



# IMPACT REPORT 2014



JOBS FOR THE FUTURE



# MISSION & VISION

## OUR VISION

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

## OUR MISSION

Jobs for the Future works to ensure that all lower-income young people and workers have the skills and credentials needed to succeed in our economy.

## OUR APPROACH

Jobs for the Future designs and drives the adoption of innovative, scalable approaches and models—solutions that catalyze change in our education and workforce delivery systems.

## OUR GOALS

- 1. Preparing for College and Career:** All young people graduate high school on a clear path to college completion and career success
- 2. Earning Postsecondary Credentials:** All students gain the skills they need to earn postsecondary credentials with high labor market value
- 3. Advancing Careers and Economic Growth:** All workers obtain the education and training required to move into family-supporting careers with clear paths for advancement



# FROM OUR LEADERS

October 16, 2014

The challenges facing our country are well known. International competition continues to grow; meanwhile our own employers struggle to find skilled workers. Some people may disagree about the details of these challenges, but this is clear: the key to a prosperous future is ensuring that we are able to create—and sustain—an educated workforce with the 21st-century skills employers need to succeed in this increasingly competitive world.

This is what we do at Jobs for the Future. For the past 30 years, we have focused on figuring out effective ways to develop and maintain a thriving workforce. As the challenges have evolved, so have our solutions. But the core of our work remains the same: designing, testing, and scaling initiatives that help people who are struggling economically get the education and training needed to enter good jobs that pay family-supporting wages.

This report highlights our accomplishments over the past year and our impact on the nation's most pressing social and economic challenges. It also charts our progress in achieving three outcomes that we believe are critical to our long-term success—increasing the number of:

- › Young people on a path to college success
- › Adults who earn a credential with value in the labor market
- › Adults who move into or advance in a family-supporting career

This year also marks the end of a five-year strategic plan for JFF and the launch of a new one. As we look ahead, we are focusing on key strategies that cut across all our areas of work—especially structured career pathways, credentialing systems, and employer engagement and investment. We are harnessing the expertise of staff to come up with bigger-picture approaches for bigger impact.

And perhaps most important, we are identifying what works and how to bring those ideas to more and more people across the country. We are adapting our proven models to the specific needs of regional economies and developing long-term strategies to help build strong regional workforce systems.

As we look back on the past year, we would like to take this opportunity to thank JFF's many partners and supporters for their contributions to our success. Our work would not be possible without our colleagues in the field and our funders. Looking ahead, the year 2015 promises to be another exciting and productive one for Jobs for the Future. We look forward to again sharing the good news of our successes with you this time next year.



