

PATHWAYS TO AN INCLUSIVE ECONOMY: AN ACTION PLAN FOR YOUNG ADULT CAREER SUCCESS



NYC

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LETTER FROM THE MAYOR

To my fellow New Yorkers,

When I was inaugurated as New York City's 110th Mayor in 2022, I made clear at the outset that a top priority during my time in office would be first to reimagine, and then to transform, how our public schools and workforce development programs prepare young New Yorkers for the world beyond the classroom.

To achieve this goal, my administration has made unprecedented investments in career-connected learning, summer and year-round job opportunities for youth and young adults, and the CUNY system. But our commitment goes far beyond funding alone: we have driven new thinking and launched bold new programs to connect education and careers.

As part of that new thinking – and for the first time in our history – we have convened the teams responsible for public education through New York City Public Schools, higher education through CUNY, and publicly funded youth workforce programs at various agencies including Department of Youth and Community Development (DYCD), to develop a shared strategic action plan to ensure that every young New Yorker reaches adulthood with the tools they need to live the lives they want. This plan is enriched by deep collaboration with the private sector and is the result of joint efforts, capturing some of the work we have already begun and mapping out what lies ahead.

Every New Yorker deserves to go as far as their talents and ambitions can take them. As a society, our shared responsibility is to help them develop the skills, credentials, and experiences to take full advantage of their talents. My team and I are pleased to share this plan and excited to lead the work to come.

EXECUTIVE SUMMARY

As industries change, and businesses develop and leverage new technology and new ways of doing business, there is an opportunity to reinvent workforce development infrastructure to connect more New Yorkers to career pathways that provide family-sustaining wages and upward economic mobility. A talent pipeline with multiple pathways to success for every New York City young person is critical for individuals and to the City's overall talent objectives, and is key to its goal of shared prosperity.

The Adams Administration is breaking silos and leveraging resources across public education institutions and other talent development resources to create, expand, and support robust career pathways for all New York City young people. This work includes committing resources to support and scale innovative approaches to program design and reducing policy barriers. Along the way, agencies are called to conduct ongoing review of disaggregated data to ensure that programs and policies result in equitable access to opportunity. This is especially needed for communities facing historic unemployment disparities, such as Black New Yorkers, youth who are not connected to school or work, those impacted by gun violence, and people with disabilities. In addition, the City is working on solutions to connect recent arrival youth and young adults to the public workforce and education system to access opportunities.

New York City's three largest youth-serving institutions – New York City Public Schools (NYCPS), The City University of New York (CUNY), and the Department of Youth and Community Development (DYCD) – along with the Mayor's Office of Talent and Workforce Development (NYC Talent) have collectively developed a strategy to guide New York City's efforts to ensure that all its young people reach adulthood well-prepared for career success. The creation of this strategy was accelerated by participation in the [U.S. Department of Labor's Youth Systems Building Academy](#). This Action Plan articulates that strategy, and includes five core goals:

1. **Expand career-connected learning** at every stage of a young person's journey, including career-contextualized academics and advising, career exploration, career preparation and training, work-based learning, internships, and apprenticeships.
2. Early interventions to **ensure youth and young adults remain connected** to career pathways and are supported during transitions from school to postsecondary and work.
3. **Re-engage young people** who are now **out of school and out of work** through targeted outreach, programs, and services.
4. **Improve data collection and analytics** to support stronger transitions, promote continuous improvement, and ensure that collective efforts address historic educational and employment disparities.
5. Implement a coherent and comprehensive strategy to **improve and expand employer engagement** to help develop talent, ensure access to meaningful career-connected learning experiences, and connections to full-time employment

This Action Plan builds upon and connects several new investments and commitments Mayor Adams and his administration have made to support youth career pathways:

- NYCPS Chancellor David Banks has named career-connected learning as the system's "north star." The Adams administration has backed up that pledge with major new investments in [*FutureReadyNYC and the Career Readiness Modern Youth Apprenticeship \(CRMYA\)*](#), new initiatives that will bring career-connected learning, aligned early college credits, career credentials, and paid work experience to students in 131 high schools this school year.
- CUNY, under the leadership of Chancellor Félix Matos Rodríguez, has elevated the enrollment of NYCPS youth and career success of CUNY graduates as top priorities for the University, and partnered with the City to invest in pathways to postsecondary access and success, career-connected learning and high-quality paid work experiences for thousands of students each year. These investments include [*CUNY Inclusive Economy initiative*](#), partnerships with NYC Talent to expand *CUNY 2x Tech* to additional computer science programs and create a new NYC Center for Nursing Educational Practice, and dual enrollment and early college options offered in partnership with NYCPS.
- Mayor Adams expanded paid work experiences for young adults on an unprecedented scale by supporting 100,000 paid work experiences through the [*Summer Youth Employment Program \(SYEP\)*](#), administered by DYCD, in each of the two summers since he took office. As part of this commitment, the administration has hosted more than 9,000 SYEP participants in more than 75 city agencies and offices. It has also partnered with NYCPS to increase the school-based SYEP option, called CareerReady SYEP, to serve over 21,000 students. The Mayor also partnered with the New York City Council to expand the highly regarded *Work Learn & Grow* program, a year-round complement to SYEP, to serve over 7,000 youth during the 2023-24 school year. In addition, in his February 2023 State of the City address, the Mayor announced an ambitious citywide goal of creating 30,000 apprenticeship opportunities by 2030 together with the city's leading employers.

These investments reflect an understanding that NYCPS, CUNY, and DYCD are serving the same young people, and that forming shared and coordinated commitments creates the supportive transitions that are necessary to a young person's life-long success. A 2021 report from the NYC Comptroller found that over 80 percent of incoming CUNY undergraduates graduated from NYCPS. Data also show that this population is overwhelmingly non-white and low-income: roughly two-thirds of NYCPS students are Black or Hispanic, with 72 percent from low-income households, with similar figures among CUNY students and DYCD program participants. These are New York's youth today, and New York's future leaders.

Designing and implementing programs in a coordinated way includes building common systems for data and information-sharing, using the same words to mean the same things, and defining and supporting clear paths and transitions. This understanding shapes the collaborative focus of this Action Plan, and creates a shared vision of a system that ensures every young New Yorker is on a path to launch successfully into a fulfilling, economically secure career.

INTRODUCTION

Since taking office in January 2022, Mayor Eric Adams has committed his administration to transforming New York City’s workforce development policies, programs, and structures to position the economy for sustainable and equitable prosperity. From the public school system to workplaces across the five boroughs, New York City is changing how it educates, exposes, trains, places, and supports students, jobseekers, workers, and employers.

The vision connecting all these efforts is for every New Yorker to have a career for which they feel passion and purpose, and that can support them and their family and contribute to our economy and community. Under [Executive Order 22 \(EO 22\)](#), signed by the Mayor in August 2022, the newly created Mayor’s Office of Talent and Workforce Development (NYC Talent) is responsible for making progress toward these goals, including ensuring that young New Yorkers launch into economically secure careers by age 25, managing partner relationships, and other related policy matters. NYC Talent also manages an Interagency Talent Cabinet, which includes Chief Workforce Officers from City agencies and Mayoral offices with programs and services related to job training and employment.¹

To help set the City’s workforce agenda, the Mayor convened a [Future of Workers Task Force](#), composed of employers, educators, labor representatives, and nonprofit leaders. The Task Force first came together in October 2022 and continued to meet through the following January, developing its analysis and a set of recommendations for citywide improvements released in summer 2023.

Ensuring all young people have the resources and information needed to articulate their career pathway is a collective effort of an efficient government, a welcoming employer community, and resourced education and training institutions – a key finding of the Future of Workers Task Force. A particular focus for the administration has been supporting the career readiness of youth and young adults in New York City and integrating those efforts with workforce, talent, and economic development efforts across the city.

To that end, the three largest public institutions serving young New Yorkers—New York City Public Schools (NYCPS), responsible for the Pre-K-12 system and its approximately 1 million students; the City University of New York (CUNY), operating 25 campuses serving approximately 400,000 degree and non-degree students; and The Department of Youth and Community Development (DYCD), offering employment and enrichment programs serving more than 200,000 participants each year – joined together with NYC Talent to form the New York City Youth Pathways partnership. The New York City Youth Pathways partnership was selected as one of nine communities to be part of the [U.S. Department of Labor’s Youth Systems Building Academy](#), which provided facilitation over spring 2023 as part of a national call to action to exchange best practices, narrowing in on shared priorities to sustain, align, and expand current initiatives and fill system gaps through new initiatives. The Pathways partners plan to provide equitable access to all young people to prepare for career success is reflected in this report.

¹ Executive Order 22: The Office of Talent and Workforce Development. Aug. 15, 2022; online at <https://www.nyc.gov/office-of-the-mayor/news/022-002/executive-order-22>

The New York City Youth Pathways partnership has centered three key recommendations that inform the City's approach in developing robust career pathways for young New Yorkers as laid out in this Action Plan:

1. Public schools, postsecondary education, and community-based partners must shift toward a more holistic and integrated approach that braids paid work experience beginning in high school with academics, career exploration, work readiness, and skill development.
2. Programming efforts should develop multiple pathways to career success, both college and career, which lead to the living-wage occupations that power New York City's economy and reflect the truth that people's paths into jobs and careers are often not linear.
3. City agencies must work beyond their silos to proactively align and coordinate their plans, programs, data, and metrics to offer holistic and effective programming for young New Yorkers.

This Action Plan sets out goals and strategies to support the career readiness and successful labor market entry of youth and young adults in New York City. The Pathways partners look forward to collaborating with the NYC Workforce Development Board and NYC Interagency Talent Cabinet, the two major entities supporting the entirety of New York City's workforce ecosystem.



THE OPPORTUNITY

The pandemic's acceleration of already rapid changes to the labor market and automation means that New Yorkers – especially young people just starting out – often need an employer-valued credential to secure a living-wage job. Employers increasingly are looking for workers who possess not only content knowledge, but also the skills to apply that knowledge in a range of circumstances, and to continue learning throughout their careers.

Given the relationship between educational attainment and higher earnings, it makes sense that if more young adult New Yorkers complete degrees, more will be on track for economic security—the objective targeted in EO 22. Yet, college graduation alone does not guarantee success: data suggest that even CUNY graduates, particularly Black and Hispanic graduates, have higher unemployment and lower earnings than their counterparts with four-year degrees from private colleges and universities.² Nor is it an absolute requirement: many jobs projected for solid growth and family-supporting wages require credentials other than exclusively a four-year college degree. This report illustrates the ways that public education and workforce programs can support successful careers without the false choice between “college or career.”

Career-connected learning is a K-12 educational model that brings together schools, postsecondary institutions, and employers to combine classroom instruction with relevant, real-world experience to prepare students to succeed in a rapidly changing economy. Career-connected learning programs can start as early as elementary school (e.g., job shadowing, in-class speakers) and go through and beyond high school and into early adulthood (e.g.: internships, Registered Apprenticeships). As highlighted in the [Pathways to an Inclusive Economy: The Future of Workers Task Force Blueprint](#), getting ready for life's opportunities and challenges happens through four levels of career-connected learning programs for young people to Explore, Prepare, Launch, and Advance themselves into college and careers.

Career-connected learning can support both a higher college graduation rate and stronger economic returns. Such experiences can help enable more informed and intentional postsecondary choices, including but not limited to college. Whether in higher education, an apprenticeship, a training program, or a full-time job, a young person who has developed real-world skills such as communication, collaboration, creativity, and problem-solving, in addition to academic readiness, will be well positioned for long-term success. The strategies for relevant, career-connected learning can also help ensure New York youth experience positive outcomes school-wide, improving attendance, student engagement, graduation rates, and postsecondary attainment, reducing the likelihood that students experience disconnection from school or work.

Policymakers have traditionally considered education and work readiness as distinct areas that young people should access through separate and unconnected programs. Yet New York City's education and workforce subsystems serve essentially the same young people. A 2021 report from the NYC Comptroller found that over 80 percent of incoming CUNY undergraduates have graduated from New York City high schools.³ This population is overwhelmingly non-white and low-income: roughly two-thirds of NYCPS students are Black or Hispanic, with 72 percent from low-income households, with similar figures among CUNY students and DYCD program participants. The strategies of this Action

² HERE to HERE, “The Key for an Inclusive NYC Economy,” August 18, 2021; online at <https://www.heretohere.org/resource/the-key-for-an-inclusive-nyc-economy/>

³ <https://comptroller.nyc.gov/reports/cunys-contribution-to-the-economy/>

Plans are intended to accelerate existing progress to improve labor market outcomes for young people in New York City's "public talent pipeline"—the continuum of experiences that are provided in and aligned to NYCPS and CUNY—while engaging more employers to view home-grown young talent as a first-choice option for their hiring needs.

