



# **NJ PATHWAYS**

## **TO CAREER OPPORTUNITIES**

**Aligning Education to Build an Innovative Workforce**

Welcome.

We ask that you please take this time to mute yourself, thank you.

In the chat, please provide your name, title and organization.



May

# Technology & Innovation Collaborative Meeting

Theme: Dual Enrollment

# NJ Pathways to Career Opportunities

## Technology & Innovation Sector

New Jersey's Community Colleges and the New Jersey Business and Industry Association have joined together to launch an unprecedented education and training pathways initiative.



VEDA SHAMSID-DEEN, ESQ.

Director, Technology & Innovation Strategy and Workforce Partnerships

& JOHN MILLER

Program Manager, Technology and Innovation/Manufacturing and Supply Chain Management Sectors Workforce Partnerships





# Give Us Your Feedback



FILL OUT THIS QUICK SURVEY  
BASED ON YOUR EXPERIENCE  
OF THIS MEETING



**NJ PATHWAYS**  
TO CAREER OPPORTUNITIES  
Aligning Education to Build an Innovative Workforce

Please use the hashtag:

# #NJPathways

To share your participation in the  
NJ Pathways to Career Opportunities  
Industry Collaborative Meetings



**NJ PATHWAYS  
TO CAREER OPPORTUNITIES**  
Aligning Education to Build an Innovative Workforce



New Jersey's  
Community Colleges



New Jersey Business  
& Industry Association



# TODAY'S AGENDA:

- **The Importance of Dual Enrollment and Best Practices**
  - Elisabeth Barnett, Sr. Research Associate (Community College Research Center at Columbia University)
- **Pathways to Career Opportunities**
  - *Collegiate High School & High School Option programs*
    - Dr. Elvy Vieira, Dean of Community, Continuing Education & Workforce Development (Essex County College)
    - Carmen Morales, Principal (Essex County Newark Tech High School)
    - Doussou Toure, 2021 Alumna (Essex County Newark Tech High School)
    - Katreena Deodatt, current senior (Essex County Newark Tech High School)
- **Pathways to Career Opportunities**
  - *CGI's Partnerships with P-Tech (Pathways in Technology Early College High School)*
    - Mike Reagan, Sr. Vice President Consulting Services (CGI)



**SPEAKER**

# Expert Speaker



**ELISABETH BARNETT**

Sr. Research Associate (Community  
College Research Center at Columbia  
University)

**The Importance of Dual Enrollment**





# Optimizing the Role of Dual Enrollment in CTE Pathways

**Elisabeth Barnett**

Senior Research Scholar, CCRC

NJ Pathways Workshop

May 2022



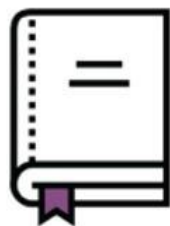
# About CCRC

CCRC has been a leader in the field of community college research and reform for over 20 years. Our work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.

Our areas of research include:

- College readiness and dual enrollment programs, and the transition from high school to college
- Developmental education and adult basic skills
- Non-academic support services, financial aid, and student engagement
- Online education and instructional technology
- Student persistence and completion, and transfer to four-year colleges
- Guided pathways, institutional reform, and performance funding
- Workforce education and training and the economic returns to higher education





*Graduating from high school is a beginning, not an ending. CCRC studies how to make the transition to postsecondary education a launching pad for success.*

## Fast Facts

01

Dual enrollment students [are more likely](#) to finish high school, persist in postsecondary education, and accumulate college credits than their non-dually-enrolled peers.

02

Dual enrollment participation is associated with better college outcomes for Black, Hispanic, and White students, but the vast majority of school districts have [racial/ethnic gaps](#) in dual enrollment participation.

03

Transition courses are offered in an increasing number of states across the nation. A [2017 CCRC scan](#) found students in 39 states had access to such courses, up from 29 states in 2012–13.

04

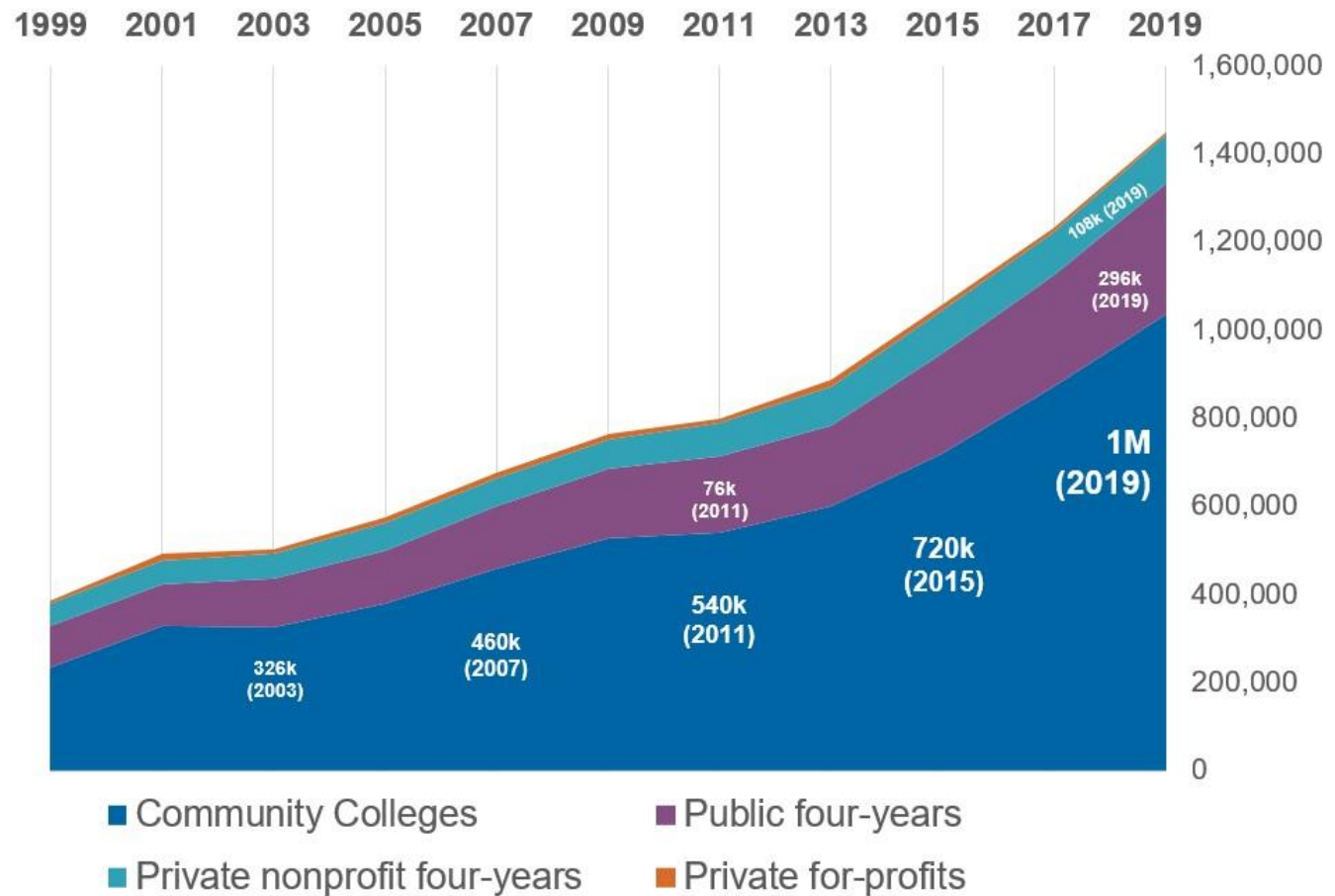
[Summer bridge programs](#) can contribute to student success during the first year of college.



