



Beyond The Credit: Building Systems for College and Career Outcomes



JOBS FOR THE FUTURE

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.



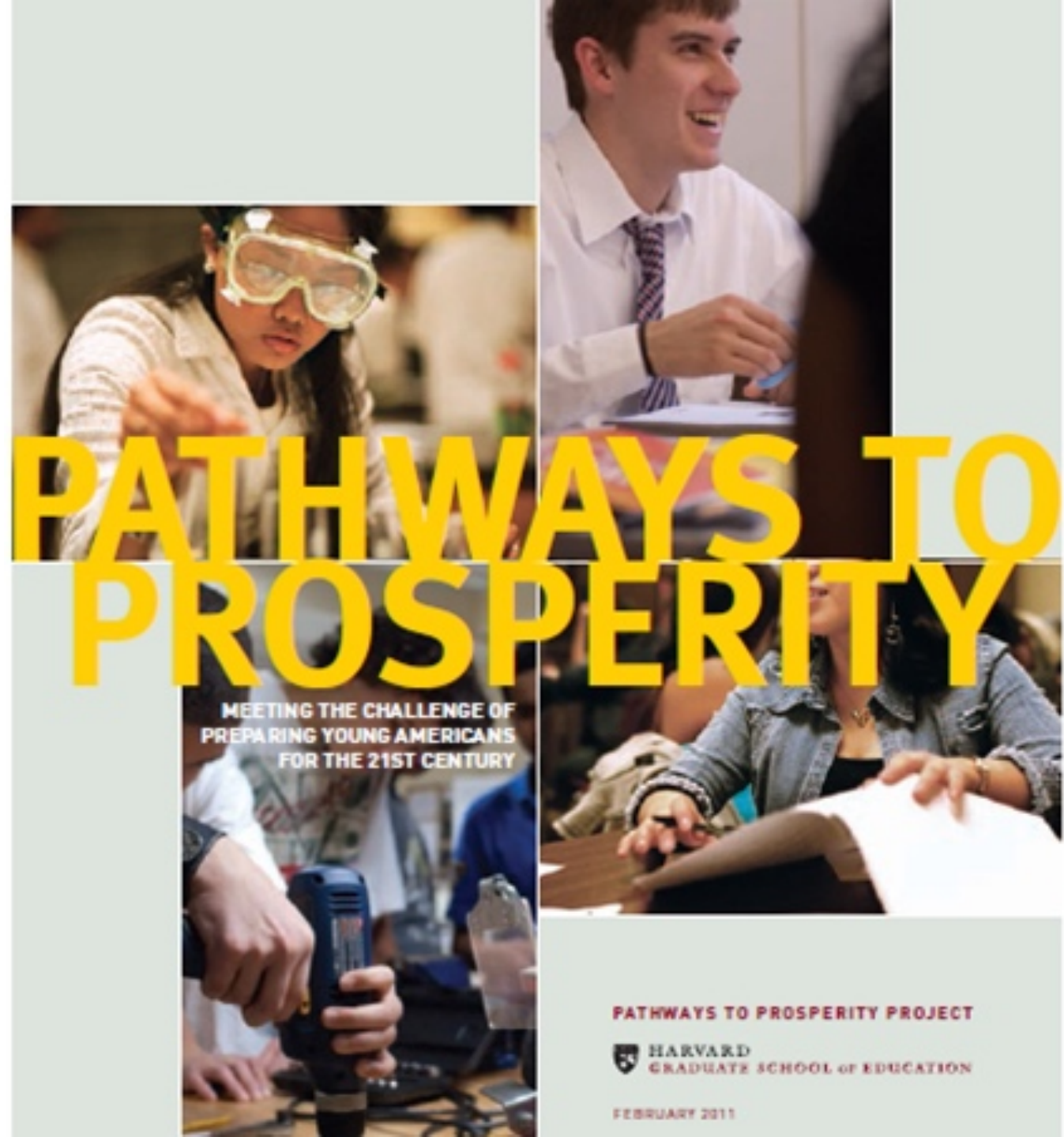
Our Vision

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

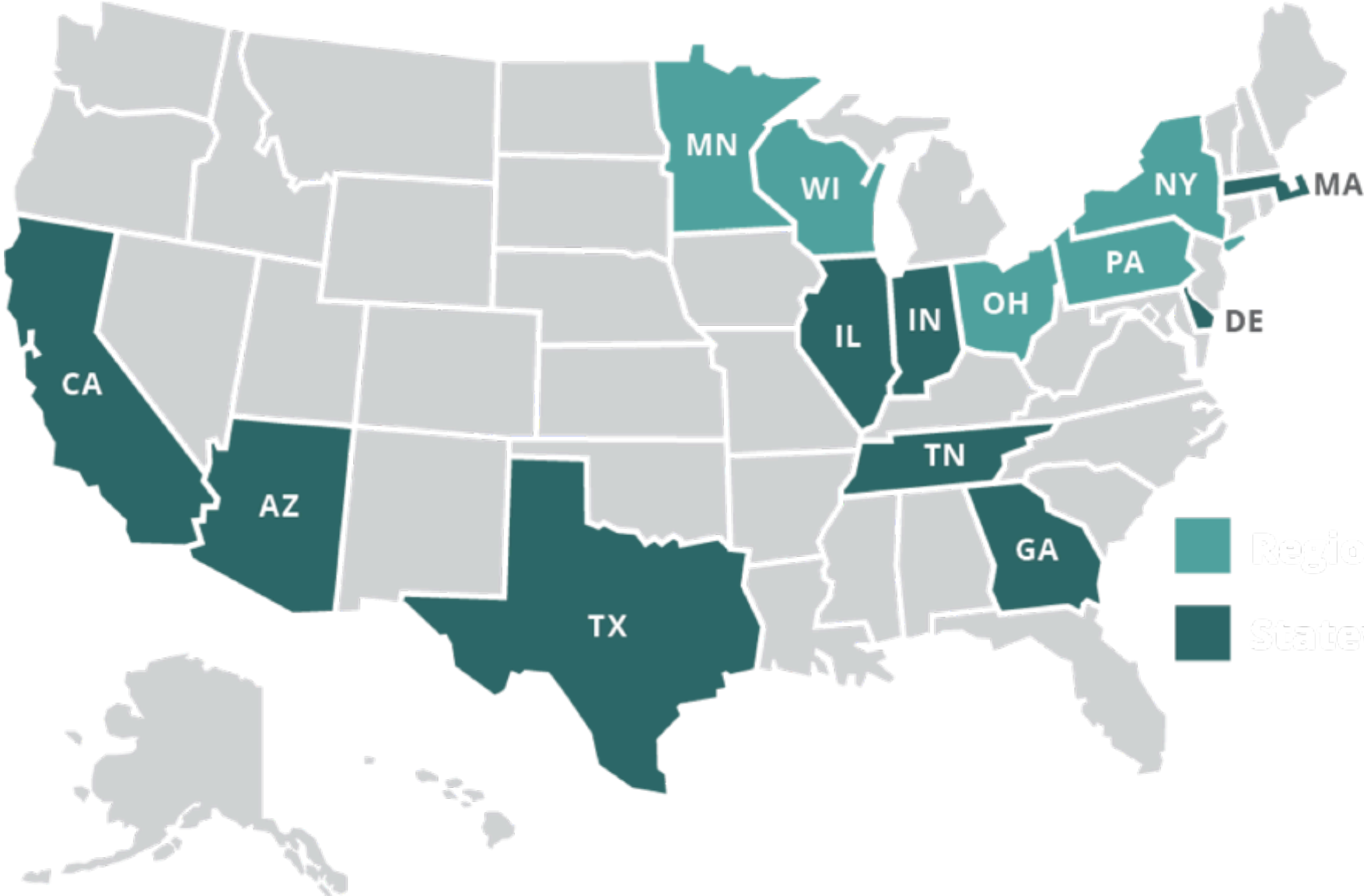


“The American system for preparing young people to lead productive and prosperous lives as adults is clearly badly broken. Failure to aggressively overcome this challenge will surely erode the fabric of our society.”

