WORKFORCE DEVELOPMENT COMMITTEE MEETING

(Committee Members: Mike Foster, Chair, Lynn Morrison-Hamilton, Lila Taylor, and John Mercer)

Library Conference Room
Thursday, March 2, 2006
3:30 – 5:30 p.m.

Note: The Board of Regents may take action on any item on the committee agendas.
(Public Comment is welcome during all meetings)

Final Committee Minutes from the November, 2005 meeting are attached (pg. 247)

a. Review recommendations for expanding WWAMI, expanding physician residency program(s), and improving physician location incentives. (Document will be provided to the Committee next week)

b. Healthcare panel discussion: how can the university system most effectively train the healthcare workers needed in Montana in the next decade? (pg. 250)

c. Discuss progress of the effort to develop speech pathology programs at UM–Missoula and MSU-Billings.

d. Discuss proposal for a public sector workforce needs survey. (pg. 252)

e. Discuss workforce development initiatives of other states. (pg. 262)

f. Public Comment
Opening Remarks:
Regent Foster provided comment on the career fairs as an excellent way to showcase all programs at an institution, but should be careful to not target one or two programs at the detriment of others. He also requested campuses investigate and submit an application for the $150 million that Congress has targeted to address nursing shortages. The “Your Guide” brochure was highlighted as a good example of marketing opportunities at our two-year institutions in the state. He noted that healthcare workers and teachers are a priority for workforce training.

Dean Paul Williamson provided a handout on the plan for UM Missoula COT use of the HB2 funds ($200,000) given to two-year colleges for program development. Regent Foster requested that OCHE provide to the committee the plan for the other colleges as they become available.

Two-Year Education Council Charter
Arlene Parisot reviewed the Charter reflecting changes that address the issues brought forward during the September Regents’ meeting. These changes expanded membership of the committee, defined participation of business and industry on ad hoc committees and identified voting members.

The charter was approved unanimously. Regent Hamilton and Regent French added two amendments to the charter. These amendments added language as follows:

**Role and Responsibility**
- Advise and assist the Board of Regents and its committees on issues, opportunities, or challenges related to two-year education from a statewide, systemic focus.
  **Amended to read:**
  - Collaborate with all educational levels, K12 through higher education, to assure smooth transition of students.
- Provide a comprehensive annual report to the Board of Regents on the status of two-year education and workforce development in Montana.

**Membership**
  **Amended to read:**
- One designee representing students will be a voting member

**Information Item:** Establish committee priorities for workforce development based on BBER (Dr. Polzin) research

Regent Foster requests that Dave Gibson and Arlene Parisot research other states that have models for delivery of workforce training in two-year institutions across the state and to bring four or five items for the Regents to consider during the March meeting. He
also made reference to Pennsylvania and its efforts to encourage high school students to consider and prepare for healthcare occupations.

Regent Hamilton questions how we define workforce need and does it mean local, regional or statewide. We can’t have a program in demand in every institution in the state. System approach needs to be considered. Two-year council is important for this, but also needs to be an issue for the board and this committee to consider.

Roger Barber indicated that program wish lists would address this issue. Underlying factor is that we can’t afford to have programs at every site.

Jane Karas pointed out that the mission of community colleges and colleges of technology is to meet local area needs, but recognizes that more collaboration and coordination required for delivery of programs across the state.

Dave Gibson will have a conversation with BBER before January meeting to design a simplified study on public sector needs.

Review options and establish priorities for physician training and rural location incentives/education.

Linda Hyman’s presentation gave an update on the medical school issue held over from the September meeting. It targeted clinical expansion, Montana Rural Physician Incentive Program (MRPIP), and expansion of residency. The RFP for establishing a 3rd year of medical school in five Montana communities was approved by University of Washington. This will not result in additional cost to the system.

The program MRPIP – supported by WAMI and WICHE - has a retention rate of 77% in Montana. It is difficult to provide the incentives other states have such as scholarships and loan repayment – Montana does not have any state sponsored programs.

Recommendations for the Board to consider are: 1) prepare a position paper for Board and legislative action in 2007, and 2) convene a working group to complete the task.

Regent Hamilton moved the board adopt recommendations and the board unanimously approved.

