



# Office of Postsecondary Readiness

*Multiple Pathways to  
Graduation Portfolio*

**Vanda Belusic-Vollor**  
*Executive Director*

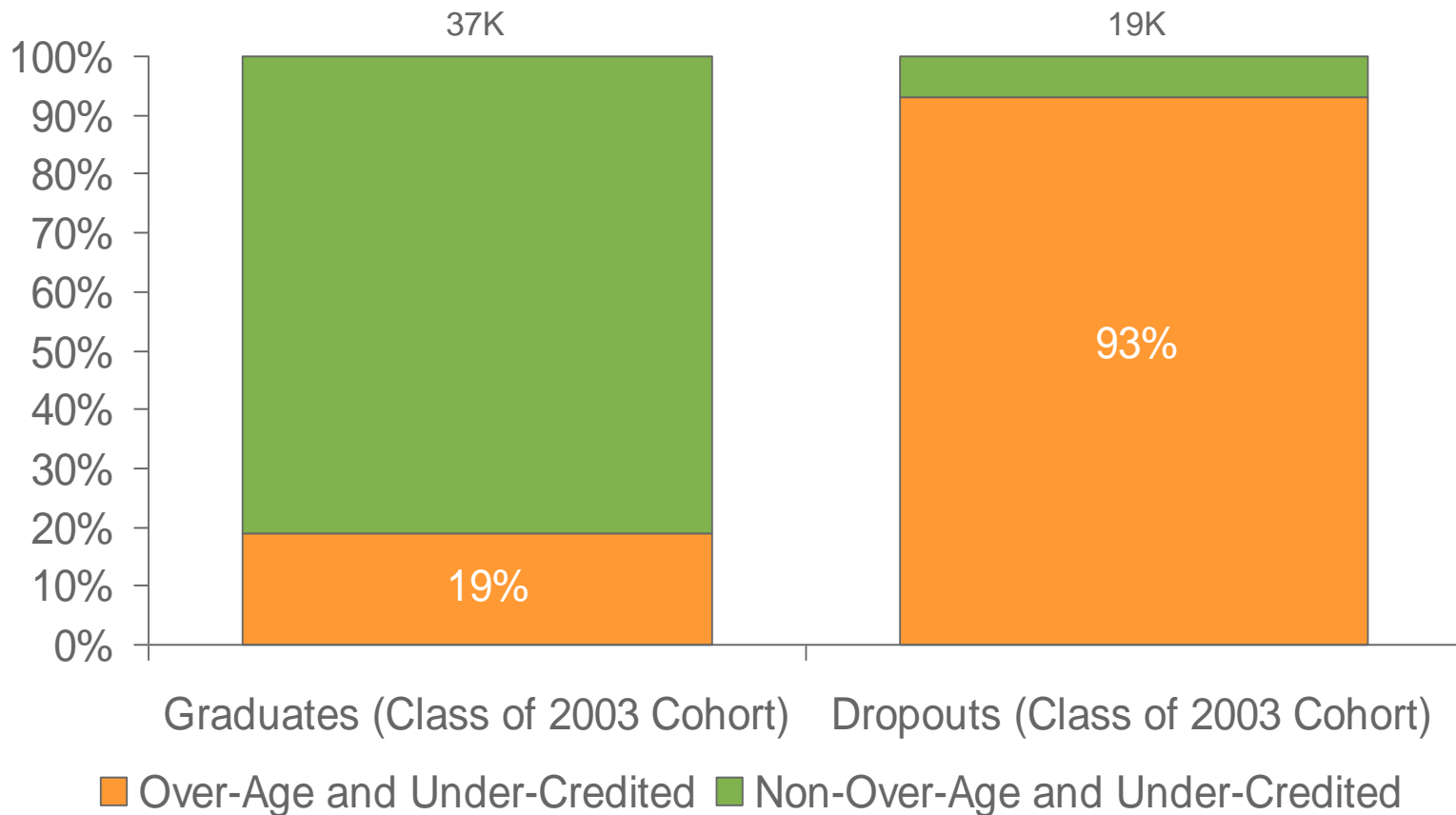
# OFFICE OF POSTSECONDARY READINESS (FORMERLY OMPG) AND THE MULTIPLE PATHWAYS PORTFOLIO

