

**Vermont Department of Labor
Secondary and Post-Secondary Internship Program FY 2014 Proposal**

Project Title: Windham Higher Education Cooperative (WHEC) Internship Program

Applicant: Brattleboro Development Credit Corporation (BDCC) on behalf of the
Organization: Windham Higher Education Cooperative

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- Sonnax Industries, Inc.
- Vermont Circuits, Inc.

Summary

The proposed *Cooperative Internship Program* seeks to cultivate post-secondary internship opportunities in Windham County for students at six higher education institutions. Each of these institutions currently has some form of internship program and/or resources in place within their campus community. This program will create a centralized system to develop new internship opportunities with the private sector and further build those systems currently in place. This project aims to maximize resources and create a unified system to avoid duplicative efforts across southeastern Vermont. The *Cooperative Internship Program* speaks to the economic and workforce development needs within Windham County by connecting college students with the vast array of employers within the region. The program provides a means of career exploration for students and will lead to a stronger base of potential employees to fill workforce needs in southeastern Vermont.

This project has the full support of the administration and presidents at all six institutions, and it is anticipated that external funding for this project will decrease annually as the institutions financially support this endeavor. A total of \$102,176 for an 18-month grant period (January 2014 – June 2015) is requested of the Vermont Department of Labor for seed capital. It is anticipated that a FY15 application for 12 to 18 months of continued work will be sought at a reduced budget request of 50%. By 2016, it is expected that the *Cooperative Internship Program* will be fully sustained by the six participating institutions.

Criteria 1: Project Description

1. Describe the internship program in a *brief* summary.

The Windham Higher Education Cooperative (WHEC) is a consortium of six higher education institutions with a presence in Windham County whose purpose is to *enhance educational opportunities for students while engaging in the economic development of the region*. The Cooperative is comprised of the following higher education institutions: Community College of Vermont (CCV), Landmark College, Marlboro College, SIT Graduate Institute, Union Institute & University (UI&U), and Vermont Technical College (VT Tech). The Cooperative is organized through the Brattleboro Development Credit Corporation (BDCC), a nonprofit economic development organization that serves as a catalyst for industrial and commercial growth throughout Southeastern Vermont.

The Brattleboro Development Credit Corporation is a sponsor of the Southeast Vermont Economic Development Strategy Group (SeVEDS), which has identified workforce development as a critical need in Windham County (a listing of goals and objectives identified by SeVEDS can be found in Attachment A). To support these activities, BDCC and SeVEDS hired a Director of Workforce Development, Patricia Moulton Powden. Ms. Moulton Powden has been working with WHEC to advance the *Cooperative Internship Program* initiative, which is part of multiple strategies to align education and training with the workforce needs in Windham County. This winter Pat will assume the position of Executive Director of BDCC, at which time a new Director of Workforce Development will be hired.

In addition to working with WHEC to create the *Cooperative Internship Program*, BDCC and SeVEDS are developing a “hiring inventory” of the top 25-50 employers in Windham County. This inventory asks

each employer to project hiring needs over the next five years, including occupational needs and details. This information will help inform our education systems - primary, secondary and postsecondary - of the career opportunities in southeastern Vermont. The expectation is that career pathways can be developed with WHEC and others to better fill workforce needs in southeastern Vermont. Internship opportunities are a key component of those pathways. As this work progresses, relationships are expected to be forged that will benefit other aspects of our workforce, such as new programs and/or curriculum at the colleges, employer specific training programs, and new certifications or degrees as appropriate. This internship project creates a stronger network within WHEC that will facilitate workforce development and economic revitalization in Windham County.

The proposed Windham Higher Education *Cooperative Internship Program* addresses the need for an organized system to work with the private sector within Windham County around the development and growth of internship opportunities. The Cooperative has established the following goals for the *Cooperative Internship Program*:

- 1) To expand the number of Windham County businesses offering internships by building a collaborative system whereby businesses, nonprofits, and healthcare organizations are supported in their efforts to create internship positions for post-secondary students.
- 2) To create a central position (i.e. BDCC Internship Coordinator) to work with each of the institutions to refine their current internship practices to align with best practices.
- 3) To establish a countywide database to manage student expectations and employer needs.
- 4) To create meaningful methods of career exploration with college students in the region and regional employers to help fill our talent pipeline.
- 5) To help address the decline in 25-44 year olds in Windham County (*tied to SeVEDS Goal #4*).

2. Describe how you will widely advertise the program for the purpose of recruiting interns.

The six colleges proposing the *Cooperative Internship Program* all currently have internship programs within their individual institutions, albeit the programs vary in size and scope significantly and in the case of institutions serving the entire state these programs may not be active in Windham County. Current methods towards recruitment vary slightly, but all tend to look at traditional advertising methods (print flyers, email notifications, student placement and outreach office recruitment, etc.) to attract students. In addition to these traditional methods, the *Cooperative Internship Program* will look at innovative and collaborative means for building excitement around the program. These methods include:

- Social media- The *Cooperative Internship Program* will utilize Facebook, Twitter, Instagram and/or Pinterest to promote the project, build interest, and maintain contact with interns.
- Real world examples- Photographs, video, quotations from students, etc. will be collected to utilize for advertising/ recruitment purposes.
- Local media- Print, radio, and television outlets will be explored as a means of advertising.
- Electronic bulletin boards- The *Cooperative Internship Program* will post all available internship openings on the following statewide electronic boards:
 - BDCC and SeVEDS websites
 - Vermont Technology Council: <http://vttechcouncil.org/internships.html>
 - Vermont Businesses for Social Responsibility: http://vbsr.org/intern_program/

- The Windham Higher Education Cooperative will be developing a web presence over the next year.

3. Describe the number of interns to be enrolled and served, and the numbers and types of employers that will participate.

The *Cooperative Internship Program* seeks to build upon the successes within individual colleges’ internship programs and broaden the base of employers offering internships throughout Windham County. In order to reach this goal, baseline data around current internship programming has been collected and follows. The table below highlights the number of students enrolled within each institution (note: for CCV, SIT Graduate Institute, VT Tech, and Union Institute, the number reflects *only* Windham County students), the number of internships currently being offered and target rates for student participation in the *Cooperative Internship Program*. Outlined target rates are based upon current levels of participation, with growth levels projected to be 5 – 15% of the total student enrollment, dependent upon current participation rates.

Table 1: 2013-14 Target Rates for Year 1 Cooperative Internship Program, by Institution

Institution	Full-time Student Enrollment 2011-12¹	2012-13 No. of Internships (Windham County)	Percent of Students Participating	2013-14 Target Rate (no. of students)	2013-14 Target Rate (% of total student enrollment)
Community College of Vermont	275 – 300*	0	0%	13 – 15	5%
Landmark College	473	5	1%	20 – 25	5%
Marlboro College	275	5 – 10	2 – 4%	13 – 15	5%
SIT Graduate Institute	114*	14 practicum 6 work-study	12% 5%	17	15%
Union Institute & University	67*	4	6%	6 – 7	10%
Vermont Technical College	65*	0	0%	3	5%

* Windham County student population only

A key goal of the *Cooperative Internship Program* is to increase the number of Windham County employers offering internships. This objective is the driving force behind BDCC and SeVEDS involvement in the project, and key to achieving this goal. BDCC’s connection to the private sector is strong throughout the county and across industries. The following industries have been targeted for involvement: (1) Agriculture and Forestry; (2) Education; (3) General Business; (4) Healthcare; (5) Hospitality/ Tourism; (6) Manufacturing; (7) Marketing and Media; (8) Social Services and Nonprofits; and (9) STEM industry (Science, Technology, Engineering and Mathematics). A list of targeted businesses is included but not limited to those in Attachment B and elaborated upon under Criteria 2, question 1.

It is expected that a minimum of three to five businesses in each industry sector with current ties to BDCC, or the higher education institutions, will become involved in the *Cooperative Internship Program*. An additional three businesses in each sector will be recruited in year one of the project. These two combined goals will provide a minimum of 54 employer partnerships in Year 1, see below.

- Nine industry sectors identified for involvement.
- Three to five current business partnerships within each sector anticipated to participate, for a total of 27 to 45 businesses.
- A minimum of three new businesses in each sector targeted for involvement in Year 1, for a total of 27 new businesses.

4. Describe the activities interns will be performing, a project timeline, including start date, the number of hours/week interns will be working, and the number of weeks your program will run.

A critical component to the *Cooperative Internship Program*'s success revolves around the flexibility the project will maintain regarding individual institutions' involvement. As each institution currently has an internship program in place, with varying structures and protocols, the goal of the *Cooperative Internship Program* is to build opportunities for students while allowing each institution to maintain the practices that best serve the individual needs of its students. While some institutions may decide to incorporate new best practices as a result of this collaboration, it is not a project goal to create a "one size fits all" model for participating institutions.

The table below outlines the current internship structure at each participating institution. Individual policies and procedures for each institution's internship program can be found in Attachments C - G.

Table 2: Current Internship Program Structure, by Institution

Institution	Current Internship Logistics			
	Internship Duration (wks./ yr.)	Internship Duration (hrs./ wk.)	Academic Credit Offered	Student Pay Offered
Community College of Vermont	Up to 15 weeks	5 – 10 hrs./ wk.	Yes, 3 credits	No
Landmark College	Up to 15 weeks (including 3-wk. and 8-wk. intensive experiences)	No more than 10 hrs./ wk. during the semester	1 – 3 credits for 30 hour internship	Optional
Marlboro College	14 weeks	7 – 10 hrs./ wk.	Yes, 1 – 3 credits (30 hours/ credit)	Optional
SIT Graduate Institute	25 weeks	40 hrs./ wk.	12 credits for Reflective Practice Phase; practicum is a component	Varies
Union Institute & University	24 – 28 weeks (50 wks. for masters and doctoral students)	12 – 16 hrs./ wk. (12 – 40 hrs./ wk. for masters and doctoral students)	Up to 12	Varies
Vermont Technical College	8 – 14 weeks	1 – 8 hrs./day 1 – 5 days/ wk.	Varies	Varies

The *Cooperative Internship Program* is a new venture, requiring significant collaboration between six higher education institutions and BDCC. In order to ensure success in this project, a five-month planning period has been outlined to establish all necessary protocols and procedures and build relationships with employers throughout Windham County. The Windham Higher Education Cooperative will continue to meet through fall 2013 for planning purposes, with a goal of bringing on a BDCC Internship Coordinator January 2014. Grant funding is requested to begin January 2014. Planning will continue throughout spring 2014, with program implementation slated to begin summer 2014.

