



2019 SNAPSHOT

SUMMARY REPORT OF 10 GLOBAL INVESTMENTS

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JPMORGAN CHASE NEW SKILLS FOR YOUTH INITIATIVE

As the economy has evolved to require a more skilled workforce, individuals need education and training beyond high school to find well-paying jobs that will enable them to join the middle class. Yet globally, 21 percent of young people — roughly one-fifth of youth ages 15 to 24 — are not employed or receiving education or training, a figure that has seen little improvement in more than a decade.¹ Without opportunities for youth to gain early work experience, develop skills and earn meaningful postsecondary credentials, the number of young adults who are disconnected from the workforce will continue to grow.

Launched in 2016, New Skills for Youth is JPMorgan Chase's \$75 million, five-year global initiative aimed at transforming how cities and states ensure that young people are career ready.² The overarching goals of the initiative are to:

- Dramatically increase the number of students who successfully complete career pathways that begin in secondary school and culminate in postsecondary degrees or credentials tied to high-wage, high-demand jobs; and
- Catalyze transformational approaches to the design and delivery of programs and policies to increase students' career readiness and disseminate lessons learned around the world.

In 2019, Advance CTE published snapshots of 10 of the New Skills for Youth innovation sites — five city-based sites in the United States, along with initiatives in various communities or regions of China, India, South Africa, Southeast Asia and the United Kingdom. Each site represents investments aiming to identify and implement the most promising ideas in career education, with a special focus on communities with the greatest needs.³ This summary report highlights noteworthy, cross-cutting strategies from these 10 sites. While only a few sites have completed their grant period, all are making significant progress in supporting learners on their journeys to career success.

10 New Skills for Youth Initiatives

Geographic Location	Grantee/Initiative	Description of Initiative
Dallas, TX	Commit Partnership <i>Dallas County Promise</i>	The Dallas County Promise is providing tuition-free college and success coaching and mentoring to high school students.
Denver, CO	Denver Public Schools <i>CareerConnect</i>	CareerConnect is redesigning the high school experience by building a career pathways system that expands access to relevant learning opportunities in the classroom and in workplace settings in high-demand sectors.
Detroit, MI	United Way of Southeastern Michigan <i>Linked Learning Detroit</i>	Coordinated by United Way of Southeastern Michigan, the Detroit Public School Community District is working to embed the Linked Learning model – and career pathways – into every high school in the district.
New Orleans, LA	YouthForce NOLA <i>YouthForce NOLA</i>	YouthForce NOLA is preparing New Orleans public school students to pursue high-wage, high-demand career pathways in three industry clusters: health sciences, creative media and technology and skilled crafts.
South Bronx, NY	Consortium for Worker Education (CWE) <i>New York Alliance for Transport and Logistics Advancement Services Initiative</i>	CWE is building a permanent, sustainable intermediary to connect young people – in school and out – in the Bronx with opportunities in the transportation and logistics sector.
	New York Alliance for Careers in Healthcare (NYACH) <i>Ready for Healthcare Initiative</i>	NYACH is expanding and improving work-based learning opportunities focused on the health care industry in Career Technical Education (CTE) high schools.
	New Visions for Public Schools <i>Data Infrastructure for South Bronx Initiative</i>	New Visions is supporting the development of a high-quality data system to measure and track career readiness.
	Per Scholas <i>Designing Transformative Tech Career Pathways in South Bronx Initiative</i>	Per Scholas is designing employer-informed, work-based learning curriculum modules that will be used in high schools to expose students to careers in technology.
England, United Kingdom	Education Endowment Foundation (EEF) <i>Improving Outcomes for Disadvantaged 16- to 18-Year-Old Students</i>	EEF is identifying and evaluating effective interventions to help youth ages 16 to 18 achieve a passing rate on the General Certificate of Secondary Education exams in English and mathematics, a current barrier to postsecondary school success.
Association of Southeast Asian Nations: Indonesia, the Philippines and Thailand	Education Development Center (EDC) <i>Accelerated Work Achievement and Readiness for Employment 2 (AWARE2)</i>	EDC is partnering with secondary schools and technical colleges to train teachers in Work Ready Now!, adaptable curriculum modules that provide students with a hands-on bootcamp experience run by local information and communications technology industry partners, as well as work-based learning experiences.
Maharashtra, India	Lend-A-Hand India (LAHI) <i>LAHI</i>	As part of a public/private partnership, LAHI is collaborating with the state government to integrate and scale vocational education in Maharashtra, the second most populous state in India.

10 New Skills for Youth Initiatives

Geographic Location	Grantee/Initiative	Description of Initiative
Orange Farm, South Africa	Catholic Institute of Education (CIE) Thabiso Skills Institute, MSC Artisan Academy and Jet Education Services (JET) <i>Orange Farm Initiative</i>	CIE and MSC are bringing technical skills development and work-based learning directly to the Orange Farm community to enable low-income youth to become more employable. JET is identifying promising practices with an eye toward scaling.
Sichuan, Guangdong, Guizhou and Hebei Provinces, China	China Development Research Foundation (CDRF) <i>Win the Future</i>	CDRF is designing and implementing interventions to ensure that the skill level of vocational students meets the demand of employers, while increasing achievement levels and improving the self-confidence of secondary vocational students. CDRF is also collecting and analyzing data about the interventions to inform policymakers on how to further strengthen China's vocational education system.

Find the full snapshots at: <https://careertech.org/resource/series/nsfy-innovation-sites>

Despite the diversity of the locations, the populations being served and the challenges to overcome, the 10 initiatives share more in common than one might expect. Specifically, all 10 innovation sites:

- Share a common focus on interventions that target in-demand jobs, career pathways and workforce needs;
- Provide youth with meaningful, industry-aligned work-based learning experiences; and
- Target at-risk and in-need populations.

The scope and the impact of the 10 initiatives is far reaching, even though much of this work is in the early stages or still being piloted. Individual sites are engaging a multitude of government entities, schools, higher education institutions and workforce organizations, as well as teachers, parents and students. Collectively, these sites are reaching tens of thousands of young people from middle and high school into early adulthood. And early outcomes are impressive, including increased high school graduation rates, work-based learning participation, and successful placement into college and careers.

