Shaking Up the Model: Connecting College Pathways to Career Opportunities

Anne M Kress
President
Monroe Community College
Goals

• Understand MCC’s context and the student data that led to the adoption of structured pathways
• Understand the concept of structured pathways
• Learn about the institutional redesign work required to establish the model
• Learn how MCC is working to connect the pathways to career counseling and opportunities.
• Learn where this model is going and growing next
Context
MCC: By the Numbers

- Fall 2018 credit: 12,273
- 2014-15 credit/noncredit: 29,473
- Female: 53%
- Male: 47%
- Minority: 41%
- Under 20 years old: 35%
- 20-24: 31%
- 25-29: 14%
- 30+: 19%
- Monroe County residents: 81%
## MCC: By the Numbers

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>Brighton</th>
<th>Downtown</th>
</tr>
</thead>
<tbody>
<tr>
<td>% w children</td>
<td></td>
<td>12%</td>
<td>31%</td>
</tr>
<tr>
<td>% single parents</td>
<td></td>
<td>8%</td>
<td>26%</td>
</tr>
<tr>
<td>% Pell-eligible</td>
<td></td>
<td>45%</td>
<td>69%</td>
</tr>
<tr>
<td>% 1&lt;sup&gt;st&lt;/sup&gt; generation</td>
<td></td>
<td>45%</td>
<td>62%</td>
</tr>
<tr>
<td>% GED</td>
<td></td>
<td>4%</td>
<td>19%</td>
</tr>
<tr>
<td>% academic risk</td>
<td></td>
<td>42%</td>
<td>67%</td>
</tr>
</tbody>
</table>
Poverty & Preparedness

- 5th Poorest City in the US among top 75 metros
- Poorest urban school district in NY
- 3rd highest concentration of poverty in the top 100 metros
MCC Scorecard

THE MCC SCORECARD

The Monroe Community College Scorecard is designed to provide students and their families the information they need as they plan to attend MCC. The MCC Scorecard shares the College’s graduation, retention, and course completion rates, both for the previous year and over time.

See MCC’s data from the last three years.

THREE-YEAR GRADUATION RATES

![Graduation Rate](image)

23% (2012 COHORT) 2015

FALL-TO-FALL RETENTION RATES

![Retention Rate](image)

53% FROM FALL 2014 TO NEXT FALL

SIX-YEAR GRADUATION RATES (MAIN COHORT)

![Graduation Rate](image)

29% (2009 COHORT) 2015

COURSE COMPLETION RATES

![Completion Rate](image)

68% FALL 2015
MCC Scorecard

MCC SCORECARD: DATA OVER TIME

This section shares MCC’s graduation, retention, and course completion rates for the past three years.

Return to the current year’s data.

COURSE COMPLETION RATES

- Fall 2015: 68%
- Fall 2014: 66%
- Fall 2013: 71%

FALL-TO-FALL RETENTION RATES

- Fall 2014 to 2015: 53%
- Fall 2013 to 2014: 54%
- Fall 2012 to 2013: 54%

THREE-YEAR GRADUATION RATES

- (2012 cohort) 2015: 23%
- (2011 cohort) 2014: 24%
- (2010 cohort) 2013: 22%
# Looking Below the Surface

## MCC Scorecard: By Student Type

This section shares MCC's retention and graduation rates over time, and indicates levels of student college readiness and academic risk.

Return to the current year's data.

### Fall-to-Fall Retention Rates

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Fall 2014-2015</th>
<th>Fall 2013-2014</th>
<th>Fall 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>53%</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>First-Time Students</td>
<td>58%</td>
<td>59%</td>
<td>56%</td>
</tr>
<tr>
<td>No Academic Risk</td>
<td>68%</td>
<td>67%</td>
<td>63%</td>
</tr>
<tr>
<td>At Academic Risk</td>
<td>50%</td>
<td>51%</td>
<td>49%</td>
</tr>
</tbody>
</table>

