

Building a Future That Works



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

Mission-Driven. Transformative. Bold. Passionate. Rigorous.



Our Strategic Priorities

We **design, scale, influence, and invest** in solutions that . . .



**Help People
Advance**

IMPACT ON PEOPLE



**Build Inclusive Regional
Economies**

IMPACT ON PLACES



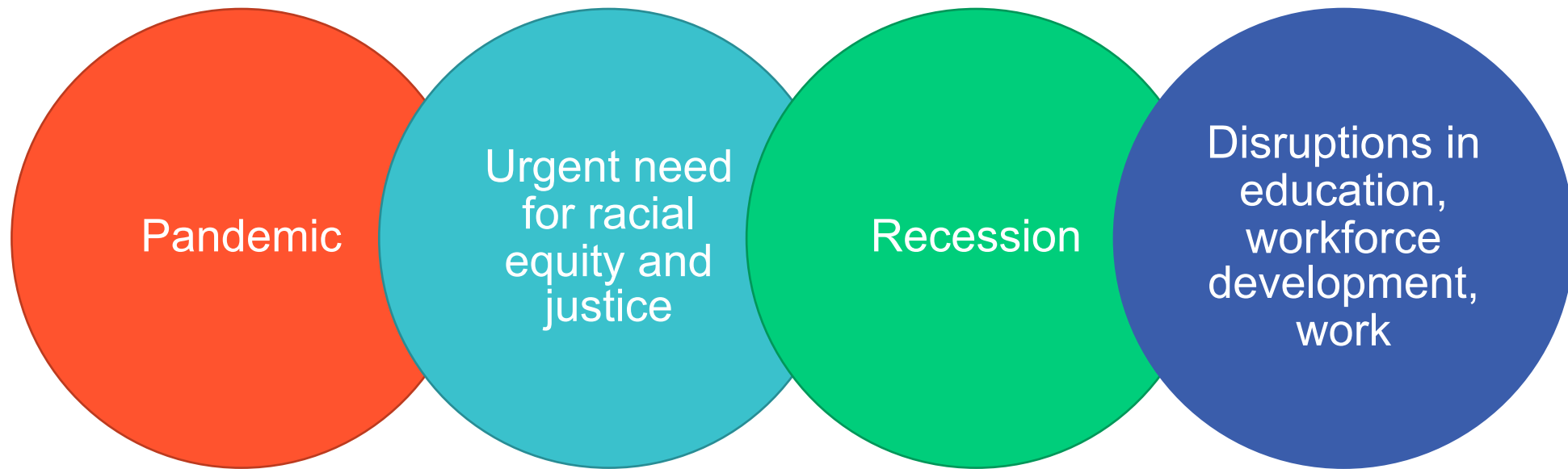
**Redesign Education and
Workforce Development
Systems**

IMPACT ON SYSTEMS



Business and Industry, K-12 Schools and Districts, Institutions of Higher Education, State Agencies, Philanthropy, Startups, Government, Workforce Boards, Nonprofits, and More

INTERSECTING CRISES



OPPORTUNITIES IN OUR WORK RIGHT NOW

REIMAGINATION AND INNOVATION

Rethinking good jobs, skills, and credentials in a shifting labor market

Building high-quality, rigorous remote work-based learning strategies to solve problems of equity and scale that existed long before the pandemic

Developing competency-based education models that take advantage of the disruption in seat time

Centering racial justice and equity in pathways strategies





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.



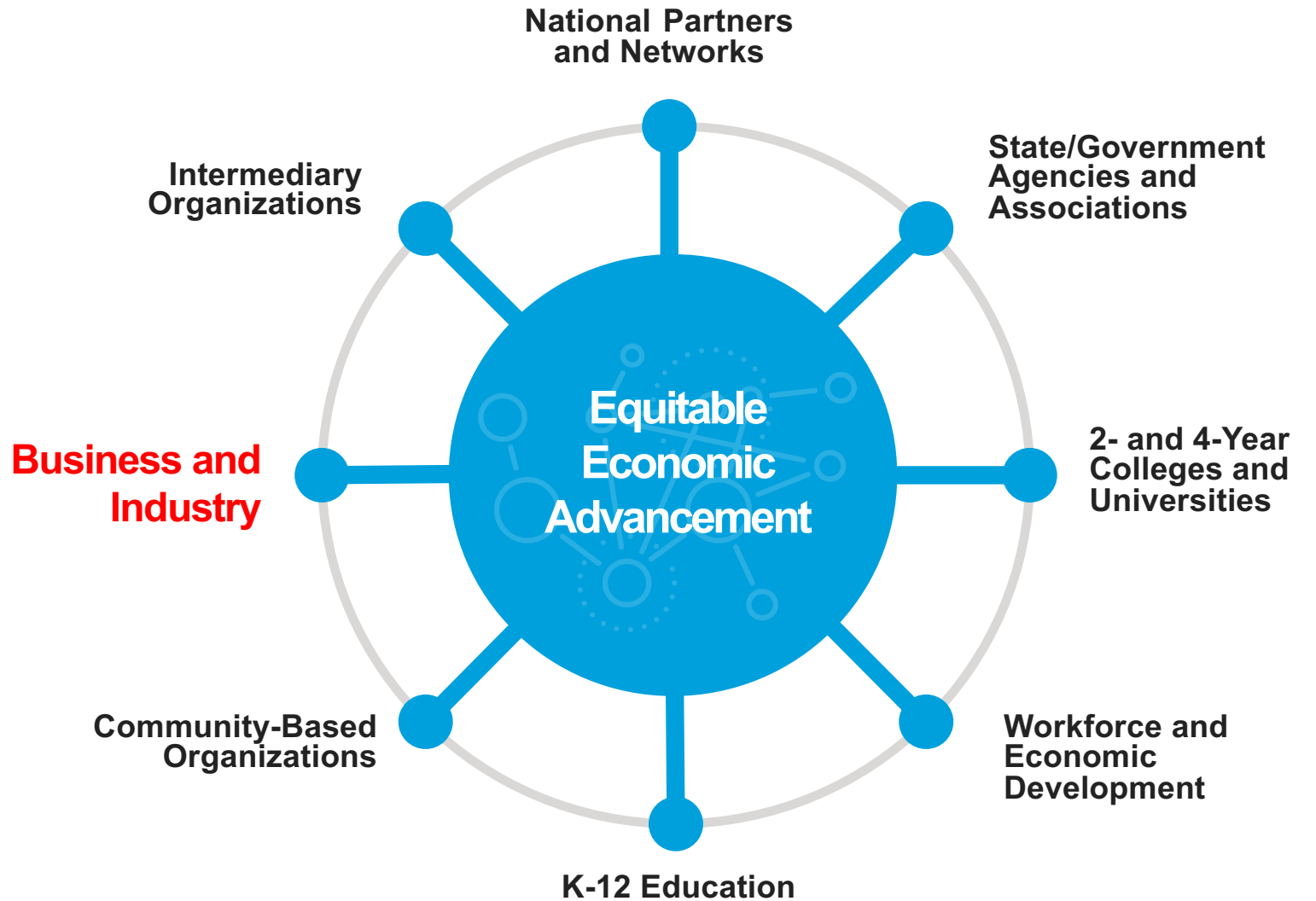
Educators typically have **little experience of contemporary high-growth industries** and know little about labor market data and shifts in education and workforce.



