



Executive Director's Report

Carol Shults-Perkins – January 8, 2018



Highlights November and December

Barre Learning Center – In my November report, I indicated that communications have been underway with Barre City Mayor, Thom Lauzon (who owns significant downtown real estate) concerning the possible relocation of CVABE's Barre Learning Center and Administrative site.

Background

- We have been in our current location for 16 years (since February 2002).
- During that time, we have had multiple lease renewals; however, our last lease expired one year ago and we are currently paying on a month-to-month basis. CVABE and the property owner have not broached the subject of a lease renewal and it has been my advisory to Nancy not to pursue a renewal.
- We currently pay \$5,100 per month (includes heat, lights, air, and trash and snow removal).

Motivations for considering a relocation

- Occupying a building with residential tenants has multiple issues not limited to tenant and pet disturbances, water leakage, smell of cigarette smoke and parking challenges.
- Heating and air-conditioning conditions are perpetually uneven throughout the building. During the winter staff, volunteers, and students are often uncomfortable due to inadequate heat caused by furnace and thermostat maintenance issues, poor building insulation, non-energy efficient windows, etc.
- Drug activity and domestic disturbances are regular occurrences on Church Street. There have been ongoing concerns from staff, students and volunteers about the learning center being directly located in the midst of this type of activity.

Facility possibilities

The Granite Association of Vermont is selling their building located diagonally across the street from us between the Episcopal and Congregational churches.

Mayor Lauzon arranged a tour of the building and there is clearly potential for it to become our new Barre home. We believe the space, once refurbished, would meet our needs as a learning center and administrative site into the future. Mayor Lauzon feels there would be - possibilities of development grants, greater current affordability for CVABE and good potential for building ownership transferred to CVABE down the road.

There are some downtown main street spaces available for rent that we have not explored.

Request

Would members of the board be interested in lending expertise and guidance on this matter? I would advise an initial meeting to include staff, board members, Thom Lauzon and a representative from Barre's Downtown Development Corporation to explore opportunities.

Staffing related – Over recent months, two CVABE employees have been out of work on medical leave. Thankfully, both are recovering well. One employee has returned to work full-time and the other expects to be able to return to full-time work on February 1. CVABE’s staff family has been monumentally supportive, and a few employees have generously picked up the slack caused by the absences.

Montpelier has a new full-time Teacher/Community Coordinator. Laura Bozarth replaced Annette Scalzo who began working with us just last spring. Annette’s personal circumstances precluded her from continuing in the full-time capacity the position requires. Annette is a talented educator and has been a highly valued employee. There may be some part-time limited service teaching opportunities required under our WIOA grant with the VAOE for which we will employ Annette. Laura and her family reside in Montpelier. She has lived in central Vermont for the past 15 years and is very active in and familiar with the service area. Laura has a long teaching history and a Masters in TESOL. She has worked with immigrants, refugees, adults and children from all over the world.

All CVABE employees are either working on or have completed their annual work plans and will be meeting with their specific supervisors over the month to review the plans. Annual staff evaluations are completed. Generally, each individual’s performance meets or exceeds the standards identified in his/her job description. S

Staffing at CVABE is presently solid and effective.

VAOE grant related items – Carol and Kate participate actively and regularly with VAOE and AEL non-profit leadership. In December, Kate prepared CVABE’s report (**attached**) regarding the results of our work with English Language Learners under the terms of our Civics Education grant. She also prepared the required draft checklist (**attached**) indicating how CVABE will be providing an Integrated Education and Training (IET) model of services required under the terms of our new WIOA grant.

IET - Integrated Education and Training provides adult education and literacy instruction concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training.

The quality of Kate’s work on these items is stunning!

Strategic Plan – November and December holidays were in the mix; there are no significant updates to share since my November board report. We remain on task and on target with our Plan elements.

Our total number of students served is slightly ahead of where we were at this same time last year.

Please stay tuned for more newsworthy items in the days and months ahead.

Carol Shultz-Perkins



Central Vermont Adult Basic Education, Inc.

