

## Objective

Examining how government can support career readiness for underrepresented high school students. How would collaborations between High Schools, Competitive Industries, and accessibility to Higher Education reinforce this initiative?

Massachusetts vs New Jersey

Latoya Wilson  
Rebuild Talent Consultancy  
Part I (Introduction)



# Audience

Policy Researchers, Legislators, K-12 school Districts,  
Post-Secondary Institutions, Employers from high  
skilled/competitive industries, Professional Organizations,  
Entrepreneurs, Parents, Students, and Communities



# Target Stakeholders

- ❖ Massachusetts Department of Elementary & Secondary Education
  - Connecting Activities
- ❖ Boston Office of Workforce Development
  - Boston Bridge
  - Boston Success
- ❖ NJ Department of Education
  - Office of Career Readiness
  - Passaic and Cumberland school districts
    - Awarded Career Pathway Grant
- ❖ Employers from multiple competitive industries

# Introduction to Workforce Innovation and Opportunity Act

Federal Policy that paved a way  
for Statewide Career Pathway  
Initiatives



# The Workforce Innovation and Opportunity Act Career Pathway

- ❖ The Workforce Innovation and Opportunity Act (WIOA), signed into law on July 22, 2014
  - Include ages 14-21 low-income in-school youth
    - Impact K-12 and higher education institutions
  - Reinforces partnerships between one stop centers, K-16 education, training programs, and employers
- ❖ Must provide high quality services for youth and young adults through:
  - Career exploration and guidance in competitive industries
  - Continued support for educational attainment and enrollment in postsecondary education



# The Workforce Innovation and Opportunity Act

## Career Pathway

- ❖ Encourages local WIBs to designate Youth Committee
- ❖ Entrepreneurship training is included for innovative youth
- ❖ Based on US DOL, 20% of funding is set aside for youth work experiences, which may include:
  - Summer and year-round employment
  - Pre-apprenticeship and on-the-job training
  - Internships and job shadowing
- ❖ According to Webster from USA Today (2015),
  - **“In 2014, career pathway programs received \$107 million in federal grants...”.**

# Why Should Career-Readiness Start in K-12 Institutions?



# Why Career Pathway plays an important role in K-12?

- ❖ Starting career-readiness earlier may increase students' ability to make effective decisions about their future
- ❖ Introduction to innovative careers require curriculum to go beyond the traditional classroom environment
- ❖ Low-Income students heavily depend on career and college readiness
  - Many students will be first generation college students with minimal resources
- ❖ Work experience programs may become more necessary:
  - Students have extremely limited life and career experience
  - Proper guidance is critical in assisting students with self and career discovery



# Why Career Pathway plays an important role in K-12?

- ❖ High School Students, who are exposed to real-world work experiences, will more likely enroll in graduate from college and enter high paying careers Webster (2015).
- ❖ Real-world experience will allow students to:
  - Receive support from professionals before and after graduation
  - Build professional networks for potential future opportunities
    - Extremely beneficial for underrepresented students with limited connections
  - Reinforce their work ethic so they can accomplish their future career goal
    - Increase their enthusiasm about Higher Education



## Career-Readiness May Lower Educational Cost

- ❖ “Career readiness in high school also reduces the chances students will jump from major to major in college... ” (Webster 2015)
  - Students may begin choosing a major based on influences
    - Expectations of choosing lucrative careers, such as medicine and law.
  - Once they start college, may use multiple major choices to discover their career and personal goals
    - May take extra unnecessary and unrelated courses
    - More likely experience higher student loan bills and out of pocket costs
      - Financial aid have strict guidelines



# How can Elected Officials Become More Serious about Career Pathway?

- ❖ Education must become more affordable and accessible
  - Student debt is climbing at an alarming rate
    - Heavily impact underrepresented group with limited resources
      - May hinder their ability to enjoy economic mobility
    - Increases diversity of successful and innovative high earning professionals
      - Improve economic status of low-income families
  - ❖ Creates incentives that will expand collaborations between:
    - K-12, higher education, entrepreneurs, and professionals from competitive, high paying industries

# Connecting Activities

Massachusetts

Statewide  
Career-Readiness  
and Internship  
Initiative



# Connecting Activities

- ❖ Manage by Department of Elementary and Secondary Education
- ❖ Collaborations between:
  - Business, Education, and Workforce Development
    - Support "college and career readiness" for high school students
    - Schools must be willing to participate
- ❖ State budget establishes public-private partnerships through:
  - Awarded Workforce Investment Boards in 16 Districts
  - Task Force for the Integration of College and Career Readiness



