



PATHWAYS TO PROGRESS:
The Portfolio and the Field of
Youth Economic Opportunity

APRIL 2016

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Introduction: The *Pathways to Progress* Investment

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

To achieve its ambitious goal, the Foundation enacted a multi-tiered strategy in ten cities: Boston, Chicago, Dallas, Los Angeles, Miami, New York City, Newark, St. Louis, San Francisco, and Washington, D.C. The U.S. strategy also includes complementary national and local investments, including the Boys and Girls Clubs of America, the National Academy Foundation,

and the National Association for Urban Debate Leagues. In addition to the core and complementary program investments, the Citi Foundation's multi-tiered strategy includes substantial volunteer engagement by Foundation employees, and a significant communications platform — augmenting grantee organizations' efforts to share their impact with the field.

In its efforts to advance youth economic opportunity on a significant scale, the Citi Foundation has invested in solutions that offer promise of sizeable and replicable impact.

“Through Pathways to Progress, we will connect young people with opportunities to fuel their own career ambitions and develop the skills that are needed in a 21st century economy. The professional success and civic engagement of our young men and women are critical to our economic competitiveness, and we are proud to support them.”

Michael L. Corbat, CEO, Citigroup

To this end, the Foundation has chosen four different program “pathways” that reflect the latest field understanding about approaches that can have a lasting impact on a youth’s economic well-being:

- Entrepreneurship
- Mentorship
- Service/Leadership
- Summer Jobs

At the center of this *Pathways to Progress* investment are five grantee organizations:

- Cities for Financial Empowerment Fund
- iMentor
- Management Leadership for Tomorrow
- Network for Teaching Entrepreneurship
- Points of Light

We describe the strategies each of these grantees is pursuing along the four pathways in Table 1.

A GLOBAL IMPACT ON YOUTH ECONOMIC OPPORTUNITY

In 2015, the Citi Foundation expanded the *Pathways to Progress* initiative to encompass its global investments and innovations focused on developing youth economic opportunities across Latin America and the Caribbean, Europe, the Middle East and Africa, and the Asia Pacific region. As part of this global expansion, the Citi Foundation released *Accelerating Pathways*, a global research and field building effort examining how 35 cities around the world support young people’s economic ambitions.

Table 1: The *Pathways to Progress* Grantees

PATHS	ORGANIZATIONS	PROGRAMS	YOUTH IMPACT STRATEGY
Service/ Leadership	Points of Light	ServiceWorks	Leverages community engagement and volunteer service to help underserved young adults (“Service Scholars”) develop the skills to prepare for college and careers
Summer Jobs	Cities for Financial Empowerment Fund (CFE Fund)	Summer Jobs Connect	Sets young people on the pathway to economic success through summer jobs, while providing them with targeted financial education and access to safe and affordable financial products
Entrepreneurship	Network for Teaching Entrepreneurship (NFTE)	Make Your Job	Empowers low-income youth to develop the entrepreneurial mindset and business skills to make their own job and succeed in the modern workplace
Mentorship	iMentor	iMentor	Builds mentoring relationships that empower students from low-income communities to graduate high school, succeed in college, and achieve their ambitions
	Management Leadership for Tomorrow (MLT)	MLT Ascend	Provides comprehensive guidance and support from a network of coaches, all of whom are alumni of MLT programs, and a personalized career readiness roadmap, to ensure that low-income, first-generation minority college students graduate and are prepared for professional careers that lead to long-term employment and financial stability

About this Issue Brief

The U.S. *Pathways to Progress* portfolio has three intended levels of impact:

Youth: Providing pathways for youth to develop workplace skills, leadership experience, and financial empowerment behaviors;

Organization: Strengthening organizations' abilities to serve more youth through design and implementation improvements, and through scaling and replication; and

Field: Spreading programmatic lessons and findings within the field.

In our [inaugural portfolio review Issue Brief](#), *Pathways to Progress, Setting the Stage for Impact* (June 2015), we describe the Foundation's goals in each of these impact areas and early progress toward achieving these goals.

