



CITY OF LONG BEACH

DEPARTMENT OF ECONOMIC DEVELOPMENT

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March 19, 2019

HONORABLE MAYOR AND CITY COUNCIL
City of Long Beach
California

RECOMMENDATION:

Authorize the City Manager, or designee, to enter into an agreement with the California State University, Long Beach Foundation, to provide continuing education workforce development classes in Downtown Long Beach, in an amount not to exceed \$1,000,000, for a period of ten years. (District 1)

DISCUSSION

A key objective of the City's Blueprint for Economic Development is to ensure the preparedness of the workforce and the competitiveness of business through the alignment of economic development training, education, and community partner efforts. Activities associated with this objective provide economic growth opportunities for both workers and the businesses that rely on an educated, skilled workforce. The purpose of this recommendation and proposed grant funding is to engage with California State University, Long Beach (CSULB), College of Professional and International Education (CPIE), to deliver a robust offering of classes closer to the City's professional employment centers in Long Beach's westside and downtown business district. The downtown location of CSULB classrooms, adjacent to the Metro Blue Line, will also provide a more convenient CSULB access to central and north Long Beach residents.

The proposed ten-year agreement of \$1,000,000 to the CSULB Foundation (Foundation) will provide CSULB with a portion of the resources necessary to establish 16 classrooms with an estimated 25 seats each (400 total seats), to deliver CPIE continuing education programs to advance the careers of current professionals, and to provide additional space for classes provided at its main campus. See Attachment A for a detailed list of proposed classes and certificate programs planned for the downtown CSULB center. At its February 19, 2019 meeting, the City Council approved the FY 19 First Budget Adjustments, which included the one-time appropriation increase in the amount of \$1,000,000 for the grant from the City to the Foundation, contingent upon the confirmation of sufficient proceeds from the sale of the Broadway Block Site B.

Implementation of the grant will be led by Pacific Gateway, the City's federally-funded Workforce Development Bureau in the Economic Development Department. Pacific Gateway

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has identified CPIE as an innovative community partner and a bridge from the CSULB campus to the business community, offering access and opportunity to residents with continuing education needs, those who are creating new careers, and those who have never had the opportunity to enroll in a university. Today, CPIE is one of eight academic colleges of CSULB. Collaborating with other colleges and academic departments, it offers graduate and undergraduate degree programs, certificate programs, and hundreds of courses to its students. CPIE plays a vital role in helping spur economic development in the region by connecting and collaborating with business and industry, non-profit organizations, public schools, and various government agencies. CPIE also collaborates with federal workforce development agencies like Pacific Gateway to provide professional education and training for employers in Long Beach that rely on skilled workforce for growth.

Since its establishment as an extension unit in 1971, the primary function of CPIE has been to serve adult learners. CPIE remains true to this core mission today and has become a vital part of both CSULB and City's workforce development strategies. CPIE also plays an important role of continuing education to provide a bridge from the campus to the community, offering access and opportunity to those with continuing education needs, those who are creating new careers, those who have never had the opportunity to enroll in a university, and everyone in between. CPIE's commitment and resources expand and extend CSULB's high-quality educational programs beyond the walls of the university, fulfilling educational and training needs in a variety of program formats and settings. By leveraging the contributions and capabilities of extended education to address the challenges facing the state, nation, and international community, CPIE provides opportunities for lifelong learning and growth through innovative course offerings and certificates.

This matter was reviewed by Deputy City Attorney Amy R. Webber on February 25, 2019 and by Budget Management Officer Rhutu Amin Gharib on March 5, 2019.

TIMING CONSIDERATIONS

City Council action is requested on March 19, 2019, to ensure the CSULB Foundation may finalize the lease agreement by June 1, 2019.

FISCAL IMPACT

The total cost of the ten-year grant to the Foundation will not exceed \$1,000,000. CSULB will be responsible for implementing the program and staffing. They will also secure and maintain the downtown classrooms through their own funding sources. At its February 19, 2019 meeting, the City Council approved the one-time appropriation increase in an amount of \$1,000,000 for the agreement from the City to the Foundation, contingent upon the confirmation of sufficient proceeds from the sale of the Broadway Block Site B. The Broadway Block Site B site was originally thought to be wholly-owned by the Successor Agency and proceeds were planned to be allocated consistent with City Council policy direction, 75 percent for the City's for non-recurring economic programs in the former Downtown Project Area, and 25 percent for non-recurring economic programs with a Citywide impact. It has since been determined that 52 percent of the Broadway Block Site B was owned by the City, and not the Successor Agency.