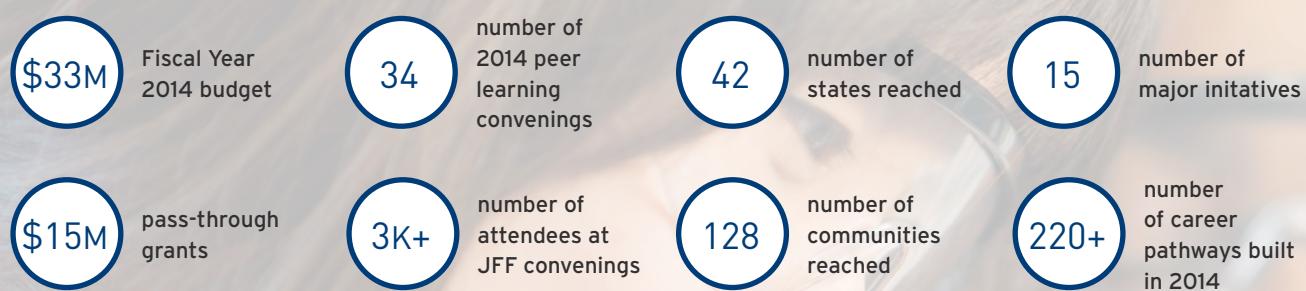
Marlene Seltzer  
President and CEO



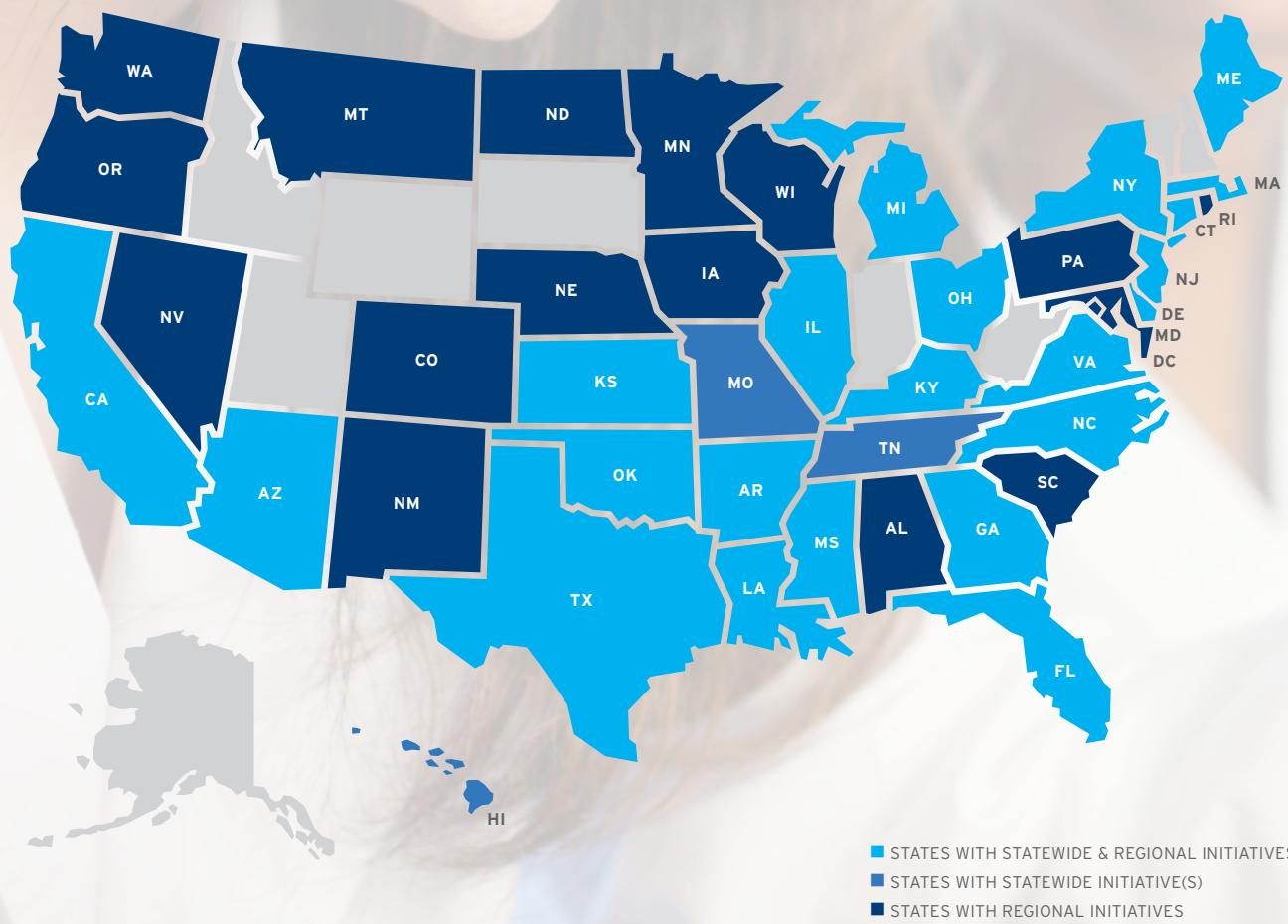
Guy Paxton  
Chair, Board of Directors

# JFF IN BRIEF

## BY THE NUMBERS—2014



## WHERE WE WORK



# OUR AREAS OF WORK

## PREPARING FOR COLLEGE AND CAREER

We help young people prepare for success by ensuring they have the skills to complete college and start a career. We believe that acceleration, not remediation, motivates youth to meet academic challenges. Our designs feature dual enrollment, supports, and intensive guidance. Using our designs, we build early college schools, career pathways, and bridging programs. We also explore student-centered approaches to learning.

## EARNING POSTSECONDARY CREDENTIALS

We help college students quickly gain the key skills needed to earn postsecondary credentials that are in high demand in their region. We believe that strong partnerships with community colleges and employers, supported by the use of real-time labor market information, will create pathways to good jobs with advancement potential. Our models integrate Adult Basic Education and developmental education with credit-bearing coursework to build career pathways that accelerate students toward credential completion.

