Workforce Leadership
Agency/Institution Annual Report

Agency/Institution: Vermont Department of Labor (VDOL) **Year:** 2010
Program: Workforce Development Division **Individual Reporting:** Beth Kuhn

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
Mission: *The mission of the Vermont Department of Labor, Workforce Development Division, is to promote the building of public and private partnerships that advance workforce education and training to enhance the quality of the Vermont workforce. The education and training initiatives will increase the number of highly skilled workers to satisfy current and future needs of Vermont employers, while improving the quality of life for Vermont's working families.* ***Programs:*** ***- Workforce Investment Act (WIA)*** • *On-the-job training* • *Classroom training* • *Work experience* ***- Registered Apprenticeship*** ***- Next Generation Funded Training*** • *WETF training, including internship* • *Adult technical education* ***- Reach Up*** • ***Job development*** • *Individual training contracts* • *Community service placements* • *Work experience*	• *All 36 WETF grants awarded were designed with employer input and participation in training design/delivery.* • *Fourteen WETF grants were awarded to trade associations, or other entities serving multiple employers, resulting in customized training for more than 772 individuals.* • *A total of 839 individuals participated in registered apprenticeships in approximately 35 occupations. Apprentices are employed full time, and the vast majority work in high skilled, high wage, high demand occupations.* • *Approximately 1,226 individuals were trained under the 36 WETF training grants approved this year. WETF projects must include a firm commitment to hire or upgrade training graduates, and (with limited exceptions) post-training jobs must meet stringent wage requirements.* • *417 post-secondary and 654 secondary students participated in internships with Vermont businesses during FY'10, an initiative designed to connect students with employers who are hiring.* • *Services to dislocated workers, other adults and older youth are measured by entered employment rates and employment retention rates. All levels were at 85% or more of goal. All are expected to attain an industry recognized credential.* • *During FY 2010, VDOL awarded more than 1.35 million dollars for WETF Training and Internship initiatives* • *As noted above, the Registered Apprenticeship program was impacted by the recession, and many apprentices were* *temporarily cancelled, reducing our active numbers to*	• *The WETF application/review process continued to be simplified, with local VDOL representatives continuing to be the point person for promoting and developing local training projects. Increased local responsibility strengthens the VDOL/employer connection and helps ensure that training leads directly to new or better jobs.* • *Central office staff retained responsibility for promoting and developing statewide or multi-region WETF programs, and for providing timely, comprehensive technical assistance for VDOL staff and WETF applicants.* . • *Next Generation, WIA, DED and VR funding allowed us to implement a statewide "career readiness certificate" initiative, a first step in developing a permanent statewide model for delivering career/work readiness training – something that employers in every sector consistently identify as a basic, critical need.*

	approximately 700 at the end of FY 2010. As the economy improves, we expect that most will be re-registered in their respective trades, and the department is doing everything possible to keep apprentices enrolled in their technical instruction. • *Employer satisfaction with WIA services, as measured by the American Consumer Satisfaction Index, exceeded our negotiated goal with over 75% of employers surveyed participating.*	
d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.	f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
• *VDOL continued to partner with Community College of Vermont to create and deliver Career Readiness Certificate training (CCV CRC) at up to eight CCV sites statewide. We are in the third year of this initiative, and have established relationships with two large businesses who are using the program to train incumbent workers and to screen potential new hires.* • *We continue to work with our State Apprenticeship Council, VTC and other partners to explore ways to incorporate "green technology" into our existing programs for Plumbers, Carpenters and Electricians..* • *Beginning July 1, 2008, we require WETF training grantees to provide VDOL with the SSNs of all WETF trainees. We are using VDOL's wage reporting system to track wages over time, as a measure of training effectiveness.*	• *VDOL is currently contracting for Reach Up services with Creative Workforce Solutions, an initiative of Vermont's Division of Vocational Rehabilitation, by a grant from The Agency of Human Services Department for Children and Families. Working within a teaming model, staff provide core case lead functions while concentrating on those cases that are judged to be the most ready to move forward. The VDOL Reach Up Staff has a primary goal of helping people become gainfully employed in jobs that will lead to self-sufficiency using all the tools available to the entire CWS team and working within the concept of a progressive employment model.* • *As described in (d), the partnership among VDOL and CCV that established Career Readiness Certificate training should continue to produce better prepared entry-level workers, and provide employers with a resource that can help to re-train workers who might otherwise face termination.* • *After two years of successfully implementing a a statewide secondary internship program, Linking Learning to Life was awarded a performance based three year grant to expand their program.*	***FY '10:*** • ***Next Gen. Internships:*** *17 requests totaling $838,831 in funding. $324,881 was available, leaving a gap of $513,950. 12 programs were fully or partially funded.;* • ***FY 2010:*** • *In some circumstances we need a way to provide at least basic "living stipends" to support individuals while they participate in training.* • *Lack of reliable public transportation and lack of affordable, quality child care continue to limit work opportunities for many families.*

