

# **Northeast Kingdom of Vermont Hospitality and Tourism Workforce Education and Training Needs Assessment**

July 16, 2013

**Prepared by:**

Penne Ciaraldi, Vermont State Colleges

Ann Nygard, Vermont State Colleges

Cindy Robillard, Vermont Department of Labor

## **Preface and Acknowledgements**

In response to the emerging workforce needs associated with a series of development projects in Vermont's Northeast Kingdom, the Vermont Department of Labor, the Vermont Agency of Commerce and Community Development, and the Vermont State Colleges partnered to develop an assessment of the workforce training and educational resources available to support the local workforce. Our overall focus is on sectors identified as being most well suited to the NEK region. These include construction, hospitality, manufacturing, and biotech/med. This report specifically outlines the education and training resources available for the preparation and advancement of individuals employed in career pathways in hospitality and tourism. For the purpose of this report, hospitality and tourism includes employment in lodging facilities, restaurants/beverage services, and travel and tourism promotion and recreation attractions. Our goals are as follows:

1. Establish an operational framework to assess workforce development;
2. Collect data to make informed decisions about workforce development initiatives;
3. Build out workforce development plan specific to Vermonters;
4. Increase awareness of career opportunities and promote opportunities to potential workers; and
5. Streamline transitions between education and employment for both businesses and workforce.

To meet these goals, we expect to attain the following outcomes:

1. Develop an internal website to facilitate communication and information sharing among key stakeholders;
2. Information will be arranged by industry sector and will provide descriptions of programs and links to current educational and training providers. The website will also provide links to resources regarding questions that are beyond the scope of the project;
3. Create an action plan to meet workforce development needs;
4. Develop a hospitality career marketing campaign; and
5. Implement career pathway approach and opportunity for life-long learning.

## **Project Leads**

Penne Ciaraldi, Vermont State Colleges - Community College of Vermont

Ann Nygard, Vermont State Colleges - Lyndon State College

Cindy Robillard, Vermont Department of Labor

### **Labor Market Projections and Statistics:**

Mathew Barewicz, Vermont Department of Labor

**Workforce Advising Board**

Annie Noonan, Vermont Commissioner of Labor

Lucy Leriche, Vermont Deputy Secretary of Commerce

Beth Demers, Vermont Agency of Commerce

Rose Lucenti, Vermont Department of Labor, Workforce Development Director

Jane Fortin, Vermont Department of Labor, Northeast Director

Alex Maclean, Jay Peak, Project Manager

**Workforce Steering Committee**

Eileen Illuzzi, North Country Career Center

Patricia Sears, Newport City Renaissance Corporation

John Fischer, Vermont Department of Education

Gloria Bruce, Northeast Kingdom Travel and Tourism

Chris Masson, Essex North Supervisory Union

Steve Patterson, Northern Vermont Development Association

## **Section One: Introduction**

The tourism and hospitality industry is crucial for the state, attracting millions of tourists and visitors each year. In 2011, Vermont welcomed nearly 14 million visitors with an annual visitor spending of \$1.7 billion for meals, lodging and other tourism related expenses. Indirect spending accounted for an additional \$.8 billion.

Tourism generated \$274.5 million in tax and fee revenues for the State of Vermont, with 89% of the tax revenue generated by out of state visitors. Sectors of Vermont tourism, including retail and dining, are one to two times more dependent on visitor spending than the national average. The direct impact of visitor spending in 2011 supported more than 26,000 jobs, 7.2% of the state's wage and salaried jobs. When adding jobs created indirectly by hospitality and tourism, the industry accounted for nearly 38,000 Vermont jobs, 11.2% of jobs in Vermont. The industry accounts for 20-25% of the total employment in some areas of the state (Benchmark Study of Visitor Spending, 2012 and Work. Play. Live., 2011). While the projected growth for the industry overall is relatively low, it is consistent.

As of February 2013, the workforce of the tri-county region of Orleans, Caledonia and Essex Counties included 2,350 unemployed. Out of a total labor force of 33,700 workers, 2,923 are employed in the tourism/hospitality sector.