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This change in ownership is anticipated to result in additional funds being remitted to the General Fund. A portion of the proceeds of the sale of the Broadway Block Site B have already been approved for the purchase of the Atlantic Farms site. Should the General Fund portion of the proceeds from the sale of Broadway Block Site B become unavailable or be insufficient to cover both commitments, proceeds from the Successor Agency portion of this sale will be used to fund this action. If for any reason neither of these sources are available, the General Fund operating reserve will need to be drawn upon to fund the agreement. The agreement with the Foundation is not expected to require additional staff hours beyond the normal budgeted scope of duties and is consistent with existing Council priorities. There is no job impact associated with this recommendation.

SUGGESTED ACTION:

Approve recommendation.

Respectfully submitted,



JOHN KEISLER
DIRECTOR OF ECONOMIC DEVELOPMENT

Attachment A: Professional Programs List

APPROVED:



PATRICK H. WEST
CITY MANAGER

Attachment A

California State University, Long Beach College of Professional and International Education

Introduction

Since its establishment as an extension unit in 1971, the College of Professional and International Education (CPIE), primary function has been to serve adult learners. CPIE remains true to this core mission today. The College's role in the context of the larger university has evolved over the years, and has become a vital part of California State University, Long Beach (CSULB). CPIE also plays a key role in fulfilling larger institutional goals in the area of outreach engagement.

Today, CPIE is one of the eight academic colleges of CSULB. Collaborating with other colleges and academic departments, it offers graduate and undergraduate degree programs, certificate programs, and hundreds of courses to its students.

One of the roles of continuing education is to provide a bridge from the campus to the community, offering access and opportunity to those with continuing education needs, those who are creating new careers, those who have never had the opportunity to enroll in a university, and everyone in between.

CPIE's commitment and resources expand and extend CSULB's high-quality educational programs beyond the walls of the university, fulfilling educational and training needs in a variety of program formats and settings. By leveraging the contributions and capabilities of extended education to address the challenges facing the state, nation, and international community, CPIE provides opportunities for lifelong learning and growth through innovative course offerings and certificates.

CPIE plays a vital role in helping spur economic development in the region by connecting and collaborating with business and industry, non-profit organizations, public schools and various government agencies. CPIE also collaborates with workforce development agencies to provide professional education and training for California's workforce. CPIE also reaches beyond our state borders through online programs. Increasingly, CPIE is extending to all corners of the world through its international programs and services.

CPIE's Mission and Vision

Mission Statement: As a leader in international and continuing higher education, the College of Professional and International Education provides individuals and organizations with opportunities to reach their highest potential.

Vision Statement: We will be the premier choice for international and continuing higher education both locally and globally.

Attachment A

Who do we serve?

CPIE provides training, education, and services to those in our service area, and those who register for online classes—across the state or around the globe.

Workforce development is a human resources strategy that enhances a region's economic stability and prosperity by focusing on individuals. The majority of CPIE programs qualify for the Workforce Innovation and Opportunities Act (WIOA) at local offices and centers. CPIE's Professional Programs department is dedicated to provide workers with new job skills, especially those who have been laid off or are otherwise unemployed.

Why do we serve?

As is reflected in CPIE's Guiding Principles, we strive to be innovative, collaborative, strategic, and forward thinking.

Guiding Principles

1. Access and Opportunity: We develop programs and provide services that are open to all who are seeking personal and professional growth.
2. Innovation: We strive to be innovators in program development, service delivery, and use of technology.
3. Excellence: We endeavor to deliver quality and excellence in all we do.
4. Integrity: We act ethically and honestly toward our students, colleagues, and community.
5. Customer Service: We recognize the importance of satisfying our clients and strive to offer outstanding services to all of our customers.
6. Collaboration: We work with others in a spirit of cooperation and respect.
7. Diversity: We respect, recognize, and appreciate our similarities and differences.