Harvard Graduate School of Education,
2011



Pathways to Prosperity
A National Perspective







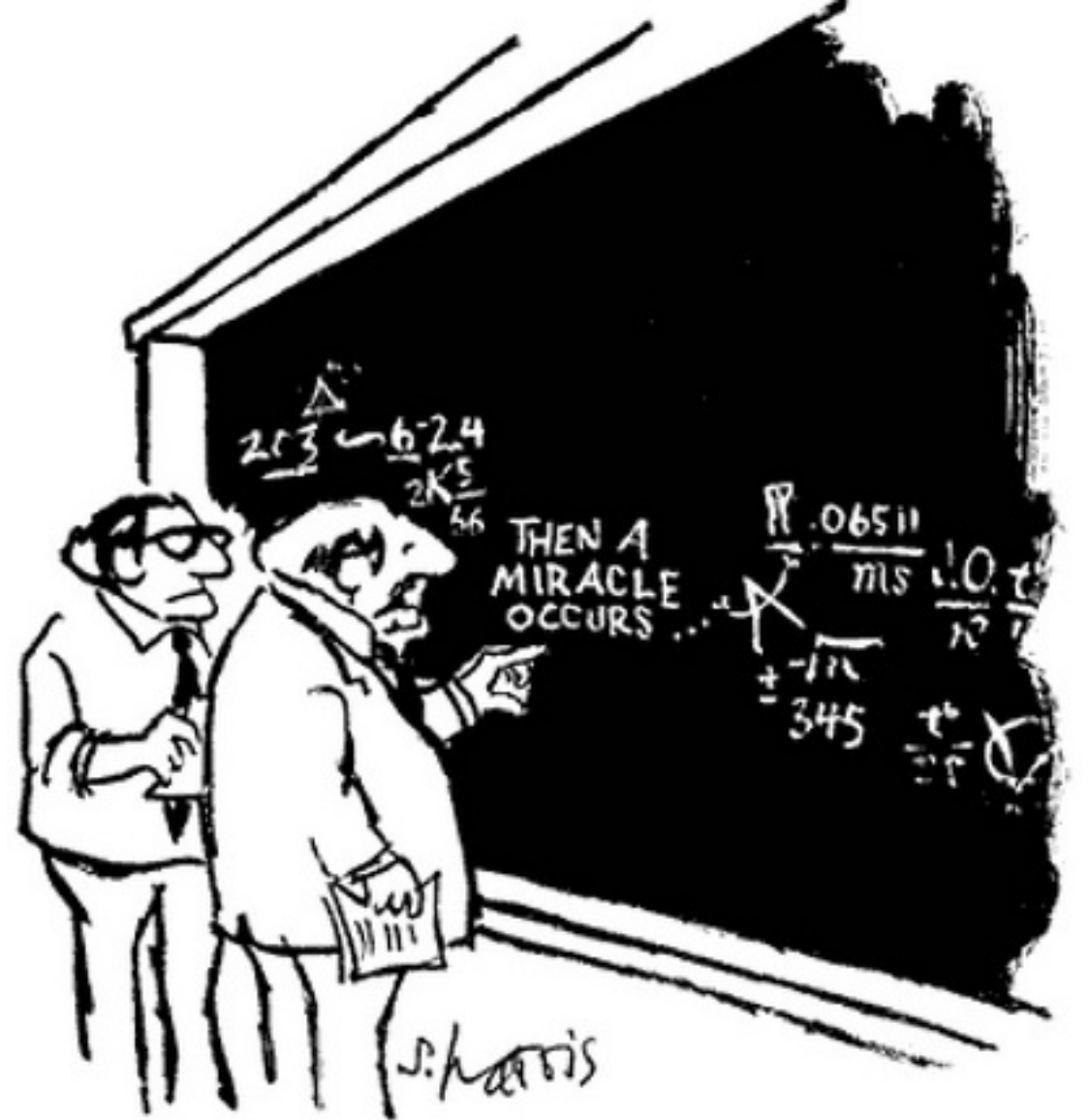


TRANSITIONS MATTER

Between idea and outcome

Between high school and college

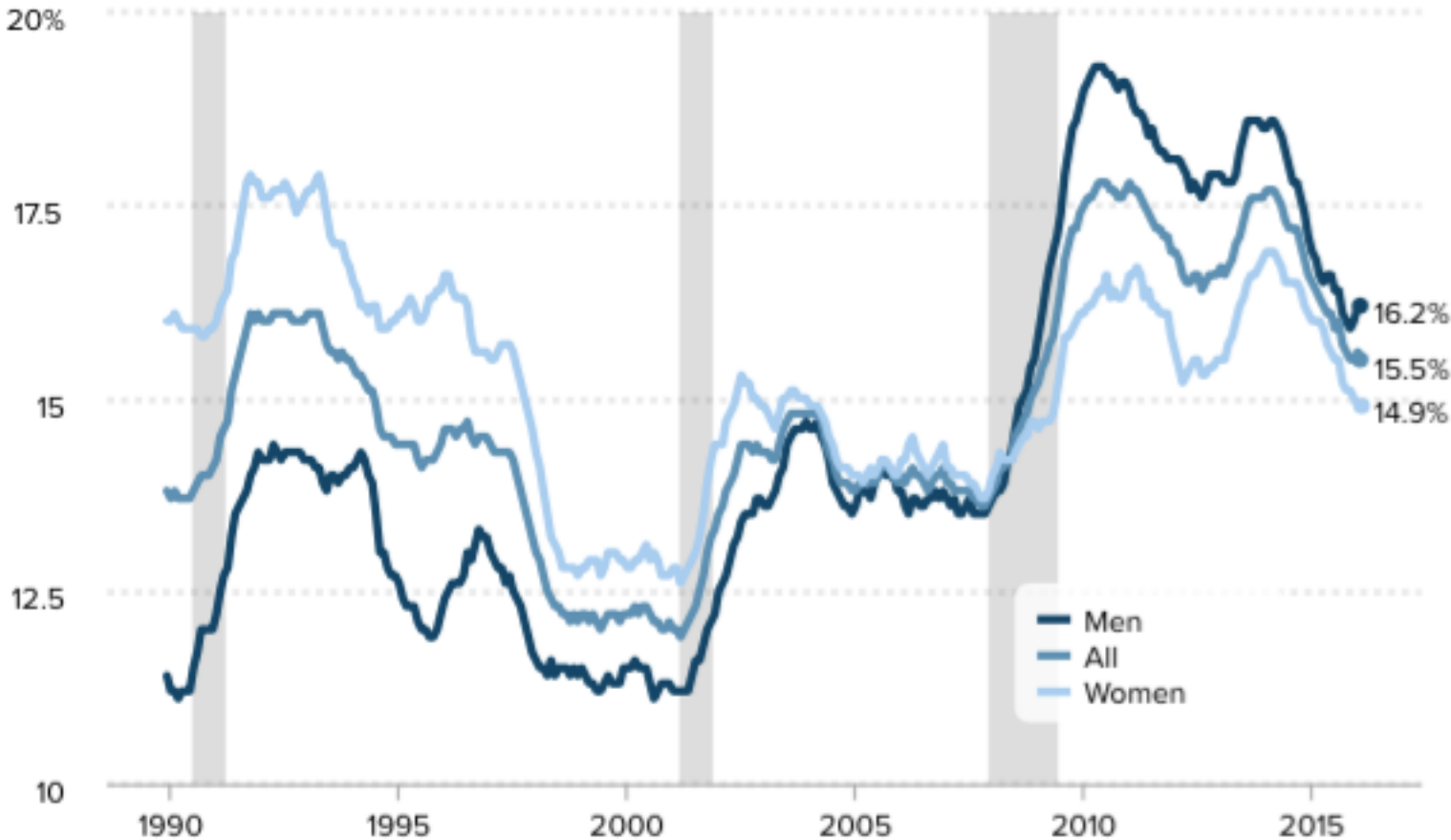
Between college and career



“I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO”