### **Trends**

While occupations in this sector have not been subjected to major changes in skill requirements, technology has resulted in some minor changes in the skill needs of some occupations. For example, front desk staff are now asked to make increasing use of database management software and other proprietary computer software. Computer familiarity and an ability to learn new technology are therefore emerging skills desired by employers in their customer service/support workforce.

Employers across industry sectors struggle to find entry level employees with basic job readiness skills including showing up on time, managing interpersonal/team relationships, critical thinking and basic customer service. Many employers are training staff in-house. At Jay Peak this includes developing an employee orientation, training lifeguards for the waterpark, training ski school instructors and on site supervisory programs. Additionally, independent training providers, such as the NEK Ambassador program, provide additional training to staff on site in either face-to-face trainings or through an online delivery method.

The overwhelming majority of the tourism workforce, as of 2010, is over the age of 45. This makes an intentional career choice essential as students look to selecting careers, as there is an anticipated gap of workers.

## **Section Two: Projections – Job Demand**

Staffing of the new hotels for the Jay, Burke and Newport development projects is estimated to generate more than 1,300 new hospitality and tourism related jobs. While many of the jobs require minimal postsecondary education, there is a need for basic work readiness and customer service skills training. The industry also has a need for professionals requiring additional education and training. According to a study cited in the 2011 Vermont Work, Play, Live report, 50% of workers whose primary job was in the industry hold a two-year degree or higher.

<b><u>Project</u></b>	<b><u>Opening</u></b>	<b><u># of Employees</u></b>
<b>Stateside</b>	<b>Q4, 2013</b>	<b>225</b>
<b>Burke A&amp;B</b>	<b>Q4, 2014</b>	<b>434</b>
<b>Burke C&amp;D</b>	<b>Q4 2016</b>	<b>225</b>
<b>Renaissance</b>	<b>Q4, 2015</b>	<b>200</b>
<b>Marina Hotel</b>	<b>Q4, 2017</b>	<b>260</b>
	<b>Total</b>	<b>1,344</b>

### Section Three: Hospitality Job Descriptions/Job Zones for Common Occupations

Outlined below is a representation of common occupations associated with the hospitality sector. Based on ONet data, they are matched up with the level of preparation needed (Job Zone) based on skills, abilities and training.

#### Job Zone One: Little or No Preparation Needed

<b>Education</b>	Some of these occupations may require a high school diploma or GED certificate.
<b>Related Experience</b>	Little or no previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a waiter or waitress even if he/she has never worked before.
<b>Job Training</b>	Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.
<b>Job Zone Examples</b>	These occupations involve following instructions and helping others. Examples include taxi drivers, amusement and recreation attendants, counter and rental clerks, construction laborers, continuous mining machine operators, and waiters/waitresses.
<b>SVP Range</b>	(Below 4.0)

#### **35-3031.00 - Waiters and Waitresses**

Take orders and serve food and beverages to patrons at tables in dining establishment.

Anticipated openings: 85 Average VT Wage: \$12.58

#### **35-9021.00 - Dishwashers**

Clean dishes, kitchen, food preparation equipment, or utensils.

Anticipated openings: 19 Average VT wage: \$9.60

#### **37-3011.00 - Landscaping and Groundskeeping Workers**

Landscape or maintain grounds of property using hand or power tools or equipment. Workers typically perform a variety of tasks, which may include any combination of the following: sod laying, mowing, trimming, planting, watering, fertilizing, digging, raking, sprinkler installation, and installation of mortarless segmental concrete masonry wall units.

