the Vision Project

Board of Higher Education Meeting | March 22, 2011

Vision Project Preview: Workforce Alignment

MASSACHUSETTS Department of Higher Education

Introduction

Richard M. Freeland, Commissioner

Our Vision: Bid for National Leadership

*We will produce the **best-educated citizenry and workforce** in the nation.*

*We will be a **national leader in research** that drives economic development.*

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Key Outcomes

- **National Leadership in Education**
  - COLLEGE PARTICIPATION
    College-going rates of high school graduates
  - COLLEGE COMPLETION
    Graduation and student success rates
  - STUDENT LEARNING
    Academic achievements on campus-level and national assessments of learning
  - WORKFORCE ALIGNMENT
    Alignment of degree production with key areas of workforce need
  - ELIMINATION OF DISPARITIES
    Comparable learning outcomes among different ethnic/racial, economic and gender groups
- **National Leadership in Research**
  - Level of research expenditures
  - Level of licensing income

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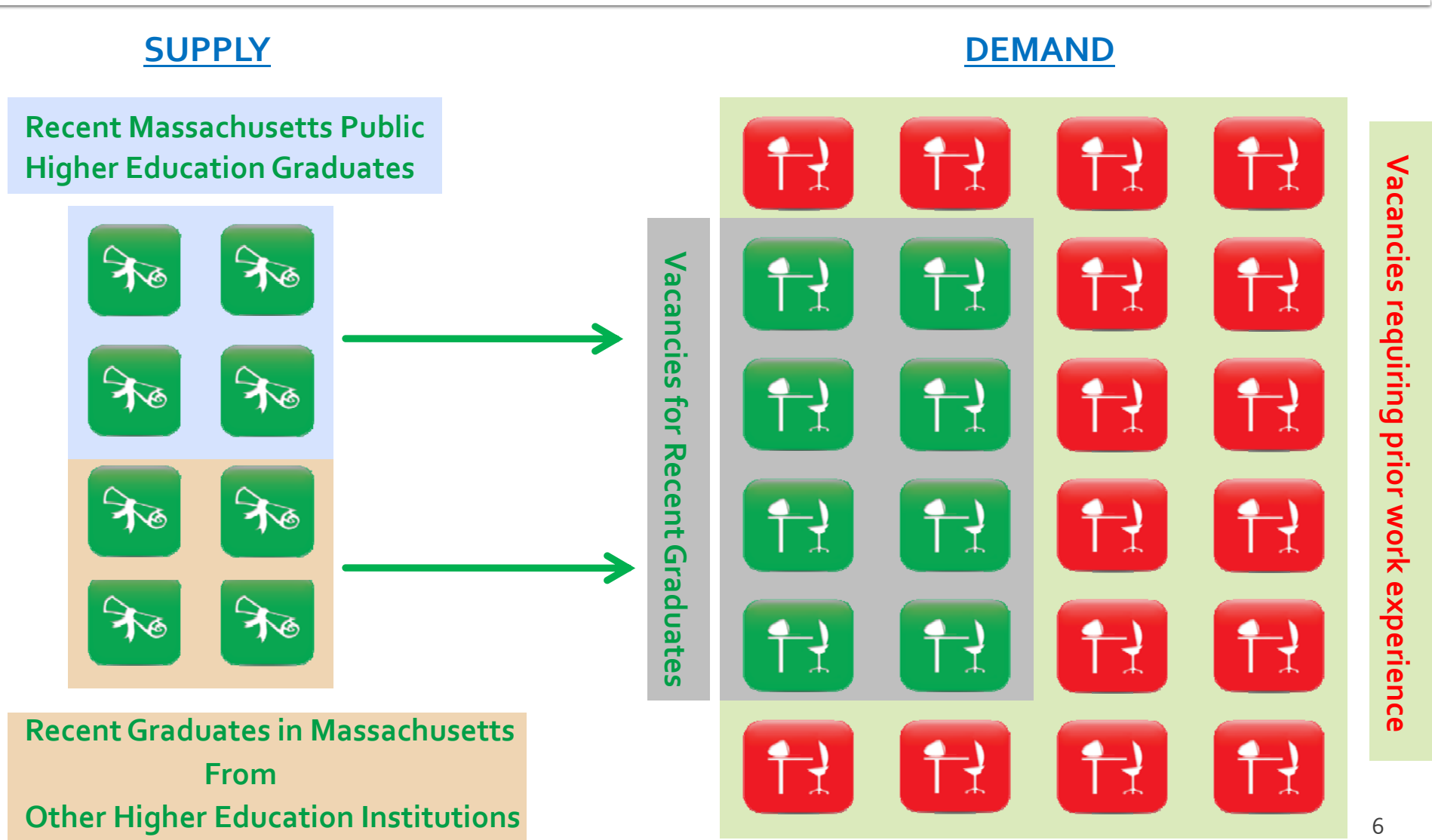
Preview of Workforce Alignment Metrics: Analytic Approach

Jonathan Keller, Associate Commissioner for
Research, Planning, and Information Systems

Assessing Workforce Alignment (Ideal Analysis)

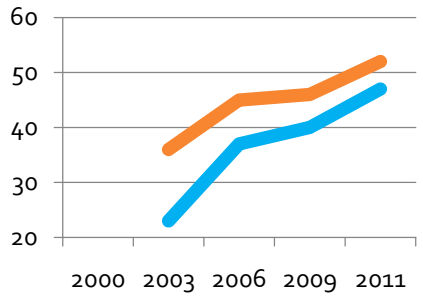


Assessing Workforce Alignment (Current Analyses)

Two Approaches to Assessing Alignment of Workforce Supply and Demand

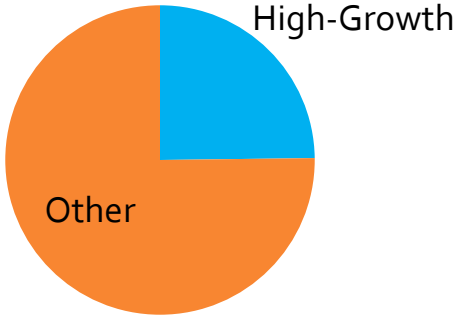
Alignment with Predicted High-Growth Occupational Fields

Enrollments
Grad Rates
Degrees



Projected High-Growth Fields

Share of Enrollments/Grad Rates/Degrees in High-Growth Fields



Alignment with Persistent Occupational Vacancies

RANK

	Enrollments	Degrees	Critical Vacancies*
1)			
2)			
3)			
4)			
5)			

* Based on vacancy counts

Assessing Workforce Alignment (Next Steps)

Tracking the Employment of Graduates from Massachusetts Public Higher Education*

Higher Education Segment

Graduation Year

Degree Field

Employment Status

Industry Field

Earnings

*Based on a merge of graduating student data with state employment data

National Comparisons of Degree Production Contrasted with Workforce Need

State Comparisons Based on Workforce Alignment

1) _____

2) _____

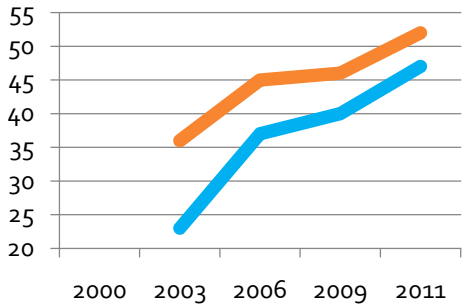
3) _____

4) _____

5) _____

Degree Production

Projected High- Growth Fields



Workforce Alignment: The Metrics

- **Degrees and certificates produced** in key occupational areas, *with national comparisons.*
- **Degrees and certificates conferred** in key occupational areas, *compared to forecasted growth in Massachusetts.*
- **Student persistence and degree completion** in key occupational areas, *with disaggregation by student population groups.*
- **Employment and/or continuing education of graduates** from Massachusetts public higher education.
- **STEM degrees and certificates produced** in key occupational areas, *with national comparisons.*
- **Retention and graduation rates in STEM majors.**
- **Number and percent of undergraduate and graduate students pursuing STEM fields.**

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Preview of Workforce Alignment Metrics: Summary of Findings

Summary of Findings

- Market Research and Analysis
  - A variety of measures are required to assess the degree to which our institutions are meeting the Commonwealth's workforce needs. **No single existing measure** can provide us with a clear and comprehensive picture.
  - **Additional labor market research** would be required to more precisely capture workforce supply and demand.
  - The following occupational fields have exhibited **both persistent vacancies and projected growth** within the Commonwealth*:
    - Health and Health Care Support
    - Computer and Mathematical
    - Business/Financial
    - Community /Social Services
    - Life, Physical, and Social Sciences
    - Education/Training and Library
    - Arts, Sports, and Media

*These broad occupational titles reflect the nationally utilized Standard Occupational Classification (SOC) codes

Summary of Findings

- Enrollment and Degrees Conferred
  - Over the last five years, enrollments in **most of the academic majors associated with high-growth occupational fields have increased** across our public higher education system. This is particularly true in Computer and Mathematics and in the Health care fields.
  - During this same period of time, **enrollment in STEM fields also increased across all three segments** of Massachusetts public higher education.
  - Over the last five years **Massachusetts public higher education has increased the production of undergraduate degrees and certificates in areas associated with high growth.**
  - The **exception to this increase in degree production has been in Computer and Mathematics.** This is likely attributable to the declining enrollment in computer fields in the mid-2000's.