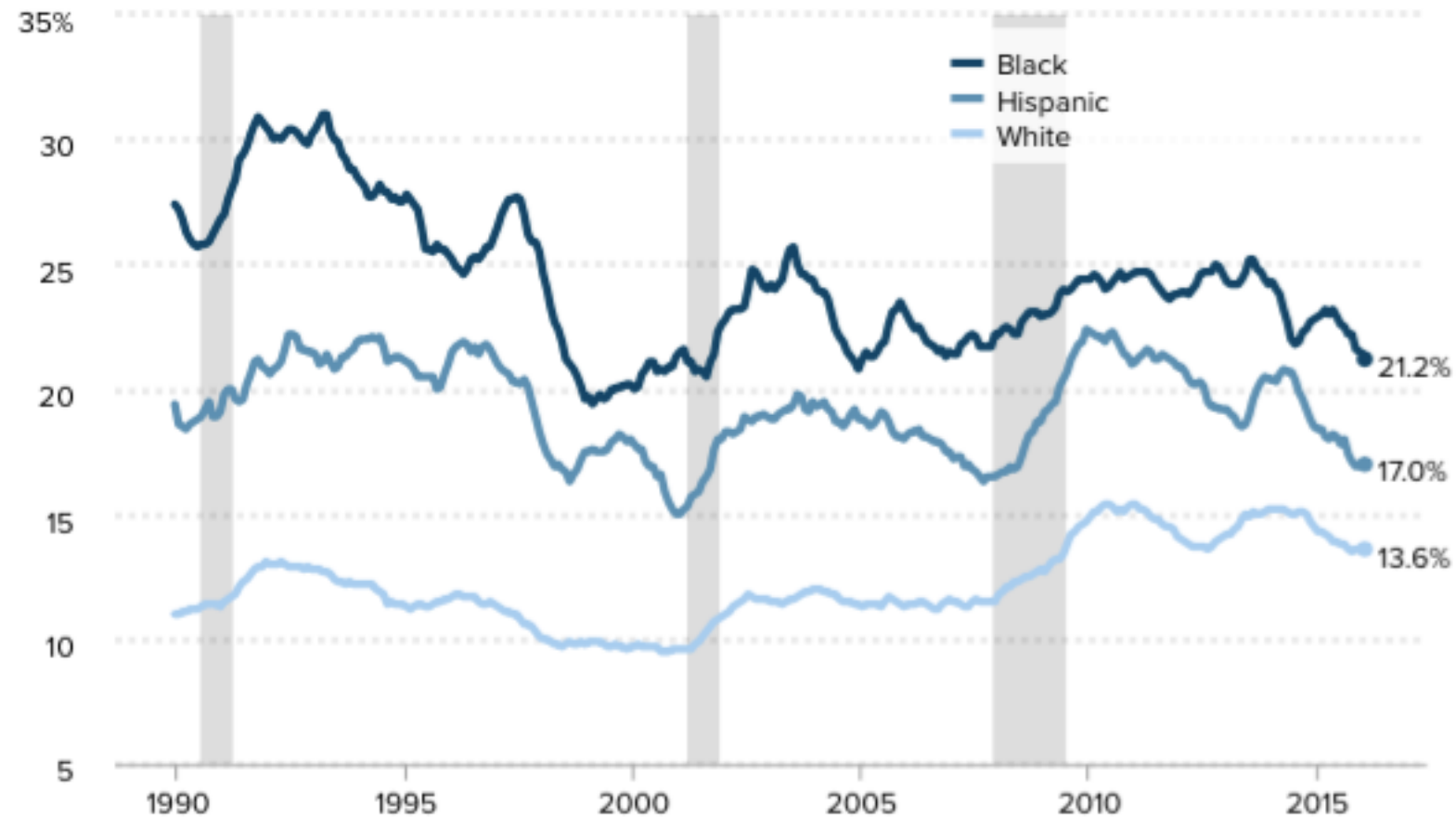
The Great Recession has left many young graduates neither employed nor in college

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



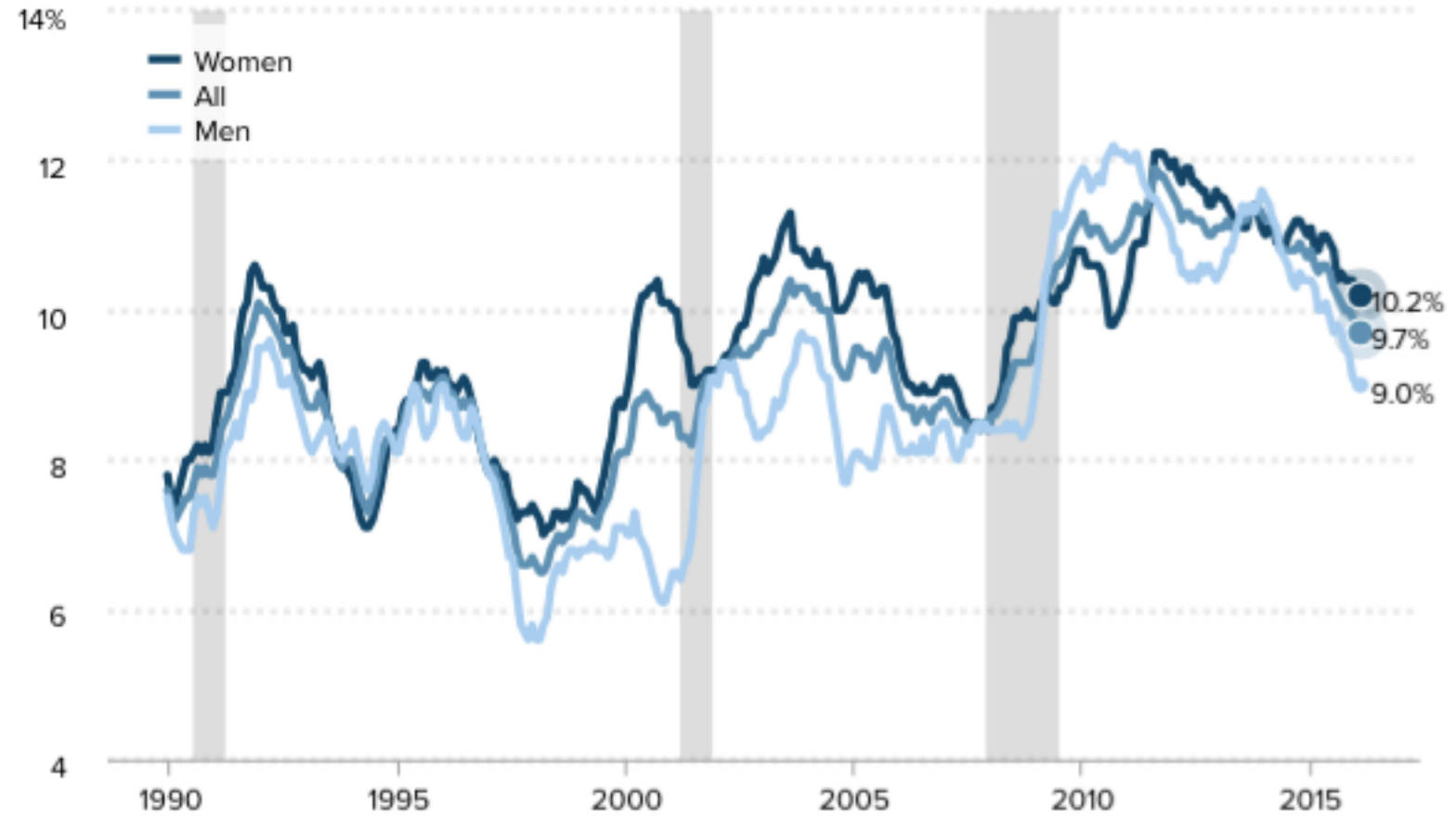
Among young black high school graduates, over one in five is neither employed nor in college

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



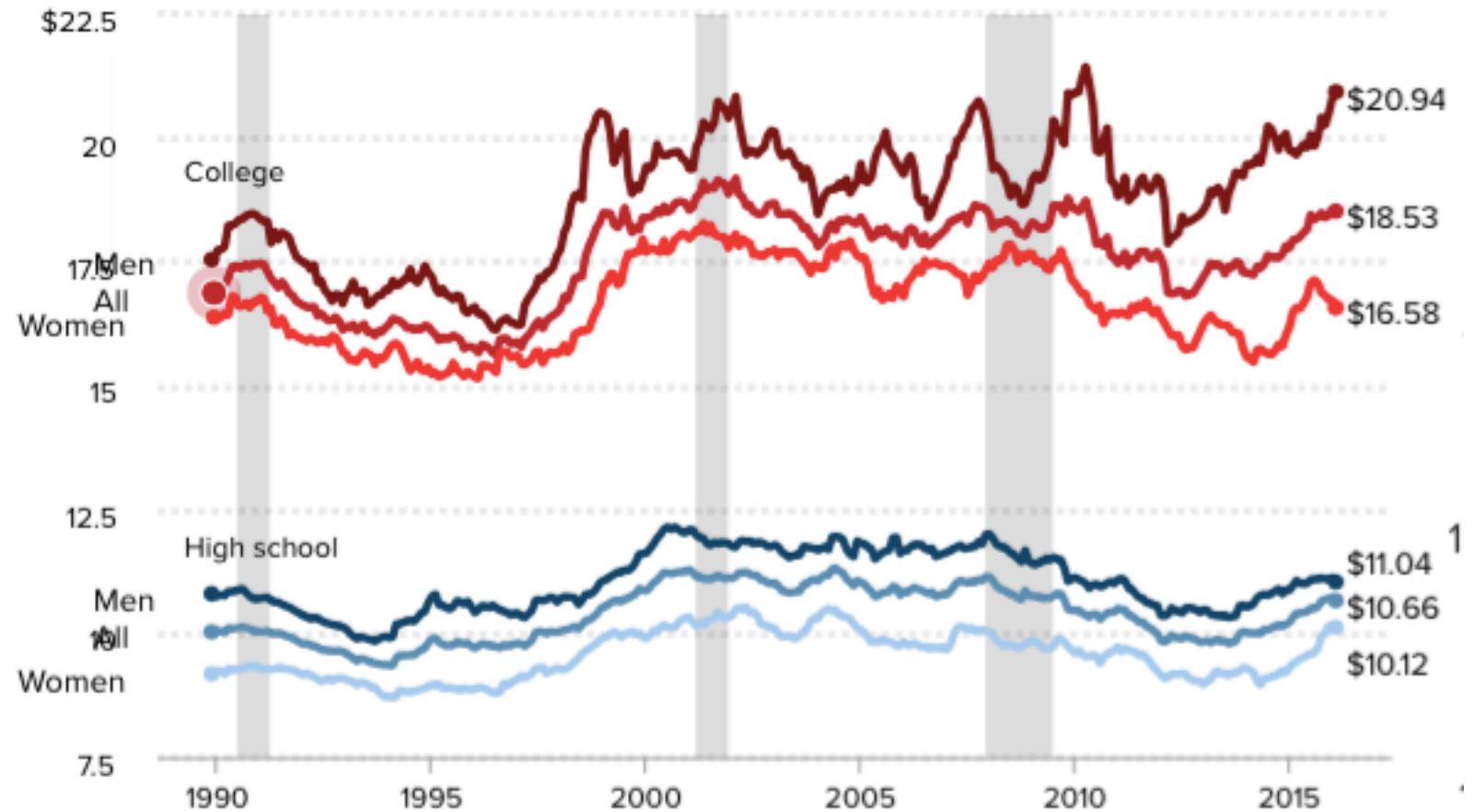
One in 10 young college graduates is neither employed nor pursuing more education

