

# REGIONAL PLANNING BLUEPRINT TEMPLATE

## State Data Sets - Description:

Each planning team will receive a data package in the form of an Excel spreadsheet from the Executive Office of Labor and Workforce Development’s Department of Economic Research with the following elements for all occupations in your region at the 6-digit SOC level:

- 2022 employment
- Change in employment over the past 5 years
- Projected average annual openings
- Total post-secondary completions aligned with the occupation (IPEDS)
- Estimated supply gap
- Demand star rating

The data package will also include underlying variables behind the supply gap and demand start analysis (completions by type, demand star criteria flags) that will add context to the core data and support exploration and analysis.

<b>I. Introduction</b>		
Describe the process of creating a regional plan.		
<p><b>Regional Planning Team.</b> Describe the different <b>partner organizations</b> brought together to be a part of the <b>Regional Planning Team</b> (K-12 District, Vocational Technical School, Community College, State University, Workforce Development Board, Massachusetts Office of Business Development, Regional Economic Development Organization, Regional Planning Authority, health and human service employer or other key employers, and more).</p>		
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**Regional Planning Process.** Briefly describe your region’s process to develop a Labor Market Blueprint.

To develop the most recent Berkshire Labor Market Blueprint, the Berkshire Workforce Board has met with employers within high priority industries, identified pipeline strategies/areas for growth, and convened the Berkshires Skill Cabinet to review regional labor market data. In addition, a Regional Planning Session was held in October 2023 and included participation from organizations from the workforce/business, education, and economic development sectors. Based on the collective feedback, an updated list of priority industries and occupations was created.

**Business Engagement.** Describe how you engaged business to develop your blueprint, including the number of businesses engaged, the industries businesses associate with, and the format of engagement your team employed.

During the 2023 Regional Planning Session, The Berkshire Skills Cabinet and other local businesses and organizations were invited to converse on needs, barriers, and current priority industries— manufacturing/engineering; healthcare/social assistance; and hospitality, culinary, and management. In addition, these employers, including the Berkshire Manufacturing Advisory group met with the Berkshire Market Maker. A business assessment was conducted and all workforce needs expressed were taken into consideration throughout the blueprint development process. Over 30 businesses were engaged with in 2023 in preparation for the development of the blueprint.

### II. Where are we now?

Describe the current state of your region, including an analysis of industries, occupations, demographic shifts, and gaps between employer demand and employee supply.

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## 1) Regional Context

Utilize the information provided through state data sets and additional local analysis to highlight the region's unique geography, communities, population growth/change, education demographics, workforce history, high-level industry trends, etc.

**Describe critical trends in population changes over the next decade that may impact the workforce.**

### Growing Population:

Between 2023 and 2033, Berkshire County population is projected to grow 8% from a population of 131,405 to 141,311. This is a significant population increase compared to the U.S. and state of Massachusetts, both which are projected to grow by 5%.

### Racial Diversity:

The current population of Berkshire County is predominately white at 86% of the population. By 2033, this number is expected to decrease to 83%, while an increase in racial diversity is predicted. The Berkshires will see these increases in the White Hispanic population (29% change), Black Non-Hispanic population (24% change), and Multi-race Non-Hispanic population (35% change).

**Describe critical trends in regional demographics that impact the workforce. *Age, education, etc.***

### Low Rate of Millennials:

Berkshire County's millennial population (ages 25-39) is much lower than the state and national average. With just over 21,000 in this age bracket, the Berkshires is lacking a supply of young talent needed to meet the demand of vacancies caused by high retirement numbers.

### Aging Population:

More than a third of the population (54,720) is age 55 and older, which means a significant portion of the workforce will be retiring over the next decade.

### Educational Attainment:

Currently, 17% of the population holds a Graduate Degree or higher, 20% holds a Bachelor's Degree, 9% holds an Associate's Degree, and 19% have Some College education. Over the next decade it is projected that there will be a decrease in percentage of the population holding Some College education and Associate's Degree, and an increase in the population that holds a Bachelor's Degree and Graduate Degree or higher. Overall, the region will contain a higher educated population.

## 2) Industry Demand Analysis (NAICS)

Utilize the information provided through state data sets and additional local analysis region's criteria and labor market data (i.e. your region's account for [Lightcast](#), [DER data](#), [Quarterly Workforce Indicators](#)) to explore the following questions in discussion and develop consensus for each section.

**Describe past and current high-level industry trends impacting workforce needs (i.e. growing, declining, emerging industries).**

Healthcare and Social Assistance is an industry that is projected to grow 8% by 2027. With an increasing aging population, healthcare services are in great demand up and down the county.

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Growth of the manufacturing industry has slowly declined over the last decade. Although the Berkshires has seen major manufacturers leave the area, there is a renewed sense of industry taking root. This can be seen in the development of the Berkshire Innovation Center, the growth of General Dynamics, and the strong focus on STEAM within the secondary educational system. Manufacturing in the Berkshires is keeping up with industry demands and attracting unique and specialized manufacturers to the area. These employers have expressed strong workforce needs as they continue to keep pace with the nation in the field of analytics, technology, automation, cybersecurity, and robotics.

