Collaborating to Address Regional Workforce Challenges: Roadmap Appendix

Last updated September 3, 2024

Better Jobs, Vibrant Economies, Healthier Communities - Together

Regional Health Sciences Workforce Partnerships Roadmap Appendix

The appendix includes more detailed information for the Start, Build, & Scale sections, as well as contacts, resources, and templates to use where helpful to guide the processes described. Reference this content when relevant for your journey.
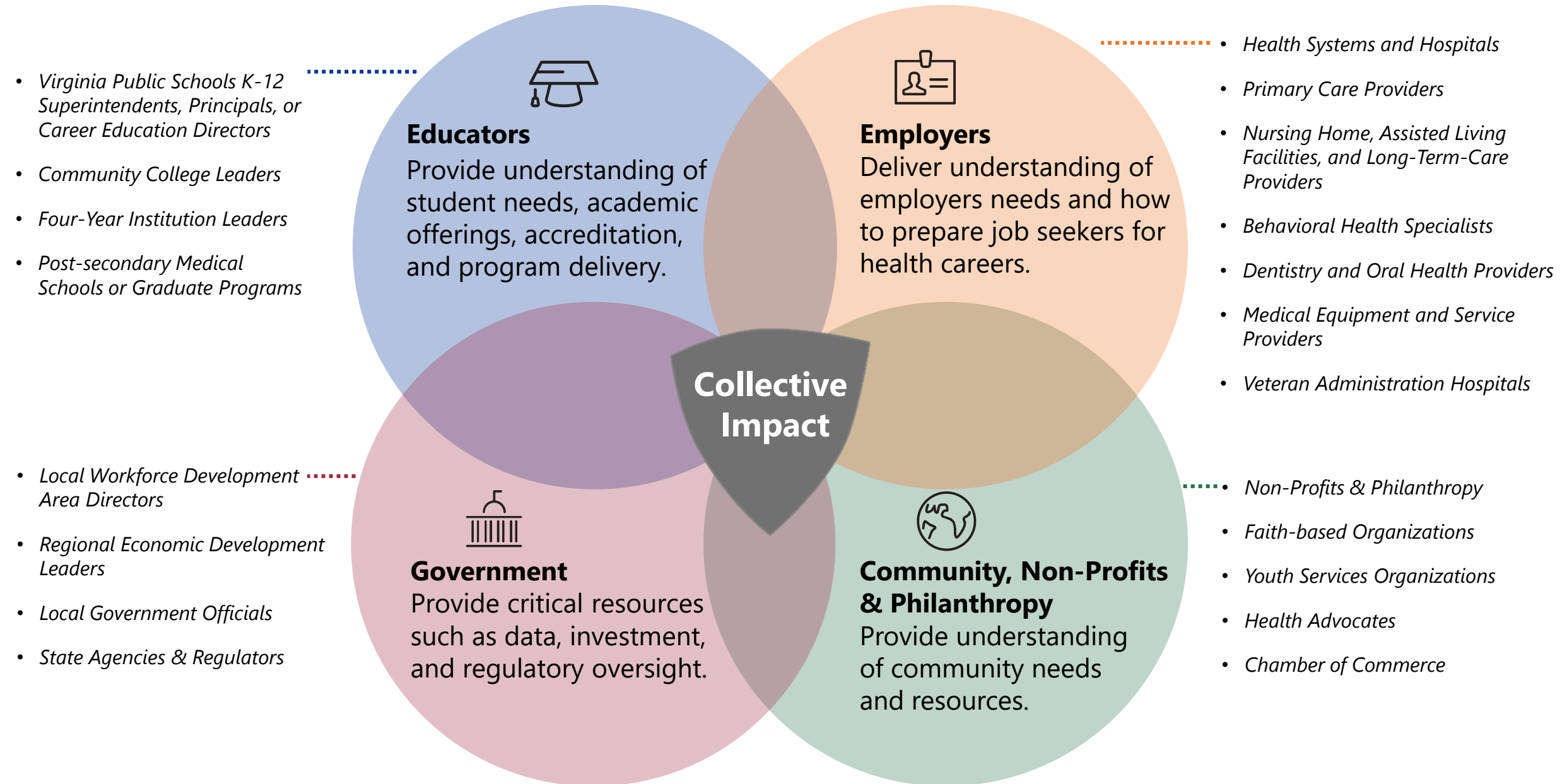
Appendix: Start

The Start Appendix provides a deeper dive of how to begin a workforce partnership by understanding terms and available resources.

Identifying leaders across the workforce ecosystem

Educators
Provide understanding of student needs, academic offerings, accreditation, and program delivery.

Employers
Deliver understanding of employers needs and how to prepare job seekers for health careers.

Government
Provide critical resources such as data, investment, and regulatory oversight.

Community, Non-Profits & Philanthropy
Provide understanding of community needs and resources.

Collective Impact

- *Virginia Public Schools K-12 Superintendents, Principals, or Career Education Directors*
- *Community College Leaders*
- *Four-Year Institution Leaders*
- *Post-secondary Medical Schools or Graduate Programs*

- *Health Systems and Hospitals*
- *Primary Care Providers*
- *Nursing Home, Assisted Living Facilities, and Long-Term-Care Providers*
- *Behavioral Health Specialists*
- *Dentistry and Oral Health Providers*
- *Medical Equipment and Service Providers*
- *Veteran Administration Hospitals*

- *Local Workforce Development Area Directors*
- *Regional Economic Development Leaders*
- *Local Government Officials*
- *State Agencies & Regulators*

- *Non-Profits & Philanthropy*
- *Faith-based Organizations*
- *Youth Services Organizations*
- *Health Advocates*
- *Chamber of Commerce*

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Reaching points of contact involved in active partnerships

Organization	Name	Email
Office of the Secretary of Labor	Nicole Overley	nicole.overley@governor.virginia.gov
Virginia Works	Carrie Roth	carrie.roth@virginiaworks.gov
Virginia Department of Health Professions	James Jenkins	james.jenkins@dhp.virginia.gov
Claude Moore	Dr. Bill Hazel	whazel@claudemoore.org
	Shirley Bazdar	sbazdar@claudemoore.org
Blue Ridge Partnership for Health Science Careers	Cynthia Lawrence	celawrence@carilionclinic.org
	Caroline King	ccking@carilionclinic.org
George Mason University Center for Health Workforce	Carrie Sutter	csutter@gmu.edu
	PJ Maddox	pmaddox@gmu.edu
Hampton Roads Workforce Council	Shawn Avery	savery@theworkforcecouncil.org
	Christina Brooks	cbrooks@theworkforcecouncil.org
	Steve Cook	scook@theworkforcecouncil.org
UVA Health	Jeffrey Say	urv6nh@uvahealth.org
Inova	Marc Bailey	harry.bailey@inova.org
Southern Virginia Partnership for Health Science Careers	Bryan David	rbd7g@virginia.edu
HCA Healthcare	Yvette Dorsey	yvette.Dorsey@hcahealthcare.com

Reaching Virginia Local Workforce Board Directors

Region	Name	Email
1.	Rachel Patton	r.patton@swvaworks.com
2.	Marty Holiday	marty.holliday@vcwnrmr.com
3.	Morgan Romeo	morgan@greaterroanokeworks.com
4.	Sharon Johnson	sjohnson@vcwvalley.com
5.	Tabitha Taylor	ttaylor@vcwcraterregion.com
6.	Sarah Morton	smorton@vcwpiedmont.com
7.	Traci Blido	traci.blido@vcwcentral.com
8.	Terra Napier	tnapier@vcwsouthcentral.com
9.	Brian Davis	brian.davis@henrico.us
10.	Tyler Freeland	tyler@vcwwestpiedmont.org
11.	David Hunn	david.hunn@vcwnorthern.com
12.	David Remick	dremick@arlingtonva.us
13.	Jackie Davis	jdavis@baywib.org
14.	Shawn Avery	savery@theworkforcecouncil.org

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See earlier roadmap content referencing the Local Workforce Boards in the Start section, on page 12.

Reaching Virginia Community College Presidents (1 of 2)

Institution	President Name	Email
Blue Ridge Community College	Dr. John Downey	downeyJ@brcc.edu
Brightpoint Community College	Dr. Bill Fiege	bfiege@brightpoint.edu
Camp Community College	Dr. Corey L. McCray	cmccray@pdc.edu
Central Virginia Community College	Dr. John Capps	cappsj@centralvirginia.edu
Danville Community College	Dr. Jerry Wallace	jerry.wallace@danville.edu
Eastern Shore Community College	Dr. Jim Shaeffer	jshaeffer@es.vccs.edu
Germanna Community College	Dr. Janet Gullickson	jgullickson@germanna.edu
Laurel Ridge Community College	Dr. Kimberly Blosser	kblosser@laurelridge.edu
Mountain Empire Community College	Dr. Kris Westover	kwestover@mecc.edu
Mountain Gateway Community College	Dr. John J. Rainone	jrainone@mgcc.edu
New River Community College	Dr. Patricia B. Huber	phuber@nr.edu
Northern Virginia Community College	Dr. Anne M. Kress	akress@nvcc.edu
Patrick & Henry Community College	Dr. Greg Hodges	ghodges@patrickhenry.edu
Piedmont Virginia Community College	Dr. Jean Runyon	Jrunyon@pvcc.edu

Reaching Virginia Community College Presidents (2 of 2)

Institution	President Name	Email
Rappahannock Community College	Dr. Shannon Kennedy	skennedy@rappahannock.edu
Reynolds Community College	Dr. Paula P. Pando	ppando@reynolds.edu
Southside Virginia Community College	Dr. Quentin R. Johnson	quentin.johnson@southside.edu
Southwest Virginia Community College	Dr. Tommy F. Wright	tommy.wright@sw.edu
Tidewater Community College	Dr. Marcia Conston	mconston@tcc.edu
Virginia Highlands Community College	Dr. Adam Hutchinson	ahutchison@vhcc.edu
Virginia Peninsula Community College	Dr. Towuanna Porter Brannon	brannonp@vpcc.edu
Virginia Western Community College	Dr. Robert H. Sandel	rsandel@virginiawestern.edu
Wytheville Community College	Dr. Dean Sprinkle	dsprinkle@wcc.vccs.edu

Institution	Leadership Contact	Email
Virginia Community College System	Philmika Reid; Director, Healthcare Workforce and Community Engagement	preid@vccs.edu

Virginia Community College Chief Workforce Officers (1 of 2)

Institution	President Name	Email
Blue Ridge Community College	Dr. Kevin Ratliff	ratliffk@brcc.edu
BrightPoint Community College	Elizabeth Creamer	ecreamer@ccwa.vccs.edu
Camp Community College	Dr. Toni Johnson	ajohnson@pdc.edu
Central Virginia Community College	Dr. Jason Ferguson	fergusonj@centralvirginia.edu
Danville Community College	Jessica Dalton	jessica.dalton@danville.edu
Eastern Shore Community College	Scott Hall	shall@es.vccs.edu
	Dr. Joseph Walter	jwalter@es.vccs.edu
Germanna Community College	Dr. Shashuna Gray	sgray@germanna.edu
	Dean Tina Lance	tlance@germanna.edu
Laurel Ridge Community College	Jeanian Clark	jclark@laurelridge.edu
Mountain Empire Community College	Lee Davis	leedavis@mecc.edu
Mountain Gateway Community College	Dr. Matthew McGraw	mmcgraw@mgcc.edu
New River Community College	Dr. Mark Rowh	mrowh@nr.edu
Northern Virginia Community College	Steve Partridge	spartridge@nvcc.edu
	Keila Louzada	klouzada@nvcc.edu

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Virginia Community College Chief Workforce Officers (2 of 2)

Institution	President Name	Email
Patrick & Henry Community College	Rhoda Hodges	rhodges@patrickhenry.edu
Piedmont Virginia Community College	Leonda Keniston	lkeniston@pvcc.edu
Rappahannock Community College	Dr. Eric Barna	ebarna@rappahannock.edu
Reynolds Community College	Elizabeth Creamer	ecreamer@ccwa.vccs.edu
Southside Virginia Community College	Dr. Keith Harkins	keith.harkins@southside.edu
Southwest Virginia Community College	Amanda Davis	amanda.davis@sw.edu
	Jamie Hackney	jamie.hackney@sw.edu
Tidewater Community College	Art Hall	ahall@tcc.edu
Virginia Highlands Community College	Dr. Robert Phillips	rphillips@vhcc.edu
Virginia Peninsula Community College	Michael "Todd" Estes	estesm@vpcc.edu
Virginia Western Community College	Dr. Elizabeth Wilmer	ewilmer@virginiawestern.edu
Wytheville Community College	Perry Hughes	phughes@wcc.vccs.edu

