



INNOVATIONS IN THE FIELD



TRANSFER 2 CAREER
COLLABORATIVE



ABOUT *INNOVATIONS IN THE FIELD*

Innovations in the Field is a series examining programs supported by JobsFirstNYC that serve both employers seeking job-ready workers and young adults in New York City seeking employment and training opportunities. These programs are innovative in two respects: for their partnership-style relationship between workforce providers and employers, and for their collaboration (rather than competition) among workforce providers. They illustrate best practices in young adult workforce development and address service gaps on both the demand side and the supply side that threaten to deter many young adults from entering careers.



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 more than 1,000 public schools plan for the success of more than 600,000 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.

T2C PARTNERS

High Schools

Bronx Arena High School
Brooklyn Bridge Academy
Bronx Community High School
Brooklyn Democracy Academy
Bronx Haven High School
East Brooklyn Community High School
Innovation Diploma Plus
New Visions AIM Charter High School I
New Visions AIM Charter High School II
North Queens Community High School
Olympus Academy
Voyages Preparatory High School

Workforce Development Organizations

Bronx Community College
Comprehensive Youth Development
East Side House Settlement
The HOPE Program
The Knowledge House
LaGuardia Community College
NPower
Opportunities for a Better Tomorrow
Phipps Neighborhoods
Queens Community House
St Nicks Alliance

Learning to Work Community Based Organizations

CAMBA
Catholic Charities Alianza
East Side House Settlement
New York Center for Interpersonal Development (NYCID)
New York City Mission Society
Queens Community House
SCO Family of Services

Cover photos:

Biologist, RF... studio from Pexels

Two students, New Visions for Public Schools

Discussion panel, New Visions for Public Schools



New Visions for Public Schools

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EXECUTIVE SUMMARY



WHAT T2C IS

In 2018, JobsFirstNYC and New Visions for Public Schools partnered to design and implement an innovative career development strategy, the Transfer 2 Career Collaborative (T2C), to improve the postsecondary and workforce outcomes of those students most at risk of becoming part of New York City's out-of-school, out-of-work population. The strategy seeks to integrate workforce development organizations into transfer high schools to provide career pathways for overage and under-credited students, embed career development strategies into the school design, and connect students to sector-specific postsecondary opportunities. The T2C sectors include: healthcare; social work and counseling; culinary arts and food service; construction; information technology; green energy; early education; and hospitality. Creating intentional connections between high schools and workforce development programs through career development in schools supports young adults accessing economic opportunity and stems the tide of out-of-school, out-of-work young adults in our communities. We anticipate that this approach will offer a prototype for improving career readiness outcomes in all New York City transfer high schools.

WHY T2C IS NEEDED

New York City's education system largely does not prepare young adults to successfully enter and navigate an ever-changing labor market that increasingly requires postsecondary education, skills training, and upskilling. For the most vulnerable young adults—such as those attending transfer high schools who are off-track to graduate and need additional support—the situation is even more dire. The T2C pilot, by providing early and continuous exposure to career exploration and work-based learning, helps these students connect what they're learning to their future and allows them to plan their career path, build skills for success, and understand the importance of education and training.

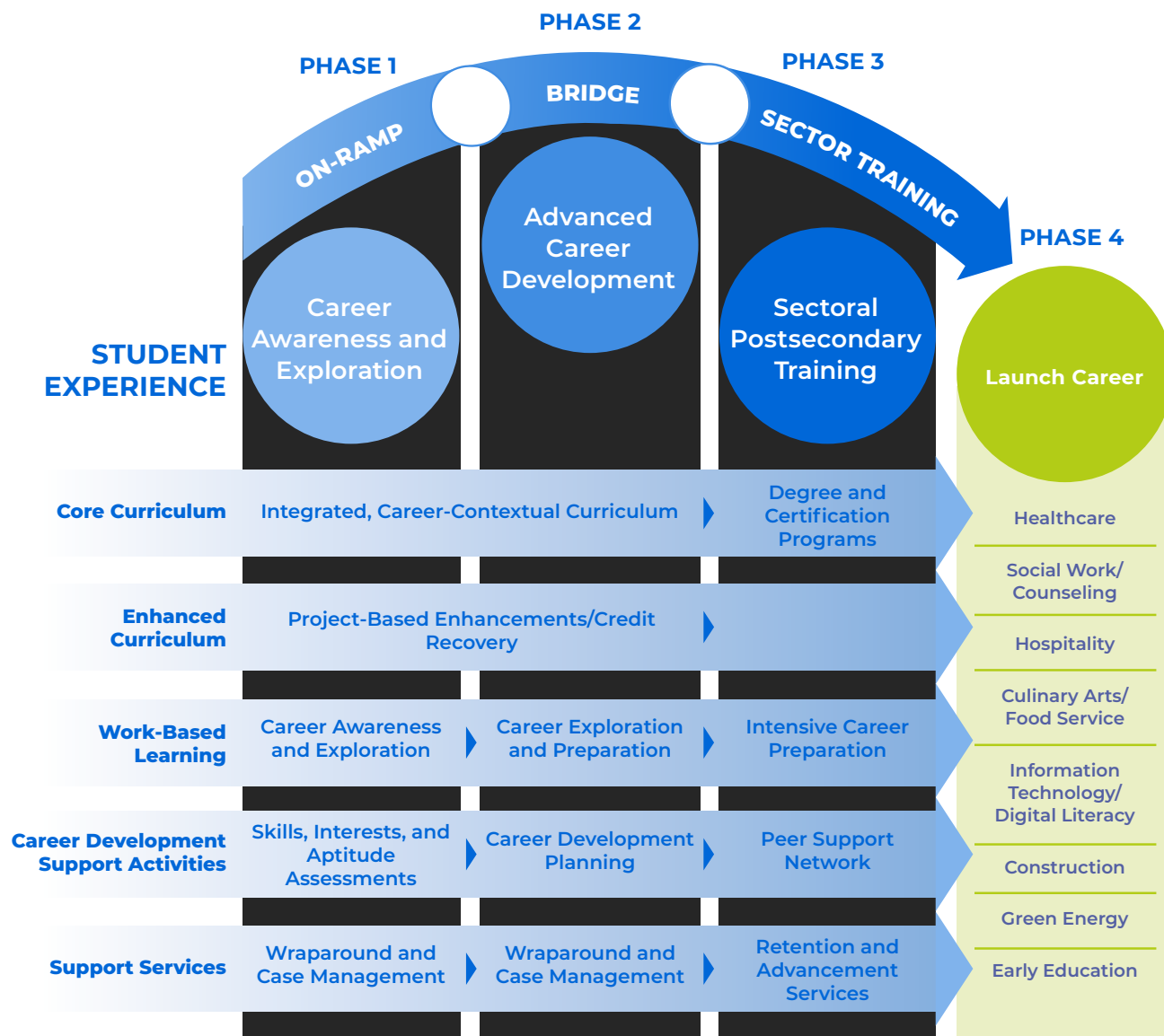
Building an Innovative Career Development Model through Collaboration

The overall goal of T2C is to eliminate or reduce the gap between (1) the point when a student completes high school and (2) the point when they enroll in postsecondary education or skills training or obtain employment. It seeks to achieve this goal by breaking down barriers between the education and workforce development systems and integrating a continuum of career development activities into school programming. This entails building a community of practice and individual School Design Teams (SDTs) consisting of transfer high school leaders, community-based organizations (CBOs), workforce development organizations and community colleges. SDTs are tasked with designing and implementing new career development models that best fit their school communities.

T2C Career Development Framework

The T2C Framework is an integrated approach designed to help students strengthen their career awareness, build professional skills through work-based learning experiences, develop clear postsecondary and career plans, graduate from high school, persist in and experience success in postsecondary education and training, and launch careers in growing industry sectors.

THE T2C FRAMEWORK



T2C'S APPROACH IS BASED ON NINE CORE COMPONENTS:



GATHERING research, learning, and labor market data



ESTABLISHING School Design Teams and engaging key stakeholders



AGREEING on a Career Development Framework



BUILDING a community of practice



LEVERAGING CDOS (career development and occupational studies)



EMBEDDING an interest inventory and career exploration blended learning platform



DEVELOPING a partnership coaching strategy and tools



EXPANDING data capabilities to capture student impact



RAISING resources to provide modest planning and implementation grants



THE *INNOVATIONS IN THE FIELD* PAPER INCLUDES CRITICAL INSIGHTS LEARNED FROM THE T2C PILOT THUS FAR, SUMMARIZED BELOW.



KEY STRATEGIES RECOMMENDED

- Achieving whole-of-school buy-in is foundational to shifting culture and embedding the T2C career development framework.
- Student interest should fundamentally drive career development in schools. An interest inventory and career exploration blended learning platform offers value for students as long as careful planning and student and school preparation are in place.
- Educators can Inform parents and bring them along to understanding and valuing non-college postsecondary pathways through collective career planning conversations.
- Align career development goals and strategies with student credit accumulation and graduation to best serve students' needs and school accountability goals. Utilize the New York State CDOS credential to serve both graduation and career readiness goals.
- Career pathways meetings and programming should be organized around the school calendar.



KEY OPPORTUNITIES IDENTIFIED

- Private philanthropy can break down silos between education and workforce portfolios when investing in the launch and growth of this kind of initiative.
- A project like T2C presents an opportunity to braid together public and private funding from education and workforce development sectors.
- Including CUNY community colleges connects postsecondary education and training pathways
- It is useful to draw on existing work-based learning curricula and tools and then to align them with the unique needs of transfer school students.



LESSONS LEARNED

- Bridging data systems between education and workforce takes significant effort and mutual metrics.
- Expanded on-site partnership coaching is needed to support model design, partnership development, and sustainability.
- Partnership development between schools and workforce training organizations requires an intentional, intensive process of mutual understanding. It takes time and purpose for CBO and workforce development partners to fully understand their complementary capacities and areas of expertise.
- A leadership commitment to regular and consistent participation in School Design Teams is critical to facilitating model design and partnership development.
- School Design Teams need to establish norms and goals for working together effectively, and strong partnerships require clear guidelines that facilitate goal-setting and accountability.
- The freedom to design a tailored model for each school brings both opportunities and challenges that must be addressed.
- Utilizing intermediaries to bridge two fields takes intention and dedication.



New Visions for Public Schools

EARLY STUDENT OUTCOMES FROM THE FIRST TWO YEARS

The COVID-19 pause hit on the first day of year two's third trimester, a time of year typically devoted to postsecondary planning, and upended the lives of students and staff. In spite of the barriers faced, student outcomes grew from year one to year two of T2C.

- ...➤ **Increased Enrollment in Postsecondary Training and Education:** Enrollment in postsecondary education increased by 50% from year one to year two.
- ...➤ **Expanded Participation Rates:** Participation in T2C programming grew from year one to year two, from 26.9% of all students to 49.7% of all students.
- ...➤ **Increased Career Interest Surveys:** Career interest surveys quadrupled from 6.9% of all students to 29.1% of all students.
- ...➤ **Grew Career Plan Completion:** Career plans went from 29.7% of graduating seniors to 38% of graduating seniors.

The exponential growth in course offerings and number of CDOS (career development and occupational studies) course sections students can enroll in demonstrates the increased integration of career development standards into the school day and student experience in the twelve T2C partner schools.

- **Prior to T2C, there were 44 CDOS course sections offered to students. By the second year of T2C, there were 141 CDOS course sections.**

A NEW PARADIGM

Even before the current COVID-19 pandemic, a new paradigm was underway for how we prepare high school students to better navigate an ever-changing economy. For the workforce development field, a greater emphasis on intervening while students are still connected to school remains a critical strategy to reduce the number of students who join the out-of-school, out-of-work population. The additional challenges that students now face in light of the pandemic—including their reduced future employment prospects—have brought renewed urgency to the project's mission.

This *Innovations in the Field* paper outlines T2C's overall approach and insights learned, and discusses how the pilot is responding to specific challenges stemming from the COVID-19 pandemic.

INNOVATIONS IN THE FIELD



TRANSFER 2 CAREER
COLLABORATIVE

INTRODUCTION

JobsFirstNYC and New Visions for Public Schools have partnered to design and implement an innovative career development strategy, the Transfer 2 Career Collaborative (T2C), for New York City transfer high school students in order to improve the postsecondary and workforce outcomes of those students most at risk of becoming part of the out-of-school, out-of-work population. The strategy seeks to integrate workforce development organizations and community colleges into transfer high

schools to provide career pathways for overage and under-credited students. Under T2C, these transfer schools and their community-based partners collaborate with workforce development organizations to embed career development into the school design and connect students to sector-specific postsecondary opportunities. Ideally, this approach, outlined in figure A, will offer a prototype for improving career readiness outcomes in all New York City transfer high schools.

Figure A.