### Three-Year Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Ready (CR)</td>
<td>43%</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>One Level Below CR</td>
<td>29%</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>Two+ Levels Below CR</td>
<td>12%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Unknown Risk</td>
<td>28%</td>
<td>51%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Tweak after tweak
Pilot after pilot
No real change in success
Guided Pathways
Structured Pathways

• CCs designed for access
• Became “Cafeteria” colleges: max choice, min success
• Students have few skills to navigate Cafeteria
• Redesign to structured pathways with the end—completion, transfer, career—in mind
Structured Pathways

Recognizes …

• CC student demographics & challenges
• public & govt pressures to **improve student outcomes**
• importance of advisement **and** career planning
• need to design success **into the system**
Structured Pathways

“College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.”
Redesigning at MCC
AAC&U Roadmap Project

• 2013: MCC selected for AAC&U’s Roadmap Project
• Faculty-led initiative
• Opens door for broader review of pathways
• 30 colleges nationwide
• Individualized guidance in building and implementing Guided Pathways
• From meta-majors to project assessment
• Cross-college teams building action plans and revising strategy based on implementation
Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.

**PLANNING**

**ESSENTIAL CONDITIONS**
Large-scale transformational change requires strong leadership, a commitment to using data, and other key conditions. Make sure these conditions are in place – prepared, mobilized, and adequately resourced – to support the college’s pathways effort.

**PLANNING/PREPARATION**
Understand where you are and prepare for change.

**SUSTAINABILITY**
Commit to pathways for the long term and make sure they are implemented for all students.

**IMPLEMENTATION**

**CLARIFY THE PATHS**
Map all programs and include features that clarify paths, such as detailed outcomes, course sequences, and progress milestones.

**HELP STUDENTS GET ON A PATH**
Require supports that help students get the best start, including first-year experiences and integrated academic support.

**HELP STUDENTS STAY ON THEIR PATH**
Keep students on track with supports such as intrusive advising and systems for tracking progress.

**ENSURE STUDENTS ARE LEARNING**
Use practices that assess and enrich student learning, including program-specific learning outcomes and applied learning experiences.

**EARLY OUTCOMES**
Measure key performance indicators.

**EVALUATION**

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.
Each of 100+ programs are assigned to 1 of **7 Schools**

Each School has a fully developed and staffed **Student Success Network**

Created two new positions per School: **Faculty Liaison and School Specialist**

Beginning Fall 2016, **all students** (new and returning) were attached to a School

Schools build **community** in and out of the classroom

Schools **connect** students to MCC, transfer, and careers
The **Schools at MCC** fulfill the promise of MCC’s vision to “champion opportunity, innovation and excellence to transform lives and communities.” By focusing on *learning first*, the Schools create *pathways* and *partnerships* to develop an *effective* and *efficient* model that guides students to success.

