

**Vermont State Workforce Development Board**  
**Full Board Meeting Agenda**  
**April 10, 2017, 12:30 – 4:00 pm**  
**Capitol Plaza Hotel, Montpelier, VT**

12:30 PM – 12:55 PM	SWDB Members arrive and sign in
1:00 PM - 1:15PM	Frank Cioffi call to order, minutes of previous meeting Welcome and recap of Strategic Priorities & overview of today's meeting Introduction of Rep. Tristan Toleno and Ellen Kahler
1:15 PM - 1:20 PM	Overview of Process Rep. Tristan Toleno and Ellen Kahler
1:20 PM - 1:30 PM	1-2-4-8-All Exercise <i>This process is designed to focus the group on a single guiding question and provide a structure for people to interact with each other while also pruning ideas to a manageable number.</i>
1:30 - 1:35 PM	Opening Round (1) - 5 minutes <i>What do you think are the three most pressing opportunities for change, improvement or expansion within specific job training, apprenticeship, internship, 2 year degree, and certificate program workforce development areas?</i>
1:35 - 1:50 PM	Second Round (2) - 15 minutes <i>Repeat question - Each pair will leave this round with ONE list of three.</i>
1:50 - 2:10 PM	Third Round (4) - 20 minutes <i>Repeat question - Each group of four will leave this round with ONE list of three.</i>
2:10 - 2:30 PM	Fourth Round (8) - 20 minutes <i>Repeat question - Each group of 8 will leave this round with ONE list of three.</i>
2:30 - 3:15 PM	Report Outs <i>Report out the top three themes from each group of 8. Scribe will capture them on a separate sheet, grouping them for repeated themes.</i>
3:15 - 4:00 PM	Frank Cioffi Introduces Governor Phil Scott Governor Scott addresses SWDB Q/A with Governor Scott

**Follow-up Action:**

SWDB Chair, Commissioner of DOL and SWDB Staff will review the work product and then disseminate the work product summary document to the SWDB Operating Committee and then to the SWDB Board.

SWDB Chair and Commissioner of DOL *will identify and assign SWDB Board members to Strategic Priority Workgroups for further work on the development of each Strategic Priority.*

SWDB Chair and Commissioner *will identify a convener/organizer for each workgroup.*

**Vermont State Workforce Development Board**

**Full Board Meeting Minutes**

**April 10, 2017**

**12:30 – 4:00 pm**

**Capitol Plaza Hotel, Montpelier, VT**

**Board members in attendance:** Frank Cioffi, Mike Lane, Jeb Spaulding (represented by Tricia Coates), Tom Longstreth, Scott Johnstone, Melissa Hersh, Judy Geiger, Amanda Beraldi, Rose Lucenti (represented by Dave Lahr), Tom Torti (represented by Cathy Davis), Dennis LaBounty, Geoff Glaspie (represented by Mark Benson), Greg Maguire, Janette Bombardier, Representative Kathy Keenan, Kent Eldridge, Commissioner Lindsay Kurrle, Representative Tristan Toleno, Gerry Ghazi, Ellen Kahler, Kiersten Bourgeois, Jen Kimmich, Secretary Rebecca Holcombe (represented by Dep. Secretary Heather Bouchey), Laurie Gunn, Commissioner Joan Goldstein, Suzanne McDowell, Pat Elmer, Chris Loso, Commissioner Lisa Menard, Senator Kevin Mullin, Joyce Judy, Diane Dalmasse, and Pixie Loomis.

**Board members in attendance by Skype:** Brian Kerns and Nate Beach

**Governor's and State Agency & Department staff in attendance:** Jay Ramsey, Dep. Secretary Ted Brady, Rich Tulikangas, Hugh Bradshaw, Michele Kupersmith, Dep. Secretary Michael Harrington, Danielle Kane, Suzie Wagner, Wendy Morse, Barb Smith, Jane Fortin, Kevin Stapleton, Mat Barewicz, and Sarah Buxton

**Guests in attendance:** Senator Tim Ashe, Vincent Illuzzi, John Schultz, Thomas Saylor, Patty Shirk, Mary Niebling, Len Schmidt, Seth Bowden, Steve Howard, Lynn Bondurant, and Linda Tarver

