



NYC Department of Education
Joel I. Klein, Chancellor

OFFICE OF MULTIPLE PATHWAYS TO GRADUATION: Over-age and Under-Credited Student Population Overview

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THE PARTHENON GROUP
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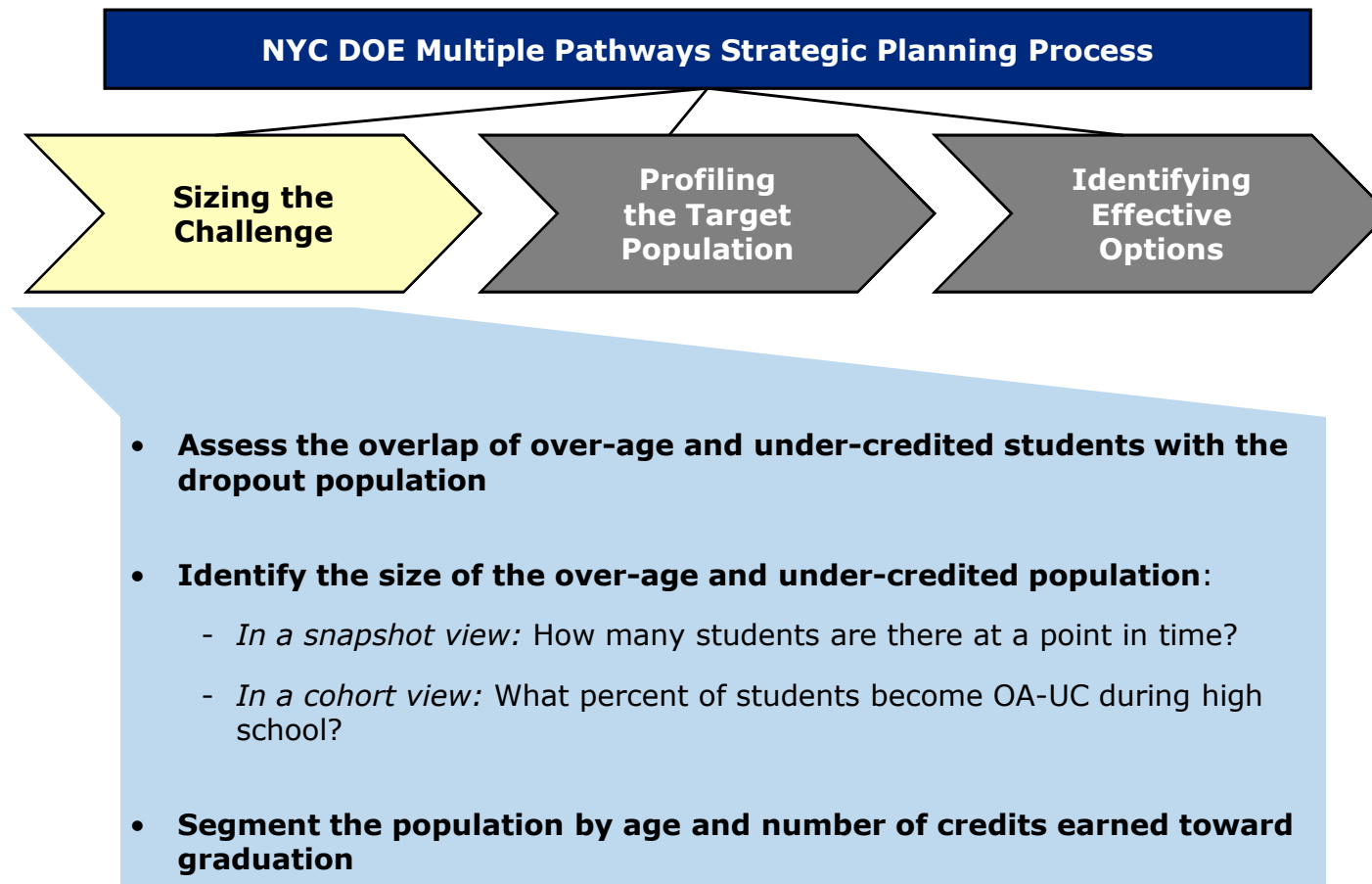
Situational Context and Project Overview

NYC DOE Has Established an Office of Multiple Pathways to Graduation To Develop and Implement Strategies for Over-age and Under-Credited Youth

- Recent initiatives for over-age and under-credited youth have been supported by public and private partnerships:
 - **Public Investment:** NYC DOE secured \$45.1 million in new funding to the Department from the City of New York for Multiple Pathways school and program development, implementation and operations — Multiple Pathways Initiative branded as a Mayoral Initiative
 - **Created and staffed the Office of Multiple Pathways** to manage strategic planning, program and school development and implementation of Multiple Pathways portfolio
 - **Designed Learning To Work (LTW)** to support career and other post-secondary linkages for students enrolled in Multiple Pathways portfolio options
 - By September 2007, OMPG has **launched and provided operational support** to 62 portfolio sites and 39 LTW contracted partnerships
 - **Private Investment:** Received more than \$5.3 million in support from BMGF for strategic planning and transformative system capacity building efforts over four years
 - Designed and provided **capacity building support to DOE practitioners and external partners** in integration of youth development and rigorous academic instruction best practices, including targeted literacy and numeracy for older, low level readers
 - Created **strategy and resources for transfer school leadership development** to support expansion, including **Transfer School Scholars** strand in Leadership Academy.
 - **Developed new full-time GED model** piloted at 3 sites with explicit career and post-secondary linkages for program participants
 - Engaged with **external intermediaries to facilitate new transfer school model development, secured funding for Transfer School development partners.**
 - **Engaged the Parthenon group** to assist with a comprehensive population segmentation analysis, plus development of fiscal, organizational, and policy considerations

Sizing the Challenge

Core Analyses

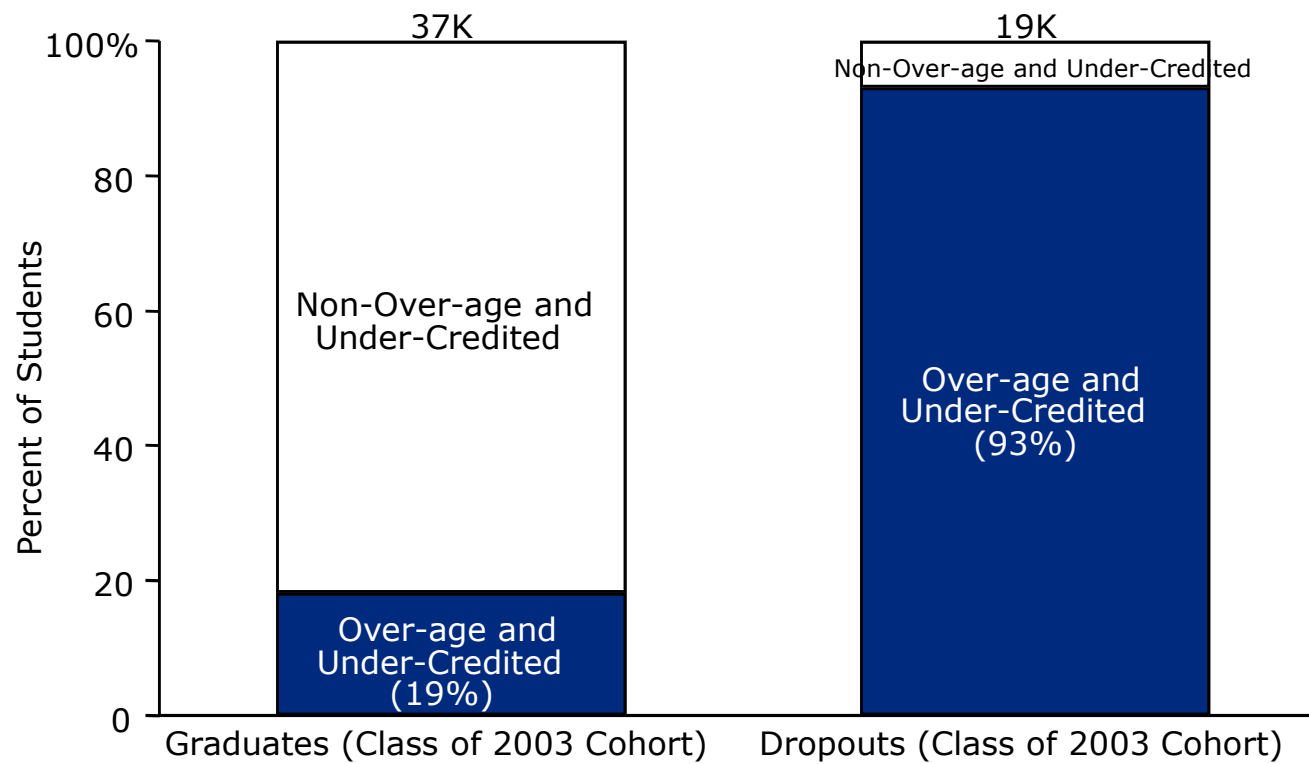


Sizing the Challenge

Nearly All High School Dropouts in NYC Have a History of Being Over-age and Under-Credited

