



Final Report to Funders

Newark Summer Youth Employment Program 2020

Organization Name: Community Foundation of New Jersey as fiscal intermediary for the City of Newark

Grant Title: 2020 Newark Summer Youth Employment Program

Project Purpose: The purpose of the Summer Youth Employment Program is to employ youth in a summer work experience with linkages to workplace readiness, career pathway exploration, financial literacy and coaching, and youth development, mentoring, and coaching. The Summer Youth Employment Program is designed to be an experience for youth that expands their horizons and measures their yearly progress as they develop the hard and soft skills they will need to be successful in the 21st century economy.

Mission Statement: The vision of SYEP is to leverage workforce development as a core youth development strategy in order to create Newark's next generation of leaders by broadening the horizons of today's youth to prepare for tomorrow's careers. This is accomplished through exploring careers, forging positive relationships with adult mentors, receiving training and practice on workplace soft skills, creating a professional portfolio, and encouraging early building blocks for a positive financial future.

Covid-19 Contingency Plan: While the overall essence of the SYEP program remained intact, the Covid-19 pandemic caused significant changes to be made to the program design for 2020 in order to adequately and effectively address elements of the original program that would put participants at risk; namely in-person training and internships. From the moment it was decided to proceed with providing summer opportunities to Newark's youth despite the challenges posed by a global pandemic and the digital divide, we prepared to move the entire program design to a virtual platform and built in supports for youth and families to connect with us in virtual spaces to receive career development services, as well as emergency relief services where needed.

Data Collection: The data presented in this report is sourced from attendance and work quality trackers; pre- and post-program surveys by participants, team members, and implementing partners; one-on-one counseling sessions; the LRNG online curriculum software; and post-program focus groups.

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1. Results at a Glance

Indicator	2015	2016	2017	2018	2019
Youth [Remote] Work Placement and Training					
Retention	75%	94%	93%	95.6%	97.2%
# of Community Based Organizations / Trainers Providing Training to Youth	0	0	12	15	9 facilitators (move to a facilitator model to ensure training quality)
# of City-wide Training Sessions for Youth (youth choose one)	7	7	54	53 workshops/7 sites	60 workshops/5 sites
Financial Empowerment					
# of youth opening bank accounts	40	138	412	896	281
# of youth utilizing direct deposit	0	217	712	944	1,359
# of youth completing financial literacy training	0	130	693	207 MyPath* active accounts 1,787 completed America Saves Pledge 2,200 received financial literacy training via young money managers	1,063 MyPath* active accounts 1,941 completed America Saves Pledge* 2,289 received financial literacy training via young money managers

2020		
All SYEP participants	1,442	91%
Career Fluency & FinLit Workshops	867	90%
Project-based/Remote Internships	659	92%
NCI	74	96%
Self-Certs	644	91%
NCI Partners	22	
Self-Cert Sites	26	
Instructors	16	
Program Mentors	15	
Young Money Managers	14	
48 Cohorts, 5 classes + 1 town hall per week x 6 weeks = 36 sessions per student		
766		
419		
2,317 MyPath* active accounts		
2,178 completed America Saves Pledge*		
783 received financial literacy training via young money managers		

*My Path – My Path is a non-profit organization that has been recognized nationally for its work to transform the first paychecks of low-income youth into economic mobility pathways. They offer an in-depth training curriculum for youth, but they also work with local financial institutions to advise them on how they can create products that would benefit low-income youth and adults.

**America Saves Pledge – America Saves, a campaign managed by the Nonprofit Consumer Federation of America, motivates, encourages, and supports low- to moderate- income households to save money, reduce debt, and build wealth. The program to support and motivate young workers to use direct deposit to save part of their pay through their first-time work experience.

1.1 Measure of Progress

Youth Outcomes:		
Goal	Indicator	Results for 2020 SYEP
Youth successfully sustain on a career pathway as evidenced by:	95% of youth complete the full 6-week SYEP program	91%
Youth demonstrate the skills and behaviors for successful entry into careers as evidenced by:	75% of participating youth show an increase in their work readiness through the pre- and post- work skills survey.	100%
	75% of participating youth successfully earn the LRNG badge for their current level in the program	84%
Youth demonstrate the skills to successfully manage their finances as evidenced by:	80% of youth participating in MYPATH complete the financial literacy training	90%
	60% of youth open a bank account virtually or utilize direct deposit	61% of eligible youth opened new bank account 34% of youth utilized direct deposit
Program Satisfaction:		
Youth connect their Summer work experience to a sustained career pathway as evidenced by:	80% of youth report that the SYEP program helped them to develop work skills that they can use at any job	87%
Employers see the benefit of participating in SYEP program and its positive effect on the emerging workforce as evidenced by:	70% of employers report that they are pleased with and found useful the project-based work submitted by participating youth.	86% - satisfied or very satisfied with the project-based work submitted by their participants. 100% - PBL work useful to their company or organization.
Program Mentors and Youth Money Managers develop positive mentoring relationships as evidenced by:	80% of Program Mentors/YMM report a positive experience in which they were able to grow and develop their leadership skills	97%

2. Overview – Program Elements and Covid-19

For the first time in 3 decades, Newark SYEP was faced with a challenge so great that, in order to remain viable – and safe - for the summer session, it required a radical adjustment in the way its core elements were implemented. The Covid-19 pandemic rendered it infeasible to proceed with the intended internship opportunities for our youth participants, which included in-person placements at local businesses. Due to the shutdown of many businesses for an unknown period of time, coupled with the potential health liabilities of having young people (mostly minors) present at establishments where they could be at high risk for Covid-19 contraction and/or spread, the summer 2020 SYEP program altered its usual in-person placements and moved to a completely virtual model. The program shifted to this more technology-based model, whereby digital devices, the Internet, and innovative learning and earning strategies ensured that youth and employers, alike, still reaped significant benefits from participating in SYEP.

COVID-19 Impact on 2020 SYEP



Our in-person employment opportunities were converted into remote internships with Project-Based Learning (PBL) for half of our participants and a career readiness webinar series for the other half via the converting of our usual 3-hour Summer Ready training to a 6-week training series. The tiered work experience approach we had begun to incorporate into the program was halted to focus the pilot phase of a complex virtual transition on one sole tier, however ensuring age-appropriate instruction. Instead of hourly wages, the payroll was shifted to stipends for learning. The below figure displays our main program elements, reworked. Detailed descriptions of results in each follow.

Learn & Earn Elements



Program Elements Redesigned:

(1) Enrollment / Document Collection

- **Virtual Document Collection:** Our enrollment and document collection and verification process was conducted virtually, meeting youth where they were on virtual spaces utilizing Zoom, Google Hangouts, and WhatsApp, etc.
- **Pre-Recorded Videos:** We created pre-recorded videos of key enrollment steps readily accessible to applicants (how to scan and send documents securely, etc.).
- **Technology Survey:** Questions about IT access were added to the pre-survey in order to determine the technology needs and provide technology resources to youth in the form of digital devices and wifi.

(2) **Matching Interview**

- Counseling and interviews were conducted meeting youth where they were via online platforms including Zoom, Google Hangouts, and WhatsApp.

(3) **Summer Ready 3-hour Training**

- The 3-hour Summer Ready training was integrated into the 6-week summer cycle (July-August).
- Training was offered virtually via our partner platform LRNG and through instruction provided by youth development and teaching professionals.
- We optimized LRNG for mobile devices.
- Participant progress was tracked via LRNG's built-in "badge" system as well as through regular touchpoints with Program Mentors.

(4) **Employment - (6 weeks July - August)**

The **Learn and Earn** model replaced traditional employment and expanded the Summer Ready Curriculum throughout the summer. This Learn and Earn model included the following:

- Combination of **webinars, speaker series, and self-guided LRNG modules online** for up to 10 hours per week. Topics followed the current goals of the Summer Ready Curriculum and built competencies such as Self Awareness, Work Ethic, Self-Management, Interpersonal Skills and Technical skills. Through a partnership with [The Opportunity Network](#), we adopted OppNet's Career Fluency Curriculum, a culturally-responsive model comprised of four knowledge and practice pillars designed to increase postsecondary success for young people.
- Employers served as **weekly guest speakers** for webinars and panels on general work readiness topics as well as industry specific topics for targeted groups.
- **Innovative project-based assignments** for participants to contribute to employers' product/service. See [here](#) for a sampling of projects we recommended to employers.
- Online **mentoring** led by Program Mentors.
- **6 weeks of learning** between July- August, 10 hours per week
- **Stipends** replaced hourly wages and totaled \$100 per week, per student (\$600 total per student over the summer)

Despite the effects of Covid-19, the Summer Youth Employment Program served over 1,500 youth through this virtual "Learn and Earn" model. We have been successful in helping youth gain foundational skills, knowledge and connections to pave the way towards financial empowerment and meaningful employment that aligns with their passions, values and interests. By offering a combination of career development webinars led by local leaders and instructors; financial literacy workshops led by Young Money Managers; weekly Town Halls of guest speakers and panels of local experts; self-guided work readiness and financial literacy modules powered by LRNG (such as workplace communication, personal branding, resume writing, social media etiquette); and project based learning (i.e. business plans, portfolios and projects co-designed with employers and local organizations that meet long-term business needs), we have helped youth build the foundational skills needed for economic independence.