Summary of Findings

- Enrollment and Degrees Conferred (continued)
  - **Undergraduate degree and certificate production in STEM fields has increased** over the last five years.
  - Between 2005 and 2009, **UMass had the second highest increase in share of degree and certificates in high-growth areas** (compared with all Leading Technology States).
  - **Black and Hispanics earn a similar share of degrees and certificates in high-growth fields** as they do of other degrees and certificates.
  - **Blacks and Hispanics earn a similar share of STEM field degrees and certificates** as they do of non-STEM field degrees and certificates.
  - **UMass had the highest increase in share of STEM/high-growth degrees conferred to African Americans.** The state universities and community colleges also had relatively high increases compared with peers in leading technology states.

Summary of Findings

- Retention within STEM and high-growth programs
  - Students who choose majors associated with **high-growth** fields have a tendency to graduate from **fields other than their initial major choice.** This is especially true for the field of computers and mathematics.
  - Students who choose majors associated with **STEM** also have a tendency to graduate from **fields other than their initial major choice.** This is true for all gender and racial/ethnic subgroups.
  - Students who enroll in **Computers/Mathematics** generally have **lower graduation rates** (even if graduating from any field), than students who enroll in any field taken as an aggregate.
  - For all fields, it is not uncommon for students to graduate in an area other than the one in which they initially majored. However, it may be particularly concerning with regard to fields that have high workforce need.

Summary of Findings

- Graduation Rate Gaps in STEM/High-Growth Fields
  - There are **substantial gender and racial/ethnic gaps in graduation rates** associated with **high-growth** occupational fields. In most fields, females graduate at higher rates than males and in all fields whites graduate at higher rates than Blacks and Hispanics.
  - In most cases, the above gaps are greatest for students who begin in a specific high-growth field **but graduate from another field.**
  - There are also noticeable **gaps associated with graduation rates in STEM fields** by race/ethnicity.
  - **STEM graduation gaps between males and females are less significant** than the gaps in other fields.
  - At the community colleges, **males enrolling in STEM fields are more likely to graduate** (both overall and within their initial field of study).

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Preview of Workforce Alignment Metrics:

Alignment with Critical Workforce Vacancies

Occupational Vacancies in Massachusetts

Critical Vacancies/Projections/Enrollments

Occupations with the Most Critical Vacancies in Massachusetts, 4th Quarter 2009

(Only including occupational fields for which most employment requires a degree)

Top Critical Vacancy Occupations	Projections Rank	UMass Enrollment Rank	State Univ. Enrollment Rank	Comm. Coll. Enrollment Rank
Health and Health Support	4	5	8	4
Management	11	4	4	2
Computer and Mathematical	1	8	10	6
Business/Financial	6	4	4	2
Community /Social Services	3	***	***	***
Life, Physical, and Social Sciences	2	2	6	9
Education,/Training and Library	5	17	3	8
Arts, Sports, and Media	8	6	2	7

***Difficult to construct distinct academic program classification

Occupational Vacancies in Massachusetts

Critical Vacancies/Projections/Degrees

Occupations with the Most Critical Vacancies in Massachusetts, 4th Quarter 2009

(Only including occupational fields for which most employment requires a degree)

Top Critical Vacancy Occupation s	Projections Rank	UMass Degree Rank	State Univ. Degree Rank	Comm. Coll. Degree Rank
Health and Health Support	4	3	7	1
Management	11	1	1	3
Computer and Mathematical	1	7	10	6
Business/Financial	6	1	1	3
Community /Social Services	3	***	***	***
Life, Physical, and Social Sciences	2	2	4	12
Education,/Training and Library	5	19	3	7
Arts, Sports, and Media	8	5	2	8

***Difficult to construct distinct academic program classification

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Preview of Workforce Alignment Metrics:

Alignment with High-Growth Occupations

High-Growth Fields in Massachusetts

Occupations Expected to Grow the Fastest by 2016 (Massachusetts Dept Workforce Development)

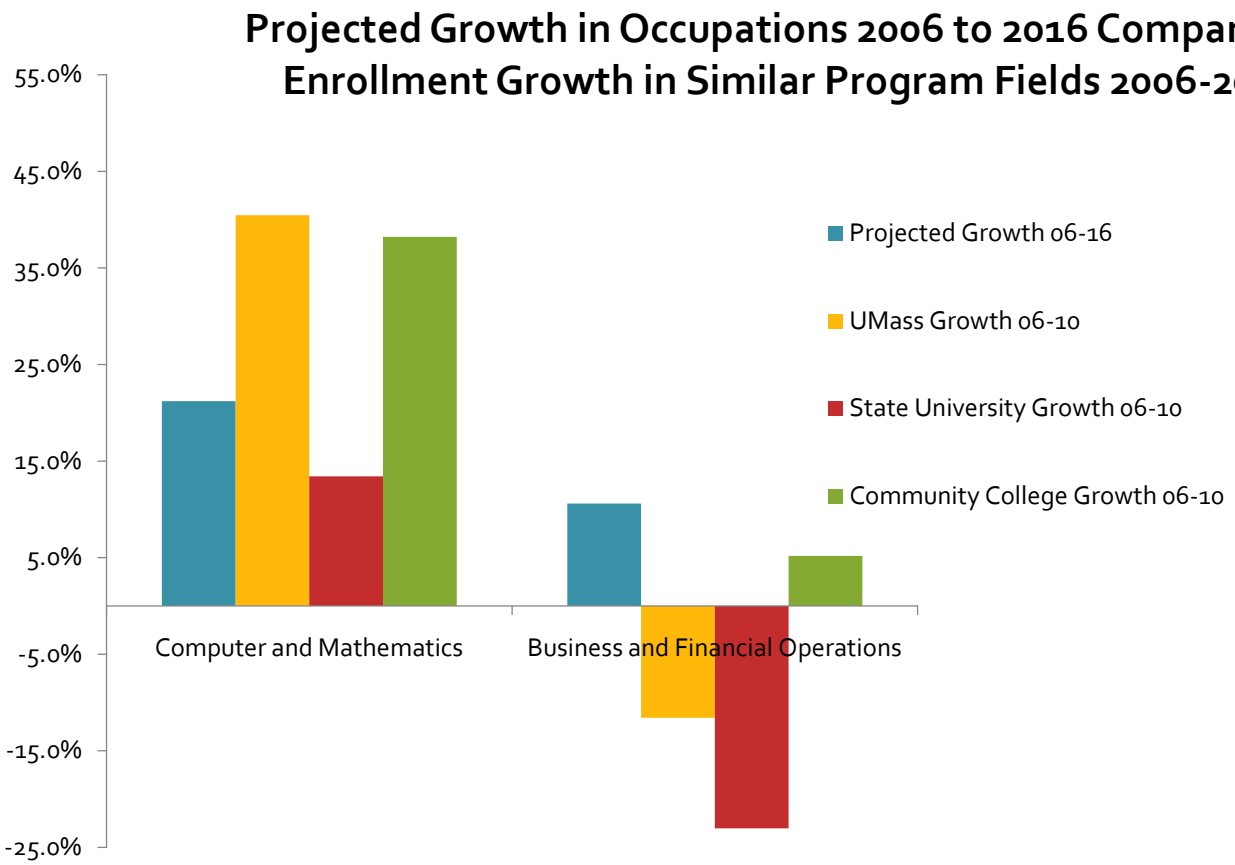
High Growth Occupations (SOC Title)	College Required	Projected Growth 2006 to 2016	Associated Academic Programs (CIP Title)
Computer and Mathematical (15)	Yes	21.2%	Computer (11) and Information Sciences, Mathematics (27)
Life, Physical, and Social Sciences (19)	Yes	17.6%	Biological (26), Physical (40), Science Technologies (41) and Social Sciences (45)
Community and Social Services *	Yes	17.6%	NA
Personal Care and Services *	No	17.0%	NA
Health Care and Health Care Support (31,29)	Yes	16.4%	Health Professions (51)
Education, Training, and Library Occupations (25)	Yes	11.0%	Education (13), Library Science (25)
Business and Financial Operations (13)	Yes	10.6%	Business (52)

