# Logic Model for the Career Pathways Demonstration Model

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<th>Assumptions</th>
<th>Goal</th>
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<td>• High unemployment among Baltimore youth</td>
<td>In response, Baltimore’s Promise is developing a career pathways demonstration model that will: • Provide free occupational skills training for in-demand jobs in the regional economy to 500 high school graduates over two years • Generate investments from public and private partners • Support joint administration with City Schools and MOED • Help partners learn what works, what doesn’t, and opportunities for scale and sustainability</td>
<td>Students in City Schools’ Classes of 2018 and 2019, with a focus on Career Research and Development (CRD) track students. Secondary: Other Baltimore youth who have completed high school or a GED within 18 months of June 2018/2019.</td>
<td>• High quality training programs exist to serve as link for youth to employment • Middle skills jobs exist that require more than a high school diploma but less than a college degree • Students on the CRD track face employment barriers no greater than those faced by other students</td>
<td>To establish a formal pathway for graduates of Baltimore City Public Schools to connect to long-term, career-track occupations that pay family-sustaining wages</td>
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## Key Actors or Partners

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<thead>
<tr>
<th>Planning Year Activities During Planning Period (0-1 year)</th>
<th>Short-Term/Demo Model Activities During Implementation Period (1-3 years)</th>
<th>Short-Term Outcomes</th>
<th>Intermediate Activities Follow Up Period (3-5 years)</th>
<th>Intermediate Outcomes Long-Term Outcomes (5-10 Years)</th>
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<td>TBD</td>
<td>• Apply for, enroll in, and participate in occupational skills training • Access supportive services, when needed</td>
<td>Of the 500 participants who enroll: • 70% will complete training (350) • 70% of those who complete training will be employed six months later (245)</td>
<td>Act as recruitment partner via word of mouth</td>
<td>• Increased number of young people in career-track jobs with potential for family-sustaining wages, measured against 184J data &amp; BERC/MLDS data • Job retention up to two years and/or additional certification, credit, or continued learning • Achievement of targets for placement, wages, and job retention</td>
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<td>Baltimore City Public Schools (City Schools)</td>
<td>• Connect CTE instructors to occupational training providers • Provide professional development opportunities to guidance counselors and CTE instructors • Update CRD curriculum • Pre and post-test of CRD students to assess career awareness and readiness</td>
<td>• Increased knowledge about post-secondary occupational training for young people that is used to inform advice/guidance across system • Revised CRD curriculum to focus on career options/job readiness • Use of shared data collection platform (ETO) to monitor post-secondary training, employment, and earnings outcomes</td>
<td>Use the Demo Model lessons learned as an opportunity to assess CRD pathway and think about improvements, relate lessons learned to how to better support college/career advisors</td>
<td>• Strengthened capacity of City Schools to direct students to occupational training • Strengthened capacity of MOED as an intermediary for the occupational training space (MOED as a convener and accountability partner) • Joint reporting on outcomes • Joint ownership &amp; accountability for wage data and employment</td>
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<td>Mayor’s Office of Employment (ETO)</td>
<td>• Hire shared staff (with City Schools) • Acquire new data system (ETO)</td>
<td>• Monitor recruitment, enrollment, program retention/attendance, completion, placement, job retention, and wages using shared database • Provide YouthWorks positions as bridge for graduates enrolling fall programs (as introduction to careers and opportunity to advance job readiness skills)</td>
<td>• Systems improvements achieved under 184J maintained and expanded, e.g. standardizing practice of external evaluations, improving ability to do internal evaluations</td>
<td>Continue to assess outcomes (completion, placement, wages)</td>
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<td>Development (MOED)</td>
<td></td>
<td>• Provide centralized wraparound services, including legal and behavioral supports</td>
<td>• Improved communication and coordination with City Schools, occupational training providers of wraparound supports</td>
<td>• Increased number of young people receiving occupational training measured against 18-21 year old population served in prior years</td>
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| Shared Staffing: City Schools and MOED | TBD | For the Recruitment Coordinator:  
• Create a pool of interested and eligible candidates to enroll in occupational training programs through varied recruitment strategies with CRD and AOP schools. Should include but not be limited to:  
- Information fairs at schools with occupational training providers  
- Classroom presentations  
- Participation in school/community events to advertise and recruit  
- Family engagement sessions  
- Develop relationships with CTE students, staff, and partners to understand the opportunities and barriers in a post-secondary pathway:  
  - Refine Demo Model to meet the needs of target population (including wraparound supports and recruitment strategies)  
  - Provide the capacity building support for occupational training providers to retain the target population  
  - Inform larger operations team of trends and best practices  
  - Data Collection and Management:  
    - Develop a participant interest form for youth  
    - Collect and enter all data from interest forms  
    - Manage ongoing list of interested students in ETO database  
    - Work with occupational training providers to collect program data  
  - Provide support to both school staff as well as occupational training providers to improve relationships and troubleshoot challenges  
  - Organize focus groups to collect feedback and inform development  
  - Collect and analyze data and stays up-to-date with best practices related to post-secondary career opportunities; this will ensure systems-building efforts are data-informed and relevant to stakeholders  
  - Assist in representing City Schools, MOED, and Baltimore’s Promise Fund  
|                                                                 | For the Recruitment Coordinator:  
• 400-500 students per year complete the participant interest form  
• 250 students per year enroll in the program  
• Additions of wraparound supports and to recruitment strategies, based on feedback from participants, partners, and other stakeholders  
• Identification of strategies to collect data from participants and occupational training providers  
• Robust list of interested students  
• Improved relationships between school staff and occupational training providers  
|                                                                 | Conduct impact assessment (vs. constructed controls)  
• Systems Partners: Begin longer-term implementation and continued work toward scale  
|                                                                 | • Increased awareness of occupational training options  
• Increase in young people enrolling in and completing occupational skills training  
• Increase in young people who are career ready  
• Increase in young people receiving certifications  
|                                                                 | Increased career advancement and wage opportunities  