# Network that Contributes to CA Initiative

- ❖ School Districts Administrators
- ❖ Teachers
- ❖ Guidance Counselors
- ❖ Workforce Development Professionals (WDB)
- ❖ Chamber of Commerce
- ❖ Career Centers
- ❖ Leaders of local School to Career Partnerships



# How Connecting Activities Initiative Impact Inner Cities

## ❖ Boston

- Major city with decent population of inner city residents
- Access to Boston-Bridge and Boston Success Program
  - Free tuition for low-income students
  - Participates in career readiness and internship program

## ❖ Gateway Districts (Stewart 2018):

- Springfield and Worcester
  - House several inner city K-12 schools
  - Receive Connecting Activities grant to provide career-readiness services



# How Connecting Activities increase in Employers' Participation

- ❖ Provide flyers that inform potential employer partners about initiative
- ❖ Each of the 16 district strengthens partnership with local employers
  - Invite employers to speak during school events and classrooms
    - Build relationships between employers and students
    - Open internship opportunities for students
    - Break down barriers for underrepresented students
- ❖ Employers come from different industries
  - Most from professional competitive industries
  - Majority of employers come from healthcare and childcare
  - Trying to expand participation from STEM industries



# Work Based Learning Plan

- ❖ 5 point rubric for employers to evaluate interns' skills
  - Necessary for career success
- ❖ Collaboration of employers, educators and workforce development professionals.
  - Determine measurement criteria and policies
- ❖ Input in database to analyze skill improvement as a result of internships
  - Measures skill improvement between the start and completion of internship program

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# Connecting Activities is an Infrastructure

# Funding and Success!



# Connecting Activities Success

|   |   |
|---|---|
| The Connecting Activities legislation       | Awards \$100,000 to 16 districts. Requires a 2:1 match of employer-paid wages to the approximately \$3 million state allocation to the program. Contributions exceeded in FY17. |
| 1,100 employers that served 35,388 students | Sponsored student career awareness and exploration activities. Career days, job shadowing, guest speaker programs, STEM industry awareness events and more.                     |
| 188 high schools                            | Partners in the CA initiative and another 83 high schools were members.   |



## Outcomes of Connecting Activities During 2017 Fiscal Year

|              |  |
|--------------|--|
| 10,780       | Students - work-based learning experiences   |
| 4,044        | Employer sites - work-based learning experiences   |
| 8,633        | Placements - Massachusetts Work-Based Learning Plan<br>Connected to classroom and workshop instruction |
| \$14,670,583 | Employer-paid placements   |

# Connecting Activities as a Potential Benchmark



## Possible Expansion of Services

- ❖ Connecting Activities only serve limited number of students in 16 districts
- ❖ However, such initiative provides a great start in encouraging other school districts to adopt similar curriculum
  - Recognize the benefit of providing career readiness and internships to every student
  - Encourage industries and education stakeholders to advocate for this type of initiative
    - Especially for low-income districts
- ❖ Would have to observe CA funded urban districts to measure effectiveness



An Example:

Boston Private Industry  
Council (BPIC)



## Boston Private Industry Council

- ❖ Member of Massachusetts Workforce Board Association
  - Receives funding from Connecting Activities
- ❖ The PIC's School-to-Career team connects Boston public high school students with:
  - Summer and school year jobs and internships
  - Job shadows at companies throughout Boston
  - Mock interviews with local professionals
  - Other career awareness and exploration activities



# Players Behind BPIC

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- ❖ Work with Boston high schools and local employers from competitive industries
- ❖ Staff members:
  - **Career Specialists**
    - Mentor students and connect them to internship programs.
  - **Employer Engagement Managers**
    - Coordinate summer jobs and school-year internships for students
    - Recruit businesses to participate
- ❖ Partner with Success Boston and Boston Bridge
  - Work with students from low-economic background

# Placements

# 2018 TOP EMPLOYERS

(BPIC 2018 Annual Report)

|                              |                                      |  |
|------------------------------|--------------------------------------|--|
| Liberty Mutual Group         | Boston Children's Hospital           | Federal Reserve Bank of Boston             |
| Brigham & Women's Hospital   | Vertex Pharmaceuticals               | General Electric                           |
| Dana-Farber Cancer Institute | Massachusetts General Hospital       | Harvard University                         |
| State Street Corporation     | Aramark (Fenway Park)                | Blue Cross Blue                            |
| Tufts Medical Center         | Beth Israel Deaconess Medical Center | John Hancock Financial Services            |
| Bank of America              | Boston College                       | Massachusetts Department of Transportation |

