

New York City Department of Youth and Community Development

Out-of-School Youth (OSY) and In-School Youth (ISY) Workforce Programs Concept Paper

INTRODUCTION

Following release of this concept paper, the Department of Youth and Community Development (DYCD) will issue a request-for-proposal (RFP) for qualified organizations to implement federally-funded Workforce Innovation and Opportunity Act (WIOA) Out-of-School Youth (OSY) and In-School-Youth (ISY) programs. Through this RFP, DYCD aims to fund an integrated and holistic program model that will strengthen New York City's (City) workforce development system and help young people gain the support, educational credentials and skills needed to succeed in today's economy.

In July, 2014, WIOA replaced the Workforce Investment Act and reinforced the nation's commitment to employment, training, adult education, and vocational rehabilitation programs. This legislation further supports workforce programs in several ways, including:

- placing a stronger focus on serving the most vulnerable workers, i.e., low-income adults and youth who have limited skills and face serious barriers to economic success,
- expanding education and training programs to help increase access to good jobs,
- helping disadvantaged and unemployed adults and youth earn while they learn through internships and on-the-job training, and
- aligning planning and accountability policies across core programs to support a more unified approach towards serving low-income, low-skilled individuals.

WIOA has significant implications for improving services for low-income youth who are neither working nor in school (disconnected youth). It increases the age range for out-of-school youth from 16-21 to 16-24 years old, and broadens key definitions of eligibility, skills deficiency, and barriers to employment, all of which expand access to essential workforce development programs for vulnerable youth. WIOA also requires the development of career pathways that connect progressive levels of training, education, and credentials, and supports skills development that meets the demands of the labor market (Bird et al, 2014).

In November of 2014, Mayor de Blasio's Jobs for New Yorkers Task Force released its report, "Career Pathways: One City Working Together," setting forth a new vision and plan for an integrated workforce development system for the City.ⁱ DYCD is committed to aligning its WIOA-funded workforce programs with the Mayor's plan, which calls for a stronger City economy by building skills employers seek, improving job quality, and increasing system and policy coordination. A seamless workforce development system will help youth secure good paying jobs with career potential in the City's six priority sectors – **health care, retail, information technology, construction, industrial/manufacturing, and food service** – and other sectors with demonstrable employment prospects and opportunities for advancement. To build the skills employers seek, the plan recommends implementing industry partnerships that align labor market demands with supply, and career pathways that link education and training with high value sectors, career progression, and work-based learning opportunities for youth. Through this RFP, DYCD will encourage organizations to collaborate with the City's industry partnerships in the priority sectors and establish career pathways strategically focused on them.

Both WIOA and the Career Pathways plan reflect the growing value of post-secondary credentials, including college, for succeeding in the current and future economy. There has been a rapid growth in well-paying middle skills jobs, particularly in healthcare and information technology, that require postsecondary technical training and certification, but not a college degree.ⁱⁱ And the college degree continues to show its value as college degree holders, on average, have higher lifetime earnings than those

with just a high school diploma.ⁱⁱⁱ For the future, it has been estimated that by 2025, 65% of US jobs will require some level of post-secondary education.^{iv} The models set forth in this concept paper respond to such trends and are designed to help youth acquire lucrative work opportunities and postsecondary educational credentials.

For youth in high school, it is important they gain exposure to career opportunities and preparation for post-secondary educational opportunities, including college. Such a combination of complimentary services is seen in the Career and Technical Education (CTE) high schools which offer students applied learning experiences and help them develop industry-focused technical skills. In the City, high quality CTE schools have been shown to have positive outcomes on high school graduation rates, gains in academic achievement and post-secondary enrollment.^v Additionally, CTE schools such as the Pathways in Technology Early College High School (*P-Tech*) have garnered national attention for innovative career-focused curricula and partnerships that provide industry-focused mentoring and internships for students. Youth in such high schools benefit from a rich blend of services including mentorship, college readiness coursework, and career exposure activities to develop the skills and confidence to achieve their goals.

Disconnected youth are a highly vulnerable segment of the young adult population. Nationwide, there are approximately 5.5 million disconnected youth ages 16 to 24.^{vi} In the City, there are as many as 183,253 such youth, of whom 68% live in poverty.^{vii} Besides showing a higher poverty rate, they have greater difficulty in finding jobs, are more likely to have lower educational attainment, non-marital births, greater involvement in the criminal justice system, and poorer physical and mental health.^{viii} For disconnected youth, the models set forth in this concept paper address their need for employment training coupled with strong support services.

