



Preparing
Young New
Yorkers
for Career
Success





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Dear Fellow New Yorkers,



When my administration took office in January of 2014, we pledged to confront the “Tale of Two Cities.” Through my first term as Mayor, we began to balance the scales by implementing universal pre-K, striving for Equity and Excellence for All in our public schools, and implementing paid sick leave and a living wage. And in our second term, my team and I made the commitment to build upon the work underway and make New York the fairest big city in America.

CareerReady NYC represents a big step toward fulfilling that promise.

It aligns and elevates three reform efforts serving our youth and young adults: the NYC Department of Education’s Equity and Excellence for All vision and reforms; changes to the City’s Summer Youth Employment Program and other initiatives that connect young people to the world of work; and the Strategic Framework of the City University of New York emphasizing not just college completion, but career success.

By connecting these efforts with real-world employment, CareerReady NYC will help more New Yorkers to reach adulthood with the knowledge, experience, and skills they need to compete in today’s economy. Young New Yorkers should have opportunities to get started on college while in high school, and a set of well-structured and high quality work-based learning experiences. We know now that the best preparation for success is both postsecondary education and relevant work experience, so our goal is to equip all young people with both.

This goal, however, cannot be realized by city government alone. It will require a commitment from leaders in all sectors of our community: the private sector, the philanthropic community, educational institutions, and community groups, as well as youth themselves and their families. We are asking all New Yorkers to join us in this citywide campaign for career readiness.

When every New Yorker grows up ready to contribute to our community and economy, we all benefit. I look forward to your partnership and our shared work to open up new possibilities for our City’s future workers and leaders.

A handwritten signature in black ink, appearing to read "Bill de Blasio". The signature is fluid and cursive, with a long horizontal stroke at the end.

Mayor Bill de Blasio

Dear New Yorkers,



Young people today are growing up in a time of rapid technological advances and significant social disruptions. The advent of automation and the rise of contingent work arrangements through the “gig economy” create enormous new opportunities for the workers, makers, thinkers, and leaders of tomorrow—and equally significant risks. Those with the right mix of skills, experiences, professional networks, and supports will be in a position to chart their own course through a labor market unlike any we’ve seen before. Those without a viable skill set or an understanding of systems are likely to face a lifelong struggle for economic security.

Through CareerReady NYC, the City of New York is making a commitment to give young New Yorkers the tools they need to build the futures they want. This starts with exposure in early adolescence to the multitude of career options in our city, through engaging online tools, guest speakers, site visits, project-based learning, and more. As young people move through high school, we will support them toward work and educational experiences that align to and help shape their interests, skills, and long-term goals. College and advanced training, including apprenticeships, are vital parts of this journey. This must be understood not as an end in itself, but as a means toward the larger goal of career success.

The economic case for CareerReady NYC is compelling: a more comprehensive and effective system of career readiness will strengthen New York City businesses, increase tax revenues, and lower expenditures on social services, housing, and corrections. But the moral case is even stronger: a city in which young people come of age with realistic hopes to start a business, pursue a profession, and lead lives of dignity and meaning.

We hope you will read this report, consider your place in this effort, and join us in building a city that works for all its residents.

A handwritten signature in black ink that reads "J. Phillip Thompson". The signature is written in a cursive, flowing style.

Deputy Mayor J. Phillip Thompson

Executive Summary

With the labor market rapidly changing as a result of automation and the emergence of the gig economy, young people in low-income communities have the most to gain by mastering key “durable skills” for workplace success, such as critical thinking, communication, teamwork, and self-advocacy.

Over the last five years, New York City has made great progress in high school graduation, college persistence and completion in the City University of New York (CUNY) system, and providing paid work experiences for youth. Our next step must be to align and integrate these efforts toward the goal of enabling more young New Yorkers to achieve their full potential, living their lives with autonomy and agency in a rapidly changing world.

Working over several years, a consortium of educators, employers, City officials, service providers, advocates, and private funders have developed CareerReady NYC—a shared commitment to helping all our youth reach adulthood ready for sustained success in the world of work. A compact between New York City’s business community, education systems, government, private funders, and service providers, CareerReady NYC will open a path for our City’s youth to reach adulthood ready for sustained success in the world of work. It aligns and coordinates the work already underway in K-12, public youth workforce programs, and postsecondary education. It adds an explicit focus on the labor market—the ultimate destination for young New Yorkers passing through the “public talent pipeline.” Finally, the strategy establishes a framework for employers, philanthropic institutions, and nonprofit organizations to plug into this shared work. This effort has a particular focus on young people in low-income and minority communities who need more equitable access to the work experiences, learning opportunities, professional networks, and supportive guidance necessary to successfully enter

the workforce. With the labor market rapidly changing as a result of automation and the emergence of the gig economy, these youth have the most to gain by mastering key durable skills for workplace success, such as critical thinking, communication, teamwork, and self-advocacy.

The spine of CareerReady NYC is the Career Readiness Framework (see p. 16). A first-of-its-kind document created by a team of practitioners, analysts, and educators, the Framework maps out developmentally appropriate activities for youth that help them build the foundation for career success. It explicitly links education, career exploration, and work experience in mutually reinforcing ways, and supports acquisition of both general employability skills and specific technical skills. The developmental milestones it sets for youth at different ages and stages of development will help shape the design of both current and new programs, and guide how City agencies manage and evaluate these programs and the providers who deliver them.

The core objective of CareerReady NYC is to empower youth in the public talent pipeline, along with their families, to make better informed and more intentional choices with respect to education, training, and work. To achieve that goal, CareerReady NYC will prioritize three strategies that support educational achievement and subsequent employment and earnings outcomes. The first is work-based learning (WBL) activities and experiences, from career exploration beginning in middle school, through paid

Executive Summary

work opportunities in high school and pre-career jobs and internships for CUNY students. The second is opportunities to earn college credit and begin preparing for college level academics while in high school through the Department of Education (DOE) -CUNY collaboration known as College Now. Third, CareerReady NYC will prioritize delivering positive “user experience” for employers by:

- Creating systems and structures to help coordinate outreach from schools and contracted service providers that run youth workforce programs;
- Making sure employer goals are understood and fulfilled; and
- Supporting effective matches between employers and partners.

Further, CareerReady NYC will directly support employers, schools, and service providers to create work-based learning experiences that simultaneously

fulfill both youth development goals and the employer’s specific objectives for the engagement. Proving the value of these partnerships for all parties can help deliver a stronger and more diverse talent pool for our businesses, and could trigger a virtuous cycle as young people begin to see more faces like their own in a growing variety of positions and contexts.

CareerReady NYC will be accountable to a Steering Committee comprised of representatives from the mayoral administration, CUNY, DOE, the Department of Youth and Community Development (DYCD), the private sector, philanthropy, and the provider community. The Committee will set broad guidance and priorities and convene key stakeholders in support of the project. The NYC Center for Youth Employment (CYE) will support the effort on a day-to-day basis, working with designees of the key City agencies and employer, funder, and provider partners, and communicating to the public through an annual report as well as an online presence.



A Persistent Challenge

New York City today has much to be proud of: jobs are at an all-time high while crime is near historic lows. But a daunting gap persists between the abundant opportunities available to young New Yorkers growing up in economic security and the few options for those from lower income homes and communities.

The increasingly common reality is that careers are not linear. Current programs must reflect this reality by emphasizing skills that translate across jobs and industries, such as critical thinking, creativity, technological literacy, systems navigation, and self-advocacy.

For young people, the quality and quantity of their early experiences in education and the world of work, and the supports available through adolescence and early adulthood to help them make informed choices around college and career, can impact their entire working lives. Increasing equity in access to high-quality education and opportunities to build skills, gain experience, and explore potential careers will help all New Yorkers to participate fully in, and contribute to, our city's vibrant economy.

Our actions must match and reflect the rapid technological and cultural changes that are transforming the labor market. The increasingly common reality is that careers are not linear; our strategies as a City to prepare youth for their careers should reflect this reality. Current programs must evolve and new ones must emerge to emphasize 21st century skills such as critical thinking, creativity, technological literacy, systems navigation, and self-advocacy. Finally, young people must receive guidance toward defining themselves as workers, entrepreneurs, and citizens who act with agency to achieve the lives they want.

An Opportunity Gap

In today's economy, three questions typically determine whether or not an individual is likely to achieve career success and economic security. Do they have a college degree? Do they have a steady track record of work? And do they have the workplace skills and professional network to fully leverage their education and experience?

Far too few young New Yorkers can answer "yes" to all three. Recent research has found that among every 100 students who start 9th grade, only 25 will have completed a college degree ten years later.¹ Meanwhile, older teens and young adults in New

York City are employed at rates well below the average of their peers in other large American cities.² Even many CUNY students who do manage to complete two- or four-year college degrees often face periods of unemployment or underemployment that depress earning power over the long term.

