



Co-Designing an Integrated Accelerated Pathways Model with Employers and the Workforce Development System: Driving System Changes through the CUNY Community Colleges Consortium

CUNY STRENGTHENING COMMUNITY COLLEGES

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Michael Manipakone, Project Director
Cara Shousterman, Ph.D., Director*

CEANY CONFERENCE
SARATOGA SPRINGS, NY

Who are we?



Dean Hui-Yin Hsi,
Dean of Workforce
Development at
Queensborough
Community
College, Principle
Investigator



Lori Conkling,
Continuing
Education
Director of Labor
Market Research
& Workforce
Development,
Co-Principle
Investigator



Michael
Manipakone,
Project Director



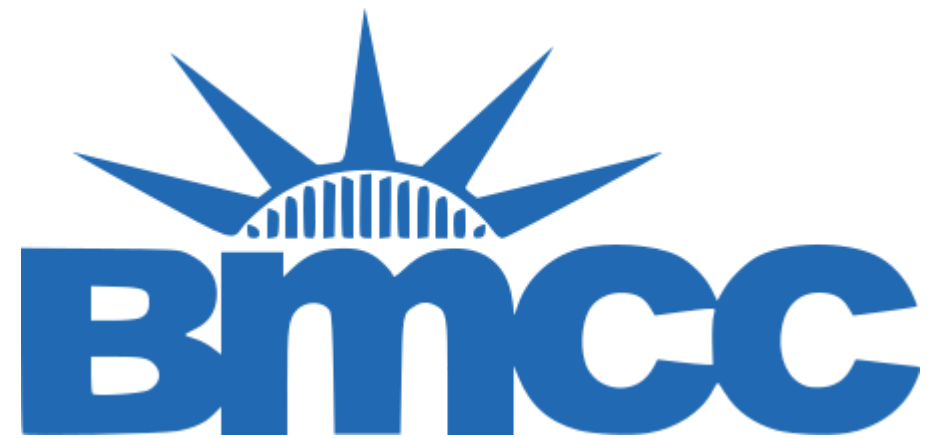
Dr. Cara
Shousterman,
PhD, Director of
Technology
Training
Initiatives



WHO WE ARE



Community College



Hostos
Community College



Robert Alleyne, Alleyne Consulting Company
Rebecca Allyn, Amazon AWS
Dr. Brian Collins, Blue Print Education
Stephen Gilfus, Blue Print Education
Besnik Hajdari, Cisco
Marie Zwickert, Cisco
Brian Matzelle, Comp TIA
Isonia Ricks, Financial Industry Regulatory Authority
Brendan Collins, Google
Sara Hendo, Google
Bradley Michelson, Idealist
Sara Lamback, Jobs For The Future, Inc.
Deidre Duke, Northwell Hospital
Ivelesse Mendez-Justiniano, NYC Health + Hospitals
Chris Neale, NYC Mayor's Office of Workforce Development
Lois Johnson, NYS Workforce Development Institute (WDI)
Chris Russell, Project77
Enrique Parada, Project77
Mr. Mordechai Lax, Senior Care EMS
Jason Garcia, SoBro
Rebecca Gonzalez, Time To Learn Daycare
Conchita Tucker, TTI Technology
Kimberly Howard, Clean Up Corps
Dr. George Westerman, M.I.T.

Employer Advisory Council Members



CUNY Advisory Council Members & Partners

Dr. Donna Mclean Grant, Borough of Manhattan Community College
Anthony Watson, Borough of Manhattan Community College
Marina Abramov, Borough of Manhattan Community College
Meghan Williams, Borough of Manhattan Community College
Karla Williams, Bronx Community College
Madelaine Centeno, Bronx Community College
Kathia Pilier, Bronx Community College
Jessica Robles, Bronx Community College
Michael Mcshea, Bronx Community College
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Dana Lennon, Hostos Community College
Daliz Perez-Cabezas, Hostos Community College
Samuel Bryd, Hostos Community College
Javier Saldana, Hostos Community College
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Alissa Cinelli, Kingsborough Community College
Jessica Cinelli, Kingsborough Community College
Alita Maristany, Kingsborough Community College
Hannah Weinstock, Laguardia Community College
Vice President, Sunil Gupta, Laguardia Community College
Cara Shousterman, Laguardia Community College
Chandana Mahadeswaraswamy, LaGuardia Community College
Jason Weinstein, LaGuardia Community College
Marsha Oropeza, LaGuardia Community College
Chris Neale, NYC Office of Workforce Development
Tamar Jacoby, Opportunity America
Lori Conkling, Queensborough Community College
Elvira Melella, Queensborough Community College
Dean, Dr. Hui-Yin Hsu, Queensborough Community College
Michael Manipakone, Queensborough Community College



Our Agenda

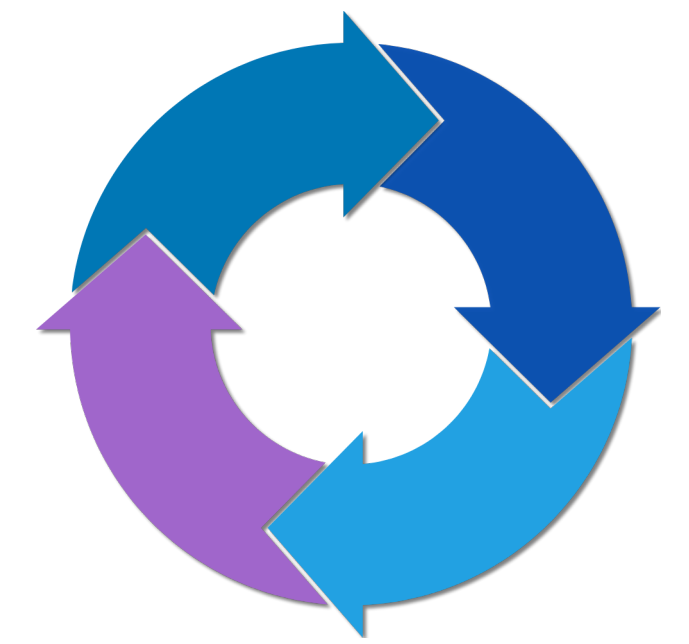
- Who are we?
- Overview of SCC Grant Framework & Project
- Overview of CUNY's SCC Grant Project Work-plan
- Overview of CUNY Workforce Development Program Offerings & Strategies
- Where are we now?
- Q&A





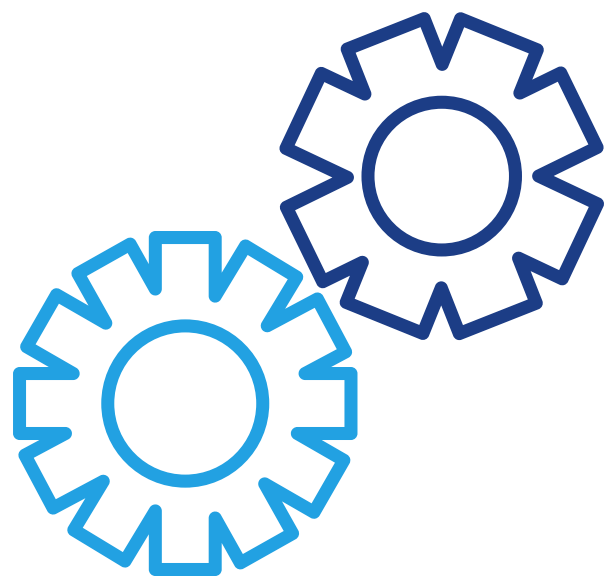
Overview of SCC Grant (framework)





Systemic Changes: Macro and Micro Goals:

Overall purpose: Co-designing an integrated accelerated pathways model within CUNY and with employers and workforce development board: Driving System Changes through the CUNY Community Colleges Consortium

