

Working Together

A Massachusetts Regional Workforce Strategies Initiative



Report on Phase One

April 2009



Executive Office of Labor
and Workforce Development



Working Together: The Massachusetts Regional Workforce Strategy Initiative

A Report on Phase One

April 2009

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*A Letter from Suzanne Bump
Secretary of Labor and Workforce Development*

Welcome to the first report on *Working Together*, The Massachusetts Regional Workforce Strategy Initiative, a statewide effort to close the skills gap in Massachusetts using regional strategies for workforce development. This is an ambitious effort to ensure that the current and emerging workers of Massachusetts are equipped with the skills they need to thrive in the changing regional economies that make up the Commonwealth.

Working Together is a three-stage initiative: it began in 2008 with research, convening and learning efforts, it is progressing to regional planning, skills sharing and leadership development in 2009, and it will conclude in 2010 with the creation of new regional initiatives to close the skills gap.

In its first year of work, *Working Together* has accomplished a great deal. In partnership with the Center for Labor Market Studies at Northeastern University, *Working Together* produced Massachusetts' first comprehensive supply of high quality, region-by-region labor market data. Now every leader in the state has access to the kind of analysis that was rarely available previously. To achieve maximum dissemination of the research, the *Working Together* partners convened businesspeople, educators, elected officials and workforce developers – nearly 1900 leaders in all—in nine regional summits.

Phase Two of *Working Together*, underway now, is fostering working partnerships between workforce development, post-secondary education, and business across the Commonwealth. In 2009, *Working Together* is supporting the development of strong regional plans; developing new tools and learning resources; creating a leadership institute; and promoting an array of best practices already underway in some regions, many of which are profiled here.

This report appears at a moment of grave economic crisis in the nation and the state. We have an obligation to act wisely, but there is also an element of opportunity in our current situation. If we succeed in helping regional leaders to put strong plans in place to close the skills gaps that prevailed in the period prior to the economic downturn, regions across the Commonwealth will be positioned to make a more rapid and thorough recovery from the recession.

To all you have who have participated in *Working Together* already: Thank you. To any reader who is ready to partner with others to close the skills gaps in our state, I welcome you to this challenging, rewarding and consequential work!

Suzanne Bump
Secretary of Labor and Workforce Development
Commonwealth of Massachusetts

April, 2009

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Working Together: The Massachusetts Regional Workforce Strategy Initiative

Executive Summary

The Commonwealth of Massachusetts faces a serious, multi-faceted challenge called “the skills gap.” Jobs in Massachusetts require increasingly high levels of education and training. In many regions of the state, employers are unable to find workers with the skills they require. Too often, graduates of educational and training institutions and certification programs have acquired skills and credentials which are not aligned with the needs of the emerging or growing industries in the economy of the region in which they live. Older working adults with limited education, young people in post-secondary training, and low-income, African American and Hispanic high school students at risk of dropping out are facing the worst of the crisis.

In the midst of these challenges lie opportunities. In industries as diverse as manufacturing, health care and professional and technical services, the state’s regional economies offer workers with the necessary skills the chance to secure high wage jobs and to build careers. Public and private sector innovators and partners are creating pipelines that work: specific, targeted programs teaching people the skills they need to access jobs in the healthiest sectors of the regional economy. When leaders in industry, education and workforce development collaboratively align their training and educational efforts with regional career opportunities, workers of all ages can engage in a process of skill-building and advancement, employers can thrive, and Massachusetts can recover well from the current economic downturn and avoid long-term economic hardship.

Working Together: The Massachusetts Regional Workforce Strategy Initiative is a three-year planning and action project co-led by the Executive Office of Labor and Workforce Development and Commonwealth Corporation. Its mission is to close the skills gap in Massachusetts by developing pipelines for workers to acquire the skills to fill jobs that are in-demand in each region of the state.

Nancy Snyder, President of Commonwealth Corporation, explains it this way: “The traditional approach to closing the skills gap is for policymakers at the state and federal level to drive reform efforts. These leaders deploy public grant initiatives to promote statewide solutions. In contrast, *Working Together* posits an alternative theory of change, predicated on the idea that closing the skills gap is a venture best undertaken by the leaders of multiple sectors *within each region*, backed up by the hands-on efforts of statewide systems of support.”¹

Working Together’s goals are to:

- Generate regional, high quality labor market data for use by regional leaders;
- Convene and challenge regional leaders of companies, workforce organizations, educational institutions, and community and human service agencies to work together;
- Focus on closing specific skills gaps through regional strategic planning which enables leaders to create innovative, high impact programs;

¹ All quotations in this report are drawn from interviews conducted by the principal author, in the period May 2008—April 2009, or from email or written remarks authored by the person quoted.

- Build the leadership capacity of regional organizations and individuals, and
- Facilitate improved statewide interagency collaboration, tailored by region.

Working Together's tasks are being accomplished in three phases:

- Phase One, 2008: Research, regional summits, learning, networking
- Phase Two, 2009: Regional plans, youth summits, leadership development
- Phase Three, 2010: Resourcing, launching, documenting regional plans

Multiple leaders make *Working Together* possible. They include:

- *Executive Office of Labor and Workforce Development (EOLWD)* Under Secretary Bump, EOLWD is a strong advocate for regional strategies for workforce development;
- *Workforce Investment Boards (WIB)* These regional non-profit bodies serve as conveners, strategic planners, and program developers;
- *Employers in the Business, Non-Profit and Public Sectors;*
- *Civic Leaders, including Mayors and their appointees;*
- *Department of Higher Education, Post-Secondary Certification programs, Colleges and Universities, Training Programs, High Schools, and*
- *Commonwealth Corporation*, A quasi-governmental agency. Commonwealth Corporation assists EOLWD in implementing workforce development programs, grant making, technical assistance, research and support activities.

This report reflects on Phase One activities, undertaken in 2008. It summarizes the Center for Labor Market Studies' regional labor market research, describes the impact of nine regional summits, documents promising regional practices, highlights implications for the future, and frames current and future *Working Together* activity.

Documenting Labor Market Conditions in Massachusetts and its Regions

Thanks to the Center for Labor Market Studies at Northeastern University, *Working Together* generated a wealth of current labor market data on the Commonwealth as a whole, and on each of its 16 regions. Key findings include:

- Less diverse than the U.S. as a whole, Massachusetts has a more rapidly growing immigrant population, and more women, older workers, immigrants and highly educated workers in the workforce in general.
- Major changes are underway in the Massachusetts economy. Some sectors have dwindled sharply (manufacturing), others grown (education, health).
- Massachusetts' industries demand an educated workforce—in high growth sectors (health, education, professional)—75% have completed some college.
- In the past decade, the number of associate (AA) degrees produced in Massachusetts has decreased while the number has increased in the U.S.; Massachusetts also lags the nation in the increase in undergraduate certificates and BAs
- The skills gap is exacerbated by a mismatch of jobs and graduates. Degrees in “in-demand” health, professional, scientific and technical fields have decreased; degrees in low-demand areas have increased.

CLMS data on the regions goes into great detail, but key regional patterns emerge:

- Each region has a distinctive profile; contrasts between regions can be great
- Job growth is heavily concentrated in the greater metro Boston regions

- The level of education required for all levels of work is rising
- In some regions, fully 60% of immigrants have a high school diploma or less
- Fewer than half of all dropouts in the regions of the state are working

Regional Summits: Bringing Together Business, Education, Labor, Civic and Workforce Leaders

Working closely with the Executive Office of Labor and Workforce Development, regional workforce board, business and education leaders convened nine regional gatherings in 2008, drawing nearly 1,900 local leaders. Each half-day conference included a presentation of the newly produced data by Professor Paul Harrington of Northeastern University and the Center for Labor Market Studies, followed by break-out meetings, by sectors, for in-depth discussions of the implications of the data and its application to local work. Post-secondary educational leaders played a large role in the summits; indeed, post-secondary institutions hosted four of the nine regional summits, and many public and private colleges participated in the summits.

The summits achieved a high level of impact. In follow-up surveys and interviews, and in meetings to reflect on the impact of the summits, leaders from a wide range of regions reported that the summits had these common effects:

- Supplied the region with a large body of fresh and useful data
- Highlighted features of the region that are different or even unique
- Focused the regional leaders on the shared challenges they face
- Stressed the themes of interconnectedness and interdependence
- Raised the profile of the conveners, especially Workforce Investment Boards
- Attracted new players to the work who might not have had a prior role
- Generated new ideas and possible courses of action
- Fostered future partnerships, and heightened appreciation of the challenges

The new research data and the summits stimulated continued efforts. Leaders of several of the workforce investment boards formed a “learning network” to pursue additional ideas and best practices, and a team of workforce administrators at Commonwealth Corporation piloted a “study group” model which began developing learning and teaching tools for making effective use of complex labor market data.

Best Practices: Proven Approaches from Massachusetts Innovators

This report features the work of many, but it especially profiles that of the North Shore Workforce Investment Board and the Regional Employment Board of Hampden County, the Commonwealth’s first two High Performing Workforce Investment Boards. Their many efforts include the following strategic approaches:

- Provide low skill, adult workers with pathways to post-secondary education that are occupationally specific, and linked to high demand industry needs
- Partner with early childhood education employers and post-secondary educators to enroll early childhood educators in college courses, enabling them to earn higher wages and boosting retention rates and child outcomes
- Enlarge nursing faculties and retain older, highly skilled nurses by enabling them to become faculty while retaining their current job and pay scale
- Offer skills enhancement courses to precision manufacturing employees, positioning workers for advancement and improving business practices

- Build a regional workforce through youth jobs, mentoring, academic support, and links to future employment, engaging multiple employers
- Build teams of education, business, and workforce leaders to close the skills gap, through data analysis, planning and partnerships

Leaders across the Commonwealth are pursuing model practices and getting results:

- Craft ambitious visions, across a range of issues, involving diverse partners
- Structure resource allocations as coordinated, public/private partnerships
- Generate, analyze and share data, using it to plan strategy and engage others
- Align new strategies with the priorities of current and prospective partners
- “Keep it real:” act on the needs of actual workers and employers
- Recognize, surface and manage conflict
- Hold initiatives, partners and oneself accountable for outcomes

Opportunities for the Work Ahead: Meeting the Challenges

The obstacles to closing the skills gap tend to cluster into two related categories: 1) policies and system practices that will require changes and decision-making by multiple bodies, and 2) areas of work that *Working Together*, as a discrete initiative, can tackle right away.

Workforce leaders across the state articulate the following skills gaps challenges: expanding the role of community colleges in advancing the workforce and economic development of the regions; re-evaluating workforce system policies and funding mechanisms that limit the use of public funds for post-secondary programs of nine months’ or a year’s duration; improving systems for ensuring successful transitions of students, at all levels of education; and strengthening the linkages between the workforce system and apprenticeship programs.

Challenges that *Working Together* is addressing directly in Phase Two include:

- Workforce development systems in every region of Massachusetts need a strategic, intensified partnership with post-secondary education.
- People at every level of the workforce system need more hands-on tools and support to make the best use of new and more powerful data.
- A strategy for developing leaders is needed: managing regional workforce development is a complex, multi-faceted and demanding job, and both new and existing leaders of workforce development, education, business and civic affairs can increase their knowledge and hone their skills.
- Finally, statewide agencies can increase their impact on regions when they alter their practice, and become more focused on empowering regional leadership, while retaining a statewide perspective and set of roles.

Implementing Phase Two

Phase Two of *Working Together* focuses on four key functions: convening leaders to drive alignment of strategies; disseminating data and crafting tools; developing the leadership of workforce boards; and forging a set of regional pilots.

Leadership convening will concentrate on institutions focused on youth, and leaders in post-secondary education. In the Spring of 2009, *Working Together* is co-convening five regional youth

summits, focused on developing multiple pathways for struggling and disconnected youth to attain a secondary degree and prepare for employment and post-secondary education. Summits and follow-up work target K-12 leadership (superintendents, principals, guidance counselors), alternative education providers, workforce boards, career centers, community-based youth-serving organizations, community colleges and other youth development leaders. In a separate effort, in order to advance statewide alignment and coordination between post-secondary and workforce development systems at all levels, *Working Together* will continue to shape and implement regional workforce and post-secondary education strategies that are aligned or integrated.

To better *Disseminate Data and Create Tools*, Commonwealth Corporation is focusing on building its capacity to be an active supporter of regions as they try to leverage resources, make plans, and coordinate the work of multiple constituencies. Working with regional leaders, Commonwealth Corporation will be developing and deploying *Job Guides*. These web-based regional guides will give students, teachers, and workforce development staff concrete tools for planning an individual's post-secondary education course selection. The Job Guides will help educators and industry to create pipelines for specific job placement in targeted industries, and assist regional leaders to plan other workforce development, placement and training strategies. *Regional Labor Market Data Briefs* will use Center for Labor Market Studies data to cover each region of the state and to explore statewide trends. A statewide mailing of these new tools will reach key stakeholders, leaders and constituencies. Regional leaders will then turn the tools into online resources, conference handouts, Career Center reference documents, media tools, and planning documents.

The best way to develop a leader is to help that person cultivate new skills through meaningful work. A *Leadership Institute* for the board and staff leaders of workforce boards will dovetail with the ongoing workloads and commitments of the participants to:

- Clarify the role of workforce boards as catalyst, convener and partner
- Identify and address the leadership challenges that workforce leaders face
- Tailor leadership development opportunities to the needs of leaders
- Provide ongoing coaching to address persistent challenges

The Executive Office of Labor and Workforce Development, Massachusetts Workforce Board Association and Commonwealth Corporation are leading the development of the Institute.

By launching *Regional Workforce Strategies Pilots*, *Working Together* will partner three regions with Commonwealth Corporation to develop local strategic plans, map resources, analyze ongoing labor market trends and align resources for program funding and development. The goal of the Regional Pilots is to deepen participants' mutual understanding of the dynamics and capacities of effective partnerships, to craft pilots that will yield meaningful results, and to document that process and share it with other workforce regions and leaders.

Recognizing Economic Realities, and Pressing Onward

The severe economic developments of the past year are being felt in every region of the state, and will have repercussions well into the future. The leaders of *Working Together* are very clear,

however, that the timeliness of their work is by no means diminished by the current crisis—in fact, they are convinced of its increased importance. As the data from *Working Together's* research makes plain, the time to recognize and meet the challenges of closing the skills gap in Massachusetts is *now*.

Chapter One

Working Together: A Project Overview

Reframing the Skills Gap Challenge: Understanding Regional Conditions, Crafting Regional Solutions

The Commonwealth of Massachusetts faces a serious, multi-faceted challenge that is often called “the skills gap.” For more than a decade, jobs in Massachusetts have required increasingly higher levels of education and training. Across the state, even in industries with a preponderance of what were once called blue and pink collar jobs, employers are often unable to find workers with the skills they require. In many regions of the state, people coming out of educational and training institutions and certification programs have acquired skills and credentials which are not aligned with the needs of the emerging or growing industries in that economy. The risks are greatest for older working adults with limited education, for young people in post-secondary programs, which are preparing them for jobs that are not being offered in their region and for the large number of low-income African American and Hispanic high school students who fail to graduate on time, or at all.

In the midst of these challenges lie some genuine opportunities. Across the state, in industries as diverse as manufacturing, health care and professional and technical services, the state’s regional economies offer workers with the necessary skills the chance to secure high wage jobs and to build careers. If leaders in industry, education and workforce development can collaboratively develop plans for the growth of training and educational efforts that are aligned with these career opportunities, Massachusetts can avoid long-term economic hardship and underdevelopment. Workers of all ages can engage in a process of skill building and advancement, and employers can work closely with educators to craft pipelines that match the needs of the economy with the aspirations and learning experiences of the workforce.

At present, regions across Massachusetts are struggling with skills gaps in multiple industries. As a consequence, they generally operate with all of their key economic and workforce players weakened:

- Employers are less competitive and viable because of their inability to attract and retain a workforce with the skills needed to achieve their goals;
- The workforce is poorly equipped to secure long-term employment and career advancement in sustainable, secure industries and sectors, and
- The educational institutions and workforce development agencies supporting emerging and current workers run the risk of serving students and workers poorly and failing to respond to the demands of industry.

Facing high levels of unemployment and severe contraction within multiple industries and sectors, Massachusetts now requires a cogent and effective workforce development strategy to close the skills gap, and to build the capacity of regions across the state to plan and develop new approaches. *Working Together* advances precisely that approach: a focus on developing regional strategies for the creation and expansion of pipelines to jobs and long-term employment.

The traditional approach to closing the skills gap is for policymakers at the state and federal level to try to drive reform efforts. These leaders work on closing the skills gap by deploying public grant initiatives to promote statewide solutions. Three flaws mar this traditional approach. Involving regional leaders merely as passive recipients of funding—rather than as partners and leaders in the conception and design of the work—reduces their ownership of the venture, and limits their focus on sustaining the work over time. Treating the educational, workforce development and employment sectors as separate, unrelated entities leaves options for partnership unexplored. Producing data that maps statewide patterns rather than framing local or regional dynamics in particular sectors and industries denies the regional leader user-friendly, region-specific, and immediately applicable datapoints and frames of reference with which to plan and lead the work.