Reaching Virginia Area Health Education Centers contacts

Region	Name	Email
Northern Virginia AHEC	Karen Brown	kbrown62@gmu.edu
Blue Ridge AHEC	Brenda Bechler	bechlebk@jmu.edu
Rappahannock AHEC	Stacie Wind	swind@rappahannock.edu
Southwest AHEC	Louann Morrow	lomorrow@vcom.edu
South Central AHEC	Anjanette Farmer	afarmer@pathsinc.org
Southside AHEC	Natasha Lipscomb	natashalipscomb@svhec.org
Capital AHEC	Aileen Edwards Harris	a.harris@capahec.org
Eastern Virginia AHEC	Susan Hunter	ev-ahec@nsu.edu

VIRGINIA AREA HEALTH EDUCATION CENTERS (AHEC)

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Map source Virginia AHEC: www.vaahec.org; See earlier roadmap content referencing AHEC in the Start section, on page 12.
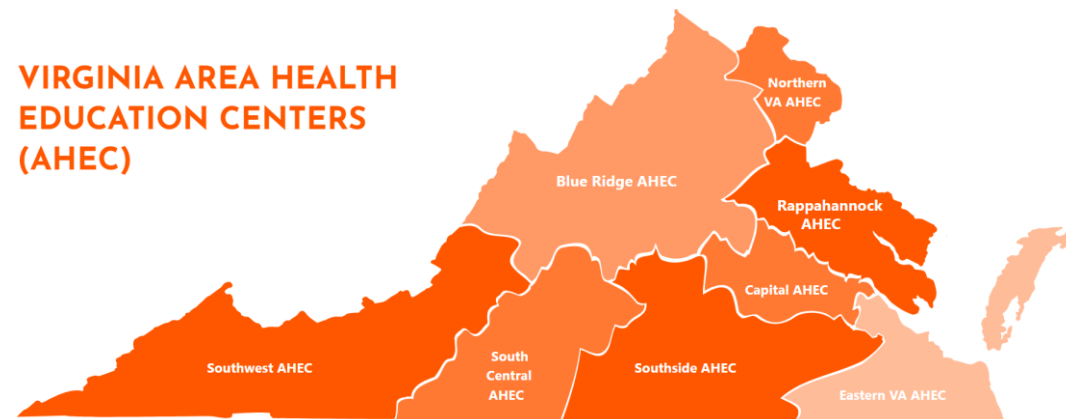
Using publicly available data sources

Organization	Available Resources
[George Mason University Center for Health Workforce](#)	• Employer Demand Dashboards and data organized by GO Virginia Regions. • Workforce Supply Dashboards. • Virginia Regional Health Workforce Analysis by GO Virginia Regions.
[Virginia Office of Education Economics](#)	• Virginia High Demand Occupations Dashboard, which can be filtered by 'Health Science' and by Local Workforce Development Area.
[Virginia Department of Health Professions](#)	• Monthly Healthcare Workforce briefs. • Various Healthcare Workforce Dashboards by topic.
[Virginia Open Data Portal](#)	• 1K Datasets from 21 Organizations. • 65 Workforce Data Sets from VA and other states for comparison.
[Virginia Department of Health Data Portal](#)	• Comprehensive source for community health assessment, public, and population health data.
[Virginia Talent Pipeline Program](#)	• Program that supports the talent pipeline for multiple industries across the Commonwealth, including Health Science.
[Bureau of Labor Statistics](#)	• Comprehensive national data source with information on employment, unemployment, employment projects, and pay, among other sources.
[Department of Health & Human Services	HealthData.gov](#)	• This site is dedicated to making high value health data more accessible to entrepreneurs, researchers, and policy makers in the hopes of better health outcomes for all.

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Using other Commonwealth and national resources *(1 of 2)*

Organization	Available Resources
Virginia Commonwealth University Health System (VCU Health)	• This Virginia academic medical center includes hospitals, specialty centers, and clinics, as well as schools of Medicine and Health Professions. VCU Health provides comprehensive training, research, and services in health science.
Virginia Health Workforce Development Authority (VHWDA)	• The VHWDA aims to facilitate the development of a statewide health workforce. It provides resources, data, and support to ensure an adequate number of healthcare workers and the appropriate skill mix across the state.
Virginia Center for Health Innovation (VCHI)	• VCHI initiates and supports innovative health programs that improve health care systems, care quality, and health outcomes. They focus on collaboration between health professionals to foster a more effective and integrated health system.
Health Resources and Services Administration (HRSA)	• HRSA supports the training of health professionals and the distribution of provider grants to ensure that the workforce can meet the nation's needs.
National Center for Healthcare Workforce Analysis	• This center, part of HRSA, focuses on providing national leadership on the analyses and coordination of activities regarding the healthcare workforce. Their resources help predict workforce requirements and inform policy decisions.
National Network for Oral Health Access (NNOHA)	• NNOHA is a national organization of safety-net oral health providers dedicated to improving the oral health of underserved populations. They focus on workforce development by offering training and resources to enhance the skills of current and future oral health professionals.
Virginia Department of Health Workforce Incentive Programs	• The Virginia Department of Health's Office of Health Equity administers a variety of incentive programs, like the Earn to Learn Nursing Program, Nurse Preceptor, and Dental workforce application programs. See the link to learn more about eligibility and additional details.

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Using other Commonwealth and national resources *(2 of 2)*

Organization	Available Resources
Virginia Chamber of Commerce	• The Virginia Chamber is a non-partisan business advocacy organization that works in the legislative, regulatory, civic and judicial arenas at the state and federal level to be a force for long-term economic growth.
United States Chamber of Commerce Talent Pipeline Management	• The United States Chamber of Commerce Foundation developed Talent Pipeline Management® (TPM) to advance authentic employer leadership in building high-performing talent pipelines.
Virginia General Assembly	• The Virginia General Assembly website provides information on current bills and resolutions, a search function to identify your local legislators and contact information for all state lawmakers.
The Virginia Legislative Information System (LIS)	• The Virginia LIS provides a bill-tracking service, a listing of committee meetings and daily floor calendars.
Virginia Department of Labor and Industry	• The Virginia Department of Labor and Industry website includes forms and resources for Virginia businesses and the latest labor-related news and announcements from the Governor.
Virginia Department of Elections	• The Virginia Department of Elections website contains resources on how to vote, special elections, and information on the State Board of Elections.
North Carolina Health Talent Alliance	• The NC Chamber Foundation and the North Carolina Center on the Workforce for Health have formed a landmark public-private partnership to aggressively tackle the state's critical health workforce shortages.

Finding Virginia's Regional Economic, Workforce, and Education Resources

GO Virginia

GO Virginia is a bipartisan, business-led economic development initiative that is changing the way Virginia's diverse regions collaborate on economic and workforce development activities.
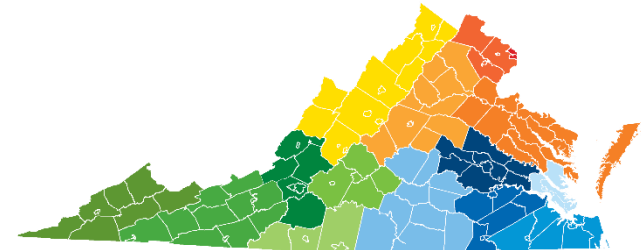
Local Workforce Boards

Local Workforce Boards lead workforce development efforts throughout the Commonwealth. Boards are organized by Local Workforce Development Areas.
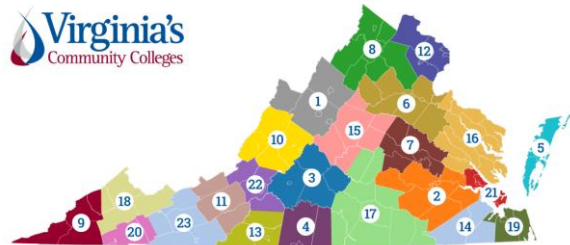
Virginia Community College System

Virginia's Community College System organizes by service areas responsible for providing education and training to the surrounding community.

Virginia Department of Education Superintendent's Regions

The Superintendent's Regions map the different school divisions in the Commonwealth for K-12 education.

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References to these resources can be found in the roadmap Start section, on page 12.

Leverage current Local Workforce Development Areas

In greater detailer than the prior maps, below shows the nine **GO Virginia Regions** and **14 Local Workforce Development Boards,** defined on the prior page. Like many states, Virginia has workforce development resources which are organized regionally by locality groups to provide central job and career coaches, employer resources. **Virginia Works** coordinates support for these **Local Workforce Development Areas (LWDA).**
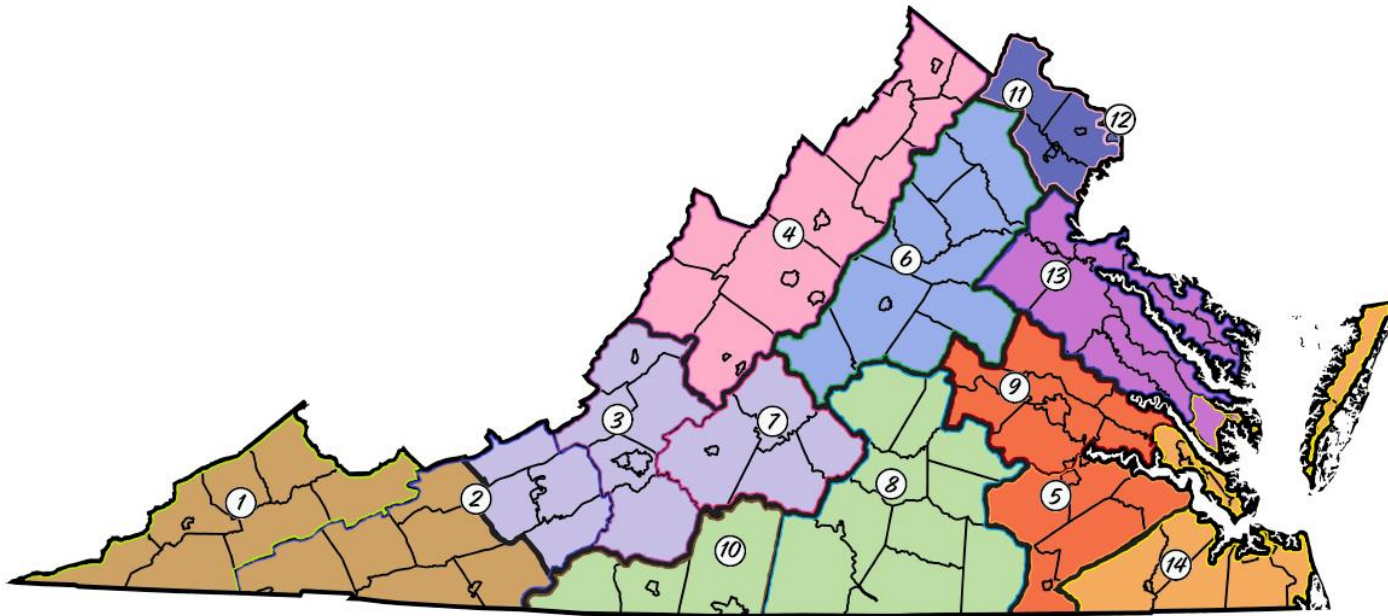
GO VA	LWDA
• Region 1	• Southwest (Area 1) • New River/Mt. Rogers (Area 2)
• Region 2	• New River/Mt. Rogers (Area 2) • Greater Roanoke (Area 3) • Central (Area 7)
• Region 3	• West Piedmont (Area 10) • South Central (Area 8)
• Region 4	• Crater (Area 5) • Capital Region (Area 9)
• Region 5	• Hampton Roads (Area 14)
• Region 6	• Bay Consortium (Area 13)
• Region 7	• Northern (Area 11) • Alexandria/Arlington (Area 12)
• Region 8	• Shenandoah Valley (Area 4)
• Region 9	• Piedmont (Area 6)

16   Points of contact for the Local Workforce Development Board Directors and GO Virginia Regions can be found in the Appendix: Start section, on page 6.

Finding Virginia's Dental Education Resources

Dental Education in Virginia

CODA - Accredited Schools and Programs in Virginia

- 📍 Dental Hygiene (DH) - VCCS
- 📍 DH - Four-Year College
- 📍 DH - VWCC Distant Site
- 📍 Dental Assisting (DA) - VCCS
- 📍 DA-II Satellite Program - GCC Distant Site
- 📍 DA - For-Profit College

*Virginia Peninsula Community College, in Hampton, VA has withdrawn accreditation

Using the Health Science Highway model

The Health Science Highway was developed by Claude Moore as a communication tool communicating the multiple paths to health science careers.

Partnership members intersect at the on-ramps to bolster job seekers at the various entry points of the highway.

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Using the Health Science Highway model – Nursing example

Claude Moore's Nursing specific pathways share the multiple education and training routes open to job seekers to begin working in the field of nursing.

