ACT 189 of 2018
IMPLEMENTATION REPORT

Submitted to

House Committee on Commerce and Economic Development
Senate Committee on Economic Development, Housing and General Affairs
House Committee on Education
Senate Committee on Education

Submitted by

Lindsay Kurrle, Commissioner
Vermont Department of Labor

Dustin Degree, Executive Director
State Workforce Development Board

January 15, 2019
This report is submitted to fulfill the requirements of Act 189 of 2018, *An Act Relating to Workforce Development*. This report provides an update on the progress made in the implementation of each section in Act 189 as required by the State Workforce Development Board per Act 189 13(a), and includes the Department of Labor’s required report regarding the availability and expansion of apprenticeship opportunities per Act 189 13(b) and reporting requirements per Act 189 6(c).

**Section A. Stakeholder Alignment, Coordination, and Engagement Process; Vision; Goals – Implementation Update**

*The State Workforce Development Board (SWDB) approved the following plan for implementing Act 189 1(a) on December 6, 2018.*

**Activity 1: Regional Workforce Summits:** Building on activities already planned or anticipated, the SWDB will hire a consultant to assist with coordinating a standardized day-long summit in each region that would:

- Meet service-delivery providers need to conduct a regional cross-trainings in the state plan
- Provide employers with state and localized tools & information about how and where to access workforce resources
- Generate regional feedback to inform aspects of the 2020 WIOA State Plan.
- Create, through planning process, a directory of local providers of workforce education and training providers, programs, and resources.

**Activity 2: (Joint) State Workforce Summit:** The Vermont Department of Labor (VDOL) and the SWDB, in partnership with the Vermont Chamber of Commerce is working to plan, organize, promote, and support a State Workforce Summit in Burlington this spring. Working together, we will use the event planning expertise and resources of the VT Chamber, and the organizational outreach support of VDOL/SWDB, to host one event that meets the needs of the SWDB, core WIOA partners, and interested stakeholder groups (e.g. Advance VT). The day will include key participants who will learn, engage, and inform one another through carefully structured activities throughout the day.

**Activity 3: Aligning Plans and Goals:** The SWDB, through the Policy Committee, is working to create a directory of relevant state plans and planning requirements, understand where areas of overlap exist, and codify agreements among state agency leaders to ensure uniformity in commitment language, efficiency and inclusion in planning engagement processes, and alignment in implementation where possible.

**Activity 4(a): Establishing Performance Measures & Dashboard** – The SWDB and VDOL are working to establish universal workforce *system* performance measures that public and private stakeholders can look to in evaluating how well Vermont is meeting its labor force education, training, and employment needs. This “dashboard” will assist the SWDB in carrying out its statutory oversight duties and support the legislative and executive branches efforts to standardize and operationalize the measurement of programs and systems. This activity should
be informed by existing requirements to report workforce education, training, and employment service program performance.

**Activity 4(b): Program Inventory Data** – Consensus is needed around what program data must be collected regularly for the purposes of maintaining robust and accurate workforce program inventory. Information about what is regularly reported, available, and the workload associated with collecting data from different sources and systems will be reviewed by the Policy Committee of the SWDB.

**Section B. Workforce Development Action Plan Creation Update**

*The State Workforce Development Board (SWDB) approved the following plan for implementing Act 189 1(b) on December 6, 2018:*

**Activity 1: 2020 WIOA State Plan:** The SWDB will appoint an ad-hoc committee tasked with leading SWDB-related work on the 2020 WIOA Unified State Plan.

**Activity 2: State Workforce Development Board Website Creation:** The SWDB now hosts a website (vwdb.vermont.gov) that features information about the SWDB and its activities. Additionally, the SWDB sends out a monthly newsletter to roughly 500 interested parties and stakeholders with information about initiatives and activities related to workforce development. Copies of recent newsletters are available upon request or may viewed at vwdb.vermont.gov. This mechanism will also be used to post and promote the WIOA Unified State Plan per Act 189 1(b)(2).

**Section C. State Workforce Development Board Permissive Activities**

*Permissive Activities as described and outlined in Act 189 1(e):*

- The SWDB has continued to develop and populate an online tool that visually depicts connections between individuals and organizations in the workforce development system.
- The Department of Labor is exploring new tools (with the help of regional and federal partners) to understand program connectivity and achieve greater system alignment.
- In June, the SWDB received technical assistance funding and support for a comprehensive board training from Region 1 ETA. See Appendix A for the slides used for this training.
- Appropriate workforce partners (identified) are leading the exploration of the strategies outlined below and will report any recommendations to the SWDB when they are developed:
  - Sharing employer-outreach positions in the field [VDOL & the Division of Vocational Rehabilitation (VR)]
  - Better coordination of services to and for employers [VDOL, Regional Development Corporations (RDCs) & Department of Economic Development (DED)]
  - Creating a One-Stop Job Center in Rutland (VDOL)
- Scaling middle- and high-school career readiness pilots [VDOL & Agency of Education(AOE)]

- The SWDB and VDOL funded a representative delegation from Vermont to participate in a New England-based initiative that is designing and promoting a Whole Family approach to employment. The delegation included representation from VDOL, Reach-Up, Child Development Division, Champlain Valley Office of Economic Opportunity, and the Vermont Community Foundation, as well as a parent, a member of the House, and a representative of a parent child center. See Appendix B for a summary of the most recent regional meeting in Portsmouth, NH. A workgroup with greater membership continues to meet to develop recommendations for Vermont-specific policies and practices.

Section D. Career Pathways, CTE and Adult Technical Education – Implementation Update

The summary below describes progress made by the SWDB, AOE, and VDOL to implement a process for developing career pathways per Act 189 3(b).

The SWDB created a Career Pathways Committee charged with reviewing and approving state-endorsed Career Pathways that reflect a shared vision across multiple sectors and agencies for improving employment outcomes, meeting employers’ and workers’ needs, and leveraging available State and federal funding. Members of the Committee (below) represent stakeholders across the business community, higher and career technical education, veterans’ services, and state government, and is chaired by Eileen Illuzzi (North Country Career Center) and vice chaired by Melissa Hersh (Answers Within, LLC). The full Committee has met twice since its appointment to examine and define its charge and scope in reviewing and approving Career Pathways, and is undertaking work to establish additional minimal criteria for all Career Pathways beyond the statutory definitions in Act 189. The Committee will also establish an official approval process, including a timeline that reflects AOE’s work around each Career Pathway, better define its collaborative relationship with the AOE in developing Career Pathways, and create strategies to publicize approved Career Pathways.

- Heather Bouchey (AOE)
- Alison Clarkson (SENATE)
- Diane Dalmasse (VR)
- Joan Goldstein (ACCD)
- Laurie Gunn (BUSINESS)
- Melissa Hersh (BUSINESS)
- Eileen Illuzzi (CTE)
- Lindsay Kurrle (VDOL)
- Jeb Spaulding (VSC)
- Dave Wheel (VETERANS)
Section E. Career Readiness, and CTE Pilot Creation

As authorized in Act 189 of 2018, Section 6(b), the Agency of Education (AOE) established guidelines, proposal submissions requirements, and a review process for proposals for pilot project. As authorized in the law, these proposals will identify “novel ways of integrating funding for CTE and general education and new governance structures for regional CTE, centers, including unified governance structures between regional CTE centers and high schools, or both.” The AOE identified and reserved carryover funds totaling $160,000 over two years to be granted to support implementation of approved proposals.

The request for proposals was released on December 3, 2018, with written questions due on January 4, 2019. The AOE held a conference call with interested applicants to discuss the nature of the proposals, to answer questions that were submitted in advance, and to allow applicants to ask additional questions. The deadline for proposals to be submitted is February 15. The AOE has created a process to review and select up to four proposals.

The anticipated start date of selected proposals will be April 1, 2019 with a requirement for status reports to be submitted every six months until April 1, 2021 when the final reports will be due. AOE expects to provide ongoing technical assistance to each of the selected sites over the two-year period.

