



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

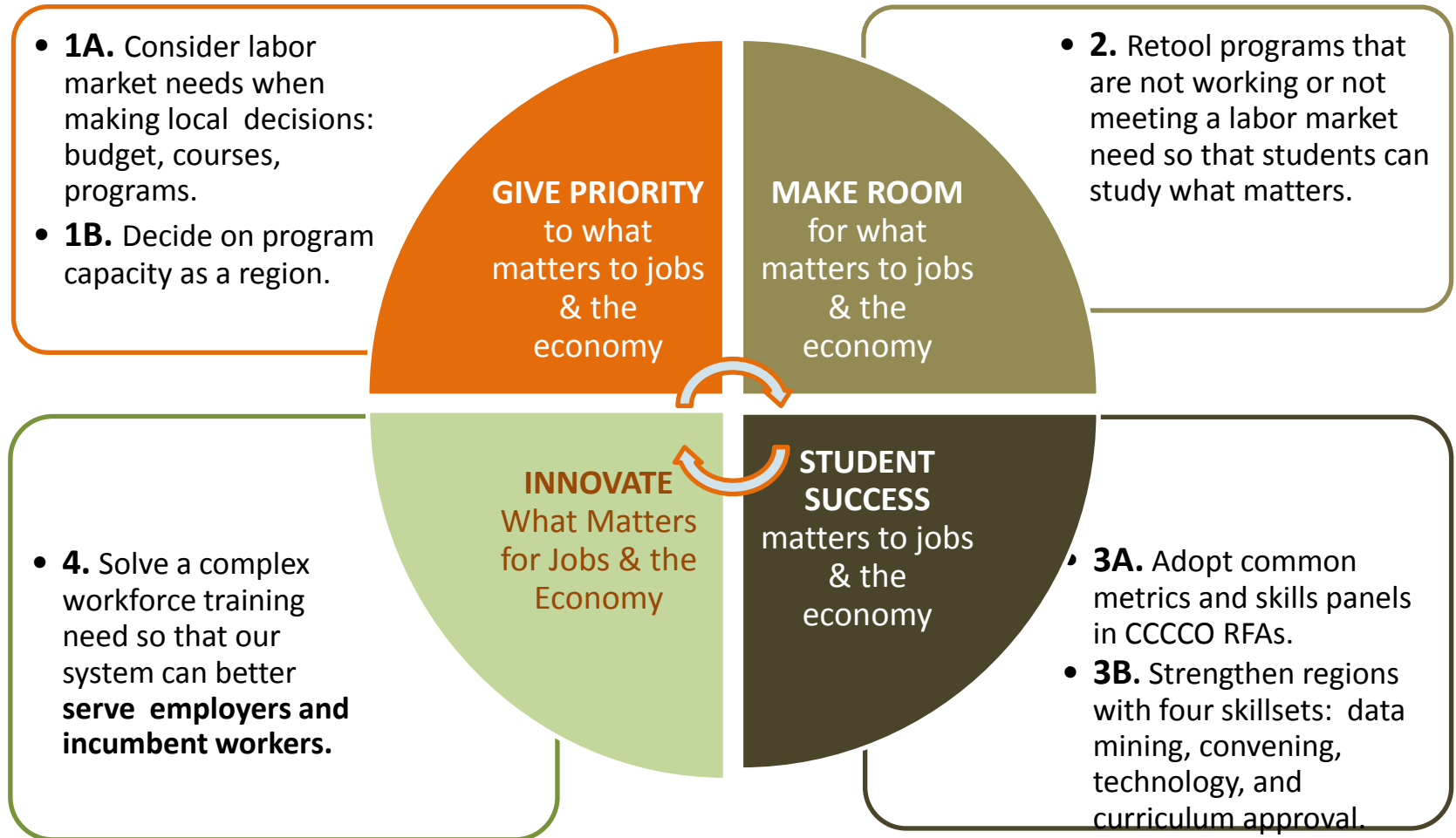
DOING WHAT **MATTERS**
FOR JOBS AND THE ECONOMY
DIVISION OF WORKFORCE AND ECONOMIC DEVELOPMENT

**Innovate What MATTERS:
Allied Health Project Overview**

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



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.
4. Completed inventory of CCC online prerequisite courses & college websites for EWD/Contract Education departments. Report: *Barriers Uncovered in Ca. Community College Research*
5. Conducted onsite college visits for best practices of distance education learning for allied health. (Napa Valley, Santa Rosa, & Merced College).

