

Christel House International College & Careers Root Cause Analysis: Self-Sufficient vs Insufficient Employment Graduates

Introduction

Christel House graduates outperform their peers in each country. In India, only 7% of employed persons make a living by working in the formal sector, compared to 93% of working Christel House graduates. In Mexico, only 23% of young people obtain a tertiary qualification compared to 69% of 2019 Christel House Mexico graduates who are on-track to complete tertiary. In South Africa, 93% of Christel House graduates are working and/or studying, compared to a national 52% youth unemployment rate. In the U.S., Christel House Academy graduates are 3.5 times more likely to earn a post-secondary qualification than their low-income peers.

However, not all measures demonstrate the desired success. Critically, five years after high school graduation, at about the age of 23, 74% of Christel House graduates globally are self-sufficient or on-track to be so. This falls below the expectation of 95% of graduates becoming self-sufficient within this five-year period after high school. While there is merit to the desire to follow up with graduates in their 30's and beyond, when they are more likely to demonstrate self-sufficiency, the College & Careers team at Christel House sought to delve into the issue of job quality to determine if there were common, possibly unseen, barriers keeping our graduates from self-sufficiency.

In April 2020, the College & Careers (C&C) coordinators from each Christel House Learning Center started to explore together the causes of low-quality employment for graduates. The purpose was to refine programming to better equip and serve the Christel House students and graduates towards self-sufficiency. However, instead of starting with surface issues and risk treating the symptom instead of the cause, the team wanted to pull back the layers to understand the source of the low achievement of some graduates after so many years of support from Christel House.

The team employed an analytical tool pulled from the business world: root cause analysis. The analysis focused on “long-term” insufficient graduates to eliminate temporary causes of insufficient employment -- such as graduates who are unemployed immediately after completing studies – so the team could hone-in on persistent, long-lasting barriers to self-sufficiency.

The C&C staff also wanted to know if any patterns emerged around graduates who were successful at becoming self-sufficient, especially for those who did not complete post-secondary studies. Did graduates facing similar barriers to success always had similar outcomes, or do certain qualities make someone more likely to succeed? This work is still on-going, but initial patterns have emerged.

Methodology

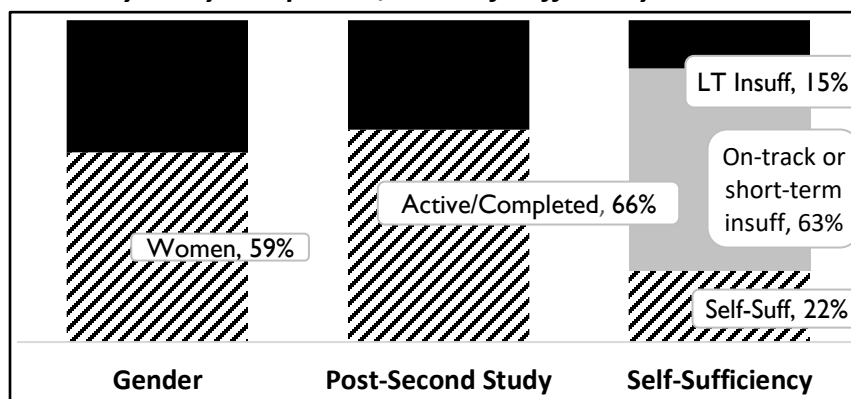
The Level of Employment Working group was formed in April 2020 by the Vice President of Programs & Services (P&S), the C&C coordinators at CH Academy, CH South Africa, CH India, and CH Mexico, and the P&S Data Specialist. It continues to meet regularly.

The group first conducted an exploratory analysis of graduates in insufficient employment. This enabled us to start identifying common causes of insufficient employment (many of which were already familiar to the C&C coordinators) but was ultimately not used in the final analysis for a few reasons: 1) it was a convenience sample which could not serve as a reliable proxy for the broader population, 2) it did not emphasize *long-term* insufficient employment, and 3) it displayed reverse survivorship bias by examining only graduates who did not find self-sufficient employment, so we could not say whether our identified causes of insufficient employment may have been overcome under different circumstances. Thus, we decided to pull two more datasets: the first consisted of long-term insufficient graduates, and the second of self-sufficient graduates.

The datasets were pulled from the C&C database using 1,286 current and exited, in-contact, Senior C&C graduates. DORS was excluded from both samples due to the non-traditional nature of the program, and because the C&C coordinator position for DORS was open for the bulk of the analysis period. In the

full C&C population, 59% were women compared to 41% men and 66% were actively studying or had completed post-secondary studies, compared to 34% who dropped-out or never enrolled. See Figure 1.

Figure 1: Distribution of C&C Total Population by Gender, Post-Secondary Study Completion, and Self-Sufficiency



Long-Term Insufficient Dataset

The initial dataset was pulled from the database on May 29th, 2020. All Senior C&C graduates who were not financially self-sufficient when they were exited from the C&C program or current Senior C&C graduates who were unemployed or in the same job with insufficient earnings for more than one year were considered Long-Term Insufficient (LT Insuff).¹ From the data collected by Christel House International, about 15% of graduates originally qualified as

¹ One year was chosen as a marker based on the period of time our graduates have typically remained in an insufficient job before starting education or moving to a better job.

