

ABOUT JFF



Our Mission

Jobs for the Future (JFF) works to ensure that all lower-income young people and workers have the skills and credentials needed to succeed in our economy.



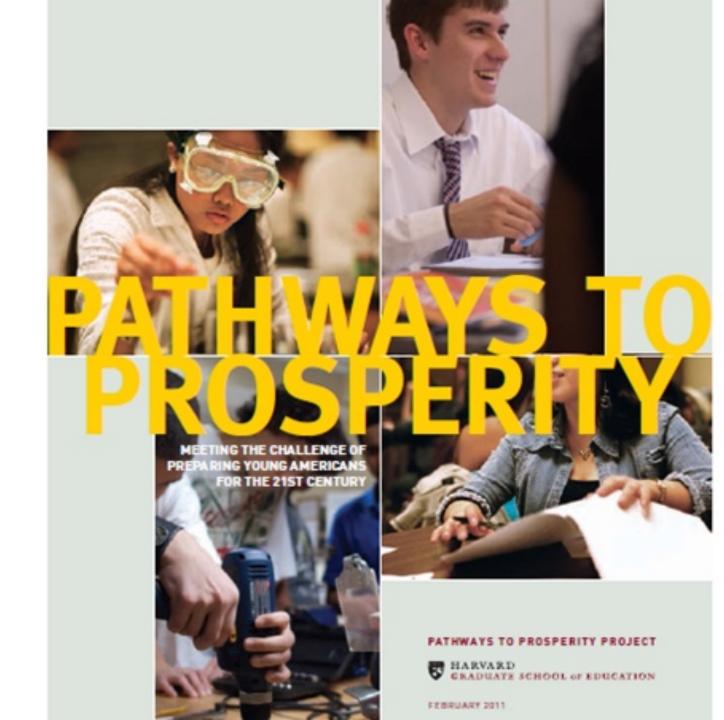
Our Vision

The promise of education and economic mobility in America is achieved for everyone.

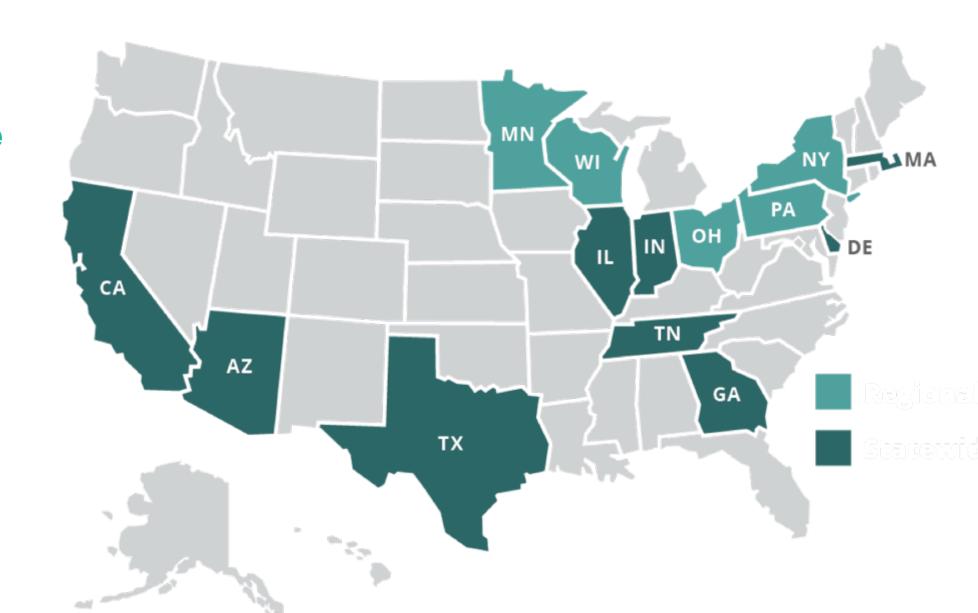
"The American system for preparing young people to lead productive and prosperous lives as adults is clearly badly broken. Failure to aggressively overcome this challenge will surely erode the fabric of our society."