INCREASING CAREER READINESS AMONG YOUTH: CONDITIONS FOR SUCCESS

Beyond a decades-old study on career academies, there has been little-to-no significant body of research to draw from about what works in preparing young adults for careers. Recently, the field has begun making important strides in identifying what works: A handful of large-scale strategies and models that connect rigorous academics with workplace learning in viable career pathways are beginning to show promising results. The 10 initial New Skills for Youth innovation sites are on track to make important contributions to that body of literature, especially given their commitment to gathering and using data to measure impact and the formal and informal evaluations they are conducting to drive decisions about the design and implementation of interventions. Looking across the strategies and lessons learned from the 10 innovation sites reveals commonalities and the beginnings of a roadmap for other communities to follow.

Adaptability and flexibility are key strategies for success among the innovation sites. All grantees are immersed in their local communities in ways that allow them to craft interventions that align with the political, cultural and economic landscape. Sites are investing heavily in building the capacity of stakeholders to institutionalize interventions and scale beyond the investment from JPMorgan Chase. A broad swath of stakeholders are engaged in meaningful ways, including youth. And grantees are leveraging lessons learned to fine-tune their strategies to ensure that they are serving their students and communities as effectively as possible.

Highlights from the interventions of the 10 initial New Skills for Youth innovation sites reveal a handful of common and noteworthy design and implementation strategies that are yielding promising outcomes and helping the sites develop long-range plans to sustain and scale each of the initiatives. These strategies include:

- **Engaging cross-sector partners to work collaboratively toward a shared vision;**
- **Intentionally focusing on addressing equity, expanding access and removing barriers to success;**
- **Building will and shifting stakeholder mindsets;**
- **Grounding interventions and strategies in data; and**
- **Planning for scale and sustainability at the outset.**

The individual snapshots provide a more comprehensive overview of each site's goals and progress. The following summary highlights excerpts from the individual snapshots to inform the field about promising interventions and strategies for increasing career readiness among youth.

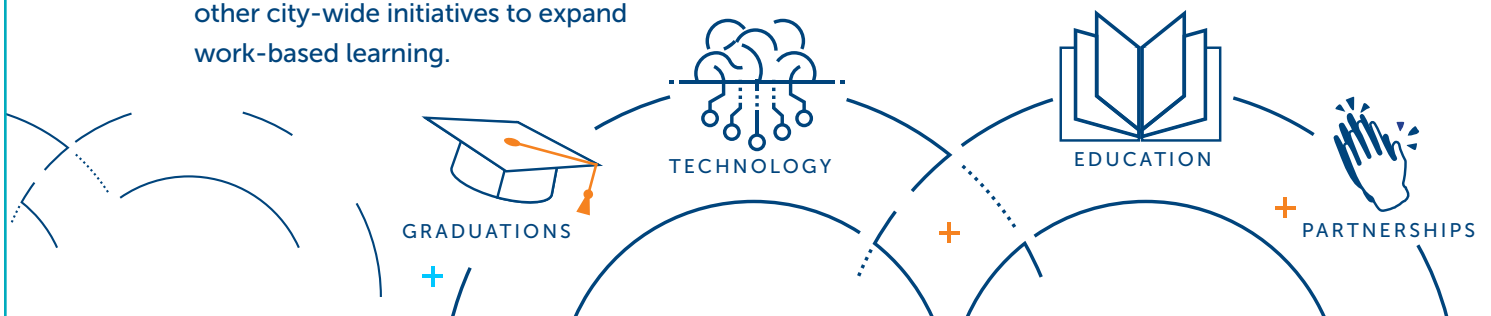
DESIGN AND IMPLEMENTATION STRATEGIES FOR INCREASING CAREER READINESS AMONG YOUTH

Engaging cross-sector partners to work collaboratively toward a shared vision

- **Dallas, TX's** work to provide seamless pathways to and through postsecondary is fully aligned with the statewide attainment goal, *60x30TX*, and led by a broad coalition of non-profits, institutions of higher education, school districts and other key partners all working in concert toward a common goal and using common language and messaging.
- **New Orleans, LA's** successful efforts to provide meaningful, industry-aligned career pathways throughout the city is led by the work of YouthForce NOLA — a cross-sector collaborative with a shared strategic plan and deep relationships with community, education and industry partners. The collaborative has stayed laser focused on its five-year plan and holds itself accountable for meeting targets.
- **Detroit, MI,** is in the early stages of scaling the Linked Learning model in all of its high schools, a goal institutionalized in the newly reinstated Detroit Public School Community District's three-year strategic plan. United Way of Southeastern Michigan and other key partners are working collaboratively to build capacity within the district and high schools, while also connecting this effort with other city-wide initiatives to expand work-based learning.

Intentionally focusing on addressing equity, expanding access and removing barriers to success

- **Orange Farm, South Africa,** expanded its focus to provide key life skills training and mentoring to learners to get them workplace ready, while intentionally removing barriers to participation by providing meals and transportation to work-based learning sites.
- **Sichuan, Guangdong, Guizhou and Hebei Provinces of China** identified disengagement and a lack of self-confidence as barriers to success for their learners and developed a number of in-school programs to allow students to express themselves and strengthen their connection to their schools and career pathways.
- **Dallas, TX's** focus on equity is student centered; Dallas County Promise regularly engages directly with students to get their input, which has led to a more intentional set of supports for students and parents. Dallas County Promise also provides success coaches for students once they enroll in college to offer personalized support and to keep them on the path to graduation.



Building will and shifting stakeholder mindsets

- **Maharashtra, India**, relies on community members to communicate the value of vocational education and build trust and interest among principals and students alike. Lend-A-Hand India also began investing in home visits to reach families directly to educate them about the nuts and bolts of internships, a concept that was not well understood at the outset.
- **Denver, CO's** CareerConnect built support — and engagement — among the more than 200 businesses that serve as mentors and work-based learning providers by offering real-time support and off-the-shelf tools and resources. CareerConnect also provides robust supports for students, enabling their participation in work-based learning and career-focused pathways.
- **New Orleans, LA**, has a strong focus on engaging families to help recruit more students into career pathways. With support from the Urban League of Louisiana, YouthForce NOLA developed a toolkit and aligned workshops around parent engagement. Any school joining the YouthForce NOLA network must include a family engagement plan with its application.