# Growth of Dual Enrollment 1999-2019

IPEDES Fall Enrollments

*Fall Undergraduate Enrollments among  
Students Aged 17 or Younger*

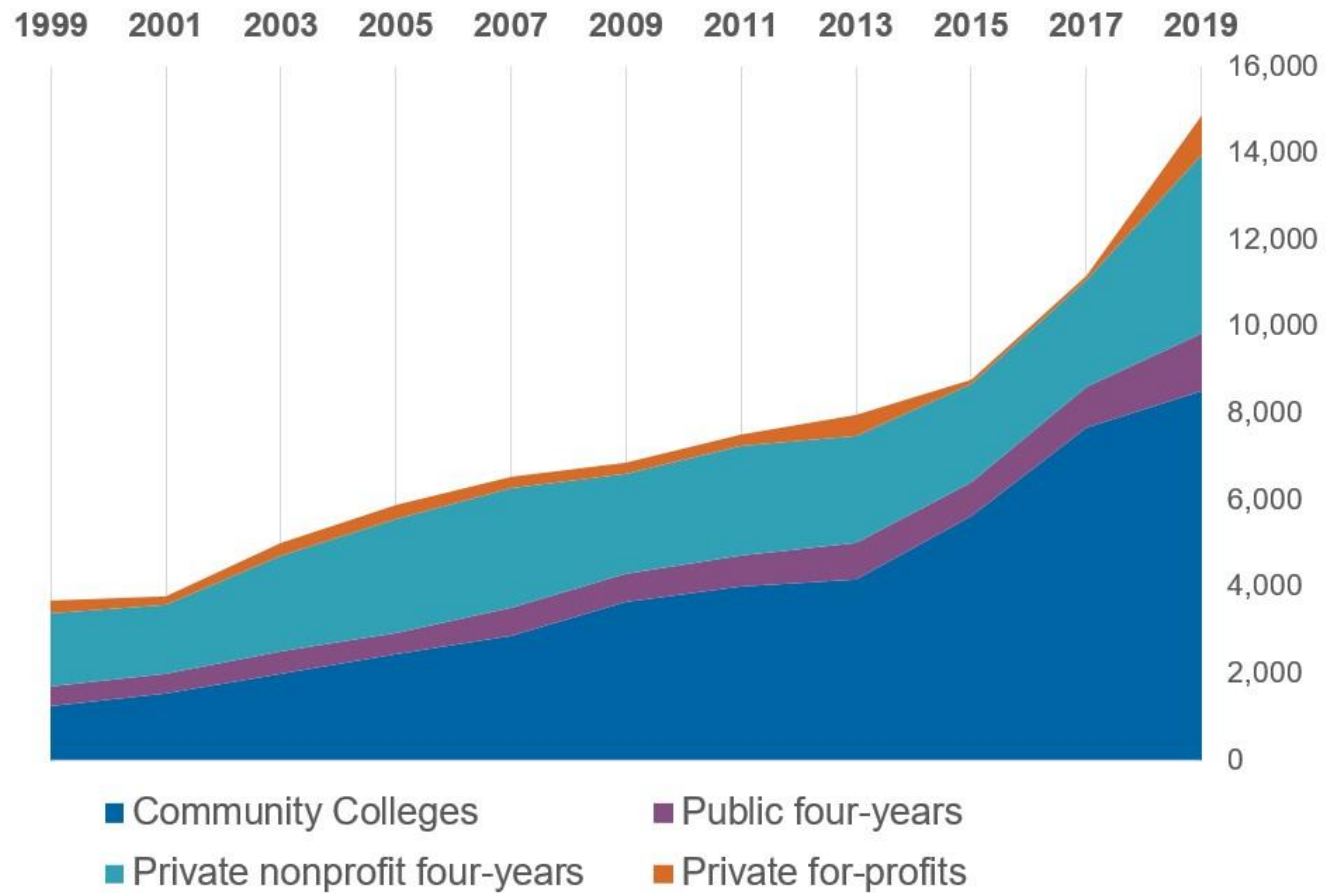


## Expansion of Dual Enrollment Concentrated at Community Colleges

# New Jersey Dual Enrollment 1999-2019

IPEDES Fall Enrollments

*Fall Undergraduate Enrollments among  
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## Expansion of Dual Enrollment Concentrated at Community Colleges