One driver of these outcomes is the persistent opportunity gap in accessing high-quality work experiences and building social capital that supports academic persistence and completion, and, ultimately, career advancement. In 2017-18, only 10.4 percent of CUNY undergraduates participated in a paid internship. Among CUNY community college students, the rate was only 6 percent.³ By comparison, the National Association of Colleges and Employers found that 57 percent of graduating college seniors in the Class of 2017 had participated in a paid internship or co-op experience during their college careers.⁴ Median annual earnings for CUNY baccalaureate graduates from the 2013-14 school year one year after graduation were \$35,167⁵—compared to an overall national rate of approximately \$50,000.

Of course, these outcomes are not evenly distributed. For New Yorkers of color, low-income families, students with disabilities, and immigrants—groups that comprise very substantial shares of both DOE and CUNY enrollment, respectively—the path to success is often even more challenging to navigate. As one example, while the city's overall high school graduation rate for the class of 2018 was 76 percent, the rates for Asians and whites were 88 and 84 percent, respectively, compared to 72 and 70 percent for Blacks and Hispanics, respectively. The four-year rate for students with disabilities was just 50 percent.⁶

Figure 1: DOE and CUNY Enrollment, 2017-18 School Year

	DOE	CUNY ⁷
Total enrollment	1,135,334	244,420
English language learners	13.5%	38.8% ⁸
Students with disabilities	19.7%	n/a
Economically disadvantaged	74.0%	42.2% ⁹
Asian	16.1%	21.1%
Black	26.0%	25.6%
Hispanic	40.5%	32.3%
White	15.0%	20.7%

Labor Market Changes

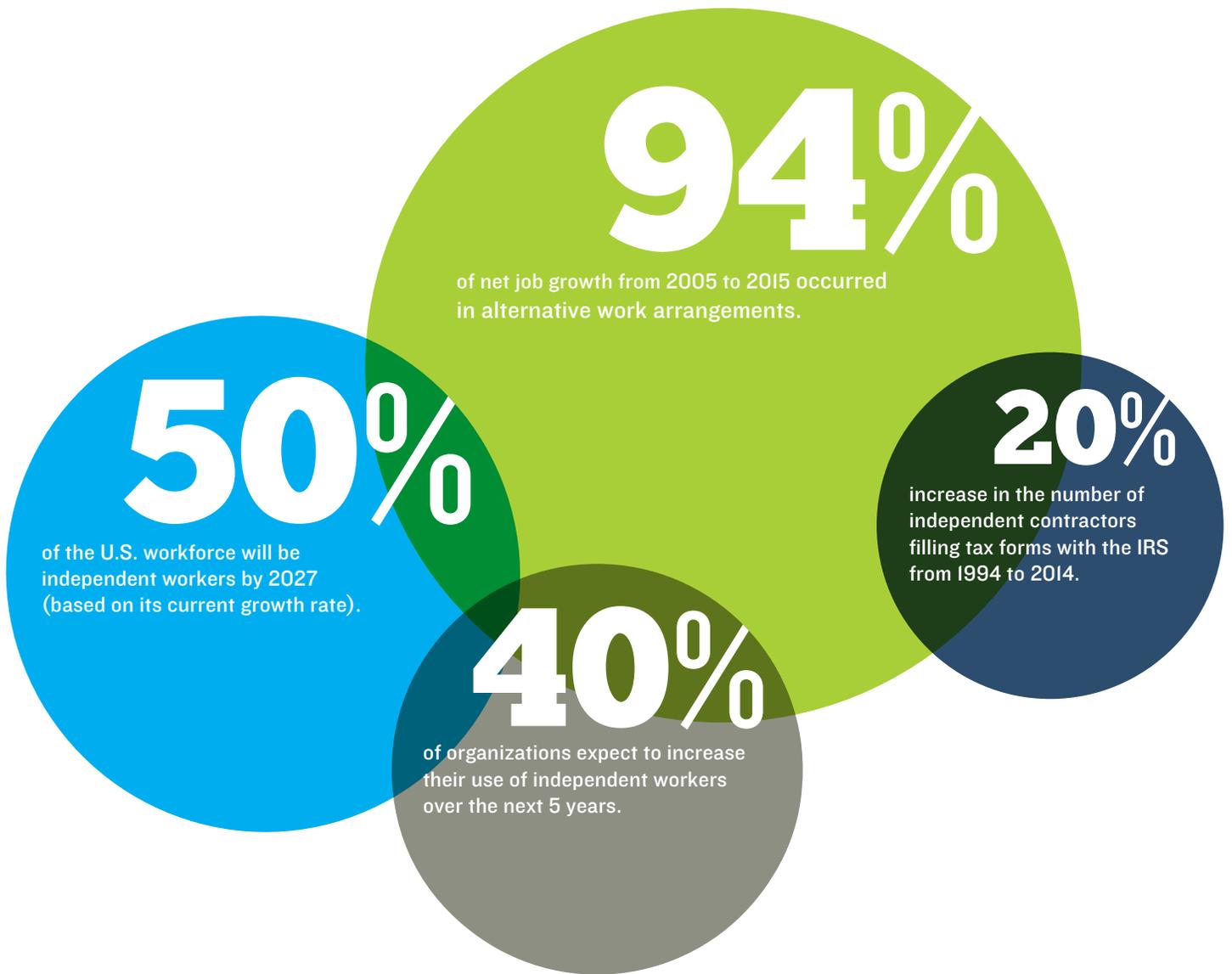
In addition to the persistent opportunity gap, two emerging trends in local and national labor markets render a more coordinated approach to education, work experience, and youth development all the more urgent and timely.

The first is automation. Research suggests that approximately half of all job tasks in the U.S. are likely to be automated within the next several decades; the local figure is closer to four in ten.¹⁰ The jobs most at risk of automation tend to be low paying (51 percent have wages under \$40,000 per year) and held by those with less educational attainment and lower skills—meaning that as technology continues to advance, a sizable share of low-skilled workers could be pushed out of the labor market. These at-risk jobs are also disproportionately held by non-whites. The more value workers can add through creativity and critical thinking, the more

secure they will be in a labor market as machines increasingly assume routine tasks previously done by people.

The second trend is the rise of contingent work arrangements, sometimes known colloquially as the “gig economy.” Estimates of how many Americans work in the gig economy vary by source and definitions, but most sources place the number between 40 and 55 million.¹¹ While the gig economy is sufficiently broad to cover everything from dog walking and childcare to graphic design and Broadway performances, all who wish to participate in it must have some demonstrable skills, and an ability to communicate their value in a compelling way.

Figure 2: The Surging Independent Workforce¹²



As these and other trends continue to take hold, the labor market will evolve in ways both predictable and surprising. To prepare all our youth for a future filled with opportunities and challenges, we must revise and align our systems to emphasize key durable skills for workplace success: critical thinking,

communication, teamwork, building professional networks, and self-advocacy. Mastery of these skills will position our young people to succeed as entrepreneurs who work on their own terms, as workers who add value to automated processes, and in a myriad of other roles.



The Solution: CareerReady NYC

The task of helping young New Yorkers to reach adulthood prepared for economic self-sufficiency and career success requires the sustained commitment of the K-12 and CUNY systems, City government, the employer community, philanthropy, and service providers. Perhaps even more important, it requires an understanding that all these parties share responsibility for building this system—and must embrace coordination and collaboration to an extent we have never seen in this area of policy.

One driver of inequality is the opportunity gap in accessing internships and building social capital. In 2017-18, only 10 percent of CUNY undergraduates had opportunities to participate in a paid internship. Among CUNY community college students, the rate was 6 percent.

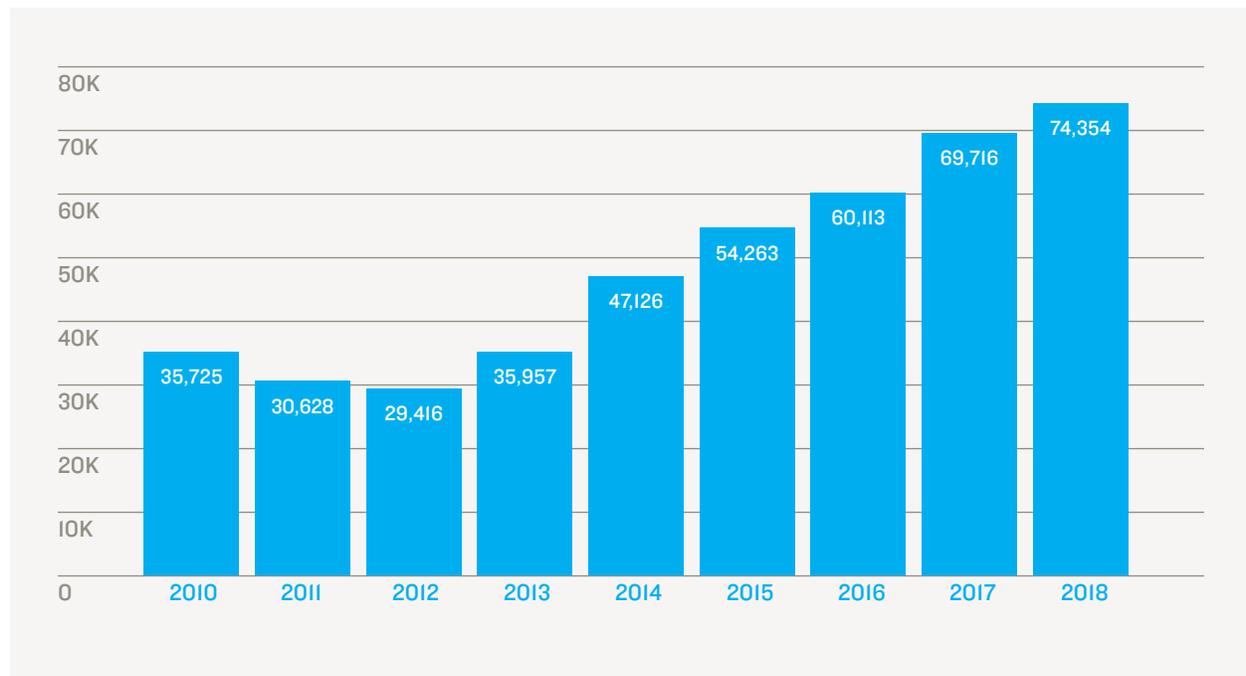
This spirit of partnership has informed the priorities of CareerReady NYC, how its initiatives are resourced, how the project is governed, and the policy and program changes needed to enable its success. Given the dimensions of the undertaking, the involved parties understand that building a comprehensive and effective culture of career readiness is not a short-term undertaking, but will unfold over a period of years.

