

## **WORKFORCE DEVELOPMENT COMMITTEE MEETING**

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

**Hensler Auditorium, Applied Technology Building**

**Wednesday, May 31, 2006**

**4:45 – 6:00 p.m.**

Note: The Board of Regents may take action on any item on the committee agendas, with opportunity for Public comment.

- a. Review and approve minutes of last committee meeting. (pg. )
- b. Review and approve committee meeting agenda. (pg.)
- c. Update on the healthcare advisory group and data team (Representative from Advisory Group)
- d. Update on activities of the State Workforce Investment Board, including initiatives for healthcare workers and apprenticeship programs. – Arlene Parisot and Emily Lipp-Sirota
- e. Update on WIRED grant – Arlene Parisot and Emily Lipp-Sirota
- f. Strategic plan – discussion of goals related to Workforce Committee – Dave Gibson
- g. Update on CBJT Mt BILT US-DOL Construction Trades Grant – Dean Cech
- h. Perkins Quarterly Update – ITEM 131-102-R0506 – Arlene Parisot (pg.)
- i. Discussion of integrated student/workforce data project.
- j. Public Comment

## **Minutes from the Workforce Committee of the Board of Regents March 2, 2006**

The committee approved (4-0) the minutes of the November committee meeting.

### **Physician Education and Location Incentives:**

A panel presented recommendations to the committee regarding expansion of the WWAMI program, residency programs, and physician location incentive programs. These recommendations had been provided in writing and in advance to the committee. The panel consisted of the working group that had prepared written recommendations to the committee:

Emily Lipp-Sirota	Economic Development Specialist, Montana Governor's Office
Roxanne Fahrenwald, M.D.	Director, Montana Family Medicine Residency
Marge Levine	Data and Information Manager, Montana Primary Care Association
Jay Erickson, M.D.	Assistant Dean, WWAMI Clinical Phase for Montana / University of Washington School of Medicine
Richard Brown	Sr. Vice President, MHA
Linda Hyman, PhD	Vice Provost, Health Science at MSU and Assistant Dean, WWAMI University Phase
Kristin Juliar	Director, Montana Office of Rural Health and Area Health Education Center

After the panel introduced themselves, David Gibson gave a brief summary of the recommendations.

Regent Foster noted that Sen. Stapleton would probably be proposing a medical school for Billings and that the WWAMI expansion would provide a good alternative to that initiative.

Regent Hamilton raised the question of whether expansion of WWAMI and the ongoing \$3.8 million was realistic given the comments of Budget Director David Ewer at the last BOR meeting. She felt that proposing such a costly expansion would hurt the Board's credibility with the Governor and the legislature. She also questioned whether the return to the state of WWAMI graduates justified an expansion of this size.

Regent Mercer commented that the regents should give the legislature the option of funding WWAMI and supported moving forward with the recommended 20 additional slots.

Regent Taylor noted the shortage of physicians in rural areas and the need to get more primary care physicians to these areas.

Regent Hamilton moved that the committee recommend the creation of 5 slots instead of 20, and that half the cost of these additional slots would be paid for with private matching funds. This motion was not passed (1-3).

Regent Taylor then moved adoption of the recommendations of the working group, with the one change of approving “up to” 20 WWAMI slots. This motion was passed (3-1, Regent Hamilton dissenting).

**Comprehensive Planning for Healthcare Worker Education:**

The committee convened a second panel to discuss the broader issue of healthcare worker shortages and education in all specialties. Members of this panel consisted of:

Marge Levine	Data and Information Manager, Montana Primary Care Association
Richard Brown	Sr. Vice President, MHA
Joan Miles	Director of the Department of Public Health and Human Services
Jo Ann Dotson	Department of Public Health and Human Services
Kristin Juliar	Director, Montana Office of Rural Health and Area Health Education Center

Dave Gibson gave an introduction on the purpose of the panel. He noted that the Primary Care Liaison Group (PCLG) has issued an update to the Martz Blue Ribbon Task Force Report and made recommendations in three areas:

- Developing an advisory group that could provide better communication between various groups in the state that work on healthcare related issues.
- Create a “data team” to coordinate data on healthcare issues and workforce.
- Develop a comprehensive plan for meeting the healthcare worker needs of the state.