IT TAKES A (NETWORKED) VILLAGE

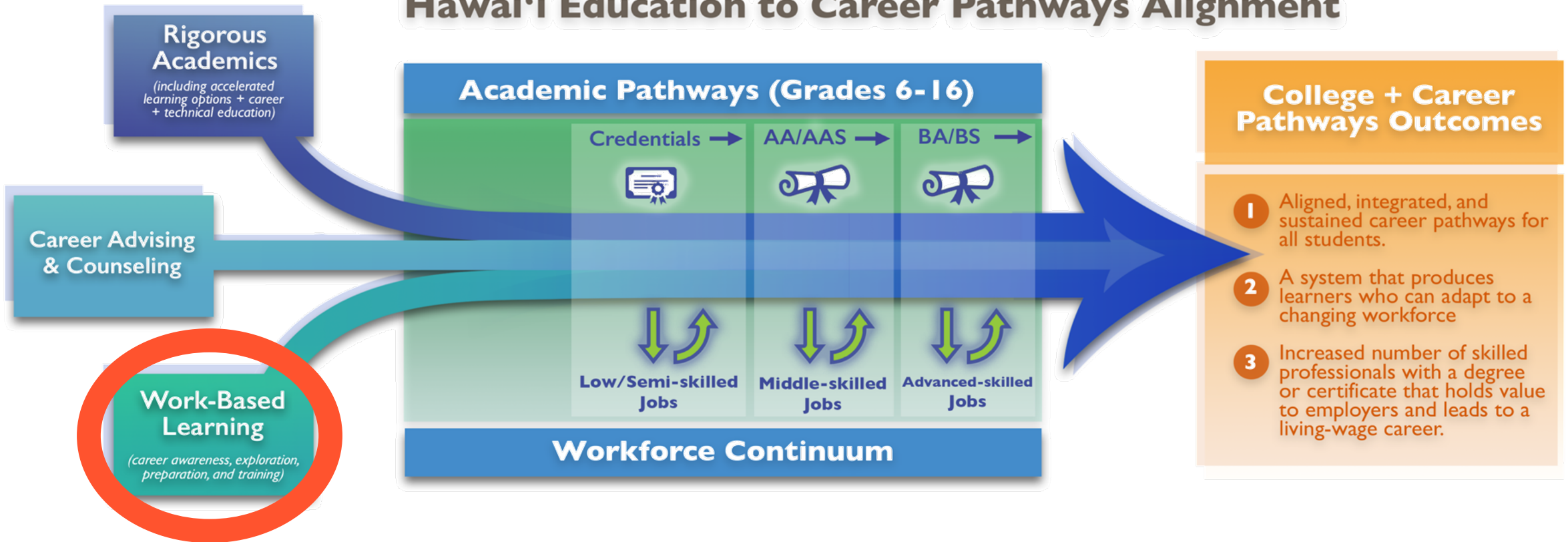
Cross-sector approach to building pathways with clear value proposition for each partner

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



ON- AND OFF-RAMPS AT MULTIPLE POINTS ALONG THE PATHWAY SYSTEMS OF COLLEGE AND CAREER PATHWAYS

Hawai'i Education to Career Pathways Alignment



How We Think About Work-Based Learning Matters



MAKING WORK-BASED LEARNING WORK



Support entry and advancement in a career track



Reward skill development



Provide meaningful job tasks that build career skills and knowledge



Support college entry, persistence, and completion



Offer compensation



Provide comprehensive student supports



Identify target skills and how gains will be validated

<https://www.jff.org/resources/making-work-based-learning-work/>

Illinois PaCE Postsecondary and Career Expectations

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

Check out <https://pwract.org/>



By the end of 8th grade	By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
A student should be supported to: - complete a career cluster survey - attend a career exploration day - complete a unit on education planning - be exposed to a financial literacy unit in a course or workshop A student should know: - the concept of career clusters of interest - relationship between community service/extracurricular activities and postsecondary (PS)/career goals	A student should be supported to: - revisit career cluster interest survey and take a career interest survey - complete an orientation to career clusters - attend a PS options workshop - meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators - begin determining eligibility for advanced placement (AP) courses - outline a plan for community service and extracurricular activities related to PS plans - complete a financial aid assessment with a family member A student should know: - one or two career clusters for further exploration and development - the relationship between HS coursework, attendance, and grades to PS plans - importance of community service and extracurricular activities to PS and career plans - general cost ranges of various PS options	A student should be supported to: - visit at least one workplace aligned with career interests - complete an orientation course to a particular career cluster or cluster grouping - select a career pathway (CP) within a career cluster of interest - begin determining eligibility for AP courses - identify 2-3 adults to support the student through the PS and career selection process - review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year) - attend a PS affordability workshop with a family member A student should know: - educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP - different types of PS credentials and institutions - general timing of PS entrance exams and applications - benefit of early college credit opportunities to PS access and completion	A student should be supported to: - revisit the career survey - participate in a mock job interview - create a resume and personal statement - identify an internship opportunity related to the CP - determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course - complete or enroll in at least one early college credit opportunity - attend a college fair - visit at least 3 PS institutions - take at least one college entrance exam A student should know: - application deadlines, test timing, cost, and preparation for industry-based certification for CP - career attributes related to career interests - entrance requirements, including application deadlines, for expected PS programs of study 3-5 match schools, one safety, one reach school for PS program of study - negative impact of remediation on PS goals - financial aid deadlines for chosen PS options	By 12/31 of 12th grade a student should have: - completed 3 or more admissions applications to PS institutions - met with a school counselor to ensure all steps in the PS admissions process are completed on time - attended a FAFSA completion workshop - completed the FAFSA By the end of 12th grade a student should be supported to: - address any remedial needs in math/ELA - obtain an internship opportunity related to the CP - if applicable, receive industry-based certification(s) related to the CP - complete one or more team-based challenges or projects related to the CP - attend a financial aid award letter workshop A student should know: - how CP courses and experiences articulate to degree programs at PS options - estimated cost of each PS option - affordability of PS options in relation to expected entry-level career salary and anticipated debt - terms and conditions of any scholarship or loan



EMPLOYER ENGAGEMENT MENU: HELP NYC BUILD TOMORROW'S WORKFORCE

New York City has developed a Career Readiness Framework to support students' planning and preparation for potential career paths and success in the world of work. This menu presents all the ways employers can plug in, with different options to match your priorities and available time and resources.

