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NATIONAL SCAN OF CAREER-RELATED PRACTICES SERVING VULNERABLE HIGH SCHOOL YOUNG ADULTS

Conducted for JobsFirstNYC and
New Visions for Public Schools

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T2C Transforming Career Collaboratives

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CONTEXT

New Ways to Work was retained by JobsFirstNYC (JFNYC) and New Visions for Public Schools (NVPS) to provide training and technical assistance to the Transfer 2 Careers Collaborative (T2C) initiative. This three-year demonstration project is working with ten New York City district transfer high schools and two charter transfer schools to integrate a continuum of career development strategies into the school program, designed to significantly improve postsecondary outcomes for students.

Transfer schools, which are co-led by New York City Department of Education staff and community-based organization partners (through Learning to Work), are designed to more effectively serve the needs of over-age and under-credited students in an open enrollment program. However, typically little emphasis has been placed on providing those who are not college bound with career preparation services beyond internships. T2C has identified and engaged a set of workforce development organizations with a track record of effectively serving young people to work with each of the T2C schools and their partners to design and implement a set of career development services and opportunities that will improve post-high school outcomes and entry and advancement in the labor market for these students.

As part of this work, New Ways to Work, along with New York City-based consultant Bret Halverson, has conducted a national scan with an emphasis on small schools to identify promising practices that might be adapted for New York City and the T2C initiative. The scan included review of reports and materials, investigation of promising program models and interviews with a set of leaders and practitioners from around the country, many of them operators of small schools with a career development focus.

This paper summarizes career-related practices across the country for the purpose of informing the T2C program model and approach. While seeking to uncover and share practices from small high school settings, this paper also seeks to draw lessons from high schools in general, strategies for High School and Community College articulated pathway programs, Youth Workforce Development strategies, and small innovative and effective locally-driven program models

LANDSCAPE: KEY REPORTS AND RELEVANT RESEARCH

We reviewed a range of reports and research studies related to school reform and small school design, efforts to provide career-focused instruction in high schools and to provide career pathways extending from high school into postsecondary education and/or training. (Please see Appendix I for a listing of the reports and papers included in the review.)

KEY THEMES

The following is a synthesis of the themes that emerged from across all the reviewed reports that we believe can help inform the T2C as it moves forward.

1. High school reform efforts have taken on many forms and have primarily focused on academic performance. The push to raise the high school graduation rate has raised questions on whether standards have been lowered – weakening the value of the high school diploma.

Since the 1983 Nation at Risk report, high school reform efforts have taken on many forms and have primarily focused on academic performance. The push to raise the high school graduation rate to 90% by 2020 has been successful on the surface (85.6% in 2017). However, it has also raised questions about whether standards have been lowered through the use of credit recovery programs, how states count alternative diplomas, and how those that don't make it to high school at all are accounted for. This weakens the value of the high school diploma and its ability to assess or serve as an indicator of college and career readiness. It has also resulted in more attention being focused on the connections between high school, postsecondary education and the creation of career pathways (e.g. Early college models like P-TECH). As the latest Grad Nation report notes, "Americans now need a second act as the rise in high school graduation rate slows down and the demand of the workplace requires postsecondary education and training of some kind for most jobs today and in the future." (Atwell 2019)

2. Small schools have been a feature of the school reform movement for many years, but these schools generally do not have a focus on developing career readiness.

Small schools have been a feature of the school reform movement for many years, demonstrated through the growth of street academies, alternative schools, and charter schools, etc. -- but these

schools do not place a priority on developing career readiness. The result has been a significant investment by private funders such as the Gates Foundation and others that led to the growth of small school models with a career readiness component (e.g. Diploma Plus) – though these models found it difficult to sustain this work when the philanthropic funding stopped. Generally, charter schools have typically focused on academic programming, while in some cases they have partnered with a community-based organization that brings a track record of providing career related services to enhance the core curriculum and include a focus on career in the high school setting.

3. Career development strategies are not new. A small number of practitioners around the nation have sustained some career and school-to-work practices, but in the main these efforts are limited in size and scope.

Career development strategies are not new with career education; vocational education goes back many years. In the late 1980s, an interest in apprenticeship and other work-based strategies led to the school-to-work legislation of 1994 and the resulting national movement to connect schools and the workplace. A small number of practitioners around the nation have sustained some of the school-to-work practices, but in the main they are limited in size and scope. Perhaps the broadest efforts in this area are around career and technical education (e.g., the Linked Learning movement) whose strategies are deployed with primarily mainstream populations through career academies, sequenced career-focused courses and attempts to create more formal career pathways through K-12 and community college partnerships.

> *"Several lessons can be extracted from a review of School-to-Work that indicate recommendations for Career Pathways. They fall into two categories: pedagogy and institutional support. In the first category, intensive and sustained efforts are needed to improve learning opportunities at the secondary and postsecondary levels and to strengthen the connections between the two. In addition, large numbers of young people need to be able to experience a sequence of high-quality work-based learning opportunities, including internships and apprenticeships, and to earn career credentials with real value in the labor market.*
>
> *Rather than create a multitude of programs, career pathway advocates should aim to build systems supported by organizations that provide such functions as program design, training and technical assistance, and mediation among the key contributors to form and sustain partnerships." (Hamilton 2017)*

4. Career Pathways as a strategy has emerged as the latest in a series of efforts to improve career related outcomes through school-based programs.

