



PATH TO EMPLOYMENT: MAXIMIZING THE IMPACT OF ALTERNATIVE PATHWAYS PROGRAMS

PART 2: PROGRAM PROFILES



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The James Irvine
Foundation

We would like to express our gratitude to The James Irvine Foundation for its support of our research and for its part in making this report possible. We are honored to be partners in its mission to improve the education, economic opportunity, and social well-being of our society.

INTRODUCTION

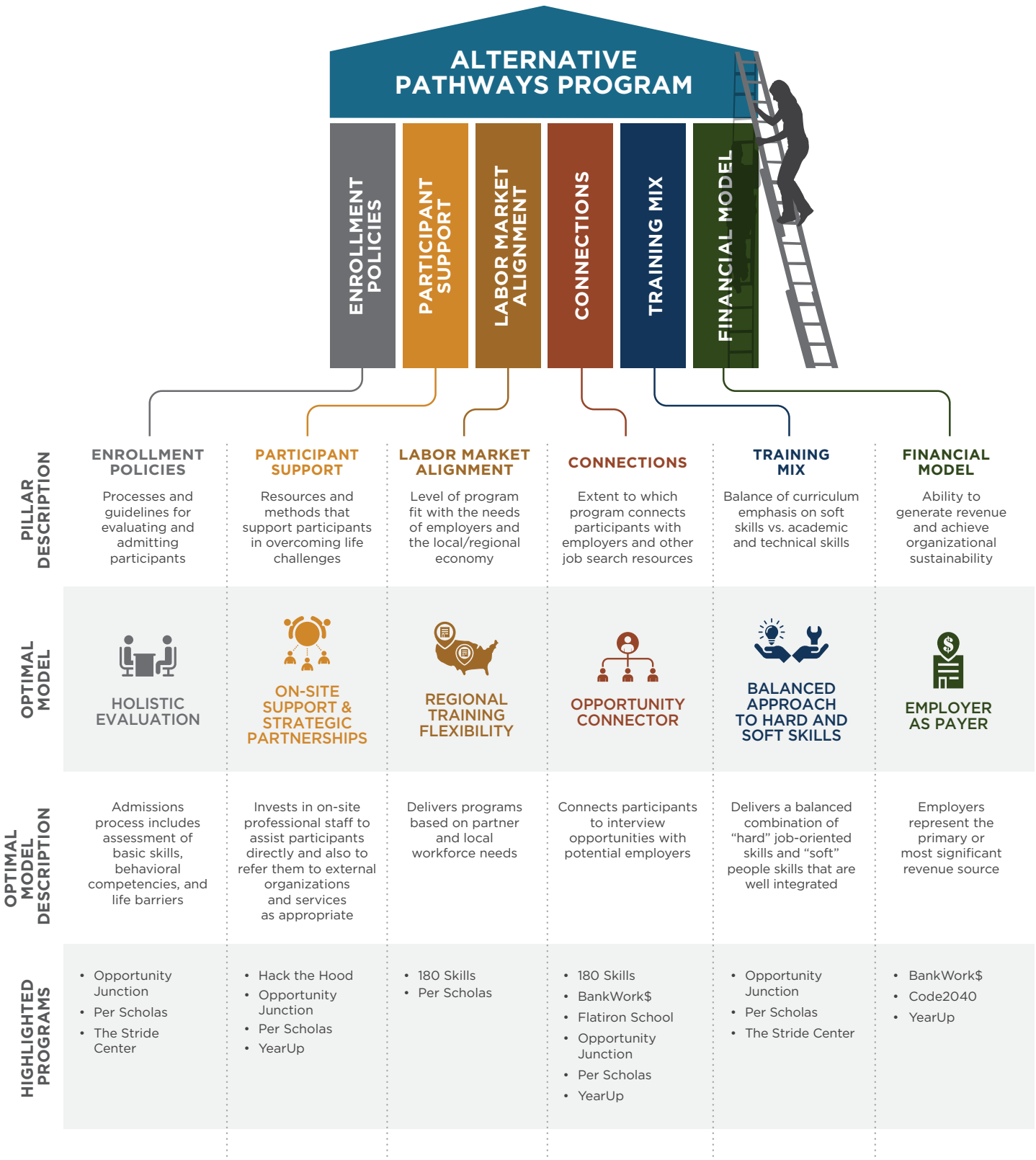
In the latter half of 2016, Tyton Partners conducted national research on behalf of The James Irvine Foundation regarding innovative education-to-employment opportunities for low-income adults. The goal of this initiative was to better understand the emerging ecosystem of Alternative Pathways Programs, which are generally non-accredited, employment-oriented education and training initiatives that promise a pathway into the workforce for participants. In particular, we sought to explore how these models could support low-income adults – defined here as those earning less than 200% of the federal poverty level and who face limited opportunities for career advancement – to enhance their readiness and their access to sustainable employment opportunities and longer-term career pathways.

In Part 1 of Path to Employment, we defined “Alternative Pathways Programs” and reviewed their potential to augment the education-to-employment pathways for low-income adults. In addition, we identified and described six Program Pillars that represent critical design considerations for providers seeking to achieve outcomes with low-income adult learners.

Those Program Pillars – and their development and application among a cohort of notable Alternative Pathways Programs – form the framework of this publication. Part 2 of Path to Employment highlights how a dynamic cohort of Alternative Pathways Program organizations, located in California and beyond, are driving success for participants through well-designed models that draw on the principles included in our six Program Pillars. Profiles for nine Alternative Pathways Programs are included, each illustrating one or more of the preferred Pillar models for low-income participants. The profiles focus on each program’s distinct areas of excellence for the benefit of other stakeholders serving low-income adults; they are not intended to represent a comprehensive overview of each Alternative Pathways Program.

Figure 1 highlights the six Program Pillars detailed in Part 1 of Path to Employment and the specific programmatic efforts highlighted in each Pillar area.

FIGURE 1: SUMMARY OF ALTERNATIVE PATHWAYS PROGRAM PILLARS



ALTERNATIVE PATHWAYS PROGRAM PROFILES

The organizational profiles in this report are structured as follows:

- **Overview** provides organizational background and historical trajectory of the program or provider, as well as available revenue and funding data and program accolades.
- **Program Description** details the organization’s Alternative Pathways Program, including its target audience, mode of delivery, support for participants, and approach to connecting participants to employers.
- **Impact and Outcomes Snapshot** generally includes data on the program or participants’ graduation and employment rates, among other measures.
- **Highlighted Program Pillars** describes program operations and activities for specific Program Pillars. For most programs, we have highlighted one or two Pillars, but some may include up to five Pillars.

These profiles provide greater depth and insight into specific examples of how organizations are designing and developing program components to maximize impact and outcomes for low-income adults. They reveal both the strengths and limitations of various approaches as companies and organizations consider strategies for expanding and scaling education-to-employment initiatives benefiting this adult community. Our hope is that both existing programs and those just emerging can learn from these – and other – organizational examples to design or refine their own Program Pillars to enhance the employment prospects and mobility of low-income adults.

Please note that in these profiles, “learners” and “participants” are both used to refer to individuals who are enrolled in a given program. “Graduate” refers to someone who has successfully completed a program.