Agriculture, Forestry, Fishing, and Hunting is an industry that has seen 80% growth over the last 5 years, with another 36% projected growth by 2027. Currently there are no career pathways in this industry as positions are very specialized and low in number, with low annual earnings.

**What top three *industries* are most important to the region's economic success and why?** (*volume of employment, projected growth, wage levels, etc.*)

### **Healthcare and Social Assistance**

Healthcare and Social Assistance is the number one industry in Berkshire County with over 12,000 employees in the field. The average earnings per job is \$73,617. Although data shows there is an excess supply over demand, there is still a great need for educated and trained individuals to fill open positions. Healthcare and Social Assistance continues to be a growing industry and offers a strong career pathway for workers in entry-level positions.

### **Manufacturing and Engineering**

Manufacturing is one of the top five industries in Berkshire County. This industry alone has generated over \$301 million in regional earnings during 2022. This major economic contributor offers career pathways and consists of high growth/wage occupations. Retirement risk in this industry is very high, creating a high demand for workers.

### **Hospitality, Culinary, and Management**

The Berkshires is a renowned cultural and natural destination with a high location quotient for Arts, Entertainment, and Recreation (2.39 in 2023) and Hotels and Accommodations (2.89 in 2023). Throughout the county there are a wide variety of resorts, hotels, cultural institutions, and outdoor recreation destinations.

### **Clean Energy and Trades**

The Massachusetts Clean Energy Center recently released the Massachusetts Clean Energy Workforce Needs Assessment. In the report, it is projected that Berkshire County will see an additional 500 new clean energy jobs added to the region by 2030. This rate of growth is significant at 31%.

### **Education and Childcare**

Education and childcare are essential to the region. Education is top 5 for largest industry in Berkshire County and is the second industry with the highest rate of projected growth. Childcare facilities are in greater demand and is often a barrier for those looking to re-enter the workforce.

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**For the top three industries, what are the most significant workforce development challenges identified by business and industry partners from those industries?**

**Healthcare and Social Assistance:** With an increased demand for evening and night healthcare personnel, employers are finding it challenging to find applicants who can work non-traditional hours. Childcare and transportation are typical barriers that prevent employers from filling these positions. In addition, Master Level Clinicians are in high demand but in low supply. Entry-level positions in behavioral health can be filled but it takes years to educate employees who are underpaid and overworked.

**Manufacturing:** Berkshire County manufacturers are currently facing a multitude of challenges. An aging workforce is one of those challenges. For most manufacturers, they have employees who have been with the company for decades. These near retirement individuals are irreplaceable as they know the ins and outs of systems, machines, and operations. On the same hand, the lack of entry-level workers within the industry makes it near impossible to build a solid workforce and advance mid-level employees. Most of the time when new employees are onboarded, retention rates are low. Time and resources are spent training individuals who then leave after a few weeks of working on the job.

**Hospitality, Culinary, and Management:** Retention rates seem to be a challenge within this industry as seasonal demand fluctuates. The hospitality and culinary candidate pool within Berkshire County is very small, which means competition for experienced and skilled employees is high. Small businesses have a hard time competing with institutions that offer better pay and better benefit packages. These smaller businesses have less resources yet must spend more to train and retain employees. This industry also faces setbacks because most open positions are considered a job versus a career opportunity.

### **Clean Energy and Trades**

The region lacks the proper trainings and academic programs geared toward clean energy occupations.

### **Education and Childcare**

The Education industry is faced with supply gap challenges. Annual openings for Elementary School Teachers are at 49, while annual completions are at 17. This leaves a supply gap of -32. Similar numbers are seen throughout Education priority occupations.

### **3) Occupational Demand Analysis (SOC)**

Utilize the information provided through state data sets and additional local analysis using the region's criteria and labor market data to explore the following questions in discussion and develop consensus for each section.

**Describe critical trends in occupational employment history** in the region (i.e. growing, declining, emerging occupations).

#### **Growing occupations from 2020-2030 (by # of annual openings)**

##### Culinary/Hospitality/Management occupations:

Fast Food and Counter Workers: 631

Waiters and Waitresses: 211

Restaurant Cooks: 175

General and Operations Managers: 180

##### Healthcare/Social Assistance:

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Home Health and Personal Care Aides: 382

Nursing Assistants: 116

Registered Nurses: 80

### Clean Energy/Trades

Maintenance and Repair Workers: 81

Constructions Laborers: 87

### Education

Teaching Assistants except Postsecondary: 59

Childcare Workers: 45

### Manufacturing/Engineering:

Inspectors, Testers, Sorters, Samplers and Weighers: 17

Industrial Engineers: 14

### **What are the top occupations or occupational groups in which the region is facing the most significant employee shortages?**

Utilize the **regional occupational list that ranks of 3, 4 and 5 star** occupations for the region and determine those with significant shortages based upon the “supply” data for the region, input from business, organizations and other input.