In 2011, the Harvard School of Education published the *Pathways to Prosperity* report noting:

> *"Any effort to construct a more effective pathway to prosperity will require a sea change in the role of business and other employers. Business leaders certainly understand the need to improve our education system. In recent years, they have been in the forefront in championing such reforms as choice and accountability. But for the most part they have left the job of educating and working with young adults to educators. True they do provide extensive training to young adults once they have left school and are hired."*

> *"But the pathway system we envision would require them to become deeply engaged in multiple ways at an earlier stage—helping to set standards and design programs of study, in advising young people, and most importantly, in providing greatly expanded opportunities for work-linked learning. In the process, employers would become full partners in the national effort to prepare young adults for success." (Symonds 2011)*

Efforts to promote career pathways through public education systems rely heavily on partnerships between high schools and community colleges who in turn are heavily informed by and connected to employers. One example is the Pathways to Prosperity Network - a collaboration of Jobs for the Future (JFF), the Harvard Graduate School of Education, and member states and regions. It is building systems of grades 9-14+ STEM college and career pathways. Its pathways create new opportunities for young people, provide employers with a talent pipeline of young professionals, and strengthen state and regional economies.

5. Employer driven approaches are key to successful career development initiatives.

Despite several reports from the *McKinsey Global Institute* that advocate for employer driven approaches, this remains the Achilles heel of the youth workforce system, including our education system. The McKinsey study (Mourshed 2013) found that one-third of employers never interact with education providers and only 15% of them interact once a month or more. Business as usual is not acceptable if young adults are to be successful in obtaining entry-level jobs with career ladder potential.

Two other reports from the McKinsey Global Institute (Diversity Matters and Global Growth: Can Productivity Save the Day in an Aging World) provide compelling evidence that a more proactive approach by employers is not only good for business but is essential. Investing in education and helping the next generation build the skills to be prepared for the labor force is essential for future growth. This approach involves employers working more intensively with educators and training

providers, with the most promise in addressing this challenge being a collaborative approach that applies employer-driven strategies and supports to education and training programs, delivering better pipelines into the workforce for emerging workers.

Support for this type of approach can found in another McKinsey *Global Institute* report that noted:

"Instead of leaving it to the government to transform education and training systems to meet their needs, more companies will make the strategic decision to take a direct role in creating the skilled workforces and talent pipelines they need. In some industries, the ability to fill talent gaps more effectively may become an important competitive advantage." (Manyika 2012)

Currently, new apprenticeship models are emerging to provide avenues for new populations of young people to prepare for a wide range of occupations. Significant interest from private funders is driving work in this area, including state-wide efforts such as CareerWise Colorado, national efforts such as the Partnership to Advance Youth Apprenticeship, and city focused efforts through Apprenticeship 2020 in Chicago and many local efforts across the country.

"CareerWise's mission is to create opportunities for youth and businesses across Colorado by developing and supporting an innovative, sustainable youth apprenticeship program. Through this business-led, student-centered model, Career Wise brings together public and private stakeholders to ensure that students have access to the skills and knowledge they need for financial and academic success, and that businesses have access to highly trained talent." (https://www.careerwisecolorado.org/about/)

Early workplace exposures and employment are recognized as both critical experiential and skill-building activities in youth and young adults. In March 2012, The Annie E. Casey Foundation published the Youth and Work report: Restoring Teen and Young Adult Connections to Opportunity. The introduction to this report notes:

"This policy report describes the scale of the challenges we face in connecting young people, ages 16 to 24, to jobs and opportunity. More importantly, we set forth the steps needed to ensure young people have the academic know-how, the technical steps and the essential "soft skills" to hold a job and launch a career. The best way to build these critical skills is to help young people find jobs or work-like activities. We must expand interventions that are putting youth to work and align them with public investments. The core argument is that business, government, philanthropy and communities must come together to create opportunities to put young people back on track in a dynamic, advancing economy to ensure their success and build a stronger workforce for the

future." (Annie E. Casey Foundation 2012)

Supported by labor market research over many years by Dr. Andrew Sum and more recently by Dr. Paul Harrington and others, early work experience has been shown to provide young people a strong foundation for future careers and has a positive impact on earnings as a young adult.

6. Sector strategies represent a promising approach for working with in-school populations.

Growing recognition of the potential of sector strategies to improve long-term outcomes has been established over the past nine years since the Public/Private Ventures Sectoral Employment Impact Study was released (including evaluations of Year Up, Project Quest and Work Advance), though it has not yet been demonstrated as an effective strategy for in-school populations. The recent success of JobsFirstNYC through the Young Adult Sectoral Employment Program is the first demonstration of the efficacy of the approach for older, out-of-school young adults. The challenge is in adapting the sectoral approach to in-school populations and working to meet both educational and career development goals in partnership with schools and other organizations.