	Supporting (Hours)	Partnering (Days)	Leading (Weeks)	Championing (Months)
Career Awareness	GUEST SPEAKER (30-60 minutes) Visit a school to talk with students about jobs, businesses, industries, and the skills & knowledge needed to achieve career goals. WORKPLACE TOUR (1.5-2 hours) Host a small group of students to tour your workplace, and discuss career options, a typical day, student opportunities, and more.	CAREER FAIR (2-4 hours) Staff a booth to share advice on pursuing a career, skills and knowledge needed, and career roles and responsibilities. CAREER CONFERENCE (2-4 hours) Prepare and facilitate an interactive breakout session based on a curricular area e.g. software engineering	MENTOR/COACH (15 hours over a semester) Offer in-person and virtual support, guidance, and motivation to students as they explore careers and enter the world of work.	THEMED PROJECT (24+ hours) Assist teachers in designing a multidisciplinary learning activity. Potentially coach student teams and/or provide feedback on student work
Career Exploration & Planning	INFORMATIONAL INTERVIEW (30 -90 mins) Answer student questions in person, by phone, e-mail, or in a group about a profession or specific topic. COMPETITION JUDGE (2-8 hours) Judge student presentations or competitions and provide constructive feedback regarding student mastery of targeted competencies.	JOB SHADOW (usually one work day) Provide an opportunity for students to observe, discuss and participate in daily routines and activities of a particular job.	ONLINE DISCUSSION FORUM (2-15 hours) Answer student questions about careers, offer advice, share your experiences or otherwise support students virtually.	COMMITTEE MEMBER (2-40 hours) Participate in a school- or city-level workforce development and education advisory group EMPLOYABILITY SKILLS (90+ hours) Provide on-the-job paid work experience along with career exploration & planning.
Career Preparation	RESUME DEVELOPMENT (1-2 hours) Provide feedback to students on their resumes. AUDITION / PORTFOLIO REVIEW (1-4 hours) Provide feedback on student performances or artistic portfolios (online or in-person). MOCK / VIDEO INTERVIEW (.5-1 hour). Provide students feedback on their responses to interview questions.	INDUSTRY PROJECT (8-15 hours) Collaborate with teachers to integrate authentic industry tasks into curriculum.	SCHOOL-BASED ENTERPRISE (15 hours) Help prepare students to transition from high school to work or higher education by providing work experience, typically run on school grounds.	SERVICE LEARNING (2-90 hours) Support students in designing and implementing projects at local businesses, government agencies, and non-profits. YOUTH LEADERSHIP SKILLS (90+ hours) Provide leadership or service experience along with career exploration and planning opportunities.
Career Training	CLINICAL EXPERIENCE (4+ hours) Provide an opportunity for students to perform tasks in a supervised, authentic setting.	TEACHER EXTERNSHIP (15 – 60 hours) Provide a job shadowing or similar work experience that will increase the teachers' ability to bring workplace practices and policies (e.g. problem solving, practical applications of theory, team building, etc.) into the classroom.	ON-THE-JOB TRAINING (45+ hours) Provide employee training and supervision as potential transition to ongoing employment (for graduating seniors or post- HS students.) INTERNSHIP (60+ hours/6-8 weeks) Provide professional work experience that applies classroom learning and builds skills.	WORK EXPERIENCE (45+ hours) Provide employability skill training, for pay, in a work setting (for youth with some prior work experience) YOUTH APPRENTICESHIP (450+hours) Provide paid on-the-job training based on state youth apprenticeship curriculum guidelines.

Type your response into the chat.
Limit your response to 2 or 3 words.

**What has creating and/or
offering work-based
learning opportunities for
young people felt like
since last March?**



WHAT WE ARE HEARING FROM THE FIELD

CURRENT CHALLENGES OF WBL

Low employer engagement in post-COVID context

Not rigorous and/or long enough to meet career and academic goals, does not develop core skills needed

Does not lead to industry-recognized credential or certificate

No integrated continuum of career exploration through career preparation, training, and mentorship

Difficult to leverage new technologies

Equity gaps widening



FROM OUR PARTNERS HERE TO HERE IN NYC

KEY DISTINGUISHERS FOR VIRTUAL WBL

1. **Resources**: students should have reliable access to all necessary technology and internships should feature advising and other supports to help students succeed
2. **Connections**: experiences should be linked to classroom learning and/or student interests, and foster social and professional relationships
3. **Relevance**: assigned projects should result in work that is of value to the employer and/or community and helps students build meaningful skills
4. **Takeaways**: work experiences should be paid, offer credits or certifications, and lay the foundation for future roles

From: <https://www.heretohere.org/resource/key-distinguishers-for-virtual-paid-work-experiences/>
Also check out: <https://www.heretohere.org/resource/whats-next/>





WHAT WE ARE LEARNING FROM THE FIELD

3 CONSIDERATIONS FOR VIRTUAL WBL

EQUITABLE: Accessible and engaging for those most marginalized from opportunities

RELATIONAL: Provide opportunity to promote both socializing and work-related socialization, building social capital and connections

YOUTH CENTERED: Ground learning in the needs and perspectives of young people

THERE IS A LOT OF INFORMATION OUT THERE ...

FIND WHAT **TOOLS AND RESOURCES** WORK BEST FOR YOUR ORGANIZATION



[JFF Labs](#)

Scanned the market with a focus on ways technology might be able to overcome current challenges in providing equitable access to high-quality, work-based learning in the K-12 and postsecondary space

[NYEC](#)

Offers a way to think about planning for summer programs, information on different platforms for virtual learning and work experiences and potential next steps for local leaders

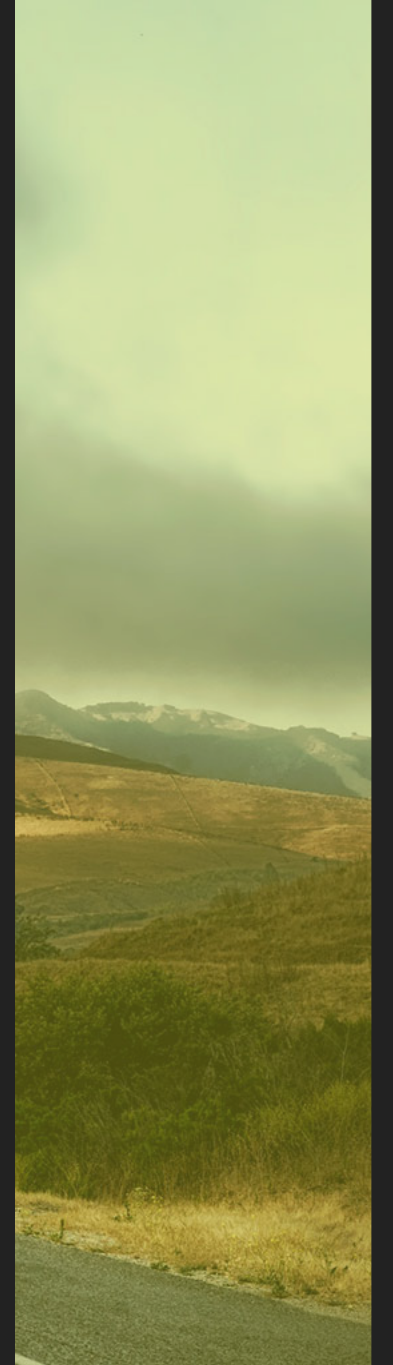
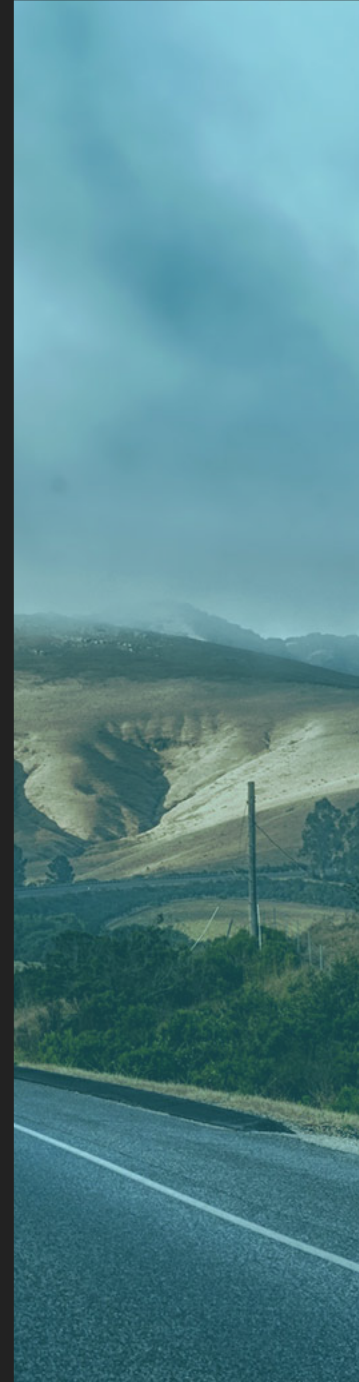
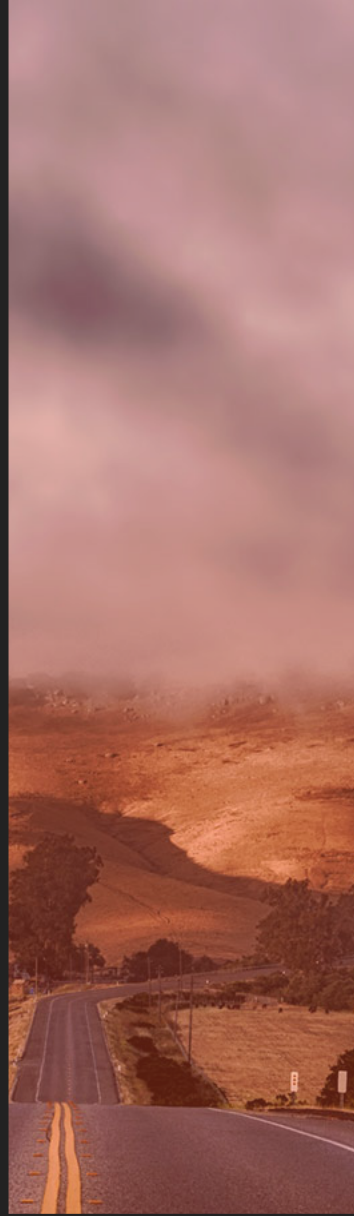
[Linked Learning Alliance](#)