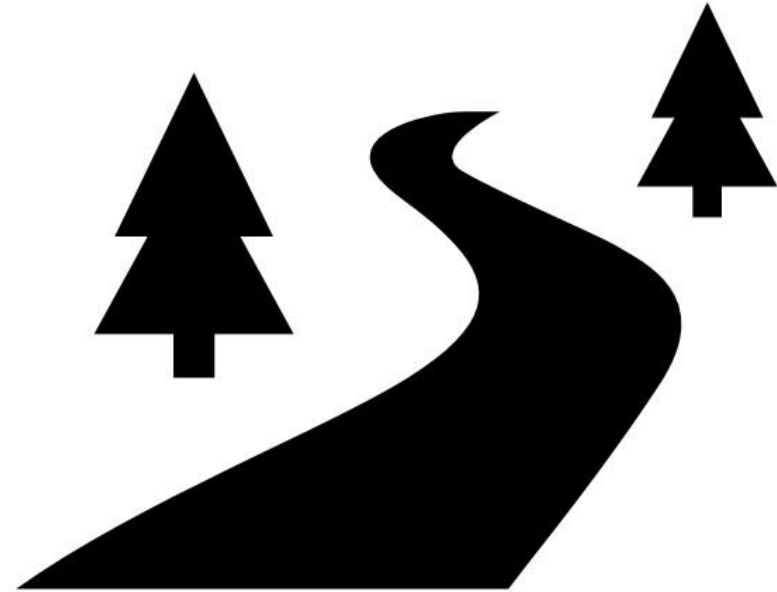


## **A few of our projects on dual enrollment**

- Dual enrollment equity playbook (CCRC)
- STEM Early College Expansion Project (NCREST)
- NAF evaluation (CCRC)
- Dual enrollment equity pathways (CCRC)

## Dual enrollment and CTE pathways

1. Dual enrollment can serve as an on-ramp to high quality career pathways.
2. Dual enrollment can increase equitable opportunities.





# Dual enrollment as an on-ramp – key practices

(from D. Jenkins, 2022)

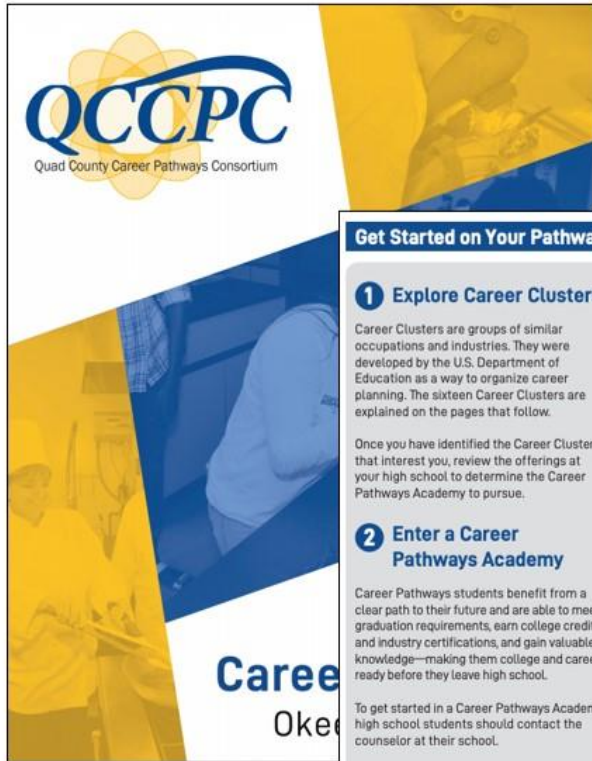
**Backward map** educational paths from high school to career-path jobs

**Market** these as roadmaps to debt-free degrees and good careers

**Motivate** students thru opportunities for networking, exposure, and real-world experience

Help all high school students to develop a **career-connected post-secondary ed plan**

# Aligning high school career clusters with meta-majors to create on-ramps into advanced workforce credentials (IRCC)



### Get Started on Your Pathway

- #### 1 Explore Career Clusters

Career Clusters are groups of similar occupations and industries. They were developed by the U.S. Department of Education as a way to organize career planning. The sixteen Career Clusters are explained on the pages that follow.

Once you have identified the Career Clusters that interest you, review the offerings at your high school to determine the Career Pathways Academy to pursue.
- #### 2 Enter a Career Pathways Academy

Career Pathways students benefit from a clear path to their future and are able to meet graduation requirements, earn college credits and industry certifications, and gain valuable knowledge—making them college and career ready before they leave high school.

To get started in a Career Pathways Academy, high school students should contact the counselor at their school.
- #### 3 Advance Your Education and Earnings Potential at IRSC

Every student who successfully completes a Career Pathways Academy will earn college or clock-hour credit at Indian River State College. Follow these steps:

  - Contact your high school counselor to enroll in your Career Pathways Academy of interest.
  - Complete your high school Career Pathways Academy.
  - Complete all IRSC Admission requirements.
    - Complete an Application for Admission.
    - Request your transcripts from your high school, and have them sent to the IRSC Office of Student Records.
    - Apply for financial aid.
    - Complete New Student Orientation.
  - Meet with your IRSC advisor to indicate completion of a Career Pathways Academy.
  - If courses align with your program objective goal, credit will be verified and applied to your degree or certificate based on your IRSC Academic Plan/Guided Pathway.

Your eligibility for Career Pathways credit is valid for 36 months following your high school graduation date.

### Career Cluster 8

#### Health Science

Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

**Pathways:**

- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology & Development

#### Career Pathways

**Okeechobee**  
Nursing  
(Completers earn up to 30 IRSC credit hours in addition to high school credit)

**Electrocardiography**  
(Completers earn up to 182 Career Pathways Academy credit hours)

### Health Science

#### You've Earned College Credit—Now Get Your Degree!

Academy completers have a head start in completing their college studies—100% will receive IRSC credit. If you have interest in the Health Science Career Cluster, consider IRSC programs in the Health Science Meta-Major.

<h4>Associate in Arts (A.A.) Tracks</h4> <ul style="list-style-type: none"> <li>Biology (General)</li> <li>Biology Preprofessional</li> <li>Biotechnology</li> <li>Chemistry</li> <li>Health Science</li> </ul>	<h4>Associate in Science (A.S.) Programs</h4> <ul style="list-style-type: none"> <li>Dental Assisting Technology and Management</li> <li>Dental Hygiene</li> <li>Emergency Medical Services</li> <li>Health Information Technology</li> <li>Health Services Management</li> <li>Medical Laboratory Technology</li> <li>Nursing—RN</li> <li>Physical Therapist Assistant</li> <li>Radiography</li> <li>Respiratory Care</li> </ul>	<h4>Bachelor of Science (B.S.) Programs</h4> <ul style="list-style-type: none"> <li>Biology</li> <li>Healthcare Management</li> <li>Nursing</li> </ul>
<h4>Certificate and Career Training Programs</h4> <ul style="list-style-type: none"> <li>Emergency Medical Technician—Applied Technology Diploma</li> <li>Medical Administrative Specialist—Quick Job Training</li> <li>Medical Assisting—Quick Job Training</li> <li>Nursing Assistant—Quick Job Training</li> <li>Paramedic</li> <li>Pharmacy Technician—Quick Job Training</li> <li>Phlebotomy—Quick Job Training</li> <li>Practical Nursing—Quick Job Training</li> <li>Surgical Technology—Quick Job Training</li> </ul>		


**IRSC graduates get great jobs! What they say:**

"I love caring for critically ill patients and their families in their time of need. I feel honored with the trust my patients place in me to care for them at their most vulnerable time. I also was attracted to the career because of the stability and ability to move anywhere and still be employable."