Section F. Adult Training Programs and Adult CTE

VDOL continues to ensure effective use of State investments per Act 189 5(a), and by overseeing and maintaining the federally-required “Eligible Training Provider List,” to ensure that training programs delivered by Career & Technical Education (CTE) centers, non-profit and private entities, and higher education institutions are included in the system per Act 189 5(b). VDOL collaborated with the SWDB’s Policy Committee to make initial amendments to the Eligible Training Provider procedures and eligibility criteria, which were approved by the full SWDB in December. A more comprehensive assessment will occur in the next year, but this process will not begin until VDOL submits a waiver request for some reporting requirements.

This year, VDOL funded a series of regional convenings (led by RDCs) that delivered locally-tailored sets of labor market information to employers and adult training providers to facilitate more robust, diverse, and responsive solutions to employers’ training needs. The regional reports were generated by CTE region, rather than economic development region, to support a closer connection between employers and training providers in developing trainings. See Appendix C for a copy of those reports.

Much has been accomplished in examining different delivery methods of secondary and post-secondary CTE across the state. Beginning last spring, CTE directors, staff, and instructors (in addition to dozens of other stakeholders) were asked to participate in numerous projects, meetings, and activities related to the operation and future of both secondary and post-secondary CTE. VDOL and the SWDB have supported AOE’s lead in developing a unifying strategic plan that clearly articulates the role of CTE in Vermont’s education and workforce development systems.
Phase one included thirty-minute interviews with dozens of stakeholders across the state and 1,472 respondents completing a 50-question online survey. In Phase 2, carried out this past June, an advisory committee representing secondary education, colleges and universities, employers, policy makers, and workforce development entities convened. The group developed goals and identified initial strategies requiring implementation to achieve collective aims. AOE continued to gather information, feedback, and perspectives on the CTE system in Vermont by conducting multiple listening sessions throughout the state. In addition to 165 students from 27 sending schools, 43 CTE faculty members also participated in the events. As the Agency wraps up its analyses, it is continuing to share information and findings with VDOL. VDOL is also sharing its information on how Adult CTE programs are using their workforce education and training fund grants, equipment grants, and other resources, in order to provide a full picture of how CTE is delivered throughout the state.

As AOE wraps up its review and analysis of the information gathered in order to present recommendations, VDOL is respectful of the ways that secondary and post-secondary CTE are co-delivered in the state. Further, as anticipated, Perkins V legislation was finally reauthorized. This federal law funds secondary and postsecondary CTE programs in the state. The bulk of relevant AOE staff time this coming year will be focused on designing and writing the new required state plan for Perkins. Because the Agency’s attention will necessarily be turned toward this required work, it will reduce resources available for their participation in Adult CTE this year. We recommend considering a “pause” on any adult-specific work and recommendations, so that any future changes linked to Perkins might be contemplated in the context of a system realignment.

Sec. G: Strengthening and Aligning Workforce Training

Per Act 189 7(1), the SWDB created a “Training and Credentialing” workgroup (membership listed below). This limited-duration work group is charged with recommending the charge and initial membership of the SWDB’s standing Training and Credentialing Committee. In addition to overseeing WIOA eligible training provider eligibility and approval process, the Committee will likely be responsible for approving state-endorsed and industry-recognized credentials and certificates.

The full work group has met once since its appointment, while a subset has met several times for purposes of strategic planning. The co-chairs, Jay Ramsey (AOE) and Marylin Cargill (VSAC), are leading the group in a thorough process designed to inform the creation of a credential recognition and evaluation system for the state. The group has planned a series of meetings throughout January and February, facilitated by a performance improvement specialist, to define “credential of value,” establish a process by which the standing committee will review and approve credentials of value, define the standing committee and/or SWDB’s role in managing the approval process, consult with employers and other stakeholders, and recommend the standing committee’s charge and initial membership.

- Hugh Bradshaw (VR)
Sec. H: Workforce Education and Training Fund and Grant Programs
Per Act 189 8(g), all training funds awarded under the Workforce Education and Training Grant Fund (WETF) are now required to demonstrate alignment with a career pathway.

Sec. I: Vermont Returnship Program – Program Creation and Implementation Update
Per Act 189 10(3), VDOL and Associates for Training and Development (A4TD) have partnered to create the Vermont Returnship Program, an innovative project designed to address Vermont’s skilled labor shortages and pair employers with experienced workers. A “returnship” is a position similar to an internship, designed specifically for adults with previous experience in the workplace who have taken time away from their careers and seek to reenter the workforce. The Vermont Returnship Program mitigates the shrinking of the state’s workforce by bringing back into work those who are not currently engaged and retaining those who are otherwise poised to retire.

The program has been launched and includes staffing, online and print resources, a participant and employer outreach plan, and a series of agency and partner informational webinars to promote and further align this program with the employment and training offerings available throughout the state. VDOL will recommend continued funding for this program in FY2020.

Sec. J: Vermont Talent Pipeline Project – Funding Update
Per Act 189 16(b), VDOL was able to subgrant a portion of a federal grant to support the work of the Vermont Talent Pipeline Management Project to support development and rollout of career pathways across the state.

Sec. K: Results-Based Monitoring and Data Collection
See Section A, Activity 4(a) and 4(b) above.
Sec. L: Apprenticeships – Report and Update

This section serves as the report required per Act 189 18(a).

In 2018, VDOL applied for and received new funding for a national apprenticeship expansion grant. The grant led to the creation of a State Apprenticeship Team that is charged with:

- Gaining expertise in federal Registered Apprenticeship program requirements;
- Designing tools and common outreach practices for engaging and supporting employers and apprentices;
- Establishing efficient systems to develop apprenticeship models quickly, including the standards of apprenticeship, related instruction curriculum, work plan, employer agreement, connection to a career pathway, and any other related component;
- Creating support service models for employers and apprentices that can be replicated throughout the system;
- Accelerating and strengthening the connections of their agency to apprenticeship work throughout the state;
- Developing mechanisms to evaluate the effectiveness of the system and promote continuous improvement; and
- Identifying opportunities to leverage resources and support for apprenticeship opportunities.

The six team members are: VDOL, VR, AOE, DED, Community College of Vermont, and Vermont Technical College. The team has met several times during the summer and fall and is creating an action plan for accomplishing the goals above. The grant provides limited support from a consultant, who facilitated a successful Apprenticeship Summit in October.

The team has identified both aims in Act 189 Sec.18(b)(1) and (2)—encouraging more businesses to offer registered apprenticeships and encouraging more participants to enroll in registered apprenticeships—as foundational for its work. Three activities it has undertaken to further these goals are:

1. Promote awareness of registered apprenticeship opportunities to meet workforce needs and advance employment opportunities. Partners have participated in a series of publicity activities throughout the fall, including a joint press conference during National Apprenticeship Week in November.
2. Increasing the inclusion of Vermont State Colleges as a related instruction partner. The Community College of Vermont and Vermont Technical College have been past instructional partners in programs like early childcare, electrical, and plumbing. VDOL has expanded that partnership in programs in the healthcare, construction, and manufacturing fields.
3. Stronger collaboration between agency partners. By bringing internal attention to the expansion of apprenticeships, AOE, the Agency of Commerce & Community Development (ACCD), VDOL, the Department of Corrections, and the Department of Aging and Independent Living have united around various partnerships aimed at expanding apprenticeships in cybersecurity, health care, manufacturing, and the trades.
There are four sectors that should be enhanced in Vermont: Health Care (including at the mid-career level), Construction, Manufacturing, and Business Services (including IT and accounting).

VDOL also took steps to strengthen its Apprenticeship Division. New oversight and additional staff support were added this fall to support changes that will improve outreach, coordination, and support for prospective and current apprentices and apprenticeship sponsors.

Sec M: WIOA Youth Funds Use

VDOL has reviewed the use of its federal Youth Program funding, including how it funds youth employment during the summer (formerly a federally-required Summer Youth Employment Opportunity Program). Though the reauthorization of WIOA no longer requires states to implement a Summer Youth Employment program, VDOL continued to allocate funds in the summers of 2017 and 2018. After reviewing the outcomes of this investment and the spending of the funds in general (including the number of youth served, the number of employers served, and the youth employment outcomes after participating in the program), VDOL has decided to pursue an outcome-driven approach to its use of federal Youth Program funds.