# 2018 TOP EMPLOYERS

(BPIC 2018 Annual Report)

|   |   |                        |
|---|---|------------------------|
| Suffolk University                                      | Boston Society of Architects                            | Santander              |
| Boston Red Sox  | Oxford Properties                                       | Fidelity Investments   |
| MASCO   | Partners HealthCare                                     | Mass Eye and Ear       |
| Brigham & Women's Faulkner Hospital                     | John J. Moakley Federal Court House (Nelson Fellowship) | Boston Bar Association |
| University of Massachusetts Boston                      | Citizens Bank   | Suffolk University     |
| John J. Moakley Federal Court House (Nelson Fellowship) | Putnam Investments                                      | Trinity Management     |



# Analysis of Industries

- ❖ Most internships come from professional, competitive industries.
  - Increase underrepresented youth's positive outlook about their future
    - Develop a mindset of gaining higher level of skills and success
    - Especially, if students work with professionals from similar socio-economic background
- ❖ A great percentage comes from healthcare sector
  - Students are gaining exposure of specialized services
    - Such as cancer treatments, pediatric care, and eye/ear treatment
- ❖ Education and financial sector are, also, major contributors
  - Major colleges, universities, and financial institutes in the area.



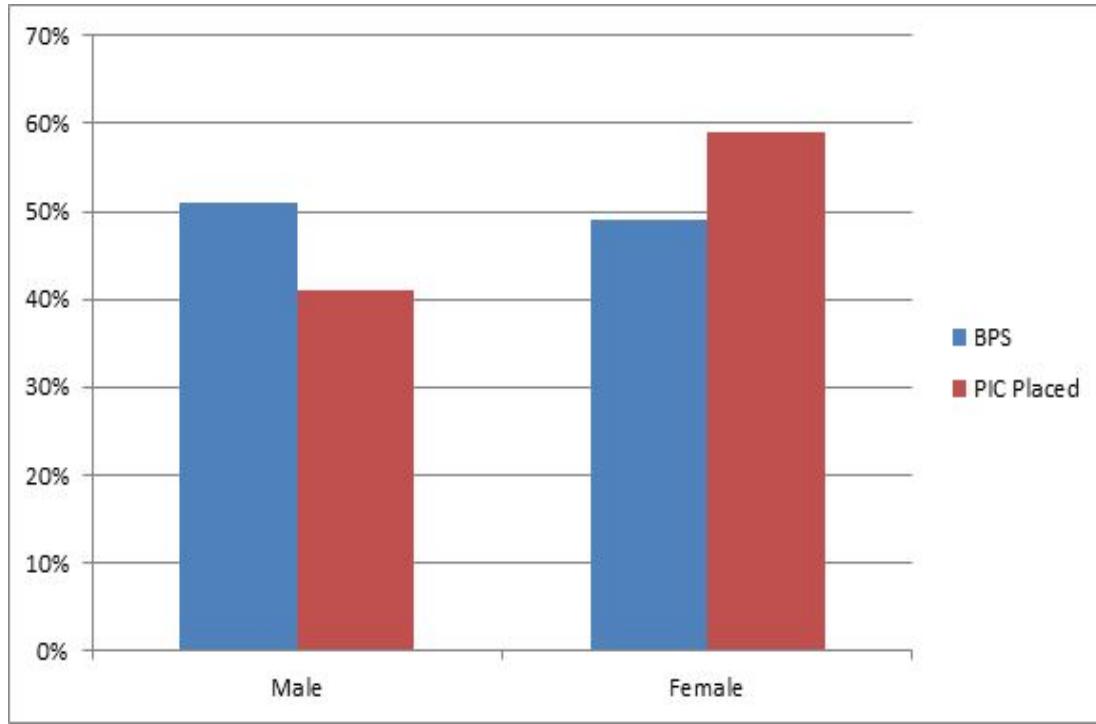
# Analysis of Industries

- ❖ Participation from Boston Bar Association
  - Allow students to learn about legal representation in different specializations
- ❖ Participation from Youth Design
  - Open doors for creative students who specializes in art
- ❖ Some participation with Real - Estate and architect companies
  - Low-income residents tend to lack knowledge and are negatively impacted
  - Students will gain understanding of building designs, residential, commercial properties, and investments
  - Critical in terms of understanding urban development projects



# Placement Based on Gender

(BPIC 2017 Summer Jobs Report)



