



Reimagining Career Pathways

for (and with) Youth, Educators and Employers

Education Funders Workgroup, Philanthropy New York
NYC Youth Funders

June 13, 2019

Welcome & Introduction

Agenda



I. Welcome & Introduction: Laurel Dumont, Solon E. Summerfield Foundation

II. Presentations of Initiatives & Brief Q & A

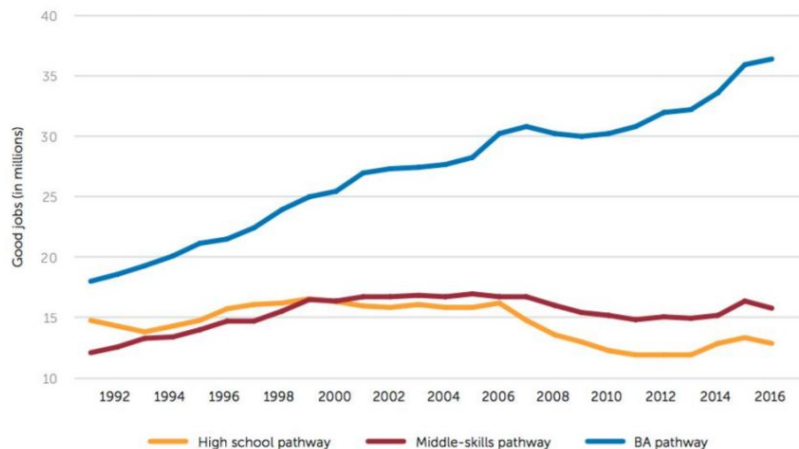
- a. **Transfer 2 Career:**
 - i. Jennie Soler-McIntosh, New Visions for Public Schools
 - ii. Kevin Stump, JobsFirst NYC
- b. **Here to Here**
 - i. Troy Burton, DreamYard / Here to Here)
 - ii. Tim Lord, DreamYard / Here to Here)
- c. **MediaMKRS**
 - i. Keisha Katz, Reel Works
 - ii. John Williams, Reel Works

III. Whole Group Panel Discussion and Q & A: Megan McAllister, Altman Foundation, Moderator

The Need:

More than a HS diploma is now required to secure a good job

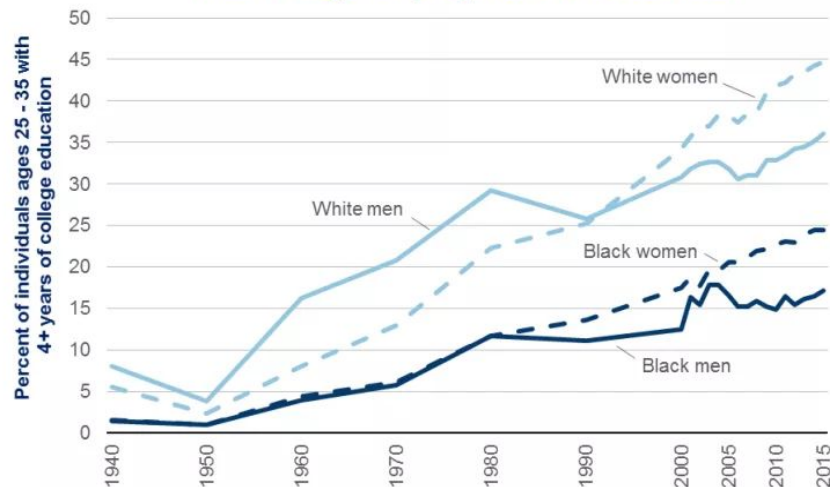
- Jobs for workers with just a HS diploma are declining.
- Middle-skills jobs require education or training beyond a high school diploma but less than a bachelor's degree. This includes certificates, licenses, associate's degree, and some college coursework.
- The middle-skills pathway has most growth among all non-BA good jobs (16 million jobs).
- Since 1991, good jobs for workers with associate's degrees grew by 83%.



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau and Bureau of Labor Statistics, *Current Population Survey*, 1992–2017.