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



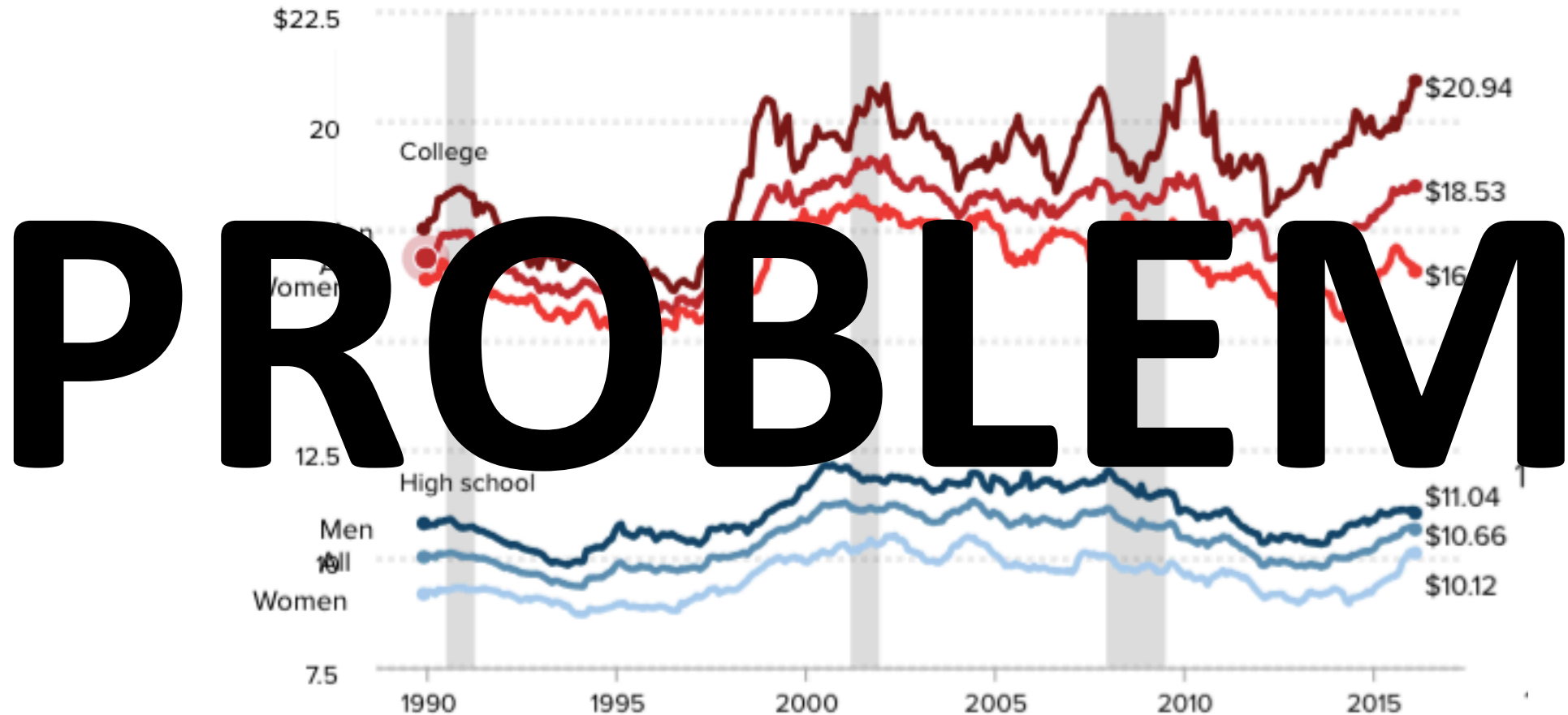
For most young graduates, wages are no higher than in 2000

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*



A CHANGING ECONOMY

Disruption is coming

Job loss

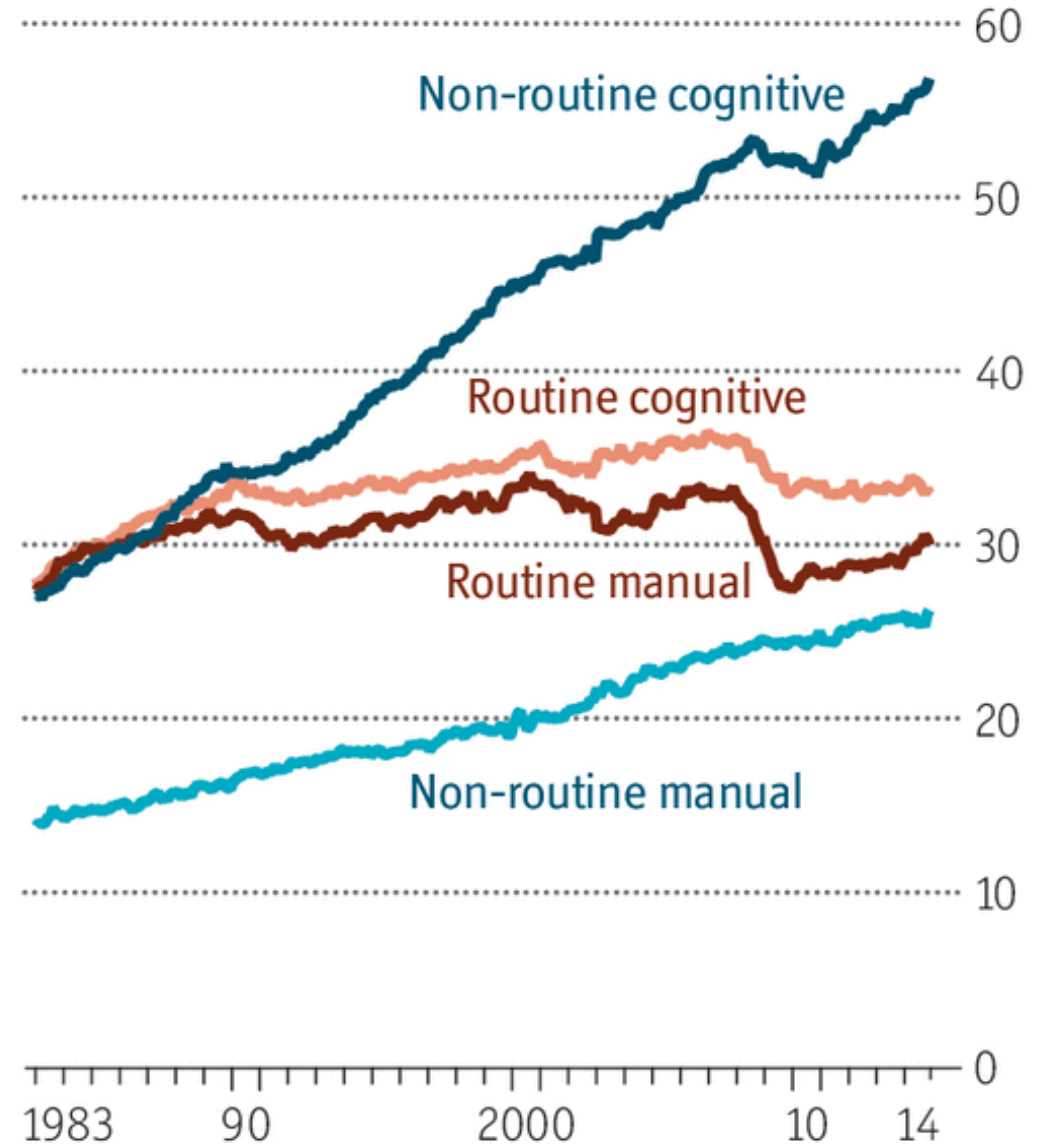
Job change

Hollowing out of the middle class

Widening inequalities

Long-term: Who knows?