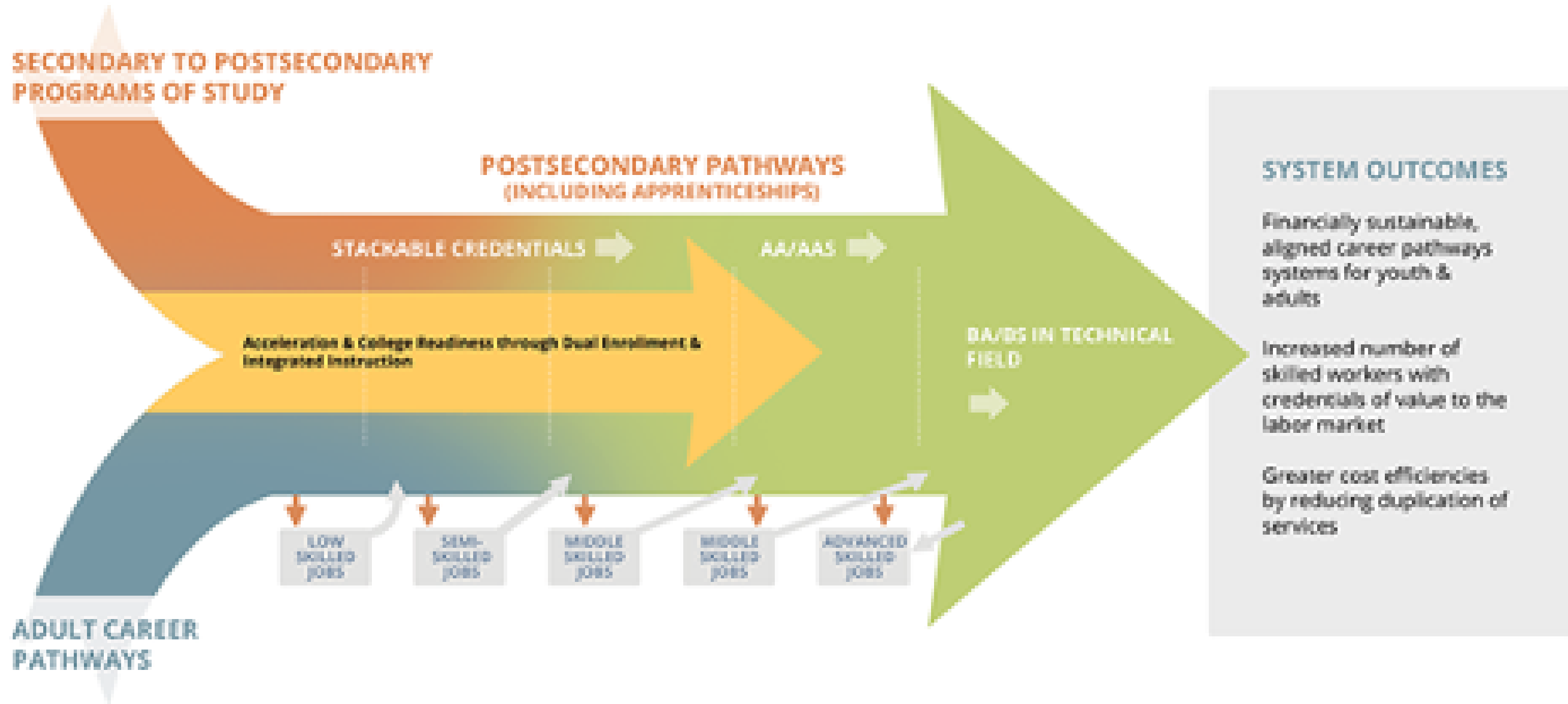




Sector Strategies and Employer Engagement

- Provide leadership in the project in setting strategic direction (attending local advisory council meeting and participate in local needs assessment);
- Informing the identification and mapping of the necessary skills and competencies for the program;
- Providing WBL opportunities, including on-the-job training and apprenticeship;
- Assisting with curriculum development and program design (validate curriculum design);
- Inform the design of an assessment of validating credentials that will address industry skill needs; and
- Provide resources, such as mentors, the donation of equipment, or other contributions to support the proposed project.

Integrated Accelerated Pathways Model



Innovative Technology Enhanced Program Design with Culturally Responsive Pedagogy- Online and/or Hybrid





Career Pathways Offerings by CUNY College



EQUITY CASE FOR CPL

Students of color are underrepresented in STEM majors that lead to high median wages.

• Source: Georgetown University Center on Education and the Workforce analysis of U.S. Census Bureau, *American Community Survey* micro data, 2009-2014.

**There are 104 million adults with postsecondary degrees:
10% are African American
9% are Latinx
72% are White**

There are 36 million adults in the United States with some college experience but no degree.

Major	Percentage of bachelor's degree holders: African-American	Percentage of bachelor's degree holders: Hispanic
Electrical Engineering	6	7
Mechanical Engineering	3	7
Chemical Engineering	5	7
Computer Science	8	7
Computer Engineering	5	10
Pharmacy, Pharmaceutical Sciences, and Administration	6	6
Industrial and Manufacturing Engineering	5	17
Nursing	10	6
US Population	12% African-American	17% Hispanic

Credit for Prior Learning (CPL)

Students enter college from a variety of backgrounds and experiences, including many that involve the equivalent of college-level learning. CUNY is committed to providing all its learners with equal opportunities to be recognized and validated for what they know and can do, including by providing high-quality pathways to acquire a college degree.

Credit for Prior Learning (CPL), also known as Prior Learning Assessment, is an academic process that offers students the opportunity to earn credits for college-level learning acquired outside the traditional classroom.



<https://www.cuny.edu/academics/academic-policy/credit-prior-learning/>

Military Training and Occupations

Colleges offers credit for knowledge and experience gained through military service, using credit recommendations from the ACE Military Guide, Joint Services Transcript (JST), and nationally recognized DSST Credit-by-Exam Program (DSST) and the Defense Language Proficiency Tests (DLPT).

Industry Credentials

Colleges offer credit for industry credentials acquired through trainings, licenses, certifications offered by companies, agencies and labor unions. More information about qualifying credentials including those evaluated by the American Council on Education (ACE).



Portfolio Assessment

Some CUNY colleges offer individualized credit for prior learning demonstrated through the development of a portfolio. The portfolio process enables students to document their learning in the workplace, community work, self-study, and personal experiences, to be assessed by faculty or equivalent content experts.

Standardized Exams Accepted:

- Advanced Placement (AP)
- Advanced International Certificate of Education Program (AICE)
- College Level Examination Program (CLEP) Examinations
- DSST Credit by Examination Program
- Defense Language Proficiency Tests (DLPT)
- International Baccalaureate (IB)



**Where are we
now?**



Success Indicators



Progress Update



Course offerings 2022

HEALTHCARE OFFERINGS

Course	Start Date	End Date	Meeting Dates	Meeting Times	How is the class meeting?	More Information/Registration	Perks
Certified Clinical Medical Assistant	March 7, 2022	August 10, 2022	TBA	TBA	Mix of online and in-person sessions	More Info	Some classes are in person
EKG Technician	April 6, 2022	May 8, 2022	Mon, Wed, Fri + 3 Sundays	10 AM - 2.30 PM	In-person only	More Info	Fully in-person
EKG Technician	April 6, 2022	May 7, 2022	Mon, Wed, Fri + 3 Saturday	6 PM - 10 PM	Mix of online and in-person sessions	More Info	Some classes are in person; Evening schedule
Phlebotomy	May 9, 2022	July 3, 2022	Mon, Wed, Fri + 3 Sundays	10 AM - 2.30 PM	In-person only	More Info	Fully in-person
Phlebotomy	May 9, 2022	July 2, 2022	Mon, Wed, Fri + 3 Saturdays	6 PM - 10 PM	Mix of online and in-person sessions	More Info	Some classes are in person; Evening schedule
Certified Clinical Medical Assistant Procedures	July 11, 2022	August 10, 2022	Mon, Wed, Fri + 1 Sunday	10 AM - 2.30 PM	In-person only	More Info	Fully in-person
Certified Clinical Medical Assistant	July 11, 2022	August 10, 2022	Mon, Wed, Fri + 1 Saturday	6 PM - 10 PM	Online only	More Info	Evening schedule