Harvard Graduate School of Education, 2011





Pathways to Prosperity A National Perspective











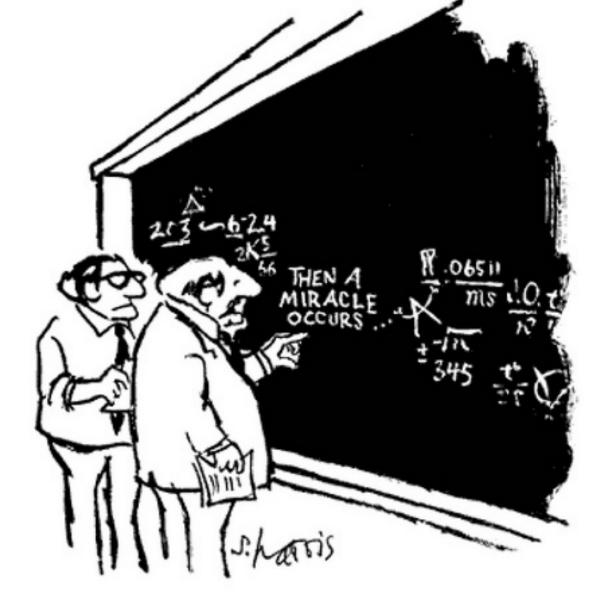
TRANSITIONS MATTER

Between idea and outcome

Between high school and college

Between college and career

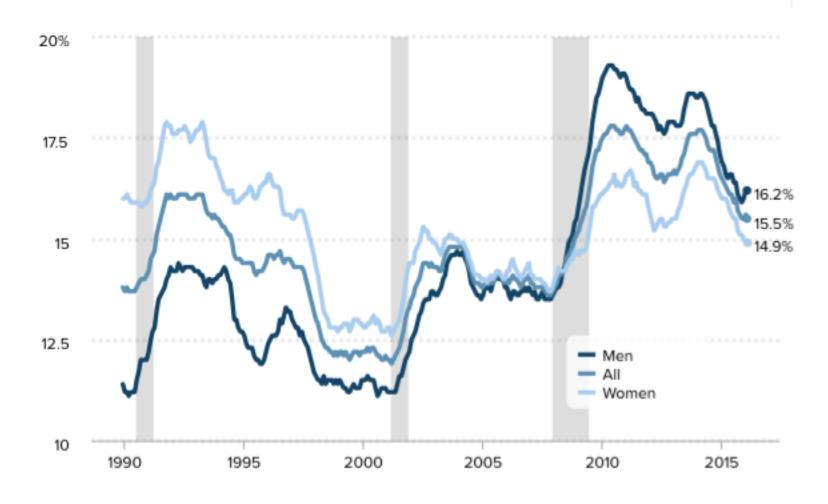




"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO"

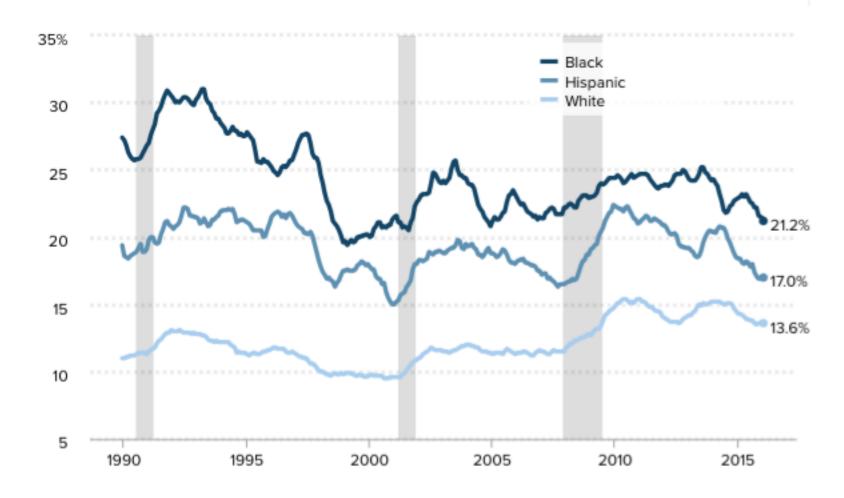
The Great Recession has left many young graduates neither employed nor in college

Share of young high school graduates not enrolled in college or a university and not employed, by gender, 1989–2016*



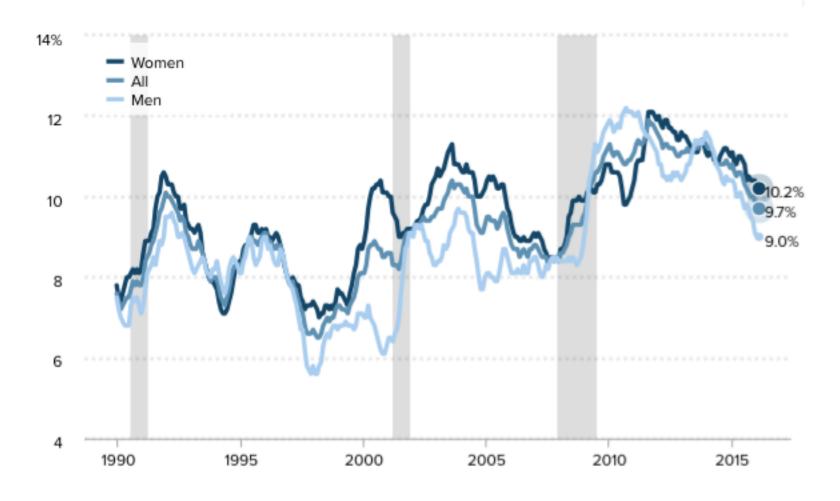
Among young black high school graduates, over one in five is neither employed nor in college

Share of young high school graduates not enrolled in college or a university and not employed, by race/ethnicity, 1989–2016*



One in 10 young college graduates is neither employed nor pursuing more education

