Marshall Street



Establishing External Partnerships to Strengthen Work-Based Learning Opportunities

A RESEARCH-TO-IMPACT PRACTICE DEVELOPED WITH THE NETWORKED IMPROVEMENT COMMUNITY FOR STUDENTS WITH DISABILITIES

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Establishing External Partnerships to Strengthen Work-Based Learning Opportunities

Implementation Level

- [x] District/Central Office
- [x] School
- [ ] Program/Department
- [ ] Classroom

Who Implements

- [ ] Teacher(s)
- [ ] Instructional Coach
- [x] Principal
- [x] Central Office Leadership
- [x] Other: Transition Coordinator

Practice Overview

What is the Practice?

Schools develop partnerships with external programs, enabling students to gain skills and earn credit for completing work-based learning opportunities aligned to their postsecondary goals.

What are Work-Based Learning Opportunities?

Work-based learning can come in a multitude of forms, including:

- **Internships:** paid or unpaid work experience at a business or organization
- **Apprenticeships:** on-the-job training in a specific trade
- **Workforce development:** programs to teach skills and competencies needed in the workplace
- **JROTC:** Junior Reserve Officers' Training Corps teaches leadership skills that can prepare students for a future military career

Why are Dual Enrollment Opportunities Important?

Employment is an important component of adult life because it allows for independence, learning, and socializing. Unfortunately, people with disabilities between the ages of 14 and 64 are considerably less likely to be employed than people without disabilities. In 2022, only 34.8% of the population of people with disabilities were employed; the same year, of people without disabilities, 74.4% were employed.[1] Schools can play an important role in increasing the percentage of people with disabilities who are employed by helping students engage in work-based learning opportunities before they graduate from high school. Work-based learning gives students meaningful experiences, awareness of opportunities, and information about what they may or may not want to do in the future.

Dual enrollment programs offered at most high schools let students earn college credit when enrolled in college-level courses at accredited institutions. Many schools even allow students to have a shorter high school schedule to make time for these college courses. These college-focused programs let students experience college prior to graduating from high school and enrolling full-time, as well as get a head start on college requirements. While some schools in the United States offer credit-bearing vocational programming for students, many others do not provide students opportunities to experience the workforce or to get workforce training prior to graduating from high school — especially not during the school day or for credit of any type. Without these opportunities, students are not exposed to supports and learning experiences that build their skills and knowledge to successfully transition into a non-college environment. Through dual enrollment structures that include opportunities for students on alternative postsecondary pathways, students are able to access support, training, and experience in meaningful and relevant postsecondary areas of interest.

Why it Works

For students with disabilities, dual enrollment programs can be particularly useful for the following reasons:

- School staff can ensure that programs are a good fit for students and that program staff understand student needs.
- Students have the opportunity to transition into their postsecondary pathway with the support of their current teacher and school staff.
- Students can earn credit toward graduation.
- Classes and services at school can help reinforce skills or lessons needed in programs.
- Peers attending the same program can support one another.
- Students can leave high school with work experience, new skills, and a potential future career.

[1] US Bureau of Labor Statistics. *Persons with a Disability: Labor Force Characteristics Summary*. 2023. https://www.bls.gov/news.release/disabl.nr0.htm

Implementation at a Glance

The information in this section provides a high-level view of what to consider when implementing this practice. Enabling Conditions describes the minimum conditions needed for successful implementation, including resources, mindsets, staffing, and recommended time allocation. Steps to Implement presents a concise checklist of action items, which are explained in detail in How to Implement this Practice, below.

Enabling Conditions

Prerequisites	✦ Program leadership has decision-making power and support from the school leadership to build and manage external relationships. ✦ Postsecondary planning supports (advising, seminars, student conference meetings, summer support programs) are made to be inclusive of all students (not just those on a 2- or 4-year-college track).
Recommended Materials	✦ Transportation to and from school and the dual enrollment program (e.g., public transit passes) ✦ Bag lunches from the school cafeteria ✦ Program fees – Most programs are free for the school and students; the programs are funded by the city. – Mastery Schools pays for fee-based programs out of per-pupil allocations. (See the Appendix for details.) ✦ Communication systems between school and external program staff, such as enrollment trackers or communication logs
Staff Commitment	✦ One half-time school-based staff member to lead and manage the program ✦ Collaboration and coordination between school and network leaders to support needed policy changes or resource allocations ✦ Counselor or support staff time to adjust or coordinate school schedules of students participating in dual enrollment partnerships
Recommended Time Allocation	✦ Program lead's primary activities: – Maintain relationships between the school and external partners (4 hours weekly) – Conduct ongoing research into programs and potential partners — including making contact, acquiring information, visiting locations (1 hour weekly) – Develop and maintain a collaborative process for the program, and coordinate information-sharing across various stakeholder groups (e.g., students, families, classroom teachers, postsecondary teams, IEP teams) (5 hours weekly) – Check-in and advise students participating or interested in participating in the programs (10 hours weekly)