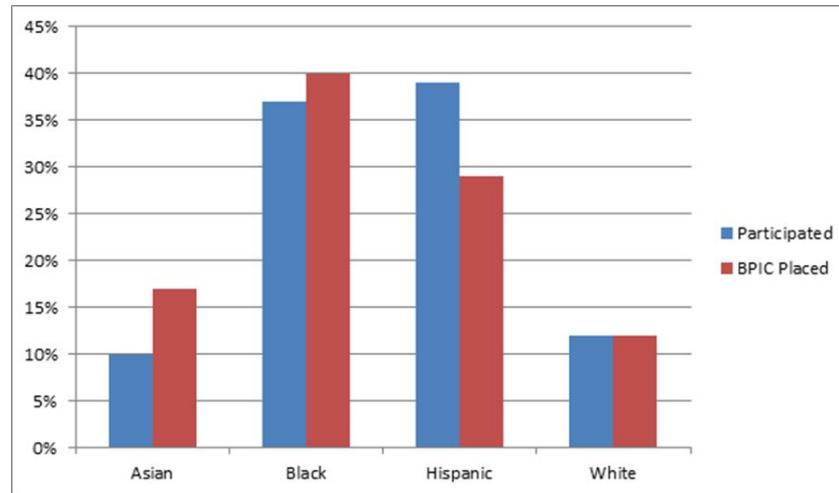
|        | BPS | PIC Placed |
|--------|-----|------------|
| Male   | 51% | 41%        |
| Female | 49% | 59%        |



# Placement Based on Race

(BPIC 2017 Summer Jobs Report)

|          | Participated | BPIC Placed |
|----------|--------------|-------------|
| Asian    | 10%          | 17%         |
| Black    | 37%          | 40%         |
| Hispanic | 39%          | 29%         |
| White    | 12%          | 12%         |





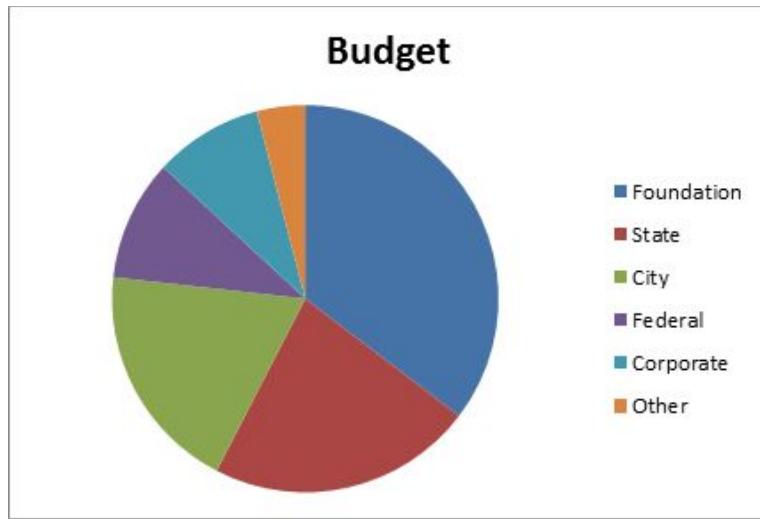
## Impact for Underrepresented Groups

- ❖ Less women are participating, but more likely placed in internships than men
- ❖ The majority, who participated and placed in internships, are overwhelmingly Black and Hispanic
- ❖ This program appears to heavily target underrepresented groups
  - Potentially create a more diverse generation of successful professionals
- ❖ BPIC program is a possible blueprint for low-income High Schools
  - Encourage low-schools, within CA funded district, to participate

# How BPIC Receives other Support in addition to Connecting Activities?

# PIC Operating Budget by Revenue Source Fiscal Year 2018

(BPIC 2018 Annual Report)