Grounding interventions and strategies in data

- **Denver, CO**, collects a wide array of data from its district and schools, as well as from surveys of students and employers to evaluate work-based learning experiences from both perspectives. CareerConnect is also using labor market data to expand offerings in five of Colorado's highest opportunity industries, including finance, engineering, advanced manufacturing, bioscience and technology.
- **Sichuan, Guangdong, Guizhou and Hebei Provinces of China's** efforts are designed to influence policy and program improvement, with evaluation a key component of the investment strategy. The China Development Research Foundation's evaluation led to a shift in strategy from a direct training model to a train-the-trainer approach, with senior technicians training classroom teachers on how to deliver industry-aligned curriculum.
- **South Bronx, NY's** New Visions for Public Schools project is working with schools to design and implement a data portal that monitors the progress of South Bronx students participating in career skill-building activities. The goal is for this portal to lift a burden from individual schools while providing them with actionable data on student progress and performance.

Planning for scale and sustainability at the outset

- **England, United Kingdom's** Education Endowment Foundation initiative is all about identifying and evaluating interventions that help youth ages 16-18 achieve a passing rate on the General Certificate of Secondary Education exams in English and mathematics. The effort is beginning to build a research base that will spark additional investments in a population of students that have historically been overlooked.
- **Indonesia, the Philippines and Thailand** are implementing an adaptable curriculum — Work Ready Now! — with country-specific plans for scale and replication in mind. In all three countries, state and local governments are providing financial or in-kind supports to expand the program, and industry partners are stepping up to offer training and technology.
- **Maharashtra, India's** project led by Lend-A-Hand-India is building capacity within the existing system through the launch of a master teacher training center, partnerships with other non-governmental organizations focused on expanding vocational education in India, and work directly with local governments to introduce and scale the classroom experiences and internships.

Engaging Cross-Sector Partners to Work Collaboratively Toward a Shared Vision

Across the innovation sites, success would have been nearly impossible without strong cross-sector partners working together to advance a common vision and set of strategies. Building and scaling quality career pathways and meaningful work-based learning across the innovation sites required support from K-12, postsecondary, workforce, government, the private sector, students, parents, community members and others. For example, sites are engaging the full range of stakeholders to create and sustain a shared vision for the design, implementation and scaling of interventions; leveraging intermediaries to help coordinate the range of partners and supports being offered to schools and learnings; and aligning the New Skills for Youth investment to other major initiatives and investments in their communities.

Dallas, TX. Dallas County Promise is a collaborative effort among school districts, community colleges, universities and the workforce to increase college completion rates, particularly among low-income and first-generation students, to meet workforce needs for the growing economy in the region. Lead partners include the Commit Partnership, Dallas County Community College District Foundation, Dallas County Community College District, University of North Texas at Dallas and JPMorgan Chase. Dallas County Promise is housed within the

Commit Partnership, a coalition of more than 200 partners in Dallas County working to help solve the region's biggest systemic challenges in education through initiatives focusing on issues such as early childhood, college completion and educator effectiveness.

The initiative also is aligned with the broader regional response to 60x30TX, the state's higher education strategic plan, which includes four goals: By 2030 at least 60 percent of Texans ages 25 to 34 will earn a certificate or degree; at least 550,000 students in that year will complete a certificate or an associate, bachelor's or master's degree from a

Texas institution of higher education; graduates will have identifiable marketable skills regardless of major; and undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

Dallas County Promise's work has centered largely on building trust and collaboration among and across stakeholders that traditionally operate in silos. A shared vision and commitment among organizational leaders focuses on individual students rather than the systems that serve them. The "free college tuition" message of Dallas County Promise is resonating, and momentum is building around the broader vision for leveraging existing resources to help students, families and employers to grow the community. The Dallas County Community College District uses a network approach to provide wraparound services for students to ensure success. The services address a host of issues from mental wellness and transportation to hunger, homeless-

ness and immunizations. In addition, Dallas County Promise partners are working to build common communications and messaging to ensure that everyone from reception through senior-level leadership uses common language with students and families.

New Orleans, LA. YouthForce NOLA is an education, business and civic collaborative that includes an extensive network of partner schools, employers, training providers and community organizations. The collaborative grew out of a confluence of events that prompted

community leaders to come together to explore how they could strengthen the pipeline between high school and the workforce. The community leaders jointly developed a strategic plan for an initiative housed at Education Now!, which eventually expanded into the formation of a new non-profit, YouthForce NOLA. YouthForce NOLA is now partnering with 22 high schools, seven middle schools, more than 150 employers, six training providers and two higher education partners, as well as thousands of families and community members.

98%
of seniors
signed the
DALLAS
PROMISE
PLEDGE

Since day one when community leaders developed the strategic plan for what would become YouthForce NOLA, the initiative has been driven by a steadfast commitment to the vision of supporting student success and a set of common, shared values that include excellence and accountability, transparency, collaboration and voice, student choice, equity and respect. YouthForce NOLA has an engaged steering committee that has remained largely intact since inception, in part because it built trust at the outset by providing members with the space to have deep, meaningful conversations with each other about race, class and privilege in New Orleans. Another reason is the intermediary role YouthForce NOLA plays, facilitating collaboration across the many stakeholders in New Orleans' complex and decentralized K-12 education system. The collaborative has avoided mission creep, staying laser focused on the five-year plan and holding itself accountable for meeting targets. Further, the collaborative is not competitive; it spreads credit for key successes among partners.

Detroit, MI. Linked Learning emerged in Detroit in 2013 as a collaborative effort of national and local funders, ConnectED: The National Center for College and Career, Detroit teachers and principals, and community-based organizations attempting to better serve the students of Detroit. Linked Learning initially found a home at United Way of Southeastern Michigan, an intermediary that had been providing direct support and resources to schools in the absence of consistent and effective district leadership. After years of operating out of United Way, the newly reinstated Detroit Public School Community District (DPSCD) and board of education are now implementing a three-year strategic plan, which includes a commitment to build on the Linked Learning approach by establishing career academies at all high schools in the district and to brand each school with a specific career pathway.

DPSCD and United Way, along with other partners, are working together to expand career academies to all of

Detroit's public high schools, with an emphasis on obtaining certifications — an outgrowth of the incubation of the Linked Learning approach at individual schools during emergency management. As DPSCD scales the vision for

career pathways and career academies, they are transitioning a number of roles and responsibilities from United Way to their centralized district leadership, with United Way continuing to provide support on work-based learning activities. While still in the early stages of implementation, this is a bold direction for DPSCD.