In contrast, *Working Together* posits an alternative theory of change, predicated on the idea that closing the skills gap is a venture best undertaken by the leaders of multiple sectors within each region, backed up by the hands-on efforts of statewide systems of support. Working with the 16 geographic regions of the Commonwealth—each with its distinctive regional labor market and economy—*Working Together* seeks to demonstrate that:

- Labor market data is most useful when it is specific to a regional economy.
- The people who know the local economy and institutions are in the best position to create solutions to regionally specific skills gaps.
- When educators and industry collaborate on solutions—as leaders within their region of the state focused on specific labor market dynamics—they stand a much stronger chance of closing the skills gap.
- Statewide agencies working to close the skills gap can have greater impact if they can figure out how to actively support this regional strategic approach.

Elevating Workforce Development: An Early Signal of Leadership

Massachusetts has recently made an increased commitment to workforce development. In one of his first acts as Governor, Deval Patrick elevated the stewardship of Workforce Development to the cabinet level. He appointed Suzanne Bump, a former legislator and a seasoned veteran of workforce issues, to the newly created post of Secretary of Labor and Workforce Development. In so doing, Governor Patrick and the Commonwealth of Massachusetts sent a clear message – the leadership of the state values this work.

In the words of Don Gillis, Executive Director of the Massachusetts Workforce Board Association, *“For many years, workforce development was treated as an afterthought. Governor Patrick’s elevation of Workforce Development to cabinet level status puts this work front and center. It is a critical change, and it has galvanized workforce leaders across the state.”*

In its first major reform, the Executive Office of Labor and Workforce Development has worked with its many partners to revitalize the statewide Workforce Board, which has become a highly productive engine of research, policy analysis and statewide planning.

Working Together builds on these recent developments.

Learning from Promising Practices: Lessons from Hampden County and the North Shore

Throughout this report, a series of green boxes like this highlight Promising Practices underway in the Commonwealth. To identify and profile this exemplary work, Commonwealth Corporation looked to two key leaders of regional workforce development in the state. While many workforce boards are engaged in strategic regional work, two in particular—the Regional Employment Board of Hampden County and the North Shore Workforce Investment Board—have demonstrated high levels of impact. They are the first in the Commonwealth to be recognized as High Performance Workforce Investment Boards by the Executive Office of Labor and Workforce Development. Each plays leading strategic and implementation roles in the creation of high impact workforce development strategies in its region. By learning from their experience, Working Together hopes to identify those ideas and practices which are exemplary, to share them widely, and to support their adaptation and use in other regions of the state.

Working Together: Project Design

Working Together: The Massachusetts Regional Workforce Strategy Initiative is a statewide effort to build regional pipelines to prepare Massachusetts workers for high skill, high demand jobs. Co-led by the Executive Office of Labor and Workforce Development and Commonwealth Corporation, *Working Together* has a simple, if ambitious, mission: to close skills gaps in Massachusetts. Its core strategic approach is to enable leaders in regions of the state to develop data-driven, collaborative strategies powered by partnerships with all the necessary sectors, including business, education, government, community and workforce development.

Origins In 2007, Labor and Workforce Development Secretary Suzanne Bump, in concert with the Massachusetts Workforce Investment Board, developed four priorities for the workforce development system in Massachusetts, and *Working Together* is designed to respond to each of them: close the skills gap, enhance the youth pipeline, build a high performance workforce system and align resources with strategies.

Two ideas are essential to the pursuit of these four priorities: 1) supporting the development of “high performing workforce boards” and 2) fostering regional partnerships. As this report details, *Working Together* is designed to do both.

Goals *Working Together*’s mission is to close the skills gap in Massachusetts by developing pathways—or pipelines—for workers to acquire the skills to fill high wage and high skill jobs that are in-demand in each region of the state. Its goals are to:

- Generate high quality regional labor market data
- Convene and challenge regional leaders of companies, educational institutions, and community and human service agencies to work together
- Focus on closing specific skills gaps through regional strategic planning which enables leaders to create innovative, high impact programs

- Build the leadership capacity of regional organizations and individuals
- Facilitate improved statewide interagency collaboration tailored by region

Tasks *Working Together's* tasks are being accomplished in three phases:

- 2008: Release of data, regional summits, learning, reporting on progress
- 2009: Youth summits, development of regional plans, Leadership Institute
- 2010: Launch of regional plans and initiatives, documentation

Leadership Multiple leaders make *Working Together* possible:

- **Executive Office of Labor and Workforce Development (EOLWD)** Under the leadership of Secretary Suzanne Bump, the Executive Office of Labor and Workforce Development (EOLWD) plays a highly visible role as a champion of high quality data, as a funder of numerous Workforce Development grants and programs, and as a strong advocate for regionally focused strategies for workforce development.
- **Commonwealth Corporation** *Working Together* is administered by Commonwealth Corporation, a quasi-governmental agency which assists the Massachusetts Executive Office of Labor and Workforce Development in the implementation of extensive statewide workforce development programming, grantmaking, technical assistance, research and support activities.
- **Local Workforce Investment Boards (WIB)²** The WIBs are the key regional ingredient of *Working Together*. Given the regional focus of this work, they play these key roles as:
 - ↓ Conveners of business, education, non-profit and community institutions
 - ↓ Strategic planners making use of *Working Together* labor market data
 - ↓ Program developers creating or expanding pipelines and skill development programs so that workers can access jobs in their region

An Idea Hatched by Educators and Workforce Leaders

Working Together is the brainchild of the leaders of post-secondary education and the leaders of workforce development in Massachusetts. The idea was jointly conceived at an October 2007 statewide meeting of the presidents of public higher education institutions in Massachusetts. Then-Chancellor Patricia Plummer, then-Board of Higher Education Chairman Frederick Clark and Secretary of Labor and Workforce Development Suzanne Bump cited economic data to highlight their shared feeling of urgency: workforce leaders and post-secondary education leaders must work together at a strategic, regional level in order to compete. *Working Together* grew out of these conversations to position regions in Massachusetts to compete in a global economy, and to provide pathways for Massachusetts youth and adults into high demand jobs in the knowledge economy.

2 The 16 Workforce Investment Boards (WIB) in Massachusetts are a federally-mandated network of independent, non-profit organizations charged with facilitating efforts to ensure the successful development of the local workforce. In general, WIBs are responsible for knowing and sharing with others the nature of the local labor market economy, having strong ties to employers in multiple sectors, and being in close working communication with the sources of the emerging workforce—secondary schools, post-secondary certification programs, colleges and universities, and training programs of all kinds. WIBs strive to support or to directly provide high quality career and skill development services to low and moderate-income residents, immigrants, youth, mature workers, and others. Some WIBs are known by the title Regional Employment Board, or REB.

- **Employers in the Business, Non-Profit and Public Sectors** As the source of the high skill and high demand jobs being created in their region, employers partner with educational and WFD agencies, and support local efforts to meet the demand for high skilled workers.
- **Civic Leaders** Mayors and their appointees responsible for leading workforce development for their cities and regions have played a role in many aspects of *Working Together*, particularly in organizing regional summits. These officials often welcomed participants to the summits and they continue to play an important role in organizing strategies and solutions to persistent workforce challenges.
- **Department of Higher Education, Schools, Post-Secondary Certification programs, Colleges and Universities, and Training Programs** These public and private sector educational institutions are an essential partner in *Working Together*. Four of the nine summits were held at institutions of higher education and the organizing committee of each summit included post-secondary educational leadership.
- **Organized Labor** Unions are often a critical source of training and other workforce development opportunities, and are keen consumers of labor market data. In some sectors, notably the building trades, they can function in ways that mirror many of the roles of employers. In regions across the state, labor leaders are partnering with employers, workforce developers and others on training and apprenticeship programs and other tools for developing skilled workers. Many regional labor leaders participated in summits across the state.
- **Massachusetts Workforce Board Association** The Association includes WIB leaders from all 16 regions of the state, as well as leaders in education, business, organized labor, and government. Its purpose is to promote the development of an effective workforce development system, to encourage innovation, and to strengthen the capacity of WIBs to convene and lead regional workforce efforts.

Learning from Promising Practices: Engaging Youth in the Workforce and Building a Supply of Labor

Skills Gap Issue: Many youth are eager to work but lack the contacts or resources to secure their first job. Many employers have a hard time identifying strong youth candidates for jobs, even though they are eager to find and hire younger workers, to meet seasonal shifts in demand, to control costs, and to lay a foundation of work experience that will build a stronger workforce for the region's future.

Strategy: Create a strategy for youth to find, get and keep their first employment opportunities and for employers to identify, recruit and hire youth.

Example: F1rst Jobs The ideas behind the F1rst Jobs program is simple: 1) give young people an early and positive experience in the work world and have a strong positive impact on all of their future educational and career development decisions; and 2) create new resources for employers and lay a foundation for the development of a strong and skilled workforce. F1rst Jobs offers youth between the ages of 14 and 19 a chance at a job, a glimpse at a set of career options, and an opportunity to learn a set of workplace skills which can last them a lifetime. By recruiting youth through local school systems and youth-service programs, and by reaching out to the companies and non-profit agencies of the region to enlist them as participating employers, the program serves as both a champion of the idea of youth employment and the broker of a set of constructive new relationships.

F1rst Jobs is a model of effective public/private collaboration. Championed by the mayors of Beverly, Gloucester, Lynn, Peabody and Salem, supported and managed by the North Shore Career Center and the North Shore WIB, and fiscally managed by the Essex County Community Foundation, F1rst Jobs brings together the elected officials, the workforce development leaders and the philanthropic sector to forge a truly collaborative venture. In partnership with a wide range of local employers, F1rst Jobs addresses the key concern of local businesses: that the entry level workforce and the future professional workforce of the region be equipped with the combination of skills and experiences that early employment can offer. While appealing to civic-minded leaders and employers on behalf of youth in need of engagement and support, F1rst Jobs also targets the clear self-interest of the businesses of the region: access to a well-trained, engaged, and reliable workforce.

F1rst Jobs has enjoyed marked success. Piloted in 2005, F1rst Jobs has grown rapidly, from 500 applicants and 135 placements three years ago, to 1000 applicants and over 350 successful placements in 2008.

**Contact Shari Cornett, Youth Services Coordinator, at 978.741.3805 x19, or
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Chapter Two

Documenting Labor Market Conditions in Massachusetts and its Regions

The idea of capturing labor market and skills gap data as in-depth, regional reports emerged in response to issues raised by regional leaders.³ Historically, most labor market data was generated on a national or statewide basis; over and over, the desire was expressed for on-the-ground, high quality data on the labor market, organized by region. The need, expressed by multiple regional leaders, was for truly granular, feel-it-in-your-hands local numbers and narratives.

At the same time, leaders at the Executive Office of Labor and Workforce Development (EOLWD) and Commonwealth Corporation sought a way to challenge the entire state—all of its regions, and especially its 16 Workforce Investment Boards—by pressing these leaders and organizations to step up to the job of leading the regional summits, responding to the data they presented, and engaging in the follow-on work. The plan to generate this data was the statewide leadership’s way of being both comprehensive and practical. If done well, it would accomplish multiple goals:

- Put quality regional data in the hands of regional and statewide leaders;
- Empower regions to come together around the substance of this information, and to grapple with its significance to them, not just individually within a sector, industry or constituency, but collectively; and
- Challenge statewide leaders, funding agencies and government officials to adopt a regional approach to their planning and resourcing work.

Commonwealth Corporation enlisted the aid of Dr. Paul Harrington and the Center for Labor Market Studies (CLMS) at Northeastern University because of their track record of consistently producing influential analyses of the inner workings of the Massachusetts labor market. However, even for CLMS, this was an ambitious venture: an attempt to capture labor market data on the entire state, region by region, and to render that data highly accessible and of immediate utility to a diverse audience of industry, education, workforce, community-based and non-profit leaders.

Over the course of seven months, from May to December 2008, CLMS’s work involved the following:

- CLMS produced 16 studies of “labor market developments” in each of the state’s workforce development regions. Each report offers extensive detail in six areas: population and labor force, employment levels, occupational staffing and educational attainment patterns by industry, job vacancy rates, higher education degree and certificate awards, and secondary career and technical program completions.⁴
- Professor Paul Harrington of CLMS made PowerPoint presentations of the data at nine regional summits, at which a total of 14 regions were represented.⁵ In December 2008,

3 All data cited here is excerpted from “Working Together: A Summary of Statewide Findings,” available in Appendix A. All labor market data in this report is compiled by the Center for Labor Market Studies and Commonwealth Corporation.

4 All reports by the Center for Labor Market Studies can be accessed on the Commonwealth Corporation website at: <http://www.commcorp.org/sectorstrategy/regionalinitiative.html>.

5 Ibid. Many of the CLMS powerpoint presentations, which are data-rich condensations of the larger reports, can be found at the same webpage.

in response to pressing inquiries, CLMS developed an analysis of the rapid economic downturn of the U.S., and Paul Harrington included this analysis in his presentation to the Boston summit.

Generating Regional Data that Leaders Can Use Immediately

Two ideas animate the approach taken by *Working Together* and its key research partner, the Center for Labor Market Studies, in collecting, analyzing and sharing data. First, the focus of new data collection and analysis must be regional, so that it supports and accelerates the *Working Together* effort to promote regional strategic work. Second, there must be an early and active effort to make the data accessible and useful to leaders in the regions, and to increase the capacity of regional leaders and institutions to make use of data in practical ways.

In pursuit of these goals, CLMS and Commonwealth Corporation made sure that their research plans were directly responsive to the concerns of workforce development leaders across the state. They then produced more than 2000 pages of information and analysis, offering unprecedented analyses of the labor markets of 16 different regions of the state. Finally, they linked the research to the practitioners in very concrete and immediate ways, releasing each region's data in a large public summit designed to maximize the impact of the findings on the thinking and practice of the participating leaders.

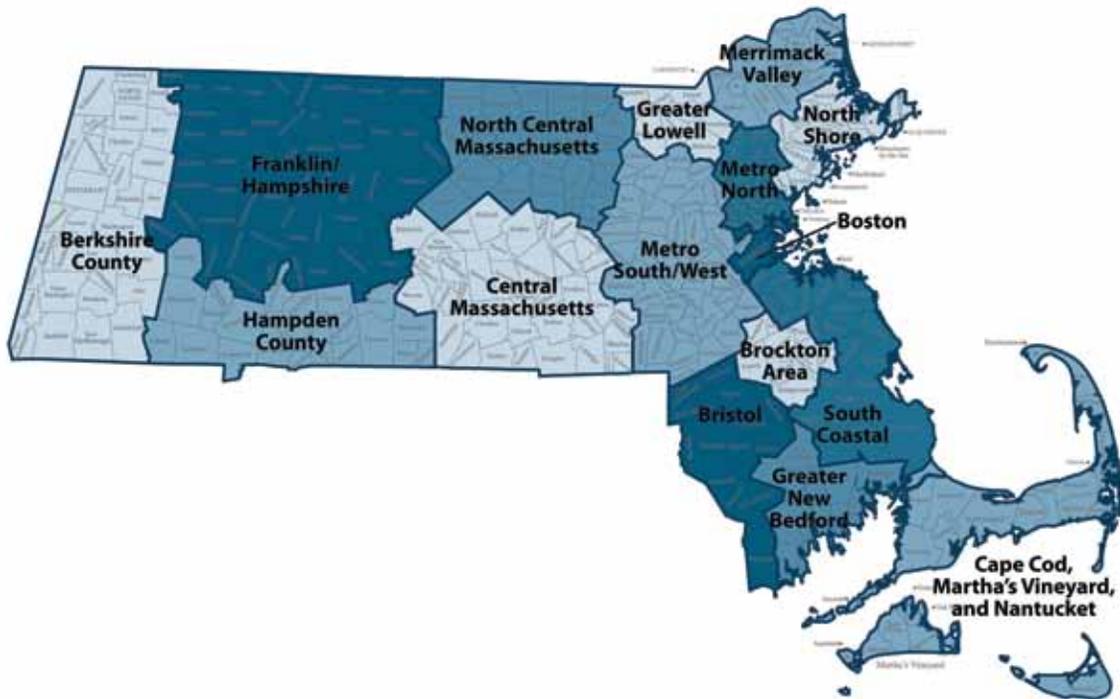
Labor Market Conditions in Massachusetts: A Profusion of Skills Gaps

In making a careful study of each of the labor markets of the 16 different regions of Massachusetts, the Center for Labor Market Studies also produced a composite labor market picture of the Commonwealth, as a whole. The following summary of general information about all of Massachusetts, gleaned from the CLMS research and other sources, provides a strong foundation for understanding the particulars of individual regions in the state.