Is sharing many resources through its newsletters and webinars on how to offer virtual/remote work-based learning opportunities to continue improving outcomes for students.

[The Aspen Institute, Forum for Community solutions](#)

Is collecting and sharing information on tools, resources, and best practices on how to offer virtual/remote work-based learning opportunities.

WHAT IS PRE- APPRENTICESHIP





Defining **Pre-Apprenticeship Programs**

Pre-apprenticeship programs are training initiatives that are designed to prepare participants to enter and succeed in a Registered Apprenticeship or another high-quality apprenticeship program, and ultimately a career.

HIGH-QUALITY PRE-
APPRENTICESHIP PROGRAM

JFF's Six Key Characteristics



**Transparent Entry and Success
Requirements**



Alignment with Skills Sought by Local Employers and
High-Quality Apprenticeship Programs



**Culmination in One or More
Industry-Recognized Credentials**



**Development of Skills Through Hands-On
Activities and Work-Based Learning**



**Offering of Academic, Career Exploration, and
Wraparound Supports**



**Transition into a Registered Apprenticeship or
Other High-Quality Apprenticeship Program**



THE VALUE OF PRE-APPRENTICESHIP

- **Levels the playing field** and expands access to more job opportunities for more jobseekers
- Helps participants **close academic and work-readiness skills gaps**
- **Approved curriculum** aligned with employer and industry needs and requirements
- Results in at least one **industry-recognized credential** and a variety of **micro credentials**
- Includes **supportive wraparound services** to help participants persist through programming
- **Can be offered by a range of entities** including high-schools, community colleges, community-based organizations, and workforce agencies

What a Quality Program Achieves

An effective high-quality program does the following:



Links directly to an apprenticeship



Prepares people from underrepresented populations for high-quality employment opportunities



Is a bridge to career opportunities for students, new workers, or underprepared learners

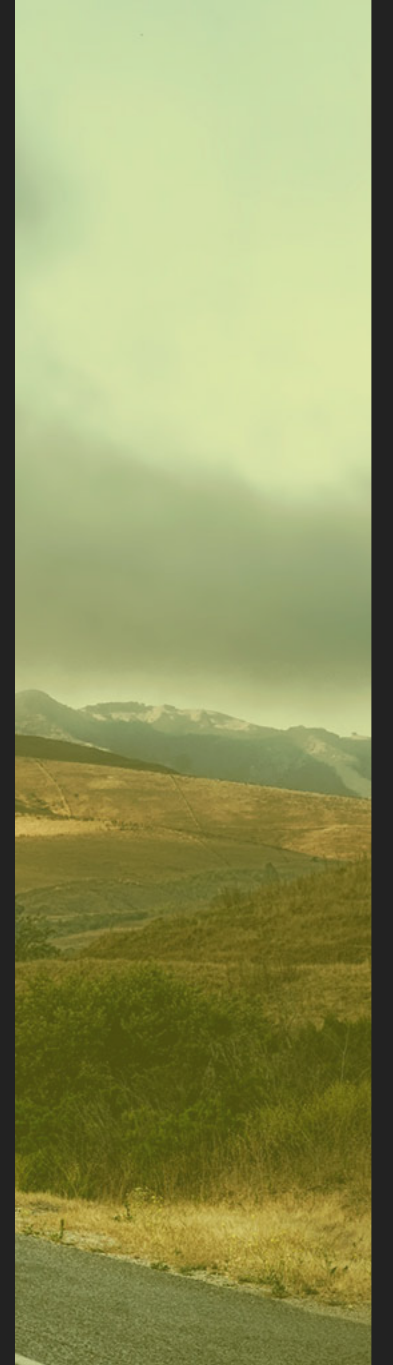
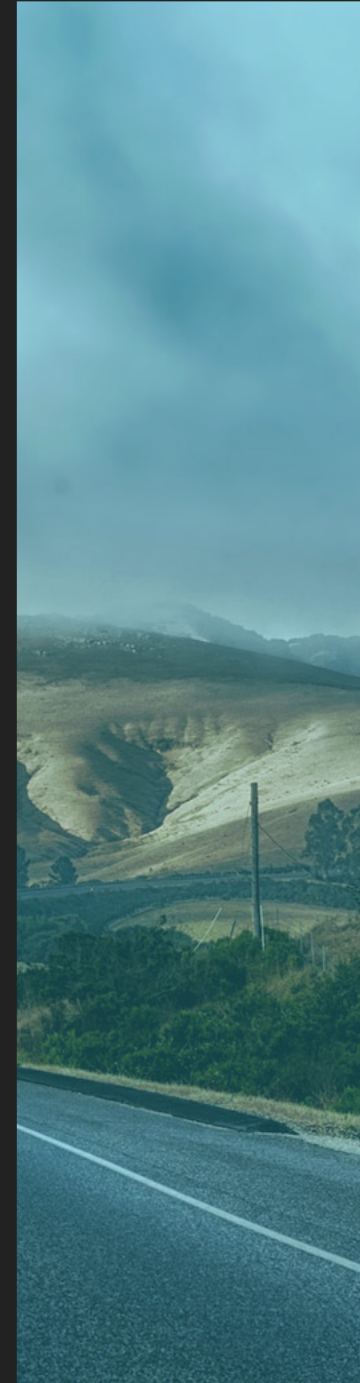
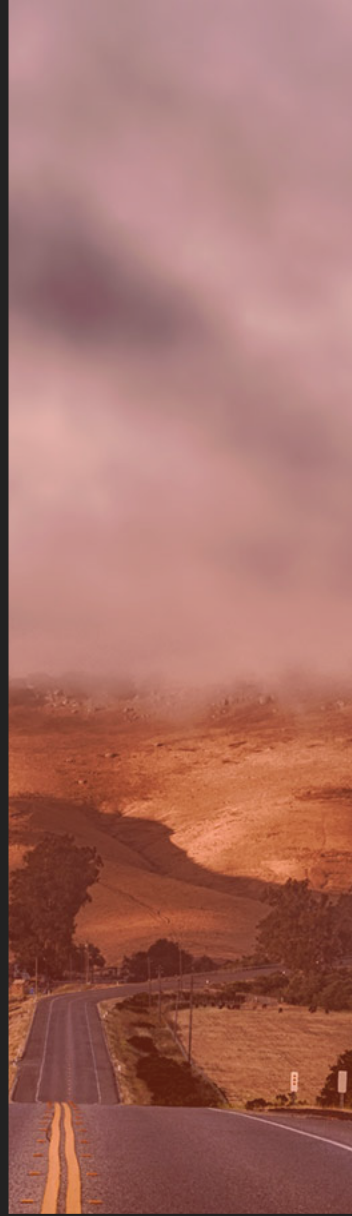