Racial Inequities

The College Gap by Race and Gender

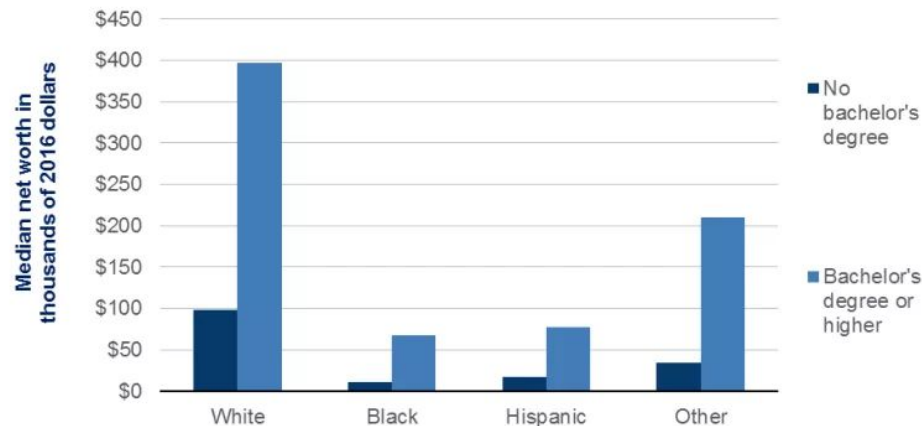


Source: Authors' tabulations of American Community Survey data (2001-2015) and decennial Census data (1940-2000) using IPUMS

BROOKINGS

College Is Not a Cure for Wealth Gaps

Median net worth of U.S. households in 2016 by race and educational attainment of household head



Source: Lisa J. Dettling, Joanne W. Hsu, Lindsay Jacobs, et al. "Recent Trends in Wealth-Holding by Race and Ethnicity: Evidence from the Survey of Consumer Finances." Federal Reserve Board. September 27, 2017.

BROOKINGS

Program Components



General

Industry-Specific

Wrap-Around

Work-Based

Cross-Sector

Transferable social/emotional competencies,
soft skills, workplace readiness

Knowledge and technical skills

Supports and services

Hands-on learning: internships,
apprenticeships, job placement

Partnerships between schools, CBO's,
employers and post-secondary programs

Outputs & Outcomes



Outputs

of students that participate, complete program

Short-Term

Change in competencies (technical, soft skills, workplace, social/emotional)

Medium-Term

Successful transition from high school to college *and* career

Long-Term

Employment, family-sustaining salary or wage, degree or certification

Impact Goals



Youth & Families

Youth are on a pathway to a family-sustaining wage in a sector with opportunity for growth

System Change

Changes in education / workforce policies and regulations, employer and CBO practices that enable these pathways at scale

Equity

Narrowing of opportunity, wealth and income gaps

Approaches



Unique:

- Here to Here: location-based approach in the Bronx
- MediaMKRS: industry-specific approach
- Transfer 2 Career: school-based approach

All:

- Intermediaries working for systems change
- Community, family and youth lens
- Equity imperative

Transfer 2 Career

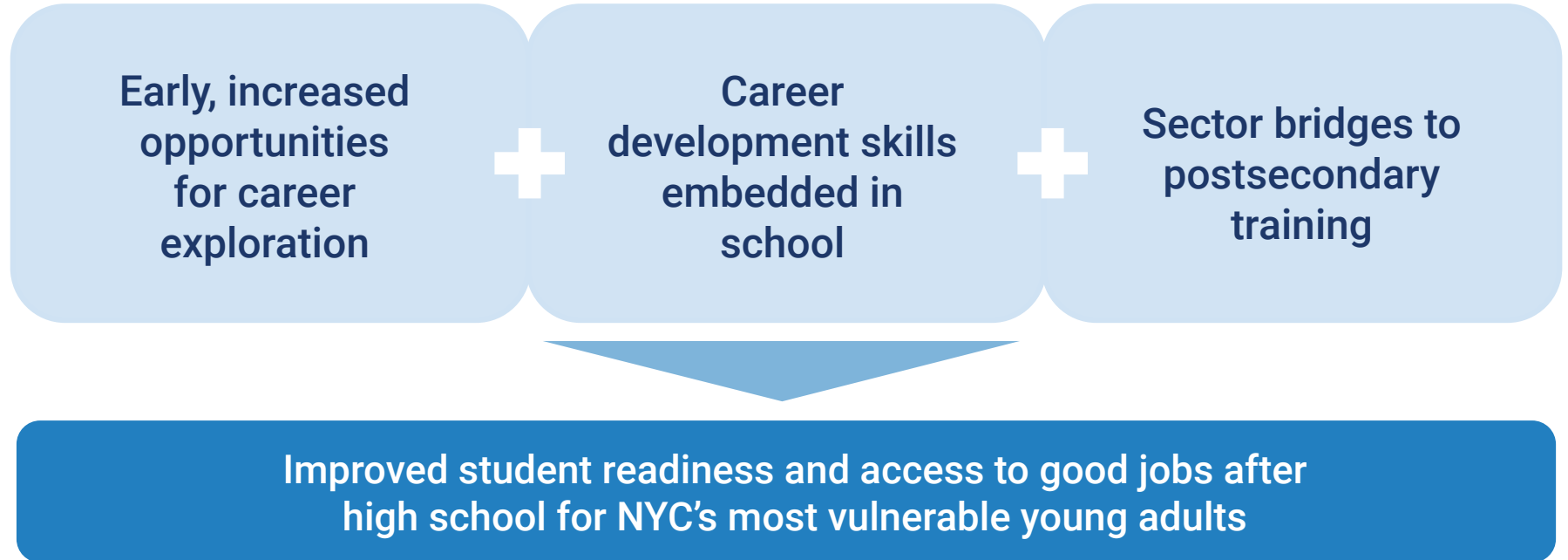
- **Jennie Soler-McIntosh**, Vice President of Community Engagement and Postsecondary Pathways, **New Visions for Public Schools**
- **Kevin Stump**, Vice President of Policy, Communications, and In-School Practice, **JobsFirst NYC**