How do we do this? (Management and Operations)

By updating our Strategic Plan every five years, and reviewing it on a yearly basis, CPIE establishes college-wide goals linked to specific staff for oversight and implementation. Current goals in support of this plan are:

Goal 1: Develop academic and professional programs and services that are responsive to the needs of the students, the workforce and a changing world.

Goal 2: Develop a college-wide outreach and engagement plan that will create awareness and foster a positive image of CPIE.

Goal 3: Establish an active alumni base for CPIE.

Goal 4: Establish a development plan for the college.

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Goal 5: Take a leadership role in developing fully online programs and courses for the campus.

Goal 6: Create a CPIE program review and assessment process for all programs.

Goal 7: Enhance Student Services.

Goal 8: Enhance real-time collection, access, reporting, and analysis of key business information and metrics for improved decision-making.

Goal 9: Create a culture of continuous learning and make CPIE a learning organization.

Goal 10: Improve and enhance CPIE 's internal communication and relationships.

Goal 11: Enhance and expand the college's facilities.

Goal 12: Simplify and standardize business processes.

What is CPIE Professional Programs?

Professional Programs, part of the Academic and Professional Programs department within the College, offer courses and programs in a variety of subjects, developed with our local community and businesses in mind. In addition, we look at state and nationwide trends to best serve online students.

Professional Programs Planned for the Downtown Long Beach Space:

Human Resources Management Certificate Program

The success of the Human Resources Management Certificate Program over the past 35 years is proof of its relevance and value to the business community and individuals who are seeking professional development; as well as to local, state, and federal workforce development funding agencies.

Early iterations of the program were offered in different formats, including accelerated one-week sections and sections offered weekly during the workday. As the university and the college grew, classroom space became less available, until those formats had to be abandoned.

With the advent of city-centered university space, these formats can be re-introduced to serve those constituencies we are currently unable to serve on campus.

Relevance of course/program:

Proven curriculum and skilled instructors provide information on the eight primary functions of human resources, introduction to HR strategy, and ROI from the viewpoint of leadership outside

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HR. This provides insights for students in which to assess issues within their own organization. The Symposium, an exercise with C-suite executives outside the HR field, provides real-world feedback on the integration of HR and the companies they serve. A demonstration of knowledge in Human Resources functions at the technical and operational levels, resulting in an improved ability to integrate Human Resources practices within organizational goals

Market:

This program is geared towards businesses in the immediate surrounding area and their staff; recent graduates of four-year institutions; those seeking entry-level Human Resources positions; professionals with business skills wishing to change careers; Human Resources professionals currently working in the field who wish to increase their knowledge of real-world solutions.

Emergency Medical Technician (EMT)

The success of the EMT program at CPIE has provided hundreds of individuals with a path to a satisfying career in the ever-growing healthcare industry. Numerous sections are held each semester, but CPIE's capacity to fulfill the needs of the community have been impacted by the lack of classroom space available during desired timeframes, as well as the lack of secure storage for the course materials and supplies necessary to learn on the job. Discussion is underway with the EMT L.A. County, with plans to offer Scope of Practice and Refresher courses.

Dedicated classroom space enhances and expands the program in two ways: additional sections can be offered at various time during the day and in an accelerated format; and central and secure storage can be provided for restricted medical materials and other supplies required for this course.

Relevance of course/program:

Those who successfully complete the program are required to earn an 80% average in the class; a score of at least 80% on the final examination; and successful demonstration of the skills portion of the curriculum. There are attendance requirements for the lecture sections of the program and a minimum of 12 hours of hospital clinical experience and 12 hours of ambulance ride-along experience, resulting in at least 10 documented patient contacts.

Students who receive a CSULB EMT Course Completion Record are eligible to take the National Registry of Emergency Medical Technicians (NREMT) exam. Once students successfully pass the NREMT exam, they become eligible for California State Emergency Medical Services EMT certification.

Market:

This program is geared towards individuals who want to become Emergency Medical Technicians or paramedics; those who are considering careers in law enforcement or public health; those considering careers as lab technicians, dental assistants, medical assistants, and surgical technologists; Emergency Medical Services and military personnel; and other public health practitioners.

