

# **State Workforce Development System Report of Findings & Recommendations**



**Prepared in accordance to An Act Relating to Promoting  
Economic Development: Act 69 (2017), Sec. E.1**

**Prepared by the S.135 Working Group with staff support from  
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## A. TRANSMITTAL LETTER

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January 15, 2018

TO: Senate Committee on Economic Development, Housing & General Affairs  
House Committee on Commerce & Economic Development

FROM: Commissioner Lindsay Kurrle, Co-Chair  
Frank Cioffi, Co-Chair

SUBJECT: STATE WORKFORCE DEVELOPMENT S.135 WORKING GROUP

The 2017 Legislature directed the Commissioner of Labor and the Chair of the State Workforce Development Board to convene a working group on the state's workforce development system. This letter transmits the final report and recommendations of that working group, as required in Act 69 (2017).

In recent years Vermont has maintained one of the lowest unemployment rates in the country, and an above average labor force participation rate. Simultaneously, the workforce development system has become a complicated web of funding streams, programs functions, and service delivery models. Act 69 established the working group as an opportunity for state agency leads and stakeholders from the State Workforce Development Board to examine the complex system, identify systemic overlap, and make recommendations for a more cohesive system that serves the needs of Vermonters and the needs of Vermont employers.

The legislative mandate directs the working group, in collaboration with relevant state agencies, stakeholders and workforce education and training providers, to assess Vermont's current workforce education, development and training program resources and allocations. Through this assessment process, the group was tasked with identifying efficiencies and delivery models that more effectively allocate, reallocate, redirect, and deploy these resources to more dynamically serve the needs of Vermonters and Vermont employers. The original date of report to the General Assembly was November 15, however, given the scope of work the group was tasked with, an extension for the deadline was filed and the new deadline for systems-level recommendations was amended to reflect a January 15, 2018 deadline.

While we desired to fulfill our Legislative Charge, due to the limited time the working group had to convene meetings, conduct research and because of the complexities that were quickly identified, the full group was not able to complete all of the elements of our Charge. However, the group was successful in identifying that there is a need to reach beyond state entities to better

understand the full scope and breadth of work that exists in the workforce development system in all regions of the state.

The enclosed report contains six high priority recommendations that the Legislature could support in 2018, including seven specific action steps which relate to Career & Technical Education. Additional recommendations have also been included, though they are longer term in nature. Perhaps most importantly, we are recommending a series of action steps that will support the re-design of our current workforce development and education system into one that is best suited to our future workforce needs within three years.

We are pleased to submit this report which reflects the dedication and commitment of the volunteer working group. both to the countless hours of meetings that occurred over the last 4 months, and also the overall theme of strengthening and supporting Vermont's workforce development system.

We remain committed to continuing our work to improve Vermont's Workforce Development and Training System.

Respectfully yours,

Lindsay H. Kurrle, Commissioner  
Vermont Department of Labor

Frank Cioffi, Chair  
Vermont State Workforce Development Board

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## B. STATUTORY CHARGE

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\* \* \* Workforce Development; Career Technical Education \* \* \*

### Act 69 (2017) Sec. E.1. STATE WORKFORCE DEVELOPMENT SYSTEM; REPORT

(a) Under 10 V.S.A. § 540, as the leader of workforce education and training in the State of Vermont, the Commissioner of Labor, in collaboration with the State Workforce Development Board, has the duty to:

- (1) advise the Governor on the establishment of an integrated system of workforce education and training for Vermont;
- (2) create and maintain an inventory of all existing workforce education and training programs and activities in the State;
- (3) use data to ensure that State workforce education and training activities are aligned with the needs of the available workforce, the current and future job opportunities in the State, and the specific credentials needed to achieve employment in those jobs;
- (4) develop a State plan, as required by federal law, to ensure that workforce education and training programs and activities in the State serve Vermont citizens and businesses to the maximum extent possible;
- (5) ensure coordination and nonduplication of workforce education and training activities;
- (6) identify best practices and gaps in the delivery of workforce education and training programs;
- (7) design and implement criteria and performance measures for workforce education and training activities; and
- (8) establish goals for the integrated workforce education and training system.

(b) Consistent with these duties, the Commissioner of Labor and the State Workforce Development Board shall convene a working group on State workforce development composed of the following:

- (1) the Commissioner of Labor or Deputy;
- (2) a subgroup of at least seven members of the State Workforce Development Board who are appointed by the Board, and who shall serve in addition to the Commissioner and the Secretaries specified in this subsection, or their deputies if applicable, and shall include:
  - (A) the Chair of the State Workforce Development Board, who shall serve as the Chair of the working group; and

- (B) at least one member who represents the interests of organized labor and employees;
  - (3) the Secretary of Commerce and Community Development or Deputy;
  - (4) the Secretary of Education or Deputy.
  - (5) the Secretary of Human Services or Deputy;
  - (6) a member of the Vermont Senate who is a member of the State Workforce Development Board, designated by the Senate Committee on Committees; and
  - (7) a member of the Vermont House of Representatives who is a member of the State Workforce Development Board, designated by the Speaker of the House.
- (c) The working group, in collaboration with relevant State agencies, stakeholders, and workforce education and training providers, shall:
- (1) assess Vermont’s current workforce education, development, and training program and resource allocations;
  - (2) identify efficiencies and delivery models that more effectively allocate, reallocate, redirect, and deploy these resources to more dynamically serve the needs of Vermonters and Vermont employers; and
  - (3) design two or more options, at least one of which is not primarily based upon restructuring State agencies and departments, for a State workforce development system that:
    - (A) aligns State efforts to train, employ, and improve the wages of Vermont’s workforce and ensure collaboration and sustainable interagency partnerships within government;
    - (B) coordinates within and across State government a comprehensive workforce development strategy that grows the workforce, recruits new workers to the State, and meets employers’ workforce needs;
    - (C) aligns to the needs of employers and current or prospective employees through systematic and ongoing engagement and partnership
    - (D) serves two customers with equal energy: the current or prospective employee and the employer;
    - (E) is engaged at the State and local levels with employers on an ongoing basis to ensure alignment with the workforce needs of employers; and
    - (F) expands access and accelerates Career and Technical Education to Vermont students in grades 9–12 and to Vermont adults.
- (d)(1) The working group shall have the administrative support of the State Workforce Development Board, which shall organize and convene meetings of the group.

(2) The working group shall have the technical support and related subject matter expertise of the Department of Labor and the Agencies of Commerce and Community Development, of Education, and of Human Services.

(3) The working group shall have the legal and fiscal support of the Office of Legislative Council and the Joint Fiscal Office as is necessary for the purposes of preparing proposed legislation for submission to the General Assembly.

(e) In order to perform its duties pursuant to this act, the working group shall have the authority to request and gather data and information as it determines is necessary from entities that conduct workforce education and training programs and activities, including agencies, departments, and programs within the Executive Branch, and from nongovernmental entities that receive State-controlled funding. Unless otherwise exempt from public disclosure pursuant to State or federal law, a workforce education and training provider shall provide the data and information requested by the working group within a reasonable time.

(f) For attendance at meetings during adjournment of the General Assembly, legislative members of the working group shall be entitled to per diem compensation and reimbursement of expenses pursuant to 2 V.S.A. § 406 for no more than five meetings, provided this limitation shall not apply to a meeting of the working group that occurs on the same date as a meeting of the full State Workforce Development Board for which the member is receiving compensation.

(g) On or before November 15, 2017, the Commissioner of Labor and the working group on State workforce development shall report to the Senate Committee on Economic Development, Housing and General Affairs and to the House Committee on Commerce and Economic Development on the implementation of this section and any recommendations for legislative action.

## Membership of S.135 Working Group

The S.135 Working Group was appointed by the Governor in August, 2017 and includes state agency leads and members from the State Workforce Development Board.

<b>S.135 Working Group Membership</b>		
Seat	Primary Member	Additional Contributors
SWDB Chair	Frank Cioffi, Chair	
VDOL Commissioner (Ex-Officio)	Lindsay Kurrle	
AOE Deputy Secretary (Ex-Officio)	Heather Bouchey	
ACCD Secretary (Ex-Officio)	Michael Schirling	Ted Brady, Joan Goldstein
AHS Secretary (Ex-Officio)	Al Gobeille	Martha Maksym, Paul Dragon
Labor Representative, SWDB	Jeff Wimette	
SWDB Appointee	Eileen Illuzzi	
SWDB Appointee	Ellen Kahler	
SWDB Appointee	Jen Kimmich	
SWDB Appointee	Adam Grinold	
SWDB Appointee	Gerry Ghazi	
SWDB Appointee	Janette Bombardier	
Senate Appointee	Sen. Alison Clarkson	
House Appointee	Rep. Tristan Toleno	
		Alyson Eastman, Diane Bothfeld -- VT Agency of Agriculture, Food & Markets
		Seth Bowden, Vice President, GBIC
<b>Staff: Jess Gingras (VDOL), Jessica Wesley (VDOL)</b>		

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## C. EXECUTIVE SUMMARY

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A skilled and productive workforce is critical for the economic vitality of Vermont. However, our state currently faces several key labor market challenges:

- Employers throughout our state warn of a skills crisis due to the lack of qualified workers to fill a wide-range of jobs, today and into the future.
- Vermont has maintained one of the lowest unemployment rates in the country, and there are not enough workers at all skill levels to fill current job vacancies.
- Many Vermonters are under-employed and it is not uncommon to hear eligible workers indicate they struggle to find a job that matches their training and/or interests.
- Parents, youth and families are increasingly anxious about a future where the next generation of workers may not have the same opportunities to prosper as the one before.

*A major part of the solution to these challenges lies in Vermont building a 21st century, effective and efficient state workforce development system – one that is a diverse public-private partnership between employers, government, and education and training providers designed to ensure that individuals have the skills needed by businesses.*

Over the course of its four-months of work, the S.135 Working Group explored the labor market challenges we currently face, identified systems level changes that need to take place, and developed an initial set of recommendations that can be acted upon over the coming years. In particular, we identified a number of strategies that can be further supported or initiated in 2018, while simultaneously implementing a multi-year system re-design, leading to longer-term structural changes in order to meet the needs of both employers and job seekers/workers.

S.135 Working Group members want to express their appreciation for the wide range of impressive and important education and training programs already being deployed across Vermont. Based on this and current efforts underway to break down silos between state agencies and better coordinate services and funding streams, we share a sense of optimism for the kind of workforce development and training system we believe is possible to create.

Throughout 2017, inter-agency meetings took place on a weekly basis to create a shared understanding of the current system and to improve overall communication and coordination as we work to redesign the system. An important realization that took place during our S.135 working group meetings is that there are some **50-60 organizations** involved in aspects of workforce development and training operating outside of state funding and/or involvement. This represents untapped potential and a significant opportunity for even greater coordination and alignment throughout the system. Indeed, if we are to effectively capture Vermont's workforce development potential we must find a way to more fully integrate the work of these various organizations with on-going, often mandatory efforts undertaken by state governmental entities.

Another important observation made was that we currently do not have a uniform method for assessing and comparing various workforce development programs across public and private funding streams. There exists no current agreement on a consistent set of metrics that could be reported on by all the entities receiving state and federal funding. State administered programs lack staff capacity to collect, manage, and regularly report on data that is different from what is already required by state and federal funders. It would be useful if policy and decision makers would come to agreement on the specific points of comparison that are needed so that program administrators can assess whether and how the information can be collected and reported with confidence and accuracy on a regular basis. We recommend stakeholder engagement and decision making on this first aspect, followed by response and solution-mapping by program implementers.

We also came to understand just how little state and federal funding is available for workforce development and training that do not involve those without barriers to employment. That is, the vast majority of state and federal funding must be used to support Vermonters with a range of employment challenges to help them find meaningful work. Thus, if employers are not hiring from within these targeted populations, most must then fund their own on-the-job training.

While the [Vermont Training Program](#) makes available approximately \$1.2 million a year in small training grants to employers, the program requirements and modest funding tend to limit the number of businesses who are able to utilize the program. In FY17, 56 businesses took advantage of the funding, training 2,200 employees, with over 50% of the grants going to businesses with less than 50 employees. However, given that 19,000 of the 22,000 firms in the state have fewer than 20 employees, current funds for the VTP are insufficient to penetrate the aggregate need of firms. Additionally, because the vast majority of employers in Vermont do not have Human Resource Directors or sufficient in-house on-the-job training programs, there is a deficiency in on-the-job training across many sectors. Neither employers nor their workers are well served by this current reality.

### **State Workforce Development Board Charge & Summary**

Designated under the federal Workforce Innovation and Opportunity Act (WIOA, H.R. 803), the Vermont State Workforce Development Board (SWDB) is charged with advising the Governor and the Commissioner of Labor on the development and implementation of a comprehensive, coordinated and responsive workforce education and training system. In addition, it is the SWDB's role to provide leadership to the entire workforce system that will enable and promote sustainable change by communicating the Governor's vision for Vermont's workforce system, and manage and oversee strategic partnerships to achieve that vision. All current 61 members of the Board are appointed by the Governor, and represent all facets of the workforce development system – business and industry, labor, economic development, higher education, K-12 public education, and representatives from the General Assembly. This Board is purposefully made of a broad range of public-private stakeholders to provide state-level coordination and integration among the federal and state workforce development policies and programs.

The SWDB also serves an important oversight and monitoring function. WIOA mandates that the SWDB serve as an oversight and compliance arm for all WIOA-funded programs and activities, including oversight of the one-stop American Jobs Center (located in Burlington), and the development of the state's strategic workforce development plan.

While the working group was unable to answer all of the questions posed by the Legislature in the S.135 charge due to lack of time to address the full complexity of the task assigned, we did make meaningful progress and look forward to shifting further exploration of these questions over to the full State Workforce Development Board (SWDB) starting in 2018.

## **Recommendations for Legislative Support & Action in 2018**

**Coming out of the S.135 Working Group process, our priority recommendations for legislative support and action in 2018 are as follows:**

- 1. Commit to redesigning Vermont’s workforce development and training system** so that all Vermonters who want to work, and all employers who want workers, can connect with what they need to thrive. This will require a concerted 3-year effort and must involve business, government, non-profit training providers, and the education community. The State Workforce Development Board along with key Administration partners should lead this effort. *NOTE: Systems-level change initiatives typically take 3 years to fully manifest.*
- 2. Implement the Career and Technical Education (CTE) recommendations designed to increase its enrollment, streamline its funding and support its opportunities.** *See list of seven actionable recommendations included in Appendix A.*
- 3. Grant Additional SWDB Authorization** by empowering the Board with the authority to approve state-endorsed and industry-recognized credentials that are aligned with the career pathways, in conjunction with the State Board of Education. Determine what, if any, rule-making authority is required.
- 4. Strengthen and Align Workforce Training Programs in Vermont**
  - a. Implement job specific education, certification, and training courses in current priority economic sectors, namely Construction, Health Sciences, Advanced Manufacturing/IT, and Tourism. Expand to other priority sectors in the future.
  - b. Encourage, promote, and support the creation of registered apprenticeship programs, pre-apprenticeship programs, paid internships, job specific training, industry recognized certificates and trainings, with special emphasis on programs that lead directly to full-time employment.
- 5. Grow the Size and Quality of the Workforce**
  - a. Increase labor force participation of workforce age Vermont populations by creating a multi-tiered engagement process to identify working age Vermonters who are able to participate, or participate to a greater degree, in the workforce.
  - b. As part of labor force recruitment strategies, attract new people to live and work in Vermont (both new employers and workers).
  - c. Conduct an examination of incentives to encourage labor force participation by target populations.

- 6. Improve Alignment between Education and Workforce Development Systems**
  - a. Set annual retention goals for graduates of Vermont institutions of higher education
  - b. Create a pilot student-employer engagement model with long-term scale deployment potential

*Additional details related to these recommendations, along with six additional recommendations are included in Appendix A.*

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## **D. THE PRESENT & THE FUTURE**

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### **The Current Situation: Vermont's Workforce Development & Training System and WIOA<sup>1</sup>**

Vermont has a diverse economy that minimizes downturns, as well as limits up-swings in economic activity. The economic diversity within the state is evidenced by employment concentrations by industry. Relative to the United States, Vermont has a higher concentration of employment in Construction, Manufacturing, Retail Trade, Agricultural Support Activities, Private Education, Health Care and Social Assistance, Accommodations and Food Services, and Government employment (includes public education and federal border/immigration services). This rich industry diversity translates into even richer occupational opportunities for those looking to live/work in Vermont. The majority of Vermont firms have 4 or fewer workers (65.1%). Of the approximate 22,000 private firms in Vermont, about 330 (or 1.5%) have 100 or more workers. These large firms (100+ workers) house over 43.9% of all private employment opportunities and account for nearly half (48.1%) of all wages paid by private industry in Vermont.