The Public Talent Pipeline

The core systems that help form, shape, and prepare young talent in New York City are K-12 public education, which serves over 1.1 million students per year; the City University of New York, with more than 400,000 degree and non-degree students annually; and publicly supported youth workforce programs, which collectively serve roughly 110,000 New Yorkers ages 14-24 each year. This report refers to these systems collectively as the “public talent pipeline.” Over the last decade or so, each has received substantial public and private investment, and each can report significant progress:

- Buoyed by a series of major reforms culminating in Mayor de Blasio’s Equity and Excellence for All agenda, the **NYC Department of Education** has raised the four-year high school graduation rate to a record high of 75.9 percent in 2018. Additionally, DOE’s sustained commitment to expanding and improving career and technical education (CTE) programming has supported a dramatic expansion of high-quality career-focused learning opportunities.
- Thanks to a wave of reforms highlighted by the **ASAP** (Accelerated Success in Associate Programs) initiative, CUNY has substantially raised the overall three-year graduation rate among associate degree students from 13 percent in 2008 to 22 percent in 2016.¹³ ASAP participants have a graduation rate of 53.4 percent, more than twice the overall rate.¹⁴
- **The Summer Youth Employment Program** (SYEP), the largest such program in the U.S., has grown to serve about 75,000 participants per year—more than twice the number served when Mayor de Blasio took office—while adding new program options customized to meet the needs of different youth populations.

Figure 3: SYEP Annual Enrollment, 2010-2018¹⁵



These impressive gains in educational attainment and work experience show what can be achieved when we commit to addressing long-standing opportunity gaps. Having improved the pieces, the City must now address the whole—by managing these systems as complementary inputs toward the shared goal of career readiness for all our youth.

Building on Work to Date

CareerReady NYC builds upon and connects three major institution-specific reform initiatives launched during Mayor de Blasio’s first term:

- **Equity and Excellence for All.** This package of reforms, announced in September 2015, represents a commitment on the part of New York City’s Department of Education to provide every student and every school with critical tools

to prepare students for success in college and careers. Equity and Excellence initiatives include Computer Science for All, through which every student will have access to computer science education in elementary, middle, and high school by 2025; AP for All, which will offer every high school student access to a range of Advanced Placement courses; and College Access for All, which will provide every student the resources and individualized supports to pursue a postsecondary education. At full implementation, the City will commit \$186 million per year for Equity and Excellence initiatives. Its target outcomes by 2026 include an 80 percent on-time graduation rate, two-thirds college readiness, and universal literacy by 2nd grade.¹⁶

- **CUNY Strategic Priorities.** In early 2017, the City University of New York announced a new



strategic vision to reorient CUNY’s historic mission around helping students succeed in the knowledge economy. Among its five core components are commitments to expand partnership with the Department of Education to ensure more high school graduates are ready for college-level work, and to provide more real-world learning opportunities that will help CUNY students identify their interests and strengths, build workplace skills and professional networks, and otherwise prepare for career success. CUNY Career Success, a key facet of this new vision, will include focus on key sectors of the local economy, as well as a new approach to career services across the breadth of the CUNY system.¹⁷

- **Youth Employment Task Force.** In spring 2016, Mayor de Blasio and the New York City Council agreed to baseline funding for the annual

Summer Youth Employment Program, ending the annual uncertainty regarding how many young New Yorkers could access summer jobs. To strengthen the program, the administration and City Council co-convened a group of subject matter experts, employers, private funders, and other stakeholders to set new guidance for the program and make recommendations regarding the future direction of youth workforce programs. The Youth Employment Task Force called for changes to the annual timeline and operations of SYEP, new program options to serve a wider range of youth, closer alignment between SYEP and K-12 education, and a new approach to engaging city employers around youth workforce programs. The new SYEP contracts announced in spring 2019 reflect these recommendations.

Figure 4: Rethinking College and Career Choices¹⁸

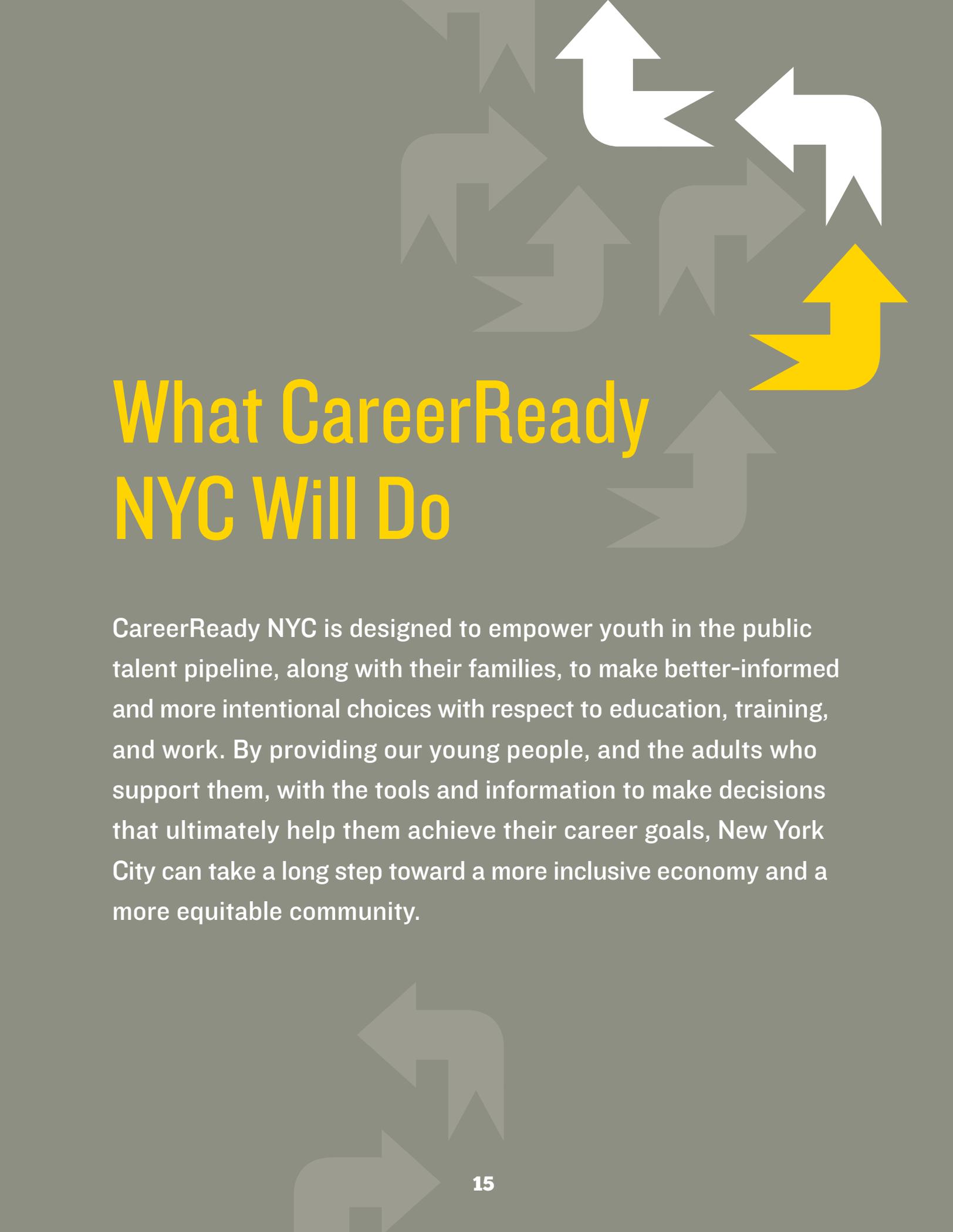


More effectively coordinating these programs will give young New Yorkers a stronger base of knowledge and experience to draw upon when making decisions regarding higher education and, ultimately, employment and careers. As Figure 4 above illustrates, youth and families often first decide on a college, then choose a major once enrolled, and worry about work only as graduation approaches—or when they are forced to leave school as a result of poor academic performance, financial necessity, or other challenges. Instead, starting with the ultimate destination in mind—making a well-informed choice about a career interest, then

using that to help guide the subsequent decisions of what to study, and where to enroll—should yield better outcomes for degree completion and subsequent employment and earnings.

