



INTEGRATING CAREER PATHWAYS
IN HIGH SCHOOLS

Portal by New Visions

Are Your Students on Track?

LEARNING BRIEF #11



INTRODUCTION

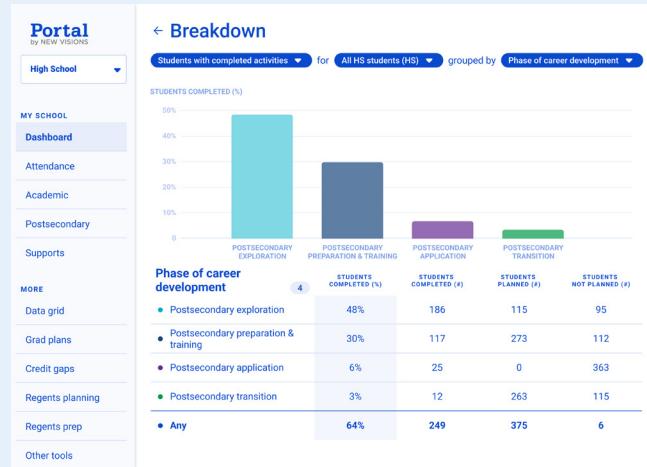
New Visions for Public Schools has over 30 years of experience in school redesign, school support and leadership coaching, and curriculum and instructional strategy development. For nearly a decade, New Visions has developed tools that help educators use student data more effectively to plan and monitor student progress. As a central part of the Transfer 2 Career Collaborative (T2C) initiative, New Visions has bolstered the Portal by New Visions, a student-centered tool developed in collaboration with New York City educators that provides one-stop access to comprehensive data and supports educators in making important decisions that keep students on track toward high school graduation and postsecondary success.

The Portal was originally designed to support students' high school graduation planning and progress; the organization's involvement in T2C and JPMorgan Chase's New Skills for Youth Initiative has supported development of career-related planning. For example, the Portal began documenting essential data related to student career interests, participation in career-related activities and supports, and completion of career-related milestones.

POSTSECONDARY SUPPORT IN THE PORTAL

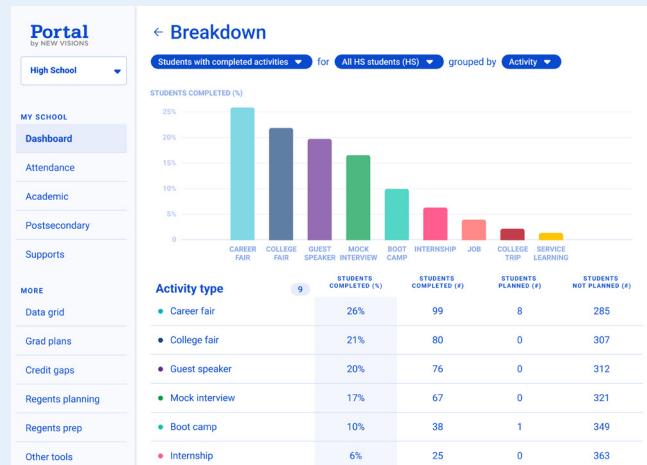
Ultimately, New Visions developed four new features in the Portal as a result of T2C learnings:

Milestone features that support the monitoring of students' completion of key milestones designed to prepare them for life after high school. These are organized into four phases of student development, in line with the T2C career development framework: career awareness and exploration, career preparation and development, application to postsecondary training and education, and transition/career launch. Among other things, the milestones include items such as completing a career interest survey, attending a college or career fair, completing a resume or receiving job application support, submitting a financial aid application, and creating a transition plan.



This image contains mock data for demonstration purposes only.

Activity features that support the monitoring of students' completion of activities designed to provide in-depth experiences, such as work-based learning, skills training, service learning, and postsecondary advising and research sessions. This feature allows schools to identify students who are not scheduled to attend such activities and to ensure that they get the experiences that will help them succeed in a postsecondary plan.



This image contains mock data for demonstration purposes only.

A **postsecondary list** that organizes student data into groupings of “on track,” “behind,” or “complete,” and highlights students potentially needing additional support or outreach. The feature includes a list that tracks student progress toward earning CDOS (career development and occupational studies) hours, which can be used as an endorsement or path to graduation in New York State.