- The **Office of Multiple Pathways to Graduation (OMPG)** was established in 2005 to develop a portfolio of educational models to meet the needs of differentiated segments of the over-age and under-credited (OA-UC) population, and bring them to graduation prepared for success in college and careers.
- Today, through the multiple pathways portfolio and other initiatives, the **Office of Postsecondary Readiness (OPSR)** works to ensure that every student is equipped with the knowledge, skills, and competencies to graduate high school and successfully pursue a rigorous postsecondary pathway that meets their interests and needs.

# SIZING THE CHALLENGE

Nearly All New York City high school dropouts have a history of being OA-UC.

*Graduates and Dropouts by OA-UC Status, Class of 2003 Cohort*



# DEFINING THE OA-UC POPULATION

OA-UC students are at least two years off-track relative to expected age and credit accumulation toward earning a diploma.

## Definition of Overage and Under-Credited

**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*

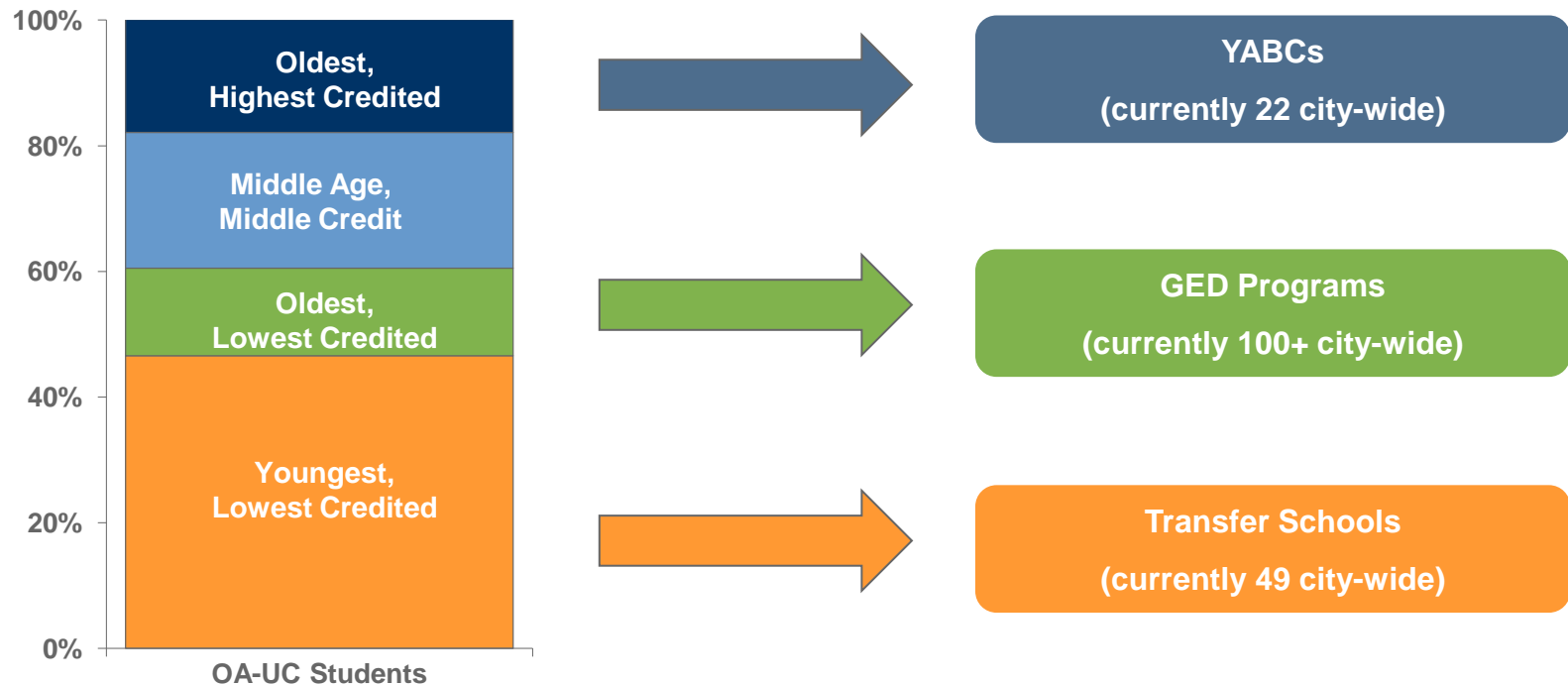
# IDENTIFYING EFFECTIVE RECUPERATIVE OPTIONS