Massachusetts Has a Rapidly Growing Immigrant Population—Although Massachusetts has a slower rate of population growth than the U.S., a significantly higher percentage of growth results from new immigrants. In several regions, a net population gain occurred only because the number of new immigrants exceeded the net loss of other populations. In one region of the state, immigrant population was more than three times as great as overall population growth, in another, more than ten times.

Although Less Diverse than the U.S. as a Whole, Massachusetts has More Immigrants and Women in the Workforce—Massachusetts has a higher share of foreign-born people in its labor force, a higher share of women, and less diversity than the U.S. The exception is that the state has a slightly higher proportion of people in the “other, non-Hispanic” category than the U.S. as a whole.

Labor Force Participation Rates of Massachusetts' Working Age Population, by Educational Attainment, 2005-2006



The 351 cities and towns of Massachusetts are divided into 16 Workforce Development regions

Older Workers are Common, but They are Rapidly Approaching Retirement—Massachusetts has an older labor force than the U.S.. Nearly 18% of the labor force will reach retirement age in the next ten years. In the decade from 2005-2015, it is projected that the entire workforce will expand by slightly less than 3%; within that expansion, a drop of 2% will occur in workers under 55, accompanied by an increase of 25.5% in workers over 55.

Learning from Promising Practices: Creating Pipelines to Post-Secondary Education and Higher Wage Jobs

Skills Gap Issues: Low skill, low wage-earning adults with steady work histories are excellent candidates for jobs requiring post-secondary training, but lack the chance to enroll in a program tailored to their needs in a growth industry, like health care or professional services. Employers in high demand sectors seek workers with specific skills. They lack a reliable pipeline of prospective workers.

Strategy: Working in close collaboration, industry, education and workforce leaders jointly craft pipelines to post-secondary education that are occupationally specific, supportive, and linked to high demand industry needs. Together, they support workers through a long period of preparation.

Example: The Health Care Learning Network helps people without postsecondary education prepare for college-level work in a health care field. Piloted by the North Shore WIB and ten extended care facilities in the region, HCLN helps workers develop skills and builds a pipeline to higher education for incumbent, low-wage workers. Four workforce boards partnered with industry and the organization World Education to develop this program, which engages participants in on-line, self-paced academic learning with strong, occupationally focused content. Adapted to the demanding lives of low-income, full-time workers with families, the program helps candidates become entry-level health care support and technical staff. HCLN responds to the skills gaps in health care services and technology; it also field tests the power of online learning, generally, allowing its leaders to consider the utility of this approach in other industries.

Example: Pathways to Financial Services Individuals in low-wage jobs often feel trapped. With GEDs or high school diplomas but limited post-secondary education, many are raising families: they are keenly interested in stable, long-term opportunities for good compensation and professional advancement. At the same time, employers in the region's strong financial services and banking industry struggle to identify workers, particularly at entry-level. They seek a strong work ethic and money handling, service, and sales skills.

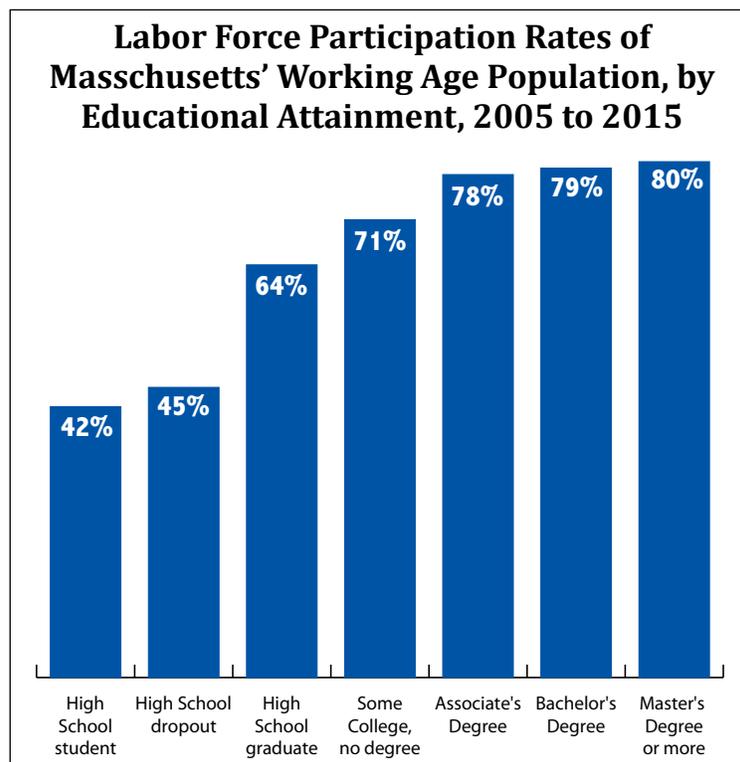
Pathways to Financial Services is a new venture designed to respond to the interrelated circumstances of the financial services industry and the under-employed adult population of the region. A partnership of four local banks, the local community college, a non-profit adult learning and workforce development partner named Operation Bootstrap, and the North Shore Workforce Board, the Pathways initiative offers a training program to meet the needs of both adult workers seeking to enter a career with opportunities for upward mobility, and to respond to the demand from companies in need of highly motivated, well-trained staff who are predisposed to make a long-term commitment to their employer.

Contact Program Manager Jane Colman at jcolman@northshorewib.com or 978.741.3805

Projected Growth of the Massachusetts Civillian Labor Force by Age Group, 2005 to 2015

	2005	2015	Absolute Change	Percent Change
16–19 year olds	181,985	173,108	-8,877	-4.9%
20–24 year olds	334,051	369,921	35,870	10.7%
25–29 year olds	348,481	397,032	48,551	13.9%
30–34 year olds	357,969	354,674	3,294	-0.9%
35–44 year olds	846,049	695,489	150,560	-17.8%
45–54 year olds	802,847	822,786	19,939	2.5%
55–64 year olds	476,477	604,899	128,422	27.0%
65+ year olds	135,386	163,005	27,619	20.4%
Under 55	2,871,381	2,813,010	-58,371	-2.0%
55 and Older	611,863	767,904	156,041	25.5%
Total	3,483,244	3,580,914	97,670	2.8%

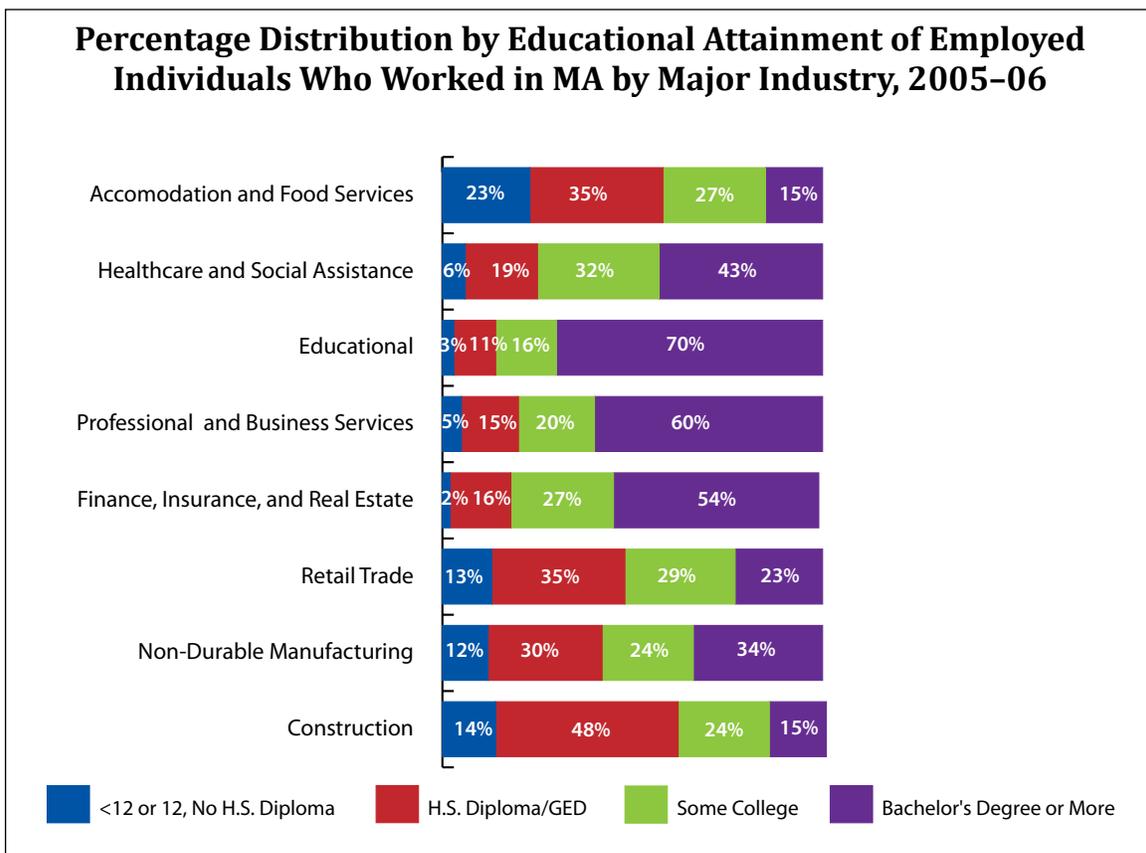
Many More Workers in Massachusetts are Highly Educated—The state’s labor force has a higher share of workers with some post-secondary education, bachelor’s degrees, master’s degrees, or higher, than the nation as a whole. Also, across the state, the more educated one is, the more likely one is to participate in the labor force. Participation rates are approximately as follows: for high school dropouts, 45%; for high school graduates, 65%; for those with some college, 70%; for those with an associate’s degree and higher, roughly 80%.



Major Changes are Underway in the Massachusetts Economy—Some Sectors Have Dwindled Sharply, Others Grow—Massachusetts has experienced a dramatic structural shift in its major industries over the past two decades. Since 1990, the state lost 38% of its jobs in Manufacturing, while growing jobs by 38% in the Professional & Business Service sector and 32% in Education & Health Services.

The Health Sector is the Largest in the State—The largest industry sector in Massachusetts is Health Care & Social Assistance (15%), followed by Retail Trade (11%), Educational Services (10%), Manufacturing (9%) and Professional & Technical Services (8%).

Massachusetts’ Industries Demand an Educated Workforce—Employers across the state require high levels of education. Fifty percent or more of the workers in 16 out of 21 industry sectors have completed at least some level of college. In the Commonwealth’s three large high growth sectors (health care and social assistance, education, and professional and business services) 75% or more of the workers have completed at least some level of college.



Massachusetts Students are Among the Highest Performing in the Country—From 2005 to 2007, Massachusetts 4th and 8th grade students consistently scored at or near the top of the list of all states in the nation in both mathematics and language arts, as measured by the National Assessment of Educational Progress.⁶ The Commonwealth is widely acknowledged as a state with one of the most rigorous and meaningful student assessment systems, the Massachusetts

6 <http://nces.ed.gov/NATIONSREPORTCARD>

Comprehensive Assessment System (MCAS). Since the inception of MCAS, student achievement statewide has risen dramatically; fewer than 50% of tenth grade students passed the MCAS test from 1998-2000; 87% passed in 2007.

Many Students Fail to Graduate, Entering the Workforce Unprepared—Each year in Massachusetts, four fifths of all students graduate in four years from high school, among the highest graduation rates in the U.S. However, this four-year graduation rate drops to less than two thirds for low-income students.⁷ Statewide, a third of working adults have not completed any education beyond the high school level. In 2005/2006, Massachusetts had 3,369,817 residents in the labor force working or actively seeking work, and 242,626, or 7.2%, were high school dropouts. Another 876,152 (26%) had graduated from high school or earned a GED, but had not completed any post secondary education.

Massachusetts is Producing Associate Degree Graduates at a Declining Rate—From 1996 to 2007, while the number of Associate’s degrees across the U.S. has increased by 34%, the number granted by colleges and universities in Massachusetts has decreased by 16%. The decrease occurred solely in the private colleges, which granted 51% fewer AA degrees (from 4,469 in 1996 to 2,197 in 2007). Public community colleges and four-year colleges and universities actually increased the proportion of AA degrees by 3% in this same period.⁸

Trends in the Number of Associates Degrees Awarded in the U.S. and Massachusetts, by Higher Education Sector, 1996 to 2007

Sector	1996	2007	Absolute Change	Relative Change
U.S.	557,858	748,214	190,356	34%
Public	454,452	583,693	129,241	28%
Private	103,406	164,521	61,115	59%
Massachusetts	12,682	10,691	-1,991	-16%
Public	8,213	8,494	281	3%
Private	4,469	2,197	-2,272	-51%

The Nation Outpaces Massachusetts in the growth in BA degree production—The increase in Bachelor’s degree production in the U.S. has outpaced Massachusetts. From 1996 to 2007, colleges and universities across the U.S. increased Bachelor’s degree awards by 31%, as compared to 18% in Massachusetts. Public higher education institutions were the primary source of degree growth in the U.S.; private institutions led the growth in Massachusetts.

7 http://www.doe.mass.edu/infoservices/reports/gradrates/08_4yr.html

8 The recent drive by private colleges to enlarge their BA programs is a partial explanation of this phenomenon.

Massachusetts Lags the Nation in the Rate of Growth of Undergraduate Certificates—Undergraduate certificates (awarded for post-secondary work that is below the level of an Associates degree) are an important source of supply of skilled workers. Across the U.S., between 1996 and 2007, higher education institutions increased the number of undergraduate certificates awarded by 18%; Massachusetts saw an increase of 7%. In the U.S. and Massachusetts, the increase was driven largely by public institutions.

The Skills Gap in Massachusetts is Exacerbated by a Mismatch of Jobs and Graduates—An examination of the trends in Associate’s degrees awarded by Massachusetts’ colleges and universities reveals a major gap between industry demand and the supply of graduates in related fields. While health care employment has increased steadily, health care degrees have decreased. Similarly, degrees in fields in demand by firms in the Professional, Scientific and Technical sector (engineering and business related degrees) have decreased, while AA degrees in liberal arts, humanities and communications have increased. Bachelor’s degree trends are slightly more aligned with industry demand, but the supply of BA and BS graduates in health sciences, education, biological and biomedical sciences, physical sciences and engineering decreased from 1996 to 2007.

Trends in the Number of Associate’s Degrees Granted by Massachusetts Post Secondary Educational Institutions, 1996 to 2007

	1996	2006	Absolute Change	Relative Change
TOTAL	12,682	10,691	-1,991	-16%
Liberal Arts and Sciences, General Studies and Humanities	2,336	2,648	312	13%
Health Professions and Related Clinical Sciences	3,360	2,460	-900	-27%
Business, Management, Marketing, Related Support Services	2,842	1,940	-902	-32%
Security and Protective Services	820	760	-60	-7%
Engineering Technologies/Technicians	835	581	-254	-30%
Computer and Information Sciences and Support Services	247	416	169	68%
Education	280	423	143	51%
Visual and Performing Arts	358	328	-30	-8%
Communications	71	140	69	97%
Family and Consumer Sciences/Human Sciences	258	133	-125	-48%
Public Administration and Social Service Professions	81	139	58	72%
Legal Professions and Studies	471	124	-347	-74%
Agriculture, Agriculture Operations, and Related Sciences	162	132	-30	-19%
Personal and Culinary Services	185	79	-106	-57%
Engineering	94	54	-40	-43%

Massachusetts’ secondary schools substantially increased the number of graduates in career and technical education programs over the last 4 years—An examination of the distribution of high school graduates by field of study in 2007 reveals that a substantial proportion of the graduates completed programs in fields related to construction (15%) and precision production/mechanics (12%). Business and engineering and information technology represented 19% and 16% respectively, and health science and education each represented 8%.

Regional Labor Markets in Massachusetts: A Complex Tapestry

The CLMS study of each of the 16 regions of the state resulted in a large volume of data on each region. An attempt to summarize key findings for each region has been included in Appendix A, and readers may access the entire volume on any of the regions in the state at the Commonwealth Corporation website.⁹ Out of these sources of information and analysis emerge a set of patterns, outlined below, which together help to frame the opportunities and the challenges that the regions of the Commonwealth are facing.

Growth is Very Unevenly Distributed Across the Regions of the State—Greater Boston accounted for three quarters of all job growth in the state, from 2004 to 2007 (including City of Boston, Metro North and Metro South/West). While Greater Boston averaged growth of 5%, a third of all regions grew by .5% or less: two years ago, the rate of growth in Greater Boston was *more than 10 times greater* than that of the least rapidly growing regions.