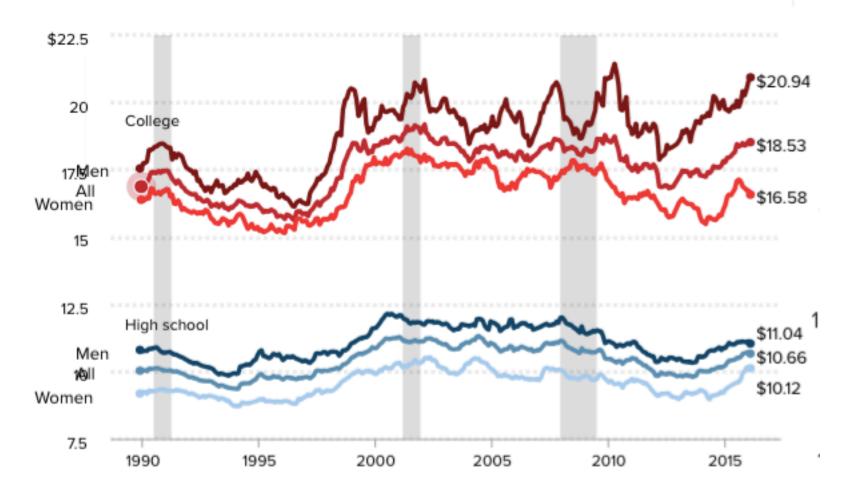
Share of young college graduates not enrolled in college or a university and not employed, by gender, 1989–2016*





For most young graduates, wages are no higher than in 2000

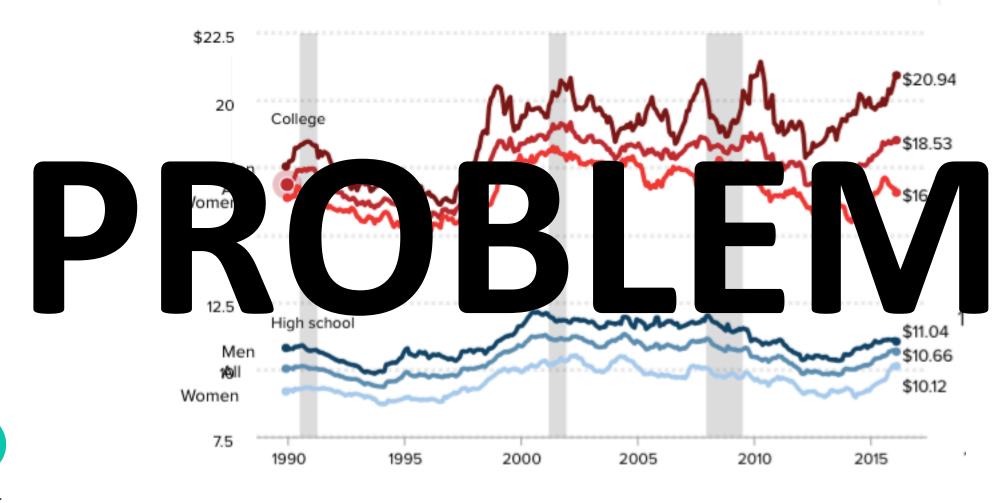
Real average hourly wages of young workers, by education and gender, 1989–2016*





For most young graduates, wages are no higher than in 2000

Real average hourly wages of young workers, by education and gender, 1989–2016*



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A CHANGING ECONOMY

Disruption is coming

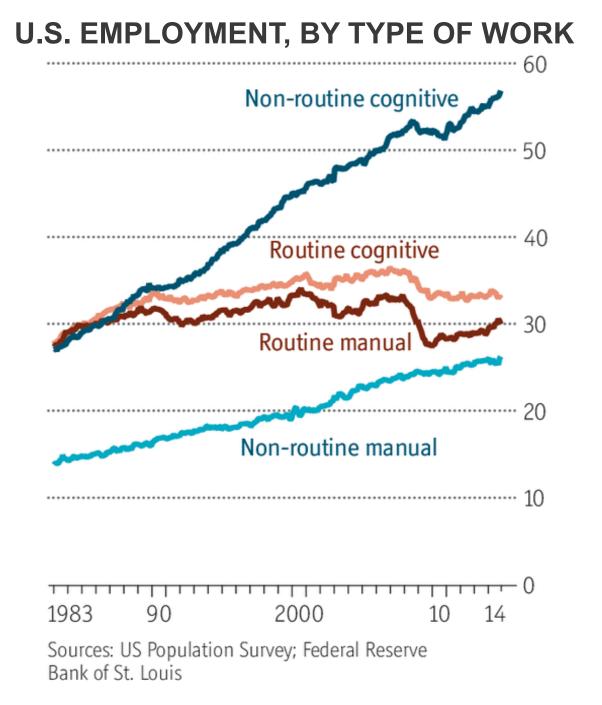
Job loss

Job change

Hollowing out of the middle class

Widening inequalities

Long-term: Who knows?



FUTURE OF WORK WHAT WE KNOW

Education and business mismatch⁴

96%

of college academic officers said they are confident in their institution's ability to prepare students for the workforce