Anticipated Openings: 9 Average VT wage: \$13.82

## Job Zone Two: Some Preparation Needed

<b>Education</b>	These occupations usually require a high school diploma.
<b>Related Experience</b>	Some previous work-related skill, knowledge, or experience is usually needed. For example, a desk clerk would benefit from experience working directly with the public.
<b>Job Training</b>	Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.
<b>Job Zone Examples</b>	These occupations often involve using your knowledge and skills to help others. Examples include sheet metal workers, forest fire fighters, customer service representatives, physical therapist aides, salespersons (retail), and tellers.
<b>SVP Range</b>	(4.0 to < 6.0)

### **37-2012.00 - Maids and Housekeeping Cleaners**

Perform any combination of light cleaning duties to maintain private households or commercial establishments, such as hotels and hospitals, in a clean and orderly manner. Duties may include making beds, replenishing linens, cleaning rooms and halls, and vacuuming.

Anticipated Openings: 273 Average VT wage: \$10.83

### **43-4081.00 - Hotel, Motel, and Resort Desk Clerks**

Accommodate hotel, motel, and resort patrons by registering and assigning rooms to guests, issuing room keys or cards, transmitting and receiving messages, keeping records of occupied rooms and guests' accounts, making and confirming reservations, and presenting statements to and collecting payments from departing guests.

Anticipated Openings: 141 Average VT wage: \$11.77

### **35-2014.00 - Cooks, Restaurant**

Prepare, season, and cook dishes such as soups, meats, vegetables, or desserts in restaurants. May order supplies, keep records and accounts, price items on menu, or plan menu.

Anticipated Openings: 38 Average VT wage: \$12.91

### **37-1011.00 - First-Line Supervisors of Housekeeping and Janitorial Workers**

Directly supervise and coordinate work activities of cleaning personnel in hotels, hospitals, offices, and other establishments.

Anticipated Openings: 19 Average VT wage: \$19.20

### Job Zone Three: Medium Preparation Needed

<b>Education</b>	Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.
<b>Related Experience</b>	Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.
<b>Job Training</b>	Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.
<b>Job Zone Examples</b>	These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include food service managers, electricians, agricultural technicians, legal secretaries, interviewers, and insurance sales agents.
<b>SVP Range</b>	(6.0 to < 7.0)

#### **11-1021.00 - General and Operations Managers**

Plan, direct, or coordinate the operations of public or private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services.

Anticipated Openings: 9      Average VT wage: \$49.94

#### **35-1011.00 - Chefs and Head Cooks**

Direct and may participate in the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods. May plan and price menu items, order supplies, and keep records and accounts.

Anticipated Openings: 8      Average VT wage: \$20.53

#### **49-9071.00 - Maintenance and Repair Workers, General**

Perform work involving the skills of two or more maintenance or craft occupations to keep machines, mechanical equipment, or the structure of an establishment in repair. Duties may involve pipe fitting; boiler making; insulating; welding; machining; carpentry; repairing electrical or mechanical equipment; installing, aligning, and balancing new equipment; and repairing buildings, floors, or stairs.

Anticipated Openings: 46      Average VT wage: \$17.12

**43-3031.00 - Bookkeeping, Accounting, and Auditing Clerks**

Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers.

Anticipated Openings: 13      Average VT wage: \$16.44

## Section Four: Educational and Training Resources

### NEK Workforce Development Education and Workforce Training Resources

General Tourism, Food and Beverage Management, Recreation, and Lodging

Organization or Agency	Credentialing Specific to Hospitality/ Tourism/ Recreation
<b>Vermont State Colleges</b>	
Community College of Vermont	Associate of Science, Hospitality and Tourism Governor’s Career Ready Certificate - Hospitality and Customer Service Focus
Johnson State College	Bachelor of Arts Degree, Hospitality and Tourism Management
Lyndon State College	Bachelor of Science, Mountain Recreation Management <ul style="list-style-type: none"> <li>• Adventure Leadership</li> <li>• Mountain Resort Management</li> <li>• Recreation Resource Management</li> </ul> Certifications: <ul style="list-style-type: none"> <li>• SOLO</li> <li>• Woofers</li> <li>• OEC</li> <li>• PSIA</li> <li>• VT Board-Lift Maintenance</li> <li>• Flat Water Paddling</li> <li>• White Water Paddling</li> <li>• Leave No Trace</li> <li>• ESRI</li> </ul>
Vermont Technical College	VT Board-Ski Lift maintenance certification
University of Vermont	Parks, Recreation and Tourism (Bachelor of Science, minor) Recreation Management (currently named: Parks, Recreation and Tourism) (Bachelor of Science, minor) <ul style="list-style-type: none"> <li>• Languages: French, Spanish, Chinese, Japanese, American Sign Language, Italian, Portuguese, German, Russian</li> </ul> Vermont Tourism Research Data Center programs <ul style="list-style-type: none"> <li>• Participatory Modeling of Tourism and Recreation   Funded by Northeastern States Research Cooperative</li> <li>• Green Coach Research   Funded by University of Vermont Extension</li> </ul>