## ADVANCING CAREERS AND ECONOMIC GROWTH

We help workers gain occupational skills and credentials, along with basic academic and career readiness, so they can advance in a chosen field. We believe that businesses reap numerous benefits from investing in the advancement of entry-level employees, especially through work-based learning experiences. Our strategies feature academic, economic, and social supports to help adults whose life challenges are barriers to success.

### HOW WE DO OUR WORK



#### Develop Evidence-Based Innovations

We research, test, and evaluate promising models based on evidence, codifying the strongest education and workforce development strategies.



#### Build Field Capacity for Scale

We assist our partners in implementing proven and promising solutions. We continuously create products and tools to support faster expansion, disseminate knowledge through peer learning and publications, and use data analysis to drive decision-making.

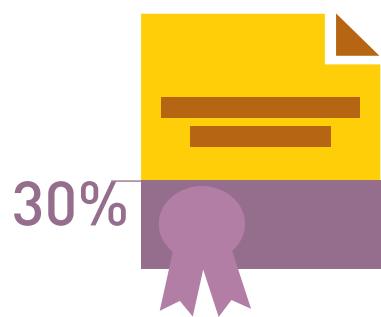
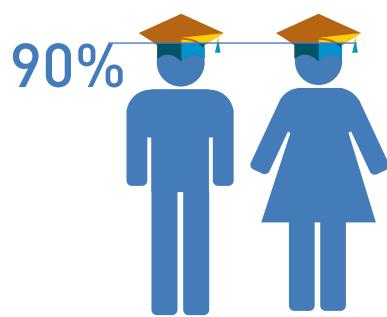
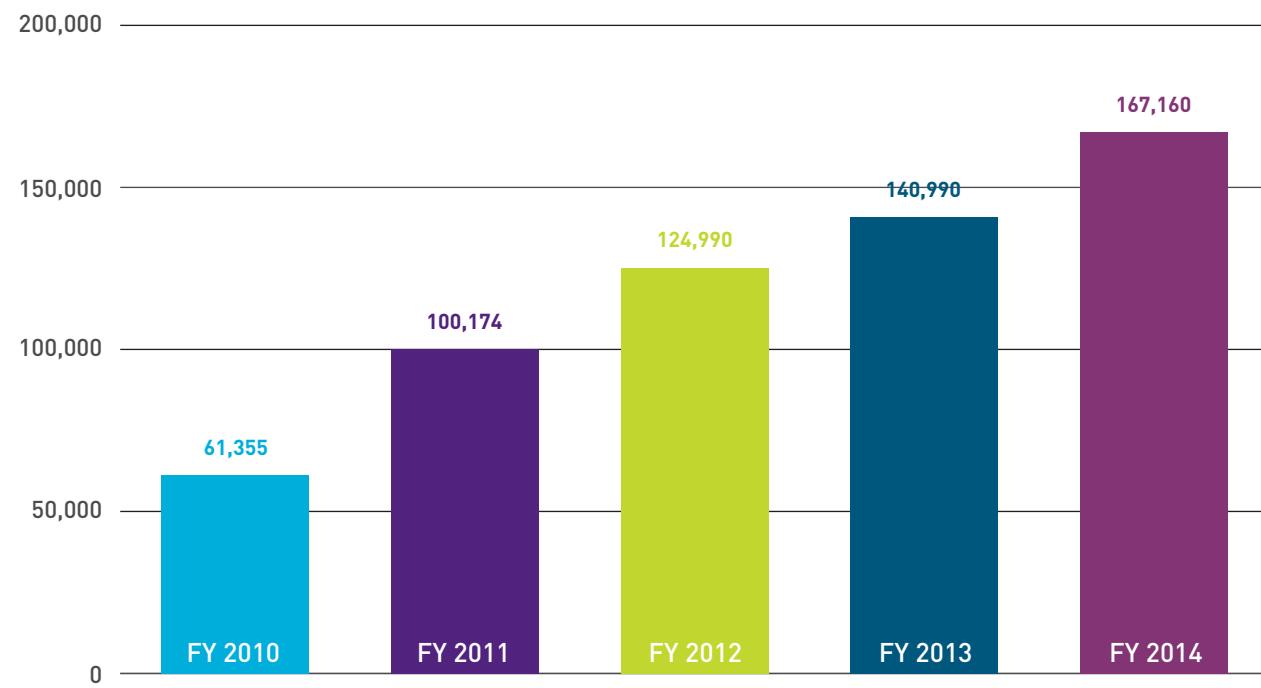


#### Advocate and Influence Policy

We craft federal policies to promote the widespread adoption of proven and promising solutions. We work to elevate their visibility, break down barriers to implementation, and increase incentives for adoption.

