

Employment and Workforce Development: Getting students the skills they need to succeed

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Introduction

- While there are no national figures, an informal survey of several states shows that in most states, the number of private, post-secondary, certificate-only institutions outnumber degree-granting institutions.
- What does this mean for workforce development and getting students the skills they need to succeed?

The Adult Learner

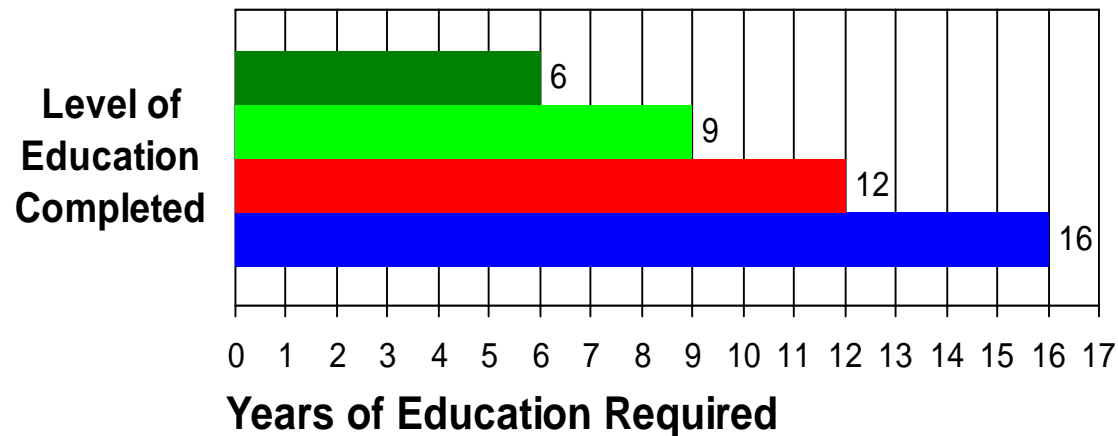
- Adult learners often have a number of stops and starts in their educational paths
- Life experiences, families, financial circumstances may impact their ability to continue their educations
- Often adult learners return to the classroom to complete their educations because of their families
 - Some want to be able to read to their children
 - Some want to be role models for their children
 - Some want to complete their high school educations
 - Some want occupational training or a college degree so they may obtain a better job, earn a better living, obtain a job with benefits

Types of Post-Secondary Education

- Individual Courses
- Certificate programs
 - Available at community colleges, some colleges, and private occupational schools (not always transferable to other institutions or into college)
- Associate's degrees
- Bachelor's degrees
- Graduate degrees
 - Master's degrees and Doctoral degrees

Traditional Paths to Education

The traditional educational path is to move from elementary to junior high school, then to senior high school, then to post-secondary schooling (college degree or certificate programs). For adult learners, the path may not be as straight forward.