**Information Item: Establishing speech pathologist undergraduate and advanced degree programs.**

Presentation was given by President of the SPL/A Association on data showing the needs in Montana as well as nationally. It also identified masters level programs in other states. Montana SPL/A’s primarily work in public schools. Montana is 48th for salaries. Establishing a Pre-Audiology program was recommended.

UM Provost Lois Muir reported on the potential of reestablishing BA/MA programs at UM Missoula in SLP/A as the campus has existing facilities from previous program. Provost Muir suggested that a graduate level program would be started first and then
move to the undergraduate level. A major concern is the low salary paid for an SPL/A in Montana. Question: What is the level of education for SPL/A aides. There are three levels: High School diploma, some college, and bachelor degree.

The first step should be to put a full proposal before the board.

Regent Foster: the committee and board will need more information before making a recommendation. Provost Muir could put forth a proposal for the January meeting.

Public comments: John Cech – Audry Conner Roseberg- faculty member in MSU Billings COT nursing program elected as new president of MSU Billings Academic Senate. This is the first time this position has been held by a College of Technology faculty member.

Emily Lipp-Sirrota, Governor’s Office of Economic Opportunity will help Arlene and Dave on recommending models to the Board that identify workforce needs in the state.
The following is a DRAFT proposal, which outlines programs and alternatives which should be considered in developing a comprehensive and systematic approach to healthcare worker training in Montana. Cost estimates are approximations only.

Goal: Develop a comprehensive plan, including associated costs, to close the healthcare worker gap in ten years with the most cost-effective combination of programs.

1. Establish a healthcare data team to evaluate, over time, the state’s healthcare worker shortages (both existing and anticipated).
   This team should consist of, as a minimum, representatives of the following agencies or organizations:
   - Montana Department of Labor and Industry Research and Analysis Bureau
   - Montana Department of Labor and Industry Licensing Business and Occupational Licensing Bureau.
   - Office of Commissioner of Higher Education
   - MHA
   - DPHHS
   - Others? (agencies or organizations that track data related to healthcare worker shortages).

2. Establish an advisory group to evaluate proposals and make recommendations on the most cost-effective options to train, recruit, and retain healthcare workers.
   This group should consist of 10-15 individuals and have approximately 50% of its members from non-government organizations. The group should also contain representatives of the Montana University System, including the state’s community colleges and tribal colleges.

3. Work with the advisory group to evaluate options to reduce shortages of non-physician healthcare workers:
   - Improve efficiency of current programs, including transferability and use of common curriculum across institutions, to lower attrition rates and speed graduation rates.
   - Expand capacity in existing programs.
   - Create funding pool to attract and retain targeted faculty in high-demand healthcare fields.
   - Create new programs at strategically targeted institutions.
   - Expand partnership with tribal colleges to offer more allied health training programs.
   - Expand distance learning, either in-state or in cooperation with other states’ programs (e.g. expand participation in WICHE’s WRGP nursing Ph.D. program or offer on-line advanced degree programs similar to Arizona and Colorado).
   - Expand partnerships with rural hospitals (or other options) to increase the number and size of clinical training sites.
   - Create a fast-track for BA degree holders wanting to become nurses.
   - Create programs to encourage/facilitate professionals not in the workforce to re-enter the workforce through re-certifications or incentives.
   - Increase career pathways and dual-enrollment programs to increase supply of students wanting to enter healthcare professions.
   - Expand programs to offer and encourage advanced degrees in nursing to build stronger base of potential instructors.

   Cost: The advisory group should estimate the total costs, over the next 10 years, to reach our goal of eliminating worker shortages. The group should also make recommendations for priority funding requests in the next biennium.

4. Develop stronger support from industry (primarily hospitals and clinics) to provide additional matching funds for expanding the number of trained healthcare workers in the state in a systematic way.
   Cost: none to general fund or MUS
5. Actively solicit federal and/or non-profit grants and funds, as a state or university system, to help eliminate the healthcare shortage in Montana.
Cost: none to general fund or MUS

6. Designate campuses as “centers of excellence” to be the lead institution for specific types of healthcare education.
Cost: $1 million to establish first three centers of excellence in next biennium.

7. Consider developing an incentive program (loan forgiveness, perhaps from industry partners) for allied health professionals in addition to physicians who locate in rural areas.
Cost: $250,000 for pilot program in first biennium.