**The Opportunity:** As Vermont's state economy continues to grow, labor availability at all levels has increasingly become more difficult to find, and there is a need for state action to help connect individuals with skills and career opportunities. One of the core barriers for solving this disconnect stems from the lack of communication, alignment, and coordination among various state agencies, funding streams, programs and service providers. With the passage of the Workforce Innovation and Opportunity Act of 2014 (WIOA), and the legislative authority the S.135 working group has been given to assess the current system, there is a unique -- perhaps once in a generation -- opportunity to ensure that the state is making coordinated and collaborative investments in a skilled workforce that is prepared to support both businesses and working age Vermonters and drive economic growth.

**Vermont Demographics:** According to 2010 U.S. Census figures, Vermont had an annual populations growth rate of less than .3% between 2000 – 2010. That rate fell to .1% between 2010 and 2013, and from 2012 – 2013 seven of Vermont's 14 counties experienced population declines. Vermont also continues to have one of the oldest populations in the country. Between

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<sup>1</sup> All data in this section was provided by Mat Barewicz from the VT Department of Labor's Labor Market Information Department.

2010 and 2013, people 65 years of age and older were among the two age cohorts to see the largest percentage increase in growth (the second was 55-64 years of age).

**Low Unemployment:** Vermont continues to have one of the lowest seasonally-adjusted unemployment rates in the country. Vermont employers are experiencing a gap between their hiring needs and the skills of those available in the current labor market, which adversely impacts their abilities to expand, compete and thrive.

The Workforce Innovation and Opportunity Act (2014) recognizes and reinforces the need for coordination between all economic development, education, and workforce development programs. While state agencies oversee the publicly funded workforce development system, there are private and local programs that provide workforce development and training functions all over the state as well. The Commissioner of Labor is required to maintain an ongoing and updated inventory of self-identified state and federally funded programs, but the S.135 working group realized that there exists a larger network of organizations and programs, funded by non-state and federal sources, in all corners of the state that could be better aligned with state and federally funded initiatives and programs.

**Labor Force Participation:** The labor force is the combined number of people working or actively seeking work. Statistical projections estimate that Vermont will continue to lose about 2,200 participants in the labor market each year, an average of about 6 per-day. Vermont maintains a labor force participation rate above the national average (59%) at 67.8%. Although this shrinking labor force trend can be seen throughout the nation, demographic trends in Vermont are unlikely to reverse in the next two decades.

According to the Vermont Department of Labor’s “2012-2022 Long Term Occupational Projections” study done in 2015, in the decade between 2012-2022 solid growth is predicted in jobs for Vermont. Over the ten-year period it is predicted that there will be 115,306 new job openings, with 29% being due to growth in employment, and 71% openings being due to having to replace retired workers. In broad terms, Vermonters are leaving the workforce because of retirement, personal choice related to economic conditions, or are experiencing barriers to employment.

During the S.135 working group meetings, a number of barriers to entering or staying in the workforce were identified. An estimated 11,700 Vermonters report wanting a job but are out of the labor force. Examples of common barriers impacting these Vermonters include but are not limited to a lack of educational or particular skills attainment, skills mis-alignment with existing job openings, addiction (especially related to the current opioid epidemic), issues related to childcare, low wages in a particular field of interest or training which may be a disincentive to working, or lack of knowledge about the types of jobs for which there are current openings.<sup>2</sup> Meanwhile, the [Vermont Futures Project](#) estimates that the state’s labor force needs to increase by 11,000 each year, to compensate for economic growth (new jobs created) and to replace retiring workers.

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<sup>2</sup> Source: Current Population Survey, 12-month moving average, Oct 2017.

We also recognized that we need to improve our ability to deliver life-long career counseling, starting in middle school as many of the jobs that exist today did not exist a generation ago.

## **The Desired Future State: Coordinated, Collaborative, Effective**

*We envision a statewide Workforce Development and Training System in which all Vermonters who want to work, and all employers who want workers, can connect with what they need to thrive.* Attributes of such a system include:

- A workforce development and training system that is equitably and easily accessed by employers, incumbent workers and job seekers alike.
- Greater connectivity and trusted relationships between all stakeholders within the system.
- An agile, adaptive and modern workforce development and training system built on greater coordination and alignment of programs and services, both those funded by state and federal dollars and those funded by foundations and the private sector.
- Amplification of, and improvement upon, existing state assets (e.g., JobLink) and educating employers about what assets are already in place to help employers and job seekers find each other.
- The strategic use of all available resources. This includes the reduction or elimination of any redundant services and programs, especially those found not to be particularly effective in achieving desired outcomes.
- Unified and expanded employer engagement with the overall workforce development system, and greater emphasis on employer-driven and employer-led initiatives.
- The creation and implementation of metrics that will enable measuring the performance of programs and services designed to achieve desired outcomes.
- The creation and implementation of a continuous improvement framework of planning, implementing, monitoring and then learning and adjusting must be put into at every level of the system.

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## **E. S.135 WORKING GROUP WORK PLAN**

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Over the course of its four-months of work, the S.135 working group met seven times and explored the labor market challenges we currently face, identified systems level change that needs to take place, and developed an initial set of recommendations that can be acted upon over the coming years. In particular, we identified a number of strategies that can be further supported or initiated in 2018, while simultaneously implementing a multi-year system re-design, leading to longer-term structural changes in order to meet the needs of both employers and job seekers/workers.

Because of the level of interest in expanding CTE opportunities for students in grades 9-12 and Vermont adults, a sub-committee of the S.135 working group met six times and brought in area experts to better understand the current CTE system. The group identified promising current and

ongoing efforts (e.g., career pathways), and developed recommendations for a path forward to improve equitable access and education delivery.

It should be noted that a number of the recommendations being made in this report are already underway, led primarily by state agency and department leads [e.g., EXPERIENCEvt platform (ACCD), Vermont Talent Pipeline Management (VT Business Roundtable), AOE-led CTE Career Pathways development, and the Social Network Mapping project (SWDB)]. The Governor has also identified and elevated the issues of improving Vermont's workforce development system, and growing the labor force. He has done this by hiring a new Executive Director of the SWDB, and a WIOA Chief Compliance Officer. Both are senior level staff, and were named in early December. With these two hires, the SWDB will undergo a revitalization in 2018, and will provide leadership around many of this report's system redesign recommendations through a new committee structure.

The Working Group did not have time to conduct a public engagement process and did not take testimony from outside stakeholders. The need for such an engagement process is expressed in one of our system redesign recommendations and should be conducted in 2018.

Governor Scott tasked members of his Administration to develop an ***Interagency Plan to Increase the Labor Force and Strengthen the Workforce*** and this work happened in parallel with the work of the S.135 working group. Developing and maintaining a robust and adaptable labor force occurs along a continuum. The Governor's strategic plan and vision expects that current activities supporting recruitment, training, employment matching, upskilling and retention will persist. But given Vermont's unique demographics, low unemployment rate, and workforce demands, worker recruitment and retention are the two key areas where strong interventions could markedly increase the size of the state's labor force.

Although full details of the plan were not made available to the S.135 working group due to timing and finalization of the plan by the Scott Administration, members of the Governor's Workforce Expansion Team provided some level of detail related to inter-agency conversations and planning work that had taken place in the last year, and ongoing efforts to align funding, programs, and priorities.

Without the opportunity to see the Governor's plan in its final state, the S.135 working group was unable to endorse the activities and strategies within it. However, the group was incredibly pleased to know that this effort and work was ongoing, and that the Governor has elevated the issue of workforce development and labor force recruitment to the top of his agenda.

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## F. DISCOVERY

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### Problem Statement: The Need for a System Redesign

Vermont’s education and workforce system, despite considerable effort, goodwill and intention, forms a “patchwork quilt” of programs and services, with multiple delivery models and programs run by several state agencies and numerous local/regional organizations. However, changing workforce needs, exacerbated by the current low unemployment rate and gaps in work-readiness in the young adult population are resulting in matchmaking/hiring problems, with employers struggling to fill their vacant positions and individual job-seekers struggling to match their skills with job openings or internal opportunities for advancement.

A successful system requires strategies and policies that address the contemporary needs of employers and job-seekers/employees, which means the system must be capable of identifying the needs and acting on this knowledge strategically. Furthermore, employers across every sector, of every scale and in every region must help drive strategic workforce policy and investments. Coordination and collaboration amongst organizations in the workforce system is also vital in ensuring that resources are used to address these priorities effectively and efficiently.

We are at a crucial pivot point for the future of our workforce development and training system. The flaws, misalignments and missed opportunities that plague our system diminish economic opportunities for Vermonters and Vermont businesses, hindering growth of prosperity.

The shared urgency to act now, which bridges the branches of government, businesses, the nonprofit sector and individual job-seekers is the crucial difference in this moment. Pressure is felt across all sectors of the economy, escalating and aligning demand from employers and job-seekers alike to make the system better.

*But what is the system? What is actually wrong with it? Who is responsible for improving it? What needs to be done? How long will it take?*

These are some of the questions taken on by the S.135 working group as we responded to the charge of S.135.

### A “Working” Vision Statement

The legislative charge was challenging and beyond the scope of what was possible, as the working group was only able to begin working together in early September. Had there been more time, investing in a group process to develop a well-edited and wordsmithed aspirational vision would have been a useful starting point. Instead, we agreed to work from a simple, but still powerful, “working” vision of our charge:

***To build a workforce development system in which all Vermonters who want to work, and all employers who want workers, can connect with what they need to thrive.***

The spirit of this vision is consistent with one of our core legislative charges, namely to build a system which, “serves two customers with equal energy: the current or prospective employee and the employer.” Not only does the vision reflect the dual-customer nature of the workforce system, it also highlights the most fundamental truth, that the point of the system is for the people in it (employees and employers) to thrive.

## **Where We Are Now – What is the system?**

Vermont requires a coordinated, aligned, and properly resourced workforce development system in order to best support the needs of Vermont employers and employees. This necessitates establishing a shared vision between state and external partners so that strategic action and appropriate resource allocations can be deployed.

Over time, the Vermont workforce development and training system has become increasingly complex and is not well understood in its entirety. Many in state government navigate and coordinate parts of the system well, but few among us understand the whole of it.

*This is typical of systems that grow out of discrete programmatic attempts to address complex social and economic needs. For instance, the workforce development system we have now was decades in the making, was often driven by available, and highly constrained funding, at a time when available labor was plentiful. It is only in the last few years that new frameworks have been deployed to create alignment in complex systems. In Vermont we have begun a multi-year project to use Results Based Accountability (RBA) as a system for developing accountability standards. RBA also complements models such as Collective Impact and other network development processes for group work within complex systems.*

It should also be noted here that a workforce development system redesign process cannot be done in isolation as there are many other systems which impact and/or intersect with it. The availability of affordable childcare and early learning, affordable housing, a variety of transportation alternatives, K-8 education, and access to either higher education or credentials of value, all impact the quality and quantity of our current and future labor force and thus our economy.

Never before has the need been so great to understand the entire system, so that we can take strategic action to both redesign it and align existing and new resources. This is a moment in time where stakeholders from seemingly all perspectives, and all across the state, recognize that we need to make meaningful, structural change in how we deliver programs and services to Vermont’s current and future employees and employers.

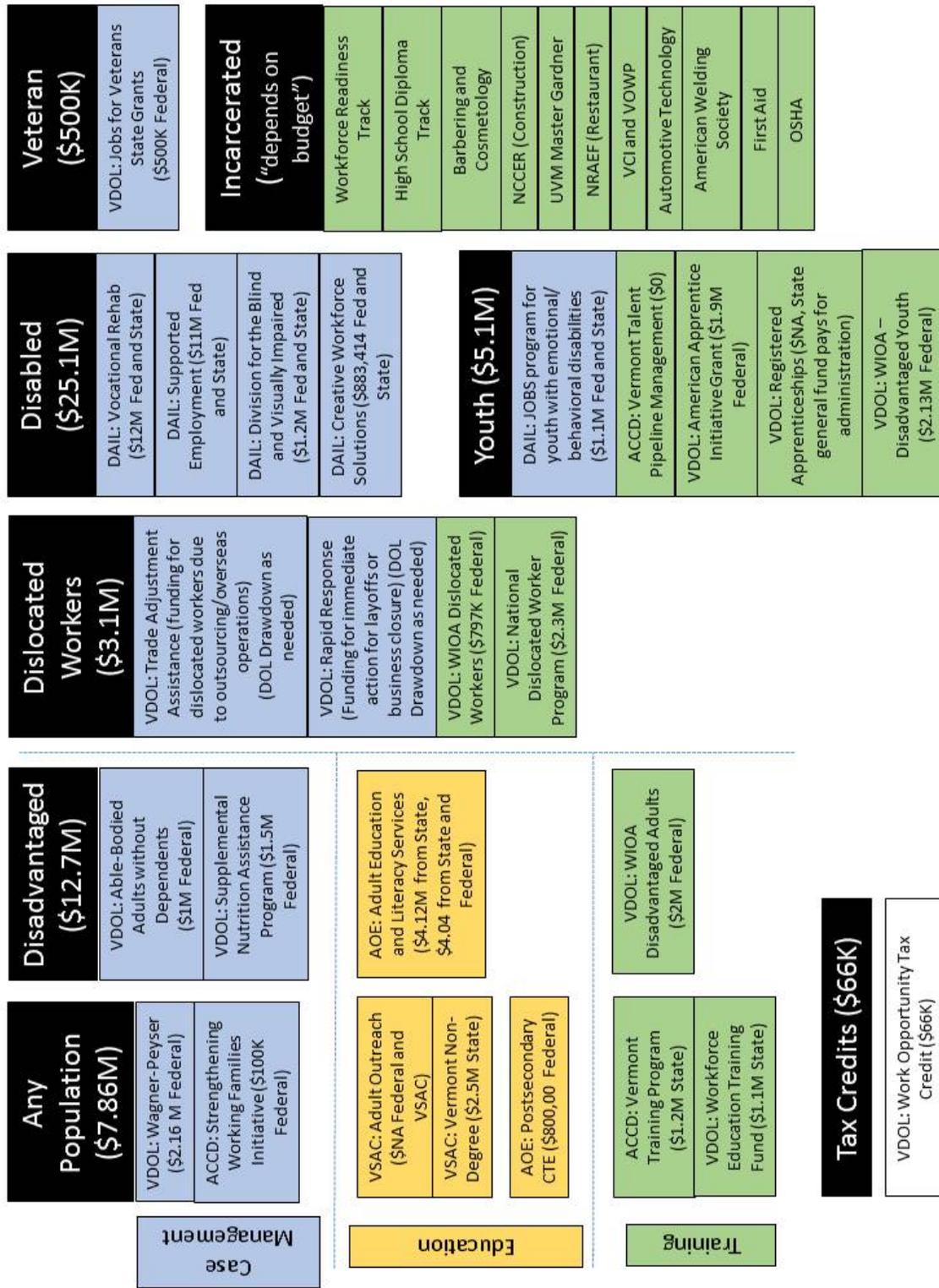
## Where We Are Now – Assessing the System

S.135 charged the working group with assessing “Vermont’s current workforce education, development, and training program and resource allocations.” In our first meeting, we agreed that “assessment” cannot be meaningfully done without a shared understanding of *what* constitutes the system and that we lack agreed upon metrics and available data across programs with which to conduct such an assessment.

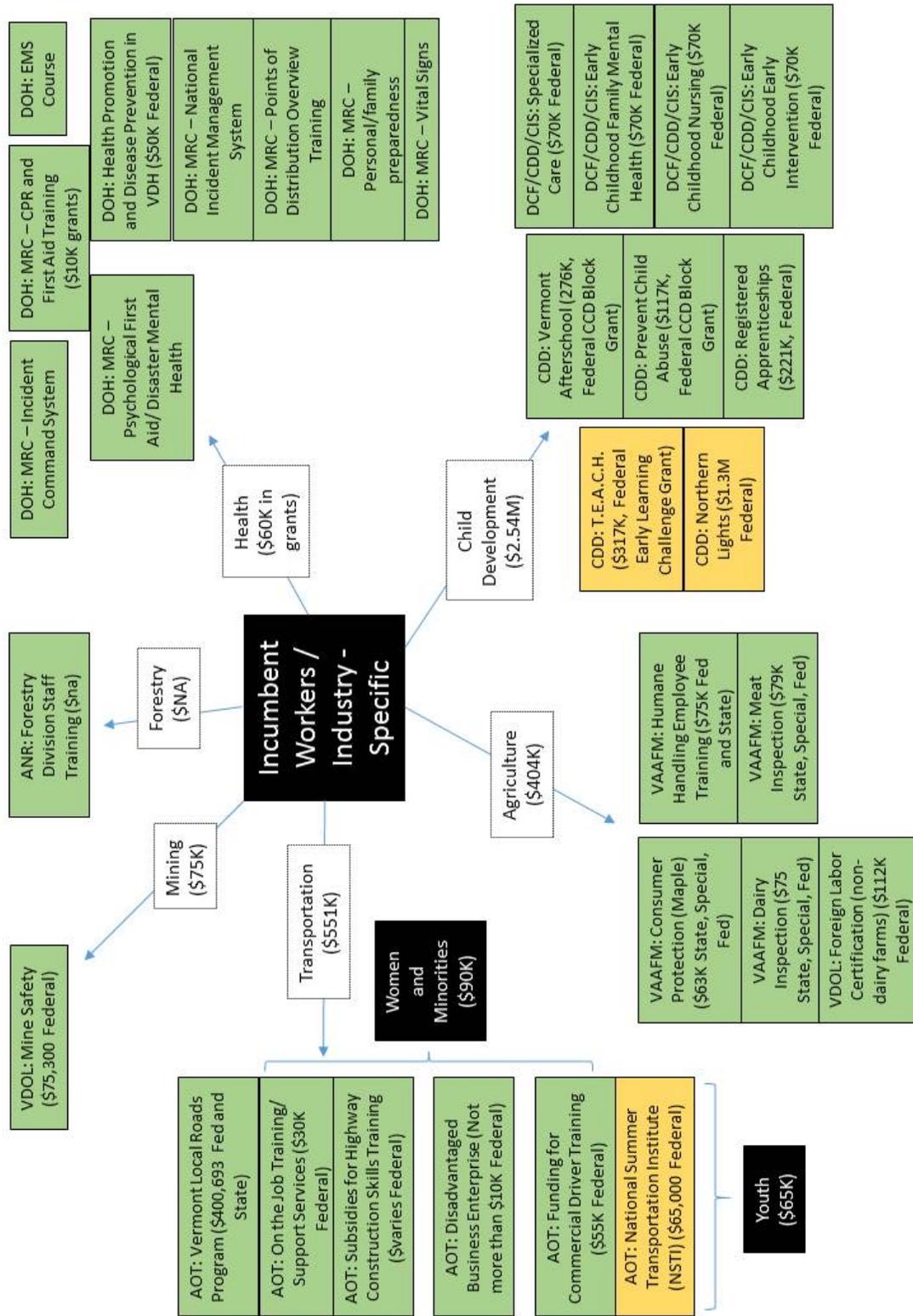
To this end, we took two steps: VDOL took the lead in surveying all of the programs run, or funded, by State and Federal resources (the “Inventory”); and the Operating Committee of the SWDB has just begun working with a data specialist in Social Network Analysis to help us develop a database and Social Network Map of the system that extends beyond the programs and activities funded by the State and Federal flow-throughs.