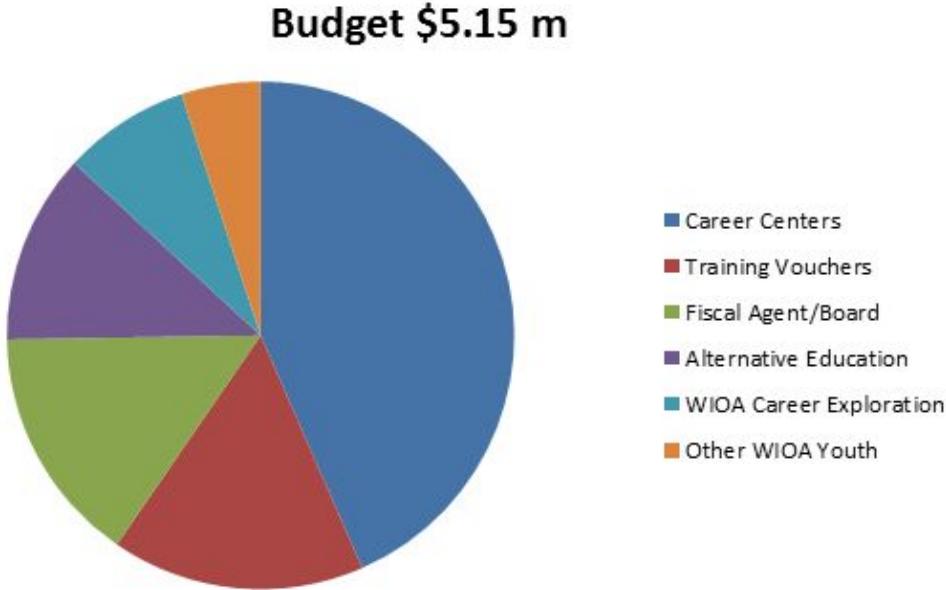


|            | Budget |
|------------|--------|
| Foundation | 35%    |
| State      | 22%    |
| City       | 19%    |
| Federal    | 10%    |
| Corporate  | 9%     |
| Other      | 4%     |



# Distribution of State and Federal

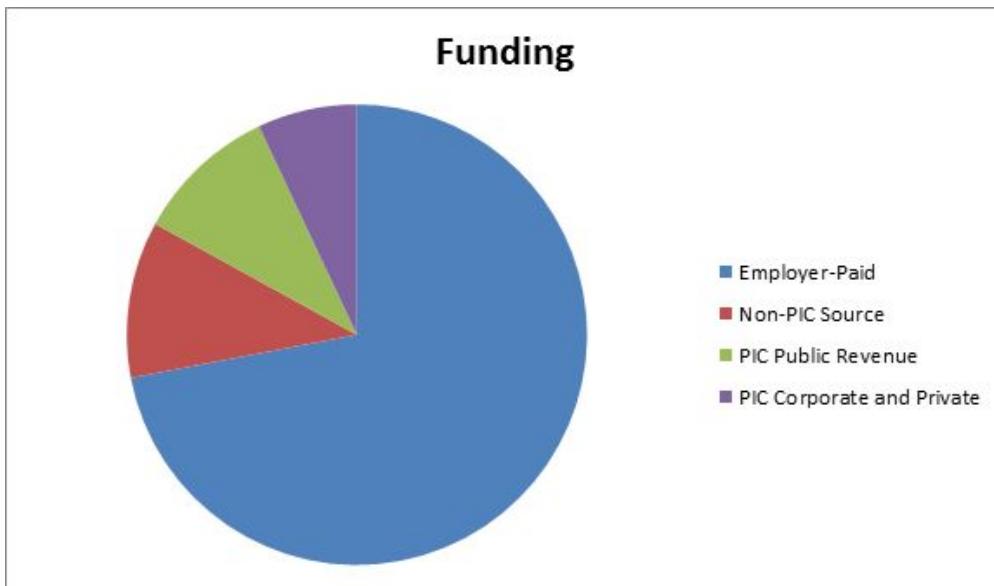
(BPIC 2018 Annual Report)



|                         |          |
|-------------------------|----------|
|                         | \$5.15 m |
| Career Centers          | 43%      |
| Training Vouchers       | 16%      |
| Fiscal Agent/Board      | 15%      |
| Alternative Education   | 12%      |
| WIOA Career Exploration | 8%       |
| Other WIOA Youth        | 5%       |

# 2017 PIC Direct and Indirect Jobs by Funding Source

(BPIC 2017 Summer Jobs Report)