**New business**

- a) Governor Phil Scott attended to address the Board and engage in Q & A.
- b) Senate Pro-Tem Tim Ashe and VSEA President Steve Howard addressed the group re: their concerns about the Governor's executive order to merge ACCD and VT DOL.
- c) Minutes: Motion to accept the minutes of the December 8, 2016 SWDB meeting was made by Gerry Ghazi and seconded by Tom Longstreth. The motion was voted on and approved unanimously.
- d) The meeting was designed to test and carry out a new meeting format to focus the group on a single guiding question and provide a structure for people to interact with each other while also pruning ideas to a manageable number. The question was: What do you think are the three most pressing opportunities for change, improvement or expansion within specific job training, apprenticeship, internship, 2 year degree, and certificate program workforce development areas?
- e) The opening round of the process took place – each member and all others in the room wishing to participate – writing down their answer to the question posed.
- f) The second round of the process took place – groups of two met to choose three responses from the six that the two of them had produced.
- g) The third round of the process took place – groups of four met to choose three responses from the second round.
- h) The fourth round of the process took place – groups of eight met to choose three responses from the third round.
- i) Report-outs were done by each group of eight. Flip chart notes from break out sessions are attached.
- j) Motion to adjourn was made by Greg Maguire and seconded by Kathleen Keenan. The motion was voted on and approved unanimously. The meeting was adjourned at 3:48 pm.

Respectfully submitted,

Michele Kupersmith 4.17.18

## SWDB April 10, 2017 Meeting

Break Out Groups. We started first with people working in 1 or 2 person groups, then moved to 4 person groups, then to 8 person groups. The notes here are in reverse order starting with the results from the groups of 8, then 4, the 1-2. These are the raw notes transcribed from flip chart paper.

### Group of eight (8)

- Career Pathways aligned to a system that will provide the learning opportunities, structure, and support people need for success.
- One Stop-Centers – physically, virtually and philosophically to coordinate a comprehensive package of valuable services for businesses and job seekers.
- Affordability - for discussion.

### Group of eight (8)

- Simplify – Make more people aware of training opportunities for themselves, employees, clients, etc.
- Make senior year more productive for non-four-year students with requirements for apprentice/Certificate/2-year prep and educate Middle School/High School Guidance Counselors.
- Employer engagement with High School and other groups/potential employers to identify/support customized training (meet them where they're at) with regional focus/employment needs.

### Group of eight (8)

- Strong investment in
  - Apprenticeships
  - Internships
  - Certificate Programs

Starting at the High School level.

- Broad public strategy to emphasize and de-stigmatize value of non-baccalaureate employment opportunities.
- Incentivize access to certificate programs tied to LMI data, employment outcomes, and targeted groups.

### Group of eight (8)

- Consolidation and coordination
  - Single point of contact for employers
  - Coordinated menu of programs for candidates
- Employer Driven Strategy: Build skilled labor
  - Sector partnerships with industry recognized credentials (employers, school nonprofits, NGO's)
  - Stackable credentials
  - ROI, data measures
- WPA/CCC – Public Sector Jobs – skilled labor, transferrable skills

### Group of eight (8)

- Comprehensive career guidance system that connects individuals (grade 7 – adult) to employers and includes a continuum of work based learning experiences
- State and employers collaborate to create distinct job training for jobs that have the most potential (volume/\$) per McClure report.

- Create a flexible system for wrap around supports that increases retention of workers/trainees and that supports those with the greatest challenges (economic/ability).

#### Group of eight (8)

- More active role for employers at all phases of hiring and for incumbent workers, from recruitment to providing job experiences (shadow, internships, apprenticeships, mentoring), and scholarships.
- Provide incentives and remove barriers to drive education and training participation and completion (i.e. transportation, child care, scholarships)
- Expected 14+ years of education – includes a menu of options including on-the-job training, education, internships.

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#### Group of four (4)

- Create coordination and single point-of-contact for employers. Make it efficient and easy! (#1)
- Define industry recognized credentials from employers so achievement translates to employment.
- Create coordinated menu of programs for candidates:
  - Compare options
  - Understand credentials gained
  - Connect to employers
  - \_\_\_\_ earnings
  - Connection to job opportunities

#### Group of four (4)

- Sector partnerships: Build skilled labor for specific jobs/ sectors
- Return of WPA/CCC – public jobs for out-of-work doing/building public works and infrastructure, public needs (housing, clean up).
- Consolidation workforce development silos, coordination and continuous measurement of pre- and post-training outcomes (#1)
- Awareness

#### Group of four (4)

- Career pathways – state identified, employer-informed, postsecondary elements, linked with priority sectors, start 7<sup>th</sup> grade.
- Affordable experiential training and postsecondary opportunities.
- Co-location, access for vulnerable populations.