DOE's understanding of outcomes and practices drives recommendations to Invest and Invent within the Multiple Pathways Portfolio.

Transfer Schools	GED Programs	YABCs
<ul style="list-style-type: none"> <li>Highly successful set of schools, but few replicable "models"</li> <li>Limited existing CBO capacity to support aggressive growth</li> </ul>	<ul style="list-style-type: none"> <li>Low outcomes across portfolio</li> <li>Limited / no proof points for "successful" GED models</li> </ul>	<ul style="list-style-type: none"> <li>Early YABC results are promising</li> <li>Significant 2005 and 2006 investments and enhancements</li> </ul>
<p style="text-align: center;"></p> <ul style="list-style-type: none"> <li><b>Invest in Transfer School portfolio:</b> <ul style="list-style-type: none"> <li>&gt; Create new Transfer Schools</li> <li>&gt; Improve outcomes of existing Transfer Schools</li> </ul> </li> </ul>	<p style="text-align: center;"></p> <ul style="list-style-type: none"> <li><b>Invent new GED models:</b> <ul style="list-style-type: none"> <li>&gt; Full- and part-time GED "blend" models</li> </ul> </li> </ul>	<p style="text-align: center;"></p> <ul style="list-style-type: none"> <li><b>Continue YABC investments:</b> <ul style="list-style-type: none"> <li>&gt; Current portfolio has nearly met demand for the model</li> </ul> </li> <li><b>Evaluate and modify programs</b> for continuous quality improvement</li> </ul>

# IDENTIFYING EFFECTIVE RECUPERATIVE OPTIONS

Models are designed to meet OA-UC students where they are in their academic careers.