The Vermont Department of Labor worked throughout 2016 and 2017 with its state level workforce development partners to better understand current programmatic efforts and resource flows within the entirety of the state system. It was helpful to categorize the types of service delivery provided which either took a **Case Management, Education, or Training** approach and by population served, when trying to understand the financial resources available to these populations. We also explored which programs served populations in different supersectors of the economy (e.g., construction, manufacturing, health services). Progress was made in better understanding that there are gaps in needed programs, services and funding for certain groups of employees and employers. The full version of this current Inventory is included in Appendix C.

**Vermont's State and Federally Funded Workforce Development System: By Population and Approach**



# Vermont's State and Federally Funded Workforce Development System: By Economic Sector



In order to eventually align all stakeholder efforts towards our shared vision of a workforce development system in which all Vermonters who want to work, and all employers who want workers, can connect with what they need to thrive, we need to create an “**asset map.**” Asset mapping will allow us to more fully understand what services are being delivered to whom, and by whom; how these services complement, interact, or duplicate each other; and what are the performance measures that give us all confidence that the system is working as intended.

During the S.135 working group process, even greater insight emerged about the level of workforce development and training activities and resources being deployed outside of direct state government involvement. **An initial list of 163 internal and external organizations and key contacts was assembled and will be used to complete the Social Network Analysis.** This list can then be built upon over time, as we work towards developing a shared vision – among all stakeholder organizations, both inside and outside of state government – in service to employers and employees throughout the state.

A **Social Network Map** of these stakeholder organizations will aid in better understanding existing connections and collaborative relationships within the system. This process will allow us to visualize the relationships between state and non-governmental participants in the workforce delivery network, and identify where opportunities for greater connectivity or barriers to access may need attention.

The Social Network Map will also be useful in understanding where key regional influencers and leadership are located around the state, and which organizations are still working in silos, disconnected from efforts to better align our collective work. This information will inform the activities of the SWDB, VDOL and others to build connection, collaboration and alignment. With modest ongoing support, the Social Network Map will establish a baseline for measuring the impact of our strategies. Work has begun with Christine Capra, of [Greater Than The Sum](#), to set-up the survey instrument used to create the network map in the first half of 2018.

The S.135 working group also envisions the SWDB conducting a stakeholder engagement process as part of developing a shared vision of and eventual alignment around the kind of workforce development system we know we need in Vermont. Additional input from the full range of organizations participating in the system needs to be gathered and the best ideas put forward into action.

## **Where We Are Now - The Need for Results-Based Evaluation of Programs and Functions**

This past fall, Vermont Department of Labor staff and other state officials met to explore the possibility of an external partnership to inventory, analyze, and evaluate the state’s workforce development activities. An opportunity to work with the [Pew-MacArthur “Results First” Initiative](#) was presented, and the Vermont Department of Labor is exploring the opportunity to partner with their no-cost services. Results First works with states to implement a cost-benefit analysis approach that helps them invest in policies and programs that are proven to work.

By engaging in a Results First initiative, decision-makers would be able to:

- Systematically identify which programs work and which do not;
- Calculate potential returns on investment of funding alternative programs;
- Rank programs based on their projected benefits, costs, and investment risks;
- Identify ineffective programs that could be targeted for cuts or elimination; and
- Predict the impact of different policy options.

A partnership with Pew-MacArthur would result in products (e.g., a comprehensive inventory, return on investment analysis, clearinghouse, etc.), tools to collect, analyze and report information, and training of staff, SWDB members, legislators and other stakeholders on how to use and interpret information and findings. The Vermont Department of Labor sees great value in moving forward with this partnership as a means for developing a more robust and useful program inventory and establish an evidence-based approach to investments in workforce education, training, and development. In November, the Vermont Department of Labor indicated to Pew-MacArthur that it is ready to formally partner. Due to staffing and other organizational changes within the Results First Project at Pew-MacArthur, they informed us that they are temporarily halting the development of new partners. We plan to reconnect and revisit this opportunity in mid-2018.

## **Where We Are Now - A Deep Dive into Career & Technical Education:**

The S.135 working group charge contained a specific request to examine the current Career & Technical Education (CTE) system in the state and to look for ways to expand and improve student access. A sub-committee of the working group, chaired by Janette Bombardier, met six times and brought in area experts to better understand the current CTE system. The group identified promising current and ongoing efforts (e.g., career pathways), and developed seven recommendations for a path forward to improve equitable access and education delivery.

The Vermont education system faces a challenge intrinsically related to Vermont's overall demographic realities. Our state has a declining K – 12 population, and our higher education continuation rate is near 50%; that is, nearly half of our high school graduates do not go on to further their education. This means that approximately 1/2 of our high school graduates do not seek advancement through college education immediately beyond high school. More alarming is that while 34% of our high school graduates have had some participation in career technical education (CTE), only 20% have had CTE as a core academic pursuit (i.e., CTE concentrators), rather than CTE participants.<sup>3</sup>

The majority of these young Vermonters graduating from high school with no postsecondary plans are unprepared to qualify for many jobs that are available and are therefore unable to provide for a sustainable income to support themselves and/or a family. Most of them stay in Vermont and many are immediately destined to poverty. Too many single mothers are caught in

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<sup>3</sup> Source: Agency of Education

an immediate cycle of economic hardship and many boys who did not do well in middle and high school lack any meaningful skills that would qualify them for good paying jobs. In addition, GBIC has estimated that in 2017 there were 12,000 Vermonters between the ages of 19 and 25 years old who have fallen out of the employment and unemployment system. Many of these individuals have become afflicted by the opiate epidemic, or are in the corrections system; they only surface in criminal, opiate addiction or Medicaid statistics. This situation demands immediate action.

Meanwhile, employers across industry sectors and throughout every region of Vermont are unable to fill open positions or to expand their operations and employment in our state to meet emerging market opportunities.

These challenges take place within the context of an education fund deficit and a changing education delivery model that includes Personalized Learning Plans, Work-Based Learning opportunities, and additional goals laid out in Act 77. In recognizing the current reality of Vermont's demographics and workforce challenges, the Legislature has recognized that all high school graduates should be equipped for current and future workforce needs while also preparing students for whatever might come next for them – whether it is a higher education degree or some other form of credentialing (e.g., certificates, internships, apprenticeships).

An identified strategy to support career, workforce, and educational readiness is to expand access and improve outcomes for students eligible to enter the state's Career and Technical Education system. CTE enrollment has shown a resiliency of demand over the past decade, with stable participation rates despite a declining overall high school population.

The CTE network comprises 17 institutions with systems of governance, education delivery, and funding implemented in parallel to, rather than integrated with, Vermont's public high schools. This historical structure and delivery system creates barriers to equitable CTE program access for students in Vermont.

CTE centers receive students from regional sending schools, with differentiated access for students in grades 11 and 12 based on whether programs are full- or half-time and co-located at the high school or not. In addition, nearly all CTE centers have some 9<sup>th</sup> and 10<sup>th</sup> grade students who participate, typically in pre-tech courses held at the CTE center. Funding for CTE centers relies on a six-semester average of Full Time Equivalent students at each center, and the funding follows the student from the sending school. This creates an inherent level of competition for resources between high schools and regional CTE centers, potentially forcing local decisions based on fiscal bottom line when they should always be structured around what is best for each individual student.

Addressing our barriers to equitable access to CTE programs will require addressing some of the physical challenges of high school students accessing CTE education (e.g., transportation challenges); effectively communicating opportunities for career, technical, and workforce education to Vermont learners of all ages; and earlier introduction to CTE programming and Career Pathways.

*Additional reference documents about the CTE system are included in Appendix C.*

## Where Do We Need to Go -- A Framework for Developing a High-Performing Workforce Development & Training System

In reviewing resources on successful system structures, we found that the National Governors Association report on [High-Performing State Workforce Boards](#) makes the case that in order to achieve the “broader vision of an integrated, job-driven public workforce system” state boards can contribute by focusing on more than their statutory requirements. Given the complexities of the system, and the number of partners involved in making a system successful, the Governor must take a central role in setting the vision for the state. This leadership combined with investments in **changing the role and impact** of Vermont’s State Workforce Development Board, will provide the systems leadership capacity needed to align the efforts of the private sector, state government and the nonprofit sector to achieve that vision.

*A high-performing state workforce board is one that provides leadership to the entire education and workforce system in order to create sustainable change. Looking across states, three key roles stand out as being critical for achieving success as well as represent the systems leadership that high-performing boards use to move their states forward.*

*High-performing boards:*

- *Set and communicate the **Vision** for the workforce system;*
- *Model, manage and support the **Strategic Partnerships** that achieve the vision; and*
- *Use data and accountability systems to **Keep the System Accountable** to the vision.*



Source: [NGA, High-Performance Workforce Boards](#)

Developing systems leadership capacity of the SWDB is itself also a key recommendation of this report and requires changes in practice, design and possibly structure to fulfill the responsibility of the other three key roles.

## Understanding the NGA Framework

### Systems Leadership

Systems leadership is about having the capacity to understand and provide leadership to all components of a system. It is not a “power-over” model, but rather a leadership model designed to support alignment and good process within a complex system -- in this case, the workforce development and training system. Greater alignment across all stakeholder organizations frees up available resources and can even attract new resources to the system. Absent systems leadership, stakeholders fall into siloed thinking and activities and compete for perceived scarce resources.

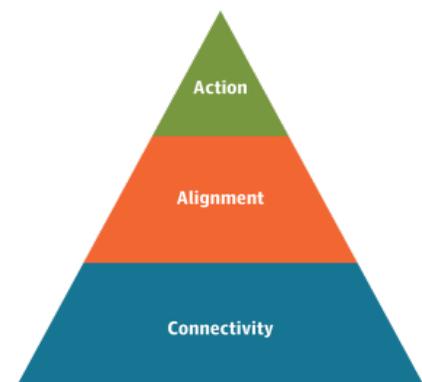
### Communicate A Vision

Developing and communicating a statewide vision and goals for the education and workforce development system is vital for ensuring that the state meets the needs of individuals and businesses. Under WIOA the Governor is responsible for the vision setting, but has the SWDB to help inform and support the process and outcome. The priority of having a clear vision in the system is based on research which shows that alignment most successfully occurs around a shared aspirational goal and that stakeholder processes which include many voices in the creation of the vision tend to get better commitment to achieving the outcome.

### Build Strategic Partnerships

A shared vision by itself is not all that useful, if the individual and organizational actors in the system continue to behave in siloed ways or act largely out of self-interest. Workforce boards can serve to build connectivity within the workforce system by supporting interactions and strategic partnerships and by modeling mutual understanding and respect. Supported connectivity leads to collaboration and coordination that helps to align organizations and their missions around a common goal and requires more investment in planning and support than just a few meetings a year. Once system stakeholders are more connected to one another and are more aligned in their actions (services provided), new opportunities for high impact action that will enable us to achieve our desired outcomes will naturally emerge.

*“Effective state workforce boards manage partnerships and alignment among state agencies, as well as the partnerships between state agencies and the private sector. Given the historic and renewed focus on building sector-based partnerships between education, workforce systems and industry, high-performing boards essentially model such partnerships, creating environments conducive to forming new partnerships and supporting existing partnerships. State*



*boards can act as a hub or manager that understands and supports statewide and local partnerships.” NGA, page 8*

### **Keeping the System Accountable**

The third critical role of a workforce board is to build a culture of accountability. With a shared vision and increased collaboration, the system should perform better. Identifying how the outcomes sought can be measured and evaluated is complex stakeholder work, as individual organizational efforts are often specialized and technical. This is where the public-private Workforce Board model can be especially useful, as the Board itself represents a cross-sector multi-stakeholder group aligned around a common vision and relationships. Modeling accountability and the ability to discuss hard truths, while maintaining an outcome-driven and future-based strategic focus is a uniquely important role for the Board.

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## **IN CONCLUSION**

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Over a four-month period, the S.135 working group was only able to scratch the tip of the iceberg in understanding our current system. The recommendations we suggest in this report, will only get us started down the path of what we need most -- a comprehensive three-year long redesign of our workforce development and training system. To accomplish our working vision of a system in which all Vermonters who want to work, and all employers who want workers, can connect with what they need to thrive will require a concerted, disciplined, and sustained effort and must involve business, government, non-profit training providers, and the education community. We are optimistic that the stakeholders in the system are ready, willing and able to step up to the task of building a 21st century workforce development and training system which meets the needs of employers and employees/job seekers alike.

What follows in the Appendices are 12 recommendations (many with specific strategies and tactics), some working definitions so that we are all using a common language, documents we found useful during our discovery process such as the state and federally funded inventory of existing programs and services, and the list of current SWDB members who will work with the Administration to move these recommendations forward.

We were all pleased to be able to serve the state of Vermont in this way over the past four months and look forward to continued focus and effort in building an effective workforce development and training system we can all be proud of.

## **APPENDICES:**

# **State Workforce Development System Report of Findings & Recommendations**

**Prepared in accordance to An Act Relating to Promoting Economic Development: Act 69 (2017), Sec. E.1**

**APPENDIX A: RECOMMENDATIONS**

**APPENDIX B: DEFINITIONS**

**APPENDIX C: DISCOVERY DOCUMENTS**

- Inventory of Federal & State Funds managed by State Government (2017)
- CTE Reports

**APPENDIX D: CURRENT SWDB MEMBERSHIP**

**APPENDIX E: [Link to current WIOA PLAN AND CORE STRATEGIES](#)**

## APPENDIX A: RECOMMENDATIONS

The 2017 Legislature directed the Commissioner of Labor and the Chair of the State Workforce Development Board to convene a working group on the state's workforce development system. Over the course of 4 months, the working group met seven times and developed six high priority recommendations that can be acted upon in 2018, and an additional six that will need to be implemented over a longer timeframe.

Vermont needs a coordinated, aligned and properly resourced workforce development system in order to best support Vermont employer and employee needs. This requires that state and external partners share a vision and work collaboratively towards it, with actions and resource allocations aligned around a limited number of high-impact strategies. Because this is not true of the current system, we must commit to a system-wide change process that is likely to take three years. Current pressures on the workforce system require that we also take immediate action where opportunities exist to make impact now.

While The S.135 working group was unable to fully address each of the elements in our legislative charge, given the timeframe provided, we can offer the following recommendations. By no means are these recommendations exhaustive and we fully expect other important strategies for action to emerge once a full-fledged system redesign effort is underway. We believe these recommendations, and ones yet to be created, will enable Vermont to develop a top-rate Workforce Development and Training System, with a high-performing State Workforce Development Board, over the next three years, as long as we all maintain focus, discipline and aligned action towards a shared vision.