New York City has made important gains in supporting young people to launch successfully into family-sustaining careers. Leaders across systems have come to appreciate the value of braided experiences and have begun to embrace a holistic approach to youth development and career readiness. The City invests more than \$30 billion annually in education in NYCPS and CUNY programs. To realize the vision of every NYCPS student graduating with a clear and supported next step toward career success, Mayor Adams and his administration have made additional new investments and commitments to support youth career pathways:

- Mayor Eric Adams and NYCPS Chancellor David Banks are committed to transforming the public school system so that each and every student graduates with a pathway to a rewarding career, long-term economic security, and equipped to be a positive force for change. Career Connected Learning is central to this north star. The Adams administration has backed up that pledge with major new investments in [FutureReadyNYC and the Career Readiness Modern Youth Apprenticeship](#), two new initiatives that will bring career-connected learning, aligned early college credits, career credentials, and paid work experience to students in 131 high schools this school year.
- CUNY, under the leadership of Chancellor Félix Matos Rodríguez, has elevated the enrollment of NYCPS youth and career success of CUNY graduates as top priorities for the University, and partnered with the City to invest in pathways to postsecondary access and success, career-connected learning and high-quality paid work experiences for thousands of students each year. These investments include [CUNY Inclusive Economy](#) initiative, partnerships with NYC Talent to expand CUNY 2x Tech to additional computer science programs and create a new NYC Center for Nursing Educational Practice, and dual enrollment and early college options offered in partnership with NYCPS.
- Finally, Mayor Adams expanded paid work experiences for young adults on an unprecedented scale by supporting 100,000 paid work experiences through the [Summer Youth Employment Program](#) (SYEP), administered by DYCD, in each of the two summers since he took office. As part of this commitment, the administration has hosted more than 9,000 SYEP participants in more than 75 city agencies and offices. It has also partnered with NYCPS to increase the school-based SYEP option, called CareerReady SYEP, to serve over 21,000 students. The Mayor also partnered with the New York City Council to expand the highly regarded Work Learn & Grow program, a year-round complement to SYEP, to serve over 7,000 youth during the 2023-24 school year. Also, in his February 2023 State of the City address, the Mayor announced an ambitious citywide goal of creating 30,000 apprenticeship opportunities by 2030 together with the city's leading employers.

As a result, compared to just a few years ago, significantly more young New Yorkers are completing high school, enrolling in college, and engaging in paid work experiences.⁴ While a great deal remains to be done, these improvements to programs and policies supporting education and work readiness are real and important, not least because they indicate that further progress is within our grasp.⁵

The Pathways partners recognize that collaboration is the key to unlocking better systemic performance. NYCPS, CUNY, and DYCD are committed to stronger coordination on program-level collaborations

⁴ [Future of Workers Task Force Blueprint](#)

⁵ See Future of Workers Task Force, "[Pathways to an Inclusive Economy](#)," p. 43; June 2023.

through initiatives such as College Now, CareerReady SYEP, Work Learn & Grow, and other programs to create a public talent pipeline. This Action Plan proposes ways to break down the traditionally siloed structures for data utilization, evaluation, advisement, and more to support young adults through transitions from one stage of life to the next, especially focusing on the transition from high school completion to whatever might follow. While this need has always been present, the COVID-19 crisis brought into painfully sharp focus the consequence of a disjointed system.

To illustrate, although NYCPS graduation rates continued their decades-long improvement trend over the pandemic-impacted school years of 2020 through 2022, CUNY enrollment decreased, reflecting national trends in college enrollment. System-wide, approximately 50,000 fewer students were enrolled in CUNY in Fall 2022 compared to three years earlier, a drop of nearly 19 percent. First-time freshman community college enrollment fell by one-third from fall 2019 to fall 2022.⁶ And while some of these newly-minted high school graduates surely went into the workforce, they faced there daunting odds there as well: workers with a high school (or equivalent) degree or less were 25 percent more likely to lose a job during the pandemic than the average worker, while young adults ages 18 to 24 were 35 percent more likely.⁷

Improving outcomes related to postsecondary transition is likely to have another much-desired result: ensuring students remain connected to school and work. The strategies of this report consider the following realities for some young adults:

- 138,000 New Yorkers ages 16 to 24, or about one of every six New Yorkers in this age range, were determined as “Out of School, Out of Work” (OSOW) in 2021.⁸ That number represents an increase of more than 25,000, or about 23 percent, over the last pre-pandemic year of 2019.
- It is likely that approximately over 80 percent of out of school, out of work young adults have at least a high school degree or equivalency, and as many as one in six have a college degree⁹.
- Out of over 74,000 students who entered NYCPS as 9th graders in 2011, only about a quarter (just over 27 percent) had completed their Bachelor’s Degree by 2021 (within six years of graduation).
- Those who experience being disconnected from school and work as a young adult have sharply lower annual earnings and household wealth, as well as worse health outcomes compared to those who remained connected.¹⁰

This Action Plan includes several evidence-based strategies and recommendations that focus on early upstream interventions that keep youth and young adults connected and supported through transitions from school to work and postsecondary, and re-engaging those not currently engaged with education or work. Research shows:

- High school students who earn CUNY credit (including through the College Now program) are more likely to persist and graduate from college.¹¹

⁶ James Parrott and Lina Moe, “NYC’s Unsettled COVID-19 Era Labor Market: The Case for an Active Labor Market Policy,” January 18, 2023; online at <http://www.centrernyc.org/reports-briefs/nycs-unsettled-covid-19-era-labor-market>

⁷ Ibid

⁸ 2021 American Community Survey Microsample for New York City analyzed by the Mayor’s Office for Economic Opportunity

⁹ Ibid

¹⁰ See Disconnected Youth Task Force Report, “[Connecting our Future](#)”

¹¹ CUNY Office of Institutional Research and Assessment and CUNY Office of Applied Research, Evaluation, & Data Analytics

- There is a solid correlation between early work experience—particularly internships—and subsequent positive labor market outcomes.¹²

Other upstream interventions – such as provision of robust and effective youth mental health services – are outside the scope of this CUNY Office of Institutional Research and Assessment and CUNY Office of Applied Research, Evaluation, & Data Analytics, but the Pathways partners recognize that holistic youth development that includes mental health is upstream of, and integral throughout, academic achievement and career readiness.¹³

The Pathways partners gratefully acknowledge that the spotlights included in this report are just a few examples of bright spots in the City’s initiatives. They are not only a sampling of programming, but also of partnership with incredible community-based organizations, nonprofit service providers, families, youth and young adult leaders, intermediaries, employers, philanthropy, and other external actors whose energy, creativity, and deep ties to the communities in which they operate bring public programs to life. It is such partnerships that transform public priorities into possible futures for the City’s young people.



¹² Kaylin M. Greene and Jeremy Staff, “Teenage Employment and Career Readiness”, July 1, 2013; online at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3567440/>

¹³ Care, Community, Action: Care, Community, Action: A Mental Health Plan for NYC”, New York City’s comprehensive mental health plan to alleviate and prevent emotional suffering, and to save lives is online at https://www.nyc.gov/assets/doh/care-community-action-mental-health-plan/index.html?utm_medium=email&utm_name=&utm_source=govdelivery

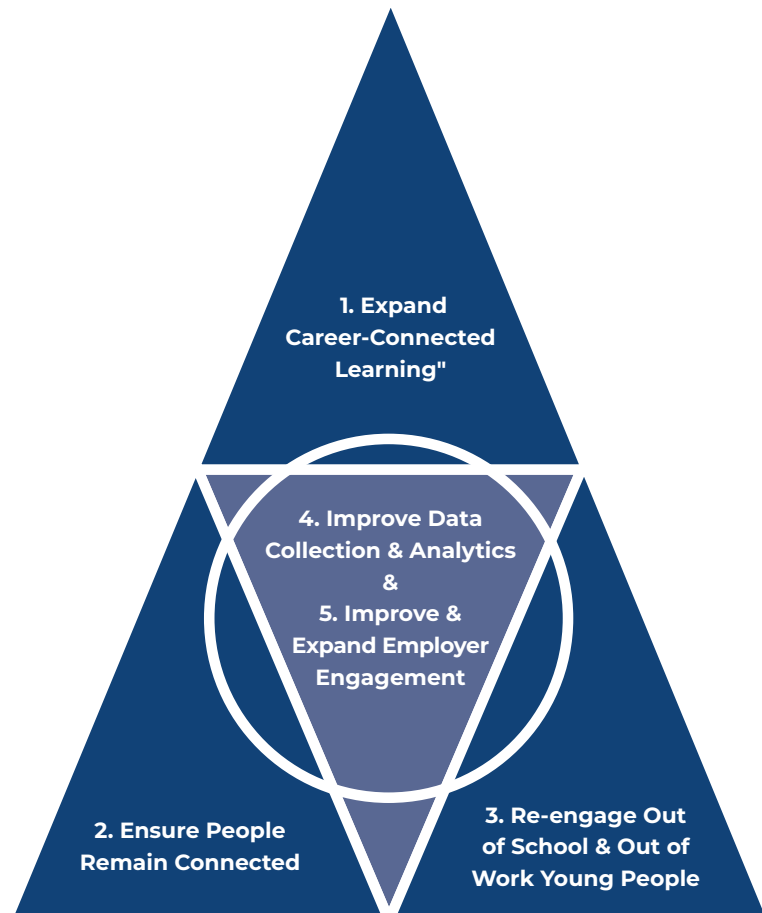


THE PLAN

New York City's three largest young adult-serving institutions – NYCPS, CUNY, DYCD – along with NYC Talent have collectively developed a strategic Action Plan to guide New York City's future efforts to ensure that all its young people reach adulthood well prepared for career success. These agencies and leaders are reconsidering ways to build on the strength of current and emerging programs and implementing new approaches to successfully braid traditional academics with career readiness and work-based learning opportunities through five main goals:

1. Expand Career-Connected Learning
2. Ensure Young People Remain Connected
3. Re-engage Out of School and Out of Work Young People
4. Improve Data Collection and Analytics
5. Improve and Expand Employer Engagement

The sections that follow add detail and context to the five key goals of the Action Plan. Within each larger goal are several strategies that the Pathways partners have identified as effective in making progress towards that goal. In many cases, work is already underway to implement those strategies, as detailed within each section.



Three of these goals – implementing career-connected learning, keeping youth connected to school and work, and reengaging out of school, out of work young people – are largely programmatic goals. This plan recommends expanding and building on existing best practice, implementing new approaches, all with a movement towards early exposure, early intervention, and upstream solutions. Two goals – expand and improve employer engagement and improving data collection and analytics to target services – will support *all* programmatic efforts. The work of employer engagement and data coordination are fundamentally changes to the larger system, and therefore this report describes the vision for how agencies and system actors (community-based organizations, employers) will work together. Those relational and structural changes are critical to sustaining the impacts beyond programmatic interventions.

Goal 1: Expand comprehensive career-connected learning

The labor market into which today's students will emerge increasingly values workers who possess not only content knowledge but also the skills to apply that knowledge in a range of circumstances and continue learning throughout their careers. Career-connected learning holds great promise to help young people make connections between classroom instruction and the world beyond school. Career-connected learning builds skills, supports students to find their passions and purpose, and forms professional networks that can support their career growth. This approach represents evolution beyond a narrow focus on traditional academics, toward a more holistic vision of what education means. Implementing comprehensive career-connected learning will help young people and their families connect the experience in K-12 education to college, advanced training, employment, and ultimately career success and economic security.

By fostering partnerships between educational institutions and industry professionals, career-connected learning creates a direct pathway for students to gain insight into various professions, develop relevant skills, and make informed career choices. This approach not only enhances student engagement and motivation but also empowers them to become adaptable, resourceful, and ready for the demands of the modern workforce. In essence, career-connected learning represents a paradigm shift in education, one that prioritizes experiential learning, employability, and lifelong success, breaking away from traditional educational models by integrating real-world experiences, fostering partnerships, personalizing learning, adapting to industry changes, and promoting lifelong learning—all of which are critical in preparing students for success in the 21st-century workforce.

Key strategies

Strategy 1: Integrate career awareness and planning into academics, counseling, and youth employment programs from middle school onward.

To realize the administration's vision of every NYCPS student graduating with a clear and supported next step toward career success, Pathways partners have identified opportunities to change how New York City delivers education, starting well before high school and continuing through postsecondary experiences. These opportunities address a wide range of factors that shape educational practice: professional development, metrics and data, and pedagogical and curricular elements, to name just a few. This includes accessible training for teachers and faculty, recognition for those who integrate career-connections into the classroom, and accompanying tools throughout the degree pathway that deliberately infuse career awareness into a student's academic experience. Data is particularly central here, as it can capture the linkages between young people's experiences in school and in work experience programs that braid traditional academics and career readiness, and track students' activities, progress, and evolving interests.

Work Underway:

1.1 Providing early career exploration

An evolving pilot that first emerged during the COVID-affected 2020 school year and is now run by DYCD in partnership with NYC Talent and NYCPS, Exploring Futures offers middle school students in 6th to 8th grade early career exploration through an online learning platform and career exposure events, with a focus on STEM fields.

- **Next steps:** In summer 2023, the program partnered with 263 middle schools to serve 32,280 students as part of the City's Summer Rising Program. DYCD, NYC Talent and NYCPS are working together to adapt the program model into the 2023-24 school year, utilizing after-school hours for middle school programs and launching in middle schools that did not operate Summer Rising services in 2023.

1.2 Blending high school credit with paid summer work experiences

NYCPS and DYCD collaborated for the second year on an academic credit initiative within Career-Ready SYEP, a SYEP program option at selected high schools, to enhance six-week summer work experiences (school-based SYEP) in over 80 schools with classroom instruction linked to participants' paid work experiences. The classroom instruction earned course credit toward high school graduation requirements and/or hours that can count toward the NYS [Career Development and Occupational Studies](#) commencement credential.

- **Next steps:** In FY2024, NYCPS and DYCD will review end-of-year surveys from pilot schools and providers to assess the potential for expansion.

1.3 Integrate career connections into college courses and across degree pathways

In October 2023, CUNY Chancellor Matos Rodriguez announced the launch of Careers Across the Disciplines, a university-wide initiative conceived of by faculty with the goal of integrating career connections into the classroom and across a degree path for CUNY students in undergraduate degree programs. The initiative consists of faculty-led training on practical steps professors can take to integrate linkages to future careers into their coursework, including through the Career Success Fellows. It also provides support for campuses to integrate exploration, experiential learning, and deliberate advising into the degree path. For example, building off of their successful deployment in the CUNY 2x Tech initiative, Careers Across the Disciplines will support departments in creating career-infused degree maps that add career milestones alongside required courses by semester to help a student know how they can prepare for both academic and career success.