2.1 Career Fluency Webinar Series (The Opportunity Network)

Pre-pandemic, enrolled youth would partake of our Summer Ready workforce training curriculum, which prepped them for their summer internship and included a minimum of three-hours of work readiness workshops delivered by Newark community facilitators and was reinforced throughout the program through weekly topics, site monitoring and student and supervisor feedback surveys. As the 2020 summer program took place during the pandemic, the training was converted into a virtual workshop program for about half of the participant base. This workshop series entailed 36 virtual sessions of 1 hour each across the 6 weeks of the program, with content including career fluency, financial literacy, and additional town halls and expert panels. A total of 16 Instructors were hired to facilitate the delivery of the curriculum across 48 cohorts and with the assistance of 15 Program Mentors, NYOSCC staff, and technology (devices and online platforms).

SYEP partnered with The Opportunity Network (OppNet) to implement this innovative pilot contingency program for SYEP 2020 summer. OppNet was founded to respond to the inequitable structures of access, college opportunity, and professional mobility that disproportionately affect students of color and students from low-income communities. Their core goal is to reimagine networks as sources of power to catalyze opportunity and access for students from historically underrepresented communities, so they can drive their visions of college and career success forward. OppNet ignites the drive, curiosity, and agency of underrepresented students on their paths to and through college and into thriving careers, powered by their commitment to access

and community. All of their work, engagement approaches, and programming is anchored in their proprietary, best-in-class Career Fluency® Curriculum, a robust model comprised of four pillars, all of which is designed to maximize college and career success for students through an emphasis on personal and professional networks and social capital to navigate and thrive in the college landscape and professional world. The collaboration between SYEP and OppNet yielded a career readiness workshop series via our usual LRNG learning platform with the following topics:

- 21st Century Goal Setting
- Community Agreements - Expectations + Norms
- Cover Letter I
- Email Etiquette
- Financial Literacy Year 1
- Identity and Inclusion
- Managing Stress
- Marketing Assets
- Networking Essentials
- Resume Ready
- Closing Reflection & Celebration

Student Voices

"I gained an experience that I could never forget. I gained a chance to learn through this horrible pandemic. It also gave hope to me, because I looked forward to something for the summer during COVID." – Tyler V.

"I was able to learn how to better manage my money, how to network with individuals with my assets, and how to put myself out there when promoting my business." – Briana W.

2.2 Project-Based Learning

Project Based Learning (PBL) is a method in which participants learn work skills by actively engaging in real-world and personally meaningful projects. For summer 2020, just under half of our youth participants worked on a project (or series of interrelated projects) over the 6 weeks of SYEP that engaged them in solving a real-world problem or answering a complex question. They were tasked with demonstrating their knowledge and skills by creating a public product or presentation for employers, partners and peers. Our goal with the project-based learning was that youth develop deep content knowledge of a particular work-related task or function as well as critical thinking, collaboration, creativity, and communication skills. In turn, their submitted projects were designed to contribute productively to their designated company/organization, further empowering the participants themselves to emerge from the experience feeling like valued members of the workforce.

Examples of the type of projects participants completed with local employers and organizations include:

- **GEM Project:** GEM boosts high school and college student engagement through peer-mentoring, youth organizing, employment and service-learning initiatives, which take on a social justice approach. As part of their project based learning, youth created issue briefs exploring structural racism's impact on Black community across health, education, and justice. They also developed a virtual reality museum called Black Liberation, showing alternate realities of where oppression is nonexistent in the future (via an Afrofuturism lens)-- which has 40+ paintings uploaded by participants. Finally they participated in 2 service day events with Barat Foundation and held a 100% youth-led rally and VR launch, you can watch here: <https://www.facebook.com/thegemproject/videos/3372033102853275/>.
- **Center for City Planning:** As part of the **City Planning Institute**, the program trains students in the city planning and community development process, helps them explore the strengths and weaknesses of their neighborhoods, and guides them in creating real-world redevelopment proposals for their local governments. In summer of 2020 youth examined assets and challenges in their neighborhoods in Newark and presented proposals to city officials on economic development including new restaurants and stores that would have a positive impact their neighborhood

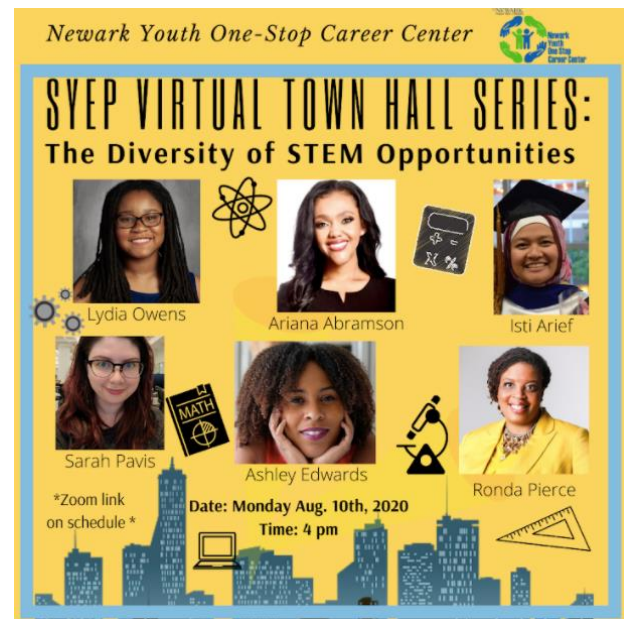
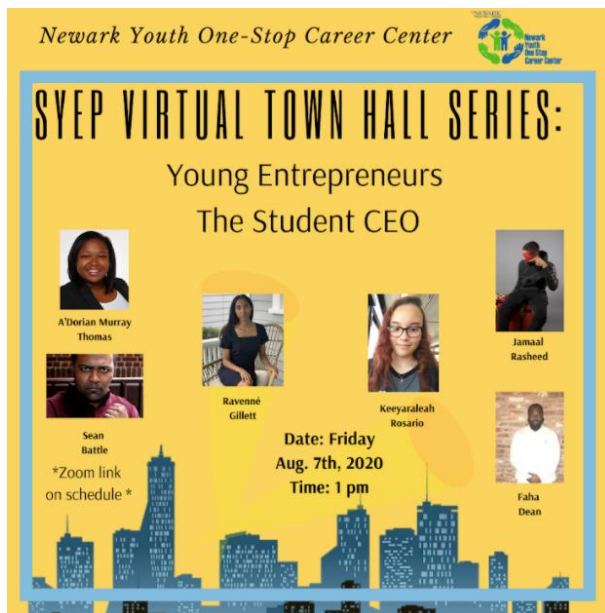
2.3 Resources and Partnerships:

In addition to the educational component of the program, and with the aim of mitigating the challenges that families expressed due to the economic and health concerns with COVID-19, the SYEP team forged partnerships to procure food, technology, and wraparound resources directly to families. An emergency fund was created to facilitate participants' access to the technology required for this new model, especially Opportunity Youth, as well as to further support participants and their families with access to in-demand services such as unemployment insurance, and to alleviate the food insecurity that is increasingly becoming another byproduct of the pandemic.

These included:

- **Digital Devices** – Tablets, Mobile devices to use LRNG and view webinars. In order to determine the need for technology, we conducted a survey of all applicants to understand the current technology needs.
- **Food** – A partnership was established with Newark Emergency Services for Families (NESF) for food distribution (via gift cards) to participant families determined to be in high need. Since 1977 Newark Emergency Services for Families has been an anchor social service institution serving the needs of residents throughout Essex County. NESF provides support to individuals and families through programming in six areas: emergency services, workforce development, housing, ex-offender re-entry, health, and family development.
- **Additional Relief Support** – As part of a holistic approach, during the Enrollment Intake process, the SYEP team organically identified any urgent needs of participant families and provided support accordingly (e.g. unemployment insurance filing referrals, CARES Act information, food relief needs, etc.).