The BDCC Internship Coordinator will be located at the BDCC offices in Brattleboro. BDCC will provide daily oversight and supervision of the Coordinator. Placing the Coordinator at BDCC will facilitate regular communication with employers in the region. BDCC staff will make appropriate introductions to employers, provide additional employer outreach as needed, work with employer groups to facilitate interest in the program and provide general support to the Coordinator.

The *Cooperative Internship Program* will incorporate and utilize best practices, as well as documents and other guidance from existing internship programs. The recently completed *Vermont Work Based Learning Manual* and website <http://wblvermont.weebly.com/internship.html> will guide program development, specifically the materials prepared around internship development. The project will work within existing policies at each participating higher education institution, yet augment programming with best practices. The BDCC Internship Coordinator will network with other existing college internship programs, such as those at Norwich University and Southern Vermont College, to assess replicability potential of best practices at those institutions.

Interns will be engaged in a variety of activities with participating employers. Internship activities will range from conducting research and developing new projects/ programs to providing direct delivery of services and customer service. Intern activities will be challenging as well as providing exposure to the range of activities at each employment site. Interns will also be engaged in support roles to learn from seasoned professionals. Interns will learn new skills and, in many cases, be exposed to certain work for the first time. Experiences will range with each student and each employer based on the academic program and needs of the student. The range of activities will include, but not be limited to:

- Administrative support
- Communications
- Computer technology
- Customer service/ retail management
- Database development
- Education support/ aide
- Engineering
- Finance and business administration
- Farming/ agribusiness
- Food services
- Front line staffing/ management
- Graphic design
- Grant administration
- Manufacturing
- Marketing
- Mechanical
- Nursing and other direct health care
- Paralegal support
- Production
- Program administration
- Program development and management
- Program evaluation
- Research and analysis
- Technical support
- Web design, development and management

BDCC is providing in-kind support for this project totaling approximately \$14,000. A break-down of this support follows:

- Staff time – \$10,000 Executive Director, Director of Workforce Development and Finance Manager. Includes general oversight, grant and financial management and other support as needed.
- Rent – \$2,700 Estimated at \$150/ month for 18 months
- Telephone – \$720 Estimated at \$40/ month for 18 months
- Electricity – \$580 Estimated at \$32/ month for 18 months

It is also expected that WHEC participating institutions will provide in-kind support of supplies, printing or other needs of the BDCC Internship Coordinator. WHEC will provide programmatic oversight and direction. WHEC has involved the Academic Deans of each institution, and the President at Landmark College has committed leadership and guidance to the project (see Criteria 1, question 8 for details). In addition to the aforementioned in-kind support from college personnel, the Internship Liaison (that is, the individual at each institution coordinating the internship program for that campus) at each institution will provide in-kind support to the program.

A project timeline for the *Cooperative Internship Program* follows:

October – December 2013	<ul style="list-style-type: none"> • Memorandums of Understanding developed and signed by all participating higher education institutions, including financial and in-kind commitments to project. • WHEC institution representatives and current internship personnel meet monthly to determine policies and procedures for the <i>Cooperative Internship Program</i> based on best practices. • BDCC Internship Coordinator job description written and approved. • Mapping of all current businesses participating in internships with institutions, and those with ties to BDCC, finalized (see Attachment B). • Brainstorming of all possible new businesses to bring into the <i>Cooperative Internship Program</i>. • Finalize office arrangement and equipment needs at BDCC.
January 2014	<ul style="list-style-type: none"> • Funding through the VT DOL begins. • Post and hire BDCC Internship Coordinator.
February 2014	<ul style="list-style-type: none"> • Policies and procedures refined and needed templates developed (e.g. Memorandums of Understanding with employers, intern tracking forms, etc.). • Outreach to private sector begins. • Database developer contracted.
March 2014	<ul style="list-style-type: none"> • Development of database to house <i>Cooperative Internship Program</i> data. • Finalize internship application procedure.
April 2014	<ul style="list-style-type: none"> • Finalized list of summer internships developed. • Develop employer and intern survey to track program effectiveness.
May 2014	<ul style="list-style-type: none"> • Recruitment of interns for summer internships.

June 2014	<ul style="list-style-type: none"> • Matches made between interns and employers.
July – August 2014	<ul style="list-style-type: none"> • Summer internships piloted. • Collect photos, video, and quotations from student interns to utilize in future advertising/ recruitment efforts
September 2014	<ul style="list-style-type: none"> • Evaluation of summer internships undertaken. • Recruitment of interns for 2014-15 internships
October 2014	<ul style="list-style-type: none"> • Review of summer internship evaluation results undertaken and changes made accordingly. • 2014-15 internships begin.
November 2014 – May 2015	<ul style="list-style-type: none"> • Ongoing recruitment of new employers to engage.
May 2015	<ul style="list-style-type: none"> • Review program goals and outcomes to assess progress.

5. Describe how interns will be selected and matched with available positions.

A key responsibility of the BDCC Internship Coordinator will be to maintain a database that houses information about all internship employers and relevant details. This database will be built by a contracted database designer, and database support will be written into the contract. The database will include information such as: employer name, location, and contact information; industry sector; skills needed to apply; length of internship; rate of pay; etc.

Each higher education institution will identify a liaison to the *Cooperative Internship Program*. In most cases, the liaison will be the person currently coordinating internships within the institution. The Internship Liaison will have access to the database and will work with students to determine available internships with a good fit. Students will apply through an application process at their respective institution. Upon determining possible internships, the Internship Liaison will support students in completing the internship application process.

Student internship applications will be vetted through the following process:

- Preliminary approval through the Internship Liaison at the individual institution, with a focus on *supporting students' career and personal goals*.
- Potential matches made by the Internship Coordinator, with a focus on *meeting the employer needs and balancing the number and scope of internships available at each institution*.
- Employer interview, with a goal of each employer having a minimum of 2 to 3 internship candidates per position, leading to intern(s) placement.
- Intern are supported by the Internship Liaison at their respective institution.
- Employers are supported by the BDCC Internship Coordinator.

6. Describe how progress will be measured.

The following evaluation plan outlines goals and outcomes and will be revisited on an annual basis by the Windham Higher Education Cooperative to determine whether outcomes are being met.

Goal 1: To expand the number of Windham County businesses offering internships by building a collaborative system whereby businesses, nonprofits, and healthcare organizations are supported in their efforts to create internship positions for post-secondary students.

Outcome 1A: Three to five business partners within each industry sector with current ties to BDCC or the individual colleges will sign on to internships in 2014-15.

Outcome 1B: A minimum of three *new* business partners will be established within each industry sector in 2014-15.

Outcome 1C: Student internships at all participating institutions will grow by 5 - 15% at all participating institutions by June 2015.

Goal 2: To create a central position (i.e. BDCC Internship Coordinator) to work with each of the institutions to refine their current internship practices to align with best practices.

Outcome 2A: A clear and concise document outlining best practices in higher education internship programming will be written by the Windham Higher Education Cooperative by December 2014.

Outcome 2B: Key principles within the aforementioned document will be adopted by all participating institutions by fall 2015.

Goal 3: To establish a countywide database to manage student expectations and employer needs.

Outcome 3A: Build and maintain a database of all employer internships available to higher education students across Windham County with usability to begin spring 2014.

Outcome 3B: Train Internship Liaisons at all participating institutions to access information within the database for effective student matching by fall 2014.

Goal 4: To create meaningful methods of career exploration with college students in the region and regional employers to help fill our talent pipeline.

Outcome 4A: Establish longitudinal data to be entered into the database to track long-term program success by December 2014.

Goal 5: To address the decline in 25-44 year olds in Windham County.

Outcome 5A: Increase in the percent of interns expressing interest in permanent employment in Vermont will increase by at least 20% from the point of entering the program to the point of completion.

Outcome 5B: A minimum of 20% of all internship experiences will lead to an offer of permanent employment, as reported by the employer or intern, by June 2015.

7. Describe how you will determine if the internship encourages and/or succeeds in attracting Vermonters to stay and work in Vermont. What kind of follow up will you pursue?

The following means will be employed to gather data and information regarding internship satisfaction and gauge the effectiveness of the program in permanent job placement.

- Employer survey to determine the following:
 - Satisfaction with the *Cooperative Internship Program*.
 - Satisfaction with placed intern.
 - Whether intern is being considered for permanent job opportunity.
 - Whether intern has been hired by company.
- Intern surveys annually to track the following:
 - Satisfaction with the *Cooperative Internship Program*.
 - Interest in remaining in Vermont upon *entering* the *Cooperative Internship Program*.
 - Interest in remaining in Vermont upon *completion* of the *Cooperative Internship Program*.
 - Number of interns who gain permanent employment in Vermont.

In addition to the identified challenge of attracting Vermonters to stay in Vermont, the WHEC has also identified a challenge in encouraging students who come to this region for their education to stay in the state after graduation. Each participating institution has a student population, in some cases a large percentage of their total student enrollment, that attend from out of state. These students are prime candidates, in addition to Vermonters, to remain in Vermont upon graduation.

An outlined goal of the Southeast Vermont Economic Development Strategy Group (SeVEDS) is to *grow the number of 25-44 years olds in the county* (see Attachment A). Vermont students often do not believe there are meaningful careers to be had in Vermont; this is certainly true for students in Windham County. In most cases, students and parents are not aware of the opportunities right in their own backyard. By providing internships with area employers, the *Cooperative Internship Program* will introduce Vermonters, and out-of-state students, to employers and the array of careers in the region. Forming a relationship with an existing employer can result in being hired by that employer and is a key goal of the *Cooperative Internship Program*.

8. Describe your experience in running an internship program and your successes.

Each participating higher education institution has their own existing internship programs (see Table 2 for details), and the *Cooperative Internship Program* will work within those policies and procedures. BDCC will house the BDCC Internship Coordinator, provide staff and general oversight. Guidance of the entire program will come from WHEC and the representatives of the institutions. The BDCC Internship Coordinator will understand the specifics of each institution's internship program, policies and procedures. All interns will comply with the policies and procedures of their specific school.