First, VDOL will pursue a federal waiver that will allow VDOL to alter the ratio of youth demographics served. Currently, WIOA requires a minimum of 75% of federal funds to be used serving “out of school youth,” allowing 25% to be spent serving “in school youth.” Vermont ranks among the highest states in high school completion rates, and the number of out of school youth is small compared to the number of in school youth. In addition to out of school youth, VDOL is interested in supporting more at-risk youth who are still considered “in school” according to federal eligibility requirements. Therefore, VDOL will be asking for a federal waiver that will allow VDOL to use a minimum of 60% of its funding to support out of school youth.

Second, VDOL will pursue a new youth employment strategy that is not limited to summer months and engages more employers. Federal law requires that 20% of WIOA Youth Program funds are spent on youth work experiences. This includes payment of wages for employment, internships, apprenticeships, and other forms of on-the-job training. VDOL is developing a new approach that is not limited to seasonal end-dates, engaging employers and employing more youth in jobs that offer career experience and an opportunity for permanent employment by the partner-employer.

Sec N: Film and Television Trades Opportunities Update

In the summer of 2018, VDOL was contacted to participate in a meeting with training providers in the film and television sector to discuss apprenticeship funding opportunities. Because registered apprenticeships require an employer sponsor, VDOL requested that the training provider locate a potential employer who would be interested in pursuing workforce expansion options that could include work-based training. VDOL will pursue such opportunities when a
possible employer-sponsor is located. Concurrently, ACCD continues to pursue economic development initiatives that consider and include expansion of the film and television industry. Those activities are ongoing.

Sec O: Workforce Development; Green Energy and Technology
This work is ongoing. VDOL offers a number of apprenticeship opportunities in these sectors and continues to engage business sponsors and education providers to refine career pathways and employment opportunities.

Sec P: Reservation of Funds
VDOL obligated funds for activities per Act 189 section 4, including:
- Over $8,000 for SWDB and Committee meetings, trainings, and activities.
- Hiring a permanent, full-time state employee to assist in the ongoing implementation of SWDB activities, coordination, and alignment with state workforce initiatives.
- Anticipated $40,000 for contracting services in support of regional alignment, information sharing, feedback, and development of local directories.
- $150,000k in a federal DWG Sector grant to support the creation of regional industry and labor market information reports.
- $180,000k in a federal DWG Sector grant to support regional convenings that further outline local sector strategies and employer-demand.
- Approximately $20,000 in staff funding to support State Workforce Development Board and Committee work.

Report Review
This report will be reviewed by the State Workforce Development Board at its February 7, 2019 meeting. Any further recommendations will be offered to the legislative committees of jurisdiction within 10 days.
Appendix A: State Workforce Development Board Training Session
June 7, 2019

Building a Strong and Strategic Workforce Board

Vermont State Workforce Development Board Training
June 7, 2018

Today’s Presenters

Governor Phil Scott

U.S. DOL Regional Administrator
Tim Martin
Today’s Presenters

Jennifer Freeman
Director
Jobs for the Future

Sarah Buxton
Director of Workforce Policy
Vermont DOL

Dustin Degree
Executive Director
Vermont SWDB

Today’s Presenters

Lindsay Kurrle
Commissioner
VT Department of Labor

Frank Coiffi
Chair
VT State Workforce Development Board

Building a Strong and Strategic Workforce Board
1. Introductions
   - Governor Phil Scott
   - DOL Regional Administrator Tim Martin

2. Vermont’s Workforce Plan and Career Pathways Legislation

3. The Roles of Effective SWDBs

4. Career Pathways and Sector Strategies

5. Employer Engagement

6. Measuring Success

7. Wrap-up and Next Steps

Today’s Objectives

✔ Learn about the roles that board members play to further state workforce strategies

✔ Consider how to develop career pathways and sector strategies

✔ Develop ways to deepen employer engagement and build employer-led efforts
Vermont’s State Workforce Plan

▷ **Goal 1:** Maximize equitable access to workforce development services through a seamless, coordinated delivery system that provides a quality, consistent experience for any jobseeker or Vermont employer.

▷ **Goal 2:** Connect individuals to the training and supports they need to enter an occupation and progress on career pathways resulting in a livable wage.

▷ **Goal 3:** Strengthen the Vermont economy by working with state and private partners to make data-driven changes that increase the number of women and other under-represented populations employed in the skilled trades, STEM fields, advanced manufacturing and other Vermont priority sectors.

▷ **Goal 4:** Ensure all students who graduate from high school are able to pursue and complete post-secondary education, training, apprenticeships or career opportunities, with the education and skills necessary to keep Vermonters competitive in the economic sectors critical to the Vermont economy.

▷ **Goal 5:** Align the workforce development system to the needs of employers, as well as job seekers, through systematic and ongoing engagement and partnership.

▷ **Goal 6:** Expand Vermont’s labor force by helping more Vermonters enter the labor market and relocating out-of-state workers to meet employer’s needs.

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Vermont’s Workforce Development Legislation (H.919)

▷ **H. 919:** An Act Relating to Workforce Development...

▷ Grants The SWDB authority to approve State-endorsed and industry-recognized credentials and certificates aligned with the Career Pathways.

▷ Addresses promotion, alignment of Career Pathways, CTE, apprenticeships, and similar work-based learning opportunities.

▷ Charges SWDB with expanding and improving workforce training opportunities that lead to valuable, recognized credentials.
What do State Workforce Boards Do?

The Evolving World of Work
What workforce problems in Vermont are we working to solve?

The Vermont Futures Project has identified an annual workforce supply gap of nearly 11,000 people, as well as six strategic growth targets for VT.

Vermont has the lowest overall rate of college enrollment (about 60% of high school graduates), and the lowest rate among economically disadvantaged students (37.3%).

WIOA Expectations: Common vision...Common Goals

- Educational Systems
- Economic Development
- Workforce System
- Targeted Growth Sectors

The Talent Pipeline – workforce as an asset for regional prosperity
The WIOA Vision TEGL states that the “revitalized workforce system” will be characterized by three critical hallmarks of excellence:

1. The needs of business and workers drive workforce solutions;

2. One-Stop Centers (or American Job Centers) provide excellent customer service to jobseekers and employers and focus on continuous improvement; and

3. The workforce system supports strong regional economies and plays an active role in community and workforce development.

Central WIOA Concepts

▷ Requires connections between Workforce, Adult Education and Postsecondary systems
  ▸ E.g. Career pathways that integrate basic and/or English language education with occupational training.

▷ Promotes work-based training (e.g. apprenticeships and similar models) and services to employers

▷ Stresses connections to postsecondary education/training and career pathways for youth.

▷ Adds new educational progress indicators to stress longer term service delivery (career pathways approaches).
Board as …

**System Planner:**
gatekeeper of the guiding state/regional vision

**Initiator:**
lead policy and communication efforts; ID funding opportunities and pursue grants

**Convener:**
convene employers, partners; broker services

NGA’s High-Performing State Workforce Boards

*Building a Strong and Strategic Workforce Board*
Functions of State Workforce Boards

- Review statewide policies and programs to align core and other programs to support a comprehensive system
- Develop guidance for the workforce development system (addressing alignment, career pathways, sector partnerships, case management information systems)
- Identify and disseminate best practices
- Develop and review policies affecting the coordinated provision of services through the one stops
Functions of Local Workforce Boards

- Analyze of regional conditions
- Lead efforts to engage employers
- Lead efforts to develop and implement career pathways
- Identify and promote proven and promising practices
- Establish standing committees to more effectively accomplish the work of the local boards
- Better utilize technology for coordinated services and improved access
- Enhance coordination with education providers
- Assess the physical and programmatic accessibility of one-stop centers

Who else in Vermont is seeking to address workforce challenges?

- Pathways to Promising Careers Vermont’s High-Pay High-Demand Jobs
- Vermont Talent Pipeline Management
- The Vermont Futures Project
Conveying Vision

Vermont State Workforce Development Board Survey

Q4 Vermont's SWDB is effective at conveying the state's workforce development vision and goals.

Answered: 12  Skipped: 0

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<th>ANSWER CHOICES</th>
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<tr>
<td>Agree</td>
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Total Respondents: 12
Driving Implementation

Vermont State Workforce Development Board Survey

Q5 Vermont's SWDB effectively drives implementation of the state's workforce development goals.

