alignment across the stakeholder community.

4 (c) The State Workforce Development Board may, in compliance with any
5 employment and confidentiality regulations, seek input from:

6 (1) “front line” service delivery providers to ascertain whether and how
7 the current system is and is not serving the needs of workers and employers,
8 and seek their ideas for how to improve their programs and services;

9 (2) employers and employees to assess the effectiveness of existing
10 workforce programs, and seek their ideas for how to improve these programs
11 and services; and

12 (3) past and present participants of training programs to determine if the
13 program met their expectations and led to a job in their field of interest or
14 training, and seek their ideas for how to improve the program or training in
15 which they participated.

16 (d) The State Workforce Development Board may take steps to improve
17 understanding among State agency and department personnel and external
18 partners on the role of the Board and the Workforce Investment and
19 Opportunity Act and how the Act governs workforce development funding and
20 policies implemented by the State.

1 (e) The State Workforce Development Board, in cooperation with the
2 Department of Labor, Agencies of Commerce and Community Development,
3 Education, Human Services, Agriculture, Natural Resources, and
4 Transportation, shall evaluate methods of employer engagement and assess the
5 tools available to employers to facilitate their access to and retention of
6 workers. The Board may recommend strategies and actions by February 1,
7 2020 that could include the following:

8 (1) what would be needed to fund dedicated employer outreach
9 positions in each of the state funded field offices;

10 (2) what type of coordination is needed between the State and federally
11 funded employer outreach staff, including staff of the Regional Development
12 Corporations and local workforce organizations to better serve employers;

13 (3) whether establishing a single office of workforce development in
14 each region of the State, building on the One-Stop model, to provide customer-
15 driven centralized services for employers and job seekers, could reduce
16 administrative burden and help small businesses access more resources,
17 improve responsiveness to emerging sector needs, and increase workforce
18 participation through direct outreach and recruitment;

19 (4) scaling or expanding regional pilot projects that link career coaches
20 or other experts with industry knowledge directly within middle or high

1 schools, or both, to foster career readiness and exploration, and help students
2 advance in a career pathway; and

3 (5) ways to share data and information collected from employers among
4 State departments and agencies.

5 (f) The State Workforce Development Board shall explore whether a
6 merger or colocation of local workforce investment boards, Career Technical
7 Education Regional Advisory Boards, Regional Planning Commissions,
8 Regional Development Corporations, and other regional economic
9 development and workforce related boards could foster greater regional
10 collaboration, alignment, and employer participation, and what would be
11 required in order to accomplish this;

12 (g) During, and following, the public engagement process, the State
13 Workforce Development Board may make recommendations to align funding
14 to support a workforce development system redesign, promoting:

15 (1) employer-driven workforce education and training solutions;

16 (2) key strategies and evidence-based performance measures;

17 (3) employer-driven strategies that are defined and developed locally in
18 collaboration with the Board and Executive Branch staff;

19 (4) innovative and effective initiatives, pilots, or demonstration programs
20 that can be scaled to the rest of the State; and

1 (5) federal Congressional support to redirect, recalibrate, and retarget
2 funding and resources to enable more innovative initiatives and to create pilot
3 or demonstration programs and initiatives in Vermont.

4 (h) The Department of Labor, with assistance from the State Workforce
5 Development Board, shall create a statewide, coordinated communications
6 system to facilitate the sharing of information to and between workforce
7 development and training delivery organizations so they may stay current with
8 initiatives and plans related to building the desired workforce development
9 system.

10 Sec. 3. STATE WORKFORCE DEVELOPMENT; CAREER PATHWAYS;
11 CAREER TECHNICAL EDUCATION RECOMMENDATIONS [AOE]

12 (a) As used in this section “Career Pathways” means a coherent, articulated
13 sequence of rigorous academic and career and technical courses, commencing
14 in the ninth grade or earlier and leading to one or more of an associate degree,
15 industry-recognized certificate, licensure, or a baccalaureate degree, and
16 beyond.