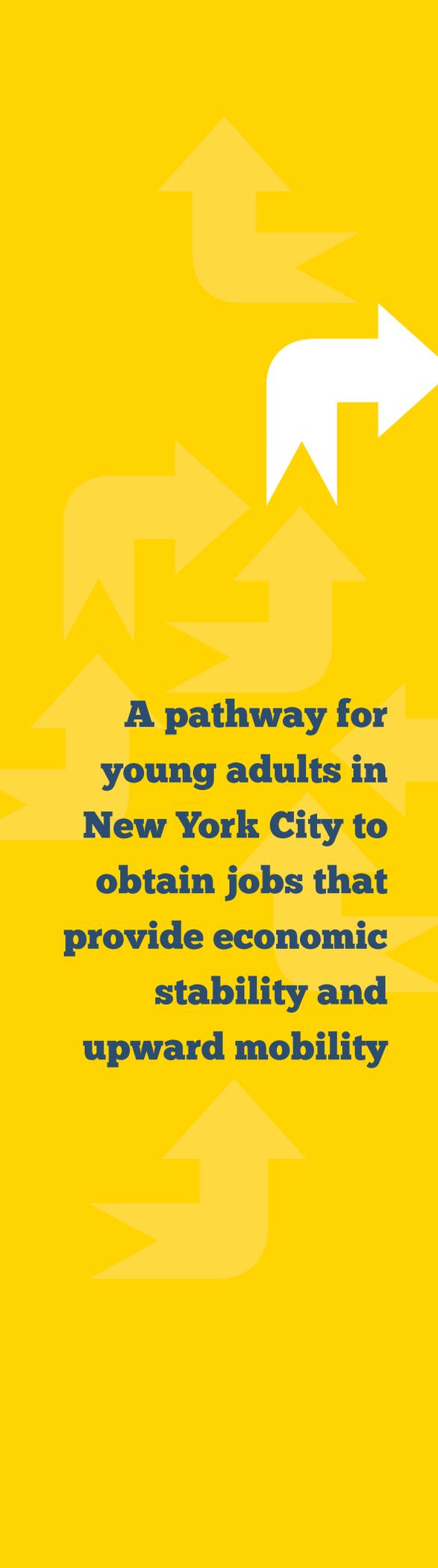
CareerReady NYC also shares the goals of numerous related efforts rooted in the community of nonprofit organizations that deliver youth-focused workforce and educational programming, leaders from which have participated in its development over the last two years. (Please see Appendix B for details on these efforts.)





What CareerReady NYC Will Do

CareerReady NYC is designed to empower youth in the public talent pipeline, along with their families, to make better-informed and more intentional choices with respect to education, training, and work. By providing our young people, and the adults who support them, with the tools and information to make decisions that ultimately help them achieve their career goals, New York City can take a long step toward a more inclusive economy and a more equitable community.



**A pathway for
young adults in
New York City to
obtain jobs that
provide economic
stability and
upward mobility**



**CAREER READY
NYC CAREER
READINESS
FRAMEWORK**

The Career Readiness Framework (CRF) provides guidance for schools, community-based organizations, families, and youth themselves regarding the skills and experiences they need at each stage of development, from middle school through early adulthood, to succeed in the world of work. Assembled by a coalition of NYC educators and workforce and youth development experts, the Framework helps prepare youth for the dynamic labor market they will enter—and, in doing so, for full participation in a democratic society with the agency to self-determine what it is they want for their future, including their relationship to work and the economy. It explicitly links education and work experience in ongoing mutual reinforcement, and emphasizes:

- Employability skills e.g., growth mindset, teamwork, communications
- Technical skills (through the lenses of career awareness/exploration)
- Career pathways (through preparation and training that exposes students to both existing jobs and to entrepreneurship, business ownership, and self-employment).

CAREER READINESS FRAMEWORK

Career Awareness

LEARNING ABOUT WORK

Build awareness of the variety of careers available and the role of postsecondary education—the connection between education/training/experiences and career opportunities.

ACTIVITIES AND EXPERIENCES INCLUDE:

- Workplace tours
- Guest speakers
- Career fairs
- Career interest inventories

Career Exploration and Planning

LEARNING ABOUT AND PLANNING FOR WORK

Deepen exploration of connection between career opportunities and education/postsecondary requirements, to motivate and inform decision-making for high school and postsecondary choices; initial planning.

ACTIVITIES AND EXPERIENCES INCLUDE:

- Visits to college campuses
- Ongoing one-on-one advisement to create a postsecondary career plan
- Financial aid assessment and completion
- Work-based Learning (WBL)
- Informational interviews
- Job shadowing
- Industry-led projects

Career Preparation

LEARNING THROUGH WORK

Apply learning through practical experiences that develop knowledge and skills necessary for success in careers and postsecondary education.

PREPARATION EXPERIENCES INCLUDE:

- Work-based Learning (WBL)
- Service and experiential learning
- Internships (paid or for credit)
- Afterschool and summer jobs (paid)
- Preparing for Work
- Mock interviews
- Resume building
- Personal statement
- Professional network building
- Entrepreneurship—student-run enterprise (virtual & non) with partner involvement
- Ongoing one-on-one advisement to refine postsecondary career plan
- Financial literacy workshop

Career Training

LEARNING FOR WORK

Train for employment and/or postsecondary education in a specific range of occupations.

TRAINING EXPERIENCES INCLUDE:

- WBL (paid or for credit)
- Sector internships
- Service and experiential learning
- Pre-apprenticeships
- Entrepreneurship/business ownership, including worker owned/cooperative models, collective consumer purchasing
- Work Experience (paid or for credit)
- Cooperative/technical education
- Apprenticeships
- On-the-job training
- Work-study
- Credits and Credentials
- Industry credentials and certifications
- Pre-college academic course work
- College credits in high school
- CTE (Career and Technical Education) endorsement
- Matriculation and completion of postsecondary degree
- Full-time employment
- Further education



Students Should Be Supported to

10-14 yrs
(Middle School)

13-16 yrs
(9th-11th Grade)

Career Awareness

HIGH SCHOOL AND COLLEGE STUDENTS HAVE CAREER AWARENESS ACTIVITIES

- Complete career assessment that links, values, interests, and experiences to potential career paths to explore
- Create career interest inventory to inform high school choice, college majors, and career planning
- Participate in career awareness activities
- Learn about specific jobs, careers, and career path concepts
- Understand different types of postsecondary credentials and institutions
- Participate in career awareness activities such as workplace tours

Career Exploration and Planning

HIGH SCHOOL STUDENTS EARN COLLEGE CREDITS AND PARTICIPATE IN CAREER EXPLORATION/PLANNING

- Participate in academic enrichment and youth development programs during out of school time to reinforce learning and build skills
- Use career exploration tech platform to learn about skills and tasks linked to specific careers
- Have one-on-one advisement on applying to high schools that match interests and needs
- Visit a college campus
- Have one-on-one advisement to support academic progress and postsecondary planning that aligns high school courses, WBL experiences, and interests with college and career goals
- Complete a financial aid assessment
- Enroll and complete courses to earn college credits, with a goal of 6 credits by 11th grade
- Use career exploration tech platform that links skills and tasks for specific careers to work based learning preparation and reflection activities
- Visit at least one postsecondary institution with a major or program of study aligned to career interests

Career Preparation

ALL SECONDARY AND POSTSECONDARY STUDENTS HAVE WBL AND EXPERIENTIAL LEARNING OPPORTUNITIES ALONG A DEVELOPMENTAL CONTINUUM

- Be part of team projects that relate to real-world issues or careers (e.g., project-based learning)
- Participate in volunteer, experiential, and leadership learning experiences
- Reflect on learnings from those experiences
- Participate in job shadowing, industry-led projects, informational interviews and other work-based learning opportunities
- Reflect on learnings from those experiences
- Identify and enroll in summer activities (e.g. enrichment, employment) that help develop college and career ready skills
- Create a resume and practice interview skills

Career Training

ALL HIGH SCHOOL AND POSTSECONDARY STUDENTS HAVE ACCESS TO WORK-BASED LEARNING (WBL) EXPERIENCES, INCLUDING INTERNSHIPS (PAID OR FOR ACADEMIC CREDIT)

- By 11th grade, select and complete a sector WBL opportunity (industry-led projects, internship, volunteer opportunity, or service learning) aligned with career interests

Achieve the Following Milestones and Experiences

15-17 yrs (10th-12th Grade)

- Update career interest inventory
- Participate in career awareness activities informed by career inventory

16-21 yrs (Transition to Postsecondary)

- Update career interest inventory
- Participate in career awareness activities informed by career inventory

18-22+ yrs (Young Adulthood)

- Participate in career awareness activities aligned with career aptitude and interest exercises

