



# **PATHWAYS TO PROGRESS:** A Tangible Impact on Youth Economic Opportunity

JUNE 2017

**INCREASING  
ACCESS AND  
OPPORTUNITY**

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PROMISE  
FUELING  
CHANGE

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## About Equal Measure

Headquartered in Philadelphia, PA, Equal Measure provides evaluation and philanthropic services to social sector organizations. Our areas of focus include aligning systems for stronger outcomes, increasing access and opportunity, building human and social capital, strengthening community capacity, and advancing equity in communities. For more than 30 years, our clients have been major private, corporate, and community foundations, government agencies, and national and regional nonprofits. We have deep experience with network collaborative initiatives that improve educational outcomes, and build career pathways, for young adults to live better economic qualities of life.

To that end, we have worked on an array of major national and regional programs for organizations such as the Citi Foundation, the Aspen Forum for Community Solutions, the James Irvine Foundation, Lumina Foundation, the Helmsley Charitable Trust, Living Cities, StriveTogether, the W.K. Kellogg Foundation, and U.S. Department of Labor-funded grants in Wisconsin and the Northeast U.S.

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## Introduction: The Pathways to Progress Investment

In 2014, the Citi Foundation launched Pathways to Progress, a three-year, \$50 million initiative in the U.S. to help 100,000 low-income youth, ages 16 to 24, develop the workplace skills and leadership experience needed to compete in a 21st Century economy.

To achieve its ambitious goal, the Foundation enacted a multi-tiered strategy focused primarily in ten cities: Boston, Chicago, Dallas, Los Angeles, Miami, New York City, Newark, St. Louis, San Francisco, and Washington, D.C.

The strategy included an investment in five flagship organizations representing different program “pathways” designed to have a longstanding impact on a youth’s economic well-being, presented in Figure 1. Complementing the flagship organizations, the Citi Foundation also invested in national and local organizations as part of Pathways to Progress, including the Boys & Girls Clubs of America, the National Academy Foundation, and the National Association for Urban Debate Leagues.

Figure 1 **PATHWAYS TO PROGRESS GRANTEES**

PATHS	ORGANIZATIONS	PROGRAMS	YOUTH IMPACT STRATEGY
Service/Leadership	Points of Light	ServiceWorks	Leverages community engagement and volunteer service to help young adults (“Service Scholars”) develop college and career preparatory skills
Summer Jobs	Cities for Financial Empowerment Fund (CFE)	Summer Jobs Connect	Combines youth summer employment opportunities with targeted financial education and access to safe and affordable financial products
Entrepreneurship	Network for Teaching Entrepreneurship (NFTE)	Make Your Job	Develops youth entrepreneurial mindset and business skills through an experiential business-planning and business start-up
Mentorship	iMentor	iMentor	Builds mentoring relationships to support youth through graduating high school, enrolling and succeeding in college, and achieving their postsecondary aspirations
	Management Leadership for Tomorrow (MLT)	MLT Ascend	Provides comprehensive guidance and support from a network of mentors, all of whom are alumni of MLT programs, and a personalized career readiness roadmap, to ensure that low-income, first generation minority college students graduate and are prepared for professional careers that lead to long-term employment and financial stability

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In February 2017, the Citi Foundation [announced a global expansion](#) of the Pathways to Progress initiative, with a three-year, \$100 million investment to affect the lives of 500,000 young people in cities around the world by 2020. The expanded Pathways to Progress builds on the first three years of the initiative, and will continue to focus on preparing young people for today's competitive job market; and reducing youth unemployment in cities through first jobs, internships, entrepreneurship training, and leadership development. In conjunction with their expanded investment, the Citi Foundation released [Global Youth Survey 2017: Economic Prospects & Expectations](#), to understand the economic expectations and aspirations of young people around the globe.

The study, conducted by Ipsos, found that despite political, economic, and social upheaval, young people around the world are optimistic about their career prospects, but face the reality of limited skills and opportunities. The results will help inform the focus of its programs and partnerships.

To support these efforts, the Citi Foundation is enhancing its “philanthropy plus” model of volunteer engagement, pledging to mobilize 10,000 Citi volunteers to serve as mentors and coaches, and to provide professional advice to help young people move toward their career goals.

## **MORE THAN PHILANTHROPY**

The Citi Foundation's initial three-year investment in Pathways to Progress moved well beyond contributing financial resources. The strategy included substantial volunteer engagement by Citi employees, and a significant communications platform — augmenting grantee organizations' efforts to share their impact with the field.