GOALS OF THE T2C PILOT

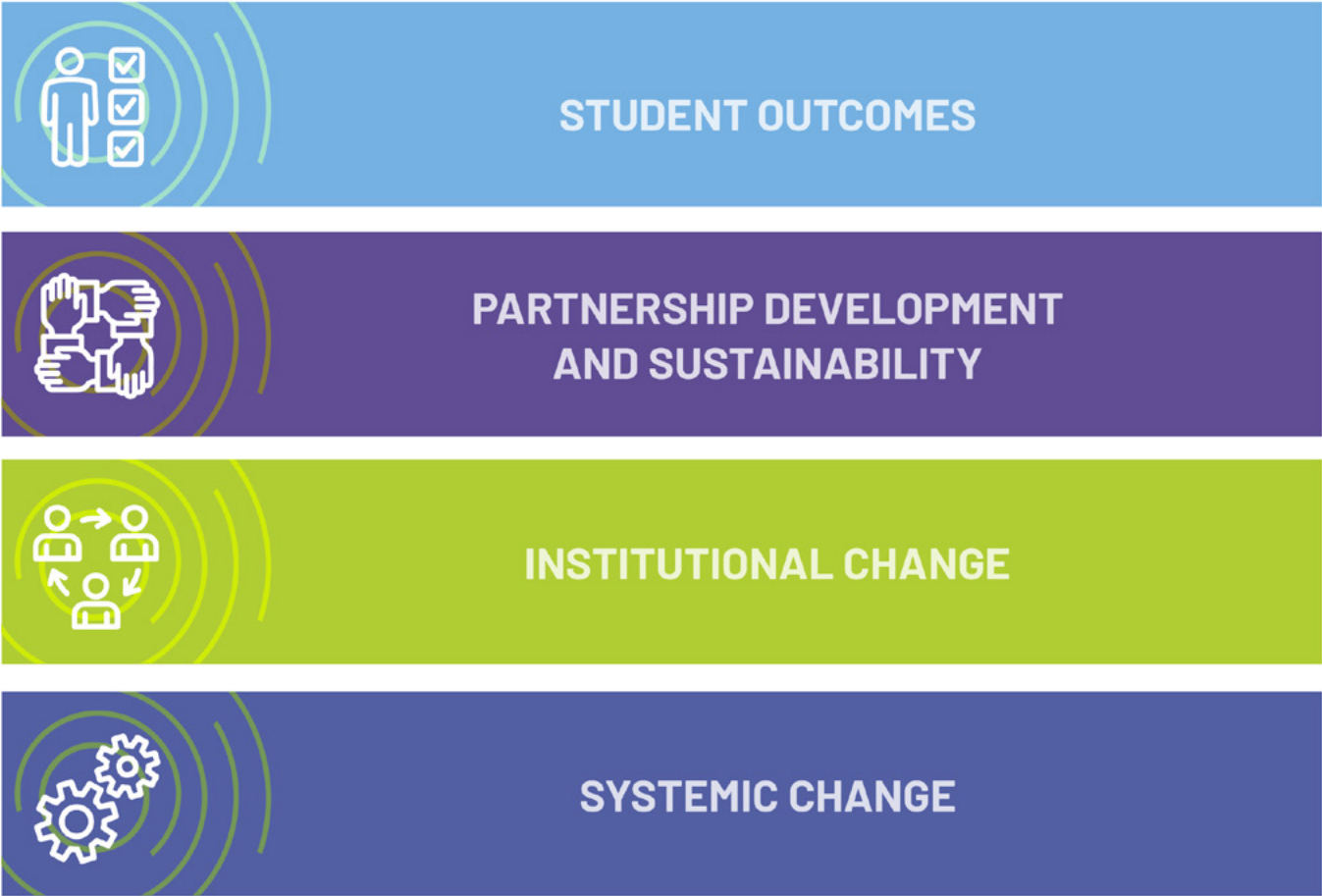


- 1** Providing expanded career awareness and exploration services during the school day.
- 2** Integrating sector-aligned career preparation programming into transfer schools to prepare students for postsecondary education and training programs.
- 3** Providing occupational training that enables students to enter high-growth sectors.

Under this pilot project, JobsFirstNYC provides career development and partnership development expertise, while New Visions provides school-based support and educational system expertise. The *T2C team* – comprised of key staff members from the pilot’s two intermediaries, JobsFirstNYC and New Visions – direct the pilot. **The pilot is being implemented in twelve schools belonging to the New Visions network of schools: ten New York City Department of Education transfer high schools and two charter transfer high schools.** The implementation phase spans three school years: 2018–2019, 2019–2020, and 2020–2021.

Figure B.

T2C’S IMPACT FRAMEWORK



Informed by JobsFirstNYC’s Impact Framework, T2C is measuring impact in four areas, as shown in figure B.

This publication outlines T2C's journey between the spring of 2018, when the project was publicly announced, and June 2020, just after the conclusion of its second year of implementation. By sharing key lessons learned from the pilot thus far, the brief aims to inform future practice building and broader systems change in support of the economic success of young adults who are most in need.

THIS PAPER IS DESIGNED TO:

- ...➤ Give school leaders, educators, and workforce development practitioners insights on the nuts-and-bolts of integrating collaborative career development models into schools
- ...➤ Provide policymakers and government officials with an opportunity to shape future investments in career development and postsecondary programs for at-risk young adults
- ...➤ Help funders and intermediaries design strategies that can inform broader systemic change

PART

1

WHY T2C IS NEEDED

New York City's education system largely does not prepare young adults to successfully enter and navigate an ever-changing labor market that increasingly requires postsecondary education, skills training, and upskilling. For the most vulnerable young adults, such as those attending transfer high schools who are off-track to graduate and need

additional support, the situation is even more dire. T2C, by providing entry into the world of work, helps students connect what they're learning to their future and allows them to plan their career path, build skills for success, and understand the importance of education and training.

New York City's education system largely does not prepare young adults to successfully enter and navigate an ever-changing labor market that increasingly requires postsecondary education, skills training, and upskilling.

POSTSECONDARY CREDENTIALS, TRAINING, AND EDUCATION ARE INCREASINGLY NEEDED TO SECURE GOOD JOBS.

Employers are increasingly demanding that workers have some type of postsecondary credential or training.¹ Research shows that a student who drops out of high school will face a lifetime of difficulty finding employment, given how the educational bar continues to rise for entry into today's labor market.² According to the Georgetown Center for Education and the Workforce, 70% of all jobs in the United States will require some education beyond high school by 2027.³

WHILE THERE HAS BEEN SIGNIFICANT PROGRESS IN RECENT YEARS, MANY STUDENTS STILL LEAVE HIGH SCHOOL UNPREPARED FOR WHAT'S NEXT.

Despite some bright spots, New York City largely lacks the necessary career readiness strategies, investment, and system-level infrastructure to provide high school students with comprehensive career development that can prepare them for the changing world of work. At the start of T2C, only about half of all New York City Department of Education high school graduates were considered college or career ready.⁴

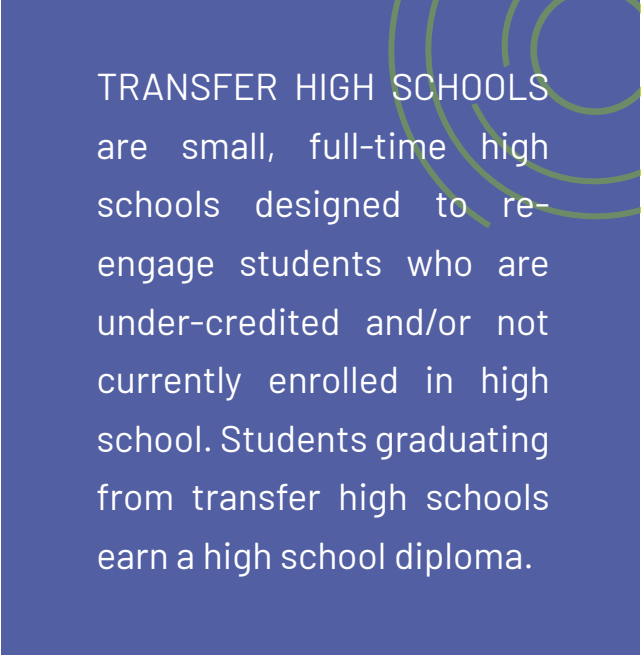
TRANSFER HIGH SCHOOL STUDENTS ARE PARTICULARLY AT RISK OF BECOMING OUT-OF-SCHOOL AND OUT-OF-WORK YOUNG ADULTS.

About 15,000 overage, under-credited students attend 55 transfer high schools across New York City's five boroughs.⁵ Prior to enrolling

in transfer schools, these students frequently had low literacy and numeracy levels, low high school attendance rates, unmet learning needs, and difficulty feeling a sense of belonging in a school environment. Yet despite often starting at their transfer school academically behind, these students must meet the same credit and testing requirements as

students attending non-transfer high schools in order to earn a Regents or local diploma.

Even though transfer schools have doubled the graduation rate for overage and under-credited students compared to traditional high schools, the rate is still too low: only 54% of students were graduating from New York City transfer high schools at the start of T2C.⁶ For those students who did graduate, only about 20% enrolled in a postsecondary program within six months of graduation: 15% entered a CUNY two-year college, and 5% entered a four-year college.



TRANSFER HIGH SCHOOLS are small, full-time high schools designed to re-engage students who are under-credited and/or not currently enrolled in high school. Students graduating from transfer high schools earn a high school diploma.

Transfer high school students, who already experience significant barriers educationally, economically, and socio-emotionally, face increasing loss and uncertainty as a result of COVID-19. New York City has also cut the budget by a significant 25% for the Learning to Work contract in transfer schools and Young Adult Borough Centers, which provides a lifeline to students most in need and critical services including wraparound supports, counseling, and paid internships to support students' well-being, engagement, and success in school. Many students' basic needs are not being met, and they are facing housing and food insecurity and lacking necessary broadband and technology hardware. Many are working to support themselves and their families. All of this makes it difficult for them to stay engaged in school, particularly via remote learning.

LOW POSTSECONDARY TRANSITION RATES FEED THE OUT-OF-SCHOOL, OUT-OF-WORK POPULATION, WHICH IS ALREADY LARGE AND HAS BECOME EVEN LARGER DUE TO COVID-19.

A total of 117,000, or 17%, of New York City's young adults aged 18–24 were out of school and out of work when the T2C pilot was launched. Disconnection was much higher in the city's poorest neighborhoods. For

example, 34% of 18- to 24-year-olds in the Bronx's Mott Haven/Hunts Point neighborhood were neither in school nor working, which was double the citywide rate and three times the national rate.⁷

With the backdrop of low-graduation, low-education and workforce outcomes for this population who typically have higher unemployment, in a city that lacks an infrastructure to truly prepare all young adults for careers, the COVID-19 pandemic has brought a new set of challenges. JobsFirstNYC's partners at the Aspen Institute's Opportunity Youth Forum estimate that anywhere from 259,000 (27%) to 324,000 (34%) 16- to 24-year-olds across New York City are out of school and out of work.* In 2019, before the pandemic began, there were only 129,000 (13%) of New Yorkers in this same demographic.

The pressing need that existed in 2018 at T2C's launch, to redesign pathways for our City's most vulnerable high school students to enter college and career training, has only become greater in the years since. In the following sections, we describe our program model as it began and how it has evolved in response to our rapid learning over two-plus years.



New Visions for Public Schools

PART 2

BUILDING AN INNOVATIVE CAREER DEVELOPMENT MODEL THROUGH COLLABORATION

The overall goal of T2C is to redesign the school-to-career experience for New York City transfer high school students through a career readiness strategy that leads to employment in growth sectors of the economy. This is accomplished by building deep, structural partnerships between transfer high schools and postsecondary training and education institutions that embed progressively intensive career exposure and training opportunities within the high school experience.

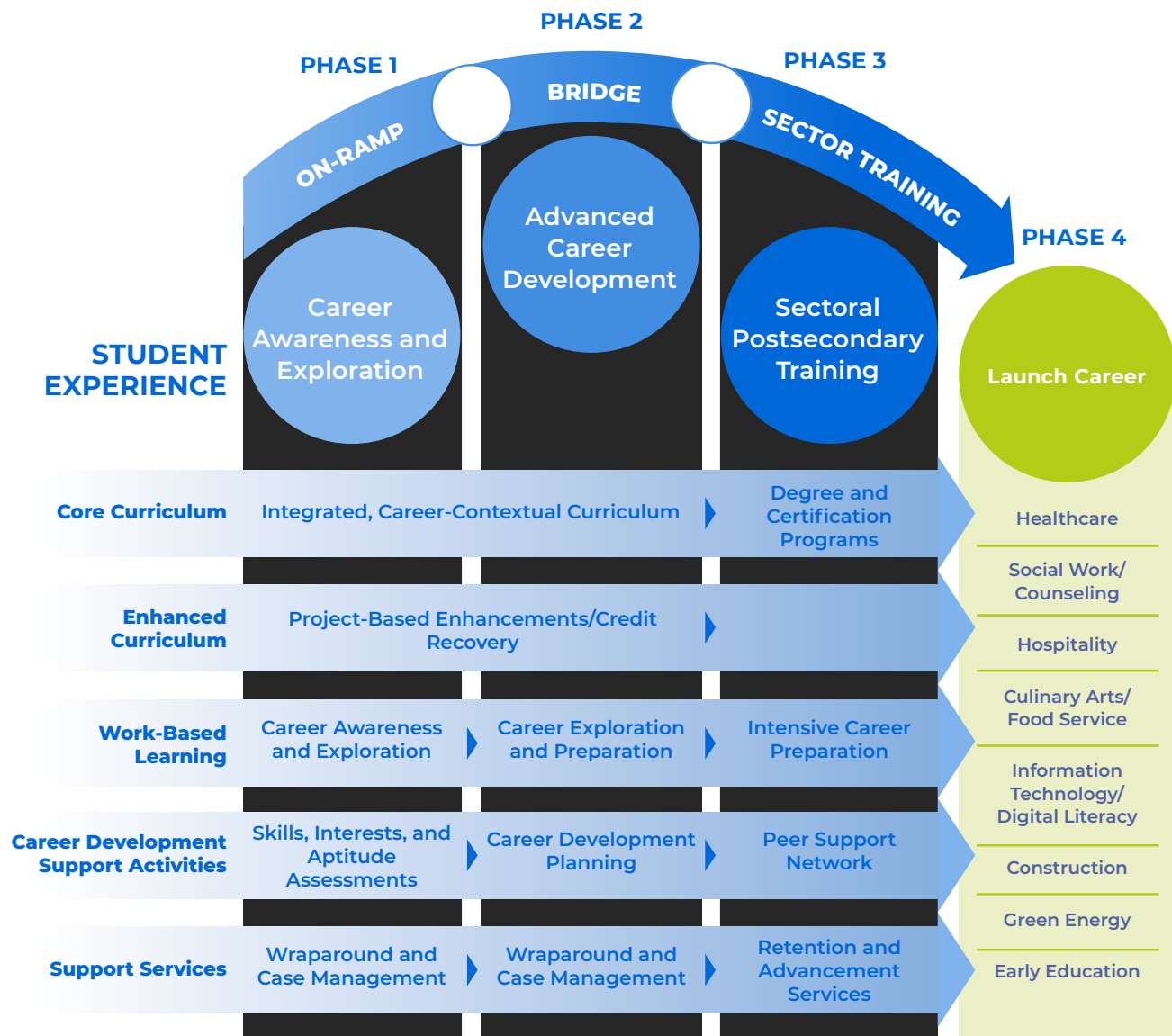
T2C CAREER DEVELOPMENT FRAMEWORK

The T2C Framework is an integrated approach consisting of four phases (see Figure C)—organized by competency rather than by age or grade—that students can complete at their own pace. This approach is designed to help students strengthen their career awareness, build professional skills through work-based learning experiences, develop clear postsecondary and career plans, graduate from high school, persist in and experience success in postsecondary education and training, and launch careers in growing industry sectors.

