



# NJ PATHWAYS TO CAREER OPPORTUNITIES SUMMIT

Expanding Innovative Workforce  
& Education Partnerships

Bally's Atlantic City  
Hotel & Casino

June 12, 2024



New Jersey  
Community  
Colleges



# WELCOMING REMARKS

**Catherine Starghill, Esq.**

**Vice President,**

**New Jersey Council of County Colleges**

**Executive Director,**

**New Jersey Community College  
Consortium for Workforce and  
Economic Development**





Day 2

# TODAY'S AGENDA

**The Success of the New Jersey Pathways to Career Opportunities Initiative**

**Pathways: Equity and Access to High Quality Industry Credentials and Associate Degrees**

**Credential Transparency for Competencies and Skills: The Benefits to Students, Jobseekers, and Employers**

**Lunch**

**Education Pathways and The Future of Work**

**Industry and Pathways: The Intersection of Education and Workforce Development**



Day 2

## TODAY'S AGENDA (CONT.)

### **New Jersey Pathways to Career Opportunities: Centers of Workforce Innovation Highlights**

**Raritan Valley Community College** – Aseptic Processing and  
Biomanufacturing

**Brookdale Community College** – Film and Television Production

**Camden County College** – eSports Production Content  
Creation Hub

**County College of Morris** - Robotics and Automation

### **New Jersey Pathways to Career Opportunities: The Path Forward**

### **Pathways Reception**





# WELCOMING REMARKS

**Christopher Emigholz**

**Chief Government Affairs Officer**

**New Jersey Business and  
Industry Association**



# WELCOMING REMARKS

**Dr. Brian Bridges**

**Secretary of Higher Education**

New Jersey Office of the  
Secretary of Higher Education





Catherine Starghill, Esq.



## THE SUCCESS OF THE NEW JERSEY PATHWAYS TO CAREER OPPORTUNITIES INITIATIVE

**Catherine Starghill, Esq.**

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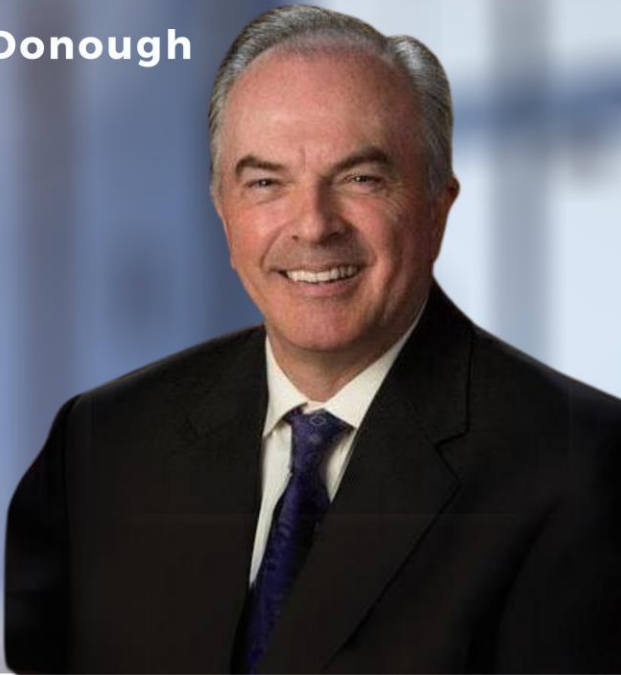
New Jersey Community College Consortium for  
Workforce and Economic Development

**Dr. Michael McDonough**

**President,**

Raritan Valley Community College

Dr. Michael McDonough





# Q & A





# PATHWAYS: EQUITY AND ACCESS TO HIGH QUALITY INDUSTRY CREDENTIALS AND ASSOCIATE DEGREES

**Dr. Chauncy Lennon**

**Vice President for Learning and Work  
and Senior Strategy Advisor,  
Lumina Foundation**





# Pathways: Equity and Access to High Quality Industry Credentials and Associate Degrees

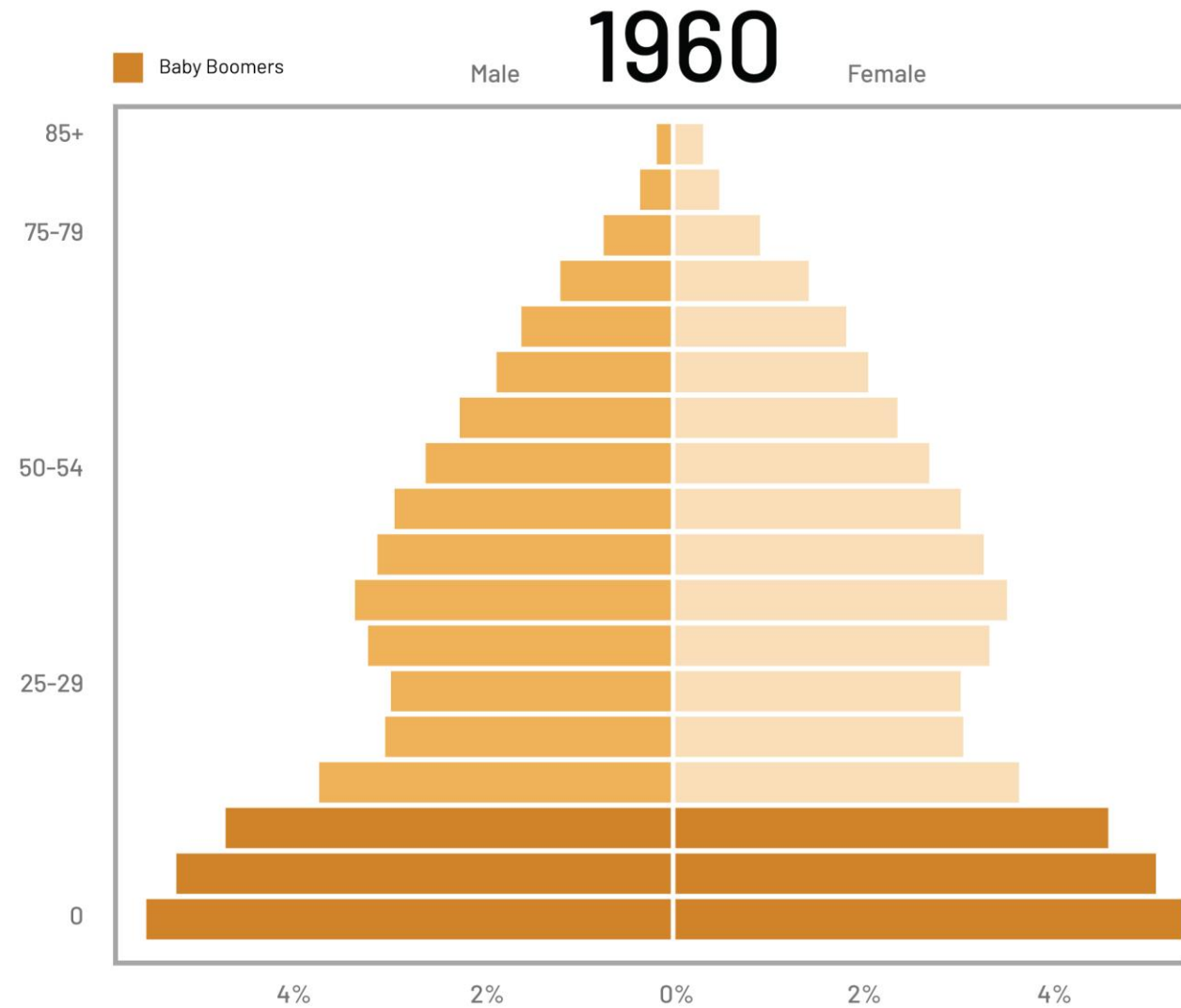
Chauncy Lennon  
Lumina Foundation  
June 12, 2024



# Percent of U.S. population by age group

Year 1960

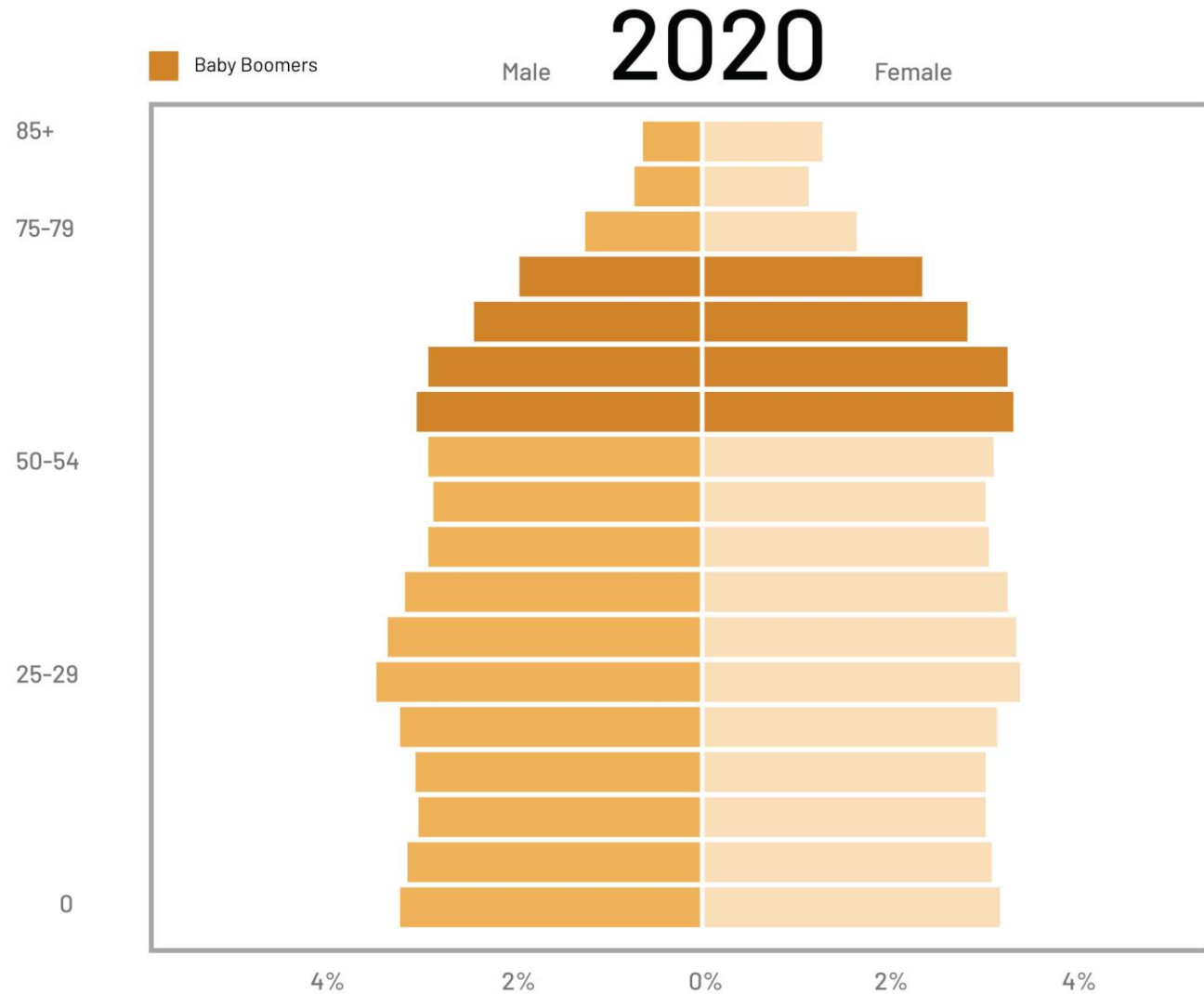
Pew Research Center



# Percent of U.S. population by age group

Year 2020

Pew Research Center





# How can we turn this around?



# "The Workforce of the Future is in the Workforce"

**30**  
Million

People will graduate high school in the next decade

**40**  
Million

Will have some college credit but no degree

**50**  
Million

Adults will have only a high school diploma

# US Workforce, 2023-2033

**168 Million Workers**

**30 Million HS Grads**



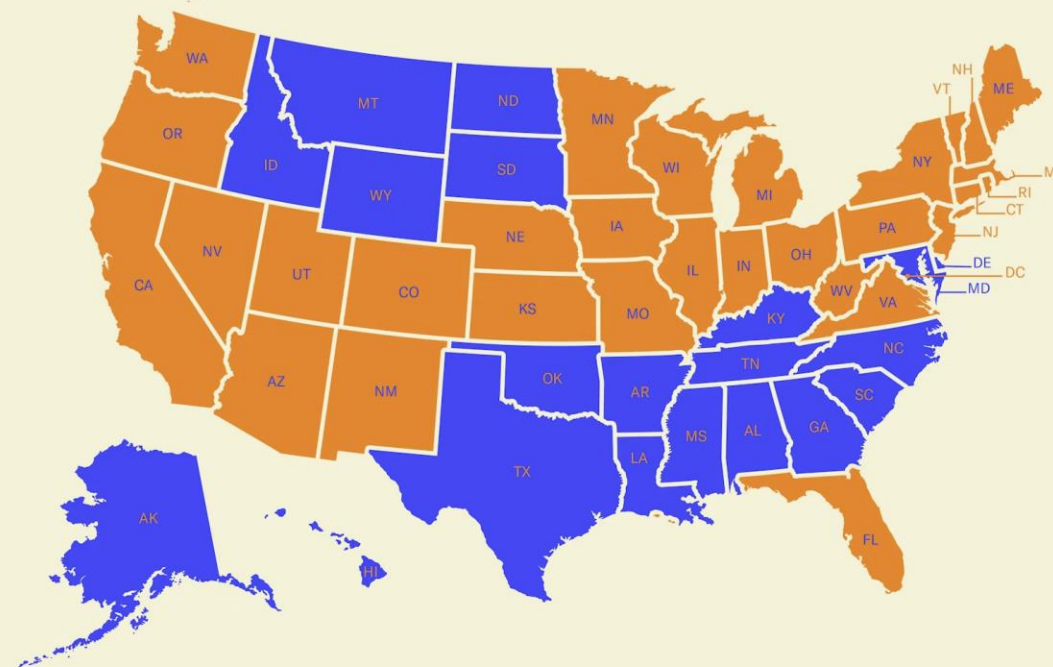


# There are fewer enrolled first grade students than high school seniors in 30 U.S. states

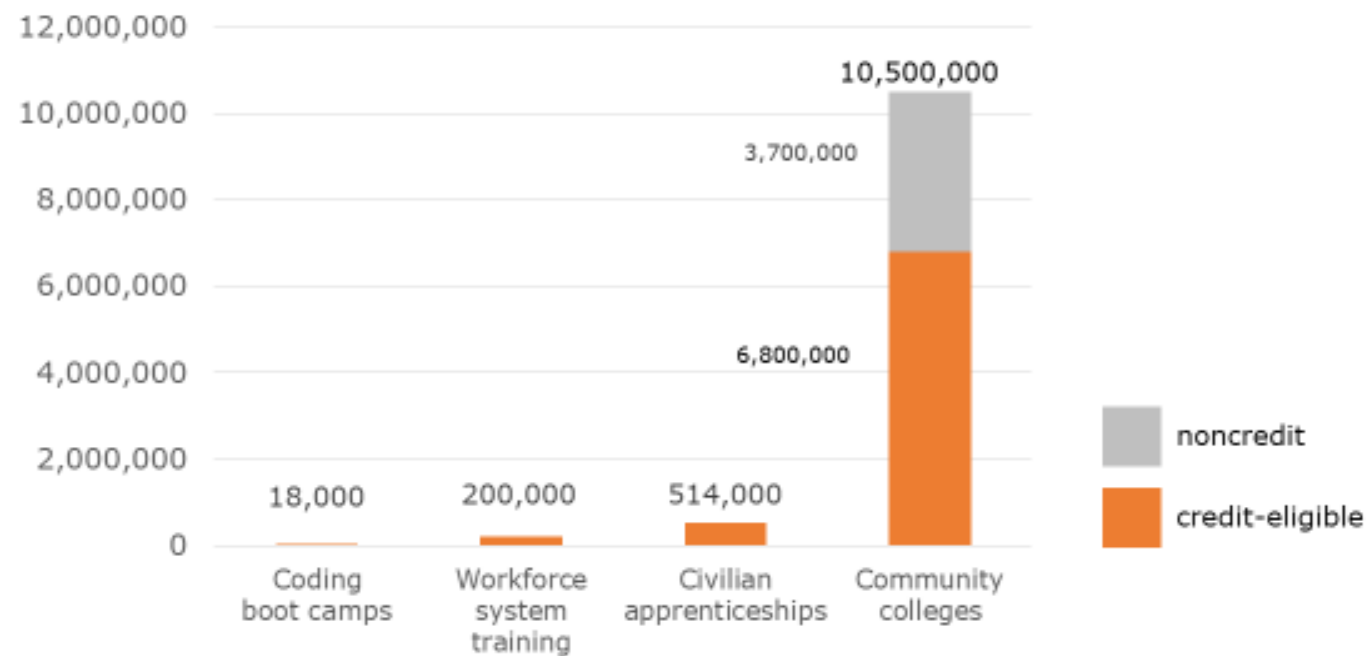


- First grade students > high school seniors
- High school seniors > first grade student

Source: National Center for Education Statistics, 2021-2022

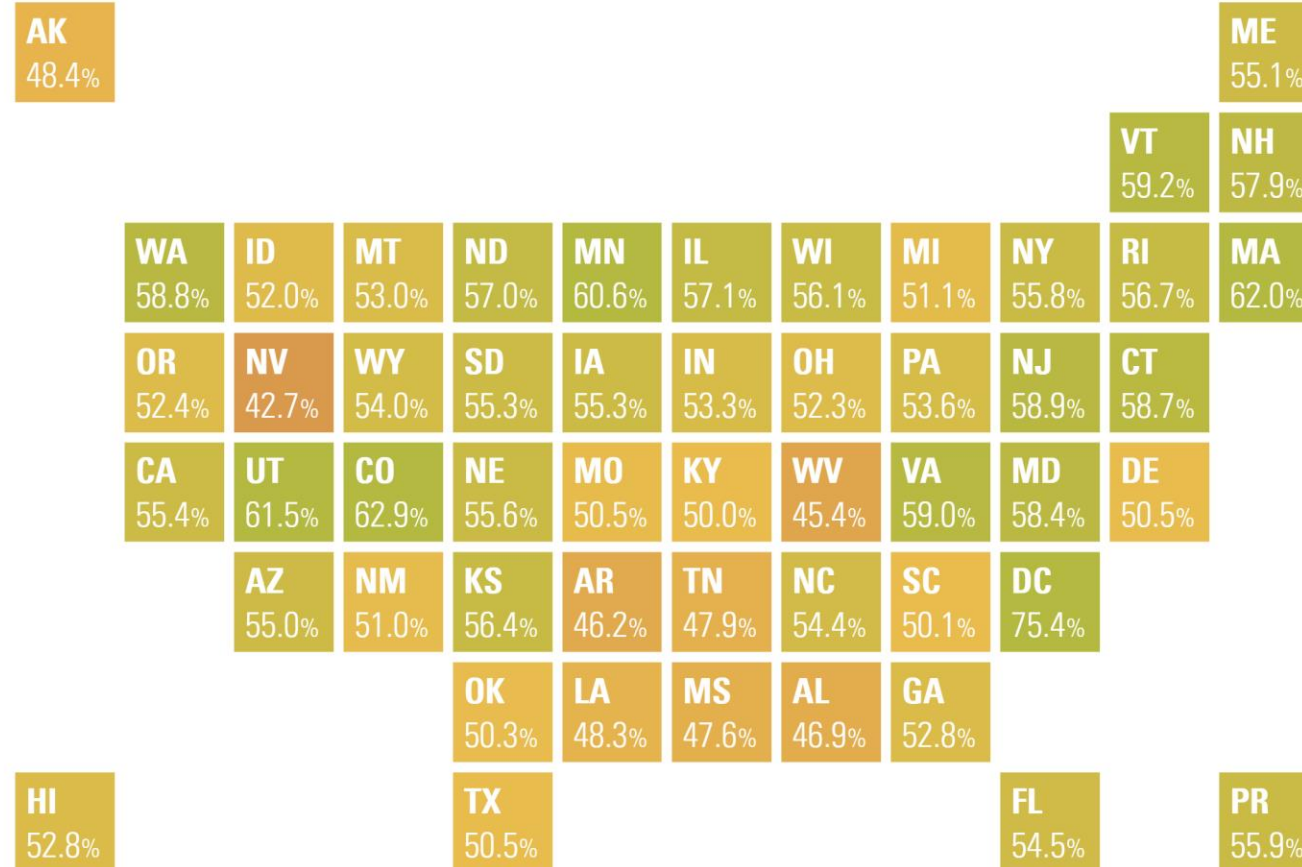


## WHERE THE STUDENTS ARE



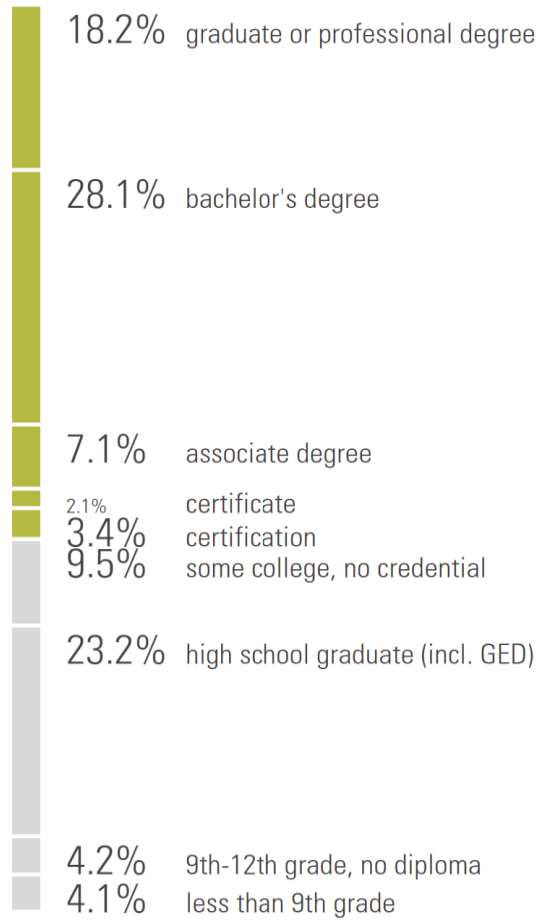
*NOTE: Data are for 2019 or 2020. The totals are rounded numbers.*

# 2022 US Credential Attainment: 54.3%



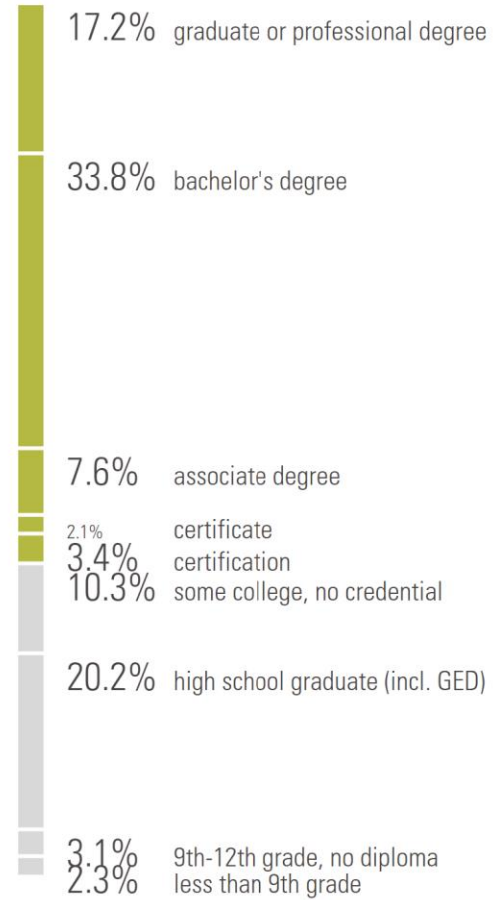


2022 EDUCATION DISTRIBUTION  
NJ RESIDENTS AGES 25-64



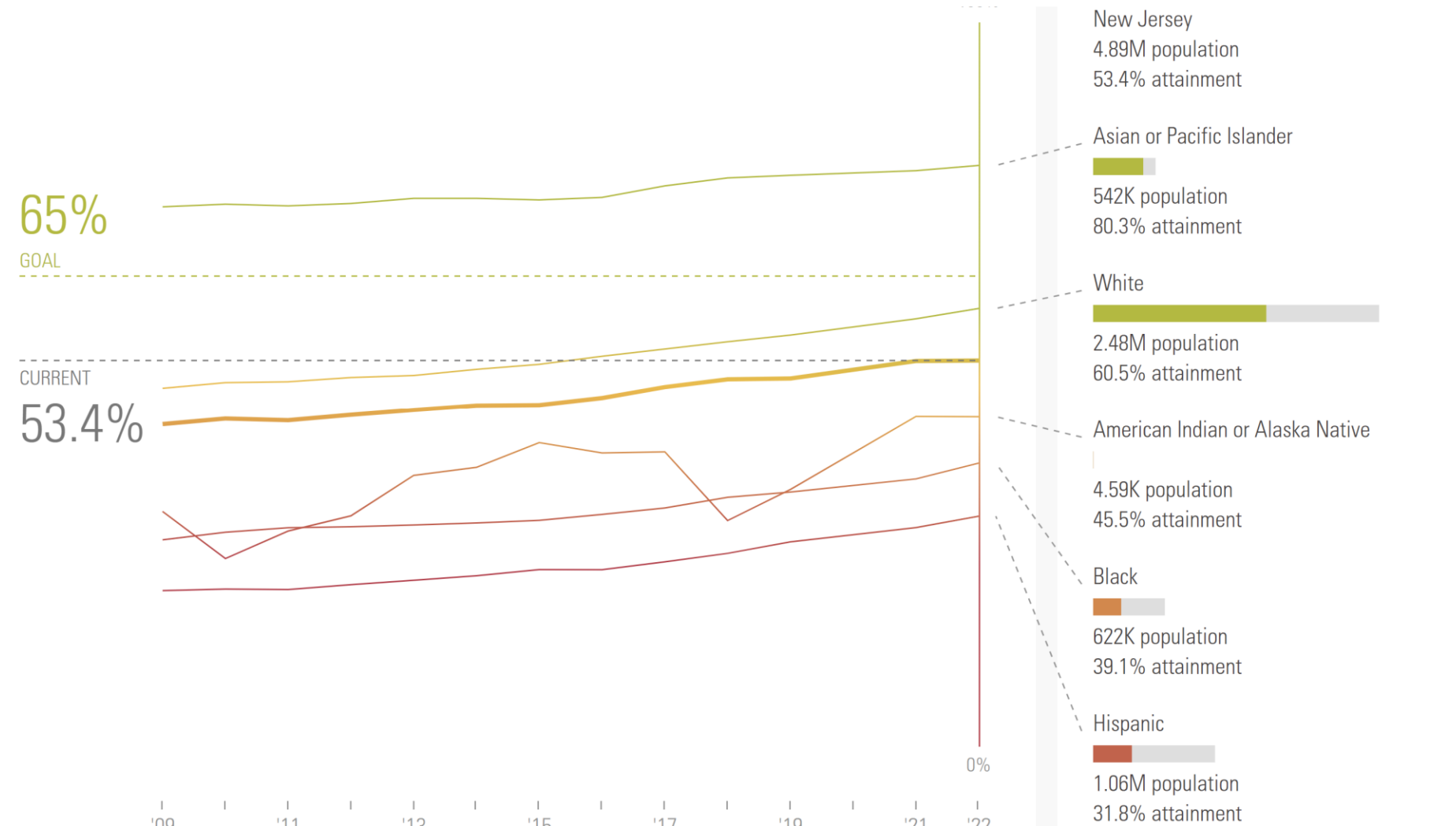
**58.9%**

2022 EDUCATION DISTRIBUTION  
NJ RESIDENTS AGES 25-34



**64.1%**

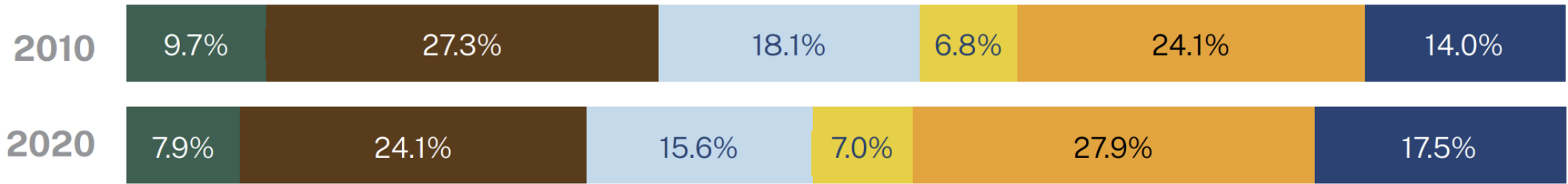
# NJ Degree Attainment by Race and Ethnicity (2009-2022)



