

**Workforce Development Task Force  
Sullivan County Economic Profile  
Meeting Notes April 17, 2018**

**Attendees:** Cindy Gallagher, Josh Bushueff, Sarah Currier, Rep. John Cloutier, Brian Boardman, Bonnie Akerman, Martha Mott, Prescott Herzog.

### **Action Item 1: Matchmaker Database**

**Background:** Develop a Framework/model to inventory skill and workforce needs of area businesses/industries, while also identifying what employment opportunities there are or could be. It is essentially a matchmaking database between schools/institutions/training centers and employers.

**Progress:** Cindy has developed a draft of the questions and started developing them into a google survey tool.

#### **Next Steps:**

1. Cindy to transfer the template to Sarah Currier from Dartmouth Hitchcock and she will work with her team to develop a survey tool prototype. They plan to connect prior to April 27<sup>th</sup>.
2. Once prototype of tool is developed, it will be share with the committee and other stakeholders for review/comment.
3. Goal is to have a working prototype by the next REP meeting.
4. Pilot the tool with Peter at Valley Regional Hospital and VNH (Visiting Home Nurses). Likely late Spring/early Summer and use feedback to refine the tool.
5. Identify other businesses to test the tool with. Take steps to make it applicable to other industries outside of healthcare, possibly working with Whalen.
6. Aggregate the results, develop some marketing success stories, and determine how best to communicate information to employers and schools/institutions.
7. Develop a mobile app—swipe right/left—for individuals looking to see what businesses/industries might be suitable for them. Loop in Josh with the Maker Space when it is up and running, connect with students who could help. Bonnie may be able to identify potential app development opportunities. Martha Mott will test the app when it is prototyped.

### **Action Item 2: Stacking Workplace Experiences**

**Background:** Create a system for ‘stacking’ workplace experiences to parlay them into degrees or credentialing. The goal is to reduce the time it takes to attain skills and ensure employers’ needs are met. Stacking can engage schools students, community college, Career and Technical Education Center (CTE), maker space, etc., and should be both credit and non-credit.

**Progress:** Cindy has been working with a team to draft out what this would look like for the schools system and Martha and Bonnie both have programs at River Valley and the CTE that could tie in.

**Next Steps:**

1. Cindy to share with Bonnie, Martha, Josh, and task force members the work done to date re: stacking.
2. Identify companies that are interested in participating and leverage school/programs/institutions to provide programming that builds on crediting and credentialing.
  - Cyndi and Bonnie to work on pathways for kids, Martha for community college students, and Justin for individuals using the maker space
3. Host a business panel that would talk about the skills/jobs needed. This could be part of a workforce summit that Sen. Shaheen's office may help to catalyze in the future, with support of the workforce task force. May include industry sectors such as builders, cement/construction, plumbers, machining, information technology, etc.
4. Discuss options for partnerships for work, certifications, and education for employees with Upper Valley Community College and Work Ready NH.

**Action Item 3: Promote and Support the Maker Space**

**Background:** The maker space could be a powerful medium to build skills of workers if it is promoted and supported by schools, agencies, municipalities, and institutions.

**Next Steps:**

1. Task Force members will stay engaged as the Maker Space comes on-line to seek potential partnerships and opportunities.
2. Brainstorm ways that the Maker Space can pipeline people into training and skill building, such as working with women recovering from substance abuse, people who have been out of the workforce, and other target audiences tied to a program or underserved stakeholder group.
3. Identify specific focus areas where the maker space can build skills, engage audiences identified above, and seek sponsorship.
4. Maker Space is in the process of hiring a full-time workforce development and education person. Loop this individual into conversations to see how maker space can complement training and other initiatives pushing forward by workforce group.