- The dropout population *is* the over-age and under-credited population, just at different points in time
- By contrast, only 19% of graduates were once over-age and under-credited in high school

Graduates and Dropouts by Over-age and Under-Credited Status, Class of 2003 Cohort



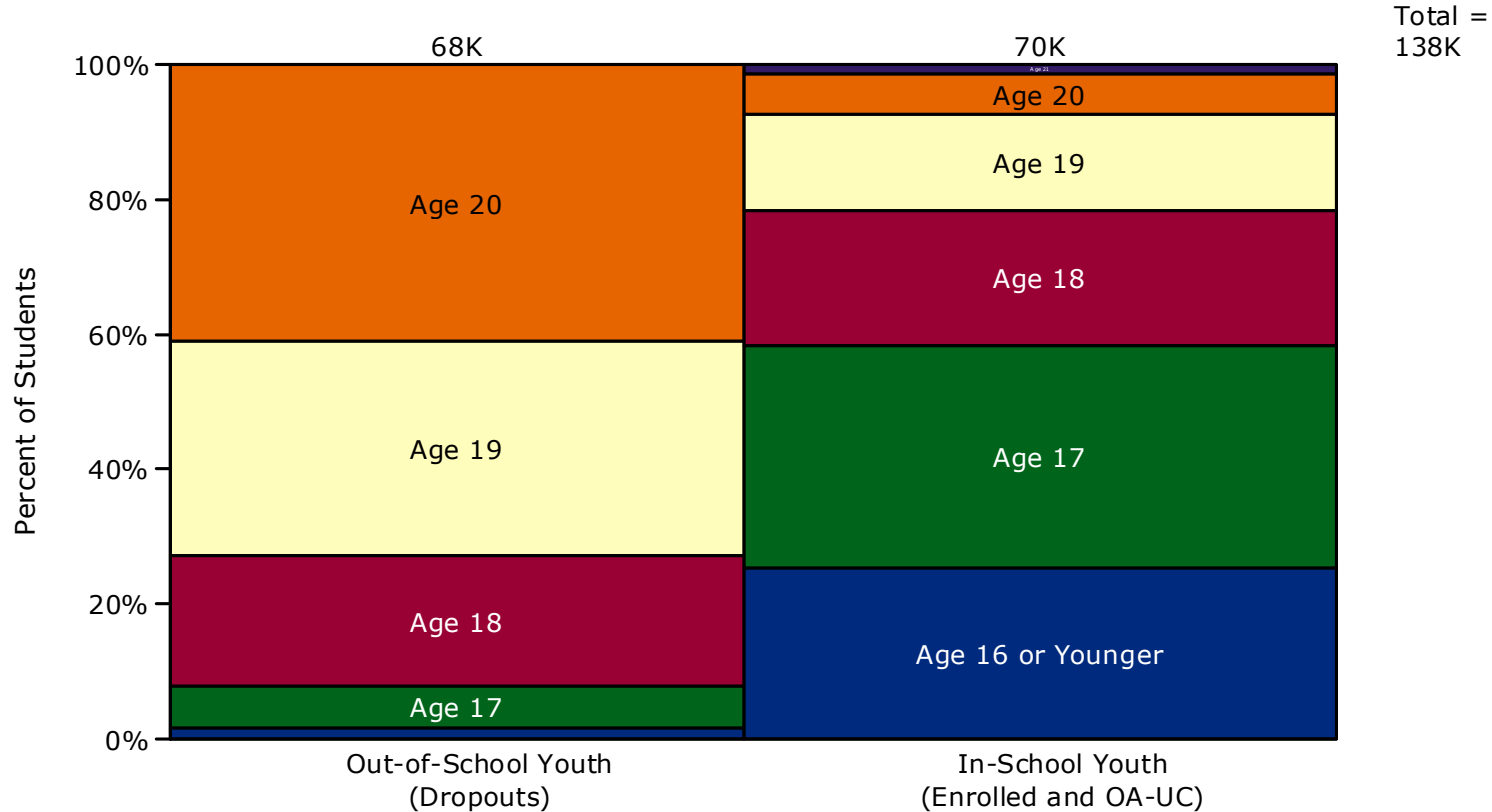
Note: Excludes District 75 Students
Source: ATS Data

Sizing the Challenge

Nearly 140K NYC Youth Age 16-21 Have Dropped Out or Are Significantly Off-Track for Graduation

- Including in- and out-of-school youth, there are approximately 138K over-age and under-credited youth in New York City at any given point in time

In- and Out-of-School Over-age and Under-Credited Youth, by Age on June 2005



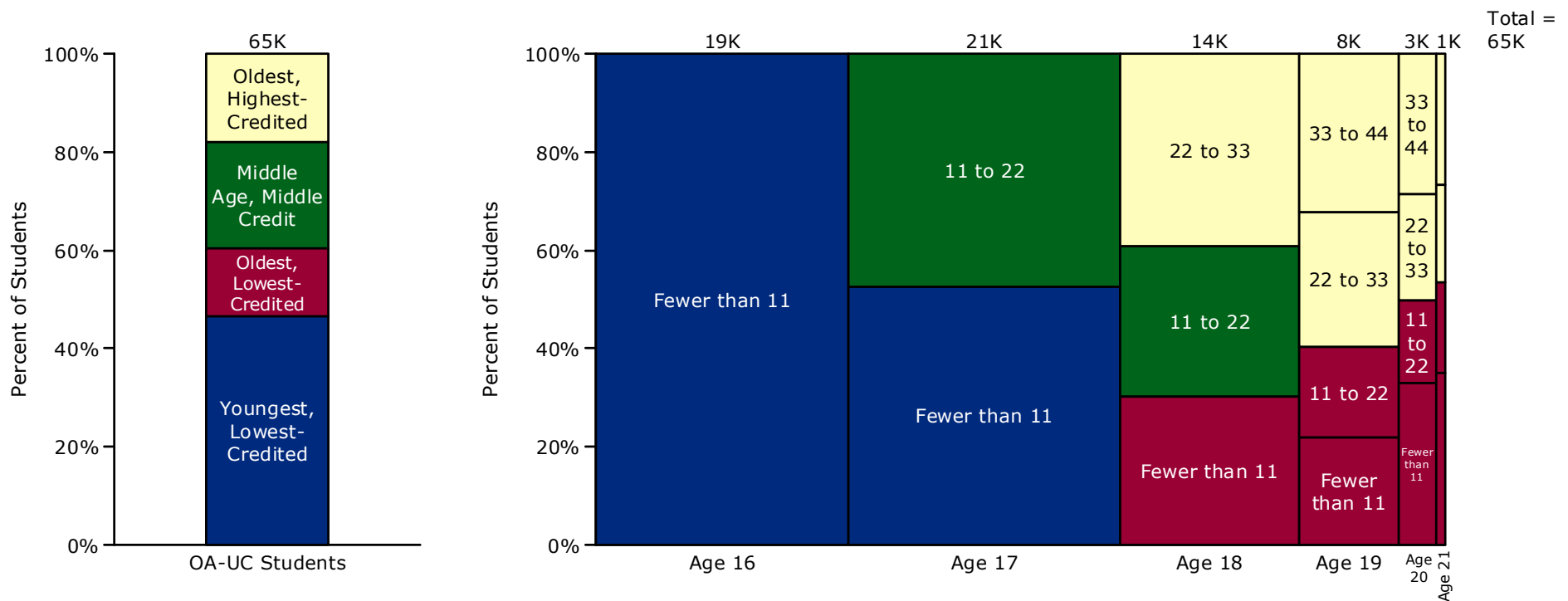
Note: Includes District 75 students; Students are counted as out-of-school youth only if they are dropouts (as opposed to other discharges)
Source: ATS Data