17 (b) The Agency of Education, in partnership with the State Workforce
18 Development Board, shall take steps necessary to ensure that middle school
19 students are introduced to CTE programs of study and Career Pathways as well
20 as career readiness and awareness, including taking steps to ensure that middle
21 schools and regional CTE centers work collaboratively to:

1 (1) develop and deliver introductory CTE courses or lessons, including
2 at the middle schools when appropriate, to expose students to Career Pathways
3 and CTE programs;

4 (2) provide exposure to local career opportunities through business
5 tours, guest lecturers, career fairs, and career awareness days; and

6 (3) provide exposure to CTE programs and facilities through tours,
7 virtual field trips, promotional videos, and visits to middle schools by CTE
8 students and staff.

9 (b) The Agency of Education, in partnership with the State Workforce
10 Development Board, shall take steps to ensure that:

11 (1) students in grades 9 and 10 students have equitable access and the
12 opportunity, when supported by their personalized learning plan, to participate
13 in CTE classes such as pre-tech Foundation and pre-tech exploratory programs
14 that expose them to a wide variety of career choices in the student’s areas of
15 interest; and

16 (2) students in grade 10 students have access to CTE programs when
17 supported by their personalized learning plan.

18 (c) The Agency of Education, in partnership with the State Workforce
19 Development Board, shall take steps to ensure that all CTE centers provide
20 Career Pathways and rigorous programs of study to students, as follows:

1 (1) Introduction to Career Pathways beginning in middle school and
2 leading to a credential of value, or further education or training to obtain a
3 postsecondary degree or credential of value, including Registered
4 Apprenticeship.

5 (2) The Agency of Education, in partnership with the Department of
6 Labor and the Agency of Commerce and Community Development, shall
7 implement a Career Pathways review that includes:

8 (A) program relevance to State and regional employer need;

9 (B) participation of Regional Advisory Boards or other boards with
10 employers;

11 (C) pathways to postsecondary education and training; and

12 (D) ability for students to gain credentials of value, dual enrollment
13 credits, postsecondary credential or degree attainment, and employment.

14 (3) Funding for new and innovative career pathway programs, and
15 innovative delivery models for students in rural areas, shall be leveraged
16 through such means as the Workforce Innovation and Opportunity Act, Carl D.
17 Perkins Act, Next Generation Fund, and other relevant funding sources.

18 (d) The Agency of Education, in partnership with the State Workforce
19 Development Board, shall take steps to ensure that every high school student
20 has the opportunity to experience meaningful work-based learning when
21 supported by the personalized learning plan, and that high schools work with

1 regional CTE centers to avoid duplication of opportunities already provided by
2 the centers.

3 (e) The General Assembly shall take steps to secure funding to continue the
4 Career Pathways initiative through the Agency of Education, including to:

5 (1) continue funding for the Career Pathways Coordinator position at the
6 Agency of Education, which is vital to the sustainability of a statewide Career
7 Pathways system;

8 (2) develop and implement State-endorsed curricula and minimum
9 standards for CTE programs that are proficiency based and align with the goals
10 of Act 77 and with students' personalized learning plans;

11 (3) ensure that implementation of Career Pathways remains on schedule
12 and work to increase rapid deployment of programs across the State;

13 (4) as part of the statewide economic development plan, market relevant
14 CTE and adult technical education and training opportunities available to
15 current and future students, adult learners, and employers as informed by
16 employers, Economic and Labor Market Information data (ELMI), and the
17 Comprehensive Economic Development Strategy (CEDS);

18 (5) ensure that State postsecondary institutions work with regional CTE
19 centers to provide opportunities at the centers and at high schools for students,
20 both secondary and adult, to receive training and education that will lead to a
21 degree or credential of value, both during the school day and in the evening, as

1 well as eliminate barriers for post-secondary institutions to offer courses at
2 those facilities; and

3 (6) ensure that employers and postsecondary education and training
4 providers partner with regional CTE centers to expand the availability of job-
5 specific training and apprenticeship programs to meet regional employer needs
6 as informed by employers, Economic and Labor Market Information (ELMI)
7 data, and the Comprehensive Economic Development Strategy (CEDS).