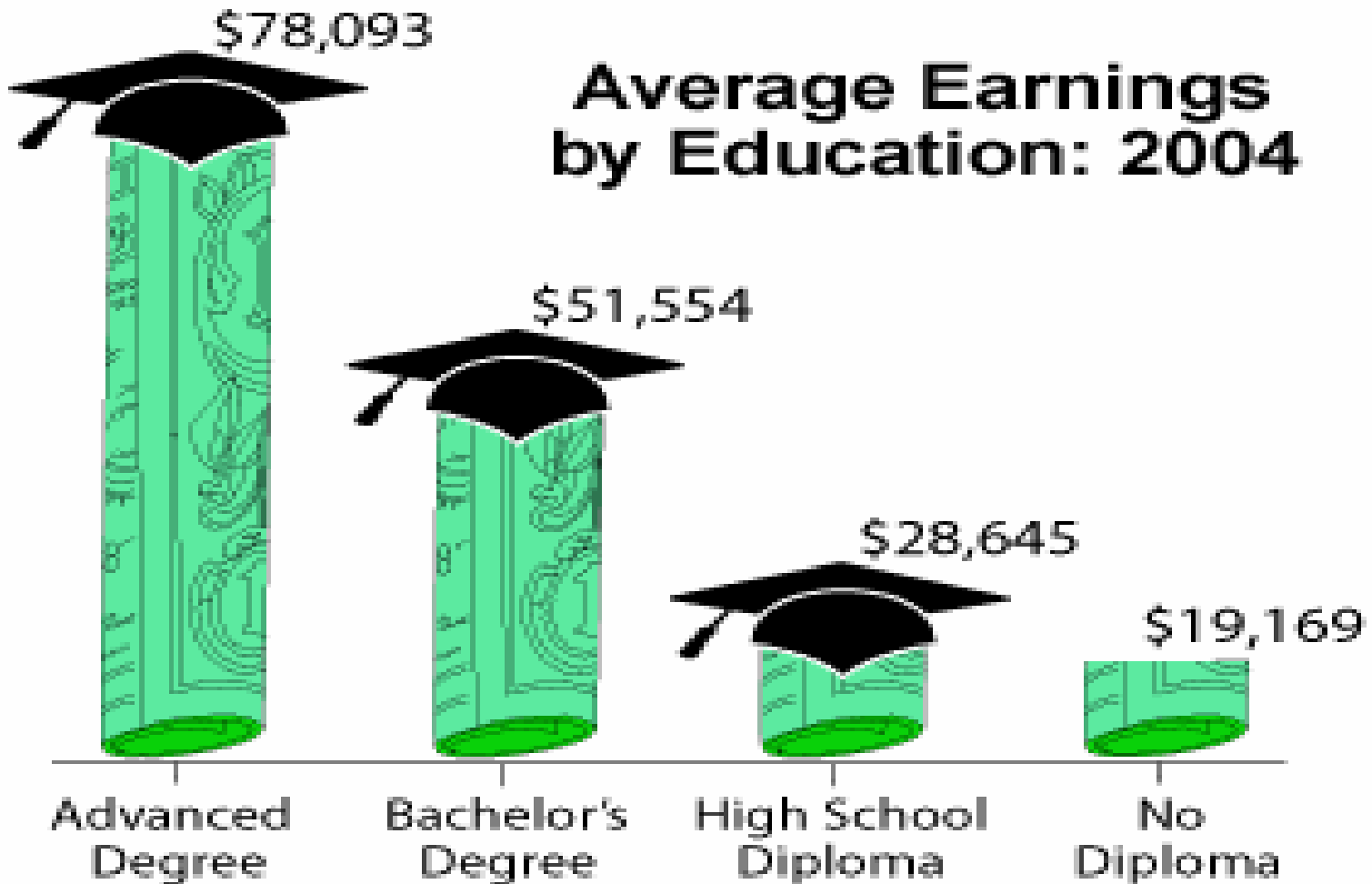
■ Post Secondary ■ Senior High School ■ Junior High School ■ Elementary School

Non-Traditional Paths

Student begins school in native country, completing the sixth grade at which time he moves to the US. After working for a few years and taking some ESOL courses, he decides to complete his GED. After working a few more years, he pursues an HVAC certificate. Realizing he still needs to improve his English skills, he takes more ESOL courses.

Another student drops out of high school to raise a family. After her divorce, she completes her GED and then an associate's degree program. With her growing family, she needs to increase her income and obtain health benefits so she enters a bachelor's degree program.

Average Earnings by Education: 2004



Source: U.S. Census Bureau, Current Population Survey, Educational Attainment in the U.S.: 2005

U S C E N S U S B U R E A U

Economic Benefits of Education: U.S. Census Bureau 10/26/06

Census Bureau Data Underscores the Value of a College Degree

- Average earnings for adults age 18 and older:
 - Without a high school diploma \$19,169
 - With a high school diploma \$28,645
 - With a bachelor's degree \$51,554
 - With an advanced-degree (master's, doctorate) \$78,093

	Hold High School Diplomas	Hold Bachelor's Degrees
Women	85.4%	26.5%
Men	84.9%	28.9%

Certificate-Only Programs

- Lack of transferability
- If federal student aid money is used, reduces semesters of financial aid toward degree
- Provides no educational path
- As a result, provides no career path

What happens to individuals as a result of the rapidly changing demands of the workforce, the need for increased levels of education?

