

# Work. Play. Live.

A Report on the Workforce in the Vermont Travel and Recreation Sector

The Vermont Workforce Development Council
The Vermont Department of Education

### **Acknowledgements**

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For additional resource materials or a PDF of this Report, visit:

# **Executive Summary**

The hospitality industry is an essential part of Vermont's economy. It provides over 30,000 jobs, many in the most rural areas of the state. It brings fresh dollars into the state's economy, is environment friendly, and has been able to sustain employment levels during economic downturns.

A committed and highly skilled workforce is essential to the success of this industry, and can support job growth by providing the industry with a competitive advantage in the marketplace. Preparing this workforce will require building on the successful education and training programs that are in place to create a coordinated education and training system supported by active public/private partnerships.

To this end, the Vermont Departments of Education and Labor, the Workforce Development Council, and the Hospitality Council of The Vermont Chamber of Commerce established the Hospitality Industry and Education Center of Excellence (IECE) in the winter of 2009. The Hospitality IECE is a public/private partnership designed to prepare Vermonters for good jobs and support the sustainable growth of the Hospitality sector.

### **IECE Goals**

- To provide Vermonters with opportunities and the skills to pursue careers in hospitality.
- To support sustainable economic growth in the hospitality sector
- To create an integrated and coordinated system of education and training programs.

### Project Development Process

As part of the IECE initiative, a Hospitality Skills Council was established. The Council includes leaders of some of the state's top hospitality organizations, as well as representatives of secondary and post secondary education institutions and government agencies.

In addition, a Working Committee, comprised of representatives from the Skills Council member organizations, was established to make recommendations to the Skills Council regarding the development of a comprehensive hospitality workforce development system. This was accomplished

through a series of meetings held throughout the state. The New England Culinary Institute's office of Continuing Education was engaged to manage the initial phase of the project.

A project steering committee of Chip Evans of the Workforce Development Council, Doug Webster of the Department of Education, Vicky Tebbetts of the Vermont Hospitality Council, and Jennifer McConnell of the New England Culinary Institute, met regularly to carry out the project.

### Accomplishments

This initial phase of the project has produced a number of outcomes:

- Establishment of the Hospitality IECE Council.
- Launching of a Hospitality Careers website by the Vermont State Chamber of Commerce
- Definition of the scope of occupations within hospitality.
- Identification of student outcomes and possible credentials.
- Definition of key elements of an effective program of study in hospitality.
- Design of quality internship and work-based learning experiences.
- Design of a comprehensive career rebranding effort.
- Development of a blueprint for a Virtual Hospitality Academy.

### **Next Steps**

The following strategies emerged for the next phase of the project:

- Engage employers to define specific workforce skill gaps.
- Indentify applicable skills and knowledge, and related skill standards and credentials.
- Develop of comprehensive work-based learning models.
- Define career pathways supported by a promotional campaign.

In our research and discussions with educators and industry leaders around the state, we found many examples of effective practices being implemented by schools, colleges and businesses. What we propose in this report is a strategy for replicating these successes statewide as part of a comprehensive and systematic vision.

# The Importance of the Hospitality Sector to Vermont's Economy

PART OF THE STATE'S EMPLOYMENT PORTFOLIO IN THE CURRENT ECONOMIC DOWNTURN. As the economy slipped into recession, the industry experienced proportionally fewer job losses than other sectors, and in some year-to-year monthly comparisons it actually gained jobs. This sector was only surpassed by the healthcare and education sectors for retaining or adding jobs through the recession. According to a study by Economic and Policy Resources (EPR) commissioned by the Vermont Department of Tourism

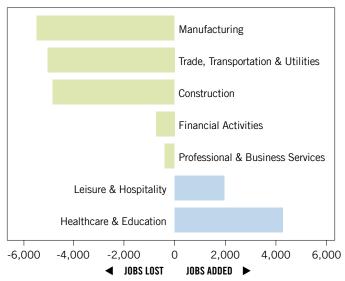
and Marketing, the sector gained 1,000 jobs between

2009 and 2010 as the economy began to recover.

THE HOSPITALITY SECTOR HAS PROVEN TO BE PARTICULARLY VALUABLE

By comparison, according to data from the Vermont Department of Labor, the manufacturing, trade/ transportation/utilities, and construction sectors each lost over 4,000 jobs between February 2007 and February 2010. It should be noted that sector to sector comparisons of total employment do not take into account important factors such as wage differences, benefits packages, or part-time vs. full-time employment. Nevertheless, it is clear that the hospitality sector provided an economic buffer in the recent recession, particularly in the more rural regions of the state, and provided employment opportunities for individuals who had lost their jobs in other sectors of the economy.

JOB LOSS & GAIN IN MAJOR SECTORS — February 2007 vs February 2010



The hospitality industry also plays an important role by bringing fresh dollars into the state's economy and contributes significant tax revenues. According to an EPR study, in 2007, visitor spending totaled \$1.61 billion and generated an estimated \$206.9 million in tax and fee revenues. As in all sectors of the economy, the current recession has had an effect on tax revenues in this sector. The Vermont Department of Tourism and Marketing reported that over the summer of 2009, taxable room rentals were down by 8.8% over the previous year, and taxable meal sales were down by 1.7%. However, by April of 2011 Meals and Rooms Tax revenues had increased by 5.4% over the previous year.



# Employment Opportunities within the Hospitality/Tourism Sector

According to the standardized definitions used by the Vermont Department of Labor (DOL), the enterprises in the Leisure and Hospitality sector include resorts, hotels, inns, B&Bs, art galleries, performing arts, sports competitions, restaurants, state parks, and museums. Using this DOL definition, the sector included 2,133 businesses establishments in 2010, and provided 33,900 jobs, or about 11.7% of the state's total workforce. By comparison, the manufacturing sector accounted for 30,900 jobs, or 10.6%, and the construction sector accounted for 13,550 jobs, or 4.6% of the workforce.

The hospitality industry also contributes to business activity that supports a significant number of jobs in other economic sectors, compounding its importance. For example, restaurants are increasing their use of locally produced food products, creating jobs in agriculture. The industry also supports a significant number of jobs in; business support services such as banking and accounting, retail, recreational vehicle, sports equipment, construction, and real estate enterprises, as well as providing an important market for agritourism, artists, artisans, cultural events and specialty food products.

The geographic diversity of the industry is often overlooked. Statewide, the sector employs 11.7% of the state's workforce. However, in some rural regions of the state the sector plays a much larger role, representing, for example, 25.9% of employment in Lamoille County and 20.1% in Windham County<sup>1</sup>. The Vermont Department of Tourism and Marketing reports that in 2007 visitors made an

estimated 14.3 million trips to Vermont, and an EPR study found that Vermont is more dependent than the national average on visitor spending, with some sub-sectors like the restaurant, travel services and retail businesses being 2-3 times more dependent on visitor spending than the national average.