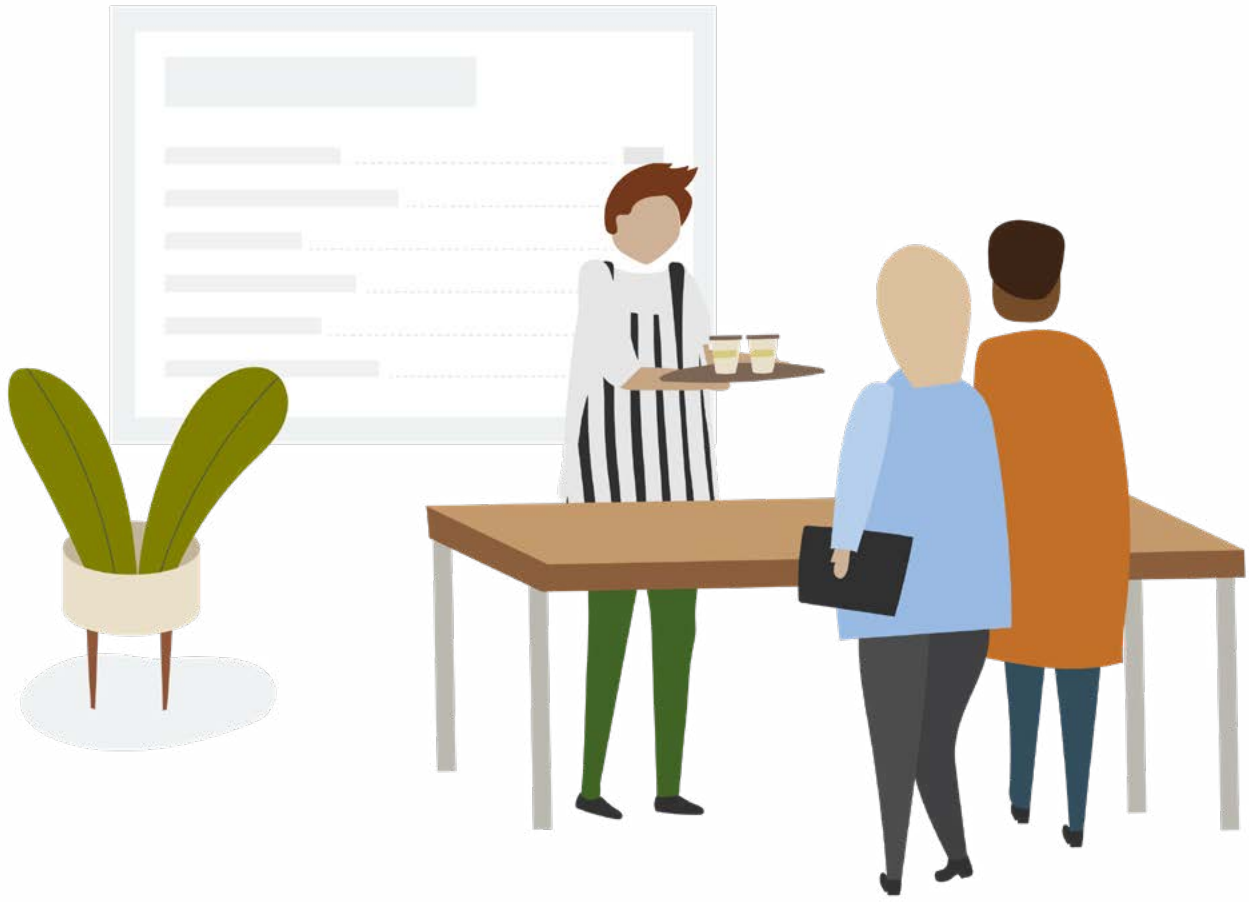
Steps to Implement

FORM PARTNERSHIPS WITH EXTERNAL ORGANIZATIONS

- [ ] Understand student career interests
- [ ] Research new organizations
- [ ] Develop strong partnerships
- [ ] Create a communication schedule
- [ ] Develop a process for students to apply to programs