Dave Gibson commented that he felt the recommendations of the PCLG were well thought-out and consistent with the healthcare system initiative that had been presented to the board in January.

Director Miles agreed that a comprehensive approach to healthcare issues and workforce was needed. She drew particular attention to the huge workforce shortages the state is facing in the future. She also wanted to make sure any comprehensive plan included dental and mental health care.

Kris Juliar gave a brief discussion of her background and what happened in Minnesota to address healthcare worker shortages during her tenure there.

After some discussion among the committee and the panel, Regent Foster asked the panel to draw to a close (due to time). Dave Gibson asked the board to approve the three recommendations: creation of an advisory board to develop a comprehensive plan and advise the board on healthcare education priorities; create a healthcare data team; and begin working on a comprehensive plan for healthcare education over the next decade.

The committee unanimously approved this recommendation.

### **Speech Pathology Programs**

UM Provost Lois Muir and Billings COT Dean John Cech (filling in for MSU-B Provost George White) gave an update on speech pathology program creation at UM and MSU-B. Provost Muir noted that it was a top priority to create a bachelors and masters program at UM in FY08. She discussed the results of a consulting report commissioned by UM that concluded there was great need for such a program in the state. Dean Cech noted that MSU-B wants to create a bachelors program and was engaging a consultant from Wyoming to evaluate this.

Regent Foster expressed disappointment that the two campuses were hiring two different consultants and that they did not appear to be working together. He also questioned whether two bachelors programs that had to feed into one masters program would be a good use of resources, since a masters degree was generally the minimum qualification to practice as a speech pathologist.

Regent Hamilton emphasized the need to include rural (particularly high-line) considerations in developing new speech pathology programs. She noted that the shortages were most acute in these areas and that any new programs needed to show how they would address the problems in these areas.

Regent Mercer emphasized the need to work together among the campuses.

The committee took no action but asked for both MSU-B and UM to work together on a plan for speech pathology education in the state.

### **Public Workforce Study**

Dave Gibson gave an update on the request of the committee in November to conduct a survey of the public sector workforce needs. He presented the board with a proposal from Dr. Gregg Davis from FVCC to conduct the study. He then asked the board to defer action until at least mid-summer to allow staff the time to focus on the healthcare recommendations before undertaking another study.

The committee took no action but agreed they would consider the issue at a later meeting.

**Other Items before the Committee:**

Dean Cech gave the committee an update on the Community Based Jobs Training Grants (awarded last year to MSU-B COT to develop construction trades programs across the state).

Dave Gibson noted that the committee's materials included a summary of what some other states are doing with regard to workforce training. This report was prepared at the request of the committee at their November meeting. Regent Foster thanked staff for the report and commented that compared with other states it appears Montana is doing at least as much as other states in addressing workforce needs.



Update  
May, 2006

Workforce Innovation for Regional  
Economic Development  
February 1, 2006 – January 31, 2009

# Role of the Office of the Commissioner of Higher Education- Workforce Development Unit

- Administer **\$1,189,569** of the WIRED funds per year for three years for program development and delivery to support the WIRED Project.

# Types of projects to be funded!

- Career Pathways in Manufacturing
- Cluster Hubs in functional areas
- Standardized curriculum
- Blended E-learning pathways models
- Complementary Career Cluster Curriculum
- Customized entrepreneurial education