The T2C Framework was developed with support from New Ways to Work, Inc., and is similar to other career development continuums used throughout the country.

Figure C.

THE T2C FRAMEWORK



In **Phase 1—Career Awareness and Exploration**, high school students engage in career awareness and exploration activities (such as workplace tours and job shadowing) and complete career interest surveys. Traditional high school coursework is redesigned around curricula that supports career development. Early career development work is a critical component for ensuring that students are prepared to make informed choices about their postsecondary and employment pathways.

In **Phase 2—Advanced Career Development**, high school students gain knowledge, skills, and more clarity about their career interests, as well as a greater understanding of the professional world through deeper work-based learning experiences. Students continue to experience an enhanced, integrated curriculum that focuses on the specific knowledge, skills, and experiences required for their target industry, and may have the opportunity to earn foundational industry credentials. Students participate in project-based activities and engage in in-depth career exploration and preparation activities,

such as internships and work experience. This phase incorporates a bridge strategy that equips students with the knowledge and competencies needed to meet the requirements of occupational training and that helps ensure their interest and commitment.

In **Phase 3—Sector-Focused Postsecondary Training and Education**, high school graduates participate in defined degree-track and certificate programs, undertake occupational skills training and advanced peer learning experiences, and engage in case management. They participate in bridge-to-occupational training, occupational training programs, and deeper work-based learning experiences, such as cooperative work experience, internships, on-the-job training, transitional jobs, and apprenticeships.

In **Phase 4—Launch Career**, young adults enter the workforce in stable employment in a career track of interest. They receive continued wraparound supports, case management, and a peer support network to remove barriers to sustained employment and to ensure their mental and physical well-being.

JobsFirstNYC, New Visions, the transfer high schools and the workforce development organizations have learned a great deal in the process of implementing this framework. Throughout this paper are twenty unique insights about the opportunities and challenges of putting T2C into practice.



T2C PARTNERSHIPS AND PATHWAYS

Comprehensive Youth Development, Inc., is partnering with **Innovation Diploma Plus High School** and **Catholic Charities** to prepare students for a rigorous seven-month healthcare training program at the Borough of Manhattan Community College. In the college's Career Academy, students receive training to become a medical assistant or medical biller and coder.

East Side House Settlement and **Bronx Haven High School** are developing a career training program in healthcare and technology that offers career awareness and exploration opportunities, CDOS, internships, and postsecondary healthcare training at Lehman College. Students can earn certifications in CPR, EKG, and phlebotomy in order to work as patient care technicians, as well as the OSHA-30 certificate required for careers in construction.

The Knowledge House and **HOPE Program** are working with the **New Visions AIM Charter High School II** to develop work-based learning that prepares students for entry into green construction and technology training programs and careers. The Knowledge House nurtures talented technologists, entrepreneurs, and digital leaders. The HOPE Program prepares students to create and maintain green infrastructure and to increase energy efficiency through construction.

Voyages Preparatory High School is partnering with **Queens Community House** and **LaGuardia Community College** to prepare students for careers in the culinary, hospitality, and technology sectors through career awareness and exploration, industry-recognized credentials, and internships, as well as on-ramps into LaGuardia certification programs. Students can earn a food handler certificate, which allows them to pursue careers in the culinary and hospitality industries, or the CompTIA certification in Information Technology, which qualifies them for careers in desktop tech support jobs.

Phipps Neighborhoods and **Bronx Community College** are collaborating with two high schools—**Bronx Community High School** and **Bronx Arena High School**—and their respective community-based partners—**New York City Mission Society** and **SCO Family of Services**—to provide a CDOS-aligned family development training course that includes work-based learning, internships, socioemotional development, banked community college credits, and support in obtaining the family development credential, which allows them to secure employment as a family worker in CBOs.



T2C PARTNERSHIPS AND PATHWAYS

St. Nicks Alliance is working with four schools in Brooklyn—**Brooklyn Democracy Academy**, **Olympus Academy**, **East Brooklyn Community High School**, and **Brooklyn Bridge Academy**—and their respective community-based partners—**NYC Mission Society**, **NYCID**, **SCO Family of Services**, and **CAMBA**—to provide career development and training. Core elements of their model include one-on-one postsecondary coaching, intake protocols using positive youth development principles, varied work-based learning activities, a week-long training, and, upon graduation, support transitioning into their occupational training in construction, healthcare, information technology, and greenscaping, followed by job placement services.

North Queens Community High School and **SCO Family of Services** are partnering with **Opportunities for a Better Tomorrow** to deliver customized career readiness workshops in technology and healthcare that cater to students' unique needs and that transition students into postsecondary training in medical administration, digital marketing, cloud support, and masonry restoration.

NPower is collaborating with **North Queens Community High School** and **East Brooklyn Community High School** to launch workshops in the classroom which will expose students to technology and technology careers. This is aimed at increasing students' interest in the technology sector, building their technical skills, providing career mentorship, and developing a pathway into postsecondary training in information technology. Through NPower's Tech Fundamentals training, students can receive the CompTIA ITF+ and A+ certifications in order to become desktop support administrators, junior network administrators or junior project managers. For students who show a deeper interest in technology, NPower oversees the development of tech squads which provide students with practical, hands-on experience in their schools.



T2C PARTNERSHIPS AND PATHWAYS

T2C PATHWAYS*



HEALTHCARE

CERTIFICATION: *CNA, EKG, phlebotomy*

- Certified Nurse Assistant,
- Patient Care Technician



CHILD DEVELOPMENT AND SOCIAL SERVICES

CERTIFICATION: *family development credential*

- family worker,
- case worker



CULINARY ARTS AND HOSPITALITY

CERTIFICATION: *food handler's certificate*

- restaurant cook,
- food services worker



CONSTRUCTION/GREEN JOBS

CERTIFICATION: *OSHA-30*

- general contractor,
- carpentry laborer,
- masonry laborer



INFORMATION TECHNOLOGY

CERTIFICATION: *CompTIA A+, IT generalist apprenticeship credential, IT support*

- IT support specialist,
- desktop support technician,
- help desk analyst

*See Appendix A for a full list of T2C pathways



INSIGHT 1

The freedom to design a tailored model for each school brings both opportunities and challenges.

While the T2C career development framework is similar to other frameworks around the country, T2C's approach to developing innovative partnership models is experimental. It charges partnerships with developing customized solutions to accommodate the uniqueness of each school and workforce development partner. This is very different from using a pre-designed model with a clear playbook, such as a P-TECH high school.⁸ There are tradeoffs between shared elements and customizability. One key lesson learned thus far is that "the framework represents a future state, but does not offer transitional pilot approaches," as noted by Kelly LoBianco, Chief Program Officer at the HOPE Program in her organization's year 1 report. Scaffolding expectations for each year of the pilot would have made it easier for School Design

Teams (multi-stakeholder groups that drive T2C's strategy, decision making, and implementation at the school level) to have a mental model of where to start and how to grow each year in a way that was best for students' development. From a pilot design and project management perspective, this means that while JobsFirstNYC and New Visions provide broader frameworks and coaching guidelines to support the pilot's design and implementation, a more structured set of benchmarks is needed for School Design Teams. Additionally, partners could have benefited from even more planning time prior to launch.

The additional time would have enabled the partnerships to establish the infrastructure that would facilitate partnering (e.g. identifying additional design team members, solidifying meeting schedule and membership, clarifying roles, building relationships).

A NEW PARADIGM OF COLLABORATION BETWEEN THE EDUCATION AND WORKFORCE DEVELOPMENT SYSTEMS

The crux of T2C is to eliminate or reduce the gap in time between students completing high school and enrolling in postsecondary education, skills training, or obtaining employment. T2C seeks to achieve this goal by breaking down silos between the education and workforce development

systems at all levels, including CBOs, funders, policymakers, government leaders, and intermediaries such as JobsFirstNYC and New Visions for Public Schools. This entails building a community of practice among transfer high school leaders, community-based organizations (CBOs), workforce development organizations, and community colleges in order to design and implement new career development models.



New Visions for Public Schools

The crux of T2C is to eliminate or reduce the gap in time between students completing high school and enrolling in postsecondary education, skills training, or obtaining employment.



NPower



INSIGHT 2

Partnership development between schools and workforce training organizations requires an intentional, intensive process of mutual understanding.

Early in the pilot, there was a high learning curve for schools and workforce development organizations to understand one another, which is foundational to building a sustainable partnership. The workforce development and education sectors have different sets of policies, professional pipelines, intermediaries, funders, and accountability metrics. As Ty Cesene, principal of Bronx Arena High School, wrote in his school's year 1 report, "The level of specificity and clear direction needed on both sides that is required for success is very high because we are unfamiliar with each oth-

ers' systems, language, and operational structures." As partners worked together to design new models for career development in high schools, they were also figuring out the role each partner organization/institution would play. New T2C implementation plan templates include resources and steps to guide teams in establishing clearly-defined roles and ways of working together. In the future, more planning time at the school level is needed to account for integrating partners and building new partnership structures.

As Ty Cesene, principal of Bronx Arena High School, wrote in his school's year 1 report, "The level of specificity and clear direction needed on both sides that is required for success is very high because we are unfamiliar with each others' systems, language, and operational structures."

THE UNIQUE DESIGN OF TRANSFER SCHOOLS PRESENTS OPPORTUNITIES AND CHALLENGES TO INNOVATION

T2C leverages the design of transfer high schools, which allow students to obtain credits and a high school diploma in a small, supportive environment geared specifically to each student's needs. Instead of being organized by age or grade, the schools are organized by credit accumulation. Compared with traditional high schools, transfer high schools have doubled the graduation rate for overage and under-credited students.⁹ This is significant in light of the limited time that transfer high schools have to help students accumulate credits and pass Regents exams, as students age out at 21 years old.

The transfer high school design is also distinctive because it embeds CBOs into schools' leadership and operation, which provides students with wraparound services to support their socioemotional well-being. These CBOs, known as Learning to Work CBOs, also provide paid internships and counseling to enable students to successfully transition from school into a postsecondary and career pathway. In the fall of 2020, New York City significantly cut funding for Learning to Work CBOs by \$10 million, or 25% of the overall budget, threatening the success of transfer school outcomes and the well-being and academic achievement of young adults.



T2C leverages the design of transfer high schools, which allow students to obtain credits and a high school diploma in a small, supportive environment geared specifically to each student's needs.



It takes time and purpose for Learning to Work and workforce development partners to fully understand their complementary capacities and areas of expertise.

At first, there was some tension between Learning to Work CBOs and workforce development partners, driven by a lack of understanding about one another's functional capacity and expertise. Early learning community sessions and School Design Team meetings spent significant time figuring out their respective strengths and weaknesses so they could build a collective model that leverages their individual assets. Learning to Work CBOs provide critical infrastructure and counseling to support student engagement in career awareness and exploration activities. This allows workforce development partners to focus on the latter half of the career development framework by delivering services such as sectoral training and job placement. Sukiana Sanchez, program director at VOYAGES Preparatory High School through the Learning to Work contract with Queens Community House, shares, "Developing a strong relationship and effective communication directly with our

lead partner at LaGuardia Community College in year two made outcomes stronger, allowing us to collectively implement and spearhead a CompTIA training program with students on LaGuardia's campus." Regarding continuing student programming in Spring 2020 during the COVID pause, Michael Roberts, executive director of Comprehensive Youth Development, credits the strong collaboration of CYD's employment coordinator Ashley Falzone and Daiana Castillo, program director at Innovation Diploma Plus through the Learning to Work contract with Alianza Catholic Charities. He says, "Ashley and Daiana's leadership set up an important opportunity for many students to learn about opportunities available to them. We took the partnership from paper to practice due to the trusting partnership between Ashley and Daiana." Innovation Diploma Plus principal Daniel Storch adds, "These two partners worked hand in hand to bring these events to life."



INSIGHT 4

Including CUNY community colleges in T2C connects postsecondary education and training pathways.