- **Next steps:** Over 50 faculty have been training through the Career Success Fellows program, and over 20+ departments have already begun to create career-infused degree maps. CUNY will scale the number of departments utilizing degree to career maps to 50 in FY2024, and support the scaling of Career Success Fellows' classroom interventions based on campus-specific plans.

Strategy 2: Increase opportunities to earn early career-connected college credit aligned to pathways to high-growth, high-wage careers

College readiness and career exploration are complementary inputs toward students' long-term success. CUNY's [College Now](#) program currently provides opportunities to earn college credit to approximately 25,000 high school students per year. Additional program models such as Work, Learn & Grow and FutureReadyNYC, which offers an introductory First Year Seminar course as well as up to two pathway-specific College Now courses, have demonstrated success at fusing early credit opportunities with general or specific career exposure and work-based learning.

Work underway:

2.1 Expanding early college credit opportunities

Students who earn college credit while still enrolled in high school have stronger outcomes related to applying, enrolling, persisting, and completing college programs leading to degrees. NYCPS, CUNY, and DYCD will continue to work to expand the universe of early credit opportunities for high school students, including college courses more explicitly focused on career exploration and preparation and confer dual credit (counting toward both high school and college completion) through programs such as College Now, Work, Learn & Grow, and FutureReadyNYC.

- **Next steps:** In FY2022, 1,394 College Now courses offered ranging from 1-3 credits, 22,068 students serviced, and 73,832 credits awarded. The City will invest to support the expansion of FutureReadyNYC early college courses that are career-connected, aligned to pathways, and that map to CUNY degrees.

Strategy 3: Emphasize digital, financial, and real-world skills necessary for career success

Employers consistently indicate that they seek workers with skills in communications, customer service, problem-solving, collaboration, and who are “digitally fluent” enough to both use current technology and learn new workplace apps as they emerge.¹⁴ Pathways partners are committed to working with employers to inform curriculum, infusing real-world skills into traditional education and work-based learning settings.

Work underway:

3.1 Integrating real-world skills into existing programs

In keeping with the holistic and partnership-driven approach of the Action Plan, and to infuse real-world skills into the experiences of all youth and young adults, Pathways partners are looking to define and incorporate digital, financial, and real-world skills into a range of existing programs including throughout all of DYCD’s SYEP programs, NYCPS’ FutureReadyNYC and Computer Science for All (CS4All) initiative.

Next steps: During the school year 2023-24:

- NYCPS is partnering with Next Gen Personal Finance to implement fully sequenced financial literacy education in a pilot group of high schools.
- NYCPS is working with partner schools to integrate digital, financial, and real-world skills into FutureReadyNYC.
- The NYCPS CS4All initiative continues to work to expand computational thinking and digital literacy skill-building into coursework used throughout the public school system.
- Through SYEP, DYCD is working with nonprofit partner Hats & Ladders to build out a 25-hour sequence of hard skills related to graphic design, business analytics, data science, web development and more into subsidized job experiences for older participants, accessed through both the Hats & Ladders app and facilitated instruction. DYCD has also incorporated a financial empowerment curriculum and “Getting Banked” curriculum through the Hats & Ladders app, which has led to over 60 percent of SYEP participants enrolling in direct deposit.

Strategy 4: Intentionally scaffold work experiences for all students

Traditional education focuses on building core academic skill sets in subjects like English and Math and refining them year after year. The Pathways partners agree it is no less important to offer young people opportunities to explore their potential career interests and career identities. The New York City public education system aims to provide instruction and support for students to both hone their academic skills and begin to develop work competencies, from self-regulation to communication and critical thinking, in real-world settings.

¹⁴ Parrott, Moe.

Within this approach, young people will have opportunities to progress from initial work-based learning experiences that center career exploration and personal development such as Exploring Futures (described above), to progressively more engaged and specialized work experiences in programs like SYEP or FutureReadyNYC. Young People will also have the opportunity to reflect on their experiences along a continuum to inform their career pathway plans. To support this kind of growth over time, Pathways partners will align experiences year over year, providing young people the same kind of structure through which schools help students grow and improve their skills in English or Math – that is, not within one year, but over time as they grow and mature.

Work underway:

4.1 Combining CUNY credit, career exploration, and paid work experience

Select NYCPS high school students who participated in DYCD's SYEP program can access Work, Learn & Grow during the following school year. This follow-up program offers a one-credit CUNY course, career exploration, and paid work experiences of up to 215 hours.

- **Next steps:** The Adams administration invested \$22.5 million in Work Learn & Grow, which has significantly expanded to serve 7,000 students. In FY2024, DYCD is also working with CUNY and NYCPS to expand the College Now courses available to participants, ensuring that participants can maximize their potential for earning college credit and build on their experience from the previous year if they are return participants in CareerReady WLG.



4.2 PROGRAM SPOTLIGHT: WORK LEARN & GROW and LEARN & EARN

In New York and elsewhere, policymakers traditionally considered education and work readiness as distinct areas, requiring young people to access services through separate and unconnected programs. More recently, leaders have come to appreciate the value of braided experiences and have begun to embrace a holistic approach to youth development and career readiness. One program that exemplifies the new approach is Work, Learn & Grow (WLG), which offers thousands of high school students structured career exploration and work readiness activities, opportunities to earn college credit, and a 215-hour paid internship. The recently announced FY2024 budget includes a commitment from New York City to expand WLG to 7,000 slots, doubling the total capacity of the program and will prioritize young people who have faced historic disparities.

DYCD administers WLG as a year-round extension of SYEP, including partnering with NYCPS to offer the program to CareerReady SYEP schools selected based on of economic need. CUNY is the third partner, with Kingsborough Community College offering WLG participants the option to take one of five entry-level courses designed to help prepare them for college-level work and refine their own career planning. Over 3,200 youth across 218 schools participated in the program during the 2022-23 school year. Of those enrolled in the program, 2,945 received college credit, with over 80 percent of that number receiving a B grade or better.

DYCD has begun to expand the program and partnership concepts that animate WLG into another of its core programs. Learn & Earn serves high school juniors and seniors who are low-income and at risk of not graduating. The program serves over 1,000 participants with academic support, college application assistance, work readiness training, service learning and leadership activities, as well as a paid six-week summer internship through SYEP. In 2022-23, the program added CUNY as a partner, offering college courses similar to those available through WLG. Over 230 students participated in the pilot, with 94 percent receiving a passing grade.

4.3 Expanding paid work experiences at CUNY

Since 2022, CUNY has embarked on an ambitious effort to greatly expand the number of paid internships offered to students, with an emphasis on internship opportunities connected to students' majors and career aspirations. [CUNY Career Launch](#), and its sister spring semester program, [Spring Forward](#), connect students to paid opportunities aligned to their career interests in STEM, healthcare, non-profit, and marketing sectors during the summer. Through additional programs, CUNY partners with 13 New York City agencies as well as the MTA to offer internships in tech, engineering, public health, finance, business, and other high-demand fields.

- **Next steps:** In FY2024, CUNY plans to scale engagement of faculty, advisors, and campus leadership to further integrate career connections into the classroom and across CUNY degree paths, including additional paid internship opportunities for students during the academic year. In Fall 2023, CUNY launched an effort to scale internships embedded within the degree path. In Spring 2024, CUNY will grow Spring Forward to 700 students, leveraging the City's \$1.8 million investment to support academic-year internships, and explore the creation of an internship endowment fund with the private sector. In Summer 2024, Career Launch will aim to serve an additional 2,030 students.



4.4 PROGRAM SPOTLIGHT: Whole-School models: FUTUREREADYNYC AND THE CAREER READINESS AND MODERN YOUTH APPRENTICESHIP

FutureReadyNYC and Career Readiness and Modern Youth Apprenticeship (CRMYA) build on the momentum of many of the programs highlighted in this Action Plan by breaking down the the longstanding silos between traditional classroom academics, postsecondary education, and career readiness activities. NYCPS launched both programs in September 2022 as part of its institutional commitment to ensuring that every NYC public school student graduates prepared and on a path to a rewarding career aligned with their passion and purpose and offering long-term economic security and a choice filled life.

In school year 2022-23, the NYCPS Office of Student Pathways team developed and launched the FutureReadyNYC (FRNYC) pilot, a whole school model that includes a career-connected pathway that reimagines the student experience so students find passion and purpose in their education connected to life after high school. The *FRNYC* model guides schools to develop labor market-aligned career-connected pathways in tech, healthcare, education, and business. FutureReadyNYC programs include opportunities for youth to earn early college credit and industry credentials, engage in career-connected instruction, participate in work-based learning including paid internships, develop real-world skills, and receive individualized advising. FRNYC schools include those with high economic need index (ENI), transfer schools, international schools, and D75 schools, among others. After launching in 34 schools during its first year, FutureReadyNYC is expanding to 100 schools in the 2023-24 school year.

The *Career Readiness and Modern Youth Apprenticeship (CRMYA)* program, draws upon concepts and models from world-class apprenticeship structures in Germany and Switzerland. Operating in nearly 60 high schools, CRMYA offers a career-readiness curriculum for students in 9th and 10th grade that includes foundational skills such as resume development, interview skills, and self-advocacy. Students in 11th and 12th grade have opportunities to get on a career path through a multi-year paid apprenticeship that will incorporate attainment of industry-recognized credentials alongside a high school diploma. CRMYA is a cornerstone of New York City's larger push to support 30,000 apprenticeships by 2030, announced by Mayor Adams in February 2023. For the first time in City government, the City of New York has hired 119 youth apprentices in over 20 City agencies, bringing the overall total as of fall 2023 total to 261 apprentices.



Strategy 5: Build and maintain robust career infrastructure for in-demand occupations

In keeping with the approach of the Adams Administration to align city agencies to shared goals, the Pathways partners are working with the Workforce Development Board and other entities to build out the full set of system elements necessary to offer comprehensive and developmentally appropriate career-connected and work-based learning opportunities. These include developing conditions for strong employer engagement and powerful and accessible data tools, both of which would support the physical and programmatic assets of the City's career development ecosystem.

Work underway:

5.1 Delivering work-immersive learning spaces

The City is committed to building cutting-edge work-immersive learning spaces, designed in partnership with co-located or nearby industry, and incorporating early postsecondary readiness. An example is the [Brooklyn STEAM Center](#), located on the site of the Brooklyn Navy Yard, which offers career-connected learning and internships while students advance through one of six career pathways: culinary arts + hospitality management, construction technology, cybersecurity, design & engineering, film & media, and full-stack development.

- **Next steps:** Work is underway for a Bronx STEAM Center with an anticipated launch date of September 2025 and a focus on healthcare and technology. The City, State, and CUNY are also investing in an innovation hub led by New York City Economic Development Corporation (NYCEDC) called [Science Park and Research Campus \(SPARC\)](#) in Kips Bay that will make New York City a global leader in creating and attracting accessible jobs in life sciences, health care, and public health by creating a pipeline from local public schools to careers in these growing and essential fields. The new SPARC site will include an onsite NYCPs high school providing hands-on-learning in health care and sciences and will support over 4,500 CUNY students with new modern facilities.

5.2 Building sector pathways through CUNY

As a next step in connecting students in undergraduate programs with employers in their fields of study, CUNY has established an Industry Support Unit with a “front door” to help employers more seamlessly navigate to potential pipelines. CUNY has also begun to build sector-specific partnerships to prepare students for high-growth careers and diversify the City's key industries. These include [CUNY Futures in Finance](#), an industry partnership developed with Centerbridge Partners, Bloomberg LP, and Goldman Sachs and three CUNY campuses (Brooklyn College, City College, Lehman College) that offers programming and networking opportunities with a goal of facilitating access to entry-level jobs; [CUNY Tech Equity](#) - a partnership with Google to broaden participation in tech majors and strengthen pathways to tech careers; and *CUNY 2x Tech*, a collaboration with tech sector employers and NYC Talent now operating on six campuses that has successfully contributed to doubling the number of bachelor's degrees awarded in technology fields and increasing the percent of computer science graduates with job offers upon graduation. Finally, CUNY has partnered with the New York Jobs CEO Council – 30 employers committed to hiring 25,000 CUNY students by 2030 – to expand pathways to tech, health, and business roles at member companies including through apprenticeships within Applied Associates of Science degree programs.

- **Next steps:** In fall 2023, CUNY will expand the capacity of the Industry Support Unit to include finance. In spring 2024, CUNY will continue to work towards the goal of tripling the number of paid apprenticeship programs in AAS degrees with the launch of new cohorts in business, finance, and tech positions..

5.3 Strengthen long-standing *Career and Technical Education (CTE)* Programs

NYCPS currently operates over 130 CTE schools across the city. These schools integrate career development focused on specific pathways into the school's schedule. As a part of the CTE programs, the Industry Scholars Program offers industry-specific internships and a variety of career activities aimed at helping students apply their skills in authentic industry settings while gaining real-world work experience. Each pathway is built alongside industry partners both through direct relationships between schools and industry, as well as through the Pathways Advisory Council and eight industry-specific Pathways Advisory Commissions.

- **Next steps:** In FY2024, NYC Public Schools will be building from the recommendations made by the Pathways Advisory Council and the eight industry commissions to ensure that each CTE pathway is aligned with labor-market analysis and built on robust connections with industry partnerships.