8. Expand physician education to increase the number of physicians in Montana, with particular emphasis on increasing the number of primary care physicians practicing in rural areas.
   o Increase WWAMI slots for entering class from 20/year to 40/year (total in 4-year program increases from 80 to 160 after four years).
     Cost: $1.9 million next biennium, $3.4 million subsequently
   o Implement selection criteria for WWAMI to increase percentage of physicians returning to Montana rural areas in primary care specialties.
     Cost: none to MUS or general fund
   o Implement a third year WWAMI medical training program in Montana.
     Cost: none to MUS or general fund
   o Develop a proposal to expand MT Family Practice Residency Program.
     Cost: none in the next biennium, possibly funding required subsequently
   o Consider adding residency program in another specialty area in 3 years, possibly in a community other than Billings.
     Cost: none in the next biennium, possibly funding required subsequently.

9. Increase the funding for, and more carefully target, incentives to encourage primary care physicians to locate in high-need areas by considering the following options:
   o Charge higher rates (on par with all other WWAMI states) for first year WWAMI students and put funds into Montana Rural Physician Incentive Program (MRPIP) and WWAMI program.
     Cost: none to general fund or MUS. Increases tuition for medical students that is more-than-offset by future incentives if they return to practice in Montana high-need areas.
   o Phase out current Rural Physician Tax Incentive (grandfather current enrollees for time left under current law), put equivalent funds into MRPIP.
     Cost: none to general fund or MUS. Requires legislative action to change tax code and reallocate funds.
   o Increase “surcharge” for WWAMI program from $2K to $4-5K per year, put additional funds into MRPIP.
     Cost: none to general fund or MUS. Increases tuition for medical students that is more-than-offset by future incentives if they return to practice in Montana’s high-need areas.
   o Use combination of above proposals to generate approximately $1 million per year for MRPIP. Revise MRPIP to increase incentive amounts and to better target locations in most need of primary care physician with a goal to eliminate all Health Professional Shortage Areas (HPSAs) in 10 years. Include a larger selection team for awards to have greater rural representation and to ensure incentives are targeted at highest-need areas.
     Cost: none to general fund or MUS.

10. Continue to evaluate options for increasing the number of dentists through expanded partnerships with other states (including WICHE and WWAMI).
This is currently being evaluated by the Montana Dental Association and the MUS through a $5,000 grant from the Legislature and a $20,000 grant from the American Dental Association. Particular emphasis is being placed on training dentists likely to practice in Montana’s rural areas.
Several issues emerge when considering the ability of the public sector to recruit and retain qualified employees, particularly in occupations where technical expertise is required. The private sector is subject to the forces of demand and supply in its resource markets. Wages and benefits, along with job amenities, enter into the ability to attract and retain employees in a highly mobile employment economy.

This study proposes to identify and inventory government employment requiring technical expertise and which most likely confronts competitive challenges in recruiting and retaining qualified employees. Once identified and inventoried, key informants will be interviewed to assess individual departments and their ability to attract and retain technically qualified employees. A case study approach is proposed, using input from Bureau Chiefs and their counterparts to determine public sector success in recruiting employees with at least minimal qualifications. Additionally, job retention will also be addressed. Important here is the ability of government compensation and promotion to parallel with compensation and promotion opportunities in the private sector.

The case study approach will identify three government sectors where employment recruitment and retention are most likely problematic. These sectors will be identified through preliminary interviews with Agency Heads and personnel from the Economic Development Office of the Commissioner of Higher Education. Critical occupations will be identified based on the ability to attract and retain qualified employees. Key informants will then be interviewed in several economic areas to assess any geographical considerations in recruiting and retaining employees. The economic areas could include, but not be limited to, two metro and one rural area representing different geographical locales in the state.

The study will serve as a possible template for further investigation into the public sector challenges with respect to workforce recruitment and retention.

Budget:

In cooperation with the Economic Development Office of the Commissioner of Higher Education, the Center for Business Information and Research will develop a timeline for project monitoring and completion. The CBIR will provide all services necessary to complete the study, and will submit progress reports once step by step project timelines are established.
Interviews will be conducted via a mix of on-site personal interviews and telephone conversations. The CBIR will also be available for all personal appearances necessary to present and report the study’s findings.

A Research Assistant will work with the Director of CBIR to provide technical assistance and report generation.