Often, the hospitality sector is incorrectly characterized as a low-wage industry, and while there are a number of low wage, entry-level and seasonal positions, the industry also provides professional

### HOSPITALITY OCCUPATIONS SALARY RANGE

Resort Desk Clerk	\$19,930 to \$25,180
Reservation Agent	\$20,470 to \$28,500
Recreation Worker	\$21,430 to \$33,630
Concierge	\$23,420 to \$32,070
Travel Agent	\$27,080 to \$36,670
First Line Supervisor	\$28,230 to \$42,790
Chef/Head Cook	\$32,010 to \$53,130
Food Service Manger	\$36,120 to \$ 61, 170
Lodging Manager	\$41,480 to \$72,010
Operations Manager	\$56,340 to \$121,580
Marketing Manager	\$63,200 to \$138,870

Vermont Department of Labor

level jobs for individuals with the right skills. The EPR study points out that this is an educated workforce, with slightly over 50% of workers whose primary job was in the industry holding a two year college degree or higher. The average wage of a Leisure & Hospitality industry worker (other than sole proprietors or the self-employed) increased by 12.7% between 2004 and 2009.<sup>2</sup>

Employers interviewed for this report point out that many of their seasonal workers are also long-term employees, returning each season while engaging in other occupations for the balance of the year. In addition, many communities and resorts are enhancing their year-round appeal with spas, fitness programs, golf courses, mountain biking,



<sup>&</sup>lt;sup>1</sup> Vermont Department of Labor

<sup>&</sup>lt;sup>2</sup> Vermont Department of Labor QCEW

specialty events such as arts exhibits, concerts, festivals, farmers markets, antique shows, equestrian competitions, guided hunting, fishing and adventure trips, sailing schools, and many other activities that support a growing number of year-round employment opportunities.

Furthermore, workers in the industry like their jobs. An industry employment survey released by the Vermont Department of Tourism and Marketing found that workers in the industry:

**Have a High Degree of Job Satisfaction**: Survey respondents indicated that they enjoy their work and have high levels of job satisfaction, especially those workers who said they were planning to continue their careers in the travel-tourism industry (at 93.6%).

Would Recommend Working in the Tourism Industry to Others: The majority of survey respondents, regardless of job type, also indicated that they would recommend

working in the tourism industry to family members and friends as a good way to earn a living.

**Work Year Round**: Nearly two-thirds (61.9%) of survey respondents whose primary job was in the tourism industry reported they worked twelve months per year.

**Work Full Time**: Despite the downturn in the economy, the majority of workers in the travel-tourism industry continued to work full-time at year-round jobs. Part-time workers accounted for only 17.6% of the total workers in 2009, roughly the same percentage that reported part-time work (17.9%) in 2004.

Occupations within the Industry: For the purpose of this report, the IECE Council defined the Vermont hospitality sector in four broad categories:

- General Tourism and Attractions
- Outdoor and Indoor Recreation
- Lodging
- Food and Beverage

### **TOURISM & HOSPITALITY OCCUPATIONS**

General Tourism & Attractions	Outdoor & Indoor Recreation	Lodging	Food & Beverage
Adventure Guide	Children's Service	Concierge	Baker
Banquet/Conference Management	Environmental/Waste Management	Hotel & Lodging Manager	Bartender
Convention & Facility Staff	Facility Management	Hotel Desk Personnel	Brewmaster
Convention/Group Trip Planner	First Responder	Housekeeper	Caterer
Docent/Guide	Fitness Center Staff	Reservations Agent	Cheesemaker
Ecotourism Specialist	Fitness Instructor	Ski Lodge Attendant	Cook, Chef, Souschef, Baker
Educator (Educational Tourism)	Golf Pro & Attendant	Wedding/Event Planner	Dining Room/Cafeteria Attendant
International Sales/Marketing	Horse Riding Instructor		Host/Hostess
Limo & Transportation Personnel	Landscaping & Grounds Worker		Food Preparation
Parks/Public Land Manager	Operations Management		Food Service Management
Retail Establishment Personnel	Pool/Beach Staff		Short Order/Fast Food Staff
Tour & Trip Guide	Race & Sports Operator		Sommelier
Travel Agent	Recreation Worker		Specialty-Maitre d'
Vehicle Operator	Risk Management/Safety		Wait Staff
	Ski Instructor		Wine Industry Professional
	Ski Lift Operator		
	Spa Personnel		
	Snowmaker		
	Vehicle & Equipment Maintenance		

# Skills and Knowledge for Hospitality Workers

### Credentialing

# EMPLOYERS CAN HAVE A SIGNIFICANT ABILITY TO SHAPE THE EDUCATION AND TRAINING SYSTEM AND THE SKILLS OF GRADUATES

if they; work with schools and colleges to develop clear skill standards, reward graduates through their hiring and promotional policies, and partner with schools and colleges to offer internships and other work-based learning opportunities.

Credentialing can provide a vehicle that recognize individuals for their accomplishments and can help them progress into advanced education and training programs. Credentialing standards define the skills and knowledge that should be included within education and training programs. Most credentials fall into five categories and are issued by the industry, by education institutions, or ideally by a partnership of the two. The categories include:

- 1) Industry certifications
- 2) Certificates of proficiency
- 3) Merit credentials
- Certificates of achievement as issued by completion of several classes or programs including internships/ apprenticeships
- 5) College degrees

Industry representatives who participated in this project indicated that the adoption of industry credentials would be of value because a credential would help inform the employer about the skills and knowledge of an applicant. They identified several credentials and certifications, some of which are in use on a small scale; ACCESS culinary certifications, the Vermont Ambassador program, and the Hospitality Sales Professional that they believed could be useful in Vermont.

While many of the certifications listed in the chart on page 6 may be of value to employers and employees, further work needs to be done with employers, schools, and colleges to build a consensus on those that are most appropriate for Vermont. The IECE council identified broad skills that should be included in credential programs in Vermont. These include:

- Understanding of Vermont's unique competitive assets and advantages.
- Understanding of the hospitality and tourism value-chain
- Awareness of Vermont-specific policies and economic objectives.



- Theory and practice related to relevant green/ environmental concepts.
- Business skills including planning, management/supervision, and operations.
- Understanding the dynamics of family enterprises.
- Interpersonal communication skills.
- Effective use of information technology.

### Hospitality Certificates of Proficiency

As we will describe, Vermont has a number of well-developed education and training programs that that prepare students for employment in the hospitality sector, however, too often, these programs are not linked together into coherent pathways, and do not offer access to all who could benefit. IF VERMONT IS TO ESTABLISH EFFECTIVE CAREER PATHWAYS IN THIS DIVERSE SECTOR WE WILL NEED TO AGREE ON CREDENTIALS THAT ARE PORTABLE ACROSS MULTIPLE PROGRAMS so that skills and credentials earned through one program are recognized by other programs.

Certificates of Proficiency (COPs) can serve as an effective bridge between programs and institutions for students who aspire to higher levels of professional recognition. COPs make it possible for students and workers to build their skills in Career and Technical Education (CTE) programs, secondary schools, adult education programs, higher education, continuing education programs, registered apprenticeships, co-ops, internships, and employer sponsored programs in the workplace. Such a

system creates incentives for students and workers to build their skills by; documenting the skills necessary for career advancement and promotions, recognizing their accomplishments for entry into advanced levels of training, reducing the time and cost of college education through guaranteed admission, advanced placement, or through Vermont's dual enrollment program that offers both high school graduation credit and college credit for courses taken in secondary school.

