CCAP Module 6 - Workforce Development

1 - Welcome

Welcome to *Community College Workforce Development*, a professional training module from the U.S. Department of State's Community College Administrator Program.

2 - Objectives

In this module, you'll learn about

• The definition of workforce education

• Types of workforce education programs

• How community colleges determine workforce needs

• How these programs are developed, funded, and evaluated,

• And the value of workforce development to the community

Let's get started.

3 - What is Workforce Education?

Often called "vocational" or "occupational" education, workforce education seeks to provide students with skills needed in the current and developing marketplace. Workforce education is aimed at preparing students for employment, and looks to provide that training as effectively and quickly as possible.

Workforce training therefore meets *student needs* by increasing employability, and *business/industry needs* by supplying a well-trained cohort of skilled prospective employees, on a recurring basis. In doing so, community colleges help to ensure that economic development and social needs are met.

Since the 1970s, both federal and state governments have recognized that community colleges have a key role in developing America's skilled workforce, and have devoted special funding to develop resources needed to provide that training.

Currently, one-third of Florida's community college students are enrolled in workforce education programs.

4 - Types of Workforce Education Programs

Community college workforce education programs take two forms: Associate of Science degree programs and Certificate programs.

Associate of Science degree programs typically require 2 years of study.

• Examples include nursing, allied health fields, information technology, engineering technology, digital media.

Certificate programs typically can be completed in 1 year or less.

• Examples include welding, construction trades, computer technician, electrician apprentice, automotive technology.

Colleges strive to increase awareness of available employment fields, as seen in the following video from Cuyahoga Community College in Ohio.

[VIDEO CLIP - Cuyahoga CC]

Ultrasound was just something I thought was really interesting. And I shadowed at a hospital to see if it was something I wanted to pursue, and once I did I knew right away that it's, yeah it's, really great, I really liked it.

It's very interesting to see the whole heart beating as a whole inside the body without any harmful effects.

We all have a heart, and you never know what's going to happen to us or one of the family members .

The probably the biggest thing that I impart to the students is that their patients always need to come first. And that regardless of the kind of training they receive from me or from the clinical sites that hopefully they will do the best job that they can do for their patient forever.

I feel like everybody is very supportive, even from you know the other specialties, not just cardiac. I feel like everybody really wants you to do well, and they want to do what they can to make that happen.

We have great teachers, the program is great, it's hard, of course it's school. It wasn't gonna be that easy, but good things need hard work, but they prepare you very well.

It's important that they're prepared before they go and I think that's where Tri-c is better than some of the other schools out there because we make sure that the students are fully prepared to do a full exam before they even go to the hospitals.

Our instructor has open lab hours, she has open office hours, she has her phone number out there, so there's a lot of ways to get a hold of your instructor when you need a question answered.

I'm very passionate about not just teaching, but the actual profession in itself, I still actually perform echocardiograms whenever I can. I want to stay in the field for as long as I can, and I feel like it's important that I'm still working actively, so I can bring that to the classroom and be able to share cases.

It's a challenge, but it's well worth it in the end.

I would definitely recommend it if it's something that you know you've been thinking about.

I'm trying to study hard and be out there the real world and help people.

VIDEO CREDIT: "Diagnostic Medical Sonography Program at Tri-C" by Cuyahoga Community College (Tri-C), Ohio, Source: https://www.youtube.com/watch?v=UkzEhsFx9rM

5 - Workforce Program Development

Community colleges quickly respond by developing programs aimed at training workers for new and emerging fields. An example is the development of the Engineering Technology associate degree program in Florida. A consortium of college faculty at several Florida community colleges developed a degree structure that included a number of new emphases, such as digital manufacturing, rapid prototyping and automation technology. This new degree combined concentrations in these fields in a "ladder" structure, making it possible for students to extend their credentials beyond a certificate to a 2-year degree.

6 - Resources for Establishing Workforce Programs

The Florida Department of Economic Opportunity uses employer surveys to track longer-term job growth or decline in specific sectors. They also "mine" recent job announcements statewide to determine current workforce needs.

This data is made available to the public, to Florida College System institutions, and to Career Source Florida - a public-private partnership designed to help Florida citizens find jobs. Career Source Florida has regional offices in each community college service area, and works closely with the community colleges to help ensure that workforce programs align with the needs of local business and industry.

7 - Lifespan of Workforce Development Programs

In developing new workforce education programs, colleges utilize statewide management information and workforce employment data to determine program need and potential viability.

Program development efforts also use curriculum frameworks developed by the Division of Career and Adult Education with input from industry partners.

Local college boards approve new programs, relying on advice from industry advisory boards.

As with all workforce programs, employment data is reviewed regularly, to determine actual job placement rates and earning potential.

When programs are no longer viable, they are closed and their operating resources re-allocated to new areas of need.

8 - Program Costs and Funding

New workforce programs can be expensive to introduce and maintain. Specialized equipment and lab spaces bring costs that exceed more traditional liberal arts programming. At the same time, allocation of resources is justified by community need.