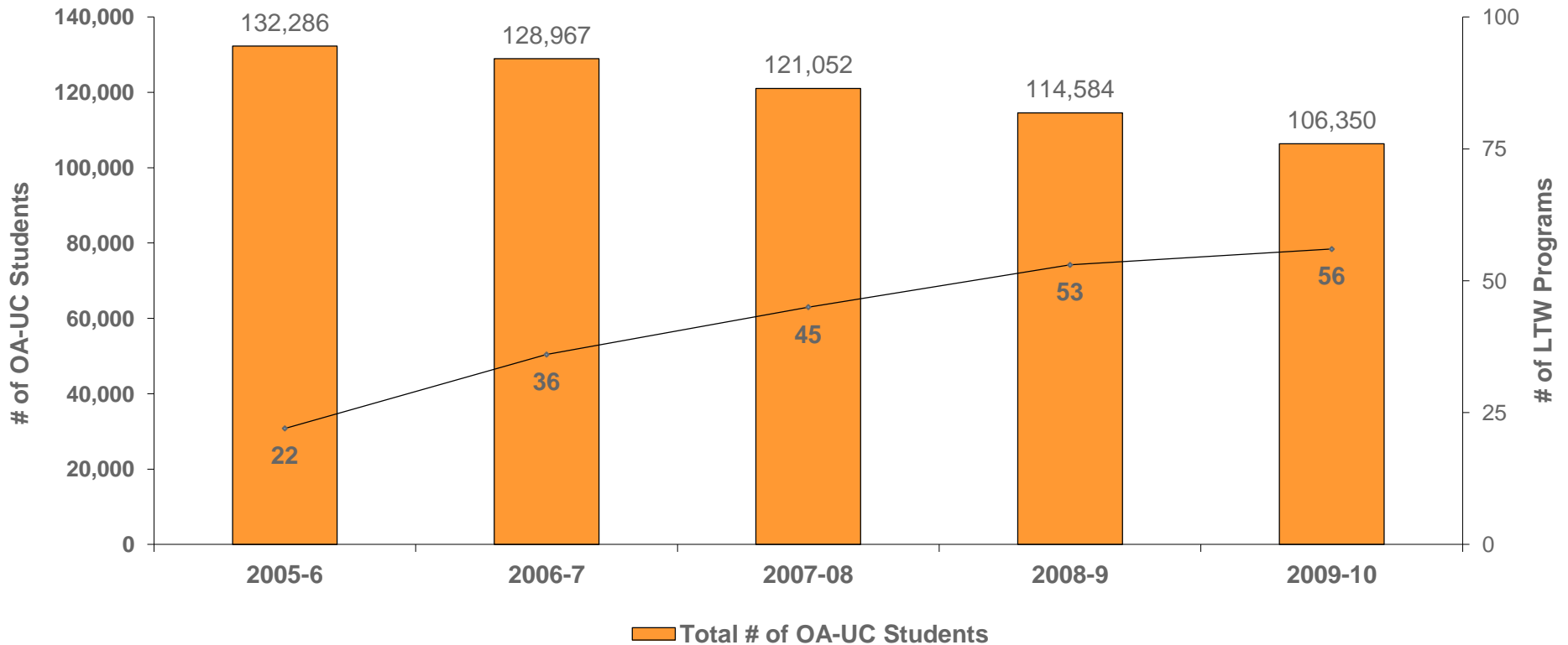


**Learning To Work (LTW)** engages OA-UC students through workforce connections, academic support, and other support services provided across Multiple Pathways schools and programs through partnerships with community-based organizations.