Local Partnerships in Learning

Serving Washington, Orange and Lamoille Counties

July 1, 2016- June 30, 2017

Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

*□ Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs. **State will respond to this.***

*□ Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities; **State will respond, but if you did any exploration or preparations to do IET programs in FY17 for this population, please describe.***

CVABE explored the need to provide any on-site training activities for ELLs with the following businesses and organizations:

- 1. Central Vermont Medical Center (Human Resources Department) in Berlin, VT**
- 2. Manufacturing Solutions Inc. in Morrisville, VT**
- 3. Darn Tough Vermont in Northfield, VT**

*□ Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and **Please describe your activities using IELCE funds, especially as they relate to employment preparation. Please be as specific as possible in addressing the prompt.***

Work Related ESL Activities:

- Asking about and describing actions; listening to phone conversations and extracting information; practice phone conversations relating to the student's worksite, such as answering common calls at a restaurant**
- Reading and writing e-mail messages**
- Filling out job applications and writing resumes**
- Talking about personal short and long-term goals**
- Reading order forms**
- Describing interests and personal strengths**
- Preparing for interviews using role-playing, then focused on pronunciation areas to develop more clarity and fluency in oral language.**
- Developing vocabulary relating to a variety of jobs; helping students expand their working vocabulary related to a specific job. For example, customer service language and food ingredients for restaurant work, vocabulary related to becoming**

a manicurist, MediCupping therapy in preparation to complete an exam regarding that service, vocabulary related to Veterinary Tech Assistant.

- Understanding the banking system and basic financial literacy concepts

Some very discrete examples follow:

Job interviews are often the first contact a learner has with a potential employer. For example, one learner, a young college educated adult, worked in a government office in central Africa before arriving in the U.S. That job involved compiling statistics, a field she studied in college. Her (part-time) job in Vermont involved packing and shipping consumer items for a commercial employer - a clear underutilization of her skills. This learner's goal was to access the job market through her skills which, in this case, necessarily involved job interviews for higher level employment.

In addition to practicing the vocabulary and appropriate tone (known as "register" among ESL teachers) typically used in such interviews, CVABE set up a mock job interview for her with the leader of the Information and Statistics division at the Vermont Department of Labor, for a hypothetical opening as an entry level data analyst. The interview went well and was a valuable dry run for the real thing; the interviewer's feedback was positive regarding her personal presentation and use of specialized vocabulary and expressing concepts. A benefit of the mock interview was that the student learned about common programs widely used by government agencies to analyze data; the interviewer encouraged her to obtain and practice using them to have an edge in seeking that kind of work.

Before an interview, a job seeker is likely to encounter a written job application. These days, many written applications are on-line. Part of these applications, especially for higher level management jobs, may consist of multiple choice questions related to hypothetical work scenarios. For another learner, filling out on-line job applications for higher level positions presented him with the opportunity to expand his work-related vocabulary – from a management perspective. And, choosing the best responses to the scenarios was a way to use English to explain the management concern involved – not always an easy task – and why the response he chose best reflected that concern. The focus of the English class was to focus the learner on using English to clearly express the former and latter, and to explain his rationale.

Availability to work the hours offered is another essential element of getting and keeping a job. In another case, a native Mandarin speaker's chances for employment were constrained by her lack of a driver's license. Her availability was limited by geography (only employment accessible through very limited public transportation) and the bus schedule (jobs only for the hours and days the bus was running). The key to expanding her job opportunities was to get a driver's license. At CVABE, this learner's English classes were geared toward passing the written exam for a provisional driver's license, and then passing the driving test. Thus, the classes focused on the vocabulary the learner needed to understand the questions and the multiple choice answers on the written test, and, speaking and listening skills essential to understand the commands of, and to communicate clearly with the examiner during her driving test. We made extensive use of the Vermont driver's manual to learn vocabulary in this regard. The student successfully passed both tests.