**All of the recommendations listed below align with our current working Vision Statement: *To build a workforce development system in which all Vermonters who want to work, and all employers who want workers, can connect with what they need to thrive.***

### 6 High Priority Recommendations for Legislative Support & Action in 2018

**Coming out of four-month S.135 working group process, our high level recommendations for legislative support and action in 2018 are as follows:**

- 1. Commit to redesigning Vermont's workforce development and training system** so that all Vermonters who want to work, and all employers who want workers, can connect with what they need to thrive. This will require a concerted 3-year effort and must involve business, government, non-profit training providers, and the education community. The State Workforce Development Board along with key Administration partners should lead this effort. *NOTE: Systems-level change initiatives typically take 3 years to fully manifest.*

The following recommendations are envisioned as tactics to be undertaken as part of a multi-year stakeholder engagement and systems-level redesign of Vermont's workforce

development and training system. At the end of the three year process, there will be greater stakeholder connectivity, program alignment (both inside and outside of state government) and high impact projects leading to a more coherent and effective system which equally serves Vermont employers and employees/job seekers.

**a. Conduct a Public Engagement Process with Workforce Development and Training Stakeholders in 2018** in order to build a common agenda for what a successful workforce development and training system for the 21st century should include. This public engagement process will inform future WIOA Strategic Plans and should:

- involve state government and external stakeholders over a 6-9 month timeframe, with input sessions held across the state.
- include key informant interviews with key stakeholders in the system.
- add qualitative insights from stakeholders to data-driven assessment of the system.
- assist with the process of system realignment already underway.

**b. Create a Social Network Map of Stakeholder Organizations Involved in Workforce Development and Training**

- Conduct a social network mapping exercise to develop a baseline analysis of all stakeholders involved with workforce development and training around the state. [NOTE: a consultant has been engaged through the VDOL/SWDB to conduct the network mapping project starting January 15, 2018]
- Identify areas of program duplication and gaps across the state and analyze the relative level of connectivity and alignment across programs managed inside and outside of state government.
- Identify and implement ways of strengthening the connectivity and achieving greater program alignment towards our shared vision for a redesigned workforce development and training system.
- Ensure sufficient resources exist so that the SWDB is able to maintain the network map over time, in order to track changes in levels of connectivity and alignment across the stakeholder community.

**c. Conduct Interviews with Service Delivery Providers**

- Conduct interviews with "front line" service delivery providers to ascertain how they believe the current system is/isn't serving the needs of workers and employers and seek their creative ideas for how to improve their programs and services.
- Conduct interviews with employers and employees about their needs and assess how effective existing program have been for employers; seek their creative ideas for how to improve these programs and services, especially as Vermont moves towards implementing the WIOA One-Stop Program.
- Survey graduates of training programs about whether the program met their expectations and led to a job in their field of interest/training; seek their creative ideas for how to improve the program/training they participated in.

- d. Support the roll-out of EXPERIENCEvt.** Publicize the existence of EXPERIENCEvt, populate it with relevant educational and employment opportunities and actively promote employer and job seeker usage.

*EXPERIENCEvt is a new online platform and “asset map” designed to connect Vermont educators, and service organizations to employers and experiential learning opportunities. The site is a state-sponsored initiative to help grow the number of students and professionals exposed to experiential learning opportunities throughout Vermont, and, more importantly, the broad array of educational and employment opportunities in Vermont’s economy. From guest lectures and field trips to internships and job shadows, EXPERIENCEvt provides an opportunity for employers to connect with education and training professionals who can facilitate connections, and match learners with experiential learning opportunities to grow Vermont’s workforce.*

*A project of ThinkVermont, the state’s recently launched economic development marketing initiative, the platform will go live in January 2018 in partnership with the Vermont Agency of Commerce and Community Development, Vermont Department of Labor, Vermont Agency of Education and Vermont Businesses for Social Responsibility.*

- e. Improve understanding among the state agency and external partners on the role of the SWDB and WIOA.** All relevant state Department and Agency personnel should understand the role of the SWDB, and how WIOA governs workforce development dollars and policies implemented by the state.

**f. Evaluate Different Ideas for Employer Engagement Strategies in 2018 and Make Recommendations for Action in 2019**

- Explore what would be needed to fund dedicated employer outreach positions in each of VDOL’s field offices.
  - Improve connectivity and coordination between VDOL employer outreach staff with the RDC and ACCD staff. Explore how all state funded workforce development programs could better coordinate employer outreach with state-level employer outreach staff.
- Explore establishing a single office of workforce development in each region of the state (building on One-Stop model) providing client-driven centralized services for employers. Analyze whether such a strategy could reduce administrative burden and help small firms access more resources, improve responsiveness to emerging sector needs, and/or increase workforce participation through direct outreach and recruitment.
- Explore whether or not a merger and/or co-location of local WIBs, CTE, and RABs could foster greater regional collaboration on workforce development among stakeholder groups.
- Support 1-2 pilot projects that embed regional economic development staff directly within middle and/or high schools, to foster career readiness and exploration at an early age. If pilot(s) are successful, replicate throughout the state.
- Explore ways to improve connectivity and relationship building with employers

- Create an employer relations unit within ACCD that serves as the primary contact between employers and all state funded workforce development programs.
- Ensure coordination and information sharing among VDOL, AHS (Voc Rehab, Creative Workforce Solutions), ACCD and other state agency staff that talk to employers about their workforce needs.
- Integrate employer intel gathered in other department/agency reporting systems into VT DED's customer relationship management tool.

**g. Align Funding To Support Workforce Development System Redesign**

- Based on the results of the stakeholder engagement process, identify two or three key strategies and desired performance measures and align resources accordingly.
- Target employer driven workforce development solutions based on provisional goals while the public engagement process is happening.
  - Revisit where Next Generation Funds go – and re-prioritize based on employer driven workforce development solutions (i.e., more to VTP, VT Talent Pipeline Management, employer relations representatives, guidance counselors, etc.).
  - Support more employer driven strategies as they are defined and developed locally in collaboration with SWDB and Administration staff.
  - Enable innovative initiatives and/or create pilot or demonstration programs which can then be scaled to the rest of Vermont
- Seek Federal Congressional support to redirect, recalibrate and retarget funding and resources to enable more innovative initiatives and/or to create pilot or demonstration programs and initiatives in Vermont.

**h. VDOL, in collaboration with the SWDB, should create a statewide, coordinated communications plan to ensure the workforce development and training delivery organizations stay current with initiatives and plans related to building the desired workforce development system.**

**2. Implement the Career and Technical Education (CTE) recommendations designed to increase its enrollment, streamline its funding and support its opportunities.**

**a. Ensure that all middle school students are introduced to CTE Programs of Studies and Career Pathways as well as Career Readiness and Awareness. Middle schools and CTE centers shall work collaboratively to:**

- Develop and deliver introductory CTE courses or lessons, including at the middle schools when appropriate, to expose students to career pathways and CTE programs.
- Provide exposure to local career opportunities through business tours, guest lecturers, career fairs and career awareness days.
- Provide exposure to CTE programs and facilities through tours, virtual field trips, promotional videos and visits to middle schools by CTE students and staff.

**b. Ensure that all 9<sup>th</sup> and 10<sup>th</sup> grade students have equitable access and the opportunity, when supported by their Personalized Learning Plan, to participate in CTE classes such as Pre-Tech Foundation and Pre-Tech Exploratory programs to expose**

them to a wide variety of career choices in the student's area(s) of interest. 10<sup>th</sup> grade students shall have access to CTE programs when supported by their Personalized Learning Plan.

- c. Ensure that all CTE Centers provide Career Pathways and rigorous programs of study to students.** Introduction to Career Pathways should begin in middle school and lead to a post-secondary credential of value or further education and/or training to obtain a degree or credential of value.

  - The Agency of Education, in partnership with Vermont Department of Labor and Agency of Commerce and Community Development, will implement a Career Pathways review that includes: program relevance to state and regional employer need; participation of Regional Advisory Boards or other boards with employers; pathways to post-secondary education and training; ability for students to gain credentials of value and/or dual enrollment credits and post-secondary student outcomes.
  - Funding for new and innovative career pathway programs, and/or innovative delivery models for students in rural areas, shall be leveraged through such means as WIOA, Perkins Reserve, Next Generation and other relevant funding.
- d. Ensure that every high school student has the opportunity to experience meaningful Work-Based Learning (WBL) when supported by the Personalized Learning Plan.** High schools shall work with CTE to ensure they do not duplicate the opportunities already provided by CTE.
- e. Secure funding from the Vermont Legislature to continue the Career Pathways initiative through the Agency of Education.**

  - Continue funding for the Career Pathways Coordinator position at the Agency of Education. This position is vital to the sustainability of a Career Pathways system.
  - Develop and implement statewide curricula and minimum standards for CTE programs that are proficiency based and align with the goals of Act 77 and providing students with Personalized Learning Plans.
  - Ensure implementation of Career Pathways remains on schedule and drive to increase rapid deployment of programs across the state. (See reference schedule in appendix)
  - As part of the statewide economic development plan, market relevant CTE and technical education and training opportunities available to current and future students, adult learners, and employers as informed by employers, Economic and Labor Market Information data (ELMI), and the Comprehensive Economic Development Strategy (CEDS).
  - CTE Regional Centers will work with post-secondary institutions to provide opportunities at these Centers and at High Schools for students, both secondary and adult, to receive training and education that will lead to a degree or credential of value, both during the school day and in the evening. Eliminate barriers at our CTE and high schools for our post-secondary institutions to offer courses at those facilities.
  - CTE Regional Centers will partner with employers and post-secondary education and training providers to expand the availability of job specific training and

apprenticeship programs to meet regional employer needs as informed by employers, Economic and Labor Market Information (ELMI) data, and the Comprehensive Economic Development Strategy (CEDS).

- f. **Create two pilots that model a unified funding and governance structure designed to streamline the delivery of the educational experiences of both high school and CTE.**
  - g. **Expand and support pilot projects that integrate up-front employer commitments to CTE and high school students, both in terms of education and employment, as part of a seamless transition into a registered apprenticeship with the sponsoring employer.**
3. **Grant Additional SWDB Authorization** by empowering the Board with the authority to approve state-endorsed and industry-recognized credentials that are aligned with the career pathways, in conjunction with the State Board of Education. Determine what, if any, rule-making authority is required.
4. **Strengthen and Align Workforce Training Programs in Vermont**
    - a. **Implement job specific education, certification, and training courses in current priority economic sectors, namely Construction, Health Sciences, Advanced Manufacturing/IT, and Tourism. Expand to other priority sectors in the future.**
      - Align state and federal resources and programs around identified job areas, sectors, industries, and regions of the state.
        - Leverage local assets (RDCs, WIBs, CTE/CTE RABs) to promote early career introduction and career pathways to employers, students, and the larger community.
        - Use regional CTE centers to deploy training programs in the priority sectors regionally.
    - b. **Encourage, promote, and support the creation of registered apprenticeship programs, pre-apprenticeship programs, paid internships, job specific training, industry recognized certificates and trainings, with special emphasis on programs that lead directly to full-time employment.**
      - Expand the number of apprenticeship programs which guarantee employer hire commitments prior to development/delivery of education and training.
      - Ensure these program exist across state geographic regions, industry sectors, and educational institutions (high school, CTE and college levels).
      - Create a publicly available document that lists current industry, state, and federally recognized credentials, what is required to obtain these credentials, from which training program these credentials can be obtained and at what cost.
      - Work with Office of Professional Regulation (OPR) to increase recognition of professional skills and credentialing across states, in addition to supporting professional paths that involve more than one industry, state or federally recognized credential and OPR regulation.
      - Support the efforts of [70x2025vt](#), a partnership between Vermont's leaders in education, business, nonprofits, philanthropy, and government to increase the

economic and civic vitality of Vermont through education attainment, and assist them in achieving their goal: *by 2025, 70 percent of working-age Vermonters will possess a postsecondary degree or credential of value.*

- Encourage employer-driven pilot projects throughout 2018, using existing VTP, WETF and VSAC non-degree funding.

## 5. Grow the Size and Quality of the Workforce

### a. Increase labor force participation of workforce age Vermont populations by creating a multi-tiered engagement process to identify working age Vermonters who are able to participate, or participate to a greater degree, in the workforce. This should include:

- **Labor Force Recruitment:** Intentional actions that bring workers into Vermont's labor force. This includes out-of-state recruitment and relocation, and in-state efforts targeting individuals who aren't working (but are able to) and who have been looking for work for more than a month.
- **Workforce Education & Training:** Strategies that result in measurable skill gain that prepares an individual for employment. This should include programs connected to pre k-12, CTE, higher education, and private training programs.
- **Employment Services:** Services and systems available to jobseekers and employers that support matching individuals with specific employment opportunities.
- **Upskilling & Retraining:** Education and training provided to experienced or incumbent workers that enables the individual to work in a different job, advance in present job, or perform job duties at a higher level.
- **Labor Force Retention:** Activities that keep workers active in the Vermont labor force.

### b. As part of labor force recruitment strategies, attract new people to live and work in Vermont (both new employers and workers).

- Fund and execute an economic development marketing and outreach plan for Vermont. Seek input from regional and statewide stakeholders to identify strategies and define success. Identify key markets for targeted execution of the marketing plan. Create metrics for tracking impact and adjusting the marketing and outreach plan over time.

### c. Conduct an examination of incentives to encourage labor force participation by target populations. For example: UI waiver to beneficiary, income tax reductions, exemption of state tax on social security for period of time, housing and transportation vouchers, tuition reimbursement or waivers for training, etc.

## 6. Improve Alignment between Education and Workforce Development Systems

### a. Set annual retention goals for graduates of Vermont institutions of higher education.

- The Governor should partner with the Presidents of every institution of higher education to design and implement a plan to retain graduates in Vermont annually.

- Identify current barriers to retention and replicate best practices already in use by higher education institutions.
- Explore programs and policies that will overcome current barriers, such as early career introduction and internships, income tax subsidies, tuition reimbursement, etc.

**b. Create a pilot student-employer engagement model with long-term scale deployment potential**

- Identify and replicate best practice models that occur at institutions of higher education which connect students with experiential learning opportunities with employers that can lead to job offers upon graduation.
  - Identify regional employers to act as pilot participants.
  - Develop curriculum to support co-op experience with employer input.

***ADDITIONAL RECOMMENDATIONS:***

***3 COULD BE ACCOMPLISHED IN 2018 ...***

**7. Improve SWDB Effectiveness: Implement NGA Best Practices Framework in 2018**

- Improve the functioning of the SWDB in order to ensure WIOA compliance and achieving WIOA State Plan goals.
- Explore the optimal size and make-up of the SWDB.
- Create committees that encourage greater engagement by SWDB members and which meet as needed to do their work.

**8. Support development and roll-out of the Vermont Talent Pipeline Management project**

across all economic sectors, sizes of business, and regions of the state. Utilize Vermont Talent Pipeline Management project to identify and develop additional credentialing programs within applicable industries.

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

*VTPM is a statewide public/private partnership among the Agency of Commerce and Community Development, Agency of Education, Brattleboro Development Credit Corporation, Franklin/Grand Isle Workforce Investment Board, Greater Burlington Industrial Corporation, Lake Champlain Regional Chamber of Commerce, South Burlington School District, State Workforce Development Board, Vermont Business Roundtable, Vermont Chamber of Commerce, and the Vermont Student Assistance Corporation.*

*Partners will coordinate the network of training providers to deliver industry, state, and federally recognized credentials, job training, and workforce education in targeted job areas, sectors, and industries which connect to the skills employers are looking for when filling available positions.*

**9. Deploy the Pew-MacArthur “Results First” Initiative and Results Based Accountability Framework to assess and monitor current workforce development and training programs while simultaneously informing the system redesign work that will be underway**

- Work with Pew Center and SWDB to create population level indicators based on desired outcomes for the workforce development delivery ecosystem;
- Continue to align programs and state grant funded projects with State WIOA Plan and in alignment with SWDB current priorities;
- Evaluate efficacy of the performance measures that already exist in the workforce system to identify gaps and identify state-specific measures that would help monitor progress in achieving the state’s goals;
- Recommend process for collecting data that are not currently available;
- Create annual process to collect program level data to update the state’s workforce system inventory;
- Work with the SWDB to develop tools for continuous improvement that promote data-driven decision-making, leveraging available federal and state funds, using common information-sharing systems, and honing a customer-focused service delivery system.