Travel:

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<td>CBIR/FVCC Overhead @ 10%</td>
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TOTAL                                              $12,925.00
VITAE

GREGG EMERY DAVIS

417 Blacktail Heights Road
Lakeside, MT  59922
(406) 756-3870 (W) gdamis@fvcc.edu
(406) 844-3961 (H) doctordavis@centurytel.net

Personal Data: Married,
Two Adopted Children, India
Date of Birth: December 14, 1952

EDUCATION

August 1986  Doctor of Philosophy in Mineral Resource Economics
West Virginia University, Morgantown, WV
Environmental Economics
Energy Economics
Regional Economics

June 1978   Master of Arts in Economics
University of Montana, Missoula, Montana
General Economics

August 1975   Bachelor of Arts in Anthropology
University of Montana, Missoula, Montana
Physical Anthropology
Archeology

PROFESSIONAL EXPERIENCE

January 2001  Director, Center for Business Information and Research, Flathead Valley
Community College
to present

January 2001  Adjunct Professor, University of Montana, Liberal Studies Program
To May 2001

January 1999  Adjunct Professor, University of Montana, Liberal Studies Program
To May 1999

August 1998   Chair, Social Science Division, Flathead Valley Community College
To Present

January 1998  Adjunct Professor, University of Montana, MBA Program
to May 1998

August 1994  Instructor, Flathead Valley Community College
do Present

August 1993  Director, Center for Business and Economic Research
do May 1994
College of Business
Marshall University

August 1991  Associate Professor of Economics
do May 1994
Department of Economics
Marshall University
Page 2

January 1990 to July 1990
Acting Chairman of Economics
Department of Economics
Marshall University

August 1988 to December 1989
Assistant Professor of Economics
Department of Economics
Marshall University

May 1988 to July 1988
Visiting Professor for Graduate Studies in Economics
Shue Yan College
Hong Kong

August 1985 to May 1988
Assistant Professor of Economics
Department of Economics
Northeast Louisiana University

January 1985 to May 1985
Teaching Assistant
Department of Mineral & Energy Resources
West Virginia University

August 1982 to December 1984
Research Assistant
Department of Mineral & Energy Resources
West Virginia University

January 1982 to July 1982
Health Planning Supervisor
Montana Health Systems Agency, Inc.
Helena, Montana

March 1981 to December 1981
Health Planning Consultant
Helena, Montana

1979 to March 1981
Assistant Director
Montana Health Systems Agency, Inc.
Helena, Montana

Spring 1976
Teaching Assistant in Economics
University of Montana
Missoula, Montana

PUBLICATIONS


“A Statistical Tabulation of the Kalispell Area of Commerce 60 Second Survey,” October, 2000

“If It’s Money That Matters, How Do You Know If You Have More Of It?” Kalispell Chamber of Commerce Newsletter, March, 1999

“Everything in Life is Relative, It Need Not Be All Bad News,” Kalispell Chamber of Commerce


Faculty Research Inventory, prepared for the College of Business, Marshall University, 1991.


Loss of Earnings/Wrongful Death and Injury, for attorneys in Ohio, Kentucky, West Virginia and Montana:
   Ohio:  194
   West Virginia:  1993


PROFESSIONAL PROGRAM PRESENTATIONS


Annual Montana Outlook Conference, Bureau of Business and Economic Research, University of Montana, 1995 to present.


NON-COMPENSATED PROFESSIONAL ACTIVITIES

Media Resource for Local Television and Newspaper, Kalispell, Montana

Select Featured Articles include:


Numerous presentations to Chambers of Commerce, Investment Groups, etc. 1987 to present.

Speaker, FVCC Honors Symposium, February, 1995.


Coordinator, Videoconference on “Corporate America and the Environment,” for the College of Business, in cooperation with the College of Science, Marshall University, 1990.

Non-Compensated Professional Activities (continued)


Invited Lecture for Alcohol Awareness Week, ”Economics of a Private Good with Social Consequences,” Marshall University, 1989.

Funded Internal Research/Projects

Mini Grants, FVCC, 1998 to present.


Manuscript Reviews


Grant Reviews

“Net Economic Value and Local and State Impacts of Public Site Recreation in Coastal Georgia,” School of Marine Programs, University of Georgia, December, 1993.
WORKSHOPS/CONTINUING EDUCATION

Association of Universities in Business and Economic Research, annual meetings, October, 1995 to present.