Workforce Leadership Agency/Institution Annual Report

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

Year: 2010
Individual Reporting: John Fisher

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers.	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals.	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
Students in regional career and technical education centers will: *1) Experience strong career guidance services that include career development plans which articulate a multi-year sequence of academic and technical courses as a program of study leading to a student's career goals.* *2) Gain proficiency in the employability skills demanded by 21st century workplaces.* *3) Participate in programs which will be shaped by industry standards, educational quality, academic rigor and measured by valid and reliable technical skill assessments that offer value to students (e.g. dual enrollment opportunities, higher wages and certifications).* *4) Have the opportunity to transition efficiently from secondary to post secondary programs or employment.* *5) Experience an increase in the quantity and quality of workplace learning experiences in industry settings pertinent to their career cluster/pathway.*	*New Programs of Study (POS):* *1) A team consisting of DOE/CTE, VTC and CCV attended a training workshop in Washington, designed to develop a State plan for program development.* *2) DOE/CTE and postsecondary partners and the regional centers are designing new POS in Business, Information Technology and Health Sciences. These POS will identify grade 9-12 sequence of courses leading to postsecondary enrollment in the VT State College System. Opportunities for dual enrollment, industry certifications and apprenticeships will be identified.* *3) Common assessments measuring student technical skill attainment will be identified or if unavailable, will be developed.* *4) When completed, these new POS opportunities will be documented and promoted for use by middle school and high school guidance, parents, community stakeholders.* *New Industry Education Center (IECE):* *In partnership with DOL, the State Chamber and NECI, we are establishing a Statewide IECE to meet needs in the Hospitality and Tourism sector, including Vermont foods sectors, guided by a Committee of industry leaders. New pathway programs leading to skilled employment and postsecondary education will be developed.* *New Entrepreneurship teachers manual:* *In collaboration with VT Small Business Development Center, DOE CTE is sponsoring the creation of entrepreneurship competency list, assessment tools, certification and teachers's manual for tech centers and high schools. This project will align with the National Entrepreneurship Standards and will utilize the REAL Entrepreneur materials.*	*New student skill certifications:* *1) Regional tech centers have adopted a new assessment/certification program titled VT General Service Technician. Modeled from the NATEF General Service Technician program, VT students now receive education in eight systems of the automobile and demonstrate their knowledge and skill attainment. The program is recognized by the VT Automotive Dealers Association.* *2) Through collaboration with the Associated General Contractors and DOE, students in the regional center carpentry programs will demonstrate their attainment of technical knowledge and skills through participation in the National Construction Careers Test. Student certification will be endorsed by AGC after successful completion of these assessments.* *3) Culinary Arts students at the regional centers piloted a State Hospitality Certification sponsored by DOE, NE Culinary Institute and the VT Chamber Hospitality Management Council. The students participated in a practical cooking assessment in the kitchens of NECI as well as a written assessment of knowledge.*

	Green Building Skill Standards: *DOE CTE is working with Associated General Contractors in the development of green building competencies and assessment/certification. Development will be completed by June 2009 and initially implemented in the Carpentry/Building Trades programs at regional career centers.*	
d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.	f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
1) Work will continue on technical skill assessment development. This is a long term project addressing all CTE programs throughout the State. *2) All current programs will be re-designed into Programs of Study covering grades 9-12 and postsecondary, providing a sequence of courses leading to a degree, certificate or industry certification.* *3) As a means of providing greater breadth of education within a career field, DOE CTE continue to assist in the implementation of "All Aspects of the Industry" criteria including business enterprise/ entrepreneurship and 21st* *Century Skills competencies in all regional career center programs.*	*1) The strengthening of collaborative relationships with DOL, WDC, Vermont Chamber of Commerce, Associated General Contractors, VT Auto Dealers Association and NECI have been very productive and beneficial for secondary school students.* *2) New collaborations were initiated between the Agency of Agriculture and DOE to strengthen agriculture education programs, pursuant to Act 154. DOE and the Agency of Agriculture have convened agriculture stakeholders to formulate strategies to provide greater educational and work based opportunities for Vermont students.*	*1) We anticipate further collaboration with CCV with their development and implementation of the work/college readiness initiative. If this program could be offered at each regional center, students would be able to access college readiness services prior to high school graduation; creating a more seamless transition to postsecondary education in Vermont.* *2) Additional strategies that would provide smooth transitions to continuing education after high school/ regional career center completion. Academic preparedness and financial resources continue to hamper some students.* *3) As program competencies are developed for regional center programs, collaborations will need to be developed with high schools and middle schools to adopt transitional coursework and create a sequential series of courses for students to gain greater depth of knowledge. Engagement of the guidance community will be critical to the sustainability and promotion of these opportunities.*

Workforce Leadership
Agency/Institution Annual Report

Agency/Institution: Vermont State Colleges **Year:** 2009-10
Program: VSC System **Individual Reporting:** Chancellor's Office