* Not included in further analysis

High-Growth Fields in Massachusetts

Example of Enrollment Increases Compared with Projected High Growth Occupations

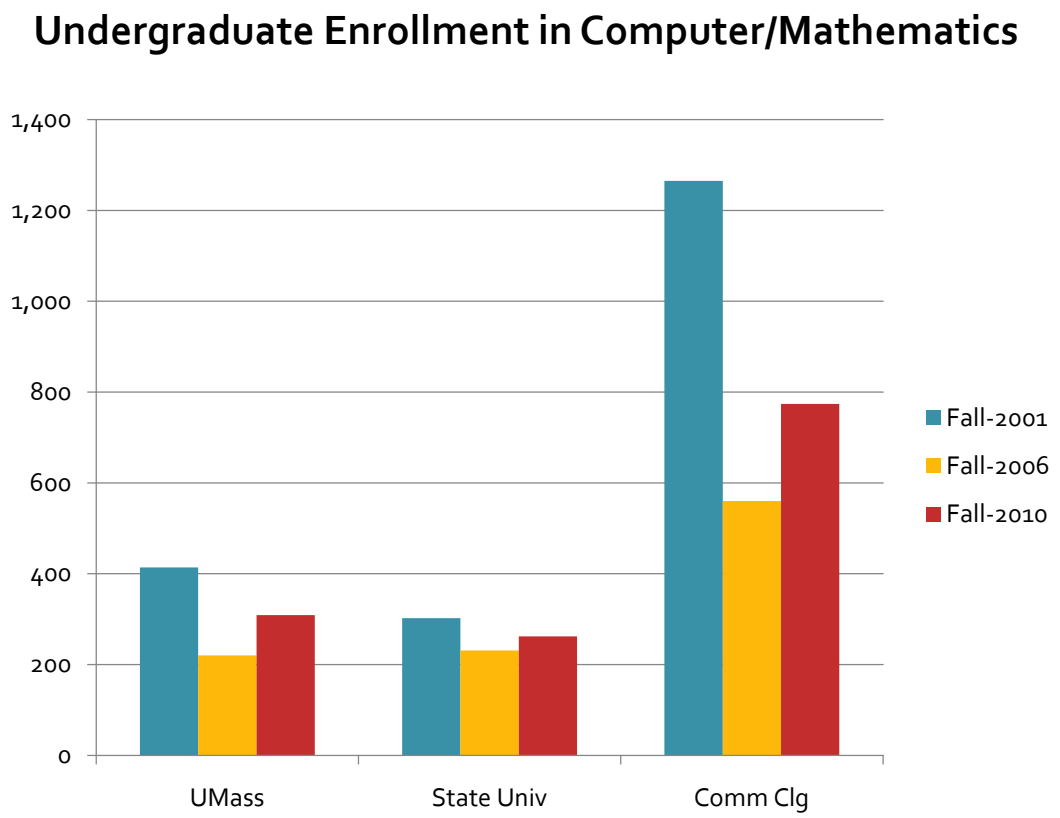
Why do Business/Finance enrollments show declining growth, while it is projected as a high-growth occupation?



High-Growth Fields in Massachusetts

Example of Enrollment Sensitivity to Perceptions of Employment Landscape

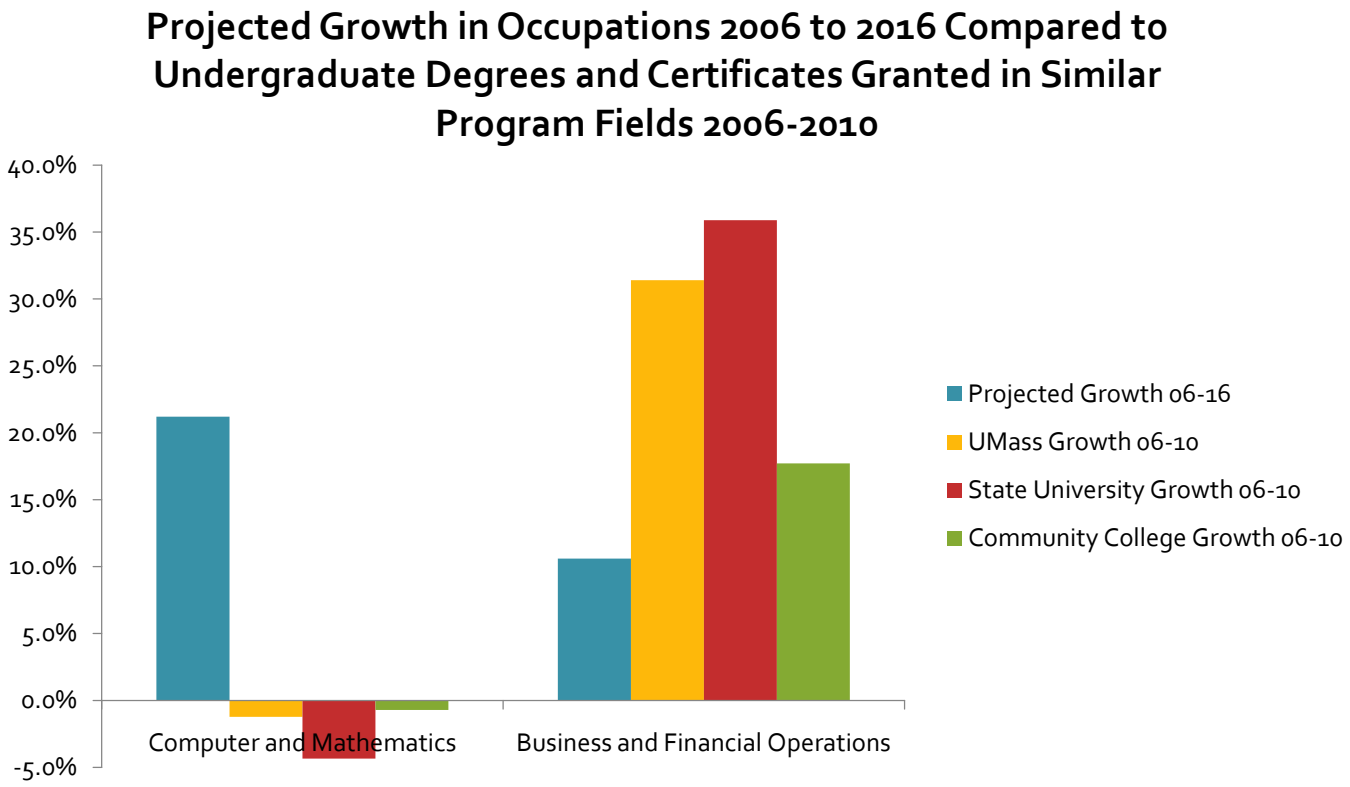
Choice of major reflects sensitivity to the students' perceptions of workforce needs.



High-Growth Fields in Massachusetts

Example of Degree Increases Compared with Projected High-Growth Occupations

Possible temporary impact of perceived "tech bust".