At the same time, United Way and other partners are working to align the Linked Learning initiative with other major efforts to expand work-

based learning opportunities, including Mayor Mike Duggan's Grow Detroit's Young Talent initiative, a city-wide summer jobs program that employs young adults between the ages of 14 and 24. United Way is partnering with Detroit Employment Solutions Corporation on a number of efforts to better connect its work in the school district with these broader city-wide workforce initiatives. United Way has helped to implement a 12-hour training program to prepare Linked Learning students to participate in Grow Detroit's Young Talent. This effort includes making sure that students have the required documents, such as a Social Security card, and preparing them for interviews. United Way and JOURNi, a non-profit dedicated to teaching youth how to code, also are building out an app to help students connect to the city-wide activities and opportunities. While the summer employment opportunities are not explicitly connected to the district-wide career pathways — or to individual students' career pathway participation — that alignment is something United Way and others are looking to strengthen.

Intentionally Focusing on Addressing Equity, Expanding Access and Removing Barriers to Success

The sites each placed a strong emphasis on providing youth with access to the resources and supports they need to be successful and expanding their access to career readi-

215
businesses participated in
WORK-BASED
LEARNING
OPPORTUNITIES
through CareerConnect

ness opportunities. These efforts included identifying and addressing a wide variety of gaps, big and small. Many sites identified gaps as they were implementing the interventions, quickly assessing that success was not feasible without addressing barriers, particularly for students in need. Innovation sites adapted interventions throughout implementation based on formal and informal feedback from students and other stakeholders, which contributed to increased student engagement and improved outcomes. Initiatives focused on a range of strategies, including building the capacity of teachers to provide high-quality career-focused instruction; building a network of work-based learning providers; providing wraparound services and mentoring to youth; addressing life skills; and providing transportation, clothing and meals.

Orange Farm, South Africa. One of the overarching goals of the Orange Farm initiative was to develop and test an integrated model of technical skills training in a disadvantaged community. South Africa has the highest youth unemployment rate of any country in the world — nearly one out of three young adults (ages 18 to 35) is unemployed.⁴ And while educational attainment is on the rise, too many young people still leave the education system without earning an upper secondary degree, an entry-level requirement for many employers in the region.⁵ The Catholic Institute of Education (CIE) Thabiso Skills Institute and the MSC Artisan Academy designed parallel models to align with community needs. The MSC and CIE projects both targeted technical and workplace skills training as a core element of the model; however, early program evaluations identified an urgent need to expand training to include life skills. This additional training included behavior, etiquette and showing up on time, as well as delicate issues such as personal hygiene.

MSC used a curriculum — Personal Development Soft Skills Training — in the first year and adjusted delivery based on learner feedback, moving it from a single module at the front end to smaller modules spaced throughout the theory portion of training delivered at the centers. Employers across both projects also worked with the learners once

97%
of participants
completed the
MSC
TRAINING

they were onsite to help them understand the importance of personal hygiene and appearance. CIE learners participated in a two-week CIE Thabiso Life Skills program, which prepares them for the world of work and life. The program focuses on building self-esteem and confidence, with an emphasis on punctuality and going beyond employer expectations, resume writing and interview skills, and personal issues such as conflict resolution and drug and alcohol abuse.

Mentoring was also key to the life skills training, both at the training centers and in the workplace. Both projects assigned a mentor to learners to assist them during their work-based learning experience. Mentors oriented the learners to the workplace and ensured that the learner-ship/skills program covered everything in the work-based learning curriculum. Both projects noted the impact of the soft skills and personal mentoring on the improved attitudes of learners.

The effects of poverty could be seen on other fronts, as well. Multiple stakeholders involved in the projects noted the importance of providing light meals during the day, particularly if stipends were not offered as part of the training program. Another major barrier to employment for learners was the high cost of transportation to places of employment outside of Orange Farm, as participants were coming from a community far removed from business and industry. Learners were generally responsible for covering registration fees to attend courses. The CIE and MSC projects fully funded the rest of the training, including transportation to the employment sites for the work-based learning component of the training program.

Sichuan, Guangdong, Guizhou and Hebei Provinces, China. Win the Future is an initiative that aims to explore and test strategies to improve instruction in China's secondary vocational schools and enhance the technical, professional and life skills of vocational students so they are better equipped to enter the workforce. Many of the students who attend secondary vocational schools face challenging circumstances as compared with the national population of secondary students, particularly with

regard to emotional well-being, behavior and attentiveness. The academic subject-matter knowledge of secondary vocational school students is often insufficient as well, which then limits their career opportunities.

The China Development Research Foundation (CDRF) established several program components to address the psychological barriers, or life skills, of students, particularly boosting their self-respect and self-confidence. Participating schools worked to create a positive and safe atmosphere on campus. The schools provided opportunities for students to express themselves at least once a week, in an effort to release negative feelings and build self-confidence. In addition, the schools formed a number of student interest groups to support peer networking and students' connectedness to their schools and pathways. According to CDRF, students who participated in and led these interest groups were more positive in confronting the difficulties in their learning and life. The interim results evaluating the full spectrum of CDRF's interventions for 2018 showed noticeable changes in almost all variables with overall increases in positive developmental characteristics, reductions in negative developmental characteristics and improvements in academic achievement.

Dallas, TX. For Dallas County Promise, the secret sauce to ensuring that it is serving students equitably is grounding its strategies in student experiences and input. In the early phase of work, Dallas County Promise has focused on engaging directly with students — walking in their shoes to better understand the barriers to progressing to and through the postsecondary pipeline and then crafting solutions to help students overcome those barriers. Partners rely heavily on student experience surveys, as well as one-on-one and group interactions with students. Partners learned a great deal about the barriers students and families face when navigating the FAFSA/TASFA financial aid forms, particularly students from immigrant families and/or

270%
increase in odds of on-time graduation for students who participated in a CAREERCONNECT INTERNSHIP

students whose parents do not file federal taxes.

Armed with this information, the Commit Partnership and its partners are focusing on building knowledge among teachers, counselors, postsecondary leaders, employers and policy-makers about the barriers students face and communicating with families and students about the opportunities available for postsecondary education.

Another barrier that participating partners learned about through students: the state-required meningitis immunization acts as a financial barrier for many students to enter college. Partners are addressing this barrier through policy levers, introducing bills in the state legislature to cover the cost and provide the immunization in high school.

A key strategy for helping students navigate the maze is the success coach component of Dallas County Promise, managed by the Dallas County Community College District. Success coaches provide personalized support, working directly with students once they are enrolled in college and helping them to stay on track. Communication is generally via text and is two way, addressing whatever needs students have; making sure students are on track with timelines related to the Promise program, such as financial aid deadlines and course enrollment; and sharing information, such as job opportunities.