More than 2,000 Citi employees volunteered over the course of the first three years of Pathways to Progress, dedicating over 34,000 volunteer hours.

Citi volunteers contributed as skills trainers, success coaches, mentors, business plan judges, “speed coaching participants,” and other short-term engagements like conducting mock interviews with students and hosting field trips.

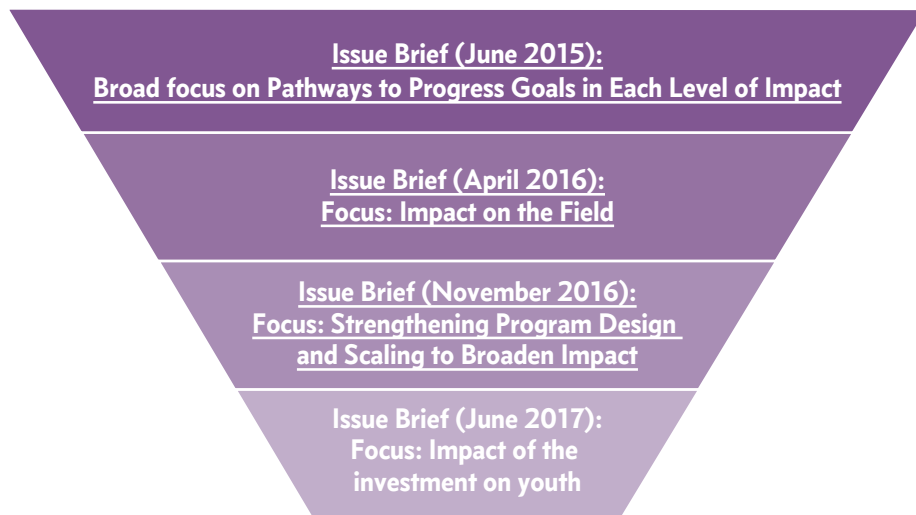
The Citi Foundation also helped elevate the grantees' program successes with the broader field by facilitating grantee speaking engagements at conferences, and providing other communications support and opportunities.

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## About this Issue Brief

This Issue Brief is the fourth and final in the Pathways to Progress series. In this Brief, we focus on the impact of the five flagship Pathways to Progress grantees on the youth they have served, and provide a retrospective look at the progress and select lessons from the first three years of the investment.

Figure 2 PATHWAYS TO PROGRESS ISSUE BRIEFS: AREAS OF FOCUS



The inaugural Issue Brief, *Pathways to Progress: Setting the Stage for Impact* (June 2015), described the Citi Foundation's goals in each of these impact areas and early progress. The second Issue Brief, *Pathways to Progress: The Portfolio and the Field of Youth Economic Opportunity* (April 2016), focused on impact in the field; including an overview of trends in the youth economic opportunity field, and how the Pathways to Progress grantees are responding to and contributing to these trends.

The third Issue Brief, *Pathways to Progress: Forging Strategies to Broaden Impact* (November 2016), focused on organizational and programmatic impacts including scaling and program adaptation.

# SECTION 1

## YOUTH IMPACT

The five flagship Pathways to Progress grantees, along with complementary national and local investments (including the Boys & Girls Clubs of America, the National Academy Foundation, and the National Association for Urban Debate Leagues ) exceeded the Foundation’s ambitious goal of serving 100,000 youth.

As a cornerstone of the Citi Foundation’s national investment, the five flagship Pathways to Progress grantees helped more than 36,000 youth develop the workplace and leadership skills necessary to compete in the 21st Century economy. In more than 50 sites across 10 cities, the Pathways to Progress grantees connected over 36,000 youth to service learning, summer jobs, and entrepreneurship training programs that help participants build academic, leadership, socio-emotional, and workplace skills critical to compete in the 21st century economy.