8 (f) The Agency of Education, with guidance from a committee of the State
9 Workforce Development Board, shall create two pilots that model a unified
10 funding and governance structure designed to streamline the delivery of the
11 educational experiences of both high school and CTE.

12 Sec. 4. STATE WORKFORCE DEVELOPMENT BOARD;

13 STRENGTHENING AND ALIGNING WORKFORCE TRAINING
14 PROGRAMS

15 (a) The State Workforce Development Board shall take steps to encourage,
16 promote, and support the creation of registered apprenticeship programs, pre-
17 apprenticeship programs, paid internships, occupational trainings, and other
18 work-based and on-the-job learning opportunities that lead to industry
19 recognized certificates and credentials. The Board shall consider ways to meet
20 employers' immediate and long-term employment needs in a variety of ways
21 that can include:

1 (1) expanding the number and diversity of employer-sponsored
2 registered apprenticeships;

3 (2) promoting the development and access to pre-apprenticeship
4 programs in high schools and career and technical education centers;

5 (3) engaging Vermont’s colleges and universities in delivering the
6 related instruction components of registered apprenticeship programs;

7 (4) expanding the number of internships and returnships available in
8 current and new sectors;

9 (5) developing partnerships and alignment between training programs
10 offered in correctional facilities and those offered in business or community
11 settings; and

12 (6) registered apprenticeship programs that guarantee offers of continued
13 employment or consideration for future employment upon completion of the
14 program.

15 (b) The State Workforce Development Board shall create and
16 periodically review a publicly available document that lists:

17 (1) current industry, State, and federally recognized credentials;

18 (2) requirements to obtain these credentials;

19 (3) at which training programs these credentials can be obtained; and

20 (4) the cost of training and educational programs required to obtain the
21 credential.

1 (d) The State Workforce Development Board shall work with the Office
2 of Professional Regulation to increase recognition of professional skills and
3 credentialing across states, in addition to supporting professional paths that
4 involve more than one industry, state, or federally recognized credential and
5 rules adopted by the Office;

6 Sec. 5. STATE WORKFORCE DEVELOPMENT BOARD; GROWING THE
7 SIZE AND QUALITY OF THE WORKFORCE

8 (a) The Department of Labor and Agencies of Commerce and Community
9 Development, and Human Services, in partnership with the State Workforce
10 Development Board, shall take steps to:

11 (1) increase labor force participation of Vermonters by creating
12 multitiered engagement, training, and support activities that help working age
13 Vermonters who are able to participate, or participate to a greater degree, in the
14 workforce, in consultation with the Agency of Education; and

15 (2) recruit and relocate new workers and employers to Vermont ; and

16 (3) assist businesses in locating and retaining qualified workers.

17 (b) To meet these objectives, the Department of Labor and Agencies of
18 Commerce and Community Development, and Human Services shall:

19 (A) seek input from regional and statewide stakeholders to identify
20 needs, strategies, and define success, in consultation with the Agency of
21 Education;

1 (B) identify targets and methods of recruitment and relocation,
2 execution of the marketing plan;

3 (C) leverage resources available in current state and federal programs
4 to support more workers entering and staying in the workforce; and

5 (D) create metrics for tracking the success of outreach efforts and
6 economic, in consultation with Agency of Education.

7 (b) The Department of Labor and the Agencies of Commerce and
8 Community Development, and Human Services may examine incentives to
9 encourage labor force participation by target populations, including
10 unemployment insurance waivers to beneficiaries, income tax reductions,
11 exemption of State tax on Social Security for a period of time, housing and
12 transportation vouchers, tuition reimbursement, or waivers for training.