EDUCATIONAL OFFERINGS

Course	Start Date	End Date	Meeting Dates	Meeting Times	How is the class meeting?	More Information/Registration	Perks
Child Development Associates Credential (CDA)	February 2022	May 2022	Sat	9 AM - 5 PM	Mix of online and in-person sessions	More Info	Weekend schedule, Some classes are in person
The Family Development Credential Program (FDC)	May 2022	September 2022	Tue & Thur	6 PM - 9 PM	Mix of online and in-person sessions	More Info	Evening schedule, Some classes are in person
Child Development Associates Credential (CDA)	May 2022	September 2022	Sat	9 AM - 5 PM	Mix of online and in-person sessions	More Info	Weekend schedule, Some classes are in person

TECHNOLOGY OFFERINGS

Course	Start Date	End Date	Meeting Dates	Meeting Times	How is the class meeting?	More Information / Registration	Perks
Cyber Security	TBA	TBA	Wed & Sat	6 PM - 9 PM ; 10 AM - 2 PM	Online only	More Info	Weekend schedule, Evening schedule
Comp TIA A+	January 2022	April 2022	Mon & Wed	6 PM - 9 PM	Online only	More Info	Evening schedule
Comp TIA Network +	September 2022	December 2022	TBA	TBA	Online only	More Info	Online only
Data Analytics	TBA	TBA	TBA	6 PM - 9 PM	Online only	More Info	Evening schedule
Data, Databases, and SQL (Intermediate)	February 1, 2022	March 10, 2022	Tue & Th	6 PM - 9 PM	Online only	More Info	Evening schedule; Online only
Data Visualization with Tableau (Intermediate)	January 31, 2022	March 14, 2022	Mon & Wed	6 PM - 9 PM	Online only	More Info	Evening schedule; Online only
Predictive Analytics (Advanced)	March 21, 2022	June 7, 2022	Mon & Wed	6 PM - 9 PM	Online only	More Info	Evening schedule; Online only
Google IT Support Certificate	February 5, 2022	May 7, 2022	Tue	6 PM - 9 PM	Online only	More Info	Evening schedule; Online only
AWS Cloud Practitioner & Solutions Architect Associate Exam Prep (Cybersecurity)	July 10, 2022	September 17, 2022	Mon & Wed	6 PM - 9 PM	Online only	More Info	Evening schedule; Online only
5G Mobile Technician Fundamentals	August 5, 2022	October 7, 2022	Sat	9 AM - 6 PM	Online only	More Info	Weekend schedule; Online only
Software Engineering Micro-Credential Career Track in Web Development	August 2022	September 2022	Mon, Wed, Fri & Sat	5 PM - 9 PM; 9 AM - 6 PM	Online only	More Info	Online only



Curriculum Enhancements

Step 1

Survey the instructional technologies our courses have at their disposal

Step 2

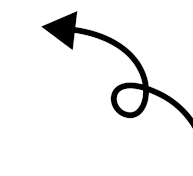
Conduct a workshop series to better utilize online technologies & integrate culturally responsive pedagogy

Step 3

Collaborate with employers to review curricula and ensure academic standards are up to those of industries

Step 4

Incorporate employer feedback into future iterations of courses to provide a competitive edge



WE ARE HERE!



Social Media





Desired Outcomes for Social Media Outreach

- Networking
- Professional development
- Learning
- Keep track of alumni and their career journey
- Raises prestige of the courses
- Advertising



Population We Are Reaching

- Highschoolers
- Entry level professionals
- Career changers
- Career advancers
- Prospective Funders
- Department of Labor
- Employers



Possible Social Media Content

- Sharing links for webinars, workshops (if we hold any in the college, or from famous companies like Google) - learning, career development
- Share life/career stories of our alumni - networking (people may relate and connect with each other), advertisement (people will share that on their own pages)
- Jokes/memes - advertisement (people share content on their pages)
- Polls (about their course outcomes, hardships etc) - keeping track of career, getting to know what needs to be approved
- Resume/LinkedIn/interview advice - professional development, learning
- News - networking (by engaging people in conversations)
- Courses - learning, advertisement
- Job postings - professional development



Social Media





CUNY Central Website

Brand the SCC grant, and bring awareness to consortium.

Provide information about the grant, programs, funders, employer partners and credit for prior learning.

School landing Pages

Brand each Community College as a part of the SCC consortium.

Provide potential students with information on all programs offered by the grant.

25 Campuses in the Greatest City in the World

The City University of New York spans 25 campuses across the city's five boroughs and offers a wide range of undergraduate, graduate and continuing education opportunities to students of all ages and backgrounds.

[REQUEST MORE INFO](#) [SEE COLLEGES MAP](#)

Filter by Degree: Degree Filter by Location: Location

- Baruch College**
MANHATTAN - 55 Lexington Avenue
4 Year Degree, Graduate Degree, Continuing Education
[Website](#) [Virtual Tour](#)
- Borough of Manhattan Community College**
MANHATTAN - 199 Chambers Street
2 Year Degree, Continuing Education
[Website](#) [Virtual Tour](#)
- Bronx Community College**
BRONX - 2155 University Avenue
2 Year Degree, Continuing Education
[Website](#) [Virtual Tour](#)
- Brooklyn College**
- College of Staten Island**
- Craig Newmark Graduate School of Journalism**

QUEENSBOROUGH COMMUNITY COLLEGE | **Continuing Education & Workforce Development**

718.631.6343
222-05 56 Ave., L-118 P
Bayside, NY 11364
QCCContinuingEd@qcc.cuny.edu

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HOME | ACADEMIC AFFAIRS | CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

The City University of New York's Community Colleges Consortium (CUNYCCC)

Strengthening Community Colleges Grant



Style Guide

Provide uniformity and visual consistency across the school landing pages.

Social Media

Facebook, Instagram, LinkedIn, Yelp & Tiktok.

Engage potential students, current students and alumni.

Providing a space for networking and community building.

Banner Logo placed across top of page



Grant overview

Overview of Strengthening Community College Grant:

The Strengthening Community Colleges Training Grant (referred to as Strengthening Community Colleges or SCC) awarded by the U.S. Department of Labor (DOL) aims to build the capacity of community colleges to collaborate with employers and the public workforce development system to meet local and regional labor market demand for a skilled workforce. The grant also builds the capacity of community colleges to address challenges associated with the COVID-19 health crisis, such as expanding online and technology-enabled learning and migrating services to a virtual environment.

Information about their school program

Information Technology

Hostos Community College Division of Continuing Education and Workforce Development (CEWD) aims to develop practical training programs that address the growing employer expectation for a workforce that possess the essential skills and trainings that lead to industry recognized credentials to become an entry-level Computer Support Technician in information technology (IT). The Hostos Computer Support Tech program combines standard CompTIA A+ classroom instruction with customized training for the business environment through our lab simulations of common workplace IT problems.

Info. on all schools & programs





Introductory Video

Create a short engaging video to capture viewers attention.

Each Community College President would introduce themselves as proud members of the SCC Grant.

CUNY TV

Broaden our reach to the television audience.

Interview the SCC grant leads, program alumni and employer partners.