	<ul style="list-style-type: none"> <li>• Geotourism MapGuide in the Northeast Kingdom   Funded by University of Vermont Extension, USDA Rural Business Enterprise Grant, Sustainable Jobs Fund, and Vermont Community Foundation</li> <li>• Economic Impacts of the Northern Forest Canoe Trail   Funded by Northeastern States Research Cooperative</li> <li>• Northern Forest Research Depository</li> <li>• Agritourism: A Web-Based Resource for Farmers</li> </ul> <p>Vermont Trail Collaborative   Sponsored by the Green Mountain National Forest and Vermont Department of Forests, Parks and Recreation</p>
<b>Private Colleges</b>	
New England Culinary Institute	<p>Bachelor of Arts in Culinary Arts  Associate of Occupational Studies in Culinary Arts  Associate of Occupational Studies in Baking and Pastry Arts  Bachelor of Arts in Hospitality and Restaurant Management  Associate of Occupational Studies in Hospitality and Restaurant Management  Online Bachelor of Arts in Culinary Arts  Online Bachelor of Arts in Hospitality and Restaurant Management  Certificate in Professional Cooking  Certificate in Professional Baking and Pastry</p>
Burlington College	<p>Bachelor of Arts in Hospitality and Events Management  Associate of Arts in Travel and Hospitality (off campus - dual enrollment)</p>
Green Mountain College	<p>Bachelor of Science, Hotel/Restaurant Management  Bachelor of Science, Event Management</p>
Sterling College	<p>Bachelor of Arts, Outdoor Education</p>
Middlebury College	<p>Bachelor of Arts, International and Global Studies  Bachelor of Arts, International Politics and Economics  Resources: Rohatyn Center for Global Affairs  Languages: French, Spanish, Arabic, Chinese, Hebrew, German, Russian, Italian, Japanese, Portuguese</p>
School of International Training	<p>Visitor Exchange Program, Teaching English to Speakers of Other Languages (TESOL), Master of Arts in Intercultural Service, Leadership, and Management</p>
<b>High Schools</b>	

North Country UHS	French, Spanish
St. Johnsbury Academy	French, Spanish, Chinese, Japanese
Lyndon Institute	French, Spanish, Chinese
Danville School	French, Spanish
Community High School of Vermont	Career Education
<b>Career and Technical Education Centers</b>	
Barre Technical Center	Culinary Arts/Hospitality
Burlington Technical Center	Culinary Arts/Professional Foods
Center for Technology Essex	Professional Foods I Professional Foods II
Hartford Career Center (Middlebury)	Culinary Arts
North Country Career Center	Hospitality and Tourism <ul style="list-style-type: none"> <li>• Culinary Arts</li> <li>• Marketing</li> <li>• Lodging Management</li> <li>• Business Technology</li> </ul> French for Business/ Customer Service
St. Johnsbury Academy	Food and Beverage Services Certification “Certified Secondary Graduate” PTF Hospitality
Green Mountain Technical Center	Culinary Arts  Articulation with Community College of Maine CUA 121 Food Preparation Sanitation (3 credits) CUA 171 Nutrition and Food Quality (3 credits)
Patricia Hannaford Career	Culinary Arts
Randolph Tech Center	Culinary Arts

