

MiddC@RE



MiddCOREplus Collaborate. Communicate. Create.

This year MiddCORE is launching MiddCOREplus, a summer program that matches students with local Vermont start-ups, established firms or non-profit organizations for an eight week, project based work experience.

The MiddCOREplus challenge begins May 29th and runs until July 20th.

Monday through Thursday students will work on site with the sponsoring organization on the respective challenge. Friday mornings will be spent on campus attending workshops with the MiddCOREplus faculty director and invited MiddCORE mentors to build skills in communication, strategic thinking, negotiation, idea development and implementation.

The mantra of “work hard and play hard” continues into Friday afternoon as students and mentors take full advantage of the Vermont landscape and summer during barbeques on lake Dunmore, swimming sessions at the Quarry, jumping off of the Falls of Lana, bike rides through the countryside and hikes up Snake mountain.

MiddCOREplus students (including graduating seniors) will receive a stipend of 2,500 dollars during their 8 week challenge. Enrolled undergraduates will have housing and meals subsidized by MiddCORE.

Application Process:

Please submit a cover letter, resume and transcript to Catherine Collins at cmcollin@middlebury.edu . Indicate on your application which internship(s) you are applying for.

MiddCOREplus proposals are also available online at www.middcore.com

Application Deadline – February 17th, 2012

Announcement of Awarded Projects –March 9, 2012

Table of Contents

The Association of Africans Living in Vermont's -	4
Better Middlebury Partnership -	7
Green Mountain Flour -	9
ICDDRB -	11
Kelliher Samets Volk -	14
Middlebury Interactive Languages -	17
Noonie Deli -	20
Rutland Economic Development Commission -	22
Rikert Nordic Center -	25
Tonewood -	27
Vermont Bicycling and Walking Tours -	28
Vermont Book Shop -	30
Vermont Coffee Company and Café Alta Gracia -	32
Vermont FolkLife Center -	34
Vermont Studio Center -	37
Vermont Works for Women -	39

MiddCOREplus Collaborate. Communicate. Create.

1. Sponsoring Organization: The Association of Africans Living in Vermont's (AALV)

The Association of Africans Living in Vermont's (AALV) New Farms for New Americans Project is an innovative program that supports refugee and immigrants to participate in agriculture at one of three levels: 1) community gardener, 2) social enterprise farmer and 3) independent beginning farmer.

Briefly describe the project.

The MiddCORE project will work to improve the efficiency of on-farm systems and operation of NFNA's social enterprise level, which also engages the largest group of participants: generally 50-60 refugee households.

New Farms for New American's (NFNA) social enterprise has completed wholesale sales since the 2008 growing season, NFNA's first year. All social enterprise profits are returned to the over 50 refugee households who grow food and participate in training, technical assistance and sales. Each year NFNA's social enterprise sales have increased and AALV expects the demand for our product to continue to grow. However, to keep up with sales opportunities, the on-farm operations of the NFNA social enterprise must become more efficient and precise. The MiddCORE student will help NFNA to achieve improved on farm efficiencies and production outcomes. They will create a report of recommendations for on-farm production and management strategy after completing hands on assistance on farm with NFNA staff and growers, observing on-farm systems currently, learning about the NFNA participants, their strengths and challenges, and finally researching best practices from other refugee agricultural promotion projects across the country.

What question(s) will the successful completion of this project answer?

This MiddCORE project will provide NFNA with:

- A comprehensively researched profile of current NFNA social enterprise participants.
- Recommendations on seedling and seed distribution.
- Recommendations for increasing NFNA participant's success at carrying out farm plans and planting schedules in the field.
- Recommendations on charging for and distributing production inputs and supplies to NFNA participants.
- Recommendations on how to improve NFNA participant production record keeping outcomes.
- Recommendations on how to best organize and provide other production technical assistance in the field.
- Recommendations for otherwise increasing the efficiency of NFNA social enterprise on-farm operations.

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

The MiddCORE intern will produce a final report including the NFNA participant profile and recommendations outlined above.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long-term goals and mission?

The MiddCORE project will support AALV's prominent goal of making NFNA's tier two social enterprise and agricultural training and technical assistance program sustainable. This second tier of NFNA serves the greatest amount of participants per year: 50–60 mostly newly arrived refugee households. Most second tier NFNA growers are unemployed or underemployed who use the opportunity of the social enterprise level to provide healthy food, cultural preservation and “income patching” for their households. They also learn skills that will allow them to become independent farmer or food business owners if they wish. NFNA social enterprise activities also contribute to a more vital local food system in the low-income neighborhoods of the wider Burlington, especially by providing affordable and EBT accessible local produce. Finally some tier two social enterprise growers have already gone on to successfully run independent enterprises and NFNA hopes to continue to incubate more farm and food-based businesses.

Pilot funding from the Office of Refugee Resettlement, however, and other donors that heavily subsidizes the input costs of the social enterprise farm is due to run out in 2013. NFNA believes the best option moving forward is to work to significantly increase the sales of the social enterprise farm and thus the earning potential of participants. Participants would then be expected to bear more of the burden of their seed costs, land rent, fertilizer, water, supplies, etc. This approach will afford two excellent outcomes: NFNA participants experience and learn the costs associated with of farming, while earning enough income from their activities to contribute more to the project farm inputs and make it financially sustainable. Other immigrant agricultural groups have models where participants pay for all of their inputs, as they are also earning more, for instance New American Sustainable Agriculture Project in Maine which has been operating twice as long as NFNA. Increasing NFNA's social enterprise sales and thus making the agricultural training, technical assistance and income patching program of tier two sustainable far into the future is a very important goal of AALV and the community it serves that the MiddCORE project would significantly contribute to.

Describe the value of the proposed project to the MiddCORE student.

The MiddCORE student will have valuable experience of using direct service, as well as research among colleagues and program participants to start a strategic plan for a non-profit program. This is a process that non-profit program specialists, program coordinators, or executive directors employ on a regular basis. The experience would be great for any student interested in grant coordination, or other leadership positions at a non-profit agency.

What specific qualifications are needed?

There are no specific qualifications needed, except an interest and comfort working with a wide variety of people, and a willingness to do a variety of tasks, including getting hands dirty at the farm site. Experience working with diverse populations, and/or in the agricultural field is a plus.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

The majority of the project will be completed at the NFNA incubator farm at the Ethan Allen Homestead in Burlington, as well as at the AALV office and the Intervale Center.

What resources will be provided to the student?

The MiddCORE will be networked with staff of other refugee agricultural development programs across the country. They will also have access to NFNA reports, participant records and a public computer at the AALV office. Finally, the MiddCORE intern will have access to interpreters for research and direct service purposes.

Who will be the primary mentor and how many hours a week will he/she be available to the student? Please include the contact information.

The primary mentor for the MiddCORE intern will be Josie Weldon, who has coordinated the NFNA program since its beginning in 2008.

Secondary mentors will be Intervale program associate Julie Rubaud (A consultant for the project), as well as NFNA community liaisons from Bhutan, Burundi, Congo and Somalia.

In addition to the mentor, with whom will the student be expected to work?

The MiddCORE intern will work directly with NFNA participants who are refugees from Bhutan, Burundi and Somalia. They will also work side by side with NFNA interpreters/community liaisons and other seasonal NFNA staff to be determined. They are also likely to have interaction with AALV staff including outreach workers and the executive director.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

Yes, this project will connect to the Intervale Center, as it is a close partner in the project, as well as to local farmers markets, farmers and wholesale produce buyers (grocery stores and restaurants) who are a part of the Vermont Fresh Network.

2. Sponsoring Organization: Better Middlebury Partnership (BMP)

Briefly describe the project

This project will focus on developing Middlebury's brand through story telling. We are doing a branding exercise for the town of Middlebury in April and as a part of that project we would like to **visualize** that brand through story telling of unique individuals in our town and surrounding areas.

What question(s) will the successful completion of this project answer?

How will these stories be used to their full advantage to reach our target markets of Middlebury's community, Middlebury visitors and potential people who might want to relocate to Middlebury?