Northwest Regional Service-Learning Institute, September, 1997.

Workshops/Continuing Education (continued)


Master Teacher Program, College of Business, Georgia State University, June 1993.

Writing Across the Curriculum, Marshall University, Hawk's Nest State Park, May 1993.

Faculty Training and Development Computer Seminars: MUnet, EMAIL, and BITNET and the Internet, 1993.


COMPENSATED BOOK REVIEWS

Explorations in Macroeconomics, Willis, CAT Publishing, 2001

Explorations in Microeconomics, Willis, CAT Publishing, 2001


Basic Macroeconomics, Gregory and Ruffin; Scott, Foresman and Company, 1990.


REFERENCES

Dr. Jane Karas, President
Flathead Valley Community College
777 Grandview Drive
Kalispell, MT  59901
(406) 756-3800
Dr. Calvin Kent, Dean  
College of Business  
Marshall University  
Hal Greer Boulevard  
Huntington, WV 25755  
(304) 696-2615

Dr. Roger Adkins  
Department of Economics  
Marshall University  
Hal Greer Boulevard  
Huntington, WV 25755  
(304) 696-2609

Dr. Paul Polzin, Director  
Bureau of Business and Economic Research  
Business Administration Building  
University of Montana  
Missoula, MT 59812  
(406) 243-5113
**OREGON**  **Signed into Law 08/2005  Postsecondary/Community Colleges**

Creates the **Oregon Innovation Council** to provide advice to the Governor, the Legislative Assembly, public and private post-secondary educational institutions, public agencies that provide economic development and the private sector on issues related to:

- Promoting agreements between public and private post-secondary educational institutions and private industry that increase technology transfer and the commercialization of research;
- Promoting investment in specialized research facilities and signature research centers where Oregon has a distinct or emerging advantage for creating new products and businesses;
- Stimulating seed and start-up capital investment and entrepreneurial capacity that will promote economic growth in Oregon traded sector industries;
- Developing the entrepreneurial and management capacity critical to the competitiveness of Oregon traded sector industries and rapidly growing global markets;
- Enhancing the international competitiveness of Oregon traded sector industries; and
- Identifying workforce issues for occupations critical to the competitiveness of Oregon traded sector industries, including but not limited to scientific, engineering, information technology and business management occupations.

http://www.leg.state.or.us/05reg/measpdf/sb0800.dir/sb0838.en.pdf

**CONNECTICUT**  **Signed into Law 07/2005  Postsecondary**

Allows the **Commissioner of Higher Education** to create degree programs and pathways in the field of nanoscale science and engineering. Requires the Board for State Academic Awards and the Commissioner of Higher Education, in consultation with the Office of Workforce Competitiveness, to review how the state can accelerate the inclusion of discussion and segments of learning about nanotechnology, molecular manufacturing and advanced and developing technologies at institutions of higher education. ftp://159.247.160.79/textofbill/s/2005SB-01167-R03-SB.htm

**TEXAS**  **Sent to Governor 06/2005  Pre-K12/Postsecondary**

The bill creates the **Texas Emerging Technology Fund** as a dedicated account in the general revenue fund. Requires that 50 percent of the money appropriated to the Texas Emerging Technology Fund be used for incentives for private or nonprofit entities to collaborate with public or private institutions of higher education on emerging technology projects.

The bill requires that 25 percent of the money appropriated to the Texas Emerging Technology Fund be used to match funding from research sponsors. The bill requires that 25 percent of the money appropriated to the Texas Emerging Technology Fund be used to acquire new or enhance existing research superiority at public institutions of higher education. The bill provides that the governor may reallocate money from one component of the fund to another component with prior approval of the lieutenant governor and speaker of the house of representatives.

http://www.capitol.state.tx.us/cgi-bin/tlo/textframe.cmd?

**UTAH**  **Signed into Law 03/2005  Postsecondary/Community College**

This bill establishes a **Jobs Now Economic Development Initiative** within the state system of higher education to promote workforce preparation programs that meet critical needs and shortages throughout the state; and provides a distribution process for moneys received under the initiative to institutions within the state system of higher education, including the Utah College of Applied Technology. The initiative must provide support for technical training expansion that trains skilled potential employees within a period not to exceed 12 months for technical jobs in critical needs occupations.