IMPLEMENT DUAL ENROLLMENT

- [ ] Enroll students in dual enrollment programs
- [ ] Support student attendance at dual enrollment programs
- [ ] Monitor student progress for long-term success





Bringing this Practice to Life

GROWING A DUAL ENROLLMENT PROGRAM AT MASTERY GRATZ HIGH SCHOOL

Mastery Schools' Simon Gratz High School in Philadelphia, PA, needed to find opportunities for their students with disabilities to engage in employment training to meet their postsecondary goals. Using a model commonly employed for students planning to attend 2- or 4-year colleges, the Gratz transition team developed a way for students to get high school credit for participating in work-based learning opportunities during the school day. Within three years, the team grew the number of spots available to students pursuing postsecondary employment from seven to ninety-one.

The following case study demonstrates how Gratz built a dual enrollment program that gives students with disabilities opportunities to gain meaningful work experience and skill development before they graduate from high school.

Mastery's History of Dual Enrollment

For almost a decade, Mastery Public Schools has offered dual enrollment opportunities for college-bound students. These programs allow students to take college courses while in high school and to earn both high school and college credit. At Gratz, postsecondary advisors and the school's transition coordinator recognized that some students wanted to gain experience in the trades rather than enroll in college. So, they partnered with Orleans Technical College (a program of

JEVS Human Services) to offer students exposure to various building and construction and health care trades. Through this exposure, students were better able to identify which specific training programs interested them. Both the school's postsecondary team and the students wanted more opportunities for this type of exposure to non-college pathways.

Understanding Student Postsecondary Needs



In 2020, Gratz conducted a root cause analysis to help them understand why only 53% of students with disabilities at Gratz were engaged in specific postsecondary pathways after graduation (e.g., education, workforce training, workforce development, or the military) — the resulting root causes could provide a focus for their work as part of the NIC.

The following factors were among the root causes they identified:

- **Tracking:** There was not a way to track student engagement in non-college pathways or to monitor progress toward completion of requirements for a non-college pathway.
- **Program:** There was not a scalable transition model for the school to utilize outside of what existed for college-bound students.
- **Advising:** Families and students did not have clear guidance on what was needed if the student was not on a 2- or 4-year college pathway.
- **Siloes:** The various teams that supported students were siloed — neither aligned nor collaborating despite working toward similar goals.
- **Summer support:** Once students with disabilities graduated from high school, they were on their own to move on to the next step in their lives.

Considering what was within their control and most likely to impact their desired outcomes for students, the Gratz team determined that dual enrollment programs for non-college pathways were one solution that could improve programming and advising for students not planning to attend a 2- or 4-year college.

Creating a Long-Term Vision of Dual Enrollment

For typical college-going dual enrollment programs, identifying partners is generally straightforward because local community colleges already have partnership programs in place. Identifying partners is far more challenging when trying to develop opportunities for students in a variety of different postsecondary pathways and with diverse interests for work-based learning.

Initially, Gratz identified students who were at risk of dropping out of high school and had an interest in going into the workforce. To support these students, Gratz partnered with Hopeworks, a nonprofit organization that trains students, provides them with internships, and then helps them find a job placement in high-demand, high-wage industries. The program was initially designed for young adults who had no more than a high school diploma, but Hopeworks was open to developing a partnership with Mastery to begin training students who were still attending high school. In the 2020–21 school year, seven students at Gratz were able to participate in dual enrollment with Hopeworks as part of their high school schedule.

In 2021–22, when students returned to school in person after COVID-19 school closures, Gratz started building from the collaboration with Hopeworks to fully develop their multiple pathways model. Gratz's transition coordinator, Carrie Stoltzfus, was able to meet in person with Hopeworks to further cement the relationship and create structures and timelines to allow students to enter the program earlier in the school year. Gratz's ultimate goal, however, went beyond the partnership with Hopeworks. They sought to have a more inclusive dual enrollment structure so that all 12th grade students who were not 2- or 4-year-college bound could be enrolled in an outside program of choice by the second semester of their senior year.