Some learners are determined to get a specific job. For them, the course to getting the job is concrete. For example, one east African learner knew he wanted to drive a cab – in Burlington. He wanted to study road maps of the greater Burlington area, learn the correct pronunciation of road and place names to gain familiarity with the area and to be conversant with passengers. Notwithstanding GPS, we studied maps and practiced pronunciation of road and place names. Through role-play, we rehearsed a wide variety of conversations that might take place between the driver and passenger. In the course of doing so, it was apparent that this learner could mentally handle simple numerical calculations, but needed further grounding in written arithmetic for more complex problems. Strictly speaking, learning arithmetic is not the same as focusing on English grammar and conversation. However, despite the availability of calculators, we practiced making change and managing potential misunderstandings in that process in an appropriate manner.

As far as challenges, CVABE is presented with the task of serving a population of rural adult ELLs with much diversity amongst them in terms of native language, level of professional work left behind in home country, and ability to work due to age, family responsibilities, and injuries. Transportation is a challenge, as well as stopping out of studies due to moving or long trips out of area.

*□ Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals. **Please describe your collaborations with the local workforce development board, DOL, VR, etc. in serving this population. Any groundwork laid or plans made during the 2016-2017 period can be elaborated upon.***

CVABE participates in the local workforce development groups. In this time period, we worked with:

- **Central VT Workforce Partnership chiefly resulting in the Central Vermont Job Fair, the largest in the state, in which CVABE participated**
- **Vermont Farm to Plate (workgroup of the VT Sustainable Jobs Fund) working to establish a Local Food Production career pathway**
- **Lamoille area Workforce Development Team, resulting in a “Computer Skills for Job Seekers class” taught by CVABE and composed of students referred by DVR and VDOL.**
- **A working group at Johnson State College focused on developing entry-level health career options via more LNA and PCA training.**
- **COHASE, the former WIB in the Bradford area.**

CVABE also convened meetings/ discussions with a supervisor in the office of our regional offices of VDOL and DVR on a joint signed letter: “Guideposts for Central VT WIOA Partners” to describe how we will be trying to work together. We also learned more about each other’s services through presentations at our full staff meetings, and we developed a common referral form to use amongst our three agencies to promote co-enrollment of eligible participants/ students.

Integrated Education and Training (IET) Checklist (REV. 11/29/17 KN)

An IET program must meet the definition and requirements set forth in [WIOA law](#) and the final [regulations](#) as established by the Department of Education on 8/19/16. This review form may be used for the development or review of an IET program.

General discussion – Integrated Education and Training is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (§463.35). An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training (§463.36). In addition, as part of a career pathway (§463.37), the design of an IET program should support the local and state workforce development board plans as required under WIOA.

Instructions: Answer the Review Questions for each section.

<p>A. Adult Education and Literacy Activities must include one or more of the following as described in rule §463.30:</p> <ol style="list-style-type: none">1. Adult education2. Literacy3. Workplace adult education and literacy activities4. Family literacy activities5. English language acquisition activities6. Integrated English literacy and civics education7. Workforce preparation activities8. Integrated education and training	<p>Review Questions:</p> <p>A1. Which activities are included in this IET program?</p> <p><i>Adult education</i></p> <p>A2. Which of the State’s content standards are reflected in these activities?</p> <p><i>CCRS Reading and Writing standards are primarily addressed.</i></p>
--	--

B. **Workforce Preparation Activities** as cited in §463.34 are required in an IET program and may include the following:

1. Activities, programs, or services that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills
2. Employability skills that address competencies in using resources and information, working with others, understanding systems, and obtaining skills necessary to successfully transition to and complete postsecondary education, training, and employment
3. Other employability skills that increase an individual's preparation for the workforce

Review Question:

B1. What specific workforce preparation activities are included in this IET program?

TBD, possibilities include direct support from CVABE for

- *Resume, cover letter writing*
- *Completing online job search and application forms*
- *Mock interviews—do's and don'ts in the professional environment*

And/ or involvement from VSAC, VDOL, or DVR that CVABE coordinates.