ARKANSAS  Signed into Law 02/2005  Postsecondary
Defines a "center of excellence" as a consortium of two or more institutions of higher education working in collaboration with regional economic developers to address the workforce education and training needs of a region for existing, expanding, or attracting new business and industry in each of the economic development regions of the state. It authorizes the Arkansas Higher Education Coordinating Board to create centers of excellence at colleges and universities in Arkansas to improve the state's ability to compete in the knowledge-based economy. It also establishes a system for submission, review and approval of proposals.

VIRGINIA Signed into Law 04/2004  Postsecondary
Directs the State Council of Higher Education to develop policies and strategies to eliminate the barriers between the Commonwealth's institutions of higher education and industry and enhance the development of human capital in the Commonwealth. More specifically, the State Council of Higher Education for Virginia (SCHEV) shall develop policies to eliminate the barriers between the Commonwealth's institutions of higher education and industry and enhance the development of human capital in the Commonwealth. These policies and strategies shall include a review of:
- Offering incentives for industry to partner with universities in the practical training of undergraduate and graduate students;
- Providing opportunities and incentives for corporate scientists and engineers to have adjunct appointments at universities to train and collaborate with faculty and students;
- Assisting universities in acquiring funding to build or buy facilities where academic labs and corporate entities can work together;
- Providing opportunities and assistance for academic researchers to take one- to two-year sabbaticals in a corporate setting or national lab and bring that experience back to the institution;
- Increasing the two-year leave of absence for science and engineering faculty to generate more industrial-sponsored research;
- Allowing industry to fully fund faculty salaries and allow the faculty to work in industry while remaining a university employee, with proper safeguards in place; and
- Allowing faculty to be part-time university employees and part-time industry employees, also with proper safeguards in place.
http://leg1.state.va.us/cgi-bin/legp504.exe?041+ful+HB547ER

NEW MEXICO  Signed into Law 04/2003  Postsecondary/Community College
Creates the "work force skills development fund" in the state treasury. Provides matching funds for community college programs.
http://legis.state.nm.us/Sessions/03%20Regular/FinalVersions/senate/SB0370.pdf

NEW MEXICO  Signed into Law 04/2003  Postsecondary
Provides a means for post-secondary educational institutions to address and improve the state's response to critical social, economic, educational and other issues; creates the Higher Education Program Development Enhancement Fund. At the beginning of each fiscal year in which the commission determines that the balance of the fund is sufficient to make awards, the commission must define or reaffirm no more than four critical issues to be addressed through awards from the fund. Issues to be addressed may include:
- Expanding instructional programs to meet critical statewide work force and professional training needs;
- Enhancing instructional programs that provide employment opportunity for New Mexico students in a global economy; and
- Developing mission-specific instructional programs that build on existing institutional academic strengths.
Grants are to be made based on competitive proposals submitted by postsecondary educational institutions. http://legis.state.nm.us/Sessions/03%20Regular/FinalVersions/senate/SB0370.pdf

MAINE Signed into Law 04/2002  Pre-K12/Postsecondary
Establishes a tax credit for individuals or corporations that provide a contribution that promotes the postsecondary educational attainment of State residents or that promotes the migration of college-educated persons to work in the State.
H.B. 1655
OREGON  Signed into Law 06/2001  Pre-K12/Postsecondary
Establishes the Oregon Council for Knowledge and Economic Development to advise the governor, the legislature, the state boards of K-12 and higher education, the Oregon Economic and Community Development Commission, the Oregon Growth Account Board and the Oregon Resource and Technology Development Board in matters pertaining to knowledge based economic development in Oregon and the collaboration of Oregon's higher education, business, industry and capital resources to promote the following:
- High quality research and development;
- Private-public models for sharing profit and intellectual property;
- The transfer and commercialization of technology and knowledge from higher education to the private sector;
- A technologically skilled workforce; and
- Capital resources for investment in and commercialization of technology developed by higher education or other research institutions, including but not limited to national labs and health care related research entities
http://www.leg.state.or.us/01reg/measures/sb0200.dir/sb0273.en.html