# Significant Financial Gains from Attainment

- **14.4 million new college graduates** (with associate's degree or higher)
- **\$14.2 trillion in net lifetime earnings gains**
- **Attainment increased** for all racial/ethnic groups. **But, attainment gaps widened** for many racial/ethnic groups.
- Attainment parity by race/ethnicity would realize an additional **\$11.3 trillion** in earnings





**Change**  
percentage points

-1.8

-3.2

-2.5

+0.2

+3.7

+3.5

Less than high school
  High school diploma
  Some college
  Associate's degree
  Bachelor's degree
  Graduate degree

# New Jersey, 2010-2020 (Georgetown CEW)

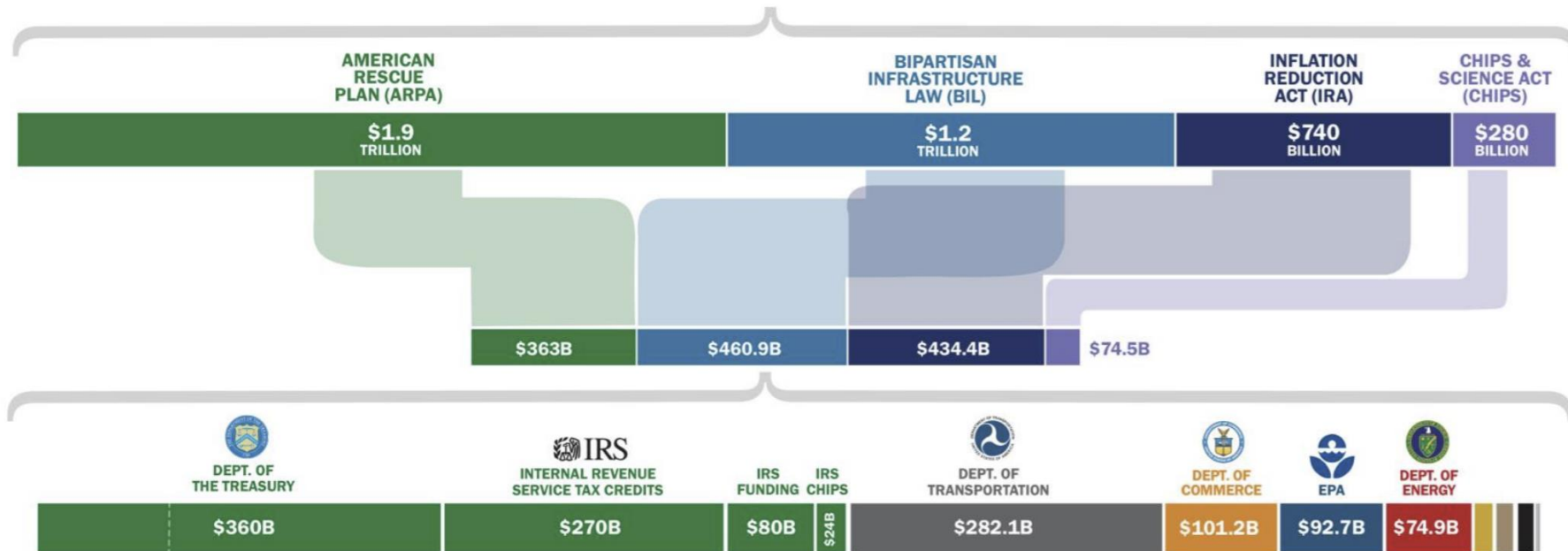
- AA or higher attainment increased by **7.5** percentage points.
- \$596 billion in net lifetime earnings gains.
- Attainment equity worsened:
  - Hispanic/Latino adults' gap with white adults widened (1.3% pts)
  - Black/African American adults' gap with white adults widened (3.5% pts).
- Earnings gains left on the table:
  - \$373 billion for Hispanic/Latino adults
  - \$218 billion for Black/African American adults



# FEDERAL FUNDING LANDSCAPE

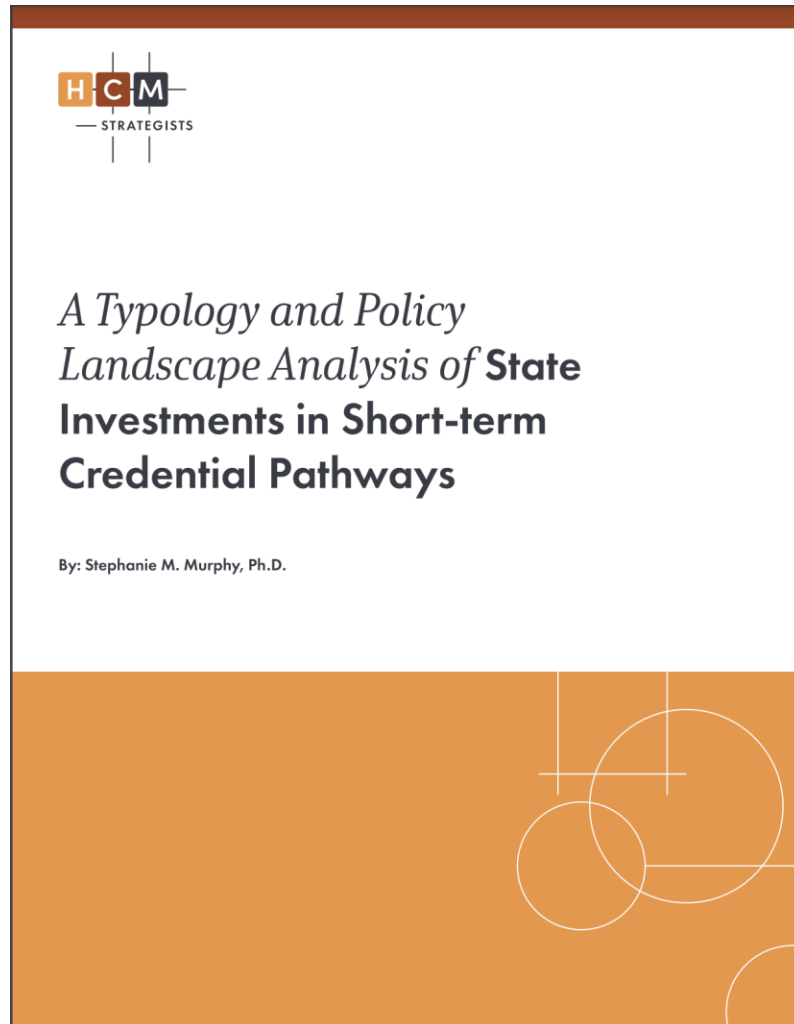
Over 650 Funding Provisions Totaling

## ~\$4.1 Trillion



## Up to \$1.3 Trillion

Representing ~115 Select Funding Streams



## Findings and Analysis: Trends in State Funding of Short-Term Credentials

Our research identified 59 state-led initiatives across 28 states. The investments in these programs total no less than **\$3.81 billion**.



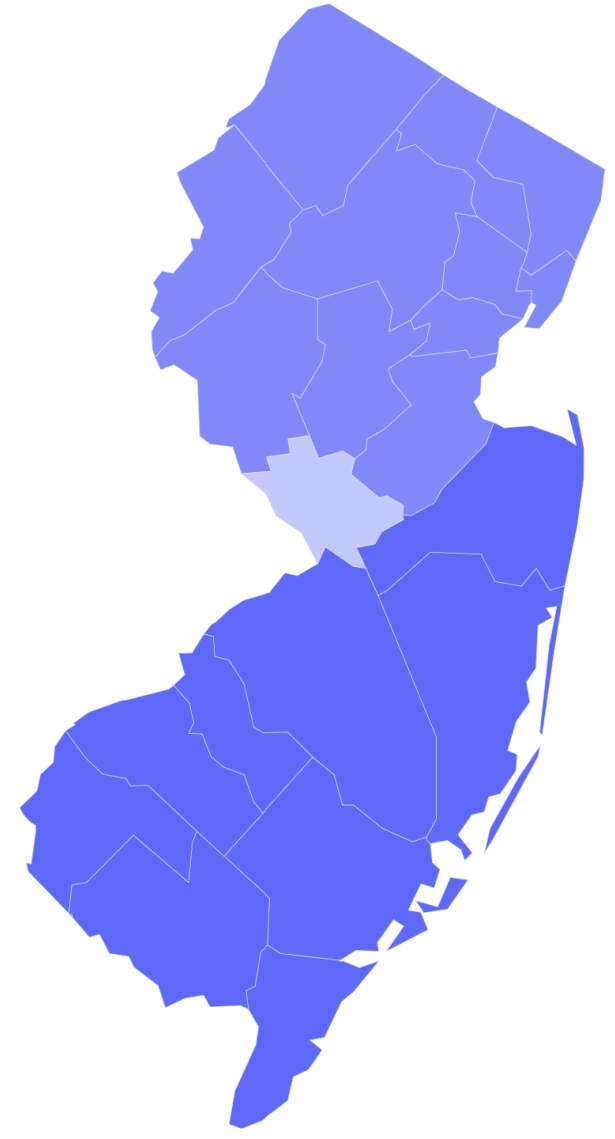
# Industrial Policy

- "Explicitly target the transformation of the structure of economic activity in pursuit of some public goal." Juhasz, Lane, and Rodrik, 2023
  - Innovation, productivity, economic growth, climate transition, good jobs, geographic regions, exports, etc.
  - Public authorities: "we promote X but not Y."
  - Conditions: employment and training

# What Does This Mean?

- Money flows through "demand side" agencies
  - Commerce, Transportation vs. Education, Labor
- Supply Chains vs. Formulas
  - Sector partnerships
  - Economic Development and Workforce Development coordination
- Equity
  - Deep system changes needed

# Extent of credentials-to-jobs misalignment



## Extent of credentials-to-jobs misalignment

- No data
- Less than 30%
- 30%–<40%
- 40%–<50%
- 50%–<60%
- 60%–<70%
- More than 70%

For methodological details, see *The Great Misalignment: Addressing the Mismatch between the Supply of Certificates and Associate's Degrees and the Future Demand for Workers in 565 U.S. Labor Markets*.

# Postsecondary Education

**Access**

- 1960-2010

**Attainment**

- 2010 -Today

**???**

- 2025



# Q & A





# NETWORKING BREAK



**Scott Cheney**

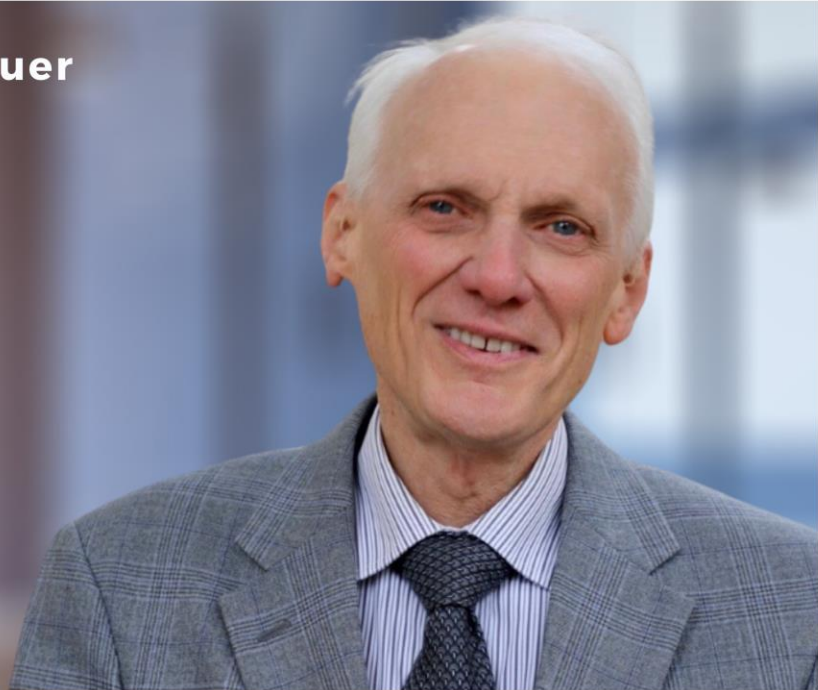


## **CREDENTIAL TRANSPARENCY FOR COMPETENCIES AND SKILLS: THE BENEFITS TO STUDENTS, JOBSEEKERS, AND EMPLOYERS**

**Scott Cheney**

**CEO,  
Credential Engine**

**Ken Sauer**



**Ken Sauer**

**Senior Associate Commissioner  
and Chief Academic Officer,  
Indiana Commission for Higher Education**

**Moderated by:**

**Catherine Starghill, Esq.**, Vice President, New Jersey Council of  
County Colleges and Executive Director, New Jersey Community  
College Consortium for Workforce & Economic Development



# Credential Transparency Overview

Scott Cheney, CEO, Credential Engine

Ken Sauer, Senior Associate Commissioner & Chief Academic Officer  
Indiana Commission for Higher Education

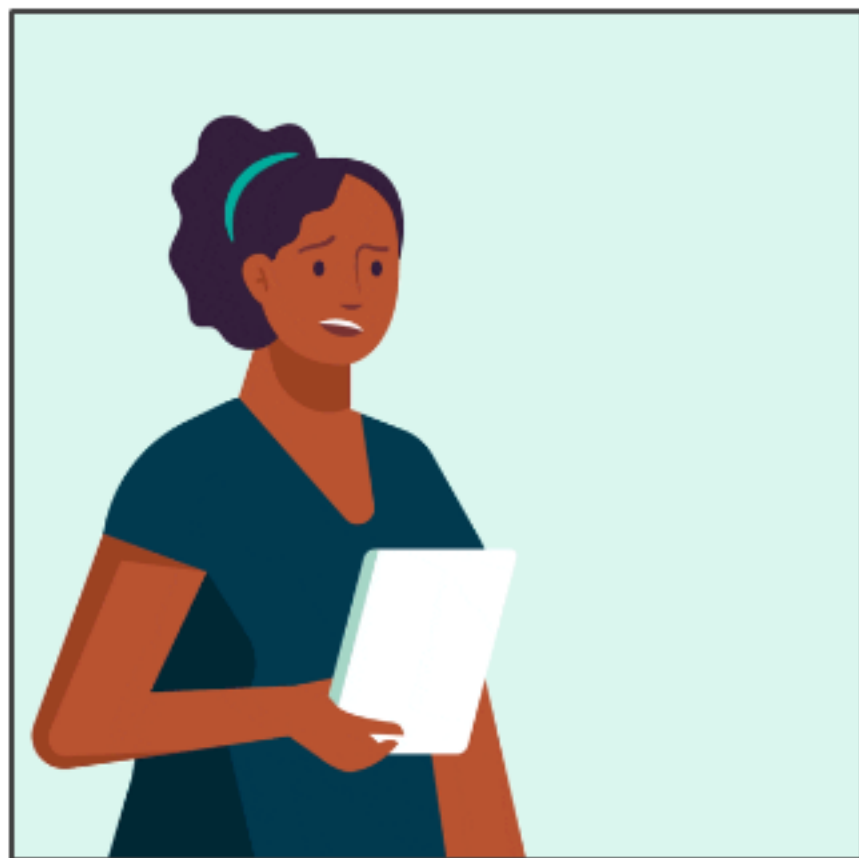
June 2024







# The Challenge



## The credential ecosystem is large, complex, and confusing

- 1,076,358 [unique credentials](#) in the U.S. alone, including degrees, certifications, badges, apprenticeships, licenses, and more
- Nearly 60,000 providers of credentials

## How do I find what programs are offered?

- Credential information is siloed and disconnected
- It's difficult to find comprehensive and quality information

## How do I know which program is the right fit?

- So many variables to consider:
  - cost, location, financial assistance, time to completion
  - prerequisites, transferability, stackable to advanced programs
  - target skills and connection to career pathways





# The Solution

Hotels | Louisville, KY

Sun, Jan 28 | Mon, Jan 29 | 2 | Top-rated | Budget options | Luxury stays | Free cancellation | Deals | For >



**The Galt House Hotel, Trademark Collection by Wyndham** \$78  
4.1 ★★★★★ (7.8K) · 4-star hotel  
Elegant hotel with seasonal outdoor pool  
Pool · Spa

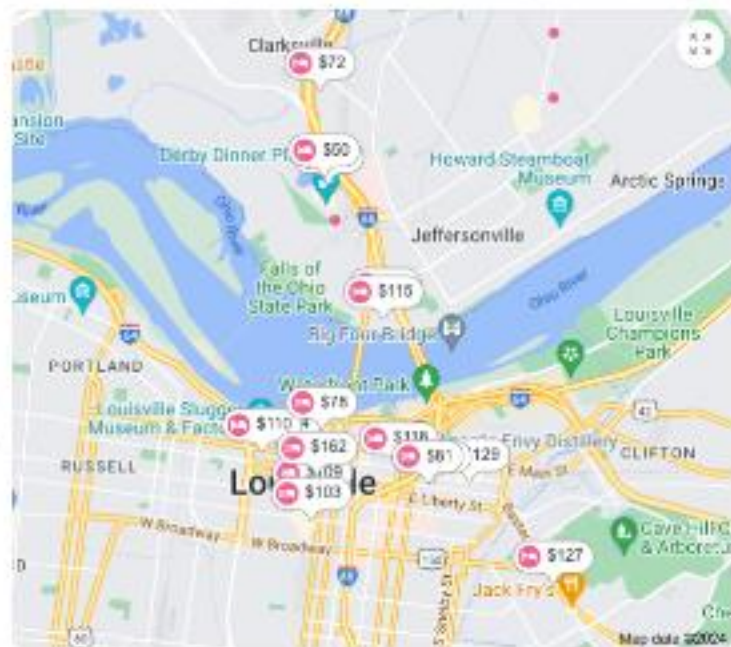


**Home2 Suites by Hilton Louisville Downtown NuLu** \$81  
4.0 ★★★★★ (665) · 2-star hotel  
**GREAT DEAL** 39% less than usual  
Casual hotel with a heated indoor pool



**Radisson Hotel Louisville North** \$50  
3.7 ★★★★★ (2K) · 3-star hotel  
Modern lakeside hotel with dining  
Pool · Hot tub

View 206 hotels →



When you find and book travel, map a route to a destination, or browse for music online, you are tapping into **linked open data** systems on the web.

Linked open data enables the creation of online tools that help consumers plan and optimize their journeys.

We are doing the same for credentials by providing the technologies and tools to make them transparent, connected, and accessible.

*Credential Engine is a non-profit whose mission is to map the credential landscape with clear and consistent information, fueling the creation of resources that empower people to find the pathways that are best for them.*





# Stakeholders Need Transparent Credential Data



## **Learners & workers**

Understand the availability, costs, time, value, and stackability of the different credentials available to make the most effective education and career choices.



## **Credential providers**

More clearly describe the credentials offered, including their quality and value, and how they meet the needs of individuals, businesses, and the community.



## **Policymakers & thought leaders**

Understand the credentials available within a state, identify and promote high-value and in-demand pathways, and improve the quality of statewide data systems.



## **Employers**

Discover and hire people who have the skills and competencies for the jobs of today, and effectively plan for and signal the needs of tomorrow.





# Creating a Credential Registry

Transforming credential information into linked open data means it can be shared, connected, and used across applications.



## Credential Transparency Description Language (CTDL)

The only common language that describes key features of credentials, credentialing organizations, competencies, and quality assurance bodies. It is the dictionary for describing credentials and includes 1000+ terms and the grammar for using those terms.

## Credential Registry

More than a database, the Registry collects and connects credential data described with CTDL and supports an open applications marketplace by turning credential information into linked open data.

\*Publishing data to the Registry is free. The Registry does not collect individual-level data





# What Data is in the Registry?



## Organizations

- Organization Type
- Location(s), including all addresses and satellite campuses



## Credentials Offered

- Degrees
- Licenses
- Certifications
- Stackable Credentials
- Badges
- MicroCredentials



## Learning Opportunities

- Programs
- Courses
- Related information, including time to complete



## Competencies

- Learning Objectives
- Skills
- What is learned or gained from the Learning Opportunity or upon earning the Credential



## Assessments

- Assessments required for a Credential or Learning Opportunity



## Support Services

- Academic or Career Guidance
- Physical features or modifications of facilities
- Adaptive technologies or offerings
- Provision of housing, clothing, or learning resources



## Financial Assistance

- Financial assistance available to assist in the pursuit or completion of a Credential



## Transfer Value

- How value can be transferred from one form of learning in another context, typically credit transfer values



## Outcomes Data

- Number of credential awardees
- Number of awardees employed
- Related earnings over one or more time periods



## Jobs, Occupations, and Pathways

- Occupations and Jobs can link to Competencies or Credentials, or be combined with other data to create Pathways





# Value of the Credential Registry

- Comprehensive, open source of data on credentials, competencies, outcomes, ROI, and more
- Links credentials to one another; connects training programs to licenses and certifications
- Integrates with online tools (LAUNCH) & Learner and Employment Records (LERs)
- View and compare credential information from other states
- Streamlines data collection, breaks down silos, makes data accessible and actionable

The screenshot displays the Credential Finder interface. At the top, there is a search bar with a dropdown menu set to 'Credentials'. Below the search bar, there are several search results for credentials. The first result is for 'Customer Satisfaction Foundation' with a 'Compare' button and '1 Location'. The second result is for 'PECB Certified Digitalization and Electronic Archiving Manager' with a 'Compare' button and '1 Location'. The third result is for 'PECB Certified ISO 38788 Auditor' with a 'Compare' button and '1 Location'. Each result includes a brief description of the credential and a 'Time to Earn' button.

Credential Finder: <https://credentialfinder.org>







# Credential Finder



## Ivy Tech Community College of Indiana

Last Updated Apr 29, 2024 9:40 AM

Ivy Tech Community College is the state's largest public postsecondary institution and the nation's largest singly accredited community college system. Ivy Tech has campuses throughout Indiana. It serves as the state's engine of workforce development, offering affordable degree programs and training that are aligned with the needs of its community along with courses and programs that transfer to other colleges and universities in Indiana. It is accredited by the Higher Learning Commission.

2 Quality Assurance

1 Pathways

2 Organization Types

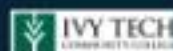
1 Organization Sector

278 Owns/Offers Credentials

427 Owns/Offers Learning Opportunities

222 Owns Computer

1 Industry Type



Credential Organization

## Ivy Tech Community College of Indiana

Last updated: Apr 29, 2024



### About this Organization

Basic information about the Organization

Ivy Tech Community College is the state's largest public postsecondary institution and the nation's largest singly accredited statewide community college system. Ivy Tech has campuses throughout Indiana. It serves as the state's engine of workforce development, offering affordable degree programs and training that are aligned with the needs of its community along with courses and programs that transfer to other colleges and universities in Indiana. It is accredited by the Higher Learning Commission.

[View this Organization](#)

### Mission Statement

Ivy Tech Community College prepares Indiana residents to learn, live, and work in a diverse and globally competitive environment by delivering professional, technical, transfer, and lifelong education. Through its affordable, open-access education and training programs, the College enhances the development of Indiana's citizens and communities and strengthens its economy.

### Purpose

Ivy Tech Community College prepares Indiana residents to learn, live, and work in a diverse and globally competitive environment by delivering professional, technical, transfer, and lifelong education. Through its affordable, open-access education and training programs, the College enhances the development of Indiana's citizens and communities and strengthens its economy.



### Locations

Geographic information about the Organization



#### Anderson Campus

104 W. 53rd Street | Anderson, Indiana | 46013-1502 | United States



33 Locations





# Navigation Tools + Resources

Indiana School Finder

**LEARN MORE**

Program	Institution	Level	Public	Enrollment	Average Salary	Total Credits
A.A.S. in Machine Tool Technology	Ivy Tech	Associate Degree	Public	61,809	\$56,663	60
A.S. in Mechanical Engineering Technology (PU)	Purdue University Fort Wayne	Associate Degree	Public	8,033	\$71,396	60
B.A./B.S. in Hospitality Innovation and Leadership	Ball State University	Bachelor's Degree	Public	21,587	\$33,217	-

## B.A./B.S. in Hospitality Innovation and Leadership

Ball State University

Welcome to Ball State's world-class restaurant, meeting reception hosts with incredible catering services. Creating superb lodging or event experiences. Sound exciting? Ball State's Hospitality and Food Management program is a fun and fast-paced roadmap to upper-level management positions in the hospitality industry. This major offers you the opportunity to study a blend of theory relating to management and financial service practices, with a focus on experiential learning in the three main...



Program Level	Online/On Campus	# Credit Hours
Bachelor's Degree	On-Campus Only	120 Credit Hours

School Overview

Ball State University is a public institution located in Muncie, IN. It has a student enrollment of 23,587 students.



## A.A.S. in Machine Tool Technology

Ivy Tech Community College of Indiana

WAYS TO PAY FOR COLLEGE

PRICE CALCULATOR

Cost of Institution



1 Year Salary: \$56,663

18 Year Salary: \$59,855

Job Prospects include: Structural Metal Fabricators and Fitters | Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic | Machine Tool Setters, Operators, and Tenders, Metal and Plastic

### Similar Programs

- A.A.S. in Apprenticeship Tech Ironworker - ITCC
- A.A.S. in Apprenticeship Tech Sheet Metal Worker - ITCC
- A.S. in Apprenticeship Technology: ABC-Sheet Metal - IU
- A.S. in Precision Machining Technology - IU



# INDIANA TRANSFER COMPONENTS

## DUAL CREDIT, DUAL ENROLLMENT

College courses taken in high school

**DUAL  
CREDIT**

## CREDIT FOR PRIOR LEARNING

AP, CLEP, IB, Cambridge, Portfolios  
& Military Credit

**CPL**

## CORE TRANSFER LIBRARY – COURSE TO COURSE

88 courses that transfer to all public and some

**CTL**  
88 COURSES

## INDIANA COLLEGE CORE – BLOCK TRANSFER

30 credits of general education designed to transfer as a block

**ICC**  
BLOCK TRANSFER

## TRANSFER SINGLE ARTICULATION PATHWAYS

Associate + Bachelor's Degree

**TSAPs**  
ASSOCIATE +  
BACHELOR'S DEGREE



# INDIANA COLLEGE CORE

- 2012 legislative mandate
- A block of 30 credit hours of college-level general education coursework that transfers seamlessly to all Indiana public institutions and some private institutions
- Competency-Based

## 3 Foundational Intellectual Skills

- Written Communication, Speaking & Listening, Quantitative Reasoning

## 3 Ways of Knowing

- Scientific, Social & Behavioral, Humanistic & Artistic



INDIANA COMMISSION FOR HIGHER EDUCATION

## APPROVED PROVIDERS

The number of schools that have partnered with a primary postsecondary provider to offer the Indiana College Core:

**247** and counting





# Navigation Tools + Resources

My College Core and My Career Core Coming Soon



MY HIGH SCHOOL: ELKHART HIGH SCHOOL [Select A Different School](#)

PRIMARY PARTNER INSTITUTION: IVY TECH COMMUNITY COLLEGE

PATHWAY: BIOLOGY TSAP [Biology TSAP Degree Plan](#)

0 OF 30  
CREDITS SELECTED

0 OF 30  
CREDITS COMPLETED

SHARE

SAVE

LOG IN

Username

Password

LOG IN

[Lost your password?](#)

CREATE AN ACCOUNT

In order to save and edit your plan, you will need an account.