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

The project's deliverable will be these stories, the distribution channels which will be used to communicate these stories, co-marketing relationship opportunities, and a plan for the continuation of these stories.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long-term goals and mission?

This project will be apart of a larger initiative or branding the town of Middlebury. That process will happened in the spring and will be ready for the next phase which is taking that brand and telling stories of the people who live here that exemplify that brand. The goal of this work is to better deliver Middlebury's brand promise.

Describe the value of the proposed project to the MiddCORE student.

The value to the MiddCORE student is far reaching. They will build interpersonal skills through the interviewing of the town's people, they will explore how these stories are great marketing tool, and they will learn to be innovative and think about their marketing distributions channels. They will experience what it takes to have a strong community and why it is so vital to a town's health. And in the end they will have an amazing body of work that will be a great portfolio piece for future employment.

What specific qualifications are needed?

The ideal candidate will have great interpersonal skills and feel comfortable meeting community members and interviewing them. They need to be innovative and creative in their ideas, they will need to have a good understanding of how to use multi media tools (e.g. video editing, posting to websites, photography, building a website or a blog, posting to facebook & twitter). They need to have strong writing skills, good attention to detail, and note taking skills.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

Most of this work will happen in the field and on campus using the resources of the college. However some of it will happen in the BMP's office at 152 Maple Street, suite 203 in the Marble Works.

What resources will be provided to the student?

The student will have access to The Better Middlebury Partnership's board of , their Marketing Director, and additional mentors.

Who will be the primary mentor and how many hours a week will he/she be available to the student?

The primary mentor will be the Better Middlebury Partnership's Marketing Director, EJ Bartlett. The student will have a minimum of 5 hours a week of her time. The hope is to enlist the help of a few mentors that will guide the student through different aspects of this challenge.

In addition to the mentor, with whom will the student be expected to work?

The student need to work with community members to research and develop stories, they will also have to interact with the board of directors, and give a progress report at the two BMP board meetings. They will also have to interact with the different mentors that are involved with this project.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

Absolutely! This project will connect very closely with Vermont Department of Tourism & Marketing. We will use their research to better guide us as well as their channels to distribute our message and help us co-market Middlebury, VT. We will also be looking for other co-marketing opportunities with other organizations; they might be the Addison County Chamber of Commerce, the Snow Bowl, Middlebury College and many more. This project will also connect to many other organizations in town as we explore this story telling. All of the organizations, business, and community will be affected by this project.

3. Sponsoring Organization: Green Mountain Flour

Briefly describe the project

The project is to collaborate with the GMF team to scale Green Mountain Flour up to the next level. Green Mountain Flour is a micro grain mill and bakery located in Windsor, VT that uses local grains and grinds them fresh in our own stone mill. The company currently operates out of our converted garage. We provide flour and grain products directly to consumers and at wholesale to stores. Products include flours, hot cereals, bakery mixes, artisan wood-fired breads & baked goods. We also operate a mobile pizza oven at farmers markets and for catering events. The pizza dough is from our own stone-ground local, organic flour. All of our grains are sourced locally and organically whenever it is available. Our goal for the next year, and what the MiddCORE project will entail, is to secure more wholesale accounts, more effectively get our story out to consumers and to find and focus on the more profitable aspects of working with local grains. We're convinced the company has tremendous potential. The project would provide us with the dedicated help we need to realize more of this potential. <http://www.greenmountainflour.com>

What question(s) will the successful completion of this project answer?

- What are the best revenue generating avenues (wholesale bread, pizzeria, retail specialty flours and mixes, some of each)?
- What partnerships or connections with other organizations, networks, businesses are most important to the company's success at this phase?
- How can we build/strengthen community as we go – creating “shared value” in the sense put forth by Porter and Kramer: <http://hbr.org/2011/01/the-big-idea-creating-shared-value?>

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

- A list of new accounts, connections, partnerships and potential revenue streams. We envision the student working along side us at the bakery and at farmer's markets, doing lots of informal market research by talking with customers, assisting us in all aspects of market prep and breakdown and spending time on the phone and in person bringing bread and grain product samples to retail/marketing outlets, including stores, restaurants, local CSA's, farmstands and via online communities.
- A road map for continued growth/success and shared value creation – both business and community detailing the strengths of the company on which our time is best spent capitalizing.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long-term goals and mission?

The proposed project will help define the organizations short-term and long-term goals in keeping with its mission of providing the highest quality locally sourced grain products and through this, building community, food sovereignty, prosperity, health and connection to the land. The company needs a strong client base to be successful and to enable us to tell the story more effectively. The project will build both the story-telling aspects and the clientele.

Describe the value of the proposed project to the MiddCORE student.

The student will accompany us from sourcing grains to milling/baking and then arriving at farmer's markets where we make pizza to order in our mobile pizza oven as well as sell flour,

artisanal breads and homemade sodas. As such, the value to the student is the access to the internal workings of the company and the opportunity to use the full force of their interest and creativity to help bring success to the company.

What specific qualifications are needed?

- Love of high quality earthly food, passion for building a stronger local economy and for connecting consumers to the land.
- Interest in a culinary business
- The ability to manage in a chaotic environment
- Outgoing, engaging, fun loving, innovative, creative and solution oriented
- Accountable

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

The project will include talking with customers at Farmers Markets, on site and around the community at potential retail and restaurant sales outlets.

What resources will be provided to the student?

As needed: business contacts, access to the company's operations any documents or information that would be helpful to the project

Who will be the primary mentor and how many hours a week will he/she be available to the student?

- Daniella Malin – business co-owner, available about 5 hours per week.

In addition to the mentor, with whom will the student be expected to work?

- Zach Stremlau – baker and business owner
- Baker's assistant.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

The goal of the project is to strengthen the company's connection to other local relevant organizations and resources in Vermont so in a sense, this project will only be successful to the extent that the students helps us make these connections – NOFA, CSA's UVM resources for business development and marketing, Northern Grain Growers Association are all organizations that immediately come to mind with whom we hope the project will help us build stronger connections.

4. Sponsoring Organization: Icdrr,b

icddr,b is an international public health research institution located in Dhaka, Bangladesh. For more than 50 years, it has provided practical, low-cost, lifesaving solutions to health problems that affect billions of people living in poverty in South Asia, and around the world. It represents the largest cohort of multi-disciplinary researchers and scientists in the developing world. Their work has real-time, widespread impact. In large part due to interventions that icddr,b developed, tested and successfully advocated for, Bangladesh is among a handful of countries on target to meet UN Millennium Development Goals (MDGs) aimed at significantly reducing child and maternal mortality by 2015.

How does icddr,b translate its discoveries into practice and policies to effect such change, not only in one of the world's most populous countries but also globally? Simply put, it focuses on evidence-based solutions that have big public health benefits, can be embedded into health systems with a minimal investment of resources, and are simple and low-cost enough to be used by a mother in the urban slums of Dhaka or at the end-of-the-road village in Africa.

Some of icddr,b's best-known discoveries include:

- Pioneering the use of ORS and, later, zinc supplementation to treat diarrhea; it is estimated that 50 million lives, mostly children, have been saved by ORS since its discovery 50 years ago
- Discovery that children whose mothers received tetanus toxoid years before they became pregnant showed a high degree of protection against neonatal tetanus after birth, leading to global use of this type of vaccination for pregnant women.
- Development and testing of interventions that have reduced maternal mortality and neonatal death rates, putting Bangladesh on target for meeting MDGs 4 & 5

The Challenge and MiddCore Project

While icddr,b has a web presence (www.icddrb.org) and has done some limited work in the social media space (www.facebook.com/icddrb), the institution would like to engage a MiddCore student to develop a comprehensive social media strategy to increase awareness of icddr,b among global health policy-makers, donors and practitioners. Social media is increasingly important in the global health space and icddr,b recognizes that it does not have a sufficient social media presence.