**THE SCHOOLS @ MCC**

- School of Applied Sciences & Technologies
- School of Arts & Humanities
- School of Business & Entrepreneurial Studies
- School of Community Engagement & Development
- School of Health Sciences & Physical Wellness
- School of Science, Technology, Engineering & Math (STEM)
- School of Social Sciences & Global Studies
<table>
<thead>
<tr>
<th>Success Network</th>
<th>Arts and Humanities</th>
<th>Business, Hospitality &amp; Entrepreneurism</th>
<th>Community Engagement &amp; Development</th>
<th>Health Sciences &amp; Physical Wellness</th>
<th>Social Sciences &amp; Global Studies</th>
<th>Science, Technology, Engineering &amp; Math (STEM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Services</td>
<td>Johnda Ash and Don Beech (refugee and immigrant)</td>
<td>Johnda Ash and Don Beech (refugee and immigrant)</td>
<td>Patricia Kennedy and Don Beech (refugee and immigrant)</td>
<td>Jean McDonough and Don Beech (refugee and immigrant)</td>
<td>Jean McDonough and Don Beech (refugee and immigrant)</td>
<td>Patricia Kennedy and Don Beech (refugee and immigrant)</td>
</tr>
<tr>
<td>Admissions</td>
<td>Christie Smith</td>
<td>Julie Slate</td>
<td>Joan Moorehead</td>
<td>Becky Babcock</td>
<td>Meryl Pentz</td>
<td>Denee Martin</td>
</tr>
<tr>
<td>Advisement &amp; Graduation</td>
<td>Bonnie Dery</td>
<td>Sue Rock-McCrosden</td>
<td>Stephen Palmer</td>
<td>Jennifer Kinslow</td>
<td>Patricia Ornt</td>
<td>Melissa Masline and Toni Robbins</td>
</tr>
<tr>
<td>Career &amp; Transfer Center</td>
<td>Pam Lazio</td>
<td>Anne Hughes</td>
<td>Kathy Baxter</td>
<td>Chris Kull</td>
<td>Rebecca Mack</td>
<td>Holly Preische</td>
</tr>
<tr>
<td>DCC Student Services &amp; Campus Life</td>
<td>Corinne Shanahan</td>
<td>Ivan Matthew</td>
<td>Ivan Matthew</td>
<td>Corinne Shanahan</td>
<td>Corinne Shanahan</td>
<td>Ivan Matthew</td>
</tr>
<tr>
<td>Faculty Liaison</td>
<td>Marisol Galarza-Ruiz</td>
<td>Mohammed Partapurwala</td>
<td>Jessica Wilkie</td>
<td>Cristin Finch</td>
<td>Beth Wilson</td>
<td>Mark Bellavia</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>TBA – Jerome until filled</td>
<td>Ramon Rodriguez</td>
<td>Vilma Patterson</td>
<td>TBD</td>
<td>Mark Schwartz</td>
<td>Melissa Santiago</td>
</tr>
<tr>
<td>Global Education &amp; International Services</td>
<td>Audra Dion</td>
<td>Audra Dion</td>
<td>Audra Dion</td>
<td>Audra Dion</td>
<td>Audra Dion</td>
<td>Audra Dion</td>
</tr>
<tr>
<td>Health Services</td>
<td>Jackie Carson</td>
<td>Jeanne Flanagan</td>
<td>Sue George</td>
<td>Sue George</td>
<td>Jeanne Flanagan</td>
<td>Jackie Carson</td>
</tr>
<tr>
<td>High Impact Practices Specialist</td>
<td>Alison Albright</td>
<td>Alison Albright</td>
<td>Alison Albright</td>
<td>Alison Albright</td>
<td>Alison Albright</td>
<td>Alison Albright</td>
</tr>
<tr>
<td>Honors Program Advisor</td>
<td>Robert Muhlnickel</td>
<td>Robert Muhlnickel</td>
<td>Robert Muhlnickel</td>
<td>Robert Muhlnickel</td>
<td>Robert Muhlnickel</td>
<td>Robert Muhlnickel</td>
</tr>
<tr>
<td>Library Services</td>
<td>Alice Wilson and Michael McCullough</td>
<td>Charlene Rezabek and Pam Czaja</td>
<td>Mary Timmons and Stephanie Irarjec</td>
<td>Pam Czaja and Michael McCullough</td>
<td>Rick Squires and Katie DeRusso</td>
<td>Andrea Kingston</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>Jennifer Caruso</td>
<td>Jennifer Caruso</td>
<td>Edie Horwath</td>
<td>Nicholas Wolcott</td>
<td>Loretta Chrzan-Williams</td>
<td>Jennifer Caruso</td>
</tr>
<tr>
<td>Student Life &amp; Leadership</td>
<td>Betty Stewart</td>
<td>Shirley Batistta-Provost</td>
<td>Lisa Ekiert</td>
<td>Jodi Oriel</td>
<td>Shirley Batistta-Provost</td>
<td>Jodi Oriel</td>
</tr>
<tr>
<td>Registration &amp; Records</td>
<td>Rick Sadwick</td>
<td>Luci Morrill</td>
<td>Marisa LaSpina</td>
<td>Lynetta MacGregor</td>
<td>Betsy Ripton</td>
<td>Jacques Plumart</td>
</tr>
<tr>
<td>Study Abroad Advisor</td>
<td>Louis Silvers</td>
<td>Louis Silvers</td>
<td>Louis Silvers</td>
<td>Louis Silvers</td>
<td>Louis Silvers</td>
<td>Louis Silvers</td>
</tr>
<tr>
<td>School Specialist</td>
<td>TBD</td>
<td>Demetrius Rhodes</td>
<td>Ivan Matthew</td>
<td>TBD</td>
<td>TBD</td>
<td>Krista Tyner</td>
</tr>
<tr>
<td>Virtual Campus</td>
<td>Marie Gibson</td>
<td>Andrea Gilbert</td>
<td>Andrea Gilbert</td>
<td>Tom Capuano</td>
<td>Marie Gibson</td>
<td>Tom Capuano</td>
</tr>
<tr>
<td>Academies Model Coordinator</td>
<td>Karen McCarthy</td>
<td>Karen McCarthy</td>
<td>Karen McCarthy</td>
<td>Karen McCarthy</td>
<td>Karen McCarthy</td>
<td>Karen McCarthy</td>
</tr>
</tbody>
</table>
Professional Development