Building strong career pathways is a strategic investment in youth that requires solid relationships, partners and performance requirements to ensure both youth participants and employers are served effectively. The Mayor's Office of Workforce Development's Career Pathways Learning Lab brief highlighted some of the challenges to building effective career pathways, including the need to build bridges for the hardest to serve such as those with low literacy skills and limited English proficiency.^{ix} Additionally, the brief emphasized the need to integrate comprehensive supportive services such as child care to foster and maintain engagement in services. In recognition of these challenges, this concept paper places a strong emphasis on both comprehensive supportive services and skill building for Out of School Youth and In School Youth.

FUNDING, SERVICE OPTIONS, AND COMPETITIONS

The total annual anticipated funding available for WIOA programs is \$17,068,200. DYCD anticipates awarding a total of \$12,985,000 for OSY programs and funding up to 24 contracts with programs in each of the five boroughs. DYCD anticipates awarding a total of \$4,083,200 for ISY programs and funding up to 20 contracts with programs in each of the five boroughs. The service options, competitions, and funding are set out in the chart below:

Service Options and Competitions	Name	Number of Youth	Price Per Participant	Total Funding (\$)
Service Option I: OSY				
• Competition 1	Career Development in Partnership with Advanced Training Organizations	700	\$8,500	\$5,950,000
• Competition 2	Integrated Support Services and Occupational Training	670	\$10,500	\$7,035,000
Subtotal		1,370		\$12,985,000
Service Option II: ISY				
• Competition 3	In-School Youth Programs	1,276	\$3,200	\$4,083,200
Subtotal		1,276		\$4,083,200
TOTALS		2,646		\$17,068,200

There will be two service options with separate competitions under each option. In Service Option 1, Competition 1 for OSY, career development providers would offer supportive services, basic work readiness training, and skills training, to prepare youth for more advanced occupational training. DYCD will secure advanced training slots through arrangements with post-secondary training organizations (e.g., City University of New York (CUNY)) at no cost to the career development provider. In Service Option 1, Competition 2 for OSY, proposers may apply to provide the full array of supportive services and occupational trainings. In Service Option 2, Competition 3 for ISY, proposers may apply to provide a full array of services for in school youth, including comprehensive guidance and counseling, as well as academic and career development services that connect youth to professional and post-secondary opportunities.

Eligible entities (see Contractor Qualifications below) may submit proposals to more than one service option and more than one competition; however, a complete and separate proposal must be submitted for each proposed competition. Where a proposer is eligible for award of more than one contract, DYCD reserves the right to determine, based on a proposer’s demonstrated organizational capability and the best interests of the City, for which proposed program(s) and at what level of services a contract will be awarded, as well as the dollar value of each contract.

PROGRAM REQUIREMENTS

The WIOA legislation lists program activities and services that must be provided to participating youth. These would be implemented to meet the individual needs of youth and work in tandem to help youth build skills and facilitate successful transitions along career pathways. For a full list of all of the required program activities and services that must be provided by programs, please consult the Appendix.

Service Option 1, Competition 1 for OSY: Career Development in Partnership with Advanced Training Organizations

In Competition 1, the contractor would offer career development services, while other organizations supported directly by DYCD would provide advanced training. DYCD is exploring partnerships with organizations, including CUNY, for advanced occupational trainings, in keeping with the recommendations of the Career Pathways Learning Lab brief. Participants will be encouraged to pursue post-secondary enrollment and degree options as they enroll and progress in these advanced occupational trainings. For youth who meet the prerequisites, DYCD will secure advanced training slots

for Competition 1 that reflect a diverse menu of trainings in promising industry sectors, especially the City's six priority sectors .

Career development providers would be responsible for implementing an effective outreach and recruitment plan to identify and enroll eligible youth. As part of enrollment, career development providers would assess each participant to determine academic, work-readiness, and personal skills. Providers would work with each participant to develop an individualized service strategy that identifies both short-term and long-term goals based on the initial assessment. As part of this process, providers are encouraged to use a case conferencing approach that encourages effective coordination and collaboration to support planning efforts and goal-setting for the youth. They would provide services with strong case management, comprehensive guidance, and counseling that address barriers, such as the need for childcare, housing, and healthcare which may prevent participants from reaching their goals. These services may be provided directly or through referrals to other organizations.