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals.	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
***VSC's Mission**: For the benefit of Vermont, the Vermont State Colleges provide affordable, high quality, student-centered and accessible education, fully integrating professional, liberal, and career study.This integrated education, in conjunction with applied learning experiences, assures thatgraduates of VSC programs will:* *1. Demonstrate competence in communication, research and critical thinking,* *2. Practice creative problem-solving both individually and collaboratively,* *3. Be engaged, effective, and responsible citizens,* *4. Bring to the workplace appropriate skills and an appreciation of work quality and ethics,* *5. Embrace the necessity and joy of lifelong learning.* ***• Sample Professional Programs**:* *Agribusiness Management Technology* *Automotive Technology* *Business* *Criminal Justice & Fire Science* *Computer Software Engineering* *Construction Practice & Management* *Dental Hygiene* *Digital Media* *Graphic Design* *Mechanical Engineering Technology* *Network Administration* *Nursing* *Science, Mathematics, Engineering & Technology* *Ski Resort Management* *Teacher and Special Education* *Sports Management* *Sustainable Design & Technology* *Veterinary Technology*	*1) Strengthened system-level communication with Agency of Commerce.* *2) 72% of VSC graduates are employed /continuing education in VT. (This figure includes graduates and continuing students who are going to school or working in Vermont [even if they reside in another state], and graduates who reside in Vermont and are working out-of-state.)* *3) Developed state-wide initiative for workforce development and training known as the Vermont Corporate College. The VCC will provide incumbent, working Vermonters and Vermont employers with needs assessments, customized training the opportunity to enhance their skills in the workplace, relying on nationally recognized training curricula with consistent and benchmarked assessments.* *4) 90% of VMEC clients report that they are "satisfied or very satisfied". On career readiness, the CCV Career Readiness Certificate program has far outperformed national results, with nearly double the national averages for students reaching the top two levels of certification. As of September, 2010, 44 Career Readiness Program completers are enrolled for the fall 2010 semester in 132 VSC courses.*	*The Vermont Corporate College represents a collaborative partnership between the Vermont Technical College and the Community College of Vermont that will deliver public trainings, training needs assessments, customized training, job profiling as well as DDI, Achieve Global and Workkeys related courses.*

• Workforce Training: *Technology Extension Division—Vt Technical College* *Vermont Manufacturing Extension Center* *Vermont Small Business Development Center* *Vermont Corporate College*		
d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.	f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
Implementation of Strategic Priorities; '09-'13 ***• Access and Affordability*** *1. Develop long term funding strategies for dual enrollment opportunities for the full range of high school students to raise postsecondary aspirations, increase rigor in the senior year and reduce time to and costs associated with a college degree.* *2. Development of statewide master plan through preK-16 council that will improve postsecondary aspiration, continuation and completion rates.* *3. Design long-term tuition-setting and institutional aid strategies to ensure affordability, recognizing the unique characteristics of each college.* ***• Academic Quality and Success*** *1.Continued improvement of program assessment tools at the colleges and through VSC academic program review to provide the basis tying program development to college, system and state priorities.* *2. Expand first year advising services to more students to promote retention and success.* *3. Improve the use of technology as one component of a full range of strategies to improve recruitment, retention and degree completion.* ***• Economic Development*** *1. Maximize the impact and visibility of college and system workforce development programs, including Vermont Corporate College, VTC TED, SBDC and VMEC.* *2. Strengthen local, regional and statewide partnerships to meet the needs of business and industry, and support key*	*The creation and roll out of the Vermont Corporate College will help contribute to the successes of VSC workforce programs through enhanced business development capacity, and an expanding slate of offerings that can be customized to meet the needs of individual employers and businesses.* *VSC is also an active participant in the Pre-K 16 Council, which was tasked buy the 2010 Legislature with developing a state level master plan to increase the level of post secondary attainment of Vermont students and ensure that they achieve college and career readiness.* *That objective is already being pursued by secondary students who are active participants in the college communities through the* ***VSC's Dual Enrollment Program.*** *The program allows students enrolled in high schools and tech centers to earn college credit while still in school or the summer after they graduate. Successful students earn from 3 to 18 college credits, potentially reducing the time it takes to get a degree. In addition, the VT Academy of Science and Technology (VAST) offers a full-year alternative to those students who show aptitude in math, science and technology, allowing students to complete their senior year of high school and freshman year of college simultaneously.*	***Funding.*** *Funding that is prioritized to break down silos of service delivery within the educational spectrum, can support the ongoing delivery of successful programs within the Next Generation initiative, and is based on the state's commitment to the 60% objective, will help the VSC meet its strategic goals, serve its students, and improve workforce productivity and the needs of Vermont employers.*

economic sectors in Vermont. *3. Strengthen the VSC's role in meeting State needs for identified industries and labor categories, such as allied health and health-related programs.* ***Employee***	Please refer to the following websites: www.vsc.edu, www.vtsbdc.org, www.vtcted.org.	