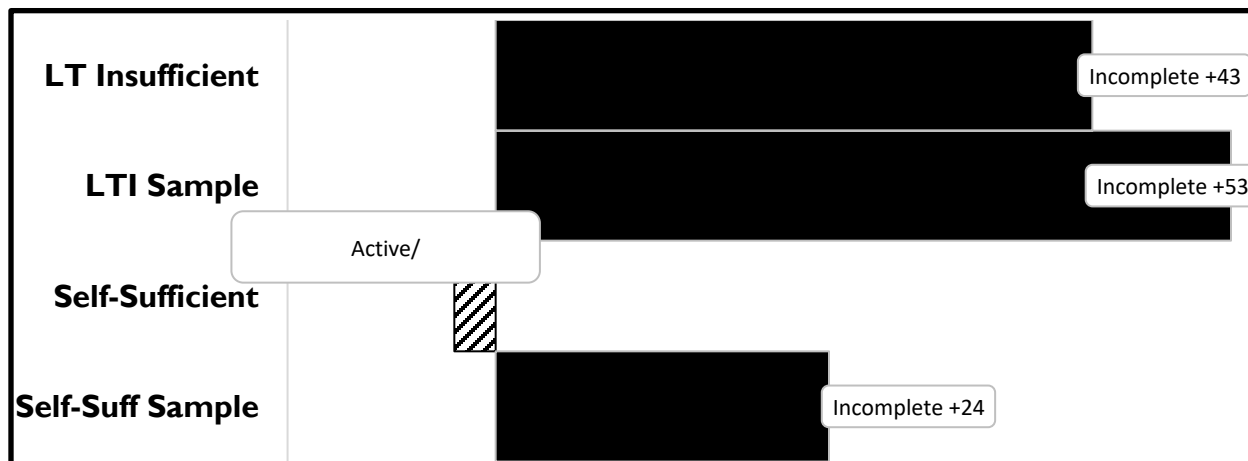
long-term insufficient – 196 in total. See Figure 1. 65% were female versus 35% male, and 29% of the Long-Term Insufficient graduates were unemployed, while the other 71% were in jobs with insufficient earnings. 23% had active or completed post-secondary studies, while 77% had dropped-out or never enrolled. Compared to the overall C&C distribution, the long-term insufficient graduates were slightly more likely to be women and notably more likely to have incomplete post-secondary study. See Figures 2(a) and 2(b).

The sample was reduced to accommodate for the C&C Coordinators' time-constraints and familiarity with the graduates, many of whom were exited before the current coordinators started at Christel House. In addition, several exited graduates had achieved self-sufficiency after completing the program and were removed from the sample. This reduced the sample size to 85 graduates.

Figure 3(a): Percentage point skew in gender of Long-Term Insufficient versus Self-Sufficient graduates; both entire group and reduced sample. Interpretation example: The composition of the Long-Term Insufficient graduate group had 6 percentage points more women than the overall C&C population.



Figure 2(b): Percentage point skew in post-secondary completion of Long-Term Insufficient versus Self-Sufficient graduates; both entire group and reduced sample.



Ultimately, 71 graduates were coded, representing 80% of the reduced sample and 36% of the entire subpopulation. 64% were women and 36% were men, while 39% were unemployed versus 61% in jobs with insufficient earnings. 13% had completed post-secondary studies, while 87% had dropped out or never enrolled. See Table 1 for the distribution by Center. This distribution is similar to the overall distribution of long-term insufficient graduates, although a higher portion were unemployed and without post-secondary studies, possibly due to the fact that several employed graduates were removed after the classification due to increased earnings.

Pathways to Self-Sufficiency Dataset

The initial dataset was exported from the C&C database on May 21st, 2020 and included current, in-contact Senior C&C graduates with self-sufficient or self-sufficient plus employment and exited, in-contact Senior C&C graduates marked “Yes” for financial self-sufficiency. Self-Sufficient graduates with no completed post-secondary studies who were not homemakers and were not actively studying were classified as “anomalies” for the purpose of this analysis due to their achievement despite a lack of tertiary qualifications. From the data collected by Christel House International, about 22% of current and exited graduates originally qualified as self-sufficient or above – 285 in total. 48% were female versus 52% male, and 69% had active or completed post-secondary studies, while 31% had dropped out or never enrolled. After removing homemakers, 26% were classified as anomalies. Self-sufficient graduates were notably more likely to be men and slightly more likely to have active or completed post-secondary studies than the overall C&C population.

Table 1: Dataset Distribution by Center		
Long-Term Insufficient Dataset		
	Percent	Count
Academy South	24%	17
India	17%	12
Mexico	32%	23
South Africa	27%	19
	100%	71
Pathways to Self-Sufficiency Dataset		
	Percent	Count
Academy South	40%	41
India	24%	25
Mexico	19%	20
South Africa	17%	17
	100%	103

To reduce the sample size, 20 self-sufficient graduates from each center were randomly selected. In addition, all anomalies were added to the sample, even if they weren’t randomly selected at first. This allowed us to emphasize non-traditional, non-tertiary pathways to success, which the C&C staff hypothesized would be the closest mirror to the long-term insufficient graduates. In total, 115 graduates were included in the sample.

Overall, 103 graduates were coded, representing 88% of the original sample and 36% of the entire subpopulation. 37% were female and 63% were men, and 42% of graduates had a completed or active post-secondary study, compared to 58% who had dropped out or never enrolled. Coincidentally, no homemakers were included in the final sample, so 58% of the sample were also classified as anomalies. See Table 1 for the distribution by Center.