Sources of program funding include

- re-allocation within the existing college operating budget
- start-up funding provided by grant sources, for example, U.S. Department of Labor grants

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- AND
- cooperative arrangements with industry partners

An excellent example of this is with nursing programs, as seen in the following video.

[VIDEO CLIP - Valencia CC]

[Singing] Valencia!

Reporter: Yes, and in fact, I'm talking to somebody who can give you more info just about that. So, what's your name man

Cedric: Cedric

Reporter: Cedric. And what's your major?

Cedric: Nursing.

Reporter: Nursing. Alright, alright. So is that working good for you?

Cedric: Oh yeah, it is. It's a lot of opportunity.

Reporter: All right now, is it true that the Valencia nursing graduates scored higher on the national licensing exam than both state and national averages.

Cedric: Yes.

Reporter: Now why is that? Is that just because you guys are smarter?

Cedric: Yes.

Deb Spaulding (DS): In this nursing arts lab, we do everything from teaching a student how to take a temperature and a blood pressure all the way up to teaching them how to start IVs on real people. And then we also teach them how to do patient care, patient priorities with our human patient simulators.

Reporter: Is that what these things are around us?

DS: These are called Vitasim, which they only do basic skills on these, but we do have a human patient simulator, and the patient does everything from coughing, talking, sneezing. It can do anything that they can do on a real person except harm them, of course. They're always like, "oh you how the simulations are fun, I didn't kill him this time, you know, and the baby's okay and I gave the meds right." So they get really excited about it, and again that's the process of them growing and learning how to become a nurse.

Reporter: Now right here at the nursing program they do a lot of hands-on stuff as I found out later. Lindsay how long have you been in the nursing program?

Lindsay: This is my first semester, and I understand we're gonna be taking your blood pressure today.

Reporter: Why am I always a test dummy for this dog? Let me just, let's just do it. How come I get the pink ones? Pink is my color. A lot of people don't realize that orange and pink. Hey yes that's a little tight, it's a lot of suspense.

Instructor: What'd you get?

Lindsay: I got 138 over a hundred.

Reporter: Is that bad?

Lindsay: A little bit. It should be a little lower than that.

Reporter: Why didn't they get your blood pressure? Why did thye get my blood pressure?

VIDEO CREDIT: "Valencia Community College - Nursing RN Degree" by Valencia Marketing, Source: https://www.youtube.com/watch?v=RI3kbSxRSHw

9 - Community Education Outreach

Community colleges serve an entire "community," often covering multiple counties. Therefore, they also serve the needs of multiple industries, which provides a wide variety of opportunities for students AND encourages the support of the colleges by a wide variety of stakeholders who benefit from the training the college provides.

10 - The Value of Workforce Education

The following video illustrates the value of workforce education in the community college.

[VIDEO CLIP - TIME Money]

For a lot of Americans, the idea of Community College not being college is rooted in this idea that the four-year experience is the ultimate experience. That the bachelors degree is the ultimate thing that we should be preparing people for. And in fact, bachelor's degrees are very important in our economy. Interestingly, what we've learned since the end of the recession is that the vast majority of the good jobs that have been created are jobs that require a four-year degree. So since the end of the recession, five and a half million jobs have been created in the US economy. Of that five and a half million jobs, roughly 2.9 million are what economists would call a "good job," which is they pay above the median wage, which is roughly fifty thousand dollars a year. And they have generally health care or retirement benefits. Of those 2.9 million good jobs in the economy that were created since the end of the recession, 2.8 million require a bachelor's degree. At the same time, there are a growing number of jobs that do require less than a bachelor's degree. Jobs that are in manufacturing and the service sector, in other industries, health care, for which there is growth in those industries, but we don't have the talent to match that growth. And community colleges are a great place to get that talent. So thinking about community colleges play a very important role in preparing people for that future that we collectively need in society.

VIDEO CREDIT: "When A Community College Degree Is Better Than A Bachelor's | Money | TIME" by TIME, Source: https://www.youtube.com/watch?v=6RQ8DEYPj8s

11 - Thank You

We hope this module helped you better understand community college workforce development and education. In the next module, you'll explore issues related to the student body in community colleges.

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ADDITIONAL CREDITS:

- Florida College System institutions map:
  http://floridacollegesystem.com/Uploads/files/Career%20Pathways/FCS%20Career%20Paths%20v6.pdf
- Florida College System logos:
  https://www.floridacollegesystem.com/home/downloadable_logos.aspx
- USA Map: United States of America - Outline by FreeVectorMaps.com
- Florida Counties Map: Florida with Counties - Single Color by FreeVectorMaps.com
- Pam Stewart portrait: http://www.fldoe.org/
- Madeline M. Pumariega portrait:
  https://twitter.com/educationfl/status/707604295911411713
- Dr. Jackson Sasser portrait: http://news.sfcollege.edu/
- Santa Fe College sign: http://schererconstruction.com/project/santa-fe-college-entrance-sign-nw-91st-st-39th-ave/. Fair Use.

1.12 USDOS - CCAP

The Community College Administrator Program (CCAP) is a program of the U.S. Department of State, administered by Florida State University

For more information, visit eca.state.gov or lsi.fsu.edu/ccap

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