Workforce Leadership Agency/Institution Annual Report

Agency/Institution: AHS

Program: Creative Workforce Solutions

Year 2010

Individual Reporting Diane Dalmasse

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
The mission of Creative Workforce Solutions (CWS) is to expand access to employment for AHS customers through a coordinated approach to engaging and supporting employers in hiring AHS participants. ▪ ***Local Employment Teams*** *meet locally to coordinate outreach to employers, share job leads, and provide mutual support and learning opportunities. Membership includes representatives across the spectrum of AHS employment programs serving a wide array of AHs customers: VR, DBVI, Mental Health and Developmental Services Supported Employment Programs, ReachUp, General Assistance, Corrections and Community High School of Vermont, Youth in Custody Transition Program, and Refugee Assistance* ▪ . ▪ ***Business Account Managers*** *in each district serve the local employment teams by providing dedicated outreach to employers and facilitate communications with employers by helping identify an appropriate member of the team to serve as primary point of contact for the employer. BAMs do not carry a caseload.* ▪ ▪ ***CWS Governance Committee*** *comprised of high-level leadership from the partners across AHS meet monthly to set policy and coordinate CWS operations.*	▪ ▪ *The* ***CWS Governance Committee*** *has been formally established between the four departments and seven divisions participating in CWS. An MOU has been signed by the Commissioners and AHS Secretary to define the conditions under which AHS entities to participate and coordinate the work of CWS. The committee meets monthly.* ▪ ▪ *Two* ***"Employment Institutes"*** *have been held. These events bring together all the "boots on the ground" members of the local CWS employment teams for an all-day training and team building experience. In July, the kick-off event was held at the Statehouse, with over 200 attendees. In November, a second event was held in two locations connected by video link to join nearly 400 attendees including both employment staff and case managers.* ▪ ▪ *A shared web-based database has been secured (****SalesForce****) for all CWS partner employment staff to use to track their outreach activities with employers and job leads. The database was jump-started with a purchased list of over 28,000 employers in Vermont and communities in neighboring states. Training is currently in progress. Vermont DOL will also be asking their Employer Resource Consultants to join the CWS SalesForce training to further develop the relationship between CWS and DOL.*	*The entire conception of CWS is a significant innovation that embraces and incorporates several innovations that have been developing within AHS over the past several years. Foremost among these is the agreement to collaborate across population and program silos to improve employment services and coordinate outreach to employers. It is a major shift for many AHS programs to dedicate time to employer outreach, engagement, and services designed with employer needs in mind. New ideas central to CWS and new to many of the participating programs include:* ▪ *Creating* ***Local Employment Teams*** *to establish a coordinated and consistent process for managing job placement requests from multiple agencies. Sharing job leads among agencies represents a major change in practice.* ▪ ▪ *Offering* ***Progressive Employment Options*** *that provide funding support to employers for "alternative placement strategies" that help employers and AHS customers test out employment situations in a "low risk" environment supported by employment staff of CWS partners. These funds are used for arrangements such as work trials, internships, on-the-job training, which often lead to paid employment.*

d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.	f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
▪ *CWS is in discussions with Community College of Vermont to offer an **ongoing training and certification program for all employment staff** across the state (both on line and in person). A meeting has been held with UMASS Boston and Assumption College who have curriculum built about their willingness to become partners in this workforce development effort. Offering all CWS a consistent, comprehensive training package should help improve and maintain the quality of employment services to AHS consumers. Union Institute has also expressed interest in participating.* ▪ *CWS is seeking to integrate the **Resource Coordination** model into its offerings to employers through the vehicle of Invest EAP. The Resource Coordination model was developed under Working Bridges at Chittenden County United Way in partnership with VR and local businesses.* ▪ *A **CWS client tracking tool** has been developed for a January 1st launch that will track participants served and enable us to access administrative data for outcomes.* ▪ *CWS plans **surveys of local employment team participants and CWS customers** to monitor satisfaction with CWS implementation and services and to identify areas for improvement in services and supports.* ▪ *Expanded use of **alternative placement strategies** by CWS partners, for many of whom this is a new opportunity.*	*The entirety of CWS is a new partnership that enfolds many partnerships previously forged among groups within AHS. Existing partnerships include those between VR and the Designated Agencies providing supported employment to people with mental illness and developmental disabilities; and between ReachUp, VR, Vermont Adult Learning and Vermont DOL to serve ReachUp participants.* *Significant new partnerships extend or enhance employment services for new populations:* ▪ *CWS and **Vermont DOL** are developing an MOU regarding coordinating employment services.* ▪ ***Corrections** has vocational programs in facilities through Community High School, but through the partnership with CWS is introducing new capacity to provide employment services to individuals in field placements and after exiting facilities.* ▪ ***Youth Employment Specialist – Youth in Custody** initiative is being piloted through CWS in two areas to provide employment services to youth transitioning out of foster care.* ▪ ***General Assistance** recipients who seek benefits for consecutive months will now receive enhanced assessment and support services through a partnership with ESD, VR, and Community Action Agencies to triage recipients into VR services or an SSI application track* ▪ ***Senior Community Service Employment Program** and **Refugee Resettlement Programs** are new partners in CWS and will benefit from an expanded network of employers and shared job leads through the local employment teams.*	▪ *Two significant populations served through CWS will continue to have service gaps due to limitations in funding and geographic coverage. Employment services to the Corrections population and Youth in Custody are presently being piloted, and the value of having dedicated Employment Specialists for these populations is evident, but the services are new and lack a secure funding stream to support statewide availability.* ▪ *Many individuals served by CWS have significant need for ongoing support to keep their jobs as they cope with homelessness, mental illness, substance abuse issues, borderline IQs, traumatic brain injuries, and unstable living situations. transportation, and finances. Current case management resources are limited, particularly for clients that do not qualify for Medicaid targeted case management services. CWS employment staff work in partnership with case managers to try to address these needs, but they have neither the time nor resources to effectively provide targeted case management. The Resource Coordinator is one strategy that CWS is exploring but additional strategies and resources are needed.*