Figure 3 PATHWAYS TO PROGRESS PROGRAMS AND YOUTH IMPACT

<p><b>SERVICE LEARNING</b></p> <p><i>ServiceWorks</i> Points of Light</p>	30 sites	<p><b>15,000+</b></p> <p>Youth who participated in training, coaching, and service learning – developing college and career skills</p>	<p>AT LEAST <b>78%</b></p> <p>Participants indicating an increase in one or more aspects of 21st Century skills (e.g., project management, community leadership, and building networks)</p>
<p><b>SUMMER JOBS AND FINANCIAL EMPOWERMENT</b></p> <p><i>Summer Jobs Connect</i> Cities for Financial Empowerment Fund</p>	8 sites	<p>NEARLY <b>6,200</b></p> <p>Youth provided summer job slots, financial education, and access to safe and affordable banking</p>	<p><b>8,000</b> Youth who opened bank accounts</p> <p><b>\$9M+</b> Dollars deposited in checking and savings accounts</p>
<p><b>ENTREPRENEURSHIP EDUCATION</b></p> <p><i>Make Your Job</i> Network for Teaching Entrepreneurship</p>	10 sites	<p><b>8,978</b></p> <p>Youth engaged in entrepreneurship training – learning entrepreneurial mindset and business startup skills and concepts</p>	<p><b>132</b></p> <p>Income-generating businesses launched</p>
<p><b>MENTORING</b></p> <p><i>iMentor</i></p>	2 sites	<p><b>5,415</b></p> <p>Youth mentored to graduate high school, complete college, and achieve their ambitions</p>	<p><b>154,621</b></p> <p>Mentoring hours provided</p>
<p><b>COACHING</b></p> <p><i>Ascend</i> Management Leadership for Tomorrow</p>	4 sites	<p><b>490</b></p> <p>Youth coached to complete college and prepare for professional careers</p>	<p><b>5,200</b></p> <p>Coach/mentor hours provided</p>

# YOUTH IMPACT

## DEVELOPING 21ST CENTURY SKILLS

Through training, experiential, and service learning, Pathways to Progress youth are developing a variety of 21st Century skills. These skills include critical thinking; collaboration; communication and creativity; and life and career skills such as flexibility, adaptability, initiative, and self-reliance.<sup>1</sup>

The Network for Teaching Entrepreneurship (NFTE) includes these skills as key components of an entrepreneurial mindset – critical ways of thinking to advance in college, career, and life. NFTE defines an entrepreneurial mindset as “a set of characteristics, behaviors and skills that drive action.”<sup>2</sup>

*“A person with an entrepreneurial mindset recognizes an otherwise overlooked opportunity, develops the confidence to take a risk, communicates their ideas clearly, and is able to adjust to and learn from setbacks.”*

— Network for Teaching Entrepreneurship

To develop these skills, youth in NFTE’s Make Your Job program discuss and design business concepts, create and deliver presentations, practice pitching and marketing, and work with volunteer business leaders. This type of experiential learning permeates other Pathways to Progress programs. In CFE Fund’s Summer Jobs Connect (SJC), youth learn banking and financial management skills through the experience of opening and managing bank accounts in conjunction with their summer employment experience.

Youth in the two mentoring programs (iMentor and MLT Ascend) practice communication and self-advocacy skills through their mentoring and coaching relationships. Both iMentor and Ascend focus heavily on youth goal-setting, action-planning, and self-monitoring with their mentors or coaches, allowing youth to build self-assessment and problem-solving skills while also practicing networking, communications, and relationship-building.

<sup>1</sup> P21 Framework for 21st Century Learning, <http://www.p21.org/our-work/p21-framework>

<sup>2</sup> *Entrepreneurial Mindset: Onramp to Opportunity*, NFTE, April 2017

## BUILDING AN ENTREPRENEURIAL MINDSET

### MAKE YOUR JOB, NFTE

*“A big component is that [youth] are constantly being engaged in experiential learning components.”*

Since 1987, NFTE has used experiential learning to teach entrepreneurial concepts, which are often referred to in the youth development field as “21st Century skills.” These skills are increasingly recognized as critical components of career readiness.

Through its own research, and the research of others, NFTE has identified eight “core domains, critical to becoming entrepreneurial:” future orientation, comfort with risk, opportunity recognition, initiative and self-reliance, communication and collaboration, creativity and innovation, critical thinking and problem solving, and flexibility and adaptability.

NFTE activates these skills in youth through its hands-on entrepreneurial education programs. Through the Pathways to Progress investment, NFTE’s Startup Summer and BizCamp programs were scaled to reach significantly more youth. In these programs, youth develop their own business plans - learning negotiation, presentation, and business development skills, while honing entrepreneurial skills such as creativity, critical thinking, and problem solving. Some youth even launch their businesses. As NFTE points out in *Entrepreneurial Mindset: On Ramp to Opportunity*, employers increasingly are identifying these skills as “very important” in today’s innovation economy. Research has also demonstrated that entrepreneurial skills help students succeed in school.