Goal 2: Expand early interventions to ensure youth and young adults remain connected to career pathways and are supported during transitions from school to postsecondary and work

Background

The impact of disconnection from school and work is felt far into the future for young adults. Over the course of their lives, people who were out of school and out of work (OSOW) between ages 18 and 24 have far lower annual earnings and household wealth, as well as worse health outcomes compared to those who remained connected.¹⁵ Research and testimonials of young people themselves have clearly identified the elements of an effective prevention strategy: more engaging and real-world relevant educational experiences, holistic services with a focus on mental health and wellness, and leveraging personal networks and community resources.

The Pathways partners are aligned in support of a comprehensive plan to prevent young adults from becoming out of school and out of work. Such a strategy incorporates “just-in-time” measures — whether academic interventions, social services, or other options — but also begins with a thoughtful, intentional approach to engage and support young people before they fall behind. This includes greater attention to transitions between systems, particularly as young people transition out of the Pre-K-12 system into a range of postsecondary contexts.

Pathways partners also recognize that a successful approach to ensuring youth and young adults remain connected to education systems includes acknowledging the historic disparities these same systems have contributed to. Consistent with findings, reports and recommendations from the [Future of Workers Task Force Blueprint](#), [NYC’s Gun Violence Prevention Task Force A Blueprint for Community Safety](#) and other reports to this administration, the Pathways partners understand that the extent to which public education prepares the City’s historically marginalized communities including people of color, people with disabilities, families with low incomes, and asylum seekers, and others is both a symptom and driver of historic and systemic disparities.

The four following strategies aim to bring focus and structure to the City’s goal to help all youth stay on track toward educational attainment and career success.

Strategy 6: Support underserved youth toward high school completion and successful postsecondary transitions by integrating academics, work-based learning, and supportive services

Every student enrolled in New York City Public Schools has their own mix of talents, challenges, aspirations, and apprehensions. In recent years, NYCPS has substantially broadened the range of educational experiences available to meet the specific needs of different kinds of students. Yet in a system so large and so complex, many young New Yorkers and their families struggle to find their way to the settings and services that best fit their needs as students complete a high school degree or equivalency and take the next step toward career success and economic security. Ensuring that New York City students facing a range of academic, social-emotional, mental health, and other challenges are aware of and can access best-fit educational settings and services is a core component of the City’s prevention strategy.

¹⁵ Disconnected Youth Task Force, “Connecting Our Future”; online at <https://www.nyc.gov/assets/youthemployment/downloads/pdf/dytf-connecting-our-future-report.pdf>.



Work underway:

6.1 Coaching and tutoring for justice-impacted youth

Since 2019, the Administration for Children's Services (ACS) *Fair Futures* program has provided dedicated coaches, tutors, and education, employment, and housing specialists for thousands of youth in foster care starting in middle school through age 26. Recently, the Adams administration announced that Fair Futures would expand to serve justice-involved youth, including youth in detention.

- **Next steps:** In FY2024, ACS will continue to partner with city agencies to prioritize and strengthen referral networks for youth in foster care and justice-impacted youth to existing initiatives such as *Pathways to Industrial and Construction Careers*, DYCD's Out of School and Out of Work programs, *Job Corps*, the *School for Cooperative Education (Coop Tech)*, and *Workforce 1 Centers*, including the *West Farms Workforce 1 Center* that specializes in services for young adults.

6.2 Promoting social-emotional growth in schools across the City

Project PIVOT (Purpose, Integrity, Voice, Optimism, and Tenacity) is partnership between NYCPS, Department of Probation (DOP), ACS, and NYC Service, provides funds to schools to secure direct services for student social-emotional growth. The first cohort, launched in 2022 in 144 schools, is composed largely of high schools on campuses that had been reporting high rates of student violence, weapon possession, and chronic absenteeism. Now in its second year, PIVOT aims to incorporate an upstream approach to ensuring long-term success for participants by investing resources in elementary and middle schools with similar challenges.

- **Next steps:** In FY2024, Project PIVOT will expand from 144 to 250 schools. The initiative aims to engage 30 to 50 students per school, potentially engaging 6,000 to 10,000 students citywide.

6.3 Supporting youth with disabilities toward career success

Announced as part of the Mayor's 2023 State of the City address, the [Center for Workplace Accessibility and Inclusion](#) is a public/private partnership dedicated to addressing the structural barriers that impede people with disabilities from pursuing careers. Part of the Mayor's Office of Talent and Workforce Development, the Center will partner with key stakeholders, align public and private funding, centralize data tracking, identify and scale best practices, and advance a shared agenda for policy change. Among its top priorities will be preparing high school students with disabilities for careers.

- **Next Steps:** In FY2024 and FY2025, the Center will work with DYCD and NYCPS to connect youth with disabilities to career connected learning and work experiences



Strategy 7: Ensure that every young adult has clear career pathway and well-supported next step transition to college, advanced training, or employment

Recent analysis has found that a large majority of out of school, out of work young adults have a high school degree or equivalency but have not continued their education or career. Discussions with high school leaders and youth themselves have emphasized the process of transition beyond high school as a critical moment, particularly for young people without strong family or social support. Pathways partners recognize that supporting the career readiness of its young people includes building strong component subsystems, and strong coordination between them.

Work underway:

7.1 Enabling successful postsecondary pursuits

A pilot project launched in February 2023, *New Paths to Career Success* focuses on high school students who are on track to graduate, but deemed to be at high risk of becoming disconnected from school and work following graduation. New Paths participants engage in paid work, job training, and coursework, while finishing high school and continuing up to one year after they graduate, preparing them for healthcare, technology, or culinary careers as they earn financial support and college credit. The pilot is currently serving 110 participants, including more than 90 percent over-age/under-credited and/or recent arrivals to the United States.

- **Next steps:** In FY2024, a \$300,000 grant secured through a grant from Jobs For the Future will provide wraparound support and workforce training for 30-50 recent graduates of target schools to engage in workforce training through CUNY and DYCD in the three core pathways of New Paths. Lessons from the pilot initiative will be studied to draw lessons and secure funding for future efforts.

7.2 Facilitating seamless transitions from NYCPS to CUNY

At the start of the 2023-24 school year, for the first time, approximately 65,000 NYC Public School seniors on pace to graduate received personalized letters welcoming them to CUNY, laying out their college options at CUNY and inviting them to submit a CUNY application, and providing a QR code that directs students to CUNY's online application. The welcome letter is one piece of a broader initiative to make the transition from high school to college seamless for NYCPS students. The letter also provides links to the newly enhanced [CUNY Net Price Calculator](#), a financial aid tool that provides families with information on how affordable it is to attend CUNY, various support programs, financial aid and scholarships. Students will continue to have the option to apply to up to six CUNY schools, and they can also be accepted at more than one.

- **Next steps:** In FY2024 and FY2025, NYCPS will identify and promote a comprehensive set of digital tools to promote and support college and career access and retention.

7.3 Using near-peer advisors to help high school students find their best next step

Launched in August 2022, the *CUNY College & Career Advising Fellows* initiative hires recent CUNY graduates and places them at NYCPS high schools to provide college and career advising support to juniors and seniors as they develop and pursue a postsecondary plan that is a strong match. The team also oversees a part-time advising program that leverages current college students to work at 20 high schools annually.

- **Next steps:** Program will grow to serve 40 schools by the 2024-25 school year.

IN GOD
WE TRUST



7.4 Shifting toward career-centered advising

Through the *Pathways Advising Initiative*, NYCPS is activating a broad-based group of organizational stakeholders across NYC to determine how best to define, structure, and implement high-quality “pathways advising” that incorporates planning for both college and career. Partners are working together to map out the particulars of college and career pathways advising, develop and test innovations, and drive joint decision-making to improve practice, reach, equity, and impact in service of all students graduating with a strong personalized future plan. NYCPS is also supporting staffing and training of certified school counselors with a focus on advising for college and career pathways and serving as College and Career Pathways Advisors within a set of selected high schools. These parallel strands will provide critical information to inform policy and best practice for college and career advising dosage, sequence of advising experiences, framework for program supervision, oversight and evaluation, and student outcome success metrics. A goal of this work will be defining and implementing aligned success metrics across organizational stakeholders to ensure increased cohesion and impact for advising; increasing the percentage of students at NYCPS graduating with a strong plan, informed by individualized advising and aligned with area of career interest. NYCPS is also working to ensure that every high school has access to a digital advising tool.

- **Next steps:** In FY2024 and FY2025, NYCPS will develop materials to support career pathways for schools, students, and families.

Strategy 8: Support programs to improve college retention and completion, along with transition into the workforce after graduation

Although college is not, and should not be understood as, the only path to a stable career and economic security, it remains the single best bet to attain those goals. While NYCPS and CUNY are separate systems with distinct organizations, funding sources, and governance, most of the students they serve pass through both institutions. Thus, the work of college retention and completion can be considered a shared goal across institutions and can begin with coordinated efforts long before students first set foot on a college campus. Improving college completion outcomes will benefit not only the students directly served, but also the city and state through the collection of higher tax revenues due to increased earnings, and employers whose more credentialed and qualified workforce will improve their ability to compete.

Work underway:

8.1 Boosting college retention and completion

With funding from the City, CUNY, in partnership with the Mayor’s Office of Economic Opportunity (NYC Opportunity), has expanded its highly successful ASAP (*Accelerated Study in Associate Programs*) initiative to serve 25,000 students each academic year. ASAP has more than doubled associate degree completion rates for participating students, aiming to graduate at least 50 percent of students within three years. ASAP is now considered a national model, prompting the City to support the expansion of the ACE (*Accelerate, Complete, Engage*) program, which offers the same structured support as ASAP for bachelor’s seeking students. ACE aims to achieve a four-year graduation rate of at least 50 percent among first-time freshmen and a two-year graduation rate of at least 50 percent among transfer students with an associate degree.

- **Next steps:** In fall 2023, CUNY ASAP and ACE recruited over 8,700 new students across the University, with ACE supporting up to 900 new students in academic year 2023-24. ACE also launched at a seventh CUNY college this fall, supporting 150 transfer students at City College over two years. The City and CUNY are committed to continuing to support these two vital degree completion programs and working across City agencies to support robust recruitment pipelines.

8.2 Increasing college access and supportive networks for underserved youth

With funding from the City, ACS launched the [College Choice](#) program to help support college access, persistence and graduation for youth who are or were in foster care. College Choice gives youth the ability to choose what college they want to go to, where they want to live and what types of academic support they would like to receive. The program includes tuition up to \$15,000; stipends of \$60 a day, housing costs, coaching, tutoring and academic support. In academic year 2022-23 the program enrolled 300 students.

- **Next steps:** In FY2024, continue to build capacity and connections across City services to offer youth in foster care college access and support with persistence and graduation, and connection to careers.





8.3 PROGRAM SPOTLIGHT: *CUNY INCLUSIVE ECONOMY*

CUNY has long been New York City’s primary access point into higher education and a powerful engine of economic mobility. Many CUNY students must balance their educational responsibilities with the need to work and support their families, and too many CUNY graduates are unable to access and participate in relevant preparatory work experience. This, and a lack of professional networks, limits their earning power in the workforce. To address both challenges, in 2022 the City launched the *CUNY Inclusive Economy* initiative, a \$16 million public-private partnership to bolster the career preparedness of, and proactive connections to employment for, CUNY students. The initiative will receive funding from the City budget, which baselined funding for FY2024, along with more than \$3 million in private funding.

The Inclusive Economy initiative will focus on building CUNY’s capacity to engage employers and prepare students to secure – and succeed in – roles in high-demand sectors including tech, healthcare, and green energy. As a first step in FY2024, the initiative will support embedded teams of hybrid academic/career advisors and industry specialists into 17 departments across nine CUNY campuses. These resources are expected to serve more than 3,000 students directly each year through hybrid academic/career advising cohorts. Additionally, the initiative includes a paid-internship component, and will serve an additional 2,000 students without previous internship experience through CUNY Career Launch. In the fall of 2023, CUNY will look to expand the capacity of the Industry Support Hub by adding a focus on financial sector employers.

Complementing this campus-level infrastructure will be a new university-wide Industry Support Hub, which will serve as a central “front door” for employers and help to direct and connect interested industry partners to relevant campus programs and qualified students. The Initiative is a core component of CUNY’s system-wide commitment to connecting 80 percent of its graduates to career-track work by 2030.

Goal 3: Re-engage young people who are now out of school and out of work through targeted outreach, programs, and services

Background

Being “disconnected” is a point-in-time description, not an indelible indication of lesser ability or character failing. In most cases, the difference between being disconnected and remaining connected to school or work is how well public systems support young people toward success in adulthood. When young people do become disconnected, the City has a compelling interest in helping them get back on track toward educational progress and stable employment as quickly and sustainably as possible. The first step is simply reaching them, since these young adults are not strongly connected to any public system. In many cases, this will mean activating their peer networks, families, and supportive community institutions.

The Pathways partners have prioritized effective interventions that feature a holistic approach and coordination across subsystems of multiple programs and services. The system-strengthening measures articulated by the Future of Workers Task Force, including more robust data and accountability systems and stronger ties to the employer community, have bearing here. Through the process of preparing this Action Plan, NYCPS, CUNY, DYCD, and NYC Talent have identified a series of operational and program-specific steps that City agencies can take together that will make a significant difference in the life trajectories of the estimated nearly 140,000 young adult New Yorkers neither in school nor working.

Strategy 9: Evaluate, leverage, and scale effective models and systems to support reconnecting out of school and out of work young adults to education and workforce programming

Evidence-based practices demonstrate that students must have access to comprehensive wraparound support services to reconnect to education and workforce programming and to participate in programs of study and career-connected learning.

Pathways partners have identified existing models that illustrate ways that city agencies are aligning and connecting available support services to youth as they re-enter New York City’s public education systems.

