

Year Three Annual Report

2022-23

NEW SKILLS READY NETWORK PRIORITY AREAS

JPMorgan Chase identified four priority areas through which the six sites conduct most of their planning and implementation.

Strengthening the alignment and rigor of career pathways: *New Skills ready network* sites use policy and funding levers to improve the quality and rigor of career pathways and make those career pathways widely available to and accessed by all learners, especially in under-served populations.

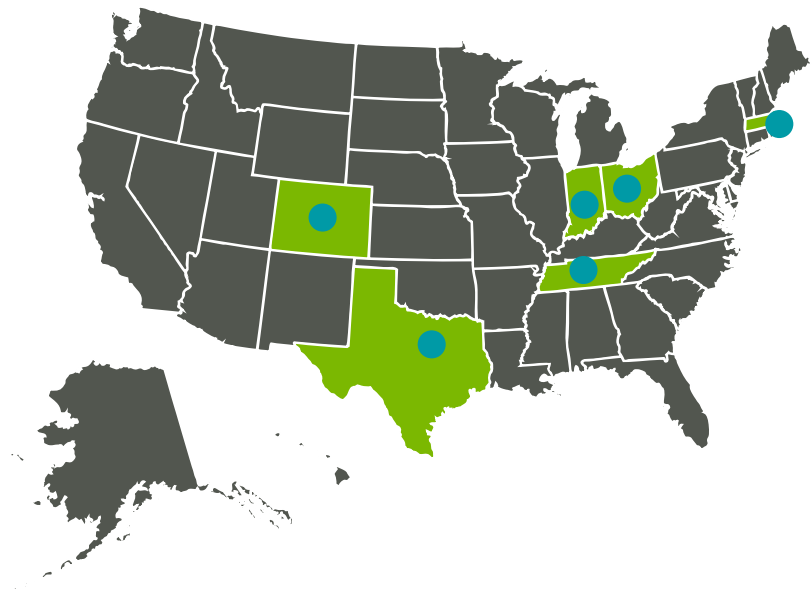
Designing, implementing and scaling real-world work experiences: Sites embed meaningful work-based learning opportunities within career pathways while also removing barriers to participation and success for learners. Sustained collaboration among educators, learners and employers helps fuel economic growth and set learners on the right path to long-term success in employment.

Building seamless transitions to support postsecondary success: Sites establish partnerships and agreements among high schools, postsecondary institutions, employers and intermediary organizations to increase learner attainment of degrees and credentials aligned with high-wage, high-skill, in-demand careers. They work toward this goal through aligned advising, recruitment efforts and additional supports.

Closing equity gaps: Sites are able to understand where gaps in access, enrollment, persistence and completion occur in available career pathways by population group. Using that foundational knowledge, sites work to remove barriers to meaningful career opportunities for historically disadvantaged populations by aligning equitable policy and practice to scale proven career pathways programs that ensure equity and access.

To support and accelerate career pathways, JPMorgan Chase partnered with Advance CTE and Education Strategy Group to launch the *New Skills ready network* in 2020. The five-year initiative, part of JPMorgan Chase's \$350 million global New Skills at Work program, aims to improve student completion of high-quality career pathways. The six *New Skills ready network* sites are:

- Boston, Massachusetts
- Columbus, Ohio
- Dallas, Texas
- Denver, Colorado
- Indianapolis, Indiana
- Nashville, Tennessee



This annual report identifies common trends across each of the sites, including implementation steps built on progress from years one and two, major accomplishments and lessons learned through year three and shared priorities for the year ahead. For more specific information about each site's progress, see year three's site snapshots.

In year one, each of the six sites began critical discussions on how to define core elements of high-quality career pathways and identified the priority career pathways they would focus on in the upcoming years. Sites identified the need to articulate a clear vision with actionable next steps that build upon each other, the importance of securing a shared commitment to owning priorities from all initiative partners, the significance of creating trusting and collaborative relationships to move the work forward and the importance of being data

driven. While the sites were challenged by the coronavirus pandemic, they leveraged lessons learned to prepare for year two.

Throughout year two of the *New Skills ready network* initiative, each site built on foundations laid in year one to focus on the initiative's key priorities; steer the direction of each community's progress; and further refine efforts to

successfully develop equitable, high-quality, high-demand career pathways. Moving into year three of the initiative, each site team continued collaborating to improve the development and implementation of high-quality career pathways. While all sites are committed to making progress on the initiative's four cross-site priority areas, each site also has continued to customize its focus areas to best meet the needs and demands of its learners and industry.