From a definitional perspective, we use the term “Hard Skills” to refer to specific academic and/or technical competencies directly applicable to the work in a job or career path. Selected examples include bookkeeping, writing software code, and measuring a medical patient’s vital signs. The term “Soft Skills” refers to a competencies required for success in a workplace environment generally, helping individuals navigate various situations and expectations. Selected examples include punctuality and time management, organization, communication, teamwork and collaboration, and public speaking.



OVERVIEW

LOCATION

Indianapolis, IN

FOUNDING YEAR

2009

TAX-STATUS

For-profit

PROGRAM FOCUS AREA

Manufacturing

CEO

Joe Kitterman

WEBSITE

www.180skills.com

180 Skills provides online courses in manufacturing skill areas to community and technical college partners, as well as directly to learners. The company's founders previously worked in the manufacturing industry and saw an opportunity for online manufacturing education for low-skill adults. Since its launch, the company has educated over 8,000 learners via its 25 community and technical college partnerships, and an additional 3,000 to 4,000 independent online learners. 180 Skills generates revenue from course tuition fees, which may be covered by learners directly or by public workforce development funding programs.

PROGRAM DESCRIPTION

180 Skills offers more than 650 stackable, online courses with the goal of allowing learners to develop and demonstrate manufacturing-related job skills and gain employment within three months. The company focuses on several target audiences in need of skill improvement including adults without basic skills, displaced workers eligible for WIOA funding, high school graduates with some or no college education, and new veterans.

Courses taken through community college partners are hybrid programs, consisting of asynchronous online courses for the first two months followed by an on-campus work experience in month three. Alternatively, fully online programs are delivered over the three-month period without hands-on work experience. In both scenarios, participants are eligible to receive postsecondary credit. Each course is focused on a separate manufacturing concept, and the courses are "stackable" so that learners can build their knowledge toward a specific job. The company ensures that content, no matter how complex, is accessible to learners at fourth-grade math and ninth-grade reading levels. While courses are focused on highly technical concepts, 180 Skills also emphasizes soft skills training, and courses on these topics account for approximately 40% of the organization's overall online course library. Following graduation, learners are aided in job searches and have found jobs at more than 100 different companies. 180 Skills does not offer other services to learners, but many participants access wraparound supports through either their community college of record or American Job Centers.

IMPACT AND OUTCOMES SNAPSHOT

By the end of 2016, 180 Skills reports that approximately 90% of participants who started its program had completed their intended course of study, and more than 90% of program graduates found a job after completing the 180 Skills program, meaning 180 Skills has helped place over 7,000 learners.

NOTABLE PROGRAM PILLARS

LABOR ALIGNMENT MODEL

180 Skills' management team's experience in the manufacturing industry ensures that content is directly aligned to the skills participants need for manufacturing jobs. In addition to internal expertise, each course's content is verified by two content partners: one corporate and one community or technical college. These partners review course content for alignment to the demands of employers in the manufacturing industry. The company's strict focus on required manufacturing job skills is a strong point of emphasis for 180 Skills, and its program graduates have demonstrated proficiency in manufacturing job requirements and knowledge of the various segments of the industry more broadly.

CONNECTIONS TO JOB OPPORTUNITIES

Through a dedicated business development team, 180 Skills has built an extensive employer partner network of over 150 companies that interview and employ graduates of its programs; companies participate in the network free of charge and commit to providing a safe destination for graduates. Contact information for graduates is shared with employer partners and the career services offices at the host community colleges, and employers can interview and hire participants on their own volition. Through this approach, high-profile companies such as Boeing, Spirit Airlines, and Honda Aircraft have hired 180 Skills graduates, and the company continues to expand its network of employer partners.

LOCATION

Headquarters in Pasadena, CA;
8 sites nationally

FOUNDING YEAR

2006

TAX-STATUS

Non-profit

PROGRAM FOCUS AREA

Banking

EXECUTIVE DIRECTOR

Colleen Anderson

WEBSITE

www.bankworks.org

OVERVIEW

BankWork\$ is a provider of an eight-week training program focused on entry-level financial service jobs such as bank tellers, customer service representatives, and personal bankers. The organization partners with workforce development organizations at various locations to operate the program via a “franchise” model, where the training partner leverages the BankWork\$ curriculum to run the program on the ground. Les Biller, a retired Wells Fargo COO, founded the program in Los Angeles in 2006 in partnership with Jewish Vocational Service of Los Angeles, BankWork\$’s first training partner. With the support of a five-year, \$4 million national expansion grant (funded by Bank of America, U.S. Bank, Wells Fargo, and the Sheri and Les Biller Family Foundation), BankWork\$ expanded its program to seven new markets—Chicago, Denver, Houston, Phoenix, Portland (OR), San Francisco, and Seattle—last year, with four to seven additional locations planned by 2019.

PROGRAM DESCRIPTION

The BankWork\$ training program prepares participants for entry-level roles in financial services organizations, combining training on banking industry basics with soft skills cultivation. BankWork\$ requires written and spoken English fluency and a high school diploma or its equivalent for participants in the program, but otherwise caters broadly to anyone facing barriers to securing sustainable employment.

The BankWork\$ program is eight weeks in duration, and the organization has developed a custom curriculum that replicates the banking environment. The program uses techniques such as role-playing to teach hard and soft skills ranging from customer service and money management to professional etiquette. The training partner in each market administers this curriculum. In addition to delivering the program curriculum, the training partner provides various social work services, though these services vary from site to site.

IMPACT AND OUTCOMES SNAPSHOT

Through the end of 2016, BankWork\$’s training partners have placed over 1,400 graduates at jobs in banks and other financial institutions. The original BankWork\$ training partner, Jewish Vocational Service of Los Angeles, accounts for more than 850 of these placements and graduated its 1,000th participant in November 2015.¹ BankWork\$ reports that 77% of its program participants completed its program in 2016, and 75% of graduates were placed with banks.

1. Business Wire, “JVS BankWork\$ Graduates 1000th Trainee,” November 2015, <http://www.businesswire.com/news/home/20151123006129/en/JVS-BankWork%C2%AE-Graduates-1000th-Trainee>.

NOTABLE PROGRAM PILLARS

CONNECTIONS TO JOB OPPORTUNITIES

BankWork\$ enables strong connections to employers through well-connected training partners and local bank sponsors. The organization initially selects a well-vetted training partner that has strong connections to local banks and financial institutions to deliver the program in each city. Members of partner banks are encouraged to visit classrooms and participate in class lessons. At the end of the eight-week program, a formal graduation is held, along with a job fair where each program participant interviews with the partner banks. Additionally, staff at the local training partner assist with job placement services, providing professional and career coaching, connections to alternative job opportunities, and ongoing mentoring to help with career advancement. Overall, the program ensures participants' exposure to employers throughout the program, thereby increasing their odds of job placement and job retention.

FINANCIAL MODEL

BankWork\$'s "franchise" model facilitates expansion into new regions in a sustainable manner despite the absence of a fee-based revenue model. The national organization's primary role is to vet training partners that administer the program. Each local training partner determines what support services to deliver for its community, independent of the core BankWork\$ program; this model allows for both critical localization efforts and cost efficiencies. Employer partners underwrite a portion of the local program costs, along with government funding and philanthropic donations. This financial model can lead to a degree of variance locally, and oversight at the national level is important to ensure program consistency. However, the lean cost structure of the BankWork\$ model is a major factor enabling the organization to expand to eight cities, tracking toward its goal of 12 to 15 by 2019.