This Issue Brief focuses on the third level of impact — the *field*. We provide an overview of current trends in the youth economic opportunity field, and describe how the five U.S.-based *Pathways to Progress* grantees are responding, and contributing, to emerging youth economic opportunity field trends. The field trends discussion draws from a series of interviews with bellwether leaders (see Appendix A) from a cross-section of youth development, education, and economic opportunity fields, and a convening of the five *Pathways to Progress* grantees. The convening, held in September 2015, focused on the grantees' practices in the context of field trends (see Appendix B for a list of participants).

SECTION 1

THE FIELD OF YOUTH OPPORTUNITY: CURRENT TRENDS

The emerging field of youth economic opportunity is positioned at the intersection of several fields focused on creating long-term opportunities for youth success.

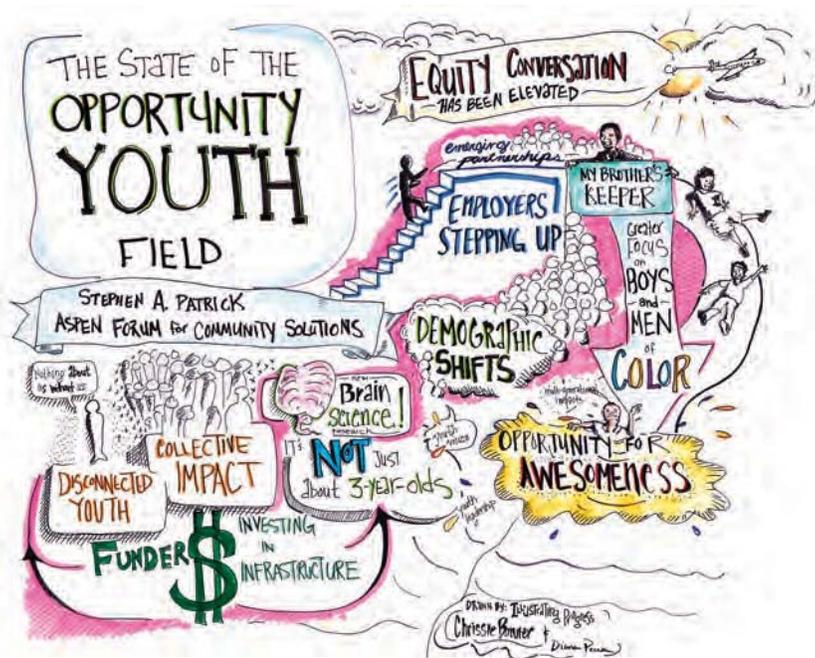
This includes the fields of college access and success, mentoring, youth leadership, civic engagement, youth employment and job training, career and technical pathways, youth entrepreneurship, and financial empowerment. As these areas converge, with greater overlap of goals and interventions (e.g., connecting youth to opportunities, networks, and experiential learning), the field of youth economic opportunity is becoming more cohesive and defined. The *Pathways to Progress* grantees are at the forefront of this evolving field, representing the convergence of the program areas vital to developing youth economic opportunity.

The growth of the youth economic opportunity field has been propelled by a number of trends, underscoring the need for interventions to promote workforce development for youth:

- Increasing youth unemployment rates;¹
- A renewed focus on “opportunity youth,”² defined as youth ages 16-24 who are disconnected from school and/or work;
- A stronger focus on youth employability in a shifting global and national economy;
- A recognition that job training has largely been misaligned with labor market needs;³ and
- National discourse on growing income inequality and the fragility of youth financial security.

“We finally have the scientific argument for understanding that caring adults and hands-on learning are critical for teens.”

Steve Patrick, Executive Director,
Aspen Forum for Community Solutions,
Aspen Institute



These demand-side trends pair with growing knowledge about what is needed to improve youth engagement and economic success. Through a review of recent literature in the youth economic opportunity field, and interviews with “bellwethers” (Appendix A), we have identified several leading practices. **The grantees are testing ways to advance and leverage these leading field practices to affect more youth, and share lessons with the field. We describe how the grantees are advancing these practices in Section II.**

The bellwethers consistently cited **holistic approaches that build “power” skills (e.g., time management, self-efficacy, communication, and other workplace skills), and attend to the socio-emotional and academic needs of youth**, as a leading trend in the youth economic opportunity field. This trend is supported by a growing body of knowledge that points to non-cognitive skill development as critical to academic and professional success.⁴