—Ayla Messier, B.S.N., R.N.  
Cleveland Clinic Martin Health  
B.S. Degree in Nursing



Principle



CONNECT STUDENTS TO ADVISING AND SUPPORTS THAT ENSURE EQUITABLE OUTCOMES

1

**Provide strong academic advising aligned to smart choices**

2

**Coordinate advising across partners**

3

**Proactively provide supports for struggling students**

## Mapping transfer pathways for DE students at Lorain County Community College



25+ Pathways Completed!  
[www.lorainccc.edu/MyUniversity](http://www.lorainccc.edu/MyUniversity)

HS Periods	HS Credit	HS Course	LCCC Course	College Credit
1	1	English II		
2	1	Geometry or Alg. II		
10 <sup>th</sup> Grade	1	Biology	BIOG 151: General Biology	4
	1	Chemistry	CHMY 161: General, Organic & Biochemistry I	4
4	1	United States History	HSTR 162: US History	3
	1		HUMS 151: Introduction to Humanities *	3
HS Periods	HS Credit	HS Course	LCCC Course	College Credit
12 <sup>th</sup> Grade	1	Humanities/Cultural Diversity	ENGL 266: African American Literature *	3
	1	Humanities Elective	HUMS 281: Introduction to American Cinema *	3
2	1	College Level Math	MTHM 181: Calculus I	5
Fall Semester		Credit Hours	Spring Semester	Credit Hours
BIOG 252: Microbiology		5	BGSU required course: BIOL 3510: Evolution	3
BGSU required course must be		3	BGSU required course: BIOL 4400: Molecular Neurobiology	3
BGSU 3000/4000 elective course		3	BGSU 3000/4000 elective course	3
BGSU 3000/4000 elective course		3	BGSU 3000/4000 elective course	3
<b>Semester Total</b>		14		12
<b>Cumulative Total</b>		38		50
<b>Grand Total</b>				122

# NAF

A well-developed HS career pathway model.

- Academy Development and Structure
- Curriculum and Instruction
- Advisory Board
- Work-Based Learning

The infographic features a background image of a woman in a plaid shirt working at a laptop in a server room. In the top left corner, the NAF logo is displayed in a green circle, with the tagline 'BE FUTURE READY' in white text on a black background. Two data points are highlighted in yellow circles: '\$88K' with 'median annual wage\*' below it, and '531K' with 'new jobs by 2029\*' below it. A green banner at the bottom of the image contains the text 'ACADEMY OF INFORMATION TECHNOLOGY' and '2020-2021'.

#### INDUSTRY NEED

Prior to the COVID-19 crisis, The Bureau of Labor Statistics predicted a growth in the IT sector of 557K new jobs by 2026, but what we are now seeing is that workers in nearly every industry are going to need to have the fundamental technical skills to be able to keep up with the changing workforce.

As the industry evolves, there will be a greater focus on filling positions in cloud computing, the collection and storage of big data, and information security. Because of this exponential growth, there is an urgent need to address the skills gap, as not enough college graduates are filling

#### NAF APPROACH

NAF's educational design is focused on making connections between the classroom and the workplace by integrating career-focused curricula and projects into the traditional high school experience, coupled with opportunities for real-world application. Through a series of coursework, together with a progressive continuum of activities designed to build awareness, enable exploration, and finally prepare students for future studies and career paths, NAF students gain the skills and knowledge needed to make informed choices and be successful in their future careers.



## The NAF Model

- Students choose a theme (finance, hospitality and tourism, information technology, engineering, and health sciences)
- Students take career themed courses in addition to their normal high school coursework
- These courses focus on career skills and professionalism
- Most students have a paid internship in one or both of their last two years

# NAF approach to career awareness

## CONTINUUM OF COLLEGE & CAREER EXPERIENCES

The NAF Continuum of College & Career Experiences includes work-based learning, in which students directly interact with business partners, as well as additional experiences which prepare students for college and careers.

Awareness	Exploration	Preparation
<u>Work-Based Learning Experiences</u>		
<ul style="list-style-type: none"> <li>• Guest speaker</li> <li>• Worksite tour</li> <li>• Career fair</li> <li>• Mentor with business partners</li> </ul>	<ul style="list-style-type: none"> <li>• Job shadow</li> <li>• Mock interview</li> <li>• Informational interview</li> </ul>	<ul style="list-style-type: none"> <li>• Paid internship</li> <li>• Virtual or school-based enterprise led by business partner</li> <li>• Senior presentation to business partner</li> </ul>
<u>Career Experiences</u>		
<ul style="list-style-type: none"> <li>• Individualized student learning, college &amp; career plan</li> <li>• Career interest inventory</li> <li>• NAF Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Community planning project</li> <li>• Industry competition or conference</li> <li>• Resume development</li> <li>• Business dress, behavior, and etiquette training</li> <li>• NAF Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Industry certificates</li> <li>• Community planning project</li> <li>• Academy student recruitment</li> <li>• NAF Curriculum</li> </ul>



# P-Tech

- Grades 9-13
- A blend of high school and college courses
- Students engage in work-based learning
- Students graduate with an associates degree

P-TECH Network ▾

How It Works ▾

Getting Started ▾

SkillsBuild for Students ▾



all about?

In a P-TECH school, students earn a high school diploma, an industry-recognized associate degree, and gain relevant work experience in a growing field. Explore P-TECH's impact [here](#).