The career development providers would also offer comprehensive work readiness training and skills building that would serve as a *bridge* to more advanced training options. This would encompass ensuring that each participant receives comprehensive work readiness training, literacy skills development, and at least one of the following certifications: 1) the National Retail Federation (NRF), 2) ServSafe, and/or 3) MOUS-Microsoft Office certification(s). Career development providers can suggest other competitive and industry approved certifications and DYCD will determine their viability given the goals of this competition. **In addition, it is expected that of those with a high school diploma or equivalent and/or reading at a ninth grade level as per the TABE test, at least 75% will be referred to an occupational training through DYCD's negotiated training slots, provided slots are available.** Postsecondary trainings will be more advanced and focus on in-demand skills development as well as industry-recognized certifications in high value sectors. As part of the bridge approach, low literacy individuals who are not yet ready for college, training or career track jobs, and/or those without a high school diploma (or its equivalency) would receive support in literacy skills development and where appropriate, High School Equivalency (HSE) preparation. These bridge services are to support youth so they can acquire the proficiency to enter more advanced training, and help them secure employment.

Career development providers will be expected to assess participants' interest in and readiness for the trainings on offer. All activities offered through this option would be designed to engage youth and motivate them to remain in the program until successful completion. DYCD encourages providers to develop peer groups to enhance the support and engagement of participating youth. The career development providers would be responsible for placements that fulfill WIOA-designated outcomes, and for tracking outcomes in educational gains and employment entry into skills training or entry into college. Additionally, career development providers would provide all follow-up services (described below under Program Requirements). For those youth who successfully complete an occupational training certificate program through CUNY or a similar provider through a referral from this program, the training provider will assist career development providers in identifying employment, education, and training placement opportunities.

Service Option 1, Competition 2 for OSY: Integrated Supportive Services and Occupational Training

DYCD recognizes that some organizations may want to provide the full array of services either through their own networks of in-house programs or through a subcontract with another organization that can provide expertise (support services or occupational training) that the primary contractor lacks. Interested organizations choosing to provide both types of services will be expected to deliver all components set forth in Competition 1: complementary education, supportive, and employment services. Organizations are also encouraged to establish peer support groups to enhance social supports for young adults and promote engagement in training services. It is important to note that under Competition 2, certifications in NRF, ServSafe, or MOUS will not count as the occupational training certification and credential outcome. DYCD will consider exemptions for providers that specialize in serving youth with disabilities.

Programs would help young people make the connection between education and a successful career. Recognizing that high school is the critical, but minimum credential, all youth would be encouraged to pursue post-secondary education or occupational training.

Under this competition, organizations would need to demonstrate a connection to employer demand and could do so through several avenues. For example, organizations could demonstrate a relationship with an employer association or labor union. Proposers could also demonstrate direct employer linkages in one more of the City's six priority sectors and ensure services and training directly reflect alignment with the Career Pathways plan and WIOA. These linkages would be demonstrated through written agreements specifying the contributions the employers will make to the program. Employers would be involved in several aspects of programming for OSY populations. For example, employers may provide input into both educational and skills training curricula, participate in program activities such as mentoring, job shadowing, and mock interviews, and provide participants with access to the workplace through internships or job placements. Organizations will also be encouraged to establish linkages with postsecondary educational institutions such as community colleges to augment their educational services.

Interested organizations would provide high quality occupational training services. Activities (either through subcontracting or in-house) must include occupational and related job-readiness training, opportunities for relevant and meaningful work experiences such as internships or job shadowing, advisement on business start-up and career development. In addition, the technical or occupational skills provided must conform to standards developed and/or endorsed by employers and must result in the attainment of a recognized degree or certificate. Organizations will be responsible for participant placements that fulfill WIOA-designated outcomes.

Service Option 2, Competition 3 for ISY: In-School Youth Programs

The purpose of the ISY programs is to help youth from low income areas build vital academic, personal, and workplace skills; explore their interests; and gain exposure to a range of career and post-secondary educational options. Career exposure would include internship and work-based learning opportunities in the six high value industries. Programs would also promote higher education awareness, life skills and leadership development. ISY programs will be encouraged to coordinate with select Career and Technical Education high schools to be listed in the forthcoming RFP. Curricula at these CTE schools will encompass a solid mixture of academic college preparation and occupational skills training that are reflective of in-demand industries.