In addition to the general expertise held within all participating institutions, President Peter Eden of Landmark College holds specific expertise around best practices in secondary-level internships and will act in an advisory capacity to this project. Prior to stepping into his current role as President at Landmark, Dr. Eden served as dean of arts and science and professor of biotechnology at Endicott College in Beverly, Massachusetts. Endicott is built upon an internship/ applied learning model and requires all students to complete three internships, including a semester-long experience. Dr. Eden is well versed in the research and applied practices around systems, structures and strategies needed to scale up and maintain internship programming such as that outlined within this proposal. Dr. Eden has offered his

invaluable expertise in this area to support the leadership and growth of the *Cooperative Internship Program*.

Criteria 2: Employer Participation

1. Identify employers who will participate.

The following nine industry sectors have been identified for participation in the *Cooperative Internship Program*: (1) Agriculture and Forestry; (2) Education; (3) General Business; (4) Healthcare; (5) Hospitality/ Tourism; (6) Manufacturing; (7) Marketing and Media; (8) Social Services and Nonprofits; and (9) STEM industry. This listing is not meant to be exhaustive as partnerships will be sought with businesses in other sectors committed to providing meaningful internships for students. This listing, however, has allowed for preliminary mapping to be completed and potential employers identified, Attachment B.

WHEC has identified over 150 businesses within the categories above to approach for participation (see Attachment B for a full listing). A break-out of the number of businesses identified within each industry sector follows:

- Agriculture and Forestry – 23
- Education – 19
- General Business – 19
- Healthcare – 4
- Hospitality/ Tourism – 5
- Manufacturing – 13
- Marketing and Media – 8
- Social Services and Nonprofits – 49
- STEM industry – 14

Many of the identified businesses already have a relationship with BDCC and/or one or more of the higher education institutions participating. The established connections between businesses and BDCC or WHEC institutions is also noted in Attachment B and will help guide the BDCC Internship Coordinator in bringing these businesses into the project by soliciting support from the connected organization when necessary. Letters of support from area employers representative of the various industry sectors can be found in Attachment I.

2. Describe connection to state's or region's economic development needs/goals.

Attachment A lists the goals and objectives, as well as the workforce workplan, of the Southeast Vermont Economic Development Strategy Group (SeVEDS), which is the existing strategy for Windham County. BDCC and SeVEDS are in the process of finalizing a Comprehensive Economic Development Strategy (CEDS) that will contain additional goals and strategies to stabilize and grow the economy in southeastern Vermont. BDCC is a sponsor of SeVEDS and SeVEDS is an affiliate organization of BDCC. We are inextricably linked.

The *Cooperative Internship Program* addresses several goals of SeVEDS and BDCC as outlined in Attachment A:

- *Increase the size and quality of the workforce*- Creating relationships with area employers increases the potential of interns to be hired by that or another employer. It exposes students from Vermont and elsewhere to the careers in Windham County. Research has shown that 61% of students who took paid internships in for-profit businesses were offered full-time employment in 2011.²
- *Increase the population proportion of 25-44 year olds from 23% to 28% of total population by 2017*- As students see the array of career opportunities and experiences, it will increase the likelihood students will remain in Windham County. We will survey both employers and students annually to determine, amongst other things, whether or not they were hired or would consider a career here.

The State of Vermont is launching an effort to create a statewide comprehensive economic development plan. This effort was kicked off at the Economic Development Summit in June 2013. At that Summit, many employers attending cited finding and attracting skilled workforce as a significant challenge. Exposing students of all ages to the array of employers and careers will help Vermonters and students from out-of-state explore careers within Vermont. This is particularly true of college-age students that will soon be entering the workforce. Partnering higher education with employers is the beginning of relationships that can extend beyond internships and develop into collaboration around specific training or other educational needs.

3. Describe how real workplace expectations and consequences will be created.

The *Cooperative Internship Program* will provide paid internships whenever and wherever possible. In all cases, paid internships will be the norm whenever the work undertaken by the intern benefits the employer. As paid staff, internship opportunities will hold the same expectations as other employees; that is, interns will be:

- 1) Interviewed by employers;
- 2) Responsive to performance expectations; and
- 3) Evaluated on a regular basis

The emphasis on paid internship opportunities is a key component to the project, and significant work will be undertaken to build and grow these opportunities throughout Windham County.

In addition to employer expectation, the internships created will be relevant to students' college studies and career interest and provide real opportunities to experience work in the students' field of interest. We will not have "make work" experiences. Internships that are credit granting will be tied to a student's studies with relevance and reporting as determined by each professor or instructor.

By creating internship opportunities that are directly tied to employer expectations and academic standards, the *Cooperative Internship Program* will build experiences with high expectations and consequences. The articulated goal that participation in internships will lead to employment within the organization will play a significant part in holding students to these high standards.

Criteria 3: Education Partners

1. Describe, as applicable, any academic credit each intern may receive as a result of successfully completing the internship and the number of schools/colleges participating.

Each of the six colleges in the Cooperative will keep its own policies regarding the awarding of credits. All six participating institutions currently award credit for internships. In general, credits are awarded when the internship is part of a class, or supervised by a professor with academic learning goals and outcomes clearly specified, and the number of internship hours has been met. Academic credit awards vary from 1 to 12 credits depending on the level and intensity of the internship.

Research shows that internships have the greatest impact on a student's educational experience when the process is aligned with high-impact practice. Internships become a high-impact practice when the following conditions are met:

- Students devote considerable time and effort to purposeful tasks;
- Students build substantive relationships;
- Intentionally organized activity that leads to particular learning outcomes; and
- Experience involves doing, reflection and feedback for improvement.³

Although the *Cooperative Internship Program* will respect the variances between each participating institutions' policies and procedures, it is the intention to align each institutions' practices with the most effective and impactful practices identified above. In doing so, it is expected that all participating institutions will, with time, grant academic credit for internship experiences.

2. Describe how the internship will benefit the interns' educational experience.

Both paid and for-credit internships will be closely aligned to a student's area of study. Research shows that experiential or hands-on practices greatly improve student learning outcomes. However, even in the case of non-credit internships, the opportunity for experiential learning, to participate in the workforce, and to experience first-hand the demands and responsibilities of the placement gives students a different and important perspective on their education, their opportunities and the choices they make in college. Participating in an internship or work experience can have lasting impacts on a student's chosen course of study, major, and future career goals and expectations.⁴

In the case of for-credit internships, faculty will work closely with students on designing and selecting the appropriate internship for the class or area of study. This promotes a close student/faculty relationship, giving students the opportunity to work one-on-one with supervising faculty, and important component of a successful educational experience.⁵

Criteria 4: Student Development

1. Describe how the internship relates to the student's employment goals, and how the intern's work plan will be created and monitored.

Students choose and design internship experiences for a variety of reasons. In some cases, internships are required by the college for a particular field of study. This is particularly true in the STEM (Science, Technology, Engineering and Mathematics) fields across campuses. The theory is, and the research corroborates, that students who engage in an internship have a better sense of what it means to be a scientist, and, as a result, are more apt to pursue science as a career option.⁶

Interns' work plans, in the case of for-credit internships, will be created in cooperation between the student, the site/ employer supervisor, and the sponsoring faculty member. Sponsoring faculty will monitor progress in achieving the goals outlined within the work plan. In the case of non-credit internships, work plans will be created by the site/ employer supervisor in conjunction with the student. The employer will monitor progress in the work of the intern. In both cases monitoring occurs on at least three levels- that of the site supervisor, the BDCC Internship Coordinator, and the sending college Internship Liaison.

The goal of internships leading to permanent positions is one that has been clearly articulated by the Windham Higher Education Cooperative and is seen as critical to the success of the program.

Criteria 5: Applicant and Partner Roles

Include a description of the roles and responsibilities of:

1. **the applicant:** BDCC is the applicant and will be responsible for all grant management and reporting. The following roles and responsibilities of BDCC will guide the development of Memorandums of Understanding (MOUs) to be created between each participating higher education institution, employer and BDCC. BDCC will:
 - Support the Coordinator;
 - Market the program;
 - Assist in recruiting participating employers;
 - Provide in-kind match to support the project;
 - Provide support as needed to WHEC; and
 - Incorporate the *Cooperative Internship Program* with other workforce development programs undertaken by SeVEDS.

2. **the employers:** Employers will host interns and provide meaningful paid work for interns. The following roles and responsibilities will guide the development of MOUs. Employers will:
 - Interview prospective intern candidates;
 - Establish appropriate performance expectations for all interns;
 - Supervise interns at their work sites;
 - Evaluate interns and provide regular feedback;
 - Be responsible for workers compensation coverage for the intern as a paid employee;
 - Respond to surveys and provide feedback on the overall program and suggestions for improvement.

3. **the interns:** Interns will undertake meaningful work at each worksite and conduct themselves in a professional manner and the following expectations will guide the development of intern contracts for participation in the *Cooperative Internship Program*. Interns will:
 - Coordinate with their institution's Internship Liaison, as well as professors or other school personnel;
 - Complete all necessary paperwork as required by their institution, the *Cooperative Internship Program* and their employer;
 - Respond to surveys and provide feedback on the overall program and suggestions for improvement;
 - Agree to participate in longitudinal data gathering processes.

4. **the school or college:** Each college will participate in general program oversight through WHEC and the following expectations will guide development of Memorandums of Understanding to be drawn up fall 2013. Colleges will:
 - Market the program internally;
 - Solicit students to participate;
 - Provide an Internship Liaison to work with the BDCC Internship Coordinator;
 - Provide a college representative to the WHEC Committee;
 - Provide necessary support to the intern and provide feedback and suggestions to the BDCC Internship Coordinator;
 - Budget for financial support of the program by 2016.

5. **the intermediary (as appropriate):** In this case, the intermediary is the BDCC Internship Coordinator and the following responsibilities will guide the development of a job description to be produced for this position. The Coordinator will:
 - Work with each college Internship Liaison to fully understand existing internship protocols and work to expand their existing programs;
 - Recruit new employers to participate;
 - Provide clear expectations to employers;
 - Provide support as needed to employers;
 - Develop forms and surveys needed for the program;
 - Input data into the database system designed for annual and longitudinal use;
 - Prepare all relevant reports required of the grant;
 - Work closely with BDCC on employer recruitment, grant management and reporting and general marketing of the program.

Criteria 6: Cost Effectiveness

1. **Describe, as applicable, the remuneration process for interns.**
If a company benefits at all from the work and use of interns, it will be required to pay the State minimum wage.