The unique challenges we faced forced us to think creatively about utilizing the local Newark ecosystem to support the program. Challenges included student's access to technology, shifts in budgets to meet our need for a larger instructional team which reduced the number of youth we could ultimately serve, employer partners who were taxed with their own internal challenges of managing their existing staff through the pandemic, and the general "zoom fatigue" that many have experienced during 2020 as our lives have moved completely online. We saw tremendous success, however, in the amount of local leaders and businesses who stepped up to lend their expertise in weekly Town halls and classes on topics such as entrepreneurship, digital marketing, financial literacy, social emotional learning and managing stress, civic engagement, the impact and recovery from Covid-19, and numerous industry panels on lucrative career pathways for youth. Most importantly, we evidenced an overall positive impact among the youth who participated in this pilot virtual adaptation of the program. The youth impact remained steady and even had an uptick in some areas as compared to previous years, including the number of badges earned, the number of bank accounts opened, the percentage of youth reporting they developed key work skills, and the percentage of supervisors satisfied with and willing to hire their protégés.



Town Hall Series provided opportunities for youth to explore specific career paths through the voices of employers, experts and leaders.

3. Results and Impact

Below are important performance indicators from the summer of 2020 at both a high-level and sorted by program element. The data presented is both self-reported by participants and tallied by quantitative and qualitative data collection tools. It is sourced from attendance and work quality trackers; pre- and post-program surveys by participants, team members, and implementing

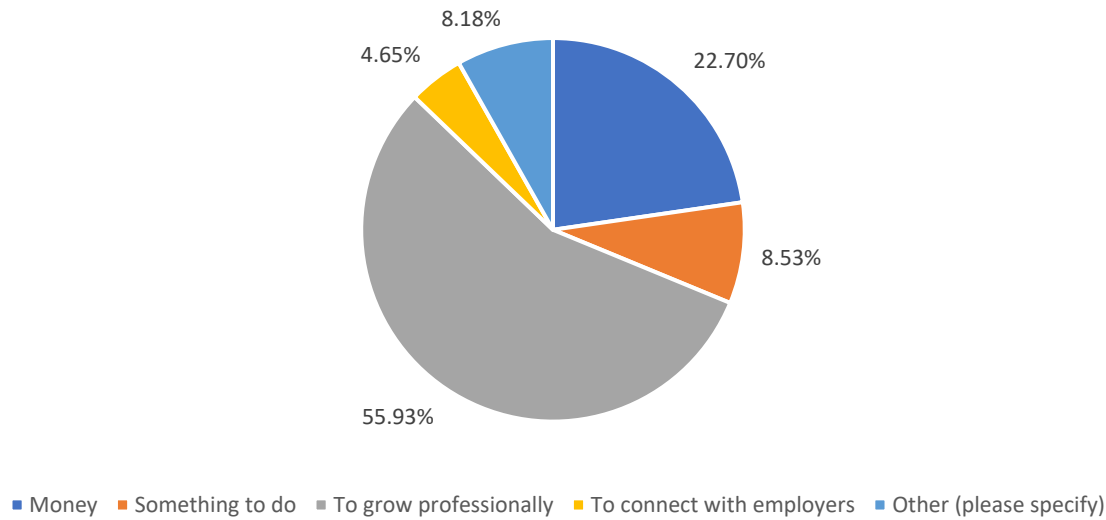
partners; one-on-one counseling sessions; the LRNG online curriculum software; and post-program focus groups. Notably, the pre- and post-survey completion rate is 73% and we have obtained more data this year than previous years.

- **Over 6,000** Youth applied.
- **1,585 (68%)** of total Youth served were enrolled in the Learn and Earn portion of the SYEP program. Of these Learn and Earn participants:
 - **867** Youth were offered career fluency and financial literacy training, of which **783 (90%)** participated.
 - **718** Youth were offered Project-Based Learning (PBL) opportunities, of which **659 (92%)** participated. Of these PBL participants:
 - **644** were accepted into a Self-Certification program, of which **588 (91%)** participated across **26 sites**;
 - **74** were accepted into a Newark College Institute (NCI) program, of which **71 (96%)** participated across **22 departments**.
- **16** Instructors were hired to lead virtual webinars on career fluency.
- **15** Program Mentors were hired to mentor Youth and assist Instructors with webinars.
- **14** Young Money Managers were hired to lead financial literacy webinars.
- **766** Youth opened a new bank account.
- **419** Youth utilized direct deposit
- **2,317** youth have active My Path active accounts. (My Path is a non-profit organization that has been recognized nationally for its work to transform the first paychecks of low-income youth into economic mobility pathways. They offer an in-depth training curriculum for youth, but they also work with local financial institutions to advise them on how they can create products that would benefit low-income youth and adults.)
- **2,178** youth completed an America Saves Pledge. (America Saves is a campaign managed by the Nonprofit Consumer Federation of America that motivates, encourages, and supports low- to moderate- income households to save money, reduce debt, and build wealth. The program supports and motivates young workers to use direct deposit to save part of their pay through their first-time work experience.)
- **659 (84%)** of the 783 Youth who participated in career fluency and financial literacy workshops earned LRNG badges.
- **266 (38%)** of 706 total respondents claimed they took advantage of the emergency food gift card option.

Of the 1,585 youth invited to participate in the 2020 SYEP program, 143 (9%) were de-enrolled. The top reasons for de-enrollment from the program were: scheduling conflicts, participants accepting a different opportunity, or did not have the necessary tools to participate (namely, technological device and/or wifi). These factors will be addressed in our continual improvement planning with the aim of maximizing retention to benefit as many youth as possible.

2.1 Overall Impact and Program Satisfaction

What is your main motivation for participating in SYEP?



Respondents: 6,061

In a pre-survey conducted of applicants to the SYEP program, the majority (56%) of the 6,061 respondents shared that their main motivator for participating was to grow professionally. Based on the data collected from attendance and work quality trackers, pre- and post-program surveys by participants, team members, and partners, one-on-one counseling sessions, the LRNG online curriculum software, and post-program focus groups, it is evident that the program met these expectations for the majority of participants.

During the 2020 SYEP program, a total of 1,585 youth were enrolled, of which 1,442 actually participated in the program, for an overall retention rate of 91% across all programs; just shy of our 95% target. The NCI project-based learning (PBL) portion of the summer program boasted the highest retention at 96%. The majority of attendees participated in 85%-100% of their designated classes/sessions, although a significant number (between 26%-41%) attended 50%-84% of classes/sessions. 84% of youth successfully earned an LRNG badge, which is higher than the anticipated 75%. All 100% of Youth who completed both the pre- and post-survey reported an increase in work readiness.

In a post-survey conducted among 700+ actual participants – mostly high school students, between 68% and 70% of respondents agreed or strongly agreed that they emerged from the SYEP program with valuable information they can use for their career, made career-advancing connections with people and resources, and gained a mentor they could trust. When asked to rate (on a scale of <1-5>) how much their experience with SYEP helped them choose a career pathway, consider career pathways they hadn't previously considered, and develop work skills that they can use at any job, the weighted average among the 709 respondents was consistently between 4 and 5. The same group of respondents gave a 4.5 out of 5 overall rating of the SYEP program.

Please tell us whether you agree or disagree with these statements:					
	Strongly Disagree	Disagree	Neutral (neither agree or disagree)	Agree	Strongly Agree
I learned valuable information that I can use for my career and life during the Town Halls	2%	3%	25%	47%	23%
I made connections with people and resources who can advance my career this summer through SYEP	2%	5%	24%	44%	26%
I gained a mentor who I can trust	1%	4%	27%	41%	27%

Respondents: 717

Program satisfaction is measured based on the grouped perspectives of our participating youth, employers/supervisors, and training/mentoring team. The 2020 summer program yielded better-than-expected results in overall satisfaction rates. A total of

87% of youth reported that the SYEP program helped them develop work skills that they can use at any job, which is above the 80% expected. From the PBL supervisors' standpoint, against a 70% target goal, 86% confirmed they were satisfied or very satisfied with the project-based work submitted by their participants and 100% said the PBL work was useful to their company or organization. Program Mentors and Young Money Managers reported a positive experience in which they were able to grow and develop their leadership skills through the SYEP program, to the tune of 97%; well above the 80% goal.

3.1 Financial Literacy

Financial literacy programming is embedded throughout the program. In fact, our model in many ways approaches financial coaching. Every youth who applies for SYEP is scheduled for a one-on-one coaching session in the winter. During this time, they meet with a member of our program team who speaks with them about banking, opening a banking account, utilizing direct deposit, and setting a savings goal for the summer.