In its study of the BizCamp and Startup Summer programs (February 2015), New York University’s Institute for Education and Social Policy indicated positive results for the development of key entrepreneurial skills among participants. In particular, students showed improvement in their communication and problem-solving skills. And, a strong majority of students reported that the program “engaged them in critical thinking.”

The fundamental ingredient to achieving these skills is the experiential learning process. According to the study: *“A big component is that they are constantly being engaged in experiential learning components, including working with volunteers, the hands-on work of developing a business plan, doing market research, and constantly presenting their ideas, developing problem solving skills and soft skills.”*



## LEARNING LIFE SKILLS THROUGH BANKING AND MANAGING FINANCES

### SUMMER JOBS CONNECT, CFE FUND

*Youth participating in these summer programs are provided financial education and access to mainstream financial products and services.*

Nearly 6,200 youth served by Summer Jobs Connect learn life skills through banking and managing their finances, in addition to gaining technical and workplace skills through a summer youth employment experience.

In the eight cities served by SJC under Pathways to Progress, financial empowerment strategies are embedded into existing municipal summer youth employment programs (SYEPs). Youth participating in these summer programs are provided financial education and access to mainstream financial products and services. More important, CFE Fund's approach – integrating banking access and targeted financial education – emphasizes learning positive financial behaviors such as direct deposit, budgeting, and savings through firsthand experience.

To complement the experiential learning provided through the direct banking experience, the municipal partners in SJC provide financial education to the youth participants through workshops, financial counselors, and peer educators. By facilitating banking through integration within municipal employment, and offering financial education, SJC educates youth about how to use mainstream banking accounts as tools for financial stability. Additionally, by partnering with existing municipal employment programs, the SYEPs provide an opportunity, at a *sizeable scale*, to use the real-world experience of receiving a paycheck to teach youth life-long positive financial behaviors.

# YOUTH IMPACT

## BUILDING SOCIO-EMOTIONAL MATURITY AND LEADERSHIP SKILLS

Pathways to Progress programs have advanced youth college and career aspirations by increasing socio-emotional maturity and offering youth leadership experiences.

Socio-emotional maturity and leadership are widely recognized in the youth economic opportunity field as critical to career success in the 21st Century economy.<sup>3</sup> The Pathways to Progress grantees' strategies for fostering leadership and socio-emotional maturity include providing tangible opportunities for youth to lead, partner, and problem-solve.

As with technical, entrepreneurial, and other 21st Century skills, the grantees use experiential and project-based learning to help youth hone their leadership and socio-emotional maturity through practice. In Make Your Job (NFTE), students build their confidence as they develop their business plans, present their ideas publicly, and engage in networking. Similarly, in the ServiceWorks program, students gain confidence as they develop and lead service projects.

*"We are teaching our kids how to chunk things out into steps, how to plan ahead, how to develop a budget, and how to manage a project."*

—ServiceWorks

<sup>3</sup> "Strengthening the Bridge between Research and Practice," Karen Pittman, Co-Founder, President, and CEO, Forum for Youth Investment in Preparing Youth to Thrive; Promising Practices for Social and Emotional Learning -<https://www.selpractices.org/blog/9-strengthening-the-bridge-between-research-and-practice>

## BUILDING CONFIDENCE TO LEAD AND THRIVE SERVICeworks, POINTS OF LIGHT

*“Building aspirations really comes alive in the success coaching element of our model.”*

In ServiceWorks, students learn leadership and 21st Century skills through training and practice. Points of Light has found that through leading service projects and contributing to the betterment of their communities, students build their confidence and aspirations for college and career. *“When I hear scholars speak, and I look at our surveys, the youth see a more concrete path toward whatever they are looking to pursue, college or career. We flipped the script – they are the drivers in the service projects instead of the beneficiaries. That is real confidence-building for them.”* According to the ServiceWorks Year Three Scholar Exit Survey:

- 78.8% of respondents said they are “confident they can help make a difference in the community.”
- 87.5% “learned to find ways to achieve their goals.”