The Gratz team used career interests identified by students during transition interviews and in junior seminar coursework to determine additional types of programs to pursue. The postsecondary advisors and transition coordinators began inquiring with more outside training programs about developing partnerships to offer more pathways to students. This required several levels of outreach:

- Researching local businesses and organizations
- Calling them to ask questions and gain more information about what they did
- Visiting the program sites as needed and knocking on doors to get the right person to engage in discussions about program services and potential partnerships



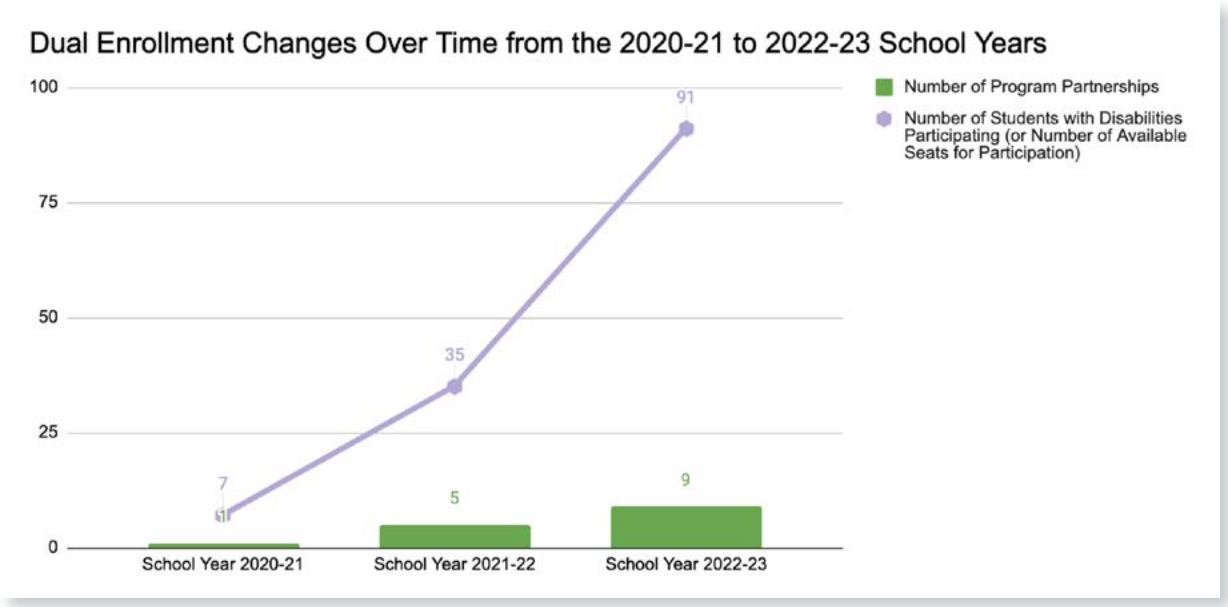
"Before JEVS, I thought I would go straight to college. Now, graduating with a CNA under my belt, it has motivated me to go straight to work — I still want to go to college but be able to do what I'm interested in."

— Mastery Gratz student

Results

The Gratz team's commitment to building their dual enrollment program allowed them to engage more students each year in non-college pathways. The seven seats at Hopeworks that first year helped Gratz improve from having only 53% of students with disabilities engaged in their postsecondary pathway after graduation to having 62%. In the next year, Gratz was able to add 28 additional spots in dual enrollment programs so that 35 students total were able to engage in their pathways. Students reported that training programs were accessible and engaging, which in turn helped them leverage hiring opportunities. **The additional partnerships between the school and the dual enrollment programs meant that 77% of students with disabilities at Gratz were engaged in their postsecondary pathway the fall after graduation.** This number increased to 90% one year after graduation.

By the end of the 2022–23 school year, Gratz was able to open up a total of 91 spots for students with and without disabilities to participate in non-college dual enrollment programs during their senior year of high school. A total of nine programs trained students in careers ranging from data management to nursing. Gratz will follow up with their most recent graduates to learn how successful these new partnerships were one year after graduation.



Dual enrollment data from 2020–21 to 2022–23 school years



Gratz's success can already be measured in student experiences like this one:

"At first, I wanted to go to community college — I knew I wanted to do nursing but I wasn't sure. By doing JEVS, I got to try it, get hands-on, and learn about it."

— Mastery Gratz student

How to Implement this Practice

This section provides step-by-step guidance for the development of external partnerships and the implementation of a dual enrollment program.

Forming Partnerships with External Partners

To create an effective and sustainable dual enrollment program, time must be dedicated to the ongoing development and maintenance of external partnerships.