***3 LONGER TERM RECOMMENDATIONS ... LIKELY AFTER SYSTEM REDESIGN EFFORTS ARE PUT IN PLACE***

**10. Expand Support for Existing Workforce Programs**

- a. **Expand proven, existing employee hiring and retention programs across the state** such as those that provide individual employee support, tapping into a range of local resources, as a retention strategy (e.g., Working Bridges program)
- b. **Create greater coordination and system-wide solutions to commonly identified barriers to employment** (e.g., addiction, previous incarceration, affordable childcare, etc.).
- c. **Support programs to train, credential, and effectively re-introduce corrections population into workforce.**

**11. Improving the Transition from Higher Education to the Workforce**

- a. **Explore opportunities to offer free tuition for targeted job areas, sectors and industries**
  - Utilize state plan and CEDS data to identify job areas/sectors/industries that the state has determined are high priority.
    - Five-year high school programs
    - Dual enrollment opportunities

- Tuition reimbursement over time
- b. Explore opportunities for student debt forgiveness for targeted job areas, sectors and industries**
  - Pilot a public/private partnership fund designed to retain students through debt forgiveness to encourage retention of students attending institutions of higher education.
    - Tie debt forgiveness to years worked with a minimum income threshold
    - Target job areas/sectors/industries of high priority
    - Incent the participation of private investment

## **12. Increase Labor Force Participation**

- a. Develop a more comprehensive transition and support system for new comers to Vermont, especially for immigrants, refugees and new Americans**
  - Vermont’s population and labor force has become more racially, ethnically, and linguistically diverse during the past generation. Future population and labor force participation growth that relies more heavily on new Americans, ethnic and racial minorities, and immigrants of different backgrounds will require intentional social and economic assistance programs to help them successfully transition and integrate into life and work in Vermont.
  - Support efforts to accelerate the US accreditation process of skilled professionals from other countries and assist them with job placements that match their training and skills.
- b. Explore ways to support job sharing which aligns around seasonality issues across different sectors**
  - A number of Vermonters choose to work part time for economic reasons. Explore whether or not to develop a tool for employers looking for an FTE position to be able to find part time workers to collaboratively fill these positions.
  - A number of existing firms have peak production seasons, but do not need as many FTEs during non-peak times, yet they do not want to lay off good employees temporarily. Explore whether or not to develop a tool for employers to job-share employees with other employers who have opposite peak production seasons.
  - Evaluate whether such tools should be government or industry led and how it would be supported over time.
- c. Seasonal worker economic support system**
  - Identify a single statewide entity to act as point of contact/portal for support structures and unique employment needs related to seasonal workers (e.g., H2A, construction worker, etc.) such as affordable housing, healthcare, and transportation.
- d. Attract non-Vermonters (new Vermonters) to Live and Work in Vermont (employers and workers)**
  - Identify or evaluate new and existing public policy that could work as a recruitment and retention tool that makes Vermont more attractive and affordable (e.g., expanded

- early childcare, affordable housing, high-speed fiber, rural transportation, student debt forgiveness for high demand, skilled positions)
- e. **Encourage the creation of an employer driven, corporate workforce development center**
- Support employer collaborations to implement workforce development and credentialed training, driven and executed directly by employers

## APPENDIX B: DEFINITIONS

1. **Labor Force Recruitment:** Intentional actions that bring workers into Vermont’s labor force. This includes out-of-state recruitment and relocation, and in-state efforts targeting individuals who aren’t working (but are able to) and who have been looking for work for more than a month.
2. **Workforce Education & Training:** Activities that result in measurable skill gain that prepares an individual for employment.
3. **Employment Services:** Services and systems available to jobseekers and employers that support matching individuals with employment opportunities.
4. **Upskilling & Retraining:** Education and training provided to experienced or incumbent workers that enables the individual to work in a different job, advance in present job, or perform job duties at a higher level.
5. **Labor Force Retention:** Activities that keep workers active in the Vermont labor force.
6. **Asset Map:** A database and visual geocoded map of contact information, program/ service description, existing program service territory, personnel and funding resources, and other relevant information. The purpose of an asset map is to illuminate all the available resources within a system.
7. **Stakeholder Network Map:** A robust visual directory of the actors in a network, their relationships, their roles, their collaborations and the flow of information and resources moving through the network. This will enable us to visually identify areas of the state that are in need of greater connectivity, on the path towards greater alignment.
8. **Career Pathways:** “A coherent, articulated sequence of rigorous academic and career [& technical] courses, commencing in the 9th grade [or earlier] and leading to an associate degree and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond.” *Note: Vermont’s definition cannot focus solely on courses; ours should be just as focused on work-based learning experiences, internships, apprenticeships and pre-apprenticeships, along with coursework.* Reference: (Hull, Dan. (2004). Career Pathways: Education with a Purpose)
9. **Internship:** The position of a student or trainee who works in an organization, either with or without pay, in order to gain work experience or satisfy requirements for a qualification.

10. **Apprenticeship:** An apprenticeship is a program that trains a worker to become skilled in a particular trade. Apprenticeships combine hands-on work with classroom learning to train the apprentice. Apprenticeships are considered full-time employment. As the apprentice is learning, they are also applying the lessons through working. To have an apprenticeship program, you must be a business, provide hands-on training, teach lessons, offer compensation, and administer a nationally accredited certificate.
11. **Workforce Innovation and Opportunity Act (WIOA, 2014):** WIOA is landmark legislation that is designed to strengthen and improve public workforce systems, and help get Vermonters, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.

## APPENDIX C: EXTENSION REQUEST



### VERMONT STATE WORKFORCE DEVELOPMENT BOARD

#### Memorandum

November 2, 2017

To: Senator Tim Ashe, President Pro Tem Vermont State Senate  
Rep. Mitzi Johnson, Speaker of the Vermont House of Representatives  
Rep. Bill Botzow, Chair House Committee on Commerce and Economic Development  
Senator Michael Sirotkin, Vice Chair, Senate Committee on Economic Development, Housing and General Affairs

CC: Commissioner Lindsay Kurrle, Vermont Department of Labor  
Members of the S.135 Work Group

From: Frank Cioffi, Chair, Vermont State Workforce Development Board SWDB – S.135 Work Group

Re: **Extension Request for the S.135 Work Group Workforce Development Report**

The S.135 Work Group was formally appointed in August and the Work Group immediately commenced its work. Working primarily as volunteers, with some state support, we are working diligently and passionately to accomplish our Legislative Charge.

Given the complexity of the issues and system that we have been charged with analyzing and bringing forth recommendations the S.135 Work Group respectfully requests that you grant us an extension in filing our Report to the Legislature.

I respectfully request an extension in completing our work and filing the Report to the Legislature from November 15, 2017 to January 15, 2018.

#### VERMONT STATE WORKFORCE DEVELOPMENT BOARD

Chairperson, Frank Cioffi, [frank@vermont.org](mailto:frank@vermont.org)  
Mobile: 802.238.4535

## APPENDIX D: Current SWDB Membership List (FY18)

FIRST NAME	LAST NAME	DESIGNATION	TERM
Frank	Cioffi	Business	6/30/18
Nate	Beach	Business	6/30/18
Amanda	Beraldi	Business	6/30/18
Paul	Biebel	Business	6/30/19
Brian	Kerns	Business	6/30/19
Cathleen	Lamberton	Business	6/30/19
Janette	Bombardier	Business	6/30/19
Richard	Marron	Business	6/30/19
Scott	Johnstone	Business	6/30/19
Carol	Paquette	Business	6/30/19
Chris	Loso	Business	6/30/19
Lynn	Vera	Business	6/30/19
Geoff	Glaspie	Business	6/30/19
Kent	Eldridge	Business	6/30/20
Jostein	Solheim	Business	6/30/20
Jen	Kimmich	Business	6/30/20
Kiersten	Bourgeois	Business	6/30/20
Don	George	Business	6/30/20
Ellen	Kahler	Business	6/30/20
Judy	Geiger	Business	6/30/20
Laurie	Gunn	Business	6/30/20
Sean	Woodroffe	Business	6/30/20
Grant	Spates	Business	6/30/20
Adam	Grinold	Business	6/30/20
Steve	Bryant	Business	6/30/20
John	Russell III	Business	6/30/20
Liz	Gregorek	Business	6/30/20
Margueritte	Dibble	Business	6/30/20
Zach	Hatch	Business	6/30/20
Brenan	Riehl	Business	6/30/20
Jeff	Somple	Business	6/30/20
Pat	Elmer	Workforce & Barriers to Employment	6/30/20
Tiffany	Bluemle	Workforce & Barriers to Employment	6/30/20
Kathy	Keenan	Member of House	6/30/20
Tristan	Toleno	Member of House	6/30/20
Alison	Clarkson	Member of Senate	6/30/20
Dick	Sears	Member of Senate	6/30/20

<b>FIRST NAME</b>	<b>LAST NAME</b>	<b>DESIGNATION</b>	<b>TERM</b>
Jeff	Wimette	Labor & Apprenticeship & Workforce	6/30/20
Dennis	Labounty	Labor & Workforce	6/30/20
Tom	Sullivan	Workforce & Higher Ed - UVM	6/30/20
Scott	Giles	Workforce & Higher Ed - President of VSAC	6/30/20
Jeb	Spaulding	Workforce & Higher Ed, State Colleges	6/30/19
Melissa	Hersh	Workforce & Higher Ed, Independent College	6/30/20
Gerry	Ghazi	Workforce & Training & Apprenticeship	6/30/20
Joyce	Judy	Workforce & Higher Ed	6/30/19
VACANT		Principal of Vermont High School	6/30/20
Tom	Longstreth	Youth Activities	6/30/20
Eileen	Illuzzi	Director of Regional Technical Center	6/30/20
Dave	Wheel	Workforce & Veterans	6/30/20
Rebecca	Holcombe	Core program, Secretary of Education	6/30/19
Diane	Dalmasse	Core program, Director of Vocational Rehabilitation	6/30/20
Joan	Goldstein	Commissioner of Economic Development	6/30/19
Lindsay	Kurrle	Commissioner of the Department of Labor	6/30/19
Al	Gobeille	Secretary of Human Services	6/30/19
Mike	Schirling	Sec. of Commerce & Community Development	6/30/19
Lisa	Menard	Commissioner of Corrections	6/30/19
David	Allaire	Mayor (Rutland), Municipal Leader	6/30/20
Paul	Monette	Mayor (Newport), Municipal Leader	6/30/20
Phil	Scott	Governor	

## APPENDIX E: DISCOVERY DOCUMENTS

- Inventory of Federal & State Funds managed by State Government
- CTE Reports (2)
- WIOA Governance Fact Sheet:  
[https://doleta.gov/WIOA/Docs/WIOA\\_GovernLeadership\\_FactSheet.pdf](https://doleta.gov/WIOA/Docs/WIOA_GovernLeadership_FactSheet.pdf)
- WIOA Overview & Factsheets: <https://www.doleta.gov/WIOA/Overview.cfm>
- Current WIOA Plan and Core Strategies  
<http://labor.vermont.gov/wordpress/wp-content/uploads/Vermont-Unified-State-Plan-For-WIOA.pdf>

## Vermont's Workforce Development Programs Inventory: 2017 Update

Color Code: [Case Management](#), [Education](#), [Training](#)

Agency	Program Name	Funds	Breif Description	Funding Source
<b>Population: ANY</b>				
VDOL	Wagner-Peyser	\$2,160,000	Job placement and job referral services; Career assessment and career planning services; Labor Market Information for wage projections, employment trends and expected industry growth; development of resources necessary for job retention; workshops to support re-employment for veterans etc. Services to employers via job fairs/hiring events/recruitment/job matching and job announcements/posting. Provide resources on labor laws, unemployment, worker's compensation, and partner services as needed.	Federal
ACCD	Strengthening Working Families Initiative (SWFI)	\$100,000	SWFI is a US Department of Labor Grant that has been awarded to Vermont Tech. It provides no cost training and support services to custodial parents of a 13 yr old or younger child who are seeking greater stability for their family and a permanent, liveable wage job in the manufacturing sector. DED is a sub recipient of the grant to engage in the employer community to gather potential positions as well as employer partnerships throughout the training period.	Federal (USDOL Grant)
VDOL	Workforce Education and Training Fund	\$1,100,000	Funds to support programs that train incumbent and new hires. Outcomes can range from increased skill development, increased wages, career advancement, workforce stabilization and, in some cases, guaranteed jobs. Supports employer workforce needs to fill jobs. Of the \$1.1M, \$400,000 is for Internships.	State General Fund
ACCD	Vermont Training Program	\$1,200,000	The VTP partners with employers and training providers to train Vermont's employees for the jobs of tomorrow. VTP provides performance based workforce grants for: pre-employment training, training for new hires and incumbent workers. Training can either be on-site or through a training provider/vendor. Grants may cover up to 50% of the training cost. Program has been in operation for over 30 years.	State General Fund
VSAC	Adult Outreach	NA	The Vermont Educational Opportunity Center program is a Federal TRIO program with full statewide reach for adults looking to improve their employability. Through individual counseling and group workshops participants receive assistance through career exploration activities, financial aid and admission applications, and postsecondary enrollment.	USDOE TRIO Grant and VSAC
VSAC	Vermont Non-Degree grant	\$2,504,724	The Vermont Non-Degree grant program is a needs-based program for Vermont residents enrolled in a non-degree course or program that will improve employability through enhanced job skills or to provide non-traditional students with an introduction to a postsecondary educational program. An applicant may receive a Non-Degree grant for up to two enrollment terms per fiscal year (July 1 - June 30) and a total of six terms of Non-Degree in a lifetime. The grant can cover tuition and fees up to a maximum established each year based on funding and projected number of applications.	State Appropriation
AOE	CCV/VTC: Postsecondary CTE	\$800,000	The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) requirements offer a supportive framework for strengthening CTE in Vermont. The grant focuses resources on these initiatives: utilizing the career clusters framework, developing secondary/post-secondary programs of study that include instruction in all aspects of an industry, implementing size, scope, and quality criteria, measuring student skill attainment through technical skill assessments, focusing program development on high skill/high wage/high demand career fields, and providing comprehensive professional development to CTE teachers.	Federal (Perkins Grant)

**Vermont's Workforce Development Programs Inventory: 2017 Update**

Color Code: [Case Management](#), [Education](#), [Training](#)

Agency	Program Name	Funds	Breif Description	Funding Source
<b>Population: Disabled</b>				
DAIL	Creative Workforce Solutions (CWS)	\$883,414	CWS is staffed by 13 Business Account Managers (BAMS) statewide. The BAMS facilitate interagency teams to coordinate employer outreach on behalf of all AHS programs. The BAMS engage employers to provide contacts, job leads, progressive employment and training opportunities for AHS consumers. CWS tracks employer engagement through Salesforce, a commercial account management system. CWS also organizes job fairs, employer recognition and other marketing events to engage employers. Of the total, \$717,351 is funded by VR110, \$16,401 from DBVI 100, and \$149,662 from Reach Up. VR110 and DBVI100 are roughly 80% Federal with 20% state match.	VR110, DBVI 110, TANF Reach Up
DAIL	Vocational Rehabilitation (DVR)	\$12,000,000	DVR provides individualized employment services for individuals with disabilities. Services are identified through an Individual Plan for Employment and can include a very wide range of services based on the individual's choices and needs. VR counselors have case service funds which can be used to purchase training and post secondary education based on the individual's interests and goals. Case service funds are also used for a variety of support services, including but not limited to, transportation, assistive technology, work clothes, and tools. DVR contracts with VABIR for job placement services. DVR contracts with the Designated Agencies and Specialized Service Agencies for supported employment services, including JOBS and DS supported employment. VR110 is roughly 80% Federal with 20% state match. Title VI-B is 100% Federal.	VR110 and Title VI-B
DAIL	The Division for the Blind and Visually Impaired (DBVI)	\$1,200,000	The DBVI program operates under the same federal program rules for vocational rehabilitation services as DVR. Services are identified through an Individual Plan for Employment and can include a very wide range of services based on the individual's choices and needs. DBVI counselors have case service funds which can be used to purchase training and post secondary education based on the individuals interests and goals. Case services are also used for a variety of support service,s including but not limited to, transportation, assistive technology, work clothes, and tools. DBVI contracts with VABIR for job placement services. VR110 is roughly 80% Federal with 20% state match. Title VI-B is 100% Federal.	VR 110 and Title VI-B
DAIL	Supported Employment: The Division of Developmental Services	\$11,000,000	The Developmental Services supported employment programs are operated through the Designated Agencies and Specialized Service Agencies. Supported employment is an evidence based approach to assist individuals with the most severe disabilities gain and maintain employment. Generally participants recieve direct assistance with job placement and ongoing job coaching supports. DDS also utilize Global Commitment and Supported Employment funding for: 1) Secondary Academic credit 2) Post-Secondary Academic Credit 3) Certificate of Completion Of the TOTAL, \$10,000,000 are from Home and Communy Based Medicaid Waiver and \$1,000,000 are from VR110 Grants. VR110 is roughly 80% Federal with 20% state match.	Home and Community Based Medicaid Waiver and VR 110 grant funds

## Vermont's Workforce Development Programs Inventory: 2017 Update

Color Code: [Case Management](#), [Education](#), [Training](#)