Postsecondary											
Postsecondary application		for		Planned to grad this year (H2)		grouped by		Overall status			
On track 88											
John Steinbeck	92.7	ELA	✓	□	✓	✓	✓	✓	□	□	□
Emily Dickinson	86	ELA	✓	□	✓	✓	✓	✓	□	□	□
Ernest Hemingway	70.4	Math	✓	□	✓	□	□	□	□	□	□
James Baldwin	77.3	ELA	✓	□	✓	✓	✓	✓	□	□	□
Virginia Woolf	63.3	—	✓	□	✓	✓	✓	✓	□	□	□
Show 78 more...											
Complete 1		CURRENT GPA	COLLEGE READINESS	GPP PROGRAM DETERMINED	RESUME	CREATED POSTSEC LIST	CURRY APPLICATION SUBMISSION	TAP APPLICATION PROCESSED	TAP APPLICATION PROCESSED		
Charles Dickens 63.3 — ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓											

This image contains mock data for demonstration purposes only.

A **postsecondary panel** in each student profile that allows schools to monitor the creation of postsecondary pathway options, including college lists and training programs of interest, milestone and activity completion, and application progress at the individual student level.

Charles Dickens											
History											
ID: 123456789	CLASS: 2024	OFC: 999	SWD: NO	MIL: NO	GRAD PLAN: INCOMPLETE	CURRY COLLEGE READINESS: NOT ELIGIBLE	SAT: Superscore: —				
Generate report	Add note	Expand panels									
Postsecondary											
GPA: 63.3	CURRY COLLEGE READINESS: 0/2	MAX PSAT: —	SAT Superscore: —								
Milestones	Postsecondary list	Activities	Supplemental Advising Notes								
SY 22-23											
College trip to Technical College, Tech, Sep 12		STATUS: Complete	HOURS: 2								
Postsecondary advising at High School Advising Center, Sep 1 - Sep 27		Needs confirmation	—								
College fair at Career Academy, Health, Nov 3		Needs confirmation	—								
History											
Note: Duis mollis, est non commodo luctus...	1d										
Assigned to Jake's Attendance Support...	1d										
Assigned to Postsecondary advis...	1d										
Assigned to Jake's Attendance Support...	10w										
Assigned to Postsecondary advis...	10w										
Assigned to Jake's Attendance Support...	10w										
Assigned to Jake's Attendance Support...	10w										
Assigned to Jake's Attendance Support...	38w										
Assigned to Postsecondary advis...	38w										
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EARLY IMPACT INDICATORS OF NEW PORTAL FUNCTIONALITY

ALL TWELVE T2C SCHOOLS HAVE BEEN TRAINED ON USING THE PORTAL'S NEW CAREER AND POSTSECONDARY FUNCTIONALITY, AS WELL AS UTILIZING THE PORTAL FOR OTHER SCHOOL MANAGEMENT ACTIVITIES.

Based on feedback received during the initial training and rollout, New Visions staff also provided extensive coaching at the school level and worked with school staff to think through new workflows to identify not only the person entering information but also the team of people looking at the data and using it in their practice. For example, Lateefah Alleyne, a social worker at Brooklyn Bridge Academy, noted, *"My favorite postsecondary functionality is the ability to view a group of students at a glance using the postsecondary lists and then drill down to their specific next steps by viewing their postsecondary panel. We have rolling admissions and the status of our pending graduates changes frequently. [The Portal] helps to keep the team up to date and ensures no one gets lost!"*

The CDOS monitoring function has helped schools and coaches monitor student work-based learning and keep students on track toward this state outcome. As a result, schools across T2C are increasing the number of opportunities for students to participate in activities that help them achieve the CDOS requirements. Career readiness program manager and T2C coach Emily Task shared, *"I often spend one-third of a school coaching session in [the Portal] with school staff, looking at individual students and aggregated views to determine next steps in postsecondary planning and consider opportunities to program students for career development activities and courses aligned to their interest."* An important lesson learned is that the capacity to track CDOS hours proved to be a lever for Portal engagement by principals, as many were motivated to offer

students the CDOS endorsement, which allowed them better visibility into a student's progress.