Sizing the Challenge

Majority of OA-UC Students Have Completed Less than One-Quarter of Credits Required for Graduation

- 57% of over-age and under-credited students have fewer than eleven credits
 - Nearly 7,000 enrolled students are at least 18 years old with fewer than eleven credits (11% of all over-age / under-credited students)

Over-age and Under-Credited Students by Age and Credit Attainment, June 2005

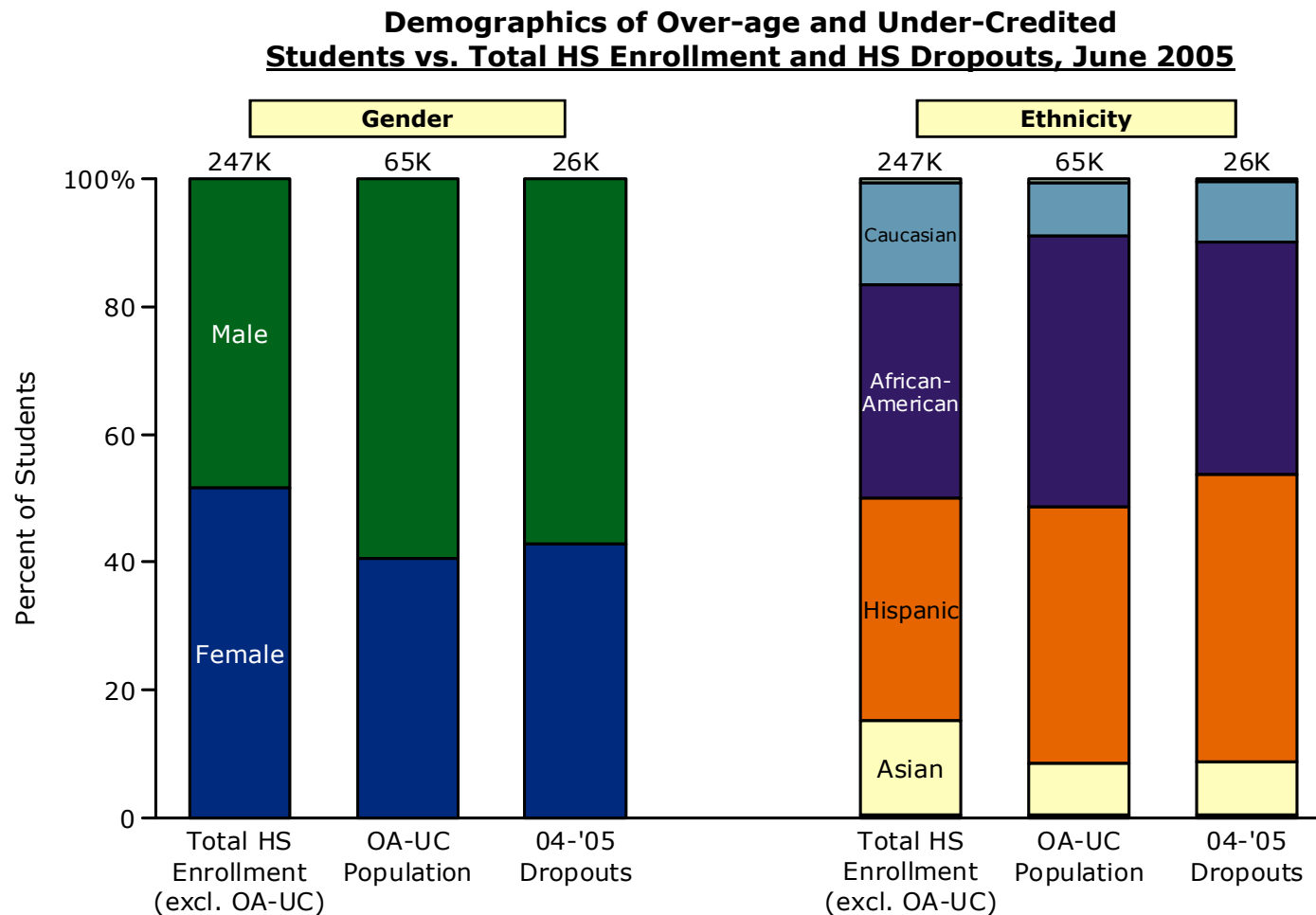


Note: Excludes District 75 students
Source: ATS Data

Sizing the Challenge

Gender and Ethnic Makeup of Over-age and Under-Credited Population

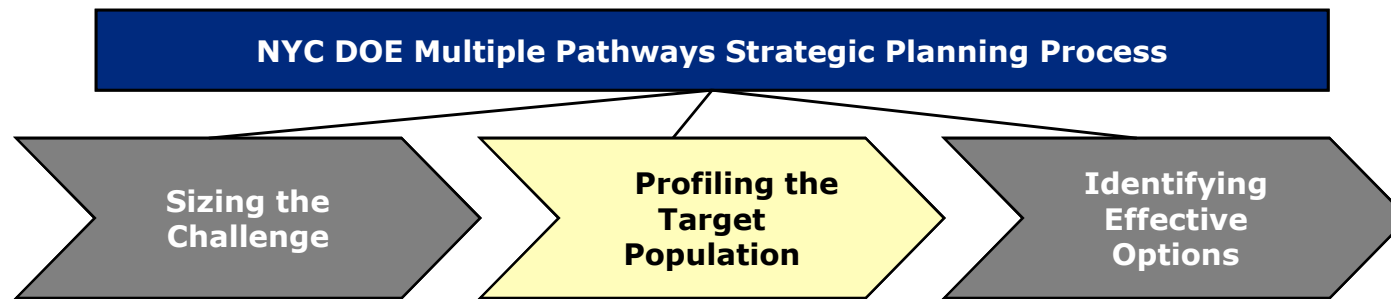
- There are 11% more males and 14% more African Americans and Hispanics in the OA-UC population than overall, but these disparities are not sufficiently substantial to create need for differentiated programmatic options



Note: Excludes District 75 students
Source: ATS Data

Profiling the Target Population

Core Analyses



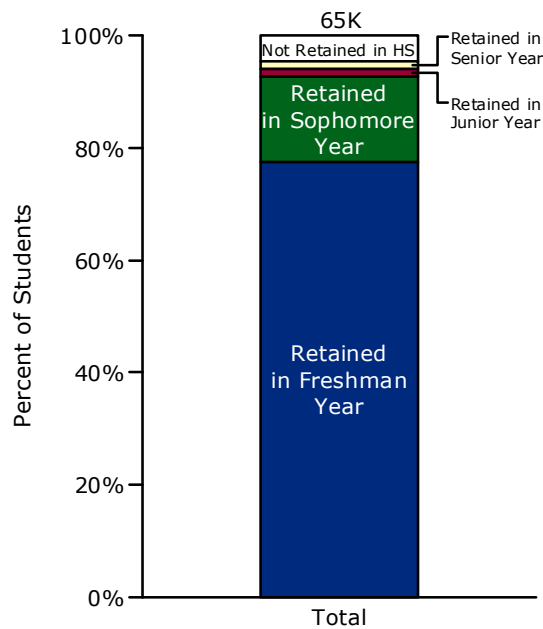
- **Determine relationship between incoming skill levels and becoming over-age and under-credited**
 - Quantify the proportion of students who enter HS "on-track" but become OA-UC
- **Analyze progression of OA-UC students throughout their HS career**
 - Timing of when in high school students fall off-track
 - Patterns and outcomes once students have become OA-UC
- **Measure graduation rate for OA-UC students**
 - Capture timing of graduation and the type of degree earned