# PREPARING FOR COLLEGE AND CAREER EXPANDING EARLY COLLEGE TO PROPEL STUDENTS TO POSTSECONDARY SUCCESS

Youth Served by Programs That Culminate in a High School Credential with Postsecondary Momentum



Data from: Jobs for the Future data on early college schools (including Early College High School Student Information System) and Back on Track Designs programs. Early college statistics are from the Student Information System; data is averaged from the 2010-11, 2011-12, and 2012-13 school years.



**“In urban areas, it’s not common for kids to talk about college. Going to an early college opened doors for me.”**

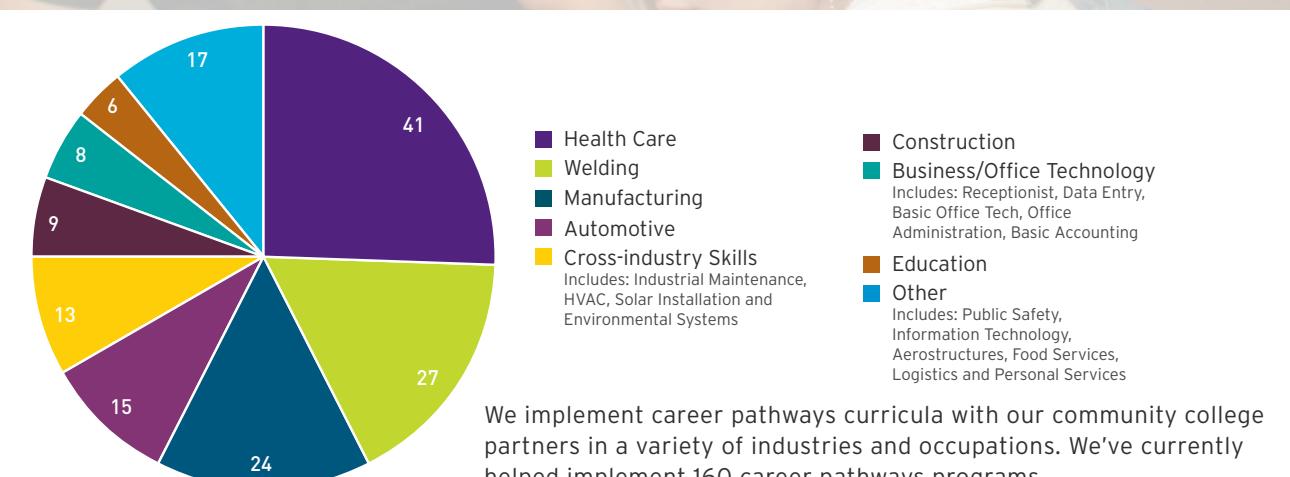
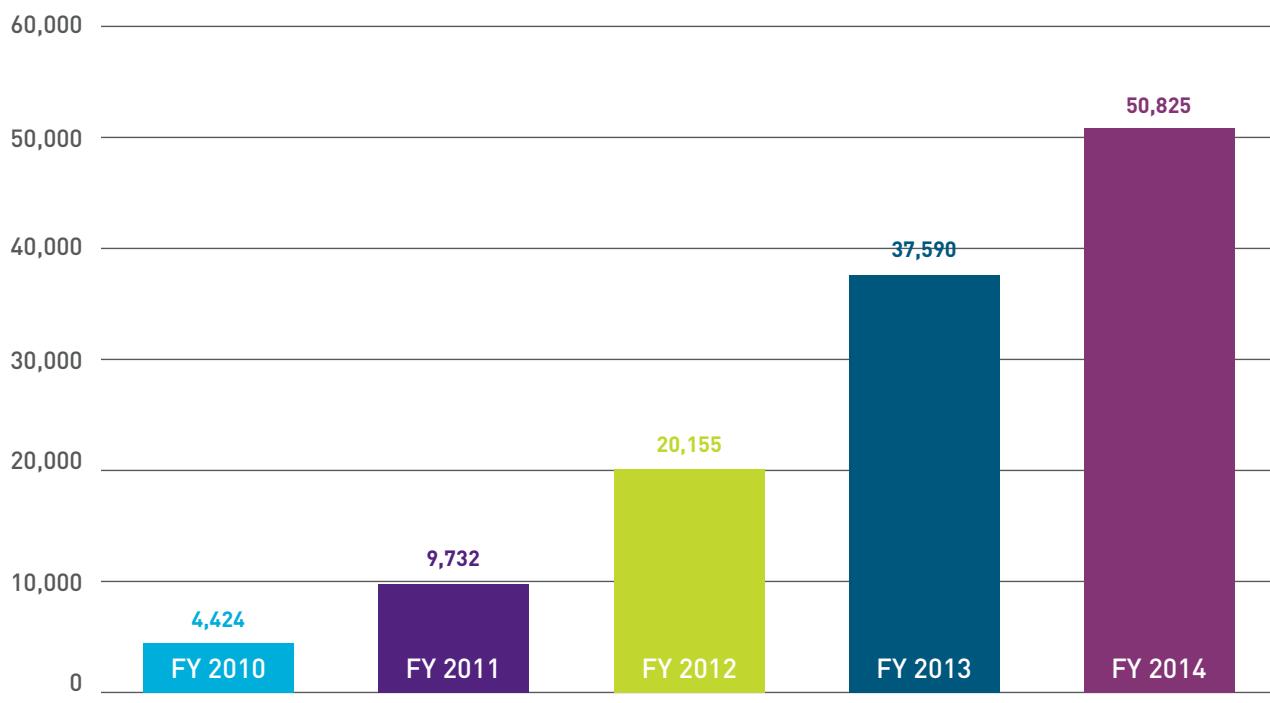
-Cierra Swopes, Dayton Early College Academy (DECA) 2008 graduate and current staff member