SIGN UP

Add Core Plan Name

Share with my Counselor

## WRITTEN COMMUNICATION

CREDITS REQUIRED: MIN OF 3 - MAX OF 6 CREDITS SELECTED: 0 CREDITS COMPLETED: 0

COURSES IN BIOLOGY TSAP  
English Composition - ENGL 101

## COURSES AVAILABLE AT YOUR SCHOOL

COURSE NAME	COURSE #	CREDITS	TYPE	PROVIDER	COMPLETED
<input type="checkbox"/> English Composition	ENGL 101	3	Dual Credit	ITCC	<input type="checkbox"/>
<input type="checkbox"/> Rhetoric and Argument	ENGL 205	3	Dual Credit	ITCC	<input type="checkbox"/>

## + SPEAKING AND LISTENING



ABOUT

RESOURCES

START MY PLAN

DOWNLOAD  PRINT

NAME:

HIGH SCHOOL: ELKHART HIGH SCHOOL

INSTITUTION: IVY TECH COMMUNITY COLLEGE

PATHWAY: BIOLOGY TSAP

LAST SAVED: FEBRUARY 20, 2024

CREDITS SELECTED: 32

CREDITS COMPLETED: 0

Please note this is NOT a transcript. Students are responsible for working with their counselor. Courses are subject to change.

[RESET TO SELECT A DIFFERENT SCHOOL](#)

[SchoolFinder Tool](#)

## INDIANA STATE UNIVERSITY

Disclaimer: This is how your selected courses MAY be applied at Indiana State University. Consult with an advisor at your chosen institution.

Your plan has been updated based on your selection.

## WRITTEN COMMUNICATION

COURSE NAME	COURSE #	CREDITS	TYPE	PROVIDER	COMPLETED
Freshman Writing II	ENG 105	3	Dual Credit	ISU	No

## SPEAKING AND LISTENING

COURSE NAME	COURSE #	CREDITS	TYPE	PROVIDER	COMPLETED
Introduction to Speech Communications	COMM 101	3	Dual Credit	ISU	No

## QUANTITATIVE REASONING



# Navigation Tools + Resources

Indiana Career Explorer



INDIANA CAREER EXPLORER

## My Career Exploration and Graduation Planning Tool.

IT'S YOUR GREAT CAREERS & COLLEGE FUTURE

### Education and Training Search

Explore schools and programs that will help propel your career.

Industry: Manufacturing | Job Title: Any | Education: Associate's Degree | [Search](#)

[Not sure where to start?](#) [Take an Assessment](#)

We've found 316 results!


- A.A./A.S. in Chemistry - Indiana Wesleyan University**  
Indiana Wesleyan University  
Marion, IN 47304-4000 | Degree Program [View Program](#)
- A.A./A.S. in Chemistry - Indiana Wesleyan University - Marion**  
Indiana Wesleyan University - Marion  
Marion, IN 47304 | Degree Program [View Program](#)
- A.A./A.S. in Chemistry - Indiana Wesleyan University - National and Global**  
Indiana Wesleyan University - National and Global  
Marion, IN 47304 | Degree Program [View Program](#)
- A.A.S. in Advanced Automation and Robotics Technology - Ivy Tech Community College-Anderson**  
Ivy Tech Community College-Anderson [View Program](#)





# Parchment Award

## DIPLOMA



**Diploma**  
Associate of Applied Science in Medical Assisting

**Issued To**  
Valerie Edison

**Date Acquired:**  
May 01, 2024

**Expires:**  
Does Not Expire

**Certified**

### PROGRAM DETAILS

**Description**  
The Medical Assisting program at Ivy Tech offers exciting, hands-on learning where student simulations are as "real-life" as possible. Students in the program get to learn from faculty who are credentialed and have real experience in the field. In addition, students have the opportunity to participate in an externship in the community. Classes will focus on patient care, venipuncture, electrocardiogram, vital signs, injections, medical coding, electronic charting and medical records. Students will learn in a variety of settings, including a computer lab, phlebotomy lab, laboratory skills lab, and clinical skills lab with two fully functioning patient exam rooms. This training prepares students to sit for the Certified Medical Assistant certification exam through the American Association of Medical Assistants, which is becoming a credential requirement for most employers. The Medical Assisting program is a selective program (varies by campus). When you apply to the college, you will be accepted into the undeclared program while you complete the prerequisite requirements. The Medical Assisting program accepts a limited number of students each year and there is a separate application process.

**Learning Type**  
In-Person Only







# Navigation Tools + Resources

Indiana Achievement Wallet

The screenshot shows the 'Manage Skills' interface. At the top, there are navigation tabs for Profile, Skills, Credentials, and Career Pathways. Below the tabs is a search bar and a 'How to add a skill' link. The main content area is divided into several sections:

- AT A GLANCE:** Shows a total of 32 skills. Below this are three circular icons representing different skill categories: Technology Workforce Skills (4), Specialized Workforce Skills (23), and Essential Workforce Skills (5).
- TOP 10 SKILLS:** A list of skills ranked by usage. The top skills are: Communication Skills, Project Management, Mentoring, Leadership, Microsoft Excel, and Customer Service.
- Skills List:** A list of skills with category tags: Budgeting Skills (Specialized Workforce Skills), Business Partnerships (Specialized Workforce Skills), Communication Skills (Essential Workforce Skills), Content Creation (Specialized Workforce Skills), Contract Management (Specialized Workforce Skills), Coordination Skills (Essential Workforce Skills), and Cultural Activities (Specialized Workforce Skills).

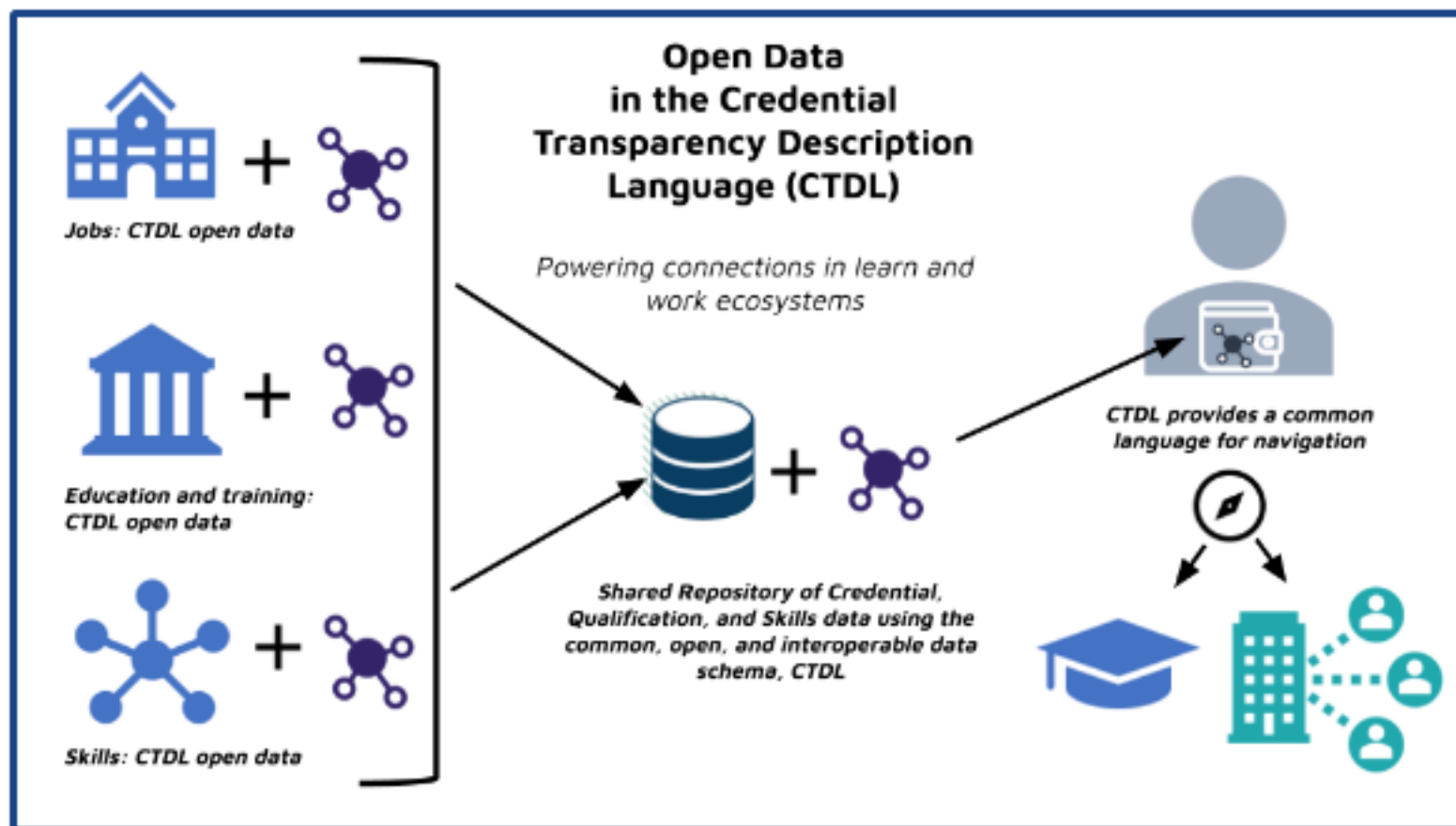
The dashboard features a camera icon at the top and a greeting: "Hi Jillian, This is your **discovery dashboard**. Where do you want to go from here?". Below the greeting are four main navigation options:

- Profile:** Build out your Profile with skills and credentials you can share with employers. Action: Build My Profile.
- Skills:** Visit Skills to review, edit and add more skills to your Profile. Action: Manage my skills.
- Credentials:** Go to Credentials to add and manage all your educational achievements. Action: Add a Credential (RECOMMENDED).
- Career Pathways:** Explore your Career Pathway job options from your current and projected skills and discover what employers you may want to connect with. Action: Explore Career Pathways.





# Power of CTDL in Digital Wallets





# Registry Data: Industry Recognized Credentials



CompTIA

Last Updated Feb 18, 2022 9:03 AM

Compare



1 Location



The Computing Technology Industry Association (CompTIA) is a leading voice and advocate for the \$5 trillion global information technology ecosystem; and the estimated 75 million industry and tech professionals who design, implement, manage and safeguard the technologies that powers the world's economy ...more...

5 Organization Types

1 Organization Sector Type

3 Organization Service Types

9

2 Owns/Offers Assessments

1 Owns/Offers Learning Opportunity

1 Owns Competency Framework

CompTIA Advanced Security Practitioner (CASP+)

CompTIA Cloud+

CompTIA Data+

CompTIA A+

CompTIA Linux+

CompTIA Project+

CompTIA IT Fundamentals+

## About this Credential

Basic information about the Credential



## Related Organization(s)

Organizations that own, offer, or perform other services related to the Credential

### B.S. in Information Technologies

Is Preparation For 5 Credentials

#### CompTIA A+ [plus 4 other(s)]

The following Learning Opportunities (Courses) included in the Bachelor of Science in Information Technologies program at SNHU, prepare the learner for additional study toward attainment of the following CompTIA Certifications: SNHU IT200 - Fundamentals of Information Technology prepares the learner for additional study toward attainment of the CompTIA ITF+ Certification; SNHU IT202 - Computer Operating Systems prepares the learner for additional study toward attainment of the CompTIA A+ Certification; SNHU IT212 - Introduction to Computer Networks prepares the learner for additional study toward attainment of the CompTIA Network+ Certification; SNHU IT253 - Computer Systems Security prepares the learner for additional study toward attainment of the CompTIA Security+ Certification; SNHU QSO-340 - Project Management prepares the learner for additional study toward attainment of the CompTIA Project+ Certification

#### Credentials:

Image **CompTIA A+**

for Provider: **CompTIA**

**CompTIA A+** held by over 1 million IT professionals worldwide, CompTIA A+ is the most essential IT certification for establishing an IT career. If you're new to the IT industry, this will help you put your best foot forward. And if you're already an IT professional, the CompTIA A+ certification validates your skills and certifies your career.

▼ Certification



Occupations and Industries

Career Field information about the Credential


Credential Type






# Transfer Values

- *The Credential Registry now contains ACE National Guide, or their recommendations of equivalent post-secondary academic credit for prior learning for over 10,000 learning opportunities.*

 **Transfer Value Profile**  
**AWIT-0002: Real-World Cloud Product Management Specialization**  
American Council on Education  
Last updated: May 22, 2024

---

 **About this Transfer Value**  
*Basic information about this Transfer Value*

American Council on Education recommends equivalent postsecondary academic credit for prior learning based on faculty subject matter expert review. In competency reviews, faculty also validate the skills and competencies that students are expected to master in order to pass the course or exam.

[View this Transfer Value ↗](#)

---


**Start Date:** 2022-05-01  
**End Date:** 2025-04-30

---

**Transfer Value Credit**


**Value:** 6 Credits  
**Credit Level Type:** Upper Division Level  
**Credit Unit Type:** Semester Hour  
**Subject:** Product Management, Cloud Computing Fundamentals

---

 **Related Organization(s)**  
*Organizations that own or approve of the Transfer Value*


**Owned By**  
American Council on Education

---

 **Transfer Value From**  
*Transfer Value is supplied by these resources*

**Real-World Cloud Product Management Specialization**  
**Type:** Course  
**Provider:** *Advanced Women in Technology*  
The course objective is to learn cloud product management using the same curriculum as AWS PMs, gaining insights to impress on their first (or next) cloud computing role. This Specialization prepares learners for the AWS Certified Cloud Practitioner Exam.

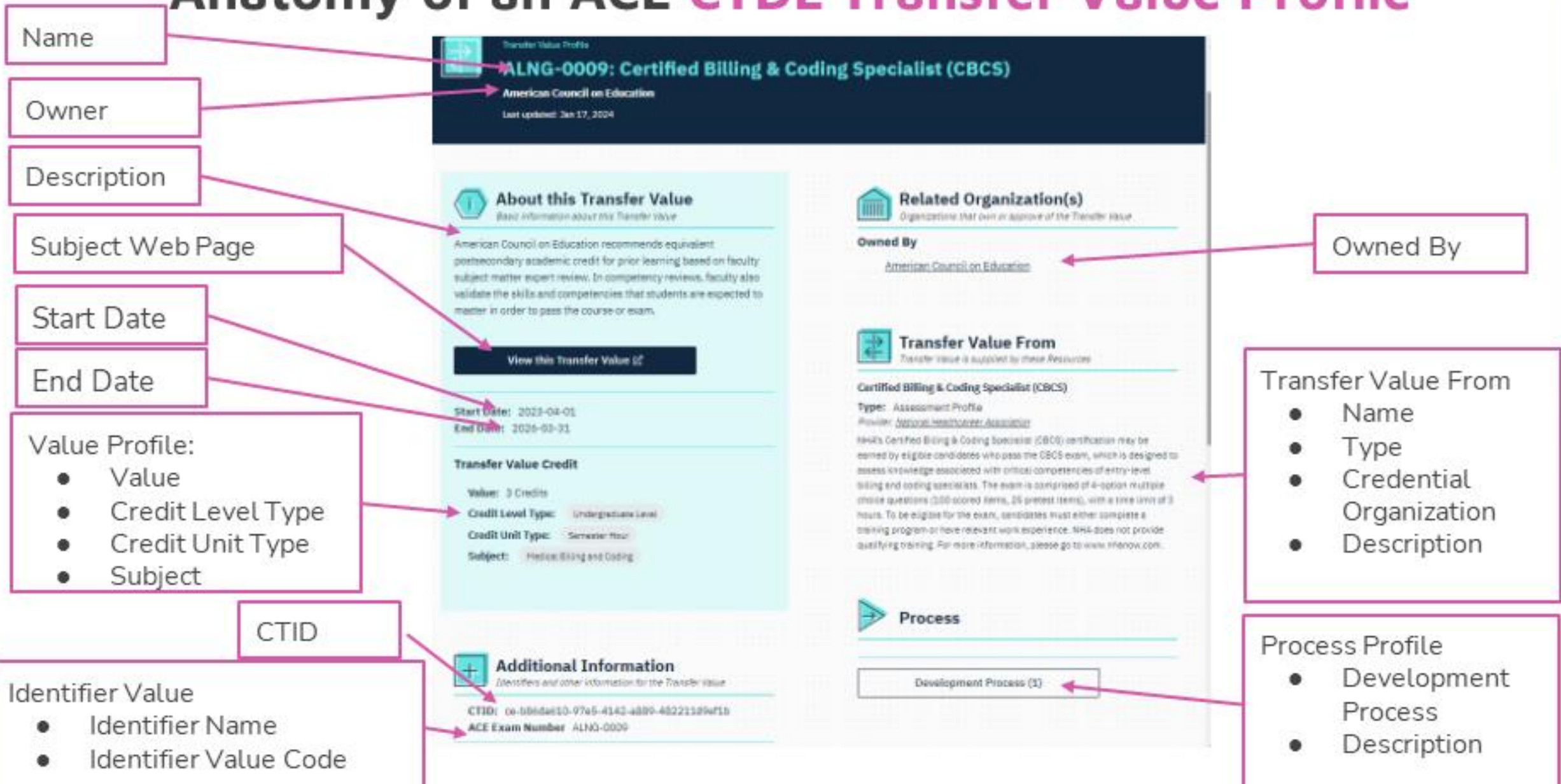
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 **Process**

Development Process (3)

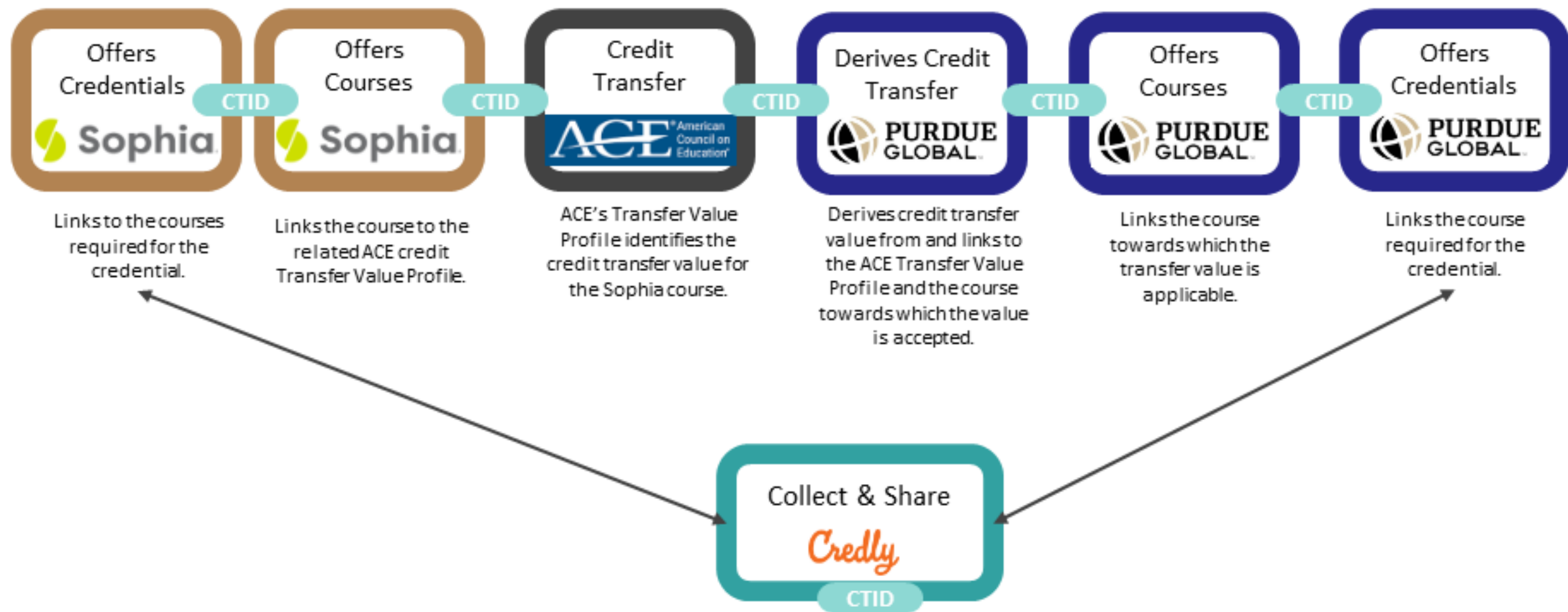


# Credential Finder Examples: Anatomy of an ACE CTDL Transfer Value Profile





# The Power of CTDL Linked Open Data



The issued badge can link to the Credential.





# Pathway Builder

- **Pathway Builder:** New tool to connect credentials, courses, competencies, and jobs - available as linked open data - in detailed pathways that chart journeys from education to the workforce.

<https://credentialengine.org/pathwaybuilder>

**PATHWAY BUILDER**





# Example Pathway

**Pathway Builder**

Foreyth Technical Community College - Computer Integrated Machining Diploma

Save Exit Show 0 Details

Pathway

Destination Component

Add Components

Search Registry Resources

Search Pathway Components

Selected Components

Search your Components

Pre-saved components

You can create a collection of components to drag and drop into the pathway. To select components

Course \*\*\*

Prereq Reading - RPR 111

Credits: 2 Level Pathway

Course \*\*\*

Industrial Safety - ISC 132

Credits: 2 Level Pathway

Course \*\*\*

Business, Business Technology Type: Diploma

Course \*\*\*

Required 1

One of Two Required

Credits: 8

Course \*\*\*

Freshman Composition - ENG 110

Credits: 3 Level Pathway

Course \*\*\*

General Communication - ENG 115

Credits: 3 Level Pathway

Course \*\*\*

CNC Turning - MAC 122

Credits: 2 Level Pathway

Course \*\*\*

CNC Milling - MAC 126

Credits: 2 Level Pathway

Pathway Components Progression Levels Details

Pathway Components

Pathway Components in this Pathway

This pathway contains 10 Components:

Credential Component	Destination Component
	<b>Diploma: Engineering Technologies-Welding Technology (Diploma)</b> The Welding Technology curriculum provides students with a sound understanding of the science, technology, and application of welding and metalworking industry. Instruction includes consumable and non-consumable electrode arc welding, brazing, and soldering. Graduates of the Welding Technology curriculum may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing developed through classroom training and practical application. Graduates of the Welding Technology curriculum may find employment in construction, manufacturing, fabrication, sales and related self-employment.
Course Component	<b>Freshman Composition - ENG 110</b> This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, and effective writing for a variety of purposes.
Course Component	<b>Mathematical Measurement and Literacy - MAT 110</b> This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometry; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the ability to use technology to solve practical problems, and to analyze and communicate results.
Course Component	<b>Automated Welding/Cutting - WLD 265</b> This course introduces automated welding equipment and processes. Topics include setup, programming, and operation of automated welding equipment. Upon completion, students should be able to set up, program, and operate automated welding and cutting equipment.
Course Component	<b>SMW (Stick) Plate/Pipe - WLD 114</b> This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes and in all welding positions.
Course Component	<b>GTAW (TIG) Plate/Pipe - WLD 132</b> This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with various joint geometry.



Scott Cheney

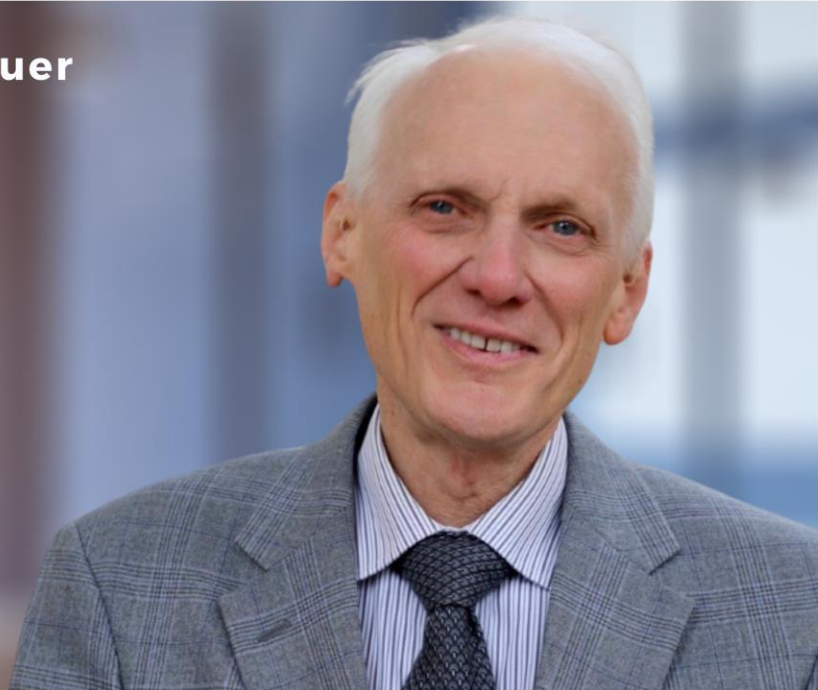


## CREDENTIAL TRANSPARENCY FOR COMPETENCIES AND SKILLS: THE BENEFITS TO STUDENTS, JOBSEEKERS, AND EMPLOYERS

**Scott Cheney**

**CEO,**  
Credential Engine

Ken Sauer



**Ken Sauer**

**Senior Associate Commissioner  
and Chief Academic Officer,**  
Indiana Commission for Higher Education

**Moderated by:**

**Catherine Starghill, Esq.,** Vice President, New Jersey Council of  
County Colleges and Executive Director, New Jersey Community  
College Consortium for Workforce & Economic Development



# Q & A





A blurred background image of a professional networking event. Several people in business attire are engaged in conversations. The scene is brightly lit, suggesting an indoor office or conference space. The overall tone is professional and collaborative.

# NETWORKING BREAK



A group of diverse business professionals are seated in a conference room, looking towards the right. The word "LUNCH" is overlaid in large, bold, blue capital letters across the center of the image. The background is a blurred office setting with large windows.