Workforce Leadership Agency/Institution Annual Report

Agency/Institution: AHS

Program: Child Development Division

Year 2010

Individual Reporting: Jan Walker

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals.	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
A primary goal of the Child Development Division (CDD) is to improve the quality of child development services. Vermont has a comprehensive in-service professional development system and career ladder that embeds the following programs: ***1) Industry Recognized Certificates of Proficiency*** *for technical school students entering the early education field* ***2) 4,000 hr Registered Apprenticeship Program*** *and 1,000 hour On-The- Job certificates managed with the DOL and the Vermont Child Care Industry and Careers Council, Inc.* ***3. Certificates of Recognition for Credentials and achievements*** *on Vermont's Career Ladder for Early Childhood and Afterschool Professionals (Vermont specific credentials include the Vermont Program Director and Afterschool Professional Credential)*	***Goal 1****Formal employer and participant feedback, as well as research based best-practice, formally guides the overall professional development system. An assessment of mentoring activities including apprenticeship was undertaken that informs the emerging work on a statewide system that recognizes this critical work.* ***Goal 2*** *Workforce may freely move into well paid positions in public school settings due to CDD professional development infrastructure. Many will remain in high quality programs with higher salaries because of Vermont's Program Quality Recognition and Improvement System "STARS"* ***Goal 3*** *The number of Career Ladder Certificates has doubled from 2009. Now more than 500 Individuals have received recognition.* ***Goal 4****) STARS program participation continues to grow which is often a driver for increased training and professional growth.www.STARSstepahead.org*	*Grants awarded by CDD to programs and organization require clear goals and strategies be implemented that will support CDD professional development and program quality goals.* *The career ladder supports and recognizes national as well as state-developed certificates credentials.* *On- site observation of individuals participating in some "career ladder" course work is a major improvement.* *New work on systemically developing and strengthening mentoring/advising/consulting will be exciting to see and support.*
d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	**e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.**	**f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.**
Enhance Statewide Mentoring, Coaching and Advising System (including apprenticeship) *Increased Certificate of Proficiency Participation* *Additional Professional Development Credentials*	*Continued Expansion of Registered Apprenticeship through new state outreach for public- private funding for the 6 core courses*	*Funding to support the apprenticeship courses* *More technology- based learning opportunities* *Consistently available on-site mentoring/consulting*

Workforce Leadership
Agency/Institution Annual Report

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

Year : 2010
Individual Reporting: Paul Dragon

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
DCF Economic Services Division administers Vermont's Temporary Assistance to Needy Families Program (TANF), Reach Up and three other related programs. A primary goal of Reach Up is to assist families to gain and retain employment. . *1) **Reach First:** Provides short-term financial supports so families can maintain financial stability during short breaks in employment. Participants are supported with benefits, job search activities, career exploration and vocational assessments.* *2) **Reach Up:** Provides on-going financial supports to families while they participate in activities that will address the impact of barriers to gaining and retaining employment. Educational and training activities along with case management services are provided to help participants achieve stated employment goals.* *3) **Reach Ahead:** Reach Ahead provides a supplemental food benefit to support working families leaving Reach Up who continue to meet a TANF work requirement in an effort to support job retention.* ***4) Post Secondary Education:** Reach Up supports a post-secondary education program which provides financial supports and case management services to income eligible families with dependent children to gain degrees and credentials.* *5) **Support Services:** Participants in any of the programs described can receive support services. Examples of eligible support services include car repairs and insurance, work clothes, tuition and other training fees, and performance incentives.*	• *Number of families engaged in work activities at a TANF countable level.* • *Number of families with some wages.* • *Number of families who receive a vocational or post-secondary credential.* • *Reach Up and Public Service Employment Leavers study.*	*1) ESD Reach Up partners with Creative Workforce Solutions and continues to contract with Voc Rehab, the Department of Labor, Vermont Adult Learning and its new partner, Vermont Refugee Resettlement to provide job coaching and job development to needy families including TANF eligible refugees.* *2) ESD Reach Up offers individual training contracts to employers in order to mitigate the additional cost and risk in hiring a candidate that does not have a solid work history and/or does not meet the minimum qualifications of the position.* *3) ESD Reach Up offers enhanced access to vocational evaluations.* *4) ESD Reach Up is currently developing a service delivery model that will utilize the Boys and Girls Club infrastructure and programming in 22 sites across the state to create supported work sites for training and employment.* *5) ESD Reach Up developed pilots to work specifically with individuals who have not successfully engaged in the services component of the program and individuals who have significant mental health issues.* *6) ESD Reach Up utilizes mental health and substance use screens to assist people in overcoming barriers to work.* *7) ESD Reach Up has created a teaming model with partnering agencies to provide comprehensive employment services and supports to participants.* *8) ESD Reach Up Staff have been trained in Process Improvement techniques to provide continuous improvement to the delivery of employment and support services.* *9) ESD Reach Up has created a new process for progressive assessment.* *10) ESD Reach Up has successfully piloted a subsidized employment program.* *11) ESD Reach Up has piloted a therapeutic workplace for parents in substance use recovery.*