Cierra started taking college classes when she was just 13 years old, and when she graduated from high school she already had an Associate's degree under her belt. Her success story is thanks in large part to DECA, an early college school designed so that low-income youth, students of color, first-generation college goers, and other students can simultaneously earn a high school diploma and at least a semester of college credit—tuition free. Cierra's journey eventually led her back to DECA as a chemistry teacher and student advisor. Today, she's helping the next generation find a path to college success, just as her teachers once did for her.

2014

# EARNING POSTSECONDARY CREDENTIALS SCALING PATHWAYS THAT LEAD TO IN-DEMAND CREDENTIALS

Youth and Adults Who Completed a Postsecondary Degree or Industry-Recognized Credential



Data from: Jobs for the Future (data self-reported from states involved in Accelerating Opportunity, Accelerate TEXAS; GreenWays initiative); National Fund for Workforce Solutions



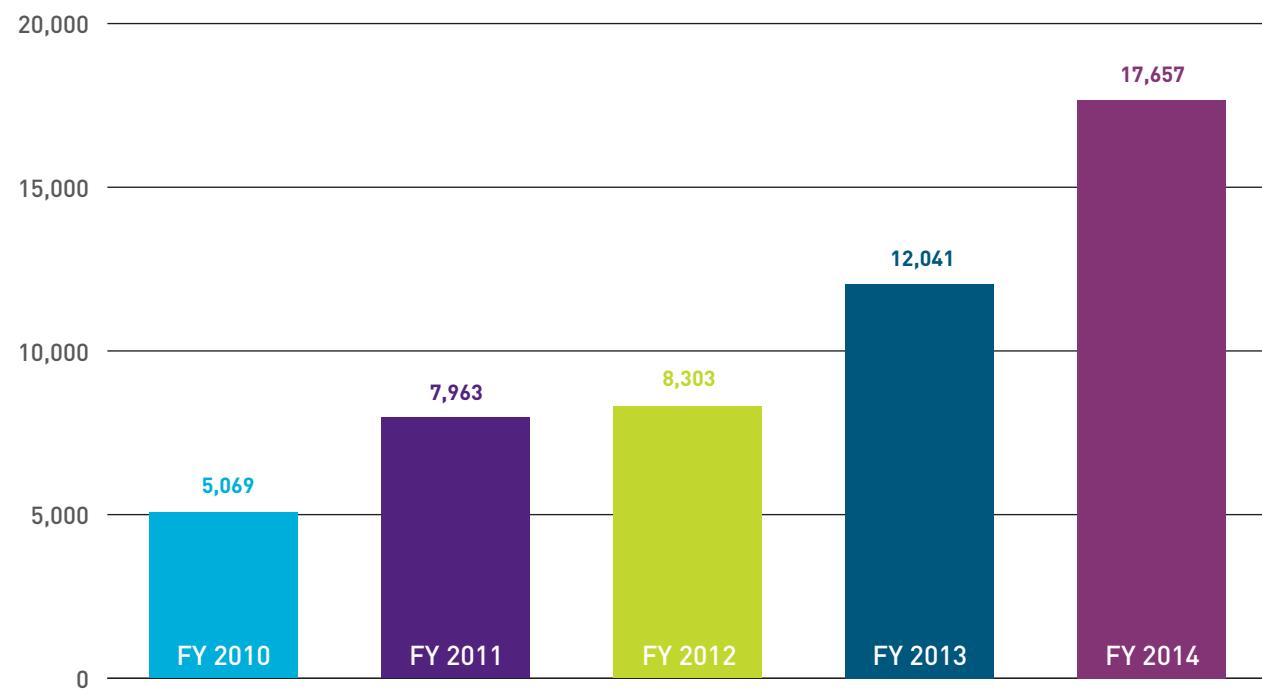
**"I've worked in construction a long time. I felt stuck and wanted to train myself for better jobs. I had to specialize in order to move up."**