### WORKER CERTIFICATES OF PROFICIENCY SORTED BY SKILL AREA (Non-College Credit)

General Tourism	Recreation	Lodging	Food and Beverage
Vermont Ambassador*	Vermont Ambassador*	Vermont Ambassador*	Vermont Ambassador*
Sales Certification – NRF	Sales Certification – NRF	Sales Certification – NRF	Sales Certification – NRF
Certification in Customer Service – NRF*	Certification in Customer Service-NRF*	Certification in Customer Service-NRF*	Certification in Customer Service – NRF*
Greenhouse Operators Certification Program (SGGA/VFGA)	Leisure Professional Certification Program	Lodging Management Program Certification-American Hotel & Lodging Association	Proserve Certification*
Certified Travel Counselor	Aerobics and Fitness Association of America	Certified Hotel Administrator	ACCESS Certification – ACF*
Certified Travel Industry Specialist – American Business Association		Master Hotel Supplier	Certified Food Management Professional
Certified Festival Executive		Certified Hospitality Tech Professional	Culinary Educators – ACF
Certified Travel Industry Specialist – American Business Association		Certified Hospitality Sales Professional	Certified Diet & Nutrition Specialist
Certified Meeting Professional		Certified Lodging Security Officer	Certified Hospitality Tech Professional
	-	Certified Hospitality Housekeeping	Certified Hospitality Sales Professional
		Certified Hospitality Administrator – American Hotel & Lodging Association	Certified Hospitality Administrator – American Hotel & Lodging Associatio
		Certified Meeting Professional	Certified Hospitality Account Executive
		Certified Hospitality Account Executive	Prostart (Lodging Certification Levels 1 & 2) National Restaurant Association*
		Prostart (Lodging Certification Levels 1 & 2) National Restaurant Association	Vermont Chamber of Commerce, Vermont Hospitality Council Hospitality Council Pilot (200)
		START Certification – American Hotel & Lodging Association	Vermont Chamber of Commerce, Vermont Hospitality Council Pilot (200

<sup>\*</sup> Currently in use or under development in Vermont

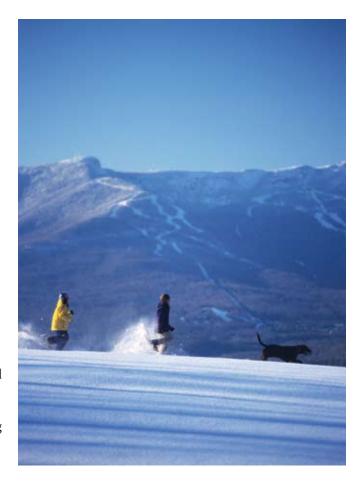
**COPS HAVE ADVANTAGES FOR EMPLOYERS AS WELL; THEY PROVIDE A ROLE FOR EMPLOYERS IN THE STANDARD-SETTING PROCESS,** they provide information about the knowledge and skills of potential candidates, and can inform employees about the skills required for career success.

Across the nation, COPs are increasingly being awarded by trade associations and professional groups, and are often endorsed through education, government, and labor partnerships.

A good example is the United Kingdom where a comprehensive set of skill standards and certifications have been developed known as a "Qualification System", or BTECS, that offers a potential outline for Vermont.

### Value and Currency of COPs and Certifications

In an effort to create demand for credentials and influence changes in curriculum, the IECE committee identified several categories when awarding credentials to individuals. Each result in currency for the student – a reward for knowledge and skills. In our research, we found several models for linking COPs to further education, creating clear pathways and strong incentives for students to pursue further education.



### SUGGESTED CREDENTIAL VALUE MATRIX

	Level I Certificate	Level II Certificate	Level III Certificate	
College A	A NA Lodgir \$1000		Lodging: 6 college credits, \$2000 scholarship	
College B	\$1000 scholarship	Food and Beverage: 6 college credits, \$2000 scholarship	Food and Beverage: 12 college credits, \$3000 scholarship	
College C	NA	Food and Beverage: 6 college credits, \$2000 scholarship	Food and Beverage: 12 college credits, \$3000 scholarship;	
		Lodging: 3 college credits, \$1000 scholarship	Lodging: 6 college credits, \$2000 scholarship	
College D	Recreation 3 college c \$2000 sch		Recreation Management: 6 college credits, \$5000 scholarship	
Apprenticeship/ Internship	NA	Any: 500 work hours, 1 course waived as applicable	Any: 750 work hours, 2 courses waived as applicable	

# Current Assets of Hospitality Education in Vermont

In order for Vermont's hospitality sector to compete successfully in an increasingly competitive industry it should be supported by an effective workforce education and training system. Many elements of a high performance system are already in place, including:

- Secondary programs at the Career and Technical Education Centers (CTE).
- Postsecondary programs at public and private colleges.
- Continuing education programs available to those already in the workforce.
- Secondary and postsecondary internships and co-op work experiences.

GIVEN THE STATE'S UNIQUE COMBINATION OF HOSPITALITY AND RECREATION RESOURCES AND PROPERTIES, AND ITS DIVERSITY OF EDUCATIONAL INSTITUTIONS, VERMONT IS WELL POSITIONED TO DEVELOP A NATIONAL REPUTATION AS A LEADER IN HOSPITALITY EDUCATION AND TRAINING.

# A. Secondary Programming Regional Career and Technical Centers

In the culinary area the number of programs are more than adequate to meet demand for entry level food preparation workers. However, CTE programs operating across the state do not reflect the breadth of this industry. The culinary programs across the Technical Centers were far more numerous and developed than any of the other hospitality programs. Input from employers participating in the development of this research study indicates that there are several occupations for which there may be sufficient demand to justify new and expanded secondary programs including:

- · Recreation Staff
- · Retail Associates & Managers
- Hotel and Lodging Management
- Tour and Trip Guides
- Housekeeping Personnel
- Facilities Maintenance Professionals
- · Operations Management
- Concierge
- Hotel Desk Personnel
- · Reservations Agent
- Event Planner
- Travel Agent

BASED ON THE IECE COMMITTEE'S VIEW, THERE IS AN OPPORTUNITY TO EXPAND THE SCOPE OF OCCUPATIONS UNDER THE HOSPITALITY UMBRELLA IN VERMONT, and to have that expanded definition help shape the workforce development and technical

education strategies and the allocation of public resources. There is an opportunity to develop programming or expand existing programs of study to include other areas such as ambassador and customer service, and the "all aspects of industry" concept. Such secondary programs would match up well with available postsecondary programs and employment opportunities in the state.

### **High Schools**

High schools in Vermont are evolving to support career development in grades 9-12. The recent program of study development required by Perkins Federal technical educational funding highlights the need for engaging high schools to provide a sequence of study that connects students to Career and Technical Center programs, internships, apprenticeships and college credit programs. OVER TIME, HIGH SCHOOLS WILL NOT ONLY PROVIDE GENERAL EDUCATION, BUT WILL LIKELY INCREASE USE OF CAREER EDUCATION AS A CONTEXT FOR LEARNING AND CONNECTING TO COLLEGE AND CAREERS.

Aee Appendix D, Hospitality and Tourism Career Clusters Plan of Study, page 21.