Including CUNY community colleges—Bronx Community College and LaGuardia Community College—as T2C workforce partners has helped bridge the divide between postsecondary education and training. Through T2C, CUNY campuses are partnered with workforce CBOs to collaboratively develop in-school career development models: LaGuardia Community College is paired with Queens Community House, and Bronx Community College is paired with Phipps Neighborhoods. T2C students have been able to take courses on college campuses, participate in in-person and virtual programs with college staff, and learn about and experience programming from various

college departments and non-degree certification tracks. Chandana Mahadeswaraswamy, senior director of career and professional programs in continuing education at LaGuardia Community College, noted, “To be honest, I didn’t know much about transfer schools before joining T2C. Being able to work with schools and other workforce partners created opportunities to think through who LaGuardia Community College should be serving, beyond who we are already reaching.” Rather than creating two parallel tracks toward college and career training, T2C’s collaboration with CUNY has helped bridge those opportunities together for students, staff, and teachers.

“To be honest, I didn’t know much about transfer schools before joining T2C. Being able to work with schools and other workforce partners created opportunities to think through who LaGuardia Community College should be serving, beyond who we are already reaching.”

—Chandana Mahadeswaraswamy
*Senior director of career and professional programs in continuing education at
LaGuardia Community College*

PART 3

NINE COMPONENTS OF T2C IMPLEMENTATION

T2C'S DESIGN
IS BASED ON
NINE CORE
COMPONENTS:



GATHERING

research,
learning, and
labor market
data



ESTABLISHING

School Design
Teams and
engaging key
stakeholders



AGREEING

on a Career
Development
Framework



BUILDING

a community
of practice



LEVERAGING

CDOS (career
development
and
occupational
studies)



EMBEDDING

an interest
inventory and
career
exploration
blended learning
platform



COACHING

partnerships
and developing
tools



EXPANDING

data
capabilities
to capture
student impact



RAISING

resources to
provide modest
planning and
implementation
grants



1. CONDUCTING RESEARCH, FACILITATING PARTNERSHIP DEVELOPMENT, MANAGING LEARNING, AND ANALYZING LABOR MARKET DATA

Research and learning have been continuous throughout T2C's planning and implementation stages. This includes conducting and commissioning original research, hosting stakeholder convenings and roundtables, and participating in informational school visits.

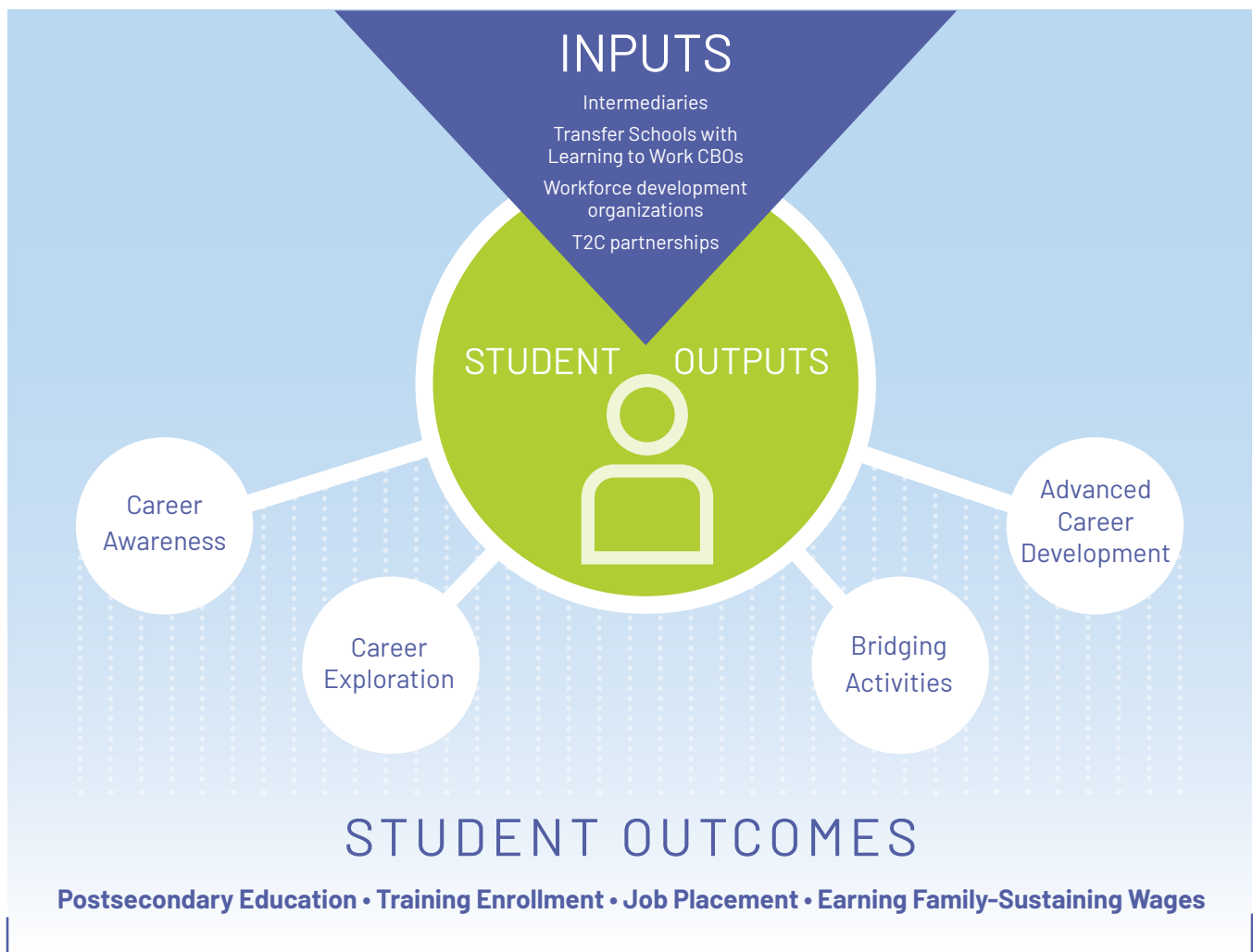
JobsFirstNYC and New Visions organized a series of public convenings in early 2018 to introduce the pilot project's vision and goals and to solicit feedback from the field on the preliminary framework. These convenings brought together high school educators, workforce development organizations, community colleges, funders, and other stakeholders to provide input on T2C's goals and design.

To inform the pilot's design, JobsFirstNYC and New Visions commissioned research from the New York City Labor Market Information Service at CUNY to better understand the growing economic sectors that could offer friendly points of entry to young adults. This research was presented at early convenings to provide a baseline understanding of the New York City labor market designed to directly inform what pathways workforce development and community college partners proposed integrating into schools.

JobsFirstNYC and New Visions commissioned New Ways to Work, Inc. to conduct a national scan of school-based career readiness and postsecondary pathway models with small, alternative schools serving overage and under-credited students. The scan found that a small number of practitioners around the nation have sustained some career development practices, but in the main these efforts are limited in size and scope. (See appendix B for a list of the nine elements common to most career development programs in alternative schools.) The results of this national scan further reinforced the need for and design of T2C.

The T2C team developed a logic model detailing the T2C theory of change, including:

- **INPUTS:** Workforce development and education intermediaries, transfer schools with Learning to Work CBOs, workforce development organizations, and T2C partnerships
- **STUDENT OUTPUTS:** participation in career awareness, exploration, advanced career development and bridging activities
- **STUDENT OUTCOMES:** postsecondary education and training enrollment, job placement, and earning family-sustaining wages
- **INSTITUTIONAL CHANGE AND BROADER SYSTEMS CHANGE OUTCOMES**
 - Increased support for career and training options as viable postsecondary pathways
 - Increased funds available for school and workforce partnerships and programs that reflect an evidence-based career development continuum





INSIGHT 5

Utilizing intermediaries to bridge two fields takes intention and dedication.

As intermediaries, JobsFirstNYC and New Visions bring deep knowledge and experience in the workforce and education sectors, respectively, and serve to bring diverse partnerships together through a collaborative change process. This role was particularly helpful in bridging the bifurcation between schools and employers. Bringing these two groups together in practice, however, required the two intermediaries to collaborate in unprecedented ways, learning each other's language, aligning on goals, and building a team that could support educators and workforce professionals alike.

Despite the challenges, it is clear that a project like T2C can benefit from having both an education intermediary and a workforce development intermediary jointly at the helm. Each intermediary uses its expertise, net-

works, reach, and reputation to support T2C in ways that individual schools or partners may not be able to accomplish on their own. New Visions understands the nuanced needs of schools, demands from the New York City Department of Education, accountability measures, staffing structures, school budgets, and curriculum design. JobsFirstNYC understands the bottom line of workforce development programs, how community colleges operate, the talent needs of employers, and how to connect young adults to employment opportunities in growing sectors of the economy. Together, the two intermediaries are well positioned to think about systems-level change in a way that individual schools and workforce partners might not be designed to do. As the project moves forward, the roles that New Visions and JobsFirstNYC play will inevitably shift and evolve.

INSIGHT 6

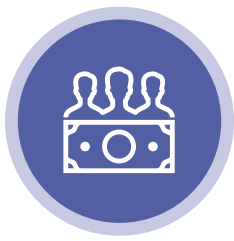
It is useful to draw on existing work-based learning curricula and tools and then to align them with the unique needs of transfer school students.

Under the T2C pilot, partners are tasked with curating, creating, and adapting curricula, tools, and structures to build effective and sustainable postsecondary pathways. A universal jumping-off point for this task is provided by existing toolkits for work-based learning, including those produced by the New York City Department of Education. These toolkits outline the goals of each work-based learning opportunity, information on how to plan

and host work-based learning, and suggested pre- and post-lessons. Additionally, T2C partners draw on CUNY's Career Maps, which offer helpful industry-specific curricula and activities with labor market information. All of these tools are valuable for helping partners adapt core and enhanced curricula and student opportunities and ensure that work-based learning opportunities are properly contextualized.



New Visions for Public Schools

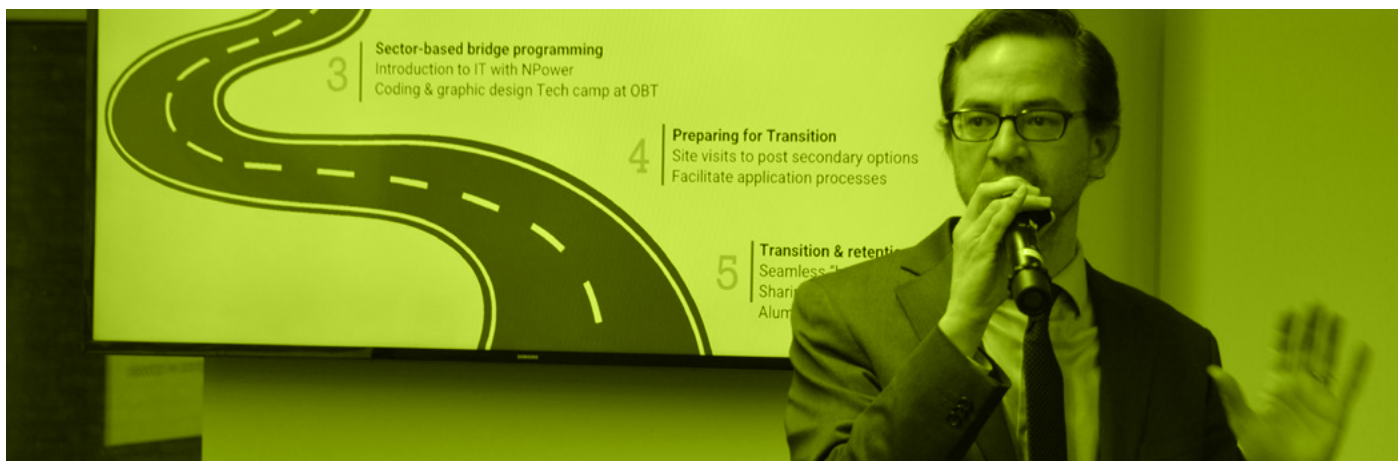


2. RAISING RESOURCES TO PROVIDE MODEST PLANNING AND IMPLEMENTATION GRANTS

Securing early investment in T2C was necessary in order to fund the change process, model design, and partnership development critical to T2C's success. Neither JobsFirstNYC nor New Visions are funders, and both rely on strategic, multiyear investments from the philanthropic community to provide innovation and capacity building support to the workforce development and education fields. Raising funds allowed the intermediaries to provide planning grants and a three-year commitment of annual implementation grants to all workforce partners.

After multiple public informational convenings, JobsFirstNYC and New Visions released a *request to participate* to assess the interest of workforce development organizations.¹⁰ After a rigorous vetting process—which included analyzing each organization's track record and its willingness and capacity to adapt its successful workforce strategies to the T2C career development framework—the two intermediaries selected eleven workforce development partners.

In January 2019, JobsFirstNYC and New Visions hosted a funder briefing to educate public and private funders about the goals and potential impact of T2C. This event successfully secured additional resources for the pilot.



New Visions for Public Schools



INSIGHT 7

Private philanthropy broke down silos between education and workforce portfolios when investing in T2C's launch and growth.

In the year prior to T2C's launch, JobsFirstNYC and New Visions met with dozens of leaders from private philanthropy to share the pilot's goals and approach, solicit feedback on its design, and secure multi-year funding. Many funders were excited by T2C's potential but had difficulty investing in it. This reluctance was due in part to the fact that education

funders saw it as a workforce development initiative, while workforce development funders saw T2C as a school change initiative in the education sector. Despite this challenge, the intermediaries were able to successfully secure philanthropic support, enabling planning and implementation grants for all workforce development partners.





INSIGHT 8

T2C presents an opportunity to braid together public and private funding from education and workforce development sectors.