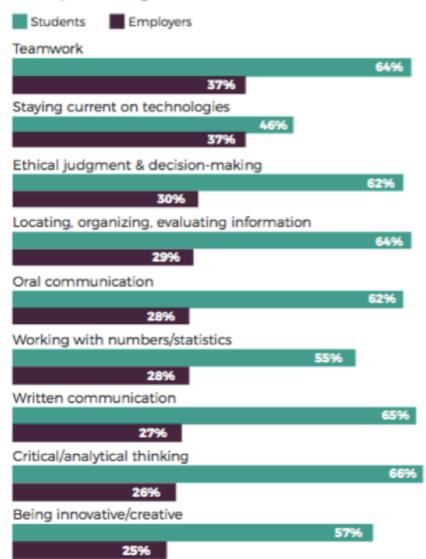
but only 11%

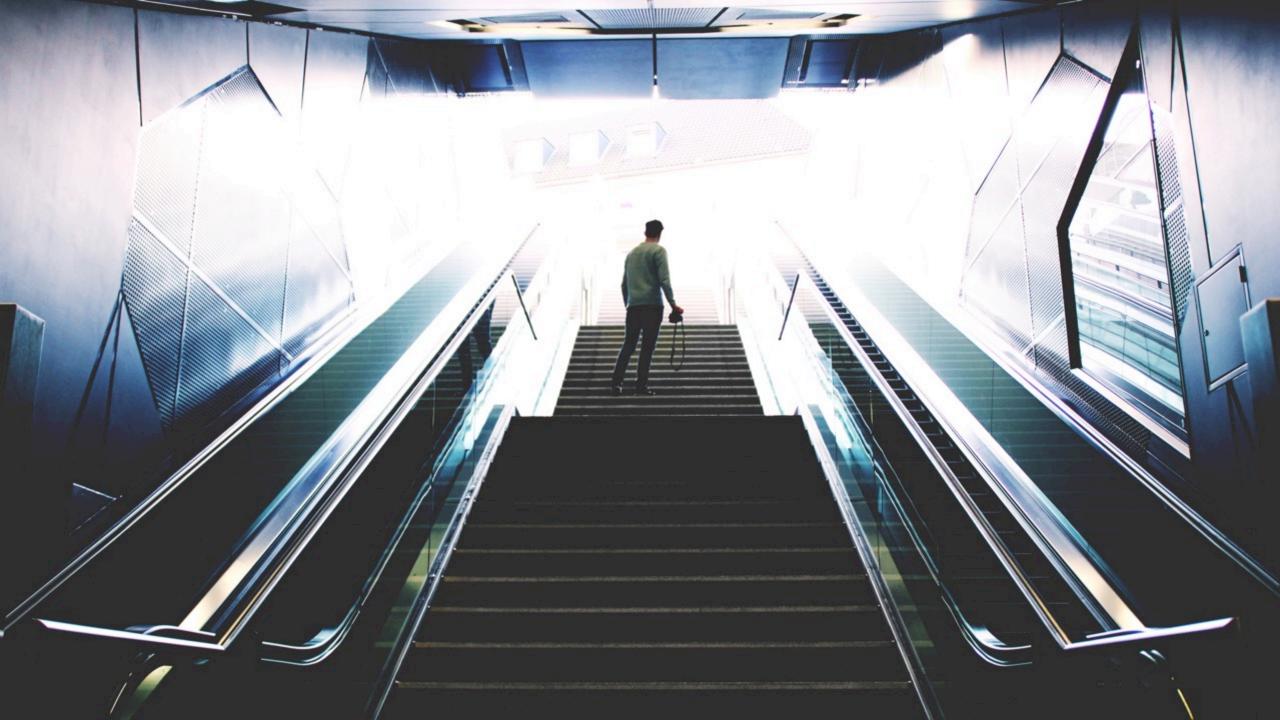
of business leaders agree that today's college graduates have the skills and competencies that their business needs



College grads and employers disagree on workforce preparedness³

Percentages represent the number of students/employers who think college grads are highly prepared in these skill areas upon entering the workforce.







BUILDING PATHWAYS ECOSYSTEMS

PATHWAYS FOR WHOM?



Students

- Middle and high school success
- Postsecondary success
- **Career and community success**

Employers · Pipeline of young professionals

- Skills gap/talent shortage addressed
- Increasing number of jobs

Economies

 State and regional economies thriving and growing in key industry sectors; providing upward mobility

PATHWAYS FOR WHAT?

STUDENT SUCCESS

SKILLED WORKFORCE

STRONG ECONOMIES

VIBRANT, ENGAGED COMMUNITIES

Complete high school with at least 12 college credits and WBL experience

Attain postsecondary credential with value in regional labor market

Launch a career in a high-demand, high-growth, high-wage occupation

Advance in career and pursue further education as interested

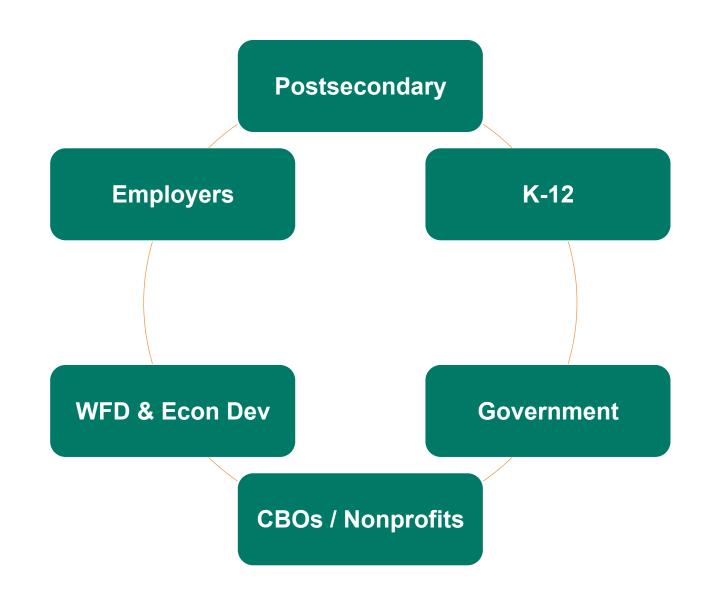
ALL YOUNG PEOPLE

IT TAKES A VILLAGE

Cross-sector approach to building pathways with clear value proposition for each partner

Aligning grades 9-14+ policy and practice, braiding funding, creating effective WFD systems, leveraging partnerships...





