

Recent State Policies/Activities Economic/Workforce Development

This listing of examples of state policies enacted since 2000 was compiled using the Education Commission of the States (2006) summaries collected from state Web sites, state newsletters, *StateNet* and *Westlaw*. *StateNet* and *Westlaw* descriptions reflect the content of bills as introduced and may not reflect changes made during the legislative process. Following each example is the website to access the text of the bill or statute.

OREGON Signed into Law 08/2005 Postsecondary/Community Colleges

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

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

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

CONNECTICUT Signed into Law 07/2005 Postsecondary

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

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

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

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

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

UTAH Signed into Law 03/2005 Postsecondary/Community College

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

<http://www.le.state.ut.us/~2005/bills/hbillenr/hb0313.pdf>

ARKANSAS Signed into Law 02/2005 Postsecondary

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

<http://www.arkleg.state.ar.us/ftproot/bills/2005/public/sb285.pdf>

VIRGINIA Signed into Law 04/2004 Postsecondary

Directs the **State Council of Higher Education** to develop policies and strategies to eliminate the barriers between the Commonwealth's institutions of higher education and industry and enhance the development of human capital in the Commonwealth. More specifically, the State Council of Higher Education for Virginia (SCHEV) shall develop policies to eliminate the barriers between the Commonwealth's institutions of higher education and industry and enhance the development of human capital in the Commonwealth. These policies and strategies shall include a review of :

- Offering incentives for industry to partner with universities in the practical training of undergraduate and graduate students;
- Providing opportunities and incentives for corporate scientists and engineers to have adjunct appointments at universities to train and collaborate with faculty and students;
- Assisting universities in acquiring funding to build or buy facilities where academic labs and corporate entities can work together;
- Providing opportunities and assistance for academic researchers to take one- to two-year sabbaticals in a corporate setting or national lab and bring that experience back to the institution;
- Increasing the two-year leave of absence for science and engineering faculty to generate more industrial-sponsored research;
- Allowing industry to fully fund faculty salaries and allow the faculty to work in industry while remaining a university employee, with proper safeguards in place; and
- Allowing faculty to be part-time university employees and part-time industry employees, also with proper safeguards in place.

<http://leg1.state.va.us/cgi-bin/legp504.exe?041+ful+HB547ER>

NEW MEXICO Signed into Law 04/2003 Postsecondary

Provides a means for post-secondary educational institutions to address and improve the state's response to critical social, economic, educational and other issues; creates the **Higher Education Program Development Enhancement Fund**. At the beginning of each fiscal year in which the commission determines that the balance of the fund is sufficient to make awards, the commission must define or reaffirm no more than four critical issues to be addressed through awards from the fund. Issues to be addressed may include:

- Expanding instructional programs to meet critical statewide work force and professional training needs;
- Enhancing instructional programs that provide employment opportunity for New Mexico students in a global economy; and
- Developing mission-specific instructional programs that build on existing institutional academic strengths.

Grants are to be made based on competitive proposals submitted by postsecondary educational institutions. <http://legis.state.nm.us/Sessions/03%20Regular/FinalVersions/senate/SB0370.pdf>

NEW MEXICO Signed into Law 04/2003 Postsecondary/Community College

Creates the "**work force skills development fund**" in the state treasury. Provides matching funds for community college programs.

<http://legis.state.nm.us/Sessions/03%>

MAINE Signed into Law 04/2002 Pre-K12/Postsecondary

Establishes a tax credit for individuals or corporations that provide a contribution that promotes the postsecondary educational attainment of State residents or that promotes the migration of college-educated persons to work in the State.

H.B. 1655

OREGON Signed into Law 06/2001 Pre-K12/Postsecondary

Establishes the **Oregon Council for Knowledge and Economic Development** to advise the governor, the legislature, the state boards of K-12 and higher education, the Oregon Economic and Community Development Commission, the Oregon Growth Account Board and the Oregon Resource and Technology Development Board in matters pertaining to knowledge based economic development in Oregon and the collaboration of Oregon's higher education, business, industry and capital resources to promote the following:

- High quality research and development;
- Private-public models for sharing profit and intellectual property;
- The transfer and commercialization of technology and knowledge from higher education to the private sector;
- A technologically skilled workforce; and
- Capital resources for investment in and commercialization of technology developed by higher education or other research institutions, including but not limited to national labs and health care related research entities

<http://www.leg.state.or.us/01reg/measures/sb0200.dir/sb0273.en.html>

NEW MEXICO Signed into Law 04/2005 Postsecondary/Community College

Creates the **technology research collaborative** and relates to higher education. The purposes of the collaborative are to:

- Establish advanced technology centers based on the wealth of scientific and technical talent that exists in the member institutions;
- Develop and create new intellectual property for the state and encourage new opportunities for business and increased jobs;
- Commercialize the intellectual property; and
- Create a work force to support enterprises based on the intellectual property.

<http://legis.state.nm.us/Sessions/05%20Regular/final/SB0169.pdf>

CALIFORNIA 09/2005 Pre-K12/Postsecondary

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

http://www.leginfo.ca.gov/pub/bill/asm/ab_0651-0700/ab_693_bill_20050901_enrolled.pdf

NORTH CAROLINA Signed into Law 06/2005 Community Colleges

The **Community Colleges System Office** is designated as the primary lead agency for delivering workforce development training, adult literacy training, and adult education programs in the State.

<http://www.ncleg.net/Sessions/2005/Bills/House/HTML/H583v5.html>

NEW YORK Signed into Law 09/2003 Postsecondary

Amends the education law, in relation to university-related economic development facilities; authorizes the state university to establish an account to receive payments from leases of the pharmaceutical technology manufacturing building; allows any payments deposited in this account to be transferred to the fund for payments related to design, construction, reconstruction, rehabilitation or improvement of a certain academic incubator.

Title: S.B. 4000