7. The major source of federal funding for workforce services locally has gone through significant changes resulting in a significant shift of resources away from youth who are still in school.

The major source of federal funding for workforce services locally has gone through significant changes since the Comprehensive Employment and Training Act (1973), the Job Training Partnership Act (1982), Workforce Investment Act (1998), and the Workforce Innovation and Opportunity Act (2014). One of the major changes in the latest reauthorization was to change the allocation of funding for out-of-school youth from a minimum of 30% to a requirement to allocate 75% for this population. This change results in a significant shift of resources away from youth who are still in school and face significant career-related challenges.

PROMISING PRACTICES: IMPLICATIONS AND LESSONS FOR T2C

To uncover promising practices that might inform the T2C initiative, we interviewed leaders, practitioners and support providers in the generally defined field of career-related high school models and youth workforce development. Interviewees represented a rich and experienced pool of school operators, school design specialists, evaluators and others - all highly recognized as innovative and effective leaders with deep experience in the field.

We developed a common interview protocol and distributed a brief description of the T2C model as well as the Model Framework and Program Elements charts (Appendix II). We interviewed 26 individuals (Appendix III) between April and June 2019 and experienced a 93% success rate in talking to those we reached out to. The interviews themselves lasted between 40 minutes to an hour and were conversational and collegial in nature, with each taking its own course depending on the interviewee's perspective and expertise (for example, some had no suggestions for tools or technical assistance support, but had a lot to say about workforce issues). Interviewees were generous with their time, and overall were impressed with the T2C goals and ambitious strategy. They were frank in their responses to our questions and provided several key insights, advice and cautions, reflected throughout this paper.

The balance of this promising practices section provides a summary of what we heard and learned about through the interviews and our review of the models represented by those we talked to. These high-level themes, common elements and success factors are drawn from across all interviewees and can inform what we think needs to be addressed in T2C efforts.

KEY ELEMENTS OF PROMISING PRACTICES

The following nine elements seemed to be common to most – if not all – of the approaches and schools we learned about.

1. 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.

Who is the keeper of the vision? Everything flows from there.

The initiative is defined and led by a committed individual or individuals with a deep understanding and beliefs around both educational practice and career readiness strategies. They are experienced in both education and workforce/career development approaches, and provide the vision and inspiration for the initiative and its implementing partners.

2. Sustained and sufficient resources support the change process and program implementation. Partners are well-supported with multiple-year investments.

We provide around $200,000 a year to support our workforce development partner's engagement with one of our high schools.

Most schools and programs have stable and sustained funding from the local schools and leverage workforce development, Career Technical Education, state resources and private sector investment in addition to philanthropic funding. All are designed with a plan for sustainability. Career development activities, whether embedded in the school or conducted through a workforce partner, are well-funded and integrated with the school experience.

Examples:
- Barr Foundation: Engage New England initiative: $30 million over 5 years. $150,000 planning grants plus the opportunity to compete for $750,000 two-year implementation grants
- Linked Learning: $100 million from Irvine since 2008 and $250 million from California Career Pathways Trust in 2013, repeated in 2015. Strong Workforce funding supports high school and community college connections in key industry sectors in 2018 and 2019
- San Francisco Department and Children Youth and Their Families provides ongoing support to Jewish Vocational Services to be the workforce partner to John O'Connell High School
- P-TECH New York State is supported with state funds, and private support from IBM, other business partners and the NYS Business Leadership Council
- Apprenticeship 2020 in Chicago- $3.4 million investment in partnership with Chicago Apprentice Network
- Annie E. Casey Learn and Earn to Achieve Potential

3. An intermediary (or founder organization) with a track record of integrating career development strategies into high schools with both experience and credentials drives model development and the technical assistance process.

It's going to take a robust technical assistance effort to get all these players rowing in the right direction.

In many cases the program model founders perform this intermediary function on behalf of networks of schools. There are also several technical assistance intermediaries that perform this function on the front end, helping launch new and innovative approaches or replicate emerging models (see Technical Assistance Intermediaries, below).

4. A well-defined (and well thought-out) program plan and model (goals/objectives, strategies, outcomes, timeline etc.) with a detailed playbook, implementation tools and robust technical assistance (mainly on-site) supports the effort.

Does the model have a set of tools that back up the model in an overall playbook?

The program model itself is detailed and deep, with significant strategies, defined expectations, tools and supports in place to assist in implementation.

Program model features:
- Well defined and detailed program model
- Sites are selected for leadership, readiness, and commitment
- Non-negotiables
- Multiple support strategies
- Detailed implementation guides/models, e.g. a playbook
- On-site coaching, which is even more critical than the Learning Communities or group sessions
- Targeted professional development

5. Engaged, committed and sustained site leadership is critical to success.

Who's in charge? Mission-driven leaders need to be in place at the school site level.