<p>C. Workforce Training must include at least one of the following as described in WIOA law section 134 (c) (3) (D):</p> <ol style="list-style-type: none"> 1. Occupational skills training, including training for nontraditional employment 2. On-the-job training 3. Incumbent worker training 4. Programs that combine workplace training with related instruction, which may include cooperative education programs 5. Training programs operated by the private sector 6. Skill upgrading and retraining 7. Entrepreneurial training 8. Transitional jobs 9. Job readiness training 10. Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1 – 7 above 11. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training 	<p>Review Questions:</p> <p>C1. Which workforce training activities are included in this IET program?</p> <p><i>Training programs operated by the private sector, Licensed Nursing Assistant (LNA) preparation provided by Tender Loving Homecare, LLC based in Barre, VT</i></p> <p>C2. What is the specific occupation or occupational sector?</p> <p><i>Healthcare, LNA.</i></p> <p>C3. How are training activities being provided?</p> <p><i>They are provided in a live, face-to-face format, taught by a qualified educator under the guidelines of State Board of Nursing standards. The next class will be scheduled to begin no earlier than January 2018.</i></p>
---	--

D. The term “**integrated**” (§463.37) means services must be provided concurrently and contextually such that:

1. Within the overall scope of the integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:

- a. Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- b. Occur simultaneously; and
- c. Use occupationally relevant instructional materials.

Review Questions:

D1. What is the intensity and quality of the described adult education and literacy activities, workforce preparation activities, and workforce training?

The course has a schedule describing the series of topics and assignments and will have a companion schedule for LNA candidates co-enrolled in adult education. This companion schedule indicates the weekly course meeting (on-site with the LNA course meetings) and the topics to be highlighted.

D2. How was the adequacy of the intensity and quality determined?

The training provider has had many cohorts of candidates come through their doors in the recent past and have pinpointed the sticking points that hinder success for candidates: reading comprehension of their text and getting behind in their reading assignments as a result; and producing clear, written documentation for patient records.

D3. What research, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals, is reflected in the design of this IET?

Comprehension assessment and instruction as described by the evidence-based reading program (Student Achievement in Reading or “STAR”) will be used, as well as other components of the reading process as needed by individuals in the cohort.

The writing instruction will be guided by the evidence of effective instruction including the use of pre-writing and organization tool and instruction on the writing process.

D4. How are the three required components occurring simultaneously within the scope of the IET program?

<p>2. The integrated education and training program has a single set of learning objectives that identifies:</p> <ul style="list-style-type: none">a. specific adult education content;b. workforce preparation activities; andc. workforce training competencies, and the program activities are organized to function cooperatively.	<p><i>Each of the three required components will be addressed on a written schedule of class meetings (syllabus-type document) and topics.</i></p> <p>D5. How are occupationally relevant materials being used?</p> <p><i>The course texts and materials mandated by the State Board of Nursing to prepare LNAs will be used in the adult education component.</i></p> <p>D6. How does the single set of IET learning objectives identify specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively?</p> <p><i>The written schedule of course meetings and topics supplies this information. CVABE will teach on site, and works in collaboration with the Nursing Educator to understand what to address in class.</i></p>
--	---

E. The phrase “for purposes of **educational and career advancement**” (§463.38) means:

1. The adult education component of the program is aligned with the State’s content standards for adult education as described in the State’s Unified or Combined State Plan; and
2. The integrated education and training program is part of a career pathway.

WIOA Sec. 3(7) defines Career Pathways to mean a combination of rigorous and high-quality education, training, and other services that:

- a. **aligns with skill needs of industries in the state or regional economy**
- b. prepares an individual to succeed in secondary or postsecondary education options
- c. includes counseling to support the individual’s education and career goals
- d. includes education offered concurrently and contextually with workforce preparation and training in specific occupation or occupational cluster
- e. **organizes education, training and other services to support the particular needs of an individual to accelerate their educational and career advancement**
- f. enables an individual to attain a secondary school diploma or its recognized equivalent
- g. helps an individual enter or advance within a specific occupation or occupational cluster

Review Questions:

E1. How does the adult education component of the IET program align with the State’s content standards for adult education?