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Meeting and Event Planning Certificate Program

The Meeting and Event Planning Certificate Program is another staple of programs offered through CPIE. Successfully presented each semester for over two decades, the program is reviewed, updated, and enhanced each year. However, due to the lack of available classroom space during the weekday, the 60-hour/10-week program has been offered only on Saturdays—the busiest day of the week for potential students, instructors, and guest speakers in the meeting and event planning industry. Available space throughout the week will allow flexible formatting of the course; options for multiple days per week; a mix of evening and weekends; or intensive sections over a weekend. This will result in an even greater competitive edge over the other CSU campuses that offer similar programs.

Relevance of course/program:

Meetings and Events represent a \$280 billion dollar industry. The industry directly employs 1.7 million people, which is more than many domestic industries, including 1.3 million in broadcasting and telecommunications, 1.5 million in truck and rail transportation, and 1.4 million in computer systems design and related services, according to data from “The Economic Significance of Meetings to the U.S. Economy” by PricewaterhouseCoopers LLP.

The program’s relevance is evidenced in the number of participants completing the program each year who are the recipients of WIOA funds, EDD grants, and DOR awards.

Market:

This program is geared towards individuals employed in companies and organizations who have responsibilities for meeting planning and organizing, from shareholder meetings to destination events; those in the hospitality and tourism field looking for additional knowledge and skills; meeting planning professionals who want to update their skills and complete continuing education requirements; and individuals making a career change who are considering becoming a meeting and event planner.

Project Management Certificate program

One of the most sought-after areas of training across the region is Project Management. Two traditional courses in this subject had been offered by CPIE over the last several years, but the lack of available space resulted in little opportunity to develop new courses that utilized flexible formats and long-term, hands-on projects. The ability to add delivery options will be immediately available with the advent of additional weekday and evening space, providing greater depth of training and development.

Relevance of course/program:

Project Management is a skill set allied with nearly every industry. Project Managers traditionally work for medium to large companies on large-scale projects, as well as small business owners whose workforce needs systematic methodology for managing and measuring products or services. Because of the need for skilled Project Managers, third-party funders such as the Employment

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Development Department, the Department of Rehabilitation, and the Workforce Innovation and Opportunities Act offices seek these courses for their clients.

Market:

This course is geared towards individuals who routinely manage projects, but whose job title is not Project Manager, and are seeking best practices and strategies; individuals seeking career options in new industries; entry-level project managers needing immediately implementable skills to maintain their efficacy in their current role; those seeking foundational information on the key elements of project management, on which they can build capabilities; and project leads, coordinators, administrators, stakeholders, contributors, suppliers, and support staff.

Programs in Development Planned for the Downtown Long Beach Space:

The following programs are currently being developed with an anticipated start date of Fall 2020.

Cybercrime Certificate Program

A career in cybercrime response and investigation requires training and education in the application of specific techniques and strategies. Although there is no formal degree requirement for cybercrime specialists among most employers, educational courses—including certificate programs—can increase the chances for employment.

The courses in the Cybercrime Certificate program include weekly quizzes, lab assignments for physically dismantling and collecting data from various platforms and devices, and a comprehensive cybercrime assignment requiring application of the knowledge and skills learned throughout the program.

Dedicated space for the program will allow for flexibility in scheduling courses and lab space for students, resulting in more sections of each course offered in non-traditional time frames.

Relevance of course/program:

The Bureau of Labor Statistics predicts job growth of 18%, from 2014 to 2024, for Cybercrime Specialists, as public and private entities work to stay ahead of cybercrime. Median salaries are \$67,833 for computer security specialists (2016), \$77,210 for detectives and criminal investigators (2015), and \$45,610 for private detectives and investigators (2015).

Participants will be educated in government and law enforcement, as well as corporate viewpoints and restrictions. Also included is exam preparation for the Certified Information System Security Professional (CISSP) and Certified Information Security Manager (CISM) certifications.

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Market:

This course is geared towards IT, criminal justice, and government professionals; legal professionals; law enforcement professionals; active military personnel; medically retired law enforcement (Blue Wounded Warriors); medically retired veterans (Wounded Warriors); and Criminal Justice and Computer Science students.