YEAR 1 2020-21

- Identified the need to articulate a vision, secure a shared commitment from all partners, create trusting and collaborative relationships and be data driven
- Defined the core elements of high-quality career pathways
- Selected priority career pathways based on labor market information

YEAR 2 2021-22

- Further refined efforts to develop and began implementation of equitable, high-quality, high-demand career pathways
- Created common definitions around work-based learning within education institutions and across industry
- Built capacity within each site's systems through individualized career plans, career coaches and strengthening alignment across local education agencies and institutions of higher education

YEAR 3 2022-23

- Integrated high-quality work-based learning and early career exposure opportunities within all career pathways
- Facilitated learner career pathway progression and transitions through secondary and postsecondary institutions
- Expanded learner access to coordinated, holistic and equitable college and career advising
- Improved access to and the quality of high-wage, high-demand career pathways that prepare learners for careers that provide family-sustaining wages

LOOKING AHEAD

YEAR 4 2023-24

- Will explore new career pathways sectors
- Will work toward the full implementation of career pathways
- Will engage families and better communicate the value of career pathways to learners
- Will increase learners' access to high-quality work-based learning opportunities
- Will keep sustainability and scalability top of mind

YEAR 5 2024-25

- Will implement policies and processes to scale and sustain equitable, high-quality career pathways
- Will leverage the success of career pathways work to serve as proof-points for policy and funding levers
- Will expand high-quality work-based learning opportunities aligned to priority industries

Action Areas

Throughout year three, common themes emerged as action areas for the six sites:

- 1 Integrating high-quality work-based learning and early career exposure opportunities within all career pathways;
- 2 Facilitating learner career pathway progression and transitions through secondary and postsecondary institutions;
- 3 Expanding learner access to coordinated, holistic, equitable college and career advising; and
- 4 Improving access to and the quality of high-wage, high-demand career pathways that prepare learners for careers with family-sustaining wages.

ACTION AREA 1

Integrating high-quality work-based learning and early career exposure opportunities within all career pathways

During the first two years of the *New Skills ready network* initiative, sites expanded work-based learning into high-quality career pathways. Sites created common and [shared definitions of work-based learning](#), [expanded delivery methods](#) and [created opportunities for learners to take part in apprenticeships](#) and virtual internships. Year three provided sites the opportunity to build on their foundation of increasing learner access to real-world work experiences by integrating high-quality work-based learning within all career pathways.




The **Columbus, Ohio**, team, in collaboration with the [Columbus Partnership and One Columbus](#), hired and onboarded an emerging talent manager. The emerging talent manager is responsible for further identifying the strengths and needs of different employer groups, serving as an intermediary between education and industry and supporting the development of new relationships with emerging industry sectors. The additional resources, partnerships and capacity added to the project team will continue to support the team's work of expanding work-based learning opportunities at all levels. The Columbus, Ohio, team also leveraged an [employer toolkit](#), created by the Ohio Department of Education, to help industry partners better understand the opportunities and challenges associated with work-based learning. In previous years of the initiative, the team identified information technology (IT) as a key focus area, and in year three, the team engaged with [OhioX](#) to understand employer needs in the IT sector and how these needs could be filtered across education institutions based on the right match for learners and employers.



The **Denver, Colorado**, team also integrated high-quality work-based learning into career pathways by working with their postsecondary partners to map career pathways with work-based learning opportunities to [Department of Labor registered apprenticeships](#) and beyond. The integration of work-based learning opportunities in career pathways by the Denver, Colorado, team has improved equitable access to work-based learning and career exposure for learners. In year three, the team supported a 63 percentage point increase in the number of high school learners participating in career exposure activities. As the project team continues to provide learners with access to work-based learning opportunities, they are developing a high-quality career pathways rubric that includes the identification of high-quality apprenticeship experiences for



learners. This rubric, developed by Denver, Colorado, secondary, postsecondary and workforce partners, will be publicly available and adopted by the state in year four. The state adoption will support the guiding principles of work-based learning integration in career pathways and Career Technical Education (CTE) programs across Colorado and highlights the impact of the *New Skills ready network* initiative for learners statewide.

 **Indianapolis, Indiana**, began considerable efforts in year three to align and improve work-based learning processes across all partner education institutions. The site asset mapped the current state of work-based learning initiatives across all education institutions, which allowed partners to understand where gaps existed. The project team then created a menu of offerings so employers know which partner is the most appropriate to engage with based on their interests and needs. Additionally, the secondary partner, Indianapolis Public Schools (IPS), is working to redesign its student capstone experience to be a more comprehensive work-based learning experience. It is also reviewing ways to remove barriers to participation for undocumented learners and other special populations.



ACTION AREA 2

Facilitating learner career pathway progression and transitions through secondary and postsecondary institutions



Building seamless transitions to support learners' postsecondary success is a key priority in the *New Skills ready network* initiative. Each of the six sites has been working to create greater alignment among education institutions to ease the learner experience when transitioning from secondary to postsecondary institutions. In year three, sites across the initiative directed their focus on further improving systems, processes and alignment across secondary and postsecondary institutions to facilitate learner transitions as they navigate through their career pathways.