On the financial literacy side of the program, 90% of youth participating in MYPATH completed the FinLit training, 61% opened a new bank account, and 34% utilized direct deposit, which is significantly lower than our target of 60%. Banking, in particular, was a challenge this year as a direct result of the pandemic. Many youth who expressed interest in opening a bank account and setting up direct deposit were not able to do so given their age and lack of ID. While MocaFi made opening an account accessible to our age ranges, for example, participants still struggled if they did not have ID before the pandemic made it infeasible to get state-issued identification, which can only be done via in-person request. Communication and technology were also barriers we faced while implementing account opening. In some instances, multiple email accounts were used for a single participant, participants moved or used an inaccessible address, and participants did not respond in a timely fashion. Wait time is also a big barrier. MocaFi requires participants' parents to sign a form acknowledging they are aware of their child's account opening, which caused delay. With CFR, we needed to run numerous tests before approval. For Bank of America & Santander, the age requirements continue to be the barrier. We are working with FinTech companies like MocaFi and CFR to remove these extra steps for 2021 or begin testing systems earlier. Clearer instruction and setting expectation guidelines will help address these challenges moving forward. As we continue to operate in a virtual world, we plan to continue to build banking partners who can support remote account opening for all of our youth age 14-24. Students have the desire to open accounts and save money and when empowered to do so they explore the easiest and most convenient way to do so, which now more than ever is done remotely.

Student Voices

"I gained a better understanding of my capabilities and helpful tips on how to perfect a resume and cover letter. I also learned helpful financial management skills and efficient ways in saving and spending one's money. The employment program provided me with knowledge and skills I will bring along and apply in my personal, academic and professional life." – Gaelle M

3.1.1 Financial Literacy Savings Pledge and Training

During the above-mentioned one-on-one coaching session, Youth also complete the America Saves Pledge. America Saves is a campaign managed by the Nonprofit Consumer Federation of America that motivates, encourages, and supports low- to moderate-income households to save money, reduce debt, and build wealth. The program supports and motivates young workers to use direct deposit to save part of their pay through their first-time work experience. In 2020, **2,178** youth took the America Saves Pledge and committed to collectively save nearly \$400,000.

When the program begins in July, youth selected from the applicant pool are matched with Young Money Managers (YMMs). YMMs are college students who act as financial literacy "ambassadors" during the six weeks of the program. They typically engage with their youth counterparts at their work sites, however this year's adapted program shifted their support provision to solely focusing on virtual trainings. Financial literacy classes teach participants the basics of money management: budgeting, saving, debt, investing, and giving that knowledge lays a foundation for youth to build strong money habits early on and avoid many of the mistakes that lead to lifelong money struggles. YMMs were trained in the National Financial Educator's Council, Financial Capabilities Curriculum series and the MyPath Money Users tool. For the 2020 summer, financial education was delivered via weekly virtual webinars and one-on-one coaching led by a cohort of 14 YMMs.

Normally, the SYEP program deploys a 4-tier curriculum for the financial literacy training (Year 1 – Payday Ready; Year 2 – Budget Ready; Year 3 – Credit Ready; Year 4 – Financial Decisions ready). This year, due to the programming adaptations as a result of the

pandemic, we did not offer a tiered approach; rather, one standard FinLit module based on the Tier 1 content. A total of 440 Youth completed the badge corresponding to this module in topics such as: Money and Emotions, Financial Psychology, Relationships and Money, What's Your Dream, Wants vs. Needs, and Defining Work Ethic. This represents 67% of those who completed badges (659) and 51% of the total career fluency and financial literacy workshop participant base this year (867).

Youth have access to their LRNG account for all of the years that they are in SYEP and can continue to earn new badges while storing records of badges earned. Recognizing the power of near-peer mentoring, we have found the Young Money Managers model to be effective, with 92% of participants remaining active in their MYPath accounts and 91% expressing interest in opening bank accounts.

3.1.1 Bank Account Opening & Direct Deposit

Opening bank accounts and enrolling in direct deposit are also core elements of the financial education program. With the support of YMMs, youth enroll in direct deposit on an online platform.

In 2020, we successfully enrolled **419 out of 799 youth who expressed interest in** direct deposit of their SYEP payments, for an enrollment conversion rate of 34% of the total 1,238 who were eligible to enroll (because they did not already have an account). This is an 8% decrease from the previous year (42% ->34%) due to the challenges of obtaining an ID in the 2020 COVID environment. Despite our best efforts to offer virtual banking options, currently no options exist in NJ to obtain a state ID virtually. Enrolling youth in direct deposit is a core goal of the program as it saves youth money, as pay cards have associated fees, and allows participants to have money in a bank account rather than on a card or using the card to withdraw cash.

In the 2020 summer program, a total of 766 youth opened new bank accounts, a significant increase from 2019 (281 youth) and just under our program high of 896 in 2018. It is important to note that many youth returning to the program already had an open bank account from previous years. In 2020, SYEP worked with the following banks with youth-friendly account options: US Bank Community Financial Resources, Bank of America Advantage Safe Balance Banking, Sunrise Bank (via MocaFi) and Santander Bank Student Value Checking. MocaFi, Santander and Bank of America all worked collaboratively with SYEP and played an integral role in our program design. They served on our advisory board informing the program design and providing guidance on how best to present account options. Mobility Capital Finance (MocaFi), a mobile banking platform helping youth achieve economic mobility, represented a brand new partnership for the program and helped us fill a need for mobile banking and remote account opening. MocaFi's goal is to serve communities outside of the financial mainstream and to disrupt the \$144 billion alternative financial services industry with affordable, credit-building financial products. It is an online financial network that allows people to open a first account, build their credit, and access banking products like pre-paid cards. MocaFi represented our newest partnership to meet the needs for a digital solution MocaFi created a personalized home page for Newark SYEP to help ease the process of applying and amplify the message around saving. US Bank CFR did batch enrollment of bank accounts.

All four of our main financial institution partners offered remote account opening to youth this summer. MocaFi & CFR provided accounts for youth 14+, Bank of America for 16+, and Santander for youth ages 18+. Remote opening was previously available for youth 16 and up through BOA and Santander. During on-boarding we surveyed whether the participant is banked or unbanked and whether or not participant had a government issued ID. From the very first point of contact with participant we see if there's an opportunity to connect them to a bank. Once the participant is chosen we find the financial solution to meet their needs and offer to assist with opening. We requested information regarding accounts; this information was then used to guide financial literacy sessions and Young Money Managers to spend additional time guiding young people who need accounts directly into finding the correct account. They also worked to then direct them through as much of account opening process as possible before the banking partner takes over.

The process to open accounts for the youth remotely varied between financial institutions:

- CFR: An enrollment submission form was provided to youth between the ages of 14-18 with no Government Issued ID. After indicating they wanted to open an account, CFR offered a batch enrollment process controlled by the program staff.
- MocaFi: A customized Webpage link to MocaFi was sent to participants age 18+ with no government ID. On that page Participants were able to follow the on screen instructions to open an account.
- BOA & Santander: A link to the sites respective websites was sent to participants 18+ with a government ID.

The ages of our youth, lack of ID, and non-custodial accounts continue to be a challenge. While MocaFi made opening an account accessible, participants still struggled if they did not have ID before the pandemic made it infeasible to get state-issued identification.

Communication and technology were also barriers we faced while implementing account opening. In some instances, multiple email accounts were used for a single participant, participants moved or used an inaccessible address, and participants didn't respond in a timely fashion. Wait time is also a big barrier. Mocafi requires participants' parents to sign a form acknowledging they are aware of their child's account opening which caused delay. With CFR, we needed to run numerous tests before approval. For Bank of America & Santander, the age requirements continue to be the barrier. We are working with FinTech companies like Mocafi and CFR to remove these extra steps for 2021 or begin testing systems earlier. Clearer instruction and setting expectation guidelines will help address these challenges moving forward. As we continue to operate in a virtual world, we plan to continue to build banking partners who can support remote account opening for all of our youth age 14-24. Students have the desire to open accounts and save money and when empowered to do so they explore the easiest and most convenient way to do so, which now more than ever is done remotely.

3.2 Career Exposure/Workplace Skills

3.2.1 Career Fluency Workshops

As the 2020 summer program took place during the pandemic, the usual 3-hour Summer Ready training was converted into a virtual workshop series of 36 webinars of 1 hour each across the 6 weeks of the program, with content including career fluency, financial literacy, and additional town halls and expert panels. 55% of the participant base - 867 Youth - were offered career fluency and financial literacy training, of which 783 (90%) participated. Outcomes were tracked through the usual digital career portfolio/planning tool called LRNG, where youth are expected to add specific documents/artifacts to their digital career portfolio.