Step 1: Understand Student Career Interests

An important first step in developing external partnerships for a dual enrollment program is understanding the types of careers students are seeking after high school and the skills and experiences they will need to attain jobs in those fields. Special education case managers, advisors, counselors, or transition coordinators can use career interest surveys or student interviews to learn more about the types of opportunities students want and need. These information-gathering activities are part of the IEP and transition planning process for students with disabilities, but they can also be embedded in the content of advisory programs, senior seminars, homerooms, or other opportunities in which students learn about their postsecondary options.

Step 2: Research New Organizations

Next, school staff can research organizations and external partners that match students' expressed interests and are available for students to enroll in while attending their existing high school program. Gratz discovered new potential partnerships by reaching out to programs through which their alumni found jobs after high school. By using existing relationships with programs, social service organizations, and other schools, potential partnerships can more easily be developed.

Where existing connections or relationships do not exist, exploring an organization's website can be a useful first step in researching whether a partnership will be possible. When making calls to speak directly with an employee at the organization, prepare key questions and information to share about the purpose and intent of the potential partnership. For some organizations, knocking on doors or visiting the office in person may be the only way to make early introductions and gather information.

Regardless of the method used to contact organizations, consider the **key pieces of information** that you need to know in order to determine whether to pursue a partnership. Some types of information can include:

- What ages do they work with?
- Do they offer training to current high school students, or would they be interested in expanding their services to high school students?
- Do they support work-based learning experiences?
- Where are they located, and is transportation easy to coordinate?
- What is the cost to the school for student participation?
- How many hours do students need to attend the program?
- What types of coordination are required between the school and the program?
- Does the program support students after graduation?

Step 3: Develop Strong Partnerships

In order to glean all the necessary information to determine if a new partnership is possible, it may be necessary to have several conversations, in-person meetings, and visits to the program. A primary contact person will likely become clear during this process, and it will be helpful to develop a rapport with that person to ease future communication.

Part of developing a partnership is negotiating the logistics for formalizing the relationship. Some of these logistics might include:

- funding or other resources (e.g., bus passes, lunches, or technology) the school will need to provide,
- the number of open seats the program is willing to designate for the school's students,
- the application process and/or prerequisites students need to complete to be considered for the program, and
- arrival and departure times and required frequency of student attendance.

Additionally, it is important to clarify the expectations of students, including:

- attendance policies (including notification of lateness and absences),
- course requirements,
- reasonable accommodations or modifications,
- behavior and safety, and
- dress code.

By going through the process of solidifying the details of the partnership, a strong relationship can be established between the school and the organization that will make future communication that much smoother.

Step 4: Create a Communication Schedule

It will be important to establish a system and schedule for ongoing communication and coordination between external organizations and the school, students, and families. School staff managing the dual enrollment program will need to develop a schedule for the different types of communication each organization requires. The frequency and type of communication will likely depend on factors such as the number of students enrolled in the program, students' needs, program needs, and school capacity. While some programs may receive weekly in-person visits from school staff, others will only require weekly email updates. At Gratz, the staff generally have the most interaction with programs that enroll the greatest number of students.

Maintaining some type of regular communication with programs will ensure that students receive what they need, program administrators feel supported by the school, and the partnership is productively maintained.

Step 5: Develop a Process for Students to Apply to Programs

Before enrolling students into dual enrollment programs, it is important to create a clear and transparent process for how students apply and get accepted to a dual enrollment program of interest. When devising steps for the process, consider any prerequisite skills students may need for the program, as well as how to determine whether students are committed to the program and are able to meet the program's expectations.

Not only did Mastery Gratz create their own student application for dual enrollment consideration, but they also required students to attend information sessions and/or visits to the program itself before completing their application. These requirements help make sure that students are fully informed about the program, clearly understand expectations, and are committed to seeing through their engagement with the program.

Gratz also created their own application for each program so that they could determine — before students applied to the program itself — whether students would be a good fit for the program and whether they had met the program's prerequisites. Including this preliminary step can help reduce the burden put on programs to review unqualified applications and applications for students who may not be set up for success in the program.

Gratz's full process is comprised of the following four steps:

- Students attend an information session and/or a visit to the program.
- Students complete **Gratz's application for the specific program**.
- Gratz's postsecondary team narrows down the pool of students who applied to the program, basing their decisions on which students are best fit for the program, the program's expectations, and the open number of seats in it. Students also provide input in decision-making.
- Selected students complete the program's official application.

Step 6: Enroll Students in Dual Enrollment Programs

COUNSEL STUDENTS IN IDENTIFYING INTERESTS AND PATHWAYS.