The different distribution of the sample compared to self-sufficient graduates overall demonstrates how the sample skews towards non-college bound graduates. See Figure 2(b). Although college completion is not emphasized here, it remains a strong factor in attaining self-sufficient employment, as indicated by the high percentage of post-secondary completion in self-sufficient graduates compared to those in insufficient employment.

Root Cause Analysis

To conduct a root cause analysis, the coordinators first asked, “Why is this graduate insufficient?” The initial answer was often straightforward, for example, they may have dropped out of college. The coordinator then asked the next question, “Why did this graduate drop out of college?” and so forth, until they got to the “root cause” for why the graduate has insufficient employment. Some analysis could be completed from memory, but in many cases the coordinators needed to reach out to the graduates to clarify missing details. If multiple barriers to success were identified (as was often the case), the team tried to determine which was truly the “root” cause - the one which initially set the graduate off track, or which if removed would allow the graduate to find higher quality employment. However, there often seemed to be co-existing factors that fed into one another in an unhelpful loop. For example, mental health issues might be exaggerated by dysfunctional family dynamics or low academic scores coexisting with low motivation. Because of this, the P&S staff coded contributing factors to the analysis, which provides a more holistic view of the barriers our graduates face and accounts for co-existing factors – even if they were not considered the root cause of long-term insufficiency. The results were shared with the team and codified and quantified by CHI P&S staff.

A similar process occurred for the Pathways to Self-Sufficiency dataset, this time asking why each graduate *did* become self-sufficient. However, contributing factors were not included, and further analysis needs to be completed to isolate more specific reasons for success.

Results

Long-Term Insufficient Dataset

In our sample, University and Workforce Preparedness was the most common root cause of long-term insufficient employment, explaining 17% of the graduates. This was followed by Mental Health (14%), Unmotivated (13%), Unplanned Pregnancy (11%), and Family Traditions (10%). Building a Career, Gangs and Drugs, Low Academic Scores, Family Influence, Low Confidence, and Specific Barrier to Success applied to less than 10% of the graduates. At a 95% confidence level, the margin of error for each code is between 4% and 7%, so the exact ranking of these codes in the larger subpopulation does not necessarily match our sample. See Figure 3 for a full breakdown of the root cause codes. See Appendix A for the code definitions.

When root causes and contributing factors are combined, the distribution of codes changes: Family Influence becomes tied with University and Workforce Preparedness for the most common factor in long-term insufficiency (20% each), and Low Academic Scores moves to the third most common factor (11%), followed by Unmotivated (10%). See Figure 4 for full breakdown of all codes, with root causes and contributing factors combined.

The root cause codes were not evenly distributed by Center. India accounts for 100% of cases of graduates who are Building a Career and 71% of graduates with Family Traditions as a root cause of insufficient employment. Academy South graduates were the only examples of graduates with a Specific Barrier to Success as a root cause of long-term insufficiency, although Specific Barriers were contributing factor at other centers. 67% of graduates marked

Unmotivated as a root cause came from Mexico. Lastly, South Africa contributed 80% of the Gangs and Drugs root causes, and 75% of the unplanned pregnancies. See Table 2.

Figure 3: Root Causes of Long-Term Insufficient Employment

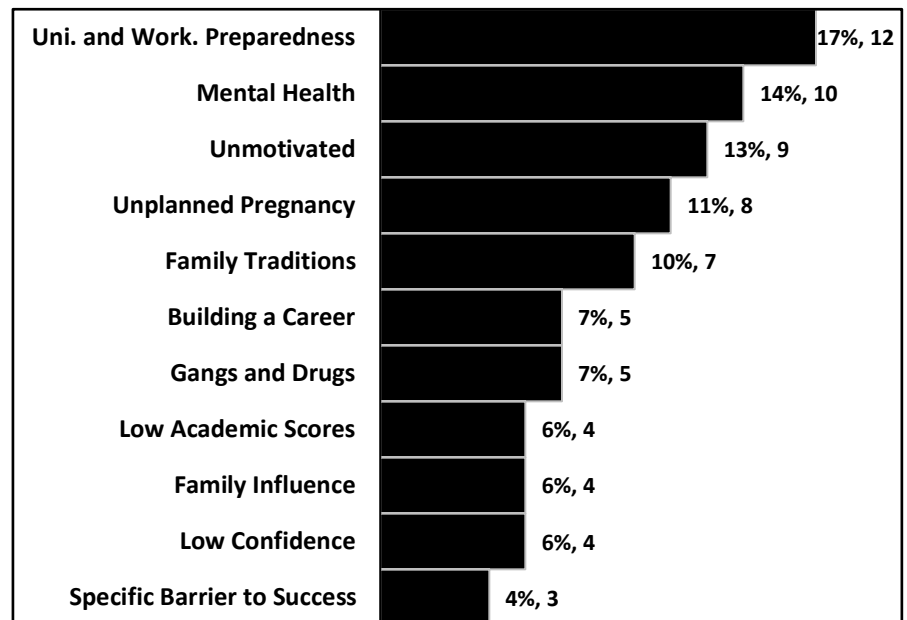
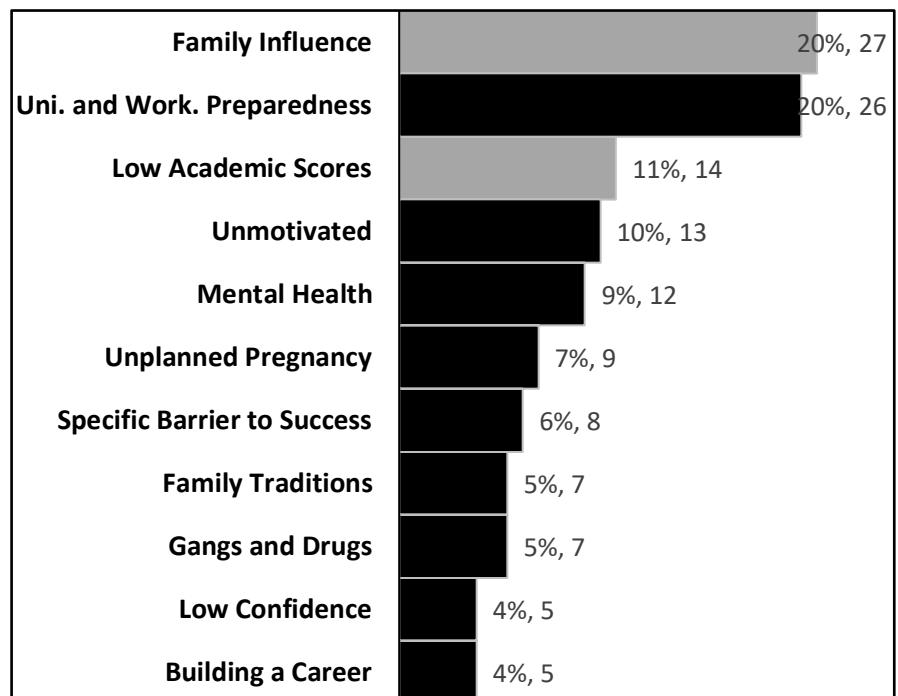