**Outcomes**

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| **Occupational training providers** | Engage employers to secure job placements  
Primary: Provide feedback on the Demo Model at a table convened by BP | • Recruit, screen, and enroll City Schools graduates and others who meet eligibility criteria into occupational training  
• Expand existing clientele to younger age group  
• Incorporate youth development principles into training curriculum  
• Incorporate race equity and inclusion principles into training curriculum  
• Coordinate recruitment with City Schools  
• Collect and report data into shared database  | • Improved career pathway quality for students  
• Informed and relevant to more diverse populations  
• Increased number of young people receiving occupational training measured against 18-21 year old population served in prior years  
• Improved connection to support services and barrier mitigation  
• Increased capacity to access diversified funding  | TBD  
• Increased career advancement and wage opportunities  

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| Employers              | TBD                                                        | Hire participants that have met the program requirements of the Demo Model’s providers | • Training curriculum relevant to available job opportunities  
• Placement/Retention - # of employers hiring this population | • Solidify partnerships with CTE schools to hire students after graduation  
• Increase in young people placed in entry-level, career-track jobs | TBD                  | • Recruit and train high school graduates in-house  
• Decrease costs related to employee turnover |
| Baltimore’s Promise    | Launch RFP                                                 | • Assess interim outcomes (enrollment, completion)  
• Engage other systems to identify opportunities to serve special populations, for barrier removal, and for funding  
• Identify and make mid-course corrections as appropriate  
• Develop sustainability and scalability plans with public/private funders  
• Engage other partners and community groups to aid recruitment  
• Conduct process evaluation | • Strengthened relationships with system partners  
• Identify systems change opportunities outside of City Schools and MOED to improve outcomes for the population  
• Create braided funding plan | Engage new systems partners to make policy and protocol changes | Implement IDS | Improve wage and employment outcomes for the Demo Model’s target population |
### Logic Model Supplementary Material