U.S. EMPLOYMENT, BY TYPE OF WORK



Sources: US Population Survey; Federal Reserve Bank of St. Louis

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.







thefork

11:07 93%

Address, city, restaurant...

253 restaurants

Filter by Relevance

Clémentine
5, rue Saint-Marc 75002 Paris
9.0 342 reviews French From 18€
-30% sur la carte

Le Versance
16, rue Feytaud 75002 Paris
9.3 169 reviews French From 18€
-20% sur la carte

Le Dorcia
24, rue Feytaud 75002 Paris
9.0 1209 reviews French From 18€
-30% sur la carte

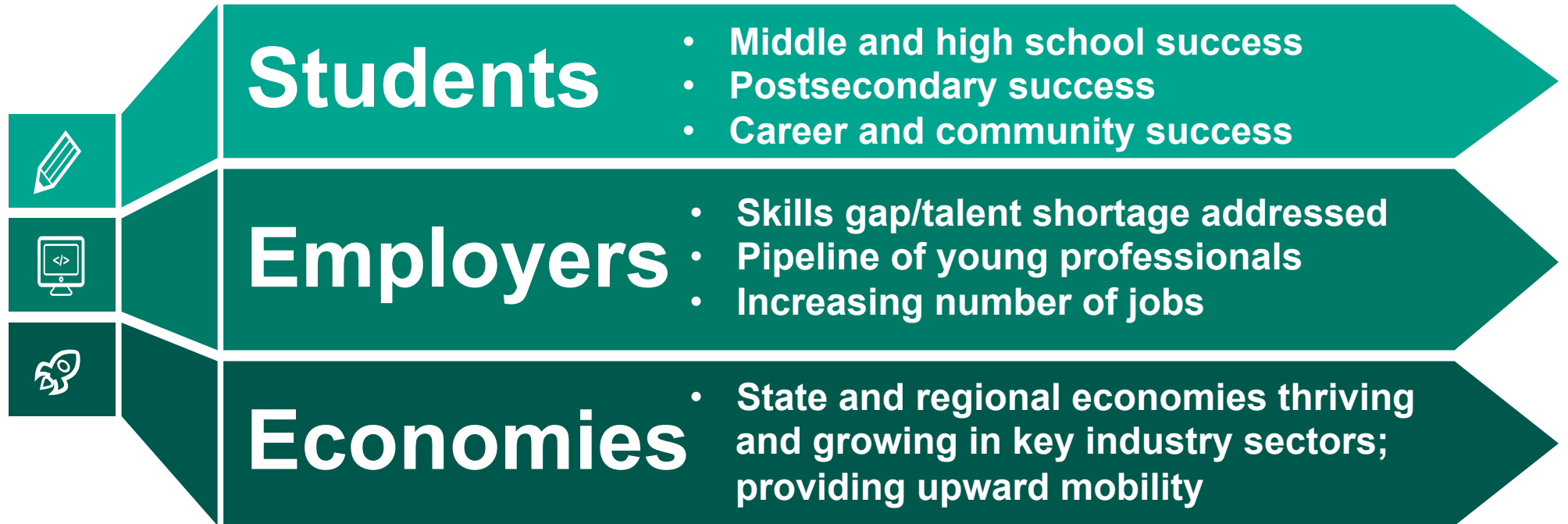
Pierre
10, rue de la Bourbe 75002 Paris
8.6 370 reviews French From 18€
-40% sur la carte

Mori Ven
27, rue Vivienne 75002 Paris
9.0 264 reviews French From 18€
-30% sur la carte

Map showing Paris streets and restaurant locations. Café Grévin is highlighted with a -30% discount, French cuisine, 10€, and 7.1/10 rating.

BUILDING PATHWAYS ECOSYSTEMS

PATHWAYS **FOR WHOM?**



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

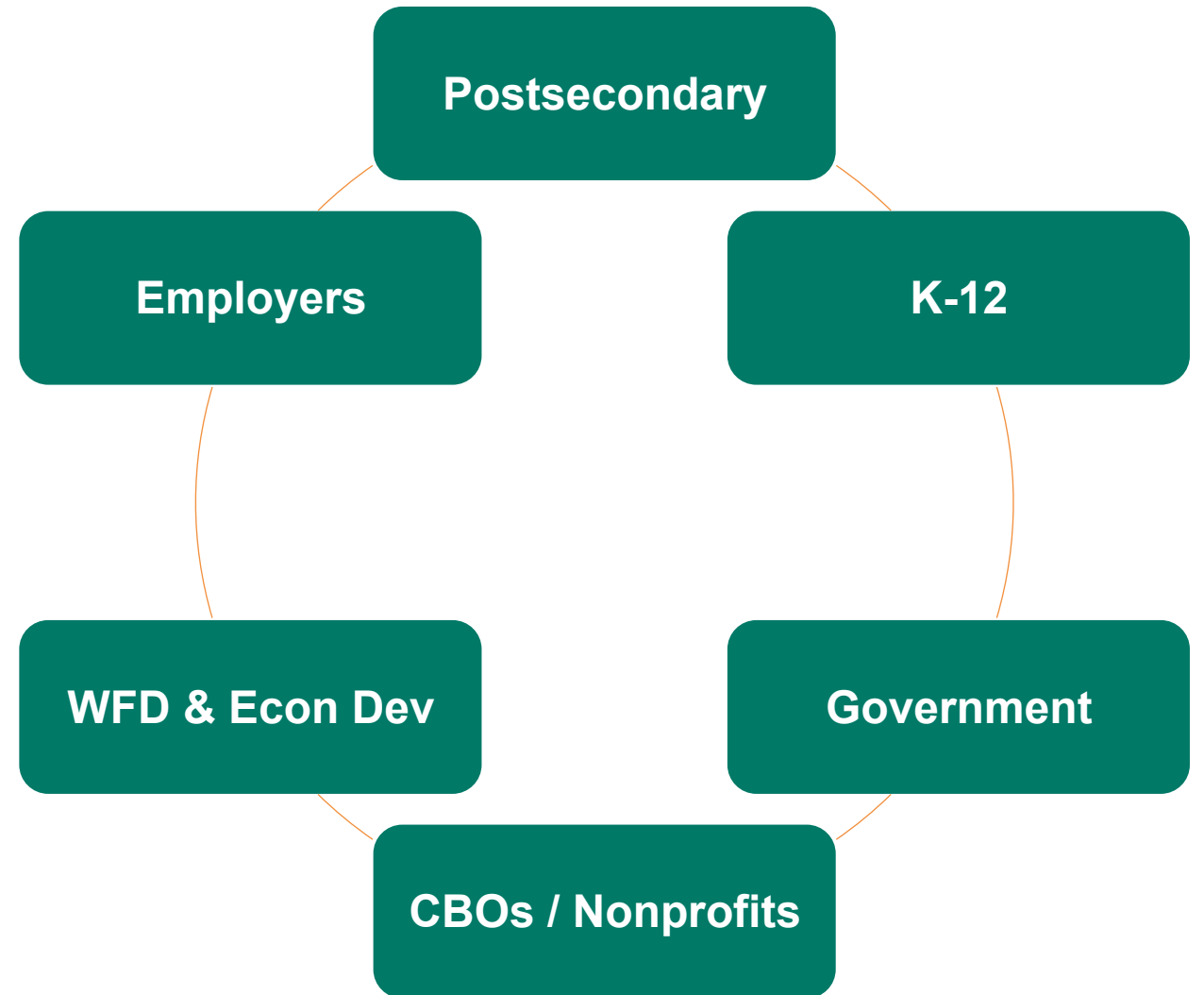
Advance in career and pursue further education as interested