PATHWAYS EXAMPLE INDUSTRY SECTORS

Paths must be carefully chosen to ensure mobility

Solving realworld problems facing businesses High-tech driven in occupations such as agribusiness and agriscience



Cross-cutting and key to all 21st century careers, not just in IT fields

Few know the opportunities and salaries

Financial literacy is a foundational skill for all sectors and occupations



REVERSE-ENGINEERING PATHWAYS

EMPLOYERS



FUTURE OF WORK CONSIDERATIONS

COMPETENCIES MAPPING

SECTOR STRATEGIES

WORK-BASED LEARNING

POSTSECONDARY



SECONDARY

CONNECTION TO LABOR MARKET

ON-RAMPS AND OFF-RAMPS

SEAMLESS TRANSITIONS

PARTNERSHIP-BUILDING BOTH COLLEGE AND CAREER FOR ALL

HIGH-IMPACT DUAL ENROLLMENT

EARLY, ONGOING CAREER ADVISING

FOUNDATIONAL SKILLS

WHAT WORKS? INTEGRATING & ALIGNING FOR OUTCOMES

Engaged
employers:
work-based
learning opps. &
curricula support

Rigorous Academic & Career Grades 9-14+ Pathways Intermediary links between education & employers

career information, awareness, & exposure

Commited state leaders & favorable policy environment







SECONDARY-POSTSECONDARY ALIGNMENT



WORK-BASED LEARNING DELIVERY SYSTEM

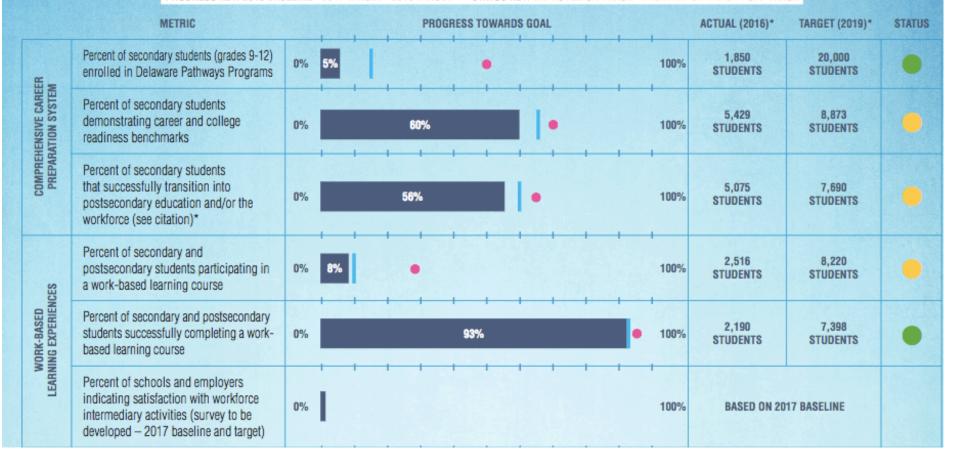
Data & Metrics | Equity & Access

Communications & Messaging | Learning & Teaching

Shared outcomes

DELAWARE PATHWAYS OUTCOMES REPORT

PROGRESS KEY: 2016 BASELINE - 2017 TARGET - 2019 TARGET STATUS KEY: IMPROVED ON TRACK - DECLINED ON TRACK - OFF TRACK





Shared Theory of Action

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Theory of Action Madison Metropolitan School District:

If we create processes to develop, document, and communicate about high quality learning experiences available within college and career pathways, then we will establish systems and programs that provide students access to high-quality learning experiences at both the high school and college level that will be prepare them achieve their academic and career goals.

Defined Leadership Roles

Linked Learning San Bernardino County Regional Hub of Excellence

Governance Structure

Anchor Organizations, twice monthly meetings

- Hold a shared vision
- · Convene key leaders

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- Build and manage a shared governance and accountability structure
- Lead/coordinate resource development
- Identify success indicators and monitor progress toward successful outcomes







Executive Board, quarterly meetings

Develops and leads implementation of the Hub Work Plan, including recommending revisions/next actions
Approves new members of Operating Board, new Teams
Leads onboard process for new leaders and organizations
Build public will and demand for Linked Learning
Leads policy and advocacy efforts



Reports to Executive Board quarterly, monthly meetings

Review requests for WBL assistance and forward to Intermediary Network Reviews data, progress and challenges in system development Reviews/updates work plan based on Executive Board input/feedback Develops and delivers Executive Board updates and reports Approves nominated members of Action Teams Reviews applications for new Teams

Communications Action Team

Reports to Operating Board, monthly meetings

- Adapt existing communication tools and resources
- Develop and implement a regional communications plan
- Promote regional and state policies that support pathways quality and sustainability
- Establish strategies for engaging community, faithbased and parent organizations