Profiling the Target Population

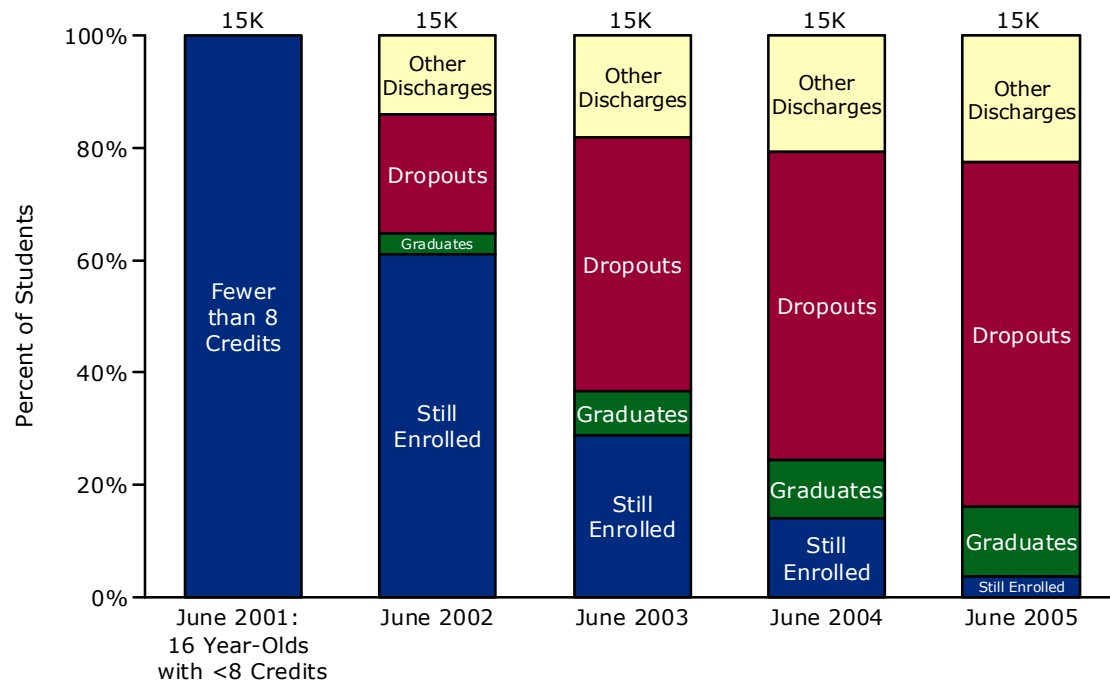
Over-age and Under-Credited Students Fall Behind Early, and Leave the System Rapidly Once Becoming Off-Track

- 78% of OA-UC students were retained in freshman year; 93% were retained either as freshmen or sophomores
- 84% of students who are 16 years old with fewer than eight credits end up leaving the system

Year in Which Over-age and Under-Credited Students Were First Retained



Progression of Age 16 – Less than 8 Credit Students, June 2001-05

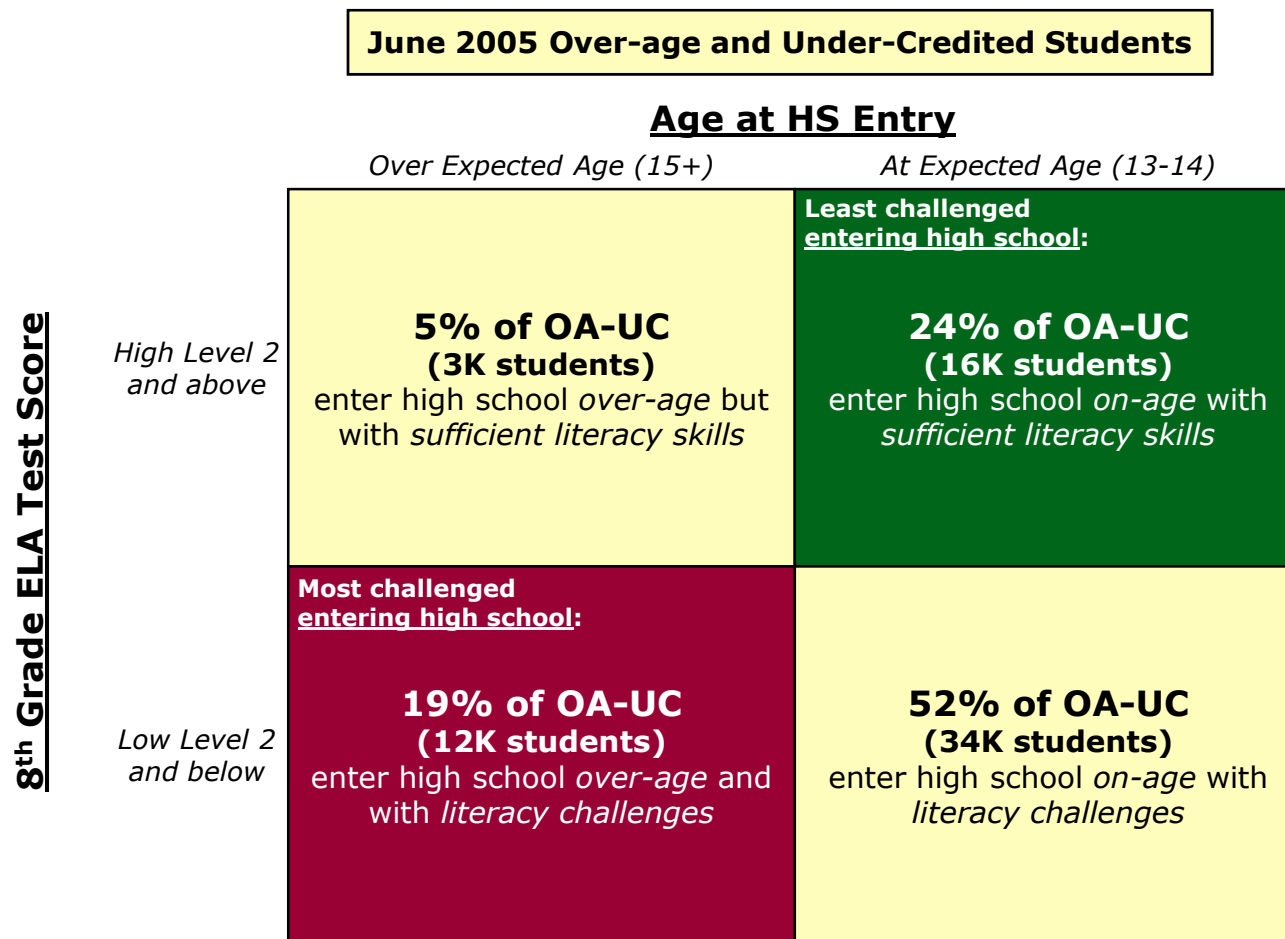


Cumulative Attrition Rate	35%	63%	76%	84%
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Note: Excludes District 75 Students
Source: ATS Data

Profiling the Target Population

Although Literacy Is a Leading Challenge for OA-UC Students, 30% Enter High School with Sufficient Skills on 8th Grade Exams