The project will examine:

- How can icddr,b leverage social media initiatives of donors and partners (e.g. Gates Foundation's Impatient Optimist blog, Nic Christof's blog in NYT, Christy Turlington's Every Mother Counts Initiative, the One Campaign, etc)?
- What are the most relevant social media vehicles and tools for icddr,b?
- What are other comparable peer institutions doing in the social media space? What works and what doesn't?

While a more specific work plan will be developed and quantified during the first week of the project in collaboration with the selected MiddCore student, the anticipated components of the project will be:

- Understanding icddr,b's wide range of research (note: in addition to access to icddr,b staff for telephone interviews, MiddCore student can meet with UVM medical students who have participated in 3-month training program at icddr,b)
- Investigation and understanding of how to use popular and burgeoning social media tools—Twitter, LinkedIn, Facebook, relevant blogs, Constant Contact, etc.
- Identification of targeted audiences and who the end user is for each of the vehicles.
- Landscape analysis of social media of select peer institutions, partners and donors; the analysis will include research, as well as targeted, complementary telephone and in-person interviews (note: limited travel to NY and/or DC may be required).
- Assessment and analysis of which vehicles and tools would be most beneficial for icddr,b in increasing awareness of its work and recommendations on how best use social media platform.
- Recommendations on how icddr,b should proceed and a realistic implementation plan.

The final deliverable will be a well-constructed report in Powerpoint and/or Word form synthesizing the information gleaned during the project, the social media recommendations for icddr,b, and a social media implementation plan.

Qualifications and Value to MiddCore Student

Ideal candidates will possess:

- Effective communication skills--both written and oral--including an ability to listen and synthesize key points
- A natural curiosity and a willingness to ask questions
- Self-motivation and high level of comfort in a global team, working well with team members located in multiple time zones and countries
- An interest in global health and international development
- Strong interest in and past experience with social media
- Strong Word, Excel, and Powerpoint skills

The value for the MiddCore student is multi-fold:

- Serving as lead on a project requiring personal entrepreneurship, creativity, collaboration with a global team, and strategy development focused on social media, but in the context of a wider advocacy, communications, and fundraising plan
- Supporting a globally recognized public health research institution, which has saved tens of millions of lives, mostly women and children, with discoveries such as ORS

Location and Outreach

It is anticipated that the student will meet in person with the mentor in Middlebury or Shelburne at least one time per week. The student is welcome to work remotely or in the Shelburne home office of the icddr,b US representative up to several days per week. One to two trips to NY or DC may be required. Numerous telephone interviews with peer organizations (in US and elsewhere), donors and partners will be necessary.

The resources available to the student include:

- Regular access to and coaching from the mentor and other icddr,b team members with extensive expertise in communications
- Access/introductions to a range of industry contacts (both from the communications and NGO worlds)
- Relevant materials from icddr,b, including documents on fundraising strategy and communications objectives, programmatic information on icddr,b's work, background on social media undertaken to date, etc

MiddCore Mentor

- Becky Castle (Middlebury '91), icddr,b US Representative (Shelburne, VT), who will be available to the MiddCore student 2-3 hours per week, as well as by e-mail and phone as necessary

Key Relationships:

- Graham Judd, Director of Communications & Development (Dhaka, Bangladesh)—will be available at key decision points in the project
- Jacqui Christian, Communications Consultant (London, United Kingdom)—will be available to the student 1-2 hours per week
- Sajid Chowdhury, online specialist (Dhaka, Bangladesh)—will be available as necessary
- Jay Papisan, Development Analyst (Atlanta, GA)—will be available to the student 1-2 hours per week

5. Sponsoring Organization: KelliherSametsVolk

Briefly describe the project

As part of its broad-based marketing expertise and offerings, Kelliher Samets Volk (KSV) has significant experience working with utilities and other entities in the energy field.

KSV has developed a Smart Energy team to enhance its offerings to current clients and to develop actionable intelligence that provides value to potential clients. The team's mission is simple: "KSV is a marketing partner to energy companies to help them engage with their customers to drive smart energy behavior change."

As part of the Smart Energy engagement, KSV has a need for significant and deep research that can drive interest in its services. The focus of the MiddCOREplus Summer Challenge Program would be to build, conduct and report on the research findings.

What question(s) will the successful completion of this project answer?

- What are the most innovative approaches to smart energy research and marketing?
- How successful have these efforts been in creating behavior change?
- What are the metrics used to quantify and qualify the results?
- What are the opportunities for KSV and its clients to push the boundaries of current research and identify new and effective ways to communicate about smart energy?

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

- Summary of data analysis, findings and recommendations.
- Research report, co-authored by the MiddCOREplus student with KSV.
- Presentation (and results in presentation format) to KSV Smart Energy team; the presentation potentially will be shared with clients and/or prospects.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long-term goals and mission?

Little research specifically focused on creating behavior change around smart energy use and energy efficient action has been conducted to date.

This internship, working in partnership with KSV, offers the opportunity for KSV to boost its leadership position in smart energy marketing. Solid research is a great way to get in the door with new clients, and to increase the agencies value with its current clients.

Describe the value of the proposed project to the MiddCORE student.

The MiddCOREplus student will have direct exposure to senior agency staff and will become an integrated member of the Smart Energy team for the period of the internship.

The MiddCOREplus student will have the opportunity to conduct research that will be turned into an overall report that s/he will be able to include in a portfolio of work.

The MiddCOREplus student will gain knowledge about the leading edge of a marketing holy grail – creating behavior change – that can be used in future endeavors.

What specific qualifications are needed?

- Critical thinking skills.
- Ability to synthesize and make sense of large amounts of data.
- Written and oral communication skills.
- Research background a strong plus.
- Interest in energy efficiency issues a strong plus.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

The majority of this project will be completed at KSV's offices in Burlington. In addition, there may be the opportunity to do field research at KSV client sites or research/surveys in the field with consumers.

What resources will be provided to the student?

The MiddCOREplus student will be provided:

- Office space.
- Computer, printer access, etc.
- Direct engagement with KSV staff and clients.
- Free bagels on Mondays and Wednesdays, and free soft drinks/juices/seltzers/coffee whenever needed!

Who will be the primary mentor and how many hours a week will he/she be available to the student?

The MiddCOREplus student will have direct exposure to senior agency staff and will become an integrated member of the Smart Energy team for the period of the internship. The student will be expected to be at KSV's offices four days/week.

The student will have primary mentoring from two individuals:

- Mark Ray, director of public relations (Middlebury '84)
- Brendan Condit, associate strategist (Middlebury '05)

The student also will interact with Alexandra Tursi, senior public relations and social media associate.

Mark Ray

Mark became director of KSV's public relations group after honing his skills and attaining the highest benchmarks of success at three top public relations firms in New York: Edelman Public Relations Worldwide, Hill & Knowlton, and Creamer Dickson Basford. A thoughtful, well-organized and strategic professional communicator, Mark always sets high standards for results while working for clients including Vermont Energy Investment Corporation (Efficiency Vermont), National Grid, Green Mountain Power, FairPoint Communications and the Vermont Department of Health. Mark is also an adjunct professor teaching public relations at Champlain College.

Brendan Condit

Brendan is an associate strategist in the connections group at KSV Burlington. He developed a passion for marketing while communications director for an environmental non-profit in Portland, OR, and as marketing director for a boutique company in the outdoor industry. Brendan's experience on the client-side gives him an uncommon understanding of brand-

building, and a powerful perspective with which to help KSV clients. While at KSV, Brendan has worked with many clients, including National Grid, Efficiency Vermont, Webster Bank, Ellio's and the State of Vermont, among others.

