ABOUT JFF

Vision
A society in which economic advancement is attainable for all.

Mission
JFF is building a society in which everyone has access to the skills, resources, and credentials needed to achieve economic advancement.

To reach that goal, we accelerate the alignment, transformation, and reimagination of the American workforce and education systems.

Values
**Economic Mobility is Out of Reach for Millions**

Closing the skills and equity gaps can change that.

<table>
<thead>
<tr>
<th>4.6M low-income</th>
<th>25% of U.S. workers</th>
<th>6.6M unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>young people ages 16-24 are out of school or not working</td>
<td>live below the federal poverty line</td>
<td>Americans</td>
</tr>
<tr>
<td><strong>75M U.S. workers</strong></td>
<td><strong>52M people</strong></td>
<td><strong>1.5M discouraged</strong></td>
</tr>
<tr>
<td>don't have education beyond high school</td>
<td>make $35,000 or less per year</td>
<td>workers—people who would prefer to work but have given up looking</td>
</tr>
<tr>
<td><strong>Less than 12%</strong></td>
<td><strong>43% decrease</strong></td>
<td><strong>6.9M jobs</strong></td>
</tr>
<tr>
<td>of low-wealth students who go to college graduate</td>
<td>in the share of national income held by middle-class households.</td>
<td>are unfilled</td>
</tr>
<tr>
<td><strong>30M adults</strong></td>
<td><strong>Only 50% of people</strong></td>
<td><strong>More than 11M</strong></td>
</tr>
<tr>
<td>are without a high school diploma</td>
<td>born in 1985 earn more than their parents did, compared with more than 90% of those born in 1940</td>
<td>entry-level workers in the U.S. could be displaced by automation</td>
</tr>
</tbody>
</table>
**What We Do**

**DESIGN**
We work with stakeholders from across the ecosystem to bring evidence-based models and innovative solutions to life.

**SCALE**
We curate solutions that have the potential to grow and leverage our national networks of leaders to drive change in systems and distribute tools, resources, and strategies.

**INFLUENCE**
We shape policy that strengthens the labor market at the federal, state, and local levels and drive the conversation for education, workforce, and industry leaders nationwide.

**INVEST**
We invest capital and re-grant resources to incubate new solutions, accelerate innovation, and drive impact.
JFF's Work Is More Important Than Ever

Preparing People for the Future of Work
Automation, outsourcing, and new contract arrangements require everyone to begin thinking and acting differently.

Ensuring Equity in Economic Advancement
Despite overall growth, economic opportunity through education and dignified work is limited for millions of Americans.

Meeting Employer Needs
Employers continue to struggle to find employees with the right skills. For America to thrive in the global economy, businesses need a steady supply of highly qualified workers.
“The American system for preparing young people to lead productive and prosperous lives as adults is clearly badly broken. Failure to aggressively overcome this challenge will surely erode the fabric of our society.”

Harvard Graduate School of Education, 2011
2020 EMPLOYMENT PROJECTIONS

LACK OF POSTSECONDARY CREDENTIALS LEADS TO LACK OF CAREER OPPORTUNITIES

- BA or higher: 35%
- HS diploma or less: 35%
- AA or postsecondary certificate: 30%

Sources: Recovery 2020, Georgetown Center on Education and the Workforce, 2013; and Complete College America
25% GAP: WE CAN AND MUST DO BETTER!

U.S. HIGH SCHOOL GRADUATION RATES

STILL LEAVING TOO MANY BEHIND!

Adjusted cohort graduation rate for public high school students, by race/ethnicity, 2015-16

COLLEGE COMPLETION RATES ARE ALARMINGLY LOW

Six-year outcomes for all students who completed at their starting institution or at a different institution

Source: National Student Clearinghouse Research Center, Completing College: A National View of Student Completion Rates – Fall 2011 Cohort, 2017. https://nscresearchcenter.org/signaturereport14/
A (REALISTIC) HYPOTHETICAL SUBGROUP

IMPLICATIONS FOR COMPLETION

10 students enter high school
8 complete high school
4 students enroll in college
2 students complete college
MORE LOW-WEALTH STUDENTS GO TO COLLEGE, BUT FEW GRADUATE

4.6 MILLION DISCONNECTED YOUTH

“These vulnerable young people are cut off from the people, institutions, and experiences that would otherwise help them develop the knowledge, skills, maturity, and sense of purpose required to live rewarding lives as adults. And the negative effects of youth disconnection ricochet across the economy, the social sector, the criminal justice system, and the political landscape, affecting us all.”