Interviewees all cited principal commitment and buy-in as key to successful efforts. One said that without that key element, one might as well not even try to effect changes in the school. Efforts will be simply visible "around the edges" and whither over time. Sustaining leadership over time, infrastructure in schools, district support, transition and succession planning were all mentioned as critical success

factors.

6. The entire school (or career-themed cohorts within the school) is fully engaged in the effort.

Be careful that you're not just adding layers to the school.
You need to make it easy for the entire school to get behind the effort.

In successful high school models, the strategy is viewed as the strategy and identity of the school – it's not competing with other efforts. The model is embedded wall-to-wall, with customized strategies for individual students and groups like special education students, criminal justice involved students and/or low-skilled immigrants.

Whole-school features:
- Serves all students (school-wide or in defined cohort such as academy or small learning community)
- Student centered. Individualized and differentiated experiences with multiple options
- Contextualized academics are applied in all subject areas
- Employers inform the model and partner in delivery of curriculum and experiences
- Career-themed and skills-focused activities both on the campus, with employer, and in the community
- Activities in the workplace are regular, sequenced and connected to the classroom
- Ongoing wraparound supports – including greater long-term, post-high school follow-up services
- Formal connection to community colleges, apprenticeships and other postsecondary options

7. A well-defined plan supports students with post high school connections and advancement.

Students need ongoing support, especially when they're in the next step beyond high school and early in their employment. Sustained support services are critical (beyond high school).

Postsecondary connections are well defined and evident in the overall program design. For example, Chicago's "Learn, Plan Succeed" students continue to be supported after high school with wraparound services, counseling, and other activities. In many cases, partnerships with community colleges provide opportunities for students to earn college credits and be exposed to the college experience through concurrent enrollment or Early College programs.

Postsecondary Options:
- College/Community College entrance, persistence and completion (certificates and degrees)

- Occupational Skills Training completion and placement (certificate/career)
- Direct Job Placement or Apprenticeship– stable, benefitted employment – ongoing support

8. Data Management and Information Systems support the initiative's success, at both the high school and postsecondary levels.

The keys to success are shared data, shared information and good information systems.

Data management and information systems functions:

- Help manage and document individualized student career development plans
- Measure and document student acquisition of knowledge and skills
- Fulfill reporting requirements
- Measure and track progress at the school level (specific metrics track progress among each of the program partners) Note: some we spoke to have defined certification processes and performance levels for participating schools – e.g. gold, silver and bronze – based on the fulfillment of model standards.

9. Implementation growth and expansion plans are realistic and well managed.

These things need to roll out school by school. When you try to go systems wide it's very, very difficult.

Most of the initiatives we explored began with one or two schools and grew over time. Growth has been organic and builds on prior program successes, with the model evolving, shaped by lessons learned with the early schools. Many engage in a full year of planning activity with each new school, while some start with a single grade level and grow with that specific cohort of students.

PROGRAM MODELS, FRAMEWORKS, AND TOOLS

As noted in the Landscape section above, there are many examples across the nation of efforts to integrate a career development approach into the high school experience, and to connect that experience to postsecondary experiences leading to meaningful careers. In some cases, these efforts target populations similar to the T2C population. Independent of focus, there are key lessons in terms or process, structure and content in each of the models below.

SAMPLING OF PROGRAM MODELS

Several of the models we looked at or heard about bear deeper examination in relation to informing the T2C effort.

Barr Foundation/ Engage New England: Doing High School Differently

https://www.barrfoundation.org/education/engage-new-england

$30 million investment over 5 years to help innovative school models for students who are currently off track to graduation. Three cohorts receive $150,000 for one year of planning --- select from this group for two-year implementation grants up to $750,000. The first planning grants were awarded in June 2017, first implementation grants in June 2018. Have robust outside technical assistance around design, planning through implementation from Springpoint. The Director of Education at the Barr Foundation, Leah Hamilton, was involved in the early stages of Multiple Pathways (included Transfer Schools) in New York City

Sample tools from Springpoint – Technical Assistance Intermediary for the Barr Effort:
- Designing new school models:
  https://www.springpointschools.org/media/2018/08/designing_new_school_models_springpoint_102016.pdf

Jobs for the Future (JFF)

https://www.jff.org

A number of JFF's initiatives offer insights and models that can apply to the T2C effort, including the Back on Track: Postsecondary Success model and the Career Next model. JFF also manages the Pathways to Prosperity Network. For NYC, Lili Allen of JFF thinks a combination of the two models —

how to embed the On-Ramps from Career Next into the Enriched Prep of Postsecondary Success would make sense for the T2C effort.

Sample tools and resources from JFF:
- Pathways to Prosperity Network: https://ptopnetwork.jff.org
- Example of curriculum: http://ptopnetwork.jff.org/possible-futures

Building 21
https://building21.org

Building 21 was started by three classmates in the Harvard Doctorate of Education Leadership Program. Originally the product of their collaboration on a new school design assignment in Professor Richard Elmore's "Leaders of Learning" course in February of 2012, the concept for Building 21 evolved through a series of meetings, discussions, site visits and learning tours across the country. Their goal has remained constant since that first day: to develop a new secondary school design that adapts to meet learners where they are, and then helps them to pursue their interests and passions on a pathway to college and career success. Currently operating two schools in the greater Philadelphia area.