The *Cooperative Internship Program* will, within its policies and procedures, outline clear guidelines for participating employers. Language will be written to ensure that all interns are compensated for their time at the State minimum wage or higher if the employer benefits from their work. Only in instances in

which the intern is participating for college credit will the possibility of non-remunerated work be considered.

- 2. Grant funding cannot be used for intern wages, but proposals may cover needs-based stipends. If paying a stipend to the interns, describe the process for determining economic need of intern(s). Identify the amount of stipends offered. The process for determining an intern's economic need as the basis for paying a stipend will be closely reviewed.**

No grant funding is requested to support intern stipends at this time. The possibility of offering needs-based stipends in the future will be explored in an effort to ensure that all students, regardless of financial status, have the ability to participate.

- 3. Complete attached Budget and Budget narrative.**

A Budget and Budget Narrative follow.

BUDGET INFORMATION

Grantee: Brattleboro Development Credit Corporation (BDCC)

SECTION A – Budget Summary by Categories

	(A)	(B)	(C)
1. Personnel	\$67,500	NA	\$67,500
2. Fringe Benefits (Rate %)	\$20,126	NA	\$20,126
3. Travel	\$2,500	NA	\$2,500
4. Equipment	0	NA	0
5. Supplies	\$2,500	NA	\$2,500
6. Contractual	\$7,500	NA	\$7,500
7. Other	\$2,050	NA	\$2,050
8. Total, Direct Cost (Lines 1 through 7)	\$102,176	NA	\$102,176
9. Indirect Cost (Rate %)	0	NA	0
10. TOTAL Funds Requested (Lines 8 through 9)	\$102,176	NA	\$102,176

SECTION B – Cost Sharing / Match Summary (if appropriate)

	(A)	(B)	(C)
1. Cash Contribution	N/A	N/A	N/A
2. In-Kind Contribution	N/A	N/A	N/A
3. TOTAL Cost Sharing/ Match (Rate %)	N/A	N/A	N/A

NOTE: Use Column A to record funds requested for the initial period of performance (i.e. 12 months, 18 months, etc.); Column B to record changes to Column A (i.e. requests for additional funds or line item changes; and Column C to record the totals (A plus B).

BUDGET NARRATIVE

1. Personnel (employees of applicant) \$67,500

A BDCC Internship Coordinator will be hired to oversee all aspects of the *Cooperative Internship Program*. An annual salary of \$45,000 has been outlined, with \$67,500 requested for the 18-month grant period (January 2014 - June 2015). This annual salary reflects a full-time (40 hours per week) position.

- Hourly rate: \$45,000 per year (approximately \$21.63/ hour)
- # of hours: 40 hours per week

2. Fringe (for employees listed under personnel) \$20,126

The BDCC Internship Coordinator will be a fully benefitted position, and all benefits are being requested of the grant.

- Which benefits: FICA, Medicare, Workers Compensation, and health insurance
- For which staff: BDCC Internship Coordinator
- At what rate: FICA - .0765%; Medicare - .03%; Workers Compensation - \$2.25 per \$100 of payroll; and health insurance - \$7613 per year (\$11,420 for 18-month grant period)

3. Travel (for employees of applicant) \$2,500

Travel costs reflect two needs: (1) conference costs associated with the BDCC Internship Coordinator attending one professional development event, and (2) mileage reimbursement costs.

\$1500 has been allocated for professional development travel costs and includes: registration fee, airfare, travel to airport, hotel, and food.

An additional \$1000 has been allocated to mileage reimbursement. Given the fact that the *Cooperative Internship Program* involves six institutions and approximately 50 businesses, significant mileage needs are expected.

- # of people: 1 - BDCC Internship Coordinator
- # of miles: Approximately 1700 miles over 18 month period
- Reimbursement per mile: Federal reimbursement rate, currently \$.565/ mile
- Other travel and per diem costs: \$1500 for costs associated with attending one national conference

4. Equipment \$0

5. Supplies \$2,500

\$2,500 is requested for supplies, which includes \$1,000 for consumables (paper, ink, etc.) and \$1,500 for the purchase of one laptop computer. The laptop will be for the exclusive use of the BDCC Internship Coordinator.

6. Contractual **\$7,500**

\$7500 is requested for database development and support. It is anticipated that \$5000 will be utilized for the development phase, and an additional \$2500 for support over the period of the grant.

7. Other **\$2,050**

\$1000 is requested for printing and other advertising costs. These costs include registration fees associated with the use of web-based communication strategies and the cost of video production to promote the *Cooperative Internship Program*. An additional \$700 per year (\$1050 for the 18-month grant period) is requested for cell phone coverage.

8. Total, Direct Cost **\$102,176**

9. Indirect Cost **\$0**

TOTAL Funds Requested **\$102,176**

References

- 1 U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. *Integrated Postsecondary Education Data System (IPEDS)*. [Data File]. Available from IPEDS Data Center website, <http://nces.ed.gov/ipeds/datacenter/Default.aspx>.
- 2 Kranz, G., Raphael, T., & Rothschild, R. (2011). Basic Chemistry? Paid Internships Tend to Yield Full-Time Jobs. *Workforce*. Available at: <http://www.workforce.com/articles/basic-chemistry-paid-internships-tend-to-yield-full-time-jobs>
- 3 O’Neil, N.O. (2010). Internships as a High-Impact Practice: Some Reflections on Quality. *Peer Review*, 12(4), 4-8. Available at: http://www.aacu.org/peerreview/pr-fa10/pr-fa10_oneill.cfm.
- 4 Walmsley, A., Wilson, T., & Morgan, C. (2010). Influences on a college students’ major: A developmental perspective. *Journal for the Liberal Arts and Sciences*, 14(2), 25-46. Available at: <http://eric.ed.gov/?id=EJ745262>.
- 5 Kuh, G.D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, D.C.: American Association of Colleges and Universities. Available at: http://www.neasc.org/downloads/aacu_high_impact_2008_final.pdf.
- 6 Thiry, H., Laursen, S.L., & Hunter, A. (2011). What Experiences Help Students Become Scientists? A Comparison Study of Research and Other Sources of Personal and Professional Gains for STEM Undergraduates. *Journal of Higher Education*, 82(4), 357-388. Available at: http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_higher_education/v082/82.4.thiry.html.

Attachment A

Southeastern Vermont Economic Development Strategy Group (SeVEDS)

Goals and Objectives

Available at: <http://seveds.com/strategies/>

*Southeastern Vermont Economic Development Strategy Group
Goals, Objectives and Strategies Outline*

Goals

1. Create Operational and Fiscal Sustainability Plan for SeVEDS by December 2011
2. Improve Wage Parity with Surrounding Labor-shed
3. Increase the Size and Quality of the Workforce
4. Increase population proportion of 25-44 year olds from 23% to 28% of total population by 2017
5. Create an Entrepreneurial Environment

Objective 1. Create Operational and Fiscal Sustainability Plan for SeVEDS by December 2011

1. Create Legal SeVEDS Entity
 1. Create Board of Directors – *A board of directors was named at the September 22, 2011 current board members can be found on the www.seveds.com website*
 2. Incorporate SeVEDS as a Non-Profit - *Incorporated as a 501 c(6) September 2011*
 3. Affiliation Agreement with BDCC – *approved and signed December 1, 2011*
2. Outline multiyear budget and fundraising needs
 1. Hire SeVEDS staff person to provide organizational and funder planning support. – *BDCC provides staffing*
 2. Prepare 3-year budget – *FY 2012 budget approved on November 17th 2011, FY 2013 budget approved July 2012*
 3. Develop and implement private fundraising campaign
 4. Develop and implement public fundraising campaign – *FY 2013 – 14 towns were presented with funding request; 7 approved for total of 106,826 in FY 14 funding*
3. Develop Comprehensive Economic Development Strategy for submission to EDA
 1. Complete EDA Technical Assistance Grant – *completed*
 2. Create Action teams to identify and support implementation of priorities and projects including VY closure, work force, redevelopment, and flood – *workforce, redevelopment and flood action teams created*
 3. Create CEDS plan – *funding to create CEDS document received in November 2012 – CEDS document to be completed October 2013*

Objective 2: Increase the Size and Quality of the Workforce (1-8)

1. Develop a Workforce Center of Excellence Collaborative between providers and users of workforce development services that identifies and connects existing workforce development assets, defines future workforce requirements and gaps by September 2012 – *hired Director of*

Workforce in February 2013, plan and action items below to be worked on with workforce employer group Spring Summer 2013

Key Metric: Recommend Preferred Workforce Development Collaborative Plan by December 2012

1. Map workforce development assets and define gaps to be filled
 2. Build strategic relationships between assets
 3. Define 3 to 5 Career Pathways that will meet the needs of the priority industries
 4. Identify workforce development Best Practices appropriate to the region
 5. Recommend Preferred Workforce Development Collaborative Plan by December 2012
2. Increase 20-44 age group employment by 20% in five years

Key Metric: By January 2012 Define Top 3 – 5 Industry Clusters with the potential for increasing high-value jobs within the next five years *being developed as part of Windham Region CEDS to be completed in October 2013*

1. By January 2012 Define Top 3 – 5 Industry Clusters with the potential for increasing high-value jobs within the next five years
 2. Create Action Teams in Q1-2012 around Clusters to identify Strengths (Assets), Weaknesses, Opportunities, Threats and value chain gaps
 3. Prioritize at least 2 Clusters for Opportunity Analysis Research that will Action 3.2.D – define at least 2 Niche Markets per Cluster for implementation by October 2012
 4. Develop Immigration Attraction Strategy by April 2012 focused on doubling the percentage of foreign born population in the region from 3.5% to 7% by 2016
 5. Develop a Highly Skilled Professionals recruitment and retention strategy – *acquired SoVermont.com, SVSMP work with Bennington County through EDA Flood Grant*
3. Increase Associate Degrees/Some College and Technical Certificates
- Key Metric:** 18-24 year old age bracket from 38% (1495 persons) to 47% (1884 persons) for net increase of 389 persons by 2017
1. 18-24 year old age bracket from 38% (1495 persons) to 47% (1884 persons) for net increase of 389 persons by 2016
 2. Identify Industry Sectors with critical skill needs – *employer hiring projections collection in process May 2013*
 3. Work with Secondary, Post-Secondary and Vermont State College System and the broader region to develop education programs to meet industry needs – *working with 6 colleges on greater collaboration – worked with CCV and VTC on employer workforce series Fall 2012s*
 4. Partner with UMass
4. Identify public and private resources to support a sustainable implementation of workforce development plan – *successful municipal fundraising in FY 13 to support wf position hire*