Staff and students can use transition interviews, career interest surveys, and other student interests and hobbies to identify possible dual enrollment programs that would fit each student well. The postsecondary team can counsel students who are not well-suited for a particular program to consider applying to another program. Consider having the team member with the best relationship with the student have that conversation with them, as it may be difficult for some students to process.

GROUP STUDENTS IN SIMILAR PATHWAYS.

Group students, when possible, based on the pathway or program they are interested in so that information sharing can be coordinated, timely, and relevant and so that students can support each other in the process. The students from each interest group who are accepted and eventually enrolled in a program will likely have a considerable amount of interaction together. They can start to form working relationships with one another through the application process.

Creating pathway-aligned groups also allows staff members who may have deeper knowledge or relationships with specific program partners to provide students with specialized support through the application process. Prioritizing staff focus on a subset of partnerships and programs also ensures that no one staff member is responsible for supporting all students or for knowing every program deeply.

ESTABLISH A TIMELINE TO SUPPORT THE COMPLETION OF APPLICATIONS.

Create a calendar that is backward-planned from application deadlines for each program. Due dates for each step of the application process can take into account students who need additional time as well as those who may be absent when information sessions or tours are held. To implement the application and enrollment process, set up specific times for students to apply and enroll in a program. These scheduled sessions help students meet deadlines and make sure they can successfully navigate the enrollment process.

Step 7: Support Student Attendance at Dual Enrollment Programs

Once students are enrolled in their programs, logistical support will be important to ensure their regular attendance. Consider these important questions:

- What type of transportation do students need (e.g., city bus, private car, or rideshare)?
- What impact will participation in this program have on student schedules? Specifically, will a schedule change be required, and if not, what classes, if any, will students need to be excused from at school?

- Who will write students' passes to leave school early?
- How will students make up missed assignments at school?
- Which staff members will visit programs and on what schedule?

As students begin the program intake, they will benefit from direct staff support to get started in their first days at the program. Students may need assistance in learning how to use public transportation to go from campus to the program, learning daily routines for the program, and building early relationships with program staff. School staff can also work with dual enrollment programs to identify expectations to prepare students for attendance at their programs before the first day.

Programs may require students to attend at different days, times, and frequencies. A clear schedule or calendar of all students in dual enrollment can help make this potential chaos more manageable. Strong communication with classroom teachers will also be helpful to ensure that students complete necessary assignments and do not fall behind in classes.

Step 8: Monitor Student Progress for Long-Term Success

Monitoring student progress through application, enrollment, attendance, and, finally, postsecondary success is important not only for keeping students on track but also for ensuring the effectiveness of the program.