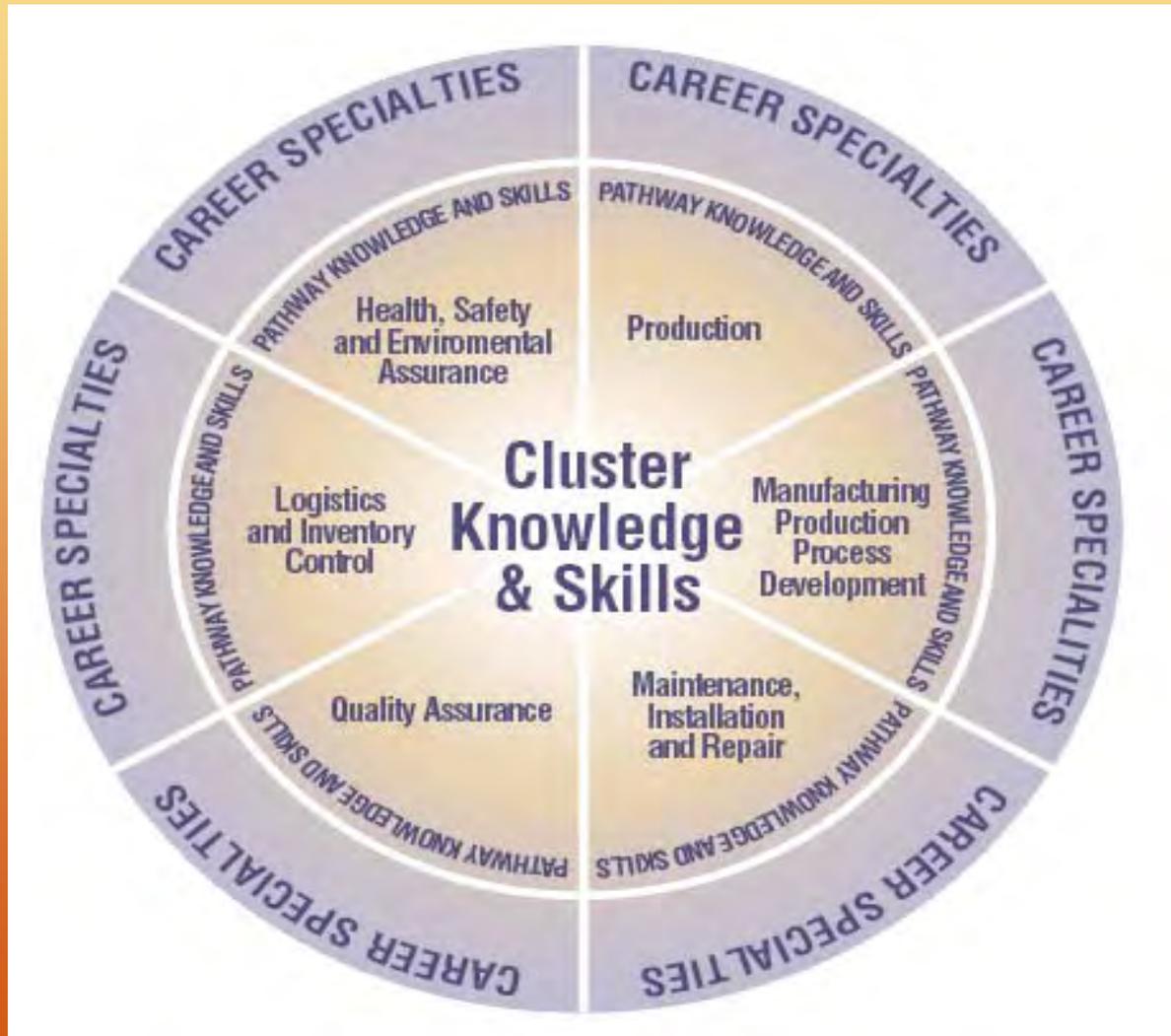
# Process for awarding funds!

- A competitive grant RFP process will be implemented
- A Grant Management Specialist position will oversee this process
- Each RFP will have a targeted focus and will be coordinated with the WIRED Executive Committee and Project Director

# Description of projects and types of partnerships required



# Manufacturing Career Clusters Model



# Cluster Hubs (Centers of Excellence)

- Survey industry needs for curriculum development
- Update skill standards
- Benchmark practices
- Collect information about cluster occupations and programs
- Clearinghouse for information
- Incubator for new businesses

# Issues and Challenges

- Prioritizing and Integrating projects with Department of Commerce
- Protecting Intellectual Property
- Designing RFP and process for awarding
- Knowledge transfer of customized training that is already happening
- Attracting venture capital
- Identifying technical assistance needs

# Partnerships to achieve goals of Projects

- K-12
- Four-year institutions
- State Agencies
- DOLI Apprenticeship
- WIA providers (Community-Based Organizations)
- Business and Industry

# Workforce Strategic Plan Items

## Key Decisions

The following goals and objectives concern issues generally discussed in the Workforce Committee. The current draft strategic plan describes these in some detail. In order to finalize the plan we would like some guidance on the intended approach or, in some cases, how we should proceed to set long-term goals.