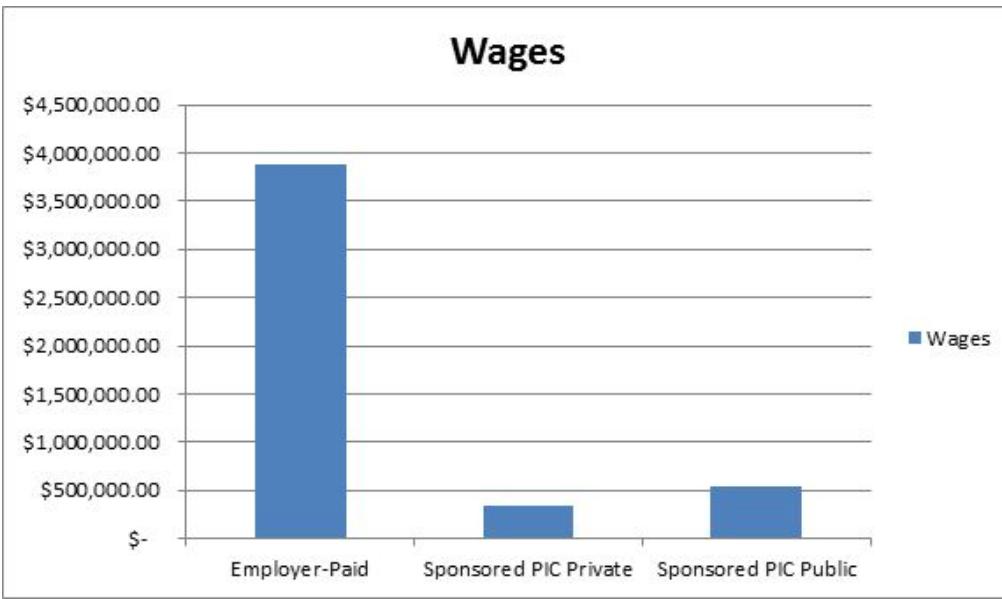


|                                |       |
|--------------------------------|-------|
| Employer Paid                  | 72.4% |
| Sponsored Non-PIC              | 10.6% |
| Sponsored PIC public revenue   | 10.2% |
| Sponsored PIC corp and private | 6.9%  |



# How Wages are Paid

(BPIC 2017 Summer Jobs Report)



|                       | Wages           |
|-----------------------|-----------------|
| Employer-Paid         | \$ 3,886,515.00 |
| Sponsored PIC Private | \$ 344,677.00   |
| Sponsored PIC Public  | \$ 531,273      |



# Analysis of Funds FY 2018

- ❖ BPIC received a significant amount of funding
  - (Federal, State, and Local), which is more than 50%.
  - WIOA contribute a small percentage to BPIC
  - Connecting Activities and Boston Office of Workforce Development
- ❖ BPIC receives funding from private sources as well
  - Potential for unlimited funding
  - The foundation contributed less than half of the budget



## Strategies for BPIC to Guarantee Funding

- ❖ BPIC depend on public funding for their program
  - Must pay close attention to political candidates and elected officials
  - Would need to advocate for support and growth of program
- ❖ Increase partnerships with companies and other outside donors
  - May decrease dependency on public funds
- ❖ Maintaining relationships with the current, as well as, increasing the number of new student, school, and business participants
  - Intensify confidence in current and future funders



# Analysis of Job Placement Based on Funding

- ❖ The majority of job placement hire paid student interns
  - Serious enough to offer such incentives that would keep students' interest in the program.
  - Attract students and schools to participate in this program.
  - Offering wages will force students to take opportunities more seriously
  - Sending a message that investing in our future is necessary
  - Allow lower-income students to financially support their household, while gain necessary experience



# Funding Partnerships Helps!

- ❖ Funding comes from multiple sources, which shows partnership
  - BPIC's mindset focuses more on cohesiveness rather than competition
  - Increase budget in addition to Connecting Activities
- ❖ Allow services to become more systematically organized
  - Less confusion for students, parents, the community, and other stakeholders.
- ❖ May contribute to the increase of participation and success of program.
- ❖ Provide much needed support for low-income school districts
  - Low-income schools tend to have lower quality curriculum

# How Collaboration between BPIC and other Community Partners Impacts Low- Income Students



# Introduction to Boston Bridge Program

Based on Interview with Franklin & O'Shea 2018

- ❖ BPIC is contracted to provide career readiness and internship programs (Franklin and O'Shea, 2018)
- ❖ Free 2 and 4 year tuition for Pell-Grant eligible students
  - College accessibility for students from low-income families
  - Originally funded vocational training, but expanded to 2-4 year education
- ❖ Students are able to choose a wide variety of majors.
  - There are some guidelines, but allow some flexibility.
- ❖ Minimize college debt for low-income families



# Introduction to Success Boston

- ❖ BPIC works with Success Boston
- ❖ Provide career coaching to student participant
  - Students are required to connect with success coach in high school and freshman college students to effectively transition college
- ❖ Ongoing individual and group support in the following areas:
  - Summer preparation for transition to college
  - Financial Aid Advisement
  - Year-long transition coaching and mentoring
- ❖ Extremely necessary for first generation college students



# Impact on Combination between Affordable Education and Career-Readiness

- ❖ Great formula to increase enrollment and graduation in post-secondary institutions
  - Low-income families would not have to worry about how to pay for college
  - Provide opportunities for low-income students to prepare for competitive careers
    - Experience the incentives of a college education
- ❖ Still collecting data, but graduation rate may be higher than national average.