**LUNCH**



# EDUCATION PATHWAYS AND THE FUTURE OF WORK

**Charlotte Cahill**

**Associate Vice President, Education,  
Jobs for the Future**



# Education Pathways and the Future of Work



# JFF's North Star

In 10 years,  
**75 million people** facing  
systemic barriers to  
advancement **work in**  
**quality jobs.**

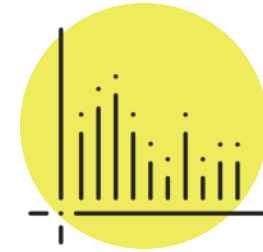




# JFF's approach



**Design**  
solutions



**Scale**  
best practices



**Influence**  
policy and action



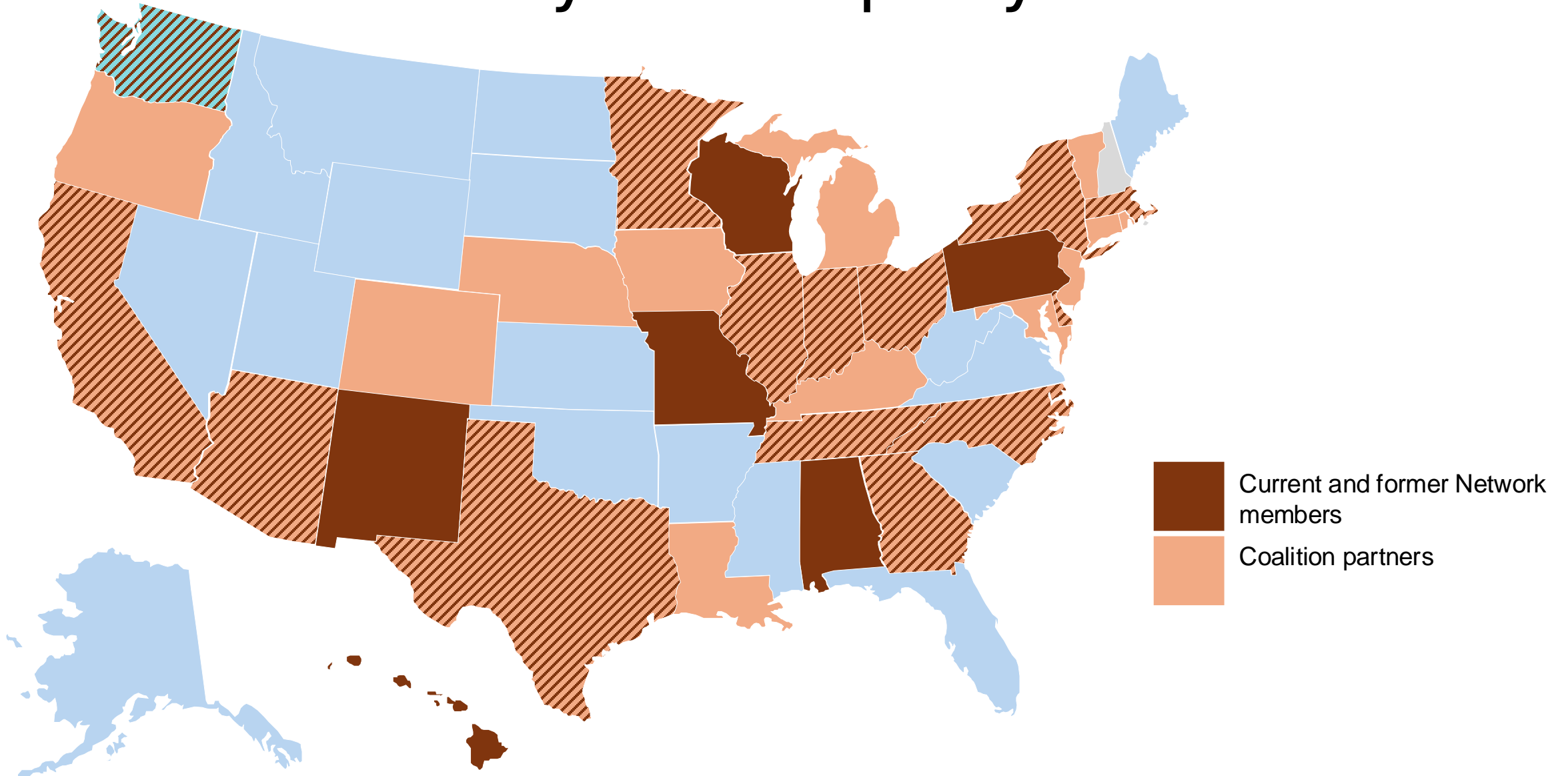
**Invest**  
in innovation

Pathways to Prosperity (PtoP) supports state and regional leaders in designing and implementing equitable education-to-career pathways systems

**We are boldly reimagining how our education and workforce systems can better prepare young people for careers**



# The Pathways to Prosperity Coalition



**What do we  
know about  
the future of  
work?**

**01**

# What's up with AI?

- How workers leverage AI within certain tasks and skills is just as important as how much.
- Because jobs will more likely shift over time, rather than overnight, planning deliberately for transformation is key.
- Our new research offers three new resources to help leaders, institutions, and ecosystems – and workers themselves – prepare.
- Most importantly: every occupation we studied will benefit from doubling down on the uniquely human skills that will be elevated or augmented by AI.



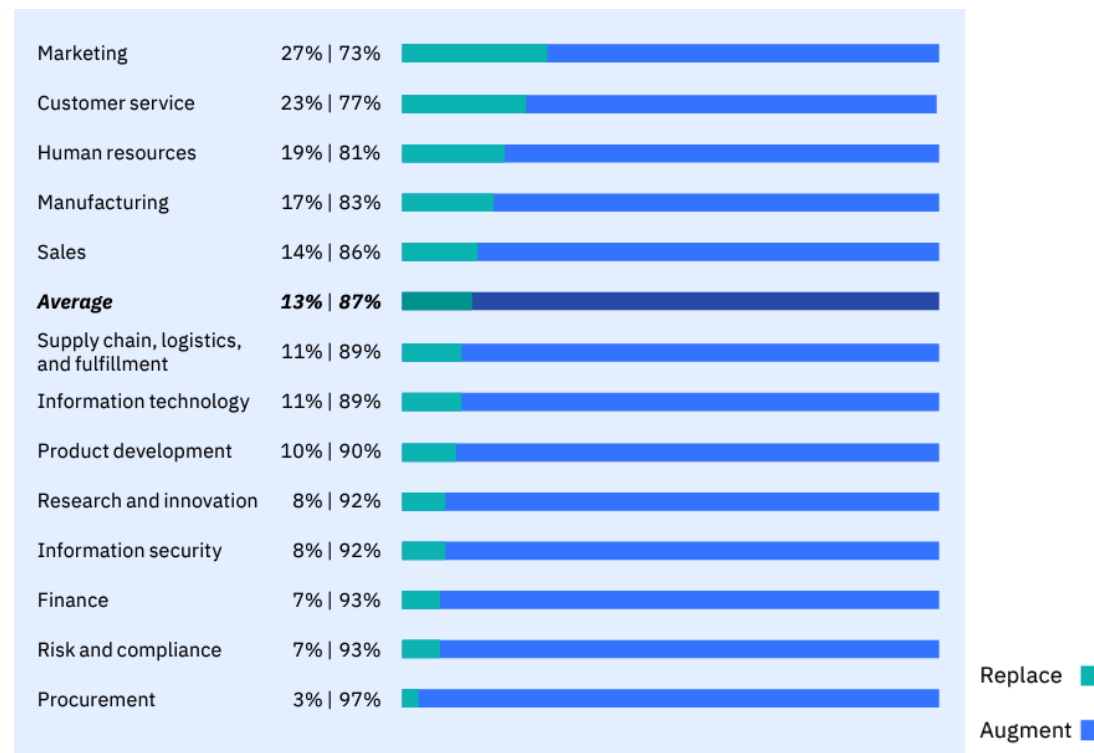
**LEARN  
MORE**



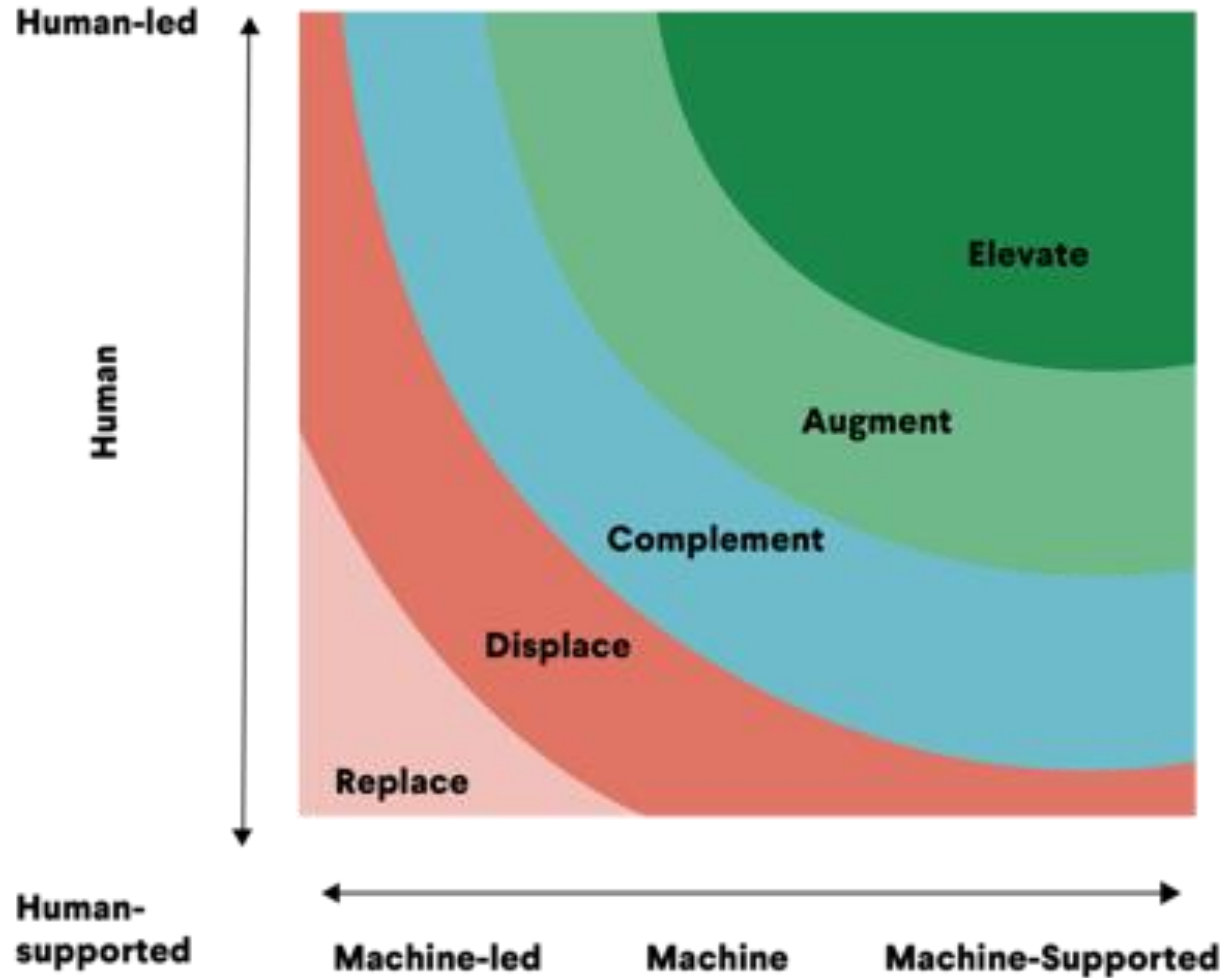
# AI is more likely to reshape most jobs than to replace them

- 80%** of the U.S. workforce could have at least 10% of their work tasks affected by the introduction of AI
- 30%** of work hours could be automated due to generative AI
- 63%** of jobs will be complemented by AI-driven technologies (vs 6% substituted)

More execs expect to augment rather than replace employees



# The AI-Ready Workforce Framework



## The AI-Ready Workforce Framework: Types of AI Impact on Common Skills

- **Elevate:** Human and interpersonal tasks and skills whose use is significantly increased by AI
- **Augment:** Complex cognitive/analytical tasks and skills whose use is increased by AI
- **Complement:** Machine collaboration tasks and skills on whose use AI will have a neutral impact
- **Displace:** Routine cognitive tasks and skills whose use is decreased by AI
- **Replace:** Routine physical tasks and skills whose use is significantly decreased by AI-driven automation

# What about skills-based hiring?

## The promise of skills-based hiring

### Workers

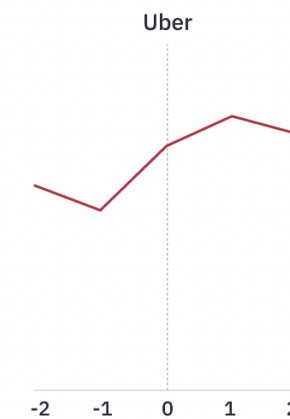
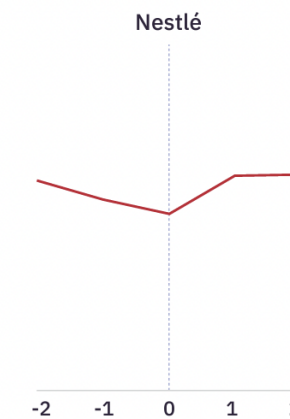
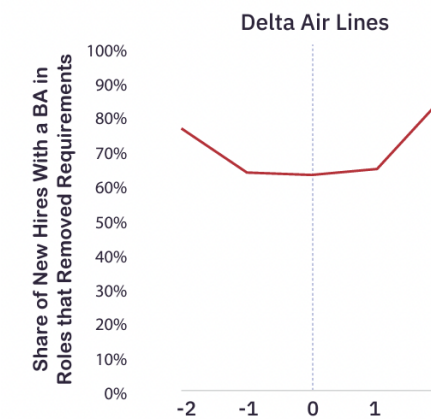
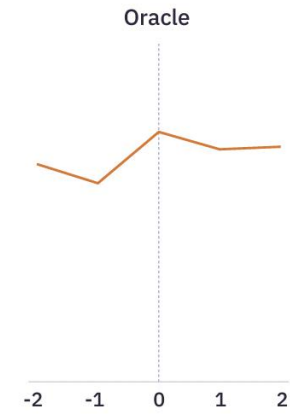
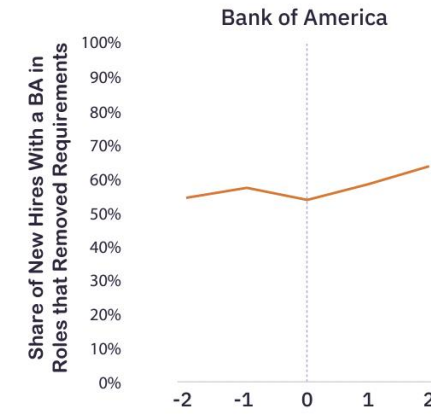
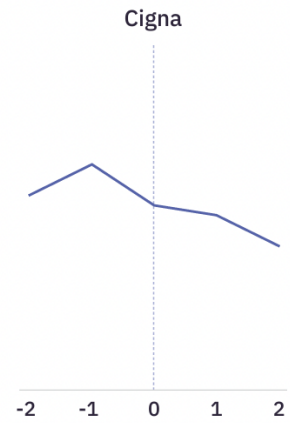
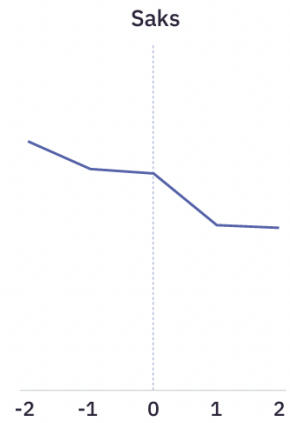
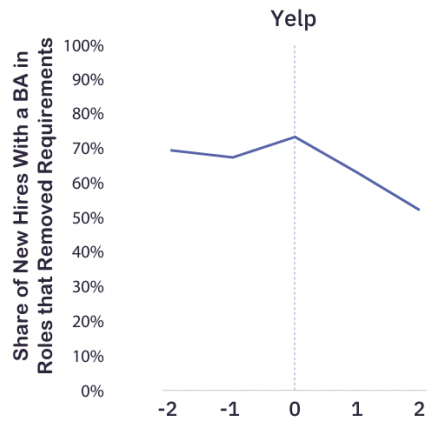
- 25% increase in salary on average
- Access to a larger range of career options

### Employers

- Retention rates for workers hired via skills-based hiring are 10% higher than for their peers with degrees
- Access to expanded talent pool

# The reality of skills-based hiring

**Some companies are leaders, some are doing it in name only, and some are backsliders**

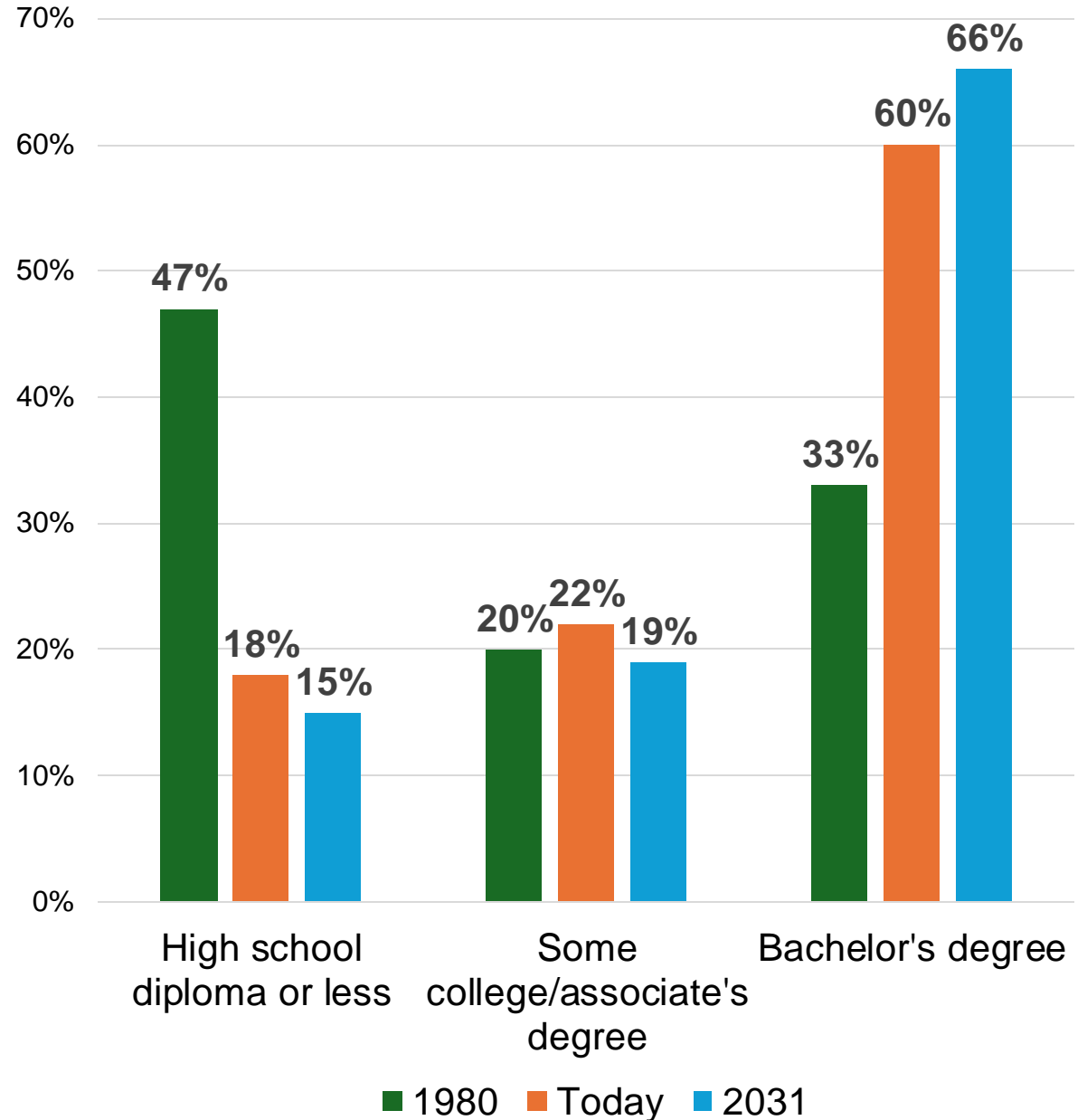


Source: Burning Glass Institute, [\*Skills-Based Hiring: The Long Road from Pronouncements to Practice\*](#)

# What we do know

The educational attainment distribution of workers in good jobs is changing

Source: Zack Mabel, Georgetown University Center on Education and the Workforce, "What Works: Education, Training, and Work-Based Pathway Changes that Lead to Good Jobs" presentation at Pathway to Prosperity leads meeting, October 23, 2023



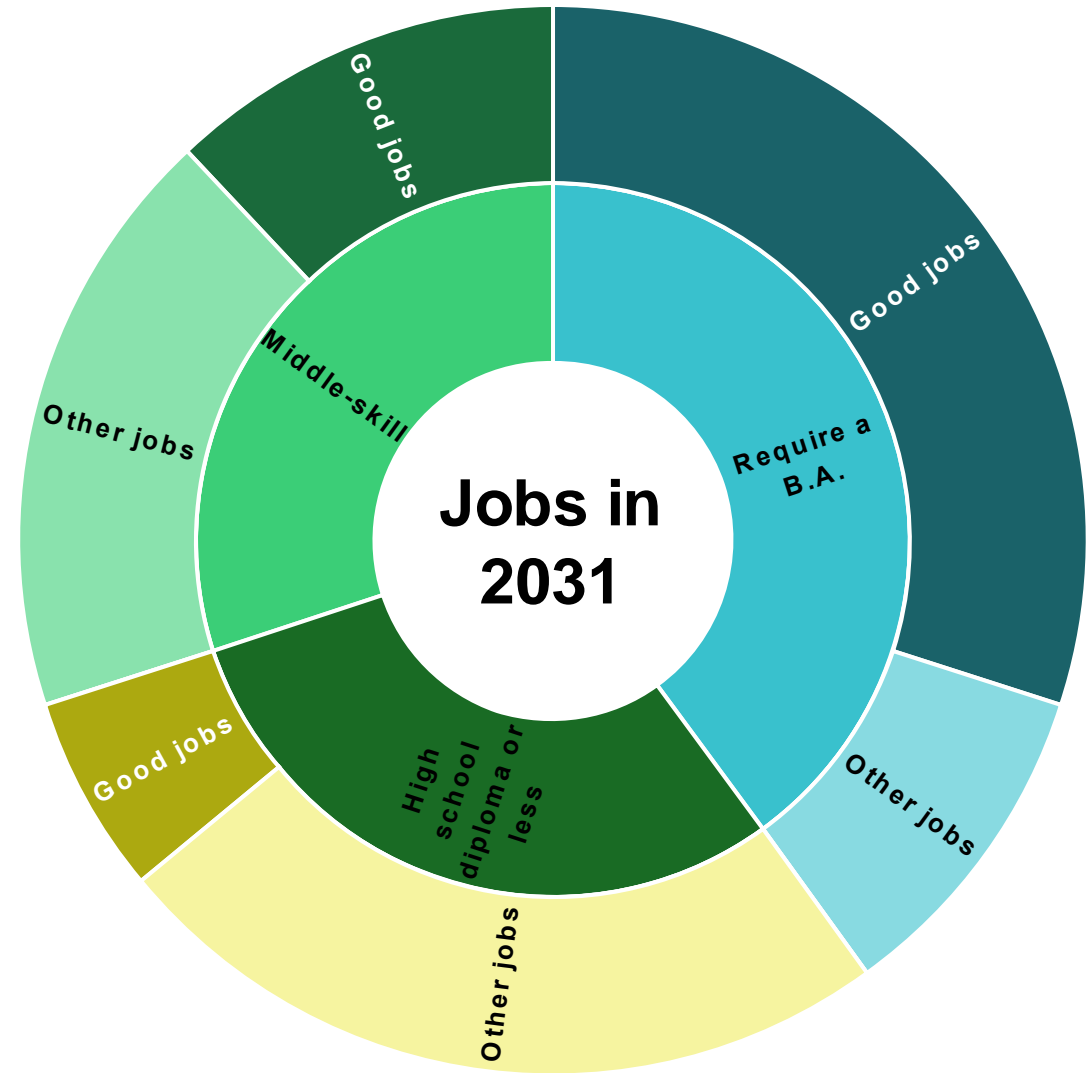


# By 2031...

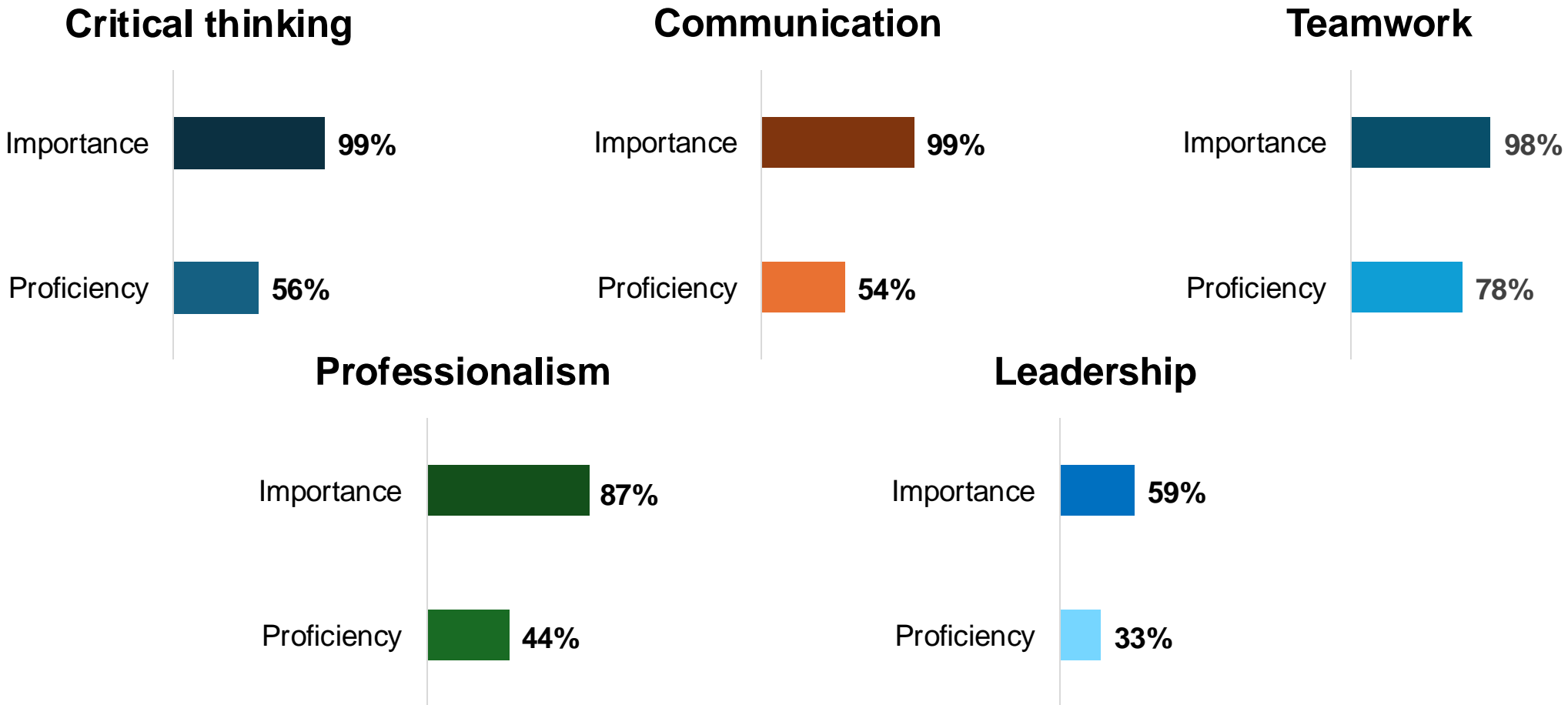
40% of all jobs will require a B.A.,  
and 75% of them will be good jobs