Bronx Community College



Queensborough Community College



Borough of Manhattan Community College



Kingsborough Community College



LaGuardia Community College

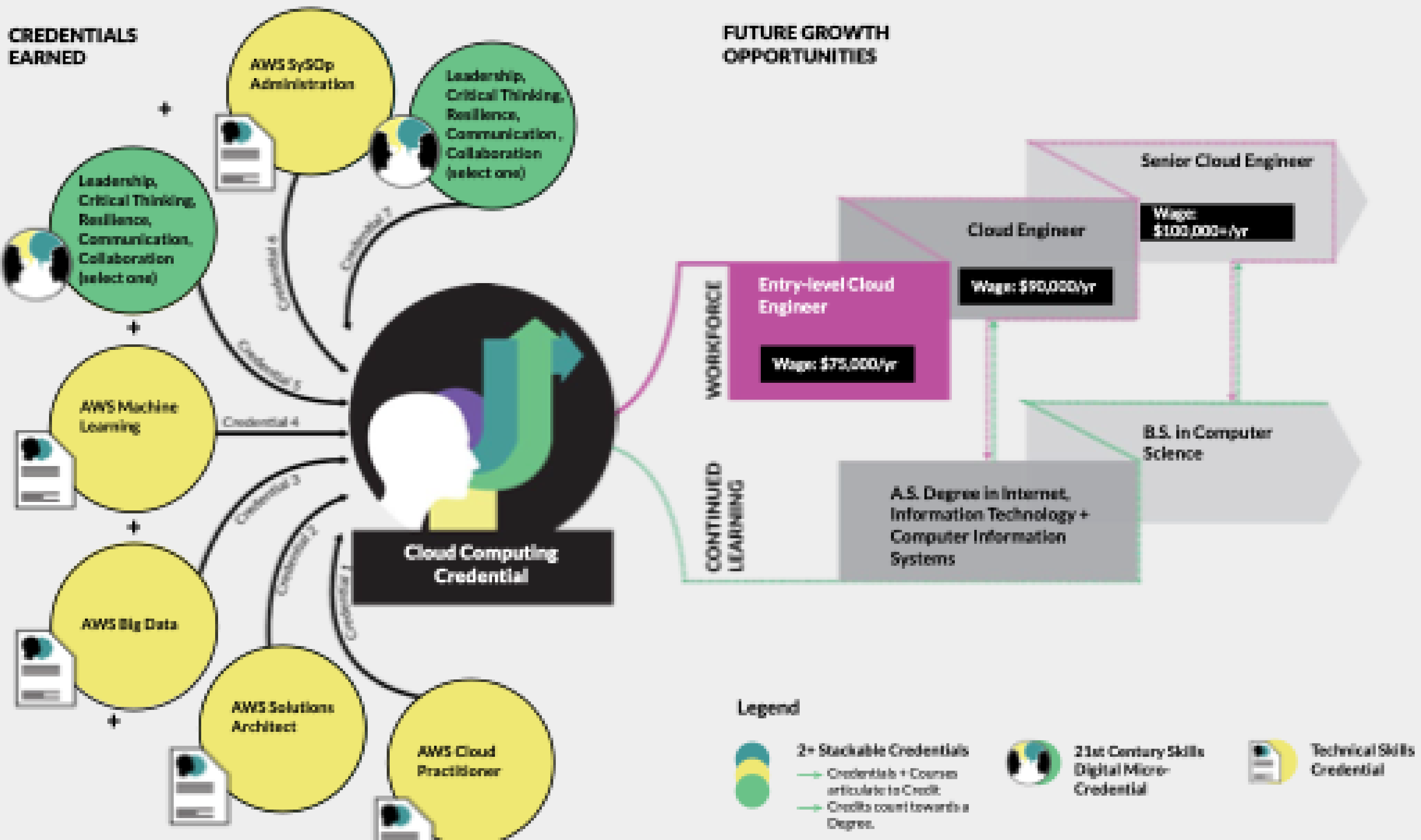


Hostos Community College





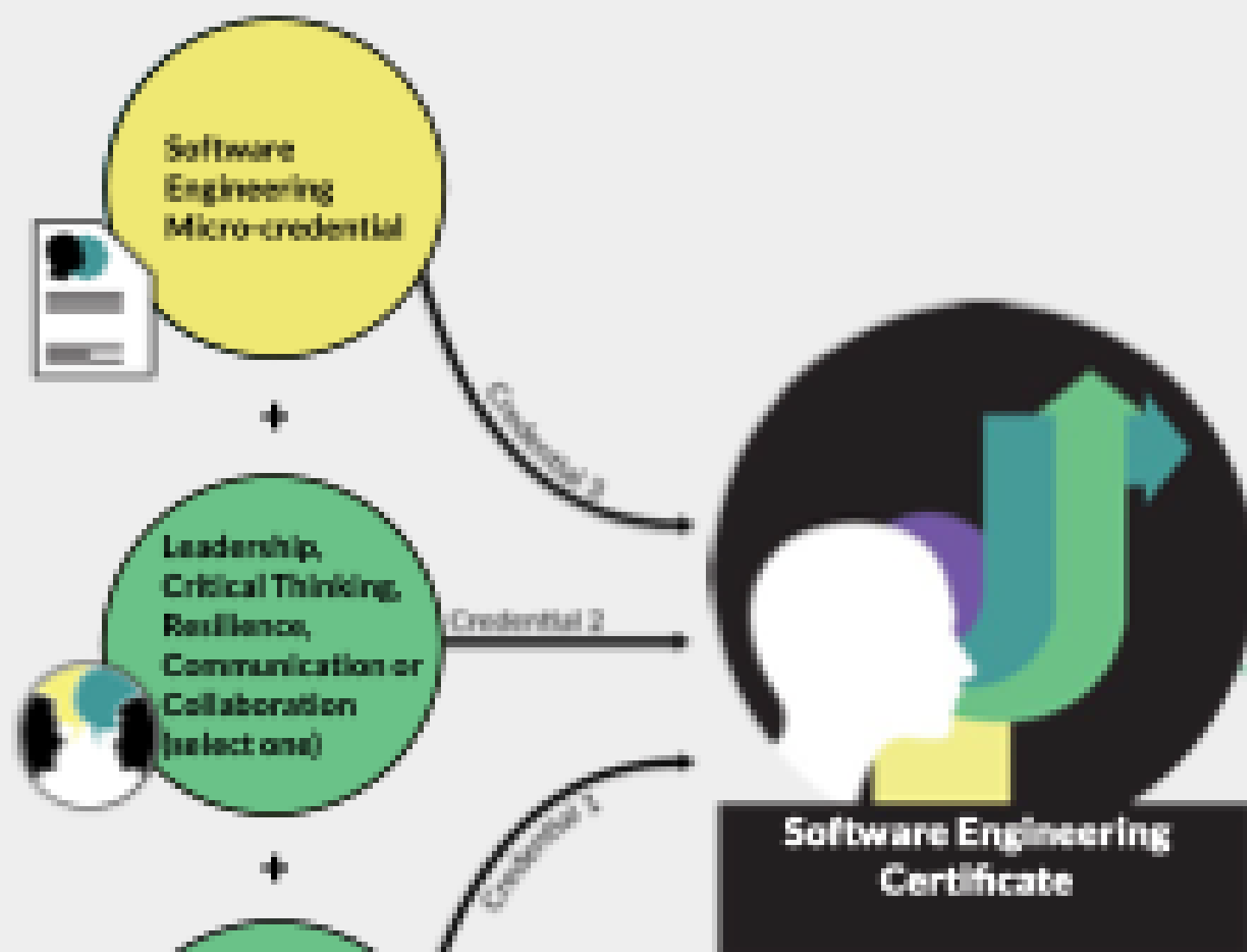
Credit for Prior Learning



A Micro-Pathway to Become an Entry-level Software Engineer

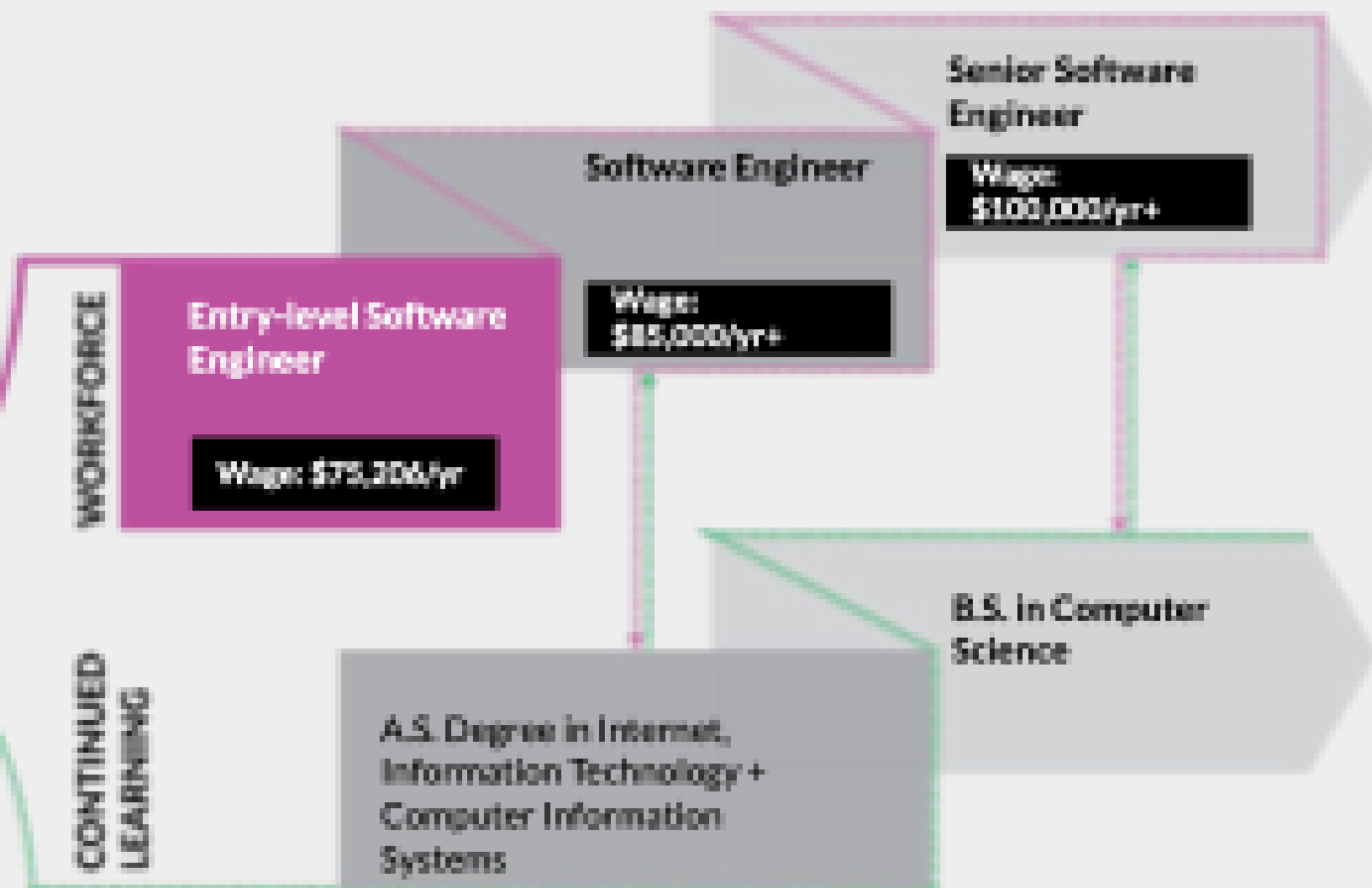


CREDENTIALS EARNED

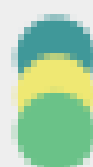


Validated by regional employers including:
+Sanofi
+Google
+AWS
+TIAA
+Tishman Speyer
+Citi

FUTURE GROWTH OPPORTUNITIES



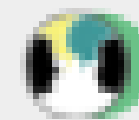
Legend



2+ Stackable Credentials

→ Credentials + Courses articulate to Credit

→ Credits count towards a Degree



21st Century Skills Digital Micro-Credential



Technical Skills Credential

6-8 weeks, full-time/part-time



CLNA



Comprehensive Local Needs Assessment



- 1. To ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state/city;**
- 2. To align all technical and employability requirements of NYC's employers to CUNY's eligible workforce training/academic programs;**
- 3. To recruit, support and retain qualified workforce training/CTE instructors, counselors and administrators to foster the highest level of student achievement;**
- 4. To provide students with seamless career pathways by offering programs of study which result in credentials of value (industry recognized stackable micro-credentials, Credit for Prior Learning/Dual Enrollment/Transfer Policies)**
- 5. To engage industry partners to drive program innovation and work-based learning opportunities; and**
- 6. To provide comprehensive, career-focused counseling that allows students to make informed choices about their future (wraparound services)**

Labor Market Research on Current State of Jobs/Unemployment by New York City Borough

Queens

- Over 50% of Queens residents were working in essential work (face-to-face jobs); 75% of those workers are people of color.
- Essential jobs were hardest hit in Queens. These industries included service, transportation (primarily airport jobs), construction/manufacturing and arts/entertainment.
- Queens workers of color were hardest hit by the pandemic since they make up a large amount of the face-to-face workforce, particularly younger people between the ages of 18-24 and those with less than a high school degree.

Source: NYC Training Employment & Training Coalition (NYCETC)



Source: NYC Training Employment & Training Coalition (NYCETC)

Labor Market Research on Current State of Jobs/Unemployment by New York City Borough

Brooklyn & Staten Island