The Level of Education Required to Get a Job is Rising, Across the Board

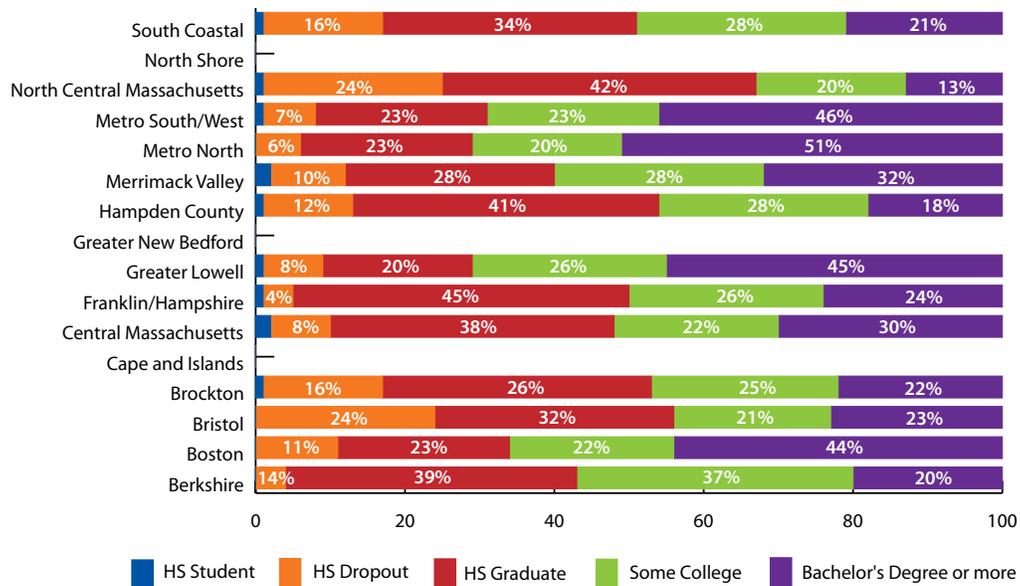
CLMS data revealed that high educational requirements affect *many* sectors. In Metro North, Metro Southwest, Greater Lowell, and Boston, for instance, *more than two thirds* of workers in manufacturing had some college or a bachelor’s degree, a proportion whose size may indicate the concentration of electronics and more advanced manufacturing in the region. In the North Central, Hampden, South Coastal, Berkshire, Brockton and Bristol regions, the proportion of those with at least a bachelor’s degree varies from 13% - 23%; in these regions, the majority of workers have a HS diploma or less, a fact which severely limits their capacity to compete for the jobs in their region.

The experience of the immigrants of Massachusetts also plays out differently across the various regions of the state, reflecting the bifurcation of the immigrant population of the state and the nation. In half a dozen regions, including Hampden County and the North Shore, fully 60% of immigrants who are working age have a high school diploma or less. By contrast, more than a third of the immigrants of working age in Metro North and more than half in Metro Southwest have at least a bachelor’s degree; a majority of these have a master’s degree or higher.

Workforce Area	2004 Third Quarter	2007 Third Quarter	Absolute Change	Relative Change
Boston	534,427	562,516	28,089	5.3%
Metro North	360,090	378,891	18,801	5.2%
Metro South/West	502,223	523,717	21,494	4.3%
Greater New Bedford	77,244	80,119	2,875	3.7%
Merrimack Valley	126,665	130,386	3,721	2.9%
South Coastal	204,256	208,833	4,577	2.2%
Berkshire County	62,915	64,087	1,172	1.9%
Greater Lowell	111,959	113,982	2,023	1.8%
North Shore	164,833	167,238	2,405	1.5%
Central Mass	239,515	242,922	3,407	1.4%
Franklin/Hampshire	87,905	88,301	396	0.5%
Hampden County	195,670	196,516	846	0.4%
North Central Mass	80,070	80,330	260	0.3%
Brockton	90,954	91,080	126	0.1%
Cape & Islands	121,973	121,907	-66	-0.1%
Bristol	145,869	144,381	-1,488	-1.0%

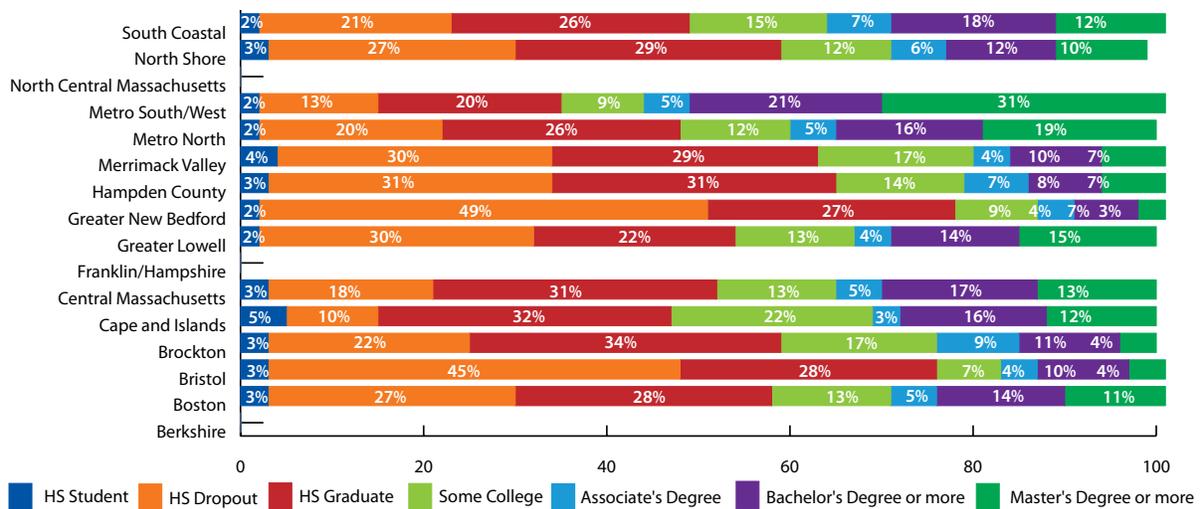
⁹ <http://commcorp.org/sectorstrategy/regionalinitiative.html>

Percentage Distribution by Educational Attainment of Employed Individuals in the Manufacturing Sector, 2005-06



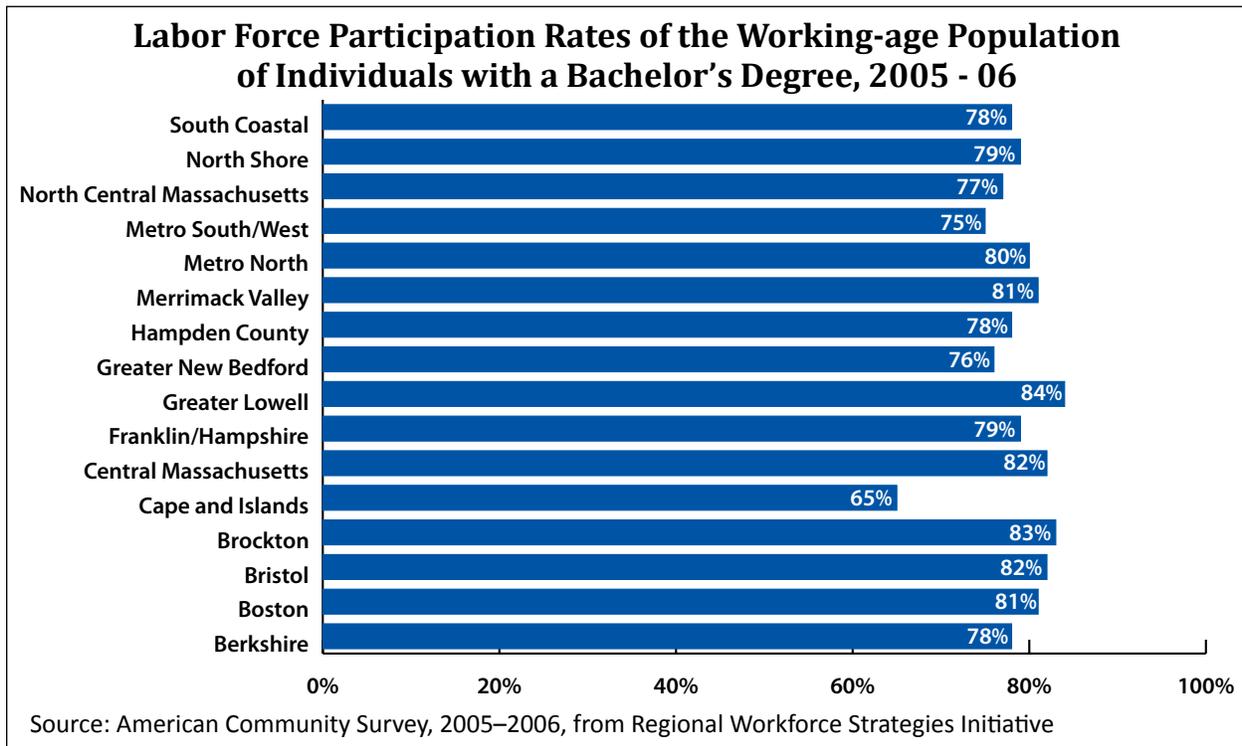
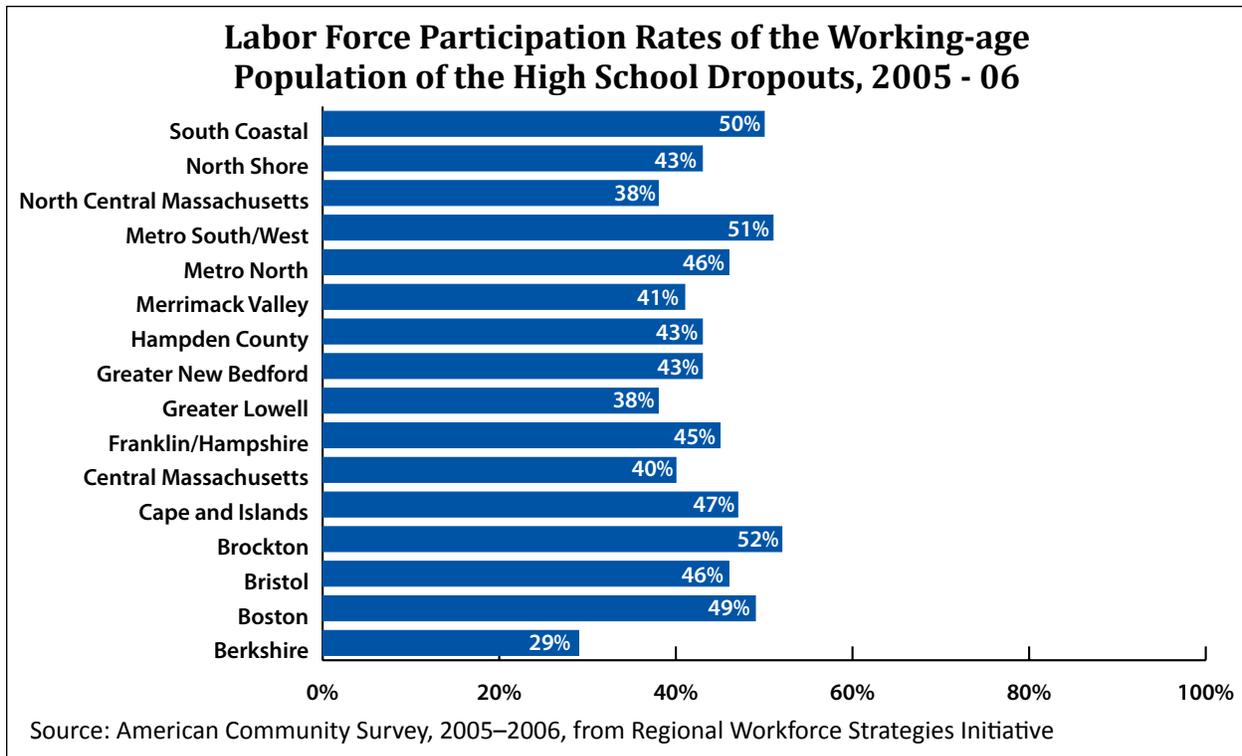
Source: American Community Survey, 2005-2006, from Regional Workforce Strategies Initiative

Percentage Distribution of the Working Age Foreign Born Residents by Educational Attainment, 2005-06



Source: American Community Survey, 2005-2006, from Regional Workforce Strategies Initiative

Nowhere is the skills gap more evident than in comparison of labor force participation rates of dropouts and college graduates. In only three of 16 regions are half or more dropouts in the workforce, while three quarters of those with bachelor’s degrees are in the workforce, in virtually all regions of the state, regardless of their overall economic health and vitality. (The only anomaly, the Cape and Islands data, reflects the high proportion of retirees in that region.)



Learning from Promising Practices: Building a More Skilled and Stable Workforce and Improve Outcomes by Working with Educators, Industry, Workers and Consumers

Skills Gap Issues: Early Childhood Education attracts many people with modest educational attainment who earn lower wages, experience less career advancement, and have high levels of turnover. ECE employers struggle to build a stable workforce and to improve program quality, and children receive less high quality programming than they would with a more stable, professional staff.

Strategy: Create partnerships with early childhood education employers, post-secondary educators, and early childhood education employees so that workers enroll in a post-secondary, credentialing program and earn higher wages when they get a degree or credential, employers can increase their retention rates, and children can benefit from higher quality programming.

Example: Developing Early Childhood Educators (DECE) is a new initiative that forges a partnership between 39 employers, many of them private sector early childhood education centers, eight Western Massachusetts colleges, a non-profit resource, referral, and training agency, and the Regional Employment Board of Hampden County in a joint venture to increase the educational attainment and professional capacity of current and future early childhood educators. In recent research, local ECE providers cited recruiting, developing and retaining workers as their most critical challenge. National research clearly demonstrates that children develop stronger academic and social skills in programs run by staff with higher levels of educational attainment. In a carefully planned approach that achieves multiple objectives, DECE challenges participating staff to achieve academically, contractually obligates employers in the program to increase the salaries of all staff who complete the program, and seeks to slow the rate of turnover through increased levels of personal support, professional development, and compensation.

The goals of this project dovetail neatly: a stronger staff makes for a stronger and more effective program, which yields better outcomes for young children. It also leads to a more stable workforce, with less turnover and more stability in the workplace, which in turn renders the providers, both non-profits and businesses, more financially sound, and more able to participate in the additional programmatic requirements of the DECE initiative, like awarding pay raises to staff who advance their education.

Launched in the past year, this project is in its earliest stages, but has many eyes on it, not only because of its relevance to ECE work throughout the Commonwealth, but because this project also models the effort to get employers, educators and workforce leaders together in a carefully planned joint venture.

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Chapter Three

Regional Summits: Bringing Leaders and Data Together

Convening the Leaders: Reports from the Regional Summits

Beginning in May on the North Shore, and concluding in December in Boston, working closely with EOLWD, Commonwealth Corporation and CLMS, leaders of regional workforce boards, businesses and educational institutions convened nine regional gatherings, drawing nearly 1,900 people. Each half-day conference included a presentation of the newly produced data by Professor Paul Harrington of Northeastern University and the Center for Labor Market Studies, followed by break-out meetings, by sectors, for in-depth discussions of the implications of the data and its application to local work.

Post-secondary educational leaders played a large role in the summits. Four institutions of higher education convened summits: Massachusetts College of Liberal Arts in North Adams, Western New England College in Springfield, Massasoit Community College in Brockton, and Cape Cod Community College in Hyannis. Each of the summit organizing committees included or were led by post-secondary education institutions or consortia of colleges, including CON-NECT, the consortium of public colleges in the southeastern part of the state, and the Colleges of Worcester Consortium. In addition to host colleges and the consortia, Berkshire Community College, Mt. Wachusett Community College, North Shore Community College, Salem State College, and Greenfield Community College each played a key role in organizing regional summits. All of the public colleges and many private colleges participated in the summits.

The impact of these summits was felt widely. In follow-up surveys and interviews, and in meetings to reflect on the impact of the summits, leaders from a wide range of regions reported that the summits had these common effects:

- Supplied the region with a large body of fresh and useful data
- Highlighted features of the region that are different or even unique
- Focused the regional leaders on the shared challenges they face
- Raised the theme of interconnectedness and interdependence
- Raised the profile of the convening partners, especially the local Workforce Investment Board (WIB)
- Attracted new players to the work who might not have had a prior role
- Generated new ideas and possible courses of action
- Fostered future partnerships, and heightened appreciation of the need for allies and joint ventures in order to take on the sizable challenges

In follow-up conversations, leaders from different regions pointed to specific things that the summit had enabled them to do. Bill Ward, Executive Director of the Regional Employment Board of Hampden County (REBHC), the region's WIB, observed that the summit enabled the REBHC to "brand" the work they are doing, heightening the awareness of this work in the wider community. He stressed the positive effect of the inclusion in the summit of policymakers with responsibility for financial oversight in the region, and noted that the summit built on the

recently completed strategic planning work done by both the City of Springfield and the REBHC. He cited the role of the summit in identifying a set of priorities for Hampden County: to focus on the next generation of workers (“the millennials”), to recruit more skilled workers into the region, and to upgrade the skills of the incumbent and emergent workforce.