Building Will and Shifting Stakeholder Mindsets

A common challenge across all 10 sites was the need to tackle the misconceptions about CTE and career readiness held by a wide swath of stakeholders: students, parents, school leaders, teachers, business and industry, community leaders, government officials and policymakers. For example, some parents and students may view these opportunities as a lesser choice than traditional education, while employers may not see the value in providing work-based learning to high school students or feel prepared to support them as mentors or supervisors. And teachers may simply lack the training necessary to support

career-focused instruction and may not even see it as their responsibility, depending on their content area. The ultimate goal, as one grantee noted, was to change hearts and minds. Sites met this goal through a variety of strategies, including directly engaging with key stakeholders, developing templates and tools to ease stakeholder participation and support equity, and streamlining processes to facilitate the ongoing involvement of key partners.

Maharashtra, India. Lend-A-Hand India (LAHI) has had to invest quite a bit of time and resources to convince stakeholders — students, parents, principals and business owners — that vocational education is a valuable option, particularly for those students who are on track to drop out of school and will likely struggle to find full-time work. LAHI has found success by building one-on-one connections as well as strategically sharing evidence of success and impact with participants and community members. The initiative’s internship component in particular has helped shift opinions of the value of vocational education.

When LAHI first launched the internship program, it needed to build awareness among students, parents and principals. On the parent front, vocational coordinators and trainers visited homes to convince parents to allow their children to participate. Orienting the parents to the concept of an internship, helping them understand the types of tasks and activities their children would be doing, and finding work-based learning opportunities close to home were important, given that many families lack the resources to support transportation to and from internships. On the employer side, the challenge has been finding small businesses and convincing them they should take on interns. The model is designed to target micro-enterprises, which requires a significant commitment of time and effort from the school trainers and coordinators. In the first year, LAHI learned how to communicate and engage with businesses to help owners understand how students could learn and contribute in their workplaces.

LAHI also designed an orientation session during the first year of the program to recruit students. However, after conducting the orientation session a couple of times,

vocational coordinators struggled to engage principals and students. LAHI shifted gears and tried another strategy: bringing in someone from the community who shared a similarly challenging background to build trust among the principals and students. The strategy worked, and LAHI identified a few strong

1,100
10th grade students
participated in an
internship through
LEND-A-HAND
INDIA

community members, mobilized them and facilitated dialogues, resulting in a better response from students and principals. As a result, 1,100 students have participated in an internship, exceeding LAHI’s initial goals.

Denver, CO. The CareerConnect model builds off of a long-standing commitment to CTE in Denver Public Schools (DPS), spanning the full continuum of grades K-12, including school-based learning for all grades and scaffolded work-based learning components for middle and high school students. Standardization of both processes and resources has helped to scale the CareerConnect initiative, improve quality, address equity and make participating easier for stakeholders.

CareerConnect scaffolds opportunities for businesses to engage in work-based learning, providing what it calls “gateway opportunities” to engage, which then build to more intensive investments of time. Business partners point to the ease of participation — CareerConnect provides clear guidelines for what is expected and when, tools and resources to support the different types of student engagement, evaluation components, and access to staff to help troubleshoot when needed. Business partners receive a handbook specific to the mentoring program, and there is a process for onboarding, check-ins, quality control and evaluation. These resources, along with real-time support from CareerConnect staff, have led to more than 200 businesses getting involved in CareerConnect.

The same system of support exists on the student side as well. School-based staff work with the students on their applications and prepare them for the interview process, onboard the students and conduct periodic check-ins, and ensure that students meet a clear set of expectations for sharing what they learned with their peers. As a result, CareerConnect is now offered at 78 percent of DPS high schools, and more than 12,600 middle and high school students are participating. In addition to making participation easier for students, the standardization is also addressing equity across the district: A student who transfers from a career pathway program in one school to the same program in another school will be met with the same set of parameters and opportunities.

New Orleans, LA. Family and community engagement is a pillar of YouthForce NOLA’s strategy for improving outcomes for students. To understand why, one need look no further than the governance structure of K-12 education in New Orleans. Eighty-six public schools serve just under 50,000 students, including Recovery School District charters, Orleans Parish School Board charters, Orleans Parish School Board network schools, and Type-2 charters overseen by the Louisiana Board of Elementary and Secondary Education. And that number does not include the 80-plus Catholic schools or private schools serving students in New Orleans. Navigating the choice enrollment system is a heavy burden for parents and students, so much so that the Urban League of Louisiana (a member of the YouthForce NOLA collaborative steering committee) publishes a book on this topic each year; the listing of high schools alone totals more than 100 pages.

The work of the Urban League to help families navigate the choice system led to focus groups with parents from throughout the city to better understand barriers to family engagement, which included work schedules; distance between home and school; and school policies, in particular appointment requirements for parents. The focus groups’ findings led to the development of a family engagement

toolkit that YouthForce NOLA and the Urban League jointly released in 2017. The two organization co-host workshops for school staff on using the toolkit, providing school personnel with an opportunity to come together and share ideas around successful strategies. The toolkit includes a family engagement satisfaction survey, a planning template for schools, a focus group protocol for use with families, and sample survey questions about parent perspectives on CTE. Perhaps most telling about YouthForce NOLA’s com-

mitment to family engagement: Schools that wish to join the YouthForce NOLA network must include a family engagement plan in their application to become either an affiliate or a partner. More than 5,000 individuals, including families from the network, have joined the YouthForce NOLA listserv.

Grounding Interventions and Strategies in Data

Data are one of the most powerful tools innovation sites are using to inform strategies for improving outcomes for youth. A wealth of data points are giving sites vital information about the needs of youth,

educators and employers; what is working and not working with the interventions; and the impact different approaches have on outcomes. All 10 sites make use of data in a variety of ways, and all are pushing for greater access to and sharing of data that can inform decisions across a broad spectrum of stakeholders, particularly individual student data that span the education and workforce systems. For example, sites are using data to design and target interventions, identify needed mid-course corrections, inform policy, track progress, gauge impact and get buy-in from stakeholders. Sites are also conducting formal and informal evaluations and assessments, which have been instrumental in efforts to sustain and scale the initiatives.

Denver, CO. Data are the foundation of the CareerConnect initiative, galvanizing stakeholders from throughout the community. DPS CareerConnect makes use of data to set and meet aggressive targets and to inform decisions. The data include traditional data points gathered and reported

All
26
open enrollment
high schools in
New Orleans will offer
CAREER
PATHWAYS in
2019–20

by school districts, such as student demographics, attendance rates, progress toward graduation and achievement on standardized tests. CareerConnect also gathers data on programmatic measures, such as the number of students enrolled in each school-based learning course, the number of students participating in each work-based learning opportunity, and the number of businesses providing work-based learning experiences along the continuum.