**-Patrick Cofield, certified welder and Accelerate Texas graduate**

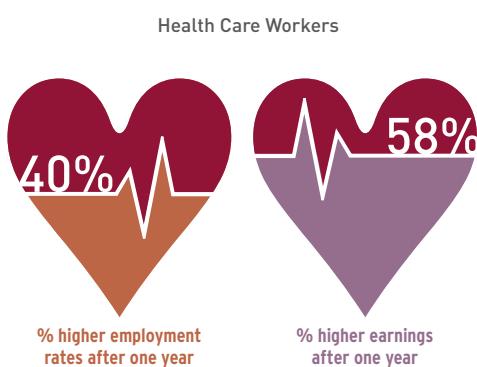
Patrick's future as a pro basketball player was shattered by a knee injury after high school. Twenty years later, he found himself stuck in a low-paying construction job trying to support his family. Then he discovered Accelerate TEXAS, which accelerates community college students through Adult Basic Education. "Everything we learned in class was linked to what we were doing in the shop," he says. After three months of study, Patrick landed an \$18 per hour job using his new welding skills, and he plans to return for more advanced training. Patrick says, "If you think you're too old for college, you're dead wrong. I'm so glad I came back and stuck with it."

# ADVANCING CAREERS AND ECONOMIC GROWTH REDESIGNING WORKFORCE SYSTEMS TO MEET EMPLOYER NEEDS

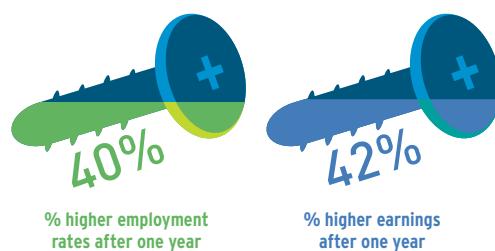
## Adults Who Placed into or Advance in a Career with a Family-Supporting Income



Sector-based workforce collaboratives of the National Fund for Workforce Solutions yield better outcomes for unemployed participants than comparison programs.



### Advanced Manufacturing Workers



As compared to peers in a traditional workforce training program.

Data comes from: Jobs for the Future (data self-reported from states involved in Accelerating Opportunity; GreenWays initiative); National Fund for Workforce Solutions; impact study of National Fund/Social Innovation Fund (SIF) workforce partnership programs, IMPAQ International, LLC, 2014



**“I’m making more per hour. I’ve had training on all the equipment. I’m sitting on top of these huge machines, moving them around the floor. It’s just awesome.”**

**-Yolanda Morrison, machine operator at RTI International Metals**

Yolonda, a 43-year-old single mother, worked in textile and furniture factories for years. But as the economy worsened, factories closed one by one. When she learned about an on-the-job training program just down the street at RTI International Metals, a titanium forger that supplies the aerospace industry, Yolonda jumped at the opportunity. Costs for her paid training were covered in part by subsidies from the Boeing Manufacturing On-the-Job Training Project, piloted by the National Fund for Workforce Solutions. Less than a year later, Yolonda is earning more than \$15 per hour, and feels she’s finally found her career. “I plan on retiring from RTI,” she says.