30% of all jobs will be middle-skill  
jobs, and 40% of them will be  
good jobs

30% of all jobs will require a high  
school diploma or less, and 20%  
of them will be good jobs



# Employers say recent college graduates lack employability skills

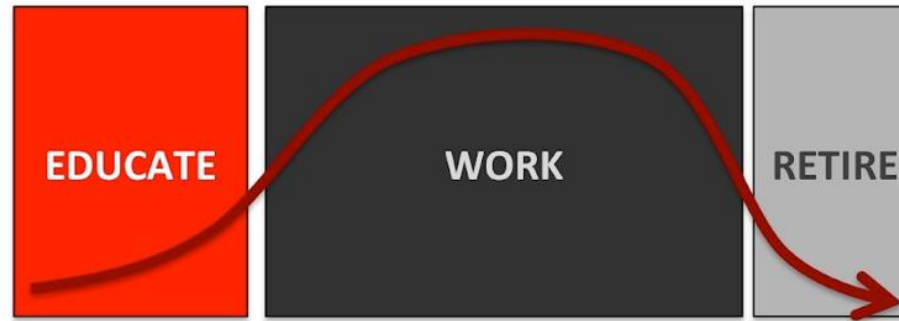


Source: National Association of Colleges and Employers, [Job Outlook 2022](#)

# Maybe the most important thing we know

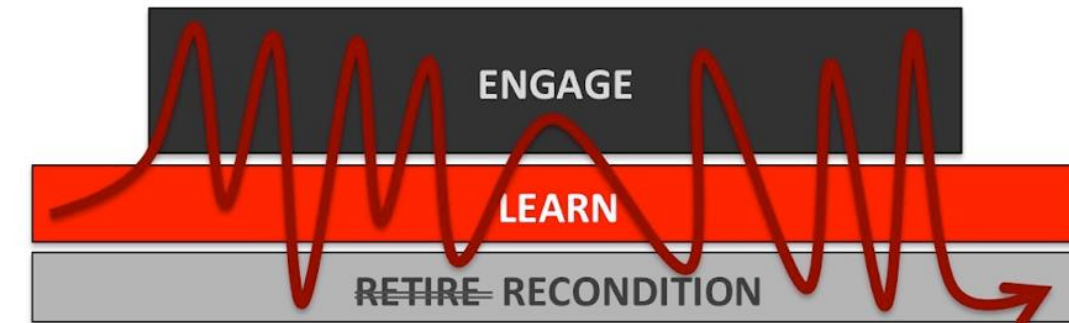
## Career Arc: New Economy Shifts Life Blocks

OLD  
ECONOMY



Lifespan = 73 Years

NEW  
ECONOMY



Lifespan = 90 Years

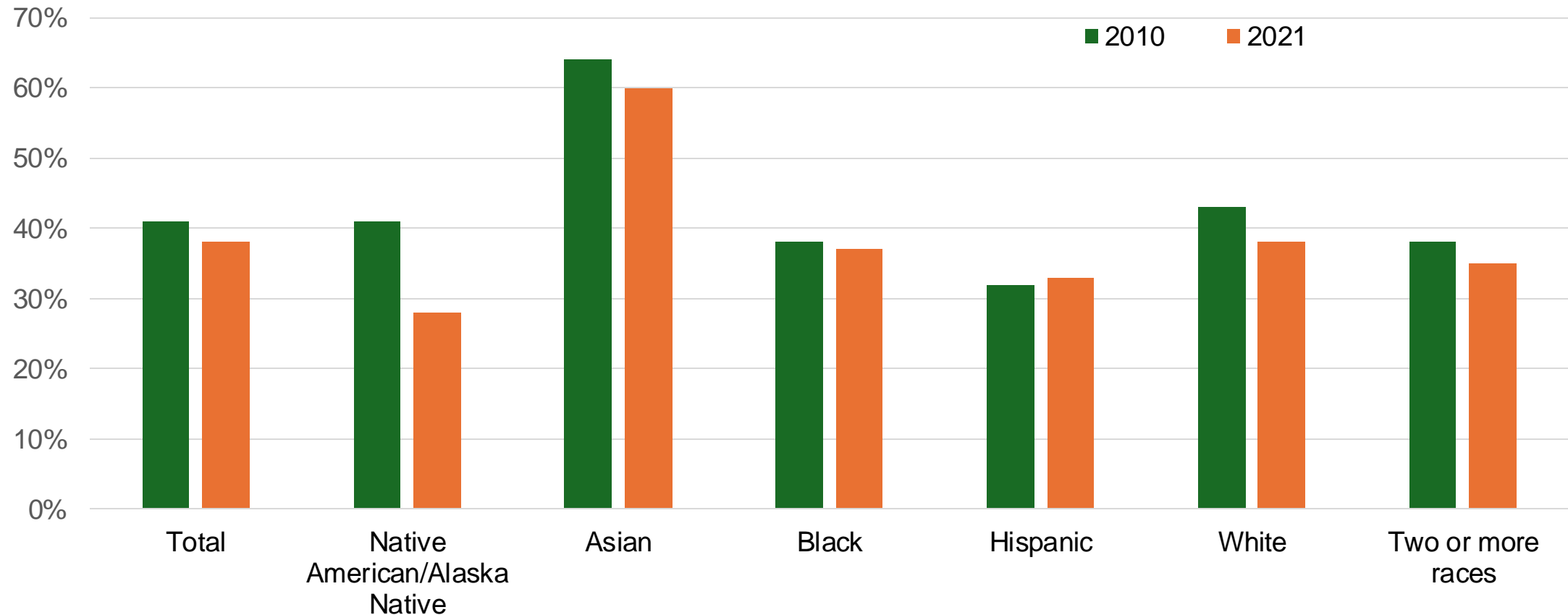
@heathermcgowan

# **What do we know about our education systems?**

**02**

# College enrollments are declining

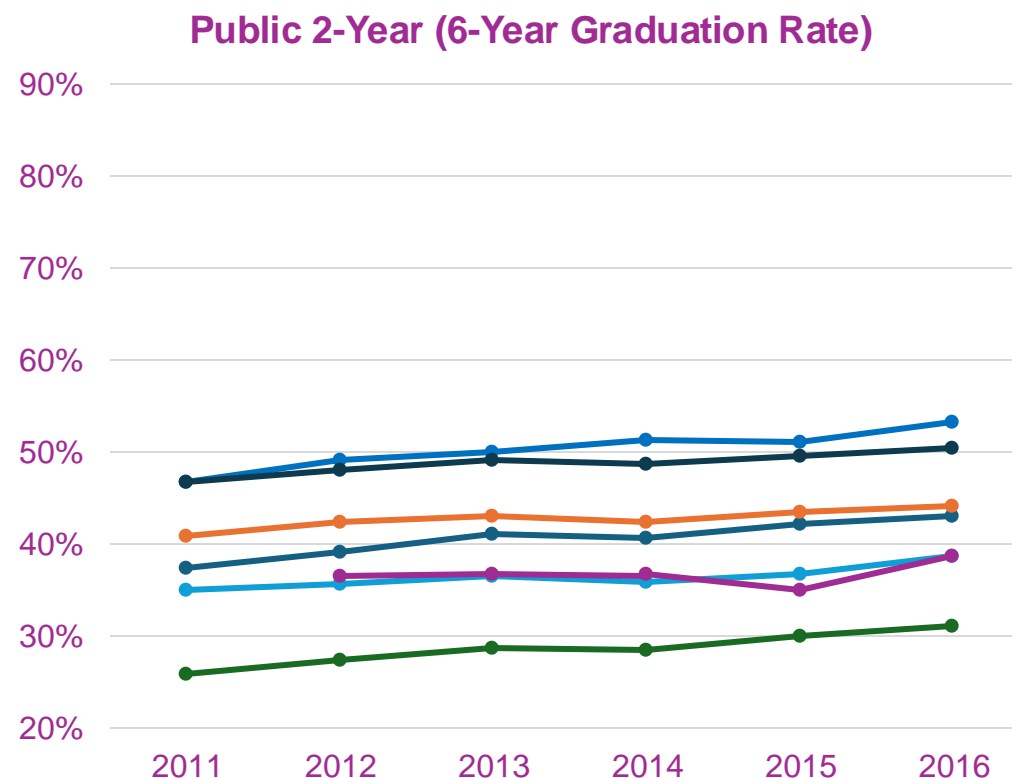
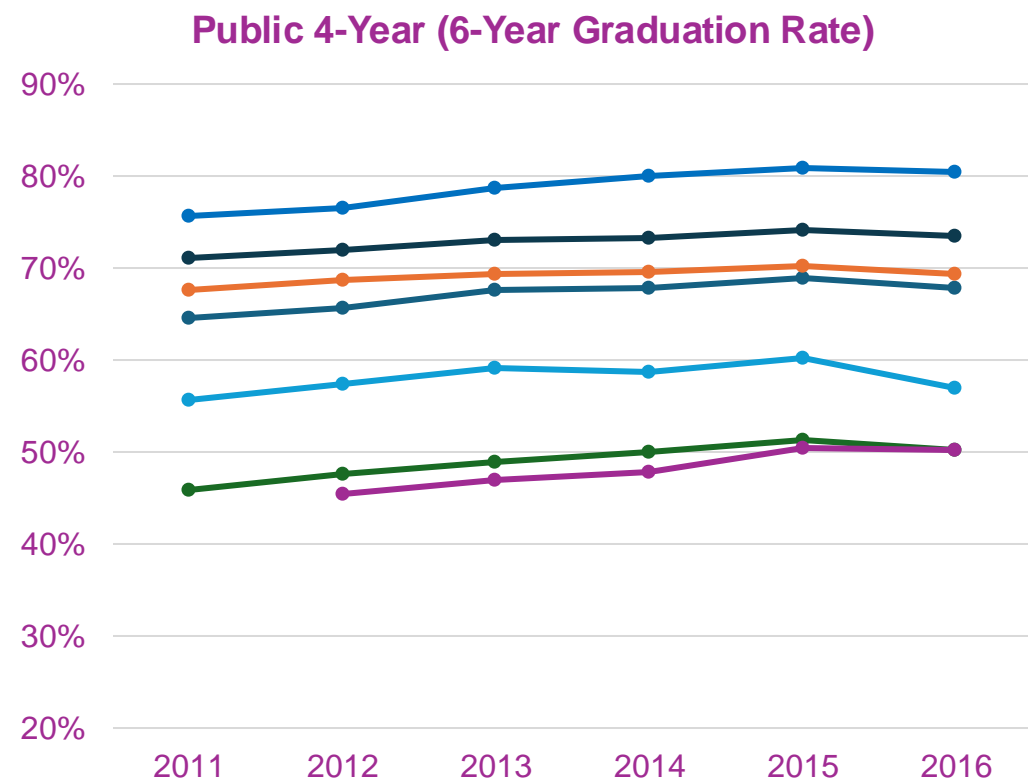
College enrollment rates of 18- to 24-year-olds



Source: [National Center for Education Statistics](#) and [National Student Clearinghouse Research Center](#)



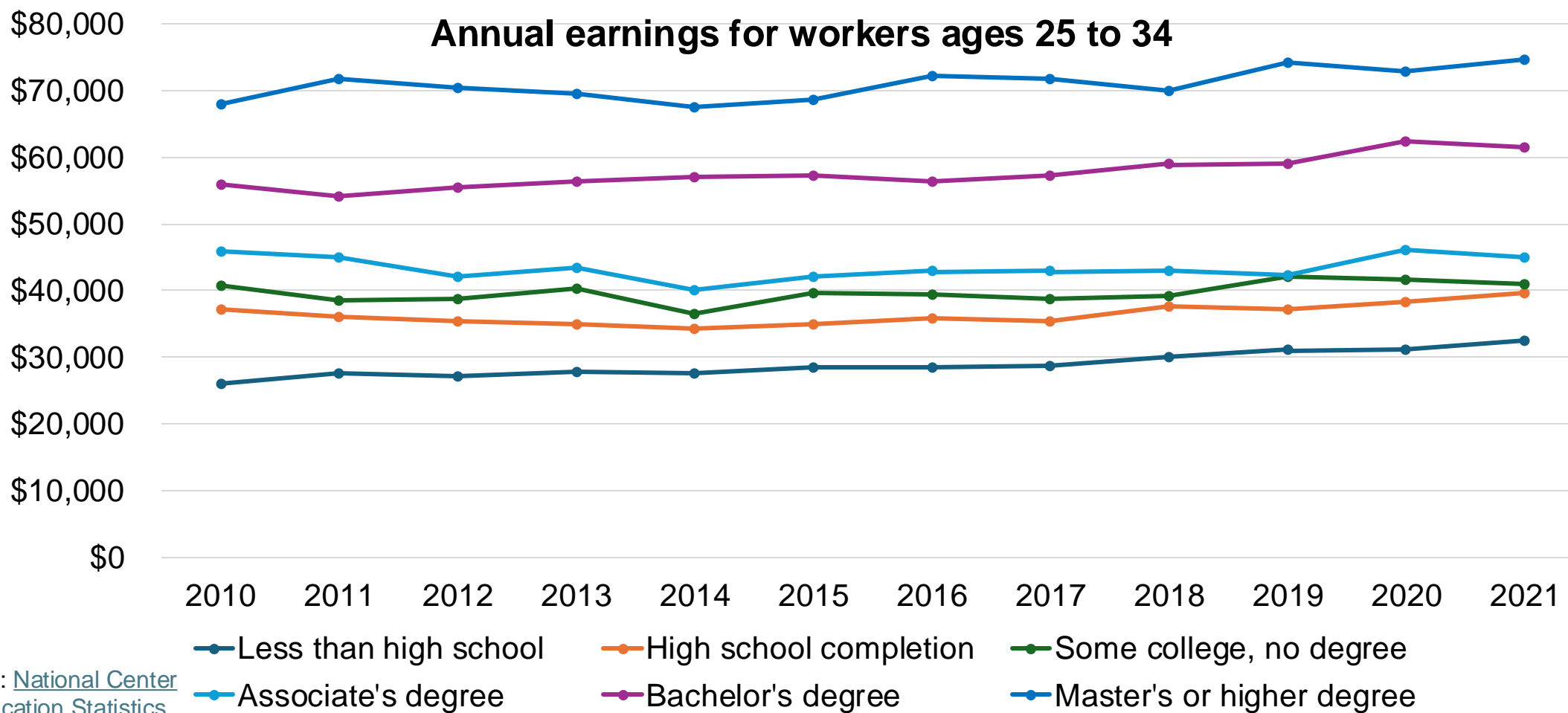
# And college completion rates have mostly stalled



- All students
- Latine students
- White students
- Students under age 20
- Native American students
- Black students
- AAPI students

Source: National Student Clearinghouse Research Center, [Completing College](#) (2022)

# Durable differences in earnings



# Investing in college is risky

Those who borrowed money for college, but did not complete bachelor's degrees, are much less well off financially and more likely to have regrets about their educational choices than those who completed degrees.

60%

More likely to access SNAP benefits

97%

Less likely to experience general financial wellbeing

57%

More likely to regret their field of study

94%

Less likely to be homeowners

53%

More likely to regret their choice of school

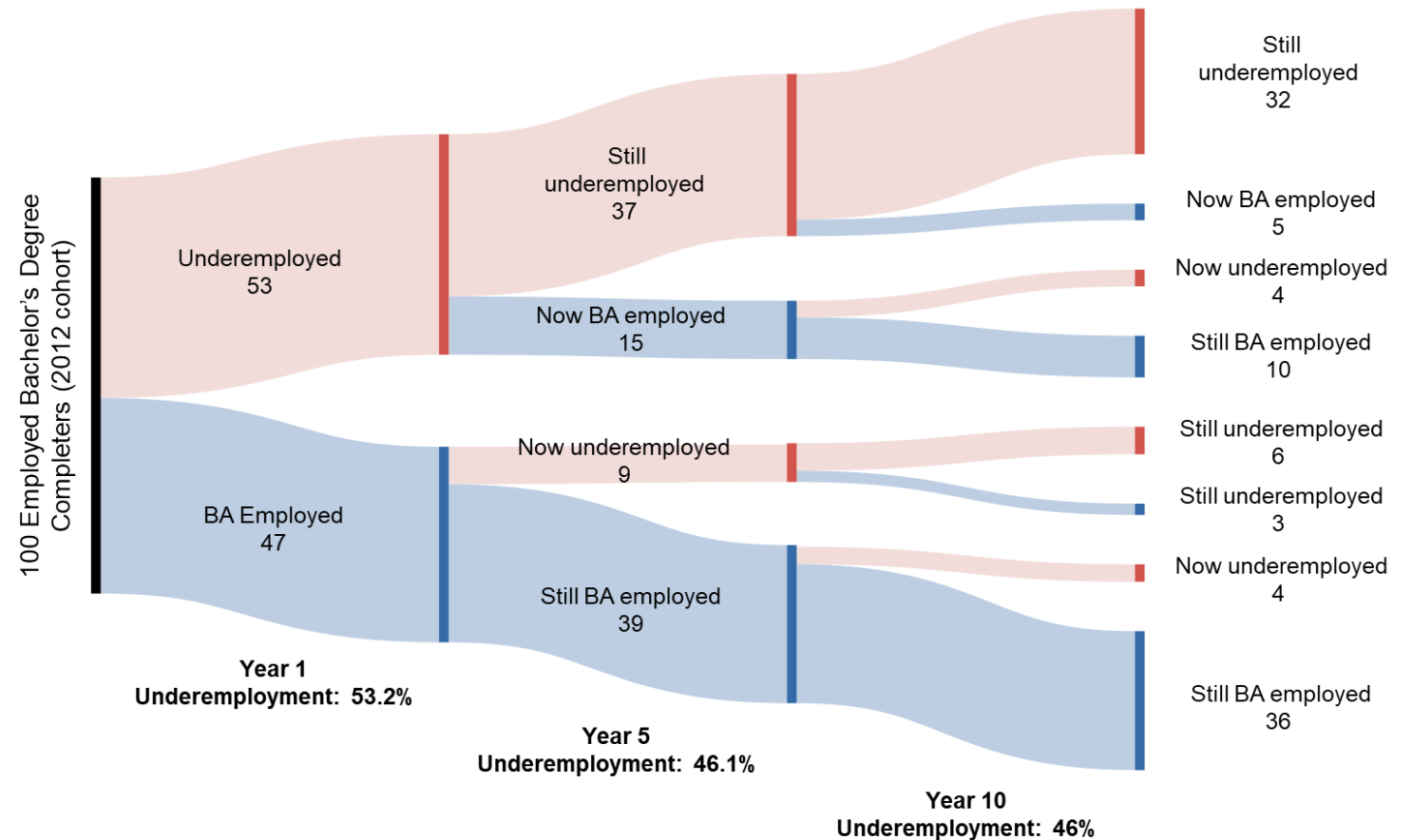
84%

Less likely to be able to cover a \$400 expense with cash

# Underemployment is a challenge

Only about half of bachelor's degree holders secure employment in a college-level job within a year of graduation

Of those who are underemployed, two-thirds remain so 10 years after graduation

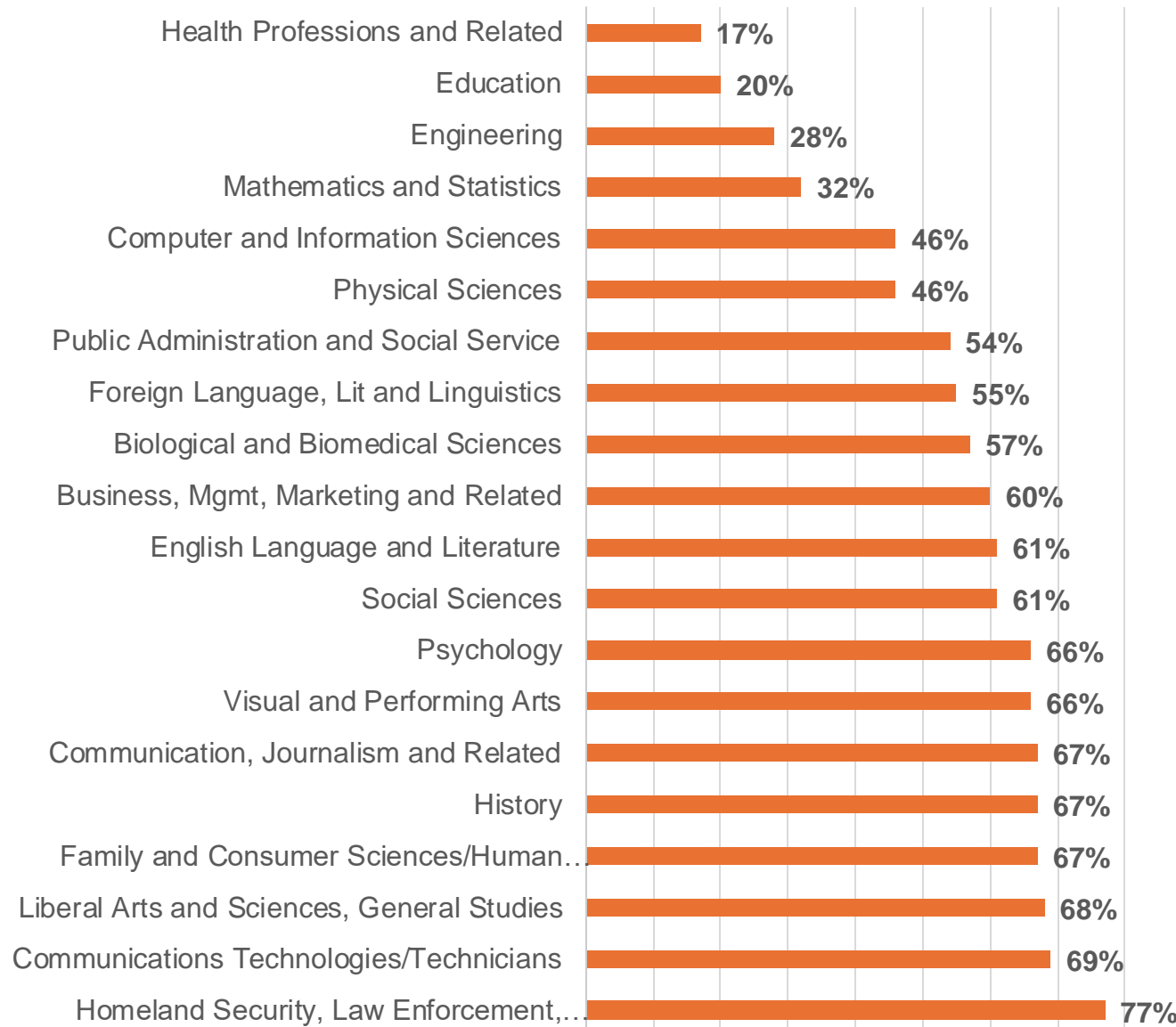


# Majors matter

Health, education, engineering, and math majors carry lowest risk of underemployment

Source: Burning Glass Institute and Strada Institute for the Future of Work, [Talent Disrupted: Underemployment, College Graduates, and the Way Forward](#) and Matt Sigelman, Burning Glass Institute, “How People Rise” presentation at Pathways to Prosperity Institute, October 24, 2023

## Underemployment one year after graduation

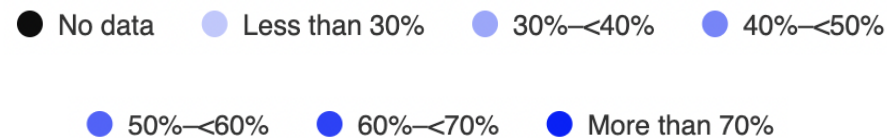
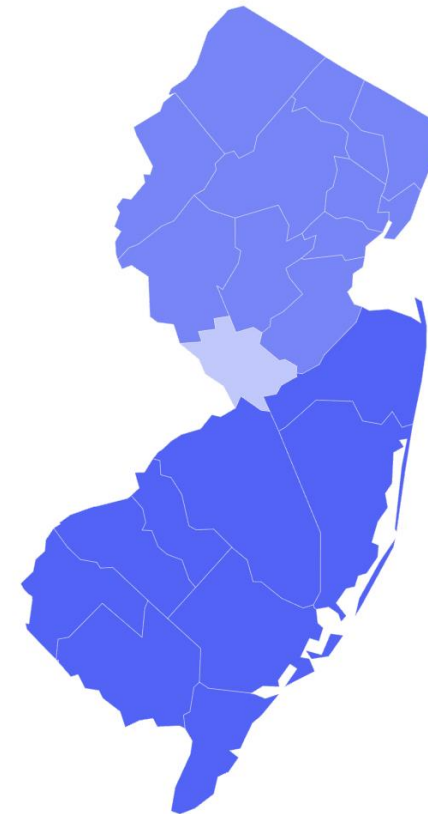




# About half of learners are not earning credentials aligned to labor-market demand

## Extent of credentials-to-jobs misalignment in New Jersey

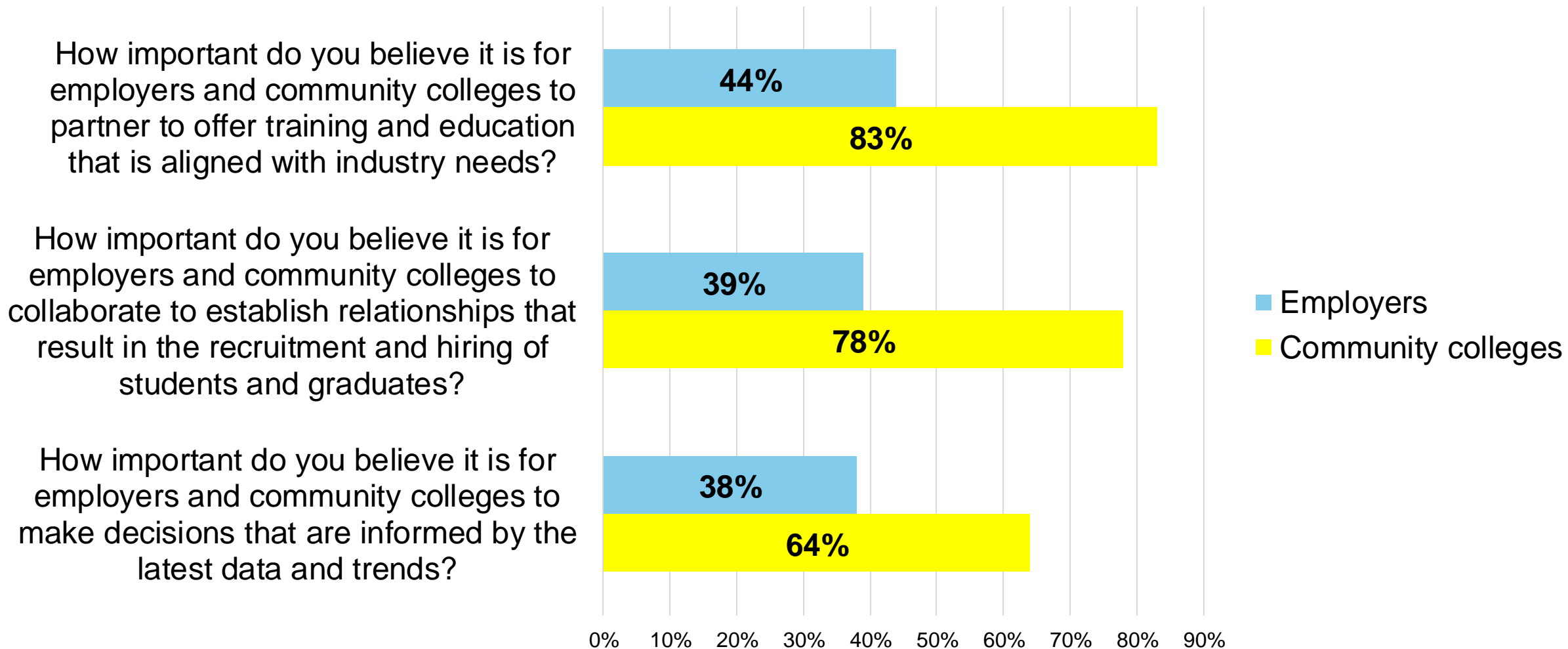
In most of the state, 40-60% of sub-baccalaureate credentials awarded are not directly aligned to local labor-market needs.