Work underway:

9.1 Helping stopped-out students return to college

CUNY Reconnect is an ongoing initiative to help people of all ages who have “stopped out,” meaning they have stopped attending education programs without completing, to return to higher education. In the 2022-23 year, CUNY Reconnect piloted an effort specifically to reach young adults who graduated from NYCPS high schools during the COVID-19 pandemic and had not enrolled in college or were previously enrolled but had stopped out. A pilot funded by the City Council, CUNY Reconnect hired 74 college students as near-peer mentors to provide enrollment advising, assistance with admissions and financial aid applications, and other one-on-one support to re-engage in their postsecondary plans. Nearly 2,000 young adults engaged through the initiative subsequently enrolled in college, and those who connected with a mentor enrolled at a rate 15 percentage points higher than peers who did not. Moving into the 2023-24 year, CUNY Reconnect maintains its focus on adults interested in starting, transferring, or re-enrolling into a matriculated program after having separated from prior pursuits of education, and projects one in five of those participants being youth ages 18 through 24.

- **Next steps:** With a projected budget of \$5.8 million in FY2024, CUNY Reconnect will serve a projected 15,000 New Yorkers interested in starting, transferring, or re-enrolling into a matriculated program after having separated from prior pursuits of education at CUNY.



9.2 Supporting priority populations onto career paths

A project of ACS, [*V-CRED \(Vocational training that emphasizes a Continuing Responsibility toward Education and Development\)*](#) supports participants' education, career, and personal development. In partnership with CUNY, the W.K. Kellogg Foundation, and a number of private sector employers, the program offers training for professional certifications, paid internships, and job placements. Priority career pathways for participants include information technology, electrician's helper, allied health (e.g., Certified Nursing Assistant), pharmacy technicians, and building trades. Youth in V-CRED also have access to support services offered through ACS's *Fair Futures* initiative, which provides coaches, tutors, and other assistance for young people in foster care.

- **Next steps:** In FY2024, ACS will continue to enroll out of school and out of work youth into existing and new pre-apprenticeship and apprenticeship models at CUNY and other City agencies.

9.3 Coordinating and leveraging resources for priority populations

New York City will work closely with the U.S. Department of Labor (USDOL) to promote USDOL's *Job Corps* program to City agencies and connect its graduates to in-demand careers and college. Job Corps is a career technical training and education program for young people who aspire to higher-paying careers and higher education. Training is available in fast-growing industries to low-income youth ages 16 through 24, who receive program services free of charge. Through a five-year partnership, the City will coordinate with Job Corps' national office to coordinate recruitment initiatives through NYCPs, ACS, DYCD, NYC Talent, NYC HRA, and other partners to ensure that underserved and marginalized communities gain access to workforce development training, including for in-demand career pathways.

- **Next steps:** In FY2024, NYC Talent will coordinate partnerships to leverage City agency services as well as referrals from agency partners to ensure training slots and housing accommodations are leveraged for those most in need.

Strategy 10: Include mental health and other support services across programming that enroll out of school and out of work young adults

In 2021, the City's Disconnected Youth Task Force convened a group of current and former OSOW young adults to share their experiences and perspectives on issues facing youth in New York City. The Mayor's Fellows in Policy and Advocacy found that "bullying, trauma, depression, and anxiety were common experiences" that challenged young people's capacity to persist in education. Their top policy recommendation was to "address the mental health needs of young adults".¹⁶ The young New Yorkers engaged through NYC Speaks, an initiative launched in 2022 to transform city government through civic engagement, were equally clear that more and better mental health services were a must-have for wellness. Pathways partners are committed to incorporating a proactive approach to mental health challenges as a key component of an effective strategy to prevent youth from becoming disconnected, and to providing mental health services in outreach to, and programming for, young people who are currently disconnected.

¹⁶ Izzy Dempsey, Leilanie Guerrero, et al, "#SecureOurFutureNYC: Increasing Opportunities for New York City's Disconnected Youth", online at <https://www.nyc.gov/assets/youthemployment/downloads/pdf/mayoral-fellowship-in-policy-advocacy-report.pdf>

Work underway:

10.1 Supporting youth mental health

As announced in [Care, Community, Action- a Mental Health Plan for New York City](#), the City launched [NYC Teenspace](#), an expansive virtual mental health service for youth, connecting them with mental health support and care. In addition, the NYC Health Department, with support from the Mayor's Office of Equity (MOE), is expanding its capacity to recognize, monitor and respond to youth suicide attempts, deaths and other mental health trends, as well as address inequities, by investing in suicide prevention research and data collection.

- **Next steps:** The virtual mental health platform for NYC teens recently launched in November 2023. More information can be found [here](#).



10.2 PROGRAM SPOTLIGHT: TRAIN & EARN AND ADVANCE & EARN

Facing the longstanding problem of how to effectively re-engage young adults who are neither in school nor working, DYCD engaged community-based organizations, youth and families, educators, employers, and other stakeholders over the course of 2022. The result was a shift in the agency's strategy to both better reflect the needs and aspirations of program participants and to provide them a higher quality user experience. Going forward, DYCD will require programs under *Train & Earn*, a federally funded initiative that will issue new contracts in FY2025, to dedicate a full-time mental health counselor, an additional case manager, and a service navigator, and to change the previous education specialist role to two full-time instructors/training liaisons. These staffing changes will help providers to deliver additional needed support services for participants that will reduce caseloads, enable more personalized experiences, and improve outcomes. Train & Earn programs also will move to cohort-based programming to facilitate more structured and regular scheduling and recruitment periods as well as to leverage peer support and learning. Finally, DYCD will work with providers to align all activities—from training and credential attainment to work experiences and job placements—to one of five economic sectors: technology, infrastructure, health-care, government, and media/entertainment.

Just as important as the content of programs like Train & Earn is how well they reach prospective participants. DYCD is working with ideas42, a nonprofit consulting firm that uses insights from behavioral sciences to help shape policy and improve social programs, to make it easier for youth to enroll in programs like Train & Earn and *Advance & Earn*. Advance & Earn is a locally-funded counterpart launched in partnership with the Young Men's Initiative and NYC Mayor's Office for Economic Opportunity, that offers GED test preparation, training and internships. ideas42 and DYCD will explore barriers to enrollment and retention including how youth get information about and understand these programs, as well as the actual processes of enrolling. The goal is to develop new behavioral solutions that will promote "youth-driven enrollment" and improve program retention and completion. Additionally, the Adams administration increased resources for Advance & Earn by an additional \$6 million as part of the the Gun Violence Prevention Task Force, to serve an additional 400 young adults. In FY2025, as part of the USDOL's Building Pathways to Infrastructure Jobs Grant program, DYCD and the MTA will pilot a new Electrical Pre-apprenticeship program for 50 young adults, partnering with Commonpoint Queens, LaGuardia Community College, Queensborough Community College, and the Consortium for Worker Education.

FULL-SYSTEM GOALS AND STRATEGIES

The next two goals of the Action Plan – strengthening the data and analytical infrastructure supporting workforce programs, and building a truly comprehensive and user-friendly set of rules and tools to support employer partnerships – pertain not just to career readiness for youth and young adults, but to all aspects of the talent development ecosystem. As such, the Future of Workers Task Force prioritized them in its own Action Plan, released in June 2023. The Pathways partners see these system components as must-have components of an effective career readiness system. As part of the City’s commitment to building out these system components, the FY2024 budget includes additional investments to support new data infrastructure and employer engagement coordination through NYC Talent.

For a closer look at how New York City intends to approach these two areas, please see the [Future of Workers Task Force Blueprint](#). The short concluding section below offers examples of how more robust data and metrics and improved employer engagement will strengthen the career readiness subsystems and programs referenced throughout this Action Plan.

Goal 4: Improve data collection and analytics to support stronger transitions, promote continuous improvement, and ensure that we address historic educational and employment disparities.

The lack of common definitions, shared objectives, and metrics to track progress has exacerbated every shortcoming of the talent development ecosystem. Indeed, the absence of these components arguably has done as much as anything else to perpetuate the silos that have characterized service delivery in the workforce field and limited the value of programs to workers and employers. In its own Blueprint, the Future of Workers Task Force made clear that without addressing this long-standing deficit of data and metrics, any progress made otherwise would be at risk. Having clear and shared metrics will help both City administrators and external analysts understand the impact of programs, resource allocation decisions, and overarching policies. This information will empower policymakers and key stakeholders to identify progress, as well as areas where additional support is needed.

Different terms and measures also contribute to a fractured system difficult for young people to navigate. Families, youth, and young adults deserve high-quality information, tools and resources to understand their options, make informed decisions, and to access support when needed.

Strategy 11: Define developmental milestones and program quality standards across career-connected learning initiatives

Just as traditional academic frameworks include clear milestones within exposure, exploration, and mastery of subjects, career readiness frameworks also include these stages. To ensure public agencies are working together to support both educational attainment and career readiness, in FY2024 the Pathways partners will work together and across New York City agencies to develop cross-agency definitions of career-connected opportunities and interventions to match participants’ evolving interests and address any emerging needs. Universally agreed-upon developmental milestones toward career readiness will help clarify the roles of publicly funded entities who support educational attainment and career readiness. These definitions also will provide common connections across programs and a shared language for both internal and external stakeholders.

Strategy 12: Create a data infrastructure to share information and create accountability

Pathways partners are developing solutions that accelerate collaboration that aligns coursework in secondary experiences to postsecondary credit and work-based learning, and improves the warm-hand offs between settings. Stronger connections among career-connected learning experiences deepen shared understanding of students' interests and career progression over time and contributes to more informed postsecondary and career advising.

Better data and coordination also allows Pathways partners to make smarter programmatic, funding, and policy decisions as well as improve case management for youth and young adults. Data-informed work is strengthened by the capacity to share both quantitative data (young people's performance in academics and other quantifiable measures) and qualitative data (information gathered through observation, communication, and experience).

Encouraging developments in this area include the Memorandum of Understanding (MOU) that DYCD and NYCPS codified regarding *SYEP* and *WLG* data, and the broader data sharing that NYCPS and CUNY have implemented. Next steps in FY2024 include defining and publicly sharing a set of clear, compelling data indicators related to career readiness, and expanding existing MOUs citywide while building out the technical capacity to share data and measure impact over time.

Goal 5: Implement a coherent and comprehensive strategy to facilitate, encourage, and scale employer engagement to help develop talent, ensure access to meaningful career-connected learning experiences, and connections to full-time employment.

Every successful talent development system addresses two objectives: 1) support a high number of job seekers – whether one is newly entering the labor market, or advancing in or shifting careers – to get a foothold into the job market and access pathways into good-paying, in-demand jobs, and, 2) support employers who power New York City's economy and are seeking to access to diverse talent that meets their near- and long-term demands for skill sets to fill current vacant positions and growing jobs in emerging occupations and growing industries. NYC's talent development ecosystem supports students, jobseekers, and workers to build skills and gain experiences that help them achieve career success and economic security.

The path to economic security, sustained growth and shared prosperity requires coherence, coordination, and collaboration across the City's educational and workforce system, nonprofits, labor unions, public agencies, community-based organizations, industry associations, employers, and elected officials to support, educate, train, place into jobs, sustain and advance New Yorkers into and through their chosen careers. Partnerships with employers and industry partners such as the Partnership for New York City, the New York Jobs CEO Council and others to co-develop the talent that powers the New York City economy are critical to achieving these goals.

The traditional focus of the public workforce and education system when engaging businesses has been internship and job placements. Pathways partners are committed as well to an equally important facet of employer partnerships: the employers' role in partnering to develop and support young New Yorkers at every stage of the career exploration experience. Pathways partners will explore innovative and at-scale opportunities to involve employers from initial career exploration for middle-school students, through advising on project-based learning and "workplace challenge" experiences, to program development and informing curriculum, hosting internships and apprenticeships, and even teaching emerging topics. The City can in turn facilitate engagement that will not only help youth and young adults refine their career interests and skills, but also serve to expose employers to the potential of young New Yorkers that make up the public talent pipeline.

Strategy 13: Focus on occupations (in addition to sectors) as the organizing concept of career readiness for youth and young adults

To work with employers more efficiently at scale, the Future of Work Task Force Blueprint recommends that NYC place occupations at the center of its talent system to help the field focus on delivering critical transferable skills, career pathways, and address job quality. Occupations can be understood as a collection of skill sets and competencies that feed into job titles across a wide range of sectors – for example, “sales,” or “project manager.” An approach to career readiness that centers occupations does two things. First, it helps young people build cross-cutting skills that will bolster their overall employability and earning power. Second, it enables more deeply informed career exploration by considering sectors through the lens of a specific kind of day-to-day work experience. For example, occupations in tech (e.g. systems design, user experience, cybersecurity) exist in technology firms and also in healthcare, financial services, and in the public sector.

This approach is also deeply aligned to best practices within apprenticeship, which are built around occupations. Apprenticeships are another priority highlighted through the Future of Workers Task Force that the City has committed to through budgetary investments. One such investment, in data infrastructure within NYC Talent, will help move things forward by adding capacity to create and maintain a list of in-demand occupations across the NYC labor market, including those top occupations with the most economic mobility.

Strategy 14: Create well-defined, employer-supported, higher education accredited, and accessible apprenticeship pathways into high-demand occupations

Apprenticeship combines structured training with paid, on-the-job learning, providing workers access to jobs with a pathway to a living wage and a life-sustaining career and helps employers tap into well-trained, diverse talent for in-demand occupations. At scale, it is a more effective and efficient way to match talent to opportunity and to power the local economy. Apprentices learn skills in an educational setting and refine those skills in the workplace, earning money all the while. In the U.S., apprenticeship traditionally has been limited to industrial-era fields such as construction, but programs like the *Career Readiness and Modern Youth Apprenticeship* model detailed on p. 22 are expanding the concept into core sectors of the information economy such as tech and media. In his 2023 State of the City address, Mayor Adams announced the goal of supporting 30,000 apprenticeships by 2030. The Mayor also championed and worked with the state legislature to pass Community Hiring legislation that will maximize the power of city purchasing to create career opportunities. In particular, the legislation will allow the City to be able to require the use of apprentices to work on eligible city contracts.