Sample tools from Building 21
- Learning model at: https://building21.org/learning-model/
- Open source resources at: https://building21.org/open-resources/

APEX Academy (Diploma Plus)
http://apexacademyla.org/academics/diploma-plus.html

This model combines high expectations for every student, a rigorous competency-based and standards-aligned approach, a small personalized learning environment, opportunities to make real-world connections, and pathways to becoming successful adults. The model utilizes student-centered instructional practices, makes strategic use of technology to enhance teaching and learning, provides tools and systems to create sustainable alternative high schools, and effectively uses data to improve instruction.

Note – APEX bought out the rights to Diploma Plus and now engages in some replication activities.

Sample tools from Diploma Plus:
- Diploma Plus Implementation Manual (Provided to JFNYC)
- Diploma Plus Frameworks, Workplans and tools (see New Ways Website)

Linked Learning

Linked Learning is a successful approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. The Linked Learning approach integrates rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track. For Linked Learning students, education is organized around industry-sector themes.

Sample tools from Linked Learning:
- Linked Learning Certification Requirements:
  https://certification.linkedlearning.org/certification-requirements

Sample tools from ConnectEd: Technical Assistance Intermediary for Linked Learning
www.connectednational.org
- Linked Learning Essential Elements for Pathway Quality:
  https://connectednational.org/learn/key-resources/pathway/
- Site Leadership Framework:
  https://connectednational.org/learn/key-resources/site/

Texas College and Career Readiness Models
https://www.texasccrsm.org

The Texas College and Career Readiness School Models (CCR School Models) Network is a network of Texas Science, Technology, Engineering and Math (T-STEM) Academies, Early College High Schools (ECHS), Pathways in Technology Early College High Schools (P-TECH) and Industry Cluster Innovative Academies (ICIA). These initiatives, led by the Texas Education Agency (TEA), help historically underserved students develop technical skills, earn dual college credit, and pursue in-demand career paths. Through this network, the TEA is creating synergies by consolidating these individual models under one umbrella of support. This integrated approach to technical assistance creates efficiencies, spurs cross-model learning, and provides customized support to schools and districts as they implement these models to increase the college and career readiness of their students.

Sample tools from Texas College and Career Readiness School Models:
- Early College High School Blueprints – PTECH/ICIA
  https://www.texasccrsm.org/sites/default/files/2018_2019_PTECH_ICIA_Final.pdf

P-TECH
www.ptech.org

The P-TECH 9-14 School model is a pioneering education reform initiative, created by IBM, to prepare young people with the academic, technical and professional skills required for 21st Century Jobs and ongoing education. P-TECH represents the best of what public-private partnerships can look like, with students taking high school and college coursework simultaneously and engaging in industry-guided workforce development.

Sample tools from P-TECH:
- Getting started roadmap: http://www.ptech.org/getting-started/roadmap/

YouthBuild Charter Schools of California
https://www.youthbuildcharter.org/

YouthBuild Charter School of California (YCSC) holds a unique place in the landscape of California's public charter schools. As a competency-based dropout recovery school, it seeks to provide a high school education that leads to a diploma for a distinct group of students. YCSC students, who are all between the ages of 16 to 24 years old, come from low-income families and underserved communities, and have previously left or been pushed out of the traditional school system without a diploma. They enroll at YouthBuild programs over-aged, under-credited, or both, in order to receive vocational training, counseling, leadership development and an education.

The Partnership to Advance Youth Apprenticeship (PAYA)
https://www.newamerica.org/education-policy/partnership-advance-youth-apprenticeship/

The Partnership to Advance Youth Apprenticeship (PAYA) is a multi-year, collaborative initiative that will support the success of efforts in states and cities to expand access to high-quality apprenticeship opportunities for high school age youth. Expanding youth apprenticeship is a strategy for building a more inclusive economy by connecting the learning needs of students with the talent needs of industry.

Sample tools from PAYA:
- Infographic on the youth apprentices journey:
  https://www.newamerica.org/education-policy/edcentral/infographic-visualizing-youth-apprentices-journey/

Turnaround for Children
https://www.turnaroundusa.org

Turnaround for Children connects the dots between science, adversity and school performance to catalyze healthy student development and academic achievement. Its vision is that one day all children

in the United States will attend schools that prepare them for the lives they choose. To fulfill this promise, Turnaround creates evidence-based tools and services that help all students, no matter how much adversity they experience.

Sample tools from Turnaround for Children:
- Lifelong learning skills: https://www.turnaroundusa.org/what-we-do/tools/building-blocks/

Philadelphia Youth Network
https://www.pyninc.org/

Philadelphia Youth Network (PYN) brings together significant players to alleviate a root cause of poverty by preparing 12-24 year-olds to become productive working adults. PYN has built solutions for education and employment that include both programs designed for young people, and collective impact efforts that change the landscape for maximum results.