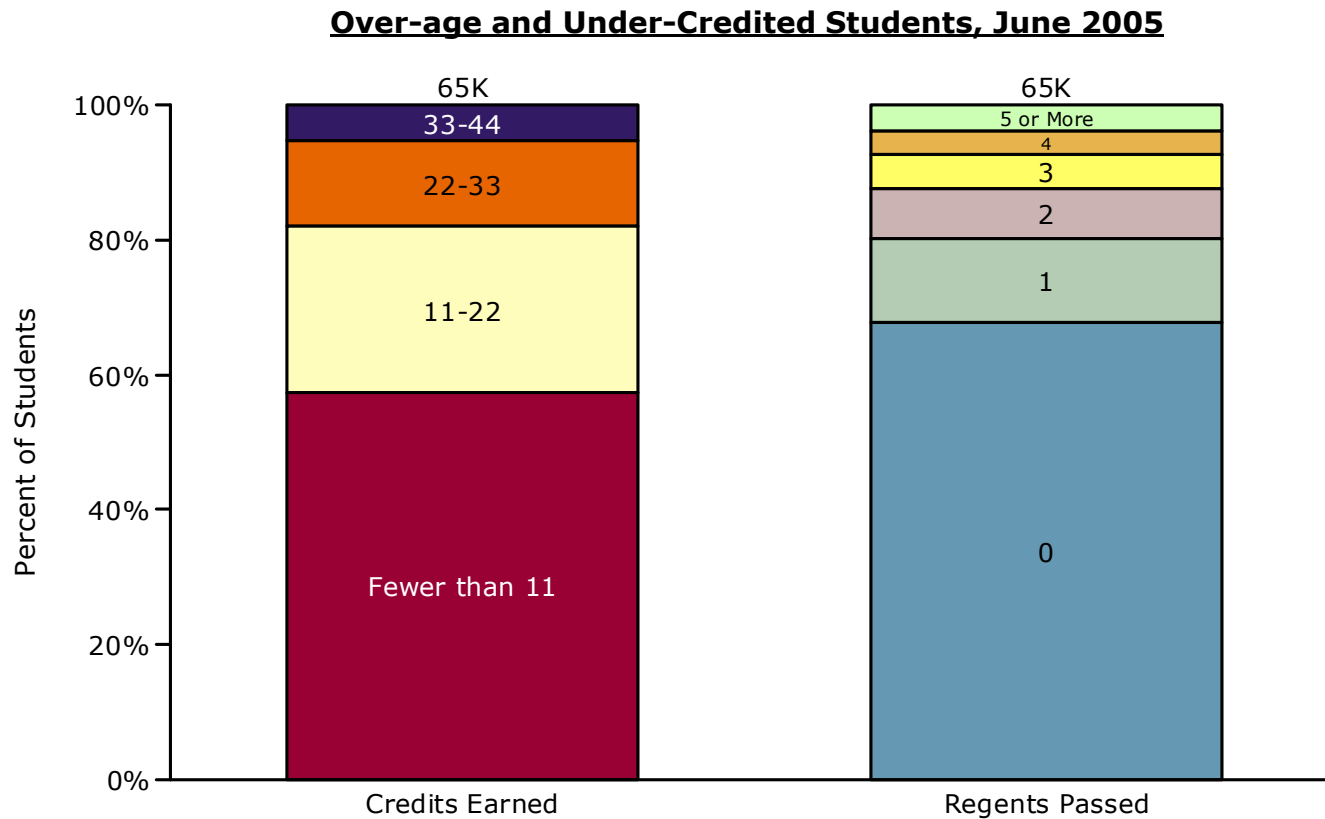


Note: See Appendix for detailed description of 8th grade ELA and Math test standards; Excludes District 75 students
 Source: ATS Data

Profiling the Target Population

Over-age and Under-Credited Students Require Significant Progress to Achieve Graduation

- 57% of OA-UC students have earned fewer than 11 credits, despite being at least 16 years old
- 68% of OA-UC students have passed zero Regents exams



Note: Excludes District 75 students. Regents passage is counted at 55 or above
Source: ATS Data

Sizing the Challenge

Core Analyses



- **Focus on identifying options with *recuperative power* – the ability to graduate students who have become over-age and under-credited**
- **Calculate graduation rates of OA-UC students by program type**
 - Control for differences in population between various options
 - Identify proof points of success with OA-UC students, as well as invention challenges

Multiple Pathways Portfolio: School and Program Descriptions

Transfer Schools

Transfer Schools are small, academically rigorous, full-time high schools for students who have been enrolled in high school for at least one year and are far from promoting on grade level. Essential elements include a personalized learning environment, rigorous academic standards, student-centered pedagogy, support to meet instructional and developmental goals, and a focus on connections to college.

Young Adult Borough Centers

YABCs are supportive learning environments designed for students who have been in high school for at least four years and have attained a minimum of 17 credits. The instructional model allows students to concentrate only on the credit portfolio they need for graduation through a non-traditional block schedule. Each YABC is operated through a collaborative partnership between the DOE and a community-based organization, which provides services to students, including youth development support, career and college counseling, and assistance with job placement. Students attend YABCs through a shared instructional model and receive a diploma from their high school of origin upon completion of their credits and Regents exams.

Blended GED Programs

OMPG's GED Programs -- which are blended with a Learning to Work component -- prepare students for the GED and support them in developing meaningful post-secondary connections. In September 2006, OMPG launched Access, a full-time GED program, which includes a youth development approach, integrated thematic units, developmental portfolios, innovative systems for student engagement, assessment, and progression, connections to post-secondary training, and in-depth career exploration. The Learning to Work part-time GED programs use research-based instructional practices, such as a workshop model coupled with high-quality curriculum materials.

Learning to Work

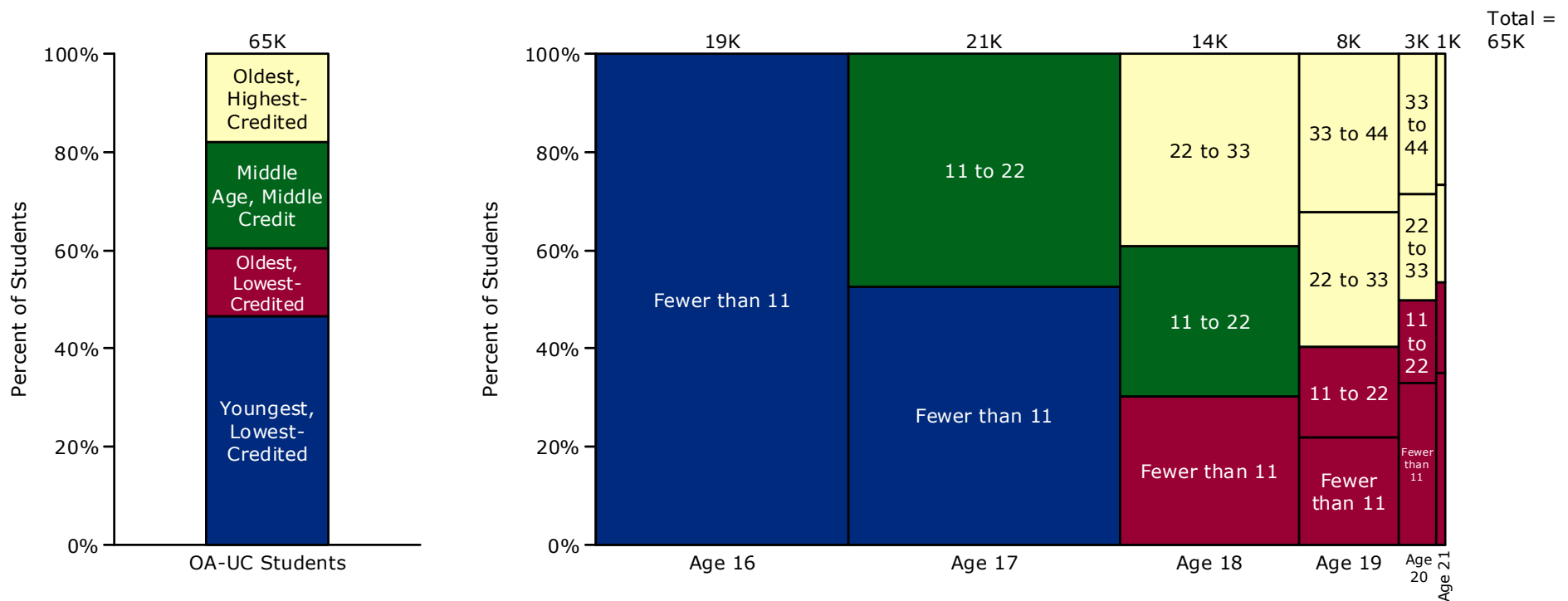
Learning to Work (LTW) is designed to help students stay engaged in school by developing the skills they need to complete high school, gain employment, and succeed in post-secondary education. LTW services are provided by CBO partners and are integrated across Multiple Pathways schools and programs, including Transfer Schools, GED programs, and YABCs. LTW students have the opportunity to participate in intensive employability skills development workshops, subsidized internships, college and career counseling, and job placement. The program also includes attendance outreach, individual and group counseling, academic tutoring, and youth development supports.

Identifying Effective Options

Majority of OA-UC Students Have Completed Less than One-Quarter of Credits Required for Graduation

- 57% of over-age and under-credited students have fewer than eleven credits
 - Nearly 7,000 enrolled students are at least 18 years old with fewer than eleven credits (11% of all over-age / under-credited students)