d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.	f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
1) Create stronger connections between community-based, work experience sites and our educational placements with existing, community job development and placement services. *2) Evaluate and expand car loan/car brokering service to remove transportation barriers to successful, competitive employment.* *3) Implement a subsidized employment program to give employers incentives to hire Reach Up workers*	*1) Partners with CWS, VDOL, VAL, VABIR and VR for job training, development, job coaching and placement.* *2) Grant agreements with parent child centers, adult education providers, transportation providers, community action agencies, colleges, VSAC, and housing services providers to offer the necessary support services which allow individuals to maintain employment.* *3) A pilot is being developed in the Northeast Kingdom that changes how services are being delivered. This effort is part of a federally supported TANF Rural Communities Initiative.* *4) Identify opportunities to co-locate supports necessary to maintain employment with job training and job experiences in central and accessible locations.* *5) Partnership with Community Mental Health Agencies to provide services to Reach Up participants.* *6) Partnering with VRRP to provide case management services and cash assistance to TANF like refugees.* *7) Partnering with Voc Rehab and CVOEO/Food Shelf to provide a therapeutic workplace for parents in recovery.*	*Transportation, childcare and access to mental health and substance use service are gaps that need to be addressed.*

Workforce Leadership Agency/Institution Annual Report

Agency/Institution: AHS
Program: Corrections Workforce Development

Year: 2010
Individual Completing Report: Dana Lesperance

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals.	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
Mission: *Create a workforce development strategy within Corrections existing infrastructure that supports a strength-based, transition-focused approach combining correctional facility and community resources to provide industry training and meet the workforce needs of individuals in Corrections.*	*Accomplishments that have met the overarching goals for employment and training are:* • *Starting in March '10 Corrections became a partner in the AHS initiative Creative Workforce Solutions. This has opened up doors to a focused connection with Vermont employers allowing us to deliver training and information to offenders about what Vermont employers are looking for.* • • *CHSVT has partnered with UVM transportation research center and AOT to deliver a Transportation Systems Academy to offenders in correctional facilities that provided education and on-the-job training in the transportation field. This has resulted in 5 offenders working directly in the transportation field and 4 other offenders obtaining employment with 5 days of release in related fields of work as of November 2010. Not all participants had been released as of November.* • • *DOC Workforce Development has received funding from DOL for a pilot project called Meeting Women Where They Are. This is a partnership between DOL, VSAC, VR, and Vermont Works for Women to design a workforce strategy that will meet the unique needs of women as they transition out of correctional facilities back into the world of work. This model is designed to support the specific needs of individual women through course work, work experience, portfolio building, and skill building.* • • *Our work with Habits of Mind continues to enhance the work ethics and problem solving skills of offenders through providing explicit bench mark behaviors sought by employers. The Habits of Mind work has been shared with many of our partners to begin to provide a common language and skill set for individuals in and out*	***Innovations in 2010 have included:*** • *Implementation of a Pro Start course at the Springfield correctional facility. Pro Start is the leading culinary course offering culinary certification that prepares participants for all aspects of the culinary field to include preparing portfolios for entry into the career field. We have partnered with the Vermont Chamber of Commerce to provide employment support and options to participants.* • • *Implementation of a Solid Works course at the Newport Correctional Facility. Solid Works is another leading industry course in the field of design, machining, and innovating manufacturing. Solid Works certification is sought by many employers in Vermont in manufacturing and design.* • • *Creative Workforce Solutions has opened multiple doors for workforce development in Corrections. We have the ability to provide industry standard education, be flexible to work with community partners and employers, and provide portfolio building activities to assist with obtaining employment. What we lack is the ability to support offenders when they are ready to get on the job experience or apply for employment. This is the area that CWS can really assist our population. We have been working extremely hard to*