# Past Success Stories



# Sebastian Rodriguez

Howell (2018)

- ❖ By ninth grade, he had enrolled in a computer science class.
- ❖ Last summer, with the help of PIC
  - Rodriguez got his first job in the information technology department
    - Boston Public Schools headquarters.
- ❖ Tech Apprentice job at Blue Cross Blue Shield Of Massachusetts



# Jennifer Bonilla

*2018 Annual Report*

- ❖ Connected with the PIC when she was a sophomore at East Boston High School.
- ❖ Sought out the PIC career specialist at her school who helped her secure a summer job at the YMCA.
- ❖ Enrolled at Bunker Hill Community College.
- ❖ Her PIC coach helped Jennifer qualify for:
  - Mayor Walsh's Tuition Free Community College plan and Bunker Hill's GPA Pilot Program.
- ❖ She aspires to a career in education with the goal of becoming a high school ELL teacher



# Imani Exilhomme

*2018 Annual Report*

- ❖ While attending Madison Park Technical Vocational High School
  - Imani secured a summer job at State Street - BPIC
- ❖ Now on track to earn her associate's degree in business from Bunker Hill Community College
  - She benefits from the support of her PIC postsecondary coach and the part-time job at Turner Construction
- ❖ Imani returned to State Street last summer as a college intern and plans to go on to UMass Boston.



# Ely Depina

Massachusetts Department of Elementary and Secondary Education, College, Career and Technical Education

- ❖ Graduated from Dearborn STEM academy
- ❖ Mentored at State Street Corporation
  - Volunteer days, red sox games, and other networking activities
  - Participated in career readiness workshops
- ❖ Accepted into Tech Apprentice - placed at State Street

# How can New Jersey Implement Similar Career-Readiness Initiative?

# State and Local Public Policies



# The Building Capacity for Career Pathway

New Jersey Department of Education, Career Readiness

- ❖ State-funded pilot program intended to incorporate career-based curriculum for:
  - Students in grades 9-12 in comprehensive school districts, regional high school districts, and charter schools.
- ❖ The Career Pathway Partners must engage in:
  - Project-based learning, student coaching and inquiry interdisciplinary instruction, and co-curricular projects
  - Partnerships with employers from competitive industries
- ❖ Partners role include:
  - Determine demand occupations with family sustaining wages from NJ Labor Market data



# Career Pathways Grant

New Jersey Department of Education, Career Readiness

- ❖ Limited to comprehensive school districts, regional high school districts, and charter schools serving grades 9-12
- ❖ **Total Amt. Available: \$800,000**
  - **Approximate Number of Awards: 8**
  - 8 schools had to create a career-based program for only \$100,000
- ❖ Use partnership rubric to analyze quality of collaboration
  - Relationship between K-16 and professionals in chosen industries

# Urban Districts that Received Funding

NJ Department of Education (2016)

| School District                          | Key Industries   | Award     |
|--|--|-----------|
| Cumberland Regional High School District | <ul style="list-style-type: none"><li>● Biopharmaceutical Life Sciences</li><li>● Technology</li></ul> | \$100,000 |
| Orange Public School District            | <ul style="list-style-type: none"><li>● Health Care</li></ul>  | \$100,000 |
| Passaic School District                  | <ul style="list-style-type: none"><li>● Biopharmaceutical Life Sciences</li><li>● Technology</li></ul> | \$100,000 |
| Elizabeth Public Schools                 | <ul style="list-style-type: none"><li>● Health Care</li></ul>  | \$100,000 |



# Free Education Pilot

Clark (2018)

- ❖ New Jersey will begin offering tuition-free community college in January
  - But only for low-income students in 13 county colleges.
  - Income must be less than \$45,000 in adjusted gross income.
- ❖ Students must also be taking at least six credits, which is usually two classes.
- ❖ The government agreed to allocate \$25 million, with \$20 million going to cover tuition and fees and \$5 million for planning grants.
- ❖ Awarded Semester by Semester basis
- ❖ A new initiative with a potential for growth and modification when necessary

# Profile of Passaic and Cumberland



# Cumberland Regional High School District The Biomedical Life Sciences Academy

Based on CRHS Biomedical Life Academy Website

- ❖ The grant will benefit students interested in Biopharmaceutical Life Sciences and Technology
  - Provide hands-on experience
    - Job-shadowing and internship opportunities
  - Build partnerships with institutions of higher education and industry leaders.
    - Possibly earn college credits
  - Students can build networks by participating in national career and technical education organizations
- ❖ Plan to follow up with Supervisor of program



# Passaic School District

School Choices Guide (March, 2018)