There are different public and private funding mechanisms for transfer high schools and workforce development and community college that, when braided together, can collectively resource a student's experience through the T2C career development framework that starts in schools, continues into postsecondary training, and supports their transition into the labor market. For example, in addition to a T2C implementation grant, St. Nicks Alliance leveraged their Train and Earn contract with the New York City Department of Youth and Community Development, which is federally funded, to provide training for students

in construction, healthcare, and information technology. To support dedicated staff time in the school buildings, St. Nicks is also leveraging their AmeriCorps partnership, and orienting two AmeriCorps interns to meet one-on-one and in groups with students. Additionally, St. Nicks Alliance developed a Career Week model, which was a week long intensive program for sector specific career exploration designed to help interested students bridge into postsecondary training programs. Transfer high schools partnering with St. Nicks Alliance used their budget to pay for these.

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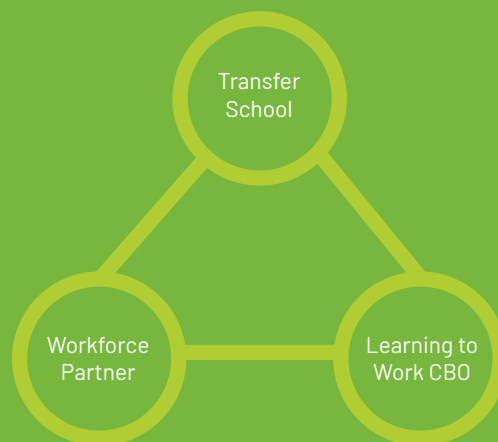
3. ESTABLISHING SCHOOL DESIGN TEAMS AND ENGAGING KEY STAKEHOLDERS

A core component of T2C is the formation of School Design Teams (SDTs), which drive strategy, decision making, and implementation at the school level.

These teams bring together multiple partners, including the school principal and assistant principal; other key school officials (such as programmer and director of counseling); workforce partner program director and manager; Learning to Work director; and internship coordinator. SDT members are identified at the start of the school year and participate in in-person monthly meetings throughout the school year to oversee the design and implementation of new career development models. The teams' tasks include the following:

- ✓ **Creating** a T2C model, including career pathways and school structures, catered to the assets and needs of the particular school community
- ✓ **Planning and managing** T2C implementation at their schools
- ✓ **Engaging** the entire school community to build and nurture a school-wide culture that embraces and supports T2C's goals
- ✓ **Leveraging** existing school design and infrastructure (e.g., advisory boards) to support career development and work-based learning as a curricular activity at the school
- ✓ **Measuring and reporting** on progress and outcomes

A core component of T2C is the formation of School Design Teams (SDTs), which drive strategy, decision making, and implementation at the school level.





INSIGHT 9

A leadership commitment to regular and consistent participation in School Design Teams is critical to facilitating model design and partnership development.

Ideally, SDT meetings should occur at least once per month with the full group, and multiple times per month with key implementation leads. Meetings occurred more frequently during periods in the school year with more student programming, which is important for regular communication and feedback. Meetings were strongest in person at the school, though virtual meetings utilizing video can suffice and often allowed for easier scheduling as it reduced travel time. The consistent

participation of team members—especially school principals, relevant instructional staff, and Learning to Work leaders—is key. T2C partners learned early on that if a principal was not able to lead the early stages of the initiative, programming would be limited. A committed principal sets the vision for the school and engages staff in the integration of the T2C career development framework into the school.

A committed principal sets the vision for the school and engages staff in the integration of the T2C career development framework into the school.

INSIGHT 10

School Design Teams need to establish norms and goals for working together effectively.

Workforce development and school partners need to collectively and explicitly establish a set of structures and routines to communicate and operate meetings effectively, bridge school and workforce calendars, hold one another accountable for work between meetings, and connect the appropriate staff. Because T2C is a partnership that is built into the

school, workforce partners need to develop a deep understanding of the school's culture, language, and ecosystems. At the same time, school partners need to understand the structure and focus of workforce development organizations and community colleges. This process of learning happens continuously.



Phipps Neighborhoods, photo credit Marisol Diaz



INSIGHT 11

Career pathways meetings and programming should be organized around the school calendar.

In the T2C pilot, career development is not an optional after-school activity. The belief is that pathways programming should not be an add-on that happens outside of school time, but an integral and integrated part of the school day. Because of this, many workforce partners collaborated with schools to transition their curricula to 40-minute daily time periods in order to make time for work-based learning opportunities and bridge training. At Voyages Preparatory High School, the school schedule was reworked to ensure that more students could participate in certificate courses during the school day while also

meeting course requirements for graduation. As Larry Rothchild, director of workforce development at St. Nicks Alliance, shared in his organization's year 1 report, "[Our] experience in partnering with T2C schools taught us to be mindful of the school schedule when it comes to planning, implementation and school buy-in. There are certain times of the year that are impossible for school staff to be flexible, including testing, administrative meetings and audits." St. Nicks was able to coordinate student immersion activities and boot camps during school breaks.

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Educators can Inform parents and bring them along to understanding and valuing non-college postsecondary pathways through collective career planning conversations.

Principal Bruce Gonzales of Olympus Academy found that, at the start of T2C, most of the families in his school community “saw attending college as the only measurement of success.” As a result, many families resisted having their children participate in T2C programming.

To address this, Olympus’s School Design Team, whose members also include the New York Center for Interpersonal Development and St. Nicks Alliance, identified the New York City Department of Education’s “Family Night” initiative—evenings when parents and caregivers meet teachers and engage in non-academic discussion or participate in informational workshops on school offerings—as an opportunity to drive transparent communication with Olympus families. The school used these events to hold information sessions on its workforce development offerings under T2C, and did the same at School Leadership

Team and Parent-Teacher Association meetings.

Moreover, T2C workforce partners invited family members to worksites for observational trips. These in-person observations gave families and students a new understanding of career pathways. There were also opportunities for families to ask questions before moving forward with training participation to ensure that they felt comfortable with career development activities.

As noted by Gonzalez, “We work to ensure that students are able to express what they learned and experienced so parents can be more comfortable with the idea of their child pursuing a trade in lieu of college. It is important to have the parent involved in the discussion and highlight the benefits of pursuing a career choice that involves certifications and skills that can be attained through the T2C program.”



4. BUILDING A COMMUNITY OF PRACTICE

Critical to the success of breaking down barriers between the education and workforce development systems is the development of a learning community of practice. The T2C Learning Community comprises school leaders and key staff, Learning to Work directors and staff, and workforce development leadership and frontline staff. Learning Community sessions, which take the form of facilitated workshops and planning sessions, help partners inform and implement the T2C career development framework in a way that best meets the needs of their students and community. To foster the development of long-standing partnerships built on trust, a shared vision, and effective programming, Learning Community sessions have given T2C partners the space and structure to:

- **Define common standards**, goals, and student success
- **Identify and adopt shared processes**, tools, materials, and approaches
- **Collectively shape key components** of T2C's design, define common standards, and identify capacity-building and professional development needs
- **Build a common understanding** of transfer schools, the workforce field, CDOS, Xello, and other key elements
- **Participate in shared learning** and strategy development
- **Identify and adopt common processes**, tools, materials, and approaches

To date, the T2C team has hosted nineteen Learning Community sessions (see Appendix C for a full list Learning Community topics and dates). These sessions allowed partners to deepen their understanding of how each workforce development organization and school operates and to engage in structured learning about high-growth sectors of the economy that have friendly points of entry for young adults.

For many, if not all, T2C partners, the process of bringing together workforce development organizations and K-12 institutions to align on what they provide students and how they do it has been both new and necessary. As noted by Principal Nicholas Merchant-Bleiberg and Assistant Principal Katherine Martinez at Voyages Preparatory High School in their 2018-2019 year-end report, "Through this work, we gained a lot of clarity on connections or lack thereof between classroom teaching, postsecondary guidance and internship work. It has illuminated our intended versus actual outcomes in working with young people."

Most often, at Learning Community sessions, partners ask for examples of emerging promising practices, as well as time to collectively work through challenges. Discussions between individuals holding the same role—such as internship coordinators or workforce frontline staff—have been particularly effective. Ulises Guzman, school social worker and former Learning to Work program director at East Brooklyn Community High School, shared the following feedback after a Learning Community session: “Most importantly, we had the opportunity to hear from other schools working with our workforce partner and their experiences with their partnership. This helped us at the school think about their implementation and execution and what we can learn from them.”



Getting whole-of-school buy-in is foundational to shifting culture and embedding the T2C career development framework.

As Michael Roberts, executive director of Comprehensive Youth Development, stated during an early stakeholder briefing, “It doesn’t make any sense if a small School Design Team is making all the decisions and not engaging the rest of the school community. That won’t work. It won’t stick.” Engagement is needed with the entire school community, including

students, teachers, counselors, Learning to Work staff, and parents. Patrick McGillicuddy, principal at East Brooklyn Community High School, said, “Our school used to be focused on college, college, college. Now we have spent a lot of effort and been very intentional in order to make all postsecondary pathways equal. No option is seen as better than another.”

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5. LEVERAGING THE NEW YORK STATE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES CREDENTIAL

The New York State CDOS credential is a commencement credential of readiness for entry-level employment that indicates a student has met foundational career readiness standards and has developed key professional skills. Throughout T2C's first year of implementation, the CDOS credential was an enticing entry point for school leaders, as it was a way to elevate career development work while also providing students with an additional pathway to a high school diploma. For many workforce development and community college partners, aligning their respective training curricula to meet CDOS standards was a notable draw, as it allowed them to partner with additional schools outside of T2C.

Throughout T2C's first year of implementation, the CDOS credential was an enticing entry point for school leaders, as it was a way to elevate career development work while also providing students with an additional pathway to a high school diploma. For many workforce development and community college partners, aligning their respective training curricula to meet CDOS standards was a notable draw, as it allowed them to partner with additional schools outside of T2C.



Earning the CDOS credential means that a student has completed a set of in-classroom and experiential career readiness education while in high school. There are two primary ways that students can obtain the CDOS credential:

Option 1: Exhibit mastery of CDOS standards by completing a minimum of 216 hours of a combination of CDOS courses (or career and technical education courses) and work-based learning activities, an annual career plan, and an employability skills profile.

Option 2: Pass a CDOS exam from a nationally recognized work readiness assessment.

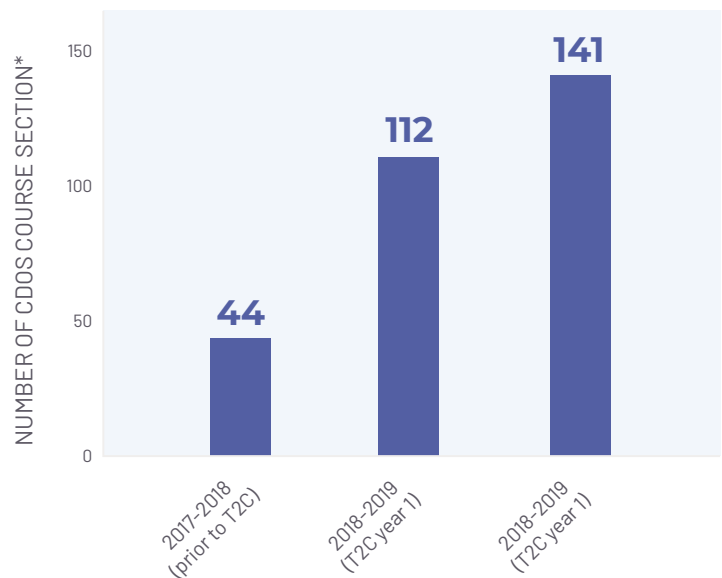
T2C focuses on providing Option 1 to all students, as it provides work-based learning opportunities that can help prepare them for

success in college and their careers. The goal is for students to earn the CDOS credential as a diploma endorsement through Option 1, regardless of whether they require it for graduation. Doing so ensures that students are meeting foundational career readiness standards. T2C has helped schools build their capacity to offer the required 216 hours, to expand their data tracking through the New Visions data portal to show evidence of student hours, and to counsel students in completing the additional portfolio materials.

Graph A shows the growth in the number of CDOS courses offered to students at T2C schools. This growth in course offerings and number of course sections students can enroll in demonstrates the increased integration of career development standards into the school day and student experience in the twelve T2C partner schools.

Graph A.

NUMBER OF CDOS COURSES OFFERED TO STUDENTS AT T2C SCHOOLS



*Course section: one of numerous classes of the same course.

Focus on the New York State CDOS credential to serve both graduation and career readiness goals.

Because the CDOS credential can replace a Regents exam as a requirement for earning a high school diploma, it has been an important lever in securing commitment from school leaders. Following T2C's rollout, schools and their partners asked for more resources around CDOS, which JobsFirstNYC and New Visions provided through professional development, Learning Community sessions, guidance documents, and curriculum development support. As noted by Daniel Storch, principal at Innovation Diploma Plus High School, "T2C is helping to shift school culture in numerous ways, especially with regards to how the framework is helping to inform our conversations with staff and students about the importance of each student leaving [the school] with a concrete plan for college and career success. As a result of our involvement in T2C, we introduced our staff to the CDOS standards and aligned our checklist for authentic tasks to said standards. Teachers have begun the design and implementation of authentic tasks that inte-

grate 21st-century skills into the curriculum. Our approach has become much more holistic with regards to considering both college and career pathways for all of our students." Similarly, workforce partners can offer something even more valuable to students by aligning their training curricula to high-school credited and CDOS coursework. Jerelyn Rodriguez, co-founder and CEO of The Knowledge House, shares, "Through T2C, we are currently working to align our web development training curriculum to CDOS standards, so that we can strengthen career pathways for Bronx youth. We anticipate CDOS curriculum opening doors to partnering with other high schools in both the T2C network and throughout public schools in New York City. Our programs, which qualify as work-based learning, can be an excellent opportunity for students to earn valuable career development experience that sets them on a path to explore a career in STEM, as well as meaningfully move them towards a high school diploma through CDOS."