OVERVIEW

Code2040 is a national non-profit that seeks to close the racial wealth gap through training programs focused on technology careers, such as computer engineering. The organization is named for the beginning of the decade in which the United States will become a “majority minority” nation. To ensure economic empowerment of African Americans and Latinos, Code2040 seeks to eliminate the systemic barriers that keep these communities out of technology careers. To accomplish this goal, Code2040 has built four programs that seek to diversify tech from multiple angles. These programs – the Fellows Program, the Technical Applicant Prep Program, the Entrepreneur Residency Program, and the Corporate Training Program – provide support to students, professionals, entrepreneurs, and businesses as they enter jobs in technology. While currently focused on serving learners and employers in the Bay Area, the organization anticipates expanding nationally in 2018.

PROGRAM DESCRIPTION

The Code2040 Fellows Program builds bridges between top, college-level African American and Latino engineering talent and employers. In the process, the fellows gain the network and experience they need to have careers in the sector, and company partners learn how to operationalize diversity and inclusion with entry-level candidates.

Successful summer internship placements through Code2040 ensure that participants earn at least \$1,000 per week during their program. Code2040 supports interns with one-on-one coaching via office hours while they are interviewing for jobs, and also provides ongoing training and counseling to participants throughout the summer, helping to improve their skill sets while troubleshooting issues the learners may encounter as one of only a few minorities in their work environment.

While African Americans and Latinos earn 18% of computer science bachelor’s degrees,² they represent only 5% of tech employees.³ To encourage hiring of these minority applicants, Code2040 delivers ongoing training on diversity and inclusion to company partners and facilitates ongoing feedback from students.

Code2040 also offers trainings that are shorter in duration through the Technical Applicant Prep (TAP) Program. TAP aims to connect computer science education with careers in technology by providing minority participants with access to professional networks, career preparation, job search resources,

2. National Science Foundation, “Women, Minorities, and Persons with Disabilities in Science and Engineering,” January 2017, <https://www.nsf.gov/statistics/2017/nsf17310>.
3. “Racial Diversity in Tech,” September 2015, <http://ethnic-diversity-in-tech.silk.co>.

LOCATION

San Francisco, CA

FOUNDING YEAR

2012

TAX-STATUS

Non-profit

PROGRAM FOCUS AREA

Computer Engineering

CEO

Laura Weidman Powers

WEBSITE

www.code2040.org

and connections with other young minorities to launch and sustain careers in the technology industry. This umbrella program includes several retreats, workshops, and other trainings that are accessible to participants, including a two-day immersive internship prep retreat, spring break trips to visit technology companies, mentorship and coaching, and ongoing engagement during the school year. One TAP program, Tech Trek, brings 50 computer science majors from across the country to Silicon Valley, providing the students with the opportunity to visit with companies and share feedback on the companies' culture and programs.

In addition to providing training to company partners in the Fellows and TAP programs, Code2040 is now offering standalone training to companies. The purpose is to help them see the business advantages derived from stronger inclusivity and diversity initiatives and push them to change how they hire and support minority talent. Examples of workshops include "How to Have Tough Conversations about Race" and "Navigating Differences: How Power and Bias Impact Operations."

IMPACT AND OUTCOMES SNAPSHOT

Code2040 reports that 82% of company partners would recommend Code2040 to other companies, and students receive return offers from their internship placement company at twice the industry rate. The Fellows Program is on track to serve 140 participants in 2017, and the TAP Program has over 4,000 students and early-career professionals in its network through its on-campus and off-campus offerings.

NOTABLE PROGRAM PILLARS

FINANCIAL MODEL

Code2040 is aggressively diversifying its revenue streams, blending its initial sourcing of grants and private donations with fee-based services delivered to employers. The program earns internship placement fees from employers, starting at \$10,000 per placed intern, and generally offers interns in groups of one, three, or five per employer. In addition, the organization earns consulting fees for the diversity and inclusion education it provides to employers. In 2016, Code2040 generated more than \$1 million in fee-based revenue from these two sources, nearly 15% of the organization's 2016 revenue.

LOCATION

New York, NY

FOUNDING YEAR

2012

TAX-STATUS

For-profit

PROGRAM FOCUS AREA

Coding

CEO

Adam Enbar

WEBSITE

flatironschool.com

OVERVIEW

Flatiron School provides coding bootcamps and classes to adult students, preparing them for careers in software development. Inspired by the growth of the technology industry and the high need for coders, Adam Enbar and Avi Flombaum founded Flatiron in 2012 to teach program participants with little or no college education and track them into high-paying technology jobs. Core programs include fee-based, traditional-career-oriented bootcamps and certificate courses, as well as free courses, offered both on-site at its campus in New York City and online.

PROGRAM DESCRIPTION

Flatiron provides learners with high-quality training in coding that gives them valuable skills and experience for the job market. Program offerings are focused on adults over 18, though the school has offered courses targeted at high school students in the past.

The company's bootcamp programs deliver 12 to 15 weeks of intensive, eight-hours-per-day education, in addition to job placement assistance. These programs cost most participants \$1,500 per month, with a cap of \$12,000 if a learner is enrolled for more than eight months. Participants learn a variety of coding skills and languages, including Ruby, HTML, and JavaScript. In addition to technical training, Flatiron offers services such as resume review, interview practice, and networking advice, as well as job placement services, which are funded by tuition fees. These programs are offered both in person and online.

Each year, Flatiron offers the Mobile Dev Corps program, a free version of its in-person bootcamp, to more than 50 New York City residents earning less than \$50,000 annually. In addition to receiving full scholarships, Mobile Dev Corps participants are provided with other supports, such as MetroCards, during the program.

Flatiron also offers online certificate programs, which are shorter than the bootcamps and focus on a single skill or language, and free courses on bootcamp preparation and introduction to basic coding languages; these free courses act as a feeder to the organization's core programs.

IMPACT AND OUTCOMES SNAPSHOT

Since its launch in 2012, nearly 1,000 learners have completed one of Flatiron's variety of programs. Flatiron reports that 98% of graduates from its in-person bootcamps were placed in roles within 120 days or less after their job-seeking start date. Graduates reportedly earn between \$40,000 and \$90,000 in their post-Flatiron, full-time, salaried roles.

NOTABLE PROGRAM PILLARS

CONNECTIONS TO JOB OPPORTUNITIES

Flatiron is unique in that it guarantees a job to bootcamp participants but does not directly place participants into a job upon their graduation from the program. Flatiron offers bootcamp participants career counseling, interview preparation, and other support services throughout their job search process, and program graduates who do not find relevant employment after four months are able to recoup their tuition. The company also reaches out to employers on behalf of its learners to create interview opportunities.

hack^{the}hood

OVERVIEW

LOCATION

Headquarters in Oakland, CA; 7 other sites around Northern California

FOUNDING YEAR

2009

TAX-STATUS

Non-profit

PROGRAM FOCUS AREA

Web Development

CEO

Susan Mernit

WEBSITE

www.hackthehood.org

Hack the Hood is a provider of introductory coding bootcamps for low-income minority youth in northern California; the core of the organization's program centers on training participants to learn how to build a website for a local small business or non-profit. After piloting an initiative in 2012 to help small businesses in the Bay Area increase their presence online, Hack the Hood decided to implement this model with teenagers as the web developers. Funded by the City of Oakland for its first bootcamp in 2013, the organization trained 18 youths who ultimately developed 65 websites; by 2016, Hack the Hood had grown to enroll 160 learners in Oakland and around the Bay Area. Currently, Hack the Hood is funded solely through grants and donations.