**ALL
YOUNG
PEOPLE**

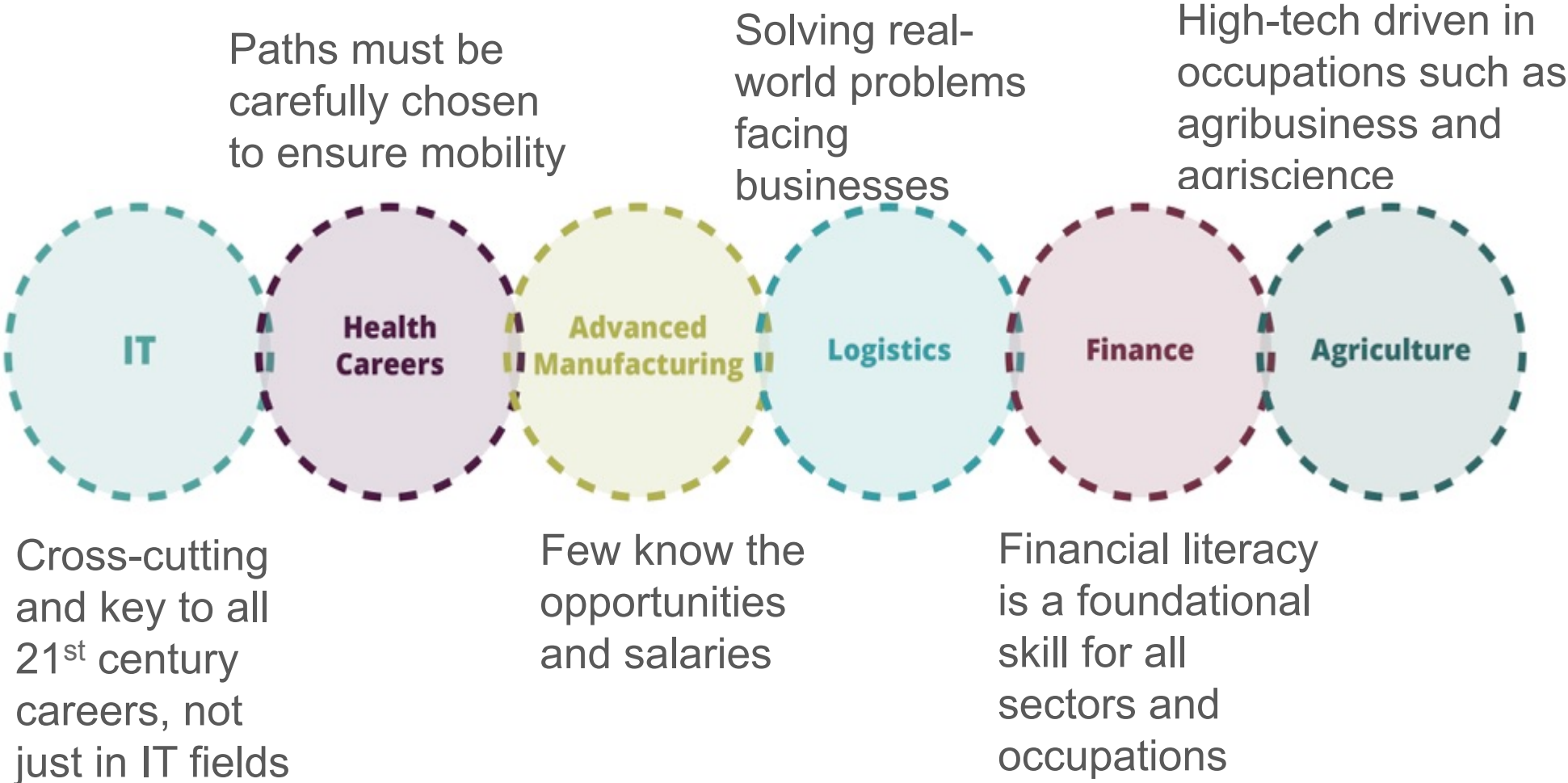
IT TAKES A **VILLAGE**

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**



REVERSE-ENGINEERING PATHWAYS

EMPLOYERS →

FUTURE OF WORK
CONSIDERATIONS

COMPETENCIES
MAPPING

SECTOR
STRATEGIES

WORK-BASED
LEARNING

POSTSECONDARY →

CONNECTION TO
LABOR MARKET

ON-RAMPS AND
OFF-RAMPS

SEAMLESS
TRANSITIONS

PARTNERSHIP-
BUILDING

SECONDARY

BOTH COLLEGE AND
CAREER FOR ALL

HIGH-IMPACT DUAL
ENROLLMENT

EARLY, ONGOING
CAREER ADVISING

FOUNDATIONAL
SKILLS

**WHAT WORKS?
INTEGRATING & ALIGNING
FOR OUTCOMES**





**LEADERSHIP &
GOVERNANCE**



**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

METRIC		PROGRESS TOWARDS GOAL			ACTUAL (2016)*	TARGET (2019)*	STATUS
COMPREHENSIVE CAREER PREPARATION SYSTEM	Percent of secondary students (grades 9-12) enrolled in Delaware Pathways Programs	0%	5%	100%	1,850 STUDENTS	20,000 STUDENTS	●
	Percent of secondary students demonstrating career and college readiness benchmarks	0%	60%	100%	5,429 STUDENTS	8,873 STUDENTS	●
	Percent of secondary students that successfully transition into postsecondary education and/or the workforce (see citation)*	0%	56%	100%	5,075 STUDENTS	7,690 STUDENTS	●
WORK-BASED LEARNING EXPERIENCES	Percent of secondary and postsecondary students participating in a work-based learning course	0%	8%	100%	2,516 STUDENTS	8,220 STUDENTS	●
	Percent of secondary and postsecondary students successfully completing a work-based learning course	0%	93%	100%	2,190 STUDENTS	7,398 STUDENTS	●
	Percent of schools and employers indicating satisfaction with workforce intermediary activities (survey to be developed – 2017 baseline and target)	0%		100%	BASED ON 2017 BASELINE		



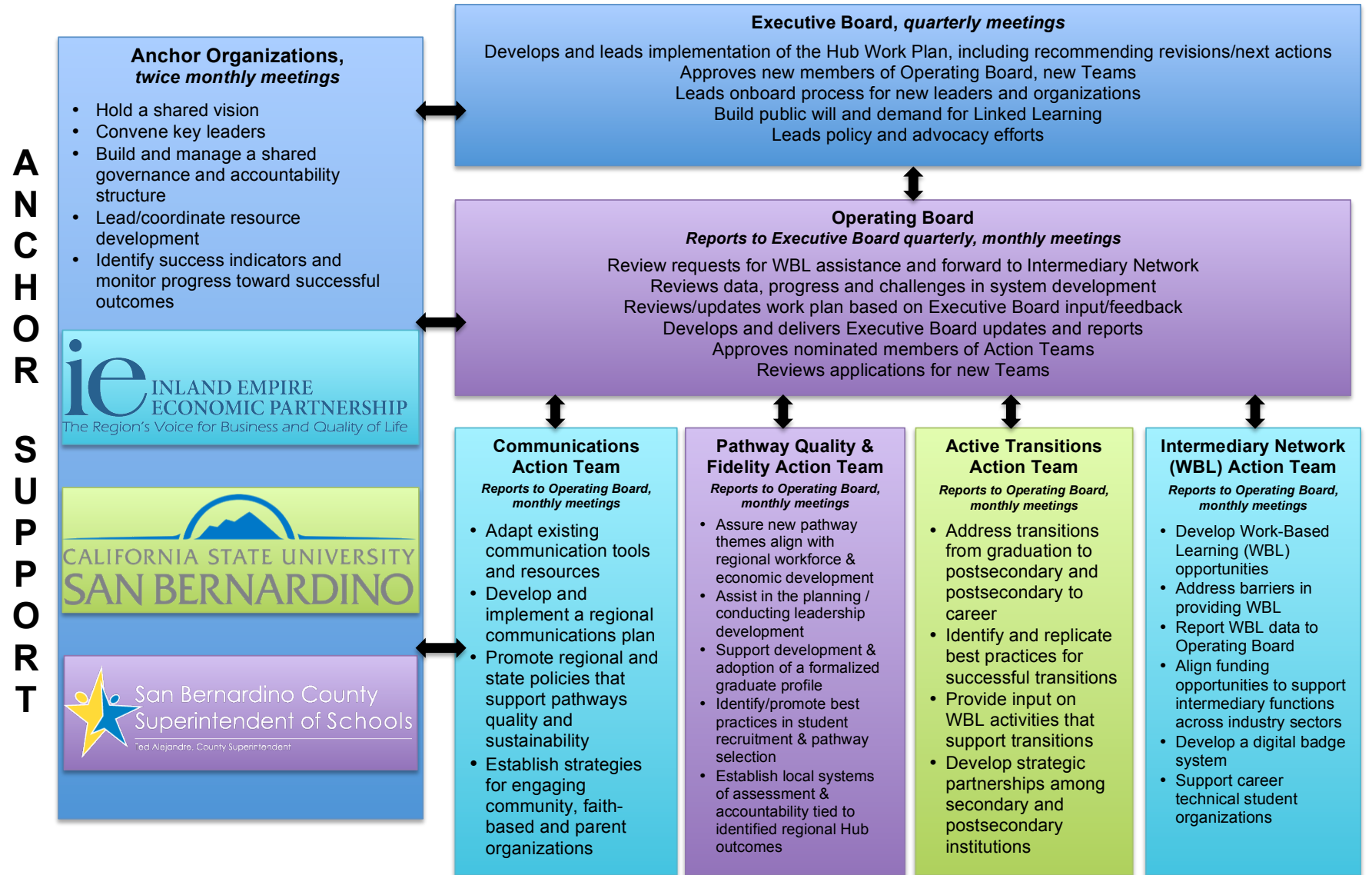
Shared Theory of Action

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



**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

Outcome domain	Rating of effectiveness	Improvement index (percentile points)		Number of studies	Number of students	Extent of evidence
		Average	Range			
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