NYC Talent will be leading the City's efforts to coordinate, expand, and systematize apprenticeship programs. As a first step, NYC Talent commissioned a [landscape analysis](#), the findings of which include making it easier to create, track, and scale apprenticeships across the city and center equity diversity and inclusion in operationalization, and are now informing the work. Also announced in the 2023 State of the City speech, the Apprenticeship Accelerator will receive additional investments to help recruit apprenticeship employers, support new program development, and bolster existing programs such as *Career Readiness and Modern Youth Apprenticeship* and CUNY's expanded apprenticeship offerings. In FY2024 and FY2025 NYC Talent will launch new apprenticeships in health care and technology in partnership with CUNY.

Strategy 15: Build aligned strategy and infrastructure to encourage and facilitate business engagement in career readiness and career-connected learning

The Future of Workers Taskforce Blueprint noted common complaints about New York City’s talent development system could be addressed by establishing one center of gravity designed to speak with, and for, stakeholders across the system, broadly empowered to play a leadership role on strategy, resource development, conflict resolution, and more. This group could address a common theme reported by talent cabinet agencies including NYCPS and CUNY: that private sector employers often find working with the City confusing, they don’t know who to work with, and the same employer is asked to participate in multiple, sometimes competing, activities by different City representatives. Many other potential partners have no contact at all with the City’s talent development efforts.

The Future of Workers Task Force named two strategic solutions related to employer engagement: a reconstituted and empowered Workforce Development Board, to be chaired by a prominent employer and including a majority of business representation members, and an employer-facing “online portal” to connect employers with City programs that expose, prepare, advance, and launch local talent into careers. Working with NYC Talent as well as NYCPS, CUNY, and DYCD, these new resources can help define, support, and bring coherence to the City’s industry partnerships. With enhanced internal capacity, the City can develop more effective job placement mechanisms and offer a clearer and more compelling value proposition to employers partnering at every point along the career readiness continuum.



ABOUT THIS REPORT

This Action Plan was created following the leadership and vision of First Deputy Mayor Sheena Wright, Deputy Mayor Maria Torres-Springer, Deputy Mayor Ana Almanzar, the Mayor's Office of Talent and Workforce Development, the City University of New York, New York City Public Schools, and Department of Youth and Community Development to create a comprehensive system for youth career pathways. A number of inputs informed this analysis and set of proposed strategies and action steps to guide the work of this administration. In addition to the Future of Workers Task Force, the Pathways partners drew from the voices of the 700-youth engaged through the Gun Violence Prevention Task Force and their recommendations listed within the Mayor's Blueprint for Community Safety, which called for expanded youth employment and enrichment opportunities within communities most impacted by violence. These recommendations included expansion of the Work Learn & Grow Program and the Fair Futures initiative, which serves young people in foster care and related services. This Action Plan also endorses the findings of the administration's Youth Speaks initiative, including that young people need access to comprehensive mental health supports, affordable education, workforce training, and opportunities to connect to jobs that pay a living wage.

Beyond the primary youth-serving entities who jointly developed this Action Plan, City agencies including the Administration for Children's Services, Human Resources Administration, Department of Small Business Services, Department of Probation, Mayor's Office for People with Disabilities, NYC Housing Authority, NYC Economic Development Corporation, Mayor's Office of Economic Opportunity, Mayor's Office of Equity, Department of Probation, and Young Men's Initiative, and others have vital roles to play in carrying out the strategies outlined through this document. Just as important are the myriad community-based organizations, nonprofit service providers, and other external stakeholders whose energy, creativity, and deep ties to the communities in which they operate bring public programs to life.



APPENDIX

APPENDIX A: An Action Plan for Young Adult Career Success Goals and Strategies

Goal 1: Expand career-connected learning at every stage of a young person's journey

Strategy 1: Integrate career awareness and planning into academics, counseling, and youth employment programs from middle school onward

Strategy 2: Increase opportunities to earn early career-connected college credit aligned to pathways to high-growth, high-wage careers

Strategy 3: Emphasize digital, financial, and real-world skills necessary for career success

Strategy 4: Intentionally scaffold work experiences for all students

Strategy 5: Build and maintain robust career infrastructure for in-demand occupations

Goal 2: Expand early interventions to ensure youth and young adults remain connected to career pathways and are supported during transitions from school to postsecondary and work

Strategy 6: Support underserved youth toward high school completion and successful postsecondary transitions by integrating academics, work-based learning, and supportive services

Strategy 7: Ensure that every young adult has a clear career pathway and well-supported next step transition to college, advanced training, or employment

Strategy 8: Support programs to improve college retention and completion, along with transition into the workforce after graduation

Goal 3: Re-engage young people who are now out of school and out of work through targeted outreach, programs, and services

Strategy 9: Evaluate, leverage, and scale effective models and systems to support reconnecting out of school, out of work young adults to education and workforce programming

Strategy 10: Include mental health support services across programming that enrolls out of school, out of work young adults

Goal 4: Improve data collection and analytics to support stronger transitions, promote continuous improvement, and ensure that we address historic educational and employment disparities.

Strategy 11: Define developmental milestones and program quality standards across career-connected learning initiatives

Strategy 12: Create a data infrastructure to share information and create accountability

Goal 5: Implement a coherent and comprehensive strategy to facilitate, encourage, and scale employer engagement to help develop talent, ensure access to meaningful career-connected learning experiences, and connections to full-time employment.

Strategy 13: Focus on occupations (in addition to sectors) as the organizing concept of career readiness for youth and young adults

Strategy 14: Create well-defined, employer-supported, higher education accredited, and accessible apprenticeship pathways into high-demand occupations

Strategy 15: Build aligned strategy and infrastructure to encourage and facilitate business engagement in career readiness and career-connected learning

APPENDIX B: Program Implementation

Strategy	#	Initiative	Key Agencies	Description	KPIs	Next Steps
Goal 1: Expand career-connected learning at every stage of a young person's journey						
Strategy 1: Integrate career awareness and planning into academics, counseling, and youth employment programs from middle school onward	1.1	Providing early career exploration	DYCD, NYC Talent	Exploring Futures program offers middle school students early career exploration through an online learning platform and career exposure events, with a focus on STEM fields	Increased student awareness of careers and postsecondary options	DYCD and NYC Talent will explore ways to further adapt the program model to the 2023-2024 school year, utilizing after-school hours for middle school programs and launching in middle schools that did not operate Summer Rising services in 2022.
	1.2	Blending high school credit with paid summer work experiences	DYCD, NYCPS	Including academic credit within CareerReady SYEP (school-based SYEP)	# of students enrolled in career connected academic courses # of students enrolled in career connected academic courses	In FY24, NYCPS and DYCD will review end-of-year surveys from pilot schools and providers and assess potential for expansion to other DYCD summer youth programs with career-connected content
	1.3	Integrate career connections into college courses and across degree pathways	CUNY	The initiative consists of faculty-led training on practical steps professors can take to integrate linkages to future careers into their coursework, including through the Career Success Fellows. It also provides support for campuses to integrate exploration, experiential learning, and deliberate advising into the degree path.	Increase the rate of graduates employed upon graduation; increase the number of departments integrating career goals into coursework and advising tools.	CUNY will scale the number of departments utilizing degree to career maps to 50 in FY24, and support the scaling of Career Success fellows classroom interventions based on campus-specific plans.

Strategy	#	Initiative	Key Agencies	Description	KPIs	Next Steps
Goal 1: Expand career-connected learning at every stage of a young person's journey						
Strategy 2: Increase opportunities to earn early career-connected college credit aligned to pathways to high-growth, high-wage careers	2.1	Expanding early college credit opportunities	NYCPS, CUNY, DYCD	Expand the universe of career-connected early credit opportunities through College Now , FutureReadyNYC and Work Learn Grow	# of students enrolled in career-aligned early college credit opportunities while in high school	The City will invest to support the expansion of FutureReadyNYC early college courses that are career-connected, aligned to pathways, and that map to CUNY degrees.
Strategy 3: Emphasize digital, financial, and real-world skills necessary for career success	3.1	Integrating real-world skills into existing programs	NYCPS, DYCD	Infuse real-world skills into the experiences of all youth and young adults through SYEP , FutureReadyNYC and Computer Science for All	Increased financial knowledge Increased # of direct deposit	<ul style="list-style-type: none"> NYCPS to integrate digital, financial, and real-world skills into FutureReadyNYC The NYCPS CS4All to expand computational thinking and digital literacy skill-building into course work Through SYEP, DYCD build out a 25-hour sequence of hard skills related to graphic design, business analytics, data science, web development NYCPS is partnering with Next Gen Personal Finance to implement fully sequenced financial literacy education in a pilot group of high schools.

Strategy	#	Initiative	Key Agencies	Description	KPIs	Next Steps
Goal 1: Expand career-connected learning at every stage of a young person's journey						
Strategy 4: Intentionally scaffold work experiences for all students	4.1	Combining CUNY credit, career exploration, and paid work experience	NYCPS, CUNY, DYCD	Select high school students can access Work, Learn & Grow during the following school year. This follow-up program offers a one-credit CUNY course, care	# of eligible participants attained college credit # of students who participate in internships and subsidized jobs	In FY24, DYCD is also working with CUNY and NYCPS to expand the College Now courses available to participants, ensuring that participants can maximize their potential for earning college credit and build on their experience from the previous year if they are return participants in CareerReady WLG
	4.2		NYCPS, CUNY, DYCD	Incorporating the Work, Learn & Grow model into Learn & Earn that provides career-connected and academic support for students at risk of not graduating	# of eligible participants attained college credit # of students who participate in internships and subsidized jobs # of students who graduated from high school # of students who transition into postsecondary and career pathways	In FY24, DYCD is also working with CUNY and NYCPS to expand the College Now courses available to participants, ensuring that participants can maximize their potential for earning college credit and build on their experience from the previous year if they are return participants in CareerReady WLG
	4.3	Expanding paid work experiences at CUNY	CUNY	CUNY Career Launch and Spring Forward , connect students to paid opportunities in STEM, Healthcare, Non-Profit, and Marketing	# of students in paid internships in high-growth industries # of CUNY students employed after graduation	In FY24, CUNY plans to further integrate career connections into the classroom and across CUNY degree paths, including additional paid internship opportunities for students during the academic year
	4.4	Whole-School Models	NYCPS	FutureReadyNYC and Career Readiness and Modern Youth Apprenticeship (CRMYA) both are whole school approaches support students on career pathways that braids career-connected instruction and work experience	# of internships or job placements # of students earning industry credentials	In FY24, CRMYA will continue to grow youth apprenticeship placements

Strategy	#	Initiative	Key Agencies	Description	KPIs	Next Steps
Goal 1: Expand career-connected learning at every stage of a young person's journey						
Strategy 5: Build and maintain robust career infrastructure for in-demand occupations	5.1	Delivering work-immersive learning spaces	NYCPS, Brooklyn Navy Yard	Located on the site of the Brooklyn Navy Yard, the Brooklyn STEAM Center offers project-based learning and comprehensive career readiness while progressing through one of five career pathways	# of internship or subsidized job placements # of students earning industry-recognized credentials	Work is underway for a Bronx STEAM Center with an anticipated launch date of September 2025 and a focus on healthcare The City, State, and CUNY are also investing in an innovation hub called Science Park and Research Campus (SPARC) in Kips Bay
	5.2	Building sector pathways through CUNY	CUNY, NYC Talent	CUNY has also begun to build out sector-specific partnerships such as CUNY Futures in Finance , CUNY Tech Equity , and CUNY 2x Tech to prepare students for high-growth careers and diversify the City's key industries	# of internship and job placements for CUNY students in high-growth industries	In fall 2023, CUNY will expand the capacity of the Industry Support Unit to include finance. In spring 2024, CUNY will continue to work towards the goal of tripling the number of paid apprenticeship programs in AAS degrees in partnership with the CEO Jobs Council, with the launch of new cohorts in business, finance, and tech positions
	5.3	Strengthen long-standing Career and Technical Education (CTE) Programs	NYCPS	NYC Public Schools currently operates over 130 CTE Schools across the city that integrate career development focused on specific pathways into the school's schedule	# of students who receive CTE-endorsed diplomas	In FY2024, NYC Public Schools will be building from the recommendations made by the Pathways Advisory Council and the eight industry commissions to ensure that each CTE pathway is aligned with labor-market analysis and built on robust connections with industry partnerships.

Strategy	#	Initiative	Key Agencies	Description	KPIs	Next Steps
Goal 2: Expand early interventions to ensure young people remain connected to career pathways and are supported during transitions from school to postsecondary and work						
Strategy 6: Support under-served youth toward high school completion and successful postsecondary transitions by integrating academics, work-based learning, and supportive services	6.1	Coaching and tutoring for justice-impacted youth	ACS	Fair Futures program has provided dedicated coaches, tutors, and education, employment, and housing specialists for thousands of youth in foster care and now expanded to serve justice-impacted youth, including youth in detention	# of justice-impacted youth enrolled in work-force training, subsidized jobs, or higher education Increased % of justice-impacted youth earning a high school diploma or equivalency	In FY24, ACS will continue to partner with city agencies to prioritize and strengthen referral networks for youth in foster care and justice impacted youth to existing initiatives such as Pathways to Industrial and Construction Careers, DYCD's Out of School and Out of Work programs, Coop Tech, and the Workforce 1 Centers.
	6.2	Promoting social-emotional growth in schools across the City	NYCPS, DOP, ACS, NYC Service	Project PIVOT (Purpose, Integrity, Voice, Optimism, and Tenacity) provides funds to schools to secure direct services for students to promote social-emotional growth.	Increased course passing rates Decreased chronic absenteeism	In FY24, Project PIVOT will expand from 144 to 250 schools
	6.3	Supporting youth with disabilities toward career success	NYC Talent, MOPD, NYCPS, DYCD	The Center for Workplace Accessibility and Inclusion is a public/private partnership dedicated to addressing the structural barriers that impede people with disabilities from pursuing careers.	% of internships and job placements for students with disabilities	In FY24 and FY25, the Center will work with DYCD and NYCPS to connect youth with disabilities to career connected learning and work experiences.