Objective 3: Increase population proportion of 24-44 year-olds from 23% to 28% of total population by 2017

1. KBE Strategy connecting the SeVEDS region to the NE Next Generation Knowledge Corridor – **communication with Pioneer Valley Planning CEDS creators/ and John Mullin in 2012**
2. Develop a Livable Communities Strategy by 2014
3. Leverage Tourism and Second Homeowner Assets to attract 1,000 young families – **tied to SVSMP with Benn Co**
4. Develop a coordinated regional marketing plan to promote SE Vermont as the best place to live, place, and work. – **tied to SVSMP w Benn Co**

Action Plans for Objective 4 Strategies will be developed during Phase II

Objective 4: Create an Entrepreneurial Environment

1. Define and implement an Innovation Ecosystem within 3 years
 1. In 2013, assess regional innovation and entrepreneurial climate based upon best practice criteria (Innovation Index): facilities, governance, business services, access to capital, business networks, culture, R&D capacities, etc. – **done preliminary to be completed as part of CEDS by Oct 2013**
 2. Convene an Action Team to use the Innovation Index for SeVEDS developed in 12.a to address complex regulatory and other concerns with State and Local jurisdictions.
 3. Assess business needs and set a goal to assist **xx** existing businesses and **XX** new or potential businesses each year.

Note: SeVEDS should evaluate the potential for this action plan and fill in goal statement as part of this action. (this can be done now or in Phase II)

2. Create a Young Professionals Group (YPG) to support and attract 20-44 year old professionals and workers **started in Spring 2012**
 1. By Q4-2011 identify and evaluate strengths and weaknesses of existing young professional networks and social organizations – **surveying to be completed in June 2013**
 2. Engage a representative group of existing younger individuals (especially 18-35 yrs. old) in the community to assess interests and the role of young professions in the region's economic future – **started**
 3. As a result of Action 13b recommend a set of activities and actions to be adopted supporting both the YPG and entrepreneurial climate of the regions, such as: business seminars, speakers, business plan competitions, investment forums, social events, etc. – **part of FY 14 plan**
3. Create a sustainable start – up funding program by March 2013 – **included in FY 14 workplan – accelerator/finance**
 1. Define and implement a plan to benchmark and track new businesses looking for funding by December 2012
 2. Define and implement a plan to benchmark and track new jobs created by December 2012
 3. Create a mentor/investor network plan utilizing especially the services and assets of 44-75 year olds by December 2012

4. Take advantage of opportunities under the federal crowdfunding bill (if passed)
 5. Create marketing plan including social media to package and publicize local funding sources, mentor networks, incubator spaces, etc. Reach out to UMass/Amherst area via recruitment events, advertising, etc.
 6. Identify Incubator Space
4. Recognize and blend Quality of Place characteristics and concepts into the SEVEDS strategies
 1. Establish a group of relevant regional stakeholders to review Quality of Place concepts and index methodologies to craft a set of appropriate regional metrics – ***CEDS focus groups June 2013***
 2. Develop and conduct several community presentations describing the role and critical components of Quality of Place within the SeVEDS strategy – ***CEDS focus groups June 2013***
 3. Develop internal (within Windham Region) and external (out of Windham Region) marketing plan – ***external SVSMP to be completed Spring 2013***
 5. Facilitate bringing challenged properties in the Windham Region back into purposeful use – ***redevelopment group soliciting for regional redevelopment and industrial sites inventory May 2013***
 1. Aggregate relevant environmental, financial and land record information for qualified interest groups.
 2. Aiding qualified individuals and/or groups in purchase and rehab planning consistent with regional, economic, environmental and town planning.
 3. Create a mechanism to facilitate intermediary ownership if there are no other alternatives
 4. Identify and work with redevelopment efforts underway
 6. Expand Percentage of the Regional Economy coming from the Global Economy by leveraging businesses w/global connections seeking higher skilled workers in high wage jobs.
 1. Create a database of businesses with international relationships
 2. Map international, linguistic, cultural, and technical knowledge assets
 3. Create a Global Marketing plan that links with International trade marketing tools and programs to expand markets and attract new business to leverage regional assets
 4. Define three (3) Global Niche Markets having value chain gaps that can be filled by regional assets
 5. Identify workforce skill gaps that might be filled by international workers coming to the region and create an worker recruitment plan
 6. Identify potential needs of international workers and develop a plan to meet those needs

Objective 5: Plan for a Post VY Economy

1. Establish a sustained effort to cope with and recover from the closure of Vermont Yankee
 1. Build a broad based steering committee to guide planning and action on economic and social impacts. *Created Daniel Yates (Brattleboro Savings & Loan), Martin Langeveld (Strolling of the Heifers), Andrea Livermore (Building a Better Brattleboro), Art Greenbaum, Barbara Sondag (Town of Brattleboro), Connie Snow (Windham Housing Trust), Ellen McCulloch-Lovell (Marlboro College), Jeff Lewis (Brattleboro Development*

Credit Corporation), Jesse Corum IV (Attorney) Lawrence Company (Windham Regional Planning Commission), Mark Richards (Richards Group), Robert Stevens (Stevens and Associates), Robert Woodworth, Chad Simmons, Robert Oeser, Stephan Morse (retired)

2. Conduct Substantial study of other nuclear plant closings and other plan shutdowns and find major learning's – WRPC
3. Establish Site decommissioning, deconstruction, clean up, restoration and reuse planning group:
4. Identify potential impacts from VY closure – *completed November 2011. Major categories include Jobs, GDP declines, Real Estate prices decline, Human Capital, Taxes*
5. Identify possible mitigation, barriers and means of overcoming barriers – *Completed February 2012*

Objective 6: Plan, Track and Participate

1. Maintain list of issues and sectors for development of additional objectives and strategies
 1. Energy Prices, Broadband and Cell expansion, Disaster preparedness, Transportation Infrastructure, Railroads, Regional Plan

Attachment B
Windham Higher Education Cooperative
List of Potential Employers

The following list outlines potential employers throughout Windham County, many of which have ties to partners within the Windham Higher Education Cooperative and/or Brattleboro Development Credit Corporation (BDCC). All existing connections are noted.

Employer	BDCC	CCV	Landmark College	Marlboro College	SIT Graduate Institute	Union Institute	VT Tech
Agriculture & Forestry							
Allen Brothers Greenhouses	X						
Basin Farm	X						
Big Picture Farm	X						
Building Green, Inc.	X						
Cersosimo Lumber	X						
Commonwealth Dairy	X						
Dutton Farm							
Fertile Field Farm				X			
Food Connects					X		
Grafton Village Cheese	X						
Green Mountain Orchards							
Harlow Farm							
Holstein Association	X						
Ironwood Brand	X						
Miller Farm, Inc.					X		
Retreat Farm	X						
Scott Farm							
Side Hill Farm	X						
Strolling of the Heifers	X						
Vermont Woods	X						
Walker Farm							
Westminster Organics							
Wild Shepard Farm					X		
Education							
Area child care centers							
Area public schools	X	X	X	X			
Community College of Vermont	X	X					

Employer	BDCC	CCV	Landmark College	Marlboro College	SIT Graduate Institute	Union Institute	VT Tech
Compass School					X		
Education Praxis, Inc.					X		
The Grammar School	X		X				
Greenwood School	X		X				
Kendal Farm School					X		
Landmark College	X		X				
Marlboro College	X			X	X		
Neighborhood Schoolhouse			X	X			
The Putney School	X				X		
Putney Student Travel					X		
SIT World Learning	X				X		
Union Institute & University	X					X	
Vermont Academy	X						
Vermont Campus Compact			X	X			
Vermont Technical College	X						X
Windham Supervisory Unions	X		X		X	X	
General Business							
Bartleby's Books	X						
Brattleboro Development Credit Corporation	X						
Brattleboro Food Co-op							
Brattleboro Reformer/Town Crier	X						
Brattleboro Savings and Loan	X						
The British Clockmaker							
Core Flow Yoga				X			
Corum, Mabie, Cook, Prodan, Angell, & Secrest, PLC							
Downs, Rachlin and Martin	X						
Mary Meyer Corporation	X						
Pieczek & Co, PC	X						
Potter Stewart Jr. Law Offices, PC	X						
Putney Co-op							
Putney Foods							
River Valley Credit Corporation	X						
Southeast Vermont Economic Development Strategy (SeVEDS)	X						
Stevens & Associates, P.C.	X						
SVE Associates	X						
Tasha Tudor				X			
Healthcare							
Brattleboro Memorial Hospital	X			X			

Employer	BDCC	CCV	Landmark College	Marlboro College	SIT Graduate Institute	Union Institute	VT Tech
Brattleboro Retreat	X					X	
Grace Cottage Hospital							
Sojourns Community Health Clinic							
Hospitality/ Tourism							
Brattleboro Chamber of Commerce	X						
Haystack Club	X						
Mount Snow Resort	X						
Putney Inn							
Stratton Mountain Resort	X						
Manufacturing							
Against the Grain	X						
Bradford Machine	X						
Building Green, LLC				X			
C E Bradley Laboratories							
FiberMark	X						
GS Precision	X						X
New Chapter	X						
PC Construction							X
Putney Paper	X						
Sonnax Industries	X						
Swiss Precision Turning	X						
Vermed, Inc.							
Vermont Circuits	X						
Marketing & Media							
Brattleboro Community Television							
Brattleboro Reformer				X			
Chambers of Commerce	X						
Deerfield Valley News				X			
Mondo Mediaworks	X						
Primetime Concepts							
WKVT							
WTSA	X						
Social Services and Nonprofits							
AIDS Project of Southern Vermont					X		
Brattleboro Area Affordable Housing				X			
Brattleboro Area Drop-In Center					X		

