

# Final Minutes

## STATE WORKFORCE DEVELOPMENT BOARD

February 10, 2016 Meeting

Elks Club

Montpelier, Vermont

### **MINUTES**

#### **Wednesday February 10, 2016 meeting**

Elks Club

203 Country Club Rd.

Montpelier, VT

#### **Members participating:**

Hal Cohen by statutory designee Christine Johnson; Tom Longstreth; Secretary Holcombe by statutory designee Deputy Secretary Heather Bouchey; Chair, Frank Cioffi; Andy Pallito; Vice-Chair, Jen Kimmich; Laurie Gunn; Chancellor Jeb Spaulding; Representative Kathy Keenan; Commissioner Annie Noonan; Robert Bridges; Janette Bombardier, on the phone but with Scott Gibbs present; Commissioner Joan Goldstein; Mayor Chris Louras; Representative Tristan Toleno; Paul Biebel; Gerry Ghazi; Judy Geiger; George Sabol; Dennis LaBounty; President Joyce Judy; Eileen Illuzzi; Jostein Solheim; Rose Lucenti; Greg Maguire; Lynn Vera; Mike Lane; Pat Elmer; Ellen Kahler; Secretary Pat Moulton; Commissioner Lisa Menard. Scott Giles was represented by Carol Bokan, but was not counted in the quorum as there is no statutory provision for his proxy. Member participating by phone: Melissa Hersh.

#### **VDOL staff present:**

Annie Noonan, Commissioner (also Board member)

Maureen Tivnan, Deputy Commissioner

Rose Lucenti, Director of VDOL Workforce Development (also Board member)

Suzanne Wagner, Regional Manager

Danielle Kane, Regional Manager

Mat Barewicz, Economic & Labor Market Information Chief

Jason Boss, VDOL staff

Michele Kupersmith, SWDB Staff Liaison and Workforce Education and Training Coordinator

#### **Guests present:**

**Members of the House Committee on Commerce and Economic Development:**

Rep. Bill Botzow, Chair House Committee on Commerce and Economic Development

Rep. Mike Marcotte, Vice Chair, House Committee on Commerce and Economic Development

Rep. Jean O'Sullivan

Rep. Valerie Stewart  
Rep. Fred Baser  
Rep. Cory Parent  
Rep. Maureen Dakin  
Rep. Heidi Scheuermann  
Rep. Steve Carr  
Rep. Laura Sibilica

**Others:**

Linnea Myers, UVM Northeast Transportation Workforce Center  
Lisa Durocher, Northwest Technical Center  
Sharon Parker, Agency of Education  
Chris Hardy, Northeast Kingdom Learning Center  
Michelle Tarryk, NEKLS  
Pat Guckin, St. Johnsbury Academy  
Tom Saylor, Vermont Associates in Training and Development, Inc.  
Rachel Jolly, Vermont Works for Women  
Carol Shultz-Perkins, Central Vermont Adult Basic Ed  
Kate Nicolet, Central Vermont Adult Basic Ed  
Patti Coultas, Vermont Tech  
Scott Farr, River Valley Technical Center

**Link to the audio and video recording of the meeting:**

[https://www.youtube.com/playlist?list=PLYV6NGVgglqg8oI0Z11kT4tA\\_poWFuicH](https://www.youtube.com/playlist?list=PLYV6NGVgglqg8oI0Z11kT4tA_poWFuicH)

**The meeting**

Chair Frank Cioffi made introductions and gave an overview of the agenda. Deputy Secretary Agency of Education Heather Bouchey, presented on Career and Technical Education in Vermont, including: *Report of Act 51 of 2015, Vermont Career and Technical Education*. See the link above for the full presentation. Chair Cioffi then directed participants to go into break-out groups: I. Business Member Group; and II. Education and Training Provider Group. The meeting was called to order at 1:00 PM and was adjourned at 4:00 PM.