#### 2009/2010 CAREER & TECH CENTER ENROLLMENTS

	Culinary Arts	Travel & Tourism	Culinary Mgmt.
Barre Technical Center	20		
Burlington Technical Center	17		
Cold Hollow Career Center			
Essex Center for Technology	37		15
Green Mountain Technical Center	13		
Hartford Area Career Technical Center	24		
North Country Career Center	25		
Northwest Technical Center	20		
Hannaford Technical Center	19		
Randolph Technical Career Center	16		
River Bend Technical Center	20		
River Valley Technical Center	40	18	
St. Johnsbury Academy	34		
Stafford Technical Center	19	15	
S.W. Vermont Career Develop. Center*			
Windham Regional Career Center	11		
TOTAL	315	33	15

### B. College Degree Programs

Vermont has a number of College Certificate and Degree programs designed for students interested in the hospitality sector, and these offerings are more diverse than those at the secondary level. Programs are offered by Champlain College, Community College of Vermont, Green Mountain College, Johnson State College, Lyndon State College, the New England Culinary Institute, and the University of Vermont, in areas ranging from Professional Certificates to Associates and Bachelor's Degrees in Culinary Arts, Hotel Management, Recreation Leadership, Event Management, and many more. In addition, there are a number of non-credit offerings from the New England Culinary Institute, the Hospitality Council, and the Regional Career and Technology Centers in areas such as Customer Service, ServSafe, Supervisory Skills, and Sanitation. See Continuing Education, page 10.

In a typical year, about 300 students graduate from these college programs, with about 200 of these in the culinary field. Of the culinary graduates, about 50 earn Bachelor's degrees; A small but growing number earn their degrees online and the balance earn Associates degrees or Professional Certificates. This diversity of credentialing options provides

students with an opportunity to move quickly into the job market along with the opportunity to return to school for professional advancement over time.

In terms of the alignment of Vermont's college programs with secondary programs, ABOUT 90% OF THE SECONDARY STU-DENTS WHO PURSUE HOSPITALITY CAREERS ENROLLED in culinary arts programs while just 10% enroll in either culinary management or travel and tourism programs. At the college level, culinary arts remains the largest program with about two thirds of students enrolled in one of the many culinary arts programs. However, the colleges have a more diverse enrollment pattern and see a greater portion of their enrollment in other areas including, in 2009, 83 students in Restaurant or Hotel Management, 35 in Resort Management, and 26 in Adventure Leadership or Recreation Leadership, and 9 in Event Management.

REPRESENTATIVES OF COLLEGES INTERVIEWED FOR THIS REPORT INDICATED THAT THEIR PROGRAMS COULD BE EXPANDED TO SERVE ADDITIONAL STUDENTS, and that closer partnerships with secondary schools and expanded awareness of the opportunities for careers in this sector would be effective strategies.

### ANNUAL DEGREES AWARDED FROM VERMONT HOSPITALITY PROGRAMS 2009

Institution	Degree	Level	Graduates
Champlain College	Hospitality Industry Management*	BS	40
Community College of Vermont	Hospitality and Tourism	AA	New**
Green Mountain College	Resort and Hospitality Management	BS	15
Johnson State College	Hospitality & Tourism Management	BA	10
	Outdoor Education	BA	9
Lyndon State College	Adventure Leadership	BS	5
	Ski Resort and Snow Sport Management	BS	24
New England Culinary Institute	Culinary Arts	BA	22
		AA	139
		Prof. Certificate	4
	Hospitality & Restaurant Management	BA	28
		AA	5
	Baking & Pastry	AA	29
	Arts	Prof. Certificate	9
	Culinary Arts	AA	139
University of Vermont	Parks, Recreation and Tourism	BA	21

<sup>\*</sup> This program is no longer accepting new students. \*\* New program for 2011/2012 school year

Many programs at both the secondary and college levels offer work-based learning opportunities in the form of job shadows, coops and internship work experiences. See Section 7, page 13 and Appendix A, Work-based Learning Programs, page 18.

C. Vermont Virtual Learning Cooperative (VTVLC) The VTVLC is a new distance learning system that can provide online and distance learning courses in secondary education to support education and training in the hospitality sector. Such a program can be valuable by expanding access for students wherever they might live. Every VTVLC course is created to meet national standards of instruction and is taught by a highly qualified, Vermont state certified educator. Educators and students interact regularly through email, voice mail, telephone conversations, and a variety of Web 2.0 tools. Students are encouraged to contact the instructor with any questions as they arise. Instructors communicate via telephone with students and their parents at least once every month while the student is enrolled.

Students move sequentially through the course but may be allowed to occasionally move ahead or test out of certain areas, pending instructor approval. Every graded assessment will appear in the student's online grade book, which is available once their account is set up. Parents will be able to create a Parent/Guardian Account and can routinely monitor grades and content of the program. All graded assignments and current overall grade averages are available for viewing.

VTVLC courses use an embedded Pace Chart that allows students to see work that they are required to submit each week, and an instructor works with each student to make sure they are meeting expectations for the course.

### D. Continuing Education

EDUCATION AND TRAINING PROGRAMS FOR THOSE IN THE WORK-FORCE AND THOSE WISHING TO ENTER THE WORKFORCE IS THE LEAST DEVELOPED OF THE THREE COMPONENTS OF THE EDUCATION AND TRAINING SYSTEM for the hospitality sector. While there are good examples of successful programs in this area, there is a lack of consistency over time and a lack of

consensus on how best to develop this part of the system. This category includes programs conducted by employers in-house, by employers in partnership with training providers, projects supported by state training grants and those offered directly to the public by training providers. Through the regional career and technical education system there are facilities available via the Adult Technical Education programs, but course offerings vary widely from region to region.

### **Vermont Ambassador Program**

The Vermont Ambassador training program was established by the Vermont Department of Buildings and General Services to train Information and Visitor Center staff in customer service and how to guide visitors to Vermont events and attractions. Soon after the program began, the Vermont Department of Tourism and Marketing adopted aspects of the program to expand Ambassador Training to other people involved in the travel and tourism field. The program includes information and practice on how to interact with tourists including how to be welcoming and informative. The program is designed to ensure customers of Vermont have a hassle free and delightful 'Vermont experience'. There is interest in expanding the program to secondary education, perhaps in a multi-tiered approach. See Appendix B, Ambassador Credential, page 19.

# New England Culinary Institute (NECI) Continuing Education

In 2010, NECI introduced a new online series of Continuing Education courses to enhance professional development. Students in NECI's Online Continuing Education Division have the opportunity to choose the courses that align most closely with their professional goals, and take those courses online, at a convenient time and place. The courses and be taken individually or can lead to a Continuing Education Certification in Management for the Food and Beverage Professional. This Continuing Education Certification is an academic achievement that includes three 6-week courses of focused study through which students can earn 15 academic credits. The program can provide students with the training they need to help them grow as a professional and move to the next level of achievement. Class options include: Critical Issues in Leadership; Innovation and Creativity; Beverage Management; Financial Management; Food Systems, Inventory Control, and Sanitation; Marketing Theory and Research; and Operations Management.