Recent studies in adolescent brain development, and advances in neuroscience, support two interventions dominant in the evolving knowledge base about how to help youth: **Pairing youth with adult mentors and role models, and fostering youth leadership through authentic opportunities and experiential learning.** Research showing the vital role of caring adults in teens’ emotional and cognitive development has underscored the value mentors and coaches can add to youth on the path to economic opportunity.⁵ In addition, neuroscience research has provided evidence that youth learn responsibility and reasoning through practical experience — demonstrating that when youth are given real opportunities to practice adult skills, such as decision-making and self-regulation, they strengthen the parts of the brain that handle these functions.⁶

As knowledge about interventions that yield sustainable youth engagement and economic success has grown, so has field understanding about program designs that most effectively facilitate delivery of these interventions, including increased efforts to:

- **Operate from an asset-based approach, emphasizing “equity”⁷ and opportunity.** The terms “equity” and “opportunity youth,” increasingly echoed throughout the youth economic opportunity field, convey the concept of laying the foundation for all youth to thrive — leveling the playing field for those not given the same opportunities to thrive. By using an asset-based, rather than a deficit approach focusing on what the youth are missing, programs build on the strengths and skills of the youth, empowering youth to pursue opportunities to thrive and succeed.
- **Forge partnerships that enable programs to more systematically and holistically serve youth.** The field is recognizing that partnership can provide added value in meeting multiple needs of opportunity youth. For instance, bellwethers point to the rise of cross-sector collaborations, with employers partnering with those in the education and training fields, as well as growth in public-private partnerships driven by a desire to leverage investments for greater impact. Additionally, youth serving organizations are increasingly recognizing the value of working together for greater integration of education, employment training, soft skills development, and support services.