With a deep focus on equity, CareerConnect studies the data disaggregated by demographic characteristics, such as race/ethnicity and free and reduced-price lunch eligibility. DPS uses these measures to gauge impact in a variety of areas, such as how the graduation rates of CareerConnect participants differ from non-participants. They also give DPS a clear sense of direction for expanding programming. For example, based on economic outlook data, in the past three years, CareerConnect has expanded offerings in five of Colorado's highest opportunity industries: finance, engineering, advanced manufacturing, bioscience and technology.

DPS also gathers more comprehensive, program-specific information. For example, CareerConnect regularly conducts feedback surveys from students and employers participating in work-based learning. Employers are required to submit evaluations for student interns and apprentices, which can help DPS identify how the work-based learning activities are strengthening an individual student's career readiness. Finally, CareerConnect invests heavily in a regular one-one-one feedback loop with stakeholders to improve programming. These stakeholders include school-level staff such as principals, career pathway teachers and work-based learning coordinators, as well as business partners.

South China, Guangdong, Guizhou and Hebei Provinces, China. CDRF's collection of information and data to inform policy and program development is a major component of the investment in China. From the outset, the initiative has emphasized evaluating the range of strategies being implemented to adapt the Win the Future model and inform

87% of
**WIN THE FUTURE
STUDENTS
were EMPLOYED**

broader national policy for vocational education. As such, rigorous, formal, periodic evaluations are built into the intervention.

CDRF has shared briefing reports containing information about lessons learned during implementation, as well as achievements at every stage of the initiative, with relevant government agencies

to build knowledge about the most promising strategies. Findings and recommendations from the Win the Future initiative have been embedded in three national policies, including calls for expanding continuing education opportunities for secondary vocational students and building a more practical vocational education system that attracts more in-service staff to teach in schools; improving the quality of teachers by increasing funding, improving working conditions and the management structure, and increasing financial investments for external teachers, such as the senior technicians establishing a teacher training base for vocational education; and developing a teacher professional development system.

On the practice side, CDRF evaluations helped inform a number of programmatic changes. For example, evaluations found that sessions led by the senior technicians changed the teaching and learning atmosphere, boosting the self-confidence of teachers and students, as well as their levels of enthusiasm for learning the material. But CDRF also identified key implementation challenges, such as difficulties aligning sessions with school schedules and mitigating language barriers between senior technicians and students. Based on that feedback, CDRF further refined the model in 2018 by having the senior technicians directly train teachers to deliver the curriculum to students to use the technicians' time more effectively, instead of teaching the students themselves.

South Bronx, NY. New Visions for Public Schools is designing, developing and working with schools to implement data portal features to manage the assignment and progress monitoring of South Bronx students participating in career skill-building activities provided by industry partners, including defining key career readiness milestones and experiences that should be universal. The work builds

from New Visions' efforts to improve graduation rates by modernizing a shared data infrastructure through the New Visions Data Portal. The portal is a full-stack web application designed and built in house for educators to inform and support decisions.

To identify career readiness measures that can be monitored in the data portal,

New Visions used an approach it developed as part of its focus on improving high school graduation rates: working with students, educators and workforce experts to identify a set of high-leverage decisions and milestones on the path to career readiness; using spreadsheet tools to rapidly build and test lightweight prototypes with real users; and incorporating the

most essential elements into the more robust and scalable infrastructure of the New Visions Data Portal. In the early stages of design, the focus is on identifying an ambitious but manageable set of milestones and experiences that students should have and developing tools that capture student progress in ways that empower school staff and workforce partners by providing them with critical information to support decisions about each student's path to success. Building common infrastructure, such as the New Visions Data Portal, lifts a burden from individual schools, while simultaneously reinforcing more structured, shared ways of managing student progress.

Planning for Scale and Sustainability at the Outset

A unique feature across the 10 sites is that all planned for long-term sustainability and scaling of interventions to ensure that the efforts — and the investment from JPMorgan Chase — were not one-time, standalone projects. Sites are using a number of strategies, such as building the capacity of stakeholders, especially among teachers and employers; engaging stakeholders to craft interventions based on community needs at the front end and adapting continuously based on feedback; identifying and leveraging lessons

learned during the grant period to fine-tune strategies; using data to track and share outcomes with stakeholders to garner buy-in and participation; securing long-term funding through government and philanthropic support; standardizing processes and resources; and adopting policy. Already, many sites' interventions are being institutionalized in schools, communities and states, with plans to scale beyond.

17,000
students are being
impacted by the **EEF'S**
INTERVENTIONS
across **200** settings

England, United Kingdom. The Education Endowment Foundation (EEF) initiative aims to identify effective interventions to help youth ages 16 to 18 achieve a passing rate on the General Certificate of Secondary Education (GCSE) exams in English and mathematics. The launch of the initiative followed closely on the heels of a significant policy shift in England in 2014 requiring

all young people who fail to achieve a grade of C or better (now a level 4 or higher) on the English and mathematics exams by age 16 to continue taking the exams until they pass or reach the age of 18. EEF acted swiftly to identify and scale effective strategies to build the capacity of post-16 providers and support disengaged students affected by this significant shift in national policy.

At its heart, the EEF initiative is all about identifying interventions that are grounded in research — specifically, identifying which promising approaches to remediation should be scaled based on rigorous research methodologies and data. Prior to the launch of the EEF initiative, there was little appetite in England for investing in interventions or research in the post-16 sector, an often overlooked population of disadvantaged youth. Fast forward, and the scale that EEF is operating at with just five interventions is far reaching: In less than three years, the interventions are being implemented in more than 200 post-16 settings (exceeding the goal of 140 settings), reaching nearly 17,000 students — about 7.5 percent of the 225,000 students estimated to be in need of remediation. As a result of the initiative, post-16 colleges are talking about strategies and evidence in ways they were not even five years ago. And stakeholders are coming to

EEF asking to do work with disadvantaged, older learners. EEF is bringing attention to the issue, drawing resources to the sector and forming new partnerships, all while producing high-quality work to scale interventions and conduct evaluations.