- Continue one-on-one advisement to support academic progress, including opportunities to earn college credits, and postsecondary planning
- Enroll and complete courses to earn college credits, with a goal of 12 credits by graduation
- Use a technology application for career exploration and WBL prep and reflection
- Visit at least one postsecondary institution with a major or program of study aligned to career interests
- Attend a postsecondary affordability workshop with an adult family member or guardian
- Identify and get commitment from advisor or another adult advocate and two teachers to write recommendation letters
- Based on postsecondary plan, begin and complete college applications and financial aid processes
- Learn about alternatives to college, including apprenticeships

- Continue one-on-one advisement to support academic progress, including opportunities to earn college credits, and postsecondary planning
- Refine postsecondary plan that supports career interests and reflects academic and WBL experiences
- Attendance by a family member at one-on-one postsecondary planning meetings
- Based on postsecondary plan, complete applications and financial aid processes for college applications
- Choose among acceptances and matriculate the semester following high school graduation

- Continue to refine career plan based on educational and work experiences and industry trends
- Utilize postsecondary advisor and campus career services
- Participate in meet-ups and clubs for networking, peer support

- Enroll in an internship or other substantive WBL experience related to career interests
- Enroll in a summer activity that helps develop college- and career-ready skills
- Participate in community service and extracurricular activities
- Revise resume and participate in a mock job interview
- Engage with basic financial literacy concepts, e.g. banking; open a savings and/or checking account

- Enroll in an internship or other substantive WBL experience related to career interests
- Enroll in summer activities that help develop college- and career-ready skills
- Continue to participate in community service and extracurricular activities
- Revise resume, create a personal statement and participate in a mock job interview
- Engage with more additional financial literacy concepts, e.g. student loans

- Participate in an internship, work-study, or other job experience during the school year
- Identify and participate in a final/culminating work experience prior to postsecondary completion
- Upon graduation, obtain job that provides economic stability and upward mobility

- Develop an understanding of general workplace norms

- Develop deeper sense of agency and confidence in identifying and beginning best-fit postsecondary opportunities
- Deepen understanding and mastery of occupation-specific skills and workplace norms

- Matriculate to postsecondary institution, program, or training experience
- Participate in advanced WBL experiences and engage in professional networking
- Be on track with financial aid and credits toward completing a degree program and/or professional certifications
- Participate in apprenticeship, on-the job training, sector-related work experience, and/or technical/cooperative education

Students Should Know and Be

10–14 yrs (Middle School)

13–16 yrs (9th–11th Grade)

Career Awareness

STUDENTS BUILD A FOUNDATION FOR SUCCESSFUL WORK-BASED LEARNING THROUGH AWARENESS OF CAREER OPTIONS

- One or two career pathways of interest to them
- Jobs of adults they know
- Awareness of postsecondary options
- Specific jobs, careers, and concept of career ladders vs. career lattice
- Different types of postsecondary entry points, institutions and credentials

Career Exploration and Planning

STUDENTS MAKE AND REFINE PLANS AROUND WORK AND CAREER, INCORPORATING HIGHER EDUCATION AND TRAINING OPTIONS

- One or two career pathways of interest to them
- Be able to describe jobs of adults they know
- Consideration of how high school choice might relate to postsecondary options and career interests
- Educational requirements, costs, expected entry level salary, and pay range for occupations in two to three careers of interest
- Professional skills, strengths and areas for improvement, based on WBL experiences and reflections
- Relationship between extracurricular activities and postsecondary and career goals
- Regents graduation requirements
- Different types of financial aid and related processes, including grants, loans, and scholarships
- Value of earning early college credit to postsecondary access and completion

Career Preparation

STUDENTS PROGRESSIVELY DEVELOP PROFESSIONAL SKILLS NEEDED FOR BOTH ACADEMIC AND CAREER SUCCESS

- Relationship between community service/ extracurricular activities and postsecondary/ career goals
- Importance of school classes, attendance, and grades to postsecondary plans
- Professional skills essential for the workplace (e.g. critical thinking, accountability, responsibility, communication; workplace etiquette; and managing deadlines;
- How high school coursework, attendance, and grades relate to postsecondary plans
- Connection between employment, wages, and independent living
- Basic financial literacy; opening a bank account

Career Training

STUDENTS BUILD EMPLOYABILITY AND TECHNICAL SKILLS ALIGNED TO THEIR CAREER GOALS INTERNSHIPS (PAID OR FOR ACADEMIC CREDIT)

- Essential skills (e.g. communication, teamwork, problem-solving) in the context of experiential learning
- General workplace norms
- Occupation-specific skills

Able to Demonstrate / Discuss

15-17 yrs (10th-12th Grade)

- Two or three career pathways of interest
- Deeper understanding of career pathways at a particular organization
- Knowledge of technical skills needed to work in a particular field

16-21 yrs (Transition to Postsecondary)

- Link between degrees and employment/ earning power in specific industries

18-22+ yrs (Young Adulthood)

- Pros and cons of different career paths
- Understand entry-level roles in different career paths

- Connection between effort and outcome (grit, perseverance)
- Understand how academic remediation might negatively impact postsecondary goals
- A goal of earning between 6 and 12 college credits
- Research and apply to postsecondary options aligned with career plan
- Financial aid deadlines for chosen postsecondary options

- At least one potential career option in depth
- Postsecondary plans
- How career-related courses and experiences articulate to postsecondary degree programs
- Affordability of postsecondary options in relation to expected compensation and anticipated debt
- Terms and conditions of scholarships or loans
- Full understanding of requirements for successful course/degree completion

- Career goals and specific steps to attain them
- Value of career related networking opportunities

- Professional and early technical skills in context of experiential learning and work, communication skills, critical thinking, and organization
- Growing understanding of their relationship to work and the economy
- Financial literacy—understanding of budgeting, saving, and investing
- Industry-specific workplace norms
- Growing mastery of occupation-specific skills

- Professional, academic, and technical skills in a work context
- Set and meet challenging goals
- Practice self-motivation and independence
- How to obtain internships and work experience
- Thorough research and writing skills
- Financial literacy—understanding credit cards, credit scores, and consumer protection

- How to use formal/informal networks to learn and connect
- Work independently; set and pursue short- and -long-term plans; commit to projects and events; strategic and analytical thinking
- Ability to conduct job search and seek advancement opportunities
- Personal and professional branding

- Industry-specific workplace norms
- Growing mastery of occupation-specific skills

- Strong grasp of occupation-specific skills and workplace norms

- Mastery of occupation-specific skills and workplace norms
- Utilize support from adult networks and peers to consider a range of employment and further educational/ training options

What CareerReady NYC Will Do

The Career Readiness Framework (CRF), a first-of-its-kind document created by a team of practitioners, educators, and City administrators details a sequential and scaffolded set of activities at each stage of youth development. Working through four domains—Career Awareness, Career Exploration and Planning, Career Preparation, and Career Training—the CRF is meant to serve as a resource for schools, community based organizations, families, and youth themselves as they move through middle school, high school, and postsecondary education and training into adulthood and careers.

The CRF captures the activities and experiences that help prepare youth for the dynamic labor market of New York City in the 21st century, and for full participation in a democratic society. It explicitly links education, career exploration, and work experience in mutually reinforcing ways, and supports acquisition of both general employability skills (such as growth mindset, teamwork, communications, and problem-solving) and specific technical skills. The developmental milestones it sets for youth at different ages and stages of development will help shape the design of both current and new programs, and guide how City agencies manage and evaluate these programs and the providers who deliver them.

To help advance the goals of the CRF, CareerReady NYC will prioritize three strategies proven to support educational achievement¹⁹ and subsequent employment and earnings outcomes:²⁰ work-based learning experiences and exposure to college-level academics while in high school. Specifically, it will:

- 1. Improve and expand work-based learning activities**, including career exploration and project-based learning starting in middle school, postsecondary planning and internships or other paid work experiences in high school, and sector-focused employment opportunities for CUNY students; and
- 2. Improve and expand access to College Now opportunities** for DOE students to earn college credit while still in high school; and
- 3. Implement a new approach to engaging with employers**, characterized by stronger commitment to shared goals and a better user experience for partners.

Work-Based Learning

Career Exploration for Middle School Students

Above all else, the objective of CareerReady NYC is to empower young New Yorkers to make informed and thoughtful choices regarding their career goals and the educational options needed to achieve them. Yet, a young person cannot be what they do not see. For that reason, an early priority for CareerReady NYC is career awareness and exploration beginning in middle school. Starting in 2019, a new career exploration pilot will launch in 12 middle schools, leveraging SONYC (School's Out NYC), the City's afterschool system administered by DYCD; College Access for All/Middle School, a DOE initiative; and CareerPass, an employer site visit model developed by the Center for Youth Employment.

Participating students will develop their career interests and formulate high school attendance and postsecondary plans using online tools; visit workplaces, colleges, and high schools; and engage in project-based learning and other enrichment activities. Working closely with DOE, DYCD, and SONYC providers, the CareerReady NYC team at CYE will assess the initiative based on students' gains in socioemotional learning, their evolving understanding of the labor market and the world of work, and input from youth and instructors. This will inform plans to expand the initiative to serve a larger pool of students.