Leading Practices in the Youth Economic Opportunity Field



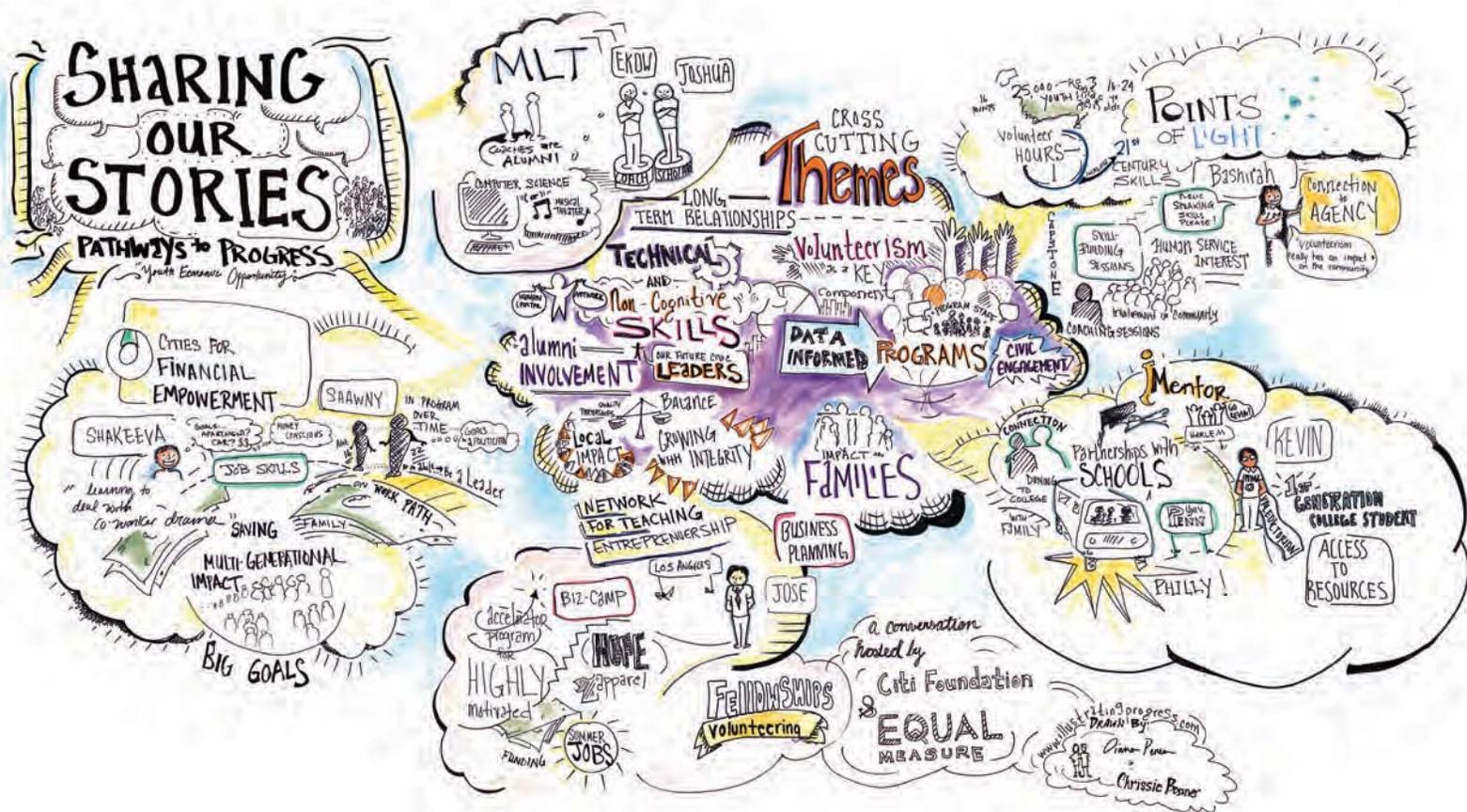
SECTION 2

SCALING AND INNOVATING IN THE FIELD: THE PATHWAYS TO PROGRESS GRANTEES

In this section, we discuss how the *Pathways to Progress* grantees are advancing the field of youth economic opportunity.

In some cases, the grantee organizations are leveraging the Citi Foundation investment to scale proven program components, with careful attention to balancing fidelity with customization to promote successful and sustainable adaptation.

Other grantees are augmenting existing program models to test new approaches to increasing impact. And two of the grantees have used the Citi Foundation investment to launch innovative program models layered on a foundation of proven practices. In each case, the grantees are testing ways to advance and leverage these five leading field practices to impact more youth, and share lessons with the field.



1. Holistically Supporting Youth in Developing “Power” and Technical Skills

Pathways to Progress grantees have launched — or are augmenting — new program models in workforce development, civic engagement, and entrepreneurship to test innovative approaches to power skills development.

For opportunity youth, acquiring leadership, project management, workplace, financial literacy, and networking skills are critical steps in the path to lifelong economic well-being. In order to help youth build these power skills, Points of Light, the CFE Fund, and NFTE are testing new, and expanding proven, program models that offer participants practical, hands-on experiences — building on the growing recognition in the field that experiential opportunities to learn power skills are as important as technical training.

ServiceWorks, an initiative with Points of Light and AmeriCorps, is implementing service learning as a civic engagement strategy to help 25,000 underserved youth and young adults (Service Scholars) develop 21st century leadership skills to prepare for college and career. In order to further promote the power skills of leadership, project management, and networking, ServiceWorks designed a free, interactive curriculum (ServiceWorks Online) that youth and youth-serving organizations can access anywhere. This innovative digital model is designed to help young people think about their skills and passions, and identify ways to apply them within their community through service projects.

Through its new Summer Jobs Connect (SJC) program model, the CFE Fund introduces and tests strategies to promote financial empowerment among participants in summer youth employment programs in eight cities. These strategies include asking job coaches to promote direct deposit — connecting young people directly with banks and credit unions — and using technology to facilitate opening online accounts. SJC also conducts peer-led financial education workshops and one-on-one financial counseling, built off the real world experience of receiving a regular paycheck, and is reinforcing financial empowerment themes, such as how to use an account to budget and save, and how to split direct deposits to facilitate savings. In addition, five SJC cities are testing behavioral change strategies, such as offering reward and prize incentives to participants, to increase the number of participants opening bank accounts, signing up for direct deposit, completing financial education programs, and meeting savings goals.

MAKE YOUR JOB, NETWORK FOR TEACHING ENTREPRENEURSHIP

For more than 25 years, the Network for Teaching Entrepreneurship has taught and promoted the development of “power” or “soft” skills “without even knowing it,” as one NFTE staff person indicated. Through its program model, NFTE focuses on developing an entrepreneurial mindset among the students it serves. This program emphasizes critical thinking, problem-solving skills, creativity, and self-efficacy through experiential learning. In NFTE’s BizCamp and Startup Summer programs, scaled to reach significantly more youth through *Pathways to Progress*, youth learn negotiation, presentation, and business development skills. They use these skills by developing and launching their own business — an authentic opportunity to hone their creativity, critical thinking, and problem-solving skills first-hand. NFTE is also using the Citi Foundation investment to advance field thinking about how these skills are assessed and measured over time.