Transfer 2 Career Collaborative

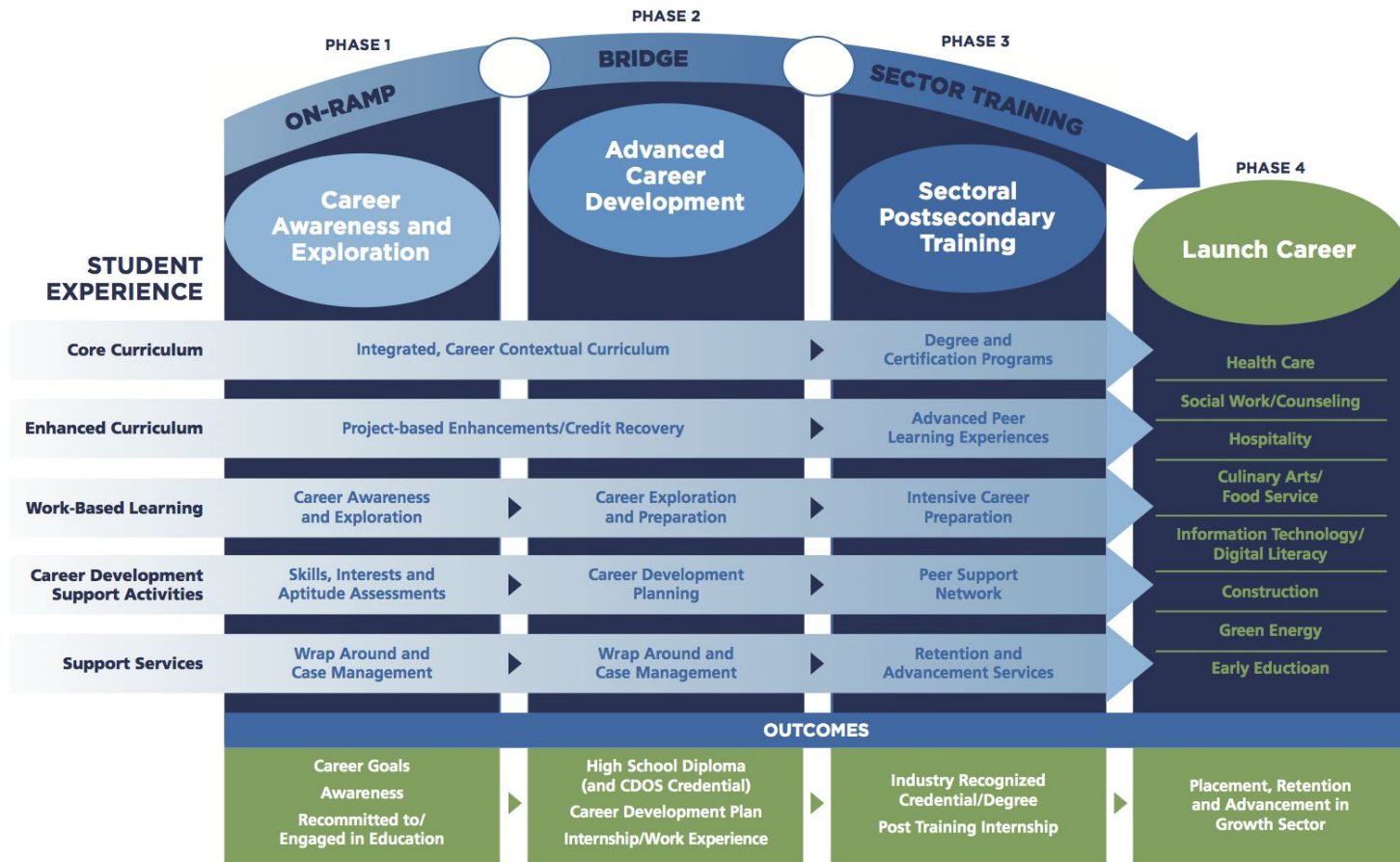
A partnership to reimagine the school to career transition for Transfer High School students