### **Adult Career and Technical Education**

The Regional CTE Centers offer a wide range of adult and continuing education classes for the hospitality sector. Some of these include industry certification or COP's. Support from employers, such as recognizing the credentials earned in their hiring and promotional decisions, and offering internships or work-experiences, would help increase enrolments so that these programs could be expanded. They offer the advantage of 17 regional sites, well-equipped facilities, and skilled instructional staff. A few examples of classes offered in 2009:

#### **RUTLAND**

- ServSafe Food Protection Manager Certification class
- National Retail Federation Customer Service Certification
- A variety of specialized culinary classes.

### ST. ALBANS

- ServSafe certification classes, cooking and nutrition: 10 week class
- Work with resorts and hotels in the Clean Sweep program to train for custodial/janitorial/housekeeping work

### **NEWPORT**

- Customer Service/Service Excellence:
- Training for a Tourism and Hospitality Management Certification Training program

### The Vermont Chamber of Commerce

The Vermont Chamber of Commerce partners with certified and qualified instructors to train and certify Vermont hospitality workers, and last year trained hundreds of Vermont employees in ServSafe, the National Restaurant Association's standard food safety program. A certificate is valid for five years.

Participants include restaurant managers, owners, cooks, wait staff, supervisors, bartenders, baristas, dishwashers, culinary teachers, dietary aides, or anyone who serves, handles or prepares food for the public.

The Vermont Chamber usually holds one class per month at different locations around the state, being inclusive of southern, central, and northern locations.



# Developing Career Pathways through Program Linkages

Recent years have seen the emergence of a variety of linkages and program articulations between secondary and postsecondary institutions in the manufacturing, construction, healthcare and other sectors that are designed around 2+2 and Dual Enrollment concepts. These agreements allow the institutions to offer students a career path that leads seamlessly from secondary to postsecondary education, increasing college entry and successful completion rates. Often these are one-off agreements between a single career and technical education center and one college. While this works well for the students it serves, these agreements are time-consuming to develop and often cannot be replicated on a system-wide scale because of differences in curriculum from center to center.

The IECE committee encourages statewide systemic agreements among all CTE secondary programs and college hospitality programs, possibly through performancebased means such as assessment and skill credential demonstration, as well as consistancy in the content of programs. See Appendix C, Career Pathway, page 20.

### Value Added Articulation Agreements Through Career and Technical Education

Many postsecondary culinary schools such as the New England Culinary Institute (NECI), the Culinary Institute of America (CIA), etc, give students a scholarship for attending a career and technology secondary program. The IECE committee identified a number of interesting articulation agreements between secondary and postsecondary programs, a few examples include:

**STAFFORD TECHNICAL CENTER:** The Stafford CTE has agreements with the Community College of Vermont (CCV) for Travel and Tourism on dual enrollment for college credit. Students are eligible for scholarships through the Heritage Family Credit Union and various DECA programs. Articulation agreements also exist with Johnson State College, Paul Smith's College, and Johnson and Wales. An agreement with Southern New Hampshire University is under discussion. Non-college credit Certifications include CPR (school wide) through the Red Cross, and the Professional Customer Service Certification and Sales Certification through the National Retail Federation.



RANDOLPH TECHNICAL CAREER CENTER: The Randolph center encourages students to attend Vermont State Colleges. Introduction to College studies. Students who take this course receive a scholarship for a three college credit class. Students can also enroll in a three credit NECI dual enrollment course including an on-line segment along with a one-week residency, and a \$10,000 scholarship at NECI. All students take ServSafe and receive an Industry certification; The center also has articulation agreements with the CIA, Paul Smith's, and Johnson and Wales.

**CENTER OF TECHNOLOGY, ESSEX:** The Essex center offers ServSafe from the National Restaurant Association. Each year they have approximately 16 to 18 students who pass the test. The certification is good for five years and students do not have to retake that class when they attend the NECI, the CIA, or Johnson & Wales University. Some students enroll in a dual enrollment with the NECI and earn three credits. While in high school, students who successfully complete their secondary CTE program are credited with completing the required six month work experience necessary in order to be accepted at the CIA.

**BURLINGTON TECHNICAL CENTER:** The Burlington center offers ServSafe Food Protection at the Manager level. As a certified ServSafe Training Center they can offer this as part of their program for college credit. The center also has articulation agreements with CIA, Johnson and Wales, and NECI that offer college credit. The center's restaurant is considered an approved work experience that fulfills this entrance requirement at these institutions.

# Work-based Learning Programs

Work-based learning programs can be effective at both the secondary and postsecondary levels by offering a student the opportunity to gain an understanding of the relationship between classroom theory and its practical application; to test career objectives to see if there is a fit between career requirements and the student's objectives; to develop professional work habits; to improve interpersonal skills; to begin networking with professional contacts; to prepare for a smooth transition into full time employment; and to earn funds to support college expenses. See Appendix A, Work-based Learning Design, page 18.

In turn, an employer has the opportunity to establish a pool of potential professional employees with demonstrated ability to train highly motivated students; and to develop an efficient internal training program. There are several successful approaches used in Vermont that can be expanded:

### A. Career and Technical Education

In the secondary career and technical education centers there are several forms of work-based learning experiences. One of the most established is cooperative education. Of the 17 centers, 11 offer a form of hospitality work-based Learning through at least one of five types of experiences. Note that the Registered Apprenticeship program is administered through the Bureau of Apprenticeship and Training and the Vermont Department of Labor. All others are administered though the regional Career and Technical Education centers that are supported through local, state and federal funding.



2008-2009 HOSPITALITY WORK-BASED LEARNING BY CENTER

Career/ Technical Centers	Job Shadow	Career Work Experience	Cooperative Technical Education (Coop)
Barre	153	0	0
Burlington	0	7	1
Essex	0	54	0
Hartford	0	2	1
North Country	0	0	1
Northwest	0	15	1
Hannaford	0	68	1
Randolph	0	16	0
River Valley	7	0	6
Stafford	0	7	6
Windham	0	2	0
TOTAL	160	171	17

High School, College and Business Work-based Learning Programs

In addition to CTE work-based learning programs there are a number of internship programs that can serve as models for further expansions although these structures are not specific to hospitality, they are models that can be adapted to this sector.

# B. Training in the Private Sector Internship Program (TIPS) www.lllvt.org

TIPS is a secondary internship program operated by Linking Learning to Life and funded in part through the DOL Next Generation program. The goals of the program are to enable students to identify their own interests, make the connection to a potential career field, and learn more about themselves in a real work environment. It bridges the gap between students, businesses, schools, and the community. TIPS serves twenty-one high schools in six regions of the state. There are over 200 students in the program and 150 of the state's leading employers participate. The program provides youth with an opportunity to learn pre-employment skills, participate in an internship with a local business, earn high school credit, and potentially gain paid employment. In the classroom, instructors utilize practical learning activities to prepare students for work while encouraging them to explore their individual abilities and interests.

