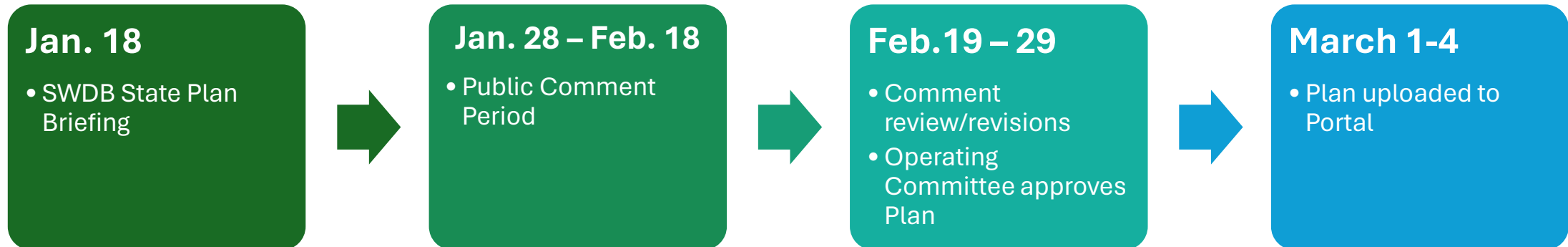


State Workforce Development Board Meeting

January 18, 2024

Purpose of the WIOA State Plan

- Framework to outline strategic vision for how workforce development systems will achieve the purpose of WIOA.
- Strategic alignment of Core Programs
- Direct investments to focus on providing relevant education and training to job seekers to have skills in a competitive job market
- Apply strategies across federal programs/titles
- Enable innovation across employment, training, and workforce partners.



Title I: Youth, Adult, and Dislocated Worker

Title III: Wagner- Peyser/Employment Services

Jay Ramsey

Workforce Development Director

Vermont Department of Labor

Goals Established by the Board

- Goal 1: Ensure that people in Vermont have easy access to education, training, and services that support attainment of their career and financial goals.
- Goal 2**: Ensure that everyone – including women, Veterans, minorities, people with disabilities, and other underrepresented groups - can contribute and thrive in high demand careers that will directly impact Vermont's success over the next decade - housing, broadband access, climate resiliency, transportation infrastructure, childcare, education, and healthcare.
- Goal 3: Increase assistance to Vermonters to encourage high school completion, earn additional qualifications like industry-recognized certificates, participate in registered apprenticeships, or pursue post-secondary degree program.
- Goal 4: Integrate continuous improvement practices into the operations of the workforce development system, its core partners and education and training providers, so the system can effectively serve as many individuals and businesses as possible.

Goals Established by the Board

- Goal 5: Meet the needs of Vermont's employers by proactively engaging education institutions, youth, young adults, and college students at key transition points, to increase their awareness of the many career entry and advancement opportunities around the state.
- Goal 6**: Ensure employers have the tools they need to navigate labor shortages by linking them to on-the-job training programs, technical assistance, information on best practices in job design, hiring, compensation, and emerging expectations that workers have of their workplace.
- Goal 7: Adapt the public workforce system's access points to ensure hyper local and virtual components are available to meet the needs of jobseekers of every generation and background.
- Goal 8**: Align data collections across the workforce system so that data can be more effectively and efficiently used to inform decisions, to identify gaps in service delivery, to uncover gaps in training and credentialing, and to foster equity and accessibility within the public workforce system and among the core partner programs.

Strategy Prioritization

Core partners in the public workforce system strive to achieve these high-level goals, giving prioritization, emphasis, and special planning considerations for-

- individuals who live in **rural communities**,
- individuals who are experiencing **homelessness**,
- individuals who are living below the Federal **poverty** line,
- individuals who are at **transitional points** in their working lives (e.g. immigrants/asylees, post high school graduation, post college graduation, laid-off, parents re-entering the workforce),
- all **business and industry**, including **small business**.

Strategies Adopted by the Partners

1. Technology
2. Staff Development/Training
3. Public Awareness
4. System Coordination
5. Direct Impact

Technology

- Modernize the public job board and case management system.
- Employer toolkit for workforce services
- Training opportunity clearinghouse
- Develop “virtual one-stop workforce expansion resource center”
- Analyze and publish workforce service delivery data by gender, age, race, ethnicity, and disability status.
- Quarterly analysis, publication, and presentation of populations served (and not currently served) by the public workforce system.