Pathway Quality & Fidelity Action Team

Reports to Operating Board, monthly meetings

- Assure new pathway themes align with regional workforce & economic development
- Assist in the planning / conducting leadership development
- Support development & adoption of a formalized graduate profile
- Identify/promote best practices in student recruitment & pathway selection
- Establish local systems of assessment & accountability tied to identified regional Hub outcomes

Active Transitions Action Team

Reports to Operating Board, monthly meetings

- Address transitions from graduation to postsecondary and postsecondary to career
- Identify and replicate best practices for successful transitions
- Provide input on WBL activities that support transitions
- Develop strategic partnerships among secondary and postsecondary institutions

Intermediary Network (WBL) Action Team

Reports to Operating Board, monthly meetings

- Develop Work-Based Learning (WBL) opportunities
- Address barriers in providing WBL
- Report WBL data to Operating Board
- Align funding opportunities to support intermediary functions across industry sectors
- Develop a digital badge system
- Support career technical student organizations



WHAT WORKS? EARLY COLLEGE and DUAL CREDIT

EARLY COLLEGE HIGH SCHOOLS LEAD TO COLLEGE SUCCESS

30%

Earn an associate's degree or certificate with high school diploma, compared to very few nationally

94%

Earn transferable college credits, compared to 10% nationally

86%

Of those that enroll in college persist to their second year of college, compared to 72% nationally



DUAL ENROLLMENT WORKS

		Improvement index (percentile points)				
Outcome domain	Rating of effectiveness	Average	Range	Number of studies	Number of students	Extent of evidence
Degree attainment (college)	Positive effects	+25	+6 to +42	5	77,249	Medium to large
College access and enrollment	Positive effects	+15	+12 to +19	4	67,474	Medium to large
Credit accumulation	Positive effects	+14	+13 to +16	2	56,370	Medium to large
Completing high school	Positive effects	+7	+5 to +9	2	4,052	Medium to large
General academic achievement (high school)	Positive effects	+7	+3 to +13	2	2,817	Medium to large
Staying in high school	Potentially positive effects	+16	na	1	676	Small
College readiness	Potentially positive effects	+14	na	1	1,355	Small
Attendance (high school)	Potentially positive effects	+8	na	1	1,554	Small
General academic achievement (college)	No discernible effects	– 1	na	1	455	Small

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U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). *Transition to College intervention report: Dual Enrollment Programs*. Retrieved from https://whatworks.ed.gov

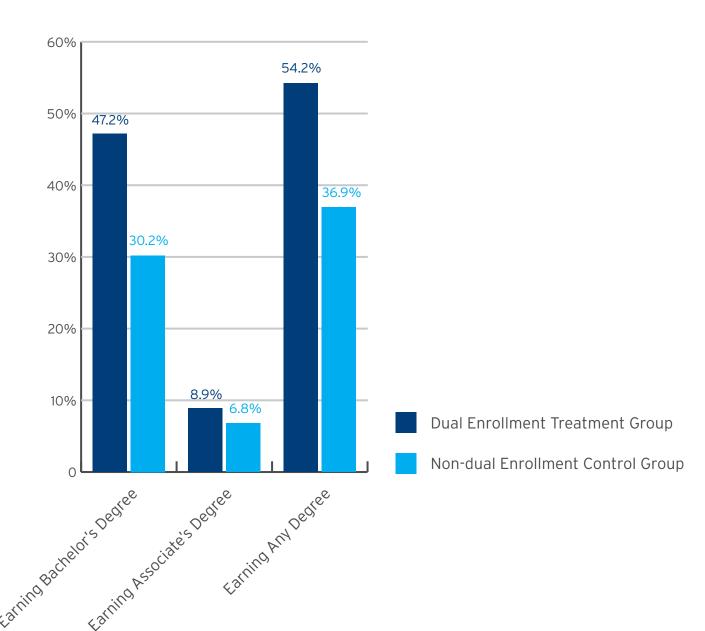
COLLEGE COMPLETION RATES FOR STATISTICALLY MATCHED COLLEGE ENROLLEES, TEXAS, 2004 HIGH SCHOOL GRADUATING CLASS

SELECTED RESULTS

Dual Enrollment in Texas

Struhl, B., & Vargas, J. (2012). Taking college courses in high school: A strategy guide for college readiness: The college outcomes of dual enrollment in Texas. Washington, DC: Jobs for the Future. Retrieved from http://eric.ed.gov/? &id=ED537253





WHAT MAKES A BEST BET DUAL ENROLLMENT COURSE?