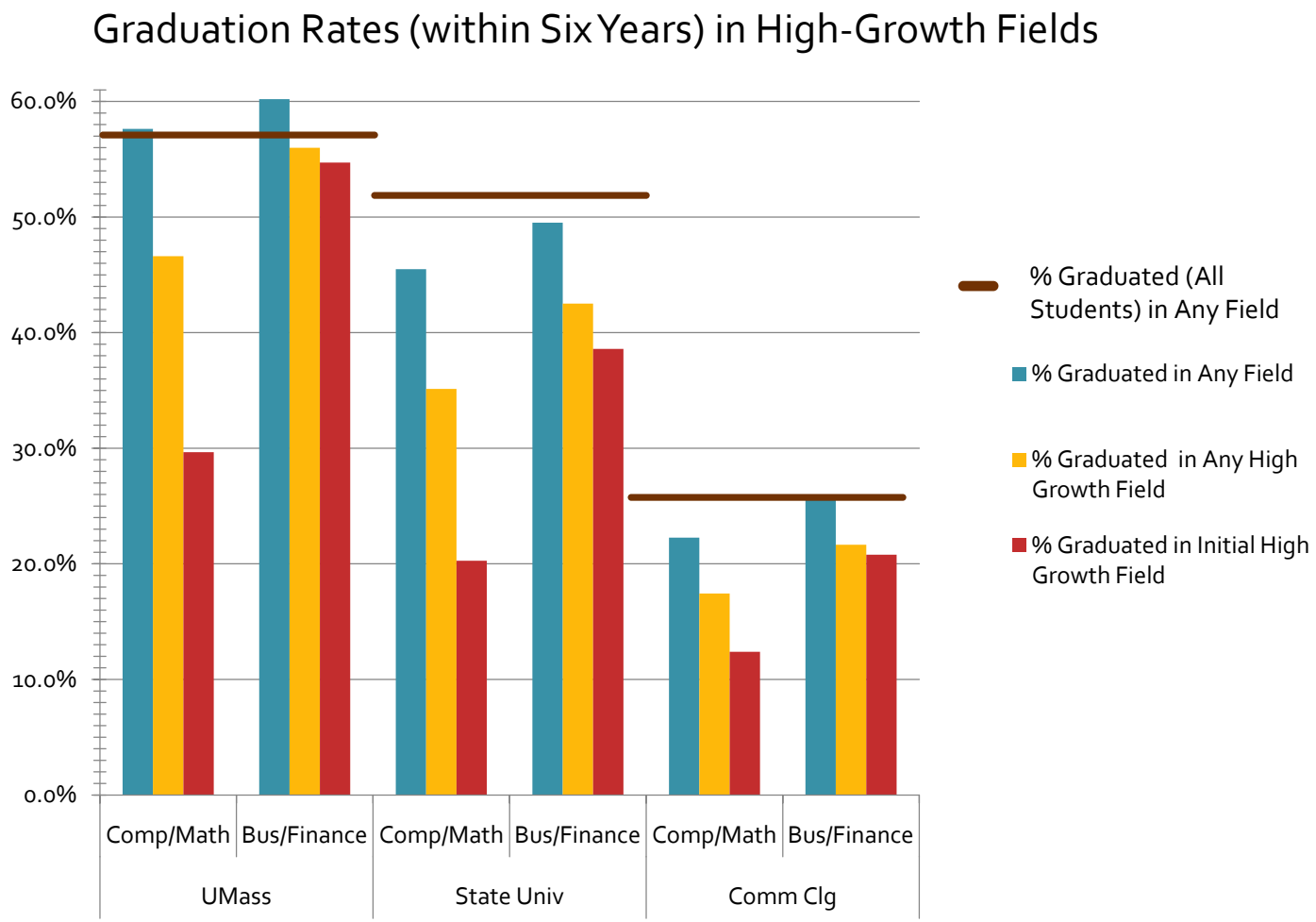


High-Growth Fields in Massachusetts

Example of Graduations in Projected High-Growth Occupations

Tendency of students to graduate from fields other than their initial chosen major.

Possibility that some of the lower high-growth graduation rates reflect differential transfer rates

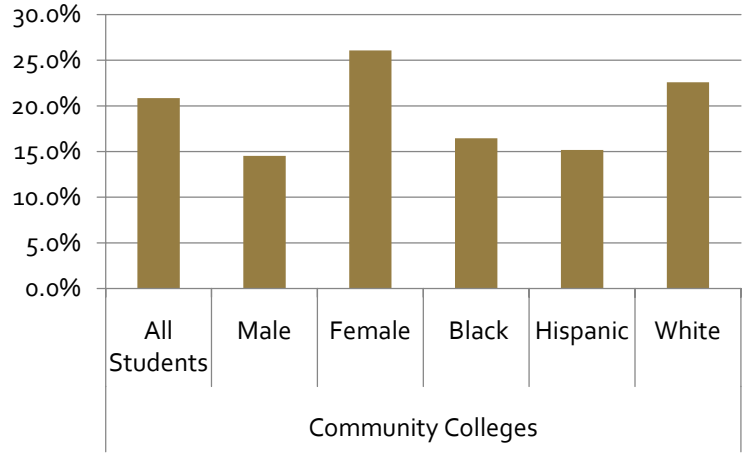


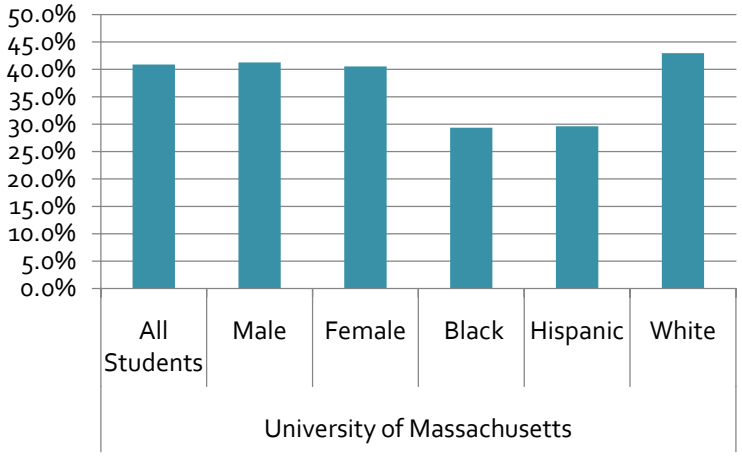
High-Growth Fields in Massachusetts

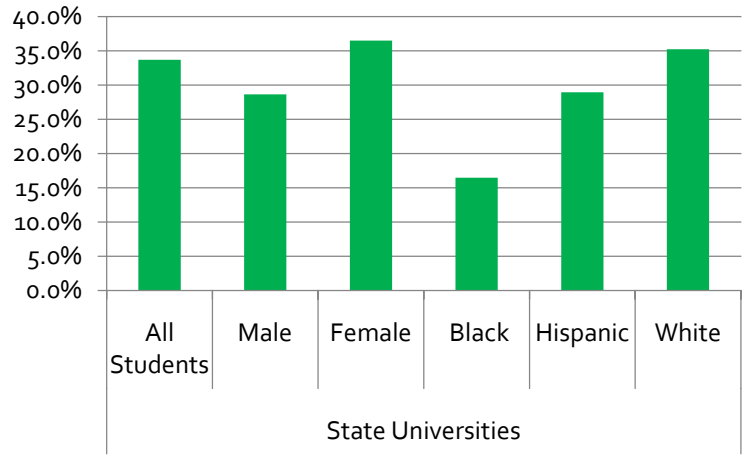
Combined Six Year Graduation Rates of Students Entering in Fall 2003 Graduating in the same field in which they started

Significant gaps in graduation rates gender/race/ethnicity.

UMass is unique in having a slightly higher male graduation rate in high-growth fields.