**Break-out groups**

**I. Business Member Group:**

Frank Cioffi led the discussion of the business members. Points made in the discussion:

- There is little direct contact between employers and Tech Centers (CTEs). There is some job shadowing and mock interviews, but nothing formalized.

No one in the group had been involved in programmatic decisions. CTEs need to approach employers – should not be the other way around. Businesses have limited capacity to engage with committee-level participation (regarding school programming). The time-commitment “ask” is a failure to understand business needs. College and post-college talent can be imported. The gap in skills is between entry level (hourly) and supervisors – this is where need help. Businesses must respond to market and need to be able to scale quickly. Not much time for long-range planning of education/curriculum development. How do you make an employer want to hire an individual? Sometimes by providing recognized certifications, but it is also about demonstrated skills development.

- Integration in education/training of business-specific needs with recognized certifications – how can this be accomplished? Use of a “middle man” to “take the complexity out of” translating specific employers’ needs into training programs. HITEC is operating in this space – how can that be expanded?
- CTE enables students to engage in hands-on learning that would otherwise not be allowed under federal law.
- Discussion re IT: Don’t need four-year degree to get into IT. Need experience and short-term training programs. There is plenty of entry level work. Curricula in the schools must coordinate with industry needs. Use portfolios to show skills and competencies achieved.
- Education: Pre-K must be part of the long-term strategy. Basic math, measurements, ability to show up on time, substance abuse awareness, etc. Students need basic competencies, but also need to see them in relation to the actual work that is out there. Registered apprenticeships important pathway for Vermont high school students. The curriculum cannot be so specific to a local employer that the skills are not transferrable elsewhere.
- Current guidance counselor system not working. They are mostly dealing with disciplinary issues. Career counseling needs to be structured to support continuum of opportunities. Strict tracking of CTE and traditional high school is not good – should be complementary skills development in core competencies. Need to focus on CTE governance and funding issues.
- Career introduction process. Suggested that grades 3-4 have a broad industry focus. Then middle school focuses on occupations. Then high school specializes/tailors the curricula to enable the building of meaningful skills portfolios that can transition into occupations.
- High level take-aways:

1. Need to reach out to employers to determine skills and curriculum needs.
2. Need long term planning, but also need action now. Need to match curriculum to industry needs.
3. There is a need for short term ramp-up with the students currently in the system -- in addition to long term curricula and training development (kids already in the system can't be left out and employers have skill-needs now).
4. Integrate career awareness and skills development into every aspect of the full continuum of education from Pre-K through life.

II. **Education and Training Provider Group:**

This group was facilitated by Rose Lucenti, VDOL Director of Workforce Development. Two major questions were taken up by the group: *(1) In the continuum of education and training taking place in the state, what roles are the CTEs playing now? (2) Of the many existing coordinated activities and partnerships taking place among and between CTEs and other education, training, and service delivery entities what works well? What should change? Where does CTE fit into the education and training pipeline in Vermont?*

*(1) In the continuum of education and training taking place in the state, what roles are the CTEs playing now?*

CTEs bring relevance to learning. The education and training is tied to real world jobs. CTEs meet the needs of VR clients in school. Adult Tech Ed is underfunded. Discussion around how to coordinate the training that employers need with the programs that the CTEs (day and eve) can deliver. Question: could other training providers use the CTE facility? Funding is a challenge. Employers sometimes only express their workforce needs at the last minute; difficult to get them to be proactive. Weak link in the system: resources to work closely with employers in the development of training programs. These partnerships have broken down over time and need rebuilding. Better pooling of small businesses to build one training program is needed. The loss of VIT has created challenges for distance learning. VR's video conferencing equipment is now being used.

There is a need for a clearinghouse where an employer or a job seeker can call to learn about education and workforce development. Employers need more models like those of Maine, Kentucky, and Ohio.

Vermont has 16 individual CTE programs – not one system. Funding is needed to build and support a system – one that can include outside provider such as Vermont Works for Women. CTE is not the whole answer, but it is important.