	of correctional facilities. In March 2010 CHSVT hosted the theorists and authors of the Habits of Mind Art Costa and Bena Kallick for a two day seminar attended by 200 participants from AHS, DOL, and public schools. • • *CHSVT has partnered with Green Mountain Harley Davidson, Lake Champlain Maritime Museum, and the Champlain Sailing Center to provide vocational education and community participation experience to our students.*	*connect seamlessly with CWS by sharing our work and finding ways to Interface with CWS so that when offenders are ready to connect with CWS they are prepared and ready. This also will help CWS to work with more offenders in a more efficient manner.*
d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.	f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
Future Plans: • *Build a Workforce Readiness Team that will coordinate efforts and align outcomes to enhance workforce readiness as individuals transition from Corrections. This team will bring together a variety of viewpoints across programs and disciplines within DOC, and work to enhance the DOC workforce readiness programs, as well as the workforce culture within the department. – This has been a lofty goal in a time of staff and budget reduction. Although DOC ran a workforce development program 2003-2006 it has been difficult to transfer the knowledge from the program to an overall workforce strategy. This work continues with the completion of the 2009-2010 Career Development Facilitation course and the CWS initiative.* • *Strengthen workforce development and vocational/technical efforts and partnerships at CHSVT community campuses and probation and parole offices. – This work also continues in many communities as we find community partners and non-traditional education sites in Vermont's communities. We are also working with CWS progressive employment options to provide on-the-job training and education to offenders.*	*New Partnerships & Collaborations:* • *Community High school of Vermont and Vermont Correctional Industries are combining resources to deliver career readiness skills, work ethics training, and real time work experience. This work continues to build capacity through initiatives and education provided by the Offender Workforce Development Specialist course and researching best practice in correctional industry programs.* • • *Voc. Rehab, Economic Services, DOL and other community partners are coming into the Career Resource Centers in the facilities and are meeting with offenders prior to their release date. These meetings are to schedule intakes, assess needs and prepare offenders to enter the workforce. Over the past year the Career Development Team has added three new assessments to the World of Work course to prepare offenders to see where they are prior to these meetings in order to have more effective meetings and better use of staff time.* • • *Community employers who are interested in employing offenders are invited to come into the VCI shops, attend Habits of Mind application group meetings and discuss employment topics with offenders. This has been a positive experience for employers, staff, and offenders* • • *A recent meeting between CHSVT and CCV is*	*Gaps in Service Delivery:* • ***Movement of Corrections Population:*** *The most significant gap is the movement of offenders between Vermont facilities and out-of-state placement. It is difficult to get offenders placed in one area long enough to provide focused and extensive training. When offenders are sent out-of-state they are often taken out of their vocational courses and out of facilities that can offer the employment training that is connected to Vermont's employment initiatives and the workforce development system that has been proven effective in assisting offenders in obtaining employment within 5 days of release in Vermont.* • • ***Post-Secondary Education:*** *We are also working with CCV and VSAC to fill in the gap that has been identified between secondary and post-secondary education. There is a need to research how to better support individuals involved in corrections who are interested in continuing their education. Often these are people from generational poverty, who are not confident in their educational abilities, and first generation college students. Today's workforce in more education based and fast paced. We need to start looking at how to prepare correctional clients for a knowledge-based economy.* •

• *CHSVT students and offenders transitioning back into the community from correctional facilities will complete a career readiness portfolio. Throughout the past year CHSVT has created a Career Development Team that has looked at a statewide "World of Work" course that will be offered at all campuses. Staffing is a struggle at this point, but as we build the infrastructure and identify needs we are working to address the issues through action planning and resource management.* • *Within DOC we need to work on mechanisms to prioritize offenders who would benefit most from a workforce development style program. This would include older offenders who have been in the correctional system for a longtime, offender with elevated criminogenic need areas that effect employment, and offenders who have poor work history. There is a need within corrections to build systems that offer career development beyond what CHSVT does with their traditional students. CHSVT has a focused mission as a high school; there are many offenders who fall outside the traditional high school criteria with a need area in employment.*	*beginning to exploring the use of Career Readiness Certification including Work-Keys certification as a next step for offenders who have participated in DOC workforce programs. This seems to be a natural progression and keeping to out motto of Living, Learning, and Working. As we build a stronger foundation within corrections workforce development the next step is to add continuing education in academic, vocational, and employment needs.*	• ***Technology:*** *Many employers are now using web-based application processes. Email is becoming a necessary tool for work search and networking with employers. The internet is a very important part of the world now. We are currently looking at ways to teach Correctional clients how to use the internet for work search, to set up a professional email address, how to use on-line applications. Technology is an important piece of our work over the next year. It is necessary for Corrections Workforce Development initiatives to look at safe and secure ways to safely teach offenders to use the internet for employment and education.*