#### Sources for Measurement of Outcomes and Their Results

##### Short-Term Outcomes

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<tr>
<th>Actors or Partners</th>
<th>Sources for Measurement</th>
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<tr>
<td>Program participants</td>
<td>Data from City Schools, MOED, occupational training providers, employers, and/or the IDS</td>
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<tr>
<td>City Schools</td>
<td>Program participant survey; ETO data; Naviance?</td>
</tr>
<tr>
<td>MOED</td>
<td>Demo Model process evaluation</td>
</tr>
<tr>
<td>Shared Staffing (City Schools + MOED)</td>
<td>Survey of students or target population, performance evaluation of Recruitment Coordinator</td>
</tr>
<tr>
<td>Occupational training providers</td>
<td>Data reported based on conditions of RFP</td>
</tr>
<tr>
<td>Employers</td>
<td>Data reported by occupational training providers or employers</td>
</tr>
<tr>
<td>Baltimore’s Promise</td>
<td>Demo Model process evaluation</td>
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##### Intermediate Outcomes

| Program participants             | Data from 1B4J, BERC/MLDS, and/or the IDS                                                                                                               |
| City Schools and MOED            | Demo Model process evaluation; ETO data; Naviance?; IDS                                                                                               |
| Shared Staffing (City Schools + MOED) | Data from City Schools, MOED, occupational training providers, BERC/MLDS, and/or the IDS                                                             |
| Occupational training providers  | Demo Model process evaluation; Data from the providers                                                                                                 |

##### Long-Term Outcomes

| General                          | Demo Model process evaluation; Data from program participant surveys, City Schools, MOED, occupational training providers, employers, BERC/MLDS, and/or the IDS |
| Employers                        | Data from City Schools, MOED, and employers                                                                                                             |
| Baltimore’s Promise              | Demo Model process evaluation; Data from program participant surveys, City Schools, MOED, occupational training providers, employers, BERC/MLDS, and/or the IDS |

### Glossary

- **1B4J** — *One Baltimore for Jobs* is a comprehensive job training program launched by MOED that focuses in predominantly African-American, low-income neighborhoods in Baltimore.
- **AOP** — City Schools offers *Alternative Options Programs* through their Department of Multiple Pathways. These programs serve students who have dropped out or are experiencing difficulties with staying engaged in school. The programs provide opportunities to participate in alternative learning environments and to receive targeted supports.
- **BERC/MLDS** — The *Baltimore Education Research Consortium* and the *Maryland Longitudinal Data System* Center, with support from Baltimore’s Promise, have entered a joint agreement to conduct research on workforce-related outcomes for graduates of City Schools. BERC and Baltimore’s Promise will publish reports related to the target population using state workforce data collected through MLDS. These reports will inform strategies and programs related to the Demo Model.
- **City Schools** — *Baltimore City Public Schools*, the city’s public school district.
- **CRD** — *Career Research and Development* programs prepare students to seek further education and employment in a career field of their interest after high school graduation. The programs include two in-school courses, a portfolio development project, and work-based learning experience.
- **CTE** — *Career and technology education* programs prepare both youth and adults for a wide range of careers. In Maryland, these programs are grouped into ten career clusters, which allow students to explore career options and to apply their skills in specific occupational areas.
- **ETO** — *Efforts to Outcomes* is a performance management software tool that helps grantees track and report efforts to funders.
- **IDS** — Baltimore’s *integrated data system* is an effort led by Baltimore’s Promise to combine data from participating agencies and organizations, including public systems, service providers, and communities, in a centralized location. The goal will be to identify and better support outcomes among populations receiving different services, providing a multi-organizational, multi-system opportunities for research, programming, and policy. Data will be collected at an individual level and de-identified to protect privacy and security.
- **MOED** — The *Mayor’s Office of Employment Development* in Baltimore City coordinates and directs workforce development initiatives to meet the needs of Baltimore City employers and job seekers.
- **Opportunity Youth** — *Opportunity youth* are young adults between the ages of 18 to 24 who are not working, not enrolled in school, and who have not completed education beyond a high school diploma or equivalent.