PROGRAM DESCRIPTION

Hack the Hood offers web development bootcamps for low-income youth aged 16 to 25. More than 85% of participants come from minority communities, and 55% speak English as their second language. Only 25% of participants enter the program planning to go to college, so Hack the Hood aims to pique learners' interest in a career in technology through the program.

The bootcamp program lasts six weeks, and participants pursue a curriculum that combines training on key technical web development skills with soft skills, including time management, personal branding, and career navigation. The centerpiece of the program is participants' work creating websites for local businesses. This project provides two main benefits: experiential learning, and training for freelance work that participants might find in the future. Hack the Hood views web development freelancing, which pays significantly more than minimum wage at \$18 to \$25 per hour, as a stepping stone to pull participants out of poverty. Almost 85% of the organization's web development projects are sourced through inbound inquiries due to the popularity that Hack the Hood has gained; these projects are completed both by participants during the program and by graduates as freelance opportunities. During the six-week program, learners also receive access to mentorship opportunities through staff and technology professionals working in the field.

Though two-thirds of participants are still in high school, Hack the Hood has recently developed a part-time A-Team Accelerated program for alumni that meets twice a week in the early evening and occasionally on the weekend. This program includes application-based workshops in areas such as WordPress and Google AdWords; Hack the Hood is also piloting provision of college credit through the A-Team program.

While Hack the Hood does not have a formal job connections model, it reports that about 50% of participants who find permanent jobs are connected to those jobs through the organization. The program also offers strong pathways to tech-focused classes in community college and preparation for coding bootcamps. One of Hack the Hood's current emphases is to improve its job connection model for participants.

IMPACT AND OUTCOMES SNAPSHOT

Over 250 youth have participated in Hack the Hood's programs since its launch in 2009 through the end of 2016, and the organization boasts a 92% completion rate for its bootcamp programs.

NOTABLE PROGRAM PILLARS

SUPPORT MODEL

Recognizing that its learners have overcome significant obstacles to participate (for instance, roughly 15% of participants have spent time in the foster care system⁴), Hack the Hood actively provides counseling support to learners. The organization employs a full-time social worker for trauma counseling and other high-risk needs. Additionally, the organization provides counseling and support for those graduates who are planning to go to college, work as entrepreneurs, or do freelance work. During the program, participants also receive financial benefits, including a stipend and a Chromebook. With a combination of counseling services and financial supports, Hack the Hood provides scaffolding to facilitate the high completion rates achieved by the participants.

4. Shane Downing, "Hack the Hood Provides Tech Opportunities for Underrepresented Youth," Chronicle of Social Change, May 2016, <https://chronicleofsocialchange.org/news-2/oaklands-hack-hood-provides-tech-opportunities-underrepresented-youth/18060>.



OVERVIEW

LOCATION

Headquarters in Antioch, CA

FOUNDING YEAR

1999

TAX-STATUS

Non-profit

PROGRAM FOCUS AREA

Administrative positions

CEO

Alissa Friedman

WEBSITE

www.opportunityjunction.org

Opportunity Junction is a regional provider of workforce development programs that prepare individuals aged 18 and older for administrative careers. Inspired by the plight of workers on public assistance and in need of strong technology and workplace skills, Meryl Natchez, along with a diverse collection of individuals representing the private sector, government, and educators, founded the program in 1999 and began accepting participants in 2000. Their vision was realized in a program to train low-income job seekers for employment that would lead to self-sufficiency, while meeting the growing need for technologically skilled administrative workers. Opportunity Junction has grown from a small organization running a single program into a regional hub with an array of effective programs. Through the end of 2016, nearly 1,000 participants have been impacted by Opportunity Junction's program offerings.

Opportunity Junction offers three core programs that target motivated, low-income job seekers facing addressable barriers to employment; all three programs are designed to help participants achieve the ultimate outcome of long-term, sustainable employment. The organization's flagship program is a 12-week computer skills program, paired with up to four months of paid, on-the-job internships. The organization also operates Road Map to College, which targets high-risk youth aged 18 to 24 and helps them enroll and succeed in Los Medanos College's Career Technical Education certificate programs. Opportunity Junction's career development services provide individualized case management, career counseling, group activities, and job placement. The organization also offers no-cost ancillary courses in computer skills, ESL, and tax assistance to low-income area residents. Opportunity Junction hosts its programs at three locations in the San Francisco Bay Area and generates program revenue primarily through foundation and corporate grants, government contracts, and donations from individuals.

PROGRAM DESCRIPTION

Opportunity Junction's core program provides adults with administrative and some technical training that shapes them into attractive job candidates. Program participants have traditionally been older than 24, but the organization has expanded to include those aged 18 to 24 as well.

The core program delivers 12 weeks of training, in addition to up to four months of paid, on-the-job experience. The initial 12 weeks combine computer skills training with soft skills development in areas such as workplace behavior and conflict management. Opportunity Junction places particular emphasis on computer-based skills required for workplace success, such as conducting internet research and demonstrating proficiency with common

workplace applications (e.g., Microsoft Office, Salesforce, Acrobat, Google Docs). To complement these skills, the organization devotes considerable time to group check-ins, confidence-building activities, public speaking, and storytelling to develop these skills, which the organization's leadership believes are valuable across a broad spectrum of jobs. Opportunity Junction also provides access to mental health services for program participants. The mental health offerings are an important component of the program: counselors are on call for all participants, and most participants take advantage of this service. Program participants are also supported through reimbursement for selected commuting and food costs incurred during the program.

In addition to the 12-week offering, Opportunity Junction provides targeted courses (e.g., ESL, tax advice / assistance) for "spot treating" gaps in adults' knowledge. These courses are free and offered in the evenings to accommodate the schedules of working adults. Anyone with an income below \$68,000 is eligible to participate.

IMPACT AND OUTCOMES SNAPSHOT

Opportunity Junction has graduated nearly 1,000 participants since the program's inception in 1999 through the end of 2016. The organization reports that approximately 73% of former participants reached five years after placement were still employed at that time.

NOTABLE PROGRAM PILLARS

CONNECTIONS TO JOB OPPORTUNITIES

Opportunity Junction assists every learner with securing a job at the end of the program but does not negotiate with employers to secure jobs for participants. The organization generates opportunities for participants by reaching out to employers in the community and providing them with selected resumes to review. Generally, two to three participants are recommended for each position. This approach helps participants identify and prepare for job opportunities, as opposed to having a job handed to them; participants both earn jobs and learn how to prepare for them, a critical experience for any future job changes they need to navigate. Opportunity Junction maintains connections with graduates and offers them long-term counseling and job search support. The organization reports that approximately 90% of program participants have jobs within six months of program completion.

ENROLLMENT POLICIES

Opportunity Junction exemplifies the Holistic Evaluation model by employing several factors to evaluate program applicants; it does not rule out candidates based on a single factor or shortcoming, but rather evaluates each applicant on their potential to succeed in the program. Candidates must score sufficiently on a basic reading and writing assessment and participate in a formal interview process; while candidates do not need to have a GED, their motivational level is carefully evaluated by the organization, using a standard rubric. In addition, Opportunity Junction evaluates the presence of "addressable" and "non-addressable" barriers that exist for candidates, identifying specific issues and challenges that may impact their ability to participate in and meet program requirements. The organization considers food insecurity, childcare needs, and transportation challenges, among others, to be addressable barriers, meaning that they that can be solved or managed by the organization and the candidate. Non-addressable barriers are challenges such as less than one year of sobriety, lack of stable housing, or a serious mental health illness, any of which would significantly impact a candidate's ability to participate in and complete the program.