Goal	Description	Critical Task for Committee Discussion
2.1.1	Increase employer satisfaction	Recommend how to set goals for 2010
2.1.2	Increase degrees/cert's in high-demand areas	Recommend how to set goals for 2007 & 2010
2.1.3	Increase job placement rates	Review plan & goals for 2006-2007
2.1.4	Grow 2-year degrees and certificates	Review plan & goals for 2006-2007

For easier reference, these sections of the draft strategic plan are excerpted on the following pages.

## 2.1.1 Increase employer satisfaction with graduates.

Table 2.1.1

### Montana Business Recruiting and Worker Preparation Survey, 2005

Workforce Indicators	2005	2010 (goals)
Percent of businesses statewide stating they are very likely to use customized, non-degree training provided by MUS institutions.	5%	
Percent of businesses indicating they had some or a great deal of contact with the 2-year college in their area.	34%	
Percent of businesses indicating that the two 2-year college in their community was doing a good or excellent job.	59%	
Percent of businesses indicating that the two 2-year college in their community was responsive.	33%	

source: UM Bureau of Business & Economic Research, Montana Business Recruiting Survey

## 2.1.2 Increase degrees and certificates awarded in high-demand occupational fields.

Table 2.1.2

### MUS Degrees Awarded in Healthcare

Degrees	1994-95	1999-00	2004-05	2006-07 (est.)	2009-10 (goals)
2-year degrees & certificates	288	313	482		
4-year degrees & above	337	278	327		
Total	625	591	809		

source: IPEDS Completions Survey healthcare equals CIP code 51.00  
note: data include community colleges

The Board of Regents has identified healthcare and construction occupations as the top priorities for training workers in high-demand occupations.

Measuring healthcare certificates and degrees is relatively straightforward and done consistently across campuses. Historical data are available and a reasonable proxy for overall level of training provided by the MUS for this industry. The Board of Regents has recently convened a Healthcare Task Force to evaluate and prioritize efforts to increase the number of healthcare workers in the state. This task force will work through 2006-2007 to help the Board set goals for the number and type of healthcare workers the MUS should produce to meet the needs of the state in the next decade.

Construction trades education is not easily measured for two principle reasons. First, many workers receive training which does not necessarily lead to a formal certificate or degree. Second, the definition of what types of programs are categorized as construction-trades related is not well developed and consistently applied across the MUS. Historical data is therefore not readily available in a useable form. Much better data, by occupation, must be developed before meaningful baseline information or goals can be determined.

#### Goals for 2006-2007:

- Develop, with the support of the Healthcare Advisory Group, goals for healthcare worker training for 2007-2010; and

### 2.1.3 Increase job placement rates.

OCHE is working to establish a systematic mechanism for tracking students from college to Montana's workforce through a linkage of postsecondary data to the unemployment insurance wage database. Under the guidelines of the Family Educational and Privacy Rights Act (FERPA), numerous states have set precedent in successfully developing student tracking systems between multiple state agencies for the purpose of evaluating and improving programs.

OCHE currently receives a match of 2-year program completers with workforce records for the purpose of measuring Carl D. Perkins performance indicators. These data yield useful information, however the effort must be expanded to include students completing programs at all levels throughout the MUS.

In order to build a comprehensive picture, it is essential to develop a statewide tracking system capable of following cohorts of students from high school, through college, and into the workforce.

Currently, data sources and opportunities exist that could allow for the exchange of student and workforce information between the Office of Public Instruction (OPI), Montana University System (MUS), and the Department of Labor. Each entity is responsible for a critical portion of the information needed to track students:

- OPI is establishing a statewide data system capable of providing extracts of recent high school graduates;
- MUS administers a centralized student data warehouse that provides postsecondary enrollment tracking; and
- The Montana Department of Labor & Industry stores employment records that identify entry into Montana's workforce.