Source: Measure of America, 2018.
http://www.measureofamerica.org/disconnected-youth/
MAJORS MATTER

Comparison of median earnings by education level and field of study

Source: Anthony P. Carnevale and Ban Cheah, Five Rules of the College and Career Game, Georgetown University Center on Education and the Workforce, May 2018. https://cew.georgetown.edu/cew-reports/5rules/
CHILDREN DON’T EARN MORE THAN THEIR PARENTS

2016 Data

STEM OPPORTUNITIES ABOUND

26 MILLION
STEM jobs in the U.S.

50 PERCENT
of STEM jobs do not require bachelor’s degrees

20 PERCENT
of all U.S. jobs are STEM jobs

## EXAMPLES OF MIDDLE-SKILLS JOBS

<table>
<thead>
<tr>
<th>Sector</th>
<th>Type of Job</th>
<th>Number of Openings (2016)</th>
<th>Median Annual Pay (2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers &amp; IT</td>
<td>Computer Support Specialists</td>
<td>835,300</td>
<td>$52,810</td>
</tr>
<tr>
<td>Engineering</td>
<td>Electrical and Electronics Engineering</td>
<td>137,000</td>
<td>$63,660</td>
</tr>
<tr>
<td>Health Care</td>
<td>Respiratory Therapists</td>
<td>130,200</td>
<td>$59,710</td>
</tr>
<tr>
<td>Life, Physical &amp; Social Sciences</td>
<td>Environmental Science and Protection Technicians</td>
<td>34,600</td>
<td>$45,490</td>
</tr>
</tbody>
</table>

MEDIAN EARNINGS BY CREDENTIAL LEVEL IN COLORADO

In years 1, 5, and 10

Education, workforce, and economic development are inextricably connected.

- Far too few young people complete postsecondary degrees and credentials.
- High school is not working for far too many young people.
- Careers increasingly require postsecondary education and work readiness skills and experience.
- STEM fields hold promise; employers struggle to find skilled employees.

WHY DO WE NEED COLLEGE AND CAREER PATHWAYS?
QUESTIONS WE HEAR

EMPLOYERS
Why can’t I find candidates with the skills I need?

K-12 EDUCATORS
What do my students need to be prepared for success in their next steps?

HIGHER EDUCATION
Can I ensure students have the content they need for success beyond just a degree?

ECONOMIC DEVELOPMENT
How can we attract more employers? Why are jobs left unfilled?

STUDENTS/POTENTIAL EMPLOYEES
How do I decide if I need a degree or if I’m ready to work?
PREPARING YOUTH TO BE FUTURE-READY

Most young people get little advice about pathways from education to careers, and career possibilities.

Few people talk about the critical role of productive work in human lives.

Few families understand the future labor market—or even the current one.

Educators typically have little experience of contemporary high-growth industries and know little about labor market data and shifts in education and workforce.
The question young people are considering for themselves is not, “What do you want to be when you grow up?” Instead it is, “What do you want your life to be like in the future?”