River Bend Career Center	Culinary Arts Pre-Tech Hospitality
River Valley Tech Center	Culinary Arts, Travel & Tourism
Stafford Tech Center	Culinary Arts and Travel & Tourism, Articulation with Community College of Vermont Hospitality Program
Windham Regional Career Center (Brattleboro)	Culinary Arts - Restaurants and Catering
Stafford Technical Center (Rutland)	Culinary Arts Recreation Resort and Small Business Management Adult Ed. Classes in ServSafe Food Protection Manager Certification National Retail Federation Customer Service Certification
Northwest Technical Center	Culinary Arts & Intro to Hospitality
<b>State Government</b>	
Department of Labor	Workforce Development and Training
Apprenticeship Program	Potential for nationally recognized apprenticeship program
Department of Commerce	
Department of Tourism and Marketing	VT Ambassador Training, Agritourism, Cultural Host, Language Diversification program
Economic Development	Occupational Information Center
Vocational Rehabilitation	TBD
Dept. of Education	See Technical and Career Education Centers

<b>Non-Governmental Organizations (NGO)</b>	
Northeast Kingdom Travel and Tourism	NEK Ambassador and Cultural Host Program (Web-based via Knowledge Vision), Agritourism, VT Byway, Historic Downtown,

	Video Training
Small Business Development Center	Provides entrepreneurial training specific to hospitality
Vermont Works for Women	Fresh Food: Food preparation program
Vermont Sustainable Jobs Fund	Farm to Plate Network
<b>Chambers of Commerce</b>	
Northeast Kingdom Chamber of Commerce	Classes and training are done in conjunction with area business and professional people, as well as guest experts on subjects of interest to members.
Newport Renaissance Corporation	Classes and training are done in conjunction with area business and professional people, as well as guest experts on subjects of interest to members.
Vermont Chamber of Commerce	Resource: CoolJobs Web pages maps out career pathways and extensive training resources. See attached matrix. The Vermont Chamber of Commerce partners with certified and qualified instructors to train and certify Vermont hospitality workers, and last year trained hundreds of Vermont employees in ServSafe, the National Restaurant Association's standard food safety program. A certificate is valid for five years.  Alcohol Safe training also available.

## **Section Five: Key challenges**

There are several challenges facing the Northeast Kingdom hospitality industry in terms of workforce:

### **Key challenge #1: Lack of work-ready, entry-level employees with basic skills**

Employers report that new entrants into the tourism and hospitality industry lack the necessary workforce readiness, basic skills, customer service skills, and quality work ethic.

### **Key challenge #2: There is a focus on project scale rather than sector scale.**

Several state-level projects have been undertaken to better understand the hospitality workforce in the state of Vermont. Reports such as “Live. Work. Play,” published in November 2011 by Vermont Chamber of Commerce, Vermont Workforce Development Council and the Department of Education, effectively lay out best practices around the state and a hospitality sector strategic plan to create an integrated system of education and training to support the hospitality industry. The Vermont Tourism Research Data Center has also performed several studies around hospitality workforce. Unfortunately, there has not been implementation of recommendations.

Overarching coordination within the sector is required to piece together the good work being accomplished in disparate parts to implement an actionable workforce development plan.

### **Key Challenge #3: Low awareness of hospitality careers**

Our research determined that many undertaking hospitality studies or working in the field have done so by default. Promoting hospitality as an intentional career choice would enable students to explore higher wage hospitality careers that require additional education at a younger age, allowing them to pursue experience in the field or take advantage of dual enrollment/ articulation opportunities for advancing their careers. In marketing the profession, the Vermont Department of Tourism and Marketing has a hospitality career promotional video but it lacks a distribution strategy to ensure it is seen by a wide audience.