# PORTFOLIO UPDATE - OA-UC POPULATION CITYWIDE

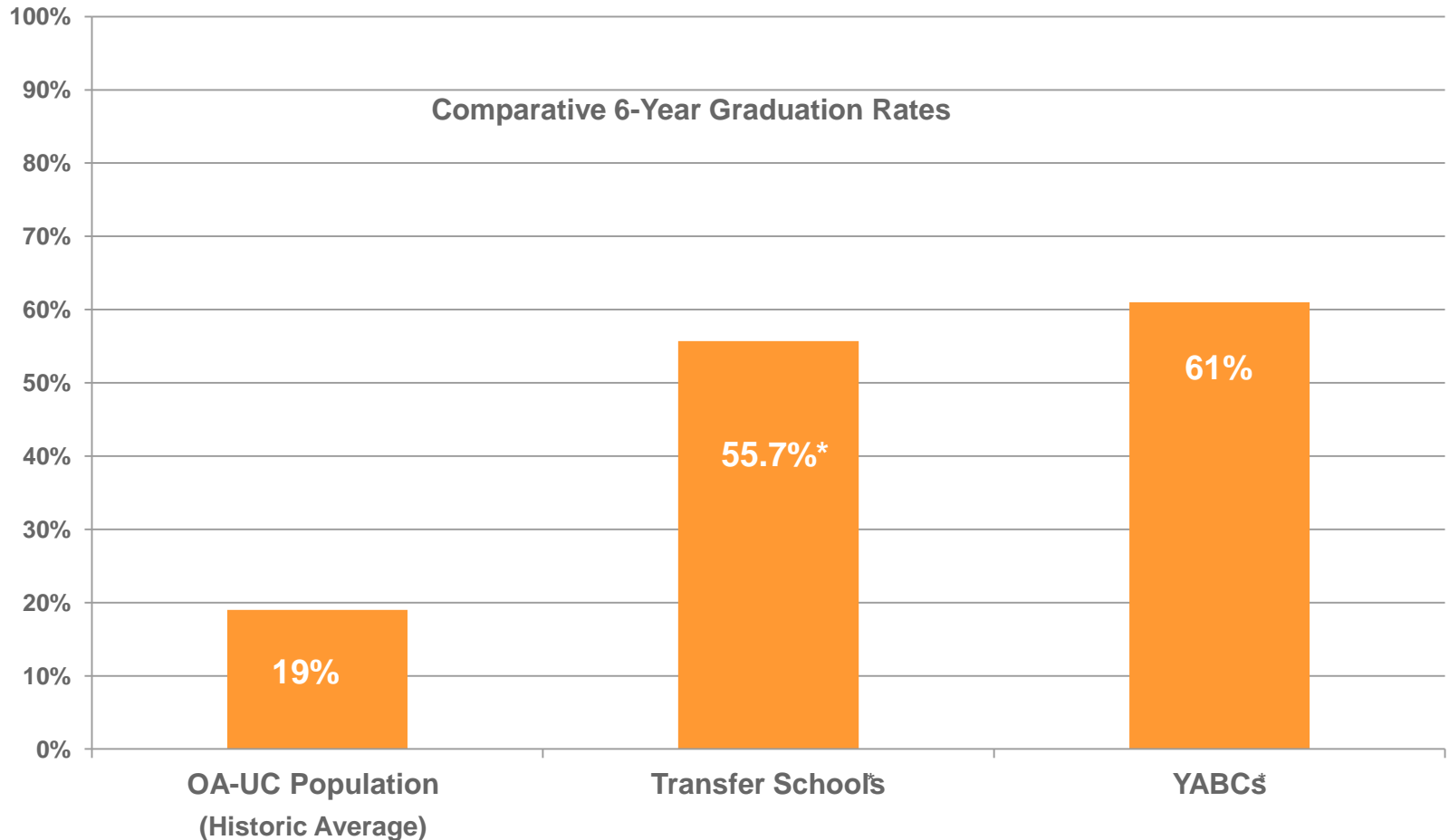
Systemic DOE reforms have substantially reduced the size of the OA-UC population resulting in higher graduation rates and lower dropout rates city-wide.

### Longitudinal OA-UC Totals with LTW Program Expansion



# MODEL ASSESSMENT – RECUPERATIVE PORTFOLIO

Core recuperative models continue to add value to city-wide secondary portfolio.

