Historical Background

- The need for trained healthcare professionals remains in demand.
- Healthcare employers & associated unions requested more training and educational opportunities for incumbent workers from community colleges.
- SEIU Educational Funds (and other organizations) have resources available to assist workers with career advancement.
- Difficulty in accessing courses needed to advance careers of choice.
- All allied health programs are impacted.
Doing What Matters for Jobs and the Economy

1A. Consider labor market needs when making local decisions: budget, courses, programs.

1B. Decide on program capacity as a region.

2. Retool programs that are not working or not meeting a labor market need so that students can study what matters.

3A. Adopt common metrics and skills panels in CCCCCO RFAs.

3B. Strengthen regions with four skillsets: data mining, convening, technology, and curriculum approval.

4. Solve a complex workforce training need so that our system can better serve employers and incumbent workers.

GIVE PRIORITY to what matters to jobs & the economy

MAKE ROOM for what matters to jobs & the economy

INNOVATE What Matters for Jobs & the Economy

STUDENT SUCCESS matters to jobs & the economy

Innovate What MATTERS
Allied Health

California Community Colleges
Chancellor’s Office

Division of Workforce and Economic Development
Give Priority

- The healthcare industry: ambulatory services, acute care hospitals, skilled nursing & residential care facilities
- Healthcare employment = 1.5 million jobs statewide
- Healthcare will continue to be a major economic driver as the state’s population increases and the current workforce ages
- Projections from the California Hospital Association: the State will need to train 1 million more healthcare workers by 2030
- CA Community Colleges currently train over 70% of ADN nurses and most of the needed allied health professionals
  - Radiology Techs, Lab Techs, Dental Hygienist, PTAs and more
Make Room

- Statewide CCs lack the capacity to meet employer needs
- Healthcare (HC) employers rely on CCs for incumbent worker training
- Many HC employer groups have educational funds to pay for training, either as an individual student or cohorts of students
- SEIU is the largest healthcare union representing more than 300,000 members
- All prerequisite courses needed for allied health occupations are impacted!
Promote Student Success

- Utilize student support services provided by employer educational funds to increase career ladder mobility
- Schedule classes and trainings for working adults or students
- Consider accelerated or condensed course curriculums
- Using a regional approach, pool multiple employers to fill cohorts for occupational specific trainings
- Using existing CCCCCO regions to identify lead colleges for each allied health occupation, and/or develop regional “Centers for Allied Health Education and Training”
Innovate What Matters

Project scope
1. Analyze and research the complexities in public education’s ability to meet the growing needs of industry
2. Engage industry stakeholders – form Advisory Committee
3. Develop inventory of innovative best practices – online & DE
4. Develop pilot project in concert with SEIU & other employers
5. Make recommendations/suggestions for legislation amendments with EWD staff & IWM partners
6. Disseminate project findings statewide
Project task completed to date (partial listing):

1. Research completed for best practices of colleges in partnership with SEIU. Reports: *Initial Survey of Employers & College Efforts to Advance Incumbent Workers Education & Training* & *Best Examples of Contract Education*

2. Recruited and formed Advisory Committee members

3. Conducted online research of: free online education, best practices in education and workforce development, Virtual college, and more.


Barriers Identified

**Barrier 1**
Lack of employer services represented on college websites

**Barrier 2**
Lack of standardized policies/procedures in the CCC system make it difficult for employers to access services

**Barrier 3**
Pre-requisite science courses are impacted statewide

**Barrier 4**
Access to incumbent worker occupational advancement training is limited
Barrier 3
Prerequisite science courses are impacted statewide

Best Practice
1. Courses are contracted with the college by the employer for their employees
2. 25% of colleges offer Anatomy, 9% Physiology, 6% Microbiology online, courses are hybrids with required lab

Recommendations:
- a. Where Employers have low numbers of employees to training, create synergistic cohorts for contract education
- b. Work within established regions to identify key colleges who have the interest & capacity to increase prerequisite science course offerings
Barrier 4
Access to incumbent worker occupational advancement training is limited

Best Practice
1. Video live conferencing has been utilized successfully by colleges to offer diagnostic medical sonography, respiratory care practitioner by regional colleges
2. New program development for emerging occupations; a regional approach was developed for CT Technologist training

Recommendations:
- a. Create regional training centers for allied health programs based on regional labor market demands
- b. Leverage resources between organizations by serving different employers who have the same training needs by pooling students regionally for training
Suggestions for Pilot Projects
(And What Employers Will Fund)

1. **Computed Tomography Training (CT Tech)** – To meet employers' current needs, develop a contract education regional training program in concert with Merced College or Long Beach City College.

2. **Increase the availability of prerequisite science courses** for incumbent workers via contract education with colleges who have the interest and capacity to participate.

3. **Facilitate a regional or statewide incumbent worker allied health prerequisite track** for science courses with sequenced cohorts via distance education modalities.
Capacity is Created by Funding

- Grant funds
- Allied Health Programs
- State Apportionment
- Employer Paid
- Student
The Question of Access to Allied Health Pathways

How do we increase student access to allied health pathways when dealing with impacted courses compounded by unusually high regional or statewide job demand?