Alexandra Tursi

Alexandra is a senior public relations and social media associate in Kelliher Samets Volk's Contact Group. She believes in the primacy of substantive content and the power of strategic conversation – whether that conversation starts with a phone call, a tweet or a YouTube video. Alexandra engages in both traditional and social media relations on behalf of her clients, who include National Grid, Stowe Mountain Resort and University of Vermont Continuing Education. Past clients include Home Bistro and Green Mountain Coffee Roasters. Alexandra is also an active social media consultant for organizations, including the Vermont Fresh Network and Vermont Specialty Food Association.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

As part of the research project, it's expected that the student will participate in discussions with KSV clients, reach out to other organizations in the energy/utility field, and potentially conduct primary research in the field

6. **Sponsoring Organization:** Middlebury Interactive Languages

Middlebury Interactive Languages (MIL) is a new company forged from a powerful combination of Middlebury College and K12 Inc. Over the past century, Middlebury has developed a tradition of excellence in world language education through undergraduate and graduate programs, with locations in sixteen countries, focusing on ten languages. K12 Inc. leads the nation as the largest provider of proprietary curriculum and online education programs for K-12 students. MIL offers a rich portfolio of world language products, both online and in brick-and-mortar schools, with varying levels of immersion methodology to accommodate different learning styles. Each product is designed with the goal of language proficiency and aligned with national standards set by the American Council on the Teaching of Foreign Languages (ACTFL).

Briefly describe the project

Middlebury Interactive is in need of policy, pricing and competitive analysis of the current K-12 education technology landscape as it relates to world languages.

What question(s) will the successful completion of this project answer?

The fundamental question driving this inquiry is: what is the current world language education technology landscape, who are the major players, the trends in education policy at the state and national level and how does this impact consumer trends and pricing? Equally important in this exercise is for the MiddCORE student to help frame the actual questions that our organization needs to be asking. As the student delves more deeply into the research at hand, MIL would be open to adjusting the path of inquiry. We see the research focusing on the following areas:

Online learning by state:

- What states have programs that encourage and/or fund online courses (individual or full curriculum) in public schools.
- What are the requirements to enter this market: Non-profit, for-profit, credit-bearing, accredited, Scope and sequence aligned, provide a teacher, etc.
- Are there any state-sanctioned providers of online material?

Price to deliver traditional vs. online courses:

- What is the cost to deliver a single course to a student in a traditional classroom setting?
- What is the cost to deliver an online course
- What other research is there out there on the cost-savings of delivering online courses to students in public schools
- Are any states touting state-level savings by delivering education online?
- Any sources of funding for this?
- Is there an often quoted number for the aggregated price to deliver a single classroom class (teacher, building, textbook, admin, technology, etc. "all-in") in the United States and/or State by State? For example: An average expenditure per pupil is \$10,000 in the US/state by state. On a per class basis, the average cost is \$2,000 (5 classes per student on average.)

Summer language programs:

- We need comprehensive research on summer programs offering foreign languages: day, residential, international, etc
- Pricing, length of program, enrollment size, application processes, start and end dates are all key metrics we need
- We would also like them to look into day programs offered at individual private schools as a comparison. Several private schools run summer language programs that we would like data on.

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

The final deliverable should take the form of a research report that we be presented to the senior leadership of MIL and disseminated to the board of MIL.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long-term goals and mission?

The information compiled in this report will be of critical importance to the organization in helping to frame both our short term and long term sales and marketing strategy.

Describe the value of the proposed project to the MiddCORE student.

The MiddCORE student will be exposed to the education industry and to the technology industry. They will be working in a start-up and get to experience researching both business as well as governmental policy. They will know that the research that are doing will have a practical application in the formation of business strategy.

What specific qualifications are needed?

MIL is looking for students who are self-motivated and can operate with minimum daily oversight. The applicant should be comfortable in asking critical questions and helping to define the parameters of the research project. We are looking for a student with excellent communication skills; both written and oral, someone who is a critical thinker and creative in their approach to problem solving.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

The majority of the work will be completed at the MIL offices in Middlebury, VT

What resources will be provided to the student?

The student will be provided a laptop if needed, a workspace, a company email address, and access to company files.

Who will be the primary mentor and how many hours a week will he/she be available to the student? Please include the contact information.

There will be two main points of contact who will be available 3-5 hours a week: Jamie Northrup, Senior Director of Strategic Initiatives and Stacey Rainey, Senior Vice President of Strategy/Business Development.

In addition to the mentor, with whom will the student be expected to work?

The student will be expected to work with the CEO, Chief Marketing Officer, Chief Learning Officer and the other staff onsite in the VT office.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

It is undetermined at this point if this project might connect with other VT organizations and/or resources.

7. Sponsoring Organization: Noonie Deli

Briefly describe the project

This project will focus on customer outreach and feedback at Noonie Deli. The intern will work directly with the owner to develop a strategy to collect useful feedback from the existing and potential customer base to improve and grow the business. That strategy will then be implemented through a variety of channels including, but not limited to: online surveys, social media, in restaurant surveys, rewards program customer feedback, in restaurant customer interviews, employee interviews, business owner/decision makers interviews, and research regarding food service best practices. Lastly, the student will use all of the information collected to provide a recommendation for change and a framework for implementing a long term program for soliciting customer feedback.

What question(s) will the successful completion of this project answer?

There are two questions that should be answered at the completion of the project:

- a) Based on feedback from current and potential customers how can Noonie Deli make changes today that will produce higher sales and customer satisfaction and retention?
- b) What is the appropriate long term process(es) that should be implemented to create a feedback loop from the customer base back to the owner/manager to proactively adjust to the changing desires of the customer base?

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

There should be two deliverables at the end of the project:

- a) Report and analysis of the results of all data collected regarding current customer needs and wants with a clear recommendation for potential improvements.
- b) Draft of a plan to implement an ongoing process for customer feedback with clear documentation and resources that can be turned over to the manager.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long-term goals and mission?

The value to Noonie Deli in the short term will be to have information and data that will help us better understand what things we are doing well and what areas need to be improved – and then using this information to improve the business and generate higher sales and profitability.

The long-term goal will be to have a standardized and well documented process for soliciting, receiving, and analyzing customer feedback to insure that we proactively and consistently change to meet customer desires.

Describe the value of the proposed project to the MiddCORE student.

Through the process of finding answers to these questions, the MiddCORE student will be exposed to nearly all aspects of a small business. They will be exposed to the many challenges of maintaining and growing a business in a highly competitive and fragmented market. The process

and experience of working towards solving the questions outlined above will be applicable to any business/organization of any size and within any industry.

What specific qualifications are needed?

The ideal candidate will be energetic, open-minded, outgoing, and have an aptitude for problem solving. The candidate should be able to work independently, as well as, cooperatively. A working knowledge of MS office applications will be extremely helpful, as well as the ability to do internet research and a general understanding of social media (Facebook and Twitter at a minimum).

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

The project will consist of a combination of office work, in restaurant work (field work), and work that will be done independently.

What resources will be provided to the student?

Unlimited access to owner and manager of Noonie Deli, access to all necessary data and information, dedicated work space in an office.

Who will be the primary mentor and how many hours a week will he/she be available to the student?

The primary mentor will be Bryan Phelps, the owner. He will be available to the student a MINIMUM of 15 hours per week.

In addition to the mentor, with whom will the student be expected to work?

The student will also likely spend time with Kim Sullivan, the manager.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

Yes, the student will do outreach to local businesses to better understand their needs and potentially other companies in the food service industry to understand best practices.

8. Sponsoring Organization: Rutland Economic Development Corporation

Briefly describe the project:

Propose strategies to the Rutland Economic Development Corporation (REDC; <http://www.rutlandeconomy.com/>) for economic growth for Rutland County ("RC")

Process

- I. Profile characteristics of the region, including historical perspective, that impact economic growth such as:
 - a. Demographics
 - b. Industry
 - c. Major employers
 - d. Transportation infrastructure
 - e. Educational resources
 - f. Medical resources
 - g. Climate
 - h. Cultural and recreational amenities
 - i. Housing
- II. Profiling process will combine the following resources:
 - a. Previous studies
 - b. Access to staff of local economic development groups
 - c. Access to regional business leaders
 - d. On line resources
- III. Survey economic success stories involving other similar size regions.
- IV. Identify traits common to RC among such successful regions which could be capitalized on to stimulate economic growth in RC.
- V. Identify strategies utilized by such successful regions which are applicable to RC.

What question(s) will the successful completion of this project answer?

What strategies could RC utilize that would attract and foster the creation and growth of new business enterprises in the County.