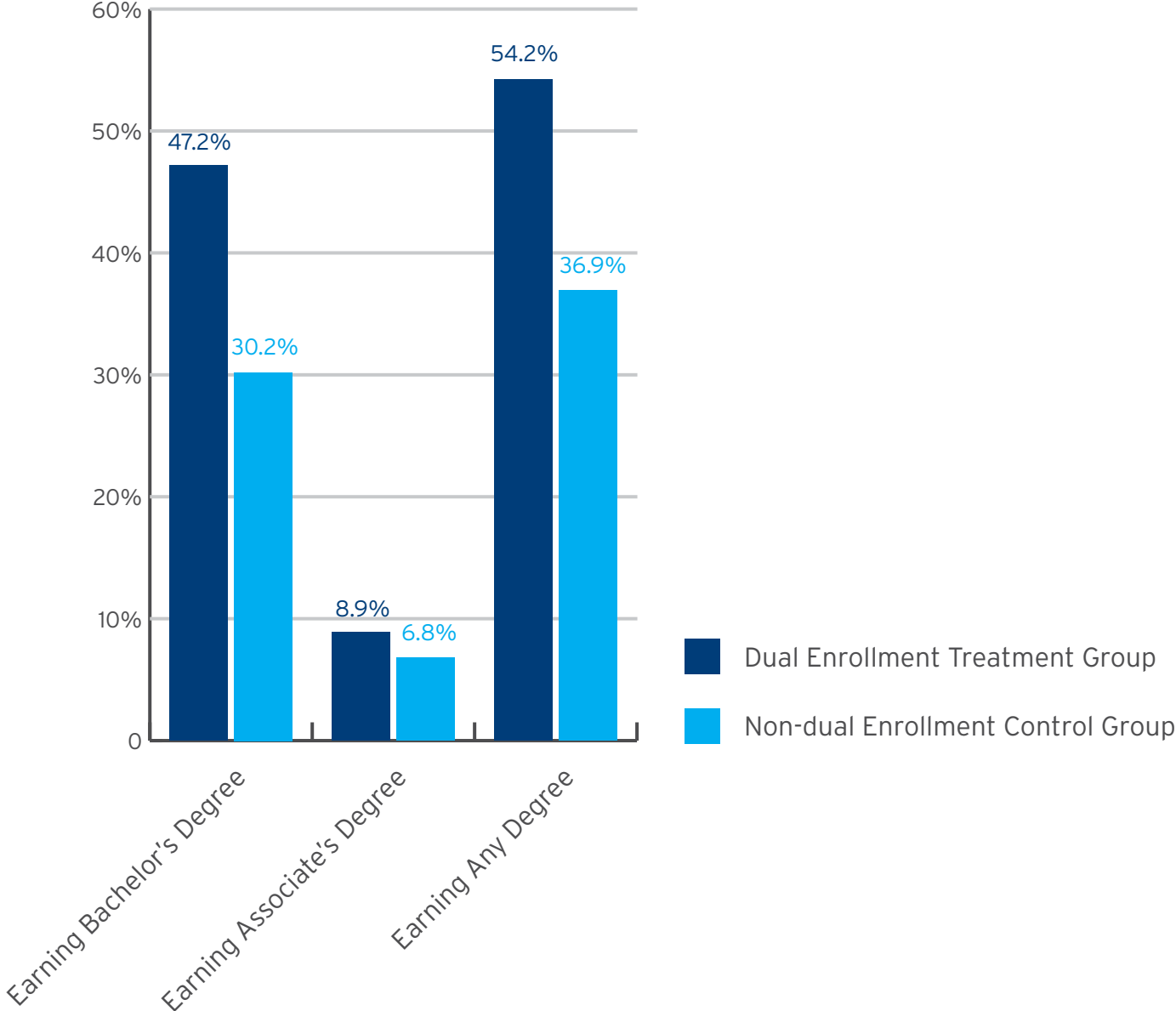


U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). *Transition to College intervention report: Dual Enrollment Programs*. Retrieved from <https://whatworks.ed.gov>

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 and 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 availability



HARPER COLLEGE

HEALTH CAREER CREDENTIALS AND POTENTIAL STACKABLE DEGREES

4-Year Degree - 2nd Stack -	Roosevelt	Biology							
	Rasmussen	Nursing		Health Information Management	Healthcare Management				
	DePaul	5-Year in Nursing	Health Science						Exercise Science
		Biological Science							
Harper University Center	Nursing (NIU or Benedictine)								
2-Year Degree - 1st Stack -	Harper College	Registered Nursing		Health Office Management	Health Information Technology	Dietetic Technician	Diagnostic Cardiac Sonography	Diagnostic Cardiac Sonography	Physical Therapy Assistant
Certifications - Foundation -		Practical Nursing	Medical Assistant	Medical Coding	Health Insurance Specialist	Dietary Manager	Computer Tomography	Cardiographic Technician	Massage Therapy
		Nursing Assistant							

Non-Stacking Credentials

Certifications -

Phlebotomist Certification

2-Year Degrees -

Radiologic Technician

Dental Hygienist

Surgical Technician

4-Year Degrees -

5-Year MS in Health Communications



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



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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

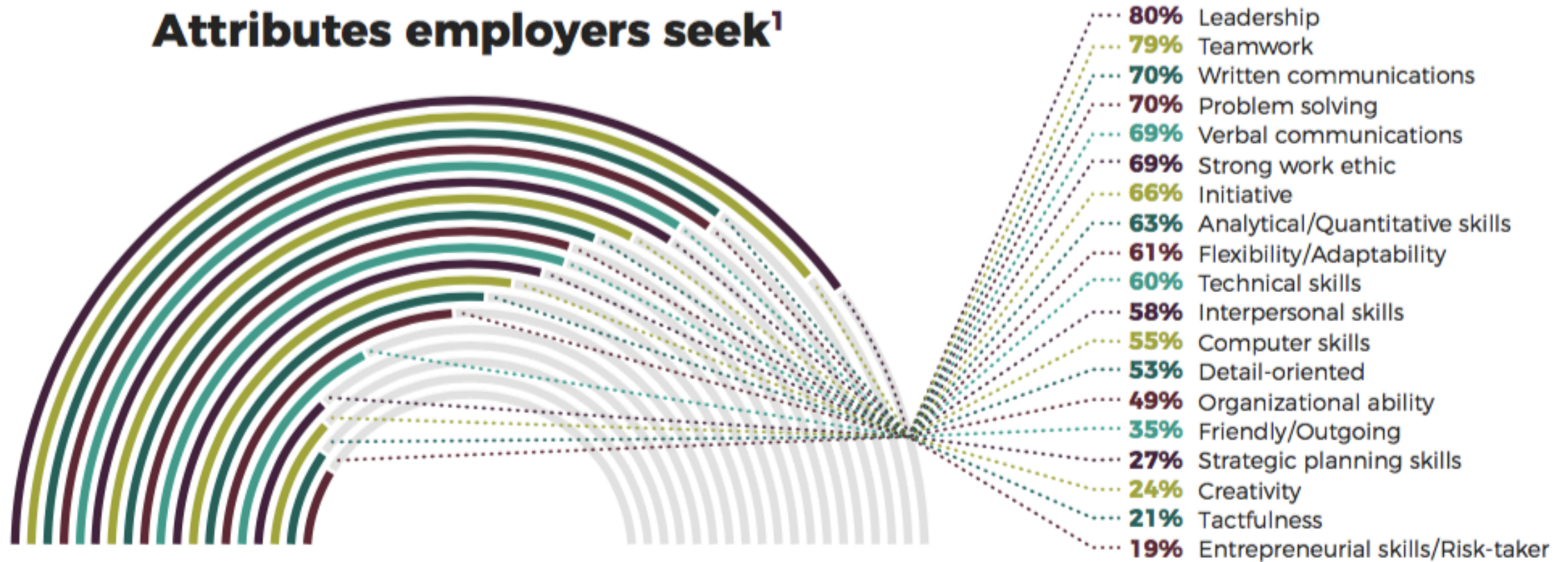
Students can use their understanding of commitment, time management, and follow through in order to ensure that a professional team functions properly and meets collective goals.