Answered: 12   Skipped: 0

Answer Choices | Responses
--- | ---
Agree | 8.33% | 1
Disagree | 41.67% | 5
Not Sure | 50.00% | 6
Total Respondents: 12

Assessing Progress

Vermont State Workforce Development Board Survey

Q6 The Vermont SWDB is effective at assessing progress toward Vermont's workforce development goals.

Answered: 11   Skipped: 1

Answer Choices | Responses
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Agree | 9.09% | 1
Disagree | 27.27% | 3
Not Sure | 63.54% | 7
Total Respondents: 11
The SWDB would be more effective if it...

- **reorganized** and got to work. They also need to take **ownership of their leadership** in the area of workforce - coordination, training, education, and promotion.
- had a **clear set of metrics** that showed financials per initiative, participation in each initiative and results
- had more **frequent communications** between meetings. Less members, more authority
- utilized **sub committees** to take "deeper dives" into policy and other topics
- focused on **populations who are on the fringes of the labor market**: individuals with disabilities, ex-offenders, TANF participants, underemployed etc. These populations are not going to be leaving the state, and with the right training and support, could help fill the growing gap between Vermonters and the middle-skills jobs that are in such high demand.
- I believe when we do **committee work** we are effective, but the larger group doesn’t seem to function well.
- Not sure. Tough because Board members are volunteers and have **limited time**
- This **training** is needed - once the members know the expectations, the board can be more effective.
- Had a more **public presence and could articulate issues and solutions** - or play a role in communicating them- to the general population.

Discussion: How Might We...

- Align our efforts with those of the other Vermont initiatives (e.g. 70x2025VT)?
- Communicate and promote the vision for Vermont’s workforce development?
- Build greater alignment between education and training providers, Career Resource Centers and needs of business?
Career Pathways and Sector Strategies

Career Pathway Model

1. Well-connected and transparent education, training, credentials, and support services

2. Multiple entry points – with consistent recruitment and preparation strategies

- Adult Education
- Career Resource Centers
- High schools and CTE
- Out-of-school Youth programs
- Community Providers

Increasing competencies, and credentials informed by industry/employers

- 1st Job in Career Path
- 2nd Job in Career Path
- 3rd Job in Career Path
- 4th Job in Career Path
- 5th Job in Career Path

3. Multiple exit points
Example: Manufacturing Employment Pathway

Developed by Rutland Workforce Investment Board and Rutland Region Economic Development Council

Integrated Programs of Study

SYSTEM OUTCOMES
- Financially sustainable, aligned career pathways systems for youth & adults
- Increased number of skilled workers with credentials of value to the labor market
- Greater cost efficiencies by reducing duplication of services
Pathways System – key design elements

**Co-designed** with secondary, postsecondary, adult education, workforce development, and industry/employers

Leverage state and regional **policy**

**Regionally** focused; **Labor market** aligned

**Stackable** credentials

Multiple **on- and off-**ramps

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Elements of Career Pathways

From Career Pathways Toolkit, US DOL, Employment and Training Administration

**Career Pathways:**

Six Key Elements

1) Build Cross-Agency Partnerships & Clarify Roles
2) Identify Sector or Industry & Engage Employers
3) Design Education & Training Programs
4) Identify Funding Needs & Sources
5) Align Policies & Programs
6) Measure System Change & Performance

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*Building a Strong and Strategic Workforce Board*
What is a Sector Strategy?

A partnership of multiple employers within a critical industry, that includes education, economic development, workforce systems, and community organizations to identify and collaboratively meet the workforce needs of that industry within a regional labor market.

Examples From Other States

**REAL JOBS**
Rhode Island

**EARN**
Maryland

**NH SECTOR PARTNERSHIPS INITIATIVE**

A new approach to meeting the REAL workforce needs of employers and creating REAL job opportunities for workers

Bridging Maryland’s Skills Gap, Driving Growth

Building a Strong and Strategic Workforce Board
New Hampshire’s Sector Partnerships Initiative

The Challenge
Employers in a range of sectors struggle to meet their hiring needs and find skilled workers.

The Solution
Bring businesses together to identify their common workforce challenges, then provide training and other services that help them recruit, retain, and upskill workers.

The Ask
Businesses and other key partners contribute their time to work with their peers to create lasting, business-led partnerships that address their ongoing workforce challenges.

http://www.nhworks.org/Sector-Partnership-Initiative/Overview/

Employer-Driven

Building a Strong and Strategic Workforce Board
Sector Intermediaries

- Serve dual customers: employers & workers
- Organize multiple partners & funding streams
- Provide or broker labor market services
- Project vision to guide partnership & activities

Discussion: How Might We...

- organize career pathways by sector?
- coordinate career pathways statewide or regionally?
Employer Engagement

Employers Must be at the Table

**Early Employer Involvement**
- Identify focus for occupational training and specific skill needs
- Build curriculum working with training providers and college faculty
- Align curriculum with industry-recognized credentials

**Program Design**

**Work-Based Learning**
- Engage Employers in Teaching and Learning
  - Internships and clinical education
  - On-the-job training and apprenticeships

**Results**
- Early and deep employer engagement results in JOBS for residents

*Building a Strong and Strategic Workforce Board*
Business Engagement:
From Transactional to Transformational

One Message, One Voice

One POC for Businesses

WIOA Required & Optional Partners

CTE Perkins  HUD  TANF  Veterans  WIOA Title II  CSBG
Economic Development  Senior Employment
TAA  Ex-Offender  CBOs
Higher ED  Vocational Rehabilitation  WIOA Title I
Wagner Peyser  Unemployment

Coordinated Employer Engagement
Leveraging Resources Minimizing duplication
## Levels of Employer Engagement

- **Level 1:** Advising
- **Level 2:** Building Educational Capacity
- **Level 3:** Co-Designing Curriculum and Career Pathways
- **Level 4:** Convening Workforce Partnerships
- **Level 5:** Leading & Sustaining Partnerships

## Ladder of Employer Engagement

<table>
<thead>
<tr>
<th>New Relationship</th>
<th>Working Relationship</th>
<th>Strategic Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I</strong> Advising</td>
<td>Initial contact / new relationship</td>
<td>Insight into curricula; hiring needs</td>
</tr>
<tr>
<td><strong>Level II</strong> Capacity-building</td>
<td>Establishing trust and credibility</td>
<td>Jobs site tours; speakers; mock interviews; internships; equipment loans/donations</td>
</tr>
<tr>
<td><strong>Level III</strong> Co-designing</td>
<td>Working relationship</td>
<td>Curriculum and pathway development; adjunct faculty; work-based learning</td>
</tr>
<tr>
<td><strong>Level IV</strong> Convening</td>
<td>Trusted provider and collaborator</td>
<td>College / school / training provider - employer sectoral partnerships; work-based learning and apprenticeships</td>
</tr>
<tr>
<td><strong>Level V</strong> Leading</td>
<td>Full strategic partner</td>
<td>Multi-employer / multi-college partnerships</td>
</tr>
</tbody>
</table>
Effective Employer Engagement is...

- **Continuous** vs. episodic or “one-off” (more than advisory)
- **Strategic** vs. transactional (high-impact partnerships)
- **Mutually Valuable** – creating value for employers as well as customers
- **Wide-Ranging** – going beyond “usual suspects”
- **Comprehensive** – engaging in a variety of roles and activities
- **Intensive** – engaging employers in depth on skills, program needs
- **Empowering** – employers assume leadership roles, from the start
- **Varied** – using many channels, including employer associations

**Discussion: How might …**

- The board expand the pool of employers that are engaged in partnerships with education/training providers?
- Business members of the board serve as champions among employer peers?
- Business members help design effective employer engagement strategies?
Key Operational Strategies to Achieve WIOA Vision

3 Manage Efficiently & Be Accountable

- Better measure performance & use info to support continuous improvement
- Share system process and progress measures with stakeholders and public
- Use integrated technology platforms and tools
- Make sound infrastructure decisions and manage grants and costs effectively
- Integrate data across systems and use it to make decisions
Missouri’s Longitudinal Data System

Interagency Data Governance Work Group

Data Warehouse

DESE
- Early Childhood data
- K-12 data

DHE
- Public two and four-year inst.
- Graduate characteristics

FSD
- TANF data
- SNAP - Food Stamp - data
- Workforce Programs

DWD
- UI status
- Benefits file

DOLIR

End User

Measuring Career Pathway Success in Wisconsin

Data Systems

Client Reporting

Graduate Outcomes

National Student Clearinghouse

Data Warehouse (DW)

WTCS Data Cubes & WTCS Portal Reports

Business Intelligence – “…the acquisition and transformation of raw data into meaningful and useful information for business analysis purposes…”

Metrics

Enrollment Trends

Course Completion Rate

Retention Rate

Graduation Rate

Job Placement Rate

Data Visualization

Tableau Dashboards

Building a Strong and Strategic Workforce Board
Discussion

▶ What information does the board need to make decisions about the workforce system?