Source: Georgetown University Center on Education and the Workforce, [The Great Misalignment](#)

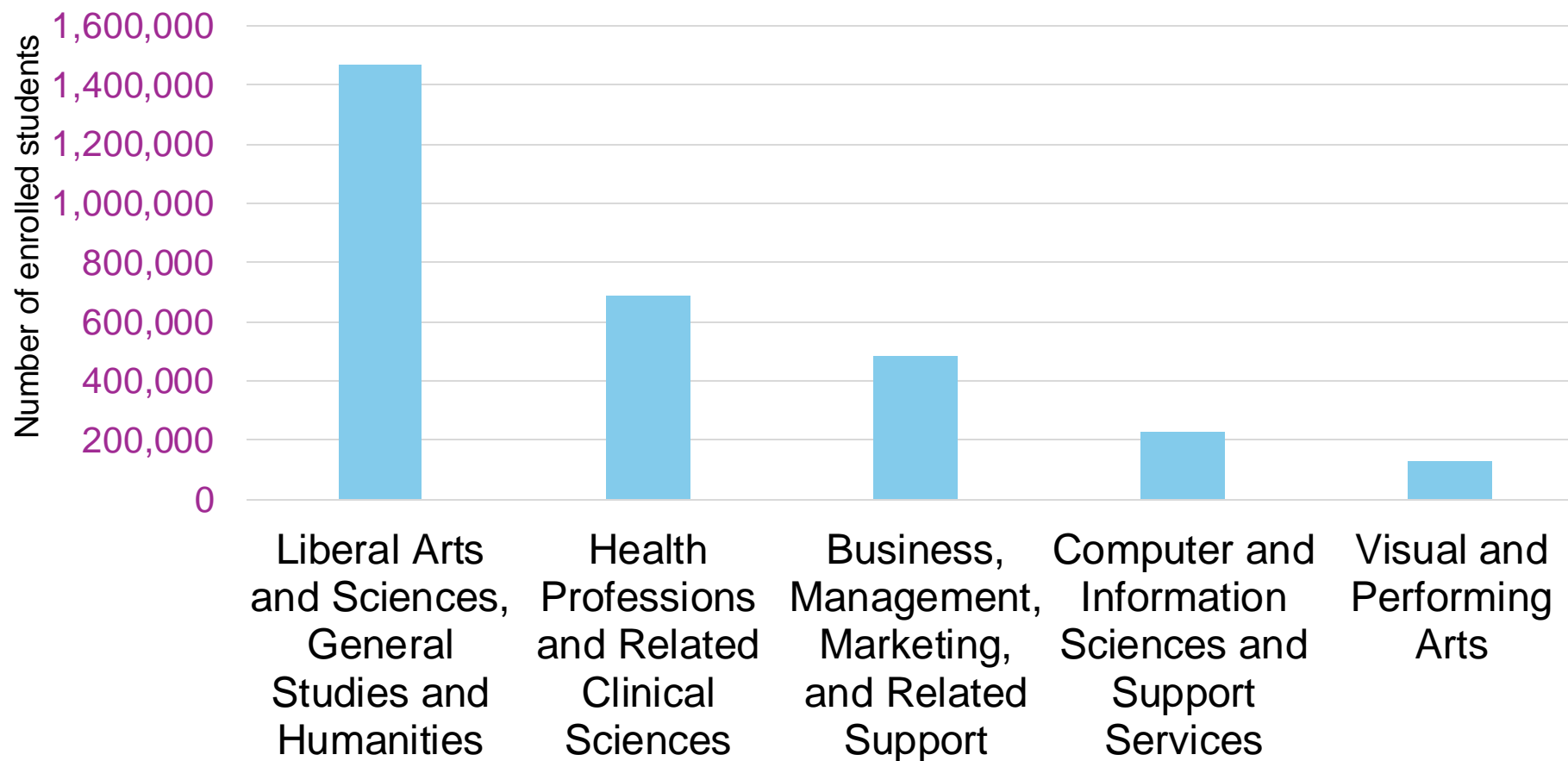
# An ongoing challenge

Employers and community colleges disagree on whether these activities are “very important”



# W(h)ither the humanities?

## Top 5 Majors at 2-Year Institutions: Spring 2023



**What shall  
we do about  
all of this?**

**03**



**This is the wrong message**



# We need to reimagine our education and workforce systems

Our systems are not meeting the needs of learners or employers

Systems are siloed, misaligned, and difficult to navigate

Structural and policy barriers impede access to high-quality career-focused learning and early career experiences

Pathways are too linear to meet the needs of learners over a lifetime



**We need  
systems,  
not  
programs**

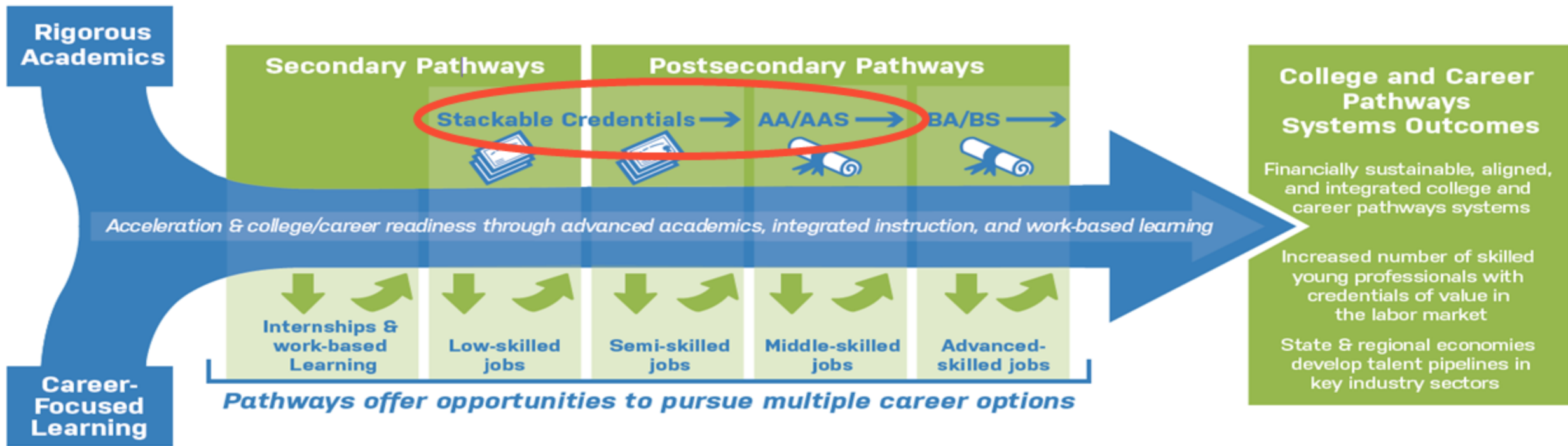






**We're not playing a zero-sum game**

# Systems of pathways with multiple on- and off-ramps





NEW  
IDEAS  
FOR  
OTHER  
TIMES<sup>®</sup>

# We need to think differently about outcomes

Rethink linear approach to pathways—and their endpoints

Create opportunities for new kinds of leadership and engagement by postsecondary institutions and systems

Look beyond degrees and credentials to focus on good jobs and careers

Intentionally integrate opportunities to build professional social capital

Shift burdens from individuals to systems



# The Pathways to Prosperity framework

Five key levers to guide the design of education-to-career pathways that help learners seamlessly advance from high school through postsecondary education to family-supporting careers.



SECONDARY-  
POSTSECONDARY  
INTEGRATION



CAREER  
NAVIGATION  
SYSTEMS



WORK-BASED  
LEARNING



INTERMEDIARIES



LEADERSHIP  
AND POLICY

# The Pathways to Prosperity framework

Five key levers to guide the design of education-to-career pathways that help learners seamlessly advance from high school through postsecondary education to family-supporting careers.



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NAVIGATION  
SYSTEMS



WORK-BASED  
LEARNING



INTERMEDIARIES



LEADERSHIP  
AND POLICY



# Secondary- postsecondary integration

## What it is

Secondary-postsecondary integration erases boundaries between K-12 and postsecondary institutions and systems

Sequence of high school and college courses that incorporates both rigorous core academics and career-focused learning

Strategic dual enrollment courses are embedded in pathways to accelerate students' progress and multiply their options







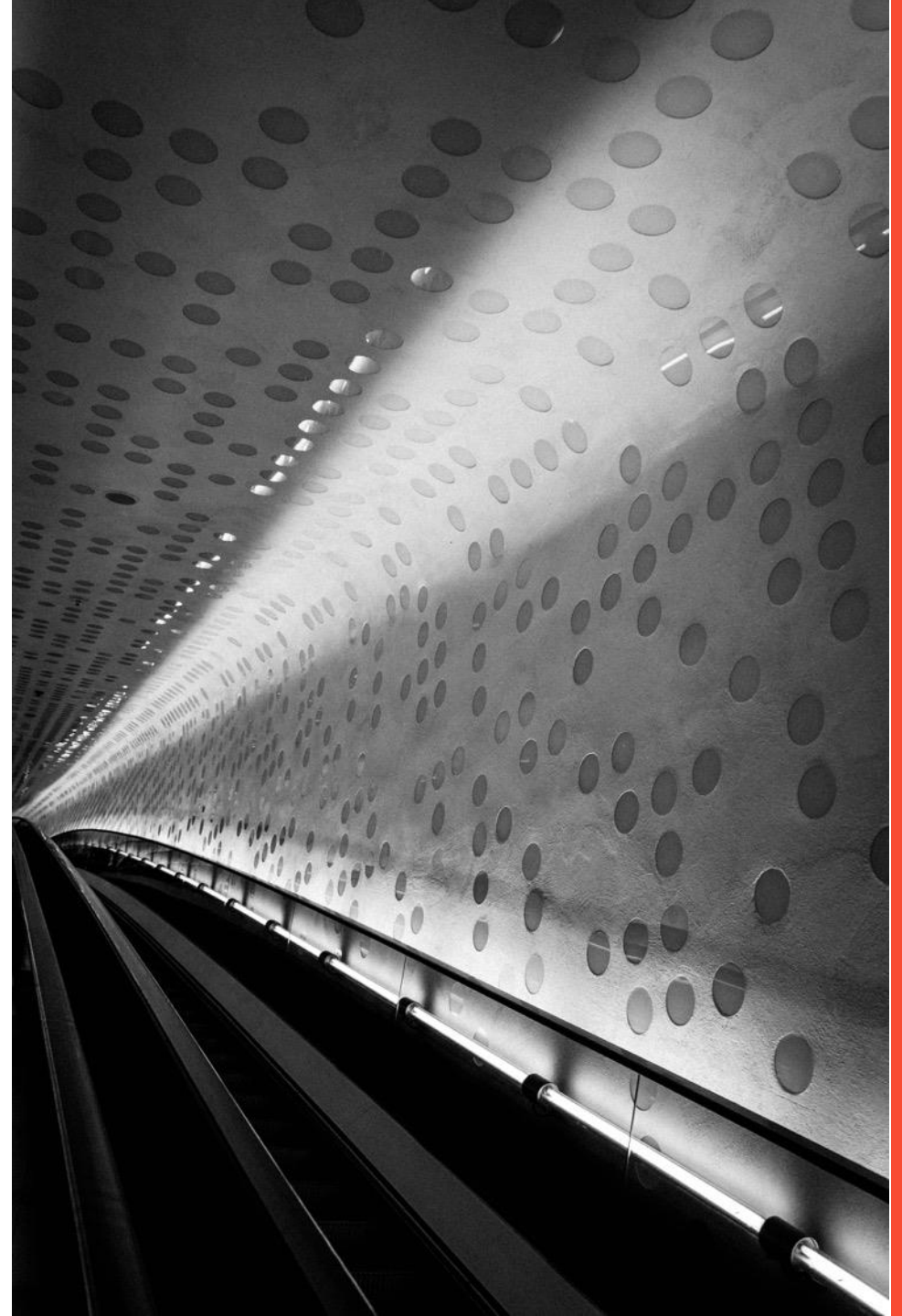
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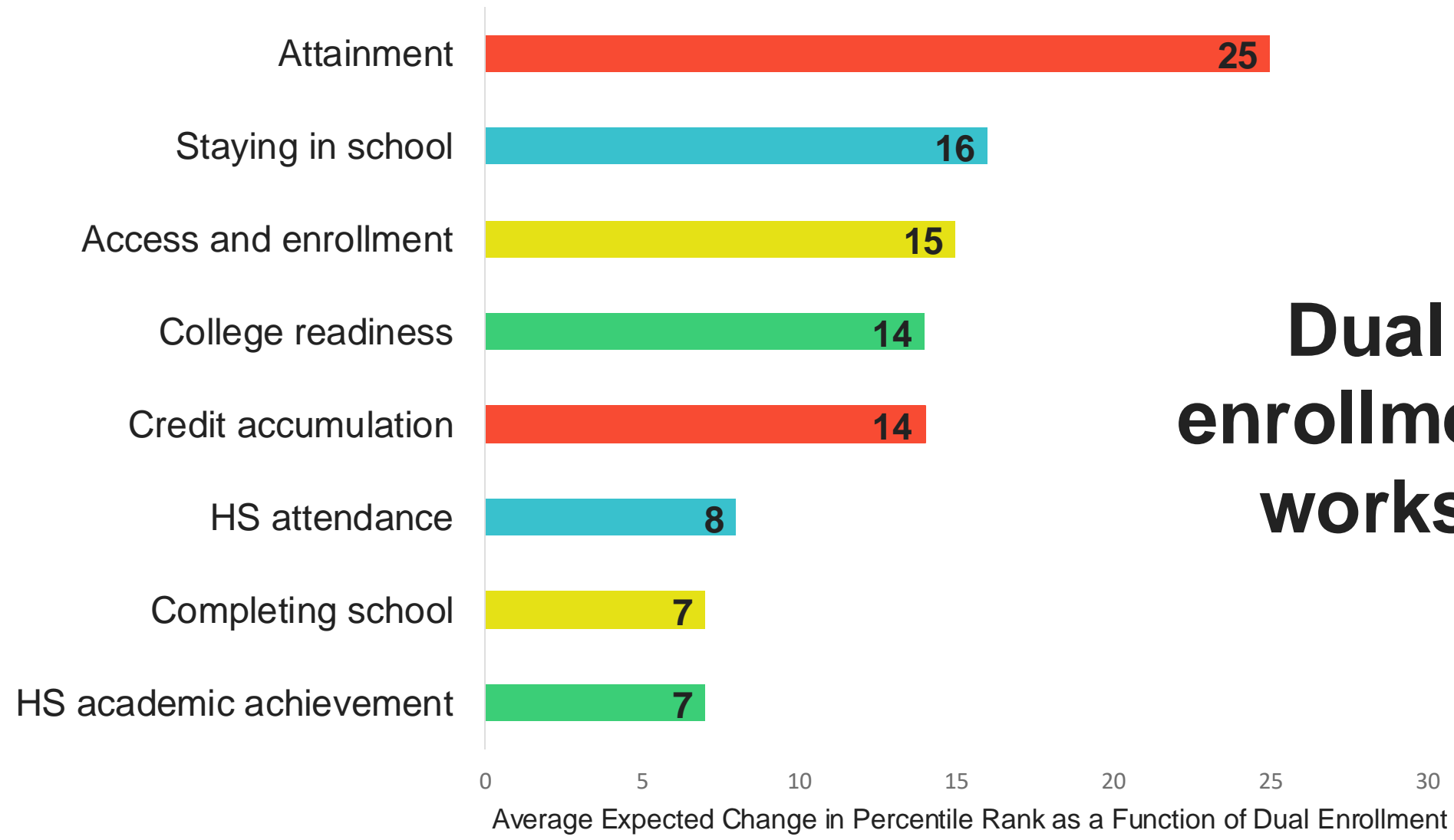
Sequence of high school and college courses that incorporates both rigorous core academics and career-focused learning

Strategic dual enrollment courses are embedded in pathways to accelerate students' progress and multiply their options





# Why it matters



**Dual  
enrollment  
works**

Source: [What Works Clearinghouse](#)





# Career navigation systems

## What it is

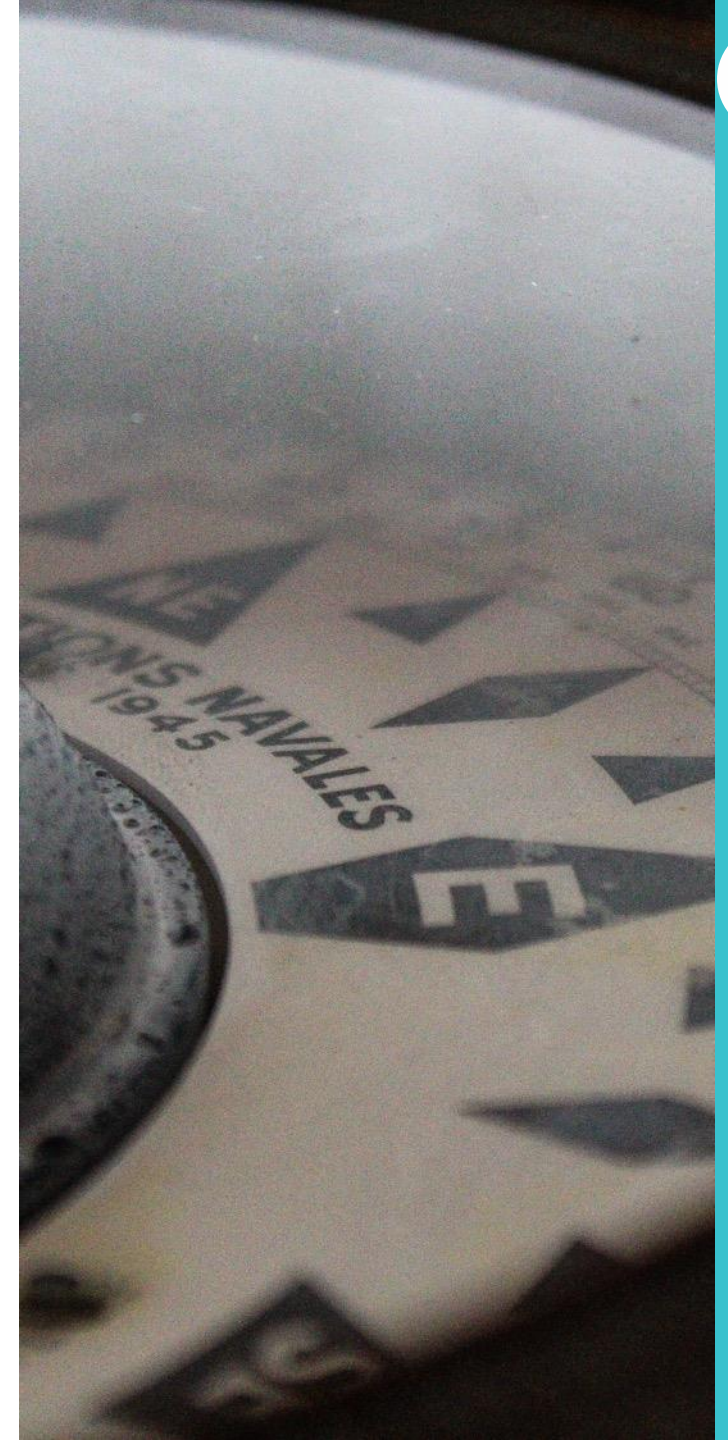
Intentional sequence of college and career advising and exploration activities embedded in pathways

Individualized plans that identify education and career goals and the steps needed to achieve them

Resources and professional development opportunities that enable stakeholders to effectively advise students

Students build professional networks, engage in self-advocacy, identify good jobs and good employers, and combat barriers based on race, gender, and class

Responsive to the real hiring needs of local employers and the future outlook for good jobs and careers





# Why it matters

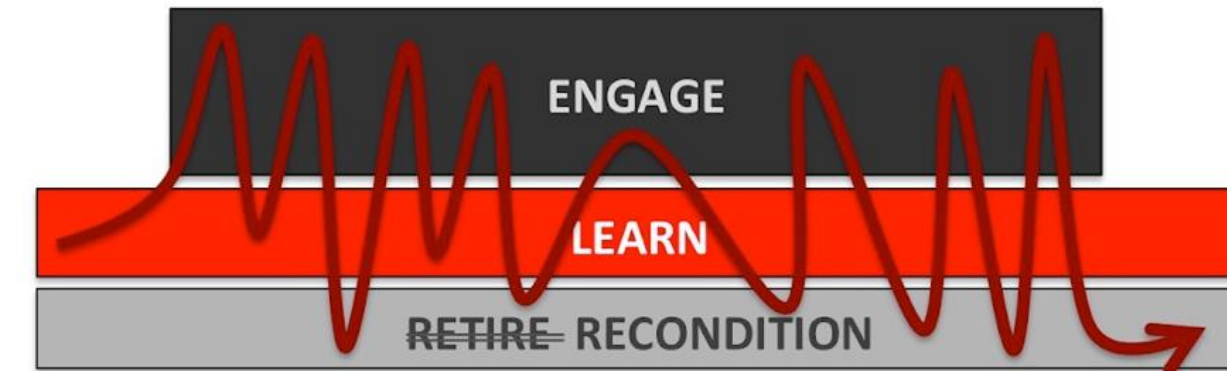
## Career Arc: New Economy Shifts Life Blocks

OLD  
ECONOMY



Lifespan = 73 Years

NEW  
ECONOMY



Lifespan = 90 Years

@heathermcgowan



# Work-based learning

## What it is

Work-based learning is defined as a student or worker completing meaningful job tasks in a workplace that develop readiness for work, knowledge, and skills that support entry or advancement in a particular career field.

Work-based learning supports a continuum of lifelong learning and skill development for a range of workers and learners—K-12 students, young adults, college students, adult jobseekers, and incumbent workers.

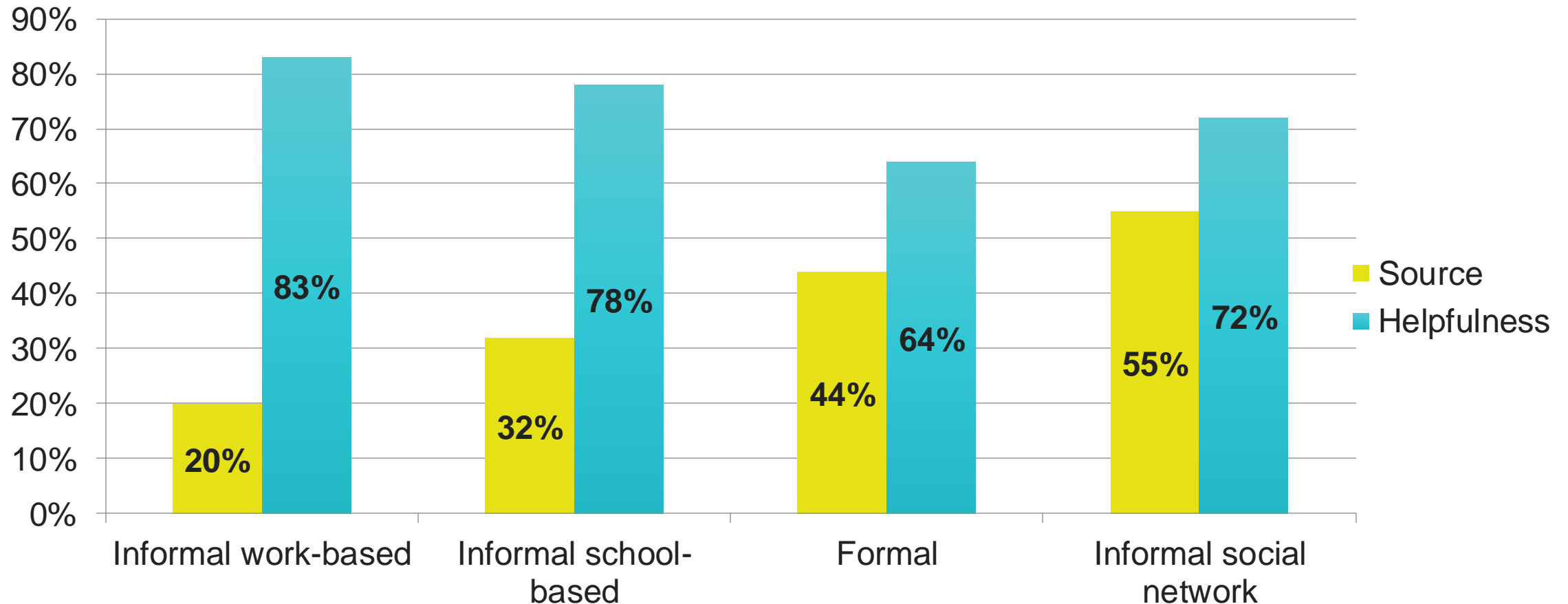






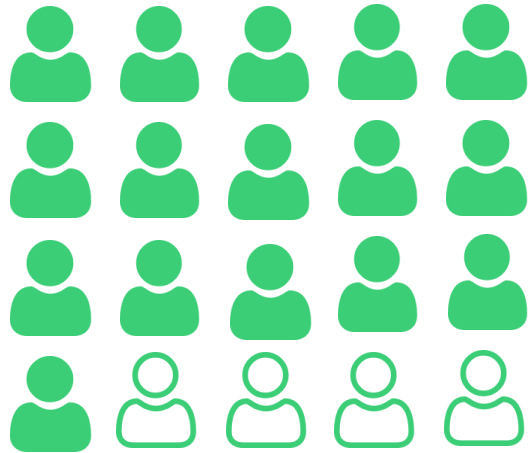
# Why it matters for learners

## Sources of advice about college majors

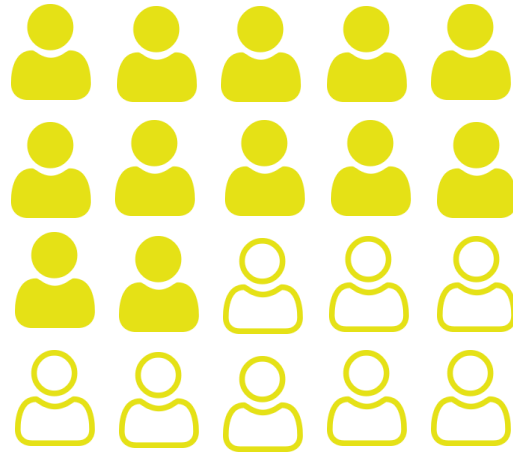




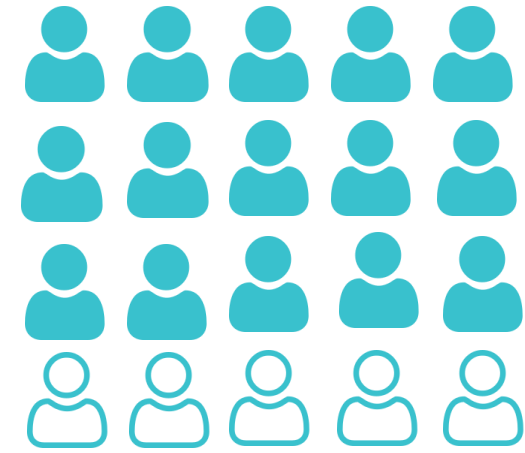
# Why it matters for employers



**80%** of employers say internships provide higher ROI than any other recruiting method



Up to **60%** of interns convert to full-time employees



Over **75%** of interns who convert to full-time employees are still on the job after one year, as compared to **52%** of other employees