The majority of participants earned all 11 badges offered during the 2020 summer. The badge with the highest completion rate was the first and the badge with the lowest completion rate was the last, which is indicative of normal retention patterns. The badges with the second and third highest completion rate were related to goal-setting and networking, while the badges with the second and third lowest completion rates were related to cover letters and identity and inclusion. Additional accomplishments of the LRNG Badges for 2020 can be found below:

Data by # of badges completed

# of Badges completed	# of Participants who completed that amount of badges	% of total Participants
ALL	659	100%
11	148	22%
10	95	14%
9	61	9%
8	44	7%
7	48	7%
6	50	8%
5	38	6%
4	30	5%
3	29	4%
2	39	6%
1	77	12%

Data by Badge Name

BADGE NAME	# of participants who completed that badge	
	#	%
21st Century Goal Setter	472	72%
Closing Reflection & Celebration	325	49%
Community Agreements – Expectations + Norms	520	79%
Cover Letter I	340	52%
Email Etiquette	439	67%
Financial Literacy Year 1	440	67%
Identity and Inclusion	363	55%
Managing Stress	451	68%
Marketing Assets	437	66%
Networking Essentials	466	71%
Resume Ready	430	65%

3.2.1.1 Youth Feedback (Self-Reported Progress)

Of the students who attended 50% or more sessions, 427 youth (73%) completed both the pre- and post-surveys. The below student impact data is based on the responses of those 427 youth.

When comparing student pre-survey and post-survey results with regards to shifts in knowledge, skills and mindsets, the most significant gains are as follows:

- **48% increase** in understanding how to customize professional cover letters to stand out among job candidates. (from 30% to 78%)
- **46% increase** in understanding how to market their assets in a professional setting. (from 33% to 79%)
- **45% increase** in knowing how to build a professional network. (from 29% to 74%)
- **45% increase** in being able to name at least 5 people in their network. (from 24% to 69%)
- **43% increase** in having a resume. (from 37% to 80%)

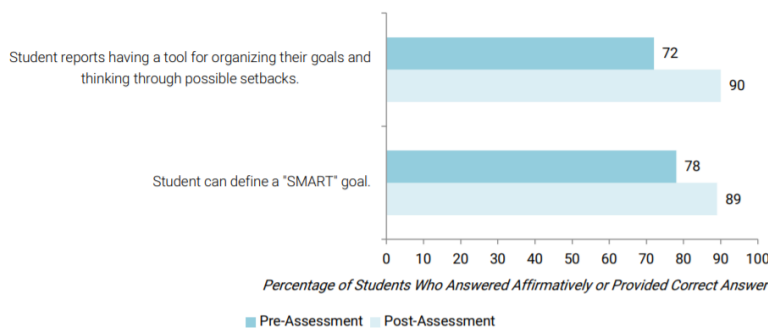
Most and Least Helpful Classes



Resume Basics, Managing Stress, and Marketing your Assets were the most helpful classes according to students. Additional topics of interest for future sessions noted by students were:

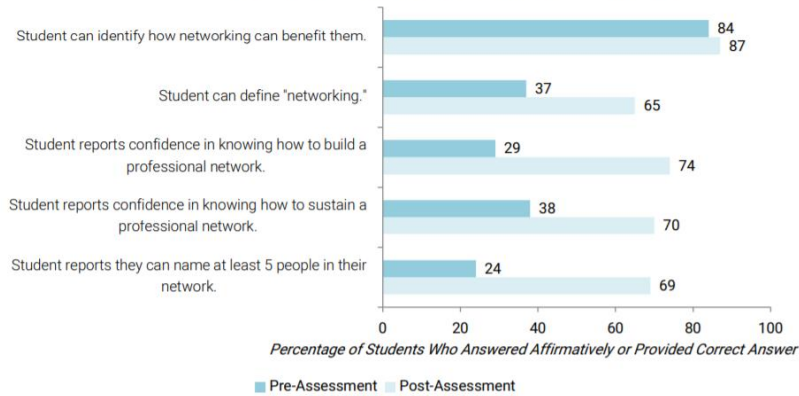
1. **Financial Literacy** (67 participants) – This theme included responses related to money management, entrepreneurship, business skills, investing, the stock market, credit, and loans.
2. **Workplace Skills** (45 participants) – Of these 44 responses, 20 referenced a desire to learn about interview skills.
3. **Career Exposure** (35 participants) – Job search process, finding the right “fit” for a job, opportunities to network

Survey Results: 21st Century Goal-Setting



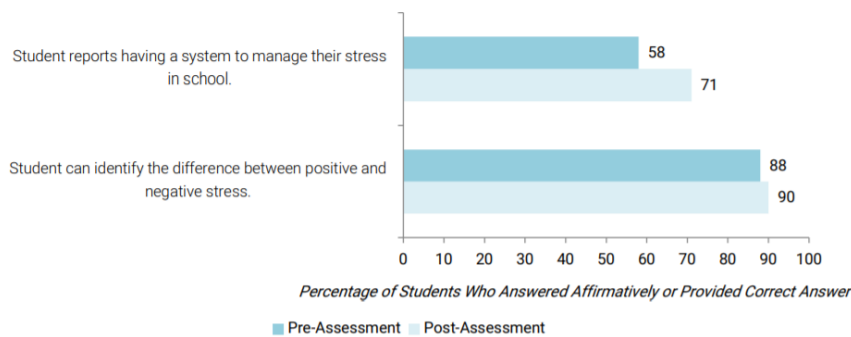
According to the post-survey results, 90% of participants reported having a tool for organizing their goals and thinking through possible setbacks, an 18% increase from the pre-survey. Meanwhile, 89% of participants were able to define a “SMART” goal, an 11% increase from the pre-survey. As part of our year-round program, we will follow up with students regarding the goals they outlined during a check-in to provide support in navigating any roadblocks as needed.

Survey Results: Networking Essentials



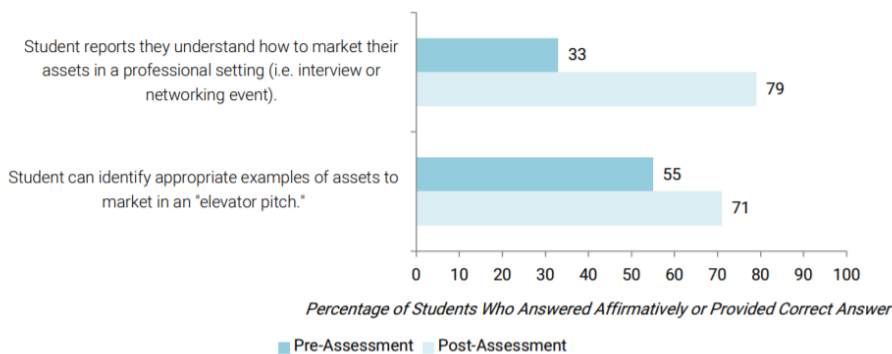
When comparing pre-survey to post-survey with regards to networking skills, a total of 74% of participants reported knowing how to build a professional network, a 45% increase from the pre-survey; 70% reported knowing how to sustain a professional network, a 32% increase from the pre-survey; and 69% reported they could name at least 5 people in their network, a 45% increase from the pre-survey.

Survey Results: Managing Stress



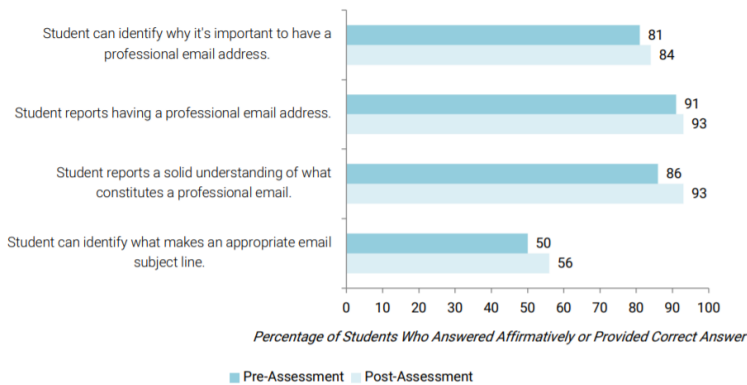
In terms of managing stress, 71% of participating youth reported having a system to manage their stress in school, a 13% increase from the pre-survey.