# DEMONSTRATING IMPACT

## HOW WE DO OUR WORK



### Develop Evidence-Based Innovations



### Build Field Capacity for Scale



### Advocate and Influence Policy

## 2013-2014 HIGHLIGHTS

### PREPARING FOR COLLEGE AND CAREER



#### **Developed and now testing MyBestBets, a cutting-edge student career guidance app**

This mobile and web application gives disenfranchised young adults the tools to make informed decisions about career options. Working with our partner, YouthBuild USA, we are testing the app with 600 high school students and young adults in New York and Los Angeles.



#### **Expanded our Early College Designs to 5 new districts and 20 more schools**

With the addition of these schools serving 20,000 students in Connecticut and Michigan, JFF and our partners have created over 280 early college high schools thriving in 32 states and enrolling more than 100,000 young people. On average, 61% of these students are from low-income families and 56% will be the first in their families to go to college.

#### **Hosted the first National Early College Conference for practitioners**

The event, co-hosted with North Carolina New Schools, brought together 600 educators and policymakers to share best practices and explore how to expand our proven early college models.

#### **Expanded the Pathways to Prosperity Network to 30 regions in 10 states**

State and local stakeholders work together to build regional grades 9-14 career pathways that ensure many more students complete high school, earn a credential, and start a career. The Obama administration recently awarded JFF a Youth CareerConnect grant to expand programs in three Massachusetts regions.

## EARNING POSTSECONDARY CREDENTIALS



### **Accelerating Opportunity enrolled 6,300 students earning 8,000 credentials**

This initiative increases the number of underprepared adults who learn basic academic skills, earn postsecondary credentials, and move into the workforce. To date, 78 colleges in 7 states have implemented 160 career pathways and helped place 1,200 students into living-wage jobs. We are now expanding this work to help students at all levels of developmental education, with the potential to benefit hundreds of thousands of community college students across the country.



### **Accelerate TEXAS enrolled 4,000 students earning 2,700 credentials**

Accelerate TEXAS, a similar initiative targeting Texas adults, saw 8 colleges and 3 college districts build 60 career pathways. Since 44% of Texans over 25 have never attended college, programs that accelerate adult students through Adult Basic Education into marketable skills and credentials are critical to the state's economic success.



### **Worked to expand access to Pell grants for low-income young people and adults**

We have been working with the U.S. Department of Education to pilot-test the use of Pell grants for early college students. We also worked closely with U.S. Senate members to include the reinstatement of access to Pell grants for students in career pathways programs as part of the Higher Education Act.

## ADVANCING CAREERS AND ECONOMIC GROWTH



### **Developed and now testing Employer-Created Credentials model**

CorPU, a virtual training provider for Fortune 500 companies, is our partner on this unique and highly promising model. It will allow workers to both learn essential job skills and demonstrate that they can meet the needs of participating employers, which include Agco, Boeing, Farmers Insurance, FEI, and SAP—representing over 1.1 million employees across a range of fast-growing job sectors.



### **The National Fund for Workforce Solutions grows to 35 sites**

The National Fund is working with 35 regional funding collaboratives in 28 states, funding over 170 workforce partnerships that have engaged some 4,700 employers since 2007. Participants have earned a total of over 37,000 degrees and credentials.

### **Assessing skills gaps in nine major metropolitan areas**

With the support of JPMorgan Chase and other partners, our regional work—which includes the five largest cities in the United States—is the first step in assisting these communities in developing and implementing comprehensive strategies that will transform workforce training in their regions.



### **Played a lead role in rallying support for enactment of Workforce Innovation and Opportunity Act**

In a rare display of bipartisan support, Congress passed WIOA, which emphasizes the attainment of industry-recognized postsecondary credentials. We facilitated the incorporation of several JFF policy priorities, including the development of sector-based training strategies and the creation of career pathways systems, especially for underprepared youth and adults.

### **Worked with the White House to promote our policy priorities**

These included improving developmental education, helping the long-term unemployed find middle- and high-skill jobs, and training more women for STEM careers.

# 2010-2015 STRATEGIC PLAN

## A LOOK BACK

### 2010

- New **Credentials That Work** initiative starts to use “real time” labor market information to help community colleges invest in programs that match the specific skill needs of regional employers.
- Report on how Hidalgo Independent School District—serving 99.5% Latino, 90% economically disadvantaged students—has implemented **early college districtwide** is released.
- Assists **National Fund for Workforce Solutions** in securing \$7.7M grant from Social Innovation Fund. By 2014, SIF funding will total \$15.7M.