Strategy	#	Initiative	Key Agencies	Description	KPIs	Next Steps
Goal 2: Expand early interventions to ensure young people remain connected to career pathways and are supported during transitions from school to postsecondary and work						
Strategy 7: Ensure that every young adult has a clear career pathway and well-supported next step transition to college, advanced training, or employment	7.1	Enabling successful postsecondary pursuits	CUNY, NYCPS, DYCD	<i>New Paths to Career Success</i> focuses on high school students who are on track to graduate, but deemed to be at high risk of becoming disconnected from school and work following graduation.	# of NYCPS students earning early college credit prior to college enrollment # of NYCPS students in academic courses designed to focus on career exploration # of students in internships and subsidized jobs, # of youth earning industry-recognized credentials, # of NYCPS graduates who enroll in CUNY	In FY24, \$300,000 secured through a grant from Jobs For the Future will provide wrap-around support and workforce training for 30-50 recent graduates of target schools to engage in workforce training through CUNY and DYCD in the three core pathways of New Paths In FY25, lessons from the pilot initiative will be studied to draw lessons and secure funding for future efforts.
	7.2	Facilitating seamless transitions from NYCPS to CUNY	NYCPS, CUNY	NYC Public School seniors on pace to graduate received personalized letters welcoming them to CUNY – laying out their college options at CUNY and inviting them to submit a CUNY application, providing a QR code that directs students to CUNY's online application	# of NYCPS graduates who enroll in CUNY	In FY24 and FY25, NYCPS will identify and promote a comprehensive set of digital tools to promote and support college and career access and retention

Strategy	#	Initiative	Key Agencies	Description	KPIs	Next Steps
Goal 2: Expand early interventions to ensure young people remain connected to career pathways and are supported during transitions from school to postsecondary and work						
Strategy 7: Ensure that every young adult has a clear career pathway and well-supported next step transition to college, advanced training, or employment	7.3	Using near-peer advisors to help high school students find their best next step	NYCPS, CUNY	CUNY College & Career Advising Fellows initiative hires recent CUNY graduates and places them at NYCPS high schools to provide college and career advising support to juniors and seniors as they develop and pursue a post-secondary plan that is a strong match	# of NYCPS graduates who enroll in postsecondary training and education	Program will grow to serve 40 schools by the 2024-25 school year
	7.4	Shifting toward career-centered advising	NYCPS, CUNY, CBOs	Through the Pathways Advising Initiative , NYCPS is activating a broad-based group of organizational stakeholders across NYC to determine how best to define, structure, and implement high quality “pathways advising” that incorporates planning for both college and career.	Aligned success metrics across organizational stakeholders to ensure increased cohesion and impact for advising % of students at NYCPS who are graduating with a career pathways plan, informed by individualized advising and aligned with area of career interest	In FY24 and FY25, NYCPS will develop materials to support career pathways for schools, students, and families

Strategy	#	Initiative	Key Agencies	Description	KPIs	Next Steps
Goal 2: Expand early interventions to ensure young people remain connected to career pathways and are supported during transitions from school to postsecondary and work						
Strategy 8: Support programs to improve college retention and completion, along with transition into the workforce after graduation	8.1	Boosting college retention and completion	CUNY, NYCO	ASAP (Accelerated Study in Associate Programs) has more than doubled associate degree completion rates for participating students, and ACE (Accelerate, Complete, Engage) program, which offers the same structured support as ASAP for bachelor's seeking students.	# of CUNY students who retain enrollment year to year # of CUNY students who earn degrees	In fall 2023, CUNY ASAP and ACE recruited over 8,700 new students across the University, with ACE supporting up to 900 new students in academic year 2023-2024. ACE also launched at a seventh CUNY college this fall, supporting 150 transfer students at City College over two years. The City and CUNY are committed to continuing to support these two vital degree completion programs and working across City agencies to support robust recruitment
	8.2	Increasing college access and supportive networks for underserved youth	ACS	ACS launched the College Choice program to help support college access, persistence and graduation for youth who are or were in foster care.	#of students enrolled in college #of students who persist and graduate from college	In FY2024, continue to build capacity and connections across City services to offer youth in foster care college access and support with persistence and graduation, and connection to careers.
	8.3	CUNY Inclusive Economy	CUNY	In 2022 the City launched the CUNY Inclusive Economy initiative, a \$16 million public-private partnership to bolster the career preparedness of, and proactive connections to employment for, CUNY students.	# of students served with academic/career advising # of students who participate in paid internships # of students employed after graduation	In FY2024, CUNY will continue to grow the work of the Inclusive Economy sites, actively enrolling over 3,000 students in hybrid academic/career advising cohorts. In Fall 2023, CUNY will look to expand the capacity of the Industry Support Hub by adding a focus on financial sector employers.

Strategy	#	Initiative	Key Agencies	Description	KPIs	Next Steps
Goal 3: Re-engage young people who are now out of school and out of work through targeted outreach, programs, and services						
Strategy 9: Evaluate, leverage, and scale effective models and systems to support reconnecting out of school and out of work young adults to education and workforce programming	9.1	Helping stopped-out students return to college	CUNY	CUNY Reconnect is an ongoing initiative to help people of all ages who have “stopped out,” to return to higher education.	# of NYCPS high school graduates what stopped out of CUNY to return to college	In FY24, CUNY Reconnect will serve a projected 15,000 New Yorkers interested in starting, transferring, or re-enrolling into a matriculated program after having separated from prior
	9.2	Supporting priority populations onto career paths	ACS, CUNY	V-CRED (Vocational training that emphasizes a Continuing Responsibility toward Education and Development) supports participants' education, career, and personal development. The program offers training for professional certifications, paid internships, and job placements.	# of youth and foster care and justice-impact enrolled in training and education # of youth in foster care and justice impacted placed into jobs	In FY24, ACS will continue to enroll out of school and out of work youth into existing and new pre-apprenticeship and apprenticeship models at CUNY and other City agencies.
	9.3	Coordinating and leveraging resources for priority populations	USDOL, NYC Talent, DYCD, HRA, ACS, CUNY	NYC will work closely with the USDOL to promote the Job Corps program to City agencies and connect its graduates to in-demand careers and college.	# of youth accepted into Jobs Corps from City referral agencies, # of youth placed into jobs or higher education	In FY2024, NYC Talent will coordinate partnerships to leverage City agency services as well as referrals from agency partners to ensure training slots and housing accommodations are leveraged for those most in need.

Strategy	#	Initiative	Key Agencies	Description	KPIs	Next Steps
Goal 3: Re-engage young people who are now out of school and out of work through targeted outreach, programs, and services						
Strategy 10: Include mental health and other supportive services across programming that enroll out of school and out of work young adults	10.1	Supporting youth mental health	DOHMH, MOE, H+H, NYCPS, OCMH	The City will launch an expansive digital mental health service for youth, connecting them with mental health support and care.	Decreased feeling of sadness and hopelessness among youth served	Next steps: The digital mental health platform for NYC teens, Teenspace , launched in November 2023
	10.2	Program Spotlight: Train & Earn and Advance and Earn	DYCD	DYCD will require mental health professional in Train & Earn contracts, and will develop new “youth driven enrollment” to improve retention and completion in Train & Earn and Advance and Earn	# of participants who earn industry credentials # of participants who participate in a work-based learning or paid internship # of participants who get a job or enroll in higher education	In FY25, DYCD will launch new Train and Earn contracts that require mental health professionals In FY24 and FY25, DYCD will develop new solutions to promote “youth-driven enrollment” In FY24, DYCD will expand Advance and Earn to serve an additional 400 participants. In FY25, as part of the USDOL's Building Pathways to Infrastructure Jobs Grant program, DYCD and the MTA will pilot a new Electrical Pre-apprenticeship program for 50 young adults, partnering with Commonpoint Queens, LaGuardia Community College, Queensborough Community College, and the Consortium for Worker Education.

System Implementation

Strategy	#	Description	Next Steps
Goal 4: Improve data collection and analytics to support stronger transitions, promote continuous improvement, and address historic educational and employment disparities.			
Strategy 11: Define developmental milestones and program quality standards across career-connected learning initiatives	11	Universally agreed-upon developmental milestones toward career readiness will help clarify the roles of publicly funded entities in supporting educational attainment and career readiness.	In FY24, develop cross-agency definitions of career-connected opportunities and interventions
Strategy 12: Create a data infrastructure to share information and create accountability	12	Effective case management across subsystems will be strengthened by the capacity to share both quantitative and qualitative data	Next steps in FY24 include defining and publicly sharing a set of clear, compelling data indicators related to career readiness, and expanding existing MOUs citywide while building out the technical capacity to share data and measure impact over time.
Goal 5: Implement a coherent and comprehensive strategy to improve and expand employer engagement to help develop talent, ensure access to meaningful career-connected learning experiences, and connections to full-time employment			
Strategy 13: Focus on occupations (in addition to sectors) as the organizing concept of career readiness for youth and young adults	13	Occupations can be understood as a collection of skill sets and competencies that feed into job titles across a wide range of sectors.	In FY24 and FY25 add capacity to NYC Talent's data capacity to create and maintain a list of in-demand occupations across the NYC labor market.
Strategy 14: Create well-defined, employer-supported, higher education accredited, and accessible apprenticeship pathways into high-demand occupations	14	Apprenticeship combines structured training with paid, on-the-job learning, providing workers access to jobs with a pathway to a living wage and a life-sustaining career and helps employers tap into well-trained, diverse talent for in-demand occupations. At scale, it is a more effective and efficient way to match talent to opportunity and to power the local economy.	In FY24 release a landscape analysis of the current apprenticeship programming in the City as well as recommendations for the launch of the Apprenticeship Accelerator
Strategy 15: Build aligned strategy and infrastructure to encourage and facilitate business engagement in career readiness & work-based learning	15	The Future of Workers Task Force named two strategic levers related to employer engagement: a reconstituted and empowered Workforce Development Board, to be chaired by a prominent employer and including a majority of business representation members, and an employer-facing "online portal" to connect employers with City programs that expose, prepare, advance, and launch local talent into careers.	In FY24, name new board members and launch a new Workforce Development Board In FY24, launch an employer facing front to connect employers to with City programs

APPENDIX C: Programs Referenced in this Action Plan

Agency	Program Name	Description
ACS	College Choice	ACS launched the College Choice program to help support college access, persistence and graduation for youth who are or were in foster care. College Choice gives youth the ability to choose what college they want to go to, where they want to live and what types of academic support they would like to receive. The program includes tuition up to \$15,000; stipends of \$60 a day, housing costs, coaching, tutoring and academic support.
ACS	Fair Futures	The <i>Fair Futures</i> initiative provides dedicated coaches, tutors, and education, employment, and housing specialists for thousands of youth in foster care. Recently, the Adams administration announced that Fair Futures would expand to serve justice-involved youth, including youth in detention.
ACS	V-CRED (Vocational training that emphasizes a Continuing Responsibility toward Education and Development)	A project of ACS, V-CRED (Vocational training that emphasizes a Continuing Responsibility toward Education and Development) supports participants' education, career, and personal development. In partnership with CUNY, the W.K. Kellogg Foundation, and a number of private sector employers, the program offers training for professional certifications, paid internships, and job placements. Priority career pathways for participants include information technology, electrician's helper, allied health (e.g., Certified Nursing Assistant), pharmacy technicians, and building trades. Youth in V-CRED also have access to support services offered through ACS's Fair Futures initiative, which provides coaches, tutors, and other assistance for young people in foster care and those that are justice-impacted.
CUNY	ASAP (Accelerated Study in Associate Programs) & ACE (Accelerate, Complete, Engage)	CUNY, in partnership with the Mayor's Office of Economic Opportunity, has expanded its highly successful ASAP (<i>Accelerated Study in Associate Programs</i>) initiative to serve 25,000 students each academic year. ASAP has more than doubled associate degree completion rates for participating students, aiming to graduate at least 50 percent of students within three years. ASAP is now considered a national model, prompting the City to support the expansion of the ACE (<i>Accelerate, Complete, Engage</i>) program, which offers the same structured support as ASAP for bachelor's seeking students. ACE aims to achieve a four-year graduation rate of at least 50 percent among first-time freshmen and a two-year graduation rate of at least 50 percent among transfer students with an associate degree.