Agency	Program Name	Funds	Breif Description	Funding Source
<b>Population: Disadvantaged</b>				
VDOL	Workforce Innovation and Opportunity Act (WIOA) - Disadvantaged Adults	\$2,017,831	Funds for training disadvantaged adults for employment, job placement, retention, and wage gain in any industry. Has eligibility criteria and allows support services.	Federal WIOA Funds
VDOL	Supplemental Nutrition Assistance Program (SNAP)	\$1,500,000	Pilot program to get SNAP recipients into training or employment; research grant awarded to SOV to evaluate the redesign of the Federal Food & Nutrition service program nationwide. Includes case management, job development, job training, job referral, intense assessment.	Federal
VDOL	Able-Bodied Adults Without Dependents	\$1,000,000	Works with disadvantaged adults and youth to provide food security assistance. Focused on immediate employment of SNAP recipients who have an employment & training work requirement in order to maintain the food stamp benefits.	Federal
AOE	Adult Education and Literacy Services	\$8,157,642	Personalized instruction is offered in mathematics, reading and writing, workplace skills and English for speakers of other languages; High School Completion Program and GED preparation are available. By definition an eligible learner is at least 16 years old; not enrolled or required to be enrolled in secondary school; and is basic skills deficient, does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner. An individual with a high school diploma who is basic skills deficient is eligible. Of total, \$4,037,642 state and federal funds awarded to local providers; \$4,120,000 state appropriation for High School Completion Program reimbursements.	Federal funds under WIOA Title II AEFLA; State General funds and State Education funds.
<b>Population: Dislocated</b>				
VDOL	Workforce Innovation and Opportunity Act - Dislocated Workers	\$797,048	Funds for training dislocated workers for employment, job placement, retention, and wage gain in any industry. Has eligibility criteria and allows support services.	Federal WIOA Funds
VDOL	National Dislocated Worker Grants	\$2,300,000	Federal grant issued to serve individuals that are displaced/laid off. Focus on retraining of individuals to meet the workforce needs of the high demand industries within Vermont. Identified industries are IT, Advanced Manufacturing, Health Care & Business Services. Vermont has one active grant, the Sector NEG and it has been extended thru 6/30/18.	Federal
VDOL	Trade Adjustment Assistance	NA	Funding for dislocated workers due to outsourcing / overseas operations; job training, wage subsidy, relocation, case management, job referral and job placement. VDOL applies for the trade certification, as applicable, for each employer. VDOL requests from USDOL drawdown of dollars as needed.	Federal
VDOL	Rapid Response	NA	Funding for immediate action for layoffs or business closure or for layoff avoidance efforts; service to workers and employers affected by a reduction in their workforce or business closure. VDOL coordinates services based on industry affected, demographics involved and size of displacement. VDOL requests from USDOL drawdown of dollars	Federal

**Vermont's Workforce Development Programs Inventory: 2017 Update**

Color Code: [Case Management](#), [Education](#), [Training](#)

Agency	Program Name	Funds	Breif Description	Funding Source
<b>Population: YOUTH</b>				
VDOL	Registered Apprenticeships	NA	Registered apprenticeships are employer-sponsored trainings where the trainee is employed as an apprentice by the employer. Registered apprenticeships (as opposed to other OJTs) are federally recognized; administration of the program is carried out by VDOL. Sponsors in Vermont include employers and unions.	State General Fund (for administration only); employers and/or sponsors pay trainees' salaries and education expenses
ACCD	Vermont Talent Pipeline Management	\$0	The Vermont Talent Pipeline Management Project (VTPM) is a unique, employer-led systems model that employs strategies that leverage lessons learned from supply-chain management and expand the role of employers as end-customers of education and workforce systems. Our efforts seek to improve the employability of Vermont students, to improve alignment of employer needs with education and workforce programs, and to grow Vermont's economy. Current focus is on Construction, Healthcare, and Manufacturing Industries.	
VDOL	American Apprentice Initiative Grant	\$1,900,000	Apprenticeships in high-demand Vermont industries	Federal
VDOL	Workforce Innovation and Opportunity Act - Youth	\$2,128,572	Funds for training disadvantaged/at-risk youth for employment, job placement, retention, and wage gain in any industry. Has eligibility criteria and allows support services.	Federal WIOA Funds
DAIL	JOBS program for youth with emotional/behavioral disabilities	\$1,100,000	A Program for youth with emotional/behavioural disabilities. The JOBS programs are housed in the Children's Mental Heath programs within the Designated Agencies. JOBS combines employment services with case management services funded through Medicaid Global Commitment. JOBS has been very successful engaging a hard to serve population. Of TOTAL, \$600,000 from VR 110 and Title VI-B, and \$500,000 from the Medicaid Global Commitment Waiver.	VR 110, Title VI-B, and Medicaid Global Commitment
<b>Population: Veterans</b>				
VDOL	Jobs for Veterans State Grants	\$500,000	Career services and case management for veterans. Works with any industry. Support includes referral for services; case management (intensive for disabled veterans); development of resources necessary for job retention; workshops to support re-employment for veterans; employer outreach; coordination with and referral to training programs.	Federal

## Vermont's Workforce Development Programs Inventory: 2017 Update

Color Code: [Case Management](#), [Education](#), [Training](#)

Agency	Program Name	Funds	Breif Description	Funding Source
<b>Population: Incarcerated</b>				
DOC	CHSVT/DOC High School Diploma track	NA	Accredited Independent School offering complete secondary education program with career and technical education to offenders who have not earned their high school diploma. Funds depend on budgetary decisions.	General Fund, Title 1, Title 9, Carl Perkins
DOC	CHSVT/DOC Workforce Readiness track	NA	Accredited Independent School offering work readiness program with career and technical education to offenders who have already earned their high school diploma. Funds depend on budgetary decisions.	General Fund, Title 1, Title 9, Carl Perkins
DOC	Automotive Technology	NA	Automotive Service Excellent (ASE), Engine & Equipment Training Council (EETC) certified education program along with OJT and work experience on various automotive engines, vehicles, equipment, and tools of the trade. Offered to offenders incarcerated at Northwest State Correctional Facility. Funds depend on budgetary decisions.	General Fund and Carl Perkins
DOC	Barbering and Cosmetology	NA	Milady Standard Barbering and Standard Cosmetology curriculum. Students who complete the 40 hour curriculum and performance assessment receive a hair cutting license from the board of professional licensing that is valid throughout their incarceration. Funds depend on budgetary decisions.	General Fund
DOC	National Center for Construction Education and Research (NCCER)	NA	NCCER provides a program of study to prepare students for entry level jobs in the construction and craft career fields. The program has multiple models and career fields that students can study and become certified in. Corrections Education offers welding, construction, cabinetry, painting, and the core curriculum. Funds depend on budgetary decisions.	General Fund and Carl Perkins
DOC	First Aid/CPR/AED	NA	We utilize both American Heart Association and American Red Cross certifications. Funds depend on budgetary decisions.	General Fund and Carl Perkins
DOC	University of Vermont Master Gardener	NA	Master Gardener teaches students sustainable, safe, and environmentally prudent horticultural practices. Funds depend on budgetary decisions.	General Fund and Carl Perkins
DOC	Occupational Safety and Health Administration (OSHA)	NA	OSHA is the leader in occupational safety. Along with the OSHA course many of our work programs have OSHA/VOSHA safety programs to offer students more context around safety in the workplace. Funds depend on budgetary decisions.	General Fund and Carl Perkins
DOC	National Restaurant Association Educational Foundation (NRAEF)	NA	Serve Safe, Manage First, ProStart, Restaurant Management, Restaurant Supervision programs that provide classroom, OJT, and work experience in the culinary career field. Funds depend on budgetary decisions.	General Fund and Carl Perkins
DOC	Vermont Correctional Industries (VCI) and Vermont Offender Work Programs (VOWP)	NA	VCI and VOWP offer the real-life business and industry work experience for offenders who participate in Workforce Readiness and are at a correctional facility offering these programs. These programs are the supervised internships and apprenticeship components of Work Readiness. Industries covered include: Service Industries, Printing, Furniture Manufacturing, Computer Aided Design, CNC, Small Engines, Manufacturing Operations, Construction Trades. Funds depend on budgetary decisions.	Self-sustaining, the monies made through services are used to help fund the program
DOC	American Welding Society	NA	American Welding Society offers certification welding, joining, and cutting processes. Offered to offenders incarcerated at Northwest State Correctional Facility. Funds depend on budgetary decisions.	General Fund and Carl Perkins

## Vermont's Workforce Development Programs Inventory: 2017 Update

Color Code: [Case Management](#), [Education](#), [Training](#)

Agency	Program Name	Funds	Breif Description	Funding Source
<b>INCUMBENT: Industry: Transportation</b>				
AOT	National Summer Transportation Institute (NSTI)	\$65,000	Free two week summer transportation camp to introduce high school and middle school students to transportation careers and concepts. Students live in residence on college campus (middle school is a non-residential day camp and go on field trips, participate in workshops with guest speakers, etc. Includes in-class academic component and final project.	Federal
AOT	Vermont Local Roads Program	\$400,693	For local road crews. The program works to foster a safe, efficient, and environmentally sound surface transportation system by improving the skills and knowledge of the municipal transportation workforce and decision makers.	Federal and State
AOT	Funding for Commercial Driver Training	\$55,000	<b>A program for women, minorities, and economically/socially disadvantaged.</b> We partner with the six state-approved Commercial Driver Training schools to offer up to \$1,500 funding assistance to cover training costs for CDL-A and CDL-B related course expenses. The training is 74-hour (CDL-B) to 148-hours (CDL-A) long and includes a combination of classroom, range and on-the-road instruction. Our program is designed to provide women, minorities, and the disadvantaged with additional qualifications for enhanced job readiness and employment opportunities in highway construction.	Federal
AOT	On-the-Job Training Supportive Services (OJT/SS)	\$30,000	<b>A program for women and minorities.</b> Paid training (very structured and supervised) working for VTrans highway construction contractors on federally funded highway construction projects. Provides pre-employment readiness as well as work-related tools and clothing, as well as other services to address barriers to employments such as transportation and childcare. Most training is 520 to 1040 hours. Program is designed to diversify workforce. High skill level training: Foreman assistant trainees, Equipment operator trainees, Intermediate bridge construction trainees, Machine operator trainees, Highway construction trainees, etc., as well as entry level.	Federal
AOT	Subsidies for Highway Construction Skills Training	varies	<b>A program for women and minorities.</b> We offer training subsidies to women and minorities interested in or who are currently working in the highway construction industry. We partner with local colleges, tech schools and other training centers to cover most of the cost of tuition. The participants are responsible for paying \$25 of the cost. Trainings include, but are not limited to: welding, carpentry, OSHA safety training, flagging certificates and other industry recognized credentials.	Federal
AOT	Disadvantaged Business Enterprise	Not more than \$10,000	<b>Program for women and minority-owned businesses</b> that are certified in the USDOT DBE Program. For Transportation / Highway construction (includes all supporting industries - e.g., engineering, environmental, IT, etc). Pays for or helps to subsidize business development training expenses (e.g., IT classes, attendance at conferences, etc.)	Federal

Vermont's Workforce Development Programs Inventory: 2017 Update

Color Code: [Case Management](#), [Education](#), [Training](#)

Agency	Program Name	Funds	Breif Description	Funding Source
<b>INCUMBENT: Industry: Health</b>				
DOH	Medical Reserve Corps (MRC) - Psychological first aid/Disaster Mental Health	\$0 or \$200 Instructors Time	Disasters create a high stress environment and can affect everyone in different ways. It is important to understand stress management, and mental health support for yourself, disaster survivors and responders. Volunteers receive overview on how to cope, identify, and skills provide intial help. Online Course or Extensive in-person class offered by some units.	Grants
DOH	MRC - Vital Signs	\$1	Volunteers are taught to take vital signs (body temperature, pulse rate, respiration rate, blood pressure).	Grants
DOH	MRC - CPR and First Aid Training	\$10,000	Volunteers take a First Aid and CPR Training course to assist in emergencies and part of team bonding.	Grants
DOH	MRC - Incident Command System (ICS 100)	\$0	ICS is a standardized system for command and coordination of an emergency response that allows responders to adopt an integrated organizational structure. It is important for all response volunteers, both MRC and EMS, to understand the Incident Command System, so that they know their role in the ICS structure.	Grants
DOH	MRC - National Incident Management System (NIMS 700)	\$0	NIMS is a systematic approach to guide all levels of government, non-government, and private sector organizations to work together seamlessly and manage incidents of all threats and hazards. ICS is a subcomponent of NIMS.	Grants
DOH	MRC - Points of Distribution (POD) Overview Training	\$0	PODs are a mechanism for distributing medicine to those at risk during a public health emergency. Medical Reserve Corps volunteers are trained to serve in POD roles in the event that the dozens of POD sites across Vermont are activated.	Grants
DOH	MRC - Personal/family preparedness	\$0	When disaster strikes, the most important concern is you and your family's safety. A course in personal or family preparedness helps you create a plan and disaster supply kit, so that you are prepared for the next disaster.	Grants
DOH	Health Promotion and Disease Prevention (HPDP) in VDH	\$50,000	Tobacco Treatment Specialist Training -- This training is a 4-day course that provides health and human services professionals with the skills to hold one-on-one cessation counseling with clients who would like to quit tobacco or e-cigarettes. The course will cover topics including: determinants of tobacco dependence, motivational interviewing, pharmacotherapy, treatment planning, and strategies. Continuing education credits and/or a certificate of completion are available for this University of Massachusetts (UMass) course.	CDC
DOH	EMS Course- Initial	Varies greatly	Individuals work with the VDH/EMS Agencies to obtain information to receive training on a rolling basis.	All contribute

**Vermont's Workforce Development Programs Inventory: 2017 Update**

Color Code: [Case Management](#), [Education](#), [Training](#)

Agency	Program Name	Funds	Breif Description	Funding Source
<b>INCUMBENT: Industry: Child Development</b>				
CDD	Vermont Afterschool	\$276,000	Training for individuals working in the afterschool program. Public-private statewide partnership dedicated to supporting and sustaining innovative learning opportunities that extend beyond the school day for all Vermont's children and youth. Activities are directed toward increasing the quality and availability of education programs during non-school hours. Delivered by Vermont AfterSchool, Inc.	Child Care and Development Block Grant
CDD	Prevent Child Abuse	\$117,000	Provides educational programs related to working with young children who have been abused or neglected. For individuals already working in regulated child care programs. Delivered by Prevent Child Abuse Vermont.	Child Care and Development Block Grant
CDD	DCF-CDD-Children's Integrated Services - Early Childhood Family Mental Health	\$70,000	Training for incumbent Mental health clinicians serving Birth to six years old children. Early Childhood and Family Mental Health through CIS consists of consultation, education and treatment services with family and community-based groups to support the social, emotional and behavioral health and development of young children across settings for young children and their families.	Federal Part C
CDD	DCF-CDD-CIS - Nursing	\$70,000	Training for incumbent Nurses serving prenatal women, families and children prenatal to age 2. CIS nurses assist eligible individuals to gain access to needed medical, social, educational and other community services. The nurse promotes safe, preventive health and prenatal care practices, and prepares moms and their partners for childbirth and becoming a parent. The nurse assists new moms by supporting their growth in understanding the complex social, emotional, physical and economic challenges and changes that occur during these role transitions. The nurse also continually assesses mom's educational and health needs in the context of her own learning needs, which build on existing knowledge, experiences, strengths and successes to help her find other supports and resources.	Federal Part C
CDD	DCF/CDD/CIS/Early Intervention -	\$70,000	Training for incumbent birth-to-three early interventionists. Early Intervention services are provided to children experiencing cognitive, physical, communication, social/emotional or adaptive delay or who have a diagnosed medical condition that has a high probability of resulting in developmental delay. There are approximately 70 EI providers serving 1000 children needing early interventions in Vermont.	Federal Part C
CDD	DCF-CDD-CIS - Specialized Child Care	\$70,000	CIS Specialized Child Care Coordinators support families needing specialized child care, including those with the Child Care Financial Assistance Progra service need of protective service, family support, and child with a special health need. In addition, Child Care Coordinators work with regional resources to support child care providers who are approved or looking to become specialized child care programs. There are approximately 13 SPCC Coordinators serving 1000 children needing earlyl interventions in Vermont.	Federal Part C
CDD	Registered Apprenticeships	\$221,084	Training for incumbent child care workers. Registered apprenticeship program for child care workers seeking education and experience in the field. Apprentices document 4,000 hours of supervised on-the-job training; complete our sequence of 6 tuition-free college courses; and participate in additional community based trainings to gain the knowledge and skills needed to work more effectively in the field. This program is designed for apprentices who are working at least 30 hours per week and typically takes about 2 years to complete. Services delivered by Vermont Child Care Industry and Careers Council.	Child Care and Dev Block Grant and VT Early Learning Challenge Grant