Employer	BDCC	CCV	Landmark College	Marlboro College	SIT Graduate Institute	Union Institute	VT Tech
Brattleboro Community Justice Center				X	X		
Brattleboro Housing Authority					X		
Brattleboro Museum & Art Center				X			
Brattleboro Veterinary Clinic							
Brattleboro Time Trade				X			
Center for Creative Solutions				X			
Children Affected by HIV/ AIDS (CHABA)				X	X		
Community Action Brattleboro Area					X		
Girls on the Run				X			
Greater Falls Prevention Coalition					X		
Habitat for Humanity					X		
Insight Photography				X			
Latchis Theater	X						
Mali Health Organizing Project, Inc.					X		
Morningside Shelter					X		
New England Center for the Circus Arts	X						
New England Youth Theater	X						
Our Place Drop-In Center					X		
Parks Place Community Resource Center					X		
Post Oil Solutions, Inc.					X		
Putney Historical Society					X		
ReNew Salvage				X	X		
River Gallery School					X		
Southeastern Vermont Community Action	X				X		
Transition Dummerston					X		
Transition Putney					X		
Turning Point Center							
United Way of Windham County	X			X	X		
Vermont Agency of Natural Resources				X			
Vermont Artisans Design							
Vermont Association of Conservation Districts				X			
Vermont Businesses for Social Responsibility					X		X
Vermont Center for Independent Living					X		
Vermont Farm to School Network				X			
Vermont Health and Wellness Co-op				X			
Vermont Housing and Conservation Board				X			
Vermont Jazz Center							
Vermont Partnership for Fairness and Diversity				X	X		
Vermont Public Interest Research Group				X			
Vermont Technology Council				X			

Employer	BDCC	CCV	Landmark College	Marlboro College	SIT Graduate Institute	Union Institute	VT Tech
Windham County Arts Council							
Windham County Humane Society							
Windham Foundation	X				X		
Windham & Windsor Housing Trust					X		
Women's Crisis Center					X		
Youth Services/ Big Brothers Big Sisters				X	X		
STEM Industry							
Builders for Social Responsibility							X
Chroma Technology Corporation	X						
Entergy Nuclear Vermont Yankee	X						
First Choice Communications Services							
Friends of the Sun							
IBM							X
Integrated Solar							
Omega Optical							
Renewable Energy Vermont							X
R.O.V. Technologies	X						
Sovernet Communications	X						
UTC Airspace							X
Vermont Green Building Network							X
Whiting-Turner Systems and Software							X

Attachment C
Current Internship Program Policies and Procedures
Community College of Vermont

CCV has a statewide internship program to support the field experience and clinical rotations that are requirements of various degree programs. We have managed these separately with the Community Work Experience (field experience) requirement being managed as one unit and the Internship courses (Medical Assisting, Digital Marketing, and Applied Business Practices) being managed as another distinct unit.

The Community Work Experience is a long-standing course of the College. It is a 3-credit course and includes several meetings of the students and instructor and an 80 hour internship (field experience) for the student placed at a local business/organization. The internship is intended to provide general exposure to the work environment but each major for which it is required has a list of specific experiences the student is intended to complete and general competencies they are intended to attain. The preceptor in the business/organization works with the student on a regular basis and provides evaluative feedback to the course instructor and the student. Students receive guidance about appropriate field placements, and then find their own placement.

The internship model is very similar, to the field experience model in all areas but placement. For the internships courses, the college places the student at one of the many locations with which we have a signed MOU. (None of these are in Windham County at this point.) In the internship model, the competencies are more specifically defined.

Attachment D
Current Internship Program Policies and Procedures
Landmark College

Definition

An academic internship is a credit bearing opportunity for students to gain experience in a career related occupational setting in order to develop professional skills outside of the traditional college/ university environment.

Policies

- A student will engage in 30 contact hours (time spent on-site performing the activities of an intern) for each internship credit earned.
- Internship work experiences are substantive and challenging. No more than 25% of an intern's time will be spent doing clerical work.
- In order to be eligible to participate in an internship, a student must have completed one semester at Landmark at the credit level and a GPA of 2.5 and in good disciplinary standing. Exceptions to these criteria must be approved by the Academic Dean.
- In some instances, there might be specific course prerequisites for participating in an internship.
- Because it is a credit-bearing course of study, students will be charged regular tuitions fees. An internship does not impact a student's financial aid.
- Internships must include training and supervision; consequently internships are sponsored by a department and supervised by an affiliated faculty member from that department in conjunction with a work-site supervisor.
- The faculty sponsor and work-site supervisor must be different people.
- Internships may not be supervised by a member of the student's immediate family.
- Internship proposals must be approved by the Academic Dean.
- There will be a set of curriculum committee-approved college-wide guidelines for internships at the 2000 and 4000 levels.
- Each department will develop specific internal guidelines for internships at the 2000, 4000 level, including a general course description and designated course codes.
- The faculty sponsor has primary responsibility for creating a syllabus which includes learning objectives, reading assignments, deadlines, and assessment methods. The syllabus will be created in collaboration with the student and in consultation with department chair and internship supervisor. The amount of academic work assigned by the faculty sponsor should be commensurate with the number and level of credits for the internship.
- In addition to the academic work assigned, students must maintain a work log that includes the number of hours worked and the details of specific work tasks.
- The student is required to maintain regular communication with the faculty sponsor to plan activities, monitor progress, and address problems that may arise. (The amount and manner of communication will be specified in the internship proposal.)
- Landmark will not retroactively approve credit for experiences undertaken without formal faculty sponsorship and without submitting an internship proposal.
- Internships can take place in a for-profit or non-profit setting and can either be paid or unpaid. Internships do not preclude Work Study opportunities.
- A maximum of three internship credits may be counted toward the Associate's degree and 12 towards the Bachelor's degree.
- Internships are recorded as electives and do not fulfill core curriculum requirements.

Internship Procedure (suggested time for completion: 1 – 2 months)

Transfer and Career Services maintains a database of internship options and also provides resources and workshops for preparing resumes, cover letters, and practice for interviews. Transfer and Career Services also maintains information of regional and national internship placements as well as contacts with alumni who are interested in providing internships. A full list of completed Landmark internships along with contact information is retained and publicized by Transfer and Career Services. Student identifies internship options and solicits initial agreements with faculty sponsor and on-site supervisor.

1. Student submits an internship proposal to the faculty sponsor and department Chair determines final approval.
2. Proposals are due no later than November 1 for spring internships and April 1 for summer and fall internships.
3. Within one week after submission of the proposal, the department Chair communicates decision on the internship to the student, faculty sponsor and registrar.
4. The faculty sponsor submits a syllabus for the internship to the Registrar and onsite supervisor by the end of the add/drop period in the semester the internship takes place.
5. Student undertakes internship.
6. After completion of the internship a final evaluation from on-site supervisor is submitted to faculty sponsor.
7. Faculty sponsor communicates to student onsite supervisor's evaluation and provides a grade based on the learning goals stated in the syllabus.

- See more at: <http://www.landmark.edu/academics/meet-faculty/academic-policies1/internship-policy/#sthash.YrM4pS8M.dpuf>

Attachment E
Current Internship Program Policies and Procedures
Marlboro College

Summer Internship Grants:

Marlboro provides support for summer internships to enable students to take volunteer or low-paid positions in organizations and gain applied experience in their academic fields. Our hope is that students will engage in work that cannot be done on campus and that they will establish relationships with professionals who may be helpful to them in the future. Students in the past have interned in non-profit organizations, research centers, laboratories, art studios, cultural festivals, hospitals, correctional facilities and museums. Students have also received support for their own independent, Plan-related research project, guided by a Marlboro College faculty member or a mentor at another institution. Grants are made only to support Plan-related summer internships or projects. The Prizes & Scholarships Committee administers summer internship grants. Application deadline to be announced.

Internship:

An internship is defined as an experiential opportunity connected to a student's field of study and is linked to an internship tutorial with papers or projects that document learning. Internships will be identified as such on the student's transcript.

Credit for internships is only granted through internship tutorials as determined in collaboration with the faculty sponsor, not only for the hours spent in the field. Credit for internships is typically available for SO2s through SR2s and for up to 8 credits over the student's career at Marlboro.

Students must submit the Internship Proposal Form during registration which will outline the learning outcomes of the internship, the type of duties that will be performed at the site and how the internship experience will be evaluated. (Instructions for registering and obtaining credit are available in the Registrar's Office.)

Faculty are encouraged to visit with site supervisors to discuss expectations, scope of work and time commitments. Feedback from organization/sponsor should be solicited as part of the grading process. The Office of Career Development is available to assist with any contact with the site placements.

Attachment F

Current Internship Program Policies and Procedures

SIT Graduate Institute

Description and Goals

The Reflective Practice Phase or RPP represents the twelve-credit, off-campus capstone portion of PIM graduate studies. The RPP is the off-campus practicum (supervised practical application of learned theory) experience designed for the student to further expand the knowledge, develop the skills, and deepen the awareness gained during the On-Campus Phase. In addition, this practitioner inquiry experience will contribute to life-long reflective practice, professional development, leadership, and our global community. The RPP student practitioner will connect on-campus coursework, learning, concepts, and theories with an off-campus practicum context.

“Reflective practice” is at the heart of the work of SIT Graduate Institute, along with articulated core competencies, and now expressed through the RPP. The learning cycle models of Dewey, Lewin and Kolb (among others) offer foundations for the RPP and workable frameworks for the assignments. Through prior and current coursework in the MA program, students have been exposed to a variety of concepts and theories relevant to their professional work. Application of these concepts takes place in teams and projects in the program’s other courses. The RPP provides the opportunity to connect the classroom experience with the work each student is doing in the field.

RPP objectives will be accomplished through the following methods, which have been designed to incorporate the various stages of the experiential learning cycle in the following ways:

- Experience: drawing on previous experience in classes, the workplace, and other aspects of participants’ lives
- Reflection/observation: reflecting on the experiences mentioned above, especially analyzing what you learned; peer and instructor reflection and review; systematic analysis of topics of interest
- Generalization: reading from classes and other sources, in particular with regard to specific questions, approaches, and experiences
- application: designing and applying reflection and research approach(es); reflecting on what you would do differently next time; applying learning to subsequent activities

Competencies

Through the RPP, the student will build the following specific RPP competencies for work and life-long learning:

- Ability to analyze one’s experience using definable frameworks, and to use the experience to critique and expand those frameworks;
- Ability to define and answer practice-centered questions using rigorous reflection on one’s experience and other inquiry methods and sources;
- Ability to make a professional contribution to a specific organization;
- Ability to make a professional contribution to a community of practice, within SIT and outside of SIT;
- Enhanced critical thinking skills, and
- Enhanced self-expression, communication, and presentation skills.