Further, while these Portal features are focused primarily on career pathways, they have also provided a container for presenting valuable data to colleges. New Visions' partnership with CUNY allows it to make additional data available to schools in the CUNY system, such as the number of CUNY applications submitted and acceptances received, and to fulfill Department of Education (DOE) accountability requirements by automatically uploading students' postsecondary experiences and plans to DOE systems on a regular basis. As social worker Alleyne noted, *"[The Portal] is a great one-stop-shop for all things postsecondary. The ability to transfer information from [the Portal] to the DOE systems is really useful."*

LOOKING AHEAD

The iterative nature of New Visions' tool design and development allows for the ongoing identification of improvements. The team will continue developing new functionalities that build on the foundation described above. In particular, it plans to:



Enhance career pathway tracking by including students' progress in career training, certification, public service, military service, and employment, with functionality to track program names, career clusters, and transition support organizations.



Add additional data integrations from FAFSA and TAP systems to support student financial aid for postsecondary education.



Include dashboards that aggregate data to present school- and New Visions network-level activities, milestones, and application completion alongside additional demographic and intervention data.

Additionally, New Visions staff are leading Portal user groups with schools to better understand how schools wish to document students' work-based learning activities, and to work with school leaders to identify the data points that are most important when reviewing students' postsecondary progress.

ABOUT THIS SERIES

JobsFirstNYC and New Visions for Public Schools are spearheading the Transfer 2 Career Collaborative (T2C), an innovative career development strategy for New York City transfer high schools aimed at improving the postsecondary and workforce outcomes of students most at risk of becoming part of the out-of-school, out-of-work population. Working across twelve transfer schools in the New Visions network, T2C integrates sectoral workforce development partners and postsecondary programs to provide sector-specific career pathways for over-age, under-credited students. This learning brief is part of a series describing emergent practices in the T2C initiative that support progress toward student, partnership, institution, and system-level goals.



ABOUT JOBSFIRSTNYC

JobsFirstNYC creates and advances solutions that break down barriers and transform the systems supporting young adults and their communities in the pursuit of economic opportunities. Our innovative approach to developing new partnership models has helped shape public policy, private philanthropic investments, and the best practices of employers, colleges, service providers, high schools, and others. Over the last 14 years, JobsFirstNYC has worked with more than 150 organizations in communities across New York City to build innovative solutions that connect young adults to economic opportunities.



ABOUT NEW VISIONS FOR PUBLIC SCHOOLS

New Visions for Public Schools is a nonprofit organization that has worked to strengthen New York City public schools for more than 30 years. Since 1989, New Visions has designed, created, and sustained great public schools for all New Yorkers, driven by the belief that all of New York City's students deserve public schools that make successful futures possible. It has empowered and equipped everyday visionaries—New York City's educators, students, and families—with the tools and support needed to achieve the future they imagine for themselves. Today, New Visions helps nearly 1,600 public schools plan for the success of nearly a million students citywide.

DEDICATION

We dedicate this report to Julia Forman, Principal Dez-Ann Romain, and all the educators we lost too young and too early in 2020. They dedicated their energy, creativity, and intelligence to building a more equitable, more supportive public school system for all students, but particularly students who have too often been excluded from educational opportunity. We honor their memory by building on their lives' work.

ACKNOWLEDGEMENTS

JobsFirstNYC wants to recognize the leaders of the Transfer 2 Career Collaborative (T2C) partner schools, workforce organizations and institutions, and CBOs for their vision, willingness to take risks, and commitment to excellence.

This case study was authored by Jen Sciaca Curry and Therese Workman of Change Impact, Inc, and Amanda B. Rosenblum, JobsFirstNYC, with input from Marjorie Parker, JobsFirstNYC, and New Visions for Public Schools staff, including Julia Forman, Monique Lawrence, Lucinda Mendez, Jefferson Pestronk, Jessica Sasko, Jennie Soler-McIntosh, and Emily Task.

The publication was designed by Tracey Maurer and copy edited by Morgan Stoffregen.

Transfer 2 Career Collaborative has been generously supported by the following foundations: Achelis and Bodman Foundation, The Altman Foundation, Jeffrey H. and Shari L. Aronson Family Foundation, Booth Ferris Foundation, Annie E. Casey Foundation, Carl C. Conway Scholarship Foundation, Frances L. and Edwin L. Cummings Memorial Fund, James and Judith K. Dimon Foundation/HERE to HERE, MizuhoUSA Foundation, New York Community Trust, and Carroll and Milton Petrie Foundation.

Additional general support for JobsFirstNYC has been provided by the following foundations: Ira W. Decamp Foundation and MUFG Union Bank Foundation. The support of these funders does not imply or express their endorsement of the contents of this publication.