### **Key Challenge #4: Lack of developed career pathways**

Career pathways provide a framework for all levels of education for relating academic knowledge and technical training to jobs in every industry sector. An effective career pathway system provides a seamless transition for students between educational institutions and ultimately into the workforce. Meeting the hospitality and workforce development needs of the region will require a coordinated response of a variety of educational institutions and employers to ensure skilled talent is available for both the immediate and long term training needs of existing, expanding and new opportunities.

## **Section Six: Recommendations**

Below are recommendations for addressing the key challenges faced by employers.

### **Recommendation #1: Provide training for entry-level positions through workplace readiness and customer service training.**

The existing Governor’s Career Ready Certificate Program, technical center hospitality offerings, NEKTTA NEK Ambassador Program, and other area resources can be deployed on a larger scale to raise the level of workforce readiness in the short term.

In the longer term, such skills should be integrated in school curriculums in a career-, college-, community-ready initiative, to ensure students are prepared to enter the workplace and/or postsecondary education and training. When possible, programs should be designed to mirror the hospitality calendar, offer credentialing that is recognized by the industry, and expand business involvement by providing work-based learning opportunities, making it necessary for businesses to play a leading role in the promotion of hospitality careers.

Both long and short term tactics should include experiential learning opportunities—employers repeatedly stressed that it is experience they most value. Trainings should also sequence into a career pathway to retain employees.

### **Recommendation #2: Identify hospitality leadership to drive workforce development efforts.**

Form a cross-functional team of hospitality businesses, government representation, educators, economic development agencies and existing efforts such as the farm-to-plate movement to address and strategize around workforce challenges. Educators, workforce development professionals and policy makers should work closely with employers to support and help coordinate training efforts within businesses.

### **Recommendation #3: Create a marketing campaign to promote higher wage hospitality jobs as a viable career choice.**

It is necessary to heighten awareness of high paying career possibilities within the hospitality sector. Although low wage jobs comprise 66% of hospitality sector occupations, the industry also includes higher-wage, professional positions. Our research found that many undertaking hospitality studies have done so by default. In promoting hospitality as an intentional career choice, it would enable students to explore higher wage hospitality careers that require additional

education at a younger age, allowing them to pursue experience in the field or take advantage of dual enrollment/articulation opportunities for advancing their careers.

Assets currently exist to market these professions: The Vermont Department of Tourism and Marketing has a hospitality career promotional video, Vermont Student Assistance Corporation (VSAC) and Vermont Chamber of Commerce have career information for students, and many businesses, such as Jay Peak and Burke Mountain, have offered experiential learning opportunities for students. Unfortunately, these efforts are not coordinated and not strategically deployed.

**Recommendation #4: Develop seamless career pathways.**

Develop hospitality industry standards aligning career and technical education uniformly within the state to better align postsecondary hospitality education or occupational needs by businesses. Professional credentials that are portable and nationally recognized such American Hotel and Lodging Association certifications are an option for consideration. Dual enrollment and articulation could then be more efficiently developed with postsecondary educators. Businesses can support and promote career pathways for students by supplying job shadowing and career exploration opportunities on site. It will take coordination and strategic alignment to have a region-wide system that provides comprehensive services and enables NEK youth to take advantage of the jobs coming to the region.

Hospitality and Tourism provides a unique opportunity for students. As there is a significant number of jobs in the industry that are entry level, there is perhaps more opportunity than in any other sector for students at high school and postsecondary levels to study and work simultaneously in the “learn and earn” model. Hotel and restaurant peak periods and varied, flexible hours are also a good fit for student schedules. Through this approach, students gain the hands-on work experience employers state as their top requirement for hiring. With appropriate career pathways in place and a coordinated system integrating experiential and classroom learning, students can gain both the knowledge and practical, real-world experience making them more competitive for mid-level jobs upon graduation.

## **Section Seven: Conclusion**

The Northeast Kingdom of Vermont is a magnificent representation of the state as a whole, with its beautiful mountains, lakes and rivers as a backdrop. Travelers from around the world come to the NEK to experience this beauty, recreation and a culture of gracious hospitality known for welcoming its guests. In order to grow the hospitality and tourism sector in the region, it will be imperative to have a world-class workforce to support this special brand.