We envision opportunities for students while still enrolled in school



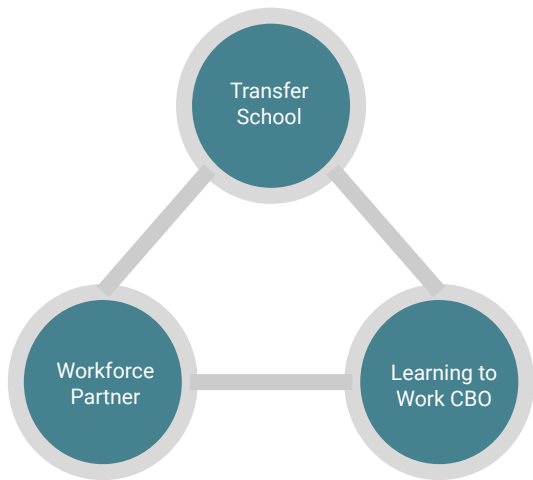
We are creating a new student experience



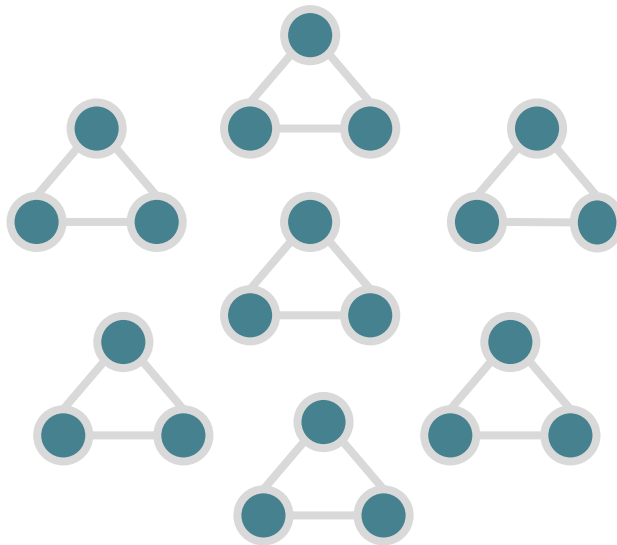
*Developed through an iterative process facilitated by New Ways to Work with JobsFirstNYC and New Visions for Public Schools

We're building a network of partnerships

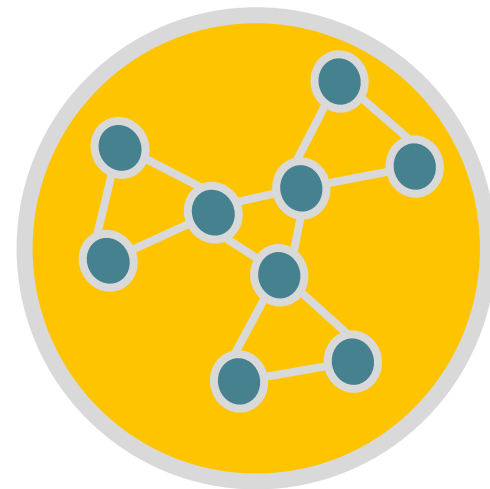
School Design Team



Learning Community



Borough Collaborative



The Partnership - Who does what?



School includes LTW

- Academic reengagement
- LTW seminar/Career Prep class/CDOS Courses
- Paid Internships
- Counseling / SEL Supports
- Family Engagement



Workforce Partner

- Sector Training (e.g; Coding, Family Worker Credential)
- Sector specific bootcamps
- Career Fairs/Guest Speakers
- Industry Visits/Tours
- Workforce Bridge



Career Pathway Partnerships

- Enhanced career curriculum (e.g; CDOS/Career Prep Class)
- Sector specific internships & Work Based Learning
- College exploration aligned to interests/industry
- Supported transitions
- Stronger referrals

We are piloting this approach with 12 schools

JobsFirstNYC & New Visions for Public Schools

LEARNING COMMUNITY

Bronx

Bronx Arena High School / SCO Family of Services & Phipps Neighborhoods / Bronx Community College

Bronx Community High School / New York City Mission Society & Phipps Neighborhoods / Bronx Community College