Staff Development & Training



- Training & Development Coordinator
- Diversity, equity, inclusion, and accessibility
- On-the-job training contracts (see Direct Impact)
- Focused on needs and expectations of different demographics
- Create share professional development opportunities with partners – including for Registered Apprenticeship
- Learning opportunities for employers related to changing job-seeker expectations



Public Awareness

- Hire an outreach and communications specialist.
- Increase visibility of the public workforce system and its programs and services.
- Continually inform the public about education and training opportunities aligned with in-demand occupations in the state (reference Technology).
- Increase outreach and delivery of workforce services to diverse populations.
- Provide employment services in more convenient places to the customer,
- Conduct focus groups with diverse customer groups to develop informed communication & outreach strategies.

System Coordination

- “One-stop operator” contract
- Input on all state plans related to Federal investments in Vermont
- Project manage developing a common intake, communication, and referral processes
- Coordinate semi-annual opportunities for partners at regional and state level
- Promote program and community-partner collaboration
- Make information about the system more visible and consistently available.
- Ensure transition support for individuals moving from secondary to post-secondary education, and post-secondary to workforce and beyond
- Increase outreach and explore best practices for enhancing and systematizing Rapid Response, Layoff Aversion and Trade Adjustment Assistance activity.



A decorative graphic on the left side of the page features several colorful sticky notes (orange, yellow, green, and pink) scattered across a blurred background of a bulletin board with various papers and photos.

Direct Impact

- Expand the use of paid work-based and on-the-job learning and training
- Promote development of digital literacy training for mature workers and others
- Promote the coordination of and expansion of publicly available transportation
- Prioritize participant enrollment in education and training programs that result in measurable skill gain, and attainment of a high school diploma or post-secondary credential.
- Focus training, development, and resource allocation primarily on - housing, broadband access, climate resiliency, transportation infrastructure, childcare, education, and healthcare.
- Expand strategic partnerships with employers and industry and economic development leaders to develop training programs that meet the employment needs of local businesses.
- Provide relocation information and employment assistance to in- and out-of-state job-seekers to connect them with available jobs.
- ++ Coordinate with National and State service programs to connect participants to job opportunities in Vermont

Adult Education and Literacy

WIOA State Plan Overview of Title II

January 18, 2024

Robin Castle

State Director of Adult Education and Literacy

Brief Overview of Adult Education and Literacy

AEL provides services that upskill adults (must be at least 16, unenrolled from school) who:

- Are seeking to finish high school (In FY23, 41% of students)
- Require basic skills instruction in reading, writing, math, and/or digital literacy or
- Are English Language Learners (In FY23, 29% of students).

AEL Services

- Academic instruction
- Career services
- English language instruction
- Workforce preparation activities
- Integrated Education and Training programs
- Integrated English Literacy and Civics Education
- Transition services to postsecondary and/or employment

Workforce Preparation Activities

Designed to “. . . help an individual acquire a combination of

- basic academic skills,
- critical thinking skills,
- digital literacy skills, and
- self-management skills, including
 - competencies in utilizing resources,
 - using information,
 - working with others,
 - understanding systems, and
 - obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.”

Integrated Education and Training Programs

Short-term programs that prepare students for employment in a specific occupation that results in career advancement.

An IET program includes the following three components:

- adult education and literacy activities (contextualized)
- workforce preparation activities, and
- workforce training.

Overview of Title II Section of WIOA State Plan

Goal 1: Ensure that people in Vermont have easy access to education, training, and services that support attainment of their career and financial goals.

- Continue expansion of outreach efforts
- Flexible scheduling of services
- Integrated Education and Training (IET) programs
- In-person and remote services

Goal 2: Ensure that everyone – including women, Veterans, minorities, people with disabilities, and other underrepresented groups - can contribute and thrive in high demand careers that will directly impact Vermont's success over the next decade - housing, broadband access, climate resiliency, transportation infrastructure, childcare, education, and healthcare.