NEW MEXICO  Signed into Law 04/2005  Postsecondary/Community College
Creates the technology research collaborative and relates to higher education. The purposes of the collaborative are to:
- Establish advanced technology centers based on the wealth of scientific and technical talent that exists in the member institutions;
- Develop and create new intellectual property for the state and encourage new opportunities for business and increased jobs;
- Commercialize the intellectual property; and
- Create a work force to support enterprises based on the intellectual property.
http://legis.state.nm.us/Sessions/05%20Regular/final/SB0169.pdf

CALIFORNIA  09/2005  Pre-K12/Postsecondary
Defines the competencies and personal skills identified in the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) report. Establishes legislative intent to investigate how and to what degree SCANS competencies can be incorporated into teacher preparation programs to ensure that pupils are well-rounded and prepared to enter the workforce by the time they complete high school. Requires the Commission on Teacher Credentialing to conduct a study about how any or all components of skills identified by the SCANS report can be integrated into existing teacher training programs to better prepare pupils for the workforce. Requires the commission to report the results of this study to the legislature on or before January 1, 2007.

NORTH CAROLINA  Signed into Law 06/2005  Community Colleges
The Community Colleges System Office is designated as the primary lead agency for delivering workforce development training, adult literacy training, and adult education programs in the State.

NEW YORK  Signed into Law 09/2003  Postsecondary
Amends the education law, in relation to university-related economic development facilities; authorizes the state university to establish an account to receive payments from leases of the pharmaceutical technology manufacturing building; allows any payments deposited in this account to be transferred to the fund for payments related to design, construction, reconstruction, rehabilitation or improvement of a certain academic incubator.
Title: S.B. 4000
Recent State Policies/Activities
Healthcare Workforce Development  (Education Commissioner of the States., 2006)

ARIZONA  Signed into Law 05/2005 Postsecondary
Establishes the joint study committee on medical school education. Requires the committee to:
Evaluate the medical education and training needs for health professions and careers throughout the state, including the medical and nursing fields;
- Review and evaluate public and privately provided education programs in health professions and careers;
- Review plans submitted by the Arizona commission on medical education and research;
- Review and evaluate the funding necessary to address the medical education needs of the state;
- Review the implications of family practice on graduate medical education in the state;
- Study methods to retain medical practitioners trained in the state;
- Review locations for medical training facilities that are the most economical and that provide the most benefit to the state;
- Study the medical needs of the communities of the state as they relate to special health care districts and their coordination with existing medical training facilities;
- Study the funding for any phase of a newly established state medical campus and identify additional funding and capital commitments from other public and private entities;
- Study any other market or environmental factors that create barriers to the practice of medicine in Arizona; and,
- Submit a report by December 1, 2005 that summarizes the joint study committee's findings and conclusions to the governor, the president of the senate and the speaker of the house of representatives.
Requires the Committee to provide a copy of this report to the secretary of state and the director of the Arizona state library, archives and public records.
http://www.azleg.state.az.us/DocumentsForBill.asp?Bill_Number=1517

OREGON  Signed into Law 06/2005  Postsecondary/Community College
Requires the Employment Department, in consultation with health care industry employers, to perform a statewide and regional needs assessment for health care occupations to identify emerging occupations and occupations for which there is high demand or a shortage of workers.
http://www.leg.state.or.us/05reg/measpdf/sb0800.dir/sb0882.en.pdf

CONNECTICUT  Signed into Law 06/2004  Postsecondary/Community College
Creates a State Allied Health Workforce Policy Board to monitor data and trends in the allied health workforce including the state's current and future supply and demand for health professionals, identify recruitment and retention strategies and the capacity of the state system of higher education to educate and train students in health care professions.

TEXAS  Signed into Law 06/2005  Postsecondary/Community College
Gives nursing schools the tools to address the nursing shortage. This bills sets statewide goals for increasing the number of initial RN graduates, developing strategies for increasing graduation rates from nursing programs, and promoting innovation in nursing education through the regionalization of common administrative and instructional functions, interdisciplinary instruction, pooled or shared faculty, and new clinical instruction models to maximize use of existing resources and faculty.
http://www.capitol.state.tx.us/cgi-bin/tlo/textframe.cmd?