#### Group of four (4)

- Strong investment in:
  - Apprenticeship
  - Internship
  - Certificate Programs
- Funding employer-driven – leading to guaranteed employment including incumbent workers
- Funding tied to target groups including mature workers, Vets, disadvantaged, youth, etc.

Group of four (4)

- Retention of participants within Vermont
- Awareness of opportunities for both individuals and employers. Includes pathways to success, resources to leverage.
- Partnering between state and employers to define training content, leading to guaranteed opportunity.

Group of four (4)

- Comprehensive career guidance that connects seventh grade plus kids to employers and includes a continuum of work-based-learning experiences.
- Create distinct job training for jobs that have the most potential (volume/\$\$) per McClure report.
- Create flexible system of wraparound supports for those with the greatest challenges (economic/ability).

Group of four (4)

- Structured and comprehensive program which highlights, promotes and coordinates all workplace training opportunities.
- One-Stop Style Center and philosophy for job seekers and businesses to coordinate and package services. Create true career and training resource centers in Vermont.
- Strong, consistent, and ongoing external support system to support overcoming barriers to success.

Group of four (4)

- Ongoing incumbent worker training (structured, expected) invested in by employers and government.
- Expected 14+ years of education – includes menu of options training, opportunities, on-the-job experiences, apprenticeship. When done can step into job.
- Apprenticeships and internships – work site experiences – eliminate barriers – liability, engage employers.

Group of four (4)

- Simplify
- Meet people where they're at (skills)
- Access statewide (geographically)

Group of four (4)

- More active role for employers at all phases: recruitment, job experiences (shadows, internships, mentors, apprenticeships, scholarships)
- Create a shared vision of success and measure results for accountability across all partners.
- Provide incentives to drive employment and training program participation and completion – transportation, child care, scholarships.

Group of four (4)

- Make senior year more productive for non-four-year students with requirements for apprenticeship/certificate/2-year prep and educate Middle School/High School guidance counselors.

- Employer engagement with High School (designated) to identify/support customized training (meet them where they are at) (apprenticeships/certificates/two-year) with regional focus/employment needs. (Basic employment skills and 'tech'.
- Down-payment/mortgage assistance support for "come back to Vermonters". (Key to professionals/college grads returning.

#### Group of four (4)

- Free access to certificate programs for High School student and employed individuals.
  - Broad public strategy to emphasize value of non-baccalaureate employment opportunities.
  - Promote internships, apprenticeships and postsecondary access for High School students.
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#### Group of two (2)

- Define industry recognized credentials from employers so achievement of credentials translates to real outcomes
- Create correlation of programs for employers – too many places to go to figure out -- one point of contact for all programs
- Create coordinated menu for program candidate (why, what skills, how does it equate to employment, earnings potential, connection for job opportunities)

#### Group of two (2)

- Every high school to establish a robust internship program – connecting students to employers
- Comprehensive state-wide system for just-in-time wrap-around support services for people in training programs (considering rural areas) (transportation) (in college)
- Career and college readiness prep for students with disabilities, with challenges (economic, opportunity)

#### Group of two (2)

- Retention of program participants within Vermont
- Sharing / partnering among similar businesses to focus technical & professional (foundational) skills within program
- Making programs accessible to all interested / qualified participants

#### Group of two (2)

- Training currently so spread out + fragmented, no big picture strategy – this should be under 1 department + streamlined; includes apprenticeship
- Define who is doing what + where – system-wide disconnect
- Mentoring – not necessarily in company / place of employment
- Provide greater external supports – tires example. Not the responsibility of employer / training provider
- Steering people to the occupations we need

#### One (1) or two (2) person group

- Comprehensive career guidance for grade 7-12 students
- Build on Flexible Pathways/Act 77 by developing and communicating career pathways to help people of all ages

- Focused efforts on prepping people for the jobs that have the most volume and \_\_\_\_ (e.g. McClure report)
- TIPS/High School internship program in every high school in the State.
- Develop statewide system of comprehensive wrap-around services for folks with challenges. On-time funding.

One (1) or two (2) person group

- Expand apprenticeship program to cover “skilled” labor as a way to give those not going to any postsecondary education a path forward.
- Similarly, create focus on skills in 2 year degrees to create a path for those with trades interest (focus on VTC)
- STEM focus for young women

One (1) or two (2) person group

- Develop entry level criteria that could be trained within a faculty
- Develop initiatives for retention (millennials) or credit/career pathing
- Paid internships – lower level jobs to gain experience through re-entry \_\_\_\_.