Survey Results: Marketing Your Assets



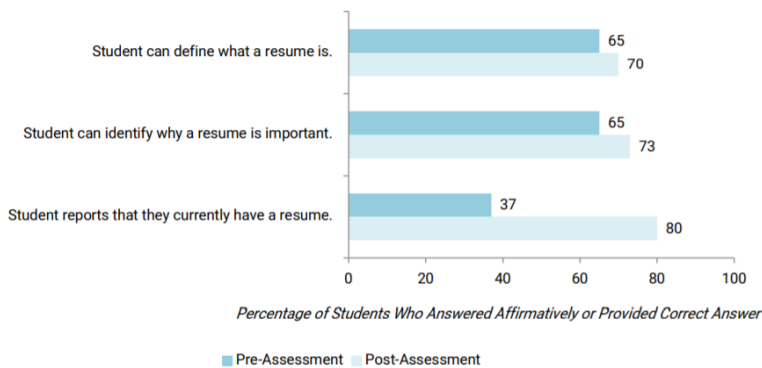
When asked about the module on asset marketing, 79% of participants self-reported understanding how to market their assets in a professional setting, a 46% increase from the pre-survey, while 71% could identify appropriate examples of assets to market in an elevator pitch, a 16% increase from the pre-survey.

Survey Results: Email Etiquette Basics



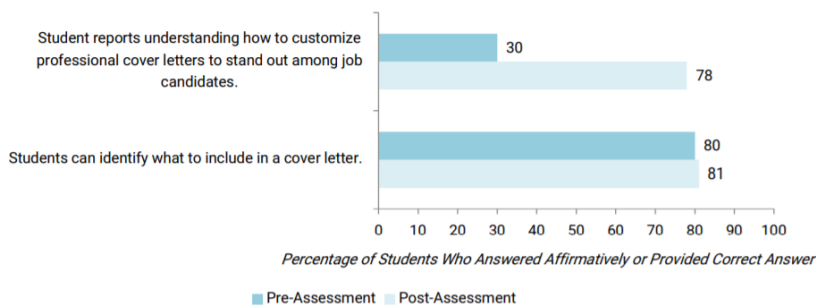
The email etiquette data shows that 93% of youth participants reported a solid understanding of what constitutes a professional email, a 6% increase from the pre-survey.

Survey Results: Resume Basics



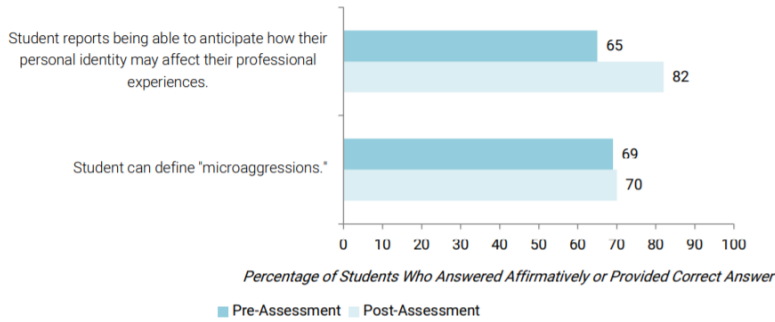
A total of 80% of the surveyed participants reported having a resume, a 43% increase from the pre-survey; and 73% were able to identify why a resume is important, an 8% increase from the pre-survey.

Survey Results: Cover Letter I



Regarding cover letters, 78% of students reported understanding how to customize professional cover letters to stand out among job candidates, a 48% increase from the pre-survey.

Survey Results: Identity & Inclusion in the Workplace

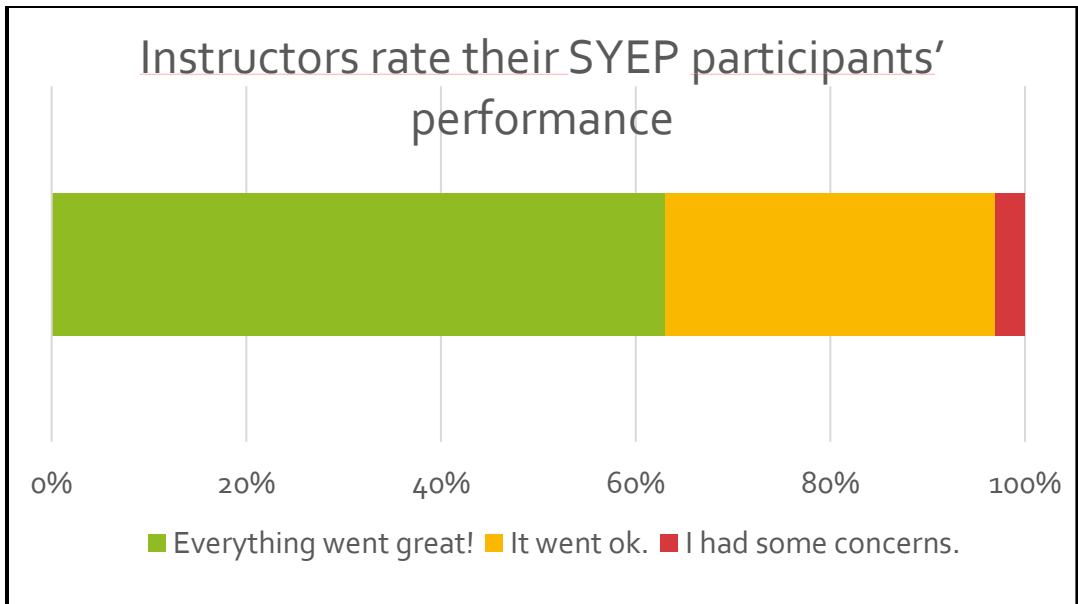


Notably, from post-survey data, 82% of participants reported being able to anticipate how their personal identity may affect their professional experiences, an 17% increase from the pre-survey.

On a scale of 1-5 please rate how helpful were each of these program components to your overall career planning and development:	1 (Not At All Helpful)	2 (Somewhat Helpful)	3 (Neutral)	4 (Helpful)	5 (Very Helpful)
Learn and Earn Career Fluency Class	2%	7%	29%	53%	8%
Financial Literacy Class	3%	9%	28%	52%	7%
Mentor Office Hours	8%	21%	26%	24%	18%
Town Halls	10%	22%	25%	29%	10%

With regards to the overall mechanisms and logistics of the webinar series portion of Learn and Earn, the majority of participants ranked the helpfulness of the different components a 4 out of 5. Nonetheless, an important percentage also responded neutrally. Based on feedback provided, technology issues and “Zoom fatigue” were highly contributing factors. In comparison, their peers who participated in the PBL portion of the Learn and Earn program had smaller or one-on-one encounters with direct supervisors and more of a work-study scenario versus an extended school scenario. This has prompted the continual improvement action item of reworking the webinar series to be less cumbersome and school-like, and placing more participants in supervisory scenarios where they can practice their newly-learned work readiness skills first hand with more direct mentorship.

3.2.2.2 Instructor Feedback



Of the 32 teaching/mentoring team members surveyed, only 3% had some concerns with their assigned participants and the majority (63%) were very satisfied with the participants placed under their supervision. When asked about the skills/abilities most demonstrated by the youth under their supervision, the top three were teamwork, following instructions, and asking for appropriate help. 88% gave their overall SYEP experience 4 out of 5 stars.

In a post-program focus group conducted with Instructors, some challenges noted were:

- Understanding self; Pulling out strengths and assets (trickled down to resume writing, etc.)
- Idea of setting [career] goals
- Writing resume and cover letter (many had little to no experience)
- Submitting/uploading work to LRNG

During the same focus group, Instructors noted the following as some of the most rewarding moments with their students:

- When [the students] learned something new that had not previously been explained to them (how to write a proper email, use a professional email address)
- Succeeding in teaching them to create quality resumes and having them walk away with a completed resume and cover letter!
- Managing stress (positive vs. negative)
- Networking (understanding they already do that to a certain extent, and being able to expand on that)
- Being able to make the material most relatable for the young people
- They loved the diversity and inclusivity
- Hearing them list all of the things that they learned during SYEP summer
- Having them share how supported and empowered they felt by the whole experience

3.2.2 Project-Based Learning (PBL) / Remote Internships

For the remaining 45% of the 2020 participant base, remote internships or Project-Based-Learning (PBL) were offered through our partner organizations.