**Registered Nurses:** This 5-star occupation consists of 1,600 regional workers. With 90 annual openings and just 39 annual completions, the region is left seeing a shortage of 41 workers.

**Elementary School Teachers:** There are 700 Elementary School Teachers in the region. This 4-star occupation sees 49 annual openings, with 17 annual completions. This leaves the region with a shortage of 32 teachers.

**General and Operations Managers:** With 1,700 employed in this 5-star occupational category, it is a high demand occupation. From DER regional data, annual openings total to 180, while annual completions total 24. This leaves the region with a supply gap of 156.

**Which occupations offer a “career pathway” for workers to move to higher skills and wages, especially workers starting at entry-level?** (You can include occupations without a star ranking that is entry-level yet important because of a career pathway or cluster.)

**Medical Assistants, Nursing Assistants, Home Health and Personal Care Aides:** These are essential entry-level positions that offer workers the opportunity to move along a career pathway in the Healthcare industry.

**Food Prep Workers:** An entry-level occupation in the Culinary industry with opportunity to advance to chef, head chef, or food service manager.

**Child Care Workers:** An entry-level occupation in the Education industry. Opportunities for advancement include Early Childhood Education certification or a degree in Education. Occupations in this pathway include Preschool Teachers, Teacher Aides, Elementary, Secondary, and Special Education Teachers.

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Utilize answers above to create a “high demand” occupational list for the region that is a focus for future pipeline programming, investments and talent expansion strategies across systems. (NOTE: Workforce and education partners at the state and regional levels will rely on this list to target investments. This includes programming issued by EOLWD, DCS and Commonwealth Corporation; Executive Office of Education including higher education capital planning, Chapter 74 programming, Skills Capital grants and more; Executive Office of Economic Development for workforce development; and beyond.)

**Registered Nurses**

**Social Workers**

**Dental Hygienists**

**Machinists**

**Childcare Workers**

**Paraprofessionals**

**HVAC**

**EMTs**

#### 4) Workforce Supply

Review information on existing unemployed workers, graduates coming from educational pipelines and other data on workforce supply.

**Describe the universe of the region’s existing pipelines of new workers (credentials) across public and private secondary and post-secondary institutions.**

- Highest and lowest number of new graduates by credential/CIP?
- How does retention of graduates in your region influence supply?

**- Berkshire Community College: Public two-year college**

As of Fall 2022, enrollment was 1,367.

The majors with highest graduation rate include Health Professions (71) and Business, Management, Marketing (26). The majors with lowest graduation rate include Computer & Information Sciences (2) and Engineering (1)

**- Massachusetts College of Liberal Arts: Public four-year college**

As of Fall 2022, Undergraduate enrollment was 838 and Graduate enrollment was 79.

The majors with the highest graduation rate include Psychology (39), Business, Management, Marketing (38), and Graduate, Education (30). The majors with the lowest graduation rate include Physical Sciences (3) and Philosophy (1).

**- Williams College: Private four-year liberal arts college.**

As of Fall 2022, Undergrad enrollment was 2,129 while Graduate enrollment was 52.

The majors with highest graduation rate include Economics (108), Mathematics (56), and Biology (55).

The majors with lowest graduation rate include Astronomy/ Astrophysics (3), Foreign Language (6), Theatre (5).

**- Bard College at Simon’s Rock: Private four-year liberal arts college**

As of Fall 2022, enrollment consists of 300 full-time students.

The majors with the highest graduation rate include Associate’s in Liberal Arts & Sciences (91) and Pre-engineering (7). The majors with the lowest graduation rate include Visual/Performing Arts (2) and Literature (3).

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### - McCann Technical School: Offering 5 post-secondary education programs

As of Fall 2022, total enrollment was 40. The largest program was the Licensed Practical Nurse training (15) and the lowest was the Surgical Technologist training (1).

Berkshire Community College (BCC) and Massachusetts College of Liberal Arts (MCLA) have been actively involved in the Blueprint development process. BCC has realigned their programs to match the priority industries and occupations that are identified in the Berkshire Blueprint. MCLA has added a new Bachelor's program in Nursing to localize education and retain a higher percentage of RNs in the region. Although most Williams and Bard students leave the area post-graduation, college internship programs have been beneficial in exposing students to the businesses and opportunities available in Berkshire County.

**What are the top three broad labor supply challenges for the region's priority occupations and career pathways identified in prior section (e.g. retirement and aging of population, low high school graduation rate, education or workforce skills of existing labor pool, limited language proficiency, etc)?**

- 1. Barriers to employment:** This includes childcare, transportation, and other life factors that prevent individuals from participating in the workforce.
- 2. Low youth population:** The youth population is very low, especially when compared to an aging workforce. The Berkshires is simply lacking the population to make up for the loss in workforce due to retirement.
- 3. Limited Language Proficiency:** There is a significant portion of the population that is willing and ready to work, but faces barriers due to limited language proficiency.

### III. **Where do we want to go?**

Describe the collectively developed criteria, industry and occupational priorities, vision, mission, and goals for your region.