Given these existing data sources and opportunities for sharing information, it is critical that these three state agencies work together to exchange the necessary data to develop a tracking system capable of providing a comprehensive view of students' progression and entry into the workforce.

## 2.1.4 Grow enrollment, for certificates and degrees, in 2-year programs.

Table 2.1.4

### Associate Degrees Conferred (Associate of Arts, Associate of Science, & Associate of Applied Science) 1999-00 to 2004-05

Institutional Type	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2006-07 (est.)	2009-10 (goal)
Colleges of Technology	632	674	687	764	800	772		
Community Colleges	450	392	408	448	511	523		
Integrated 2-year Programs*	153	145	148	188	175	166		
Total	1235	1211	1243	1400	1486	1461		
% Change (annual)		-2%	3%	13%	6%	-2%		

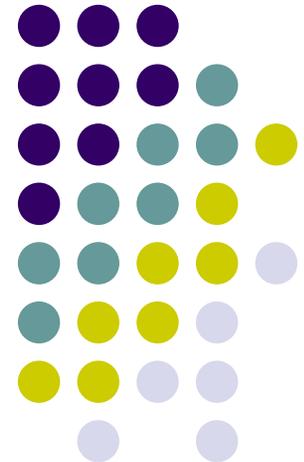
\*UM-Western & MSU-Northern  
source: IPEDS Completions Survey



MSU-Billings College of Technology, UM-Missoula  
College of Technology, MT Tech College of  
Technology, MSU-Northern

# Montana BILT

## Construction Technology



# Montana BILT - Construction



## Overview of funding

- US Dept of Labor: Employment and Training Administration – Community-Based Job Training Grant – Montana BILT \$1,980,042

## Leveraged Resources:

- Celebrate Billings \$25,000
- Montana Contractors Association \$35,000
- Norco Welding \$48,000
- Lincoln Welding \$21,000

# Partner Institutions

- MSU-Billings COT



- UM - Missoula COT



- MT Tech - COT



- MSU - Northern





# Affiliated Institutions

- Miles Community College
- UM-Helena COT
- MSU-Great Falls COT
- Flathead Valley Community College

# State/Local Advisory Committees



- Representatives from Partner Institutions
- MT Commission of Higher Education – Workforce Development Director
- Montana Contractors Association/Montana Homebuilders
- Workforce Agencies
- State Agencies including Apprenticeships
- Economic Development Agencies
- Carpenter Unions
- Business and Industry

# Montana BILT Goals



1. Statewide common core curriculum for Carpentry utilizing NCCER (National Center for Construction Education and Research)
  - a. All schools have either approved or are in the process of approving curriculum
  - b. Similar plans of study
  - c. Similar articulation with secondary schools



# Montana BILT Goals

2. Define and use a common language
3. Clear articulation with apprenticeship programs
4. Transfer articulation between Montana Institutions  
(Secondary/Post-Secondary/Apprentice)
5. Development of “Construction Cluster” website

# Montana BILT Goals



6. Data collection
  - a. Financial Data
  - b. Program Data
    - i. Classes/Events
    - ii. Enrollments/Retention/Completion
    - iii. Certifications/Degrees
    - iv. Job Placement/Wage Data

# Montana BILT Goals



7. Develop Sustainability Plan
8. Develop strong partnerships regionally & statewide
9. Improve math skills and basic competency of income construction students



# Montana BILT Goals

10. Statewide recruitment of students in construction
11. Participate in Community Building Activities
  - a. Habitat for Humanity
  - b. Salvation Army
  - c. Local High School Building Projects

# Montana BILT Goals



12. Seek opportunities to leverage funds with Montana WIRED grant

13. Expand outreach to K-12

- a. Summer Experiences for students
- b. Outreach workshops for students and parents
- c. Outreach workshops for K-12 teachers and school counselors