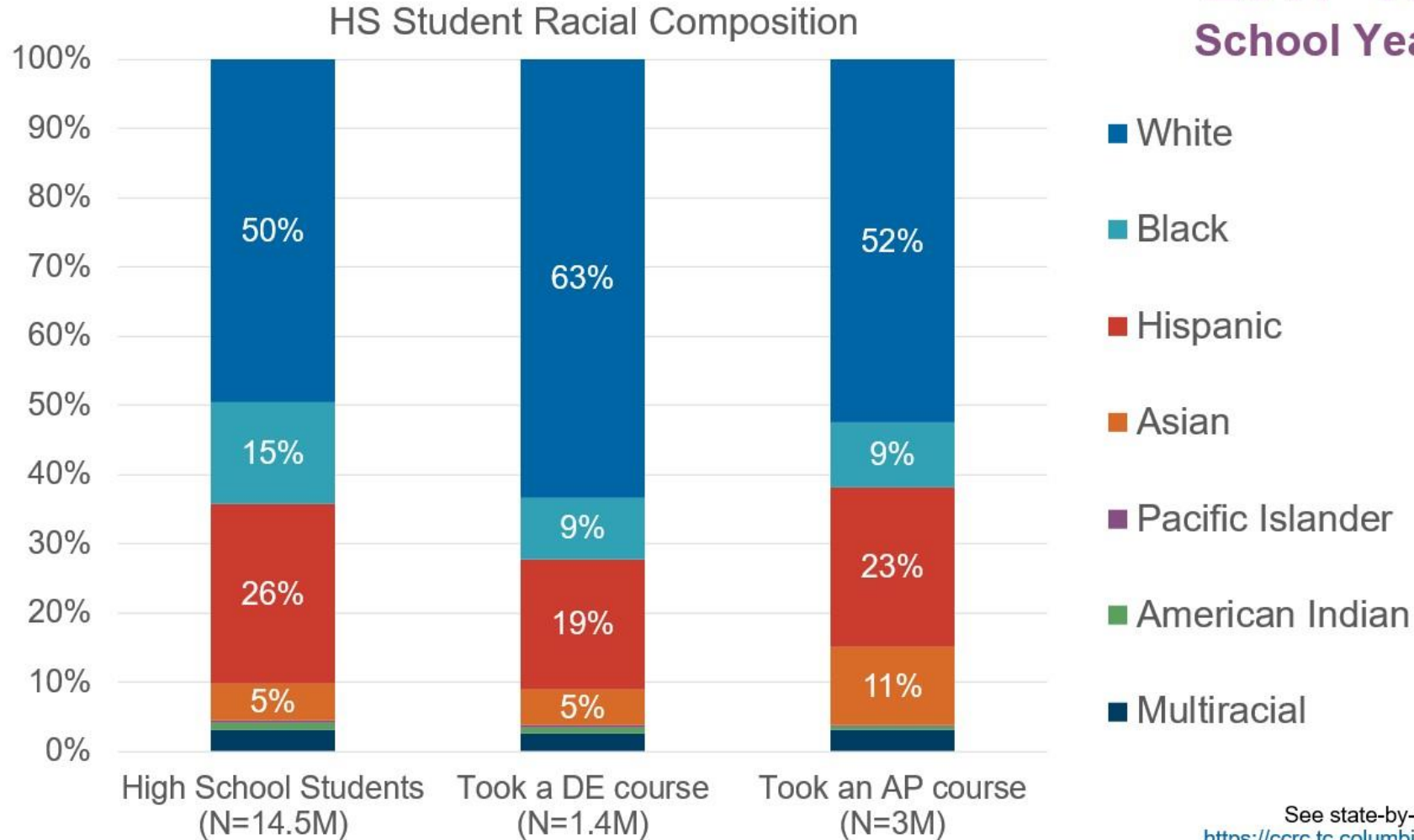
## About P-Tech

*There's nothing wrong with working at a pizzeria while in high school, but it always amazes me to see P-TECH students finding jobs in the manufacturing industry working alongside 40, 50, sometimes 60-year-old men and women who have made that line of work a career. There's an added sense of maturity in P-TECH students who, at such a young age, are finding themselves already working in a field they're passionate about. They are so far ahead of the game before they even leave this program.*



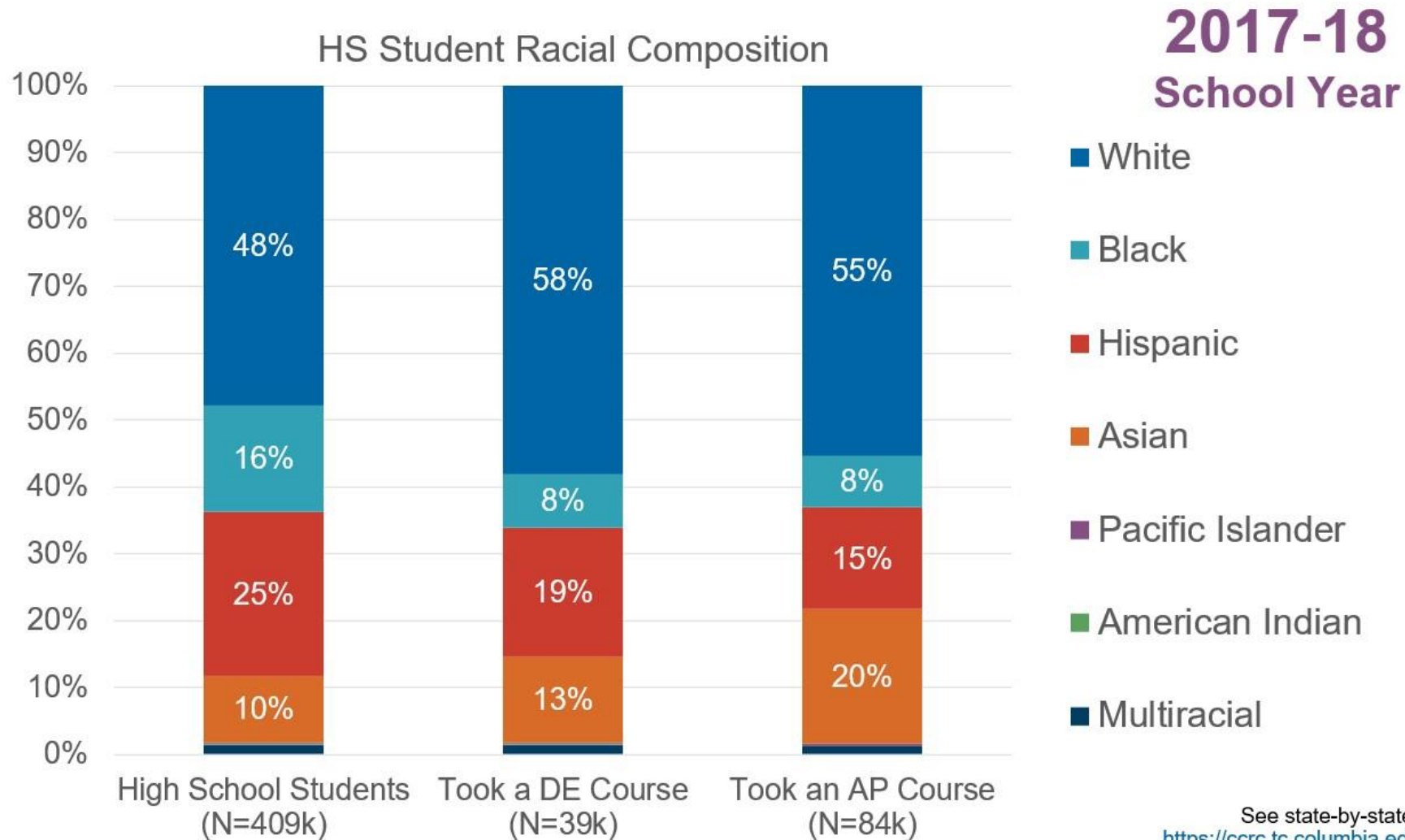
# Black and Latinx HS Students Underrepresented in Dual Enrollment & AP courses