- NYCs private sector job loss for February through December 2020 was 11% in NYC. It was 7.5% in Brooklyn and 4.2% in Staten Island. Brooklyn & Staten Island lost 30% of their leisure and hospitality jobs. During that time period, warehouse positions in Staten Island surged, due largely to Amazon's distribution centers.
- Most of the jobs affected by the pandemic were in Manhattan and many of those workers lived in the outer boroughs.
- 75% of people losing their jobs citywide were people of color, particularly in low-paid service jobs. Many of them had limited education, with a high school diploma or less and were between the ages of 18-24, foreign-born, with English not being their first language.
- In Brooklyn, 62% of the population are people of color, 58% of the population has less than a 4-year degree, 48% of the population are foreign-born and 58% of the population had earnings of less than \$40k.
- In Staten Island, 36% of the population are people of color, 62% of the population has less than a 4-year degree, 32% of the population are foreign-born and 50% of the population had earnings of less than \$40K.
- More than half of Brooklyn and Staten Island residents work in face-to-face industries.



Labor Market Research on Current State of Jobs/Unemployment by New York City Borough

Bronx

- The Bronx experienced the highest rate of hospitalizations among the five boroughs during pandemic, affected mostly people of color.
- At the height of the pandemic, there was 25% unemployment.
- By June 2020, the Bronx lost 45,000 private sector jobs.
- Primary Bronx employers are in the Education, Social & Health Services, Transit, Transportation & Utilities and Hospitality sectors.
- 75% of those losing jobs citywide during the pandemic were persons of color.
- 61% of Bronx workers work in face-to-face industries; only 11% are remotely working. 28% are essential workers.

Labor Market Research on Current State of Jobs/Unemployment by New York City Borough

Manhattan

- Many large businesses/organizations have been delayed in returning back to the office. 28% of large organizations are set to return in September. The projected return for larger organizations has been delayed till January. Remote working impacts revenue for real estate.
- Leisure and hospitality industries hardest hit in Manhattan.
- 49% of workers in Manhattan are Face-to-Face jobs; 75% of Face-to-Face workers are people of color.
- 36% of workers in Manhattan are working remotely.
- Black and Latinx workers faced double digit unemployment in comparison to white workers, with Black New Yorkers experiencing the worst in employment.