HOSPITALITY RELATED WORK-BASED LEARNING EXPERIENCES IN CTE - FY 2009

Program	Value Added		Average Hours	Skills Acquired	Standards
Job Shadowing	Exposure to a business. Student connection to employee role models. School connection to employer. PR for employer.	160	Less than 2 hours total	Minimal	Basic student safety
Career Work Experience	All of above, with longer time periods. Potential for familiarity with employer processes. Some skill development.	171	About 27 hours at 2 hours per week	Minimal to moderate	Undefined/ Varies
Cooperative Technical Education	All of above, with pay. Training plan that includes work processes. May not articulate skill standards, measurements and credentials.	17	About 180 hours at 13 hours per week	Moderate	Undefined/ Varies
Student Apprenticeship	All of above plus specific skill standards and student outcomes. Defined upon completion of the apprenticeship.	None in FY '09	Varies	Yes	Yes
Registered Apprenticeship	Students participate in a professionally, industry recognized work experience which entails on-the-job training and related classroom instruction.	None in FY '09	2,000 hours	Yes	Yes, with defined outcomes/ credentials

TIPS involves a 20-hour pre-employment skills class that includes interactive student activities, site visits with businesses, and classroom presentations by employers. Students learn about 21st century job skills to prepare for an internship that they help set up. The second phase of the program is a 40-hour internship with a local business where students are able to practice the skills talked about in the classroom.

### C. Vermont Business for Social Responsibility (VBSR) Internship Program

www.vbsr.org

Through a grant from the Vermont Department of Labor, VBSR is currently developing a statewide postsecondary internship program serving over 100 students. This program is open to all college students and with industry support could be expanded into the hospitality sector. VBSR will provide internship opportunities to students at Vermont colleges and universities to ultimately find permanent jobs in Vermont after their graduation. During their junior or senior undergraduate years, or during graduate studies, these students can be involved in our innovative intern program. VBSR will match student interns with VBSR member businesses, which are planning on workforce expansion within the next three to five years.

Whenever possible internships will match a student's area of study with a member business' area of expertise. Interns will have the opportunity to learn real-world functioning of a business while member businesses will benefit from the work and energy of a student in a related field of study. The state of Vermont will benefit from retention of talented people in the labor force.

### D. Big Picture Learning Internships

www.bigpicture.org

Big Picture Learning is part of the program at South Burlington High School, providing internships in the hospitality sector. Big Picture's mission is to lead vital changes in education, both in the United States and internationally, by generating and sustaining innovative, personalized schools that work in tandem with the real world of the greater community.

The most important element of Big Picture Learning is that students learn in the real world. In this internship with an expert mentor in the field of the student's interest, the student completes an authentic project that benefits the student and the mentor at the internship site. The projects are the main root to deepening student learning and academic growth.

Big Picture Learning believes that, because teenagers are on the brink of adulthood, the best way for them to learn how to be an adult is by being immersed in the adult world. With mentoring, a young person steps into that adult world on a regular basis, and interacts with a variety of adults. Mentoring moves a young person beyond the familiarity of the adults in his or her personal life and provides a broader range of role models.

# E. Killington-Green Mountain College Internship Program resortmanagement.greenmtn.edu

Green Mountain College and the Killington/Pico Resort collaborate on this innovative Bachelor's degree program. The Resort Hospitality Management (RHM) program combines cooperative-based management education with the College's nationally recognized Environmental Liberal Arts curriculum. Students live and learn at the resort, completing a minimum of two full time co-op experiences with Killington/Pico and one internship which may be completed at another property. The RHM student graduates with a solid resume of meaningful resort and hospitality industry experience.

Students in the Resort and Hospitality Management program live at The Lodge at Killington which is located on the Killington Access Road, right in the heart of resort operations, and take classes nearby at Killington's Highridge Conference Center.

Most students in the RHM Program are kinesthetic learners, hands-on and visual. The RHM courses reflect creativity, innovation and applied learning. Students manage a variety of teams within the RHM program, and the program includes a review board that aids in the mentoring and developing of each student to that individual's fullest potential.

The co-op courses include various topics including leadership, communication, ethics, marketing, budgeting, and international and seasonal workforces. Entrance and exit interviews are held with the student employee, supervisor, Killington Co-op Coordinator and RHM faculty to review the student's goals and overall development.

Killington/Pico managers and staff contribute heavily to the student's education. Students are involved in many operations before and after the winter co-op term. Many students work with Killington/Pico throughout the calendar year, and look to the Killington management team as mentors.

#### F. Okemo Mountain Resort

www.okemo.com

The Manager In Training Program has been developed to prepare management candidates in the many facets of the resort industry, including finance, human resources, mountain operations, culinary operations, guest services, marketing, hotel operations, golf operations, and facilities management.

The Manager In Training Program is an eight to ten month seasonal program that provides paid employment. It is a hands-on opportunity involving learning a multitude of departments from the ground up. A broad base of resort management skills are developed via job shadowing and job assignments under a qualified mentor. Most Manager In Training participants either have experience, are recent college graduates or are enrolled in a resort management Associates or Bachelorette program

### G. UVM Parks, Recreation and Tourism Internships

www.uvm.edu/rsenr/?q=undergraduate-recreation-management-maior

The outdoor recreation part of the program focuses on planning and resource management, while the tourism part of the program focuses on community planning, business management, and marketing. Increasingly, employers are requiring that college graduates provide proof of work skills and abilities beyond those certified by the receipt of a diploma. In a competitive job market, relevant experience plays an important role in successfully securing employment. Internships are one way to obtain skills, knowledge and work habits that lead to successful employment after college graduation.

The P.R.T. Program provides an internship course (PRT 191) through which students receive academic credit while developing skills and abilities and obtaining work experience relevant to their future professional careers.

Internships are more desirable as work experiences since they involve a commitment on the part of the cooperating organization to provide a high-quality and varied learning experience. Some recreation/hospitality service providers maintain continuing, but seasonal, internship programs, and others may establish such programs in response to requests initiated by either the student or the program. Some internships are paid positions, and others may be volunteer, unpaid positions or a combination of the two.

An internship should expose the student to a broad range of activities or functions within the cooperating organization. Interns typically set up their own experience with input and assistance from a faculty advisor. The basic requirement is 150 hours of work experience for three academic credits. Near the end of the experience the supervisor completes the evaluation form and returns it to the faculty advisor. A final reflective paper is due paper by midterm of the next semester.

### H. Lyndon State College Internship Program

www.lyndonstate.edu

Lyndon State College offers extensive work-based experiential programs as an integral part of the curriculum for all students in the Adventure Leadership and Ski Resort and Snowsport Management Bachelors degree programs. In the sophomore year, students participate in two-day job shadows at Vermont and New Hampshire resorts that include exposure to marketing, events, mountain operations and other areas. In the Junior and Senior years; students participate in 600 to 700 hours of paid internship experience in full-time positions and can earn between nine and fifteen credits. The college assists students in finding placements and a number of employers in the region hold positions open for Lyndon interns on an annual basis. The placement rate for graduates of the program is over 90%.

### I. Johnson State College Internship Program

www.jsc.edu

Johnson State College integrates work-based learning opportunities into the Hospitality and Tourism Management Program during the Sophomore, Junior, and Senior years. Students identify potential internship sites and the faculty works with the employer to develop an experience that meets program requirements. The College maintains a listing of businesses, many of which host interns every year. Internship students typically earn six credits totaling 1,000 hours. In most cases these internships are paid positions. In addition, students participate in Project Based Learning activities. These opportunities are built into the curriculum allowing students to work directly with businesses on projects that benefit the business and provide students with real-world challenges.