Association of Southeast Asian Nations: Indonesia, the Philippines and Thailand. The Education Development Center (EDC) launched Accelerated Work Achievement and Readiness for Employment 2 (AWARE2) in Indonesia, the Philippines and Thailand to bolster technical and soft skills training for youth targeted to the information and communications technology (ICT) sector. AWARE2 partners with secondary schools and technical colleges from one or more communities in each country to train teachers in Work Ready Now!, adaptable curriculum modules developed by EDC that provide students with a hands-on bootcamp experience run by local ICT industry partners, as well as work-based learning experiences. What truly stands out is how each country has adapted the initiative to reflect its specific education and workforce needs and how that strategy sets the stage for scaling the initiative nationwide.

At the outset of each project, EDC conducts a curriculum adaptation during which private-sector and government partners help review and rework curricula to meet local needs. EDC gathers input from partners and revises curricula accordingly on an ongoing basis. At the end of each year of implementation, EDC convenes key stakeholders to collectively reflect on what aspects of implementation worked well and how the design and implementation can be strengthened for the next year.

This adaptability of the program and flexibility of team leaders charged with implementation is a key to scaling the program. National and regional governments, as well as participating schools in all three countries, are enthusiastic about the promise of AWARE2 as a valuable strategy for improving employment outcomes for youth and are supporting the efforts in various ways. For example, in Thailand the government is partnering with EDC to support the next Training of Trainers workshop for teachers. In the Philippines, the regional governments are releasing teachers to participate in the Training of Master Trainers workshops.

In Indonesia, the Jakarta Department of Education provided funding for industry classes, with in-kind support from global and local companies.

The initiative is also bringing much-needed resources to the countries, particularly from global digital companies that are providing training and access to technology. IBM facilitated the first innovation bootcamp in the Philippines for AWARE2, which included funding to implement the program. Microsoft and Google also provided direct training to teachers. Most notably, the Jakarta Provincial Department of Education has invited a proposal to fund a fivefold expansion of AWARE2 over the next three years and has appointed AWARE2's Indonesia country manager to serve as the secretary general of the newly formed engagement governing board consisting of members from technical and vocational education and training schools and industry, MKPI. MKPI will be a standalone organization led by a committee of 17 decisionmakers, including policymakers and industry leaders, charged with fostering more collaboration between industry and schools.

Maharashtra, India. LAHI successfully designed, launched and scaled a vocational education model in partnership with the government in a relatively short time span, and the model is yielding positive outcomes for students. Scaling a program of this size and scope given the decentralized infrastructure and government bureaucracy in India is no small feat. Part of the success lies in LAHI's strategic approach, which takes into account the political, economic and educational landscape. The model and the approach to implementation closely align to the government-supported strategies and policies around vocational education, as well as economic and workforce development needs. The model also tackles long-standing challenges that have plagued the current education system, such as teacher quality and inequitable educational access and outcomes for girls. Further, the model intentionally integrates vocational education into mainstream academic education to ensure sustainability (as opposed to creating standalone vocational education schools and programs).

One of LAHI's most significant accomplishments was the launch of a master teacher training center, The Karagir – School of Applied Learning (SAL). LAHI views teachers as key to nurturing and empowering students. SAL focuses on building the capacity of teachers by equipping them with pedagogical tools, providing them with a robust support system through a team of coaches, and enabling them to achieve professional growth. This work is accomplished by focusing on improving pedagogical, interpersonal and leadership skills for professional enhancement; providing a robust and consistent support system through coaching that enables effectiveness and efficiency; and setting an ambitious and aspirational growth path that enables accountability and motivates teachers to go the extra mile. The teacher training at SAL focuses on comple-

menting academic content knowledge with the broader concepts of practical learning.

In addition to training teachers, LAHI aims to become a resource center for other non-governmental organizations that are planning to join the cause of integrating vocational education into the high school curriculum. This includes the ability to function as a train-the-trainer center for vocational teachers to prepare others for large-scale expansion of vocational education, provide vocational education training directly to students who reside near the center and to inspire young adults to become entrepreneurs by pairing them with local small and micro-enterprises through internships and on-the-job assignments as part of the school curriculum.

LOOKING FORWARD

The 10 innovation sites are working on short- and long-term goals for the initiatives, with an eye toward gauging impact, adapting interventions and strategies based on evaluations, and sustaining and scaling the initiatives. These 10 sites are only a sampling of the investments JPMorgan Chase & Co. is making to improve career readiness in communities across the globe through interventions that target the most at-risk and in-need youth to provide them with work-based learning experiences in the most in-demand career pathways.

Sites are collaborating with a multitude of partners and reaching tens of thousands of young people. Outcomes are promising, including increased high school graduation rates, increased work-based learning participation, and successful placement into postsecondary education and training programs and entry-level jobs in high-demand careers.

ACKNOWLEDGMENTS

Advance CTE would like to thank the grantees representing the 10 JPMorgan Chase New Skills for Youth investments discussed in this summary report, along with key partners and stakeholders who participated in interviews and provided information on the 10 initiatives. The interviews were conducted in person; via conference call, Skype, WhatsApp, Zoom Meeting and video recording; and through email from January to July 2019. The interviews included discussions of key activities, successes and challenges to date. Supporting documentation was provided by staff and partners, when available.

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APPENDIX A: IMPACT

Dallas, TX: Commit Partnership Dallas County Promise

- In fall 2018, Dallas County Promise launched its second year with a strong push for increasing participation. The number of schools participating in year two increased from 31 to 43, spanning 10 school districts and reaching 16,500 high school seniors, a significant increase from the 9,300 high school seniors reached in the first year.
- Ninety-eight percent of the seniors in year two signed the Promise pledge.

Denver, CO: Denver Public Schools (DPS) CareerConnect

- The initiative shows promising student outcomes across a number of measures, most notably graduation rates. The on-time graduation rate for DPS is 70 percent, well below the national average of 85 percent. Yet, participating in CareerConnect increases the odds of on-time graduation by:
 - 40 percent for students participating in two to five CareerConnect courses;
 - 90 percent for students participating in five or more CareerConnect courses;
 - 90 percent for students who have a CareerConnect industry mentor; and
 - 270 percent for students who participate in a CareerConnect internship.
- Today, 78 percent of DPS high schools are participating in the CareerConnect initiative. CareerConnect currently reaches more than 13,000 middle and high school students throughout the district and involves more than 160 CareerConnect teachers. And CareerConnect counts more than 200 businesses as partners, a list that continues to grow.
- Over the past two years DPS has engaged with 20 states and six countries to share information about the CareerConnect model and has hosted representatives from more than 25 school districts across the United States.