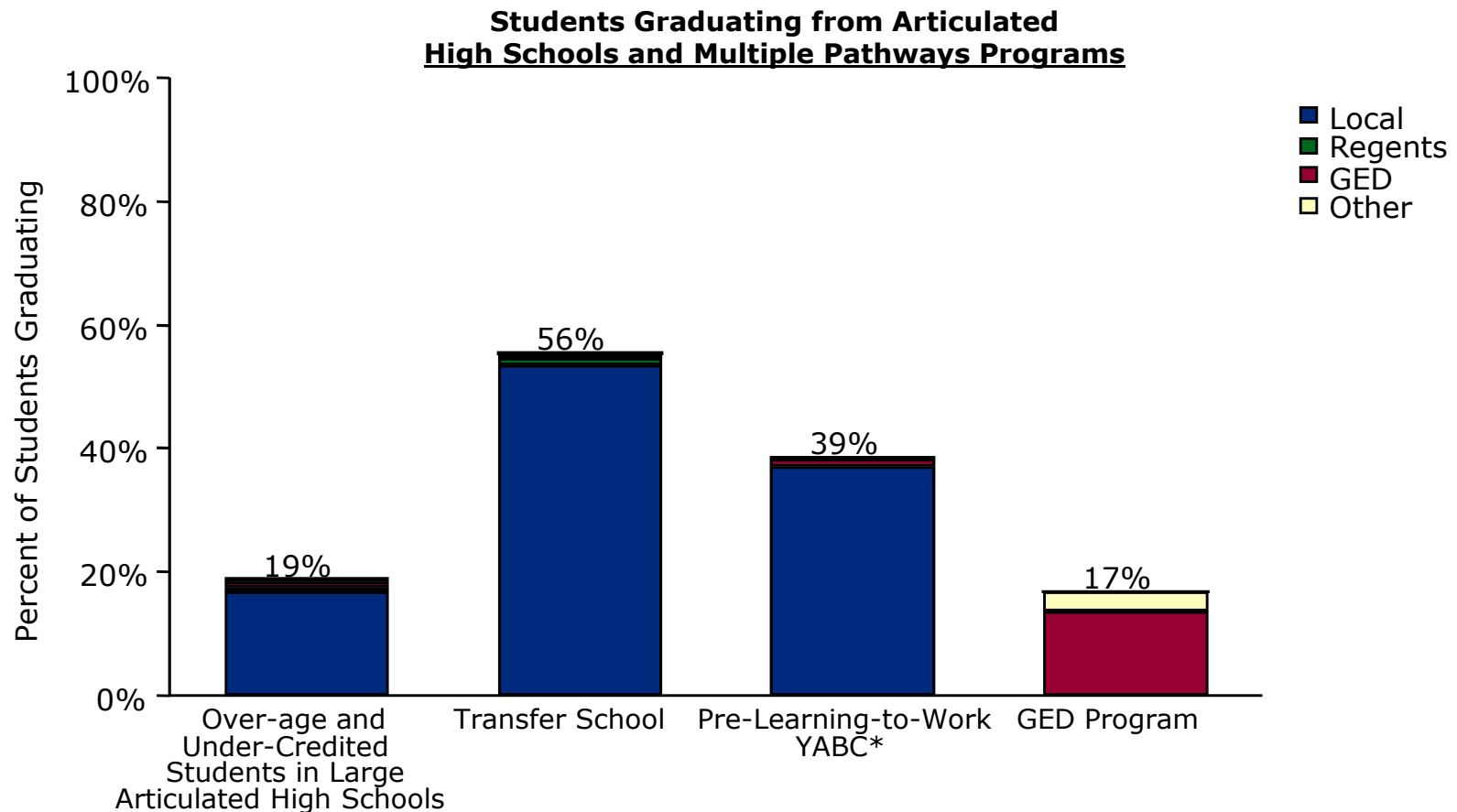
Over-age and Under-Credited Students by Age and Credit Attainment, June 2005



Note: Excludes District 75 students
Source: ATS Data

Identifying Effective Options

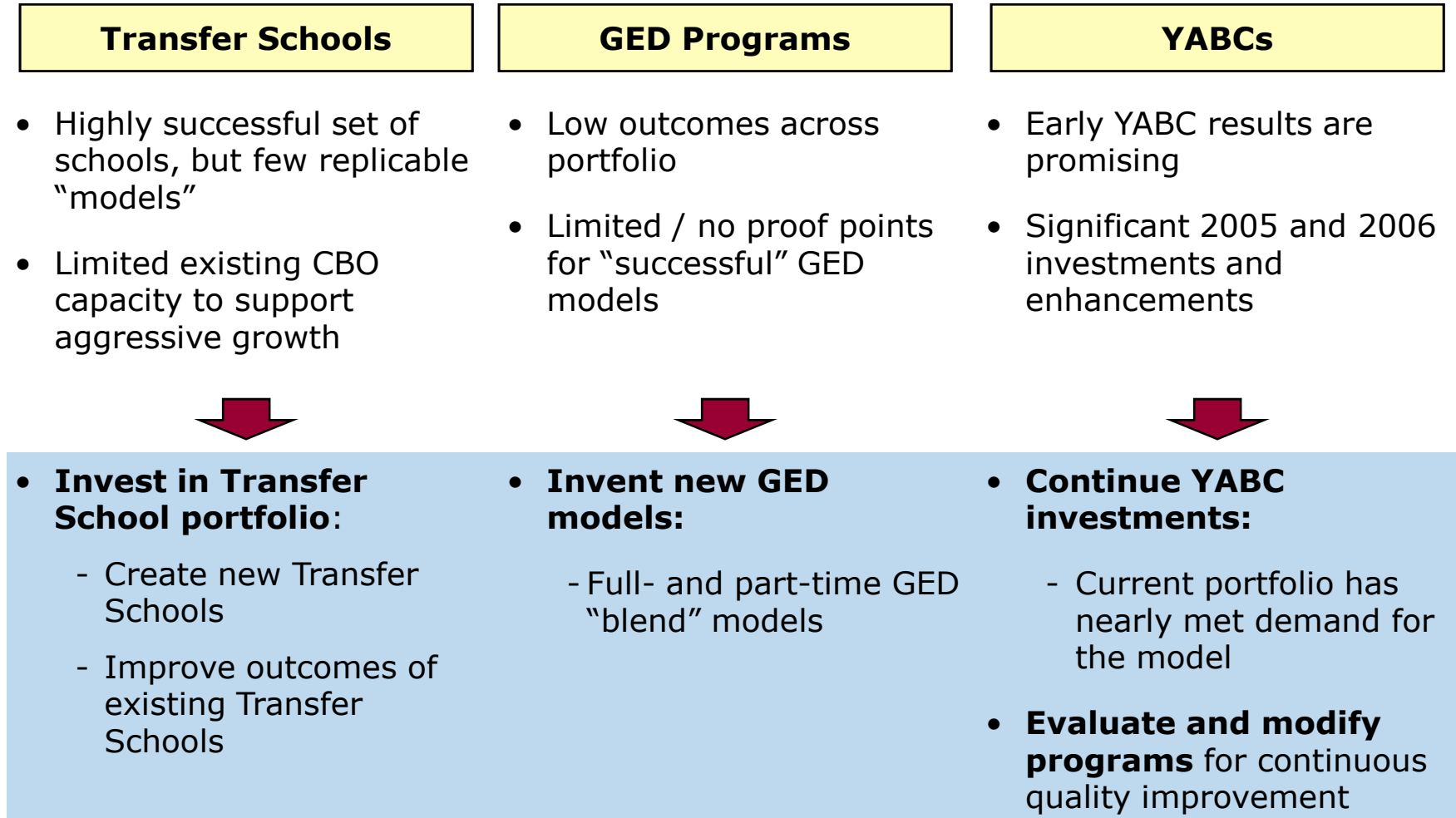
Though Articulated HS Have Limited Recuperative Power, MP Programs Demonstrate Relative Success with OA-UC Students



Note: Articulated High School data is based on students who were over-age and under-credited in June 2001; Multiple Pathways graduation rate is the Class of 2003 cohort; *Outcomes of Pre-Learning-to-Work YABC models represent outcomes of legacy programs prior to 2005-06 model enhancements
Source: ATS Data

Identifying Effective Options

Understanding of Outcomes & Practices Drives Recommendations to Invest and Invent within Multiple Pathways Portfolio



Capacity Building

Transfer Schools

- **Intermediary Identification and Capacity-Building**
 - The Gates Foundation has supported the DOE's expansion of the New Small School Initiative by funding intermediary partners to develop their internal capacity to provide direct support to new small school planning teams.
- **Transfer School Leadership Pipeline Creation, Launch Support, and Capacity Building**
 - For the past year, OMPG has worked to build the capacity of the Leadership Academy to address the unique requirements for Transfer School leadership development
- **Capacity-Building of Partners, Teams, and the OMPG to Launch and Support Transfer Schools**
 - Customization of New York City's new school development process for Transfer Schools
 - Direct launch support for new school teams
 - Transfer School System Integration
- **Development of Tools for Transfer School Leaders and Teachers**

GED Programs

- *GED Educational Resource Manual* and Curriculum Resource Map
- GED Professional Development Program in Literacy Strategies
- Program and Student Rubrics
- GED Curriculum Training Pilot Program
- GED Data System
- Collaboration with District 79, New York City's administrative structure for GED.