The students channel what they are learning about confidence, leadership, and aspirations into action plans to chart their path toward future goals. ServiceWorks students meet with success coaches in small groups, and in some cases one-on-one, to discuss their goals and the steps to achieve them. *“Building aspirations really comes alive in the success coaching element of our model. It could be that the students want to go to college and have no idea how to get there, or they could want to be a music producer. The success coaches come up with action plans with them. The students really value this.”* ServiceWorks staff note that student aspirations for college and career vary, and that the action plans are customized to the students, empowering them to craft their future path as they hone their leadership skills, develop social-emotional maturity, and increase confidence.

# YOUTH IMPACT

## CONNECTING YOUTH TO MENTORS, COACHES, AND OTHER CARING ADULTS

Pathways to Progress grantees connect youth to mentors, coaches, and other caring adults – enabling youth to develop trust and confidence, build advocacy and communications skills, and engage with individuals who can provide information to support their college and career aspirations.

The grantees use mentors, coaches, and other adult volunteers in different ways to achieve these socio-emotional and knowledge building goals. In the mentoring and service programs, the organizations use mentors and coaches to provide individualized guidance to help students navigate their path to college and career, working with the students on individual action plans or “roadmaps.” For example, the Ascend program roadmap includes milestones and action plans for coursework, financial aid, career prep, extra-curricular activities, and time management.

*“There is a value of having an additional person in your corner who isn’t attached to some specific area of your development, but thinking about it from a relatively outsider’s point of view.”*

—iMentor

## PROVIDING MENTORSHIP AND GUIDANCE FOR COLLEGE AND SUCCESS

iMENTOR

*“The curriculum enhancements we have made over the past three years are directly related to keeping the conversation going about making the right educational choices.”*

The iMentor school-based curriculum is designed to help students identify their personal aspirations and the steps to pursue them. Program coordinators teach the curriculum during a weekly class within the school day. The class includes an approximately 10-15 minute lesson on topics relevant to iMentor’s college and career goals, and appropriate to the grade level of the students. For example, the 10th grade curriculum includes topics such as setting goals, identifying potential careers, and developing critical thinking skills. Built into the class time is an exercise for students to engage directly with their mentor, via email or a project, to apply the curriculum individually. iMentor has strengthened its emphasis in recent years on individualizing the content, via the mentor interaction, to meet students where they are and to foster their individual aspirations. *“Almost every unit in our curriculum has some nod to a student’s future. If you’re interested in medicine, it might be that you do some research about a medical field. Or if you’re thinking about college, speaking with your mentor about what they know about college. The curriculum enhancements we have made over the past three years are directly related to keeping the conversation going about making the right educational choices.”*

Through offering individualized guidance, empowering students to take ownership of their goals, and providing ongoing support, iMentor has achieved positive college enrollment and completion rates. iMentor’s college enrollment rates are higher than the best possible comparisons nationally, and compared to the most demographically and academically similar schools in New York City:

- 66% of iMentor students enroll in college on time compared to 52% nationally and 53% for comparable NYC schools.
- iMentor’s on-time college completion rate (meaning graduation within six years of enrollment) is 49% on-time completion, compared to 26% nationally (iMentor, 2016).

# YOUTH IMPACT

## CONNECTING YOUTH TO MENTORS, COACHES, AND OTHER CARING ADULTS

Just as iMentor uses the curriculum as a resource for mentors to prompt and inform discussions with students, Ascend provides “playbooks” to help coaches build relationships with scholars. The playbooks contain curriculum modules on career development, academics, and relationship development/problem solving. Similar to iMentor’s efforts to encourage the student’s individual career aspirations as a driver for academic success, Ascend draws on the students’ career aspirations as an academic motivator. *“The link to career is central to us. We are focused on career aspirations as a motivator for persistence and completion.”*

The two mentoring programs also emphasize the emotional support offered through a one-to-one relationship, and the accountability that this relationship provides. The mentoring programs are strategic in their matching processes, and attentive to rapport building in their program design and mentor/coach training.

*“The volunteers make the connection with the real world and with skills the students might not otherwise be exposed to in the classroom.”*

—Network for Teaching Entrepreneurship

Ascend matches students and coaches based on several criteria, including demographics and career interests, to facilitate relationship development and to foster greater student motivation through connection to a role model as well as a coach. iMentor strives to have mentors and students continue their relationship once the student is in college. In addition to providing emotional and cognitive support, the knowledge that the mentor is continuing to support them once in college is *“an added level of accountability for the students to deliver on their promises.”* Similarly, in the Ascend program, coaches conduct routine check-ins and discussion of the student’s progress along their roadmap, providing a level of personal accountability for the students.