2017-18  
School Year



See state-by-state results:  
<https://ccrc.tc.columbia.edu/easyblog/access-ap-dual-enrollment.html>

# New Jersey: Black and Latinx HS Students Underrepresented in Dual Enrollment & AP courses





# Dual enrollment and equity– key practices

**Reach out** to students and families

**Market** these as roadmaps to debt-free degrees and good careers

**“Differentiate”** dual enrollment opportunities

CTE is an excellent access point

**Support** students to make sure that they’re successful in college.

# Equity Playbook: EXPANDED ACCESS

The **data on equitable access** prompted Indian River State College (FL) to discuss with K-12 how to jointly address participation gaps for Black and Latinx students, by proactively encouraging **all students** to take advantage of dual enrollment.





# Differentiation – a framework

- Can we provide opportunities for most or all students?
- Can we target students' **needs** and **interests**?

	Students with general education interests	Students with career focused interests
Academically advanced students		
Academically mid-range Students		
Least academically advanced students		

<b>Students' prior academic record</b>	<b>General education focused</b> SECEP examples	<b>Career focused</b> SECEP examples
Most advanced academically	<ul style="list-style-type: none"> <li>• Advanced Placement (AP)</li> <li>• Dual/concurrent enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• DEEP in medical, law, or engineering careers</li> <li>• Project Lead the Way</li> </ul>
Mid-range	<ul style="list-style-type: none"> <li>• Middle/early college with a general education focus</li> <li>• Dual /concurrent enrollment with seminar or a co-req course</li> </ul>	<ul style="list-style-type: none"> <li>• Career pathways programs</li> </ul>
Least advanced academically	<ul style="list-style-type: none"> <li>• Student success or college-ready courses</li> <li>• Summer bridges</li> <li>• College brush up programs for placement tests<sup>4</sup></li> <li>• On campus experiences (use of science labs, clubs, library, other)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE articulated credit programs</li> <li>• On-campus experiences (use of CTE labs, other)</li> </ul>

## Some Resources

- [The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students](#)
- [From “Random Acts” and “Programs of Privilege” to Dual Enrollment Equity Pathways](#)
- [Rethinking Dual Enrollment to Advance Equitable Transfer](#)
- [Rethinking Dual Enrollment to Reach More Students](#)



# For more information, contact us at:

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CommunityCCRC



CommunityCCRC



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212.678.3091

# Pathways to Career Opportunities



**DR. ELVY VIEIRA**

Dean of Community, Continuing Education & Workforce Development  
(Essex County College)



**CARMEN MORALES**

Principal (Essex County Newark Tech High School)

Collegiate High School & High School Option Programs



**PRESENTATION**



# Students First

## PRE-COLLEGE READINESS

- Offers programs that help high school students bridge the gap to college, and get a jump-start on their college careers in the process.
- In keeping with the mission of Essex County College, the partnership programs provide educational programming that foster readiness, retention and success for all students.
- Taking Essex County College courses while in high school help students to prepare for the social and academic requirements of college while having the additional support available to high school students.

Dr. Elvy Vieira  
Dean of Community, Continuing Education & Workforce  
Development  
Academic Affairs  
973-877-3062  
[Vieira@Essex.edu](mailto:Vieira@Essex.edu)

Dr. Boakye, President of ECC





## DUAL ENROLLMENT/EARLY COLLEGE MODELS:

Dr. Elvy Vieira  
Dean of Community, Continuing Education & Workforce Development  
Academic Affairs  
973-877-3062  
Vieira@Essex.edu

TRADITIONAL

VS

ESSEX COUNTY COLLEGE



Parents pay for students to attend



School Districts pay for students to attend



Students attend classes at the Community College



Students attend first 30 credits at the High School and transition to ECC for the remainder of credits (30)



Predominantly White and Asian

89%

Minority Students- African American/Black and Hispanic/Latino



Program of Privilege



Program of Social Equity



## PRE-COLLEGE PROGRAMS: DUAL ENROLLMENT/EARLY COLLEGE

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Dean of Community, Continuing Education & Workforce Development  
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**950+**

Number of High School students participating in ECC's Pre-College Program in 2021-22



**17**

Essex County High Schools participate



**219**

Courses Offered



**2**

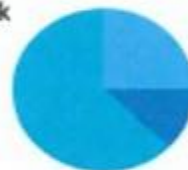
Associate Degree Options

### Ethnicity/Race

**55%**  
African American/Black

**34%**  
Hispanic/Latino

**11%**  
Other



### Gender Identity

**64%**  
Females

**36%**  
Males

**661**

Total Credits Earned by HS Students

**5.9**

Average # Credits Earned Per HS Student



**104**

Anticipated # of High School Students Graduating From ECC June 2022



**3** High Schools

**\$87 Thousand**

Tuition Money Saved Students and Families



**100%**

Participating high schools have student populations greater than 85% who receive free / reduced lunch = **SOCIAL EQUITY**

## MORE STATS

- 76% Courses Offered at High School / 21% Virtual / 3% ECC Campus
- 57% Courses Were Taught By ECC Adjunct Faculty / 43% High School Teachers Approved By ECC
- Courses Offered: 49% Humanities / 21% Science / 21% Social Sciences / 9% Business
- High Schools Pay 100% Tuition & Fees