Similarly to OSY models, supportive services also play an important role in Competition 3. Organizations serving ISY populations would provide comprehensive support services including case management services. These services are meant to engage youth in enriching opportunities, prevent dropout, and access supportive resources they may need to succeed. The case management staff would support students with a variety of training and educational services such as tutoring and academic support when needed, work readiness training, and labor market information and career exploration. These services would be tailored to meet the individual needs of each youth and would include assessments of barriers to sustained engagement, academic needs, and career interests of each youth.

Programs serving ISY would provide enriching opportunities for mentorship. A strong research base supports the positive impact of mentoring programs for youth, particularly at risk youth, in areas such as academic achievement and social and emotional development.^x DYCD recognizes that there are many different types of mentoring programs, including career-focused mentoring, general supportive mentoring and mentoring programs that are group-based, individual-based, and email-based. Programs would provide adult mentoring for at least 12 months, which may occur both during and after program participation. DYCD encourages the use of best practices for providing mentoring relationships to in-school youth and allows flexibility in the design given the strengths and resources of each provider.

Additionally, ISY programs are encouraged to promote peer-to-peer support through a cohort structure. The purpose of this cohort structure is to foster social support, peer-bonding, and a culture of learning among students. Approaches may include group-based educational and career learning activities such as retreats, workshops, and presentations.

Positive family engagement will also be important for programs serving ISY populations. According to the National Dropout Prevention Center and the National Parent Teacher Association, parent and family engagement is crucial for academic success.^{xi} Programs serving ISY populations will be expected to include activities designed to help parents and guardians understand the demands of high school including providing information on college readiness and graduation requirements.

Follow-up Services (All Competitions)

One critical requirement for all programs is to provide follow-up services. Programs must employ a dedicated staff person to provide participants with support for at least 12 months **after program exit**. This staff person will serve as a resource to identify and address issues that arise for participants, employers, and educators in post-placement settings. In addition, he or she will be expected to assist with promotions and additional placements as needed, help youth realize their educational goals, and counsel youth in long-term education and career planning. Programs will be required to report on the follow-up services that participants receive and their results.

Other Program Requirements

Contract and Program Duration: It is also anticipated that the term of the contracts awarded from this RFP will be three years, from July 1, 2016 to June 30th, 2019 for OSY programs and September 1st, 2016 to August 31st, 2019 for ISY programs, with an option for DYCD to renew for an additional three years. All programs will operate year round, with each participant receiving up to 12 months of direct services and 12 months of follow up. Services would be offered during the daytime, as well as on the evenings and weekends to accommodate participants' employment and internship placements. Contractors will be required to spend twelve percent of their DYCD award on costs related to implementing the work experience component (see Appendix, A. Required Activities for Both OSY and ISY).

Contractor Qualifications: Not-for-profit, for-profit organizations, Business Improvement Districts, colleges and universities, Chambers of Commerce, and labor unions will be eligible for a contract award.

Staff Positions, Experience, and Qualifications: Each provider will retain, employ, or subcontract for at least the following according to each program model:

OSY:

- A full-time program director, dedicated solely to the OSY program with a BA or BS degree and relevant experience; as an alternative, the program director would have at least five years of relevant experience and a two year degree; and
- A full time case manager, dedicated solely to the OSY program, with some college and relevant experience; and
- A full time mental health professional staff member, dedicated solely to the OSY program, which is a certified social worker, or credentialed counselor, or other certified mental health professional with supervisory experience; and
- A full time Career/Job Development Specialist solely dedicated solely to the OSY program, with at least some college and applicable experience to develop jobs, occupational training placements or both, as appropriate for the program.
- At least one key staff member would be responsible for ensuring that the administrative and fiscal obligations of the contract are satisfactorily met.

Additional Recommended Staff Positions for OSY

- A Retention Specialist solely dedicated to the OSY program with some college and relevant experience providing support services to youth.
- An Education Specialist with a minimum of a BA or BS degree in education or relevant field with applicable experience supporting youth in HSE preparation and college preparation and enrollment.

ISY:

- A full-time program director, dedicated solely to the ISY program with a BA or BS degree and relevant experience; as an alternative, the program director would have at least five years of relevant experience and a two year degree; and
- A full-time case manager, dedicated solely to the ISY program, with some college and relevant experience; and
- Program staff would be professionals equipped to work with high school youth. Staff would motivate and support participants in addition to coordinating the services and information needed to enable participants to achieve the specified WIOA outcomes; and
- At least one key staff member would be responsible for ensuring that the administrative and fiscal obligations of the contract are satisfactorily met.

Subcontracting: Sub-contracting is allowed for up to 45% of the total program budget.