High School WBL Pathways and CDOS

In its final report, the Youth Employment Task Force defined the purpose of the Summer Youth Employment Program as helping participants to improve their work readiness by developing key workplace skills; to learn work norms and culture; and to understand career pathways and decision points.²¹ CareerReady NYC embraces this set of goals by recognizing that SYEP—now explicitly attached to year-round learning through the new School-Based Option, which is designed to serve youth over multiple years—should serve as the foundation for a coordinated and scaffolded system of related initiatives.

Students in high school are a focus of CareerReady NYC initiatives as they refine their career interests, gain foundational work experience, and set their postsecondary plans. Through the DOE and the NYC Center for Youth Employment, CareerReady NYC will support schools participating in the school-based option, helping them jointly develop high-quality

programs with employers and contracted service providers. Students participating in these programs will deepen their career preparation in ways that inform and reinforce their postsecondary planning.

Within the DOE, high school students will have opportunities to earn a Career Development Occupational Studies (CDOS) commencement credential, which can serve as a 4+1 option²² to meet the exam requirements for graduation in New York City and state or as a diploma endorsement. By the time students complete high school, they should have a specific post-high school plan delineating a postsecondary pathway to college and career that includes:

- a) Experiences and milestones as described in the four domains of the Framework;
- b) Social/professional network of mentors (teachers, supervisors, other caring adults) and peers; and
- c) Exposure and preparation to navigate systems and self-advocate.

CareerReady SYEP

A key recommendation of the Youth Employment Task Force was to more closely align summer work and enrichment experiences to the year-round schoolwork of participating students.²³ To fulfill this charge, DYCD partnered with the Department of Education and the NYC Center for Youth Employment to develop a new, school-based program option within SYEP. The school-based option differs from traditional SYEP in several respects: participating schools choose which students will be in the program, rather than the online lottery selection process; programs are co-created by the school and the SYEP provider to reflect the school's program focus, community partnerships, and other assets; and a dedicated period of time (10 or 15 hours) during the spring to prepare students for their summer experiences. From a 2018 pilot that served 32 schools and about 4,100 students, the school-based option will expand over the next three summers to reach as many as 20,000 student participants.

Above all else, the objective of CareerReady NYC is to empower young New Yorkers and their families to make informed and thoughtful choices regarding their career goals and the educational options needed to achieve them.

Advanced work based learning options for high school and college students

As students build a foundation of educational attainment, work experience, and professional skills, and transition into postsecondary education and advanced training, the focus of CareerReady NYC will shift to more focused and rigorous WBL opportunities. One such option is Ladders for Leaders, a highly competitive professional internship model within SYEP. Another key program is CTE Industry Scholars, available to DOE students in career and technical education programs. New programs that will be incorporated into this strategy include CUNY Internships, Media MKRS, and the Civil Service Pathways Fellowship, all of which support participants further building skills and preparing for, or transitioning into, career-track employment. All four programs are described in more detail below.

CTE Industry Scholars

Launched in spring 2017, the CTE Industry Scholars Program (CTE-ISP) supports high school juniors and seniors in CTE programs to refine their postsecondary goals and apply their technical skills through high-quality work-based learning experiences. All participating students engage in career exploration activities, including career days, work readiness training, mock interviews, and site visits. Some participants are placed into spring and summer internships with employers in priority economic sectors such as business and finance, construction

and engineering, healthcare, information technology, media, and transportation, among others. Since its launch, CTE-ISP has placed a total of 2,976 interns from 134 schools, working with more than 600 employers across eight industries, and has engaged over 4,000 students in work-based learning. One focus of CareerReady NYC will be to support progressive summer experiences for high school students over multiple years, including from the SYEP School-Based Option to more advanced opportunities such as those offered through CTE-ISP internships.

CUNY Summer Corps

CUNY Summer Corps is a six-week paid internship program in partnership with the NYC Department of Youth and Community Development. It serves CUNY students in traditional degree programs, adult and continuing education programs, college transition programs, and pre-matriculation programs, including those in “early college” high schools. Interns will be placed in a wide variety of sectors, including engineering, healthcare, technology, finance, life science, environmental justice, criminal justice, social justice, and the arts. CUNY Summer Corps is leveraging the CUNY Career Success infrastructure, through which CUNY students can access career exploration, experiential learning, and internship and full-time job placement. As of April 2019, CUNY Summer Corps had drawn early interest from 6,000 students to fill up to 1,200 slots.

Media MKRS

Media MKRS is a partnership between CUNY, the Mayor’s Office of Media and Entertainment (MOME), and the Brooklyn-based nonprofit Reel Works to prepare talented young New Yorkers for careers in the city’s thriving television and film production industry. The heart of the initiative is a set of digital skills badges to be issued by Reel Works instructors and CUNY faculty in classroom settings. Badges reflect real technical skills in subjects such as film production, animation, and sound mixing, and align to entry-level job requirements as defined by industry stakeholders. Additional badges reflect general work readiness skills, such as communication and critical thinking. Both technical and work readiness badges are tied to evidence of student learning, such as supervisor reviews and student work products. Appropriately credentialed participants will have access to sequential paid internships with leading production and media companies; employer partners include AMC, HBO, and Netflix, among others. Project goals over the next three years include awarding 3,200 Media MKRS digital badge credentials and placing 500 participants into paid media internships. In its extended model—serving youth ages 12 to 24—and sequenced services, Media MKRS aligns to CareerReady NYC as a potential template and proof point for similar programming in other sectors.

Civil Service Pathways Fellowship

The Civil Service Pathways (CSP) Fellowship is a partnership between CUNY, the NYC Department of Citywide Administrative Services (DCAS), the Mayor’s Fund to Advance New York City, and the Center for Youth Employment. It aims to address two problems: the challenges CUNY graduates often face in securing

a living wage and career-track work, and the City of New York aging public sector workforce. Data and analysis have found that CUNY graduates have median earnings well below their national counterparts, while nearly half of current municipal workers will be retirement-eligible within five years. Through CSP, CUNY seniors and recent graduates can apply for a paid fellowship of up to two years that qualifies them for civil service examinations and permanent civil service positions upon conclusion of the fellowship. Three high-demand career tracks are covered by the fellowship: policy and program analysis, data and digital services, and procurement and finance. CSP Fellows receive robust training and professional development on the skills and competencies needed to be effective civil servants through a curriculum co-created by CUNY and DCAS. Selected from over 250 applicants, the initial cohort of 18 Fellows began their jobs in January 2019, with an additional 30 Fellows to be chosen in June of 2019. Currently structured to support 50 Fellows per year, CSP is positioned to expand significantly in the future—and stands as a model for apprenticeship-style programs to help recent graduates transition from higher education into career track employment.

The specifics of how young New Yorkers pass through the public talent pipeline will vary according to their circumstances, interests, and choices. But the core objective of CareerReady NYC holds constant: by their early 20s, young adults should have solid educational credentials including a postsecondary degree and/or industry-recognized credential; a detailed understanding of career path concepts, including an entry-level position they hold or seek; and advanced self-advocacy skills and tools, such as a professional resume and curated social media presence.

Figure 5: Two Student Pathways Through CareerReady NYC

Student pathways from middle school to career-track jobs with economic stability and upward mobility: Camila in the Bronx and Zion in Brooklyn

Both students enter middle school

Camila

begins middle school and ...

Engages in career awareness activities such as field trips to different workplaces and project-based learning
Develops a career interest inventory
Gets support to apply to high schools that match her emerging interests

During middle school Camila engages in:

College visits (CUNY Explorers)
Afterschool programs featuring career exploration (SONYC)

Camila finishes middle school with:

A grasp of connections between high school coursework and grades, postsecondary plans, and career goals
Foundational skills (e.g., communication, teamwork, and interpersonal skills)
Acceptance into a high school that matches her interests and needs

Camila attends Bronx International High School and ...

Creates and refines a postsecondary plan focused on higher education
Participates in WBL activities over the school year and summer while building professional relationships with mentors and employers
Uses online college and career exploration tools to process her experiences and refine her interests in computer science

During high school Camila engages in:

Afterschool activities (9th grade, COMPASS (Comprehensive After School System of NYC))
College coursework (11th grade, College Now)
Summer employment (9th-11th grade: SYEP CareerReady Option, CTE Industry Scholars)

Zion

Zion begins middle school and ...

Engages in career awareness activities including field trips, project-based learning, and online research
Develops a career interest inventory
Works with an advisor to choose and apply to high schools that match his emerging interests

During middle school Zion engages in:

College visits (College Access for All/Middle School)
Afterschool programs that include career exploration (SONYC)
Summer programs (academic enrichment, youth development)

Zion finishes middle school with:

A grasp of connections between high school coursework and grades, postsecondary plans, and work interests
Interest in and knowledge of one or two potential career pathways
Acceptance into a high school that matches his interests and needs

Zion attends Maxwell CTE High School and ...