▶ What key indicators would help the board know whether the workforce system is successful?

Thank You!

Jennifer Freeman
Director
Jobs for the Future
سار jfreeman@jff.org
📞 617-728-4446
Appendix B: Whole Family Approach to Jobs
Portsmouth Convening, Summary for Vermont

On December 3-5, 100 stakeholders from six New England states in ACF Region One and representatives from Region 4 convened in Portsmouth, New Hampshire to share progress in moving policy and practice priorities, learn from state innovations, and identify the next stage of priorities and work for each state.

The Vermont Team included:
- Sarah Buxton, Department of Labor
- Steve Harrington, Rutland County Parent Child Center
- Jennifer Jackman, Parent Consultant
- Kate Larose, Champlain Valley Office of Economic Opportunity
- Reeva Murphy, Department of Children and Families
- Erin Oalican, TANF/ReachUp
- Ann Pugh, State Representative
- Kevin Wiberg, Vermont Community Foundation
- Mary Zigman, Rutland County Parent Child Center

Key stakeholders were present throughout the three days. Parents were engaged in both a parent panel and in most panels throughout the convening, offering their perspective on whole family approaches. Deputy Assistant Secretary Steve Wagner was present throughout the convening, as were HHS Regional Administrator John McGough and HHS Regional Director Paul Jacobson. Governor Chris Sununu offered welcoming remarks and First Lady Valerie Sununu moderated a panel on early childhood education and workforce. Legislators, executive branch leaders, advocates, community organizations, business and philanthropy all contributed their perspectives throughout the convening, together offering a comprehensive view of the opportunities to improve whole family practice and policy.

Policy Sessions

Parent Panel: The convening began with a parent panel, facilitated by Senator Marilyn Moore of Connecticut, and featuring four parents, including Vermont’s Jennifer Jackman, who told their stories of how a two-generation approach by practitioners and policy makers has enabled them to move ahead in their lives.

Federal Reserve Bank of Boston: Dr. Mary Burke offered an excellent overview of the New England economy, where worker shortages exist in industries, and profiles of long-term unemployed residents. A respondent panel included a parent, a state senator, and a senior level consultant, all of whom offered excellent observations on how a two-generation approach could contribute to solving the worker shortage.

Federal ACF presentation: Deputy Assistant Secretary Steven Wagner discussed efforts in Washington DC to support whole family approaches, with a particular focus on supporting
individuals receiving public assistance in moving to work, and the opportunities afforded through Managed Care Organizations.

**Policy Innovations:** Each state presented a range of policy innovations through interactive stations; Vermont’s was well-attended and many were interested in the tools under development. Other sessions included:
- Maine: Family Futures Downeast Model
- Massachusetts: Lessons from Learn to Earn – TANF Reforms, Earned Income Disregards, and Cross-Regulatory Analyses
- New Hampshire: How Partnerships Influence Programming and Policies
- Rhode Island: Early Childhood Education Ecosystem
- Tennessee: Systems Integration

**Benefits Cliffs:** A panel presentation offered a range of practice and policy tools. Minnesota discussed their approach to implementing a benefits cliff calculator for use by families and case workers, as well as offered excellent visual representations of the impact of the cliffs on families seeking to advance economically. Senator Amy Volk from Maine then discussed the research completed last spring to document the cliffs, which are more like slopes, that are preventing families from moving ahead, and gave an overview of the policy options the Maine team is considering. Finally, Amy Kershaw from Massachusetts presented the regional working group’s policy options on benefits cliffs.

**Young parent policy:** Massachusetts and Rhode Island presented emerging work focused on improving coordination of services for young parents, which is crossing multiple state agencies. Topics included how to streamline case management/coaching across agencies; where barriers exist for young parents between agencies and how to increase coordination to make services seamless, and the importance of improving both state and local practice and policy and the interplay between them.

**Opioid Crisis, Family and Workforce:** New Hampshire executive branch, business, and parents presented strategies for employing parents in recovery. The importance of business recognizing they can expand their talent pipeline with committed workers who are in recovery was highlighted; the Department of Health and Human Services discussed how they are supporting potential workers in recovery in connecting to businesses, and a parent chronicled her journey through recovery to employment.

**Early Care Through a Two-Generation Lens: Child Care as a Work Support:** First Lady Valerie Sununu moderated a panel that offered innovative ways to connect early childhood education and care efforts with workforce outcomes. The panel featured Connecticut’s home visiting employment incentive model, UTEC’s strategy to engage young men who are parents through employment and a new child care center; and Vermont’s workforce strategy to engage the early childhood education field in supporting employment strategies.

**Topical Breakouts.** Four sessions offered information on key topics related to whole family work
• Pathways to work: How New Hampshire is constructing effective pathways
• Data interoperability: How do we gather data across generations in a whole family approach to jobs?
• Child Support: How can child support be leveraged to support noncustodial parent employment?
• Building parents as partners: How can states change culture to partner more with parents?

**Business Panel:** The last panel featured CVS’s training strategy, which offers training and paid work experiences in several states that lead to employment as pharmacy technicians.

**Vermont’s Strategy:**
Through a peer learning session and three team planning times, Vermont identified these elements to potentially incorporate into the Vermont strategy:

• Benefits Cliffs: bring a benefits calculator to Vermont; look at income disregards for Reach UP families moving into employment; and implement SNAP transitional benefits.

• Navigator Progression: How can we make sure that parents don’t have to tell their story multiple times?

• Employer and Parent Engagement: How do we do better connections to workforce? How do we align childcare workforce with other workforce needs?

The team discussed bringing the full Vermont team together in January to discuss these ideas, and to present to the Child Poverty Council in the interim.
Appendix C: Labor Market Information by CTE Region 2018
Career and Technical Education Regions

Industries

Distribution and Concentration of Jobs - 2017
Career and Technical Education Regions

Industries

Distribution and Concentration of Jobs

2017

Vermont Department of Labor
Economic and Labor Market Information Division

www.vtlmi.info

June 2018

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How to Use this Publication

Understanding the industries that comprise a local economy can be helpful in knowing the types of jobs in the most demand. This publication provides an overview of the mix of industries in each Career and Technical Education Region (CTE), as well as how that mix differs from the state.

In this publication, you’ll find two charts for each CTE showing 1) the distribution of jobs, and 2) the concentration of jobs. Distribution of jobs, illustrated by a pie chart, shows the percentage of jobs in each industry and the total number jobs located in the CTE. Note the mix of industries and those that dominate the area. For example, in the sample chart the regional economy is dominated by three industries, Health & Social Services, Retail Trade, and Public Administration (government).

Concentration of jobs, a bar graph, compares the local mix of jobs to the state average. Industries that differ from the state are highlighted by a much lower or higher value. A value of 1.0 indicates an industry’s concentration matches the state, less than 1.0 indicates its less concentrated, and greater than 1.0, more concentrated. Values too large to fit on the graph are noted with an angled tip and the actual value. In the case of the sample chart, four industries stand out, one far less concentrated and three far more, of which Finance & Insurance’s value is just off the chart. Concentration of jobs, compared to the state, points out the economic uniqueness of a region.

Using both charts together provides a more complete picture of the area. Of the three industries with high concentrations, one, Management of Companies, is quite small in the number of jobs (1.5%). Conversely, Health & Social Services, the largest sector in jobs, has a below average concentration. Examining both the size of an industry and its concentration gives you a sense of the importance of an industry and its contribution to the uniqueness of a region.