Target Populations:

- The target population for OSY programs is youth between the ages 16 and 24 who have barriers to obtaining and keeping employment or completing an educational program as defined by WIOA and who are not attending school.
- The target population for ISY programs is low income youth as defined by WIOA, in the 11th and 12th grade, who are attending school and are in one or more risk categories as defined by WIOA.

For full list of target populations for each program, please consult the Appendix.

PAYMENT STRUCTURE

It is anticipated that payment structure for OSY and ISY programs will be a combination of line item and performance-based reimbursement.

WIOA PERFORMANCE OUTCOME MEASURES

Currently, WIOA regulations require reporting on the following measures for programs serving youth:

- Placement in employment, education or training
- Retention in employment, education or training
- Earnings after entry into unsubsidized employment
- Credential rate
- In program skills gain
- Effectiveness in serving employers

For further explanation on these outcomes measures, please consult the Appendix. Note these outcomes are consistent with those in the New York City Common Metrics for Career Pathways Programs.

Please note that DYCD may adjust the performance outcome measures to reflect any changes required by WIOA regulations or City policies.

PLANNED METHOD FOR PROPOSAL EVALUATION

It is anticipated that proposals will be evaluated pursuant to evaluation criteria set out in the RFP. These will include the quality and quantity of successful relevant experience, demonstrated level of organizational capability, and quality of proposed program approach and design.

BASIS FOR CONTRACT AWARD

Award selection will be based on the best technically rated proposal, taking into consideration price and other factors determined to be the most advantageous to the City, including geographic and program diversity (i.e., programs that vary by factors such as type of occupational training or educational offerings). If a proposer is eligible for more than one contract award from this RFP, DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of the City, how many, for what level of services and for which competition the proposer will be awarded a contract, and the dollar value of each such contract. DYCD also reserves the right to conduct site visits and interviews, as DYCD deems applicable and appropriate.

ANTICIPATED PROCUREMENT TIMELINE

It is anticipated that DYCD will issue the WIOA OSY and ISY RFP release date is scheduled for October 27th 2015.

USE OF HHS ACCELERATOR

To respond to the forthcoming RFP and all other client and community services (CCS) Requests for Proposals (RFPs), vendors must first complete and submit an electronic prequalification application using NYC's Health and Human Services (HHS) Accelerator System. The HHS Accelerator System is a web-based system maintained by the City of New York for use by its human services agencies to manage procurement. Only organizations with approved HHS Accelerator Business Application and Service Applications for one or more of the following will be eligible to propose:

- Academic Support
- Case Management
- Job placement services
- Job/vocational training
- Life Skills
- Literacy
- Work Readiness

To submit a Business and Service application to become eligible to apply for this and other CCS RFPs, please visit <http://www.nyc.gov/hhsaccelerator> .

COMMENTS

Please email comments on the concept paper to DYCD at CP@dycd.nyc.gov no later than October 9th, 2015. Please enter "WIOA Concept Paper" in the subject line.

Written comments also may be submitted to:

Milagros Ramirez, Senior Planner
Policy, Research and Program Development
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2 Lafayette Street, 20th Floor

APPENDIX

A. Required Activities for Both OSY and ISY Programs

**Please note: The WIOA legislation has introduced a few new required program elements. These elements are: 1) financial literacy education, 2) entrepreneurial skills training, 3) services that provide labor market and employment information, 4) activities that help youth prepare for and transition to post-secondary education and training and 5) education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.*

1. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences:
 - Summer employment opportunities and other employment opportunities available throughout the school year;
 - Pre-apprenticeship programs;
 - Internships and job shadowing; and
 - On-the-job training opportunities.
2. Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;
3. Supportive services;
4. Follow-up services for not less than 12 months after the completion of participation;
5. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to mental health counseling, as appropriate to the needs of the individual youth and/or family;
6. Financial literacy education;
7. Entrepreneurial skills training;
8. Services that provide labor market and employment information about in-demand industry sectors or occupations available in NYC, such as career awareness, career counseling, and career exploration services; and
9. Activities that help youth prepare for and transition to post-secondary education and training.
10. Alternative secondary school services, or dropout recovery services, as appropriate.
11. Occupational skill training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations.
12. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
13. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential;
14. Adult mentoring for duration of at least 12 months that may occur both during and after program participation.