YABCs

- Monthly Leadership Networks
- Monthly Learning to Work Practitioners' Network
- Collaborative Leadership Facilitation

MODEL DEVELOPMENT AND CODIFICATION ACTIVITIES

FULL-TIME GED MODEL (Access)

Last fall, OMPG launched Access, NYC's first full-time GED program for over-age, under-credited youth. Designed to support the principle that GED students must do more than pass the GED Exam to be successful in today's economy, the program is structured so that every Access student uses the GED as a springboard to training, college, and/or employment. Essential components include:

- Age- and culturally-appropriate, research-based curriculum
- Contextualized learning experiences and student portfolio process
- Learning to Work CBO partnership, which provides opportunities to participate in the workforce
- Explicit pathways to post-secondary training and employment
- Orientation phase, which encourages students to reinvent their identities as learners and achievers before they begin class work
- Student support services, which start at enrollment and continue for one year after graduation

PART-TIME GED MODEL

Developed through the Office of Multiple Pathways GED Workgroup, this model clearly identifies and articulates the key elements of part-time GED programs for over-age, under-credited youth, focusing on a standardized educational plan and accompanying professional development for teachers. Components addressed in the model include:

- Clear academic standards for what young adults need to know and be able to do in order to be successful on the GED and beyond
- Research-based instructional curriculum for the GED classroom
- Promising practices for recruiting, developing, and retaining part-time staff
- Key components of effective intake and orientation, including student cohorts
- Practices for promoting student success -- academically and developmentally through student support services
- Strategies for making the part-time GED program a pathway to post-secondary opportunities, including training, apprenticeship, college and meaningful work

GED EDUCATIONAL RESOURCE MANUAL

Most GED programs do not have a strategy for focusing on the core concepts and key skills students need to pass the GED Test and be successful in the post-GED world. The GED Educational Resource Manual was created by GED practitioners to equip GED teachers with:

- Guidelines for what a student needs to know to be successful on the GED test and transition to post-secondary education and/or careers;
- A set of instructional strategies for promoting student success on the GED and beyond
- Tools for implementing instructional strategies in the GED classroom

MODEL DEVELOPMENT AND CODIFICATION ACTIVITIES

YABC MODEL

Young Adult Borough Centers (YABCs) are a critical component of the Office of Multiple Pathways to Graduation's portfolio of educational models designed to bring over-age, under-credited youth to New York State graduation standards and prepare them for meaningful post-secondary opportunities. The Office of Multiple Pathways to Graduation (OMPG) is codifying the YABC model as a reference for practitioners, administrators, and policymakers to implement and replicate similar programs.

Developed through a knowledge-sharing process amongst YABC sites, the codified model will identify and articulate the core elements of a YABC, including the organizational, structural, operational, instructional, and developmental components of the program. It includes sample staffing structures and budgets, shared best practices (such as attendance outreach), strategies for implementation, and examples of critical tools (such as effective student intake forms).

POST-SECONDARY PLANNING HANDBOOK FOR OVER-AGE, UNDER-CREDITED STUDENTS

College planning presents unique challenges for the over-age, under-credited student population, such as explaining gaps in a transcript. Written expressly for over-age, under-credited students with approximately six to eighteen months until graduation or GED attainment, this handbook will serve as a tool for over-age, under-credited students, outlining the essential elements for planning life after high school and addressing the unique challenges they face during this process.

The handbook provides encouragement and practical steps for choosing the right school environment and gaining access to college, and it includes information on financial aid, testimonials of over-age, under-credited students who successfully went on to college, a glossary of college related terms, and tools and charts students can use to track their completed steps in the college access process.

TRANSFER SCHOOL EDUCATOR HANDBOOK

Developed to codify a training institute for new Transfer School teachers, this handbook will serve as a tool to create and implement trainings for Transfer School teachers on the essential elements of teaching and learning. The handbook outlines the essential elements of teaching and learning, focusing on how these elements can be strategically adapted and/or integrated within a Transfer School context and how teachers can be most effectively trained in using them.

Each section of the handbook explores a particular, critical element of teaching and learning, such as key literacy strategies and higher-order thinking skills, and is divided into three parts: an overview/description of the element, an explanation of how the element can be adapted for and integrated into a transfer school context, and a model for training educators in that element. The appendix provides a model training program for transfer school educators and samples of lesson plans.

EXPANSION PLAN

LTW has just completed the second year of a multi-year initiative.

Year Opened	New Transfer Schools	GED Programs	YABCs	LTW (TS/GED/YABC)
Pre- 2005-06 (Completed)	6	0	4	0 (0 / 0 / 0)
2005-06 (Completed)	0	3	12	18 (7 / 3 / 8)
2006-07 (Completed)	1	5	3	12 (3 / 5 / 4)
2007-08 (Completed)	5	2	2	9 (5 / 2 / 2)
2008-09 (Projected)	7	TBD	TBD	8 (7 / TBD / TBD)

STUDENT PARTICIPATION

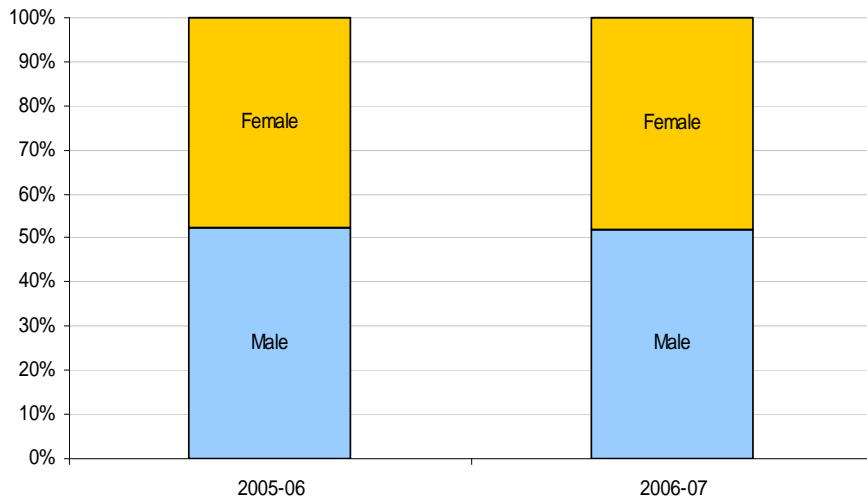
- As of September 2007, OMPG has launched and provided operational support to **62 portfolio sites** and **39 LTW contracted partnerships**.
- Currently, **8,761** students participate in LTW Transfer Schools, GED programs, and YABCs.
- **1,235** students have been placed in internships YTD.

	Transfer Schools	GED Programs	YABCs	Total
Total # of Programs	15 with LTW 30 system-wide	10 with LTW	14 with LTW 22 system-wide	39 with LTW 62 system-wide
Total LTW Student Enrollment (11.30.07)	2,983	818	4,960	8,761
Total Student Enrollment System-Wide	9,550	-----	5,549	-----
Total # of Students Placed in Internships YTD	666	61	508	1,235

COMPARATIVE OUTCOMES

LTW programs continue to recoup and graduate 1) a greater percentage of males than the overall system* and 2) students who were scored either a 1 or 2 on the 8th grade ELA exam.

Comparison of Cohort Graduates by Gender



Comparison of Cohort Graduates by ELA Score



"I was not successful in my previous school because I had a tendency to cut class and meet my friends. My school was big, at times overwhelming, and I often felt like I was just a number and got lost in the crowd. Currently, I have perfect attendance and am passing all my classes. I credit my improvements to the LTW program. Now that I attend school every day I enjoy learning and have a sense of support from my teachers. I plan to attend a top SUNY school and major in Psychology.

- Transfer School Student

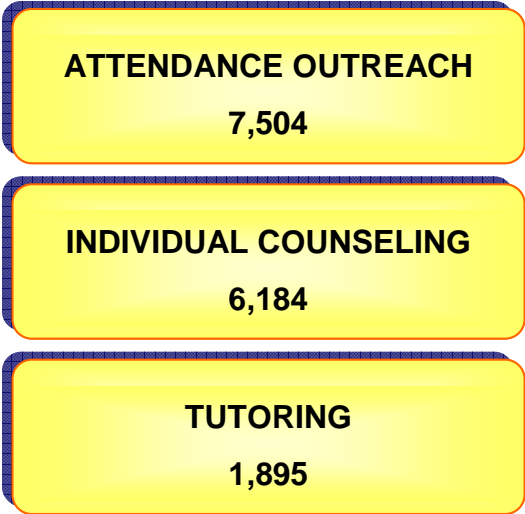
* - DAA report on 2005 four-year cohort shows that 44.7% of graduates were males.

