

# ITS PCB Community College Workshop

## Session 3: Wednesday July 8, 2020 1:00 p.m. - 2:30 p.m. ET

Andrew Berthaume introduced the third session of the series and a summary of findings from Sessions 1 and 2, highlighting similarities and overlaps between transportation workforce needs (knowledge, skills, and abilities ((KSAs)) and KSAs taught at community colleges.

The attendees then heard from a panel of speakers representing four community college and employer partnerships who shared their experiences and lessons learned from their partnerships.

1. Susan Baillargeon (Front Range Community College)
  - Partnership: Front Range Community College, Colorado DOT, Colorado Local Technical Assistance Program (LTAP)
  - Front Range Community College established a Highway Maintenance Management associate's degree to meet the needs of the Colorado DOT. Colorado DOT noticed that a lot of its staff was nearing retirement and there were not enough staff to take their place.
  - The college wanted to make the program inexpensive and have minimal requirements. Front Range provided degree credits for industry training that professionals had already taken.
  - Lessons learned:
    - Take student feedback to improve the program. They will keep the program relevant.
    - Provide credits for training mid-career students are already required to take as professionals.
    - Stay up-to-date on the needs of the industry.
2. Angela Parsley and Cheryl Collins (Virginia DOT (VDOT))
  - Partnership: Virginia DOT, Tidewater Community College; Virginia DOT, Reynolds Community College, John Tyler Community College, and Germanna Community College
  - There was a need for land surveyors, land surveyor training, and materials certification training in VA.
  - VDOT worked with Tidewater Community College to develop a two-year land surveyor apprenticeship program. VDOT provided in-person training and Tidewater Community College provided online instruction. Both VDOT and Tidewater Community College had program managers for the partnership.
  - VDOT partnered with Reynolds, John Tyler, and Germanna Community College to offer a Materials Certification course.
    - VDOT created a Construction Inspector apprenticeship program to help fill its need.
    - The VA Asphalt Association initiated the partnership between VDOT and the community colleges by noting that since most of the course students were not from industry, offering the course at community colleges would be more convenient. VDOT agreed and provided all the course materials to the community colleges.
  - Lessons learned:
    - Community Colleges provide a pipeline of future employees.
    - Employers can offer to pay tuition costs for students.
    - Adapt the college's existing requirements as needed. Tidewater and VDOT created an additional pre-program math assessment to ensure students were prepared for the program.
    - Employers can contribute to funding instructors to help ensure qualified people teach courses.
    - Recording DVDs is an alternative to live streaming online classes.
    - Obtaining feedback early saves time and effort in the end.
3. Michele Ureste (Workforce Intelligence Network (WIN))
  - Partnership: six workforce development boards and nine community colleges in 16 counties in southeast Michigan
  - WIN works on grant-funded initiatives to develop data-driven responses to workforce demands.
  - WIN partnered with the Center for Automotive Research to conduct research and develop a workforce strategy to adapt to new technology related to cars, funded by the Michigan DOT.
    - The research led to the development of an online database of skills lists for high-demand occupations, called RapidSkillsGenerator.org. The website will launch later this month, will be regularly updated, and will be promoted heavily to industry.
4. Alan Lecz and Cyndi Millns (Washtenaw Community College)
  - Partnership: many employers, professional associations, and universities

# ITS PCB Community College Workshop

- The Advanced Transportation Center (ATC) at Washtenaw Community College conducts research to help understand the skill sets required for the emerging technology workforce. The ATC partners with many representatives from industry, academia, and professional associations around transportation technology and transportation systems.
- The State of Michigan sets the vision for the partnerships that Washtenaw and the ATC pursue.
- The instructors, deans, workforce development professionals, career services professionals, and the ATC Director lead the partnerships from Washtenaw's perspective.
- From the employer point of view, designated representatives and outreach personnel lead the partnerships.
- Lessons learned:
  - Be able to bridge personnel changes.
  - Conduct continuous outreach so that others know the school's status is on its initiatives.
  - Have a shared mission with other partners.
  - Be responsive and show contributions to the partnership.