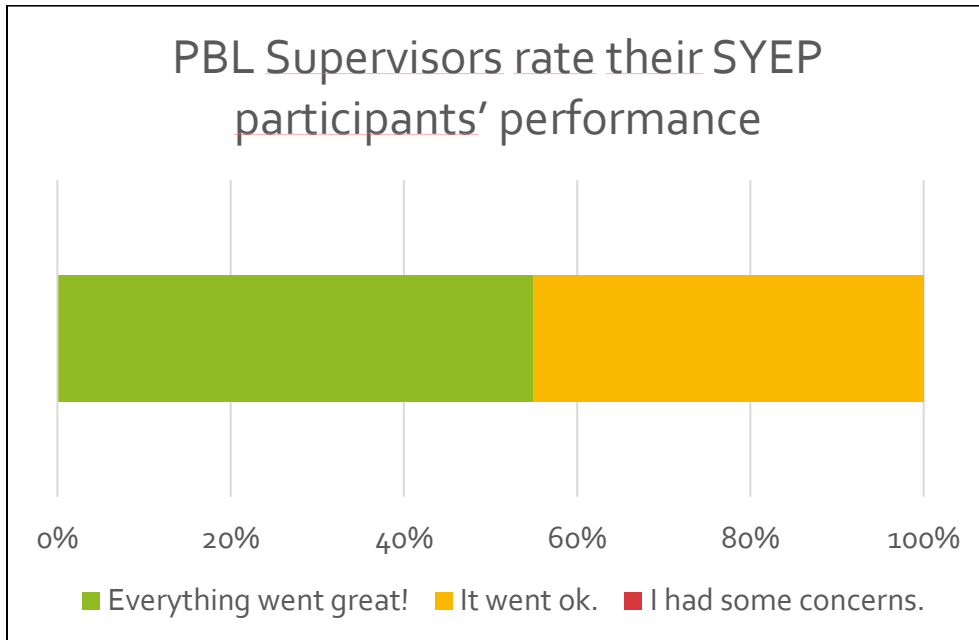
A total of 718 Youth were offered Project-Based Learning (PBL) opportunities, of which 659 (92%) participated. Of these PBL participants, 644 were accepted into a Self-Certification program, of which 588 (91%) participated across 26 sites. Another 74 were accepted into a Newark College Institute (NCI) program, of which 71 (96%) participated across 22 departments.

NCI partners

990 Broad	Abbott Leadership Institute	Audible
Bloomfield Inkululeko Department	Bloomfield College Marketing/Web Design	Bloomfield College Division of Natural Science and Mathematics
Joseph C. Cornwall Center for Metropolitan Studies	District 1199J	EduSAGE Companion Consulting
Equal Justice USA	GEM Project	Hummingbird Healings
International Rescue Committee	JV Property Management	KeyPointConsulting
Kika Stretch	Level Fields	NJ Citizen Action
Office of Emergency Management	Riddle Compliance	RU Ready
Rutgers University Office of Academic Partnerships	University of Massachusetts	

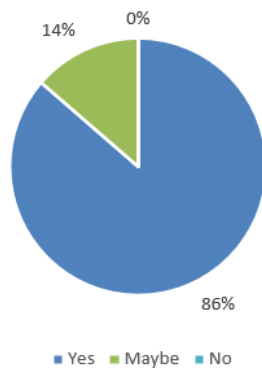
Self-Certification partners

Abbot Leadership Institute	Boys & Girls Club of Newark	Bruce Street School
Center for Migration and the Global City	Childrens Hospital of NJ @ Barringer High	City Planning Institute at West Side High School
Essex County College- Readiness Program	Essex County OCCE	Farm to Table
Jersey Cares	JFK School	NJ Leep
NJIT Consortium	NJIT Math Success Initiative	NJIT Talent Search
NJIT Upward Bound Program	Project USE / Pedal Farms	Regional Day
Rutgers Future Scholars	Seton Hall	She Wins Summer Program
Solar One Green Careers SYEP	The Gem Project Inc.	United Parks as One
Unified Vailsburg Services Organization	YendorArts Mural	



In a post-program survey conducted of 22 PBL Supervisors (across NCI and Self-Certification sites), none had concerns about their assigned participants and the majority (55%) had great feedback. 86% of this respondent pool said they were satisfied or very satisfied with the project-based work submitted by their participants (providing an 8/10 rating on weekly work quality trackers) and 100% found the PBL work useful to their company or organization. Similar to the feedback provided by the NCI supervisors, when asked about the skills/abilities most demonstrated by the youth under their supervision, the top three were teamwork, professionalism, and asking for appropriate help. 86% said they would hire their SYEP participants if an employment opportunity became available and gave their overall SYEP experience 4 out of 5 stars.

Would you hire any of your SYEP participants if an employment opportunity became available?



Respondents: 22

Overall, PBL participants tended to have better outcomes than their peers who participated in the Career Fluency and FinLit workshop series. This is likely indicative of the presence of a direct employer/supervisor relationship and will be more heavily focused on for future SYEP sessions.

3.3 Youth Development

SYEP always had a seasonal “Program Monitor” position mainly charged with compliance and collecting youth timesheets. Over the last three years, we changed this title to “Program Mentor” and adjusted the job description to elevate mentoring and youth development. We hire college students with leadership experience, teachers, and others who exhibit the ability to build a positive relationship with youth. Program Mentors typically visit youth at their work sites, troubleshoot challenges, and build relationships with site supervisors. During the 2020 summer version of the program, Program Mentors shifted focus to providing mentoring office hours and assisting Instructors in engaging youth during the career fluency webinars.

As stated above, this youth development activity now takes place year-round. We have multiple touchpoints with all of our youth during the application and placement process. But many of our youth engage with us even further by working with our career counselors at their high schools or participating in year-round job pathway cohorts. We are currently in the process of adapting the year-round component of the program to mirror the virtual aspects of the summer 2020 version while the pandemic continues to limit in-person contact.

4. Communications and Media Coverage

Mayor Baraka has made the Summer Youth Employment Program a core priority of his administration, and often champions SYEP as his core public-private partnership and speaks about the program often year-round. This summer he was a guest columnist for CFE and Citi Foundation, writing about his vision to keep SYEP going in spite of the many challenges posed by the COVID-19 pandemic and digital divide. Below are some examples of communications and media coverage on the 2020 SYEP summer program:

- City of Newark: "MAYOR RAS J. BARAKA LAUNCHES 2020 SUMMER YOUTH EMPLOYMENT PROGRAM; 'LEARN AND EARN' MODEL REPLACES STANDARD JOBS", July 6, 2020: <https://www.newarknj.gov/news/mayor-ras-j-baraka-launches-2020-summer-youth-employment-program-learn-and-earn-model-replaces-standard-jobs>

- New Jersey Spotlight News: “Newark’s Summer Youth Employment Program launches virtually”, Raven Santana (Correspondent), July 8, 2020: <https://www.njspotlight.com/news/video/newarks-summer-youth-employment-program-launches-virtually/>

5. Continuous Improvement

While the SYEP program continues to improve, expand, and serve as a model for programs across the country, there are areas for continued improvement.

High-Profile Employer and Community Based Partners: We need to identify more job sites that offer youth higher-level experiences in our specific cohorts including health, transportation, technology, and STEAM. There is a great disproportion between public and private sector job partners. The SYEP program aims to engage citywide networks such as the Newark Alliance, The Newark STEAM Coalition, and the Newark Regional Business Partnership to cultivate business and corporate partners. We will also partner with major employment and training agencies, and identify new employer partners such as the NYNJ Port Authority, hospitals, health care centers, small to medium size businesses, and corporations. Likewise, with the uncertainty of COVID-19 and the continued virtual-first approach, we will anticipate a greater need to help employers translate internships into virtual projects that youth can complete independently and remotely. Overall we found that participants were more likely to participate, be retained and successfully complete the Learn & Earn model when they were attached to a specific organizational project with clear objectives and deliverables. If COVID-19 remains, we will focus on training supervisors to make this transition from intern job descriptions to project descriptions.

Banking: Another area of refinement is in banking. This became even more evident during this past summer, as many participants who desired to open a bank account were not able to due to a lack of ID, which could not be obtained without in-person contact at a government agency office, posing a health risk to participants and rendering it a non-option. During the previous summer, we used private funds to pay for youth to obtain a state identification for this reason, however with Covid-19 this was not an option. To ensure sustainability of our financial literacy and banking goals for youth, we will need to identify a solution that allows for obtaining ID without contact in offices. We are exploring new opportunities and innovative partnerships that will help to facilitate the ability of more youth in our program to open non-custodial accounts and also work to identify more banks that have youth friendly approaches such as batch direct deposit enrollment. We will be working with banking partners and technical assistance providers to continue to expand the number of youth in our program that are fully banked.

Soft Skills Training: We are also always improving upon our soft skill training programming based on surveys and employer feedback. Some specific recommendations stemming from this past summer’s experience are: providing basic virtual computer literacy training (MSWord, Excel, LRNG, Google Docs) prior to webinars; allotting more time in the training for self-exploration and identifying assets; and tweaking the webinar:remote internship ratio of the program to be less heavy on Zoom calls and place more emphasis on remote internships with supervisory relationships. We will follow up on relevant feedback from participant and partner surveys and focus groups, as well as use the SYEP Advisory Board to assist us with continued improvement in this area.