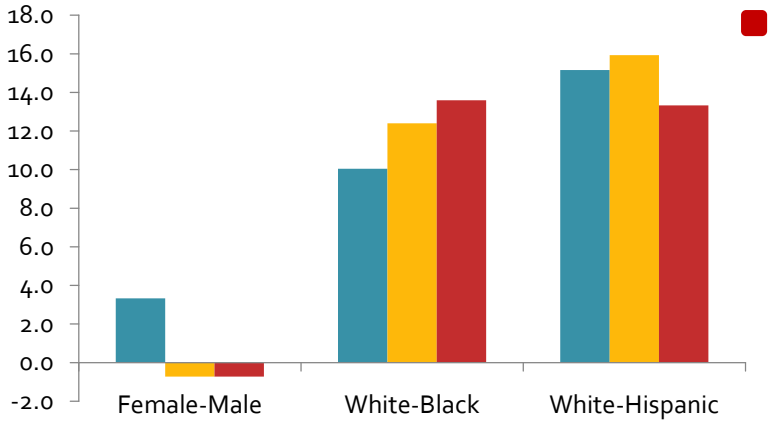
High-Growth Fields in Massachusetts

Six Year Graduation Rate Gaps of Students Entering High-Growth Occupational Fields in Fall 2003: Gender/Race-Athnicity

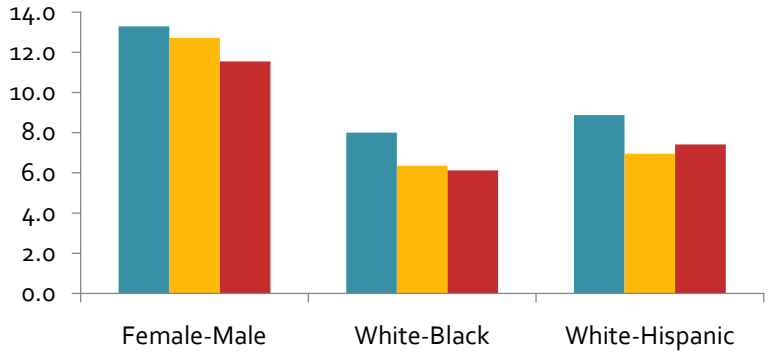
"Within major" graduation gaps are generally smaller than overall graduation gaps.

Exception for White/Black graduation rate gaps at the UMass and the State Universities.

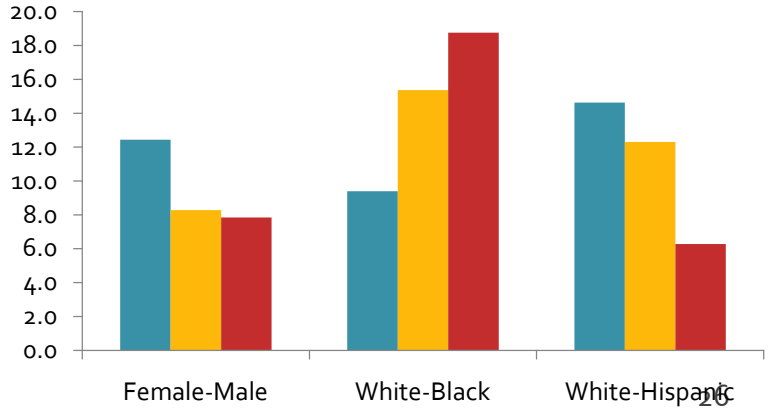
University of Massachusetts



Community Colleges



State Universities



High-Growth Fields in Massachusetts

Share of High-Growth Degrees by Race/Ethnicity, 2010 *

Black and Hispanics earn a similar share of degrees and certificates in high-growth fields as they do in all degrees and certificate fields.

	University of Massachusetts		State University		Community Colleges	
	% All	% High Growth	% All	% High Growth	% All	% High Growth
Black	6.7%	7.8%	4.7%	5.3%	9.2%	10.4%
Hispanic	5.1%	5.2%	4.0%	3.8%	8.9%	8.5%
White, Non-Hispanic	74.5%	70.2%	84.7%	83.7%	72.3%	69.7%

*** Percents do not sum to 100% due to the fact that not all racial/ethnic categories are shown.**

High-Growth Fields in Massachusetts

Share of High-Growth Field Enrollment by Race/Ethnicity, 2010 *

Black and Hispanic enrollment share of high growth fields is similar to their share of overall enrollment.

	University of Massachusetts		State University		Community Colleges	
	% All	% High Growth	% All	% High Growth	% All	% High Growth
Black	7.2%	6.7%	4.4%	5.2%	12.9%	14.8%
Hispanic	7.5%	6.9%	6.9%	7.1%	18.2%	18.9%
White, Non-Hispanic	72.2%	70.3%	84.3%	83.2%	61.5%	58.2%

*** Percents do not sum to 100% due to the fact that not all racial/ethnic categories are shown.**

STEM Occupations in Massachusetts

STEM-Related Occupations Expected to Grow the Fastest by 2016 * (Massachusetts Dept. Workforce Development)

Occupation (SOC Title)	College Required	Projected Growth 2006 to 2016	Associated Academic Programs (CIP Title)
Computer and Mathematical (15)	Yes	21.2%	Computer (11) and Information Sciences, Mathematics (27)
Life (19-1) and Physical Science (19-2), Life and Physical Science Technicians (19-4)	Yes	20.6%	Biological (26), Physical (40), and Science Technologies (41)
Engineering Occupations	Yes	6%	Engineering (14), Engineering Technologies(15)
Total **		**16%**	

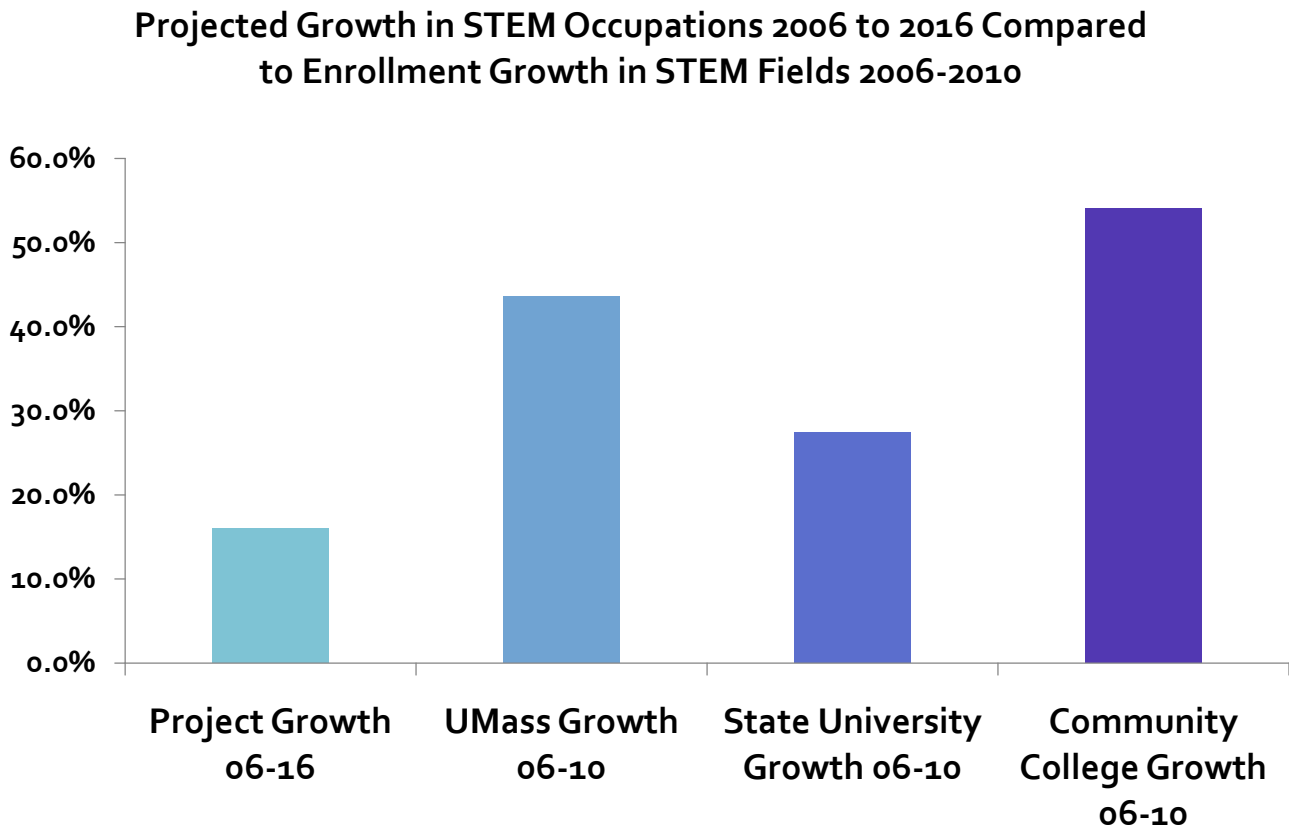
*Derived from the occupational growth projections (including only those areas that included STEM)