13 Sec. 6. VERMONT TALENT PIPELINE MANAGEMENT PROJECT

14 (a) Findings. The General Assembly finds:

15 (1) The Vermont Talent Pipeline Management Project (VTPM) is an
16 employer-oriented strategy that expands the role of employers as end-
17 customers of the education and workforce systems. VTPM seeks to improve
18 the employability of Vermonters and the alignment of employer needs with
19 education and workforce development and training programs.

20 (2) VTPM is a statewide public and private partnership among the
21 Agency of Commerce and Community Development, Agency of Education,

1 Brattleboro Development Credit Corporation, Franklin/Grand Isle Workforce
2 Investment Board, Greater Burlington Industrial Corporation, Lake Champlain
3 Regional Chamber of Commerce, South Burlington School District, State
4 Workforce Development Board, Vermont Business Roundtable, Vermont
5 Chamber of Commerce, and the Vermont Student Assistance Corporation.

6 (3) Partners will coordinate the network of training providers to deliver
7 industry, State, and federally recognized credentials, job training, and
8 workforce education in targeted job areas, sectors, and industries which
9 connect to the skills employers are looking for when filling available positions.

10 (b) Intent. It is the intent of the General Assembly:

11 (1) to acknowledge the importance of VTPM;

12 (2) to support development and roll-out of VTPM across all economic
13 sectors, sizes of business, and regions of the State; and

14 (3) to encourage the Agency of Education, Department of Labor, the
15 State Workforce Development Board, and VTPM to collaborate in identifying
16 and developing additional credentialing programs within applicable industries.

17 Sec. 7. RESULTS BASED MONITORING

18 (a) The Department of Labor, with the assistance of the Government
19 Accountability Committee and the State Workforce Development Board, shall
20 develop a framework to evaluate workforce education, training, and support
21 programs and services. The framework shall be applied to the state's workforce

1 system inventory and shall distinguish programs and services based on method
2 of delivery, customer, program administrator, goal, or other appropriate
3 category. The framework shall:

4 (1) create population level indicators based on desired outcomes for the
5 workforce development delivery system;

6 (2) support program and service alignment of State-grant-funded
7 projects with the State Workforce Innovation and Opportunity Act Plan and
8 alignment with the Board’s vision; and

9 (3) note performance measures that already exist in the workforce
10 system and identify where State-specific measures would help monitor progress
11 in achieving the State’s goals.

12 (b) The State Workforce Development Board shall consider whether the
13 information and data currently collected and reported throughout the workforce
14 development system is necessary and identify points of information and data
15 that are not available or readily accessible. The Board shall make its findings
16 available and recommend a process to improve the collection and reporting of
17 data.

18 (c) The State Workforce Development Board may create a process to collect
19 program level data annually for the purposes of updating the State’s workforce
20 system inventory.

1 (d) The State Workforce Development Board may develop tools for
2 program and service delivery providers that support continuous improvement
3 using data-driven decision making, common information-sharing systems, and
4 a customer-focused service delivery system.

5 Sec. 8. 10 V.S.A. chapter 22A is amended to read:

6 CHAPTER 22A. WORKFORCE EDUCATION AND TRAINING

7 § 540. WORKFORCE EDUCATION AND TRAINING LEADER

8 The Commissioner of Labor shall be the leader of workforce education and
9 training in the State; and shall have the authority and responsibility for the
10 coordination of workforce education and training within State government,
11 including the following duties:

12 (1) Perform the following duties in consultation with the State
13 Workforce Development Board:

14 * * *

15 (G) design and implement criteria and performance measures for
16 workforce education and training activities; ~~and~~

17 (H) establish goals for the integrated workforce education and
18 training system; and

19 (I) with the assistance of the Secretaries of Education, of Human
20 Services, of Commerce and Community Development, Agriculture, and of
21 Transportation and of the Commissioner of Public Safety, develop and

1 implement a coordinated system to recruit and relocate workers from outside
2 Vermont to ensure the labor force needs of Vermont’s businesses are met.

3 * * *

4 (8) Coordinate intentional outreach and connections between students
5 graduating from Vermont’s colleges and universities and employment
6 opportunities in Vermont.