- ❖ The grant will benefit students interested in Biopharmaceutical Life Sciences and Technology
  - Advanced Placement, dual enrollment, and innovative courses
  - Strengthen partnerships between industry and leading universities.
  - Pathways of study for students will include:
    - Engineering, Biomedical Science, Biotechnology, Data Analytics, Computer Science, and Mathematical Studies.
      - May align with Pathway grant
- ❖ The district receives other grants in addition to career pathway (PPS BOE)



# Passaic School District

School Choices Guide (March, 2018)

- ❖ Field Experiences and Internships may be included in the program
- ❖ Students will have the opportunity to earn college credits through:
  - Partnerships with Montclair State University, Kean University, and Passaic County Community College.
  - Allow students to complete Career certification and/or a minimum of 15 college credits
    - Some credentials and experience will make graduates more marketable
- ❖ Plan to follow up with Supervisor of program

# Comparing Massachusetts to New Jersey





# Massachusetts vs New Jersey Similarities

- ❖ Awarded \$100,000 grant through WIOA
  - Multiple programs receive additional support
- ❖ Innovative Career Readiness programs are offered in K-12
- ❖ Developed an accessibility to higher education for low-income students
- ❖ Supported and funded by State and Local Government
- ❖ Collaboration with K-12, Higher Education, and Department of Education
- ❖ Require participation from employers
- ❖ Some representation of urban schools
  - Underrepresented students are funded career pathway grants
- ❖ Initiatives are too new and require follow ups to analyze impactful results



# Massachusetts vs New Jersey Differences

## Massachusetts

- ❖ Offers paid internship
  - Employers offer paid internships
- ❖ Many districts work with employers from diverse disciplines
  - Students have more options
- ❖ Build and utilize multiple community networks
  - Collaboration between Office of Workforce Development, DOE, community organizations, and industries

## New Jersey

- ❖ Does not appear to have a strong internship component
  - Very new and developing
- ❖ Each district only targets certain industries that are marketable based on their geographical areas
- ❖ Taps in fewer networks
  - Appear to manage mostly through NJ DOE Career readiness and industries
- ❖ Has an innovative, structured, and easy to use state-wide career-readiness website
  - Career Connections

# Potential Recommendations for New Jersey



# Expansion of Career Pathway in NJ

- ❖ BCCP is a great start in introducing career-readiness for K-12 students
- ❖ NJ should expand collaboration with professionals from diverse industries
  - For an example, some districts focus on healthcare
    - Leave out students who:
      - Lack skills and interest in healthcare
      - Creative, innovative, and entrepreneurial minded students
    - Provide options for students based on their potential talent and curiosity
    - Helpful for underrepresented and low-income students that demand more funding and resources
      - Should target professionals from similar socio-economic background



# Expansion of Career Pathway in NJ

- ❖ Increase public and private funders
  - Paid internships and funding for other districts
  - NJ competitive, innovative professionals
    - Mentor and hire interns
- ❖ County WIB should partner with K-12
- ❖ Must tap current resources to build partnerships
  - Several organizations already created a somewhat career and college-readiness programs
- ❖ Most importantly, increase collaborations with Higher Education
  - Build on free community college pilot and dual college enrollment



# The Potential Use for Career Connections

- ❖ New Jersey's innovative state-wide career-readiness website
  - Requirement for all state career development professionals
- ❖ Promote statewide career pathway initiatives in Middle and High Schools
  - Coordinate a state-wide internship effort
- ❖ Accessible for K-12 Institutions, Higher Education, Professionals, and participants
  - May highlight list of initiatives, employers and schools with career-readiness curriculum
  - Possibly encourage other districts to participate in Career Pathway
- ❖ Increase confidence in potential supporters and funders



## Where to Search for Employers

- ❖ Every County and Region has chamber of Commerce
  - List of local business owners
- ❖ NJBIA completed a report on how K-12 can improve their curriculum (Sandelier 2018)
  - Train students to become marketable to future employers
  - Potential contender who can mentor or hire interns
- ❖ NJ STEM - based industries -
  - Local Hospitals
  - Research Institutions
    - Johnson & Johnson
    - Robert Wood Johnson



## Where to Search for Employers

- ❖ Local artworks and Development Companies
  - Mentor future artists and Urban Developers
- ❖ NJ State Bar Association
- ❖ Local K-12, colleges and Universities
- ❖ Competitive Professional Industries that target underrepresented groups
  - African American and Latino professional organizations
- ❖ Hopefully will eventually include entrepreneurs

Rebuild Talent Consultancy  
plans to follow up on impact  
of NJ Career Pathway and  
Massachusetts Connecting  
Activities for Part 2 Project

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