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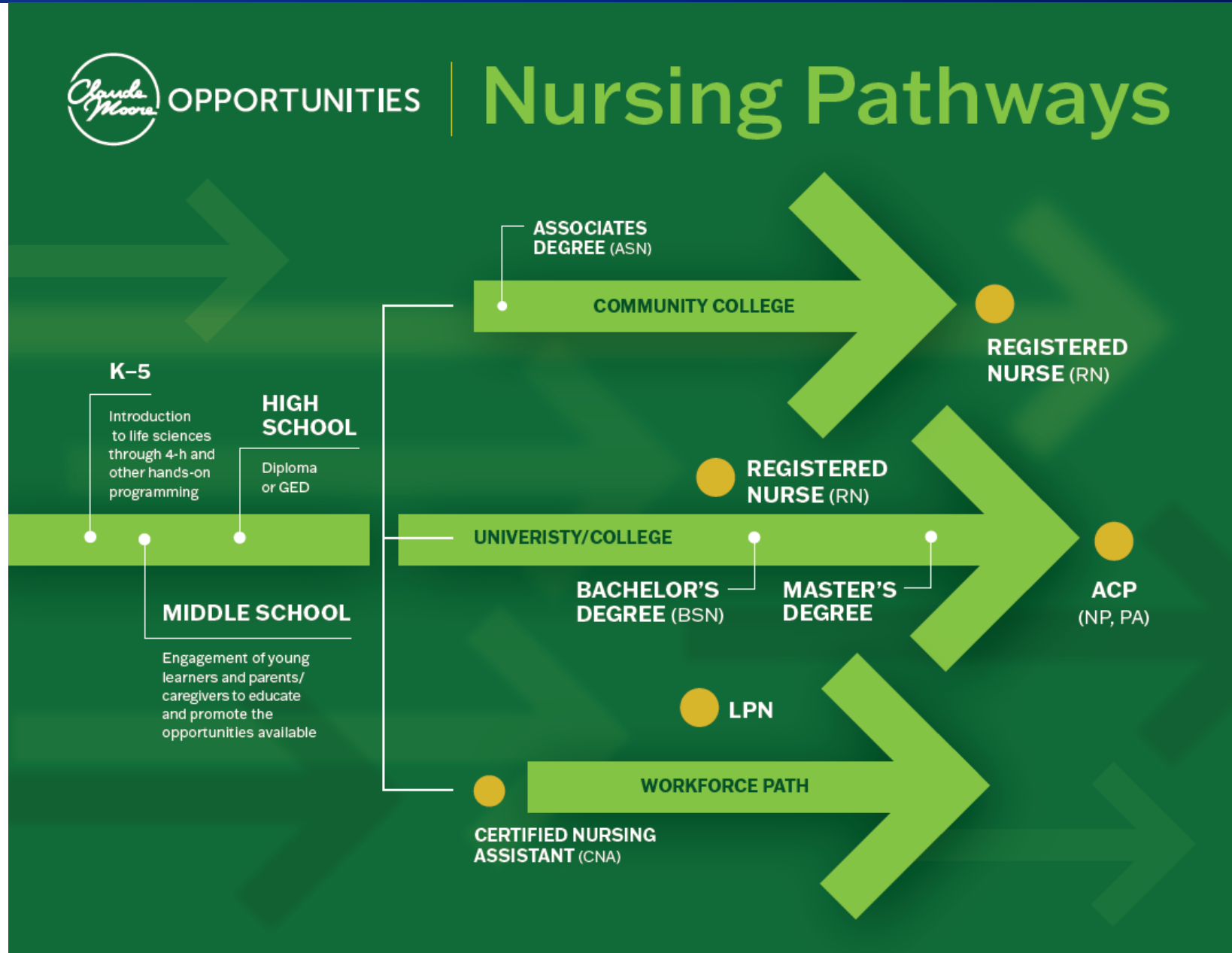
Defining key terms related to workforce partnership models *(1 of 4)*

Key Term	Definition
Adjunct Instructor	Part-time professor who teaches on a limited-term contract.
Capacity Building	Developing and strengthening skills, instincts, abilities, processes, and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world. It often refers to strengthening the skills and capabilities of people within an organization or society.
Career Pathway	A series of connected education and training programs and support services that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education and employment in that sector.
Charter	A charter, or program charter or project plan, is an official document that defines the project's goals, scope, and stakeholders. While providing a clear outline to align understanding and set expectations for all parties involved.
Credit Hour (Post-Secondary Education)	Credit hour is defined as one classroom hour and two hours of student work per week.
Dual Enrollment	Programs that allow students, typically in high school, to enroll in college courses that count toward both high school and college graduation requirements. These programs are designed to accelerate educational opportunities and reduce future college costs.
Educational Accreditation	Educational accreditation is a quality assurance process under which services and operations of educational institutions or programs are evaluated and verified by an external body to determine whether the institution or program has met defined standards.

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Defining key terms related to workforce partnership models *(2 of 4)*

Key Term	Definition
Financial Controls	A legal arrangement where a nonprofit organization offers their legal and tax-exempt status to a group engaged in activities related to the sponsor's mission. This helps the group receive grants and solicit tax-deductible donations without their own nonprofit status.
Fiscal Sponsor	Internal policies and procedures implemented by an organization to safeguard its assets, ensure financial data accuracy, support operational efficiency, and ensure adherence to financial regulations.
Job Placement	Services that assist individuals in finding suitable employment. This service can be provided by educational institutions, employment agencies, or professional recruiters, and includes matching an individual's skills and job preferences with employer requirements.
Labor Demand	Labor demand is the amount of demand for labor that an economy or firm is willing to employ at a given point in time.
Labor Supply	Labor supply is the total number of hours and effort that workers are willing and able to work at a given wage rate.
Measures	Quantitative or qualitative criteria used to assess performance, progress, or quality of a product, process, or outcome.
Outcome	The results or consequences of specific actions, activities, or programs. They describe the impact on the environment, individuals, or communities and can positive or negative.

Defining key terms related to workforce partnership models *(3 of 4)*

Key Term	Definition
Partnership	This team of people across organizations works together to build a skilled health science workforce. Through industry or employer-led efforts, the ecosystem of stakeholders can solve workforce shortages or skill gaps and collectively impact the economy.
Partnership Impact	The broader effects or long-term changes produced by a specific action or intervention. These changes can affect individuals, communities, or systems and can be social, economic, or environmental.
Professional Certification	Professional certification, trade certification, or professional designation, often called simply certification or qualification, is a designation earned by a person to assure qualification to perform a job or task.
Professional License	Professional license is a credential that demonstrates a level of skill or knowledge needed to perform a specific job type.
Retention	An organization's ability to keep its employees and reduce turnover rates. Effective retention strategies improve employee satisfaction and engagement, which are critical to maintaining a productive workforce.
Standard Credit (K-12 Education)	Virginia Department of Education defines a "standard unit of credit" as a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course.

Defining key terms related to workforce partnership models *(4 of 4)*

Key Term	Definition
Talent Pipeline	A strategy used by organizations to systematically identify, develop, and maintain a continuous supply of talent that aligns with current and future business needs. This approach ensures a steady flow of candidates prepared to fill critical roles within the company.
Vacancy	An unoccupied position or job within an organization. It represents an opportunity for hiring and can arise due to various reasons, such as resignation, retirement, or organizational expansion.
Vacancy Rate	A metric used to quantify the percentage of unfilled positions within an organization's workforce relative to the size of the overall workforce. It can provide insights into the efficiency of recruitment and hiring processes, and the workforce's overall health and productivity.
Virginia Public Schools K-12 Career & Technical Education	Career and technical education (CTE) programs in Virginia public schools serve more than 670,000 students in one or more CTE courses in grades 6-12. These programs are designed to prepare young people for productive futures while meeting the commonwealth's need for well-trained and industry-certified technical workers.
Wrap Around Services	Additional services provided to individuals to ensure comprehensive support, addressing multiple needs in a coordinated manner. These services often include aspects like transportation, counseling, and housing assistance, and are tailored to help individuals overcome barriers to success in various programs or life situations.

Appendix: Build

The Build Appendix provides a deeper dive of how to mature a workforce partnership and establishing organizational structure, creating partnership governance, developing a strategic plan, and establishing financial and legal support.

Reviewing key components of a Strategic Plan *(1 of 2)*

	Component	Example
Mission	A partnership's mission statement defines the organization's core purpose and focus. It answers the question of "Why do we exist?" A mission statement is focused on the present and should embody the partnership's values.	To create a skilled health-sector workforce in the Commonwealth of Virginia.
Vision	Vision describes the desired future state of the partnership and provides a long-term view of what the partnership aspires to achieve.	To create a vibrant health sector economy that supplies well-paying career options for job seekers and promotes growth of health sector employers.
Goals	Strategic goals are an organization's measurable objectives that indicate its long-term vision[1]. Well-crafted strategic goals should be SMART[2]: • **Specific:** Specific goals answer questions like "what needs to be accomplished?", "Who is responsible for it?", "What steps need to be taken to achieve it?". • **Measurable:** Quantifying your goals makes it possible to track progress and know when you've reached the finish line. • **Achievable:** If there aren't clear operational actions that can be taken to achieve the goal, your partnership may need to focus on other priorities. • **Relevant:** Goals need to keep the big picture at the forefront. Why are you setting these goals should be discussed. • **Time-Bound:** The partnership needs to be on the same page about when the goal should be reached and hold each other accountable to key milestones and deadlines.	Increase the number of certified CNAs in greater Lexington area by 25% from 2024 to 2026. This will be accomplished through increasing available dual-enrollment programs with regional community colleges and K-12 districts, implementing a student ambassador program to raise awareness of dual enrollment programs, and creating a shareable career pathway document detailing training requirements for nursing profession.

1. How to Formulate a Successful Business Strategy (hbs.edu)
2. How to write SMART goals (with examples) (atlassian.com)

Reviewing key components of a Strategic Plan *(2 of 2)*

	Component	Example
Action	Actions are specific initiatives or activities will be completed in the near term by the partnership to advance strategic goals. Characteristics of Strategic Actions include: • **Goal-Oriented:** Each action should be linked to one or more strategic goals. • **Time-Bound:** Like goals, actions should have defined timelines to ensure progress and completion. • **Prioritized:** Time and human capital are two of the greatest constraints. Therefore, action items should be prioritized based on their expected impact.	Executive Committee Member to catalog existing CNA programs currently available in the region and confirm number of seats available for each program by November partnership meeting.
Measures	Measures, also known as key performance indicators (KPIs), are metrics used to evaluated the effectiveness of the partnership's strategic actions and overall progress toward achieving its goals. Like goals, measures should be specific, relevant, and time-bound.	Partnership may identify a baseline of CNA vacancies within their region in year 1 and establish a data collection method to track year-over-year change in the vacancy rates for this role.
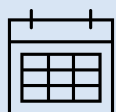
Timeline Considerations

Strategic planning is a time-intensive effort that can take months, and sometime over a year, to complete. Partnerships should consider holding day-long or multi-day workshops to accelerate the strategic planning process.

Establishing a partnership financial process

Decide if Partnership Will Operate with Fiscal Sponsor

- If yes, partnership can work with an established non-profit to administer funds
- If no, partnership will need to establish non-profit

Establish Financial Controls

- Open bank accounts
- Establish process for requesting and approving distribution of funds
- Engage an accounting firm to support financial management

Identify Funding Needs & Sources

- Review key actions that will require hard dollars and begin to formulate funding needs or budget
- Identify funding opportunities from private companies, philanthropy, and government

Ongoing Activities

Budget Formulation

Evaluate partnership actions that may require funding. Once core activities and associated costs are known, budgets can be established.

Distribute Funds

Through established financial controls, partnership will distribute funds to support programs and build workforce capacity.

Solicit Funding

As partnership matures, it may choose to go after regionally or nationally competitive grants. Strong grant writing capabilities will help to increase funding.

Establishing financial controls for a partnership

Open Accounts with Banking System

Once the proper documentation is obtained through the establishment of the organization as a legal entity, a bank can be chosen to open an account.

Specific individuals will need to be chosen to conduct banking transactions on behalf of the organization.

Establish Process for Requesting and Approving Distribution of Funds

Establishing a process for requesting and approving fund distribution will enable the partnership to maintain internal controls to manage finances.

Partnerships will need to establish an approval structure based on the organizational structure. A simple approval process would include:

1. Requestor: Submits request for funds to be expended

2. Approver: Reviews and approves or denies funds

3. Accounting Firm: Expends funds to requestor

The process for submitting request, routing approvals, and confirming expenditure of funds may be conducted through emails and spreadsheets at first, but more advanced software tools can be leveraged to improve financial management.

Engage an Accounting and Audit Team

It is recommended that partnerships create a separation of duties, meaning the approvers are do not transact funds. An independent accounting team should be engaged to oversee financial duties and compliance.

Workforce partnerships may select a local accounting firm to support financial processes. If a local accounting firm is not available there are lists of Virginia-based firms online. Example of online review of accounting firms is available here: Virginia Accounting Firms.

Establishing a partnership legal entity

Establishing a legal entity is the first step in preparing to receive funds. Having an established legal structure will allow for the partnership to open accounts in its name, as well as comply with the necessary regulations for tax exempt status.