Advising Courses

ADV 101: Introduction to Advising
ADV 102: Introduction to Placement Testing
ADV 104: DegreeWorks
ADV 108: Interpreting High School Transcripts
ADV 110: Introduction to Financial Aid
ADV 111: Satisfactory Academic Progress
ADV 115: Health Related Program Information
ADV 121: Advising for Mathematics Courses
ADV 123: Veteran Services: Navigating Military Education Benefits
ADV 126: Introduction to Career Services

Schools Advising Module

Guided Pathways Resources

Guided Pathways Resource Center (Website)
Guided Pathways Essential Practice
Equity, Economic Mobility & Guided Pathways (Video)
Equity, Economic Mobility & Guided Pathways (PPT)
Getting to the Next Phase in Student Success (Report)
Guided Pathways Demystified (Article)
Guided Pathways Demystified II (Article)
Guided Pathways: Planning, Implementation, Evaluation (Graphic)
Developing a System of Integrated Support (PPT)
SUNY Guided Pathways Institutes (Website)
Advising Videos

- ADV TRS: what you need to know about advising Transitional Studies students
- Advising Education Students (for general advisors)
- Advising Engineering Students
- Advising Guidelines for the World Languages and Cultures Department
- Advising Honors Students
- Advising Law and Criminal Justice Students
- Competitive Health-Related Programs (the Points System)
- Creating a DegreeWorks Plan from a Template
- Creating a DegreeWorks Plan from Scratch
- Flex Pace Math Courses at MCC
- LAS1 (BE): Advising Liberal Arts Pathway Students in the School of Business and Entrepreneurial Studies
- LAS2 (CED): Advising Liberal Arts Pathway Students in the School of Community Engagement and Development
- LAS3 (STEM): Advising Liberal Arts Pathway Students in the School of Science, Technology, Engineering, and Mathematics
- LAS4 (HSPW): Advising Liberal Arts Pathway Students in the School of Health Sciences and Physical Wellness
- LAS5 (SSGS): Advising Liberal Arts Pathway Students in the School of Social Sciences and Global Studies
- LAS6 (AH): Advising Liberal Arts Pathway Students in the School of Arts and Humanities

Schools @ MCC Resources

- Schools @ MCC Brochure
- Student Coding Video
- Student Success Network (Master)
- Schools Intro Video
- Programs by School
- Math Advising Sheet

School of Applied Sciences & Technologies
- Student Success Network (AST)
- Student Success Network Area Descriptions
- School of AST Programs
- AST Math Advising Sheet

School of Arts & Humanities
- Student Success Network (AH)
- Student Success Network Area Descriptions
- School of AH Programs
- AH Math Advising Sheet

School of Business & Entrepreneurial Studies
- Student Success Network (BE)
- Student Success Network Area Descriptions
- School of BE Programs
- BE Math Advising Sheet

School of Community Engagement & Development
- Student Success Network (CED)
- Student Success Network Area Descriptions
- School of CED Programs
- CED Math Advising Sheet
Today: Schools Drive MCC

MCC Schools

MCC SCHOOLS MAKE CONNECTING EASY.