More information about the data, industry descriptions and CTE region definitions can be found in the appendices.
### Distribution of Jobs - 2017

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail trade</td>
<td>12.2%</td>
</tr>
<tr>
<td>Educational svcs</td>
<td>11.9%</td>
</tr>
<tr>
<td>Health &amp; social svcs</td>
<td>17.8%</td>
</tr>
<tr>
<td>Finance &amp; insurance</td>
<td>2.8%</td>
</tr>
<tr>
<td>Hotel &amp; food svcs</td>
<td>10.6%</td>
</tr>
<tr>
<td>Prof &amp; tech svcs</td>
<td>4.9%</td>
</tr>
<tr>
<td>Public administration</td>
<td>5.8%</td>
</tr>
<tr>
<td>Real estate</td>
<td>1.0%</td>
</tr>
<tr>
<td>Transport &amp; warehse</td>
<td>2.9%</td>
</tr>
<tr>
<td>Utilities</td>
<td>0.5%</td>
</tr>
<tr>
<td>Wholesale trade</td>
<td>3.0%</td>
</tr>
<tr>
<td>Admin &amp; waste svcs</td>
<td>3.9%</td>
</tr>
<tr>
<td>Agriculture &amp; forestry</td>
<td>1.1%</td>
</tr>
<tr>
<td>Arts &amp; recreation</td>
<td>1.6%</td>
</tr>
<tr>
<td>Construction</td>
<td>5.1%</td>
</tr>
<tr>
<td>Mgmt of companies</td>
<td>0.7%</td>
</tr>
<tr>
<td>Mining</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other services</td>
<td>2.8%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>9.5%</td>
</tr>
<tr>
<td>Information</td>
<td>1.5%</td>
</tr>
<tr>
<td>Hotel &amp; food svcs</td>
<td>10.6%</td>
</tr>
<tr>
<td>Health &amp; social svcs</td>
<td>17.8%</td>
</tr>
<tr>
<td>Educational svcs</td>
<td>11.9%</td>
</tr>
<tr>
<td>Finance &amp; insurance</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

**Total Jobs:** 309,326

### Concentration of Jobs - 2017 compared to the United States

- **Less Concentrated**
  - Admin & waste svcs
  - Agriculture & forestry
  - Arts & recreation
  - Construction
  - Educational svcs
  - Finance & insurance
  - Health & social svcs
  - Hotel & food svcs
  - Information
  - Manufacturing
  - Mgmt of companies
  - Mining
  - Other services
  - Prof & tech svcs
  - Public administration
  - Real estate
  - Retail trade
  - Transport & warehse
  - Utilities
  - Wholesale trade

- **More Concentrated**
  - Admin & waste svcs
  - Agriculture & forestry
  - Arts & recreation
  - Construction
  - Educational svcs
  - Finance & insurance
  - Health & social svcs
  - Hotel & food svcs
  - Information
  - Manufacturing
  - Mgmt of companies
  - Mining
  - Other services
  - Prof & tech svcs
  - Public administration
  - Real estate
  - Retail trade
  - Transport & warehse
  - Utilities
  - Wholesale trade

Concentration index (1.0 = same as U.S.)
Central Vermont
Career and Technical Education Region

Distribution of Jobs - 2017

- Public administration: 12.3%
- Real estate: 0.7%
- Retail trade: 12.2%
- Transport & warehse: 2.3%
- Utilities: 0.7%
- Wholesale trade: 3.0%
- Admin & waste svcs: 3.1%
- Agriculture & forestry: 0.4%
- Arts & recreation: 1.4%
- Construction: 4.1%
- Educational svcs: 8.0%
- Finance & insurance: 7.8%
- Health & social svcs: 16.5%
- Hotel & food svcs: 9.2%
- Information: 1.1%
- Manufacturing: 6.1%
- Mgmt of companies: 1.5%
- Mining: 0.2%
- Other services: 3.9%

Concentration index (1.0 = same as state)

Concentration of Jobs - 2017
compared to the state

- Admin & waste svcs: 2.7
- Agriculture & forestry
- Arts & recreation
- Construction
- Educational svcs
- Finance & insurance
- Health & social svcs
- Hotel & food svcs
- Information
- Manufacturing
- Mgmt of companies
- Mining
- Other services
- Prof & tech svcs
- Public administration
- Real estate
- Retail trade
- Transport & warehse
- Utilities
- Wholesale trade
Chittenden
Career and Technical Education Region

Distribution of Jobs - 2017

- Public administration: 4.9%
- Real estate: 1.2%
- Retail trade: 12.1%
- Transport & warehse: 3.0%
- Utilities: 0.5%
- Wholesale trade: 3.4%
- Admin & waste svcs: 4.4%
- Agriculture & forestry: 0.3%
- Arts & recreation: 2.1%
- Construction: 5.4%
- Educational svcs: 11.8%
- Finance & insurance: 2.9%
- Health & social svcs: 16.1%
- Information: 2.2%
- Manufacturing: 9.4%
- Mgmt of companies: 0.7%
- Mining: 0.04%
- Other services: 3.0%
- Hotel & food svcs: 8.9%
- Prof & tech svcs: 7.8%
- Public administration: 4.9%

103,957 jobs

Concentration of Jobs - 2017 compared to the state

Vermont Department of Labor, Economic and Labor Market Information Division
Green Mountain
Career and Technical Education Region

Distribution of Jobs - 2017

13,879 jobs

Concentration of Jobs - 2017 compared to the state

* Industries published together to protect employer confidentiality
Hartford
Career and Technical Education Region

Distribution of Jobs - 2017

- Health & social svcs: 19.0%
- Retail trade: 9.8%
- Transport & warehse: 4.6%
- Utilities: 0.5%
- Wholesale trade: 3.2%
- Admin & waste svcs: 4.0%
- Agriculture & Mining*: 0.7%
- Arts & recreation: 3.0%
- Construction: 5.0%
- Educational svcs: 7.9%
- Finance & insurance: 2.2%
- Hotel & food svcs: 18.3%
- Information: 1.8%
- Manufacturing: 3.6%
- Mgmt of companies: 0.6%
- Other services: 4.3%
- Prof & tech svcs: 5.0%
- Real estate: 1.7%
- Admin & waste svcs: 5.0%
- Public administration: 5.0%
- Retail trade: 1.7%
- Wholesale trade: 5.0%
- Transport & warehse: 1.7%
- Utilities: 1.7%
- Wholesale trade: 1.7%

Concentration of Jobs - 2017 compared to the state

- Less Concentrated
- More Concentrated

- Admin & waste svcs
- Agriculture & Mining*
- Arts & recreation
- Construction
- Educational svcs
- Finance & insurance
- Health & social svcs
- Hotel & food svcs
- Information
- Manufacturing
- Mgmt of companies
- Other services
- Prof & tech svcs
- Public administration
- Real estate
- Retail trade
- Transport & warehse
- Utilities
- Wholesale trade

* - Industries published together to protect employer confidentiality
North Country
Career and Technical Education Region

Distribution of Jobs - 2017

- Retail trade: 15.0%
- Manufacturing: 12.8%
- Hotel & food services: 13.1%
- Health & social services: 14.7%
- Educational services: 12.6%
- Retail trade: 15.0%
- Transport & warehouse: 3.9%
- Wholesale trade: 1.6%
- Utilities: 0.2%
- Mgmt & Prof services*: 1.6%
- Other services: 2.3%
- Public administration: 6.7%
- Real estate: 0.8%
- Manufacturing: 12.8%
- Administration & waste services: 2.3%
- Agriculture & Mining*: 3.0%
- Arts & recreation: 0.8%
- Construction: 6.0%
- Information: 0.7%
- Finance & insurance: 2.1%
- Real estate: 0.8%
- Public administration: 6.7%
- Health & social services: 14.7%
- Educational services: 12.6%
- Retail trade: 15.0%
- Transport & warehouse: 3.9%
- Wholesale trade: 1.6%
- Utilities: 0.2%
- Mgmt & Prof services*: 1.6%
- Other services: 2.3%
- Public administration: 6.7%
- Real estate: 0.8%
- Manufacturing: 12.8%
- Administration & waste services: 2.3%
- Agriculture & Mining*: 3.0%
- Arts & recreation: 0.8%
- Construction: 6.0%
- Information: 0.7%
- Finance & insurance: 2.1%