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

Provide written report to REDC along with presentation and discussion of findings and conclusions with its Board of Directors and staff.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long term goals and mission?

The mission of REDC is: *To encourage and enhance business success in Rutland County. This project will help define strategies that will enhance the organization's ability to achieve this mission.*

Describe the value of the proposed project to the MiddCORE student.

- Opportunity to develop deeper understanding of the components and drivers of a local economy as well as the factors that drive business and economic development.
- Opportunity to interact with regional business leaders.

What specific qualifications are needed?

Strong foundation in microeconomics along with strong research and interpersonal skills.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

Other than time spent in Rutland County with REDC and local business leaders, the majority of the work can be accomplished utilizing internet and phone resources at school.

What resources will be provided to the student?

Access to mentors described below, various previous studies and access to area business leaders and officials.

Who will be the primary mentor and how many hours a week will he/she be available to the student?

Primary Contact/Mentor (minimum 8 hours per week, or as needed)

James Stewart - Executive Director

Jamie Stewart, Executive Director of REDC, has over 18 years experience in economic development in Vermont. He has worked in the VT Job Start Program, the VT Small Business Development Center, and 12 1/2 years as Executive Director of the RDC in Addison County prior to coming to REDC to head operations. He has a broad experience in finance, marketing, and strategic planning. Jamie moved to Vermont in 1984, and has raised his two sons in Pittsford with wife Bonnie.

In addition to the mentor, with whom will the student be expected to work?

Secondary Contact/Mentor (two hours per week)

Richard Swartz

Rick is a Principal and Executive Vice President of Cushman Wakefield Sonnenblick-Goldman, a national real estate investment banking firm, and heads the firm's Boston office as well as its national Senior Housing Capital Markets Group. Over the past thirty years he has been involved in the commercial real estate industry in both investment and intermediary capacities.

Rick has a Bachelor's Degree in Political Science from Cornell University and a Master's in Business Administration from the Wharton School of the University of Pennsylvania.

Rick previously served on the board of directors of Vacamas Programs for Youth, an organization that serves disadvantaged youth throughout the New York metropolitan area, and as a trustee for the Killington Mountain School.

Rick and his wife Beth split their time between their residences in Mendon, Vermont and Boston's South End. Their older son, Brian, graduated from Middlebury College in 2010 and their younger son, Michael, is a senior at Dartmouth.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

Yes, REDC will direct the student to other state economic development organizations and officials as additional resources.

9. Sponsoring Organization: Rikert Nordic Center

Briefly describe the project:

This project encompasses the development and initial implementation of a marketing plan for the Rikert Nordic Center. To successfully complete this project the student will need to determine the full scope of the market and how best to access that demographic.

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

A marketing plan will be expected at the completion of the project.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long-term goals and mission?

Rikert Nordic Center has been in existence for approximately 35 years. In that time it has never been marketed or advertised. This project will allow Rikert access to the entire market that is available within its demographic.

Describe the value of the proposed project to the MiddCORE student.

The MiddCORE student working on this project will have the opportunity to take an existing world class facility that has no marketing or advertising infrastructure and create a fully developed plan.

What specific qualifications are needed?

A student with energy, creativity and an interest in marketing would be the best candidate.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

This project can be completed at Rikert or a combination of Rikert and on campus. Some field work will be required.

What resources will be provided to the student?

Any resources necessary with respect to market research and development of the marketing plan will be available

Who will be the primary mentor and how many hours a week will he/she be available to the student?

Michael Hussey, Director of Rikert Nordic Center, will be the Mentor and will be available whenever necessary.

In addition to the mentor, with whom will the student be expected to work?

The student will also be collaborating with members of the Rikert Staff that have been working on Program Development and advertising for the 2011-2012 season.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

This project will need to include Addison County as a region for winter sport (Skiing and snowshoeing). The vision is to promote this area as a destination winter sports region – to foster a relationship between the sports and the local businesses – inns, restaurants, shops, museums – as additional activities and entertainment during the visit to the region. The Vermont Ski Areas Association and the Vermont Department on Commerce will be important organizations and resources to access.

10. Sponsoring Organization: Tonewood

Briefly describe the project:

TONEWOOD maple tree interactive mapping project.

How can a mapping system be developed to map maple trees in 3 separate sugarbushes in the Mad River Valley to connect the consumer with their individual adopted tree and food source? How can an interactive map be designed to interface with the TONEWOOD website for consumers to select individual trees for adoption? How can specific tree characteristics (i.e. size, age, species, etc.) be incorporated to help distinguish each maple tree and more closely connect consumers with their food source? Can the maps be designed to be helpful to the sugarmakers to identify individual trees and provide a benefit for forest stewardship?

What question(s) will the successful completion of this project answer?

How do I, as a consumer, select my individual tree for adoption (tree height, girth, age, species, other distinguishing characteristics) to better connect with my food source?
What tree characteristics are most important to the consumer when making an adoption decision?
How does TONEWOOD identify which trees have been adopted?
How does the sugarmaker keep track of his trees?
How can these maps help to attract or increase tourism in Vermont?

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

Deliverables:

Interactive maps of 3 sugarbushes uploaded to TONEWOOD website. A minimum of 100 trees in each sugarbush (total of 300 trees) are to be mapped. There are approximately 15,000 maple trees to be considered for expansion of the maps in future years.

Final report to sugarmakers

Final oral presentation to the Mad River Chamber of Commerce and its members.

Final map for insertion into Mad River Valley Four Season Guide.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long-term goals and mission?

The goal of TONEWOOD is to promote family-owned businesses and sustainable farming initiatives. In addition adoption proceeds will fund research on climate change to protect maple production for future generations (a percentage of proceeds will be donated to the Proctor Maple Research Center). The value of an interactive map will be significant as it will allow on-line consumers to have the ability to virtually 'see' their adopted tree and thereby strengthen their connection with their food source. Building a virtual connection between the consumer and their maple syrup food source will strengthen the value proposition of TONEWOOD and the concept of maple tree adoptions.

Describe the value of the proposed project to the MiddCORE student.

The value of the mapping project to the student will be unique as it will provide an outlet for creativity and problem-solving in the design of a mapping system. These values will be combined with the opportunity to interact with multi-generational maple sugaring families. Vermont sugaring has a cultural heritage unique to this part of the world and the student will

have direct exposure to some of that heritage. The project will allow the student to visit multiple acre Vermont forests as the maple tree identification of 300 trees is being completed. This exposure to culture and nature will be combined with a contemporary interface with computer technology as the maps are incorporated into the TONEWOOD website.

What specific qualifications are needed?

An Environmental Science background, and strong computer skills will be necessary qualifications for the successful candidate. Knowledge of web-design, familiarity with Google Maps, GPS Tracking and other mapping technologies will be beneficial.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

The work will be split between the student's computer workspace and "in the field" in the Mad River Valley at 3 local sugarbushes. Computer work to develop a mapping system can be done from student's home or at the TONEWOOD site.

What resources will be provided to the student?

Access to existing mapping resources and examples including Anderson's Maple Syrup (<http://andersonsmaplesyrup.com/pages/html/maplemap.html>) and other non-profit tree and forest stewardship organizations utilizing interactive maps (i.e. Million Trees NYC <http://stewardship.nycparks.org/>). The three local sugarmakers can also be used as a resource to discuss their tree mapping needs. Access to a GPS Tracker or other resource equipment will be made available as needed.

Who will be the primary mentor and how many hours a week will he/she be available to the student?

The primary mentor will be TONEWOOD owner, Dori Ross. A minimum of 5 hours per week will be made available to work directly with the student. If additional hours are required time will be set aside as required.

In addition to the mentor, with whom will the student be expected to work?