** In further analyses, STEM is assessed as an aggregate occupational and academic area.

STEM Fields in Massachusetts

Growth in STEM Enrollments and Projected Growth in STEM Occupations

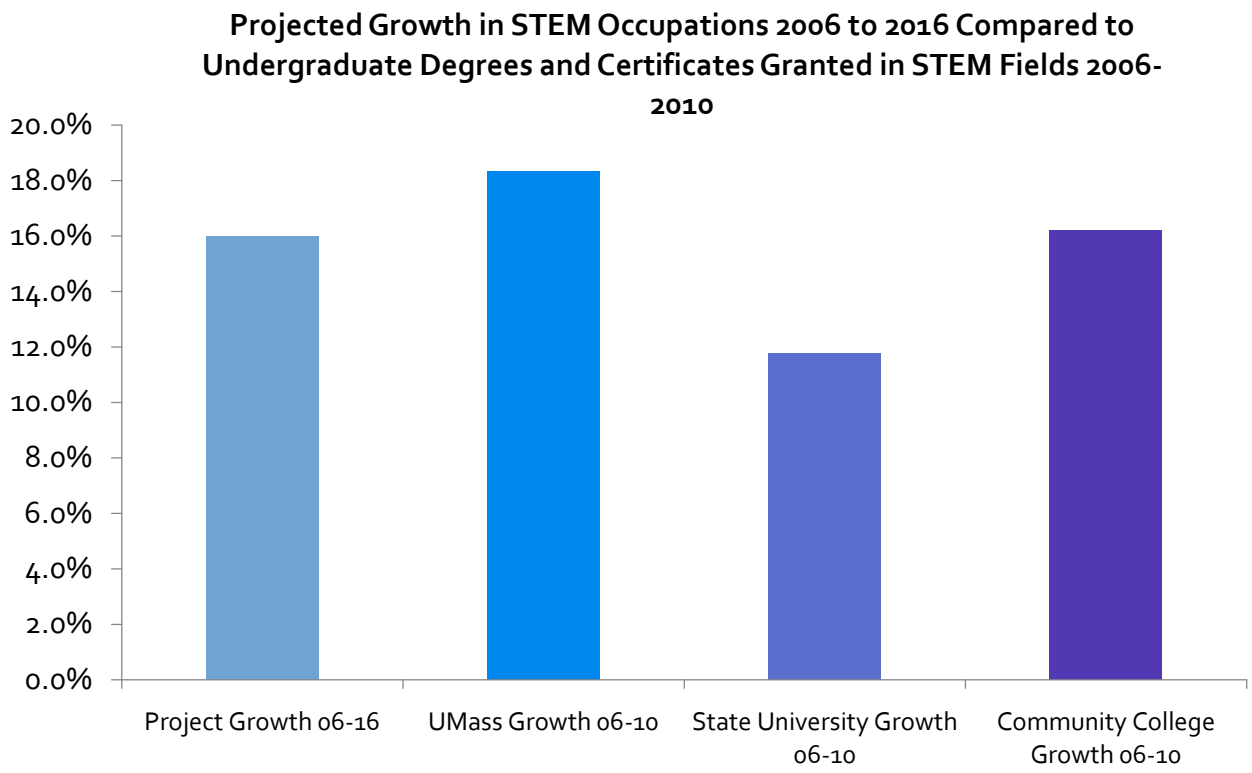
Increases in projected growth of STEM occupations aligned with increases in STEM enrollment.



STEM Fields in Massachusetts

Growth in STEM Degrees and Projected Growth in STEM Occupations

Undergraduate Degree and Certificate production in STEM fields have also increased over the last five years

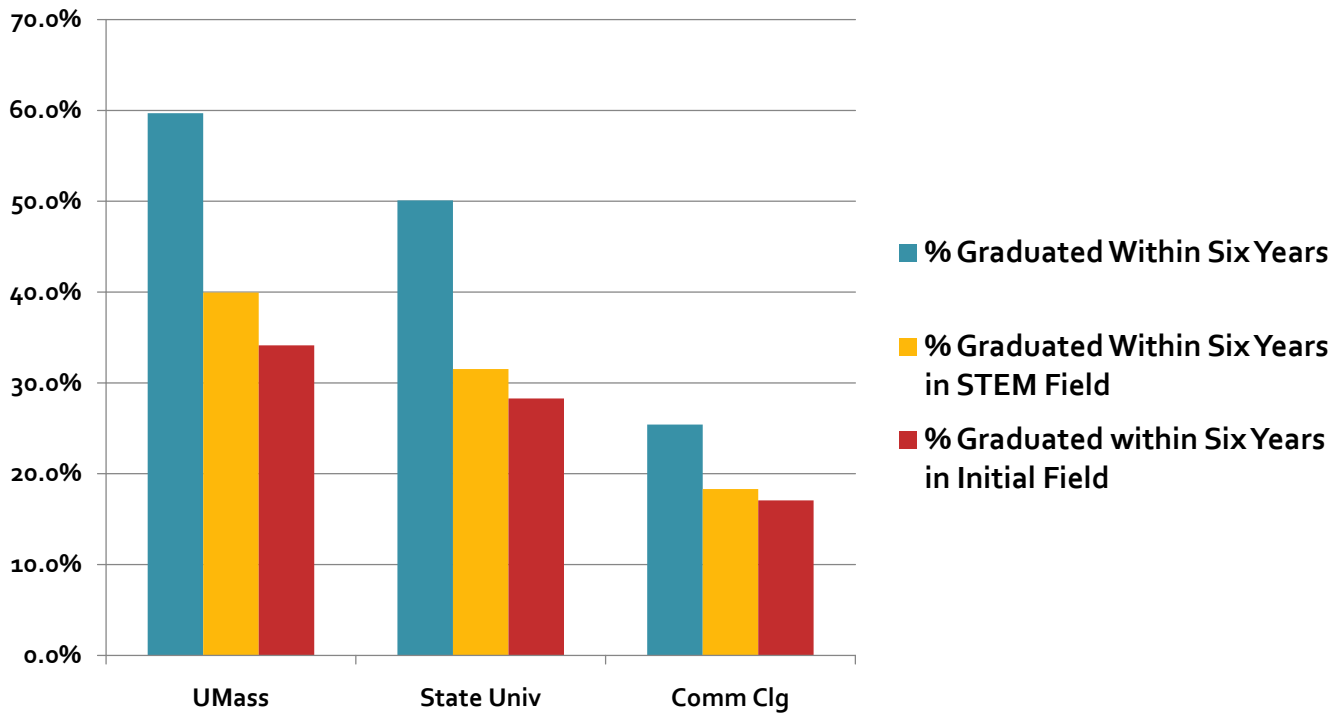


STEM Fields in Massachusetts

Six-Year Graduation Rates of Students Entering STEM Fields in Fall 2003

Many STEM majors graduate from a field other than initial field.

Overall, the majority of STEM majors who graduate, do so in their initial field.

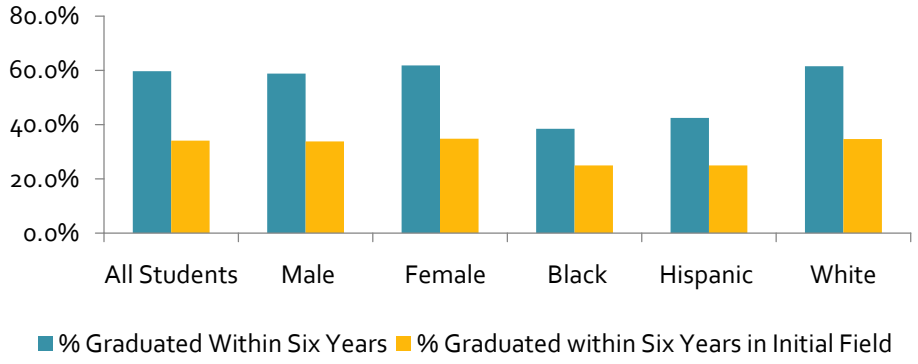


STEM Fields in Massachusetts

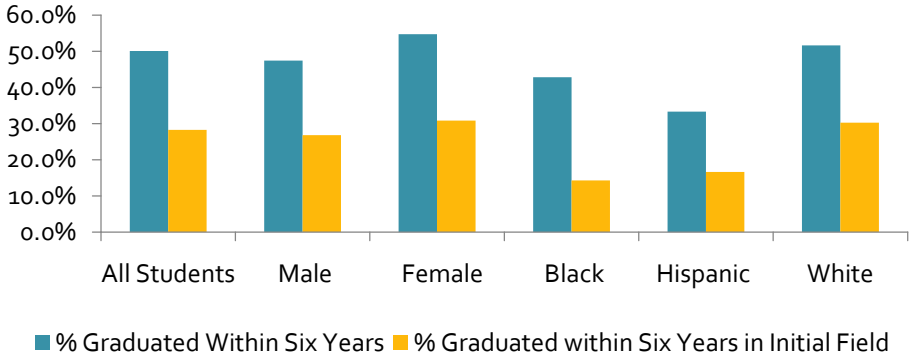
Six-Year Graduation Rates of Students Entering STEM Fields in Fall 2003

The differentials between "graduated in any" and graduated in initial" hold true for all gender and racial/ethnic subgroups.