Certificates and courses in Cybersecurity

There is tremendous potential for programs in the area of Cybersecurity, based on the Department of Labor statistics information on industry growth. Median pay for Information Security Analysts in \$2017 was \$95,510 per year, with a typical entry-level education requirement of a Bachelor's degree. There were 100,000 jobs in the field 2016. The projection of growth through 2026 is 28% (much faster than average.)

CPIE is exploring a partnership with HackerUSA to develop courses, serving participants from novice level to seasoned professionals who are looking to advance their high-tech careers, with classes taught by leading cybersecurity and IT professionals with proven track records in their respective fields.

Professional Penetration Tester Program

Penetration Testers and Ethical Hackers are hired to stay one-step ahead of cyber criminals by thinking just like them. Students learn to think like criminal hackers and use “black hat” methods to “white hack” systems, as well as evaluate attack scenarios and identify vulnerabilities in an organization’s cyber infrastructure. The program’s immersive simulation training teaches students to construct defenses against any susceptibilities.

Cybersecurity Risk Management & Assessment Program

Cyber Risk Managers stand between organizations and criminal hackers on a daily basis, monitoring the security of sensitive data and ensuring compliance with the highest cybersecurity measures. Cyber Risk Managers analyze cyber operations and prepare intelligence briefings for senior executives regarding their organization’s readiness for cyber-attacks, and overall susceptibility to cyber threats. The downtown center provides the perfect opportunity to offer timely, convenient classes near small-to-medium businesses and corporate headquarters.

IT Expert Specializing in Python & Basic Cybersecurity

This program includes installing, configuring, and administering Windows Server 2012; Linux, Tools and Introduction to CI, configuring Advanced Windows Server 2012 Services; Python programming for security; and training to pass the industry’s most essential certification exams for Microsoft, Linux, and Cisco.

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Academic Programs in Development and Planned for the Downtown Long Beach Space:

Efforts are currently underway to develop the programs below. Discussions are being scheduled with various college partners to get these programs on board, and work them through the appropriate approval processes. We anticipate a start date of Fall, 2020.

Health Science Degree Completion Program

Health science refers to a group of disciplines related to the delivery of healthcare through the application of science, engineering, mathematics, and technology. It is the field in which knowledge is taken from pure science and other related sources, and applied to practical and clinical practices to maintain and improve the health of living beings. The interdisciplinary health science degree completion program will be designed for those who wish to gain a background in the application of the principles and methods of preventive healthcare, as well as preparation for entry into specialized health science training programs in a variety of health profession concentrations.

It will include instruction in the basic sciences, research and clinical procedures, aspects of the subject matter related to various health occupations, human development, health issues across the life span, population-specific health issues, principles and methods of public health education, administration of health education campaigns and programs, evaluation methods, public communications, and applications to specific public health issues.

What educational needs will this program address?

This new option in health science would help meet the needs of many of our current students, and potentially new students, in the following ways:

- Many of the students currently in the Community Health Science option have the goal of moving into a healthcare profession by attending graduate school. A background in community health would be beneficial to healthcare providers, as changes in healthcare models increase the focus on prevention of disease and management of chronic conditions.
- This option will allow students to complete the prerequisites for graduate programs within the major, so they can graduate on time and in 120 units.
- This option would be in line with transfer students holding an AA in Health Science.

A recent survey of Health Science, Option in Community Health students, indicated that most had a near-term goal of working in healthcare delivery services, and a long-term goal of applying to a graduate program in physical therapy, nursing, physician assistant, or a related field.

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Market:

The website www.publichealthonlin.org (visited April 5, 2018) notes that there are very few economic sectors that are thriving at the moment, and the job market is challenging at best; however, the one exception is the health sciences field. Due to the aging population and major changes in the healthcare market, careers in health sciences are expected to see substantial growth over the next decade and into the future. According to the U.S. Department of Labor's Bureau of Labor Statistics, a job growth rate of 11 percent is expected through 2022 for all occupations combined. Job growth for most health science occupations, however, are expected to double, triple or even quadruple that rate over the same period.

Psychology Degree Completion Program

The suggestion is to replicate California State University, Los Angeles' (CSULA) Bachelor of Arts Program in Psychology, currently being offered at CSULA's downtown Los Angeles location.