*(2) Of the many existing coordinated activities and partnerships taking place among and between CTEs and other education, training, and service delivery entities, what works well? What should change? Where does CTE fit into the education and training pipeline in Vermont?*

- VDOL and Vermont Tech’s apprenticeship programs work well. This is customized employer training. There is some curriculum coordination, but still have silos. Discussion re. having ongoing funding.
- Career and Technical Education (CTE) is in the forefront of aligning with colleges for dual enrollment for high value certifications. Employers are helping to identify what are the high value workforce certifications. This works well where there are robust advisory committees. There are good facilities in the state – how do we better utilize them? How do we recognize that CTE has a broader value?
- Discussion re how all the different partners across State government can better coordinate.
- The high school completion program is working well – successfully enabling alternative pathways for individuals to get into jobs. Led to PLP’s. No age limit for eligibility for High School Completion Program.
- Need better coordination between high schools and CTEs. CTEs have the industry expertise, but not necessarily the academic. How can this, for example, be improved to help more young women get into the more traditionally male jobs. Guidance counselors need to be educated about the CTE opportunities.
- Good program cited: 4<sup>th</sup> graders in after school STEM project.
- VR will be embedding VR counselors in high schools to work with 9<sup>th</sup> graders. Career and tech ed can now go down into the Middle School. Can bring back more career exploratories.
- Idea: Entrepreneurship Day at the State House. Look at Future Business Leaders of America and other similar groups.
- Discussion re. loss of funds to the high schools when student go to the CTE. Discussed labeling CTE as “college and career”. Discussion re requirement to bring CTE to the attention of students – “genuine opportunity” to see the program. More discussion re marketing CTEs: open houses, special event for Middle School students. Have a graduation requirement of experiential learning?

- Idea to integrate CTE into the high school – not have the CTE be a stand-alone entity. Discussion of this in DC. CTEs can become the career centers and are part of the whole school. This would eliminate the funding disincentive and the stigma. This also reinforces the idea that skills are a critical component of all education.
- Need strategy around gender and CTE. Unified system would assist in this. Need to be able to work with Middle School kids – discussed how the Legislature needed to accomplish this.
- School age population may be shrinking but the buildings aren't. So capacity in the buildings to do more e.g. second shift of people attending CTE programs. Working people can't come during the day – have available at night.
- Consider having as a graduation requirement working with employers.
- AOE indicated that it did not have the power to mandate a number of the things being discussed – that many changes require legislation.
- Discussion re governance of the CTEs needing to change. Also funding. Idea presented of CTEs being stand-alone high schools. This is successful model in Europe. Tweaking the current system will not be enough. School boards hate mandates. Suggested change has to happen from bottom up. This was countered with another saying that many have tried to get change from the bottom up for years, and it has not worked.
- Discussion re Virginia model of CTEs.
- Equity of access discussed. Different schools offering different levels of quality. System needs a champion.
- Need clear pathways from CTE to college and all other credentials such as apprenticeships and IRC's. Stackable credentials.
- Our economy is at stake here. We need to feed our diversified economy.
- Discussion re how employers can contribute to the costs. E.g. partnerships with manufacturers to tailor training to meet their needs but also engage the employer to help with the costs of the training.
- Discussion of adults in the CTE system. Should be using the term "lifelong learning centers"? Boomer Expo showed that people want to continue to work – and need training to do that.

**Closing and Final Business:**

Chair Frank Cioffi thanked all of the presenters, the visitors, and the members for their participation in the meeting. Eileen Illuzzi moved and Tom Longstreth seconded a motion to approve the Minutes of the December 9, 2015 meeting. The motion was approved unanimously by voice vote.

**Adjournment:**

The meeting adjourned at 4:00 pm

Respectfully submitted,

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Michele Kupersmith, Liaison,  
Vermont State Workforce Development Board