#### 5) **Priority Industries and Occupations**

Using your regional context and mutually agreed upon regional criteria, list your priority regional industries and occupations or occupational groups.

**List your 2-3 priority industries by 2-digit NAICS.** Where you choose to prioritize an industry that does not fit neatly into a 2-digit NAICS code (i.e. creative economy), note where it would best fit (i.e. Arts and Recreation) and describe the portion of the 2-digit industry you are prioritizing. For each selection, write a brief justification of your choice.

#### **Healthcare and Social Assistance (62)**

As the largest and fastest growing industry in the Berkshires, Health Care and Social Assistance is vital to the Berkshire economy.

#### **Advanced Manufacturing and Engineering (32)**

Manufacturing is one of the Region's top five largest industries and is aligned with the Region's economic development plan, offers career pathways, and includes high growth/wage occupations.

#### **Hospitality, Culinary, and Management (72)**

This industry is vital in supporting the Berkshire's Creative Economy. There are opportunities here for career pathway expansion, all which lead to higher pay and skill development.

#### **Education and Childcare (61)**



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There is a growing need for workers in the Education and Childcare field, which can be seen in supply gaps among the selected industry occupations. Currently, Berkshire County educators have aligned program offerings to meet this need and are providing a career pathway to advance educators.

### **Clean Energy and Trades (23)**

With a projected growth in the Clean Energy sector, it is important for Berkshire County to highlight the current and future occupational demand in this industry. There is a supply gap of trades people which must be addressed in order to prepare the region for future growth, especially in Clean Energy.

If you would like to describe **industries** that are notable in your region but will not be prioritized during this regional prioritization process, please list them here.

### **Business and Finance (52)**

### **Creative Economy- Arts, Entertainment, and Recreation (71)**

### **Information Technology (51)**

**List your 3-5 priority occupations or occupational groups by SOC code (4-8 digit, as necessary) from the “high demand” list developed in Section 3 above. The Team should prioritize based on the occupations experiencing a constricted “supply” of workers or new graduates with necessary skills (credentials, degrees, apprenticeships etc.) for those occupations. For each selection, write a brief justification of your choice.**

The Berkshire region worked hard to capture priority occupations that serve the priority industries, meet the criteria, and include career ladder/pathway opportunities. Please see the attached graphic for more detail about what occupations are included in these groupings.

### **Healthcare and Social Assistance**

Medical Assistants (31-9092), Nursing Assistants (31-1131), Licensed Practical Nurses (29-2061), Registered Nurses (31-9092) and related occupations were identified as a priority due to the growing healthcare industry and need for continued entry-level workers. The above occupations are included as part of a career pipeline currently being supported by local educators and employers.

### **Advanced Manufacturing and Engineering**

Machinists (51-4041), Inspectors (51-9061), Mechanical Engineers (17-2141). The Manufacturing industry is in need of entry-level workers. The Berkshires maintains a small yet diverse collection of manufacturers that require specific skills and knowledge when it comes to machines and manufacturing. Employee retention is also important when it comes to these entry-level positions. Training for these occupations are essential to support this industry that has an aging workforce.

### **Hospitality, Culinary, and Management**

Food Preparation Workers (35-2021), Food Service Managers (11-9051), General and Operations Managers (11-1021). Berkshire County educators offer many opportunities for education in these occupations. This industry offers many entry-level positions but there is a need to strengthen the career vs. job mindset when it comes to the industry.

### **Education and Childcare**

Childcare Workers (39-9011) and Teachers (25-0000). There is a large supply gap when it comes to childcare workers and teachers at all levels. There is an opportunity to strengthen pathways that lead workers from entry-level opportunities to more advanced, higher paid positions.

### **Clean Energy and Trades**

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HVAC (49-9021), Heavy and Tractor-Trailer Truck Drivers (53-3032), Maintenance and Repair Workers (49-9071), Electricians (47-2111). The Berkshires is lacking trades people that are required to meet the demand of this growing industry. Occupational needs are seen across the board. These occupations are especially notable since there are a lack in training opportunities, or potential for trainings to be developed in these occupations.

If you would like to describe **occupations** that are notable in your region but will not be prioritized during this regional prioritization process, please list them here.

### **Cybersecurity**

There will continue to be a growing need for those with extensive experience in cybersecurity and related technology to serve a variety of industries.

### **6) Assets**

For each of the selected **priority industries and occupations (purple section)**, articulate existing assets and gaps in capacity.

**Credential Asset Mapping Tool.** For priority occupations that require credentials, use the Credential Asset Mapping Tool in Attachment 1 to demonstrate assets and gaps for each priority industry and occupation.

Please see attachment 1 for credential asset mapping of priority occupations.

**Non-Credential Asset and Gap Analysis.** For priority industries and occupations that **do not** require a credential, describe what existing assets in the region can meet the employer demand, and where systemic gaps prevent meeting employer demand.