Mary Sarris, CEO of the North Shore WIB and the leader of the first summit in May of 2008, pointed out, *“The summit was immediately useful, as it allowed us to build on the work we had just completed on our regional Labor Market Blueprint. Combining all these data sources, we then developed our strategic plan, and our High Performing WIB application.”* She pointed to the findings of the CLMS report, which highlighted the key industries of health care, durable goods, construction, biotech, professional business services and the “creative economy.” The effect of the summit and the conversation it stimulated was to focus the North Shore WIB on the concrete and urgent job of updating their preferred vendor list, to re-conceive and re-design it as a tool to fill the skills gap.

“The skills gap is now our number one concern in strategic planning,” said Barbara O’Neil of the Greater Lowell Workforce Investment Board, after the summit which they co-convened with the Merrimack Valley WIB. *“I am happy to report that GLWIB was awarded a \$250,000 Regional Innovation Grant in the manufacturing sector; the information from the summit was a main factor in the award.”*

Another critical impact of the summit, however, was the decision of Greater Lowell and Merrimack Valley to co-convene and lead the event. Although the leaders had a good working knowledge of each other’s institutions, these two WIBS did not have a recent track record of partnership. As a result of partnering together on the summit, they achieved an exceptionally large turnout based on prior events, secured a high level of participation by representatives of industry across a variety of sectors, and launched into a new working relationship with one another, as potential partners in other, future work.

“The data from the summit gave us a sharp reminder of the critical issues facing immigrant workers in our region, and challenged the Career Center staff and community groups to tackle these issues jointly.”

Mary Sarris, CEO, North Shore Workforce Investment Board

“The summit—which we called Building a Better Workforce—raised the profile of the sustainability issue, forcing us to ask ‘How do we develop an infrastructure for this work that can carry on over an extended period?’”

Bill Ward, CEO, Regional Employment Board of Hampden County

The experience of the Merrimack Valley WIB was similar to that of Greater Lowell, reports Executive Director Fred Carberry. The high turnout and engagement of leaders led to an immediate focus on strategies in the health care sector, seeking ways to retain the older workforce in that industry. Merrimack Valley is also working with the Merrimack Valley Economic Development Council to attract life science companies to the region, and the summit renewed a conversation about providing “the right mix of skills” to meet the demands of that sector. Like many regions, Merrimack Valley immediately put the new CLMS data to work in a set of proposals for future funding.

From the point of view of external observers, the collaboration of the Greater Lowell and Merrimack Valley WIBs contains a powerful lesson about the leverage that partners offer. Without the audience members that each of the two conveners drew to the event, these organizations would have had vastly less impact on the leadership of their regions, who were visibly impressed with the scale and breadth of the crowd. Collaboration is also infectious. In the fall of 2008, having partnered on the summit, the leaders of the Merrimack Valley and Greater Lowell WIBs, on their own initiative, offered a co-presentation on their work in Adult Basic Education (ABE) at the annual ABE conference; this was another first.

The first set of responses to the Boston Summit presentation by Paul Harrington had to do with his analysis of the national crisis in the financial system and the economy, including the severe job losses of the last few months of 2008. Responding to a high level of interest in and concern about the global and national context, Harrington's careful narrative put the labor market analysis of the Boston region into a larger context. In response to the presentation, a survey of participants signaled that their greatest concern is the overall difficulty that people without a degree have finding work in the region. As remedies, the most popular ideas were to place greater emphasis on skills training, mentoring and support for students.

Reflecting on the summit, Dennis Rogers, Director of Workforce Development at the Boston Private Industry Council, the local WIB, observed, *"One of the big challenges in Boston is to take the good work being done and scale it up, both within sectors where it is working, like health care, and in other sectors as well."* He suggested that similar scaling opportunities and challenges exist in the school-to-career work in Boston Public Schools, and in incumbent worker projects with Marriott Hotels.

Dennis Rogers also made an effort to stress the importance of the data on immigrants in Boston: *"Immigration is the elephant in the room—educational pathways are underdeveloped, learning and skills development options are limited. This is a very large issue."*

"In Boston, the Working Together summit and the Center for Labor Market Studies data had three immediate impacts: they affected our design of an RFP, issued this winter, for youth programming; they informed our planning documents and formal responses to the federal recovery funding process; and they clearly influenced the thinking and the grantmaking of other regional funders, both public and private."

Conny Doty, Director, Mayor's Office of Jobs and Community Services, a division of Boston Redevelopment Authority/Economic Development and Industrial Corporation

"The summit was a tremendous success. People turned out in large numbers to interact with Paul Harrington of Northeastern University, and to work together. Local, data-driven strategies are the future for our region, and the summit enabled us to build on our existing partnerships and collaborations. It also helped that statewide leaders took the time to come to our region, roll up their sleeves, and work with us in a hands-on, problem-solving way."

Joe Bevilacqua, President, Merrimack Valley Chamber of Commerce

Many of the summits involved post-secondary educational leaders and their institutions, but three in particular were strengthened by the leadership of higher education:

- To co-host its regional summit, the Berkshire County Regional Employment Board partnered with the Berkshire Compact, a collaboration of post-secondary institutions, elected officials, business leaders and leaders of cultural and community organizations. Together, they convened leaders who used the new infusion of data from the Center for Labor Market Studies to build on the recent work of the Compact, which has embraced a strategy for the economic and social revitalization of the region through an intensified emphasis on raised expectations for all students, access to higher education for all, widespread skills development in technology, and collaboration between education, business and the civic sector to develop increased learning and career opportunities.

In response to the evidence of the high dropout rate in the region, the Berkshire County Regional Employment Board collaborated with Pittsfield Public Schools and Commonwealth Corporation to craft a program called Project Reconnect, which gathered more than 200 youth at a summit, offered case management services to dozens of them, placed 18 youth in jobs, and enabled four students to re-enter the high school. *“The summit added a great deal of credibility to our work, and to the workforce sector as a whole,”* observed Heather Boulger, Executive Director of the REB.

- In the southeastern corner of the Commonwealth, planning for the summit was co- led by the WIBs of three regions—New Bedford, Fall River and Brockton—with special leadership offered by CONNECT, the consortium of public higher education institutions in the area. Observing the effect of the gathering, CONNECT Executive Director Jane Souza remarked, *“One of the outcomes was that all three Workforce Boards in Southeastern Massachusetts had a chance to work together and to serve as leaders in the same forum. Also, Paul Harrington’s data, which offers us a picture of the future, puts both the Workforce Boards and higher education in a better position to lead. We really can use this data to plan our work together, going forward.”*
- In Central Massachusetts, the North Central Workforce Investment Board and the Central Massachusetts Regional Employment Board partnered with post-secondary educational leaders to develop a summit to serve a large region of the state. Mark Bilotta is the CEO of the Colleges of Worcester Consortium, a collaboration of 13 public and private colleges and universities in Central Massachusetts founded in 1968. In his view, *“The summit was extremely helpful. It served as an open invitation to the business and education communities to partner to answer these tough questions we are asking: What are the needs of industry? Are the higher education institutions offering programs that meet those needs? If not, which members of our community might want to work more closely with the manufacturing or health care or biotech communities?”*

In the aftermath of the summits, collaboration with some regional post-secondary education partners is ongoing at a steady pace. For instance, as a follow-up to the summit in Franklin and Hampshire Counties, Patricia Crosby of the Franklin Hampshire Regional Employment Board continued to work at strengthening her collaboration with Greenfield Community College on workforce and skills gap initiatives. FHREB crafted a comprehensive overview of labor market conditions in the region, drawing heavily on the CLMS data; offered Greenfield Community College (GCC) a series of suggestions and supports for strengthening the community college's support of workforce development; and pressed forward with a range of planning efforts on health care training, renewable energy, and business career programming in which GCC is the central partner.

Learning from Promising Practices: Ensuring Youth Success in Education and Employment While Meeting the Needs of Local Businesses

Skills Gap Issue: Students who are not experiencing success in high school are at risk for dropping out, limiting their prospects for future employment and education, and reducing the supply of prospective entry-level employees for local industry. Employers struggle to find and retain entry-level workers, even in service sector jobs that do not require advanced training; they also seek a supply of experienced younger workers as candidates for additional training in their industry or through their company.

Strategy: Create youth development programs that ensure high school graduation and offer youth mentoring, academic support, employment, and hope for their future. Engage multiple employers in offering youth positive learning and youth development experiences. Link the workplace and the world of education, giving youth concrete experiences with the power of education to address their career and life aspirations.

Example: The Springfield Work-Scholarship Connection As the region's largest locally owned grocer and a major employer of youth, Big Y World Class Market is well aware that nearly half of all Springfield Public School students fail to graduate. Working closely with the FutureWorks Career Center, the Regional Employment Board of Hampden County, and the Springfield Public Schools, and borrowing a proven program design from another city, Big Y launched the SW-SC program in 2008. SW-SC is a three-tiered approach to success, focusing on school life, family life and work life.

Launched at the High School of Science and Technology, the SW-SC program engages struggling 10th grade youth with a rich combination of employment, academic and social support, and rigorous high expectations for the following three years. In order to participate, students must attend workshops, attend school, pass the Massachusetts Comprehensive Assessment tests (MCAS), and maintain good standing as both an employee and a member of their community. Workshops focus on work readiness skills, customer service, and enrichment. Big Y employees act as mentors to participating students, and the company offers successful participants jobs.

The program enables youth to confront and overcome specific challenges with the support of a caring adult. Guided by a Youth Advocate, students get steady support, engagement and challenge through home visits, weekly check-ins, and on-the-job follow-up. High expectations reflect standards of the workplace. Youth get a chance to learn from errors, achieve at high levels, and get recognized for their accomplishments.

Twenty-eight youth are currently enrolled in the three-year Springfield Work-Scholarship Connection Program. Big Y and its partners plan a 2009 expansion to add another Youth Advocate and 25 students. As a part of its commitment to youth development, Big Y, in league with the Regional Employment Board of Hamden County, actively seeks partners to share in the expansion of this program to other companies and industries.

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Emerging Strategies for Learning and Leadership Development

The summits raised the interest level among WIB leaders across the state for additional opportunities to exchange data, discuss issues, and develop their thinking. By design, the first summit, convened by the North Shore WIB in May of 2008, took place the evening before a regularly scheduled annual meeting of the Massachusetts Workforce Board Association. This encouraged the active participation in the North Shore summit of many leaders from around the state who would have had a hard time attending otherwise. In addition to seeing one approach to mounting a successful summit, and generating ideas about how to do their own summits in the coming months, this experience planted the seed of an idea: how might the *Working Together* effort promote learning and exchange of this kind among regional workforce leaders?

In the months that followed, summits took place across the state. In August 2008, a conference call brought together leaders from the regions that had held summits to share their learning and to consider other learning opportunities. The Massachusetts Workforce Board Association stepped up to serve as the facilitator of a conversation, which continued into the fall. These informal “learning network” sessions led to the idea of a more structured approach, focusing on helping regional leaders to identify challenges, develop skills, apply tools and data, and hone their leadership abilities. This idea came to be known as the Leadership Institute, which will launch shortly, as a part of Phase Two of *Working Together*.

Another small learning experiment yielded very interesting results. Commonwealth Corporation convened a voluntary set of study groups made up of its own staff members, in order to help them develop a stronger grasp of the labor market data produced by the Center for Labor Market Studies. Many of the 17 or 18 people who participated lead Commonwealth Corporation programs and initiatives that support youth, workers, employers, and workforce programs across the state. They are, for the most part, program leaders and administrators who see themselves as advocates for the people they serve; except for those who were leading the discussions, they are generally not academics or researchers. They developed a series of tools, including small groups, study guides, discussion sessions, and reflections on their learning.

Several insights developed. Their review of the labor market research allowed many participants to see how interconnected and complex the labor market is. It challenged them to think about their approach to their work. Rebekah Lashman, of Commonwealth Corporation, editor of the series of CLMS reports and a leader of the study group process, observed, *“People realized it is not enough to think, ‘I have some people to help, and I want them to be better off.’ You have to understand the market they live in, and you need a strategy to get them from where they are, to where they want to go. People also saw the stark differences between regions, and the need for regional plans became suddenly very clear.”*

Participants felt a high level of interest in and enthusiasm for the research and what they had learned from examining and reflecting on it. They concluded their reflections with a strong recommendation that all Commonwealth Corporation staff—and indeed everyone doing workforce development work—have an opportunity to do this kind of in-depth study. The value of this study group approach impressed everyone involved, and has contributed to *Working Together’s* focus in Phase Two on developing tools and learning opportunities for regional workforce leaders.

Learning from Promising Practices: Developing an Industry's Capacity to Improve Operations, Increase Competitiveness, and Build a Skilled, Adaptable Workforce

Skills Gaps Issues: Precision manufacturing is an internationally competitive, fast-moving industry where agility, responsiveness to surges in demand and constant technology development prevail. Precision manufacturers share an interest in building up the skills base of their workforce, to increase productivity, position themselves for new business, and anticipate and respond to changes in the market.

Strategies: Engage precision manufacturers to offer voluntary skills enhancement courses to incumbent employees. Increase employee skill competencies in existing jobs, and position workers to move into more advanced machining roles in future. Achieve improvements in employee skill and knowledge levels, change employee attitudes and behaviors, and alter business practices and outcomes.

Example: The Precision Manufacturing Training Project The precision manufacturing cluster of companies in Western Massachusetts has a long history of technical innovation. Facing rapid growth (e.g., an increase of 133% in gross sales in the period from 2005 to 2008), it has become a model of industry collaboration. Building on years of partnership with the Regional Employment Board of Hampden County, a cluster of 39 companies created the Precision Manufacturing Training Project to increase industry capacity to improve manufacturing processes and operations, to build a well-educated and highly adaptable workforce, and to increase competitiveness of the regional industry overall.

In 2009, the project began to offer courses in technical skills and processes needed by students—all current employees of participating companies, and all volunteers—to increase their skills in their existing job, and to prepare for the prospect of promotion and advancement to more demanding and technically complex jobs. A selection of 17 courses—each earning the student credits at Springfield Technical Community College—was offered in numerous educational and industry locations, and covered a wide array of machining, engineering, computer and related technical subjects. Twenty-four individuals took part in the first set of courses in the winter of 2009.

New data analysis assessing the courses' impact showed that even in the first ten weeks of programming, participating businesses credited PMTP with increasing workers' ability to complete complex tasks, improving motivation, reducing over-the-shoulder training time, and improving communication with front-line supervisors. (The PMTP also has a component that focuses on unemployed and underemployed workers; it was not explored in this report for reasons of space.)

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Chapter Four

Lessons from Successful Regional Practices

The REB of Hampden County and the North Shore WIB are not alone in observing a set of key principles, which apply to successful ventures to close the skills gap, regardless of the sector involved. Many regions have shown through their recent work with the CLMS data and their successful summits that they are engaged in a variety of effective approaches. In its research and interviews with leaders across the state, Community Matters identified the following “best practices.”

- ***Craft a clear, ambitious vision.*** Knowing and being able to articulate your purpose, both with the leaders and staff of your own organization and with your current and prospective partner institutions, is critical to success. Crafting a big agenda forces you to grapple with hard, practical questions and to reach out for the help you need. Both the REB of Hampden County and the North Shore WIB have staked out big plans, in close collaboration with the elected officials, business leaders and educational institutions of their respective regions. They have worked to refine their expression of those plans in crisp, easily absorbed statements of vision. Perhaps the most successful of these is the following graphic from Hampden County, which captures, in a single image, the sweep of their ambitions for the region, and the interdependent nature of the work, necessitating collaboration and mutuality, and especially highlighting the central role of education systems.



- ***Include a diversity of leaders in the real work: involve key leaders in business, education, government, labor and civic affairs in the actual work at hand.*** All WIBs are chartered as inclusive entities with representatives from many sectors; for this reason, merely convening a diverse mix of people around a meeting table is a relatively modest achievement. What makes the High Performing WIBs effective is that they have partnered in earnest with school districts, community colleges, universities, employers in many sectors, and government agencies. Their object is to craft strong initiatives by enlisting genuine leadership from beyond the confines of their own institution or pre-existing networks. The high performing WIBs often share responsibility with their partners for the design, development, and implementation of programs. The resultant sense of

ownership and pride that their partners feel for these projects, and the shared sense of commitment to their success, is a direct result of this inclusive, responsibility-sharing, distributed leadership approach.