Various assignments lend themselves to these competencies and your “Competency Self-Assessment Charts”, articulate performance and competency guidelines and expectations tied to your Reflective Practice Phase, your capstone project, and your academic work within SIT Graduate Institute. As an MA candidate, the above competencies are further honed through academic field research and writing culminating in the capstone project, paper, and presentation.

General Requirements

The RPP is a six-month work-related practicum layered upon the normal three-semester cycle of reflection, research, communication, colleague support, writing and self-assessment culminating in the capstone paper, capstone presentation, and graduation. What follows is a list of basic requirements along with a general schedule that approximates the RPP time commitments. Actual schedules may differ slightly in emphasis with the Course-Linked Capstone (CLC) and the Individual Practitioner Inquiry Capstone (IPIC), with the cluster configuration and expectations of the advisor, and with other degree area related special requirements. *Refer to specific documentation and instructions from your advisor and degree area regarding the specific assignments. Also, the RPP Handbook contains information related to “Managing the Reflective Practice Phase (RPP)” and guidance in completing assignments.*

Five Features of the RPP

The RPP Practicum Site: The practicum site and the work chosen by the student serve as the context for the RPP. The RPP student formally engages in at least six months of supervised, field-based, formally supervised practice relevant to their professional goals and their degree. It must provide the student with a structured opportunity and the time to apply PIM coursework consistent with professional goals and degree requirements. The nature of the work must be at a professional

level, in an intercultural setting, consistent with PIM's mission of making a contribution to the global community, related directly to the student's academic degree and area of concentration, and supervised by someone in the host organization.

Semester 1

The RPP student will become acclimated to the new RPP practicum environment and establish contact, actively correspond and cooperate with the advisor and cluster, completing the early narrative and informational portions of the required portfolio along with completing at least one acceptable RPQ short paper and competencies self-assessments RPP theory to practice reflections begin along with related literature reviews and seedling thinking regarding the capstone research project.

Registration, RPP resettlement/admin	15 hrs
Review of Foundational Literature	25 hrs
Experiential Reflection	80 hrs
Correspondence/Support of Cluster	10 hrs
Correspondence with Advisor	8 hrs
Postings:	
Introductions	2 hrs
Biography	3 hrs
Learning Plan	6 hrs
Résumé 1 hr	
1 Researched RPQ Paper (+ drafts)	20 hrs
Capstone Idea Generation	8 hrs
Competencies Self-Assessment	2 hrs
180 hrs	

Semester 2

The student will ensure that all Semester 1 activities, deliverables and responsibilities remain accurate and up to date and communications and support remain active and assertive. The student will research and complete two additional RPQ short papers, construct needed literature reviews, submit the capstone project proposal with Human Subjects Review and conduct capstone research in earnest. The student will continue to monitor competencies with a self-assessment.

Literature Reviews	15 hrs
Experiential Reflection	50 hrs
Correspondence/Support of Cluster	10 hrs
Correspondence with Advisor	8 hrs
Postings:	
2 Researched RPQ Papers (+ drafts)	40 hrs
Capstone proposal	10 hrs
HSR Review Application	5 hrs
Capstone Field Research	40 hrs
Competencies Self Assessments	2 hrs
180 hrs	

Semester 3

The capstone student will ensure that all of the aforementioned requirements are completed and will continue to actively support capstone colleagues. The student will complete and submit the capstone paper, submit the final Human Subjects Review documentation, attend and participate in the capstone seminar, and complete all other requirements for graduation.

Experiential Reflection	20 hrs
Support for Cluster Capstones	10 hrs
Correspondence with Advisor	8 hrs
Capstone Research	15 hrs
Capstone Writing (multiple drafts)	60 hrs
Capstone Presentation Preparation	12 hrs
Capstone Seminar and Final Requirements	50 hrs
Competencies Final Self-Assessments	5 hrs
180 hrs	

This schedule may be adjusted with advisor and registrar approval, and within the rules and regulations governing the 12-credit academic experience.

Attachment G
Current Internship Program Policies and Procedures
Union Institute & University

Union Institute & University is a non-profit, accredited, private university specializing in adult and distance education since 1964. Union strives to engage, enlighten, and empower students in a lifetime of learning and service. The university's transformational and socially relevant programs promote creative and critical thinking, and connect scholarship with real-world practice. Flexible online classes, brief residencies, classroom experiences, and hybrid models of instruction lead to undergraduate, masters, and doctoral degrees. Union graduates, including 13 college presidents, leaders in the public, private, and non-profit sectors, members of the United States Congress, and the first female prime minister of Jamaica, promote Union's legacy of utilizing education to transform lives and communities. The following programs are offered to Vermont residents:

- * Bachelor of Arts – Weekend Option (including teacher licensure track)
- * Bachelor of Arts – Online Option
- * Bachelor of Science – Leadership major
- * Bachelor of Science – Business Management major
- * Bachelor of Science – Business Administration major
- * Bachelor of Science – Maternal Child Health: Lactation Consulting
- * Master of Arts with a Concentration in Counseling Psychology
- * Master of Arts Online with Concentrations in:
 - Creativity Studies
 - Health & Wellness
 - History & Culture
 - Leadership, Public Policy & Social Issues
 - Literature & Writing
- * Doctor of Philosophy (Ph.D.) in Interdisciplinary Studies
- * Doctor of Psychology (Psy.D.) with a Concentration in Clinical Psychology
- * Doctor of Education (Ed.D.) with an Emphasis on Ethics and Social Justice

Internship policies

Bachelor of Science – Maternal Child Health: Lactation Consulting

The Maternal Child Health: Lactation Consulting major prepares graduates to sit for the IBCLC examination<<http://www.iblce.org/>> by the International Board of Lactation Consultant Examiners. Required instruction is delivered through workshops conducted by Healthy Children Project faculty at locations around the country combined with Enhanced Learning Projects to earn college credit.

Those wishing to sit for the IBCLC examination may choose a 300 or 900 hour internship option. Those not wishing to qualify for the IBCLC Academic Pathway may complete a practicum. All other courses required to complete the degree are offered by UI&U through distance learning.

Master of Arts with a Concentration in Counseling Psychology

Students typically complete one year of internship to meet degree and state requirements. As some states require that a Practicum experience precede the Internship, credit distributions may be adjusted to reflect this.

While it is not possible for all counseling students to undertake full-time internships, it is strongly recommended. When not possible, the expectation is that interns will spend at least 20 hours per week,

carefully planned, to yield the greatest variety and value of involvement in carrying out all the duties of the full practitioner's role. Further, the Counseling Psychology Program guidelines require that 50% of a student's field training time is spent in direct contact with clients and directly related clinical activity.

The minimum requirement for a Union Institute & University internship experience is 600 total hours. However, state licensure requirements should be used to ascertain the actual number of hours to be completed in the internship, as individual states often require more than 600 hours (such as 1000 hours). Students will determine their state-specific internship requirements at the outset of their degree program. Reference to individual state licensure regulations will inform the student's total internship goal. Each student should access state licensure requirement regulations from the individual state's regulatory body, often a Licensing Board, accessible by website and/or through direct contact with the Board. Practica and Internships cannot be started until the proposed internship site is approved by the Internship Coordinator following submission and filing of all pre-requisite paperwork. Any hours prior to this date cannot count towards the cumulative internship hours tally.

All Internships must involve formal supervision of the intern by an appropriately credentialed clinician who is licensed to practice independently in his/her state (at minimum, a Master's level clinician). The supervisory relationship must inherently involve the supervisor's having some legitimate supervisory capacity over the intern, as well as regular face-to-face meetings to discuss training and case material.

Psy.D. with a Concentration in Clinical Psychology

The program requires satisfactory completion of a clinical internship with a minimum of 2,000 hours (taking place over 12-24 months). The Director of Clinical Training assists in the application process. Clinical internships further prepare students for the general practice of psychology through training that increases in difficulty in both clinical skills and levels of responsibility. The internship should be appropriate both to our program's training model and to the student's individual goals. In addition to providing training in the general skills of a clinical psychologist, internships may include intensive rotations in special interest areas (e.g., child psychology, assessment, adult psychotherapy, family psychology, etc.).

Whenever possible, the internship will be at a site approved by the Association of Psychology and Postdoctoral Internship Centers (APPIC) or by the American Psychological Association (APA). For internship sites not listed by APPIC or accredited by APA, the Director of Clinical Training will formalize agreements with these sites to ensure that the internship meets APPIC guidelines. A student can attend an internship anywhere in the US.

Attachment H
Current Internship Program Policies and Procedures
Vermont Technical College

Vermont Technical College is a public, coeducational technical college with campuses located in Randolph Center, Brattleboro, Bennington, and Williston, Vermont. The college is part of the Vermont State Colleges (VSC) system that includes Castleton State College, Johnson State College, Lyndon State College, and the Community College of Vermont.

Vermont Tech offers collegiate-level programs leading to associate and baccalaureate degrees with majors in applied technologies and related fields.

The Brattleboro campus currently offers a certificate in Practical Nursing and an associate degree in Nursing. A Bachelor's Degree in Nursing is also available online to Windham County residents, and others across the state and the world.

The Brattleboro Campus also provides continuing education in healthcare, organizational management and other fields to employers and the general public throughout Windham County.

Vermont Tech is an integral and unique institution within the state of Vermont and the Vermont State Colleges offering career-focused, technical education. The college prepares students for immediate success and productivity in the workforce, continuing formal education, and lifelong learning.

Vermont Tech emphasizes the core values of dedication, integrity, and responsibility as a foundation for learning, career preparation, and citizenship. The faculty, staff, administration, and students at Vermont Tech are committed to forming a stimulating, compassionate, and supportive learning community which fosters the personal and professional growth of all members.

Vermont Tech has strong connections to many area employers and has a history of high job placement rates, the majority of which have been based in Vermont. Vermont Tech's extensive employer network serves as the foundation for linking student interns to quality employers. We also take advantage of existing network organizations such as Vermont Businesses for Social Responsibility, Vermont Green Building Network, Builders for Social Responsibility, and Renewable Energy VT.

Through these partnerships, real workplace expectations and consequences are created by internships that focus on hands-on, practical job skills. All employers must commit to providing practical job experience for their internships before being approved as a project partner. A brief questionnaire, either my e-mail, mail, or phone, will help us determine their eligibility.