**Community Health Worker:** non-certificate program offered by BCC.

**Machinists, Mechanics, Inspectors:** Intro to Advanced Manufacturing courses held at Taconic and McCann tech in partnership with the MassHire Berkshire Workforce Board. Berkshire Innovation Center Manufacturing Academy.

**Heavy and Tractor-Trailer Truck Drivers:** Licensing is required but there are no nearby training facilities in Berkshire County.

### **7) Vision, Mission, Goals, Strategies and Outcomes**

Using your articulated priority industries, occupations, and existing assets, articulate your broader vision, mission, and goals.

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**Regional Vision.** Create a **shared vision statement** for the Team to describe the ideal vision for the **priority occupational pathways** within and across regional industries to achieve workforce scale and quality. Craft the shared vision through the lens of education, workforce development, and economic development.

**Priority 1:** Berkshire educational partners will align programs and curriculums with priority industries and occupations from the Berkshire Blueprint so the region will have fair and equitable access to careers and wages that go beyond livable wage and provide employers with a skilled and knowledgeable labor pool.

**Priority 2:** Berkshire County educational, workforce development, and economic development organizations will continue to collaborate and strategize to achieve common goals, and advance the quality of life and work in the Berkshires.

**Priority 3:** The Berkshire region will continue to expand occupational pathways and create accessible training and career advancement opportunities for residents.

**Priority 4:** Berkshire region will continue to expose youth to Career Pathways at the high school and middle school levels as a way to prepare youth for occupations and opportunities in the Berkshires.

**Regional Mission.** State what each set of core partners has agreed to do in order to achieve your vision. What will educational partners do? What will economic development partners do? What will workforce development partners do? *(For example: Our education partners will focus resources on expanding career awareness and exposure, as well as the quantity and variety of education programming in priority industries X, Y, and Z. Please note these are broad mission statements rather than specific strategies, below).*

### **Mission**

To promote economic vitality in Berkshire County by implementing creative solutions for business, workforce, and community challenges through a demand-driven, integrated system.

### **Education**

Our education partners will enhance the alignment of academic programs and curriculum to workforce and employer needs. We strive to promote accessibility to education and training while focusing on early career exploration, clearly defining career pathways, supporting internships and apprenticeships, and instilling a “why we work” culture into the Berkshires.

### **Workforce**

Our workforce partners will provide a single-point of contact, easy-to-navigate workforce system for all stages of career development, supporting the needs of area employers and linking them directly to our resident workers. We will partner closely with education and economic development to implement a wide-range of customized workforce initiatives to meet the unique needs of the Berkshires.

### **Economic Development**

Our Economic Development partners will support career pathways for Berkshire workers by ensuring the region provides training aligned with industry/employer needs, convening economic partners and the education/workforce communities, and committing that the employer community will provide high-quality job opportunities.

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**Workforce Strategy for Priority Occupations.** Describe your *shared* goals, strategies and metrics for 2024 and 2025 for the prioritized occupations and career pathways in the region. Note that goals listed here should be ones that cannot be accomplished without participation of players from multiple entities and across two or three of the systems. **The Workforce Skills Cabinet will work with Team to support their work to achieve the goals for priority occupations below and review progress through quarterly reports on 2024 and 2025 targets.**

Priority Occupation	Regional Pipeline Strategy	Partners	2023 Annual Baseline Estimate # of New Entrants* to Occupation	TARGET: 2024 Goal for # of New Entrants to Occupation (Estimated) resulting from strategy	TARGET: 2025 Goal for # of New Entrants to Occupation (Estimated) resulting from strategy
<i>Occupation 1</i>	<i>Increase the baseline number of new HVAC certified / licensed workers to reach 500 a year by 2025.</i>	XXXXX	230	400	500
Medical Assistant	Increase the baseline number of new Medical Assistants through training programs	Community Health Programs; Berkshire Health Systems	40	80	120
Nursing Assistant	Increase the baseline number of new NAs and CNAs through training programs	Community Health Programs; Berkshire Health Systems; Integritus Healthcare	40	112	184

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### 8) Shared Strategies

While each system may make changes in individual programming to align with the region's priorities, all systems will need to commit to shared changes in the following areas, stated below. Describe how your region will work collaboratively in the following two areas.

**Continuous Communication.** How often and in what way will you meet to review progress towards shared goals and make course corrections?

The Berkshire Regional Planning Team will convene on a quarterly basis. The Berkshire Workforce Board will be in constant communication with educational and training partners to maintain statistics on current training programs and certifications.

**Shared Measurement Systems.** What data and measurement systems will you rely on to support shared understanding of how well you are meeting your goals and making progress towards a shared vision?

The Berkshire Regional Planning Team will use the following data points to measure progress and goal attainment:

- Engagement of area employers through number of discussions, contacts, and communications
- Number of individuals using the career center
- Number of trained/certified workers in priority occupations
- Supply gap ratio in priority occupations
- Average age in the manufacturing sector
- Number of training program/pipelines established in priority industries
- Total number of jobs in the priority industries

**Other Shared Strategies.** What other shared strategies will the region adopt to ensure progress towards the common agenda?