### J. Champlain Valley Union High School

Academic Internship is an exciting course that offers seniors the opportunity to go into the community to learn in real life settings. Students learn new skills and gain useful insights and experiences helpful for making decisions about life after CVU. For this yearlong course, students receive one English credit, up to one elective credit, and another half elective credit for Graduation Challenge. The internship experience is usually based on the student's Graduation Challenge topic, allowing for an in-depth exploration. All aspects of the Graduation Challenge program are covered through the seminar-based English class. Each student completes the program with a personal portfolio. Students receive assistance with arranging internship placements. All interested juniors should speak with guidance counselors or Direction Center staff for more information on the application process and the details of the program.

In addition, CVU is running a pilot 'Senior Project Based Learning' program in the 2010-2011 school year. Elements of the program include:

- · Choosing high school courses that align with the student's area of interest.
- Choosing college courses that can be supported by dual enrollment and apply directly to the student's subject area.
- The student participates in an internship.
- The student is required to administer a culminating event including a presentation.
- Programm aligns with industry skills and knowledge that includes technical as well as all aspects of the industry/ entrepreneurship.
- The student will receive applicable and available certifications upon demonstrating proficiency.

### K. Registered Apprenticeship

Vermont currently has very few hospitality registered apprentices. However, registered apprenticeship could work for non-culinary/food related hospitality careers. Registered apprenticeship is recommended for interns who have demonstrated minimal proficiency via a certificate of proficiency. Registered apprenticeship work processes for Hotel Associate example are detailed and could be used as a guideline in a number of different applications.

# **Next Steps**

### HOSPITALITY SECTOR WORKFORCE DEVELOPMENT STRATEGIC PLAN

Goal	Strategies	Action	Measure
1. The content of education and training programs aligns with employer expectations.	Assess and understand employer skill needs, and communicate these to providers.	Establish a Skill Standards through a DOE/WDC/State Chamber partnership.	Active participation of industry leaders and education and training providers.
employer expectations.	Establish employer recognized credentials and skill certifications for students and incumbent	Establish consensus on professional credentials among employers and providers.  Utilize Next Generation training	Number of employers adopting skill credentials or certifications.  Number of workers benefiting
	workers.	funds to support incumbent and new worker training.	from N.G. training programs.
2. Students and workers can transition seamlessly from program to program	Develop and expand program to program articulation agreements and MOUs into a	Expand secondary/post- secondary articulations. (DOE, VSC)	Number of CTE programs participating in Tech Prep agreements
to build their professional credentials.	statewide system.	Develop and implement uniform CTE program outcomes to facilitate statewide articulation	Number of CTE programs participating in statewide Tech Prep agreements.
		agreements. (DOE)	Number of students utilizing Tech Prep articulations.
3. Build awareness of career opportunities in	Promote understanding of the sector as a career opportunity.	Develop a Hospitality Careers website linked to providers	Number of employers and providers linking to the site.
the recreation and hospitality sector.	Develop and market clear secondary/postsecondary/	and employers. (DOE, WDC, Chamber)	Number of students utilizing articulations.
	work-based learning career pathways.	Leverage accomplishments under Goal 2) to promote careers in Hospitality. (DOE, WDC, Chamber)	
4. Establish Work-Based Learning Opportunities as	Expand business sponsorship of work-based learning.	Promote business sponsorship through the Chamber.	Number of businesses and providers participating in
part of a comprehensive career development system.		Establish work-based learning guidelines for providers and	work-based learning programs.  Number of students
		employers.	benefiting from work-based learning programs.

Note: In developing this report we identified a number of useful resources that are available in digital form by contacting:

Chip Evans allen.evans@state.vt.us
Doug Webster doug.webster@state.vt.us

### In Conclusion

Vermont is known for its pristine landscapes, quaint villages, hearty lifestyles and gracious hospitality, and therefore it is the destination of choice for discerning travelers who expect superior customer service and a warm welcome. This is "The Vermont Experience." Having a world-class workforce to support this special brand will only improve the economic stability and status of the workers, employers, and the state. Given the state's unique combination of hospitality and recreation resources and properties, and its diversity of educational institutions, Vermont is well positioned to develop a national reputation as a leader in hospitality education and training.

### **APPENDIX A**

### Work-based Learning Design

In our conversations with employers who have participated in internship programs, they suggest:

### **Employer Supported**

Employers must be committed to support interns throughout the organization – a culture of internships should be present.

### 'Intern-able' Situations

For most hospitality organizations, having interns in the fall is not recommended except for the ski industry that is gearing up for the upcoming season. Non-summer vacations are not good times to expect quality internship experiences. Many students are interested in low demand catering and sales/wedding planning during the summer months. There is a high need for meeting and greeting, front desk (although this requires a steep two week learning curve), housekeeping, laundry, and engineering maintenance.

### **Champion Present**

Every internship organization needs to have a champion who is committed to employee learning, real life experiences, how an internship opportunity connects with the bigger picture of learning, and appreciate learning as an investment for the organization. Commitment to providing interns the "total experience' is desired.

### **Teachers to Teach**

Mentors with Outcomes all should meet this criteria:

- Must be experienced.
- Must be interested in a learning experience themselves;
- Must be able to teach, listen, and engage interns.
- Must be able to communicate in sound bites and link to the bigger picture.
- Must agree to participate in a mutual evaluation with the intern.

### **Key Requirements for Success**

Screening is key to the internship process. Screening for potential interns must meet this criteria:

#### APPEARANCE:

- Attire for the meeting must be in alignment with current fashion designs.
- Personal grooming must be in alignment with current styles.

### BEHAVIOR/SKILL:

- Have a positive presence and fit in with organization.
- Must be able to positively represent the property/ organization.
- Must be able to carry themselves verbally.
- Must be able to effectively articulate wants and needs.
- Must demonstrate understanding of the organization and their opportunities within it.
- Must show evidence of a commitment.
- Must be able to negotiate a deal that includes clear understanding of their accountability, communication processes, and where responsibilities lie.

#### TRANSPORTATION AND HOUSING:

Employers do not see themselves responsible for the intern's transportation. However, housing is available and/ or should be made available in remote and resort locations for interns 18 and over.

### FREQUENCY:

For college students it is recommended that interns participate approximately eight hours per week, or 120 hours per semester. Secondary students should be limited to approximately three hours per week, or 40 hours per semester. Job shadowing is a questionable process that may not be of benefit to either the employer or the student.

### **CONTENT:**

Jack of all trades, master of one – differentiate between large and small organizations.

### INTERN COMPENSATION:

All internships should be considered initially as unpaid. Pay should be considered only when there is a value added contribution to the organization.

Programming that could be strengthened to enhance Hospitality internship experiences:

- **Job Shadowing**: job shadowing provides exposure to the worksite and may serve as awareness of industry and careers, however most job shadow experiences are short (1-3 hours total) and should not be considered as an 'internship' but more as a career exploration activity.
- Youth Apprenticeship: youth apprenticeship provides students with a comprehensive learning plan with clear and prescribed outcomes. Unfortunately, the Vermont Youth Apprenticeship program is time consuming and

### **APPENDIX B**

### **Ambassador Credential**

# difficult to administer. Streamlining and increased resources may be required to allow Youth Apprenticeship to be a successful program.