INSIGHT 15

Align T2C goals and strategies with student credit accumulation and graduation to best serve students' needs and school accountability goals.

The most promising T2C models have integrated work-based learning and the opportunity to earn industry certifications into high school credit-bearing coursework that can count toward graduation. Embedding career development into the school curricula is a joint effort between educators and workforce development partners to design coursework that simultaneously supports high school graduation and postsecondary readiness. Ideally, each course does the following:

- Includes important academic content
- Includes industry-approved content and leads to a sector certification
- Results in a high school credit, connecting academic and work content
- Is aligned with the career development and occupational studies (CDOS) credential

Transfer students are typically under-credited,

Lateefah Alleyne, Social Worker at Brooklyn Bridge Academy, shares, "For students who weren't college bound, they were wandering without a destination, and it was hard to motivate them to graduate high school. The T2C partnership with St. Nicks allowed us to recalibrate our GPS and provide a destination for students. This took off the blinders, and our students evolved and were committed to graduating. With this change, our partnership grew and evolved."

and educators have a limited amount of time in which to help them graduate before they age out. Phipps Neighborhoods, upon learning that earning high school credit and a high school diploma is paramount in transfer schools, ensured their T2C program model, a CDOS-aligned high-school credited course resulting in an industry-based certification in Family Development, served as a means to help students both graduate and find employment. Taron Brown, Life and Career Skills Counselor at Phipps Neighborhoods, shares, "The Transfer 2 Career Collaborative is crucial in developing the capacity of transfer school students to address the challenges of work readiness and career development as they begin to transition into the workforce. Students are able to access valuable industry-related skill building coursework while earning credits toward obtaining their high school diploma.

Through these identified goals, the Transfer 2 Career program seeks to provide guidance and support to students in their journey toward their individual career goals, while helping to instill a sense of civic responsibility and accountability to the communities in which they live."

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The Knowledge House



6. EMBEDDING AN INTEREST INVENTORY AND CAREER EXPLORATION BLENDED LEARNING PLATFORM

An early goal of T2C was to embed an online career development platform across the transfer schools as a tool to allow students to access labor-market-informed career exploration and development activities. To this end, after extensive research, T2C partners selected Xello—an online software for career interest surveys, career planning, and career development curricula—as the platform that would be used.

Under the T2C pilot, each student and teacher receives a Xello license. Students begin by using Xello to complete surveys that inquire about their interests, skills, and learning styles. The software also walks them through the process of building a comprehensive career plan, aligned with the state's CDOS requirements. In addition, Xello offers career development curricula that include asynchronous lessons, as well as tools such as resume builders and labor market guides. Meanwhile, JobsFirstNYC and New Visions provide technical assistance to SDTs in how to adapt this curricula for Learning to Work seminars, CDOS and traditional coursework, capstone and portfolio development, and postsecondary coaching.



NPower



INSIGHT 16

Student interest should fundamentally drive career development in schools.

T2C was developed on the basis of positive youth development principles, as reflected by the pilot's four-phase career development continuum, which is organized by readiness and not by ages or stages. Central to this approach is giving students access to multiple career awareness, exploration, and development opportunities so they are able to pursue postsecondary and employment pathways that align with their interests. Like anyone, students don't know what they don't know, which makes early exploration and awareness essential to ensuring that they have enough knowledge to pursue their passions. According to Jazmin Rivera-Polanco, principal at

Bronx Haven High School, "Keeping students motivated and engaged in the work is a consistent challenge. We need to connect how the T2C work ties to future stability and continued employment. In the past, students have been comfortable in their failure if they haven't seen the consequences of failure in a major way and they have something to fall back on. If they're comfortable in mediocrity, they won't rise above and meet us where we want them to be." Additionally, pathway and industry offerings are being expanded based on student interest as expressed through Xello career interest surveys, counseling, and coursework.

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Xello offers a valuable platform for students as long as careful planning and student and school preparation are in place.

It is easy for students to mistakenly view the Xello surveys, which uncover student interests, skills, and learning styles, as a type of test or assessment. Schools must therefore take care to provide the necessary student counseling around the platform in order to transmit the message that Xello is an educational tool and not a test. Below are some of the lessons learned that T2C is drawing on as it administers the survey to new students:

- Provide a pre-lesson to ensure that students understand why they are being asked to take a survey and to explain that their interests will be front and center in future career development offerings.

- Ensure that each student takes the survey in a small group setting rather than in a large classroom or auditorium that resembles a high-stakes test.

- Before using Xello, conduct an inventory of the current school structure to plan for integration and rollout. Provide contextualized training to school staff via webinars or in-person professional development sessions.

- Ensure that school staff have the technological skills necessary to troubleshoot logging in, navigating the software, and supporting students through the survey. When students have trouble logging in, they often lose momentum and focus.

- After students see their survey results, follow up with advisory or counseling sessions to help them understand that Xello's suggested career pathways are meant to provide guidance and are not there to limit one's future plans.



7. DEVELOPING A PARTNERSHIP COACHING STRATEGY AND TOOLS

Under the pilot, JobsFirstNYC and New Visions have hired staff members specifically for the purpose of providing on-site postsecondary coaching to SDTs. These coaches not only offer strategic guidance on planning, monitoring, and analysis during school design team meetings but also meet with team members regularly to provide professional development in specific areas, provide data-management support, and support the use of New Visions Data Portal to track these deliverables. “As a coach, your main responsibility is to identify the goals of the project and help ensure whoever is involved is working toward these goals. We coach the teams but connect with the individuals to make sure the work is moving forward,” said Julia Forman, New Visions’ deputy director of postsecondary readiness and a former transfer school continuous improvement coach.

Coaches focus on creating systems around each programmatic element, such as work plans and templates, so that it can be replicated over time, with less coaching needed as the systems are fully adopted. Early on in the pilot, coaches recognized that for the T2C systems to be effectively adopted, leaders of both the school and workforce organizations needed to be making connections to their broader organizational goals. Coaches thus support these leaders in zooming out and considering the broader impact of T2C programming. Coaches also regularly “case conference” utilizing a protocol that updates one another about the status of partnerships and collectively designs school support strategies. On one hand, the coaching process requires accepting ambiguity and the ability to be flexible and responsive in the moment, while on the other, it requires being prepared with a set of guiding principles and questions for teams. It is during case conferencing that coaches are able to share strategies and further refine such questions. Some of the questions coaches ask are:



How will students be engaged in selecting and designing career development activities?

How will rigorous yet flexible work readiness curricula be selected, and how will staff be prepared to implement them?

How will the SDT build and utilize employer relationships to drive work-based learning opportunities?

How do T2C goals align with broader school and organizational goals?

What current processes in the school can be utilized to reach a larger set of students?

By working across multiple schools, coaches bring what they learn from each site to subsequent discussions, sharing cross-fertilization among teams. They also use their access to research, data, and external organizations to share new ideas. Finally, they focus on customization, understanding that ideas can be brought to each team, but how these ideas are implemented may need to be adapted depending on the school’s program, culture, and strengths.

INSIGHT 18

Expanded on-site partnership coaching is needed to support model design, partnership development, and sustainability.

To address the ongoing need for teaming capacity, JobsFirstNYC and New Visions have expanded T2C's partnership coaching and technical assistance to provide a more vigorous foundation for partner development and integration and to accelerate the effectiveness of partnerships. Each of the two intermediaries has hired additional staff members to provide partnership coaching via facilitated meetings and retreats, curated curricula and

resources, and tools and professional development catered to specific roles and school needs. This staff change was a response to multiple requests from partners for dedicated coaches. As Ty Cesene, principal of Bronx Arena High School, wrote in a year-end report, "Increased support for the staff on the ground is needed to implement changes and capture learnings from year to year."



New Visions for Public Schools

INSIGHT 19

Strong partnerships require clear guidelines that facilitate goal-setting and accountability.

T2C partnership tools—including strategic implementation plans and memoranda of understanding—take into account partners’ need for (1) clear expectations and SMART (specific, measurable, achievable, realistic, and timely) goals and (2) equal and expressed commitments from each workforce organization and school. The strategic implementation plans take into account the assets, resources, and skills of each partner and provide SDTs with a framework for assigning roles, responsibilities, and expectations. Such a framework is critical because T2C is new and lacks a tried-and-tested playbook. T2C tools are developed by the needs and ideas across T2C partnerships.

Ingrid Robert-Haynes, Assistant Principal,

Brooklyn Bridge Academy, writes in her year two end-of-year-report, “St. Nicks Alliance and Brooklyn Bridge Academy maximized our partnership this year as our operations were aligned. Communication was clear regarding meetings, surveys, outreach, advertisement as well as follow up with emails and phone calls to ensure that the established goals were met. We complemented each other’s strengths as St. Nicks Alliance was able to provide support via career mentors to complete the work with our seniors and juniors. We also agreed to regular visits to St. Nicks Alliance for students to observe ‘courses in action’ so students can fully understand what is expected in life after high school and the skills that are needed in the workplace.”



New Visions for Public Schools



8. EXPANDING DATA CAPABILITIES TO TRACK PROGRESS AND INFORM PROGRAM DESIGN

An essential strategy to support both educators and workforce development staff is to ensure that they can easily access meaningful and up-to-date information about their students. If critical information is scattered, and high-stakes decisions are made without regard to data or evidence, it is difficult to effectively support students' success. With this in mind, T2C's design incorporates the use of the New Visions Data Portal, a student-centered tool developed in collaboration with New York City educators that provides one-stop access to comprehensive data and support educators to make important decisions that keep students on track toward high school graduation and postsecondary success. The Portal features data on student demographics, attendance rates, Regents scores, credit accumulation, grades, and blended learning coursework and engagement.

The Portal has been evolving throughout T2C's implementation, partly in response to lessons learned about the information needed by T2C participants. The T2C team developed an interim data collection system in order to track student outputs and outcomes quantitatively, and partnership and institutional change measures qualitatively, as an interim solution.

After T2C's rollout, New Visions broadened the Portal's functionality to include dashboards on students' participation in postsecondary activities across the four phases of the career continuum, such as career fairs, internships, service learning, and guest-speaking events. It also added a CDOS tracking functionality to support the multiple ways that students may earn hours toward the credential through Option 1. This allows schools to analyze the data to create student-centered, interest-driven college and career readiness programming, as well as have focused conversations in SDT meetings where teams both celebrate student successes and work through individual student challenges.

Data collection and analysis has taken the T2C team two years of dedicated work to scope out and implement. While challenges persist, the learnings have resulted in a strong framework for monitoring work-based learning and postsecondary milestones in high schools, making informed decisions alongside each student, and understanding the effectiveness of school and workforce partnerships.

T2C's design incorporates the use of the New Visions Data Portal, a student-centered tool developed in collaboration with New York City educators that provides one-stop access to comprehensive data and support educators to make important decisions that keep students on track toward high school graduation and postsecondary success.

Bridging data systems between education and workforce takes significant effort and mutual metrics.

The T2C team has learned that starting with a common language is critical to implementing a new data system. School staff must be trained on career development and work-based learning concepts and terminology, and workforce partners need to learn the language of schools, CDOS, and state requirements. Further, because of different accountabili-

ty and funding systems, schools, Learning to Work CBOs, and workforce partners all track distinct kinds of data in different ways. Comparing these systems and aligning the metrics is key to ensuring that tracking and reporting T2C data can be integrated into existing data systems.



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PART 4

USING AN IMPACT FRAMEWORK TO GUIDE CHANGE

Improving students' postsecondary outcomes is what drives T2C. The pilot's effectiveness is measured at four distinct levels of impact, each of which directly or indirectly contributes to this central aim:



STUDENT OUTCOMES



PARTNERSHIP DEVELOPMENT
AND SUSTAINABILITY



INSTITUTIONAL CHANGE



SYSTEMIC CHANGE

The underpinning hypothesis of T2C is that by building structural *partnerships* between both schools and workforce partners and education and workforce intermediaries and shifting *institutional* practices (schools, workforce organizations, employers, intermediaries, etc.), student outcomes across the T2C career development framework, from career exploration to job placement, will increase. This approach establishes a new way of working and requires a mindset shift across both the education and workforce development sectors. In turn, the development of new models and shared lessons along the way will result in broader systemic change. This hypothesis is derived from JobsFirstNYC's and New Visions' experience, as well as a vast literature base related to T2C strategies researched by Change Impact, Inc.

In tracking the four aforementioned levels of impact, JobsFirstNYC and New Visions hope to answer the following questions about what it takes to build partnerships that effectively embed career development and postsecondary pathways into transfer high schools:



STUDENT OUTCOMES

What do transfer high school students need to successfully transition from high school to a postsecondary pathway and into the labor market?



PARTNERSHIP DEVELOPMENT AND SUSTAINABILITY

What does it take to build lasting partnerships between transfer high schools and workforce development organizations?



INSTITUTIONAL CHANGE

What changes do institutions (schools, Learning to Work CBOs, workforce development organizations, employers, etc.) need to make to effectively implement such partnerships?



SYSTEMIC CHANGE

What systemic changes (for example, in the funding and policy landscapes) are needed to support this paradigm shift?

To measure its student-related progress, T2C has developed 40 indicators across the four phases of the T2C Framework (see Appendix D for the full list of indicators). SDTs are able to select which indicators to focus on each year, with the support of coaching, taking into account student interest, the assets of each partner, and building a strong developmental sequence. Importantly, in years 1 and 2 of the pilot, some teams selected a small student population to move through each phase of the T2C Framework in order to build the muscle of the full career development continuum. This resulted in low student-level outcomes for the first half of T2C's implementation but helped lay the necessary groundwork for expansion.