Three local sugarmakers will also be available for the student to contact and discuss mapping options. After a mapping plan has been designed and the number of hours of tracking determined (for 300 trees) additional resources (students) may be hired on a as-needed basis to work collaboratively with the MiddCORE intern.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

Other organizations/resources who will work in collaboration with the student will include:

- Mad River Valley Chamber of Commerce <http://www.madrivervalley.com/>
- Mad River Valley Four Season Guide (inclusion of map in this guide) <http://viewer.zmags.com/publication/9da2efeb#/9da2efeb/1>
- Proctor Maple Research Center – Underhill, VT (Dr. Tim Perkins – Director) <http://www.uvm.edu/~pmrc/>
- Vermont Agency of Agriculture – Montpelier, VT (Henry Marckres) <http://www.vermontagriculture.com/>

11. Sponsoring Organization: VBT Vermont Biking and Walking Tours
VBT provides full-service, guided bicycle and walking tours around the world.

Briefly describe the project

We are looking for a MiddCORE student to work with our internal development team to create software systems to help VBT operate more efficiently. We have enormous data needs – all the way from knowing a guest's flight itinerary down to knowing food allergies and even the length of his pants. Our current systems vary in age and effectiveness so we are looking to re-design, re-build and re-vamp everything related to our internal systems from the ground up. It will be a very intensive effort with lots of hands-on programming.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long-term goals and mission?

In order for VBT to provide international and domestic trips at an unsurpassed value it is necessary to have an IT infrastructure that supports such a strong company. This project will support and reinforce VBT's ability to offer an exceptional experience to our customers.

Describe the value of the proposed project to the MiddCORE student.

The student will gain insight into the world of travel and will collaborate with our I.T. director Steve Holmes.

What specific qualifications are needed?

A background and interest in computer programming is preferred. We will be using Microsoft SQL and .NET technologies for both Windows and Web development, but they are not prerequisites.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

614 Monkton Rd, Bristol VT

What resources will be provided to the student?

Workspace and mentorship.

Who will be the primary mentor and how many hours a week will he/she be available to the student?

Steve Holmes Director of IT will be the primary mentor.

In addition to the mentor, with whom will the student be expected to work?

Members of the VBT IT team.

12. Sponsoring Organization: The Vermont Book Shop

In continuous operation in Middlebury since 1949, The Vermont Book Shop is an institution. We, its stewards, are devoted to providing excellent customer service, promoting interpersonal engagement around books, and giving back to the community that supports us.

Briefly describe the project:

The Vermont Book Shop seeks a creative and enterprising Middlebury College student to harness, highlight and market its existing website, as well as its capacity to sell Google eBooks.

What question(s) will the successful completion of this project answer?

Successful completion of this project will yield a clear understanding of our online market, both current and potential, as well as improved traffic and sales on vermontbookshop.com.

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

VBS will expect a final report containing market data analysis and a detailed marketing plan for both vermontbookshop.com and Google eBooks.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/longer-term goals and mission?

VBS recognizes that the publishing industry is changing rapidly and that we must adapt. Therefore, the value of this project to VBS is enormous. Understanding and executing digital marketing is a world away from handselling books in the store and has been tremendously time-consuming and challenging for management and staff. The project, ideally, will define the quantifiable value of persevering with our IndieCommerce website and provide us with a blueprint for future action.

Describe the value of the proposed project to the MiddCORE student.

This project poses an opportunity for a MiddCORE student to tackle a very important issue for a beloved local institution. The student will get to practice many of the skills he/she learned in Professor Hamlin or Professor Holmes' J-term class, including, but not limited to: disciplined collection of data, creative application of knowledge, courageous entrepreneurship and insightful analysis.

What specific qualifications are needed?

This project will require a basic understanding of – or the drive to learn – Adobe InDesign, the Drupal website platform, and the Constant Contact web and email marketing program. Furthermore, applicants should possess confidence and comfort with a wide range of computing devices over multiple platforms – PC, Mac and Android.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

The project will be completed in roughly equal parts at the store, in the field, and wherever the MiddCORE student is most comfortable working on either his/her computer or one provided by VBS.

What resources will be provided to the student?

Resources available to the student will include an extensive network of independent booksellers known to VBS Owner Becky Dayton; American Booksellers Association web forums, online education materials, and staff; the New England Independent Booksellers Association list-serve; and >1,500 surveyable 'VBS Friends' e-newsletter subscribers. VBS will, of course, pay any costs associated with the project.

Who will be the primary mentor and how many hours a week will he/she be available to the student?

Project mentor and MiddCORE liaison Becky Dayton, VBS owner, will work closely with the student intern to create a series of inquiries, such as online surveys, in-store questionnaires, and focus groups to identify a target market – or markets – for the VBS/Google eBook product. Becky Dayton will be available to the MiddCORE student full time, if not directly, then via email, phone, or text message.

In addition to the mentor, with whom will the student be expected to work?

The student will be expected to work with – with Becky's guidance - the entire VBS staff, as much of the project will involve training them to communicate with customers about vermontbookshop.com and Google eBooks.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

This project, like everything we do at VBS, has potential for collaboration with a wide variety of organizations and businesses in Middlebury and beyond. For instance, Becky is currently working to establish a 'Vermont Independent Booksellers Alliance' for the purpose of underwriting VPR (npr) programming – the drive to do so being the need to educate a broader audience about independent bookstores' websites and e-books with a limited per-store budget.

MiddCOREplus Collaborate. Communicate. Create.

13. Sponsoring Organization: Vermont Coffee Company and Café Alta Gracia

Café Alta Gracia – USA is a social enterprise, committed to providing environmental, economic and social sustainability in its origin community in the Dominican Republic.

Briefly describe the project

The MiddCORE Challenge will define a plan to improve sustainability and profitability so that the enterprise can continue delivering good works and good products into the future. Our MiddCOREplus student will engage the opportunities identified during the Café Alta Gracia MiddCORE Challenge in Professor Hamlin's section.

Vermont Coffee Company currently manages the importing, roasting, packaging and marketing of Café Alta Gracia's product. Vermont Coffee Company is re-examining its functional role with Café Alta Gracia-USA. The MiddCOREplus student will reimagine a business model involving each stakeholder in the enterprise and a plan for cash-positive returns.

The MiddCOREplus student will hone skills for research, developing proposals, working in an office and manufacturing environment, and gain experience building business relationships. The results of the MiddCORE challenge and the work of the MiddCOREplus student could fill a pivotal role in the future of the Café Alta Gracia enterprise.

Describe the value of the proposed project to the MiddCORE student. What specific qualifications are needed?

The MiddCOREplus student should have a passion for social enterprise, tenacity and imagination to work through challenges. The MiddCOREplus student should be a self-starter and resourceful. The MiddCOREplus student should have strong communication skills and an ability to analyze data. Written work may include marketing materials, business communications and status reports. Vermont Coffee Company employees work successfully to create an environment of care and excellence, and seek a MiddCOREplus student who is willing to participate in our work ethic. This opportunity will offer a unique and rewarding experience to the student seeking a future in social enterprise.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

Vermont Coffee Company will make available all pertinent materials, data and resources and offer direction to other resources. Workspace will be available at Vermont Coffee Company on Exchange Street in Middlebury.

What resources will be provided to the student?

Vermont Coffee Company will make available all pertinent materials, data and resources and offer direction to other resources. Workspace will be available at Vermont Coffee Company on Exchange Street in Middlebury.

Who will be the primary mentor and how many hours a week will he/she be available to the student?

With project mentors Paul Ralston (Owner/President, Vermont Coffee Company and Managing Partner, CAG-USA) and Colleen Smith (General Manager, Vermont Coffee Company), the MiddCOREplus summer student will challenge the existing systems and have a hand in rebuilding a sustainable social enterprise.

In addition to the mentor, with whom will the student be expected to work? Will this project connect to other organizations and resources in the Vermont area? If so, how?

A specific schedule of hours and mentor sessions will be established at the beginning of the project. In addition to the mentors, the MiddCOREplus student will collaborate with Café Alta Gracia's representatives in the Dominican Republic and other business partners of the enterprise.