## Vermont's Workforce Development Programs Inventory: 2017 Update

Color Code: **Case Management**, **Education**, **Training**

Agency	Program Name	Funds	Breif Description	Funding Source
CDD	T.E.A.C.H.	\$317,000	Training for incumbent workers in a regulated child care program. T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® is an evidence-based, outcomes-driven and effective national strategy. This cost-sharing scholarship model provides a comprehensive education and support network to states that are committed to increasing the availability of accessible, affordable college education and workforce supports for professionals working in a variety of early education settings. Training delivered by VAEYC (Vermont Association for the Education for Young Children).	Vermont Early Learning Challenge Grant
CDD	Northern Lights	\$1,328,719	Provides a range of services for incumbent workers in early childhood programs including credentials, professional development, career counseling and support in achieving a Vermont teacher license in early childhood or early childhood special education. Delivered by CCV. <a href="https://northernlightscdc.org/">https://northernlightscdc.org/</a>	Child Care and Development Block Grant and CDD Part C federal grant
<b>INCUMBENT: Industry: Mining</b>				
VDOL	Mine Safety	\$75,300	Training certifications for construction and mining	Federal
<b>INCUMBENT: Industry: Forestry</b>				
ANR	Forestry Division Staff Training	NA	Working towards establishing a program that includes (1) core elements universal to all employees, (2) job specific training requirements, and (3) elective components focusing on employee interest and career objectives. Combination of in-house training and private contractors.	
<b>INCUMBENT: Industry: Agriculture</b>				
VAAFM	Humane Handling Employee Training	\$75,000	Training to provide greater understanding on humane housing, feeding, watering and handling or livestock and companion animals	Federal and State
VAAFM	Consumer Protection	\$63,000	State, Federal and international training on maple grading and certification of maple sugar houses to meet industry standards.	General, Special, Federal
VAAFM	Dairy Inspection	\$75,000	Dairy Inpection includes techincal assistance to start up a dairy farm and or a dairy processing facilitie to meet state and federal standards. Meeting these standards allows for milk and dairy products to be marketed in and out of state. Techincal assistance takes place at the farm or proposed processing facility and is one on one.	General, Special, Federal
VAAFM	Meat Inspection	\$79,000	Meat Inpection includes techincal assistance to start up a slaughter facilities or meat processing facility to meet state and federal standards. Meeting these standards allows for meat to be offered for sale in state. - Techincal assistance takes place at the proposed processing facility and is one on one.	General, Special, Federal
VDOL	Foreign Labor Certification	\$112,000	Certification enabling employers to hire foreign workers in nondairy farms meeting federal guidelines; Housing inspections, prevailing wage surveys, prevailing practice surveys, training.	Federal
<b>OTHER: Employer Tax Credits</b>				
VDOL	Work Opporunity Tax Credit	\$66,000	Employer tax credit for hiring targeted populations (veterans, TANF / SNAP recipients, low income, VR clients, longterm unemployed, ex-felons, SSI recipients). Hired by an employer that meets the definition under targeted population.	Federal

## Career Pathways Timeline

Target Month/Period	Deliverable/Outcome	Status
AUGUST '17	POSITION AUTHORIZED	COMPLETE
SEPTEMBER '17	RECRUITING	COMPLETE
OCTOBER '17	HIRED	COMPLETE
NOVEMBER – DECEMBER '17	<ol style="list-style-type: none"> <li>1. Working career pathways framework from grade 7 – 20/workforce</li> <li>2. Create workplan</li> <li>3. Networking - Professional, organizational, and initiative oriented in 3 priority areas</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete</li> <li>2. Complete</li> <li>3. Ongoing</li> </ol>
JUNE '18	<ol style="list-style-type: none"> <li>1. CTE program requirements &amp; curriculum identified for 3 occupational pathways within Construction, Health Science, and Manufacturing updated (I.E. plumbing, nursing, CNC machinist)</li> <li>2. Training completed in select regions to help develop institutional/regional capacity for career pathways model.</li> </ol>	
JULY 2018	Tools & Materials to help implementation of the first three in middle & high schools developed.	
<b>YEAR 2</b>		
AUGUST 2018	Complete “green-up” review of curriculum and standards to ensure new career pathways programs include “green” and sustainability content, skill and knowledge development where appropriate	
SEPTEMBER 2018	Middle school requirements identified, broadly, for Construction, Health Science, Manufacturing	
OCTOBER 2018	FIRST THREE OCCUPATIONAL AREAS COMPLETE and ready for CTE centers to begin adopting, implementing, and recruiting for the 2019-2020 school year	
JUNE 2019	<ol style="list-style-type: none"> <li>1. CTE program requirements &amp; curriculum identified for 3 occupational pathways within Information Technology, Hospitality &amp; Tourism, Agriculture updated</li> <li>2. Training completed in select regions to help develop institutional/regional capacity for career pathways model.</li> </ol>	
JULY 2019	Tools & Materials to help implementation of	

	the first three in middle & high schools developed.	
<b>AUGUST 2019</b>	Complete “green-up” review of curriculum and standards to ensure new career pathways programs include “green” and sustainability content, skill and knowledge development where appropriate.  POSITION ENDS	

# Investing in CTE: Funding Model Overview

Jay Ramsey, State Director, CTE

November 29, 2017

# Outcomes

1. Consider contexts
2. Increased understanding of Vermont's investments in CTE
3. Increased understanding of the funding formula variables
4. State level perspective

# Agenda

- Categorizing Investments
- Understanding Variables -
  - Terminology and definitions
  - Statutory references
- Practical Application –
  - Identify variables
  - Walk through of sample budget process
- Practical Example
  - Systems in Context

# Contexts - Workforce

- Vermont has an aging population
- Vermont employers are unable to fill current openings
  - Stifles growth
- Many education and training programs with a history of little coordination
- Certain sectors of the economy could grow rapidly with a skilled workforce

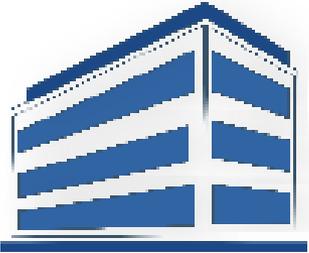
# Contexts - Education

- Vermont has a decreasing student population
- Half of the high schools have a graduating class of 60 or fewer
  - Half of those have a graduating class of less than 30
- Delivery of education is changing (PLPs, out of the building)
- Mergers & Consolidation
- Nearly \$80m Education Fund deficit

# Terminology Break

- Headcount – the UNduplicated number of students attending the CTE center
- Enrollment – the duplicated count of students in programs [students may be enrolled in more than one program]
- \*\*Full-time Equivalent (FTE) – the measure of how much time a student spends in a program. *Serves as a multiplier.*

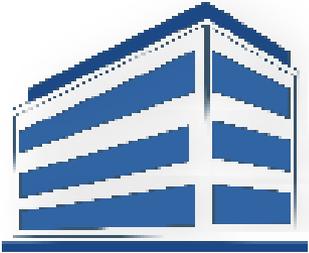
This student attends a CTE center that offers half-day programs. How much of an FTE are they?



Nurse

1 FTE = 240 minutes/day

This student attends a CTE center that offers FULL-day programs. How much of an FTE are they?