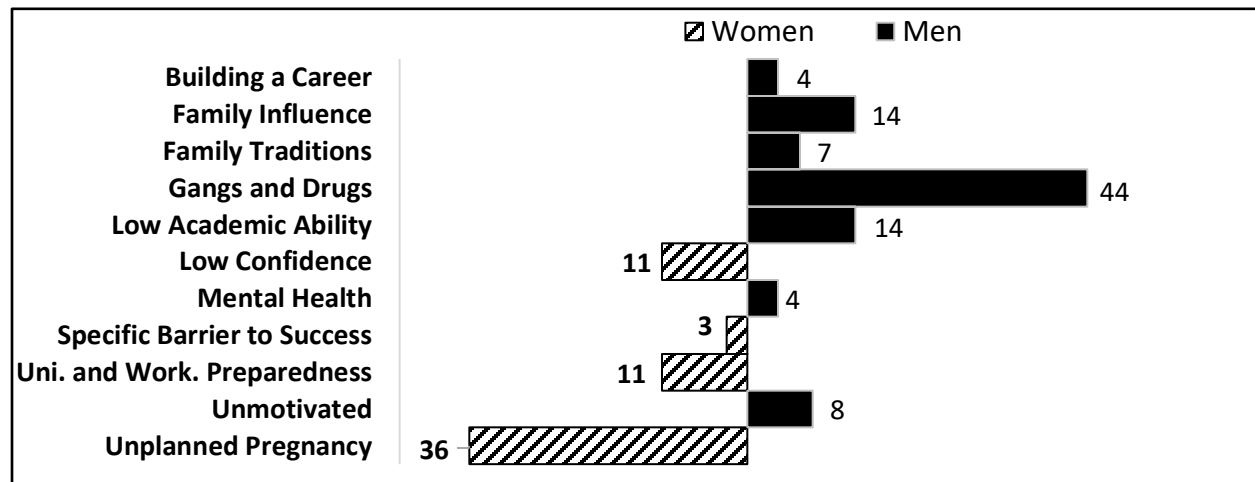
Figure 4: Root Causes and Contributing Factors of Long-Term Insufficient Employment



Finally, most categories were disproportionately experienced by either men or women. Women were highly represented in the following categories: Low Confidence, University and Workforce Preparedness, and Unplanned Pregnancy. On the other hand, men were highly represented in the following categories: Family Influence, Gangs and Drugs, and Low Academic Scores. See Figure 5.

Table 2: Distribution of Root Cause Codes by Center				
	Academy South	India	Mexico	South Africa
Building a Career	-	100%	-	-
Family Influence	50%	-	25%	25%
Family Traditions	-	71%	29%	-
Gangs and Drugs	-	20%	-	80%
Low Academic Scores	50%	-	50%	-
Low Confidence	50%	-	25%	25%
Mental Health	40%	-	40%	20%
Specific Barrier to Success	100%	-	-	-
University and Workforce Preparedness	25%	-	42%	33%
Unmotivated	11%	11%	67%	11%
Unplanned Pregnancy	-	-	25%	75%

Figure 5: Percentage point skew in gender for root causes



Pathways to Self-Sufficiency Dataset

The pathways to self-sufficiency were relatively evenly distributed. Great Starting Salary had the highest portion of graduates (21%), followed by Passionate about Field (17%), Network (16%), Upskilling (15%), and Christel House Path (14%). See Figure 6 for the distribution of codes, and Appendix B for the code definitions. As with the Long-Term Insufficient Dataset, the margin of error for each code was between 4% and 7%.