Remote Internships: As remote interns in project-based learning tended to yield better outcomes, we will engage as many participants as possible in employment opportunities, albeit remote for the duration of the pandemic. For as long as Covid-19 – or a similar future public health crisis – is present, we will continue to build our network of companies and organizations that can and will offer remote internships for our youth to practice first-hand what they learn during our trainings while remaining as safe as possible.

Technology: For the 2020 summer program, many challenges were related to technology. Although 100+ tablets were distributed to participants expressing the need, wifi was not provided. This caused some otherwise ready and willing youth to not partake in the program. In order to maximize the potential of our virtual workshops for participating youth, we must secure not only the digital devices, but also the broadband services. With time and strategic planning, a public-private partnership can be forged to obtain wifi for our participants.

Virtual Admin: By far, our ability to gather information and needs from youth via one-on-one counseling virtual sessions helped us best understand and respond to youth and families’ needs. We will continue to use this as a method to accurately and quickly

connect with participants beyond 2020 even when we do have the ability to meet in person. While nothing tops in-person connections, this method proved to be just as effective of a way to reach our youth and families and will now be a fixed part of the program admin.

Expansion of participant base: We will continue to try to increase the number of SYEP participants. We still receive over 5,000 applications and are usually able to enroll slightly over 3,000 youth. During the summer of 2020, the Covid-19 crisis caused us to reduce by half the number of youth served, as an increased portion of the budget needed to be allocated to virtual programming and emergency relief. Our one-on-one coaching allows us to offer some services to every youth who applies through initial outreach and one-on-one interviews in the winter. Nonetheless, we want to make the program open to more youth. We will continue to pursue innovative partnerships and funding opportunities to make this happen.

Quality Assurance: As we increase the program’s size, we must maintain its quality. We also always strive to hire and train the best professionals to help us to implement the program, and we plan on looking at our organizational structure to ensure effectiveness.

Newark SYEP is a model public-private partnership with twenty private funding partners, the leveraged resources and full commitment of city government from the Mayor down, and strategic partnerships with universities, non-profit organizations, financial institutions, training programs, and training providers. We are confident in our collaborative abilities to overcome the challenges presented and continue to grow this program and its impact on the youth we serve. Our work is year-round, and we look forward to planning for, and implementing, a highly successful program for the remainder of 2020, into 2021 and beyond.

6. 2021 and Beyond

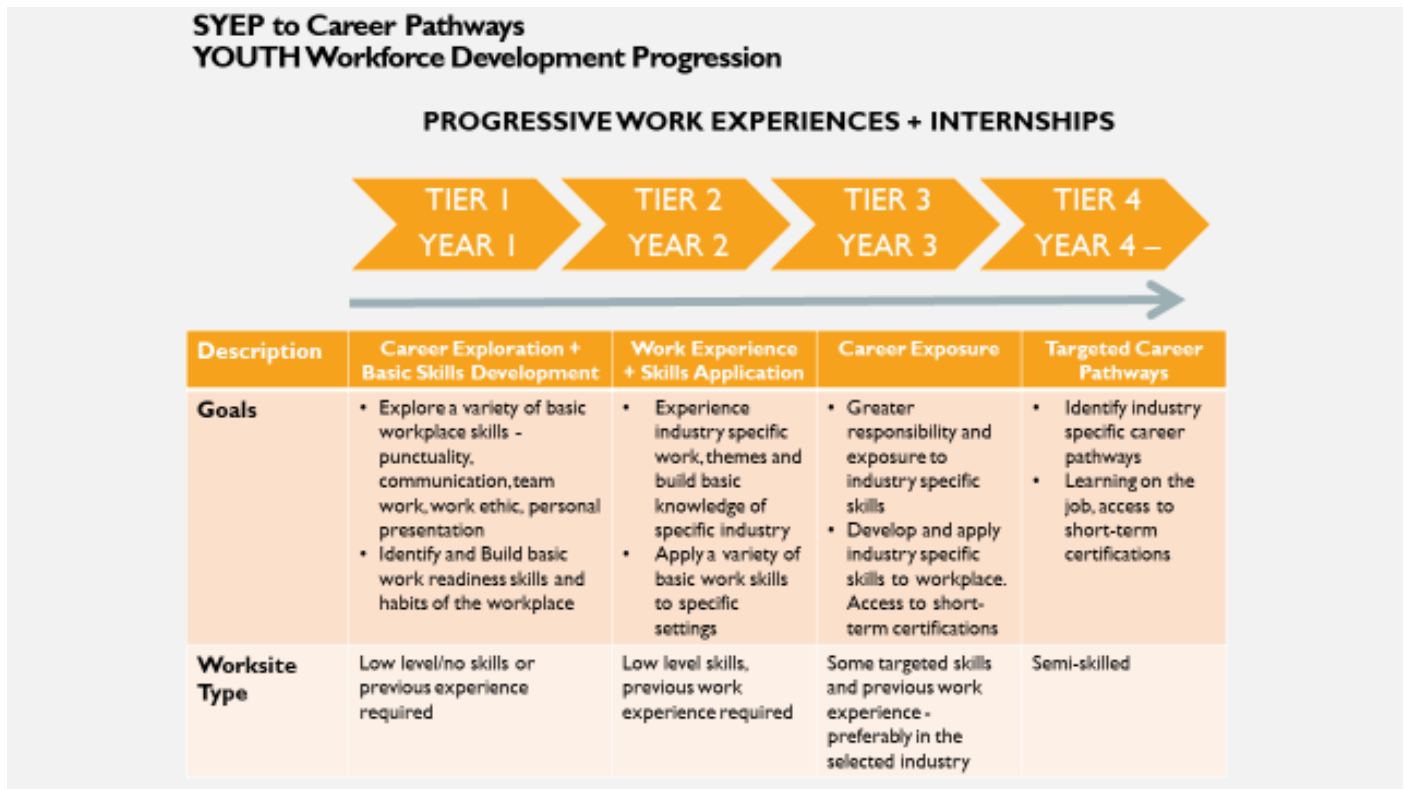
Subsequent to our 2019 program, plans were underway to expand SYEP to include year-round programming and internship opportunities. Our vision is to leverage the summer experience and use it as a “hub” with year-round “spokes” that continue to engage youth in jobs and training while measuring their progress. The program continues to have three key elements at its core – financial literacy, career exposure/workplace skill development, and youth development. The virtual adaptation of the program for the summer of 2020 yielded high impact and the potential to continue with this planned expansion with tweaks to allow for any continued/future pandemic-related factors. At the same time, a number of lessons learned were identified and will be incorporated into the continual improvement of the program, particularly with regards to technology, banking, and increased opportunities for remote work with supervisors.

Building off of the lessons learned in SYEP, the Newark Youth One Stop has partnered with Newark Alliance (the city’s business roundtable) to launch a year-round adaptation of the virtual Learn and Earn model called the Newark Youth Career Pathways Program (NYCP). NYCP convenes a network of youth workforce providers, schools, and industry partners to synchronize year-round supports that prepare and expose youth to in-demand career pathways. Expanding on Newark’s Summer Youth Employment Program model and Newark Public Schools’ Career and Technical Education vision for post-secondary development, NYCP seeks to guide the majority of Newark youth to make more successful post-secondary decisions. Cross-sector partners include schools (including district, charter and county vocational schools), Abbott Leadership Institute, Schools That Can, Braven X, and Big Brothers Big Sisters. In the 2020-2021 school year NYCP partners will work collaboratively to identify 250 youth from Career and Technical Education High Schools who have participated in SYEP to further develop their work skills and connections to mentors in careers of interest. Youth will participate in a combination of career counseling, leadership workshops, career exploration and post-secondary preparation.

NYCP represents a continuation of our tiered approach with youth progressing from SYEP experiences to internships aligned to their high school CTE program and career interests. Each year builds on the last for both skills development and workplace experiences. The work experience will be tiered as follows:

- Year 1 – Exploration and Skills Development
- Year 2 – Workplace Experience and Skills Application
- Year 3 – Exposure and Pathways Selection (NYCP Participants)
- Year 4 – Targeted Pathways – Internships, Apprenticeships, Entering College/Work

As youth approach Years 3 and 4, our goal will be that youth are grouped in cohorts by career interest. These cohorts link high school work to an internship or job opportunity. A data system will be identified and customized to track youth’s progress over time in specific job cohorts. The program is well-positioned to continue to take this pathway approach. Images that display our current thinking on the design of our youth workforce development progression are displayed below.



SYEP to Career Pathways YOUTH Workforce Development Progression