1

Form A Non-Profit Entity[1]

Draft the legal and tax documentation needed to establish the non-profit with the Virginia Secretary of State and the IRS. Filing articles of incorporation and obtaining an EIN will be needed before applying for tax exemption.

Attorneys can assist with drafting documents to create the legal entity.

2

Apply for Tax Exempt Status

Determine whether the organization will be a 501 (c)(3) or 501 (c)(4) and file for tax exempt status.

See the next slide for more details on the distinctions and benefits of each.

3

Define a Legal Structure

Determine whether to organize as a corporation or a trust. Each structure has its advantages and disadvantages.

For example, corporations offer more flexibility than trusts in terms of amending articles and bylaws for changes to charitable purpose or governance structure.

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1. https://www.irs.gov/charities-non-profits/charitable-organizations/exemption-requirements-501c3-organizations; https://www.forbes.com/advisor/business/how-to-start-a-nonprofit/

Applying for tax exempt status for a partnership

Non-profit entities can apply for either a 501 (c)(3) or 501 (c)(4) tax status to qualify for tax exemptions[1]. There are benefits and drawbacks to the two different qualifying entities.

	1 Registering as a 501 (c)(3)	**2 Registering as a 501 (c)(4)**
Definition	A 501(c)(3) organization is typically educational, religious, charitable, scientific, or literary in nature. They must not be organized or operated for the benefit of private interests and must refrain from participating in any political campaign.	A 501(c)(4) organization, on the other hand, is typically a social welfare organization. They can engage in lobbying and political campaign activities given that these activities are not the organization's primary activity.
Donations	This organization can receive tax-exempt donations. Donors can deduct their contributions on their federal income tax returns.	This organization can also receive tax-exempt donations, but donations are not tax-deductible for the donor.
Activities & Restrictions	This organization faces stricter regulations regarding their activities. They are limited in the amount of lobbying they can do and are prohibited from engaging in political activities. This organization can engage in some lobbying activities, but it must not constitute a substantial part of its activities. The IRS uses two tests - the 'Substantial Part Test' and the 'Expenditure Test' to measure an organization's lobbying activity.	This organization can engage in unlimited lobbying efforts as long as it aligns with their mission, and they can participate in political campaigns.
Privacy	This organization must disclose their donors to the IRS, but this information is not made public.	This organization are not required to disclose their donors, providing a degree of anonymity that may be attractive to some donors.

1. https://www.forbes.com/advisor/business/how-to-start-a-nonprofit/
2. Deloitte US Tax News & Views

Establishing a partnership organization structure and governance

Determine Organizational Leadership

1. Confirm partners to participate in leadership positions.
2. Develop a board of directors for the partnership.
3. Organize the partnership based on the defined mission, vision, goals, and actions.

Outline Roles and Responsibilities

4. Determine the roles and responsibilities of each role within the organization:
   - Create goals and actions for specific committees and/or the partnership.
   - Define decision-makers for the organization

Establish Organization Governance

4. Facilitate a leadership meeting to determine:
   - Term limits and leadership selection
   - Meeting cadence and reporting requirements

Components

Role

Role answers the question of "How do I support the partnership?".

Responsibilities

Responsibilities answer the question of "What are the actions I take to support the partnership?".

Governance

Governance, involves the structures, processes, and frameworks employed to guide activities, make decisions, and ensure that these decisions are implemented effectively.

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Appendix: Scale

The Scale appendix provides a deeper dive of how to scale a workforce partnership including building the business case for programs, communicating needs, and launching, refining and continuously improving the partnership.

Communicating partnership career pathways

Identify Existing Career Pathways

1. Create Inventory of Exiting Health Science Education and Training Programs.
2. Determine Certifications, Licenses, or Other Requirements Jobs Seekers Must Meet to Pursue Target Health Science Careers.

Map Occupations to Pathways

3. Select career of interest that is the focus on mapping.
4. Determine what education, certification, and/or license is required for the career of interest.
5. Identify jobs along this career pathway starting with entry-level to most credentialed role.
6. Align required training and education programs to the positions along the career path.
7. Circulate draft of visual to health science educators and employers to validate requirements.
8. Distribute visual digitally and through in-person events such as career fairs.

Key Outputs

Inventory of Pathways

Create an inventory of the existing programs and educational resources available in the region for health science careers. Document any gaps in employer needs vs available resources.

Career Pathway Visual

Create a visual to communicate the available programs and pathways to different health science careers.

This visual can be used by education counselors to ensure that the correct information is given out to students interested in health science.

STEPS TO INVENTORY EXISTING EDUCATIONAL RESOURCES

1. **Create Inventory of Existing Health Science Education and Training Programs**

   - Work with partners, targeted educational institutions, and training providers to document what programs are currently offered to train job seekers for careers in the health science industry.

   - Organize educational resources into sharable document the captures data points such as:

     - Program Name
     - Where Program is Offered
     - Cost of Program
     - Enrollment Capacity
     - Relevant Accreditation Details

   - Validate if any programs do not run consistently due to small cohort sizes or lack of qualified instructors.

EXAMPLE: RADIOLOGY TECHNOLOGIST

Education Program Details	
Program Duration	Two Years
Clinical, Practicum, Internship, or Shadowing Requirement	Clinical Hours Required. Must be 18 to begin clinicals.
Sites Offered	Roanoke County Public Schools.
Award Type	Certification
Dual Enrollment Offered	No
Accreditor	American Registry of Radiologic Technologists
Cost of Attendance	$0.00

Example program detail questions were inspired for Blue Ridge Partnership for Health Science Careers. Details used with permission from the Blue Ridge Partnership for Health Science Careers.

Identifying existing career pathways *(2 of 2)*

STEPS TO INVENTORY EXISTING EDUCATIONAL RESOURCES

2. **Determine Certifications, Licenses, or Other Requirements Jobs Seekers Must Meet to Pursue Target Health Science Careers**

- Confirm with educators, employers, and accreditation bodies any requirements job seekers must meet by career. Examples may include required clinical hours, licenses, tests, or professional trainings that are required for the career of interest.

National & Virginia Educational Resources

Below are associations and government organizations that may be helpful in determine educational programs offered and professional requirements in Virginia:

- American Medical Association (AMA)
- National Healthcareer Association (NHA)
- American Association of Medical Assistants (AAMA)
- HealthCare.gov
- Virginia Department of Health Professions (DHP)
- Virginia Health Workforce Development Authority (VHWDA)
- Virginia Hospital & Healthcare Association
- Virginia Nurses Association
- Virginia CTE Resource Center

EXAMPLE: RADIOLOGY TECHNOLOGIST

Professional Requirements Details	
License Required	Yes
License Provider	Virginia Department of Health Professions Board of Medicine[1]
License Application	Application Link
Application Fee	$130.00
Exam Required	Yes[2]
Exam Providers	American Registry of Radiologic Technologist (ARRT)[3]

1. Virginia Board of Medicine
2. Regulations Governing the Practice of Radiologic Technology (virginia.gov)
3. About Us - ARRT

Mapping occupations to career pathways

STEPS TO MAPPING OCCUPATIONS TO CAREER PATHWAY

1. **Identify career of interest** to begin mapping:

   - Careers of interest should be in high demand in your area and may be selected based on expressed employer needs, number of open job postings for the roles within the career path, or projected growth of the career path in the region.

2. **Determine what certification or license is required** for the career of interest:

   - Understand what testing, costs, or professional trainings are required for the career of interest.

   - Some employers may not accept certain certifications, understanding which accreditations are excepted is necessary to create an accurate map.

3. **Identify jobs along this career pathway** starting with lowest barrier to entry to highest barrier to entry:

   - Determine how the programs are similar or different and bucket them into different entry way points.

   - The visual of the career pathways should include broad options.

   - Think through non-traditional pathways, including job switchers, non-traditional high schools, and other potential entry points.

4. **Align required training and education programs** to the positions along the career path:

   - This activity can occur on a whiteboard or digitally for group editing.

5. **Circulate draft of visual** to health science educators and employers to validate requirements:

   - Requirements could include testing, credentials, clinical hours, or others.

   - Contact relevant stakeholders to confirm the accuracy of the information and make any needed changes.

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Creating a visual to communicate career pathways

STEPS TO CREATE VISUALIZATIONS TO COMMUNICATE CAREER PATHS TO JOB SEEKERS

1 Develop visual to community career entry points, required education, training, and credentials. Provide detail articulating what career advancement can be achieved and requirements for career advancement.

   Keep in mind some information may need to be updated more frequently, such as pay data.

2 Socialize career pathway visual to educators and students for final feedback to ensure language is understandable and clearly communicating details of the career path.

3 Distribute visual digitally and through in-person events such as career fairs.

EXAMPLE

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Used with permission from the Blue Ridge Partnership for Health Science Careers.

Templates

A spirit of collaboration exists across Virginia's health science partnerships – existing partnerships have offered to share resources such as the following example templates and starter documents.

Example strategic planning tracking

Once strategic plans are formed, partnerships will establish processes for tracking the status of defined action items and measures. Below is an example of the format and key data elements that might be included in an action item and measure tracker.

Goal	Action Item	Action Owner	Status	Completion Date	Context
Goal One Statement	Action item 1	Committee 1	Complete	5/12/2024	
	Action item 2	Committee 1	In Progress	7/21/2024	• Details on status, decisions, risks, or factor impacting action item.
	Action item 3	Committee 2	In Progress	1/12/2025	• Details on status, decisions, risks, or factor impacting action item.
	Action item 4	Committee 3	Not Started	12/31/2025	• Details on status, decisions, risks, or factor impacting action item.

Goal	Measure Description	Previous Measure	Current Measure	Context
Goal One Statement	Measure 1	1000	2500	• Detail on measure changes and key driver impacting measure.
	Measure 2	25%	28%	• Detail on measure changes and key driver impacting measure.

This table is an illustrative example of partnerships can track the status of specific action items. Partnerships may revise this template based on their working preferences and project management approach.

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Template: Strategic planning tracking

Goal	Action Item	Action Owner	Status	Completion Date	Context
Goal One Statement	Action item 1	Committee 1	Complete	7/1/2024	• Details on status, decisions, risks, or factor impacting action item.

Goal	Measure Description	Previous Measure	Current Measure	Context
Goal One Statement	Measure 1			• Detail on measure changes and key driver impacting measure.

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Example partnership charter *(1 of 2)*

Below is an example partnership charter, used to document governance structure of workforce partnership committees.

Organization Purpose, Scope, and Goals	
PURPOSE OF ORGANIZATION:	Our Partnership's mission is to foster widespread collaboration between businesses and education, leveraging existing resources to align curricula and training with the current needs and future growth strategies of Life Sciences & Health (L S & H) employers through trans-disciplinary innovation. Our aim is to enhance job readiness, placement, and support economic development. We envision a collaborative development and scaling up of education-to-employment pathways within the Life Sciences & Health industry. By equipping students (both youth and adults) with education, skills, and workplace experience, we strive to create seamless transitions into promising careers within GO Virginia Region 2, and secondarily, across the Commonwealth. Guided by our core values of collaboration, innovation, impact, inclusivity, responsiveness, and empowerment, we are dedicated to empowering individuals, enriching the region's workforce, and contributing to the overall growth and success of the Life Sciences & Health sector.
GOAL(S):	• Workforce Development: Align and raise the rigor of health and life science education to meet the needs of employers and industry standards. • Awareness and Value: Increase knowledge and awareness of the existence and value of health and life science professionals among stakeholders. • Policy Education: Educate policy/lawmakers, stakeholders, and legislative committees on the challenges faced by the health and life science workforce. • Recruitment and Retention: Identify 5-10 workforce recruitment and retention strategies to increase the health and life science workforce. • Regional Workforce Improvement: Implement strategies to improve the health and life sciences workforce in Go Virginia Region 2.
DELIVERABLE(S):	• Align and raise the rigor of health and life science education to meet employer needs and industry standards. • Increase knowledge and awareness of the existence and value of health and life science professionals among stakeholders. • Educate policy/lawmakers, stakeholders, or legislative committees on the challenges faced by the health and life science workforce. • Identify and present workforce recruitment and retention strategies to increase the health and life science workforce. • Implement strategies to improve the health and life sciences workforce in Go Virginia Region 2.

Used with permission from the Blue Ridge Partnership for Health Science Careers.

Example partnership charter *(1 of 2)*

Below is an example partnership charter, used to document governance structure of workforce partnership committees.