Some pathways are more common at specific Centers. 50% of graduates marked Network or Foot in the Door came from Academy South. India represented the other 50% of Foot in the Door, along with 50% of the Christel House Path category. Mexico had 53% of the graduates Passionate about the Field. South Africa's graduates did not represent more than 50% of any particular pathway. See Table 3.

In general, the pathways' distribution of post-secondary completion aligned with the dataset's overall distribution. However, Passionate about Field skewed towards those with a completed post-secondary, while Network and Special Talent skewed towards incomplete post-secondary.

Foot in the Door and Passionate about Field skewed towards women, while Christel House Path and Upskilling skewed towards men. See Figures 7 and 8.

Figure 6: Distribution of Pathways to Success

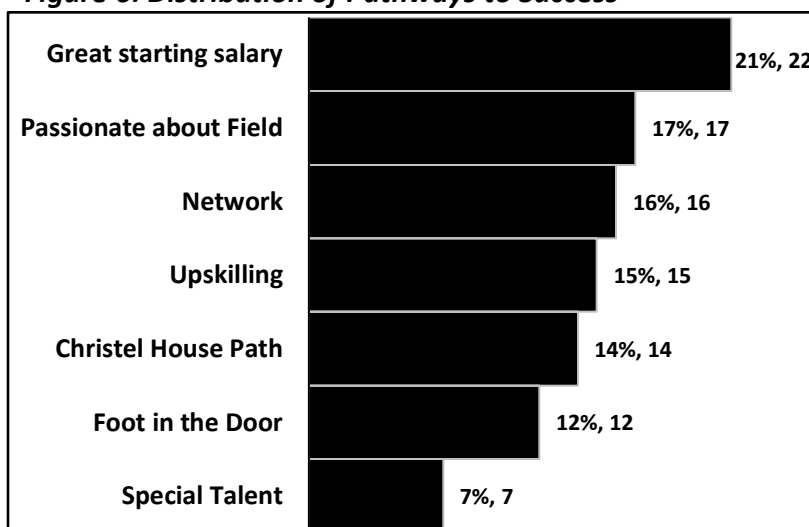


Table 3: Distribution of Pathways to Success by Center

	Academy South	India	Mexico	South Africa
Christel House Path	29%	50%	--	21%
Foot in the Door	50%	50%	--	--
Great Starting Salary	41%	27%	14%	18%
Network	50%	--	31%	19%
Passionate about Field	29%	--	53%	18%
Special Talent	29%	14%	29%	29%
Upskilling	47%	33%	7%	13%

Figure 7: Percentage point skew in post-secondary completion for pathways to success

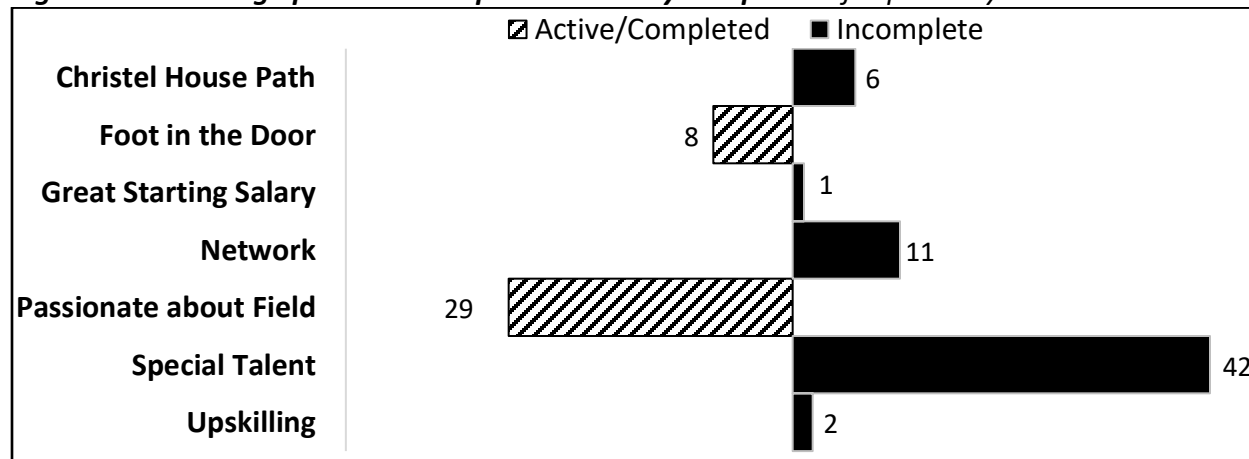
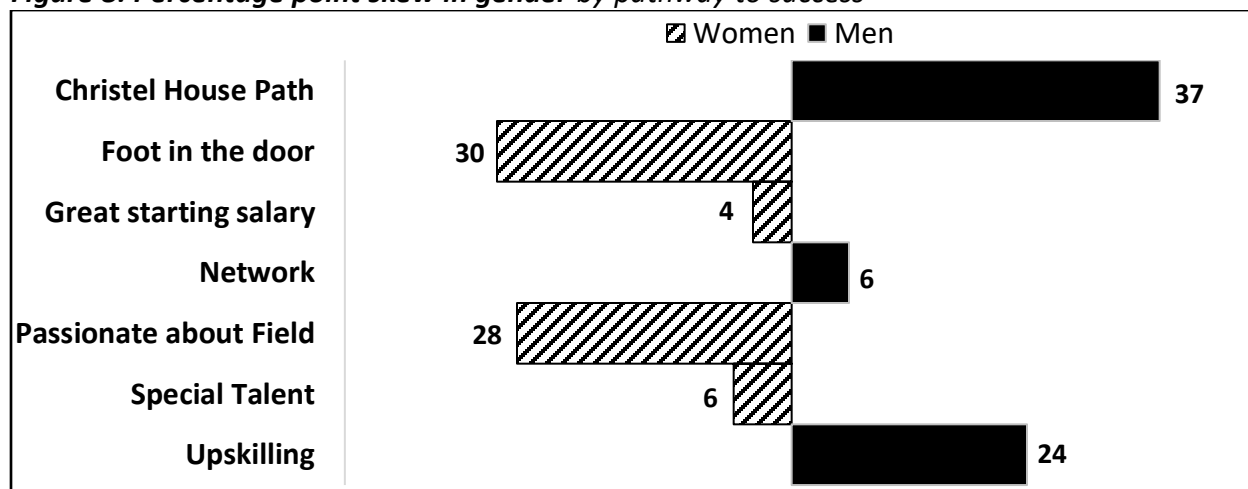