- Continue to strengthen the spirit of collaboration among and between the different sectors.
- Continue to support the workers, employers, and residents of the Berkshires through high-quality education, a focus on economic growth, and support of personal improvement.
- Work collectively to establish best practices, share information, and work together to reach Blueprint goals.
- Improve business and organizational relationships throughout the county.

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### 9) Mutually Reinforcing Activities

To ensure that the work each partner is doing is supportive of the common agenda, describe the specific activities regional partners have committed to doing.

**Education.** Describe the changes in programming, recruitment, retention and placement strategies, assessment, tracking, or other strategies specific educational partners have committed to in order to meet shared regional goals.

Through the Berkshire Workforce Board's partnerships with all of the region's public school districts, the following Innovation College & Career Pathways have received DESE designation and align with the region's critical sectors and occupations. Innovation Career Pathways are designed to give students coursework and experience in a specific high-demand industry and create strong partnerships with employers to expose students to career options and help them develop knowledge and skills related to their chosen field of study before they graduate high school.

**Hoosac Valley High School / Hoosac Valley School District**

*Environmental Science & Healthcare / Social Assistance*

**Lenox Memorial High School / Lenox Public Schools**

*Business/Finance & Healthcare / Social Assistance*

**Monument Mt. Regional High School / Berkshire Hills Regional**

*Business/Finance, Healthcare / Social Assistance & Advanced Manufacturing*

**Mt. Everett Regional High School / Southern Berkshire Regional**

*Advanced Manufacturing & Information Technology*

**Applying for 2024 designation: Pittsfield High School**

*Business / Finance & Advanced Manufacturing*

## REGIONAL PLANNING BLUEPRINT TEMPLATE

**Workforce Development.** Describe the changes in programming, employer relations, recruitment, retention and placement strategies tracking, or other strategies specific workforce development partners have committed to, to meet shared regional goals.

- Develop, coordinate, and integrate common industry demand assessment tool to track changes in industry needs and connect to job seekers.
- Engage regional colleges around engineering training and pathways from high school STEM classes to internships, apprenticeships, and jobs.
- Continue to collect and analyze employer needs and communicate with partners
- Increase marketing for career pathways to inform potential entrants about opportunities.
- Establish a top-notch hospitality sector training program that makes Berkshire County known for service and high-quality experiences.
- Increase the number of grant applications to the state for funding related to internship and apprenticeships. Additionally, work to leverage other resources to address training gaps.
- Increase number of internships, on-the-job training programs, and apprenticeship opportunities in priority industries and occupations.
- Leverage resources to address training gaps.
- Increase short term certificate programs with partners that address non-credit and stackable credentials (healthcare and hospitality sectors).

**Economic Development.** Describe the changes in economic development strategy that economic development partners have committed to in order to meet shared regional goals.

The Berkshire Region has always seen strong collaboration among our regional partners. The Regional Planning Blueprint aligns with other economic development plans laid out by regional partners. Our Workforce Blueprint parallels with the regional economic 1Berkshire’s Berkshire Blueprint 2.0, which identifies our three priority industries as 3 of their five priority clusters. The Skills Cabinet goals also align with our regional Comprehensive Economic Development Strategy (CEDS) goals. Partnerships with the Berkshire Innovation Center have also leveraged opportunity in the manufacturing sector.

Partners will maintain a task force to make improvements to employee retention in the community including improved transportation, housing options, young professional networking opportunities, and other initiatives to make the Berkshires a viable location for all people to live.

### IV. Conclusion

**Conclusion.** Describe any closing remarks, next steps, or considerations.

The Berkshires is a unique region where collaboration among organizations is key to success. Relationships among organizations up and down the county have proven to be strong and interconnected. Moving forward, educational, workforce development, and economic development partners will continue to move the needle and make strides to achieve regional goals. To do this, outreach and marketing will need to be top priority. Awareness of career opportunities in the Berkshires, in addition to training and pipeline opportunities is essential. Berkshire Skills partners will continue to meet to discuss the changing landscape of workforce in the Berkshires, and identify opportunities to leverage assets and funds.