Bronx Haven High School – East Side House Settlement*

New Visions AIM Charter High School II / The HOPE Program / The Knowledge House

Brooklyn

Brooklyn Bridge Academy High School / CAMBA & St. Nicks Alliance

Olympus Academy High School / New York Center for Interpersonal Development & St. Nicks Alliance

Brooklyn Democracy Academy High School / JCCANY & Opportunities for a Better Tomorrow / NPower

East Brooklyn Community High School / SCO Family of Services & Opportunities for a Better Tomorrow / NPower

New Visions AIM Charter High School I & Opportunities for a Better Tomorrow / NPower

Queens

Voyages Preparatory High School – Queens Community House* & LaGuardia Community College

North Queens Community High School / SCO Family of Services

Manhattan

Innovation Diploma Plus High School / Archdiocese of New York, CDI Comprehensive Development, Inc. & LaGuardia Community College

*Org serves as both LTW partner and anchor workforce development partner / Light Tint—CBO partner with Learning to Work provider / Dark Tint—Workforce development partner(s)

Workforce partners bring relationships with high-growth industries



Health Care



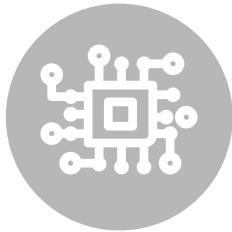
Social Work/
Counseling



Hospitality



Culinary Arts/
Food Service



Information Technology/
Digital Literacy



Construction



Green Energy



Early Education

Partnerships in Action

East Brooklyn Community High School



- **Career Planning/CDOS Class**
 - Prepare for exams
 - Learning about work
- **Tech Squad**
 - Charging laptop
 - Smartboard Maintenance
 - Computer Inventory
 - Laptop cart management
- **Internship Management**

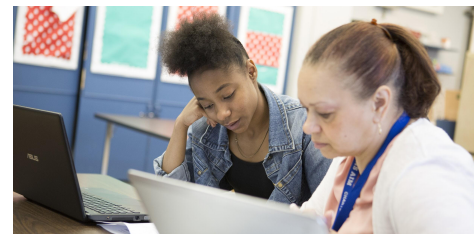


- **Classroom Partnership**
 - Curriculum revision aligned to workforce
 - Career Plan Development
- Tech Mentors assigned to schools
- Tech Workshops for Tech Squad
 - Computer Repair
 - Wireless Setup
 - Rebuilding Macs
- Industry Immersion Activities



Student/ Teacher Impact

- Career Planning Class Strengthened
- Tech Squad Mentorships
- Industry Opportunities
 - e.g; Coding, Comptia A+
- Industry Based Internships
- Sector Informed Career Fairs
- Advisory Enhancement



What school level structures or systems have you needed to create to make this possible?

Direct student programming

- Career planning workshops & panels
- NPower facilitated IT workshops
- OBT tech camp

Staff capacity-building

- OBT staff member on-site weekly
- 1-on-1 coaching with school-based staff
- Co-design & co-facilitation of curriculum

Leadership team planning

- Identifying strengths & opportunities
- Understanding students
- Establishing robust referral process

“All we knew was about sending our kids to CUNY/SUNY. This partnership has been about creating pathways to the world of work and providing our students with additional options” -- Transfer School Principal

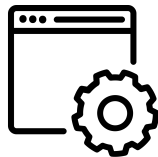
“This partnership is about building a broader system of career readiness in a school, we didn’t want to just layer an additional activity”
-- Workforce Partner

JobsFirstNYC and New Visions provide targeted supports



Partnership Brokering

- Workforce Partner Vetting
- Relationship Building



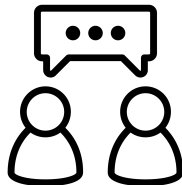
Tools and Resources

- Initial Implementation Grants
- WBL Tracker & Portal



Technical Assistance & Coaching

- School Based Continuous Improvement Coaching
- Partner Check-Ins



Ongoing Convening for Collective Learning

- Learning Communities
- Documentation of Lessons Learned

×

Gregor Clegane

OSIS

442199865

CLASS

2018

OFC

999

GRAD PLAN

REGENTS 4YR, JUNE

SPED

YES

29 of 76 ← →

FLAGS

No active flags

HISTORY

Changed Math Risk Group to Pushable 2

3d

Changed Grad Year to 2023

3d

Noted: Student has a problem with reading and writing and math.

3d

See all...