TRAINING MIX

Opportunity Junction offers a thoughtful blend of resources that address the academic, job-relevant, and soft skills needs of participants. Approximately one-third of the 12-week training period is devoted to skill development in areas such as professionalism, respect, and public speaking. Participants have the opportunity to practice these skills in a low-risk environment through the four-month work experience that follows skills training. The academic and job skills taught are specific to the different programs offered by Opportunity Junction, including computer and administrative skills.

PARTICIPANT SUPPORT

Opportunity Junction has developed a strong support model. One of the organization's key differentiators is the provision of on-site psychological counseling; with about two-thirds of program participants using this service, it plays a key role in driving participant retention and program completion. The organization delivers a variety of services in addition to counseling, ranging from childcare and material goods (e.g., computers, food) to stipends and long-term career counseling that extends beyond the term of the program; the organization places a strong emphasis on maintaining connections with and offering support to program graduates.



LOCATION

Headquarters in New York, NY;
6 sites nationally

FOUNDING YEAR

1995

TAX-STATUS

Non-profit

PROGRAM FOCUS AREAS

IT Support and related areas

PRESIDENT & CEO

Plinio Ayala

WEBSITE

perscholas.org

OVERVIEW

Per Scholas is a national provider of IT job training for low-income adults in areas such as IT support, network engineering, cybersecurity, and web development. The organization started in the Bronx in 1995 with an original mission to refurbish used computers and provide them to schools and other organizations in the community. Three years later, when the organization realized participants were getting jobs as a result of the skills they were learning, Per Scholas formalized its training programs. While half of Per Scholas learners are in the original New York City-based program, the organization now includes sites in Atlanta, Cincinnati, Columbus (OH), Dallas, and Washington, DC, and Per Scholas continues to explore expansion opportunities in areas with a strong technology labor market and a minimum of 40% of residents without postsecondary credentials, among other criteria. While the organization's revenue model is almost exclusively grants and donations, funding sources are diversified across government funding (20%), corporate donations (30%–40%), and individual donations. In addition, Per Scholas has successfully launched multiple social ventures to expand and diversify the organization's services and income. These activities include asset recovery, the process of properly recycling old technology, employer-sponsored trainings, and organizing a national conversation series on diversity and inclusion in the workplace.

PROGRAM DESCRIPTION

Per Scholas's full-time and part-time IT trainings serve a wide-ranging group of low-income adults; approximately 90% of Per Scholas learners are minorities, one-third are women, one-third are disconnected young adults, and all live below 200% of the Federal Poverty Guidelines.

Trainings are free and range from 14 to 18 weeks for full-time courses; the part-time courses are a bit longer. The programs focus on both specific job training and general professional skills. The job training is meant to replicate and teach the skills needed to succeed in an IT role after program completion; as such, education activities are heavily weighted toward lab work in which participants repair computer networks or demonstrate proficiency in other experiential activities. Throughout the program, the Per Scholas business solutions team matches participants with companies in its network for interviews. While many graduates land jobs during or immediately after the course, Per Scholas works with participants for up to two years after they graduate to help them advance in their careers. Additionally, each participant works with a career coach as well as an MSW-degreed "navigator" and a financial coach to ensure they have sufficient support to complete the course.

Some corporate funders, such as Charter Spectrum and Barclays, have partnered with Per Scholas to develop custom trainings aligned to their specific needs, and these companies then hire all or most of the program graduates.

IMPACT AND OUTCOMES SNAPSHOT

Per Scholas enrolls 1,000 participants nationally. Historically, 85% of learners graduate in 18 weeks or less, 80% of graduates land jobs, and graduate annual incomes increase by 429% on average.

Per Scholas is one of the few Alternative Pathways Programs with positive outcomes that have been verified by a randomized control trial study. Conducted by the research organization MDRC, the study analyzed the performance of Per Scholas graduates compared to a control group. According to the report findings, Per Scholas participants had a 41% higher job acquisition rate in the IT industry and a 25% higher increase in earnings than the control group; organizationally, Per Scholas also performed better on these metrics than the other training programs included in the study.

NOTABLE PROGRAM PILLARS

ENROLLMENT POLICIES

Per Scholas has a multi-stage enrollment process that exemplifies the optimal Holistic Enrollment model; the process includes both a test for basic skills and an intensive interview process focused on a range of issues related to professional skills. Initially, applicants take a basic education test to ensure at least 10th-grade reading and math levels. For young-adult candidates who cannot meet this level of proficiency, Per Scholas offers a bridge program to help candidates master prerequisites before they matriculate to Per Scholas.

Once candidates pass the basic skills evaluation, they participate in a short interview to ensure they have access to key supports (e.g., housing, childcare) to facilitate program success. Subsequently, a final panel interview occurs with four diverse members of the Per Scholas organization to test for critical behavioral competencies. For instance, candidates may be asked to solve an extremely difficult, timed puzzle to test for qualities of perseverance; in addition, considerable effort is spent evaluating candidates' communication skills. Whoever scores highest in the panel interviews is admitted into the program. This extensive interview process allows applicants without traditional education to apply and succeed and places higher value on innate problem-solving ability than on transcripts and academic records.

SUPPORT MODEL

Through its on-site navigator and career coaches, Per Scholas provides participants with both direct support and referrals to partners to ensure comprehensive support. Participants work with a career coach throughout the program and for up to two years after completion, as long as the individual remains engaged in job search efforts. Per Scholas also has a financial coach on staff who can help participants resolve pressing issues concerning debt and default situations.

LABOR MARKET ALIGNMENT

Per Scholas works closely with employers to develop trainings that are directly aligned to workforce needs and that highlight tasks in the curriculum that are directly related to open jobs. In some cases, Per Scholas partners with companies to develop trainings tailored directly to that company. Charter Spectrum, for example, has hired 52 Per Scholas graduates over the last 16 months. Additionally, as labor market needs have evolved in New York, Per Scholas has partnered with companies to add new program areas. The organization worked with Barclays to design its first cybersecurity course, and the bank committed to hiring 10 graduates from the first class.

CONNECTIONS TO JOB OPPORTUNITIES

With over 80% of graduates securing full-time jobs, Per Scholas excels in the Connections Pillar through a dedicated business solutions team and a broad network of corporate donors and other partners. The business solutions team works with employers to create job opportunities and place participants in jobs. Opportunities are sourced through the organization's employer network, largely bolstered by its corporate donors – more than 40% of the corporations that provided funding to Per Scholas in 2015 also hired at least one graduate. Simultaneously, members of the Per Scholas team evaluate participants based on their performance during the program; as Per Scholas team members identify candidates' strengths relative to available jobs, they connect candidates with employers for interviews, and employers make final hiring decisions.

The business solutions team is a key component of Per Scholas's placement strategy. According to the organization, employers that have hired a Per Scholas graduate tend to return to Per Scholas to hire others, and about two-thirds of participants find their jobs through the business solutions team. Importantly, the team does not guarantee any participant a job, but rather an opportunity; this dynamic better simulates the job acquisition process and ensures that the organization does not promise a result to participants it may not be able to deliver. However, as mentioned above, Per Scholas continues to work with candidates for up to two years following graduation as long as the candidate remains engaged and committed to finding sustainable employment.