One (1) or two (2) person group

- Move to a client centered delivery system that meets people wherever they are in their training.
- Develop entry level and beyond paths for skill development
- Re-order or simplify programs (sort in buckets)
- Simplify programs
- Meet them where they’re at
- Statewide

One (1) or two (2) person group

- High School graduates – culinary field
- Apprenticeships in the trades
- On-the-job training opportunities – liability issues

One (1) or two (2) person group

- Dual enrollment vouchers for high school students to access non-credit bearing certificate programs – not just college
- More robust apprenticeship programs, similar to electrical and plumbing

One (1) or two (2) person group

- Assimilation of new Americans into the workforce. We need to address programs such as the teaching of English.
- Better coordination between higher education and internship opportunities at businesses.
- Up-training certification. Creation of better awareness – information to businesses

One (1) or two (2) person group

- Sector partnerships, employers connected with NGO/Training/Academic institution to prepare workers/create pipeline
- Supported employment/training. Public good/investments – new WPA, CCC
  - Weatherization
  - Solar
  - Housing
  - Environment
  - Recreation
  - Clean-up
- Data – pre/post

One (1) or two (2) person group

- New WPA Vermont Programs. Pair Vermont investment with workers
- Connect employer sector – employer partnerships
- Fund college and postsecondary training
- Data
- Post high school training

One (1) and two (2) person group

- Better coordination with career technical centers especially at an earlier age for students
- Internships or apprenticeships for students 18-24 who have been labeled as the “lost group”
- Better interfacing between DOL and employers to get people ready for career advancement

One (1) and two (2) person group

- Strategies to boost enrollment in resort/hospitality. Reference: lift mechanics program is great as well as electrical apprenticeships – need more participants! Automotice/plumbing/etc.
- Culinary – statewide shortage of skilled culinary workers. We need these working in VT to make this a great place to live no matter what job you hold. Also good career path for people.
- High school – prep for basic workforce skills. I find many lack basic communication skills and commitment to just showing up. How will they ever grow if they can’t begin with a simple service job?

One (1) or two (2) person group

- Believe labor should be independent of promotion of business
- Keep the money focus on individuals
- Retrain program participation (apprenticeship) within State of Vermont – ROI
- Summer institute – train students – then some left for engineering school
- Sharing and partnerships with other businesses – team work and communication – training program

One (1) or two (2) person group

- Require all middle school/high school guidance counselors to understand and support all the “non-four year” career paths and academic requirements
- Make the senior year of high school more productive for non-four year college bound students by requiring certificate/2 year program coursework.
- Reach high school parents at the high school transition meeting by clarifying/educating on certificate/2 year/4 year options and requirements of the academics



- Utilize the state colleges to teach the high school certificate/2 year courses as needed.

One (1) or two (2) person group

- Additional exposure to electro mechanical skills and computerized interface for high school students wanting to be part of the labor workforce.
- Improvement of business communication skills, i.e. documentation, writing, report writing and basic spelling for students
- Business skills for young professionals – basic corporate finance/COGS/cost accounting for a global industry/business

One (1) or two (2) person group

- Retention of college students
- Required apprenticeships for all students
- Employer engagement (greater)
- Internship expansion (and funding)
- The “2600” that Frank referenced
- Debunk silos/obstacles that certs/tech schools aren’t equivalent careers.
- Don’t rely on state government to advance these initiatives
- Allow for regional “focus” – what’s good for Windham county may not be the same as for Chittenden city.
- “Getting” to every student K-beyond
- Make senior year productive for non-4 year kids

One (1) or two (2) person group

- Sector partnerships
- Lack of skilled labor – create not going to college pathway
- Public jobs
- Data sharing
- Skilled labor
- Consider system

One (1) or two (2) person group

- Expanding the knowledge and utilization of registered apprenticeship to better serve all workers and employers
- Expose middle and high school students to different types of employment and the different paths that can be taken to accomplish the same goal
- Provide a clear link to job opportunities in the state and education req. employer defined
- IRC – attainment translates to opps.

One (1) or two (2) person group

- Using VTC model, create more opportunity for trades employment (HVAC, plumbers, electricians)
- Find VT employers to engage them to agree to train apprentices/interns and receive some sort of credit or offset for making that commitment.