TOOLS

Print

Collapse Panels

Add note

Add support

GPA	CUNY COLLEGE READINESS	MAX PSAT	MAX SAT	MAX ACT	ADVANCED COURSES
88	1/2	560	890	34	2

College

Career

College milestones	STATUS	DUE BY	FLAGS
<input checked="" type="checkbox"/> Valid picture ID	Complete	—	—
<input checked="" type="checkbox"/> Professional email	Complete	—	—
<input checked="" type="checkbox"/> College fair	Complete	—	—
<input checked="" type="checkbox"/> Finalized personal statement	Complete	—	—
<input checked="" type="checkbox"/> Finalized letters of recommendation	Complete	—	—
<input checked="" type="checkbox"/> Finalized postsecondary list	Complete	—	—
<input checked="" type="checkbox"/> EOP financial eligibility confirmation	Complete	—	—
<input type="checkbox"/> CUNY application fee submission	Past due	Nov 21 of Senior	▲
<input checked="" type="checkbox"/> FAFSA application submission	Complete	—	—
<input checked="" type="checkbox"/> TAP application submission	Complete	—	—
<input checked="" type="checkbox"/> Final decision conversation	Complete	—	—
<input checked="" type="checkbox"/> Final decision	Complete	—	—
<input type="checkbox"/> Transition plan conversation	Not due yet	May 15 of Senior	—
<input checked="" type="checkbox"/> Enrolled at	Complete	—	—

College list	STATUS	DUE BY	FLAGS
<div> <div>🗑</div> <div>Baruch</div> <div>★</div> </div>	Plans to app...	—	—

Add a College

For college and career, we are identifying common stepping stones on the path to different postsecondary options.



- Drivers License
- Annual Career Interest Survey
- Annual Career Plan
- Employability Skills Profile
- Application (postsecondary training)
- Annual: Applied for summer job or experience
- Annual: completed summer job or experience

We are already learning valuable lessons

- 1 Establishing the conditions for sustainable and effective partnership (goal setting, transparency, project management) is foundational, challenging work that needs intensive support.
- 2 School-based systems and structures are preconditions for the school design teams to meet and work. Establishing these systems requires time and buy-in.
- 3 Understanding Learning to Work is key. It is necessary but not sufficient.
- 4 College readiness and career readiness are not prioritized equally at all levels.
- 5 There is a need to create new models for school/workforce partnerships beyond traditional referral systems.
- 6 Education and workforce development sectors are siloed at all levels, creating structural barriers to new approaches.

Here to Here

- Troy Burton, Manager of Legacy Programs, DreamYard (co-founding partner- Here to Here)
 - Tim Lord, Co-Executive Director, DreamYard (co-founding partner- Here to Here)
-

LEGACY PROGRAMS

INTERNSHIPS &
WORK-BASED LEARNING

DY
BX

DREAMYARD FUN FACTS

DreamYard has:

- ✓ Celebrated its 25th anniversary
 - ✓ Worked with over 250,000 students
 - ✓ Worked with over 100 Bronx public schools
- ✓ Had an internship program for 8+ years
- ✓ Developed partnerships with a variety of corporate companies
 - ✓ Macy's, Google, Fjord, AT&T, etc...
- ✓ Created a variety of core & creative pathway programs & experiences
 - ✓ DreamYard Prep High School, In -School Programs & Art Center Programing (School Year & Summer Programming)

MISSION AND CORE VALUES

DreamYard
collaborates with
Bronx youth, families,
and schools to build
pathways to equity
and opportunity
through the arts.

ACTIVATE

CREATE

CONNECT

NURTURE

HOW DID WE GET HERE?

THE SITUATION AT HAND

Traditionally, our educational system has viewed students as having to choose between two tracks - a career/vocation track or college track. This view has been racist and damaging to communities of color.

The misconception is that it is an either/or choice. Career readiness preps students for post secondary options. You can intertwine both tracks.