Possible Solutions to Tackle Labor Market Demand

- **For solutions, we need to revisit policies surrounding returning back to work and look towards workforce training and expansion of programs. For Tech jobs, for instance, there are still plenty of Tech jobs that are customer service-focused which can be a transferrable skill set for those with customer service skills from other industries. Skills and employment can be helped by upskilling/reskilling existing customer service skills through participating in workforce training programs.**
- **Expansion of workforce training so essential workers can potentially transition to non-essential, higher-skilled, family-sustaining jobs.**
- **Re-skilling of workers to work within the same environment and allow for more opportunities to grow within the same field they are already in.**
- **Businesses need new investments to succeed, including money for creating jobs, investing in technology and broadband, to bring their businesses into the 21st century.**



Recommendations for Tackling NYC Unemployment

01

Expand workforce training programs.



02

Workforce providers should increase partner collaboration and engagement with employers.



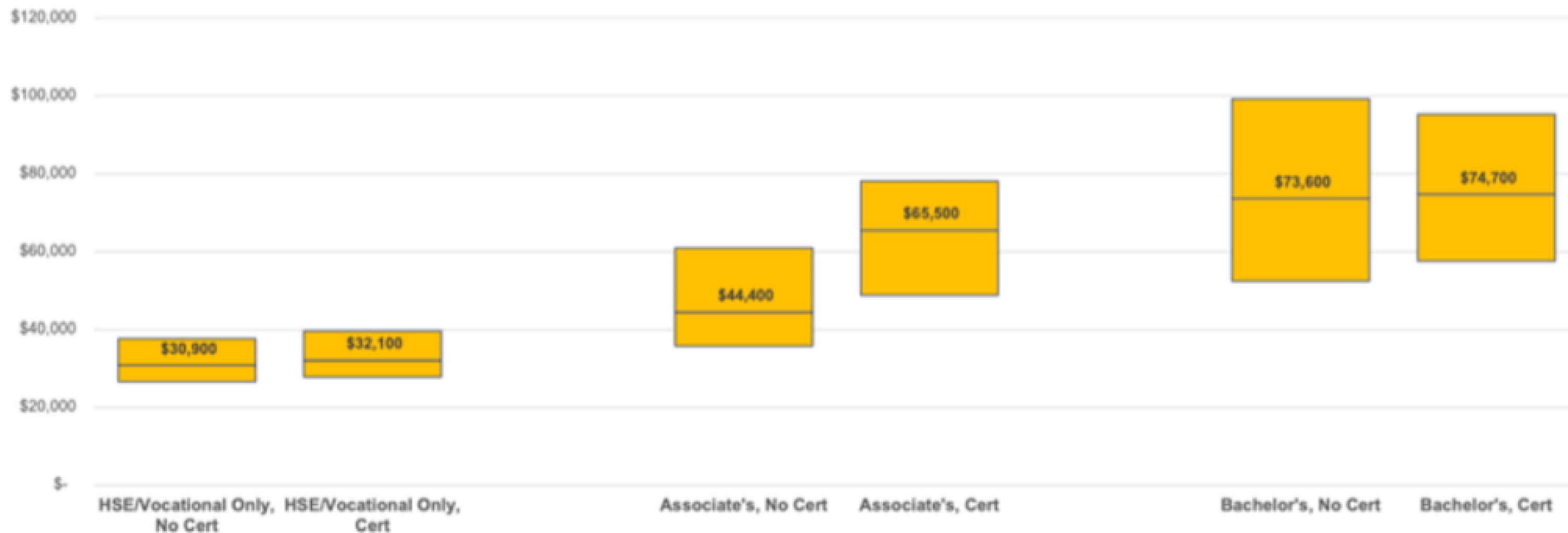
03

Conduct needs assessment and assess skill gaps for reskilling and upskilling.

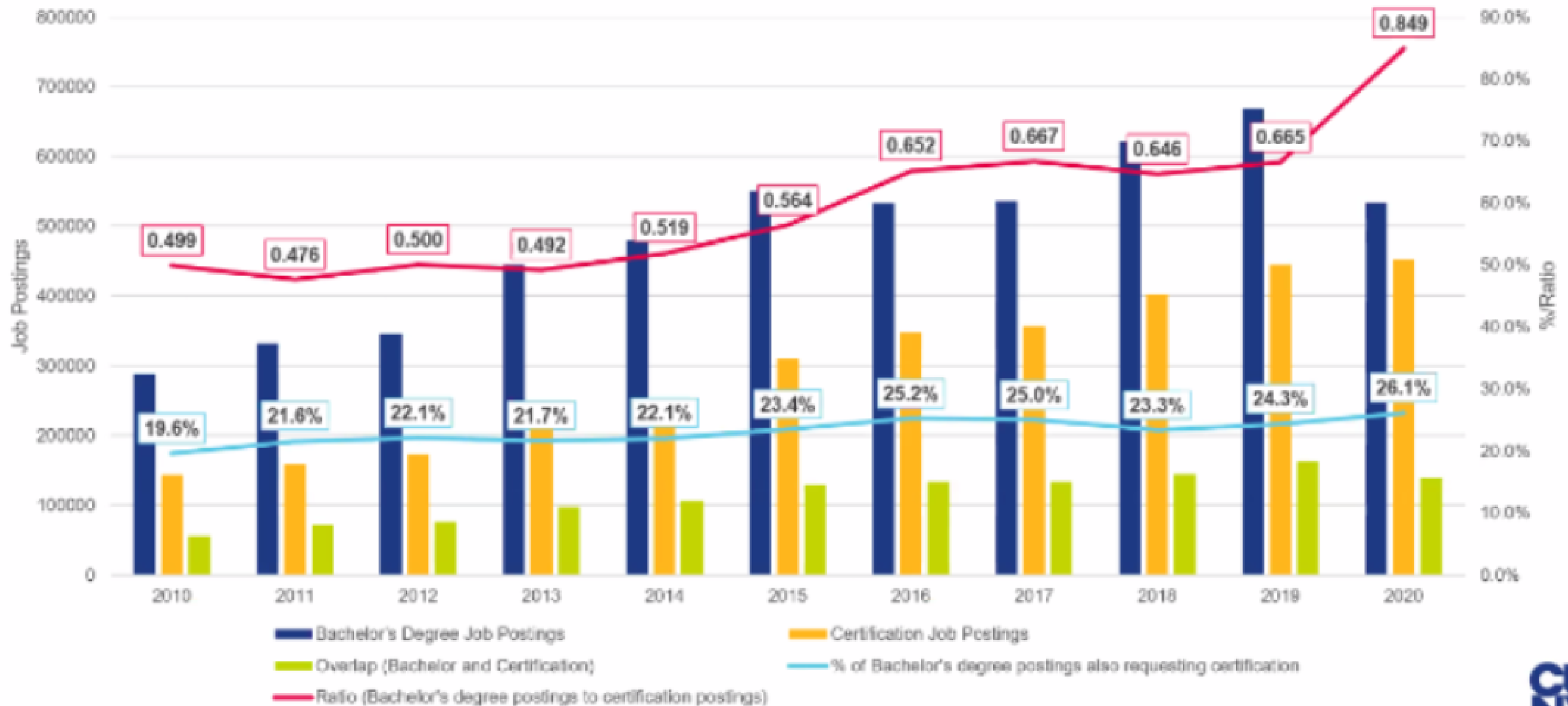


Earning Potential with Microcredentialing

Median Salaries per Educational Attainment and Certification Status, All Experience Levels (2021 YTD)