Table B offers a snapshot of student outcomes during T2C's first two years. Year 1 was focused mostly on design, planning, and testing new models that would work best for each school community. There was great momentum going

into year 2. However, many of the programs—including courses and sector bridge trainings, as well as postsecondary counseling and transitions—were planned for trimester 3 when transfer schools have the largest graduating cohort. The COVID-19 pandemic hit New York City on the first week of trimester 3. Due to COVID-19 and the immediate switch to remote teaching and learning, schools and workforce organizations experienced some delays and challenges transitioning their T2C program model to a virtual one. Most significantly, the digital divide and the effects of COVID-19 on health and employment gravely affected the communities in which T2C students live. These challenges vastly affected student engagement in the T2C programs that were offered remotely. If schools hadn't physically closed for Spring 2020, the student outcomes for year 2 would have likely been much closer to meeting the goals.



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IN SPITE OF
COVID-19
IMPACTING
MOMENTUM,
**STUDENT
PARTICIPATION
IN T2C
PROGRAMMING
NEARLY DOUBLED
FROM YEAR ONE
TO YEAR TWO.**

T2C FRAMEWORK PHASE	EXPLANATION/ EXAMPLE(S)	STUDENT PARTICIPATION FROM YEAR 1 (2018–2019 school year)	STUDENT PARTICIPATION FROM YEAR 2 (2019–2020 school year)	YEAR 2 AND 3 GOALS ¹¹
PHASE 1: CAREER AWARENESS AND EXPLORATION ACTIVITIES IN TOTAL	Participation in or attendance at interest surveys, career fairs, guest-speaking events, career presentations	642 students = 26.9% of all T2C students	1,185 students = 49.7% of all T2C students	100% of students experience career awareness and exploration activities.
PHASE 1: CAREER INTEREST SURVEY	Completion of a career interest survey using either MyBestBets or Xello	166 students = 6.9% of all T2C students	693 students = 29.1% of all T2C students	100% of students complete a career interest survey.
PHASE 2: CAREER PLAN	Completion of a career development plan	135 students = 29.7% of graduating T2C seniors	316 students = 38% of graduating T2C seniors	60% of graduating students complete a career plan.
PHASE 3: SECTORAL POSTSECONDARY TRAINING	Enrollment in post-secondary sector training (workforce or job training)	84 students = 18.5% of all T2C graduates	56 students = 12% of all T2C graduates*	30% of graduating students across all schools have a pathway to non-college, postsecondary training or job, which includes industry credential or sectoral training.
PHASE 3: POSTSECONDARY EDUCATION	Enrollment in college	95 students = 21% of all T2C graduates	140 students = 31% of all T2C graduates*	

*outcomes impacted by COVID-19

STUDENT OUTCOMES DATA ANALYSIS

The COVID-19 pause hit on the first day of year two's third trimester, a time of year typically devoted to postsecondary planning as the graduating cohort in June is the largest of the year by far. In spite of COVID-19 impacting momentum, student participation in T2C programming doubled from year one to year two. Staff training and support around Xello grew, which enabled a subset of SDTs to increase the use of career interest surveys. Career development planning also increased by nearly one-third. The dip in postsecondary training enrollment is partially due to some workforce partners delaying their career training during summer 2020 in order to pivot to remote learning, which resulted in some students being unable to enroll immediately. Other students needed to take lifeboat jobs to support families. As for enrollment in postsecondary education, there was a 50% increase from year one to year two. As major and career clarity is connected to college enrollment and persistence, the trend towards college enrollment is most encouraging.



New Visions for Public Schools



PART 5

THE IMPACT OF COVID-19 ON T2C

As a result of the COVID-19 pandemic, trimester 3—typically the point in the school year when postsecondary planning and transitions are top of mind—of the 2019–2020 school year was entirely remote. Beginning in Spring 2020, young adults were confronted with an urgent public health crisis, a widening economic crisis, and a racial justice reckoning. Below are some of the challenges that students have faced in the past year, as well as the ways that the T2C team and partners have responded to those challenges. For T2C partners, students’ experiences and future employment prospects have brought renewed urgency to the project’s mission.

YOUNG ADULTS AND THEIR COMMUNITIES HARD HIT BY COVID-19 FACED TOUGH CHALLENGES. The students attending the twelve transfer high schools, who already experience significant barriers educationally, economically, and socio-emotionally, have faced increasing loss and uncertainty as a result of COVID-19. The communities T2C schools are located in faced the most devastating health and economic outcomes in the country.

STUDENTS AND THEIR FAMILIES ARE SUFFERING FROM UNMET BASIC NEEDS. As has been widely reported in the media, the neighborhoods served by T2C transfer schools not only have been heavily affected by COVID-19 cases but have also experienced difficulties in accessing healthcare and have faced economic hardship due to the pandemic. Many students' entire households have lost their jobs as a result of COVID-19.

STUDENTS ARE EXPERIENCING SOCIOEMOTIONAL AND FAMILIAL CHALLENGES. Many students have had family members who have fallen ill or passed away due to the virus. The transition to remote learning has isolated these students from their normal support networks—namely, friends and the school community—which has led to increased loneliness, stress, and general questioning about their futures. Socioemotional growth and support is foundational for academic growth: without social connection, the risk of adolescent mental health disorders increases. For undocumented students, there has been a heightened state of uncertainty because

families have been unable to access many of the financial relief measures from the state and federal governments.

HOUSING SECURITY CAN BE UNCERTAIN AND UNSAFE IN SOME INSTANCES. There was a brief moratorium on evictions in New York City that has now ended, and there are no protections for people who rent rooms. Some families have been displaced or have lost their homes, and shelters are largely not taking on new community members. Many students live in unsafe home situations, and the stress of the pandemic is heightening domestic abuse and substance use.

ATTENDANCE AND STUDENT ENGAGEMENT CONTINUE TO BE A CHALLENGE FOR THIS STUDENT POPULATION. For the most part, T2C students' attendance during remote learning has been lower than it typically was in person. Moreover, attendance online doesn't necessarily translate to full participation in coursework. Young adults taking on jobs and childcare roles to support their families have often found themselves with little time for school and with fewer supports to succeed.

REMOTE LEARNING CREATES SIGNIFICANT CHALLENGES FOR STUDENTS WITH SPECIAL NEEDS AND STUDENTS WHO ARE LEARNING ENGLISH. T2C transfer schools have 633 students (28%) with individualized education plans and 157 (7%) English language learners. Educators are providing as many virtual resources as they can to these students, but certain training requiring in-person demonstrations, in-person training for credentialing requirements, and hands-on activities and internships were not able to be moved online. These student groups are also learning how to juggle a full course load asynchronously (self-paced) for the first time, which requires developing a new skill set.

STUDENTS, SCHOOLS, AND WORKFORCE PARTNERS ARE SUFFERING FROM AN AMPLIFIED DIGITAL DIVIDE. Twenty-nine percent of New York City households lack broadband access, and up to 50% of households lack internet in certain communities.¹² Schools are still working on securing devices for students, which means that many students currently lack the necessary equipment for online learning. For those who do have devices, these include cell phones and tablets, which are not as effective as laptops. Such hardware shortages are compounded by challenges associated with unstable internet access and the need to share devices with other members of the household.



THE T2C TEAM'S COVID-19 RESPONSE

All T2C planning meetings, student programming, and student counseling pivoted to a remote learning platform following the COVID-19 pause in the spring of 2020. Below are a few of the ways that JobsFirstNYC, New Visions, and T2C partners have responded to the new environment.

STUDENT OUTREACH AND ENGAGEMENT:

School, CBO, and workforce partner staff have collaborated to conduct wellness checks, provide students with available devices, connect students to grants or other financial resources, and provide socioemotional counseling. School staff have reached out to students by phone, email, text, and social media, and have searched for ways to recreate the school community virtually. Student supports related to experiencing loss at home, changing financial circumstances, and stress and anxiety about their futures have taken priority.

INCREASED COACHING AND TECHNICAL ASSISTANCE:

In the spring of 2020, the T2C team hosted five additional support webinars and seven additional virtual office hour sessions for school and workforce staff on topics such as socioemotional learning and virtual advisory services, postsecondary counseling during a crisis, the utilization of Xello in remote instruction, data portal activity tracking, and CUNY enrollment updates during COVID-19. These sessions engaged over 30 additional school staff members outside of SDT members, contributing to the goal of whole-of-school engagement.

COMMUNICATING VIRTUALLY:

SDT meetings and Learning Community sessions have been conducted via Zoom and have been designed to be interactive, including a Padlet resource share and mixed breakout room discussions. Because T2C brings together a massive community of schools, workforce organizations, and Learning to Work CBOs, facilitation and coordination is key in a virtual environment.

EDUCATOR TOOLS: The T2C team has developed several tools for educators, including a Xello lessons guide; a CDOS curriculum scope and sequence; a list of remote work-based learning activities that can take the place of in-person internships; virtual career development sample events and materials; an online career plan in Google Forms; and a Xello Google Classroom to house assignments.

AS COVID-19 CONTINUES TO UPEND THE WAY STUDENTS LEARN AND PLAN FOR THEIR FUTURES, T2C WILL EVOLVE TO MEET STUDENTS' IMMEDIATE AND LONG-TERM NEEDS.

PART 6

THE ROAD AHEAD

JobsFirstNYC and New Visions are using the lessons learned thus far to adjust T2C's strategy as the pilot undertakes its third year. The lessons learned have spurred staffing changes, new coaching tools, an expanded data infrastructure, increased fundraising, and more formal sharing of bright spots and lessons learned across the Learning Community.

SIX PRIORITIES FOR THE ROAD AHEAD

1

INCREASED ON-SITE PARTNERSHIP COACHING

To address the ongoing need for teaming capacity, JobsFirstNYC and New Visions are expanding T2C's partnership coaching and technical assistance to provide a more vigorous foundation for partner development and integration and to accelerate the effectiveness of partnerships. Each of the two intermediaries has hired a staff member to provide partnership coaching via facilitated meetings and retreats, curated curricula and resources, and tools and professional development catered to specific roles and school needs. The T2C team has created a new strategic implementation plan format that can better support remote teaming development.

2

STRENGTHENED STAFF CAPACITY TO USE NEW VISIONS' ENHANCED DATA PORTAL

New Visions has enhanced the Data Portal to include data on career development, work-based learning activities, and additional postsecondary outcomes. Once trained on its new functionality, school staff and advisors can utilize the Portal to understand and monitor student experiences. The Portal can also support future interventions if students are off track from their postsecondary and career development plans. New Visions is exploring the development of a data-sharing agreement to allow T2C's workforce partners to access this data so that SDTs can collectively review and utilize the information for student interventions and program improvement.

3

USE OF UPDATED LABOR MARKET INFORMATION TO ENSURE THAT T2C PATHWAYS REMAIN RELEVANT IN A NEW COVID-19 ECONOMY

Given that the economy has changed dramatically since T2C's launch, the T2C team will be compiling updated labor market information to help inform any changes or additions to existing T2C pathways offered by workforce development organizations and community colleges. This information will be distilled for different audiences, including students, parents, school staff, and counselors, and Learning Community sessions will revisit the pathways with an eye toward the changing economy and students' interests. New labor market information may result in workforce partners adapting or expanding the career pathways offered to T2C students. The labor market information gathered will also include demographic information to ensure T2C is placing young adults in industries that promote racial equity in the workplace. T2C partners will move to simultaneously coach students on how to secure lifeboat jobs that can help them and their families in the near term, while also advancing in career pathways for family-sustaining jobs in the longer term.

4

A REFERRAL NETWORK FOR GRADUATING SENIORS

In response to the fallout from COVID-19 at the end of the 2019–2020 school year, T2C quickly developed an online platform to organize the dozens of pathway opportunities collectively offered by T2C workforce development and community college partners. The goal was to ensure that graduating students can access all available postsecondary education and training options. This referral network is organized on a shared Google Drive with an accompanying interactive reference document on Airtable that is easy for students, parents, and staff to read. Students are given the opportunity to participate in group information sessions organized by sector, followed up with one-on-one counseling sessions offered by school and workforce staff to ensure that students have clarity as they search for training and jobs that fit their needs and interests. Going forward, this referral network will benefit from increased structure, counselor training, and student-facing materials.

5

PREPARATION FOR CONTINUED REMOTE LEARNING AND A HYBRID SCHOOL MODEL THROUGHOUT THE 2020–2021 SCHOOL YEAR AND POSSIBLY BEYOND

In planning for the start of the 2020–2021 school year, New Visions and JobsFirstNYC created an additional curriculum and curricular guides that can be used in a remote learning environment—whether blended, synchronous, or asynchronous. Schools and workforce partners have utilized web-based platforms, asynchronous learning, and engagement strategies for live instruction to meet the varied needs of student learners. Going forward, it is critical that T2C partners provide career exploration and development opportunities, work-based learning, CDOS courses, and postsecondary counseling remotely and ensure student engagement and connectedness. JobsFirstNYC and New Visions will support efforts to share and scale effective remote work-based learning and career development across the twelve schools.

6

PLANNING FOR POST-PILOT SUPPORT

To ensure that T2C is sustainable beyond its three pilot years, New Visions and JobsFirstNYC are exploring improvement options for year 4 (school year 2021–2022) that will give partnerships the resources they need to be sustainable, especially given the challenges brought on by COVID-19.