Figure 8: Percentage point skew in gender by pathway to success



Discussion and Recommendations

Extrapolating the Findings

Although we cannot be certain of the exact distribution of the codes in the wider C&C population, we are confident in the qualitative implications of our analysis. For both datasets, a fairly high proportion of the overall subpopulation was coded compared to most survey research. In addition, the root causes in the Long-Term Insufficient dataset were similar to what we found in our initial exploratory analysis, which was conducted on a different set of graduates. Finally, although only a portion of the graduates were examined in this analysis, the C&C coordinators have regular contact with all graduates and are well-versed in the barriers their graduates face: they thoroughly reviewed the aggregate results and agreed that we aren't missing any major root causes that they've seen in out-of-sample graduates.

Long-Term Insufficient Dataset

Classifying root causes of insufficient employment proved to be difficult, in particular because most graduates encountered multiple barriers to success, making it difficult to determine which factor was truly the root cause. In many cases, the largest (or most obvious) barrier to success – drug use, unplanned pregnancy, or mental health – was paired with family influence and/or low academic scores, which were less likely to be coded as root causes. The prevalence of mental health problems in long-term insufficient graduates was also surprise, although sadly understandable considering that graduates often lose mental health support after leaving Christel House. Throughout the process, the C&C team recognized internal areas for growth, including coaching for realistic career opportunities, encouraging high aspirations (beyond meeting basic needs, and even if someone else in the household earns a decent wage) and building self-confidence in graduates.

The uneven distribution of certain root causes by center or gender is unsurprising. The Centers operate in different contexts and each face their own challenges – so it is expected the

graduates face different barriers to success as well. The same is true for gender. However, it is interesting that South Africa in particular has two very gendered barriers – unplanned pregnancy for women and gangs and drugs for men. It is also interesting that mental health and family influence as root causes occurred fairly evenly across centers and genders (India did not have any family influence root causes; however, it did have the many Family Tradition codes – a related category.)

Although the results do not include DORS graduates, observation and informal graduate interviews conducted by the DORS C&C Coordinator (who started after our data collection phase ended) leads us to believe these students face similar barriers to success. However, DORS graduates are also more likely to struggle with work authorization and language barriers than our other graduates and are also more likely to have their own families that they need to support.

The C&C team identified the following initial conclusions and recommendations from long-term insufficient dataset:

- 1) Barriers to success which are difficult to overcome become even more daunting without a stable, supportive, and encouraging family. Christel House should develop programs to work more effectively with parents both before and after the student graduates.
- 2) Low academic scores can leave students with few options for high-quality employment after graduation; stronger pathways are needed for these students.
- 3) It is difficult to find a balance between building aspirations and coaching students away from unrealistic career options. Christel House should provide opportunities for the C&C coordinators to upskill in this area.
- 4) Building aspiration and self-efficacy (which leads to self-confidence) while students are still in school remains an important aspect of the C&C program. Christel House should investigate whether this can be done more effectively, especially for graduates that are supported by a partner or family member.
- 5) Mental health was the root cause of long-term insufficient employment for 14% of the sample, and anecdotally there are few if any graduates in self-sufficient employment who have overcome serious mental health challenges. It is a difficult, long-lasting barrier to success that often requires high-quality health care and ample financial resources to effectively manage. Christel House needs to develop options for graduates requiring greater mental health support than they have access to after graduation.
- 6) University and Workforce Preparedness was a root cause for 17% of the sample. In some cases, these were older graduates who did not benefit from the fully developed C&C program. However, recent graduates have also struggled after graduation, including many who performed well academically at Christel House but dropped-out of college. Christel House needs to review the college preparation that

takes place in high school and develop stronger supports to help graduates stay in school once they enroll. We can also review how we are teaching “soft-skills,” like effective communication, eye-contact, and researching positions of interest.

- 7) Christel House introduced stronger programming to discourage drug use and unplanned pregnancy in recent years. We need to review the graduates with these root causes to determine if they would have experienced the updated programming and adjusted our practices if needed.