## REGIONAL PLANNING BLUEPRINT TEMPLATE

### Credential Asset Mapping Tool – **Advanced Manufacturing**

<b>Occupation</b>	<i>List the occupation the credential is for, including the SOC code.</i>	51-4041 Machinists 49-9041 Industrial Machinery Mechanics 51-9196 Paper Goods Machine Setters 51-9061 Inspectors, Testers, Sorters, Samplers  17-2051 Civil Engineers 17-2141 Mechanical Engineers 17-2112 Industrial Engineers 17-2071 Electrical Engineers 17-2061 Computer Hardware Engineers
<b>Type of Credential &amp; Title of Credential</b>	<i>List the type of credential (e.g. Certificate, Degree, Certification, License, or Apprenticeship Certification)</i>	Associate Degree Certificate of Completion Locally Recognized Certificate Apprenticeship Certification
<b>Credential Provider</b>	<i>List all training/ education providers that provide this credential in your region. For each provider, list the average number of individuals receiving the credential per year.</i>	Berkshire Community College: 1, 2, 3 Advanced Manufacturing Technician Certificate (28 credits) Engineering A.S (75 credits) Mechatronics A.S (60 credits)
<b>Integrated/ Accelerated</b>	<i>Is the training integrated with work experience and/or accelerated for adult learners? If no, how to basic learners matriculate?</i>	Hands-on training provided May have internship component
<b>Online/ Classroom/ Work-based</b>	<i>Describe education environment and instructional methods.</i>	Classroom Hands-on laboratory
<b>Pell-eligible?</b>	<i>Is the program Pell-eligible?</i>	Yes – credit certifications and degrees
<b>Fee?</b>	<i>What are the fees?</i>	Fees set by BCC Board of Trustees No fees for locally recognized certificate
<b>Employer-validated?</b>	<i>Is the credential validated by local employers? If so, describe.</i>	Employers align and validate curriculum and recognize the credentials
<b>Stackable?</b>	<i>Is the credential stackable with other certificates? If so, describe.</i>	Yes, stackable with other certificates, may not transfer to college credit
<b>Portable?</b>	<i>Are the credentials portable to other states/ industries? If so, describe.</i>	Yes, portable but acceptance may vary by employer
<b>Credit/ Non-Credit?</b>	<i>Are they credit or non-credit?</i>	Credit – Associates Degree & Certificate of Completion
<b>Gaps?</b>	<i>Are there gaps in the pipeline for this occupation that require new strategies in the blueprint?</i>	Occupational grouping requires ongoing alignment to reflect changing industry standards and requirements. Limits in offering based on availability of grant funding.



## Credential Asset Mapping Tool – Hospitality, Culinary & Management

<b>Occupation</b>	<i>List the occupation the credential is for, including the SOC code.</i>	11-1021 General & Operations Managers 11-9051 Food Service Managers 35-1011 Chefs and Head Cooks 43-3031 Bookkeeping, Accounting, and Auditing Clerks 43-4081 Hotel, Motel, and Resort desk clerks
<b>Type of Credential &amp; Title of Credential</b>	<i>List the type of credential (e.g. Certificate, Degree, Certification, License, or Apprenticeship Certification)</i>	Associate Degree Bachelor's of Science in Business Administration Certificate of Completion Locally Recognized Certificate
<b>Credential Provider</b>	<i>List all training/ education providers that provide this credential in your region. For each provider, list the average number of individuals receiving the credential per year.</i>	Berkshire Community College: 1, 2, 3 Massachusetts College of Liberal Arts (120 credits) BCC: Culinary Arts Certificate (27 credits) BCC: Excellence in Service (non-credit certificate)
<b>Integrated/ Accelerated</b>	<i>Is the training integrated with work experience and/or accelerated for adult learners? If no, how to basic learners matriculate?</i>	Hands-on training provided On-the-Job Training
<b>Online/ Classroom/ Work-based</b>	<i>Describe education environment and instructional methods.</i>	Classroom, hands on experience, and on-the-job training
<b>Pell-eligible?</b>	<i>Is the program Pell-eligible?</i>	Yes – credit certification No – industry recognized, non-credit cert
<b>Fee?</b>	<i>What are the fees?</i>	Fees set by Board of Trustees No fees for locally recognized certificate
<b>Employer-validated?</b>	<i>Is the credential validated by local employers? If so, describe.</i>	Employers align and validate curriculum and recognize the credentials
<b>Stackable?</b>	<i>Is the credential stackable with other certificates? If so, describe.</i>	Yes, stackable with other certificates, may not transfer to college credit
<b>Portable?</b>	<i>Are the credentials portable to other states/ industries? If so, describe.</i>	Yes, portable but acceptance may vary by employer
<b>Credit/ Non-Credit?</b>	<i>Are they credit or non-credit?</i>	Credit – Associates Degree & Certificate of Completion Non-credit – locally recognized certificate
<b>Gaps?</b>	<i>Are there gaps in the pipeline for this occupation that require new strategies in the blueprint?</i>	Occupational grouping requires ongoing alignment to reflect changing industry standards and requirements. Limits in offering based on availability of grant funding.