The Bachelor of Arts Program in Psychology would provide transfer students with at least 60 transferable units in the communication and interpersonal skills needed to enter a variety of professions. These include distinct fields that range from human services and education to business operations and rehabilitation services. Students will be prepared to implement valuable problem-solving techniques and to collect, organize, analyze, and interpret data to gain a better understanding of human behavior.

This program would be designed for individuals seeking career opportunities in the following professions, or those who may already be working in the following capacities:

- Human Resources
- Social Work
- Probation and Corrections
- Professional at-home aid worker
- Caregiver for the elderly and children
- Recreational Therapy

What educational needs will this program address?

Psychology is a versatile degree. A bachelor's degree in psychology can be applied to several other career paths other than psychology. In fact, it is estimated that 40% of psychology majors go on to study at law school or business school. However, a bachelor's degree in psychology can certainly carry value of its own.

Psychology can be applied to a large number of disciplines, and students with bachelor's degrees in psychology go on to work in a variety of professions. The most common occupations that employ individuals with these particular degrees include upper- and middle-management/administration, sales, social work, labor relations, real estate, insurance, and marketing.

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The majority of students with a bachelor's degree in psychology go on to work in human or social services. Some typical jobs in this field of work are career counselor, psychiatric technician, rehabilitation specialist, and case manager. These jobs all require skills which a bachelor's degree in psychology provides, such as the ability to evaluate the needs of a client, to keep accurate and organized records, to express empathy and compassion, and to work towards the best interests of your client.

Market:

The U.S. Department of Labor estimates that job prospects for psychologists will grow at an average rate over the next ten years, driven largely by the need for psychological services in mental health centers, hospitals, schools, social service agencies, and private businesses (according to www.careerprofiles.info, visited April 5, 2018). A recent psychology graduate stated, "I learned how to comprehend methods of studies. I learned how to find a question I wanted answered, build a hypothesis about the subject, develop and design a study, gather information, and create statistical analysis on the study, and interpret that knowledge. I learned how to use software programs that help to interpret results (e.g. SPSS, Excel). The program includes writing, reading, and more writing and reading. Subjects can range from studying the criminal system and its effect on prisoners or family members, to studying a specific group that is affected with a particular illness, to employment dynamics, to gender perception."

Social Work Degree Completion Program

Social work is a broadly defined profession encompassing many different kinds of professionals who all serve people in need. The International Federation of Social Workers (website <http://ifsw.org/policies/definition-of-social-work/> , visited April 6, 2018) calls social work "an interrelated system of values, theory and practice." Social workers are unique in the way that they look at many different aspects of a problem, from the individual to the societal, from the psychological to the political. Common ways of serving clients include providing counseling, therapy and education, as well as connecting clients to appropriate public or private resources.

There are many different types of social workers. Here are three examples of the type of work that they do:

- Child, Family and School Social Workers help children, families and the elderly work toward resolving their problems. They help place children in foster care and assist parents looking to adopt. They connect struggling parents with resources to help better care for and raise their children. They work with students and teachers to address bullying, learning disabilities, and other problems. According to the Bureau of Labor Statistics, child, family and school social workers are the most common kind of social worker.
- Medical and Public Health Social Workers help the seriously ill and those with chronic health problems to find adequate care, access public resources like Medicare and Medicaid, and find services like nutrition classes and nursing care. They often play a key role in helping clients to navigate and coordinate the numerous healthcare and public service systems that provide care together. Medical and public health social workers also offer counseling to clients and their families about coping with the effects of illness.

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- Mental Health and Substance Abuse Social Workers help people with a wide variety of mental health and substance abuse problems. Therapy is one common way for social workers to help clients address those problems. Helping people to find financially accessible rehabilitative programs or long-term mental health care is another way. Mental health and substance abuse social workers may also participate in outreach and preventative programs, which seek to locate people in need and address problems before they become dire, respectively (website <https://socialworklicensemap.com/become-a-social-worker/what-is-social-work/> , visited April 6, 2018).

Most states require professional social workers to obtain a bachelor's or master's degree in social work in order to obtain licenses as a social worker.

The best-paid 10 percent in the social work field earned \$75,140, while the lowest-paid made \$27,800 (website www.money.usnews.com/careers/best-jobs/child-and-family-social-worker/salary, April 6, 2018).

What educational needs will this program address?