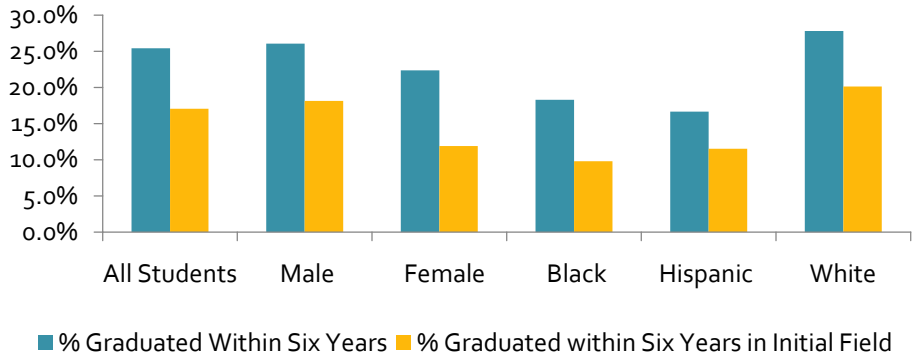
University of Massachusetts



State Universities



Community Colleges



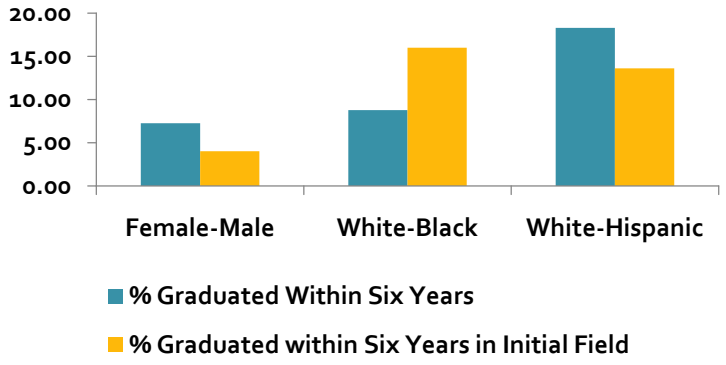
STEM Fields in Massachusetts

Six-Year Graduation Rate Gaps of Students Entering STEM Fields in Fall 2003

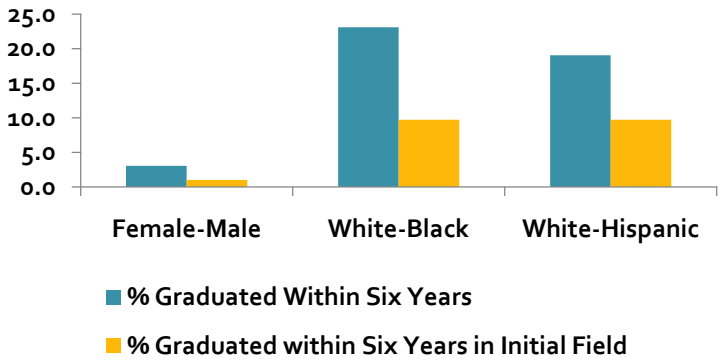
There are noticeable gaps in STEM graduation rates.

Gaps between males and females are smaller than in other fields. At the community colleges, males enrolling in STEM are more likely to graduate.

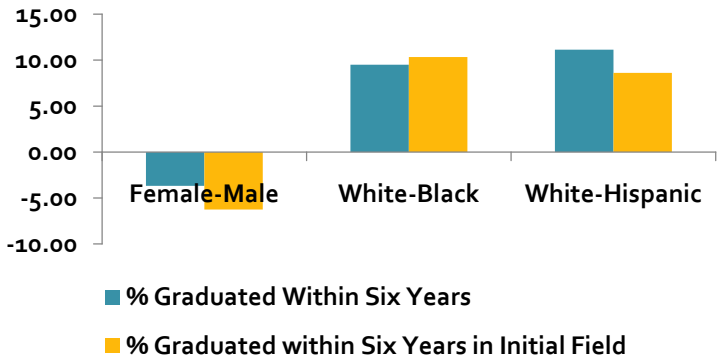
State University



University of Massachusetts



Community Colleges



STEM Fields in Massachusetts

Share of STEM Degrees by Race/Ethnicity, 2010 *

Black and Hispanics earn a similar share of degrees and certificates in high-growth fields as they do in all degrees and certificate fields.

	University of Massachusetts		State University		Community Colleges	
	% All	% STEM	% All	% STEM	% All	% STEM
Black	6.7%	5.8%	4.7%	4.0%	9.2%	8.2%
Hispanic	5.1%	4.5%	4.0%	4.2%	8.9%	7.7%
White, Non-Hispanic	74.5%	71.1%	84.7%	83.9%	72.3%	69.6%

* Percents do not sum to 100% due to the fact that not all racial/ethnic categories are shown.

STEM Fields in Massachusetts

Share of STEM Enrollment by Race/Ethnicity, 2010 *

Black and Hispanic enrollment share of STEM fields is similar to their share of overall enrollment.

	University of Massachusetts		State University		Community Colleges	
	% All	% STEM	% All	% STEM	% All	% STEM
Black	7.2%	5.4%	4.4%	7.5%	12.9%	14.8%
Hispanic	7.5%	7.4%	6.9%	10.3%	18.2%	17.1%
White, Non-Hispanic	72.2%	73.0%	84.3%	75.7%	61.5%	59.0%

* Percents do not sum to 100% due to the fact that not all racial/ethnic categories are shown.

State Comparisons: Key Occupations

Share of Undergraduate Degrees and Certificates Awarded in High-Growth Fields

University of Massachusetts

Rank	State	2005 Share	2009 Share	2005-2009 Change
1	SC	54.3%	57.4%	3.1
2	MA	50.5%	52.0%	1.5
3	CA	46.8%	47.9%	1.1
4	NY	56.6%	57.3%	0.7
5	OH	53.0%	53.5%	0.5
6	FL	54.0%	54.5%	0.5
7	IN	51.2%	51.5%	0.3
8	VA	48.3%	48.4%	0.1
9	NC	52.4%	52.4%	0.0
10	ID	51.5%	51.2%	-0.3
11	MI	52.8%	52.5%	-0.3
12	KS	49.6%	49.3%	-0.3
13	TN	44.1%	43.8%	-0.3
14	OR	44.5%	44.0%	-0.5

Note: Only includes states with at least one research extensive, one research intensive, and one master one institution (public only for all classifications)

State Universities

Rank	State	2005 Share	2009 Share	2005-2009 Change
1	NH	52.2%	57.4%	5.2
2	ME	54.5%	59.1%	4.6
3	FL	48.5%	52.5%	4.1
4	SC	57.9%	61.1%	3.3
5	MT	53.4%	56.7%	3.2
6	CA	45.9%	47.0%	1.1
7	VA	48.1%	49.1%	1.0
8	IL	48.6%	49.2%	0.6
9	WA	53.5%	54.1%	0.6
10	MO	55.9%	56.4%	0.5
NY, CT, MD, PA				
23	WV	62.3%	61.1%	-1.3
24	MA	47.1%	45.8%	-1.3
25	MN	60.4%	59.0%	-1.3

Note: Includes states with at least one public master institution.

Community Colleges

Rank	State	2005 Share	2009 Share	2005-2009 Change
1	VT	32.3%	41.5%	9.2
2	OK	52.9%	59.9%	6.9
3	WA	40.1%	45.3%	5.1
4	RI	53.5%	58.1%	4.6
5	CA	27.4%	31.3%	3.9
6	KS	46.5%	49.8%	3.3
7	NV	40.6%	43.9%	3.2
8	IN	61.7%	64.8%	3.1
9	DE	64.7%	67.4%	2.7
10	NM	43.2%	45.3%	2.2
PA, MN, IL, NY				
29	NE	43.1%	42.7%	-0.4
30	MA	52.6%	52.2%	-0.4
31	OR	34.3%	33.3%	-1.0

Note: Includes states with at least one public associate institution.