- The AOE and AEL providers will work with partners and align services with Vermont's final Digital Equity Plan.
- The AOE and AEL providers will strengthen collaborations with HireAbility to ensure high-quality services for customers with disabilities that lead to employment.
- Integrated Education and Training programs that prepare students to work in in-demand industries such as weatherization, childcare, and healthcare will continue to be developed and implemented.

Goal 3: Increase assistance to Vermonters to encourage high school completion, earn additional qualifications like industry-recognized certificates, participate in registered apprenticeships, or pursue post-secondary degree program.

- Academic services to prepare for the GED or a diploma through the High School Completion Program.
- Work with the Vermont Department of Labor and the One-Stop Operator to help AEL providers identify local Registered Apprenticeship opportunities and explore developing pre-apprenticeship programs (which may also be Integrated Education and Training programs) for AEL students.

(cont'd on next slide)

Goal 3 (continued):

- Transition plans will be created for every AEL student that include exploration and resources for transition to post-secondary and employment. Services that lead to successful transition to post-secondary education will be provided through:
 - Access to Industry Recognized Credentials
 - Career exploration and information on career pathways
 - Exposure to post-secondary level instruction through the dual enrollment program for eligible students
 - Linkages with Vermont Student Assistance Program and other resources that provide information on financing post-secondary education.

Goal 4: Integrate continuous improvement practices into the operations of the workforce development system, its core partners and education and training providers, so the system can effectively serve as many individuals and businesses as possible.

- AOE and AEL providers will participate in all One-Stop Operator facilitated trainings and meetings to improve operations and referral processes among one-stop partners.
- Regional one-stop meetings will be convened to ensure strong local collaborations that increase the number of Vermonters served by one-stop partners efficiently and effectively.
- AOE and AEL providers will collaborate with one-stop partners to ensure high-quality case management services for customers facing multiple barriers and to decrease duplication of these services.
- AOE will work with Department of Labor and HireAbility to identify and implement co-location opportunities.

Goal 5: Meet the needs of Vermont's employers by proactively engaging education institutions, youth, young adults, and college students at key transition points, to increase their awareness of the many career entry and advancement opportunities around the state.

- Continue to engage adults at key transition points, such as English language learners and displaced homemakers. Career services include information during intake and orientation regarding the resources available through one-stop partners and appropriate referrals for students at intake and throughout their participation in AEL.

Goal 6: Ensure employers have the tools they need to navigate labor shortages by linking them to on-the-job training programs, technical assistance, information on best practices in job design, hiring, compensation, and emerging expectations that workers have of their workplace.

- Continue to conduct outreach to employers to offer information and support regarding services available to employers and employees through the one-stop delivery system. AEL providers also provide access to education and training for employees that may include skills development such as English language skills, math, or reading comprehension.

Goal 7: Adapt the public workforce system's access points to ensure hyper local and virtual components are available to meet the needs of jobseekers of every generation and background.

- Local AEL programs will collaborate with local one-stop partners to develop the most flexible and responsive methods to ensure access to services, whether in-person or virtually, including virtual contact with co-enrolled customers as part of the co-location services and providing services outside of business hours.

•

Goal 8: Align data collections across the workforce system so that data can be more effectively and efficiently used to inform decisions, to identify gaps in service delivery, to uncover gaps in training and credentialing, and to foster equity and accessibility within the public workforce system and among the core partner programs.

- AOE will work with core programs to align data collections and provide technical assistance to AEL providers to utilize these tools.

Other Parts of Title II Section

Please review for more information on:

- The alignment of State academic content standards
- Integrated English Literacy and Civics Education program
- State Leadership activities
- Assessing quality

Thank you!

Questions?

Contact Robin Castle
Student Pathways Division

Robin.Castle@Vermont.gov

Proposed State Plan Goals and Priorities for Program Years 2024 and 2025

STATE WORKFORCE DEVELOPMENT BOARD

1. HA will continue to align services to support consumers in achieving the WIOA Common Performance Outcome Measures.

- HA strongly supports the WIOA common performance measures because they prioritize high-quality long-term outcomes for participants. The measures are:
 - Employment Rate Second Quarter Post Exit
 - Employment Rate Fourth Quarter Post Exit
 - Median Earning Second Quarter Post Exit
 - Credential Attainment
 - Measurable skills Gains

Goals and Targets

- Because the Common Performance Measures are such lagging measures HA has developed leading measures designed for the program. These are:
 - Sustained Teaming (Target 25%)
 - Career Assessment (Target 50%)
 - Participation in credential focused training (Target 35%)
 - Work Based Learning Experiences (Target 25%)
 - Higher Wage Plan Goals: 150% of minimum wages or better (Target 50%)

2. HA will increase consumer opportunities to participate in post-secondary education and training and gain industry recognized credentials.