Board Structure and Responsibilities	
BOARD MEMBERS:	There shall be no fewer than 3 and no more than 25 members. Members shall consist of representatives from K-12 districts, community colleges, four-year colleges/universities, higher education centers, health and life science employers, relevant community partners delivering training or co-curricular programming, economic development professionals, and philanthropic organizations that support the health and life sciences industry sector. See BRPHSC Articles of Incorporation and By-laws for more detail.
REPORTING HIERARCHY:	The Board shall receive reports quarterly from the Committees. Board members shall share progress reports and relevant information with their respective organizations in furtherance of the mission of the BRPHSC.
TERM LENGTH:	Board members serve a term of 3 years.
MEETING CADENCE:	Quarterly or at least three times per year.
RESPONSIBILITIES OF BOARD MEMBERS:	Attend meetings and advocate on behalf of the BRPHSC in furtherance of its collective goals. Identify new committee members and new board members. Primary duties: ● Review and approval of recommended priorities and performance metrics from each committee ● Ensure adherence to stated performance metrics and recommend necessary adjustments ● Affirm or revise career path priorities ● Review the initiative's financial position to leverage resources ● Make program adjustments as needed ● Exchange information regarding health workforce activities across the Commonwealth

Used with permission from the Blue Ridge Partnership for Health Science Careers.

Template: partnership charter *(1 of 2)*

Organization Purpose, Scope, and Goals	
PURPOSE OF ORGANIZATION:	
GOAL(S):	
DELIVERABLE(S):	

Used with permission from the Blue Ridge Partnership for Health Science Careers.

Template: partnership charter *(2 of 2)*

Board Structure and Responsibilities	
BOARD MEMBERS:	
REPORTING HIERARCHY:	
TERM LENGTH:	
MEETING CADENCE:	
RESPONSIBILITIES OF BOARD MEMBERS:	

Used with permission from the Blue Ridge Partnership for Health Science Careers.

Sample organization structure

Below is an example organizational structure of the Blue Ridge Partnership for Health Science Careers. Note, this partnership was formed in 2019 and has expanded its partnership and evolved its organizational structure over time. The following examples show the activities that Blue Ridge Committees chose to focus on and how they track progress.

Blue Ridge Partnership for Health Science Careers

Board of Directors

Finance Committee	Student Engagement Committee	Joint Communications Committee	Academic Planning Committee	Talent Pathways Committee	IT/Analytics Committee	Diversity Committee
• Fiscal Planning • GO Virginia • Claude Moore Grant • Private Philanthropy	• Career Exposure and Immersion • Career advancement Support • Mentoring	• Public Relations • Informational website with repository for documents • Collaborates closely with Student Engagement	• Promote a standardized, rigorous curriculum for Virginia • Dual Enrollment • Accreditation • Curriculum Pathways • Educational Equipment • Clinical Instruction	• Identify needed jobs • Articulate education to employment pathways • Employment Onboarding • Training and Retention	• Develop common data reporting structure • Workforce Analytics • Identify needed remote Services	• Develop a diverse workforce prioritizing the most critically needed jobs. • Ensure equitable workforce opportunities.

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Used with permission from the Blue Ridge Partnership for Health Science Careers. Earlier information about this partnership is in the Start section, page 24.

Sample strategic action planning document – Overall Partnership

TARGET POPULATION *Who will directly benefit?*	INPUTS *Resources dedicated to or consumed by our effort?*	ACTIVITIES *What will we do in quantifiable terms?*	OUTPUTS *Direct products of our activities*	SHORT TERM OUTCOMES (6 -18 mos.) *Initial changes in condition, beliefs, skills*	LONG TERM OUTCOMES (2 - 5 years) *Changes in Policy Programs, Practices*	INDICATORS *Longer term indicators of impact*
PRIMARY: Students of all ages and levels of attainment in Go Virginia Region 2 Communities of GoVirginia Region 2. (www.govirginia.com) K-12, 2-year, and 4-year institutions. Employers from acute care (hospital systems, home care agencies and hospice) Employers from long term care Employers from bio and life science Employers in emerging fields with current and future intersections to health and life sciences. Children's Behavioral Health (CBHS) service providers. Adult Behavioral Health service providers. Policymakers within the Commonwealth. *SECONDARY:* Licensure and accreditation bodies.	Health Sciences strategic initiatives. K-12 strategic initiatives. Partnerships with state & community agencies. Collaborations w/ state & local colleges, universities & technical schools. Community collaboratives. Statewide workforce initiatives. Grants for tuition and training re- imbursement.	Data collection on: short and long term active licensed workforce, workforce needs, recruitment and retention, cultural and racial representation in the workforce, higher education resources. Formulate and convene Regional Workforce Partnership Wage and policy reviews. Identify state, federal, and community resources to support workforce development initiatives. Identify strategies for the development of agency-based career ladders. Identify strategies for the development of shared appointment models. Develop messaging to raise awareness on the value of the workforce.	A white paper on the current status and impact of gaps and needs with Region 2 workforce and recommendations to address short- and long-term needs, including but not limited to wages, credentialing barriers, and career ladders. Pay rate analysis will be completed. BRPHSC Partnership helps to inform workforce initiatives. Workforce media campaign. Align and raise the rigor or health and life science education to address the needs of employers and reflect industry standards.	Increase knowledge and awareness of the existence and value of Health and health Science Professionals. Through community partnerships and stakeholder engagement, identify and educate policy/law makers, other stakeholders, or legislative committees on the Health and Health Science workforce challenge. Identify 5-10 workforce recruitment and retention strategies aimed at increasing workforce.	Implement strategies for improving Region 2 health and health sciences workforce. Increase in enrollment and graduation rates in the health and health sciences field. Increase in educated, experienced, professional, and credentialed workforce. Reduction in wait list times for services. Reduction in agency vacancies. Increase in the availability of a broad array of services and supports for all families in Region 2. Increase in racial, ethnic and cultural diversity in the workforce.	*PRIMARY:* • Increased employer satisfaction with the skills and knowledge of the health and life science workforce. • Percentage increase in the number of health and life sciences professionals obtaining advanced degrees or certifications. • Growth in the number of health and life science professionals engaged in continuous professional development activities. • Increase in the number of workforce development programs aligned with industry needs and standards. • Increase in the representation of underrepresented racial, ethnic, and cultural groups in the health and life science workforce. *Secondary:* • Percentage of stakeholders in other Go Virginia regions and outside the Commonwealth adopting similar workforce development models. • Level of media coverage and public awareness of the importance of a skilled health and life science workforce. • Availability and accessibility of workforce data for informed decision-making in the health and life science sector. • Percentage increase in external funding and investment attracted to support health and life science workforce initiatives. • Number of policy changes at the legislative, licensure, and accreditation levels influenced by workforce data and recommendations.

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Used with permission from the Blue Ridge Partnership for Health Science Careers.

Sample action planning tracking – Overall Partnership

Objective	Indicators	Means of Verification	Assumptions	Target	Timeframe
Increase enrollment and graduation rates in health and life sciences	Percentage increase in enrollment and graduation rates	Enrollment and graduation data from institutions	Availability of quality educational programs and funding for student support	Achieve a 20% increase in enrollment and graduation rates	Measured and evaluated annually
Improve diversity in the workforce	Percentage increase in workforce diversity metrics	Diversity metrics tracking	Commitment from stakeholders to diversity initiatives and recruitment efforts	Achieve a 15% improvement in workforce diversity metrics	Tracked and evaluated annually
Increase job satisfaction and retention rates	Average pay rate analysis, job satisfaction surveys, retention data	Surveys, pay rate analysis reports, retention data	Implementation of effective retention strategies and competitive pay scales	Achieve a 25% increase in job satisfaction and retention rates	Assessed and measured annually
Reduce waitlist times for services and agency vacancies	Percentage reduction in waitlist times and agency vacancies	Waitlist and vacancy data	Improved service delivery mechanisms and recruitment efforts	Achieve a 30% reduction in waitlist times and agency vacancies	Monitored and evaluated annually

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Used with permission from the Blue Ridge Partnership for Health Science Careers.

Sample strategic action planning document – Student Engagement

TARGET POPULATION *Who will directly benefit?*	INPUTS *Resources dedicated to or consumed by our effort?*	ACTIVITIES *What will we do in quantifiable terms?*	OUTPUTS *Direct products of our activities*	SHORT TERM OUTCOMES (6 -18 mos.) *Initial changes in condition, beliefs, skills*	LONG TERM OUTCOMES (2 - 5 years) *Changes in Policy Programs, Practices*	INDICATORS *Longer term indicators of impact*
PRIMARY: Communities of GoVirginia Region 2. Employers from acute care (hospital systems, home care agencies and hospice) Employers from long term care Employers from bio and life science Student learners of all ages within Region 2 Employers in emerging fields with current and future intersections to health and life sciences. Children's Behavioral Health (CBHS) service providers. Adult Behavioral Health service providers. Policymakers within the Commonwealth. *SECONDARY:* Other GO Virginia Regions.	Inventory of courses taught in the GO Virginia Region 2. Health Sciences strategic initiatives. K-12 strategic initiatives. Partnerships with state & community agencies. Collaborations w/ state & local colleges, universities & technical schools. Community collaboratives. Statewide workforce initiatives. Grants for tuition and training re- imbursement. Curriculum models that represent best practices (i.e. Texas Education Agency)	Facilitate the data collection related to student enrollment and performance. Coordinate with Talent Pathways and IT/Analytics to ensure student learner is accounted for in employment data. Tuition and policy reviews including licensure and credentialling agencies. Identify state, federal, and community resources to support curriculum development initiatives. Identify strategies for the development of education-to-employment pathways. Identify strategies for the development of shared appointment models. Coordinate with Joint Communications to raise awareness of health and life science education-to-employment pathways. Work collaboratively with other regions to help support in their curriculum assessments.	Production of an annual conference for counselors, career coaches, job advisors, health sciences educators showcasing regional ecosystem and providing networking opportunities for employers and educators. Create and sustain mini-conferences in the sub-geographies of the GO Virginia Region 2. In partnership with Joint Communications, develop a master calendar of recurring student engagement events for the region.	Ensure curriculum aligns with regional employer needs. Advocacy for unified statewide approach. Increase knowledge and awareness of the existence and value of Health and health Science Professionals. Through community partnerships and stakeholder engagement, identify and educate policy/law makers, other stakeholders, or legislative committees on the Health and Health Science education priorities and barriers. Ensure access and considerations for racial, ethnic and cultural diversity in the development of education-to-employment pathways.	Implement strategies for aligning curriculum for health and life sciences with the appropriate licensures and credential processes to help meet the needs of employers. Ensure pathways for most critically needed jobs, prioritized by timeframe needed (i.e. 3-5 years, 5+). Increase in the availability of a broad array of educational pathways and experiential workplace learning opportunities for all students in Region 2. Engage employers in academic curriculum. Develop model in partnership with employers to increase number of qualified instructors, such as dual-appointment. Establish pathway for qualified professionals to enter instructor role.	*PRIMARY:* • Increase in student enrollment in high-need health and life science programs. • Increase in student retention and levels of attainment. • Growth in the number of educated, experienced, professional, and credentialed workforce. • Increase in funding sources for academic partners. *SECONDARY:* • Improvement in workplace readiness indicators.

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Used with permission from the Blue Ridge Partnership for Health Science Careers.

Sample action planning tracking – Student Engagement

Objectives	Activities	Formative Evaluation	Summative Evaluation	Short-Term Goals	Long-Term Goals
Increase in student enrollment in high-need health and life science programs	Conduct needs assessments and surveys to identify enrollment barriers and high-need program areas.	Review survey results and needs assessment reports to identify key enrollment barriers and high-need program areas.	Measure the percentage increase in enrollment in high-need programs within the first 12 months.	Achieve a 15% increase in student enrollment in high-need programs within 12 months.	Achieve a 30% increase in student enrollment in high-need programs within 3 years.
Increase in student retention and levels of attainment	Implement support programs and mentorship initiatives to improve student retention and attainment.	Monitor student retention rates and levels of attainment during the implementation of support programs and mentorship.	Evaluate the impact of support programs and mentorship on student retention rates and levels of attainment.	Increase student retention by 10% and levels of attainment by 15% within 18 months.	Improve student retention by 25% and levels of attainment by 35% within 3 years.
Growth in the number of educated, experienced, professional, and credentialed workforce	Develop partnerships with employers to increase the number of qualified instructors and dual-appointment models.	Track and document the number of qualified instructors and dual-appointment models implemented.	Assess the impact of partnerships and dual-appointment models on the availability of qualified professionals.	Increase the number of qualified instructors by 15% and dual-appointment models by 20% within 12 months.	Increase the number of qualified instructors by 50% and dual-appointment models by 75% within 3 years.
Increase in funding sources for academic partners	Identify state, federal, and community resources to support curriculum development initiatives.	Track and document the acquisition of additional funding sources for curriculum development initiatives.	Assess the effectiveness of acquired funding sources in supporting curriculum development initiatives.	Secure additional funding sources totaling $300,000 within 12 months.	Secure additional funding sources totaling $1.5 million within 3 years.
Improvement in workplace readiness indicators	Develop and implement workplace readiness assessment tools and programs.	Monitor workplace readiness indicators during program implementation.	Evaluate the impact of workplace readiness programs on employment outcomes and workplace indicators.	Improve workplace readiness indicators by 10% within 18 months.	Improve workplace readiness indicators by 25% within 3 years.

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Used with permission from the Blue Ridge Partnership for Health Science Careers.