Labor Market Trends

- Increased demand in jobs that require post-secondary degree
 - In Boston, increasing concentration of jobs that require a bachelor's degree
- Fastest growth in health care/life sciences and professional/technical sectors
- Decline in manufacturing/goods producing sectors
- Across all sectors (except retail) increase in share of jobs that require post-secondary credential/skills
- Certificates in occupationally-specific skills are valuable in accessing entry-level jobs

Labor Force Trends

- Aging population:
 - Increasing demand for replacement jobs
- Immigration primary driver of growth
 - Clustered at high and low ends of educational continuum
- Decline in labor force participation rates of men:
 - Economic shift to service sector – retraining needs
 - Less fit with academic pathways vs. applied learning
- Economic return high for bachelor's degree, declining for associate's degrees not closely linked to labor market
 - Sub-baccalaureate degrees need to be closely linked to industry demand in terms of occupational proficiencies

Educational Trends

- Increasing number of students mixing work and school
 - Flexible schedule, part-time program; reinforce learning through work
- Higher persistence for students who enroll in a course of study immediately vs. developmental courses
- High stakes testing for high school graduate does not correlate to college readiness
 - Focus on 9th and 10th grade, with less robust 11th and 12th grade
- Students have very limited career and college awareness
 - Affects course selection decisions in high school
- 9-16 pathways and partnerships increasingly important
 - Dual enrollment; summer programs; articulation agreements

Synthesizing the Trends

- Strong alignment with industry demand: dynamic labor market with increasing need for transferable skills and educational pathways
- Vertical Integration: Need for stronger partnerships backward and forward to ensure efficient use of students' time and money
- Applied Learning: Critical element in solving issues faced by men in labor force and education engagement
- Language Capabilities: Diverse student pool with English language needs; first generation to use post-secondary education

Employer Needs

- Health Care Industry – largest and fastest growing in the US.
- Our focus: Allied Health and Nursing Shortages
 - Many educational programs closed over time
 - A large share of the existing workforce is poised to retire, as demand for services is poised to increase.
 - The average person does not know about these jobs.
 - Many programs designed for full-time students.
- Hospital response to shortages

Surgical Technologists



- ◆ Allied health professionals in role previously held by “scrub nurses” in OR
- ◆ 1 year full time certificate program
- ◆ Starting salary of \$36,000+

Histotechnologists and Histotechnicians



- ◆ Cut thin sections of body tissue and prepare them for microscopic examination by pathologist
- ◆ Certificate or Associate Degree program
- ◆ Starting salary is \$42,000

Medical Technologists and Medical Technicians



- Perform tests on samples of body fluids and tissues and analyze results
- Starting salary for Med Techs is \$42,000
- Starting salary for Med Lab Techs is \$31,000+
- Associate or Bachelor's Degree

Proprietary Schools

- Current offerings:
(more job candidates than jobs available)
 - Medical Assistants
 - Medical Coders
 - Nursing Assistants
- Strengths of proprietary schools:
 - Marketing
 - Diversity
 - Adult-learner friendly
 - Efficient

How to Leverage Strengths

- Can proprietary schools train toward needed allied health occupations?
 - Histotechnicians
- Can proprietary schools build programs that articulate to other programs?
 - Medical Assistant to RN
 - Lab Assistant to Med Lab Tech
 - Medical Assistant to Surg Tech
- Science transferability

A Career Center Perspective

Funding for post secondary, short term occupational training from:

- Workforce Investment Act Title I
 - Laid off Workers
 - Low income adults
 - Youth
- National Emergency Grants/ Trade Adjustment Act
- Mass DTA (Welfare)
- Customers are a mix of skill “upgraders” and new career seekers
- Transfer of learning is important

A Career Center Perspective

Customers who can pursue training would like credits and degrees, but real and perceived barriers remain including:

- Urgency of unemployment situation, or loss of welfare benefits force shorter term options
- Perception of “not being college material” and common difficulty or distaste for academic subjects
- Achievement of degree takes too long
- Short term certificates not transferable, so degree even more remote
- Affordability and time

A Career Center Perspective

An analysis of FY 2006 use of Individual Training Accounts (ITA's) in Southern Worcester County shows:

- Approximately 300 people served by WIA Title I and Welfare
- Programs cost from \$950 to over \$12,000
- ITA's of up to \$5,000 from the center balance paid through personal funds, loans, or grants
- A mix of privates, non-profits and public providers
- Programs lasting one to nine months

A Career Center Perspective

The breakdown of usage by training programs:

Healthcare Related Occupations 40%

- Certified Nurse Aide/HHA, Medical Office, Medical Assistant, Medical Coding most popular
- Smaller numbers in Massage, LPN, Phlebotomy/EKG, and RN

Computer Office Skills 27%

- Office Computer Applications, Administrative Assistant, Computerized Accounting

A Career Center Perspective

The breakdown of usage by training programs:

Commercial Driving

12%

- Class I and Class II

Advanced Technology Skills

10%

- Microsoft Certifications, Sigma, Web Design, PC Networking, Java Development, etc.