Creates and refines a postsecondary plan, including higher education and advanced training options
Participates in the Heath Administration CareerReady SYEP option
Uses online college and career exploration tools to process his experiences and refine his interests in healthcare

During high school Zion engages in:

Afterschool activities (soccer, 9th-11th grade; drama, 10th grade)
College prep and coursework (Fast Track to the Future, 10th grade; College Now, 11th grade)
Summer and year-round employment (SYEP, Work, Learn & Grow, 9th-12th grade)

By providing our young people, and the adults who support them, with the tools and information to help them achieve their career goals, New York City can take a long step toward becoming a more inclusive economy and a more equitable community.

Upon graduation

Camila graduates high school with:

College credits through College Now
Durable skills, work experience, and knowledge of viable career pathways
Acceptances into three colleges where she could pursue different possible career interests

Camila enrolls at John Jay College and ...

Majors in computer science
Takes courses that incorporate technical and transferable skills
Connects with faculty, staff, and alumni to refine her interests and build a network

During college Camila engages in:

Career exploration and experiential learning opportunities
Sector-specific training
Paid internships and employment, with potential transition to a permanent job

Camila is accepted into a Masters program in cybersecurity to further prepare for career-track work



Zion graduates high school with:

College credits through College Now
Durable skills, work experience, and knowledge of viable career pathways
Acceptances into two colleges that offer programs aligned to his career interests and goals in healthcare

Zion attends LaGuardia Community College and ...

Majors in healthcare management
Participates in meet-ups and other programs that support career exploration
Connects with faculty, staff, and alumni to refine his interests and build social capital

Throughout college Zion participates in:

Experiential learning
Sector-specific training
Paid internships and employment, with potential transition to a permanent job

Zion obtains a career-track job in hospital administration



Strengthening College Now

A second priority for CareerReady NYC is more coordination and support for College Now, the DOE/CUNY collaboration through which high school students build skills and accumulate college credit to support their successful transitions into higher education.

Both in terms of college credit accumulation and personal adjustment to college, College Now gives participants a leg up in persistence and completion. According to CUNY data, College Now participants not only enter postsecondary education with an advantage over their counterparts who did not earn credits during high school; they sustain that advantage through their first semester (see Figure 6 below), and ultimately graduate at higher rates. College Now alumni have a three-year associate degree graduation rate of 31.8 percent, compared to 21.6 percent among non-College Now alumni. Among students who came to CUNY as freshmen in 2010, more than 50 percent

of those who completed a bachelor’s degree within four years had earned college credit prior to entering CUNY.

In Fiscal Year 2018, College Now served 22,587 students with 32,900 total enrollments. As CUNY and DOE look to raise those numbers, growth is projected along two tracks:

1) Traditional College Now (academic credit for core courses in the social sciences, humanities, STEM, and business/health/professional clusters)

This College Now option will increase the number and type of college courses available to high school juniors and seniors, which comprise the large majority of current enrollments. Included in this expansion will be more co-requisite courses within CUNY programs, and related career exploration or foundational skill-building opportunities such as Critical Thinking or Basic Concepts of Health Professions. Additionally, students with interest in specific career fields can take college courses

Figure 6: Impact of College Now on CUNY First-time Freshmen Outcomes



related to those career paths, potentially aligning to a related internship experience. One such option is the STEM Research Academy that places students in CUNY labs, working alongside faculty which helps them build hands-on skills and prepare for STEM college programs and subsequent careers.

2) College awareness and student success courses (Fast Track to College)

Fast Track to College (FTC) is a one-credit course designed for 10th graders to give them knowledge, strategies, and confidence to aspire to and succeed in postsecondary study, and prepare them for traditional College Now opportunities in their final two years of high school. It includes guidance on the college application process, how to make good educational and career preparatory choices, and how to reach their goals once they get to college. It is especially effective to motivate and raise the confidence of first-generation and low-income students who might not consider college a realistic goal. FTC participants are much more likely to subsequently pursue College Now opportunities in the three following semesters, and to successfully complete those courses. This College Now option would grow from a floor of 3,800 enrollments in Fiscal Year 2018, with a long-term aim to make it available in every high school that wants the program.

A New Approach to Employer Engagement

In addition to the benefits for youth, a more effective system of career preparation would provide enormous benefit to New York City employers as well. Such a system would deliver a stronger and more diverse talent pool for our businesses, and could trigger a virtuous cycle as young people begin to see more faces like their own in a growing variety of positions

and contexts. Meanwhile, stronger commitment to building the city's overall talent pool could help businesses better understand, and more effectively serve, both the communities in which they do business and potential new markets.

CareerReady NYC will help make this case. From initial career explorations through building work skills and a professional identity, and ultimately gaining direct experience through hands-on training and internships, employers have a vital role to play in preparing our youth for success in the world of work. But the collaboration must serve all partners.

Based on a recent survey of nearly 250 New York City employers partnering in current work-based learning activities, employers get involved with youth workforce programs from a wide range of motivations. These include good corporate citizenship, interest in adding short-term capacity, wanting to more effectively engage their communities, and to cultivate a long-term talent pipeline.²⁴

Most current partners express satisfaction with their involvement: 96 percent report positive experiences in offering WBL activities. The challenge is getting them involved in the first place: from the outside, youth workforce programs can seem difficult to understand or navigate and unresponsive to employer needs. Concerns include unclear or dubious value propositions, poor preparation of youth on the part of providers and teachers for WBL activities, and a general sense that schools and providers lack understanding of, or interest in, the objectives or concerns of employers.

CareerReady NYC will utilize a new approach to address these challenges, grounded in three core principles:

I) Partnerships must advance the goals of youth, employers, and providers—not just one of those groups.



2) Every WBL experience should advance one or more of three developmental goals—academic reinforcement, career exploration, and personal maturation—and these goals must be understood by all parties.

3) “User experience”—the quality and ease of the engagement—must be positive for all partners.

To implement this approach, CareerReady NYC will emphasize better matches—providing guidance, structure, and coordination to help make high-quality matches between employers and schools or providers,

working through a set menu of employer activities (see Figure 7). A more coordinated approach will streamline engagements through a “clearinghouse” function that connects willing employer partners with youth-serving organizations. An additional priority will be to connect youth with opportunities in Minority and Women-owned Business Enterprises (MWBEs). Finally, high-quality technical assistance will support both providers in working with employers, and employers in offering high-value WBL experiences for youth.

Figure 7: Employer Engagement Menu Options

This menu presents a variety of ways New York City employers can plug in to support students' planning and preparation for potential career paths and success in the world of work, with different options to match each partner's priorities and available time and resources.

	Supporting	Partnering	Leading	Championing
Career Awareness	<p>WORKPLACE TOUR Host a small group of students to tour your workplace, and discuss career options, a typical day, student opportunities, and more.</p>	<p>CAREER FAIR Staff a booth to share advice on pursuing a career, skills and knowledge needed, and career roles and responsibilities.</p>	<p>MENTOR/COACH Offer in-person and virtual support, guidance, and motivation to students as they explore careers and enter the world of work.</p>	<p>THEMED PROJECT Assist teachers in designing a multidisciplinary learning activity. Potentially coach student teams and/or provide feedback on student work</p>
Career Exploration & Planning	<p>INFORMATIONAL INTERVIEW Answer student questions in person, by phone, e-mail, or in a group about a profession or specific topic.</p>	<p>JOB SHADOWING Provide an opportunity for students to observe, discuss and participate in daily routines and activities of a particular job.</p>	<p>ONLINE DISCUSSION FORUM Answer student questions about careers, offer advice, share your experiences, or otherwise support students virtually.</p>	<p>WORK EXPERIENCE Provide employability skill training, for pay, in a work setting (for youth with some prior work experience).</p>
Career Preparation	<p>RESUME DEVELOPMENT / MOCK INTERVIEW Provide feedback to students on their resumes. Provide students feedback on their responses to interview questions.</p>	<p>INDUSTRY PROJECT Collaborate with teachers to integrate authentic industry tasks into curriculum.</p>	<p>SCHOOL-BASED ENTERPRISE Help prepare students to transition from high school to work or higher education by providing work experience, typically run on school grounds.</p>	<p>SERVICE LEARNING Support students in designing and implementing projects at local businesses, government agencies, and nonprofits.</p>
Career Training	<p>CLINICAL EXPERIENCE Provide an opportunity for students to perform tasks in a supervised, authentic setting.</p>	<p>TEACHER EXTERNSHIP Provide job shadowing, training, or similar experience that will help teachers bring workplace norms, tools, and skills into the classroom.</p>	<p>INTERNSHIP Provide professional work experience that applies classroom learning and builds skills.</p>	<p>YOUTH APPRENTICESHIP Provide paid on-the-job training based on state youth apprenticeship curriculum guidelines.</p>

Governance and Accountability



CareerReady NYC leverages roughly half a billion dollars in annual current investments of local, state, and federal funds to support college readiness, persistence, degree completion, summer jobs, skills training, and work readiness²⁵ (see Appendix A for details). As part of the City's commitment to this shared work, the NYC Center for Youth Employment (CYE), which will support CareerReady NYC on a day-to-day basis, will engage City agencies to determine potential financial needs, both public and private. CareerReady NYC also will look to engage philanthropic supporters for key initiatives, including public/private match arrangements.