Pathways to Progress grantees also engage caring adults to broaden students’ horizons and build their social capital networks. In ServiceWorks, national service volunteers and other community volunteers help students connect to the broader community, as well as to their peers, underscoring the value of the social network resulting from the program. Grantees also use volunteers as role models to expose students to the working world and different career paths. In NFTE’s Make Your Job program, volunteers coach students on business presentations, public speaking strategies, and other professional development skills.

## MATCHING STUDENTS WITH COACHES TO ATTAIN CAREER ASPIRATIONS

ASCEND, MANAGEMENT LEADERSHIP FOR TOMORROW

*Over the past three years, Ascend's college persistence rate is 97%, compared to approximately 59% in the general population.*

Ascend is a college success and career readiness program for low-income, first generation minority college students. The program uses a one-to-one coaching model to help students complete college and prepare for a professional career.

Ascend coaches are MLT "Rising Leaders" – alumni of MLT's professional development programs, through which MLT fosters the career and leadership development of men and women from underrepresented communities (African-American, Latino/a, and Native American). Nearly half of the coaches were first generation college students.

Ascend aims to match students and coaches by gender, race/ethnicity, geographic location, and career area. According to the program theory of change, matching students with coaches who are professionals of color, who have received coaching themselves, enables students to "see people they can aspire to in their coaches."

The approach of one-to-one coaching, with the emphasis on motivating students to complete college as a step toward a career, is yielding positive results. Over the past three years, Ascend's college persistence rate is 97% (meaning 97% of the students persist in college, whether at the same or a different school), compared to approximately 59% in the general population. And the program retention rate, meaning students stay in the same college, is 93%. Ascend attributes these results to the program's steadfast emphasis on career; the support provided by coaches, staff, and community partners; and a proactive focus on combatting potential challenges that arise.

## SECTION 2

# CONCLUSION: FIELD IMPACT AND STAYING POWER

Delivering on the Pathways to Progress goal to share lessons with the field, all five flagship grantees are sharing curriculum components, intervention strategies, and effective ways to measure results with others in the youth economic opportunity arena.

The Citi Foundation designed Pathways to Progress to provide opportunities to a large number of youth across ten cities. To this end, the Foundation selected five proven national organizations, with established networks of affiliates and partners, who could bring programs to scale and share outcomes with the broader field of youth economic opportunity.

As we described in our April 2016 Issue Brief, *Pathways to Progress: The Portfolio and the Field of Youth Economic Opportunity*, the field of youth economic opportunity is emerging, and is positioned at the intersection of several fields focused on creating long-term opportunities for youth. This includes the fields of college access and success, mentoring, youth leadership, civic engagement, youth employment and job training, career and technical pathways, youth entrepreneurship, and financial empowerment. The Pathways to Progress grantees are at the forefront of this field, representing the convergence of the program areas vital to developing youth economic opportunity.

The grantees have tested comprehensive strategies, aligned with growing knowledge in the field about the value of holistic approaches, to provide youth with skills, leadership and empowerment, socio-emotional support, and connections to caring adults. As described in the April 2016 Issue Brief, due in part to emerging research about adolescent brain development, there is increasing understanding in the field about the importance of empowering youth to achieve technical and “soft” workplace skills. Recognized youth empowerment strategies include mentoring and coaching, providing authentic opportunities to lead, and experiential and project based learning. As described in this Brief, the Pathways to Progress grantees have used these approaches across the four pathways.

The grantees have begun to share what they have learned about these approaches, just as some of their strategies (service learning, entrepreneurial education, and financial empowerment) have begun to gain traction more broadly in the youth economic opportunity field.



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Points of Light has highlighted the ServiceWorks curriculum as a model that other nonprofit and corporate service and mentoring programs can use, in whole or in part. NFTE has shared lessons about entrepreneurial education, experiential learning, and student engagement with numerous audiences through its convening, speaking engagements, and publications, with the goal of helping others deliver entrepreneurial education and engage students more effectively. Similar to NFTE, CFE Fund has discussed its tactical strategies – such as considerations for selecting a financial institution to partner with, options for structuring payroll to facilitate direct deposit, and the potential benefits and drawbacks of different methods of providing targeted financial education – with other potential program sites. CFE Fund is sharing its experience from the eight Summer Jobs Connect demonstration sites widely, to promote potential replication and adaptation in other municipalities, and to influence policy and systems change on a broader level.