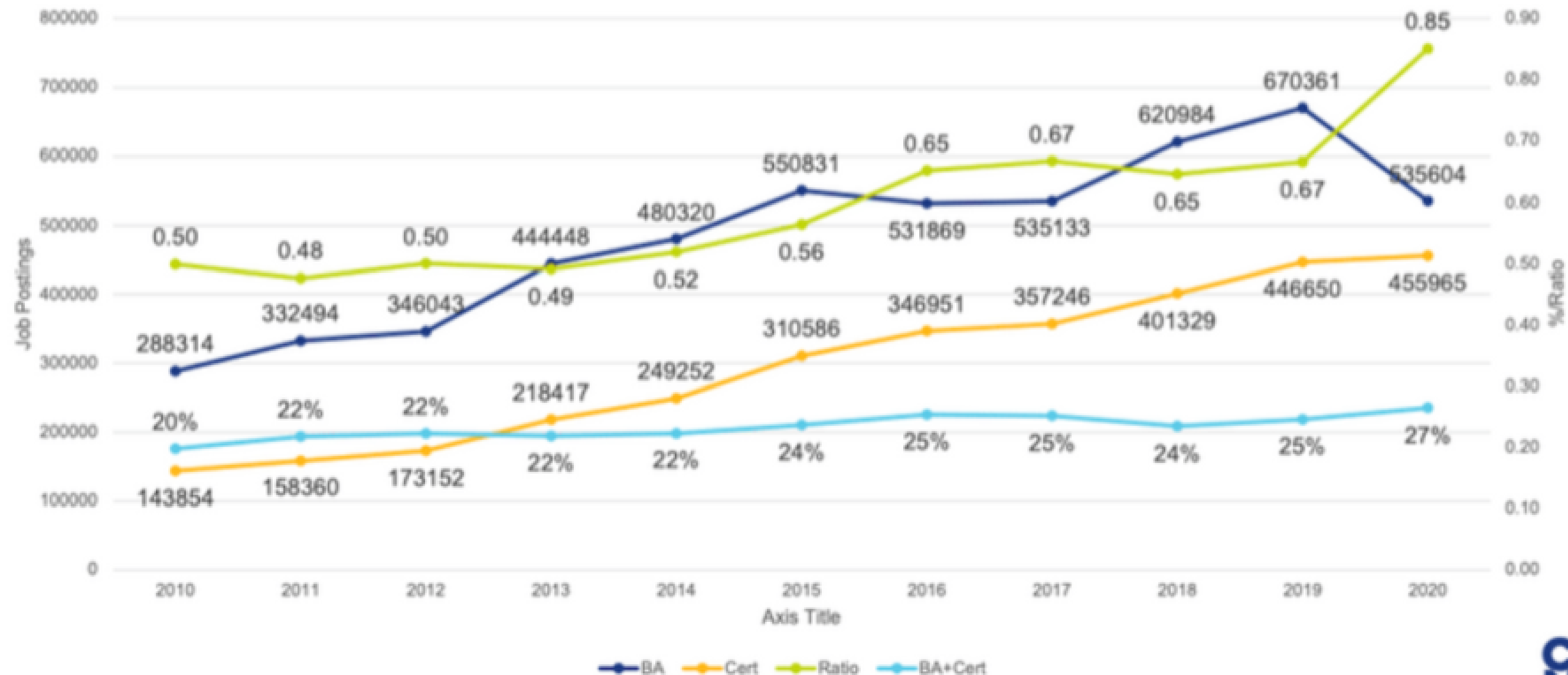
Increasing Overlap Between Bachelor's Degrees and Certifications in the New York Metropolitan Area



Source: Burning Glass Job Posting Data (New York Metropolitan Area)

Earning Potential with Microcredentialing

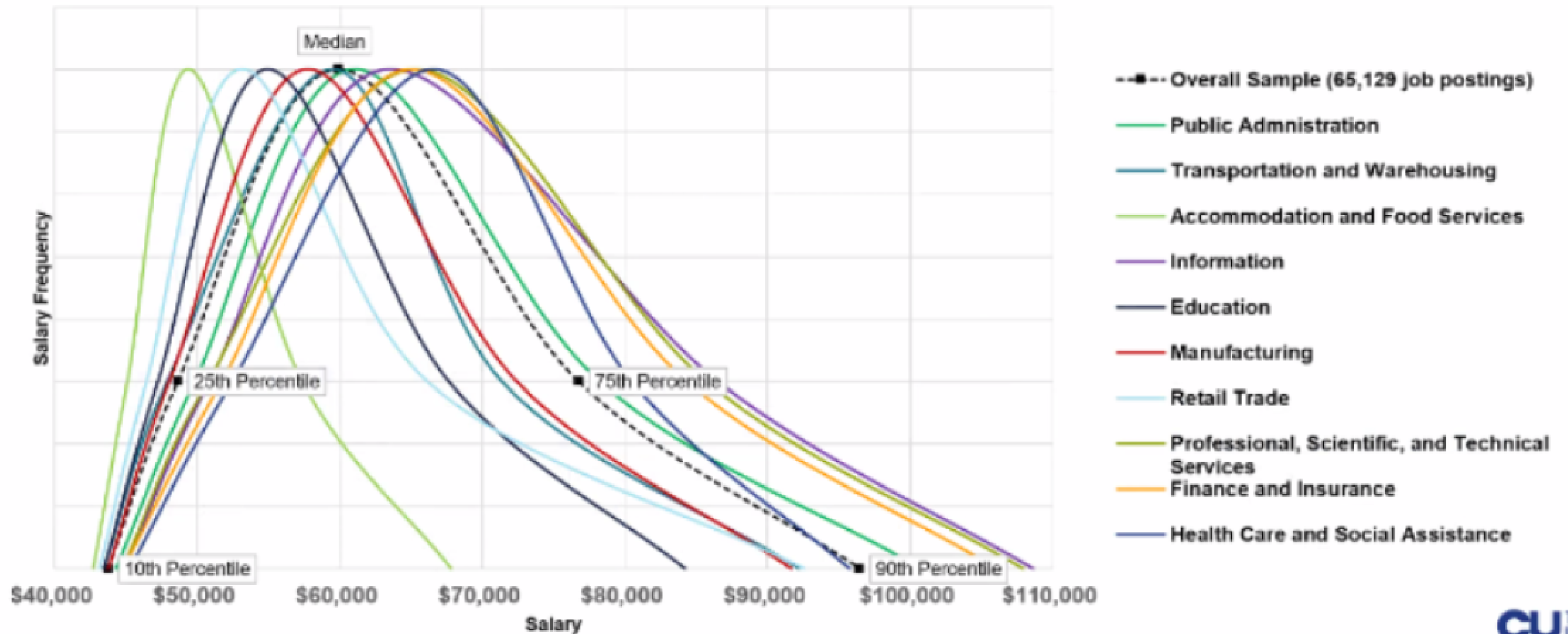
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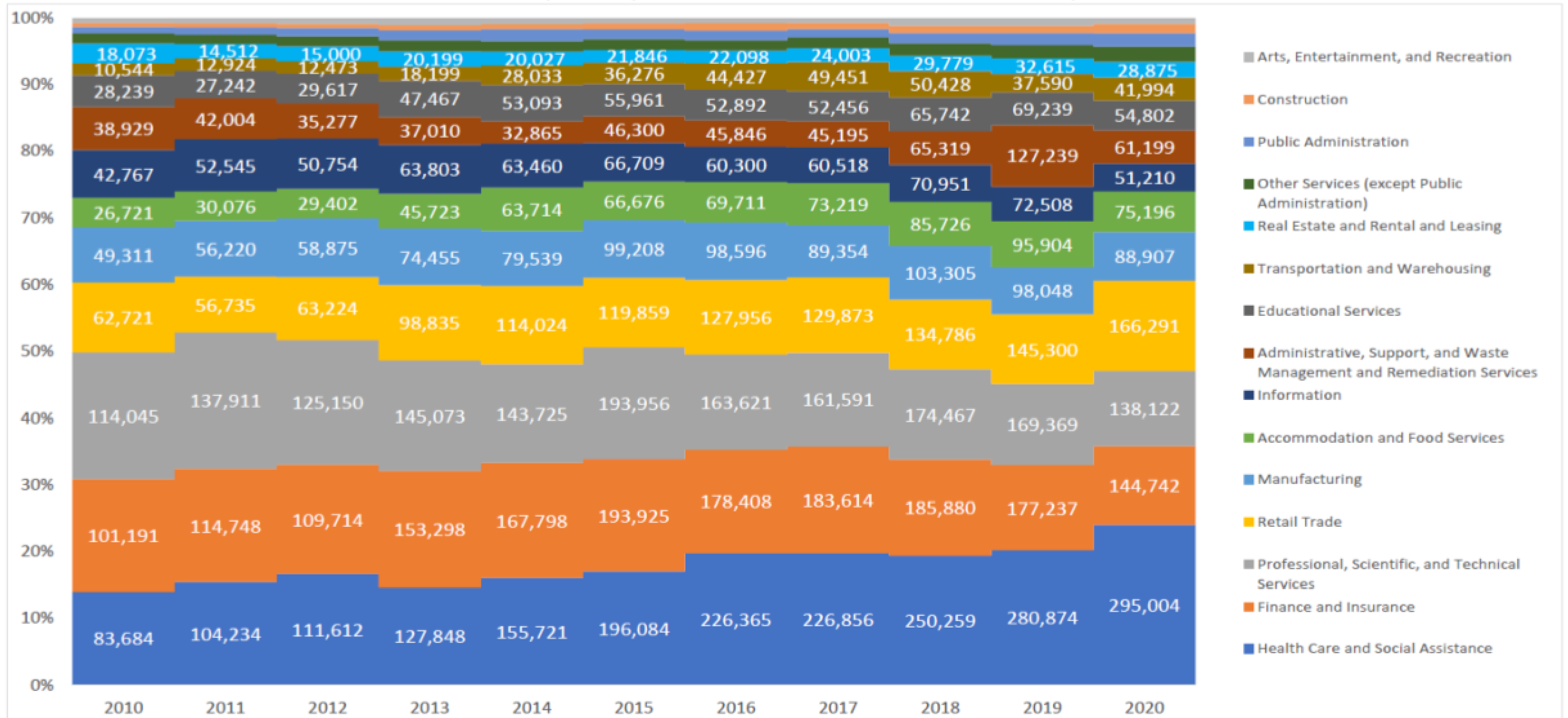
Salary Distributions for Entry-Level, Living Wage+ Jobs in Ten Local Industries, May-July 2021