TRAINING MIX

Per Scholas pursues a balanced approach to training and a philosophical commitment to soft skills that will help participants succeed in their careers over the long term. The organization's soft skills training modules center on five competencies: branding, professionalism, articulating technology, professional networking, and industry knowledge. Participants spend time in each of these areas every day. While the majority of training time is spent on technical skills activities, Per Scholas's experiential approach enables the development of broadly applicable skills such as teamwork and communication. Overall, a quarter of training time is dedicated to career development and soft skills areas.



OVERVIEW

LOCATION

Oakland, CA

FOUNDING YEAR

1999

TAX-STATUS

Non-profit

PROGRAM FOCUS AREA

Information technology

CEO

Barrie Hathaway

WEBSITE

www.stridecenter.org

The Stride Center is a regional provider of workforce development programs for adults aged 18 and older, with an emphasis on preparing learners for IT careers. Founded in 1999, the organization aims to improve the economic outcomes of men and women who face poverty-driven barriers to employment. Nearly 350 participants graduate from the Stride Center's intensive six-month career development program each year. Based in Oakland, CA, the Stride Center is supported by grants and donations from individuals and government programs such as the Workforce Innovation and Opportunity Act (WIOA).

PROGRAM DESCRIPTION

The Stride Center's program delivers job training and work experience in computer networking and IT security areas to low-income participants. Program participants can earn one of several IT certifications, including A+ PC technician; Coding 99; Network +; CCNA; and Security + technician.

The Stride Center's foundational courses, A+ and Coding 99, are six months in duration, and classes are held five days per week during the day and at night to accommodate participants' family responsibilities, work obligations, and other life situation scenarios. In addition to job training, learners are offered soft skills training one night per week during the program period; classes generally address workplace readiness topics such as conflict management, dressing professionally, interview skills, and time management. Participants are also offered career counseling and job placement assistance following graduation from the program. Learners who complete the six-month program either pursue new employment opportunities as a result of the experience or elect to participate in a three-month advanced certification program offered by the Stride Center; the organization's executive director maintains that having an advanced certification improves a learner's opportunity to find a high-paying job.

IMPACT AND OUTCOMES SNAPSHOT

The Stride Center serves approximately 350 learners annually. The organization reports that graduates of the program earn an average entry wage of between \$19 and \$20 per hour and achieve, on average, a 30% wage increase in the first 18 months after graduation.

NOTABLE PROGRAM PILLARS

ENROLLMENT POLICIES

The Stride Center bases its holistic enrollment policy on candidates' basic literacy skills and their willingness to work. From an academic skills perspective, candidates are evaluated based on their ability to read at a 10th-grade level and their completion of high school or their GED. Other key factors in the admissions process include the applicant's personal motivation level and ability to work, as evaluated by interviewers with whom they meet. The Stride Center values participants who demonstrate a high level of commitment to completing the program.

TRAINING MIX

Training at the Stride Center touches on both hard and soft skills to help learners be successful in the workplace. Hard skills training lasts for approximately six months, and classes emphasize technical skills needed for particular professions. Yet the Stride Center also places a significant emphasis on its soft skills training, referred to as career navigation skills. The organization has developed an entire curriculum around career navigation, which includes both job search skills such as resume development and interviewing and workplace skills such as conflict resolution and time management. Participants are offered one night per week of career navigation training that focuses on one of these topics. Additionally, learners are offered one-on-one sessions with mentors, who help program participants learn how to plan their careers and apply their newly acquired work skills appropriately in a professional environment.



OVERVIEW

LOCATION

Headquarter in Boston, MA;
16 sites nationally

FOUNDING YEAR

2000

TAX-STATUS

Non-profit

PROGRAM FOCUS AREAS

Multiple tracks, including Business,
Finance Operations, and IT

CEO

Gerald Chertavian

WEBSITE

www.yearup.org

Year Up is a national provider of workforce development programs in financial operations, sales, IT, and digital marketing for young adults. Inspired by founder and CEO Gerald Chertavian's active participation as a Big Brother in New York City, Year Up has grown from 22 enrolled participants in 2001 to more than 3,000 in 2016, reporting total 2016 revenue of nearly \$110 million. The organization is funded through a combination of corporate placement fees (accounting for 42% of revenue in 2016) and donations from individuals, foundations, corporations, and government programs.

PROGRAM DESCRIPTION

Year Up's program provides young adults aged 18 to 24 with access to career training and internship placements that often lead to sustainable employment. Programs are conducted at both Year Up's own sites as well as a growing number of community colleges, and more than 250 company partners provide internships for program participants. More than 60% of enrollees are African American, and 20% are Latino.

Programs are one year long, with the first six months focused on classroom-based education, followed by a six-month internship. The initial period provides a balance of hard and soft skills education and activities. The hard / technical skills portion focuses on the required entry-level knowledge and responsibilities for the job program area in which participants are enrolled; the soft skills training incorporates a number of critical areas, including interviewing, job search training, and professional best practices such as shaking hands and making eye contact. Through Year Up's accreditation by the American Council on Education, learners can gain college credit for their training experience. In addition, many participants are promoted to a full-time role at the company where they held their internship.

In addition to its core yearlong programs, Year Up administers YUPRO, which provides temporary and permanent job placement services for alumni. Any graduate of the Year Up yearlong program is eligible to access this service.

IMPACT AND OUTCOMES SNAPSHOT

Through the end of 2016, Year Up has served more than 16,000 individuals since inception in 2000. The organization reported a 74% program completion rate in 2016. Its internship-to-hire rate was 42% for the January and July 2016 cohorts, and 90% of participants were employed or continuing their education within four months of graduation.

NOTABLE PROGRAM PILLARS

CONNECTIONS TO JOB OPPORTUNITIES

With more than 250 corporate partners hiring learners for apprenticeships and potential full-time employment, connecting learners to employers is a strength for Year Up. Corporate partners hire participants for six-month internships through Year Up's core programs and then decide whether to hire them on a full-time basis. In addition, Year Up assigns an employment placement manager to each graduating participant to aid them with their job search or placement process; this effort is augmented by Year Up's alumni placement service, YUPRO, which works with program participants after their graduation. The service assists any program alumni in finding contract and full-time work with employer partners but does not place them directly in a job.

FINANCIAL MODEL

Year Up is achieving an increasingly robust employer-as-payer revenue model that supports operational sustainability and helps fund organizational growth. Corporate partners pay a fee for interns through Year Up's core program, as well as alumni placements through its emerging YUPRO program. These fees account for an increasing share of annual revenue and cover much of the operational costs of running the program. Year Up also has a relatively mature fundraising function and generates donations from a wide base of foundations, government programs, and individuals.

Recently, Year Up has made a strategic shift to focus on customizing training offerings to meet feedback from corporate partners, rather than using standard training programs year over year. By doing this, Year Up hopes employers increasingly view its program as a talent solution rather than a corporate social responsibility effort. The organization also hopes internship placements at individual client sites will expand even further, with employers bringing on five to ten interns as opposed to one or two.