In the coaching and mentoring fields, MLT and iMentor have shared lessons through formal and informal presentations. MLT has highlighted Ascend’s unique approach to college persistence, emphasizing its focus on career, its rigorous scholar-coach matching process, and its use of playbooks to support the coaches. iMentor shares its years of lessons learned about mentoring and college access through conference presentations and extensive informal networking. In collaboration with other leading college access and success organizations, iMentor has worked with the National College Access Network (NCAN) to integrate some of its access and success definitions into NCAN members’ practices to strengthen the quality of measurement in the field.

*“We have a ton of information and data about mentoring, the influence of mentoring, what makes a good mentor, and what makes strong relationships. That is the value of what we can share.”*

—iMentor

# THE PATHWAYS TO PROGRESS GRANTEES: SHARING RESULTS AND IMPACT WITH THE FIELD

Over the past three years, the Pathways to Progress grantees have shared lessons from their initiatives with the broader field of youth economic opportunity. On the following pages are examples of how the grantees have leveraged their knowledge for greater field impact:

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## SUMMER JOBS CONNECT, CFE FUND



### **Issue Brief**

[Summer Jobs Connect: Connecting Youth to Developmental and Financial Goals](#)



### **Issue Brief**

[Summer Jobs Connect: Building Sustainable Banking and Savings Programs in Summer Youth Employment](#)



**U.S. Department of Treasury Resource Guides highlighting CFE Fund initiatives, including Summer Jobs Connect – Incorporating Financial Capability into Youth Employment Programs and Incorporating Financial Capability and Partnering with Financial Institutions**



[Summer Jobs Connect Youth Account Standards](#)

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## iMENTOR



### **Website Feature**

[iMentor Success Stories](#)



### **Annual Report (2016)**

[Every Student Deserves a Champion](#)



[2016 Impact Report](#)

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**The Pathways to Progress Grantees:** Sharing results and impact with the field

**ASCEND, MLT**



**MLT Ascend Program Profile**  
[Academic Year 2017-2018](#)



**Infographic**  
[MLT Ascend Scholar Snapshot](#)



**Video**  
[MLT Ascend: Tre's Story](#)

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**MAKE YOUR JOB, NFTE**



**Annual Report (2015-2016)**  
[A Pathway to Inclusion in the Innovation Economy](#)



**Evaluation Report from Steinhardt School of Culture, Education, and Human Development, NYU**  
[Make Your Job Summer Program: A Report to the Network for Teaching Entrepreneurship](#)



**White Paper**  
[Entrepreneurial Mindset: On Ramp to Opportunity](#)



**Conference Recap**  
[Entrepreneurial Mindset Summit](#)

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**SERVICWORKS, POINTS OF LIGHT**



**Report**  
[Does Service Work? Lessons from the ServiceWorks Program, by Peter Levine, Tufts University](#)



**Video**  
[What is ServiceWorks](#)



**Video**  
[ServiceWorks Skill-Building Bootcamp](#)



**Video**  
[Hands On Suburban Chicago at Citi](#)

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## Advancing Policy and Systems Change Goals

*NFTE and CFE Fund are advancing specific policy and systems change goals, furthering the likelihood of influence and scaling impact.*

NFTE has expanded its role as a 30-year thought leader and advocate, taking advantage of a critical policy window as attention to “non-cognitive” skills such as grit and critical thinking have gained attention in education and employment systems. NFTE is encouraged by the Every Student Succeeds Act (ESSA) requirement, signed into law in December 2015, to include at least one measure of student performance beyond traditional academic measures, prompting discussion about non-cognitive skills such as critical thinking, creativity, and other entrepreneurial skills among education leaders and reform advocates.

NFTE’S STRATEGIES TO CONTRIBUTE TO POLICY, SYSTEMS, AND PROGRAM KNOWLEDGE IN THE YOUTH ECONOMIC OPPORTUNITY FIELD ARE MULTI-PRONGED, AND INCLUDE:

- **Developing the Entrepreneurial Mindset Index (EMI).** NFTE developed the EMI to measure development of entrepreneurial mindset among program participants, and is working to broaden the use of the tool beyond NFTE programs.
- **Publishing *Entrepreneurial Mindset: On Ramp to Opportunity*.** In this publication, NFTE outlines recommendations for policymakers, funders, and education leaders to consider, including:
  - » Incorporating entrepreneurship into mainstream education;
  - » Bringing entrepreneurs into the classroom;
  - » Building entrepreneurial skills into accountability systems; and
  - » Investing in more research to identify the best methods for teaching and measuring entrepreneurial mindset.