To do so, NFTE is developing and testing a new Entrepreneurial Mindset Index (EMI), a survey of students’ non-cognitive abilities as they relate to entrepreneurship and entrepreneurial behavior. In addition to its pioneering work in developing the EMI, NFTE is drawing upon its program experience to become a thought leader in the field of youth economic opportunity, sharing lessons to fuel further field conversation and learning. In October 2015, NFTE hosted its first Entrepreneurial Mindset Summit, the goal of which was to share lessons with others in this emerging field about how to prepare youth with the entrepreneurial skills required in the new global economy.

2. Mentoring and Building Social Capital Networks

Two grantees have embarked on a beyond mentoring approach, adding the critical ingredient of “caring adults” to pioneering initiatives in technology and youth coaching.

In order to build and expand social capital networks, youth need to develop meaningful relationships with caring adults who provide guidance, feedback, and emotional support, and who can serve as role models. The grantees have taken this traditional mentoring design — recognized as a valuable ingredient to success in the youth economic opportunity field — and added programming that includes more

applied power skills development and emphasizes the benefits of growing and using social support networks. Both MLT Ascend and iMentor have integrated technology and coaching to foster power skills development and enhanced mentoring within their program models.

At the core of MLT Ascend, a college success and career preparation program serving primarily low-income and first-generation college students, is an innovative strategy to pair Scholars with coaches who are young career professionals and have recently graduated from an MLT program. The MLT Ascend coaches can relate to Scholars' experiences, and provide them with the mentoring they need to continue along their college and career paths. Over the past year, MLT Ascend has made significant progress in helping its Scholars build social capital: 80% report increased confidence, sense of belonging, and system savvy, which are primary indicators for college persistence; 80% perceive the MLT Ascend program and their coach as important to academic, college life, and personal growth and success; and 80% of coaches and Scholars recommend MLT Ascend to a friend.

“Our best research and experience with practice in youth development shows that there is no silver bullet in helping young people thrive and strive. But, there is a need for a web of support that necessitates the inclusion of relationships as an active ingredient, and is as connected as possible. Essentially, to grow, to look to the future, and to connect to the opportunity, a young person must learn to trust, advocate, bounce back, and communicate. Driving toward these skills must be integrated into as many settings and ultimately, relationships are a huge driver.”

David Shapiro, President and CEO, MENTOR:
The National Mentoring Partnership

iMENTOR

iMentor's college access and success program combines innovative elements of school-based mentoring and technology to help students develop the knowledge, behaviors, cognitive, and non-cognitive skills they need to complete high school and enroll and thrive in college. Through this Citi Foundation investment, iMentor redesigned its technology platform to strengthen pair relationships and enhance data analysis processes to improve case management strategies. For instance, iMentor has integrated technology into how the students build support networks and relationships with mentors, using technology as a core method to engage the youth and to advance their skill building. During weekly college readiness classes, iMentor Program Coordinators present material related to a specific skill, and students are prompted to write an email to their mentor on that topic.

Mentors respond to their mentees' emails following a structured iMentor protocol. Each unit of the iMentor curriculum culminates with an event that reinforces the theme, and also allows students and mentors to spend time together in person and develop their relationship. In addition to fostering improvements in its innovative model, iMentor is using the Citi Foundation investment to scale its program, serving additional students in New York City and expanding its program to Chicago.

3. Providing Youth with Authentic Opportunities to Lead

Pathways to Progress is advancing the critically important idea of “authentic” youth engagement through innovative program components that elevate youth as leaders and coaches.

Leadership opportunities within the *Pathways to Progress* portfolio include: civic leadership, apprenticeships, management opportunities, peer-to-peer leadership, and engaging young alumni to mentor and coach program participants. In the ServiceWorks program, Scholars develop and implement community service projects, learning leadership and decision-making skills through hands-on experience. During the Capstone experience, 16-24 year olds discuss community issues and things that affect them deeply, and then figure out how they can make a tangible difference. They decide what is important — dividing the team into groups and creating a project to address a specific issue. According to one Success Coach, “Back in my day, the big issue was littering. These kids are talking about food insecurity, nutritious food availability, and gender identification issues.