Educational Requirements by Industry (HSE through Undergraduate)

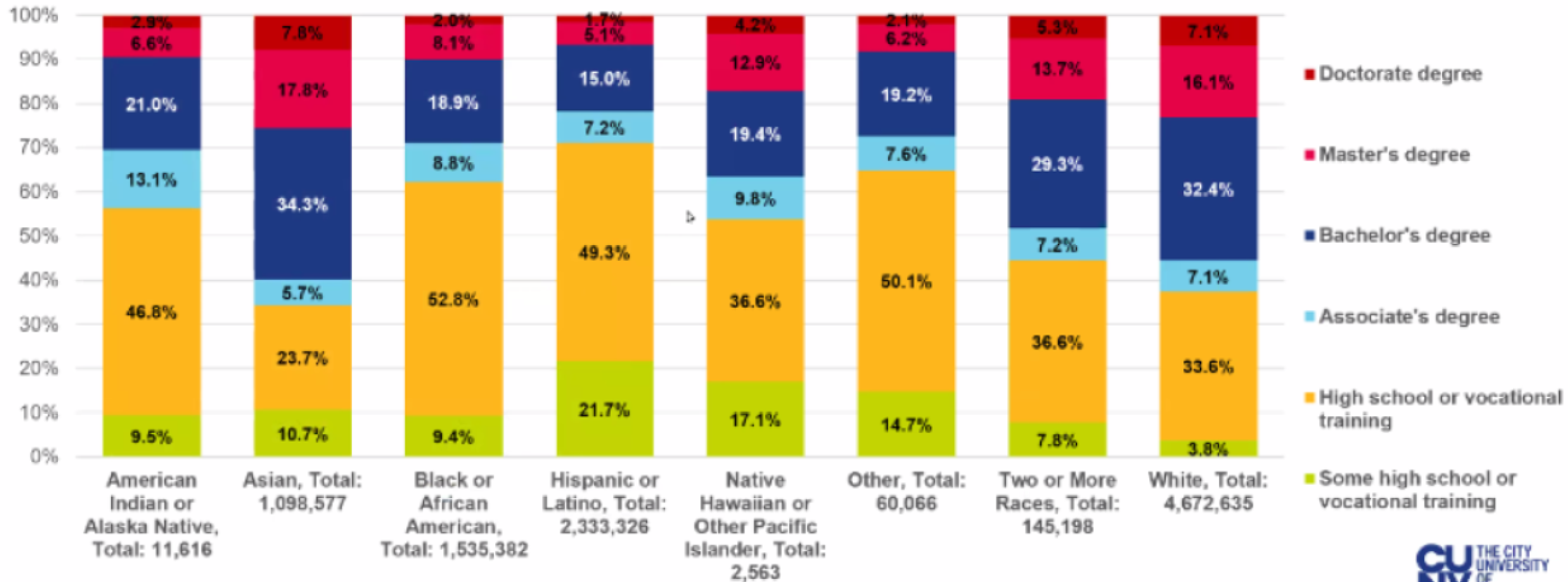
Industry	HSE	Cert	Associate's	Bachelor's	Total	HSE%	Cert%	Associate %	Bachelor %
Health Care and Social Assistance	72025	163110	35388	71462	302490	24%	54%	12%	24%
Retail Trade	54020	23936	5430	21757	164547	33%	15%	3%	13%
Finance and Insurance	21849	39697	6105	83132	160049	14%	25%	4%	52%
Professional, Scientific, and Technical Services	14630	29755	5471	66207	138819	11%	21%	4%	48%
Manufacturing	19977	19627	4915	48086	98976	20%	20%	5%	49%
Accommodation and Food Services	19205	12692	2519	7559	91422	21%	14%	3%	8%
Information	6066	8726	1471	29918	60664	10%	14%	2%	49%
Educational Services	9076	16828	4337	25551	58263	16%	29%	7%	44%
Administrative and Support and Waste Management and Remediation Services	22521	20126	2532	9869	58181	39%	35%	4%	17%
Transportation and Warehousing	11315	21724	1532	7675	49564	23%	44%	3%	15%
Other Services (except Public Administration)	9365	13032	1684	5848	32404	29%	40%	5%	18%
Real Estate and Rental and Leasing	7752	10801	1578	9503	30785	25%	35%	5%	31%
Public Administration	7172	9371	1695	11575	28846	25%	32%	6%	40%
Construction	4788	6484	691	4041	19299	25%	34%	4%	21%
Arts, Entertainment, and Recreation	3120	2435	275	2367	11748	27%	21%	2%	20%
Wholesale Trade	2819	2053	1062	1594	5575	51%	37%	19%	29%
Utilities	1285	2543	347	2506	4945	26%	51%	7%	51%
Management of Companies and Enterprises	843	833	128	1590	3580	24%	23%	4%	44%
Agriculture, Forestry, Fishing and Hunting	356	482	36	370	2731	13%	18%	1%	14%
Mining, Quarrying, and Oil and Gas Extraction	337	426	36	379	1203	28%	35%	3%	32%

Overall Industry Composition of the New York Metropolitan Area



This chart describes trends in the overall industry composition of the New York metropolitan area as expressed via the number of total job postings, unfiltered by experience or education requirements, per industry sector. Each year, each of these industry sectors offers thousands of job postings.

Distribution of Educational Attainment Levels in the New York Metropolitan Area Labor Force by Race and Ethnicity, 2019



UNTAPPED TALENT

UNLEASHING THE POWER OF
THE **HIDDEN** WORKFORCE





Thank you!

Questions?