- **Concentrate workforce resource allocation decisions in a coordinated structure, in close partnership with public sector leaders.** In regions where resource allocation decision-making is diffuse or contested, it is difficult to respond effectively to changing economic and workforce conditions. One of the features that the North Shore WIB and the Regional Employment Board of Hampden County have in common is that each has a structure, which places the organization at the center of regional workforce decision-making, closely aligned with both the public and the private sectors. Because the functions of planning, convening, brokering and resource management are aligned with the agendas of chief elected officials and industry leaders, these empowered workforce boards can more effectively lead local partnerships. Their ability to attract and allocate resources to priorities identified through their planning efforts furthers the impact of their work. Workforce boards that serve in this leading fiscal and resource allocation role are able to streamline delivery of services, avoid duplication, and maximize the resources available to serve their customers.
- ***Generate, collect, analyze and share data, and use it to plan strategy and engage funders and other partners.*** High performing WIBs *love* data: they have a nearly inexhaustible appetite for new information and for the insights that come from careful analysis of high quality data. WIBs that thrive are consistently engaged in the effort to make sense of the data they collect, because, as one workforce leader put it recently, “Data is not knowledge.” This commitment to analyzing and making sense of the data can take the form of research and reporting, it can be a study group or a task force charged with understanding and explaining a problem, it can be the constructive use of a Board meeting, it can be the willingness to assist a partner to interpret raw data from a recent government report. This deep comfort with the collection and interpretation of data, and their commitment to the dissemination of the insights that they glean from this work, is a hallmark of an effective WIB.
- ***Align strategic goals and objectives with those of other key players.*** When institutions and their leaders see their priorities and goals reflected in the plans and actions of WIB-led initiatives, they tend to become even stronger supporters of the projects that emerge as a result. The Pathways to Financial Services, for instance, is a project that grows directly out of the Strategic Plan of the North Shore WIB, and is supported by the region’s 2007 Blueprint of labor market data, a document generated by the WIB. In Springfield, the Developing Early Childhood Educators venture was prescribed in the 2008 Strategic Plan of the REB, and in the long-stated aspirations of both the Springfield Public Schools and local philanthropic leaders. The City of Springfield commissioned the Regional Employment Board of Hampden County to lead the development of the City’s strategic plan, in part because of the REB’s track record of successfully aligning the missions of the public and the private sectors.

- **Keep it real: include in all planning the actual people and institutions that represent the abstract concepts of “supply and demand.”** Each of the high performing WIBS regularly includes in its planning and program development the people who will actually do the learning and working, the educators and trainers and human development leaders responsible for helping to help generate the “supply” of future workers, and the business, service sector and other employers whose “demand” for a skilled workforce drives the enterprise.
- **Surface the conflict.** Inclusive, change-making collaborations involving multiple organizations are inherently conflictual. Not all partners see the benefit of collaboration right away, and ambitious partnerships surface differences of opinion, resistance to change, and even mistrust. In the first two years of its operation, for instance, the Hampden County-based program CAN DO, Collaborating for the Advancement of Nursing—Developing Opportunities, faced conflicts between institutions responsible for educating nurses, the businesses that employ them, and workforce development agencies. Much of the conflict was due to a lack of understanding of each partner’s organizational culture. Since CAN DO had successfully gathered many important nurse leaders to work on the project, there was often a lot of tension in the room! The solution: creating a focus on building cultural awareness. CAN DO brought in a third-party consultant with experience in organizational cultural proficiency to surface the conflict and introduce tools for the group to utilize in future problem-solving discussions.
- Those with the most success in negotiating conflict among partners begin with a matter-of-fact expectation that conflict is an inevitable by-product of creativity and change. Rather than being ignored or swept under the rug, such moments of challenge and crisis, if dealt with forthrightly, can serve as a fulcrum or pivot for constructive decision-making and action.
- **Hold each initiative accountable for results that benefit workers, employers, and partners.** High performing WIBs use the quality of their planning and strategy work to get results. They set concrete, measurable goals for the initiatives they launch and they hold themselves and their partners accountable for outcomes. In Hampden County, the Springfield Work-Scholarship Connection Program tracks the academic and employment performance of all student participants; project staff make adjustments in the treatment and coaching of youth based on this regular assessment data. The careful monitoring of changes in employee skill levels and attitude in the Precision Manufacturing Training Project allowed the REB in Hampden County to tout the achievement of its targets and to attract new and renewed funding commitments as a result.

Learning from Promising Practices: Finding Common Ground for Education and Workforce Development

Suzanne Bump, Secretary of Labor and Workforce Development, is in regular conversation with her counterparts in education, seeking common ground. The ongoing debate on the question of Adult Basic Education and literacy, oversimplified here for brevity's sake, is a case in point. Is the goal to achieve mastery of the subject matter, or to secure sufficient skills to land a job or promotion?

*“It’s philosophical, this debate, for all of us. My educator colleagues love language, and mathematical reasoning, and great literature. They believe in teaching to a high standard—how can one argue against that? For me, the philosophical point is about economic opportunity: we have a social obligation to help all individuals engage successfully in the high skills economy. Often, educators are less ready than many of us in workforce development to tailor teaching and learning to the career needs of the aspiring worker. So our task in working together is a tough one. We must honor the integrity of the “learning for the sake of learning” standard, **and** offer people the chance to develop the workplace skills that spell the difference between earning that raise, starting that new career—or not.”*

—Suzanne Bump, Secretary of Labor and Workforce Development

Chapter Five

Opportunities for the Work Ahead

Regional leaders and statewide officials agree, to a remarkable extent, on the nature of the challenges that face those who would create a truly regional approach to workforce development in the coming period. The challenges tend to divide into two related categories: 1) policies and system practices that will require changes and decision-making by multiple bodies, and 2) areas of work that *Working Together*, as a discrete initiative, can tackle right away. Interestingly, it is possible and useful to frame all of these challenges less as obstacles or barriers to change, and more as opportunities for development and advancement.

Policy Challenges for Closing Massachusetts Skills Gaps

The list of policy and practice reforms that could accelerate Massachusetts' efforts to close the skills gaps is potentially a long one. However, several issues come up often, and in many regions of the state. Here is a brief accounting of key policy ideas on closing the skills gap in the Commonwealth, as articulated by multiple workforce development leaders.

Elevate the role of community colleges in advancing the workforce and economic development goals of the regions. Data for the state and for most of its regions documents that Massachusetts has not kept pace with the nation as a whole in granting Associate's degrees and undergraduate certificates. (The decline in the state's capacity to grant Associate's degree is entirely due to a reduction in degrees granted by private institutions.) At the same time, there is a clear demand in the Massachusetts economy for Associate degree graduates. The community colleges are essential to boosting the regions' capacity to graduate youth and adults in high demand fields. A focus on building this capacity, by region, is needed.

Re-evaluate employer and workforce system policies and funding mechanisms, in light of an economy that increasingly requires some post-secondary education for employment. In many cases, people who are accessing Individual Training Account funding—the largest source of public workforce funding—are not permitted to use those funds for post-secondary programs that take more than nine months or a year to complete. This prohibition, dating from a time when post-secondary education was less critical for employment, clearly prevents some people from acquiring the kinds of training that would make them competitive in the marketplace. Of course, few workers can take more than a year to complete training or education before returning to work, so another area of great potential is the creation of “worker-friendly” skills development policies, such as the use of distance learning, alternative scheduling, “worksite partnerships” and the like. In a related matter, a number of regions have approved “vendor” lists for Individual Training Accounts trainings which fail to include trainers and learning opportunities in key occupational areas which the CLMS data shows are regionally in demand. Using this data, every region can ensure that there is training in its growing sectors.

Improve systems for ensuring successful transitions of students, achieving vertical and horizontal alignment in education and among educational and workforce providers. It is well documented that society is losing students and potential workers in the transitions between middle school and high school, between high school and college, community college and four-year col-

leges, and between college and career. Business, workforce and educational leaders need to do a better job at building the linkages and supports that improve retention rates, graduation rates and connections to degree-related employment.

Strengthen the linkages between the workforce system and apprenticeship programs. Post-secondary education to gain the skills necessary to find a good job in our high-end economy need not involve a college degree. Apprenticeship programs are excellent vehicles for gaining skills and credentials, moving up a career ladder and accessing the job market. Partnerships between workforce boards, vocational technical schools and apprenticeship programs can ensure that pathways are in place for a broad range of careers.

Learning from Promising Practices: Building Post-Secondary Faculties and Retaining Veteran Workers

Skills Gap Issue: One barrier to increasing the number of nurses is higher education's need for faculty. Many local experienced nurses are interested in new professional opportunities, such as becoming a faculty member and teacher, but they are keen to protect earnings and keep their clinical practice. Returning to school to obtain a masters or doctorate is time intensive and expensive.

Strategy: Expand post-secondary nursing program offerings by enlarging the pool of masters and doctorally-prepared faculty. Recruit bachelor-prepared nurses with an interest in teaching and support them with scholarships, faculty mentoring and employer support while they return to school and retain their current job.

Example: In Hampden County, the partners in the CAN DO project (Collaborating for the Advancement of Nursing – Developing Opportunities), including hospitals and schools of nursing, considered ways to offer experienced nurses meaningful professional development and learning opportunities. Together, they developed a plan to attract, develop and retain faculty, and to recruit accomplished local clinicians to become faculty. CAN DO sponsored a graduate support program that has already produced one new faculty person, who is now working in the profession in this new capacity, while also retaining her clinical practice.

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Priorities for Working Together in Phase Two

In contrast to these policy issues, many of which require the leadership of others to resolve, regional and statewide leaders face several practical strategic challenges, which *Working Together* is well suited to address. The project is implementing a set of action steps, detailed in Chapter Six, below. These steps are responses to the following needs.

Workforce development systems in every region of Massachusetts need a strategic, intensified partnership with post-secondary education. Every region in the state needs more workers with higher levels of education: post-secondary certification and degree programs hold out the best hope for the workforce of the future. In the words of Nancy Snyder, President of Commonwealth Corporation, “*Ideally, as we advance this work, the workforce development and post-secondary education systems should become so completely aligned as to be, in many cases, indistinguishable.*” Building on the encouraging efforts and statements of leaders of statewide agencies, the next stage of the work must help regional leaders in post-secondary education and workforce development to achieve new alignments and collaborations.

People at every level of the workforce system need more hands-on tools and support to make the best use of new and more powerful data. While there is a strong emphasis in the workforce development system on customer choice, the workforce system has not done sufficient work to develop easily digested career counseling information that helps a job seeker or student to make an informed choice about degrees or careers that they may want to pursue. Many people are interested in having more concrete tools to interpret regional labor market data so that they can make plans. This need for better tools to work with the data extends to people across the spectrum: students in high school and college trying to pick the right courses, heads of industry seeking a skilled workforce, line staff in workforce development programs counseling people considering a career change, leaders of academic and certification post-secondary programs hoping to improve their successful placement of graduates from their programs. Now that the CLMS data is available and the quality of regional analysis can improve across the state, it is imperative that people have the training and the access to tools they need to make the most of this new resource.

A strategy for developing leaders is needed. The data analysis and leadership summits of the past year heighten the insight that the role of the workforce leader is undergoing a rapid transformation. In the past few years, WIBs across the state have emerged from the relative obscurity of the old workforce system to become institutions which the state government invests in more deliberately, and treats with a higher regard. The expectations of the workforce systems are rising rapidly, as the recent infusion of federal stimulus funding attests.

The research and interviews conducted for this report affirm that managing regional workforce development is actually a complex, multi-faceted and demanding job. Virtually all of the “Promising Practice” programs profiled in this report, for instance, were launched by leaders who, in the words of Nancy Snyder, “*have the vision and chutzpah*” to get the program started, to ensure its quality and to strive for its sustainability. Achieving the kind of scaled-up, multi-sector partnering practices profiled in this report—and ensuring they are underway in regions and sectors across the state—will require that more leaders step up to the challenge.

This increase in leadership at the regional level can happen in multiple ways: existing leaders of workforce development, education, business and civic affairs can engage in deliberate efforts to increase their knowledge, hone their skills, and exercise their leadership abilities in new and more active ways. New and emerging leaders can also be identified, supported and encouraged to step into new roles.

Statewide agencies will accelerate regional strategic advances when they alter their approach. *Working Together* prioritizes helping regions to become more strategic. But regions cannot do it alone: change is needed from the statewide agencies and institutions concerned with workforce development, education and related areas. This is a challenge, because statewide agencies and institutions are, by definition, focused on a wider scope of activity. These business, education, labor, and workforce agencies have to develop a practice that is regionally sensitive and focused on empowering regional leadership, while retaining a statewide perspective and set of roles.

Patricia Crosby, Executive Director of the Franklin County Regional Employment Board, frames the issue this way: *“We have 44 different sources of income that support the career center in the REB. I think we do an excellent job of knitting those together at the local level. It takes long-time personal relationships, open mindedness, and a willingness to play; it takes keeping your eye on the job seeker, whether it is our youth or an adult. So, those resources can be knitted together. It’s just that the effort should be two-pronged: it ought to be knitted together at the local level and then also reinforced and strengthened by changes in policies and procedures at the state level.”*

The statewide agencies which lead workforce, economic development, education and human service systems can help regions succeed in leveraging resources and aligning resources with regional priorities. If they are to do this, however, they must each make a concentrated effort to distribute leadership regionally, and to change the traditional, “top-down” practices of the past. Each system already has some kind of regional structure, planning process and funding process that focuses on a piece of the puzzle: the challenge going forward is for statewide resource agencies and organizations to adopt an approach to developing regional leadership that strengthens regional infrastructures. This is a challenge for statewide public sector leaders—they must lead vigorously to advance their work, but at the same time they must become adept at developing and supporting leadership “on the ground.”

Learning from Promising Practice: Bringing All Constituencies Together to Develop Shared Strategies

Skills Gap Issue: The solution to closing the skills gap in any sector or industry, in any region of the state, is one that can only be achieved with the involvement of multiple players. Most regions lack a multi-sector team working to identify, study, and plan solutions for regionally specific skills gaps.

Strategy: Convene education, business, and workforce leaders in the region to focus on closing the skills gap using data collection and analysis, planning and partnering to develop and fund initiatives that meet the needs of workers and employers. Focus this team on specific problems and work to develop hands-on, concrete solutions that can be implemented by participating partners.

Example: In response to the evidence in the regional labor market data provided by the Center for Labor Market Studies, the North Shore Workforce Investment Board created a team, referred to as the Skills Gap Committee, to focus on closing the skills gap in the region. As a team of business leaders and adult educators working with adults, youth, and community organizations, the Skills Gap Committee stays focused on the task of collecting and analyzing data and developing strategies and programs to close the skills gap in specific industries, using specific educational and training resources.

In keeping with its strategic plan's focus on the skills gap, and with the CLMS data highlighting the demand for skilled workers in health care, social assistance and manufacturing sectors, the North Shore WIB created the Skills Gap Committee just after the May 2008 summit. With a sense that the system of "vendors" of educational courses for workforce development was not aligned with the needs of workers and employers, the committee leapt into an effort to understand the supply of educational and training opportunities within its region.

A strong team of leaders from multiple sectors is now in place, and actively working on concrete strategies for closing the skills gap on the North Shore. The Skills Gap Committee completed its initial inventory of vendor institutions and the courses that they offer in December of 2008. When combined with the CLMS data, the vendor survey data puts the NSWIB in a position to make data-driven recommendations on policies and resource allocations, with a goal of improving the alignment between the needs of industry for trained workers and the availability of learning and workforce development courses to people seeking work, advancement, or skill development.

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Chapter Six

Implementing Phase Two

Phase Two of *Working Together* focuses on four key tasks:

1. Convening leaders to align the work with data, and the supply with demand
2. Disseminating data and crafting tools
3. Developing the leadership of workforce boards, and
4. Forging and sustaining strategic regional pilots.

With a continuing focus on closing the skills gap through strong regional strategic efforts, *Working Together* is undertaking the following ventures in Phase Two:

Convening Leaders to Drive Alignment

Plan and Convene Regional Youth Summits: *Working Together* is using Phase Two to help regional leaders in education and workforce development to jointly plan and develop approaches to engage or re-engage youth. Using labor market data and career connections as core themes, five regional summits in the Spring of 2009 are focusing on developing multiple pathways for struggling and disconnected youth to attain a secondary degree and prepare for employment and post-secondary education. Summits and follow-up work will target K-12 leadership (superintendents, principals, guidance counselors), alternative education providers, workforce boards, career centers, community-based youth-serving organizations, community colleges and other youth development leaders.

Continue to Engage Leaders of Post-Secondary Education: In order to strive for a more intentional alignment of post-secondary education and workforce development strategies across the state, *Working Together* will continue to partner with and engage the multiple public and targeted private colleges and post-secondary institutions at all levels. Over the course of Phase Two, *Working Together* will actively encourage post-secondary and workforce systems leaders to shape and implement regional strategies that are aligned or integrated.

Disseminating Data and Crafting Tools

In response to the findings of Phase One, and at the request of its Board of Directors, Commonwealth Corporation is focusing its Phase Two efforts on increasing its capacity to support and position regions to leverage resources, make plans, and coordinate the work of multiple constituencies. Working with regional leaders, Commonwealth Corporation will be developing models of internal and external systems, processes and products that support local efforts to build effective networks of services.

Create and Deploy Job Guides: These web-based regional guides will give students, teachers, and workforce development staff concrete tools for planning an individual's post-secondary education course selection. The Job Guides will help both educators and industry to begin to create pipelines for specific job placement in targeted industries. As one of the first tools developed for statewide use in regions, the Job Guides will also assist regional leaders and Com-

monwealth Corporation to plan other workforce development, placement and training strategies, based on job vacancies, hiring, and industry trends in the region. Teams of potential users will collaborate to develop each Job Guide tool: workforce boards, career centers, vocational technical schools, community colleges, disability community, and community-based training programs.