 Sample tools from PYN:
- Philadelphia Youth Network Playbook
- Career Development Framework: https://www.pyninc.org/docs/career_dev_framework.pdf

Youth Force NOLA
https://www.youthforcenola.org/

Youth Force NOLA seeks to ensure that every New Orleans high school graduate has the opportunity to succeed in the 21st century economy, and is working to build a system of education-to-prosperity pathways that facilitate real-world skills growth in schools to ensure economic success in life. Youth Force NOLA partners with employers in high-wage industries to expose students to different career pathways and take their first step into the workforce. The Model focuses on three major pillars that come together to form Career Pathway Programs of Study: an integrated student experience both inside and outside the classroom where they receive career exposure; skills building, and; work experience throughout their teens.

National Academy Foundation (NAF)
https://naf.org

The NAF educational design is made up of four essential elements of practice: academy development & structure; curriculum & instruction; advisory board; and work-based learning.

Sample tools from NAF:
- Educational Design: https://naf.org/our-approach/educational-design

Career Academies Support Network

https://casn.berkeley.edu

CCASN offers professional development, coaching, resource materials, and technical assistance for secondary educators, schools, and districts. CCASN also conducts research to document and improve practice, and advises policy makers at all levels.

California Career Resource Network

http://www.californiacareers.info

The California Career Resource Network (CalCRN) program in the California Department of Education provides career development information and resources to support development of the critical career self-management skills necessary for success in today's world of work.

Sample tools from CalCRN, including links to the Career Zone, Career Cruising and others:
- http://www.californiacareers.info/documents/Misc/calResourceHandbook092017R1.pdf

Alternative Schools Network – Chicago

https://www.asnchicago.org

ASN is a membership-based organization composed of 43 not-for-profit, independent, and self-governing alternative schools, as well as youth and adult education organizations. Through their partnership with community-based and community-run programs and organizations, ASN creates innovative programs to re-engage more than 3,500 Chicago underserved and marginalized groups each year in successful education, employment and support services.

Future Focused Education

http://futurefocusededucation.org/

Future Focused Education's three-pillar model advances 1) learning by doing, 2) community engagement and 3) student support as tools that guide student success. While each community will take a unique approach to the application of this model, the three pillars support deeper learning and positive youth development within the context of each student's unique education and each school's unique community.

Other Models to Explore
- After School Matters: https://www.afterschoolmatters.org
- John Muir Charter Schools: http://www.johnmuircs.com/
- Big Picture/The Met Schools: https://www.bigpicture.org/

- Future Ready: https://futureready.org/
- Apprenticeship 2020 and Chicago Apprentice Network:
  https://s3.amazonaws.com/brt.org/Chicago-ApprenticeNetwork_BridgingtheGap_181222.pdf
  https://chicagoworkforcefunders.org/apprenticeship-2020/
- Gateway to College Network (recently merged with Achieving the Dream):
  https://www.gatewaytocollege.org

SPECIFIC SCHOOLS

A number of those we spoke with pointed to specific schools that they felt might inform the T2C work – They are listed here:

Opportunity Academy (Hartford, Connecticut)
https://opp.org/programs-high-school/opportunity-academy-hartford/

The mission of Opportunity Academy Hartford is to re-engage over-age, under-credited students in education, supporting them through mastery of the critical skills necessary for success in college, career, and community

Youth Build Philadelphia
https://youthbuildphilly.org/

Graduation from YouthBuild's academic and vocational program is just the beginning of their students' educational and professional journeys. YouthBuild Philly dedicates significant resources and time to preparing students for life after YouthBuild while they are still enrolled in the program. Each student is required to explore careers and college pathways, and to develop an individual plan to accomplish their goals. In the months leading up to graduation, students participate in bridge programs at local colleges, businesses, and training programs to gain exposure to higher education or a professional field. After graduating from the academic and vocational training stage, YouthBuild alumni receive a second year of career counseling and support from postsecondary staff to ensure that they maintain employment and/or enrollment and continue to progress towards their goals.

Building 21 School Philadelphia
https://building21.philasd.org

El Centro in Philadelphia - five schools doing good work
https://www.bigpicturephiladelphia.org/

John O'Connell Technical High School - partnership with JVS in San Francisco
https://jochs-sfusd-ca.schoolloop.com/pf4/cms2_site/view_deployment?d=x&theme_id=i24d1wkxaco&group_id=1500178972789

YouthBuild Charter in Los Angeles - co-enrollment with workforce
https://www.youthbuildcharter.org/

Big Picture Manteca, California - CTE continuation school
https://www.mantecausd.net/Domain/28

West-Side Academy Detroit - Linked Learning school working with a similar population
https://www.detroitk12.org/westside

John Muir Charter Schools – in partnership with Conservation Corps sites
http://www.johnmuircs.com/

Boston Day and Evening School
https://www.bdea.com/

P-TECH Schools
- Energy Tech in Queens - good partnership with Con Edison and strong connection to LaGuardia Community College: http://nycptechschools.org/web/our-schools/energy-tech-high-school
- Riverside PTECH in Yonkers: https://www.yonkerspublicschools.org/domain/3144
- Hudson Valley PTECH in Rockland – all Project-Based Learning: https://www.rocklandboces.org/ptech/

TECHNICAL ASSISTANCE INTERMEDIARIES

Referenced earlier in this report, there are several technical assistance intermediaries.