Vermont Tech supports two types of internship: those required by a major and those which are encouraged, but not required. Additionally, numerous majors require a clinical or practicum component. Currently, six of Vermont Tech's academic programs require summer internships.

The College is responsible for helping to set-up high-quality internships with employers, assisting students in honing their career goals, evaluating appropriate students to participate in the stipend-base internship programs, and assisting students with their job applications, resumes, and interview skills. We are convinced that maintaining and expanding our internship offerings is critical to maintaining our

consistent 98% placement rate and keeping technically educated young graduates in Vermont's workforce. Our program advisory boards, made up of employers from across the state, are urging the college to use internships to help give students the on-the-job professional experience that employers need. Internships can also help students understand the "soft-skills" that the workplace requires, but which the classroom may not teach.

WINDHAM HIGHER EDUCATION COOPERATIVE



August 23, 2013

Ms. Sally Redpath
Vermont Department of Labor
5 Green Mountain Drive
P.O. Box 488
Montpelier, VT 05601-0488



Dear Ms. Redpath:

We are writing to express our support for the Windham Higher Education Cooperative's application for funding to create a shared Internship Coordinator position for the six colleges that form the Cooperative. This Cooperative was formed in part to better respond to the economic and workforce development needs of Windham County. Windham County's work on a Comprehensive Economic Development Strategy (CEDS) has identified workforce development as a critical need. The creation of an Internship Coordinator is a key part of the workforce development work underway. Expanding our collective internship offerings enables much greater career exploration opportunities for our Vermont and out-of-state students, which will address the CEDS goal of growing the 24-44 year old population in the County. Networking college students with the vast array of employers and careers in the region is a major goal of the program.

The Intern Coordinator would serve as an intermediary between area businesses and our students. We believe that this position will be valuable both to our students by providing enriching opportunities that will expand their educational experience, and to our local businesses. We are committed to lending our respective schools' resources, time, and effort to the successful institution of a shared intern coordinator. We are hopeful the Vermont Department of Labor can provide the seed capital needed to help us launch this critical effort.

Thank you for your favorable review of our application and for helping us create a sustainable system that will benefit our students and our community.

Sincerely,

76 COTTON MILL HILL, BRATTLEBORO, VERMONT 05301 • 802.257.7731

WINDHAM HIGHER EDUCATION COOPERATIVE



A handwritten signature in cursive script that reads 'Joyce Judy'.

Joyce Judy
President, Community College of Vermont



A handwritten signature in cursive script that reads 'Peter Eden, PhD'.

Peter Eden, PhD
President, Landmark College



A handwritten signature in cursive script that reads 'Ellen McCulloch-Lovell'.

Ellen McCulloch-Lovell
President, Marlboro College



A handwritten signature in cursive script that reads 'Donald Steinberg'.

Donald Steinberg
President and CEO, SIT Graduate Institute



A handwritten signature in cursive script that reads 'Roger H. Sublett'.

Dr. Roger H. Sublett
President, Union Institute & University



A handwritten signature in cursive script that reads 'Philip A. Conroy, Jr.'.

Philip A. Conroy, Jr., Ed.D
President, Vermont Technical College

76 COTTON MILL HILL, BRATTLEBORO, VERMONT 05301 • 802.257.7731

Bartleby's Books
PO Box 580
17 West Main Street
Wilmington, VT 05363
(802) 464-5425
www.myvermontbookstore.com

August 21, 2013

Ms. Patricia Moulton Powden
Director of Workforce Development
Brattleboro Development Credit Corporation
76 Cotton Mill Hill
Brattleboro, VT 05301

Dear Pat,

Bartleby's Books is very excited about the opportunity to create an Internship Coordinator for the Windham higher education Cooperative. As you well know, availability of skilled labor is a continuing challenge in this region. Establishing intern positions with us and other employers is an excellent opportunity for students at the six colleges to learn about careers here in Windham County. It gives us an opportunity to bring in students who may have an interest in a career with us.

We are looking forward to the opportunity to work with interns in the areas of web development and maintenance, content creation, and program development. We have created our own informal internships in the past and look forward to the possibility of working with a professional to expand our program.

If you are successful in creating this position, we are most interested in meeting with the Coordinator and investigating the possibility of bringing interns into our small business. I look forward to working with you and the Coordinator as we move forward with this exciting opportunity.

Best regards,



Lisa Sullivan
Owner
Bartleby's Books



Brattleboro Retreat

MENTAL HEALTH AND ADDICTION CARE

August 22, 2013

Ms. Patricia Moulton Powden
Director of Workforce Development
Brattleboro Development Credit Corporation
76 Cotton Mill Hill
Brattleboro, VT 05301

Dear Pat,

The Brattleboro Retreat is very excited about the opportunity to create an Internship Coordinator for the Windham higher education Cooperative. As I have expressed to you before, availability of enough people with the various skills we need is one of our greatest challenges. Establishing intern positions with us and other employers is an excellent opportunity for students at the six colleges to learn about careers here in Windham County. It gives us an opportunity to bring in students who may have an interest in a career with us.

We have had great success over the years with interns in our social work department, we have also periodically had nursing interns and those experiences proved to be highly valuable for the nurses and the Retreat. The prospect of having help with such a program in the future or with exploring other potentially beneficial fields for interns is intriguing to us.

If you are successful in creating this position, we are most interested in meeting with the Coordinator and investigating the possibility of bringing interns into the Brattleboro Retreat. I look forward to working with you and the Coordinator as we move forward with this exciting opportunity.

Sincerely,

Jeffrey T. Corrigan
Vice President Human Resources

www.brattlebororetreat.org

Anna Marsh Lane . PO Box 803 . Brattleboro, VT 05302
1.800.RETREAT (738.7328) / TDD 802.258.3770
Administrative Offices: 802.257.7785 / f 802.258.3782
Central Intake / Admissions: 802.258.3700 / f 802.258.3791

Anna Marsh
Behavioral Care Clinic
802.258.3707
f 802.258.3788

Primarilink
1.800.320.5895
f 802.258.3749

Mulberry Bush
Early Learning Center
802.258.4350
f 802.258.6146

Starting Now
802.258.3705
f 802.258.3788



A Veteran Owned Privately Held S Corporation
Developed by Nuclear Professionals

August 23, 2013

Ms. Patricia Moulton Powden
Director of Workforce Development
Brattleboro Development Credit Corporation
76 Cotton Mill Hill
Brattleboro, VT 05301

Dear Pat,

R.O.V. Technologies, Inc. is very excited about the opportunity to create an Internship Coordinator for the Windham higher education Cooperative. As you well know, availability of skilled labor is a continuing challenge in this region. Establishing intern positions with us and other employers is an excellent opportunity for students at the six colleges to learn about careers here in Windham County. It gives us an opportunity to bring in students who may have an interest in a career with us.

If you are successful in creating this position, we are most interested in meeting with the Coordinator and investigating the possibility of bringing interns into our company. I look forward to working with you and the Coordinator as we move forward with this exciting opportunity.

Sincerely,

Jill M. Zachary
Chief Financial Officer

CORPORATE OFFICES: 49 Bennett Drive, Brattleboro, VT 05301
SATELLITE MANUFACTURING OFFICE: 616 Franklin Road, Vernon, VT 05354
Telephone: 802-254-9353, Fax: 802-254-9354
24-hr Technical Support: 802-579-8150, 802-451-6232 or 802-380-0343
E-Mail: mail@rovtech.com • www.rovtech.com
Page 1 of 1

BDCC\2013\Internship Letter.docx

Rev 0\3/14/13

sonnax®

August 23, 2013

Ms. Patricia Moulton Powden
Director of Workforce Development
Brattleboro Development Credit Corporation
76 Cotton Mill Hill
Brattleboro, VT 05301

Dear Pat,

Sonnax is very excited about the opportunity to create an Internship Coordinator for the Windham higher education Cooperative. As you well know, availability of skilled labor is a continuing challenge in this region. Establishing intern positions with us and other employers is an excellent opportunity for students at the six colleges to learn about careers here in Windham County. It gives us an opportunity to bring in students who may have an interest in a career with us.

Sonnax is an employee owned company with over 150 employees in the Town of Rockingham in southeastern Vermont, poised to grow greatly in the coming years. We design, develop, manufacture and distribute a line of aftermarket automotive components for transmissions, torque converters and drivelines. We have had interns in multiple departments within our organization, including engineering, manufacturing, and marketing; some of whom have been brought onboard as full time employees after completing their education. Interning has not only filled an immediate need for resources, but has also greatly benefited us by offering the opportunity to identify a potential good fit for our company, bringing aboard a new employee who is familiar with the job, the company and the culture at Sonnax and able to "hit-the-ground-running."

If you are successful in creating this position, we are most interested in meeting with the Coordinator and investigating the possibility of bringing interns into our company. I look forward to working with you and the Coordinator as we move forward with this exciting opportunity.

Sincerely,



Tommy A. Harmon, Jr.
President & CEO
Sonnax Industries, Inc.

Sonnax Industries, Inc. • 1 Automatic Drive • P.O. Box 440 • Bellows Falls, VT 05101-0440 USA
(800) 843-2600 • (802) 463-9722 • fax (802) 463-4059 • www.sonnax.com



August 22, 2013

Ms. Patricia Moulton Powden
Director of Workforce Development
Brattleboro Development Credit Corporation
76 Cotton Mill Hill
Brattleboro, VT 05301

Dear Pat,

Vermont Circuits, Inc., is very excited about the opportunity to create an Internship Coordinator for the Windham higher education Cooperative. As you well know, availability of skilled labor is a continuing challenge in this region. Establishing intern positions with us and other employers is an excellent opportunity for students at the six colleges to learn about careers here in Windham County. It gives us an opportunity to bring in students who may have an interest in a career with us.

We feel that the opportunity to have an intern would be advantageous to both the intern and our Company. We have hosted interns from colleges and also one from BUHS in the past and feel that those relationships have proven very valuable to all concerned.

If you are successful in creating this position, we are most interested in meeting with the Coordinator and investigating the possibility of bringing interns into our high technology manufacturing company. I look forward to working with you and the Coordinator as we move forward with this exciting opportunity.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Cheryl Bedard', is written above the typed name.

Cheryl Bedard
Executive Vice President
Vermont Circuits, Inc.
PO Box 1890
Brattleboro, VT
(802) 257-4571 phone