## Credential Asset Mapping Tool – Health Care & Social Assistance

<b>Occupation</b>	<i>List the occupation the credential is for, including the SOC code.</i>	<p>31-1120 Home Health &amp; Personal Care Aides            31-9092 Medical Assistants            31-1131 Nursing Assistants            29-2061 Licensed Practical Nurses            31-9092 Registered Nurses</p> <p>21-1094 Community Health Workers            21-1020 Social Workers            29-2042 Emergency Medical Technicians            31-9097 Phlebotomists            29-2034 Radiologic Technicians            29-2072 Medical Records Specialist            29-1292 Dental Hygienists</p>
<b>Type of Credential &amp; Title of Credential</b>	<i>List the type of credential (e.g. Certificate, Degree, Certification, License, or Apprenticeship Certification)</i>	<p>Bachelor's of Science in Nursing            Bachelor's of Science in Health Sciences            Associate Degree            Certificate of Completion            Locally Recognized Certificate</p>
<b>Credential Provider</b>	<i>List all training/ education providers that provide this credential in your region. For each provider, list the average number of individuals receiving the credential per year.</i>	<p>Massachusetts College of Liberal Arts:            Registered Nurse (120 credits)</p> <p>Berkshire Community College: 1, 2, 3</p> <p>Addiction Recovery Assistant Certificate (27 credits)            Registered Behavior Technician (non-credit)            Mental Health Worker Certificate (27 credits)            Human Services Certificate (29 credits)            Phlebotomy Technician Certificate (non-credit)            Community Health Worker (non-credit)            Health Information Management Certificate (22 credits)            Dental Hygiene (A.S) – articulation agreement with STCC (total of 71 credits)            Health Science (A.S.)            Practical Nurse Certificate (47 credits)            Nursing (A.S)            Social Work Transfer (A.S)</p>
<b>Integrated/ Accelerated</b>	<i>Is the training integrated with work experience and/or accelerated for adult learners? If</i>	<p>Hands-on training provided            May have internship component – clinical hours and/or field work</p>

	<i>no, how to basic learners matriculate?</i>	
<b>Online/ Classroom/ Work- based</b>	<i>Describe education environment and instructional methods.</i>	Classroom Hands-on laboratory
<b>Pell-eligible?</b>	<i>Is the program Pell-eligible?</i>	Yes – degree and certificate completion No – industry recognized certificate/non-credit
<b>Fee?</b>	<i>What are the fees?</i>	Fees set by Board of Trustees No fees for locally recognized certificate
<b>Employer- validated?</b>	<i>Is the credential validated by local employers? If so, describe.</i>	Employers align and validate curriculum and recognize the credentials
<b>Stackable?</b>	<i>Is the credential stackable with other certificates? If so, describe.</i>	Yes, stackable with other certificates, may not transfer to college credit
<b>Portable?</b>	<i>Are the credentials portable to other states/ industries? If so, describe.</i>	Yes, portable but acceptance may vary by employer
<b>Credit/ Non- Credit?</b>	<i>Are they credit or non-credit?</i>	Credit – Associates Degree & Certificate of Completion Non-credit – locally recognized certificate
<b>Gaps?</b>	<i>Are there gaps in the pipeline for this occupation that require new strategies in the blueprint?</i>	Occupational grouping requires ongoing alignment to reflect changing industry standards and requirements.  Limits in offering based on availability of grant funding.

## Credential Asset Mapping Tool – Education & Childcare

<b>Occupation</b>	<i>List the occupation the credential is for, including the SOC code.</i>	39-9011 Childcare Workers 25-2010 Preschool Teachers 25-2020 Elementary/Middle School Teachers 25-2030 Secondary Teachers 25-2050 Special Education <b>25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School</b>
<b>Type of Credential &amp; Title of Credential</b>	<i>List the type of credential (e.g. Certificate, Degree, Certification, License, or Apprenticeship Certification)</i>	Associate Degree Bachelor's of Science in Education Certificate of Completion Locally Recognized Certificate
<b>Credential Provider</b>	<i>List all training/ education providers that provide this credential in your region. For each provider, list the average number of individuals receiving the credential per year.</i>	Berkshire Community College: 1, 2, 3 Massachusetts College of Liberal Arts (120 credits) Early Childhood Education Introductory Certificate (16 credits) Early Childhood Education Intermediate Certificate (16 credits) Early Childhood Education A.A. Early Childhood Education A.S. Elementary Education A.A. Paraprofessionals and Teaching Assistants – Associates to Bachelors in coordination with MCLA
<b>Integrated/ Accelerated</b>	<i>Is the training integrated with work experience and/or accelerated for adult learners? If no, how to basic learners matriculate?</i>	May have internship component – field work (required for all ECE/EDU courses)
<b>Online/ Classroom/ Work-based</b>	<i>Describe education environment and instructional methods.</i>	Classroom Professional development and on-the-job training all provided through school districts or Strong Start
<b>Pell-eligible?</b>	<i>Is the program Pell-eligible?</i>	Yes – degree and certificate completion
<b>Fee?</b>	<i>What are the fees?</i>	Fees set by Board of Trustees
<b>Employer-validated?</b>	<i>Is the credential validated by local employers? If so, describe.</i>	Employers align and validate curriculum and recognize the credentials
<b>Stackable?</b>	<i>Is the credential stackable with other certificates? If so, describe.</i>	Yes, stackable with other certificates
<b>Portable?</b>	<i>Are the credentials portable to other states/ industries? If so, describe.</i>	Yes, portable but acceptance may vary by district and state

<b>Credit/ Non-Credit?</b>	<i>Are they credit or non-credit?</i>	Credit – Associates Degree & Certificate of Completion
<b>Gaps?</b>	<i>Are there gaps in the pipeline for this occupation that require new strategies in the blueprint?</i>	Occupational grouping requires ongoing alignment to reflect changing industry standards and requirements.