Workforce Leadership Agency/Institution Annual Report

Agency/Institution: AHS **Year** 2010

Program: Vocational Rehabilitation **Individual Reporting** Diane Dalmasse

a) Your mission and listing of programs that prepare individuals for employment and that meet the needs of employers for skilled workers	b) Highlight measurable accomplishments that have contributed to achieving the four overarching goals	c) Significant innovations that improve the delivery of workforce preparation services, i.e. your best new ideas.
The mission of VocRehab Vermont (VR) is to help Vermonters with disabilities prepare for, obtain, and maintain meaningful employment and to help employers recruit, train and retain employees with disabilities. ▪ ***General VR services*** *offer expert vocational assessment, counseling support, and funding resources to Vermonters with disabilities to gain employment, pursue post-secondary training and progress in their careers.* ▪ ***Transition Counselors*** *serve a youth-only caseload (mostly under age 21 and in high school) and maintain a vital role in local high schools and Core Transition Teams.* ▪ ***Supported Employment*** *grants to the designated developmental services/mental health agencies promote an emphasis on work as an important goal and outcome for Vermonters with significant disabilities, including TBIs and behavioral disabilities.* ▪ ***ReachUp Counselors*** *serve welfare recipients who face multiple hurdles in the job market and often have hidden disabilities.* ▪ ***Benefits Counselors*** *helps Social Security Disability beneficiaries overcome barriers and use work incentives to return to work.* ▪ *Several other initiatives address the unique situations of offenders, veterans, and particular disability groups.*	▪ ▪ *VR devotes more than a third of its case services spending to post-secondary education and vocational training structured to meet vocational goals, and at least another third for on-the-job training and employment supports.* ▪ *The proportion of youth under age 25 in VR active caseload has grown from 22% to 34% in the past ten years, as the number of transition counselors has grown to 16 serving all Vermont high schools* ▪ *VR manages nearly 40 grants to designated developmental services/mental health agencies to provide supported employment services. In 2010, the MH contracts were converted to performance-based contracts; the same process is currently under way with DS providers.* ▪ *The value and quality of VR's vocational and SSI application services have been recognized in a grant from DCF to assess, triage and manage long-term GA recipients and move them either into VR services or an SSI application track.* ▪ *Benefits counseling has been shown to result in a 20% increase in employment rate and near doubling of income for employed participants; Vermont ranks high in the number of SSA beneficiaries who work and use work incentives.* ▪ *A survey of employers using VR's alternative placement program found high satisfaction and an increase in the likelihood that employers would actively recruit workers with disabilities.*	*The infusion of $1.6 million in ARRA stimulus funds in 2009-10 allowed VR to expand access to paid services and supports that help consumers prepare for and maintain employment. VR targeted most of its funds to:* ▪ ***Alternative Placements*** *($450,000) such as work trials, internships, on-the-job training, temp-to-hire placements, and other options that help workers gain experience and an introduction to local employers while letting employers test out workers with disabilities in a "low-risk" environment.* ▪ ***Short-Term Training*** *($150,000) that can lead directly to employment within a short time-frame. Typical programs include those resulting in a Commercial Driver's License (CDL) or Licensed Nursing Assistant (LNA) certificate, and training for mechanics and weatherization installers.* ▪ ***Workplace Supports*** *($350,000) to help workers stabilize in their jobs, i.e., clothes, transportation, tools and equipment, etc.* ▪ ***Car Coach*** *($200,000) to provide hands-on help to consumers to purchase reliable cars. The Car Coach works with consumers to assess vehicle needs and educate them on car maintenance, budgeting, credit, and loans. The Car Coach can also negotiate with car dealers and help arrange a loan.*

d) Future plans or areas for improvement that will contribute to the achievement of the four overarching goals.	e) New partnerships, or collaborations, public or private that contribute to the successes of your program(s) and that reduce duplication, or enhance the delivery of services.	f) Any significant gaps in service delivery to the individuals you serve that, if addressed, would increase their success.
VR is taking a leadership role in the development of Creative Workforce Solutions, which is reported on separately in this document. Many of the future plans that VR is pursuing are reported under CWS, including employment staff training program, satisfaction surveys, employment services client tracking, and and further development of the Resource Coordinator program. Initiatives specific to VR include: ▪ *Expanding both the Youth Employment Specialist and Health Careers for Youth programs to new sites and populations.* ▪ ▪ *Expanding VR's partnership with Veterans Administration to coordinate vocational services to veterans with disabilities.* ▪ ▪ *Continued use of alternative placement strategies, such as job shadows, on-the-job training, internships and other "low risk" opportunities that allow employers to try out workers prior to permanent hire.* ▪ ▪ *VR was awarded an enhanced In-Service Training Grant from RSA which will be used in part to contract with Paul Harrington to provide a training series for VR counselors on using Labor Market Information.* ▪ ▪ *Developing an integrated case management system serving VR, DBVI, and employment staff from agencies partnering with VR.* ▪ ▪ *Development of in-house video-conferencing capabilities to facilitate training and peer meetings for VR staff and partner agency staff.*	▪ ▪ *VR has been a major driving force in developing the **Creative Workforce Solutions** partnership as an AHS Challenges for Change initiative.* ▪ ▪ *VR is an active partner in the **Youth in Transition Leadership Team**—a collaborative effort among DOC, DOE, DCF/FS, DMH, DOL, VCRHYP, VR, parents and youth. This group seeks to improve services and coordinate resources and initiatives among these stakeholders to yield better outcomes for youth transitioning to adulthood* ▪ ▪ *VR is partnering with several private businesses and nonprofits to pilot a worksite-based **Resource Coordinator** who provides social work services for employees from poverty cultures to prevent situations, behaviors, and communication conflicts that lead to high staff turnover for employers.The model has been effective in decreasing turnover rates, improving job performance, and reducing stress for all staff.* ▪ ▪ *VR initiated a partnership with Copley Hospital, Lamoille County Court Diversion, and Vermont DOL to begin the **Health Careers for Youth** program It provides economically disadvantaged young adults with a variety of disabilities the chance to learn about Health Careers and to do paid work in a variety of hospital departments* ▪ . ▪ *VR is involved in the new **Leadership Committees for both Developmental and Mental Health Supported Employment Programs**.These are comprised of key decision-makers who are developing and implementing strategies to improve supported employment services.*	▪ ▪ *Youth have very specific developmental needs as they enter the world of work. VR has seen promise in developing dedicated **Youth Employment Specialists** equipped to provide intensive job development, placement, and retention support services with youth along the continuum of work-based experiences. VR continues to explore ways to fund these types of positions* ▪ ▪ *Many individuals with disabilities do not qualify for Medicaid case management, but have a significant need for ongoing support to keep their jobs as they cope with homelessness, mental illness, substance abuse issues, borderline IQs, and traumatic brain injuries. VR counselors try to fill the gap currently, but have neither the time nor resources to effectively provide **targeted case management for underserved groups**.*