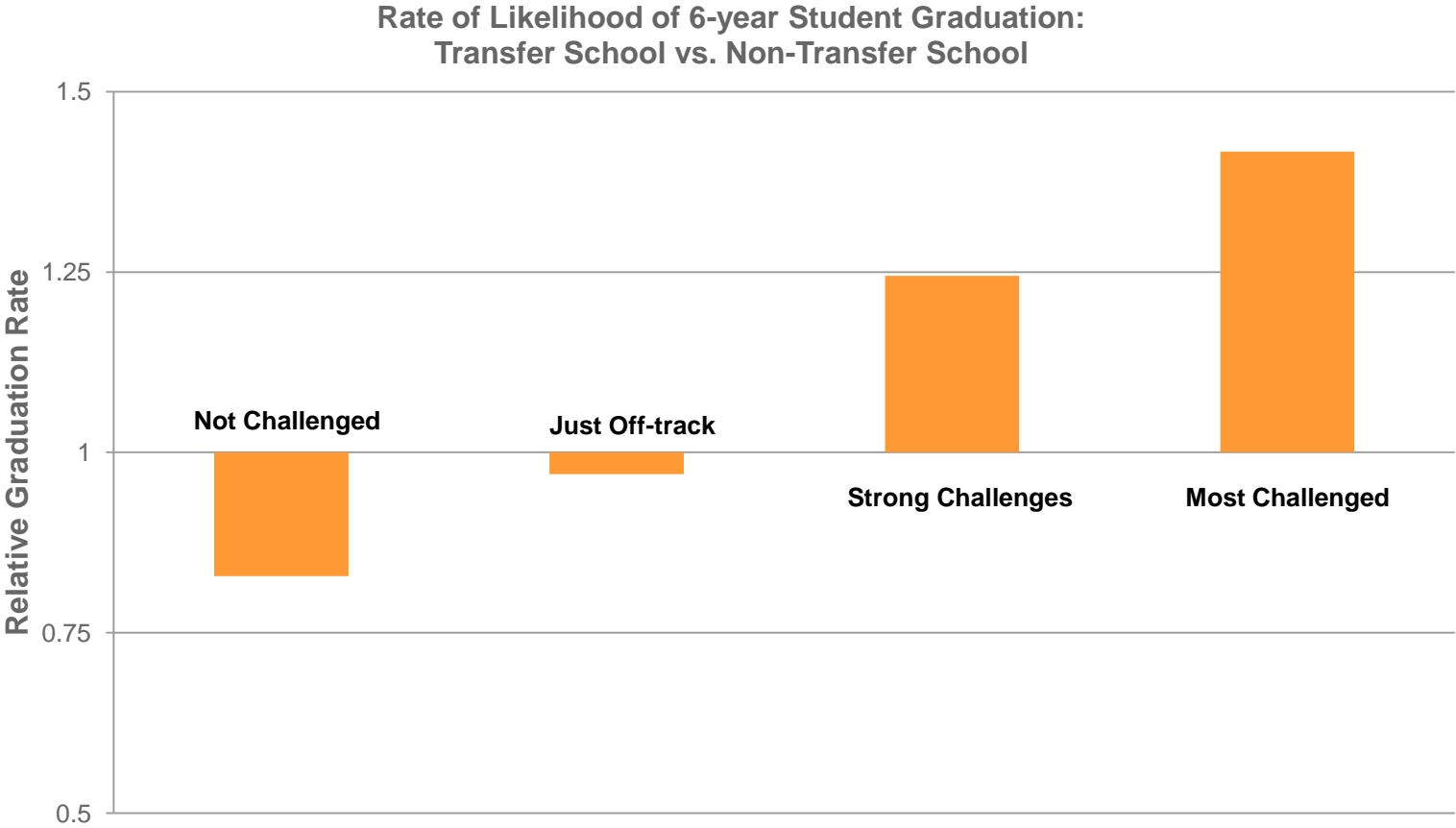


\* Median graduation rates based on 2010-2011 Progress Report.



# MODEL ASSESSMENT – TRANSFER SCHOOLS

Transfer schools deliver value-added performance with specific segments of the OA-UC population.



# POLICY IMPLICATIONS: ACCOUNTABILITY

New York City has developed an accountability structure that supports the mission of transfer schools.