One (1) or two (2) person group

- Apprenticeships: structured program. No one knows about. This should be tied to certificate programs as well and marketed.
  - Change
  - Improvement
  - Expansion
- Job training – immersion learning
- 2 year degree:
  - Immersive training
  - 2 year degree in 10 months
- Internships
  - One stop shop website
  - Mandatory for state-backed colleges
  - Incentives for employers

One (1) or two (2) person group

- Paid internships at the workplace
- Increased co-location of services including support services and career counseling
- Greater subsidy for post-secondary training and college

One (1) or two (2) person group

- Increase affordability of training and education
- Target working age adults with incentives, cohort models and scholarships. Include transportation, childcare, etc.
- Better data collection for flexible pathways programs
- Business – in the game
  - Recruitment
  - Work experience
  - Apprenticeships
  - Job shadow
  - Mentorship
  - Scholarships
- Remediation – recognize all education and training individuals are not ready for programs

One (1) or two (2) person group

- Better coordination with CTCs (Michele: I think that what the letters are)
- Accountability of programs RBA
- Shared vision of success VDOL and employers
- More active role for employers all phases of hiring and for incumbent workers, from recruitment, providing job experiences (XYZ) and scholarships
- Incentives

One (1) or two (2) person group

- State endorsed – employer informed career pathways (7<sup>th</sup>-12<sup>th</sup>+)
  - Reduce parallel efforts
  - Systems and effective approaches for most vulnerable populations (e.g. disenfranchised youth, corrections, etc)

- Systemic effective approach to work with “supervised” folks (corrections, TANF, \_\_)
- Greater subsidy of postsecondary training and education
- Allow for more opportunities for internships, apprenticeships across the life span

#### One (1) or two (2) person group

- 12 years of high school is NO longer sufficient for the public school system. The opportunity is to extend the 12 years to 14 with a menu of opportunities for postsecondary education and training
- Ongoing incumbent worker training should be supported by government employers – structured and expected with built in time off
- Businesses need to be actively involved in identifying an articulating training needs for new and incumbent workers.

#### One (1) or two (2) person group

- Integrate with education system much more deeply so that every student understands the opportunities available (each student has a plan a 14)
- Simplify programs dramatically in order to better market them to all Vermonters.
- Set specific goals/deliverables for each group and pro-actively recruit into training. Carrots for when they are met.
- Client-centered, wherever they are in training. Mind shift.
- Develop entry level to beyond paths

#### Group of one (1)

- Identification and coordination/collaboration to advance more impactful results (no repetition)
- Accountability by all organizations involved w/change/improvement/expansion – use SMART measures (Specific, Measurable, Achievable, Realistic, Time sensitive)
- Shared vision of success within various workforce development area – bring everyone together
- Linkage to industries that are in most need to build pipeline to build on successes – expand from pilot
- User-based feedback to tweak areas to best serve populations needing support (businesses/employees)

#### Group of one (1)

- Understanding employer needs in creating programs – build talent pipelines
- Educating & connecting regularly w/employers to understand programs available & what will be skill set of resulting graduates – marketing
- Create more coordinated menu for users. Make it one stop shop with counselors or navigators

#### Group of one (1)

- Getting students early in high school to start learning about job opportunities in a variety of fields
- Higher level of employer/industry support for developing and implementing R.A. programs in new/emerging areas
- Focus energy and resources on developing and communicating career pathways that include the on and off ramps and rest areas

#### Group of one (1)

- Comprehensive career guidance – that connects kids to employers and provides info about jobs and work
- Build on the promise of Act 77 (Flexible Pathways) by developing and communicating career pathways, that apply to and supports people of all ages

- Focus efforts on jobs that have the most volume and potential according to LMI

#### Group of one (1)

- Finding ways to retain those trained to stay (at least) within the state for a period of time
- Better qualifying program participants for role/target jobs to not waste training \$ or time
- Improving partnering between similar business to share resources (training, etc.)
- Improving core/foundational (social) skills in addition to the technical skills that most programs focus on

#### Group of one (1)

- Collaboration – resource sharing – one stop centers – bringing resources together for easier client / job seeker access + efficiency in meeting workforce needs
- Infrastructure / cultural shift – change our perspective – not to reach “program goals” – rather individual to workforce goals
- Staffing + training staff in our existing programs to fulfill their current missions

#### One (1) person group

- High School internships – get every high school in the State to establish a robust internship program (e.g. TIPS) that builds out the work-based-learning flexible pathways.
- (Not sure who or what this builds on) Develop statewide plan for filling middle skill job gaps that are emerging – a collaborative approach to design and deliver needed training.
- Expand career and college readiness/prep for young people with disabilities (like LLC)

#### One (1) person group

- Promotion to and towards right groups:
  - Technical skill opportunities
  - Linked with advanced manufacturing in area
  - Linked with education sources
- Clarity in affordability –
  - How they can make it happen
- Partnerships – whether mandatory, or programming and dissemination. Employers and candidates.