10 Leading Technology States

State Comparisons: STEM Fields

Share of Undergraduate Degrees and Certificates Awarded in STEM Fields

University of Massachusetts

Rank	State	2005 Share	2009 Share	2005-2009 Change
1	AZ	15.2%	16.2%	1.0
2	FL	14.0%	14.8%	0.8
3	OR	19.4%	20.2%	0.8
4	CO	19.2%	19.9%	0.7
5	MO	17.7%	18.3%	0.6
6	MI	19.8%	20.4%	0.6
7	AL	16.4%	16.7%	0.3
8	PA	17.0%	17.2%	0.2
9	TN	14.1%	14.3%	0.1
10	VA	19.7%	19.5%	-0.1
CA, NY				
16	NJ	19.3%	18.7%	-0.6
17	MA	19.4%	18.8%	-0.6
18	TX	17.7%	16.8%	-0.8

Note: Only includes states with at least one research extensive, one research intensive, and one master one institution (public only for all classifications)

State Universities

Rank	State	2005 Share	2009 Share	2005-2009 Change
1	SD	15.9%	18.8%	3.0
2	SC	13.7%	15.9%	2.2
3	MS	11.3%	13.3%	2.0
4	WV	9.5%	11.4%	1.9
5	IA	10.6%	12.4%	1.8
6	NE	11.1%	12.7%	1.7
7	AK	14.1%	15.5%	1.3
8	NH	6.7%	7.6%	0.9
9	OR	10.4%	11.2%	0.8
10	WA	11.8%	12.6%	0.7
NJ, CA, IL, MN, PA, VA, CT, NY				
40	RI	5.0%	3.1%	-1.9
41	MA	11.3%	9.3%	-2.0
42	KS	11.7%	9.7%	-2.1

Note: Includes states with at least one public master institution.

Community Colleges

Rank	State	2005 Share	2009 Share	2005-2009 Change
1	AZ	6.1%	10.9%	4.8
2	WV	3.9%	8.3%	4.4
3	NV	8.1%	11.1%	3.0
4	ND	15.9%	17.9%	1.9
5	NM	8.5%	9.5%	1.0
6	CA	6.6%	7.6%	1.0
7	CT	8.8%	9.7%	0.8
8	AL	17.7%	18.5%	0.8
9	KY	7.3%	7.9%	0.6
10	CO	4.7%	5.2%	0.6
19	VA	10.6%	9.7%	-0.9
20	MA	11.4%	10.3%	-1.1
21	IL	14.4%	13.1%	-1.2

Note: Includes states with at least one public associate institution.

10 Leading Technology States

Overview of Workforce Alignment Initiatives

David Cedrone, Associate Commissioner for
Economic and Workforce Development

Workforce Pipeline

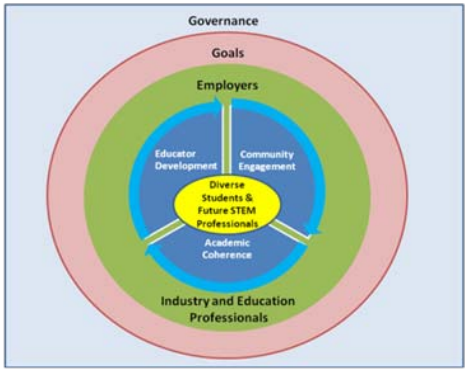
- Promotion of STEM Education
  - Priming the future workforce pipeline
    - PreK-12
    - Higher Education
- Statewide Workforce Planning
  - Industry specific workforce plans – all students/workers
    - Healthcare
    - Life Sciences
    - Information Technology
  - Community College Collaboration and Alignment
    - Adult students – incumbent and displaced workers, immigrants
    - Traditional students – industry certificates, degrees, 2-4 year transfer

Working Groups

- STEM Education
  - Governor's STEM Advisory Council
  - Robert H. Goddard Council
- Statewide Workforce Planning
  - Industry specific
    - Growth sectors - Executive Office of Education; Labor and Workforce Development; Housing and Economic Development
    - Nursing and Allied Health - Statewide Advisory Council
    - Boston Region Higher Education/Hospital Partnership
  - Community College Collaboration and Alignment
    - Community College Business and Industry Directors
    - Community College Chief Academic Officers
    - DOL Grant – Advisory Group

Working Group Charge

- STEM Education
  - Goals
    - Goal 1: Increase student interest in STEM
    - Goal 2: Increase STEM achievement among PreK-12 students
    - Goal 3: Increase the percentage of students who demonstrate readiness for college-level study in STEM fields
    - Goal 4: Increase the number of students who graduate from a post-secondary institution with a degree in a STEM field
    - Goal 5: Increase the number/percentage of STEM classes led by effective educators
  - Systemic Transformation >>>>>>>>>>>>>>>
    - Theory of Action
    - @Scale Initiatives
    - Alignment – Regional Networks & State Agencies



Working Group Charge

- Statewide Workforce Planning
  - **Growth Industries - Workforce Development Plan**

    Create a streamlined education and workforce development system that prepares a diverse population of potential employees for successful entrance or redeployment into the labor market, and which cultivates the core skills that are prerequisites for a broad range of occupations.
    - A plan for **community colleges** that addresses the policy and systems barriers that impede the implementation of an aligned, coherent education and workforce development system
      - Biotechnology endorsements and portability
    - Sector workforce development plans for Healthcare, Life Sciences, Information Technology and Advanced Manufacturing
      - DOL Planning Grant $150K for Healthcare (EOLWFD)

Working Group Charge

- Statewide Workforce Planning (cont.)
  - **Nursing and Allied Health, Statewide Advisory Council**
    - Structural shortage of nurses and nursing faculty
    - Increased demand for allied health professionals
    - Nurse of the Future (IOM)
      - Curriculum and learning models – align to industry competencies and practices
      - Increased education guidelines – improve patient outcomes and reduce total healthcare costs
    - Data-driven decisions
  - **Boston Region Higher Education/Hospital Partnership**
    - Industry/education partnerships for allied health workforce development
      - Industry competencies
      - Core curriculum across community colleges

Working Group Charge

- Community College Collaboration and Alignment
  - **Fifteen campus consortium – US DOL Grant**
    - Trade Adjustment Assistance Community College and Career Training
      - Increase attainment of degrees, certificates and other industry recognized credentials
      - Better prepare target population for high-skill, high wage jobs
      - Accelerate progress for low skilled workers
      - Improve retention and achievements rates, reduce time-to-completion
      - Bridge non-credit to credit certificate and degree programs
      - Build programs that meet industry need, provide career pathways
      - Strengthen online and technology enables learning

Upcoming Opportunities for Campus and DHE Collaboration

- STEM
  - Project Engage, Massachusetts Academy of Sciences – June 7
    - Recruitment, Retention, Graduation of STEM Students
    - Enhancing K-12 teacher preparation for STEM
    - Connecting K-12 teachers and students to STEM research
- Statewide Workforce Planning
  - Industry specific
    - Industry/Education Leadership Councils – STEM, Healthcare
    - Data collection and analysis
  - Community College Collaboration and Alignment
    - Systemic institutional improvement proposals

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Deliverables 2010-11

- STEM Education
  - Statewide Plan Released ✓
  - Governance Model Implemented ✓
  - @Scale criteria V1.0, initial project recommendations, Q42011
  - Higher Ed. leadership strategy – Project Engage, Q4 2011
- Statewide Workforce planning
  - Actionable recommendations - Community Colleges:
    - Developmental education – new models and expanded capacity
    - Acceleration to outcomes – portable credits and vertical articulation
      - Complete College America grant proposal (statewide transfer system)
    - Student supports – rationalize across workforce, Higher Education and ABE
    - Alignment with industry workforce needs

Deliverables 2010-11

- Statewide Workforce planning (cont.)
  - Nursing and Allied Health
    - NOF Core Competencies ✓
    - Allied Health Core competencies ✓ and core curriculum – spring
    - $250K grants to accelerate curriculum & partnership models – Q4 '11
  - Community College Collaboration and Alignment
    - Submit proposal for DOL grant program $20 million 4 year – April 21

Discussion

Questions and Comments