## New York City

### Current Structure

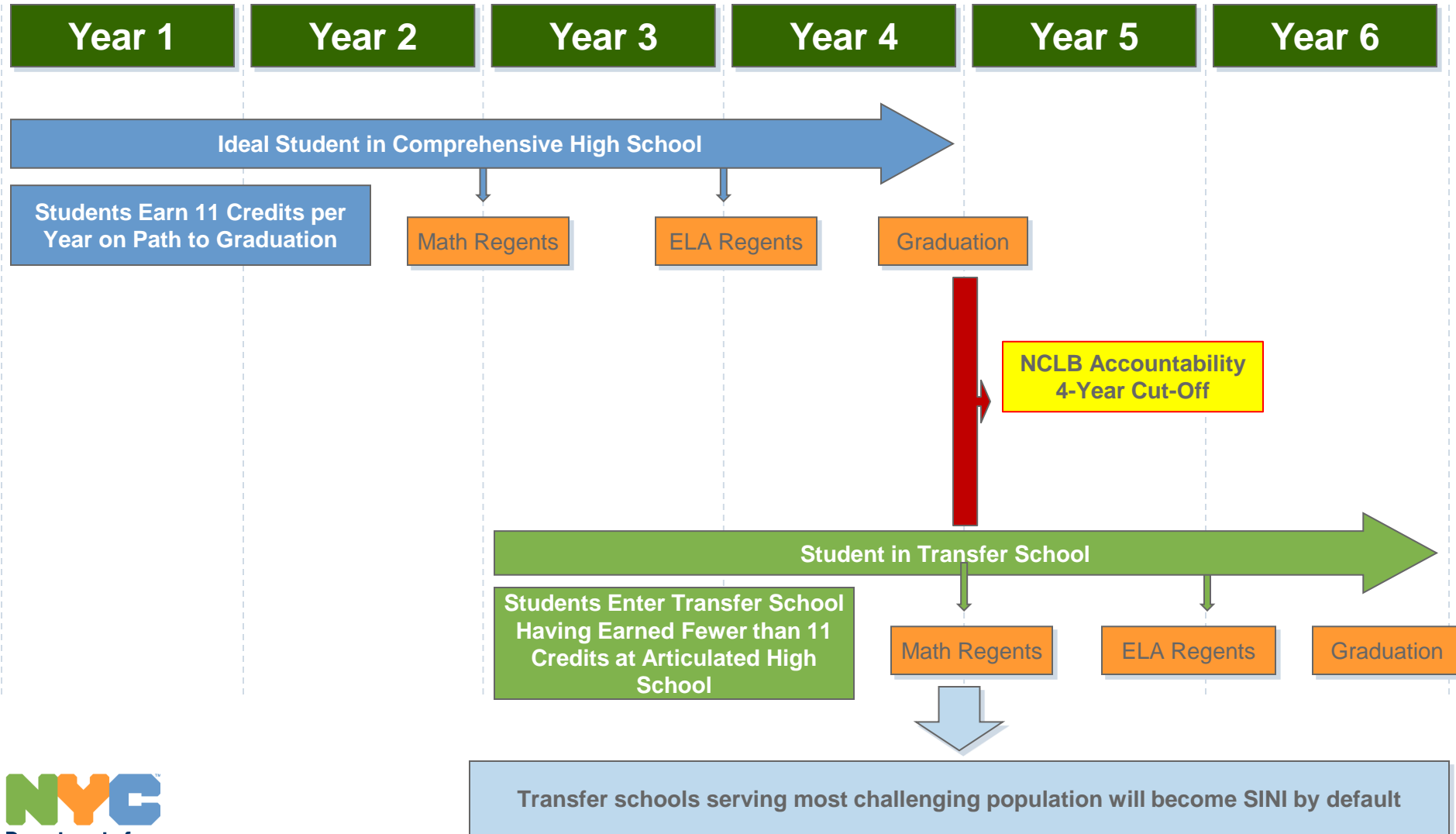
- Creates a uniform set of metrics for evaluating Transfer Schools
- Aligns accountability measures to student performance at transfer schools

### Objectives for Improvement

- Provide greater incentives to serve most-challenged population
- Align funding to enrollment patterns to ensure optimal resource allocation

# POLICY IMPLICATIONS: ACCOUNTABILITY

A differentiated portfolio requires differentiated accountability structures to support the missions of unique models.



Department of Education

Dennis M. Walcott, Chancellor  
Source: ATS Data

# SETTING A NEW BAR: DOE COLLEGE & CAREER READINESS BENCHMARKS

The DOE's College and Career Readiness Benchmarks define the qualities and achievements that students need to be ready to enroll, persist and succeed in college and postsecondary training opportunities and eventually gain entry into meaningful careers.

## Benchmark Areas:

- Improving Academic Rigor
- Developing Academic and Personal Behaviors
- Strengthening Academic Programming
- Increasing College and Career Access

# DRIVING THE COLLEGE AND CAREER READINESS AGENDA FORWARD

- **Next Generation of Career and Technical Education (CTE) in NYC**
- **The Expanded Success Initiative (ESI)**
- **Pioneering New School Model Development**
- **CUNY Partnership & GraduateNYC!**
- **NYC Connected Foundations**