Sample strategic action planning document – Joint Communication

TARGET POPULATION *Who will directly benefit?*	INPUTS *Resources dedicated to or consumed by our effort?*	ACTIVITIES *What will we do in quantifiable terms?*	OUTPUTS *Direct products of our activities*	SHORT TERM OUTCOMES (6-18 mos.) *Initial changes in condition, beliefs, skills*	LONG TERM OUTCOMES (2 - 5 years) *Changes in Policy Programs, Practices*	INDICATORS *Longer term indicators of impact*
PRIMARY: Communities of GoVirginia Region 2. Employers from acute care (hospital systems, home care agencies and hospice) Employers from long term care Employers from bio and life science Student learners of all ages within Region 2 Employers in emerging fields with current and future intersections to health and life sciences. Children's Behavioral Health (CBHS) service providers. Adult Behavioral Health service providers. Policymakers within the Commonwealth. *SECONDARY:* Other GO Virginia Regions.	Inventory of courses taught in the GO Virginia Region 2. Health Sciences strategic initiatives. K-12 strategic initiatives. Partnerships with state & community agencies. Collaborations w/ state & local colleges, universities & technical schools. Community collaboratives. Statewide workforce initiatives. Grants for tuition and training re-imbursement. Curriculum models that represent best practices (i.e. Texas Education Agency)	Facilitate the data collection related to student enrollment and performance. Coordinate with Talent Pathways and IT/Analytics to ensure student learner is accounted for in employment data. Tuition and policy reviews including licensure and credentialling agencies. Identify state, federal, and community resources to support curriculum development initiatives. Identify strategies for the development of education-to-employment pathways. Identify strategies for the development of shared appointment models. Coordinate with Joint Communications to raise awareness of health and life science education-to-employment pathways. Work collaboratively with other regions to help support in their curriculum assessments.	Develop and maintain a website: www.virginiahealthcareers.org Develop collateral materials for BRPHSC. Promote annual conference and regional mini-conferences. In partnership with Academic Planning and Talent Pathways, develop education-to-employment career maps for the most critically needed health sciences job clusters in the region.	Ensure curriculum aligns with regional employer needs. Advocacy for unified statewide approach. Increase knowledge and awareness of the existence and value of Health and health Science Professionals. Through community partnerships and stakeholder engagement, identify and educate policy/law makers, other stakeholders, or legislative committees on the Health and Health Science education priorities and barriers. Ensure access and considerations for racial, ethnic and cultural diversity in the development of education-to-employment pathways.	Implement strategies for aligning curriculum for health and life sciences with the appropriate licensures and credential processes to help meet the needs of employers. Ensure pathways for most critically needed jobs, prioritized by timeframe needed (i.e. 3-5 years, 5+). Increase in the availability of a broad array of educational pathways and experiential workplace learning opportunities for all students in Region 2. Engage employers in academic curriculum. Develop model in partnership with employers to increase number of qualified instructors, such as dual-appointment. Establish pathway for qualified professionals to enter instructor role.	*PRIMARY:* • Improved Website Traffic and Engagement • Improved Employer and Student Feedback • Alignment with Employer Needs • Improve Policy Maker Engagement • Success of Regional Conferences *Secondary* • Collaboration with Other Regions • Education-to-Employment Pathway Adoption • Improvement in Workplace Readiness Indicators • Increase in Funding Sources • Student Placement Rates • Employer Satisfaction with Graduates

Used with permission from the Blue Ridge Partnership for Health Science Careers.

Sample action planning tracking – Joint Communication

Objectives	Activities	Formative Evaluation	Summative Evaluation	Short-Term Goals	Long-Term Goals
Improved Website Traffic and Engagement	1. Develop and maintain www.virginiahealthcareers.org	Website analytics tracking, user engagement surveys, feedback from website visitors	Website traffic analysis, user engagement metrics, feedback analysis	Increase website traffic and user engagement within 6-18 months.	Establish a widely recognized and visited website as the go-to resource for healthcare careers in the region.
Improved Employer and Student Feedback	1. Collect feedback from employers and students through surveys and focus groups	Survey response rates, feedback quality, focus group participation	Feedback analysis, satisfaction scores, focus group summaries	Gather actionable feedback from stakeholders within 6-18 months.	Enhance employer and student satisfaction leading to better collaboration and outcomes.
Alignment with Employer Needs	1. Review and align curriculum with regional employer needs	Curriculum alignment reports, employer feedback on curriculum relevance	Curriculum effectiveness assessment, employer satisfaction surveys	Ensure curriculum meets employer requirements within 6-18 months.	Create a curriculum that produces job-ready graduates for the regional workforce.
Improve Policy Maker Engagement	1. Engage policy makers through advocacy efforts and educational initiatives	Policy maker participation rates, feedback from policy makers	Policy maker engagement assessment, policy impact analysis	Increase policy maker awareness and engagement within 6-18 months.	Influence policy changes and programs beneficial to health sciences education.
Success of Regional Conferences	1. Promote and organize annual and mini conferences	Conference attendance rates, participant feedback	Conference impact assessment, participant satisfaction surveys	Hold successful conferences with high attendance and engagement within 6-18 months.	Establish regional conferences as premier events driving collaboration and innovation.
Collaboration with Other Regions	1. Work collaboratively with other GO Virginia regions	Collaborative project progress, resource sharing agreements	Partnership effectiveness assessment, joint project outcomes	Strengthen partnerships with other regions within 6-18 months.	Foster collaboration leading to shared goals and initiatives across regions.
Education-to-Employment Pathway Adoption	1. Develop education-to-employment career maps and pathways	Adoption rates of career maps and pathways by students and employers	Pathway effectiveness assessment, stakeholder feedback	Implement effective pathways within 6-18 months.	Establish clear pathways for students and job seekers resulting in successful placements.
Improvement in Workplace Readiness Indicators	1. Implement workplace readiness assessment tools and programs	Workplace readiness assessment results, employment data analysis	Workplace readiness metrics analysis, employment outcome tracking	Improve workplace readiness and employment outcomes within 6-18 months.	Enhance workforce readiness, leading to increased employability and success.
Increase in Funding Sources	1. Identify and secure additional funding sources for curriculum development and training initiatives	Secured funding sources, grant approval rates	Funding acquisition metrics, grant success rates	Obtain new funding sources for education initiatives within 6-18 months.	Ensure sustainable funding to support ongoing education and development efforts.
Student Placement Rates	1. Facilitate student data collection and coordinate with Talent Pathways and IT/Analytics for employment data integration	Student placement tracking accuracy, employment data integration	Student employment rates analysis, placement data accuracy	Improve student placement rates and data accuracy within 6-18 months.	Increase student success in securing employment aligned with their education.
Employer Satisfaction with Graduates	1. Engage employers in academic curriculum development and collaboration efforts	Employer feedback on graduate performance, satisfaction surveys	Employer satisfaction scores, graduate performance analysis	Enhance employer satisfaction with graduates within 6-18 months.	Produce graduates that meet employer needs and expectations, leading to positive feedback.

Used with permission from the Blue Ridge Partnership for Health Science Careers.

Sample strategic action planning document – Academic Planning

TARGET POPULATION *Who will directly benefit?*	INPUTS *Resources dedicated to or consumed by our effort?*	ACTIVITIES *What will we do in quantifiable terms?*	OUTPUTS *Direct products of our activities*	SHORT TERM OUTCOMES (6 -18 mos.) *Initial changes in condition, beliefs, skills*	LONG TERM OUTCOMES (2 - 5 years) *Changes in Policy Programs, Practices*	INDICATORS *Longer term indicators of impact*
PRIMARY: Communities of GoVirginia Region 2. Employers from acute care (hospital systems, home care agencies and hospice) Employers from long term care Employers from bio and life science Student learners of all ages within Region 2 Employers in emerging fields with current and future intersections to health and life sciences. Children's Behavioral Health (CBHS) service providers. Adult Behavioral Health service providers. Policymakers within the Commonwealth. **SECONDARY:** Other GO Virginia Regions.	Inventory of courses taught in the GO Virginia Region 2. Health Sciences strategic initiatives. K-12 strategic initiatives. Partnerships with state & community agencies. Collaborations w/ state & local colleges, universities & technical schools. Community collaboratives. Statewide workforce initiatives. Grants for tuition and training re- imbursement. Curriculum models that represent best practices (i.e. Texas Education Agency)	Facilitate the data collection related to student enrollment and performance. Coordinate with Talent Pathways and IT/Analytics to ensure student learner is accounted for in employment data. Tuition and policy reviews including licensure and credentialling agencies. Identify state, federal, and community resources to support curriculum development initiatives. Identify strategies for the development of education-to-employment pathways. Identify strategies for the development of shared appointment models. Coordinate with Joint Communications to raise awareness of health and life science education-to-employment pathways. Work collaboratively with other regions to help support in their curriculum assessments.	Inventory of courses taught in the GO Virginia Region 2, organized by award, accredited site, average tuition and expected salary ranges. Recommended core curriculum health sciences for dual- enrolled high school students. Continual alignment of education-to-employment pathways for critically needed jobs.	Ensure curriculum aligns with regional employer needs. Advocacy for unified statewide approach. Advocacy for a standardized and rigorous K-16 curriculum in Virginia. Increase knowledge and awareness of the existence and value of Health and health Science Professionals. Through community partnerships and stakeholder engagement, identify and educate policy/law makers, other stakeholders, or legislative committees on the Health and Health Science education priorities and barriers. Ensure access and considerations for racial, ethnic and cultural diversity in the development of education-to-employment pathways.	Implement strategies for aligning curriculum for health and life sciences with the appropriate licensures and credential processes to help meet the needs of employers. Ensure pathways for most critically needed jobs, prioritized by timeframe needed (i.e. 3-5 years, 5+). Increase in the availability of a broad array of educational pathways and experiential workplace learning opportunities for all students in Region 2. Engage employers in academic curriculum. Develop model in partnership with employers to increase number of qualified instructors, such as dual-appointment. Establish pathway for qualified professionals to enter instructor role.	**Primary:** •Increase in the availability of a broad array of educational pathways and experiential workplace learning opportunities for all students in Region 2. •Engage employers in academic curriculum. •Develop a model in partnership with employers to increase the number of qualified instructors, such as dual-appointment. • Establish a pathway for qualified professionals to enter the instructor role. **Secondary:** •Increase enrollment and accelerate the conferring of certifications and degrees in high-need jobs. •Student retention and levels of attainment. •Increase in educated, experienced, professional, and credentialed workforce. •Increase in funding sources for academic partners. •Improved workplace readiness upon graduation (further define which KPIs within workplace readiness to monitor). •Continual alignment of education-to-employment pathways for critically needed jobs.

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Sample action planning tracking – Academic Planning

Objectives	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	Formative Indicators	Summative Indicators
Conduct needs assessments and surveys to identify conference and event topics	1. Design and distribute needs assessment surveys among stakeholders (employers, educators, students).	Needs assessment reports summarizing survey findings.	Enhanced understanding of conference and event topics among stakeholders.	Continued relevance and alignment of conferences with stakeholder needs.	Survey response rates, stakeholder engagement in surveys.	Conference topic relevance ratings, stakeholder feedback on conference topics.
Review existing data collection methods and curriculum alignment strategies	2. Review current data collection methods used for curriculum alignment.	Updated data collection methods and strategies for curriculum alignment.	Improved efficiency and accuracy in data collection for curriculum alignment.	Consistent and standardized data collection for ongoing curriculum alignment.	Comparison of previous and updated data collection methods.	Data collection efficiency metrics, alignment with industry standards.
Monitor progress and feedback during conference planning and curriculum development	3. Implement regular progress monitoring meetings with the planning team.	Progress reports documenting feedback and decisions made during planning.	Increased collaboration and synergy among team members.	Enhanced coordination leading to successful conference planning.	Frequency and attendance of progress monitoring meetings.	Team collaboration ratings, successful conference planning outcomes.
	4. Gather feedback from stakeholders during curriculum development workshops.	Feedback summaries highlighting suggestions and concerns from stakeholders.	Improved stakeholder engagement and input in curriculum development.	Enhanced relevance and effectiveness of curriculum content.	Level of stakeholder satisfaction with the curriculum development process.	Stakeholder feedback on curriculum quality, engagement in workshops.
	5. Conduct focus groups with stakeholders to discuss conference topics and relevance.	Summary reports from focus groups outlining key discussion points and insights.	Enhanced clarity and relevance of conference topics.	Continued alignment of conferences with stakeholder expectations.	Key themes and suggestions from focus group discussions.	Focus group feedback on conference topics, alignment with stakeholder expectations.