# Intermediaries

## What it is

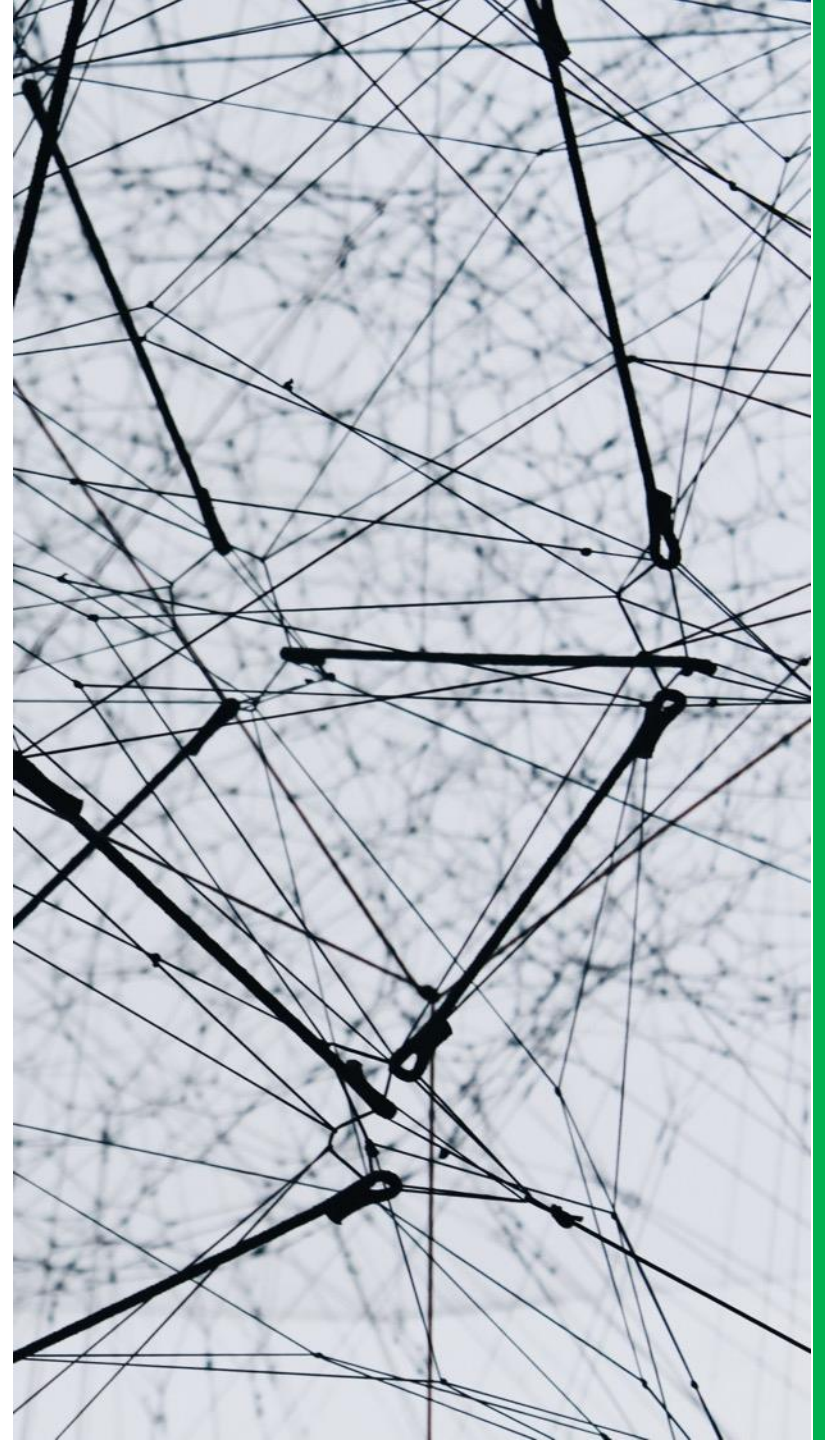
Designed to meet the needs and goals of the community and pathways ecosystem in which they function

Function as the “glue” of a pathways ecosystem

Connect with and network partners to generate outcomes that can only be achieved through coordinated and systemic action

Create conditions where the multiple and complementary motivations of all partners achieve shared goals

Broker and manage work-based learning across partners to ensure equitable opportunities for students





# Why it matters



A Region with Pathways	Regional Pathways
Based on one-to-one partnerships	Based on a coalition of aligned actors from multiple sectors
Relies on individual relationships	Relies on infrastructure
Focused on programmatic outcomes alone	Focused on programmatic outcomes <b>and</b> systems change
Programs subject to grant funding	Systems designed for scale and sustainability



# Leadership and policy

## What it is

Pathways leaders work collectively to remove policy barriers across systems and institutions and develop and implement new policies that support the implementation of high-quality pathways at scale.

Cross-sector leaders braid existing funding streams and collaboratively seek new funding to support pathways systems.

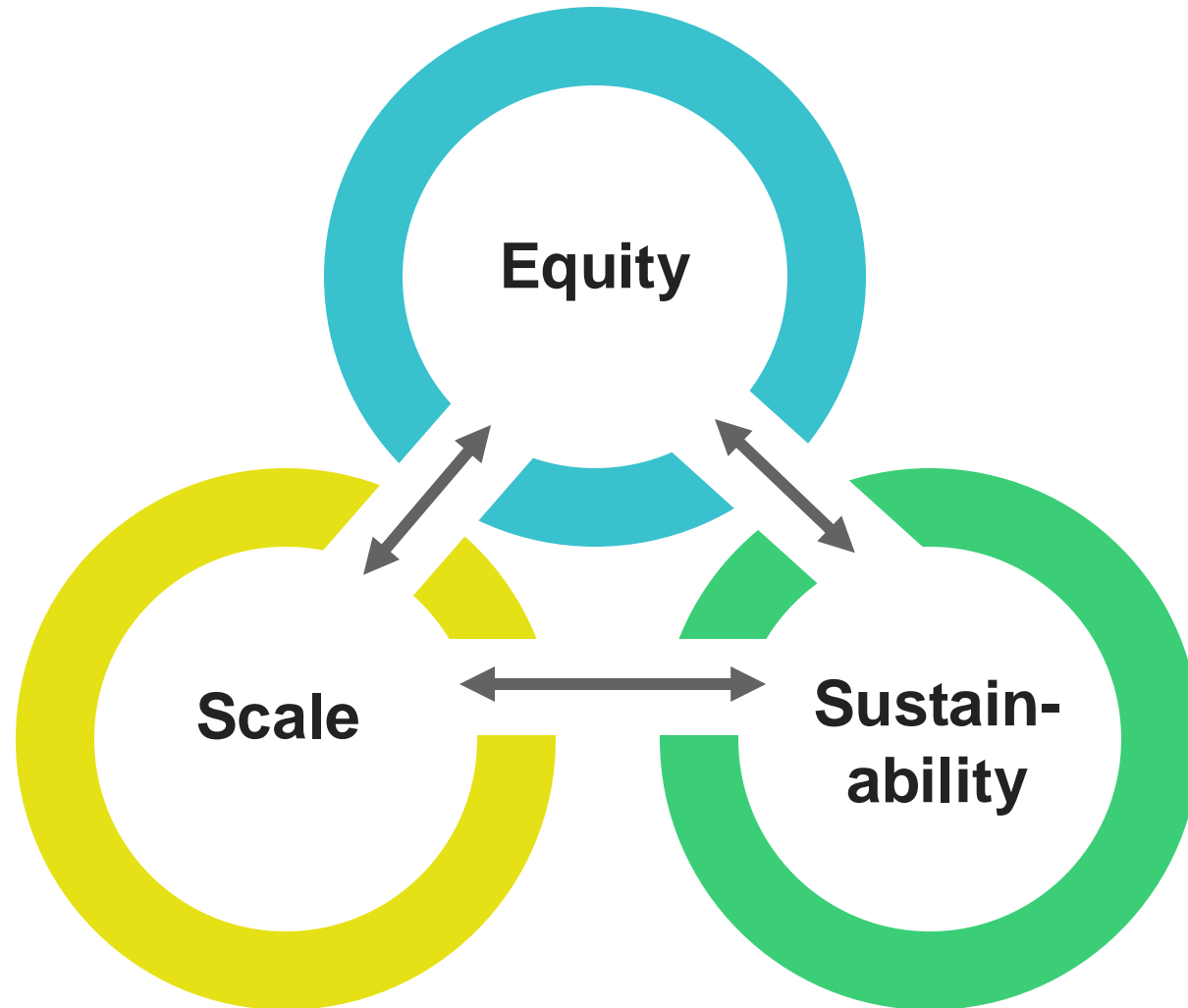
Leaders communicate a clear vision that is collectively developed by a cross-sector committee of executive-level decision makers.

To sustain and scale pathways, leaders commit to equitable strategies, trusting relationships across stakeholders, data-informed decision making, and the engagement of community members in discussion of key issues.





# Why it matters



# The Big Blur

A new model that erases the boundaries between high school, college, and careers



## KEY FEATURES

Grade levels and high school/college distinction disappear and become a series of learning experiences with embedded work-based learning

Co-designed by K-12 educators, postsecondary educators, and employers

Multiple modes of learning across classrooms and workplaces

Integrated academic and career navigation

Student supports (academic, social/emotional, economic)

Free for students



# Thank you!

**Charlotte Cahill**

*ccahill@jff.org*

Learn more, access additional resources, and stay connected to a national conversation:



**JFF's Pathways  
to Prosperity  
Network**



**The Pathways to  
Prosperity  
Coalition**



# Q & A



# INDUSTRY AND PATHWAYS: THE INTERSECTION OF EDUCATION AND WORKFORCE DEVELOPMENT



**Amanda Winters**

Program Director, Post-Secondary  
Education, National Governors  
Association



**Keith Witham**

Vice President of Education  
Philanthropy, Ascendium Education



**Paul Fain (Moderator)**

Journalist, Work Shift and The Job, and  
The Cusp Podcast (former reporter &  
editor for Inside Higher Ed)

# Q & A





**BREAK**





# NEW JERSEY PATHWAYS TO CAREER OPPORTUNITIES: CENTERS OF WORKFORCE INNOVATION HIGHLIGHTS



**Raritan Valley Community College** – Aseptic Processing and Biomanufacturing



**Brookdale Community College** – Film and Television Production



**Camden County College** – Eports Production Content Creation Hub



**County College of Morris** – Robotics and Automation



# **Aseptic Processing & Biomanufacturing**

---

**Conrad Mercurius**, Raritan Valley Community College

**Zainab Alali**, Raritan Valley Community College

**Chrissy Buteas**, HealthCare Institute of New Jersey



## **EDUCATION PARTNERS:**

**Raritan Valley  
Community College**

**Mercer County  
Community College**

**Middlesex College**

**Bound Brook High  
School**

## **Aseptic Processing & Biomanufacturing**

**This Biomanufacturing talent pipeline supports a vibrant, growing economy and strengthens the upward mobility of middle-skilled workers. New training and educational opportunities will emerge for high school students, traditional and nontraditional-age college students, underemployed and unemployed adults, incumbent workers, career changers, and underrepresented populations. Creating innovative pathways through partnership development, noncredit to credit articulation agreements, industry-recognized credentialing, and competency-based training is only possible and sustainable through creative and supportive employer partnerships.**



## PATHWAY CONNECTIONS:

Big Idea Different than the Work Done in Year 1

**Connection to High School (Non-Credit)**

**Connection to High School (Dual Enrollment)**

Community College (Non Credit)

Community College (Credit)

Apprenticeship Development

PLA for Apprenticeship RTI

PLA

Connection between Community Colleges (1+1)

Experiential Learning

Connection to CBOs

Adult Learners

Adult Literacy

Connection to 4-Yr College/University

Professional Development

Pilot

# Aseptic Processing & Biomanufacturing

## Activities:

- Bio Manufacturing Panel (High School counselors, science teachers, CBOs, and Industry Partners)
- Identified High School cohort for pilot program; Bound Brook HS
- Identified Training Material; Virtuosi / ToolingU

## Challenges:

- Identifying and securing equipment
- Identifying, Hiring, and Onboarding Instructors
- Creating Train-the-Trainer for instructional support

## Solution:

- Utilizing the Coalition Advisory Board to find solutions to gaps.

## Ancillary outcomes:

- Private/Public Partnership (Apex, BMS, Everest Life Sciences, J&J, Joule, Legend Biotech, Merck, Minaris, Novartis, and Roche).
- Gift donation from Private partnership.
- Identified credit course pathway in Introduction to Biotechnology.

The virtual learning methodology for aseptic training will be tested and assessed by industry partners and learners of various skill levels. Industry experts will participate in this evaluation process to ensure that the content meets professional standards and practical requirements.

- Students will transfer to degree programs.
- Students will be onboard into entry-level positions (Expected Fall 2025).

## PATHWAY CONNECTIONS:

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Pilot

# Aseptic Processing & Biomanufacturing

## Activities:

- Implemented an Innovative VR and 2D Immersive Education Tool
- Hosted one adult group as a Pilot
- Six Learners



## Innovative VR and 2D Immersive Education Tool

Virtuosi delivers immediate impact to the bottom line by improving manufacturing velocity and employee retention.

### Making Learning a Reality<sup>®</sup>

Virtuosi<sup>®</sup> is the **standard** pharmaceutical education tool designed for the pharma industry.

Created by QxP technical experts in adult learning, content, and technology; Virtuosi delivers a learning platform that is unmatched. It fosters a paradigm shift in education enabling Pharma 4.0.



## PATHWAY CONNECTIONS:

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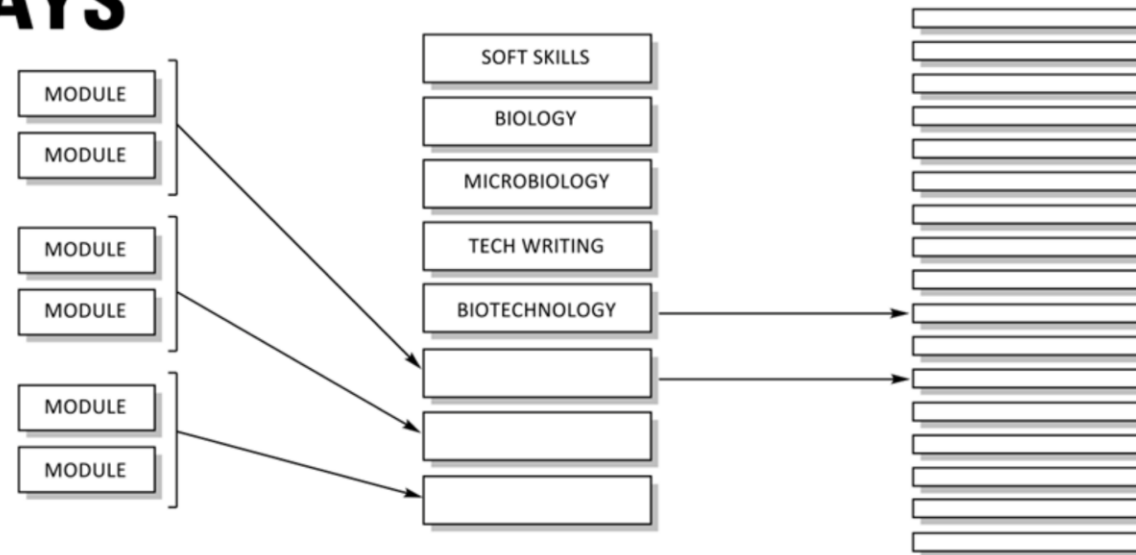
Pilot

# Aseptic Processing & Biomanufacturing

## Activities:

- Exploration of the creation of Modules that are quick, skills based, and stackable
- Exploration of the development of a 30-Credit Certificate
- Initiate working groups to explore 60-Credit AS Degree options

## PATHWAYS



### Non-Credit Modules (WDC)

- Quick
- Skills-Based
- Stackable

### 30-Credit Certificate

- Two-Semester
- Added Content
- Financial Aid-Eligible

### 60-Credit AS Degree

- Two-Year
- Designed for Transfer
- Pathway to BS, MS, PhD

## PATHWAY CONNECTIONS:

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Professional Development

**Pilot**

# Aseptic Processing & Biomanufacturing

## Activities:

- **Training Strategy Development**  
Established the frame of a GMP Simulated Environment  
(that allows for Observation, Hands-On training and Qualification)

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## TRAINING STRATEGY

### GMP-like Biomanufacturing Plant

- Develop skills in a GMP simulated environment
  - Observation
  - Hands-On
  - Qualification



## PATHWAY CONNECTIONS:

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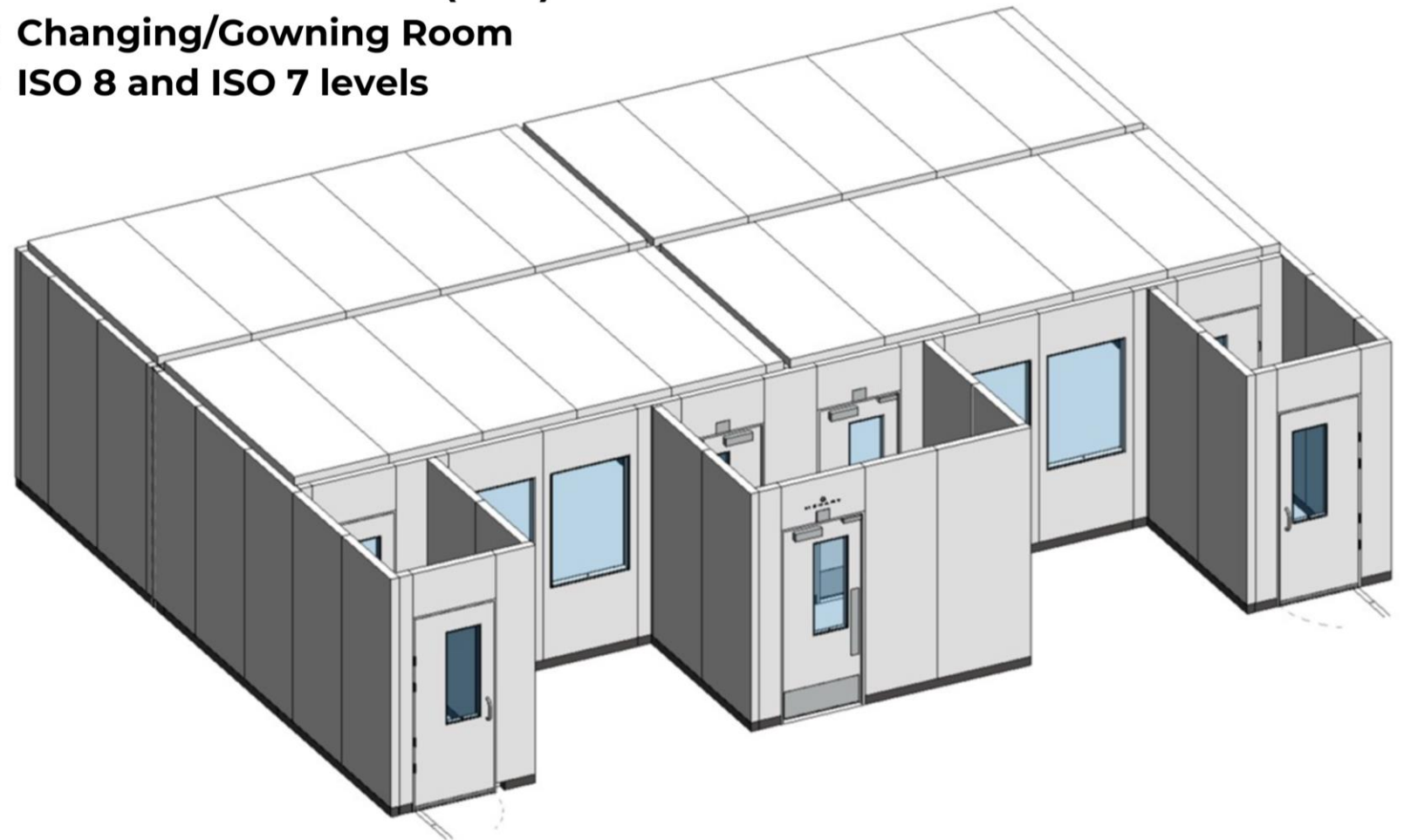
Professional Development

**Pilot**

# Aseptic Processing & Biomanufacturing

## Activities:

- Completed design and prep for implementation
- Two Clean rooms
- Training facility that closes the circle
- Clean-Non-Controlled (CNC) area.
- Changing/Gowning Room
- ISO 8 and ISO 7 levels





## PATHWAY CONNECTIONS:

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# Aseptic Processing & Biomanufacturing

## Activities:

- **Steering Coalition Committee**
  1. Worked to identify entry points
  2. Formed Sub Working Curriculum Group
- **The on-ramps will allow for learners to earn general certificates.**

---

## GENERAL CERTIFICATES

- GMP Professional Certificate
- Aseptic Cleaning Certificate
- Aseptic Biomanufacturing Certificate



## PATHWAY CONNECTIONS:

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Pilot

# Aseptic Processing & Biomanufacturing

**Certificates in Aseptic Processing & Biomanufacturing are expected to be offered to students in Fall 2025. Courses for each certificate will be identified with the agreement of the industry partners with curriculum developed accordingly, as well as identifying, hiring, and onboarding instructors.**

## Activities:

- Identified Curriculum Working Group members from Community college partners and Industry Partners.
- Curriculum Working Group agreed on the initial curriculum.
- Identified the initial non- credit certificates.
- Identified the main courses to be covered in each certificate.

## Challenges:

- Identifying the length of the courses.

## Solutions:

- Utilizing the Curriculum Working Group to find solutions to gaps.



## PATHWAY CONNECTIONS:

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# Aseptic Processing & Biomanufacturing

## Activities:

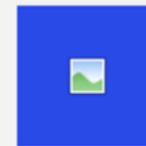
- Finalized Steering Coalition Committee
- Consisting of one member from each community college partner and one industry partner member.

---

## THE MAKEUP OF STEERING COALITION COMMITTEE



1 member from each industry partner.



1 member from educational partner.

# **Aseptic Processing & Biomanufacturing**

**PLACEHOLDER FOR  
CHRISSY'S SLIDE**

# **New Jersey Pathways to Career Opportunities: The Centers of Workforce Innovation**

## ***ASEPTIC PROCESSING & BIOMANUFACTURING***

**Chrissy Buteas  
President & CEO**

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## Bridging The Gap

- Currently 30,000 unfilled manufacturing jobs in NJ, many in advanced life sciences manufacturing
- Investment in NJ life sciences ecosystem will generate more opportunities with the need to expand the labor pool
- High demand for entry-level employees in life sciences is enormous and continuous - offering a stable and promising career path
- Grade A clean rooms provide wonderful stepping stones for career development and can lead to promotions



*Growing talent is essential*

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# Charting New Horizons

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- Educate hiring managers on the skills students will learn with a 2-year degree
- The coalition will focus on that effort through NJCCC to help educate internally
- These new positions will inspire new opportunities for employees



# Building The Future

- Advocate for programs that create interest in this field
- Create experiential learning opportunities, such as internships/fellowships
- Enhance educational facilities to build programs & real-world work experiences for the students

*This Is The Future Of Personalized Medicine  
– We Want Our Students To Stay Local*

A scientist wearing a white lab coat, hairnet, and face mask is working in a laboratory. The scientist is holding a test tube in their right hand, which is wearing a purple glove. The background shows laboratory equipment and a window. The text "Q & A" is overlaid in the center of the image.

# Q & A







# **Film and Television Production**

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**Dr. David Stout**, Brookdale Community College

**Joan Scocco**, Brookdale Community College

**Diane Raver**, Brookdale Community College

# Lights, Camera, Action!

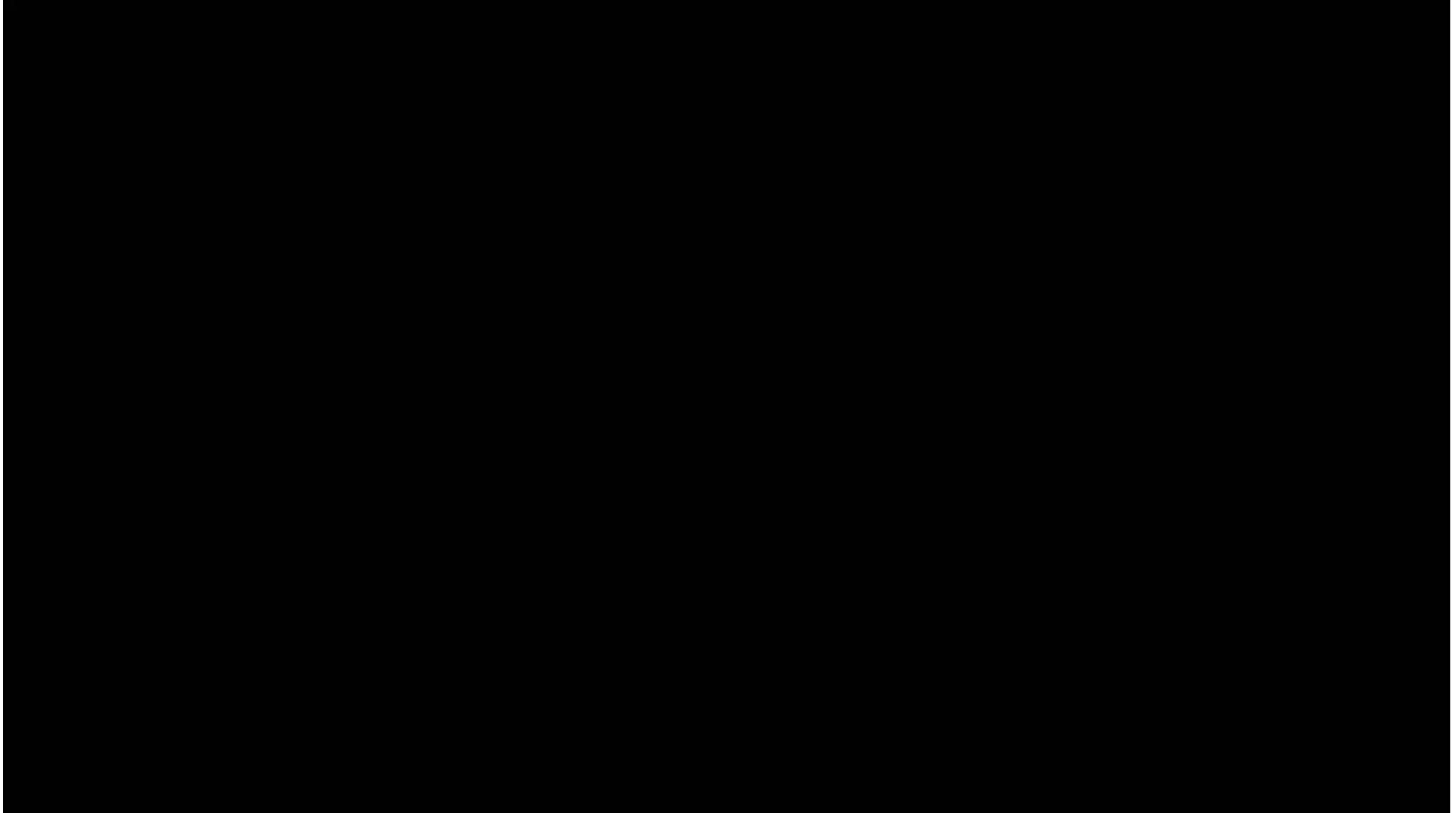


New Jersey  
Film Academy

Where the best in the biz begin



# NJ Film Commission Promo Video



# NEW JERSEY FILM ACADEMY

*Center of Workforce  
Innovation for Film  
and TV Production*

## ***Education Partners:***

**Brookdale Community  
College**

**Camden County  
Community College**

**Hudson County  
Community College**

**Mercer County  
Community College**

The Film Academy aims to bolster New Jersey's film industry by providing comprehensive training programs that create a qualified workforce. It will offer pathways for students from diverse backgrounds to earn valuable industry recognized credentials and degrees. The goal is to position New Jersey as a leading hub for film and television production, attracting major studios and film content. The Academy's sustainable revenue model will ensure long-term viability without relying heavily on external funding over time.