The postsecondary partners in **Boston, Massachusetts** — Bunker Hill Community College (BHCC) and the University of Massachusetts (UMass) Boston — completed a case study in year three of the initiative that provided greater insight into student transfers between the institutions. The findings from the case study informed strategies to improve the transfer experience and ease career development processes as learners transfer from one institution to another. To ease transitions for learners, the two institutions engaged in coordinating conversations that allowed each institution to understand the other's landscape around transfer, which was not previously shared knowledge. Through regular meetings, BHCC and UMass Boston leaders shared the study results to align practices. Subsequently, the collaborative teams are now able to meet the needs of both institutions and improve learner experiences when transitioning from one institution to another.



The **Denver, Colorado**, team identified opportunities to improve the learner transition experience with secondary and postsecondary partners, specifically Denver Public Schools (DPS) and the Community College of Denver (CCD). The Denver, Colorado, site lead, The Attainment Network, leveraged a consultant to help the institutions focus on improvements in the learner transition process. A significant challenge that the institutions have remedied over year three was sharing data related to learners' schedules when engaging in concurrent enrollment. Previously, the DPS and CCD data systems were not updated to provide the community college with timely changes to learners' schedules, resulting in erroneous rosters for CCD staff and incorrect schedules for learners. DPS and CCD are mitigating the challenge of misaligned systems through IT automation to ensure that each institution has access to timely information on learners' schedules, enrollments and more. This change across the institutions has improved the learner experience with concurrent enrollment and contributed to a 100 percent increase in participation in concurrent enrollment by DPS learners.

ACTION AREA 3

Expanding learner access to coordinated, holistic, equitable college and career advising



College and career advising has been a shared focus area for all six sites throughout the initiative. In previous years, sites worked to [align secondary and postsecondary systems of advising](#) to provide more intentional learner supports, launched new curricula, developed shared language and practices in [streamlining systems of advising](#) and built capacity within their systems through individualized career plans and coaches. In year three, sites expanded access to coordinated and holistic college and career advising to ensure equitable access for all learners.



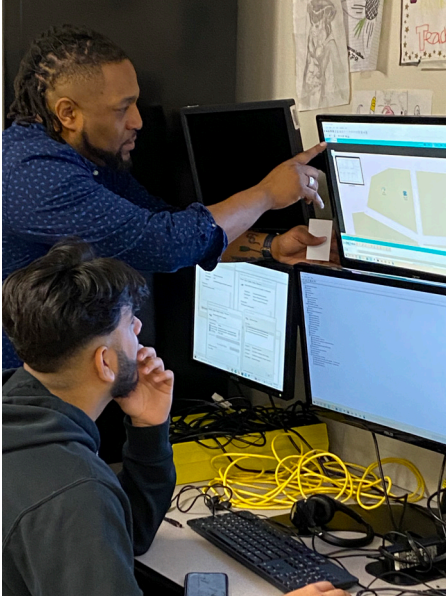
The **Boston, Massachusetts**, team continued their advising work from previous initiative years by expanding access to [My Career and Academic Plan \(MyCAP\)](#). In year two, Boston Public Schools (BPS) led the rollout of MyCAP in four focus high schools for the initiative. In year three, the team applied the lessons learned from that launch for the expansion of MyCAP to the middle grades to provide multi-year advising that better prepares learners for career pathways, dual enrollment and early college experiences. BPS deployed MyCAP coordinators to provide technical assistance and district-level support to school-level staff. The middle grades MyCAP rollout centered equity in its design and implementation. The BPS team approached the expansion with an explicitly anti-racist and cultural wealth lens and centered core learner experiences such as goal-setting and career exploratory components. As the Boston, Massachusetts, project team continues to improve and refine their holistic advising processes, the team will focus on the learner experience by developing systems that enhance learners' advising experiences and support their successful completion of high-quality career pathways.




The project team in **Indianapolis, Indiana**, also made significant progress in expanding learner access to college and career advising by further developing resources and supports for learners and finalizing frameworks that align career advising practices. Fully embedded career coaches in high schools provide coaching and general academic advising support. They also coordinate dual enrollment participation and engagement. Postsecondary partners in Indianapolis, Indiana, published [program maps](#) for learners participating in agreements between Indiana University-Purdue University Indianapolis and Ivy Tech Community College. Finally, the Indianapolis, Indiana, project team, in collaboration with Education Strategy Group, developed a comprehensive career advising framework to align advising initiatives across all education levels. The framework identifies key terms and includes a multi-tiered system of supports that help to leverage career-specific components, milestones and resources. The team plans to implement the framework in year four in IPS, with the goal of eventually piloting the framework in other school districts across Indiana.