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Sample strategic action planning document – Talent Pathways

TARGET POPULATION *Who will directly benefit?*	INPUTS *Resources dedicated to or consumed by our effort?*	ACTIVITIES *What will we do in quantifiable terms?*	OUTPUTS *Direct products of our activities*	SHORT TERM OUTCOMES (6 -18 mos.) *Initial changes in condition, beliefs, skills*	LONG TERM OUTCOMES (2 - 5 years) *Changes in Policy Programs, Practices*	INDICATORS *Longer term indicators of impact*
PRIMARY: Communities of GoVirginia Region 2. Employers from acute care (hospital systems, home care agencies and hospice) Employers from long term care Employers from bio and life science Student learners of all ages within Region 2 Employers in emerging fields with current and future intersections to health and life sciences. Children's Behavioral Health (CBHS) service providers. Adult Behavioral Health service providers. Policymakers within the Commonwealth. *SECONDARY:* Other GO Virginia Regions.	Inventory of courses taught in the GO Virginia Region 2. Health Sciences strategic initiatives. K-12 strategic initiatives. Partnerships with state & community agencies. Collaborations w/ state & local colleges, universities & technical schools. Community collaboratives. Statewide workforce initiatives. Grants for tuition and training re-imbursement. Curriculum models that represent best practices (i.e. Texas Education Agency)	Facilitate the data collection related to student enrollment and performance. Coordinate with Academic Planning and IT/Analytics to ensure student learner is accounted for in employment data. Tuition and policy reviews including licensure and credentialling agencies. Identify state, federal, and community resources to support curriculum development initiatives. Identify strategies for the development of education-to-employment pathways. Identify strategies for the development of shared appointment models. Coordinate with Joint Communications to raise awareness of health and life science education-to-employment pathways. Work collaboratively with other regions to help support in their curriculum assessments.	In partnership Academic Planning, review health sciences courses for rigor and relevance. In partnership with Student Engagement, address/create opportunities for internships, externships. In partnership with Academic Planning, develop shared-appointment models to address instructor shortages. In partnership with IT/Analytics, review longitudinal and regional data for accuracy.	Ensure curriculum aligns with regional employer needs. Advocacy for unified statewide approach. Increase knowledge and awareness of the existence and value of Health and health Science Professionals. Through community partnerships and stakeholder engagement, identify and educate policy/law makers, other stakeholders, or legislative committees on the Health and Health Science education priorities and barriers. Ensure access and considerations for racial, ethnic and cultural diversity in the development of education-to-employment pathways.	Implement strategies for aligning curriculum for health and life sciences with the appropriate licensures and credential processes to help meet the needs of employers. Ensure pathways for most critically needed jobs, prioritized by timeframe needed (i.e. 3-5 years, 5+). Increase in the availability of a broad array of educational pathways and experiential workplace learning opportunities for all students in Region 2. Engage employers in academic curriculum. Develop model in partnership with employers to increase number of qualified instructors, such as dual-appointment. Establish pathway for qualified professionals to enter instructor role.	**Primary:** • Increase enrollment and accelerate the conferring of certifications and degrees in high-need jobs. • Student retention and levels of attainment. • Increase in funding sources for academic partners. • Continual alignment of education-to-employment pathways for critically needed jobs. **Secondary:** • Increase in educated, experienced, professional, and credentialed workforce • Improved workplace readiness upon graduation (further define which KPIs within workplace readiness to monitor).

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Used with permission from the Blue Ridge Partnership for Health Science Careers.

Sample action planning tracking – Talent Pathways

Objectives	Activities	Formative Evaluation	Summative Evaluation	Short-Term Goals (6-18 mos.)	Long-Term Goals (2-5 years)
Increase in data-driven pathways aligned with economic development strategies.	Develop a data framework and assumptions document.	Feedback from stakeholders on the clarity and comprehensiveness of the data framework and assumptions document.	Completion and approval of the data framework and assumptions document.	Finalize the data framework document within 6-18 months.	Align educational pathways with economic development strategies to drive growth and opportunities in the region.
Increase in successful funding requests based on data insights.	Create dashboard visualizations in collaboration with George Mason Center for Health Workforce.	Feedback from stakeholders on the usability and effectiveness of the dashboard visualizations.	Delivery and implementation of the dashboard visualizations.	Deliver a functional dashboard for data visualization within 6-18 months.	Use data insights to secure funding for educational programs and initiatives, leading to increased resources and investments.
Improved monitoring of performance and outcomes.	Prepare quarterly summaries and analyses of relevant industry and region-specific data.	Review of quarterly summaries and analyses by relevant stakeholders.	Implementation of improvements based on quarterly reviews and analyses.	Enhance monitoring and performance tracking mechanisms within 6-18 months.	Establish a robust performance monitoring system to track outcomes and drive continuous improvement.
Implementation of programs and practices based on data-driven decisions.	Analyze regional alignment and leverage data to drive activities of BRPHSC task forces.	Assessment of data-driven decision-making processes and their impact on program implementation.	Evaluation of program implementation effectiveness based on data-driven decisions.	Implement data-driven strategies and practices within 6-18 months.	Foster a culture of data-driven decision-making, leading to effective program implementation and positive outcomes.
Alignment of educational programs with industry needs and future growth opportunities.	Ensure curriculum aligns with regional employer needs and advocate for a unified statewide approach.	Feedback from employers and educators on curriculum alignment.	Curriculum alignment assessment and stakeholder satisfaction scores.	Align curriculum with industry needs and advocate for unified approaches within 6-18 months.	Develop educational programs that meet industry demands and support future growth opportunities in the region.
Establishment of a unified data framework for all stakeholders across the Commonwealth.	Coordinate with IT/Analytics to ensure student learner is accounted for in employment data and leverage data to support funding and investment.	Assessment of data integration processes and feedback from stakeholders on data framework.	Integration of data framework across stakeholders and funding/investment support.	Integrate data framework and support funding/investment efforts within 6-18 months.	Establish a unified data framework to streamline decision-making and resource allocation across the Commonwealth.

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Sample strategic action planning document – IT/Analytics

TARGET POPULATION *Who will directly benefit?*	INPUTS *Resources dedicated to or consumed by our effort?*	ACTIVITIES *What will we do in quantifiable terms?*	OUTPUTS *Direct products of our activities*	SHORT TERM OUTCOMES (6 -18 mos.) *Initial changes in condition, beliefs, skills*	LONG TERM OUTCOMES (2 - 5 years) *Changes in Policy Programs, Practices*	INDICATORS *Longer term indicators of impact*
PRIMARY: Communities of GoVirginia Region 2.

Employers from acute care (hospital systems, home care agencies and hospice)

Employers from long term care

Employers from bio and life science

Student learners of all ages within Region 2

Employers in emerging fields with current and future intersections to health and life sciences.

Children's Behavioral Health (CBHS) service providers.

Adult Behavioral Health service providers.

Policymakers within the Commonwealth.

SECONDARY: Other GO Virginia Regions. | Inventory of courses taught in the GO Virginia Region 2.

Health Sciences strategic initiatives.

K-12 strategic initiatives.

Partnerships with state & community agencies.

Collaborations w/ state & local colleges, universities & technical schools.

Community collaboratives.

Statewide workforce initiatives.

Grants for tuition and training re- imbursement.

Curriculum models that represent best practices (i.e. Texas Education Agency) | Facilitate the data collection related to student enrollment and performance.

Coordinate with Talent Pathways and IT/Analytics to ensure student learner is accounted for in employment data.

Tuition and policy reviews including licensure and credentialling agencies.

Identify state, federal, and community resources to support curriculum development initiatives.

Identify strategies for the development of education-to-employment pathways.

Identify strategies for the development of shared appointment models.

Coordinate with Joint Communications to raise awareness of health and life science education-to-employment pathways.

Work collaboratively with other regions to help support in their curriculum assessments. | Document outlining data framework and assumptions.

Dashboard visualization of relevant data in collaboration with George Mason Center for Health Workforce.

Quarterly summary and analysis of relevant industry and region-specific data.

Annual assessment and updates to data framework and sources.

Completion of data framework.

Delivery of a dashboard for data visualization.

Industry and Region-Specific data summary.

Leverage data to drive activities of BRPHSC task forces.

Analyze regional alignment.

Leverage data to support funding and investment.

Leveraging data to drive policy change (legislative, licensure, accreditation). | Ensure curriculum aligns with regional employer needs.

Advocacy for unified statewide approach.

Increase knowledge and awareness of the existence and value of Health and health Science Professionals.

Through community partnerships and stakeholder engagement, identify and educate policy/law makers, other stakeholders, or legislative committees on the Health and Health Science education priorities and barriers.

Ensure access and considerations for racial, ethnic and cultural diversity in the development of education-to-employment pathways. | Implement strategies for aligning curriculum for health and life sciences with the appropriate licensures and credential processes to help meet the needs of employers.

Ensure pathways for most critically needed jobs, prioritized by timeframe needed (i.e. 3-5 years, 5+).

Increase in the availability of a broad array of educational pathways and experiential workplace learning opportunities for all students in Region 2.

Engage employers in academic curriculum.

Develop model in partnership with employers to increase number of qualified instructors, such as dual-appointment. Establish pathway for qualified professionals to enter instructor role. | *PRIMARY:*
- Increase in data-driven pathways aligned with economic development strategies.
- Increase in successful funding requests based on data insights.
- Improved monitoring of performance and outcomes.
- Implementation of programs and practices based on data-driven decisions.

Secondary:
- Alignment of educational programs with industry needs and future growth opportunities.
- Establishment of a unified data framework for all stakeholders across the Commonwealth. |

Used with permission from the Blue Ridge Partnership for Health Science Careers.

Sample action planning tracking – IT/Analytics

Objectives	Activities	Formative Evaluation	Summative Evaluation	Short-Term Goals (6-18 mos.)	Long-Term Goals (2-5 years)
Increase in data-driven pathways aligned with economic development strategies.	Develop a data framework and assumptions document.	Feedback from stakeholders on the clarity and comprehensiveness of the data framework and assumptions document.	Completion and approval of the data framework and assumptions document.	Finalize the data framework document within 6-18 months.	Align educational pathways with economic development strategies to drive growth and opportunities in the region.
Increase in successful funding requests based on data insights.	Create dashboard visualizations in collaboration with George Mason Center for Health Workforce.	Feedback from stakeholders on the usability and effectiveness of the dashboard visualizations.	Delivery and implementation of the dashboard visualizations.	Deliver a functional dashboard for data visualization within 6-18 months.	Use data insights to secure funding for educational programs and initiatives, leading to increased resources and investments.
Improved monitoring of performance and outcomes.	Prepare quarterly summaries and analyses of relevant industry and region-specific data.	Review of quarterly summaries and analyses by relevant stakeholders.	Implementation of improvements based on quarterly reviews and analyses.	Enhance monitoring and performance tracking mechanisms within 6-18 months.	Establish a robust performance monitoring system to track outcomes and drive continuous improvement.
Implementation of programs and practices based on data-driven decisions.	Analyze regional alignment and leverage data to drive activities of BRPHSC task forces.	Assessment of data-driven decision-making processes and their impact on program implementation.	Evaluation of program implementation effectiveness based on data-driven decisions.	Implement data-driven strategies and practices within 6-18 months.	Foster a culture of data-driven decision-making, leading to effective program implementation and positive outcomes.
Alignment of educational programs with industry needs and future growth opportunities.	Ensure curriculum aligns with regional employer needs and advocate for a unified statewide approach.	Feedback from employers and educators on curriculum alignment.	Curriculum alignment assessment and stakeholder satisfaction scores.	Align curriculum with industry needs and advocate for unified approaches within 6-18 months.	Develop educational programs that meet industry demands and support future growth opportunities in the region.
Establishment of a unified data framework for all stakeholders across the Commonwealth.	Coordinate with IT/Analytics to ensure student learner is accounted for in employment data and leverage data to support funding and investment.	Assessment of data integration processes and feedback from stakeholders on data framework.	Integration of data framework across stakeholders and funding/investment support.	Integrate data framework and support funding/investment efforts within 6-18 months.	Establish a unified data framework to streamline decision-making and resource allocation across the Commonwealth.