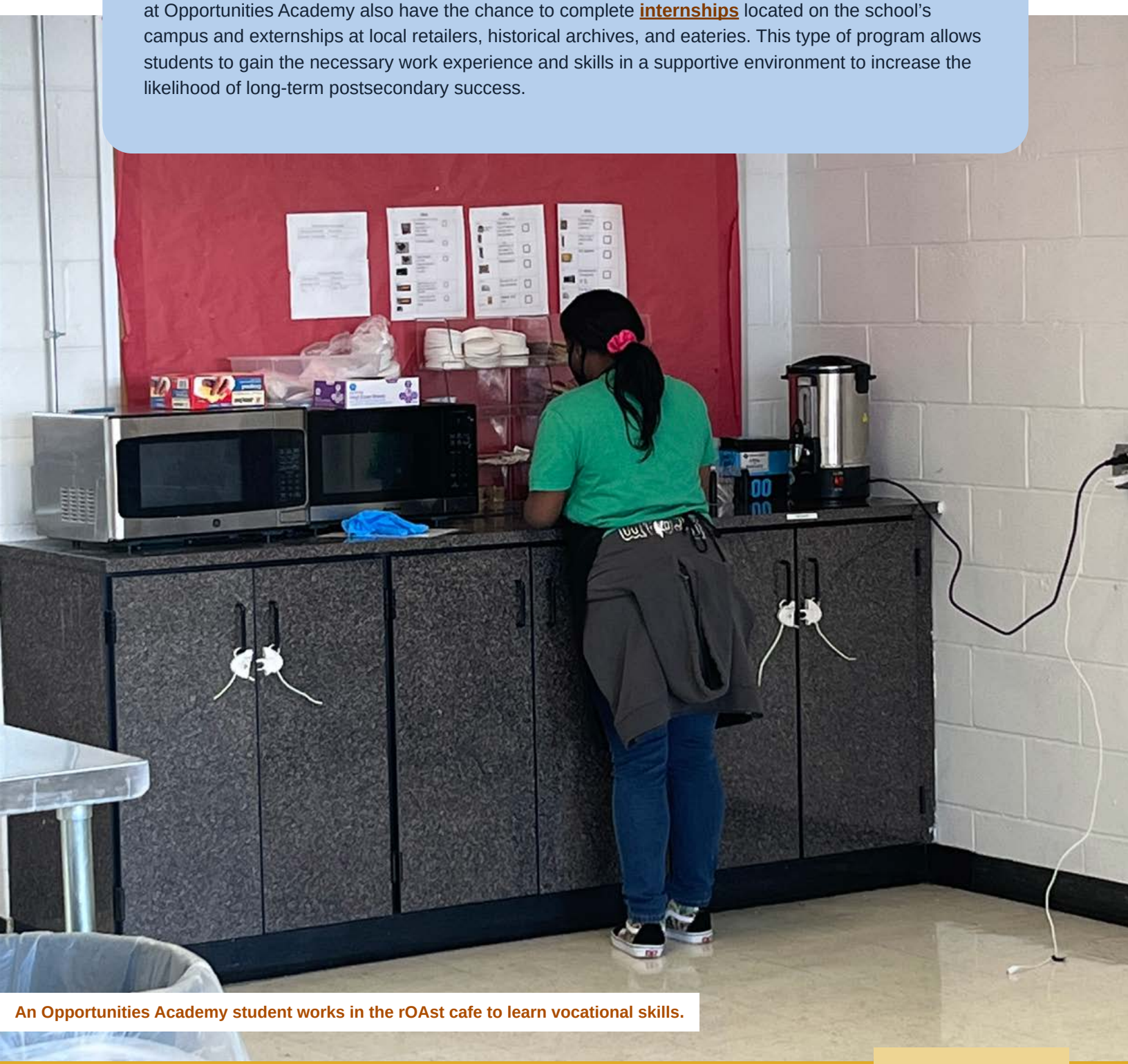
Keep track of what programs students have vocalized interest in, attended information sessions for, applied to within your school, and applied to through the program directly. Regularly scheduled meetings with a postsecondary team can help staff members determine students' needs and interests, brainstorm the types of programs that best fit students, and track engagement and participation in each program. Using information from these meetings, the team can intervene as needed to address issues that arise. (See ***Building School-Based Transition Teams to Accelerate Student Progress Toward Postsecondary Goals*** for more information.)

Students' achievement of their IEP transition plan goals is often the most useful measure of the success of their individual programs. School or postsecondary teams may also find it useful to identify key goals and outcomes that are tracked throughout the school year, as well as across years, such as the following:

- The percent of students who are offered a permanent employment position by graduation
- The percent of students who have permanent employment through the program they dually enrolled in
- The percent of students employed six months and one year after graduation
- Student attendance at their program
- Student engagement at their program (consider how to measure engagement and who is responsible for doing so)

A New Approach to Creating Career Opportunities for Students with Disabilities

Collegiate Academies took a different approach to work-based learning experiences for students with disabilities. **Opportunities Academy** aims to serve students aged 17–21 with moderate to intensive disabilities by offering job training and coaching. Students spend part of the day focused on skill-building in the areas of independent living, community access, and employability. Students at Opportunities Academy also have the chance to complete **internships** located on the school's campus and externships at local retailers, historical archives, and eateries. This type of program allows students to gain the necessary work experience and skills in a supportive environment to increase the likelihood of long-term postsecondary success.



An Opportunities Academy student works in the rOAst cafe to learn vocational skills.

Summary

Dual enrollment has long applied to postsecondary educational experiences through which students get high school and college credit. Students with postsecondary interests outside of 2- or 4-year college should also have access to opportunities that expose them to and train them for the industries they want to join once they graduate. By creating relationships with local companies and organizations, as well as thinking flexibly about dual enrollment, schools can build opportunities for students to explore various careers while completing their high school education. Schools should also have internal data and monitoring systems that allow postsecondary teams to respond in a timely manner to challenges students and program providers may experience. By working to ensure successful dual enrollment programs for students, schools can increase a student's likelihood of having a job out of high school, as well as work experience or skills that can help them have sustainable employment.