**New Jersey's film industry is experiencing a surge in production**

- **Palisades Stages- Kearny**
- **Netflix - Eatontown**
- **Great Point Studios- Newark**
- **Cinelease-Jersey City**





With plans for other locations  
in the state  
such as:

- Bayonne
- Camden
- Carteret
- East Brunswick
- Egg Harbor Township
- Newark
- West Orange
  
- AND MORE!







# *Year One Pathway Deliverables*

## **Curriculum Tracks**

### **On Set Production**

- Introduction to Industry
  - Set Design, Construction, and Painting
  - Set Lighting & Electric
  - Grip & Rigging
  - Script Supervision/Continuity.

### **Production Office and Accounting**

- Introduction to Industry
  - Production Accounting
  - Production Office
  - Locations

### **Hair, Makeup, and Wardrobe**

- Introduction to Industry
  - Hair & Makeup for the Screen
  - Costume Design & Wardrobe

# Pathway Progress

## Activities related to the pathway connection:

- Offering comprehensive training programs in filmmaking.
- Providing pathways for students to earn industry-recognized credentials and academic degrees
- Collaborating with local film studios and production companies to offer internships and job placements



## Ancillary activities or outcomes:

- Establishing a state-of-the-art film studio and post-production facilities on campus
- Hosting film festivals and workshops to showcase student projects and foster networking
- Partnering with local schools and organizations to promote arts education and career exploration
- In the pilot year, expanding the ecosystem to include:
  - Vocational high schools
  - County vocational school districts
  - Four-year universities
  - Labor unions
  - Employers



# Pathway Progress



## Final deliverable and timeline:

- **Final deliverable:** A self-sustaining film academy with a robust pipeline of skilled professionals. First courses offered in fall of 2024, aiming to place graduates in key roles across major productions
- **Expected achievement:** To become self-sustaining within 6 years.

## Challenges encountered and solutions developed:

- **Challenge:** Ensuring curriculum aligns with rapidly evolving industry standards
- **Solution:**
- Procurement of industry gold standard curriculum
- Ongoing consultation with industry professionals and regular curriculum updates
  
- **Challenge:** Attracting diverse pool of students from various backgrounds
- **Solution:** Targeted outreach, scholarships, and flexible scheduling options



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Led by Director, Diane Raver, who will work closely with key educational and industry stakeholders, her credentials and relationships over a long film career make her qualified to for implementing the vision set forth by the Board of Directors, with guidance from an advisory board.

The advisory board will include stakeholders from state and local workforce boards, the NJEDA, industry professionals, and employers.

Additionally, the Director will play a crucial role in fostering communication among all partners to ensure collaboration and alignment of efforts.

The curriculum will be enhanced with high caliber Industry guest lecturers.



# The Academy is a Statewide Workforce Development Initiative

- Drawing inspiration from the successful Georgia Film Academy model and leveraging insights from the Academy's director and industry stakeholders, the Academy will integrate the most effective components of the New Jersey Pathways to Career Opportunities initiative.
- Serving as a central hub, it will connect employers, associations, labor unions, educational institutions, and workforce development partners to position New Jersey as a leading hub for film and television production, attracting major studios and productions.
- This initiative aims to provide students, adult learners, and incumbent workers with the necessary education and career pathways to pursue new careers, secure competitive wages, and ensure employers have access to a skilled workforce.



A woman with her hair in a bun, wearing a dark jacket, is seen in profile from the side, looking intently at a professional video camera mounted on a tripod. The camera is a large, black, professional-grade model with various attachments. The background is a blurred film set with other equipment and people. The entire image has a light blue overlay. In the center, the text 'Q & A' is written in a large, bold, blue sans-serif font. In the bottom right corner, there is a small white circular logo containing a stylized 'P' with a crosshair.

# Q & A







# Esports Production – Content Creation Hub Pathway Pilot

---

David Bruno, Camden County College

## **EDUCATION PARTNERS:**

**Camden County College**

**Cherry Hill East High  
School**

**Cherry Hill West High  
School**

**Sterling Regional High  
School**

**Stockton University**

**Rutgers University -  
Camden**

**The Salvation Army -  
Kroc Center**

**Camden  
Volunteers of America -  
Delaware Valley**

**Horizon AVL Esports  
Integration**

## **Esports Production – Content Creation Hub Pathway Pilot**

A new esports career pathway – Esports Production: Content Creation – requires academic programming that has a variety of entry and exit points with career opportunities and advancement opportunities that lead to sustainable wages available to participants as they navigate the pathway.

These pathways will align with supporting local emerging industries, including cybersecurity, data science, and video/audio production, including film and television production.

The pilot project will map prior learning assessments and align key skills to esports-related industry standards, including transferable skills in audio and video production. Horizon AVL Esports Integration has identified the industry credentials, and they have already been embedded into the existing Esports Production AAS degree at Camden County College.

The project will work with the secondary and post-secondary institutions to embed and map those industry standards into the esports-related curricula during the span of the project, and it will also allow for this pathway to become the standard for other NJ Community Colleges to use and scale as needed.



## PATHWAY CONNECTIONS:

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Professional Development

Pilot

# Esports Production – Content Creation Hub Pathway Pilot

Identify entry points into the esports program for high school graduates immediately upon high school completion by seeking dual enrollment opportunities for these esports-related CTE courses: COM-213: Multimedia Editing Lab (3 credits) MUS-133: Audio Recording Techniques (3 credits), and FLM-110: Filmmaking I (3 credits).

Sterling Regional High School, Cherry Hill West High School, and Cherry Hill East High School will explore esports curricula to the ESP.AAS requirements.

## Challenges:

Budget for curriculum.

## Ancillary outcomes:

- Interactions with Board of Education members.
- Experiential learning opportunities.
- In-person high school competitions.
- Relationship with Garden State Esports.

## Words of advice:

- Speed of implementation of new ideas.
- Professional development about workforce connections through esports – not just gaming
- Board of Educations split on support.

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# Esports Production – Content Creation Hub Pathway Pilot

Establish and align industry standards as connected to esports production and content creation to identify opportunities to embed these credentials in both credit and non-credit coursework.

## Certifications/Credentialing

- Adobe Certification – Illustrator, Photoshop, Premiere, After Effects
- Career Technical Specialist for Audio/Visual
- DaVinci Resolve
- Potential in Unreal Engine

## Credit Courses

- COM-213: Multimedia Editing

## Non-Credit Courses

- Streaming for Beginners
- Build Your Own Gaming PC

## Ancillary outcomes:

Direct application to the Film & Television Industries

## **PATHWAY CONNECTIONS:**

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**Professional Development**

**Pilot**

# **Esports Production – Content Creation Hub Pathway Pilot**

**Mapping prior learning assessment (PLA) skills, credentials, and certificates to credit curriculum to industry-valued credentials in esports production provides opportunities to career advancement for new populations of adult learners interested in fields related to esports and content creation.**

## **PATHWAY CONNECTIONS:**

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**Pilot**

# **Esports Production – Content Creation Hub Pathway Pilot**

**Camden County College will work with other NJ community colleges to establish pathways and curriculum mapping.**

## **Ancillary outcomes:**

**Creation of the “GSE SJ Collegiate Cup” – the first in-person intercollegiate esports league in the nation.**

## **Words of advice:**

- **Institutional commitment to esports through academics, not just athletics and student life.**
- **Camden County College will share esports production curricula and pathways across the state, including the sharing of relevant course descriptions and learning outcomes.**
  - **Brookdale Community College**



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**PLA**

**Connection between Community Colleges (1+1)**

## **Experiential Learning**

**Connection to CBOs**

**Adult Learners**

**Adult Literacy**

**Connection to 4-Yr College/University**

**Professional Development**

**Pilot**

# **Esports Production – Content Creation Hub Pathway Pilot**

## **Ancillary outcomes:**

**Creation of the “GSE SJ Collegiate Cup” – the first in-person intercollegiate esports league in the nation.**

- **4 Colleges/Universities:**

- **Camden County College**
- **Brookdale Community College**
- **Stockton University**
- **Rutgers University-Camden**

- **3 locations:**

- **Camden County College**
- **Stockton University**
- **Brookdale Community College**
- **Finals at Stockton University**

- **Collaboration - Horizon AVL Esports Integration and Garden State Esports**

- **Emphasis on “Production” and “Content Creation”**

- **High School and Community College students assisted with the stream production.**
- **Over 1000 students**

## **PATHWAY CONNECTIONS:**

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Pilot

# **Esports Production – Content Creation Hub Pathway Pilot**

**Identify entry points into the program for returning adult learners, and exit points with a credential that can quickly lead to quality employment:**

- **Enhance program delivery for adult learners and incumbent workers, including services connected to adult literacy in order to connect students with “next level” opportunities in emerging industries.**
- **Build pathways to attract a diverse group of students.**

## **Ancillary outcomes:**

**Provided opportunities to work with unique populations, including veterans, justice-impacted, etc.**

- **“Video Games for Veterans” Esports Open Gaming**
- **Veteran Video Project**
- **Non Credit Offerings**

## **PATHWAY CONNECTIONS:**

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**Pilot**

# **Esports Production – Content Creation Hub Pathway Pilot**

**Working with four-year partners to explore alignment and articulation agreement discussions for the ESP.AAS degree with both Rutgers University-Camden and Stockton University. These early discussions during the development phase ensures the transferability of courses.**

## **Status:**

**Stockton University – Complete**

**Rutgers University-Camden: In progress through Digital Studies Degree**

## **Ancillary outcomes:**

**Preliminary discussions with Rowan University and Neumann University regarding alignment with degree and certificate options at both College of Communication and Creative Arts (BA in Sports Communication and Media) & School of Professional Studies (Esports Business Certificate of Undergraduate Study).**

## **Words of advice:**

**The approval process takes an extremely long time.**

## **PATHWAY CONNECTIONS:**

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**PLA for Apprenticeship RTI**

**PLA**

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**Professional Development**

**Pilot**

# **Esports Production – Content Creation Hub Pathway Pilot**

**Camden County College will provide professional development opportunities to other faculty within NJ based on best practices in the state, including statewide symposium on esports, for sharing this vital information with other colleges in the consortium.**

## **Symposium:**

**GSE SJ Collegiate Cup at Garden State Esports Spring Finals**

## **Challenges:**

**Wide spectrum of PD needed in this field.**



# Esports Production – Content Creation Hub Pathway Pilot





# Esports Production – Content Creation Hub Pathway Pilot

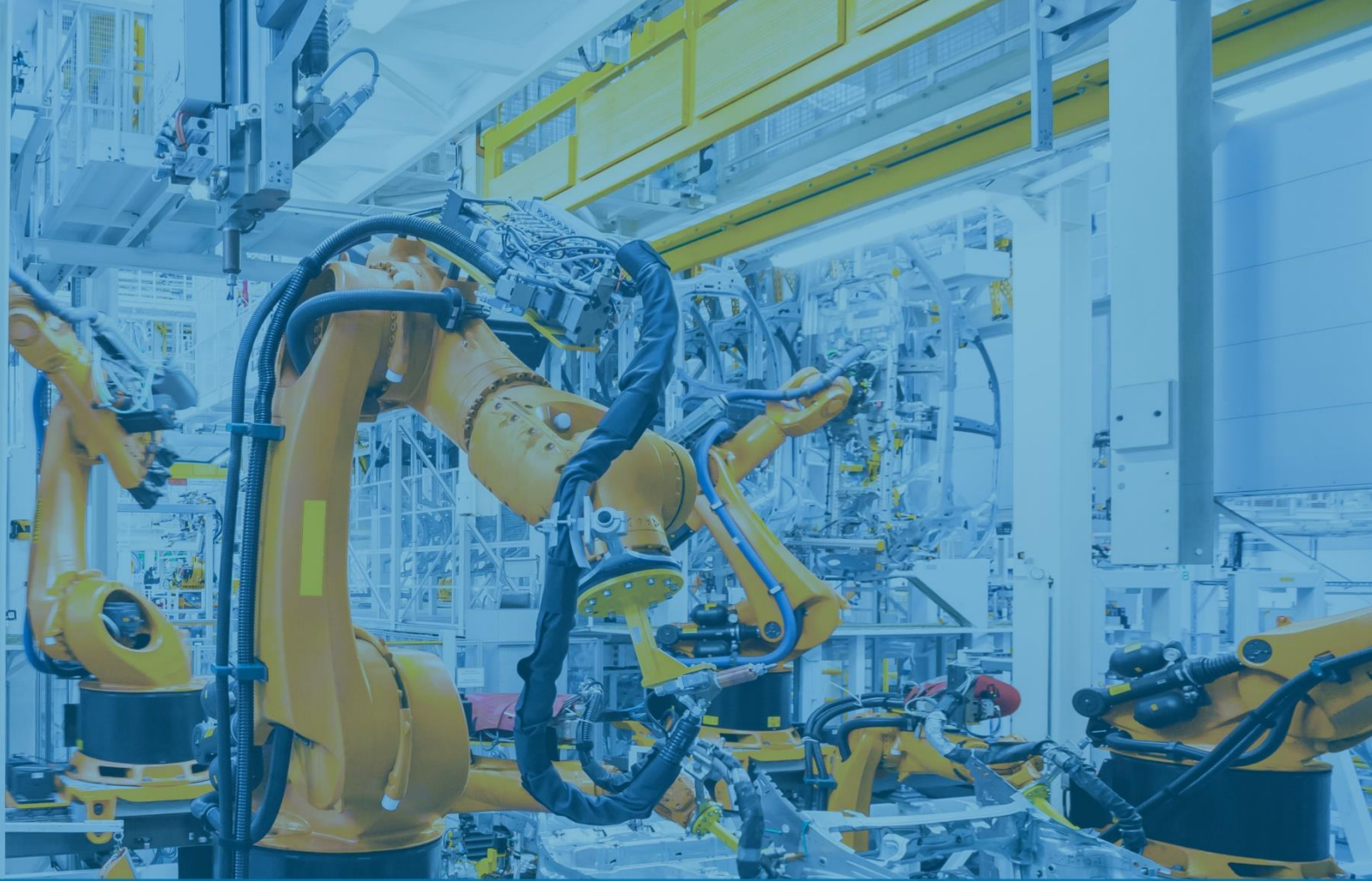




# Q & A







# Robotics and Automation

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Tom Roskop, County College of Morris



## **EDUCATION PARTNERS:**

**County College of  
Morris**

**Morris County  
Vocational  
School District**

**Morris County  
Organization for  
Hispanic Affairs  
(MCOHA)**

## **Robotics and Automation**

**With the world becoming increasingly connected, staying on top of the latest technological trends in robotics and automation is essential. Currently, training at the level needed to be competitive in the job market is relegated to 4-year degree options and/or job training in a specific automation technology. However, the entry point does not require such extensive education. Targeted technical training can be provided at various entry points to allow for multiple opportunities to engage in this area.**

**The Robotics and Automation pathway project will provide stakeholders with the opportunity to collaborate on advanced manufacturing and industrial automation initiatives across a spectrum of opportunities.**

**The Robotics and Automation pathway project will establish a certificate program in emerging technologies focusing on integration and implementation of industrial automation and robotic systems as they relate to manufacturing and adjacent sectors.**



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# Robotics and Automation

Partnered with Morris County Vocational School District to host Career Exploration Day with recruitment opportunity for the engineering share-time program which occurred on March 22, 2024. Here are the details:

- Workshops were held in four areas:
  - Data Analytics
  - Cybersecurity
  - Manufacturing
  - Robotics & Automation
- High school partner will be marketing the programing throughout the county as a recruitment tool to 9th and 10th graders who may be interested in the share-time pathways.

## Challenges:

- Targeting a suitable demographic to attract and introduce into the pathway.
- Logistics for transportation
- Coordination of registration.
- As MCVSD has experience with recruitment for the above age bracket, with their assistance we have coordinated marketing and registration through them.

## Ancillary outcome:

- Career Exploration Day serves as a strong recruitment tool for current Share-time programs on our campus, particularly the Engineering Share-time program which comprises our Dual Enrollment connection.

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# Robotics and Automation

County College of Morris has an established Share-time program with high school partner, Morris County Vocational School District, in Engineering called “Engineering Design & Advanced Manufacturing (EDAM)”:

- To connect the Robotics and Automation Pathway to our Dual-enrolled programs, we identified suitable course elective slots in the curriculum to insert our Robotics options.
- Beginning with the AY24-25, students enrolled in the EDAM program will be taking our new course “Robotics & Automation I” in the spring semester of their second year in the program.

**Approval of curricular change by our high school partner is on track to be completed by mid-May.**

## **Challenges:**

- Working with the appropriate steering committee to identify where robotics courses could be applied, given the scheduling restrictions (AM or PM attendance)

## **Solutions:**

- Remove a course in the program (Statics) which was low-interest and shown to be difficult for high school students who were not initially college math ready.

## **Ancillary outcome:**

- Interest by both parties to discuss splitting up the EDAM program into separate tracks, allowing students to take more electives across various technical areas (such as Robotics).

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# **Robotics and Automation**

**Non-credit courses will be created that align with the SACA (Smart Automation Certification Alliance) C-101 Certified Industry 4.0 Associate I certification.**

**Additionally, in order to offer the certification, CCM joined the Smart Automation Certification Alliance (SACA) as an educational institution:**

- Content from the SACA C-level certificate was mapped with learning outcomes for alignment to the certification assessment. This allows for self-contained courses that will culminate in a certification, using the SACA criteria as a summative assessment tool.**

## **Challenges:**

- Mapping the overlap with our Experiential Learning activity of developing a bootcamp program. A major differentiator was instructional length and scope of student.**

**The course(s) will be scheduled for summer delivery by mid-April.**



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# Robotics and Automation

A certificate program has been submitted for review by our Curriculum Committee that incorporates courses developed in the Robotics and Automation area, such as Mechanical Drives, Hydraulics, Pneumatics, and Programming.

New courses (Robotics and Automation I & II) developed and submitted to curriculum. They will serve as content area electives in Robotics, as well as capstone for the certificate. These courses will cover content such as Industrial Controls, Manufacturing applications, and PLC Programming:

- Through our research we have mapped requisite entry-level technician skills into the program outcomes, as well as mapped to SACA certification outcomes. As a result, students who complete the 18-credit certificate program will receive the SACA C-101 and C-102 certifications.

Continued research of the viability of instruction at the Associates level and are currently assessing creating a Robotics option to our Engineering Technology AAS Degrees:

- The credit limitations have been a challenge and require extensive conversation between our faculty, advisory board, transfer partners, and our accreditor ABET.

Students in the Non-credit bootcamp will articulate two (2) courses, or seven (7) credits towards the Certificate of Achievement in Robotics, Automation, and Control.

## **Challenges:**

- Mapping certification requirements and reconciling with robust course and program outcomes.

## **Solutions:**

- A holistic approach was used, rather than direct course-to-certification mapping. In this way, certification outcomes are distributed among the course sequence and evaluated in summative assessments in the Robotics & Automation I/II courses.

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# **Robotics and Automation**

**County College of Morris will offer Robotics Technician as a pathway beginning Summer 2024.**

**Workforce Development group is currently working with employers to confirm Robotic OJT and RTI compatibility. Currently, 2-3 employers have already been identified, who employ Robotics technicians.**

## **Challenges:**

- **Securing employer partners for Robotics is a challenge when looking for pure robotics companies.**

## **Solutions:**

- **Expanding into adjacent sectors who utilize robotics and automation, and that have a need for technicians in the implementation and maintenance of such systems, has provided a pool of employers to explore partnership opportunities.**

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# Robotics and Automation

In order to embed the Smart Automation Certification Alliance (SACA) certification into the program, a curriculum map was developed that maps the content of the SACA C-101 certification to the courses in the program:

- The SACA certification content also informed the development of the Robotics and Automation Bootcamp which aligns with articulated courses on the credit side.
- Currently, we are establishing criteria for accepting PLA for college credit (likely through assessment using SACA).

## Challenges:

- Common assessment tool across the non-credit sides, students prior experience, and the credit learning objectives.

## Solutions:

- SACA credentialing seems to be the most viable choice as can serve as an assessment tool for all three departments.

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# Robotics and Automation

We endeavored to recruit industry partners for advisory board and work-based structured learning opportunities for college credit. We are currently recruiting and have found some individuals of interest to advise.

Additionally, we are to develop experiential learning outcomes for use in placement. The advisory will be crucial with this, as well as our alignments with our SACA credentialing to determine “levels” indicative with workplace experience.

Another component is to find internship opportunities for students, identify them for placement, and monitor student/employer outcomes. This is underway with assistance from our office of Career Services. Once students are placed into the field, we can satisfy our final objective of monitoring:

- We are still extrapolating the level of skill mastery needed for an internship opportunity and will need some initial data to improve efficacy in this area.

### **Challenges:**

- Not many companies are heavily into robotics and/or are not yet engaged in the technology, even though this is a consistent goal in their planning.



## **PATHWAY CONNECTIONS:**

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# **Robotics and Automation**

**The development of a non-credit pre-apprentice bootcamp for students in the Robotics and Automation field leading to the SACA C-101 Certified Industry 4.0 Associate 1 credential has been completed.**

**Next is to develop bilingual marketing materials to be shared with Workforce Board, Non-profits, and other community partners.**

## **Pilot plans include:**

- **Recruit veterans and their family members, adults and underrepresented students for the Robotics and Automation bootcamp.**
- **Deliver noncredit pre-apprentice bootcamp to 8 – 10 adults.**

## **Challenges:**

- **Recruiting those interested in entering that sector.**
- **Formalizing companies to work in.**

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# Robotics and Automation

Currently identifying potential partnerships. Initial conversation with New Jersey Institute of Technology has shown favorable promise, as we currently articulate with them in various Engineering programs.

In order to make this a straightforward process, we are integrating the various pathway entry points into a current AAS Degree in Mechanical Engineering Technology:

- However, as conversations continue, we may be looking for further AAS pathway opportunities with other Engineering Technology Degree programs.

## Challenges:

- The integration due to timeline constraints, accreditation reviews, and various curricular options that can be used.

## Solutions:

- Discuss the challenge with potential transfer partners, work backwards and try to make holistic changes to the various program curriculums. Some of these proposals will be discussed with our upcoming reaccreditation visit, which will give us sustainability insight towards transfer.

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# Robotics and Automation

In order to have adequate training for our faculty, instructors, and high school partners, we identified professional development needs in the area of robotics and automation in manufacturing. Some areas identified are:

- PLC programming using Rockwell/Allen-Bradley controllers
- Visual programming using Universal Robots
- Introduction to Robotic Imaging using MIR and FANUC Robots
- Microcontroller programming using Arduino

In order to provide this professional development, we developed curriculum and identified training providers to deliver professional development both remotely and in person.

- We are targeting Summer 2024 for college faculty and high school teachers.

## **Challenges:**

- Training that was generic enough due to technological constraints, yet sufficient to provide industry level exposure.

## **Solutions:**

- We reached out to equipment providers that cater to both secondary and post-secondary institutions.





**Q & A**



A group of diverse business professionals, including men and women in suits, are seated in a conference room. They are looking towards the left side of the frame. The image is semi-transparent, and the word "BREAK" is overlaid in large, bold, blue capital letters across the center. In the bottom right corner, there is a small blue circular logo containing a white stylized letter 'P'.

**BREAK**



# NEW JERSEY PATHWAYS TO CAREER OPPORTUNITIES: THE PATH FORWARD

**Catherine Starghill, Esq.**

**Vice President,**

**New Jersey Council of County Colleges**

**Executive Director,**

**New Jersey Community College  
Consortium for Workforce and  
Economic Development**





# NJ PATHWAYS TO CAREER OPPORTUNITIES SUMMIT

Expanding Innovative Workforce  
& Education Partnerships

Bally's Atlantic City  
Hotel & Casino

June 12, 2024



New Jersey  
Community  
Colleges







**Q & A**



# CLOSING REMARKS

**Dr. Aaron Fichtner**

**President,**

**New Jersey Council of  
County Colleges**





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



## MONTHLY NEWSLETTER

NJ Pathways to Career Opportunities

### The NJ Pathways Initiative UNITES Industry and Education Experts to Break Down Silos for True Collaboration

New Jersey's Community Colleges and the New Jersey Business and Industry Association (NJBIA) partnered to launch this unprecedented education and training pathways initiative for strengthening the state's workforce for residents, businesses, and the economy for years to come.



With the [New Jersey Pathways to Career Opportunities Initiative \(NJ Pathways\)](#), New Jersey joins leading states that are transforming their statewide education and workforce development resources to better and more equitably serve students and workers. This transformation includes an intentional commitment to shared goals across the ecosystem of high schools, colleges and universities, employers, labor unions, nonprofits, the public workforce system, and others.

[Download our brochure to learn more.](#)

## Check Out the First Issue of Our NJ Pathways Newsletter!



[NJPathways.org](https://NJPathways.org)

## Become a Partner and Receive This Month's Issue!





# OUR NJ PATHWAYS YEAR 1 REPOSITORY IS...

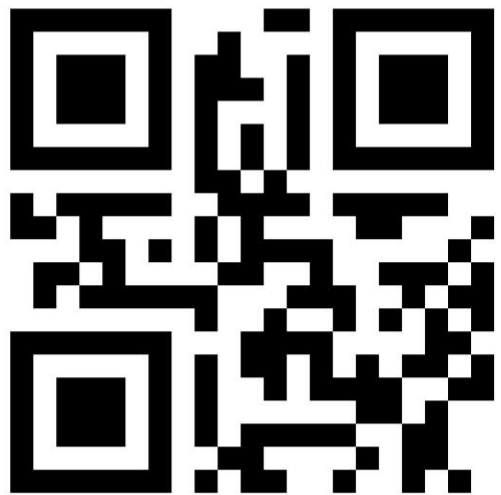
**LOADING**



**Expected to Launch in July 2024**

**[NJPathways.org](https://NJPathways.org)**

# FOLLOW ALONG



NJPathways.org



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# BREAK

**RECEPTION  
& DINNER**

**6 PM**

**VIP  
LOUNGE**