ACTION AREA 4


Improving access to and the quality of high-wage, high-demand career pathways that prepare learners for careers with family-sustaining wages



In previous years of the *New Skills ready network* initiative, all sites leveraged their strategic planning to design career pathways that meet the labor demands of their region, include high-quality learning experiences and ensure accessibility for all learners. In year three of the initiative, progress continued to improve access to and the quality of career pathways.

 The **Nashville, Tennessee**, project team improved access to high-demand, high-wage career pathways by leveraging the resources of the *New Skills ready network* initiative to develop eight pilot projects, distributing up to \$10,000 to innovative projects. These projects engaged Metro Nashville Public Schools (MNPS), two-year and four-year postsecondary partners and industry partners. The pilot projects garnered implementation support from the college and career readiness coaches within MNPS, who connect existing career advising and transition supports to learners. The execution of these pilot projects supported expanded access to career pathways for learners. The Nashville, Tennessee, team has also supported increased access to career pathways in HVAC and IT by re-engaging a two-year postsecondary institution, Tennessee College of Applied Technology – Nashville (TCAT-Nashville). The engagement with TCAT-Nashville has increased learner participation and interest in dual enrollment, and the site now has more than 300 learners enrolled in these opportunities.

 Columbus City Schools (CCS) in **Columbus, Ohio**, moved to a fully open lottery system with no prerequisites or qualifying requirements to improve access to career pathways. This shift now allows learners to have the full opportunity to participate in career pathways regardless of barriers. Since the shift to a full lottery system, CCS has accepted 20 percent more CTE learners, resulting in a health care program that is at 100 percent capacity and an IT program that is at 97 percent capacity district-wide. Additionally, the *New Skills ready network* investment has improved the quality of career pathways in Columbus, Ohio. The Ohio State University (OSU) led a design thinking lab for IT programs, which brought together instructors and administrators to equitably redesign and realign four-year IT programs. The result is that OSU is developing a bachelor's degree in IT, stacked with previous coursework and credentials at other institutions. The site has also begun procurement processes for the health care and IT spaces to acquire equipment that will provide learners at all levels with hands-on classroom experiences to prepare them for work-based learning opportunities.

 The **Dallas, Texas**, project team is working on improving learner access to the region's high-demand, high-wage cybersecurity career pathway. The project team is currently designing a cybersecurity career pathway that will connect all partner institutions with learners and provide lab experiences at the University of North Texas – Dallas. The team plans to expose learners to this high-wage, high-demand career pathway as early as middle school with opportunities to earn credentials.

Lessons Learned Through Year Three

Over the first three years of the *New Skills ready network* initiative, the sites have continued to build on lessons learned in the design and implementation of key strategies and priorities. In year three, some of the most salient lessons focused on the need to:

✔ Increase transparency and accountability across all partners.

Over the course of the initiative, the size of the project team in all six sites has increased significantly. While sites continue to cultivate and maintain strong cross-sector partnerships to help move the work forward, the increased size of the teams can make staying connected and ensuring clear follow-up more challenging. As the project teams continue to grow and more individuals join the initiative to elevate the work that the teams have accomplished, project teams are updating their internal communications processes to ensure that all partners engaged in the initiative are receiving timely information, data, updates and action items to keep the work moving forward.

✔ Prioritize sustainability, scalability and replicability.

As the sites enter year four of the *New Skills ready network* initiative, the fifth and final year of the initiative draws closer. As such, all sites are considering how the work will be sustained and scaled beyond year five. The **Denver**,

Colorado, team has strategically engaged their state-level partners to elevate the work taking place in the *New Skills ready network* site. The project team has provided proof points for state-level leaders, who then elevate the work and inform state legislation that will support the work taking place after the close of the initiative.

✔ Deploy robust communications and capacity-building strategies.

Clear communication and training for career pathways are ongoing priorities for all six sites. As career pathways across all six sites are scaled, robust communications strategies are being deployed in year four to ensure that learners and families are aware of the opportunities available to them. Similarly, staff members that support learners' college and career advising are being educated, informed and trained to speak about career pathways opportunities and share them with learners. The **Boston, Massachusetts**, site leverages MyCAP coordinators to support career and advising training, and the **Nashville, Tennessee**, site has increased capacity and training with college and career readiness coaches.



LOOKING AHEAD

As sites enter year four of the *New Skills ready network* initiative, each is continuing to build on the achievements and growth of previous years. The sites are exploring new career pathways sectors that meet the needs of industry and lead to careers that provide family-sustaining wages, working toward the full implementation of career pathways, increasing learners' access to high-quality work-based learning opportunities and keeping sustainability and scalability top of mind to ensure that learners have continued access to high-quality, equitable career pathways for years to come. Each site is looking forward to continuing the work in year four to support high-quality career pathways for all learners.