Increases diversity and equity throughout the apprenticeship and workforce systems.



Provides the essential instruction, preparation, and supports that participants need to be successful in the next step in their career paths

TODAY'S IT SECTOR: PROMISING OCCUPATIONS AND PATHWAYS



KEY LABOR MARKET CONSIDERATIONS

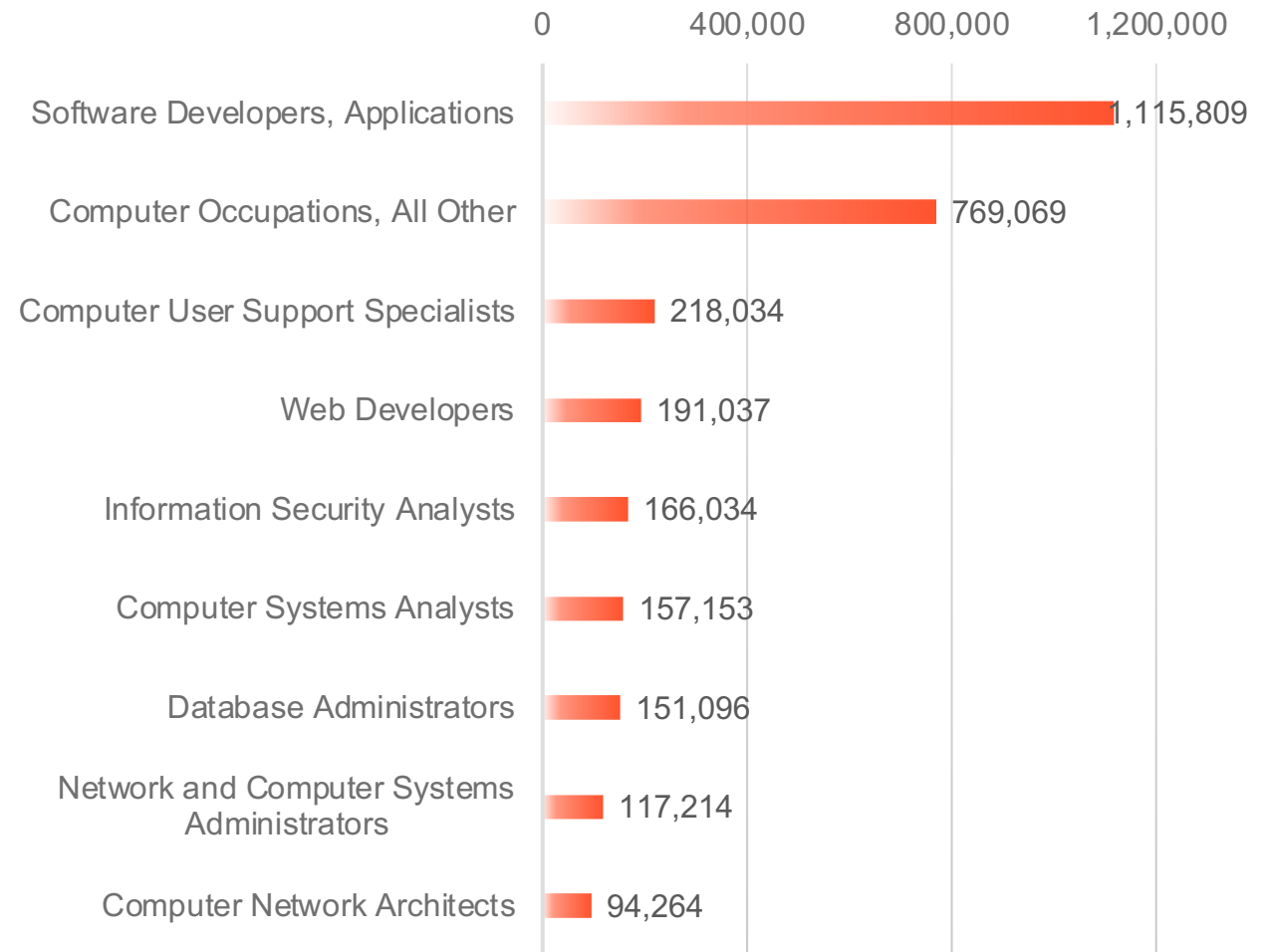
IT SECTOR OVERVIEW

IT is a high-demand field that has remained relatively strong during pandemic and recession.

During the past 12 months, there were approximately 3.3 million postings for IT jobs. Top postings are highlighted at right.

Occupational groups, by 2018 employment:

- Programming (2.2 million)
- IT Support (1.8 million)
- Cybersecurity (805,000)



JOB POSTING DATA:

SKILLS INSIGHTS

Embed employability skills across IT pre-apprenticeship programs

Technical skills are best aligned with the target career area – for example:

- IT Support and Service
- Cybersecurity
- Programming and Software



JOB POSTING INSIGHTS

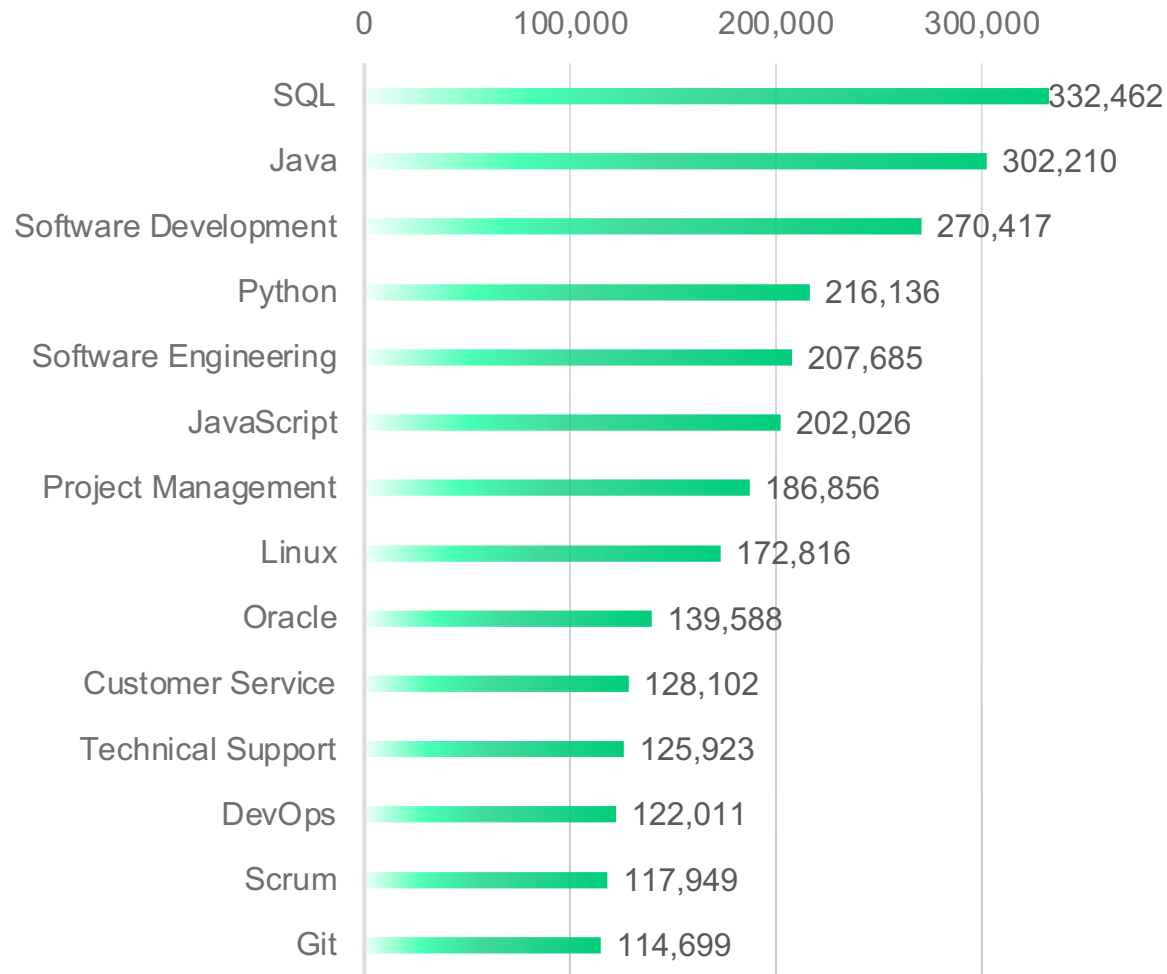
HIGH-DEMAND IT SKILLS

Job posting data from the past six months shows an increase in demand for the following specialized IT skills:

- DevOps
- Microsoft C#
- Systems Engineering
- Atlassian JIRA
- Debugging

Demand has also risen for baseline skills like these:

- Planning, writing, research, and verbal communication





INDUSTRY ENTRY POINTS

PROGRAMMING AND SOFTWARE

- Web developer

IT SUPPORT AND SERVICES

- Network support specialist
- Computer user support specialist

CYBERSECURITY

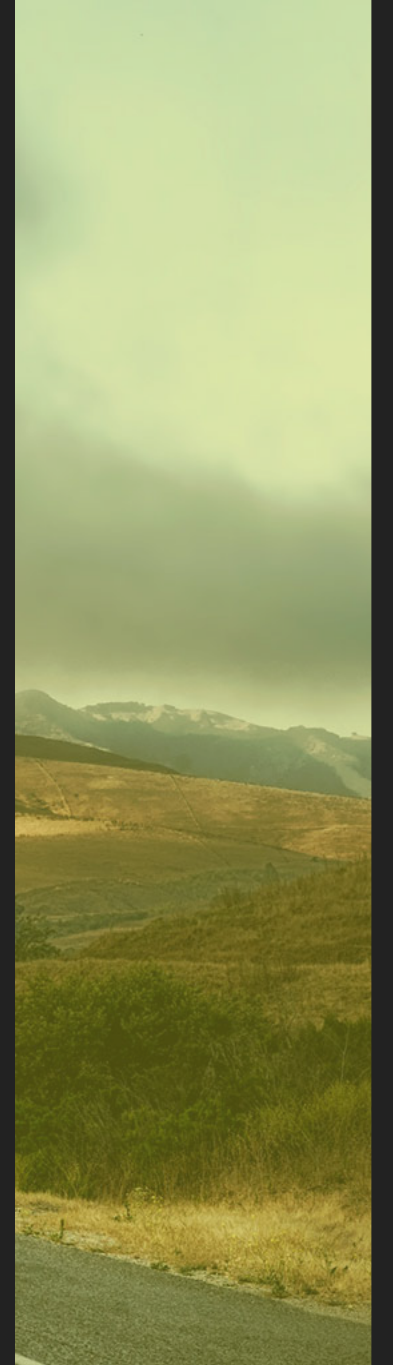
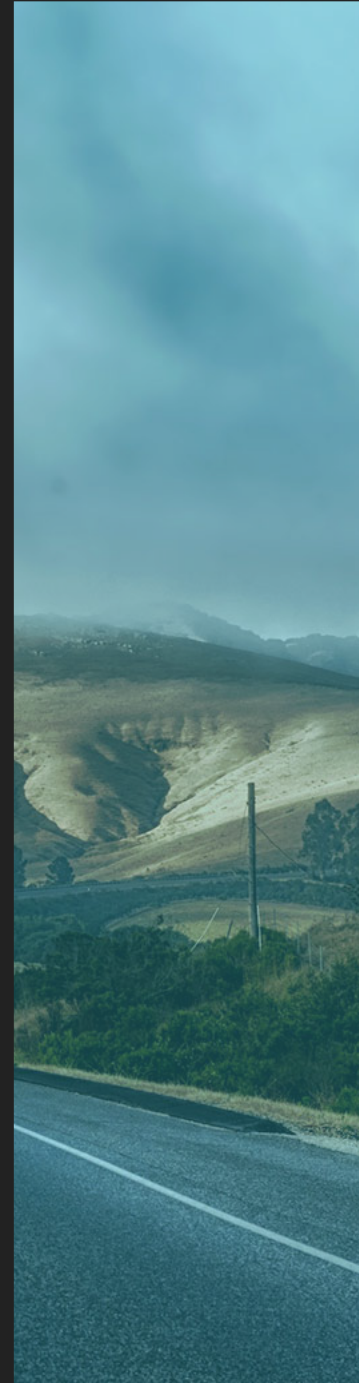
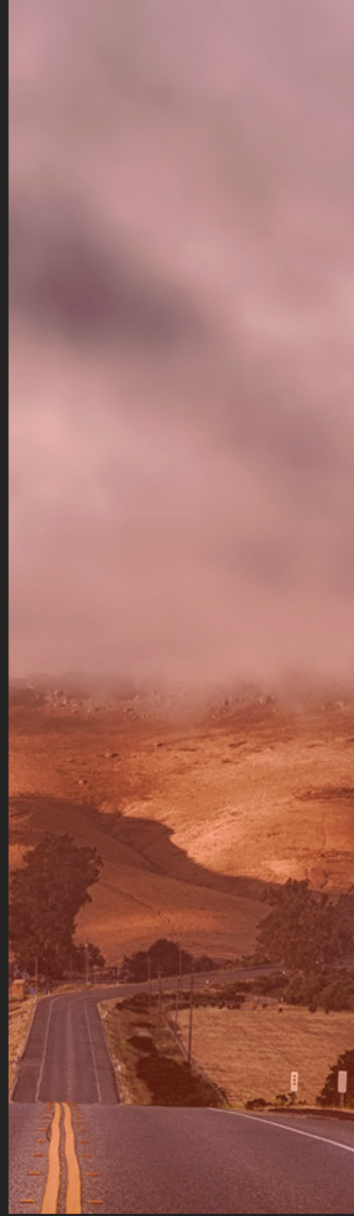
- Cybersecurity analyst
- Computer forensics analyst
- Secure software developer



SHARE YOUR INSIGHTS IN THE CHAT!