MCC Schools connect you to an academic home and the people who will support your personal success at the college. Your School is filled with inspiring faculty, helpful staff and other students who have similar interests.

OFFICE INFORMATION & ADDRESS:

Learn more about each of our Schools. See where your path to academic success begins!
Assessing Success
## Signaling Success

<table>
<thead>
<tr>
<th>First Time/Full Time Metric</th>
<th>2012</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned 6+ College Credits in 1\textsuperscript{st} Term</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td>Earned 12+ College Credits in 1\textsuperscript{st} Term</td>
<td>26%</td>
<td>29%</td>
</tr>
<tr>
<td>Earned 15+ College Credits in Year 1</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Earned 24+ College Credits in Year 1</td>
<td>22%</td>
<td>25%</td>
</tr>
<tr>
<td>Earned 30+ College Credits in Year 1</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Attempted 15+ Credits Any Level 1\textsuperscript{st} Term</td>
<td>24%</td>
<td>40%</td>
</tr>
<tr>
<td>Attempted 30+ Credits Any Level Year 1</td>
<td>29%</td>
<td>32%</td>
</tr>
</tbody>
</table>
Career Connections
Liberal Arts and Sciences: Adolescence Education (Teacher Education Transfer)

Great teachers can change lives. So can great teacher education programs.

Put yourself at the head of the class with an associate degree in adolescence education from Monroe Community College.

Widely recognized as a leader in teacher career preparation, MCC was the first community college invited into the national Pi Lambda Theta honor society. Our adolescence education associate degree program stands out because it offers:

• Superior faculty. You’ll learn from experienced educators who’ve spent many years teaching in K-12 classrooms.
• Real teaching experience. You’ll get hands-on teaching experience in our partner districts throughout Monroe County.

MCC Daily Tribune

A DAY IN THE LIFE SERIES EXPLORES CRIMINAL JUSTICE, EDUCATION AND HUMAN SERVICES CAREERS
Classroom to Career

Monroe Community College

Surgical Technology A.A.S

WORK AS A MEMBER OF THE OPERATING ROOM TEAM! Our new Surgical Technology program will equip you to enter the surgical technology field with confidence, hands-on clinical training, and provide a foundation for future success. You’ll become an important part of a team of surgeons, anesthesiologists, and nurses providing a safe and sterile environment and positive patient outcomes. This field involves a variety of challenges as surgical procedures and medical technologies change.

---

**Surgical Technologist - Joint / Spine**
Kaleida Health - ★★★★☆ 94 reviews - Buffalo, NY
Minimum or Preferred Qualifications: **Joint/Spine**
High School Diploma or GED required. Certified Surgical Technologist upon hire required. Completion of...
3 days ago - save job - more...

**Labor & Delivery - Surgical Technologist II**
Highland Hospital - ★★★★☆ 116 reviews - Rochester, NY
The Labor and Delivery Surgical Technologist II is a member of the surgical team who works with surgeons, anesthesiologist, registered nurses, and other...
4 days ago - save job - more...

**Surgical Tech**
Eastern Niagara Healthcare System - Lockport, NY
Qualified candidate is required to have previous OR experience and a graduate of a Surg Tech program. Duties for the Surg Tech will include ready rooms...
Easily apply
7 days ago - save job - more...

**Surgical Technologist II- Operating Room**
Highland Hospital - ★★★★☆ 116 reviews - Rochester, NY
A Surgical Technologist is a member of the surgical team who works with surgeons, anesthesiologists, registered nurses, and other surgical personnel...
11 days ago - save job - more...
Electrical engineering technicians research, design, develop, test and supervise the manufacturing and installation of electrical equipment, components and/or systems for commercial, industrial and scientific use. They test and modify developmental and operational electrical machinery, control equipment and circuitry in both industrial and commercial laboratories.