- Emerging research by Emily Lockwood at the Bill and Melinda Gates Foundation
LENSES ON THE FUTURE

Self

Security

Society
REDESIGNING SYSTEMS FOR ALL YOUNG PEOPLE

- Complete high school with at least 12 college credits and work-based learning experience
- Attain postsecondary credentials with value in the labor market
- Launch careers in high-demand, high-wage, high-growth occupations
- Advance in careers and pursue further education as interested

ALL YOUNG PEOPLE
PATHWAYS TO PROSPERITY NETWORK

STRATEGIES FOR IMPLEMENTATION

College and Career Pathways

Leadership and Policy

Career Info and Advising Systems

Work-based Learning

Secondary – Postsecondary Alignment and Integration

Education-Industry Partnerships
ON- AND OFF-RAMPS AT MULTIPLE POINTS ALONG THE PATHWAY

SYSTEMS OF COLLEGE AND CAREER PATHWAYS

Rigorous Academics

Secondary Pathways

Stackable Credentials → AA/AAS → BA/BS

Postsecondary Pathways

Acceleration & college/career readiness through advanced academics, integrated instruction, and work-based learning

Internships & work-based Learning → Low-skilled jobs → Semi-skilled jobs → Middle-skilled jobs → Advanced-skilled jobs

Career-Focused Learning

College and Career Pathways Systems Outcomes

Financially sustainable, aligned, and integrated college and career pathways systems

Increased number of skilled young professionals with credentials of value in the labor market

State & regional economies develop talent pipelines in key industry sectors

Pathways offer opportunities to pursue multiple career options
REVERSE-ENGINEERED PATHWAYS DESIGN

**EMPLOYERS**
- Future Of Work Considerations
- Competency Mapping
- Sector Strategies
- Work-based Learning

**POSTSECONDARY**
- Connection To Labor Market
- On-ramps and Off-ramps
- Seamless Transitions
- Partnership building

**SECONDARY**
- Both College And Career For All
- High-impact Dual Enrollment
- Early, Ongoing Career Advising
- Foundational Skills

[Image: JFF logo]
THE ECONOMY HAS EVOLVED

A shift to a “learning” economy
Disruption is here
Job loss and change
Our institutions are poorly equipped to keep pace

U.S. EMPLOYMENT BY TYPE OF WORK

Sources: US Population Survey, Federal Reserve Bank of St. Louis
Career Arc: New Economy Shifts Life Blocks

OLD ECONOMY

EDUCATE

WORK

RETIRE

Lifespan = 73 Years

17 different jobs across 5 different sectors

NEW ECONOMY

ENGAGE

LEARN

RETIRE RECONDITION

Lifespan = 90 Years

@heathermcgowan
FOCUS ON TRANSFORMATIVE OUTCOMES

Students
- Pre-K through high school success
- Postsecondary success
- Career and community success

Employers
- Skills gap/talent shortage addressed
- Pipeline of talented professionals
- Increasing number of jobs

Communities
- Vibrant communities that retain young talent and attract newcomers
- Connected and engaged citizens

Economies
- State and regional economies thriving and growing in key industry sectors; providing upward mobility
We need better-educated workers!
We need better-educated high-school grads!
We need better-prepared mid-schoolers!
We need better jobs!
We need full-day kindergarten!
We need elementary kids that can read and do math!
We need more pre-K programs!
IT TAKES A (NETWORKED) VILLAGE

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

Aligning grades 9-14+ policy and practice, braiding funding, creating effective WFD systems, leveraging partnerships…
THE POWER OF THE NETWORK

**Shared** learning, goals, impact

**Coordinated** cross-stakeholder engagement

Economies of **scale** and increased **capacity**

**Shared** data, metrics, and analysis

**Coalition** of policy advocates
THE VALUE OF THE NETWORK

IMPACT AND KNOWLEDGE

- **Coordination**
  - Leverage members’ existing knowledge; coordinate practices and approaches

- **Learning/Innovation**
  - Commission, accumulate, and distribute knowledge for its members’ consumption or as a public good; co-create knowledge

- **Translation/Local Adaptation**
  - Identify and adapt knowledge to one’s specific local challenges; apply lessons to own context

- **Support of Individual Members**
  - Develop, accumulate, and adapt knowledge to support one’s own work; support individual problem solving and professional growth

SERVICES FOR PATHWAYS MEMBERS

SO HOW CAN WE HELP YOU?