Pathways to Self-Sufficiency Dataset

In this analysis, several patterns to success – especially for non-college bound graduate – emerged. Unfortunately, the two pathways which skewed mostly strongly towards these graduates, Special Talent and Network, deal with specific characteristics or opportunities that will not be accessible to all graduates. This highlights the need to create more structured pathways to success for graduates who do not pursue post-secondary education.

Great starting salary is an interesting path, because not all jobs were necessarily career-quality. For example, at the Academy South many graduates work at warehouses which have a good starting pay for a recent high school graduate, but little career advancement opportunities. Thus, it is difficult to say whether graduates should really be encouraged to pursue jobs simply because they have a high starting salary.

The C&C team drew the following initial conclusions and recommendations from the root cause analysis:

- 1) Post-secondary education remains highly correlated with self-sufficient employment. Christel House must continue to encourage all graduates towards post-secondary education, and/or push vocational credentials into our high schools. We can also continue to improve post-secondary persistence.
- 2) The Christel House Pathways provide reliable opportunities for self-sufficient employment and can replicate networking opportunities and family connections that are more readily accessible to students from higher socio-economic backgrounds. Christel House should continue to strengthen these opportunities for our graduates – including for our DORS population.
- 3) The graduates who were passionate about their fields were the most resilient in the face of setbacks. Christel House should refine the career guidance program to ensure students determine their fields of passion before selecting a post-secondary program and/or entering the workforce
- 4) Many graduates in self-sufficient employment have held multiple jobs since entering the workforce, which can extend the time it takes them to obtain self-sufficient earnings. Christel House should refine our career coaching to emphasize upskilling within employment and to encourage graduates to only shift jobs when it helps their career growth. Encouraging graduates to enter fields they are passionate about may also help

with this aspect, as it reduces the likelihood that graduates switch post-secondary programs or careers trajectories.

Next Steps

Building Solutions and Amplifying Successes

While the bulk of the root cause analysis for graduate employment levels has been completed, we intend to conduct two surveys to round out our analysis. The first will be distributed to graduate employers to explore our graduate's strengths and weaknesses in the workplace from an employer perspective. Then we will conduct a survey on graduates—emphasizing those appearing in these datasets—to better understand their own perceptions of barriers/pathways to success, and to begin to elucidate how more internalized factors like trauma, wellbeing, and hope may influence graduate outcomes.

The C&C team will also research ways to mitigate barriers for our graduates, as outlined above. Although we expect that some of the issues highlighted in the dataset are experienced primarily by older graduates and have already been addressed for more recent cohorts, we will also look outside the organization to discover best practices currently in use elsewhere. Our ultimate goal is to develop or form partnerships to provide impactful new services for our students and graduates.

The team will also seek opportunities to build on current successes. The initial analysis provided insight into what leads to high-quality employment and we will continue to tailor our career guidance and coaching to emphasize these pathways. In addition, we will develop solutions to streamline our coaching model to help graduates obtain career-quality employment sooner after completing high school or post-secondary education.

Some of our final recommendations will likely speak to our K-12 programming, especially at the secondary level. But ultimately the C&C team seeks to build stronger structures around student and graduate support, leading to improved outcomes for graduates.

Appendix A – Root Causes and Contributing Factors of Long-Term Insufficient Employment

1. **Building a Career**—The graduate is temporarily un/under employed but has plans to enroll in graduate school or get a promotion in the near future. In the meantime, they are supported by their family.
 - a. *For example, A. is a graduate from India. She has completed her undergraduate degree plans to enroll in a Master’s program next year.*
2. **Family Influence**— The graduate’s family is a barrier to their success. They may move frequently, encourage drug use, and in extreme cases are abusive. As a contributing factor, many families allow the graduate to live at home unemployed rather than encouraging them to seek high-quality employment.
 - a. *For example, S. is a graduate from Mexico who lives with her family. They are unstable and frequently move, which makes it very difficult for her to hold down a steady job. She cannot afford to live on her own.*
3. **Family Traditions**— The graduate is pressured by the family to pursue a particular path after high school – often against the advice of Christel House staff. The family may be from a religious or cultural community that does not approve of them completing post-secondary education and/or holding certain jobs, or they may have a family business that they want the graduate to join, even if it is not very profitable.
 - a. *For example, S. is a graduate from India who comes from the Roma (gypsy) community. His family disapproved of post-secondary education and encouraged him to return to their village and take part in the family business. Although he tried to live independently for a year, he ultimately decided to follow his family’s traditional path.*
4. **Gang and drugs** – The graduate is involved with gangs and/or substance abuse and is unable/unwilling to complete post-secondary studies or obtain high quality, formal employment.
 - a. **Note:** Substance abuse is likely driven by an underlying mental health issue. In South Africa, a lack of family support – esp. a strong father figure – seems connected to gang involvement.
 - b. *For example, C. is a graduate from South Africa. Although he was a high performer in high school, he joined a gang and dropped out of college.*
5. **Low Academic Scores** – The graduate has low academic scores (often special education or mild learning disabilities) and is unable to pursue the traditional post-secondary pathway, which limits their job options.
 - a. **Note:** The graduate may have had unrealistic career expectations when they left Christel House. In some cases, the C&C team should have been more straightforward about the graduate’s abilities, while in other cases, the graduate may have been unwilling to listen to the advice of the C&C team.