ARIZONA  Signed into Law 05/2005  Postsecondary/Community College
Establishes the Arizona partnership for nursing education demonstration project to increase the capacity of nursing education programs in the state by fostering collaboration among the state's education and health care communities and the state and federal governments. Requires the demonstration project to address the state's nursing shortage by increasing the number of nurses graduating from the state's nursing education programs with the goal of doubling the number of nursing graduates by the end of fiscal year 2009-2010 from the number graduating in fiscal year 2004-2005.
Establishes the nursing education demonstration project fund and appropriates monies to this fund. States that the fund consists of monies appropriated to the fund and monies provided by any federal agency, entity or program for nursing education and workforce expansion, and that monies in the fund are exempt from the provisions of section 35-190, Arizona Revised Statutes, relating to lapsing of appropriations. Requires monies in the nursing education demonstration project fund to be used to:
• Pay for salaries, benefits, training and related expenses and operational costs necessary to increase
  the number of qualified nursing
  education faculty members teaching in nursing degree programs operated or overseen by the Arizona
  board of regents or by community college districts.
• Pay for certain expenses only for additional nursing education faculty members based on the number
  of faculty members who provide this education on June 30, 2005.
• Supplement and not supplant monies that are appropriated by the legislature for the fiscal years
  2005-2006 through 2009-2010 by funding the number of nursing education faculty members who
  provide this education in fiscal year 2004-2005.

This statute requires fund monies to be distributed in a manner designed to increase the number of
nurses graduating from universities and community colleges by increasing available faculty and teaching
resources in a manner that provides for the efficient use of available monies and shared
resources, geographic distribution of nurses in this state and increased diversity in the nursing workforce.
Allows the distribution systems to include grant programs that provide monies to universities and
community colleges after submission of grant proposals.
http://www.azleg.state.az.us/DocumentsForBill.asp?Bill_Number=1517

ARKANSAS  Signed into Law 04/2005  Postsecondary
Expands the opportunities for nurses to receive graduate education through the student loan and
scholarship program. Defines "advanced nursing practice," "advanced practice nursing" and "nurse
administrator." Eliminates definition of "primary care nursing." Allows Graduate Nurse Educator Loan
and Scholarship Board to provide advanced nursing practice loans. Eliminates requirement that nurse
education loans be for rural nurses. Allows loans to be granted to students studying to be a nurse
anesthetist, nurse midwife, clinical nurse specialist, or nursing supervisor. Allows nurse educator recipient
to teach as a nurse administrator or work as a nursing administrator in an Arkansas complex health care
agency for one year. Requires the board to adopt regulations on the requirements for ensuring a pool of
advanced nursing practitioners to serve the state with a priority on health professions shortage areas.

WYOMING  Emergency Rule Adoption 07/2004  Postsecondary
Establishes emergency rules to make funding available to individuals who wish to pursue a career in
nursing and to alleviate a shortage of nurses within a state. Covers definitions, application and approval
process, eligibility requirements, loan terms, loan amounts, interest, terms of repayment, and procedures
for default.
WYOMING REG 4505 (SN)

RHODE ISLAND Became Law without Governor’s Signature 07/2004  Postsecondary
Addresses the shortage of nurses in health care facilities by establishing a nursing education repayment
program to provide loan repayment for nurses who agree to serve in health care facilities for designated
periods of time; takes effect upon passage.
H.B. 7680

CONNECTICULT  Signed into Law 06/2004  Community College
Establishes a State Nursing Incentive Program within the Department of Higher Education to provide
program assistance to the state's 4 regional community-technical colleges; requires the Office of
Workforce Competitiveness to establish a challenge grant program for regional workforce development
boards for FY-2004-05.

TENNESSEE Signed into law 06/2004  Postsecondary/Community College
Amends Tennessee Code Annotated, Title 49. Requires the Tennessee higher education commission to
study and report to the general assembly by February 1, 2005, on the appropriateness and the relevance
of current training and educational programs offered by institutions authorized for members of the allied
health care professions to determine the extent to which training and educational activities are structured
to assure the availability of up to date training that reflects current responsibilities of the various allied
health fields. The regionally accredited, degree granting institutions are exempted from this provision.
Authorizes the commission to require an institution to publish placement rates and other information
indicating actual employment and earnings in relevant occupations post successful completion of offered
programs. Creates a special committee to study issues related to the cost and adequacy of certain
programs.
http://www.legislature.state.tn.us/bills/currentga/Chapter/PC0831.pdf