Similarly, in NFTE’s BizCamp and Startup Summer (SUS) entrepreneurship development programs, youth participants learn by leading and doing — developing a full business plan for an original idea of their own.

In NFTE’s SUS business accelerator program, the youth are provided with seed capital, and lead all aspects of launching a business. As the research has shown, when youth have opportunities to lead “authentically” — meaning they are given true responsibility and ownership — they learn problem-solving and leadership skills that are reflected in academic and professional success.

MLT ASCEND, MANAGEMENT LEADERSHIP FOR TOMORROW

The MLT Ascend program is built on the concept of emerging leaders helping fuel success among younger peers, pioneering a model in which college success and leadership development are powered by youth coaches. In MLT Ascend, young alumni of MLT’s career development programs (Career Prep, MBA Prep, Professional Development and Career Advancement) serve as volunteer coaches and mentors to first-generation low-income scholars of color. These young leaders coach students, facilitate trainings/discussions, lead events, and lend their voice, skills, and personal experience to support the success of other young students.

At each MLT Ascend Program Kick Off, scholars and coaches participate in learning activities to build trust and relationships. Coaches and scholars share with each other their personal career and academic experiences, and coaches provide advice on the skills and competencies necessary to succeed in school and careers. Throughout the year, each MLT Ascend scholar works one-on-one with their coach, who helps them stay accountable to academic and career goals. Through this approach, MLT advances youth leadership among the coaches, and fosters effective use of human capital and social networks by the scholars.

4. Using an Equity and Opportunity Lens When Serving Youth

The five grantees underscore equity and opportunity as guiding principles in developing asset-based interventions that are the start of a “pathway.”

Each grantee serves low-income urban youth ages 16–24 (the CFE Fund’s Summer Jobs Connect program serves youth ages 14–24). The *Pathways to Progress* initiative, in alignment with growing field understanding of “opportunity youth,” recognizes that youth in this demographic are not starting from a level playing field when it comes to academic and non-cognitive skills development, and exposure to post-secondary and career pathways. Therefore, with an eye toward equitable access and programming that meets and addresses youth needs where they are, the grantees use a variety of recruitment approaches and partnerships to reach youth who might not otherwise have the opportunity to participate in a leadership, college access, or workforce development program. For example, iMentor uses a whole school approach in its college bound mentoring program. By serving every student in the Title I high schools with which it partners, iMentor embraces the idea that every student in the school deserves the same opportunity to benefit from college access and success mentoring services.

Emphasizing opportunity to succeed for the youth they serve, the *Pathways to Progress* grantees use an asset-based approach, building on participants’ interests and strengths, and empowering participants with the knowledge, skills, and social capital to take advantage of economic opportunities in the current employment landscape. For example, the CFE Fund’s Summer Jobs Connect program is providing targeted education to participants in summer youth employment programs to financially empower the youth participants, with the goal of building life-long financial skills.

“We are happy to see that a broader Opportunity Frame is being used by both political parties, and by diverse sector leaders, as they focus on the urgent need to increase economic mobility and educational attainment for more Americans.”

Five years ago, there was a lot of conversation using the anti-poverty lens that could be divisive, leading to an ‘us-versus-them’ mentality. But building a shared understanding of what opportunity means, and how it affects all of us, has led to more agreement among public, private, and nonprofit sectors regarding the importance of employment and education pathways and cross-sector solutions that benefit all of us.”

Monique Rizer, Executive Director,
Opportunity Nation

SERVICE WORKS, POINTS OF LIGHT

The ServiceWorks model emphasizes an asset and opportunity approach to developing the participants' skills. The ServiceWorks curriculum builds off the youth's passions and interests to help them learn leadership, project management, communication, and other workplace skills, through developing and leading a community service project that is meaningful to them.

Through the curriculum, success coaches, and hands-on projects, ServiceWorks provides youth with the framework and experience to leverage their own strengths, build self-esteem and social capital, and gain significant work readiness skills.

5. Partnering in Collaborative Efforts to More Systemically Address Youth Needs

Addressing systemic barriers requires innovative cross-sector and highly localized partnerships to address the full spectrum of youth needs.