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:

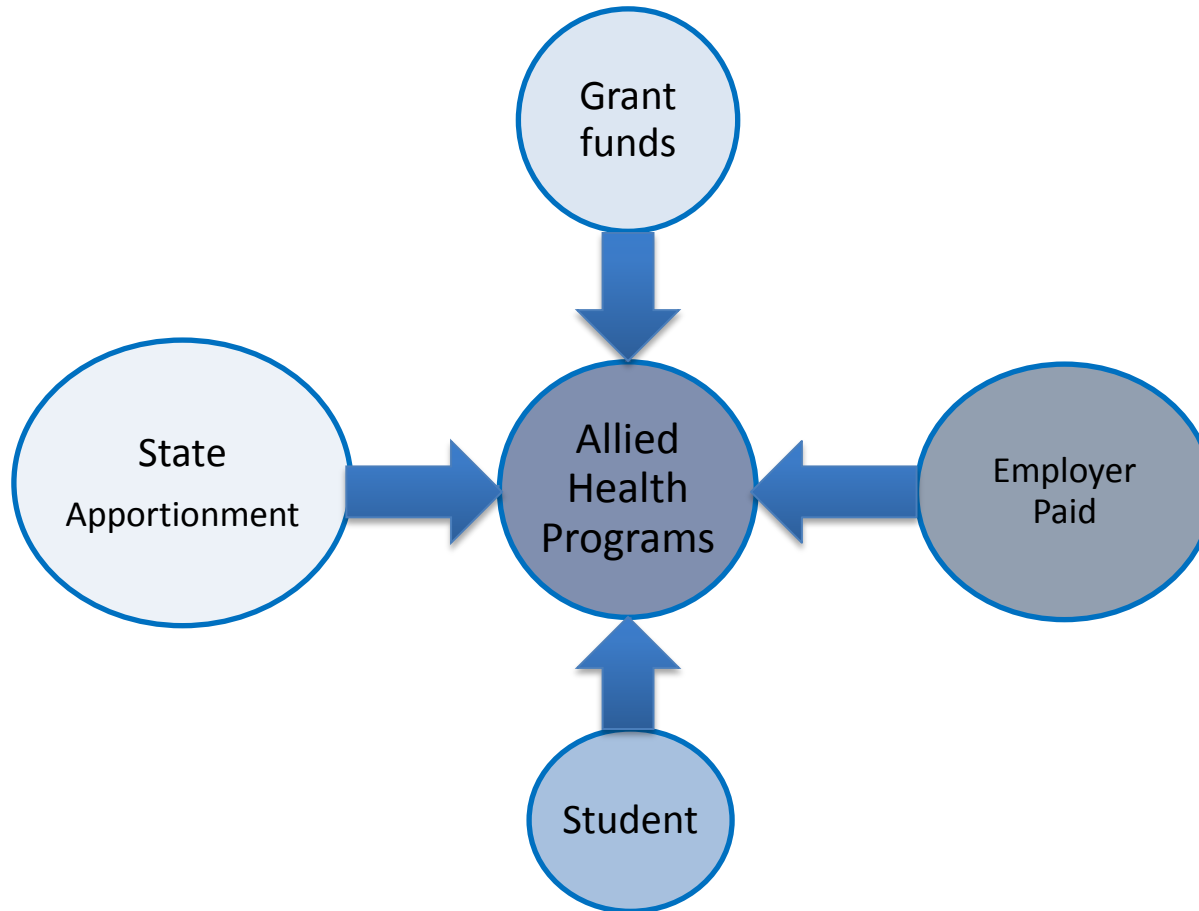
- a. Create regional training centers for allied health programs based on regional labor market demands
- b. Leverage resources between organizations by serving different employers who have the same training needs by pooling students regionally for training

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



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?