- **Pursuing the development of entrepreneurship certificate programs in high schools.**

Beginning in 2017, high school students will have the opportunity to earn a certificate in entrepreneurship and small business that is offered by Pearson Certiport. NFTE is pursuing linkages with postsecondary institutions to recognize this credential for credit.

- **Promoting skills that are often overlooked in education, including critical thinking, creativity, and opportunity recognition.** Similar to the maker movement, NFTE’s approach emphasizes the importance of giving youth the opportunity to create something of value and to own the development of this product or service.

- **Speaking at education and policy conferences, and hosting thought leadership convenings.**

NFTE has presented at a number of national and international conferences, including the RENT entrepreneurship conference in Antwerp, Belgium (2016), focusing on researching the entrepreneurial mindset; the Entrepreneurship Education conference in Mobile, AL (2016), focusing on assessing the entrepreneurial mindset; the Southern Leadership Conference (2015), focusing on how entrepreneurial education can inform the development of 21st Century skills; and the Global Youth Economic Opportunities Conference in Washington, DC (2014 and 2015). In October 2015, NFTE hosted an Entrepreneurial Mindset Summit, which addressed how to equip youth with entrepreneurial skills for the new global economy.

Through its Summer Jobs Connect program, CFE Fund is working with municipal youth employment systems to provide access to safe and affordable banking and financial education. CFE has used this three-year demonstration experience to make the case that financial education and access to safe banking are ingredients to economic success, and that institutional partnerships (government, corporate, and education) are a viable means to integrate financial education and banking into education and career pathways on a large scale.

*“CFE Fund is helping to expand the work. Any time you have a national entity that is providing resources directly to municipalities, it is a good thing. It creates further awareness for an issue.”*

—Anthony Santiago, Senior Fellow  
Institute for Youth, Education, and Families  
National League of Cities

#### CFE FUND'S INFLUENCE IN THIS ARENA HAS CONTRIBUTED TO:

- **Promoting sustainable changes to safe and affordable banking access.** In the eight demonstration cities, CFE Fund's Summer Jobs Connect program has worked with municipal leaders to build strong partnerships with financial institutions, identify changes to ease the account opening process, develop or modify products for SYEP participants, create new partnerships among municipal agencies (e.g., youth development and financial empowerment agencies or youth development and workforce agencies), and establish new public-private partnerships. In some cases, these cities have spread this work to other municipal, county, and private programs, including youth and adult employment programs.
- **Creating a national model for integration of financial empowerment into summer youth employment.** A growing number of cities are reaching out to CFE Fund to learn more about the model and how it has been implemented in the eight Summer Jobs Connect municipalities.
- **Expanding federal interest in promoting financial empowerment and banking access through municipal and other employment programs.** CFE Fund has engaged in frequent dialogue with the Financial Literacy and Education Commission (FLEC), which is coordinated by the United States Department of the Treasury, and the Consumer Financial Protection Bureau (CFPB). FLEC consists of the heads of 20 federal agencies and is charged with developing a national financial education strategy. FLEC has consistently cited CFE Fund as a thought leader on the importance of youth bank accounts, and recently noted the importance of Summer Jobs Connect programs in a publication for banking institutions. Similarly, CFPB has drawn on SJC as a resource as it promotes more widespread financial education efforts. CFPB has cited SJC cities in recent reports, and co-presented with CFE Fund on how to promote financial education.

*“There is a groundswell of interest in socio-emotional learning in some large districts. Socio-emotional learning was often seen in the past as an add-on in the education community. ESSA literally says socio-emotional learning is a critical part of learning.”*

—David Ross, CEO  
Partnership for 21st Century Learning

*The Citi Foundation designed its Pathways to Progress investment to help youth prepare for success in the 21st Century.*

Over the past three years, the five grantees scaled their impact by replicating programs in new sites, expanding to new locations via partner organizations, adding online program components, providing technical assistance to support model implementation, and advocating for policy and practice changes to more broadly advance their mission.

Through these scaling efforts, Pathways to Progress has increased the likelihood of expanding youth impact beyond the number of youth served to-date. The grantees are continuing to advance the field through knowledge dissemination and integrated policy and systems change efforts, suggesting a longer-term influence and “staying power” of the Pathways to Progress investment as it continues toward global expansion.