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Sample strategic action planning document – Diversity

TARGET POPULATION Who will directly benefit?	INPUTS Resources dedicated to or consumed by our effort?	ACTIVITIES What will we do in quantifiable terms?	OUTPUTS Direct products of our activities	SHORT TERM OUTCOMES (6 -18 mos.) Initial changes in condition, beliefs, skills	LONG TERM OUTCOMES (2 - 5 years) Changes in Policy Programs, Practices	INDICATORS Longer term indicators of impact
PRIMARY: Students of all ages and levels of attainment in Go Virginia Region 2 Communities of GoVirginia Region 2. (www.govirginia.com) K-12, 2-year, and 4-year institutions. Employers from acute care (hospital systems, home care agencies and hospice) Employers from long term care Employers from bio and life science Employers in emerging fields with current and future intersections to health and life sciences. Children's Behavioral Health (CBHS) service providers. Adult Behavioral Health service providers. Policymakers within the Commonwealth. SECONDARY: Licensure and accreditation bodies.	Financial resources for organizing workshops, cultural programs, and training sessions. Human resources including diversity trainers, facilitators, and committee members. Information resources such as diversity metrics frameworks and data analysis tools. Collaborative efforts with external organizations and diverse communities for outreach and partnerships.	Organize diversity and inclusion workshops and seminars. Facilitate cultural awareness sessions and cultural exchange programs. Support the formation and activities of affinity groups. Review and revise access policies and procedures. Develop and deliver specialized training programs for leaders and facilitators. Collaborate with external organizations and communities for outreach and recruitment. Establish a diversity metrics framework and progress monitoring mechanisms. Engage in ongoing assessment and data analysis to track progress and outcomes.	Completed diversity and inclusion workshops and cultural programs. Established affinity groups and networks for underrepresented participants. Revised access policies and procedures to promote inclusivity. Delivery of specialized training programs for leaders and facilitators. Collaborations and partnerships with external organizations. Diversity metrics framework developed and implemented. Data reports and analysis on diversity metrics and progress.	Increased participation and engagement in diversity workshops and programs. Formation and growth of affinity groups for underrepresented participants. Improved accessibility and inclusivity in participant programs. Enhanced cultural awareness and sensitivity among participants. Completion of specialized training for leaders and facilitators. Expansion of outreach efforts and collaborations for diversity recruitment. Establishment of a baseline for diversity metrics and progress tracking.	Cultivated a diverse and inclusive participant community. Increased representation and participation from underrepresented backgrounds. Institutionalized inclusivity as a core value in participant programs. Improved data-driven decision-making for diversity initiatives. Strengthened partnerships and networks for diversity outreach and recruitment. Continual progress and improvement in diversity metrics and outcomes.	PRIMARY: • Participation rates and feedback from participants on workshops and programs. • Growth and engagement rates of affinity groups and networks. • Feedback and assessment of policy changes and program revisions. • Completion and assessment of specialized training programs. • Impact assessment of outreach efforts and collaborations on participant diversity. • Data collection and analysis on diversity metrics and progress over time. Secondary: • Improvement in workplace readiness indicators. • Increased representation in workforce of underrepresented and diverse populations that reflect the region. • Increased representation in education and training programs of students in underrepresented and diverse populations.

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Sample action planning tracking – Diversity

Objectives	Activities	Formative Evaluation	Summative Evaluation	Short-Term Goals (6-18 mos.)	Long-Term Goals (2-5 years)
Promote diversity and inclusion in the participant community.	Organize diversity and inclusion workshops and seminars for participants.	Feedback from participants on workshop effectiveness and engagement.	Completion of workshops and assessment of participant understanding.	Conduct diversity and inclusion workshops for participants within 6-18 months.	Foster a participant community that values diversity and inclusion, creating a welcoming and respectful environment for all.
Ensure equitable access and opportunities for all participants.	Review and revise access policies and procedures to remove barriers and promote inclusivity.	Assessment of policy changes and feedback from participants on accessibility.	Implementation of revised access policies and procedures.	Implement updated access policies and practices within 6-18 months.	Ensure equal access and opportunities for all participants, regardless of background or identity.
Enhance cultural awareness and sensitivity among participants.	Facilitate cultural awareness sessions and cultural exchange programs for participants.	Participation rates and feedback from participants on cultural programs.	Delivery of cultural programs and evaluation of participant engagement.	Conduct cultural awareness sessions and programs within 6-18 months.	Develop a participant community that appreciates and respects diverse cultures, promoting cross-cultural understanding and harmony.
Establish affinity groups or networks for participants from underrepresented backgrounds.	Support the formation and activities of affinity groups focused on various diversity dimensions.	Formation and engagement rates of affinity groups.	Growth and impact assessment of affinity groups, measured by member involvement and outcomes.	Establish and support affinity groups for underrepresented participants within 6-18 months.	Create supportive spaces and networks for participants from underrepresented backgrounds, fostering a sense of belonging and community.
Implement inclusive practices and policies in participant programs.	Review existing program structures and policies to identify and address inclusivity gaps.	Assessment of program inclusivity and feedback from participants on policy changes.	Implementation of revised program structures and policies to promote inclusivity.	Implement inclusive practices and policies within participant programs within 6-18 months.	Institutionalize inclusivity as a core value in participant programs, ensuring equitable experiences for all participants.
Track and analyze diversity metrics and progress among participants.	Develop a diversity metrics framework specific to participant programs and monitor progress.	Completion and validation of diversity metrics framework.	Data collection on diversity metrics and analysis of progress over time.	Establish a diversity metrics framework and progress monitoring mechanisms within 6-18 months.	Track progress in promoting diversity and inclusion among participants, making data-driven decisions for continuous improvement.
Engage in outreach and collaborations to expand participant diversity.	Collaborate with external organizations and communities to recruit diverse participants.	Participation rates and feedback from diverse communities on recruitment efforts.	Impact assessment of outreach activities on participant diversity.	Engage in outreach and collaborations to expand participant diversity within 6-18 months.	Build strong partnerships and networks to increase diversity among participants, ensuring representation from diverse backgrounds.
Provide training and support for leaders and facilitators in promoting diversity and inclusion.	Develop and deliver specialized training programs for leaders and facilitators on diversity and inclusion.	Feedback from leaders and facilitators on training content and relevance.	Delivery and assessment of specialized training programs for leaders and facilitators.	Implement specialized training for leaders and facilitators within 6-18 months.	Empower leaders and facilitators to create inclusive spaces and promote diversity among participants.

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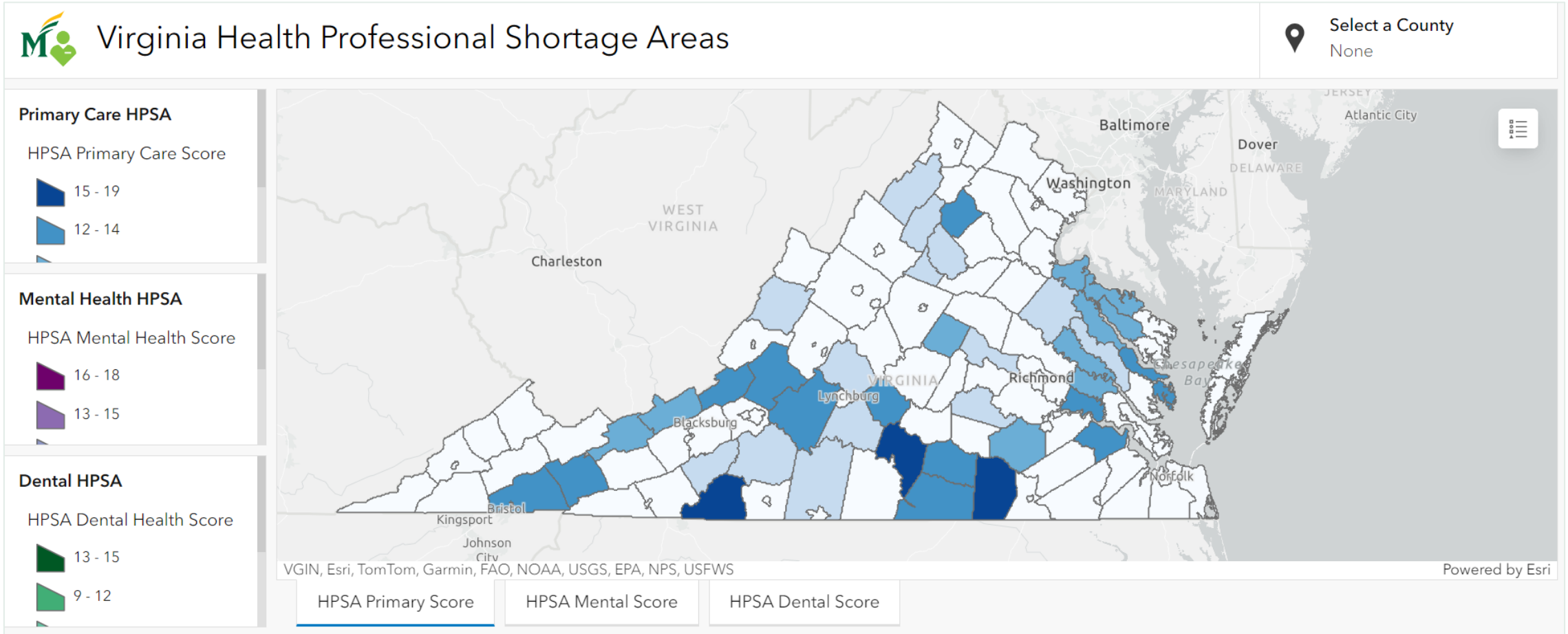
Sample measurement tracker

Below is an example of key indicators and outcomes to measure to show success of the partnership and its efforts. Partnerships can designate team members to lead collection and work with data collection and state agency resources to help source data.

Indicators	Approach to Measure	Resources
Job Placements	Review total number of new jobs stemming from successful exits from a program through data from institutions	George Mason University Center for Health Workforce; Virginia Office of Education Economics; school/institutions
Job Placement Rate	Review percentage of new jobs stemming from successful exits from a program through data from institutions	George Mason University Center for Health Workforce; Virginia Office of Education Economics; school/institutions
Total Individuals Trained	Review increase in enrollment and graduation rates through enrollment and graduation data from institutions	George Mason University Center for Health Workforce; Virginia Office of Education Economics; school/institutions
Increase in Program Participant Wages	Review average pay rate analysis from surveys and pay rate analysis reports	SCHEV; survey data
Retention Rate	Review percentage measure of individuals employed who remain employed 12 months later	George Mason University Center for Health Workforce; survey data
Accessibility of Meaningful Careers	Baseline jobseeker experience in survey which is annualized	George Mason University Center for Health Workforce; survey data
Forecasted Occupation Gaps Health Sciences	Review projected demand for specific careers and projected supply of qualified job seekers	George Mason University Center for Health Workforce; JobsEQ

Example dashboard: George Mason Center for Health Workforce

Once strong partnership indicators are established, partnerships may choose to display data in an easy to consume dashboard that support the tracking of data over time, communicating impact, and informing decision making. Below is an example dashboard from the George Mason Center for Health Workforce detailing health professional shortages:

GMU Center for Health Workforce has additional workforce data, reports, and dashboards publicly available at vahlthwf.gmu.edu.

Sample inventory of programs

Below is an example inventory map of professions and programs where training is offered to gain the needed skillset. Creating an inventory of existing educational and training assets is an important step to complete prior to investing in new programs.

Program	Clinical/Practicum/Internship/Shadowing Requirement	Barriers	Site 1	Level (HS), (CC), (UNIV)	Award (Cert., AAS,AS, BS, BA, GRAD, Post-GRAD)	Dual Enrollment (DE), Adult learner track or fast track (AL)	Accreditor	Site 2	Level (HS), (CC), (UNIV)	Award (Cert., AAS,AS, BS, BA, GRAD, Post-Grad)	Dual Enrollment (DE), Adult learner track or fast track (AL)	Accreditor
Advanced Emergency Medical Technician	Clinical		CVCC	CC	CSC, Workforce	AL	Virginia Office of Emergency Services					
Bio Technology	N/A		VWCC	CC	CSC		N/A					
Clinical Research Administration	Insternship		Radford University	Univ.	GRAD		N/A					
Communication Science Disorders (Speech Language Pathology)	Clinical		Radford University	Univ.	BS, GRAD		Council on Academic Accreditation in Audiology and Speech-Language Pathology					
Cybersecurity/Computer Science	N/A		Botetourt	HS	Cert.		TestOut	Salem	HS			
Data Analytics (no separate program)												
Dental Hygiene	Clinical		VWCC	CC	AAS		Commission on Dental Accreditation					
Dietitics/Culinary Arts	Clinical/Internship		Botetourt	HS	N/A		N/A	Salem	HS	Cert. ServSafe Manager		National Restaurant Association
Electrician			VWCC	CC	Cert	AL		MGCC	CC	Workforce	AL	
Emergency Medical Technician	Clinical		VWCC	CC	Cert./CSC	DE	Virginia Office of Emergency Services	MGCC	CC	Workforce		Virginia Office of Emergency Medical Services
Exercise Science and Personal Training	Clinical		Roanoke College	Univ.	BS/BA		N/A					
Family Nurse Practitioner	Clinical	Clinical Space/Preceptors	Radfod	Univ.	GRAD		Commission on Collegiate Nursing Education					
Health Sciences	Internship (option)		VWCC	CC	AS	DE (Pre-Hlth)	N/A	Radford	Univ.	BS, GRAD		N/A
Healthcare Administration	Internship (option)		Radford	Univ.	BS, GRAD		N/A	Roanoke College	Univ.	Minor/Concentr		N/A
Heating/Ventilation/Air Condition (HVAC)			VWCC	CC	Cert	AL		MGCC	CC	Workforce	AL	N/A
HIM: Health Records Coding	Internship (option)		VWCC	CC	Workforce	DE		CVCC	CC	CSC	AL	
HIM: Medical Office Specialist	Internship (option)		VWCC	CC	CSC	DE	N/A					
Magnetic Resonance Imaging	Clinical		VWCC	CC	CSC		N/A					

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