CUNY	College Now	CUNY's College Now program currently provides opportunities to earn college credit to approximately 25,000 high school students per year.
CUNY	CUNY 2x Tech	<i>CUNY 2x Tech</i> , a collaboration of NYC Talent's Tech Talent Pipeline, CUNY, and tech sector employers, currently operates on six campuses, and has successfully contributed to CUNY doubling the number of bachelor's degrees awarded in technology fields and increasing the percentage of computer science graduates with job offers upon graduation. The program will expand to additional CUNY campuses in spring 2024.
CUNY	CUNY Career Launch & Spring Forward	CUNY Career Launch , and its sister spring semester program, Spring Forward , connect students to paid opportunities aligned to their career interests in the STEM, healthcare, non-profit, and marketing sectors during the summer. Through additional programs, CUNY partners with 13 New York City agencies as well as the MTA to offer internships in tech, engineering, public health, finance, business and other high-demand fields.
CUNY	CUNY College & Career Advising Fellows	Launched in August 2022, the <i>CUNY College & Career Advising Fellows initiative</i> hires recent CUNY graduates and places them at NYCPS high schools to provide college and career advising support to juniors and seniors as they develop and pursue a postsecondary plan that is a strong match. The team also oversees a part-time advising program that leverages current college students to work at 20 high schools annually.
CUNY	CUNY Futures in Finance	CUNY Futures in Finance is an industry partnership developed with Centerbridge Partners, Bloomberg LP, and Goldman Sachs and three CUNY campuses (Brooklyn College, City College, Lehman College) that offers programming and networking opportunities with a goal of facilitating access to entry-level jobs
CUNY	CUNY Inclusive Economy	The CUNY Inclusive Economy Initiative is a \$16 million public-private partnership to bolster the career preparedness of, and proactive connections to employment for, CUNY students. The Inclusive Economy Initiative will focus on building CUNY's capacity to engage employers and prepare students to secure and succeed in careers aligned to in-demand sectors including tech, healthcare, and green energy. As a first step, it will support embedding teams of hybrid academic/career advisors and industry specialists into 17 departments across nine CUNY campuses. These resources are expected to serve more than 3,000 students directly each year through hybrid academic/career advising cohorts.

CUNY	CUNY Tech Equity	<u>CUNY Tech Equity</u> is a partnership with Google to broaden participation in tech majors and strengthen pathways to tech careers.
CUNY	CUNY Reconnect	<u>CUNY Reconnect</u> is an ongoing initiative to help people of all ages who have “stopped out,” meaning they have stopped attending education programs without completing, to return to higher education. In the 2022-23 year, CUNY Reconnect piloted an effort specifically to reach young adults who graduated from NYCPS high schools during the COVID-19 pandemic and had not enrolled in college or were previously enrolled but had stopped out.
CUNY	New Paths to Career Success	New Paths to Career Success focuses on high school students who are on track to graduate, but deemed to be at high risk of becoming disconnected from school and work following graduation. New Paths participants engage in paid work, job training, and coursework, while finishing high school. This support continues up to one year after they graduate, preparing them for healthcare, technology, or culinary careers at the same time as they earn financial support and college credit.
DOHMH	<u>Teenspace</u>	As announced in <u>Care, Community, Action- a Mental Health Plan for New York City</u> , the City launched Teenspace, an expansive digital mental health service for youth, connecting them with mental health support and care. In addition, the NYC Health Department, with support from the Mayor’s Office of Equity (MOE), is expanding its capacity to recognize, monitor and respond to youth suicide attempts, deaths and other mental health trends, as well as address inequities, by investing in suicide prevention research and data collection.
DYCD	Advance & Earn	<u>Advance & Earn</u> is an innovative training and employment program for young adults ages 16 through 24 to develop their career pathway with the opportunity to participate in employer-recognized training, earn employer-valued credentials and certifications, complete paid internships and receive comprehensive High School Equivalency (HSE) test preparation.
DYCD	CareerReady SYEP	<i>CareerReady SYEP</i> is a school-based SYEP program with classroom instruction linked to participants’ paid work experiences. The classroom instruction earns course credit toward high school graduation requirements and/or hours that can count toward the NYS <u>Career Development and Occupational Studies</u> commencement credential.

DYCD	Exploring Futures	An evolving pilot that first emerged during the COVID-affected 2020 school year, the <i>Exploring Futures</i> program offers middle school students in 6th through 8th grade early career exploration through an online learning platform and career exposure events, with a focus on STEM fields.
DYCD	Learn & Earn	<i>Learn & Earn</i> (formerly the In-School Youth Program) serves high school juniors and seniors who are low-income and at risk of not graduating. The program provides over 1,000 students with academic support, college application assistance, work readiness training, service learning and leadership activities, as well as a paid six-week summer internship through SYEP. In 2022-23, the program added CUNY as a partner, offering college courses similar to those available through WLG.
DYCD	Summer Youth Employment (SYEP)	<i>Summer Youth Employment Program (SYEP)</i> connects youth ages of 14 through 24 with career exploration opportunities and paid work-based learning or work experience each summer. Through SYEP, participants explore different interests and career pathways, develop productive workplace habits, and engage in learning experiences that strengthen their social, civic, and leadership skills.
DYCD	Train & Earn	<i>Train & Earn</i> (formerly the Out-of-School Youth Program) is a career pathways program that provides comprehensive job training and employment services, along with support services needed by participants to find a permanent job, obtain their high school equivalency if applicable, and access postsecondary education and training. Train & Earn is for youth and young adults ages 16 through 24, who are not working and not in school, and meet certain eligibility requirements.
DYCD	Work, Learn & Grow (WLG)	<i>Work, Learn & Grow</i> (WLG) offers thousands of high school students structured career exploration and work readiness activities, opportunities to earn college credit, and a 215-hour paid internship. The recently announced FY2024 budget includes a commitment from New York City to expand WLG to 7,000 slots, doubling the total capacity of the program, and to prioritize young people who have faced historic disparities.

HRA	Pathways to Industrial and Construction Careers (PINCC)	As part of the U.S Economic Development Administration (EDA) Good Jobs Challenge grant award, New York City's Human Resources Administration (HRA) is launching a new workforce development coordinated effort called <i>Pathways to Industrial and Construction Careers (PINCC)</i> to connect low-income residents to the building and construction industry as well as its transportation, distribution, utilities and manufacturing industry. With a focus on clients served through Cash Assistance, Supplemental Nutrition Assistance Program (SNAP), and NYC Housing Authority's public housing program, HRA will support recruitment and training efforts designed to place New Yorkers into good-paying and/or union jobs in these sectors.
NYCEDC	Science Park and Research Campus (SPARC)	The City, State, and CUNY are investing in an innovation hub led by New York City Economic Development Corporation (NYCEDC) called Science Park and Research Campus (SPARC) in Kips Bay that will make New York a global leader in creating and attracting accessible jobs in life sciences, health care, and public health by creating a pipeline from local public schools to careers in these growing and essential fields. The new SPARC site will include an onsite NYCPS high school providing hands-on-learning in health care and sciences and will support over 4,500 CUNY students with new modern facilities.
NYCPS	Brooklyn STEAM Center	The <i>Brooklyn STEAM Center</i> , located on the site of the Brooklyn Navy Yard, offers career-connected learning and internships, while students advance through one of six career pathways: Culinary Arts + Hospitality Management, Construction Technology, Cybersecurity, Design & Engineering, Film & Media, and Full-Stack Development.
NYCPS	Career Readiness and Modern Youth Apprenticeship (CRMYA)	A whole-school model, the Career Readiness and Modern Youth Apprenticeship program, draws upon concepts and models from world-class apprenticeship structures in Germany and Switzerland, and leverages the program architecture of the apprenticeship from a nonprofit partner. Operating in nearly 60 high schools, it offers a career-readiness curriculum for students in 9th and 10th grade that includes foundational skills such as resume development, interview skills, and self-advocacy. Students in 11th and 12th grade will have opportunities to get on a career path through a multi-year paid apprenticeship that will incorporate attainment of industry-recognized credentials alongside a high school diploma. CRMYA is a cornerstone of New York City's larger push to support 30,000 apprenticeships by 2030, announced by Mayor Adams in February 2023.

NYCPS	Career and Technical Education (CTE) Programs	NYC Public Schools currently operates over 130 CTE schools across the city. These schools integrate career development focused on specific pathways into the school's schedule. Each pathway is built alongside industry partners both through direct relationships between schools and industry, as well as through the Pathways Advisory Council and eight industry-specific Pathways Advisory Commissions.
NYCPS	Computer Science for All (CS4All)	The New York State K12 Computer Science (CS) and Digital Fluency Learning Standards are currently in use in some schools and are expected to be implemented in all schools in the 2024-25 school year. These standards include Digital Citizenship, Digital Fluency, and Computer Science. The Computer Science Standards are being aligned to the CS4All Blueprint to help teachers integrate computational literacy, algorithmic thinking, and problem-solving skills in every classroom and at all grade levels.
NYCPS	School for Cooperative Technical Education (Coop Tech)	The School for Cooperative Technical Education is a half-day vocational program that offers students hands on training in a variety of in-demand and cutting edge trades. Coop Tech students can participate in shared instruction through traditional high schools, through Pathways to Graduation, or as post-graduates who have already obtained a diploma.
NYCPS	FutureReadyNYC	In school year 2022-23, the NYCPS Office of Student Pathways team developed and launched the FutureReadyNYC (FRNYC) pilot, a career-connected pathway model that reimagines the student experience so students find passion and purpose in their education connected to life after high school. The FRNYC model guides schools to develop labor market-aligned career-connected pathways in tech, healthcare, education, or business. FRNYC programs include opportunities for youth to earn early college credit and industry credentials, engage in career-connected instruction, participate in work-based learning including paid internships, develop real-world skill, and receive individualized advising. After launching in 67 schools during its first year, FRNYC is expanding to 100 schools in the 2023-24 school year.
NYCPS	Industry Scholars	Launched in 2017, <i>Industry Scholars</i> offers industry-specific internships and a variety of career activities aimed at helping students apply their skills in authentic industry settings while gaining real-world work experience.

NYCPS	Pathways Advising Initiative	Through the <i>Pathways Advising Initiative</i> , NYCPS is activating a broad-based group of organizational stakeholders across NYC to determine how best to define, structure, and implement high quality “pathways advising” that incorporates planning for both college and career. Partners are working together to map out the particulars of pathways advising, develop and test innovations, and drive joint decision making to improve practice, reach, equity and impact in service of all students graduating with a strong personalized future plan. NYCPS is also supporting staffing and training of certified school counselors with a focus on advising for college and career pathways and serving as Pathways Advisors within a set of selected high schools. These parallel strands will provide critical information to inform policy and best practice for college and career advising dosage, sequence of advising experiences, framework for program supervision, oversight and evaluation, and student outcome success metrics.
NYCPS	Project Pivot	<i>Project PIVOT</i> (Purpose, Integrity, Voice, Optimism, and Tenacity) provides funds to schools to secure direct services for student social-emotional growth. The first cohort, launched in 2022, is composed largely of high schools on campuses that had been reporting high rates of student violence, weapon possession, and chronic absenteeism. Now in its second year, PIVOT aims to incorporate an upstream approach to ensuring long-term success for participants by investing resources in elementary and middle schools with similar challenges.
NYCPS	Summer Rising	<i>Summer Rising</i> is a partnership between New York City Public Schools and the Department of Youth and Community Development (DYCD) to provide students with both academic and enrichment programming over the course of the day, including field trips, arts activities, and outdoor recreation.
NYC Talent	Apprenticeship Accelerator	Announced in the 2023 State of the City speech, the Apprenticeship Accelerator will receive an investment of \$500,000 to help recruit apprenticeship employers, support new program development, and bolster existing programs such as CRMYA and CUNY’s expanded apprenticeship offerings.
NYC Talent	Center for Nursing and Educational Practice	The NYC Center for Nursing Education and Practice, which will become a public-private hub housed within the New York Alliance for Careers in Healthcare (NYACH) in partnership with CUNY, will support the nursing workforce pipeline by lifting up the profession and its educators, building accessible onramps, and most importantly working together for the future so that New York City never again faces the kind of nursing labor shortage seen today.

NYC Talent	Center for Workplace Accessibility and Inclusion	Center for Workplace Accessibility and Inclusion is a public-private partnership dedicated to addressing the structural barriers that impede people with disabilities from pursuing careers. Part of the Mayor's Office of Talent and Workforce Development, the Center will partner with key stakeholders, align public and private funding, centralize data tracking, identify and scale best practices, and advance a shared agenda for policy change. Among its top priorities will be preparing high school students with disabilities for careers.
NYC Talent	NYC Interagency Talent Cabinet	The NYC Interagency Talent Cabinet coordinates dozens of City agencies and offices with workforce responsibilities to create a shared annual workforce strategy for the City.
NYC Talent	NYC Workforce Development Board	The New York City Workforce Development Board, a board mandated by federal law and whose members are appointed by the Mayor, is responsible for ensuring that investments of federal Workforce Innovation and Opportunity Act (WIOA) dollars in adult and youth workforce development services are strategic, fiscally sound, and effective.
SBS	Workforce 1	Small Business Services (SBS) Workforce1 helps New Yorkers prepare for, and connect to, jobs across New York City's five boroughs and in every sector of the economy.
U.S. DOL	Job Corps	The U.S. Department of Labor (USDOL) <i>Job Corps</i> is a career technical training and education program for young people who aspire to higher-paying careers and higher education. Training is available in fast-growing industries to low-income youth ages 16 through 24, who receive program services free of charge. Through a five-year partnership, the City will coordinate with Job Corps' national office to coordinate recruitment initiatives through NYCPS, ACS, DYCD, NYC Talent, NYC HRA, and other partners to ensure that underserved and marginalized communities gain access to workforce development training, including for in-demand career pathways.
U.S. DOL	Youth Systems Building Academy	Administered by USDOL's Employment and Training Administration, the Youth Systems Building Academy was established in December 2022 to provide training and technical assistance to workforce systems and their community partners to help them explore, design, test, implement or expand approaches to attract young workers and support them once they join the workforce. The academy seeks to strengthen local organizations' ability to serve young people between ages 16 through 24 years of age who are disconnected from school and the workforce, and those in marginalized and underrepresented communities.