Jobs for the Future
https://www.jff.org/
(Back on Track e.g., Casey LEAP project, Career Next and work with Progress to Prosperity Network)

Springpoint

https://www.springpointschools.org/

Technical assistance provider to the Barr Foundation

School and Main Institute

http://www.schoolandmain.org/

Technical assistance team includes Diploma Plus and Communities and Schools for Career success co-designer. Manages the Schools for the Future initiative.

APEX Diploma Plus

http://apexacademyla.org/academics/diploma-plus.html

Technical assistance provider to Diploma Plus schools

Building 21

https://building21.org

Potential targeted technical assistance in model design and implementation

ConnectEd

https://connectednational.org/learn/about/how-connected-works/

Technical assistance provider to Linked Learning

JVS SF

https://www.jvs.org/

Technical assistance provider and workforce partner to John O'Connell High School

Future Focused Education

http://futurefocusededucation.org/

Next Generation Learning Challenge – Next Generation Essentials

https://www.nextgenlearning.org/

Design School X

http://www.designschoolx.org/

ADVICE FROM THE FIELD

Interviewees were quite consistent in their response to the program model. They were generally (if not specifically) aware of the challenge of working with the student population in the transfer school environment.

Overall, they felt the structure of adding a workforce development partner to the school and providing support from both an education and workforce development intermediary made sense, but cautioned that that structure could be very difficult to manage at both the project and school level without committed and engaged leadership, clear expectations, a defined program model with detailed implementation guides and robust technical assistance strategy, sustained funding at a level to get results over time (particularly to support new partners and school infrastructure), a plan to serve all students (particularly in the pre-career training phases), and a robust and deep technical assistance package. Several interviewees felt that 12 schools were too many to effectively launch the program - particularly with limited up-front private and public investment.

There were good reactions to the structure and model design of T2C, as well as a number of questions and cautions.

STRUCTURE

- It's expansive and makes sense. It also seems expensive and will only work if you can manage the partners and cover the cost of collaboration (fully supporting the two partners performing two different functions in the schools along with academics/educational support from the school itself).

- The keys to success would be shared data, shared information and leadership buy in. Also, all partners need to be funded at appropriate levels to accomplish the work. We provide around $200,000 a year to support a workforce development partner's engagement with one of our high schools.

- In terms of the sectoral approach, how do kids make the decision? You'll need lots of industry partners to be able to move kids in any direction they want to go and you need some kind of sorting mechanism - single occupation focused, sector focused, work and employment focused.

- You might consider issuing RFPs for established collaborations. Allow the schools and partners to pick each other and commit to specific actions.

- It's going to take a robust technical assistance effort to get all these players to row in the right direction.

- Need to be clear about who plays the intermediary role (for employer engagement) and how do you make them efficient.

MODEL FRAMEWORK AND ELEMENTS DESIGN

- The model is very familiar - it represents what we know needs to get done. I would use the framework to build out the entire system in a detailed way - what does this mean for teachers, programs partners etc.

- With so much to do, what are the non-negotiables? The devil's in the details.

- Maybe make the framework simpler – reduce to 3 domains. (Curriculum, Career Development, Support Services)

- Does the model have a set of tools that back up the model in an overall playbook? How does this model customize its services for populations like special education, criminal justice involved students?

- How does this model address the challenge in these schools of students who are not ready for training programs or to commit to a single industry sector?

- Make it student-centered with differentiated plans for each student.

- All these youth should be working. How do you connect young people to real employers?

POLICY

In terms of thoughts on policy, the most repeated suggestion was to craft strategies to change the "college for all" mindset and to take steps to ensure that the sponsoring district actively and visibly supports career-related outcomes for students. Ensuring better coordination between the schools and

local workforce programs funded through the Workforce Innovations and Opportunities Act, and addressing regulatory barriers in the act to allow for greater collaboration and access were cited. Some communities have pursued eligibility waivers for certain populations and others have explored Title Four to access some "interesting and flexible" resources. Reauthorization of the act is currently in process and bears paying attention to.

At the close of each interview, we asked interviewees to name three things that JobsFirstNYC and NVPS should pay attention to as they move forward. The following high-level themes emerged across all the responses

- Select and support schools with site leadership that understands and supports both college and career.

- Engage employers to help inform the model, provide Work-Based Learning opportunities, and assist with curriculum and in the classroom.

- Provide Work-Based Learning opportunities with real employers at authentic worksites outside the school. Every one of these students needs a paying job while in school.