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
EXPERIENCE**

**CAREER
EXPOSURE**

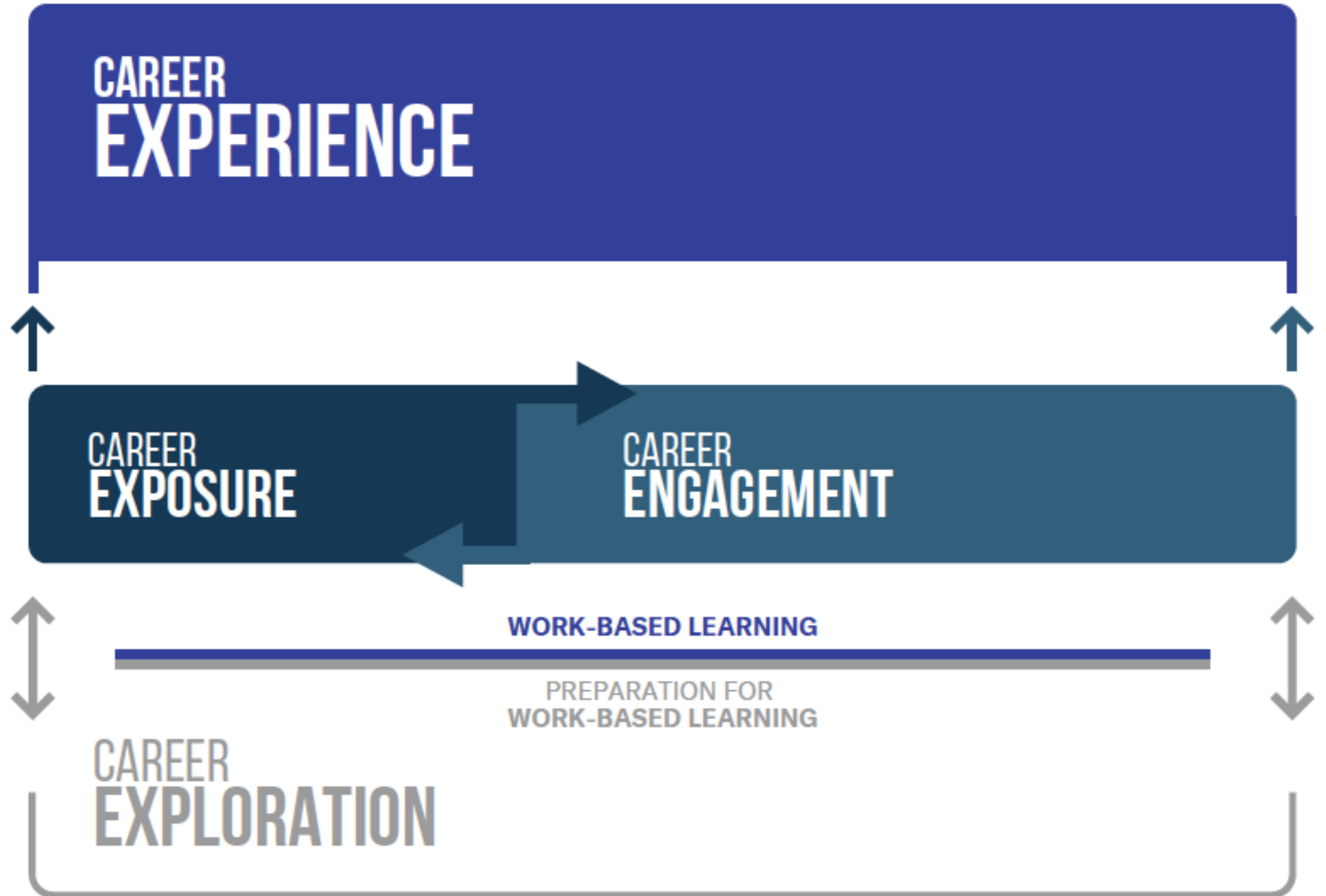
**CAREER
ENGAGEMENT**

WORK-BASED LEARNING

PREPARATION FOR
WORK-BASED LEARNING

**CAREER
EXPLORATION**

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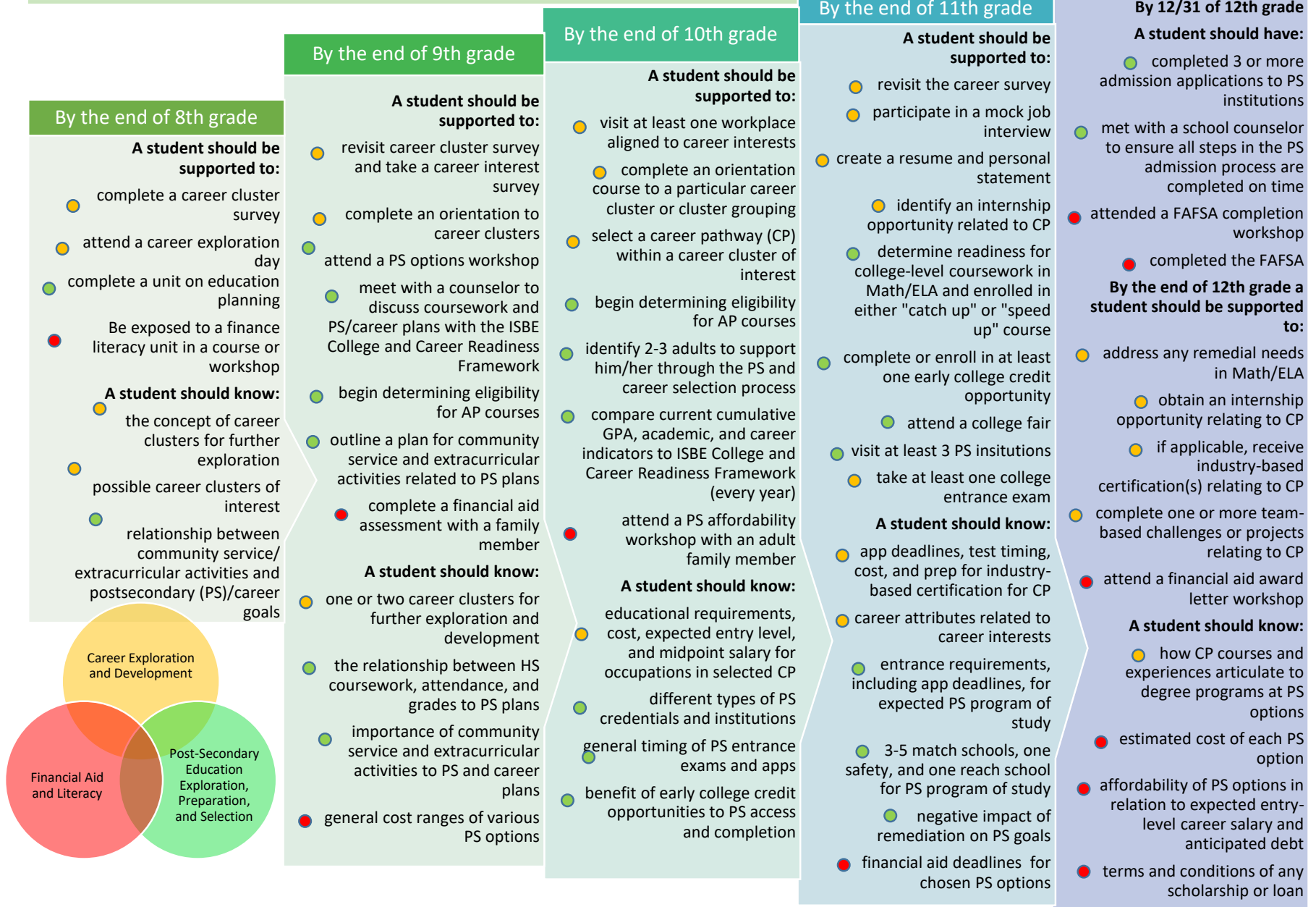


EXAMPLE: HIGH SCHOOL EXPECTATIONS FOR COLLEGE AND CAREER ACTIVITIES



Illinois PaCE: Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions on careers and post-secondary (PS) education or training, plan a course of study, and make financial aid assessments with family members.





**Students prepared to chose
their path ahead.**



YOU ARE BRIDGE-BUILDING ACROSS SECTORS & SILOS

JFF

REVISITING VISION

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

JFF





LEAH MOSCHELLA

lmoschella@jff.org | @leahm0131



JOBS FOR THE FUTURE

TEL 617.728.4446 FAX 617.728.4857 info@jff.org

88 Broad Street, 8th Floor, Boston, MA 02110 (HQ)

122 C Street, NW, Suite 650, Washington, DC 20001

505 14th Street, Suite 340, Oakland, CA 94612

WWW.JFF.ORG