- Senior Capstone Projects: senior capstone projects can be used as a culminating event at the end of high school and some do provide internship experiences. However, most senior capstone project programs lack clear standards and outcomes with a result of a wide variation of skills and knowledge acquired from one project to the next.
- Contact and Dialogue with Secondary Education:

  There needs to be more communication between employers and education institutions to enable more internship for students, externships for teachers, and mentorships for both students and educators. Too often, both employers and educators retreat to within their own world and do not have easy ways to initiate conversations with the other.

In addition to specific occupational skills, employers who participated in the development of this report identified a broad set of essential skills that will lead to success and career and career advancement. These skills should be integrated into all classes and programs that prepare students for employment in the hospitality sector.

### SKILLS AND KNOWLEDGE FOR HOSPITALITY WORKER

### **Basic Employability Skills**

Critical thinking and problem solving Collaboration and teamwork Oral and written communication Information literacy – MS Word, Excel, PowerPoint Communications technologies

### **Career Skills**

Leadership and responsibility
Creativity and innovation
Adaptability
Initiative, productivity, and self-direction
Global and cultural awareness

### **Entrepreneurial Skills**

Project planning and management, operations and design Customer service, Vermont Ambassador

System management, process improvement and quality assurance

Resources management including fiscal, time, and materials Health, safety, and environmental sustainability within workplace

Managing human resources, culture, and ethics

### **Ambassador Basics will:**

- a. cover customer service related training;
- result in a 'proficiency card' to put in a wallet for example that will be Vermont based signed by BGS, TnM, and governor;
- c. include an assessment that will be cross-walked/aligned with national exam;
- d. be applicable to any high school student perhaps focus in hospitality, healthcare, transportation services, etc.;
- e. have a connection/value to connect with advanced ambassador training;
- f. be delivered on-line and in person in-person would be a BGS staff or a train the trainer to qualify high school instructors;
- g. be delivered to incumbent workers using similar standards, assessment and credential;
- h. be aligned with the national exam that could be articulated as a value added post Vermont Ambassador assessment/credential: www.nrf.com/bookstore/ Bookstore.asp?page=search&id=10996

### **Ambassador Level I will:**

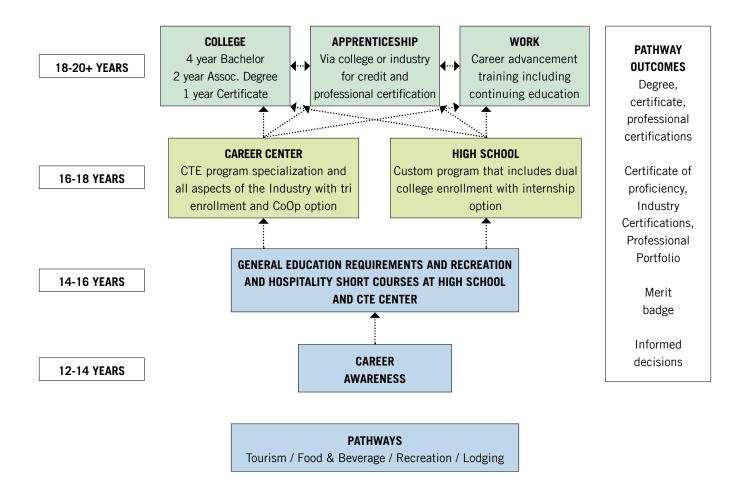
- a. include or require 'ambassador basics';
- b. include fact-based knowledge of state:
- c. be delivered in secondary career and technical center programs, i.e., hospitality, healthcare, etc.;
- d. be delivered in college programs as well;
- e. result in a different color card with similar sign-offs;
- f. be delivered on-line it could also be delivered through the Vermont Learning Network;
- g. have a specified value for connecting to a college program, i.e., scholarship, college credit, advanced standing and/or preference in hiring;

# Ambassador Level II, Advanced Ambassador or Premier will:

- a. require first two cards;
- b. include specific regional and historic information;
- c. be yet a different color card (as well as a pin);
- d. be delivered mainly for incumbent workers and college level however could be available for advanced secondary students;
- e. have specified value to advanced education and employment.

### **APPENDIX C**

# Recreation and Hospitality Career Pathways



### **APPENDIX D**

# Hospitality and Tourism Career Cluster Plan of Study

#### CAREER CLUSTER PLAN OF STUDY FOR: LEARNERS, PARENTS, COUNSELORS AND TEACHERS/FACULTY

This Career Cluster Plan of Study (based on the Hospitality and Tourism Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

NAME	LEARNER ID	
SCHOOL/COLLEGE/UNIVERSITY		

	Grade Year	English/ Language Arts	Math	Science	Social Studies Sciences	Other Courses / Electives Learner Activities	Career & Technical and/or Degree Major Courses for Hospitality & Tourism
	Interest	Inventory Administered	and Plan of Study Ir				
	Grade 9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state	Intro to Hospitality & Tourism <sup>1</sup> Information Technology Applications <sup>2</sup>
SECONDARY	Grade 10	English/ Language Arts II	Geometry	Biology	U.S. History	high school graduation requirements and college entrance requirements.	Continue courses pertinent to the pathway selected
SECC	Grade 11	English/ Language Arts III	Algebra II	Chemistry	World History Economics	Certain local student organization activities are	
	College	e Placement Assessments-Academic/Career Advisement Provided			also important including public speaking, record		
	Grade 12	English/ Language Arts IV	Research or Statistics or Finance/Accounting	Physics	Psychology Geography	keeping and work-based experiences.	
	Articula	tion/Dual Credit Transci	ripted-Postsecondary	courses may be take	n/moved to the sec	ondary level for articulation/o	lual credit purposes.
ARY	Year 13	English Composition English Literature	Algebra Statistics	Dependent on chosen pathway	Political Science Economics	All plans of study need to meet learners' career	Continue courses pertinent to the pathway selected
POSTSECONDARY	Year 14	Speech/Oral Communication	Dependent on chosen pathway	Dependent on chosen pathway	Sociology Psychology	goals with regard to required degrees, licenses, certifications	
POSTS	Year 15	Continue courses in the	ne area of specialization	on		or journey worker status.  Certain local student organization activities	
	Year 16					may also be important to include.	

# SAMPLE Occupations Relating to this Career Cluster

Baker Bartender Casino Manager Caterer Concierge Convention Services Manager Director of Operations - Lodging Director of Tourism Development **Event Planner Executive Chef** Facilities Manager Maitre d' Museum Director Reservations Manager Restaurant Owner/Manager Sports Promoter Theme Park Manager Tour and Travel Guide Travel Agent Wine Steward

### **Hospitality and Tourism Course Descriptions**

(Course content may be taught as concepts within other courses.)

1. Introduction to Hospitality and Tourism: This is a core course designed to give students an overview of careers in the hospitality and tourism industry. Areas of study include but are not limited to food service, lodging, travel and tourism, and recreation, amusements and attractions. A job-shadowing component is included, and this course gives the student a strong foundation for the hospitality and tourism career pathways. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

2. Information Technology Applications: This course is designed for those students who have not mastered knowledge and skills related to information technology applications prior to entry into high school. Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management and spreadsheet applications.

Do you want any final contact info here? Or should it be left blank?