To achieve the goals of CareerReady NYC will require coordination and cooperation across institutions to an extent unprecedented in the youth workforce field.

A Steering Committee comprised of representatives from the mayoral administration, CUNY, DOE, DYCD, the private sector, philanthropy, and the provider community will provide oversight for CareerReady NYC, setting broad guidance and priorities and convening key stakeholders in support of the project. CYE will work with designees of the key City agencies and employer, funder, and provider partners to help support coordinated employer engagement, identify priorities for technical assistance, and maintain an online presence for CareerReady NYC, with relevant information for stakeholders. CYE also will convene and manage topically focused Working Groups on key issues for CareerReady NYC, including the key initiatives of the project as well as support functions such as data collection and program evaluation.

To achieve the goals of CareerReady NYC will require coordination and cooperation across institutions to an extent unprecedented in the youth workforce field. Above all else is the need

for data- and information-sharing, to gauge the progress of youth toward the developmental and skill mastery goals outlined in the Career Readiness Framework. The institution-specific systems currently in place already collect much of the information we will need, but must be made compatible with each other and optimized for both individual monitoring and collective self-evaluation and system improvements. CYE will work with its public partners and private stakeholders to define and build the needed systemic architecture.

Finally, to inform key stakeholders and the general public on the activities of CareerReady NYC and progress toward its goals, the City will publish an annual CareerReady NYC report. This report will include program and budget data as well as narrative detail on key initiatives. Along with the Steering Committee, it will help ensure public accountability for CareerReady NYC.

Conclusion

Over the last half century, New York City’s leaders—elected officials, prominent business figures, philanthropists, and community champions—have made farsighted commitments to ensure fiscal stability, public safety, sustainability and infrastructure, and social justice. As a result of their efforts, our city is arguably safer, more prosperous, and more just than at any point in its nearly 400-year history.

Conclusion

The next great challenge is equitable prosperity. Through CareerReady NYC, we can help our youth achieve personal agency, economic security, and stronger community engagement to a similarly unprecedented extent. This initiative will build, strengthen, and connect the systems of education, personal development, and professional development that New Yorkers individually and collectively depend upon. Further, it will help ensure both that New York's employers have the talent they require to

prosper, and that the benefits of their prosperity will accrue to homegrown New Yorkers educated and trained through the public talent pipeline.

Finally, success not only will yield dramatically better life outcomes for countless youth, their families, their communities, and the businesses that benefit from their talents, but will also reaffirm our city's proud legacy as a place of unlimited opportunity.



Appendix A

Public Spending on Career NYC-Related Initiatives, Fiscal Year 2018

In Fiscal Year 2018, New York City spent more than \$476 million on programs that support academic attainment, career exploration, work experience, and personal development programs that help young New Yorkers toward educational attainment, career exploration, work readiness, and personal development—the goals of CareerReady NYC. The table below captures public spending by each of the three major institutional partners within the public sector: the NYC Department of Education, Department of Youth and Community Development, and the City University of New York. As CareerReady NYC evolves over the coming several years, one area of focus will be to more closely align the administration of these programs with the developmental goals set out in the Career Readiness Framework. The annual CareerReady NYC Progress Report will detail that effort, as well as update public expenditures and outcomes.

Appendix A

Public Spending on Career NYC-Related Initiatives, Fiscal Year 2018

Program	Fiscal Year	Funding Total	Total Number of Students Served
DOE PROGRAMS			
Learning to Work	2017-18	\$39,984,398	12,695
CTE Internships (school-specific)	2017-18	\$3,300,490	1,762
CTE Industry Scholars Program	2017-18	\$2,062,250	4,500
Youth CareerConnect	2017-18	\$428,133	2,235
Pathfinders	2017-18	\$80,120	92
CTE Summer Scholars	2017-18	\$275,298	98
Career Mentoring	2017-18	\$77,000	135
Work-Based Learning Coordinators/Tool Kit	2017-18	\$2,025,762	
SUBTOTAL		\$48,233,451	21,517
DYCD PROGRAMS			
COMPASS (Middle School/High School)	2018	\$177,309,971	74,430
In-School Youth (ISY) program	2018	\$4,807,096	1,056
Summer Youth Employment Program (SYEP)	2018	\$126,932,574	69,716
Work, Learn & Grow	2018	\$22,290,398	5,880
SUBTOTAL		\$331,340,039	151,082
CUNY PROGRAMS			
Call Centers Internship Program	2018	\$2,556,130	261
CUNY ASAP	2018	\$72,850,399	22,398
Service Corps	2018	\$3,495,751	668
STEM Internship Placements	2018	\$6,827,513	558
Cultural Corps	2018	\$833,333	125
College Now	2018	\$9,598,092	22,100
WITNY (Women in Technology)	2018	\$480,000	1,100
SUBTOTAL		\$96,641,218	47,210
TOTAL		\$476,214,708	219,809

Appendix B

Detail on Related Efforts

CareerReady NYC is a multi-stakeholder initiative to more effectively and intentionally coordinate all the publicly funded and administered programs that help young New Yorkers in the public talent pipeline prepare for career success. Convened and managed by the City, it has been intentionally designed and developed to complement related collaborations launched by organizations based in the private, philanthropic, and nonprofit sectors that have overlapping goals. The three projects briefly described below include leaders who have participated in the CareerReady NYC Working Group (see Appendix C).

#DegreesNYC is a grassroots, collective impact project supported by Goddard Riverside Options Center and Young Invincibles to achieve equity in postsecondary access and completion in New York City. Its overarching goal is to ensure 60% of each racial/ethnic and income group are earning quality postsecondary degrees by 2025. It aims to create a cross-sector movement centered on equity and co-led with young people to ensure that students of all backgrounds have an equal shot at completing higher education and embarking on a successful career. #DegreesNYC operates within five domains, all relevant to CRNYC: Counseling & Advising, Inclusive Communities, Higher Ed Policies, Affordability, and Data & Accountability, and engages stakeholders from education, non-profit, government and private sectors. CRNYC Working Group members have helped inform the design and content of #DegreesNYC and

supported in the Data & Accountability Work Group, which is developing a plan for a “Data Coop” to integrate community-based and institutional data. #DegreesNYC staff members have participated in the CRNYC Working Group.

Partners for Progress is a coalition of diverse leaders across the business, nonprofit, government, and academic sectors who recognize the pressing need to open doors for our youth to meaningful professional careers—and who embrace resulting positive impacts for those students, the business community, and beyond. Partners for Progress is dedicated to building a vibrant workforce for New York City by preparing youth from high-need communities to be productive employees and by providing early access to the training, exposure, and

Appendix B

Detail on Related Efforts

work experiences that are the catalysts for rewarding careers. The coalition has held two Youth Career Development summits in 2017 and 2018, spearheaded by Kirkland & Ellis LLP and Futures and Options, whose executive director is part of the CRNYC Working Group. In turn, the NYC Center for Youth Employment, which has day-to-day responsibility for CRNYC, is a member of Partners for Progress.

HERE to HERE, a Bronx-based nonprofit, works to connect young people to family-sustaining careers and create a thriving, inclusive economy. Launched in 2017 by DreamYard, Big Picture Learning, and the James and Judith K. Dimon Foundation, HERE to HERE has developed networks of high schools and employers, toward the goal of more closely aligning the worlds of school and work. Each of the ten HERE to HERE high schools actively embed work-based learning and career readiness into school design and support student WBL throughout the school

year and summer; six are participating in the SYEP School-Based Option. HERE to HERE co-founded the Bronx Private Industry Council (Bronx PIC) to create paid work opportunities for Bronx students and a talent pool for local businesses. In summer 2018, Bronx PIC employers hired 257 summer interns. Additionally, HERE to HERE created a citywide Business Council, a coalition of employers who collectively hire over 20,000 people in the region, to identify strategies to position NYC students as their go-to source for talent. The Business Council supports CareerWise New York (CWNY), a new multi-sector apprenticeship model inspired by Switzerland's youth apprenticeship system. CWNY develops and supports three-year apprenticeships, beginning in students' junior year of high school, offering opportunities in high-demand occupations. CWNY will launch in September 2019, engaging more than 80 apprentices from 16 high schools and 14 employers.

Appendix C

CareerReady NYC Leadership Team, Working Group, and Acknowledgements

Leadership Team

The CareerReady NYC Leadership Team was comprised of leaders from key organizations and stakeholder groups that set general parameters and defined specific priorities for CRNYC.

Darren Bloch, Executive Director, Mayor's Office of Strategic Partnerships

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David R. Jones, President, Community Service Society of NY

John Mogelescu, Senior University Dean for Academic Affairs and Dean of the CUNY School of Professional Studies

Vita Rabinowitz, Interim Chancellor, CUNY

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Phil Weinberg, Deputy Chief Academic Officer for Teaching and Learning, NYCDOE

Kathryn S. Wylde, President and CEO, Partnership for NYC

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Working Group

The CareerReady NYC Working Group met approximately once per month over the course of 2017 and 2018 to develop the core elements of the initiative and make detailed plans for program priorities and systems changes. The Working Group was convened and staffed by the NYC Center for Youth Employment.

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