A recent Burning Glass analysis indicates that the skills in greatest demand for social workers include case analysis, knowledge of social services, treatment planning, crisis intervention, planning, collaboration, screening, knowledge of rehabilitation, and psychology.

Preliminary consideration indicates that existing courses teaching these skills include at least the following:

SW 220	INTRODUCTION TO SOCIAL WELFARE (3)
SW 221	INTRODUCTION TO SOCIAL WELFARE PRACTICUM (3)
SW 330	HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT (3)
SW 351	SOCIAL POLICY: FORMULATION AND ANALYSIS (3)
SW 331	HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT: YOUNG ADULTHOOD THROUGH OLD AGE (3)
SW 340	GENERALIST SOCIAL WORK PRACTICE (3)
SW 341	SOCIAL WORK PRACTICUM (3)
SW 350	LAW, COURSE DECISIONS, AND POLICY PRACTICE (3)
SW 440	GENERALIST SW PRACTICE WITH GROUPS (3)
SW 442	GENERALIST SOCIAL WORK PRACTICE WITH INDIVIDUALS/FAMILIES (3)
SW 495A	FIELD EXPERIENCE IN SOCIAL WORK I (3)
SW 441	GENERALIST SW PRACTICE WITH COMMUNITIES AND INSTITUTIONS (3)
SW 465	RESEARCH METHODS IN SOCIAL WORK (3)
SW 495B	FIELD EXPERIENCE IN SOCIAL WORK II (3)

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Market:

The overall employment of social workers is projected to grow 16 percent through 2026, much faster average for all occupations. Increased demand for healthcare and social services will drive demand for social workers, but growth will vary by specialization.

Employment of child, family, and school social workers is projected to grow 14 percent to 2026, faster than the average for all occupations. Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. In schools, more social workers will be needed as student enrollments rise. However, employment growth of child, family, and school social workers may be limited by federal, state, and local budget constraints.

Employment of healthcare social workers is projected to grow 20 percent to 2026, much faster than the average for all occupations. Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.

Employment of mental health and substance abuse social workers is projected to grow 19 percent to 2026, much faster than the average for all occupations. Employment will grow as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being sent to treatment programs, which are staffed by these social workers, rather than being sent to jail.

Overall, job prospects should be very good, particularly for clinical social workers. The continuing growth of healthcare spending and treatment increases the opportunities for clinical social workers as compared to social workers who do not offer treatment services (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social Workers, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited April 6, 2018).

Course	Hours	Type of Room	Technology	# of day Offerings	# of night Offerings	weekends Offerings	Total Offerings	# of Students per Offering	Total # of students
AutoCAD	42	Computer	Smart Room		1	1	2	20	40
CATIA v5	24	Lecture	Smart Room	1		2	3	5	15
ICD 9/10	24	Computer	Smart Room		1	1	2	10	20
Medical Billing	186	Computer	Smart Room			1	1	10	10
Coding Bootcamp		Computer	Smart Room		1	1	2	15	30
Cybercrime	96	Lab	Smart Room	1	1	1	3	6	18
DJ School	36	Computer	Smart Room	1	1	1	3	8	24
EKG Tech	50	Lecture	Smart Room		1	1	2	10	20
EMT	136	Lecture	Smart Room	1	1	1	3	20	60
Physical Therapy Aide	50	Lecture	Smart Room			1	1	10	10
Certified Security Agent	82	Lecture	Smart Room	1	1	1	3	10	30
Clinical Medical Assist	140	Lecture	Smart Room		1	1	2	10	20
Event Planning	60	Lecture	Smart Room	1		1	2	20	40
Human Resources	45	Lecture	Smart Room	1	1		2	35	70
HR NEXT	30	Lecture	Smart Room	2	2		4	20	80
Medical Admin Asst	50	Lecture	Smart Room	1	1	1	3	10	30
Pharmacy Tech	50	Lecture	Smart Room	2	1	2	5	10	50
Project Management Bootcamp	35	Lecture	Smart Room	3	1	0	4	10	40
Project Management Essentials	25	Lecture	Smart Room	3	1	0	4	10	40
Health Information Tech	140	Lec/Lab	Smart Room	2			2	10	20
TOTAL	1301			20	16	17	53	259	667