SUPPORT MODEL

Year Up provides a wide range of support services to participants through a combination of self-funded, on-site support and aid from strategic partnerships. Program participants receive a stipend for the entirety of the program and can also access a Year Up-provided clothing closet to ensure they have appropriate professional clothing. The organization also hires on-site social workers who work with participants directly, while providing referrals to support service partners as necessary. For example, Year Up's New York office partners with Youth Represent to handle participants' legal issues; the organization also leverages its partner community colleges to provide support services for participants. This approach to comprehensive support for learners has contributed greatly to Year Up's high completion rates and programmatic success.

METHODOLOGY

The data and analysis in this publication were derived from a large-scale qualitative analysis of hundreds of companies and organizations delivering education, training, and related services to adult learners. While this paper focuses on Alternative Pathways Programs supporting low-income adults, we *did not* limit our evaluation to providers serving this community. Rather, we pursued a broad-based scan of the landscape to integrate findings and notable practices from APPs serving the diversity of adult learners.

Applying internal James Irvine Foundation criteria and Tyton Partners' own proprietary market map rubrics, our first step was to use different business model attributes to sort several hundred companies and organizations with APPs; this effort ensured our focus on those providers delivering education-to-employment programs, most of which were outside the traditional higher education milieu. A selected set of companies from that list of Alternative Pathways Programs appears in the table in the next section. Upon deriving this working list of APP providers – to which we continued to add candidates as we identified them – all organizations were put through two additional screens: our Employment Opportunity screen and our Target Industries screen, applied in that order.

The Employment Opportunity screen evaluated the *type of training offered to learners*. Provider offerings were organized into four primary categories:

- Non-Credit education
- Credit attainment
- Job-specific training
- Job placement services

Programs that emphasized job-specific training or job placement services that would lead most directly to changes in the career trajectories of adults were prioritized. Some companies and organizations that did not pass this initial screen were still considered if their programs offered relevant and innovative components; these were evaluated further.

Organizations emerging from the Employment Opportunity screen were then put through the Target Industries screen, which evaluated *the career specificity of a program's education and training initiatives and the applicability of these to local economies*. Given the Irvine Foundation's priority interest in selected California regions, we paid particular attention to companies and organizations active in these areas. Organizations were segmented accordingly, and all were deemed germane to our larger analysis. This cohort of companies and organizations was then assessed through the lens of the Investment Prioritization Framework, which helped identify those delivering programs with the highest relevance and potential for low-income, low-skill adult populations.

Drawing on this review and other factors, Tyton Partners hosted more than 20 conversations with leading companies and organizations, as well as other community stakeholders. These interviews were aimed at understanding the primary strengths, challenges, and insights leading to success within APPs and resulted in the identification of the six Program Pillars.

OTHER SELECTED ALTERNATIVE PATHWAYS PROGRAM PROVIDERS

| PROGRAM NAME | DESCRIPTION | URL |
|---|--|--|
| 180 Skills | Delivers online manufacturing courses both through community colleges and to individuals directly | www.180skills.com |
| 360training.com | Provides online training from a library to businesses, associations, and educational institutions nationally | www.360training.com |
| Alison | Delivers open online courses focused on workforce development, for individuals interested in developing basic business skills globally | www.alison.com |
| Always Hired | Offers immersive bootcamp for technology sales careers | www.alwayshired.com |
| BankWork\$ | Delivers free 8-week training program focused on financial services occupations to low-income young adults | www.bankworks.org |
| Care Academy | Provides online training for senior care providers and family caregivers, including certification as a home care provider | www.careacademy.com |
| Cell-Ed | Provides mobile learning platform that teaches English and literacy via text to adults nationally | www.celled.org |
| Cengage: Career Online High School | Partners with Cengage/Gale to offer low-cost online learning resources to help high school students graduate | www.careeronlinehs.gale.com |
| Centro Latino for Literacy | Offers online platform that teaches Spanish speakers in California how to read and write in English | www.centrolatinoliteracy.org |
| Coding Corps | Delivers coding apprenticeship program to underrepresented minorities in tech-related professions | www.careeronlinehs.gale.com |

| PROGRAM NAME | DESCRIPTION | URL |
|--|--|--|
| Connecticut Adult Virtual High School | Provides online courses as an alternative pathway to high school completion in New England | www.ctvhs.org |
| Cooperative Home Care Associates | Maintains an employer-based workforce development program that provides free training for low-income and unemployed women in the Bronx | www.chcany.org |
| Core Skills Mastery (CSM Learn) | Provides free certification programs focused on core math and literacy skills across the country | www.csmlearn.com/Education/Services.php |
| Council for Adult and Experiential Learning: LearningCounts | Allows users to create an online portfolio and receive educational credits for field and professional work | www.learningcounts.org |
| Coursera | Provides online course platform where universities deliver both individual courses to learners across the country | www.coursera.org |
| Curious.com | Delivers online learning platform that offers a wide range of courses focused on workplace readiness, wellness, and leisure | www.curious.com |
| Division of Apprenticeship Standards | Enforces California law/standards on apprenticeships, and awards completion certificates to graduates of apprenticeship programs in California | www.dir.ca.gov/das/DAS_overview.html |
| EdX | Provides online course platform for institutions, including individual courses and an emerging set of courses for master's degrees | www.edx.org |
| EverFi | Provides training and badging platform for critical skills to educational and financial services institutions across the country | www.everfi.com |
| Flatiron School | Offers full-time, immersive programming bootcamp with web development, mobile development (iOS), and Ruby program tracks in New York City | www.flatironschool.com |

| PROGRAM NAME | DESCRIPTION | URL |
|-------------------------------------|---|--|
| Galvanize | Provides place-based bootcamps for technology-related positions in multiple cities nationally | www.galvanize.com |
| GCFLearnFree | Delivers online courses, learning materials, resume review, and computer training | www.gcflearnfree.org |
| General Assembly | Provides both full-time and part-time bootcamps for technology-related positions in multiple cities nationally | www.generalassemb.ly |
| Hack the Hood | Administers bootcamp-style trainings to low-income youth to teach them new computer technologies and marketing skills in Oakland | www.hackthehood.org |
| Hospitality Training Academy | Provides training to employers and union members focused on the hospitality, food service, and tourism sectors in Los Angeles and Orange County | www.lahta.org |
| JER Online | Provides online courses and certifications for professional careers in a variety of subject areas | www.jeronline.com |
| JobCorps | Provides education and training programs to help youth prepare for jobs, as well as high school graduation, nationally | www.jobcorps.gov/home.aspx |
| Juma | Employs hundreds of youth as vendors, ice cream scoopers, and baristas at 10 social enterprise operations at major sporting event venues nationwide | www.juma.org |
| Kaplan | Provides educational services for individuals, schools, and businesses in an online format | www.kaplan.com |
| Knack | Delivers job-specific skills training via an online video game to adult job seekers | www.knack.it |
| Knod | Provides business management and finance-related degrees through a nontraditional online college | www.knod.net |