1. Did any of the six characteristics of high-quality pre-apprenticeship programs surprise you? If so, how?
2. Have you used LMI to build or refine pathways? If so, have you seen any shifts since the onset of the pandemic? Any data sources that you'd recommend?

THE VALUE OF PRE- APPRENTICESHIP FOR THE IT SECTOR





BENEFITS OF PRE-APPRENTICESHIP FOR THE IT INDUSTRY

- **Advances equity and diversity** in the workforce by serving a diverse range of jobseekers
- Participants gain the **real-world industry experience** IT employers require through work-based learning and hands-on activities
- Certifications and industry-recognized can **increase access to IT jobs for those without a postsecondary degree**
- **Effectively prepares individuals** for the rigors of the IT industry and IT apprenticeships
- It provides guided training, mentoring, and career exploration that **increases access to advancement opportunities**



JFF's Framework for
High-Quality
Pre-Apprenticeship Programs





JFF'S EXPERTISE

Benefits of a Solid Framework

With JFF's Framework for a High-Quality Pre-apprenticeship Program, you can:

- Get a deeper look into the specific, aspirational characteristics of a high-quality pre-apprenticeship program
- Draw from JFF's 10 years of work with pre-apprenticeship programs
- Learn how to support, structure, and fund high-quality pre-apprenticeship programs that enable people from diverse populations to succeed.

HIGH-QUALITY PRE-
APPRENTICESHIP PROGRAM

JFF's Six Key Characteristics



**Transparent Entry and
Success Requirements**



Alignment with Skills Sought by Local Employers and
High-Quality Apprenticeship Programs



**Culmination in One or More
Industry-Recognized Credentials**



**Development of Skills Through Hands-On
Activities and Work-Based Learning**



**Offering of Academic, Career Exploration, and
Wraparound Supports**



**Transition into a Registered Apprenticeship or
Other High-Quality Apprenticeship Program**

JFF'S SIX KEY CHARACTERISTICS

Transparent Entry and Success Requirements

Be clear about:

- What people **need in order to enter the program**
- What they **need in order to succeed**
- What they **need in order to progress** to an apprenticeship program



KEY CONSIDERATIONS:

- Understand what requirements participants need to enter an apprenticeship and implement clear strategies to meet those requirements in the pre-apprenticeship
- If there are any requirements that the pre-apprenticeship cannot help participants meet, be sure to share that information (physical capabilities, absence of specific criminal convictions, etc.)

JFF'S SIX KEY CHARACTERISTICS

Alignment with Skills

Sought by Local Employers and High-Quality Apprenticeship Programs

With a focus on entering high-quality apprenticeship programs, participants should gain the necessary:

- **Soft skills**
- **Technical skills**
- **Academic credentials**



KEY CONSIDERATIONS:

- Design a curriculum that could allow a participant to enter a range of different occupations
- Instruction and training should be intentionally designed to reach underserved populations

JFF'S SIX KEY CHARACTERISTICS

Culmination in One or More Industry-Recognized Credentials

At the end of a pre-apprenticeship, participants should earn credentials that:

- **Are in demand** and recognized by local industries
- Allow them to **enter directly into the workforce**
- **Are stackable and portable**



KEY CONSIDERATIONS:

- To ensure this, programs might need to include supports such as test delivery in their offerings

JFF'S SIX KEY CHARACTERISTICS

Development of Skills Through Hands-on Activities and Work-based Learning

Programs should include relevant hands-on activities that:

- Take place in a **classroom, worksite, or lab**
- Are **experiential and problem-based**
- Have **input from employers and apprenticeship sponsors**
- Help navigate workplace **culture, policies, and procedures**



KEY CONSIDERATIONS:

- Participants should understand what skills they're learning and how they can apply those skills in a career

JFF'S SIX KEY CHARACTERISTICS

Offering of Academic, Career Exploration, and Wraparound Supports

Help participants:

- **Understand the industry** and what career paths are available
- **Explore** either an apprenticeship or postsecondary **opportunities** that align with career interests
- **Develop a career plan** that identifies short- and long-term goals, including potential barriers and possible solutions

KEY CONSIDERATIONS:

- Provide wraparound supports such as tutoring and case management (for access to resources for child care, mental health treatment, transportation, and housing etc.)



JFF'S SIX KEY CHARACTERISTICS

Transition into a Registered Apprenticeship or Other High-Quality Apprenticeship Program

Connect program graduates directly with:

- **Apprenticeship programs**
- **Postsecondary education**
- **Postsecondary training**



KEY CONSIDERATIONS:

- Help ensure advanced standing for participants who may qualify



RECOMMENDATIONS FOR ADVANCING EQUITY THROUGH PRE-APPRENTICESHIP

- **Ensure that equity is embedded in your organizational structure** and make this a core component of training
- **Require a commitment to diversity, equity, and inclusion** in your employer partnerships
- **Increase coaching, mentorship, and career exploration** to help participants build social capital and increase industry knowledge
- **Use labor market information** to inform the occupations you train to and credentials you provide
- Build partnerships with other training providers to **increase on-ramps and entry-points for participants**
- **Create partnerships** with non-IT employers who have IT jobs and with the local apprenticeship system