- Put the student at the center – engage them and give them a range of options.

- Connect to community colleges and other postsecondary options.

- Integrate real-world learning in academics and connect work-based learning to classroom activities.

- Support services need to extend beyond high school – into postsecondary training or education and early employment.

- Take a school by school approach. Start small - prove the model and then expand. You need 3-5 years of grace and space.

- Ensure [all school] staff are well connected in the community, understand available resources and can access all available assets.

- Define non-negotiables in the model.

SUMMARY AND SUGGESTED NEXT STEPS

Transfer to Career Collaborative is a very worthy effort, demonstrating good outcomes for a portion of the students you seek to serve. T2C has identified the right overall approach in looking to a three-legged partnership that supports learning in school, learning in the workplace, and receiving necessary counseling and support services.

We would recommend the following to intermediaries looking to engage in similar efforts to T2C:

- Identify those models, schools, frameworks and organizations that you want to explore further.

- Lay the groundwork.
    - Raise significantly more funding - particularly for the work in schools.
    - Set realistic expectations of scale and scope based on resources.
    - Identify and preserve successful practice examples drawn from early activities.

- Engage assistance from a third-party intermediary with the right experience and deeply define what you are doing before moving ahead.
    - One approach might be to gather representatives from a set of these intermediaries in a design studio setting to help inform the model moving forward.

- Refine the program model based on shared beliefs and vision from intermediary partner leadership. Articulate what the "it" is and share with all team members, schools and partners and build out the model from there.
    - Build or have built a detailed playbook or implementation manual including sets of tools and support materials.
    - Define a technical assistance strategy that integrates the work in the schools. Increase on-site coaching capacity and activity. Shift from working mainly through the Learning Community model to delivering school-site support.
    - Identify and train a cadre of technical assistance team members, including school coaches.
    - Set minimum expectations and must have criteria for school-partnership selection, or consider articulating levels among the school partnerships (see Linked Learning example).

- Recruit and select schools and partner teams for participation.

- Set performance expectations for each partnership.

- Launch defined technical assistance activities.

APPENDICES

APPENDIX I: REPORTS AND RESEARCH BIBLIOGRAPHY

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APPENDIX II: INTERVIEW PROTOCOL AND ADVANCE MATERIALS

1. Please provide your feedback on the T2C program structure, visual model and elements
Probes:
- Does the implementation structure (School/LTW Partner/WFD Partner) Make sense to you? Any advice for the school teams? Technical Assistance Partners?
- Visual Model and Elements: Anything Missing? Unclear? Unnecessary? (What needs to be in place at a school for this type of work to be integrated and sustainable?)

2. Are you aware of any examples of innovative career development work with small schools across the country with an emphasis on:
- Work-based learning combined with strong employer engagement/participation?
- Strong ties and pathways to post-secondary education and/or occupational training?

Probe: Location, key contact, innovations and results

3. Do you have suggestions on tools or approaches for practitioners that could be incorporated into a T2C playbook for the participating schools and their community-based workforce partners?

Probe: Tool or Approach – How and where used – How to access sample

4. Can you recommend any technical assistance providers with a strong track record of working in small or alternative schools serving over-age and under-credited students?

Probe: Focus of the Technical Assistance – Contact person

5. **What policy recommendations do you have to better serve students in the T2C types of schools that focus on the over-age and under-credited populations?**
- For example, changes under WIOA mean that where in-school youth programs could have received up to 70 % of the local allocation under WIA—it is now capped at 25% under WIOA)

Probe: Examples of effective policies and or policy briefs

6. **Anything else you would add?**

APPENDIX III: INTERVIEWEES

Lili Allen	JFF
Matt Bruce	Chicagoland Workforce Funders Alliance
Ed DeJesus	Lead Consultant, DeJesus Solutions
Glenn Eagleson	Chair, NYEC and SF Department of Children Youth and Families
Stephanie Gambone	Philadelphia Youth Network
Kathy Goodacre	Sonoma County Career Technical Education Foundation
Gary Hochlander	Connect Ed - Linked Learning Alliance
Rich Kazis	Consultant
Melinda Mack	NYATEP
Andy Moore	National League of Cities
Kate O'Sullivan	Consultant, National Youth Employment Coalition and National Fund for Workforce Solutions
Steve Patrick	Aspen Forum for Community Solutions
Larry Rosenstock	High Tech High
Robert Sainz	City of Los Angeles, Economic and Community Development Department
Bob Schwartz	Pathways to Prosperity Network
Laura Shubilla	Building 21
Don Spangler	Consultant
Christine Sturgis	Consultant
David Stern	University of California–Berkeley
Robin Willner	NYS P TECH
David Militzer	California Alternative Schools
Elliot Washer	The Met Schools / Big Picture

Jack West	Alternative Schools Network
John Fitzpatrick	EduTexas

Contacted - Not able to be interviewed

Howard Knoll	Casey Family Programs
Gary Kaplan	JFYNetWorks
Neil Sullivan	Boston Private Industry Council