- Opening doors to multiple postsecondary options
- Opening opportunity to stackable credentials and degrees
- ➤ Technical <u>and</u> general education opportunities
- ➤ Goal of keeping open the greatest number of potential credentials after high school graduation



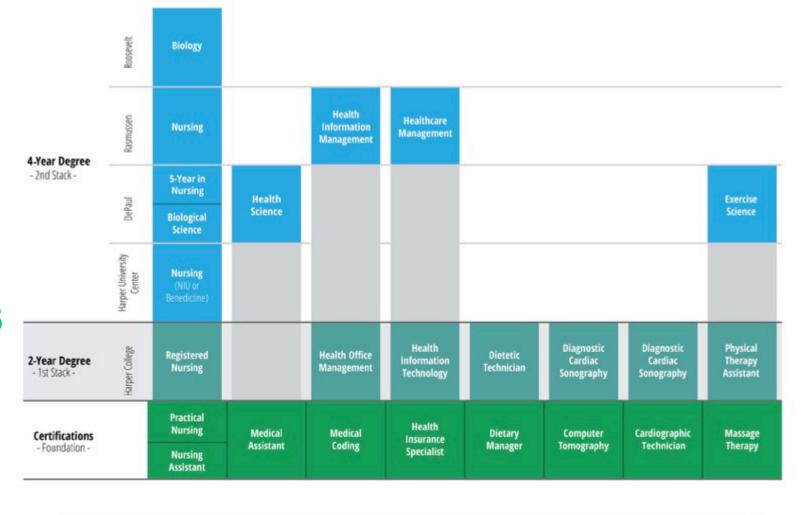
BEGIN WITH THE END IN MIND

NO MORE RANDOM ACTS OF DUAL ENROLLMENT

- ➤ Align 9-14+ pathways with real-time labor market information and wage data
- ➤ Identify "best bet" technical and general education dual enrollment courses
- Support planning for expanded dual enrollment offering
- > Identify options for four-year transitions
- > Faculty availabilty



HARPER COLLEGE HEALTH CAREER **CREDENTIALS** AND POTENTIAL STACKABLE **DEGREES**





Non-Stacking Credentials

Certifications -

Phlebotomist Certification

2-Year Degrees -

Radiologic Technician Dental Hygienist Surgical Technician 4-Year Degrees -

5-Year MS in Health Communications

DUAL ENROLLMENT Certificates and Associate's (AA) Degrees **COURSES OFFERED** Registered Nursing AA Surgical Technician AA Radiologic Technology AA Phlebotomy Certificate Medical Coding Specialist Certificate Tecnhician Certificate Health Insurance Specialist Certificate Dental Hygienist AA Diagnostic Cardiac Sonography AA Physical Therapist Assistant AA Health Information Technology AA Dietetic Technician Diagnostic Medical Healthcare Office Management AA Practical Nursing Certificate Medical Assistant Sonography AA Cardiographic Credential Technical/Pathway Courses Applicability 12 Medical Terminology 7 Human Anatomy 7 Human Physiology 7 Intro to Psychology 7 Human Anatomy and Physiology Legal and Ethical Issues in Healthcare 6 4 Healthcare Technology and Informatics Microbiology 2 ✓ 1 Chemistry for Health Science ✓ Intro to Sociology 1 1 ✓ Intro to Computer Information Systems Intro to Healthcare Today 1 Basic Concepts in Physics 1 Basic Healthcare Skills Core/Gateway Courses 11 Compositon 8 Fundamentals of Speech Communication 5 Math 101

WHAT WORKS? LABOR MARKET ALIGNMENT

In-Demand Healthcare Occupations in Rockford, IL

Top 10 In-Demand Healthcare Occupations, Rockford MSA (sorted by Change, number Jobs)

Occupation	Typical Entry Level Education	2016 Jobs	2026 Jobs	2016- 2026 Change %	2016- 2026 Change	Median Hourly Wage
Registered Nurses	Bachelor's Degree	3,424	3,778	10%	354	\$29.34
Personal Care Aides	No formal education	1,290	1,623	26%	333	\$10.53
Home Health Aides	No formal education	845	1,077	27%	232	\$11.34
Medical Assistants	Postsecondary non-degree award	1,026	1,205	17%	179	\$14.98
Receptionists/Information Clerks	HS Diploma	578	673	16%	95	\$12.89
Medical Secretaries	HS Diploma	503	591	17%	88	\$17.39
Nurse Practitioners	Masters Degree	188	245	30%	57	\$44.19
LPN or LVN	Postsecondary non-degree	516	565	9%	49	\$22.91
Physician Assistant	Master's Degree	170	213	25%	43	\$48.98

CLEAR MESSAGING AND EXPECTATIONS GUIDE STUDENT CHOICE

Rock Valley Community College, Health Science Program of Study

Credential	Potential Career Option	2016 Jobs	2026 Jobs	2016-2026 Change # (%)	Median Hourly Wage
Nursing AA	Licensed Practical & Licensed Vocational Nurse	581	629	48 (8%)	\$22.91
Phlebotomy Tech Certificate	Phlebotomist	163	193	30 (18%)	\$14.96
Dental Hygienist AA	Dental Hygienist	314	331	17 (5%)	\$35.94
Surgical Technician Certificate	Surgical Technologist	106	118	12 (11%)	\$18.87
Exercise Science AA	Physical Therapy Assistant	80	78	-2 (3%)	\$25.28
Respiratory Care AA	Respiratory Therapy Technician	21	18	-3 (14%)	\$24.49
Sports Management AA	TBD	TBD	TBD	TBD	TBD



Living wage for single adult: \$10.36 per hour



Living wage for single adult supporting one child: \$22.26 per hour



Source: MIT Living Wage Calculator; 2016.1 – QCEW Employees, Non-QCEW Employees, Self-Employed, and Extended Proprietors, EMSI