Employers in the tourism and hospitality industry are beginning to engage in activities to raise the profile of the industry and increase and supply of skilled workers. The industry should continue and expand upon these efforts, including recruiting from untapped labor pools such as older workers and new Americans, creating career advancement opportunities and improving the working environment. Movement by employers to more stable, year-round employment opportunities will facilitate this effort. In addition, industry stakeholders should continue to work with secondary and postsecondary educators to develop and advance needed curriculum for industry-recognized credentials and degree programs. Finally, there is a strong need to incorporate workplace readiness and the cross-industry demand skills needed in the workplace into the school curricula.

## **Section Eight: List of individuals and groups consulted**

Beth Demers	Agency of Commerce
Lucy Leriche	Agency of Commerce
Jay Ramsey	Agency of Education
Laura Phelps	American Hotel & Lodging Educational Institute
Steve St. Onge	Burlington College, Academic Dean
Megan Smith	Commissioner, VT Department of Marketing and Tourism
Neil Morissette	CWS
John Fischer	Department of Education
Sherry Lussier	Green Mountain Tech Center
Jeff Limoge	Green Mountain Tech Center
Brian Barth	Jay Peak
Alex Maclean	Jay Peak
Todd Comen	Johnson State College, Hospitality Program
Bonnie Waginger	Lamoille County Planning Commission
John Mandeville	Lamoille Economic Development Corporation
Cindy Locke	Lamoille Regional Chamber of Commerce
Rich Tulikangas	Linking Learning to Life (Navicate)
Lindsey Lathrop	Linking Learning to Life (Navicate)
Eileen Illuzzi	North Country Career Center
Gloria Bruce	NEKTTA
Patricia Sears	Newport City Renaissance
Jim Greenwood	NVDA
Steve Patterson	NVDA
Kathy Daley	St. Johnsbury Academy
Clarence Davis	UVM
Mathew Barewicz	VDOL
Pat Nagy	VDOL - Apprenticeships
Jay Ramsey	Vermont Agency of Education
Tara Lidstone	Vermont Interactive Television
Alyssa Vigneault	Vermont Refugee Resettlement Program
Leane Quillen-Blume	Vermont SBDC
Bob Zider	VMEC
Patricia Giavara	VMEC
Lisa Henderson	VMEC
Dick Morse	VMEC
Linda Shiller	VSAC
Terry Callahan	VSAC
Jay Paterson	VTC Workforce Education
Maureen Hebert	VTC Workforce Education

## Section Nine: Resources

### Source List

Work. Play. Live: Report on the Workforce in the Vermont Travel and Recreation Sector, 2011  
[http://labor.vermont.gov/Portals/0/wf%20development%20council/HIECE\\_REPORT\\_6\\_13.pdf](http://labor.vermont.gov/Portals/0/wf%20development%20council/HIECE_REPORT_6_13.pdf)

Prepared by:

The Vermont Chamber of Commerce

The Vermont Workforce Development Council

The Vermont Department of Education

Benchmark Study of the Economic Impact of Visitor Spending on the Vermont Economy – 2011. December, 2012

<http://accd.vermont.gov/sites/accd/files/Documents/travel/Vermont%20Tourism%202011.pdf>

Prepared by: Chmura Economics and Analytics

Prepared for: Department of Marketing and Tourism, Agency of Commerce

Taking College Courses in High School: A Strategy for College Readiness

[http://www.jff.org/sites/default/files/TakingCollegeCourses\\_101712.pdf](http://www.jff.org/sites/default/files/TakingCollegeCourses_101712.pdf)

Prepared by: Jobs for the Future

Ready for the job: Understanding Occupational and Skill Demand in New Jersey's Hospitality and Tourism Industry

<http://www.heldrich.rutgers.edu/sites/default/files/content/Tourism.pdf>

Prepared by: John J. Heldrich, Center for Workforce Development at Rutgers University

Prepared for: New Jersey State Employment and Training Commission