14. Sponsoring Organization: The Vermont Folk Life Center

Our project focuses in on the Vermont Traditional Arts Apprenticeship Program, which was initiated by the Vermont Folklife Center in 1992 with funding from the National Endowment for the Arts. 2012 marks the 20th cycle of this program over the course of which the program has funded more than 200 apprenticeships. An apprenticeship is a face-to-face learning situation in which an experienced artist instructs a novice. This instruction addresses both the skills and techniques of an art form, as well as its meaning and use within the communities in which it is practiced.

The focus of the program's first years was cultural recovery on the part of Vermont's Abenaki population, as Abenaki artists came forward to reclaim such key cultural practices as brown ash basket-making, birch bark container and canoe-making, traditional dance, storytelling, herbal knowledge, drum-making, and snow shoe-making.

At the same time the program also supported such long-time regional art forms as blacksmithing, granite carving, fiddling, and Franco American response song singing—as well as art forms associated with the Lao Diaspora such as hand weaving, dance, the making of Buddhist ceremonial fans, Lao folk opera, and pha kouane-making.

Over the past ten years the program focus has shifted to supporting artists who have been resettled in Vermont as refugees. The current cycle of the apprenticeship program, for example, includes three Burundian dance projects, a Burundian embroidery project, three Somali Bantu embroidery projects, a Somali Bantu drum-making project, the Somali Bantu wedding band, Walinja, and a Meskhetian knitting project.

Past years have also seen apprenticeships organized by member of the Congolese, Tibetan, Bosnian, and Burmese communities. (You can see audio slides describing several recent projects at <http://www.vermontfolklifecenter.org/education/apprenticeship/>

Briefly describe the project

In celebration of the program's 20th year, how can we envision and plan an event—or series of events—that will offer an opportunity for a diverse array of current and former apprenticeship participants to meet one another and share their knowledge and artistry (we've seen this happen on a small scale and know that it holds great interest for these artists) while also offering a general audience access to this rich mix of cultural practices in a way that deepens their understanding of both the art forms and the communities to which they belong.

Planning for this event will be embedded in a series of activities related to the operation of this year's program, in which the student will partner with the project mentors to

- conduct fieldwork and network within Chittenden County-based cultural communities to identify both potential master artists and apprentices who meet the program guidelines and qualify for support through the apprenticeship program;
- assist artists with program applications, which often includes developing descriptive text with the assistance of a translator and creating media documentation that both illustrates the art form and the master artist's level of mastery;
- assist the program director with the review panel process through which projects are selected for funding and the level of funding is established. (This administrative process often functions like a graduate seminar, parsing such concepts as traditionality, mastery, and community benefit.)

This substantive program-related work will link the student to the cultural communities that the program strives to serve, immerse them in the kinds of dialogue that occur around cultural practice, and give them a hands-on sense of the range of artistic activity that the program embraces. This is necessary context for planning the reunion event.

What will be expected at the completion of the project?

The project “deliverable” will be a draft plan for an apprenticeship reunion event that will occur in September 2012. Determining an appropriate date will also be an important part of the project.

Describe the value of the proposed project to the organization.

Our colleague, Lynne Williamson, who oversees a comparable apprenticeship program in Connecticut first organized a reunion event there some five or six years ago. We could immediately see the enormous benefit this offered participating artists and it has been our intention to organize a similar event every year since. Unfortunately we haven’t had the staff capacity to manage this. Now as we enter the program’s 20th year the time seems especially right to finally move forward with this—but we need a creative, capable, motivated person to embrace this project and make it their own.

Describe the value of the proposed project to the MiddCORE student.

In terms of skills, fieldwork methodology and cross-cultural communication. In terms of knowledge, the opportunity to observe and ponder such key concepts as the process of community formation, the interrelationship of cultural practice and group identity, and the role of resistance, assimilation, and synthesis in the generation of cultural forms. In terms of organizational activity, being a member of a team, participating in group process, and interrogating institutional activity to adjudicate whose needs are being served.

What specific qualifications are needed?

Curiosity, compassion, energy, creativity, idealism.

Where will the majority of this project be completed?

At our headquarters in Middlebury and in Chittenden County, which is the locus of resettlement activity.

What resources will be provided to the student?

The student will have access to our staff, our institutional infrastructure, our network of connections and relationships, our archive, our digital recording equipment. The student will need to have their own automobile, a digital camera, and a cell phone.

Who will be the primary mentor and how many hours a week will he/she be available to the student?

The Vermont Folklife Center’s Director of Education, Dr Gregory Sharrow, will be the primary mentor and will be available 16 hours per week.

In addition to the mentor, with whom will the student be expected to work?

Our 2011-12 Fellow, Aylie Baker, will also act as a project mentor and her availability will complement Dr. Sharrow’s. Additionally, the student will work with our archivist, Dr. Andy Kolovos, our office manager, Bob Hooker, and our development director, Joan White.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

This project will link directly to the Vermont Arts Council with whom we share common cause in serving the needs of Vermont's New American population. We're certain the VAC Program Director, Michel Bailey, will want to take an active role in event planning, as well as in staging the event itself. The student will also work with members of the Association of Africans Living in Vermont, the Vermont Tibetan Association, the Somali Bantu Association of Vermont, and the Bosnia and Herzegovina Family and Youth Association, as well as the Burundian, Sudanese, and Lao Associations. It seems likely that Burlington City Arts, the Refugee Resettlement Program, and the Flynn Center for the Performing Arts may also play a role in this project.

15. Sponsoring Organization: The Vermont Studio Center

Briefly describe the project

The Vermont Studio Center offers a Middlebury College student the opportunity to work directly with the founder of one of the leading international non-profit arts and culture organizations in the country to develop, enhance, and implement a comprehensive social media strategy to connect VSC with its various constituencies (international and domestic artists and writers, residency alumni, prospective residency applicants, donors, prospective donors, organizational partners, local community, and friends). The project would result in a social media plan (document) and its implementation.

What question(s) will the successful completion of this project answer?

How can VSC enhance its ability to connect with and appeal to donors, prospective donors, alumni, prospective applicants, and other constituencies via social networking?

How can VSC efforts in social media reflect the thriving creative, international community of the Studio Center for 27 years?

What will be expected at the completion of the project (e.g., final report, presentation, data analysis, etc.)?

The intern would develop the VSC social media strategy, a document demonstrating overall program design, interfaces between the various VSC constituencies, implementation methods, and a timeline with approximate costs based on web-based research. This preliminary design would then be presented to the VSC Senior Staff for review and implemented as much as possible over the 8-week internship. The results of the project will be an updated social media strategy, its implementation, as well as any recommendations for next steps.

VSC staff will provide appropriate Middlebury staff with a performance review of the intern's work while at VSC and an assessment of their overall project.

Describe the value of the proposed project to the organization. Specifically, how will this project fit within the organization's short term/long-term goals and mission?

The project intern brings a pair of fresh eyes and a generational perspective to VSC's current online publicity and marketing efforts that would be welcome and instructive. Every aspect of the Studio Center, save social networking, is dynamic, creative, and inspiring. The Studio Center's directors and senior staff members, most of whom have been at VSC for the past 15-25 years, are excited about the potential uses of social media to further the organization's mission. Preliminary efforts to create a cohesive and comprehensive social media strategy are underway and would be exponentially aided by someone with contemporary and future-oriented awareness of social media and its possibilities.

Describe the value of the proposed project to the MiddCORE student.

This project presents the student with the rare opportunity to work directly with one of the founders of the largest international artists and writers residency program in the U.S., gaining valuable insights on the operation of a leading non-profit arts organization, particularly with regards to publicity, marketing, fund-raising, and outreach, as well as the experience of working

alongside a diverse team of hard-working artists and writers. Additionally, the student would have access to VSC events, such as gallery receptions, visual art slide lectures, readings, craft talks, and open studio tours that occur during the internship.

What specific qualifications are needed?

Fluency with social media, excellent writing, strong computer skills, strong communications skills, creativity, flexibility, attention to detail, and a genuine interest in the Vermont Studio Center's mission.

Where will the majority of this project be completed (at organization's site, at client site, in the field, etc.)?

On site at the Vermont Studio Center: 80 Pearl Street Johnson, VT 05656

What resources will be provided to the student?