Clearly Defined Technical and Employability Competencies

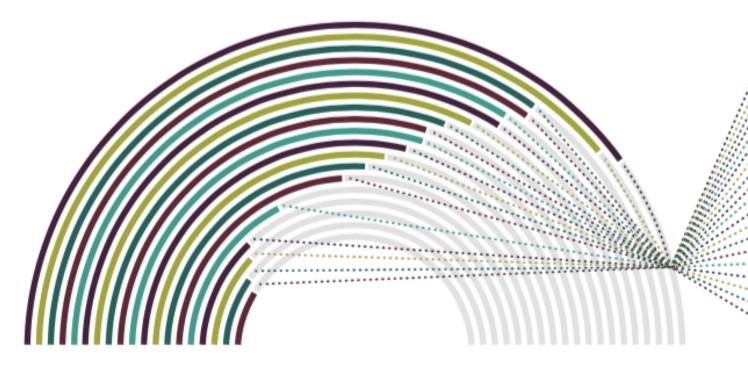
Reliability and Accountability Students can use their understanding of commitment, time management, and follow through in order to ensure that a professional team functions properly and meets collective goals.

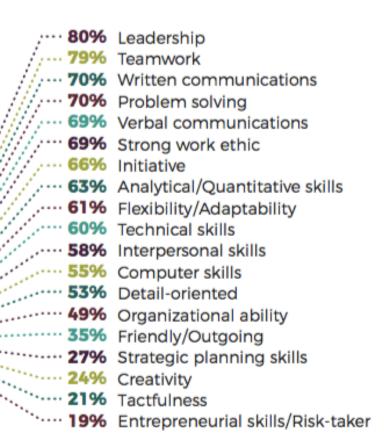
Cash and Capital Principles Students can use their understanding of the nature of cash, monetary systems, and the value of money in order to recognize the risk, return, and opportunity cost associated with capital.



WHAT WORKS? OPPORTUNITIES TO LEARN ABOUT WORK and HOW TO WORK

Attributes employers seek¹









CAREER **ENGAGEMENT**



PREPARATION FOR WORK-BASED LEARNING





EXAMPLE: HIGH SCHOOL

EXPECTATIONS FOR COLLEGE AND CAREER **ACTIVITIES**

By the end of 8th grade

A student should be supported to:

- complete a career cluster survey
- attend a career exploration day
- omplete a unit on education planning
- Be exposed to a finance literacy unit in a course or workshop

A student should know:

- the concept of career clusters for further exploration
- possible career clusters of interest
- relationship between community service/ extracurricular activities and postsecondary (PS)/career goals

Career Exploration

and Development Post-Secondary Education Exploration, Preparation, and Selection

A student should be supported to:

revisit career cluster survey and take a career interest survey

By the end of 9th grade

- complete an orientation to career clusters
- attend a PS options workshop
- meet with a counselor to discuss coursework and PS/career plans with the ISBE College and Career Readiness Framework
- begin determining eligibility for AP courses
- outline a plan for community service and extracurricular activities related to PS plans
 - complete a financial aid assessment with a family member

A student should know:

- one or two career clusters for further exploration and development
- the relationship between HS coursework, attendance, and grades to PS plans
- importance of community service and extracurricular activities to PS and career
- general cost ranges of various PS options

By the end of 10th grade

A student should be supported to:

- visit at least one workplace aligned to career interests
- complete an orientation course to a particular career cluster or cluster grouping
- select a career pathway (CP) within a career cluster of interest
- begin determining eligibility for AP courses
- identify 2-3 adults to support him/her through the PS and career selection process
- GPA, academic, and career indicators to ISBE College and Career Readiness Framework (every year)
- workshop with an adult family member

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- different types of PS credentials and institutions
- benefit of early college credit

By the end of 11th grade

A student should be supported to:

- revisit the career survey
- participate in a mock job interview
- create a resume and personal statement
 - identify an internship opportunity related to CP
 - determine readiness for college-level coursework in Math/ELA and enrolled in either "catch up" or "speed up" course
- complete or enroll in at least one early college credit opportunity
 - attend a college fair
- o visit at least 3 PS insitutions
- take at least one college entrance exam

A student should know:

- app deadlines, test timing, cost, and prep for industrybased certification for CP
- career attributes related to career interests
- entrance requirements, including app deadlines, for expected PS program of
- 3-5 match schools, one safety, and one reach school for PS program of study
 - negative impact of remediation on PS goals
- financial aid deadlines for chosen PS options

By the end of 12th grade

By 12/31 of 12th grade A student should have:

- completed 3 or more admission applications to PS institutions
- met with a school counselor to ensure all steps in the PS admission process are completed on time
- attended a FAFSA completion workshop
 - completed the FAFSA

By the end of 12th grade a student should be supported

- address any remedial needs in Math/ELA
 - obtain an internship opportunity relating to CP
 - o if applicable, receive industry-based certification(s) relating to CP

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at NIU

Center

Systems

∃ducation

- complete one or more teambased challenges or projects relating to CP
- attend a financial aid award letter workshop

A student should know:

- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of each PS option
- affordability of PS options in relation to expected entrylevel career salary and anticipated debt
- terms and conditions of any scholarship or loan

- compare current cumulative
- attend a PS affordability

A student should know:

- general timing of PS entrance exams and apps
- opportunities to PS access and completion

Financial Aid and Literacy





REVISITING VISION

The promise of education and economic mobility in America is achieved for everyone







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