The reading component is aligned with the CCRS Reading standards, similar for Writing.

E2. How does the IET program reflect the criteria of being a part of a career pathway?

LNA is part of the Healthcare sector career pathway.

E3. What data are used for individuals (target population selection) and industry/occupations (LMI) as part of the career pathways and IET program development?

Note – Potential demographic data resources may include:

- [U.S. Census American Factfinder Tool](#) (For languages spoken at home with self-reporting English language proficiency)
- [Migration Policy Institute’s \(MPI\) State Immigration Data Profiles](#) (For entire universe of limited English proficient individuals, including those in the labor force)
- [U.S. Department of Education’s Adult Education NRS](#) (Individuals at all ESL educational functioning levels that have achieved measurable skills gains [Tables 3 & 4 but other tables as well])
- Other state, regional or local population data bases

Note – Potential data resources that may impact IET program design may include:

- [U.S. Department of Labor’s Career Pathways Toolkit](#) (Comprehensive list of data sources for analyzing in-demand occupations and industries)

	<ul style="list-style-type: none"> • Bureau of Labor Statistics Occupational Employment Statistics (Employment by occupation and industry at national, state, and some metropolitan areas) • Bureau of Labor Statistics Current Employment Statistics (Employment projections by industry for states and some metropolitan areas) • U.S. Department of Labor's Occupational Information Network- O*NET (Find occupations within industry and those with a bright future) • Other state, regional or local LMI or occupational data bases
--	--

<p>F. IELCE Funding and Program Delivery Strategy</p>	<p>F1. Which funding sources are being used to implement the IET program (e.g., AEFLA 231, Title 1, TANF, ETC.)?</p> <ul style="list-style-type: none"> • <i>AEFLA (Adult ed & workplace prep)</i> <p><i>Workforce training:</i></p> <ul style="list-style-type: none"> • <i>State funds for individuals completing these LNA classes may cover LNA class tuition as a component of their Graduation Education Plan in the VT High School Completion.</i> • <i>Private tuition collected from candidates for LNA course costs.</i> <p>F2. If multiple funding sources are being used, which funding source is applied to which component/activity?</p> <p><i>See above.</i></p> <p>F3. Who is doing what? That is, for each major component of the IET program, describe what person (job title) from which agency/institution is administering or implementing that specific component.</p> <p><i>Supervisor from CVABE- adult education; workplace prep</i></p> <p><i>Training coordinator, Nurse Practitioner from Tender Loving Homecare- workforce training.</i></p>
--	--

	<p>F4. What is the program strategy for supporting program participants and ensuring learner retention? For example, what partnerships exist and what and personal and program support services are in place to support learners?</p>
--	---

The LNA candidates receive the same goal-setting and individualized supports as any other CVABE student in support of their persistence.

DRAFT

G. State and Local Workforce Plan Alignment Related to Career Pathways

Review Questions:

G1. Given the required alignment with state and local workforce plans, and specifically the requirement that local and state workforce plans must include objectives and strategies for addressing career pathway programming, how does this IET program align to the local and state workforce plans with regard to career pathways?

Healthcare is a priority sector within the Vermont Unified State Plan for WIOA. The outlook for healthcare jobs at the LNA level is strong in the Washington County area, and training opportunities to advance within nursing are articulated.

Related to State Plans

- F2. How does the data in E3 above align with the labor market analysis in the State's unified or combined plan?
- F3. How do the IET and career pathway of which it is a part support the State's strategic vision and goals in its unified or combined plan? (see the *Required Elements for Submission of the Unified or Combined State Plan and Plan Modifications for WIOA pages 7 and 8*, OMB control number 1205-0522)

Related to Local Plans

- F3. How is local eligible provider's IET aligned with analysis undertaken to achieve strategic vision, service and resource alignment, as outlined in Local Plan development? (see Sec. 108 (b)(1)(F))
- F4. How is local eligible provider's IET addressing and aligning with how WIOA core programs will expand access to employment, education and other services for individuals with barriers to employment through career pathways (see Section 108(b)(3))?