Concentration of Jobs - 2017 compared to the state

- Less Concentrated
- More Concentrated

- Admin & waste services
- Agriculture & Mining*
- Arts & recreation
- Construction
- Educational services
- Finance & insurance
- Health & social services
- Hotel & food services
- Information
- Manufacturing
- Mgmt & Prof services*
- Other services
- Public administration
- Real estate
- Retail trade
- Transport & warehouse
- Utilities
- Wholesale trade

Vermont Department of Labor, Economic and Labor Market Information Division
Northwest Vermont
Career and Technical Education Region

Distribution of Jobs - 2017

- Public administration: 12.8%
- Manufacturing: 14.9%
- Health & social services: 16.4%
- Educational services: 10.0%
- Retail trade: 12.6%
- Transport & warehouse: 5.1%
- Util & Wholesale trade*: 3.2%
- Admin & waste services: 8.3%
- Agriculture & forestry: 2.1%
- Arts & recreation: 0.3%
- Construction: 2.8%
- Finance & insurance: 1.6%
- Prof & tech services: 1.6%
- Other services: 1.7%
- Mining: 0.2%
- Information: 0.6%
- Hotel & food services: 5.5%
- Real estate: 0.5%

Total jobs: 14,701

Concentration of Jobs - 2017
compared to the state

- Admin & waste services: Less concentrated
- Agriculture & forestry: More concentrated
- Arts & recreation: Less concentrated
- Construction: Less concentrated
- Educational services: Less concentrated
- Finance & insurance: Less concentrated
- Health & social services: More concentrated
- Hotel & food services: Less concentrated
- Information: Less concentrated
- Manufacturing: Less concentrated
- Mining: Less concentrated
- Other services: Less concentrated
- Prof & tech services: More concentrated
- Public administration: More concentrated
- Retail trade: More concentrated
- Real estate: Less concentrated
- Retail trade: More concentrated
- Transport & warehouse: More concentrated
- Util & Wholesale trade*: More concentrated

Concentration index (1.0 = same as state)

* - Industries published together to protect employer confidentiality
Career and Technical Education Regions - Industries

**Patricia A. Hannaford**
Career and Technical Education Region

**Distribution of Jobs - 2017**

- Public administration: 2.4%
- Real estate: 0.5%
- Retail trade: 13.2%
- Transport & warehse: 2.7%
- Util & Whsle trade*: 1.8%
- Admin & Mgmt*: 1.8%
- Agriculture & forestry: 4.5%
- Arts & recreation: 1.2%
- Construction: 5.4%

**Education & Health***: 37.1%

**Other services**: 2.6%

**Mining**: 0.3%

**Manufacturing**: 12.4%

**Information**: 0.8%

**Hotel & food svcs**: 7.9%

**Finance & insurance**: 2.2%

**Transport & warehse**: 2.7%

Total jobs: 14,364

**Concentration of Jobs - 2017**

- **Admin & Mgmt***: 4.3
- Agriculture & forestry
- Arts & recreation
- Construction
- Education & Health***
- Finance & insurance
- Hotel & food svcs
- Information
- Manufacturing
- Mining
- Other services
- Prof & tech svcs
- Public administration
- Real estate
- Retail trade
- Transport & warehse
- Util & Whsle trade*

* - Industries published together to protect employer confidentiality

Vermont Department of Labor, Economic and Labor Market Information Division
Randolph
Career and Technical Education Region

Distribution of Jobs - 2017

9,052 jobs

Concentration of Jobs - 2017
compared to the state

* - Industries published together to protect employer confidentiality

Vermont Department of Labor, Economic and Labor Market Information Division 12
River Bend
Career and Technical Education Region

Distribution of Jobs - 2017

- Educational svcs: 17.0%
- Health & social svcs: 13.4%
- Retail trade: 13.0%
- Construction: 8.7%
- Wholesale trade: 3.0%
- Transport & Utilities*: 3.7%
- Manufacturing: 8.6%
- Information: 1.1%
- Other services: 2.2%
- Prof & tech svcs: 3.4%
- Agriculture & Mining*: 6.1%
- Finance & insurance: 2.6%
- Real estate: 0.4%
- Public administration: 5.0%
- Admin & Mgmt*: 2.0%
- Arts & Hotel*: 9.8%

Total jobs: 3,534

Concentration of Jobs - 2017 compared to the state

Concentration index (1.0 = same as state)

- Administrative & Management*: 4.8
- Agriculture & Mining*
- Arts & Hotel*
- Construction
- Educational services
- Finance & insurance
- Health & Social services
- Information
- Manufacturing
- Other services
- Prof & tech services
- Public administration
- Real estate
- Retail trade
- Transport & Utilities*
- Wholesale trade

* - Industries published together to protect employer confidentiality
Distribution of Jobs - 2017

River Valley
Career and Technical Education Region

11,909 jobs

Concentration of Jobs - 2017
compared to the state

* - Industries published together to protect employer confidentiality
Southwest Vermont
Career and Technical Education Region

Distribution of Jobs - 2017

- Health & social svcs 19.2%
- Educational svcs 13.2%
- Retail trade 15.1%
- Real estate 0.9%
- Public administration 3.0%
- Manufacturing 13.7%
- Hotel & food svcs 10.7%
- Information 1.7%
- Other services 2.3%
- Mining 0.3%
- Mgmt & Prof svcs* 4.2%
- Agriculture & forestry 0.8%
- Arts & recreation 2.0%
- Construction 3.9%
- Transport & warehse 1.9%
- Admin & waste svcs 4.1%
- Finance & insurance 1.8%
- Real estate 0.9%
- Retail trade 15.1%
- Public administration 3.0%
- Manufacturing 13.7%
- Hotel & food svcs 10.7%
- Information 1.7%
- Other services 2.3%
- Mining 0.3%
- Mgmt & Prof svcs* 4.2%
- Agriculture & forestry 0.8%
- Arts & recreation 2.0%
- Construction 3.9%
- Transport & warehse 1.9%
- Admin & waste svcs 4.1%
- Finance & insurance 1.8%

17,144 jobs

Concentration of Jobs - 2017
compared to the state

Concentration index (1.0 = same as state)

- Less Concentrated
- More Concentrated

Admin & waste svcs
Agriculture & forestry
Arts & recreation
Construction
Educational svcs
Finance & insurance
Health & social svcs
Hotel & food svcs
Information
Manufacturing
Mgmt & Prof svcs*
Mining
Other services
Public administration
Real estate
Retail trade
Transport & warehse
Util & Whsle trade*

* - Industries published together to protect employer confidentiality

Vermont Department of Labor, Economic and Labor Market Information Division
St. Johnsbury
Career and Technical Education Region

Distribution of Jobs - 2017

9,686 jobs

Concentration of Jobs - 2017
compared to the state

* - Industries published together to protect employer confidentiality
Stafford
Career and Technical Education Region

Distribution of Jobs - 2017

- Prof & tech svcs: 2.5%
- Public administration: 4.3%
- Real estate: 0.9%
- Retail trade: 14.3%
- Transport & warehse: 3.6%
- Utilities: 1.6%
- Wholesale trade: 3.0%
- Admin & waste svcs: 3.9%
- Agriculture & forestry: 0.4%
- Arts & recreation: 1.3%
- Construction: 5.5%
- Educational svcs: 10.9%
- Finance & insurance: 1.8%
- Health & social svcs: 19.3%
- Hotel & food svcs: 8.9%
- Information: 1.0%
- Mgmt of companies: 1.4%
- Manufacturing: 11.5%
- Mining: 1.0%
- Other services: 2.8%
- Prof & tech svcs: 2.5%
- Public administration: 4.3%
- Real estate: 0.9%
- Retail trade: 14.3%
- Transport & warehse: 3.6%
- Utilities: 1.6%
- Wholesale trade: 3.0%
- Admin & waste svcs: 3.9%
- Agriculture & forestry: 0.4%
- Arts & recreation: 1.3%
- Construction: 5.5%
- Educational svcs: 10.9%
- Finance & insurance: 1.8%
- Health & social svcs: 19.3%
- Hotel & food svcs: 8.9%
- Information: 1.0%
- Mgmt of companies: 1.4%
- Manufacturing: 11.5%
- Mining: 1.0%
- Other services: 2.8%