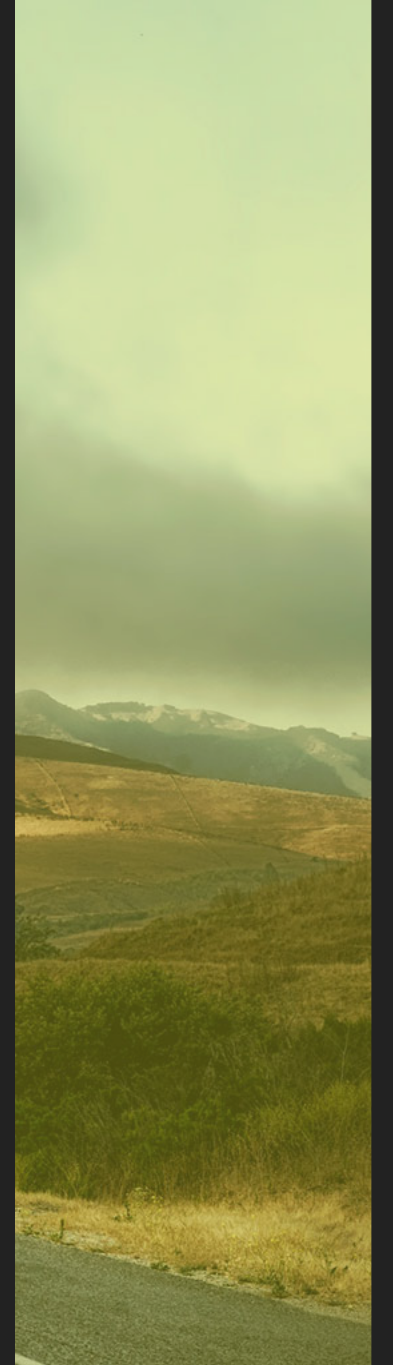
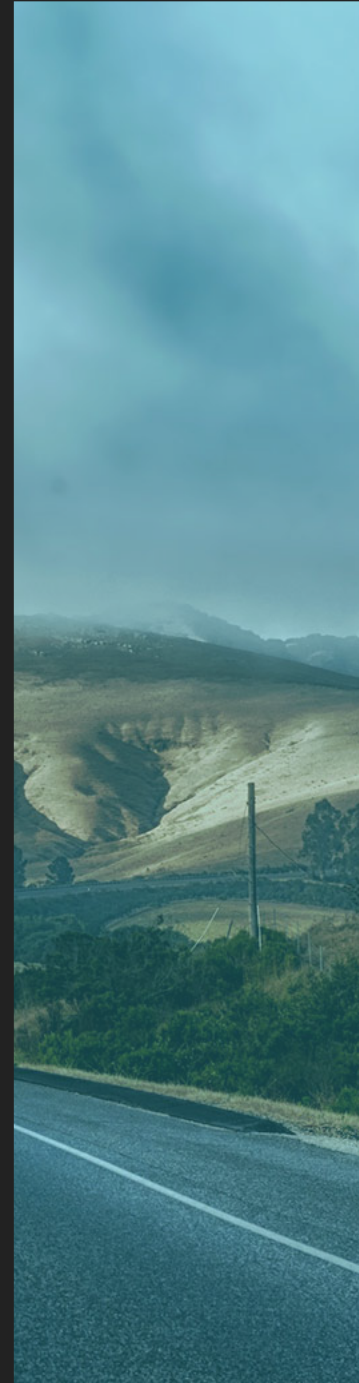
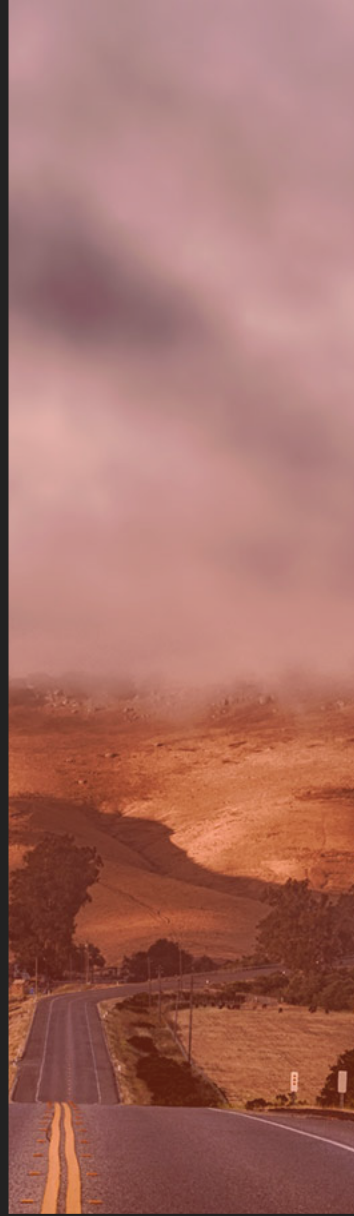
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KEY TAKEAWAYS AND INSIGHTS

DISCUSS

- Do you see an opportunity to leverage pre-apprenticeships to expand access to high-demand fields such as IT?
- Which skills and credentials could help ensure that these programs are aligned with employer needs – and existing apprenticeship programs?
- What do you see as the biggest barriers to providing more equitable and accessible pathways that include pre-apprenticeship and apprenticeship?

RESOURCES FOR FURTHER LEARNING



PLATFORMS TO SUPPORT VIRTUAL WORK-BASED LEARNING

Career EDGE: Uses a suite of options called Career TEAM to offer orientations, professional development, video interviews, an employer matchmaking system, and an array of back-end options such as time tracking.

LinkedIn Learning: Provides an opportunity to supplement existing curriculums with over 16,000 skill building modules, including some that lead to badges and credentials.

LRNG: Offers orientation programming and a huge array of badges and credentials through skill-focused “[playlists](#).” Youth can access local and national opportunities with a combination of online and in-person experience provided through LRNG.

Virtual Job Shadow: Offers module-based job readiness and career exploration, through which young people evaluate their unique strengths and interests, investigate a variety of career options, explore an array of post-secondary education opportunities, and set goals.





PLATFORMS TO SUPPORT VIRTUAL INTERNSHIPS AND WORK-BASED EXPERIENCES

[InsideSherpa](#): Offers virtual skill building through an open access platform; employers design Virtual Work Experiences that simulate work tasks.

[Paragon One](#): Provides a directory for unpaid virtual work experiences that builds in mentorship and training. The externships are remote and provide access to competitive industries such as marketing and corporate finance.

[Symba](#): Provides skill building and employer engagement, as well project management, engagement and performance feedback for employers.

PLATFORMS TO SUPPORT TARGETED VIRTUAL WBL EXPERIENCES

Realtime or recorded interactions between students and industry professionals: [Launch Path](#), [100mentors](#), [Nepris](#)

Social entrepreneurship projects and other project-based learning programs: [EdCorps](#), [Whatever It Takes](#)

Micro-badging or micro-credentials: [Raise Your Flag](#), [Launch Path](#)

Virtual counseling platforms: [CollegeWise](#), [100Mentors](#)

Virtual field trips: [Google Expeditions](#), [Nearpod](#), [Discovery VR](#)



PRE-APPRENTICESHIP RESOURCES

[Transforming IT Training Programs into Successful Career On-Ramps](#) (JFF)

[JFF Framework for a High-Quality Pre-Apprenticeship: IT](#) (JFF)

[Pre-Apprenticeship: Pathways for Women into High-Wage Careers](#) (U.S. DOL ETA)

[Principles for a High-Quality Pre-Apprenticeship: A Model to Advance Equity](#) (CLASP)

[Cultivating Rural Talent through Apprenticeship](#) (New America)

[Skilling Up: The Scope of Modern Apprenticeship](#) (Urban Institute)

[Apprenticeship and the Justice System: Adapting a Proven Training Model to Serve People in Prison](#) (Urban Institute)

[Preparing Opportunity Youth for the Future of Work](#) (JFF)

[Connecting Apprenticeships to the Young People Who Need Them Most: The Role of Community-Based Organizations](#) (JFF)

[Opportunity Works: Four Ways to Help Young Adults Find Pathways to Success](#) (JFF)

[Universal Design for Learning Framework](#) (CAST)



EXPLORE THE DATA FOR YOUR COMMUNITY:

RECOMMENDED DATA RESOURCES

[Opportunity Insights Tracker](#)

State, metro, and county-level data on education, public health, employment, and business metrics.

[Unemployment Claims Monitor](#)

From the Federal Reserve Bank of Atlanta, this tool provides disaggregated data and visualizations of the state-level unemployment claims.

[Visualizing Vulnerable Workers](#)

A new tool from the Brookings Institution that allows you to compare the number/percent of vulnerable workers in your area.

[Emsi – Free Job Posting Dashboard](#)

State-level data on employer demand by industry, occupation, job title, skills, etc.

THANK YOU!

JFF CENTER ON APPRENTICESHIP AND
WORK-BASED LEARNING

For more information on and support in WBL
and pre-apprenticeship, contact Deborah
Kobes at dkobes@jff.org

www.jff.org