FURTHER LEARNING

"Effects of Apprenticeship on the Short-Term Educational Outcomes of Vocational High-School Students"

JOSÉ DE AMESTI & SUSANA CLARO, *JOURNAL OF RESEARCH ON EDUCATIONAL EFFECTIVENESS*

High School Apprenticeships: A Guide for Starting Successful Programs

US DEPARTMENT OF LABOR

Building an Apprenticeship Infrastructure for Youth Receiving SSI

DANIEL KUEHN OF THE URBAN INSTITUTE, FOR THE US DEPARTMENT OF LABOR

Career Interest Survey

PRINCETON REVIEW

BigFuture Career Quiz

COLLEGE BOARD

ESTABLISHING EXTERNAL PARTNERSHIPS TO STRENGTHEN WORK-BASED LEARNING OPPORTUNITIES

Appendix

How to Measure

When implementing dual enrollment programs, monitoring how useful, usable, and utilized the practice is by team members and across the school system can accelerate learning to improve outcomes for students. At minimum, these measures are most essential:

PRIMARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process	Enrollment tracker	Are students with disabilities enrolled in a dual enrollment program? Yes / No	Percent of students with disabilities enrolled in dual enrollment programs	Increasing percent of students enrolled until reaching 100%	College dual enrollment should also be included in this data, but consider disaggregating the various program enrollments.
Process	Enrollment tracker	What percent of students are enrolled in each dual enrollment program?	Percent of students enrolled in each dual enrollment program	There is not necessarily an ideal distribution of students across programs.	This measure can help ensure staff and resources are distributed appropriately.
Outcome	Student exit interviews Program data	What percent of students successfully completed their dual enrollment program?	Percent of students who completed their dual enrollment program	Increasing percent of students who completed their programs until reaching 100%	Disaggregate by program to make sure each one is effective in helping students successfully complete the program.
Outcome	Exit interviews	What percent of students receive a job placement as a direct result of their dual enrollment program?	Percent of students who have a job placement related to their dual enrollment program by the time they graduate	Increasing percent of students have a job placement by the time of graduation related to their program	Disaggregate by program to make sure each one is effective in helping students find job placements.

Additional measures can guide a team to know whether dual enrollment programs are leading to the desired improvements for students:

SECONDARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process	Memorandums of understanding	How many new seats in programs were acquired this school year?	Number of new seats in programs for the current school year	Programs have capacity for every student who wants to engage in a dual enrollment program.	
Process	Communication log	How often is the school communicating with each dual enrollment program?	Percent of programs communicating daily, weekly, monthly, or quarterly with the school	There is no correct answer for this measure because frequency should be aligned with need.	
Process	Communication log	What are the most common barriers students and programs report for ongoing participation in the dual enrollment program?	List of barriers and frequency with which they occur within a school year	Teams can identify most common barriers and create systems or tools to proactively address and anticipate needs to remove barriers.	
Process	Meeting notes	How often are school and program staff able to remove existing barriers?	Percent of barriers solved in collaboration between school and program staff	Increasing percent barriers solved collaboratively between school and program staff	Not all barriers can and should be solved collaboratively. Staff from the school and program may still need to be in communication about these barriers regardless.

Outcome	Student survey Family survey	Did students increase their self-advocacy skills during enrollment in their program? Yes / No	Percent of students who increase their self-advocacy skills	Increasing percent of students who improved their self-advocacy skills until reaching 100%	The North Dakota Department of Education and AIR offer self-advocacy/ self-determination surveys. This could also be a process measure depending on the theory of action.
Outcome	Survey	To what extent did participating in dual enrollment help students identify what they want to do after high school?	Percent of students who report that their program helped them understand what they want to do after high school	Increasing percent of students who report that their program informed their postsecondary goals until reaching 100%	

Dual Enrollment Programs at Mastery Schools

The table below describes all of the dual enrollment programs that work in collaboration with Mastery Schools and that Mastery's students are eligible to apply for. The cost per student is borne by the school when necessary, though it is often funded by city grants or other external funding sources.

PROGRAM	FOCUS	COST PER STUDENT
Hopeworks	Paid technical training in high-demand skills such as front-end web development, geographic information systems, and data visualization	$0
JEVS Human Services	Trade industries (entry-level electrician, plumbing, carpentry, etc.)	$3,100
Mercy	Workforce development readiness	$0
TempleCares	Healthcare industry credentials in Medical Office, Nurse Aide, or Behavioral Health	$750
LaSalle University	College courses	$0
Community College of Philadelphia	College courses	$0
YOACAP	Trade program	$0
Job Corps	Variety of trades	$0
CHOP Career Path	Healthcare (funded by Pennsylvania Office of Vocational Rehabilitation)	$0
Temple Cecil B. Moore	College courses	$0