Distribution of Jobs - 2017 compared to the state

Concentration index (1.0 = same as state)

Admin & waste svcs: 5.3
Agriculture & forestry: 3.0
Arts & recreation: Manufacturing: 1.6
Construction: Educational svcs: 1.4
Economic svcs: Information: 1.0
Finance & insurance: Mgmt of companies: 1.4
Health & social svcs: Mining: 1.0
Hotel & food svcs: Other services: 2.8
Information: Prof & tech svcs: 1.0
Real estate: Retail trade: 1.0
Transport & warehse: Utilities: 1.6
Wholesale trade: Wholesale trade: 1.0

Vermont Department of Labor, Economic and Labor Market Information Division
Windham
Career and Technical Education Region

**Distribution of Jobs - 2017**

- Public administration: 3.3%
- Real estate: 1.5%
- Retail trade: 10.6%
- Transportation & warehousing: 2.1%
- Utilities: 0.5%
- Wholesale trade: 5.2%
- Admin & waste services: 3.7%
- Agriculture & mining: 1.5%
- Arts & recreation: 0.8%
- Construction: 4.8%
- Education services: 14.5%
- Finance & insurance: 2.5%
- Health & social services: 16.5%
- Hotel & food services: 17.1%
- Information: 1.0%
- Manufacturing: 9.6%
- Mgmt & Prof services: 2.4%
- Other services: 2.5%
- Real estate: 1.5%
- Retail trade: 10.6%
- Transportation & warehousing: 2.1%
- Utilities: 0.5%
- Wholesale trade: 5.2%
- Admin & waste services: 3.7%
- Agriculture & mining: 1.5%
- Arts & recreation: 0.8%
- Construction: 4.8%
- Education services: 14.5%
- Finance & insurance: 2.5%
- Health & social services: 16.5%
- Hotel & food services: 17.1%
- Information: 1.0%
- Manufacturing: 9.6%
- Mgmt & Prof services: 2.4%
- Other services: 2.5%

**Concentration of Jobs - 2017**

Compared to the state

Concentration index (1.0 = same as state)

* - Industries published together to protect employer confidentiality

Vermont Department of Labor, Economic and Labor Market Information Division
Appendices
Appendix A. Data

Source

The source of data for this publication is the 2017 Quarterly Census of Employment and Wages (QCEW). QCEW is a Federal/State cooperative program between the U.S. Department of Labor, Bureau of Labor Statistics and the Vermont Department of Labor, Economic and Labor Market Information Division.

Jobs Included and Excluded

The QCEW program includes all jobs covered by the Vermont Unemployment Insurance Law and Unemployment Compensation for Federal Employees program. For 2017, this was about 90% of the labor force. Jobs not included are the unincorporated self-employed, proprietors, religious and railroad workers, unpaid family members, elected officials and most farmworkers.

Government Jobs Included

Job counts include jobs at private non-government employers and at federal, state, and local government agencies, including state hospital, state colleges, and local schools.

Combined Industries

Data is collected under a pledge of confidentiality. Reports must be summarized so as not to reveal individual employer information. For this reason, industries within a Career and Technical Education Region too small to be released separately are combined and published together. Combined industries are asterisked. Following are combined industry titles and the industries included in each.

<table>
<thead>
<tr>
<th>Combined Title</th>
<th>Industries Included</th>
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<td>Management of companies and enterprises</td>
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<td>Mining, Quarrying, and Oil and Gas Extraction</td>
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<td>Health care and social assistance</td>
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<td>Information</td>
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<td>Real estate and rental and leasing</td>
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<td>Util &amp; Whsle trade*</td>
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<td></td>
<td>Wholesale trade</td>
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Appendix B. Industry Descriptions

Businesses are classified into an industry based on the 2017 North American Industry Classification System (NAICS). Listed below are the industry titles used in this publication, the full title, if abbreviated, and the typical activities found in that industry.

Admin & waste svcs (Administrative and Waste Services)

Administrative and support activities for the day-to-day operations of other organizations, such as office administration, hiring, clerical, security, and cleaning. Waste collection, treatment and disposal services.

Agriculture & forestry (Agriculture, Forestry, Fishing and Hunting)

Growing crops, raising animals, harvesting timber, and harvesting fish and other animals on farms, ranches, dairies, greenhouses, nurseries, orchards, or hatcheries and agricultural support activities.

Arts & recreation (Arts, Entertainment, and Recreation)

Performing arts, spectator sports, museums, historical sites, zoos, parks, and amusement, gambling, or recreation establishments.

Construction

Construction of buildings, highways or utilities and specialty trade activities such as electrical, flooring, structural steel, masonry, roofing, plumbing, tile and painting.

Educational svcs (Educational Services)

Schools (K-12), colleges, universities, business and computer training, technical and trade schools and educational support services.

Finance & insurance (Finance and Insurance)

Banks, credit unions, brokerages, investment services, insurance carriers, funds, trusts, and other financial services.

Health & social svcs (Health Care and Social Assistance)

Physicians, dentists, medical labs, home health care agencies, hospitals, ambulance service, nursing homes, mental health facilities, child day care, senior centers, and family social service agencies.

Hotel & food svcs (Accommodation and Food Services)

Hotels, boarding houses, RV parks, restaurants, bars, caterers, mobile food trucks, cafeterias.

Information

Publishing, motion picture and sound recording, broadcasting, telecommunications, data processing, and information services.

Manufacturing

Transforms materials into new products such as canned food, baked goods, beverages, textiles, apparel, footwear, plywood, paper, printing, gasoline, paint, plastics, steel, hardware, computers, appliances, autos, and furniture.
Career and Technical Education Regions - Industries

**Mgmt of companies (Management of Companies and Enterprises)**

Offices that manage other establishments of the company, such as corporate, headquarters, and regional offices. Legal entities known as holding companies that own a controlling interest in companies.

**Mining (Mining, Quarrying, and Oil and Gas Extraction)**

Mining or quarrying dimension stone such as granite and marble, stone crushing plants, sand and gravel pits, and support activities for mining.

**Other Services**

Activities not elsewhere classified, such as repair and maintenance of equipment, personal and laundry services, membership associations, and private households employing workers.

**Prof & tech svcs (Professional and Technical Services)**

Legal, accounting, engineering, computer, consulting, research, advertising, photographic, translation, and veterinary activities.

**Public administration**

Activities of federal, state, and local government such as police, fire, courts, corrections, and immigration, and administration of public programs such as education, public health, environmental, and economic.

**Real estate (Real Estate and Rental and Leasing)**

Selling, buying, renting, or leasing real estate. Renting or leasing automobiles, consumer goods, and industrial machinery. Assigning rights to assets such as patents and franchise agreements.

**Retail trade**

Selling goods to the general public, through store and non-store outlets, such as autos, furniture, electronics, appliances, building supplies, food, personal care, gasoline, clothing, music, and books.

**Transport & warehse (Transportation and Warehousing)**

Airlines, railroads, ferries, trucking, buses, pipelines, sightseeing tours, dinner cruises, tramways, postal and courier services, warehousing, and storage.

**Utilities**

Activities involving electric power, natural gas, steam supply, water supply and treatment.

**Wholesale trade**

Selling goods to other businesses as an intermediate step in the distribution of merchandise, normally operating from a warehouse or office, such as equipment, metal, chemicals, and petroleum products.
Appendix C

Career and Technical Education Regions

Map

CTE Towns

Town Index
Vermont Career and Technical Education Regions

2017-2018 School Year
### Vermont 2017-2018 Career and Technical Education Regions

<table>
<thead>
<tr>
<th>Central Vermont Career Center Region</th>
<th>Barre city</th>
<th>Barre town</th>
<th>Berlin</th>
<th>Cabot</th>
<th>Calais</th>
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<th>East Montpelier</th>
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### Vermont 2017-2018 Career and Technical Education Regions

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Vermont Department of Labor, Economic and Labor Market Information Division
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**Note:** The table lists towns/cities and their respective CTE regions. Each town/city is paired with its corresponding CTE region, allowing for easy reference and navigation through the Vermont Department of Labor, Economic and Labor Market Information Division's resources.
## Vermont Towns/Cities and Career and Technology Education Region

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