Detroit, MI: United Way of Southeastern Michigan Linked Learning Detroit

- United Way expanded upon the original goals of the New Skills for Youth investment to align with the Detroit Public School Community District strategic plan, supporting the district in the expansion of career pathways to all 22 high schools in the 2018-19 school year. A team of United Way career pathway coaches and work-based learning directors is now embedded in 19 high schools, organized by industry clusters.
- All schools have met certification requirements for NAF, a career academy model. In addition, all schools have met candidate-level certification requirements for Linked Learning, meaning basic program elements are in place.

New Orleans, LA: YouthForce NOLA

- By the 2019-20 school year, pursuing an industry-recognized credential will be an option for students in all 26 of New Orleans' open enrollment high schools. All 26 high schools will be offering a career pathway program of study to students, an increase from just two schools when YouthForce NOLA launched in 2015.
- Since the launch of the initiative, the number of New Orleans public school graduates earning statewide industry-recognized credentials in one of the three target clusters has increased fivefold and is on track to increase to sevenfold once 2019 graduates are counted. For the graduating class of 2018, 23 percent of the credentials earned were intermediate or advanced credentials.
- The number of students completing meaningful work experience has met annual targets and grown from 18 students in 2015 to approximately 250 participants in summer 2019. By 2019, applications for internships exceeded available slots by a ratio of 2-to-1.

South Bronx, NY: Consortium for Worker Education (CWE) New York Alliance for Transport and Logistics Advancement Services Initiative

- CWE points to early success in that half of its new recruits in programs are female — a demographic that is often under-represented in the transportation field.
- CWE partnered with the International Association of Machinists and Aerospace Workers to create a new diesel engine mechanics apprenticeship program, the first of its kind in New York in 30 years. The first class of apprentices have become full journey-level workers at New York logistics corporations, and the program is recruiting new young workers and companies to participate. The New York Mechanic's Apprenticeship Program is now working with its second cadre of students. The commercial driver's license program is already training its third cadre of students.

New York Alliance for Careers in Healthcare (NYACH) Ready for Healthcare Initiative

- NYACH's Core Competencies for Today's Healthcare Workforce, a set of foundational, cross-functional competencies identified by employers and industry leaders as essential for working in today's redesigned health care system, is currently in use at 13 CTE programs across the city.
- Students and employers have given NYACH positive feedback on their new guest speaker series. Participants point to the value of building understanding of the wide range of medical careers, beyond the traditional nurse and doctor jobs that are familiar to most students.

**England, United Kingdom:
Education Endowment
Foundation (EEF) Improving
Outcomes for Disadvantaged
16- to 18-Year-Old Students**

- In less than three years, the initiative launched five interventions, which are being implemented in more than 200 post-16 settings (exceeding the goal of 140 settings), reaching nearly 17,000 students — about 7.5 percent of the 225,000 students estimated to be in need of remediation.
- Stakeholders are coming to EEF asking to do work with disadvantaged, older learners. EEF is bringing attention to the issue, bringing resources into the sector and forming new partnerships, all while producing high-quality work to scale interventions and conduct evaluations.

**Association of Southeast
Asian Nations: Indonesia, the
Philippines and Thailand:
Education Development Center
Accelerated Work Achievement
and Readiness for Employment 2
(AWARE2)**

- In the first year of implementation alone, the AWARE2 team trained more than 90 teachers and 2,000 students and engaged dozens of national and local government entities and workforce-related organizations, as well as 400 private-sector partners, including more than 100 businesses involved directly in work-based learning activities across the three countries.

**Maharashtra, India:
Lend-A-Hand India**

During the 2016 implementation:

- The initiative integrated vocational education into 524 schools, reaching 34,110 students in grades 9 and 10.
- 1,100 students participated in an internship in grade 10.
- 215 businesses participated in work-based learning activities held at school for students in grade 10.
- 3,100 students opted to pursue vocational training following grade 10.
- 220 students enrolled in the pilot to expand programming to grades 11 and 12, with 27 employers providing internships for the pilot in grade 11.

**Orange Farm, South Africa:
Catholic Institute of Education
(CIE) Thabiso Skills Institute, MSC
Artisan Academy and Jet Education
Services Orange Farm Initiative**

- MSC sites delivered a minimum of 660 hours of training to 90 youths in Orange Farm. Ninety-seven percent of the youths completed all of the training components, far exceeding the initial 80 percent goal. The program also met its demographic goals: 100 percent of youths were black, 100 percent met the age criteria of 18 to 25, and 100 percent were from Orange Farm. Based on preliminary evaluation results for the MSC sites, 73 percent of the 90 participants transitioned to formal, full-time employment; further full-time training (a learnership or an apprenticeship); or some other type of experiential work placement.
- The CIE set a target to enroll and train 1,200 youths through 10 skills centers; 1,192 learners completed training in baking, end-user computing and merchandising. For the CIE sites, 81 percent of learners experienced work-based learning.

**China Development Research
Foundation (CDRF) Win the Future**

- CDRF implemented interventions in 31 schools, including training principals of secondary vocational schools on the value of incorporating school-enterprise partnerships into their school management plan. As of August 2018, CDRF had conducted four training workshops for 132 schoolmasters and senior teachers.
- From 2016 to 2018, employment rates for secondary vocational students from schools that participated in the Win the Future initiative increased from 75 percent to 87 percent, while matching employment rates (meaning the job used the skills learned) rose from 52 percent to 73 percent. The six-month retention rate reached 91 percent.
- The interim results of the interventions for 2018 showed noticeable changes in almost all variables for students with overall increases in positive developmental characteristics, reductions in negative developmental characteristics and improvement in academic achievement. Specifically, the interventions boosted the growth mindset of students and reduced feelings of loneliness and depression and behavioral difficulties of students. The school interventions also significantly improved the reading ability and cognitive competence of students, typically related to reasoning and concentration.

Source: Data and information provided by innovation sites

ENDNOTES

¹ <https://www.un.org/development/desa/dpad/publication/world-economic-situation-and-prospects-april-2019-briefing-no-125/>

² For more information about New Skills for Youth, see <https://www.jpmorganchase.com/corporate/news/stories/newskillsforyouth.htm>.

³ <https://careertech.org/resource/series/nsfy-innovation-sites>

⁴ <https://www.thesouthafrican.com/news/south-africa-highest-youth-unemployment-rate/>

⁵ *Ibid.*