7 * * *

8 § 541a. STATE WORKFORCE DEVELOPMENT BOARD

9 (a) Board established; duties. Pursuant to the requirements of 29 U.S.C.
10 § 3111, the Governor shall establish a State Workforce Development Board to
11 assist the Governor in the execution of his or her duties under the Workforce
12 Innovation and Opportunity Act of 2014 and to assist the Commissioner of
13 Labor as specified in section 540 of this title.

14 (b) Additional duties; planning; process.

15 (1) In order to inform its ~~decision-making~~ decision making and to
16 provide effective assistance under subsection (a) of this section, the Board
17 shall:

18 (1)(A) conduct an ongoing public engagement process throughout the
19 State that brings together employers and potential employees, including
20 students, the unemployed, and incumbent employees seeking further training,

1 to provide feedback and information concerning their workforce education and
2 training needs; and

3 ~~(2)(B)~~ maintain familiarity with the federal Comprehensive
4 Economic Development Strategy (CEDS) and other economic development
5 planning processes, and coordinate workforce and education activities in the
6 State, including the development and implementation of the State plan required
7 under the Workforce Innovation and Opportunity Act of 2014, with economic
8 development planning processes occurring in the State, as appropriate.

9 (2) In order to ensure that State-funded and federally funded workforce
10 development and training efforts are of the highest quality and aligned with the
11 State’s workforce and economic goals, the Board shall regularly:

12 (A) Review and approve State-endorsed Career Pathways that reflect
13 a shared vision across multiple sectors and agencies for improving
14 employment outcomes, meeting employers’ needs, and best leveraging
15 available State and federal funding.

16 (i) Career Pathways shall encompass educational and training
17 experiences from middle school to the postsecondary years, and may focus on
18 particular target populations or industry sectors.

19 (ii) Career Pathways shall include or culminate in degrees,
20 certificates, and other relevant credentials approved by the Board.

21 (B) Publicize the State-endorsed Career Pathways.

1 (3)(A) The Board shall have the authority to approve State-endorsed and
2 industry-recognized credentials, excluding high school diplomas and
3 postsecondary academic degrees, that are aligned with the Career Pathways.

4 (B) The Board shall have the authority to adopt rules to implement
5 this subdivision (3).

6 * * *

7 § 543. WORKFORCE EDUCATION AND TRAINING FUND; GRANT
8 PROGRAMS

9 (a) Creation. There is created the Workforce Education and Training Fund
10 in the Department of Labor to be managed in accordance with 32 V.S.A.
11 chapter 7, subchapter 5.

12 (b) Purposes. The Department shall use the Fund for the following
13 purposes:

14 (1) training for Vermont workers, including those who are unemployed,
15 underemployed, or in transition from one job or career to another;

16 (2) internships to provide students with work-based learning
17 opportunities with Vermont employers;

18 (3) apprenticeship, preapprenticeship, and industry-recognized
19 credential training; ~~and~~

20 (4) employment services that assist small businesses in meeting their
21 labor force needs; and

1 (5) other workforce development initiatives related to current and future
2 job opportunities in Vermont as determined by the Commissioner of Labor.

3 * * *

4 (f) Awards. The Commissioner of Labor, in consultation with the Chair of
5 the State Workforce Development Board, shall develop award criteria and may
6 grant awards to the following:

7 * * *

8 (2) Vermont Strong Internship and Returnship Program. Funding for
9 eligible internship programs and activities under the Vermont Strong
10 Internship and Returnship Program established in section 544 of this title.

11 * * *

12 (g) Career pathways. Programs that are funded under this section resulting
13 in a credit or a credential shall demonstrate alignment with a career pathway.

14 (h) Expanding offerings. A regional Career and Technical Education
15 Center that develops an adult technical education program of study using
16 funding under this section shall:

17 (1) make the program materials available to other regional Career and
18 Technical Education Centers and adult technical education programs; and

19 (2) to the extent possible, align the program with subsequent programs
20 offered through the Vermont State College System or the University of
21 Vermont and State Agricultural College.