# Montana BILT Goals



14. Develop additional construction programs at each institution based on local area needs
  - a. Butte – Historic Preservation
  - b. Havre – Plumbing and Electrical
  - c. Missoula – Heavy Equipment
  - d. Billings – Concrete Institute (American Concrete Institute Certification)



# Montana BILT – Winter 2006

Billings – Open House at Pierce Flooring  
MSU-B COT/Pierce Flooring/School District 2  
Jan. 17, 2006





# Montana BILT – Winter 2006

## Billings – Flooring Class Spring 2006





# Montana BILT – Spring 2006

## Billings – Flooring Class Final Project



# Montana BILT

## Butte – Plaster Class Spring 2006





# Montana BILT

## Butte – Stonework Class Spring 2006





# Montana BILT

## Missoula – Carpentry Class Spring 2006



5/19/2006



# Montana BILT

## Missoula – Carpentry Class Spring 2006



# Montana BILT

Havre – Plumbing Spring 2006



May 31-June 2, 2006

**ITEM 131-102-R0506**      **Notification of extension of the Carl D. Perkins State Plan [Perkins III] for program year eight.**

**THAT:**                      **The Board of Regents as the eligible agency for the Carl D. Perkins funds is notified that the Perkins III State Plan has been extended for year eight.**

**EXPLANATION:**              **This notification is supported by the following:**

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) authorized appropriations only through the end of Fiscal Year (FY) 2003. For FY 2004, in the absence of Congressional action to reauthorize Perkins III, section 422 (a) of the General Education Provisions Act (GEPA) automatically extended the law for one additional year and the Office of Vocational and Adult Education (OVAE) approved state plan extensions and revisions, including adjusted performance levels for program year six, beginning July 1, 2004. Instead of acting to reauthorize Perkins III last year, Congress continued funding for Perkins III in the FY 2005 appropriations act [Public Law 108-447]. Congress has once again extended Perkins III for an additional year, providing funding for Perkins III for FY 2006. Funds for use in program year eight will become available to states on an advance-funded basis, beginning July 1, 2006.

The State Director of Carl D. Perkins funds submitted to the U.S. Department of Education, OVAE a letter requesting extension and updated budget. No revisions to the state plan were made.

Supporting documentation includes: letter of request and Perkins III Program Year 8 Budget Format

**ITEM 131-102-R0506**

**PERKINS III PROGRAM YEAR 8 BUDGET FORMAT**

(For Federal FY 2006 Funds to Become Available Beginning on July 1, 2006)

**Title I—Assistance to States**

<i>Local Formula Distribution (not less than 85%)</i>	
Secondary Programs (65% of Title I Grant)	<u>\$ 2,713,557</u>
Postsecondary Programs (35% of Title I grant)	<u>\$ 1,461,146</u>
<b>Subtotal</b>	<u>\$ 4,174,703</u>
<i>Reserve (not more than 10% of Title I grant; if applicable)</i>	
Secondary Programs (___% of Title I Grant)	<u>\$ _____</u>
Postsecondary Programs (___% of Title I grant)	<u>\$ _____</u>
<b>Subtotal</b>	<u>\$ 463,856</u>
<i>Leadership (not more than 10%)</i>	<u>\$ 545,713</u>
Nontraditional Training and Employment (\$80,000 )	
Corrections or Institutions (\$27,286 )	
<i>State Administration (up to 5% of Title I grant)</i>	<u>\$ 272,856</u>
<i>State Match (from non-federal funds)*</i>	<u>\$ 275,633</u>
<b>Total: State Grant</b>	<u>\$5,457,128</u>
(based on FY07 allocations)	

**Title II---Tech Prep Education**

<i>Tech-Prep funds for Consortia</i>	<u>\$ 459,934</u>
<i>Number of Consortia</i> <u>  5  </u>	
<i>Method of Distribution (check one):</i>	
<u>  X  </u> Formula	
_____ Competitive	
<i>Tech-Prep Administration</i>	<u>\$ 34,619</u>
<b>Total: Tech-Prep Grant</b>	<u>\$ 494,553</u>

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\* The eligible agency must provide non-federal funds for state administration of the Perkins III, Title I grant in an amount not less than the amount it provided in the preceding year.