*We tailor our technical assistance and supports*

- Strategic planning and development
- Policy development and analysis
- Asset mapping
- Regional pathways design/mobilization
- Pathways sustainability planning
- And so MUCH MORE
ONE EXAMPLE
HOW DELAWARE THINK ABOUT PATHWAYS

Source: Adapted from Pathways to Prosperity, 2014 & Tennessee Department of Education, 2015
DELAWARE PATHWAYS

PRIORITY AREAS

- **Delaware Department of Education**: Build a career preparation system that aligns to the state and regional economies
- **Delaware Technical Community College**: Scale and sustain meaningful work-based learning experiences
- **Delaware Department of Labor**: Integrate our education and workforce development efforts
- **United Way of Delaware & Rodel Foundation**: Coordinate financial support across various sectors
- **Delaware Workforce Development Board**: Engage employers, educators, and service providers

CHECK OUT [WWW.DELAWAREPATHWAYS.ORG](http://WWW.DELAWAREPATHWAYS.ORG)
CROSS-SECTOR LEADERSHIP

Representation from governor’s office, K-12, postsecondary, workforce and economic development, labor, industry, nonprofit, and philanthropy

Shared vision and mission

Decision makers from engaged agencies and organizations meet twice a month (once in person and once by phone)
## LABOR MARKET ALIGNMENT

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>% of Middle Skill Jobs</th>
<th>% of High Skill Jobs</th>
<th>Growth Rate</th>
<th>Average Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Delaware</td>
<td>33%</td>
<td>29%</td>
<td>8.1%</td>
<td>$49,520</td>
</tr>
<tr>
<td>Health Science</td>
<td>37%</td>
<td>49%</td>
<td>15.4%</td>
<td>$63,320</td>
</tr>
<tr>
<td>Information Technology</td>
<td>25%</td>
<td>75%</td>
<td>13.2%</td>
<td>$86,953</td>
</tr>
<tr>
<td>Human Services</td>
<td>24%</td>
<td>42%</td>
<td>13.1%</td>
<td>$34,850</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>52%</td>
<td>10%</td>
<td>12.7%</td>
<td>$48,452</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>7%</td>
<td>93%</td>
<td>10.2%</td>
<td>$55,372</td>
</tr>
<tr>
<td>Finance</td>
<td>36%</td>
<td>50%</td>
<td>9.2%</td>
<td>$72,418</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>35%</td>
<td>&lt;5%</td>
<td>8.9%</td>
<td>$23,957</td>
</tr>
</tbody>
</table>

**Delaware Pathways**  
(14 total)

- Allied Health
- Computer Science
- Nurse Assistant
- Energy Technology
- Teacher Academy
- Finance
- Culinary & Hospitality

Source: Delaware Department of Labor, Employment Projections & Wage Data, 2016
Delaware Pathways Student Participation, School Years 2014-15 to 2017-18

Delaware Pathways Participation Profile, School Year 2016-17

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>4,922</td>
<td>100%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,049</td>
<td>42%</td>
</tr>
<tr>
<td>Male</td>
<td>2,873</td>
<td>58%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>656</td>
<td>13%</td>
</tr>
<tr>
<td>African American</td>
<td>1,558</td>
<td>32%</td>
</tr>
<tr>
<td>White</td>
<td>2,349</td>
<td>48%</td>
</tr>
<tr>
<td>Asian</td>
<td>200</td>
<td>4%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>132</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>27</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Special Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>593</td>
<td>12%</td>
</tr>
<tr>
<td>EL</td>
<td>135</td>
<td>3%</td>
</tr>
<tr>
<td>Low Income</td>
<td>1,242</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Projected Participation (students earning credit)

Source: Delaware Department of Education, Enrollment & Transcript Data, 2017
SHARED OUTCOMES AND METRICS

Aligned with each of the core priorities in the strategic plan

Developed by cross-sector partners working in collaboration

Publicly reported
NOT. JUST. FASTER. HORSES.
THE WORK YOU DO,  
THE PERSON YOU ARE  

- TONI MORRISON
THANK YOU!

AMY LOYD, EdLD
Vice President
aloyd@jff.org

KYLE HARTUNG, EdD
Associate Vice President
khartung@jff.org

www.jff.org | www.ptopnetwork.org