2006-07 PROGRAM SERVICES

Community-Based Organizations (CBOs) Provided Crucial Wrap-Around Services for Students on the Path to Graduation

Students Served by CBOs Focus on Both:

CURRENT ISSUES



FUTURE PLANS



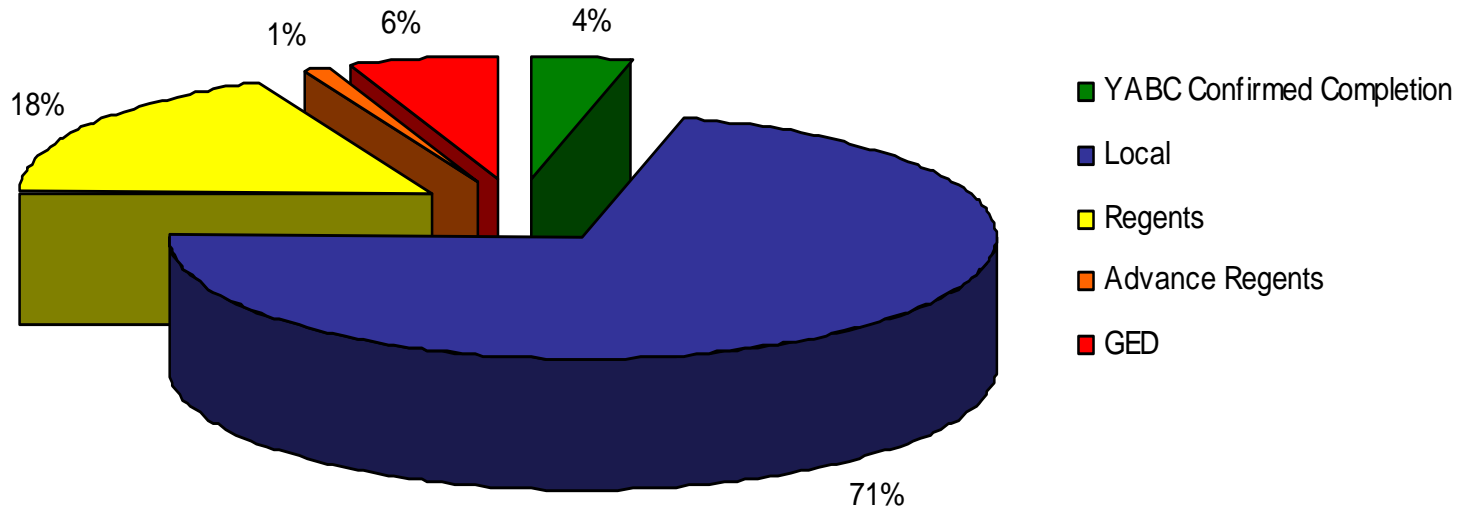
Special Activities Include:

- Financial Literacy Workshops by Chase Manhattan and Washington Mutual
- Hot 97 Youth Conference at Columbia University
- Planned Parenthood Seminar on Reproductive Health
- Black College Expo
- Nutcracker @ Lincoln Center
- Alvin Ailey American Dance Theater

AGGREGATE OUTCOMES

3,777 Students Have Completed Credentials at LTW Programs Since September 2005

OMPG Graduates by Diploma Type



“The YABC program has given me a second chance to make something of myself. I am now graduating and going to college to pursue my career in business. If it wasn’t for the program and the advisors never giving up on me, I don’t think I would have finished school.”

- YABC Student

NYC DOE Multiple Pathways Strategy

Appendix

Glossary of Relevant Terms

“Glossary” of Relevant Terms

“Over-age and Under-Credited” Definition

- The NYC Department of Education has created the construct of “over-age and under-credited students” to define students who have fallen off-track in high school
- Over-age and under-credited students are at least two years off-track relative to expected age and credit accumulation toward earning a diploma

Definition of Over-age and Under-Credited

<u>Age</u>	<u>Credits</u>
Age 16	Fewer than 11 Credits
Age 17	Fewer than 22 Credits
Age 18	Fewer than 33 Credits
Age 19-21	Fewer than 44 Credits

Note: 44 credits are required for graduation in New York City
2 Credits = 1 Carnegie Unit

“Glossary” of Relevant Terms

Portfolio of NYC High School Options

- **Articulated High Schools:** All high schools that accept students directly from 8th grade
 - **New Small High Schools:** Small, Articulated High Schools that were started since Fall 2002 under the Chancellor’s initiative to create 200 New Small High Schools
 - **Comprehensive High Schools:** High schools, typically large, that provide comprehensive class options for students of differing levels
- **Multiple Pathways programs:**
 - **Transfer Schools:** Full-time high schools offering smaller class sizes and unique student supports, including internships, college exposure, guidance support, etc.
 - **GED Programs:** Full- and part-time programs for attainment of high school equivalency diplomas; students must be at least 16.5 years old to enroll
 - **Young Adult Borough Centers (YABCs):** Customized transition option for students who have completed four years of high school, but are still in need of credits and exit exams
 - **LTW Programs:** Workforce preparation program that is connected with an existing school or program (i.e. Transfer Schools, YABCs, GEDs); Provides opportunities and stipends for students to participate in an internship
- **Other Programs:** Other programs include alternative programs such as those for incarcerated students, pregnant teens, as well as home schooling or other educational options

“Glossary” of Relevant Terms

NYC 8th Grade Reading and Math Tests

NYC 8th Grade Tests

- All New York State 8th graders take ELA and Math tests that establish entering skill level prior to entering high school
 - Students scores are reported from Level 1 (“Below Basic”) to Level 4 (“Advanced”)
 - NYC considers students who score at the median of Level 2 (“High Level 2”) or above to be on-track for grade level

8th Grade ELA

Learning standards require students to read, write, listen, and speak for:

- Information and understanding
- Literary response and expression
- Critical analysis and evaluation

8th Grade Math

Learning standards include:

- Mathematical Reasoning
- Number and Numeration
- Operations
- Modeling/Multiple Representation
- Measurement
- Uncertainty
- Patterns/Functions

Meeting Standard	Level 4 (Advanced)	Students exceed the learning standards for English language arts. Their performance shows superior understanding of written and oral text.
	Level 3 (Proficient)	Students meet the learning standards. Their performance shows thorough understanding of written and oral text.
Below Standard	Level 2 (Basic)	Students show partial achievement of the learning standards. Their performance shows partial understanding of written and oral text.
	Level 1 (Below Basic)	Students do not meet the learning standards. Their performance shows minimal understanding of written and oral text.

Meeting Standard	Level 4 (Advanced)	Students exceed the learning standards for Mathematics. Their performance shows superior understanding of key math ideas.
	Level 3 (Proficient)	Students meet the learning standards. Their performance shows thorough understanding of key math ideas.
Below Standard	Level 2 (Basic)	Students show partial achievement of the learning standards. Their performance shows partial understanding of key math ideas.
	Level 1 (Below Basic)	Students do not meet the learning standards. Their performance shows minimal understanding of key math ideas.

“Glossary” of Relevant Terms

NYC High School Graduation Rates and Diploma Types

- **Multiple Pathways population analysis focuses on three types of graduation rates:**
 - **4-year graduation rates:** students who graduate by August of 4th year of high school
 - **6-year graduation rates:** students who graduate by August of 6th year of high school
 - **Final graduation rates:** students who graduate within 7 years of entering high school; by this point, almost all remaining students are over age 21 and have “aged out” of the NYC HS system
- **NYC high school students are eligible to receive several types of diplomas:**
 - **Local Diploma:** Earn 44 credits; Pass **5 Regents** at a score of **55 to 64**
 - **Regents Diploma:** Earn 44 credits; Pass **5 Regents** at a score of **65 or higher**
 - Prior to the class of 2005, a Regents diploma required passing eight Regents at a score of 65 or higher (similar to today’s requirements for an Advanced Regents Diploma)
 - **Advanced Regents Diploma:** Earn 44 credits; Pass **8 Regents** at a score of **65 or higher**
 - **GED:** Meet state requirements on GED exam while enrolled in a NYC DOE GED program
 - **IEP Diploma:** Some students with IEPs are awarded IEP/SPED Diplomas based on individual education needs