Regional Labor Market Data Briefs: With leadership from Commonwealth Corporation, *Working Together* will complete a brief that covers each region of the state, using Center for Labor Market Studies data, and a series of briefs exploring statewide trends. Commonwealth Corporation will do a statewide mailing of these new tools to key stakeholders, leaders and constituencies, encouraging them to be creative, and to make a variety of uses of the tools: online resources, conference handouts, career center reference documents, and generally available planning documents. Regional leaders doing media briefings or leading skill development and learning workshops will also have access to these tools.

Developing the Leadership of Workforce Boards

Leadership Institute for Workforce Boards: Based on a belief that the best way to help leaders become more effective is to offer them focused, on-the-job support, EOLWD, Commonwealth Corporation and the Massachusetts Workforce Board Association will develop a Leadership Institute for the board and staff leaders of workforce boards that can dovetail with the ongoing workloads and commitments of the participants. The focus of the Institute will be to:

- Clarify the role of workforce boards as catalyst, convener and partner in plans and initiatives that respond to persistent regional workforce challenges;
- Identify and address the leadership challenges that workforce board leaders (executive and board members) face in carrying out these roles;
- Provide tailored leadership development opportunities to grow and refine skills, and
- Provide ongoing coaching to address persistent challenges.

EOLWD, Commonwealth Corporation and the Massachusetts Workforce Board Association will lead the development of the Institute, and will work to ensure that the convenings, data, and tool development of *Working Together* is both influenced by the thinking of the Institute developers and participants, and to the extent possible, used to inform the learning and leadership development experiences and programs made available to Institute participants.

Launching Regional Workforce Strategies Pilots

In an effort to synthesize the multiple activities of Phase Two in ways that will lead to concrete action and better outcomes for regional workforces and employers, *Working Together* will launch a small set of Regional Workforce Strategies Pilots. Three regions will be engaged to partner with Commonwealth Corporation to develop local strategic plans, map resources, analyze ongoing labor market trends and align resources for program funding and development. The goal of the Regional Pilots is to deepen partners' mutual understanding of the dynamics and capacities of effective partnerships, to document the process, and to share it with other workforce regions and leaders.

Conclusion

Working Together has accomplished a great deal in the twelve months since it released its first data at the North Shore regional summit. Innovations are emerging, new programs are being developed, rich data are being generated and a wealth of enterprising initiatives is focusing on closing the skills gap.

All of these ventures share a central emphasis on using data well, strengthening leadership and making future plans by addressing the specific character of each region. As it implements Phase Two with a dynamic set of steps to build on this established momentum, *Working Together* is well-positioned to make a significant contribution to closing skills gaps in multiple sectors and regions across the state.

Appendices

Appendix A: The Massachusetts Regional Workforce Strategy Initiative: Summary of State-wide Findings

Appendix B: Summary of the 2008 Regional Summits: Massachusetts Regional Workforce Strategy Initiative

Appendix C: Acknowledgments

For more information or the full Working Together Phase One Report visit the Commonwealth Corporation website at www.commcorp.org.

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**Working Together:
APPENDIX A**

**The Massachusetts
Regional Workforce Strategy Initiative
Summary of Statewide Findings**

Working Together: APPENDIX A

The Massachusetts Regional Workforce Strategy Initiative

Summary of Statewide Findings

Released by Commonwealth Corporation and the Executive Office of Labor and Workforce Development; Prepared by the Center for Labor Market Studies, Northeastern University 2008.

On May 14, 2008 Commonwealth Corporation and the Executive Office of Labor and Workforce Development (EOLWD) launched Working Together, the Massachusetts Regional Workforce Strategy Initiative in Salem at a Regional Workforce Summit convened by the North Shore Workforce Investment Board. Over the next seven months, Commonwealth Corporation, EOLWD and the Center for Labor Market Studies at Northeastern University released a comprehensive Labor Market Information Package for each of the sixteen Workforce Investment Board regions in Massachusetts at nine summits held between May and December 2008. This paper summarizes the statewide findings in four areas: labor force, employment, educational and occupational structure of employment and output from institutional sources of supply.

Population and Labor Force Trends 2000-2005/06

Using the America's Communities Survey conducted by the United States Census Bureau, CLMS tracked the population, working age population and labor force trends in each region of the state and for the state as a whole, as compared to the US and New England from 2000 to the mid-decade combining samples from 2005 and 2006. Findings from this research included the following:

Population MA and US – *Massachusetts has a slower rate of population rate than the nation as a whole. MA has a significantly higher percentage of growth resulting from new immigrants arriving between 2000 and 2005/06.*

	Massachusetts	U.S.
Total Population, 2000	6,127,254	272,837,866
Total Population, 2005-06	6,211,127	289,865,830
Absolute change in total population, 2000-2005-06	83,873	17,027,964
Percent change in total population, 2000-2005-06	1.4%	6.2%
New immigrants arrived between 2000-2005-06	255,711	9,124,927
Share of population growth from new immigrants	305%	54%

Percentage Distribution of Civilian Labor Force by Demographic Characteristics 2005-06 MA and US—Massachusetts has a higher share of foreign-born people in the labor force, a higher share of women and less race-ethnic diversity than the country as a whole, with the exception of the other, non-Hispanic category.

	Massachusetts	U.S.
Total	3,369,817	148,191,267
Gender		
Male	52.00%	53.50%
Female	48.00%	46.50%
Navivity Status		
U.S. born	81.30%	84.10%
Foreign born	18.70%	15.90%
Foreign born entered since 2000	4.20%	3.30%
Race-Ethnicity		
White, non-Hispanic	81.20%	68.80%
Black, non-Hispanic	5.10%	11.10%
Hispanic	7.00%	13.60%
Other, non-Hispanic	6.60%	6.40%

Percent Distribution Civilian Labor Force by Age 2005-06 MA and US—Massachusetts has an older labor force than the country as a whole, with nearly 18% of the labor force reaching retirement age in the next ten years.

Age Group	Massachusetts	U.S.
16–24	13.3%	15.0%
25–34	20.6%	21.5%
35–44	24.6%	24.1%
45–54	23.7%	23.1%
55–64	14.0%	12.9%
65+	3.8%	3.5%
45+	41.5%	39.5%
55+	17.8%	16.4%

Percentage Distribution of Civilian Labor Force by Educational Attainment 2005-06 MA and US—Massachusetts’s labor force has a significantly higher share of workers with post-secondary education and bachelor’s degrees or higher than the nation as a whole.

Educational Attainment	Massachusetts	U.S.
High school student	2.5%	2.4%
High school dropout	7.2%	10.6%
High school graduate	25.9%	28.6%
Some college, no degree	17.3%	22.0%
Associate’s degree	8.1%	8.1%
Bachelor’s degree	22.8%	18.2%
Master’s degree or more	16.1%	10.0%
With any post-secondary education	64.4%	58.4%
Bachelor’s or higher	39.0%	28.3%

Employment Trends 1990-2006; 2001-2008

Using ES-202 data, CLMS tracked employment trends by industry over an 18 year timeframe. This data focuses on the industrial composition of the Massachusetts labor market over time.

Trends in Annual Average Wage and Salary Employment in Massachusetts 1990-2006 (in Thousands)—Massachusetts has experienced a dramatic structural shift in its industrial structure over the past sixteen years. The State lost 38% of its jobs Manufacturing, while growing jobs in by 38% in the Professional & Business Service sector and 32% in Education & Health Services.

NAICS Supersector	1990	2006	Absolute Change	Relative Change
Total, Nonfarm	2987.7	3243.3	255.6	9%
Natural Resources & Mining	1.6	1.8	0.2	13%
Construction	99.7	140.9	41.2	41%
Manufacturing	480.4	299	-181.4	-38%
Trade, Transportation & Utilities	571.2	570	-1.2	0%
Information	87.6	87.1	-0.5	-1%
Financial Activities	201.1	223.5	22.4	11%
Professional & Business Services	342.4	471.8	129.4	38%
Education & Health Services	459.2	606	146.8	32%
Leisure & Hospitality	237	295.1	58.1	25%
Other Services	97.3	119.1	21.8	22%
Government	410.3	429	18.7	5%

Employment by Major Industry in Massachusetts 4th Quarter 2003 to 1st Quarter 2008 (Seasonally adjusted, in 000s)—Since the recession of 2001 through the recovery that began in 2004 until Qtr I 2008, the structural shift in the industrial composition of the MA economy has continued with a continued loss of jobs in Manufacturing and continued growth in Professional & Business Services and Education and Health Services.

Major Industry	2001-I	2008-I	Absolute Change	Relative Change
Total, All Industries	3185.0	3290.4	105.4	3.3%
Construction	136.3	135.5	-0.8	-0.6%
Manufacturing	316.7	292.7	-24.0	-7.6%
Durable	207.1	193.9	-13.2	-6.4%
Non-durable	109.6	98.8	-10.8	-9.9%
Trade, Transportation & Utilities	573.4	569.4	-4.0	-7.0%
Wholesale Trade	134.8	139.2	4.4	3.3%
Retail Trade	354.4	345.5	-8.9	-2.5%
Transportation & Utilities	84.2	84.6	0.4	0.5%
Information	89.1	89.7	0.6	0.7%
Financial Activities	221.5	224.1	2.6	1.2%
Professional & Business Services	442.0	486.6	44.6	10.1%
Education & Health Services	577.6	632.9	55.3	9.6%
Leisure & Hospitality	289.3	304.3	15.0	5.2%
Other Services	116.8	118.3	1.5	1.3%
Government	420.3	435.6	15.3	3.6%

Industrial Structure of Employment, Massachusetts, 2006, Quarter 4—The largest industry sector in MA is Health Care & Social Assistance(15%), followed by Retail Trade (11%), Educational Services (10%), Manufacturing (9%) and Professional & Technical Services (8%)

Industry	Number	Percent Distribution
Total, All Industries	3,239,698	100%
Construction	153,116	5%
Manufacturing	297,808	9%
Utilities	13,071	0%
Wholesale Trade	137,520	4%
Retail Trade	360,693	11%
Transportation & Warehousing	102,911	3%
Information	93,686	3%
Finance & Insurance	181,618	6%
Real Estate & Leasing	44,032	1%
Professional & Technical Services	249,757	8%
Management of Companies & Enterprises	61,999	2%
Administrative & Waste Services	174,667	5%
Educational Services	328,582	10%
Health Care & Social Assistance	476,959	15%
Arts, Entertainment & Recreation	48,734	2%
Accommodation & Food Services	249,353	8%
Other Services, Ex Public Administration	124,113	4%
Public Administration	132,815	4%

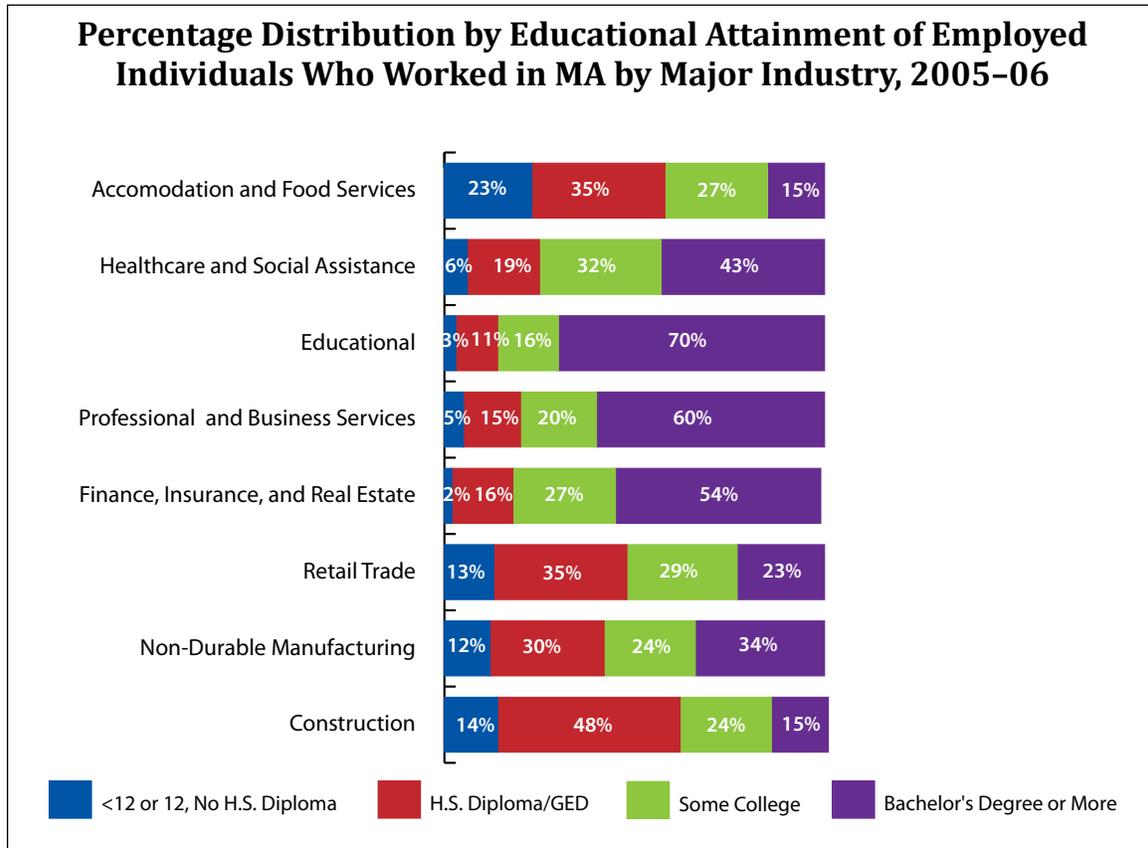
Regional Employment Trends Across 16 Workforce Areas, Third Quarter 2004 to Third Quarter 2007 Average Monthly Employment—77% of all of the job growth during this time period occurred in Greater Boston, including the City of Boston, Metro North and Metro South/West.

Workforce Area	2004 Third Quarter	2007 Third Quarter	Absolute Change	Relative Change
Boston	534,427	562,516	28,089	5.3%
Metro North	360,090	378,891	18,801	5.2%
Metro South/West	502,223	523,717	21,494	4.3%
Greater New Bedford	77,244	80,119	2,875	3.7%
Merrimack Valley	126,665	130,386	3,721	2.9%
South Coastal	204,256	208,833	4,577	2.2%
South Coastal	62,915	64,087	1,172	1.9%
Berkshire County	111,959	113,982	2,023	1.8%
Greater Lowell	164,833	167,238	2,405	1.5%
North Shore	239,515	242,922	3,407	1.4%
Central Mass	87,905	88,301	396	0.5%
Franklin/Hampshire	195,670	196,516	846	0.4%
Franklin/Hampshire	80,070	80,330	260	0.3%
Hampden County	90,954	91,080	126	0.1%
North Central Mass	121,973	121,907	-66	-0.1%
Brockton	145,869	144,381	-1,488	-1.0%
Cape & Islands				
Bristol				

Educational Requirements of Massachusetts' Industries

Using American Community Survey data from 2005 and 2006, CLMS analyzed the educational attainment of Massachusetts residents employed in each industry sector.

Massachusetts' industries demand an educated workforce. Fifty percent or more of the workers in 16 out of 21 industry sectors have completed at least some level of college. In the Commonwealth's three large high growth sectors (health care and social assistance, education, and professional and business services) 75% or more of the workers have completed at least some level of college.



Massachusetts' Supply of Workers with Certificates and Degrees

Using data from the U.S. Department of Education National Center for Education Statistics' Integrated Post Secondary Data System (IPEDS), CLMS analyzed trends in the degrees and certificates awarded by U.S. and Massachusetts' colleges and universities. CLMS also analyzed trends in diplomas granted to graduates of Massachusetts' vocational technical programs.

From 1996 to 2007, while the number of Associate's Degrees across the U.S. has increased by 34%, the number granted by colleges and universities in Massachusetts has decreased by 16%. The decrease in Massachusetts occurred solely in the private colleges, which decreased the number of degrees granted by 51% (from 4,469 in 1996 to 2,197 in 2007).

Trends in the Number of Associates Degrees Awarded in the U.S. and Massachusetts, by Higher Education Sector, 1996 to 2007

Sector	1996	2007	Absolute Change	Relative Change
U.S.	557,858	748,214	190,356	34%
Public	454,452	583,693	129,241	28%
Private	103,406	164,521	61,115	59%
Massachusetts	12,682	10,691	-1,991	-16%
Public	8,213	8,494	281	3%
Private	4,469	2,197	-2,272	-51%

Similarly, the increase in Bachelor's degree production in the U.S. has outpaced Massachusetts. From 1996 to 2007, colleges and universities across the U.S. increased Bachelor's degree awards by 31%, as compared to 18% in Massachusetts. Public higher education institutions were the primary source of degree growth in the U.S.; private institutions led the growth in Massachusetts.