B. Eligibility & Target Population by Program

Out of School Youth	In School Youth
<ul style="list-style-type: none"> • Youth not attending any school; • A youth not younger than age 16 or older than age 24 at the time of enrollment and <u>one or more of the following</u>: <ul style="list-style-type: none"> ○ A school dropout; ○ A youth who is within the compulsory school attendance age range, but has not attended school for at least the most recent complete school year calendar quarter; ○ A recipient of a secondary school diploma or the equivalent who is a low income individual as defined by WIOA, and is either basic skills deficient or an English Language Learner; ○ A youth subject to the juvenile justice system; ○ A homeless youth or a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or in out-of-home placement; ○ A youth who is pregnant or parenting; ○ A youth with a disability; ○ A youth who is low-income who requires additional assistance to complete an educational program or to secure or hold employment. 	<ul style="list-style-type: none"> • Attending school; • A youth not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21; • A youth who is low income as defined by WIOA; • And <u>one or more of the following</u>: <ul style="list-style-type: none"> ○ Basic skills deficient; ○ An English language learner; ○ An offender; ○ A homeless youth or a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or in out-of-home placement; ○ A youth who is pregnant or parenting; ○ A youth with a disability; ○ A youth who is low-income who requires additional assistance to complete an educational program or to secure or hold employment.

For information regarding WIOA’s expanded definitions on eligibility criteria, go to <http://www.doleta.gov/wioa/Docs/BILLS-113hr803enr.pdf>.

C. Definitions of WIOA Outcomes Measures

- Placement in employment, education or training: The percentage of program participants who are in education or training services, or in unsubsidized employment during the second quarter after exit from the program.
- Retention in employment, education or training: The percentage of program participants who are in education or training services, or in unsubsidized employment during the fourth quarter after exit from the program.
- Earnings after entry into unsubsidized employment: The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- Credential rate: The percentage of program participants who obtain a recognized postsecondary credential, secondary school diploma or equivalent during participation or within one year after program exit.

- In program skills gain: The percentage of program participants who during a program year are in education that leads to a recognized postsecondary credential or employment and who are achieving measurable gains toward those goals.
- Effectiveness in serving employers: DYCD in collaboration with the Mayor’s Office of Workforce Development will issue guidance on the definition and measure for this outcome prior to the program start date.

ENDNOTES

ⁱ *Career Pathways, One City Working Together*, report of Mayor de Blasio’s Jobs for New Yorkers Task Force, November 2014, <http://www1.nyc.gov/assets/careerpathways/downloads/pdf/career-pathways-full-report.pdf>

ⁱⁱ *New Skills at Work: Closing the Skills Gap*, JP Morgan Chase & Co., 2015.

ⁱⁱⁱ Carnevale A., Rose J S., Cheah S., (2014), *The College Payoff*, Georgetown Center on Education and the Workforce.

^{iv} *A Stronger Nation Through Higher Education*, Lumina Foundation, 2015.

^v Treschan L., Mehrota A., (2014), *Challenging traditional expectations how New York City’s CTE High Schools are helping students graduate*, a Community Service Society Report
<http://www.cssny.org/publications/entry/challenging-traditional-expectations>

^{vi} Lewis K., Burd-Sharps S., Guyer P., Land B., Powers A., Rasch R., Tung D., (2015), *Zeroing In on Place and Race Youth Disconnection in America’s Cities*, Measure of America, Social Science Research Council
<http://ssrc-static.s3.amazonaws.com/wp-content/uploads/2015/06/MOA-Zeroing-In-Final.pdf>

^{vii} NYC Department of City Planning, 2009-2013 American Community Survey Estimates.

^{viii} Burd-Sharps S., Lewis L., Tung D., Guyer P., Subramani S., Bennett N., (2012), *One in Seven: Ranking Youth Disconnection in the 25 Largest Metro Areas*, Measure of America, Social Science Research Council.

^{ix} *2015 Career Pathways Learning Lab White Paper*, (July, 2015), The NYC Mayor’s Office of Workforce Development (WKDEV), New York Association for Training & Employment Professionals (NYATEP), and the City University of New York
http://www.nyc.gov/html/ohcd/downloads/pdf/nyc_career_pathways_learning_lab_summary_July2015.pdf

^x Bruce M., Bridgeland J., (2014) *The Mentoring effect: Young people’s perspectives on the outcomes and availability of mentoring*, The National Mentoring Partnership.

^{xi} National Dropout Prevention Center and the National Parent Teacher Association:
<http://dropoutprevention.org/effective-strategies/family-engagement/>