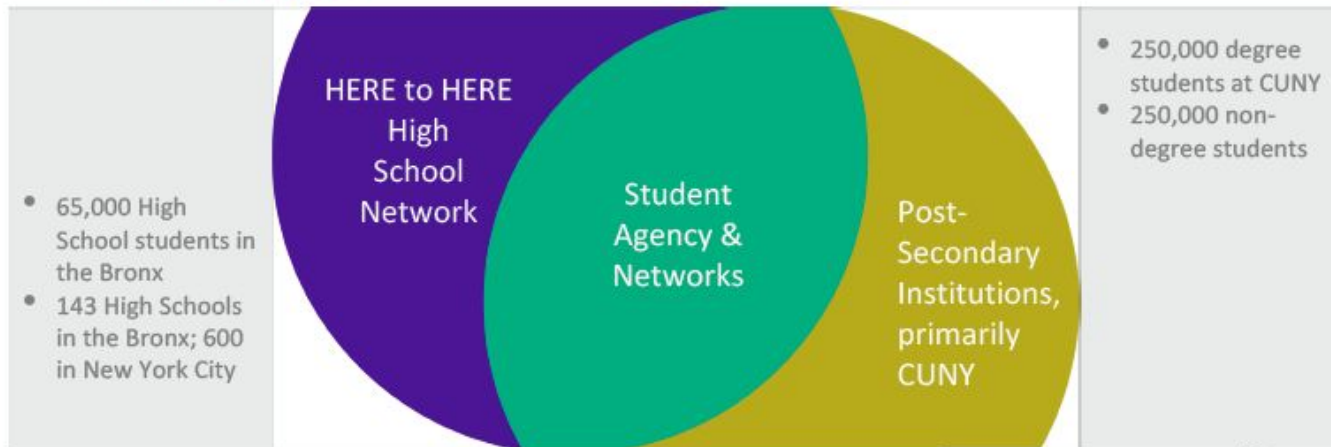
WHAT DID WE DO?

HERE TO HERE (2016)

- DreamYard is a founding partner organization with Big Picture Learning and the Dimon Foundation
- Intermediary: Employers, Post-Secondary and HS, CBO's, Youth and Families
- Systems and Policy Change Focus
- Demonstration Projects

Building an Educational Strategy

We will work with schools, community based organizations, and youth serving public agencies to create a sequence of experiences and curriculum to build student agency, skills and networks.



Navigating a rapidly changing labor market

Students need to learn, explore, and experience work while they are in school. Educators need to commit to helping students gain the skills, employer-recognized credentials, and critical work-based learning experience beginning in at least high school.



A Critical Employer Engagement Strategy

We will use a combination of HERE to HERE Business Council and Bronx Private Industry Council staffed by HERE to HERE to change how educators and employers can partner to achieve a common goal.



A Coalesced Approach to a Talented Workforce

An employer-led, student-centered approach will help develop a more-prepared, talented and diverse workforce that will provide a deep base of local talent from which employers can recruit.



DreamYard Racial Equity Prime

The DreamYard Prime is an organizational prime for decision making that ensures accountability for decision making that includes but is not limited to taking on new partnerships, programming opportunities, hiring, firing, and/or promoting. The prototype will be used at monthly leadership team meetings, with HR policies/procedures, program design sessions, etc. to ensure that race is at the forefront of conversations that affect internal and external factors.

1. Who is benefiting from this decision?
2. How are we being explicit about our commitment to racial justice?
3. How does this decision affect the POC we serve (participants) and POC staff members?
4. What is the desired outcome of this decision? And how does this outcome connect to our commitment to racial justice?
5. Who are we excluding? How can we be more inclusive with this decision?

The HERE to HERE Pathways Approach

STAGES OF GROWTH	9TH	10TH	11TH	12TH	13TH	14TH	14TH+	EARLY CAREER
	Career Exploration Academic Foundation Internships		Internships Skill Building Academic Mastery		Field Placement Skill Building Technical Training			Entry Level Position Skill Mastery Lifelong Learning
KEY INSTITUTION	HIGH SCHOOL				POST-SECONDARY PROGRAM			EMPLOYER
COMPETENCIES, SKILLS & ASSETS	Personal skill building. Exposure to opportunities to identify interests & career awareness Begin to identify interests. Develop a portfolio. Interview training. Learn about networks. Learn from missteps.		Credentials and career mapping. Build portfolio and resume. Establish success network. Build knowledge of the local labor market. Make an informed Post-secondary decision. Learn from mistakes.		Career mapping. Professional training. Earn a credential valued in the labor market. Gain work experience & develop transferrable skills. Build portfolio. Expand success network. Mentor others.			Professional training. Additional credentials & degrees. Career mapping. Build portfolio. Expand success network. Advance professionally. Mentor others.



Measuring Success

10,000 HERE to HERE Network students are either in or very much on a path to a family-sustaining career by the time they are 25.



YOUNG PEOPLE

Find Your Path to a Rewarding Career

Discover and hone strengths, interests, and passions that the workforce actually needs.

Gain real-world experience that helps build networks and develop essential skills necessary to get a job today.

EDUCATORS

Find Ways to Keep Young People Engaged

When young people are interested in and excited about what they are learning, they will excel.

This leads to higher graduation rates, the pursuit of more relevant and valuable credentials and – ultimately – higher chances of success.

EMPLOYERS

Find Your Future Workforce

An opportunity to diversify the workforce.