## ESSEX COUNTY SCHOOLS OF TECHNOLOGY:

Dr. Elvy Vieira  
Dean of Community, Continuing Education & Workforce Development  
Academic Affairs  
973-877-3062  
Vieira@Essex.edu

### Essex County Schools of Technology

#### THREE SCHOOLS

Donald Payne Sr. Tech



**200+**  
Students

Students enroll in  
**EARLY COLLEGE**  
(General Education courses)

West Caldwell Tech



**64**  
Students

Students enroll in  
**EARLY COLLEGE**  
(General Education courses)

Newark Tech



**130**  
Students

Students enroll in  
**EARLY COLLEGE**  
(General Education courses)  
and  
**DUAL ENROLLMENT**  
(AA Degree - Liberal Arts)

ECST Dual Enrollment began in 2017 with the first cohort of 21 students graduating from ECC in 2021. Twenty-three (23) students are anticipated to graduate in June 2022.

#### Comprehensive PILOT Program



**Computer Science Pilot Program** will provide ECST HS students instruction in **CompTIA** industry recognized credentials (IT Fundamentals **ITF+**, **A+ Core I** and **A+ Core II**). Based upon review of course objectives, learning outcomes and program alignment, students who successfully complete and document content competencies through CompTIA certifications in all three (3) curricula are eligible for the following seven (7) ECC credits:

**CSC 104 Networking Fundamentals (3 credits); and CSC 114 Computer Networks I (4 credits)** that are both part of the Software Development Technology AAS degree.





**ESSEX COUNTY SCHOOLS OF  
TECHNOLOGY:  
Essex County Newark Tech High  
School**

Dr. Elvy Vieira  
Dean of Community, Continuing Education & Workforce Development  
Academic Affairs  
973-877-3062  
Vieira@Essex.edu

**Essex County Newark Tech High School:**

*Special Thanks to Superintendent Dr. James Pedersen for supporting the program.*

**Speakers:**

Graduate Class of 2021

Ms. Doussou Toure

Current Student completing in June 2022

Ms. Katreena Deodatt

Principal Carmen Morales

# Pathways to Career Opportunities



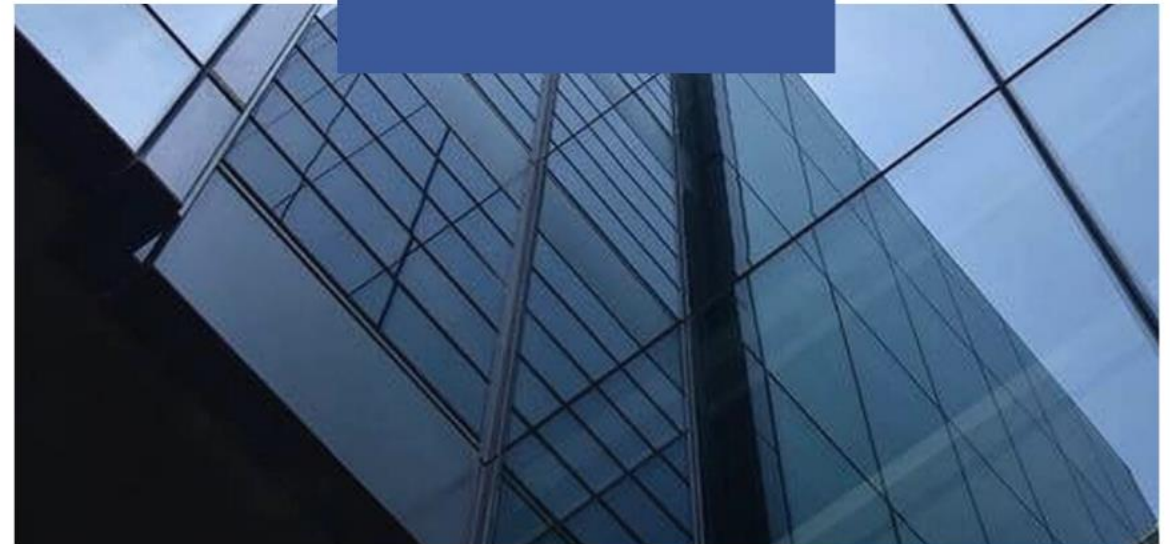
**MIKE REAGAN**

Sr. Vice President Consulting Services  
(CGI)

CGI's Partnerships with P-Tech  
(Pathways in Technology Early College  
High School)



**PRESENTATION**



Accelerating profitable growth

LOCAL EXPERTS. GLOBAL INSIGHTS.

**CGI**

Experience the commitment®

# P-TECH Overview

Mike Reagan  
SVP  
CGI





# What is P-TECH (Pathways in Technology Early College High School)

- P-TECH is a public education reform model focused on college attainment and career readiness.
- P-TECH schools span grades **9-14** and enable students to earn both a high school diploma and a no-cost, two-year postsecondary degree in a STEM field.
- Students participate in a range of workplace experiences, including mentorship, worksite visits and paid internships.
- The P-TECH Model encompasses six years, students are able to move at their own pace, enabling some to accelerate through the model in as little as four years. P-TECH serves students from primarily underserved backgrounds, with no testing or grade requirements.
- P-TECH is a powerful demonstration of public-private partnership designed to help all students achieve at the highest levels.

## P-TECH in New Jersey

- P-TECH Education Model for New Jersey Announced by Governor Murphy on 11/27/2018
- Grants were awarded to three school districts
  - Patterson (North Jersey)
  - New Brunswick (Central Jersey)
  - Burlington City (South Jersey)
- Initial NJ P-TECH cohort started July 2019.
- Each school district is aligned to a local community college
  - Paterson (Passaic)
  - New Brunswick (Middlesex)
  - Burlington City (Rowan)

## CGI's PTECH Partnership

- CGI is an industry partner aligned with the New Brunswick school district
  
- Our partnership with New Brunswick schools includes:
  - Stem Camps at elementary schools (a feeder program)
  - Curriculum development
  - Mentoring
  - Guest speaker at P-TECH events
  - Work site visits
  - Training Website
    - Partnered with Percipio-Skillsoft to create a NB P-TECH dedicated training website
  - Internships\*
  - P-TECH Board Position