- **Actuals for Program Years 2021 and 2022 (SFY 22 and 23)**
 - Program Year 2021: 559 Enrolled and 121 credentials earned
 - Program Year 2022: 626 Enrolled and 156 credentials earned
- **Targets for Program Years 2024 and 2025**
 - Program Year 2024: 700 Enrolled and 170 credentials earned
 - Program Year 2025: 800 Enrolled and 200 credentials earned

3. HA will expand opportunities for participants to enroll in Registered Apprenticeships.

- Registered Apprenticeships are a proven strategy for job seekers to enter and succeed in high wage and high demand fields. However, historically HireAbility participants have not enrolled in apprenticeship programs. HireAbility will be implementing a number of strategies to increase participant enrollment in apprenticeship programs. Because we are starting from a low baseline the targets are modest to start with:
 - Program Year 2024 Target: 10 HireAbility participants will be enrolled in Registered Apprenticeships
 - Program Year 2025 Target: 20 HireAbility participants will be enrolled in Registered Apprenticeships

4. HA will improve outcomes for students and youth with emotional/behavioral disabilities served through the JOBS Supported Employment Program.

- HA is implementing three major strategies to improve JOBS outcomes. These are:
 - Fee for outcome contacting
 - Centralized case management
 - Implementation of a JOBS dashboard
- The new contracted outcomes include
 - Career assessments completed
 - Paid Work Experiences
 - Job placement
 - Job support post placement
 - Earnings at HA closure

5. DVR will continue to expand efforts to effectively serve employers under the new branding of HireAbility.

- Employer engagement continues to be a critical activity to ensure participants have access to employment opportunities and careers. Creative Workforce Solutions was the employer engagement and marketing arm under our old name of Vocational Rehabilitation. In 2021 we implemented a rebranding that pulled all our marketing under one banner HireAbility.
- **Targets**
- Contacts: 1,600 new contacts per program year
- Activities: 3,700 distinct engagement activities per program year
- Opportunities: 2,400 discrete consumer opportunities developed per program year
- Outreach: 900 distinct consumer opportunities developed based on caseload need.

6. HA will continue to seek opportunities to expand and/or improve services for underserved populations including individuals who need supported employment.

- DVR recognizes that there continue to be Vermont populations with disabilities that are unserved or underserved. These include, but are not limited to:
 - Individuals with severe disabilities who need supported employment services but are not eligible for long term supports through the Division of Developmental Services or the Department of Mental Health.
 - Individuals with disabilities who are offenders and are transitioning into the community.
 - Individuals with substance use disorders.
 - Survivors of traumatic brain injuries.
- We will continue to seek opportunities like the Opioid Pilot to serve these populations through grants, foundations and other mechanisms.

7. HA will continue to track consumer satisfaction with the program's services through the bi-annual consumer satisfaction survey.

- Participant satisfaction is a critically important metric for HireAbility. The HireAbility Consumer Experience Survey is conducted every two years to determine consumers' overall satisfaction with the program.
- Targets for PY 25:
- At least 96% of DVR consumers will report they would recommend DVR to family and friends.
- At least 90% will report they were satisfied or very satisfied with their experience working with DVR staff and counselors.

8. HA commitment to becoming a diverse and welcoming environment for all participants, staff and partners.

■ Vision Statement

- HireAbility will become an organization where; All staff and participants have a sense of belonging & feel welcomed here at HireAbility. Our diverse staff reflect the communities that we serve. Our strong connections with multicultural communities and community partners ensures engagement, successful outcomes, and career pathway opportunities for participants from diverse backgrounds.

■ Areas of Focus

- Develop a workforce that reflects the diverse populations we serve.
- Effectively reach all populations that are eligible for our services.
- Ensure staff have access to the tools and knowledge and feel competent to serve all participants in a culturally appropriate way
- Strengthen our existing communication loops to ensure staff are informed and can contribute.