| PROGRAM NAME | DESCRIPTION | URL |
|---|---|--|
| Kuta Software | Provides free math practice as a resource for both teachers and individuals online | www.kutasoftware.com |
| LaunchCode | Pairs people aiming to work in technology with top-level employers through paid apprenticeships and job placement in specific cities | www.launchcode.org |
| Learner Web | Provides a learning support system for adults seeking to improve basic skills, find employment, or gain access to higher education online | www.learnerweb.org |
| Learning Games Studios | Provides games online that help adults get the skills they need to find work | www.learninggamesstudios.com |
| Literacy Mid-South | Provides literacy resources to learners of all backgrounds and ages in communities in the mid-South | www.literacymidsouth.org |
| Lumerit Education | Helps students develop a tailored plan for college, centered on personalized coaching and development of a customized degree plan | www.lumerit.com |
| Lynda.com | Offers online learning focused on business, technology, and creative skills to individuals and enterprises | www.lynda.com |
| Minnesota FastTRAC | Offers training programs and support for underprepared adults, integrating basic skills and career-specific training, in the Twin Cities | www.careerwise.mnscu.edu/education/fasttrac.html |
| MiriadaX | Delivers online courses and learning materials in Spanish | miriadax.net/cursos |
| Oakland Private Industry Council (PIC) | Maintains career centers for job seekers and assists clients in accessing vocational training to position them for better employment opportunities in Oakland | www.oaklandpic.org |
| Open English | Provides both on-demand and live online English language learning | www.openenglish.com/en |

| PROGRAM NAME | DESCRIPTION | URL |
|----------------------------------|---|--|
| Operation Spark | Offers coding bootcamp for low-income young adults (ages 16–24) in New Orleans | www.operationspark.org |
| Paxen Learning | Delivers onsite adult education training programs focused on improving academic and life skills | www.paxen.com |
| Penn Foster | Provides online high school and career preparation programs to support students and employers | www.pennfoster.com |
| Per Scholas | Provides comprehensive training and job connections geared toward IT careers for low-skill adults in 6 cities | www.perscholas.org |
| PMI | Offers certification, professional development, and resources for members of this national association for project management professionals | www.pmi.org |
| Practice XYZ | Delivers online courses, assessments, and other learning materials focused on social and mobile interactive design | info.apprennet.com |
| Prison University Project | Delivers higher education programs to inmates incarcerated at San Quentin State Prison | www.prisonuniversityproject.org |
| Pumarosa | Delivers online ESL courses and learning resources for Spanish speakers | www.pumarosa.com |
| Resilient Coder | Provides a web development training and internship program for low-income youth (ages 13–19) in Boston | www.resilientcoders.org |
| Sabio | Offers software engineering bootcamp focused on helping Latinos and other underserved minorities in Los Angeles | www.sabio.la |
| Samaschool | Provides low-income adults with digital skills training and a connection to internet-based jobs that pay a living wage. | www.samaschool.org |

| PROGRAM NAME | DESCRIPTION | URL |
|--|---|--|
| Service Employees International Union-United Healthcare Workers West (SEIU-UHW) | Offers job-specific upskilling, as well as counseling, for unionized healthcare workers in California | www.seiu-uhw.org |
| SHRM | Provides certification, professional development, and resources for members of this national association for human resources management professionals | www.shrm.org |
| Skillful | Delivers set of online and offline tools to connect middle-skill job seekers who have a high-school diploma and/or some college experience to employers, educators, and community coaches so they can advance their careers | www.skillful.com |
| Skylab Learning | Provides online learning platform that incorporates game-based learning specifically targeting adult learners | www.skylablearning.com |
| StraighterLine | Provides low-price, online higher education courses that generally translate as general education college requirements | www.straighterline.com |
| The Hidden Genius Project | Trains and mentors black male youth in technology creation, entrepreneurship, and leadership skills to transform their lives and communities in Oakland | www.hiddengeniusproject.org |
| The NROC Project | Provides digital college and career readiness resources for educators and institutional leaders | edready.org |
| The Stride Center | Offers a career development program specific to low-income adults in the San Francisco Bay Area | www.stridecenter.org |
| The Workers Lab - Oakland | Offers support, training, mentoring, and assistance to workers trying to get their own business ideas off the ground | www.theworkerslab.com |

| PROGRAM NAME | DESCRIPTION | URL |
|--------------------------|---|--|
| Think60 | Delivers adult education resources (both lessons and specific courses) through portable devices | www.think60.net |
| Udacity | Offers career-specific online nanodegree programs focused on data science, machine learning, and other technical positions | www.udacity.com |
| Udemy | Online learning platform targeted at professional adults that allows anyone to create and market a class | udemy.com |
| Urban Txt | Provides 15-week web development bootcamp to “opportunity youth” in Los Angeles | www.urbantxt.tumblr.com |
| USA Learns | Provides free English language learning tools online, geared toward adults | www.usalearns.org |
| Wiley | Offers e-learning test prep for certifications and provides other professional development offerings online and in print | www.wiley.com/WileyCDA |
| Year Up | Offers 1-year career training programs, split between training and internship placements, in 16 cities nationally | www.yearup.org |
| YouthBuild U.S.A. | Provides community development programs targeted to low-income youth nationally, helping them with their GED or high school diploma in addition to other skills | www.youthbuild.org |

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- 180 Skills
- BankWork\$
- CAEL
- Code2040
- Flatiron School
- General Assembly
- Hack the Hood
- The Hidden Genius Project
- LaborX
- Minnesota FastTRAC
- Opportunity Junction
- Per Scholas
- Rubicon Programs
- StraighterLine
- The Stride Center
- Trilogy Education Services
- WorkHands
- Year Up
- #YesWeCode

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Finally, any errors, omissions, or inconsistencies across this publication are the responsibility of Tyton Partners alone.

BIOGRAPHIES

ADAM NEWMAN, *Founder and Managing Partner*

Adam Newman is a co-founder of Tyton Partners and has more than 20 years of experience in strategy consulting, market research, and investment banking supporting the education sector. Adam began his professional career as a K-12 educator and athletic coach at schools in Boston, MA, and New Orleans, LA.

JEFF DINSKI, *Director*

Jeff Dinski has more than 15 years of experience in strategy development, entrepreneurship, and business development within education and media organizations. Most recently, he spent four years at Parchment, a leading electronic credential provider, leading its consumer services group. Jeff began his career as a television writer and producer for NBC and ESPN.

JONATHAN HORNSTEIN, *Senior Associate*

Jonathan Hornstein is a strategy consultant with five years of experience working with postsecondary institutions, companies, foundations, and non-profit organizations within the education sector. He joined Tyton Partners as an associate in 2015 through the Education Pioneers Analyst Fellowship program.

SAMANTHA SIMAS, *Analyst*

Samantha Simas joined Tyton Partners in 2015 as an analyst. Her background is focused on political science and economics and includes research on healthcare and nutrition.

ABOUT TYTON PARTNERS

Tyton Partners is the leading provider of investment banking and strategy consulting services to the global knowledge sector. Built on the tenets of insight, connectivity, and tenacity, Tyton Partners leverages in-depth market knowledge and perspective to help organizations pursue solutions that have lasting impact.

As an evolved advisory services firm, Tyton Partners offers a unique spectrum of services that supports the growth objectives of companies, organizations, and investors as they navigate the complexities of the education, media, and information markets. Tyton Partners understands the intricacies and nuances of these markets and plays an integral role in shaping the efforts that drive change within them. The firm's expertise is predicated on its principals' years of experience working across the sector - including the preK-12, postsecondary, corporate training, and lifelong learning sectors - and with a diverse array of organizations, from emergent and established private and publicly traded companies, to non-profit organizations, institutions, and foundations, to private equity and venture capital firms and other investors.

Tyton Partners leverages its deep transactional and advisory experience and its extensive global network to make its clients' aspirations a reality and catalyze innovation in the global knowledge sector.

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