Trends in the Number of Bachelor's Degrees Awarded in the U.S. and Massachusetts, by Higher Education Sector, 1996 to 2007

Sector	1996	2007	Absolute Change	Relative Change
U.S.	1,166,963	1,528,462	361,499	31%
Public	774,264	975,513	201,249	26%
Private	392,699	552,949	160,250	41%
Massachusetts	40,725	47,885	7,160	18%
Public	12,312	14,401	2,089	17%
Private	28,413	33,484	5,071	18%

Undergraduate certificates are also an important source of supply of skilled workers. Across the U.S., between 1996 and 2007 higher education institutions increased the number of undergraduate certificates awarded by 18% while Massachusetts saw an increase of 7% over the same period. In both the U.S. and Massachusetts, the increase was driven largely by public institutions.

Trends in the Number of Undergraduate Non Degree Certificates Awarded in the U.S. and Massachusetts, by Higher Education Sector, 1996 to 2007

Sector	1996	2007	Absolute Change	Relative Change
U.S.	620,669	734,199	113,530	18%
Public	307,358	392,826	85,468	28%
Private	313,311	341,373	28,062	9%
Massachusetts	9,828	10,516	688	7%
Public	2,463	2,883	420	17%
Private	7,365	7,633	268	4%

An examination of the trends in Associate’s degrees awarded by Massachusetts’ colleges and universities reveals a mismatch between industry demand and supply of graduates in related fields of study. While health care employment has increased steadily, health care degrees have decreased. Similarly, degrees in fields that would be demanded by firms in the Professional, Scientific and Technical sector (engineering and business related degrees) have decreased. Degrees in liberal arts and humanities and communications have increased substantially over this period.

Trends in the Number of Associate’s Degrees Granted by MA Post Secondary Educational Institutions, 1996 to 2006

	1996	2006	Absolute Change	Relative Change
TOTAL	12,400	10,858	-1,542	-12%
Liberal Arts and Sciences, General Studies and Humanities	2,336	2,829	493	21%
Health Professions and Related Clinical Sciences	3,360	2,528	-832	-25%
Business, Management, Marketing, and Related Support Services	2,842	2,002	-840	-30%
Security and Protective Services	820	782	-38	-5%
Engineering Technologies/Technicians	835	633	-202	-24%
Computer and Information Sciences and Support Services	247	445	198	80%
Education	280	365	85	30%
Visual and Performing Arts	358	343	-15	-4%
Communications	71	231	160	225%
Family and Consumer Sciences/Human Sciences	258	164	-94	-36%
Public Administration and Social Service Professions	81	153	72	89%
Legal Professions and Studies	471	121	-350	-74%
Agriculture, Agriculture Operations, and Related Sciences	162	115	-47	-29%
Personal and Culinary Services	185	91	-94	-51%
Engineering	94	56	-38	-40%

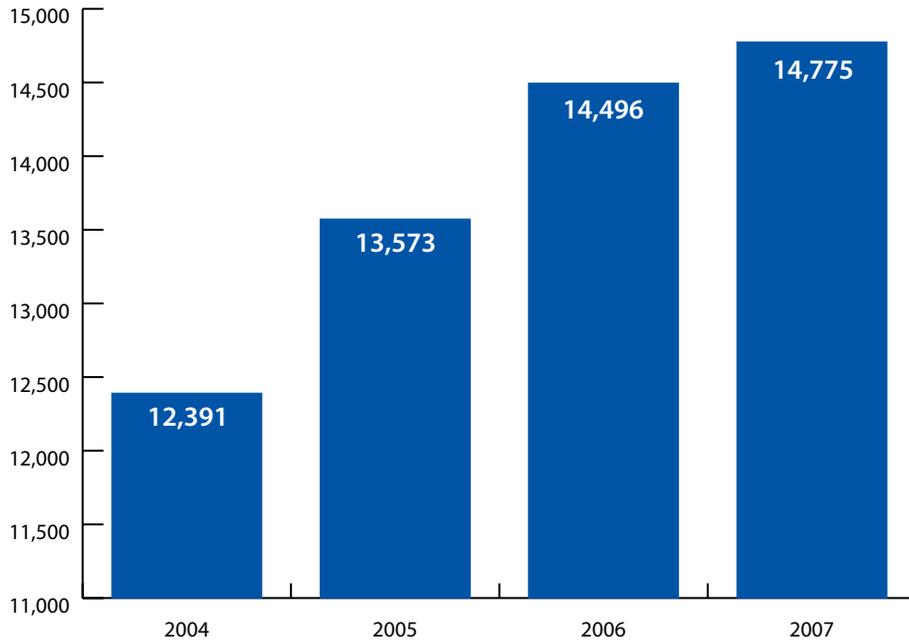
Bachelor’s degree trends are slightly more aligned with industry demand, but with several important exceptions. Health sciences, education, biological and biomedical sciences, physical sciences and engineering have all decreased the supply of graduates from 1996 to 2006.

Trends in the Number of Bachelor's Degrees Granted by MA Post Secondary Educational Institutions, 1996 to 2006

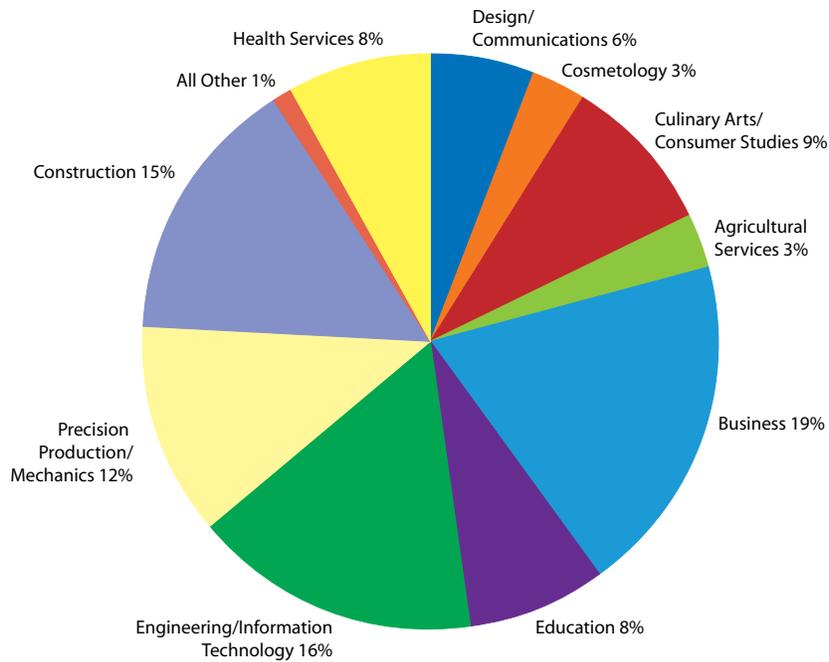
	1996	2006	Absolute Change	Relative Change
TOTAL	38,122	44,450	6,328	16.6%
Business, Management, Marketing, and Related Support Services	7,398	8,547	1,149	15.5%
Social Sciences	5,035	5,976	941	18.7%
Visual and Performing Arts	2,526	3,838	1,312	51.9%
Psychology	3,039	3,463	424	14.0%
Communications, Journalism and Related Services	1,720	2,587	867	50.4%
Health Professions and Related Clinical Sciences	2,910	2,452	-458	-15.7%
Engineering	2,395	2,344	-51	-2.1%
English Language and Literature/Letters	1,952	2,262	310	15.9%
Biological and Biomedical Sciences	2,213	2,146	-67	-3.0%
History	1,157	1,496	339	29.3%
Education	1,581	1,379	-202	-12.8%
Security and Protective Services	985	1,358	373	37.9%
Computer and Information Sciences and Support Services	763	1,229	466	61.1%
Liberal Arts and Sciences, General Studies and Humanities	927	1,069	142	15.3%
Public Administration and Social Service Professions	627	868	241	38.4%
Physical Sciences	844	817	-27	-3.2%
Foreign Languages, Literature and Linguistics	606	754	148	24.4%
Multi/Interdisciplinary Studies	507	666	159	31.4%
Mathematics and Statistics	542	646	104	19.2%
Parks, Recreation, Leisure and Fitness Studies	395	553	158	40.0%

Massachusetts' secondary school system has substantially increased the number of graduates in career and technical education programs over the last 4 years. An examination of the distribution of graduates by field of study in 2007 reveals that a substantial proportion (27%) of the graduates completed programs in fields related to construction and precision production/mechanics. Health science and education each represented 8% of the graduates; business and engineering and information technology represented 19% and 16% respectively.

Trends in the Total Number of Secondary Career and Technical Education Graduates in MA, 2004 to 2007



Distribution of Secondary Career and Technical Education Program Completions in MA, by Field of Study, 2007



**Working Together:
APPENDIX B**

**Summary of the 2008 Regional Summits:
Massachusetts Regional Workforce
Strategy Initiative**

Working Together: APPENDIX B
SUMMARY OF REGIONAL WORKFORCE STRATEGIES INITIATIVE 2008 SUMMITS, AS OF FEBRUARY 2009

Region (s)	Date, Time and Location	Lead Convener Institutions	Key Contacts	# Attendees and Sectors Represented	Protocol for and Core Content of Discussion	Follow-Up Activities Planned or Underway
North Shore	May 14 th , 2008 5-7:00pm Salem Five Bank, Salem, MA	North Shore WIB; North Shore Community College; Salem State College; Essex Agricultural and Technical School; Lynn Vocational Technical Institute; North Shore Technical High School Massachusetts College of Liberal Arts, Berkshire Compact, Berkshire Regional Employment Board	Mary Sarris, Bill Tinti, Wayne Burton	140 Business Labor Education Workforce Elected Officials Community	Welcome by Bill Tinti, Wayne Burton, Secretary Suzanne Bump, Presentation by Paul Harrington, Small Group discussions in health care, manufacturing, construction and financial services, report out to larger group	Continued partnership development and increased capacity in targeted sectors
Berkshires	June 13 th , 10:00 am – 12:30 pm MA College of Liberal Arts, No. Adams, MA		Heather Boulger, Denise Richardello	175 Business Education Media Workforce Elected Officials Labor Community	Built on Berkshire Compact meeting, Welcome by Mary Grant (President of MCLA) and John Lipa (Chair of Berkshire REB) and Secretary Suzanne Bump, presentation by Paul Harrington, Q & A, individual table discussions on priorities and next steps	LMI workshops for guidance counselors Ongoing work on priorities of Berkshire Compact: Raising Aspirations, Improving Access and Technology and Employees WIB strategic planning
Hampden County	June 18 th , 8:30 am – 12:30 pm Western N.E. College, Springfield, MA	Hampden County REB, Western N.E. College, Employers Assn of the Northeast, Davis Foundation	Bill Ward, Deborah Pace, Meredith Wise, Sally Fuller	260 Education; Healthcare; Retail; Financial Services; Communication; State agencies; Software development; Some manufacturing; Community-Based org's.	Welcomes: Hampden City REB Chair Mike Niziolek; Western N.E. College Pres. Dr. Anthony Caprio; City of Springfield Mayor Domenic Sarno; Sec. Bump did Keynote address and introduced presentation by Dr. Paul Harrington (CLMS). Attendees held table-top discussions on four questions: (1) What surprise you from Paul's presentation, (2) What are the major workforce issues in this region, (3) What should the region do to address these issues, (4) What resources or information would help us collectively do this work? Table discussions were followed by a panel discussion with business representatives and a presentation by Dr. Alan Robinson, Isenberg School of Management, UMASS and author of "Ideas Are Free."	Survey responses urged workshops on Attracting recent college graduates, understanding the new generation of workers, Upgrading skills of current workers, Recruiting skilled workers and making the most of older workers, and improving English language skills of workers.

Region (s)	Date, Time and Location	Lead Convener Institutions	Key Contacts	# Attendees and Sectors Represented	Protocol for and Core Content of Discussion	Follow-Up Activities Planned or Underway
Merrimack Valley: Lawrence and Lowell	June 26 th , 8:30 am – 11:30 am Riverwalk Conf. Center, Lawrence, MA	Merrimack Valley Chamber of Commerce, Merrimack Valley Workforce Investment Board, Greater Lowell Workforce Investment Board	Fred Carberry, Barbara O'Neil, Joseph Bevilacqua	215 Business Education Workforce Government Elected Officials Labor Community	Welcome by Joe Bevilacqua, Theresa Parks, Sal Lupoli, Chancellor Marty Meehan, Secretary Suzanne Bump, Presentation by Paul Harrington, small group discussions in health care, manufacturing and life sciences, report out to the full group	Strategic planning Joint planning in targeted areas
5. Central Massachusetts and Worcester	October 30 th , 8:30 am – 11:30am Chocksett Inn, Sterling, MA	Central MA REB; North Central WIB; Colleges of Worcester Consortium; Worcester Business Journal	Jeff Turgeon, Tim Sappington, Mark Bilotta, Peter Stanton	218 Higher Educ; Manufacturing; Finance; Healthcare; Utilities; Community-Based Org's; Union Reps	Intro by Theresa Kane, Chair of North Central WIB; then Mayor of Fitchburg Lisa Wong, Kevin Smith, Vice Chair of Central MA REB, and Mark Bilotta of the Colleges of Worcester Consortium. This was followed by Keynote by Sec. Bump and Paul Harrington LMI presentation. Then a conversation took place with entire audience, facilitated by Peter Stanton, Publisher of the Worcester Business Journal	Continued partnership development and increased capacity in targeted sectors
Boston	December 11 th 8:30 am – 11:30am Boston Omni Parker House Rooftop Ballroom	City of Boston, Jobs and Community Services Boston Private Industry Council	Conny Doty, Neil Sullivan	325 Business Education Workforce Labor Government Elected Officials Community	Welcome by Gary Gottlieb, Chair of the Boston PIC, Mayor Thomas M. Menino, Secretary Suzanne Bump, Presentation by Paul Harrington, table discussions on priorities and next steps, report out to larger group	Support of longitudinal pathways for BPS students through post-secondary education Support of sector projects in health care, hospitality, green jobs

Region (s)	Date, Time and Location	Lead Convener Institutions	Key Contacts	# Attendees and Sectors Represented	Protocol for and Core Content of Discussion	Follow-Up Activities Planned or Underway
Franklin-Hampshire	October 2 nd 3:00 pm – 6:00 pm Hotel Northampton Ballroom	Franklin-Hampshire REB	Patricia Crosby	137 Higher Educ; Healthcare; Retail; Finance; Utilities; Solar Energy Co.	Intro: Franklin-Hampshire Vice Chair Ryan Leap. REB Chair Susan Gardini-Cavanaugh did a presentation on REB Strategic Plan and Northampton Mayor Mary Clare Higgins commented. Nancy Snyder, Commonwealth Corp. represented Sec. Bump, who could not make it. After Paul Harrington's presentation, Robert Pura, President, Greenfield College addressed workforce development from an educator's perspective. Small groups addressed key areas of the strategic plan.	Career Center Business Team met several times with businesses that attended. Youth group met. Info from summit was incorporated into the REB's strategic plan.
Cape Cod	8:30 Cape Cod Community College	Cape Cod Chamber of Commerce Cape Cod Workforce Investment Board Cape Cod CC	David Augustino Wendy Northcross	300 Business Education Labor Government Elected Officials Young Prof's organizations Mass INC	Built on second Economic Summit of the Chamber Presentation by Neeta Fogg, Q&A	Continued work in retaining young professionals, older workers
Southeast: New Bedford, Brockton and Fall River	8:30am- 12:00pm October 23, 2008 at the Conference Center at Massasoit Comm. College	Greater New Bedford WIB; Bristol WIB; Brockton WIB; CONNECT; Metro South Chamber of Commerce	Len Coriatty, Jim Calkins, Tom Perreira, Shiela Sullivan- Jardin, Jane Souza, Chris Cooney, Kim Brewsher	120 Higher Educ; Training Providers; City Workers; Union Reps; Some legislative aides; A small number of businesses.	Intro by Dr. Charles Wall, Pres. Massasoit CC; then Dr. Jean McCormack, Chancellor, UMASS Dartmouth (& CONNECT Chair); then Greater New Bedford WIB Exec. Dir. Len Coriatty on behalf of the 3 WIBs, then Chris Cooney, Pres. Of Metro South Chamber. Sec. Bump did keynote and introduced Paul H., who then did LMI presentation. Audience then broke up into concurrent sessions to discuss: Job Readiness for Immigrants; Training Resources Available Now; Higher Education Skills Gap; and Growth in the Region: Strategies for promoting a health economic environment.	Comprehensive report on summit was issued by CONNECT, including notes from the breakout sessions. New Bedford and Brockton have been targeted as potential pilot sites for next steps in Regional Workforce Initiative.

**Working Together:
APPENDIX C**

Acknowledgments

Working Together: APPENDIX C

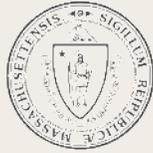
The Massachusetts Regional Workforce Strategy Initiative

A Report on Phase One

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Executive Office of Labor
and Workforce Development