In developing a post-pilot plan, the T2C team will be exploring and seeking answers to the following areas of inquiry:



How do key changes in our schools and workforce partners affect T2C and our support strategy?



How does COVID-19 shift the career pathways in schools due to changes in the labor market?



How can we support the long-term sustainability of effective partnerships?



Does T2C need to raise additional resources for internships and career training slots due to cuts in government funding? How could acceleration grants for key partners support student impact?



How can T2C strengthen alignment with CUNY micro-certifications and sectoral pathways, both through T2C partners Bronx Community College and LaGuardia Community College and through the other CUNY campuses?



How might the T2C team continue to translate insights, lessons learned, and critical questions from T2C to share with stakeholders for New York City transfer schools and young adult borough centers in all five boroughs?

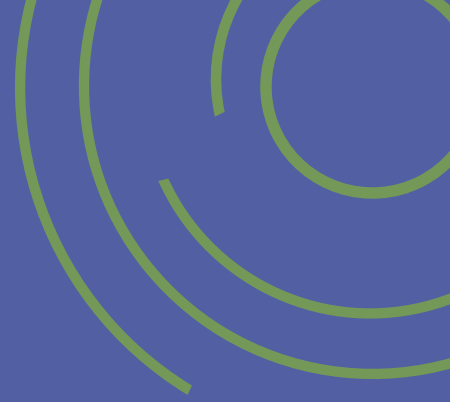
CONCLUSION

Even before the global pandemic, a new paradigm was underway for how we prepare high school students to better navigate an ever-changing economy. For the out-of-school, out-of-work workforce development field, a greater emphasis on intervening while students are still connected to school remains a critical strategy. Led in partnership by JobsFirstNYC and New Visions for Public Schools, the T2C initiative aims to break down barriers between the education and workforce systems by building structural partnerships between a set of transfer high schools and youth-serving workforce development organizations. Together, these partnerships are building new career development models that will improve the economic success of New York City's most vulnerable students.

FOR THE OUT-OF-SCHOOL, OUT-OF-WORK
WORKFORCE DEVELOPMENT FIELD, A
GREATER EMPHASIS ON INTERVENING WHILE
STUDENTS ARE STILL CONNECTED TO SCHOOL
REMAINS A CRITICAL STRATEGY.



New Visions for Public Schools



APPENDIX

APPENDIX A

T2C CERTIFICATIONS AND CAREERS



CONSTRUCTION AND GREEN JOBS

CERTIFICATIONS:

OSHA 10 General Industry, OSHA 30 Construction, 4-Hour Flagger, 4-Hour Scaffolding Support, FDNY Fireguard F01 and F60 Certificate of Fitness, Hazardous Waste Operations and Emergency Response (HAZWOPER), Confined Space, Asbestos Handler, 8-hour Fall Prevention, Drug/Alcohol Awareness, Horticulture certificate, OSHA Forklift Operator, CPR/First Aid, Site Safety Training Card, EPA Lead Renovation, Repair, and Repainting, Brooklyn Botanical Garden Horticulture, Construction Site Safety Flag Person, Building Performance Institute (BPI) Residential Building Envelope Whole House Air Leakage Control Installer (RBE WHALCI, Air Sealer), BPI Multifamily Building Operator (MFBO)

JOBS:

Maintenance and Repair Workers, Construction Laborer, Weatherization Technician/Installer, Solar Panel Installer, Environmental Remediation Technician, Plumber/Plumber Helper, Electrician/Electrician Helper, HVAC Mechanic/Installer, Carpenter, Energy Auditor/Rater, Cost Estimator, Landscaping and Groundskeeping Worker, Maintenance and Repair Worker, Project Manager, Construction Manager



CULINARY ARTS AND HOSPITALITY

CERTIFICATIONS AND TRAINING:

Customer Service, Food Handler

JOBS:

Customer Service Representative, Sales Representative, Food Prep and Server, Café/Counter Attendants, Food Prep Worker, Cook



EARLY EDUCATION, YOUTH DEVELOPMENT, AND SOCIAL WORK

CERTIFICATIONS AND TRAINING:

Family Development Credential, Child Development Associate

JOBS:

Family Worker, Childcare Worker, Teacher Assistant, Preschool Teacher



HEALTHCARE

CERTIFICATIONS:

Patient Care Technician, EKG, Phlebotomy, Patient Services and Health Compliance, Certified Electronic Health Records Specialist certificate, CPR

JOBS:

Certified Nursing Assistant, Home Health Aide, Patient Care Technician, Pharmacy Technician, Medical Assistant, Medical Biller, Medical Coder, Patient Services Representative



INFORMATION TECHNOLOGY

CERTIFICATIONS:

CompTIA, CompTIA ITF+, CompTIA A+, Adobe, Networking+, Cisco Certified Entry Networking Technician

JOBS:

Computer Service Technicians / Specialist, Desktop Support Specialist and Analyst, Information Security Engineer, Information Assurance Specialist, Security Specialist, IT Installer, Support Analyst, Junior Project Manager, Computer User Support Specialist

CLOUD COMPUTING AND COMPUTER SCIENCE

CERTIFICATIONS:

Amazon Web Services (AWS) Cloud project-based practitioner certificate, AWS Solutions Architect - Associate

JOBS:

Data Scientist, Data Analyst, Junior Web Developer, Computer Programmer,

CYBERSECURITY

CERTIFICATIONS:

Cybersecurity Support Technician credential, Linux+, Security+

JOBS:

Cybersecurity Operations Analyst, Information Security Risk Analyst, Systems Administrator, Computer Network Support Specialist

APPENDIX B

NINE ELEMENTS COMMON TO MOST CAREER DEVELOPMENT PROGRAMS IN ALTERNATIVE HIGH SCHOOLS RESEARCH

BY BRET HALVERSON AND STEVE TRIPPE
AT NEW WAYS TO WORK, INC.

The following elements seem to be shared by most, if not all, career readiness and postsecondary pathway models in alternative high schools. These elements have informed T2C's approach.

- ◎ **PEDAGOGY** An identified leader (or leaders) with deep pedagogical beliefs and approach have defined and are committed to a model based on those beliefs. The facilitating organization(s) and schools all subscribe to that defined pedagogy, informing both educational practice and career readiness strategies.
- ◎ **RESOURCES** Sustained and sufficient resources support the change process and program implementation. Partners are well supported with multi-year investments.
- ◎ **INTERMEDIARY** An intermediary (or founder organization) with a proven track record in integrating career development strategies into high schools drives model development and the technical assistance process.
- ◎ **MODEL** A well-defined program plan and model (including objectives, strategies, outcomes, timeline, etc.) with a detailed playbook, implementation tools, and robust technical assistance (mainly on-site) supports the effort.
- ◎ **LEADERSHIP** Engaged, committed, and sustained site leadership is critical to success.
- ◎ **SCHOOL ENGAGEMENT** The entire school (or career-themed cohorts within the school) is fully engaged in the effort.
- ◎ **POSTSECONDARY PLAN** A well-defined plan supports students with postsecondary connections and advancement.
- ◎ **DATA MANAGEMENT** Data management and information systems support the initiative's success at both the high school and postsecondary levels.
- ◎ **REALISTIC GROWTH** Implementation growth and expansion plans are realistic and well managed.

APPENDIX C

TOPICS FROM LEARNING COMMUNITY SESSIONS AND CONVENINGS

Jan 30, 2018	Stem the Flow of Out-of-School, Out-of-Work Young Adults (Open Convening)
March 6, 2018	Building Partnerships: Bringing Together Workforce and School Leaders (Open Convening)
March 27, 2018	Workshopping to Reimagine Career Pathways in Schools (Open Convening)
May 8, 2018	Learning Community Objectives and Asset Mapping
May 24, 2018	Industry Context, Work-Based Learning as a Career Development Strategy, and Partner Role Definition
June 20, 2018	T2C Core Elements, Culture of Partnerships, and School Design Team Partner Roles
June 27, 2018	Partnership Self-Assessments and the Formation of Ad-Hoc Working Groups: <ul style="list-style-type: none"> • Core Curriculum and Enhanced Curriculum • Career Development Strategies and Work-Based Learning • Support Services and Systems
June 28, 2018	Work-Based Learning Strategies and Student Tools
October 17, 2018	Partner Expectations, Data Tracking, and Bridge Programs
November 28, 2018	Building a Continuum of Quality Work-Based Learning and Student Career Interest Surveys

January 11, 2019	Funder Briefing
February 14, 2019	Developing Career Readiness Competencies through Coursework: Analyzing Courses Alignment to Sector Competencies and Career Development Standards
May 13, 2019	Offering a Rubric for Building Effective School-CBO Partnerships; School Design Team Accomplishments and Challenges Reflection and Sharing
September 20, 2019	<i>For workforce development partners only:</i> Community Building and Sharing of T2C Models
October 23, 2019	Student Impact Goals and Partner Expectations, Career Development and Occupational Studies-Aligned Curriculum, and the Expanded New Visions Data Portal Functionality
December 13, 2019	<i>For workforce development partners only:</i> Locating Positive Emerging Practices and Uncovering the Root Causes of Common Challenges
January 31, 2020	How to Make the World of Work More Tangible for Students through Quality Career Awareness and Exploration
May 12, 2020	Transitioning T2C to a Remote Learning Environment
October 28, 2020	Changes to Schooling and the World of Work

REMOTE WEBINARS DURING COVID PAUSE

March 26, 2020	Exploring Xello Remotely
April 16, 2020	Social-Emotional Learning and Remote Advisory
April 21, 2020; May 6, 2020	Office Hours: Xello and CDOS; Open Forum
May 19, 2020	CUNY Updates & Counseling for Academic Progress
June 2, 2020	Postsecondary Planning & Xello Resources and Updates

APPENDIX D

T2C INDICATORS BY CAREER DEVELOPMENT PHASES

PHASE 1 – CAREER AWARENESS & EXPLORATION	PHASE 2 – ADVANCED CAREER DEVELOPMENT	PHASE 3 – SECTORAL POSTSECONDARY TRAINING	PHASE 4 – CAREER LAUNCH
.....➔➔➔➔
<ul style="list-style-type: none"> • professional email • career interest survey • career fair • college fair • guest speaker events • structured mock interview • college and career readiness presentation • community service • service learning opportunity • volunteer opportunity • job shadow • workplace tour • bootcamp • networking activity • career mentorship • college trip • employability skills profile 	<ul style="list-style-type: none"> • career research project • workplace challenge • informational interview • annual career plan • finalized resume • participating in internship • school-based enterprise • entrepreneurship project • Summer Youth Employment Program • Projected CDOS course hours • Completed CDOS course hours • Completed hours of CDOS activities • passing CDOS exam • planning to earn CDOS credential • planning to earn CDOS endorsement • obtained a job • bridge training 	<ul style="list-style-type: none"> • sector training • apprenticeship • earn industry credential or certification • post-training internship 	<ul style="list-style-type: none"> • securing part-time placements • securing full-time placements • earning family sustaining wages • receiving benefits • stay employed for at least 30, 90, 180 days and 1 year after training • attending peer networking events • received wage increase within 1 year of placement • increased their position in their career path within 1 year placement

CONTRIBUTIONS BY:

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ENDNOTES:

¹Georgetown University Center on Education and the Workforce, “Three Educational Pathways to Good Jobs,” <https://cew.georgetown.edu/cew-reports/3pathways>.

²US Bureau of Labor Statistics, “Employment Status of the Civilian Population 25 Years and Over by Educational Attainment,” <https://www.bls.gov/news.release/empstat.t04.htm>.

³Goldie Blumenstyk, “The Edge,” *Chronicle of Higher Education* (January 22, 2020), <https://www.chronicle.com/newsletter/the-edge/2020-01-22>.

⁴The College Readiness Index is the percentage of students who, by the August after their fourth year in high school, have met CUNY’s standards for college readiness in English and mathematics as assessed by achieving certain scores on the Regents, SAT, ACT, or CUNY Assessment Tests <http://schools.nyc.gov/NR/rdonlyres/04A151BF-F9E4-4960-8881-E1B07AA57DF8/208343/2016GraduationRatesWeb21017.pdf>

⁵Mica Baum-Tuccillo, Varnica Arora, Alison Holstein, and Michelle Fine, *And Still They Rise: Lessons from Students in New York City’s Alternative Transfer High Schools* (New York: Public Science Project, 2020).

⁶Based on school-level averages, DOE 2017–18 School Quality Reports

⁷Analysis conducted by the Community Service Society of New York for JobsFirstNYC, 2020.

⁸MDRC, “An Overview of the NYC P-TECH Grades 9–14 Model” (December 2018), <https://www.mdrc.org/publication/overview-nyc-p-tech-grades-9-14-model>.

⁹Laura Jimenez, Michael Rothman, Erin Roth, and Scott Sargrad, “Blueprint for Accountability Systems for Alternative High Schools,” Center for American Progress (June 15, 2018), <https://www.americanprogress.org/issues/education-k-12/reports/2018/06/15/452011/blueprint-accountability-systems-alternative-high-schools>.

¹⁰JobsFirstNYC, “Transfer 2 Careers Request to Participate” (April 20, 2018), <https://jobsfirstnyc.org/latest/transfer-2-careers-request-to-participate>.

¹¹In collaboration with educators and school leaders, New Visions and JobsFirstNYC adjusted the student impact goals for 2020–2021 so that they would remain the same as those for the prior year. This is due to the interruptions to in-person schooling posed by the COVID-19 pandemic, which resulted in unanticipated challenges for schools and workforce partners.

¹²Office of the New York City Comptroller Scott M. Stringer, *Census and the City: Overcoming NYC’s Digital Divide in the 2020 Census* (New York: Office of the New York City Comptroller, 2019).