Division for the Blind and Visually Impaired

Proposed State Plan Goals and Strategies for Program Year 2024 and
2025

All DBVI goals and priorities are established within the Division's long-established strategic themes for all participants of the DBVI program that include:

- Economic Independence.
- Blindness Related Adaptive Skill Building (Assistive Technology; Low Vision; O+M; Blindness Rehabilitation Evaluation and Teaching).
- Delivering DBVI services well and assisting individuals to become better off.
- Expanding program growth and partnerships.

Goal 1. DBVI will align services to support consumers in achieving the WIOA Common Performance Outcome Measures.

Measures:

- Employment retention six months post closure.
- Employment retention twelve months post closure.
- Median earnings six months post closure.
- Credential attainment rate.
- Measurable skills gains.
- Employer engagement.

DBVI developed the following Leading Measures because the WIOA Common Performance Measures were lagging:

- Leading Measure One: The use of career assessment tools to support exploration of higher wage and higher skill options (25%)
- Leading Measure Two: The use of blindness adaptive skill evaluation and training. (60%)
- Leading Measure Three: The use of blindness assistive technology evaluation and training. (60%)

Goal 2. DBVI will increase the percentage of consumers earning more than minimum wage at closure.

Strategies:

- DBVI will provide technology training for people who need to prepare for a job or succeed at a current job
- Use a team approach for a given situation including customer, job developer, counselor, job site technology evaluation, and training.

Goal 3. DBVI will increase consumer opportunities to participate in post-secondary education and training and gain industry recognized credentials.

Strategies:

- DBVI will work to meet goals outlined in Rural Youth Apprenticeship Development grant and participate in RYAD learning collaborative.
- Establish working relationships with Vocational Tech Centers and track participation.



Goal 4. In partnership with VDOL and Community Partners, DBVI will create more opportunities for DBVI consumers to participate in DOL programs.

Strategies:

- DBVI, with the support of HA, AOE, and the RYAD learning collaborative will develop stronger partnerships with the local Technical Educational Centers, Adult Basic Education programs, AmeriCorps, and Community College of Vermont.
- Collaborate with VDOL and HA agencies to create pre-apprenticeship and apprenticeship opportunities.

Goal 5. DBVI will continue to implement highly effective Pre-Employment Transition Services (Pre-ETS) for students statewide.

Strategies:

- Each DBVI Counselor will meet at the beginning of the school year with the Teachers of the Visually Impaired in their region to create a plan for identifying potentially eligible students and opening eligible students in the DBVI VR program.
- Participate in statewide Core Transition Teams.
- Continue to expand pre-employment transitional services offered in the Learn, Earn and Prosper (LEAP) Program to meet the needs of students and families and therefore increase enrollment participation.
- Continue to develop LEAP virtual pre-employment transitional programming as well as in person community day programming.

Goal 6. DBVI will continue to expand efforts to effectively serve employers through Creative Workforce Solutions (CWS).

The Business Account Managers are the primary employer engagement staff for HA/DBVI. HA/DBVI measures employer engagement through the following metrics:

- **New Employer Contacts:** These are defined as new contacts with employers who have never engaged with HA/DBVI.
- **Employer Activities:** These are defined as engagement activities with employers who have an ongoing relationship with HA/DBVI.
- **Employer Opportunities:** These are defined as specific participant opportunities such as a job opening, training opportunity, work-based learning opportunity, company tour or informational interview.
- **Caseload Driven Outreach:** Caseload driven outreach is defined as labor market outreach directly related to participants on counselors' current caseloads. Business Account Managers are tasked with directing two-thirds of their activities to caseload needs.

Goal 7. DBVI will continue to seek opportunities to expand and/or improve services for underserved populations including individuals who need supported employment.

Strategies:

- DBVI will create an inclusive outreach plan that includes consumers and providers.
- Develop a set of outreach materials to be used at events across the state including outreach to minorities and underserved populations.
- Support efforts to establish Deaf-Blind SSP services in Vermont.

Goal 8. Consumer satisfaction with DBVI services will be maintained or increase through the tri-annual consumer satisfaction survey.

Strategies:

- DBVI will develop a consistent statewide orientation to DBVI services which will be implemented in all four regional offices.
- DBVI will continually evaluate timeliness, accuracy, and ease of obtaining services.