The *Pathways to Progress* grantees partner with public, private, and charter schools; colleges and universities; municipal government agencies; and community-based organizations to provide integrated and comprehensive approaches to meeting youth's socio-emotional, academic, and employability needs. These schools, municipal agencies, local organizations, and institutions serve as referral source partners, help deliver services, provide complementary services, and provide hands-on experience to gain skills. By developing these relationships, the grantees recognize that it takes partnerships, and in many cases locally tailored partnerships, to deliver the most impact to local youth.

In the case of ServiceWorks, nonprofit organizations, serving as the host agencies for the program in the 10 cities, work within local partnership networks to leverage the volunteer service of the ServiceWorks participants. For example, the host agency in Chicago, Casa Central, partners with three local high schools, where engagement in the ServiceWorks program has boosted student academics and parental involvement. The Dallas host site, CitySquare, partners with Paul Quinn College, where ServiceWorks is a mandatory part of its work program. Similarly, iMentor's partnership with its host sites — high schools in New York City — is designed as a deeply integrated partnership, in which the iMentor program is embedded within the school. Through this structure, iMentor serves all students in the school, and the curriculum is taught in a class that is part of the regular school day schedule.

SUMMER JOBS CONNECT, CITIES FOR FINANCIAL EMPOWERMENT FUND

Through its Summer Jobs Connect program, the Cities for Financial Empowerment Fund is testing a growing recognition that cross-sector and public-private partnerships are a potentially promising means for large-scale service integration. Across all eight cities, the integrated summer youth employment program (SYEP)/financial empowerment programming is operated through municipal-private sector partnerships. Within this common infrastructure, the cities are testing local variations of the financial empowerment/SYEP integration model.

The CFE Fund considers the eight cities running the SYEP program as “laboratories” for testing methods of integrating financial empowerment and summer youth employment programming, with broader application for other financial empowerment/municipal services integration.

SECTION 3

CONCLUSION: SHARING LESSONS WITH THE FIELD

Through its investments in scaling and augmenting proven program practices, and testing innovations, the Citi Foundation aims to leverage and grow impact through the *Pathways to Progress* portfolio.

To this end, the Citi Foundation has invested in grantee efforts to evaluate and share lessons with others in their community of practice, and with the broader field of youth economic opportunity. For example, the CFE fund is systematically studying and documenting how to build and operate successful integrated financial empowerment/youth employment programs, with the goal of sharing this research through Issue Briefs and a Summer Jobs Connect program guide, at the culmination of the grant. Similarly, NFTE is developing its Entrepreneurial Mindset Index with an eye toward broader use for assessing non-cognitive skill development within the youth economic opportunity field. iMentor is positioning its comprehensive approach to evaluation, including its extensive development and use of core metrics to measure program success, to offer broader value to the mentoring and college access and success fields. To this end, iMentor's evaluation staff frequently shares the lessons they learn through evaluation in external conferences, forums, and other field level conversations — advancing knowledge about emerging best practices.

Through partnerships, expansion, and knowledge dissemination, the grantee organizations share a deep understanding and desire to leverage their work, and contribute to greater impact in the emerging field of youth economic opportunity. As the grantees enter their third year of the *Pathways to Progress* initiative, we will explore how they continue to scale and test advancements in the field, and how they leverage this knowledge for greater field impact.

“One of the big goals is sharing best practices that are not iMentor specific, but extrapolate our information and make it generalizable to the college access field or the mentor field. One of our goals is to become part of the community of learners around these two big categories. We will only grow together [as a field] by sharing what we learned.”

Jim Lauckhardt, Director of Research and Evaluation, iMentor

Appendix A: Bellwether Interviewees

Interviews conducted in April-May 2015

Sarah Beulieu, Senior Advisor, Opportunity Nation

AnnMaura Connolly, President, Voices for National Service

Daniel Dodd-Ramirez, Assistant Director of Financial Empowerment,
Consumer Education and Engagement Division, Consumer Financial
Protection Bureau

Ruth Genn, Executive Director, NYC Office of Bottom Line

Sara Hastings, Workforce Analyst, Division of Youth Services, Office of
Workforce Investment, Employment and Training Administration (ETA),
U.S. Department of Labor