1 § 544. VERMONT STRONG INTERNSHIP AND RETURNSHIP
2 PROGRAM

3 (a)(1) The Department of Labor, in consultation with the Agency of
4 Education, shall develop, and the Department shall implement, a statewide
5 Vermont ~~Strong Internship Program~~ internship program for students who are in
6 high school or in college and for those who are recent graduates of 24 months
7 or less.

8 (2) The Department of Labor shall coordinate and provide funding to
9 public and private entities for internship programs that match Vermont
10 employers with students from public and private secondary schools, regional
11 technical centers, the Community High School of Vermont, colleges, and
12 recent graduates of 24 months or less.

13 (b) The Department of Labor shall develop and implement a statewide
14 Vermont returnship program for individuals who are returning to the
15 workforce after an extended absence or are seeking a limited duration on-the-
16 job work experience in a different occupation or occupational setting.

17 (c) The Department shall provide funding pursuant to this section only to
18 programs or projects that do not replace or supplant existing positions.

19 ~~(3)~~(d) Funding awarded through the Vermont Strong Internship and
20 Returnship Program may be used to build and administer an ~~internship~~
21 program cohesive and coordinated programs and to provide participants with a

1 stipend during the internship or returnship, based on need. ~~Funds may be made~~
2 ~~only to programs or projects that~~ In awarding funds, the Department shall
3 consider the extent that an internship or returnship program would:

4 ~~(A) do not replace or supplant existing positions;~~

5 ~~(B)(1) expose students~~ individuals ~~to the workplace or create real~~
6 workplace expectations and consequences;

7 ~~(C)(2) provide a process that measures progress toward mastery of~~
8 skills, ~~attitude, behavior, and sense of responsibility required for~~ other factors
9 that indicate a likelihood of success in that a similar workplace;

10 ~~(D)(3) are be~~ designed to motivate and educate participants through
11 work-based learning opportunities with Vermont employers;

12 ~~(E)(4) in the case of internships,~~ include mechanisms that promote
13 employer involvement with secondary and postsecondary students and with
14 curriculum and the delivery of education at the participating schools; or

15 ~~(F)(5) offer participants a continuum of learning, experience, and~~
16 relationships with employers that will make it financially possible and
17 attractive for ~~graduates~~ individuals to continue to work and live in Vermont.

18 ~~(4)(e)~~ As used in this section;

19 (1) “internship” “Internship” means a learning experience working with
20 an employer where the intern may, but does not necessarily, receive academic
21 credit, financial remuneration, a stipend, or any combination of these.

1 (2) “Returnship” means an on-the-job learning experience working with
2 an employer where an individual may, but does not necessarily, receive
3 academic credit, financial remuneration, a stipend, or any combination of
4 these.

5 ~~(b)(f)~~ The Department of Labor, in collaboration with ~~the Agencies of~~
6 ~~Agriculture, Food and Markets and of Education, State-funded postsecondary~~
7 ~~educational institutions, the State Workforce Development Board, and other~~
8 ~~State agencies and departments that have workforce education and training and~~
9 ~~training monies, shall:~~

10 (1) identify new and existing funding sources that may be allocated to
11 the Vermont Strong Internship and Returnship Program;

12 (2) collect data and establish program goals and performance measures
13 that demonstrate program results for internship programs funded through the
14 Vermont Strong Internship and Returnship Program;

15 (3) develop or enhance a website that will connect students and
16 graduates with internship opportunities with Vermont employers;

17 (4) engage appropriate agencies and departments of the State in the
18 Internship and Returnship Program to expand ~~internship~~ opportunities with
19 State government and with entities awarded State contracts; and

1 (5) work with other public and private entities to develop and enhance
2 internship and returnship programs, opportunities, and activities throughout the
3 State.

4 Sec. 9. EFFECTIVE DATE

5 This act shall take effect on July 1, 2018.