\* Students must be 18 years old before paid internships can be offered

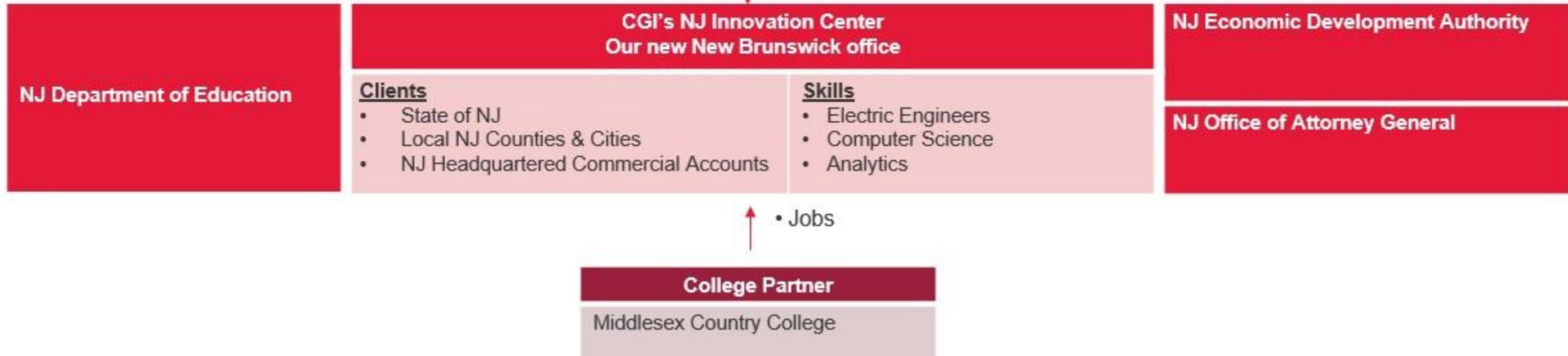


# New Jersey P-TECH Eco-System



School District	Industry Partners
New Brunswick	<ul style="list-style-type: none"> <li>• CGI</li> <li>• Jingoli &amp; Sons</li> </ul>
Dr. Aubrey Johnson Superintendent	

- Jobs
- Internships
- Mentoring
- Curriculum Development



## Diversity & Inclusion: 112 Students & Future CGI Members

### ➤ **By Cohort / Grade**

- 35 - students in Cohort 1 - Grade 11
- 42 - students in Cohort 2 - Grade 10
- 35 - students in Cohort 3 - Grade 9

### ➤ **Male / Female**

- Cohort 1 - 26 male / 9 female
- Cohort 2 - 25 male / 17 female
- Cohort 3 - 24 male / 11 female

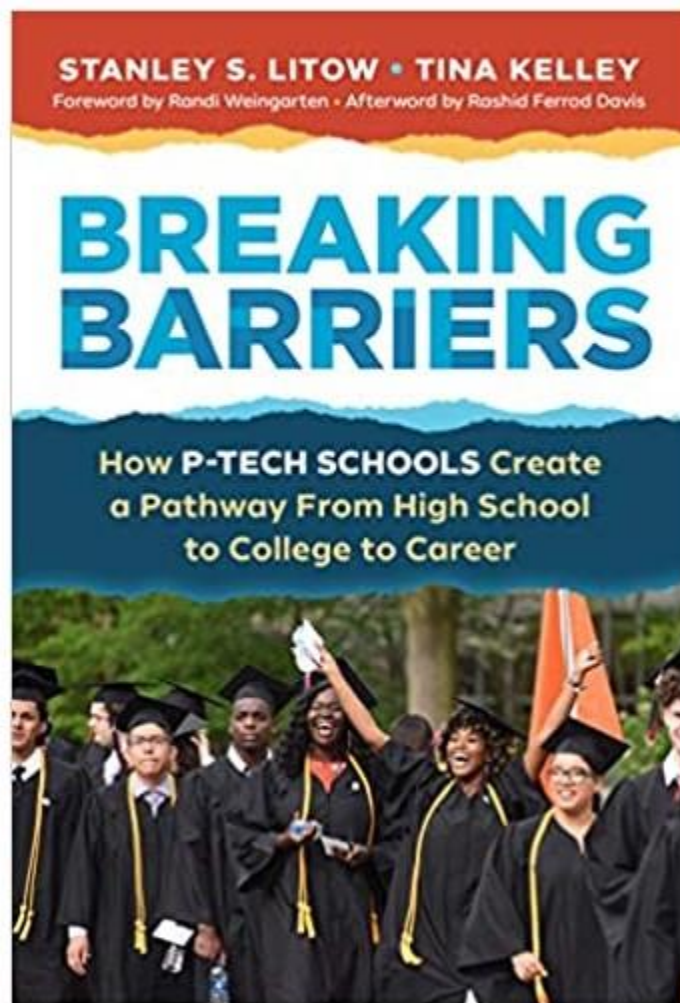
### ➤ **Unique Populations**

- 10 - English Language Learners (ESL)
- 18 - Special Education Learners

### ➤ **Ethnicity**

- 12 - African American
- 2 - Caucasian
- 98 - Hispanic

## Additional Information





# Closing Remarks

Thank you for Partnering with **NJ's Community Colleges** and the **New Jersey Business and Industry Association** to Align Education to Build an Innovative Workforce.



**VEDA SHAMSID-DEEN, ESQ.**

Director, Technology & Innovation Strategy and Workforce Partnerships

**& JOHN MILLER**

Program Manager, Technology and Innovation/Manufacturing and Supply Chain Management Sectors Workforce Partnerships



New Jersey's  
Community Colleges



New Jersey Business & Industry Association



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# Give Us Your Feedback



FILL OUT THIS QUICK SURVEY  
BASED ON YOUR EXPERIENCE  
OF THIS MEETING



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### Get Involved

Name\*



Organization\*

Email\*

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# STAY INVOLVED: UPCOMING MEETING DATES IN MAY & JUNE 2022



## HEALTH SERVICES COLLABORATIVE

Wednesday, May 18, 2022  
10:00 AM to 11:00 AM



## INFRASTRUCTURE & ENERGY COLLABORATIVE

Wednesday, May 25, 2022  
10:00 AM to 11:00 AM



## MANUFACTURING & SUPPLY CHAIN MANAGEMENT COLLABORATIVE

Wednesday, June 8, 2022  
1:00 PM to 2:00 PM



## TECHNOLOGY & INNOVATION COLLABORATIVE

Wednesday, June 15, 2022  
10:00 AM to 11:00 AM







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