The project intern will be provided with a computer station, relevant data, and a supportive work environment. Housing within VSC's campus, as well as meals at the Red Mill dining hall can be provided.

Who will be the primary mentor and how many hours a week will he/she be available to the student?

Please include the contact information.

VSC Founder Jon Gregg will work as project mentor.

In addition to the mentor, with whom will the student be expected to work?

Other VSC staff, as appropriate, in the Web/Graphics department and the Development office.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

Not directly.

16. Sponsoring Organization: Vermont Works for Women

Founded in 1987 and with offices in Winooski and Barre, Vermont Works for Women helps women and girls recognize their potential and explore, pursue, and excel in work that leads to economic independence. Our innovative and constantly evolving training and educational programs assist women and girls in thinking about their lives in the broadest terms and help them to develop skills and capacities that are critical to long-term economic independence.

Each year, our programs enroll close to 1,000 women and girls, ages 11–60, from a wide diversity of backgrounds and living in Vermont communities and its women’s prison. We work toward the day when women and girls make choices that are deliberate, reflect confidence, are informed by an expansive grasp of the world’s opportunities, and are fueled by a fearless commitment to pursuing their dreams.

Working in partnership with local schools, businesses, public agencies, other non-profit organizations, program participants, and parents is critical to our innovative culture. We are fundamentally collaborative – it’s how we manage ourselves, how we approach program development, and how we engage with partners, public and private funders, and individual donors.

Briefly describe the project:

As a way of expanding the reach of the VWW mission to a broader pool of women in Vermont, we are interested in exploring the possibility of offering a range of fee-for-service women’s clinics in both outdoor adventure-based programming (mountain-biking and back-country skiing, in particular) and home improvement do-it-yourself clinics (carpentry, electrical, etc.). We are currently piloting a backcountry ski clinic for women (scheduled for early February), and we have run carpentry-type clinics in the past, but we are looking to expand these clinics by offering a broader array of offerings depending on market demand, cost, and impact on staffing.

VWW’s motivation for considering this type of program expansion is based on the following:

- We believe that part of being self-sufficient is having the confidence to solve problems on one’s own and accomplish feats that didn’t seem possible. The transformational experience of gaining self-confidence and a sense of empowerment through succeeding in outdoor adventure activities or learning a trades-related skill is something we would like to offer to more women.
- Our Rosie’s Girls summer program (a trades-exploration program for middle school girls) is popular not only with the girls who participate, but also with their mothers, teachers, caregivers, and guidance counselors. We routinely hear, “I wish you were around when I was a girl,” and “Why can’t you run a Rosie’s Girls for women?” We have had the same feedback about Dirt Divas, our innovative mountain biking program for girls.
- To offer women’s clinics that are fee-based would allow us to offer more programs to more women. Our current model mostly serves women who are very poor or unemployed, but many other women would like to have access to these kinds of skills.

We are looking for a student who can determine the feasibility of developing a more comprehensive array of women’s clinics as well as a business plan that can serve as our blueprint for moving forward.

What question(s) will the successful completion of this project answer?

The key questions for this project are:

- Which of VWW's programs could be designed as fee-for-service clinics for women?
- Can we make the case that investing in the women's clinic model helps VWW deliver its mission to more women? To more communities in Vermont?
- Is there a market demand for such clinics?
- Are other providers already offering similar clinics in Chittenden and Washington Counties? If so, who, where, etc.?
- How much could be charged for these programs?
- What would it take to generate income (since it would be difficult to raise money to support such clinics)?

What will be expected at the completion of the program?

We would expect the student to complete a report in the form of a business plan that would outline their findings, the rationale for moving forward, and a concrete timeline of next steps (for years one, two, and three) which would include program structure, funding, marketing needs, and intended outcomes.

Describe the value of this proposed project to the organization.

VWW developed a new organizational strategic plan last fall (2011). In it, the goal of determining the market interest in -- and organizational capacity for -- women's clinics was identified as a priority for FY12. Having the additional staff support to investigate this potential program expansion will be key in keeping us on track with our planning. In addition, as mentioned above, the creation of a new program that serves our mission AND is self-sustaining would be a significant accomplishment for our organization.

Describe the value of the proposed project to the MiddCORE student.

This project would expose the MiddCORE student to the thinking and planning involved with program design and development. The action steps in this project are the same ones involved with the creation of any new program and therefore could be applied to future work endeavors in either the for- or non-profit realm. For a student interested in nonprofit management or program delivery, the experience could be valuable in exposing them not only to program design but also the overarching qualities and culture of a vibrant and entrepreneurially-focused not-for-profit. Given that the project involves learning about existing similar services, the student would also learn more about the non-profit community in Chittenden and Washington Counties. The process of designing and writing a business plan would also be a valuable learning experience for the student, whether they are an economics or business major or not. Finally, given the role VWW plays in advocating for women and girls, it would be a project that would be of interest to a student who is interested in gender and women's students, economic empowerment, and community organizing.

What specific qualifications are needed?

We are looking for a student who is thirsty to learn, who is articulate in both the written and spoken word, who is a critical thinker with the ability to problem solve creatively, and who can embrace VWW's value of candor, curiosity, and reflection.

Where will the majority of this project be completed?

The student's primary workplace would be at the VWW office in Winooski. When conducting research or interviews in Washington County, the student could work out of our Barre office. We are also willing for the student to work remotely when necessary and possible.

What resources will be provided to the student?

In addition to an engaged and committed mentor and an enthusiastic and supportive group of co-workers, VWW will provide the student with clear direction and expectations for the project, computer access to relevant databases and for written work, and all pertinent information and resources necessary for successful completion of the project.

Who will be the primary mentor and how many hours a week will she be available to the student?

Rachel Jolly, Director of Women's Programs, will be the student's primary mentor. She is able to commit 5 hours/week to provide support and direction. Rachel oversees a variety of quality programming that helps women recognize their potential and work toward economic independence. Before becoming Director of Women's Programs, she worked as a VWW Program Coordinator, training women interested in careers in painting, carpentry and law enforcement. She was also part of the formation, design and implementation of VWW's Transitional Jobs program, helping women transitioning from incarceration or off of state assistance into the workforce.

Rachel has worked for over fifteen years in experiential education. She coordinated year-round youth programs at ECHO, the Lake Aquarium and Science Center, led extended wilderness trips in Maine and has taught a variety of environmental education programs in Vermont, Maine and Israel. Rachel earned her MEd in Environmental Education from Rhodes University in South Africa and her BS in Environmental Studies from the University of Vermont and has lived and travelled in over a dozen countries in five continents. She serves as Vice President of the Board for her local cooperative, City Market, and volunteers for the VT Refugee Resettlement Program.

In addition to the mentor, with whom will the student be expected to work?

Nadine Budbill, Director of Girls Programs at Vermont Works for Women, will also be available to the MiddCORE student for support and guidance. Nadine has over thirteen years of experience working with youth. For the past ten years she has specialized in programs that support adolescent girls' positive development. Before joining Vermont Works for Women, Nadine was the Founder and Executive Director of Girls Move Mountains, an organization that offered adventure-based empowerment programs for girls, including the Dirt Divas Girls Mountain Bike Program. She came on board at Vermont Works for Women when the two organizations decided to merge in July of 2011. Formerly, Nadine has worked at Girls Incorporated in Oakland, CA and The Girls Project in New York City. She has a BA in Race and Gender Studies from Hampshire College, and a MA in Education from Prescott College. Nadine has co-authored and published several articles about the impact of adventure-based education on girls' development. Over the course of her career, Nadine has worked with a wide range of young people--pre-adolescents and teenagers, boys and girls, privileged and "at-risk," urban and rural—on many topics and issues—ranging from media literacy and racism to gender and violence-prevention to outdoor education.

Will this project connect to other organizations and resources in the Vermont area? If so, how?

Much of the work of this project will involve community-based research, including identifying existing trainings and classes in Chittenden and Washington Counties, interviewing other service providers to determine their program plans, identifying possible program partners, and talking with past program participants to ascertain their interests and preferences.