### 2011

- **Accelerating Opportunity** begins changing the way Adult Basic Education is delivered.
- **Early College Design Services** launches to spread our Early College Designs model—which helps historically underserved students graduate high school with significant college credit—by working directly with districts to create programs tailored to local needs.
- The **GreenWays initiative**, expanding green-sector job training for workers in 8 cities nationwide, launches with grants from the U.S. Department of Labor.

### 2012

- Partnering with the Harvard Graduate School of Education, the **Pathways to Prosperity Network** is formed to build regional systems of grades 9-14 career pathways that increase opportunity for youth.
- The **Students at the Center** initiative begins with the release of nine research papers that form a knowledge base on student-centered

approaches to learning, as well as a convening of 150 thought leaders to generate ideas for future efforts.

- **Jobs to Careers**, an initiative to advance careers of frontline health care workers, is evaluated upon completion. Of participants who completed the program, 67% received wage increases and 71% acquired a certification. A new initiative, **CareerSTAT**, is introduced to continue promoting investments in the frontline health care workforce.

### 2013

- The **National Early College Conference** convenes 600 district, school, and thought leaders, along with policymakers and employers, to bring momentum to this movement to align college and high school, with the goal of expanding opportunity to historically underserved students.
- **Anytime, Anywhere: Student-Centered Learning for Schools and Teachers**, a book that synthesizes research and practices in the emerging field of student-centered learning approaches, is released.

### 2014

- Work with JPMorgan Chase’s **New Skills at Work** initiative commences. This work aligns K-12 through postsecondary education and workforce efforts in 9 major cities.
- The U.S. Department of Labor selects JFF as the **lead technical assistance provider** for all 60+ TAACCCT grantees.
- Receive \$6M grant from SIF to help 10-12 communities improve education and employment outcomes for **opportunity youth** (young people ages 16-24 who are disconnected from education and work).

# 2015-2020 STRATEGIC PLAN

## A LOOK AHEAD

### CORE STRATEGIES

**Core strategies** are central to our work in helping people earn postsecondary credentials and in meeting employer needs for skilled workers.

#### STRUCTURED PATHWAYS

Lead the expansion of streamlined college and career pathways that accelerate attainment of secondary and postsecondary credentials and degrees with strong labor market value

skills, competencies, and knowledge with value in the labor market, and enables employers to recruit the skilled employees they need

#### CREDENTIALING SYSTEMS

Champion the development of a cohesive credentialing system that enables individuals to demonstrate and certify

#### EMPLOYER ENGAGEMENT & INVESTMENT

Actively build strong employer investment and leadership in policies, practices, and programs that create opportunities for low-income students and lower-skilled workers

### FOUNDATIONAL STRATEGIES

**Foundational strategies** support all of our work and are embedded throughout all of our initiatives.

#### POLICY ADOPTION

Develop and drive the adoption of local, state, and federal policies, informed by practice, that accelerate credential attainment and career advancement

#### LEARNER-CENTERED APPROACHES

**Area of Exploration:** Advance research, practice, and policy around learner-centered instructional strategies and delivery approaches that improve learning conditions and outcomes across our education, training and workplace interventions.

### SCALING STRATEGIES

**Scaling strategies** align and implement our work across geographic areas to maximize impact.

#### PLACE-BASED / REGIONAL SYSTEMS ALIGNMENT

Drive the creation of state, regional, and local strategies that redesign education and workforce systems into an integrated education-to-employment pipeline

that prepares youth and adults for employment and career advancement in high-demand industries and helps drive economic development



**Jobs for the Future**

TEL 617.728.4446 FAX 617.728.4857 info@jff.org

88 Broad Street, 8th Floor, Boston, MA 02110  
122 C Street, NW, Suite 650, Washington, DC 20001

[WWW.JFF.ORG](http://WWW.JFF.ORG)



PHOTOGRAPHY ©2005 David Binder cover; ©2012 Steven Purcell 2, 3;  
©2012 iStockphoto/Christopher Futcher 4, 5; ©2008 David Binder 6, 7; courtesy  
Cierra Swopes 7; courtesy South Texas College 8, 9; courtesy Patrick Cofield 9;  
©2009 Mary Beth Meehan 10-11; courtesy Yolanda Morrison 11