The remaining trainees

11%

- Pursued training in Paralegal, Fireman, Plumbing, Early Childhood, Auto Tech, Human Services, HVAC, and others

A Career Center Perspective

More than 95% of these programs are not credit granting and articulation with higher education almost non-existent

Worth noting:

- Statistics on employment outcomes from schools are self-reported
- Information on alternative credit attainment not easily accessible
- Alternative credit granting not encouraged by many higher education institutions

Florida Model

- ◆ Articulation
- ◆ Workforce Education
- ◆ Tracking and Advising



Florida – Articulation

- **STATEWIDE COURSE NUMBERING SYSTEM**

Public and eligible private institutions—both regionally and nationally accredited. (<http://scns.fldoe.org>)

Section 1007.24(7), Florida Statutes

Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees representing school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution.

Florida – Articulation

- STATEWIDE COURSE NUMBERING SYSTEM
Certificate course numbers by Occupational Completion Point
- PSAV TO AAS/AS ARTICULATION AGREEMENTS
50 certificate programs to 20 AAS/AS programs
- AS-BS ARTICULATION AGREEMENTS
12 agreements guarantee credit for AS degree
- CREDIT BY EXAMINATION
Guaranteed award of course credit for AP, IB, AICE, CLEP, DAN TES, Excelsior

Florida – Workforce Education

1,054,878 Florida students enrolled in certificate or degree career and technical education in 2005-2006.

Innovation

- Career Academies—small learning communities partnered with local industry and postsecondary institutions.
- Major Areas of Interest—four (4) credits selected by student in area of interest. 275 MAIs include workforce component.
- Dual Enrollment—certificate and college credit.
- Community College Baccalaureate Programs (BS and BAS)
- “Ready to Work” credential program—provides job-seekers with a credential that demonstrates ability to enter workforce and provides accountability and assurance to industry.
- Industry Certification—incorporate industry certification into curriculum frameworks and align with high school MAIs and end of course assessments.

Florida – Tracking and Advising

Florida Education and Training Placement Information Program (FETPIP)

Combines individually identifiable data from several different administrative data bases to develop aggregate statistics that describe the experiences of student groups after graduation or exiting an education or training program. The aggregates are used to produce outcome performance measures that are intended to assist in evaluating the success of educational programs.

Florida – FACTS.org

Florida Academic Counseling and Tracking for Students

Florida's official online student advising system. High school and college students, parents, and counselors use FACTS.org to help plan and track educational progress.

- ◆ The main features are career planning, high school planning, college/career-tech planning, financial aid, admissions, transfer services, college advising tools, and college transcripts and grades.
- ◆ Career guidance programs help students assess their interests and skills and find a career that fits. Includes national and state-specific occupational information for salaries, industry trends, and employment.
- ◆ High School Academic Evaluations evaluate a student's actual transcript information and compare it to graduation, Bright Futures scholarships, and state university admissions requirements.
- ◆ Provides information for over 200 Florida institutions, both public and private universities, community colleges, career-technical centers, and specialty schools.

A Vision for the Future

Key elements to consider:

- Skill attainment among our workforce is a legitimate crisis
- We all must act accordingly when we consider the necessity of change
- We should take good ideas from other states
- We must push for transferability, articulation agreements, a broader recognition of learning for credit and more flexible, less costly skill programs
- Is your turf your rules of business, someone else's barrier?
- If we don't think beyond our own immediate interests and comfort, our economic health will continue its decline

Career Paths Exist in Health Care Professions

Phlebotomist or EKG Technician



Medical Assistant



Medical Laboratory Technician



Medical Technologist



Surgical Technician



RN