For More Data: mcclmi.com
**GAP ANALYSIS.**

Regional program completions vs. estimated annual openings.

This measurement aims to provide a regionally based supply and demand report, comparing the total estimated number of learners completing a relevant middle-skill training or education program within a region, against estimated industry demand for those middle-skill workers that have been included for purposes of this analysis in a specific occupational group or workforce cluster. Additional source information and detailed completion data are available in Data Sources.

### ABOUT

<table>
<thead>
<tr>
<th>Middle-Skill Education Provider</th>
<th>July 2016 - June 2017 Completions</th>
<th>Estimated Annual Job Openings</th>
<th>Estimated Gap (Δ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genesee Community College</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monroe Community College</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rochester Institute of Technology</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>235</strong></td>
<td><strong>-192</strong></td>
</tr>
</tbody>
</table>

Data is estimated, not predictive. Source: Includes associates degrees, awards of at least 1 but less than 2 academic years, awards of less than 1 academic year, and non-credit awards of 1 academic year or less from Integrated Postsecondary Education Data System (IPEDS).

Q4 2018 EMSI Occupation data.

---

2019 Total Workforce: **3,187**
Electrical Engineering Technologies – Finger Lakes, NY Workers.

10-year aging out projection: **28.3%** are approaching retirement age.
Education to Employment

Student Return on Investment.

For every dollar students invest in their education in the Electrical Engineering Technologies program at MCC, they will receive an estimated $9.70 back over the course of their working lives. This investment provides a 24.4% rate of return. This is a favorable return, especially when compared to the U.S. stock market 30-year average return of 10.1%.

Lifetime Earnings.

Average Annual Earnings

- $80,000
- $40,000
- $0

- Program Completer
- High School Graduate
WAGE ANALYSIS.

Occupational group hourly wages.
Next Steps
SUNY Guided Pathways Institutes

A PARTNERSHIP BETWEEN SUNY, NEW YORK STUDENT SUCCESS CENTER, JOBS FOR THE FUTURE, AND MCC

Welcome to the State University of New York’s Guided Pathways Project at Monroe Community College!

The SUNY Guided Pathways Project helps our state’s community colleges design and implement structured academic and career pathways at scale, for all students. Building on national research, led by the Community College Research Center and the American Association of Community Colleges, this project is designed to help increase completion rates and student achievement.

The SUNY Guided Pathways Project is an integrated, system-wide approach to student success. Models, such as the Schools @ MCC, are intentionally designed to transition individual students from high school to college to career.

Questions regarding the SUNY Guided Pathways Project may be directed to SUNYgp@monroecc.edu.

The following colleges, referred to as Cohort I, are involved in the exciting first series of SUNY Guided Pathways Institutes:
Proper education and training is the key to obtaining a good-paying job. When people have desirable skills, employers are more likely to hire a prospective employee. In partnership with Monroe Community College, Monroe County is leading the charge to train our local workforce with the new LadderzUp program.

LadderzUp will recruit, train, and quickly place workers into the most in-demand careers in the region. "LadderzUp" will allow participants to move into the workforce while maintaining access to an education system designed to allow them to come in and out in order to increase their skills when they're able in order to move up in their career field.

LadderzUP will include training in high-demand fields including a skills bridge program, accelerated precision tooling certificate, mechatronics, entry-level healthcare, optics and photonics, IT medical assistant certificate as well as secondary partnership programs like dual enrollment and early college high school.
State Roll-Out

Proposition. Launch a New Data Analytics Initiative with Monroe Community College to Map the Workforce Needs of New York’s Economy

New York’s resurgent economy has produced more than one million added private sector jobs. However, the State’s economic success has also highlighted looming skills gaps and labor shortages. To serve employers and workers well, the workforce development system must be able to proactively address shortages in the educational pipeline and skills gaps in the existing workforce. However, that capability
Questions?

Inspiring every day.