Lower training costs as essential skills and training are already embedded in the educational institutions.

Less turnover and improved retention.

WORK-BASED LEARNING

is an educational strategy that provides students with real-life work experiences where they can apply academic & technical skills & develop their employability.“ WBL deliberately merges theory with practice & acknowledges the intersection of explicit and tacit forms of knowing.” It includes internships, mentoring, and apprenticeship. It provides students the opportunity to discover things that can't be learned in a classroom.

in·tern·ship

noun

the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.







SOUR CREAM POUND CAKE

Cream 2 sticks of butter with 3 cups of sugar.

Add 6 eggs.

In a separate bowl blend 3 cups of flour, $\frac{1}{4}$ tsp of salt and $\frac{1}{4}$ tsp of baking soda.

Add the dry ingredients and 8 oz of sour cream to the batter.

Add 1 tablespoon of vanilla extract.

Bake for 90 minutes on 325 degrees

SOUR CREAM POUND CAKE

Cream 2 sticks of butter with 3 cups of sugar.

(With your hands.)

Add 6 eggs.

(One at a time.)

In a separate bowl blend 3 cups of flour, $\frac{1}{4}$ tsp of salt and $\frac{1}{4}$ tsp of baking soda.

(Sift all ingredients together.)

Add the dry ingredients and 8 oz of sour cream to the batter.

(Alternate the ingredients.)

Add 1 tablespoon of vanilla extract.

(And a little extra.)

Bake for 90 minutes on 325 degrees

(In a greased and floured pan.)

leg·a·cy

noun

1. a gift by will especially of money or personal property
2. something transmitted by or received from an ancestor or predecessor or from the past
3. a candidate for membership in an organization (such as a school or fraternal order) who is given special status because of a familial relationship to a member

MISSION AND CORE VALUES

DreamYard
collaborates with
Bronx youth, families,
and schools to build
pathways to equity
and opportunity
through the arts.

ACTIVATE

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NURTURE

WBL SUMMER OF 2019

Program	Partners	# of students	Method of Payment
ACTION	ACP	15	SYEP & Stipend
Entrepreneurship	ENT	21	SYEP
Summer Bridge	DYP/ENT	15	SYEP
Fashion	ACP/ISP	20	SYEP & Stipend
Human Centered Design I & II	Fjord & Google /ENT	31	SYEP
Do School	H2H	25	SYEP
Gaming	ENT	25	SYEP
Theater	ACP/ISP	20	SYEP & Stipend
TRaC	Arts Connection	15	SYEP
Music Production	Career Clue	30	SYEP
Visual Arts	ACP/ISP	20	Stipend
11 Programs	9 Partners	237 Students	SYEP & Stipend

DREAMYARD CREATIVE CAREER PATHWAYS OUTCOMES 2010-2019

- DreamYard Career and College Enrollment Data- 2010-2019 (from National Student Clearinghouse and DY database):
- 2010-2016- 70% enrollment, 70% Persistence and Completion
- DY Prep HS and Art Center 2016-2019- 85% enrollment and 93% persistence
- DreamYard Art Center is at 100% enrollment and 100% retention for 2017 and 2018
- Citywide averages- 35% over these past years of career and college completion.

STORIES OF SUCCESS

Giany Rosario- Photographer and First
in her family to go to college.

QUESTIONS?

Media MKRS

- **Keisha Katz**, Director of Workforce and External Partnerships, **Reel Works**
 - **John Williams**, Co-Founder and Executive Director, **Reel Works**
-

Panel Discussion & Audience Questions


Thank you!



Career Pathways Programs - Core Elements

Program Components

- ❖ **General**, transferable social/ emotional competencies, soft skills, workplace readiness
- ❖ **Industry-specific** knowledge and technical skills
- ❖ **Wrap-around and bridge** supports and services
- ❖ **Work-based learning**: paid internship, apprenticeship, job placement
- ❖ **Cross-sector partnerships** between schools, CBO's, employers and post-secondary programs

Outputs & Outcomes

- ❖ **Outputs**: # of students that participate, complete program
- ❖ **Short term**: change in competencies (technical, workplace, social/emotional)
- ❖ **Medium term**: successful transition from high school to college **and** career
- ❖ **Long term**: employment and wage data, post-secondary completion (degree or certification)

Impact Goals

- ❖ **Youth** are on a pathway to family sustaining wage in a sector with opportunity for growth
- ❖ **System Change**: Changes in education and workforce policies/regulations or employer/CBO practices that enable these pathways at scale
- ❖ **Equity**: Narrowing of opportunity and achievement gaps