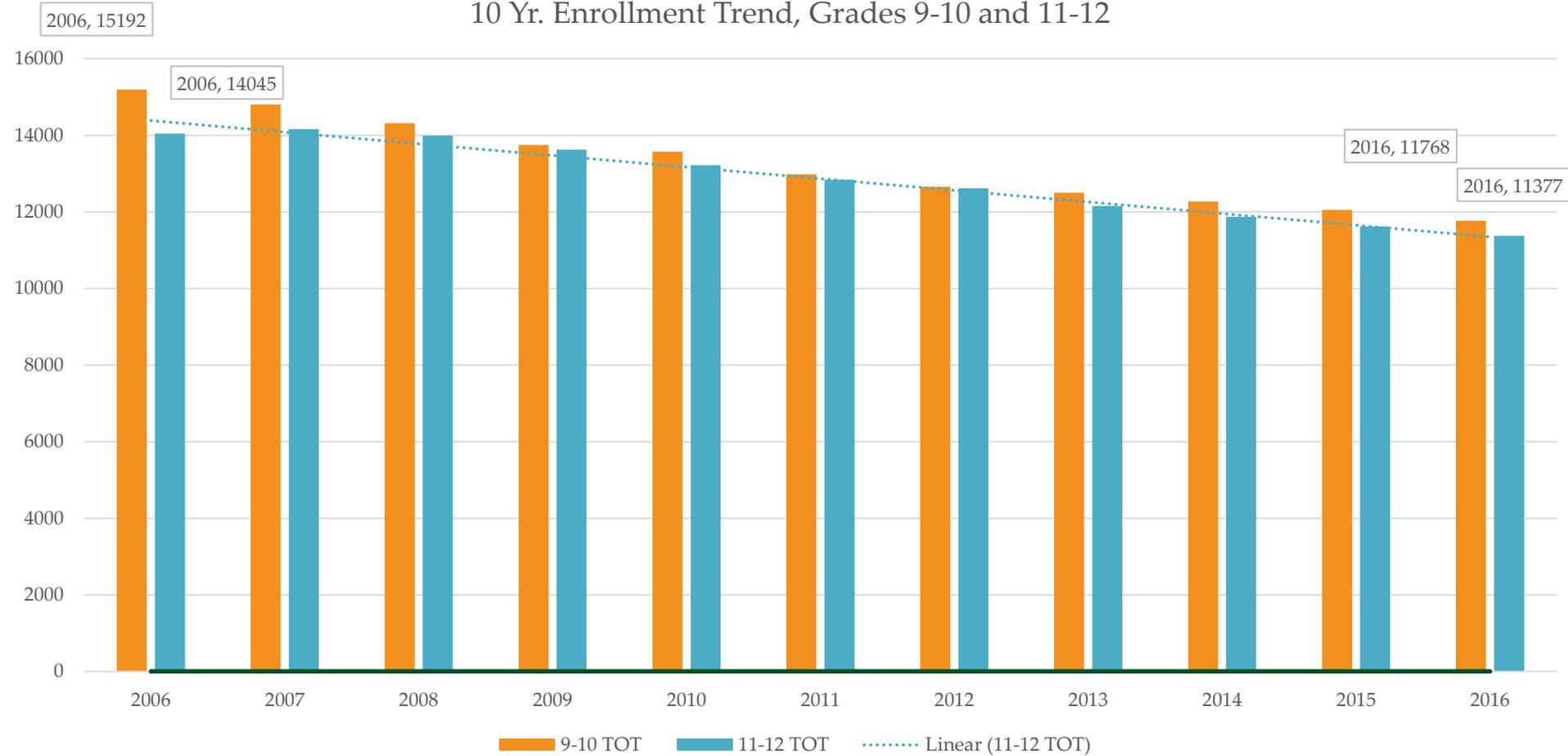


Mechanic

1 FTE = 240 minutes/day

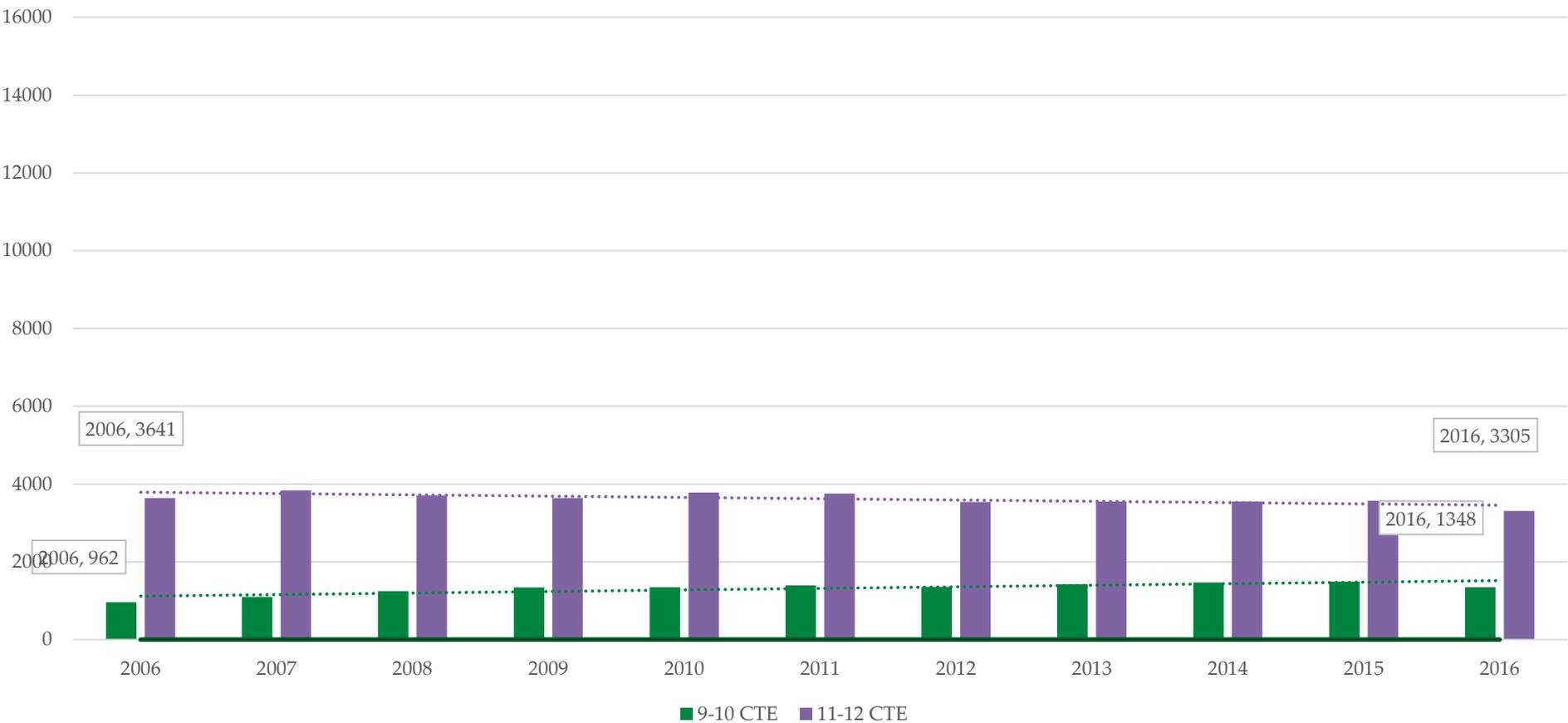
# Everything in Context

State of Vermont  
10 Yr. Enrollment Trend, Grades 9-10 and 11-12



# Everything in Context

State of Vermont  
10 Yr. CTE Headcount, Grades 9-10 and 11-12



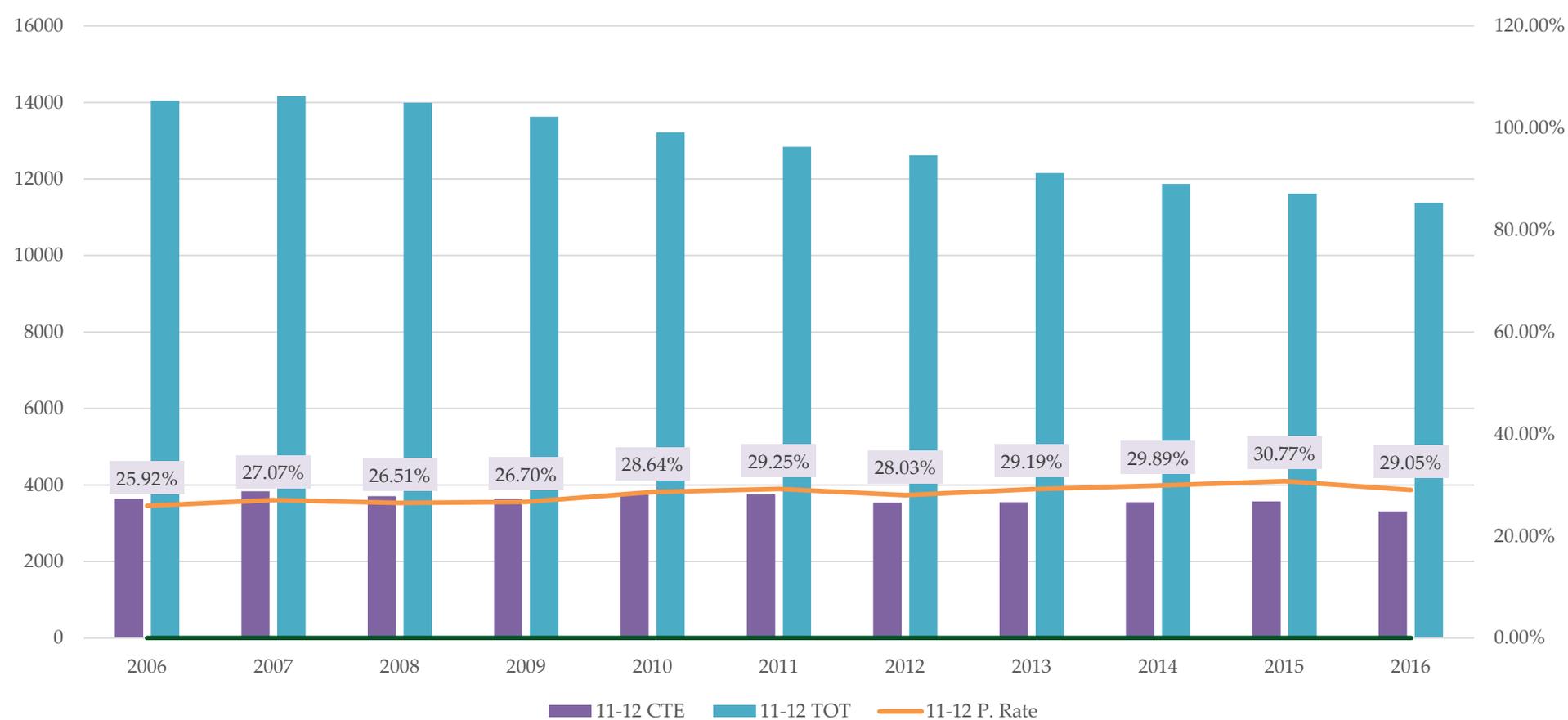
# Everything in Context

State of Vermont  
10 Yr. CTE Participation Rate, Grades 9-10



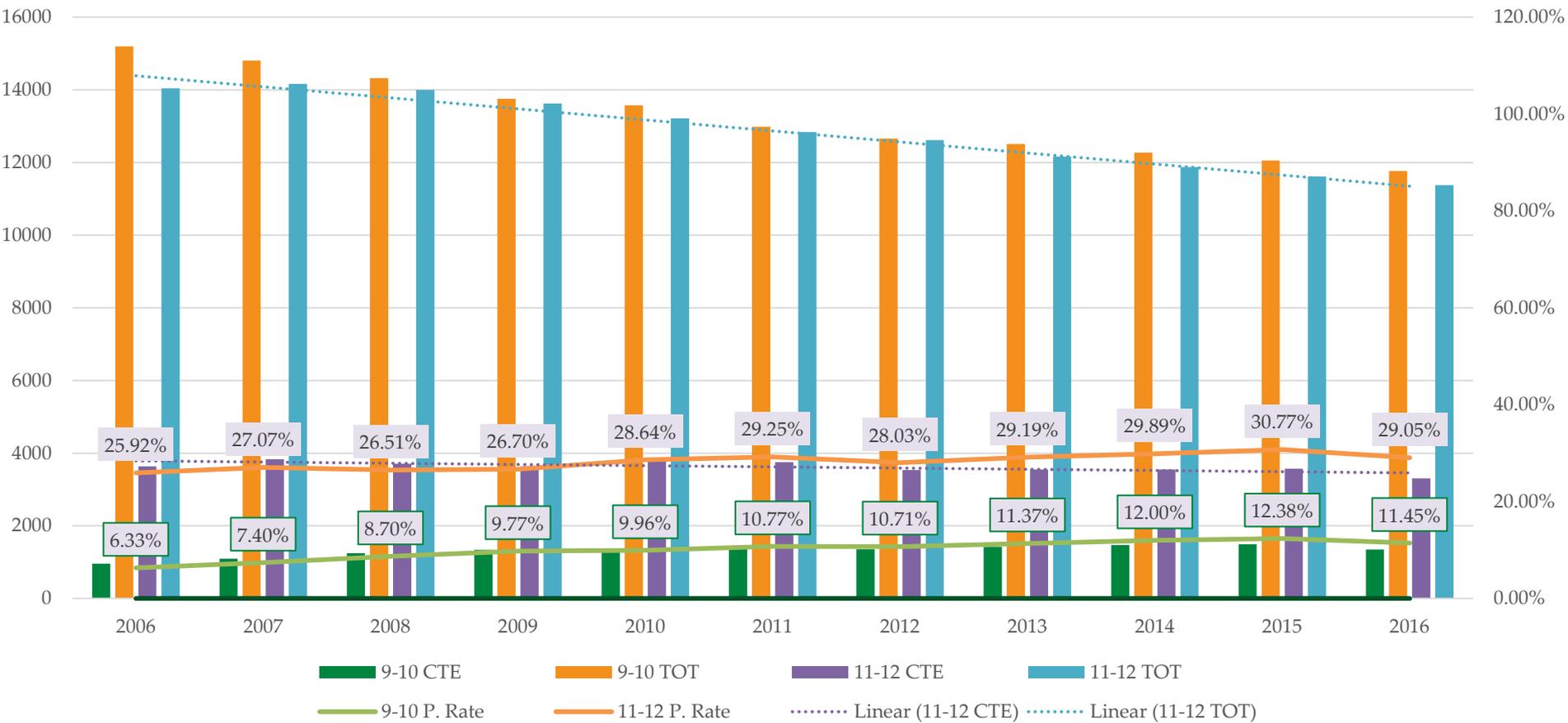
# Everything in Context

State of Vermont  
10 Yr. CTE Participation Rate, Grades 11-12

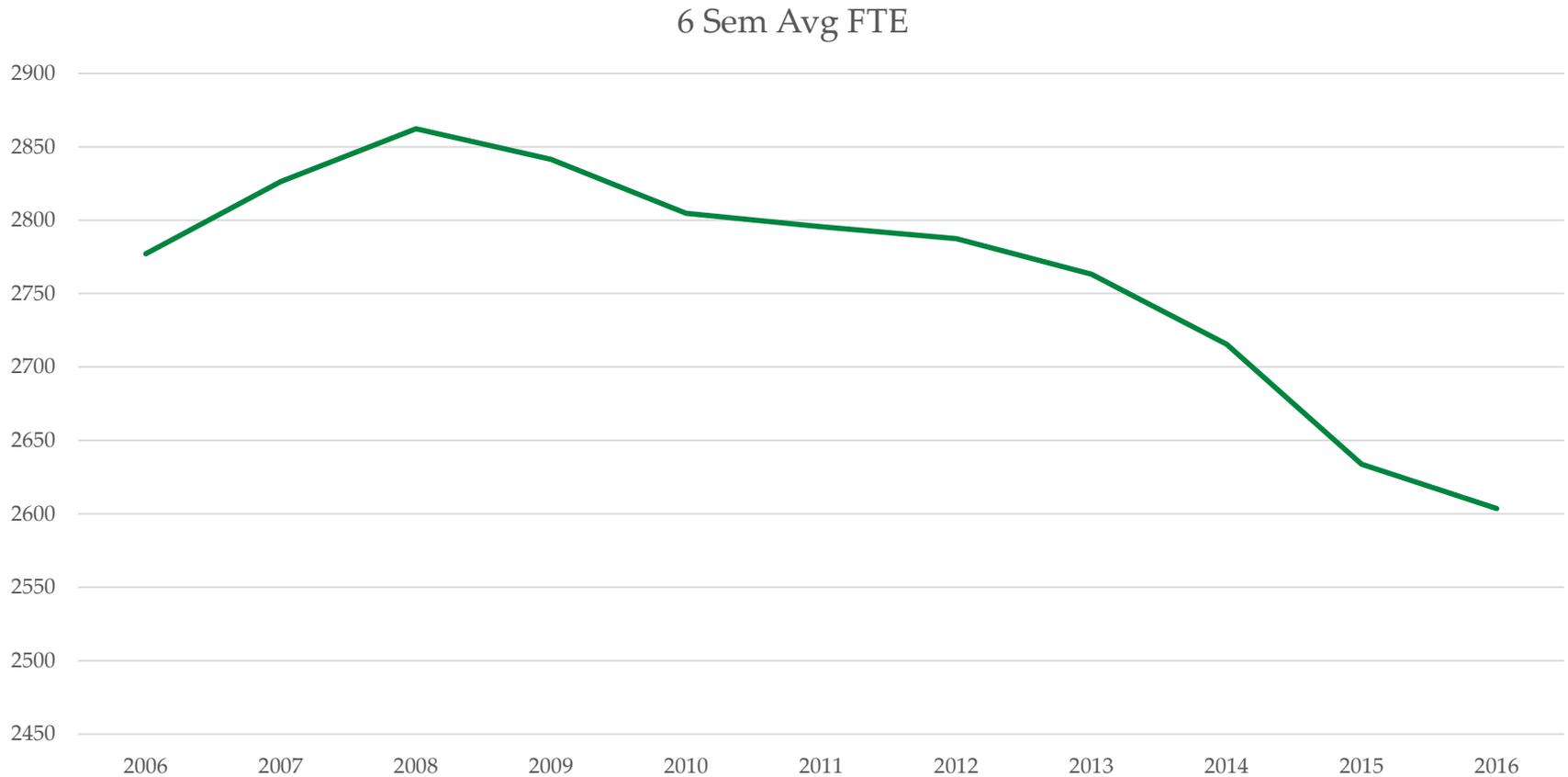


# Everything in Context

State of Vermont  
10 Yr. Enrollment & CTE Participation Trends, Grades 9-10 & 11-12



# FTE Change Over Time



# DEFINING TERMS

- ELIGIBILITY - WHO IS COUNTED?
  - 16 VSA §1551 Secondary Student Eligibility – “A secondary student shall be enrolled in a program of part-time or full-time career technical education at a career technical center if he or she: (1) applies for the program; and (2) is accepted into the program by the career technical center.
  - State Board of Education Rule 2371 – “An individual is entitled to enroll in and complete a technical education program of part-time or full-time duration if the individual: A. is at least in the 11<sup>th</sup> grade in a graded school or is at least 16 in a non-graded situation; B. does not have a high school diploma; C. applies for the program, and; D. meets the admissions criteria set forth in the admissions policies of the technical center AND the technical education program AND is accepted in the program.

# DEFINING TERMS

- ELIGIBILITY - WHO IS COUNTED?
  - 16 VSA §1541a. Responsibility of local boards in sending districts (a) A school board of a sending district that offers public education in grade 11 or 12 shall:
    - 1. provide students enrolled in grades 11 and 12 with a genuine opportunity to participate fully and to benefit from career technical education

# PROGRAMS – WHAT IS COUNTED?

- 16 VSA §§ 1531 & 1532 give the State Board of Education the authority to adopt minimum standards of operation and performance of the CTE centers and programs.
  - State Board of Education Rule 2380 addresses quality standards for CTE program approval
  - State Board of Education Rule 2382 creates a standard for instructional time and program length (175 day school year; avg. 120 minutes a day (PT)/avg. 240 minutes a day (FT))
  - State Board of Education Rule 2389 creates the standard for how many minutes a day, minimum, can be reported for state approved programs; and creates the FTE value (1 FTE = 240 minutes each day) *[by semester only]*

# Understanding Our Investments

# Sources of Funds

- Grant Allocations by formula or flat amount
  - Federal – Perkins
  - State – Equipment Purchase/Replacement
  - State – Salary Assistance
  - State – Supplemental Assistance (Tuition Reduction)\*\*
  - State – Transportation Reimbursement
- Grant Allocations by competitive grant
  - Federal – Perkins Reserve
  - State – Program Innovation
  - State – Youth Leadership/CTSO leaders
- CTE Tuition by formula

# BIG FUNDING POLICY LEVERS

- CTE Funding in 3 Categories
  - Foundational
    - Transportation reimbursement
  - Funding for Regional CTE centers
    - Equipment
    - Salary Assistance
    - Supplemental Assistance/Tuition Reduction
    - Program Innovation (competitive)
    - Youth Leadership/CTSO (competitive)

# BIG FUNDING POLICY LEVERS

- CTE Funding in 3 Categories  
(continued...)
  - Student-Based Categorical Funding
    - Proportional allocation
    - Weighted student funding

# CTE Tuition Funding

- Dependent on multiple variables
  - Base Education Amount
    - 35%
    - 87%
  - FTEs
    - Out of state
    - In state
  - Budget
    - Federal grant income
    - Salary assistance and equipment grant income
    - Facility use income
    - Net amount to be raised by tuition (Net Costs)

# CTE Tuition - Sources of Information

- Provided by:
  - Vermont General Assembly:
    - Base Education Amount
  - CTE Director/School Board:
    - Estimate (out-of-state- FTE)
    - Budgeted Costs
  - Agency of Education
    - Rolling 6 semester average (in-state FTE)

FOR DEMONSTRATION ONLY

Enter anticipated # out of state FTEs	5.20	COMMENTS
Enter in-state 6 semester avg FTEs	394.00	
<i>TOTAL FTEs</i>	399.20	
Enter Base Education Amount	\$ 9,588.00	
<i>87% of Base Education Amount</i>	\$ 3,355.80	confirmed 9/13/17
<i>87% of Base Education Amount</i>	\$ 8,341.56	

**STEP 1. Determine Net Costs.**  
SBR - 2391(3)(A)

<b>Total Secondary Technical Education Budgeted Costs</b>	<b>5,000,000</b>
- Less Federal Grants	(58,000)
- Less Salary Assistance and equipment	(150,000)
- Less Local income from facility use charges	(2,000)
<b>Net Costs (amount to be raised by tuition)</b>	<b>\$ 4,790,000</b>

**STEP 2. Calculate CTE Tuition.**  
CTE Tuition (Out of State Tuition)

16 V.S.A. §1522(10)						
Net Costs		\$ 4,790,000				
Actual Out-of-State FTEs + In-state 6 sem. FTE avg.		399.20			\$ 11,999.00	Out-of-state

**STEP 3. Determine In-state Tuition**  
In-state Tuition

16 V.S.A. §1552(c)	16 V.S.A. §1561(c)					
Net Amount to be Raised by Tuition	- 35% of Base Education Amount Per FTE	\$ 4,727,605.20				
In-state 6 sem. FTE avg.		394.0			\$ 3,355.80	\$ 8,643.20
						In-state

**STEP 4. Determining On-behalf Payment**

16 V.S.A. §1561(b)						
Cash Payment of Vermont Tuition						
* From the Education Fund						
* This is a variable by sending school as in Step 5						
87% of Base Ed. Amount X 6 sem. FTE avg.	=	Amount paid by State on behalf of district, from district funds	\$ 8,341.56	X	6 sem. FTE Avg	394.0
					\$ 3,286,574.64	aggregate on-behalf - see column B below for disaggregation

STEP 5. Determining Direct Payment Amount	Example 6 sem FTE avg		Specific Direct Payment from High School to CTE				FYI		
	A	B	C						
Sending School 1	103.60	\$ 864,185.62	In-state Tuition	x	6 sem. FTE avg.	on behalf	\$ 31,249.90	\$ 347,660.88	
Sending School 2	55.60	\$ 463,790.74	In-state Tuition	x	6 sem. FTE avg.	on behalf	\$ 16,771.18	\$ 186,582.48	
Sending School 3	25.40	\$ 211,875.62	In-state Tuition	x	6 sem. FTE avg.	on behalf	\$ 7,661.66	\$ 85,237.32	
Sending School 4	10.00	\$ 83,415.60	In-state Tuition	x	6 sem. FTE avg.	on behalf	\$ 3,016.40	\$ 33,558.00	
Sending School 5	18.20	\$ 151,816.39	In-state Tuition	x	6 sem. FTE avg.	on behalf	\$ 5,489.85	\$ 61,075.56	
Sending School 6	181.20	\$ 1,511,490.67	In-state Tuition	x	6 sem. FTE avg.	on behalf	\$ 54,657.17	\$ 606,070.96	
	394.00	\$ 3,286,574.64					\$ 118,846.16	\$ 1,322,185.20	
			Amount to be collected from tuition verification						
			In-state tuition				\$ 3,405,420.80	(f39+k39)	
			Out of state tuition	+			\$ 62,394.80		
			TOTAL TUITION TO BE COLLECTED					\$ 3,467,815.60	
			Supplemental Assistance/Tuition Reduction	+			1,322,185.20		
								\$ 4,790,000.80	

# Use the Calculator

# Table Exercise 1

- Each administrator was given “Ed Fund \$” from the “ed fund” when they entered the room
- Janette – distribute the “Announced Tuition”
- Brad – transfers money to Janette and says “this is from school a, b, c, etc...” representing the “on behalf” payment
- Janette still needs to collect the rest of the money from the centers so she sends the invoice
- Everyone pays the bill by giving Janette the “Ed fund \$” that was distributed at the beginning of the meeting

# Table Exercise 2

Janette, as the director of the Frost Valley Technical Center reports experiencing instability in enrollment and budget due to school consolidations in the region. 2 districts have consolidated and have decided to tuition students out of the region,

The sheer number of students in the region is on the decline. The school board would like to see the budget stabilized and the elimination of an unpopular program with consistently low enrollment and the expansion of a consistently enrolled/popular program.

The programs are:

Automotive with avg. enrollment over the last three years of 12

Cosmetology – enrollment of 12

Electrician – enrollment of 10

Computer programming – enrollment of 2

Manufacturing – enrollment of 4

Which program does Janette get rid of? What program does she expand?

# Table Exercise 3

The remaining schools are still supportive of CTE but the bus ride is so long, students miss an average of an hour of class time getting to and from the center each day.

The larger schools believe tuition is too high and believe they can offer similar programs (coding, graphic design, agriculture) at a lot lower cost to the school AND students gain 5 hours of instruction each week.

Consider the implications for students in small schools who won't have access to the program at the regional CTE center if those other high schools offer the "same" programs and the center has to eliminate them because of low numbers.

# Table Exercise 4

Remember half of the schools in the state have small graduating classes – this means if a school has a senior class of 30 and a junior class of 25, some portion of those students will be participating in dual enrollment (25), some in work-based learning (10), some in early college (3), and some in CTE (10).

What is the impact on the school community and the building when there are only 7 students left? What if those 10 students going to CTE could be kept back at school and that \$150,000 (assuming a tuition of 15,000) could be spent in some other way?

# In Summary

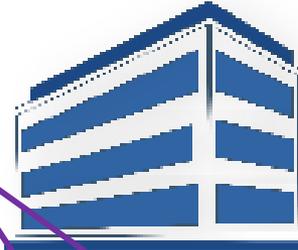


Federal- Perkins  
 State- Equipment  
 State- Salary Assistance  
 State- Tuition Reduction

Tuition: On-behalf Pay  
 (from district portion of ed fund)

Transportation  
 Reimbursement

Tuition: Direct Pay



Capitol Dome retrieved from: <http://www.vermontpressbureau.com>