- b. *For example, G. is a graduate from Academy South with a learning disability. He enrolled in college against the advice of the C&C coordinator and later dropped out and became discouraged.*
- 6. **Low Confidence** – The graduate does not take the necessary steps to better their employment because they are afraid of change or lack a strong sense of self. Instead, they accept low-quality, easily available employment.
 - a. *For example, S. is a graduate from Academy South who works at a nearby grocery store. To get a better job, she needs to get her driver's license, but she is scared to do so because she lacks self-confidence.*
- 7. **Mental Health** – The graduate struggles with anxiety, depression, etc. Or, the graduate may struggle to interact with others – they may be very rude or pushy.
 - a. **Note:** Christel House helped these young people manage mental health issues while they were at school with us, but the graduate may have trouble accessing high quality care after graduating from Christel House – it may be too expensive, or they may be unable to manage their own treatment. Family instability and/or lack of family support makes mental health challenges more difficult to overcome.
 - b. *For example, G. is a graduate from Mexico with severe depression. She cannot hold down a job and struggles to manage her mental health.*
- 8. **Specific barriers to success** – There is a clear, external barrier which causes the graduate to fall off-track. The most common barriers were not being authorized to work in the country or not being able to afford college tuition.
 - a. *For example, J. is a graduate from Academy South who is not a U.S. Citizen. She is not eligible for financial aid for college or most jobs and has to accept low-quality employment.*
- 9. **University and Workforce Preparedness** – The graduate is unprepared for post-secondary studies and/or the workforce. They may have been overwhelmed by university studies, or they may lack the skills needed to build a career, such as knowing how to network or how to strategically move to different jobs. Older graduates may have left Christel House without a strong career plan (before the career guidance template was introduced).
 - a. **Note:** The graduate may be unable to pursue their first job of choice because they did not get accepted to a particular school, or they are very competitive field and can't find a job. Instead of pursuing a back-up plan, they become discouraged and remain unemployed or in an unrelated, low-quality job.
 - b. *For example, J. is a graduate from South Africa who wanted to go into the field of Art. Although she is talented, she did not get into her program of choice. She became discouraged and now has low-quality, unskilled employment.*
- 10. **Unmotivated**– The graduate is content in their current position and unmotivated to change. They have low aspirations and are simply content living with their families without plans to better their employment.
 - a. *For example, A. is a graduate from an older cohort in Mexico who attended left Christel House after Grade 9. She enrolled in a different high school but dropped out.*

Now she is neither working nor studying and lives with a boyfriend. There is no clear explanation for why she did not finish school or does not seek employment now – she is simply unmotivated.

- 11. Unplanned Pregnancy** – The graduate becomes pregnant but lacks a strong support system to help raise the child. They must pause higher education and accept whatever employment is available, even if it has insufficient earnings.
 - a. Note:** If the graduate comes from a family that is unstable or unsupportive of the pregnancy, it is more likely that the graduate will fall off-track.
 - b.** *For example, A. is a graduate from South Africa who became pregnant and was disowned by her parents. She now lives on her own and works a low-quality job to support her child.*

Appendix B – Paths to Self-Sufficiency

- 1. Christel House Path** – The graduate is in program/field that Christel House encourages through specific programming/recruitment, or a formal relationship with an employer.
 - a.** *For example, L. is a graduate from India who earned a degree while working a Self-Sufficient Plus job at Transguard, which recruited annually at Christel House India.*
- 2. Foot in the Door** – The graduate remains in one job for multiple years and is promoted within the company; they eventually achieve self-sufficient earnings.
 - a.** *For example, C. is a graduate from India who completed a university degree and got an entry level job at a respected technology company. Although his initial starting salary was low, he stayed in the job for multiple years and was eventually promoted to earning a Self-Sufficient Plus salary.*
- 3. Great Starting Salary** – The graduate's job has a high starting salary (but may not necessarily have career potential.)
 - a.** *For example, J. is a graduate from Mexico without post-secondary studies who earns a Self-Sufficient Plus wage working as a security guard.*
- 4. Network** – The graduate hears about a company/job opening from a friend, relative, or Christel House staff (but it is not a formal partnership.)
 - a.** *For example, G. is a graduate from Mexico who secured a job in the finance industry after hearing about the opening from a friend.*
- 5. Passionate About Field** – The graduate is in their field of choice. They are able to endure setbacks and are motivated to continue improving because they have found something that they are passionate about.
 - a.** *For example, D. is a graduate from Academy South who is working in a field she is passionate about: medicine. Although she initially dropped out of post-secondary studies, she found an entry-level position in the medical field and has gradually worked her way up to Self-Sufficient earnings at a hospital.*

- 6. Special Talent** – The graduate has a unique skill or talent which makes them more employable – they may be multilingual, a good singer, or have good social skills. This is a talent they come by naturally, not a skill they acquired on-the-job.
- a. *For example, S. is a graduate from South Africa who is a talented singer and found Self-Sufficient Plus employment working on a cruise ship.*
- 7. Upskilling** – The graduate gets an entry-level job and picks up skills on the job, then leverages that training to advance their career. They may also complete short certificates along the way. They may have been unsure about the field when they first started the job but have become more committed to it as they have picked up more skills.
- a. *For example, V. is a graduate from Academy South who has held multiple jobs since graduation. At each new job, she earns more money and completes more training, so she is now in Self-Sufficient employment.*