Jennifer Kemp, Unit Lead, WIA/WIOA program, ETA

Russell Krumnow, Managing Director, Opportunity Nation

John Ladd, Administrator, Office of Apprenticeship, ETA

Lindsay Page, Assistant Professor of Education, University of Pittsburgh,
and Co-Author of the Summer Melt Handbook, Strategic Data Project,
Harvard University

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

Tammy Tai, Chief Program Officer, MENTOR, the National Mentoring
Partnership

Wendy Torrance, Director of Entrepreneurship, Ewing Marion Kauffman
Foundation

Jennifer Troke, Chief of the Division of Youth Services, Office of
Workforce Investment, U.S. Department of Labor

Christoph Winkler, PhD (Field Mentor), Assistant Professor in
Entrepreneurship, Baruch College — Zicklin School of Business, Baruch
College, and Field Mentor, Lawrence Field Center for Entrepreneurship

Appendix B: Pathways to Progress Convening Participants

September 17, 2015

Name	Title	Organization
Brandee Menoher	Vice President, Evaluation and Performance Measurement	Points of Light
Stephanie Lloyd	Manager Evaluation & Performance Measurement	Points of Light
Delores Morton	President, Programs Division	Points of Light
Celine Patel	Director of Corporate Engagement & Individual Giving	iMentor
Jim Lauckhardt	Director of Research and Evaluation	iMentor
Esthela Lopez	Development Manager	iMentor
Dan Delany	Chief Strategy Officer	NFTE
Kathryn Morrissey	Director, Corporate Partnerships	NFTE
Kim Smith	Senior VP, Programs and Research	NFTE
Tom Gold	VP, Research and Evaluation	NFTE
Ann Marie Almeida	SVP, Marketing and Development	NFTE
Danelle Radney	Director, College Programs	MLT
Theresa Atta	Associate Director, MLT Ascend	MLT
I-Hsing Sun	Chief Program Officer	Cities for Financial Empowerment
Nicky Grist	Principal	Cities for Financial Empowerment
Meg Long	President	Equal Measure
Seth Klukoff	Senior Director of Communications	Equal Measure
Victoria Dougherty	Associate	Equal Measure
Natalie Rose	Consultant	Equal Measure
Brandee McHale	President, Citi Foundation & Director of Corporate Citizenship	Citi Foundation
Rosemary Byrnes	Senior Program Officer	Citi Foundation
Tia Hodges	Program Officer	Citi Foundation
Florencia Spangaro	Director of Programs	Citi Foundation
Steve Patrick	Executive Director, Aspen Forum for Community Solutions	Aspen Institute
Ernest Bihm	Manager of Alliance Engagement	America's Promise
Chrissie Bonner	Founder and Principal	Illustrating Progress
Diana Perea	Project Apprentice	Illustrating Progress

Footnotes

- 1 Metropolitan Policy Program at Brookings. (March 2014). *The Plummeting Labor Market Fortunes of Teens and Young Adults*.
- 2 For the purposes of this Issue Brief, we are using the following definition of opportunity youth: “Youth ages 16 to 24 who are currently out of school and do not expect to enroll in the next year, have not been employed for at least six months, do not hold a college degree, are not disabled to prevent long-term employment, are not incarcerated, and are not a stay-at-home parent with a working spouse.” Bridgeland, John M. and Milano, Jessica A. (2012). *Opportunity Road, The Promise and Challenge of America’s Forgotten Youth*. Civic Enterprises and America’s Promise Alliance, in Association with Peter D. Hart Research Associates.
- 3 *2013 State of the Field in Youth Economic Opportunities*, Executive Summary, <http://www.youtheconomicopportunities.org/book/1284/executive-summary>.
- 4 Farnham, Lisa, et. al. (2015). “Rethinking How Students Succeed.” *Stanford Social Innovation Review*.
- 5 Rhodes, Jean E., et al. (November 2006). “A Model for the Influence of Mentoring Relationships on Youth Development,” *Journal of Community Psychology* 34, no. 6: 691-707.
- 6 *Authentic Youth Engagement: Youth Adult Partnerships*. (2012). Jim Casey Youth Opportunity Initiatives.
- 7 For the purposes of this Issue Brief, we are using PolicyLink’s definition of equity: “Equity is just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential.”